



DATE	June 15, 2022
TIME	12:00 pm
LOCATION	Teams Meeting / 5005 Business Park North Bakersfield, CA 93309
TEAMS LINK	Click here to join the meeting
PHONE NUMBER	(213) 204-2374 / ID: 641 379 131#

Program Review & Evaluation Committee Agenda

Per Governor's Executive Order N-29-20 and Assembly Bill 361, 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.

1. Call to Order

2. Roll Call

Ana Vigil (Chair)
Jimmie Childress

Michelle Jara-Rangel
Yolanda Ochoa

Marian Panos

3. Public Comments

The public may address the Board of Directors 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.

4. Program Presentation

- a. Friendship House Community Center - Lois Hannible, Program Manager

5. New Business

- a. May 2022 Program Reports – **Action Item (p. 3-37)**

Vanessa Cortez, Senior Community
Development Specialist

1. Community Development
 - 211 Kern
 - Coordinated Entry Services (CES)
 - M Street Homeless Navigation Center
 - Rental Assistance
2. Health & Nutrition Services
 - CalFresh Healthy Living
 - Food Bank
 - Migrant Childcare Alternative Payment (MCAP)
 - Women Infant and Children (WIC)
3. Youth & Community Services
 - East Kern Family Resource Center (EKFRCC)
 - Oasis Family Resource Center
 - Energy, Weatherization & Utility Assistance
 - Friendship House Community Center (FHCC)
 - Shafter Youth Center (SYC)
 - Volunteer Income Tax Assistance (VITA)

- 4. Operations
 - Business Services
 - Maintenance
 - Information Technology
 - Data Services
 - Risk Management
- 5. Administration
 - Grant Development
 - CAPK Foundation
 - Outreach & Marketing

b. May 2022 Application Status Report & Funding Profiles – **Action Item (p. 38-40)**

Vanessa Cortez, Senior Community Development Specialist

- 1. Application Status Report – May 2022
- 2. Small Funding Profiles (\$50,000 & under)

c. May 2022 Head Start / State Child Development Enrollment Update & Meals Report – **Action Item (p. 41-42)**

Robert Espinosa, PDM Administrator

d. 2022 School Readiness Goals – **Action Item (p. 43-67)**

Carolyn Coffey, Administrator of Education & Support Services

e. 2021 – 2025 Strategic Plan Update – **Info Item (p. 68-83)**

- 1. Goal Group 3: Traco Matthews, Chief Program Officer
- 2. Goal Group 5: Emilio Wagner, Director of Operations

6. **Committee Member Comments**

7. **Next Scheduled Meeting**

Program Review & Evaluation Committee
12:00 pm
Wednesday, August 10, 2022
5005 Business Park North
Bakersfield, CA 93309

8. **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 pm, June 10, 2022. Vanessa Nevarez, Assistant to the CPO.



May 2022 Program Monthly Reports

PRE Committee JUNE 2022



Community Development

2-1-1 Kern Call Center

Coordinated Entry Services

M Street Homeless Navigator Center

Rental Assistance

**Community Action Partnership of Kern
Monthly Report 2022**

Month	May-22	Program/Division		2-1-1 Call Center Program		
Division/Director	Traco Matthews Chief Program Officer		Program Manager	Jennifer Jordan Program Administrator		
Reporting Period	January 1, 2022 - December 31, 2022					
Program Description						
The 2-1-1 Kern is a 24/7 information and referral service that provides local residents with comprehensive information and links to community health and human services at no cost. The 2-1-1 Kern has a database of 1,500 social service agencies that are available to the public through the 2-1-1 Kern Online Resource Directory at www.211KernCounty.org. The program has over 15 years of experience in providing and linking community members to vital services, and currently serves multiple communities in the Central Valley including Kings, Tulare, Stanislaus, Fresno, Madera, Mariposa and Merced through the United Way partnerships.						
Most Requested Services	Homelessness		Food Pantries		Tax Preparation	
Top 3 Unmet Needs	Food Pantries		Utility Payment Assistance		Low Income Housing	
Information and Referral Services Calls Handled		Month	YTD	Annual Goal	Month Progress	Annual Progress
Kern County (SRV 7c)		6,346	34,931	90,000	85%	39%
Kings County (SRV 7c)		211	1,018	4,000	63%	25%
Tulare County (SRV 7c)		639	3,629	18,000	43%	20%
Stanislaus County (SRV 7c)		742	3,972	19,200	46%	21%
Fresno & Madera		1,473	13,655	20,000	88%	68%
Merced & Mariposa (effective March 2022)		66	144	500	158%	29%
Total I&R Calls Handled		9,477	57,349	151,700	81%	38%
Staffing vs. Call Volume				Current Staff	Staff Needed Per Call	Staff Over/ Short
2-1-1 staff designated for calls handled across all counties contracts with the expectation of 42 calls per staff for an 8-hour shift.				14	1.4	(5.32)
Grant Funded Services		Month	YTD	Annual Goal	Month Progress	Annual Progress
CalFresh Application (SRV 7b & SRV 7c)		7	71	300	28%	24%
Medi-Cal Application (SRV 7b & SRV 7c)		5	45	100	60%	45%
Ages & Stages New Children Screened (SRV 5c, SRV 7b & SRV 7c)		34	107	300	136%	36%
2-1-1 Website Visitors		Month	YTD	Annual Goal	Month Progress	Annual Progress
Duplicated Visitors (i.e., accessing 2-1-1 e-services and database resources)		19,247	102,864	225,000	103%	46%
Other Calls		Month	YTD	Annual Goal	Month Progress	Annual Progress
LIHEAP (SRV 7b & SRV 7c)		2,746	15,715	45,000	73%	35%
Mental Health (SRV 7c)		180	1,072	3,700	58%	29%
Health and Human Service Referrals		6,582	35,346	110,000	72%	32%
Total Other Services		9,508	52,133	158,700		

**Community Action Partnership of Kern
Monthly Report 2022**

Explanation (Over/Under Goal Progress)	
For the month, we saw a decrease in Cal-Fresh applications. We noticed one challenge was the inability to connect with clients because the calls were either rejected, the number was busy, disconnected, or no longer in service.	
Program Strategic Goals	Progress Towards Goal
1. Recruitment and Retention of staff	We have two staff requisitions currently open for I&R Specialist. A third round of interviews was conducted on 5/27/22.
2. Contract Retention	2-1-1 continues to maintain and seek new contracts. It's crucial for the team to build and sustain the rapport.
3. AIRS call type reporting	To continue to remain AIRS compliant, we are tracking call types (the number of calls labeled by a specific call type), such as, Homelessness Assistance-209, Information & Referral- 1,456, Provider/Partnering Agency- 1, and Disaster-Coronavirus-3.
Program Highlights	
The Help Me Grow program had a great month of new children screens completed. The team has really honed in on their outreach efforts. The team attended 6 outreach events in the month of May.	

**Community Action Partnership of Kern
Monthly Report 2022**

Month	May-22	Program/Work Unit		Coordinated Entry Services (CES)		
Division/Director	Rebecca Moreno Director of Community Services		Program Manager	TBD		
Reporting Period	January 1, 2022 - December 31, 2022					
Program Description						
Coordinated Entry Services (CES) is the system to assist communities in ending homelessness by providing a clear and systematic pattern for helping individuals to quickly access the most appropriate services available through standardized access, a standardized assessment process, and a coordinated referral (match) process for individuals to preventions, housing, and/or other related services. The following counties are currently being served by CAPK CES, Kern County and Stanislaus County.						
Homeless Referrals/Assessments (SRV 7c)		Month	YTD	YTD Goal	Month Progress	Annual Progress
Kern County		1,011	5,118	10,000	121%	51%
Stanislaus County (pending start date)		0	0	5,000	0%	0%
Total Calls					#DIV/0!	#DIV/0!
Pending Assessments		Month	YTD	YTD Goal	Month Progress	Annual Progress
Kern Pending contact/call back		0	0	15	-	-
Stanislaus Pending contact/call back		0	0	15	-	-
Performance: Number of applicants who received a response within 24 Hours		Month	YTD	YTD Goal	Month Progress	Annual Progress
Kern County		932	4,595	7,800	143%	59%
Stanislaus County		0	0	3,750	0%	0%
Explanation (Over/Under Goal Progress)						
CES is assisting the Rental and Utility Program through Housing Authority, accounts for 60 calls reported above.						
Program Strategic Goals		Progress Towards Goal				
1. Implement effective 24 hour response time for Stanislaus County.		Pending				
2. Increase staff recruitment and retention.		HR brainstorming session to include front line staff for input on job descriptions and training.				
3. Build provider network support with Stanislaus Continuum of Care (CoC)/Homeless Collaborative.		Pending				
Program Highlights						

**Community Action Partnership of Kern
Monthly Report 2021**

Month	May-22	Program/Work Unit		M Street Navigation Center		
Division/Director	Rebecca Moreno Director of Community Development		Program Manager	Laurie Hughey		
Reporting Period	January 1, 2022 - December 31, 2022					
Program Description						
CAPK operates the 147-bed homeless Low Barrier Navigation Center in partnership with the County of Kern. This 24-hour shelter offers housing, meals and an array of mental health, medical care and economic resources to unsheltered individuals with pets and partners.						
Shelter Services		Month	YTD	YTD Goal	Month Progress	Annual Progress
Overnight Residents (Assigned Beds) (FNPI 4a & SRV 7b)		92	500	950	116%	53%
Pets (i.e., kennel, emotional support assistance and service pet)		9	47	170	64%	28%
Residents Under 90 days length of stay		62	342	500	149%	68%
Exits to Permanent Housing (FNPI 4b)		8	47	96	100%	49%
Exits-Self		20	67	180	133%	37%
Exits-Involuntary		83	334	400	249%	84%
Case Management Services (SRV 7a)		866	4,325	3,000	346%	144%
Critical Incidents		29	117	360	97%	33%
Shelter Residents Meals (SRV 5ii)		5,634	23,443	60,000	113%	39%
Number of Volunteers (duplicated)		58	219	175	398%	125%
Volunteers Hours (duplicated)		157	659	1,500	126%	44%
Explanation (Over/Under Goal Progress)						
Program Strategic Goals		Progress Towards Goal				
1. Number of residents participating in job training program (i.e. project hire up, financial literacy, etc.)		4 participating in Financial Literacy, 4 in Project Hire Up, 2 Be finally Free and 15 in Relapse Prevention. 1 client started working for Goodwill, 1 started working for Faststrip, Dryers and Swap meet.				
2. Develop Encampment/Overnight parking program at Navigation location.		Safe camping/Parking soft opening on June 3rd and go live date on June 13th.				
3. Increase job retention/recruitment at M street by (1) developing job descriptions that accurately reflect the job they are doing (2) differential pay for PM/Overnight employees, (3) regrading/reclassification of job positions		Job descriptions have been submitted for review, differential pay has been approved for staff working PM & overnight shifts, meeting with HR/shelter staff on May 15th to discuss job duties for reclassification.				

**Community Action Partnership of Kern
Monthly Report 2021**

Race Demographic	Month
18 - 24	18
25 - 34	36
35 - 44	43
45 - 54	40
55 - 61	29
62+	24
Total:	190

Race Demographic	Month
American Indian or Alaska Native	6
Asian	2
Black or African American	49
Native Hawaiian or Other Pacific Islander	0
White	126
Multiple races	7
Client Don't know / Refused	
No Answer	
Total:	190

Gender	Month
Female	68
Male	117
Trans Female (MTF or Male to Female)	1
Trans Male (FTM or Female to Male)	
Gender Non-Conforming (i.e. not exclusively male or female)	4
Client doesn't know	
Client refused	
No Answer	
Total:	190

Zip Code	Month	Zip Code	Month
93301	34	92101	1
93304	30	93454	1
93305	33	93268	1
93306	6	93274	1
93307	18	93280	1
93308	23	93203	1
93309	10	93204	2
93312	1	93654	1
93313	3		
93206	1		
93215	1		
93710	1		
95023	1		
93535	1		
93245	1		
90003	1		
90044	1		
93635	1		
93250	1		
91335	1		
93901	1		
Unspecified	11		
Total	190		

Program Highlights

**Community Action Partnership of Kern
Monthly Report 2022**

Month	May-22	Program/Work Unit		Rental Assistance		
Division/Director	Rebecca Moreno		Program Manager	Ian Sharples		
Reporting Period	January 1, 2022 - December 31, 2022					
Program Description						
The Rental Assistance has two programs focused on improving housing security for program participants. The first is Emergency Service Grant (ESG) Rental Assistance program which provides payment of rental arrears to prevent evictions. The second is Housing for the Harvest, which provides provides a financial incentive for at-home isolation for farmworkers who have been exposed to COVID-19. The CAPK Rental Assistance team also receives referrals from the Housing Authority of the County of Kern (HA) for their Rental and Utility Assistance Program (RUP). We provide follow-up services to obtain documentation from RUP applicants that the HA has been unable to contact. Once documentation is received, HA issues a rental assistance payment to prevent eviction.						
ESG Rental Assistance		Month	YTD	YTD Goal	Month Progress	Annual Progress
SRV 4c Rent Payments (includes Emergency Rent Payments)		15	81	120	150%	68%
FNPI 4e. The number of individuals who avoided eviction.		15	81	120	150%	68%
ESG Housing Relocation		Month	YTD	YTD Goal	Month Progress	Annual Progress
[FNPI 4b] Number of individuals who obtained safe and affordable housing		3	3	12	300%	25%
[SRV 4o] Permanent Housing Placements		3	3	12	300%	25%
[SRV 4c] Relocation Rent Payments Issued		2	2	12	200%	17%
[SRV 4d] Deposit Payments		2	2	12	200%	17%
[SRV 4q] Home Repairs		0	0	1	0%	0%
Housing for the Harvest		Month	YTD	YTD Goal	Month Progress	Annual Progress
SRV 5hh Incentives (COVID-19 Self-Isolation Incentive)		0	43	300	0%	14%
FNPI 3h. The number of individuals engaged with the Community Action Agency who report improved financial well-being.		0	43	300	0%	14%

**Community Action Partnership of Kern
Monthly Report 2022**

Housing Authority RUP Referrals	Month	YTD	YTD Goal	Month Progress	Annual Progress
Referrals Received	43	520	800	1	1
FNPI 4e. The number of individuals who avoided eviction.	11	35	80	2	0
Explanation (Over/Under Goal Progress)					
- Housing for the Harvest finished on April 30th. Due to staffing and funding issues no additional outreach was conducted in 2022 so demand was not as large as anticipated.					
- ESG Housing Relocation has been added. This is a new component of our current ESG-CV contract designed to spend down the funds allocated to Rapid Re-Housing.					
Program Strategic Goals	Progress Towards Goal				
Obtain new sources of funding to be able to provide rental assistance services beyond the term of the current grants.	Ongoing				
Program Highlights					



Health and Nutrition Services

Cal-Fresh Health Living Program

Food Bank

Migrant Childcare Alternative Payment

Women, Infant, and Children

**Community Action Partnership of Kern
Monthly Report 2022**

Month	May-22	Program/Work Unit		CalFresh Healthy Living		
Division/Director	Susana Magana Director of Health & Nutrition		Program Manager	Alejandra Morales		
Reporting Period	January 1, 2022 - December 31, 2022					
Program Description						
The CalFresh Healthy Living improves the nutrition health of low-income Californians by providing access to nutrition education, physical activity education, and leadership towards healthy community initiatives.						
Engage Supplemental Nutrition Assistance Program (SNAP-Ed) eligible participants in Nutrition Education (FNPI 5a) (SRV 5ff).	Month	YTD	YTD Goal	Month Progress	Annual Progress	
Community Action Partnership of Kern (CAPK)	53	235	7,000	9%	3%	
Kern County Superintendent of Schools (KCSOS)	474	1,917	1,000	569%	192%	
Kernville Unified School District (KUSD)	200	674	1,000	240%	67%	
Lamont Elementary School District (LESDD)	161	736	1,000	193%	74%	
Collaborate with SNAP-Ed approved Collaboratives to improve opportunities for the SNAP-Ed eligible population to have healthy choices (duplicated).	4	29				
Complete Nutrition Environment Food Pantry Assessment Tool (NEFPAT) to provide baseline data that could be valuable for interventions within the nutrition environment of food pantries.	0	0	12	0%	0%	
Indirect Education: Indirect education, for SNAP-Ed purposes, is defined as the distribution or display of information and resources which involve no participant interaction with an instructor or multimedia.	3789	9,287	10,000	455%	93%	
Explanation (Over/Under Goal Progress)						
Program Strategic Goals		Progress				
1. CAPK is part of the County Nutrition Action Plan (CNAP) Collaborative in partnership with funded partners, such as the Kern County Department of Aging and Adult Services Department (KCAASD) and the University of California Cooperative Extension (UCCE) work to enhance opportunities for health and well-being by creating positive changes in the environment where we work, live and play.		CalFresh Healthy Living hosted the quarterly County Nutrition Action Plan (CNAP) Collaborative meeting on May 25th, 2022, where 27 community partners were in attendance. The CNAP had two guest presenters, the California Dairy Council and the Lamont Weedpatch Family Resource Center.				
2. Staff Professional Development		The Program Administrator and Program Coordinator participated in the Bakersfield College Informational Meeting to learn about the Applied Leadership Certificate of Completion opportunity.				

**Community Action Partnership of Kern
Monthly Report 2022**

3. Work with partners to plan and implement sustainable community measures to ensure changes that support healthy eating and physical activity.

CalFresh Healthy Living Health Educators hosted ReThink Your Drink events in the areas of Arvin, Delano, and Wasco, in partnership with the Kern County Library system.

Program Highlights

Health Educators participated in the Lamont Weedpatch Family Resource Center Color Run on May 21, 2022 to celebrate May being National Physical Fitness & Sports Month.

**Community Action Partnership of Kern
Monthly Report 2022**

Month	May-22	Program/Work Unit		Food Bank	
Division/Director	Susana Magana Director of Health & Nutrition	Program Manager	TBD		
Reporting Period	January 1, 2022 - December 31, 2022				
Program Description					
The Food Bank provides food assistance to low-income families and individuals through a network of more than 150 partnering food distribution sites throughout Kern County. The Food Bank also offers the Senior Food boxes to individuals ages 60 & older. The Backpack Buddies program provides youth with food when they are out of school (i.e., afterschool/weekends/holidays) distributed at CAPK youth centers, schools, and other community sites.					
Food Distributions	Month	YTD	Annual Goal	Month Progress	Annual Progress
Individuals Served (Duplicated) (SRV 5jj)	43,850	195,305	400,000	132%	49%
Pounds Received	1,599,706	10,405,208	22,000,000	87%	47%
Pounds Carried Over from Previous Month	670,733				
Pounds Distributed	1,644,590	8,148,781	22,000,000	90%	37%
Senior Food	Month	YTD	Month Goal	Month Progress	
Individuals Served (SRV 5jj)	4,301	20,575	4,800	90%	
Pounds Distributed	150,535	707,914	144,000	105%	
Free Farmers Markets	Month	YTD	Annual Goal	Month Progress	Annual Progress
Households Served (SRV 5jj)	2,153	5,966	13,200	196%	45%
Pounds Distributed	53,929	226,868	185,000	350%	123%
State-based Meal Kits (i.e., 3-4 day Food Supply 30lbs box)	Month	YTD	Annual Goal	Month Progress	Annual Progress
Meal Kits Received (SRV 5jj)	1,056,600	1,071,300	25,000	50717%	
Total Pounds Distributed	Month	YTD	Annual Goal	Month Progress	Annual Progress
All Programs	2,905,654	10,154,863	22,354,000	181%	45%
Volunteers	Month	YTD	Annual Goal	Month Progress	Annual Progress
Volunteers who received job skill training (SRV 6f) (paid partnership though service providers, duplicated)	11	67	210	63%	32%
Other Volunteers (i.e., general public, duplicated)	23	482	750	37%	64%
Explanation (Over/Under Goal Progress)					

**Community Action Partnership of Kern
Monthly Report 2022**

Program Strategic Goals	Progress Towards Goal
1. Improve data collection and reporting methods.	Pending research on client database and training.
2. Inventory System Enhancement	Starting phase 2 of new inventory system (Scan guns)
3. Increase numbers of volunteers.	Utilize CRM VM portal

Program Highlights

**Community Action Partnership of Kern
Monthly Report 2022**

Month	May-22	Program/Work Unit		Migrant Childcare Alternative Payment (MCAP)		
Division/Director	Susana Magana Director of Health & Nutrition		Program Administrator	Laura Porta		
Reporting Period	April 1 , 2022 - April 30, 2022					
Program Description						
The Migrant Childcare Alternative Payment (MCAP) program provides childcare subsidy to migrant, agriculturally working families. Families can apply for child care services in six entry counties: Kern, Kings, Madera, Merced, Tulare, and Fresno. Once a family is enrolled in the program, the family can migrate anywhere in California to follow agricultural work and their childcare services can continue.						
Services		Month	YTD	Goal	Month Progress	Annual Progress
Number of Child Enrollments		36	1,541	2,000	22%	77%
Childcare Providers (SRV 7f)		16	312	450	43%	69%
MCAP Subsidies (SRV 7e) Jul 21-Jun 22		Month of Nov processed in Dec	YTD	Goal	Month Progress	Annual Progress
Provider Payments-Subsidies Expended		\$1,136,830	\$ 8,929,195	\$12,000,000	114%	74%
Explanation (Over/Under Goal Progress)						
The Migrant Childcare Alternative Payment Program (MCAP) continues to enroll families for services. Currently there is no waiting list and the program has continued to enroll migrant agriculturally working families and essential working families for childcare services. Services for essential workers are scheduled to end on June 30th, with the expiration of the emergency childcare regulations. The Program is currently focused on transitioning eligible essential workers to regular childcare services, community outreach and increasing enrollments to meet new set goals due to the significant increase in funding received.						
Program Strategic Goals		Progress Towards Goal				
1. Fill Staff Vacancies.		MCAP welcomed 2 new staff members in the month of May and 4 more are scheduled to start this month for a total of 6 new specialists.				
2. Retain Staff.		New hires will help manage and absorb the influx of family enrollments and provider reimbursements allowing for more manageable work/caseloads, per specialist.				
3. Contingency Staffing Plan		Management staff attended several training opportunities with CDSS & CAPPA. And, 4 MCAP staff members were selected to participate in the upcoming Leadership Training 1st Cohort.				

**Community Action Partnership of Kern
Monthly Report 2022**

Month	May-22	Program/Work Unit	Migrant Childcare Alternative Payment (MCAP)
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Program Highlights

MCAP has fully earned it's previous \$ 7.9 million dollar contract and is well on it's way to meet the new set goal of \$ 12 million dollars for the current contract year. MCAP continues to enroll families and has reached a reimbursement amount of over \$1.1 million dollars for the month of April 2022.

**Community Action Partnership of Kern
Monthly Report 2022**

Month	May-22	Program/Work Unit	Women Infants & Children (WIC) Nutrition			
Division/Director	Susana Magana Director of Health & Nutrition		Program Manager	Lorna Speight		
Reporting Period	January 1, 2022 - December 31, 2022					
Program Description						
The Women Infants & Children (WIC) program provides education, breastfeeding support and food vouchers for families with infants, children up to age 5, and women who are pregnant, postpartum or breast feeding. CAPK WIC operates in 21 sites throughout Kern County, 5 locations in San Bernardino County, and through one mobile WIC clinic to reach hard-to-serve populations.						
Services		Month	YTD	Goal	Month Progress	Annual Progress
Caseload (SRV 5g)		12,979		16,160	80%	
Local Vendor Liaison-Contact Stores (contact 68 vendors 1 contact required per quarter totaling 272 contacts per year)		35	152	272	154%	56%
Breast Feeding 30% of infants are breastfed (i.e., some, mostly or fully breastfeeding compared to formula)		814		900	90%	
Prenatal Education: 25% of prenatal will receive the "Let's talk" pre-natal class. (Class is given in last trimester of pregnancy)		157	763	1,350	140%	57%
Outreach		Month	YTD	Goal	Month	Annual
Online Enrollment		126	826	1,800	84%	46%
WIC Presentations and Outreach Events		7	27	48	175%	56%
Publication in newspaper, television, and/or social media postings (English and Spanish)		62	300	720	103%	42%
Regional Breast Liaison (RBL)		Month	YTD	Goal	Month Progress	Annual Progress
Meet with key community stakeholders (i.e., medical managed care, hospital staff, lactation support, health care providers, other WIC agencies) in Region 24 to increase breastfeeding awareness and referrals to the WIC program, as well as share WIC digital materials and utilization.		5	17	48	125%	35%

**Community Action Partnership of Kern
Monthly Report 2022**

Explanation (Over/Under Goal Progress)	
Our LVL had an increase in contacts with Vendors due to the Infant Formula shortage. Our LVL had to notify vendors of changes in infant formula sizes and this will continue in June due to additional formulas and sizes being offered to WIC participants due to formula shortages. We have had an increase in call volume due to the formula shortage and staff have had to spend additional time helping clients find formula and educating clients on the additional formulas and sizes available on WIC.	
Program Strategic Goals	Progress
1 Increase participant use of tele-health (doxy.me) platform with goal.	Staff is still struggling with getting participants to use the tele-health platform, but are continuing to promote the benefits of face-to-face contact through tele-health.
2. To work with outreach to come up with strategies to increase WIC retention and re-engagement with current participants.	Our focus for this month has not been so much on WIC retention and re-engagement. We have been focusing on the current infant formula shortage and assisting participants with formula issues.
Program Highlights	



Youth and Community Services

East Kern Family Resource Center

Oasis Family Resource Center

Energy, Weatherization, and Utility Assistance

Friendship House Community Center

Shafter Youth Center

Volunteer Income Tax Assistance

**Community Action Partnership of Kern
Monthly Report 2022**

Month	May-22	Program/Work Unit		East Kern Family Resource Center (EKFRC)	
Division/Director	Fred Hernandez Youth & Community Services		Program Manager	Matthew Buck	
Reporting Period	January 1, 2022 - December 31, 2022				
Program Description					
East Kern Family Resource Center (EKFRC) is a regional resource center based in Mojave, Ca. The EKFRC assists individuals and families from the desert and Tehachapi Mountain communities. The primarily focusing on referred families with children who are at risk of abuse and neglect, and families unprepared to enter kindergarten successfully. The EKFRC also assists walk-in clients with basic needs, clothing, faxing/copying services, HEAP applications and referrals.					
Differential Response	Month	YTD	Annual Goal	Month Progress	Annual Progress
Provide One Time Referral Services to Families (SRV 7c)	31	150	250	149%	60%
Provide One Time Referral Services to Children (SRV 7c)	58	238	350	199%	68%
Case Management-Families (SRV 7a)	11	63	100	132%	63%
Case Management-Children (SRV 7a)	19	125	250	91%	50%
Differential Response Total	119	576	950	143%	61%
First 5	Month	YTD	Annual Goal	Month Progress	Annual Progress
Parents Receiving Case Management Services (SRV 7a)	2	24	40	60%	60%
Children Receiving Case Management Services (SRV 7a)	5	32	55	109%	58%
Parents Participating in Court Mandated Classes (FNPI 5d & SRV 5mm)	5	18	20	300%	90%
Children Educational Center Base Activities (FNPI 2b)	2	27	30	80%	90%
Children Educational Home Base Activities (FNPI 2b)	5	39	30	200%	130%
Children Summer Bridge Activities (FNPI 2b)	0	0	15	0%	0%
Collaborative Meetings Participated	2	7	15	160%	47%
Family Support Services for non-clients with children ages 5 and under	12	89	100	144%	89%
First 5 Total	33	236	305	132%	77%
Walk-In Services (Non-Clients)	Month	YTD			
Food/Household Items (SRV 5jj; SRV 5nn)	-	299			
Referrals/Administrative Services (SRV 7c)	-	813			
Explanation (Over/Under Goal Progress)					

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Program Strategic Goals	Progress Towards Goal
1. Move to a better-suited location.	Submitting paperwork to Emilio for review for new location
2. Offer more on-site services.	EKFRC has a person part time for UA and Weatherization Outreach now
3. Expand our reach across the East Kern Communities.	
Program Highlights	

Month	May-22	Program/Work Unit		Oasis Family Resource Center		
Division/Director	Youth & Community Services	Program Manager		Eric Le Barbe		
Reporting Period	January 1, 2022 - December 31, 2022					
Program Description						
The Oasis Family Resource Center provides resources, education, and crisis assistance to individuals, families, and children in Ridgecrest and surrounding communities. They focus on providing case management and educational support to families to build resilience						
First 5	Month	YTD	Annual Goal (12 Mo)	Month Progress	Annual Progress (12 Mo)	
Parents Receiving Case Management Services (SRV 7a)	3	11	30	60%	37%	
Children Receiving Case Management Services (SRV 7a)	4	14	30	80%	47%	
Parents Participating in Court Mandated Classes (FNPI 5d & SRV 5mm)	0	6	10	0%	60%	
Children Educational Home Base Activities (FNPI 2b)	0	9	15	0%	60%	
Children Summer Bridge Activities (FNPI 2b)	0	0	10	0%	0%	
Collaborative Meetings	1	5	8	75%	63%	
Family Support Services for non-clients with children 5 and under	24	43				
First 5 Total	32	88	103	186%	85%	
Walk-In Community Services	Month	YTD				
Food/Household Items (SRV 7c)	54	182				
Referrals/Administrative Services (SRV 7c)	35	101				
Emergency Clothing (SRV 7n)	7	21				
Copies	18	47				
Transportation Assistance (SRV 7d)	12	41				
COVID-19 Supplies (SRV 5oo)	31	61				
Total Community Services	157	453				
Explanation (Over/Under Goal Progress)						
The First 5 Kern numbers may appear to be low in May. However, the reporting for F5K is on a different fiscal year schedule than CAPK from July 2021 to June 2022. We have already met all our F5K goals for the current fiscal year ending in June including serving a total of 30 parents having received case management. This month the Oasis FRC completed its first year of operations and we broke a new monthly record by providing community services for a total of 112 inquiries for the month of May 2022.						
Program Strategic Goals		Progress Towards Goal				
1. Offer Court Mandated Nurturing Parenting Class every other quarter.		The class was offered last quarter and will be offered again starting in August 2022 with a morning session for stay at home parents and an evening session for working parents.				
2. Strengthen educational Homebase and Summer Program for children ages 0 - 5 utilizing Kern Early Stars Resources.		The Oasis staff is working on completing an online Trauma Informed Care training course offered by KES. KES provided more children books and educational toys for the Summer Bridge program.				

3. Increase range of services offered to clients in the Ridgecrest community by brining VITA & Energy Assistance programs on site to the Oasis FRC.	We continued to provide VITA appointments in May while promoting the Child Tax Credit. The Rental Assistance program started doing outreach in the Ridgecrest Community. Our part-time office assistant became a full-time employee in May and is now completing HEAP applications.
4. Apply for 3 three funding opportunities that would help extend range of services outside First 5 clients for under served families (Children 6-18, seniors, and homeless individuals).	In May, the Oasis FRC completed the final presentation to the Friends of Mercy Foundation for the Sister Phyllis Grant (\$10,000). The Oasis FRC also applied for the PGE Emergency Preparedness Grant (\$5000).
Program Highlights	

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Month	May-22	Program/Work Unit		Energy & Utility Assistance	
Division/Director	Fred Hernandez Youth & Community Services		Program Administrator	Wilfredo Cruz Jr	
	January 1, 2022 - December 31, 2022				
Program Description					
The Energy Program assists income-eligible Kern County residents with utility bill payment, free weatherization, and energy education at no cost to the participant. Weatherization services include weather stripping; repair or replacement of windows and doors, heating/ cooling appliances, stoves, refrigerators, and more.					
Low-income Home Energy Program (LIHEAP) 2021 Ends June 30, 2022	Month	YTD	Goal	Month Progress	Annual Progress
Households Served - Utilities Assistance	407	1,781	2,275	215%	78%
Utility Payments	\$304,157	1,313,670	\$1,942,401	188%	68%
Households Served - Weatherization	9	60	60	180%	100%
Low-income Home Energy Program (LIHEAP) 2022 Ends June 30, 2023	Month	YTD	Goal	Month Progress	Annual Progress
Households Served - Utilities Assistance	0	111	1,500	0%	7%
Utility Payments	\$0	117,438	\$2,000,000	0%	6%
Households Served - Weatherization	2	2	90	27%	2%
American Rescue Plan Act (ARPA) Ends March 2023	Month	YTD	Goal	Month Progress	Annual Progress
Households Served - Utilities Assistance	317	1,255	1,750	217%	72%
Utility Payments	\$343,937.00	1,478,571	\$3,500,000	118%	42%
2020 DOE - Weatherization Ends June 30, 2022	Month	YTD	Goal	Month Progress	Annual Progress
Households Served Weatherization	0	0	10	0%	0%
2021 Low-Income Household Water Assistance Program (LIHWAP)*	Month	YTD	Goal	Month Progress	Annual Progress
Households Served - Utilities Assistance	N/A	N/A	TBD		
Utility Payments	N/A	N/A	TBD		
Totals	Month	YTD	Goal	Month Progress	Annual Progress
Total Households Served - Utility Assistance (FNPI 4z, SRV 4i, SRV 7b)	724	3147	5,525	157%	57%
Total Utility Payments	\$ 648,094	2,909,679	\$ 7,442,401	104%	39%
Total Households Weatherized (FNPI4h, FNPI 4z, SRV 4q, SRV 7b, & SRV 4t)	11	62.00	160	83%	39%
Explanation (Over/Under Goal Progress)					
* LIHWAP contract to start in June 2023					
Program Strategic Goals		Progress Towards Goal			
1.Become fully staffed and fully trained - Reach 90% staffed and 90% fully trained levels (both in WX and UA).		- Currently 81% staffed in UA - Currently 60% staffed in WX - Positions are currently posted and we are actively interviewing as needed			

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2. Continue to develop the use of Hancock to become fully paperless across the entire program (100% = fully paperless).	Currently at 15% - no change as focus in May was CONSOL audit which necessitated assistance from most of the entire WX staff
3. Fully expend funds for contracts that end in the current fiscal year (2021 LIHEAP and 2020 DOE).	- Anticipate LIHEAP '21 contract to be completed by end of 7/2022 - Anticipate to have 6-10 DOE jobs to be completed by end of 7/2022
Program Highlights	

**Community Action Partnership of Kern
Monthly Report 2022**

Month	May-22	Program/Work Unit		Friendship House Community Center (FHCC)		
Division/Director	Fred Hernandez Youth & Community Services		Program Manager	Lois Hannible		
Reporting Period	January 1, 2022 - December 31, 2022					
Program Description						
Located in Southeast Bakersfield, the program serves children, adults, and families through youth after-school, summer and pre-employment programs, parenting classes, nutrition education, sports, access to social services, and more.						
Youth Programs	Current Enrolled	Month (Added)	YTD	YTD Goal	Month Progress	Annual Progress
Youth Mentoring (FNPI 2c.2., FNPI 2c.3, SRV 2p) Reporting ends June 30, 2022	37	3	37	30	120%	123%
Summer Program (Max Capacity due to COVID) (SRV 2m)	35	4	35	35	137%	100%
After School/Learning Pods Enroll (FNPI 2c.2., FNPI 2c.3, SRV 2p)	22	0	22	35	0%	63%
Medi-Cal Outreach (ends June 30, 2022)		Month (Added)	YTD	YTD Goal	Month Progress	Annual Progress
Social media emails and impressions		1115	278035	3,000	446%	9268%
Canvasing phone calls and flyers		2140	19063	15,000	171%	127%
Explanation (Over/Under Goal Progress)						
Friendship House staff has been actively recruiting program participants for the summer, and is on target to have a full summer program. In addition, outreach for the Medi-Cal program has drastically increased due to the use of billboards and GET Bus ads.						
Program Strategic Goals			Progress			
1. Develop an Ad Hoc Committee and implement a fencing/lighting campaign for the CAPK Friendship House.			In progress. The next meeting is taking place 6/1/22.			
2. Develop a meeting schedule for the Friendship House Advisory Board and implement scheduled meetings/trainings.			Completed			
3. Work with the CAPK Executive Team to increase the number of grants researched/submitted for the CAPK Friendship House.			In progress. The FHCC just received two new grant awards, which includes a STEM grant from Albertsons and a Cal VIP sub-award with the City of Bakersfield.			
Program Highlights						
The CAPK Friendship House Mentor program with the County has been extended for an additional year. This means continued employment for program staff and continued vital mentor services for community youth.						

**Community Action Partnership of Kern
Monthly Report 2022**

Month	May-22	Program/Work Unit			Shafter Youth Center (SYC)	
Division/Director	Fred Hernandez Youth & Community Services			Program Manager	Angelica Nelson	
Reporting Period	January 1, 2022 - December 31, 2022					
Program Description						
The Shafter Youth Center (SYC) serves children, adults, and families through youth after-school, summer and pre-employment programs, parenting classes, nutrition education, sports, access to social services, and more.						
Youth Programs	Current Enrolled	Month	YTD	Goal	Month Progress	Annual Progress
Summer Program starting in June (Max Capacity due to COVID) (SRV 2m)	-	-	-	30	0%	0%
After School/Learning Pods Enroll (FNPI 2c & SRV 2l) (hours of operation: 2-5pm; 1230p - 5pm for minimum day)	15	-	15	25	0%	60%
Community Programs		Month				
Girl Scouts, Dignity Health Mental Health Project, Service Club meetings, Seniors walking groups in the mornings, Computer Lab access, Zumba, Fitness Boot Camp, Open Basketball, etc.		Due to facility issues, only one group accessed the building.				
Outreach Activities		Month	YTD	Goal	Month Progress	Annual Progress
Outreach Events (presentations/informational updates)		-	6	6	0%	100%
Community Events (i.e., diaper, food, PPE distributions)		-	4	6	0%	67%
Explanation (Over/Under Goal Progress)						
Program Strategic Goals			Progress			
1. Increase youth program registration as COVID restrictions ease up while maintaining a safe environment.			Registration for Summer Program has started.			
2. Increase attainment of program funding to provide larger variety of program offerings.			More grant opportunities have been introduced for program research.			
3. Increase community engagement, including volunteers, social media, program participation.			Social media presence has increased with registration information.			
Program Highlights						

**Community Action Partnership of Kern
Monthly Report 2022**

Month	May-22	Program/Work Unit	Volunteer Income Tax Assistance (VITA)			
Division/Director	Fred Hernandez Youth & Community Services		Program Manager	Jacqueline Guerra		
Reporting Period	January 1, 2022 - December 31, 2022					
Program Description						
VITA offers no-cost tax preparation and e-filing for low and moderate-income individuals and families. VITA also assists eligible clients to take advantage of the Earned Income Tax Credit (EITC), increasing their tax return and boosting the local economy. All VITA services are provided by IRS-certified staff and volunteers.						
Completed Tax Returns (SRV 3o)		Month	YTD	Goal	Month Progress	Annual Progress
Federal		274	4,487	4,300	73%	104%
State		268	4,362	4,100	74%	106%
Refunds and Credits (SRV 3o)		Month	YTD	Goal	Month Progress	Annual Progress
Federal Refunds		\$526,156	\$5,827,456	\$5,100,000	108%	114%
State Refunds		\$65,326	\$874,118	\$1,500,000	90%	58%
Federal EITC (income limit \$57,414/household)		\$142,005	\$2,574,173	\$2,200,000	66%	117%
CalEITC (income limit \$30,000/household)		\$26,145	\$375,344	\$370,000	84%	101%
Total Refunds and Credits		\$759,632	\$9,651,091	\$9,170,000	94%	105%
Individual Taxpayer Identification Number (ITIN) (SRV 3o)		Month	YTD	Goal	Month Progress	Annual Progress
Applications (New/Renewal)		9	40	75	270%	53%
Explanation (Over/Under Goal Progress)						
Program Strategic Goals			Progress Towards Goal			
1. Develop and implement site expansion plan, including isolated areas and new partners.			TBD			
2. Build community awareness of VITA services through partnership opportunities.			TBD			
3. Program capacity building by pursuing funding opportunities to support operational expenses.			TBD			
Program Highlights						



Operations

Business Services

Maintenance

Information Technology

Data Services

Risk Management

**Community Action Partnership of Kern
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Month	May-22	Program/Work Unit	Operations Division	
Division/Director	Emilio Wagner Director of Operations	Program Managers	Jeremy Keeling, Douglas Dill, Ryan Dozier, Kerri Davis, Laurie Sproule	
Reporting Period	January 1, 2022 - December 31, 2022			
Division Description				
Facility repair and maintenance, procurement, information technology, risk insurance, vehicle registration, contracts, facility leases and facility planning.				
Business Services				
Activity	Requested	In-Progress	Processed	Processed YTD
Purchase Orders	230		230	1256
Contracts	24	12	12	102
Leases	1	17	1	1
Requests for Proposals		6	2	13
Business Services Projects				
Description		% Completed	Comments	
Pest Control Services - Re-issued				
Barnett House Tenant Improvements -EHS		80	Preparing Contract	
Child Haven -5 Real Road -Design Build- HS		80	Preparing Contract	
Energy Subcontractor			Preparing for re-issue per program	
Integrated Performance/learning Management -HR		50		
Energy Glass Subcontractor			Preparing for re-issue per program	
Data Services				
Activity	Requested	In-Progress	Processed	Processed YTD
Dynamic 365 Fixes				0
Dynamic 365 Enhancements				0
Projects				
Universal Intake		Develop intake for Programs that don't have an electronic process.	60%	60%
Cheers for Peers		Project to nominate employees for recognition.	100%	100%
Volunteer Management		Track and manage Volunteers working within the agency.	90%	90%
Volunteer Check In		Process that allows volunteers to quickly check in and out when volunteering at Programs.	70%	70%%
Contract Management System		Track and manage Contracts within the Agency	80%	80%
Facilities				
Activity	Requested	In-Progress	Processed	Processed YTD
Facility Work Orders	320	67	253	1361
Construction Projects				
Head Start Expansion		Harvey Hall, Pete Parra, Sterling, & Martha J Morgan	80%	
Food Bank Expansion		Building Foundation	18%	
Major Maintenance Projects				
		Re-roof - Angela Martinez, Primeros Pasos	100%	

**Community Action Partnership of Kern
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		Restroom upgrades - M&O, Food Bank	10%	
		Fencing M&O	70%	
		Fencing LBNC	100%	
Information & Technology				
Activity	Requested	In-Progress	Processed	Processed YTD
Help Desk Work Orders	201	83	198	1263
Information & Technology Projects				
Description		% Completed	Comments	
iPad upgrades		100		
Network upgrades		90		
Firewall upgrades		80		
Risk Management				
Workers Compensation Claims		Reported	Reported YTD	
First Aid (Reported only)		5	19	
First Aid		0	14	
Medical Treatment		2	3	
Modified Duty		1	3	
Lost Time		0	2	
Non-Industrial (not work related)		0	0	
Under Investigation		0	0	
Confirmed Work Related COVID		0	20	
Other		65	82	
Program Strategic Goals				
1. Identify current business processes associating standard level agreements and priorities.		All Operations departments have identified business processes and developed standard service level agreements.		
2. Maximize business efficiency with the existing technology.		In the process of creating systems using existing technology. Developing applications using Dynamics 365 for management of RFP's and contracts, and Facilities work order system.		
3. Provide better communication surrounding operations.		Developing templates for SharePoint Communication pages. Also, developing a template for Operations monthly news letter.		
Program Highlights				



Administration

Grant Development

CAPK Foundation

Outreach & Marketing

**Community Action Partnership of Kern
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Month	May-22	Program/ Work Unit	Executive Division			
Division/Director	Pritika Ram Director of Administration	Program Manager				
Reporting Period	January 1, 2022 - December 31, 2022					
Program Description						
The services under the Executive Division range from fund and grant development/research to outreach and media/public relations, as well as new business development. This includes project management of agency level initiatives, such as the 2021-25 Strategic Plan and CAA-related plans, and special projects.						
Outreach Social Media		Month	YTD	Annual Goal	Month Progress	Annual Progress
Website User Sessions		17,884	91,407	220,000	98%	42%
Facebook Impressions (i.e., number of times users see content)		79,548	180,710	500,000	191%	36%
Other Social Media Impressions		20,193	46,492	145,000	167%	32%
Outreach Advocacy		Outreach Special Projects				
Vaccine Equity Project- COVID-19 Educational Outreach activities began in May with South Kern Sol holding 6 events in Bakersfield, Wasco, and Lamont.		Attended Good Jobs with Equity: The Future Workforce, hosted by California Community Colleges & Kern Community College District				
Got Community Action Month Recognition from all incorporated Kern County cities.		Hosted Community Action Month kick-off press conference				
Supported NCAF with communications to Washington on CSBG reauthorization		Worked with Hey Salty to promoted Community Action Month on Social Media				
		Oversaw HeySalty development of Energy promotional campaign				
		Hosted Community Action Month Resource Fair at Heritage Park on May 21				
Grants In Progress/Research		Projects				
CA Nutrition Incentive Program Grant (CNIP)- For the time being CAPK has passed on this opportunity as Kern resources to support the goals and objectives of this grant do not currently exist or are in their infancy. Will review the grant in 2023.		Vaccine Equity Project- CAPK is partnering with NCAP, Grammercy Research Center, and the Association of State and Territorial Health Organizations (ASTHO) to promote vaccine equity in communities with low COVID vaccine adoption rates. CAPK has secured a contract with NCAP & ASTHO. CAPK has executed contracts with local CBOs, ShePower, Bakersfield American Indian Health Project, and South Kern Sol.				
Joe Serna Farmworker Housing Program, Multifamily Super NOFA- For the time being CAPK has passed on this opportunity as Kern resources to support the goals and objectives of this grant do not currently exist or are in their infancy. Will review the grant in 2023.						
Stater Brothers Grant- Writing						

**Community Action Partnership of Kern
Monthly Report 2022**

Albertsons Nourishing Neighbors Application for Fall Grant Cycle on behalf of CalFresh, M Street, SYC, EKFRFC, FHCC- Writing UPDATE: FHCC's Excelling with STEM program was awarded in May	
Community Services Block Grant (CSBG)	Process Improvement (i.e., ROMA, PCDD)
On-going monthly reporting	CRM Volunteer Management (B.3a.) and Outreach and Advocacy program published Process Mapping guide for services.
	Created asynchronous training video and competency-based test for credentialed users of the Interagency Referral Management- housed in the Directors & Managers Tool Kit (SharePoint)
	Continued Planning with National ROMA trainers on customized program for CAPK.
Foundation	
Continued Recruitment for the Director of Development	FHCC Campaign for Fencing and Lighting
Explanation (Over/Under Goal Progress)	
Program Strategic Goals	Progress Towards Goal
1. Customer Relationship Management Projects, including Volunteer Management, inter-agency Referral Management, and contract management.	Volunteer Management Portal - Underway/In-Use
2. Increase grant development and marketing activities, which are aligned with the 2021-25 Strategic Plan.	Contract for services with two (2) grant writing firms with specific focus areas. Pending contact with marketing firm to support CAPK outreach efforts.
3. Agency-level adoption of Results Oriented Management & Accountability (ROMA) and Patient-Centered Data Driven Principles to programmatic and operational use.	January - completed PCCD cohort. February - beginning National Community Action Partnership (NCAP) Pathways to Excellence Training (12 month program) (B.4f.) October 2021 to August 2022 Certified Community Action Professional (CCAP) Training (B.4c.)
Program Highlights	

Community Services Block Grant (CSBG)
Family National Performance Indicators (FNPI) and Services (SRV)

FNPI Indicator	Description
FNPI 2b	The number of children (0 to 5) who demonstrated skills for school readiness.
FNPI 2c	The number of children and youth who demonstrated improved positive approaches toward learning, including improved attention skills. (auto total).
FNPI 2c 2	1st grade-8th grade
FNPI 2c 3	9th grade-12th grade
FNPI 3h	The number of individuals engaged with the Community Action Agency who report improved financial well-being.
FNPI 4a	The number of individuals experiencing homelessness who obtained safe temporary shelter.
FNPI 4b	The number of individuals who obtained safe and affordable housing.
FNPI 4e	The number of individuals who avoided eviction.
FNPI 4h	The number of individuals with improved energy efficiency and/or energy burden reduction in their homes.
FNPI 4z	Number of individuals who obtained utilities.
FNPI 5a	The number of individuals who demonstrated increased nutrition skills (e.g. cooking, shopping, and growing food).
FNPI 5d	The number of individuals who improved skills related to the adult role of parents/ caregivers.

SRV Indicator	Description
SRV 2l	Before and After School Activities
SRV 2m	Summer Youth Recreational Activities
SRV 2m	Summer Youth Recreational Activities
SRV 2p	Mentoring
SRV 3o	VITA, EITC, or Other Tax Preparation programs
SRV 4a	Financial Capability Skill Training
SRV 4c	Rent Payments (includes Emergency Rent Payments)
SRV 4e	Mortgage Payments (includes Emergency Mortgage Payments)
SRV 4i	Utility Payments (LIHEAP includes Emergency Utility Payments)
SRV 4t	Energy Efficiency Improvements (e.g. insulation, air sealing, furnace repair, etc.)
SRV 5ff	Skills Classes (Gardening, Cooking, Nutrition)
SRV 5g	Maternal/Child Health
SRV 5hh	Incentives (e.g. gift card for food preparation, rewards for participation, etc.)
SRV 5ii	Prepared Meals
SRV 5jj	Food Distribution (Food Bags/Boxes, Food Share Program, Bags of Groceries)
SRV 5mm	Parenting Classes
SRV 5nn	Kits/boxes
SRV 5oo	Hygiene Facility Utilizations (e.g. showers, toilets, sinks)
SRV 6f	Volunteer Training
SRV 7a	Case Management
SRV 7a	Case Management
SRV 7b	Eligibility Determinations
SRV 7b	Eligibility Determinations
SRV 7c	Referrals
SRV 7d	Transportation Services (e.g. bus passes, bus transport, support for auto purchase or repair, including emergency services)
SRV 7e	Child Care subsidies
SRV 7f	Child Care payments
SRV 7n	Emergency Clothing Assistance

Module 2, Section	Description
B. 3a	Total number of volunteer hours donated to the agency
B. 4c	Number of Certified Community Action Professionals(CCAP)
B. 4f	Number of Pathways Reviewers

Application Status Report Detail
May 2022

Funder	Opportunity Name	Description	Amount Requested	Amount Awarded	Status
Stater Bros. Charities	Children Well-being Emergency Support	Food Bank Support	\$ 2,500.00	\$ -	Denied
US Department of Agriculture (USDA)	Community Food Projects Competitive Grants Program	Food Insecurity Assessment of Kern County	\$ 35,000.00	\$ -	Denied
American Association of Retired Persons	Advancing Economic Opportunity Among Older Adults	Supports sustainable, real-world solutions to the fundamental challenges facing low-income older adults.	\$ 300,000.00	\$ -	Denied
Albertsons	Nourishing Neighbors- Oasis	\$1,000-\$5,000. Funds shall be used to support Albertsons Priority Areas which include Health and Human Services, Hunger, Youth and Education, Veterans, and Supporting Diversity and Inclusion of All Abilities. Rolling, quarterly submissions.	\$ 5,000.00	\$ -	Denied
County of Kern Employer's Training Resource	Workforce Innovation and Opportunity ACT (WIAO) Out-of-School (OSY) Funding	Designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high quality careers.	\$ 750,000.00	\$ -	Research
California Department of Food and Agriculture	CA Nutrition Incentive Program (CNIP)	Encourages the purchase and consumption of healthy, California-grown fresh fruits, vegetables, and nuts by nutrition benefit clients.	\$ -	\$ -	Abandoned
JPMorgan Chase & Company	JPMC Program Sponsorship	Cal Fresh Healthy Program - Improve consumption of fresh fruits and vegetables	\$ 10,000.00	\$ -	Pending
US Internal Revenue Service (IRS)	Volunteer Income Tax Assistance (VITA) Matching Grant	The Volunteer Income Tax Assistance (VITA) grant program is an IRS initiative designed to support free tax preparation service for the underserved through various partner organizations. This service helps low-to moderate-income individuals, persons with disabilities, the elderly, and limited English speakers file their taxes each year. IRS awards matching funds to these support organizations that offer free tax preparation services during the tax filing season at locations in all 50 states, Puerto Rico and the District of Columbia.	\$ 244,686.00	\$ -	Pending
Union Pacific	Community Ties Giving Program Union Pacific Foundation Local Grants	Eliminate risks and improve safe and equitable access to community spaces through infrastructure improvements that include fencing surrounding the north and south of the community center.	\$ 25,000.00	\$ -	Pending
Pacific Gas and Electric Company (PG&E)	CBO-Direct Program	Funds will be used to purchase emergency and hygiene kits for individuals and families in Mojave and Ridgecrest.	\$ 10,000.00	\$ -	Pending
Albertsons	Nourishing Neighbors - FHCC	\$1,000-\$5,000. Funds shall be used to support Albertsons Priority Areas which include Health and Human Services, Hunger, Youth and Education, Veterans, and Supporting Diversity and Inclusion of All Abilities. Rolling, quarterly submissions.	\$ 4,878.00	\$ 4,878.00	Awarded

Community Action Partnership of Kern
Small Funding Profiles
May 2022

Funding Type	Private	CAPK Program	East Kern and Oasis FRC
Funding Agency	Dr. Seuss Foundation	Project Name	Literacy Program
CFDA	N/A	Target Population	Center Clients
Request	\$25,000	Division Director	Freddy Hernandez
Award Period	9/2022 – 9/2023	Program Manager	Eric Barbe and Matthew Buck
Description	Improve literacy and learning as these are essential to succeeding in the multi-layered worlds of the arts and humanities, health and well-being, and the environment.		
Funding Type	Private	CAPK Program	East Kern and Oasis FRC
Funding Agency	PG&E	Project Name	CBO-Direct Program
CFDA	N/A	Target Population	Low-income individuals and families
Request	\$10,000	Division Director	Freddy Hernandez
Award Period	TBD	Program Manager	Matthew Buck and Eric Le Barbe
Description	Provide emergency and hygiene kits to low-income individuals and families in Mojave and Ridgecrest.		
Funding Type	Private	CAPK Program	Cal Fresh Healthy Program
Funding Agency	JPMC Program Sponsorship	Project Name	Food Demonstrations & Education
CFDA	N/A	Target Population	Low-income, 18-59 ages, limited access to fresh fruits and vegetables
Request	\$10,000.00	Division Director	Susana Magana
Award Period	TBD	Program Manager	Alejandra Morales
Description	Provide direct education and change interventions designed to increase use of farmers markets and increase consumption / knowledge of fresh fruits and vegetables through live food demonstrations and educational packets.		
Funding Type	Private	CAPK Program	Shafter Youth Center
Funding Agency	Children Advocates Resource Endowment	Project Name	C.A.R.E Grant
CFDA	N/A	Target Population	Children
Request	\$10,000	Division Director	Freddy Hernandez
Award Period	TBD	Program Manager	Angelica Nelson
Description	Support organizations that delivery children-based services with funds to support playground equipment, toys, books, sports equipment, wheelchairs, and school supplies, etc.		

**Community Action Partnership of Kern
Small Funding Profiles
May 2022**

Date Presented/Approved

Policy	PRE	B&F	Board
Council: _____	Presentation: _____	Approval: _____	Approval: _____

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	1317	985	75%	7%	5%
7 Classrooms Fully Closed/ 2 Classrooms Partially Closed	160				5%
Early Head Start	908	553	61%	17%	8%
24 Classrooms Fully Closed/ 5 Classrooms Partially Closed	225				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%



MEMORANDUM

To: Program Review and Evaluation Committee

From: Carolyn Coffey, Administrator of Education & Support Services

Date: June 15, 2022

Subject: *Agenda Item 5d: 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 that the PRE Committee approve 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



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 Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

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.

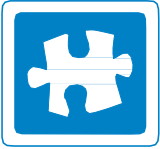


Early Head Start

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: 75% will be at the "Responding Later" level or above in Measure ATL-REG 2: Self-Comforting	Older Infants: 75% will be at the "Exploring Earlier" level or above in Measure ATL-REG 1: Attention Maintenance	Toddlers: 75% will be at the "Exploring Middle" level or above in Measure ATL-REG 5: Self-Control of Feelings and Behavior
Family Engagement Outcome: Families as Advocates and Leaders	Objective: By Spring 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		Effective Family Activities
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.		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: Families as Advocates and Leaders	Objective: 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	Effective Family Activities
<u>Teachers will:</u> 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.	<u>Families may:</u> 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: 70% will be at the “Responding Later” level or above in Measure SED 4: Relationships and Social Interactions with Peers		Older Infants: 75% will be at the “Exploring Earlier” level or above in Measure SED 2: Social and Emotional Understanding	
Toddlers: 70% will be at the “Exploring Later” level or above in Measure SED 2: Social and Emotional Understanding			
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		Effective Family Activities	
Caregivers will: <u>Young Infants SED 4 Relationships and Social Interactions with Peers.</u> - 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.” <u>Older Infants and Toddlers SED 2 Social and Emotional Understanding</u> - 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.		Families may: <u>Young Infants SED 4 Relationships and social interactions with peers.</u> - 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. <u>Older Infants and Toddlers SED 2 Social and Emotional Understanding</u> - 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	Effective Family Activities
Teachers will: <u>SED 2 Social and Emotional Understanding</u> • 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. <u>SED 1 Identity of Self in Relation to Others</u> • 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.	Families may: <u>SED 2 Social and Emotional Understanding</u> • 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. <u>SED 1 Identity of Self in Relation to Others</u> • 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: 70% will be at the "Responding Later" level or above in Measure LLD 5: Interest in Literacy	Older Infants: 70% will be at the "Exploring Earlier" level or above in Measure LLD 2: Responsiveness to Language	Toddlers: 60% will be at the "Exploring Later" 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		Effective Family Activities
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.		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	Effective Family Activities
Teachers will: <u>3-year-olds- LLD 9 Letter and Word Knowledge</u> - 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. <u>4-year-olds- LLD-4 Reciprocal Communication and Conversation</u> - 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.	Families may: <u>3-year-olds- LLD 9 Letter and Word Knowledge</u> - 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. <u>4-year-olds- LLD-4 Reciprocal Communication and Conversation</u> - 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 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: 70% will be at the “Responding Later” level or above in Measure COG 2: Classification		Older Infants: 70% will be at the “Exploring Earlier” level or above in Measure COG 3: Number Sense of Quantity	
Toddlers: 70% will be at the “Exploring Later” level or above in Measure COG 3: Number Sense of Quantity			
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	
Caregivers will: <u>Young infants (COG 2: Classification)</u> • 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. <u>Older Infants & Toddlers (COG 3: Number Sense of Quantity)</u> • 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."		Families may: <u>Young infants (COG 2: Classification)</u> • 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. <u>Older Infants & Toddlers (COG 3: Number Sense of Quantity)</u> • 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):

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, 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: <u>3-year-old COG 4 Number Sense of Math Operations</u> - 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. <u>4- year -old COG 1 Spatial Relationships</u> - 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: <u>3-year-old COG 4 Number Sense of Math Operations</u> - 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. <u>4- year -old COG 1 Spatial Relationships</u> - 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		Effective Family Activities
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.		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	Effective Family Activities
<u>Teachers will:</u> <u>3- year-olds (PD-HLTH 4): Fine Motor Manipulative Skills</u> - 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. <u>4-year-olds: (PD-HLTH 5): Safety</u> - 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).	<u>Families may:</u> <u>3- year-olds (PD-HLTH 4): Fine Motor Manipulative Skills</u> - 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. <u>4-year-olds: (PD-HLTH 5): Safety</u> - 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



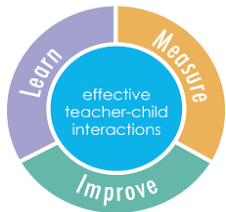
Objective	Persons Responsible	Timelines	Supporting Documents	Action Steps Training and Resources
Practice-Based Coaching and TLC Support teaching staff to promote effective teaching practices and ensure the curriculum is implemented to fidelity, to strengthen CLASS with the emphasis on Instructional 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.



Teachers Learning
& Collaborating



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	

	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 Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development



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)



MEMORANDUM

To: Program Review & Evaluation Committee

From: Traco Matthews, Chief Program Officer

Date: June 15, 2022

Subject: *Agenda Item 5e*: Strategic Plan 2021-2025 – Goal 3 Update - ***Info Item***

CAPK's Strategic Goal 3 is to advance economic empowerment and financial stability for low-income people in the communities we serve. We hope to achieve this goal through the following objectives as approved upon by the CAPK Board:

- 3.1 – Increase housing stability for people experiencing/at risk of homelessness.
- 3.2 – Increase CAPK capacity to provide long-term affordable housing solutions for low-to-moderate income people and families.
- 3.3 – Increase opportunities and supports for clients to advance through career and education pathways.
- 3.4 – Increase access to economic asset enhancement and financial educational opportunities.

Team members for Goal Group 3 include: Traco Matthews (lead), Rebecca Moreno (co-lead), Joe Garcia (board), Ian Sharples, Keith Jackson, Savannah Maldonado, Sylvia Ortega, and Wilfredo Cruz. The group continues to meet monthly to discuss new ideas and progress on Goal 3 objectives.

During the last quarter, the group has continued to identify several opportunities being led by Community Development programs/efforts that enhance housing services for impacted populations in collaboration with the Bakersfield Kern Regional Homeless Collaborative and wraparound services through other departments, programs, and external stakeholders. Below is a short list of accomplishments the last three months:

- Launch of Safe Camping and Safe Parking programs at M Street (3.1.2)
- Due to recent SWOT analysis, some CES process changes for the CoC initiated to improve “throughput” for clients who need permanent supportive housing (3.1.1)
- Received fully executed contract to provide CES services for County of Stanislaus; services scheduled to begin in June 2022 (3.1.2)
- In final discussions to begin partnership with Kern Health Systems to offer rental assistance and case management services through the CalAIM program (3.1.2)

- Two local CDFIs in process of being established; per results of FUND report, the new programs should improve access to financial capital for CAPK clients (3.4.1)
- New learning opportunity for parents through Bakersfield College program (3.3.1)

The team remains dedicated to continually identifying opportunities that will effectively support Goal 3 and the communities we serve.

Attachment:

Action Plan Summary by Goal Group #3 Member, Traco Matthews

PRIORITY	ITEMS	WHO	START DATE/ END DATE	EOY TARGET, MEASURE	% COMPLETE/ ACTUAL	STATUS
OBJECTIVES I LEAD						
	3.1 Increase housing stability for people experiencing or at risk of homelessness. <i>Comments:</i> • Due to recent SWOT analysis, some CES process changes for the CoC were initiated to improve "throughput" for clients who need permanent supportive housing (3.1.1). CES will now develop a VSPDAT for every person entering the system to improve matching of clients to housing opportunities (previously excluded some). They will also follow up with service providers who are lacking follow-through on entering data. This change should directly influence how many people are matched to housing in Kern County, aligning perfectly with the 3.1.1 objective. (Traco Matthews, 06/08/22)	Traco Matthews	10/01/21 12/31/25	25% Percent Complete	50%	On Target As of 06/08/22
	3.2 Increase CAPK capacity to provide long-term affordable housing solutions for low-to-moderate income people and families. <i>Comments:</i> • Launch of Safe Camping and Safe Parking projects at the M Street Navigation Center location in June 2022. The new programs will target shelter-resistant clients, allowing them to enter the HMIS system "softly" and preserve a higher level of autonomy. Clients can still enter the M Street shelter or move directly into other housing from the location. This achievement aligns directly with objective 3.2 as a housing solution. (10% increase) (Traco Matthews, 06/08/22) • Received fully executed contract in May 2022 to provide CES services for County of Stanislaus; services scheduled to begin in June 2022. The new contracts will not only provide much-needed services for clients in the northern CA Central Valley, but also allow the local CES team to grow and develop economies of scale. This aligns with objective 3.2 perfectly. (10% increase) (Traco Matthews, 06/08/22)	Traco Matthews	10/01/21 12/31/25	Percent Complete	35%	On Target As of 06/08/22
	3.3 Increase opportunities and supports for clients to advance through career and education pathways. <i>Comments:</i> • * KCCD training program approved by CAPK board; program launched in March * CAPK partnering on complimentary trainings for staff via BC's Applied Leadership pilot and program designed to provide educational opportunities for parents; both launching 06/13/2022 (10% increase) (Traco Matthews, 06/08/22)	Traco Matthews	10/01/21 12/31/25	Percent Complete	25%	On Target As of 06/08/22
	3.4 Increase access to economic asset enhancement and financial educational opportunities. <i>Comments:</i> • Valley Strong in process of launching a CDFI. AltaOne Bank in Ridgecrest also just launched a CDFI; more to come on potential partnerships with either bank. Both new programs should provide increased access to financial services and resources for CAPK clients and people in the community. CAPK continues to support the efforts to strengthen financial services for low-income communities in Kern. (increase 15%) (Traco Matthews, 06/08/22)	Traco Matthews	10/01/21 12/31/25	Percent Complete	32%	On Target As of 06/08/22
MY ITEMS						
	1.1.1 Conduct assessment to identify service gaps, food deserts, and emerging geographic pockets of food insecurity	Traco Matthews	10/01/21 12/31/22	100%		Not Started As of 04/07/22

1.1.1.1 Develop/update existing pantry site maps and include both CAPK and external programs to create robust GIS mapping (i.e., Map the Meal).	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 11/03/21
1.1.1.2 Analyze food pantry maps against food security assessment to determine the extent to which needs are being met	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
1.1.1.3 Work with community partners to ensure assessment includes needs of frail, homebound older adults, and adults with disabilities and/or limited mobility.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 11/18/21
1.1.2 Based upon assessment findings (1.1.1), identify new internal and external pantry sites that are strategically located at walkable locations and/or near public transit where needs are highest.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 04/07/22
1.2.1 Develop streamlined pathways for development of pantry partnerships, including capacity building.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
1.2.1.1 Create and disseminate materials that help service providers/partners to learn the process of becoming a partner.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
1.2.1.2 Proactive support and outreach to organizations to increase partnerships and sites.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
1.2.1.3 Identify opportunities and potential partnerships to improve transportation to healthy food sites and advocate for expanded public transit routes.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
1.2.2 Strengthen and expand partnerships with schools to reach additional children and families	Traco Matthews	10/01/21 12/31/23	Percent Complete		Not Started As of 10/06/21
1.2.2.1 Partner existing programs to support nutrition education and food distribution.	Traco Matthews	10/01/21 12/31/23	Percent Complete		Not Started As of 10/06/21
1.2.2.2 Explore the potential to establish distribution sites at school sites.	Traco Matthews	10/01/21 12/31/23	Percent Complete		Not Started As of 10/06/21
3.1.1 Strengthen community support for reducing homelessness in alignment with the "Home at Last! Kern County's Plan to End Homelessness by 2028" 10-year plan.	Traco Matthews	10/01/21 12/31/25	25% Percent Complete	50%	On Target As of 04/07/22
3.1.1.1 Expand the Coordinated Entry System (CES) to provide greater access to prioritized services for people who are experiencing homelessness or at-risk of becoming homeless	Traco Matthews	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21
3.1.1.2 Improve the evaluation and data management components of CES.	Traco Matthews	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21
3.1.1.3 Improve economic security, health, and stability for people experiencing homelessness or at-risk of becoming homeless.	Traco Matthews	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21

3.1.1.4 In collaboration with Bakersfield Kern Regional Homeless Collaborative (BKRHC) and the Continuum of Care (CoC), support collective advocacy efforts at the local and State levels.	Traco Matthews	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21
3.1.2 Reduce impact of homelessness by ensuring continued provision of sufficient emergency shelter assistance and referral services. <i>Comments: • Launch of new Safe Camping and Safe Parking programs at M Street Navigation Center location. The expanded options will provide more opportunities for clients who are shelter resistant. (Traco Matthews, 06/08/22) • Received fully executed contracts to begin providing CES services for County of Stanislaus. In addition to providing much-needed support for clients in the northern CA Central Valley, the new contracts will allow the local CES program to grow and gain economies of scale. (Traco Matthews, 06/08/22)</i>	Traco Matthews	10/01/21 12/31/25	25% Percent Complete	40%	On Target As of 06/08/22
3.1.2.1 Collaborate with BKRHC to assess and address temporary shelter needs on a perpetual basis	Traco Matthews	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21
3.1.2.2 Increase funding streams to expand number of emergency beds/services as needed.	Traco Matthews	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21
3.1.2.3 Expand wraparound services to reduce the number of people who return to homelessness after receiving permanent housing.	Traco Matthews	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21
3.1.2.4 Expand upstream support to reduce the number of people who become homeless for the first time.	Traco Matthews	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21
3.2.1 Convene a Housing Taskforce to assess community housing needs as well as current CAPK capacity to address needs	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
3.2.1.1 Conduct (and/or) contract housing needs assessment, referencing existing assessments (i.e., Kern County 10 Year Plan), and identify key informants by leveraging collaborations to provide input.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
3.2.1.2 Conduct organizational capacity/readiness assessment, data collection	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
3.2.1.3 Create a committee to present initial assessment findings and recommendations to the Board.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
3.3.1 Strengthen and expand relationships with adult education providers (adult schools and community colleges), local employers, and industry leaders to build job skills and increase access to career and education pathways.	Traco Matthews	10/01/21 12/31/23	50% Percent Complete	42%	On Target As of 04/14/22
3.3.1.1 Identify and map existing educational/career pathways and referral points.	Traco Matthews	10/01/21 12/31/23	Percent Complete		Not Started As of 10/06/21

3.3.1.2 Send CAPK representatives to local Adult Education Consortium Steering Committee Meetings.	Traco Matthews	10/01/21 12/31/23	Percent Complete		Not Started As of 10/06/21
3.3.1.3 Participate in local workforce development board meetings to identify entry points, opportunities, partnerships	Traco Matthews	10/01/21 12/31/23	Percent Complete		Not Started As of 10/06/21
3.4.1 Align and standardize current life skills training and financial services across CAPK programs.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 03/02/22
3.4.1.1 Develop agency-wide implementation for use of Your Money Your Goals program curriculum and integration into daily services.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 03/02/22
3.4.1.2 Identify/develop "minimum standard practices" to ensure clear expectations and oversight of implementation across all programs.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
3.4.2 Identify and pursue opportunities to address financial service gaps in Kern County including the possibility of developing new, standalone asset enhancement/ financial educational program(s).	Traco Matthews	10/01/21 12/31/25	Percent Complete	33%	On Target As of 02/09/22
3.4.2.1 Complete ongoing assessment of financial service mapping and utilization (i.e., CDFI/CDC assessment) and identify potential gaps.	Traco Matthews	10/01/21 12/31/25	Percent Complete	100%	On Target As of 02/09/22
<i>Comments:</i> • Staff presented the CDFI assessment during the 1/26 Board meeting and was not approved to begin the next phase of CDFI development. Instead, staff received approval to pursue a partnership with local CDFIs. PR will update the progress for this activity as 90% with the remaining 10% to be allocated on partnership development to start services (note: undetermined scope of services). (Pritika Ram, 02/09/22) • FUND Consulting has completed the Market and Organization Needs Assessment. Staff will be presenting the findings during the January 2022 Board of Directors meeting. Staff will request authorization to discuss partnership opportunities with Valley Strong, as well, move to the next phase to become CDFI certified. Moving from the Assessment to Planning Phase as an "Emerging CDFI". (Pritika Ram, 01/19/22)					
3.4.2.2 Complete internal capacity assessment to evaluate potential for delivery of new financial services.	Traco Matthews	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21
3.4.2.3 Based on assessment findings, scope of need, and available funding, develop service delivery model to establish a new program with central focus on asset enhancement and financial education/support. CAPK will need to identify additional key action steps depending on the outcome of the assessment and the decision of the Board.	Traco Matthews	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21

PRIORITY	ITEMS	WHO	START DATE/ END DATE	EOY TARGET, MEASURE	% COMPLETE/ ACTUAL	STATUS
1	Increased access to healthy, affordable food to support the health of the communities we serve.					
	1.1 Enhance accessibility through expansion of food distribution sites and services.	Susana Magana	10/01/21 12/31/25	Percent Complete	15%	On Target As of 06/01/22
	1.1.1 Conduct assessment to identify service gaps, food deserts, and emerging geographic pockets of food insecurity	Traco Matthews	10/01/21 12/31/22	100%		Not Started As of 04/07/22
	1.1.1.1 Develop/update existing pantry site maps and include both CAPK and external programs to create robust GIS mapping (i.e., Map the Meal).	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 11/03/21
	1.1.1.2 Analyze food pantry maps against food security assessment to determine the extent to which needs are being met	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
	1.1.1.3 Work with community partners to ensure assessment includes needs of frail, homebound older adults, and adults with disabilities and/or limited mobility.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 11/18/21
	1.1.2 Based upon assessment findings (1.1.1), identify new internal and external pantry sites that are strategically located at walkable locations and/or near public transit where needs are highest.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 04/07/22
	1.2 Leverage new and strengthened partnerships to reach additional families and communities.	Susana Magana	10/01/21 12/31/25	Percent Complete		Not Started As of 03/28/22
	1.2.1 Develop streamlined pathways for development of pantry partnerships, including capacity building.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
	1.2.1.1 Create and disseminate materials that help service providers/partners to learn the process of becoming a partner.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
	1.2.1.2 Proactive support and outreach to organizations to increase partnerships and sites.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
	1.2.1.3 Identify opportunities and potential partnerships to improve transportation to healthy food sites and advocate for expanded public transit routes.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
	1.2.2 Strengthen and expand partnerships with schools to reach additional children and families	Traco Matthews	10/01/21 12/31/23	Percent Complete		Not Started As of 10/06/21
	1.2.2.1 Partner existing programs to support nutrition education and food distribution.	Traco Matthews	10/01/21 12/31/23	Percent Complete		Not Started As of 10/06/21

1.2.2.2 Explore the potential to establish distribution sites at school sites.	Traco Matthews	10/01/21 12/31/23	Percent Complete		Not Started As of 10/06/21
3 Advance economic empowerment and financial stability for low-income people in the communities we serve.					
3.1 Increase housing stability for people experiencing or at risk of homelessness.	Traco Matthews	10/01/21 12/31/25	25% Percent Complete	50%	On Target As of 06/08/22
<i>Comments:</i> • Due to recent SWOT analysis, some CES process changes for the CoC were initiated to improve "throughput" for clients who need permanent supportive housing (3.1.1). CES will now develop a VSPDAT for every person entering the system to improve matching of clients to housing opportunities (previously excluded some). They will also follow up with service providers who are lacking follow-through on entering data. This change should directly influence how many people are matched to housing in Kern County, aligning perfectly with the 3.1.1 objective. (Traco Matthews, 06/08/22)					
3.1.1 Strengthen community support for reducing homelessness in alignment with the "Home at Last! Kern County's Plan to End Homelessness by 2028" 10-year plan.	Traco Matthews	10/01/21 12/31/25	25% Percent Complete	50%	On Target As of 04/07/22
3.1.1.1 Expand the Coordinated Entry System (CES) to provide greater access to prioritized services for people who are experiencing homelessness or at-risk of becoming homeless	Traco Matthews	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21
3.1.1.2 Improve the evaluation and data management components of CES.	Traco Matthews	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21
3.1.1.3 Improve economic security, health, and stability for people experiencing homelessness or at-risk of becoming homeless.	Traco Matthews	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21
3.1.1.4 In collaboration with Bakersfield Kern Regional Homeless Collaborative (BKRHC) and the Continuum of Care (CoC), support collective advocacy efforts at the local and State levels.	Traco Matthews	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21
3.1.2 Reduce impact of homelessness by ensuring continued provision of sufficient emergency shelter assistance and referral services.	Traco Matthews	10/01/21 12/31/25	25% Percent Complete	40%	On Target As of 06/08/22
<i>Comments:</i> • Launch of new Safe Camping and Safe Parking programs at M Street Navigation Center location. The expanded options will provide more opportunities for clients who are shelter resistant. (Traco Matthews, 06/08/22) • Received fully executed contracts to begin providing CES services for County of Stanislaus. In addition to providing much-needed support for clients in the northern CA Central Valley, the new contracts will allow the local CES program to grow and gain economies of scale. (Traco Matthews, 06/08/22)					
3.1.2.1 Collaborate with BKRHC to assess and address temporary shelter needs on a perpetual basis	Traco Matthews	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21
3.1.2.2 Increase funding streams to expand number of emergency beds/services as needed.	Traco Matthews	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21

3.1.2.3 Expand wraparound services to reduce the number of people who return to homelessness after receiving permanent housing.	Traco Matthews	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21
3.1.2.4 Expand upstream support to reduce the number of people who become homeless for the first time.	Traco Matthews	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21
3.2 Increase CAPK capacity to provide long-term affordable housing solutions for low-to-moderate income people and families.	Traco Matthews	10/01/21 12/31/25	Percent Complete	35%	On Target As of 06/08/22
<i>Comments:</i> • Launch of Safe Camping and Safe Parking projects at the M Street Navigation Center location in June 2022. The new programs will target shelter-resistant clients, allowing them to enter the HMIS system "softly" and preserve a higher level of autonomy. Clients can still enter the M Street shelter or move directly into other housing from the location. This achievement aligns directly with objective 3.2 as a housing solution. (10% increase) (Traco Matthews, 06/08/22) • Received fully executed contract in May 2022 to provide CES services for County of Stanislaus; services scheduled to begin in June 2022. The new contracts will not only provide much-needed services for clients in the northern CA Central Valley, but also allow the local CES team to grow and develop economies of scale. This aligns with objective 3.2 perfectly. (10% increase) (Traco Matthews, 06/08/22)					
3.2.1 Convene a Housing Taskforce to assess community housing needs as well as current CAPK capacity to address needs	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
3.2.1.1 Conduct (and/or) contract housing needs assessment, referencing existing assessments (i.e., Kern County 10 Year Plan), and identify key informants by leveraging collaborations to provide input.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
3.2.1.2 Conduct organizational capacity/readiness assessment, data collection	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
3.2.1.3 Create a committee to present initial assessment findings and recommendations to the Board.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
3.3 Increase opportunities and supports for clients to advance through career and education pathways.	Traco Matthews	10/01/21 12/31/25	Percent Complete	25%	On Target As of 06/08/22
<i>Comments:</i> • * KCCD training program approved by CAPK board; program launched in March * CAPK partnering on complimentary trainings for staff via BC's Applied Leadership pilot and program designed to provide educational opportunities for parents; both launching 06/13/2022 (10% increase) (Traco Matthews, 06/08/22)					
3.3.1 Strengthen and expand relationships with adult education providers (adult schools and community colleges), local employers, and industry leaders to build job skills and increase access to career and education pathways.	Traco Matthews	10/01/21 12/31/23	50% Percent Complete	42%	On Target As of 04/14/22
3.3.1.1 Identify and map existing educational/career pathways and referral points.	Traco Matthews	10/01/21 12/31/23	Percent Complete		Not Started As of 10/06/21
3.3.1.2 Send CAPK representatives to local Adult Education Consortium Steering Committee Meetings.	Traco Matthews	10/01/21 12/31/23	Percent Complete		Not Started As of 10/06/21

3.3.1.3 Participate in local workforce development board meetings to identify entry points, opportunities, partnerships	Traco Matthews	10/01/21 12/31/23	Percent Complete		Not Started As of 10/06/21
3.4 Increase access to economic asset enhancement and financial educational opportunities.	Traco Matthews	10/01/21 12/31/25	Percent Complete	32%	On Target As of 06/08/22
<i>Comments:</i> • Valley Strong in process of launching a CDFI. AltaOne Bank in Ridgecrest also just launched a CDFI; more to come on potential partnerships with either bank. Both new programs should provide increased access to financial services and resources for CAPK clients and people in the community. CAPK continues to support the efforts to strengthen financial services for low-income communities in Kern. (increase 15%) (Traco Matthews, 06/08/22)					
3.4.1 Align and standardize current life skills training and financial services across CAPK programs.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 03/02/22
3.4.1.1 Develop agency-wide implementation for use of Your Money Your Goals program curriculum and integration into daily services.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 03/02/22
3.4.1.2 Identify/develop "minimum standard practices" to ensure clear expectations and oversight of implementation across all programs.	Traco Matthews	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
3.4.2 Identify and pursue opportunities to address financial service gaps in Kern County including the possibility of developing new, standalone asset enhancement/ financial educational program(s).	Traco Matthews	10/01/21 12/31/25	Percent Complete	33%	On Target As of 02/09/22
3.4.2.1 Complete ongoing assessment of financial service mapping and utilization (i.e., CDFI/CDC assessment) and identify potential gaps.	Traco Matthews	10/01/21 12/31/25	Percent Complete	100%	On Target As of 02/09/22
<i>Comments:</i> • Staff presented the CDFI assessment during the 1/26 Board meeting and was not approved to begin the next phase of CDFI development. Instead, staff received approval to pursue a partnership with local CDFIs. PR will update the progress for this activity as 90% with the remaining 10% to be allocated on partnership development to start services (note: undetermined scope of services). (Pritika Ram, 02/09/22) • FUND Consulting has completed the Market and Organization Needs Assessment. Staff will be presenting the findings during the January 2022 Board of Directors meeting. Staff will request authorization to discuss partnership opportunities with Valley Strong, as well, move to the next phase to become CDFI certified. Moving from the Assessment to Planning Phase as an "Emerging CDFI". (Pritika Ram, 01/19/22)					
3.4.2.2 Complete internal capacity assessment to evaluate potential for delivery of new financial services.	Traco Matthews	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21
3.4.2.3 Based on assessment findings, scope of need, and available funding, develop service delivery model to establish a new program with central focus on asset enhancement and financial education/support. CAPK will need to identify additional key action steps depending on the outcome of the assessment and the decision of the Board.	Traco Matthews	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21

TRACO MATTHEWS: ACTION PLAN - ITEMS I'M CONTRIBUTING TO

PRIORITY	ITEMS	WHO	START DATE/ END DATE	EOY TARGET, MEASURE	% COMPLETE/ ACTUAL	STATUS
	1.1 Enhance accessibility through expansion of food distribution sites and services.	Susana Magana	10/01/21 12/31/25	Percent Complete	15%	On Target As of 06/01/22
	1.2 Leverage new and strengthened partnerships to reach additional families and communities.	Susana Magana	10/01/21 12/31/25	Percent Complete		Not Started As of 03/28/22



MEMORANDUM

To: Program Review & Evaluation Committee

From: 
Emilio G. Wagner, Director of Operations

Date: June 15, 2022

Subject: *Agenda Item 5e: Strategic Plan 2021-2025 – Goal 5 Update - **Info Item***

CAPK's Strategic Goal 5 group has been focusing on building the Client Data Platform, (CDP). This is in alignment with our Strategic Goal 5.3.1. We just signed a statement of work to build the underlying technology for this project. This will be a continuous development project that will need to be adaptive for ongoing changing in our agency. The kickoff for this project is scheduled for next month.

Our team has also been focusing on goal 5.2 by setting up meetings and training around ROMA. We will be splitting employees into two different training groups, trainers, and implementers. Trainers will go through the ROMA process to train other employees, while implementers will understand terminology and how to effectively implement ROMA ideologies within our agency.

Attachment:

Action Plan Summary by Goal Group #5

PRIORITY	ITEMS	WHO	START DATE/ END DATE	EOY TARGET, MEASURE	% COMPLETE/ ACTUAL	STATUS
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MY ITEMS

No Goals Found

PRIORITY	ITEMS	WHO	START DATE/ END DATE	EOY TARGET, MEASURE	% COMPLETE/ ACTUAL	STATUS
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No Goals Found

RYAN DOZIER: ACTION PLAN - ITEMS I'M CONTRIBUTING TO

PRIORITY	ITEMS	WHO	START DATE/ END DATE	EOY TARGET, MEASURE	% COMPLETE/ ACTUAL	STATUS
	5.1 Enhance agency-wide capacity to implement continuous improvement framework.	Emilio Wagner	10/01/21 12/31/25	Percent Complete		Not Started As of 10/06/21
	5.1.1 Develop multi-year Results Oriented Management and Accountability (ROMA) implementation plan that includes tiered rollout of engagement and capacity-building activities.	Emilio Wagner	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
	5.1.1.1 Establish central ROMA implementation planning and implementation taskforce and program/departments champions.	Emilio Wagner	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
	5.1.1.2 Targeted engagement/training schedule: Y1: Leadership and Division Champions Y2: Selected staff groups Y3: Agency-wide implementation	Emilio Wagner	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
	5.2 Enhance data governance structures and practices to support implementation of ROMA and to increase consistency, accuracy, and breadth of program reporting and data analytics.	Emilio Wagner	10/01/21 12/31/25	Percent Complete	25%	On Target As of 06/10/22
	5.2.1 Establish agencywide data governance taskforce.	Emilio Wagner	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
	5.2.1.1 Develop charter, bylaws, member duties, and clearly articulated method of collaboration with Leadership.	Emilio Wagner	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
	5.2.1.2 Develop recommendations to leadership/Board for needed capacity development, investment, and additional strategies to enhance data governance and support implementation of ROMA.	Emilio Wagner	10/01/21 12/31/22	100% Percent Complete		Not Started As of 10/06/21
	5.2.2 Conduct agencywide data governance assessment to identify most pressing needs and to inventory existing data processes and workflows.	Emilio Wagner	10/01/21 12/31/23	Percent Complete	76%	On Target As of 06/10/22
	5.2.2.1 Identify challenges at program level around data collection and validation.	Emilio Wagner	10/01/21 12/31/23	Percent Complete	100%	On Target As of 04/14/22
	5.2.2.2 Assess availability of analytic/reporting tools, capacity to utilize existing tools.	Emilio Wagner	10/01/21 12/31/23	Percent Complete	100%	On Target As of 03/11/22
	Comments: • Agency is moving forward with utilizing Microsoft Power BI, ARC GIS, and the Power Platform for our standard analytic and reporting tools. Depending on the needs of a Program, we may evaluate other solutions. (Ryan Dozier, 03/11/22)					

5.2.2.3 Identify needed investment in data dashboards or tools to provide leadership with real time agency-wide outputs and demographic data.	Emilio Wagner	10/01/21 12/31/23	Percent Complete	29%	On Target As of 06/10/22
<i>Comments:</i> • This item is dependent on the CDP. (Ryan Dozier, 06/10/22) • When the Client Data Platform is up and running, agency wide dashboards will be developed. (Ryan Dozier, 03/11/22)					
5.3 Establish a comprehensive model to address the health and social well-being of our clients through timely interventions.	Emilio Wagner	10/01/21 12/31/25	Percent Complete	15%	On Target As of 06/10/22
5.3.1 Advance efforts to establish centralized database for client intake and service log.	Emilio Wagner	10/01/21 12/31/23	Percent Complete	29%	On Target As of 06/10/22
<i>Comments:</i> • Signed a SOW with WIPFLI on our Client Data Platform, kick off is schedule for the upcoming weeks. (Ryan Dozier, 06/10/22)					