Head Start/State Child Development

POLICY COUNCIL MEETING PACKET

June 23, 2020
5:30 p.m.

Per Governor's Executive Order N-25-20
This meeting will be held via tele-conference
(213) 204-2374 ~ Conference ID: 934 062 447#

Join Microsoft Teams Meeting



POLICY COUNCIL
STANDING COMMITTEES
June 2020

EXECUTIVE COMMITTEE

Chairperson: Nila Hogan
Vice Chairperson: Destiny Thompson Butler
Secretary: Kaylonie Howard
Treasurer: Hernan Lozano
Parliamentarian: Nicole Cabe

STANDING COMMITTEE MEMBERS

Board of Directors: Nila Hogan

BYLAWS
Chairperson: Nicole Cabe

1. Isabelle Diaz
2. Andrea Martinez
3. Raeann Haggard
4.
5.
6.

PLANNING
Chairperson: Destiny Thompson Butler

1. Nicole Cabe
2. Dalila Castillo
3. Rosie Castillo
4. Nila Hogan
5.
6.

SCHOOL READINESS
Chairperson: Kaylonie Howard

1. Bianca Garibay
2. Ana Vega
3. Helena Conolly
4. Brittany Dunbar

FINANCE
Chairperson: Hernan Lozano

1. Destiny Thompson Butler
2. Isabel Everly
3. Jessica Mendez
4.
5.
6.



LEGEND:	
Attended	X
Did Not Attend	ABS
Attended Another CAPK Function	
Appealed Termination	
Membership Terminated	
Absent Due to Weather Conditions	
Resigned	R
Special Call Meeting	SC
Executive Committee Meeting	EC
Not Yet Elected to Policy Council	

Policy Council Attendance 2019 ~ 2020

#	REGION 1	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	June 2020	July 2020	Aug 2020	Sept 2020	Oct 2020
1	Dalila Castillo ~ Shafter	X	X	X	X	EC	EC	EC					
2	Rosie Castillo ~ Shafter	X	X	X	X	EC	EC	EC					
3	*Vacancy*												
4	*Vacancy*												
#	REGION 2	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	June 2020	July 2020	Aug 2020	Sept 2020	Oct 2020
1	Isabelle Diaz ~ East California	ABS	X	ABS	X	EC	EC	EC					
2	Isabel Everly ~ Sterling	X	ABS	X	ABS	EC	EC	EC					
3	Jessica Mendez ~ Sterling				X	EC	EC	EC					
4	Andrea Martinez ~ East California				X	EC	EC	EC					
#	REGION 3	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	June 2020	July 2020	Aug 2020	Sept 2020	Oct 2020
1	Nicole Cabe ~ Fairfax	X	X	X	X	X	X	ABS					
2	Nila Hogan ~ Pete Parra	X	X	ABS	X	X	X	X					
3	Hernan Lozano ~ Seibert	X	X	X	X	X	X	X					
4	Raeann Haggard ~ Harvey L. Hall				X	EC	EC	EC					
#	REGION 4	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	June 2020	July 2020	Aug 2020	Sept 2020	Oct 2020
1	Helena Conolly ~ Rosamond	X	ABS	X	ABS	EC	EC	EC					
2	Brittany Dunbar ~ Rosamond	X	ABS	X	ABS	EC	EC	EC					
3	*Vacancy*												
4	*Vacancy*												
#	Home Base	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	June 2020	July 2020	Aug 2020	Sept 2020	Oct 2020
1	Kaylonie Howard ~ F. Garcia	X	X	X	ABS	X	ABS	ABS					
2	Destiny Thompson Butler ~ M. Craig	X	X	X	X	X	X	X					
#	ECC EHS Partnership	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	June 2020	July 2020	Aug 2020	Sept 2020	Oct 2020
1	*Vacancy*												
#	San Joaquin EHS Partnership	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	June 2020	July 2020	Aug 2020	Sept 2020	Oct 2020
1	Bianca Garibay ~ A. Johnson	X	X	X	X	EC	EC	EC					
2	Ana Vega ~ Lodi	X	X	ABS	X	EC	EC	EC					
#	Community Representatives	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	June 2020	July 2020	Aug 2020	Sept 2020	Oct 2020
1	*Vacancy*												
2	*Vacancy*												
3	*Vacancy*												
#	Board Member	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	June 2020	July 2019	Aug 2020	Sept 2020	Oct 2020
1	Jimmie Childress				X	EC	EC	EC					

Policy Council Standing Committee
Attendance Sheet
2019 ~ 2020

Bylaws Subcommittee											
Member	**Dec.**	**Jan.**	**Feb.**	**Mar.**	**Apr.**	**May**	**Jun.**	**Jul.**	**Aug.**	**Sept.**	**Oct.**
Nicole Cabe			X								
Isabel Lopez			X								
Daisy Valencia			ABS								
Andrea Martinez											
Raeann Haggard											

Budget & Finance Subcommittee											
Member	**Dec.**	**Jan.**	**Feb.**	**Mar.**	**Apr.**	**May**	**Jun.**	**Jul.**	**Aug.**	**Sept.**	**Oct.**
Hernan Lozano		X	X								
D. Thompson Butler		X	X								
Isabel Everly			X								
Jessica Mendez											

School Readiness Subcommittee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Kaylonie Howard			ABS								
Ana Vega			X								
Bianca Garibay			ABS								
Helena Conolly			X								
Brittany Dunbar			X								

Planning Subcommittee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
D. Thompson Butler		ABS	X	X							
Nila Hogan		X	X	X							
Nicole Cabe		X	X	X							
Dalila Castillo		ABS	X	ABS							
Rosie Castillo		ABS	X	ABS							

Board of Directors

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Nila Hogan		ABS	X	X	X	X					

Legend	
Attended	X
Did Not Attend	ABS
Attended Another CAPK Function	
Resigned	R
Terminated	
No Subcommittee Meeting Held	
Not Yet Elected to Subcommittee	
Absent Due to Weather Conditions	

Policy Council Agenda
Per Governor's Executive Order N-25-20
Meeting to be held via Teleconference
(213) 204-2374 – Conference ID: 934 062 447#
June 23, 2020
5:30 p.m. – 6:30 p.m.

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. Agenda dated: June 23, 2020

4. **Approval of Minutes** — Chairperson — ***ACTION**
   a. Date of Minutes: May 19, 2020

5. **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 will be 10 minutes Please state your name before making your presentation. Thank you.*

6. **Standing Committee Reports** — (3 minutes per report)
   a. School Readiness Committee — Verbal Report
   b. Planning Committee — Verbal Report
   c. Budget & Finance — Verbal Report
   d. Bylaws — Verbal Report

7. **Presentations** — (15 minutes per presentation)
   a. San Joaquin Program Updates ~ Gloria Barbero, Program Administrator, CAPK San Joaquin County

8. **New Business** — Chairperson — ***ACTION**
   a. School Readiness Goals 2020 - 2021 ~ Carolyn Coffey, Education Coordinator
   b. Budget & Financial Reports ~ Heather McCarley, Finance Manager
      i. Kern Head Start Budget vs. Actual Expenditures, March 1, 2020 through May 31, 2020
      ii. Kern Early Head Start Budget vs. Actual Expenditures, March 1, 2020 through May 31, 2020

This is to certify that this agenda notice was posted in the lobby of the CAPK Administrative Office at 5005 Business Park North, Bakersfield, CA and online at www.capk.org by 12:00 p.m. on June 19, 2020
Lisa Price, Program Governance Coordinator

iii. Early Head Start San Joaquin Budget vs. Actual Expenditures, February 1, 2020 through May 31, 2020
iv. Early Head Start Child Care Partnerships Budget vs. Actual Expenditures, March 1, 2020 through May 31, 2020
v. Parent Local Travel & Child Care through May 31, 2020
vi. Parent Activity Funds through May 31, 2020
vii. Kern Head Start and Early Head Start Non-Federal and In-Kind Report, March 1, 2020 through May 31, 2020
viii. San Joaquin Early Head Start Non-Federal and In-Kind Report, February 1, 2020 through May 31, 2020

c. Head Start/Early Head Start Kern and EHS Child Care Partnerships Carry Over Request ~ Jerry Meade, Program Design & Management Administrator
d. July Policy Council Meeting Status ~ Lisa Price, Program Governance Coordinator

9. Communications

a. COVID-19 Community Resources ~ University of California Cooperative Extension Kern County ~ April 2020
b. Head Start PRE Reports ~ April 2020/May 2020
c. COVID-19 Fiscal Flexibilities ACF-IM-HS-20-03; Issuance Date: May 21, 2020
d. Update to Funding for FY 2020 Supplemental Funds in Response to COVID-19 ACF-PI-20-04; Issuance Date: May 21, 2020
e. Mobile Immunization Clinic ~ June 2020 (English/Spanish)
f. Kern County Library Update ~ June 15, 2020
g. Five Ways Fathers Support Their Child's Learning Every Day ~ Head Start ECLKC
h. CAPK Head Start Health Protocol (English/Spanish)
i. Free Community COVID-19 Testing (English/Spanish)
j. U.S. Census 2020 (English/Spanish)
k. Policy Council Meeting Dates

10. Program Governance Report	Lisa Price	Verbal Report (3 min.)
11. Director's Report (HS/State Child Development)	Yolanda Gonzales	Verbal Report (3 min.)
12. Policy Council Chairperson	Nila Hogan	Verbal Report (3 min.)
13. Adjournment	Chairperson	

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Lisa Price, Program Governance Coordinator

Agenda del Concilio de Póliza
Por orden ejecutiva del gobernador N-25-20
Junta por medio de teleconferencia
(213) 204-2374 – Número de Identificación: 934 062 447#
23 de junio, 2020
5:30 p.m. – 6:30 p.m.

1. **Convocación de reunión** Presidente
   a. Momento de silencio, juramento de lealtad
   b. Lectura de la promesa de Acción Comunitaria
   "Acción Comunitaria cambia la vida de personas, simboliza el espíritu de esperanza, mejora a las comunidades y hace de *América un mejor lugar para vivir. Estamos interesados en la comunidad y nos dedicamos a que la gente aprenda a ayudarse a sí misma y a otros"*

2. **Pase de lista/establecimiento de los miembros** Secretario(a)

3. **Aprobación de Agenda** Presidente ***ACCIÓN**
   a. Agenda con fecha del 23 de junio, 2020

4. **Aprobación de minutos** Presidente *** ACCIÓN**
   a. Aprobación de minutos con fecha del 19 de mayo, 2020

5. **Foro Publico**
   a. El público que desee dirigirse al Concilio de Póliza puede hacerlo en este momento. Los miembros del concilio pueden responder brevemente a las preguntas o temas que se presenten. Sin embargo el CP no tomará ninguna determinación más que enviarla al personal para su estudio y análisis. **Los oradores estarán limitados a cinco minutos por presentación.** Si más de una persona desea tocar el mismo tema, el tiempo total será de 10 minutos. Favor de proporcionar su nombre antes de la presentación. Gracias.

6. **Reportes de comités permanentes** (3 minutos por reporte)
   a. Comité de Preparación Escolar Reporte verbal
   b. Comité de Planeación Reporte verbal
   c. Comité de Presupuesto y Finanzas Reporte verbal
   d. Comité de Estatutos Reporte verbal

7. **Presentaciones** (15 minutos por presentación)
   a. Actualizaciones del Programa de San Joaquín ~ Gloria Barbero, Administradora del Programa, CAPK del condado de San Joaquín

8. **Nuevos intercambios** Presidente ***ACCIÓN**
   a. Objetivos de Preparación Escolar 2020 - 2021 ~ Carolyn Coffey, Coordinadora de Educación
   b. Reportes presupuestarios y financieros ~ Heather McCarley, Gerente de Finanzas

Esto certifica que esta agenda se postuló en el vestíbulo de la oficina Administrativa de CAPK localizada en 5005 Business Park North, Bakersfield, CA y en línea, sitio web www.capk.org a las 12:00 p.m. el 19 de junio, 2020
Lisa Price, Coordinadora del programa de Gobernanza

i. Presupuesto de Head Start Kern vs. Gastos actuales, 1 de marzo 2020 hasta el 31 de mayo, 2020
ii. Presupuesto de Early Head Start Kern vs. Gastos actuales, 1 de marzo, 2020 hasta el 31 de mayo, 2020
iii. Presupuesto de Early Head Start San Joaquín vs. Gastos Actuales, 1 de febrero, 2020 hasta el 31 de mayo, 2020
iv. Presupuesto de la Asociación de Early Head Start vs. Gastos actuales 1 de marzo, 2020 hasta el 31 de mayo, 2020
v. Viajes locales de padres y cuidado infantil hasta el 31 de mayo, 2020
vi. Fondos de actividades para padres hasta el 31 de mayo, 2020
vii. Reporte de contribuciones internas y porción no federal para Head Start y Early Head Start de Kern, 1 de marzo, 2020 hasta el 31 de mayo, 2020
viii. Reporte de contribuciones internas y porción no federal para Early Head Start de San Joaquín, 1 de febrero, 2020 hasta el 31 de mayo, 2020

c. Solicitud de transferencia de fondos de Head Start/Early Head Start de Kern y las Asociaciones de EHS ~ Jerry Meade, Diseñador de programa y Administrador de gestiones
d. Programación de la junta del concilio para julio ~ Lisa Price, Coordinadora del programa de Gobernanza

9. <u>Comunicaciones</u>

a. Recursos Comunitarios para COVID-19 ~ Extensión Cooperativa de la Universidad de California del Condado de Kern
b. Reportes de PRE de Head Start ~ (Abril/Mayo)
c. Flexibilidades Fiscales de COVID-19 ACF-IM-HS-20-03; Fecha de emisión: 21 de mayo, 2020
d. Actualización de financiamiento; Fondos Suplementarios para el año 2020 en respuesta a la pandemia COVID-19, ACF-PI-20-04; Fecha de emisión: 21 de mayo, 2020
e. Clínica de vacunación móvil ~ Junio 2020 (Inglés/Español)
f. Actualización de la Biblioteca del Condado de Kern ~ 15 de julio, 2020
g. Cinco maneras en que los padres apoyan el aprendizaje de sus hijos todos los días ~ HS ECLKC
h. Protocolo de Salubridad de CAPK Head Start (Inglés/Español)
i. Examen de detección de COVID-19 (Inglés/Español)
j. Censo 2020 de E.U.A (Inglés/Español)
k. Fechas de juntas del Concilio de Póliza

10. <u>Reporte del programa de Gobernanza</u>	Lisa Price	Reporte verbal (3 min.)
11. <u>Reporte del director (HS/Desarrollo Infantil Estatal)</u>	Yolanda Gonzales	Reporte verbal (3 min.)
12. <u>Anuncios del presidente del Concilio de Póliza</u>	Nila Hogan	Reporte verbal (3 min.)
13. <u>Conclusión</u>	Presidente	

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Lisa Price, Coordinadora del programa de Gobernanza

COMMUNITY ACTION PARTNERSHIP OF KERN
POLICY COUNCIL EXECUTIVE COMMITTEE MEETING MINUTES
May 19, 2020
Teleconference ID: 690 273 525#
Per Governor's Executive Order N-25-20

1. **Call to Order**
   Chairperson Nila Hogan called the meeting to order at 5:30 p.m.
   a. Moment of Silence
   b. Reading of the 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**
   Chairperson, Nila Hogan conducted roll call; quorum was established.
   Executive Committee Members Present: Nila Hogan, Chairperson; Destiny Thompson Butler, Vice Chairperson; Hernan Lozano, Treasurer

3. **Approval of Agenda** ***ACTION**
   a. A motion was made by Destiny Thompson Butler to approve the agenda dated May 19, 2020; seconded by Hernan Lozano. Motion carried unanimously.

4. **Approval of Minutes** Chairperson ***ACTION**
   a. A motion was made by Destiny Thompson Butler to approve the minutes of April 28, 2020; seconded by Hernan Lozano. Motion carried unanimously.

5. **Presentation of Guests /Public Forum**
   The following guests were in attendance: Jerry Meade, Program Design & Management Administrator; Donna Holland, Fiscal Administrator; Rosita Curry; Partnership & Home Base Manager; Heather McCarley, Fiscal Manager; Lisa Price, Program Governance Coordinator
   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**
   a. **School Readiness Committee**
      The School Readiness Committee has not met since the Governor's Order took effect. However, staff continue to connect with families through Learning Genie, newsletters, phone calls, emails, and social media. Kindergarten Readiness and Pre-K summer learning packets were dispersed to center staff for distribution to families. These packets will help transitioning children to continue working on kindergarten readiness skills. They will also provide children enrolled in the part-year program creative learning activities for use over summer break. The next Policy Council School Readiness Meeting will be scheduled at a later date.
   b. **Planning Committee**
      Though the Planning Committee did not meet this month, the program has been reaching out to parents regarding enrollment opportunities for their children. Food distribution is still taking place for families. Discussion and planning continue with regard to a Summer Bridge program. Employment opportunities are also available; job listings can be found on the CAPK website. No date has yet been set for the next Planning Committee meeting.

c. **Budget & Finance Committee**
The Budget & Finance Committee did not meet this month. however, budget to actual financial documents across all grants as well as Parent Activity Funds are included in the Policy Council packet. We will vote on these items during this Executive Committee Meeting. At this time, the PC Budget & Finance Committee will not meet next month.

d. **Bylaws Committee**
The Bylaws Committee has not met since the initial meeting which was held in February. The goal remains the same; before the next meeting, committee members will receive a draft version of the bylaws for additional review and subsequent discussion. It is unknown at this time when the subcommittee will meet.

7. <u>Presentations</u>
a. None

8. <u>New Business</u> ***ACTION**

a. **Head Start Summer Bridge Program Funding ~ Jerry Meade, Program Design & Management Administrator – Informational Item**
Jerry Meade shared with the committee that though his presentation is an informational item, the Coronavirus Aid, Relief and Economic Security (CARES) Act 2020 funding requires that Policy Council is kept informed with regard to any updates on this subject matter. Jerry stated on April 28, 2020, information regarding the CARES Act 2020 was shared with the Executive Committee including how this funding would be used in the Head Start programs. Since that time additional information has been made available. The Office of Head Start has now determined funding amounts for grantees and has made these funds available. This is a one-time funding opportunity with funds earmarked to support the program through the COVID-19 pandemic. Jerry stated that four separate allocations were granted, one for each of our programs for a total allocation of $646,120. These funds are expected to be received by the program within the next few weeks. The second component to the CARES Act was the Summer Bridge Program. Staff has completed the development of this program to support families of Head Start Pre-K children who will be transitioning to kindergarten in the fall, as well as children with an Individualized Educational Plan (IEP) for a total of 566 children potentially receiving services. Jerry further shared this program would consist of a six week highly focused kindergarten readiness program to address any lost learning opportunities that may have been experienced due to mid-March center closures. Services would begin the second week of July and conclude mid-August. Based upon CDC guidance, as well as that of our local health department, we are required to maintain group sizes of no more than 10 children per classroom. Twenty-four additional centers consisting of 46 classrooms will reopen so that we may meet this need. The Summer Bridge Program option will provide two days in the classroom and three days of work at home with parents/family. This option will allow us to serve the maximum number of program eligible children and support group size guidance to prevent the spread of COVID-19. The application for this program option has been submitted. The program is awaiting approval and does not anticipate any challenges in awarding the funding. However, there is uncertainty as to how many families would be willing to take advantage of this opportunity. Because of this, once the funding has been awarded, surveys will be developed to send to parents to see if they would be interested. Jerry stated that typically we would have asked for Policy Council approval to submit the Summer Bridge application; however, due to timing and the recommendations from the Office of Head Start, they are only requiring that Policy Council be kept abreast of what is taking place.

b. **Budget & Finance Reports ~ Heather McCarley, Finance Manager**
   i. Kern Head Start Budget vs. Actual Expenditures, March 1, 2020 through April 30, 2020
   ii. Kern Early Head Start Budget vs. Actual Expenditures, March 1, 2020 through April 30, 2020
   iii. Early Head Start San Joaquin Budget vs. Actual Expenditures, February 1, 2020 through April 30, 2020

iv. Early Head Start Child Care Partnerships Budget vs. Actual Expenditures, March 1, 2020 through April 30, 2020
v. Parent Local Travel & Child Care through April 30, 2020
vi. Parent Activity Funds through April 30, 2020
vii. Kern Head Start and early Head Start Non-Federal and In-Kind Report, March 1, 2020 through April 30, 2020
viii. San Joaquin Early Head Start Non-Federal and In-Kind Report, February 1, 2020 through April 30, 2020

Heather McCarley shared budgetary information across all grants. Content shared for each report included but was not limited to base funds, training & technical assistance funds as well as parent activity funds including local travel and reimbursement. Additional information regarding nonfederal share in-kind reports for both Kern and San Joaquin programs was also shared with the committee. Upon conclusion of such, a motion was made by Destiny Thompson Butler to approve all budget and finance reports as presented; seconded by Hernan Lozano. Motion carried unanimously.

9. <u>Communications</u>

a. Help Us Stay Calm
b. Water Safety
c. CAPK Program Information
d. Mobile Immunization Clinic ~ May 2020 (English/Spanish)
e. Policy Council Meeting Dates

Motion was made by Destiny Thompson Butler to receive and file items (a) through (e).

10. <u>Program Governance Report/Training</u> ~ Lisa Price

Lisa Price thanked everyone for their attendance and spoke about a few items contained in the Policy Council packet. She shared that this can be a difficult time for many, including parents as they may be working outside the home or perhaps are unable to work at this time. In addition, they are not only tending to their children with their day to day needs but also with the educational component as well. All of these things have the potential to add stress and cause frustration not only in adults but in children as well. Children may manifest these feelings by exhibiting challenging behaviors. Lisa shared that before engaging with your child if they are in the midst of a challenging behavior it is important for parents/adults to stay calm so they can better address the situation. She referenced the handout/flyer which providing calming tips, questions for reflection and meaningful ways to re-connect after all parties are in a calm state. Given the warmer weather and with summer fast approaching, information was also shared with regard to water accident statistics and safety tips to help prevent water related accidents and fatalities. Also pointed out was the Community Action Partnership of Kern (CAPK) resource guide outlining the resources the agency provides to the community. While it was noted many of the services may not be operating at full scale, they are available in varying capacities to assist the community with any need they may have. In concluding her report, Lisa shared that Destiny recently completed this semester at Bakersfield College with straight A's! She congratulated Destiny on her achievement as did the entire group. Lisa again thanked the Policy Council Executive Committee, for meeting tonight, adding that their monthly attendance allows for necessary business to continue to be conducted. Staff was thanked as well, for their support, time, and commitment.

11. <u>Director's Report (HS/State Child Development)</u> ~ Yolanda Gonzales

Jerry Meade reported on behalf of Yolanda Gonzales. He stated though Yolanda was unable to attend, she sends her best to all, and her appreciation to the Council for their attendance. Jerry spoke with regard to the food distribution program. He shared that seven weeks ago, children enrolled in our program began receiving a weekly box meal which included breakfast, lunch, and a snack for five days, a total of fifteen meals per week. There were 6 distribution sites established throughout the county. Staff coordinated with the Central Kitchen to ensure boxes were available for any family who was able to pick one up on their distribution day. Staff has gone above and beyond to support families that have had a lack of transportation. They have taken boxes to homes

to ensure children received what they needed in the way of their nutrition for the week. The end of the traditional school year is approaching therefore the distribution program will conclude for families of children enrolled in the part-year program. Full-day, full-year program food delivery will continue a little differently as we approach our goal of reopening full-day, full-year classrooms on June 1, 2020. Jerry stated this is a tentative date that has yet to be confirmed as we will not reopen if we do not have everything in place that is necessary for us to operate in a safe and effective manner. Staff has prepared a COVID-19 protocol which will give directions and consistency to processes for all of our sites to follow to ensure we provide a safe environment for our staff and children. There will be the limitation of 10 children per classroom; our current pre-k class size is 20. Children will have to be accommodated in a varied schedule process. We will stagger their schedule process serving them either 2 days or 3 days per week dependent upon parent need. This week, staff has begun reaching out to parents asking a series of questions regarding need, i.e. are they working, not working, what their childcare needs are etc. Staff is also asking parents, if they do have a need, are they willing to bring their child back to the center with all of the precautionary measures that are being put in place. Once all of that information has been gathered the program will have a better opportunity to develop schedules based on the needs of our families. The goal is to support all of the children currently enrolled in a full-day, full-year program regardless whether or not they return to the center. There is no expectation that they must come to the center, the opportunity for them to do so, is to support parents who have a need because they are working. Within our new protocol there will be revisions with the sign in and sign out process of children. There will be intervals of time for children to report, they will not all be arriving at the same time. The health check screenings will include temperature taking with a touchless infrared thermometer. Staff will also undergo screening before they can begin their workday. The health check process will be conducted outside of the classroom. The classroom will only be allowed for children and teaching staff assigned to that classroom. There will be no parents or other visitors allowed, in order to maintain the safety, integrity, and sanitation of the classroom. All staff will be wearing masks when not in their assigned classroom i.e. break, lunch, etc. with a lot of handwashing occurring. In between each group there will be a thorough classroom and play yard sanitation before the next group arrives. This will be a very thorough sanitation process with a high level of expectation to ensure safety. Training will begin next week for staff to ensure they understand these new expectations. Once family data has been received, staff will begin working on schedules for June 1 and thereafter. Early Head Start already has group sizes of under 10. The topic of naptime was also spoken to, noting children will either be head to foot or 6 feet apart or in some instances picked up prior to naptime. Jerry shared that there are of course a lot of different things that are possible and may come up, but we will learn as we go. He added that staff is confident in this new protocol developed which has met CDC requirements, that of our funding sources as well as our Human Resources Department which is committed to ensuring the health and safety of children and our staff.

12. **Policy Council Chairperson/Announcements ~ Nila Hogan**

    Nila Hogan was thankful to Head Start knowing the program has had to change a lot to keep our children safe. She added that she greatly appreciates this and hopes that other parents see all of the efforts and are appreciative as well. In closing Nila stated that she knows things will get better and is glad that we are all adapting well.

13. **Executive Committee Closing Comments**

    Hernan stated that he has enjoyed the (in person full council) participation up until March, adding that it has "been a ride."

14. **Adjournment ~ Chairperson**

    The meeting was adjourned at 6:10 p.m. The next Policy Council Meeting is scheduled for June 23, 2020.

ASOCIACIÓN DE ACCIÓN COMUNITARIA DE KERN
RESUMEN LA JUNTA DEL CONCILIO DE PÓLIZA COMITÉ EJECUTIVO
19 de mayo, 2020
Numero de identificación para Teleconferencia: 690 273 525#
Por Orden Ejecutiva Gubernamental N-25-20

1. **Convocación de reunión**
   Nila Hogan, presidenta llamo la junta al orden a las 5:30 p.m.
   a. Momento de silencio
   b. Lectura de la promesa de Acción Comunitaria
      "*Acción Comunitaria cambia la vida de las personas, encarna el espíritu de esperanza, mejora las comunidades y hace de América un mejor lugar para vivir. Nos preocupamos por la comunidad entera, y estamos dedicados a ayudar a la gente a ayudarse a sí mismos y a los demás*".
2. **Pase de lista/Establecimiento de cuórum**
   Nila Hogan, presidenta paso lista; se estableció cuórum.
   Los miembros del Comité Ejecutivo presentes: Nila Hogan, presidente; Destiny Thompson Butler, vice-presidente; Hernán Lozano, tesorero.
3. **Aprobación de agenda** ***ACCIÓN**
   a. Destiny Thompson Butler presentó una propuesta para aprobar la agenda enmendada con fecha del 19 de mayo, 2020; Hernan Lozano la secundó. Propuesta aprobada por unanimidad.
4. **Aprobación de minutos** Presidente ***ACCIÓN**
   a. Destiny Thompson presentó una propuesta para aprobar los minutos con fecha del 28 de abril, 2020; esta fue secundada por Hernán Lozano. Propuesta aprobada por unanimidad.
5. **Presentación de invitados/Foro Publico**
   Los siguientes invitados estuvieron presentes: Jerry Meade, Diseñador de programa y administrador de gestiones; Donna Holland, Administradora fiscal; Rosita Curry; Gerente de la Asociación y Servicios a Domicilio; Heather McCarley, Gerente Fiscal; Lisa Price, Coordinadora del programa de Gobernanza
   a. *El público que desee dirigirse al Concilio de Póliza pude hacerlo en este momento.* Sin embargo, el concilio no tomará ninguna acción, solo referirá al personal para su estudio y análisis. ***Los oradores están limitados a cinco minutos cada uno.*** *Si más de una persona desea tocar el mismo tema, se otorgará un total de 10 minutos. Favor de proporcionar su nombre antes de su presentación. Gracias.*
6. **Reportes de comités permanentes**
   a. **Comité de preparación escolar**
      El Comité de Preparación Escolar no se ha reunido desde que entró en vigor la Orden del Gobernador. Sin embargo, el personal continúa conectándose con las familias a través de Learning Genie, boletines informativos, llamadas telefónicas, correos electrónicos y redes sociales. Los paquetes de aprendizaje de verano y preparación para el jardín de niños se distribuyeron a las guarderías correspondientes para su distribución. Estos paquetes ayudarán a los niños en transición a seguir trabajando en las aptitudes de preparación para el jardín de infantes. También proporcionarán a los niños inscritos en el programa de medio año actividades de aprendizaje creativo para su uso durante las vacaciones de verano. La próxima reunión del comité de preparación escolar del concilio de póliza se programará en una fecha a futuro.
   b. **Comité de Planeación**
      Aunque el comité de Planeación no se reunió este mes, el programa ha estado contactando a los padres con respecto a las oportunidades de inscripción para sus hijos. La distribución de alimentos para las familias sigue su curso. Se continúa con la programación y planeación del programa de Vacaciones de Verano. También existen oportunidades de empleo; las ofertas de empleo se pueden

encontrar en el sitio web de CAPK. Aún no se ha fijado una fecha para la próxima reunión del comité de planeación.

c. **Comité de Presupuesto y Finanzas**
El Comité de Presupuesto y Finanzas no se reunió este mes. Sin embargo, toda la documentación respecto a los estados financieros y presupuestos de los subsidios se incluyó en el paquete del concilio de póliza. Se remitirá la aprobación de esta documentación durante la junta del Comité Ejecutivo. Por lo pronto, el comité de presupuesto y finanzas no se reunirá el próximo mes

d. **Comité de Estatutos**
El Comité de Estatutos no se ha reunido desde la junta inicial que se celebró en febrero. El objetivo sigue siendo el mismo; antes de la próxima reunión, los miembros del comité recibirán una copia de versión de los estatutos para su revisión y posterior discusión. Se desconoce en este momento cuando será la próxima reunión del subcomité.

7. <u>Presentaciones</u>
a. Ninguna

8. <u>Nuevos avisos</u> ***ACCIÓN**

a. **Subsidio del Programa de Vacaciones de Verano de Head Start ~ Jerry Meade, Diseñador de programa y administrador de gestiones – Boletín informativo**
Jerry Meade informó al comité que aunque su presentación es un tema informativo, la Ley de Ayuda Coronavirus, Alivio y Seguridad Económica (CARES) de 2020 tiene como requisito que el Consejo de Políticas esté informado con respecto a cualquier actualización sobre este tema. Jerry declaró el 28 de abril de 2020, la información sobre la Ley CARES 2020 fue compartida con el Comité Ejecutivo, incluyendo cómo se utilizaría este subsidio en los programas de Head Start. Desde entonces se ha puesto a disposición información adicional. La Oficina de Head Start ha determinado ahora los montos del subsidio para los concesionarios y ha puesto estos fondos a disposición. Esta es una oportunidad de subsidio única con fondos destinados a apoyar el programa a través de la pandemia COVID-19. Jerry declaró que se concedieron cuatro asignaciones separadas, una para cada uno de nuestros programas con total de $646,120. Se espera que estos fondos los reciba el programa en las próximas semanas. El segundo componente de la Ley CARES fue el Programa de Verano. El personal ha completado el desarrollo de este programa para apoyar a las familias de los niños de Head Start Pre-K que estarán en transición al jardín de niños en el otoño, así como a los niños con un Plan Educativo Individualizado (IEP, por sus siglas en inglés) para un total de 566 niños que potencialmente recibirán servicios. Jerry también informo que el programa consistirá en un módulo de preparación para el jardín de niños por un periodo de seis semanas enfocado para abordar cualquier oportunidad de aprendizaje que se perdió debido al cierre de las guarderías que tomó lugar de mediados de marzo. Los servicios iniciarán la segunda semana de julio y concluirían a mediados de agosto. Basándonos en la guía de la CDC, en conjunto con el departamento de salubridad local, estamos obligados a mantener grupos de no más de 10 niños por aula. Veinticuatro centros adicionales que constan de 46 aulas reabrirán para que podamos satisfacer esta necesidad. La opción del Programa Vacaciones de Verano proporcionará dos días en el salón de clases y tres días de trabajo en casa con los padres/familiares. Esta opción nos permitirá servir al número máximo de niños elegibles para el programa y apoyar la orientación del tamaño del grupo para evitar la propagación de COVID-19. Se ha enviado la solicitud para esta opción para el programa. Estamos en espera de aprobación y no anticipa ningún problema para su aprobación. Sin embargo, existe incertidumbre en cuanto a cuántas familias estarían dispuestas a aprovechar esta oportunidad. Debido a esto, una vez que se haya otorgado el subsidio, se desarrollarán encuestas para enviar a los padres para ver cuántas familias estarían interesadas. Jerry declaró que, por lo general, habríamos solicitado la aprobación del Concilio de Pólizas para presentar la solicitud de las Vacaciones de Verano; sin embargo, debido a los

plazos y a las recomendaciones de la Oficina de Head Start, sólo exigen que se mantenga informado al Concilio de Pólizas.

b. **Reportes de Presupuestos y Finanzas ~ Heather McCarley, Gerente de Finanzas**
   i. Presupuesto de Head Start de Kern vs. Gastos actuales, 1 de marzo 2020 2019 hasta el 30 de abril, 2020.
   ii. Presupuesto de Early Head Start Kern vs. Gastos actuales, 1 de marzo, 2020 hasta el 30 de abril, 2020
   iii. Presupuesto de Early Head Start de San Joaquín vs. Gastos actuales, 1 de febrero 2020 hasta 30 de abril, 2020
   iv. Presupuesto de las Asociaciones de cuidado infantil de Early Head Start vs. Gastos actuales, 1 de marzo 2020 hasta el 30 de abril, 2020
   v. Viajes locales para padres y cuidado infantil hasta el 30 de abril, 2020
   vi. Fondos de actividades para padres hasta el 30 de abril, 2020
   vii. Reporte de fondos no federales y donaciones internas de Head Start y Early Head Start de Kern, 1 de marzo, 2020 hasta el 30 de abril, 2020
   viii. Reporte de fondos no federales y donaciones internas de Early Head Start de San Joaquín, 1 de marzo, 2020 hasta el 30 de abril, 2020

   Heather McCarley compartió información presupuestaria para todos los subsidios. La información para cada informe incluía, pero no se limitó a los fondos básicos, los fondos de capacitación y asistencia técnica, así como los fondos de actividad de los padres, incluidos los viajes locales y el reembolso. También se compartió con el comité información adicional sobre los informes de los fondos no federales y donaciones para los programas Kern y San Joaquín. Al concluirlo, Destiny Thompson Butler presento una moción para aprobar todos los informes de presupuesto y finanzas presentados; esta fue secundada por Hernán Lozano. Moción aprobada por unanimidad.

9. <u>Comunicaciones</u>

a. Ayúdenos a mantenernos tranquilos
b. Seguridad acuática
c. Información sobre los programas de CAPK
d. Clínica de vacunación móvil ~ Mayo 2020 (Inglés/Español)
e. Fechas de la reunión del Consejo de Políticas

   Destiny Thompson Butler presentó una propuesta para recibir y archivar los componentes enumerados de (a) hasta (e).

10. <u>Reporte del programa de Gobernanza/Capacitación</u> ~ Lisa Price

Lisa Price agradeció a todos por su asistencia y habló sobre información contenida en el paquete del Concilio de Póliza. Compartió que este puede ser un momento difícil para muchos, incluidos los padres, por estar trabajando fuera de casa o tal vez por la falta de empleo en este momento. Además, no sólo están atendiendo a sus hijos con sus necesidades diarias, sino también con el componente educativo. Todos estos factores pueden agregar estrés y causar frustración no sólo en adultos, sino también en niños. Los niños pueden manifestar dicha frustración mediante comportamiento desafiante. Lisa aconsejo que es importante recordar mantener la tranquilidad durante estos episodios para manejar mejor la situación. Hizo hincapié al folleto que proporciona consejos para tranquilizarse, preguntas para reflexionar e importantes formas de conexión después de que todos se hayan tranquilizado. Debido a las altas temperaturas y el inicio del verano, también repartió información al respecto sobre estadísticas de accidentes en agua y consejos de seguridad para ayudar a prevenir accidentes y muertes relacionados a la misma. También se señaló la guía de recursos de la Asociación de Acción Comunitaria de Kern (CAPK) en la que se describen los recursos que la agencia proporciona a la comunidad. Si bien se observó que muchos de los servicios pueden no estar funcionando a gran escala, están disponibles en diferentes capacidades para ayudar a la comunidad con cualquier necesidad que puedan tener. Al concluir su informe, Lisa compartió que Destiny terminó recientemente este semestre en el Colegio de Bakersfield con A's. Felicitó a Destiny por su logro al igual que todo el grupo. Lisa agradeció de nuevo al Comité Ejecutivo

del Concilio de Póliza por su asistencia, agrego que sin esta no se podría continuar con la aprobación de asuntos necesarios para la función del programa. También se agradeció al personal por su apoyo, tiempo y compromiso.

11. **Reporte de la Directora (HS/Desarrollo Infantil Estatal) ~ Yolanda Gonzales**

Jerry Meade presentó el informe a nombre de Yolanda Gonzales. Afirmó que aunque Yolanda no pudo asistir, ella envía su agradecimiento y mejores deseos a los miembros del Concilio de Póliza por su asistencia. Jerry habló con respecto al programa de distribución de alimentos. Compartió que hace siete semanas, los niños inscritos en nuestro programa comenzaron a recibir una canasta semanal que incluía desayuno, almuerzo y un bocadillo para cinco días, un total de quince comidas por semana. Había 6 sitios de distribución establecidos en todo el condado. El personal coordinó con la cocina central para asegurarse de que las cajas estuvieran disponibles para cualquier familia que pudiera recoger una en su día de distribución. El personal ha ofrecido su más encarecido apoyo a las familias que con cuentan con medio de transporte. Han llevado cajas a los hogares para asegurarse que los niños recibían lo que necesitaban para complementar su nutrición de la semana. Se acerca el final del año escolar tradicional, por lo tanto, el programa de distribución concluirá para las familias de niños inscritos en el programa de medio año. La entrega de alimentos de día completo y año completo continuará un poco diferente a medida que nos acercamos a nuestro objetivo de reabrir aulas de día completo y año completo el 1 de junio de 2020. Jerry declaró que esta es una fecha tentativa que aún no ha sido confirmada, ya que no volveremos a abrir si no tenemos los elementos necesarios para que podamos operar de una manera segura y efectiva. El personal ha preparado un protocolo COVID-19 que dará instrucciones y consistencia a los procesos que todos nuestros sitios deberán seguir para garantizar que proporcionamos un ambiente seguro para nuestro personal y los niños. Habrá un límite de 10 niños por aula; nuestro tamaño actual de clase pre-k es de 20. A los niños se les asignarán diferentes horarios. Se proporcionarán servicios 2 días o 3 días por semana dependiendo de la necesidad de los padres. Esta semana, el personal ha comenzado a comunicarse con los padres haciendo una serie de preguntas con respecto sus necesidad, es decir, están trabajando, no funcionando, cuáles son sus necesidades de cuidado de niños, etc. El personal también está preguntando a los padres, si tienen una necesidad, si están dispuestos a traer a su hijo de regreso a la guardería con todas las medidas de precaución que se están aplicando. Una vez que toda la información se haya recopilado el programa tendrá una mejor oportunidad de desarrollar horarios basados en las necesidades de nuestras familias. El objetivo es apoyar a todos los niños inscritos en un programa de día completo y año completo, independientemente de si regresan o no al centro. No hay expectativa de retorno a la guardería, se les está ofreciendo la oportunidad para que lo hagan, de esta manera se apoya a los padres que tienen necesidad porque están trabajando. Dentro de nuestro nuevo protocolo habrá revisiones con el proceso de inicio y cierre de sesión para los niños. Habrá intervalos de tiempo para que los niños se presenten, no se permitirá que todos lleguen al mismo tiempo. Los exámenes de control de salud incluirán toma de temperatura con un termómetro infrarrojo sin contacto. El personal también se someterá a las mismas pruebas antes de que puedan comenzar su jornada laboral. El proceso de verificación de la salud se llevará a cabo fuera del aula. La entrada al aula solo se permitirá a los niños y el personal docente asignado a ese salón de clases. No se permitirán padres ni otros visitantes, con el fin de mantener la seguridad, integridad y esterilidad del salón de clases. Todo el personal llevará máscaras cuando no esté en su aula asignada, es decir, descanso, almuerzo, etc. con mucho lavado de manos. Entre cada grupo se esterilizará el salón y áreas de juego antes del uso para el siguiente grupo. Este será un proceso exhaustivo con un alto nivel de expectativa para garantizar la seguridad. La capacitación comenzará la próxima semana para que el personal se asegure de la compresión de estas nuevas expectativas. Una vez que se reciban los datos, el personal comenzará a trabajar en los horarios para el 1 de junio y fechas subsecuentes. Early Head Start ya cuentan con grupos de menos de 10 alumnos. También se habló con el tema de la siesta, señalando que los niños estarán de pies a cabeza o a 6 pies de distancia o, en algunos casos, se les pedirá a los padres que recojan a sus hijos antes de la hora de la

siesta. Jerry compartió que, por supuesto, hay mucha diferencias en el presente y surgirán avante, y se irán modificando a medida que avanzamos. Agregó que el personal confía en este nuevo protocolo cumple con los requisitos de la CDC, de nuestras fuentes de subsidios, así como nuestro departamento de Recursos Humanos quienes se comprometen a garantizar la salud y seguridad de los niños y nuestro personal.

12. **<u>Avisos de la presidenta del Concilio de Póliza</u> ~ Nila Hogan**
    Nila Hogan agradeció al programa de Head Start por todas las medidas que se han tomado para mantener a los niños sanos y seguros. Añadió que aprecia mucho esto y espera que otros padres vean todos los esfuerzos y también estén agradecidos. Para terminar, Nila declaró que sabe que las cosas mejorarán y se alegra de que todos nos estemos adaptando bien.

13. **<u>Conclusión</u> ~ Presidenta**
    La junta concluyó a las 6:10 p.m. La próxima junta del Concilio de Póliza está programada para el 23 de junio 2020.

COMMUNITY ACTION PARTNERSHIP OF KERN

MEMORANDUM

To: Policy Council

From: Carolyn Coffey, Education Coordinator

Date: June 23, 2020

Subject: Agenda Item 8(a): Approval of School Readiness Goals – **Action Item**

The Head Start / State Child Development Division develops yearly School Readiness goals using our end of the year data to implement high quality care teaching and learning. The School Readiness Goals drive and strengthen our educational year by offering strategies to our families and teaching staff who work alongside with children to create developmental learning outcomes.

The goals are divided in five domains that are aligned with the Desired Results System and the Head Start Early Learning Outcomes.

The domains are: Approaches to Learning; Social Emotional Development; Language Literacy Development; Cognition & General Knowledge; and Physical Development. In order to ensure children's success each center, partnership, and home-based educator will receive a copy for implementation. The School Readiness Goals are attached for your review and approval.

Recommendation: Staff recommends the Policy Council approve the 2020-2021 Early Head Start and Head Start School Readiness Goals.

Attachment:
2020-2021 Early Head Start and Head Start School Readiness Goals



Head Start & Early Head Start School Readiness Goals 2020-2021

Head Start
A Program of *CAPK*

Policy Council Approval
June 2020

Board of Directors Approval
June 2020

SCHOOL READINESS PLAN 2020-2021

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 2019-2020 school year. The primary goals were determined by analyzing and comparing children's data from the Spring Assessment (2019-2020), 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 Physical Development.

Program staff will work in partnership with families to promote Parent, Family and Community Engagement Outcomes that support 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.*** To promote inclusion, we implement educational goals for all children with established Individualized Educational Plans (IEP) or Individualized Family Service Plans (IFSP) with input from our **Content Area Specialists** and **Local Education Agencies.** The School Readiness Goals are also used to help identify training topics to support professional development. Training will be offered during pre-services and throughout the upcoming program year.

DATA ANALYSIS AND REFLECTION

Each program year we design our professional development to support individualized learning and improve teaching practices, including family engagement. This is accomplished by identifying trends in children's development during the end of the year data aggregation. All developmental domains are planned for during the year to improve teaching practices and promote higher learning outcomes. During the 2020-2021 program year we have selected key findings to develop skills and practices that will continue to strengthen the following domains:

Age Group	Domain	Key Finding
Infant 6 weeks to 7 months	Cognition	COG 2 Classification
Older Infants 8 months to 17 months	Cognition	COG 2 Classification
Toddlers 18 months to 36 months	Language and Literacy Development	LLD 2 Responsiveness to Language
Preschool 3- and 4-year old's	Language and Literacy Development	LLD 6 Comprehension of Age-Appropriate Text

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 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: March 2020
2019-2020 School Readiness Goals Data Aggregation and Analysis.

Phase Two: May 2020
2019- 2020, Collaborative School Readiness Meeting

Phase Three: May 2020
2019- 2020 School Readiness Goal Setting Collaborative Meeting

Phase Four: June 20
2020-2021 School Readiness Administration Team Review and Feedback

Phase Five: June 2020
2020 – 2021 School Readiness Goals Policy Council Approval

Phase Six: June 2020
2020 – 2021 School Readiness Goals Board of Directors Approval

Phase Seven:
July–November 2020 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

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ 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	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

Early Head Start/Head Start
2020-2021 School Readiness Goals



Approaches to Learning – Self-Regulation

Goal: Children will exhibit increased skills in the area of approaches to learning, including Curiosity and Initiative, Self-Control of Feelings and Behaviors, Engagement and Persistence, and Shared Use of Space & Materials.



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 demonstrate improved physical development, including 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 exhibit increased skills in the area of approaches to learning, including Curiosity and Initiative in learning, and Self-Control of Feelings and Behaviors.

Objective:
By Spring 2021 infants and toddlers will develop the capacity to pay attention to people, things, or the environment when interacting with others. They will develop the capacity to comfort or self-sooth in response to distress and develop strategies for regulating feelings.

Young Infants:	Older Infants:	Toddlers:
75% will be at the "Responding Later" level or above in Measure ATL-REG 1: Attention Maintenance	80% will be at the "Exploring Earlier" level or above in Measure ATL-REG 1: Attention Maintenance	70% will be at the "Exploring Later" level or above in Measure ATL-REG 5: Self-Control of Feelings and Behavior

Family Engagement Outcome:	Objective:
Family Well-Being	By Spring 2021, 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

Caregivers will:

Young Infants:

- Rotate materials frequently to maintain interest in exploration.
- Provide toys that have different functions including noisemaking and music.
- Provide a variety of materials and toys to explore.

Older Infants:

- Use warm and calm tone when speaking with children and will look for opportunities to spend time one on one.
- Encourage children to communicate needs and wants through non-verbal or verbal cues
- Provide comfort items such as a familiar toy or blanket and encourage children to seek such items.

Toddlers:

- Set reasonable expectations for toddlers by decreasing wait time, minimizing transitions and preparing children for what is coming next with verbal cues and pictures.
- Create a visual schedule showing daily routines to see and touch, and post schedule at eye level
- Give clear guidance during routines by saying what is happening now and next and what's expected.

Effective Family Activities

Families will:

- Play simple games such as peekaboo, etc.
- Sing simple songs to sustain child's attention
- Be available to comfort or support child's emotions as appropriate.
- Offer familiar comfort items to your child.
- Establish and practice consistent routines for mealtimes, bedtime, etc.
- Share with your child what is going to happen during the day, for example you are going to school today, and your aunt is going to pick you up from school.
- Describe what your child is doing in words (like a tape recorder).

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 Engagement and Persistence, and Shared Use of Space and Materials.	
Objective: By Spring 2021, children will increasingly develop strategies for regulating feelings and behavior, becoming less reliant on adult guidance.	
3-year-olds: 80% will be at the "Exploring Later" level or above in Measure ATL-REG 5: Self-Control of Feelings and Behaviors	**4-year-olds:** 80% will be at the "Building Earlier" level or above in Measure ATL-REG 5: Self-Control of Feelings and Behaviors
Family Engagement Outcome: Family Well-Being	**Objective:** By Spring 2021, 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: • Use self-talk to map actions. • Encourage sharing through communication, modeling, and using encouragement and affirmation. • Provide children with appropriate stimulating materials, such as soothing colors, natural woods, and soft textures to support a calming and comfortable environment. • Use mighty minutes, timers, and schedules to minimize wait time. • Encourage children to problem solve by using their words in resolving conflicts with peers. • Use self-talk to map coping strategies. • Acknowledge and identify emotions of children. • Provide props and encourage children to act out feelings by using social stories and coping tools in classroom including but not limited to Tucker Turtle, Solution Cards, and Emotion Visuals. • Model self-regulation strategies during stressful situations. • Provide opportunities for children to engage in self-control play and games. Encouraging taking turns, sharing, and cooperatively engaging in pretend play.	**Families will:** • Engage children in everyday schedules to support learning to handle change of events or unexpected transitions. • Offer opportunities to play by taking turns and encouraging them to try when child becomes frustrated or upset (i.e. tossing a ball into a box or laundry basket). • Recognize and identify different emotions in everyday situations. • Identify how people can be the same and different in emotional regulation. • Play and participate in self-control games with child. Examples: Red Light, Green Light; Simon Says; Mother May I; Follow the Leader. • Read social stories that demonstrate coping strategies and emotions including problem solving and characters in distress. • Develop routines for children including separations, reunions, mealtimes, and bedtimes. • Utilize tools to help children take turns. Examples: Timers, turn chart, and "What can I do While I Wait" list.

Early Head Start

Social and Emotional Development (SED):

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

Goal:
Children will demonstrate improved social behavior, emotion regulation, and emotional well-being.

Objective:
By Spring 2021 infants and toddlers will develop understanding of people's behaviors, feelings, thoughts, and individual characteristics.

Young Infants:	**Older Infants:**	**Toddlers:**
70% will be at the "Responding Later" level or above in Measure SED 2: Social and Emotional Understanding	75% will be at the "Exploring Earlier" level or above in Measure SED 2: Social and Emotional Understanding	70% will be at the "Exploring Later" level or above in Measure SED 2: Social and Emotional Understanding

Family Engagement Outcome:	**Objective:**
Family Well-Being	By Spring 2021, 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

Caregivers will:

Young Infants:

- Engage in daily activities at eye level with infants.
- Anticipate infants needs and respond quickly.
- Include pictures of families, teachers and children in the environment.

Older Infants:

- Offer materials that encourage children to manage, express, and discuss their feelings and those of others such as books and pictures.
- Inform children about what is going to happen next.
- Build relationships with children by being knowledgeable about ~~knowing~~ their temperament and their likes/dislikes.

Toddlers:

- Set up small group activities that encourage peer to peer interactions.
- Create an emotion book for children.
- Insert personalized family photo books/albums in the classroom.
- Create a classroom visual schedule, include mini schedules for individual children needing more support.

Effective Family Activities

Families will:

- Respond to children's needs.
- Allow authentic expression of feelings by offering support and comfort rather than distracting children.
- Model and discuss emotions with your child (i.e. sad, Happy, sad, mad, excited).
- Express how your child's actions make you or others feel.
- Encourage child to engage with other children (i.e. playdates).
- Establish rules and expectations.

Head Start

Social and Emotional Development (SED):

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

Goal:
Children will demonstrate improved social behavior, emotion regulation, and emotional well-being.

Objective:
By Spring 2021, children will develop close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults.

3-year-olds: 80% will be at the "Exploring Later" level or above in Measure SED 1: Identity of Self in Relation to others	**4-year-olds:** 80% will be at the "Building Earlier" level or above in Measure SED 2: Social & Emotional Understanding

Family Engagement Outcome: Family Well-Being	**Objective:** By Spring 2021, 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

Teachers will:

- Provide opportunities for children to engage in pretend play (i.e. grocery store shopping, providing plastic fruit, bags etc.)
- Post pictures of children and families in the classroom. Ask children to describe who is in the photos
- Encourage children to engage in pretend play by use of teacher participation and modeling (i.e. dramatize story, flannel board recreation)
- Model and discuss prosocial behaviors so that the children can experience how they look and feel (i.e. Discussing classroom expectations, going over how do you feel?)
- Post feeling charts and ask children to describe their feelings upon arrival or throughout the day to gain Social and Emotional understanding.
- Read books on emotions and discuss how those emotions make us feel.
- Provide opportunities for children to draw pictures of themselves and their families. Asking children to describe what they drew.

Effective Family Activities

Families will:

- Offer interactive activities that encourage role play/ pretend paly (i.e. pretending to be a teacher, waiter, cook)
- Use child's name
- Provide opportunities for children to draw and dictate pictures of themselves and their family.
- Read social and emotional books that go over feelings (i.e. kindness, loss, and anger)
- Discuss emotions and how to express them using words.
- Look at a family photo album and ask the children to describe who is in the pictures and what they might be feeling.
- Post a feelings chart and ask children to describe how they are feeling.
- Ask children to describe how their day at school was.
- Talk to children about cooperation, teamwork, good manners, and kindness towards other people.

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 2021, infants and toddlers will communicate or act in response to language and respond to increasingly complex language. They will engage in back and forth communication and show interest in books, songs, rhymes, stories, and other literacy activities.

Young Infants:	**Older Infants:**	**Toddlers:**
70% will be at the "Responding Later" level or above in Measure LLD 4: Reciprocal Communication and Conversation	70% will be at the "Exploring Earlier" level or above in Measure LLD 2: Responsiveness to Language	60% will be at the "Exploring Later" level or above in Measure LLD 2: Responsiveness to Language

Family Engagement Outcome:	**Objective:**
Family Well-Being	By Spring 2021, 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:

Young Infants:

- Acknowledge infants sounds and gestures.
- Use gestures and point to objects when speaking and singing.
- Use soft, warm voice when speaking with infants.
- Smile and maintain eye contact when communicating.

Older Infants:

- Introduce baby signs language.
- Repeat actions or single words to initiate or maintain interactions.
- Provide ample wait time for children to respond
- Speak to infants in their primary language to develop concepts. Learn simple phrases in child's primary language.

Toddlers:

- Introduce picture books, describing the pictures in detail to introduce new words.
- Label classroom environment with pictures and words.
- Make a cozy reading area where adults can read to small group of children.
- Provide books, paper and writing utensils for indoor and outdoor environment.

Families will:

- Read books to children at home.
- Map out actions, verbally telling infants what they are doing.
- Speak in complete sentences, providing new vocabulary.
- Build on your child language by adding more for example if your child says "more" you can say "you want more bananas."
- Label objects at home, for instance "here is your red ball" when giving a toy to your child.
- Provide ample wait time for children to speak or respond.

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 2021, children will engage in back-and-forth communication that develops into increasingly extended conversations.	
3-year-olds: 70% will be at the "Exploring Later" level or above in Measure LLD 6: Comprehension of Age-Appropriate Text	**4-year-olds:** 80% will be at the "Building Earlier" level or above in Measure LLD 6: Comprehension of Age-Appropriate Text
Family Engagement Outcome: Family Well-Being	**Objective:** By Spring 2021, 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: • Ask open-ended questions about the story to further comprehension, pause for response. • Introduce new vocabulary and provide definitions or synonyms for words. • Encourage children to act out the stories after they have been read. Provide props for children's play both indoors and out. • Read books to children daily and encourage children to ask and answer questions about books or experiences. • Encourage children to re-tell using flannel stories, puppets, and dolls. • Read literature that rhymes or has a rhythm to it i.e.. Pete the Cat, Firetruck, Five Green and Speckled Frogs etc.) • Use props from stories to encourage children to talk about how they were used in the story.	**Families will:** • Read stories to children daily. • Encourage storytelling. • Introduce new vocabulary and reinforce new words from school. • Use descriptive words while reading stories (e.g., "The blue car is bigger and faster than the yellow car".) • Help children identify items with print around your home by reading print found in the environment. • Make connections between the book you are reading and your home (e.g., when the book has a picture of a dog, "You have a dog that is brown just like this one?") • Ask questions while you are reading a story (e.g., "What do you think will happen next?" "Why do you think that happened?")



"The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children."

Head Start
A Program of *CAPK*

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 demonstrate an increasing understanding of and communicate in English	
Objective: By Spring 2021, children will show increasing progress toward fluency in speaking English.	
3-year-olds: 75% will be at the "Developing English" level or above in Measure ELD 4: Symbol, Letter & Print Knowledge in English	**4-year-olds:** 70% will be at the "Building English" level or above in Measure ELD 4: Symbol, Letter & Print Knowledge in English
Family Engagement Outcome: Family Well-Being	**Objective:** By Spring 2021, 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. • Use language and literacy activities that contain repetitive refrains. • Engage children in multiple literacy activities (i.e. reading books, singing songs, and reciting poetry). • Provide clear signs, pictures, and labels for interest's areas • Provide children with written names of objects or actions in all areas of the classroom. • Read books to children daily. Point to the words on the page as you read.	**Families will:** • Read a book to your child and then ask them to look at the pictures to tell you their favorite part. • After reading a book together and ask your child to recount details from the story. • Translate school materials in the home language. • Visit the library and check out books in the home language and in English. • Print your child's name on a piece of cardboard. Help them glue yarn, beans or pasta over the letters. Name each letter of your child's name. • Look around your home for items that begin with the first letter of your child's name. Count how many items your child can find. • 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. • Help your child cut out pictures of animals from old magazines and name each one as you glue them onto a piece of paper. Name the animals in English and your home language.

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 2021, infants and toddlers will show an understanding of how objects move in space or fit in different spaces. They will show and increasing ability to compare, match, and sort objects into groups according to their attributes.

Young Infants:	**Older Infants:**	**Toddlers:**
70% will be at the "Responding Later" level or above in Measure COG 2: Classification	70% will be at the "Exploring Earlier" level or above in Measure COG 2: Classification	70% will be at the "Exploring Later" level or above in Measure COG 2: Classification

Family Engagement Outcome:	**Objective:**
Family Well-Being	By Spring 2021, 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

Caregivers will:

Infants:

- Provide opportunities for exploration.
- Give children ample time to explore indoor/outdoors.
- Provide materials such as boxes, risers, nesting cups, shape sorters and puzzles.

Older Infants:

- Provide groups of similar objects for children to explore.
- Provide materials for children to collect items in their environment such as buckets, bags, baskets, small boxes etc.
- Be specific to children during clean up time. Ex: "Johnny pick up the red blocks", or "Juan pick up all the cars".

Toddlers

- Involve children in routines, playtime, and self-care experiences that encourage simple sorting of objects that are similar from a collection of objects. Ex: during clean up time, assist children by matching objects of puzzles, toys, and other items and where they go.
- Plan and be intentional about setting up duplicate toys and collections of toys to sort while outdoors. Ex: water table toys, collections of natural objects, shovels and small toys for the sand table, or other safe materials from the outdoors.
- Engage children in conversations, label groups of items and verbalize their sorting categories in simple short words, phrases, or sentences.

Effective Family Activities

Families will:

- Use simple homemade toys that help children explore relationships, such as empty toilet paper rolls that fit into a cut-out cardboard box and other open-ended toys.
- Ensure that your child feels safe and secure when exploring a new environment or when they leave any room. Parents can watch Dr. Becky Bailey mini webinars on Ready Rosie. Dr. Baily is the creator of Conscious Discipline, which is a method to support and ease separation anxiety.
- Utilize Ready Rosie activities and story times that incorporate matching and sorting simple games at home and when at the grocery store.
- Think about how much time is too much "Tech-time" for toddlers. Brainstorm other ways to incorporate sorting and classifying into their everyday routines. Such as when they help do simple jobs at home.
- Integrate classification in their everyday home life experiences. For example, classify colors of leaves or rocks.

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 2021, children will show a developing understanding of number and quantity.

3-year-olds: 80% will be at the "Exploring Later" level or above in Measure COG 3: Number Sense of Quantity	**Four-year-old's:** 80% will be at the "Building Earlier" level or above in Measure COG 4: Number Sense of Math Operations

Family Engagement Outcome: Family Well-Being	**Objective:** By Spring 2021, 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

Teachers will:

- Include materials and activities that associate numerals with sets. Plan group activities focused on counting.
- Read stories with small quantities, recite fingerplays or rhymes, sing songs, numbers, and items to count.
- Provide a variety of materials to help children develop an understanding of quantity. Offer buttons, sticks, cubes, counting bears, and other materials for children to count and use number names.
- Model counting strategies "Touch or point to each small number of object as you count slowly, saying the number name," by providing a mathematical language rich environment.
- Practice counting in ways that involve multiple learning styles, such as involving senses as children touch, hear the spoken number, see the numeral, or physically move their bodies.
- Make number-related games, books, and other materials accessible in the children's indoor and outdoor environment.

Effective Family Activities

Families will:

- Provide children with number-related games and books.
- When on walks, bus rides, or car rides ask your child to count out loud things they see like stop signs or red lights.
- Establish a partnership with teachers in supporting mathematics at home. Talk with your children about numbers, shapes, and quantity.
- Cook with your children. Jell-O or slime recipes are a great way to keep children engaged.
- Use everyday activities as opportunities to count and use number names. Talk aloud as you count to solve problems. For example, you might say, "I wonder how many glue sticks we need to put out so everyone at the table has one? Let us count everyone to find out."
- While cooking, count the number of beans and rice and provide lot of small objects to count.
- Start with small sets of objects to count. Provide children with small sets of objects (e.g., two or three), and gradually increase the number of objects that the children count for example counting chairs or ordinary home objects.
- Have children help set the table. Help them to count the plates and cups for each person in the family.

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.

Goal: Children will demonstrate improved personal care routines.		
Objective: By Spring 2021, infants and toddlers will increase proficiency in gross motor manipulative skills and locomotor skills.		
Young Infants: 80% will be at the "Responding Later" level or above in Measure PD-HTH 3: Gross Motor Manipulative Skills	**Older Infants:** 80% will be at the "Exploring Earlier" level or above in Measure PD-HTH 2: Gross Locomotor Movement Skills	**Toddlers:** 60% will be at the "Exploring Later" level or above in Measure PD-HTH 2: Gross Locomotor Movement Skills
Family Engagement Outcome: Family Well-Being	**Objective:** By Spring 2021, 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

Caregivers will:

Young Infants:

- Place an object in front of infants and encourage infants to grasp it.
- Provide overhead mobiles for infants to grasp and kick.
- Provide tummy time opportunities regularly and according to infant's interest.
- Provide infants with opportunities to move freely, and ample space protected from older children.

Older Infants:

- Provide push/pull toys and ride cars to enhance gross motor skills.
- Have children sway back and forth to a beat of a song while standing and holding an object in their hands.
- Assist children to support self from a ballerina bar while viewing self in the mirror.
- Play games with balls, ribbons, scarves, and bubbles to promote movement.

Toddlers:

- Provide music and movement activities both indoor/outdoor.
- Encourage toddlers to use tricycles and riding toys.
- Play simple games such as hokey pokey, Simon says and run and chase.

Effective Family Activities

Families will:

- Provide a safe space for exploration and movement.
- Set up an obstacle course for your child to crawl around.
- Play music, sing songs and play simple games with children.
- Use a soft ball to toss, or roll ball back and forth between you and your child.
- Include children during clean up time. Encourage them to pick up toys, take their dishes to the sink etc.
- Visit your community park to play and provide safe opportunities for your child to use their gross motor skills for example: walking, running, rolling climbing etc.

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.

Goal: Children will demonstrate improved physical development, including personal care routines.	
Objective: By Spring 2021, children will demonstrate increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks.	
3-year-olds: 80% will be at the "Exploring Later" level or above in Measure PD-HLTH 4: Fine Motor Manipulative Skills	**4-year-olds:** 80% will be at the "Building Earlier" level or above in Measure PD-HLTH 3: Gross Motor Manipulative Skills
Family Engagement Outcome: Family Well-Being	**Objective:** By Spring 2021, 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: • Make available activities for zipping and tying buttons • Offer opportunities for children to Sort objects in containers • Create opportunities for children to dig, pour, and scoop in sand box • Provide opportunities for children to run, jump, skip, hop, or climb. • Offer cutting activities such as cutting out small circles. • Encourage children to remove caps from markers, opener food containers, and fastening snaps to develop hand strength. • Make opportunities available for children to use playdough (i.e. rolling out playdough with a rolling pin to make a pizza) • Create a tossing game using bean bags or other soft items children can safely toss. Use a bucket or a mark on the floor to indicate where you want the children to toss the item. • Help children create an obstacle course. • Offer a variety of art tools such as paper, crayons, pencils for scribbling and drawing. • Provide large puzzles with knobs for helping with fine motor skills	**Families will:** • Encourage children to sort socks while putting away the laundry. • Have children practice turning doorknobs at home. • Practice lacing using string and household items such as cereal, cut straws, or anything they can pinch between their fingers with a hole large enough to string through. • Play Simon Says and have the children jump, hop, skip, or run. • Practice buttoning and unbuttoning large buttons, and zipping. • Have a "Family Dance Party" where each member of the family chooses a favorite song to dance to. • Provide children with Manipulatives, such as puzzles level and snap Lego's. • Provide opportunities to coloring on paper with markers, crayons/ pencils. • Help children create an obstacle course at home.

Professional Development Opportunities



Objective	Persons Responsible	Timelines	Supporting Documents	Action Steps Training and Resources
Practice Based Coaching Support teaching staff to promote effective teaching practices and ensure curriculum is implemented to fidelity, to strengthen CLASS with the emphasis on Classroom Management.	Administrator of Education and Support Services Education Coordinators Mentor Coaches Data Analyst Site Supervisors Teaching Staff Home Base Supervisor and Educators	August 2020 March 2021	Classroom Management Outcomes English Language Development (ELD) Data Outcomes CLASS Data Outcomes ECERS/ITERS Data Outcomes Curriculum Monitoring Tool Curriculum Mentoring Fidelity Tool Practice Based Coaching DRDP 2015	**Creative Curriculum** **Making the Most of Classroom Interactions** Infant/Toddler Pre-k **HSELOF Training:** Language and Communication Perceptual Motor and Physical Development Approaches to Learning **Environments and Environmental Rating Scales** **Responsiveness to dual language learners** **CLASS:** Facilitated Exploration Engaged Support for Learning Instructional Support Classroom Management **My Teachstone**
Support teaching staff by establishing a year-long professional development plan focused on CLASS, specializing in Classroom Management	Administrator of Education and Support Services Education Coordinators Mentor- Coaches Data Analyst Site Supervisors Teaching Staff Home Base Supervisor and Educators	August 2020 July 2021	T/TA Support Plan Practice Based Coaching	

Objective	Persons Responsible	Timelines	Supporting Documents	Action Steps Training and Resources
Family Engagement Support parents in developing skills, attitudes, and behaviors that support and promote School Readiness practices in the home, continuing to promote parents as lifelong educators.	Family Engagement and Support Services Manager Family Education Coordinators Program Governance Coordinator Site Supervisors Family Service Workers Home Base Educators	August 2020	VIP Parent Café Meeting and Regional Parent Committee (RPC)notes Parent Training & Workshops Pre/Post Parent Surveys	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. Train all staff and parents on infectious diseases and prevention practices by providing research-based information and updates as necessary through parent meetings and staff workshops. Introduce a new sanitizing method into the sites to improved cleanliness and reduce communicable diseases.	CAS- Health Family Service Workers Site Supervisors Teaching Staff CAS-Nutrition Central Kitchen Staff Family Service Workers Site Supervisors Teaching Staff	August 2020 August 2020 Quarterly Meetings July 2021	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 COVID-19 PowerPoint	VIP Parent Café Meeting handouts CHDP Periodicity Schedule for Health Assessment Requirements by Age Groups Child Plus-Health Training CHDP Provider List Dental Roster Nutrition Books Nutrition Pamphlets Nutrition Posters COVID-19 PowerPoint/Victory Electrostatic Sprayer & Bioesque Sanitizing solution

Objectives	Persons Responsible	Timelines	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 Site Supervisors Teaching Staff CAS-Family Wellness Family Service Workers Site Supervisors Teaching Staff	August 2020 August 2020- July 2021	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 Overview of Autism Visual Schedule Training Onsite Teacher Support VIP Parent Café-Meeting ASQs Presentations Intra-agency Referral Daily Routine Wellness Survival Kit implementation Pyramid Model Positive Behavior Support Training
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	July 2020 August 2020 December 2020	Child reports Group reports Administration reports Child Plus	How to enter DRDP into Child Plus Download DRDP reports from Child Plus

TLCs Teachers Learning & Collaborating

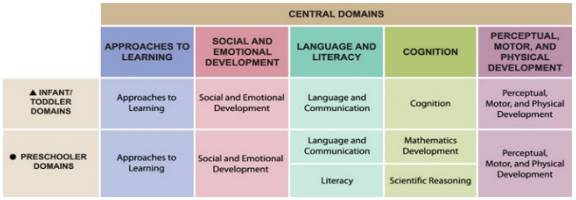
pitc THE PROGRAM FOR INFANT/TODDLER CARE

Head Start

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 • Pyramid Model Positive Behavior Support	• DRDP (2015) A Developmental Continuum from Early Infancy to Kindergarten Entry • CLASS • ITERS/ECERS • HOVRS • My Teachstone

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 • Pyramid Model Positive Behavior Support • MMCI	• Educational Webinars • Practice Based Coaching • CLASS • MMCI • ITERS/ECERS • Curriculum Fidelity • My Teachstone	• 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:

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Director: Yolanda Gonzales **Program Design, and Management Administrator:** Jerry Meade **Administrator of Education and Support Services:** Leslie Mitchell **Fiscal Administrator:** Donna Holland **Home Base and Partnership Administrator**: Esperanza Contreras

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Health and Nutrition Support Services Supervisor: Alan Rodriguez **Family Engagement and Disabilities Support Services Supervisor:** Maria Guadian **Content Area Specialists-Health:** Laura Gonzalez, Paulino Cruz, Rayjean Stone, Angel Perez **Content Area Specialists-Disabilities:** Delores Patricio, Shirley Park, Susie Martinez, Kariana Sotelo **Content Area Specialists-Wellness:** Andralette Wilson, Joni Barlow, Edna Quinones, Kassandra Vicenec **Content Area Specialists-Nutrition:** Lupe Villasana, Desiree Jackson, Roxanne Harris, Janey Felsoci **Content Area Specialists- Family Engagement:** Priscilla Hicks, Leah Green, Claudia Sanchez, Stephanie Teodosio **Program Governance Coordinator:** Lisa Price

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

Policy Council Executive Board
Chairperson: Nila Hogan (Pete Parra Child Development Center) **Vice- Chairperson: Destiny Thompson Butler** (Home Base) **Secretary: Kaylonie Howard** (Home Base) **Treasurer: Hernan Lozano** (Seibert Child Development Center) **Parliamentarian: Yvonne Hernandez** (Willow Child Development Center)
Policy Council School Readiness Sub-Committee
Chairperson: Kaylonie Howard (Home Base) **Policy Council Members:** Bianca Garibay (SJC Home Base) Ana Vega (SJC Lodi

COMMUNITY ACTION PARTNERSHIP OF KERN
MEMORANDUM

To: Policy Council

From: Heather McCarley, Finance Manager

Subject: Head Start - Kern
Budget to Actual Report for the Period Ended May 31, 2020 – Info Item

Date: June 23, 2020

The Office of Head Start has awarded CAPK the full amount of its Head Start and Early Head Start grant for a five-year project period. The second-year budget period is March 1, 2020 through February 28, 2021.

The following are highlights of the Kern Head Start Budget to Actual Report for the period March 1, 2020 through May 31, 2020. Three months (25.0%) of the twelve-month budget period have elapsed.

Base Funds
Overall expenditures are at 19% of the budget, which is on trend with expenditures at this point in the prior budget period.

Training & Technical Assistance Funds
Overall expenditures are at 9% of the budget.

Non-Federal Share (Head Start and Early Head Start Combined)
Non-Federal share is at 7% of the budget. Non-federal share has not been calculated for the current fiscal year due classroom closures.

Community Action Partnership of Kern
Head Start - Kern
Budget to Actual Report
Budget Period: March 1, 2020 - February 28, 2021
Report Period: March 1, 2020 - May 31, 2020
Month 3 of 12 (25.0%)

Prepared 6/11/2020

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	8,617,742	1,732,864	6,884,878	20%	80%
FRINGE BENEFITS	3,145,745	468,857	2,676,888	15%	85%
TRAVEL	0	0	0		
EQUIPMENT	0	0	0		
SUPPLIES	592,203	50,893	541,310	9%	91%
CONTRACTUAL	112,749	57,486	55,263	51%	49%
CONSTRUCTION	191,358	0	191,358		
OTHER	2,935,604	697,766	2,237,838	24%	76%
INDIRECT	1,497,959	300,787	1,197,172	20%	80%
TOTAL BASE FUNDING	**17,093,360**	**3,308,652**	**13,784,708**	**19%**	**81%**

TRAINING & TECHNICAL ASSISTANCE

TRAVEL	45,136	0	45,136	0%	100%
SUPPLIES	23,986	221	23,765	1%	99%
CONTRACTUAL	10,005	0	10,005	0%	100%
OTHER	82,315	14,924	67,391	18%	82%
INDIRECT	16,144	1,514	14,630	9%	91%
TOTAL TRAINING & TECHNICAL ASSISTANCE	**177,586**	**16,659**	**160,927**	**9%**	**91%**

GRAND TOTAL HS FEDERAL FUNDS	**17,270,946**	**3,335,622**	**13,935,324**	**19%**	**81%**

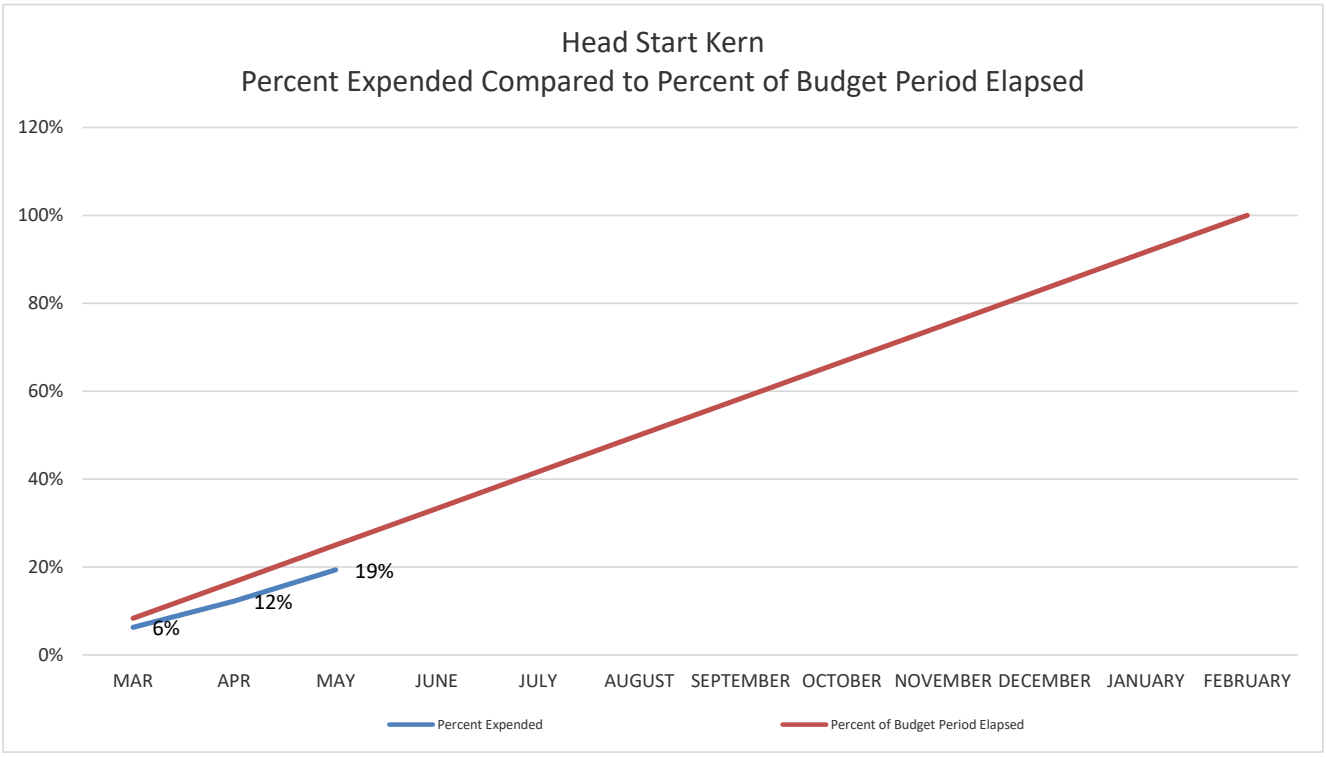
HEAD START and EARLY HEAD START KERN NON-FEDERAL SHARE

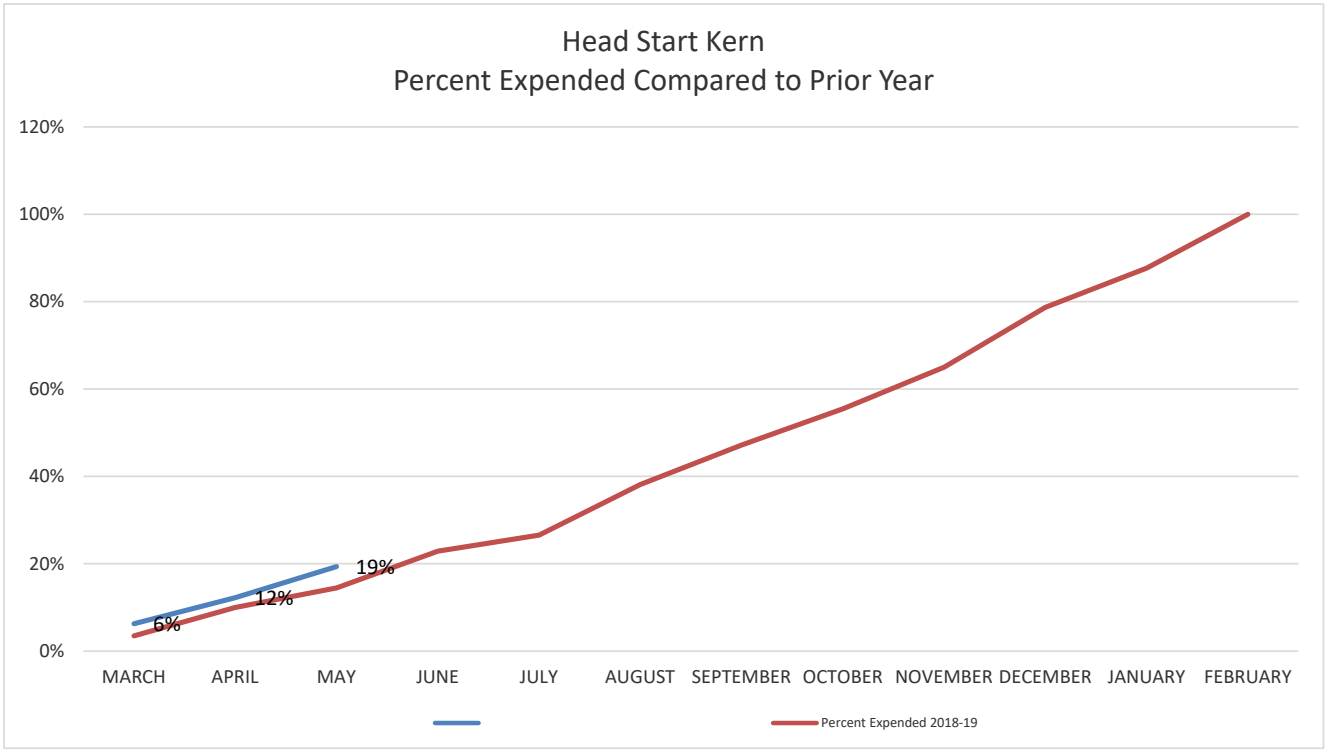
SOURCE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
IN-KIND	1,567,638	20,720	1,546,918	1%	99%
CALIF DEPT OF ED	5,130,608	427,631	4,702,977	8%	92%
TOTAL NON-FEDERAL	**6,698,246**	**448,351**	**6,249,895**	**7%**	**93%**

Budget reflects Notice of Award #09CH011132-02-00
Actual expenditures include posted expenditures and estimated adjustments through 5/31/2020
Administrative Cost for HS and EHS Kern **9.6%**

Agency-Wide Credit Card Report

	CURRENT	1 TO 30	31 TO 60	61 TO 90	TOTAL	STATEMENT DATE
Wells Fargo	11,196				**11,196**	6/3/2020
Lowe's	1,127				**1,127**	5/25/2020
Smart & Final	0				**0**	4/10/2020
Save Mart	53				**53**	6/2/2020
Chevron & Texaco Business Card	4,304				**4,304**	6/5/2020
Home Depot	6,118				**6,118**	6/5/2020
	22,798	**0**	**0**	**0**	**22,798**	


Head Start Kern
Percent Expended Compared to Percent of Budget Period Elapsed
120%
100%
80%
60%
40%
20%
0%
MAR
APR
MAY
JUNE
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
JANUARY
FEBRUARY
6%
12%
19%
Percent Expended
Percent of Budget Period Elapsed


Head Start Kern
Percent Expended Compared to Prior Year
120%
100%
80%
60%
40%
20%
0%
MARCH
APRIL
MAY
JUNE
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
JANUARY
FEBRUARY
6%
12%
19%
Percent Expended 2018-19

COMMUNITY ACTION PARTNERSHIP OF KERN
MEMORANDUM

To: Policy Council

From: Heather McCarley, Finance Manager

Subject: Early Head Start – Kern
Budget to Actual Report for the Period Ended May 31, 2020 – Info Item

Date: June 23, 2020

The Office of Head Start has awarded CAPK the full amount of its Head Start and Early Head Start grant for a five-year project period. The second-year budget period is March 1, 2020 through February 28, 2021.

The following are highlights of the Kern Head Start Budget to Actual Report for the period March 1, 2020 through May 31, 2020. Three months (25.0%) of the twelve-month budget period have elapsed.

Base Funds
Overall expenditures are at 16% of the budget, which is on trend with expenditures at this point in the prior budget period.

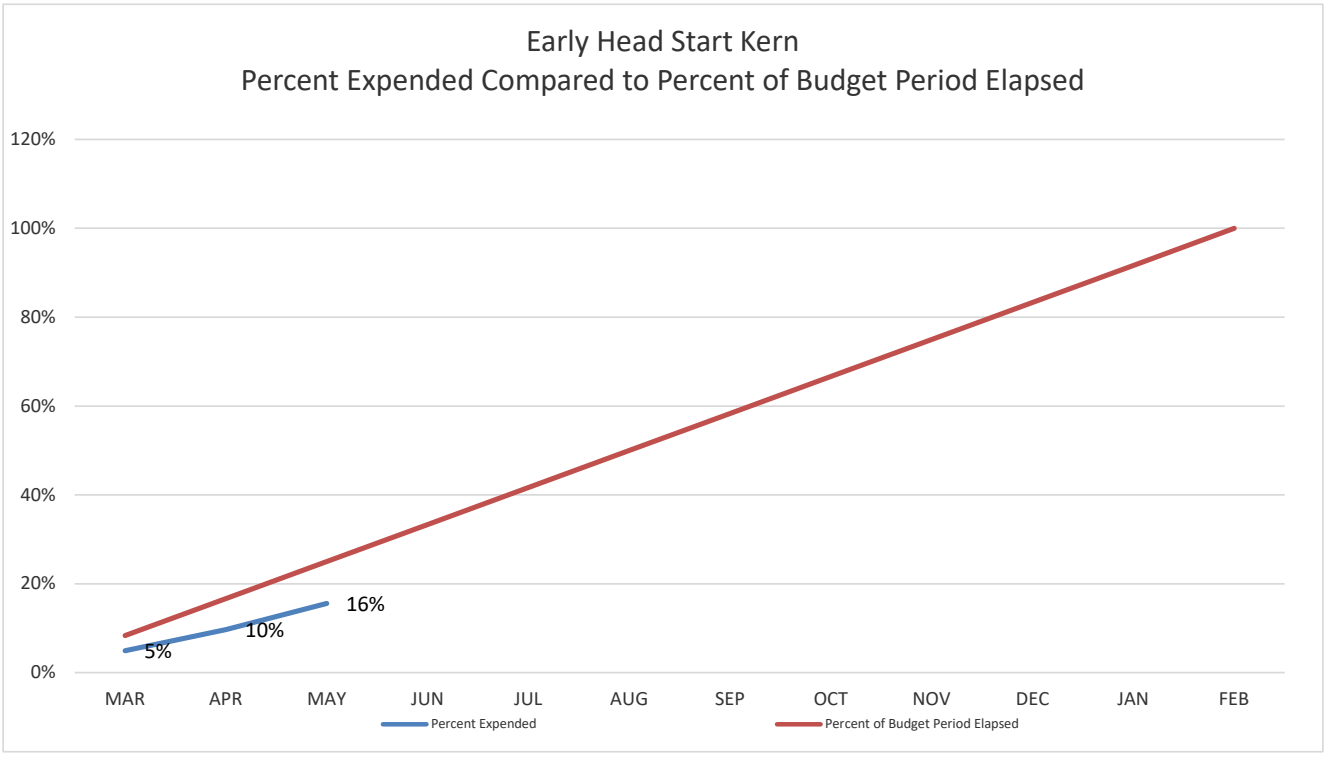
Training & Technical Assistance Funds
Overall expenditures are at 14% of the budget.

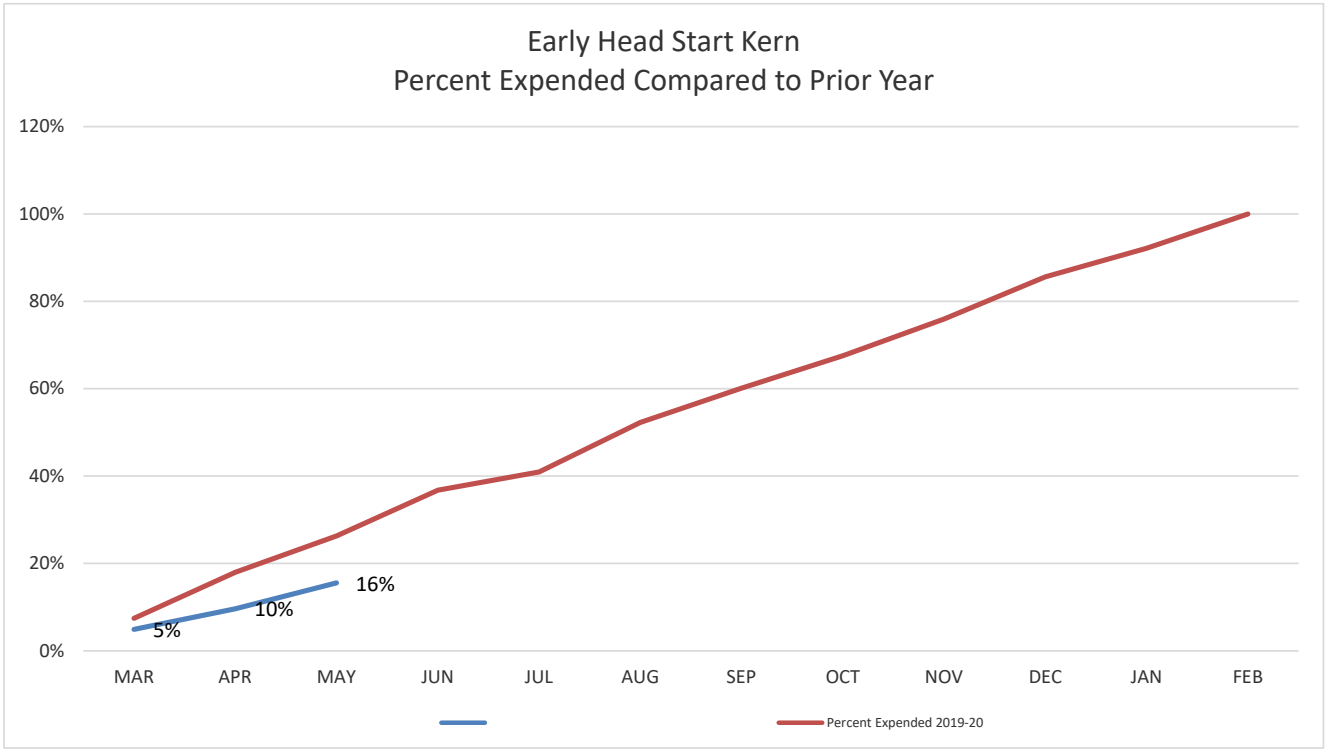
Community Action Partnership of Kern
Early Head Start - Kern
Budget to Actual Report
Budget Period: March 1, 2020 - February 28, 2021
Report Period: March 1, 2020 - May 31, 2020
Month 3 of 12 (25.0%)

Prepared 6/11/20

BASE FUNDS	**BUDGET**	**ACTUAL**	**REMAINING**	**% SPENT**	**% REMAINING**
PERSONNEL	4,346,346	740,576	3,605,770	17%	83%
FRINGE BENEFITS	1,551,385	208,692	1,342,693	13%	87%
TRAVEL	0	0	0		
EQUIPMENT	0	0	0		
SUPPLIES	433,822	63,504	370,318	15%	85%
CONTRACTUAL	64,349	13,405	50,944	21%	79%
CONSTRUCTION	610,874	0	610,874		
OTHER	802,984	187,815	615,169	23%	77%
INDIRECT	768,738	121,399	647,339	16%	84%
TOTAL BASE FUNDING	**8,578,498**	**1,335,391**	**7,243,107**	**16%**	**84%**
TRAINING & TECHNICAL ASSISTANCE					
TRAVEL	36,140	165	35,975	0%	100%
SUPPLIES	6,807	104	6,703	2%	98%
CONTRACTUAL	7,169	4,543	2,626	63%	37%
OTHER	103,144	16,998	86,146	16%	84%
INDIRECT	15,326	2,181	13,145	14%	86%
TOTAL TRAINING & TECHNICAL ASSISTANCE	**168,586**	**23,990**	**144,596**	**14%**	**86%**
GRAND TOTAL EHS FEDERAL FUNDS	**8,747,084**	**1,359,382**	**7,387,702**	**16%**	**84%**

Budget reflects Notice of Award #09CH011132-02-00
Actual expenditures include posted expenditures and estimated adjustments through 5/31/2020


Early Head Start Kern
Percent Expended Compared to Percent of Budget Period Elapsed
120%
100%
80%
60%
40%
20%
0%
MAR
APR
MAY
JUN
JUL
AUG
SEP
OCT
NOV
DEC
JAN
FEB
5%
10%
16%
Percent Expended
Percent of Budget Period Elapsed


Early Head Start Kern
Percent Expended Compared to Prior Year
120%
100%
80%
60%
40%
20%
0%
MAR
APR
MAY
JUN
JUL
AUG
SEP
OCT
NOV
DEC
JAN
FEB
5%
10%
16%
Percent Expended 2019-20

COMMUNITY ACTION PARTNERSHIP OF KERN
MEMORANDUM

To: Policy Council

From: Heather McCarley, Finance Manager

Subject: Early Head Start – San Joaquin
Budget to Actual Report for the Period Ended May 31, 2020 – Info Item

Date: June 23, 2020

The following are highlights of the San Joaquin Early Head Start Budget to Actual Report for the period February 1, 2020 through May 31, 2020. Four months (33.33%) of the 12-month budget period have elapsed.

Base Funds
Overall expenditures are at 31% of the budget, which is on trend compared to last year at this time.

Training & Technical Assistance Funds
Overall expenditures are at 11% of the budget. The combined personnel and fringe benefits expenses are at 29% of the budget.

Non-Federal Share
Non-Federal share is at 3% of the budget.

Community Action Partnership of Kern

Early Head Start - San Joaquin County

Budget to Actual Report

Budget Period: February 1, 2020 - January 31, 2021

Report Period: February 1, 2020 - May 31, 2020

Month 4 of 12 (33.33%)

Prepared 6/11/2020

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	3,237,521	1,020,424	2,217,097	32%	68%
FRINGE BENEFITS	916,396	277,073	639,323	30%	70%
TRAVEL	18,360	0	18,360	0%	100%
SUPPLIES	105,820	48,535	57,285	46%	54%
CONTRACTUAL	10,600	7,091	3,509	67%	33%
OTHER	521,927	155,311	366,616	30%	70%
INDIRECT	458,529	142,776	315,753	31%	69%
TOTAL	**5,269,153**	**1,651,210**	**3,617,943**	**31%**	**69%**

TRAINING & TECHNICAL ASSISTANCE FUNDS					
PERSONNEL	21,912	7,532	14,380	34%	66%
FRINGE BENEFITS	13,758	3,210	10,548	23%	77%
TRAVEL	18,226	0	18,226	0%	100%
SUPPLIES	6,815	47	6,768	1%	99%
CONTRACTUAL	3,845	0	3,845	0%	100%
OTHER	43,785	948	42,837	2%	98%
INDIRECT	10,834	1,174	9,660	11%	89%
TOTAL	**119,175**	**12,911**	**106,264**	**11%**	**89%**

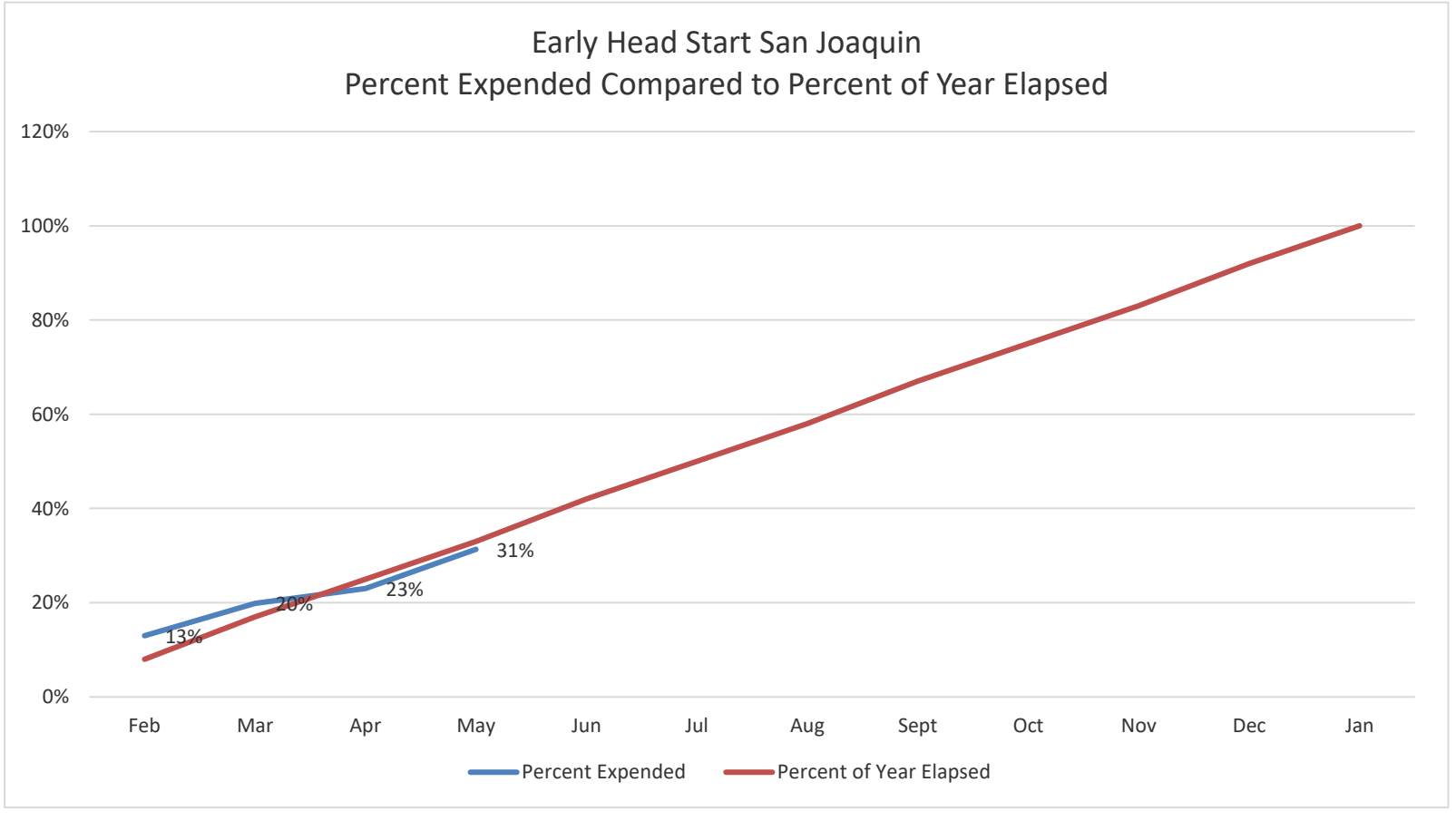
GRAND TOTAL EHS FEDERAL FUNDS	**5,388,328**	**1,664,121**	**3,724,207**	**31%**	**69%**

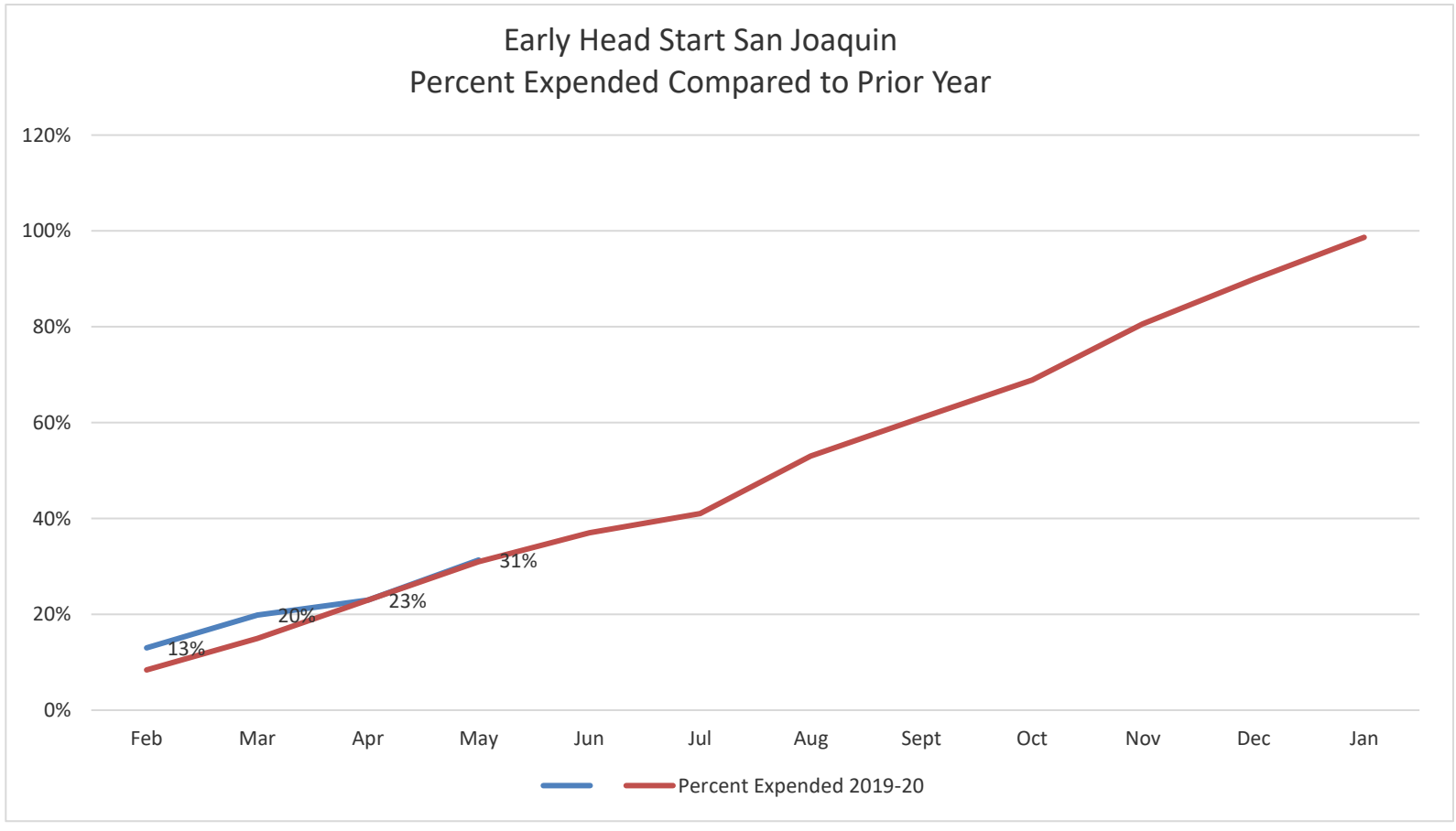
NON-FEDERAL SHARE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
IN-KIND	1,347,082	39,786	1,307,296	3%	97%
TOTAL NON-FEDERAL FUNDS	**1,347,082**	**39,786**	**1,307,296**	**3%**	**97%**

Centralized Administrative Cost	8.4%
Program Administrative Cost	4.2%
Total Administrative Cost	**12.7%**

Budget reflects Notice of Award #09CH011406-01-00

Actual expenditures include posted expenditures and estimated adjustments through 5/31/2020


Early Head Start San Joaquin
Percent Expended Compared to Percent of Year Elapsed
120%
100%
80%
60%
40%
20%
0%
13%
20%
23%
31%
Feb
Mar
Apr
May
Jun
Jul
Aug
Sept
Oct
Nov
Dec
Jan
Percent Expended
Percent of Year Elapsed


Early Head Start San Joaquin
Percent Expended Compared to Prior Year
120%
100%
80%
60%
40%
20%
0%
13%
20%
23%
31%
Feb
Mar
Apr
May
Jun
Jul
Aug
Sept
Oct
Nov
Dec
Jan
Percent Expended 2019-20

COMMUNITY ACTION PARTNERSHIP OF KERN
MEMORANDUM

To: Policy Council

From: Heather McCarley, Finance Manager

Subject: Early Head Start Child Care Partnerships + Expansion
Budget to Actual Report for the Period Ended May 31, 2020 – Info Item

Date: June 23, 2020

The following are highlights of the Early Head Start Child Care Partnerships & Expansion Budget to Actual Report for the period March 1, 2020 through May 31, 2020. Three months (25.00%) of the 12-month budget period have elapsed.

Base Funds
Overall expenditures are at 13% of the budget.

Training & Technical Assistance (T&TA)
Overall expenditures are at 6% of the budget.

Non-Federal Share
Non-Federal share is at 2% of the budget. Non-federal share has not been calculated for the current fiscal year due classroom closures.

Community Action Partnership of Kern
Early Head Start Child Care Partnerships + Expansion
Budget to Actual Report
Budget Period: March 1, 2020 - February 29, 2021
Report Period: March 1, 2020 - May 31, 2020
Month 3 of 12 (25.0%)

Prepared 6/11/2020

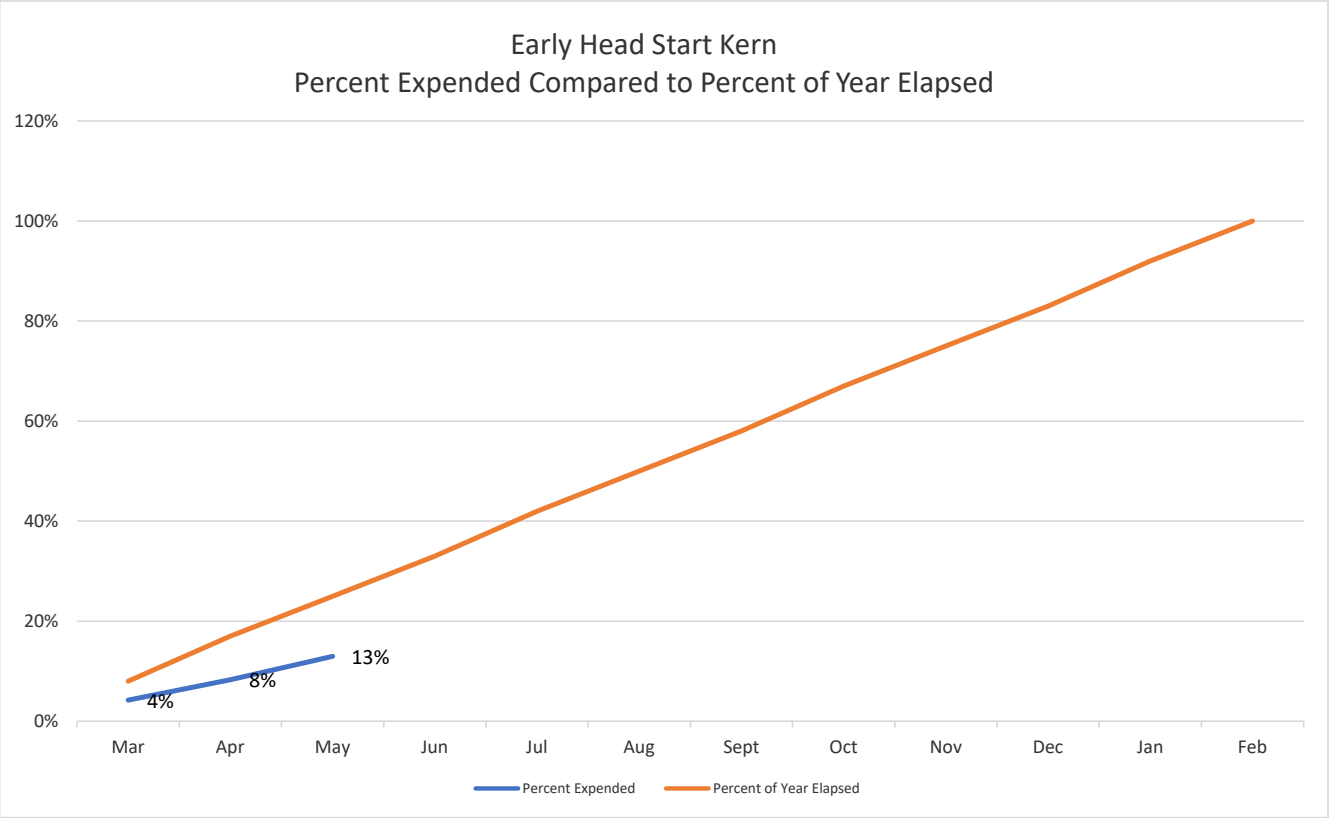
BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	704,216	82,485	621,731	12%	88%
FRINGE BENEFITS	208,046	16,821	191,225	8%	92%
SUPPLIES	28,175	1,785	26,390	6%	94%
CONTRACTUAL	1,009,556	127,993	881,563	13%	87%
OTHER	143,707	42,484	101,223	30%	70%
INDIRECT	203,138	26,280	176,858	13%	87%
TOTAL BASE FUNDING	**2,296,838**	**297,848**	**1,998,990**	**13%**	**87%**
TRAINING & TECHNICAL ASSISTANCE					
TRAVEL	5,294	0	5,294	0%	100%
SUPPLIES	16,391	58	16,333	0%	100%
OTHER	29,393	215	29,179	1%	99%
INDIRECT	5,107	302	4,805	6%	94%
TOTAL TRAINING & TECHNICAL ASSISTANCE	**56,185**	**3,325**	**52,860**	**6%**	**94%**
GRAND TOTAL EHS FEDERAL FUNDS	**2,353,023**	**312,839**	**2,040,184**	**13%**	**87%**

NON-FEDERAL SHARE

SOURCE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
IN-KIND	588,256	10,038	578,218	2%	98%
TOTAL NON-FEDERAL	**588,256**	**10,038**	**578,218**	**2%**	**98%**

Budget reflects Notice of Award **#09HP000163-02-00**

Actual expenditures include posted expenditures and estimated adjustments through 5/31/2020


Early Head Start Kern
Percent Expended Compared to Percent of Year Elapsed
120%
100%
80%
60%
40%
20%
0%
4%
8%
13%
Mar
Apr
May
Jun
Jul
Aug
Sept
Oct
Nov
Dec
Jan
Feb
Percent Expended
Percent of Year Elapsed

COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT TRAVEL & CHILD CARE
2020-2021

KERN HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2020	$ 7,613.00	$ 15.15	$ 15.15	$ 7,597.85	8%	0%
APRIL 2020	$ 7,597.85		$ 15.15	$ 7,597.85	17%	0%
MAY 2020	$ 7,597.85		$ 15.15	$ 7,597.85	25%	0%
JUNE 2020	$ 7,597.85		$ 15.15	$ 7,597.85	33%	0%
JULY 2020	$ 7,597.85		$ 15.15	$ 7,597.85	42%	0%
AUGUST 2020	$ 7,597.85		$ 15.15	$ 7,597.85	50%	0%
SEPTEMBER 2020	$ 7,597.85		$ 15.15	$ 7,597.85	58%	0%
OCTOBER 2020	$ 7,597.85		$ 15.15	$ 7,597.85	67%	0%
NOVEMBER 2020	$ 7,597.85		$ 15.15	$ 7,597.85	75%	0%
DECEMBER 2020	$ 7,597.85		$ 15.15	$ 7,597.85	83%	0%
JANUARY 2021	$ 7,597.85		$ 15.15	$ 7,597.85	92%	0%
FEBRUARY 2021	$ 7,597.85		$ 15.15	$ 7,597.85	100%	0%

KERN EARLY HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2020	$ 2,537.00	$ 5.17	$ 5.17	$ 2,531.83	8%	0%
APRIL 2020	$ 2,531.83		$ 5.17	$ 2,531.83	17%	0%
MAY 2020	$ 2,531.83		$ 5.17	$ 2,531.83	25%	0%
JUNE 2020	$ 2,531.83		$ 5.17	$ 2,531.83	33%	0%
JULY 2020	$ 2,531.83		$ 5.17	$ 2,531.83	42%	0%
AUGUST 2020	$ 2,531.83		$ 5.17	$ 2,531.83	50%	0%
SEPTEMBER 2020	$ 2,531.83		$ 5.17	$ 2,531.83	58%	0%
OCTOBER 2020	$ 2,531.83		$ 5.17	$ 2,531.83	67%	0%
NOVEMBER 2020	$ 2,531.83		$ 5.17	$ 2,531.83	75%	0%
DECEMBER 2020	$ 2,531.83		$ 5.17	$ 2,531.83	83%	0%
JANUARY 2021	$ 2,531.83		$ 5.17	$ 2,531.83	92%	0%
FEBRUARY 2021	$ 2,531.83		$ 5.17	$ 2,531.83	100%	0%

COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT TRAVEL & CHILD CARE
2020-2021

SAN JOAQUIN EARLY HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
FEBRUARY 2020	$ 50.00	$ 21.28	$ 21.28	$ 28.72	8%	43%
MARCH 2020	$ 28.72	$ -	$ 21.28	$ 28.72	17%	43%
APRIL 2020	$ 28.72	$ -	$ 21.28	$ 28.72	25%	43%
MAY 2020	$ 28.72	$ -	$ 21.28	$ 28.72	33%	43%
JUNE 2020	$ 28.72	$ -	$ 21.28	$ 28.72	42%	43%
JULY 2020	$ 28.72	$ -	$ 21.28	$ 28.72	50%	43%
AUGUST 2020	$ 28.72	$ -	$ 21.28	$ 28.72	58%	43%
SEPTEMBER 2020	$ 28.72	$ -	$ 21.28	$ 28.72	67%	43%
OCTOBER 2020	$ 28.72	$ -	$ 21.28	$ 28.72	75%	43%
NOVEMBER 2020	$ 28.72	$ -	$ 21.28	$ 28.72	83%	43%
DECEMBER 2020	$ 28.72	$ -	$ 21.28	$ 28.72	92%	43%
JANUARY 2021	$ 28.72	$ -	$ 21.28	$ 28.72	100%	43%

EARLY HEAD START CHILD CARE PARTNERSHIPS

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2020	$ 250.00	$ -	$ -	$ 250.00	8%	0%
APRIL 2020	$ 250.00	$ -	$ -	$ 250.00	17%	0%
MAY 2020	$ 250.00	$ -	$ -	$ 250.00	25%	0%
JUNE 2020	$ 250.00	$ -	$ -	$ 250.00	33%	0%
JULY 2020	$ 250.00	$ -	$ -	$ 250.00	42%	0%
AUGUST 2020	$ 250.00	$ -	$ -	$ 250.00	50%	0%
SEPTEMBER 2020	$ 250.00	$ -	$ -	$ 250.00	58%	0%
OCTOBER 2020	$ 250.00	$ -	$ -	$ 250.00	67%	0%
NOVEMBER 2020	$ 250.00	$ -	$ -	$ 250.00	75%	0%
DECEMBER 2020	$ 250.00	$ -	$ -	$ 250.00	83%	0%
JANUARY 2021	$ 250.00	$ -	$ -	$ 250.00	92%	0%
FEBRUARY 2021	$ 250.00		$ -	$ 250.00	100%	0%

Prepared by: Heather McCarley
April 23, 2020

COMMUNITY ACTION PARTNERSHIP OF KERN
VIAJES DE LOS PADRES y CUIDADO DE NINOS
2019-2020

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 2019	$ 7,613.00	$ 15.15	$ 15.15	$ 7,597.85	25%	0%
ABRIL DEL 2019	$ 7,597.85	$ -	$ 15.15	$ 7,597.85	50%	0%
MAYO DEL 2019	$ 7,597.85	$ -	$ 15.15	$ 7,597.85	75%	0%
JUNIO DEL 2019	$ 7,597.85	$ -	$ 15.15	$ 7,597.85	100%	0%
JULIO DEL 2019	$ 5,475.00	$ -	$ 15.15	$ 5,475.00	13%	0%
AGOSTO DEL 2019	$ 5,475.00	$ -	$ 15.15	$ 5,475.00	25%	0%
SEPTIEMBRE DEL 2018	$ 5,475.00	$ -	$ 15.15	$ 5,475.00	38%	0%
OCTUBRE DEL 2019	$ 5,475.00	$ -	$ 15.15	$ 5,475.00	50%	0%
NOVIEMBRE DEL 2019	$ 5,475.00	$ -	$ 15.15	$ 5,475.00	63%	0%
DICIEMBRE DEL 2019	$ 5,475.00	$ -	$ 15.15	$ 5,475.00	75%	0%
ENERO DEL 2020	$ 5,475.00	$ -	$ 15.15	$ 5,475.00	88%	0%
FEBRERO DEL 2020	$ 5,475.00	$ -	$ 15.15	$ 5,475.00	100%	0%

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 2019	$ 2,537.00	$ 5.17	$ 5.17	$ 2,531.83	25%	0%
ABRIL DEL 2019	$ 2,531.83	$ -	$ 5.17	$ 2,531.83	50%	0%
MAYO DEL 2019	$ 2,531.83	$ -	$ 5.17	$ 2,531.83	75%	0%
JUNIO DEL 2019	$ 2,531.83	$ -	$ 5.17	$ 2,531.83	100%	0%
JULIO DEL 2019	$ 1,824.00	$ -	$ 5.17	$ 1,824.00	13%	0%
AGOSTO DEL 2019	$ 1,824.00	$ -	$ 5.17	$ 1,824.00	25%	0%
SEPTIEMBRE DEL 2018	$ 1,824.00	$ -	$ 5.17	$ 1,824.00	38%	0%
OCTUBRE DEL 2019	$ 1,824.00	$ -	$ 5.17	$ 1,824.00	50%	0%
NOVIEMBRE DEL 2019	$ 1,824.00	$ -	$ 5.17	$ 1,824.00	63%	0%
DICIEMBRE DEL 2019	$ 1,824.00	$ -	$ 5.17	$ 1,824.00	75%	0%
ENERO DEL 2020	$ 1,824.00	$ -	$ 5.17	$ 1,824.00	88%	0%
FEBRERO DEL 2020	$ 1,824.00	$ -	$ 5.17	$ 1,824.00	100%	0%

COMMUNITY ACTION PARTNERSHIP OF KERN
VIAJES DE LOS PADRES y CUIDADO DE NINOS
2019-2020

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 2019	$ 50.00	$ 21.28	$ 21.28	$ 28.72	8%	43%
MARZO DEL 2019	$ 28.72	$ -	$ 21.28	$ 28.72	17%	43%
ABRIL DEL 2019	$ 28.72	$ -	$ 21.28	$ 28.72	25%	43%
MAYO DEL 2019	$ 28.72	$ -	$ 21.28	$ 28.72	33%	43%
JUNIO DEL 2019	$ 28.72	$ -	$ 21.28	$ 28.72	42%	43%
JULIO DEL 2019	$ 28.72	$ -	$ 21.28	$ 28.72	50%	43%
AGOSTO DEL 2019	$ 28.72	$ -	$ 21.28	$ 28.72	58%	43%
SEPTIEMBRE DEL 2019	$ 28.72	$ -	$ 21.28	$ 28.72	67%	43%
OCTUBRE DEL 2019	$ 28.72	$ -	$ 21.28	$ 28.72	75%	43%
NOVIEMBRE DEL 2019	$ 28.72	$ -	$ 21.28	$ 28.72	83%	43%
DICIEMBRE DEL 2019	$ 28.72	$ -	$ 21.28	$ 28.72	92%	43%
ENERO DEL 2020	$ 28.72	$ -	$ 21.28	$ 28.72	100%	43%

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
MARZO DEL 2019	$ 250.00	$ -	$ -	$ 250.00	8%	0%
ABRIL DEL 2019	$ 250.00	$ -	$ -	$ 250.00	17%	0%
MAYO DEL 2019	$ 250.00	$ -	$ -	$ 250.00	25%	0%
JUNIO DEL 2019	$ 250.00	$ -	$ -	$ 250.00	33%	0%
JULIO DEL 2019	$ 250.00	$ -	$ -	$ 250.00	42%	0%
AGOSTO DEL 2019	$ 250.00	$ -	$ -	$ 250.00	50%	0%
SEPTIEMBRE DEL 2018	$ 250.00	$ -	$ -	$ 250.00	58%	0%
OCTUBRE DEL 2019	$ 250.00	$ -	$ -	$ 250.00	67%	0%
NOVIEMBRE DEL 2019	$ 250.00	$ -	$ -	$ 250.00	75%	0%
DICIEMBRE DEL 2019	$ 250.00	$ -	$ -	$ 250.00	83%	0%
ENERO DEL 2020	$ 250.00	$ -	$ -	$ 250.00	92%	0%
FEBRERO DEL 2020	$ 250.00	$ -	$ -	$ 250.00	100%	0%

Preparado por Heather McCarley
12 de Febrero 2020

COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT ACTIVITIES
2019-2020

KERN HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2020	$ 20,985.00	$ 173.18	$ 173.18	$ 20,811.82	8%	1%
APRIL 2020	$ 20,811.82	$ -	$ 173.18	$ 20,811.82	17%	1%
MAY 2020	$ 20,811.82	$ -	$ 173.18	$ 20,811.82	25%	1%
JUNE 2020	$ 20,811.82	$ -	$ 173.18	$ 20,811.82	33%	1%
JULY 2020	$ 20,811.82	$ -	$ 173.18	$ 20,811.82	42%	1%
AUGUST 2020	$ 20,811.82	$ -	$ 173.18	$ 20,811.82	50%	1%
SEPTEMBER 2020	$ 20,811.82	$ -	$ 173.18	$ 20,811.82	58%	1%
OCTOBER 2020	$ 20,811.82	$ -	$ 173.18	$ 20,811.82	67%	1%
NOVEMBER 2020	$ 20,811.82	$ -	$ 173.18	$ 20,811.82	75%	1%
DECEMBER 2020	$ 20,811.82	$ -	$ 173.18	$ 20,811.82	83%	1%
JANUARY 2021	$ 20,811.82	$ -	$ 173.18	$ 20,811.82	92%	1%
FEBRUARY 2021	$ 20,811.82	$ -	$ 173.18	$ 20,811.82	100%	1%

KERN EARLY HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2020	$ 7,030.00	$ 57.72	$ 57.72	$ 6,972.28	8%	1%
APRIL 2020	$ 6,972.28	$ -	$ 57.72	$ 6,972.28	17%	1%
MAY 2020	$ 6,972.28	$ -	$ 57.72	$ 6,972.28	25%	1%
JUNE 2020	$ 6,972.28	$ -	$ 57.72	$ 6,972.28	33%	1%
JULY 2020	$ 6,972.28	$ -	$ 57.72	$ 6,972.28	42%	1%
AUGUST 2020	$ 6,972.28	$ -	$ 57.72	$ 6,972.28	50%	1%
SEPTEMBER 2020	$ 6,972.28	$ -	$ 57.72	$ 6,972.28	58%	1%
OCTOBER 2020	$ 6,972.28	$ -	$ 57.72	$ 6,972.28	67%	1%
NOVEMBER 2020	$ 6,972.28	$ -	$ 57.72	$ 6,972.28	75%	1%
DECEMBER 2020	$ 6,972.28	$ -	$ 57.72	$ 6,972.28	83%	1%
JANUARY 2021	$ 6,972.28	$ -	$ 57.72	$ 6,972.28	92%	1%
FEBRUARY 2021	$ 6,972.28	$ -	$ 57.72	$ 6,972.28	100%	1%

COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT ACTIVITIES
2019-2020

SAN JOAQUIN EARLY HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
FEBRUARY 2020	$ 1,500.00	$ -	$ -	$ 1,500.00	8%	0%
MARCH 2020	$ 1,500.00	$ -	$ -	$ 1,500.00	17%	0%
APRIL 2020	$ 1,500.00	$ -	$ -	$ 1,500.00	25%	0%
MAY 2020	$ 1,500.00	$ -	$ -	$ 1,500.00	33%	0%
JUNE 2020	$ 1,500.00	$ -	$ -	$ 1,500.00	42%	0%
JULY 2020	$ 1,500.00	$ -	$ -	$ 1,500.00	50%	0%
AUGUST 2020	$ 1,500.00	$ -	$ -	$ 1,500.00	58%	0%
SEPTEMBER 2020	$ 1,500.00	$ -	$ -	$ 1,500.00	67%	0%
OCTOBER 2020	$ 1,500.00	$ -	$ -	$ 1,500.00	75%	0%
NOVEMBER 2020	$ 1,500.00	$ -	$ -	$ 1,500.00	83%	0%
DECEMBER 2020	$ 1,500.00	$ -	$ -	$ 1,500.00	92%	0%
JANUARY 2021	$ 1,500.00	$ -	$ -	$ 1,500.00	100%	0%

EARLY HEAD START CHILD CARE PARTNERSHIPS

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2020	$ 760.00	$ -	$ -	$ 760.00	8%	0%
APRIL 2020	$ 760.00	$ -	$ -	$ 760.00	17%	0%
MAY 2020	$ 760.00	$ -	$ -	$ 760.00	25%	0%
JUNE 2020	$ 760.00	$ -	$ -	$ 760.00	33%	0%
JULY 2020	$ 760.00	$ -	$ -	$ 760.00	42%	0%
AUGUST 2020	$ 760.00	$ -	$ -	$ 760.00	50%	0%
SEPTEMBER 2020	$ 760.00	$ -	$ -	$ 760.00	58%	0%
OCTOBER 2020	$ 760.00	$ -	$ -	$ 760.00	67%	0%
NOVEMBER 2020	$ 760.00	$ -	$ -	$ 760.00	75%	0%
DECEMBER 2020	$ 760.00	$ -	$ -	$ 760.00	83%	0%
JANUARY 2021	$ 760.00	$ -	$ -	$ 760.00	92%	0%
FEBRUARY 2021	$ 760.00		$ -	$ 760.00	100%	0%

Prepared by: Heather McCarley
April 23, 2020

COMMUNITY ACTION PARTNERSHIP OF KERN
ACTIVIDADES DE LOS PADRES
2019-2020

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 2019	$ 8,731.00	$ 173.18	$ 173.18	$ 8,557.82	8%	1%
ABRIL DEL 2019	$ 8,557.82	$ -	$ 173.18	$ 8,557.82	17%	1%
MAYO DEL 2019	$ 8,557.82	$ -	$ 173.18	$ 8,557.82	25%	1%
JUNIO DEL 2019	$ 8,557.82	$ -	$ 173.18	$ 8,557.82	33%	1%
JULIO DEL 2019	$ 18,711.00	$ -	$ -	$ 18,711.00	13%	0%
AGOSTO DEL 2019	$ 18,711.00	$ -	$ -	$ 18,711.00	25%	0%
SEPTIEMBRE DEL 2018	$ 18,711.00	$ -	$ -	$ 18,711.00	38%	0%
OCTUBRE DEL 2019	$ 18,711.00	$ -	$ -	$ 18,711.00	50%	0%
NOVIEMBRE DEL 2019	$ 18,711.00	$ -	$ -	$ 18,711.00	63%	0%
DICIEMBRE DEL 2019	$ 18,711.00	$ -	$ -	$ 18,711.00	75%	0%
ENERO DEL 2020	$ 18,711.00	$ -	$ -	$ 18,711.00	88%	0%
FEBRERO DEL 2020	$ 18,711.00	$ -	$ -	$ 18,711.00	100%	0%

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 2019	$ 1,363.00	$ 57.72	$ 57.72	$ 1,305.28	8%	1%
ABRIL DEL 2019	$ 1,305.28	$ -	$ 57.72	$ 1,305.28	17%	1%
MAYO DEL 2019	$ 1,305.28	$ -	$ 57.72	$ 1,305.28	25%	1%
JUNIO DEL 2019	$ 1,305.28	$ -	$ 57.72	$ 1,305.28	33%	1%
JULIO DEL 2019	$ 6,264.00	$ -	$ -	$ 6,264.00	13%	0%
AGOSTO DEL 2019	$ 6,264.00	$ -	$ -	$ 6,264.00	25%	0%
SEPTIEMBRE DEL 2018	$ 6,264.00	$ -	$ -	$ 6,264.00	38%	0%
OCTUBRE DEL 2019	$ 6,264.00	$ -	$ -	$ 6,264.00	50%	0%
NOVIEMBRE DEL 2019	$ 6,264.00	$ -	$ -	$ 6,264.00	63%	0%
DICIEMBRE DEL 2019	$ 6,264.00	$ -	$ -	$ 6,264.00	75%	0%
ENERO DEL 2020	$ 6,264.00	$ -	$ -	$ 6,264.00	88%	0%
FEBRERO DEL 2020	$ 6,264.00	$ -	$ -	$ 6,264.00	100%	0%

COMMUNITY ACTION PARTNERSHIP OF KERN
ACTIVIDADES DE LOS PADRES
2019-2020

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 2019	$ 1,500.00	$ -	$ -	$ 1,500.00	8%	0%
MARZO DEL 2019	$ 1,500.00	$ -	$ -	$ 1,500.00	17%	0%
ABRIL DEL 2019	$ 1,500.00	$ -	$ -	$ 1,500.00	25%	0%
MAYO DEL 2019	$ 1,500.00	$ -	$ -	$ 1,500.00	33%	0%
JUNIO DEL 2019	$ 1,500.00	$ -	$ -	$ 1,500.00	42%	0%
JULIO DEL 2019	$ 1,500.00	$ -	$ -	$ 1,500.00	50%	0%
AGOSTO DEL 2019	$ 1,500.00	$ -	$ -	$ 1,500.00	58%	0%
SEPTIEMBRE DEL 2019	$ 1,500.00	$ -	$ -	$ 1,500.00	67%	0%
OCTUBRE DEL 2019	$ 1,500.00	$ -	$ -	$ 1,500.00	75%	0%
NOVIEMBRE DEL 2019	$ 1,500.00	$ -	$ -	$ 1,500.00	83%	0%
DICIEMBRE DEL 2019	$ 1,500.00	$ -	$ -	$ 1,500.00	92%	0%
ENERO DEL 2020	$ 1,500.00	$ -	$ -	$ 1,500.00	100%	0%

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
MARZO DEL 2019	$ 760.00	$ -	$ -	$ 760.00	8%	0%
ABRIL DEL 2019	$ 760.00	$ -	$ -	$ 760.00	17%	0%
MAYO DEL 2019	$ 760.00	$ -	$ -	$ 760.00	25%	0%
JUNIO DEL 2019	$ 760.00	$ -	$ -	$ 760.00	33%	0%
JULIO DEL 2019	$ 760.00	$ -	$ -	$ 760.00	42%	0%
AGOSTO DEL 2019	$ 760.00	$ -	$ -	$ 760.00	50%	0%
SEPTIEMBRE DEL 2018	$ 760.00	$ -	$ -	$ 760.00	58%	0%
OCTUBRE DEL 2019	$ 760.00	$ -	$ -	$ 760.00	67%	0%
NOVIEMBRE DEL 2019	$ 760.00	$ -	$ -	$ 760.00	75%	0%
DICIEMBRE DEL 2019	$ 760.00	$ -	$ -	$ 760.00	83%	0%
ENERO DEL 2020	$ 760.00	$ -	$ -	$ 760.00	92%	0%
FEBRERO DEL 2020	$ 760.00	$ -	$ -	$ 760.00	100%	0%

Preparado por Heather McCarley
12 de Febrero 2020

Community Action Partnership of Kern
Head Start and Early Head Start Kern
Year-to-Date Non-Federal Share and In-Kind Report
Budget Period: March 1, 2020 through February 28, 2021
Report for period ending **May 31, 2020** (Month 3 of 12)

Percent of budget period elapsed: 25%

LOCATION	Enroll-ment	March	April	May	YTD Totals	IN-KIND GOAL	% OF GOAL MET
Alberta Dillard	80	243	0	0	243	70,588	0%
Alicante	20	617	0	0	617	17,647	3%
Broadway	40	0	0	0	0	35,294	0%
California City	34	3,233	0	0	3,233	30,000	11%
Cleo Foran	23	0	0	0	0	20,294	0%
Delano	76	0	0	0	0	67,058	0%
East California	56	0	0	0	0	49,411	0%
Fairfax	40	0	0	0	0	35,294	0%
Fairview	40	291	0	0	291	35,294	1%
Harvey L. Hall	156	5,021	0	0	5,021	137,646	4%
Heritage	40	0	0	0	0	35,294	0%
Home Base	124	0	0	0	0	54,706	0%
Jewett	0	0	0	0	0	0	#DIV/0!
Lamont	40	103	0	0	103	35,294	0%
Martha J. Morgan	44	0	0	0	0	38,823	0%
McFarland	20	120	0	0	120	17,647	1%
Mojave	20	0	0	0	0	17,647	0%
Oasis	57	0	0	0	0	50,294	0%
Pete H. Parra	128	0	0	0	0	112,940	0%
Planz	20	1,840	0	0	1,840	17,647	10%
Primeros Pasos	80	0	0	0	0	70,588	0%
Rosamond	80	0	0	0	0	70,588	0%
San Diego Street	40	0	0	0	0	35,294	0%
Seibert	40	0	0	0	0	35,294	0%
Shafter	20	0	0	0	0	17,647	0%
Shafter HS/EHS	26	0	0	0	0	22,941	0%
Sterling	124	4,419	0	0	4,419	109,411	4%
Sunrise Villa	20	86	0	0	86	17,647	0%
Taft	66	3,038	0	0	3,038	58,235	5%
Tehachapi	34	309	0	0	309	30,000	1%
Vineland	20	1,193	0	0	1,193	17,647	7%
Virginia	40	0	0	0	0	35,294	0%
Wesley	60	0	0	0	0	52,941	0%
Willow	55	0	0	0	0	48,529	0%
Administrative Services		0	0	0	0	0	NA
Program Services		206	0	0	206	66,765	0%
SUBTOTAL IN-KIND	**1,763**	**20,720**	**0**	**0**	**20,720**	**1,567,638**	**1%**
State General Child Care*		0	0	0	0	1,871,571	0%
State Preschool*		0	0	0	0	3,074,165	0%
State Migrant Child Care*		0	0	0	0	184,872	0%
SUBTOTAL CA DEPT of ED		**0**	**0**	**0**	**0**	**5,130,608**	**0%**
GRAND TOTAL		**20,720**	**0**	**0**	**20,720**	**6,698,246**	**0%**

*May include estimates

Community Action Partnership of Kern
San Joaquin Early Head Start
Non-Federal Share and In-Kind Year-to-Date Report
Budget Period: February 1, 2020 through January 31, 2021
Report for period ending **May 31, 2020** (Month 4 of 12)

Percent of budget period elapsed: 33%

LOCATION	FUNDED ENROLL-MENT	Feb	March	April	May	YTD Totals	IN-KIND GOAL	% OF GOAL MET
California Street	24	2,944	0	0	0	2,944	124,545	2%
Chrisman	30	0	0	0	0	0	155,682	0%
Kennedy	16	5,932	0	0	0	5,932	83,030	7%
Lodi Home Base	35	8,368	0	0	0	8,368	90,814	9%
Lodi UCC	30	14,151	0	0	0	14,151	155,682	9%
Manteca Home Base	12	6,414	0	0	0	6,414	31,136	21%
Marci Massei	24	2,398	0	0	0	2,398	124,545	2%
St. Mary's	16	6,802	0	0	0	6,802	83,030	8%
Stockton Home Base	90	22,470	0	0	0	22,470	233,523	10%
Tracy Home Base	12	1,898	0	0	0	1,898	31,136	6%
Walnut	24	3,209	0	0	0	3,209	124,545	3%
Administrative Services		0	0	0	0	0	0	
Program Services		0	0	0	0	0	108,412	0%
Policy Council		0	0	0	0	0	1,000	0%
SUBTOTAL IN-KIND	**313**	**74,586**	**0**	**0**	**0**	**74,586**	**1,347,082**	**6%**

COMMUNITY ACTION PARTNERSHIP OF KERN
MEMORANDUM

To: Policy Council

From: Jerry Meade, PDM Administrator

Date: June 23, 2020

Subject: HS/EHS Kern and EHS Child Care Partnership Carry Over Requests – Action Item

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Earlier this year, the Policy Council approved Budget Revisions request for both the HS/EHS Kern and EHS Child Care Partnership grants for the 2019-20 Budget Period. The Office of Head Start Regional Office released the Notice of Award approving our budget revision. The approved projects included in these budget revisions were not completed in the 2019-2020 fiscal year will now be carried over to the 2020-21 funding year. This process requires approval from the Policy Council.

Head Start/Early Head Start Kern (09CH011132)

The projects approved to be carried over consist of Construction projects at four child development centers. $5,053,383 will be requested to be moved to the 2020-21 funding year. Staff plan to complete these projects in the Fall 2020.

Head Start Base and Start-up = $1,875,182

Early Head Start Base and Start-up = $3,178,201

Early Head Start Child Care Partnership (09HP000163)

The projects approved to be carried over consist of new partner start-up projects and staff development resources to reach full enrollment for our Child Care Partners slots. $1,498,210 will be requested to be moved to the 2020-21 funding year.

Early Head Start Base = $1,332,080

Early Head Start Start-up = $166,130

Staff are requesting approval from the Policy Council to submit the Cary Over Requests to the Office of Head Start.

Recommendation

Staff recommends the Policy Council approve the submission of the Carry Over requests for the Head Start/Early Head Start Kern and Early Head Start Child Care Partnership grants.

COVID-19 Community Resources

University of California Cooperative Extension Kern County — April 2020

Coronavirus disease 2019, also known as COVID-19, is spreading in the United States. The disease causes respiratory illness such as cough, fever, and in more severe cases, trouble breathing. The best way to prevent illness is to avoid being exposed to this virus:

- **Wash your hands often** with soap and water for at least 20 seconds.
- **Avoid touching your eyes, nose, and mouth** with unwashed hands.
- **Stay home** if you can. If you must go out, **maintain a distance of at least 6 feet from others.**

More information and advice on COVID-19 prevention can be found below:

CDC: https://www.cdc.gov/coronavirus/2019-ncov/
CA: https://covid19.ca.gov/
CDPH: https://www.cdph.ca.gov/covid19

Specific information for **pregnant and breastfeeding women** can be found below:

WHO: https://www.who.int/news-room/q-a-detail/q-a-on-covid-19-pregnancy-childbirth-and-breastfeeding

Specific information for **those caring for children** can be found below:

CDC: https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/children.html

What to do if you feel sick

If you are sick with COVID-19 or think you might have it, follow the steps below to help protect others:

- Call ahead before visiting the doctor and stay home except to get medical care. Most people who are mildly ill with COVID-19 are able to recover at home.
- Clean your hands often and cover your coughs and sneezes.
- Avoid sharing household items and separate yourself from others in your home.

If you develop any of the following **emergency warning signs, get medical attention immediately**.

- Difficulty breathing or shortness of breath.
- Persistent pain or pressure in the chest.
- New confusion or inability to arouse.
- Bluish lips or face.

For more information, visit https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html

Employee and worker resources for our county

Wages/Pay Reduction Resources

* https://www.labor.ca.gov/coronavirus2019/

Unemployment Resources

* https://www.labor.ca.gov/coronavirus2019/

Emergency food assistance resources for our county

Grocery stores and many farmers markets will remain open and stocked throughout the statewide stay-at-home order. There is no need to stockpile grocery items or household goods. Buy only what you need. Many grocery stores and farmers markets have adjusted their hours, and some have designated priority shopping hours for seniors. Potable tap water is safe to drink and is not a carrier of COVID-19.

CalFresh (SNAP) application

* https://www.getcalfresh.org/

Food banks & other sites

* Call 211 to find distribution sites
* https://findhelp.org/

Women, Infants, & Children (WIC)

* http://www.capk.org/programs/wic/enroll-in-wic-form/ or call to make appointment 1-866-327-3074

* WIC Clinica Sierra Vista Call number 661-862-5422

Meals on Wheels & Senior Meals

* https://www.goldenempiregleaners.com/senior-sack-sites

* https://bakersfieldseniorcenter.org/lunch-menu/

*https://www.kerncounty.com/government/aging-adult-services/services/senior-nutrition/senior-nutrition-sites

School meal sites

* Bakersfield City School District Sites
* All Kern High School District sites except Centennial High
* All Arvin Schools
* https://Schoolmealfinder.hoonuit.com

Food safety and storage

It may be possible that a person can get COVID-19 by touching a surface with the virus on it and then touching their mouth or nose. Read more on food safety and food storage below: https://www.cdc.gov/foodsafety/

Educational resources for our county

Educational sites

* PBSLearningMedia: Standards-aligned videos, interactives, and lesson plans! https://www.pbslearningmedia.org

* eLearningForKids: Free and fun digital education for children worldwide. https://www.e-learningforkids.org/

Nutrition Education Sites

* Free online mini course for adults/parents: Available in English and Spanish https://eatfresh.org/eatfreshorg-mini-course

* https://www.choosemyplate.gov/quiz

* https://www.choosemyplate.gov/coronavirus

Housing and rental assistance resources for our county

* https://kernha.org/menus/how-to-apply.html

* https://findhelp.org/

Outdoor access resources for our county

Physical Activity

* https://www.nia.nih.gov/health/exercise-physical-activity

* https://www.youtube.com/user/NatlInstituteOnAging

* CosmicKidsYoga YT: Mostly suited for Pre-K Students (~3yrs). Fun way for exercise for parent and child.
  https://www.youtube.com/user/CosmicKidsYoga

* **Physical Activity for Families**:
  https://health.gov/moveyourway#
  Get moving as a family! (Video)
  https://www.youtube.com/watch?v=zNs8srnJ95U&feature=youtu.be

* https://www.catch.org/pages/health-at-home

It is the policy of the University of California (UC) and the UC Division of Agriculture & Natural Resources not to engage in discrimination against or harassment of any person in any of its programs or activities (Complete nondiscrimination policy statement can be found at http://ucanr.edu/sites/anrstaff/files/215244.pdf)Inquiries

COVID-19 Recursos de la comunidad
University of California Cooperative Extension Condado de Kern

La enfermedad Coronavirus 2019, también conocida como COVID-19, se está extendiendo en los Estados Unidos. La enfermedad causa enfermedades respiratorias como tos, fiebre y, en casos más graves, dificultad para respirar. La mejor manera de prevenir enfermedades es evitar exponerse a este virus:

- **Lávese las manos a menudo** con agua y jabón durante al menos 20 segundos.
- **Evite tocarse los ojos, la nariz y la boca** con las manos no lavadas.
- **Quédese en casa** si puede. Si debe salir, **mantenga una distancia de al menos 6 pies (2 metros) de los demás y cúbrase la boca y la nariz con una cubierta de tela.**

Más información y consejos sobre la prevención de COVID-19 se pueden encontrar a continuación:

CDC: https://espanol.cdc.gov/enes/coronavirus/2019-ncov/index.html
CA: https://hia.berkeley.edu/2020/03/12/covid19-resources
CDPH: https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/nCoV2019_Spanish.aspx

La información específicamente para **mujeres embarazadas y lactantes** se puede encontrar a continuación:
WHO: https://www.who.int/es/news-room/q-a-detail/q-a-on-covid-19-pregnancy-childbirth-and-breastfeeding

La información específica para **los que cuidan niños** se puede encontrar a continuación:
CDC: https://espanol.cdc.gov/enes/coronavirus/2019-ncov/daily-life-coping/children.html

Qué hacer si se siente enferma/o

Si está enferma/o con COVID-19 o cree que podría tenerlo, siga los pasos a continuación para ayudar a proteger a los demás:

- Llame con anticipación antes de visitar al médico y quédese en casa, excepto para obtener atención médica. La mayoría de las personas que están levemente enfermas con COVID-19 pueden recuperarse en casa.
- Lávese las manos con frecuencia y cúbrase la tos y los estornudos.
- Evite compartir artículos del hogar y sepárese de las demás personas en su hogar.

Si se tiene cualquiera de las siguientes **señales de advertencia de emergencia, busque atención médica de inmediato.**

- Dificultad para respirar o falta de aliento.
- Dolor o presión persistente en el pecho.
- Confusión que no tenía antes o incapacidad para despertar.
- Labios o cara de color azul.

Para más información visite https://espanol.cdc.gov/enes/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html

Recursos de empleados y trabajadores para su condado

Recursos de Salarios/Reducción de pago
* https://www.labor.ca.gov/coronavirus2019/

Recursos de Desempleo
* https://www.labor.ca.gov/coronavirus2019/

Recursos de asistencia alimentaria de emergencia para su condado

Las tiendas de abarrotes y muchos mercados de agricultores permanecerán abiertos y abastecidos durante la orden estatal de quedarse en casa. No es necesario acaparar abarrotes o artículos para el hogar. Compre solo lo que necesita. Muchas tiendas de abarrotes y mercados de agricultores han ajustado sus horarios, y algunos han designado horarios de compras prioritarios para las personas mayores de edad. El agua potable del grifo es segura para beber y no es portadora de COVID-19.

Aplicación CalFresh (SNAP)

* https://www.getcalfresh.org/

Bancos de alimentos y otros sitios

* marque 211 para obtener sitios de distribución.
* https://findhelp.org/

Mujeres, infantes y niños (WIC)

* http://www.capk.org/programs/wic/enroll-in-wic-form/ o marque al 1-866-327-3074

* WIC Clínica Sierra Vista llame al número 661-862-5422

Comidas sobre ruedas y comidas para personas mayores de edad

* https://www.goldenempiregleaners.com/senior-sack-sites

* https://bakersfieldseniorcenter.org/lunch-menu/

*https://www.kerncounty.com/government/aging-adult-services/services/senior-nutrition/senior-nutrition-sites

Sitios de comida escolar

* Las escuelas del Distrito Escolar de Bakersfield
* Todas las escuelas del Distrito de Arvin
* Escuelas de Kern High School excepto Centennial
* https://Schoolmealfinder.hoonuit.com

Seguridad alimentaria y almacenamiento

Es posible que una persona pueda contraer COVID-19 al tocar una superficie con el virus y luego tocarse la boca o la nariz. Lea más sobre seguridad alimentaria y almacenamiento de alimentos a continuación: https://www.cdc.gov/foodsafety/es/

Recursos educativos

Título de recurso

* PBSLearningMedia: Videos interactivos y planes de clases siguiendo estándares escolares. https://www.pbslearningmedia.org

* eLearningForKids: Educación digital gratis y divertidas para niños en todo el mundo. https://www.e-learningforkids.org/es/home

Sitios educativos de nutrición

* Mini cursos gratis para adultos disponible en Ingles y Español https://eatfresh.org/es/minicurso

* https://www.choosemyplate.gov/quiz

* https://www.choosemyplate.gov/coronavirus

Recursos de asistencia de vivienda y alquiler para su condado

* https://kernha.org/menus/how-to-apply.html

* https://findhelp.org/

Recursos de acceso al aire libre

Actividad Física

* https://www.nia.nih.gov/health/exercise-physical-activity

* https://www.youtube.com/user/NatlInstituteOnAging

* CosmicKidsYoga YT: Para estudiantes de prescolar (~3yrs).
  Una manera divertida de hacer ejerció para padres y niños.
  https://www.youtube.com/user/CosmicKidsYoga

* **Actividad Física para Familias**:
  https://health.gov/espanol/moveyourway
  Manténganse activos en familia! (Video)
  https://www.youtube.com/watch?v=zNs8srnJ95U&feature=youtu.be

* https://www.catch.org/pages/health-at-home

La División de Agricultura y Recursos Naturales (ANR) de Universidad de California prohíbe la discriminación o el hostigamiento de cualquier persona en cualquiera de sus programas o actividades. (Se puede leer la versión completa de la declaración de política antidiscriminatoria en http://ucanr.edu/sites/anrstaff/files/215246.pdf Las preguntas sobre la política antidiscriminatoria de ANR pueden dirigirse aJohn Fox, Affirmative Action Compliance Officer and Title IX Officer, University of California, Agriculture and Natural Resources, 2801 Second Street, Davis, CA 95618, (530) 750-1343.Website: http://ucanr.edu/sites/anrstaff/Diversity/Affirmative_Action/.

COMMUNITY ACTION PARTNERSHIP OF KERN

DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Head Start/State Child Development/Yolanda Gonzales	**Month/Year:** April 2020
Program/Work Unit: Head Start/Early Head Start	**Program Manager/Supervisor:** Ginger Mendez/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.	

Program	Funded Enrollment	Reportable Enrollment	Percentage	Enrollment Breakdown	Disabilities Goal 10%	Over Income Goal <10%
Head Start Kern	**1317**	**1314**	**99.8%**		**10.7%**	**9%**
Early Head Start Kern	**446**	**395**	**85%**		**15.6%**	**3.8%**
• EHS Center Based	210		96%	202/210		
• EHS Home Based	124		99%	123/124		
• EHS Home Based-Interim	112		49%	55/112		
Early Head Start San Joaquin	**313**	**305**	**97%**		**21.1%**	**9.9%**
Early Head Start Partnership	**152**	**90**	**57%**		**5.1%**	**9.9%**
• Bakersfield College	32		84%	27/32	12.5%	
• Blanton	16		100%	17/16	12.6%	
• Garden Pathways	11		82%	9/11	0%	
• Taft College	42		76%	32/42	0%	
• Jewett	24		0%	0/24	0%	
• Escuelita Hernandez	16		12.5%	2/16	0%	
• Seeking Partner	11		0%	0/11	0%	

****Face-to-face services suspended starting end of business day March 17, 2020 for Kern Head Start/Early Head Start and end of business day March 13, 2020 for San Joaquin EHS.**

Average Daily Attendance	Goal > 85%	100%

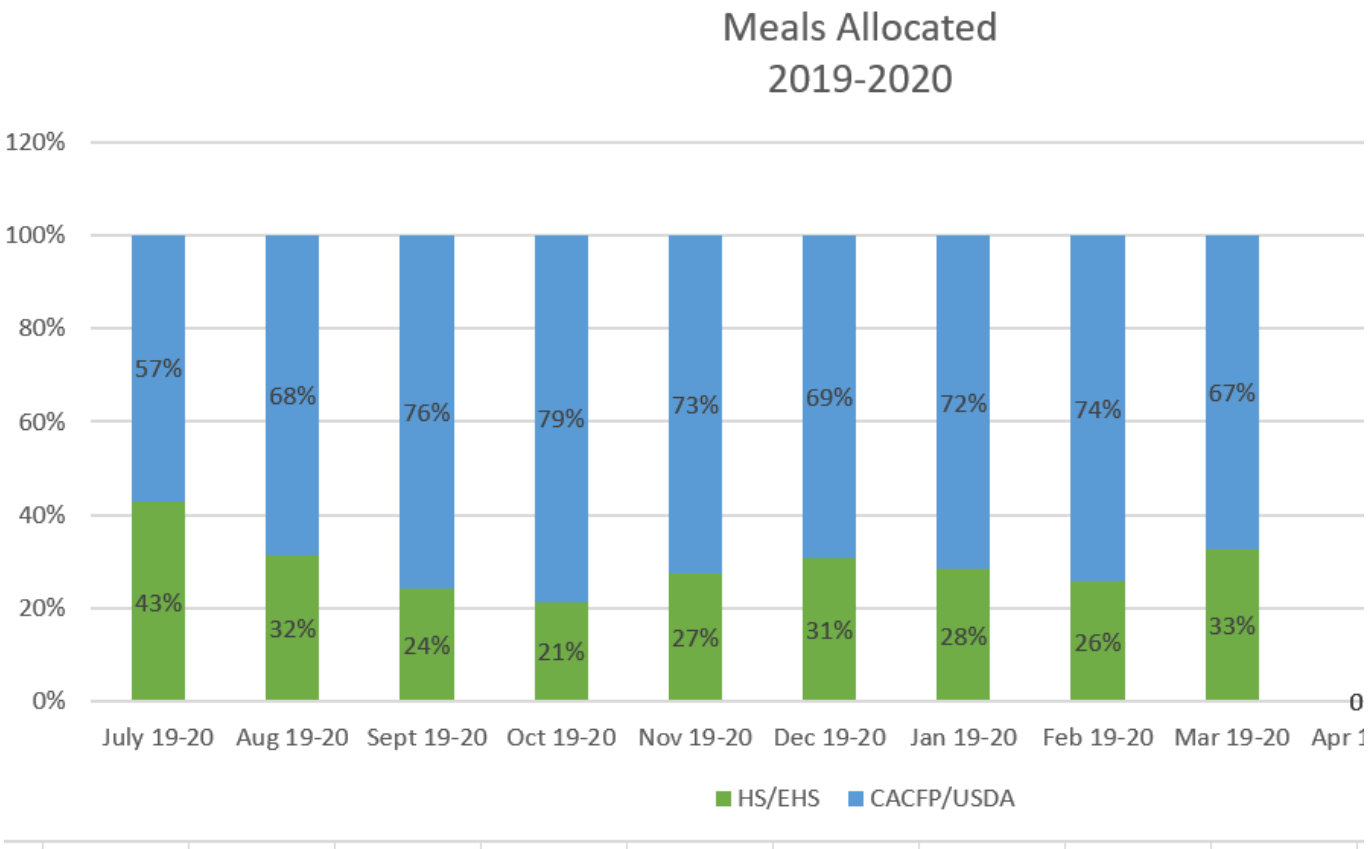
Division Staffing			
Currently Employed	**Vacant Positions**	**Continuous Family Leave**	**Intermittent Family Leave**
622	21	13	127

Compliance
Desk reviews and closing out existing Corrective Action Plans are being completed.

Central Kitchen April 2020				
Meals & Snacks	**Total # Prepared**	**Breakfast**	**Lunch**	**Snack**
Head Start / Early Head Start Centers	41,010	13,670	10,290	17,050
Home Based Meals	4,725	1,575	1,150	2,000
TOTAL	**45,735**	**15,245**	**11,440**	**19,020**

The Central Kitchen along with the support of the Head Start/Early Head Start staff have been providing boxed meals for the enrolled children. Working with the Sysco representative we were able to successfully offer ready to eat meals that are creditable with CACFP.
The boxed meals are very much appreciated by the families and this is just another way CAPK is meeting the needs of our families during this pandemic.

CACFP					
March 2020					
Total Meals Requested			Meals Allocated		% of Meals Served
Central Kitchen	Vendor Meals	**Total Meals**	CACFP/USDA	HS/EHS	February2020
41,946	8,951	50,897	34,224	16,673	**80%**



COMMUNITY ACTION PARTNERSHIP OF KERN

DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Head Start/State Child Development/Yolanda Gonzales	**Month/Year:** May 2020
Program/Work Unit: Head Start/Early Head Start	**Program Manager/Supervisor:** Ginger Mendez/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.	

Program	Funded Enrollment	Reportable Enrollment	Percentage	Enrollment Breakdown	Disabilities Goal 10%	Over Income Goal <10%
Head Start Kern	**1317**	**1315**	**99.8%**		**10.8%**	**9%**
Early Head Start Kern	**446**	**394**	**88%**		**16.3%**	**6.3%**
• EHS Center Based	210		97%	203/210		
• EHS Home Based	124		100%	124/124		
• EHS Home Based-Interim	112		60 %	67/112		
Early Head Start San Joaquin	**313**	**308**	**98%**		**21.1%**	**9.9%**
Early Head Start Partnership	**152**	**81**	**53%**		**5.1%**	**9.9%**
• Bakersfield College	32		84%	27/32	12.5%	
• Blanton	16		87.5%	14/16	6.3%	
• Garden Pathways	11		64%	7/11	0%	
• Taft College	42		74%	31/42	0%	
• Jewett	24		0%	0/24	0%	
• Escuelita Hernandez	16		12.5%	2/16	0%	
• Seeking Partner	11		0%	0/11	0%	

****Face-to-face services suspended starting end of business day March 17, 2020 for Kern Head Start/Early Head Start and end of business day March 13, 2020 for San Joaquin EHS.**

Division Staffing			
Currently Employed	**Vacant Positions**	**Continuous Family Leave**	**Intermittent Family Leave**
624	18	10	107

Compliance
Desk reviews are being completed as we are trying to limit the amount of staff in our child development centers.

Central Kitchen **May 2020**				
Meals & Snacks	**Total # Prepared**	**Breakfast**	**Lunch**	**Snack**
Head Start / Early Head Start Centers	34,920	11,640	11,640	11,640
Home Based Meals	4,935	1,645	1,645	1,645
TOTAL	**39,855**			

The Central Kitchen along with the support of the Head Start/Early Head Start staff continue to provide boxed meals for the enrolled children. Working with the Sysco representative we were able to successfully offer ready to eat meals that are creditable with CACFP.
The boxed meals are very much appreciated by the families and this is just another way CAPK is meeting the needs of our families during this pandemic.

CACFP					
April 2020					
Total Meals Requested			Meals Allocated		% of Meals Served
Central Kitchen	Vendor Meals	**Total Meals**	CACFP/USDA	HS/EHS	April 2020
57,738	0	57,738	27,632	30,106	**48%**

***Percentage is based on Head Start/Early Head Start Kern total meals delivered divided by meals claimed. San Joaquin did not provide meals to families during the month of April and therefore was not factored into the percentage.**

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-IM-HS-20-03	2. Issuance Date: 05/21/2020
	3. Originating Office: Office of Head Start	
	4. Key Words: Coronavirus Aid; COVID-19; Fiscal Flexibilities; Fiscal Year (FY) 2020	

INFORMATION MEMORANDUM

TO: All Head Start and Early Head Start Agencies and Delegate Agencies

SUBJECT: Coronavirus Disease 2019 **(**COVID-19) Fiscal Flexibilities

INFORMATION:

On March 30, 2020, the Administration for Children and Families (ACF) issued IM-ACF-OA-2020-01 ACF Grant Flexibilities in Conducting Human Service Activities Related to or Affected by COVID-19. It provides guidance related to fiscal flexibilities and waivers affecting grant applications, no-cost extensions, allowable costs, extension of certain deadlines, procurement, prior approvals, indirect cost rates, and single audit submissions.

This Information Memorandum (IM) describes how the Office of Head Start (OHS) is implementing each item from the ACF Memorandum. Please note that some items are implemented by OHS as issued by ACF and others are implemented with noted program-specific guidance.

1. Flexibility with System for Award Management (SAM) registration. (45 CFR §75.205; 2 CFR §200.205)

ACF is relaxing the requirement for active SAM registration at the time of application in order to expeditiously issue funding. However, Federal awarding agency review of risk posed by applicants at the time of award continues to apply. Current registrants in SAM with active registrations expiring before May 16, 2020, will be afforded a one-time extension of 60 days.

OHS will accept applications from entities not having a SAM number. However, within 60 days of the date of application or by the date of award issuance, whichever is sooner, the awardee must have obtained a SAM number. This flexibility will apply to applications submitted and awards made through September 30, 2020 subject to adjustment at the discretion of OHS.

2. Flexibility with application deadlines. (45 CFR §75.202; 2 CFR §200.202)

ACF is providing flexibility with regard to the submission of competing applications in response to specific announcements. As appropriate, ACF will post specific guidance on its websites and/or provide a point of contact for an Agency program official.

There are currently no OHS-specific flexibilities with regard to application deadlines. Applicants should continue to submit them on their scheduled due dates. One-time applications, such as those needed to address facility health and safety concerns, will continue to be accepted for consideration. An applicant/grantee must contact their Regional Grants Management officer in the event it is unable to meet a scheduled due date.

3. No-cost extensions on expiring awards. (45 CFR §75.308; 2 CFR §200.308)

To the extent permitted by law and at the respective Program Office's discretion, ACF will consider no-cost extension requests for awards active as of March 31, 2020, and scheduled to expire up to December 31, 2020, for a period of up to twelve (12) months. This will allow time for grantee/recipient assessments, resumption of individual projects, and a report on program progress and financial status to ACF staff. See Item 9 regarding financial, performance, and other reporting.

Grantees with Head Start awards active as of March 31, 2020 and scheduled to end on or before December 31, 2020 may, at the discretion of OHS, receive a no-cost extension of the project period of their award for up to 12 months, inclusive of any previous extensions. Grantees with awards active during the designated period of March 31, 2020 through December 31, 2020 who require no-cost extensions should submit their extension request to the Regional Grants Management officer as soon as possible to allow time for processing and issuance of a revised notice of award.

OHS will address on a case-by-case basis the need for no-cost extensions for project periods to transition program services and assets, including real property, to a replacement grantee designated as a successor to some or all of a grantee's service area because of a designation renewal system competition, OHS de-funding, or grantee relinquishment of an award.

4. Abbreviated non-competitive continuation requests. (45 CFR §75.308; 2 CFR §200.308)

For continuation requests scheduled to come in from April 1, 2020 to December 31, 2020, from projects with planned future support, ACF will accept a brief statement from grantees/recipients to verify that they are in a position to: 1) resume or restore their project activities; and 2) accept a planned continuation award. ACF will post any specific instructions on our website at https://www.acf.hhs.gov/coronavirus. ACF will examine the need to extend this approach on subsequent continuation award start dates as grantees/recipients have an opportunity to assess their situations.

OHS is accepting abbreviated narrative information in support of continuation applications due between April 1 and December 31, 2020. A grantee submitting an application for a non-competitive continuation award during the noted period must complete the budget and schedule tables within the Head Start Enterprise System (HSES), and submit only a budget justification (Section II) for the Application and Budget Justification Narrative document. Applicants must also complete any other applicable tabs in HSES, with supporting documents. Previously published guidance around non-federal match waiver requests and governing body and Policy Council approvals is also applicable to continuation applications. Submission of the noted information indicates the applicant's intent to resume or restore their project activities and accept the continuation award once issued.

5. Allowability of salaries and other project activities. (45 CFR §75.403, 45 CFR §75.404, 45 CFR §75.405, 45 CFR §75.430, 45 CFR §75.431, 45 CFR Part 75 Subpart E – Cost Principles; 2 CFR §200.403, 2 CFR §200.404, 2 CFR §200.405, 2 CFR §200.430, 2 CFR §200.431, 2 CFR Part 200 Subpart E – Cost Principles)

To the extent permitted by law, ACF will allow grantees/recipients to continue to charge salaries and benefits to their currently active awards consistent with the grantees'/recipients' policy of paying salaries (under unexpected or extraordinary circumstances) from all funding sources, Federal and non-Federal. Grantees/recipients will be permitted to amend/create emergency policies in order to put emergency contingencies in place. ACF will allow other allowable costs (e.g., program-related, allocable, reasonable) that are necessary to resume activities supported by the award to be charged to their awards, consistent with applicable Federal cost principles and the benefit to the project. ACF will evaluate the grantee's/recipient's ability to resume the project activity in the future and the appropriateness of future funding, as done under normal circumstances based on subsequent progress reports and other communications with the grantee/recipient. ACF will require grantees/recipients to maintain appropriate records and cost documentation as required by 45 CFR §75.302 (2 CFR §200.302) (financial management) and 45 CFR §75.361 (2 CFR §200.333) (record retention), to substantiate the charging of any salaries and other project activities costs related to interruption of operations or services. Grantees/Recipients are prohibited from using grant funds for costs that are reimbursed or compensated by other federal or state programs that provide for such benefits, including but not limited to the Small Business Administration's Paycheck Protection Program, the $100 billion in the Public Health and Social Services Emergency Fund, or unemployment compensation.

OHS has previously issued guidance related to ongoing payment of salary and benefits to employees during the COVID-19 outbreak and related center closures. Review:

- *COVID-19: Staff Wages and Benefits*
- *Update to Wages and Benefits Flexibility During the COVID-19 Pandemic*
- *Responding to Head Start Grantee Questions on COVID-19*

In summary, OHS has directed grantees to continue to pay regularly scheduled wages and benefits to employees unable to report to their usual work location because of COVID-19. Continued pay and benefits assures that families and children receive services to the full extent possible during center closures and employees are ready to report to work when centers re-open.

This flexibility does not extend to non-COVID-19 related closures during which employees would not otherwise be paid, such as summer breaks.

6. Allowability of costs not normally chargeable to awards. (45 CFR §75.403, 45 CFR §75.404, 45 CFR §75.405, 45 CFR Part 75 Subpart E – Cost Principles; 2 CFR §200.403, 2 CFR §200.404, 2 CFR §200.405, 2 CFR Part 200 Subpart E – Cost Principles)

To the extent permitted by law, ACF will allow grantees/recipients who incur costs related to the cancellation of events, travel, and/or other activities necessary and reasonable for the performance of the award, or the pausing and restarting of grant funded activities **due to the public health emergency**, to charge these costs to their award without regard to allowability of costs, reasonable costs, and allocable costs. ACF will allow grantees/recipients to charge the full cost of cancellation when the event, travel, and/or other activities are conducted under the auspices of the grant. **Grantees/recipients should not assume additional funds will be available should the charging of cancellation or other fees result in a shortage of funds to eventually carry out the event, travel, and/or other activities.** ACF will require grantees/recipients to maintain appropriate records and cost documentation as required by 45 CFR §75.302 (2 CFR §200.302) (financial management) and 45 CFR §75.361 (2 CFR §200.333) (record retention), to substantiate the charging of any cancellation or other fees related to interruption of operations or services **due to the public health emergency**. As appropriate, ACF will post additional guidance on specific types of costs on its websites and/or provide a point of contact for an Agency program official.

OHS recognizes that delivery of Head Start and Early Head Start services and family supports during the COVID-19 outbreak is both challenging and complex, especially when many families are isolated within their homes and may have experienced changes in life circumstances, such as job layoffs. In this unprecedented service environment, OHS understands costs that are necessary and reasonable for the performance of a Head Start award may be very different from allowable costs during normal operations. Circumstances in local communities may also vary significantly from state to state and within geographic areas. Grantees are expected to use prudent judgment and their knowledge of service populations and community circumstances to determine what expenses are necessary and reasonable to maintain services and, when possible, re-open centers. It will be important for grantees to document that costs incurred are necessary, reasonable, and allocable to the program's COVID-19 response for enrolled children and their families.

7. Prior approval requirement waivers. (45 CFR §75.407; 2 CFR §200.407)

To the extent permitted by law and at the respective Program Office's discretion, ACF will waive existing requirements to seek prior approval for allowable costs within program-specific authorities to effectively address the public health emergency response. However, grantees/recipients may continue to seek prior approval to avoid any potential disallowance or dispute based on unreasonableness or allocability for the allowable cost proposed or charged to the Federal award related to COVID-19. Grantees/recipients should remain in communication with Office of Grants Management (OGM) and must continue to act within existing guidelines for use of Federal funds. This temporary flexibility does not make unallowable expenses

allowable under a Federal award. **For those selected items of cost that are not directly related to COVID-19, the prior approval requirements remain in effect.** All costs charged to Federal awards must be consistent with Federal cost policy guidelines and the terms of the award, except where specified in this memorandum. ACF is requiring grantees/recipients to maintain appropriate records and cost documentation as required by 45 CFR §75.302 (2 CFR §200.302) (financial management) and 45 CFR §75.361 (2 CFR §200.333) (record retention), to substantiate the charging of any cancellation or other fees related to interruption of operations or services. As appropriate, ACF will post additional guidance on specific types of costs being allowed (or not allowed) on its websites and/or will provide a point of contact for an ACF program official.

Grantees may use funds from their current operating awards to respond to and recover from the impacts of COVID-19. For expenses necessary to respond to COVID-19, OHS grantees may utilize the following waivers of prior approval requirements. These waivers do not apply to COVID-specific summer program awards.

a. *Prior approval for the purchase of equipment (45 CFR §75.308(c)(1)(xi)). Grantees may purchase equipment needed to respond to COVID-19 with a value of up to $25,000 without prior ACF approval. This waiver applies to purchases made between January 20, 2020 and December 31, 2020.*

b. *Budget modifications (45 CFR §75.308(e)). In order to allow grantees more flexibility to spend funds as needed to respond to COVID-19 and, when possible, quickly move to re-open closed centers, prior approval is waived for budget transfers between direct cost categories for an aggregate amount not to exceed $1 million between January 20, 2020 and December 31, 2020.*

c. *Procurement by noncompetitive proposals (45 CFR §75.329(f)(2)). OHS recognizes that COVID-19 has created a public emergency for all grantees. Competitive solicitations may result in delays that impair a grantee's ability to respond to or recover from COVID-19. OHS is authorizing grantees to engage in sole source purchasing between January 20, 2020 and December 31, 2020 to obtain goods and services needed for COVID-19 response and recovery.*

8. Exemption of certain procurement requirements. (45 CFR §75.328, 45 CFR §75.330; 2 CFR §200.319(b), 2 CFR §200.321)

As appropriate, ACF will waive the procurement requirements related to geographical preferences and contracting with small and minority businesses, women's business enterprises, and labor surplus area firms.

OHS does not have Head Start-specific guidance associated with this flexibility. The exemption of certain procurement requirements noted above applies as stated to Head Start grantees.

9. Extension of financial, performance, and other reporting. (45 CFR §75.341, 45 CFR §75.342, 45 CFR §75.343; 2 CFR §200.327, 2 CFR §200.328, 2 CFR §200.329)

ACF will allow grantees to delay submission of financial, performance and other reports up to three (3) months beyond the normal due date. Grantees will be allowed to continue to draw down Federal funds without the timely submission of these reports. However, these reports must be submitted at the end of the postponed period. In addition, ACF will waive the requirement for recipients to notify the agency of problems, delays or adverse conditions related to COVID-19 on a grant by grant basis (45 CFR §75.342(d)(1); 2 CFR §200.328(d)(l)).

The extension of financial performance and other reporting noted above applies as stated to Head Start grantees, except that grantees must continue to submit open/closed center status reports and enrollment information without postponement.

10. Extension of currently approved indirect cost rates. (45 CFR §75.414.(c); 2 CFR §200.414(c))

The flexibility to extend currently approved indirect cost rates is the responsibility of the HHS Program Support Center, Cost Allocation Services (PSC/CAS). Grantees/recipients are instructed to contact PSC/CAS with any cost allocation and indirect cost rate questions. The contact information for PSC/CAS is available at https://rates.psc.gov/fms/dca/map1.html. Visit the disclaimer page. As a courtesy, grantees/recipients are encouraged to copy their respective assigned OGM specialist.

OHS does not have Head Start-specific guidance associated with this flexibility and the extension of currently approved indirect cost rates noted above applies as stated to Head Start grantees.

11. Extension of closeout. (45 CFR §75.381; 2 CFR §200.343)

ACF will allow the grantee/recipient to delay submission of any pending financial, performance, and other reports required by the terms of the award for the closeout of expired projects, provided that proper notice about the reporting delay is given by the grantee/recipient to the Agency. This delay in submitting closeout reports may not exceed one year after the award expires.

OHS grantees with project periods ending between April 1 and December 31, 2020 may request a delay of up to one year for submission of any pending financial, performance, or other reports required by the terms of their award. To request an extension, a grantee must submit a written request to its Regional Grants Management officer indicating the financial, performance, or other reports for which an extension is requested and the length of the requested extension. Extensions will generally be given in three-month increments and are effective only when approved in writing by ACF.

OHS will not entertain requests for extension of any closeout reports or other materials needed to transition program services and assets, including real property, to a replacement grantee designated as a successor because of a designation renewal system competition, OHS de-funding, or grantee relinquishment of an award.

12. Extension of Single Audit submission. (45 CFR §75.512; 2 CFR §200.512)

As permitted under the OMB M-20-17 memo, ACF will allow grantees/recipients and subrecipients that have not yet filed their single audits with the Federal Audit Clearinghouse as of the date of the issuance of this memorandum and that have fiscal year-ends through June 30, 2020, to delay the completion and submission of the Single Audit reporting package, as required under Subpart F of 45 CFR §75.501 (2 CFR §200.501) (audit requirements), to six (6) months beyond the normal due date. This extension does not require individual grantees/recipients and subrecipients to seek approval for the extension by ACF or oversight agency for audit; however, grantees/recipients and sub-recipients should maintain documentation of the reason for the delayed filing. Grantees/recipients and subrecipients taking advantage of this extension would still qualify as a "low-risk auditee" under the criteria of 45 CFR §75.520(a) (2 CFR §200.520(a)) (low-risk auditee criteria).

OHS does not have Head Start-specific guidance associated with this flexibility. The extension of single audit submission information noted above applies as stated to Head Start grantees.

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

/ Dr. Deborah Bergeron /

Dr. Deborah Bergeron
Director
Office of Head Start
Office of Early Childhood Development

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-PI-HS-20-04	2. Issuance Date: 05/21/2020
	3. Originating Office: Office of Head Start	
	4. Key Words: Coronavirus Aid, Relief, and Economic Security Act; Appropriations; Fiscal Year (FY) 2020; COVID-19	

PROGRAM INSTRUCTION

TO: Head Start and Early Head Start Grantees and Delegate Agencies

SUBJECT: Update to Funding for FY 2020 Supplemental Funds in Response to the Coronavirus Disease 2019 (COVID-19)

INSTRUCTION:

The Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 (P.L. 116-136), makes available $750 million for programs under the Head Start Act, which includes up to $500 million for the purpose of operating supplemental summer programs.

The Office of Head Start (OHS) published Program Instruction (PI) ACF-PI-HS-20-03 on April 14, 2020 with information on applying for funding made available under the CARES Act. Due to the continued fluidity of the coronavirus disease 2019 (COVID-19) pandemic, this PI supersedes ACF-PI-HS-20-03.

In this PI, OHS updates funding instructions to provide greater flexibility so all grantees can respond to the unique and constantly evolving circumstances within their communities during the COVID-19 pandemic. It provides updated guidance and a simplified process for applying for all funds under the CARES Act. All CARES Act funding, including funds for voluntary summer programs, will be distributed as one-time funding by formula based on each grantee's funded enrollment.

Updated Funding Guidance

Many states and localities implemented stay-at-home or shelter-in-place orders to combat the spread of COVID-19 in March, April, and May, resulting in an unprecedented closure of Head Start programs across the country. Federal, state, and local officials are issuing new guidance on how communities will reopen in the coming weeks and months, and decisions could shift based on emerging data. OHS recognizes grantees will need flexibility to carefully plan reopening Head Start and Early Head Start programs while adhering to state and local guidance. Even with the best of planning, grantees may not be able to anticipate all needs and challenges that will arise over time.

Because grantees cannot predict with certainty when programs can safely open, OHS wants to ensure CARES Act funds are awarded in a manner that supports grantees' operation of supplemental summer programs while maintaining flexibility to repurpose those funds for other

one-time activities related to COVID-19, if needed. To achieve this, OHS has updated the funding guidance to fully distribute CARES Act funds by formula based on each grantee's funded enrollment. This will allow all grantees to be nimble and modify their spending plans as necessary based on state and local guidance. It will also mitigate the risk of either a substantial delay or unbalanced distribution of funding if a significant portion is separately awarded for the sole purpose of summer programs and some grantees are not able to operate during the summer as intended.

Grantees planning to operate summer programs are expected to continue to move forward with those plans if able to do so. Further, grantees that were not planning to operate summer programs now have the flexibility to do so. Summer programs are critical to offset losses in learning opportunities and comprehensive services due to program closures resulting from COVID-19. Grantees that are able to operate should continue to make every effort to prioritize (1) enrolled children who are projected to enter kindergarten at the beginning of the 2020–2021 school year and (2) enrolled children with an Individualized Education Program (IEP). Summer programs are still expected to provide the full range of comprehensive services to the extent possible, with a focus on preparing children for the coming school year.

Most grantees will receive sufficient funding to implement a summer program as planned. Others may need to revise their original plans to align with the adjusted one-time funding amount by formula, based on each grantee's funded enrollment. Grantees will have the flexibility to make programmatic changes or implement innovative approaches to adhere to state and local guidance. In addition, this simplified approach allows grantees the opportunity to use those funds for other one-time activities in response to COVID-19 if a summer program cannot operate.

To implement this updated funding approach, Supplement – COVID-19 One-Time applications already in progress will be amended to reflect adjusted amounts made available by formula. Programs no longer need to submit the separate 2020 Summer Supplement application.

Additional Information

Additional information and materials on COVID-19, including summer programing, are available on the Responding to COVID-19 page on the Early Childhood Learning and Knowledge Center (ECLKC) website. This webpage continues to be updated on a regular basis.

Please direct any questions regarding this PI to your Regional Office.

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

/ Dr. Deborah Bergeron /

Dr. Deborah Bergeron
Director
Office of Head Start
Office of Early Childhood Development

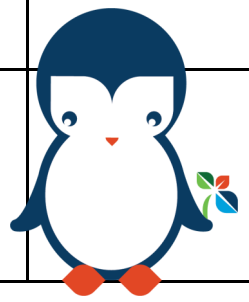
Adventist Health

FIRST 5 KERN
Sponsored by First 5 Kern. Paid for by Proposition 10.

Children's Mobile Immunization Program

June 2020

* Vaccines are FREE of charge to children under the age of 18 who meet one of the following criteria:
  1. No health insurance
  2. Enrolled in Medi-Cal (Please bring Medi-cal card to every visit.)
  3. American Indian or Native Alaskan
* We offer the Hemoglobin test FREE of charge for children , expecting/postpartum mothers, and require a WIC, school or doctor referral, regardless of health insurance.
* Your child's Immunization cards are required.
* Please be aware that our program DOES NOT offer TB skin tests or physicals.
* Clinics may be canceled due to weather conditions. Please call our office prior to arriving.
* We may stop registration 30 minutes before closing time.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Food Maxx 4400 Ming Ave (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm CANCELLED	2 Food Maxx 6465 Niles St. (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	3 Albertson's 1520 Brundage Ln. (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	4 Walmart 6225 Colony St (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	5	6
7	8 Greenfield Family Resource Center 5400 Monitor Street (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	9	10 Kern County Dept. of Human Services 100 E. California Ave (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	11 Walmart 2601 Fashion Plaza (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	12	13
14	15 Walmart Supercenter 5075 Gosford Rd. (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	16	17 Adventist Health Bakersfield 2800 Chester Ave. (Parking Lot@29th) 1:00 pm—3:00 pm 3:30 pm—6:00 pm	18	19	20
21	22	23 La Hacienda Market 315 James Street ***SHAFTER*** (Parking Lot) 9:30 am—11:30 am 12:00 pm—2:00 pm	24 New Life Church 4201 Stine Road (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	25	26	27
28	29 NOR-Riverview Park 437 Willow Drive (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	30			**Hi I'm Pip!**	

Please note, due to COVID-19 precautions, we are only able to serve children 0-5 years of age at this time.

Prior to attending one of the clinics listed, please call (661) 869-6740, for additional instructions

To view our clinic schedule online visit http://www.adventisthealthbakersfield.org/immunizations

Adventist Health

FIRST 5 KERN
Sponsored by First 5 Kern. Paid for by Proposition 10.

Children's Mobile Immunization Program

Junio 2020

* Las vacunas son GRATIS para niños menores de 18 años que cumplen uno de los siguentes criterios:
  1. No aseguranza medica
  2. Inscrito a Medi-Cal (Favor de traer la tarjeta de Medi-cal en cada visita)
  3. Indio Americano o Nativo de Alaska
* La prueba para la Hemoglobina esta disponible GRATIS para niños, mujeres emabrazadas/ postparto con la forma de WIC, escuela o doctor sin importar la clase de aseguranza medica.
* La tarjetas de vacunas de su hijo(a) son requeridas.
* Tenga en cuenta que nuestro programa no ofrece pruebas de tuberculosis o exámenes fisicos.
* Las clinicas podran ser canceladas por condiciones del clima. Porfavor llame antes de ir a la clinica móvil.
* El personal podra parar de registrar 30 minutos antes de la hora de cerrar.

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
	1 Food Maxx 4400 Ming Ave (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm **CANCELADO**	2 Food Maxx 6465 Niles St. (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	3 Albertson's 1520 Brundage Ln. (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	4 Walmart 6225 Colony St (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	5	6
7	8 Greenfield Family Resource Center 5400 Monitor Street (Estacionamiento) 9:00 am—11:30 am	9	10 Kern County Dept. of Human Services 100 E. California Ave (Estacionamiento) 9:00 am—11:30 am	11 Walmart 2601 Fashion Plaza (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	12	13
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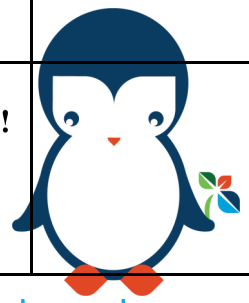
21	22	22 La Hacienda Market 315 James Street ***SHAFTER*** (Estacionamiento) 9:30 am—11:30 am 12:00 pm—2:00 pm	23 New Life Church 4201 Stine Road (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	24	25	26
27	28 NOR-Riverview Park 437 Willow Drive (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	29	30		**Hola soy Pip!**	



Debido a precauciones de COVID-19, solamente podemos atender a ninos menores de 5 anos de edad por el momento.

Favor de llamar al (661) 869-6740 antes de acudir a una de las clinicas para mas instrucciones

Para ver la programacion de clinicas visite la pagina http://www.adventisthealthbakersfield.org/immunizations

kern county LIBRARY
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FOR IMMEDIATE RELEASE:
DATE: May 26, 2020

CONTACT: Jasmin LoBasso
Marketing Division
jasmin.lobasso@kernlibrary.org
661.868.0736

News Release

You Miss Us and We Miss You Too!

Curbside Services to Launch at the Kern County Library on June 15, 2020

Beginning June 1, the Kern County Library is entering a phased reopening with the operation of our Call Center at Headquarters. The Call Center will be able to help with requests the public may have, signing up customers for the online Summer Reading Challenge, and more.

Beginning June 15, the Kern County Library is launching curbside services at 7 branches across the County. Curbside services will include pickup of requested items, pickup of genre "grab bags" which include titles selected by our library staff, grab and go lunches (at select locations), pickup of printouts, and customer return of materials. Additional services, including research services, faxing, and more will be carried out through the Library's call center at ***661.868.0701***, email at ***info@kernlibrary.org***, and social media communication at ***facebook.com/KernCountyLibrary***.

For the safety of library staff and community members, public access to library buildings by the public remains temporarily suspended at this time and the Library will not be accepting any physical donations. Customers are encouraged to continue returning materials at library bookdrops across Kern County. Returns will not reflect immediately on customer accounts due to the Library's three-day quarantine process of materials, which will preserve the safety of staff and community members. Due dates on materials previously checked out have been extended to July 2, 2020.

The Library's digital collection, including access to eBooks, eAudiobooks, streaming content, and more remains available for customers across the County at ***kerncountylibrary.org/elibrary.*** Digital library cards can be applied for online and expired cards can be renewed at ***kerncountylibrary.org/contact.***

Hours & Locations of Curbside Service:

Arvin Branch
201 Campus Dr.
Arvin
Tuesdays – Thursdays
@ 12-6pm

Beale Memorial
701 Truxtun Ave.
Bakersfield
Mondays – Fridays
@ 12-6pm

Delano Branch
925 10th Ave.
Delano
Mondays – Thursdays
@ 12-6pm

Kern River Valley Branch
7053 Lake Isabella Blvd.
Lake Isabella
Wednesdays – Fridays
@ 12-6pm

Ridgecrest Branch
131 E. Las Flores Ave.
Ridgecrest
Mondays – Thursdays
@ 12-6pm

Taft Branch
27 Cougar Ct.
Taft
Mondays – Wednesdays
@ 12-6pm

Tehachapi Branch
212 S. Green St.
Tehachapi
Wednesdays – Fridays
@ 12-6pm

For more information, visit **kernlibrary.org**

#kernlibrary
kernlibrary.org

Five Ways Fathers Support Their Child's Learning Every Day



PLAY
Fathers play with their child to help them learn social skills.

FOLLOW
Fathers follow their child's interests and encourage exploration and discovery.

TALK
Fathers talk with their child about what they are doing and learning.

LISTEN
Fathers listen to their child when they talk about their feelings and ideas.

LOVE
Fathers love their child as a unique and special person.

This document was developed with funds from Grant #90HC0014 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, and Office of Child Care, by the National Center on Parent, Family, and Community Engagement. This resource may be duplicated for noncommercial uses without permission.

For more information about this resource, please contact us: PFCE@ecetta.info | 1-866-763-6481

ADMINISTRATION FOR CHILDREN & FAMILIES

Early Childhood National Centers
NATIONAL CENTER ON Parent, Family and Community Engagement

Community Action Partnership of Kern
Head Start/State Child Development



COVID-19 Health Protocol

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CAPK Head Start/State Child Development strives to have a quality program that focuses on prioritizing children and staff health and safety. As a program, we have set guidelines to ensure we minimize potential diseases at all sites.

Parent Drop Off and Pick Up/ Children's Sign in & Sign Out

- Sign-in stations will be placed outside of the classroom.
- A designated center drop-off and pick-up area will be selected by the Site Supervisor/Program Manager in accordance with the center's layout. The designated area must limit non-Head Start staff from entering the site as much as possible. Possible drop-off and pick-up areas may include the main entrance, classroom door, and play yard.
- Children 2 years of age and older will use hand sanitizer before being signed in. Upon entering the classroom, a teacher will assist children to wash their hands with soap and water.
- Hand sanitizer will be available to parent prior to signing child in. Staff will sanitize pen after each use.
- Center will organize a staggered arrival and drop-off to minimize large group gatherings.
    - A designated teacher will greet children outside as they arrive.
    - Designated staff will be at the drop-off area to walk all children to their classrooms.
    - At the end of the day, a designated staff will walk children to the pick-up area and release children once they have been signed out.
- Ideally, the same parent/designated person should drop off and pick up the child daily.
    - This routine will be encouraged but may or may not be possible for all enrolled families.

Health Check/ Screening Upon Arrival

Individuals who have a fever of 100.4F (38.0C) or above/ other signs of illness will not be admitted to the facility. Staff will encourage parents to be on the alert for signs of illness in their children and ask parents to keep children home when they are sick.

- Staff must put on disposable gloves prior to conducting health checks and change gloves if a possible infected surface was touched.
- Staff are to use a face covering during Health Checks; parents will be encouraged to use a face covering as well.
- Upon arrival, staff must ask the parent/guardian to confirm that the child does not have fever, shortness of breath, or cough.
- Staff will make a visual inspection of the child for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.

- **Staff will check the child's and parent/guardian temperature by using a non-contact thermometer. If the person dropping the child off is someone other than the parent/guardian, they will also be getting their temperature checked before the child is signed in. If the person dropping off the child has a fever of 100.4 and higher, the child will not be admitted into the site.**
    - If a contact thermometer is used, clean thermometer with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each use.
    - After using contact thermometer, staff will wash their hands with soap and water for 20 seconds. If soap and water are not available, staff will use a hand sanitizer with at least 60% alcohol.

Physical Distancing

- When at the center, staff and children will maintain physical distancing of at least 6 feet whenever possible.
- Staff and children will be kept in same group each day and ratios will not exceed 1:3 infants, 1:4 toddlers, and 1:10 Pre-K children.
- There will be no more than 14 individuals per classroom.
- Site will alter daily group activities to protect children and staff.
    - If possible, maintain teacher with their primary children; teachers will use alternating outdoor/indoor times.
    - Staff will organize naptime cribs and mats using the head-to-toe strategy to distance children 6 feet apart as much as possible.
- Windows will be opened to ventilate room before and after children arrive.
- Furniture and play spaces will be rearranged to maintain 6-feet separation, when possible.
- Shelves will be uncluttered; only materials that can be washed and disinfected will be kept.

Temporary Illness

- Staff will not admit children/individuals showing any COVID-19 symptoms. COVID-19 symptoms are fever, cough, difficult breathing, and shortness of breath within the last 24 hours
- Children and staff that have a temperature of 100.4F will not be admitted into the site.

- Staff must monitor/observe children throughout the day for any signs of possible illness.
- If a child exhibit signs of illness, they will be relocated to the isolation area, away from the general room population and parent will be notified immediately to pick up the child.
- If a staff member exhibits signs of illness, they must be not be at the site until illness subsides.

Handwashing

- Children and staff will wash hands with soap and water for at least 20 seconds.
- If soap and water are not readily available, and hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol can be used.
    - If sanitizer is used, staff must supervise children to prevent ingestion.
- Sanitizer is not to be used on children under 2 years of age.

All children, staff, and volunteers should engage in hand hygiene at the following times:

- Arrival to the facility and after breaks
- Before and after preparing food or drinks
- Before and after eating or handling food, or feeding children
- Before and after administering medication or medical ointment
- Before and after diapering
- After using the toilet or helping a child use the bathroom
- After coming in contact with bodily fluid
- After handling animals or cleaning up animal waste
- After playing outdoors or in sand
- After handling garbage

Staff will assist children with handwashing when needed.

- After assisting children with handwashing, staff should also wash their hands.

Washing, Feeding, and Holding a Child

It is important to comfort crying, sad, and/or anxious infants and toddlers; to the extent possible, when washing, feeding, or holding very young children: EHS teachers can protect themselves by wearing an over-sized button-down, long sleeved shirt and by wearing long hair up off the collar in a ponytail or other updo. Children under three and

their teachers spend a great deal of time on the floor in the classroom. For this reason, it is recommended that teaching staff wear shoe covers when indoors.

- Staff should wash their hands, neck, and anywhere touched by a child's secretions.
- If secretions are on the staffs/children's clothes, staff must change the clothing and wash their hands.
- Contaminated clothes must be placed in a plastic bag and washed in a washing machine before reusing.
- Infants, toddlers, and their teachers should have an extra change of clothes on hand at the childcare center.
- Early Head Start staff will inform parents/guardians that children will be asked to remove their shoes when indoors.

Meal Service

- Food Service Workers will measure food and serve appropriate portions to individual children.
- Disposable plates, cups and utensils will be utilized for breakfast, lunch and snack.
- To encourage physical distancing, there will be no more than 4-5 children per table.
- Infants will have assigned bottles.
- Staff and children will wash their hands before and after mealtime.

Cleaning and Disinfecting

- Staff will have a developed schedule for cleaning and disinfecting.
- Staff will routinely clean, sanitize, and disinfect surfaces and objects such as: toys, toilet handles, tables, games, doorknobs, light switches, classroom sink handles, countertops, nap pads, desks, chairs, cubbies, and playground structures.
- If surfaces are visibly soiled, they should be cleaned using a soap and water prior to disinfection. Follow the manufacturer's instructions for concentration, application method, and contact time for all cleaning and disinfection products.
- Staff will use disposable wipes to wipe keyboards, desks, phones, etc. before and after use.
- All cleaning materials should be kept secure and out of reach of children.
- Cleaning products must not be used near children; staff must ensure that there is adequate ventilation when using these products to prevent children from inhaling toxic fumes.

Cleaning and Sanitizing Toys

- Toys that cannot be cleaned and sanitized will not be used.
- Toys that children have placed in children's mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned and sanitized.
    - Toys will be cleaned with soap and water, rinsed, and sanitized with an EPA-registered disinfectant.
    - Staff will rinse toys again, and air-dry.
    - Toys may also be cleaned in a mechanical dishwasher. Staff will be mindful of items more likely to be placed in a child's mouth, like play food, dishes, and utensils.
- Machine washable cloth toys should be used by one individual at a time or may not be used at all. These toys should be laundered before being used by another child.
- Do not share toys with other groups of infants or toddlers, unless they are washed and sanitized before being moved from one group to the other.
- Toys that need to be cleaned will be set aside in a container marked for "soiled toys." Staff will have enough toys so they can be rotated through cleanings.
- Children's books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional cleaning or disinfection procedures.

Cleaning and Disinfecting Bedding

- Use bedding (sheets, pillows, blankets, sleeping bags) that can be washed. Keep each child's bedding separate, and consider storing in individually labeled bins, cubbies, or bags. Cots and mats should be labeled for each child. Bedding that touches a child's skin should be washed daily for infants and weekly for toddlers when soiled or before use by another child.

Toothbrushing

- Children will not brush their teeth at the center until further notice.
- Staff will encourage parents to continue toothbrushing practices at home at least twice a day after each meal.

Diapering

Safe and Healthy Diapering
to reduce the spread of germs
Keep a hand on the child for safety at all times!





1. PREPARE
- Cover the diaper changing surface with disposable liner.
- If you will use diaper cream, dispense it onto a tissue now.
- Bring your supplies (e.g., clean diaper, wipes, diaper cream, gloves, plastic or waterproof bag for soiled clothing, extra clothes) to the diapering area.



2. CLEAN CHILD
- Place the child on diapering surface and unfasten diaper.
- Clean the child's diaper area with disposable wipes. Always wipe front to back!
- Keep soiled diaper/clothing away from any surfaces that cannot be easily cleaned. Securely bag soiled clothing.



3. REMOVE TRASH
- Place used wipes in the soiled diaper.
- Discard the soiled diaper and wipes in the trash can.
- Remove and discard gloves, if used.



4. REPLACE DIAPER
- Slide a fresh diaper under the child.
- Apply diaper cream, if needed, with a tissue or a freshly gloved finger.
- Fasten the diaper and dress the child.



5. WASH CHILD'S HANDS
- Use soap and water to wash the child's hands thoroughly.
- Return the child to a supervised area.



6. CLEAN UP
- Remove liner from the changing surface and discard in the trash can.
- Wipe up any visible soil with damp paper towels or a baby wipe.
- Wet the **entire surface** with disinfectant; make sure you read and follow the directions on the disinfecting spray, fluid or wipe. Choose disinfectant appropriate for the surface material.



7. WASH YOUR HANDS
- Wash your hands thoroughly with soap and water.

Centers for Disease Control and Prevention
National Center for Emerging and Zoonotic Infectious Diseases

CS251744

Other Precautions

How COVID-19 Spreads

- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs, sneezes or talks.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- Recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

To Avoid Contamination

- Wash your hands often.
    - Washing hands with soap and water is most effective.
    - If soap and water are not available, use hand sanitizer that contains at least 60% alcohol.
- Avoid close contact.
    - Physical distancing of at least 6ft.
    - Minimize large gatherings/crowded places.
- Cover your mouth and nose with a cloth face cover when around others.
    - Cloth face covers are meant to protect others around you.
- Cover coughs and sneezes.
    - Sneeze to the inside of your elbow.
    - Sneeze/cough into a tissue and throw the tissue away.
- Clean and disinfect.

How to wear face coverings

Face coverings should:

- fit snugly but comfortably against the side of the face
- be secured with ties or ear loops
- include multiple layers of fabric
- allow for breathing without restriction
- be able to be laundered and machine dried without damage or change to shape

Staff aprons/smocks

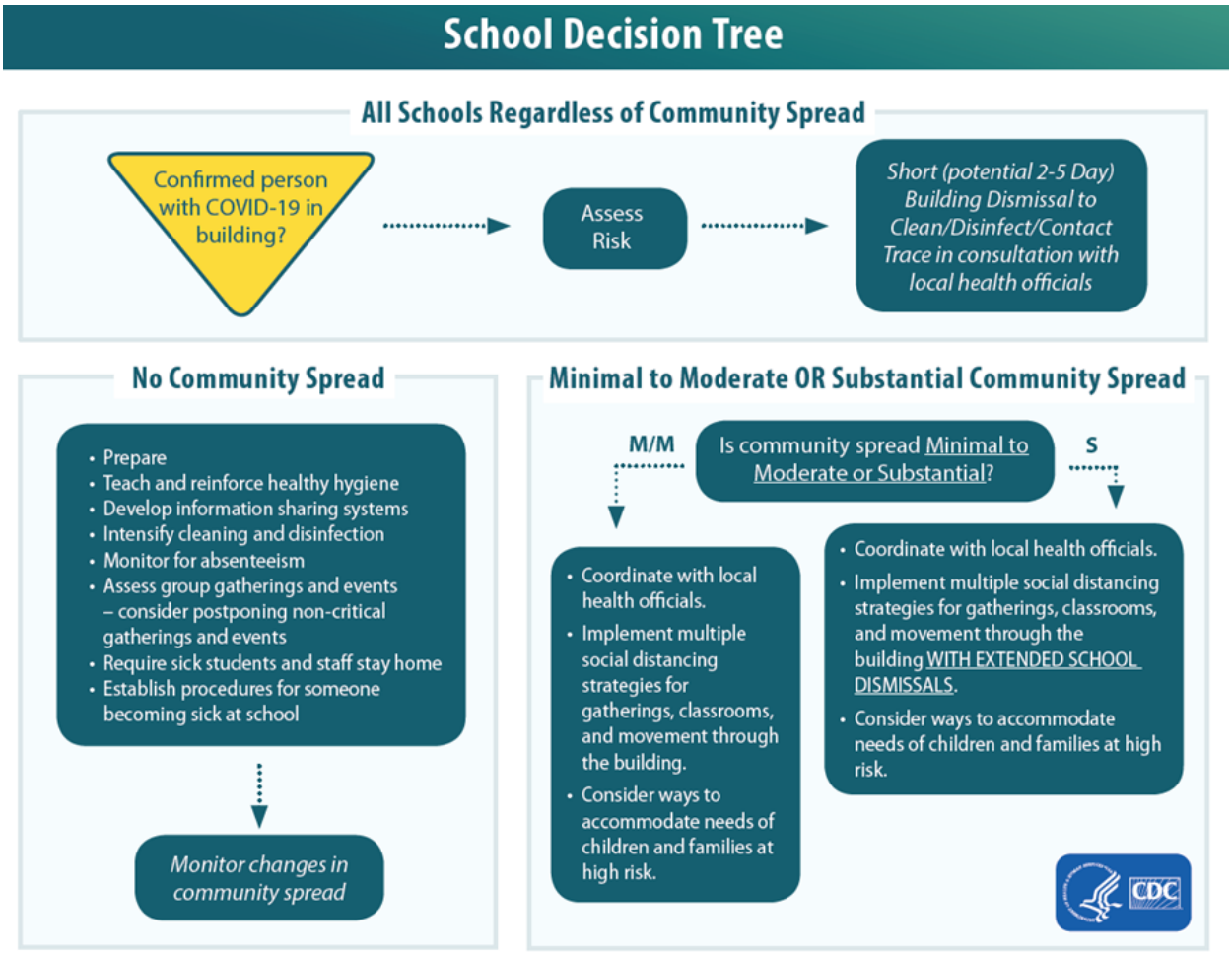
- Center staff will be provided with additional aprons/smocks to ensure staff have ample time to have them laundered and cleaned before starting a shift. All aprons/smocks must be removed when using the restroom, going on a break/lunch, and when ending a shift.

Resource/Service Provider Staff

- CAS -Disabilities will share CAPK's COVID 19 protocol with Service Providers. Staff will coordinate services to ensure that only one provider visits the classroom at a time.
- Service providers will also receive a health check.

Minimizing Potential Communicable Spread

CAPK Head Start/State Child development is taking every precaution and recommendation from the CDC to ensure the sites are safe and clean and strive to ensure everyone's safety is priority! If there is an identified case of COVID-19 we will follow the CDC recommendations below:



Resources

Center for Disease Control

How to Wear a Cloth Face Covering
https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html

How to Protect Yourself & Others
https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprepare%2Fprevention.html

Schools and Child Care Programs Plan, Prepare, and Respond
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html

Interim Guidance for Administrators of US K-12 Schools and Child Care Programs
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html

Guidance for Child Care Programs that Remain Open
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html

Handwashing- Clean Hands Saves Lives
https://www.cdc.gov/handwashing/index.html

American Academy of Pediatrics
Guidance Related to Childcare During COVID-19
https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/guidance-related-to-childcare-during-covid-19/

Early Childhood Knowledge Learning and Resource Center
https://eclkc.ohs.acf.hhs.gov/about-us/coronavirus/responding-covid-19

University of California- San Francisco
COVID-19 Resources
https://cchp.ucsf.edu/

Asociación de Acción Comunitaria de Kern
Head Start/Desarrollo Infantil Estatal



Protocolo de Salubridad de COVID-19

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Head Start/Desarrollo Infantil Estatal de CAPK hace todo lo posible por ofrecer un programa de calidad que se enfoca en fortalecer la seguridad y salubridad de los estudiantes y el personal docente. Como programa, hemos establecido normas que minimizan la propagación de enfermedades en todas las guarderías.

Entrada y salida/ Registro de entrada y salida

• Se colocarán terminales a la entrada de cada salón.

• El supervisor o gerente del programa de la guardería seleccionará un área para entregar y recoger a los alumnos. El área designada deberá limitar el número de visitantes que no sean empleados de Head Start. Las áreas designadas para entregar a los alumnos a la hora de entrada y salida pueden incluir la entrada principal, la puerta del salón y el patio de recreo.

• Todos los niños mayores de 2 años usarán desinfectante de manos antes del inicio de cada sesión. Al entrar al salón de clases, un maestro (a) ayudará a los alumnos a lavarse las manos con agua y jabón.

• Los padres tendrán desinfectante a su disposición antes del registro de cada alumno. El personal desinfectará el bolígrafo después de cada uso.

• El centro organizará la entrada y salida paulatina para minimizar grandes agrupaciones.

- Un maestro (a) esperará a los niños afuera.
- El personal asignado estará en el área de entrega para acompañar a todos los niños a sus aulas.
- Al final del día, un personal asignado acompañará a los niños al área designada y entregará a los niños una vez que hayan firmado su salida.
- De preferencia, el mismo padre/persona designada deberá llevar y recoger al alumno (a) todos los días.
- Se exhortará el seguimiento de esta rutina, que tal vez pueda o no aplicarse a todas las familias inscritas.

Revisión de salud/ Exámenes a la hora de entrada

Las personas que se presenten con un cuadro de fiebre superior a los 100.4F (38.0C) u otros síntomas de enfermedad, no se les permitirá la entrada a la guardería. El personal les pedirá a los padres estar alerta para detectar señales de enfermedades en sus hijos y pedirá a los padres que dejen a los niños en casa cuando estén enfermos.

• El personal utilizará guantes desechables antes de realizar revisión de salud y se cambiará los guantes si existe posible contacto con superficie infectada.

• El personal debe utilizar una mascarilla durante las revisiones de salud; se les exhortará a los padres a usar utilizar una también.

• A su llegada, el personal deberá pedir al padre/tutor que confirme que el niño no tiene fiebre, dificultad para respirar, ni tos.

• El personal hará una inspección visual del niño buscando señales de enfermedad, lo que incluye mejillas enrojecidas, respiración rápida o dificultad para respirar (sin actividad física reciente), fatiga o extrema irritabilidad.

• El personal comprobará la temperatura del alumno (a) y de los padres/tutores, utilizando un termómetro sin contacto. Si la persona que lleve al alumno (a) no es el padre/tutor, también

estará sujeto al mismo proceso. Cualquier persona que develе un registro de fiebre mayor a 100.4 o más, no se le permitirá la entrada al alumno.

- Si se utiliza un termómetro de contacto, limpie el termómetro con una toallita o algodón con alcohol entre cada uso.
- Después de utilizar el termómetro de contacto, el personal se lavará las manos con agua y jabón durante 20 segundos. Si no hay agua y jabón disponibles, el personal utilizará un desinfectante de manos un 60% de alcohol.

Distanciamiento Físico

• Cuando estén en el centro, el personal y los niños mantendrán un distanciamiento físico de al menos 6 pies siempre que sea posible.

• El personal y los niños se mantendrán en el mismo grupo cada día y las proporciones no excederán 1:3 bebés, 1:4 niños pequeños y 1:10 niños de Pre-K.

• No habrá más de 14 personas por aula.

• El sitio modificará las actividades diarias del grupo para proteger a los niños y el personal.

- Si es posible, el maestro (a) se mantendrá con el mismo grupo; los maestros utilizarán alternaran los tiempos en el interior o al aire libre.
- El personal organizará cunas y colchonetas para dormir la siesta utilizando el método de pies a cabeza para mantener a los niños a 6 pies de distancia tanto como sea posible.

• Se ventilará la habitación antes y después de que lleguen los niños.

• Se reorganizaran los muebles y espacios de juego para respetar el distanciamiento de 6 pies, mientras sea posible.

• Los estantes estarán despejados; sólo se conservarán los materiales que puedan lavarse y desinfectarse.

Enfermedad Provisional

• El personal no admitirá alumnos o individuos con síntomas de COVID-19. Los síntomas de COVID-19 son fiebre, tos, dificultad para respirar en las últimas 24 horas

• No se admitirá a los alumnos y personal docente que se presenten con temperatura de 100.4F.

• El personal debe observar a los niños durante el transcurso del día en busca de cualquier señal enfermedad.

• Si un niño presenta señales de enfermedad, será trasladado a la zona de aislamiento, lejos de la población general y se les notificará inmediatamente a los padres para que puedan venir a recoger al alumno (a).

• Si un miembro del personal presenta síntomas de alguna enfermedad, no se deberá presentar a trabajar hasta que la enfermedad desaparezca.

Aseo de manos

- Los niños y el personal se lavarán las manos con agua y jabón por lo menos durante 20 segundos.
- Si no hay jabón y agua disponibles, y las manos no están visiblemente sucias, se pueden utilizar desinfectantes de manos con una base 60% de alcohol.
- Si se utiliza desinfectante, el personal debe supervisar a los niños para evitar su ingestión.
- El desinfectante no debe utilizarse en niños menores de 2 años.

Todos los niños, el personal y los voluntarios deben continuar con el protocolo de limpieza de las manos en las siguientes situaciones:

- Entrada a las instalaciones y después de descansos
- Antes y después de preparar alimentos o bebidas
- Antes y después de comer o manipular alimentos, o alimentar a los niños
- Antes y después de administrar medicamentos o pomadas médicas
- Antes y después del cambio de pañal
- Después de usar el inodoro o ayudar a un niño a usar el mismo
- Después de entrar en contacto con fluido corporal
- Después de manipular animales o limpiar desechos animales
- Después de jugar al aire libre o en la arena
- Después de manejar la basura

El personal ayudará a los niños a lavarse las manos siempre que sea necesario.

- Una vez que haya asistido al alumno (a), el personal también deberá lavarse las manos.

Métodos para sostener, alimentar y mantener limpio a un alumno

Es importante, dentro de lo razonable, confortar a los bebés y niños pequeños que lloran, están tristes y ansiosos al asearles, alimentarles o sostener a niños muy pequeños: los maestros de EHS pueden protegerse utilizando una camisa de manga larga abotonada y recogiéndose el cabello en una cola o chongo. Los niños menores de tres años y sus maestros pasan mucho tiempo en el suelo en el salón de clases. Por esta razón, se recomienda que el personal docente use fundas para zapatos cuando esté en el interior.

• El personal debe lavarse las manos, el cuello y cualquier lugar donde haya tenido contacto con las secreciones del niño.

• Si hay secreciones en la ropa del personal/de los niños, el personal deberá cambiar la ropa y lavarse las manos.

• La ropa contaminada debe colocarse en una bolsa de plástico y lavarse en una lavadora antes de volver a utilizarla.

• Los bebés, los niños pequeños y sus maestros deben tener un cambio adicional de ropa a mano en la guardería.

• El personal de Early Head Start informará a los padres/tutores que los niños no utilizarán calzado dentro del salón.

Servicio de alimentación

• Los trabajadores del servicio de alimentos medirán los alimentos y servirán porciones apropiadas para los alumnos

• Se utilizarán platos, vasos y cubiertos desechables para el desayuno, almuerzo y el bocadillo.

• Para fomentar el distanciamiento físico, no habrá más de 4-5 niños por mesa.

• A los bebés se les asignará biberones individuales.

• El personal y los niños se lavarán las manos antes y después cada alimento.

Limpieza y esterilización

• El personal tendrá un horario para la limpieza y esterilización.

• El personal limpiará, desinfectará y esterilizará superficies y objetos como: juguetes, manijas de inodoro, mesas, juegos, manijas de las puertas, interruptores de luz, llaves de fregadero en el salón de clases, mostradores, almohadas para la siesta, escritorios, sillas, cubículos y estructuras de juegos infantiles.

• Si las superficies están visiblemente sucias, deben limpiarse con agua y jabón antes de esterilizarlas. Siga las instrucciones del fabricante para la preparación, método de aplicación y el lapso de contacto para todos los productos de limpieza y esterilización

• El personal utilizará toallitas desechables para limpiar teclados, escritorios, teléfonos, etc. antes y después de su uso.

• Todos los materiales de limpieza deben mantenerse seguros y fuera del alcance de los niños.

• Los productos de limpieza no deben utilizarse cerca de los niños; el personal debe asegurarse de que haya una ventilación adecuada cuando utilice estos productos para evitar que los niños inhalen humos tóxicos.

Limpieza y esterilización de juguetes

• No se utilizarán juguetes que no se puedan limpiar ni desinfectar.

• Los juguetes que los niños hayan colocado en la boca o que estén contaminados por secreciones o excreciones corporales deben guardarse hasta que se limpien y desinfecten.

- Los juguetes se lavarán con agua y jabón, se enjuagarán y desinfectarán con un producto registrado por la EPA.
- El personal volverá a enjuagar los juguetes y se secará al aire.
- Los juguetes también se pueden limpiar en una lavadora para platos. El personal estará consciente de los artículos más propensos a ser colocados en la boca de un niño, como comida de juguete, platos y utensilios.

• Los juguetes de tela sólo pueden tener uso individual, de no ser posible, no se utilizarán en lo absoluto. Estos juguetes deben lavarse antes de que otro niño lo pueda utilizarlo.

• No se compartirán los juguetes entre diferentes grupos sin haberlos lavado y desinfectado antes de cambiar de grupo de niños.

• Los juguetes que deban limpiarse se reservarán en un recipiente marcado para "juguetes sucios". El personal contará con suficientes juguetes para que puedan rotarlos durante el proceso de limpiezas.

• Los libros infantiles, al igual que otros materiales de papel como cartas o sobres, no se consideran materiales de alto riesgo de infección y no necesitan procedimientos adicionales de limpieza o esterilización

Limpieza y esterilización de ropa de cama

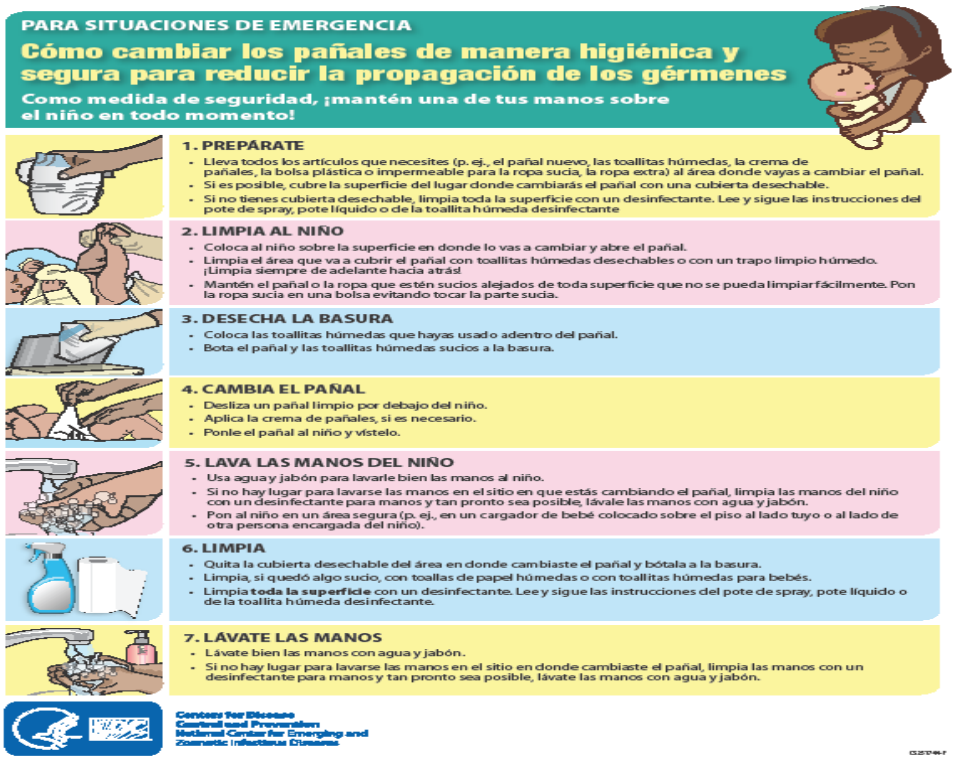
• Use ropa de cama (sábanas, almohadas, cobijas, sacos de dormir) que se pueda lavar. Mantenga la ropa de cama de cada niño separada y considere guardarlas en recipientes, cubículos o bolsas con etiqueta. Las cunas y alfombra deben etiquetarse para cada niño. La ropa de cama que toca la piel de un niño debe lavarse diariamente para los bebés y semanalmente para los niños pequeños cuando están sucios o antes ser utilizada por otro niño.

Limpieza dental

• No se proporcionará servicio de limpieza dental hasta en el centro hasta nuevo aviso.

• El personal continuara exhortando a los padres a continua el cuidado dental en casa por lo menos dos veces podía y después de cada comida.

Cambio de pañal



Otras precauciones

<u>Cómo se propaga COVID-19</u>

• Entre personas que están en contacto estrecho (a menos de 6 pies).

• A través de gotas cuando una persona infectada tose, estornuda o habla.

• Estas gotas pueden aterrizar en la boca o en la nariz de las personas que están cerca o posiblemente se inhalan a los pulmones.

• Estudios recientes han sugerido que COVID-19 puede ser difundido por personas que no están mostrando síntomas.

<u>Para evitar la contaminación</u>

• Lávese las manos con frecuencia.

- Lavarse las manos con agua y jabón es más el método más eficaz.

- Si no hay agua y jabón disponibles, utilice desinfectante para manos que contenga al menos 60% de alcohol.

• Evite el contacto cercano.

- Distanciamiento físico de por lo menos 6 pies.
- Minimizar grandes reuniones/lugares llenos de gente.

• Cúbrase la boca y la nariz con una cubierta de tela cuando esté cerca de otras personas.

- Las cubiertas de tela están diseñadas a proteger a la gente a tu alrededor.

• Cubra la tos y los estornudos.

- Estornude en la parte interior del codo.
- Estornude/tosa en un pañuelo desechable y tírelo a la basura.

• Limpie y desinfecte.

Cómo usar cubiertas faciales

Las cubiertas faciales deben:

• Apretar cómodamente la cara

• estar asegurado amarrándolo en la parte trasera de la cabeza o alrededor de los oídos

• incluir múltiples capas de tela

• permitir la respiración sin restricciones

• tiene que la facilidad de lavarse y secarse sin dañar y cambiar su forma

Delantales del personal

• El personal del centro recibirá delantales adicionales para garantizar que el personal tenga tiempo suficiente para lavarlos y limpiarlos antes de comenzar un turno. Todos los delantales deben removerse al usar el baño, ir a un descanso / almuerzo, y al terminar un turno.

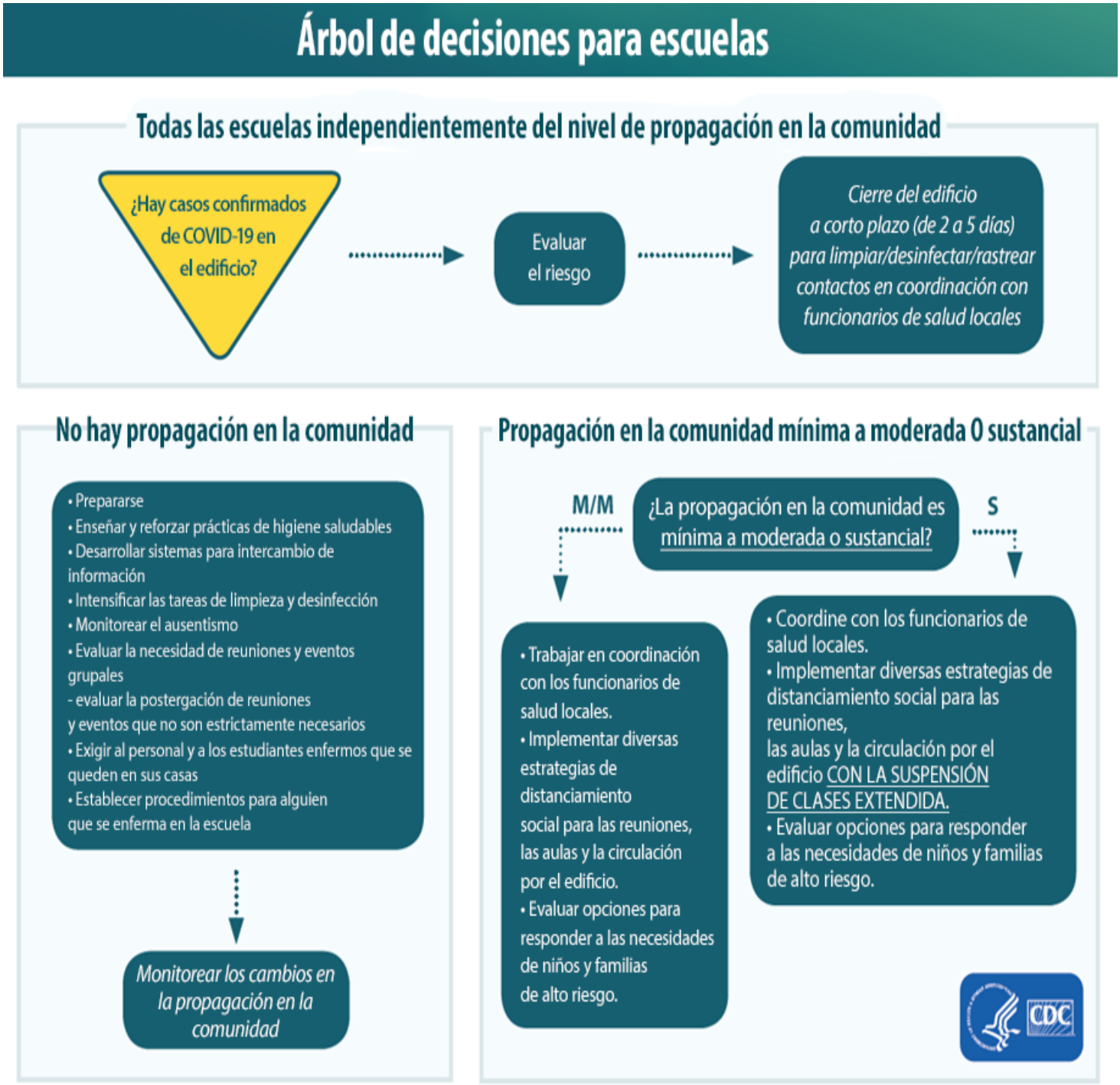
Recursos/Proveedores de Servicios

CAS -Incapacidades compartirá el protocolo COVID 19 de CAPK con los proveedores de servicios. El personal coordinará los servicios para garantizar que solo un proveedor visite el salón de clases a la vez.

• Los proveedores de servicios también recibirán una revisión de salud.

Disminuyendo el factor de propagación

CAPK Head Start/Desarrollo Infantil Estatal está tomando todas las precauciones y recomendaciones de la CDC para asegurar que las guarderías estén seguras y limpias y se esfuerzan por garantizar que la seguridad de todos sea la prioridad. Si hay un caso identificado de COVID-19 seguiremos las recomendaciones de la CDC que se muestran a continuación:



Recursos

Centro para Control de Enfermedades

Cómo usar una cubierta de tela
https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html

Cómo proteger a otros y usted
https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprepare%2Fprevention.html

Planes, preparación y respuesta para los programas escolares y red de guarderías
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html

Guía interina para administradores escolares de EU para escuelas de K-12 y guarderías
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html

Guía para guarderías que se mantienen abiertas
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html

Aseo de manos – La manos limpias salvan vidas
https://www.cdc.gov/handwashing/index.html

Academia Americana de Pediatría
Guía relacionada al cuidado infantil durante COVID-19
https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/guidance-related-to-childcare-during-covid-19/

Centro de Aprendizaje y recursos para el conocimiento en la primera infancia
https://eclkc.ohs.acf.hhs.gov/about-us/coronavirus/responding-covid-19

Universidad of California- San Francisco
COVID-19 Recursos
https://cchp.ucsf.edu/



FREE Community COVID-19 Testing

is available in numerous locations throughout Kern County

Anyone can get tested

Testing available for all residents including:

- Underinsured
- Uninsured
- Undocumented and homeless individuals

To find a location near you call **211** or visit **kerncounty.com**

KERN COUNTY

KERN COUNTY Public Health Services DEPARTMENT



GRATIS

La prueba comunitaria de COVID-19

está disponible en varios lugares en el Condado de Kern

Cualquiera puede hacerse la prueba

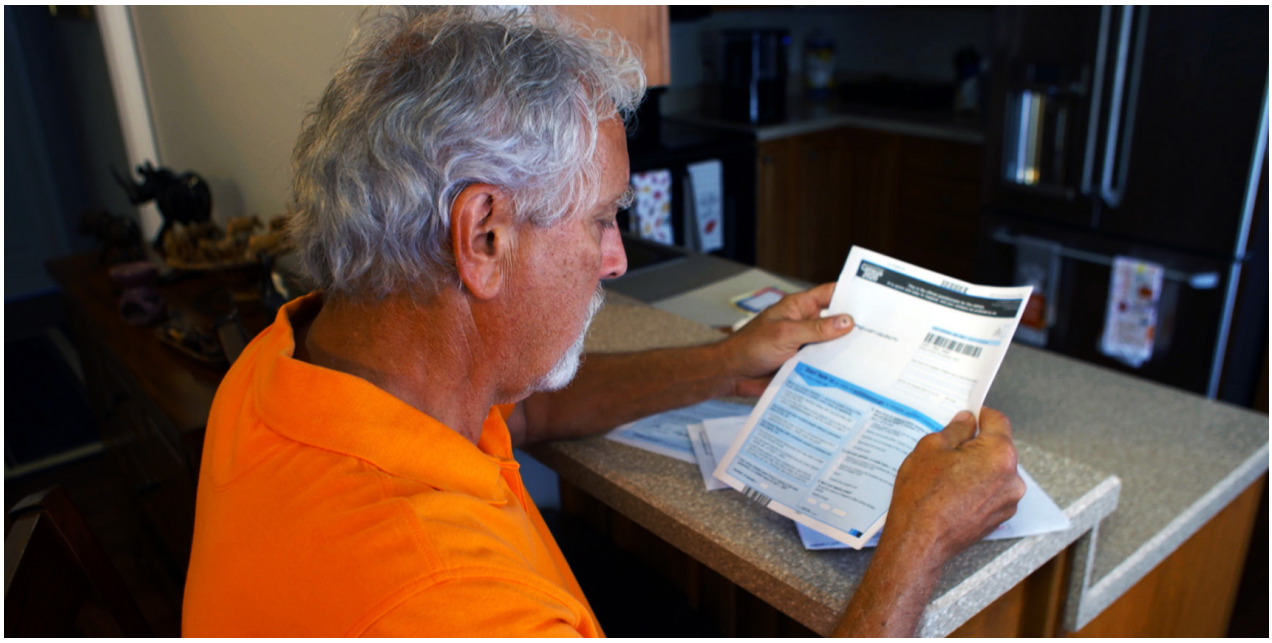
Pruebas disponibles para todos los residentes, que incluyen:

- Con seguro insuficiente
- Sin seguro
- Personas indocumentadas y sin hogar

Para encontrar una ubicación cerca de usted, llame al **211** o visite **kerncounty.com**

KERN COUNTY

KERN COUNTY Public Health Services DEPARTMENT



Respond When You Receive Your 2020 Census Invitation

If your area hasn't received census materials yet, we will deliver them soon. Please respond when you receive yours.

Why haven't I received a census invitation yet?

Census workers drop off census materials to some communities that don't generally receive mail at their home using a city-style address like "101 Main Street." COVID-19 delayed delivery to some communities.

What areas are affected?

Census workers will deliver census materials soon to areas that:

- Have homes without city-style addresses.
- Have city-style addresses for emergency services, but they are not used for mail.
- Receive mail at PO Boxes.
- Have had homes or mail delivery significantly affected by major disasters (for example, parts of California affected by recent wildfires).
- Have high concentrations of seasonally vacant housing.
- Have a mixture of the above examples.

Can I respond now?

Please wait to respond until you receive your census materials.

Connect with us
@uscensusbureau

For more information:
2020CENSUS.GOV

D-FS-GP-EN-024

Shape your future
START HERE >

United States® Census 2020

In your area, the best way to respond is with the unique Census ID we provide. When you receive your materials, you can choose to:

- Complete and mail back the enclosed paper questionnaire.
- Call to respond using your Census ID.
- Respond online using your Census ID.

What if I've already responded?

We're working to match the address you provided to our address list, but we may need to visit you later.

If we can't match your address, census takers may visit to verify the address you provided and may visit to collect your responses in person. We want to ensure we count everyone.

Will I have time to respond before the census ends?

We've extended the deadline to respond. Census workers will drop off census materials soon, and you'll have plenty of time to respond with your Census ID.

If you don't respond when you receive your Census ID, a census taker will visit later to collect your responses in person.

Why can't you mail me the census information?

The census counts people where they live. Many households in your area don't receive mail at their home's physical location.

To make sure we reach everyone, census workers will:

- Canvass the area for places people might live.
- Use a laptop to update our address list.
- Link a census questionnaire to your home's physical location and leave it at your front door.

Why can't I respond now without my Census ID?

Responding with your Census ID ensures you are counted in the right place.

For 95 percent of the country, we can link responses to the right place by using a mailing address. This doesn't work in some communities. For example:

- If the post office delivers your mail to a PO Box, we can't count you at the post office or follow up with you there if you don't respond.
- Rural route addresses (e.g., RR5, Box 9) may represent a mailbox along a roadside, not necessarily your home's location, making it harder to count you in the right place.

How can I track my community's response?

View our interactive 2020 Census Response Rate map at <https://2020census.gov/en/response-rates.html>.

When will you drop off the materials?

The Census Bureau is resuming dropping off materials on a phased schedule across the country. This effort does not require interaction with households, and census workers will follow the most current federal, state, and local guidance.

Find the latest updates at <https://2020census.gov/en/news-events/operational-adjustments-covid-19.html>.

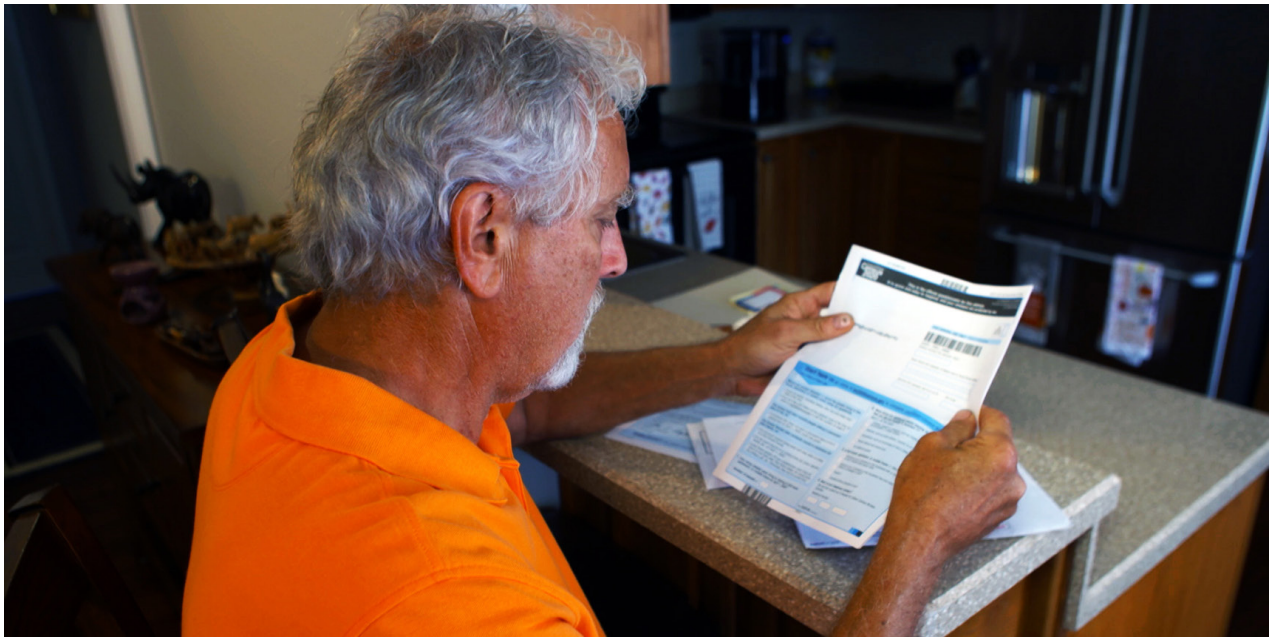
Connect with us
@uscensusbureau

For more information:
2020CENSUS.GOV

D-FS-GP-EN-024

Shape your future
START HERE >

United States® Census 2020



Responda Cuando Reciba su Invitación para el Censo del 2020

Si su área aún no ha recibido los materiales del censo, se los enviaremos pronto. Responda cuando reciba los suyos.

¿Por qué aún no he recibido una invitación del censo?

El personal del censo deja los materiales del censo en algunas comunidades que generalmente no reciben el correo en sus hogares con una dirección de estilo urbano como “101 Main Street”. La COVID-19 ha retrasado la entrega en algunas comunidades.

¿Qué áreas están afectadas?

El personal del Censo entregará pronto los materiales del censo en las áreas que:

- Tengan hogares sin direcciones de estilo urbano.
- Tengan direcciones de estilo urbano para servicios de emergencia, pero que no se usen para el correo.
- Reciban correo en apartados postales.
- Hayan tenido hogares o la entrega de correo afectados significativamente por grandes desastres (por ejemplo, partes de California afectadas por los recientes incendios forestales).
- Tengan concentraciones altas de viviendas desocupadas por temporadas.
- Tengan una combinación de los ejemplos anteriores.

¿Puedo responder ahora?

Espere a recibir sus materiales del censo para responder.

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En su área, la mejor manera de responder es con la Identificación del Censo (*Census ID*) única que proporcionamos. Cuando reciba sus materiales, puede elegir:

- Completar el cuestionario impreso que se incluye y devolverlo por correo.
- Llamar para responder usando su Identificación del Censo (*Census ID*).
- Responder por internet usando su Identificación del Censo (*Census ID*).

¿Qué sucede si ya he respondido?

Estamos trabajando para hacer coincidir la dirección que usted proporcionó con nuestra lista de direcciones, pero es posible que luego tengamos que visitarlo(a).

Si no podemos hacer coincidir su dirección, es posible que censistas lo(a) visiten para verificar la dirección que usted proporcionó, y puede que lo(a) visiten para recopilar sus respuestas en persona. Queremos asegurarnos de contar a todas las personas.

¿Tendré tiempo para responder antes de que finalice el censo?

Hemos prolongado la fecha límite para responder. El personal del censo dejará los materiales del censo pronto y usted tendrá mucho tiempo para responder con su Identificación del Censo (*Census ID*).

Si usted no responde cuando reciba su Identificación del Censo (*Census ID*), un censista lo(a) visitará luego para recopilar sus respuestas en persona.

¿Por qué no pueden enviarme la información del censo por correo?

El censo cuenta a las personas donde viven. Muchos hogares en su área no reciben correo en la ubicación física de sus hogares.

Para asegurarnos de poder ponernos en contacto con todos, el personal del censo:

- Recorrerá el área de los lugares donde las personas puedan vivir.
- Usará una computadora portátil para actualizar nuestra lista de direcciones.
- Vinculará un cuestionario del censo a la ubicación física de su hogar y lo dejará en su puerta del frente.

¿Por qué no puedo responder ahora sin mi Identificación del Censo (*Census ID*)?

Responder con su Identificación del Censo (*Census ID*) asegura que usted sea contado(a) en el lugar correcto.

Para el 95 por ciento del país, podemos vincular las respuestas al lugar correcto usando una dirección postal. Esto no funciona en algunas comunidades. Por ejemplo:

- Si la oficina postal entrega su correo a un apartado postal, no podemos contarlo(a) en la oficina postal ni hacer un seguimiento si usted no responde.
- Las direcciones de ruta rural (p. ej.: RR5, Box 9) pueden representar un buzón al lado de una carretera, no necesariamente la ubicación de su hogar, lo que hace más difícil contarlo(a) en el lugar correcto.

¿Cómo puedo rastrear la respuesta de mi comunidad?

Consulte nuestro mapa interactivo de la tasa de respuesta al Censo del 2020 en <https://2020census.gov/es/response-rates.html>.

¿Cuándo dejarán los materiales?

La Oficina del Censo reanudará la entrega de los materiales por fases en todo el país. Este esfuerzo no requiere interacción con los hogares y el personal del censo seguirá las últimas directrices federales, estatales y locales.

Encuentre las últimas actualizaciones en <https://2020census.gov/es/news-events/operational-adjustments-covid-19.html>.

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REVISED 2019-2020 Head Start Policy Council Meeting Dates

At this time, all meetings will be held via teleconference until further notice. Members of the public may join via teleconference or may listen to the call from the CAPK Administrative Office at 5005 Business Park North, Bakersfield, CA. Teleconference information can be found on monthly meeting agendas, located on the CAPK website at www.capk.org/documents/.

Por el momento, todas las reuniones se llevarán a cabo vía teleconferencia hasta nuevo aviso. Los miembros del público pueden unirse por medio de teleconferencia o pueden escuchar la llamada de la Oficina Administrativa de CAPK, ubicada en 5005 Business Park North, Bakersfield, CA. La información sobre las teleconferencias se puede encontrar en las agendas mensuales de las reuniones, localizadas en el sitio web de CAPK en www.capk.org/documents/.

~~Tuesday, November 26, 2019~~
~~Tuesday, December 17, 2019*~~
~~Tuesday, January 28, 2020~~
~~Tuesday, February 25, 2020~~
~~Tuesday, March 24, 2020~~
~~Tuesday, April 28, 2020~~
~~Tuesday, May 19, 2020*~~
Tuesday, June 23, 2020
Tuesday, July 28, 2020
Tuesday, August 25, 2020
Tuesday, September 22, 2020
Tuesday, October 27, 2020

Policy Council Meetings are generally held on the 4th Tuesday of the month.

*December and May meetings will be held one week earlier due to the respective Christmas and Memorial Day holidays.