Head Start
A Program of CAPK

Head Start/State Child Development

POLICY COUNCIL MEETING PACKET

June 28, 2022
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: 710 311 519#

Click here to join the meeting

POLICY COUNCIL
STANDING COMMITTEES
June 2022

EXECUTIVE COMMITTEE

Chairperson: Andrea Martinez
Vice Chairperson: Isabelle Diaz
Secretary: Monique Davis
Treasurer: Ashley McAllister
Parliamentarian: Dominique Bassi

STANDING COMMITTEE MEMBERS

Board of Directors: Nila Hogan

BYLAWS
Chairperson: Dominique Bassi

1. Andrea Martinez
2. Pablo Reyes
3.
4.
5.
6.

PLANNING
Chairperson: Isabelle Diaz

1. Nila Hogan
2. Ashley McAllister
3. Michelle Jara-Rangel
4.
5.
6.

SCHOOL READINESS
Chairperson: Monique Davis

1. Teresa Fajardo
2. Kaylonie Howard
3. Anastasia Lester
4.

BUDGET & FINANCE
Chairperson: Ashley McAllister

1. Jasmine Ponce
2. Pablo Reyes
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
2021 ~ 2022

#	REGION 1	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022	July 2022	Aug 2022	Sept 2022	Oct 2022
1	Dominique Bassi - Heritage	X	X	X	X	X	X	X					
2	Monique Davis - Martha J Morgan	X	X	X	X	ABS	X	X					
3	*Vacancy*												
4	*Vacancy*												
#	REGION 2	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022	July 2022	Aug 2022	Sept 2022	Oct 2022
1	Andrea Martinez - East California	X	X	X	ABS	X	X	X					
2	*Vacancy*												
3	*Vacancy*												
4	*Vacancy*												
#	REGION 3	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022	July 2022	Aug 2022	Sept 2022	Oct 2022
1	Ashley McAllister - Pete Parra	X	X	X	X	X	X	X					
2	Isabelle Diaz - Pete Parra	X	ABS	X	X	X	X	X					
3	Pablo Reyes - Harvey L. Hall	X	X	X	X	X	X	X					
4	Kaylonie Howard - Harvey L. Hall					X	X	X					
#	REGION 4	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022	July 2022	Aug 2022	Sept 2022	Oct 2022
1	*Vacancy*												
2	*Vacancy*												
3	*Vacancy*												
4	*Vacancy*												
#	Home Base	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022	July 2022	Aug 2022	Sept 2022	Oct 2022
1	Teresa Fajardo - Civilian Varela				X	X	X	X					
2	*Vacancy*												
#	ECC EHS Partnership	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022	July 2022	Aug 2022	Sept 2022	Oct 2022
1	Jasmine Ponce - Escuelita Hernandez	X	ABS	X	X	X	X	X					
#	San Joaquin EHS Partnership	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022	July 2022	Aug 2022	Sept 2022	Oct 2022
1	*Vacancy*												
2	*Vacancy*												
#	Community Representatives	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022	July 2022	Aug 2022	Sept 2022	Oct 2022
1	Nila Hogan	X	X	X	X	X	X	X					
2	Anastasia Lester						X	X					
3	*Vacancy*												
#	Board Member	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	June 2022	July 2022	Aug 2022	Sept 2022	Oct 2022
1	Michelle Jara-Rangel					X	X	X					

Policy Council Standing Committee
Attendance Sheet
2021 ~ 2022

Bylaws Committee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Dominique Bassi			X				X				
Andrea Martinez			X				X				
Pablo Reyes			X				X				

Budget & Finance Committee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Ashley McAllister		X	X	X	X	X					
Jasmine Ponce		X	ABS	X	ABS	ABS					
Pablo Reyes		X	X	X	X	X					

School Readiness Committee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Monique Davis			X	X	X	X					
Teresa Fajardo				X	ABS	X					
Kaylonie Howard				X	X	ABS					
Anastasia Lester						X					

Planning Committee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Isabelle Diaz		ABS*	X	X	X	X	X				
Nila Hogan		X	X	X	X	ABS	X				
Ashley McAllister		X	X	X	X	X	X				
Michelle Jara-Rangel				X	X	X	X				

Board of Directors

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

DATE	June 28, 2022
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	710 311 519#

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

Dominique Bassi	Kaylonie Howard	Jasmine Ponce
Monique Davis	Michelle Jara-Rangel	Pablo Reyes
Isabelle Diaz	Anastasia Lester	
Teresa Fajardo	Andrea Martinez	
Nila Hogan	Ashley McAllister	

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 – Brian Bowman, Battalion Chief/Public Information Officer, Bakersfield City 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 24, 2022 (English/Spanish) ***(p. 10-24)***
   b. School Readiness Committee Minutes – May 12, 2022 (English/Spanish) ***(p. 25-28)***
   c. Budget & Finance Committee Minutes – May 17, 2022 ***(p. 29)***
   d. Planning Committee Minutes – June 7, 2022 (English/Spanish) ***(p. 30-33)***
   e. Head Start Budget to Actual Report, March 1, 2022, to May 31, 2022 ***(p. 34-36)***
   f. Early Head Start Budget to Actual Report, March 1, 2022, to May 31, 2022 ***(p. 37-39)***
   g. Early Head Start San Joaquin Budget to Actual Report, February 1, 2021 to May 31, 2022 ***(p. 40-41)***

h. Early Head Start Child Care Partnerships Budget to Actual Report, March 1, 2021 to May 31, 2022 ***(p. 42-43)***
i. American Rescue Plan Funding Budget to Actual Report, April 1, 2021 to May 31, 2022 ***(p. 44-45)***
j. Parent Local Travel & Childcare through May 31, 2022 ***(p. 46-47)***
k. Parent Activity Funds through May 31, 2022 ***(p. 48-49)***
l. Kern Head Start and Early Head Start Non-Federal Report, March 1, 2022, to May 31, 2022 ***(p. 50)***
m. San Joaquin Early Head Start Non-Federal Report, March 1, 2022, to May 31, 2022 ***(p. 51)***
n. Kern Early Head Start Child Care Partnerships Non-Federal Report, March 1, 2022 to May 31, 2022 ***(p. 52)***
o. Head Start Program Review Evaluation (PRE) Report – May ***(p. 53-54)***
p. ACF-IM-HS-22-04 Competitive Bonuses for the Head Start Workforce; Issuance Date: June 21, 2022 ***(p. 55-58)***
q. Children's Mobile Immunization Clinic – July 2022; Adventist Health (English/Spanish) ***(p. 59-60)***
r. After A Crisis: How Young Children Heal – The National Child Traumatic Stress Network ***(p. 61)***
s. Safe and Sane Fireworks – Bakersfield City Fire Department ***(p. 62)***
t. 2022 Kern County Cooling Centers (English/Spanish) ***(p. 63-64)***
u. Choose Your Cover: Play it Safe in the Sun – Center for Disease Control Cancer Prevention and Control ***(p. 65-66)***
v. Teachable Moments: How to Give Clear Directions – Backpack Connection Series (English/Spanish) ***(p. 67-68)***
w. Virtual Self-Paced Positive Parenting Series: Growing Human(E)Beings – July 1, 2022 ***(p. 69)***
x. Head Start Recruitment Flyer ***(p. 70-71)***
y. Home Visiting Program Flyer ***(p. 72-73)***
z. Planning Committee Meeting Dates ***(p. 74)***
aa. Budget & Finance Committee Meeting Dates ***(p. 75)***
bb. Bylaws Committee Meeting Dates ***(p. 76)***
cc. School Readiness Meeting Dates ***(p. 77)***
dd. Policy Council Meeting Dates ***(p. 78)***

6. New Business **Action Item**

a. 2022 Head Start/Early Head Start Budget Revision – Jerry Meade, Assistant Director – Program ***(p. 79-80)***
b. 2022-2023 Head Start/Early Head Start School Readiness Goals – Carolyn Coffey, Education Administrator ***(p. 81-105)***

7. Standing Reports

a. Program Governance – Lisa Gonzales, Program Governance Coordinator
b. Community Representative – Nila Hogan Y-Empowerment, Anastasia Lester, First 5 Kern
c. Early Head Start San Joaquin – Nicole Nino, Family Engagement Specialist/Home Base Supervisor
d. Early Head Start Partnership – Jasmine Ponce
e. Board of Directors – Michelle Jara-Rangel, CAPK Board Member
f. Head Start/State Child Development – Yolanda Gonzales, Head Start/State Child Development Director

8. Policy Council Chairperson Report

9. Policy Council Member Comments

10. Next Scheduled Meeting

11. Adjournment

This is to certify that this Agenda Notice was posted in the lobby of the CAPK Administrative Office at 5005 Business Park North, Bakersfield, CA and online at www.capk.org by 12:00 p.m. June 24, 2022, by Lisa Gonzales, Program Governance Coordinator.

FECHA	28 de junio, 2022
HORA	5:30 p.m.
UBICACIÓN	Reunión de Microsoft Teams 5005 Business Park North Bakersfield, CA 93309
ENLACE	Pulse el enlace para unirse a la junta
TELÉFONO	(213) 204-2374
NÚMERO DE IDENTIFICACIÓN	710 311 519#

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 publico 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 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

Dominique Bassi	Kaylonie Howard	Jasmine Ponce
Monique Davis	Michelle Jara-Rangel	Pablo Reyes
Isabelle Diaz	Anastasia Lester	
Teresa Fajardo	Andrea Martinez	
Nila Hogan	Ashley McAllister	

2. **Comentarios públicos**
   El público puede 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 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 de verano – Brian Bowman, jefe de batallón/representante de información pública, departamento de bomberos de la ciudad de Bakersfield

5. **Agenda de consentimiento**
   La agenda de aprobación consta de elementos que se consideran rutinarios y no controversiales. Estos elementos se aprueban con una propuesta, a menos que un miembro de 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 concilio de póliza – 24 de mayo, 2022 (inglés/español)
   b. Resumen de la reunión del comité de estatutos – 12 de mayo, 2022 (inglés/español)
   c. Resumen de la reunión del comité preparación escolar – 17 de mayo, 2022
   d. Resumen de la reunión del comité de planeación – 7 de junio, 2022 (inglés/español)
   e. Presupuesto de Head Start vs. Reporte actual, 1 de marzo al 31 de mayo, 2022
   f. Presupuesto de Early Head Start vs. Reporte actual, 1 de marzo al 31 de mayo, 2022
   g. Presupuesto de Early Head Start de San Joaquín vs. Reporte actual, 1 de febrero 2021 al 31 de mayo 2022

h. Presupuesto de la Asociación de cuidado infantil Early Head Start vs. Reporte actual, 1 de marzo al 31 de mayo, 2022
i. Gastos de financiamiento del Plan de Rescate Americano 1 de abril 2021 al 31 de mayo, 2022
j. Viajes locales de padres y cuidado infantil hasta el 31 mayo, 2022
k. Fondos de actividades para padres hasta el 31 de mayo, 2022
l. Informes de contribuciones no federales de Head Start y Early Head Start de Kern, 1 de marzo al 31 de mayo, 2022
m. Informes de contribuciones no federales de Early Head Start de San Joaquín, 1 de marzo al 31 de mayo, 2022
n. Informes de contribuciones no federales de la Asociación de cuidado infantil, 1 de marzo al 31 de mayo, 2022
o. Reporte de evaluación del programa Head Start (PRE, siglas en inglés) – Mayo
p. ACF-IM-HS-22-04 Bonos competitivos para la fuerza laboral de Head Start; fecha de emisión: 21 de junio 2022
q. Clínica de vacunación infantil móvil – julio 2022; Salud Adventista (inglés/español)
r. Después de la crisis: Cómo sanan los niños – Red nacional de estrés infantil traumático
s. Juegos artificiales sanos y seguros – Departamento de bomberos de la ciudad de Bakersfield
t. Centros de enfriamiento del condado de Kern 2022 (inglés/español)
u. Elija su cubierta: Juegue seguro bajo el sol – Centro para la prevención y control de cáncer
v. Momentos didácticos: Como dar instrucciones claras– Series de conexión mochila (inglés/español)
w. Series virtuales de paternidad positiva a su ritmo: Desarrollo de seres humanos(E) – 1de julio, 2022
x. Volante de reclutamiento de Head Start
y. Volante de reclutamiento del programa de visitas a domicilio
z. Horario de juntas del comité de planeación
aa. Horario de juntas del comité de presupuestos y finanzas
bb. Horario de juntas del comité de estatutos
cc. Horario de juntas del comité de preparación escolar
dd. Horario de juntas del concilio de póliza

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

a. Revisión del presupuesto 2022 Head Start/Early Head – Jerry Meade, subdirector del programa
b. Metas de preparación escolar 2022-2023 Head Start/Early Head Start – Carolyn Coffey, administradora de educación

7. <u>Reportes permanentes</u>

a. Programa de gobernanza – Lisa Gonzales, coordinadora del programa de gobernanza
b. Representante comunitario – Nila Hogan empoderamiento Y, Anastasia Lester, Primeros 5 de Kern
c. Early Head Start de San Joaquín – Nicole Nino, especialista de compromiso familiar y supervisora del programa de servicios a domicilio
d. Asociación de cuidado infantil Early Head Start – Jasmine Ponce
e. Junta directiva – Michelle Jara-Rangel, 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. <u>Próxima reunión programada</u>

11. <u>Conclusión</u>

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 www.capk.org antes de las 12 p.m. el 24 de junio, 2022 por Lisa Gonzales, coordinadora del programa de gobernanza.

COMMUNITY ACTION PARTNERSHIP OF KERN
POLICY COUNCIL COMMITTEE MEETING MINUTES
May 24, 2022
Teleconference ID: 780 052 370#
Per Governor's Executive Order N-25-20

1. **Call to Order**
   Policy Council Chairperson, Andrea Martinez called the meeting to order at 5:31 p.m.
   a. Policy Council Secretary, Monique Davis conducted roll call; quorum was established.
   Policy Council Members Present: Dominique Bassi, Monique Davis, Isabelle Diaz, Teresa Fajardo, Nila Hogan, Kaylonie Howard, Michelle Jara-Rangel, Anastasia Lester, Andrea Martinez, Ashley McAllister, Jasmine Ponce, Pablo Reyes

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.*
   None

3. **Standing Committee Reports**
   a. School Readiness Committee
   The committee met on May 12, 2022; quorum was established. Carolyn Coffey, Education and Support Services Administrator presented information to the committee about the process in which school readiness goals are created and the data used in doing so. She also stated school readiness goals are a requirement and are created using data collected from the Desired Results Developmental Profile (DRDP). Goals are in alignment with the Head Start Early Learning Outcomes Framework as well as the California State Standards. They focus on six domains of child development with specific measures within each domain containing activities for teachers to complete in the classroom as well as family activities for home. Each of the domains and a description of such were shared with the committee as was corresponding data for each age group. After reviewing the data, the effective teacher strategies and family activities for all domains were shared. Members had an opportunity to provide feedback/suggestions which were then added to the school readiness goals which will be presented to the full Policy Council for approval in June.

   b. Planning Committee
   The Policy Council Planning Committee met on May 3, 2022; quorum was established. The Division/Program monthly activity report for April 2022 was reviewed with the committee. This included enrollment information for Head Start and Early Head Start, with Head Start at 75% and Early Head Start at 61% enrollment. The Child Adult Care Food Program (CACFP) noted 69,596 meals were prepared by the Central Kitchen in March 2022. The division staffing report noted there are 593 employees with 108 vacant positions. There are also thirty-three employees on family leave and eighty-eight on intermittent leave. Seven employees have been onboarded and interviews were conducted over 6 days for ten open requisitions. Escuelita Hernandez is pending licensing; the center passed the fire inspection. It was also shared that the Office of Head Start (OHS) announced a Cost-of-Living Adjustment (COLA) and received funding guidance for this which would increase salaries by a minimum of 2.28%. Additionally, OHS has added $54 million through the Consolidated Appropriations Act of 2022. This funding has been made available to all grantees to be provide them the opportunity to increase salaries at a higher percentage to those who work directly with children and families. A list of priorities for these funds was also provided to grantees.

   c. Budget & Finance Committee
   The Budget and Finance Committee met on May 17, 2022. Budget to actual financial documents as well as parent activity funds, local travel reimbursement and American Rescue Funding information was presented and discussed. All documents including in-kind totals can be found in the consent agenda portion of the Policy Council packet. Anyone who has any questions or concerns, was invited to attend the next meeting on June 21, 2022 at 5:30 p.m.

   d. Bylaws Committee
   The Bylaws Committee met on April 28, 2022 and began the self-paced Governance Module Training. Members had an opportunity to learn more about the history of Head Start in the first module, *Head*

Start's Vision, Values and Mission. A timeline of notable events was shared, this included the creation of Head Start in 1965, the "70.2 The Parents" publication in 1970 which mandated a formal structure for parent involvement in policymaking, the implementation of the first Early Head Start grants in 1995 and much more. Included after each component within the module, were multiple choice questions to help gage new learning. The committee answered these questions collectively. At the next meeting scheduled for June 14, 2022 the Bylaws Committee will review module two, *Head Start Laws and Regulations*. This meeting will be held on Microsoft Teams at 5: 30 p.m.

4. <u>Presentations</u>

a. Family Wellness Services – Andralette Wilson, Content Area Specialist – Wellness

Andralette shared an informative presentation with members on the topic of Family Wellness. She spoke to specific areas including the implementation of Pyramid Model practices in the classroom, screenings, trainings, consultation services and the referral process. Andralette shared that teaching staff implements the framework and the wellness team monitors the practices that are implemented. The various tiers of the Pyramid Model were shared which included effective workforce, nurturing and responsive relationships, high quality environments, target social emotional supports and intensive intervention. Examples of practices for each of the tiers were discussed in more detail. These areas included but were not limited to, building relationships, developing partnerships with families, schedules and routines, transitions, problem solving, emotional regulation and more. Also discussed was the process and parties involved for children who have persistent challenging behaviors. Andralette shared the ASQ: SE2 is a screening tool for social development. It identifies infants and young children whose social emotional development requires further evaluation to determine if a referral for intervention is necessary. The various trainings the Wellness Team have provided to staff during the current program year were shared with members. There was a total of nine trainings which covered the positive behavior support, using visuals, feelings, and emotions and more. Additional training included that which was provided by child psychologist consultant, Dr. Kirk who held monthly parent and staff trainings. The parent trainings were interactive question and answer sessions for attendees to ask any questions they may have on any topics. Dr. Kirk also supported staff with monthly meetings, the opportunity for the Family Wellness Team to discuss cases, as well as providing services upon request by parents or staff which could involve trainings, consultations and/or assessments for children with challenging behaviors. Andralette shared that a referral is generated when a child fails the ASQ:SE2. Initially the parent and staff will work on activities for 30-days then the ASQ:SE2 is administered again by the teacher. If the child fails again, then a referral is then generated to the Family Wellness Team. A referral can be generated also if a child exhibits persistent challenging behaviors or at the request of a parent or staff. Upon conclusion of the presentation there was an opportunity for members to ask questions. A question was posed as to if the Pyramid Model is used with Home Base, specifically do Home Based Educators teach parents how to implement practices in the home. Andralette shared that it is used with Home Base though most of the practices are geared for Pre-K. However, there are some aspects such as the "feeling faces" that are used.

b. Learning Outcomes – Carolyn Coffey, Administrator of Education & Support Services

Carolyn reviewed learning outcomes data for Spring 2022. She stated there are many assessments conducted throughout the school year and the first assessment she shared information on was CLASS (Classroom Assessment Scoring System) which measures teacher/child interactions and how teachers are supporting children in learning. This tool is about assessing teachers, not children. The various dimensions and the domains to which they belong were shared as was the numerical scoring system. The aggregated data compiled was also shared for each respective age groups (infants, toddlers, preschoolers). Carolyn shared the highest score that can be attained is a seven with a four being a very good and typical score. She also shared the *negative climate* dimension is the only area where there should be a low score, in the range of one or so. When reviewing scores for preschool, Carolyn pointed out that this group is the only one that has national averages for which we can compare our data to. It was noted that in all domains scores we are scoring right at the average marker or above, which is something to be very proud of. The infant category has four dimensions and one domain, *Responsive Caregiving*; toddlers have two domains, *Emotional and Behavior Support*, and *Engaged Support for Learning*. The preschool category has three domains, *Emotional Support*, *Classroom Organization,* and *Instructional Support*. Carolyn shared the program has a strong coaching component, with staff (mentor coaches) who focus on these domains during every site visit and talk about what they should look like in the classroom.

In continuing to share learning outcomes, Carolyn provided information to members on the Desired Results Developmental Profile (DRDP) assessment. She stated this assessment is conducted three times a year with completion of each in October, January, and April. The DRDP looks at five central domains, Approaches to Learning, Social and Emotional, Language and Literacy, Cognition, and Physical Development. Data for infants, toddlers and preschool was shared for each of the three assessment periods. She also shared what level each respective group of children should be ending the year at; it was stated all groups are scoring appropriately. Looking at the DRPD results opportunities for growth included additional staff training on various components as well as a greater focus on parent involvement. These trainings will be conducted throughout the coming school year by various members of the Education Team.

Carolyn also shared updates noting Summer Fun Activity calendars have been printed and sent to all sites. The calendars share fun activities that will be taking place at sites as well as things that can be done at home. There is also the ReadyRosie Summer Soar S'more which will be sent our soon. Additionally, School Readiness Transition Packets that have been distributed to those children who are transitioning to kindergarten as well as to three-year-old children who will be returning after summer.

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 26, 2022 (English/Spanish)
b. Bylaws Committee Minutes – April 28, 2022 (English/Spanish)
c. School Readiness Committee Minutes – April 7, 2022 (English/Spanish)
d. Budget & Finance Committee Minutes – April 19, 2022 (English/Spanish)
e. Planning Committee Minutes – May 3, 2022 (English/Spanish)
f. Head Start Budget vs. Actual Expenditures, March 1, 2022, to April 30, 2022
g. Early Head Start Budget vs. Actual Expenditures, March 1, 2022, to April 30, 2022
h. American Rescue Funding Expenditures April 1, 2021 to April 30, 2022
i. Parent Local Travel & Childcare through April 30, 2022
j. Parent Activity Funds through April 30, 2022
k. Kern Head Start and Early Head Start Non-Federal Report, March 1, 2022, to April 30, 2022
l. San Joaquin Early Head Start Non-Federal Report, March 1, 2022, to April 30, 2022
m. Kern Early Head Start Child Care Partnerships Non-Federal Report, March 1, 2022 to April 30, 2022
n. Head Start Program Review Evaluation (PRE) Report – April
o. Children's Mobile Immunization Clinic – June 2022; Adventist Health (English/Spanish)
p. Medi-Cal Flyer - Department of Human Services (English/Spanish)
q. Children's System of Care – Kern Behavioral Health & Recovery Services
r. My Mental Health: Do I Need Help? – National Institute of Mental Health (English/Spanish)
s. 5 Action Steps for Helping Someone in Emotional Pain – National Institute of Mental Health (English/Spanish)
t. No Cost Parent Education Courses – Bakersfield College, Adult Education
u. Dream Center Wish List – Kern County Network for Children
v. Teachable Moments: How to Use Social Stories to Teach Your Child New Skills and Expectations – Backpack Connection Series (English/Spanish)
w. Head Start Recruitment Flyer
x. Home Visiting Program Flyer
y. Planning Committee Meeting Dates
z. Budget & Finance Committee Meeting Dates
aa. Bylaws Committee Meeting Dates
bb. School Readiness Meeting Dates
cc. Policy Council Meeting Dates

Monique Davis made a motion to approve consent items (a) through (cc); seconded by Ashley McAllister. Motion carried unanimously.

6. **New Business** ***ACTION**

a. Head Start/Early Head Start Carryover Request – Jerry Meade, Assistant Director – Program

Jerry shared the first item of business being brought forth to Policy Council is the call for approval to submit a carryover request to the Office of Head Start on behalf of the Head Start and State Child Development Division. This would entail moving funds from the previous fiscal year into the current (2022-2023) funding year so projects can be completed with monies that weren't previously obligated. The amount identified of unobligated funds is $3,307,128.00. The majority of these funds would be used for construction projects that are nearing completion. The $3 million dollar carryover request would not only cover remaining construction balances but there will also likely be a surplus. Staff is working to identify other projects that could benefit from these funds. Any projects that would require prior of approval from the Office of Head Start would be brought back to Policy Council for approval in the way of a budget revision. The budget detail for this request was provided to members and included in the Policy Council Packet. With an opportunity for questions, it was asked where the requested carryover funds were initially going to be used when they were previously carried over. Jerry shared that the funds are all construction dollars which were originally awarded in year one of the grant and have been carried over each year with this being the third year of carryover. He added that we expect funds to be fully obligated for construction projects this year. Monique Davis made a motion to approve the submission of the Head start and Early Head Start Kern Carryover Request for the 2022-2023 budget year; seconded by Teresa Fajardo. Motion carried unanimously.

b. Head Start/Early Head Start COLA and Quality Improvement Funding Application – Jerry Meade, Assistant Director – Program

Jerry reported that information regarding the Cost-of-Living Adjustment for 2022 and the Quality Improvement funding was shared with the Planning Committee earlier in the month. He added that in seeking approval from the Council this evening, he will go into greater detail on these items. The Office of Head Start received additional funding through the Consolidated Appropriations Act of 2022 which included a 2.28% Cost-of-Living Adjustment (COLA) for Head Start programs. Additionally, CAPK will receive Quality Improvement funded which is based on the federal funded enrollment. Jerry stated each grantee is required to apply for funding when these opportunities are made available and added we will be submitting our application prior to the end of the month (May). Funding guidance has been received from the Office of Head Start (OHS) indicating priorities that should be followed in relation to the funding available. The COLA must be used to permanently increase the wage scale for Head Start employees. The QI funding had a variety of funding opportunities however the number one area had to do with supporting pay rate increases for the educational and family support positions within our program. Jerry stated that based on that expectation as well as a recent wage comparability study it has been deemed necessary that additional increases would be applied to the education and family support positions within the organization. Jerry went over the budget detail and shared that it is also located in the Policy Council Packet. It was reported that the majority of these funds land in the personnel category. Jerry stated it is important to note that there are also funds which have been allocated to the contractual category means that our Early Head Start Child Care Partners will also receive a 2.28% increase which will be applied their contractual rates. Jerry shared rates are retroactive to March 1, 2022 for all hours worked up until the point the increase has been completed. The Head Start pay scale will also permanently change by increasing the entire scale by 2.28%. A request for approval was made with Dominique Bassi making a motion to approve the submission of the Head Start and Early Head Start submission of the Cost-of-Living Adjustment and Quality Improvement funding applications to the Office of Head Start, changes to the Head Start pay scale, and to authorize the Chief Executive Officer to execute amendments to the Child Care Partnership contracts as revised. Teresa Fajardo seconded the motion. Prior to taking a verbal vote there was discussion seeking clarification regarding surplus funds available in the carryover request budget after construction projects are paid for and that there will be additional monies will be available. Jerry confirmed the inquiry as correct. It was further asked that the current request for approval is for a pay raise for employees. Jerry clarified stating the carryover (the previous action item) is separate from this request. The carryover is a one-time funding meaning when it's spent it's gone. This request on the table, the COLA and Quality Improvement is ongoing meaning this will be a permanent addition to our funding moving forward year to year. Upon conclusion of a verbal vote from all members the motion carried, with one nay vote.

7. **Standing Reports**

a. **Program Governance – Lisa Gonzales, Program Governance Coordinator**

Lisa thanked attendees for taking the time to join tonight's meeting and spoke a bit about the opportunity for enrollment in the upcoming series of Parent Education Courses. She shared there is a flyer in the packet and added a member of the Bakersfield College Adult School was scheduled to present more information however there was an unexpected emergency, and she was unable to attend. Lisa shared the very first step to take if interested in the course is to complete the survey via the link or using the QR code on the flyer. She also reminded members as per the flyer this is a non-credit, certificate only course. The course provides a basic introduction on careers in Early Childhood Education, information on developmentally appropriate curriculum and concludes with an early care licensing and workforce readiness component. Lisa stated the course will begin on June 13, 2022 and is self-paced and student led. There is an upcoming informational meeting scheduled for May 26, 2022 with an opportunity to hear more specifics about the program and to ask any questions. Interested members were asked to reach out and Lisa would provide them with the appropriate contact information.

Lisa also shared that in support of Mental Health Awareness month members have received resources each week during May on various components of mental health. She stated as the month winds down she will be sending one more resource to members. The handout will contain information on how to speak to your health care provider about any mental health concerns you may have. It outlines tips as to how to best prepare for your visit, the importance of being honest, bringing a trusted friend with you and asking questions. Lisa stated that mental health is at the core of our well-being; we can eat right, and exercise but we also need to take care of our mental health. She added it is just as important that we start early and often in taking care of the emotional well-being of our children as well. In piggybacking off of the Family Wellness presentation, Lisa encouraged members to take a look at the Child System of Care flyer in the Policy Council packet which provides a children's services resource menu as well as a list of behavioral health providers for children throughout Kern County. She encouraged members to also share this information widely with others. Lisa again thanked members for their attendance.

b. **Community Representative – Nila Hogan, Y-Empowerment and Anastasia Lester, First 5 Kern**

Nila shared information about water safety and stated she put together bags containing information on pool safety, spa safety and water safety in general whether it be at a lake, or in your home or someone else's home. She reported, unfortunately there has already been a case of a child drowning in Kern County but there are things we can do to prevent this. Nila spoke about a pool safety pledge for adults and children alike. The adult pledge speaks to always watch children in and around water, make sure children can swim, make sure pools have a proper fence and gate, and more. Children can take the pledge to never swim alone, stay away from drains in the pool or hot tub and always follow safety steps when in and around water. Nila stated as the weather is warming up and people are going to start swimming it is important to know proper pool etiquette to keep everyone safe.

Anastasia shared that June is Safety Month, in honor of this one of the flyers in the packet sent to members were fifty safety tips for adults and children. These tips range from car safety, body safety, home safety, food safety and more. Anastasia also added that June is National Fresh Fruit and Vegetable Month. She reviewed the contents of handouts she provided for members. Ana shared a website which has terrific tips for healthy eating that is based out of California and provides materials free of charge to California zip codes. The website also has booklets and fun games appropriate for children of all ages.

In speaking to the importance of mental health, Anastasia shared information about a website that encourages brain break activities. It is designed based upon the age of the child and walks children through meditation and how to give themselves a break, what it looks like and why it is important for their bodies. Ana shared the hyperlinks for all information shared are color coded and by clicking on them, users will be taken to directly to the games, handouts, additional information and more.

c. **Early Head Start San Joaquin – Nicole Nino, EHS San Joaquin, Family Engagement Specialist & Home Base Coordinator**

Nicole shared that the monthly s'more was sent at the beginning of May and has had 159 views to date. The newsletter contained information for parents on teaching feelings and emotions and

features exemplary videos on how social stories can be used to help children understand expectations, adjust to new experiences, and learn routines and social skills. The parent handout featured information on emotion coaching and how to teach your child new skills and expectations from the Pyramid Model Backpack series. Nicole shared that the father and family engagement activity was to attend the Social Emotional Literacy Workshop and to utilize the kit provided to each family. This promotes the child's social emotional development as well as providing strategies for parents to support emotional literacy with their family. All families were invited to attend the Social Emotional Literacy Workshop which provided a social emotional literacy tool kit to all participants. A Health Fair and Dental Clinic was held on May 10, 2022 which there were nine vendors in attendance and CAPK employment information was also available. There were fourteen children and two adults who received dental screenings and varnish provided by Community Medical Center. Fourteen people were tested for COVID and twenty-five received the COVID-19 vaccination. A taco lunch was provided for those attending the Health Fair with a variety of resources made available as well. The Healthy Smile program, which is a San Joaquin County collaboration with Catholic Charities is ongoing to provide oral health education and dental screenings for the upcoming program year. There were two events in May to support enrollment and recruitment with seventeen interest slips received.

d. Early Head Start Partnership – Jasmine Ponce

Jasmine shared that both Garden Pathways and Escuelita Hernandez held Mother's Day activities for their families and staff. Garden Pathways had a Muffins with Mom event attended by over forty families and Escuelita Hernandez had a tea party with five families in attendance. They are looking forward to hosting a Father's Day activity in June. In honor of the 105th Arbor Day, the Bakersfield College Maintenance and Operations department planted trees at the child development center. Jasmine stated recruitment efforts are ongoing and on May 21, 2022 staff attended the CAPK Community Action Month Resource Fair at Heritage Park (in Bakersfield) to share information about partnership and home base program options. She also shared there are fifty partnership families registered for ReadyRosie and Family Advocates have provided over 950 family resources to date.

e. Board of Directors – Michelle Jara-Rangel, CAPK Board Member

Michelle reported the Board of Directors (BOD) met on April 27, 2022. Staff provided two video presentations on recent volunteer events that took place. The first event highlighted was the Wendy Wayne Day of Service where volunteers prepared over nine hundred boxes of food for the Senior Food Program. The second was the 2022 Read Across America event which took place both in-person and virtually during the first week of March. Many volunteers in the community as well as CAPK staff, and board members participated in the event by reading to Head Start children. It was noted all items on the consent agenda were approved. There were three new business informational items presented to the Board of Directors which were, the Head Start/Early Head Start guidance letter for the Cost-of-Living Adjustment (COLA) and Quality Improvement Funding. The Office of Head Start Monitoring Review was also presented to the Board of Directors who congratulated staff, the Policy Council, Board Members and all other who participated in the review process. There was also discussion about returning to in-person meetings. The Board decided to continue meeting virtually until after the July break. In late June, a poll will be distributed to determine the Board's interest in returning to in-person meetings beginning in August. The CAPK Foundation Report, the Policy Council Report and the Friendship House Community Center Advisory Report were presented as well. Jeremy Tobias gave a verbal report on the status of COVID-19 stating the spike in January was the largest impact to the agency however the cases did quickly drop. A few cases have emerged in April, and it is expected that more will emerge in the future. Masks are strongly encouraged but not mandated unless at one of the facilities where they are required. Jeremy shared that staff would continue to watch the trends both on the state and local level and adjust accordingly. The Board convened in closed session at 1:16 p.m. for Conference with Labor Negotiators. Upon conclusion of closed session, the Board of Directors Chair reported no action was taken, with the Board providing guidance on contract negotiations. This meeting of the CAPK Board of Directors adjourned at 1:38 p.m.

f. Head Start/State Child Development – Yolanda Gonzales, Head Start/State Child Development Director

Yolanda shared that part year services for children concluded on May 20, 2022 and at the end of the week (May 27, 2022) we will say summer good-byes to part year staff. She also reminded everyone that we are in the process of our recruitment efforts, and it is important we have everyone's support as we work towards full enrollment. Staff is continuing to work on projects, completing tasks, reviewing training opportunities, updating forms, and preparing for the new year. Yolanda reported union negotiations are ongoing and staff will continue to work on that. She also shared program is looking at ways to support onboarding of new staff. Yolanda hopes word gets out about the Bakersfield College

Certificate Program adding by offering this opportunity to parents she hopes we are able to help build our workforce. Yolanda reported on the National Head Start Association (NHSA) conference she and her management team attended in Baltimore, Maryland. It was stated there was a lot of discussion centered around ensuring programs are making every effort and putting strategies in place for full enrollment. There was also discussion regarding mental wellness, stating it is particularly important that we are providing these strategies for our children and families. She also spoke to the challenges nationally in not only onboarding staff but retaining staff as well and that component will continue to be a focus. Yolanda stated in continuing to finalize construction, program will be recruiting for staff to ensure we can serve children and families. In closing, Yolanda complimented Andrea for the amazing job she does leading and facilitating meetings and thanked everyone for their continued support.

8. Policy Council Chairperson Report

Andrea thanked everyone for attending. She took a moment to say that she knows everyone has very busy schedules and sometimes time can get away but that it is especially important to RSVP/accept the meeting invitation as soon as possible. Andrea added if members confirm their attendance, then something comes up it is important to let Lisa know. Andrea shared she puts all the meeting dates in her calendar, so she knows ahead of time that she has a commitment. She encouraged others to find a method of notification that works for them as well. She spoke to the importance of meeting quorum for any action items on the agenda. Andrea reminded members their commitment and the role they have is very important.

Andrea shared that she attended the Specially Yours Conference which was held at Hodel's. This conference is held every two years and is for parents of children with disabilities. Andrea shared there was a lot of valuable information as well as great speakers and lots of information on IEPs and IFSPs. Attending the conference also provides participants the opportunity to meet other parents who may be going through similar experiences. Andrea shared that in speaking with other participants seated at her table who had older children, she was able to learn some tips and hear about things she can potentially look forward to. Andrea noted, though each parent's journey looks vastly different there are still similarities they can share with one another. She highly recommended this conference.

Andrea also stated with Father's Day taking place before our next Policy Council meeting to be sure to celebrate all father's. She further stated that those celebrated do not always look like the "traditional father." She recognized there are adoptive parents, parents who have lost a child, stepparents, family members, friends and those who step up and play a significant role in a child's life. Andrea added that she hoped during Mother's Day everyone celebrated and acknowledged the "moms" in their life.

9. Policy Council Member Comments

Members were given an opportunity to share comments. Ashley shared she attended the Y-Empowerment 5K Walk for Child Abuse on April 30, 2022. She stated it was great to meet Nila, and she had a fun time walking and bringing awareness to the cause. Ashley also attended the Mother's Day Tea at Pete Parra and said it was an amazing event. She added that she will be attending the informational meeting about the Parent Education Courses and hopes to see others there as well.

Jasmine thanked those who work hard in the background, noting a lot of members only see (staff) at meetings but there is a lot being done behind the scenes and she is appreciative of such.

10. Next Scheduled Meeting

The next meeting will be held on June 28, 2022, at 5:30 p.m.

11. Adjournment

Meeting was adjourned at 6:16 p.m.

ASOCIACIÓN DE ACCIÓN COMUNITARIA DE KERN
RESUMEN DE LA JUNTA DEL CONCILIO DE PÓLIZA
24 de mayo, 2022
Número de identificación de la teleconferencia: 780 052 370#
Por Orden Ejecutiva Gubernamental N-25-20

1. **Convocación de reunión**
La presidenta del concilio de póliza, Andrea Martinez llamó la junta al orden a las 5:31p.m.
a. La secretaria del concilio de póliza, Monique Davis pasó lista, se estableció cuórum.
Miembros del comité presentes: Dominique Bassi, Monique Davis, Isabelle Diaz, Teresa Fajardo, Nila Hogan, Kaylonie Howard, Michelle Jara-Rangel, Anastasia Lester, Andrea Martinez, Ashley McAllister, Jasmine Ponce, Pablo Reyes

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, solo lo referirá al personal para su estudio y análisis. ***Los oradores están limitados a tres 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*
Ninguno

3. **Reportes de comités permanentes**
   a. Comité de preparación escolar
   El comité se reunió el 12 de mayo, 2022, se estableció cuórum. Carolyn Coffey, administradora de educación y servicios de apoyo presentó al comité información sobre el proceso en el que se crean las metas de preparación escolar y la información que se utiliza. Agregó que las metas de preparación escolar son un requisito y se crean utilizando información recopilada del perfil de desarrollo de resultados deseados (DRDP). Las metas están alineadas con el marco de resultados deseados de aprendizaje temprano de Head Start, así como los estándares del estado de California. Estos se enfocan en seis dominios del desarrollo infantil con procedimientos específicos dentro de cada dominio, las cuales incluyen actividades para completarse en el salón con los maestros, así como actividades para que las familias las realicen en casa. Se describió cada uno de los dominios, así como la información pertinente para cada clasificación por edad. Una vez que se revisó la información, se comunicaron las estrategias docentes efectivas y las actividades para la familia en todos los dominios. Los participantes tuvieron la oportunidad de presentar comentarios y/o sugerencias, las cuales se agregarán a las metas de preparación escolar y subsecuentemente se presentarán ante el concilio de póliza, para su aprobación en junio.
   b. Comité de planeación
   El comité de planeación se reunió el 3 de mayo, 2022; se estableció cuórum. Se revisaron las cifras del reporte mensual de la división de inscripción de abril del presente año. Dicha informacion incluye las cifras de Head Start, el cual reportó un porcentaje de inscripción del 75%, así como Early Head Start reportó el 61 por ciento. El programa de alimentación y cuidado infantil y para adultos (CACFP, siglas en inglés), informó que la cocina central preparó un total de 69,596, comidas para el mes de marzo del presente año. El informe de la división de personal cuenta con un total de 593 empleados y tiene 108 vacantes. Además, hay treinta y tres empleados con licencia familiar y ochenta y ocho con licencia intermitente. Durante el mes de abril, se incorporaron siete empleados y se realizaron entrevistas por 6 días, para diez puestos disponibles. La escuelita Hernandez continua en espera de la aprobación de la licencia para operar, y la inspección contra incendios. También se informó que la oficina nacional de Head Start (OHS, siglas en inglés) anunció un aumento por el costo de vida (COLA) y recibió una guía para el uso de estos subsidios, para un total del 2.28% de aumento salarial. También la oficina agregó un total de $54 millones por medio de la ley de Asignaciones Consolidadas del presente año. Estos fondos se pondrán a disposición de los beneficiarios para aumentar los salarios en un porcentaje más alto para aquellos empleados que trabajen directamente con los alumnos y las familias. La agencia le proporcionó a los beneficiarios una lista de prioridades para la disposición de antedichos fondos.
   c. Comité de presupuestos y finanzas
   El comité de presupuestos y finanzas se reunió el 17 de mayo, 2022. Se presentaron los documentos financieros, fondos de actividades, reembolso de viajes locales y la información sobre el fondo de rescate americano. Todos los documentos incluyendo las donaciones se pueden encontrar en la agenda de consentimiento del concilio de póliza. Se extendió una invitación para asistir a la próxima

junta a cualquier persona que tenga alguna duda o pregunta, dicha junta se llevará a cabo el 21 de junio a las 5:30.

d. Comité de estatutos

El comité de estatutos se reunió el 28 de abril, 2022 y durante esta junta se inició la capacitación del módulo de gobernanza. Los miembros del comité tuvieron la oportunidad aprender más sobre la historia, visión, misión y valores de Head Start en la primera unidad. Se mostró una secuencia de eventos desde la creación de Head Start en 1965; así como la publicación 70.2 los padres, la cual estipula la participación de los padres en la formación de pólizas e implementación de los primeros subsidios otorgados a Early Head Start en 1995. Después de cada objetivo en la unidad, se proporcionar preguntas con múltiples respuestas para asesorar el conocimiento. Los miembros del comité respondieron a las preguntas de manera colectiva. En la próxima junta que se llevará a cabo el 14 de junio, se revisará la segunda unidad que trata sobre las pólizas y reglamentos de Head Start. La junta se llevará a cabo por medio de Microsoft Teams a las 5:30 p.m.

4. <u>Presentaciones</u>

a. Servicios de bienestar para la familia – Andralette Wilson, especialista del área de contenido – bienestar

Andralette hizo una presentación sobre la división de bienestar familiar para los miembros. Habló sobre áreas específicas incluyendo la implementación de prácticas del modelo pirámide en el salón, evaluaciones, capacitaciones, servicios de asesoramiento y el proceso para referir un alumno para servicios. Andralette agregó que los maestros implementan el modelo pirámide y el equipo de bienestar monitorea que estas prácticas se ejecuten. Se mostraron los diversos niveles del modelo pirámide, lo que incluye una fuerza laboral eficaz, relaciones fructíferas y flexibles, ambientes de alta calidad, apoyo socioemocional objetivo e intervención intensiva. Se presentaron ejemplos de cada uno de los niveles. Estas áreas son el establecimiento y asociacion relaciones con las familias, horarios, rutinas, transiciones, resolución de problemas y autorregulación de emociones. También se discutió el proceso y el personal involucrado para evaluar a los niños que muestran actitudes desafiantes persistentes. Andralette mostró al cuestionario ASQ:SE2, que es una herramienta que se utiliza para detectar el desarrollo social. Identifica el desarrollo social en los bebés e infantes para determinar si es necesario una evaluación más profunda para intervenir y referir al menor. Durante la presentación se compartieron algunas capacitaciones impartidas por el equipo de bienestar a lo largo del año. Se impartieron un total de nueve capacitaciones en donde se impartieron los siguientes temas: apoyo de comportamiento positivo, se utilizaron visuales, emociones entre otros temas. Otras capacitaciones que proporcionó el psicólogo infantil Dr. Kirk, quien llevó ca cabo juntas mensuales para los padres y el personal. Las juntas mensuales fueron interactivas donde se permitieron preguntas y respuestas de los asistentes quienes tuvieron la oportunidad de formular preguntas en varios temas. El Dr. Kirk también proporcionó apoyo al personal durante las juntas mensuales, así como la oportunidad para discutir sobre algunos casos con el equipo de bienestar a pedido de los padres y el personal; dentro de este escenario se propusieron capacitaciones, consultas y/o evaluaciones para los niños que presentan comportamientos desafiantes. Andralette explicó que se genera una referencia cuando se le administra un examen ASQ:SE2. Al principio los padres y el personal realizan actividades durante un periodo de 30 días, una vez transcurrido este tiempo el maestro administrará nuevamente un examen ASQ:SE2. Si no se obtiene resultados positivos, se le referirá al equipo de bienestar familiar, También se le puede referir a cualquier niño que exhiba comportamiento desafiante, a solicitud del padre o el personal. A la conclusión de la presentación se le dio la oportunidad a los presente de plantear preguntas. Se cuestionó si el ASQ:SE2 se utilizaba para los alumnos de servicios a domicilio, especificando se los trabajadores de servicios a domicilio le mostraban a los padres como implementar estas prácticas en casa. Andralette informó que esta evaluación se utiliza en los servicios a domicilio, sin embargo, la mayoría de las practicas están diseñadas para pre-k. Por último, añadió que se utiliza la gráfica de emociones.

b. Resultados de aprendizaje– Carolyn Coffey, administradora de educación y servicios de apoyo

Carolyn revisó la información de los resultados de aprendizaje para la primavera 2022. Dijo que se realizan muchas evaluaciones durante el año escolar y presentó la información denominada CLASS (sistema de evaluación y puntuación en el salón), la cual evalúa la interacción entre maestros y alumnos, así como también el apoyo que los maestros ofrecen a los mismos en el aprendizaje. Esta herramienta se utiliza para evaluar a los maestros y no a los alumnos. Las varias dimensiones y dominios a los que perteneces, así como el sistema de puntuación numérica. También se compartió la información recopilada para cada respectivo grupo (bebés, infantes y preescolares). Carolyn añadió que el puntaje más alto que se puede obtener es siete, siendo cuatro un puntaje bueno y típico.

Agregó que la dimensión de clima negativo es la única dimensión en dónde se debe obtener una calificación baja, dentro de un rango de uno. Al revisar los puntajes de los preescolares, Carolyn señaló que este grupo es el único que proporciona promedios nacionales con los que podemos comparar nuestros resultados, Se notó que en todos los puntajes estamos calificando dentro de promedio o por arriba de las calificaciones, un logro por el cual estamos muy orgullosos. En la categoría de los infantes, se informó que esta cuenta con cuatro dimensiones y un dominio el cuidado correspondiente; aquí aplican dos dominios, el apoyo emocional y de conducta y el apoyo comprometido para el aprendizaje. La categoría para los preescolares cuenta con tres dominios, el apoyo emocional, la organización del salón y el apoyo educativo. Carolyn añadió que el programa cuenta con un componente de capacitación para el persona siendo los mentores los que se enfocan en estos dominios durante cada visita a la guardería e instruyen como debe estar organizado un salón de clases.

A continuación, Carolyn continuó proporcionando los resultados de aprendizaje, sobre la evaluación del perfil de desarrollo de resultados deseados (DRDP, siglas en inglés). Esta evaluación se lleva a cabo tres veces por año en octubre, enero y abril. La evaluación analiza cinco dominios, enfoques de aprendizaje, el dominio social y emociona, lenguaje y alfabetización, conocimiento y desarrollo físico. Se presentaron los resultados de los bebés e infantes de cada uno de los periodos de evaluación; agregando el nivel en el que debería estar terminando cada grupo respectivamente, afirmando que todos los grupos están obteniendo puntuajes satisfactorios. Analizando los resultados del DRPD, se reconoció que hay existen áreas de crecimiento, incluyendo capacitación adicional en varios componentes, así como mayor enfoque en la participación de los padres de familia. Estas capacitaciones se llevarán a cabo durante el próximo año escolar y las impartirán diferentes miembros del equipo de educación.

Carolyn también proporcionó información actual sobre los calendarios de actividades de verán, los cuales se han imprimido y enviado a las diferentes guarderías. Estos calendarios contienen una variedad de actividades divertidas que se llevarán a cabo tanto en las guarderías o en casa. Otra herramienta para el verano es ReadyRosie, boletín informativo que se enviará en breve. Por último, se informó que los paquetes de transición para el jardín de niños se distribuyeron para los alumnos que entrarán el próximo año y también para los niños de tres años.

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

La agenda de aprobación consta con elementos que se consideran rutinarios y no controversiales. Estos elementos se aprueban con una sola 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 aclaración, dicho elemento se eliminará de la agenda de aprobación y se discutirá en el orden indicado.

a. Resumen de la reunión del concilio de póliza – 26 de abril, 2022 (inglés/español)
b. Resumen de la reunión del comité de estatutos – 28 de abril, 2022 (inglés/español)
c. Resumen de la reunión del comité de preparación escolar – 7 de abril, 2022 (inglés/español)
d. Resumen de la reunión del comité de presupuestos y finanzas – April 19, 2022 (inglés/español)
e. Resumen de la reunión del comité de planeación – May 3, 2022 (inglés/español)
f. Presupuesto de Head Start vs. Gastos actuales, 1 de marzo al 30 de abril1, 2022,
g. Presupuesto de Early Head Start vs. Gastos actuales, 1 de marzo al 30 de abril1, 2022
h. Gastos de financiamiento del plan de Rescate Americano 1 de abril, 2021 al 30 de abril, 2022
i. Viajes locales de padres y cuidado infantil hasta el 30 de abril, 2022
j. Fondos de actividades para padres hasta el 30 de abril, 2022 1de marzo al 30 de abril, 2022
k. Reporte de contribuciones no federales de Head Start y Early Head Start de Kern del 1 de marzo al 30 de abril, 2022
l. Reporte de contribuciones no federales de Early Head Start de San Joaquín 1 de marzo al 30 de abril, 2022
m. Reporte de contribuciones no federales de la asociacion de cuidado infantil Early Head Start de Kern 1 de marzo al 30 de abril, 2022
n. Reporte de evaluación del programa Head Start (PRE, siglas en inglés) – Abril
o. clínica de vacunación infantil – junio 2022; Salud Adventista (inglés/español)
p. Volante de Medi-Cal - Departamento de Servicios Humanos (inglés/español)
q. Sistema de cuidado infantil – Servicios de recuperación y salud de conducta de Kern
r. Mi salud mental: ¿Necesito ayuda? – Instituto Nacional de Salud Mental (inglés/español)

s. 5 pasos de procedimiento para ayudar a alguien con problemas emocionales) – Instituto Nacional de Salud Mental (inglés/español)
t. Cursos educativos gratuitos para padres – Colegio de Bakersfield, Educación para adultos
u. Lista de deseos del centro de ilusiones – Red infantil del condado de Kern
v. Momentos didácticos: Cómo usar las reseñas sociales para enseñarle a su hijo nuevas habilidades y expectativas – Series de conexión Mochila (inglés/español)
w. Volante de reclutamiento de Head Start
x. Volante de reclutamiento de servicios a domicilio
y. Horario de las juntas del comité de planeación
z. Horario de las juntas del comité de presupuestos y finanzas
aa. Horario de las juntas del comité de estatutos
bb. Horario de las juntas del comité de preparación escolar
cc. Horario de las juntas del concilio de póliza

Monique Davis presentó una propuesta para la aprobación de los incisos de la (a) hasta la (cc); esta fue secundada por Ashley McAllister. Propuesta aprobada por unanimidad.

6. <u>Nuevos intercambios</u> ***ACCIÓN**

a. Solicitud de transferencia de fondos de Head Start/Early Head Start– Jerry Meade, asistente del director

Jerry informó que el primer tema que presenta ante el concilio de póliza es la convocatoria que busca la aprobación del envío de solicitud de traspaso de fondos a la oficina nacional de Head Start, para la división de Desarrollo Infantil estatal y Head Start. Esta convocatoria implica el traspaso de fondos del año fiscal anterior al actual, (2022-2023) para finiquitar los proyectos con fondos que no estaban comprometidos anteriormente. La cantidad total de estos fondos es de $3,307,128.00. La mayoría de estos fondos se utilizaría para finiquitar proyectos de construcción que están casi terminados. Se proyecta que la mayoría de los tres millones de dólares no solo cubriría los proyectos de construcción, sino que también terminaríamos con un excedente. El personal administrative están trabajando en la identificación de proyectos que podría beneficiarse de estos fondos. Cualquier aprobación que la oficina de Head Start requiera, se presentará ante el concilio de póliza para su aprobación en forma de revisión de presupuesto. Esta informacion sobre los detalles del presupuesto se le proporcionó a los miembros en el paquete del concilio de póliza. Acto seguido se le dió la oportunidad a los presentes de formular preguntas, se cuestionó cómo se utilizarían estos fondos previamente a la solicitud de transferencia de fondos. Jerry informó que todos estos fondos habían sido destinados para obras de construcción, los cuales habían sido asignados durante el primer año del subsidio y se han ido transfiriendo cada año, siendo el presente el tercer año de transferencia. Agregó que se espera que los fondos se comprometan completamente a obras de construcción en el presente año. Monique Davis presentó una propuesta para la aprobación de la solicitud de transferencia de fondos de Head Start y Early Head Start de Kern para el año fiscal 2022-2023; esta fue secundada por Teresa Fajardo. La propuesta fue aprobada por unanimidad.

b. Solicitud de financiamiento para la mejora de calidad y COLA para Head Start/Early Head Start – Jerry Meade, asistente del director

Jerry informó que ambos temas se compartieron con el comité de planeación a principios del presente mes. Agregó que esta noche se está buscando la aprobación para los dos puntos y estará presentando más información sobre los mismos. La oficina nacional de Head Start recibió fondos adicionales por medio de la ley de Asignaciones Consolidades del 2022, que incluyó un ajuste del 2.28% para el costo de vida (COLA, siglas en inglés), para los programas de Head Start. Además, CAPK, recibirá fondos adicionales para la mejora de calidad, esto se basa en el porcentaje de inscripciones financiadas por el gobierno federal. Jerry agregó que cada beneficiario debe solicitar este tipo de fondos cuando se presenten estas oportunidades, añadiendo que el programa enviará dicha solicitud a fines de este mes (mayo). La oficina de Head Start (OHS, siglas en inglés) proporcionó una lista que identifica las prioridades que deben seguirse en relación con los fondos disponibles. El ajuste de costo de vida (COLA, se debe utilizar para un aumento de sueldo permanente a la escala salarial de los empleados de Head Start. Los fondos para la mejora de calidad (QI, siglas en inglés) ofrecía un sinnúmero de oportunidades de financiamiento, sin embargo, el área número uno se relacionaba con el aumento de sueldos para las posiciones de educadores y soporte de apoyo del programa. Jerry expresó que, en base a esa expectativa, así como a un estudio reciente de comparación de salarios, se consideró necesario realizar aumentos de sueldo a los posiciones de educadores y apoyo a la familia dentro de la organización. Jerry repasó la información del presupuesto e informó que esta información se distribuyó en el paquete del concilio de póliza. Se añadió que la mayoría de estos fondos se asignarán a salarios. Jerry agregó que es importante tomar

mencionar que parte de estos fondos se han asignado bajo la categoría de contratos, por lo que, los socios de la asociación de cuidado infantil Early Head Start también recibirán el correspondiente aumento de sueldo del 2.28%. Jerry agregó que el aumento de salario se hará retroactivo al 1 de marzo, 2022 para todas las horas que trabajadas hasta el momento que se concluya el aumento. Dominique Bassi presentó una propuesta para remitir la solicitud de financiamiento para la mejora de calidad y el ajuste del costo de vida para Head Start y Early Head Start a la oficia de Head Start, los cambios en la escala salarial de Head Start y para autorizar al director ejecutivo a realizar los cambios pertinentes a los contratos de la asociación de cuidado infantil. Teresa Fajardo la secundó. Antes de realizar la votación verbal, se solicitaron aclaraciones sobre si habrá fondos excedentes de la transferencia de solicitada una vez que las obras de construcción se hayan terminado. Jerry afirmó la declaración. También se pidió aclaración sobre el aumento de sueldo de los empleados. Jerry aclaró que la transferencia de fondos era un asunto separado a la solicitud de ajuste de costo de vida (el punto anterior) es un tema separado a esta solicitud. El restante pertenece a un subsidio único, lo que significa que una vez que los fondos han sido agotados, este subsidio desaparece. El presente tema (el ajuste por costo de vida, COLA) y la mejora de calidad están disponibles, lo que significa que será un aumento permanente a nuestro subsidio anual. Una vez que se realizó la votación verbal, la propuesta fue aprobada, con un voto en contra.

7. <u>Reportes permanentes</u>

a. Programa de gobernanza – Lisa Gonzales, coordinadora del programa de gobernanza

Lisa agradeció a los presentes por sus asistencia a la junta de esta noche y habló un poco sobre los próximos curso de educación para padres, y la oportunidad para inscribirse en ellos. Añadió que en el paquete de esta junta se agregó un volante con información con los cursos que el colegio de Bakersfield ofrece en la escuela de adultos, agregó que una persona estaba programada para presentar esta información, sin embargo, debido a una emergencia no pudo asistir. Lisa agregó que las personas interesadas pueden utilizar el enlace o el código QR en el volante para completar la encuesta y obtener información, también les recordó que este cursos no tiene ningún crédito, solo reciben un certificado. Este curso presenta una introducción básica sobre las carreras relacionadas a la educación de la primera infancia, el plan de estudios apropiado que concluye con una licenciatura de cuidado temprano y preparación para entrar a la fuerza laboral. Lisa continuó diciendo que el curso iniciará el 13 de junio de presente año y es presentado por estudiantes, el 26 de mayó habrá una sesión informativa para que las personas que asistan tengan la oportunidad de obtener más información. Las personas interesadas pueden comunicarse con Lisa, para que les proporcionen la información de la persona que tendrán que contactarse.

Lisa también agregó que, en apoyo al mes de concientización de salud mental, los miembros del concilio recibieron informacion semanalmente sobre varios temas relacionados a la salud mental. El folleto le informará sobre cómo comunicarse con su médico sobre cualquier problema relacionado al tema. En el mismo folleto se informa como prepararse para su cita, la importancia de su honestidad y contar con una persona de confianza y ayudarle a hacer preguntas. Lisa continuó diciendo que la salud mental es parte esencial del bienestar en general, así como hacer ejercicio o alimentarse sanamente. Agregó que el cuidado de la salud mental debe comenzar en etapas tempranas tanto para sí mismos como para los niños. Haciendo referencia a la presentación de la división de bienestar para la familia, Lisa exhortó a los presentes a hojear el folleto del sistema de cuidado infantil que se adjuntó en el paquete, ahí encontrarán una variedad de servicios disponibles para los niños, así como proveedores de conducta infantil disponibles en el condado de Kern. Exhortó a los presentes a diseminar la información con otras personas, por último, agradeció nuevamente a todos por su asistencia.

b. Representante comunitario – Nila Hogan, Empoderamiento Y, Anastasia Lester, Primeros 5 Kern

Nila presentó información sobre el cuidado que los padres deben tener con respecto a los juegos acuáticos en la piscina, spa, en general en el lago, en casa o en caso de otra persona. Desafortunadamente ya se ha reportado la primera víctima de ahogamiento en el condado de Kern, y existen medidas de prevención. Nila agregó que tanto adultos como niños deben tener un compromiso de seguridad en la piscina. El compromiso de los adultos habla de vigilar constantemente a los niños dentro y fuera de la piscina, asegurarse que los niños sepan nadas, y por último que las piscinas cuenten con una reja entre otras cosas. Los menores se pueden comprometer a no nadar solos, mantenerse lejos de las zonas de desagüe tanto en la piscina como en el jacuzzi y siempre seguir las medidas de seguridad cuando estén dentro o cerca del agua. Nila comentó que, a la llegada del

verano, el público en general debe estar informado sobre el protocolo del uso de la piscina para mantener a todos a salvo.

Anastasia informó a los presentes que junio es el mes de la seguridad, y para conmemorarlo se envió un volante con cincuenta consejos de seguridad para adultos y niños. Estos cubren temas como el automóvil, el hogar, alimentos y salvaguardar el cuerpo. También durante junio se promueve el mes nacional de frutas y verduras frescas. Revisó el contenido de los folletos que compartió con los presentes. También proporcionó información sobre un sitio web en donde se proporciona excelentes consejos para alimentación saludable, su sede en California y proporciona materiales gratuitos en los códigos postales dentro del estado. El sitio también proporciona informacion sobre folletos y divertidos juegos infantiles para todas las edades.

Otro de los temas en los que Anastasia ahondó fue la salud mental, proporciono informacion de una página web que fomenta actividades de descanso mental. Esta diseñado de acuerdo con la edad del niño, como meditar, como practicarlo y la importancia para el bienestar corporal. Los enlaces que Ana proporcionó están codificados por color, y cuando se pulsa en ellos, los usuarios tendrán la oportunidad de tener acceso a juegos, folletos entre otra información.

c. Early Head Start San Joaquín – Nicole Nino, EHS de San Joaquín, especialista de compromiso familiar y supervisora del programa de servicios a domicilio

Nicole informó que el boletín Smore se envió a principios de mayo y hasta la fecha ha tenido 159 visitas hasta la fecha. El boletín contiene informacion dirigida a los padres sobre como discutir las emociones y sentimientos, ofrece ejemplos de videos sobre cómo utilizar historias sociales para ayudarle a los niños a comprender las expectativas, ajustarse a nuevas experiencias, aprender rutinas y habilidades sociales. El folleto para padres incluyó informacion sobre la capacitación emocional y como enseñarle a los niños habilidades y expectativas del modelo pirámide de la series mochila. Nicole explicó que la actividad de participación varonil y para la familia consistió en un taller de alfabetización emocional y como utilizar el paquete que se proporcionó a cada familia. Este promueve el desarrollo socioemocional infantil y proporciona estrategias para que los padres apoyen el conocimiento emocional con la familia. Se invitó a todas las familias a participar en el taller, así como la distribución de un paquete con las herramientas necesarias para aplicar lo aprendido. El 10 de mayo 2022 se llevó a cabo una feria de salud y clínica dental, en la que participaron nueve proveedores además se proporcionó información sobre las vacantes disponibles en CAPK. En la clínica dental catorce niños y dos adultos recibieron exámenes y servicios de esmalte, estos fueron proporcionados por el centro médico comunitario. Catorce personas recibieron exámenes de COVID y veinticinco recibieron la vacuna. A los asistentes se les ofreció almuerzo de tacos junto con una amplia variedad de recursos disponibles. El programa sonrisa sana, una sociedad entre el condado de San Joaquín y Caridades católicas continuará brindado educación oral y exámenes dentales para el próximo ciclo escolar. Hubo dos eventos en mayo para promover la inscripción y reclutamiento, estos generaron un total de diecisiete personas interesadas en el programa.

d. Asociacion de cuidado infantil Early Head Start – Jasmine Ponce

Jasmine informó que Garden Pathways y Escuelita Hernandez llevaron a cabo festivales del día de las madres para el deleita de las familias y el personal. Garden Pathways organizó un convivio titulado biscochos y mamá en donde contaron con la participación de cuarenta familias; la escuelita Hernandez organizó un convivio de té al cual asistieron 5 familias. Ambos centros esperan con ansiedad el día del padre, ya que estarán también prepararán actividades para dicha celebración en junio. El colegio de Bakersfield celebró el 105 aniversario del día mundial del árbol plantando árboles en el centro de desarrollo infantil. Jasmine dijo que se continúa promoviendo el reclutamiento de alumnos, y el 21 de mayo el personal se hizo presente en la feria de recursos del mes de acción comunitaria de CAPK en el parque Heritage (en Bakersfield), en donde se diseminó información sobre todas las opciones de inscripción en los diferentes programas. Por último, añadió que cincuenta familias se han inscrito en Ready Rosie y los defensores de la familia han proporcionados más de 950 recursos a las familias hasta la fecha.

e. Junta directiva – Michelle Jara-Rangel, miembro de la junta directiva de CAPK

Michelle reportó que la junta directiva llevó a cabo su junta mensual el 27 de abril, 2022. En dicha junta se presentaron dos videos relacionados con voluntarios. El primer evento fue el día de servicio de Wendy Way, en donde los voluntarios prepararon más de 900 cajas de alimentos para el programa de alimentación para ancianos, el segundo fue el evento de Lectura en toda América, el cual contó con lectores invitados en persona y de manera virtual, dicho evento tuvo lugar la primera semana del mes de marzo. Muchos voluntarios de la comunidad, así como también empleados de CAPK, y miembros

de la junta directiva participaron en el evento leyéndoles a los alumnos de Head Start. Michelle agregó que todos los puntos de la agenda de consentimiento se aprobaron, durante la misma. Hubo tres temas de índole informativa que se presentaron ante la junta, estos fueron la carta de orientación de Head Start y Early Head Start para el ajuste de costo de vida (COLA, siglas en inglés) y el financiamiento para la mejora de calidad. La revisión de monitoreo de la oficina de Head Start, fue otro tema que se presentó ante la junta directiva, quienes felicitaron al personal, al concilio de póliza, a los miembros de la junta y a todas las personas que participaron en el proceso de revisión. Durante la junta se llevó a cabo una deliberación en torno al regreso en persona para todas las reuniones, la junta decidió continuar reuniéndose virtualmente hasta después de las vacaciones de julio. A fines de junio se estará distribuyendo un cuestionario para recabar la opinión de los interesados para reanudar las juntas en persona a partir de agosto. También se presentaron informes sobre la fundación de CAPK, el concilio de póliza y por último el informe de asesoramiento del centro comunitario casa de la amistad. Jeremy Tobías presentó un informe verbal sobre las estadísticas de casos de COVID-19, remarcando que el mayor aumento de casos se presentó en enero, pero estos disminuyeron rápidamente. En abril se presentaron algunos casos, y están en espera de un próximo aumento a futuro. Se continúa recomendando el uso de cubrebocas, pero no es obligatorio, a menos que sea en alguna de las instalaciones donde sea obligatorio. Jeremy dice que el personal continúa observando las tendencias a nivel estatal y local y se harán los ajustes necesarios en su momento. La junta directiva llevó a cabo una sesión cerrada a las 1:16 p.m. para llevar a cabo negociaciones laborales, a la conclusión de esta sesión la junta directiva reportó que no se llevó a cabo ninguna medida y la junta proporcionó una guía sobre las negociaciones de contratación. La reunión finalizó a la 1:38 p.m.

f. Head Start/Desarrollo infantil estatal – Yolanda Gonzales, directora de Head Start/Desarrollo infantil estatal

Yolanda informó que los servicios de medio año concluyeron el 20 de mayo, y los empleados de estos servicios concluirán sus labores el 27 de mayo. Les recordó a los presentes que continuamos trabajando para contar con inscripción completa y necesitamos el apoyo de todos para lograr esta meta. Todo el personal continúa trabajando en proyectos, terminando asignaciones, revisando oportunidades de capacitaciones, y preparándose para el próximo ciclo escolar. Añadió que se continúan con las negociaciones con el sindicato el personal pertinente, continuará trabajando en ellas. El programa continúa buscando métodos para apoyar la contratación de nuevos empleados y a Yolanda le gustaría que se disemine la información sobre los programas de certificado del colegio de Bakersfield, agregando que, al ofrecer este tipo de oportunidades para los padres, esto conllevará a constituir nuestra fuerza de trabajo. Yolanda informó que varios elementos de la división administrativa asistieron a la conferencia de la Asociación Nacional de Head Start (NHSA, siglas en inglés), en Baltimore, Maryland. En ella muchas de las pláticas se centraron en garantizar que los programas estén utilizando todas las herramientas a su disposición para contar con inscripción completa. Otro de los temas que se tocaron fue el bienestar mental, afirmando que es particularmente importante que proporcionen estrategias para los alumnos y sus familias. Un factor en común a nivel nacional es la contratación y retención de empleados, tema que continuará estando en enfoque. Yolanda declaró que se continúan los esfuerzos por finalizar los proyectos de construcción, y contratación para asegurar que continuemos sirviendo a los niños y sus familias. Para concluir Yolanda felicitó a Andrea por el increíble liderazgo al dirigir y facilitar las reuniones y agradeció a todos por su continuo apoyo.

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

Andrea agradeció a los presentes por sus asistencia. Agregó que entiende que todos tienen horarios ocupados y es especialmente importante confirmar su asistencia o aceptar la invitación a la reunión lo antes posible. Si algunos miembros confirman sus asistencia y después surge un imprevisto, es sumamente importante informar a Lisa; agregó que ella pone todas las juntas del concilio en su calendario, así sabe con anticipación que tiene un compromiso. Les exhortó a encontrar el método de notificación que se ajuste a sus necesidades, ya que es de suma importancia que se cumpla con el cuórum para que se puedan aprobar los temas que requieran de aprobación; les recordó a los presentes que su función y compromiso son de suma importancia.

Andrea informó que asistió a la conferencia nombrada “especialmente tuya”, la cual se llevó a cabo en el restaurante Hodel’s. Esta es una conferencia bianual y se prepara para los padres con niños con discapacidades y se proporcionó valiosa información, también contó con excelentes oradores y mucha información sobre los programas IEP y IFSP. En esta conferencia los padres tienen la oportunidad de conocer otros padres que estén experimentando situaciones similares. Durante la conferencia, tuvo la

oportunidad de hablar con otros participantes en la misma mesa, quienes tienen niños mayores, aprendió sobre situaciones que puede esperar a futuro, así como recibir consejos. Andrea reconoció que, aunque la jornada de cada padre es diferente, también pueden experimentar situaciones similares, y recomendó ampliamente la conferencia.

Notó que, aunque el día del padre, tomará lugar antes de la próxima junta del concilio, es importante celebrarlos, añadió que los celebrados no siempre se amoldan al papel de "padre tradicional", ya que entre ellos hay padres adoptivos, algunos que han perdido un hijo, padrastros, familiares, amigos y por último aquellos.

9. Comentarios de los miembros del concilio de póliza

Se les otorgó a los presentes la oportunidad de compartir sus comentarios. Ashley dijo que participó en una caminata de 5K patrocinada por Empoderamiento Y en contra del abuso infantil el 30 de abril, 2022. Dijo que fue genial conocer a Nila y se divirtió caminando y al mismo tiempo creando conciencia sobre la causa, también asistió al día del té de las mamás, que se llevó a cabo en el centro Pete Parra, fue un evento increíble, añadió que asistirá a la junta informativa sobre los cursos de educación para padres, y espera que otras personas asistan a la misma.

Jasmine agradeció a todos los empleados que contribuyen para la realización de estas juntas, y denotó su aprecio para todas aquellas personas.

10. Próxima reunión programada

La próxima junta se llevará a cabo el 28 de junio, 2022 a las 5:30 p.m.

11. Conclusión

La junta concluyó a las 6:16 p.m.

Community Action Partnership of Kern
Head Start / State Child Development
Policy Council School Readiness Committee
Meeting Minutes
May 12, 2022
Audio Only: (213) 204-2374 Meeting ID: 166 075 972#

1. **Welcome**
   The group was welcomed to the meeting. Carolyn Coffey introduced herself to the attendees.

2. **Call to Order**
   a. Meeting was called to order at 5:38 p.m. by Chairperson Monique Davis.

3. **Roll Call and establish Quorum (half plus one)**
   a. PC members present: Monique Davis, Teresa Fajardo, Anastasia Lester
   b. PC Members Absent: Kaylonie Howard

4. **Approval of Agenda**
   Motion was made by Monique Davis, to approve the agenda dated April 7, 2022, and seconded by Teresa Fajardo. Motion carried.

5. **Approval of Minutes**
   Motion was made by Monique Davis to approve the minutes dated April 7, 2022 and seconded by Teresa Fajardo. Motion carried.

6. **Introduction of Guests**
   The guests in attendance were Rashi Strother (Education Manager, SJC).

7. **Public Forum**
   (The public wishing to address the PC School Readiness 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**-Carolyn Coffey, Education, and Support Services Administrator
   a. **Introduction** – Carolyn opened the meeting with an introduction about herself and the School Readiness Goals.
   b. **What are School Readiness Goals? How are they created?**- Carolyn explained that the school readiness goals are a requirement from the Office of Head Start and they are created using the aggregated data from the Desired Results Developmental Profile. The goals align with the Head Start Early Learning Outcomes Framework and the California State standards. They focus on the 5 central domains of child development: Approaches to Learning, Social-emotional Development, Language and Literacy Development, Cognition, and Physical Development. We also add another domain which is English Language Development. These goals are focused on specific measures within the domains and have activities for teachers to complete in the classroom and family activities for parents to complete at home.
   c. **Review of School Readiness Goals and data-** Carolyn introduced each domain, starting with the description of the domain and the data for each age group (Young

infants, older infants, toddlers, 3-year-old, and 4-year-olds). After reviewing the data, Carolyn and Rashi read the Effective teacher strategies and the family activities for each domain. They stopped after each section, asking for suggestions/feedback.

d. **Suggestions/questions**- Suggestions/feedback received: Anastasia stated that it would be beneficial to be more specific and to give more examples of what English Language Development looks like and describe what "Home Language" means when presenting the goals. Monique would like to add site words and more opportunities for children to draw and write. Teresa suggested adding to point out that community helpers are who children can go to when in an emergency and to offer smaller crayons and pencils in the environment because, in her children's experience, the smaller sizes have helped them to learn how to properly grasp and use writing materials.

9. Announcements

None

10. Adjournment

Meeting was adjourned at 7:05 p.m.

Carolyn Coffey, Education, and Support Services Administrator
May 16, 2022

Asociación de Acción Comunitaria de Kern
Head Start / Desarrollo Infantil Estatal
Comité de preparación escolar del concilio de póliza
Reseña de la junta
12 de mayo, 2022
Sólo por audio: (213) 204-2374 Número de identificación de la junta: 166 075 972#

1. **Bienvenida**
   Se le dió la bienvenida al grupo. Carolyn Coffey se presentó ante el comité.

2. **Convocación de reunión**
   a. Monique Davis, presidenta convocó oficialmente la junta a las 5:38 p.m.

3. **Pase de lista, establecimiento de cuórum (la mitad más uno)**
   a. Miembros del comité presentes: Monique Davis, Teresa Fajardo, Anastasia Lester
   b. Miembros del comité ausentes: Kaylonie Howard

4. **Aprobación de agenda**
   Monique Davis, presentó una propuesta para la aprobación de la agenda fechada el 12 de mayo 2022, esta fue secundada por Teresa Fajardo. Propuesta aprobada.

5. **Aprobación de minutos**
   Monique Davis presentó una propuesta para aprobar los minutos fechados el 7 de abril, 2022, esta fue secundada por Teresa Fajardo. Propuesta aprobada.

6. **Presentación de invitados**
   La invitada presente fue Rashi Strother (gerente de educación, SJC).

7. **Foro Público**
   (El público que desee dirigirse al comité de preparación escolar puede hacerlo en este momento, sin embargo, el comité no tomará ninguna determinación, sino que referirá el tema al personal para su estudio y análisis.)
   Ninguna

8. **Presentación/Discusión de temas**- Carolyn Coffey, administradora de educación y servicios de apoyo
   a. **Presentación** – Carolyn inició la junta dando una breve reseña de sí misma y las metas de preparación escolar.
   b. **¿Qué son las metas de preparación escolar? ¿Cómo se crean?** - Carolyn explicó que las metas de preparación escolar son un requisito de la oficina de Head Start y se crean a partir de los datos que se extraen del Perfil de desarrollo de resultados deseados. Las metas se adhieren al Marco de resultados de aprendizaje de edad temprana de Head Start y los esquemas del estado de California. Estos esquemas se centran en 5 dominios de desarrollo infantil, estos son: enfoques de aprendizaje, desarrollo socioemocional, lenguaje y alfabetización, razonamiento y desarrollo físico. También se agrega otro dominio titulado desarrollo del lenguaje inglés. Estos objetivos se centran en medidas específicas dentro de los esquemas, y contienen actividades para que los maestros las apliquen dentro del salón de clases, así como actividades para que los padres las completen en casa.
   c. **Revisión de los objetivos e informacion de preparación escolar-** Carolyn dio una breve descripción de cada dominio y la información perteneciente a cada edad

(bebés recién nacidos, bebés mayores, infantes, niños de 3 años, y niños de 4 años). Después de revisar la informacion Carolyn y Rashi leyeron la planeación efectiva de los docentes, así como las actividades asignadas para las familias en cada dominio. Después de haber repasado cada sección, hubo una pausa para escuchar comentarios y sugerencias de los presentes.

d. **Sugerencias y/o preguntas**- Sugerencias y comentarios: Anastasia comentó que sería productivo especificar y proveer más ejemplos del significado del desarrollo del lenguaje inglés y proporcionar una definición del significado del lenguaje materno cuando se presentan las metas. Monique agregó que le gustaría agregar palabras de la guardería, así como proporcionarle más oportunidades para que los niños escriban y dibujen. Teresa sugirió que se destacaran a los ayudantes comunitarios, enfatizando a los alumnos que estos pueden asistirles en caso de emergencia; agregó que se deberían proporcionar lápices y crayones más pequeños para facilitar a los alumnos a aprender a sostener un utilizar correctamente las herramientas de escritura.

9. <u>Anuncios</u>

Ninguno

10. <u>Conclusión</u>

Se concluyó la reunión a las 7:05 p.m.

Carolyn Coffey, administradora de educación y servicios de apoyo
16 de mayo, 2022

Community Action Partnership of Kern
Head Start / State Child Development
Policy Council Budget & Finance
Committee Meeting Minutes
May 17, 2022
Audio Only: (213) 204-2374 Meeting ID: 993 886 629#

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

2. **Call to Order**
   a. The meeting was called to order by Chairperson Ashley McAllister.

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

4. **Approval of Agenda**
   Pablo Reyes made a motion to approve agenda dated May 17, 2022; second by Ashley McAllister. Motion carried.

5. **Approval of Minutes**
   Pablo Reyes made a motion to approve the minutes dated April, 2022; seconded by Ashely McAllister. Motion carried.

6. **Introduction of Guests**
   Guests in attendance were Tracy Webster, Chief Financial Officer, Louis Rodriguez, Finance Administrator and Sylvia Ortega, Quality Assurance Administrator

7. **Public Forum**
   (The public wishing to address the Policy Council 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** – Tracy Webster, Chief Financial Officer
   Budget to actual reports for the Head Start and Early Head Start grants was shared and discussed with committee members with the percentages expended in various categories noted. The agency wide credit card report was also shared which included current credit card debt. Information regarding the American Rescue Fund was discussed along with parent travel and childcare reports. In-kind information for all programs was provided. These reports outline each center's in-kind goal, noting their current year to date totals.

9. **Announcements**
   None

10. **Adjournment**
    Meeting was adjourned at 5:46 p.m.

Community Action Partnership of Kern
Head Start / State Child Development
Policy Council Planning Committee
Meeting Minutes
June 7, 2022
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 5:32 p.m., by Isabelle Diaz.

3. **Roll Call and establish Quorum (half plus one)**
   a. Quorum was established.
   b. **PC Members present:** Nila Hogan, Isabelle Diaz, Michelle Jara-Rangel, and Ashley McAllister
   c. **PC members absent:** None

4. **Approval of Agenda**
   a. Motion to approve the agenda dated June 7, 2022, was made by Nila Hogan; Michelle Jara-Rangel. Motion carried unanimously.

5. **Approval of Minutes**
   a. Motion to approve the minutes dated May 3, 2022, was made by Ashley McAllister; Michelle Jara-Rangel seconded. Motion carried unanimously.

6. **Introduction of Guests**
   Guests in attendance tonight were Jerry Meade, Assistant Director, Robert Espinosa, PDM Administrator; Carol Hendricks, Enrollment and Attendance Manager 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 2022. Head Start Kern reported 75% enrollment; Early Head Start reported 61% enrollment during this reporting period. Robert informed members 7% of children enrolled in Head Start Kern had an IFSP (Individual Family Service Plan); IEP (Individualized Education Plan) in May. Early Head Start reported 17% 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 106 vacant positions for the month of May. The Family Medical Leave report noted there are thirty-five employees on continuous leave and ninety-two on intermittent leave.

   The program update and compliance section reported that the Enrollment and Attendance team, along with center staff participated in the following community events in Kern County:

Bakersfield Police Sponsored Community Day at the Park (Beach Park), May 7th, Kern County Superintendent of School Drive Through Resource Fair (Arvin), May 12th, Woman and Children Resource Fair, May 19, Community Action Resource Fair (Heritage Park) May 21st, East Bakersfield Festival (Jefferson Park) May 21st and College Heights Family Picnic (College Heights Elementary) May 27, 2022.
The Compliance section informed that the Office of Head Start has released the Program Information Report (PIR) and it must be completed by all federally funded Head Start (HS) and Early Head Start (EHS) programs. The deadline to submit the 2021-2022 PIR is August 31,2022. Staff have been reviewing reports and data to ensure accurate and timely submission of the PIR.

For the Partnership, the infant classroom at Escuelita Hernandez center is awaiting a licensing visit. Recruitment efforts have been successful as we have met 75% of our enrollment. EHS Partnership families are entering week 3 of the Parents on a Mission parent leadership course; families join via Zoom one evening each week. Currently we have 4 participants.

In July 2022, Bakersfield College center will be submitting an application for NAEYC accreditation; this is a year-long process of evaluation which follow a set of 10 standards of high-quality; this accreditation will allow more opportunities for the program to support enrolled families in their educational and career pathways through additional funding. Bakersfield College admin staff will be attending a national conference the week of June 6, 2022, to receive training on the accreditation process. Taft College center has several projects underway to upgrade their facilities to implement new security features for the safety of children and staff.

Robert presented the Child and Adult Care Food Program (CACFP) report. There was a total of 71,168 meals delivered with 58,475 prepared by Central Kitchen for the month of April 2022. The highlights section informed that the Central Kitchen is actively addressing the nationwide scarcity of baby formula. The usual vendors are out of stock, and other retailers have a limit of the quantity that can be purchased; therefore, Central Kitchen is purchasing formula weekly rather than bi-weekly to support the needs of the children. Additionally, the Central Kitchen has filled the last Food Production Driver position in the month of May. Furthermore, in May, Environmental Health Services inspected the Central Kitchen giving the kitchen an "A" grade on the inspection.

b. Program Option Revisions – Informational Item
Jerry reported during the National Head Start Association conference, the message to grantees is to focus on the recruitment and retention of staff. To accomplish this feat, we are exploring the option of reducing 139 slots across both counties, Kern and San Joaquin. This will allow a permanent increase of the salaries for the staff working directly with children and families. The administration team has been meeting and talking with our program specialist at the Regional Office in San Francisco, about diverse ways to build back full enrollment. These recommendations will be brought to the Policy Council and the Board of Directors for approval.

9. <u>Announcements</u>
Next meeting is on August 2, 2022, at 5:30 p.m.

10. <u>Adjournment</u>
Meeting was adjourned at 6:16 p.m.

Asociación de Acción Comunitaria de Kern
Head Start / Desarrollo Infantil Estatal
Resumen de la junta del comité de planeación del concilio de póliza
7 de junio, 2022
Por orden gubernamental N-25-20

1. **Bienvenida**
   Se dió la bienvenida al grupo

2. **Llamado de orden**
   a. Isabelle Diaz, llamó al orden la junta a las 5:32 p.m.

3. **Pase de lista y establecimiento de cuórum (la mitad más uno)**
   a. Se estableció cuórum.
   b. **Miembros del comité presentes:** Nila Hogan, Isabelle Diaz, Michelle Jara-Rangel, y Ashley McAllister
   c. **Miembros de comité ausentes:** Ninguno

4. **Aprobación de agenda**
   a. Nila Hogan presentó una propuesta para la aprobación de la agenda fechada el 7 de junio, 2022; Michelle Jara-Rangel la secundó. Propuesta aprobada por unanimidad.

5. **Aprobación de minutos**
   a. Ashley McAllister presentó una propuesta para la aprobación de los minutos fechados el 3 de mayo, 2022; Michelle Jara-Rangel la secundó. Propuesta aprobada por unanimidad.

6. **Presentación de invitados**
   Los invitados presentes fueron: Jerry Meade, asistente del director, Robert Espinosa, administrador de PDM; Carol Hendricks, gerente de inscripciones y asistencia and Leticia Villegas, asistente del programa, traductor.

7. **Foro público**
   (El público que desee dirigirse 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 para su estudio y análisis.)
   Ninguno

8. **Presentación/discusión de temas**
   a. Informe de actividad mensual de la división y/o programa – Componente informativo
   Se revisó el informe del mes de mayo 2022. Para este mes Head Start de Kern informó un porcentaje de inscripción del 75%, Early Head Start reportó un 61% durante este periodo. Robert informó a los miembros que el 7% de los niños inscritos en Head Start Kern contaban con una evaluación IFSP/IEP en abril. Early Head Start informó que el 17% de inscripción en el IEP para el mismo periodo de notificación. En la categoría de ingresos superiores, ninguno de los programas estuvo por encima de la meta del 10%; de esta manera estamos cumpliendo con los parámetros.

   El reporte de la división de personal informa que contamos con 106 vacantes para el mes de mayo. El reporte de licencias médicas señaló, que hay treinta y cinco empleados con licencia continua y noventa y dos con licencia intermitente.
   En la sección de actualización y cumplimiento del programa informó que la división de inscripción y asistencia, junto con el personal centro participó en los siguientes eventos comunitarios en el condado de Kern:

Día de la comunidad, patrocinado por el departamento de policía de Bakersfield, parque Beach 7 de mayo, feria de recursos móvil patrocinada por el superintendente de escuelas del condado de Kern (Arvin), 12 de mayo. Feria de recursos femenil e infantil, 19 de mayo, feria de recursos de Acción Comunitaria parque Heritage 21 de mayo, festival del este de Bakersfield, 21 de mayo y día de campo en la escuela primaria College Heights, 27 de mayo, 2022.

En la sección de desempeño informó que la oficina de Head Start, publicó el reporte de información del programa (PIR, siglas en inglés) y este debe ser complementado por todos los programas de Head Start (HS) y Early Head Start (EHS) que reciben fondos federales. La fecha límite para presentar el reporte PIR 2021-2022 es el 31 de agosto del presente año. La asociación de cuidado infantil informó que la escuelita Hernandez continúa esperando la visita de inspección para obtener la licencia. La campaña de inscripción ha sido todo un éxito, hemos alcanzado el 75% de inscripción. Las familias de la asociacion de EHS, continúan con el curso de liderazgo para padres con misión, este curso se lleva a cabo semanalmente por medio de la aplicación de Zoom, y 4 familias están participando. En julio del presente año la guardería del colegio de Bakersfield presentará una solicitud de acreditación NAEYC; este es un proceso de evaluación de un año de duración que prosigue un esquema de 10 normas de alta calidad; esta acreditación permitirá apoyar a las familias inscritas en sus objetivos profesionales y educativos. El personal administrativo del colegio de Bakersfield asistirá a un conferencia nacional a partir del 6 de junio para recibir capacitación sobre el proceso de acreditación.
La guardería del colegio de Taft tiene varios proyectos en marcha para mejorar las instalaciones e implementar mayores medidas de seguridad para los alumnos y el personal.

Robert presentó el programa de alimentación y cuidado infantil y para adultos (CACFP, siglas en inglés), se entregaron un total de 71,168 alimentos suministrados y de estas la cocina central preparó un total de 58,475 durante el mes de abril 2022. La sección de aspectos destacados informó que la cocina central está trabajando activamente el tema de la escasez nacional de leche infantil. Los vendedores habituales han agotados sus existencias, y otros vendedores han establecido un límite, de esta manera se están comprando suministros semanalmente en vez de cada dos semanas para tener suficientes suministros para los niños; además la cocina central ha contratado el ultimo conductor de producción de alimentos durante mayo. Por ultimo los servicios de salud ambiental realizaron una inspección en la cocina central y la cocina central recibió una calificación de “A” para esta inspección.

b. Revisión de opciones para el programa – Componente informativo
Jerry informó que durante la conferencia nacional de Head Start, se le sugirió a los subsidiarios concentrarse en la contratación y retención de personal docente. Para realizar este cometido, estamos explorando la opción de reducir 139 espacios en ambos condados, Kern y San Joaquín. Esta reducción permitiría un aumento permanente a los salarios de empleados que trabajan directamente con los alumnos y las familias. El departamento administrativo ha mantenido comunicación con el especialista de la oficina regional en San Francisco, sobre los diversos métodos para poder reconstituir inscripción completa para nuestros programas. Estas recomendaciones se presentarán ante el concilio de póliza y la junta directiva para su aprobación.

9. <u>Anuncios</u>

La próxima junta se llevará a cabo el 2 de agosto, 2022, a las 5:30 p.m.

10. <u>Clausura de sesión</u>

La sesión se clausuró a las 6:16 p.m.

o

MEMORANDUM

To: Budget and Finance Committee of the Policy Council

From: Tracy Webster, CFO/ Louis Rodriguez, Finance Administrator

Date: June 21, 2022

Subject: *Head Start*
Budget to Actual Report for the period ended May 31, 2022 – **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, 2022, through February 28, 2022.

The following are highlights of the Head Start Budget to Actual Report for the period of March 1, 2022, through May 31, 2022. Three months (25%) of the 12-month budget period have elapsed.

Base Funds

Overall expenditures are at 19% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 19% of the budget.

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

Non-Federal share is at 29% of the budget.

Community Action Partnership of Kern
Head Start
Budget to Actual Report
Budget Period: March 1, 2022 - February 28, 2023
Report Period: March 1, 2022 - May 31, 2022
Month 3 of 12 (25%)

Prepared 6/14/2022

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	8,963,132	1,645,914	7,317,218	18%	82%
FRINGE BENEFITS	3,619,011	441,339	3,177,672	12%	88%
TRAVEL	-	19,137	(19,137)		
EQUIPMENT	55,000	-	55,000		
SUPPLIES	890,498	197,719	692,779	22%	78%
CONTRACTUAL	165,175	70,068	95,107	42%	58%
CONSTRUCTION	-	-	-		
OTHER	2,724,977	700,176	2,024,801	26%	74%
INDIRECT	1,584,740	288,807	1,295,933	18%	82%
TOTAL BASE FUNDING	**18,002,533**	**3,363,159**	**14,639,374**	**19%**	**81%**

TRAINING & TECHNICAL ASSISTANCE					
TRAVEL	41,904	10,961	30,943	26%	74%
SUPPLIES	23,986	1,804	22,182	8%	92%
CONTRACTUAL	22,800	-	22,800	0%	100%
OTHER	72,752	18,935	53,817	26%	74%
INDIRECT	16,144	2,750	13,394	17%	83%
TOTAL TRAINING & TECHNICAL ASSISTANCE	**177,586**	**34,450**	**143,136**	**19%**	**81%**

CARRYOVER					
SUPPLIES					
CONTRACTUAL					
CONSTRUCTION					
OTHER					
INDIRECT	-	-	-		
TOTAL CARRYOVER	**-**	**-**	**-**		

GRAND TOTAL HS FEDERAL FUNDS	**18,180,119**	**3,397,609**	**14,782,510**	**19%**	**81%**

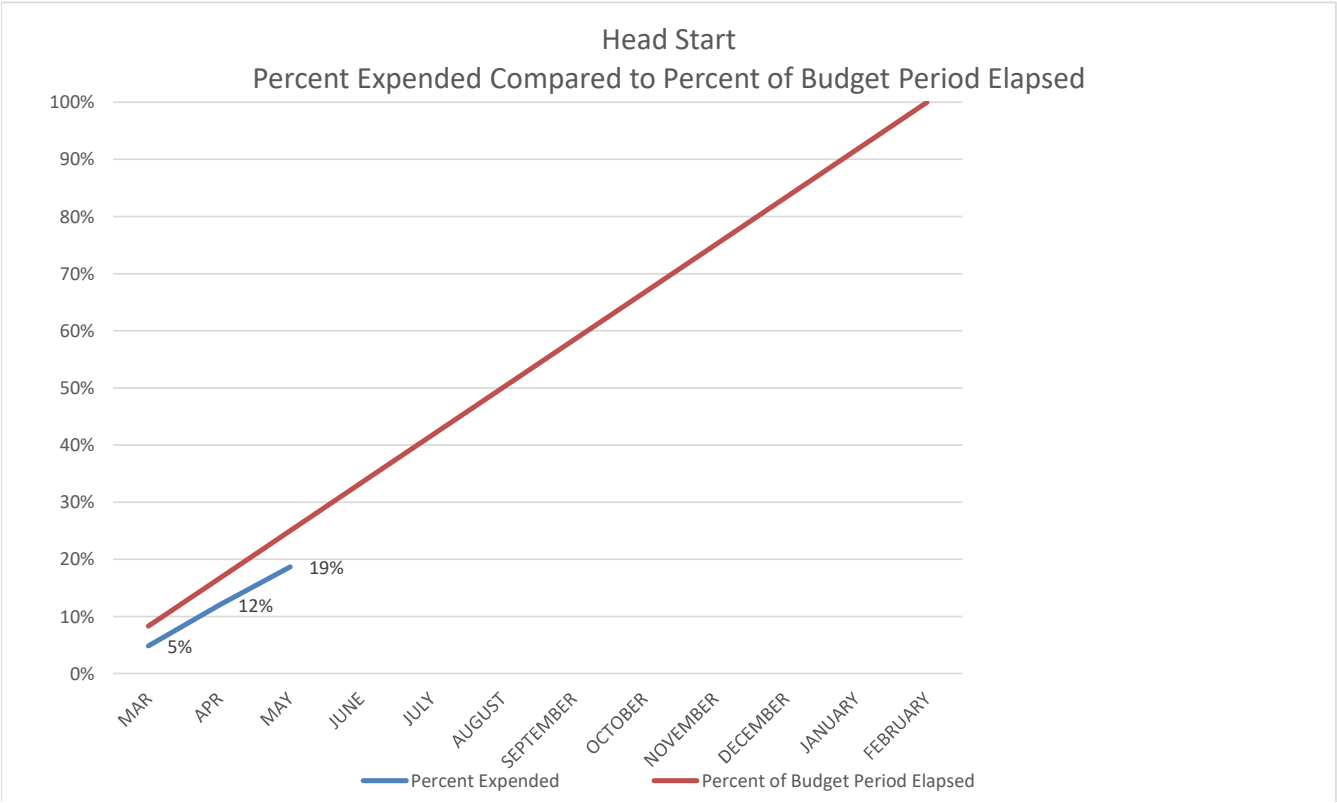
HEAD START and EARLY HEAD START COMBINED NON-FEDERAL SHARE

SOURCE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
IN-KIND	2,340,055	666,716	1,673,339	28%	72%
CALIF DEPT OF ED	7,988,651	2,311,888	5,676,763	29%	71%
TOTAL NON-FEDERAL	**10,328,706**	**2,978,604**	**7,350,102**	**29%**	**71%**

Budget reflects Notice of Award #09CH011132-04-00
Actual expenditures include posted expenditures and estimated adjustments through 05/31/2022
Administrative Cost for HS and EHS Combined **5.8%**

Agency-Wide Credit Card Report

	CURRENT	1 TO 30	31 TO 60	61 TO 90	TOTAL	STATEMENT DATE
Wells Fargo	40,361	-	-	-	**40,361**	6/10/2022
Lowe's	3,582	0	-	-	**3,582**	6/9/2022
Smart & Final	876	-	-	-	**876**	6/1/2022
Save Mart	517	95	47	29	**688**	6/2/2022
Chevron & Texaco Business Card	9,802	-	-	-	**9,802**	6/6/2022
Home Depot	4,764	-	-	-	**4,764**	6/5/2022
	59,903	**95**	**47**	**29**	**60,073**	


Head Start
Percent Expended Compared to Percent of Budget Period Elapsed
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
MAR
APR
MAY
JUNE
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
JANUARY
FEBRUARY
5%
12%
19%
Percent Expended
Percent of Budget Period Elapsed

MEMORANDUM

To: Budget and Finance Committee of the Policy Council

From: Tracy Webster, CFO / Louis Rodriguez, Finance Administrator

Date: June 21, 2022

Subject: *Early Head Start*
Budget to Actual Report for the period ended May 31, 2022 – **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, 2022, through May 31, 2022.

The following are highlights of the Early Head Start Budget to Actual Report for the period of March 1, 2022, through February 28, 2023. Three months (25%) of the 12-month budget period has elapsed.

Base Funds

Overall expenditures are at 17% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 5% of the budget.

Community Action Partnership of Kern
Early Head Start
Budget to Actual Report
Budget Period: March 1, 2022 - February 28, 2023
Report Period: March 1, 2022 - May 31, 2022
Month 3 of 12 (25%)

Prepared 6/14/2022

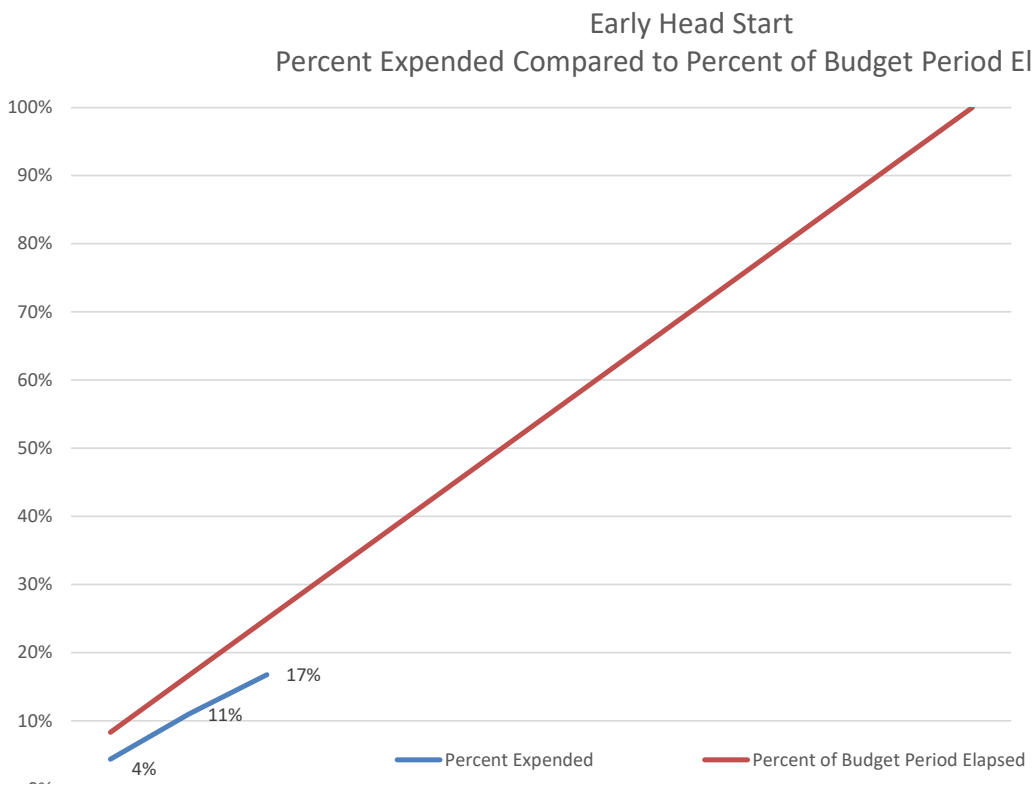
BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	9,444,729	1,516,989	7,927,740	16%	84%
FRINGE BENEFITS	2,228,717	410,080	1,818,637	18%	82%
TRAVEL	-	17,426	(17,426)		
EQUIPMENT	45,000	-	45,000		
SUPPLIES	946,255	162,268	783,987	17%	83%
CONTRACTUAL	1,051,918	55,999	995,919	5%	95%
CONSTRUCTION	-	-	-		
OTHER	1,784,305	441,971	1,342,334	25%	75%
INDIRECT	1,504,851	248,355	1,256,496	17%	83%
TOTAL BASE FUNDING	**17,005,775**	**2,853,089**	**14,152,686**	**17%**	**83%**

TRAINING & TECHNICAL ASSISTANCE					
TRAVEL	44,192	6,498	37,694	15%	85%
SUPPLIES	30,013	810	29,203	3%	97%
CONTRACTUAL	26,080	-	26,080	0%	100%
OTHER	212,393	6,811	205,582	3%	97%
INDIRECT	31,268	4,607	26,661	15%	85%
TOTAL TRAINING & TECHNICAL ASSISTANCE	**343,946**	**18,727**	**325,219**	**5%**	**95%**

CARRYOVER					
SUPPLIES	-	-	-		
CONTRACTUAL	-	-	-		
CONSTRUCTION	-	-	-		
OTHER	-				
INDIRECT	-				
TOTAL CARRYOVER	**-**	**-**	**-**		

GRAND TOTAL EHS FEDERAL FUNDS	**17,349,721**	**2,871,816**	**14,477,906**	**17%**	**83%**

Budget reflects Notice of Award #09CH011132-04-00
Actual expenditures include posted expenditures and estimated adjustments through 05/31/2022


Early Head Start
Percent Expended Compared to Percent of Budget Period Elapsed
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
17%
11%
4%
Percent Expended
Percent of Budget Period Elapsed

MEMORANDUM

To: Budget and Finance Committee of the Policy Council

From: Tracy Webster, CFO / Louis Rodriguez, Finance Administrator

Date: June 21, 2022

Subject: *Early Head Start – San Joaquin*
Budget to Actual Report for the period ended May 31, 2022 – **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 February 28, 2023. Sixteen months (64%) of the 25-month budget period have elapsed. The office of Head Start processed a no cost extension to the prior year contract through February 28, 2023. This will allow CAPK to complete ongoing capital projects to benefit the Head Start program.

Base Funds

Overall expenditures are at 95% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 100% of the budget.

Carryover Funds

Overall expenditures are at 0% of the budget.

COVID Cares Funds

Overall expenditures are at 100% of the budget.

Non-Federal Share

Non-Federal share is at 117% of the budget.

Community Action Partnership of Kern
Early Head Start - San Joaquin County
Budget to Actual Report
Budget Period: February 1, 2021 - February 28, 2023 (No Cost Extension)
Report Period: February 1, 2021 - May 31, 2022
Month 16 of 25 (64%)

Prepared 6/14/2022

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	3,509,263	3,234,991	274,272	92%	8%
FRINGE BENEFITS	985,996	813,437	172,559	82%	18%
TRAVEL	0	46,889	(46,889)	0%	0%
EQUIPMENT	45,000	31,190	13,810		
SUPPLIES	143,912	222,535	(78,623)	155%	-55%
CONTRACTUAL	10,244	28,736	(18,491)	281%	-181%
OTHER	776,728	848,060	(71,331)	109%	-9%
INDIRECT	536,733	488,066	48,667	91%	9%
TOTAL	**6,007,877**	**5,713,904**	**293,972**	**95%**	**5%**
TRAINING & TECHNICAL ASSISTANCE FUNDS					
PERSONNEL	53,809	52,188	1,621	97%	3%
FRINGE BENEFITS	23,718	21,722	1,996	92%	8%
TRAVEL	3,519	3,975	(456)	113%	-13%
SUPPLIES	7,355	3,094	4,261	42%	58%
CONTRACTUAL	7,924	10,383	(2,458)	131%	-31%
OTHER	20,817	25,788	(4,971)	124%	-24%
INDIRECT	11,675	11,667	7	100%	0%
TOTAL	**128,816**	**128,817**	**(0)**	**100%**	**0%**
CARRYOVER					
EQUIPMENT	21,035	0	21,035	0%	100%
SUPPLIES	29,804	0	29,804	0%	100%
CONTRACTUAL	8,000	0	8,000	0%	100%
OTHER	381,242	0	381,242	0%	100%
INDIRECT	41,905	0	41,905	0%	100%
TOTAL	**481,986**	**0**	**481,986**	**0%**	**100%**
COVID CARES - Carried over from 2020-21					
PERSONNEL		19,203	(19,203)	0%	0%
FRINGE BENEFITS		3,331	(3,331)	0%	0%
SUPPLIES	75,407	69,273	6,134	92%	8%
OTHER	21,681	3,128	18,553	14%	86%
INDIRECT	9,709	11,861	(2,152)	122%	-22%
TOTAL	**106,797**	**106,797**	**0**	**100%**	**0%**
GRAND TOTAL EHS FEDERAL FUNDS	**6,725,476**	**5,949,518**	**775,958**	**88%**	**12%**

NON-FEDERAL SHARE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
IN-KIND	1,630,480	1,913,366	(282,885)	117%	-17%
TOTAL NON-FEDERAL FUNDS	**1,630,480**	**1,913,366**	**(282,885)**	**117%**	**-17%**

Centralized Administrative Cost	6.6%
Program Administrative Cost	2.8%
Total Administrative Cost	**9.4%**

Budget reflects Notice of Award #09CH011406-02-02 and NOA 09CH011406-02-04
Actual expenditures include posted expenditures and estimated adjustments through 05/31/2022

MEMORANDUM

To: Budget and Finance Committee of the Policy Council

From: Tracy Webster, CFO / Louis Rodriguez, Finance Administrator

Date: June 21, 2022

Subject: *Early Head Start Child Care Partnerships (No Cost Extension)*
Budget to Actual Report for the period ended May 31, 2022 – **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, 2022. Fifteen months (63%) of the 24-month budget period have elapsed. The Office of Head Start processed a no cost extension to the prior year contract through February 28, 2023. This will allow CAPK to complete ongoing capital projects to benefit the Head Start program.

Base Funds

Overall expenditures are at 81% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 35% of the budget.

Carryover Funds

Overall expenditures are at 95% of the budget.

COVID Cares Funds

Overall expenditures are at 19% of the budget.

Non-Federal Share

Non-Federal share is at 134% 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, 2023 (No Cost Extension)
Report Period: March 1, 2021 - May 31, 2022
Month 15 of 24 (63%)

Prepared 3/14/2022

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	668,881	565,607	103,274	85%	15%
FRINGE BENEFITS	183,736	150,179	33,557	82%	18%
TRAVEL	0	2,669	(2,669)		
SUPPLIES	37,083	128,104	(91,021)	345%	-245%
CONTRACTUAL	1,091,504	472,161	619,343	43%	57%
OTHER	231,300	254,580	(23,280)	110%	-10%
INDIRECT	215,164	151,160	64,004	70%	30%
TOTAL BASE FUNDING	**2,427,668**	**1,724,460**	**703,208**	**71%**	**29%**

TRAINING & TECHNICAL ASSISTANCE					
TRAVEL	5,294	2,741	2,553	52%	48%
SUPPLIES	16,391	2,488	13,903	15%	85%
CONTRACTUAL		3,346	(3,346)		
OTHER	29,393	9,487	19,906	32%	68%
INDIRECT	5,107	1,794	3,313	35%	65%
TOTAL TRAINING & TECHNICAL ASSISTANCE	**56,185**	**19,857**	**36,328**	**35%**	**65%**

CARRYOVER					
SUPPLIES	16,000	0	16,000	0%	100%
CONSTRUCTION	2,458,581	2,336,566	122,015	95%	5%
CONTRACTUAL	14,000	0	14,000	0%	100%
OTHER	14,121	35,000	(20,879)	248%	-148%
INDIRECT	4,412	400	4,012	9%	91%
TOTAL CARRYOVER	**2,507,114**	**2,371,966**	**135,148**	**95%**	**5%**

COVID CARES					
PERSONNEL	0	3,622	(3,622)		
FRINGE BENEFITS	0	579	(579)		
SUPPLIES	77,735	6,962	70,773	9%	91%
OTHER	24,361	7,926	16,435	33%	67%
INDIRECT	10,206	1,904	8,302	19%	81%
TOTAL COVID	**112,302**	**20,993**	**95,510**	**19%**	**81%**

GRAND TOTAL EHS FEDERAL FUNDS	**5,103,269**	**4,137,276**	**970,194**	**81%**	**19%**

NON-FEDERAL SHARE					
SOURCE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
IN-KIND	588,256	790,157	(201,901)	134%	-34%
TOTAL NON-FEDERAL	**588,256**	**790,157**	**(201,901)**	**134%**	**-34%**

Budget reflects Notice of Award **#09HP000163-03-02**

Actual expenditures include posted expenditures and estimated adjustments through 05/31/2022

MEMORANDUM

To: Budget and Finance Committee of the Policy Council

From: Tracy Webster, CFO/ Louis Rodriguez, Finance Administrator

Date: June 21, 2022

Subject: *American Rescue Plan Funding*
Budget to Actual Report for the period ended May 31, 2022 – **Info Item**

The following are highlights of the American Rescue Plan Budget to Actual Report for the period of April 1, 2021, through May 31, 2022, fourteen months (58.33%) of the 24-month budget period have elapsed.

COVID

Overall expenditures are at 100% of the budget. These funds are being utilized to support the Summer Bridge Program options.

American Rescue Plan Act

Overall expenditures are at 0% of the budget. These funds are being utilized to support the retention incentive for staff.

Community Action Partnership of Kern

American Rescue Plan

Budget to Actual Report

Budget Period: April 1, 2021 - March 31, 2023

Report Period: April 1, 2021 - May 31, 2022

Month 14 of 24 (58.33%)

Prepared 1/11/2022

COVID	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	0	502,095	(502,095)		100%
FRINGE BENEFITS	0	107,505	(107,505)		100%
TRAVEL	0	0	0	0%	0%
EQUIPMENT	0	0	0		
SUPPLIES	500,000	0	500,000	0%	100%
CONTRACTUAL	0	0	0		100%
OTHER	170,559	0	170,559	0%	100%
INDIRECT	0	60,959	(60,959)		100%
TOTAL	**670,559**	**670,559**	**0**	**100%**	**0%**

American Rescue Plan Act

PERSONNEL	763,438	0	763,438	0%	100%
FRINGE BENEFITS	251,934	0	251,934	0%	100%
TRAVEL	0	0	0		100%
SUPPLIES	553,540	0	553,540	0%	100%
CONTRACTUAL	0	0	0		100%
OTHER	830,310	0	830,310	0%	100%
INDIRECT	266,580	0	266,580	0%	100%
TOTAL	**2,665,802**	**0**	**2,665,802**	**0%**	**100%**

GRAND TOTAL ARP FEDERAL FUNDS	**3,336,361**	**670,559**	**2,665,802**	**20%**	**80%**

Centralized Administrative Cost	9.1%
Program Administrative Cost	0.0%
Total Administrative Cost	**9.1%**

Budget reflects Notice of Award #09HE000432-01-01

Actual expenditures include posted expenditures and estimated adjustments through 04/30/2022

COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT TRAVEL & CHILD CARE (6115)
2022-2023

HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2022	$ 1,350.00	$ -	$ -	$ 1,350.00	8%	0%
APRIL 2022	$ 1,350.00		$ -	$ 1,350.00	17%	0%
MAY 2022	$ 1,350.00		$ -	$ 1,350.00	25%	0%
JUNE 2022	$ 1,350.00		$ -	$ 1,350.00	33%	0%
JULY 2022	$ 1,350.00	$ -	$ -	$ 1,350.00	42%	0%
AUGUST 2022	$ 1,350.00		$ -	$ 1,350.00	50%	0%
SEPTEMBER 2022	$ 1,350.00		$ -	$ 1,350.00	58%	0%
OCTOBER 2022	$ 1,350.00		$ -	$ 1,350.00	67%	0%
NOVEMBER 2022	$ 1,350.00		$ -	$ 1,350.00	75%	0%
DECEMBER 2022	$ 1,350.00		$ -	$ 1,350.00	83%	0%
JANUARY 2023	$ 1,350.00		$ -	$ 1,350.00	92%	0%
FEBRUARY 2023	$ 1,350.00		$ -	$ 1,350.00	100%	0%

EARLY HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2022	$ 500.00	$ -	$ -	$ 500.00	8%	0%
APRIL 2022	$ 500.00		$ -	$ 500.00	17%	0%
MAY 2022	$ 500.00		$ -	$ 500.00	25%	0%
JUNE 2022	$ 500.00		$ -	$ 500.00	33%	0%
JULY 2022	$ 500.00	$ -	$ -	$ 500.00	42%	0%
AUGUST 2022	$ 500.00		$ -	$ 500.00	50%	0%
SEPTEMBER 2022	$ 500.00		$ -	$ 500.00	58%	0%
OCTOBER 2022	$ 500.00		$ -	$ 500.00	67%	0%
NOVEMBER 2022	$ 500.00		$ -	$ 500.00	75%	0%
DECEMBER 2022	$ 500.00		$ -	$ 500.00	83%	0%
JANUARY 2023	$ 500.00		$ -	$ 500.00	92%	0%
FEBRUARY 2023	$ 500.00		$ -	$ 500.00	100%	0%

Prepared by: Louis Rodriquez
June 15, 2022

COMMUNITY ACTION PARTNERSHIP OF KERN
VIAJES DE LOS PADRES y CUIDADO DE NINOS
2022-2023

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 2022	$ 1,350.00	$ -	$ -	$ 1,350.00	8%	0%
ABRIL DEL 2022	$ 1,350.00	$ -	$ -	$ 1,350.00	17%	0%
MAYO DEL 2022	$ 1,350.00	$ -	$ -	$ 1,350.00	25%	0%
JUNIO DEL 2022	$ 1,350.00	$ -	$ -	$ 1,350.00	33%	0%
JULIO DEL 2022	$ 1,350.00	$ -	$ -	$ 1,350.00	42%	0%
AGOSTO DEL 2022	$ 1,350.00	$ -	$ -	$ 1,350.00	50%	0%
SEPTIEMBRE DEL 2022	$ 1,350.00	$ -	$ -	$ 1,350.00	58%	0%
OCTUBRE DEL 2022	$ 1,350.00	$ -	$ -	$ 1,350.00	67%	0%
NOVIEMBRE DEL 2022	$ 1,350.00	$ -	$ -	$ 1,350.00	75%	0%
DICIEMBRE DEL 2022	$ 1,350.00	$ -	$ -	$ 1,350.00	83%	0%
ENERO DEL 2023	$ 1,350.00	$ -	$ -	$ 1,350.00	92%	0%
FEBRERO DEL 2023	$ 1,350.00	$ -	$ -	$ 1,350.00	100%	0%

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 2022	$ 500.00	$ -	$ -	$ 500.00	8%	0%
ABRIL DEL 2022	$ 500.00	$ -	$ -	$ 500.00	17%	0%
MAYO DEL 2022	$ 500.00	$ -	$ -	$ 500.00	25%	0%
JUNIO DEL 2022	$ 500.00	$ -	$ -	$ 500.00	33%	0%
JULIO DEL 2022	$ 500.00	$ -	$ -	$ 500.00	42%	0%
AGOSTO DEL 2022	$ 500.00	$ -	$ -	$ 500.00	50%	0%
SEPTIEMBRE DEL 2022	$ 500.00	$ -	$ -	$ 500.00	58%	0%
OCTUBRE DEL 2022	$ 500.00	$ -	$ -	$ 500.00	67%	0%
NOVIEMBRE DEL 2022	$ 500.00	$ -	$ -	$ 500.00	75%	0%
DICIEMBRE DEL 2022	$ 500.00	$ -	$ -	$ 500.00	83%	0%
ENERO DEL 2023	$ 500.00	$ -	$ -	$ 500.00	92%	0%
FEBRERO DEL 2023	$ 500.00	$ -	$ -	$ 500.00	100%	0%

15 de Junio de 2022

COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT ACTIVITIES (7175)
2022-2023

HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	8%	0%
APRIL 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	17%	0%
MAY 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	25%	0%
JUNE 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	33%	0%
JULY 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	42%	0%
AUGUST 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	50%	0%
SEPTEMBER 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	58%	0%
OCTOBER 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	67%	0%
NOVEMBER 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	75%	0%
DECEMBER 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	83%	0%
JANUARY 2023	$ 9,585.00	$ -	$ -	$ 9,585.00	92%	0%
FEBRUARY 2023	$ 9,585.00	$ -	$ -	$ 9,585.00	100%	0%

EARLY HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2022	$ 5,055.00	$ -	$ -	$ 5,055.00	8%	0%
APRIL 2022	$ 5,055.00	$ -	$ -	$ 5,055.00	17%	0%
MAY 2022	$ 5,055.00	$ -	$ -	$ 5,055.00	25%	0%
JUNE 2022	$ 5,055.00	$ -	$ -	$ 5,055.00	33%	0%
JULY 2022	$ 5,055.00	$ -	$ -	$ 5,055.00	42%	0%
AUGUST 2022	$ 5,055.00	$ -	$ -	$ 5,055.00	50%	0%
SEPTEMBER 2022	$ 5,055.00	$ -	$ -	$ 5,055.00	58%	0%
OCTOBER 2022	$ 5,055.00	$ -	$ -	$ 5,055.00	67%	0%
NOVEMBER 2022	$ 5,055.00	$ -	$ -	$ 5,055.00	75%	0%
DECEMBER 2022	$ 5,055.00	$ -	$ -	$ 5,055.00	83%	0%
JANUARY 2023	$ 5,055.00	$ -	$ -	$ 5,055.00	92%	0%
FEBRUARY 2023	$ 5,055.00	$ -	$ -	$ 5,055.00	100%	0%

June 15, 2022

COMMUNITY ACTION PARTNERSHIP OF KERN
ACTIVIDADES DE LOS PADRES
2022-2023

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 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	8%	0%
ABRIL DEL 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	17%	0%
MAYO DEL 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	25%	0%
JUNIO DEL 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	33%	0%
JULIO DEL 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	13%	0%
AGOSTO DEL 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	25%	0%
SEPTIEMBRE DEL 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	38%	0%
OCTUBRE DEL 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	50%	0%
NOVIEMBRE DEL 2022	$ 9,585.00	$ -	$ -	$ 9,585.00	63%	0%
DICIEMBRE DEL 202	$ 9,585.00	$ -	$ -	$ 9,585.00	75%	0%
ENERO DEL 2023	$ 9,585.00	$ -	$ -	$ 9,585.00	88%	0%
FEBRERO DEL 2023	$ 9,585.00	$ -	$ -	$ 9,585.00	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 2022	$ 5,055.00	$ -	$ -	$ 5,055.00	8%	0%
ABRIL DEL 2022	$ 5,055.00	$ -	$ -	$ 5,055.00	17%	0%
MAYO DEL 2022	$ 5,055.00	$ -	$ -	$ 5,055.00	25%	0%
JUNIO DEL 2022	$ 5,055.00	$ -	$ -	$ 5,055.00	33%	0%
JULIO DEL 2022	$ 5,055.00	$ -	$ -	$ 5,055.00	13%	0%
AGOSTO DEL 2022	$ 5,055.00	$ -	$ -	$ 5,055.00	25%	0%
SEPTIEMBRE DEL 2022	$ 5,055.00	$ -	$ -	$ 5,055.00	38%	0%
OCTUBRE DEL 2022	$ 5,055.00	$ -	$ -	$ 5,055.00	50%	0%
NOVIEMBRE DEL 2022	$ 5,055.00	$ -	$ -	$ 5,055.00	63%	0%
DICIEMBRE DEL 202	$ 5,055.00	$ -	$ -	$ 5,055.00	75%	0%
ENERO DEL 2023	$ 5,055.00	$ -	$ -	$ 5,055.00	88%	0%
FEBRERO DEL 2023	$ 5,055.00	$ -	$ -	$ 5,055.00	100%	0%

15 de Junio de 2022

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, 2022 through February 28, 2023
Report for period ending May **31, 2022** (Month 3 of 12)

Percent of budget period elapsed: 16.7%

LOCATION	Enroll-ment	March	April	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	YTD Totals	IN-KIND GOAL	% OF GOAL MET
Alberta Dillard	40	6,091	6,995	6,465	0	0	0	0	0	0	0	0	0	19,551	40,535	48%
Alicante	20	6,683	6,417	5,282	0	0	0	0	0	0	0	0	0	18,381	20,268	91%
Angela Martinez	60	5,074	5,204	9,254	0	0	0	0	0	0	0	0	0	19,531	60,803	32%
Broadway	40	3,607	2,961	1,817	0	0	0	0	0	0	0	0	0	8,385	40,535	21%
California City	34	13,517	7,284	8,632	0	0	0	0	0	0	0	0	0	29,433	34,455	85%
Cleo Foran	23	5,334	1,674	1,711	0	0	0	0	0	0	0	0	0	8,719	23,308	37%
Delano	76	13,615	10,370	7,632	0	0	0	0	0	0	0	0	0	31,616	77,017	41%
East California	52	12,674	12,013	12,338	0	0	0	0	0	0	0	0	0	37,025	52,696	70%
Fairfax	40	4,711	4,469	3,007	0	0	0	0	0	0	0	0	0	12,188	40,535	30%
Fairview	40	11,153	11,122	9,403	0	0	0	0	0	0	0	0	0	31,679	40,535	78%
Harvey L. Hall	156	14,843	10,145	11,608	0	0	0	0	0	0	0	0	0	36,595	158,087	23%
Heritage	20	1,210	1,497	0	0	0	0	0	0	0	0	0	0	2,707	20,268	13%
Home Base	123	3,542	3,756	0	0	0	0	0	0	0	0	0	0	7,298	62,323	12%
Lamont	20	3,579	105	0	0	0	0	0	0	0	0	0	0	3,684	20,268	18%
Martha J. Morgan	72	8,977	9,258	8,839	0	0	0	0	0	0	0	0	0	27,074	72,963	37%
McFarland	20	14,755	13,839	6,654	0	0	0	0	0	0	0	0	0	35,248	20,268	174%
Mojave	20	0	0	0	0	0	0	0	0	0	0	0	0	0	20,268	0%
Oasis	60	6,311	7,275	6,272	0	0	0	0	0	0	0	0	0	19,858	60,803	33%
Pete H. Parra	128	22,284	22,653	0	0	0	0	0	0	0	0	0	0	44,937	129,713	35%
Planz	20	1,051	909	656	0	0	0	0	0	0	0	0	0	2,616	20,268	13%
Primeros Pasos	78	9,572	9,027	4,710	0	0	0	0	0	0	0	0	0	23,309	79,044	29%
Rosamond	80	7,385	4,404	948	0	0	0	0	0	0	0	0	0	12,738	81,070	16%
San Diego Street	40	3,964	161	1,699	0	0	0	0	0	0	0	0	0	5,824	40,535	14%
Seibert	40	107	65	0	0	0	0	0	0	0	0	0	0	172	40,535	0%
Shafter	20	8,891	9,266	7,402	0	0	0	0	0	0	0	0	0	25,558	20,268	126%
Shafter HS/EHS	25	6,119	4,859	4,604	0	0	0	0	0	0	0	0	0	15,582	25,334	62%
Sterling	124	8,587	5,326	2,525	0	0	0	0	0	0	0	0	0	16,437	125,659	13%
Sunrise Villa	20	2,893	2,100	0	0	0	0	0	0	0	0	0	0	4,992	20,268	25%
Taft	63	3,570	3,430	2,143	0	0	0	0	0	0	0	0	0	9,143	63,843	14%
Tehachapi	34	1,674	1,695	787	0	0	0	0	0	0	0	0	0	4,156	34,455	12%
Vineland	20	849	1,325	0	0	0	0	0	0	0	0	0	0	2,174	20,268	11%
Virginia	40	7,331	6,314	5,408	0	0	0	0	0	0	0	0	0	19,053	40,535	47%
Wesley	60	17,881	16,343	8,730	0	0	0	0	0	0	0	0	0	42,954	60,803	71%
Willow	55	6,419	5,852	0	0	0	0	0	0	0	0	0	0	12,271	55,736	22%
Administrative Services		0	0	0	0	0	0	0	0	0	0	0	0	0	0	NA
Governance		94	49	0	0	0	0	0	0	0	0	0	0	142	15,000	
Program Services		464	0	0	0	0	0	0	0	0	0	0	0	464	74,265	1%
SUBTOTAL IN-KIND	**1,763**	**244,807**	**208,161**	**138,526**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**591,494**	**1,813,530**	**33%**
State General Child Care*		296,246	210,565	223,645	0	0	0	0	0	0	0	0	0	730,455	2,821,834	26%
State Preschool*		526,899	398,940	407,462	0	0	0	0	0	0	0	0	0	1,333,302	3,865,832	34%
State Migrant Child Care*		8,137	10,870	12,275	0	0	0	0	0	0	0	0	0	31,282	125,833	25%
SUBTOTAL CA DEPT of ED		**831,283**	**620,375**	**643,382**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2,095,039**	**6,813,499**	**31%**
GRAND TOTAL		**1,076,090**	**828,536**	**781,908**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2,686,533**	**8,627,029**	**31%**

*May include estimates

Community Action Partnership of Kern
Early Head Start
Non-Federal Share and In-Kind Year-to-Date Report
Budget Period: April 1, 2022 through April 33, 2022
Report for period ending April 30**, 2022** (Month 2 of 12)

Percent of budget period elapsed: 16.7%

LOCATION	FUNDED ENROLL-MENT	Feb	March	April	May	June	July	Aug	Sep	Oct	Nov	YTD Totals	IN-KIND GOAL	% OF GOAL MET
California Street	24	6,189	7,215	5,185	0	0	0	0	0	0	0	18,589	39,646	47%
Chrisman	20	3,539	4,462	3,137	0	0	0	0	0	0	0	11,138	33,039	34%
Gianone	16	0	0	0	0	0	0	0	0	0	0	0	26,431	0%
Kennedy	16	7,412	4,837	4,626	0	0	0	0	0	0	0	16,875	26,431	64%
Lodi Home Base	35	3,304	3,908	975	0	0	0	0	0	0	0	8,187	28,909	28%
Lodi UCC	30	1,848	2,870	2,078	0	0	0	0	0	0	0	6,795	49,558	14%
Manteca Home Base	12	2,315	2,868	3,382	0	0	0	0	0	0	0	8,565	9,912	86%
Marci Massei	24	1,277	2,268	1,651	0	0	0	0	0	0	0	5,196	39,646	13%
St. Mary's	24	725	942	1,384	0	0	0	0	0	0	0	3,051	39,646	8%
Stockton Home Base	90	3,499	6,613	4,297	84	0	0	0	0	0	0	14,495	74,337	19%
Tracy Home Base	12	0	0	0	0	0	0	0	0	0	0	0	9,912	0%
Walnut	24	3,625	4,542	4,988	0	0	0	0	0	0	0	13,156	39,646	33%
Administrative Services		0	0	0	0	0	0	0	0	0	0	0	0	
Program Services		225	0	0	0	0	0	0	0	0	0	225	108,412	0%
Policy Council		0	0	0	0	0	0	0	0	0	0	0	1,000	0%
SUBTOTAL IN-KIND	**327**	**33,958**	**40,526**	**31,704**	**84**	**0**	**0**	**0**	**0**	**0**	**0**	**106,272**	**526,525**	**20%**
State General Child Care*		0	71,287	70,881	74,681	0	0	0	0	0	0	216,849	1,175,152	18%
SUBTOTAL CA DEPT of ED		**0**	**71,287**	**70,881**	**74,681**	**0**	**0**	**0**	**0**	**0**	**0**	**216,849**	**1,175,152**	**18%**
GRAND TOTAL		**33,958**	**111,813**	**102,585**	**74,765**	**0**	**0**	**0**	**0**	**0**	**0**	**323,121**	**1,402,067**	**23%**

Community Action Partnership of Kern
Early Head Start Child Care Partnerships
Non-Federal Share and In-Kind Year-to-Date Report
Budget Period: March 1, 2022 through February 28, 2023
Report for period ending May 31, 2022 (Month 3 of 12)

Percent of year elapsed: 16.7%

LOCATION	FUNDED ENROLL-MENT	Mar 2022	Apr 2022	May 2022	June 2022	July 2022	Aug 2022	Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	YTD Totals	IN-KIND GOAL	% OF GOAL MET
Angela Martinez	24	1,199	985	1,036	0	0	0	0	0	0	0	0	0	3,221	103,398	3%
Kern Community College District	32	613	0	0	0	0	0	0	0	0	0	0	0	613	137,864	0%
Kern County Superintendent of Schools	16	39	0	0	0	0	0	0	0	0	0	0	0	39	68,932	0%
Garden Pathways	11	0	0	0	0	0	0	0	0	0	0	0	0	0	47,391	0%
Taft College	42	0	0	0	0	0	0	0	0	0	0	0	0	0	180,947	0%
Escuelita Hernandez	16	0	0	0	0	0	0	0	0	0	0	0	0	0	68,932	0%
TBD	11	0	0	0	0	0	0	0	0	0	0	0	0	0	47,391	0%
Program Services		0	0	0	0	0	0	0	0	0	0	0	0	0		
Admin Services		0	0	0	0	0	0	0	0	0	0	0	0	0		
GRAND TOTAL	**152**	**1,851**	**985**	**1,036**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**3,872**	**654,854**	**1%**

Budget reflects Notice of Award #09HP000163-03-04

DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Head Start/State Child Development/Yolanda Gonzales	**Month/Year:** May 2022
Program/Work Unit: Head Start/Early Head Start	**Program Administrator:** 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	Disabilities	Over Income 131%+ up to 10% 101—130% Up to 35%
Head Start • 7 Classrooms Fully Closed/ 2 Classrooms Partially Closed	**1317** 160	**985**	**75%**	**7%**	**5%** **5%**
Early Head Start • 24 Classrooms Fully Closed/ 5 Classrooms Partially Closured	**908** 225	**553**	**61%**	**17%**	**8%** **6%**

Home Visiting Program	Cumulative Enrollment	Contract Enrollment Target
	206	**240**

Division Staffing = 701			
Currently Employed	Vacant Positions	Continuous Family Leave	Intermittent Family Leave
595	106	35	92

HIGHLIGHTS: 10 new hires were On-Boarded

Program Update & Compliance

- The Enrollment and Attendance team, along with center staff participated in the following community events in Kern County:
  5/7: Bakersfield Police Sponsored Community Day at the Park (Beach Park)
  5/12: Kern County Superintendent of School Drive Through Resource Fair (Arvin)
  5/19: Woman and Children Resource Fair
  5/21: Community Action Resource Fair (Heritage Park)
  5/21: East Bakersfield Festival (Jefferson Park)
  5/27: College Heights Family Picnic (College Heights Elementary)
- The following took place in San Joaquin:
  5/4: Community Event at San Joaquin Human Service Department
  5/10: SJC hosted a Health Fair/Dental Clinic. There were nine vendors present, including Community Medical Center who provided 14 COVID-19 test and 25 people were vaccinated.
  5/21: Children and Youth Day (Celebrating Health and Wellness)
  5/25: Community Event at San Joaquin Human Service Department

- Social Emotional Literacy Workshop (English and Spanish) to all parents to promote their child's social emotional development.
- Collaborating with First 5 to provide a CLASS group coaching for infant/toddler teachers and family childcare providers. The training is held at our administration office and the participants are CAPK staff and other teachers and family childcare professionals from the San Joaquin community. The training is six weeks long (four hours every Saturday). Class will end on June 25, 2022.

- For Compliance, The Office of Head Start has released the Program Information Report (PIR) that must be completed by all federally funded Head Start (HS) and Early Head Start (EHS) programs. The deadline to submit the 2021-2022 PIR is August 31, 2022. The PIR provides comprehensive data on the services, staff, children, and families served by HS and EHS. Staff have been reviewing reports and data to ensure accurate and timely submission of the PIR.
- For Partnership, the infant classroom at Escuelita Hernandez center is awaiting a licensing visit. Recruitment efforts have been successful as we have met 75% of our enrollment.
- EHS Partnership families are entering week 3 of the Parents on a Mission parent leadership course; families join via Zoom one evening each week. Currently we have 4 participants.
- In July 2022, Bakersfield College center will be submitting an application for NAEYC accreditation; this is a year-long process of evaluation which follow a set of 10 standards of high-quality; this accreditation will allow more opportunities for the program to support enrolled families in their educational and career pathways through additional funding. Bakersfield College admin staff will be attending a national conference the week of June 6, 2022, to receive training on the accreditation process.
- Taft College center has several projects underway to upgrade their facilities to implement new security features for the safety of children and staff.

Central Kitchen May 2022				
Meals & Snacks	**Total # Prepared**	**Breakfast**	**Lunch**	**Snack**
Center Totals	**58,854**	21,687	18,704	18,463

HIGHLIGHTS: The Central Kitchen is actively addressing the nationwide scarcity of baby formula. The usual vendors are out of stock, and other retailers have a limit of the quantity that can be purchased; therefore, Central Kitchen is purchasing formula weekly rather than bi-weekly to support the needs of the children. Additionally, the Central Kitchen has filled the last Food Production Driver position in the month of May. Furthermore, in May, Environmental Health Services inspected the Central Kitchen giving the kitchen an "A" grade on the inspection.

CACFP						
April 2022						
Total Meals Delivered			**Meals Allocated**		**# of Meals Served**	**% of Meals Served**
Central Kitchen	Vendor Meals	Total Meals	CACFP/USDA	HS/EHS		
58,475	12,693	71,168	40,726	30, 442	45,540	64%

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-IM-HS-22-04	2. Issuance Date: 06/21/2022
	3. Originating Office: Office of Head Start	
	4. Key Words: Head Start Workforce; Financial Incentives; Recruitment and Retention; Bonuses	

INFORMATION MEMORANDUM

TO: All Head Start and Early Head Start Grant Recipients

SUBJECT: Competitive Bonuses for the Head Start Workforce

INFORMATION:
Head Start staff are the backbone of our programs. Every day, staff work tirelessly to provide high-quality Head Start services to children and families. During very challenging times, Head Start staff have continued to ensure children and families have the support they need to thrive.

Adult wellness is vital in any workforce; particularly in Head Start programs where children and families in the most vulnerable circumstances are served. Providing comprehensive services through a whole family approach requires staff to be well-versed in the tenets of early childhood education and development. It also requires a level of clear-headedness and physical stamina that must be supported with a systemic approach. This approach should, at its core, value the important role of everyone in the Head Start workforce and recognize that they deserve appropriate compensation (i.e., wages and benefits) to fulfill their important charge. Indeed, a stable, qualified workforce is critical for programs to keep their classrooms open and maintain their funded enrollment. This cannot be accomplished if the workforce continues to be undervalued and undercompensated.

The Office of Head Start (OHS) recognizes that the dedication of Head Start staff is especially commendable given persistently low wages and lack of comprehensive benefits, particularly for education and family services staff. Permanent, sustainable wage increases require additional funding. This is often done by freeing up funds within existing budgets — a long-term program planning activity that often involves making difficult decisions — or through additional appropriations from Congress. In the meantime, OHS recognizes programs are seeking strategies to provide immediate relief to current staff, as well as ways to fill vacant positions as they begin to plan for the next program year.

This Information Memorandum (IM) describes providing competitive financial incentives with existing grant funds as a short-term strategy (45 CFR §75.430(f)) to invest in the Head Start workforce and promote retention of current staff, as well as recruitment of new staff to fill vacant positions. OHS strongly encourages all Head Start programs to use American Rescue Plan (ARP) funds, base grant operations funds, and other COVID-19 relief funds to offer competitive financial incentives to staff, such as retention and hiring bonuses, to help stabilize and support

their workforce in the near term.[1] Please be mindful of any applicable grant requirements that must be met, including period of availability for different funding sources (e.g., March 31, 2023, for ARP funds).

OHS encourages programs, including those who have already offered such incentives, to reevaluate the monetary size of incentives that are necessary and reasonable to retain and recruit staff. These may be larger than previously considered. Below are strategies programs can use when determining and justifying the necessity and reasonableness for larger incentives. Programs are encouraged to apply these strategies for staff positions in their program that are impacted by the workforce shortage.

Competitive Financial Incentives

Challenges to maintaining a qualified workforce are not unique to Head Start programs. Employers in many industries are currently struggling to retain and hire staff. Financial incentives can be a powerful tool to promote retention and recruitment, particularly for positions that are difficult to fill or experiencing high turnover. Many employers are appealing to workers by offering financial incentives, such as retention and hiring bonuses. These incentives vary widely both in size and distribution schedule.

Head Start programs are competing with other employers, such as public schools, for qualified staff. OHS strongly encourages programs to offer financial incentives that are substantial enough to compete with incentives and overall compensation rates offered by competitor employers in their local job market, including elementary schools, while understanding that such financial incentives are not permanent wage increases. Programs may match or reasonably exceed offers made by competing employers, including elementary schools. The amount of such financial incentives may be larger than programs have offered in the past. As outlined in ACF-IM-HS-21-01, what is a reasonable cost during the ongoing COVID-19 pandemic and the heightened workforce needs likely looks different than what was reasonable during pre-pandemic times.

Justification for Financial Incentives: Determining Necessity and Reasonableness

When making data-informed programmatic decisions on financial incentives and determining necessity and reasonableness, programs can consider the following.

1. **Competing employers can include public school settings.**
    - A program may consider bonuses and overall compensation rates being offered by local elementary school settings for positions that are comparable to the Head Start position for which the incentive is being provided (e.g., a Head Start preschool teacher provides comparable services to a kindergarten or first grade teacher).
    - Programs may consider bonuses and compensation rates being offered in neighboring counties or school districts.

[1] Since monetary bonuses likely count as income, grant recipients should understand income requirements for public benefits to determine how such bonuses may impact staff members' access to these benefits.

- These data points can be integrated into a program's wage comparability study as one key approach to using data to document workforce strengths and needs.

2. **OHS strongly encourages programs to structure incentives in a way that rewards retention of existing staff**.
    - Think about scaling incentives based on employee tenure with the program.
    - Consider the implications of different incentive payment structures or schedules. For instance:
        - A single lump sum payment may be particularly impactful for Head Start staff who have an established tenure with the program.
        - OHS suggests programs stagger any hiring bonuses for new and prospective staff over time to promote retention, rather than providing one lump sum upon hire. For example, a hiring bonus may be advertised for a position posting as one large amount, with part of the bonus paid upon beginning employment with the program and subsequent portions dispersed in one or more increments at future points in time as the new employee remains in their position (e.g., six months after hire; one year after hire; etc.).

3. **Programs should use data on the extent of their workforce shortage and program needs to demonstrate the necessity and reasonableness for competitive incentives**.
    - Relevant data can include the number of vacancies by type of position, how often vacancies occur, how long posted vacancies remain unfilled, the number of applicants, the number of applicants who are offered or attend interviews, the number of candidates accepting new positions, the length of time new hires remain employed in the program, and data from exit and stay surveys.
    - Programs can highlight how a staffing shortage prohibits them from reaching full in-person enrollment as a demonstration of necessity.
    - If a program already offers financial incentives and continues to struggle to maintain their workforce, this may be an indicator to increase incentive amounts to make them more competitive.

4. **Any incentives for staff are subject to an established written policy of the grant recipient for allowability** (45 CFR §75.430(f); 45 CFR §75.431; 45 CFR §1302.90(a)). OHS reminds programs to update their written policies and procedures with governing board approval to reflect more competitive staff incentives prior to implementation.

5. **Financial incentives may complement, but should not replace, intentional workforce planning practices.** Financial incentives, particularly those that use ARP funds, are a short-term strategy to recruit and retain staff. Programs should continue to use intentional workforce planning practices to build and sustain a stable workforce.

OHS recognizes that the availability and size of any financial incentives will depend on many local factors, including cost of living and the local job market. Programs should contact their Regional Office with any questions about this IM and providing financial incentives.

Thank you for the work you do on behalf of children and families.

/ Katie Hamm /

Katie Hamm
Acting Director, Office of Head Start
Deputy Assistant Secretary for Early Childhood Development

Adventist Health

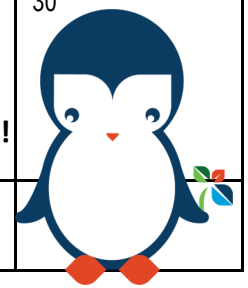
FIRST 5 KERN
Sponsored by First 5 Kern. Paid for by Proposition 10.

Children's Mobile Immunization Program

July 2022

* 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	4 OFFICE CLOSED	5	6 Albertson's 1520 Brundage Ln. (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	7 CMIP by appointment only. (Please call office to schedule) 8:30 am—11:30 am 12:00 pm—3:00 pm	8	9 Adventist Health Bakersfield 2800 Chester Ave. (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm
10	11 Greenfield Family Resource Center 5400 Monitor Street (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	12 CMIP by appointment only. (Please call office to schedule) 8:30 am—11:30 am 12:00 pm—3:00 pm	13 Kern County Dept. of Human Services 100 E. California Ave (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	14 Walmart 2601 Fashion Plaza (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	15	16
17	18 Walmart Supercenter 5075 Gosford Rd. (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	19 McFarland Learning Center Room #11 599 5th St. **MCFARLAND** (Parking Lot) 9:30 am—11:30 am 12:00 pm—2:00 pm	20 Adventist Health Bakersfield 2800 Chester Ave. (Parking Lot) 1:00 pm—3:00 pm 3:30 pm—6:00 pm	21 CMIP by appointment only. (Please call office to schedule) 8:30 am—11:30 am 12:00 pm—3:00 pm	22	23
24	25	26 CMIP by appointment only. (Please call office to schedule) 8:30 am—11:30 am 12:00 pm—3:00 pm	27 New Life Church 4201 Stine Road (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	28 Community Center 14688 Lost Hills Rd. **LOST HILLS** 9:30 am-11:30am 12:00pm—2:00pm	29 **Hi I'm Pip!**	30
31						



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

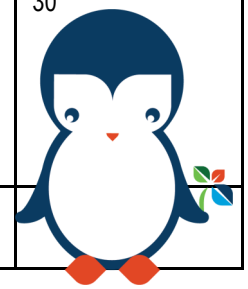
FIRST 5 KERN
Sponsored by First 5 Kern. Paid for by Proposition 10.

Children's Mobile Immunization Program

Julio 2022

* 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 emabrazadas/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	4 OFICINA CERRADA	5	6 Albertson's 1520 Brundage Ln. (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	7 CMIP solo con cita. (Favor de llamar a la oficina para una cita) 8:30 am—11:30 am 12:00 pm—3:00 pm	8	9 Adventist Health Bakersfield 2800 Chester Ave. (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm
10	11 Greenfield Family Resource Center 5400 Monitor Street (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	12 CMIP solo con cita. (Favor de llamar a la oficina para una cita) 8:30 am—11:30 am 12:00 pm—3:00 pm	13 Kern County Dept. of Human Services 100 E. California Ave (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	14 Walmart 2601 Fashion Plaza (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	15	16
17	18 Walmart Supercenter 5075 Gosford Rd. (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	19 McFarland Learning Center Room #11 599 5th St. **MCFARLAND** (Parking Lot) 9:30 am—11:30 am 12:00 pm—2:00 pm	20 Adventist Health Bakersfield 2800 Chester Ave. (Estacionamiento) 1:00 pm—3:00 pm 3:30 pm—6:00 pm	21 CMIP solo con cita. (Favor de llamar a la oficina para una cita) 8:30 am—11:30 am 12:00 pm—3:00 pm	22	23
24	25	26 CMIP solo con cita. (Favor de llamar a la oficina para una cita) 8:30 am—11:30 am 12:00 pm—3:00 pm	27 New Life Church 4201 Stine Road (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	28 Community Center 14688 Lost Hills Rd. **LOST HILLS** 9:30 am-11:30am 12:00pm—2:00pm	29 **Hola Soy Pip!**	30
31						



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

EARLY TRAUMA TREATMENT NETWORK
Child Trauma Research Program
University of California, San Francisco

A PARTNER IN NCTSN The National Child Traumatic Stress Network

AFTER A CRISIS: HOW YOUNG CHILDREN HEAL

Young children, toddlers, and preschoolers know when bad things happen, and they remember what they have been through. After a scary event, we often see changes in their behavior. They may cry more, become clingy and not want us to leave, have temper tantrums, hit others, have problems sleeping, become afraid of things that didn't bother them before, and lose skills they previously mastered. Changes like these are a sign that they need help. Here are some ways you can help them.

S SAFETY FIRST—YOUR YOUNG CHILD FEELS SAFE WHEN YOU

- ☐ Hold your child or let them stay close to you.
- ☐ Tell your child you will take care of them when things are scary or difficult. With children who are learning to talk, use simple words, like saying "Daddy's here."
- ☐ Keep them away from frightening TV images and scary conversations.
- ☐ Do familiar things, like singing a song you both like or telling a story.
- ☐ Let them know what will happen next (to the degree that you know).
- ☐ Have a predictable routine, at least for bedtime: a story, a prayer, cuddle time.
- ☐ Leave them with familiar people when you have to be away.
- ☐ Tell them where you are going and when you will come back.

A ALLOW EXPRESSION OF FEELINGS

- ☐ Young children often "behave badly" when they are worried or scared. Children can "act out" as a way of asking for help. Remember! Difficult feelings = Difficult behavior.
- ☐ Help your child name how they feel: "scared," "happy," "angry," "sad." Tell them it's OK to feel that way.
- ☐ Show your child the right way to behave, like saying "It's OK to be angry but it's not OK to hit me."
- ☐ Help your child express anger in ways that won't hurt, using words, play, or drawings.
- ☐ Talk about the things that are going well to help you and your child feel good.

F FOLLOW YOUR CHILD'S LEAD

- ☐ Different children need different things. Some children need to run around, others need to be held.
- ☐ Listen to your child and watch their behavior to figure out what they need.

E ENABLE YOUR CHILD TO TELL THE STORY OF WHAT HAPPENED DURING & AFTER

- ☐ Having a story helps your child make sense of what happened and cope better with it.
- ☐ Children use play to tell their story. For example, they may make popping sounds to show what they experienced. They may hide in the closest to show what it was like to shelter-in-place.
- ☐ Join your child in showing and telling not only what happened, step by step, but also how you both felt.
- ☐ As you tell the story, follow your child's lead. When the story is difficult, your young child may need breaks: running around, being held, playing something else. This is OK. They will come back to the story when they are ready.
- ☐ It can be hard to watch your children's play or listen to their stories of what happened. Get support if it is too hard for you to listen without becoming upset.

T TIES—RECONNECT WITH SUPPORTIVE PEOPLE, COMMUNITY, CULTURE & RITUALS

- ☐ Simple things like a familiar bedtime story, a song, a prayer, or family traditions remind you and your child of your way of life and offer hope.
- ☐ If you belong to a group, like a church, try to find ways of reconnecting with them.
- ☐ You can help your child best when you take care of yourself. Get support from others when you need it.

Y YOUR CHILD NEEDS YOU

- ☐ Reassure your child that you will be together.
- ☐ It is common for children to be clingy and worried about being away from you.
- ☐ Just being with your child, even when you can't fix things, helps your child.
- ☐ If you need to leave your child, let them know for how long and when you are coming back. If possible, leave something that belongs to you, or a picture that your child can have.

For more information go to NCTSN.org or Childparentpsychotherapy.com | Chandra Ghosh Ippen, Alicia F. Lieberman, & Patricia Van Horn, 2005

BAKERSFIELD FIRE DEPARTMENT

Reminds City of Bakersfield residents to plan a safe Fourth of July holiday. If fireworks will be a part of your Independence Day celebration, please use only State Fire Marshal approved "safe and sane" pyrotechnics, and in the manner they are designed.

WHEN USING "Safe and Sane" FIREWORKS REMEMBER:

- Always read directions and use common sense
- Have an adult present
- Use outdoors only, away from buildings, vehicles, dry grass, and other flammable objects
- Light one at a time, then move away quickly
- Keep others at a safe distance
- Never point or throw fireworks at another person
- Never alter or take apart
- Do not give to young children under any circumstances
- Have a bucket of water handy for emergencies and for dousing misfired and spent fireworks
- Never attempt to re-light or fix malfunctioning fireworks



"Piccolo Pete" and "Ground Bloom" type fireworks are ILLEGAL in the City of Bakersfield.

2022 KERN COUNTY COOLING CENTER LOCATIONS



Effective June 1, 2022 through September 22, 2022, Cooling Centers will be open to the public throughout Kern County when the temperatures are forecasted by the National Weather Service (NWS) to exceed certain highs. Centers will be open from 1:00 PM - 8:00 PM. Watch and listen for Announcements on your TV, Radio, and the Kern County Website (www.kerncounty.com).

In accordance with the CDPH, ALL Cooling Center visitors:

- Will be required to wear a face covering.
- Visitors who have a fever or are exhibiting symptoms should not visit a Cooling Center.
- Physical distancing is encouraged.

SAN JOAQUIN/KERN RIVER VALLEY AREA

(When temperatures forecast by the NWS to be 105 degrees or higher)

East Bakersfield Veterans Building 2101 Ridge Road **Bakersfield** (661) 324-9392	**The Mission at Kern County** 816 E. 21st Street **Bakersfield** (661) 325-0863	**Kern River Valley Senior/Veterans Building** 6405 Lake Isabella Blvd. **Lake Isabella** (760) 379-8435
Gusher Hall 271 California Street **Maricopa** (661) 769-9898	**Walker Senior Center** 505 Sunset Avenue **Shafter** (661) 746-3303	**Taft Community Center Activity Building** 500 Cascade Place **Taft** (661) 765-6677

MOUNTAIN AREA

(When temperatures forecast by the NWS to be 93 degrees or higher)

	Frazier Park Recreation Building 3801 Park Drive **Frazier Park** (661) 245-1649	

DESERT AREA

(When temperatures forecast by the NWS to be 108 degrees or higher)

Strata Center 10350 Heather Avenue **California City** (760) 373-3530	**Hummel Community Building** 2500 20th Street **Rosamond** (661) 256-0557

Sponsored By:

IF YOU NEED TRANSPORTATION TO A COOLING CENTER, CALL 2-1-1

FOR ADDITIONAL INFORMATION CONTACT:

KERN COUNTY GENERAL SERVICES AT 661-868-7000 –OR-
KERN COUNTY AGING & ADULT SERVICES AT 800-510-2020

Cooling Centers 2022 updated 05/2022

CENTROS DE ENFRIAMIENTO
CONDADO DE KERN 2022



A partir del 1 de Junio del 2022 hasta el 22 de Septiembre del 2022, los centros de enfriamiento estarán abiertos al público en todo el condado de Kern cuando el Servicio Meteorológico Nacional (NWS) pronostique que las temperaturas superarán ciertas máximas. Los centros estarán abiertos de 1:00 p.m. a 8:00 p.m. Mire y escuche los anuncios en su TV, radio y el sitio web del condado de Kern (www.kerncounty.com).

De acuerdo con el Departamento de Salud Pública de California, TODOS los visitantes del Centro de Enfriamiento deben seguir estas recomendaciones:

- Se requiere el uso de coberturas faciales.
- No se les permitirá la entrada a los visitantes que presenten fiebre u otros síntomas.
- Deben practicar el distanciamiento físico.

SAN JOAQUIN – AREA DE KERN RIVER VALLEY

(Cuando las temperaturas pronosticadas por el NWS sean de 105 grados o más)

East Bakersfield Veterans Building 2101 Ridge Road **Bakersfield** (661) 324-9392	**The Mission at Kern County** 816 E. 21st Street **Bakersfield** (661) 325-0863	**Kern River Valley Senior/Veterans Building** 6405 Lake Isabella Blvd. **Lake Isabella** (760) 379-8435
Gusher Hall 271 California Street **Maricopa** (661) 769-9898	**Walker Senior Center** 505 Sunset Avenue **Shafter** (661) 746-3303	**Taft Community Center Activity Building** 500 Cascade Place **Taft** (661) 765-6677

AREA DE LAS MONTAÑAS

(Cuando las temperaturas pronosticadas por el NWS sean de 95 grados o más)

	Frazier Park – Edificio Recreacional 3801 Park Drive **Frazier Park** (661) 245-1649	

AREA DEL DESIERTO

(Cuando las temperaturas pronosticadas por el NWS sean de 108 grados o más)

Strata Center 10350 Heather Avenue **California City** (760) 373-3530	**Hummel - Edificio Comunitario** 2500 20th Street **Rosamond** (661) 256-0557

SI NECESITA TRANSPORTE A UN CENTRO DE ENFRIAMIENTO, LLAME 2-1-1

PARA INFORMACION ADICIONAL LLAME:

KERN COUNTY SERVICIOS GENERALES AL 661-868-7000 – O-

KERN COUNTY AGING & ADULT SERVICES AL 800-510-2020

Cooling Centers 2022 updated 05/2022

Patrocinado por:

Too Much Sun Hurts

Did you know that just a few serious sunburns can increase your child's risk of skin cancer later in life? Kids don't have to be at the pool, beach or on vacation to get too much sun. Their skin needs protection from the sun's harmful ultraviolet (UV) rays whenever they're outdoors.

Turning pink? Unprotected skin can be damaged by the sun's UV rays in as little as 15 minutes. Yet it can take up to 12 hours for skin to show the full effect of sun exposure. So, if your child's skin looks "a little pink" today, it may be burned tomorrow morning. To prevent *further* burning, get your child out of the sun.

Tan? There's no other way to say it: tanned skin is damaged skin. Any change in the color of your child's skin after time outside – whether sunburn or suntan – indicates damage from UV rays.

Cool and cloudy? Children still need protection. UV rays, not the temperature, do the damage. Clouds do not block UV rays, they filter them – and sometimes only slightly.

Oops! Kids often get sunburned when they are outdoors unprotected for longer than expected. Remember to plan ahead, and keep sun protection handy – in your car, bag or child's backpack.

Parents, help your children to play it safe, and protect your own skin as well. You're an important role model.

Choose Your Cover

www.cdc.gov/ChooseYourCover

For more information about protecting your family from skin cancer, contact:

- The National Cancer Institute's Cancer Information Service at 1-800-4-CANCER for information about all cancers, including skin cancer.
- CDC's Division of Cancer Prevention and Control at 1-888-842-6355 for recorded information or to order Choose Your Cover materials or posters.
- Our Web site at www.cdc.gov/ChooseYourCover

When you play it safe, you're playing it smart.

CDC
CENTERS FOR DISEASE CONTROL AND PREVENTION

CDC Publication #099-6044 Printed June 1999. Revised June 2000.

Play it Safe in the Sun

A guide for parents



Choose Your Cover

Choose Your Cover

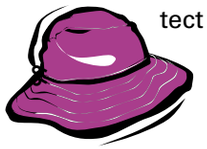
Hey Moms and Dads! Not all sun protection comes in a bottle. There are lots of ways to protect your child's skin all year long. Here are five you can try.



1. Hide and Seek. UV rays are strongest and most harmful during midday, so it's best to plan indoor activities then. If this is not possible, seek shade under a tree, an umbrella or a pop-up tent. Use these options to prevent sunburn, not to seek relief once it's happened.



2. Cover 'em Up. Clothing that covers your child's skin helps protect against UV rays. Although a long-sleeved shirt and long pants with a tight weave are best, they aren't always practical. A T-shirt, long shorts or a beach cover-up are good choices, too – but it's wise to double up on protection by applying sunscreen or keeping your child in the shade when possible.



3. Get a Hat. Hats that shade the face, scalp, ears and neck are easy to use and give great protection. Baseball caps are popular among kids but they don't protect their ears and neck. If your child chooses a cap, be sure to protect exposed areas with sunscreen.



4. Shades Are Cool. And they protect your child's eyes from UV rays, which can lead to cataracts later in life. Look for sunglasses that wrap around and block as close to 100% of both UVA and UVB rays as possible.



5. Rub on Sunscreen. Use sunscreen with at least SPF 15 and UVA/UVB protection every time your child goes outside.

Warning:

Even a few serious sunburns can increase your child's risk of getting skin cancer.

Sunscreen Scoop

Sunscreen may be easy, but it doesn't protect your child's skin completely. Try combining sunscreen with other "Choose Your Cover" options to prevent UV damage.

Sunscreen comes in a variety of forms – lotions, sprays, wipes or gels. Be sure to choose one made especially for kids with:

- **Sun Protection Factor (SPF) of 15 or higher**
- **both UVA *and* UVB protection**

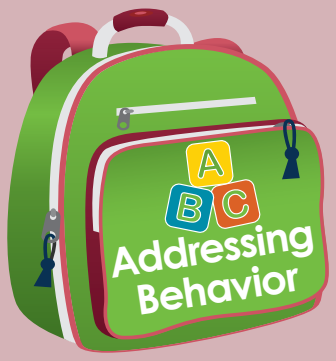
For most effective protection, apply sunscreen generously 30 minutes before going outdoors. And, don't forget to protect ears, noses, lips and the tops of feet which often go unprotected.

Take sunscreen with you to reapply during the day, especially after your child swims or exercises. This applies to "waterproof" and "water resistant" products as well.

Keep in mind, sunscreen is not meant to allow your kids to spend more time in the sun than they would otherwise. Sunscreen reduces damage from UV radiation, it doesn't eliminate it.

The American Academy of Pediatrics now advises that sunscreen use on babies less than 6 months old is not harmful on small areas of a baby's skin, such as the face and back of the hands. But your baby's best defense against sunburn is avoiding the sun or staying in the shade.

Protect the Skin They're In



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 Give Clear Directions

Brooke Brogle, Alyson Jiron & Jill Giacomini

"Why do I have to repeat myself time and again?" "Why won't she listen to me?" Listening and following directions are important skills young children must learn. There are many reasons why children do not follow directions.

- **The child does not hear the direction.** Parents often give directions from a distance or in passing. "Lauren, get your shoes on." Did your child actually hear what you said? Just as adults often don't hear what their partner has said to them because they are focused on reading, email or talking on the phone, children too often don't hear what a parent has said because they are focused on a task such as building a tower or drawing a picture.
- **The parent gives too many directions at one time.** When you give your child too many directions at one time, it reduces the chance that she will follow the directions and increases the chance that she will be confused. "Lauren, please go upstairs, brush your teeth and pick up your blocks while I finish the dishes." This multi-step direction is too long and complicated for your child to easily understand. Instead, try giving one direction at a time.
- **The child doesn't understand the direction or the direction is too vague.** Directions such as "Settle down," "stop," or "be nice" might be too vague and difficult for your child to understand. If she is throwing toys out of the bathtub and you simply say, "Lauren," you have not actually told her what you want her to do. If you say, "stop it," it may temporarily stop the behavior, but she still may not know what you want her to do. If what you mean is, "Lauren, toys stay in the tub," then you need to explicitly tell her so.
- **The direction does not tell the child what to do.** Parents often tell children what not to do, rather than what they should do. It is important to state directions positively in order to teach your child the expectation. Instead of saying, "Stop running!", state the direction positively by saying, "Use walking feet."
- **The direction sounds like a suggestion or question.** Daily conversation is filled with questions, suggestions and directions. When you say, "Will you put your shoes away?" you are not giving your child a direction—you are asking her a question. When you give your child a direction that needs to be followed, it is essential that you tell your child what to do rather than ask. For example, "Lauren, put your shoes by the door."

Try This at Home

- It is important to follow through when you give your child a direction. A technique you can use to make sure you do follow through when your child has difficulty complying, or following directions is Do-WAWP.
  - » Do—State the "do" direction.
  - » W—Wait for compliance (silently count to 5).
  - » A—Ask the child to restate the direction.
  - » W—Wait for compliance (silently count to 5).
  - » P—Provide encouragement or help (helping will ensure success).
- **Make sure that you have your child's attention.** Eye contact is a great indicator! When you state the "do" direction you are teaching your child the desired behavior. For instance, "Lauren, go brush your teeth." When you count to five, you are giving her the opportunity to hear and process the direction. Parents often repeat the same direction over and over in that five second period. When you repeat the same direction to your child time and again, it teaches her that she does not have to follow the direction the first time. Instead, state the direction once and then have your child restate the direction back to you. This way you can confirm that she heard you and understood what you were saying. Finally, offering help may simply mean that you take her hand and lead her to the bathroom. Don't forget to encourage your child by saying something like, "Wow, Lauren, what great listening ears! Thank you for brushing your teeth."



Practice at School

In addition to verbal instructions, teachers use many methods to give directions and help children understand expectations. These methods may include using symbols or pictures, sign language or gestures, songs, puppets, instruments, sand timers, or other tools. The more opportunities children are given to see or hear the instructions, the more likely they are to complete the task. For example, when teachers need to tell the class that it is time to go inside from the playground, in addition to words they may use a sound (e.g., ring a bell) to alert the children about this event. Children know that the sound means that it is time to line up at the door, even if they do not hear the verbal instructions. When teachers pair words with other signals, they help children to confidently and successfully participate in activities.

The Bottom Line

Listening and following directions are skills that children learn through their daily interactions. When children do not follow directions, for any reason, it can be extremely frustrating for parents. You can increase the chances that your child will listen and successfully follow your directions when you make sure that your direction is clearly stated and you follow through.

An important consideration for parents when teaching their child to follow directions is to "pick your battles". You want to avoid insisting that your child follow directions that are not important or can escalate to a major struggle when the direction is not critical. Pick a few, very important directions that you will follow-through with your child.

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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 dar instrucciones claras

Brooke Brogle, Alyson Jiron y Jill Giacomini

¿Por qué tengo que repetir las cosas una y otra vez?" "¿Por qué no me hace caso?" El escuchar y seguir las instrucciones son aptitudes importantes que los niños deben aprender. Existen varias razones por las cuales los niños no siguen las instrucciones.

- **El niño no escucha las instrucciones.** A menudo los padres dan las instrucciones a distancia o cuando van pasando. "Laura ponte los zapatos." ¿En realidad escuchó su niña lo que usted le dijo? Tal como los adultos a menudo no escuchan lo que su pareja ha dicho debido a que están concentrados leyendo, revisando su correo electrónico o hablando por teléfono, los niños por igual a menudo no escuchan lo que sus padres han dicho ya que están concentrados en alguna tarea tal como construir una torre o dibujando.
- **El padre da demasiadas instrucciones a la vez.** Cuando usted le da demasiadas instrucciones a su niño a la vez, reduce la posibilidad de que siga las instrucciones e incrementa la posibilidad de que se confunda. "Laura, por favor sube, cepíllate los dientes y levanta tus bloques de juguete mientras termino de lavar los platos." Esta instrucción múltiple es demasiado larga y complicada para que su niña la comprenda fácilmente. En su lugar, trate de dar una instrucción a la vez.
- **El niño no comprende la instrucción o la instrucción es muy vaga.** Las instrucciones tal como ""tranquilízate," "detente" o "se bueno" pueden ser muy imprecisas y difícil de comprender para su niña. Si ella está tirando juguetes fuera de la tina de baño y usted simplemente dice, "Laura" usted realmente no le ha dicho lo que quiere que ella haga. Si lo que usted quiere decir es, "Laura, los juguetes deben mantenerse en la tina," entonces usted tiene que decírselo explícitamente.
- **La instrucción no le dice al niño qué hacer.** Los padres a menudo le dicen a sus hijos qué no hacer, en vez de decirles qué hacer. Es muy importante el manifestar las instrucciones en sentido positivo a fin de que le enseñe a sus hijos las expectativas. En vez de decir, "Deja de correr," manifieste la instrucción de manera positiva diciendo, "utiliza los pies para caminar."
- **La instrucción suena como sugerencia o pregunta.** Las conversaciones diarias están llenas de preguntas, sugerencias e instrucciones. Cuando usted dice, "¿Recogerás tu zapatos?" usted no le está dando una instrucción a su hija- usted le está haciendo una pregunta. Cuando usted le da una instrucción a su niña que necesita que sea obedecida, es esencial que le diga a su niña qué hacer en vez de preguntarle. Por ejemplo, "Laura, ¡coloca tus zapatos junto a la puerta!"

Pruebe esto en casa

- Es importante que de seguimiento cuando le dé una instrucción a su niño. Una técnica que puede utilizar para asegurarse de dar seguimiento cuando su niño tenga dificultad cumpliendo o siguiendo las instrucciones se llama "Hacer – EPEP".
  - » Hacer – Manifieste la instrucción por "hacer."
  - » E – Espere por el cumplimiento (cuente hasta 5 silenciosamente).
  - » P – Pregúntele al niño a que repita la instrucción.
  - » E – Espere por el cumplimiento (cuente hasta 5 silenciosamente).
  - » P – Proporcione estímulo o ayuda (el ayudar asegura el éxito).
- **Asegúrese de que cuente con la atención de su niño.** ¡El contacto visual es un gran indicador! Cuando usted manifiesta la instrucción por "hacer" usted le está enseñando a su niño la conducta deseada. Por ejemplo, "Laura, ve y cepíllate los dientes." Cuando usted cuenta hasta cinco, usted le está dando la oportunidad de que escuche y procese la instrucción. A menudo los padres repiten la misma instrucción una y otra vez durante ese periodo de cinco segundos. Cuando usted le repite la misma instrucción a su niña una y otra vez, esto le enseña a la niña que no tiene que obedecer la instrucción a la primera. En su lugar, manifieste la instrucción una sola vez y después pídale a su niña que repita la instrucción. De esta manera puede confirmar que lo escuchó y comprendió lo que usted le solicitó. Finalmente, el ofrecerle ayuda puede ser el simple hecho de tomarla de la mano y llevarla al baño. No se le olvide el estimular a su niña diciéndole algo como, "¡Guau, Laura, que bien escuchas!" Gracias por cepillarte los dientes."

Practique en la escuela

Además de las instrucciones verbales, los maestros utilizan varios métodos para dar instrucciones y ayudar a los niños a comprender las expectativas. Estos métodos pueden incluir la utilización de símbolos o imágenes, mímicas o gestos, canciones, títeres, instrumentos, relojes de arena u otras herramientas. Entre más oportunidades se les dé a los niños para que observen y escuchen las instrucciones, habrá más probabilidad para que los niños completen las tareas. Por ejemplo, cuando los maestros necesitan decirle a los niños que es hora de entrar al salón desde el patio de juegos, además de utilizar palabras ellos pueden utilizar un sonido (por ej. sonar la chicharra) para alertar a los niños sobre este evento. Los niños saben que el sonido de la chicharra significa que es hora de formarse en la puerta, aun cuando no escuchen la instrucción verbal. Cuando los maestros emparejan las palabras con otras señales, ayudan a que los niños participen de manera confiada y exitosa en las actividades.

La conclusión

El escuchar y obedecer las instrucciones son aptitudes que los niños aprenden a través de sus interacciones cotidianas. Cuando los niños no obedecen las instrucciones, por cualquier razón, puede ser extremadamente frustrante para los padres. Usted puede incrementar las posibilidades de que su niño lo escuche y obedezca de manera exitosa a sus instrucciones cuando usted se asegure que su instrucción fue manifestada claramente y que le dio seguimiento. Una consideración importante para los padres cuando le están enseñando a sus hijos a obedecer las instrucciones es la de "elegir sus batallas." Debe de evitar el insistir en que su niño obedezca instrucciones que no son importantes o que pueden escalar a un estrago mayor cuando las instrucciones no son críticas. Elija unas cuantas instrucciones muy importantes a las que dará seguimiento con su hijo.

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IDEAs that Work
Office of Special Education Programs

Head Start
A Program of CAPK

CENTER FOR OPTIMAL BRAIN INTEGRATION

INTRODUCING:

Positive Parenting Series: Raising Human(E) Beings

In partnering with Julie Kurtz, Founder and CEO of the Center for Optimal Brain Integration, CAPK Head Start is pleased to offer you a FREE positive parenting workshop! This is an opportunity to strengthen your skills, acquire new learning and to grow as a parent, guardian, or caregiver.

Participating in this series will allow you to:

- Learn at your own pace!
- Receive recommended resources and hand-outs
- Access evidence-based strategies for children of all ages
- Obtain a Professional Development Certificate upon completion

The 8-hour total course content includes:

- Nurturing Responsive Relationships
- Supportive Environments to Reduce Challenging Behaviors
- Body Awareness, Sensory and Emotional Literacy
- Self-Regulation and Managing Big Emotions
- Teaching Problem Solving Skills
- BONUS CONTENT: Adult Self-Care and Self-Awareness

SPACE IS LIMITED, RESERVE YOUR SPOT NOW!

The 8-hour Positive Parenting Course will be available July 1 – September 30, 2022.

If you have any questions or would like to reserve a spot contact:

Lisa Gonzales
(661) 336-5236 extension 2200
lgonzales@capk.org

Scan the code with your phone for more info!

Head Start
A Program of CAPK

Your child's health and education is our priority.

Community Action Partnership of Kern has put a portfolio of robust safety features into place to reduce the risk of COVID-19 transmission while children are learning with Head Start. Drop-off and pick-up times are staggered, staff, children and parents receive non-contact health screenings every day, classroom attendance size is limited, physical distancing procedures are in place, hands are washed regularly and personal protective equipment is in use. Head Start is a no cost program for children 6 weeks to 5 years from low income families and pregnant women. Families and children experiencing homelessness and children in the foster care system are also eligible, as well as children with disabilities and other special needs.







Head Start offers options based on your family's needs:

Head Start
promotes school readiness for children 3-5 years through:
- Online/Distance Learning
- Full Day/Part Day in class

Early Head Start:
- **Home Based:** Teachers work with the families, through weekly visits that support their child's development and their own family goals
- **Pregnant Women:** Prenatal support and follow-up
- **Full Day in class:** School Readiness specially designed for the unique needs of infants and toddlers

capk
Community Action Partnership of Kern

Head Start kids receive:
- High-quality, age appropriate learning from credentialed teachers
- Free Medical and Dental screenings
- Healthy Meals and Snacks
- A safe indoor and outdoor setting to explore, discover and learn

Give your child a Head Start!

1-800-701-7060

03192021

Scan the code with your phone for more info!

Head Start
A Program of CAPK

La salud y educación de su hijo(a) es nuestra prioridad

La Asociación de Acción Comunitaria de Kern ha implementado una selección de componentes de seguridad sólidos para reducir el riesgo de transmisión de COVID-19, mientras los menores asisten al programa de Head Start. Los horarios de entrada y salida, se han alternado; el personal, los niños (as) y los padres reciben exámenes de salud sin contacto todos los días, el cupo en los salones se ha limitado, así como también se han establecido procedimientos de distanciamiento físico, aseo de manos que se realiza regularmente y se utiliza equipo de protección personal. Head Start es un programa sin costo, diseñado para niños (as) de 6 semanas hasta 5 años provenientes de familias de escasos recursos y mujeres embarazadas. Las familias y menores desamparados, así como las familias inscritas en el sistema de crianza, también pueden calificar para el programa, esto también incluye a los niños (as) con discapacidades y otras necesidades especiales.







Head Startle ofrece opciones en base a las necesidades de su familia

Head Start

Startpromueve la preparación escolar para niños (as) de 3-5 años a través de:

- Aprendizaje en línea y a distancia
- Clases de tiempo completo y medio tiempo

Early Head Start:

- **Servicios a domicilio:** Los maestros trabajancon las familias por medio de visitas semanalesque apoyan el desarrollo de su hijo (a) , asicomo las metas familiares
- **Mujeres embarazadas:** Apoyo prenatal y seguimiento después del parto
- **Día completo en clase:** Se les proporciona preparación escolar especialmente diseñada para las necesidades únicas de los bebés e infantes.

capk
Community Action Partnership of Kern

Los alumnos de Head Start reciben:

- Instrucción de alta calidad diseñada para cadaetapa, dirigida por maestros (as), acreditados
- Exámenes de salud y dentales gratuitos
- Almuerzos y refrigerios saludables
- Ambiente interior y exterior segurosdiseñados para la exploración, descubrimiento y aprendizaje.

¡Dele la oportunidad de un buen comienzo a su hijo (a) en Early Head Start!

1-800-701-7060

03192021

CalWORKs

Home Visiting Program







Home visiting could help you with:

- Pre-natal & post-partum education
- Family and community support
- Positive parent and child interactions
- Health and social services

Who May Be Eligible?

CalWORKs participants who are:

- Pregnant
- Parents or caretakers of children birth to 24 months.



To learn more or to sign up for the program,

Please contact our HVP Liaison at **(661)631-6756** or your CalWORKs case worker.

CalWORKs

Programa de Visitas a domicilio







Las visitas a domicilio le pueden ayudar con:

- Educación
- Apoyo familar y comunitario
- Interacción positiva entre padres e hijos
- Servicos sociales y de salud

¿Quién es elegible?

Las personas que participan en el programa de CalWORKs:

- Embarazadas
- Padres o guardianes de bebés recién nacidos hasta 24 meses de edad



Para obtener más información o inscribirse en el programa,

Llame al coordinador de HVP al **(661)631-6756** o a su trabajador social de CalWORKS.

2022 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 4, 2022~~
~~Tuesday, February 1, 2022~~
~~Tuesday, March 1, 2022~~
~~Tuesday, April 5, 2022~~
~~Tuesday, May 3, 2022~~
~~Tuesday, June 7, 2022~~
Tuesday, August 2, 2022
Tuesday, September 6, 2022
Tuesday, October 4, 2022

Meeting dates subject to change, upon agreement of the committee

Approved: 1.4.22

Policy Council
BUDGET & FINANCE COMMITTEE
2021 – 2022 Meeting Dates

All meetings will be conducted through Teams and will begin at 6:00 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 18, 2022~~
~~Tuesday, February 15, 2022~~
~~Tuesday, March 15, 2022~~
~~Tuesday, April 19, 2022~~
~~Tuesday, May 17, 2022~~
~~Tuesday, June 21, 2022~~
Tuesday, August 16, 2022
Tuesday, September 20, 2022
Tuesday, October 18, 2022



Approved: January 18, 2022

Policy Council
BYLAWS COMMITTEE
2021 - 2022 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 8, 2022**~~
~~**Tuesday, April 12, 2022**~~
~~**Tuesday, June 14, 2022**~~
Tuesday, August 9, 2022

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: February 8, 2022

Policy Council
SCHOOL READINESS COMMITTEE
2021 – 2022
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 10, 2022~~
~~Thursday, March 10, 2022~~
~~Thursday, April 7, 2022~~
~~Thursday, May 12, 2022~~

Any necessary documentation and/or information for meetings will be sent via email prior to the meeting for your review.



Approved: February 10, 2022

2021-2022 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 23, 2021~~
~~Tuesday, December 21, 2021~~*
~~Tuesday, January 25, 2022~~
~~Tuesday, February 22, 2022~~
~~Tuesday, March 22, 2022~~
~~Tuesday, April 26, 2022~~
~~Tuesday, May 24, 2022~~
Tuesday, June 28, 2022
Tuesday, August 23, 2022
Tuesday, September 27, 2022
Tuesday, October 25, 2022

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

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

Approved: November 23, 2021

COMMUNITY ACTION PARTNERSHIP OF KERN

MEMORANDUM

To: Policy Council

From: Jerry Meade, Assistant Director - Programs

Date: June 28, 2022

Subject: 2022 HS/EHS Budget Revision – **Action Item**

The Head Start and State Child Development division is requesting approval to submit a budget revision for the 2022-2023 funding year for the Head Start and Early Head Start grant #09CH011132. The budget revision stems from adjustments to program option revisions and supporting staffing patterns aligned to the program options. Attached to this memorandum is the draft budget detail.

Within the draft budget detail please note:

- Reduction of 57 positions (All affected positions are currently vacant)
- Increased wages for Direct Services employees
- Expenditure reductions based on 13 classroom closures (All affected classrooms are currently closed)
- Expenditure reductions based on serving 162 fewer children (No child will be dropped from the program)

This budget as presented includes a reduction in funded enrollment and the staffing required to support program options as revised. Program seeks approval from the Policy Council to submit the budget revision and program options to the Office of Head Start.

Attachments:
HS EHS 2022-2023 Budget Detail as Revised

HEAD START & EARLY HEAD START KERN
CHILD AND ADULT CARE FOOD PROGRAM
CALIFORNIA DEPARTMENT OF EDUCATION
2022-2023 COMBINED BUDGET DETAIL

BUDGETED EXPENDITURES

Head Start/Early Head Start Program Operations, Training & Technical Assistance, Child & Adult Care Food Program, California Department of Education	ORIGINAL 2022-2023	PROPOSAL 2022-2023	VARIANCE increase (decrease)	Comments
PERSONNEL	**29,231,198**	**26,956,944**	**(2,274,254)**	Reduction of 57 Positions, Increased Wages for Teaching and Family Services Staff, and adjustments to stat contracts.
FRINGE BENEFITS	**8,644,797**	**8,001,794**	**(643,003)**	Reduction of 57 Positions, Increased Wages for Teaching and Family Services Staff, and adjustments to stat contracts.
TRAVEL	**86,096**	**86,096**	**-**	
EQUIPMENT	**100,000**	**55,000**	**(45,000)**	Reduction of 1 Vehicle
SUPPLIES				
Office Supplies	425,100	325,100	**(100,000)**	Reduction of Supplies
Child and Family Services Supplies	1,240,568	1,227,268	**(13,300)**	Reduction of Classrooms
Food Services Supplies	93,000	93,000	**-**	
Other Supplies (e.g. janitorial, training)	224,584	219,291	**(5,293)**	Reduction of Classrooms
TOTAL SUPPLIES	**1,983,252**	**1,864,659**	**(118,593)**	
CONTRACTUAL				
Administrative Services	76,450	51,450	**(25,000)**	Adjustment to Legal Fees
Training & Technical Assistance	48,880	48,880	**-**	
Other Contracts	1,140,643	1,085,343	**(55,300)**	Removed Tableau & DRDP Tech Data Software
TOTAL CONTRACTUAL	**1,265,973**	**1,185,673**	**(80,300)**	
CONSTRUCTION				
Construction Projects	-	-	**-**	
TOTAL CONSTRUCTION	**-**	**-**	**-**	
OTHER				
Rent	844,536	843,016	**(1,520)**	
Mortgage	297,840	297,840	**-**	
Utilities, Telephone	971,287	971,287	**-**	
Building & Child Liability Insurance	120,550	120,550	**-**	
Building Maintenance/Repair	1,049,779	834,767	**(215,012)**	Reduction of 13 classrooms
Local Travel (children)	-	-	**-**	
Nutrition Services	1,576,490	1,547,165	**(29,325)**	Reduction of 162 Slots
Child Services Consultants	112,555	75,750	**(36,805)**	Reduction of 162 Slots
Volunteers	4,937	4,937	**-**	
Parent Services	16,490	16,490	**-**	
Publications/Advertising/Printing	89,030	78,750	**(10,280)**	Adjusted based on Historical Data
Training or Staff Development	285,145	285,145	**-**	
Other	548,738	538,738	**(10,000)**	Leased Equipment returned
TOTAL OTHER	**5,917,377**	**5,614,435**	**(302,942)**	
INDIRECT	**4,592,270**	**4,250,550**	**(341,720)**	
BUDGETED EXPENDITURES	**51,820,963**	**48,015,151**	**(3,805,812)**	

REVENUES

STATE & FEDERAL REVENUES	2021-2022 BUDGET	2022-2023 BUDGET	VARIANCE inc. / (decr.)	Comments
Head Start/EHS Program Operations	35,008,308	35,008,308	-	
Head Start/EHS Training & Technical Assistance	521,532	521,532	-	
Estimated Child & Adult Care Food Program	2,314,087	2,306,410	(7,677)	
Estimated California Department of Education	13,977,036	10,178,901	(3,798,135)	Match to contracts as revised
TOTAL STATE & FEDERAL REVENUES	**51,820,963**	**48,015,151**	**(3,805,812)**	

SUMMARY - 2022-2023

TOTAL REVENUES	48,015,151
TOTAL BUDGETED EXPENDITURES	48,015,151
DIFFERENCE	**-**
ESTIMATED HS/EHS ADMINISTRATIVE COST RATE:	**12.11%**

MEMORANDUM

To: Policy Council

From: Carolyn Coffey, Administrator of Education & Support Services

Date: June 28, 2022

Subject: *Agenda Item 6(a)*: 2022-2023 Early Head Start and Head Start School Readiness Goals – **Action Item**

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

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

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

Recommendation:

Staff recommends approval of the 2022-2023 Early Head Start and Head Start School Readiness Goals.

Attachment:
2022-2023 Early Head Start and Head Start School Readiness Goals.



Head Start & Early Head Start School Readiness Goals 2022-2023

Head Start
A Program of *CAPK*

Policy Council Approval
June 2022

Board of Directors Approval
June 2022

SCHOOL READINESS PLAN 2022-2023

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 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 are 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 the 2021-2022 school year. The primary goals were determined by analyzing and comparing children's data from the Spring Assessment (2021-2022), 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 of the most up-to-date information on school readiness for ***Early Head Start, Head Start, and Home-Based options.*** 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 2022-2023 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	Language and Literacy Development	LLD 5 Interest in Literacy
Older Infants 8 months to 17 months	Approaches to Learning	ATL 1 Attention Maintenance
Toddlers 18 months to 36 months	Cognition	COG 3 Number Sense of Quantity
Preschool 3-year old's	Language and Literacy Development	LLD 9 Letter and Word Knowledge
Preschool 4-year old's	Cognition	COG 1 Spatial Relationships

BACKGROUND

Data Aggregation is the key element to ensure good practices when designing or identifying program improvement. Head Start / State Child Care has 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: April 2022
2021-2022 School Readiness Goals Data Aggregation and Analysis.

Phase Two: April 25, 2022
2022- 2023, Collaborative School Readiness Meeting

Phase Three: April 27, 2022
2022- 2023 School Readiness Goal Setting Collaborative Meeting

Phase Four: May 11, 2022
2022-2023 School Readiness Administration Team Review and Feedback

Phase Five: May 12, 2022
2022 – 2023 School Readiness Sub-Committee Collaboration

Phase Six: June 2022
2022 – 2023 School Readiness Goals Policy Council Approval

Phase Seven: June 2022
2022 – 2023 School Readiness Goals Board of Directors Approval

Phase Eight:
July–November 2022 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
2022-2023 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 focuses on how children learn. It refers to the skills and behaviors that children use to successfully navigate learning experiences.

Goal:
Children will exhibit increased skills in approaches to learning, including Self-comforting, attention maintenance, and self-control of feelings and behaviors.

Objective:
By Spring 2023 infants and toddlers will develop the capacity to pay attention to their surroundings, comfort or soothe themselves in response to stress, and develop strategies for regulating feelings and behavior.

Young Infants:	Older Infants:	Toddlers:
75% will be at the "Responding Later" level or above in Measure ATL-REG 2: Self-Comforting	75% will be at the "Exploring Earlier" level or above in Measure ATL-REG 1: Attention Maintenance	75% will be at the "Exploring Middle" level or above in Measure ATL-REG 5: Self-Control of Feelings and Behavior

Family Engagement Outcome:	Objective:
Families as Advocates and Leaders	By Spring 2023, families will have increased understanding to support their child's Approaches to Learning in the effort to prepare them for school as measured by pre- and post-surveys at parent meetings and training.

Effective Teaching Strategies

Caregivers will:

Young Infants ATL-REG 2 Self Comforting:

- Encourage infants to express needs both verbally and non-verbally.
- Soothe infants by voice and touch to help them reach a calmer state.
- Hold and comfort infants when an unfamiliar adult comes into a room.
- Recognize when infants need support and provide verbal or physical support as needed.

Older Infants ATL-REG 1 Attention Maintenance:

- Engage in a fun activity to burn off some energy and keep older infants moving to help with their emotional regulation.
- Help older infants stay focused by singing about an activity if it is helpful to them. For example, sing "This is the way we stack the blocks, stack the blocks, stack the blocks"
- Provide one or two toys or materials at a time for young infants, exchanging them when the child's attention diminishes.

Toddlers ATL REG 5 Self-control of Feelings and Behavior

- Set age-appropriate expectations for toddlers and give clear guidance
- Recognize toddlers' emotional cues and respond in effective ways.
- Create a warm, comfortable, and cozy environment offering objects and toys that bring pleasant memories to all toddlers.

Effective Family Activities

Families may:

Young Infants ATL-REG 2 Self Comforting:

- Provide soothing activities, such as warm baths and massage as part of your everyday routines.
- Provide soft materials and toys for your child to comfort themselves such as a favorite stuffed animal or blanket.
- Identify and name emotions as your child is expressing them offer soothing options (hugs, soft toys, favorite blanket, bath)

Older Infants ATL-REG 1 Attention Maintenance:

- Engage your child in activities for short periods of time (books, rolling balls, etc.)
- Provide verbal or physical assistance when your infant is learning a new skill or exploring new environments.

Toddlers ATL REG 5 Self-control of Feelings and Behavior:

- Establish consistent and predictable routines and expectations throughout the day. For example, "we use a calm voice, soft-touch, gentle hands."
- Be attentive to your toddler's emotions and provide reassurance when needed.
- Model and discuss emotions such as happy, mad, excited, and sad with your toddler. For example, "I am excited to play outdoors."

Head Start

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

Approaches to learning focuses on how children learn. It refers to the skills and behaviors that children use to successfully navigate learning experiences.

Goal:
Children will demonstrate improved approaches toward learning, including attention maintenance and self-comforting.

Objective:
By Spring 2023, children will increasingly develop the capacity to pay attention to their surroundings and comfort or soothe themselves 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 1: attention Maintenance	**4-year-olds:** 80% will be at the "Building Earlier" level or above in Measure ATL-REG 2: Self-Comforting

Family Engagement Outcome:	**Objective:**
Families as Advocates and Leaders	By Spring 2023, 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

Teachers will:

ATL-REG 1 Attention Maintenance:

- Create an interactive sequential visual schedule. Encourage children to participate so that they engage in the upcoming activity.
- Play focus games (Simon Says, I spy, Hide and Seek, and How many can you think of?) to extend children's concentrated attention.
- When giving a task to complete, break it down, and allow for the child to complete one task before giving them another direction. Use visual cues to support children in completing a task
- Provide opportunities for children to explore puzzles.

ATL- REG 2 Self Comforting:

- Help children visualize a place they find relaxing. Have them close their eyes and picture somewhere they really like to go. Ask them what sounds they typically hear there and what the place smells like. Use descriptive vocabulary and help them with sensory details. Provide a soft space where children can do this.
- Explain and follow the schedule using visuals so children will know what will happen next.
- Provide quiet space in the classroom that allows children to be alone. Have soft materials in the space where children can go to collect their thoughts, as necessary.
- Practice breathing techniques with children daily to help with self-regulation.

Effective Family Activities

Families may:

ATL-REG 1 Attention Maintenance:

- Establish routines and offer choices while having realistic expectations.
- Use verbal or visual reminders to help children prepare for a transition.
- Play "Mystery Bag." Hide an object inside a bag, give verbal clues about its identity; To keep their attention, let your child feel, describe, and guess what it is before looking at it.
- Provide your child support with a challenging activity and encourage them to accomplish it.
- Ask your child to help put their toys away, talk about their actions and praise their efforts.

ATL- REG 2 Self Comforting:

- When appropriate, encourage your child to solve problems for themselves, make yourself available to offer support, encouragement, and innovative ideas when needed.
- Provide a private space in the house that allows your child to be alone when they need it.
- Limit screen time for children and provide interactive activities that allow for flexibility.
- Encourage your child to talk about their emotions and what helps them feel better.
- Practice soothing activities with your child, such as blowing bubbles, and playdough, and listening to relaxing music.

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 competent and cooperative interactions with others, and social and emotional understanding.

Objective:
By Spring 2023 infants and toddlers will become increasingly competent and cooperative in interactions with peers and develop an 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 4: Relationships and Social Interactions with Peers	75% will be at the "Exploring Earlier" level or above in Measure SED 2: Social and Emotional Understanding	70% will be at the "Exploring Later" level or above in Measure SED 2: Social and Emotional Understanding

Family Engagement Outcome:	Objective:
Families as Advocates and Leaders	By Spring 2023, families will have increased understanding to support their child's Social-Emotional Development in the effort to prepare them for school as measured by pre- and post-surveys at parent meetings and training.

Effective Teaching Strategies

Caregivers will:

Young Infants SED 4 Relationships and Social Interactions with Peers.

- Place infants in areas where they can play with one another.
- Have back and forth interactions with infants by talking to them and responding to their nonverbal gestures babbling, coos, smiles, and looks.
- Meet infant's needs in a timely manner.
- Establish a trusting relationship with infants by expressing warmth, affection, and respect.
- Label and talk about infants' emotions and their causes e.g., "Susie is sad because you took her doll."
- Model respectful relationships with other adults in the program e.g., "Thank you Ms. Erika for bringing our lunch to our class."

Older Infants and Toddlers SED 2 Social and Emotional Understanding

- Help infants and toddlers understand how they are feeling by using a feeling chart.
- Acknowledge infants and toddlers' feelings and use encouraging words.
- Offer infants and toddlers books, stories, and songs that represent their feelings and emotions, and extend the activity using puppets and flannel boards.
- Help infants and toddlers interpret emotions by using mirrors.
- Consistently label your feelings and emotional expressions.

Effective Family Activities

Families may:

Young Infants SED 4 Relationships and social interactions with peers.

- Provide opportunities for your infant to play alongside other infants or young children.
- Read to your infant and point out children in the book.
- Model greeting other children in your environment.
- Provide opportunities to navigate the difficulties and joys of interacting with other children.

Older Infants and Toddlers SED 2 Social and Emotional Understanding

- Play peek-a-boo with your infant or toddler and respond to their reactions. Take turns hiding behind a blanket/object. Incorporate a discussion on feelings by stating "did mommy surprise you?" or "did mommy scare you?"
- Create a photo album of photos of your family or social gatherings. Talk about the feelings and emotions that are being expressed.
- Provide your infant or toddler with responsive care. Be affectionate, nurturing, and responsive to their cues.
- Take time to observe your infant and synchronize to best respond to their needs.
- Implement the first-then board to model for infants or toddlers. For example, first, we wash our hands, then we are going to eat lunch.

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 identity of self in relation to others and social and emotional understanding.	
Objective: By Spring 2023, children will develop and understanding of people's behaviors, feelings, and thoughts as well as increasing awareness of self as distinct from others.	
3-year-olds: 80% will be at the "Exploring Later" level or above in Measure SED 2: Social and Emotional Understanding	**4-year-olds:** 80% will be at the "Building Earlier" level or above in Measure SED 1: Identity of Self in Relation to Others
Family Engagement Outcome: Families as Advocates and Leaders	**Objective:** By Spring 2023, families will have increased understanding to support their child's Social-Emotional Development in the effort to prepare them for school as measured by pre- and post-surveys at parent meetings and training.

Effective Teaching Strategies

Teachers will:

SED 2 Social and Emotional Understanding

- Help children find words to express their feelings.
- Acknowledge children's feelings and help them understand them by reading books, flannel stories, and role modeling.
- Read books about feelings and emotions and ask open-ended and prediction questions to encourage understanding of emotions.
- Use a feelings chart throughout the day and encourage children to update the chart as their feelings change.

SED 1 Identity of Self in Relation to Others

- Have pictures of children's families displayed in the classroom. Encourage children to share about their family, friends, and teachers.
- Create an all about me book that includes individual likes and dislikes.
- Facilitate activities that involve turn-taking.
- Create an environment where children can identify themselves and encourage role-playing.
- Plan for activities where children create a self-portrait or family portraits.
- Engage children in daily conversations that require a back-and-forth exchange.

Effective Family Activities

Families may:

SED 2 Social and Emotional Understanding

- Use paper and writing tools to draw out emotions.
- Talk with your child about what they are feeling and provide them with appropriate ways to express themselves.
- Acknowledge your child's feelings.
- Help children understand their feelings by reading books and role modeling.

SED 1 Identity of Self in Relation to Others

- Help your child recognize their own emotions and connections with others.
- Engage your child in conversations about their friends.
- Use self and parallel talk by pointing out what you are doing and what your child is doing. For example, I am holding the door for you to walk in.
- Read a story and have your child act out the characters in the story as you engage in pretend play.
- Engage your child in conversations about their day at school.
  -How did your day go?
  -Who did you play with?
  -How did it make you feel?
  -How do you think your friends felt?

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 2023, 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 5: Interest in Literacy	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 4: Reciprocal Communication and Conversation

Family Engagement Outcome:	**Objective:**
Families as Advocates and Leaders	By Spring 2023, 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:

Young Infants LLD-5 Interest in Literacy

- Share sensory books with infants so that they can reach the book as you read. Respond to the infant's vocalizations and nonverbal cues.
- Display photographs of peers and family members where infants can see them and talk about them.
- Read familiar books and encourage families to share books from home.
- Point out and describe posters, books, and pictures in the environment.

Older Infants LLD 2 Responsiveness to Language

- Encourage older infants to show understanding of one-step requests during routines.
- Introduce and use baby signs.
- Use the environment, materials, and routines to encourage older infants' verbal or physical responses to the communication, such as waving goodbye or playing peek-a-boo.
- Speak in infants' primary language and learn some phrases in their home language.

Toddlers LLD 4 Reciprocal Communication and Conversation

- Intentionally plan for literacy activities and conversations by repeating and reinforcing new words.
- Create meaningful opportunities for toddlers to explore language and literacy in daily routines.
- Create opportunities for toddlers to have one on one conversations with adults.
- Encourage verbal and non-verbal communication efforts.
- Ask toddlers simple questions, repeat their responses, and respond to their communication.

Effective Family Activities

Families may:

Young Infants LLD-5 Interest in Literacy

- Review and implement S'more activities that promote language and literacy activities
- Establish a reading routine.
- Speak and read to your infant in their primary language.
- Offer your infant a small book that they can hold with one hand and observe how they grasp it. Offer them another book to hold in her other hand.

Older Infants LLD 2 Responsiveness to Language

- Respond to your older infant's attempts to communicate by providing eye contact during your conversation.
- Attend Ready Rosie workshops
- Encourage your older infant to follow a one-step request with your modeling and support (put your hands up, put your hands down, clap your hands)

Toddlers LLD 4 Reciprocal Communication and Conversation

- Talk with your toddler often, using rich language to describe objects, events, and people in the environment.
- Speak in complete sentences and provide new vocabulary, both in English and primary language.
- Encourage verbal and Non-verbal communication efforts: use common communicative gestures (such as pointing, shrugging, sign language, or exaggerated emotions) to encourage non-verbal communication in combination with the label of the meaning.
- Engage in brief conversations with a shared focus.

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 letter and word knowledge.

Objective:
By Spring 2023, children will engage in back-and-forth communication and increasing awareness of letters in the environment, including their relationship to sound.

3-year-olds: 70% will be at the "Exploring Later" level or above in Measure LLD 9: letter and Word Knowledge	**4-year-olds:** 80% will be at the "Building Earlier" level or above in Measure LLD 4: Reciprocal Communication and Conversation.

Family Engagement Outcome: Families as Advocates and Leaders	**Objective:** By Spring 2023, 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

Teachers will:

3-year-olds- LLD 9 Letter and Word Knowledge

- Be intentional about planning for children to support letter and word knowledge.
- Promote literacy throughout the day by having conversations
- Have meaningful Interactions with children by responding to their questions and making comments about their responses.
- Provide experiences that encourage children to read and write.
- Identify a letter of the day and play "I" spy in search of the letter of the day
- Introduce the BINGO game and state words/labels associated with pictures on bingo cards
- Provide symbols in the environment such as traffic signs, illustrated schedules, and lotto games to encourage children's literacy knowledge.
- Make Squishy Bags (sensory bags) so that children use their fingers to draw shapes, lines, and letters on the bag.
- Ask open-ended questions to encourage children to speak and respond to questions.
- Provide handwashing posters and ask children about the picture and steps to follow.
- Create a writing center that is devoted specifically to writing materials and is accessible to all children throughout the day.

4-year-olds- LLD-4 Reciprocal Communication and Conversation

- Ask questions and have a simple conversation with children using who, what, when, where, why, and how questions. during daily routines.
- Complete dictation activities weekly with children and introduce site words.
- Ask questions and children will use more complex language and begin to participate in longer conversations.
- Use questions of the day to initiate conversations with children.

Effective Family Activities

Families may:

3-year-olds- LLD 9 Letter and Word Knowledge

- Read to children daily.
- Play I spy in search of letters or words in their environment.
- Ask your child to identify familiar logos on a walk in their neighborhood.
- Attend Ready Rosie workshops
- Review and implement S'more activities that promote language and literacy activities
- Establish a reading routine.
- Visit the library Storytime.

4-year-olds- LLD-4 Reciprocal Communication and Conversation

- Have conversations with your child, ask them questions to extend the conversations.
- Engage in conversations that discuss the events in their day.
- Ask open-ended questions to extend conversations.
- Display your child's writing and drawings for the family to view and have ongoing conversations about the display.



"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*

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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 2023, 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 2023, families will have increased understanding to support their child's English Language Development in the effort to prepare them for school as measured by pre-and post-surveys at parent meetings and training.

Effective Teaching Strategies	Effective Family Activities
Teachers will: • Engage children in multiple literacy activities (i.e., reading books, singing songs, and reciting poetry). • 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. • Provide posters, pictures, and labels in all languages that are reflected in the classroom. • Read books to children daily. Point to pictures and label items. • Engage children in conversations, using back-and-forth exchanges. Strive for 5 exchanges. • Use language and Literacy activities that contain repetitive refrains (i.e., singing songs and fingerplays.) • Use parallel and self-talk throughout the day. Map your actions and provide descriptions of objects with language.	**Families may:** • Establish a reading routine and read books daily to your child. • While reading, point to the pictures and name the items in the story. • Ask questions about the stories you read and have your child recount details from the book. • Visit the library and check out books in your home language and in English. • Help your child trace his name, naming each letter and the sound it makes as you point to each letter. • Help your child cut pictures from a magazine and glue them to a piece of paper. Name each picture 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. • Look at photographs of your family and talk about them. Help your child write the names of family members on a piece of paper.

Early Head Start

Cognition, Including Math and Science (COG):

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

Goal:
Children will demonstrate improved general cognitive skills.

Objective:
By Spring 2023, 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 2023, families will have increased understanding to support their child's Cognition in the effort to prepare them for school as measured by pre-and post-surveys at parent meetings and training.

Effective Teaching Strategies

Caregivers will:

Young infants (COG 2: Classification)

- Invite an unfamiliar staff member to enter the classroom and respond to the infant's reaction.
- Model associative vocabulary linking people and objects.
- Talk about patterns in the environment.

Older Infants & Toddlers (COG 3: Number Sense of Quantity)

- Read books that encourage older infants and toddlers to count.
- Measure and compare feet and hands size and will create a small graph.
- Introduce the sign for "more" and encourage older infants or toddlers to use it when appropriate.
- Intentionally plan activities that promote counting.
- Provide materials that come in multiples and display numbers.
- Model counting and provide activities that encourage older infants or toddlers to count.
- Use everyday activities for opportunities to count. For example, how many friends came to school today? (Count all children)
- Use number words to narrate older infants or toddlers' actions for example, "George, is playing with two dinosaurs."

Effective Family Activities

Families may:

Young infants (COG 2: Classification)

- Encourage infants to explore and touch toys and objects that are different from each other (soft, hard, bumpy, smooth)
- Provide opportunities for your infant to look and explore your facial expressions.
- Introduce new people, objects, and environments and allow time for your infant to acclimate and get comfortable.

Older Infants & Toddlers (COG 3: Number Sense of Quantity

- Work alongside your toddler to stack and count toys.
- Use one to one correspondence incorporating counting, e.g., "you have 2 ears, your teddy has 2 ears, let's count them"
- Use number names in everyday routines and encourage your children to say number names and count objects.
- Play a game with your toddler and count your steps to a destination in your home. For example, how many steps to the kitchen?
- 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
- Count in your child's primary language.

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 2023, children will show an increasing ability to add and subtract small quantities of objects and show an understanding of how objects move in space or fit in different spaces.	
3-year-olds: 80% will be at the "Exploring Later" level or above in Measure COG 4: Number Sense of Math Operations	**Four-year-olds:** 80% will be at the "Building Earlier" level or above in Measure COG 1: Spatial Relationships
Family Engagement Outcome: Families as Advocates and Leaders	**Objective:** By Spring 2023, 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: **3-year-old COG 4 Number Sense of Math Operations** • Use various materials and technology (HATCH) to provide children with math activities. • Plan for children to use various measuring methods. • Facilitate activities that incorporate counting as they clap, dance and jump. • Identify the position of objects and people in space. For example, the ball is under the table, or Johnny is behind Sofia. • Have children count how many girls came to school today and how many boys came to school today. **4- year -old COG 1 Spatial Relationships** • Provide activities that encourage children to move around, thru, under, and next to items (obstacles courses) • Facilitate activities that encourage children to move, stretch, and position themselves in different directions. • Provide a variety of items for children to use for stacking and nesting. • Facilitate a bean bag activity. Ask children to place the beanbag on their head, behind their back, on their foot, etc. • Provide puzzles and use descriptive language to explain how the pieces fit.	**Families may:** **3-year-old COG 4 Number Sense of Math Operations** • Invite your child to sort items into different sized groups based on their attributes (size, color, shapes, etc.) • Have your child count the people in your home. As people leave or arrive, explain how the number of people changed. • Sort through the laundry in the basket and take out all the socks. • Engage in preparing a family recipe by adding and measuring ingredients. • Encourage your child to help set the dinner table. First, they will count how many people will be having dinner. Then set that number of napkins, cups, and plates. **4- year -old COG 1 Spatial Relationships** • Give your child a simple task. For example, put your cup on the table, take your clothes out of the basket, and put your shoes under the table. • Play hide and seek games with your child. Hide items around your home and use descriptive language to give them hints so they can find the hidden items. • Look at a map and discuss concepts of near and far. • Use items to build. For example, a tower and count how many items (blocks, boxes, etc.) they used.

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 and knowledge of safety.		
Objective: By Spring 2023, infants and toddlers will demonstrate knowledge of safety skills and refine the ability to participate and take responsibility for dressing self.		
Young Infants: 80% will be at the "Responding Later" level or above in Measure PD-HTH 5: Safety	**Older Infants:** 80% will be at the "Exploring Earlier" level or above in Measure PD-HTH 6: Personal Care Routines: Dressing	**Toddlers:** 60% will be at the "Exploring Later" level or above in Measure PD-HTH 5: Safety
Family Engagement Outcome: Families as Advocates and Leaders	**Objective:** By Spring 2023, families will have increased understanding to support their child's Perceptual Motor and Physical Development in the effort to prepare them for school as measured by pre-and post-surveys at parent meetings and training.	

Effective Teaching Strategies

Caregivers will:

Young Infants (PD-HTH 5 Safety):

- Arrange to have familiar adults available in the environment as much as possible.
- Place infants on their back on a flat surface.
- Always provide a safe environment for infants to explore crawling skills and when they begin to walk.

Older Infants (PD-HTH 6 Personal Care Routines Dressing)

- Describe what they are doing during caregiving routines, so older infants can begin learning the sequence of actions cares for themselves.
- Introduce the sign for potty during diapering and toileting needs.
- Provide clothing that is large enough for practicing the motions needed for dressing without resistance or tight-fitting items.

Toddlers (PD-HTH 5 Safety)

- Show the toddlers the boundaries of where they are allowed to go. Have a visual cue such as a red stop sign to reinforce the boundary and safety teachers only.
- Sing a song about walking in the classroom stating clear expectations
- Acknowledge toddlers demonstrating safe behavior.
- Ensure the environment is set up so that toddlers can access what they need and safely explore their environment.

Effective Family Activities

Families may:

Young Infants (PD-HTH 5 Safety):

- Set up a safe floor space for infants to play in and move in at home. Infants can't move around by themselves, be sure to change their position often.
- Respond to your infants' cues when an unfamiliar person approaches by talking or singing to your infant.

Older Infants (PD-HTH 6 Personal Care Routines Dressing)

- Layout pieces of clothing and let your older infant explore and work on caring for themselves and dressing and undressing.
- Provide dress-up activity times to encourage older infants to explore the activity in a relaxed way.

Toddlers (PD-HTH 5 Safety)

- Model and demonstrate safe behaviors. Toddlers will copy your actions in preference to what you tell them verbally.
- Talk about safety when in the car/bus/train. Discuss what the street signs mean, the colors they see, and the sounds traffic makes.
- Encourage toddlers to walk up or downstairs by stepping with both feet on each step.
- Talk about safety expectations to your toddler (i.e., hold an adult's hand while in a parking lot or taking a walk and wait for the walk sign before crossing the street).

Head Start

Physical Development-Health (PD-HLTH):

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

Goal: Children will demonstrate improved fine motor skills and an awareness of safety.	
Objective: By Spring 2023, children will demonstrate knowledge of safety skills and increasing precision, strength, and coordination of fine motor skills.	
3-year-olds: 80% will be at the "Exploring Later" level or above in Measure PD-HLTH 4: Fine Motor Manipulative Skills	**4-year-olds:** 80% will be at the "Building Earlier" level or above in Measure PD-HLTH 5: Safety
Family Engagement Outcome: Families as Advocates and Leaders	**Objective:** By Spring 2023, 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

Teachers will:

3- year-olds (PD-HLTH 4): Fine Motor Manipulative Skills

- Offer activities that support hand-eye coordination ex: stringing beads on pipe cleaners or laces and picking up objects of varied sizes with tongs or tweezers.
- Encourage children to play with puzzles, squeeze spray bottles into water plants, and manipulate eye droppers with colored waters.
- Offer various size writing tools and offer multiple opportunities for children to scribble, write, or color.
- Offer dressing mats that support the following skills for the children: zipping, buckling, and snapping. Encourage children to practice these skills when they put their jacket on, use the restroom, and need to button or snap their own clothing.
- Provide 15 – 20 clothespins in a dishpan with sturdy plastic cups. Show children how to pinch the clothespin open and place it onto one of the cups.
- Provide assorted sizes of plastic jars with screw lids. Encourage children to screw the appropriate lid on each jar.
- Provide children with paly-dough, cookie cutters, and scissors.

4-year-olds: (PD-HLTH 5): Safety

- Give clear verbal safety instructions.
- Physically guide, model, and use pictures of safe behavior.
- Before going outdoors, remind the children of the safety signs on the bike paths.
- Plan and implement activities that consist of turn-taking.
  Discuss safety behavior in the car and use visuals for support (car seats and wearing seat belts).

Effective Family Activities

Families may:

3- year-olds (PD-HLTH 4): Fine Motor Manipulative Skills

- Provide simple at-home activities that strengthen the hand grasp and release of children's fingers.
- Encourage children to match and roll socks.
- Allow your child to spread their own butter or jelly on bread with a small spatula to make a sandwich or take the shell off a hard-boiled egg.
- Encourage your child to button, zip, and snap their own clothes when getting dressed.
- Play with playdough to practice pinching, squeezing, making shapes using cookie cutters, and rolling dough to enhance fine motor development.

4-year-olds: (PD-HLTH 5): Safety

- Set safety rules at home and verbally repeat rules, be consistent.
- Explain to your child what you are doing to stay safe (clean a spill, slow down, walk on the sidewalk, look both ways before crossing an intersection), and explain why you are doing it by using a language they can understand and comprehend.
- Provide opportunities for children to interact with other children, stay nearby to offer redirection, remind them of the rules and make sure the play area is safe.
- Go for walks around the neighborhood and talk about pedestrian safety and the different safety signs you see.
- When you place your child in the car seat or booster seat, encourage them to buckle themselves. Support your child if needed by placing the buckle in partway so that they can be successful.
- Point out and introduce community helpers, people to go to in an emergency (i.e., Police Officers, Firemen, Mail Carriers, etc.)

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 the curriculum is implemented to fidelity, to strengthen CLASS with the emphasis on Instructional Support **Desired Results Developmental Profile** Support teaching staff and home-based educators to promote effective teaching practices and ensure that the evidence collected for assessment is authentic and reliable. Support teaching staff by establishing a year-long professional development plan focused on CLASS, specializing in Instructional Support	The Administrator of Education and Support Services Education Managers Mentor Coaches Data Analyst Site Supervisors Teaching Staff Home Based Supervisor and Educators	August 2022- March 2023 August 2022- June 2023	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 Literacy Development Cognition **Desired Results Developmental Profile** DRDP Observation Training Meaningful Observations **Environments and Environmental Rating Scales** **Responsiveness to dual language learners** **CLASS** **My Teachstone** **ChildPlus Mobile** **School Readiness Sub-Committee Meeting** **Early Learning Outcomes Data Comparisons**

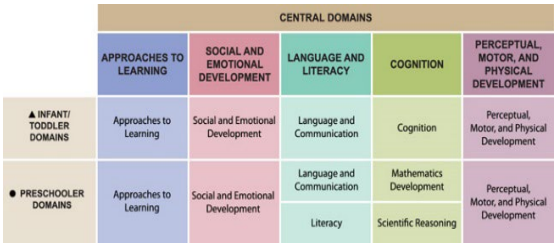
Objective	Persons Responsible	Timelines	Supporting Documents	Action Steps Training and Resources
Family Engagement Support parents in developing skills, attitudes, and behaviors that support and promote School Readiness practices in the home, continuing to promote families as advocates and leaders. Support parents in completing surveys or other materials as needed to gain additional participation.	Family Engagement Inclusion Manager Family Engagement Specialists Program Governance Coordinator Site Supervisors Family Service Workers Home Based Educators	August 2022- June 2023	Very Important Parent (VIP) meetings Ready Rosie Workshops Parent Training & Workshops Pre/Post Parent Surveys	Very Important Parent (VIP) Meetings Regional Parent Committee Meetings Early Learning Outcomes Data Comparisons Parent Training & Workshops to identify how literacy activities support School Readiness Goals. Boost School Readiness Through Family Engagement School Readiness Sub-Committee Meeting
Health & Nutrition Support parents by promoting awareness of the importance of ongoing hearing, vision, and dental checkups for children to develop sounds, speech recognition, and the use of language. Encourage biannual dental visits to promote ideal oral health, care, and follow-up. 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, school readiness sub-committee, and staff training.	CAS- Health Family Service Workers Site Supervisors Teaching Staff CAS-Nutrition Central Kitchen Staff Family Service Workers Site Supervisors Teaching Staff	August 2022- June 2023 August 2022 Quarterly Meetings July 2023	Hearing, Vision, and Dental ChildPlus Data Very Important Parent (VIP) Meeting/training sign-in/out forms Parent Handbook and Addendum 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 School Readiness Sub-Committee Meeting

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 who 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. Family wellness will support staff by providing new training that supports dealing with challenging behaviors, physical aggression, and trauma-informed care.	Inclusion Specialists Family Service Workers Site Supervisors Teaching Staff CAS-Family Wellness Family Service Workers Site Supervisors Teaching Staff	August 2022- June 2023 August 2022- July 2023	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 Predictable, Consistent Routines Pyramid Model Positive Behavior Support Training Behavior Incident Report (BIR) Training Strategies for Dealing with Physical Aggression Teacher Support Planning Sheet Training Trauma-Informed Care School Readiness Sub-Committee Meeting
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 2022 March 2023 May 2023	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 • HATCH

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 • S'mores



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Early Childhood Learning & Knowledge Center

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 Administrator:** Louis Rodriguez **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 **Content Area Specialists- Family Engagement:** Priscilla Hicks, Leah Green, Claudia Sanchez

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: Isabelle Diaz (East California Child Development Center)
Secretary: Monique Davis (Sterling Child Development Center)
Treasurer: Ashley McAllister (Pete Parra Child Development Center)
Parliamentarian: Dominique Bassi (Heritage)

Policy Council School Readiness Sub-Committee
Monique Davis (Sterling Child Development Center)
Teresa Fajardo (Home Base)
Kaylonie Howard (Harvey Hall Child Development Center)
Community Representative: Anastasia Lester (First 5 of Kern)