Head Start
A Program of CAPK

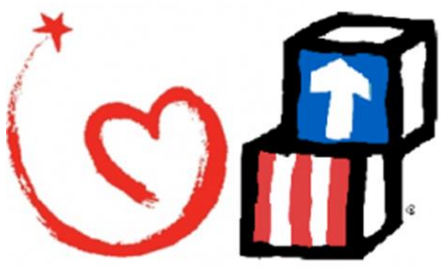
Head Start/State Child Development

POLICY COUNCIL MEETING PACKET

January 24, 2023
5:30 p.m.

This meeting will be held via tele-conference
(213) 204-2374 ~ Conference ID: 232 410 937 888

Click here to join the meeting



POLICY COUNCIL
STANDING COMMITTEES
January 2023

EXECUTIVE COMMITTEE

Chairperson: Ruby Cruz
Vice Chairperson: Audreyanna Angel
Secretary: Susana Barrios
Treasurer: Pablo Reyes
Parliamentarian: Monique McWilliams

STANDING COMMITTEE MEMBERS

Board of Directors: Nila Hogan

BYLAWS
Chairperson: Monique McWilliams

1.
2.
3.
4.
5.
6.

PLANNING
Chairperson: Audreyanna Angel

1. Fatima Echeverria
2. Sarita Little
3.
4.
5.
6.

SCHOOL READINESS
Chairperson: Susana Barrios

1. Gabriel Rios
2. Jennifer Wilson
3. Ruby Cruz
4. Sarita Little

BUDGET & FINANCE
Chairperson: Pablo Reyes

1. Gabriel Rios
2. Ruby Cruz
3. Susana Barrios
4.
5.
6.



Policy Council Standing Committee
Attendance Sheet
2022 ~ 2023

Bylaws Committee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Monique McWilliams											

Budget & Finance Committee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Pablo Reyes											
Gabriel Rios											
Ruby Cruz											
Susana Perez											

School Readiness Committee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Susana Perez											
Jennifer Wilson											
Gabriel Rios											
Ruby Cruz											
Sarita Little											

Planning Committee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Audreyanna Angel		**ABS**									
Fatima Echeverria		**X**									
Sarita Little		**X**									

Board of Directors

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

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

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

Policy Council Attendance
2022 ~ 2023

#	REGION 1	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023
1	Ruby Cruz - Heritage	X	X										
2	Fatima Echeverria - Martha J. Morgan	X	X										
3	Susana Barrios - Sunrise Villa	X	X										
4	*Vacancy*												
#	REGION 2	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023
1	Adriana Hernandez - Sterling	X	ABS										
2	Monique McWilliams - Sterling	X	X										
3	Annie Saldana - Sterling	X	ABS										
4	Pablo Reyes - Harvey L. Hall	X	X										
#	REGION 3	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023
1	Audreyanna Angel - Pete Parra	X	X										
2	Michelle Del Rio - Pete Parra	X	X										
3	Gabriel Rios - Taft	X	X										
4	*Vacancy*												
#	REGION 4	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023
1	Sarita Little - California City	X	X										
2	*Vacancy*												
3	*Vacancy*												
4	*Vacancy*												
#	REGION 5 - Home Base	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023
1	Teresa Fajardo - C. Varela	X	ABS										
2	Jennifer Wilson - L. Kholer	X	X										
#	REGION 5 - Partnership	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023
1	*Vacancy*												
#	REGION 6 - San Joaquin	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023
1	Andrea Flores - Home Base	X	ABS										
2	*Vacancy*												
#	Community Representatives	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2022	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023
1	Nila Hogan - Y-Empowerment	X	X										
2	*Vacancy*												
3	*Vacancy*												
#	Board Member	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2022	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023
1	Michelle Jara-Rangel	X	X										

DATE	January 24, 2022
TIME	5:30 p.m.
LOCATION	Microsoft Teams Meeting / 5005 Business Park North Bakersfield, CA 93309
TEAMS LINK	Click here to join the meeting
PHONE	(213) 204-2374
MEETING ID	232 410 937 888

Policy Council Meeting Agenda

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

The Promise of Community Action

Community Action changes people's lives, embodies the spirit of hope, improves communities, and makes America a better place to live. We care about the entire community, and we are dedicated to helping people help themselves and each other.

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

Audreyanna Angel	Teresa Fajardo	Sarita Little	Jennifer Wilson
Susana Barrios	Andrea Flores	Monique McWilliams	
Ruby Cruz	Adriana Hernandez	Pablo Reyes	
Michelle Del Rio	Nila Hogan	Gabriel Rios	
Fatima Echeverria	Michelle Jara-Rangel	Annie Saldana	

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

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

4. **Presentation**
   a. None

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

   a. Policy Council Meeting Minutes – December 20, 2022 (English/Spanish) ***(p. 10-17)***
   b. Planning Committee Minutes – January 3, 2023 (English/Spanish) ***(p. 18-21)***
   c. ACF-PI-HS-23-01 Supplementary Information on Establishing an Evidence-based COVID-19 Mitigation Policy; Issuance Date: January 5, 2023 ***(p. 22-26)***
   d. Head Start Program Review Evaluation (PRE) Report – December ***(p. 27-28)***
   e. Children's Mobile Clinic – January 2022 (English/Spanish) ***(p. 29-30)***
   f. Keep Your Medi-Cal – California Department of Health Care Services (English/Spanish) ***(p. 31-32)***

g. Monthly Parent Training with Dr. Kirk – Head Start Wellness ***(p. 33)***
h. Backpack Connection Series: How to Teach Your Child to Take Turns (English/Spanish) ***(p. 34-35)***
i. Community Needs Assessment Survey (English/Spanish) ***(p. 36)***
j. Head Start Recruitment Flyer (English/Spanish) ***(p. 37-38)***
k. Home Visiting Program Flyer (English/Spanish) ***(p. 39-40)***
l. Policy Council Subcommittee Functions ***(p. 41)***
m. Policy Council Meeting Dates ***(p. 42)***

6. New Business ***Action Item***

a. Election of Michelle Jara-Rangel to the Planning Committee
b. Nomination and election of Bylaws Committee Members (4 vacancies)
c. Nomination and election of Budget & Finance Committee Members (3 vacancies)
d. 2023 – 2024 Program Planning Calendar – Robert Espinosa, Program Design and Management Administrator ***(p. 43-46)***
e. 2023 – 2024 Recruitment and Selection Plan – Robert Espinosa, Program Design and Management Administrator ***(p. 47-70)***

7. Standing Reports

a. Program Governance – Lisa Gonzales, Program Governance Coordinator
b. Board of Directors – Michelle Jara-Rangel, CAPK Board Member
c. Head Start/State Child Development – Yolanda Gonzales, Head Start/State Child Development Director

8. Policy Council Chairperson Report

9. Policy Council Member Comments

10. Next Scheduled Meeting

11. Adjournment

This is to certify that this agenda notice was posted in the lobby of the CAPK Administrative Office at 5005 Business Park North, Bakersfield, CA and online at www.capk.org by 12:00 p.m. January 19, 2022, by Lisa Gonzales, Program Governance Coordinator.

FECHA	24 de enero, 2023
HORA	5:30 p.m.
UBICACIÓN	Microsoft Teams Meeting/ 5005 Business Park North Bakersfield, CA 93309
ENLACE	**Pulse el enlace para unirse a la junta**
TELÉFONO	(213) 204-2374
NÚMERO DE IDENTIFICACIÓN	232 410 937 888

Agenda del Concilio de Póliza

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

La promesa de Acción Comunitaria

Acción Comunitaria cambia la vida de las personas, simboliza el espíritu de esperanza, mejora las comunidades y hace de América un mejor lugar para vivir. Estamos interesados en la comunidad y nos dedicamos a que la gente aprenda a ayudarse a sí misma y a otros.

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

Audreyanna Ángel	Teresa Fajardo	Sarita Little	Jennifer Wilson
Susana Barrios	Andrea Flores	Monique McWilliams	
Ruby Cruz	Adriana Hernandez	Pablo Reyes	
Michelle Del Rio	Nila Hogan	Gabriel Ríos	
Fátima Echeverria	Michelle Jara-Rangel	Annie Saldana	

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

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

4. **Presentación**
   a. Ninguno

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

   a. Resumen de la reunión – 20 de diciembre, 2022 (inglés/español)
   b. Resumen de la reunión del comité de planeación – 3 de enero, 2023 (inglés/español)
   c. ACF-PI-HS-23-01 Póliza de mitigación, contiene información complementaria que establece evidencia basada en COVID-19, fecha de emisión: 5 de enero, 2023
   d. Reporte de evaluación del programa Head Start (PRE, siglas en inglés) – Diciembre

e. Clínica móvil de vacunación infantil – Enero, 2022 (inglés/español)
f. Mantenga su Medi-Cal – Departamento de servicios de salubridad de California (inglés/español)
g. Capacitaciones mensuales con el Dr. Kirk – División de bienestar de Head Start
h. Series Conexión Mochila: Cómo enseñarle a su hijo a compartir (inglés/español)
i. Encuesta de evaluación de las necesidades de la comunidad (inglés/español)
j. Volante de reclutamiento de Head Start (inglés/español)
k. Volante del programa de visitas a domicilio (inglés/español)
l. Funciones de los subcomités del concilio de póliza
m. Horario de las juntas del concilio de póliza

6. Nuevos intercambios ***Componente de acción***

a. Elección de Michelle Jara-Rangel para el comité de planeación
b. Nominación y elección de miembros para comité de estatutos (4 vacantes)
c. Nominación y elección de miembros para el comité de presupuestos y finanzas (3 vacantes)
d. Calendario de planeación 2023 – 2024 – Robert Espinosa, administrador de gestiones y diseño de programas
e. Plan de selección y reclutamiento 2023 – 2024 – Robert Espinosa, Robert Espinosa, administrador de gestiones y diseño de programas

7. Reportes permanentes

a. Programa de gobernanza – Lisa Gonzales, coordinadora del programa de gobernanza
b. Junta directiva – Michelle Jara-Rangel, miembro de la junta directiva de CAPK
c. Head Start/Desarrollo infantil estatal – Yolanda Gonzales, directora Head Start/Desarrollo infantil estatal

8. Reporte de la presidenta del concilio de póliza

9. Comentarios de los miembros del concilio de póliza

10. Próxima reunión programada

11. Conclusión

Se certifica que esta agenda se publicó en el vestíbulo de la oficina administrativa de CAPK, localizada en 5005 Business Park North, Bakersfield, CA y en línea en ww.capk.org a las 12:00 p.m. el 19, 2022, por Lisa Gonzales, coordinadora del programa de gobernanza.

COMMUNITY ACTION PARTNERSHIP OF KERN
POLICY COUNCIL COMMITTEE MEETING MINUTES
December 20, 2022
Teleconference ID: 246 834 460 207#

1. **Call to Order**
   Policy Council Chairperson, Ruby Cruz called the meeting to order at 5:33 p.m.
   a. Roll call was taken and quorum was established.
   Policy Council Members Present: Audreyanna Angel, Fatima Echeverria, Gabriel, Rios, Jennifer Wilson, Michelle Del Rio, Michelle Jara-Rangel, Monique McWilliams, Nila Hogan, Pablo Reyes, Ruby Cruz, Sarita Little, Susana Barrios

2. **Public Comments**
   *The public wishing to address the full Policy Council may do so at this time. Policy Council members may respond briefly to statements made or questions posed. However, the Policy Council will take no action other than that referring the item(s) to staff for study and analysis. **Speakers are limited to three minutes each**. If more than one person wishes to address the same topic, total group time for the topic will be 10 minutes. Please state your name before making your presentation. Thank you.*
   None

3. **Standing Committee Reports**
   a. School Readiness Committee
   b. Planning Committee
   c. Budget & Finance Committee
   d. Bylaws Committee
   There were no committee reports as standing committees have not yet been established.

4. **Presentations**
   a. National Head Start Association 2022 Parent and Family Engagement Conference – Anilu Saldana, Fatima Echeverria, Gabriel Rios, Ruby Cruz
   Gabriel shared there were many great sessions he attended. It was a great experience for him as he learned many new things to help become a better parent for his child. Gabriel touched on some points that resonated with him from, *Fathering with Purpose: Father & Son Perspective*. The session talked about how in a dual parent home, the father may have the role of the disciplinarian while the mother may be seen as the "more lenient" parent. The session shared how important it is not to assume these roles and to forge a connection and a relationship beyond that. Gabriel stated the session helped him to see things differently and to better understand his child and how he can become a better parent for all his children, which is what he is striving for. In closing he noted that it is still too soon, but he feels the difference in his interactions and believes his children also see the difference.

   Fatima expressed gratitude for the experience and the opportunity to attend the conference. She shared that several of her sessions related to implementing songs when working with your child, whether it be getting them to brush their teeth or eat and even potty training. She shared that she has a QR code for several songs that focus on potty training and will share that with members. Fatima also talked about the sign-language session. She enjoyed learning about the importance of signing at an early age noting signing is not just for the deaf community. She enjoyed how interactive this session was, as participants engaged in a lot of movement throughout the room and followed the instructor's signs. Fatima spoke to the closing session, which reminded attendees why they are there, because of the children. Adding if you ever doubt yourself or are questioning yourself, think of your children and let them be your motivation. Fatima closed by stating everyone on the call (Policy Council meeting) is in attendance because they want to be a better parent, a better person. She also stated that Head Start staff do what they do because they love children so remember to be positive and know they are doing a great job with the children.

   Ruby stated this was an amazing experience and she one hundred percent recommends for others to attend if they have the opportunity. She said there were a lot of very interesting sessions, and it was great to be able to hear all of the information, think about it and implement it with her own children. Ruby shared she and Fatima attended a session together and she (Ruby) won a one-year subscription

to Song Stories. This session talked about how parents can take a picture, show it to their child and have them create a story. This prompted her to think about creating a scrapbook for her children and capture some of the special moments between them and having them tell her a story about the picture. Ruby also attending a session about focusing on the positives rather than the negatives or the challenges. She especially liked a session attended that talked about the importance of self-esteem and having a positive self-esteem further adding that our self-esteem is our child's self-esteem. If parents feel good about themselves, they will show that positivity to their children and they will feel the same. Understanding why children behave the way they do was also an insightful session, which talked about how children may have challenging behavior because they need something and don't know exactly how to say it. They could want more attention, or something more. Ruby stated that having three children she gives to each of them, as they are different ages with unique needs. Another session attended which focused on eating healthier was also very informative. It talked about the obesity problem and how important incorporating more fresh fruits and vegetables in your diet is. In closing Ruby shared there was so much she learned, and was excited to bring back, to share and to implement with her children. She added that it was really great to meet Gabriel and Fatima and to be able to spend time together talking and getting to know one another. Ruby stated she also enjoyed meeting Lisa and Yolanda and the other staff who attended as well.

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

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

a. Policy Council Meeting Minutes – November 15, 2022 (English/Spanish)
b. Head Start Program Review Evaluation (PRE) Report – November
c. Children's Mobile Clinic – December 2022 (English/Spanish)
d. Monthly Parent Trainings with Dr. Kirk – Head Start Wellness
e. Backpack Connection Series: How to Help Your Child Learn to Share (English/Spanish)
f. Head Start Recruitment Flyer (English/Spanish)
g. Home Visiting Program Flyer (English/Spanish)
h. Policy Council Subcommittee Functions
i. Proposed meeting dates Policy Council School Readiness Committee
j. Proposed meeting dates Policy Council Bylaws Committee
k. Proposed meeting dates Policy Council Budget & Finance Committee
l. Proposed meeting dates Policy Council Planning Committee
m. Policy Council Meeting Dates

Susana Barrios made a motion to approve items (a) through (m); seconded by Gabriel Rios. Motion carried unanimously.

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

a. Nomination and election of Policy Council Board of Director's Representative (1 vacancy)
An overview of this position was provided, stating as a Policy Council Board of Director's Representative this person must be able to attend CAPK Board Meetings which are held on a monthly basis and for the time being are held in a hybrid manner (virtually and in person) at 12:00 p.m. Additionally it was noted that this position will also be appointed to a CAPK Board of Director's Committee with monthly meetings held at 12:00 p.m. Nila Hogan self-nominated as the Policy Council Representative for the Board of Directors. Motion was made by Audreyanna Angel; seconded by Susana Barrios. Motion carried unanimously.

b. Nomination and election of School Readiness Committee Members (4 vacancies)
A brief overview was provided on the roles and responsibilities of the School Readiness Committee and its members. It was stated members of the committee historically have received presentations on the topics of inclusion, health, family engagement and culminate with a review of the school readiness goals for the upcoming program year. It was further noted that this committee's first meeting is scheduled for February. Jennifer Wilson, Sarita Little, Ruby Cruz and Gabriel Rios each self-nominated to serve on the School Readiness Committee. Monique McWilliams made a motion to approve the committee members as stated; seconded by Susana Barrios. Motion carried unanimously.

c. **Nomination and election of Bylaws Committee Members (4 vacancies)**
The roles and responsibilities of the Bylaws Committee was shared with members. It was noted that as per our Head Start Program Performance Standards the bylaws must be reviewed annually to ensure they are meeting the needs of the Council. The floor was open for nominations with no interest expressed. This item will be revisited at the next Policy Council meeting.

d. **Nomination and election of Budget & Finance Committee Members (6 vacancies)**
It was stated, as Policy Council Treasurer Pablo is the chairperson of the Budget & Finance Committee and Louis Rodriguez, Finance Administrator is the staff sponsor. A brief overview of the roles and responsibilities of the committee was also shared. It was noted the committee will meet each month on the third Tuesday of the month at 5:30 p.m. and will review all financial documents, including but not limited to Head Start and Early Head Start expenditures, parent travel, in-kind and parent activity funds. Gabriel Rios, Susana Barrios, and Ruby Cruz self-nominated to serve on the Budge & Finance Committee. Audreyanna Angel made a motion to approve Budget & Finance members as stated; seconded by Jennifer Wilson. Motion carried unanimously.

e. **Nomination and election of Planning Committee Members (6 vacancies)**
Robert Espinosa, Planning Committee staff sponsor provided an overview of the committee. This included sharing some of the items presented to the committee, providing meeting days and time as well as speaking to how the committee is an integral part of the program. The floor was open for nominations with Sarita Little, and Fatima Echeverria self-nominating to serve on the Planning Committee. Jennifer Wilson made a motion to approve committee members as stated; seconded by Monique Williams. Motion carried unanimously.

7. **<u>Standing Reports</u>**

a. **Program Governance – Lisa Gonzales, Program Governance Coordinator**
Lisa thanked everyone for their attendance and shared a PowerPoint presentation overview along with some photos taken at the National Head Start Association 2022 Parent & Family Engagement Conference. Also included were congratulatory wishes to Monique McWilliams as she recently graduated from Azusa Pacific University with her Bachelor of Arts in Psychology and will be continuing her education pursing her master's degree in psychology. In concluding the presentation birthday wishes were extended to Audreyanna, Gabriel, and Michelle as well as holiday well wishes to all. Lisa also stated that members should have received their holiday gift from Community Action Partnership of Kern (CAPK) which is a lovely shirt embroidered with the CAPK logo. Lisa shared the four members who attended the conference wore their shirt on the first day for pictures. Jennifer was acknowledged for wearing her shirt for the meeting in progress. Lisa added that another shirt, specific to Policy Council were also ordered and are expected to arrive prior to the January meeting. In closing she reminded members to please turn in required Policy Council forms if they have not yet done so.

b. **Community Representative – Nila Hogan, Y-Empowerment**
Nila stated she wanted to touch on a subject spoken about earlier during the conference reports. And that topic is parenting time and stress. Specifically, holiday stress noting it can be a stressful time for parents, with children being home, keeping up with holidays, and expenses can all be very hard and overwhelming on parents. Nila stated that she will send information to Lisa to disperse to members which breaks down how to acknowledge your feelings and how to establish healthy habits. This information will also talk about how to stick to a budget, taking a break and giving yourself grace as a parent. Nila reminded parents, they are doing their best and to make sure to take themselves into consideration when taking care of others.

c. **Board of Directors – Michelle Jara-Rangel, CAPK Board Member**
Lisa provided the Board of Directors (BOD) report on behalf of Board Member Michelle Jara-Rangel. The BOD met on November 30, 2022 with the meeting conducted in a hybrid option with five members participating in person. Jeremy Tobias, CEO stated meeting provisions will expire on February 28, 2023 therefore the Board of Directors and Committees will need to begin to meet in person. All consent agenda items were approved. There were nine action items, all of which were approved unanimously. Nila Hogan presented the Policy Council report to the board and Freddy Hernandez provided the Friendship House Community Advisory report. Jeremy Tobias provided the CEO's report and gave an update on the COVID-19 cases and stated both staff and the Board of Directors are beginning to return to in person meetings. It was also noted that Chief Program Officer, Traco Matthews has resigned and recruitment for this position is taking place. There will also be three vacated board seats for which applications are being taken. The closed session report stated staff and the Board of Directors reviewed the purchase agreement for property located at 1300 18th Street in Bakersfield, CA with the

board authorizing the Executive Committee to act on December 14, 2022 if necessary. This meeting of the CAPK Board of Directors was adjourned at 12:34 p.m.

d. **Head Start/State Child Development – Yolanda Gonzales, Head Start/State Child Development Director**
Yolanda stated it has been a very busy December with centers celebrating the upcoming holiday. Several centers have received donations, Pete Parra received a donation of toys and materials and also had a "Santa" visit from a member of the Pete Parra family. Also receiving donations were Vineland, Primeros Pasos, San Diego, Alicante, and Lamont centers. They received toys and materials from the American Legion. The Shafter centers were also supported by local businesses in the community. Parents from Harvey were invited by the American Legion to have a light dinner complete with Santa and live music. Delano, Martha J. Morgan, Cleo Foran, McFarland, Sterling, and Willow centers all received donations from Toys for Tots. The Highway Patrol also donated toys and materials to centers. While Wasco State Prison supported Sunrise Villa and Broadway centers. Oasis, Cal City and Mojave and Taft were also provided toys from Toys for Tots. The Home Visiting Program will be having a winter social at the Angela Martinez Center, with Home Base already hosting their winter socialization. Yolanda expressed deep appreciation to community sponsors, as Christmas is a special time for children, and they are so excited to receive toys. She also wanted to acknowledge staff as they are continuing to recruit for the program, and she is encouraging parents to share with family and friends that we are still recruiting. Yolanda stated we are also still hiring staff noting that some centers are still closed due to staffing. The program is working diligently to get new staff onboarded and will continue to do so. Yolanda shared she had a wonderful time with parents at the Policy Council recognition dinner held during the recent NHSA conference. She commended everyone for their committee membership stating their participation helps to strengthen the program and they will learn a lot from the staff sponsors about what we do and how we continue to focus on providing high quality services. In closing members were wished a happy and prosperous new year and thanked for their participation and their part in helping to make CAPK Head Start an awesome program.

8. **Policy Council Chairperson Report**
It was noted there were a few requests in the chat to speak with Yolanda. Those members indicated they would like to speak privately. Contact information was shared, and members were notified Yolanda will be reaching out to them.

9. **Policy Council Member Comments**
Members were given an opportunity to share comments. Monique McWilliams expressed deep appreciation and thanks to Lisa and everyone else who congratulated her on her graduation. Jennifer Wilson expressed thanks for the opportunity to serve on the School Readiness Committee adding that she is looking forward to it.

10. **Next Scheduled Meeting**
The next scheduled meeting will take place on January 24, 2023 at 5:30 p.m.

11. **Adjournment**
Meeting was adjourned at 6:47 p.m.

ASOCIACIÓN DE ACCIÓN COMUNITARIA DE KERN
RESUMEN DE LA JUNTA DEL CONCILIO DE PÓLIZA
20 de diciembre, 2022
Número de identificación de la teleconferencia: 246 834 460 207#

1. **Convocación de reunión**
   Ruby Cruz, presidenta llamó la junta al orden a las 5:33 p.m.
   a. Se pasó lista y se estableció cuórum.
   Miembros del concilio presentes: Audreyanna Ángel, Fátima Echeverria, Gabriel, Ríos, Jennifer Wilson, Michelle Del Rio, Michelle Jara-Rangel, Monique McWilliams, Nila Hogan, Pablo Reyes, Ruby Cruz, Sarita Little, Susana Barrios

2. **Comentarios públicos**
   El público que desee dirigirse al Concilio de póliza puede hacerlo en este momento. Los miembros del concilio pueden responder brevemente a la exposición o preguntas que se formulen. Sin embargo, el concilio no tomará ninguna determinación, solo referirá las cuestiones al personal para su estudio y análisis. ***Los oradores están limitados a tres minutos cada uno****. Si más de una persona desea tocar el mismo tema, el límite se extenderá hasta 10 minutos. Favor de proporcionar su nombre antes de su presentación. Gracias.*
   Ninguno

3. **Reportes de comités permanentes**
   a. Comité de preparación escolar
   b. Comité de planeación
   c. Comité de presupuestos y finanzas
   d. Comité de estatutos
   No hubo informes de comités ya que aún no se han establecido

4. **Presentaciones**
   a. Conferencia nacional de participación de padres y familias de Head Start 2022 – Anilu Saldana, Fátima Echeverria, Gabriel Ríos, Ruby Cruz
   Gabriel informó que asistió a varias excelentes sesiones. Agregó que fue una gran experiencia para él ya que aprendió muchas cosas nuevas que le ayudarán a convertirse en un mejor padre para su hijo. Recordó algunos puntos como la sesión de Padres con propósito: perspectiva entre padres e hijos. Esta sesión habló de cómo en un hogar con ambos padres, el padre toma el papel de disciplinante mientras que la a madre se le asigna el papel de "condescendiente". La sesión habló sobre la importancia de no asumir estos roles y forjar una fuerte conexión con los hijos. Gabriel añadió que la sesión le ayudo a ver las cosas de diferente perspectiva, a comprender más a su hijo y como puede convertirse en mejor padre para todos ellos. Para terminar, señaló que es demasiado pronto para ver los cambios en la relación con sus hijos, pero está seguro de que sus hijos notarán la diferencia.

   Fátima expresó su gratitud por la oportunidad que se le otorgó para asistir a la conferencia. Agregó que varias de sus sesiones hablaron con la implementación de canciones cuando trabaja con su hijo, ya sea cuando se cepilla los dientes, cuando coma e incluso cuando le enseña a ir al baño. Añadió que cuenta con un código QR de varias canciones que se enfocan en el último tema y los compartirá con los demás miembros. También asistió a una sesión de lenguaje de señas. Disfrutó sobre la importancia de las señas a una edad temprana y las señas no solo las utilizan la comunidad sordomuda. Esta sesión contó con bastante interactividad, ya que los participantes se movieron mucho por la sala mientras seguían las instrucciones del orador. La sesión de clausura les recordó a los asistentes los motivos por los cuales asistieron allí, que es principalmente los niños. Agregó que, si alguna vez dudan o se cuestionan, que piensen en sus hijos y permitan que estos continúen siendo su motivación. Para concluir, Fátima expresó que todos los presentes en esta junta participan porque quieren ser mejores padres y mejores personas; agregando que el personal de Head Start trabaja arduamente porque ama a los niños, así que tienen que recordar que deben ser positivos y que tengan en cuenta que están haciendo un gran trabajo con los niños.

   Ruby dijo que esta fue una experiencia increíble y que recomienda que cuando tengan oportunidad asistan. Dijo que hubo muchas interesantes sesiones y fue genial obtener toda la información, y cómo

la implementará con sus propios hijos. Ruby dijo que ella y Fátima asistieron juntas a una sesión, en donde ganó una suscripción anual de historias de canciones (Song Stories), esta sesión habló de como los padres pueden tomar una foto, mostrársela a su hijo y crear una historia. Esto la llevó a pensar en crear un álbum de recortes para sus hijos y capturar algunos momentos especiales entre ellos y pedirles que fabriquen una historia sobre la imagen. Ruby asistió a otra sesión sobre como concentrarse en los aspectos positivos en vez de los negativos e incluso los desafíos. Le gustó especialmente la sesión que tocó el tema de la autoestima, la importancia de ser positivo y que nuestra autoestima es la de nuestros hijos. Agregó que si los padres se sienten bien consigo mismos, esta actitud la imitarán los niños. Otra sesión explicó los motivos de los comportamientos infantiles, la cual habló que los niños se portan mal porque a veces tienen necesidad de comunicar algo, pero, no saben cómo comunicarlo. También pueda ser que necesiten más atención o por un diferente motivo. Ruby dijo que sus tres hijos requieren de diferentes necesidades de acuerdo con su edad. Otra sesión a la que asistió se enfocó en hábitos alimenticios saludables, habló del problema de la obesidad y la importancia de agregar más frutas y verduras frescas a nuestras dietas. Por último, Ruby agregó que aprendió mucho y estaba emocionada de compartir e implementar estos conocimientos en sus hijos. Agregó que fue genial conocer a Gabriel y a Fátima y compartir tiempo juntos para conocerse más. Ruby también expresó su beneplácito en conocer a Lisa y Yolanda, así como el resto de los empleados que asistieron.

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

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

a. Resumen de la junta del concilio de póliza – 15 de noviembre, 2022 (inglés/español)
b. Reporte de evaluación y revisión del programa Head Start (PRE, siglas en inglés – Noviembre
c. clínica móvil de vacunación infantil – Diciembre 2022 (inglés/español)
d. Capacitaciones mensuales con el Dr. Kirk – División de bienestar de Head Start
e. Series de Conexión Mochila: Cómo enseñarle a su hijo a compartir (inglés/español)
f. Volante de reclutamiento de Head Star (inglés/español)
g. Volante del programa de visitas a domicilio (inglés/español)
h. Funciones de los subcomités del concilio de póliza
i. Horario propuesto para las juntas del comité de preparación escolar
j. Horario propuesto para las juntas del comité de estatutos
k. Horario propuesto para las juntas del comité de presupuestos y finanzas
l. Horario propuesto para las juntas del comité de planeación
m. Horario de las juntas del concilio de pólizas

Susana Barrios presentó una propuesta para la aprobación de los componentes de la (a) hasta la (m); esta fue secundada por Gabriel Ríos. Propuesta aprobada por unanimidad.

6. <u>Nuevos avisos</u> ***ACCIÓN**

a. Nominación y elección del representante del concilio de póliza para la junta directiva (1 vacante)
Se proporcionó una breve descripción de esta posición, agregando que la persona elegida debe asistir a las juntas de la junta directiva de CAPK, las cuales se llevan a cabo mensualmente de manera hibrida (virtual y en persona) a las 12 del mediodía. Se agregó que la persona elegida se asignará a un subcomité de la junta directiva de CAPK que llevan a cabo sus juntas también a medio día. Nila Hogan se nominó para el puesto de representante del concilio de póliza para la junta directiva. Audreyanna Ángel presentó una propuesta para la aprobación de la elección, esta fue secundada por Susana Barrios. Propuesta aprobada por unanimidad.

b. Nominación y elección para los miembros del comité de preparación escolar (4 vacantes)
Se presentó una breve descripción de las funciones y responsabilidades del comité de preparación escolar y sus miembros. Se informó que típicamente los miembros de este comité reciben información sobre los temas de incorporación, salud, participación familiar y culmina con una revisión de los objetivos de preparación escolar para el año venidero. Se agregó la primera junta de este comité se llevará a cabo en febrero. Jennifer Wilson, Sarita Little, Ruby Cruz y Gabriel Ríos se nominaron para participar en el comité. Monique McWilliams presentó una propuesta para la aprobación de los

miembros para el comité, esta fue secundada por Susana Barrios. Propuesta aprobada por unanimidad.

c. **Nominación y elección para los miembros del comité de del comité de estatutos (4 vacantes)**
Se presentó una breve explicación de las funciones y responsabilidades del comité de estatutos y sus miembros. Se informó que de acuerdo con las normas de desempeño de Head Start, los estatutos se deben revisar anualmente para que se cumplan con las necesidades del concilio. Se dio oportunidad para expresar nominaciones, pero no se expresó ningún interés. Este tema se revisará en la próxima junta del concilio de póliza.

d. **Nominación y elección para los miembros del comité de presupuestos y estatutos (6 vacantes)**
Se informó que el tesorero del concilio pasa a ser el presidente del comité de presupuestos y finanzas, Louis Rodríguez, administrador de finanzas es el patrocinador del comité. Se proporcionó una breve descripción de las funciones y responsabilidades del comité, añadiendo que el comité se reúne el tercer martes de cada mes a las 5:30 p.m. en dichas reuniones se revisan los documentos financieros que incluyen los gastos de Head Start y Early Head Start, los viajes de los padres, las donaciones internas y las actividades de los padres. Gabriel Ríos, Susana Barrios y Rubén Cruz se nominaron para servir en el comité. Audreyanna Ángel, presentó una propuesta para aprobar la incorporación de los miembros al comité de presupuestos y finanzas, esta fue secundada por Jennifer Wilson. Propuesta aprobada por unanimidad.

e. **Nominación y elección para los miembros del comité de planeación (6 vacantes)**
Robert Espinosa, patrocinador del comité de planeación, proporcionó una descripción general del comité. Incluyó ejemplos de algunos de los temas que se presentan al comité, el horario, así como explicar como el comité es parte integral del programa. Se dio oportunidad de presentar nominaciones Sarita Little y Fátima Echeverria se nominaron para participar en el comité de planeación. Jennifer Wilson presentó una propuesta para la aprobación de la incorporación de los miembros al comité, Monique McWilliams la secundó. Propuesta aprobada por unanimidad.

7. **<u>Reportes permanentes</u>**

a. **Programa de gobernanza – Lisa Gonzales, coordinadora del programa de gobernanza**
Lisa agradeció a todos por su asistencia, presentó una descripción general de la exposición de Power Point, la cual incluía algunas fotos de la conferencia nacional de participación de padres y familias de la asociación nacional de Head Start 2022. En dicha exposición se incluyeron algunas felicitaciones para Monique McWilliams, quien se graduó recientemente de la universidad de Azusa Pacific con una licenciatura en psicología, ella continuará su educación para obtener su maestría en psicología. A la conclusión de la exposición, se felicitó a Audreyanna, Gabriel y Michelle por motivos de su cumpleaños, así como los mejores deseos para todos para las próximas vacaciones. Lisa informó que CAPK había ofrecido un regalo navideño, una preciosa camiseta bordada con el logotipo de CAPK. Lisa agregó que los cuatro miembros que asistieron a la conferencia estrenaron su camiseta el primer día de esta para la sesión de fotos. Se le dio un reconocimiento a Jennifer por utilizar su camiseta durante esta reunión, añadiendo que también recibirán otra camiseta única para los miembros del concilio de póliza, y espera que estas lleguen antes de la próxima junta en enero. Para concluir les recordó a los miembros que deben entregar la documentación requerida para el concilio de póliza, sin aún no lo han hecho.

b. **Representante comunitario – Nila Hogan, Empoderamiento Y**
Nila quiso ahondar en el tema que se tocó anteriormente durante la informacion sobre la conferencia. Ese tema se refería al tiempo de crianza y el estrés. Específicamente, el estrés que experimentan los padres durante las vacaciones escolares cuando los niños están en casa, así como estar al día con los días festivos y los gastos que también pueden aumentar y ser abrumadores para los padres. Nila añadió que le enviará la información a Lisa para que ella pueda diseminarla entre los miembros, en esta se explica cómo reconocer la pesadumbre y también como establecer hábitos saludables. También se explica como apegarse a un presupuesto, descansar y reconocer su labor como padre. Nila les recordó a los presentes que están dando lo mejor de sí mismos y deben cuidarse para poder cuidar a los demás.

c. **Junta directiva – Michelle Jara-Rangel, miembro de la junta de CAPK**
Lisa proporcionó el informe de la junta directiva (BOD, siglas en inglés) a nombre de Michelle Jara-Rangel. La junta directiva se reunió el 30 de noviembre, 2022 de manera hibrida, en la cual cinco miembros participaron en persona. Jeremy Tobías, director ejecutivo informó que el mandato de reuniones hibridas se vencen el 28 de febrero, 2023, por lo que la junta directiva y los comités tendrán que iniciar sus reuniones en persona. Todos los puntos de la agenda de consentimiento se aprobaron. Nueve de ellos se aprobaron por unanimidad. Nila Hogan presentó el informe del concilio de póliza y

Freddy Hernández proporcionó el reporte de comité asesor de la casa de la amistad. Jeremy Tobías, presentó el reporte del director ejecutivo, las últimas cifras de COVID-19 y por último agregó que tanto la junta directiva, así como los comités ya han iniciado algunas reuniones en persona. También se señaló que el director de programas, Traco Matthews, había presentado su renuncia y se estaba buscando su reemplazo. También hay tres vacantes disponibles para la junta, y se están recibiendo solicitudes. El informe de la sesión cerrada informó que el personal y la junta directiva revisaron el contrato de compra ubicado en el 1300 de la calle 18 en Bakersfield, California y la junta dio su autorización para proceder el 14 de diciembre, 2022 si era necesario. La reunión de la junta directiva concluyó a las 12:34 p.m.

d. Head Start/Desarrollo Infantil Estatal – Yolanda Gonzales, directora de Head Start/Desarrollo infantil estatal

Yolanda informó que diciembre ha sido un mes con muchas actividades para los centros que se encuentran celebrando los días festivos. Varios centros recibieron donaciones, Pete Parra recibió donaciones de juguetes, diversos materiales, así como la visita de "Santa", representado por un miembro de la familia de Pete Parra. Otros centros que recibieron donaciones fueron Vineland, Primeros Pasos, San Diego, Alicante y Lamont; estos recibieron donaciones de juguetes y diversos materiales de la Legión Americana. Los centros de Shafter recibieron donaciones de los negocios locales en la comunidad. A los padres del centro de Harvey se les invitó una cena, con la participación de Santa y música en vivo, todo esto donado por la Legión Americana. Los centros Delano, Martha J. Morgan, Cleo Foran, McFarland, Sterling y Willow recibieron donaciones de Toys for Tots. La patrulla de caminos también donó juguetes y materiales a los centros. La prisión estatal de Wasco dio donaciones a los centros Sunrise Villa y Broadway. Los centros Oasis, Cal City, Mojave y Taft, recibieron donaciones de Toys for Tots. El programa de visitas a domicilio (HVP) llevará a cabo una celebración de invierno en el centro Angela Martínez, y el programa domiciliario también está organizando su evento invernal. Yolanda expresó su profundo agradecimiento a los patrocinadores comunitarios, ya que las navidades son una época especial para los niños, y se emocionan mucho al recibir juguetes. También dio un especial reconocimiento a los empleados que continúan inscribiendo en el programa y alienta a los padres a compartir esta información con familiares y amigos. Continuó informando que se sigue contratando personal y señaló que algunos centros se encuentran cerrados debido a la falta de este. El programa continua con su ardua tarea de contratación. Yolanda informó que disfrutó mucho de la cena de reconocimiento del concilio de póliza, la cual se llevó a cabo durante la reciente conferencia de la asociación nacional de Head Start. Elogió a los presentes por su participación ya que esta ayuda a fortalecer el programa, y también aprenderán mucho de los empleados patrocinadores quienes informarán sobre las funciones y el enfoque para continuar proporcionando servicios de alta calidad. Para concluir les deseó a todos una feliz navidad y próspero año nuevo, y reiteró su agradecimiento por su participación y dar su granito de arena para ayudar a hacer del programa Head Start de CAPK un maravilloso programa.

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

Se informó que en la charla algunos miembros solicitaron hablar con Yolanda en privado. Se proporcionó la información pertinente y se les comunicó que Yolanda estaría comunicando con ellos.

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

Se les dio a los miembros la oportunidad de compartir comentarios. Monique McWilliams expresó su profundo agradecimiento y aprecio a Lisa y a los miembros por las felicitaciones por su graduación. Jennifer Wilson agradeció la oportunidad de participar en el comité de preparación escolar.

10. <u>Próxima reunión programada</u>

La próxima reunión se llevará a cabo el 24 de enero, 2023 a las 5:30 p.m.

11. <u>Conclusión</u>

La reunión concluyó a las 6:47 p.m.

Community Action Partnership of Kern
Head Start / State Child Development
Policy Council Planning Committee
Meeting Minutes
January 3, 2023
Per Governor's Executive Order N-25-20

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

2. **Call to Order**
   a. Meeting was called to order at 5:36 p.m., by Robert Espinosa

3. **Roll Call and establish Quorum (half plus one)**
   a. Quorum was established.
   b. **PC Members present:** Fatima Echeverria, Sarita Little
   c. **PC members absent:** Audreyanna Angel

4. **Approval of Agenda**
   a. Motion to approve the agenda dated January 3, 2023, was made by Fatima Echeverria, Sarita Little seconded. Motion carried unanimously.

5. **Approval of Minutes**
   a. Motion to approve the minutes dated October 4, 2022, was made by Sarita Little; Fatima Echeverria, seconded. Motion carried unanimously.

6. **Introduction of Guests**
   Guests in attendance tonight were Jerry Meade, Assistant Director, Robert Espinosa, PDM Administrator.

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

8. **Presentation / Discussion Items**
   a. The Recruitment & Selection Plan is a document that guides the recruitment and enrollment process for the division but is also used to train the governing body and how we select to enroll the children during this process. The committee met on November 15, 2022 and December 15, 2022; during the meetings, the Community Needs Assessment was reviewed and the options to meet the needs of members within the community. During the meetings, one of the discussions was around children with disabilities and to ensure that we meet the 10% enrollment required by the Office of Head Start as noted in the plan.
   It was determined that there would be no significant difference in enrollment if the eligibility points increased for this section; therefore, no changes were made to the disability category.

   Based on the recommendations from Board member Michelle Jara-Rangel under eligibility type and documentation in the selection criteria form Tribal, TANF and SNAP (SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM) were added to the public assistance category. The definitions of those categories were added to the second page to reflect

those changes. The term public assistance was removed from the income category to reflect just income because public assistance is a category eligible for services. As noted in the plan, McKinney Vento eligible children under the definition of homeless, foster care, receiving public assistance and income eligible; are categorically eligible for services. There are additional categories that can earn additional points to assist those with greater needs but are not categorically eligible for services; however, are still a priority based on the Community Needs Assessment.

b. The Program Planning Calendar pertains to the funding cycles for Kern & San Joaquin counties. This calendar outlines the planning activity, the persons/ team leaders responsible for it, timelines, governing bodies, governance timelines and the governance action type.

c. The enrollment Report was shared for December 2022. Head Start Kern reported 66% enrollment; Early Head Start reported 64% enrollment during this reporting period. Robert informed members 3% of children enrolled in Head Start Kern had an IFSP (Individual Family Service Plan); IEP (Individualized Education Plan) in December. Early Head Start reported 8% IEP enrollment for the same reporting time. In the over income category, none of the programs were above the 10% goal; therefore, we were in compliance.

The division staffing report included 117 vacant positions for December. The Family Medical Leave report noted there are twenty-seven employees on continuous leave and fifty-one on intermittent leave. It was reported that seventeen staff were onboarded and there were nine days of interviews for seven open requisitions. There were also eight resignations and one employee retired. Robert also presented the Child and Adult Care Food Program (CACFP) report. There were 62,367 meals delivered, with 54,159 prepared by Central Kitchen for November 2022.

Regarding the program and compliance update, there were many trainings and recruitment events afforded to staff. Additionally, licensing packets have been submitted to increase the total amount of toddler children we can serve at Harvey L. Hall and Pete H. Parra Child Development Centers.

d. The 2023 Planning Committee schedule was presented, members were provided with the opportunity to comment. Since there were no objections or changes, the item was presented for voting. Fatima Echeverria presented a motion to approve the 2023 Planning Committee schedule as presented, Sarita Little seconded. Motion carried unanimously.

9. <u>Announcements</u>

None

10. <u>Adjournment</u>

Meeting was adjourned at 7:03 p.m.

Asociación de Acción Comunitaria de Kern
Head Start / Desarrollo Infantil Estatal
Resumen de la junta del comité de planeación del concilio de póliza
3 de enero, 2023
Por orden ejecutiva gubernamental N-25-20

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

2. **Llamado de orden**
   a. Robert Espinosa, llamó al orden la junta a las 5:36 p.m.,

3. **Pase de lista y establecimiento de cuórum (la mitad más uno)**
   a. Se estableció cuórum.
   b. **Miembros del comité presentes:** Fátima Echeverria, Sarita Little
   c. **Miembros del comité ausentes:** Audreyanna Ángel

4. **Aprobación de agenda**
   a. Fátima Echeverria presentó una propuesta para la aprobación de la agenda fechada el 3 de enero, 2023, Sarita Little la secundó. Propuesta aprobada por unanimidad.

5. **Aprobación de minutos**
   a. Sarita Little presentó una propuesta para la aprobación de minutos fechados el 4 de octubre, 2022, Fátima Echeverría la secundó. Propuesta aprobada por unanimidad.

6. **Presentación invitados**
   Los invitados presentes fueron: Jerry Meade, asistente del director, Robert Espinosa, administrador de PDM.

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

8. **Presentación discusión de temas**
   a. El plan de selección y reclutamiento es un documento que no solo guía el proceso de reclutamiento e inscripción para la división, sino que también se utiliza para capacitar al cuerpo directivo y el método que se selecciona la inscripción de estudiantes durante este proceso. El comité se reunió el 15 de noviembre y el 15 de diciembre; durante estas juntas se revisaron los resultados de la evaluación de las necesidades de la comunidad, así como también los métodos para satisfacerlas. Uno de los temas que se discutieron fue el cómo podríamos asegurar cumplir con la meta de 10% de inscripción de alumnos con discapacidades, uno de los requisitos de la oficina nacional de Head Start. Se determinó que no habría ningún cambio significativo en el porcentaje de inscripción para esta sección, de modo que no se implementaron cambios.

      Basado en las recomendaciones de la representante de la junta directiva, Miche Jara-Rangel, bajo el enciso de elegibilidad en base a la asistencia pública, en la solicitud de servicios, se agregaron los subtítulos de TANF y SNAP (programas de asistencia para la nutrición suplementaria). Las definiciones también se agregaron a la parte posterior del

documento. El termino de asistencia pública se eliminó de la categoría de ingresos, por hoy refleja solo el subtítulo de ingresos, ya que la asistencia pública es una categoría elegible. Como se indica en el plan, los niños elegibles bajo el acta McKinney Vento, las personas desamparadas, en el sistema de crianza suplemental que reciben asistencia pública, y elegibles por ingresos; son categóricamente elegibles para los servicios. Hay categorías adicionales que puede obtener puntos para calificar y asistir a aquellas personas con mayores necesidades, pero que no son categóricamente elegibles para nuestros servicios, pero continúan siendo una prioridad en base a los resultados de la evaluación de necesidades de la comunidad.

b. El calendario de planeación del programa es un documento que explica los ciclos de financiamiento de los condados de Kern y San Joaquín. Este calendario es un resumen de las actividades de planeación, personas o encargados de los responsables de dicha actividad, las fechas de vencimiento, los órganos rectores, las fechas y tipo de acción del programa de gobernanza.

c. Se presentó el informe de inscripción para el mes de diciembre 2022. Head Start informó que alcanzó el 66% de inscripción; Early Head Start reportó un 64% para el mismo mes. Robert añadió que el 3% de los alumnos inscritos en Head Start contaban con un IFSP (Plan de servicio familiar individualizado) o un IEP (servicio de educación individualizada en el mismo mes. Early Head Start reportó un porcentaje del 8% para el mismo mes. En la categoría de ingresos superiores, ninguno de los programas rebasó la meta del 10%, por lo tanto, estamos cumpliendo con los parámetros.

El reporte de la división de persona reportó 117 vacantes para diciembre. Los reportes de licencias médicas reportaron una cifra de veintisiete empleados con licencia continua y cincuenta y uno con licencia intermitente. En la sección de aspectos destacados reporta que se contrataron a diecisiete empleados y se llevaron a cabo entrevistas por un periodo de nueve días para vacantes existentes. También se reportaron ocho renuncias y un empleado se jubiló. Robert presentó el informe del programa de alimentación y cuidado infantil y para adultos (CACFP, siglas en inglés). Se repartieron 62,367 comidas durante el mes de noviembre, 2022, de las cuales 54,159 fueron preparadas por la cocina central.

Dentro de los aspectos destacados del programa se realizaron varias capacitaciones y eventos de inscripción para el personal. Además, se han enviado paquetes para obtener las licencias y así poder aumentar el total de inscripciones para la división de infantes en los centros de desarrollo infantil, Harvey L. Hall y Pete H. Parra.

d. Se presentó el calendario de juntas del comité de planeación para el año 2023; se les otorgó a los miembros la oportunidad de presentar comentarios. Ya que no hubo objeciones o cambios, el tema se sujetó a votación. Fátima Echeverria presentó una propuesta para aprobar el calendario de juntas del comité de planeación 2023, esta fue secundada por Sarita Little. Propuesta aprobada por unanimidad.

9. <u>Anuncios</u>
Ninguno

10. <u>Clausura de sesión</u>
La sesiones se clausuró a las 7:03 p.m.

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-PI-HS-23-01	2. Issuance Date: 01/05/2023
	3. Originating Office: Office of Head Start	
	4. Key Words: COVID-19; Health Services Management; Safety Practices; Head Start Program Performance Standards; Safe Environments; Program Planning	

PROGRAM INSTRUCTION

TO: Head Start and Early Head Start Grant Recipients and Delegate Agencies

SUBJECT: Supplementary Information on Establishing an Evidence-based COVID-19 Mitigation Policy

INSTRUCTION:
In January 2023, the Administration for Children and Families (ACF) published its Final Rule, Mitigating the Spread of COVID-19 in Head Start Programs. This Final Rule removes the universal masking requirement for individuals 2 years and older. It does not address the vaccination requirement from the Interim Final Rule with Comment Period (IFC), so the Head Start Program Performance Standards (HSPPS) at 45 CFR §§1302.93 and 1302.94 remain in effect. The Final Rule requires Head Start programs to have an evidence-based COVID-19 mitigation policy, developed in consultation with their Health Services Advisory Committee (HSAC).

This Program Instruction (PI) provides supplementary information to support grant recipients in developing the required evidence-based COVID-19 mitigation policy.

HSPPS Requirements

To protect children, families, and staff from infection and illness, 45 CFR §1302.47(b)(9) requires Head Start programs to have an evidence-based COVID-19 mitigation policy developed in consultation with their HSAC that can be scaled up or down based on the impacts or risks of COVID-19 in the community.

All Head Start and Early Head Start programs are required to establish and maintain an HSAC (45 CFR §1302.40(b)). The HSAC is an advisory group usually composed of local health providers, like pediatricians, nurses, nurse practitioners, dentists, nutritionists, and mental health providers. Head Start staff and parents also serve on the HSAC.

This Final Rule requires programs to have established an evidence-based COVID-19 mitigation policy in consultation with their HSAC by March 7, 2023.

Evidence-based Policy

As stated in the Final Rule, *evidence-based* is an umbrella term that refers to using the best research evidence (e.g., found in health sciences literature) and clinical expertise (e.g., what health care providers know) in content development.[1] Integrating the best available science with the knowledge and considered judgements from stakeholders and experts benefits Head Start children, families, and staff.[2]

The COVID-19 mitigation policy should be informed by objective evidence and findings from research and expert recommendations from public health authorities such as the U.S. Centers for Disease Control and Prevention (CDC) and state, tribal, local, and territorial health departments. Head Start programs have various sources to consider, including but not limited to:

- CDC guidance, including general COVID-19 information and early care and education (ECE) program-specific guidance, such as Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning.
- State, tribal, local, and territorial health departments, universities, and professional health organizations
- Caring for Our Children health and safety standards
    - 9.2.3.2: Policy Development for Care of Children and Staff Who Are Ill
    - 9.2.4.4: Written Plan for Seasonal and Pandemic Influenza

The Early Childhood Learning and Knowledge Center features an interactive module to support Head Start programs in learning how to find and use up-to-date, trustworthy, and consistent health information. Programs may access How to Find Science-informed and Evidence-based Health Information to explore five steps to help determine if information is current and accurate when developing an evidence-based policy.

Grant recipients are not limited to the considerations outlined below when developing their evidence-based policy.

Considerations for an Evidence-based COVID-19 Mitigation Policy

Mitigation Strategies

As stated in the Final Rule, in the context of COVID-19, *mitigation* refers to measures taken to reduce or lower SARS-CoV-2 transmission, infection, or disease severity. Other terms used for this same concept are "risk reduction strategies" or "prevention strategies."

An evidence-based COVID-19 mitigation policy should use multiple strategies at the same time, such as masking, ventilation, and staying at home when sick. Current evidence suggests the

[1] Adapted from Office of Disease Prevention. Evidence-based practices and programs. National Institutes of Health https://prevention.nih.gov/research-priorities/dissemination-implementation/evidence-based-practices-programs

[2] Adapted from European Centre for Disease Control and Prevention. European Centre for Disease Prevention and Control. Evidence-based methodologies for public health – How to assess the best available evidence when time is limited and there is lack of sound evidence. Stockholm: ECDC; 2011. https://www.ecdc.europa.eu/sites/default/files/media/en/publications/Publications/1109_TER_evidence_based_methods_for_public_health.pdf

importance of a layered approach whereby one strategy is "layered" upon another because they are more effective in minimizing the impact of SARS-CoV-2 than when using one strategy alone.[3] When developing their policy, Head Start programs should consider the risk factors for their staff and the families served, strategies to be used when the impact of COVID-19 changes in the community, and how the risk of exposure could change depending on the Head Start services provided.

COVID-19 Community Levels

CDC developed the COVID-19 Community Levels to help individuals, agencies, and organizations make choices on what precautions to take based on the level of disease burden in their community. It provides county-level data for each U.S. state and territory, determined by a combination of three metrics that are updated weekly — new COVID-19 hospital admissions per 100,000 population in the past seven days, the percent of staffed inpatient beds occupied by COVID-19 patients (seven-day average), and new COVID-19 cases per 100,000 population in the past seven days. Using these data, the COVID-19 Community Level is classified as low, medium, or high. Grant recipients should consider using this data and guidance to inform their evidence-based COVID-19 mitigation policy. Layered prevention strategies should also be able to be increased when community risk is higher (e.g., when COVID-19 Community Level has increased).

COVID-19 Vaccination

At this time, the national vaccination requirements at 45 CFR §§1302.93 and 1302.94 remain in effect for staff, certain contractors, and volunteers in Head Start programs in states that are not subject to permanent[4] or preliminary[5] court injunctions. There is no federal requirement to go further. However, all programs still have the discretion to require, promote, and encourage COVID-19 vaccines for staff, subject to tribal, state, and local laws. ACF strongly encourages that all staff, contractors, and volunteers be up-to-date on their COVID-19 vaccinations given the proven benefits for individual and community safety, including reduced incidences of severe illness, hospitalization, and death.

OHS also wants to make sure all families can obtain accurate information about the COVID-19 vaccine and encourages programs to address in their mitigation policy how they can help families and children access the vaccines. Programs may still consider COVID-19 vaccination in

[3] Center for Disease Control and Prevention. "*Science Brief: Indicators for Monitoring COVID-19 Community Levels and Making Public Health Recommendations*." August, 2022. Retrieved from: https://www.cdc.gov/coronavirus/2019-ncov/science/science-briefs/indicators-monitoring-community-levels.html

[4] The U.S. Department of Health and Human Services (HHS) received notice that as of Sept. 21, 2022, following a decision by the United States District Court for the Western District of Louisiana, implementation and enforcement of Vaccine and Mask Requirements to Mitigate the Spread of COVID-19 in Head Start Programs, 86 Fed. Reg. 68052 (Nov. 30, 2021) (the "Interim Final Rule" or "IFC"), is permanently enjoined in the following 24 states: Alabama, Alaska, Arizona, Arkansas, Florida, Georgia, Indiana, Iowa, Kansas, Kentucky, Louisiana, Mississippi, Missouri, Montana, Nebraska, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Utah, West Virginia, and Wyoming. Head Start, Early Head Start, and Early Head Start-Child Care Partnership grant recipients in those 24 states are not required to comply with the IFC.

[5] As of Dec. 31, 2021, following a decision by the United States District Court for the Northern District of Texas, implementation and enforcement of the IFC is preliminarily enjoined in Texas.

their evidence-based policy, including ways to provide access and increase uptake of vaccines among Head Start staff, contractors, volunteers, and children and families.

Prioritizing Strategies

Per CDC, Head Start programs should consider local context when developing and implementing a response to COVID-19 conditions. Factors to consider include:

- Age of population served
- People with disabilities
- People at risk of getting very sick
- Equity
- Availability of resources
- Communities served
- Pediatric-specific considerations

A fuller discussion of each of these factors can be found in CDC's Operational Guidance for K-12 Schools and Early Childhood Programs to Support Safe In-person Learning.

Responsive to Changing Conditions

The intent of this policy is to make sure programs can adapt to changing circumstances and conditions of COVID-19 while still protecting the health of children, families, and staff. The requirement for having an evidence-based COVID-19 mitigation policy specifies that it needs to allow for programs' response to be scaled up or down based on the impact of COVID-19 in the community. It gives Head Start programs more flexibility to adapt to the changing circumstances and conditions of the virus and be responsive to the unique challenges and needs of their communities.

Given the unpredictable and evolving nature of COVID-19, Head Start programs may go through periods where the impact of COVID-19 is low, medium, or high. Programs' COVID-19 mitigation policy should specify what prevention strategies or combination of strategies will be used when the impacts or risks of COVID-19 increases or decreases, and how the policy is communicated to children, families, and staff. Programs can also decide to place requirements related to COVID-19 mitigation policies as needed. For example, a program may choose to require universal masking when there are higher levels of transmission or burden in the community, consistent with CDC guidance. We include additional considerations for the communication of the policy below.

Additional Precautions

While local context is critical, Head Start programs may also want to consider additional precautions regardless of the level of impact from COVID-19 at that time and in consideration of the needs of the communities that programs serve. As noted in CDC's guidance to K-12 schools and ECE settings, program administrators should work with health departments in their jurisdiction to consider other local conditions and factors when deciding to implement prevention

measures. Pediatric-specific indicators, such as vaccination rates among children, pediatric-specific health care capacity, pediatric hospitalizations, and pediatric emergency visits, can help with deciding on which mitigation strategies to use. Head Start programs may consider the extent to which children or staff are at increased risk for severe disease from COVID-19 or have family members at increased risk for severe disease. ECE programs may choose to implement universal indoor mask use, for example, to meet the needs of the families they serve, which could include people at risk for getting very sick with COVID-19.

Programs should also consider how their COVID-19 mitigation policy protects children with disabilities, children who are immunocompromised, and children at higher risk of severe complications, as well as layered mitigation strategies to make sure children can safely continue to attend the program in person. For example, programs may consider additional mitigation measures, such as more extensive mask use or increasing ventilation, if there are children who cannot safely wear a mask because of their disability, as defined by Section 504 of the Rehabilitation Act of 1973. The U.S. Department of Education's Disability Rights webpage provides guidance and resources for schools and ECE programs to make sure students with disabilities continue to receive the services and supports they are entitled to so they have successful in-person educational experiences.

Communication Plan

COVID-19 mitigation policies should include a strong communication plan consistent with 45 CFR §1302.41(b)(2) to make sure staff and families are prepared to navigate the ongoing conditions of COVID-19. Programs should consider:

- Who communicates to staff and families?
- What should be communicated?
- When are communications shared and with what frequency? How does the timing for communications relate to changing COVID-19 conditions in the community?
- How will it be communicated? For example, programs may have signs outside classrooms and the building if masks are required or recommended.
- Is the communication accessible to individuals with disabilities?

Evolving guidance comes from various federal, state, tribal, local, and territorial authorities, in addition to CDC. Employers should be prepared to communicate changes in protocols as far in advance as possible to staff and families.

Please direct any questions regarding this PI or the requirement that Head Start programs have an evidence-based COVID-19 mitigation policy to your regional office.

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

/ Katie Hamm /

Katie Hamm
Acting Director
Office of Head Start

DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Head Start/State Child Development/Yolanda Gonzales	**Month/Year:** December 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 • 8 Classrooms Fully Closed	**1317** 155	**870**	**66%**	**3%**	**3%** **6%**
Early Head Start • 17 Classrooms Fully Closed/ 8 Classrooms Partially Closured	**908** 144	**585**	**64%**	**8%**	**6%** **5%**

Home Visiting Program	Cumulative Enrollment	Contract Enrollment Target
	157	**240**

Division Staffing = 701			
Currently Employed	Vacant Positions	Continuous Family Leave	Intermittent Family Leave
584	117	27	51

HIGHLIGHTS: 17 staff were onboarded, and there were nine days of interviews for seven open requisitions for center positions. Additionally, there were 7 resignations and one retirement.

Program Update & Compliance

Kern:
12/1- Application intake at Enrollment and Attendance office.
12/1- ERSEA Training for Manager and Coordinators
12/6- Meeting with BC volunteers regarding employment opportunities
12/7- Home Visiting Program Training
12/8- Partnership Training
12/12-12/16- Family Engagement Conference in Dallas, Texas- Four Policy Council parents participated.
12/15- Recruitment and Selection Plan meeting

Partnership:
- Quarterly Ready Rosie workshop conducted.
- To ensure compliance, Health and Safety and Center Monitoring was conducted at Garden Pathways, Escuelita Hernandez, Blanton Academy and Taft College.

SJC:
12/6- WIC recruitment event
12/9- Valley Mountain Regional Center recruitment
12/9- Victory Park Recruitment
12/10- YMCA Winter Bash Event
12/11- Christmas on Main Street Event.
12/16, 19, and 21st - Staff Development

Program:
Licensing packets have been submitted to increase the total amount of toddler children we can serve at Harvey L. Hall and Pete H. Parra Child Development Centers.

Central Kitchen December 2022				
Meals & Snacks	**Total # Prepared**	**Breakfast**	**Lunch**	**Snack**
Center Totals	**47,862**	18,146	15,011	14,705

Highlights: Equipment for Pete Parra and Stockdale HS center arrived. The Pete Parra kitchen should be ready for service once dishwasher is installed.

CACFP

November 2022

Total Meals Delivered			**Meals Allocated**		**# of Meals Served**	**% of Meals Served**
Central Kitchen	Vendor Meals	Total Meals	CACFP/USDA	HS/EHS		
54,159	8,208	62,367	31,773	30,594	30,915	57%

Children's Mobile Immunization Program

Adventist Health

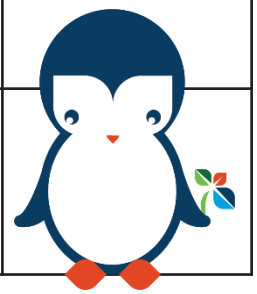
FIRST 5 KERN
Sponsored by First 5 Kern. Paid for by Proposition 10.

Lead Screening Supported by health net

JANUARY 2023

- Vaccines are FREE for children ages 0-5 regardless of health insurance.
- Vaccines are FREE for children ages 6-18 who meet one of the following criteria:
  1. No health insurance
  2. Enrolled in Medi-Cal *(Please bring Medi-Cal card to every visit.)*
  3. American Indian or Native Alaskan
- We offer the Hemoglobin test FREE of charge for children, expecting/postpartum mothers, regardless of health insurance.
- Your child's Immunization cards are required.
- Please be aware that our program DOES NOT offer TB skin tests or physicals.
- Clinics may be canceled due to weather conditions. Please call our office prior to arriving.
- We may stop registration 30 minutes before closing time.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 OFFICE CLOSED	3	4	5	6	7
8	9 Greenfield Family Resource Center 5400 Monitor Street (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	10	11 Kern County Dept. of Human Services 100 E. California Ave (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	12 Walmart 2601 Fashion Plaza (Parking Lot) 9:00 am—11:30 am 2:00 pm—2:00 pm	13	14
15	16 OFFICE CLOSED	17	18 Adventist Health Bakersfield 2800 Chester Ave. (Parking Lot) 1:00 pm—3:00 pm 3:30 pm—6:00 pm	19 Adventist Health Bakersfield 2800 Chester Ave. (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	20	21
22	23 NOR-Riverview Park 437 Willow Drive (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	24	25 New Life Church 4201 Stine Road (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	26 Vallarta Market 600 Bear Mountain Blvd., **ARVIN** (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	27	28
29	30	31				



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

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

To view our clinic schedule online visit AdventistHealthBakersfield.org/Immunizations

Children's Mobile Immunization Program

Adventist Health

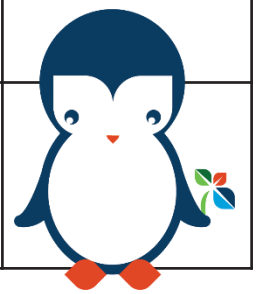
FIRST 5 KERN
Sponsored by First 5 Kern. Paid for by Proposition 10.

Análisis de plomo avalado por health net

ENERO 2023

- Vacunas son GRATIS para niños menores de 5 años sin importar cobertura medica.
- Vacunas son GRATIS para niños de 6-18 años que cumplen uno de los siguentes criterios:
  1. No aseguranza medi-ca
  2. Inscrito a Medi-Cal(Favor de traer la tarjeta de Medi-cal en cada visita)
  3. Indio Americano o Nativo de Alaska
- Ofrecemos prueba de Hemoglobina GRATIS para niños, mujeres emabrazadas/ postparto sin importar corbertura medica.
- La tarjetas de vacunas de su hijo(a) son requeridas.
- NO OFRECEMOS pruebas de tuberculosis o exámenes fisicos.
- Las clinicas podran ser canceladas por condi-ciones del clima. Porfa-vor llame antes de ir a la clinica móvil.
- Podemos parar de registrar 30 minutos antes de cerrar.

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
1	2 OFICINA CERRADA	3	4	5	6	7
8	9 Greenfield Family Resource Center 5400 Monitor Street (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	10	11 Kern County Dept. of Human Services 100 E. California Ave (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	12 Walmart 2601 Fashion Plaza (Estacionamiento) 9:00 am—11:30 am 2:00 pm—2:00 pm	13	14
15	16 OFICINA CERRADA	17	18 Adventist Health Bakersfield 2800 Chester Ave. (Estacionamiento) 1:00 pm—3:00 pm 3:30 pm—6:00 pm	19 Adventist Health Bakersfield 2800 Chester Ave. (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	20	21
22	23 NOR-Riverview Park 437 Willow Drive (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	24	25 New Life Church 4201 Stine Road (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	26 Vallarta Market 600 Bear Mountain Blvd., **ARVIN** (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	27	28
29	30	31				



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

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

Para ver la programacion de clinicas visite la pagina AdventistHealthBakersfield.org/Immunizations

DHCS

Keep Your Medi-Cal

Don't miss important information about your Medi-Cal health coverage.

Make sure that your county has your current contact information.

Contact your local county office – online, by phone, email or fax, or in person – to report any changes to your name, address, phone number, or e-mail address.

To find a listing of county offices, visit **dhcs.ca.gov/COL**, or call the Medi-Cal Member Helpline at (800) 541-5555.

- Name
- Address
- Phone
- E-mail

Did You Know?

You can complete your annual renewal and report changes to your Medi-Cal online.

Create your online account today by going to **benefitscal.com** and selecting the "Create An Account" link in the upper right corner, underneath the "Log In" button.

OSP 22 153547

DHCS

Mantenga su Medi-Cal

No se pierda información importante sobre su cobertura de salud de Medi-Cal.

Asegúrese de que su condado tenga su información de contacto actual.

Comuníquese con la oficina local de su condado – en línea, por teléfono, correo electrónico o fax, o en persona – para reportar cualquier cambio a su nombre, dirección, número de teléfono, o correo electrónico.

Para encontrar una lista de oficinas del condado, visite dhcs.ca.gov./COL, o llame a la Línea de ayuda a los miembros de Medi-Cal al (800) 541-5555.

- Nombre
- Dirección
- Teléfono
- Correo electrónico

¿Sabía usted?

Usted puede completar su renovación anual y reportar cambios a su Medi-Cal en línea.

Cree su cuenta en línea hoy en benefitscal.com y seleccione el enlace "Crear una cuenta" en la esquina superior derecha, debajo del botón "Iniciar sesión".

ANNUAL CALENDAR

Monthly Parent Training
Dr. Kirk
2022 - 2023

Monday's
3:00 p.m.-4:00 p.m.

~~October 17, 2022~~
~~November 14, 2022~~
~~December 12, 2022~~
January 23, 2023
February 27, 2023
March 20, 2023
April 17, 2023
May 15, 2023

Parent Trainings will be held on Zoom.

Head Start
A Program of CAPK



Backpack Connection Series

About this Series

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

The Pyramid Model



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

More Information

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

National Center for Pyramid Model INNOVATIONS

ChallengingBehavior.org

How to Teach Your Child to Take Turns

Alyson Jiron, Brooke Brogle & Jill Giacomini



Taking turns can be hard, even for adults. It can be frustrating to wait for something that you really want. Think about the last time you waited in line for groceries or gas. How did you feel when you didn't know how long it would be until your turn or when someone who wasn't waiting got a turn before you? Young children often feel especially frustrated in these types of situations. Objects become "mine," and everyone wants to be "first," which can make playtime challenging for children and parents. Why does this happen? Children are not born knowing how to take turns. Taking turns is a skill that children must be taught and given many opportunities to practice. If a child is not taught how to take turns, she will continue to play with only her interests in mind and demand turns when she wants them. A child who knows how to take turns has learned valuable skills about how to make friends, empathize, wait, negotiate and be patient. Teaching your child how to take turns takes time, but can also be a rewarding experience that will benefit your child for a lifetime.

Try This at Home

- **Play games that require turn-taking.** Board or card games are a perfect way to teach older preschool children to wait for a turn. Outside games, such as basketball or catch, are also ideal games to practice taking turns. For young children, use very simple turn-taking games such as rolling a toy back and forth.
- **Build turn-taking into play time.** You can make just about any toy or activity into an opportunity to practice taking turns. Take turns doing activities such as stacking blocks, sliding down the slide, using the swing, racing a car down a track, scooping sand into a bucket, or wearing a crown.
- **Use a timer or a song to measure a turn.** Waiting is hard and children want to know when to expect their turn. Show children how to manage taking turns by using a sand timer or singing a song. These tools can help them to predict when their turn will end or begin and makes it less likely that they will become frustrated and use challenging behavior. You can say something like, "I see you want a turn on the swing too. Let's sing a song and when we are done it will be your turn. Do you want to sing the Itsy-Bitsy Spider or Twinkle, Twinkle Little Star?"
- **Incorporate turn-taking into your everyday routine.** There are many ways to include turn-taking into the activities you already do on a daily basis such as choosing a TV show, cooking, or picking books to read. Simply pointing out to your child that you are taking turns helps to reinforce the skill. You can say, "You put in the chocolate chips and I put in the walnuts. We are taking turns! This is fun!"
- **Practice waiting.** Help prepare your child for turn-taking by giving him opportunities to practice waiting. For example, play "stop and go" games at the park, with toy cars, or in the pool. The more comfortable your child is with the concept of waiting and self-control, the more successful he will be with taking turns.
- **Celebrate successes.** Encourage your child with positive language when you see him waiting during a difficult situation or taking turns with a friend. You can say something like, "You are waiting for a turn on the swing. Waiting can be hard. You are doing it! High five!" or "I love the way you and Ben took turns using your special car. I bet you feel really proud!"

Practice at School

There are many opportunities to practice taking turns at school. Teachers often intentionally create opportunities for children to practice taking turns as well as learn from watching others take turns. For example, a teacher may set out only one train to use on the track. Children must then practice taking turns and learn to work together to enjoy the same toy at the same time.

The Bottom Line

Children are not born knowing how to take turns. It is a skill that they must be taught. Taking turns can be hard. In order to learn how to take turns successfully, children need lots practice, help and encouragement from parents. When children learn how to take turns they also learn other valuable skills such as:

- Being a good friend
- Self-control
- Problem-solving
- Patience
- Communication
- Listening
- Negotiation

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

USF UNIVERSITY OF SOUTH FLORIDA

IDEAs that Work Office of Special Education Programs



Serie de Conexión

Mochila

Sobre esta serie

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

El Modelo de la Pirámide



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

Más información

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

National Center for Pyramid Model INNOVATIONS

ChallengingBehavior.org

Cómo enseñarle a su niño a tomar turnos

Alyson Jiron, Brooke Brogle y Jill Giacomini



Tomar turnos puede ser difícil, hasta para los adultos. Puede ser verdaderamente frustrante tener que esperar por algo que realmente quieres. Piensa en la última vez que esperaste en línea en el supermercado o para comprar gasolina. ¿Cómo te sentiste cuando no sabias cuanto ibas a tardar para que te tocara a ti o cuando alguien que no estaba haciendo línea le toco primero que a ti? Los niños con frecuencia se sienten especialmente frustrados en estos tipos de situaciones. Los objetos se convierten en "míos," y todos quieren ser "primero," lo cual puede provocar que la hora de juego sea dificultosa para los niños y los padres. ¿Por qué sucede esto? Los niños no nacen sabiendo como tomar turnos. El tomar turnos es una aptitud que se les debe enseñar a los niños y brindarles muchas oportunidades para que la practiquen. Si a un niño no se le enseña como tomar turnos, continuara jugando solo con sus intereses en mente y demandara su turno cuando los desee. Un niño que sabe tomar turnos ha aprendido una aptitud valiosa sobre cómo hacer amigos, simpatizar, esperar, negociar y ser paciente. El ensenarle a su niño el cómo tomar turnos toma tiempo, pero también puede ser una experiencia gratificante que beneficiara a su niño por una eternidad.

Pruebe esto en casa

- **Juegue juegos que requieran el tomar turnos.** Los juegos de mesa o de cartas son una manera perfecta de enseñarle a los niños de pre-escolar cómo esperar y tomar turnos. Juegos al aire libre, como el baloncesto o jugar a atrapar la pelota son ideales para practicar el tomar turnos. Para los niños más pequeños, utilice juegos sencillos como el rolar un juguete de ida y vuelta.
- **Convierta el tomar turnos en un juego.** Usted puede convertir casi cualquier juguete o actividad en una oportunidad para practicar el tomar turnos. Tome turnos haciendo actividades como apilando bloques, deslizarse por el tobogán, utilizar el columpio, correr un carro por la pista, sacar arena con la pala o utilizar una corona.
- **Utilice un cronómetro o canción para medir los turnos.** El esperar es difícil y los niños quieren saber cuándo les tocará su turno. Enséñele a los niños cómo organizar el tomar turnos utilizando un reloj de arena o cantando una canción. Estas herramientas les pueden ayudar a predecir cuándo terminará o iniciará su turno y hace menos probable que se frustren o utilicen una conducta desafiante. Usted puede decir cosas como, "Veo que quieres subirte al columpio. Cantemos una canción y cuando terminemos será tu turno. ¿Quieres cantar la incy wincy araña o estrellita que brillas?"
- **Incorpore el tomar turnos en su rutina diaria.** Existen varias maneras para incluir el tomar turnos dentro de las actividades diarias como son la elección de un programa de televisión, cocinar o elegir un libro para leer. Con el simple hecho de señalarle al niño que usted está tomando turnos ayuda a reforzar esta aptitud. Usted puede decir, "Tú le pones las chispas de chocolate y yo las nueces. ¡Estamos tomando turnos! ¡Esto es divertido!"
- **Practique esperar.** Ayude a preparar a su hijo para tomar turnos dándole oportunidades para practicar la espera. Por ejemplo, jugar "parar y andar" en el parque, con carros de juguete, o en la piscina. Cuanto más cómodo esté su hijo con el concepto de espera y autocontrol, más exitoso será con tomando turnos.
- **Célebre los éxitos.** Estimule a su niño utilizando lenguaje positivo cuando lo vea esperando durante una situación difícil o que esté tomando turnos con un amigo. Usted puede decir algo como, "Estás esperando tu turno para subir al columpio. El esperar puede ser difícil. ¡Lo estás logrando! ¡Dame cinco!" o "Me encantó la manera en que Ben y tú tomaron turnos para utilizar tu carrito especial. ¡Apuesto que te sientes realmente orgulloso!"

Practique en la escuela

Existen varias oportunidades para que practique el tomar turnos en la escuela. Las maestras a menudo crean oportunidades de manera intencional para que los niños practiquen el tomar turnos así como aprender de ver a los demás tomar turnos. Por ejemplo, una maestra puede colocar un solo tren para usarse en las vías. Los niños entonces deben practicar el tomar turnos y aprender a trabajar juntos para disfrutar del mismo juguete al mismo tiempo.

La conclusión

Los niños no nacen sabiendo cómo tomar turnos. Es una habilidad que se les debe de enseñar. El tomar turnos puede ser difícil. Para poder aprender como tomar turnos de manera exitosa, los niños necesitan de práctica, ayuda y estimulo de los padres. Cuando los niños aprenden a tomar turnos también aprenden otras aptitudes valiosas como son:

- Ser buen amigo
- Auto control
- Resolución de problemas
- Paciencia
- Comunicación
- Escuchar
- Negociación

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

University of South Florida

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

Community Action Partnership of Kern

WE WANT TO HEAR FROM YOU!

¡QUEREMOS SABER DE TI!



COMMUNITY NEEDS SURVEY

Let us know what needs to be done to improve the lives of low-income people and families living in our community.

ENCUESTA DE NECESIDADES DE LA COMUNIDAD

Díganos que necesitamos hacer para mejorar la vida de las personas y familias de bajos ingresos que viven en nuestra comunidad.

WHAT'S NEEDED
LO QUE SE NECESITA

- **Child Care** / **Cuidado de Niños**
- **Education** / **Educación**
- **Homeless Services** / **Servicios para personas sin hogar**
- **Financial Services** / **Servicios financieros**

LET US KNOW WHAT NEEDS TO BE DONE

HÁGANOS SABER LO QUE HAY QUE HACER

Let us know what needs to be done to improve the lives of low-income people and families living in our community. Use the link below to complete a brief survey. It's anonymous and only takes a few minutes to complete. Go to:

HTTPS://WWW.SURVEYMONKEY.COM/R/8LFCPS6

Díganos que necesitamos hacer para mejorar la vida de las personas y familias de bajos ingresos que viven en nuestra comunidad. Pulse el enlace que se ofrece a continuación para llenar una breve encuesta. Su participación es anoónima y sólo toma unos minutos:

HTTPS://WWW.SURVEYMONKEY.COM/R/3TV97XF

Scan the code with your phone for more info!

Head Start
A Program of CAPK

Your child's health and education is our priority.

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







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

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

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

capk
Community Action Partnership of Kern

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

Give your child a Head Start!

1-800-701-7060

03192021

Scan the code with your phone for more info!

Head Start
A Program of CAPK

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

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







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

Head Start

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

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

Early Head Start:

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

capk
Community Action Partnership of Kern

Los alumnos de Head Start reciben:

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

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

1-800-701-7060

CalWORKs

Home Visiting Program







Home visiting could help you with:

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

Who May Be Eligible?

CalWORKs participants who are:

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



To learn more or to sign up for the program,

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

CalWORKs

Programa de Visitas a domicilio







Las visitas a domicilio le pueden ayudar con:

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

¿Quién es elegible?

Las personas que participan en el programa de CalWORKs:

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



Para obtener más información o inscribirse en el programa,

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

Community Action Partnership of Kern
Functions of the Policy Council Sub-Committees

Budget and Finance Committee- Meets once a month ~ 7 Members **3 VACANCIES**

The Treasurer will chair the Finance Committee. The Budget and Finance Committee will perform the following functions:

Work with key Governing Board, Head Start/Early Head Start and/or General Child Care management staff in developing/reviewing the following for recommendation to the policy council for approval/disapproval:

1. 1301.3 (c)(1) is referring to section 642 (D)(iii) as specified in the Head Start Act. Applications for funding and amendments to applications for funding for programs under this subchapter, prior to submission of applications described in this clause.
2. 1301.3 (e) A program must enable low-income members to participate fully in their policy council responsibilities by providing, if necessary, reimbursements for reasonable expenses incurred by the low-income members.

Planning Committee- Meets once a month ~ 7 Members **4 VACANCIES**

The Vice Chairperson will chair the Planning Committee. The Planning Committee will perform the following functions:

Work with the Program, Design and Management Administrator, Administration Staff, Policy Council and Governing Board to ensure that members are aware of established agency time frames and procedures for program planning.

The following Governance responsibilities are cited from the Head Start Program Performance Standards 1301.3 Policy council in reference to the Head Start Act, as amended 642(2)(D)(i)(ii)

1. (i) Activities to support the active involvement of parents in supporting program operations, including policies to ensure that the Head Start agency is responsive to community and parent needs.
2. (ii) Program recruitment, selection, and enrollment priorities.

~~**School Readiness Committee- Meets 4 times per term or as needed ~ 5 Members**~~ **FULL**

The Secretary will chair the School Readiness Committee. The School Readiness Committee will perform the following functions:

The School Readiness Committee will work with the staff sponsor to review current School Readiness goals based on most recent Desired Results data collected during annual assessment timeframes.

1. Each committee member will review current curriculum studies within the classroom.
2. Each committee member will be given opportunity to provide feedback based on current curriculum practice and compare to current School Readiness goals.
3. Each committee member will be given the opportunity to review and make recommendations to current School Readiness goals as needed or on an annual basis.

Bylaws Committee- Meets 3 times per term or as needed,~ 5 Members **4 VACANCIES**

The Parliamentarian will chair the Bylaws Committee Meeting. The Bylaws committee shall review and recommend changes to the Bylaws. The committee will interpret the Bylaws when questions arise. This committee is also responsible for making sure that amendments are rewritten into the Bylaws on an *Annual basis.*

1. 1301.3(c)(1) Policy council is responsible for activities specified at section 642 (D)(v) of the Head Start Act, as amended.

~~**Board of Directors Representative- Meets the last Wednesday every month at 12:00 p.m.**~~ **FULL**

Policy council members will be given the opportunity to nominate and vote for one representative of the policy council to be seated on the Board of Directors.

1. The elected policy council member will need to be available to attend **all** monthly Board of Director's meetings to represent the Head Start program.
2. The elected member will meet the Program Governance Coordinator 5 days prior to the board meeting to review and prepare for verbal report provided to the board.

**Subcommittee meetings will begin in January 2023*

2022-2023 Head Start
Policy Council Meeting Dates

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

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

~~Tuesday, November 15, 2022*~~
~~Tuesday, December 20, 2022**~~
Tuesday, January 24, 2023
Tuesday, February 28, 2023
Tuesday, March 28, 2023
Tuesday, April 25, 2023
Tuesday, May 23, 2023
Tuesday, June 27, 2023
Tuesday, August 22, 2023
Tuesday, September 26, 2023
Tuesday, October 24, 2023

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

* The November meeting was scheduled a week earlier to support potential additional leadership opportunities.

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

Policy Council Approved: November 15, 2022

Community Action Partnership *of* Kern
Head Start and State Child Development Division
2023 Program Planning Calendar for Grant Application Due December 1st
Funding Cycles: 3/1/2023 – 2/28/2024

Planning Activity	**Persons Responsible/ Team Leader**	**Timelines**	**Governing Bodies Involved**	**Governance Timelines**	**Governance Action Type**
Written Planning Procedure • Identify the planning team • Review & update planning calendar	Program Design and Management Administrator & Assistant Director Program	January – February	Policy Council Board of Directors	March	Approval Approval
Recruitment Plan and Selection Criteria/Training • Based on Community Assessment • Develop selection criteria (requires PC approval) • Develop Recruitment Plan • PC/BOD Annual Training	PDM Administrator; Audit & Enrollment Committee; Community Partners; Program Parents	October – November	Policy Council Board of Directors	January	Approval Approval
Self-Assessment • Identify strengths & areas needing improvement • Develop Corrective Action Plans	Quality Assurance Administrator, ED & SS Administrator	January – May	Policy Council Board of Directors	May	Approval Approval
Comprehensive Data Analysis • Community Assessment • Child outcomes • Child assessments • CLASS assessments • ITERS & ECERS • Family Services data • CCR • Health data • Evaluate Staffing Data • Budget vs. actual expenditures • Non-Federal share • Parent surveys • ERSEA Data	PDM Administrator; ED & SS Administrator; Quality Assurance Administrator; Professional Development Manager, Assistant Directors	March – June			

Policy Council Approval Date: TBD
Board of Directors Approval Date: TBD

Community Action Partnership *of* Kern
Head Start and State Child Development Division
2023 Program Planning Calendar for Grant Application Due December 1st
Funding Cycles: 3/1/2023 – 2/28/2024

Planning Activity	Persons Responsible/ Team Leader	Timelines	Governing Bodies Involved	Governance Timelines	Governance Action Type
• Disabilities Data *Comprehensive Data Analysis continued…* • Training evaluations • Program Information Report (PIR) • Ongoing monitoring results • Self assessment results May include other data sets relevant for determining community and program needs and strengths					
Program Improvement Plans • Based on data including those from the Self Assessment, PIR, federal review report, etc…	HS Director; Administrative Team	June – July	Policy Council Board of Directors	August	Approval Approval
Program Design & Program Options • Review site locations • Basis for program options • Include in Refunding Application	Administrative Analyst & HS AD Program; Audit & Enrollment Committee	April – May	Policy Council Board of Directors	June	Approval Approval
Goals and Objectives • Identify priorities • Review/revise Head Start and State Child Development division mission statement • Identify long & short term program goals	Administrative Analyst & HS AD Program; Administrative Team; Board of Directors; Policy Council	April – May	Policy Council Board of Directors	June	Approval Approval
Program Information Report (PIR) • Summarize data • Verify data	Quality Assurance Administrator; Administrative Staff	June – August	Policy Council Board of Directors	February	Informational Informational

Community Action Partnership *of* Kern
Head Start and State Child Development Division
2023 Program Planning Calendar for Grant Application Due December 1st
Funding Cycles: 3/1/2023 – 2/28/2024

Planning Activity	**Persons Responsible/ Team Leader**	**Timelines**	**Governing Bodies Involved**	**Governance Timelines**	**Governance Action Type**
• Input data into online Head Start Enterprise System					
Begin Budget Draft • Include funds to support program goals/ objectives • Involve all divisions that support the requirements of the Head Start program	Finance; Admin Team	June – August			
Program Objectives & Need for Assistance • Draft program narrative	Administrative Analyst; HS AD Program & Administrative Team	June – August			
Training and Technical Assistance Plan • Identify training needs based on the results of data analysis • Indicate outcomes and evaluation of achievement	PDM Administrator; Professional Development Manager	Draft June-Aug Final October	Policy Council Board of Directors	October	Approval Approval
Completed Budget • Final management review & approval	HS Director; CPO: CFO	August			
Completed grant application including: • Program options and design • Program priorities, goals & objectives • Training & Technical Assistance (T/TA) Plan • Line item budget & budget narrative	HS Director; CFO, HS AD Program, Administrative Analyst	October	Policy Council Board of Directors	October	Approval Approval
Approved Grant Application Submitted for funding	Administrative Analyst & HS AD Program	Oct./Nov. 14th			

Community Action Partnership *of* Kern
Head Start and State Child Development Division
2023 Program Planning Calendar for Grant Application Due December 1st
Funding Cycles: 3/1/2023 – 2/28/2024

Planning Activity	**Persons Responsible/ Team Leader**	**Timelines**	**Governing Bodies Involved**	**Governance Timelines**	**Governance Action Type**
Head Start Annual Report	Quality Assurance Administrator; Admin Team	February			

Begin planning cycle for 2024 – February 2025 Program Year

Community Assessment • Collect data • Compile information into written Community Assessment	Administrative Analyst & HS AD Program; Administrative Staff	November – January	Policy Council Board of Directors	March	Informational Informational

2023-2024
Recruitment and Selection Plan
Community Action Partnership of Kern

1/3/2023

Head Start/State Child Development Division

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RECRUITMENT AND SELECTION PLAN COMMITTEE

BOD and Policy Council Members

Michelle Jara-Rangel	Board Member
Sarita Little	Parent, Policy Council
Susana Barrios	Parent, Policy Council
Andrea Flores	Parent, Policy Council

Community Members

Chad Dickson	Bakersfield Police Department-Community Liaison Officer
Rachel Rivera	Bakersfield Police Department- Community Relations Specialist
Steven Montanio	Kern High School District- Special Education
Daisy Torrez	Kern Health Systems- Marketing Coordinator

CAPK/CEDS Division Staff

Yolanda Gonzales	Executive Director, Head Start
Jerry Meade	Assistant Director of Program
Gloria Barbero	Assistant Director- San Joaquin
Laurie Hughey	Homeless Services Program Administrator
LeTisha Brooks	Program Administrator
Esperanza Contreras	Partnership Administrator
Sylvia Ortega	Quality Assurance Administrator
Carolyn Coffey	Education Support Services Administrator
Robert Espinosa	Program Design & Management Administrator
Elizabeth Williams	Professional Development Manager
Carol Hendricks	Enrollment & Attendance Manager
Maria Guadian	Family Engagement & Inclusion Manager
Mary Ann Mooney	Program Manager
Luz Adams	Program Manager
Janey Felsoci	Program Manager
Rosa Del Toro	Program Manager
Rashi Strother	Education Manager
Alan Rodriguez	Health and Nutrition Manager
Lisa Gonzales	Program Governance Coordinator
Nicole Callahan	Early Head Start Program Coordinator
Sandra Acevedo	Enrollment and Attendance Coordinator
Lorena Juarez	Enrollment and Attendance Coordinator
Theresa Priest	Attendance Coordinator
Jennifer Johnson	CACFP Attendance Technician
Lavar Newsome	Family Service Worker
Alice Duran	Family Service Worker
Rita Fergoso	Family Advocate

INTRODUCTION

Kern and San Joaquin County's Early Head Start and Head Start programs are part of the network of non-profit 501(c) (3) agencies governed by the Community Action Partnership of Kern. Community Action Partnership of Kern has a $55 million annual budget and over 800 employees. Funding is derived from federal, state, local and private sources. In addition to Head Start and Early Head Start, the partnership administers the following programs: State-Funded Migrant and General Child Care, Women, Infants and Children (WIC), Green Energy HEAP & Weatherization, Food Bank, USDA Commodities, Senior Brown Bag, 2-1-1Kern Help Line, VITA, Shafter Youth Center, Home Visiting Program, CalFresh Healthy Living, East Kern Family Resource Center, M Street Navigation Center, Coordinated Entry System, and Friendship House Community Center.

The purpose of the annual Recruitment and Selection Plan is to form a plan that is based on the CAPK Community Assessment, to maintain adequate waiting lists that will assist Head Start in maintaining constant full enrollment and establish criteria for enrolling those children and families who will most benefit from Head Start and Early Head Start services when enrollment opportunities become available. The plan is required by Head Start Program Performance Standards at CFR 1302.

The process for annual revision of this plan is described in Head Start/State Child Development Division procedures and involves parents, Policy Council, staff, and community partners. In accordance with the Head Start Program Performance Standards, the Policy Council, and the Board of Directors, reviews and approves the plan. The Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) management team designs and carries out the annual training prior to recruitment kick-off.

The Head Start Kern grant is funded to serve 1,317 Head Start (HS) children and 908 Early Head Start children (EHS), including women who participate in our EHS-Pregnant Woman Program through Home Base. Since July 1, 2022, 963 children were served in Head Start, and 790 in Early Head Start in our programs.

METHODOLOGY

The Recruitment and Selection Plan Committee was assembled with the intent of including the perspectives of the diverse areas of Kern County's 8,000 square miles, as well as the San Joaquin County communities.

Management of the Kern County Head Start and Early Head Start programs is divided into regions, each of which receives oversight by a Program Manager. Each Program Manager was asked to participate as representation for their region. Head Start Policy Council members were also invited. Community members representing foster children, children with disabilities, homeless families, and families receiving public assistance were invited to appoint representatives to the committee.

The Recruitment and Selection Plan Committee met on November 17, 2022, and December 15, 2022. The committee members participated in open discussion; identifying community needs based on Community Assessment. The discussions also included a review of the 2022-2023 Selection Criteria as well as the 2022-2023 Recruitment and Selection Plan. The Plan includes excerpts from the Head Start Program Performance Standards and from the Head Start Act for School Readiness.

At the meeting, information was shared about the purpose of the Recruitment and Selection plan. There were six sections of the 2022 Community Assessment reviewed. Additionally, committee members were advised of the importance of their work, as some data points may guide recruitment efforts throughout the counties in the coming year, as well as determine selection priorities for which children are enrolled. Committee were asked to review the two documents provided to them, and freely discuss the ideas of the priorities they would like to see established. They were informed the Recruitment and Selection Plan is required to be based on the needs identified in the community assessment.

Committee members engaged in the task of shepherding a new Recruitment and Selection Plan during the planning session. They examined the priorities established by the 2021/2022 Recruitment and Selection Plan. The primary discussion was regarding meeting the Office of Head Start's requirement of 10% of children with a diagnosed disability and the options available to increase enrollment for the category. After further research, it was determined there would be no significant difference in enrollment if the eligibility points increased; therefore, no changes were made. What follows is the result of their examination of the needs and strengths of the communities served.

Eligibility

The Head Start Program Performance Standards set a minimum percentage for the number of enrollees with diagnosed disabilities and a maximum percentage for the number of enrollees from over income families.

- At least, 90 percent of enrollees must be Income/Public Assistance eligible based upon federalguidelines, in foster placement or homeless.
- No more than 10 percent of enrollees may be over income according to federal poverty guidelines, unless categorically eligible.
- The Head Start Act of 2007 provided that if the annual community assessment were to find the low-income families in the area have already been served, CAPK could request Office of Head Start approval to serve up to 35 percent of its enrolled children from families up to 130 percent of the federal poverty guidelines, in addition to the ten percent noted as allowable above.
- No less than 10 percent of EHS and HS enrollees must be children with a diagnosed disability and a verified Individualized Family Services Plan (IFSP) or Individualized Education Plan (IEP).

Eligibility Categories

The Head Start Program Performance Standards and the Head Start for School Readiness Act establishes family eligibility categories.

McKinney-Vento Eligible Children (Homeless Children)

Homelessness has been a continual issue in Kern and San Joaquin County due to the economy. The Office of Head Start recognized the importance of providing services to homeless families as they are the "neediest-of-the-needy."Homeless families are categorically eligible for Head Start and are considered a priority for services. Based on data tabulated by Kidsdata.org, there are an estimated 9,882 children homeless at any point during the 2018 school year in Kern and San Joaquin County. CAPK has reported in the first part of the 2021-2022 School Year, 61 homeless children and their families have been provided services.

Children with Disabilities

Head Start Performance Standards require a minimum of 10% of the funded enrollment of both Head Start and Early Head Start being children with disabilities (IEP/IFSP). The California Department of Education reported a total of 4,547 children under 5 years of age enrolled in Kern and San Joaquin County Special Education Programs in 2018. In thefirst half of the 2021-2022 School Year, CAPK reports serving 215 children with a diagnosed disability.

Foster Placement

Foster placement is a high priority for selection at Head Start. According to kidsdata.org, in 2018, there was a reported total of 941 children 5 years old and under in fostercare in Kern and San Joaquin County.

Income/Public Assistance eligible (low income) per federal poverty guidelines

Based on the most recent update to the 2021 Community Assessment, it was determined 70,269 children in Kern County and 52,388 in San Joaquin County are under the age of 5. Additionally, an estimated 22,524 of children in Kern County lived in poverty and 89% of children 0-5 lived in communities served by CAPK. When it comes to San Joaquin County, there are approximately 6,178 that were age and income eligible.

Based on that number, 31.1% of those children under the age of 5 are living below the federal poverty level; that means, there is an estimated 22,524 children that are Income/Public Assistance eligible for Head Start and Early Head Start currently residing in Kern County and 6,178 in San Joaquin County. During the first half of the 2021-2022 School Year, 1,384 of those served are categorized as Income/PublicAssistance eligible in both Kern and San Joaquin County.

Over income who meet the program selection criteria

Although it has been stated more than 27,000 children are Income/Public Assistance eligible for services in Kern County, the agency can provide services to 10% of the funded enrollment that exceed the income requirements of the program, at any given time. Generally, these slots are saved for those children that have disabilities but may be over income for the program or for centers in locations that struggle with securing Income/Public Assistance eligible families. During the first part of the 2021-2022 School Year, CAPK reports serving 240 over income families.

Recruitment

Children with diagnosed disabilities

At least ten percent of all children enrolled in Head Start and Early Head Start are diagnosed with disabilities and qualify for special education services. To support recruitment efforts, collaboration, and open communication is maintained with the Special Education Local Plan Area/ Local Education Agencies (SELPA/LEA) and Kern Early Start Services, as well as with the Valley Mountain Regional Center (VMRC) in San Joaquin County. Activities to continue this collaboration include:

- Attending IFSP/IEP meetings with prospective families referred by school districts or other agencies.
- Provide flexible/modified attendance schedules (Dual Enrollment).
- Establishing a relationship with the local School Districts Special Education Department.
- Establishing a relationship with the Special Education Preschools, on-site direct outreach efforts to groups affiliated with accommodation, accessibility, and awareness issues in our communities.
- Participating on the Kern Early Start Services Advisory Committee and Valley Mountain Regional Center (VMRC) in San Joaquin.
- Providing specific materials for recruitment of children with disabilities.
- Participating on the Kern County Superintendent of Schools SELPA/LRE (Special Education Local Plan Area/Least RestrictiveEnvironment) Committee.
- Participating in MVCCP-Medically Vulnerable Care Coordinator Project.

Head Start/State Child Development Division will provide information to the following regarding services for children with diagnosed disabilities:

- Private early childcare agencies that do not accept children with disabilities.
- Farmers' Markets, Fairs, Carnivals, Craft Shows, etc.
- Hospitals, doctors' offices, dentists' offices, the Health Department, and low-income clinics.
- Kern Regional Center and H.E.A.R.T.S. Connection.
- Search and Serve
- Valley Achievement
- San Joaquin County Office of Education
- Community Connection for Child Care will flag our program as "accepting children with disabilities."
- MOU with Department of Human Services to recruit in the lobby of the main office.
- Health Fairs or other community events geared toward families of children with disabilities.
- MOU and referral process between San Joaquin VMRC and Head Start San Joaquin.

Recruitment Strategies

Children and families are recruited throughout Kern and San Joaquin County; Kern County was established as the Partnership's service area beginning in 1965 and San Joaquin County in 2015.

The Partnership maintains an active, year-round recruitment process designed to reach Kern and San Joaquin County families eligible for services. Head Start's recruitment plan is based upon information from:

- Community Assessment Data drawn from a wide variety of sources
- Self-Assessment Data
- Individual Center Recruitment
- Community Partners
- Program Information Report Data

Recruitment is everyone's responsibility. It's also the responsibility of all Head Start/State Child Development Division employees to maintain 100 percent enrollment each school year. Through the dedicated efforts of parents and staff all program options must, always beginning on day one and, thereafter, maintain full enrollment and prioritized waiting list. In effort to recruit year-round, Head Start participates in many recruitment events as well as creating events in areas where community events are lacking.

Recruitment efforts are all-inclusive for all program options, and include the following:

- Initial Spring recruitment focuses on enrollment for the upcoming school year.
- Word of mouth recruitment through parents, volunteers, program staff, agency staff and community partners.
- Collaborative efforts with community events and agencies to coordinate ongoing recruitment opportunities, ensuring adaptation of outreach materials for local cultures and languages.
- Close collaboration with Special Education Local Plan Area/Local Education Agencies (SELPA/LEA), Kern Early Start Services, and other community groups, and medical professionals to keep communication open for services available for children with special needs and/or diagnosed disabilities.
- Application clinics, in-home application appointments, on-site or Head Start's office application appointments; and whenever possible assistance to walk-in parents to complete applications.
- Collaborating with media outlets to advertise the availability of Head Start services.
- Collaboration with Bakersfield Police Department's Community Resource Division.
- Year-round recruitment efforts.
- Memo of Understanding (MOU) with community agencies to provide on-site assistance to

- McKinney-Vento eligible children/families, domestic violence victims, child protective services and other families in need.
- Private sector child development programs.
- MOU with the Department of Human Services to recruit in the lobby of the main office in Bakersfield, where applications can be completed during the work week on a consistent basis.
- Collaboration with CAPK WIC and San Joaquin WIC.
- Nutrition and Child Support services in San Joaquin County.
- Create events at each individual center to draw attention to what Head Start does for the families in each neighborhood/community.
- Have a CAPK Community Resource event that promotes Head Start as well as other CAPK programs that provide services to low-income families.
- Provide recruitment materials and information to the 50 Head Start Dental providers.
- Provide recruitment materials and information to the CHDP providers.
- Utilize technology and social media
- Rebranding from Child Education and Development Services to Head Start services.
- Utilize CAPK Outreach department to maximize recruitment efforts county-wide.

Recruitment Strategies are individualized by the local community

Local recruitment is planned, carried out, monitored, and evaluated based on recruitment plans created by each Head Start center in collaboration with the Enrollment and Attendance Department. Local and site-based recruitment plans are available upon request from the Enrollment and Attendance Department.

Parents and staff will share information about the positive impact of the program.

Parents and staff distribute program information in readily available venues such as stores, libraries, laundromats, doctors' and dentists' offices, clinics, etc.

Head Start will issue Press Releases and/or Public Service Announcements regarding recruitment and Head Start's participation in program and activities in the community, for example:

- Festivals, fairs, or holiday events sponsored by the program
- Parades
- Center locations or relocations
- Awards received by parents, volunteers, or staff
- Special projects
- Donations to program
- Community farmer's markets
- Head Start staff will attend community meetings to share information about program services.
- Head Start will invite the community to program open houses.
- Head Start staff attends monthly collaboratives.
- Head Start collaborates with other CAPK programs and other community agencies for referrals, for example, the Health Advisory Committee, WIC, and the annual parent conference.
- San Joaquin ECE enrollment staff networking event, held quarterly.
- San Joaquin Housing Authority networking event, held quarterly.
- EHS Partnership with Bakersfield Community College recruitment strategy meetings held quarterly.

Selection Priorities

Head Start priority for an enrollment opportunity is:

1. McKinney-Vento Eligible Children (Homeless Children)-individuals who lack fixed, regular and adequate nighttime residence; and includes:

    a. Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster placement.

    b. Children and youth who have a primary nighttime residence that is a public or a private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings.

    c. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

    d. Migrant children who qualify as McKinney-Vento eligible because they are living in circumstancesdescribed in one of the above.

2. Foster Placement

In addition to the priority outline stated, points are awarded for the following factors:

- Public Assistance Eligible
- Income Eligible
- Children with a validated IEP/IFSP from a local Education Agency or Part C Agency
- Transitioning (EHS to HS, 3RD year enrollee)
- Parents who were/are18 and under, pregnant and/or parenting
- In the absence of Childcare would potentially be eligible for public assistance
- Child on EHS or HS wait-list prior program year and not enrolled
- Pregnant woman with documented medical risk
- First pregnancy
- Medical referral
- Social service referral
- Public Assistance Program
- Parent Works Full Time/Attending school Full time
- Home Language other than English
- Family is undergoing Court-ordered Family Maintenance

Total priority points are calculated by our ChildPlus database.

Trained Head Start staff will document the applicant's priority points on the program eligibility priority sheet.

When the applicant's priority points are entered into the database, the database calculates the total points to determine priority on the waiting list.

Selection is based upon priority and ranking on the waiting list database at the time the enrollment opportunity becomes available.

The recruitment and application process are year-round; therefore, families are regularly added to the database. The database continually updates the priority ranking of each site/option wait list. Additionally, it is important to note the Enrollment and Attendance Department's internal processes have procedures in place to ensure that a child who is over-income cannot be enrolled over a categorically eligible child even if the over-income child has higher points.

APPENDICES

Excerpts from the Head Start Program Performance Standards and Head Start Act for School Readiness pertaining to the Recruitment and Selection Plan

(go to www.eclkc.ohs.acf.gov for additional standards, HS Act)

Definitions from the Compilation of the Act

(1) The term "child with a disability" means

A. A child who qualifies for an Individualized Education Plan as defined under Individuals with Disabilities Education Act, established by a local education agency or Part C agency.
B. An infant or toddler qualifies for an Individualized Family Service Plan as defined under Individuals with Disabilities Education Act, established by a local education agency or Part C agency.

(11) The term "local educational agency" has the meaning given such term in the Elementary and Secondary Education Act of 1965.

(14) The term "poverty line" means the official poverty line (as defined by the Office of Management and Budget)--

A. adjusted to reflect the percentage change in the Consumer Price Index For All Urban Consumers, issued by the Bureau of Labor Statistics, occurring in the 1-year period or other interval immediately preceding the date such adjustment is made; and
B. adjusted for family size.

Sections of the Act

640. ALLOTMENT OF FUNDS; LIMITATIONS ON ASSISTANCE (m) The Secretary shall issue rules to establish policies and procedures to remove barriers to the enrollment and participation of homeless children in Head Start programs. Such rules shall require Head Start agencies—

(1) IN GENERAL- To determine whether Head Start agencies meet standards described in subsection (a)(1) established under this subchapter with respect to program, administrative, financial management, and other requirements, and in order to help the programs identify areas for improvement and areas of strength as part of their ongoing self-assessment process, the Secretary shall conduct the following reviews of Head Start agencies, including the Head Start programs operated by such agencies:

K) include as part of the reviews, a review and assessment of whether agencies have adequately addressed the needs of children with disabilities, including whether the agencies involved have met the 10 percent minimum enrollment requirement specified in section 640(d) and whether the agencies have made sufficient efforts to collaborate with State and local agencies providing services under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.);

PARTICIPATION IN HEAD START PROGRAMS

Sec. 645. [42 U.S.C. 9840] (a)(1)(A) The Secretary shall by regulation prescribe eligibility for the participation of persons in Head Start programs assisted under this subchapter.

(B) Except as provided in paragraph (2), such regulation shall provide--

(i) that children from low-income families shall be eligible for participation in programs assisted under this subchapter if their families' incomes are below the poverty line, or if their families are eligible or, in the absence of childcare, would potentially be eligible for public assistance; and

(ii) that homeless children shall be deemed to be eligible for such participation;

(iii) that programs assisted under this subchapter may include--

(I) to a reasonable extent (but not to exceed 10 percent of participants), participation of children in the area served who would benefit from such programs but who are not eligible under clause (i) or (ii); and

(II) from the area served, an additional 35 percent of participants who are not eligible under clause (i) or (ii) and whose families have incomes below 130 percent of the poverty line, if—

(aa) the Head Start agency involved establishes and implements outreach and enrollment policies and procedures that ensure such agency is meeting the needs of children eligible under clause (i) or (ii) (or sub clause (I) if the child involved has a disability) prior to meeting the needs of children eligible under this sub clause; and

(bb) in prioritizing the selection of children to be served, the Head Start agency establishes criteria that provide that the agency will serve children eligible under clause (i) or (ii) prior to serving the children eligible under this sub clause;

(iv) that any Head Start agency serving children eligible under clause (iii)(II) shall report annually to the Secretary information on--

(I) how such agency is meeting the needs of children eligible under clause (i) or (ii), in the area served, including local demographic data on families of children eligible under clause (i) or (ii);

(II) the outreach and enrollment policies and procedures established by the agency that ensure the agency is meeting the needs of children eligible under clause (i) or (ii) (or clause (iii)(I) if the child involved has a disability) prior to meeting the needs of children eligible under clause (iii)(II);

(III) the efforts, including outreach efforts (that are appropriate to the community involved), of such agency to be fully enrolled with children eligible under clause (i) or (ii);

(IV) the policies, procedures, and selection criteria such agency is implementing to serve eligible children, consistent with clause (iii)(II);

(V) the agency's enrollment level, and enrollment level over the fiscal year prior to the fiscal year in which the report is submitted;

(VI) the number of children served by the agency, disaggregated by whether such children are eligible under clause (i), clause (ii), clause (iii)(I), or clause (iii)(II); and

(VII) The eligibility criteria category of the children on the agency's waiting list;

(VIII) That a child who has been determined to meet the eligibility criteria described in this subparagraph andwho is participating in a Head Start program in a program year shall be considered to continue to meet the eligibility criteria through the end of the succeeding program year.

(C) In determining, for purposes of this paragraph, whether a child who has applied for enrollment in a Head Start program meets the eligibility criteria, an entity may consider evidence of family income during the 12 months preceding the month in which the application is submitted, or during the calendar year preceding the calendar year in which the application is submitted, whichever more accurately reflects the needs of the family at the time of application.

(2) Whenever a Head Start program is operated in a community with a population of 1,000 or less individuals and--

(A) There is no other preschool program in the community;

(B) the community is located in a medically underserved area, as designated by the Secretary pursuant to section 330(b)(3) of the Public Health Service Act [42 U.S.C. §254c(b)(3)] and is located in a health professional shortage area, as designated by the Secretary pursuant to section 332(a)(1) of such Act [42 U.S.C. §254e(a)(1)];

(C) the community is in a location which, by reason of remoteness, does not permit reasonable access to the types of services described in clauses (A) and (B); and
(D) not less than 50 percent of the families to be served in the community are eligible under the eligibility criteria established by the Secretary under paragraph (1); the Head Start program in such locality shall establish the criteria for eligibility, except that no child residing in such community whose family is eligible under such eligibility criteria shall, by virtue of such project's eligibility criteria, be denied an opportunity to participate in such program. During the period beginning on the date of the enactment of the Human Services Reauthorization Act and ending on October 1, 1994, and unless specifically authorized in any statute of the United States enacted after such date of enactment, the Secretary may not make any change in the method, as in effect on April 25, 1984, of calculating income used to prescribe eligibility for the participation of persons in the Head Start programs assisted under this subchapter if such change would result in any reduction in, or exclusion from, participation of persons in any of such programs.

Sections of the Head Start Performance Standards

1302.11 Determining community strengths, needs, and resources.
(a) Service area. (1) A program must propose a service area in the grant application and define the area by county or sub-county area, such as a municipality, town or census tract or jurisdiction of a federally recognized Indian reservation.

> (i) A tribal program may propose a service area that includes areas where members of Indian tribes or those eligible for such membership reside, including but not limited to Indian reservation land, areas designated as near-reservation by the Bureau of Indian Affairs (BIA) provided that the service area is approved by the tribe's governing council, Alaska Native Villages, Alaska Native Regional Corporations with land-based authorities, Oklahoma Tribal Statistical Areas, and Tribal Designated Statistical Areas where federally recognized Indian tribes do not have a federally established reservation.

(ii) If the tribe's service area includes any area specified in paragraph (a)(1)(i) of this section, and that area is also served by another program, the tribe may serve children from families who are members of or eligible to be members of such tribe and who reside in such areas as well as children from families who are not members of the tribe, but who reside within the tribe's established service area.
(2) If a program decides to change the service area after ACF has approved its grant application, the program must submit to ACF a new service area proposal for approval.

(b) Community wide strategic planning and needs assessment (community assessment).
(1) To design a program that meets community needs, and builds on strengths and resources, a program must conduct a community assessment at least once over the five-year grant period. The community assessment must use data that describes community strengths, needs, and resources and include, at a minimum:
(i) The number of eligible infants, toddlers, preschool age children, and expectant mothers, including their geographic location, race, ethnicity, and languages they speak, including:
(A) Children experiencing homelessness in collaboration with, to the extent possible, McKinney-Vento Local Education Agency Liaisons (42 U.S.C. 11432 (6)(A));
(B) Children in foster care; and
(C) Children with disabilities, including types of disabilities and relevant services and resources provided to these children by community agencies;
(ii) The education, health, nutrition and social service needs of eligible children and their families, including prevalent social or economic factors that impact their well-being;
(iii) Typical work, school, and training schedules of parents with eligible children;
(iv) Other child development, child care centers, and family child care programs that serve eligible children, including home visiting, publicly funded state and local preschools, and the approximate number of eligible children served;
(v) Resources that are available in the community to address the needs of eligible children and their families; and,
(vi) Strengths of the community.

(2) A program must annually review and update the community assessment to reflect any significant changes including increased availability of publicly funded pre-kindergarten- (including an assessment of how the pre-kindergarten available in the community meets the needs of the parents and children served by the program, and whether it is offered for a full school day), rates of family and child homelessness, and significant shifts in community demographics and resources.

(3) A program must consider whether the characteristics of the community allow it to include children from diverse economic backgrounds that would be supported by other funding sources, including private pay, in addition to the program's eligible funded enrollment. A program must not enroll children from diverse economic backgrounds if it would result in a program serving less than its eligible funded enrollment.

1302.12 Determining, verifying, and documenting eligibility.
(a) Process overview.
(1) Program staff must:
(i) Conduct an in-person interview with each family, unless paragraph (a)(2) of this section applies;
(ii) Verify information as required in paragraphs (h) and (i) of this section; and,
(iii) Create an eligibility determination record for enrolled participants according to paragraph (k) of this section.
(2) Program staff may interview the family over the telephone if an in-person interview is not possible or convenient for the family.
(3) If a program has an alternate method to reasonably determine eligibility based on its community assessment, geographic and administrative data, or from other reliable data sources, it may petition the responsible HHS official to waive requirements in paragraphs (a)(1)(i) and (ii) of this section.

(b) Age requirements.

(1) For Early Head Start, except when the child is transitioning to Head Start, a child must be an infant or a toddler younger than three years old.

(2) For Head Start, a child must:

(i) Be at least three years old or, turn three years old by the date used to determine eligibility for public school in the community in which the Head Start program is located; and,

(ii) Be no older than the age required to attend school.

(3) For Migrant or Seasonal Head Start, a child must be younger than compulsory school age by the date used to determine public school eligibility for the community in which the program is located.

(c) Eligibility requirements.

(1) A pregnant woman or a child is eligible if:

(i) The family's income is equal to or below the poverty line; or,

(ii) The family is eligible for or, in the absence of child care, would be potentially eligible for public assistance; including TANF child-only payments, or,

(iii) The child is homeless, as defined in part 1305; or,

(iv) The child is in foster care.

(2) If the family does not meet a criterion under paragraph (c)(1) of this section, a program may enroll a child who would benefit from services, provided that these participants only make up to 10 percent of a program's enrollment in accordance with paragraph (d) of this section.

(d) Additional allowances for programs.

(1) A program may enroll an additional 35 percent of participants whose families do not meet a criterion described in paragraph (c) of this section and whose incomes are below 130 percent of the poverty line, if the program:

(i) Establishes and implements outreach, and enrollment policies and procedures to ensure it is meeting the needs of eligible pregnant women, children, and children with disabilities, before serving pregnant women or children who do not meet the criteria in paragraph (c) of this section; and,

(ii) Establishes criteria that ensure pregnant women and children eligible under the criteria listed in paragraph (c) of this section are served first.

(2) If a program chooses to enroll participants who do not meet a criterion in paragraph (c) of this section, and whose family incomes are between 100 and 130 percent of the poverty line, it must be able to report to the Head Start regional program office:

(i) How it is meeting the needs of low-income families or families potentially eligible for public assistance, homeless children, and children in foster care, and include local demographic data on these populations;

(ii) Outreach and enrollment policies and procedures that ensure it is meeting the needs of eligible children or pregnant women, before serving over-income children or pregnant women;

(iii) Efforts, including outreach, to be fully enrolled with eligible pregnant women or children;

(iv) Policies, procedures, and selection criteria it uses to serve eligible children;

(v) Its current enrollment and its enrollment for the previous year;

(vi) The number of pregnant women and children served, disaggregated by the eligibility criteria in paragraphs (c) and (d)(1)of this section; and,

(vii) The eligibility criteria category of each child on the program's waiting list.

(e) Additional allowances for Indian tribes. (1) Notwithstanding paragraph (c)(2) of this section, a tribal program may fill more than 10 percent of its enrollment with participants who are not eligible under the criteria in paragraph (c) of this section, if:

(i) The tribal program has served all eligible pregnant women or children who wish to be enrolled from Indian and non-Indian families living within the approved service area of the tribal agency;

(ii) The tribe has resources within its grant, without using additional funds from HHS intended to expand Early Head Start or Head Start services, to enroll pregnant women or children whose family incomes exceed low-income guidelines or who are not otherwise eligible; and,

(iii) At least 51 percent of the program's participants meet an eligibility criterion under paragraph (c)(1) of this section.

(2) If another program does not serve the approved service area, the program must serve all eligible Indian and non-Indian pregnant women or children who wish to enroll before serving over-income pregnant women or children.

(3) A program that meets the conditions of this paragraph (e) must annually set criteria that are approved by the policy council and the tribal council for selecting over-income pregnant women or children who would benefit from program services.

(4) An Indian tribe or tribes that operates both an Early Head Start program and a Head Start program may, at its discretion, at any time during the grant period involved, reallocate funds between the Early Head Start program and the Head Start program in order to address fluctuations in client populations, including pregnant women and children from birth to compulsory school age. The reallocation of such funds between programs by an Indian tribe or tribes during a year may not serve as a basis for any reduction of the base grant for either program in succeeding years.

(f) Migrant or Seasonal eligibility requirements. A child is eligible for Migrant or Seasonal Head Start, if the family meets an eligibility criterion in paragraphs (c) and (d) of this section; and the family's income comes primarily from agricultural work.

(g) Eligibility requirements for communities with 1,000 or fewer individuals.
(1) A program may establish its own criteria for eligibility provided that it meets the criteria outlined in section 645(a)(2) of the Act.
(2) No child residing in such community whose family is eligible under criteria described in paragraphs (c) through (f) of this section, may be denied an opportunity to participate in the program under the eligibility criteria established under this paragraph (g).

(h) Verifying age. Program staff must verify a child's age according to program policies and procedures. A program's policies and procedures cannot require families to provide documents that confirm a child's age, if doing so creates a barrier for the family to enroll the child.

(i) Verifying eligibility.
(1) To verify eligibility based on income, program staff must use tax forms, pay stubs, or other proof of income to determine the family income for the relevant time period.

(i) If the family cannot provide tax forms, pay stubs, or other proof of income for the relevant time period, program staff may accept written statements from employers, including individuals who are self-employed, for the relevant time period and use information provided to calculate total annual income with appropriate multipliers.

(ii) If the family reports no income for the relevant time period, a program may accept the family's signed declaration to that effect, if program staff describes efforts made to verify the family's income, and explains how the family's total income was calculated or seeks information from third parties about the family's eligibility, if the family gives written consent. If a family gives consent to contact third parties, program staff must adhere to program safety and privacy policies and procedures and ensure the eligibility determination record adheres to paragraph (k)(2) of this section.

(iii) If the family can demonstrate a significant change in income for the relevant time period, program staff may consider current income circumstances.

(2) To verify whether a family is eligible for, or in the absence of child care, would be potentially eligible for public assistance, the program must have documentation from either the state, local, or tribal public assistance agency that shows the family either receives public assistance or that shows the family is potentially eligible to receive public assistance.

(3) To verify whether a family is homeless, a program may accept a written statement from a homeless

services provider, school personnel, or other service agency attesting that the child is homeless or any other documentation that indicates homelessness, including documentation from a public or private agency, a declaration, information gathered on enrollment or application forms, or notes from an interview with staffto establish the child is homeless; or any other document that establishes homelessness.

(i) If a family can provide one of the documents described in this paragraph (i)(3), program staff must describe efforts made to verify the accuracy of the information provided and state whether the family is eligible because they are homeless.

(ii) If a family cannot provide one of the documents described in paragraph (i)(3) to prove the child is homeless, a program may accept the family's signed declaration to that effect, if, in a written statement, program staff describe the child's living situation that meets the definition of homeless in part 1305 of this chapter.

(iii) Program staff may seek information from third parties who have firsthand knowledge about a family's living situation, if the family gives written consent. If the family gives consent to contact third parties, program staff must adhere to program privacy policies and procedures and ensure the eligibility determination record adheres to paragraph (k) of this section.

(4) To verify whether a child is in foster care, program staff must accept either a court order or other legal or government-issued document, a written statement from a government child welfare official that demonstrates the child is in foster care, or proof of a foster care payment.

(j) Eligibility duration.

(1) If a child is determined eligible under this section and is participating in a Head Start program, he or she will remain eligible through the end of the succeeding program year except that the Head Start program may choose not to enroll a child when there are compelling reasons for the child not to remain in Head Start, such as when there is a change in the child's family income and there is a child with a greater need for Head Start services.

(2) Children who are enrolled in a program receiving funds under the authority of section 645A of the Act remain eligible while they participate in the program.

(3) If a child moves from an Early Head Start program to a Head Start program, program staff must verify the family's eligibility again.

(4) If a program operates both an Early Head Start and a Head Start program, and the parents wish to enroll their child who has been enrolled in the program's Early Head Start, the program must ensure, whenever possible, the child receives Head Start services until enrolled in school, provided the child is eligible.

(k) Records.

(1) A program must keep eligibility determination records for each participant and ongoing records of the eligibility training for staff required by paragraph (m) of this section. A program may keep these records electronically.

(2) Each eligibility determination record must include:

(i) Copies of any documents or statements, including declarations, that are deemed necessary to verify eligibility under paragraphs (h) and (i) of this section;

(ii) A statement that program staff has made reasonable efforts to verify information by:

(A) Conducting either an in-person, or a telephone interview with the family as described under paragraph (a)(1)(i) or (a)(2) of this section; and,

(B) Describing efforts made to verify eligibility, as required under paragraphs (h) through (i) of this section; and, collecting documents required for third party verification that includes the family's written consent to contact each third party, the third parties' names, titles, and affiliations, and information from third parties regarding the family's eligibility.

(iii) A statement that identifies whether:

(A) The family's income is below income guidelines for its size, and lists the family's size;

(B) The family is eligible for or, in the absence of child care, potentially eligible for public assistance;
(C) The child is a homeless child or the child is in foster care;
(D) The family was determined to be eligible under the criterion in paragraph (c)(2) of this section; or,
(E) The family was determined to be eligible under the criterion in paragraph (d)(1) of this section.

(3) A program must keep eligibility determination records for those currently enrolled, as long as they are enrolled, and, for one year after they have either stopped receiving services; or are no longer enrolled.

(l) Program policies and procedures on violating eligibility determination regulations. A program must establish written policies and procedures that describe all actions taken against staff who intentionally violate federal and program eligibility determination regulations and who enroll pregnant women and children that are not eligible to receive Early Head Start or Head Start services.
(m) Training on eligibility.
(1) A program must train all governing body, policy council, management, andstaff who determine eligibility on applicable federal regulations and program policies and procedures. Training must, at a minimum:
(i) Include methods on how to collect complete and accurate eligibility information from families and third party sources;
(ii) Incorporate strategies for treating families with dignity and respect and for dealing with possible issues of domestic violence, stigma, and privacy; and,
(iii) Explain program policies and procedures that describe actions taken against staff, families, or participants who attempt to provide or intentionally provide false information.

(2) A program must train management and staff members who make eligibility determinations within 90 days of hiring new staff.

(3) A program must train all governing body and policy council members within 180 days of the beginning of the term of a new governing body or policy council.

(4) A program must develop policies on how often training will be provided after the initial training.

1302.13 Recruitment of children.
In order to reach those most in need of services, a program must develop and implement a recruitment process designed to actively inform all families with eligible children within the recruitment area of the availability of program services, and encourage and assist them in applying for admission to the program. A program must include specific efforts to actively locate and recruit children with disabilities and other vulnerable children, including homeless children and children in foster care.

1302.14 Selection process.
(a) Selection criteria.
(1) A program must annually establish selection criteria that weigh the prioritization of selection of participants, based on community needs identified in the community needs assessment as described in §1302.11(b), and including family income, whether the child is homeless, whether the child is in foster care, the child's age, whether the child is eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.) and other relevant family or child risk factors.

(2) If a program serves migrant or seasonal families, it must select participants according to criteria in paragraph (a)(1) of this section and give priority to children whose families can demonstrate they have relocated frequently within the past two-years to pursue agricultural work.

(3) If a program operates in a service area where Head Start eligible children can enroll in high-quality publicly funded pre-kindergarten for a full school day, the program must prioritize younger children as part of the selection criteria in paragraph (a)(1) of this section. If this priority would disrupt partnerships with local education agencies, then it is not required. An American Indian and Alaska Native or Migrant or Seasonal Head Start program must consider whether such prioritization is appropriate in their community.

(4) A program must not deny enrollment based on a disability or chronic health condition or its severity.

(b) Children eligible for services under IDEA.
(1) A program must ensure at least 10 percent of its total funded enrollment is filled by children eligible for services under IDEA, unless the responsible HHS official grants a waiver.

(2) If the requirement in paragraph (b)(1) of this section has been met, children eligible for services under IDEA should be prioritized for the available slots in accordance with the program's selection criteria described in paragraph (a) of this section.

(c) Waiting lists. A program must develop at the beginning of each enrollment year and maintain during the year a waiting list that ranks children according to the program's selection criteria.

1302.15 Enrollment.
(a) Funded enrollment. A program must maintain its funded enrollment level and fill any vacancy as soon as possible. A program must fill any vacancy within 30 days.

(b) Continuity of enrollment.
(1) A program must make efforts to maintain enrollment of eligible children for the following year.

(2) Under exceptional circumstances, a program may maintain a child's enrollment in Head Start for a third year, provided that family income is verified again. A program may maintain a child's enrollment in Early Head Start as described in §1302.12(j)(2).

(3) If a program serves homeless children or children in foster care, it must make efforts to maintain the child's enrollment regardless of whether the family or child moves to a different service area, or transition the child to a program in a different service area, as required in §1302.72(a), according to the family's needs.

(c) Reserved slots. If a program determines from the community assessment there are families experiencing homelessness in the area, or children in foster care that could benefit from services, the program may reserve one or more enrollment slots for pregnant women and children experiencing homelessness and children in foster care, when a vacancy occurs. No more than three percent of a program's funded enrollment slots may be reserved. If the reserved enrollment slot is not filled within 30 days, the enrollment slot becomes vacant and then must be filled in accordance with paragraph (a) of this section.

(d) Other enrollment. Children from diverse economic backgrounds who are funded with other sources, including private pay, are not considered part of a program's eligible funded enrollment.

(e) State immunization enrollment requirements. A program must comply with state immunization enrollment and attendance requirements, with the exception of homeless children as described in §1302.16(c)(1).

(f) Voluntary parent participation. Parent participation in any program activity is voluntary, including consent for data sharing, and is not required as a condition of the child's enrollment.

1302.16 Attendance. Promoting regular attendance. A program must track attendance for each child.
(1) A program must implement a process to ensure children are safe when they do not arrive at school. If a child is unexpectedly absent and a parent has not contacted the program within one hour of program start time, the program must attempt to contact the parent to ensure the child's well-being.

(2) A program must implement strategies to promote attendance. At a minimum, a program must:
(i) Provide information about the benefits of regular attendance;
(ii) Support families to promote the child's regular attendance;
(iii) Conduct a home visit or make other direct contact with a child's parents if a child has multiple unexplained absences (such as two consecutive unexplained absences); and,
(iv) Within the first 60 days of program operation, and on an ongoing basis, thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing ten percent of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as necessary.

(3) If a child ceases to attend, the program must make appropriate efforts to reengage the family to resume attendance, including as described in paragraph (a)(2) of this section. If the child's attendance does not resume, then the program must consider that slot vacant. This action is not considered expulsion as described in §1302.17.
(b) Managing systematic program attendance issues. If a program's monthly average daily attendance rate falls below 85 percent, the program must analyze the causes of absenteeism to identify any systematic issues that contribute to the program's absentee rate. The program must use this data to make necessary changes in a timely manner as part of ongoing oversight and correction as described in §1302.102(b) and inform its continuous improvement efforts as described in §1302.102(c).

(c) Supporting attendance of homeless children.
(1) If a program determines a child is eligible under §1302.12(c)(1)(iii), it must allow the child to attend for up to 90 days or as long as allowed under state licensing requirements, without immunization and other records, to give the family reasonable time to present these documents. A program must work with families to get children immunized as soon as possible in order to comply with state licensing requirements.

(2) If a child experiencing homelessness is unable to attend classes regularly because the family does not have transportation to and from the program facility, the program must utilize community resources, where possible, to provide transportation for the child.

Definitions from the Head Start Program Performance Standards

§1305.2 Definitions Recruitment area means that geographic locality within which a Head Start program seeks to enroll Head Start children and families. The recruitment area can be the same as the service area or it can be a smaller area or areas within the service area.

Community Action Partnership of Kern
Head Start /State Child Development
Income Breakdown Chart
2023 - 2024

2022 POVERTY GUIDELINES FOR THE 48 CONTIGUOUS STATES AND THE DISTRICT OF COLUMBIA	
Persons in family/household	Poverty guideline
1	$13,590
2	$18,310
3	$23,030
4	$27,750
5	$32,470
6	$37,190
7	$41,910
8	$46,630

For families/households with more than 8 persons, add $4,720 for each additional person.

Revised January 25, 2022

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2023—2024 Selection Criteria Verification Form

Applicant Name: _____ **DOB:** _____

Program: ☐ **HS** ☐ **EHS** ☐ **EHS-SJ** ☐ **EHS Partnership** **Family Size**_____

Option: ☐ **HB** ☐ **PD** ☐ **FD/PY** ☐ **FD/FY** **Center/HB Educator:**_____

Eligibility Type: (select only one)		**Documentation Examined**	
☐ McKinney-Vento Eligible *		☐ Public Assistance (Tribal TANF,TANF, SNAP, SSI)	☐ Pay Stub/W-2
☐ Foster Care		☐ Foster Care Reimbursement	☐ 2021 Taxes-Form 1040
☐ Income Eligible		☐ SSI	☐ Employer Statement
☐ Public Assistance (Tribal TANK, TANF, SNAP, SSI)		☐ EDD-Unemployment	☐ Other:
☐ Over Income			

CRITERIA***	POINTS	CRITERIA***	POINTS
ELIGIBILITY		OTHER FACTORS (Circle all that apply)	
McKinney-Vento Eligible*/Foster-Kinship Care**	900	Disability (IFSP/IEP)	200
Income		Public Assistance (Valid Aid Code or SSI)	50
75—100% Below Poverty	255	Caregiver-Kinship Care (Guardian) in process (GBLA letter)	15
50—74% Below Poverty	250	Transitioning from EHS to HS – 3rd year enrollee	350
25— 49% Below Poverty	245	Child on Waitlist prior year—not enrolled	50
0—24% Below Poverty	240		
Over-Income	5	Parents(s) work FT, attend school FT or CalWorks	50
AGE		Court Ordered Family Maintenance	50
HS: 4-year-old (on September 1)	60	Medical or Social Service Referral	20
3-year-old (on September 1)	15	Sibling enrolled EHS or HS	15
		Primary Language in home other than English	10
EHS: Pregnant Woman	25	First Time Pregnancy	30
Infant	25	High Risk Pregnancy	50
Toddler	20	Teen Parent (19 yrs. or younger at time of applicant's birth)	30
		One Parent	20
*Based on the definition outlined by the McKinney-Vento Act **Kinship Care as outlined in ACF-IM-HS-19-03		***Refer to descriptors on back for clarification	

Residential Verification: ☐ Dept Human Services ☐ Utility Bill ☐ Other: _____

Staff Verifying Eligibility—Print Name	Signature	Date

Guidance for Selection Criteria Verification Form

Participant Name and DOB: The name and date of birth (DOB) that is on the child's birth certificate or other document used to verify legal name and age.

Program: The program which the family is applying for HS, EHS Kern, EHS SJC, or EHS Partnership

Option: Select the program option which the family is applying: Home Based (HB); Part Day (PD); Full Day/Part Year (FD/PY); and/or Full Day/Full Year (FD/FY).

Center/Educator Name: Name of center or Home-Based Educator for which they are applying.

Eligibility Type: Only one type of eligibility may be selected. Choose the most applicable with the highest need.

Documentation Examined: To determine eligibility, select all that apply. For documentation not listed, staff must identify on the "other" line. All documents used to determine eligibility MUST be attached to the application.

Eligibility: Applicants are considered eligible if homeless (as defined by the McKinney-Vento Homeless Assistance Act), in Foster Care, Kinship Care, or are Income/Public Assistance eligible.

Income: Income points are determined by the Federal Poverty Guideline and family size, even those that are categorically eligible.

Age: Select the classroom age of the child. For Pre-K (HS) children, if the child turns 4-years-old after cutoff of September 1, the child is considered 3-years-old. If the child turns 5-years-old after September 1, they are considered a 4-year-old. (Based on cut-off age for kindergarten.)

Other Factors:
Disability: ONLY if current Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP) is provided.
Public Assistance (Tribal TANF, TANF with valid Aid Code or SSI): TANF documentation with valid Aid Code, Tribal TANF documentation, or SSI documentation.
Caregiver in process: Caregiver-Kinship Care (includes Guardian) who does not yet have legal documentation. However, applicant is in process of such and has a letter stating to this effect from Great Bakersfield Legal Assistance, Inc., or similar entity.
Transitioning (EHS to HS or 3rd year enrollee): Select only if currently enrolled EHS participant or 3rd year HS applicant.
Child on waitlist prior program year: The applicant was on the waitlist the previous program year and was not enrolled.
Parent Works/Attends School: Documentation must be provided, and case note must include parent(s) employment and/or attending school.
Court Ordered Family Maintenance: Family is engaged in court-ordered program/classes. (Court documents must be provided.)
Medical Referral: A medical referral from the physician must be provided.
Social Service Referral: A social service agency referral must be provided.
Sibling Enrolled: Must have a sibling currently enrolled in Head Start/Early Head Start.
Primary Language is other than English: Any language other than English spoken in the home.
At-risk Pregnancy and First Pregnancy: Pregnant women applying for EHS Home Base only.
Teen Parent: Parent was/will be 19 years or younger at time of applicant's birth. (Including currently pregnant women.)
One Parent: Family size is one parent.

Residential Verification: Must provide proof of residency in Kern County or San Joaquin County.

Signature: The staff member who verified eligibility must print their name and sign the Selection Criteria Verification form