Head Start
A Program of CAPK

Head Start/State Child Development

POLICY COUNCIL MEETING PACKET

June 27, 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
June 2023

EXECUTIVE COMMITTEE

Chairperson: Ruby Cruz
Vice Chairperson: Andrea Flores
Secretary: Susana Barrios
Treasurer: Pablo Reyes
Parliamentarian: Monique McWilliams

STANDING COMMITTEE MEMBERS

Board of Directors: Nila Hogan

BYLAWS
Chairperson: Monique McWilliams

1. Fatima Echeverria
2. Andrea Flores
3. Ana Vigil
4.
5.
6.

PLANNING
Chairperson: Andrea Flores

1. Fatima Echeverria
2. Sarita Little
3. Guillermina Herrera
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			X		X		X				
Michelle Del Rio			X		X		R				
Fatima Echeverria			X		X		X				
Andrea Flores			X		X		X				
Ana Vigil					X		X				

Budget & Finance Committee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Pablo Reyes		X	X	X	X	X					
Gabriel Rios		X	ABS	X	ABS	X					
Ruby Cruz		X	X	X	X	X					
Susana Barrios		X	X	X	ABS	X					
Anilu Saldana			X	ABS	ABS						

School Readiness Committee

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

Planning Committee

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

Board of Directors

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

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	X	X	X	X	X					
2	Fatima Echeverria - Martha J. Morgan	X	X	X	X	X	X	X					
3	Susana Barrios - Sunrise Villa	X	X	X	X	X	ABS	X					
4	Guillermina Herrera - Heritage					X	X	X					
#	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	*Vacancy*												
2	Monique McWilliams - Sterling	X	X	ABS	X	X	ABS	X					
3	*Annie Saldana - Sterling*	X	ABS	X	X	ABS	ABS						
4	Pablo Reyes - Harvey L. Hall	X	X	X	X	ABS	ABS	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	X	ABS	ABS	ABS						
2	Gabriel Rios - Taft	X	X	X	X	X	X	X					
3	*Michell Del Rio - Pete Parra*	X	X	X	X	X	X	R	R		R	R	R
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	X	ABS	X	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	Jennifer Wilson - L. Kohler	X	X	X	X	X	X	X					
2	*Vacancy*												
#	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	X	X	ABS	X	X					
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	ABS	X	X	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	Ana Vigil				X	X	X	X					

DATE	June 27, 2023
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

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

Susana Barrios	Nila Hogan	Ana Vigil
Ruby Cruz	Sarita Little	Jennifer Wilson
Fatima Echeverria	Monique McWilliams	
Andrea Flores	Pablo Reyes	
Guillermina Herrera	Gabriel Rios	

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. CAPK CPO Introduction – Louis Gil, Chief Program Officer, Community Action Partnership of Kern

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

   a. Policy Council Meeting Minutes – May 23, 2023 (English/Spanish) ***(p. 10-23)***
   b. School Readiness Committee Minutes – May 11, 2023 (English/Spanish) ***(p. 24-27)***
   c. Budget and Finance Committee Minutes – May 16, 2023 (English/Spanish) ***(p. 28-31)***
   d. Head Start Program Review Evaluation (PRE) Report – May ***(p. 32-33)***
   e. Head Start Budget to Actual Report, March 1, 2023 through April 30, 2023 ***(p. 34-36)***
   f. Early Head Start Budget to Actual Report, March 1, 2023 through April 30, 2023 ***(p. 37-39)***
   g. Parent Travel & Child Care through April 30, 2023 ***(p. 40-41)***
   h. Parent Activities through April 30, 2023 ***(p. 42-43)***

i. Head Start and Early Head Start Non-Federal Share and In-Kind Report, March 1, 2023 through April 30, 2023 ***(p. 44)***
j. Early Head Start Child Care Partnerships Non-Federal Share and In-Kind Report, March 1, 2023 through April 30, 2023 ***(p. 45)***
k. CAPK Job Fair – June 23, 2023 ***(p. 46-47)***
l. Children's Mobile Clinic – July 2023 (English/Spanish) ***(p. 48-49)***
m. Backpack Connection Series: How to Give Clear Directions (English/Spanish) ***(p. 50-51)***
n. Five Ways Fathers Support Their Child's Learning Every Day – Head Start Early Childhood Learning & Knowledge Center ***(p. 52-53)***
o. Naloxone Flyer – San Joaquin County Opioid Safety Coalition (English/Spanish) ***(p. 54-55)***
p. Upgrade Your First Aid Kit – Drug Free Kern ***(p. 56-57)***
q. Kern Head Start Recruitment Flyer (English/Spanish) ***(p. 58-59)***
r. San Joaquin Early Head Start Recruitment Flyer (English/Spanish) ***(p. 60-61)***
s. Home Visiting Program Flyer (English/Spanish) ***(p. 62-63)***
t. Policy Council Meeting Dates ***(p. 64)***

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

a. 2023-2024 School Readiness Goals – Rashi Strother, Education Manager EHS-San Joaquin ***(p. 65-87)***

7. Standing Reports

a. Program Governance – Lisa Gonzales, Program Governance Coordinator
b. Community Representative – Nila Hogan, Y-Empowerment
c. Board of Directors – Ana Vigil, CAPK Board Member
d. Head Start/State Child Development – Yolanda Gonzales, Head Start/State Child Development Director

8. Policy Council Chairperson Report

9. Policy Council Member Comments

10. Next Scheduled Meeting

11. Adjournment

This is to certify that this agenda notice was posted in the lobby of the CAPK Administrative Office at 5005 Business Park North, Bakersfield, CA and online at www.capk.org by 12:00 p.m. June 23, 2023, by Lisa Gonzales, Program Governance Coordinator.

FECHA	27 de junio, 2023
HORA	5:30 p.m.
UBICACIÓN	Reunión de Microsoft Teams 5005 Business Park North Bakersfield, CA 93309
ENLACE	Pulse el enlace para unirse a la junta
TELÉFONO	(213) 204-2374
NÚMERO DE IDENTIFICACIÓN	232 410 937 888

Agenda del concilio de póliza

La reunión se llevará a cabo por teleconferencia. Los miembros del público pueden unirse a la teleconferencia o escuchar la llamada desde la oficina de CAPK, ubicada en el 5005 Business Park North, Bakersfield, CA 93309

La promesa de Acción Comunitaria

Acción Comunitaria cambia la vida de 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 mismos y a los demás.

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

Susana Barrios	Nila Hogan	Ana Vigil
Ruby Cruz	Sarita Little	Jennifer Wilson
Fatima Echeverria	Monique McWilliams	
Andrea Flores	Pablo Reyes	
Guillermina Herrera	Gabriel Ríos	

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

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

4. **Presentación**
   a. Presentación de CP de CAPK – Louis Gil, director de programas, Asociacion de Acción Comunitaria de Kern

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

   a. Resumen de la reunión del concilio de póliza – 23 de mayo, 2023 (inglés/español)
   b. Resumen de la reunión del comité de preparación escolar – 11 de mayo, 2023 (inglés/español)
   c. Resumen de la reunión del comité de presupuestos y finanzas – 16 de mayo, 2023 (inglés/español)
   d. Reporte de evaluación del programa Head Start (PRE, siglas en inglés) – mayo
   e. Reporte del presupuesto y gastos actuales de Head Start, 1 de marzo, 2023 hasta el 30 de abril, 2023

f. Reporte del presupuesto y gastos actuales de Early Head Start, 1 de marzo, 2023 hasta el 30 de abril, 2023
g. Reporte de viajes para padres y cuidado infantil hasta el 30 de abril, 2023
h. Actividades para padres hasta el 30 de abril, 2023
i. Reporte de donaciones internas no federales de Head Start y Early Head Start del 1de marzo, 2023 hasta el 30 de abril, 2023
j. Reporte de donaciones internas no federales de la asociación de cuidado infantil Early Head Start del 1 de marzo, 2023 hasta el 30 de abril, 2023
k. Feria de empleo de CAPK – 23 de junio, 2023
l. Clínica de vacunación infantil – junio 2023 (inglés/español)
m. Series de Conexión Mochila: Cómo dar instrucciones claras (inglés/español)
n. Cinco maneras en como los padres pueden apoyar el aprendizaje de sus hijos – Centro de conocimiento y aprendizaje para la primera infancia de Head Start
o. Volante de naloxona – Coalición de seguridad contra opioides del condado de San Joaquín
p. Renueve su botiquín de primeros auxilios – Kern libre de drogas
q. Volante de reclutamiento de Head Start Kern (inglés/español)
r. Volante de reclutamiento de Early Head Start de San Joaquín (inglés/español)
s. Volante de reclutamiento del programa de visitas a domicilio (inglés/español
t. Horario de juntas del concilio de póliza

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

a. Objetivos de preparación escolar 2023-2024 – Rashi Strother, gerente de educación, EHS de San Joaquín

7. Reportes permanentes

a. Programa de gobernanza – Lisa Gonzales, coordinadora del programa de gobernanza
b. Representante comunitario – Nila Hogan, Empoderamiento Y
c. Junta Directiva – Ana Vigil, Representante de la junta directiva
d. Head Start/Desarrollo Infantil Estatal – Yolanda Gonzales, directora de 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 el 5005 Business Park North, Bakersfield, CA y en línea en www.capk.org a las12:00 p.m. 23 de junio, 2023, por Lisa Gonzales, coordinadora del programa de gobernanza

COMMUNITY ACTION PARTNERSHIP OF KERN
POLICY COUNCIL COMMITTEE MEETING
MINUTES
May 23, 2023
Teleconference ID: 232 410 937 888

1. **Call to Order**
   Policy Council Chairperson, Ruby Cruz called the meeting to order at 5:32 p.m.
   a. Roll call was taken and a quorum was established.
   Policy Council Members Present: Susana Barrios, Ruby Cruz, Fatima Echeverria, Andrea Flores, Guillermina Herrera, Sarita Little, Monique McWilliams, Gabriel Rios, Ana Vigil, Jennifer Wilson

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 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, the total group time for the topic will be 10 minutes. Please state your name before making your presentation. Thank you.*
   None

3. **Standing Committee Reports**
   a. School Readiness Committee
   The School Readiness Committee met on May 11, 2023. Rayjean Stone presented information to the committee on the Health and Nutrition services provided through the program. Rayjean expanded on the support services provided within the area of health and nutrition to keep children healthy. These services are necessary for optimal development and include physical exams, dental exams, immunizations, dental and hearing screeners and more. It was shared that a successful transition is built on communication and sharing information, building relationships and program alignments. Members were shown a video on transitions and learned what they can do to prepare themselves and their children for an upcoming transition. The next scheduled meeting will be on June 8, 2023. Members will review the school readiness goals for 2023-2024, share feedback, and provide their input for effective family strategies to support these goals.
   b. Planning Committee
   The Planning Committee met on April 4, 2023; however, a quorum was not established. Report information was shared. The Enrollment and Attendance report for March 2023 was reviewed. Head Start enrollment was at 76% and Early Head Start was at 75% enrollment. There were seven new staff onboarded as well as eleven resignations. The Child Adult Care Food Program report for February 2023 noted there were 65,948 meals delivered to centers. Enrollment and Attendance staff participated in various recruitment events in both Kern and San Joaquin Counties to recruit families for full enrollment.
   c. Budget & Finance Committee
   The Budget & Finance Committee met on April 18, 2023 with a quorum not established. However, the staff sponsor did share the standing budget reports with those in attendance. There were no questions about the information presented. It was noted that all financial reports could be found in the current Policy Council packet. The next meeting of the Budget & Finance Committee is scheduled for 5:30 p.m. on May 16, 2023.
   d. Bylaws Committee
   The Bylaws Committee met on April 11, 2023 at 5:30 p.m. The committee continued its review and discussion of the CAPK Head Start Policy Council Bylaws, reviewing Articles IV through VII in detail with an opportunity for discussion. The committee also had an open discussion about the number of members on each of the Policy Council committees, as well as the duration of time a member *should* be logged in and present for a meeting to be counted "in attendance." Discussion also took place about in-person meetings versus virtual meetings. The overwhelming consensus was that virtual meetings were not only more convenient but were the reason many members were able to participate in Policy Council. The next meeting is scheduled for June 13, 2023 at 5:30 p.m. The committee will resume reviewing the Policy Council Bylaws and will revisit the open discussion topics.

4. **Presentations**

   a. **Wellness Overview – Lorena Ortiz Ibarra, Content Area Specialist-Wellness, CAPK Head Start**

   Lorena shared an informational overview about Head Start Family Wellness. She first spoke about the Pyramid Model, which is research based and is utilized in classrooms. Lorena reviewed all the tiers of the model. She also spoke in detail to the Pyramid Practices, which included effective workforce, nurturing and responsive relationships, high quality environments, targeted social emotional supports, and intensive interventions. For each of the practices specific examples were provided and elaborated on. Lorena added that there are many other items provided such as sensory toys, a weighted blanket, etc. however they are "as needed" and tailored for the child. In discussing emotional support, Lorena shared classrooms have wellness kits which teach children problem solving and emotional regulation. Cards contained in the wellness kit help children to identify their feelings and add this language to their vocabulary.

   Lorena spoke about the ASQ-SE which is a screening tool for infants and young children whose social and emotional development requires further evaluation to determine if a referral for intervention services might be necessary. There are eight different questionnaires specific to the child's age from six to sixty months and based upon the birthdate and chronological age of the child.

   Some of the various trainings provided annually to teaching staff were discussed. Trainings included but was not limited to, positive behavior support, feelings and emotions, expectations, behavior incident reports and more. Lorena also shared that there are other trainings that are in the developmental process and are expected to be available for the upcoming school year.

   Lorena shared, Dr. Kirk a local child psychologist also provides monthly parent as well as staff trainings. Parent training is an interactive question/answer session in which Dr. Kirk address children with challenging behaviors, special needs, trauma, and any additional topic of choice as it relates to mental health and wellness. Additional services provided include services at the request of parents/staff and assessments for children exhibiting challenging behaviors.

   The process as to how referrals are generated was reviewed with members. It was stated they are generated when a child does meet the requirements of the ASQ: SE2, persistent challenging behaviors are exhibited or at the request of a parent or staff. The referrals are made to the Family Wellness Team who upon receiving a referral conduct observations of the child, speak with the teacher, have a case conference if needed with services provided by the team.

   Various questions were posed on a variety of topics such as referrals, the pyramid model practices, sensory items, and more. All of which were individually and thoroughly addressed.

5. **Consent Agenda** ***ACTION**

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

a. Policy Council Meeting Minutes – April 25, 2023 (English/Spanish)
b. Bylaws Committee Minutes – April 11, 2023 (English/Spanish)
c. School Readiness Committee Minutes – April 13, 2023 (English/Spanish)
d. Planning Committee Minutes – May 2, 2023 (English/Spanish)
e. Head Start Program Review Evaluation (PRE) Report – April
f. Head Start Budget to Actual Report, March 1, 2023 through March 31, 2023
g. Early Head Start Budget to Actual Report, March 1, 2023 through March 31, 2023
h. American Rescue Plan Funding Budget to Actual Report, April 1, 2021 to March 31, 2023
i. Parent Travel & Child Care through March 31, 2023
j. Parent Activities through March 31, 2023
k. Head Start and Early Head Start Non-Federal Share and In-Kind Report, March 1, 2023 through March 31, 2023
l. Early Head Start Child Care Partnerships Non-Federal Share and In-Kind Report, March 1, 2023 through March 31, 2023

m. Anilu Saldana Termination Letter – April 19, 2023
n. Audreyanna Angel Termination Letter – April 26, 2023
o. Children's Book Giveaway & Resource Fair – May 24, 2023; 5005 Business Park North, Bakersfield
p. Children's Mobile Clinic – June 2023 (English/Spanish)
q. Backpack Connection Series: How to Use Social Stories to Teach Your Child New Skills and Expectations (English/Spanish)
r. Help Us Stay Calm – National Center for Pyramid Model Innovations (English/Spanish)
s. Children's Services Resource Menu – Kern Behavioral Health & Recovery Services
t. Children and Youth Service – San Joaquin County
u. Helping Children and Adolescents Cope With Traumatic Events – National Institute of Mental Health (English/Spanish)
v. I'm So Stressed Out – National Institute of Mental Health (English/Spanish)
w. My Mental Health: Do I Need Help? – National Institute of Mental Health (English/Spanish)
x. Kern Head Start Recruitment Flyer (English/Spanish)
y. San Joaquin Early Head Start Recruitment Flyer (English/Spanish)
z. Home Visiting Program Flyer (English/Spanish)
aa. Policy Council Meeting Dates

An inquiry was made with regard to the Parent Activities account as to who decides how funds in that category are utilized. It was dually noted that there has hardly been any money spent to date. The reporting date for this report was noted to be just 30 days into the current fiscal year, March 1-31, 2023. It was stated these are dollars allocated for activities that directly relate to parents, such as the Parent Training series offered last which was open to all parents of children enrolled in the program. With the purpose clarified, the question was posed as to who decides on the activities. It was noted parents have a voice in that decision. Jennifer Wilson made a motion to approve items (a) through (aa); seconded by Monique McWilliams. Motion carried unanimously.

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

a. Nomination and Election of Policy Council Vice-Chairperson
It was stated that the position of Policy Council Vice-Chairperson is vacant. Prior to asking for nominations from members, it was shared that the vice-chairperson also facilitates and is the Chairperson of the Policy Council Planning Committee. It was asked if a member who already serves as a member of the Policy Council Executive Committee can be elected as the vice-chairperson; to which the response was no, per the CAPK Head Start Bylaws. It was also noted that members can only serve on a maximum of two committees. The floor was open for nominations with Andrea Flores self-nominating for the position. Pablo Reyes made a motion to approve Andrea Flores as the Policy Council Vice-Chairperson; seconded by Monique McWilliams. Motion carried unanimously.

b. COVID Policy and Procedures Update – Lisa McGranahan, CAPK Director of Human Resources
Lisa shared this is her first time attending and presenting to the Policy Council. She shared that generally when policy amendments are made to existing (agency) policies, those items are brought before the (CAPK) Personnel Committee and then the Board of Directors for full approval. Once full Board approval has been received the agency is able to implement policy amendments accordingly.

Lisa stated the item currently brought before the Policy Council at this meeting was presented to the CAPK Board of Directors. She proceeded, stating the document is a consolidation of some items and elimination of other items all related to COVID Policies. In providing context Lisa stated in April (2023) CAPK received notification from National Head Start that the vaccine and masking mandates were found by a district court ruling unenforceable. In light of such, the proposed updates are brought as an action item to Policy Council.

Specific changes were stated and spoken about in depth with detailed information also shared on current policies. Proposed changes included terminating the need for staff to test and quarantine upon returning from work travel, termination of the mandatory vaccine policy for employees, and volunteers as well as updating the Suspected or Confirmed Cases in the Workplace policy with the most recent Occupational Safety & Health Administration (OSHA) guidelines.

Lisa stated when presenting to the Board of Directors, they heard what was presented, understood it, as they have been on the two ½ year COVID journey with the agency, receiving updates, hearing about the number of cases, etc. The Board wanted to make sure that parents and Policy Council knew about and supported the proposed updates prior to them making their ruling. A bit more history from the onset of COVID was shared with members, with Lisa noting the creation of websites, safety plans and protocols, policies, and procedures and more. She further added when the Office of Head Start implemented their mandates, CAPK came together and decided in order to have equity across throughout the agency it was best that these policies not just apply to Head Start but to all of our programs and offices. Therefore, with these mandates now removed by Head Start, the request is for support and approval of the updates which will then be taken back to the Board of Directors. best interest to implement across the board.

Head Start Director, Yolanda Gonzales added the program will continue to follow all safety protocols at sites. The priority is to ensure we continue to provide all the health checks, proper sanitation and to ensure children receive the utmost quality of care.

The opportunity for questions and/or clarification was extended, with responses provided. This included clarifying health checks will still take place for children, however parents will not have to wear a mask, show proof of vaccination if they want to volunteer. It was added nor would new staff be required to have the COVID vaccination, in addition if any staff had an exemption they would no longer have to test. An additional question was posed about if the Center for Disease Control (CDC) has a new variant, or if this picks up again will the agency then roll this update back and try to put the other policies in place, or what will happen. Lisa McGranahan shared at this time the CDC as well as the federal government has accepted COVID is no longer a national threat. With that she stated there is a feeling of safety to be able to move on and remove protocols, however if all of a sudden there is another type of national emergency, we as an agency responded swiftly. Lisa also stated that we were able to put individual safety plan for the entire agency, the website, mandatory policies, and protocols were in place, as well as the discussion with our attorneys on approving exemptions was all completed within about 30-days.

A motion to approve the updated COVID-19 policies and procedures and the Suspected or Confirmed Cases in the Workplace policy, was made by Monique McAllister; seconded by Fatima Echeverria. Motion carried unanimously.

7. <u>Standing Reports</u>

a. Program Governance – Lisa Gonzales, Program Governance Coordinator

Lisa thanked the members for their time and for all their questions. She added that it is important they are informed and clear before making decisions on any action items.

She noted as previously shared, there will be a Book Giveaway and Resource Fair taking place at the CAPK Administrative Office with the address provided. Participants were told there will be over 28,000 books, and to bring a bag or a box or some other item to collect the books they want.

Members were reminded the deadline for the Region IX Scholarship is fast approaching. Lisa encouraged those members who are continuing their education and enrolled in classes to access the link provided to see if they qualify to apply for the scholarship. She noted that last year, both Monique McWilliams, Policy Council Parliamentarian, and member as well as Cynthia Rodriguez, Education Manager were two of the recipients of the Region IX Scholarship.

Lisa recapped with members some of the information and activities she has sent out over the course of the month in support of Mental Health Awareness month. She also touched on some of the resources contained in the Policy Council packet on the subject. The Children's System of Care in Kern County provides a variety of services for children such as diagnostic assessments, therapeutic behavioral services as well as family and/or individual therapy and more. It was noted there is a similar resource available in San Joaquin County, San Joaquin Behavioral Health. Lisa stated that both agencies also provide mental health services for adults as well as substance abuse services. She went on to discuss the importance of mental health, noting 1 in 5 adults in America live with some form of mental health condition. She provided an example stating if we had a broken arm or leg, and were in pain, we wouldn't shrug it off and just say to ourselves, "I'm

fine" or "It'll feel better tomorrow." We would seek medical attention. Lisa stated that too often we overlook our emotional and mental health and wellbeing, we don't give it as much attention as we do our physical health. She added there can also be a stigma attached to mental health so we can sometimes feel shame or embarrassment noting that societally we have to be more accepting of each other and do better. Lisa added that we all have our own unique path and personal journey in life; you can't necessarily tell a person's struggles or challenges from what is present outwardly. It is important to be kind and show each other grace.

Lisa wanted to make sure that all Policy Council members received their copy of *Do One Thing That Centers You*, mindfulness journal. She went on to share, the journal's intent is to encourage you to think about things through a different lens, in a way you might not have considered. She stated there are quotes and journal prompts along with areas for writing one's own thoughts. It is about trying to find balance and hopefully remind them to be present in the moment, whatever that moment is. Lisa stated the journal was a little something from her with the hope they also never forget how important they are, how unique they are and know that they have a purpose, and it is super important that they make the time to care of themselves.

In closing Lisa shared that she recently attended the 2nd Annual ACEs Conference which was very informative with over forty-two agencies represented for not only Kern County but other counties as well, including San Joaquin. Lisa stated ACEs is the acronym for Adverse Childhood Experiences, and mentioned she has made available to all a great flyer she received at the conference with tips to practice self-care as well as building resiliency. Lisa also shared that she watched a short video which she found very meaningful and impactful and would be sharing with the group. Prior to doing so Lisa stated that she hoped if there was only one takeaway from her report that it be the message shared in the video. The video Smile was played, upon conclusion requests were made for the video link. Additionally, thanks were shared from members for all the information that was sent over the month as well as the journal, stating information from the journal is shared daily with others.

b. Community Representative – Nila Hogan, Y-Empowerment

Nila stated because May is Mental Health Awareness month, she too would be sharing some information on the subject. She shared a website with members (Therapist Aid) which she has started using in her business as well as personally with her children. She stated there are various levels you can access however she encouraged members to stick with the free version as it has more than enough information. The website provides a variety of different tools including worksheets for children, adolescents and for adults as well. Nila shared the reason she wanted to share this information is because often when we think about mental health we don't tend to think about children. She added we are more inclined to think about how resilient they are. Nila shared some examples of the tools available on this platform which include guidelines, videos, worksheets and more. Nila also stated there is an ability to filter information based upon topic, be it, anxiety, anger, grief, relaxation, etc. She added the site contains quite a bit of information that can truly be used in daily life for yourself or in support of a friend. Nila encouraged members to share the website information widely with others.

c. Board of Directors – Ana Vigil, CAPK Board Member

Ana stated the Board of Directors met on April 26, 2023 with the Board of Directors approving new member seating of Gina Martinez, representative for Senator Melissa Hurtado.

Board member Marian Panos received a plaque in recognition of her six ½ years of service as a Board Member with her retirement from the Board effective April 26, 203. Chief Executive Officer, Jeremy Tobias added that he has reached out to Mayor Goh to provide a replacement for Marian. Suggestions have also been offered to fulfill the Head Start requirement that there be a member of the Board of Directors with Early Childhood Education experience.

All items on the consent agenda were approved. There were three action items presented to the Board for approval with two of those items approved. The items approved were County (of Kern) Administrative Office Request for Proposal for the Management and Operation of Supportive Services Village as well as the Updated Electronic Funds Transfer Policy brought forth due to an ACH data breach. The additional action item, Updated COVID Policies, was tabled until the May meeting to allow for time to present to the Policy Council and to share with parent groups. In addition, there were two informational items presented to the Board.

The CAPK Foundation report was presented by Catherine Anspach who provided an update on donations received. She also reported that former CAPK Chief Program Officer, Traco Matthews and form Board Member Janea Benton will join the Foundation Board effective May 2023. Catherine also reported during the month of May, Valley Strong Credit Union will launch the Huggy Heart campaign which will benefit the Youth & Family Services Program. Lisa Gonzales presented the Policy Council report to the Board of Directors for approval.

CEO Jeremy Tobias provided an update on the M Street Navigation Center and the Safe Camping site. It was stated that the center is at capacity with 147 beds filled. He also reported that fifty-one residents have been placed in permanent housing since January 1, 2023. In support of Community Action Month there are many events taking place including a Resource Fair to be held at the Shafter Youth Center on May 13, 2023. The meeting was adjourned at 2:07 p.m.

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

Yolanda thanked everyone for the information and community resources shared during verbal reports. She also acknowledged all staff, part-year staff who are ready for summer break and full-year staff who will continue to provide quality services over the summer were applauded for all the work they have done and continue to do. Yolanda added the program was able to acknowledge all teachers during Teacher Appreciation Week. She thanked those who participated and helped to deliver roses, tumblers, and other goodies.

Parents were thanked and it was stated the program continues to work diligently with our staff to ensure children are receiving the best services and that parents are supported as their child's first teacher. Yolanda thanked parents for their commitment and partnership.

Yolanda shared Parent Meetings have more than likely been completed and parents have been able to receive great information. Children were able to have some experiences as they're leaving the program and transitioning to kindergarten.

Yolanda again thanked parents, staff, and everyone as we continue to work together as partners ensuring the program continues to provide comprehensive services to the families and children served.

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

Ruby stated she was happy that everyone was present and shared a little bit about the end of year celebration at her daughter's school, Heritage. Ruby said it was a memorable and beautiful event, memories were made with teachers and with parents. She added the children performed a few dances and it was very cute. Parents and staff came together to decorate for the event; Ruby stated she is very grateful that Head Start is available for our children because the children learn so much and have a lot of fun. She is excited about what next year will bring, as her daughter will continue in the program after summer break. Ruby shared that she feels truly blessed and happy she has made friends with parents; her center is more like a second family. She added she deeply enjoys Policy Council and loves talking with others and connecting with them each month. Ruby also thanked Lisa for the beautiful journal, acknowledging we all have things going on and this journal will be really helpful.

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

Members were given an opportunity to share comments.

Fatima Echeverria stated she had no comment, however she wanted to make sure that Lisa knew how thankful she was for the journal. She added she is very appreciative of Lisa's support as she helps to guide members through their involvement on Policy Council. Fatima also expressed thankfulness for the teachers as well.

Andrea Flores thanked fellow members for their support in her election as Policy Council Vice-Chairperson. She stated it is a great opportunity and she loves to learn. Andrea feels she is learning so much at 22 years of age and is truly enjoying it. She added that as a young mother, there are many things she didn't know, and all of the comments and perspectives shared help her to become a better parent and to see things differently.

Monique McWilliams thanked Lisa for the journal.

Ana Vigil encouraged members to keep up the good work! She stated she really enjoys all the parent involvement on the Policy Council.

Jennifer Wilson stated she agreed with all of the COVID policy updates except she would have preferred the agency keep the mandatory staff vaccination requirement. However, in support of all the hard work that goes into putting policies together she felt it important to approve. She also was hopeful that removing the vaccination mandate would help in filling the more than one hundred open positions. Jennifer also expressed thanks for the journal received.

10. **Next Scheduled Meeting**
    The next scheduled meeting will take place on June 27, 2023 at 5:30 p.m.

11. **Adjournment**
    The meeting was adjourned at 7:04 p.m.

ASOCIACIÓN DE ACCIÓN COMUNITARIA DE KERN
RESUMEN DE LA JUNTA DEL CONCILIO DE PÓLIZA
23 de mayo, 2023
Número de identificación de la
teleconferencia: 232 410 937 888

1. **Convocación de reunión**
   Ruby Cruz, presidenta del concilio de póliza llamó al orden la junta a las 5:32 p.m.
   a. Se pasó lista y se estableció cuórum.
   Miembros del concilio presentes: Susana Barrios, Ruby Cruz, Fatima Echeverria, Andrea Flores, Guillermina Herrera, Sarita Little, Monique McWilliams, Gabriel Ríos, Ana Vigil, Jennifer Wilson

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 las preguntas que se formulen. Sin embargo, el concilio no tomará ninguna acción, sino que la referirá al personal para su estudio y análisis. ***Los oradores están limitados a tres minutos cada uno.*** *Si más de una persona desea tocar el mismo tema, el límite se extenderá hasta diez minutos. Favor de proporcionar su nombre antes de la presentación.*
   Ninguno

3. **Reportes de comités permanentes**
   a. Comité de preparación escolar
   El comité de preparación escolar se reunió el 4 de abril del presente año. Rayjean Stone hizo una presentación sobre los servicios de salud y nutrición, que se proporcionan a través del programa. Rayjean añadió que estos servicios se proporcionan para mantener a los niños saludables. Estos servicios son necesarios para el óptimo desarrollo de los alumnos, dentro de estos servicios se realizan exámenes físicos, dentales, se monitorean las vacunas, además de exámenes de audición. Se explicó que una transición exitosa se basa en el intercambio de informacion, la reacción de relaciones y alineación de programas. Se mostró un video en donde se muestran las transiciones y cómo se pueden manejar y aplicarse para la próxima transición de sus hijos. La próxima reunión del comité se llevará a cabo el p8 de junio. Durante esta reunión los miembros estarán revisando los objetivos de preparación escolar para el próximo ciclo 2023-2024; en ella se le solicitará a los miembros aportar comentarios, opiniones y estrategias efectivas para apoyar estos objetivos.
   b. Comité de planeación
   El comité de planeación se reunió el 4 de abril, sin embargo, no se estableció cuórum. Durante la reunión se revisó el informe de inscripción y asistencia del mes de marzo. La inscripción de Head Start reportó un 76% de inscripción, así como Early Head Start reportó un 75%. Durante marzo se contrataron a siete empleados, pero hubo once renuncias. El informe del programa de alimentos para el cuidado de infantil y adultos reportó que durante el mes de febrero del presente año informó que se repartieron 65,948 comidas en las guarderías El personal del departamento de inscripción y asistencia participó en vario eventos de reclutamiento en los condados de Kern y San Joaquín para aumentar la inscripción y conformar con los requisitos de inscripción.
   c. Comité de presupuestos y finanzas
   El comité de presupuestos y finanzas se reunió el 18 de abril, no se estableció cuórum; la información de los reportes se compartió con los presentes. Ninguno de los asistentes realizó ninguna pregunta sobre la información que se presentó. Se informó que todos los reportes se incluyeron en el paquete del concilio de póliza. La próxima reunión está programada para el próximo 16 de mayo, 2023.
   d. Comité de estatutos
   El comité de estatutos se reunió el 11 de abril del presente año. Los miembros del comité continuaron con la revisión y discusión de los estatutos del concilio de póliza. Revisaron detalladamente los artículos IV y VII para tener la oportunidad de discutir si eran necesarios algunos cambios. Los miembros del comité se enfrascaron en una plática abierta, discutiendo la cantidad de miembros en cada uno de los comités, el mínimo de tiempo en el que un miembro debe estar conectado a la junta para que se pueda contar como asistencia. Otro tema que se tocó fue la transición a juntas en persona o continuar las reuniones virtuales. La respuesta fue abrumadora, ya que los miembros piensan que las reuniones virtuales no solo son más convenientes, sino que aumentan la participación de los padres en el concilio de póliza. La próxima reunión está programada para el 13 de junio 2023; en donde se continuará con la revisión de los estatutos.

4. **Presentaciones**

   a. **Descripción del programa de bienestar – Lorena Ortiz Ibarra, especialista del área de contenido -División de bienestar de Head Start de CAPK**

   Lorena proporcionó una descripción general sobre la división de bienestar familiar de Head Start. Comenzó su presentación con el modelo pirámide, el cual se basa en investigaciones y se aplica en las clases. Lorena repasó los diferentes niveles que forman el modelo pirámide. Describió detalladamente los métodos que se utilizan los cuales incluyen la fuerza laboral eficaz, relaciones enriquecedoras y receptivas, ámbitos de alta calidad, apoyo socioemocional especifico e intervenciones intensivas. Se proporcionaron ejemplos de estos métodos. Lorena agrego que se utilizan juguetes sensoriales, cobijas pesadas, etc. pero estos objetos se utilizas de acuerdo a las necesidades de cada alumno. Al tocar el apoyo emocional, Lorena informó que cada salón cuenta con herramientas de bienestar, las cuales les enseñan a los niños como resolver problemas y regular emociones. Este juego de herramientas contiene tarjetas que les ayudan a identificar sus emociones y a la misma vez agregan lenguaje a su vocabulario.

   Lorena continuó y habló sobre el ASQ-SE, que es una herramienta de evaluación diseñada para bebés e infantes, cuyo desarrollo social y emocional requiere de una evaluación más profunda para determinar si es necesario una evaluación más profunda y remitir una solicitud para servicios de intervención. Esta herramienta cuenta con ocho cuestionarios diferentes, específicos para los niños de seis a sesenta meses, esto se basan en la fecha de nacimiento del menor, así como su edad cronológica.

   Se informó sobre algunas de las diferentes capacitaciones que se le proporcionan anualmente al personal docente. Entre estas se encuentran el comportamiento positivo, sentimientos y emociones, apoyo al comportamiento positivo, expectativas, informes de episodios de comportamiento. Lorena añadió que existen otras capacitaciones que se están desarrollando y se espera que estén disponibles para el siguiente año escolar.

   Lorena agregó que el doctor Kirk, un psicólogo infantil, ofrece capacitaciones mensuales para los padres y el personal. Las capacitaciones para padres son sesiones interactivas en donde se formulan preguntas y el doctor Kirk ofrece respuestas sobre comportamientos desafiantes, necesidades especiales, trauma además de un tema específico relacionado con el bienestar y la salud mental. Otros servicios que se proporcionan a petición de los padres o el personal son evaluaciones para los niños que exhiben comportamientos desafiantes.

   Se describió el proceso de cómo se generan las referencias. Estas se generan a partir del comportamiento desafiante que exhibe un alumno, quien tiene que cumplir con los requisitos de un ASQ:SE2, además de que se realizan a petición de un maestro o un padre. Estas referencias se realizan a través de la división de bienestar familiar, quien al recibirlas realizan observaciones de comportamiento del alumno, se habla con el maestro y por último se discute el caso si es necesario, y tiene como finalidad el enlace estos servicios los proporciona la división de bienestar familiar.

   La presentación generó una variedad de preguntas a diferentes temas, con referencia a el modelo pirámide, los objetos sensoriales, y las referencias. Todas las preguntas fueron contestadas detalladamente.

5. **Agenda de consentimiento** ***ACCIÓN**

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 un comentario o discusión, el elemento se eliminará de la agenda de consentimiento y se considerará en el orden indicado

- **a.** Resumen de la reunión del concilio de póliza – 25 de abril, 2023 (inglés/español)
- **b.** Resumen de la reunión del comité de estatutos – 11 de abril, 2023 (inglés/español)
- **c.** Resumen de la reunión del comité de preparación escolar – 13 de abril, 2023 (inglés/español)
- **d.** Resumen del comité de planeación – 2 de mayo, 2023 (inglés/español)
- **e.** Reporte de evaluación del programa (PRE, siglas en inglés) – Abril
- **f.** Reporte del presupuesto y gastos actuales de Head Start 1 al 31 de marzo, 2023

g. Reporte del presupuesto y gastos actuales de Early Head Start 1 al 31 de marzo, 2023
h. Reporte del presupuesto y gastos actuales del plan de rescate americano 1 de abril, 202 hasta el 31 de marzo, 2023
i. Viajes para padres y cuidado infantil hasta el 28 de febrero, 2023
j. Actividades para padres hasta el 31 de marzo, 2023
k. Reporte de donaciones internas no federales de Head Start y Early Head Start 1 al 31 de marzo, 2023
l. Reporte de donaciones internas no federales de la asociacion de cuidado infantil de Early Head Start 1 al 31 de marzo, 2023
m. Carta de cancelación de membresía para Anilu Saldana – 19 de abril, 2023
n. Carta de cancelación de membresía para Audreyanna Ángel – 26 de abril, 2023
o. Feria de recursos y distribución gratuita de libros infantiles – 24 de mayo, 2023; 5005 Business Park North, Bakersfield
p. Clínica móvil de vacunación infantil – junio 2023 (inglés/español)
q. Series conexión mochila: Como utilizar anécdotas sociales para enseñarle a su hijo nuevas habilidades y expectativas (inglés/español)
r. Ayúdenos a mantener la Calma – Centro nacional de innovaciones para modelos pirámide (inglés/español)
s. Menú de recursos de servicios infantiles – Servicios de recuperación y salud de conducta de Kern
t. Servicios infantiles y para adolescentes – Condado de San Joaquín
u. Ayudando a los niños y adolescentes a conllevar acontecimientos traumáticos – Instituto nacional de salud mental (inglés/español)
v. Estoy tan estresado – – Instituto nacional de salud mental (inglés/español)
w. Mi salud mental: ¿Necesito ayuda? – – Instituto nacional de salud mental (inglés/español)
x. Volante de reclutamiento de Head Start de Kern (inglés/español)
y. Volante de reclutamiento de Early Head Start de San Joaquín(inglés/español)
z. Volante del programa de visitas a domicilio (inglés/español)
aa. Horario de las juntas del concilio de póliza

Un miembro preguntó sobre quién toma las decisiones sobre cómo se utilizan los fondos destinados para las actividades para padres. Se aclaró que no se han utilizado muchos fondos bajo esta categoría. Se indicó que se este presupuesto apenas tiene solo 30 días de vigencia dentro del presente año fiscal, del 1 al 31 de marzo. Se continuó informando que este presupuesto se ha destinado para las actividades relacionadas con los padres, por ejemplo, la última capacitación que se ofreció a los padres, la cual estuvo disponible para todos los padres inscritos en el programa. Aclarado este, punto se prosiguió a informar que los padres pueden aportar sus sugerencias para la toma de decisiones. Jennifer Wilson presentó una propuesta para la aprobación de los elementos enlistados de la (a) hasta la (aa); esta fue secundada por Monique McWilliams. Propuesta aprobada por unanimidad.

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

a. Nominación y elección del vicepresidente del concilio de póliza
Se informó que el puesto estaba vacante. Antes de pedirle a los miembros las nominaciones, se informó que el vicepresidente funge como presidente del comité de planeación, del concilio de póliza. Se añadió que cualquier miembro que esté prestando servicio en el comité ejecutivo del concilio de póliza, no puede ser electo como vicepresidente de acuerdo a los estatutos de Head Start de CAPK. Se agregó que cualquier miembro sólo puede servir en dos comités como máximo. Se le cedió la palabra a los presentes, Andrea Flores, se auto nominó para el puesto. Pablo Reyes presentó una propuesta para aprobar la nominación de Andrea Flores como vicepresidente del concilio de póliza, Monique McWilliams la secundó. Propuesta aprobada por unanimidad

b. Actualización de pólizas y procedimientos de COVID – Lisa McGranahan, directora de recursos humanos de CAPK
Lisa dijo que esta es la primera vez que se presenta ante del concilio de póliza. Añadió que generalmente cuando hay cambios a las pólizas, existentes, se presentan ante el comité de personal y posteriormente a la junta directiva para su aprobación. Una vez que ha sido aprobada, por la junta directiva, CAPK puede implementar los cambios a la póliza correspondiente.

Lisa informó que el motivo que la trae ante el concilio ya se presentó ante la junta directiva. Este documento es una consolidación y eliminación de algunos elementos relacionados a las pólizas de COVID. Para entrar en contexto Lisa informó que, en abril del presente año, CAPK recibió una notificación de la oficina nacional de Head Start informando que un fallo de un tribunal de distrito determinó que, los mandatos de vacunación y cubrimiento eran inaplicables. Teniendo esto en cuenta, las actualizaciones se presentan para la aprobación del concilio de póliza.

Se explicaron los cambios específicos en profundidad a las pólizas existentes. Los cambios que se proponen son la terminación de la póliza que pide al personal someterse a pruebas y mantenerse en cuarentena después de regresar de un viaje de trabajo, así como la póliza que exige a todos los empleados y voluntarios vacunarse, también la actualización sobre los casos confirmados o sospechosos en el lugar de empleo, la cual se tiene que adherir a las normas de seguridad y salud ocupacional más reciente de OSHA.
Lisa añadió que cuando se presentaron estos cambios ante la junta, estos escucharon y entendieron los cambios ya que han experimentado estos cambios de COVID a la par que la agencia por los últimos dos y medio años, recibiendo las actualizaciones más recientes, el número de casos, etc. La junta directiva se quiere asegurar que los padres y el concilio de póliza tienen que tener conocimiento y mostrar su apoyo a las actualizaciones que se proponen antes de tomar una decisión. Se describió un poco más de la historia desde el inicio de la pandemia de COVID, enfatizando los sitios web, protocolos de seguridad, pólizas y procedimientos entre otros. Agregó que cuando la oficina de Head Start, implementó estos mandatos, CAPK decidió implementar estos mandatos a todos los programas e instalaciones. Por lo tanto, ahora que Head Start los ha eliminado, se está solicitando la aprobación de las actualizaciones y este tema se volverá ante la junta directiva para su aprobación e implementación.

Yolanda Gonzales, directora de Head Start agregó que el programa continuará aplicando los protocolos de seguridad en sus instalaciones; la prioridad es garantizar que se pueda continuar proporcionando los servicios de revisión de salud, procedimientos de sanidad y asegurar que los niños reciban el cuidado de máxima calidad.

Se dió la oportunidad a los miembros de formular preguntas y aclaraciones, se proporcionaron las respuestas correspondientes. Esto incluyó la aclaración sobre la administración de la revisión de salud, pero los padres no tendrán que utilizar un cubrebocas, mostrar comprobante de vacunación si desean ser voluntarios. Se añadió que tampoco se les exigirá a los nuevos empleados vacunarse contra el COVID, además de la eliminación de comprobante de prueba contra la enfermedad, para los empleados que contaban con una excepción. Se preguntó si e Centro de Control de Enfermedades (CDC, siglas en inglés) ha declarado si existe una variante del virus o si los casos de contagio se elevan nuevamente, nuestra agencia volverá a implementar los protocolos anteriores a esta actualización o tratará de implementar nuevas pólizas. Lisa dijo que por el momento tanto el gobierno federal como la CDC, ha concluido que COVID no representa una amenaza nacional. Dicho esto, se puede concluir que hay cierto nivel de seguridad para continuar y poder eliminar los protocolos, sin embargo, si se presenta alguna otra emergencia nacional, nuestra agencia responderá rápidamente. Lisa agregó que la agencia pudo implementar un plan de seguridad único para toda la agencia, se crearon sitios web para mantener informado a todo el público, en donde se informó sobre las pólizas obligatorios y los protocolos que se pusieron en marcha, así como también los consejos del equipo legal sobre la aprobación de excepciones, todo esto se realizó en un periodo de 30 días.

Monique McAllister presentó una propuesta para la aprobación de la actualización de las pólizas y procedimientos de COVID-19; así como también los procedimientos sobre la sospecha o confirmación de casos en el lugar de empleo, esta fue secundada por Fatima Echeverria. Propuesta aprobada por unanimidad.

7. <u>Reportes permanentes</u>

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

Lisa agradeció a los presentes por su tiempo y por formular preguntas. Agregó que es importante estar informados para tomar decisiones sobre cualquiera de los elementos que requieren votación.

Como se informó anteriormente, se realizará un evento de distribución gratuita de libros infantiles, así como una feria de recursos en la oficina administrative de CAPK, ya se ha proporcionado la

dirección. Se informó que habrá más de 28,000 libros para distribuir, se aconseja traer una bolsa o caja para guardar los libros que deseen.

Se les recordó a los miembros que la fecha límite para la beca de la Región IX, se está acercado rápidamente. Lisa aconsejó a los miembros que se encuentren inscritos en clases para continuar su educación, que utilicen el enlace que se proporcionó, para verificar que pueden solicitar y calificar para una beca. Dió como ejemplo a Monique McWilliams, miembro del concilio de póliza y Cynthia Rodriguez, gerente de educación, ambas fueron beneficiarias de esta beca el año pasado.

Lisa también les recordó a los miembros sobre la informacion que se había enviado durante el transcurso del mes sobre el apoyo al mes de concientización sobre la salud mental; así como una serie de recursos disponibles que se incluyeron en el paquete del concilio de póliza sobre este tema. El sistema de cuidado infantil en el condado de Kern proporciona una variedad de servicios para los niños, por ejemplo, evaluaciones para diagnóstico, servicios terapéuticos para el comportamiento, terapia tanto individual como para toda la familia y mucho más. Se indicó que el condado de San Joaquín también cuenta con un programa similar por medio de la división de Salud Mental de San Joaquín. Lisa indicó que ambas agencias brindan servicios de salud mental, así como servicios para la erradicación del abuso de substancias. Ella continuó discutiendo la importancia de la salud mental, señalando que 1 de cada 5 adultos en Estados Unidos, vive con algún tipo de afección de origen mental. Prosiguió dando un ejemplo diciendo que, si tuviéramos un brazo o pierna rotos y experimentando dolor, le damos la importancia que el tema se merece y buscaríamos atención médica. Lisa afirmó que frecuentemente ignoramos nuestro bienestar mental y emocional. Agregó que aún existe un estigma asociado con la salud mental, y por miedo a ser señalados socialmente, no buscamos la ayuda que necesitamos y también debemos aceptarnos más unos a otros. Lisa añadió que cada quien tiene su propio trayecto en la vida; y que muchas veces no nos damos cuenta de los desafíos a los que una persona se está enfrentando una persona, es importante ser amable y demostrar educación.

Lisa quería asegurarse de que los miembros recibieron su copia del diario, "haz algo que se centre en ti", agregando que la intención de este diario es alentar a los presentes a explorar las cosas de diferente manera tal vez una que no hayan considerado. En este diario se encuentran fragmentos inspiracionales y un área para plasmar sus pensamientos. Este diario tiene el propósito de encontrar un balance y vivir el presente, sea cual sea. Lisa dijo que el diario era un presente proveniente de ella para que nunca olviden lo importante y únicos que son, y que tienen un propósito muy importante y que deben tomarse el tiempo para cuidar de sí mismos.

Para terminar, Lisa informó que recientemente asistió a la 2da conferencia anual de ACE, agregando que fue muy informativa a la cual asistieron más de cuarenta y dos agencias de ambos condados, Kern y San Joaquín. Lisa dijo que ACE son las siglas de Experiencias Adversas en la Infancia y mencionó que ha puesto a disposición de todos un excelente folleto que recibió en la conferencia con consejos para practicar el cuidado personal y desarrollo de la resiliencia. Añadió que tuvo la oportunidad de ver un video que le gustaría compartir con el grupo, pero antes de compartirlo, ella deseaba que la única conclusión que los miembros se llevaran era el compartir el mensaje del video. Se mostró el video titulado Sonrisa, a su finalización los miembros solicitaron que se compartiera el enlace. Por ultimo los miembros agradecieron la informacion compartida durante el transcurso del mes, así como también la revista la cual se comparte diariamente.

b. Representante comunitario – Nila Hogan, Empoderamiento - Y

Nila dijo que debido a que mayo es considerado el mes de la concientización de la salud mental, ella estaría compartiendo información sobre el tema. Compartió un sitio web titulado Ayuda Terapéutica (Therapist Aid) que se comenzó a utilizar en su empresa y también con sus hijos. Dijo que hay varios niveles para acceder, recomendó utilizar la versión gratuita, ya que cuenta con información suficiente. El sitio proporciona una variedad de diferentes herramientas como hojas de trabajo para niños adolescentes y adultos. Nila está compartiendo esta información ya que a menudo olvidamos que los niños también pueden tener problemas de esta índole. Continúo informando otras herramientas disponibles como guías, videos y hojas de trabajo; esta página también le da la opción de filtrar la informacion de acuerdo con el tema como ansiedad, ira, dolor, relajación, etc. Por último, Nila exhortó a los miembros a compartir la información con otras personas.

c. Junta Directiva – Ana Vigil, miembro de la directiva de CAPK

Ana informó que la junta se reunió el 26 de abril, en donde se aprobó la nominación de Gina Martinez, representante de la senadora Melissa Hurtado.

Marian Panos recibió una placa de reconocimiento por sus seis y medio años de servicio en la junta y la fecha oficial de retiro es el 26 de abril, 2023. Jeremy Tobías informó que este reemplazo viene después de la recomendación que se recibió de la alcalde Goh. Se ha sugerido que se añada otro miembro a la junta directiva que cuente con experiencia en educación infantil.

Los elementos de acción de la agenda de consentimiento se aprobaron. Los elementos que se aprobaron fueron los siguientes: la propuesta de la oficina administrativa del condado de Kern; para la gestión y operación de servicios de apoyo Village, así como la póliza actualizada de transferencia electrónica debido a un ataque en los datos de ACH. Los elementos adicionales fueron las pólizas actualizadas con referencia a COVID, y se recomendó que se pospusiera la decisión hasta mayo, con el fin de presentar este asunto al concilio de póliza y los padres. Hubo dos elementes informativos presentados ante la junta. Catharine Anspach, presentó el informe de la fundación de CAPK con respecto a las donaciones que se recibieron. Añadió que el exdirector de programas de CAPK, Traco Matthews y Janea Benton, pasarán a formar parte de la junta directiva durante mayo 2023. Catherine también informó que, durante el mes de mayo, Valley Strong iniciará una campaña Huggy Heart, cuyas donaciones estarán destinadas para el programa de servicios para los jóvenes y familias. Lisa presentó el informe del concilio de póliza para su aprobación.

Jeremy Tobías, director ejecutivo, proporcionó una actualización sobre el centro de Navegación de la calle M y el sitio de acampamiento seguro. Se indicó que el centro cuenta con 147 camas que se encuentran ocupadas. Añadió que se han asegurado viviendas para cincuenta y un residentes desde enero del presente año. En apoyo al mes de acción comunitaria, se ha programado eventos, incluyendo una feria de recursos que se llevará a cabo el 13 de mayo en el centro juvenil de Shafter. La junta concluyó a las 2:07 p.m.

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

Yolanda agradeció a todos por la información que se proporcionó durante los informes verbales. Dio reconocimiento a todo el personal, los de medio año que salen de vacaciones y los de año completo que continuarán brindando servicios de calidad. Se les ofreció un cálido aplauso. Yolanda agregó que el programa reconoció a todos los maestros durante la semana de reconocimiento a los docentes. Ella agradeció a todos los que participaron en la repartición de rosas, vasos entre otros regalos.

Se les agradeció a los padres y el programa continúa trabajando diligentemente, para asegurar que los niños continúen recibiendo los mejores servicios, así como también apoyar a los padres como los primeros maestros. Yolanda continuó agradeciéndole a los padres por su compromiso y colaboración.

Continuó informando que las juntas para los padres han concluido y los padres recibieron excelente informacion, al final del año los niños tuvieron la oportunidad de experimentar algunos de los procedimientos cuando se cambien al jardín de niños.

Yolanda agradeció nuevamente a los padres, personal y todas las personas que continúan trabajando para proporcionar servicios integrales a las familias y a los niños a los que servimos.

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

Ruby dijo que estaba feliz que todos habían asistido a esta junta y platicó un poco sobre la celebración de fin de año en la guardería Heritage. Añadió que fue un evento hermoso y memorable, y se crearon recuerdos con los maestros y padres. Los alumnos presentaron algunos bailes, tanto padres como maestros ayudaron con la decoración para el evento. Ruby continuó diciendo que esta agradecida porque Head Start está disponible para nuestros niños, porque estos aprenden y se divierten mucho. Está emocionada por el futuro, ya que su hija continuará en el programa durante el verano; agradecida, feliz y bendecida por haber cultivado amistades con otros padres, la escuela es como una segunda familia. Agregó que disfruta su participación en el concilio de póliza, le gusta platicar con los otros miembros cada mes y agradeció Lisa por el regalo,

reconociendo que todos estamos muy ocupados y este diario le será útil.

9. **Comentarios de los miembros del concilio de póliza**
   Se les proporcionó a los miembros la oportunidad de aportar comentarios.

   Fatima Echeverria que no tenía ningún comentario para aportar, pero se quería asegurar de agradecerle a Lisa lo agradecida que estaba por el diario. Agregó que aprecia mucho el apoyo que Lisa proporciona mientras guiar a los miembros con su participación en el concilio de póliza, también expresó su agradecimiento por los maestros.

   Andrea Flores agradeció a los miembros por su apoyo en la elección como vicepresidenta, añadiendo que es una gran oportunidad y que le encanta aprender. Ella dijo que lo considera una excelente oportunidad a sus veinte y dos años y realmente lo está disfrutando, continúo diciendo que, como joven madre, había muchas cosas que no sabía y que todos los comentarios y perspectivas que se comparten, le ayuda a ser una mejor madre y tener un diferente punto de vista.

   Monique McWilliams agradeció a Lisa por el obsequio del diario.

   Ana Vigil exhortó a los miembros del concilio, a continuar con su buen trabajo. Continúo diciendo que, disfruta mucho de la participa pación de los padres en el concilio.

   Jennifer Wilson expreso su acuerdo con todas las actualizaciones de las pólizas de COVID, excepto que hubiese preferido mantener el requisito de vacunación para el personal. Sin embargo, en apoyo al arduo trabajo que implica la elaboración de las pólizas, por eso consideró que era importante aprobarlas. Espera que la eliminación de este requisito, de paso a poder llenar las más de cien vacantes. Agradeció también por el obsequio que recibió.

10. **Próxima reunión programada**
    La próxima reunión programada es el 27 de junio, 2023 a las 5:30 p.m.

11. **Conclusión**
    La junta concluyó a las 7:04 p.m.

Community Action Partnership of Kern
Head Start / State Child Development
Policy Council School Readiness Committee Meeting Minutes
May 11, 2023
(213) 204-2374 Meeting ID: 251 734 301 076

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

2. **Call to Order**
   a. Meeting was called to order at 5:39 PM by Susana Barrios.

3. **Roll Call and establish Quorum (half plus one)**
   a. Quorum was established.
   b. PC Members present: Susana Barrios, Jennifer Wilson, Sarita Little, Ruby Cruz, and Gabriel Rios.
   c. PC Members not present:

4. **Approval of Agenda**
   Motion was made by Jennifer Wilson to approve the agenda dated May 11, 2023. seconded by Sarita Little Motion carried unanimously.

5. **Approval of Minutes**
   Motion was made by Sarita Little to approve the minutes dated April 13, 2023. seconded by Jennifer Wilson. Motion carried unanimously.

6. **Introduction of Guests**
   Guests in attendance tonight were Rayjean Stone, Content Area Specialist Health.

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

8. **Presentation / Discussion Items**
   a. Introduction: Rayjean introduced herself.
   b. Rayjean shared the health support services monitoring which includes, Immunizations, dental, physical, and health concerns.
   c. Rayjean provided a list of items that are required for children transitioning to kindergarten. Physical, dental exam, and immunizations. If support is needed, please reach out to your FSW.
   d. Rayjean stated that hearing and vision screeners are completed for children aged 3 and up to ensure that they can see and hear properly and get the support as needed. Our health specialist will encourage families to advocate for their child and be involved with education and health development.
   e. Rayjean provided a head start nutrition overview; growth assessment, food services, anemia testing, lead testing, supporting special diets, and collaborating with registered dietician.

f. Rayjean shared the nutritional experiences that are provided during mealtimes, and at the end of the school year children participated in a cafeteria experience preparing them for their transition.
g. Rayjean shared that a successful transition is built on sharing information, building relationships, and program alignments. Educators and head start programs share information about the kindergarten transition by preparing children for what to expect in the new environments.
h. Rayjean shared a video on transitions and how families can support their child preparing them for the transition, letting them know what will happen, who will be available, and developing routines so that children are aware of the changes happening.
i. Members were asked if they had any questions and Rayjean thanked them for having her and listening to her presentation.

9. Announcements

Cynthia Rodriguez announced that the content area specialist and managers are working on the school readiness goals for the next school year and asked if the members would like to have another meeting so that they can review and give feedback on the goals, strategies, and activities. The members agreed to having another meeting in the month of June. Our next meeting will be June 8, 2023, at 5:30 PM to review and share feedback on school readiness goals.

10. Adjournment

Meeting was adjourned at 6:01 PM.

Asociación de Acción Comunitaria de Kern
Head Start / Desarrollo Infantil Estatal
Comité de preparación escolar del concilio de póliza
Reseña de la junta
11 de mayo, 2023
(213) 204-2374 Número de identificación de la junta: 251 734 301 076

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

2. **Convocación de reunión**
   a. Susana Barrios convocó oficialmente la junta a las 5:39 p.m.

3. **Pase de lista, establecimiento de cuórum (la mitad más uno)**
   a. Se estableció cuórum.
   b. **Miembros del comité presentes:** Susana Barrios, Jennifer Wilson, Sarita Little, Ruby Cruz, y Gabriel Ríos.
   c. **Miembros del comité ausentes:** Ninguno

4. **Aprobación de agenda**
   Jennifer Wilson presentó una propuesta para la aprobación de la agenda fechada el 11 de mayo, 2023, esta fue secundada por Sarita Little. Propuesta aprobada por unanimidad.

5. **Aprobación de minutos**
   Sarita Little presentó una propuesta para la aprobación de los minutos fechados el 13 de abril, 2023; esta fue secundada por Jennifer Wilson. Propuesta aprobada por unanimidad.

6. **Presentación de invitados.**
   Rayjean Stone, especialista en salud en el área de contenido fue la invitada de esta sesión.

7. **Foro público**
   (El público que desee dirigirse al comité de preparación escolar del concilio de póliza puede hacerlo en este momento; sin embargo, el comité no tomará ninguna acción, sólo referirá el tema al personal para su estudio y análisis).
   Ninguno

8. **Presentación/Discusión de temas**
   a. Introducción: Rayjean, se presentó.
   b. Rayjean compartió información sobre los servicios de monitoreo, los cuales incluyen vacunaciones, servicios dentales, físicos y de salud.
   c. Rayjean proporcionó una lista de artículos que se necesitan para los niños que se encuentran en transición al jardín de niños, estos incluyen exámenes físicos, dentales y vacunas. Si los padres necesitan ayuda, deben ponerse en contacto con la su trabajadora social.
   d. Rayjean continuó informando que la división de salud proporciona exámenes de audición y visión para los niños mayores de 3 años, esto con la finalidad de garantizar

que los niños puedan escuchar y ver adecuadamente o para proporcionarles el apoyo necesario. El especialista de salud exhortará a las familias a abogar por sus hijos y participar en su educación y desarrollo de salud.

e. Rayjean proporcionó una descripción general del plan de nutrición que Head Start proporciona, así como otros servicios como evaluación del crecimiento, servicios de alimentación, pruebas de anemia, pruebas de niveles de plomo, apoyo a dietas especiales y colaboración con dietistas registrados.
f. Rayjean proporcionó una descripción general de los servicios de experiencias nutricionales que se les proporciona a los alumnos a la hora de la comida. Al final del año escolar, se les lleva a una cafetería regular con el fin de prepararlos para esta transición.
g. Rayjean informó que una transición exitosa se basa en compartir información, construir relaciones y la alineación de los programas. Los educadores y el programa de Head Start comparten información sobre la transición al jardín de niños con el fin de prepararlos a manejar sus nuevos entornos.
h. Rayjean mostró un video sobre las transiciones y cómo las familias pueden ayudar a sus hijos para prepararse para esta; enseñándoles las situaciones a las que se enfrentarán, quién estará disponible y el desarrollo de rutinas para que los alumnos estén informados de los cambios.
i. Se les preguntó a los miembros si tenían alguna pregunta, Rayjean agradeció por haberle permitido hacer su presentación.

9. <u>Anuncios</u>

Cynthia Rodriguez, anunció que las especialistas del área de contenido están trabajando en los objetivos de preparación escolar para el próximo año escolar, y preguntó si alguno de los presentes estaba interesado en otra presentación para revisar y dar su opinión sobre las metas, estrategias y actividades. Los miembros acordaron reunirse nuevamente para el mes de junio. La próxima reunión se llevará a cabo el 8 de junio, del presente año a las 5:30 p.m. para revisar e intercambiar puntos de vista sobre las metas de preparación escolar.

10. <u>Conclusión</u>

La junta concluyó a las 6:01 p.m.

Community Action Partnership of Kern
Head Start / State Child Development
Policy Council Budget & Finance Committee Meeting Minutes
May 16, 2023
Audio Only: (213) 204-2374 Meeting ID: 230 502 352 583

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

2. **Call to Order**
   a. The meeting was called to order at 5:36 p.m. by Chairperson Pablo Reyes.

3. **Roll Call and establish Quorum (half plus one)**
   a. Quorum was established.
   b. PC Members present: Pablo Reyes, Ruby Cruz, Susana Barrios, Gabriel Rios
   c. PC Members not present: Anilu Saldana

4. **Approval of Agenda**
   Susana Barrios made a motion to approve agenda dated May 16, 2023; seconded by Ruby Cruz. Motion carried.

5. **Approval of Minutes**
   Susana Barrios made a motion to approve the minutes dated March 21, 2023; seconded by Ruby Cruz. Motion carried.

6. **Introduction of Guests**
   Guests in attendance were Louis Rodriguez, Finance Administrator and Lisa Gonzales, Program Governance Coordinator

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

8. **Presentation / Discussion Items** – Louis Rodriguez, Finance Administrator
   a. **Financial Reports**
      Louis stated that the program is now in the fifth year of a five-year grant cycle. It was added that the reports shared and to be discussed will reflect the first month of the fifth year, March 1, 2023 through March 31, 2023.

      The Head Start and Early Head Start budget to actual reports were discussed in detail with committee members which included percentages expended in various categories. Louis highlighted the non-federal share component, stating it is at 12% which is a pretty good start for the first month.

      In continuing to review the financial reports, Lous presented the American Rescue Plan Funding budget detail noting this grant is in the final month. It had a start date of April 1, 2021 for 24-months, concluding March 31, 2023. The report reflected this grant is at 100% expended. It was added this was a one-time funding opportunity made available due to the COVID-19 pandemic. This funding will not be available again;

therefore, this grant will no longer be reflected in future reports. Louis also shared the No-Cost Extension grants for San Joaquin and EHS Childcare Partnerships are not included because they too have been 100% expended and their end date was prior to March 1, 2023 (this reporting period).

In continuing to review the balance of financial reports, the parent activities report as well as parent local travel and childcare were provided.

The Non-Federal share (in-kind) report indicated the grand total as of this reporting period was 1,461,400 with 113,252 derived from EHS Child Care Partnerships.

9. <u>Announcements</u>

a. There will be a Book Give-Away and Resource Fair, to be held on May 23, 2023 at the CAPK Administrative Office, 5005 Business Park North in Bakersfield. It was shared that there will be over 28,000 books and is open to the community. Anyone interested should bring a bag or box to fill with books. The event is scheduled to take place 4:00 p.m. – 6:00 p.m. There will also be a variety of information available about some of the resources available through CAPK.
b. Committee members were reminded about the upcoming May 23, 2023 Policy Council (PC) meeting, noting PC Packets were mailed out with an extra "surprise" for members in support of mental health awareness month.

   It was also shared during the upcoming PC meeting there will be two action items requiring members' votes. A brief overview was shared regarding both items which were a requested for an update to the COVID-19 Policies and Procedures for the agency as well as the election and nomination for the Policy Council Vice-Chairperson as that position has recently become vacant.

   Members were reminded these meetings are their meetings and if there is another time that works better for them than 5:30 p.m. even if it's just a few minutes beyond the current time, then they can request a time change. An example was shared as to there was a Budget & Finance Committee change to begin the meeting at a later time, 6:00 p.m., to support one of the members. It was shared, the most important thing is to ensure a quorum is met and that all members are able to join the meeting at the start time to be able to hear all the information shared, to ask questions and to allow them to make informed decisions.

   Pablo shared that he will be at a conference in Phoenix Arizona for the next Budget & Finance Committee meeting but should be able to attend via phone. Pablo will be attending a cyber security conference related to his career and scope of work.

10. <u>Adjournment</u>

The next meeting will be held on Tuesday, June 20, 2023 at 5:30 p.m. The meeting was adjourned at 5:53 p.m.

Asociación de Acción Comunitaria de Kern
Head Start / Desarrollo Infantil Estatal
Comité de Presupuestos y Finanzas
Resumen de la junta
16 de mayo, 2023
Sólo por audio: (213) 204-2374 Número de identificación de la junta: 230 502 352 583

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

2. **Convocación de reunión**
   a. Pablo Reyes, presidente convocó al orden la junta a las 5:36 p.m.

3. **Pase de lista, establecimiento de cuórum (la mitad más uno)**
   a. Se estableció cuórum.
   b. Miembros del comité presentes: Pablo Reyes, Ruby Cruz, Susana Barrios, Gabriel Ríos
   c. Miembros del comité ausentes: Anilu Saldana

4. **Aprobación de agenda**
   Susana Barrios presentó una propuesta para la aprobación de la agenda fechada el 16 de mayo, 2023; esta fue secundada por Ruby Cruz. Propuesta aprobada.

5. **Aprobación de minutos**
   Susana Barrios presentó una propuesta para la aprobación de minutos fechados el 21 de marzo, 2023; esta fue secundada por Ruby Cruz. Propuesta aprobada.

6. **Presentación de invitados**
   Los invitados presentes fueron Louis Rodriguez, administrador de finanzas y Lisa Gonzales, coordinadora del programa de gobernanza

7. **Foro público**
   (El público que desee dirigirse al comité de presupuestos y finanzas puede hacerlo en este momento; sin embargo, el comité no tomará ninguna acción, solo referirá la cuestión al personal para su estudio y análisis.
   Ninguno

8. **Presentación/Temas de discusión** – Louis Rodriguez, administrador de finanzas
   a. **Reportes financieros**
   Louis informó que el programa se encuentra en su quinto año del subsidio. Agregó que los reportes que se presentarán esta noche reflejan el primer mes del quinto y último año que abarca del 1 al 31 de marzo, 2023.

   Se presentó el presupuesto y los reportes actuales de Head Start y Early Head Start estos se discutieron con los miembros del comité; los cuales incluyeron los porcentajes de las diferentes categorías. Louis hizo mención del componente de participación no federal y afirmó que se encuentra a un 12 por ciento, lo cual es un buen inicio para el primer mes.

   Louis continuó con la revisión de los reportes financieros, con respecto al fondo del plan de rescate americano, informó que este subsidio se encuentra en el último mes de su existencia. Tuvo como fecha de inicio el 1 de abril, 2021 y tenía un periodo de 24 meses de cobertura el cual concluyó el 31 de marzo del presente año. El reporte

refleja que estos fondos han sido utilizados al 100 por ciento. Se agregó que este fondo único que se distribuyó debido a la pandemia de COVID-19. Estos fondos no estarán disponibles nuevamente, por lo tanto, no se reflejarán en futuros reportes. Louis informó también los reportes de la extensión sin costo de los subsidios de San Joaquín y la asociación de cuidado infantil EHS no están incluidos este mes porque también se han utilizado al 100 por ciento y la fecha en la que caducaban el 1 de marzo, fue antes de este periodo del informe.

Continuando con la revisión del balance de los reportes financieros, se presentaron los reportes de las actividades para los padres, así como, los balances de los viajes locales de los padres y el cuidado infantil.

El reporte de participación no federal con respecto a las donaciones internas, indica que se han utilizado1,461,400, con un restante de 113,352 que se obtuvieron de las asociaciones de cuidado infantil de Early Head Start.

9. <u>Avisos</u>

a. El 23 de mayo del presente año se llevará a cabo una feria de recursos y repartición de libros gratuitos en la oficina administrativa de CAPK localizada en el 5005 Business Park North en Bakersfield. Se cuenta con más de 28,000 libros y el evento está abierto para todo el público. Las personas interesadas deben traer bolsas o cajas para llenarlas con los libros, el evento está programado de las 4:00 a 6:00 p.m. Durante este evento el público tendrá oportunidad de acceder a información de otras agencias, así como CAPK.
b. Se recordó a los presentes la junta del concilio de póliza que se llevará a cabo el próximo 23 de mayo, 2023, agregando que los paquetes de información que se enviaron contienen una sorpresa en apoyo al mes de concientización de la salud mental.

Añadió que la próxima junta incluye algunos componentes de acción que requieren de votación. Continuaron con una breve descripción de estos componentes, el primero es la actualización de las pólizas y procedimientos respecto a COVID-19, así como la nominación y elección de un nuevo vicepresidente para el concilio de póliza, ya que este puesto quedó vacante recientemente.

Se les recordó a los presentes que estas juntas están diseñadas para ellos y que, si tienen dificultades con el horario, este se puede modificar, incluso si sólo son unos minutos más tarde del horario actual. Un ejemplo de esto es el cambio que el comité de presupuestos y finanzas realizó, modificando la hora de las 5:30 a las 6:00 para apoyar a uno de sus miembros. Para el concilio es importante garantizar que se cumpla con el cuórum y que los miembros puedan enlazarse a la junta al inicio de la misma; para que puedan recibir toda la información y tener tiempo de formular preguntas y permitirles tomar decisiones informadas.

Pablo informó que no estará presente en la próxima reunión del comité de presupuestos y finanzas, ya que estará asistiendo a una conferencia relacionada a la seguridad cibernética, requisito que su empleo exige, pero tal vez podrá asistir vía telefónica.

10. <u>Conclusión</u>

La próxima junta se llevará a cabo el martes 20 de junio, 2023 a las 5:30 p.m. La junta concluyó a las 5:53 p.m.

DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Head Start/State Child Development/Yolanda Gonzales	**Month/Year:** May 2023
Program/Work Unit: Head Start/Early Head Start	**Program Manager/Administrator:** Carol Hendricks/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	**1242** 155	**956**	**77%**	**6%**	**4%** **6%**
Early Head Start • 10 Classrooms Fully Closed/ 6 Classrooms Partially Closured	**831** 107	**636**	**77%**	**22%**	**8%** **6%**

Home Visiting Program	Cumulative Enrollment	Contract Enrollment Target
	209	**240**

Division Staffing = 701			
Currently Employed	Vacant Positions	Continuous Family Leave	Intermittent Family Leave
589	112	26	53

HIGHLIGHTS: 12 staff were onboarded, and 11 resignations. 7 interviews were conducted for 4 open requisitions.

Program Update & Compliance

Kern:

- 5/6- Latina Mental Health Fair
- 5/6- Healthy Minds Resource Fair
- 5/12- DHS Resource Fair
- 5/13- CAPK Resource Fair (Shafter)
- 5/20- East Bakersfield Festival
- 5/24- CAPK Children's Book Give Away

SJC:

- Staff received a reminder trainer in emergency preparedness for disaster and earthquake drills. All center and socialization room received emergency food.
- Community Medical Center had a dental clinic at St, Mary's center.
- Classroom materials ordered for centers using QRIS monies. The order consisted of STEM and Loose Parts materials.

- Two Social Emotional Development Parent Workshops- Tucker Turtle (English/Spanish)
- El Concilio Parent Workshop- Emotional Health for Children (English/Spanish)
- Recruitment events: Human Services Agency; Mental Health Awareness Fair, and the Army and Air Force Exchange.

Partnership:

- 5/10- Mother's Day Picnic at Escuelita Hernandez
- 5/11- Family Picnic at Garden Pathways
- Bakersfield College center completed their QRIS review and earned a 5-star rating. They are also entering into the program self-assessment component of the NAEYC accreditation process.
- Taft College Center completed their State Review, receiving 97% and zero deficiencies.

Program:

- The Office of Head Start has released the Program Information Report (PIR) that must be completed by all federally funded Head Start (HS) and Early Head Start (EHS) programs. The deadline to submit the 2022-2023 PIR is August 31, 2023.

- The PIR provides comprehensive data on services, staff, children, and families served by HS and EHS. PIR data is used many ways including:
  - To describe demographics of children and qualifications of staff;
  - To report the cumulative number of children enrolled throughout the program year;
  - To describe and quantify the services delivered; and
  - To identify trends among the PIR data reported
- Staff have been reviewing reports and data to ensure accurate and timely submission of the PIR.

Central Kitchen May 2023				
Meals & Snacks	**Total # Prepared**	**Breakfast**	**Lunch**	**Snack**
Center Totals	**55,697**	20,807	17,053	17,873

HIGHLIGHTS: Center staff continued to request cafeteria experience forms to incorporate the transitional experience to kindergarten with the children. There was a total of 16 cafeteria experiences in the month of May.

CACFP						
April 2023						
Total Meals Delivered			**Meals Allocated**		**# of Meals Served**	**% of Meals Served**
Central Kitchen	Vendor Meals	Total Meals	CACFP/USDA	HS/EHS		
54,202	8,968	63,170	26,124	41,182	39,827	69%

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MEMORANDUM

To: Budget and Finance Committee of Policy Council

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

Date: June 20, 2023

Subject: *Head Start*
Budget to Actual Report for the period ended April 30, 2023 – **Info Item**

The Office of Head Start has awarded CAPK the full amount of its Head Start and Early Head Start grant for a five-year budget period, the fifth-year budget period is March 1, 2023, through February 29, 2024.

The following are highlights of the Head Start Budget to Actual Report for the period of March 1, 2023, through April 30, 2023. Two months (16.7%) of the 12-month budget period have elapsed.

Base Funds

Overall expenditures are at 10% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 24% of the budget.

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

The non-Federal share is at 10% of the budget.

Community Action Partnership of Kern
Head Start
Budget to Actual Report
Budget Period: March 1, 2023 - February 29, 2024
Report Period: March 1, 2023 - April 30, 2023
Month 02 of 12 (16.7%)

Prepared 06/05/2023

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	9,709,705	810,369	8,899,336	8%	92%
FRINGE BENEFITS	3,926,571	243,046	3,683,525	6%	94%
TRAVEL	-	-	-		
EQUIPMENT	-	-	-		
SUPPLIES	717,567	125,385	592,182	17%	83%
CONTRACTUAL	129,742	8,408	121,334	6%	94%
CONSTRUCTION	-	-	-		
OTHER	2,369,344	447,222	1,922,122	19%	81%
INDIRECT	1,628,603	146,600	1,482,003	9%	91%
TOTAL BASE FUNDING	**18,481,532**	**1,781,030**	**16,700,502**	**10%**	**90%**

TRAINING & TECHNICAL ASSISTANCE					
TRAVEL	41,904	9,310	32,594	22%	78%
SUPPLIES	23,986	5,222	18,764	22%	78%
CONTRACTUAL	22,800	442	22,358	2%	98%
OTHER	72,752	23,126	49,626	32%	68%
INDIRECT	16,144	3,798	12,346	24%	76%
TOTAL TRAINING & TECHNICAL ASSISTANCE	**177,586**	**41,898**	**135,688**	**24%**	**76%**

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

GRAND TOTAL HS FEDERAL FUNDS	**18,659,118**	**1,822,928**	**16,836,190**	**10%**	**90%**

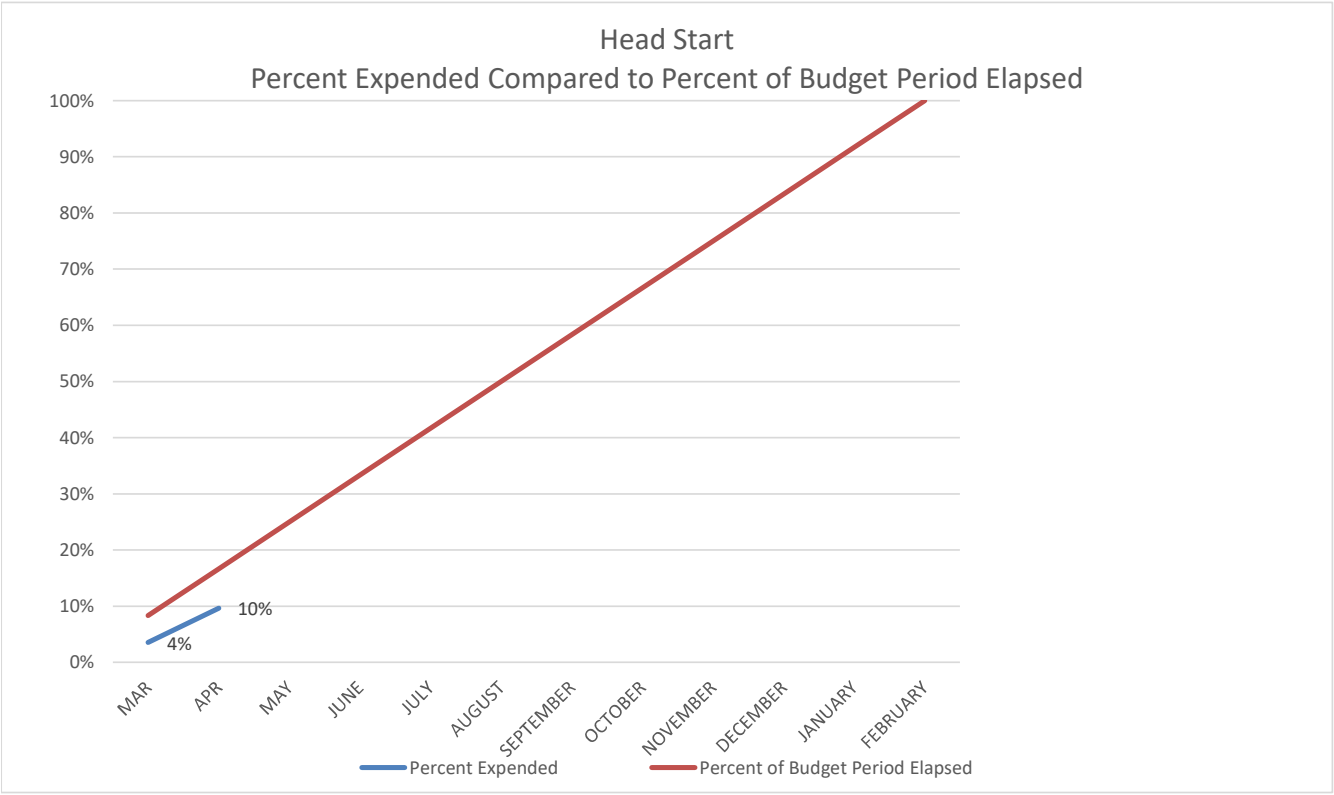
HEAD START and EARLY HEAD START COMBINED NON-FEDERAL SHARE

SOURCE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
IN-KIND	1,958,398	877,348	1,081,050	45%	55%
CALIF DEPT OF ED	11,131,398	1,901,957	9,229,441	17%	83%
TOTAL NON-FEDERAL	**13,089,796**	**2,779,305**	**10,310,491**	**21%**	**79%**

Budget reflects Notice of Award #09CH011132-05-00
Actual expenditures include posted expenditures and estimated adjustments through 04/30/2023
Administrative Cost for HS and EHS Combined **4.2%**

Agency-Wide Credit Card Report

	CURRENT	1 TO 30	31 TO 60	61 TO 90	TOTAL	STATEMENT DATE
Wells Fargo	34,120	-	-	-	**34,120**	5/1/2023
Lowe's	7,561		-	-	**7,561**	5/15/2023
Smart & Final	556		-		**556**	5/1/2023
Save Mart	1,454				**1,454**	5/2/2023
Chevron & Texaco Business Card	8,540	-	-	-	**8,540**	5/6/2023
Home Depot	18,752		343	-	**19,095**	5/5/2023
	70,982	**0**	**343**	**-**	**71,326**	


Head Start
Percent Expended Compared to Percent of Budget Period Elapsed
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
4%
10%
MAR
APR
MAY
JUNE
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
JANUARY
FEBRUARY
Percent Expended
Percent of Budget Period Elapsed

4

MEMORANDUM

To: Budget and Finance Committee of Policy Council

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

Date: June 20, 2023

Subject: *Early Head Start*
Budget to Actual Report for the period ended April 30, 2023 – **Info Item**

The Office of Head Start has awarded CAPK the full amount of its Head Start and Early Head Start grant for a five-year budget period, the fifth-year budget period is March 1, 2023, through February 29, 2024.

The following are highlights of the Early Head Start Budget to Actual Report for the period of March 1, 2023, through April 30, 2023. Two months (16.7%) of the 12-month budget period has elapsed.

Base Funds

Overall expenditures are at 11% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 9% of the budget.

Community Action Partnership of Kern
Early Head Start
Budget to Actual Report
Budget Period: March 1, 2023 - February 29, 2024
Report Period: March 1, 2023 - April 30, 2023
Month 02 of 12 (16.7%)

Prepared 06/05/2023

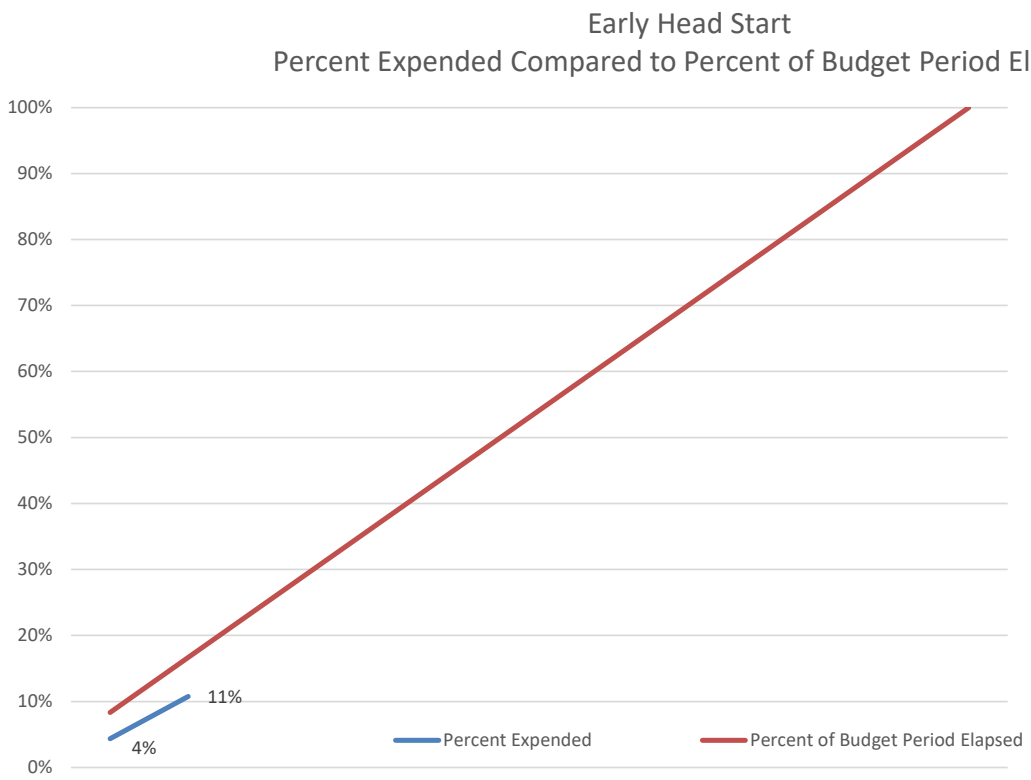
BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	9,313,272	871,391	8,441,881	9%	91%
FRINGE BENEFITS	2,737,444	300,840	2,436,604	11%	89%
TRAVEL	-	-	-		
EQUIPMENT	-	-	-		
SUPPLIES	859,126	134,045	725,081	16%	84%
CONTRACTUAL	985,671	130,283	855,388	13%	87%
CONSTRUCTION	-	1,472	(1,472)		
OTHER	2,024,865	278,515	1,746,350	14%	86%
INDIRECT	1,545,327	163,449	1,381,878	11%	89%
TOTAL BASE FUNDING	**17,465,705**	**1,879,994**	**15,585,711**	**11%**	**89%**

TRAINING & TECHNICAL ASSISTANCE					
PERSONNEL	-	-	-		
FRINGE BENEFITS	-	-	-		
TRAVEL	44,192	5,806	38,386	13%	87%
SUPPLIES	30,013	2,157	27,856	7%	93%
CONTRACTUAL	26,080	308	25,772	1%	99%
OTHER	212,393	21,180	191,213	10%	90%
INDIRECT	31,268	2,938	28,330	9%	91%
TOTAL TRAINING & TECHNICAL ASSISTANCE	**343,946**	**32,389**	**311,557**	**9%**	**91%**

CARRYOVER					
PERSONNEL		-	-		
FRINGE BENEFITS		-	-		
SUPPLIES	-	-	-		
CONTRACTUAL	-	-	-		
CONSTRUCTION	-	-	-		
OTHER	-	-	-		
INDIRECT	-	-	-		
TOTAL CARRYOVER	**-**	**-**	**-**		

GRAND TOTAL EHS FEDERAL FUNDS	**17,809,651**	**1,912,383**	**15,897,268**	**11%**	**89%**

Budget reflects Notice of Award #09CH011132-05-00
Actual expenditures include posted expenditures and estimated adjustments through 04/30/2023


Early Head Start
Percent Expended Compared to Percent of Budget Period Elapsed
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
11%
4%
Percent Expended
Percent of Budget Period Elapsed

COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT TRAVEL & CHILD CARE (6115)
2023-2024

HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2023	$ 1,350.00	$ -	$ -	$ 1,350.00	8%	0%
APRIL 2023	$ 1,350.00		$ -	$ 1,350.00	17%	0%
MAY 2023	$ 1,350.00		$ -	$ 1,350.00	25%	0%
JUNE 2023	$ 1,350.00		$ -	$ 1,350.00	33%	0%
JULY 2023	$ 1,350.00	$ -	$ -	$ 1,350.00	42%	0%
AUGUST 2023	$ 1,350.00		$ -	$ 1,350.00	50%	0%
SEPTEMBER 2023	$ 1,350.00		$ -	$ 1,350.00	58%	0%
OCTOBER 2023	$ 1,350.00		$ -	$ 1,350.00	67%	0%
NOVEMBER 2023	$ 1,350.00		$ -	$ 1,350.00	75%	0%
DECEMBER 2023	$ 1,350.00		$ -	$ 1,350.00	83%	0%
JANUARY 2024	$ 1,350.00		$ -	$ 1,350.00	92%	0%
FEBRUARY 2024	$ 1,350.00		$ -	$ 1,350.00	100%	0%

EARLY HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2023	$ 500.00	$ -	$ -	$ 500.00	8%	0%
APRIL 2023	$ 500.00		$ -	$ 500.00	17%	0%
MAY 2023	$ 500.00		$ -	$ 500.00	25%	0%
JUNE 2023	$ 500.00		$ -	$ 500.00	33%	0%
JULY 2023	$ 500.00	$ -	$ -	$ 500.00	42%	0%
AUGUST 2023	$ 500.00		$ -	$ 500.00	50%	0%
SEPTEMBER 2023	$ 500.00		$ -	$ 500.00	58%	0%
OCTOBER 2023	$ 500.00		$ -	$ 500.00	67%	0%
NOVEMBER 2023	$ 500.00		$ -	$ 500.00	75%	0%
DECEMBER 2023	$ 500.00		$ -	$ 500.00	83%	0%
JANUARY 2024	$ 500.00		$ -	$ 500.00	92%	0%
FEBRUARY 2024	$ 500.00		$ -	$ 500.00	100%	0%

Prepared by: Louis Rodriquez
June 14, 2023

COMMUNITY ACTION PARTNERSHIP OF KERN
VIAJES DE LOS PADRES y CUIDADO DE NINOS
2023-2024

KERN HEAD START

MES	BALANCE INICIAL	LO QUE SE GASTO ESTE MES	LO QUE SE HA GASTADO HASTA ESTE ANO	SALDO RESTANTE	PORCEN-TAJE DEL ANO TRANSCUR-RIDO	PORCEN-TAJE DEL PRESU-PUESTO QUE SE GASTO
MARZO DEL 2023	$ 1,350.00	$ -	$ -	$ 1,350.00	8%	0%
ABRIL DEL 2023	$ 1,350.00	$ -	$ -	$ 1,350.00	17%	0%
MAYO DEL 2023	$ 1,350.00	$ -	$ -	$ 1,350.00	25%	0%
JUNIO DEL 2023	$ 1,350.00	$ -	$ -	$ 1,350.00	33%	0%
JULIO DEL 2023	$ 1,350.00	$ -	$ -	$ 1,350.00	42%	0%
AGOSTO DEL 2023	$ 1,350.00	$ -	$ -	$ 1,350.00	50%	0%
SEPTIEMBRE DEL 2023	$ 1,350.00	$ -	$ -	$ 1,350.00	58%	0%
OCTUBRE DEL 2023	$ 1,350.00	$ -	$ -	$ 1,350.00	67%	0%
NOVIEMBRE DEL 2023	$ 1,350.00	$ -	$ -	$ 1,350.00	75%	0%
DICIEMBRE DEL 2023	$ 1,350.00	$ -	$ -	$ 1,350.00	83%	0%
ENERO DEL 2024	$ 1,350.00	$ -	$ -	$ 1,350.00	92%	0%
FEBRERO DEL 2024	$ 1,350.00	$ -	$ -	$ 1,350.00	100%	0%

EARLY HEAD START

MES	BALANCE INICIAL	LO QUE SE GASTO ESTE MES	LO QUE SE HA GASTADO HASTA ESTE ANO	SALDO RESTANTE	PORCEN-TAJE DEL ANO TRANSCUR-RIDO	PORCEN-TAJE DEL PRESU-PUESTO QUE SE GASTO
MARZO DEL 2023	$ 500.00	$ -	$ -	$ 500.00	8%	0%
ABRIL DEL 2023	$ 500.00	$ -	$ -	$ 500.00	17%	0%
MAYO DEL 2023	$ 500.00	$ -	$ -	$ 500.00	25%	0%
JUNIO DEL 2023	$ 500.00	$ -	$ -	$ 500.00	33%	0%
JULIO DEL 2023	$ 500.00	$ -	$ -	$ 500.00	42%	0%
AGOSTO DEL 2023	$ 500.00	$ -	$ -	$ 500.00	50%	0%
SEPTIEMBRE DEL 2023	$ 500.00	$ -	$ -	$ 500.00	58%	0%
OCTUBRE DEL 2023	$ 500.00	$ -	$ -	$ 500.00	67%	0%
NOVIEMBRE DEL 2023	$ 500.00	$ -	$ -	$ 500.00	75%	0%
DICIEMBRE DEL 2023	$ 500.00	$ -	$ -	$ 500.00	83%	0%
ENERO DEL 2024	$ 500.00	$ -	$ -	$ 500.00	92%	0%
FEBRERO DEL 2024	$ 500.00	$ -	$ -	$ 500.00	100%	0%

14 de Junio

COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT ACTIVITIES (7175)
2023-2024

HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2023	$ 9,210.00	$ -	$ -	$ 9,210.00	8%	0%
APRIL 2023	$ 9,210.00	$ -	$ -	$ 9,210.00	17%	0%
MAY 2023	$ 9,210.00	$ -	$ -	$ 9,210.00	25%	0%
JUNE 2023	$ 9,210.00	$ -	$ -	$ 9,210.00	33%	0%
JULY 2023	$ 9,210.00	$ -	$ -	$ 9,210.00	42%	0%
AUGUST 2023	$ 9,210.00	$ -	$ -	$ 9,210.00	50%	0%
SEPTEMBER 2023	$ 9,210.00	$ -	$ -	$ 9,210.00	58%	0%
OCTOBER 2023	$ 9,210.00	$ -	$ -	$ 9,210.00	67%	0%
NOVEMBER 2023	$ 9,210.00	$ -	$ -	$ 9,210.00	75%	0%
DECEMBER 2023	$ 9,210.00	$ -	$ -	$ 9,210.00	83%	0%
JANUARY 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	92%	0%
FEBRUARY 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	100%	0%

EARLY HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2023	$ 5,245.00	$ -	$ -	$ 5,245.00	8%	0%
APRIL 2023	$ 5,245.00	$ -	$ -	$ 5,245.00	17%	0%
MAY 2023	$ 5,245.00	$ -	$ -	$ 5,245.00	25%	0%
JUNE 2023	$ 5,245.00	$ -	$ -	$ 5,245.00	33%	0%
JULY 2023	$ 5,245.00	$ -	$ -	$ 5,245.00	42%	0%
AUGUST 2023	$ 5,245.00	$ -	$ -	$ 5,245.00	50%	0%
SEPTEMBER 2023	$ 5,245.00	$ -	$ -	$ 5,245.00	58%	0%
OCTOBER 2023	$ 5,245.00	$ -	$ -	$ 5,245.00	67%	0%
NOVEMBER 2023	$ 5,245.00	$ -	$ -	$ 5,245.00	75%	0%
DECEMBER 2023	$ 5,245.00	$ -	$ -	$ 5,245.00	83%	0%
JANUARY 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	92%	0%
FEBRUARY 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	100%	0%

June 14, 2023

COMMUNITY ACTION PARTNERSHIP OF KERN
ACTIVIDADES DE LOS PADRES
2023-2024

KERN HEAD START

MES	BALANCE INICIAL	LO QUE SE GASTO ESTE MES	LO QUE SE HA GASTADO HASTA ESTE ANO	SALDO RESTANTE	PORCEN-TAJE DEL ANO TRANSCUR-RIDO	PORCEN-TAJE DEL PRESU-PUESTO QUE SE GASTO
MARZO DEL 2023	$ 9,210.00	$ -	$ -	$ 9,210.00	8%	0%
ABRIL DEL 2023	$ 9,210.00	$ -	$ -	$ 9,210.00	17%	0%
MAYO DEL 2023	$ 9,210.00	$ -	$ -	$ 9,210.00	25%	0%
JUNIO DEL 2023	$ 9,210.00	$ -	$ -	$ 9,210.00	33%	0%
JULIO DEL 2023	$ 9,210.00	$ -	$ -	$ 9,210.00	13%	0%
AGOSTO DEL 2023	$ 9,210.00	$ -	$ -	$ 9,210.00	25%	0%
SEPTIEMBRE DEL 2023	$ 9,210.00	$ -	$ -	$ 9,210.00	38%	0%
OCTUBRE DEL 2023	$ 9,210.00	$ -	$ -	$ 9,210.00	50%	0%
NOVIEMBRE DEL 2023	$ 9,210.00	$ -	$ -	$ 9,210.00	63%	0%
DICIEMBRE DEL 2023	$ 9,210.00	$ -	$ -	$ 9,210.00	75%	0%
ENERO DEL 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	88%	0%
FEBRERO DEL 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	100%	0%

KERN EARLY HEAD START

MES	BALANCE INICIAL	LO QUE SE GASTO ESTE MES	LO QUE SE HA GASTADO HASTA ESTE ANO	SALDO RESTANTE	PORCEN-TAJE DEL ANO TRANSCUR-RIDO	PORCEN-TAJE DEL PRESU-PUESTO QUE SE GASTO
MARZO DEL 2023	$ 5,245.00	$ -	$ -	$ 5,245.00	8%	0%
ABRIL DEL 2023	$ 5,245.00	$ -	$ -	$ 5,245.00	17%	0%
MAYO DEL 2023	$ 5,245.00	$ -	$ -	$ 5,245.00	25%	0%
JUNIO DEL 2023	$ 5,245.00	$ -	$ -	$ 5,245.00	33%	0%
JULIO DEL 2023	$ 5,245.00	$ -	$ -	$ 5,245.00	13%	0%
AGOSTO DEL 2023	$ 5,245.00	$ -	$ -	$ 5,245.00	25%	0%
SEPTIEMBRE DEL 2023	$ 5,245.00	$ -	$ -	$ 5,245.00	38%	0%
OCTUBRE DEL 2023	$ 5,245.00	$ -	$ -	$ 5,245.00	50%	0%
NOVIEMBRE DEL 2023	$ 5,245.00	$ -	$ -	$ 5,245.00	63%	0%
DICIEMBRE DEL 2023	$ 5,245.00	$ -	$ -	$ 5,245.00	75%	0%
ENERO DEL 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	88%	0%
FEBRERO DEL 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	100%	0%

14 de Junio

Community Action Partnership of Kern
Head Start and Early Head Start Kern
Year-to-Date Non-Federal Share and In-Kind Repor
Budget Period: March 1, 2023 through February 29, 2024
Report for period ending Apri **30, 2023** (Month 2 of 12)

Percent of budget period elapsed: 16.7%

LOCATION	Enroll-ment	March	April	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	YTD Totals	Kern/ SJC	IN-KIND GOAL	% OF GOAL MET
Alberta Dillard	40	12,892	7,848	0	0	0	0	0	0	0	0	0	0	20,740	Kern	39,812	52%
Alicante	20	10,790	8,255	0	0	0	0	0	0	0	0	0	0	19,045	Kern	19,906	96%
Angela Martinez	60	7,590	7,366	0	0	0	0	0	0	0	0	0	0	14,957	Kern	59,718	25%
Broadway	40	5,844	8,565	0	0	0	0	0	0	0	0	0	0	14,409	Kern	39,812	36%
California City	20	3,962	3,239	0	0	0	0	0	0	0	0	0	0	7,201	Kern	19,906	36%
Cleo Foran	23	5,101	673	0	0	0	0	0	0	0	0	0	0	5,774	Kern	22,892	25%
Delano	76	21,546	20,850	0	0	0	0	0	0	0	0	0	0	42,396	Kern	75,643	56%
East California	52	6,966	7,639	0	0	0	0	0	0	0	0	0	0	14,605	Kern	51,756	28%
Fairfax	39	14,538	14,461	0	0	0	0	0	0	0	0	0	0	28,998	Kern	38,817	75%
Fairview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Kern	0	#DIV/0!
Harvey L. Hall	140	15,402	13,779	0	0	0	0	0	0	0	0	0	0	29,181	Kern	139,343	21%
Heritage	20	6,419	4,440	0	0	0	0	0	0	0	0	0	0	10,859	Kern	19,906	55%
Home Base	126	13,142	12,196	0	0	0	0	0	0	0	0	0	0	25,339	Kern	62,704	40%
Lamont	20	6,800	7,113	0	0	0	0	0	0	0	0	0	0	13,913	Kern	19,906	70%
Martha J. Morgan	71	17,120	15,518	0	0	0	0	0	0	0	0	0	0	32,638	Kern	70,667	46%
McFarland	20	18,674	14,628	0	0	0	0	0	0	0	0	0	0	33,303	Kern	19,906	167%
Mojave	20	2,344	994	0	0	0	0	0	0	0	0	0	0	3,338	Kern	19,906	17%
Oasis	45	13,262	12,190	0	0	0	0	0	0	0	0	0	0	25,452	Kern	44,789	57%
Pete H. Parra	128	28,157	26,414	0	0	0	0	0	0	0	0	0	0	54,571	Kern	127,399	43%
Planz	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Kern	0	#DIV/0!
Primeros Pasos	76	16,591	29,104	0	0	0	0	0	0	0	0	0	0	45,695	Kern	75,643	60%
Rosamond	60	4,133	4,253	0	0	0	0	0	0	0	0	0	0	8,386	Kern	59,718	14%
San Diego	32	7,739	6,204	0	0	0	0	0	0	0	0	0	0	13,943	Kern	31,850	44%
Seibert	20	2,192	2,333	0	0	0	0	0	0	0	0	0	0	4,525	Kern	19,906	23%
Shafter	20	5,245	3,385	0	0	0	0	0	0	0	0	0	0	8,630	Kern	19,906	43%
Shafter HS/EHS	24	3,739	1,414	0	0	0	0	0	0	0	0	0	0	5,153	Kern	23,887	22%
Sterling	124	17,580	13,147	0	0	0	0	0	0	0	0	0	0	30,727	Kern	123,418	25%
Stockdale Head Start	60																
Sunrise Villa	20	2,987	4,097	0	0	0	0	0	0	0	0	0	0	7,084	Kern	19,906	36%
Taft	60	8,484	9,089	0	0	0	0	0	0	0	0	0	0	17,573	Kern	59,718	29%
Tehachapi	34	1,671	2,593	0	0	0	0	0	0	0	0	0	0	4,264	Kern	33,840	13%
Vineland	20	2,263	2,062	0	0	0	0	0	0	0	0	0	0	4,325	Kern	19,906	22%
Virginia	20	9,620	9,937	0	0	0	0	0	0	0	0	0	0	19,557	Kern	19,906	98%
Wesley	60	21,461	17,020	0	0	0	0	0	0	0	0	0	0	38,481	Kern	59,718	64%
Willow	40	10,607	10,200	0	0	0	0	0	0	0	0	0	0	20,807	Kern	39,812	52%
Administrative Services		0	0	0	0	0	0	0	0	0	0	0	0	0	Kern	0	0%
PC Planning		0	0	0	0	0	0	0	0	0	0	0	0	0	Kern	0	0%
PC By Laws		0	0	0	0	0	0	0	0	0	0	0	0	0			
Governance		451	166	0	0	0	0	0	0	0	0	0	0	617	Kern	15,000	4%
Program Services		13,092	4,791	0	0	0	0	0	0	0	0	0	0	17,882	Kern	74,265	24%
California Street	24	5,829	6,415	0	0	0	0	0	0	0	0	0	0	12,244	SJC	39,646	31%
Chrisman	16	4,794	4,540	0	0	0	0	0	0	0	0	0	0	9,334	SJC	26,431	35%
Gianone	0	0	0	0	0	0	0	0	0	0	0	0	0	0	SJC	0	#DIV/0!
Kennedy	16	1,373	1,965	0	0	0	0	0	0	0	0	0	0	3,338	SJC	26,431	13%
Lodi Home Base	30	7,467	12,543	0	0	0	0	0	0	0	0	0	0	20,011	SJC	24,779	81%
Lodi UCC	30	6,058	6,624	0	0	0	0	0	0	0	0	0	0	12,682	SJC	49,558	26%
Manteca Home Base	11	6,687	5,740	0	0	0	0	0	0	0	0	0	0	12,427	SJC	9,086	137%
Marci Massei	24	1,916	2,680	0	0	0	0	0	0	0	0	0	0	4,596	SJC	39,646	12%
St. Mary's	24	4,268	2,863	0	0	0	0	0	0	0	0	0	0	7,130	SJC	39,646	18%
Stockton Home Base	78	9,353	9,440	0	0	0	0	0	0	0	0	0	0	18,793	SJC	64,425	29%
Tracy Home Base	12	6,099	4,634	0	0	0	0	0	0	0	0	0	0	10,733	SJC	9,912	108%
Walnut	24	3,537	3,040	0	0	0	0	0	0	0	0	0	0	6,578	SJC	39,646	17%
Administrative Services		0	0	0	0	0	0	0	0	0	0	0	0	0	SJC	0	0%
Program Services		0	0	0	0	0	0	0	0	0	0	0	0	0	SJC	0	0%
Policy Council		0	0	0	0	0	0	0	0	0	0	0	0	0	SJC	0	0%
SUBTOTAL IN-KIND	**1,919**	**395,786**	**366,448**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**762,233**	**0**	**1,958,398**	**39%**
															x		
State General Child Care*		273,064	247,405	0	0	0	0	0	0	0	0	0	0	520,469	Kern	3,297,554	16%
State Preschool*		623,046	525,600	0	0	0	0	0	0	0	0	0	0	1,148,646	Kern	6,413,658	18%
State Migrant Child Care*		5,212	7,596	0	0	0	0	0	0	0	0	0	0	12,809	Kern	245,034	5%
SUBTOTAL CA DEPT of ED		**901,323**	**780,601**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1,681,923**		**9,956,246**	**17%**
															x		
State General Child Care*		96,972	123,061	0	0	0	0	0	0	0	0	0	0	220,034	SJC	1,175,152	**19%**
SUBTOTAL CA DEPT of ED		**96,972**	**123,061**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**220,034**		**1,175,152**	**19%**
GRAND TOTAL		**1,394,081**	**1,270,110**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2,664,190**		**13,089,796**	**20%**

CCP In-Kind **115,115**
Total In_kind **2,779,305**

Community Action Partnership of Kern
Early Head Start Child Care Partnerships
Non-Federal Share and In-Kind Year-to-Date Report
Budget Period: March 1, 2023 through February 29, 2024
Report for period ending April 30, 2023 (Month 2 of 12)

Percent of year elapsed: 16.67%

LOCATION	FUNDED ENROLL-MENT	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	YTD Totals	IN-KIND GOAL	% OF GOAL MET
Angela Martinez	24	2,332	685	0	0	0	0	0	0	0	0	0	0	3,017	103,398	3%
Kern Community College District - BC	32	27,579	662	0	0	0	0	0	0	0	0	0	0	28,240	137,864	20%
KCSOS - Blanton	16	33,685	0	0	0	0	0	0	0	0	0	0	0	33,685	68,932	49%
Garden Pathways	11	0	166	0	0	0	0	0	0	0	0	0	0	166	47,391	0%
Taft College	42	49,928	23	0	0	0	0	0	0	0	0	0	0	49,951	180,947	28%
Escuelita Hernandez	16	57	0	0	0	0	0	0	0	0	0	0	0	57	68,932	0%
TBD	11	0	0	0	0	0	0	0	0	0	0	0	0	0	47,391	0%
Program Services		0	0	0	0	0	0	0	0	0	0	0	0	0		
Admin Services		0	0	0	0	0	0	0	0	0	0	0	0	0		
GRAND TOTAL	**152**	**113,580**	**1,535**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**115,115**	**654,854**	**18%**

Budget reflects Notice of Award #09HP000163-03-05



capk
Community Action Partnership of Kern

JOB FAIR

Are you looking for your dream job? Look no further than our upcoming job fair!

Get to know staff from the various CAPK Services and apply right on the spot!

The benefits of working with us include: Health and dental insurance, PTO, Educational incentives, and much more!

FRIDAY, JUNE 23, 2023
9:00 AM - 1:00 PM

Four Points Sheraton
5101 California Ave.
Bakersfield, CA 93309

SCAN ME

For the latest job opportunities

★ Bring your transcripts, degrees, resume, and permits. ★

MORE INFORMATION, CONTACT US AT:
jobs@capk.org



capk
Community Action Partnership of Kern

FERIA DE TRABAJO

¿Estás buscando el trabajo de tus sueños? ¡No busque más allá de nuestra próxima feria de trabajo!
¡Conozca al personal de los diversos servicios de CAPK y presente su solicitud en el acto!

Los beneficios de trabajar con nosotros incluyen: seguro médico y dental, PTO, incentivos educativos y mucho más.

VIERNES, 23 DE JUNIO DE 2023
9:00 a. m. - 1:00 p. m.

Four Points Sheraton
5101 California Ave.
Bakersfield, CA 93309

SCAN ME

Para las últimas oportunidades de trabajo

★ Traiga sus transcripciones, títulos, currículum y permisos. ★

MÁS INFORMACIÓN, CONTÁCTENOS EN:
jobs@capk.org

Children's Mobile Immunization Program

Adventist Health

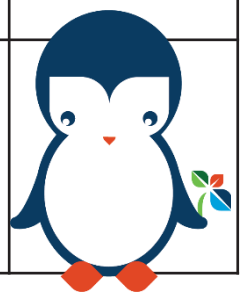
FIRST 5 KERN
Sponsored by First 5 Kern. Paid for by Proposition 10.

Lead Screening Supported by health net

JUNE 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 CMIP by appointment only. (Please call office to schedule) 8:30 am—11:30 am 12:00 pm —3:00 pm	2	3
4	5 CMIP by appointment only. (Please call office to schedule) 8:30 am—11:30 am 12:00 pm —3:00 pm	6	7 Albertson's 1520 Brundage Ln. (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	8 Walmart 2601 Fashion Plaza (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	9	10
11	12 Greenfield Family Resource Center 5400 Monitor Street (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	13	14 Kern County Dept. of Human Services 100 E. California Ave (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	15	16	17
18	19 Walmart Supercenter 5075 Gosford Rd. (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	20	21 Adventist Health Bakersfield 2800 Chester Ave. (Parking Lot) 1:00 pm—3:00 pm 3:30 pm—6:00 pm	22	23	24
25	26	27 L a Hacienda Market 315 James St., **SHAFTER** (Parking Lot) 9:30 am—11:30 am 12:00 pm—2:00 pm	28 New Life Church 4201 Stine Road (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	29	30	



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

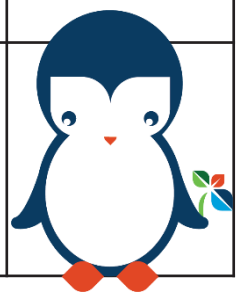
FIRST 5 KERN
Sponsored by First 5 Kern. Paid for by Proposition 10.

Análisis de plomo avalado por health net

JUNIO 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.

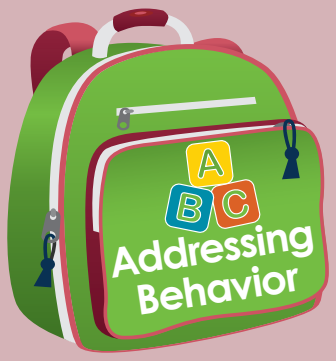
DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
				1 CMIP solo con cita (Favor de llamar a oficina para una cita) 8:30 am—11:30 am 12:00 pm —3:00 pm	2	3
4	5 CMIP solo con cita (Favor de llamar a oficina para una cita) 8:30 am—11:30 am 12:00 pm —3:00 pm	6	7 Albertson's 1520 Brundage Ln. (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	8 Walmart 2601 Fashion Plaza (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	9	10
11	12 Greenfield Family Resource Center 5400 Monitor Street (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	13	14 Kern County Dept. of Human Services 100 E. California Ave (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	15	16	17
18	19 Walmart Supercenter 5075 Gosford Rd. (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	20	21 Adventist Health Bakersfield 2800 Chester Ave. (Estacionamiento) 1:00 pm—3:00 pm 3:30 pm—6:00 pm	22	23	24
25	26	27 L a Hacienda Market 315 James St., **SHAFTER** (Estacionamiento) 9:30 am—11:30 am 12:00 pm—2:00 pm	28 New Life Church 4201 Stine Road (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	29	30	



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



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 Use Social Stories to Teach Your Child New Skills and Expectations

Brooke Brogle, Alyson Jiron & Jill Giacomini

Children love to listen to stories. Not only are stories used to entertain children, they can also be used as tools to teach new skills and expectations. Many parents read books to teach their children the alphabet or numbers, but stories can also be used to:

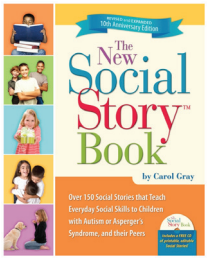
- Teach social skills, such as how to take turns.
- Teach clear behavior expectations for a time of day (e.g., quiet time) or event (e.g., road trip).
- Reinforce routines, such as getting ready for bed.
- Prepare for new experiences, such as the first day of school.
- Address a challenging behavior, such as hitting.

Social stories™, developed by Carol Gray of the Gray Center for Social Learning and Understanding, can be used to help children and adolescents understand social situations and expectations. Social stories are brief, simple stories that are created to show your child what to expect, and what is expected of him, during a specific activity. Social stories can include pictures of your child and are written in a way that he can understand. They also use positive language to show your child what he can do and provide healthy ways to deal with strong emotions. For example, a social story that teaches a new skill to replace hitting might say, "If my friend tries to take my toy, I can say 'Stop. This toy is busy.'" Social stories validate how your child feels, but also can show him how others feel. For example, "My friend feels sad when I hit him." When used for specific situations, social stories help children to make wise choices and give them the confidence to try new experiences.

Try This at Home

- Choose a situation that has been challenging for your child. For example, if your child and her friend Ben have been having problems with sharing when they play, you can write a simple social story to teach her how to share with him.

  Page 1: I feel excited when I go to Ben's house!
  Page 2: We play with trains, do puzzles and build towers.
  Page 3: Sometimes, we both want to play with the same train.
  Page 4: If we both want the same toy, I have choices!
  Page 5: I can find another train and ask Ben to trade.
  Page 6: I can get a timer and we can take turns.
  Page 7: I can ask my mommy for help.
  Page 8: I can choose to play with something else.
  Page 9: I feel proud when I make wise choices!



- This type of social story helps your child to see that her problem is normal, teaches her words to help her express her feelings and gives her choices by telling her what she can do. In addition to helping her share with Ben, it will also help her to understand that she can make choices in other difficult situations.
- Social stories are very helpful to children when they go into a new situation. For example, if your child is going on an airplane for the first time, you can create a social story to provide him with clear expectations and help him understand all the things he can do at the airport and on the plane.
- There are many social stories already created that address issues such as hitting, safety, going to school, emotions and more. For a book list and free downloadable scripted stories for social situations, you can go to http://challengingbehavior.fmhi.usf.edu/Implementation/Program/strategies.html.

Practice at School

Teachers create social stories to help children:

- Adjust to new experiences, such as saying goodbye to a parent at drop-off.
- Understand expectations, such as what we can do on our new playground.
- Learn social skills, such as how to share.

Teachers work together with families, and often read the same book at home and at school, to reinforce the skill or expectation.

The Bottom Line

Reading stories to your child provides a time for everyone to relax. These moments are a perfect time to teach your child or talk to her about feelings. Social stories are a great tool you can use to teach your child expectations or new skills before she is expected to use them. When you read a book with your child again and again, she feels confident about making choices that help her to have a positive experience.

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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.

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 utilizar las historias sociales para enseñarle a su niño nuevas aptitudes y expectativas

Brooke Brogle, Alyson Jiron y Jill Giacomini

A los niños les encanta escuchar historias. Las historias no solamente son utilizadas para entretener a los niños sino que también pueden ser utilizadas para enseñarles nuevas aptitudes y expectativas. Muchos padres les leen libros a sus niños para enseñarles el abecedario o los números, pero las historias también pueden ser utilizadas para:

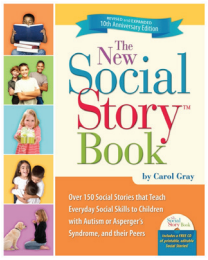
- Enseñar aptitudes sociales, tales como tomar turnos.
- Enseñar expectativas de conducta claras para una hora del día (p. ej. tiempo en silencio) o evento (p. ej. viaje por carretera).
- Reforzar las rutinas, tales como alistarse para irse a dormir.
- Preparar para experiencias nuevas, tales como el primer día de escuela.
- Enfrentar la conducta desafiante, tal como el golpear.

"Historias sociales" (Social stories™) desarrollado por Carol Gray del Centro de Aprendizaje y Comprensión Gray, puede ser utilizado para ayudar a los niños y adolescentes a comprender las situaciones y expectativas sociales. Las historias sociales son historias breves y simples que son creadas para mostrarle a su niño qué esperar y qué se espera de él, durante una actividad específica. Las historias sociales pueden incluir fotos de su hijo y están escritas de manera que él las pueda comprender. También utilizan lenguaje positivo para mostrarle a su niño qué puede hacer y ofrecen maneras sanas para lidiar con las emociones fuertes. Por ejemplo, una historia social que enseñe una nueva aptitud para reemplazar los golpes podría decir, "Si mi amigo intenta quitarme mi juguete, Yo puedo decir 'Detente. Este juguete está ocupado.'" Las historias sociales validan el cómo se siente su niño, pero también le muestra cómo se sienten los demás. Por ejemplo, "Mi amigo se siente triste cuando lo golpeo." Cuando se utilizan para situaciones específicas, las historias sociales ayudan a los niños a tomar elecciones sabias y les da la confianza para intentar nuevas experiencias.

Pruebe esto en casa

- Elija una situación que ha sido desafiante para su niño. Por ejemplo, si su niño y su amigo Ben están teniendo problemas compartiendo mientras juegan, usted puede escribir una historia social simple para enseñarle a que comparta con él.

  Página 1: ¡Me emociona cuando voy a la casa de Ben!
  Página 2: Jugamos con los trenes, armamos rompe cabezas y construimos torres.
  Página 3: A veces, los dos queremos jugar con el mismo tren.
  Página 4: ¡Si los dos queremos el mismo juguete, yo tengo opciones!
  Página 5: Puedo encontrar otro tren y pedirle a Ben que cambiemos.
  Página 6: Puedo ir por un cronómetro y tomar turnos.
  Página 7: Puedo pedirle ayuda a mi mami.
  Página 8: Puedo elegir jugar con otra cosa.
  Página 9: ¡Me siento orgulloso cuando tomo elecciones acertadas!



- Este tipo de historia social ayuda a su niño a ver que su problema es normal, y le enseña palabras que le ayudan a expresar sus sentimientos y le brinda opciones diciéndole qué puede hacer. Además de ayudarle a compartir con Ben, también le ayudará a comprender que él puede tomar decisiones en otras situaciones difíciles.
- Las historias sociales son de mucha ayuda para los niños cuando enfrentan situaciones nuevas. Por ejemplo, si su niño va abordar un avión por primera vez, usted puede crear una historia social para ofrecerle expectativas claras y ayudarle a comprender todas las cosas que puede hacer en el aeropuerto y en el avión.
- Existen ya muchas historias sociales creadas para enfrentar temas tales como golpear, seguridad, ir a la escuela, emociones y más. Para una lista de libros y descargables gratis de historias con guión para situaciones sociales puede visitar la página *http://challengingbehavior.cbcs.usf.edu/Implementation/family.html.*

Practique en la escuela

Las maestras crean historias sociales para ayudar a los niños ha:

- Adaptarse a nuevas experiencias, tales como despedirse de sus padres cuando los dejan en la escuela.
- Comprender las expectativas, tales como qué podemos hacer en nuestro nuevo patio de juego.
- Aprender aptitudes sociales, tales como compartir.

Las maestras trabajan en conjunto con las familias, y a menudo leen el mismo libro en casa y en la escuela para reforzar la aptitud o expectativa.

La conclusión

El leerle historias a su niño le otorga un tiempo para que todos se relajen. Estos momentos son el tiempo perfecto para enseñarle a su niño a hablar sobre los sentimientos. Las historias sociales son una gran herramienta que usted puede utilizar para ensenarle a su niño las expectativas o las nuevas aptitudes antes de esperar que él las vaya a utilizar. Cuando usted lee un libro con su niño una y otra vez, él se siente seguro sobre la toma de decisiones que le ayudarán a tener una experiencia positiva.

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

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

UNIVERSITY OF SOUTH FLORIDA

IDEAs that Work
Office of Special Education Programs

Five Ways Fathers Support Their Child's Learning Every Day



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

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

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

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

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

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

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

Cinco maneras en que los padres apoyan el aprendizaje de sus hijos todos los días



JUGAR
Los padres juegan con sus hijos para ayudarlos a aprender habilidades sociales.

SEGUIR
Los padres siguen los intereses de sus hijos y fomentan la exploración y el descubrimiento.

HABLAR
Los padres hablan con sus hijos acerca de lo que hacen y aprenden.

ESCUCHAR
Los padres escuchan a sus hijos cuando hablan de sus sentimientos e ideas.

AMOR
Los padres aman a sus hijos porque son personas únicas y especiales.

Se preparó este documento con fondos de la subvención #90HC0014 para el Departamento de Salud y Servicios Humanos de los EE. UU., Administración para Niños y Familias, Oficina Nacional de Head Start y la Oficina de Cuidado Infantil, por el Centro Nacional del Compromiso de Padres, Familias y Comunidad (NCPFCE, sigla en inglés). La reproducción de este recurso queda autorizada sin permiso previo.

Para información adicional sobre este recurso, envíe un correo electrónico a PFCE@ecetta.info o llámenos al 1-866-763-6481

We're here to help...

Save a loved one from opioid overdose... get a free Naloxone nasal spray

Monday – Friday
8:30AM to 4:30PM

San Joaquin County
Public Health Services

420 S. Wilson Way

Stockton, CA 95205

(209) 953-7309

San Joaquin County OPIOID SAFETY Coalition

More resources at

www.SJCopioidsafety.org



Estamos aquí para ayudar

Salve a un ser querido de una sobredosis de opioides... Obtenga un aerosol nasal de Naloxona gratis

Lunes – Viernes
8:30AM to 4:30PM

San Joaquin County
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420 S. Wilson Way

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(209) 953-7309

San Joaquin County OPIOID SAFETY Coalition

Más recursos en

www.SJCopioidsafety.org



UPGRADE YOUR FIRST-AID KIT



Narcan (*Naloxone*) is a medication that reverses opioid-related overdoses, quickly and effectively. There are no known harms or negative reactions from Narcan.

FREE NARCAN DISTRIBUTION SITES:

CLINICA SIERRA VISTA
1012 BAKERS ST SUITE 4
BAKERSFIELD, CA 93305

MONDAY - FRIDAY
8AM - 5PM

BAKERSFIELD AIDS PROJECT
WEILL PARK - 2601 Q ST
BAKERSFIELD, CA 93301

SATURDAYS
1PM - 3PM

AEGIS TREATMENT CENTER
6001 TRUXTUN AVE
BAKERSFIELD, CA 93309

MONDAY - FRIDAY
5AM - 9AM, 10AM - 1:30PM

SATURDAY
7AM - 10AM

AEGIS TREATMENT CENTER
1019 JEFFERSON STREET
DELANO, CA 93215

MONDAY - FRIDAY
5:30AM - 12:30PM

SATURDAY
6AM - 9AM

Narcan is also available at all pharmacies without a prescription at cash price, or may even be covered by insurance.

DRUG FREE KERN

SCAN TO FOLLOW US! -->

FREE NARCAN DISTRIBUTION AT KERN COUNTY LIBRARIES:

ALL LOCATIONS LISTED ARE OPEN FROM 11AM - 6PM

BAKER BRANCH
1400 BAKER ST
BAKERSFIELD, CA 93305
MON & TUES

BEALE MEMRIAL LIBRABRY
701 TRUXTUN AVE
BAKERSFIELD, CA 93301
MON - FRI

HOLLOWAY-GONZALES
506 E BRUNDAGE LANE
BAKERSFIELD, CA 93307
THUR & FRI

NORTHEAST BRANCH
2671 OSWELL ST
BAKERSFIELD, CA 93306
WED - FRI

RATHBURN BRANCH
200 W CHINA GRADE LOOP
BAKERSFIELD, CA 93308
MON - WED

SOUTHWEST BRANCH
8301 MING AVE
BAKERSFIELD, CA 93311
MON - THURS

WILSON BRANCH
1901 WILSON RD
BAKERSFIELD, CA 93304
TUES - THURS

ARVIN BRANCH
201 CAMPUS DR
ARVIN, CA 93203
MON - WED

BORON BRANCH
26967 20 MULE TEAM RD
BORON, CA 93516
FRIDAYS

BUTTONWILLOW LIBRARY
101 N MAIN ST
BUTTONWILLOW, CA 93206
THURS & FRI

CALIFORNIA CITY BRANCH
9507 CAL CITY BLVD
CAL CITY, CA 93505
WED & THUR

DELANO BRANCH
925 10TH AVE
DELANO, CA 93215
WED - FRI

FRAZIER PARK LIBRARY
3732 PARK DR
FRAZIER PARK, CA 93225
TUES - THURS

KERN RIVER VALLEY
7054 LAKE ISABELLA BVD
LAKE ISABELLA, CA 93240
WED - FRI

LAMONT BRANCH
8304 SEGRUE RD
LAMONT, CA 93241
THURS & FRI

MCFARLAND
500 W KERN AVE
MCFARLAND, CA 93250
THURS & FRI

MOJAVE PUBLIC LIBRARY
15555 O STREET
MOJAVE, CA 93501
MON & TUES

RIDGECREST BRANCH
131 E LAS FLORES AVE
RIDGECREST, CA 93555
MON - THURS

ROSAMOND PUBLIC LIBRARY
3611 ROSAMOND BLVD
ROSAMOND, CA 93560
MON - WED

TAFT LIBRARY
27 COUGAR CT
TAFT, CA 93268
MON - WED

TEHACHAPI
212 S GREEN ST
TEHACHAPI, CA 93561
TUES - FRI

WASCO PUBLIC LIBRARY
1102 7TH ST
WASCO, CA 93280
MON & TUES

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.



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Los alumnos de Head Start reciben:

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

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

1-800-701-7060

03192021

Early Head Start
A Program of CAPK

Your child's education is our priority!

Community Action Partnership of Kern's Early Head Start Program in San Joaquin County is a no cost program for eligibile children 0 to 3 years old and pregnant women. Our program is inclusive of all families including children experiencing homelessness, in the foster care system, as well as children with disabilities and other special needs.

CAPK has in place a variety of safety features to reduce the risk of transmitting infectious diseases including COVID-19, RSV, etc.







There are various program options that can best fit your family's needs:

Early Head Start

- Home Based
- Pregnant Women
- Full Day in Class

To complete an application, you will need:

- Birth certificate or any legal document showing child's age
- Immunization's record
- Proof of family income - last 12 months
- Proof of address
- Proof of pregnancy (if applying for Pregnant Women's Program)

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Community Action Partnership of Kern

Give your child the opportunity for a good start at Early Head Start!

APPLY NOW by scanning this!

(209) 242-9540

www.capk.org/headstart/

CAPK Early Head Start Children Receive:

- High-quality, age-appropriate learning from qualified and responsive teaching staff.
- Screening, assessments, healthy meals, and snacks.
- A safe indoor and outdoor setting to explore, discover and learn.

Early Head Start
A Program of CAPK

La educación de su hijo(a) es nuestra prioridad.

CAPK Early Head Start en el condado de San Joaquín es un programa sin costo para las familias elegibles. Ofrecemos servicios a niños de 0 a 3 años y mujeres embarazadas. Nuestro programa incluye a todas las familias, incluidos los niños sin hogar, niños en hogares de acogida y los niños con discapacidades.

CAPK cuenta con una serie de dispositivos de seguridad para reducir el riesgo de transmisión de enfermedades infecciosas como COVID-19, RSV, etc.







Hay varias opciones de programas que pueden adaptarse mejor en las necesidades de su familia:

Early Head Start
- Servicios a domicilio
- Mujeres embarazadas
- Día completo en clase

Para completar una solicitud, necesitará:
- Acta de nacimiento o cualquier documento legal que demuestre la edad del niño
- Registro de vacunas
- Comprobante de ingresos familiares–últimos 12 meses
- Comprobante de domicilio
- Prueba de embarazo
  (Si solicita el programa para mujeres embarazadas)

capk
Community Action Partnership of Kern

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

¡APLICA AHORA escaneando esto!

(209) 242-9540

www.capk.org/headstart/

Los Niños de CAPK Early Head Start Reciben:
- Aprendizaje de alta calidad y adecuado a la edad del niño con personal calificado y atento.
- Exámenes, evaluaciones, comidas y aperitivos saludables.
- Un ambiente interior y exterior seguro para explorar, descubrir y aprender.

CalWORKs

Home Visiting Program







Home visiting could help you with:

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

Who May Be Eligible?

CalWORKs participants who are:

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



To learn more or to sign up for the program,

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

CalWORKs

Programa de Visitas a domicilio







Las visitas a domicilio le pueden ayudar con:

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

¿Quién es elegible?

Las personas que participan en el programa de CalWORKs:

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



Para obtener más información o inscribirse en el programa,

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

2022-2023 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



Head Start & Early Head Start School Readiness Goals 2023-2024

Policy Council Approval

June 2023

Board of Directors Approval

June 2023

Head Start
A Program of CAPK

School Readiness Plan 2023-2024

Head Start and State Child Development Division

Overview

Program staff will support Early Head Start and Head Start in the effort to improve outcomes for children and strengthen school readiness for children and families. We will implement this by following Head Start Early Learning Outcomes Framework (HSELOF), Parent, Family, and Community Engagement Framework, California's Early Learning Development System, and child data sources from screenings and assessments. The HSELOF foundations are written for each of the domains based on research and evidence and enhanced with expert practitioners' suggestions and examples; their purpose is to promote understanding of children's learning and to guide instructional practice. Teachers, administrators, parents, and policymakers will use the HSELOF as a springboard to augment efforts to enable all young children to acquire the competencies that will prepare them for success in school.

Our School Readiness goals are developed by using current data and ongoing child assessments that include the DRDP 2015, A Developmental Continuum from Early Infancy to Kindergarten Entry, implemented into the classroom during the 2022-2023 school year. The primary goals were determined by analyzing and comparing children's data from the Spring Assessment (2022-2023), which aggregated all three (3) assessment periods (Fall, Winter & Spring). School Readiness Goals will reflect successful learning across five key areas of learning and development: Approaches to Learning, Social-Emotional Development, Language and Literacy, Cognition, and Physical Development.

Program staff will work in partnership with families to promote Parent, Family, and Community Engagement Outcomes that support school readiness goals. The partnership between parents and Head Start/Early Head Start staff is fundamental to children's current and future success in school readiness and beyond.

Our Program and partners will continue to research and remain abreast of the most up-to-date information on school readiness for **Early Head Start, Head Start, and Home-Based options.** To promote inclusion, we implement educational goals for all children with established Individualized Educational Plans (IEP) or Individualized Family Service Plans (IFSP) with input from our **Content Area Specialists** and **Local Education Agencies.** The School Readiness Goals are also used to help identify training topics to support professional development. Training will be offered during pre-services and throughout the upcoming program year.

DATA ANALYSIS AND REFLECTION

Each program year we design our professional development to support individualized learning and improve teaching practices, including family engagement. This is accomplished by identifying trends in children's development during the end of the year data aggregation. All developmental domains are planned during the year to improve teaching practices and promote higher learning outcomes. During the 2022-2023 program year we have selected key findings to develop skills and practices that will continue to strengthen the following domains:

Age Group	Domain	Key Finding
Infant 6 weeks to 7 months	Language and Literacy Development	LLD 2 Responsiveness to Language
Older Infants 8 months to 17 months	Approaches to Learning	ATL 2 Self- Comforting
Toddlers 18 months to 36 months	Cognition	COG 3 Number Sense of Quantity
Preschool 3-year old's	Language and Literacy Development	LLD 8 Phonological Awareness
Preschool 4-year old's	Cognition	COG 1 Spatial Relationships

Background
Data Aggregation is the key element to ensure good practices when designing or identifying program improvement. Head Start / State Child Care has utilized the following data sources: ChildPlus Net, Developmental Screening; ASQ-3, ASQ: SE-2, Child Care Results, Desired Results Developmental Profile (2015), CLASS, ECERS, and ITERS.

Recognizing that collaboration is vital for children's success, the following representatives analyzed, planned, reviewed, and shared their recommendations for the development of the **Early Head Start & Head Start School Readiness Goals**:

Phase One: April 2023
2022-2023 School Readiness Goals Data Aggregation and Analysis.

Phase Two: May 18, 2022
2023- 2024, Collaborative School Readiness Meeting

Phase Three: May 22, 2022
2023- 2024 School Readiness Goal Setting Collaborative Meeting

Phase Four: May 25, 2023
2023-2024 School Readiness Administration Team Review and Feedback

Phase Five: June 8, 2023
2023-2024 School Readiness Sub-Committee Collaboration and Feedback

Phase Six: June 2023
2023 – 2024 School Readiness Goals Policy Council Approval

Phase Seven: June 2023
2023 – 2024 School Readiness Goals Board of Directors Approval

Phase Eight:
July–November 2023 -2024 School Readiness Training and Implementation

Framework for Effective Practice: Supporting School Readiness for all Children

Parent, Family, and Community Engagement



Head Start Early Learning Outcomes Framework

What Children Learn

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/ TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

Early Head Start/Head Start
2023-2024 School Readiness Goals



Approaches to Learning – Self-Regulation

Goal: Children will exhibit increased skills in approaches to learning, including curiosity and initiative, self-control of feelings and behaviors, engagement and persistence, and shared Use of space & materials.



Social and Emotional Development

Goal: Children will strengthen their skills in social behavior, emotional regulation, and emotional well-being.



Language and Literacy Development

Goal: Children will demonstrate increased communication, language, and emergent literacy skills.



English Language Development

Goal: Children will demonstrate increased communication, language, and emergent literacy skills.



Cognition and General Knowledge (Including Math and Science)

Goal: Children will strengthen their skills in cognition, including math and science.



Physical Development-Health

Goal: Children will demonstrate improved physical development, including personal care routines.

Early Head Start

Approaches to Learning (ATL-REG)

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

Objective: By Spring 2024 infants and toddlers will develop the capacity to comfort and soothe themselves in response to stress.

DRDP Measure: ATL 2: Self-Comforting	**Head Start Early Learning Outcome:** Goal IT-ATL 1.

Young Infants 0-9 months	Older Infants 9-18 months	Toddlers
49% will be at the "Responding Later" level or above in measure ATL-REG2	64% will be at the "Exploring Earlier" level or above in measure ATL-REG 2	35% will be at the "Exploring Middle" level or above in measure ATL-REG 2

Family Engagement Outcome: Families as Advocates and Leaders	**Objective:** By Spring, 2024 families will have increased understanding to support their child's Approaches to Learning in the effort to prepare them for school as measured by pre- and -post surveys at parent meetings and training.

Early Head Start Home Based

Effective Home Visiting Strategies	Effective Learning Experiences
• Encourage families to label their Childs and their own emotions. (happy, sad, angry, scared, and excited) • Work with families to develop a morning routine with their child to support self-comfort. • Support families with techniques to self-regulate and destress, including using deep breathing and counting, using Tucker the Turtle Technique during home visits and group socializations. • Encourage families to prepare their child for the next transition by providing verbal or visual cues (refer to visual schedule, ringing a bell, and allow 3 -5 minutes warning before the next activity.)	• Practice techniques to self-regulate and destress, encourage deep breathing, and count with your child. • Provide soft materials and comfort items such as, stuffed animals, blankets, or other objects to soothe your child. • Make a family photo album with your child to support in recognizing the different family members that may comfort your child. • Create a daily schedule for your child at home and practice verbal or visual cues; allow your child time to process and respond by providing a 3–5-minute warning before moving on to the next activity.

Early Head Start Center Based

Effective Teaching Strategies	Effective Family Activities
• Support children in labeling their emotions. (happy, sad, angry, and excited). • Support children in using different techniques to self-regulate and destress by introducing deep breathing, counting, and Tucker Turtle Technique. • Explore sense of identity and belonging by having pictures of children's families in the classroom. • Prepare children for the next transition by allowing ample time, provide verbal/visual cues (refer to classroom visual schedule (dim lights, ring a bell, and allow 3- 5-minute warning before the next activity).	• Practice techniques to self-regulate and destress, deep breathing and counting. • Make a family photo album with your child to support in recognizing the different family members that may comfort them. • Create a daily schedule for your child at home and practice verbal or visual cues, allow your child time to process and respond by providing a 3–5-minute warning before moving on to the next activity.

Approaches to Learning (ATL-REG)

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

Objective: By Spring 2024 children will increasingly develop the capacity to pay attention to their surroundings and comfort or soothe themselves in response to distress from stimulation.

DRDP Measure: ATL 3: Imitation	**Head Start Early Learning Outcome:** Goal P-ATL 1.
Preschool 3 -year-olds	**Preschool 4 -year-olds**
62% will be at the "Building Middle" level or above in measure ATL-REG 2	71% will be at the "Building Middle" level or above in measure ATL-REG 2
Family Engagement Outcome: Families as Advocates and Leaders	**Objective:** By Spring, 2024 families will have increased understanding to support their child's Approaches to Learning in the effort to prepare them for school as measured by pre- and -post surveys at parent meetings and training.

Head Start Home Based

Effective Home Visiting Strategies	**Effective Learning Experiences**
• Encourage families to establish simple and consistent household rules with their child provide modeling and resources to support families. • Encourage families to practice simple techniques for self-regulation and ways to and destress. i.e., deep breathing and counting using Tucker Turtle Technique during home visits and group socializations. • Encourage families to provide children with responsibilities for simple household tasks. i.e., setting the table for meals, sorting laundry, and cleaning up toys. • Encourage families to play simple turn-taking games with their child.	• Establish consistent simple household rules with your child. • Engage in pretend play with your child (pretend to be a doctor, playing dress up and pretend cooking). • Establish and practice simple tasks at home with your child, such as setting the table, sorting laundry, and other assigned jobs. • Play follow the leader.

Head Start Center Based

Effective Teaching Strategies	**Effective Family Activities**
• Establish simple classroom rules and expectations with photos. • Use different techniques to self-regulate and destress by introducing deep breathing, counting, and Tucker Turtle Technique. • Provide children with responsibilities for simple classroom chores. (Setting the table, line leader, or other assigned tasks.) • Explore the sense of identity and belonging by having pictures of children's families in the classroom. (Show and tell, invite families to participate.) • Encourage children to participate in simple games and turn-taking opportunities (Simon says, dominos, roll the dice, bingo).	• Establish consistent simple household rules with your child. • Engage in pretend play with your child. (Dress up, play doctor, pretend cooking) • Establish and practice simple tasks at home with your child. (Setting the table, sorting laundry, or doing other chores.) • Make a family photo album with your child to support in recognizing the different family members. • Play simple turn-taking games with your child (Simon says, dominos, roll the dice, bingo).

Early Head Start

Social and Emotional Development (SED)		
Goal: Children will exhibit improved awareness of identity of self in relation to others and social emotional understanding.		
Objective: By Spring 2024 infants and toddlers will become increasingly competent and cooperative in interactions with		
DRDP Measure: SED 1: Identity of Self in Relation to Others	**Head Start Early Learning Outcome:** Goal IT SE9 and IT SE10	
Young Infants 0-9 months	**Older Infants 9-18 months**	**Toddlers**
43% will be at the "Exploring Middle" level or above in measure SED 1	59% will be at the "Exploring Middle" level or above in measure SED 1	31% will be at the "Exploring Middle" level or above in measure SED 1
Family Engagement Outcome: Families as Advocates and Leaders	**Objective:** By Spring, 2024 families will have increased understanding to support their child's Social and Emotional development in the effort to prepare them for school as measured by pre- and -post surveys at parent meetings and training.	

Early Head Start Home Based	
Effective Home Visiting Strategies	**Effective Learning Experiences**
• Provide activities that engage the senses such as boxes, sand/water table activities, mirrors, and smelling jars. Educators will provide parents with suggested questions to facilitate the child to explore materials using sight, sound, touch, and taste. • Encourage parents to explore language during routines. Repeat the sounds or words child utters, add simple words, and allow the child time to repeat them. • Educators will greet the children and family members warmly during their visit. Invite families to share recent events or challenges. Demonstrate how to connect and relate to others.	• Utilize home materials to explore the senses of the children such as touching soap bubbles(touch), smelling spice jars(smell), following the beam of a flashlight across a wall(sight), tasting different foods (taste), or dancing to diverse types of music (sound). • Talk and add language during daily routines. For instance, during baths, name body parts such as arms and legs. • Use family photos to identify the people by name, their relationship, and describe physical characteristics.

Early Head Start Center Based	
Effective Teaching Strategies	**Effective Family Activities**
• Provide activities that engage the senses such as boxes, sand/water table activities, mirrors, and smelling jars. Teachers will encourage the child to explore materials using sight, sound, touch, and taste. • Utilizing feeling mirrors in the classroom. Teachers will mimic the child's facial expressions and describe their movements. • Listen to environmental sounds such as animals, vehicles, and familiar voices. Identify the sounds and point them out to the children.	• Provide food of assorted colors, sizes, and textures. They can label the colors and describe the taste and smell. • During feeding and bath time the family can label the parts of their bodies and describe the movements of the child and family member. • Utilize mirrors in the home to label their body parts and facial expressions. Describe their color, size, or use.

Social and Emotional Development (SED)

Goal: Children will demonstrate improved awareness of identity of self in relation to others and social and emotional understanding.

Objective: By Spring 2024 children will develop an understanding of people's behavior, feelings, and thoughts as well as increasing awareness of self as distinct from others.

DRDP Measure: SED 2: Social and Emotional Understanding	**Head Start Early Learning Outcome:** Goal P SE 6, P SE 7, P SE 8
Preschool 3-year-olds	**Preschool 4-year-olds**
35% will be at the "Building Middle" level or above in measure SED 2	12% will be at the "Building Middle" level or above in measure SED 2
Family Engagement Outcome: Families as Advocates and Leaders	**Objective:** By Spring, 2024 families will have increased understanding to support their child's Social and Emotional development in the effort to prepare them for school as measured by pre- and -post surveys at parent meetings and training.

Head Start Home Based

Effective Home Visiting Strategies	**Effective Learning Experiences**
• Discuss the importance of labeling and acknowledging feelings. Share materials such as feeling charts, Tucker Turtle stories, or scripted stories such as "I can be a friend." • Encourage the usage of emotional language, identifying feelings, and managing conflict. • Read books that encourage the children to show care and concern for the characters. For instance, does the child feel sad at the end of the book, "The Tree Names Steve." • Encourage the children to offer ways to comfort the family. • Provide materials to assist in peer perspective taking such as solution cards and discuss how they can assist their child in communicating their feelings and managing their behavior.	• Discuss acceptable home behavior expectations with your child and acceptable ways to manage emotions. For instance, what to do when a sibling screams at them. • Support and encourage their children to help others during conflict. • Introduce solution cards, feeling faces, and scripted stories to use in the home. This will assist with the child's emotional literacy. • Acknowledge the feelings of your child and other family members. • Use mirrors for discussion. Discuss what their faces look like, what happened to make them so, and what will help the person improve their mood.

Head Start Center Based

Effective Teaching Strategies	**Effective Family Activities**
• Utilize Pyramid Model Materials such as feeling charts, Tucker Turtle, or scripted stories such as "I can be a friend." These will encourage the usage of emotional language, identifying feelings, and managing conflict. • Include children in conflict resolution and peer perspective-taking by utilizing the Solution cards. For instance, when addressing conflict with children bring in peers to identify feelings and find mutually beneficial solutions. • Read books that encourage the children to show care and concern for the characters. For instance, does the child feel sad at the end of the book The Tree Names Steve. Encourage the children to offer ways to comfort the family.	• Discuss acceptable home behavior expectations with your child and acceptable ways to manage emotions. For instance, what to do when a sibling screams at them. • Support and encourage their children to help others during social conflict. • Introduce solution cards, feeling faces, and scripted stories to use in the home. • Acknowledge the feelings of the children and other family members. • Use mirrors for discussion. Discuss what their faces look like, what happened to make them so, and what will help the person improve their mood.

Language and Literacy Development (LLD)

Goal: Children will demonstrate improved communication and responsiveness to language.

Objective: By Spring 2024 infants and toddlers will communicate or act in response to language and respond to increasingly complex language.

DRDP Measure: LLD 2: Responsiveness to Language	**Head Start Early Learning Outcome:** Goal IT-LC1 & IT-LC2

Young Infants 0-9 months	**Older Infants 9-18 months**	**Toddlers**
60% will be at the "Exploring Earlier" level or above in measure LLD 2	58% will be at the "Exploring Middle" level or above in measure LLD 2	25% will be at the "Exploring Middle" level or above in measure LLD 2

Family Engagement Outcome: Families as Advocates and Leaders	**Objective:** By Spring, 2024 families will have increased understanding to support their child's language and literacy development in the effort to prepare them for school as measured by pre- and -post surveys at parent meetings and training.

Early Head Start Home Based

Effective Home Visiting Strategies	**Effective Learning Experiences**
• Help families gather materials and create flannel stories and puppets. • During socializations, encourage parents to take the lead in singing and reading activities. • Encourage families to watch Ready Rosie videos • Encourage families to talk about feelings with their children, talk about how they feel and why they feel that way, giving children the time to respond and explain their feelings. Encourage parents to talk throughout the day and converse about what the children can and should do when they feel sad, mad, or angry.	• Create flannel stories at home, encourage your child to tell stories. • Make puppets with your child and retell stories. • During socializations families can lead singing and reading activities • Incorporate Ready Rosie videos to daily routines. • Talk about feelings with your child, talk about how they feel and why they feel that way, giving them the time to respond and explain their feelings.

Early Head Start Center Based

Effective Teaching Strategies	**Effective Family Activities**
• Introduce and use baby signs in the classroom. • Create flannel stories with children to tell stories. • Make puppets with the children and retell stories. • Review emotions with the child, talk about how they feel and why they feel that way, giving children the time to respond and explain their feelings.	• During feeding sing to your child (ask the teacher what songs they are singing at school and sing the same songs at home). • When going grocery shopping, talk about the items that you need and are getting discuss the colors, shapes, and number of items. • When conversing with your child wait to respond (look for gestures, movement, utterances, and answers) • Review emotions with your child, talk about how they feel and why they feel that way, giving your child the time to respond and explain their feelings.

Language and Literacy Development (LLD)	
Goal: Children will demonstrate improved communication, language, phonological awareness, and letter and word knowledge.	
Objective: By Spring 2024, children will engage in back-and-forth communication and increasing awareness of letters in the environment, including their relationship to sounds.	
DRDP Measure: LLD 8: Phonological Awareness	**Head Start Early Learning Outcome:** Goal P-LIT 1
Preschool 3-year-olds	**Preschool 4-year-olds**
42% will be at the "Building Middle" level or above in measure LLD 8	20% will be at the "Building Middle" level or above in measure LLD 8
Family Engagement Outcome: Families as Advocates and Leaders	**Objective:** By Spring, 2024 families will have increased understanding to support their child's language and literacy Development in the effort to prepare them for school as measured by pre- and -post surveys at parent meetings and training.
Head Start Home Based	
Effective Home Visiting Strategies:	**Effective Learning Experiences**
• Encourage families to interact with their children playing with the sounds of music. • Encourage families to use household items to make sounds and sing along to songs. • Encourage families to play word games that incorporate colors, shapes, syllables, and rhyming to encourage phonological awareness.	• Interact with your child as they play with the sounds of music. • Use household items to make sounds and sing along to songs. • Play word games that incorporate colors, shapes, syllables, and rhyming to encourage phonological awareness. • Review and implement S'more activities that promote language and literacy. • Establish a reading routine and visit the public library.
Head Start Center Based	
Effective Teaching Strategies	**Effective Family Activities**
• Sing songs that encourage phonics and movement. For example, clap out the syllables when singing songs) • Set up a listening center with recordings of songs and books that include language. • Incorporate activities that encourage rhyming. • Play word games that incorporate colors, shapes, syllables, and rhyming to encourage phonological awareness. • Provide one or more words that rhyme with a single given target, such as "What rhymes with log?"	• Interact with your child by playing with the sounds of music. • Use household items to make sounds and sing along to songs. • Play word games that incorporate letters, colors, and shapes to encourage phonological awareness. • Read books that play with sounds and words. • Play with sounds by adding new verses to a familiar song, chant, or rhyme.



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

Head Start
A Program of *CAPK*

English Language Development (ELD)

Goal: Children will demonstrate increasing understanding of symbol, letter, and print word knowledge in English and communicate in English.

Objective: By Spring 2024, children will show increasing progress toward fluency in speaking English.

DRDP Measure: ELD 4: Symbol, Letter, & Print Word Knowledge in English	**Head Start Early Learning Outcome:** Goal P-LIT 2, PP-LIT 3, and P-LIT 6
Preschool 3-year-olds	**Preschool 4-year-olds**
23% will be at the "Building English" level or above in measure ELD 4	25% will be at the "Building English" level or above in measure ELD 4
Family Engagement Outcome: Families as Advocates and Leaders	**Objective:** By Spring, 2024 families will have increased understanding to support their child's English language acquisition in the effort to prepare them for school as measured by pre- and -post surveys at parent meetings and training.

Head Start Home Based

Effective Home Visiting Strategies:	**Effective Learning Experiences**
• Have children sign in or recognize one letter of their name in their home language and in English at the beginning of the home visit. • As you read books, find two similarities between the book and home and label items with words. • Use any household product or food item and then identify them in English. • Draw pictures or use simple print for a recipe to make play dough or parfaits. • Use parallel and self-talk throughout the visit. Map your actions and provide descriptions of objects with language.	• Display pictures or items that start with the letter of the week. • Ask the child to draw a picture of their family and the teacher will dictate their responses. • Establish a reading routine and read books in your home language daily. • Look around your home for items that begin with the first letter of your child's name, count how many items your child finds.

Head Start Center Based

Effective Teaching Strategies	**Effective Family Activities**
• Display pictures or items that start with the letter of the week. • Read or talk to children and support them to identify symbols or items about the story or conversation. • Ask the child to draw a picture of their family and the teacher will dictate their responses. • Use language and literacy activities that contain repetitive refrains (i.e., singing songs and fingerplays) • Show pictures or point to objects that illustrate or explain unfamiliar words. • Provide pictures, objects, and other visual cues in small groups to aid comprehension of new words.	• "Stomp the letter" create flash cards with letter and scramble on floor. Call out letter in English or home language, then have child stomp on correct letter. • "Family Dance Party" Take turns picking a song to dance to and sing along. Family can choose songs in English or in their home language. • "Phone Fun" Have a pretend conversation in English or home language and ask questions. Encourage children to use complete sentences. If answered with one word repeat their answer in a complete sentence. • "What Did I Do?" Using verbs in past tense, act out simple familiar actions for your child such as brushing your teeth. Ask your child "What Did I do?" "You brushed your teeth." Take turns acting out and describing more actions.

Early Head Start

Cognition Including Math and Science (COG)

Goal: Children will demonstrate improved general cognitive skills including number sense of quantity.

Objective: By Spring 2024 infants and toddlers will show an increasing ability to compare, match, and sort objects into groups according to their attributes. They will also develop an understanding of number and quantity.

DRDP Measure: COG 3: Number Sense of Quantity	**Head Start Early Learning Outcome:** Goal: ITC- 8, 9, ITC -10, ITC -11, ITC -12

Young Infants 0-9 months	**Older Infants 9-18 months**	**Toddlers**
51% will be at the "Exploring Earlier" level or above in measure COG 3	60% will be at the "Exploring Middle" level or above in measure COG 3	39% will be at the "Exploring Middle" level or above in measure COLG 3

Family Engagement Outcome: Families as Advocates and Leaders	**Objective:** By Spring, 2024 families will have increased understanding to support their child's cognitive development in the effort to prepare them for school as measured by pre- and -post surveys at parent meetings and training.

Early Head Start Home Based

Effective Home Visiting Strategies	**Effective Learning Experiences**
• Have infants play with and reach out to objects provided in the home. (i.e., rattle, toy, plastic home items: bowl, cup, etc.) • Introduce more than one object while playing; add items one at a time. Have infants play, explore and watch objects as they move in front of them. • Do "nesting" by using items in the home such as bowls, cups, pots, and pans and insert them into each other for spatial awareness.	• Bounce or roll a ball to your infant on the floor and have them return the ball to you. • Count socks with your child as you do laundry. • Sing number songs and fingerplays to encourage your child to follow along. • Teach your child to sign certain words such as: more, less, finish, and all done.

Early Head Start Center Based

Effective Teaching Strategies	**Effective Family Activities**
• Count body parts with your infant. • Have children try on different hats and talk about size, small, medium, and large. • Have children count, counting activities with the teacher. Ex. counting children in attendance, counting toys being played with, etc. • Involve children in singing number songs (i.e., 1 little, 2 little, 3 little fingers, etc.)	• Give your infant objects to move from one hand to another. Offer another item and talk about the number of objects they are holding. • Encourage your child to transport objects from one container to another for spatial awareness. Count the number of items. • Make an obstacle course by using items in the home. Introduce words such as: on, into, under, over, etc.

Head Start

Cognition Including Math and Science (COG)	
Goal: Children will demonstrate improved general cognitive skills including spatial relationships, sorting and patterning skills.	
Objective: By Spring 2024, children will show an increasing ability to add and subtract small quantities of objects and show an understanding of how objects move outside of space or fit in different spaces.	
DRDP Measure: COG 1: Spatial Relationships	**Head Start Early Learning Outcome:** Goal P-MATH 3, P-MATH 4, P-MATH 8, and P-MATH 10
Preschool 3-year-olds	**Preschool 4-year-olds**
65% will be at the "Building Middle" level or above in measure COG 1	72% will be at the "Building Middle" level or above in measure COG 1
Family Engagement Outcome: Families as Advocates and Leaders	**Objective:** By Spring, 2024 families will have increased understanding to support their child's cognitive development in the effort to prepare them for school as measured by pre- and -post surveys at parent meetings and training.
Head Start Home Based	
Effective Home Visiting Strategies:	**Effective Learning Experiences**
• Use items in the home such as: bowls, cups, pots, etc. for measuring. • Count people in the home. Count people as they exit out and as they enter the room. • Talk about subtracting and adding toys and books focus on more and less. • Play hide and seek games for spatial awareness. Have children look for items that have been put out of sight. Have them search high and low.	• Teach comparison by using different measuring tools such as plastic household items: bowls, cups, and pots. Talk about size, volume, weight, classification, quantity, and comparison. • Engage your child in cooking experience. Have your child add ingredients, assist in measuring ingredients, and talk about amounts. • Have your child follow 2-3 step directions using multiple steps. For instance, First, wash your hands, then, dry your hands, and lastly, throw away the paper towels in the trash.
Head Start Center Based	
Effective Teaching Strategies	**Effective Family Activities**
• Build an obstacle course using items in the center. Go over prepositions such as: under, over, on, around, besides, etc. • Have bean bag activities to go with "bean bag" songs such as: Pass the bean bag. • Have children follow multiple step directions. • Have children experiment with sink and float activities. Talk about more, less, heavy, light, big, small, full, empty, etc.	• Have your child explore the position of objects and space by playing "scavenger hunt." • Have your child search for items under a chair, on top of the table, on the side of the desk, etc. • Have child "nest" bowls, cups, and pots. Have them see which fits into which. • Have a sink and float activity by providing an opportunity to experiment with a variety of items that may sink and or float.

Physical Development Health (PD-HLTH)

Goal: Children will demonstrate improved personal care routines and knowledge of safety.

Objective: By Spring 2024 infants and toddlers will demonstrate knowledge of safety skills and refine the ability to participate and take responsibility for dressing self.

DRDP Measure: PD-HLTH 8: Personal Care Routines: Dressing	**Head Start Early Learning Outcome:** Goal IT-PMP 6, 7, 9

Young Infants 0-9 months	Older Infants 9-18 months	Toddlers
49% will be at the "Exploring Earlier" level or above in measure PD-HLTH 8	16% will be at the "Exploring Earlier" level or above in measure PD-HLTH 8	17% will be at the "Exploring Middle" level or above in measure PD-HLTH 8

Family Engagement Outcome: Families as Advocates and Leaders	**Objective:** By Spring 2024, families will have increased understanding to support their child's physical development to prepare them for school as measured by pre- and -post surveys at parent meetings and training.

Early Head Start Home Based

Effective Home Visiting Strategies:	Effective Learning Experiences
• Suggest activities that support children's fine motor skills, such as dressing, zipping, buckling, buttoning, diapering, and toileting. • Play simple games using household objects that focus on hand-eye coordination. • Encourage children to practice putting on socks, buttoning, and zipping on sweatshirts. • Provide resistive activities to develop hand strength, for instance, rolling clay, tearing, scrunching, and folding paper.	• Role model fine motor skills during routines. For instance, cutting and lacing shoes. • Encourage your child to help with simple activities/routines in the home that encourage finger movement and grasping skills. • Allow your child to choose the clothes they want to wear, place them on a chair/bed, and encourage them to put on each piece, help when needed, and continue the process daily.

Early Head Start Center Based

Effective Teaching Strategies	Effective Family Activities
• Introduce signs of potty and diapering to a young infant. • Provide activities to strengthen hand grasp and release of toddlers and older children (ex: Squirt bottles, using clothes pins, medicine droppers, etc.) • Provide opportunities indoors and outdoors; for children to engage in dress play and dress the baby dolls. • Add to Dramatic Play Area: Multicolored baby dolls with clothing/ Hats/Purses /Wallets/ Scarfs/ Headbands/ Wristbands, Books, etc.	• Have your child watch as you demonstrate a dressing task and describe the steps. Vary your language to accommodate different levels. • Assist your child with dressing and undressing by providing one-on-one assistance and scaffolding on zipping, buttoning, etc. • Make dressing routines fun and avoid rushing through the step-by-step process of dressing and undressing. • Provide dress-up activity times to encourage older infants to explore.

Physical Development Health (PD-HLTH)

Goal: Children will demonstrate improved fine motor skills and an awareness of safety.

Objective: By Spring 2024, children will demonstrate knowledge of safety skills and increasing precision, strength, and coordination of fine motor skills.

DRDP Measure: PD-HLTH 5 Safety	**Head Start Early Learning Outcome:** Goal P-PMP 2 & P-PMP 6
Preschool 3-year-olds	**Preschool 4-year-olds**
25% will be at the "Building Middle" level or above in measure COG 1	25% will be at the "Building Later" level or above in measure COG 1
Family Engagement Outcome: Families as Advocates and Leaders	**Objective:** By Spring 2024, families will have increased understanding to support their child's physical development to prepare them for school as measured by pre- and -post surveys at parent meetings and training.

Head Start Home Base

Effective Home Visiting Strategies:	**Effective Learning Experiences**
• Read books on safety and point out what the characters are doing that are safe behaviors • Use safety words and vocabulary for positive phrasing of the desired behavior (redirection, taking turns, sharing, etc.). • Practice role-playing safety scenarios, "What would you do?" • Provide families with safety handouts. • Create an evacuation or emergency family plan.	• Set safety rules and boundaries at home and be consistent. • Play the red light and green light game and explain what those signs mean. • Go to the local library and look for books that discuss safety. Read with your child and ask them "what if" questions. • Give your child the opportunity to clean up after play and mealtimes. Talk about being safe and the rules in those activities.

Head Start Center Based

Effective Teaching Strategies	**Effective Family Activities**
• Plan and implement ongoing fire and earthquake drills. • Read books on safety and discuss scenarios from the book • Intentionally plan for activities where sharing and turn-taking is a focus. • Give clear and precise instructions using visuals. • Create a classroom safety mascot/helper with the children and use it during monthly fire and earthquake drills and teach safety rules in the classroom. • Read a book on safety: Discuss Community helpers such as Crossing Guards/ Police Officers/Firefighters/Ambulance drivers. • Invite a Crossing guard or Police office to visit the classroom to talk with the children about safety precautions.	• Go to the local library and look at books about safety (crossing the street, fire safety, stranger danger, etc.) • Go for walks around the neighborhood, identify the street signs, and talk about pedestrian safety. • Point out community members that keep us safe. • Practice and design safety drills with your child, discuss what to do in an emergency, and teach your child how to dial 911 for emergencies. • Create an emergency plan with your family.

Professional Development Opportunities

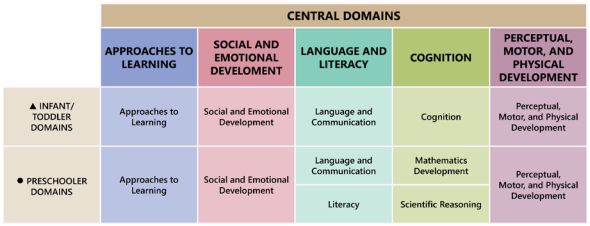
Objective	Persons Responsible	Timelines	Supporting Documents	Action Steps Training and Resources
Practice-Based Coaching and TLC Support teaching staff to promote effective teaching practices and ensure the curriculum is implemented to fidelity, to strengthen CLASS with the emphasis on Instructional Support **Desired Results Developmental Profile** Support teaching staff and Early Childhood Educators to promote effective teaching practices and ensure that the evidence collected for assessment is authentic and reliable. Support teaching staff by establishing a year-long professional development plan focused on CLASS, specializing in Instructional Support	Education Managers Mentor Coaches Data Analyst Site Supervisors Teaching Staff Home Based Supervisor and Educators	Ongoing August 2023-June 2024 2x a year Ongoing August 2023-June 2024	Classroom Management Outcomes English Language Development (ELD) Data Outcomes CLASS Data Outcomes ECERS/ITERS Data Outcomes Curriculum Monitoring Tool Curriculum Mentoring Fidelity Tool Practice-Based Coaching Mentee Resource Folder DRDP 2015 T/TA Support Plan Practice-Based Coaching	**Creative Curriculum Cloud** **Making the Most of Classroom Interactions** Infant/Toddler Pre-k **HSELOF Training:** Language and Literacy Development Cognition **Desired Results Developmental Profile** DRDP Observation Training Meaningful Observations **Environments and Environmental Rating Scales** **Responsiveness to dual language learners** **CLASS** **My Teachstone** **ChildPlus Mobile**

Objective	Persons Responsible	Timelines	Supporting Documents	Action Steps Training and Resources
Family Engagement Support parents in developing skills, attitudes, and behaviors that support and promote School Readiness practices in the home, continuing to promote families as advocates and leaders. Support parents in completing surveys or other materials as needed to gain additional participation.	Family Engagement Inclusion Manager Family Engagement Specialists Program Governance Coordinator Site Supervisors Family Service Workers Home Based Educators	August 2023-June 2024	Very Important Parent (VIP) meetings Ready Rosie Workshops Parent Training & Workshops Pre/Post Parent Surveys	Very Important Parent (VIP) Meetings Regional Parent Committee Meetings Early Learning Outcomes Data Comparisons Parent Training & Workshops to identify how literacy activities support School Readiness Goals. Boost School Readiness Through Family Engagement School Readiness Sub-Committee Meeting
Health & Nutrition Support parents by promoting awareness of the importance of ongoing hearing, vision, and dental checkups for children to develop sounds, speech recognition, and the use of language. Encourage biannual dental visits to promote ideal oral health, care, and follow-up. Support parents by introducing healthy diverse cultural foods to their children through menus, meals, activities, and literature. Encourage children to taste various texture foods and to learn words that describe what they are and how they taste. Train all staff and parents on infectious diseases and prevention practices, First Aid, and Safety Practices, by providing research-based information and updates as necessary through parent meetings, school readiness sub-committee, and staff training.	CAS- Health Family Service Workers Site Supervisors Teaching Staff CAS-Nutrition Central Kitchen Staff Family Service Workers Site Supervisors Teaching Staff	August 2023-June 2024 August 2023 Quarterly Meetings July 2024	Hearing, Vision, and Dental ChildPlus Data Very Important Parent (VIP) Meeting/training sign-in/out forms Parent Handbook Reminder Letters Nutritional Experiences Nutritional Advisory Committee Meetings Very Important Parent (VIP) Presentations Supporting Special Diets Bioesque Disinfectant	Very Important Parent (VIP) Meeting handouts CHDP Periodicity Schedule for Health Assessment Requirements by Age Groups Child Plus-Health Training CHDP Provider List Dental Roster Nutrition Books Nutrition Posters Electrostatic Sprayer & Bioesque Site Supervisor Development training Family Service Worker Development Training CPR Training School Readiness Sub-Committee Meeting Sanitation

Objectives	Persons Responsible	Timelines	Supporting Documentation	Action Steps Training and Resources
Inclusion & Wellness Support parents and teaching staff by training and implementing the Screening Ages and Stages Questionnaires (*ASQ-3 & ASQ: SE-2*) to help identify children at risk for developmental/language delay who should be referred for further assessments by LEA. ASQ-3 *& ASQ: SE-2* will be used to identify children who are on schedule and children who do not meet the referral criteria, but scores are in the monitor areas of the ASQ-3 *& ASQ: SE-2*. Family Wellness will strengthen relationships between teacher and parent by implementing strategies to enhance/support social and emotional development for children with challenging behaviors. Family wellness will support staff by providing new training that supports dealing with challenging behaviors, physical aggression, and trauma-informed care.	Inclusion Specialists Family Service Workers Site Supervisors Teaching Staff CAS-Family Wellness Family Service Workers Site Supervisors Teaching Staff	August 2023-June 2024 August 2023-June 2024	ASQ-3 Questionnaire Implement Teaching Pyramid ASQ-: SE-2 Questionnaire Teacher Support Planning Sheet Family Wellness Screening Behavior Incident Report (BIR)	Classroom Expectations ASQ-3 & ASQ:SE-2 Trainings Using Visuals in the Classroom Training-ADD Using the Solution Kit Training-ADD Onsite/Offsite Teacher Support Very Important Parent (VIP) Meetings ASQs Presentations Intra-agency Referral Predictable, Consistent Routines Pyramid Model Positive Behavior Support Training Behavior Incident Report (BIR) Training Strategies for Dealing with Physical Aggression Teacher Support Planning Sheet Training Trauma-Informed Care School Readiness Sub-Committee Meeting
Data Analysis Data Analyst will support Program Goals by providing aggregated DRDP reports at Domain and Measure level. The Data Analyst will provide ELD-specific program reports, as well as IEP/IFSP DRDP program reports three times per year.	Data Analyst	December 2023 March 2024 May 2024	Child reports Group reports Administration reports Child Plus	How to enter DRDP into Child Plus Download reports from Child Plus.

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

Professional Development:		
Training Opportunities	**Onsite Coaching Opportunities**	**Printed Materials**
• California's Early Learning Development Systems. • DRDP (2015) • CLASS • ITERS/ECERS • Creative Curriculum Systems and Fidelity • Partners for Healthy Babies • Program for Infant/Toddlers Care • Pyramid Model Positive Behavior Support • MMCI	• Educational Webinars • Practice-Based Coaching • CLASS • MMCI • ITERS/ECERS • Curriculum Fidelity • My Teachstone	• Management Bulletins • School Readiness Goals • School Readiness Timelines • CLASS tips • S'mores



	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/ TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

HEAD START | ECLKC
Early Childhood Learning & Knowledge Center

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

Administration Team for Head Start and State Child Development Division:
Director: Yolanda Gonzales **Assistant Director of Program:** Jerry Meade **Assistant Director:** Gloria Barbero **Finance Administrator:** Louis Rodriguez **Program Administrator:** Letisha Brooks **Quality Assurance Administrator:** Sylvia Ortega **Partnership Administrator:** Esperanza Contreras **Program Design and Management Administrator:** Robert Espinosa

Data Analyst
Chase Rangel

Program Governance Coordinator:
Lisa Gonzales

Early Childhood Specialist, California TTA Center
Mavy Moreno

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

Education Team:
Education Manager: Rashi Strother **Education Manager:** Cynthia Rodriguez **Curriculum Specialist:** Nelly Mendoza, Teresa Lara **Partnership Program Manager:** Rosita Curry **Home Based Supervisor:** Mary Lopez **Family Engagement Specialist/Home Based Supervisor:** Nicole Nino **Partnership Program Coordinator:** Nicole Callahan **Mentor Coaches:** Melissa DeWitt, Pamala Roberts, Regina Hines, Tomasa Jara, Alicia Gamino, Rachel Leckkirk,

Content Area Specialists: Inclusion, Nutrition, Health, Wellness, Family Engagement
Family Engagement and Inclusion Manager: Maria Guadian **Content Area Specialists-Health:** Laura Gonzalez, Paulino Cruz, Rayjean Stone, Angel Perez, Maria (Maridel) Pinano **Content Area Specialists-Inclusion:** Delores Patricio, Shirley Park, Susie Martinez, Kariana Sotelo, Denise Cooper **Content Area Specialists-Wellness:** Andralette Wilson, Edna Quinones, Lorena Ortiz Ibarra **Content Area Specialists-Nutrition:** Lupe Villasana, Desiree Jackson, Valerie Caffese **Content Area Specialists- Family Engagement:** Leah Green, Elena Garcia, Shevada Dove

Policy Council Executive Board:
Chairperson: Ruby Cruz (Heritage Child Development Center) **Vice-Chairperson: Andrea Flores** (San Joaquin Home Base) **Secretary: Susana Barrios** (Sunrise Villa Child Development Center) **Treasurer: Pablo Reyes** (Harvey L. Hall Child Development Center) **Parliamentarian: Monique McWilliams** (Sterling Child Development Center)

Policy Council School Readiness Sub-Committee
Susana Barrios (Sunrise Villa Child Development Center) **Ruby Cruz** (Heritage Child Development Center) **Sarita Little** (California City Child Development Center) **Gabriel Rios** (Taft Child Development Center) **Jennifer Wilson** (Kern Home Base)

MEMORANDUM

To: Policy Council

From: Jerry Meade, Head Start Assistant Director - Program

Date: June 27, 2023

Subject: Head Start and Early Head Start Kern Carryover Request 2023– ***Action Item***

Head Start and Early Head Start Kern is requesting a Carryover Request for the 2023-2024 budget year. This request will permit the transfer of a balance from the 2022-2023 budget period that ended in February 2023 into a current budget period to support incomplete activities. The Head Start and State Child Development Division seeks a budget carryover of $3,523,819 which includes Base, Training and Technical Assistance.

Carryover of Base funds will be utilized to complete minor and major renovations projects at our child development centers that began in the previous year but were not completed. The projects included our classroom modifications at Oasis, Stockdale Head Start, the Barnett House in SJC as well as the warehouse renovations at Angela Martinez. Additional items from this carry over will include equipment purchases approved from OHS in the previous year including Central Kitchen replacement vehicles. T&TA funds will be utilized to support professional development opportunities for HS/EHS.

This proposal was formulated through discussions with the Region IX Office, as well as our CAPK Finance Team. Through these discussions and previously submitted budget revisions, we have determined that the un-obligated balance is equal to the amount that is being requested.

These projects align with CAPK's strategic goal to support school readiness by increasing the quality of our classrooms and supporting the delivery of services. The program will move forward with the renovations as contracted pending the approval from OHS. We do not expect delays in the completion of the renovations as a result of this request either.

Recommendation

Staff recommends the Policy Council approves the submission of the Head Start and Early Head Start Kern Carryover Request for the 2023-2024 funding period for the grant #09CH011132.