Head Start
A Program of CAPK

Head Start/State Child Development

POLICY COUNCIL MEETING PACKET

June 22, 2021
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: 875 627 705#

Click here to join the meeting

POLICY COUNCIL
STANDING COMMITTEES
June 2021

EXECUTIVE COMMITTEE

Chairperson: Andrea Martinez
Vice Chairperson: Laura Gonzales
Secretary: Agueda Hernandez
Treasurer: Ashley McAllister
Parliamentarian: Kaylonie Howard

STANDING COMMITTEE MEMBERS

Board of Directors:

BYLAWS
Chairperson: Kaylonie Howard

1. Nicole Cabe
2. Andrea Martinez
3. Jimmie Childress
4. Semeen Muhammad
5.
6.

PLANNING
Chairperson: Laura Gonzales

1. Nicole Cabe
2. Brittany Dunbar
3. Nila Hogan
4. Paola Sanchez
5.
6.

SCHOOL READINESS
Chairperson: Agueda Hernandez

1. Rosalinda Valencia
2. Laura Gonzales
3. Brittany Dunbar
4. Teresa Fajardo

BUDGET & FINANCE
Chairperson: Ashley McAllister

1. Teresa Fajardo
2.
3.
4.
5.
6.



LEGEND:	
Attended	X
Did Not Attend	ABS
Attended Another CAPK Function	
Meeting Not Held	
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
2020 ~ 2021

#	REGION 1	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	June 2021	July 2021	Aug 2021	Sept 2021	Oct 2021
1	Imelda Felix - Sunrise Villa	X	ABS	X	X	R	R	R					
2	Kenia Contreras - Martha J Morgan						ABS	ABS					
3	*Vacancy*												
4	*Vacancy*												
#	REGION 2	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	June 2020	June 2021	Aug 2021	Sept 2021	Oct 2021
1	Andrea Martinez - East California	X	X	X	X	X	X	X					
2	*Vacancy*												
3	*Vacancy*												
4	*Vacancy*												
#	REGION 3	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	June 2020	June 2021	Aug 2021	Sept 2021	Oct 2021
1	Ashley McAllister - Pete Parra	X	X	X	X	ABS	X	X					
2	Laura Gonzales - Harvey L. Hall	X	X	ABS	X	X	X	X					
3	Paola Sanchez - Harvey L. Hall						X	ABS					
4	*Vacancy*												
#	REGION 4	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	June 2020	June 2021	Aug 2021	Sept 2021	Oct 2021
1	Brittany Dunbar - Rosamond	X	X	X	X	X	X	X					
2	Agueda Hernandez - California City	X	X	X	X	X	X	X					
3	*Vacancy*												
4	*Vacancy*												
#	Home Base	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	June 2020	June 2021	Aug 2021	Sept 2021	Oct 2021
1	Kaylonie Howard - F. Garcia	X	X	X	X	X	X	X					
2	Teresa Fajardo - C. Varela	X	X	ABS	X	X	X	X					
#	ECC EHS Partnership	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	June 2020	June 2021	Aug 2021	Sept 2021	Oct 2021
1	*Vacancy*												
#	San Joaquin EHS Partnership	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	June 2020	June 2021	Aug 2021	Sept 2021	Oct 2021
1	Rosalinda Valencia - Walnut	X	X	X	X	X	X	X					
2	*Vacancy*												
#	Community Representatives	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	June 2020	June 2021	Aug 2021	Sept 2021	Oct 2021
1	Nila Hogan	X	X	X	X	X	X	X					
2	Nicole Cabe	X	X	X	ABS	X	ABS	X					
3	*Vacancy*												
#	Board Member	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	June 2020	June 2021	Aug 2021	Sept 2021	Oct 2021
1	Jimmie Childress	X	X	X	X	ABS	X	X					

Policy Council Standing Committee
Attendance Sheet
2020 ~ 2021

Bylaws Committee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Kaylonie Howard			X			X					
Nicole Cabe			X			X					
Andrea Martinez			X			X					
Jimmie Childress						X					
Semeen Muhammad						ABS					

Budget & Finance Committee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Ashley McCallister		X	X	ABS	X	X					
Teresa Fajardo		X	X	X	ABS	ABS					

School Readiness Committee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Agueda Hernandez			X		X		ABS				
Brittany Dunbar			X		ABS		ABS				
Teresa Fajardo					ABS		X				
Laura Gonzales			X		X		X				
Rosalinda Valencia			X		X		ABS				

Planning Committee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Laura Gonzales		X	X	X	X	X	X				
Imelda Felix		ABS	X	X	R	R	R				
Nicole Cabe		X	X	X	X	X	X				
Nila Hogan		X	ABS	X	X	X	X				
Brittany Dunbar		X	X	X	X	X	ABS				
Paola Sanchez						X	X				

Board of Directors

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

DATE	June 22, 2021
TIME	5:30 p.m.
LOCATION	Microsoft Teams Meeting / 5005 Business Park North Bakersfield, CA 93309
TEAMS LINK	Click here to join the meeting
PHONE	(213) 204-2374
MEETING ID	875 627 705#

Policy Council Meeting Agenda

Per Governor's Executive Order N-25-20, meeting to be held via tele-conference. Members of the public may join the tele-conference or listen to the call from the CAPK office at 5005 Business Park North, Bakersfield, CA 93309

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.

1. **Call to Order**
   a. Roll Call

Nicole Cabe	Laura Gonzales	Ashley McAllister
Jimmie Childress	Agueda Hernandez	Semeen Muhammad
Kenia Contreras	Nila Hogan	Paola Sanchez
Brittany Dunbar	Kaylonie Howard	Rosalinda Valencia
Teresa Fajardo	Andrea Martinez	

2. **Public Comments**
   The public may address the Policy Council on items not on the agenda. Speakers are limited to 3 minutes. If more than one person wishes to address the same topic, the total group time for the topic will be 10 minutes. Please state your name before making your presentation.

3. **Subcommittee Verbal Reports** (3 minutes per report)
   School Readiness
   Planning
   Budget & Finance
   Bylaws

4. **Presentation**
   a. Summer Safety – Erica Bain, Public Education Specialist, Kern County Fire Department

5. **Consent Agenda**
   The Consent Agenda consists of items that are considered routine and non-controversial. These items are approved in one motion unless a member of the Council or the public requests removal of a particular item. If comment or discussion is requested, the item will be removed from the Consent Agenda and will be considered in the order listed – ***Action Item***

   a. Policy Council Meeting Minutes – May 25, 2021 (English/Spanish) ***(p. 11-23)***
   b. Bylaws Committee Meeting Minutes – May 11, 2021 (English/Spanish) ***(p. 24-27)***
   c. Budget & Finance Committee Meeting Minutes – May 18, 2021 ***(p. 28-29)***
   d. Planning Committee Meeting Minutes – June 1, 2021 (English/Spanish) ***(p. 30-33)***
   e. Kern Head Start Budget vs. Actual Expenditures, March 1, 2021, through May 31, 2021 ***(p, 34-37)***
   f. Kern Early Head Start Budget vs. Actual Expenditures, March 1, 2021, through May 31, 2021 ***(p. 38-40)***
   g. Early Head Start San Joaquin Budget vs. Actual Expenditures, February 1, 2021, through May 31, 2021 ***(p. 41-43)***

h. Early Head Start Child Care Partnerships Budget vs. Actual Expenditures, March 1, 2021, through May 31, 2021 ***(p. 44-46)***
i. Parent Local Travel & Childcare through May 31, 2021 ***(p. 47-50)***
j. Parent Activity Funds through May 31, 2021 ***(p. 51-54)***
k. Kern Head Start and Early Head Start Non-Federal and In-Kind Report, March 1, 2021, through May 31, 2021 ***(p. 55)***
l. San Joaquin Early Head Start Non-Federal and In-Kind Report, February 1, 2021, through May 31, 2021 ***(p. 56)***
m. Notice of Award 09CH011406-02-02, February 1, 2021 – January 31, 2022, EHS San Joaquin COLA ***(p. 57-61)***
n. Notice of Award 09CH011132-03-01, March 1, 2021 – February 28, 2022, Kern HS/EHS COLA ***(p. 62-66)***
o. Notice of Award 09HE000432-01-01, April 1, 2021 – March 31, 2023, CAPK American Rescue Plan (COVID) Funding ***(p. 67-73)***
p. Head Start Program Review Evaluation (PRE) Report – May ***(p. 74-75)***
q. Teachable Moments: How to Help Your Child Manage Time and Understand Expectations ***(p. 76-77)***
r. Children's Mobile Clinic – June 2021 (English/Spanish) ***(p. 78-79)***
s. Summer Music & Motion with Pinky Jackalope – National Head Start Association ***(p. 80)***
t. Movies in the Park – Kern County ***(p. 81)***
u. Tales and Tails Storytime – San Joaquin County Public Library ***(p. 82)***
v. Heat Exhaustion or Heat Stroke – National Weather Service ***(p. 83-84)***
w. Drowning is Silent – The Drowning Prevention Foundation (English/Spanish) ***(p. 85-86)***
x. Have a Food Safe Summer – United States Department of Agriculture (English/Spanish) ***(p. 87-88)***
y. Get Ready to Grill Safely – Centers for Disease Control and Prevention (English/Spanish) ***(p. 89-90)***
z. School Readiness Subcommittee Meeting Dates ***(p. 91)***
aa. Planning Subcommittee Meeting Dates ***(p. 92)***
bb. Budget & Finance Subcommittee Meeting Dates ***(p. 93)***
cc. Bylaws Subcommittee Meeting Dates ***(p. 94)***
dd. Policy Council Meeting Dates ***(p. 95)***

6. <u>New Business</u> ***Action Item***

a. Election of New Policy Council Members to Subcommittees
b. School Readiness Goals 2021– 2022 – Carolyn Coffey, Education & Support Services Administrator ***(p.96-119)***

7. <u>Standing Reports</u>

a. Program Governance – Lisa Gonzales, Program Governance Coordinator
b. Community Representative – Nicole Cabe, Past Parent; Nila Hogan Community Representative
c. Early Head Start San Joaquin – Rosalinda Valencia
d. Early Head Start Partnership – Nicole Callahan, EHS Child Care Partnership Coordinator
e. Board of Directors – Jimmie Childress, CAPK Board Member
f. Head Start/State Child Development – Yolanda Gonzales, Head Start/State Child Development Director

8. <u>Policy Council Chairperson Report</u>

9. <u>Policy Council Member Comments</u>

10. <u>Next Scheduled Meeting</u>

11. <u>Adjournment</u>

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 pm, June 18, 2021. Lisa Gonzales, Program Governance Coordinator.

FECHA	22 de junio, 2021
HORA	5:30 p.m.
UBICACIÓN	Reunión por Microsoft Teams 5005 Business Park North Bakersfield, CA 93309
ENLANCE DE TEAMS	Pulse el enlace para unirse a la junta
TELÉFONO	(213) 204-2374
NÚMERO DE INDENTIFICACIÓN	875 627 705#

Agenda del Concilio de Póliza

De acuerdo con la orden ejecutiva del gobernador N-25-20, la reunión se llevará a cabo por teleconferencia, Los miembros del público pueden unirse a la teleconferencia o escuchar la llamada desde la oficina de CAPK ubicada en el 5005 Business Park North, Bakersfield, CA 93309.

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

1. **Llamado de orden**
   a. Pase de lista

Nicole Cabe	Laura Gonzales	Ashley McAllister
Jimmie Childress	Águeda Hernández	Semeen Muhammad
Kenia Contreras	Nila Hogan	Paola Sánchez
Brittany Dunbar	Kaylonie Howard	Rosalinda Valencia
Teresa Fajardo	Andrea Martínez	

2. **Comentarios públicos**
   El público pude dirigirse al Concilio de Póliza sobre temas que no se presenten en la agenda. Los oradores están limitados a 3 minutos. Si más de una persona desea abordar el mismo tema, el tiempo total que se otorgará para dicho tema será de 10 minutos. Favor de proporcionar su nombre antes de hacer su presentación.

3. **Reportes verbales de los subcomités** (3 minutos por reporte)
   Preparación escolar
   Planeación
   Presupuestos y finanzas
   Estatutos

4. **Presentación**
   a. Seguridad para el verano – Érica Bain, especialista de educación pública del departamento de bomberos del condado de Kern

5. **Aprobación de agenda**
   La aprobación de agenda consta de elementos que se consideran rutinarios y no controversiales. Estos elementos se aprueban con una propuesta, a menos que un miembro del concilio o el público solicite la eliminación de un elemento en particular. Si se solicita un comentario o discusión, dicho elemento se eliminará de la agenda de aprobación y se considerará en el orden indicado – ***Componente de acción***

   a. Resumen de la reunión del concilio de póliza – 25 de mayo, 2021 (inglés/español)
   b. Resumen del comité de estatutos – 11 de mayo, 2021 (inglés/español)
   c. Resumen del comité de presupuestos y finanzas – 18 de mayo, 2021
   d. Resumen del comité de planeación –1 de junio, 2021(inglés/español)

e. Presupuesto de Head Start Kern vs. Gastos actuales, 1 de marzo hasta el 31 de mayo, 2021
f. Presupuesto de Early Head Start vs. Gastos actuales, 1 de marzo hasta el 31 de mayo, 2021
g. Presupuesto de Early Head Start San Joaquín vs. Gastos actuales, 1 de febrero hasta el 31 de mayo, 2021
h. Presupuesto de la asociación de cuidado infantil Early Head Start vs. Gastos actuales, 1 de marzo hasta el 31 de mayo, 2021
i. Viajes locales de padres y cuidado infantil hasta el 31 de mayo, 2021
j. Fondo de actividades para padres hasta el 31 de mayo, 2021
k. Reporte de donaciones internas y fondos no federales de Kern Head Start y Early Head Start, 1 de marzo hasta el 31 de mayo, 2021
l. Reporte de donaciones internas y fondos no federales de Early Head Start de San Joaquín, 1 de febrero hasta el 31 de mayo, 2021
m. Aviso de concesión 09CH011406-02-02 del 1 de febrero, 2021 al 31 de enero, 2022. Aumento por costo de vida, programa EHS de San Joaquín (COLA, siglas en inglés)
n. Aviso de concesión 09CH011132-03-01del 1 de marzo, 2021 al 28 de febrero, 2022. Aumento por costo de vida, programas EHS y HS de Kern (COLA, siglas en inglés)
o. Aviso de concesión 09HE000432-01-01del 1 de abril, 2021 al 31 de marzo, 2023. Plan de financiación y rescate estadounidense de COVID para CAPK.
p. Evaluación del programa Head Start reporte (PRE)– Mayo
q. Momentos de enseñanza: Cómo ayudarle a su hijo (a) a cambiar de actividades o lugares – Serie de Conexión Mochila
r. Clínica móvil infantil – junio 2021 (inglés/español)
s. Música y movimiento de verano con Pinky Jackalope – Asociación nacional de Head Start
t. Películas en el parque – Condado de Kern
u. Cuentos y moralejas – Bibliotecas públicas del condado de San Joaquín
v. Agotamiento por calor o insolación – Servicio meteorológico nacional
w. El ahogamiento es silencioso – Fundación de prevención de ahogamiento (inglés/español)
x. Seguridad en los alimentos durante el verano – Departamento de Agricultura de Estados Unidos (inglés/español)
y. Prepárese para asar con seguridad – Centro para el control y prevención de enfermedades (inglés/español)
z. Horario del comité de preparación escolar
aa. Horario del comité de planeación
bb. Horario del comité de presupuestos y finanzas
cc. Horario del comité de estatutos
dd. Horario del concilio de póliza

6. <u>Nuevos Intercambios</u> ***Componente de acción***

a. Elección nuevos miembros del concilio de póliza para los subcomités
b. Objetivos de preparación escolar 2021 – 2022 – Carolyn Coffey, administradora de servicios de apoyo y educación

7. <u>Infames permanentes</u>

a. Programa de gobernanza – Lisa Gonzales, coordinadora del programa de gobernanza
b. Representante comunitario – Nicole Cabe, madre anterior; Nila Hogan representante comunitario
c. Reporte de Early Head Start de San Joaquín – Rosalinda Valencia
d. Asociación Early Head Start – Nicole Callahan, coordinadora de la asociación de cuidado infantil EHS
e. Junta directiva – Jimmie Childress, miembro de la junta directiva de CAPK
f. Head Start/Desarrollo infantil estatal – Yolanda Gonzales, directora de Head Start/Desarrollo infantil estatal

8. <u>Reporte de la presidenta del concilio de póliza</u>

9. <u>Comentarios de los miembros del concilio de póliza</u>

10. Próxima reunión programada

11. Conclusión

Se certifica que este aviso de la agenda se publicó en el vestíbulo de la oficina administrativa de CAPK, localizada en el 5005 Business Park North, Bakersfield, CA y en línea en www.capk.org antes de las 12 p.m. del 18 de junio 2021. Lisa Gonzáles, coordinadora del programa de gobernanza.

COMMUNITY ACTION PARTNERSHIP OF KERN
POLICY COUNCIL COMMITTEE MEETING MINUTES
May 25, 2021
Teleconference ID: 546 921 352#
Per Governor's Executive Order N-25-20

1. **Call to Order**
   Chairperson Andrea Martinez called the meeting to order at 5:33 p.m.
   a. Secretary Agueda Hernandez conducted roll call; quorum was established.
   Policy Council Members Present: Jimmie Childress, Nicole Cabe, Brittany Dunbar, Teresa Fajardo, Laura Gonzales, Agueda Hernandez, Nila Hogan, Kaylonie Howard, Andrea Martinez, Ashley McAllister, Rosalinda Valencia

2. **Public Comments**
   *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 Policy Council will take no action other than that referring the item(s) to staff for study and analysis. **Speakers are limited to three 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.*

3. **Standing Committee Reports**
   a. **School Readiness Committee**
      The current school readiness goal is social and emotional development. The preschool lesson plan *Getting Ready for Kindergarten* was recently completed, and *Summer Fun* will begin. Creative Curriculum Cloud is now being completely used with full year programs; this is a digital curriculum to support early childhood learning. Development Profile Assessments have been completed and staff are finishing up parent conferences. The health team is in the process of distributing dental supplies donated by the Children's Healthy Smile Project and the Wonderful Giving Foundation. The next School Readiness Committee meeting will be held on June 10, 2021 at 5:30 p.m. The topic will be Family Engagement and Inclusion and the speaker will be Maria Guadian.
   b. **Planning Committee**
      The Planning Committee met on May 4, 2021. The Program Review and Evaluation report was shared with the committee. This included information regarding enrollment numbers across all programs as well as the Child Adult Care Food Program report. It was noted that 68,511 meals were prepared by the Central Kitchen during the month of April. A carryover of funds request was shared with members who learned the Office of Head Start allows programs to move monies from one fiscal year to another. It was further shared the program is currently working a carryover request for approval to move unspent funds from the 2020-2021 fiscal year to the current 2021-2022 fiscal year.
   c. **Budget & Finance Committee**
      The Budget & Finance Committee met on May 18, 2021. Budget to actual financial documents for Head Start and Early Head Start were shared and discussed. Head Start and Early Head Start COVID funding will be requested for carryover into the current budget period. These funds will be reflected in the reports once approved. Additional COVID funds were also discussed. All documents and reports can be found in the Policy Council Packet. The next PC Budget & Finance meeting will be held on June 15, 2021 at 5:30 p.m.
   d. **Bylaws Committee**
      The Bylaws Committee met on May 11, 2021. Frequently asked questions from the Head Start Early Childhood Knowledge & Learning Center (ECKLC) website regarding governance were reviewed and discussed. Topics included the composition of the Board of Directors as well as that of Policy Council. Policy Council term limits as stated in the Head Start Performance Standards were also reviewed. The committee continued its examination of the Bylaws. During this time, a discrepancy was noted regarding member term limits between the performance standards and the Bylaws. This topic will be further discussed at the next Bylaws meeting currently scheduled for August 10, 2021at 5:30 p.m.

4. Presentations

a. **Home Visiting Program, EHS Home Based and Child Care Partnership – Esperanza Contreras, Partnership Administrator**

Esperanza provided a brief background on the three programs members of her team would be sharing with the Council. These programs included the Home Visiting Program which is a partnership with the Department of Human Services, led by Program Manager Norma Bautista; Early Head Start Partnership and Early Head Start Home-based Program which are both led by Program Manager Rosita Curry.

Norma shared the Home Visiting Program (HVP) was developed by the California State Department of Social Services in 2019. The design of the program was intended to support positive health, development and well-being outcomes for pregnant women, families and infants born into poverty. The program works to expand future educational, economical, and financial opportunities for CalWORKs participants. The HVP currently has 17 visitors serving the greater Bakersfield areas including Delano, Arvin, Wasco, McFarland, and Lamont. Working with enrolled clients the team focuses on pre-natal and post-partum care, children's milestones and providing socialization opportunities. Norma also shared information regarding the expansion of the program which would increase the number of clients served in June 2021. HVP Home Visitor Melissa De La Garza was introduced, sharing information with the group as to what her role as a home visitor is and the support, provided to families enrolled in the program. Home Visitors create and build positive relationships with families and support them in recognizing they are their child's first teacher and their role model.

Rosita introduced Mary Lopez, Home-based Supervisor who spoke about the eligibility requirements as well as placement priorities for the Early Head Start Home-based Program. She noted that as a requirement, educators are to have 46 home visits and 22 socializations with their families. The home-based program has 12 educators serving Bakersfield as well as the Delano, Arvin, Wasco, McFarland, Shafter, and Lamont areas. The home-based program option serves pregnant women and children from birth through 3 years of age. Through the Family Partnership Agreement and Parent Survey, educators provide resources to support families' needs. Home-based educator Loana Juarez was introduced and spoke about her experience as an educator over the past 6 years. Loana also shared information on the home-based program and the variety of services provided to families. Some of these services include, (virtual) weekly visits whether that be by text, phone call, video calls, Zoom, etc. Weekly food box distribution made possible through special (pandemic) funding also takes place as do bi-weekly socializations, weekly lesson plans and more. Services for pregnant mothers are based upon the needs of the mom and the developmental age of the (unborn) child. The program also has a nurse available should the parent have any concerns. Once the child is born, the nurse also conducts a postpartum visit. The research-based curriculum ReadyRosie is another resource available to families. This is an application that offers quick 2-minute videos showing parents how to have a variety of creative and meaningful experiences in various settings. Loana also shared the curriculum used by the program, *Partners for Healthy Babies* and is based on the child's age and provides topics educators can use to support both age-appropriate learning and family development. Assessments utilized were also shared which included but was not limited to Desired Results Developmental Profile and Home Visiting Rating Scale. Loana shared that educators are never alone; they are always supported by their supervisor and by members of the support services teams. In providing comprehensive services the family engagement, health, nutrition, wellness, inclusion, and education teams help to support any referrals families may need.

Partnership Coordinator, Nicole Callahan stated the EHS Partnership Program currently has five community partners who are infant/toddler care centers serving low-income populations. In speaking briefly about each partner Nicole shared Bakersfield College is a state funded program serving children of enrolled students. Non-student children can be accepted to the program if space is available, and a need is indicated such as employment or job search. Blanton Center operated through Kern County Superintendent of Schools is also a state funded program serving infants and toddlers of young parents under the age of 21. Many of the parents in this program attend local high schools. Garden Pathways is a private child-care center serving low-income families receiving a subsidy through Community Connections. Taft College Children's Center is also a state funded program which receives specific funding to serve migrant children. Escuelita Hernandez is a private bilingual center serving children

from low-income families who have a subsidy through Community Connections. The Partnership supports families through completing family partnership goals with them. The parent education curriculum ReadyRosie is also available to families which includes parent workshops. The *Parents on a Mission*, Parent Leadership Training is available for families. Your Money Your Goals, a financial literacy training will soon be available as well. Nicole concluded stating all five partner centers also offer virtual services.

5. <u>Consent Agenda</u> ***ACTION**

The Consent Agenda consists of items that are considered routine and non-controversial. These items are approved in one motion unless a member of the Council or the public requests removal of a particular item. If comment or discussion is requested, the item will be removed from the Consent Agenda and will be considered in the order listed.

a. Policy Council Meeting Minutes – April 27, 2021 (English/Spanish)
b. Planning Committee Meeting Minutes – May 4, 2021 (English/Spanish)
c. Kern Head Start Budget vs. Actual Expenditures, March 1, 2020 through February 28, 2021
d. Kern Early Head Start Budget vs. Actual Expenditures, March 1, 2020 through February 28, 2021
e. Kern Head Start Budget vs. Actual Expenditures, March 1, 2021 through April 30, 2021
f. Kern Early Head Start Budget vs. Actual Expenditures, March 1, 2021 through April 30, 2021
g. Early Head Start San Joaquin Budget vs. Actual Expenditures, February 1, 2021 through April 30, 2021
h. Early Head Start Child Care Partnerships Budget vs. Actual Expenditures, March 1, 2020 through February 28, 2021
i. Early Head Start Child Care Partnerships Budget vs. Actual Expenditures, March 1, 2021, through April 30, 2021
j. Parent Local Travel & Childcare through April 30, 2021
k. Parent Activity Funds through April 30, 2021
l. Kern Head Start and Early Head Start Non-Federal and In-Kind Report, March 1, 2020, through April 30, 2021
m. San Joaquin Early Head Start Non-Federal and In-Kind Report, February 1, 2021 through April 30, 2021
n. Head Start Program Review Evaluation (PRE) Report – April
o. FY 2021 American Rescue Plan Funding Increase for Head Start Programs ACF-PI-HS-21-03; Issuance Date: May 4, 2021
p. Teachable Moments: How to Help Your Child Transition Smoothly Between Places and Activities – Backpack Connection Series
q. Children's Mobile Clinic – June 2021 (English/Spanish)
r. Children's System of Care – Kern Behavioral Health & Recovery
s. School Readiness Subcommittee Meeting Dates
t. Planning Subcommittee Meeting Dates
u. Budget & Finance Subcommittee Meeting Dates
v. Bylaws Subcommittee Meeting Dates
w. Policy Council Meeting Dates

Motion was made by Nila Hogan to approve consent items (a) through (w); seconded by Laura Gonzales. Motion carried unanimously.

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

a. **Election of Kenia Contreras to the Policy Council Planning Committee**
This item was removed from the agenda, as the member was not in attendance.
b. **Early Head Start San Joaquin County Carryover Request 2021 – Vanessa Cortez, Administrative Analyst**
Vanessa stated a request to carryover leftover funds from the 2020-2021 budget year for the San Joaquin grant be moved into the 2021-2022 budget year. A large reason for there being unused monies stems from the pandemic. The request seeks to move $588,553 into the current budget year this includes space funding, training and technical assistance and CARES Act funding. Projects have been identified for which these carryover funds would be used for which includes, improving outdoor environments, playground equipment as well as making minor repairs and renovations to the centers. Training and technical assistance funds would be utilized to bring trauma informed care training. This

training enables provides to better identify health risks and determine critical next steps in children's care. CARES Act funds will be used to support continued efforts in response to the pandemic. Vanessa shared the regional office is aware of the leftover funds and anticipates receiving a carryover request. Early Head Start San Joaquin budget detail was also provided to members. Staff recommended the Policy Council approve the submission of the Early Head Start San Joaquin County Carryover Request 2021. Motion was made by Rosalinda Valencia; seconded by Nicole Cabe. Motion carried unanimously.

c. **Head Start and Early Head start Kern Supplemental Funds Request for Oasis 2021 – Vanessa Cortez, Administrative Analyst**
Vanessa shared the Head Start/State Child Development Program is seeking approval to submit a request for supplemental funds in the amount of $390,616. These funds would be utilized to support the repair of damages that occurred as from the 2019 Ridgecrest earthquakes, specifically at the Oasis Child Development Center. Immediately following the quakes after a preliminary assessment, damages to the center were addressed through minor renovations to ensure no health and safety issues exist. A recent inspection identified a need for significant renovations to create a long lasting and durable structure. Damages noted included sidewalks, outdoor play areas, as well as to a block wall and the roof. The anticipated timeline for completion of these projects is Fall/Winter 2021. Budget detail for this request was provided. Staff recommended Policy Council approval for Head start and early Head Start Kern Supplemental Funds Request for Oasis. Motion was made by Teresa Fajardo; seconded by Brittany Dunbar. Motion carried unanimously.

7. <u>Standing Reports</u>

a. **Program Governance – Lisa Gonzales, Program Governance Coordinator**
Lisa thanked members for their commitment and dedication. She spoke about May being Mental Health Awareness month speaking specifically to the Children's System of Care flyer in the Policy Council Packet. Lisa stated there are many provider locations throughout Kern County; this program is an extension of (Kern) Behavioral Health & Recovery Services. Services offered include diagnostic assessments, therapeutic behavioral services, family, and individual counseling and more. In continuing this dialog Lisa shared with members mental health resources for adults both in Kern and San Joaquin Counties. Information provided included a Family Handbook for families of individuals with mental illness. The Kern County Community Guide for Hope as well as the San Joaquin County Mental Health Matters guidebook. Lisa also shared the 24-hour crisis hotline for both counties. In addition, links to the respective county Behavioral Health Services were shared as Lisa spoke to the importance of removing the stigma from mental health. Concluding her report Lisa shared with members a mindfulness journal with writing prompts to promote self-reflection and to encourage centering. She shared with members how important they were and how valued they are; adding for their emotional health and wellbeing they deserve to take a few minutes to themselves to pay attention to their mental health. Lisa shared with members they would all be receiving the *Do One Thing Every Day That Centers You* journal and thanked them for their time and attendance.

b. **Community Representative – Nicole Cabe, Past Parent; Nila Hogan, Community Representative**
Nila shared information regarding a summer reading program offered through Cal State Bakersfield (CSUB). She stated that there is a cost associated with this program however waivers are (typically) available. The reading program will be conducted virtually. Nila shared this program serves children ages 4 years old through high school. She encouraged members to view the website for additional information. Nicole spoke congratulatory words towards teachers and students for navigating and making it through the current school year. She added working at a school she knows the challenges everyone faced and very proud of everyone for learning how to maneuver and making it through another year!

c. **Early Head Start San Joaquin – Rosalinda Valencia**
Rosalinda shared that a Social & Emotional Literacy Workshops for parents and staff conducted in Spanish took place on May 19, 2021, with 26 participants in attendance. There were 13 parents in attendance at the first Virtual Parent Meeting held in April. The next Virtual Parent Meeting will be held on May 29, 2021. The Pyramid Model Backpack Series Handout *How to Help Your Child Transition Between Places and Activities* will be shared with attendees. Rosalinda also shared the Spring Family Outcome Survey was recently completed and data was shared with staff and will be shared with parents through a S'mores newsletter. With a focus on healthy eating, exercising and self-care a

S'mores newsletter was sent to parents. Included were 2 videos focusing on what self-care is, why it is important and how exercise improves mental health; this S'more has received more than 54 views to date. Information about the Pyramid Model including videos, parent handouts as well as the father/family engagement calendar more were also shared with parents through a S'more with 161 views to date. Rosalinda stated San Joaquin County continues to focus on recruiting noting staff recently provided 500 flyers to the Family Resource Center. She also shared; center-based enrollment is at118 with the home-based option at 95 for a total program enrollment of 213.

d. **Early Head Start Partnership – Nicole Callahan, EHS Child Care Partnership Coordinator**
Nicole stated that a Partnership Parent Advocate recently had the opportunity to share program information at a local event. Additionally, staff attended a Community Wellness Event hosted by a local church organization. The Partnership Team has reached out to the Maricopa School District to connect with families that may need services. Nicole shared Bakersfield College received a Presidential Leadership Award for having zero COVID-19 cases. They also received a 4-year grant in the amount of $1M giving equating to nearly $280,000 per year to provide extra childcare hours for student's families, updates to the playground, purchase of a research-based curriculum, hiring of additional staff and more. Construction at La Escuelita Hernandez is ongoing with anticipation of projects to be completed in July. The public will be invited to attend an Open House event including a ribbon cutting ceremony as well as a raffle. The Parents on a Mission Training will conclude on May 26, 2021, at which time each parent participant will receive a certificate and a prize that will support family engagement in the home. Family Advocates have supported their families by providing over 320 resources and 47 families are registered with ReadyRosie. In July 2021 Family Advocates will be providing a series of trainings for families to support their financial goals.

e. **Board of Directors – Jimmie Childress, CAPK Board Member**
No report at this time.

f. **Head Start/State Child Development – Yolanda Gonzales, Head Start/State Child Development Director**
Yolanda thanked members for taking time out of their evening to attend tonight's meeting. She also expressed deep appreciation to parents for being so supportive of staff as they implement all the new health protocols and safety measures due to the pandemic. She is very grateful for teaching staff as they've done an amazing job at keeping environments clean and sanitized. Yolanda shared over this time we have learned many new things, adding who would have ever thought you'd have to wait months on end to get a laptop, iPad, or even new refrigerator? Yolanda shared that the program has received additional funding (through COVID funds) which in turn has allowed us to provide an extension to our part year programs. She stated, last week (May 21) was the last day for part year students with staff's last day scheduled for May 28, 2021. Yolanda shared in reaching out to staff to see if they would be willing to stay for the summer extension many were willing. Many children missed out on participating in in classroom teaching and learning. Because of this, the program wanted to keep its doors open. Yolanda shared there will be an extensive summer curriculum to prepare children and to ensure they are kindergarten ready. In addition to the summer extension program Yolanda shared that outdoor learning environments are so important. They allow children to be more active and the ability to explore their natural surroundings. She added in the next few months parents will see work being done at all our playgrounds; they may see gardens and other outdoor environments being created. Yolanda shared that May many things. She spoke about the Child Adult Care Food Program (CACFP) review which passed with flying colors; great pride in staff was expressed. Not long thereafter notification was received indicating the federal review for Head Start would be taking place in early May. The program was thoroughly prepared, and staff shined! The reviewer shared that our program should be one that other programs come to visit before they open a Head Start program. There were no findings in the federal review, it was amazing! She went on to share while celebrating these successes we had our state review on May 17, 2021. Again, it was shared that we are a program of excellence and could serve as a mentor program to others. Yolanda shared with parents that it is in large part because of parent support as well as that of our Board of Directors who are our partners. They are making the decisions that allow us to have the stellar program we do. She furthermore expressed gratitude for working together to make a difference in the lives of children and families in our community. In speaking about part year staff looking forward to their time off and the encouragement they receive from management to take care of themselves and enjoy vacations Yolanda encouraged members to do the same. She also encouraged parents to keep routines and to continue to read to

their children during the summer months adding this structure will support their transition when they return to school in August. Information regarding the upcoming (second) Virtual Parent Meeting was shared. This meeting will be held on Zoom, Thursday May 27, 2021, at 2:00 p.m. Yolanda shared this is a great way to reach out and connect with parents. She added information will also be shared regarding the summer extension program. In speaking to self-care, Yolanda mentioned that one of the things learned during COVID is exactly how important it is to take care of yourself. She stated as parents we are nurturers and want to take care of others, but we sometimes forget to take care of ourselves. Yolanda shared a quote reminding all how necessary, and unselfish it is to practice self-care. Members were thanked for their time, commitment and support of Policy Council as well as for all the wonderful information shared.

8. **Policy Council Chairperson Report**

Andrea thanked Yolanda for the information shared noting the program has great staff and adding that she (Yolanda) is at the heart of the program. Andrea stated that she has noticed there has been a change in the classroom and inquired as to if wea re going to continue to have both teachers in the classroom? Yolanda shared that the program is working hard to increase staff at facilities so that we can continue to keep our doors open. She acknowledged it is a burden on parents when we must close. Management is working hard on staffing, and one of the top priorities is to hopefully increase staff at all sites. Andrea shared that she has taken notice of this, and it has allowed her to work a little more or have that additional time for which she is appreciative. Andrea stated that because the final session of the Parent Advocate Academy has been rescheduled and not yet taken place, she has no updates to share at this time.

9. **Policy Council Member Comments**

Nila stated the CSUB Summer Reading program also has in person sessions however spaces are limited with enrollment dates closing at the end of the week.

10. **Next Scheduled Meeting**

The next meeting will be held on Tuesday, June 22, 2021 at 5:30 p.m.

11. **Adjournment**

Chairperson, Andrea Martinez adjourned the meeting at 6:45 p.m.

ASOCIACIÓN DE ACCIÓN COMUNITARIA DE KERN
RESUMEN LA JUNTA DEL CONCILIO DE PÓLIZA
25 de mayo, 2021
Número de identificación para Teleconferencia: 546 921 352#
Por Orden Ejecutiva Gubernamental N-25-20

1. **Convocación de Reunión**
   Andrea Martínez, presidenta llamo la junta al orden a las 5:33 p.m.
   a. La secretaria Águeda Hernández pasó lista; se estableció cuórum.
   Miembros del concilio de póliza presentes: Jimmie Childress, Nicole Cabe, Brittany Dunbar, Teresa Fajardo, Laura Gonzales, Águeda Hernández, Nila Hogan, Kaylonie Howard, Andrea Martínez, Ashley McAllister, Rosalinda Valencia

2. **Comentarios públicos**
   El público que desee dirigirse al Concilio de Póliza puede hacerlo en este momento. Sin embargo, el concilio no tomará ninguna acción, sólo 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.*

3. **Reportes de Comités permanentes**
   a. **Comité de preparación escolar**
      El objetivo actual del comité de preparación escolar está centrado en el desarrollo social y emocional. El plan de lecciones, Preparándose para el Kínder, acaba de completarse e iniciarán con la Diversión de verano. La nube (cloud) de plan de estudios creativo, se está utilizando para todos los programas de año completo; este es un plan de estudios digital para apoyar el aprendizaje de la primera infancia. También se han terminado las evaluaciones de perfil de desarrollo y el personal está terminando de realizar las conferencias con los padres. La división de salud está distribuyendo suministros dentales, los cuales fueron donados por el proyecto Sonrisa Infantil Saludable y la fundación Donación Maravillosa (Wonderful Giving Foundation). La próxima reunión del comité de preparación escolar, se llevará a cabo el próximo 10 de junio, 2021 a las 5:30. El tema principal de dicha reunión será sobre la división de Compromiso e Incorporación de la familia y la oradora será María Guadian.
   b. **Comité de planeación**
      El comité de planeación se reunió el 4 de mayo, 2021. Se revisó el informe de evaluación y revisión del programa; en este se incluye la tasa de inscripción de todos los programas, así como el programa de alimentación y cuidado infantil y de adultos. La cocina central preparó 68,511 alimentos durante el mes de abril. Se añadió que se presentará una solicitud de transferencia de fondos. Esta le permite al programa transferir fondos de un año fiscal a otro. Se añadió que el programa está formulando esta solicitud para la aprobación de la transferencia de los fondos del año fiscal 2020-2021 para el año fiscal 2021-2022.
   c. **Comité de presupuestos y finanzas**
      El comité de presupuestos y finanzas se reunió el 18 de mayo, 2021. Durante esta junta se presentaron los documentos actuales de los estados reales de los subsidios de Head Start y Early Head Start. Se solicitar la transferencia de fondos de COVID para los programas de Head Start y Early Head Start para el periodo presupuestario actual. Las cifras de estos fondos se reflejarán en los reportes una vez que se aprueben. Dentro de estas revisiones se reflejará el estado de fondos adicionales de COVID. Todos los reportes y documentos de han añadido al paquete del concilio de póliza. La próxima junta del comité de presupuestos y finanzas se llevará a cabo el 15 de junio, 2021 a las 5:30 p.m.
   d. **Comité de estatutos**
      El comité de estatutos se reunió el 11 de mayo, 2021. El comité revisó y discutió la sección de preguntas frecuentes del centro de aprendizaje de la primera infancia (ECLKC, siglas en ingles), con respecto al programa de gobernanza. Los temas que se abordaron fueron con respecto a la junta

directiva, así como el concilio de póliza. También se revisaron los límites de participación como se establece en las normas de desempeño de Head Start. Durante dicha revisión se descubrió una discrepancia con los límites de mandato de los miembros entre las normas de desempeño y los estatutos. Este tema se revisará a profundidad en la próxima reunión del comité que se llevará a cabo el 10 de agosto, 2021 a las 5:30 p.m.

4. <u>Presentaciones</u>

a. **Programa de visitas a domicilio, asociación de cuidado infantil y programa de educación a domicilio de EHS – Esperanza Contreras, administradora de la asociación.**
Esperanza proporcionó una breve descripción de los tres programas sobre que miembros de su equipo proporcionaron información más a fondo con el concilio. Los programas que Esperanza maneja dentro de la asociación son el programa de visitas a domicilio, el cual surgió a partir de una asociación con el departamento de servicios humanos, el cual dirige Norma Bautista. También bajo su mando se encuentra el programa de educación a domicilio de Early Head Start y la asociación de cuidado infantil, ambos programas son supervisados por Rosita Curry.

Norma informó que el programa de visitas a domicilio (HVP, siglas en inglés) fue desarrollado por el departamento de servicios sociales del estado de California en el 2019. El programa se diseñó para el apoyo de salud, desarrollo y bienestar para las mujeres embarazadas, las familias y bebés que nacen dentro de la pobreza. Dicho programa trabaja en la expansión de oportunidades educativas, económicas y financieras a futura para las personas participantes en el programa de CalWORKs. Actualmente el programa cuenta con 17 empleados que visitan a sus clientes en Bakersfield, Arvin, Delano, Wasco, McFarland y Lamont. Gran parte de enfoque se centra en el cuidado prenatal y posnatal, los objetivos infantiles y el proporcionar oportunidades de socialización. Norma también informó la expansión del programa, lo cual aumentará el número de clientas para junio 2021. Melissa de la Garza, visitante a domicilio informó al grupo sobre su función dentro del programa, así como el apoyo que se les proporciona a las familias inscritas en el programa. Los visitantes a domicilio crean y construyen relaciones positivas con las familias y les reconocen como el primer maestro y modelo a seguir.

Rosita presentó a Mary López, supervisora del programa de educación a domicilio, quien hablo sobre los requisitos para el programa, así como la determinación de colocación para el mismo. Agregó que, como requisito, los educadores tienen que realizar un total de 46 visitas y 22 reuniones para socializar con las familias. El programa de educación a domicilio cuenta con 12 educadores, quienes prestan servicios en Bakersfield, Delano, Arvin, Wasco, McFarland, Shafter y Lamont. Este programa presta servicios a las mujeres embarazadas y sus bebés hasta que cumplen 3 años de edad. Por medio de del acuerdo de sociedad y la encuesta para padres, los educadores brindan recursos para apoyar las necesidades de las familias, Loana Juárez, educadora a domicilio platico sobre su experiencia durante los últimos 6 años. Ella proporcionó información sobre el programa y la variedad de servicios que brindan a las familias, agregó que estos servicios incluyen visitas semanales (virtuales por el momento), vía telefónica, mensajes de texto, video llamadas por medio de Zoom, etc. La distribución semanal de alimentos se realiza gracias al financiamiento especial (de la pandemia), así como socializaciones quincenales, planes de estudios semanales y muchas otras actividades. Los servicios que se proporcionan a las mujeres embarazadas se basan en las necesidades de la madre y las necesidades de desarrollo del feto. El programa también cuenta con una enfermera disponible para los padres que tengan alguna duda. Una vez que el bebé nace, la enfermera realiza una visita de posparto. El plan de estudios de ReadyRosie es otro recurso disponible para las familias.
Esta es una aplicación que ofrece videos de 2 minutos de duración, en donde muestran a los padres como crear una variedad de experiencias educativas en diferentes entornos. Loana también compartió el plan de estudios asociación para un bebé saludable, el cual proporciona temas que los educadores pueden utilizar en base a la edad de menor, así como el tamaño de la familia para apoyar su aprendizaje. Se mostraron evaluaciones, por ejemplo, el perfil de desarrollo de resultados deseados DRDP, siglas en inglés, y la escala de calificaciones de visitas a domicilio. Loana añadió que los educadores nunca están solos, siempre cuentan con el apoyo de los supervisores y miembros del equipo de servicios de apoyo. Para brindar servicios integrales, los equipos de participación familiar,

salud, nutrición, bienestar, incorporación y educación, ayudan a respaldar cualquier otra necesidad que las familias puedan tener.

La coordinadora de la asociación EHS, Nicole Callahan, informó que durante el presente cuentan con cinco asociaciones dentro de la comunidad, quienes prestan servicios a niños (as) de bajos recursos. Nicole proporcionó una breve reseña sobre cada asociación; inició con el colegio de Bakersfield, el cual es un programa financiado por el estado que presta servicios a los hijos de estudiantes inscritos en el colegio. A los hijos de personas no inscritas en el colegio, también se les acepta, si cuentan con vacantes disponibles, y podrían recibir servicios bajo una de las siguientes categorías: por empleo o en búsqueda del mismo. El centro Blanton es administrado por el superintendente de escuelas del condado de Kern., Este programa también es financiado por el estado y presta servicios a bebé e infantes de padres menores de 21 años. Muchos de estos padres asisten a las preparatorias locales. Garden Pathways es una guardería privada que presta servicios a niños de bajos recursos por medio de un subsidio de Conexiones Comunitarias. La guardería del colegio de Taft también es un programa financiado por el estado que recibe fondos destinados para prestar servicios a los hijos de migrantes. Escuelita Hernández es un centro bilingüe privado que atiende a familias de bajos recursos y reciben subsidios de Conexiones Comunitarias. El propósito de la asociación es apoyar a las familias estableciendo objetivos para las mismas. El plan de estudios ReadyRosie está disponible para las familias e incluye talleres. Ambos talleres padres en misión y liderazgo son talleres que se ponen a disponibilidad de las familias participantes. El programa su dinero, sus objetivos, se pondrá a disposición de las familias en un futuro cercano, este proporciona guías de educación financiera. Nicole por último agregó que todas las guarderías anteriormente mencionadas también ofrecen servicios virtuales.

5. <u>Agenda de aprobación</u> ***ACCIÓN**

La agenda de aprobación consta con elementos que se consideran rutinario y no controversiales. Estos elementos se aprueban con una sola propuesta, a menos de un miembro del concilio o el público solicite la eliminación de un elemento en particular. Si es solicitado un comentario o aclaración, el elemento se eliminará de la agenda de aprobación y se discutirá en el orden indicado.

a. Resumen de la junta del concilio de póliza – 27de abril, 2021 (inglés/español)
b. Resumen de la junta del comité de planeación – 4 de mayo, 2021 (inglés/español)
c. Presupuesto de Head Start Kern vs Gastos Actuales 1 de marzo, 2020 hasta el 28 de febrero, 2021
d. Presupuesto de Early Head Start Kern vs Gastos Actuales 1 de marzo, 2020 hasta el 28 de febrero, 2021
e. Presupuesto de Head Start Kern vs Gastos Actuales 1 de marzo, 2021 hasta el 30 de abril, 2021
f. Presupuesto de Early Head Start Kern vs Gastos Actuales 1 de marzo hasta el 30 de abril, 2021
g. Presupuesto de Early Head Start San Joaquín vs. Gastos actuales, 1de febrero hasta el 30 de abril, 2021
h. Presupuesto de la asociación de cuidado infantil Early Head Start vs Gastos actuales del 1 de marzo, 2020 hasta el 28 de febrero, 2021
i. Presupuesto de la asociación de cuidado infantil Early Head Start vs. Gastos actuales del 1 de marzo al 30 de abril, 2021
j. Viajes locales para padres y cuidado infantil hasta el 30 de abril, 2021
k. Fondos de actividades para padres hasta el 30 de abril, 2021
l. Reporte de donaciones internas y fondos no federales de Kern Head Start y Early Head Start, 1 de marzo, 2020, hasta el 30 de abril, 2021
m. Reporte de donaciones internas y fondos no federales de San Joaquín Early Head Start del 1 de febrero hasta el 30 de abril 2021
n. Reporte (PRE), evaluación y revisión del programa Head Start – Abril
o. Aumento de fondos para los programas de Head Start, año fiscal 2021 plan de rescate estadounidense, fecha de emisión 4 de mayo, 2021. ACF-PI-HS-21-03
p. Momentos de enseñanza: Cómo ayudarle a su hijo (a) a cambiar de actividades o lugares – Serie de Conexión Mochila
q. Clínica de vacunación móvil – junio 2021 (inglés/español)
r. Sistema de cuidado infantil – Salud y recuperación de conducta de Kern
s. Horario de juntas del subcomité de preparación escolar

t. Horario de juntas del subcomité de planeación
u. Horario de juntas del subcomité de presupuestos y finanzas
v. Horario de juntas del subcomité de estatutos
w. Horario de juntas del concilio de póliza

Nila Hogan presentó una propuesta para la aprobación de los componentes de la (a) hasta la (w); esta fue secundada por Laura Gonzales. Propuesta aprobada por unanimidad.

6. <u>Nuevos avisos</u> ***ACCIÓN**

a. **Elección de Kenia Contreras al comité de planeación del concilio de póliza**
Este punto se eliminó de la agenda ya que el miembro no estuvo presente

b. **Solicitud de transferencia de fondos de Early Head Start del condado de San Joaquín 2021 – Vanessa Cortez, analista administrativa**
Vanesa presentó una solicitud de transferencia de fondos del año fiscal 2020-2021 para el año fiscal 2021-2022 del subsidio de San Joaquín. Uno de los mayores motivos por lo que no se utilizaron los fondos, fue debido a la pandemia. Con esta solicitud se busca transferir $588,553 al presente año fiscal con el propósito de expandir espacios, capacitación, asistencia técnica y fondos de la ley de CARES. Ya han sido identificados varios proyectos para los que se utilizarían dichos fondos, por ejemplo, la mejora de espacios al aire libre, equipo para el patio de recreo, así como reparaciones y renovaciones menores en varias instalaciones. Los fondos de capacitación y asistencia técnica se utilizarán para proporcionar capacitación informada con respecto a casos de trauma. Esta capacitación les proporciona a los proveedores información sobre cómo identificar riesgos de salud y determinar los pasos críticos en el cuidado de los infantes. Los fondos de la ley CARES, se utilizarán para el apoyo continuo en respuesta a la pandemia. Vanessa agregó que la oficina regional está informada sobre la cantidad sobrante y se encuentra en espera de la solicitud de transferencia. También se presentaron los detalles sobre el presupuesto de Early Head Start de San Joaquín. El personal recomendó la aprobación del concilio de póliza para la solicitud de transferencia de fondos del condado de San Joaquín 2021. Rosalinda Valencia presentó una propuesta para su aprobación, esta fue secundada por Nicole Cabe. Propuesta aprobada por unanimidad.

c. **Solicitud de fondos suplementarios de Head Start y Early Head Start de Kern para el centro Oasis 2021 – Vanessa Cortez, analista administrativa**
Vanessa informó que el programa de Head Start y desarrollo infantil estatal, están solicitando la aprobación del concilio para remitir una solicitud de fondos suplementarios por la cantidad de $390,616. Estos fondos se utilizarán para la reparación de daños ocurridos después de los sismos que ocurrieron durante 2019 en Ridgecrest, específicamente en el centro Oasis. Inmediatamente después de los sismos, se realizó una evaluación preliminar, las reparaciones correspondientes se realizaron para garantizar la salud y seguridad de los empleados y alumnos. Recientemente se realizó una inspección la cual identificó la necesidad de reparaciones mayores para asegurar una construcción durable. Se denotaron daños en las banquetas, las áreas de juegos al aire libre, una pared de bloque y el techo. Se anticipa la culminación de todas estas reparaciones para el otoño e invierno del presente año. También se presentaron los detalles sobre el presupuesto para esta solicitud. El personal recomendó la aprobación del concilio de póliza para la solicitud de fondos suplementarios para Early Head Start y Head Start del centro Oasis. Teresa Fajardo presentó una propuesta para la aprobación de la solicitud de fondos suplementarios esta fue secundada por Brittany Dunbar. Propuesta aprobada por unanimidad.

7. <u>Informes permanentes</u>

a. **Reporte del programa de gobernanza ~ Lisa Gonzales, coordinadora del programa de gobernanza**
Lisa agradeció a los miembros por su continuo apoyo y dedicación. Agregó que mayo, se considera el mes de concientización sobre salud mental e hizo énfasis sobre el volante del sistema de cuidado infantil que se incluyó en el paquete del concilio. Existen varias ubicaciones de proveedores en el condado de Kern; este programa es una extensión de los servicios de salud y recuperación de conducta de Kern. Los servicios que se proporcionan son evaluaciones para diagnóstico, servicios terapéuticos sobre el comportamiento, asesoramiento familiar e individual y mucho más. Aunando al mismo tema, Lisa presentó a los miembros diferentes recursos de salud mental para adultos en ambos condados Kern y San Joaquín. La información que se proporcionó incluyó un manual para la familia,

el cual consta con información de salud mental para individuos y familias. También se incluyeron la guía comunitaria de esperanza del condado de Kern, y la guía sobre asuntos de salud mental del condado de San Joaquín. Lisa agregó información sobre la línea directa de crisis, disponible 24 horas al día para ambos condados, además se compartieron enlaces sobre los servicios de salud mental. Lisa también habló sobre la importancia de eliminar el estigma sobre la salud mental. A la conclusión de su informe, Lisa compartió con los miembros la distribución de un diario de atención plena, el cual ofrece varias oraciones para promover la autorreflexión y fomentar el enfoque. Lisa enfatizó la importancia y valor que ellos tienen, agregando que su bienestar y salud emocional son de suma importancia y deben dedicar unos minutos de su tiempo para atender ese aspecto de su salud. Lisa compartió que todos recibirán el diario "haga una cosa cada día que se centre en usted," finalizando agradeciendo nuevamente por su tiempo y asistencia.

b. **Reporte del representante comunitario – Nicole Cabe, madre anterior; Nila Hogan, representante comunitario**
Nila ofreció información sobre el programa de lectura de verano que ofrece la Universidad de Bakersfield (CSUB). Agregó que el programa tiene un costo, sin embargo, el costo puede eximirse por medio de asistencias disponibles, El programa de lectura se llevará a cabo de forma virtual. Nila agregó que este programa está disponible para niños de 4 años hasta la preparatoria. Exhortó a los presentes a visitar el sitio web para obtener información adicional. Nicole presentó sus cumplidos a los maestros y estudiantes por los logros que obtuvieron al haber aprendido a navegar y superar el año escolar. Agregó que, trabajando en una escuela, ha experimentado los desafíos que todos hemos enfrentado y está muy orgullosa de que todos hayan aprendido a superar un año más.

c. **Reporte de Early Head Start de San Joaquín – Rosalinda Valencia**
Rosalinda informó que el 19 de mayo del año en curso, se llevó a cabo el taller de alfabetización social y emocional para padres, dicho taller se impartió en español y 26 personas participaron en el. La primera junta de padres se realizó virtualmente en abril y a esta asistieron 13 padres. La próxima reunión virtual de padres está programada para el 29 de mayo 2021. Durante dicha junta se compartirá con los asistentes el folleto del modelo pirámide de la serie mochila, que proporciona información sobre cómo ayudar a su hijo (a) a cambiar de actividades y lugares. Rosalinda compartió que se acaba de finalizar una encuesta para la familia de primavera y los resultados se compartieron con el personal y se les informará a los padres por medio de un boletín informativo Smore. Antedicho boletín se envió y el contenido está centrado en hábitos de alimentación saldable, ejercicio y cuidado personal. También se incluyeron 2 videos explicando el significado del cuidado personal y como la salud mental se mejora con el ejercicio; hasta la fecha ese boletín ha recibido 54 visitas. Se ofreció también información sobre el modelo pirámide, videos, folletos para padres y también el calendario de participación masculina y de la familia, este boletín ha recibido 161 visitas a la fecha. Rosalinda agregó que el condado de San Joaquín continúa enfocándose en la contratación de personal y el mismo distribuyó 500 volantes en el centro de recursos para la familia. Agregó que la inscripción en las guarderías suma un total de 118 y 95 para los servicios a domicilio para un total de 213 inscripciones.

d. **Asociación de Early Head Start – Nicole Callahan, coordinadora de la asociación de cuidado infantil EHS**
Nicole informó que recientemente un intercesor de la asociación tuvo la oportunidad de compartir información sobre el programa en un evento local. Añadió que algunos miembros de personal asistieron a un evento de bienestar comunitario, auspiciado por una organización religiosa local. También se han puesto en contacto con el distrito escolar de Maricopa para poder ofrecer sus servicios a las familias que los necesiten. El colegio de Bakersfield recibió el premio de liderazgo presidencial por no haber tenido incidencia de casos de COVID-19. El mismo colegio recibió fondos por un total de un $1 millón de dólares, el equivalente a $280, 000 por año escolar, el cual otorga horas adicionales de cuidado infantil para las familias de los estudiantes, el reemplazo de juegos en el área de recreo, la compra de un plan de estudios basado en investigación, así como contratación de personal adicional entre otros. La construcción de la escuelita Hernández continúa su curso y se anticipa que los proyectos se terminarán en julio. Se le invitará al público a la reinauguración la cual incluye una ceremonia y rifa. El taller de padres en misión culminará el 26 de mayo, 2021. En la última sesión se entregarán un certificado de participación, así como un premio que apoyará el compromiso de la familia en casa. Los intercesores de la familia han apoyado a las familias participantes con más

de 320 recursos y 47 familias se han inscrito en la aplicación de ReadyRosie. Por último, durante el mes de julio 2021, los intercesores de la familia ofrecerán capacitaciones para apoyar las metas financieras de cada familia.

e. **Reporte de la junta directiva – Jimmie Childress, miembro de la junta directiva**
Nada que reportar.

f. **Reporte de la directora de HS, Desarrollo infantil estatal – Yolanda Gonzales, directora de HS/Desarrollo Infantil Estatal**
Yolanda agradeció a los miembros para su participación de esta noche. Expreso su profundo agradecimiento a los padres por su apoyo al personal, en la implementación de los protocolos de salud y medidas de seguridad debido a la pandemia. También expreso su profundo aprecio por el personal docente, ya que han hecho un increíble trabajo para mantener los salones limpios y desinfectados. Agregó que, durante los últimos meses, hemos aprendido muchas cosas nuevas, y nunca se hubiese imaginado que se tomaría tantos meses en conseguir una computadora portátil, un iPad e incluso un refrigerado nuevo. Yolanda informó al concilio que el programa recibió fondos adicionales (a través de COVID), esto nos permite mantener abiertos ciertos centros que solo funcionan medio año. Por el momento la última clase se impartió el 21 de mayo y los centros cesarían funciones el 28 de mayo, 2021. Nos pusimos en contacto con el personal de medio año para asesorar su disponibilidad para el curso de verano, y muchos de ellos afirmaron su disponibilidad, Muchos niños perdieron la oportunidad de participar en la instrucción y aprendizaje del aula; debido a esto el programa decidió mantener las puertas abiertas para los centros de medio año. Yolanda agregó que habrá un extenso plan de estudios de verano para preparar a los niños para su entrada al jardín de niños.
Además del programa de verano, Yolanda enfatizó la importancia de las experiencias al aire libre. Estas experiencias les dan la oportunidad a los alumnos de tener más actividad y capacidad de explorar el entorno natural. Continuó informando sobre los proyectos para los próximos meses, como los patios de recreo, la creación de jardines entro otros más. Siguió con su informe, durante el mes de mayo el programa de alimentación y cuidado infantil y para adultos (CACFP, siglas en inglés) recibió una revisión, la cual aprobaron, con mucho éxito, Yolanda expresó lo orgullosa que se siente por el personal de la cocina. Después de esta revisión, se recibió notificación de una revisión federal que se llevaría a cabo a principios de mayo, esta revisión culmino exitosamente. La persona asignada a la revisión federal expresó que nuestro programa debería de ser un ejemplo para futuras operaciones de Head Start. Aun en medio de la celebración de ambas inspecciones, se recibió notificación del estado, quienes llevarían a cabo la correspondiente inspección que se llevó a cabo el 17 de mayo, 2021. Nuevamente el inspector asignado a nuestro programa dijo que somos un programa excelente y deberíamos servir como ejemplo para otros programas. Yolanda reconoció que estos éxitos obtenidos, son gracias al apoyo que el programa recibe de los padres y la junta directiva. Ambos toman decisiones que nos permiten tener el extraordinario programa que administramos. Expresó su agradecimiento por la cooperación de todos para hacer la diferencia en las vidas de los niños y familias de nuestra comunidad. Continuó expresando su agradecimiento al personal de medio año quienes esperan ansiosamente sus vacaciones y agradecen el continuo apoyo que reciben de la administración. Yolanda exhortó a todos los padres a disfrutar de sus vacaciones, así como también continuar las rutinas y la lectura durante el verano, agregó que esto continúa apoyando la transición hasta el regreso a clases en agosto. Se distribuyó la información pertinente a la segunda junta virtual de padres, esta se llevará a cabo por medio de la aplicación de Zoom en jueves 27 de mayo, 2021 a las 2 p.m. Yolanda expresó que esta es una excelente manera de acercarse y conectarse con otros padres, añadiendo que durante esta junta se proporcionará toda la información sobre el programa de verano. Prosiguió hablando sobre el cuidado personal, dijo que una de las cosas que hemos aprendido durante COVID, es la importancia de cuidarse. Ella dijo que es natural que como padres siempre queremos cuidar a los demás, pero muchas veces nos olvidamos de nosotros mismos. Yolanda compartió una cita, que nos recuerda lo importante y necesario que es cuidar de nosotros mismos. Por último agradeció a todos los presentes por su tiempo, compromiso y apoyo al concilio de póliza, así como también por toda la información que se compartió en esta junta.

8. **<u>Concilio de póliza – Andrea Martínez, presidenta del concilio de póliza</u>**
Andrea agradeció a Yolanda por toda la información que se distribuyó, enfatizando que el programa

cuenta con excelentes empleados, añadiendo que ella es el centro del programa. Andrea dijo que ha notado cambios en las aulas, y preguntó si el programa continuará tendiendo a dos maestros en el aula. Yolanda aseguró que el programa está trabajando arduamente en la contratación de personal, para aumentar el número en las guarderías y poder mantenerlas abiertas. Reconoció que es frustrante para los padres cuando necesitamos realizar un cierre. La gerencia continúa su ardua labor para proporcionar el personal necesario y una de las principales prioridades es, contar con el personal capacitado en todas estas. Andrea agradeció la ardua labor, y reconoce que, debido a estos cambios, ella puede trabajar un poco más o tener tiempo libre. Por último, Andrea agregó que la última sesión de academia de padres defensores ha sido pospuesta y todavía no se lleva a cabo, por el momento no cuenta con ninguna otra información.

9. **Comentarios de los miembros del concilio de póliza**
   Nila nuevamente recordó a los presentes sobre el programa de lectura de verano en CSUB, añadió que cuentan con sesiones en persona, sin embargo, el cupo es limitado y las inscripciones finalizan al final de esta semana.

10. **Próxima junta programada**
    La próxima junta se llevará a cabo el 22 de junio, 2021 a las 5:30 p.m.

11. **Conclusión**
    La presidenta, Andrea Martínez concluyo la junta a las 6:45 p.m.

COMMUNITY ACTION PARTNERSHIP OF KERN HEAD START/STATE CHILD DEVELOPMENT
POLICY COUNCIL BYLAWS COMMITTEE MEETING
Held Via Tele-Conference Per Governor's Executive Order N-25-20
Call in Number: (213) 204-2374 Conference ID: 324 129 730#
May 11, 2021 Meeting Minutes

1. **Welcome**
   The group was welcomed to the meeting.

2. **Call to Order**
   a. The meeting was called to order at 5:33 p.m. by Chairperson Kaylonie Howard.

3. **Roll Call and establish Quorum (half plus one)**
   a. Quorum was established.
   b. Present: Kaylonie Howard, Andrea Martinez, Jimmie Childress, Nicole Cabe
   c. Absent: Semeen Muhammad

4. **Approval of Agenda**
   A motion was made by Andrea Martinez to approve the agenda dated May 11, 2021; seconded by Jimmie Childress. Motion carried.

5. **Approval of Minutes**
   A motion was made by Andrea Martinez to approve the minutes dated February 9, 2021; seconded by Kaylonie Howard. Motion carried.

6. **Introduction of Guests**
   Staff sponsor, Lisa Gonzales, Program Governance Coordinator was the only guest in attendance.

7. **Public Forum**
   (The public wishing to address the Policy Council Bylaws Committee may do so at this time; however, the Committee will take no action other than referring the item to staff for study and analysis.)
   None

8. **Presentation / Discussion Items**
   a. ECLKC: Head Start Program Governance: Frequently Asked Questions
   Frequently asked questions as acquired from the Early Childhood Learning Knowledge Center (ECLKC) regarding program governance were reviewed and discussed with the committee. It was noted when questions related to this topic arise, we can always refer to the Head Start Performance Standards and/or our Policy Council Bylaws. Subject matter included but was not limited to questions regarding the governing board, its composition as well as members' areas of expertise. In addition, responsibilities, as related to the Head Start Program were also discussed. Selection requirements and conflict of interest with regard to Policy Council members were also reviewed as was employee's inability to serve on the Council and the reasons for such. Also discussed were the differences between Policy Council, Policy Committee and Parent Committee.
   b. Review of Policy Council Bylaws
   The committee continued to review each article and subsection of the Policy Council Bylaws in depth with discussion and clarification provided as needed. Areas covered included, seating and training of members, vacancies within the council, termination, and more. Composition and regional representation as outlined in Section 2 of Bylaws prompted discussion and clarification regarding membership status should a members

child change program options. It was noted the member may remain on Policy Council until the position is filled. Once the position is filled the member is terminated however, they can seek election through their new parent committee. Additionally, terms of membership as noted in Section 7 of the Bylaws was reviewed and subsequent questions followed. It was noted that the membership term in the Bylaws (3 years) differs from the Head Start Performance Standards (5 years). Lisa shared with members the rationale behind the term limit in the Bylaws was to ensure that a wide cross section of parents/guardians were given ample opportunity to participate in Policy Council. Brief discussion ensued; members were informed they may address this topic further if this were an area they would like to revisit or discuss in depth for potential change. The committee will continue to examine and discuss the balance of the bylaws at future meetings until the entire document has been reviewed to the committee's satisfaction and understanding.

9. Announcements/Committee Member Comments

None

10. Adjournment

Meeting was adjourned at 6:11 p.m.

ASOCIACIÓN DE ACCIÓN COMUNITARIA DE KERN HEAD START/DESARROLLO INFANTIL ESTATAL
RESUMEN DE LA JUNTA DEL COMITÉ DE ESTATUTOS DEL CONCILIO DE PÓLIZA
Junta a llevarse a cabo por Teleconferencia por orden ejecutiva gubernamental N-25-20
Número de teléfono: (213) 204-2374 Número de identificación de la conferencia: 324 129 730#
Resumen de la junta 11 de mayo, 2021

1. **Bienvenida**
   Se dio la bienvenida de los miembros de la junta.

2. **Llamado al orden**
   a. Kaylonie Howard, presidenta llama al orden la junta a las 5:33 p.m.

3. **Pase de lista y establecimiento de cuórum (la mitad más uno)**
   a. Se estableció cuórum.
   b. **Presentes:** Kaylonie Howard, Andrea Martínez, Jimmie Childress, Nicole Cabe
   c. **Ausentes:** Semeen Muhammad

4. **Aprobación de agenda**
   Andrea Martínez presentó una moción para la aprobación de la agenda fechada el 11 de mayo, 2021; esta fue secundada por Jimmie Childress. Moción aprobada.

5. **Aprobación de minutos**
   Andrea Martínez presentó una moción para la aprobación de los minutos fechados el 9 de febrero, 2021; esta fue secundada por Kaylonie Howard. Moción aprobada.

6. **Presentación de invitados**
   Lisa Price, patrocinadora del comité y coordinadora del programa de gobernanza, fue la única invitada presente.

7. **Foro Público**
   (El público que desee dirigirse al comité de estatutos, puede hacerlo en este momento, sin embargo, el comité no tomara ninguna acción, más que referirlo a los empleados para su estudio y análisis.)
   Ninguno

8. **Presentación/discusión de temas**
   a. ECLKC: Programa de gobernanza de Head Start; Preguntas frecuentes
   El comité revisó y discutió la sección de preguntas frecuentes del Centro de aprendizaje de la primera infancia (ECLKC, siglas en inglés), con respecto al programa de gobernanza. Se hizo énfasis que cuando se presentan preguntas al respecto, se pueden consultar en las normas de desempeño de Head Start, así como también con los estatutos del concilio de póliza. Los temas que se abordaron, pero no se limitaron a la junta directiva, su composición, así como las áreas de especialización de los miembros. También se abordó el tema desde las responsabilidades respecto al programa de Head Start. Se enlistaron los requisitos de selección, así como también el conflicto de interés con respecto a los miembros del concilio, y la inhabilidad de un empleado de fungir en el mismo. Por último, se les informó a los miembros las diferencias entre el concilio de póliza y el comité de padres.
   b. Revisión de estatuas del concilio de póliza
   El comité continuó revisando exhaustivamente cada artículo y sección de los estatutos del concilio de póliza, se fueron proporcionando las aclaraciones correspondientes. Las áreas que se cubrieron fueron: el cupo y capacitación de los miembros, las vacantes dentro del concilio y cancelación de membresía entre otros temas. Se llevó a la mesa la

composición y representación regional como se establece en la sección 2 de los estatutos, en donde se solicitó aclaración con respecto a la membresía, la cuestión se refirió al cambio de opción del programa para un miembro. Se indicó que el miembro en función ocuparía dicho cargo dentro del concilio de póliza hasta que se encontrara un suplente. Una vez que se haya suplantado, el miembro podría volverse a postular dentro del nuevo comité de padres al que pertenezca. También se revisaron los términos de membresía como se indica en la sección 7 de los estatutos, en donde se indica que el periodo de membresía en el comité de estatutos (3 años) difiere de las normas de desempeño de Head Start. Lisa informó a los miembros que la razón fundamental para este límite conlleva el fin de ampliar una gran variedad de participantes para el concilio de póliza. Se desató un breve debate y se les informó a los miembros que este tema se podría abordar más a fondo, si ellos así lo deseaban para proponer un posible cambio. El comité continuará debatiendo y examinando el resto de los estatutos en reuniones futuras, hasta haber revisado el documento con el conocimiento y satisfacción del comité.

9. <u>Anuncios/comentarios de los miembros del comité</u>

Ninguno

10. <u>Conclusión</u>

La junta se clausuró a las 6:11 p.m.

Community Action Partnership of Kern
Head Start / State Child Development
Policy Council Budget & Finance Committee
Meeting Minutes
May 18, 2021
(213) 204-2374 Meeting ID: 468 392 850#

1. **Welcome**
   The group was welcomed to the meeting.

2. **Call to Order**
   a. Meeting was called to order at 5:33 p.m. by Chairperson Ashley McAllister.

3. **Roll Call and establish Quorum (half plus one)**
   a. Quorum was not established.
   b. PC Members present: Ashley McAllister,
   c. PC Members not present: Teresa Fajardo

4. **Approval of Agenda**
   Approval not allowed because quorum not established

5. **Approval of Minutes**
   Approval not allowed because quorum not established

6. **Introduction of Guests**
   Guests in attendance were Lisa Price, Program Governance Coordinator and Heather McCarley, Finance Manager.

7. **Public Forum**
   (The public wishing to address the PC Budget & Finance Committee may do so at this time; however, the Committee will take no action other than referring the item to staff for study and analysis.)
   None

8. **Presentation / Discussion Items** – Heather McCarley, Finance Manager
   a. Budget to actual information was shared with the committee for Kern HS/EHS, and EHS Partnership for the budget period ending February 28, 2021 to close the prior budget periods. Budget to actual information was given for all of the Head Start grants, Kern, HS/ EHS, San Joaquin and EHS Partnership budget for budget period ending April 30, 2021. Explanation given regarding coming in under budget and expectations to carryover the funds to the new budget periods with identified projects, including the COVID CARES funding. In-kind information was reviewed with an explanation given as to how members can track the percentage of in-kind their center has. Parent activity fund information was also shared with members as well as parent travel. It was noted that we are not traveling due to the pandemic so those really haven't had very much activity and no additional expenditures are expected.

9. **Communications**
   No new communications

10. **Announcements**

Reminder of the Policy Council meeting on 5/25/21and that packet information will be provided prior to the meeting.

11. <u>Adjournment</u>

Meeting was adjourned at 5:52 p.m.

Completed by: Heather McCarley
Date: 5/18/21

Community Action Partnership of Kern
Head Start / State Child Development
Policy Council Planning Committee
Meeting Minutes
June 1, 2021
Teleconference ID: 550 442 3#
Per Governor's Executive Order N-25-20

1. **Welcome**
   The group was welcomed to the meeting.

2. **Call to Order**
   - **a.** Meeting was called to order at 5:31 p.m., by Laura Gonzales.

3. **Roll Call and establish Quorum (half plus one)**
   - **a.** Quorum was established.
   - **b.** **PC Members present:** Laura Gonzales, Nicole Cabe, Nila Hogan, and Paola Sanchez.
   - **c.** **PC members absent:** Brittany Dunbar

4. **Approval of Agenda**
   - **a.** Motion to approve the agenda dated June 1, 2021, was made by Nicole Cabe; Paola Sanchez seconded. Motion carried unanimously.

5. **Approval of Minutes**
   - **a.** Motion to approve the minutes dated May 4, 2021, was made by Nicole Cabe; Laura Gonzales seconded. Motion carried.

6. **Introduction of Guests**
   Guests in attendance tonight were, Robert Espinosa, PDM Administrator, Vanessa Cortez, Administrative Analyst, and Leticia Villegas, Program Assistant/Translator.

7. **Public Forum**
   (The public wishing to address the PC Planning Committee may do so at this time; however, the Committee will take no action other than referring the item to staff for study and analysis.)
   None

8. **Presentation / Discussion Items**
   - **a.** The Division/Program Monthly Activity Report– Informational Item. The Enrollment Report was shared for May 2021. Head Start Kern reported 71% enrollment; Early Head Start of San Joaquin reported 65% enrollment during this reporting period; Early Head Start Kern and Early Head Start Partnership reported 70% and 41% respectively for the same month.

     Vanessa informed members that 5.9 % of children enrolled in Head Start Kern had an IFSP/IEP in March. Early Head Start Kern reported 12.8 %; Early Head Start Partnership reported 6.4%; San Joaquin was above the expected enrollment with a 23.3% IFSP/ IEP enrollment for the same reporting time. In the over income category, none of the programs were above the 10% goal; therefore, we were in compliance.

     The division staffing report included 97 vacant positions for the month of April. 2021; Human Resources is working to fill these vacancies. The Family Medical Leave noted that there are 24 employees on continuous leave and 103 on intermittent leave.

The highlights for this report are that 4 employees were promoted and 2 new were hired.

The compliance section states The Head Start/State Child Development division, received two reviews during the month of May. One from our State funding source, the California Department of Education, and one from our Federal funding source, the Office of Head Start. We are pleased to inform our committee both reviews were completed without non-compliance findings. Noteworthy, both reviewers applauded our processes and procedures, noting that our work is exemplary.

Vanessa presented the Child and Adult Care Food Program (CACFP) report. There was a total of 72,805 meals delivered with 64,526 prepared by Central Kitchen for the month of April 2021.

b. American Rescue Plan Funding – Informational Item. CAPK is eligible to receive more funding; an application was recently submitted for $2,625,802. On March 11, 2021, President Biden signed the American Rescue Plan Act. With this act, agencies such as CAPK, specifically our Head Start program, became eligible for these funds. CAPK was required to submit an application on or before May 18th, noting our interest to extend our Head Start services into the summer. Staff conducted a survey among the part-year staff to find out if they were willing to work through the summer. Based on the responses and the award size, we will have 10 part-year centers operating as a full-year center for 2021. These centers will be open through June and July of 2021. Other items that will be purchased include updates/repairs and new installation of air conditioning systems. We are looking forward to be able to service more children in the summer and doing the above-mentioned updates.

9. Communications

None

10. Announcements

None

11. Adjournment

Meeting was adjourned at 5:54 p.m. The next meeting will take place on August 3, 2021.

Asociación de Acción Comunitaria de Kern
Head Start / Desarrollo infantil estatal
Resumen de la junta del comité de planeación del concilio de póliza
1 de junio, 2021
Número de identificación de la teleconferencia: 550 442 3#
Por orden ejecutiva gubernamental N-25-20

1. **Bienvenida**
   Se le dio la bienvenida al grupo.

2. **Llamado de orden**
   a. Laura Gonzáles, llamó al orden la junta a las 5:31 p.m.

3. **Pase de lista y establecimiento de cuórum (la mitad más uno)**
   a. Se estableció cuórum
   b. **Miembros del comité presentes:** Laura Gonzáles, Nicole Cabe, Nila Hogan y Paola Sánchez
   c. **Miembros del comité ausentes:** Brittany Dunbar

4. **Aprobación de agenda**
   a. Nicole Cabe presentó una propuesta para la aprobación de la agenda fechada el 1 de junio, 2021; Paola la secundó. Propuesta aprobada por unanimidad.

5. **Aprobación de minutos**
   a. Nicole Cabe presentó una propuesta para la aprobación de los minutos fechados el 4 de mayo, 2021; Laura Gonzáles la secundó, Propuesta aprobada por unanimidad.

6. **Presentación de invitados**
   Los invitados presentes fueron: Robert Espinosa, administrador de PDM; Vanessa Cortez, analista administrativa; y Leticia Villegas, traductor asistente del programa.

7. **Foro publico**
   (El público que desee dirigirse a al comité de Planeación, puede hacerlo en este momento; sin embargo, el comité no tomará ninguna acción que no sea referir el asunto al personal docente para estudio y análisis.)
   Ninguno

8. **Presentación y discusión de temas**
   a. Reporte mensual de actividad de la división y programa – Componente informativo. Se revisó el reporte de inscripción de mayo 2021. Head Start de Kern reportó una tasa de inscripción del 71% y Early Head Start de San Joaquín reportó un 65% de inscripción para el mismo período. Early Head Start de Kern y la Asociación de cuidado infantil Early Head Start reportaron una tasa de inscripción de 70% y 41% respectivamente.

   Vanessa informó a los miembros que el 5.9% de alumnos inscritos en Head Start Kern cuentan con una evaluación de IFSP/IEP durante el mes de abril. Early Head Start presentó un 12.8% durante el mismo mes. La tasa de inscripción para la asociación de Early Head Start fue de 6.4%, mientras que la inscripción en San Joaquín estuvo por arriba del porcentaje establecido, reportando un 23.3%. En la categoría de ingresos superiores, ninguno de los programas superó la meta del 10%, de esta manera estamos cumpliendo con los parámetros.

El reporte de la división de personal reportó que existen 97 vacantes durante el mes de abril; recursos humanos está trabajando en atestarlas. Los reportes de licencias médicas de la familia informan que, durante el mes de marzo, 24 empleados estaban fuera de función con licencia continua y 103 con licencia intermitente.

Los aspectos más destacados de este reporte incluyen el ascenso de 4 empleados y 2 nuevas contrataciones.

La sección de convenio informa que la división de Head Start y desarrollo infantil estatal estuvo sujeta dos revisiones durante el mes de mayo. Una revisión estatal, ejecutada por el departamento de educación de California y la segunda por la oficina de Head Start federal. Nos complace informar a nuestro comité que ambas se realizaron de manera exitosa, sin ningún problema

Vanessa presentó el reporte del programa de alimentación y cuidado infantil y adultos (CACFP, siglas en inglés). Hubo un total de 72,805 comidas solicitadas, de las cuales 64,526 fueron preparadas por la cocina central durante el mes de abril 2021.

b. Financiamiento del plan de rescate estadounidense – Componente informativo. La agencia CAPK es elegible para recibir más fondos; recientemente se presentó una solicitud por la cantidad de $2.685.802. El 11 de marzo, 2021 el presidente Biden firmó la ley de Plan de rescate estadounidense. En esta ley las agencias como CAPK, específicamente Head Start, adquirieron la elegibilidad de recibir más fondos. CAPK tenía hasta el 18 de mayo del presente año para solicitar estos fondos y esto nos daría la oportunidad de extender nuestros servicios durante el verano. Se realizó una encuesta entre el personal de medio año para averiguar su disponibilidad para trabajar durante el verano. De acuerdo a los resultados de esta encuesta y el monto de los fondos, podremos mantener 10 guarderías de medio año operando como guarderías de año completo durante los meses de junio y julio 2021. Entre otros equipos que se adquirirán están renovación, reparación e instalación de sistemas de aire acondicionado. Esperamos poder asistir a más niños durante el verano, y también realizar las renovaciones anteriormente mencionadas.

9. <u>Comunicaciones</u>
Ninguna

10. <u>Anuncios</u>
Ninguno

11. <u>Clausura de sesión</u>
La sesión se clausuró a las 5:54 p.m. La próxima junta se llevará a cabo el 3 de agosto, 2021.

o

MEMORANDUM

To: Budget & Finance Committee of the Policy Council

From: Heather McCarley, Finance Manger

Date: June 15, 2021

Subject: *Head Start - Kern*
Budget to Actual Report for the period ended May 31, 2021 – **Info Item**

The Office of Head Start has awarded CAPK the full amount of its Head Start and Early Head Start grant for a five-year budget period, the third-year budget period is March 1, 2021 through February 28, 2022.

The following are highlights of the Kern Head Start Budget to Actual Report for the period of March 1, 2021 through May 31, 2021. Three months (25.0%) of the 12-month budget period have elapsed.

Base Funds

Overall expenditures are at 21% 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 10% of the budget.

Carryover Funds

The Carryover projects will be carried forward into the new budget period, as well, but will not be reflected until we are able to submit the for the finalized amounts to carryforward from the 2020-21 budget period.

COVID Cares Funds

The remaining COVID funding will be carried into the current budget period. Of the remaining balance, overall expenditures are at 48% of the budget. We anticipate additional COVID funding for the 2021-22 budget period, as well.

Non-Federal Share (Head Start and Early Head Start combined)

Non-Federal share is at 35% of the budget.

Community Action Partnership of Kern
Head Start - Kern
Budget to Actual Report
Budget Period: March 1, 2021 - February 28, 2022
Report Period: March 1, 2021 - May 31, 2021
Month 3 of 12 (25.0%)

Prepared 6/13/2021

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	10,000,522	1,991,872	8,008,650	20%	80%
FRINGE BENEFITS	2,787,432	549,288	2,238,144	20%	80%
TRAVEL	0	0	0		
EQUIPMENT	0	0	0		
SUPPLIES	733,439	115,639	617,800	16%	84%
CONTRACTUAL	148,506	15,307	133,199	10%	90%
CONSTRUCTION	0	0	0		
OTHER	2,748,825	708,986	2,039,840	26%	74%
INDIRECT	1,583,809	338,101	1,245,708	21%	79%
TOTAL BASE FUNDING	**18,002,533**	**3,719,191**	**14,283,342**	**21%**	**79%**

TRAINING & TECHNICAL ASSISTANCE

TRAVEL	41,904	0	41,904	0%	100%
SUPPLIES	23,986	79	23,907	0%	100%
CONTRACTUAL	22,800	3,094	19,706	14%	86%
OTHER	72,752	13,693	59,059	19%	81%
INDIRECT	16,144	1,686	14,458	10%	90%
TOTAL TRAINING & TECHNICAL ASSISTANCE	**177,586**	**18,551**	**159,035**	**10%**	**90%**

COVID CARES

PERSONNEL		80,843	(80,843)		
FRINGE BENEFITS		52,540	(52,540)		
SUPPLIES	295,335	32,350	262,984		
OTHER	155,558	52,701	102,857		
INDIRECT	46,675	21,850	24,825		
TOTAL COVID CARES	**497,567**	**240,284**	**257,283**	**48%**	**52%**

GRAND TOTAL HS FEDERAL FUNDS	**18,677,686**	**3,979,959**	**14,697,727**	**21%**	**79%**

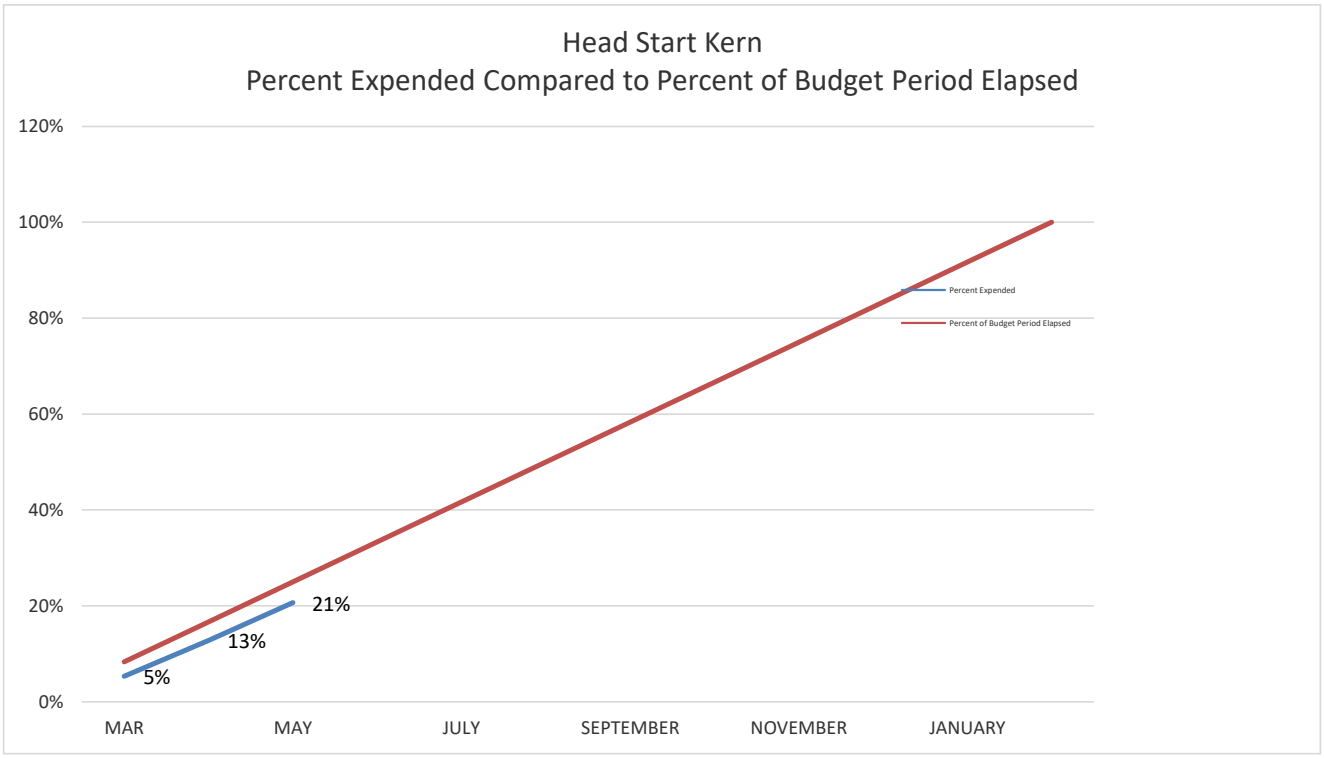
HEAD START and EARLY HEAD START KERN NON-FEDERAL SHARE

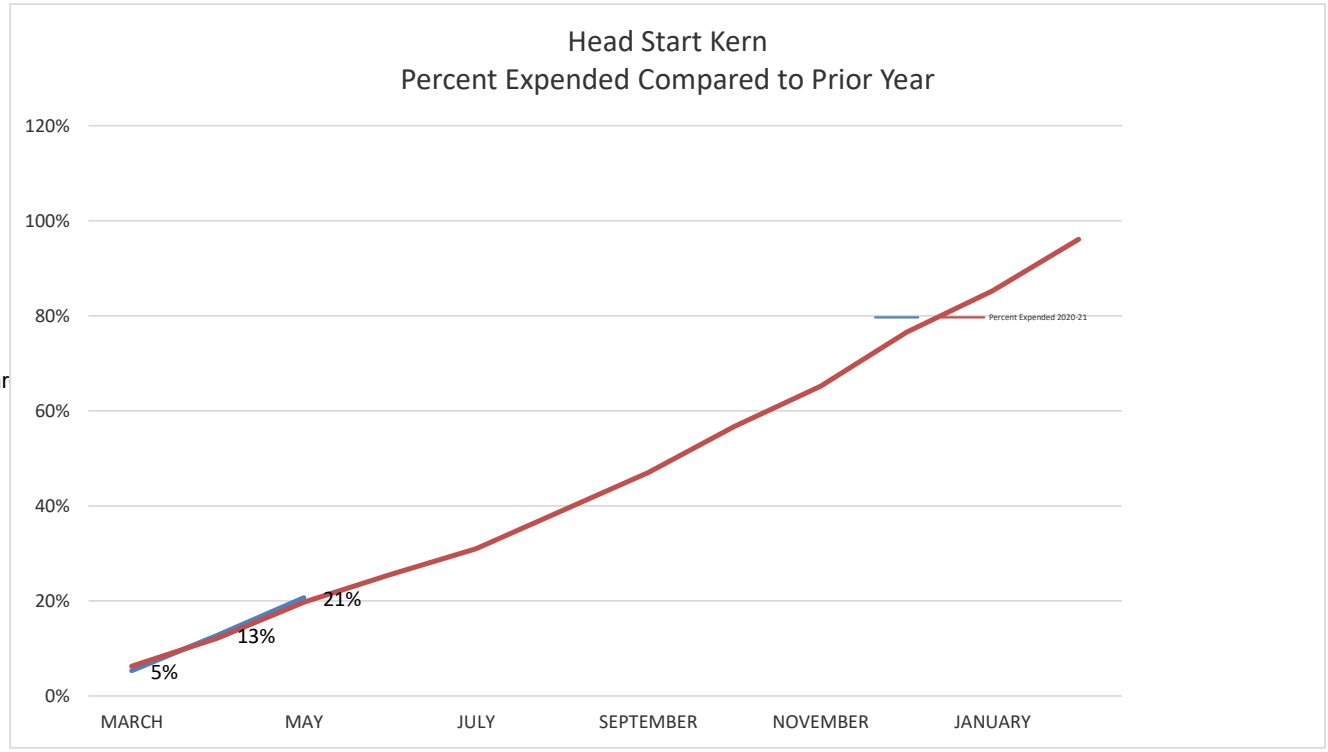
SOURCE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
IN-KIND	1,567,638	540,873	1,026,765	35%	65%
CALIF DEPT OF ED	5,193,619	1,800,562	3,393,057	35%	65%
TOTAL NON-FEDERAL	**6,761,257**	**2,341,435**	**4,419,822**	**35%**	**65%**

Budget reflects Notice of Award #09CH011132-03-01
Actual expenditures include posted expenditures and estimated adjustments through 5/31/2021
Administrative Cost for HS and EHS Kern **6.7%**

Agency-Wide Credit Card Report

	CURRENT	1 TO 30	31 TO 60	61 TO 90	TOTAL	STATEMENT DATE
Wells Fargo	9,984				**9,984**	6/8/2021
Lowe's	2,633.16				**2,633**	6/12/2021
Smart & Final	641.34				**641**	6/1/2021
Save Mart	1,579.49				**1,579**	5/7/2021
Chevron & Texaco Business Card	6,565				**6,565**	6/6/2021
Home Depot	2,841				**2,841**	6/4/2021
	24,244	**0**	**0**	**0**	**24,243**	


Head Start Kern
Percent Expended Compared to Percent of Budget Period Elapsed
120%
100%
80%
60%
40%
20%
0%
MAR
MAY
JULY
SEPTEMBER
NOVEMBER
JANUARY
Percent Expended
Percent of Budget Period Elapsed
5%
13%
21%


Head Start Kern
Percent Expended Compared to Prior Year
120%
100%
80%
60%
40%
20%
0%
MARCH
MAY
JULY
SEPTEMBER
NOVEMBER
JANUARY
Percent Expended 2020-21
5%
13%
21%

MEMORANDUM

To: Budget & Finance Committee of the Policy Council

From: Heather McCarley, Finance Manger

Date: June 15, 2021

Subject: *Early Head Start - Kern*
Budget to Actual Report for the period ended May 31, 2021 – **Info Item**

The Office of Head Start has awarded CAPK the full amount of its Head Start and Early Head Start grant for a five-year budget period, the third-year budget period is March 1, 2021 through February 28, 2022.

The following are highlights of the Kern Early Head Start Budget to Actual Report for the period of March 1, 2021 through May 31, 2021. Three months (25.0%) of the 12-month budget period has elapsed.

Base Funds

Overall expenditures are at 15% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 6% of the budget.

Carryover Funds

The Carryover projects will be carried forward into the new budget period, as well, but will not be reflected until we are able to submit the for the finalized amounts to carryforward from the 2020-21 budget period.

COVID Cares Funds

The remaining COVID funding will be carried into the current budget period. Of the remaining balance, overall expenditures are at 100% of the budget. The remaining COVID expenditures will be applied towards the American Rescue Funding.

Community Action Partnership of Kern
Early Head Start - Kern
Budget to Actual Report
Budget Period: March 1, 2021 - February 28, 2022
Report Period: March 1, 2021 - May 31, 2021
Month 3 of 12 (25.0%)

Prepared 6/13/2021

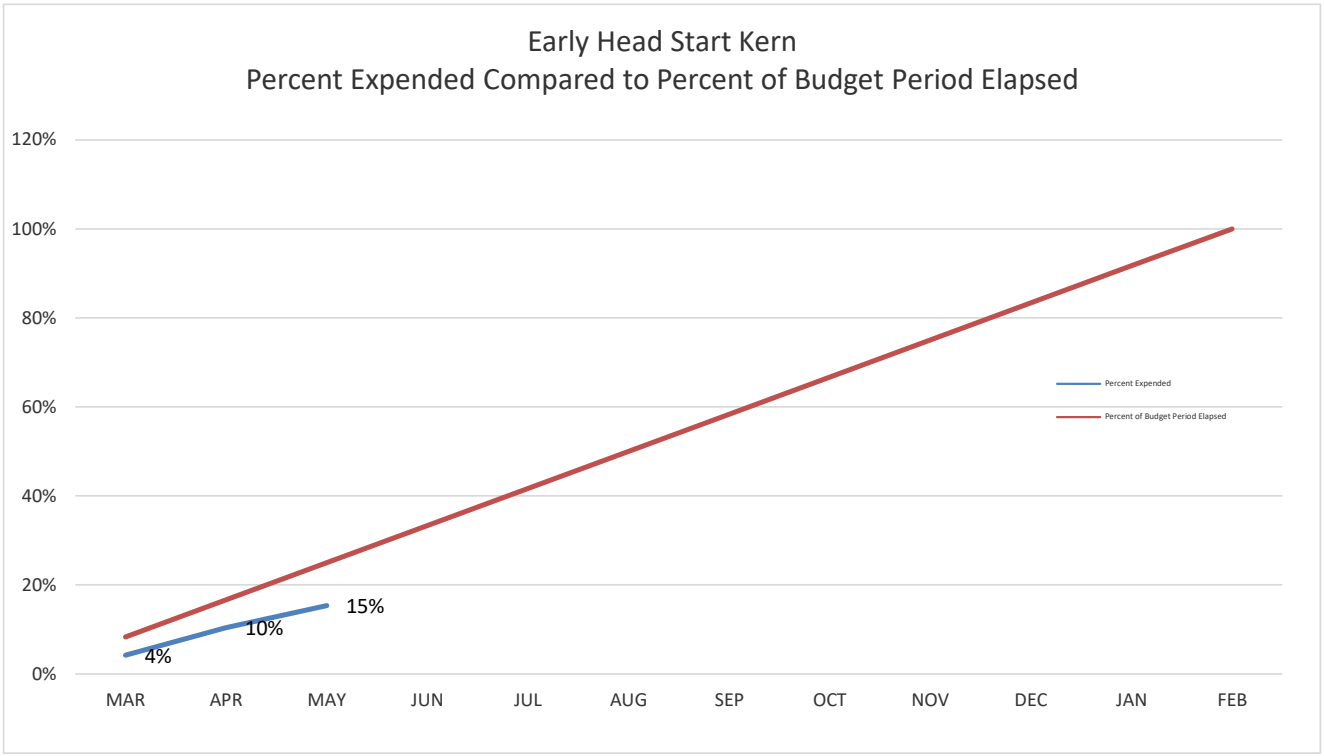
BASE FUNDS	**BUDGET**	**ACTUAL**	**REMAINING**	**% SPENT**	**% REMAINING**
PERSONNEL	5,021,133	821,634	4,199,499	16%	84%
FRINGE BENEFITS	1,751,175	239,705	1,511,470	14%	86%
TRAVEL	0	0	0		
EQUIPMENT	0	0	0		
SUPPLIES	483,444	48,886	434,558	10%	90%
CONTRACTUAL	36,432	7,120	29,312	20%	80%
CONSTRUCTION	0	0	0		
OTHER	920,158	141,549	778,609	15%	85%
INDIRECT	809,704	125,889	683,815	16%	84%
TOTAL BASE FUNDING	**9,022,046**	**1,384,784**	**7,637,262**	**15%**	**85%**

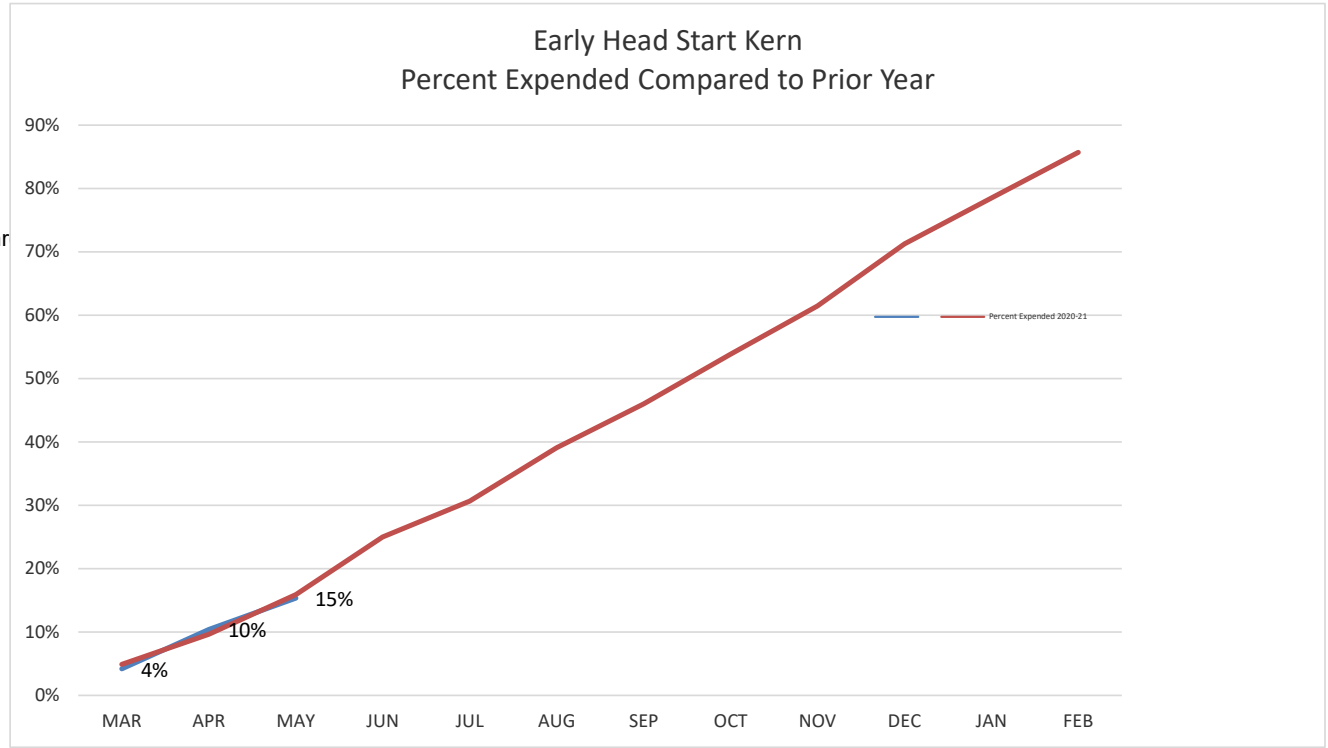
TRAINING & TECHNICAL ASSISTANCE					
TRAVEL	32,253	0	32,253	0%	100%
SUPPLIES	6,807	26	6,781	0%	100%
CONTRACTUAL	11,412	2,681	8,731	23%	77%
OTHER	102,788	5,902	96,886	6%	94%
INDIRECT	15,326	861	14,465	6%	94%
TOTAL TRAINING & TECHNICAL ASSISTANCE	**168,586**	**9,470**	**159,116**	**6%**	**94%**

COVID CARES					
PERSONNEL		35,102	(35,102)		
FRINGE BENEFITS		28,570	(28,570)		
SUPPLIES	66,921	10,870	56,051	16%	84%
OTHER	18,194	10,494	7,700	58%	42%
INDIRECT	9,068	9,147	(80)		
TOTAL COVID CARES	**94,182**	**94,183**	**(0)**	**100%**	**0%**

GRAND TOTAL EHS FEDERAL FUNDS	**9,284,814**	**1,489,665**	**7,795,150**	**16%**	**84%**

Budget reflects Notice of Award #09CH011132-02-03
Actual expenditures include posted expenditures and estimated adjustments through 5/31/2021


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
Percent Expended
Percent of Budget Period Elapsed
4%
10%
15%


Early Head Start Kern
Percent Expended Compared to Prior Year
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
MAR
APR
MAY
JUN
JUL
AUG
SEP
OCT
NOV
DEC
JAN
FEB
Percent Expended 2020-21
4%
10%
15%

MEMORANDUM

To: Budget & Finance Committee of the Policy Council

From: Heather McCarley, Finance Manger

Date: June 15, 2021

Subject: *Early Head Start – San Joaquin*
Budget to Actual Report for the period ended May 31, 2021 – **Info Item**

The following are highlights of the San Joaquin Early Head Start Budget to Actual Report for the period of February 1, 2021 through May 31, 2021. Four months (33.3%) of the 12-month budget period have elapsed.

Base Funds

Overall expenditures are at 22% of the budget, which is slightly below where we were compared to last year at this time.

Training & Technical Assistance Funds

Overall expenditures are at 26% of the budget. The combined personnel and fringe benefit expenses are at 31% of this budget.

COVID Cares Funds

The remaining COVID funding will be carried over into the current budget period. Of the remaining balance overall expenditures are at 100% of the budget. The remaining COVID expenditures will be applied towards the American Rescue Funding.

Non-Federal Share

Non-Federal share is at 47% of the budget.

Community Action Partnership of Kern

Early Head Start - San Joaquin County

Budget to Actual Report

Budget Period: February 1, 2021 - January 31, 2022

Report Period: February 1, 2021 - May 31, 2021

Month 4 of 12 (33.3%)

Prepared 6/12/2021

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	3,239,569	678,574	2,560,995	21%	79%
FRINGE BENEFITS	913,403	232,229	681,174	25%	75%
TRAVEL	0	3,431	(3,431)	0%	0%
EQUIPMENT	45,000	0	45,000		
SUPPLIES	130,220	28,167	102,053	22%	78%
CONTRACTUAL	9,500	4,157	5,343	44%	56%
OTHER	720,292	162,152	558,140	23%	77%
INDIRECT	498,077	114,010	384,067	23%	77%
TOTAL	**5,556,061**	**1,222,720**	**4,333,341**	**22%**	**78%**

TRAINING & TECHNICAL ASSISTANCE FUNDS					
PERSONNEL	49,670	14,631	35,039	29%	71%
FRINGE BENEFITS	21,950	7,217	14,733	33%	67%
TRAVEL	3,260	0	3,260	0%	100%
SUPPLIES	6,815	0	6,815	0%	100%
CONTRACTUAL	7,345	1,350	5,995	18%	82%
OTHER	19,301	4,673	14,628	24%	76%
INDIRECT	10,834	2,622	8,212	24%	76%
TOTAL	**119,175**	**30,493**	**88,682**	**26%**	**74%**

COVID CARES - Carried over from 2020-21					
PERSONNEL		19,203	(19,203)	0%	0%
FRINGE BENEFITS		3,331	(3,331)	0%	0%
SUPPLIES	72,943	42,545	30,398	58%	42%
OTHER	24,314	30,090	(5,776)	124%	-24%
INDIRECT	9,726	11,814	(2,088)	121%	-21%
TOTAL	**106,983**	**106,983**	**0**	**100%**	**0%**

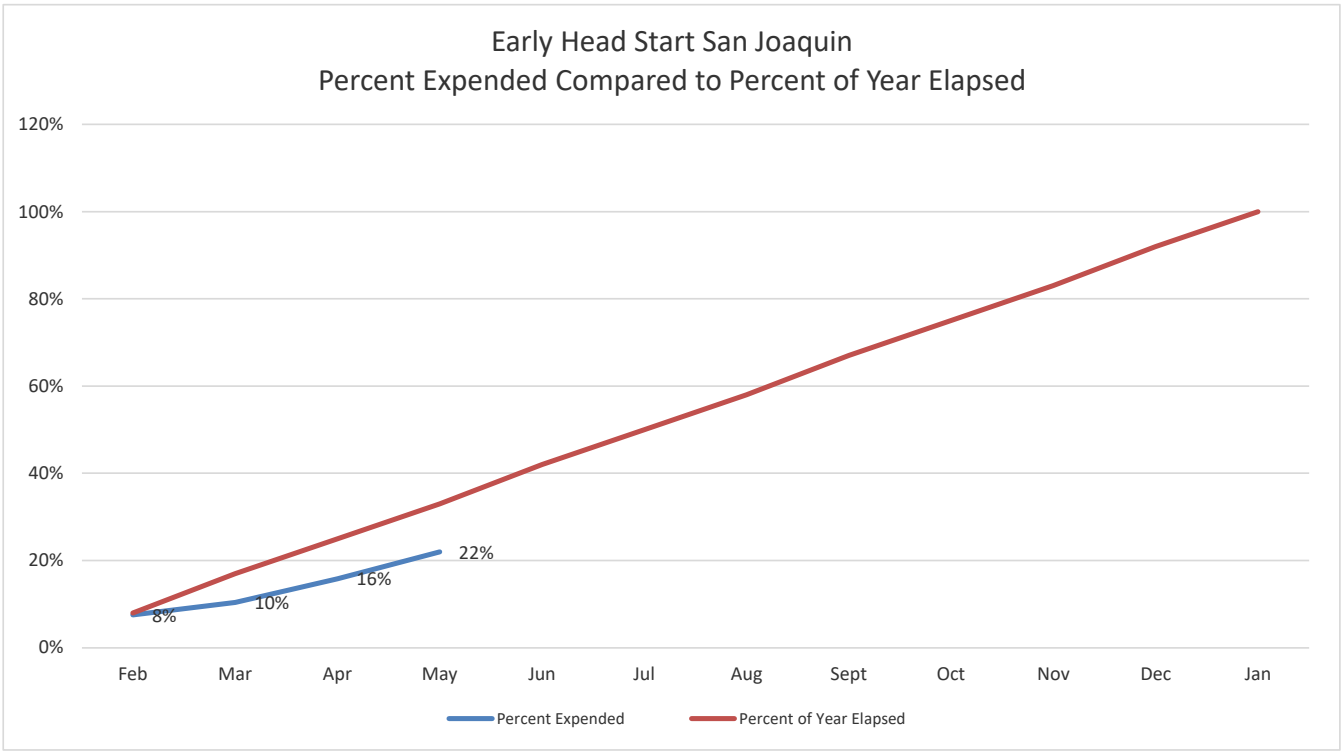
GRAND TOTAL EHS FEDERAL FUNDS	**5,782,219**	**1,360,196**	**4,422,024**	**24%**	**76%**

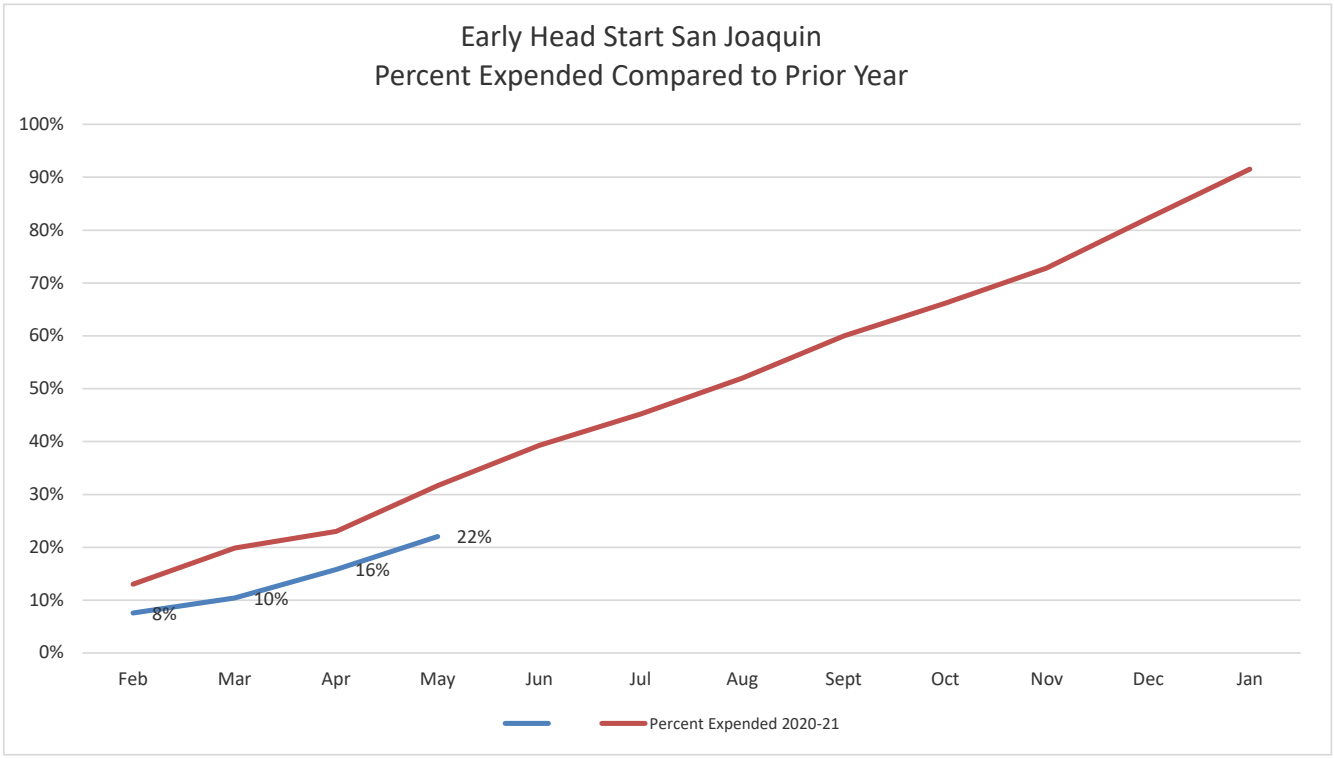
NON-FEDERAL SHARE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
IN-KIND	1,402,068	654,079	747,989	47%	53%
TOTAL NON-FEDERAL FUNDS	**1,402,068**	**654,079**	**747,989**	**47%**	**53%**

Centralized Administrative Cost	5.8%
Program Administrative Cost	2.5%
Total Administrative Cost	**8.3%**

Budget reflects Notice of Award #09CH011406-02-02

Actual expenditures include posted expenditures and estimated adjustments through 5/31/2021


Early Head Start San Joaquin
Percent Expended Compared to Percent of Year Elapsed
120%
100%
80%
60%
40%
20%
0%
Feb
Mar
Apr
May
Jun
Jul
Aug
Sept
Oct
Nov
Dec
Jan
8%
10%
16%
22%
Percent Expended
Percent of Year Elapsed


Early Head Start San Joaquin
Percent Expended Compared to Prior Year
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Feb
Mar
Apr
May
Jun
Jul
Aug
Sept
Oct
Nov
Dec
Jan
8%
10%
16%
22%
Percent Expended 2020-21

MEMORANDUM

To: Budget & Finance Committee of the Policy Council

From: Heather McCarley, Finance Manger

Date: June 15, 2021

Subject: *Early Head Start Child Care Partnerships*
Budget to Actual Report for the period ended May 31, 2021 – **Info Item**

The following are highlights of the Early Head Start Child Care Partnership Budget to Actual Report for the period of March 1, 2021 through May 31, 2021. Three months (25.0%) of the 12-month budget period have elapsed.

Base Funds

Overall expenditures are at 14% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 0% of the budget.

Carryover Funds

The Carryover projects will be carried forward into the new budget period, as well, but will not be reflected until we are able to submit the for the finalized amounts to carryforward from the 2020-21 budget period.

COVID Cares Funds

The remaining COVID funding will be carried into the current budget period. Of the remaining balance, overall expenditures are at 11% of the budget.

Non-Federal Share

Non-Federal share is at 11% of the budget.

Community Action Partnership of Kern
Early Head Start Child Care Partnerships + Expansion
Budget to Actual Report
Budget Period: March 1, 2021 - February 28, 2022
Report Period: March 1, 2021 - May 31, 2021
Month 3 of 12 (25.0%)

Prepared 6/13/2021

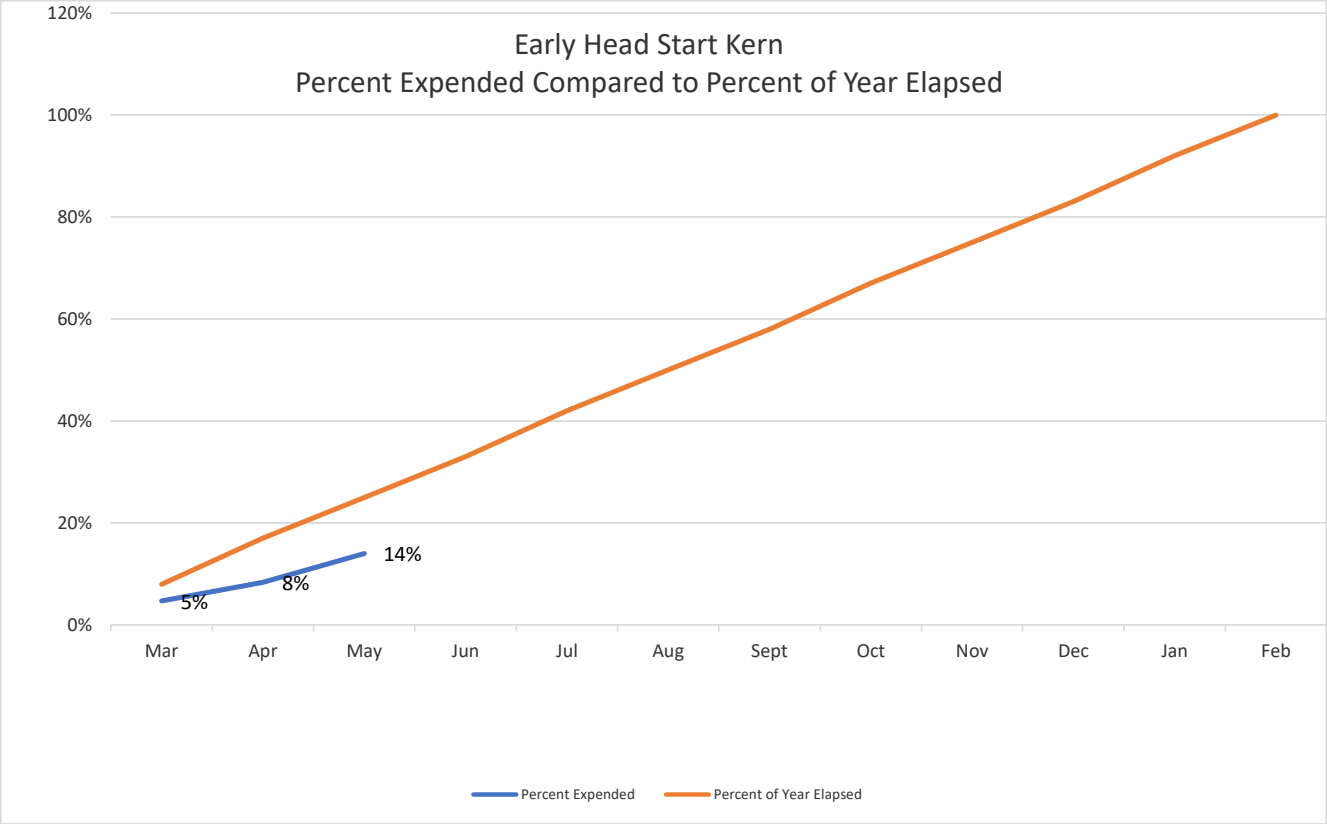
BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	658,760	116,279	542,481	18%	82%
FRINGE BENEFITS	179,894	31,028	148,866	17%	83%
SUPPLIES	37,083	28,738	8,345	77%	23%
CONTRACTUAL	1,078,826	61,144	1,017,682	6%	94%
OTHER	231,300	71,690	159,610	31%	69%
INDIRECT	212,544	28,038	184,506	13%	87%
TOTAL BASE FUNDING	**2,398,407**	**336,917**	**2,061,490**	**14%**	**86%**
TRAINING & TECHNICAL ASSISTANCE					
TRAVEL	5,294	0	5,294	0%	100%
SUPPLIES	16,391	0	16,391	0%	100%
OTHER	29,393	142	29,251	0%	100%
INDIRECT	5,107	14	5,093	0%	100%
TOTAL TRAINING & TECHNICAL ASSISTANCE	**56,185**	**157**	**56,028**	**0%**	**100%**
COVID CARES					
PERSONNEL	0	3,622	(3,622)		
FRINGE BENEFITS	0	579	(579)		
SUPPLIES	81,981	6,946	75,035	8%	92%
OTHER	20,082	0	20,082	0%	100%
INDIRECT	10,239	1,108	9,131	11%	89%
TOTAL COVID	**112,302**	**12,255**	**104,248**	**11%**	**89%**
GRAND TOTAL EHS FEDERAL FUNDS	**4,065,103**	**349,329**	**3,719,975**	**9%**	**91%**

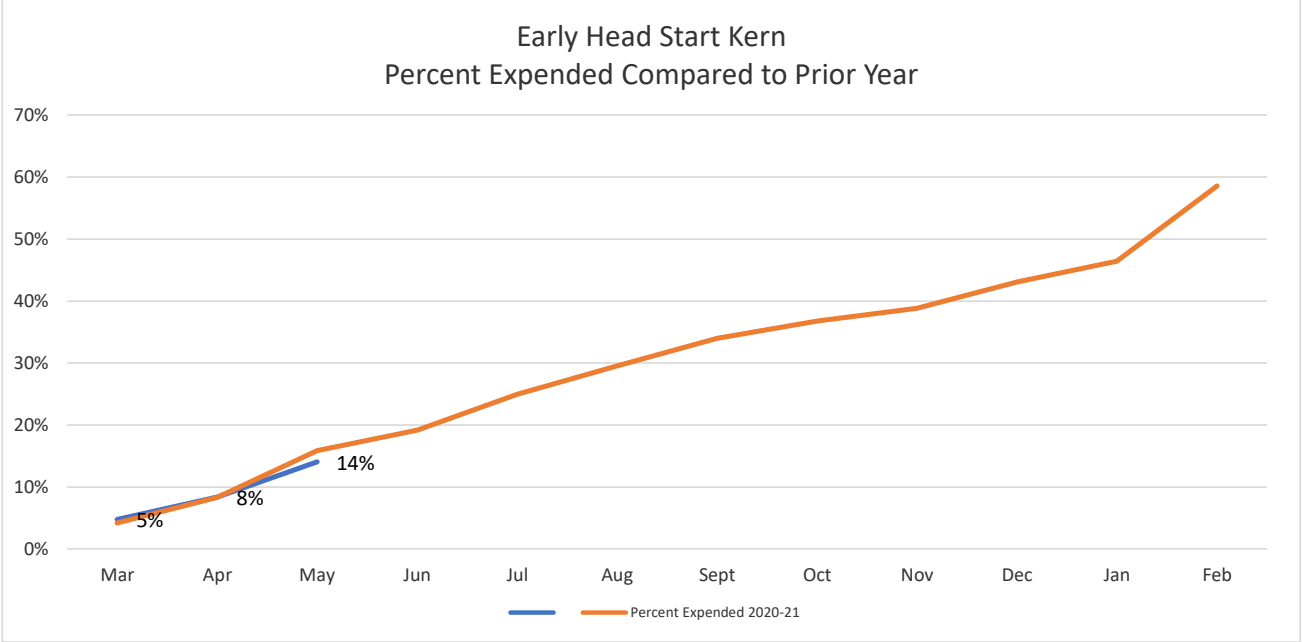
NON-FEDERAL SHARE

SOURCE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
IN-KIND	588,256	62,713	525,543	11%	89%
TOTAL NON-FEDERAL	**588,256**	**62,713**	**525,543**	**11%**	**89%**

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

Actual expenditures include posted expenditures and estimated adjustments through 5/31/2021


Early Head Start Kern
Percent Expended Compared to Percent of Year Elapsed
120%
100%
80%
60%
40%
20%
0%
Mar
Apr
May
Jun
Jul
Aug
Sept
Oct
Nov
Dec
Jan
Feb
5%
8%
14%
Percent Expended
Percent of Year Elapsed


Early Head Start Kern
Percent Expended Compared to Prior Year
70%
60%
50%
40%
30%
20%
10%
0%
Mar
Apr
May
Jun
Jul
Aug
Sept
Oct
Nov
Dec
Jan
Feb
5%
8%
14%
Percent Expended 2020-21

COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT TRAVEL & CHILD CARE
2021-2022

KERN HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2021	$ 1,350.00	$ -	$ -	$ 1,350.00	8%	0%
APRIL 2021	$ 1,350.00		$ -	$ 1,350.00	17%	0%
MAY 2021	$ 1,350.00		$ -	$ 1,350.00	25%	0%
JUNE 2021	$ 1,350.00		$ -	$ 1,350.00	33%	0%
JULY 2021	$ 1,350.00		$ -	$ 1,350.00	42%	0%
AUGUST 2021	$ 1,350.00		$ -	$ 1,350.00	50%	0%
SEPTEMBER 2021	$ 1,350.00		$ -	$ 1,350.00	58%	0%
OCTOBER 2021	$ 1,350.00		$ -	$ 1,350.00	67%	0%
NOVEMBER 2021	$ 1,350.00		$ -	$ 1,350.00	75%	0%
DECEMBER 2021	$ 1,350.00		$ -	$ 1,350.00	83%	0%
JANUARY 2022	$ 1,350.00		$ -	$ 1,350.00	92%	0%
FEBRUARY 2022	$ 1,350.00		$ -	$ 1,350.00	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 2021	$ 450.00	$ -	$ -	$ 450.00	8%	0%
APRIL 2021	$ 450.00		$ -	$ 450.00	17%	0%
MAY 2021	$ 450.00		$ -	$ 450.00	25%	0%
JUNE 2021	$ 450.00		$ -	$ 450.00	33%	0%
JULY 2021	$ 450.00		$ -	$ 450.00	42%	0%
AUGUST 2021	$ 450.00		$ -	$ 450.00	50%	0%
SEPTEMBER 2021	$ 450.00		$ -	$ 450.00	58%	0%
OCTOBER 2021	$ 450.00		$ -	$ 450.00	67%	0%
NOVEMBER 2021	$ 450.00		$ -	$ 450.00	75%	0%
DECEMBER 2021	$ 450.00		$ -	$ 450.00	83%	0%
JANUARY 2022	$ 450.00		$ -	$ 450.00	92%	0%
FEBRUARY 2022	$ 450.00		$ -	$ 450.00	100%	0%

COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT TRAVEL & CHILD CARE
2021-2022

SAN JOAQUIN EARLY HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
FEBRUARY 2021	$ 50.00	$ -	$ -	$ 50.00	8%	0%
MARCH 2021	$ 50.00	$ -	$ -	$ 50.00	17%	0%
APRIL 2021	$ 50.00	$ -	$ -	$ 50.00	25%	0%
MAY 2021	$ 50.00	$ -	$ -	$ 50.00	33%	0%
JUNE 2021	$ 50.00	$ -	$ -	$ 50.00	42%	0%
JULY 2021	$ 50.00	$ -	$ -	$ 50.00	50%	0%
AUGUST 2021	$ 50.00	$ -	$ -	$ 50.00	58%	0%
SEPTEMBER 2021	$ 50.00	$ -	$ -	$ 50.00	67%	0%
OCTOBER 2021	$ 50.00	$ -	$ -	$ 50.00	75%	0%
NOVEMBER 2021	$ 50.00	$ -	$ -	$ 50.00	83%	0%
DECEMBER 2021	$ 50.00	$ -	$ -	$ 50.00	92%	0%
JANUARY 2022	$ 50.00	$ -	$ -	$ 50.00	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 2021	$ 250.00	$ -	$ -	$ 250.00	8%	0%
APRIL 2021	$ 250.00	$ -	$ -	$ 250.00	17%	0%
MAY 2021	$ 250.00	$ -	$ -	$ 250.00	25%	0%
JUNE 2021	$ 250.00	$ -	$ -	$ 250.00	33%	0%
JULY 2021	$ 250.00	$ -	$ -	$ 250.00	42%	0%
AUGUST 2021	$ 250.00	$ -	$ -	$ 250.00	50%	0%
SEPTEMBER 2021	$ 250.00	$ -	$ -	$ 250.00	58%	0%
OCTOBER 2021	$ 250.00	$ -	$ -	$ 250.00	67%	0%
NOVEMBER 2021	$ 250.00	$ -	$ -	$ 250.00	75%	0%
DECEMBER 2021	$ 250.00	$ -	$ -	$ 250.00	83%	0%
JANUARY 2022	$ 250.00	$ -	$ -	$ 250.00	92%	0%
FEBRUARY 2022	$ 250.00		$ -	$ 250.00	100%	0%

Prepared by: Heather McCarley
June 14, 2021

COMMUNITY ACTION PARTNERSHIP OF KERN
VIAJES DE LOS PADRES y CUIDADO DE NINOS
2021-2022

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 2021	$ 1,350.00	$ -	$ -	$ 1,350.00	25%	0%
ABRIL DEL 2021	$ 1,350.00	$ -	$ -	$ 1,350.00	50%	0%
MAYO DEL 2021	$ 1,350.00	$ -	$ -	$ 1,350.00	75%	0%
JUNIO DEL 2021	$ 1,350.00	$ -	$ -	$ 1,350.00	100%	0%
JULIO DEL 2021	$ 5,475.00	$ -	$ -	$ 5,475.00	13%	0%
AGOSTO DEL 2021	$ 5,475.00	$ -	$ -	$ 5,475.00	25%	0%
SEPTIEMBRE DEL 2018	$ 5,475.00	$ -	$ -	$ 5,475.00	38%	0%
OCTUBRE DEL 2021	$ 5,475.00	$ -	$ -	$ 5,475.00	50%	0%
NOVIEMBRE DEL 2021	$ 5,475.00	$ -	$ -	$ 5,475.00	63%	0%
DICIEMBRE DEL 2021	$ 5,475.00	$ -	$ -	$ 5,475.00	75%	0%
ENERO DEL 2022	$ 5,475.00	$ -	$ -	$ 5,475.00	88%	0%
FEBRERO DEL 2022	$ 5,475.00	$ -	$ -	$ 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 2021	$ 450.00	$ -	$ -	$ 450.00	25%	0%
ABRIL DEL 2021	$ 450.00	$ -	$ -	$ 450.00	50%	0%
MAYO DEL 2021	$ 450.00	$ -	$ -	$ 450.00	75%	0%
JUNIO DEL 2021	$ 450.00	$ -	$ -	$ 450.00	100%	0%
JULIO DEL 2021	$ 1,824.00	$ -	$ -	$ 1,824.00	13%	0%
AGOSTO DEL 2021	$ 1,824.00	$ -	$ -	$ 1,824.00	25%	0%
SEPTIEMBRE DEL 2018	$ 1,824.00	$ -	$ -	$ 1,824.00	38%	0%
OCTUBRE DEL 2021	$ 1,824.00	$ -	$ -	$ 1,824.00	50%	0%
NOVIEMBRE DEL 2021	$ 1,824.00	$ -	$ -	$ 1,824.00	63%	0%
DICIEMBRE DEL 2021	$ 1,824.00	$ -	$ -	$ 1,824.00	75%	0%
ENERO DEL 2022	$ 1,824.00	$ -	$ -	$ 1,824.00	88%	0%
FEBRERO DEL 2022	$ 1,824.00	$ -	$ -	$ 1,824.00	100%	0%

COMMUNITY ACTION PARTNERSHIP OF KERN
VIAJES DE LOS PADRES y CUIDADO DE NINOS
2021-2022

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 2021	$ 50.00	$ -	$ -	$ 50.00	8%	0%
MARZO DEL 2021	$ 50.00	$ -	$ -	$ 50.00	17%	0%
ABRIL DEL 2021	$ 50.00	$ -	$ -	$ 50.00	25%	0%
MAYO DEL 2021	$ 50.00	$ -	$ -	$ 50.00	33%	0%
JUNIO DEL 2021	$ 50.00	$ -	$ -	$ 50.00	42%	0%
JULIO DEL 2021	$ 50.00	$ -	$ -	$ 50.00	50%	0%
AGOSTO DEL 2021	$ 50.00	$ -	$ -	$ 50.00	58%	0%
SEPTIEMBRE DEL 2021	$ 50.00	$ -	$ -	$ 50.00	67%	0%
OCTUBRE DEL 2021	$ 50.00	$ -	$ -	$ 50.00	75%	0%
NOVIEMBRE DEL 2021	$ 50.00	$ -	$ -	$ 50.00	83%	0%
DICIEMBRE DEL 2021	$ 50.00	$ -	$ -	$ 50.00	92%	0%
ENERO DEL 2022	$ 50.00	$ -	$ -	$ 50.00	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 2021	$ 250.00	$ -	$ -	$ 250.00	8%	0%
ABRIL DEL 2021	$ 250.00	$ -	$ -	$ 250.00	17%	0%
MAYO DEL 2021	$ 250.00	$ -	$ -	$ 250.00	25%	0%
JUNIO DEL 2021	$ 250.00	$ -	$ -	$ 250.00	33%	0%
JULIO DEL 2021	$ 250.00	$ -	$ -	$ 250.00	42%	0%
AGOSTO DEL 2021	$ 250.00	$ -	$ -	$ 250.00	50%	0%
SEPTIEMBRE DEL 2018	$ 250.00	$ -	$ -	$ 250.00	58%	0%
OCTUBRE DEL 2021	$ 250.00	$ -	$ -	$ 250.00	67%	0%
NOVIEMBRE DEL 2021	$ 250.00	$ -	$ -	$ 250.00	75%	0%
DICIEMBRE DEL 2021	$ 250.00	$ -	$ -	$ 250.00	83%	0%
ENERO DEL 2022	$ 250.00	$ -	$ -	$ 250.00	92%	0%
FEBRERO DEL 2022	$ 250.00	$ -	$ -	$ 250.00	100%	0%

Preparado por Heather McCarley
14 de Juno 2021

COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT ACTIVITIES
2020-2022

KERN HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2021	$ 9,585.00	$ -	$ -	$ 9,585.00	8%	0%
APRIL 2021	$ 9,585.00	$ -	$ -	$ 9,585.00	17%	0%
MAY 2021	$ 9,585.00	$ -	$ -	$ 9,585.00	25%	0%
JUNE 2021	$ 9,585.00	$ -	$ -	$ 9,585.00	33%	0%
JULY 2021	$ 9,585.00	$ -	$ -	$ 9,585.00	42%	0%
AUGUST 2021	$ 9,585.00	$ -	$ -	$ 9,585.00	50%	0%
SEPTEMBER 2021	$ 9,585.00	$ -	$ -	$ 9,585.00	58%	0%
OCTOBER 2021	$ 9,585.00	$ -	$ -	$ 9,585.00	67%	0%
NOVEMBER 2021	$ 9,585.00	$ -	$ -	$ 9,585.00	75%	0%
DECEMBER 2021	$ 9,585.00	$ -	$ -	$ 9,585.00	83%	0%
JANUARY 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	92%	0%
FEBRUARY 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	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 2021	$ 3,230.00	$ -	$ -	$ 3,230.00	8%	0%
APRIL 2021	$ 3,230.00	$ -	$ -	$ 3,230.00	17%	0%
MAY 2021	$ 3,230.00	$ -	$ -	$ 3,230.00	25%	0%
JUNE 2021	$ 3,230.00	$ -	$ -	$ 3,230.00	33%	0%
JULY 2021	$ 3,230.00	$ -	$ -	$ 3,230.00	42%	0%
AUGUST 2021	$ 3,230.00	$ -	$ -	$ 3,230.00	50%	0%
SEPTEMBER 2021	$ 3,230.00	$ -	$ -	$ 3,230.00	58%	0%
OCTOBER 2021	$ 3,230.00	$ -	$ -	$ 3,230.00	67%	0%
NOVEMBER 2021	$ 3,230.00	$ -	$ -	$ 3,230.00	75%	0%
DECEMBER 2021	$ 3,230.00	$ -	$ -	$ 3,230.00	83%	0%
JANUARY 2022	$ 3,230.00	$ -	$ -	$ 3,230.00	92%	0%
FEBRUARY 2022	$ 3,230.00	$ -	$ -	$ 3,230.00	100%	0%

COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT ACTIVITIES
2020-2022

SAN JOAQUIN EARLY HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
FEBRUARY 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	8%	0%
MARCH 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	17%	0%
APRIL 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	25%	0%
MAY 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	33%	0%
JUNE 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	42%	0%
JULY 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	50%	0%
AUGUST 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	58%	0%
SEPTEMBER 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	67%	0%
OCTOBER 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	75%	0%
NOVEMBER 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	83%	0%
DECEMBER 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	92%	0%
JANUARY 2022	$ 1,665.00	$ -	$ -	$ 1,665.00	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 2021	$ 760.00	$ -	$ -	$ 760.00	8%	0%
APRIL 2021	$ 760.00	$ -	$ -	$ 760.00	17%	0%
MAY 2021	$ 760.00	$ -	$ -	$ 760.00	25%	0%
JUNE 2021	$ 760.00	$ -	$ -	$ 760.00	33%	0%
JULY 2021	$ 760.00	$ -	$ -	$ 760.00	42%	0%
AUGUST 2021	$ 760.00	$ -	$ -	$ 760.00	50%	0%
SEPTEMBER 2021	$ 760.00	$ -	$ -	$ 760.00	58%	0%
OCTOBER 2021	$ 760.00	$ -	$ -	$ 760.00	67%	0%
NOVEMBER 2021	$ 760.00	$ -	$ -	$ 760.00	75%	0%
DECEMBER 2021	$ 760.00	$ -	$ -	$ 760.00	83%	0%
JANUARY 2022	$ 760.00	$ -	$ -	$ 760.00	92%	0%
FEBRUARY 2022	$ 760.00		$ -	$ 760.00	100%	0%

Prepared by: Heather McCarley
June 14, 2021

COMMUNITY ACTION PARTNERSHIP OF KERN
ACTIVIDADES DE LOS PADRES
2021-2022

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 2021	$ 8,731.00	$ -	$ -	$ 8,731.00	8%	0%
ABRIL DEL 2021	$ 8,731.00	$ -	$ -	$ 8,731.00	17%	0%
MAYO DEL 2021	$ 8,731.00	$ -	$ -	$ 8,731.00	25%	0%
JUNIO DEL 2021	$ 8,731.00	$ -	$ -	$ 8,731.00	33%	0%
JULIO DEL 2021	$ 18,711.00	$ -	$ -	$ 18,711.00	13%	0%
AGOSTO DEL 2021	$ 18,711.00	$ -	$ -	$ 18,711.00	25%	0%
SEPTIEMBRE DEL 2021	$ 18,711.00	$ -	$ -	$ 18,711.00	38%	0%
OCTUBRE DEL 2021	$ 18,711.00	$ -	$ -	$ 18,711.00	50%	0%
NOVIEMBRE DEL 2021	$ 18,711.00	$ -	$ -	$ 18,711.00	63%	0%
DICIEMBRE DEL 2021	$ 18,711.00	$ -	$ -	$ 18,711.00	75%	0%
ENERO DEL 2022	$ 18,711.00	$ -	$ -	$ 18,711.00	88%	0%
FEBRERO DEL 2022	$ 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 2021	$ 1,363.00	$ -	$ -	$ 1,363.00	8%	0%
ABRIL DEL 2021	$ 1,363.00	$ -	$ -	$ 1,363.00	17%	0%
MAYO DEL 2021	$ 1,363.00	$ -	$ -	$ 1,363.00	25%	0%
JUNIO DEL 2021	$ 1,363.00	$ -	$ -	$ 1,363.00	33%	0%
JULIO DEL 2021	$ 6,264.00	$ -	$ -	$ 6,264.00	13%	0%
AGOSTO DEL 2021	$ 6,264.00	$ -	$ -	$ 6,264.00	25%	0%
SEPTIEMBRE DEL 2018	$ 6,264.00	$ -	$ -	$ 6,264.00	38%	0%
OCTUBRE DEL 2021	$ 6,264.00	$ -	$ -	$ 6,264.00	50%	0%
NOVIEMBRE DEL 2021	$ 6,264.00	$ -	$ -	$ 6,264.00	63%	0%
DICIEMBRE DEL 2021	$ 6,264.00	$ -	$ -	$ 6,264.00	75%	0%
ENERO DEL 2022	$ 6,264.00	$ -	$ -	$ 6,264.00	88%	0%
FEBRERO DEL 2022	$ 6,264.00	$ -	$ -	$ 6,264.00	100%	0%

COMMUNITY ACTION PARTNERSHIP OF KERN
ACTIVIDADES DE LOS PADRES
2021-2022

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 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	8%	0%
MARZO DEL 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	17%	0%
ABRIL DEL 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	25%	0%
MAYO DEL 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	33%	0%
JUNIO DEL 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	42%	0%
JULIO DEL 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	50%	0%
AGOSTO DEL 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	58%	0%
SEPTIEMBRE DEL 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	67%	0%
OCTUBRE DEL 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	75%	0%
NOVIEMBRE DEL 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	83%	0%
DICIEMBRE DEL 2021	$ 1,665.00	$ -	$ -	$ 1,665.00	92%	0%
ENERO DEL 2022	$ 1,665.00	$ -	$ -	$ 1,665.00	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 2021	$ 760.00	$ -	$ -	$ 760.00	8%	0%
ABRIL DEL 2021	$ 760.00	$ -	$ -	$ 760.00	17%	0%
MAYO DEL 2021	$ 760.00	$ -	$ -	$ 760.00	25%	0%
JUNIO DEL 2021	$ 760.00	$ -	$ -	$ 760.00	33%	0%
JULIO DEL 2021	$ 760.00	$ -	$ -	$ 760.00	42%	0%
AGOSTO DEL 2021	$ 760.00	$ -	$ -	$ 760.00	50%	0%
SEPTIEMBRE DEL 2018	$ 760.00	$ -	$ -	$ 760.00	58%	0%
OCTUBRE DEL 2021	$ 760.00	$ -	$ -	$ 760.00	67%	0%
NOVIEMBRE DEL 2021	$ 760.00	$ -	$ -	$ 760.00	75%	0%
DICIEMBRE DEL 2021	$ 760.00	$ -	$ -	$ 760.00	83%	0%
ENERO DEL 2022	$ 760.00	$ -	$ -	$ 760.00	92%	0%
FEBRERO DEL 2022	$ 760.00	$ -	$ -	$ 760.00	100%	0%

Preparado por Heather McCarley
14 de Juno 2021

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, 2021 through February 28, 2022
Report for period ending **May 31, 2021** (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	3,806	3,344	1,135	8,284	70,588	12%
Alicante	20	2,759	2,527	0	5,286	17,647	30%
Broadway	40	9,072	8,492	6,628	24,192	35,294	69%
California City	34	7,513	7,727	3,833	19,073	30,000	64%
Cleo Foran	23	15,779	14,629	9,844	40,252	20,294	198%
Delano	76	19,953	21,082	15,436	56,470	67,058	84%
East California	56	14,322	16,129	16,248	46,699	49,411	95%
Fairfax	40	8,429	9,249	4,292	21,970	35,294	62%
Fairview	40	7,209	8,499	5,236	20,944	35,294	59%
Harvey L. Hall	156	11,454	13,555	0	25,009	137,646	18%
Heritage	40	5,914	6,825	3,367	16,105	35,294	46%
Home Base	124	12,854	9,424	0	22,278	54,706	41%
Jewett	0	1,682	5,056	0	6,738	0	0%
Lamont	40	0	0	0	0	35,294	0%
Martha J. Morgan	44	7,896	5,847	0	13,743	38,823	35%
McFarland	20	2,099	2,182	0	4,281	17,647	24%
Mojave	20	7,890	9,060	2,545	19,494	17,647	110%
Oasis	57	5,094	7,564	0	12,659	50,294	25%
Pete H. Parra	128	9,302	10,728	0	20,029	112,940	18%
Planz	20	0	1,168	0	1,168	17,647	7%
Primeros Pasos	80	13,394	9,779	0	23,172	70,588	33%
Rosamond	80	4,972	2,225	0	7,197	70,588	10%
San Diego Street	40	2,566	2,282	0	4,849	35,294	14%
Seibert	40	0	0	0	0	35,294	0%
Shafter	20	3,661	2,948	0	6,609	17,647	37%
Shafter HS/EHS	26	1,137	2,606	0	3,744	22,941	16%
Sterling	124	7,289	8,233	0	15,522	109,411	14%
Sunrise Villa	20	2,328	1,874	0	4,203	17,647	24%
Taft	66	4,500	5,261	0	9,761	58,235	17%
Tehachapi	34	2,181	0	0	2,181	30,000	7%
Vineland	20	4,160	2,420	0	6,580	17,647	37%
Virginia	40	3,948	4,425	0	8,373	35,294	24%
Wesley	60	27,407	27,036	0	54,443	52,941	103%
Willow	55	5,130	4,162	0	9,292	48,529	19%
Administrative Services		0	0	0	0	0	NA
Program Services		23	130	119	272	66,765	0%
SUBTOTAL IN-KIND	**1,763**	**235,722**	**236,469**	**68,682**	**540,873**	**1,567,638**	**35%**
State General Child Care*		218,706	214,532	221,798	655,036	1,871,571	35%
State Preschool*		395,510	387,783	334,094	1,117,387	3,074,165	36%
State Migrant Child Care*		9,413	9,710	9,016	28,139	184,872	15%
SUBTOTAL CA DEPT of ED		**623,628**	**612,025**	**564,909**	**1,800,562**	**5,130,608**	**35%**
GRAND TOTAL		**859,350**	**848,494**	**633,591**	**2,341,435**	**6,698,246**	**35%**

*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, 2021 through January 31, 2022
Report for period ending May 31**, 2021** (Month 4 of 12)

Percent of budget period elapsed: 33%

LOCATION	FUNDED ENROLL-MENT	Feb	March	April	YTD Totals	IN-KIND GOAL	% OF GOAL MET
California Street	24	2,654	2,442	0	5,096	39,314	13%
Chrisman	30	2,493	2,090	0	4,583	49,142	9%
Gianone		1,009	1,300	1,254	3,563	0	#DIV/0!
Kennedy	16	1,188	858	751	2,797	26,209	11%
Lodi Home Base	35	0	4,009	1,004	5,014	28,666	17%
Lodi UCC	30	3,271	3,946	1,746	8,964	49,142	18%
Manteca Home Base	12	1,106	3,329	3,285	7,719	9,828	79%
Marci Massei	24	2,453	3,257	2,327	8,037	39,314	20%
St. Mary's	16	3,029	2,492	0	5,521	26,209	21%
Stockton Home Base	90	5,231	8,300	6,022	19,552	73,714	27%
Tracy Home Base	12	0	0	0	0	9,828	0%
Walnut	24	3,004	3,254	3,278	9,536	39,314	24%
Administrative Services		0	0	0	0	0	
Program Services		15,169	15,194	18,213	126,470	108,412	117%
Policy Council		0	0	0	0	1,000	0%
SUBTOTAL IN-KIND	**313**	**40,606**	**50,470**	**37,881**	**206,852**	**500,094**	**41%**
State General Child Care*		120,553	164,511	162,164	447,227	846,988	53%
SUBTOTAL CA DEPT of ED		**120,553**	**164,511**	**162,164**	**447,227**	**846,988**	**53%**
GRAND TOTAL		**161,159**	**214,981**	**200,045**	**654,079**	**1,347,082**	**49%**

*May include estimates

Department of Health and Human Services

Administration for Children and Families

Notice of Award

Award# 09CH011406-02-02
FAIN# 09CH011406
Federal Award Date: 05/11/2021

Recipient Information

1. Recipient Name

Community Action Partnership Of Kern
5005 Business Park N
Bakersfield, CA 93309-1651
661-336-5236

2. Congressional District of Recipient
23

3. Payment System Identifier (ID)
1952402760A1

4. Employer Identification Number (EIN)
952402760

5. Data Universal Numbering System (DUNS)
072947617

6. Recipient's Unique Entity Identifier

7. Project Director or Principal Investigator

Mrs. Yolanda Gonzales
Director of Head Start/ State Child Development
ygonzale@capk.org
661-336-5236

8. Authorized Official

Mr. Curtis Floyd
Authorizing Official/Board Chair
curtis@curtisfloydlaw.com
(661) 336-5236

Federal Agency Information
ACF/OHS Region IX Grants Office

9. Awarding Agency Contact Information
Mr. Jeffrey Arciero
Grants Management Officer
jeffrey.arciero@acf.hhs.gov
617-565-2446

10.Program Official Contact Information
Ms. Cynthia T Yao
Head Start Program
Cynthia.Yao@acf.hhs.gov
415-437-8451

Federal Award Information

11. Award Number
09CH011406-02-02

12. Unique Federal Award Identification Number (FAIN)
09CH011406

13. Statutory Authority
42 USC 9801 ET SEQ.

14. Federal Award Project Title
Early Head Start

15. Assistance Listing Number
93.600

16. Assistance Listing Program Title
Head Start

17. Award Action Type
Supplement

18. Is the Award R&D?
No

Summary Federal Award Financial Information

19.	**Budget Period Start Date** 02/01/2021 **- End Date** 01/31/2022	
20.	**Total Amount of Federal Funds Obligated by this Action**	$66,967.00
	20a. Direct Cost Amount	$60,879.00
	20b. Indirect Cost Amount	$6,088.00
21.	Authorized Carryover	$0.00
22.	Offset	$0.00
23.	Total Amount of Federal Funds Obligated this budget period	$5,608,269.00
24.	**Total Approved Cost Sharing or Matching, where applicable**	$1,402,068.00
25.	**Total Federal and Non-Federal Approved this Budget Period**	$7,077,304.00
26.	**Project Period Start Date** 02/01/2020 **- End Date** 01/31/2025	
27.	Total Amount of the Federal Award including Approved Cost Sharing or Matching this Project Period	Not Available

28. Authorized Treatment of Program Income
Additional Costs

29. Grants Management Officer – Signature
Mr. Jeffrey Arciero
Grants Management Officer

30. Remarks

Notice of Award

Award# 09CH011406-02-02
FAIN# 09CH011406
Federal Award Date: 05/11/2021

Recipient Information

Recipient Name

Community Action Partnership Of Kern
5005 Business Park N
Bakersfield, CA 93309-1651
661-336-5236

Congressional District of Recipient
23

Payment Account Number and Type
1952402760A1

Employer Identification Number (EIN) Data
952402760

Universal Numbering System (DUNS)
072947617

Recipient's Unique Entity Identifier
Not Available

31. Assistance Type
Project Grant

32. Type of Award
Service

33. Approved Budget
(Excludes Direct Assistance)

I. Financial Assistance from the Federal Awarding Agency Only
II. Total project costs including grant funds and all other financial participation

a. Salaries and Wages	$3,289,239.00
b. Fringe Benefits	$935,353.00
c. Total Personnel Costs	$4,224,592.00
d. Equipment	$45,000.00
e. Supplies	$137,035.00
f. Travel	$3,260.00
g. Construction	$0.00
h. Other	$739,593.00
i. Contractual	$16,845.00
j. TOTAL DIRECT COSTS	**$5,166,325.00**
k. INDIRECT COSTS	**$508,911.00**
l. TOTAL APPROVED BUDGET	**$5,675,236.00**
m. Federal Share	$5,675,236.00
n. Non-Federal Share	$1,402,068.00

34. Accounting Classification Codes

FY-ACCOUNT NO.	DOCUMENT NO.	ADMINISTRATIVE CODE	OBJECT CLASS	AMT ACTION FINANCIAL ASSISTANCE	APPROPRIATION
1-G094122	09CH01140602	ACFOHS	41.51	$66,967.00	75-21-1536

35. Terms And Conditions

STANDARD TERMS

1. Paid by DHHS Payment Management System (PMS), see attached for payment information. This award is subject to the requirements of the HHS Grants Policy Statement (HHS GPS) that are applicable to you based on your recipient type and the purpose of this award.

   This includes requirements in Parts I and II (available at http://www.hhs.gov/grants/grants/policies-regulations/index.html of the HHS GPS. Although consistent with the HHS GPS, any applicable statutory or regulatory requirements, including 45 CFR Part 75, directly apply to this award apart from any coverage in the HHS GPS. This award is subject to requirements or limitations in any applicable Appropriations Act. This award is subject to the requirements of Section 106 (g) of the trafficking Victims Protection Act of 2000, as amended (22 U.S.C. 7104). For the full text of the award term, go to http://www.acf.hhs.gov/discretionary-post-award-requirements
   This award is subject to the Federal Financial Accountability and Transparency Act (FFATA or Transparency) of 2006 subaward and executive compensation reporting requirements. For the full text of the award term, go to http://www.acf.hhs.gov/discretionary-post-award-requirements.This award is subject to requirements as set forth in 2 CFR 25.110 Central Contractor Registration (CCR) and DATA Universal Number System (DUNS). For full text go to http://www.acf.hhs.gov/discretionary-post-award-requirements

   Consistent with 45 CFR 75.113, applicants and recipients must disclose in a timely manner, in writing to the HHS awarding agency, with a copy to the HHS Office of Inspector General (OIG), all information related to violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award. Subrecipients must disclose, in a timely manner, in writing to the prime recipient (pass through entity) and the HHS OIG, all information related to violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award. Disclosures must be sent in writing to the awarding agency and to the HHS OIG at the following addresses:
   The Administration for Children for Children and Families U.S. Department of Health and Human Services Office of Grants Management ATTN: Grants Management Specialist 330 C Street, SW., Switzer Building Corridor 3200 Washington, DC 20201 AND
   U.S. Department of Health and Human Services Office of Inspector General ATTN: Mandatory Grant Disclosures, Intake Coordinator 330 Independence Avenue, SW, Cohen Building Room 5527 Washington, DC 20201 Fax: (202) 205-0604 (Include “Mandatory Grant Disclosures” in subject line) or Email: MandatoryGranteeDisclosures@oig.hhs.gov
   Failure to make required disclosures can result in any of the remedies described in 45 CFR75.371 Remedies for noncompliance, including suspension or debarment (See 2 CFR parts 180 & 376 and 31 U.S.C. 3321).

   This award is subject to the requirements as set forth in 45 CFR Part 87. This award is subject to HHS regulations codified at 45 CFR Chapter XIII, Parts 1301, 1302, 1303, 1304 and 1305. Attached are terms and conditions, reporting requirements, and payment instructions. Initial expenditure of funds by the grantee constitutes acceptance of this award.

AWARD ATTACHMENTS

Community Action Partnership Of Kern 09CH011406-02-02

1. Remarks

30. REMARKS (Continued from previous page)

This action awards $66,967 for the cost-of-living adjustment increase for Early Head Start program operations, based on the application submitted for this period.

This grant action also approves a Non-Federal match waiver for these COLA funds in the amount of $16,742. The amount of matching funds is now $1,402,068 at 19.81% for the 2/1/2021 - 1/31/2022 budget period.

Early Head Start population: 313 infants, toddlers, and pregnant women.
Designated Early Head Start service area: San Joaquin County, CA
Approved program options for the Early Head Start program: Center-based, Home-based.

Department of Health and Human Services

Administration for Children and Families

Notice of Award

Award# 09CH011132-03-01
FAIN# 09CH011132
Federal Award Date: 05/24/2021

Recipient Information

1. Recipient Name

Community Action Partnership Of Kern
5005 Business Park N
Bakersfield, CA 93309-1651
661-336-5236

2. Congressional District of Recipient
23

3. Payment System Identifier (ID)
1952402760A1

4. Employer Identification Number (EIN)
952402760

5. Data Universal Numbering System (DUNS)
072947617

6. Recipient's Unique Entity Identifier

7. Project Director or Principal Investigator

Mrs. Yolanda Gonzales
Director of Head Start/ State Child Development
ygonzale@capk.org
661-336-5236

8. Authorized Official

Mr. Curtis Floyd
Authorizing Official/Board Chair
curtis@curtisfloydlaw.com
(661) 336-5236

Federal Agency Information
ACF/OHS Region IX Grants Office

9. Awarding Agency Contact Information
Mr. Jeffrey Arciero
Grants Management Officer
jeffrey.arciero@acf.hhs.gov
617-565-2446

10.Program Official Contact Information
Ms. Cynthia T Yao
Head Start Program
Cynthia.Yao@acf.hhs.gov
415-437-8451

Federal Award Information

11. Award Number
09CH011132-03-01

12. Unique Federal Award Identification Number (FAIN)
09CH011132

13. Statutory Authority
42 USC 9801 ET SEQ.

14. Federal Award Project Title
Head Start and Early Head Start

15. Assistance Listing Number
93.600

16. Assistance Listing Program Title
Head Start

17. Award Action Type
Supplement

18. Is the Award R&D?
No

Summary Federal Award Financial Information

19.	**Budget Period Start Date** 03/01/2021 **- End Date** 02/28/2022	
20.	**Total Amount of Federal Funds Obligated by this Action**	$325,726.00
	20a. Direct Cost Amount	$293,154.00
	20b. Indirect Cost Amount	$32,572.00
21.	Authorized Carryover	$0.00
22.	Offset	$0.00
23.	Total Amount of Federal Funds Obligated this budget period	$27,045,025.00
24.	**Total Approved Cost Sharing or Matching, where applicable**	$6,761,257.00
25.	**Total Federal and Non-Federal Approved this Budget Period**	$34,132,008.00
26.	**Project Period Start Date** 07/01/2019 **- End Date** 06/30/2024	
27.	Total Amount of the Federal Award including Approved Cost Sharing or Matching this Project Period	Not Available

28. Authorized Treatment of Program Income
Additional Costs

29. Grants Management Officer – Signature
Mr. Jeffrey Arciero
Grants Management Officer

30. Remarks

Notice of Award

Award# 09CH011132-03-01
FAIN# 09CH011132
Federal Award Date: 05/24/2021

Recipient Information

Recipient Name

Community Action Partnership Of Kern
5005 Business Park N
Bakersfield, CA 93309-1651
661-336-5236

Congressional District of Recipient
23

Payment Account Number and Type
1952402760A1

Employer Identification Number (EIN) Data
952402760

Universal Numbering System (DUNS)
072947617

Recipient's Unique Entity Identifier
Not Available

31. Assistance Type
Project Grant

32. Type of Award
Service

33. Approved Budget
(Excludes Direct Assistance)

I. Financial Assistance from the Federal Awarding Agency Only
II. Total project costs including grant funds and all other financial participation

a. Salaries and Wages	$15,021,655.00
b. Fringe Benefits	$4,538,607.00
c. Total Personnel Costs	$19,560,262.00
d. Equipment	$0.00
e. Supplies	$1,247,676.00
f. Travel	$74,157.00
g. Construction	$0.00
h. Other	$3,844,523.00
i. Contractual	$219,150.00
j. TOTAL DIRECT COSTS	$24,945,768.00
k. INDIRECT COSTS	$2,424,983.00
l. TOTAL APPROVED BUDGET	$27,370,751.00
m. Federal Share	$27,370,751.00
n. Non-Federal Share	$6,761,257.00

34. Accounting Classification Codes

FY-ACCOUNT NO.	DOCUMENT NO.	ADMINISTRATIVE CODE	OBJECT CLASS	AMT ACTION FINANCIAL ASSISTANCE	APPROPRIATION
1-G094122	09CH01113203	ACFOHS	41.51	$325,726.00	75-21-1536

35. Terms And Conditions

STANDARD TERMS

1. Paid by DHHS Payment Management System (PMS), see attached for payment information. This award is subject to the requirements of the HHS Grants Policy Statement (HHS GPS) that are applicable to you based on your recipient type and the purpose of this award.

   This includes requirements in Parts I and II (available at http://www.hhs.gov/grants/grants/policies-regulations/index.html of the HHS GPS. Although consistent with the HHS GPS, any applicable statutory or regulatory requirements, including 45 CFR Part 75, directly apply to this award apart from any coverage in the HHS GPS. This award is subject to requirements or limitations in any applicable Appropriations Act. This award is subject to the requirements of Section 106 (g) of the trafficking Victims Protection Act of 2000, as amended (22 U.S.C. 7104). For the full text of the award term, go to http://www.acf.hhs.gov/discretionary-post-award-requirements
   This award is subject to the Federal Financial Accountability and Transparency Act (FFATA or Transparency) of 2006 subaward and executive compensation reporting requirements. For the full text of the award term, go to http://www.acf.hhs.gov/discretionary-post-award-requirements.This award is subject to requirements as set forth in 2 CFR 25.110 Central Contractor Registration (CCR) and DATA Universal Number System (DUNS). For full text go to http://www.acf.hhs.gov/discretionary-post-award-requirements

   Consistent with 45 CFR 75.113, applicants and recipients must disclose in a timely manner, in writing to the HHS awarding agency, with a copy to the HHS Office of Inspector General (OIG), all information related to violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award. Subrecipients must disclose, in a timely manner, in writing to the prime recipient (pass through entity) and the HHS OIG, all information related to violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award. Disclosures must be sent in writing to the awarding agency and to the HHS OIG at the following addresses:
   The Administration for Children for Children and Families U.S. Department of Health and Human Services Office of Grants Management ATTN: Grants Management Specialist 330 C Street, SW., Switzer Building Corridor 3200 Washington, DC 20201 AND
   U.S. Department of Health and Human Services Office of Inspector General ATTN: Mandatory Grant Disclosures, Intake Coordinator 330 Independence Avenue, SW, Cohen Building Room 5527 Washington, DC 20201 Fax: (202) 205-0604 (Include “Mandatory Grant Disclosures” in subject line) or Email: MandatoryGranteeDisclosures@oig.hhs.gov
   Failure to make required disclosures can result in any of the remedies described in 45 CFR75.371 Remedies for noncompliance, including suspension or debarment (See 2 CFR parts 180 & 376 and 31 U.S.C. 3321).

   This award is subject to the requirements as set forth in 45 CFR Part 87. This award is subject to HHS regulations codified at 45 CFR Chapter XIII, Parts 1301, 1302, 1303, 1304 and 1305. Attached are terms and conditions, reporting requirements, and payment instructions. Initial expenditure of funds by the grantee constitutes acceptance of this award.

AWARD ATTACHMENTS

Community Action Partnership Of Kern 09CH011132-03-01

1. Remarks

30. REMARKS (Continued from previous page)

This action awards funds for the cost-of-living adjustment (COLA) increase for program operations. The projected increases based on the application submitted for this period are $216,984 for Head Start and $108,742 for Early Head Start.

This grant action also approves a Non-Federal match waiver for these COLA funds in the amount of $81,432. The amount of matching funds is now $6,761,257 at 19.81% for the 3/1/2021 – 2/28/2022 budget period.

This action approves the application submitted under 45 C.F.R. Part 1303 Subpart E – Facilities for the construction and renovation of the grantee owned facilities located at:
Harvey L. Hall Child Development Center - 315 Stine Rd., Kern, California 93309
Pete H. Parra Child Development Center - 1825 Feliz Dr., Kern, California 93307
Sterling Child Development Center - 3000 Sterling Rd., Kern, California 93306
Martha J Morgan Child Development Center - 3811 River Blvd., Kern, California 93305

This grant action removes the Special Condition from award 09CH011132-01-01, dated July 26,2019.

Expenditures for this project are subject to all statutory requirements of the Head Start Program and all applicable terms and conditions of the grant. The scope of the approved project cannot be changed, and funds authorized shall not be used for any other purpose(s) without prior approval. A notice of federal interest must be recorded on the property in accordance with 1303.46.

Compliance with the Davis Bacon Act on all contracts for construction, renovation, and repairs over $2,000 for facilities is required. Funds can only be used to purchase equipment or contractual services from vendors meeting the requirements of 45 C.F.R. § 75.327(h).
Head Start population: 1,317 children.
Designated Head Start service area: Kern County, California
Approved program options for the Head Start program: Center-based, Locally Designed Program.

Early Head Start population: 446 infants, toddlers, and pregnant women.
Designated Early Head Start service area: Kern County, California
Approved program options for the Early Head Start program: Center-based, Home-based.

Department of Health and Human Services

Administration for Children and Families

Notice of Award

Award# 09HE000432-01-01
FAIN# 09HE000432
Federal Award Date: 05/28/2021

Recipient Information

1. Recipient Name

Community Action Partnership Of Kern
5005 Business Park N
Bakersfield, CA 93309-1651
661-336-5236

2. Congressional District of Recipient
23

3. Payment System Identifier (ID)
1952402760A1

4. Employer Identification Number (EIN)
952402760

5. Data Universal Numbering System (DUNS)
072947617

6. Recipient's Unique Entity Identifier

7. Project Director or Principal Investigator

Ms. Yolanda Gonzalez
Director
ygonzale@capk.org
661-336-5236

8. Authorized Official

Mr. Curtis Floyd
Authorizing Official/Board Chair
curtis@curtisfloydlaw.com
(661) 336-5236

Federal Agency Information
ACF/OHS Region IX Grants Office

9. Awarding Agency Contact Information
Mr. Jeffrey Arciero
Grants Management Officer
jeffrey.arciero@acf.hhs.gov
617-565-2446

10.Program Official Contact Information
Ms. Cynthia T Yao
Head Start Program
Cynthia.Yao@acf.hhs.gov
415-437-8451

Federal Award Information

11. Award Number
09HE000432-01-01

12. Unique Federal Award Identification Number (FAIN)
09HE000432

13. Statutory Authority
42 USC 9801 ET SEQ

14. Federal Award Project Title
American Rescue Plan

15. Assistance Listing Number
93.600

16. Assistance Listing Program Title
Head Start

17. Award Action Type
Supplement

18. Is the Award R&D?
No

Summary Federal Award Financial Information

19.	**Budget Period Start Date** 04/01/2021 **- End Date** 03/31/2023	
20.	**Total Amount of Federal Funds Obligated by this Action**	$2,665,802.00
	20a. Direct Cost Amount	$2,399,222.00
	20b. Indirect Cost Amount	$266,580.00
21.	Authorized Carryover	$0.00
22.	Offset	$0.00
23.	Total Amount of Federal Funds Obligated this budget period	$670,559.00
24.	**Total Approved Cost Sharing or Matching, where applicable**	$0.00
25.	**Total Federal and Non-Federal Approved this Budget Period**	$3,336,361.00
26.	**Project Period Start Date** 04/01/2021 **- End Date** 03/31/2023	
27.	Total Amount of the Federal Award including Approved Cost Sharing or Matching this Project Period	Not Available

28. Authorized Treatment of Program Income
Additional Costs

29. Grants Management Officer – Signature
Mr. Jeffrey Arciero
Grants Management Officer

30. Remarks

Department of Health and Human Services

Administration for Children and Families

Notice of Award

Award# 09HE000432-01-01
FAIN# 09HE000432
Federal Award Date: 05/28/2021

Recipient Information

Recipient Name

Community Action Partnership Of Kern
5005 Business Park N
Bakersfield, CA 93309-1651
661-336-5236

Congressional District of Recipient
23

Payment Account Number and Type
1952402760A1

Employer Identification Number (EIN) Data
952402760

Universal Numbering System (DUNS)
072947617

Recipient's Unique Entity Identifier
Not Available

31. Assistance Type
Project Grant

32. Type of Award
Service

33. Approved Budget
(Excludes Direct Assistance)

I. Financial Assistance from the Federal Awarding Agency Only
II. Total project costs including grant funds and all other financial participation

a. Salaries and Wages	$763,438.00
b. Fringe Benefits	$251,934.00
c. Total Personnel Costs	$1,015,372.00
d. Equipment	$0.00
e. Supplies	$1,053,540.00
f. Travel	$0.00
g. Construction	$0.00
h. Other	$1,000,869.00
i. Contractual	$0.00
j. TOTAL DIRECT COSTS	$3,069,781.00
k. INDIRECT COSTS	$266,580.00
l. TOTAL APPROVED BUDGET	$3,336,361.00
m. Federal Share	$3,336,361.00
n. Non-Federal Share	$0.00

34. Accounting Classification Codes

FY-ACCOUNT NO.	DOCUMENT NO.	ADMINISTRATIVE CODE	OBJECT CLASS	AMT ACTION FINANCIAL ASSISTANCE	APPROPRIATION
1-G091200	09HE00043201C6	ACFOHS	41.51	$2,665,802.00	75-2122-1536

35. Terms And Conditions

STANDARD TERMS

1. Paid by DHHS Payment Management System (PMS), see attached for payment information. This award is subject to the requirements of the HHS Grants Policy Statement (HHS GPS) that are applicable to you based on your recipient type and the purpose of this award.

   This includes requirements in Parts I and II (available at http://www.hhs.gov/grants/grants/policies-regulations/index.html of the HHS GPS. Although consistent with the HHS GPS, any applicable statutory or regulatory requirements, including 45 CFR Part 75, directly apply to this award apart from any coverage in the HHS GPS. This award is subject to requirements or limitations in any applicable Appropriations Act. This award is subject to the requirements of Section 106 (g) of the trafficking Victims Protection Act of 2000, as amended (22 U.S.C. 7104). For the full text of the award term, go to http://www.acf.hhs.gov/discretionary-post-award-requirements
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   U.S. Department of Health and Human Services Office of Inspector General ATTN: Mandatory Grant Disclosures, Intake Coordinator 330 Independence Avenue, SW, Cohen Building Room 5527 Washington, DC 20201 Fax: (202) 205-0604 (Include “Mandatory Grant Disclosures” in subject line) or Email: MandatoryGranteeDisclosures@oig.hhs.gov
   Failure to make required disclosures can result in any of the remedies described in 45 CFR75.371 Remedies for noncompliance, including suspension or debarment (See 2 CFR parts 180 & 376 and 31 U.S.C. 3321).

   This award is subject to the requirements as set forth in 45 CFR Part 87. This award is subject to HHS regulations codified at 45 CFR Chapter XIII, Parts 1301, 1302, 1303, 1304 and 1305. Attached are terms and conditions, reporting requirements, and payment instructions. Initial expenditure of funds by the grantee constitutes acceptance of this award.

REPORTING REQUIREMENTS

1. **Federal Reporting Requirements for Head Start CRRSA and ARP Grant Awards**

Federal Financial Report (SF-425):

Federal Financial Reports (SF-425) must be submitted in the Payment Management System (PMS) based on the reporting schedule below:

1. **C5 (CRRSA) Annual FFR 4/1/2021 – 3/31/2022: due by 7/30/2022**
2. **C6 (ARP) Annual FFR 4/1/2021 – 3/31/2022: due by 7/30/2022**
3. **C5 (CRRSA) Final FFR 4/1/2021 – 3/31/2023: due by 7/30/2023**
4. **C6 (ARP) Final FFR 4/1/2021 – 3/31/2023: due by 7/30/2023**

FFR Grantee User Guide: https://pms.psc.gov/pms-user-guide/federal-financial-report.html

For support using the Payment Management System, contact your PMS Liaison Accountant: https://pms.psc.gov/find-pms-liaison-accountant.html

Federal Cash Transaction Report (FFR-FCTR-425):

The Federal Cash Transaction Report (FCTR – Disbursements, lines 10a - 10c), **FFR-FCTR** (Disbursements) must be prepared and certified as follows:

- **Disbursements January 1 – March 31: certify by April 30**
- **Disbursements April 1 – June 30: certify by July 30**
- **Disbursements July 1 – September 30: certify by October 30**
- **Disbursements October 1 – December 31: certify by January 30**

If the FCTR is not certified 10 days after the due date, funds will be frozen until the report has been submitted.

FCTR Guidance: https://pms.psc.gov/pms-user-guide/federal-cash-transaction-report.html

Performance Progress Report:

This award is subject to performance progress reporting as indicated in 45 CFR 75.342, and will occur at least annually. Additional information will be forthcoming as to the reporting requirements and frequency.

Tangible Personal Property Report (SF-428):

This award is subject to the submission of a Tangible Personal Property Report SF-428 and SF-428B, and as necessary, SF-428S, at closeout. This report is due on the same date the final SF-425 Federal Financial report is due. Please review the chart in the **Federal Financial Report (SF-425)** section of these reporting requirements for the due date. Completed copies of the SF-428 reports must be uploaded to the specified folders in the Grant Notes section of GrantSolutions.

Downloadable version of SF-428 can be found at https://www.grants.gov/web/grants/forms/post-award-reporting-forms.html.

Real Property Standard Form (SF-429):

The submission of the SF-429 Attachment A No Property report is not required for CRRSA and ARP grant awards where there is no covered real property.

If funds from this award are used for any purpose requiring a 45 CFR Part 1303 application (purchase, construction, major renovation), submission of applicable SF-429 with supporting documentation is required. A SF-429 Attachment B and/or Attachment C is required upon approval of the 1303 application for purchase, construction, or major renovation.

Grantees with covered real property must submit reports at least annually on the status of real property in which OHS holds a Federal interest. Grantees with real property with federal interest must submit the SF-429 Attachment C along with supporting documentation to request transfer of property and record to the grantee's CH or HP grant program (or, if applicable, the OHS eligible designated new entity that will continue the intended purpose of property) at closeout on the same date as the final SF-425 Federal Financial report is due.

1. Annual Real Property Status for 4/1/2021 – 3/31/2022: due as an Attachment to the Annual SF-425 in Payment Management System by 7/30/2022

2. Annual Real Property Status for 4/1/2021 – 3/31/2023: due as the SF-429A in the On-Line Data Collection System by 4/30/2023

3. Transfer of Real Property: due as the SF-429C in the On-Line Data Collection System by 7/30/2023

AWARD ATTACHMENTS

Community Action Partnership Of Kern 09HE000432-01-01

1. ARP Remarks

30. Remarks (continued from previous page)

This action awards one-time supplemental funds authorized under the American Rescue Plan Act 2021, P.L. 117-2 for the provision of approved services defined under the Head Start Act, to include activities outlined in Program Instruction ACF-PI-HS-21-03 to further support in-person services. The amount of this award is identified in Field 34 of this Notice of Award and charged to Account Number 1200, which includes the suffix “C6.” All funds for expenditures under this C6 subaward must be disbursed from the corresponding account in the Payment Management System.

This action approves the purchase of equipment identified on the ‘Equipment’ object class category, if applicable.

This action approves a non-federal match waiver for the federal funds awarded, if applicable.

DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Head Start/State Child Development/Yolanda Gonzales	**Month/Year:** May 2021
Program/Work Unit: Head Start/Early Head Start	**Program Manager/Supervisor:** Ginger Mendez/Robert Espinosa
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 (Based on Actual Enrollment)	Over Income
Head Start Kern *PY Services ended 5/22/2021	**1317**	**935**	**71%**		**5.9% (8.3%)**	**10%**
Early Head Start Kern • EHS Center Based • EHS Home Based • EHS Home Based-Interim	**446** 243 123 80	**289**	**65%**	 185/243 86 /123 19/80	**12.8% (20.7%)**	**9%**
Early Head Start San Joaquin	**313**	**219**	**70%**		**23.3% (33%)**	**8%**
Early Head Start Partnership • Angela Martinez • Bakersfield College • Blanton • Garden Pathways • Taft College • Escuelita Hernandez • Seeking Partner	**152** 24 32 16 11 42 16 11	**61**	**41%** 46% 34% 50% 73% 50% 12.5% 0%	 11/24 11/32 8/16 8/11 21/42 2/16 0/11	**6.4% (16.1%)**	**7.8%**
Early Head Start Partnership Enrollment Updates: Escuelita Hernandez modifications to the outdoors are 80 % completed. The infant classroom is pending a building permit. Estimated completion is the end of July 2021 for all modifications.						

Home Visiting Program	Cumulative Enrollment	Contract Enrollment Target
	141	**204**

Division Staffing			
Currently Employed	Vacant Positions	Continuous Family Leave	Intermittent Family Leave
648	97	24	103

HIGHLIGHTS: 4 employees were promoted, 2 new hires and the Program Information Report (PIR) was sent to all part year staff.

Compliance
The Head Start/State Child Development division received two reviews during the month of May. One from our State funding source, the California Department of Education and one from our Federal funding source, Office of Head Start. We are pleased to inform our board that both extensive reviews were completed with no non-compliance findings. We were, in fact, complimented for our systems by both funding sources at the culmination of their reviews.

Central Kitchen May 2021				
Meals & Snacks	**Total # Prepared**	**Breakfast**	**Lunch**	**Snack**
Centers	30,763	11,437	9,889	9,437
Boxed Meals—Virtual	21,060	7,020	7,020	7,020
Home Based	4,095	1,365	1,365	1,365
TOTALS	**55,918**	19,822	18,274	17,822

HIGHLIGHT: In preparation for the Head Start Summer Program, new routes and delivery schedules have been planned to ensure seamless food deliveries.

CACFP						
APRIL 2021						
Total Meals Delivered			**Meals Allocated**		**# of Meals Served**	**% of Meals Served**
Central Kitchen	Vendor Meals	Total Meals	CACFP/USDA	HS/EHS		
64,526	8,279	72,805	45,564	27,241	51,881	71%



Backpack Connection Series

About this Series

The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

The Pyramid Model



The Pyramid Model is a framework that provides programs with guidance on how to promote social emotional competence in all children and design effective interventions that support young children who might have persistent challenging behavior. It also provides practices to ensure that children with social emotional delays receive intentional teaching. Programs that implement the Pyramid Model are eager to work together with families to meet every child's individualized learning and support needs. To learn more about the Pyramid Model, please visit ChallengingBehavior.org.

More Information

More information and resources on this and other topics are available on our website, ChallengingBehavior.org.

National Center for Pyramid Model INNOVATIONS

ChallengingBehavior.org

How to Help Your Child Manage Time and Understand Expectations

Brooke Brogle, Alyson Jiron & Jill Giacomini



Time is an unclear measure for children. It is very common for a parent to feel frustrated with a child when he has not done what he was asked to do (e.g., pick up toys, put on shoes, finish snack) even after he has been given a five-minute warning. However, it is important for parents to know that there is little difference between five minutes and an hour to young children because of the way they experience time. Children live in the moment and the future is difficult for them to measure. When parents use time (rather than events such as "when I get to the top of the stairs") to communicate what they expect the child to do, it can lead to the child feeling confused and frustrated, and ultimately, the child expressing his emotions through a tantrum.

Timers, particularly sand timers, are excellent tools parents can use to help young children measure time and understand expectations. Children can see the sand timer, turn it over and watch the sand fall to the bottom. There is a clear beginning, middle and end which gives children a way to predict and understand what will happen when the sand runs out. Sand timers empower children and help them to feel that they are a part of the process rather than simply being told what to do. Sand timers also give parents an opportunity to encourage and compliment their child when he is moved to action to "beat the clock"—a much more enjoyable and effective activity than nagging.

Try This at Home

- The skills needed to share, trade and take turns can be taught using sand timers. For more information on how to teach the skills of sharing, trading and taking turns, check out those topics in the Backpack Connection Series at www.challengingbehavior.org.
  - **Taking Turns:** "I see that Tony is playing with the puppets right now. When this three-minute timer is done, it will be your turn."
  - **Trading:** "You are having so much fun playing with your train. When the timer is done, you and Austin can trade. He will give you his car and you can give him your train."
  - **Sharing:** "You and Ben are both playing in the sand. There is only one shovel and two boys. You have the bucket and Ben has the shovel. First Ben can shovel the sand into the bucket and when this timer is done, you can shovel the sand into the bucket. That is a great way to share the sand toys!"
- Sand timers can help with *transitions*, or children moving from one activity to another. "I see you are happy playing with your Legos. It is time to go to school. Would you like to put your shoes on now or in one minute?" After you say this, simply flip over the sand timer and you may be surprised how your child is able to make the transition on his own.
- Sand timers can help move an activity along (e.g. clean up time). "I wonder if you can put all your trains into the box in three minutes."
- Sand timers can help YOU stay on track too. "I would be happy to get down your puzzles. I am on the phone and will do it in five minutes." This clear boundary teaches children exactly what to expect and can reduce whining and repeated asking.
- Sand timers can also help at dinner time. "We all sit together as a family at dinner time. You can get up when the timer is done."

Practice at School

Sand timers are used at school to help children learn how to take turns and solve problems. Sand timers are also used to let children know how long an activity will take or to let them know that they will be transitioning to a new activity soon. Sand timers allow children to manage time tasks without help from an adult and give them the ability to retain control over a situation because they can watch the sand falling and see that time is almost up. Sand timers are also used in classrooms to offer choice. For example, a teacher might ask, "Would you like to do that in one minute, or two?"

The Bottom Line

Time is a difficult concept for young children to grasp. Sand timers give children something they can see and touch to help them measure time. When sand timers are used to help children understand expectations, take turns and transition to new activities, they can reduce the frequency of challenging behavior, encourage children to participate in tasks and even do things by themselves. Parents benefit from sand timers as well because the timer reduces or eliminates the need for the child to be constantly reminded and monitored. Additionally, sand timers can offer more opportunities for parents to compliment and congratulate their child.

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This publication was produced by the Technical Assistance Center on Social Emotional Intervention (TACSEI) for Young Children funded by the Office of Special Education Programs (OSEP), U.S. Department of Education (H326B070002) and updated by the National Center for Pyramid Model Innovations also funded by OSEP (H326B170003). The views expressed do not necessarily represent the positions or policies of the Department of Education. July 2013/January, 2018.

USF UNIVERSITY OF SOUTH FLORIDA

IDEAs that Work Office of Special Education Programs



Serie de Conexión

Mochila

Sobre esta serie

La *Serie de Conexión Mochila* fue instaurada por TACSEI (por sus siglas en inglés) para brindarle a los maestros y padres/proveedores una vía para trabajar en conjunto para ayudar a los niños a desarrollar sus aptitudes socioemocionales y reducir las conductas desafiantes. Los maestros podrían elegir enviar un volante a casa dentro de la mochila de cada niño cada vez que sea introducida una nueva estrategia o aptitud dentro de la clase. Cada volante de la *Conexión de Mochila* proporciona información que ayudará a los padres a estar informados sobre lo que su niño está aprendiendo en la escuela y las ideas específicas sobre cómo utilizar las estrategias o aptitudes en casa.

El Modelo de la Pirámide



El Modelo de la Pirámide es un marco que proporciona a los programas orientación en como promover la capacidad socioemocional en todos los niños y diseñar intervenciones efectivas que apoyen a los niños que puedan contar con conductas desafiantes persistentes. También proporciona prácticas para asegurarse de que los niños con retrasos socioemocionales reciban educación intencional. Los programas que implementan el Modelo de la Pirámide están entusiasmados de trabajar en sociedad con las familias para satisfacer las necesidades individuales de aprendizaje y apoyo que cada niño necesita. Para conocer más del Modelo de la Pirámide, por favor visite *ChallengingBehavior.org*.

Más información

Más información y recursos sobre este y otros temas están disponibles en nuestro sitio web, *ChallengingBehavior.org*.

National Center for Pyramid Model INNOVATIONS

ChallengingBehavior.org

Cómo ayudar a su hijo a manejar el tiempo y comprender las expectativas

Brooke Brogle, Alyson Jiron y Jill Giacomini



El tiempo es una medida no muy clara para los niños. Es muy común para los padres el sentirse frustrados cuando su hijo no ha hecho lo que se le pidió (e.g. recoger los juguetes, ponerse los zapatos, acabarse un bocadillo) aún después de que se le dio un aviso de 5 minutos. No obstante, es importante que los padres sepan que para los niños hay muy poca diferencia entre 5 minutos y una hora debido a la manera en que ellos experimentan el tiempo. Los niños viven en el momento y es difícil para ellos medir el futuro. Cuando los padres utilizan el tiempo (en vez de eventos tales como "cuando llegue al último escalón") para comunicar lo que esperan que hagan sus hijos, puede conllevar a que su hijo se sienta confundido y frustrado, y finalmente, que el niño exprese sus emociones a través de rabietas.

Los cronómetros, en particular los relojes de arena, son herramientas excelentes que los padres pueden utilizar para ayudar a sus hijos a medir el tiempo y comprender las expectativas. Los niños pueden ver el reloj de arena, voltearlo y ver la arena caer al fondo. Existe un inicio, intermedio y final claro lo que les otorga a los niños una manera de predecir y comprender lo que pasará cuando la arena se termine. Los relojes de arena le dan poder a los niños y les ayuda a sentir que forman parte del proceso en vez de que simplemente se les diga que hacer. Los relojes de arena también les brindan a los padres una oportunidad para incentivar y elogiar a sus hijos cuando éstos entran en acción para "ganarle al reloj"— una actividad mucho más agradable y efectiva que el fastidiar.

Pruebe esto en casa

- Las aptitudes necesarias para compartir, cambiar y tomar turnos pueden ser enseñadas utilizando un reloj de arena. Para más información sobre cómo enseñar las aptitudes de compartir, cambiar y tomar turnos, revise esos temas en la Serie de Conexión Mochila en *www.challengingbehavior.org*.
  - » **Tomando Turnos:** "Veo que Tony está jugando con las marionetas en este momento. Cuando termine este cronometro de 3 minutos, te tocará a ti."
  - » **Cambiando:** "Te estás divirtiendo tanto jugando con tu tren. Cuando se termine el cronometro, Juanito puede cambiar. Él te dará su carro y tú puedes darle tu tren."
  - » **Compartir:** "Tanto tú y Ben están jugando en la arena. Hay solamente una pala y dos niños. Tú tienes la cubeta y Ben tiene la pala. Primero Ben palea arena hacia la cubeta y cuando su tiempo se acabe, tú podrás palear arena hacia la cubeta. ¡Esa es una gran manera de compartir los juguetes de la arena!
- Los relojes de arena pueden ayudar con las transiciones, o el cambio de los niños de una actividad a otra, "Veo que estás feliz jugando con tus Legos. Es hora de ir a la escuela. ¿Te gustaría ponerte los zapatos ahora o dentro de un minuto?" Después de decir esto, simplemente voltee el reloj de arena y se sorprenderá de como su niño es capaz de hacer la transición por sí solo.
- Los relojes de arena pueden ayudar a que se desenvuelva una actividad (e.g. hora de recoger). "Me pregunto si podrás colocar todos tus trenes en la caja en tres minutos."
- Los relojes de arena también le pueden ayudar a USTED a mantener su rumbo. "Me encantaría bajarle los rompecabezas. Estoy en el teléfono pero lo haré en cinco minutos." Este límite específico le enseña a los niños exactamente qué esperar.

Practique en la escuela

Los relojes de arena son utilizados en la escuela para ayudar a los niños a que aprendan cómo tomar turnos y resolver problemas. Los relojes de arena también son utilizados para hacerle saber a los niños cuánto durará una actividad o para hacerles saber que pronto harán una transición para hacer algo nuevo. Los relojes de arena les permite a los niños manejar las tareas de tiempo sin la ayuda de un adulto y les da la capacidad de retener el control sobre la situación debido a que pueden ver la arena caer y ver que el tiempo casi se agota. Los relojes de arena también se utilizan en las aulas para ofrecer elecciones. Por ejemplo, una maestra puede preguntar, "¿Te gustaría hacer eso en un minuto o dos?"

La conclusión

El tiempo es un concepto difícil de comprender para los niños. Los relojes de arena les brindan algo que pueden ver y tocar los niños que les ayuda a medir el tiempo. Cuando los relojes de arena son utilizados para ayudarles a los niños a comprender las expectativas, a tomar turnos, hacer la transición a actividades nuevas, éstos pueden reducir la frecuencia del comportamiento desafiante, incentivar a los niños a que participen en las tareas e incluso hacer cosas por sí solos. Los padres se benefician de los relojes de arena por igual debido a que el reloj de arena reduce o elimina la necesidad de que se les esté recordando o monitoreando constantemente. Además, los relojes de arena pueden ofrecer más oportunidades para que los padres elogien y feliciten a su hijo.

Se recomienda la reproducción de este documento. No se requiere permiso para copiar.

Esta publicación fue producida por el Centro de Asistencia Técnica sobre Intervención Social y Emocional (TACSEI por sus siglas en inglés) para niños pequeños financiado por la Oficina de Programas de Educación Especial (OSEP por sus siglas en inglés), Departamento de Educación de los Estados Unidos (H326B070002) y actualizado por el Centro Nacional para Innovaciones del Modelo de la Pirámide también financiado por OSEP (H326B170003). Las opiniones expresadas no representan necesariamente las posiciones o políticas del Departamento de Educación. julio 2013 / enero, 2018.

University of South Florida

IDEAs that Work — Office of Special Education Programs, U.S. Department of Education

Adventist Health

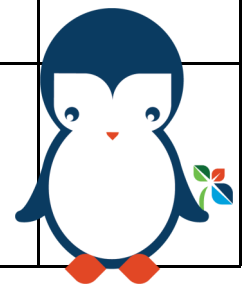
FIRST 5 KERN
Sponsored by First 5 Kern. Paid for by Proposition 10.

Children's Mobile Immunization Program

June 2021

- Vaccines are FREE for children ages 0-5 regardless of health insurance.
- Vaccines are FREE for children ages 6-18 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, 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	2	3 Walmart 6225 Colony St. (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	4	5
6	7 Food Maxx 4400 Ming Ave. (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	8 Jacobsen Middle 711 Anita Dr. **TEHACHAPI** (Parking Lot) 9:30 am—11:30 am 12:00 pm—2:00 pm	9 Kern County Dept. of Human Services 100 E. California Ave (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	10	11	12
13	14 Greenfield Family Resource Center 5400 Monitor Street (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	15	16 Adventist Health Bakersfield 2800 Chester Ave. (Parking Lot@29th) 1:00 pm—3:00 pm 3:30 pm—6:00 pm	17	18	19
20	21 Walmart Supercenter 5075 Gosford Rd. (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	22 Walmart 401 Central Ave. **WASCO** (Parking Lot) 9:30 am-11:30am 12:00pm—2:00pm	23	24 Mojave Jr/Sr High 15732 O Street **MOJAVE** 9:30 am-11:30am 12:00pm—2:00pm	25	26
27	28 NOR-Riverview Park 437 Willow Drive (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	29	30 New Life Church 4201 Stine Road (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm		**Hi I'm Pip!**	



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

Due to COVID-19 precautions, children over the age of 5 require an appointment.

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 2021

* Vacunas son GRATIS para niños menores de 5 años sin importar cobertura medica.
* Vacunas son GRATIS para niños de 6-18 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
* Ofrecemos prueba de Hemoglobina GRATIS para niños, mujeres embrazadas/postparto sin importar corbertura medica.
* La tarjetas de vacunas de su hijo(a) son requeridas.
* NO OFRECEMOS pruebas de tuberculosis o exámenes fisicos.
* Las clinicas podran ser canceladas por condiciones del clima. Porfavor llame antes de ir a la clinica móvil.
* Podemos parar de registrar 30 minutos antes de cerrar.

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
		1	2	3 Walmart 6225 Colony St. (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	4	5
6	7 Food Maxx 4400 Ming Ave. (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	8 Jacobsen Middle 711 Anita Dr. **TEHACHAPI** (Estacionamiento) 9:30 am—11:30 am 12:00 pm—2:00 pm	9 Kern County Dept. of Human Services 100 E. California Ave (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	10	11	12
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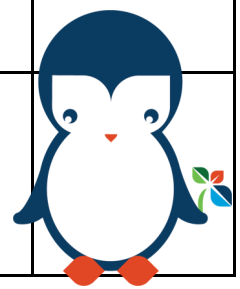
27	28 NOR-Riverview Park 437 Willow Drive (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	29	30 New Life Church 4201 Stine Road (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm		**Hola soy Pip!**	

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

Debido a precauciones de COVID-19, niños mayores de 5 años necesitan hacer cita.

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

NATIONAL HEAD START ASSOCIATION

NHSA in the Classroom



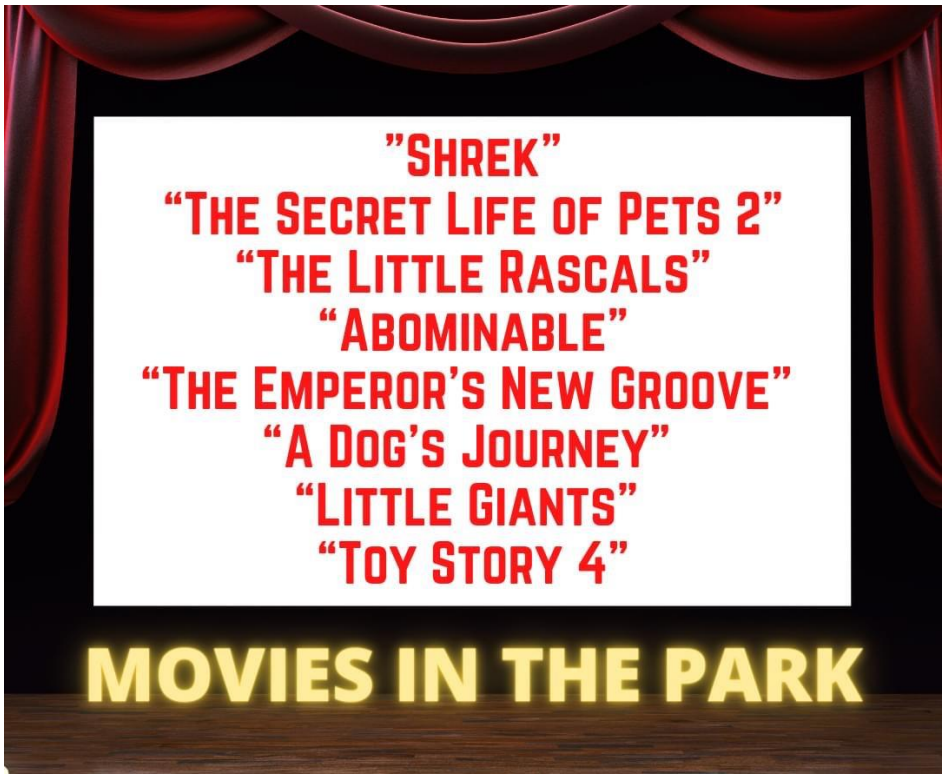
Spend the summer with the National Head Start Association!

We're singing, dancing, and storytelling every Tuesday with Pinky Jackalope, Nick the Music Man, and an amazing line-up of special guests from The Kennedy Center and Noggin.

Learn more and find the full summer schedule of this FREE programming, please visit

www.nhsa.org/classroom

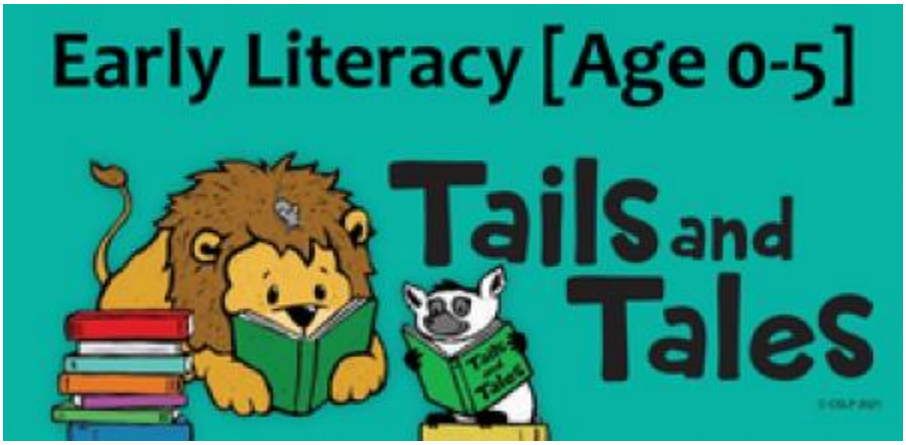
Radiant Productions · PlayMotion Music · noggin by nick jr. · The Kennedy Center



- **June 11:** "The Secret Life of Pets 2," Lowell Park, 800 4th Street
- **June 18:** "The Little Rascals," Jefferson Park, 801 Bernard Street
- **June 25:** "Abominable," Greystone Park, 5709 Mountain Vista Drive
- **July 2:** "The Emperor's New Groove," Wilson Park, 2400 Wilson Road
- **July 9:** "A Dog's Journey," Silver Creek Park, 7011 Harris Road
- **July 16:** "Little Giants," Mesa Marin Sports Complex, 10315 Highway 178
- **July 23:** "Toy Story 4," Park at River Walk, 11298 Stockdale Highway



VIRTUAL TAILS AND TALES STORYTIME



Attending story time is a fun way to help your child get ready to read. You and your children are welcome to join us virtually as we enjoy animal songs and stories during June and July. We will read, sing, talk and play!

Children must be accompanied by an adult caregiver. Please register online by the prior Wednesday at 7:00 p.m. to receive the Microsoft Teams Meeting link.

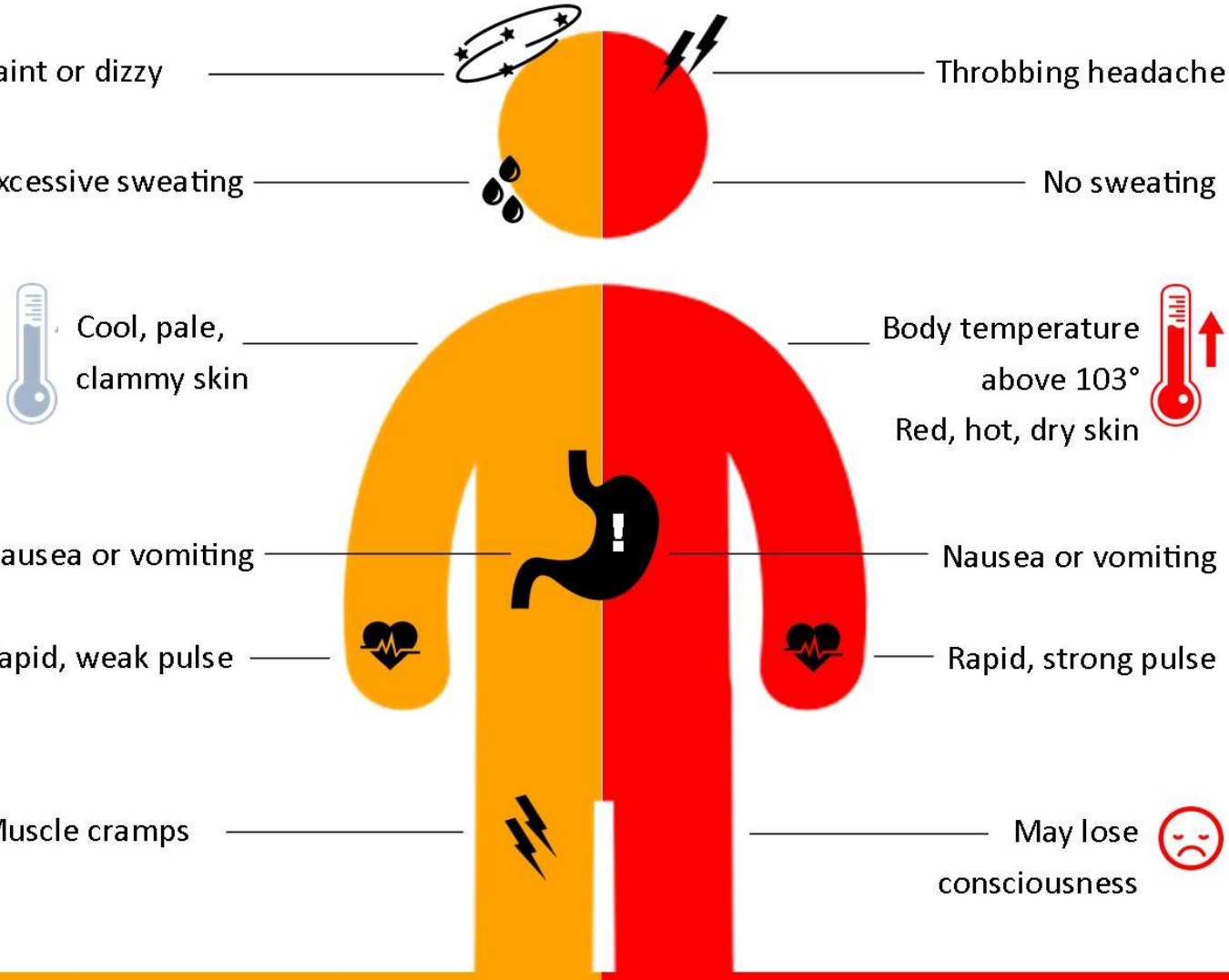
Dates:

- Thursday, June 24, 2021
- Thursday, July 15, 2021
- Thursday, July 22, 2021
- Thursday, July 29, 2021

Registration: www.ssjcpl.org/ (Events More…)

Admission: FREE
Time: 10:30 a.m. – 11:00 a.m.
Contact: Raquelle Deyto
Email: raquelle.dyto@stockton.gov
Phone: (209) 937-8221

HEAT EXHAUSTION OR HEAT STROKE



- Get to a cooler, air conditioned place
- Drink water if fully conscious
- Take a cool shower or use cold compresses

CALL 9-1-1

- Take immediate action to cool the person until help arrives

mjflynn

Weather.gov/socialmedia
Weather.gov/heat

@SacramentoOES
SacramentoReady.org

AGOTAMIENTO DEBIDO AL CALOR o INSOLACIÓN



- **Descanse en un lugar fresco y sombreado**
- **Tome mucha agua y otros líquidos**
- **Báñese con agua fría o utilice compresas frías**

Llame al 9-1-1

- **Tome acción inmediatamente para enfriar su temperatura corporal hasta que llegue la ayuda necesaria**

Weather.gov/socialmedia
Weather.gov/heat

@SacramentoOES
SacramentoReady.org

DROWNING IS SILENT

Signs of Distress



- HEAD TILTED BACK
- HAIR OVER FOREHEAD
- BODY IS VERTICAL
- CAN'T CALL FOR HELP
- CAN'T WAVE FOR HELP
- "CLIMBING LADDER" MOTION

There are NO WARNING or splashing **SOUNDS** associated with a drowning accident.



<5 Children **under age 5** are at a higher risk of drowning in a pool.



Six ways to have a safe summer...

1 Swim Skills

Teach your child(ren) to swim at an early age, as backyard swimming pools account for over half of drowning deaths for children 0-5 years old each year.



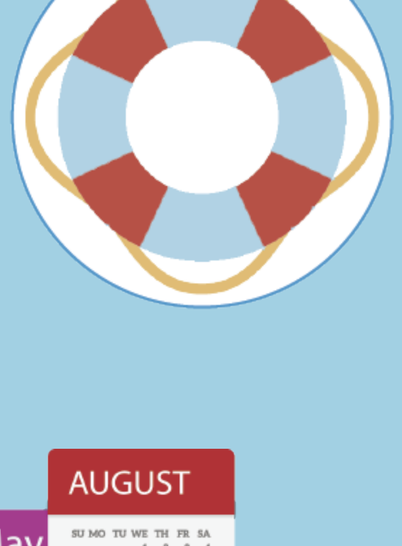
2 Install Alarms

Install alarms on house doors and around pool area.



3 Layers of Protection

Layers of protection include adult supervision, fences, gates, latches, safety pool covers, education, throwing aids, and rescue techniques.



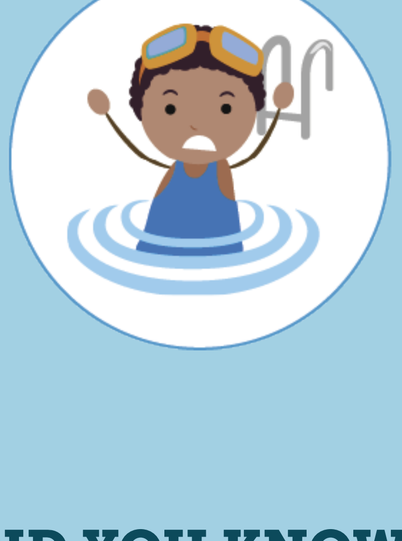
4 Eye

Adults should keep a constant eye on children in or near any water including bathtubs, buckets, toilets, ponds, spas and pools.



5 Never Leave a Child Alone

Never leave a child alone near water. Check the pool first if a child is missing.



6 Touch

Designate an adult to be close enough to reach out and touch the child.



68%

In general, boys are two times more likely to drown in a pool than girls.



2/3

2/3 of fatal drownings occur between May and August for most age groups.

DID YOU KNOW...

Drowning is the leading cause of death for toddlers 1-4 years old.

Immediate Treatment

- Yell for Help
- Call 911
- Perform CPR

Visit: www.dds.ca.gov/drowning | www.drowningpreventionfoundation.org | www.cdph.ca.gov

The Drowning Prevention Foundation, Department of Developmental Services, Department of Public Health and Department of Social Services

EL AHOGAMIENTO ES SILENCIOSO

Señales de Peligro



No hay ADVERTENCIA o **SONIDOS** de salpicoduras relacionados con un accidente de ahogamiento.



<5 Niños **menores de 5 años** sufren un riesgo mayor a ahogarse en una piscina.



Seis maneras de tener un verano seguro...

1 Habilidades para nadar

Enseñe a su(s) niño(s) a nadar a una edad temprana, ya que las piscinas de los patios representan más de la mitad de las muertes por ahogamiento de niños de 0 a 5 años de edad cada año.



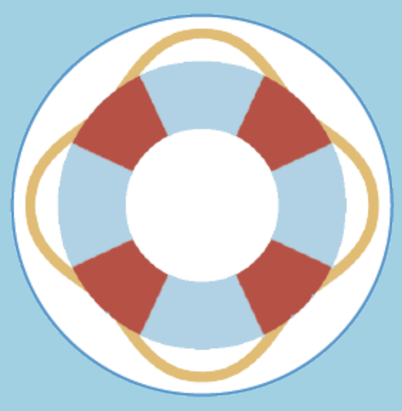
2 Instale Alarmas

Instale alarmas en las puertas de la casa y alrededor del área de la piscina.



3 Niveles de Protección

Los niveles de protección incluyen supervisión de adultos, cercas, rejas, pestillos, cubierta de seguridad de piscinas, educación, ayudas para el lanzamiento y técnicas de rescate.



4 Observe

Los adultos deben vigilar constantemente a los niños en o cerca del agua, incluidas bañeras, baldes, inodoros, estanques, spas y piscinas.



5 Nunca Deje al Niño Solo

Nunca deje a un niño solo cerca del agua. Revise la piscina primero si falta un niño.



6 Toque

Designe a un adulto para que esté lo suficientemente cerca como para alcanzar y tocar al niño.



SABIA USTED...



68%

En general, los niños tienen dos veces más probabilidades a ahogarse en una piscina que las niñas.



2/3

2/3 de ahogamientos fatales ocurren entre mayo y agosto en la mayoría de las edades.



El ahogamiento es la principal causa de muerte en niños de 1 a 4 años.

✚ Tratamiento Inmediato ✚

Pida Auxilio

911

Llame al 911

CPR

Haga CPR [Reanimación Cardiopulmonar]

Visite: www.dds.ca.gov/drowning | www.drowningpreventionfoundation.org | www.cdph.ca.gov

The Drowning Prevention Foundation, Department of Developmental Services, Department of Public Health and Department of Social Services (Spanish)

HAVE A FOOD SAFE SUMMER

While the warmer weather conditions may be ideal for outdoor picnics and barbecues, the summer months typically see a spike in reports of foodborne illness. Make sure your fun in the sun doesn't get cut short by following some simple summer entertaining tips:

1 in 6

Approximate number of Americans stricken with food poisoning each year

128,000

Estimated annual hospitalizations from foodborne illnesses

Did You Know?

U.S. beef sales are highest during the week of July 4th, when Americans are expected to buy about **$400 MILLION WORTH OF IT—25% MORE THAN AN AVERAGE WEEK** (according to the National Cattlemen's Beef Association).

Basic Tips

CLEAN

CLEAN SURFACES, UTENSILS AND HANDS WITH SOAP AND WATER. If you're at a picnic, bring moist towelettes to use!

Wash all produce under plain running water before eating, cutting or cooking, even if you plan to peel them!

SEPARATE

SEPARATE PLATES AND UTENSILS. When grilling, use separate plates and utensils for raw and cooked meat and poultry and ready-to-eat foods (like raw vegetables).

COOK

USE A FOOD THERMOMETER.

Burgers: 160°F

Just because your burger is brown, not pink, doesn't mean it's safe to eat!

CHILL

CHILL RAW AND PREPARED FOODS PROMPTLY if not consuming after cooking.

Don't leave food at room temperature for longer than two hours (or 1 hour if it's above 90°F). If planning a picnic, perishable food should be kept in an insulated cooler packed with ice or ice packs.

What Are You Making?

Here are some food safety tips for preparing a few signature summer dishes.

BARBECUE

Cook all meat and poultry to recommended internal temperatures.

Burgers: 160°F.

Chicken and Turkey: 165°F.

Sausage: 160°F.

Steaks: 145°F with a 3-minute rest time.

FRUIT SALAD

Rinse all produce before peeling or chopping.

Chop all produce with clean knives on cutting boards not used with raw meat to avoid cross-contamination.

DEVILED EGGS

Refrigerate prepared eggs until they're ready to be served and once out, keep them nestled in ice to keep them cool.

ADDITIONAL SOURCE CDC

USDA

Ad Council

For more summer food safety tips, go to **—FoodSafety.gov—**

USDA IS AN EQUAL OPPORTUNITY PROVIDER AND EMPLOYER

DISFRUTE DE UN VERANO DE COMIDA SEGURA

Mientras las condiciones climáticas templadas pueden ser ideal para los días de campo o las carnes asadas, en los meses de verano se puede ver un aumento en los reportes de las enfermedades transmitidas en los alimentos. Asegúrese de que su diversión en el sol no se acorte siguiendo algunos divertidos consejos de verano.

1 de 6

Numero aproximado de americanos afectados con intoxicación alimenticia.

128,000

Hospitalizaciones anuales aproximadas a causa de enfermedades transmitidas en los alimentos.

★ Sabia usted que...★

Las ventas de la carne de res de los Estados Unidos estarán en su punto mas alto durante la semana del 4 de julio cuando se espera que los americanos gasten alrededor de **$400 millones en carne – 25% mas que en una semana promedio** (de acuerdo con la Asociación Nacional de Ganaderos de los Estados Unidos).

Consejos Básicos

LIMPIE

LIMPIE SUPERFICIES, UTENSILIOS Y MANOS CON AGUA Y JABÓN. Si está en un día de campo, lleve con usted toallas húmedas.

Lave todos los ingredientes con agua antes de consumir, rebanar, cocinar o aún cuando los vaya a pelar.

SEPARE

SEPARE PLATOS Y UTENSILIOS. Cuando ase a la parrilla, utilice contenedores separados para la carne cruda, la cocinada, de ave, o comidas listas para ingerir como los vegetales crudos.

COCINE

UTILICE UN TERMÓMETRO PARA LA COMIDA

Hamburguesas: 71°C

Solo por que su hamburguesa tenga un color café y no rosado, ¡no significa que está lista para comerse!

ENFRÍE

ENFRÍE LOS ALIMENTOS CRUDOS Y PREPARADOS SIN DEMORA si es que no los consumirá después de haberlos cocinado.

No permita que la comida permanezca a temperatura ambiente por mas de dos horas (o 1 hora si rebasa los 32ºC). Si planea un día de campo, los alimentos perecederos deberán ser colocados en una hielera con mucho hielo o paquetes de hielo.

¿Qué piensa cocinar?

Algunos consejos para la seguridad de la comida al preparar los platillos preferidos en el verano.

CARNES ASADAS

Cocine las carnes y aves a las temperaturas internas recomendadas.

Hamburguesas: 71°C.

Pollo y Pavo: 73.8°C.

Embutidos: 71°C.

Bistecs: 62.7°C con un tiempo de descanso de 3 minutos.

ENSALADA DE FRUTAS

Enjuague todos los ingredientes antes de pelar o picar.

Pique todos los ingredientes con cuchillos limpios en tablas de cortar que no hayan sido usadas para picar carne cruda, para evitar que se contaminen.

HUEVOS RELLENOS A LA DIABLA

Refrigere los huevos preparados hasta que estén listos para servir y una vez que estén fuera manténgalos sobre hielo para concervarlos fríos.

FUENTE: CDC

USDA

Ad Council

For more summer food safety tips, go to **—FoodSafety.gov—**

USDA ES UN EMPLEADOR CON IGUALDAD DE OPORTUNIDADES DE EMPLEO

Get Ready to Grill Safely

Separate

When shopping, pick up meat, poultry, and seafood last and separate them from other food in your shopping cart and grocery bags.



Chill

Keep meat, poultry, and seafood refrigerated until ready to grill. When transporting, keep below **40°F** in an insulated cooler.



Clean

Wash your hands with soap before and after handling raw meat, poultry, and seafood. Wash work surfaces, utensils, and the grill before and after cooking.



Cook

Use a food thermometer to ensure meat is cooked hot enough to kill harmful germs. When smoking, keep temperature inside the smoker at **225°F** to **300°F** to keep meat at a safe temperature while it cooks.

145°F	beef, pork, lamb, veal (then let rest 3 minutes before serving)
145°F	fish
160°F	hamburgers and other ground meat
165°F	poultry



Don't cross-contaminate

Throw out marinades and sauces that have touched raw meat juices. Put cooked meat on a clean plate.



Refrigerate

Divide leftovers into small portions and place in covered, shallow containers. Put in freezer or fridge within two hours of cooking (one hour if above **90°F** outside).



www.cdc.gov/foodsafety

Accessible version: https://www.cdc.gov/foodsafety/communication/bbq-iq.html

CS296044A

Prepárese para *un* asado seguro

Separe

Cuando vaya de compras, recoja la carne, el pollo, los pescados y los mariscos de último. Sepárelos de otros alimentos en su carrito de compras y en las bolsas de supermercado.



Refrigere

Mantenga las carnes, las aves, los pescados y los mariscos refrigerados hasta que estén listos para asar en la parrilla. Al transportarlos, manténgalos por debajo de **40 °F** en una neverita portátil.



Limpie

Lávese las manos con jabón antes y después de manipular las carnes, las aves, los pescados y los mariscos. Limpie las superficies, los utensilios y la parrilla antes y después de cocinar.



Cocine

Utilice un termómetro de alimentos para asegurarse de que la carne esté lo suficientemente caliente como para matar los microbios dañinos. Al ahumar la carne, mantenga la temperatura dentro del ahumador entre **225 °F** y **300 °F** para mantener la carne a una temperatura segura mientras se cocina.

145 °F	carne de res, cerdo, cordero, ternera (deje reposar por 3 minutos antes de servir)
145 °F	pescado
160 °F	hamburguesas y otras carnes molidas
165 °F	aves



Evite la contaminación cruzada

Deseche los adobos y las salsas que han tocado los jugos de la carne cruda. Ponga la carne cocida en un plato limpio.



Refrigere

Separe las sobras en pequeñas porciones y colóquelas en envases cubiertos y poco profundos. Guárdelas en el congelador o en la nevera dentro de dos horas después de cocinar (una hora si la temperatura afuera está sobre **90 °F**).

www.cdc.gov/foodsafety

Accessible version: https://www.cdc.gov/foodsafety/es/communication/grill-safely-es.html

90

CS296076A

Policy Council
SCHOOL READINESS COMMITTEE
2020 – 2021
Meeting Dates

All meetings will be held through Microsoft Teams. As the meeting date approaches you will be sent a meeting invitation via email. In preparation for these subcommittee meetings please mark your calendar accordingly.
All meetings will begin at 5:30 p.m.

~~Thursday, February 11, 2021~~
~~Thursday, April 8, 2021~~
~~Thursday, June 10, 2021~~
Thursday, August 12, 2021
Thursday, October 14, 2021

Any necessary documentation and/or information for meetings will be sent via email (or in some instances USPS) prior to the meeting for your review.



Approved: 2.11.2021

2021 PC Planning Committee
Monthly Meeting Schedule

All Meetings will be held virtually the first Tuesday of the month at 5:30 p.m.

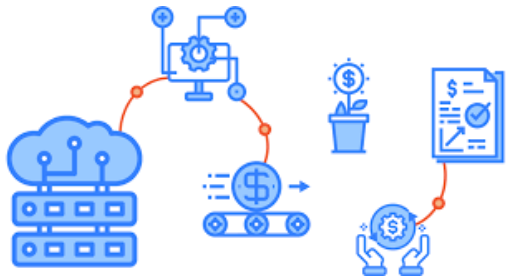
~~Tuesday, January 5, 2021~~
~~Tuesday, February 2, 2021~~
~~Tuesday, March 2, 2021~~
~~Tuesday, April 6, 2021~~
~~Tuesday, May 4, 2021~~
~~Tuesday, June 1, 2021~~
Tuesday, August 3, 2021
Tuesday, September 7, 2021
Tuesday, October 5, 2021

Meeting dates subject to change, upon agreement of the committee

Policy Council
BUDGET & FINANCE COMMITTEE
2020 – 2021 Meeting Dates

All meetings will be conducted through Teams and will begin at 5:30 p.m. As the meeting date approaches you will receive an email invitation as well as all necessary documentation/information for the meeting. Please mark your calendar accordingly.

~~Tuesday, January 19, 2021~~
~~Tuesday, February 16, 2021~~
~~Tuesday, March 16, 2021~~
~~Tuesday, April 20, 2021~~
~~Tuesday, May 18, 2021~~
~~Tuesday, June 15, 2021*~~
Tuesday, August 17, 2021
Tuesday, September 21, 2021
Tuesday, October 19, 2021



Approved: 1.19.2021
*Date Updated: 6.14.2021

Policy Council
BYLAWS COMMITTEE
2020 - 2021 Meeting Dates

All meetings will be held via teleconference. As the meeting date approaches you will be sent an email invitation for the meeting. In preparation for subcommittee meetings please mark your calendar accordingly.
All meetings will begin at 5:30 p.m.

~~**Tuesday, February 9, 2021**~~
~~**Tuesday, May 11, 2021**~~
Tuesday, August 10, 2021

Any necessary documentation and/or information for meetings will be sent via email (or in some instances USPS) prior to the meeting for your review.



Approved: 2.9.2021

2020-2021 Head Start
Policy Council Meeting Dates

At this time, all meetings will be held via teleconference through Microsoft Teams. 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/.

En este momento, todas las reuniones se llevarán a cabo por teleconferencia a través de Microsoft Teams. 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 24, 2020~~
~~Tuesday, December 15, 2020~~*
~~Tuesday, January 26, 2021~~
~~Tuesday, February 23, 2021~~
~~Tuesday, March 23, 2021~~
~~Tuesday, April 27, 2021~~
~~Tuesday, May 25, 2021~~
Tuesday, June 22, 2021
Tuesday, August 24, 2021
Tuesday, September 28, 2021
Tuesday, October 26, 2021

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

*December meeting will be held one week earlier due to the Christmas holiday.

Revision Approved: 1.26.2021



Head Start & Early Head Start School Readiness Goals 2021-2022

Head Start
A Program of *CAPK*

Policy Council Approval
Pending

Board of Directors Approval
Pending

SCHOOL READINESS PLAN 2021-2022

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 2020-2021 school year. The primary goals were determined by analyzing and comparing children's data from the Spring Assessment (2020-2021), 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	Language and Literacy	LLD 2 Responsiveness to Language
Toddlers 18 months to 36 months	Language and Literacy Development	LLD 2 Responsiveness to Language
Preschool 3-year old's	Language and Literacy Development	LLD 5 Interest in Literacy
Preschool 4-year old's	Cognition	COG 4 Number Sense of Math Operations

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: May 2021
2020-2021 School Readiness Goals Data Aggregation and Analysis.

Phase Two: May 2021
2019- 2020, Collaborative School Readiness Meeting

Phase Three: May 2021
2020- 2021 School Readiness Goal Setting Collaborative Meeting

Phase Four: June 2021
2021-2022 School Readiness Administration Team Review and Feedback

Phase Five: June 2021
2021 – 2022 School Readiness Goals Policy Council Approval

Phase Six: June 2021
2021 – 2022 School Readiness Goals Board of Directors Approval

Phase Seven:
July–November 2021 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
2021-2022 School Readiness Goals



Approaches to Learning – Self-Regulation

Goal: Children will exhibit increased skills in 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 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 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 approaches to learning, including Self-Control of Feelings and Behaviors.		
Objective: By Spring 2022 infants and toddlers will develop strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.		
Young Infants: 80% will be at the "Responding Later" level or above in Measure ATL-REG 5: Self-Control of Feelings and Behavior	**Older Infants:** 80% will be at the "Exploring Earlier" level or above in Measure ATL-REG 5: Self-Control of Feelings and Behavior	**Toddlers:** 75% will be at the "Exploring Middle" level or above in Measure ATL-REG 5: Self-Control of Feelings and Behavior
Family Engagement Outcome: Families as Advocates and Leaders	**Objective:** By Spring 2022, families will have increased understanding to support their child's Approaches to Learning in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.	

Effective Teaching Strategies	Effective Family Activities
Caregivers will: • Be in close proximity when babies are lying or sitting close to each other. Gently separate them if they touch each other roughly, showing them how to be gentle. • Use clear language to communicate acceptable behaviors e.g., say, "Pat Juan's arm gently". • Use simple clear language and facial expressions to communicate acceptable behaviors. • Acknowledge when children show self-discipline. e.g., "You wanted Liz's ball, but you waited until she was finished playing with it." • Create clear boundaries to help children learn self-control by using trays, pictures, and defining spaces. • Use visual schedule for the classroom to establish a predictable routine and transitions. • Introduce daily classroom expectations and explain to children the reasons for the rules e.g., "Be kind to others, hitting hurts our bodies." "Only three children may play in the block area." "When there are too many children playing with blocks, they can get hurt".	**Families will:** • Respond to children's bids for attention. • Allow authentic expression of feelings by offering support and comfort rather than distracting children e.g., "I see you are frustrated with me, please give me a few more minutes to finish brushing my teeth and I will help you". • Model and discuss emotions such as happy, mad, excited, and sad, with your child e.g., "I am so excited we are going to the park to see ducks". • Express how your child's actions make you or others feel e.g., "Your brother is sad because you do not want to play with him". • Encourage child to engage with other children e.g., playdates to give children opportunities to practice social skills. • Establish rules and expectations e.g., "You cannot hit me, that hurts." • Model taking deep breaths or count to five when situations are stressful and talk to your child about it e.g., "I am taking deep breaths because it helps me to relax".

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 self-comforting.	
Objective: By Spring 2022, children will increasingly develop the capacity to comfort or soothe self in response to distress from internal or external stimulation.	
3-year-olds: 80% will be at the "Exploring Later" level or above in Measure ATL-REG 2: Self-Comforting	**4-year-olds:** 80% will be at the "Building Earlier" level or above in Measure ATL-REG 2: Self-Comforting
Family Engagement Outcome: Families as Advocates and Leaders	**Objective:** By Spring 2022, 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: • Set up their classroom environments to promote shared activities and developmentally appropriate activities that support social emotional skills. • Engage children in play specifically designed to promote pretend play and social play with teachers and peers. • Engage children in structured games and activities that have structured group activities with rules. • Utilize curriculum practices that support healthy social-emotional development, such as CLASS teacher sensitivity and behavior management, and The Pyramid model. • Provide specific feedback to children about their efforts, reinforcing their choices to support learning and linking their actions to outcomes. • Read a book on Emotions and have children draw a picture about how they feel and write what they said. • Place family photos in children's cubbies for them to access when need to comfort themselves. Teachers will support by asking open-ended questions children about the photos. • Observe children's behaviors and encourage children who need space away from active play to use the cozy space to comfort themselves. Teachers will provide and set up activities indoors and out that are meant for 1-2 children.	**Families will:** • Model desirable behaviors and attitudes in interactions with children and other adults. • Establish developmentally and culturally appropriate expectations for children's behavior, especially for self-control and self-regulation. • Read stories with their children about they were like as a baby and converse together about the ways they have changes and grown. • Share a storybook with children and wonder together how the story's characters might be feeling and why. Identify emotions and teach their child words like excited, surprised, and frustrated. • Encourage their child to get a special item that comforts and soothes their them (i.e., a teddy bear or blanket) when they feel distressed. • Families will sit with your child and ask questions as they play, such as, how did that work? Or a What if question which will support child with self confidence in being able to come up with his/her solutions. • Families can make an Emotion Chart and ask children daily how they feel? And document daily and have a discussion at the end of each week.

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 understanding of symbolic and sociodramatic play and social and emotional understanding.

Objective:
By Spring 2022 infants and toddlers will develop the capacity to use objects to represent other objects and develop and understanding of people's behaviors, feelings, and thoughts.

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 5: Symbolic and Sociodramatic Play	70% will be at the "Exploring Later" level or above in Measure SED 2: Social and Emotional Understanding

Family Engagement Outcome:	**Objective:**
Families as Advocates and Leaders	By Spring 2022, 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:

- Build positive relationships with babies and convey warmth and affection by smiling, laughing, showing empathy, and using a gentle touch.
- Post families, teachers, and child's photos in the environment. Talk with children about the pictures and their relationships.
- Label and talk about children's emotions and their causes e.g., "Maria is angry because you took her doll."
- Make simple emotion books for children and talk about feelings e.g., "Tammy is smiling because she is happy."
- Offer children, books, stories, songs, and images that represent their feelings.
- Use mirrors, puppets, dolls, stuffed animals to tell a story about feelings, model appropriate way to express it and how to resolve it.
- Model respectful relationships with other adults in the program e.g., "Thank you Glenda for bringing our lunch to the table."
- Help children interpret cues about how someone feels e.g., "Miguel looks tired, he is yawning and rubbing his eyes. "I think he may be ready to rest".

Effective Family Activities

Families will:

- Respond to children's bids for attention.
- Provide comfort and reassurance.
- Respond to and play with your child as often as possible.
- Label your child's feelings and emotions when they are being expressed.
- Adapt energy level and responses to your child's current state of emotion.
- Join child in looking through pictures in family photo album. Talk together with child, ask questions such as "Who do you see in the picture?"
- Create a cozy space in your home to spend one on one time with your child.
- Use toy telephones to engage in pretend phone calls with your child.

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 awareness of self and social and emotional understanding.	
Objective: By Spring 2022, children will develop and understanding of people's behaviors, feelings, and thoughts as well as an increasing awareness of self as distinct from others.	
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: Families as Advocates and Leaders	**Objective:** By Spring 2022, families will have increased understanding to support their child's Social Emotional Development in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies	Effective Family Activities
Teachers will: • Create an environment where children can make choices and where teachers can facilitate with problem solving and solutions. • Engage children in daily conversations about their day and acknowledge children's feelings, by encouraging discussion about different emotions and feelings. • Observe children interest and needs. Individualizing their support to build confidence and encourage social emotional understanding. • Facilitate by guiding children to be respectful during circle time to teachers and peers. • Involve children in activities and games which involve turn-taking. Encourage children to take turns leading the game or activity. • Use different emotional cards to see which children are feeling what type of emotions at that moment. By using different emotional cards, the children can demonstrate self-awareness towards their own emotions. • Help children find words to express their feelings by acknowledge children's feelings and helping them to understand their feelings by talking to them, reading books and role modeling.	**Families will:** • Name different emotions and talk about the possible feeling's children may experience, such as sad, mad, angry, disappointed, grumpy, frustrated, etc. • Plan a family activity or tradition where one night a week parents will allow their child to take turns planning a fun night. Parents can stick to a theme, like choosing which food to eat, movie to watch, or game to play. • Play games which involve turn-taking, such as have a family singing or dance competition. • View family photos with your child identifying themselves and each family member by name. invite your child to express their feelings and to consider what others might be feeling. • Ask questions such as, "What was the first thing you did after you woke up this morning? What did you do before lunch? What did you do between school and dinnertime?" Developing the concept of time can be challenging. Start by incorporating time-related words such as today, tomorrow, before, and after. • Model behavior and attitudes that are warm, respectful, and caring. Give their child full attention when their child is communicating with them and show interest in their child's perspective.

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 and responsiveness to language.

Objective:
By Spring 2022, infants and toddlers will communicate or act in response to language and respond to increasingly complex language.

Young Infants:	**Older Infants:**	**Toddlers:**
70% will be at the "Responding Later" level or above in Measure LLD 2: Responsiveness to Language	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:**
Families as Advocates and Leaders	By Spring 2022, 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

Caregivers will:

- Exaggerate facial expression and encourage babies to listen and focus on what is being said.
- Introduce baby signs language.
- Speak to children in their home language and provide ample time for them to respond.
- Use language that is easy to understand, explaining new vocabulary words as you use them.
- Make a reading cozy area in the environment where an adult can read to individuals or a small group of children.
- Read books with children and describe pictures in the book.
- Discuss family photos that are posted in the classroom, identify familiar people to the child, encourage child to repeat words.
- Use self-talk and parallel talk throughout daily interactions with children.

Effective Family Activities

Families will:

- Hold baby in front of the mirror to engage in talking, singing, and dancing.
- Read books to children at home.
- Sing songs that are familiar to your child, e.g., "Twinkle, twinkle little star…." Improvise by changing the words to a familiar tune or song.
- Introduce new vocabulary words.
- Speak in full sentences and complete sentences.
- Share stories from home and label illustrations.
- Allow enough wait time for child to respond to questions in conversations.
- Create a family photo album. Talk about the family members and what they are doing in the pictures.

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 interest in literacy.

Objective:
By Spring 2022, children will show an interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways.

3-year-olds: 70% will be at the "Exploring Later" level or above in Measure LLD 5: Interest in Literacy	**4-year-olds:** 80% will be at the "Building Earlier" level or above in Measure LLD 5: Letter and Word Knowledge

Family Engagement Outcome: Families as Advocates and Leaders	**Objective:** By Spring 2022, 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: • Provide both picture books and textbooks in various areas of the classroom environment for children to explore. • Provide intentional activities and routine experiences where children build Language and Literacy. • Plan and incorporate the use of language, vocabulary, and grammar. Teachers will model correct forms and provide support in play through teacher-guided instructional activities. • Create a print-rich environment by adding labels, signs, sing-in sheets, helper charts and name tags throughout the classroom for children to see, point to, and recognize their print. • Provide a visual alphabet with an example of a picture that the alphabet letter relates to. • Use a visual example with the letter of the week that is a focus for children to learn the sound, what starts with that letter, and helps them recognize the alphabet. There will be a new letter of the week to focus on. • Make group time reading interesting by letting children act out the story. Teachers will engage children in activities that include tracing, matching, and naming letters. • Implement games that support the growth of vocabulary (i.e., guessing game offering description or clues to guess the item)	**Families will:** • Read books with children daily and encourage them to read along. • Introduce letter names and connect them with sounds. • Initiate discussions before, during, and after reading. • look for labels/signs while driving and or out in public and ask their child if they can guess what the label/sign says. • Describe and demonstrate objects in the home identifying the correct name and the letter it starts with including the sound. • Take their child to the library. • Follow their child's lead when selecting and reading books. • Engage children in storytelling and have books readily available for children to explore. • Ask their child open-ended questions (How, what, why) during back-and-forth conversations. • Engage their child in tracing their name and naming and repeating the letters in their name. • Engage their child in conversations encouraging descriptive language (i.e., ask them to describe their food's color, texture, and taste).



"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 2022, 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: Families as Advocates and Leaders	**Objective:** By Spring 2022, 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: • Use language and literacy activities that contain repetitive refrains. • Use different types of words and grammar while implementing expressive and receptive English. • Engage in conversations with children using back and forth exchanges. • Map your actions and give descriptions of objects, activities, or events with language. • 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:** • 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. • Translate school materials in the home language. • 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. • 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. • 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. • 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.

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 2022, infants and toddlers will show an increasing ability to compare, match, and sort objects into groups according to their attributes. They will also develop an understanding of number and quantity.

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 3: Number Sense of Quantity	70% will be at the "Exploring Later" level or above in Measure COG 3: Number Sense of Quantity

Family Engagement Outcome:	**Objective:**
Families as Advocates and Leaders	By Spring 2022, families will have increased understanding to support their child's Cognition in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

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

Head Start

Cognition, Including Math and Science (COG):

ve 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 2022, children will show an increasing ability to add and subtract small quantities of objects.	
3-year-olds: 80% will be at the "Exploring Later" level or above in Measure COG 4: Number Sense of Math Operations	**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: Families as Advocates and Leaders	**Objective:** By Spring 2022, families will have increased understanding to support their child's Cognition in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies	Effective Family Activities
Teachers will: • Point to each small object as children count slowly, saying the numbers. • Facilitate counting activities during large group time (i.e., marching and singing to number songs). • Engage children in counting the toys they are playing with. • Encourage children to chart tally graphs by counting the number of children in attendance daily. • Plan and implement a daily read-aloud that includes numerical concepts (adding and subtracting). • Provide multiple manipulatives for sorting, counting, and comparing the quantities of two groups. • Facilitate flannel stories that include adding and subtracting, children will participate in adding and or removing and counting the remaining groups. • plan and implement subitizing games (i.e., dots on plates) • Use a balance scale and have children gather items from the classroom that will fit in the scale bucket. Children will place items in the scale bucket and decide which items weigh more, less, or the same.	**Families will:** • Help their children to count the socks in the laundry basket. • Encourage their child to recite numbers 1-10 while singing or marching. • Use pots and pans and decide which pots and pans are bigger or smaller. • Engage their child in counting and comparing the quantities of two groups. • Assist their child to count their snacks (i.e., crackers, apple/orange slices, and berries) • Sing counting nursery rhymes with their child (i.e., 5 little monkeys jumping on the bed) • Help their child to make sets of two. • Encourage their child to count their fingers and toes. • Ask their child to show their age with their fingers. • Provide big and small pots or containers and ask their child to add the big Legos in the big container and the small Legos in the small container.

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 knowledge, gross motor skills and knowledge of safety.		
Objective: By Spring 2022, infants and toddlers will increase proficiency in gross motor manipulative skills, safety, and personal care routines.		
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 5: Safety	**Toddlers:** 60% will be at the "Exploring Later" level or above in Measure PD-HTH 8: Personal Care Routines: Dressing
Family Engagement Outcome: Families as Advocates and Leaders	**Objective:** By Spring 2022, families will have increased understanding to support their child's Perceptual Motor and Physical Development in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.	

Effective Teaching Strategies	Effective Family Activities
Caregivers will: • Provide tummy time opportunities for babies throughout the day. • Provide balls and manipulatives of various sizes, textures, and grips to explore. • Provide push and pull toys for child to explore in the environment. • Provide appropriate safety rules for children e.g., such as walking feet and teachers open the door to go outside first. • Provide visual safety reminders in the environment, e.g., laminated posters, rules, stop sign, and program wide expectations. • Provide opportunities for children to participate in handwashing routine, e.g., washing hands with soap, using a paper towel to dry own hands. • Provide opportunities for children to assist with dressing themselves e.g., pushing arms through a jacket sleeve, pushing leg through a pair of pants, slipping on shoes. • Provide opportunities for children to assist in toileting routines e.g., pulling pants up/down or indicating when diaper is soiled.	**Families will:** • Provide opportunities for babies to engage in tummy time. • Provide babies with opportunities to grasp and release objects nearby. • Provide a safe space for exploration and movement. • Provide opportunities to engage in ball play with child, e.g., roll a ball back and forth with child. • Introduce simple safety rules to child e.g., holding adult's hand when going outside. • Include child in simple daily clean up routines e.g., throwing away own garbage, putting toys away and handwashing. • Provide opportunities for child to dress dolls and stuffed animals.

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.

<table>
<tr><td colspan="3">Goal:
Children will demonstrate improved physical development, including perceptual and fine motor skills.</td></tr>
<tr><td colspan="3">Objective:
By Spring 2022, children will demonstrate increasing awareness of own physical effort, body awareness, and spatial awareness. They will also demonstrate increasing precision, strength, and coordination when using muscles of the hand.</td></tr>
<tr><td colspan="2">3-year-olds: 80% will be at the “Exploring Later” level or above in Measure PD-HLTH 1: Perceptual Motor Skills</td><td>4-year-olds: 80% will be at the “Building Earlier” level or above in Measure PD-HLTH 4: Fine Motor Manipulative Skills</td></tr>
<tr><td>Family Engagement Outcome:
Families as Advocates and Leaders</td><td colspan="2"><u>Objective:</u>
By Spring 2022, 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.</td></tr>
<tr><td colspan="2">Effective Teaching Strategies</td><td>Effective Family Activities</td></tr>
<tr><td colspan="2"><u>Teachers will:</u>
Offer activities that encourage children to hold items with one hand while manipulating them with the other hand or another part of the body.
Provide equipment such as a bean bag or scarf. The children will place their right arm behind their back and throw scarf and or bean bag up into the air. Children will retrieve an object with the left hand. They will alternate between the left and right arm as the teacher instructs.
Create a path with sidewalk chalk or tape for child to follow. The path can have zigzag or curves for children to move in different directions. Teacher will encourage walking, jumping, or galloping as the child follows the path.
Play volleyball with balloons. Keep a balloon afloat by hitting it back and forth to each child.
Play Hop! Place a broomstick on the floor. Stand on one side with both feet together. Jump over the stick and back 10 times.
Plan and implement physical activities twice a day.
Promote intentional large muscle body movements throughout the day. (i.e., animal movement, yoga, Simon says, and Hokey Pokey).
Engage children in guided activities that include the use of fine motor development.</td><td><u>Families will:</u>
Provide activities that encourage children to manipulate items with one hand while holding it with the other hand or another part of the body (i.e., using a butter knife spreading jelly on toast or scooping dirt into a container while holding it with one hand and the other holding the container).
Encourage their child to help with unpacking groceries and placing them on the shelves.
Play sock basketball (toss rolled socks into a laundry basket).
Take their child on a walk after dinner and look for specific shapes.
Play music and have a family dance party.
Provide their child with manipulatives, such as puzzles and snap Lego’s.
Engage their child in ball play by throwing the ball in a specific direction and bouncing the ball.
Promote large muscle movements at home by playing pretend animal movements.
Encourage their child to go up and down stairs when available and safe.</td></tr>
</table>

Professional Development Opportunities



Objective	Persons Responsible	Timelines	Supporting Documents	Action Steps Training and Resources
Practice Based Coaching and TLC Support teaching staff to promote effective teaching practices and ensure curriculum is implemented to fidelity, to strengthen CLASS with the emphasis on Classroom Management. **Teachers learning collaboratives (TLC)** Support teaching staff and home-based educators to promote effective teaching practices and ensure curriculum is implemented to fidelity, to strengthen CLASS/HOVRS with the emphasis on Classroom Management/HOVRS 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 Managers Mentor Coaches Data Analyst Site Supervisors Teaching Staff Home Based Supervisor and Educators Administrator of Education and Support Services Education Managers Mentor- Coaches Data Analyst Site Supervisors Teaching Staff Home Based Supervisor and Educators	August 2021 March 2022 August 2021 July 2022	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 Mentee Resource Folder DRDP 2015 T/TA Support Plan Practice Based Coaching	**Creative Curriculum Cloud** **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** **ChildPlus Mobile**

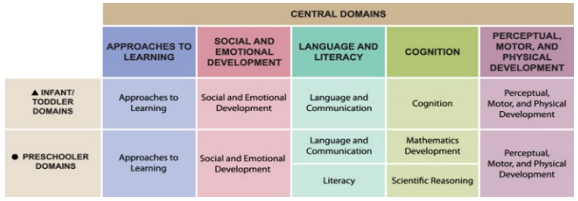
Objective	Persons Responsible	Timelines	Supporting Documents	Action Steps Training and Resources
Family Engagement Support parents in developing skills, attitudes, and behaviors that support and promote School Readiness practices in the home, continuing to promote parents as lifelong educators.	Family Engagement Inclusion Manager Family Engagement Specialists Program Governance Coordinator Site Supervisors Family Service Workers Home Based Educators	August 2021	Very Important Parent (VIP) meetings Ready Rosie Workshops Parent Training & Workshops Pre/Post Parent Surveys	Very Important Parent (VIP) Meetings Regional Parent Committee Meetings 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, speech recognition, 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, First Aid, and Safety 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 2021 August 2021 Quarterly Meetings July 2022	Hearing, Vision and Dental ChildPlus Data Very Important Parent (VIP) Meeting/training sign in/out forms Parent Handbook Reminder Letters Nutritional Experiences Nutritional Advisory Committee Meetings Very Important Parent (VIP) Presentations Supporting Special Diets COVID-19 PowerPoint Bioesque Disinfectant	Very Important Parent (VIP) Meeting handouts CHDP Periodicity Schedule for Health Assessment Requirements by Age Groups Child Plus-Health Training CHDP Provider List Dental Roster Nutrition Books Nutrition Posters COVID-19 PowerPoint/Victory Electrostatic Sprayer & Bioesque Site Supervisor Development training Family Service Worker Development Training CPR Training

Objectives	Persons Responsible	Timelines	Supporting Documentation	Action Steps Training and Resources
Inclusion & 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 are on schedule and 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.	Inclusion Specialists Family Service Workers Site Supervisors Teaching Staff CAS-Family Wellness Family Service Workers Site Supervisors Teaching Staff	August 2021 August 2021- July 2022	ASQ-3 Questionnaire Implement Teaching Pyramid ASQ-: SE-2 Questionnaire Teacher Support Planning Sheet Family Wellness Screening Behavior Incident Report (BIR)-ADD	ASQ-3 & ASQ:SE-2 Trainings Using Visuals in the Classroom Training-ADD Using the Solution Kit Training-ADD Onsite/Offsite Teacher Support Very Important Parent (VIP) Meetings ASQs Presentations Intra-agency Referral Wellness Survival Kit implementation Pyramid Model Positive Behavior Support Training Behavior Incident Report (BIR) Training ADD Feelings & Emotions Training-ADD Teacher Support Planning Sheet Training - ADD Trauma Informed Care
Data Analysis Data Analyst will support the Education Program Goals by providing detailed, aggregated DRDP reports at the Domain and Measure level. In addition to current support methods, the Data Analyst will provide ELD specific program reports, as well as IEP/IFSP DRDP program reports three times per year.	Data Analyst	December 2021 March 2022 May 2022	Child reports Group reports Administration reports Child Plus	How to enter DRDP into Child Plus Download reports from Child Plus.

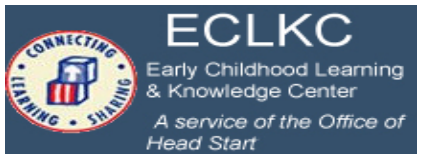
Resources:	Data Aggregation:
• Head Start Early Learning Outcomes Framework • California Infant/Toddler Learning & Development Foundations • California Infant/Toddler Curriculum Framework • California Preschool Curriculum Framework • California Preschool Learning Foundations • Parent, Family and Community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

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





	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	



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

Administration Team for Head Start and State Child Development Division:
Director: Yolanda Gonzales **Assistant Director of Program:** Jerry Meade **Assistant Director of Education:** Leslie Mitchell **Finance Manager:** Heather McCarley **Education and Support Services Administrator**: Carolyn Coffey **Program Administrator**: Letisha Brooks **Quality Assurance Administrator**: Sylvia Ortega **Home Based and Partnership Administrator**: Esperanza Contreras

Data Analyst
Chase Rangel

Program Governance Coordinator:
Lisa Gonzales

Early Childhood Specialist, California TTA Center
Mavy Moreno

Program Managers:
MaryAnn Mooney, Luz Adams, Rosa Del Toro, Janey Felsoci

Education Team:
Education Manager: Amanda Espitia **Curriculum Specialist**: Cynthia Rodriguez **Mentor Coaches:** Melissa DeWitt, Pamala Roberts, Regina Hines, Tomasa Jara, Alicia Gamino, Rachel Leckkirk, Teresa Lara, Vanessa Vigilant, Diana Montoya

Content Area Specialists: Inclusion, Nutrition, Health, Wellness, Family Engagement
Health and Nutrition Manager: Alan Rodriguez **Family Engagement and Inclusion Manager:** Maria Guadian **Content Area Specialists-Health:** Laura Gonzalez, Paulino Cruz, Rayjean Stone, Angel Perez **Content Area Specialists-Inclusion:** Delores Patricio, Shirley Park, Susie Martinez, Kariana Sotelo **Content Area Specialists-Wellness:** Andralette Wilson, Joni Barlow, Edna Quinones **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

Community Action Partnership of Kern- San Joaquin Early Head Start Child Development Division
San Joaquin Assistant Director: Gloria Barbero **Education Manager:** Rashi Strother **Inclusion/Wellness Coordinator:** Denise Cooper **Content Area Specialist-Nutrition:** Valerie Caffese **Content Area Specialist-Health:** Maria (Maridel) Pinano **Family Engagement Specialist/Home Based Supervisor:** Nicole Nino **Mentor Coach**: Nelly Mendoza

Partnership and Home Based:
Partnership Program Manager: Rosita Curry **Partnership Program Coordinator**: Nicole Callahan **Home Based Supervisor:** Mary Lopez

Policy Council Executive Board
Chairperson: Andrea Martinez (East California Child Development Center)

Vice- Chairperson: Laura Gonzales (Harvey Hall Child Development Center) **Secretary: Agueda Hernandez** (California City Child Development Center) **Treasurer: Ashley McAllister** (Pete Parra Child Development Center) **Parliamentarian: Kaylonie Howard** (Home Based) **Community Representative:** Nila Hogan
Policy Council School Readiness Sub-Committee
Chairperson: Agueda Hernandez (California City Child Development Center) **Policy Council Members:** Rosalinda Valencia (SJC Walnut), Laura Gonzales (Harvey Hall Child Development Center), Teresa Fajardo (Home Based), Brittany Dunbar (Rosamond).