Head Start
A Program of CAPK

Community Action Partnership of Kern
Head Start/State Child Development

POLICY COUNCIL MEETING PACKET

September 25, 2024
5:30 p.m.

This meeting will be held via Microsoft Teams
Meeting ID: 297 438 569 962
Passcode: LRLicF

Click here to join the meeting

POLICY COUNCIL
STANDING COMMITTEES
September 2024

EXECUTIVE COMMITTEE

Chairperson: Ruby Cruz
Vice Chairperson: Gabriela Rangel
Secretary: Jennifer Wilson
Treasurer: *Vacant*
Parliamentarian: Fatima Echeverria

STANDING COMMITTEE MEMBERS

Board of Directors: Fatima Echeverria

BYLAWS
Chairperson: Fatima Echeverria

1. Ruby Cruz
2. Wendy Ayala
3.
4.
5.
6.

PLANNING
Chairperson: Gabriela Rangel

1. Ashley Trent
2. Ruby Cruz
3. Michelle Jara-Rangel
4.
5.
6.

SCHOOL READINESS
Chairperson: Jennifer Wilson

1. Alejandra Verduzco
2. Candy Diaz
3.
4.

BUDGET & FINANCE
Chairperson: *Vacant*

1. Cristina Herrera
2. Gabriela Rangel
3.
4.
5.
6.



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

Policy Council Attendance 2023 - 2024

#	REGION 1	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024	July 2024	Aug 2024	Sept 2024	Oct 2024
1	Ruby Cruz - Heritage	X	X	X	X	X	X	X	X	SC	X		
2	Vacancy												
3	Vacancy												
4	Vacancy												
#	REGION 2	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024	July 2024	Aug 2024	Sept 2024	Oct 2024
1	Fatima Echeverria - Angela Martinez	X	X	X	X	X	X	X	X	SC	X		
2	Iris Roman - Virginia	X	X	X	X	ABS							
3	Vacancy												
4	Vacancy												
#	REGION 3	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024	July 2024	Aug 2024	Sept 2024	Oct 2024
1	Cristina Herrera Gonzalez - Fairfax	X	X	X	X	X	X	X	X		X		
2	Candy Diaz - Pete Parra	X	ABS	X	X	X	X	X	X		X		
3	Alejandra Verduzco - Primeros Pasos	X	X	X	ABS	X	X	X	X		X		
4	Vacancy												
#	REGION 4	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024	July 2024	Aug 2024	Sept 2024	Oct 2024
1	Ashley Trent - California City	X	X	X	ABS	X	X	X	X		X		
2	Gabriela Rangel - California City	X	X	X	X	X	X	X	X	SC	X		
3	Vacancy												
4	Vacancy												
#	REGION 5 - Home Base	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024	July 2024	Aug 2024	Sept 2024	Oct 2024
1	Jennifer Wilson - C. Varella	X	X	X	X	X	X	X	X	SC	X		
2	Vacancy												
#	REGION 5 - Partnership	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024	July 2024	Aug 2024	Sept 2024	Oct 2024
1	Wendy Ayala					X	X	ABS	ABS		X		
#	REGION 6 - San Joaquin	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024	July 2024	Aug 2024	Sept 2024	Oct 2024
1	Glorylee Selmi - Home Base, G. Texiera	X	X	X	X	X	R	R	R		X		
2	Vacancy												
#	Community Representatives	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024	July 2024	Aug 2024	Sept 2024	Oct 2024
1	Vacancy												
2	Vacancy												
3	Vacancy												
#	Board Member	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	June 2024	July 2024	Aug 2024	Sept 2024	Oct 2024
1	Michelle Jara-Rangel				ABS	X	X	X	X		X		

Policy Council Standing Committee
Attendance Sheet
2023 – 2024

Bylaws Committee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Fatima Echeverria			X	X	X		ABS		X		
Ruby Cruz			X	X	X		X		X		
Wendy Ayala					X		X		X		

Budget & Finance Committee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Glorylee Selmi		X	X	X	R	R	R		R	R	
Cristina Herrera		X	X	X	X	X	X		X	X	
Gabriela Rangel		X	X	X	X	X	X		X	X	

School Readiness Committee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Jennifer Wilson			X	X	X	X	X				
Alejandra Verduzco			X	ABS	X	ABS	X				
Candy Diaz			X	ABS	X	ABS	X				
Iris Roman			ABS	ABS							

Planning Committee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Gabriela Rangel		X	X	X	X	X	X		X	X	
Iris Roman		X	ABS	ABS							
Ashely Trent		X	X	X	X	X	X		X	X	
Ruby Cruz		X	X	X	X	X	X		X	X	
Michelle Jara - Rangel					X	X	X		X	X	

Board of Directors

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Fatima Echeverria		X	X	X	X	X	X		X		

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

DATE	September 25, 2024
TIME	5:30 p.m.
LOCATION	Microsoft Teams Meeting
TEAMS LINK	Click here to join the meeting
PHONE	(213) 204-2374
MEETING ID	100 912 953#

Policy Council Meeting Agenda

Meeting to be held via tele-conference. Members of the public may join the teleconference.

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

Alejandra Verduzco	Gabriela Rangel
Ashley Trent	Jennifer Wilson
Candy Diaz	Michelle Jara-Rangel
Cristina Herrera	Ruby Cruz
Fatima Echeverria	Wendy Ayala

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. **Committee Verbal Reports** (3 minutes per report)
   a. Budget & Finance
   b. Bylaws
   c. Planning
   d. School Readiness

4. **Presentation**
   a. None

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

   a. Policy Council Meeting Minutes – August 27, 2024 ***(p. 8-14)***
   b. Policy Council Planning Committee Meeting Minutes – September 3, 2024 ***(p. 15-19)***
   c. Policy Council Budget & Finance Committee Meeting Minutes – August 17, 2024 ***(p. 20-21)***
   d. Head Start Budget to Actual Report – March 1, 2024, through July 31, 2024 ***(p. 22-24)***
   e. Early Head Start Budget to Actual Report – March 1, 2024, through July 31, 2024 ***(p. 25-27)***
   f. Head Start (*No Cost Extension*) Budget to Actual Report – March 1, 2023, through July 31, 2024 ***(p. 28-29)***
   g. Early Head Start (*No Cost Extension*) Budget to Actual Report– March 1, 2023, through July 31, 2024 ***(p. 30-31)***
   h. Head Start Building Proceeds for Central Kitchen – July 31, 2024 ***(p. 32-33)***

i. Kern Head Start and Early Head Start Non-Federal Share and In-Kind Report – March 1, 2024, through July 31, 2024 ***(p. 34)***
j. Early Head Start Childcare Partnership Non-Federal Share and In-Kind Report – March 1, 2024, through July 31, 2024 ***(p. 35)***
k. Parent Travel & Child Care through July 31, 2024 ***(p. 36-37)***
l. Parent Activity Funds through July 31, 2024 ***(p. 38-39)***
m. Program Review & Evaluation Report – July 2024 ***(p. 40-41)***
n. Program Review & Evaluation Report – August 2024 ***(p. 42-43)***
o. Tell Us Your Head Start Story – Head Start California (English/Spanish) ***(p. 44-45)***
p. Head Start/Early Head Start Kern Flyer (English/Spanish) ***(p. 46-47)***
q. Early Head Start San Joaquin Flyer (English/Spanish) ***(p. 48-49)***
r. Home Visiting Program Flyer (English/Spanish) ***(p. 50-51)***
s. Policy Council Meeting Dates ***(p. 52)***

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

a. 2025-2026 Program Goals and Objectives – Rosa Guerrero, Administrative Analyst ***(p. 53-62)***
b. 2025-2026 Training and Technical Assistance Plan – Rosa Guerrero, Administrative Analyst ***(p. 63-81)***
c. 2024-2025 Head Start/Early Head Start School Readiness Goals – Rashi Strother, Education Manager ***(p. 82-103)***
d. 2023-2024 Head Start/State Child Development Self-Assessment – Sylvia Ortega, Quality Assurance Administrator ***(p. 104-149)***

7. Standing Reports

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

8. Policy Council Chairperson Report

9. Policy Council Member Comments

10. Next Scheduled Meeting

11. Adjournment

This is to certify that this agenda notice was posted in the lobby of the CAPK Administrative Office at 1300 18th Street, Bakersfield, CA and online at www.capk.org by 12:00 p.m. September 20, 2024. Lisa Gonzales, Program Governance Coordinator.

COMMUNITY ACTION PARTNERSHIP OF KERN
POLICY COUNCIL MEETING MINUTES
August 27, 2024
Meeting ID: 275 628 791 611

1. **Call to Order**

   Policy Council Chairperson, Ruby Cruz called the meeting to order at 5:36 p.m.

   a. Roll call was taken, and a quorum was established.

   Policy Council Members Present: Alejandra Verduzco, Ashley Trent, Candy Diaz, Cristina Herrera, Fatima Echeverria, Gabriela Rangel, Jennifer Wilson, Michelle Jara-Rangel, Ruby Cruz, Wendy Ayala

2. **Public Comments**

   The public may address the Policy Council on items not included on the agenda at this time. However, the Policy Council will take no action other than that of referring the item(s) to staff for study and analysis. Speakers are limited to three 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.

   None

3. **Standing Committee Reports**

   a. School Readiness Committee

   The School Readiness Committee has concluded all of the committee's scheduled meetings for this program term. However, school readiness is always taking place within the program. It was shared that staff recently attended a preservice training which covered a variety of topics. This training included a school readiness component which was provided to teaching staff, content area specialists, as well as staff from other facets of the program. This training reviewed and discussed the school readiness binder which contains lesson plans, any findings as well as other pertinent information related to school readiness. Other areas in which staff was trained included Wellness, Enrollment and Attendance, Family Engagement, the Child and Adult Care Food Program, Program Governance and more. All these areas help contribute to a child's overall school readiness.

   b. Planning Committee

   The Planning Committee met on August 6, 2024. The May Division Program Activity Report was shared with members. Enrollment information was provided with Head Start reporting 68% enrollment and Early Head Start reporting 64% enrollment. The Child Adult Care Food Program Report for May indicated 28,404 meals were prepared by the Central Kitchen, with a total of 35,316 meals delivered during this reporting period. It was shared that the Family Engagement Team supported family events taking place at various sites, a member of the Health Team supported a family whose child was receiving hospital care while a wellness staff presented services at a center. Enrollment and Attendance staff participated in several events including the Kern County Veterans Collaborative, MediCal event, Dia de la Familia at Kern County Fair and more.

   c. Budget & Finance Committee

   The Budget & Finance Committee met on August 20, 2024. The financial reports through June 2024 were presented to the committee for review and discussion. Budget detail was provided for Head Start as well as Early Head Start grants. The Parent Activities report, and Parent Local Travel and Childcare Reimbursement were presented to the committee as was the non-federal share reports for Head Start, Early Head Start and the EHS Partnership. Additional information shared with the committee were the No-Cost Extension grants for Head Start and Early Head Start as well as the Head Start Building Proceeds report including budget detail. The next Budget & Finance Committee meeting will be held on September 17, 2024.

   d. Bylaws Committee

   The Bylaws Committee met on August 13, 2024, and reviewed the final articles of the Council's Bylaws. This included disciplinary action for actions deemed inappropriate. It also included proper channels to navigate for any concerns, problems, or complaints. Additional information reviewed and discussed from

the bylaws included impasse procedures as well as parliamentary authority adopted by the Council. The committee was also made aware that the proposed changes to the Head Start Program Performance Standards are expected to be published in the coming weeks. It was stated that changes to the program governance component of the standards were minimal and primarily related to language. This was the final bylaws committee meeting for this term.

4. <u>Presentations</u>

a. Family Child Care Partnership – Maritza Lara Martinez, Family Child Care Partnership Coordinator

Maritza presented information to the Council on the new Family Child Care (FCC) Partnership. This program partners directly with licensed family child care home providers. These providers offer a unique family-like setting with daily activities, smaller group, mixed ages and more. Maritza shared the child care homes will look very different from a center setting. Some providers have a garage that has been set up as their family child care others may have something completely different. Maritza shared some of the benefits of having a Family Child Care include a flexible schedule, cultural sensitivity and exclusivity, as well as a nurturing home-like environment. The FCC will support in incorporating Head Start practices in the home classroom, parents will be connected with community resources to help meet their needs and providers will receive ongoing training to support the needs of the children and have the opportunity to build a network of support with colleagues. Some long term outcomes for the program include an increase in educated and qualified workforce providing care and education for infants and toddlers, regardless if they leave our program. Head Start comprehensive services, program performance standards and resources will be integrated into a variety of traditional family child care settings. Maritza shared that currently the providers primary focus is on the child, and this move to providing comprehensive services will bring in that whole family focus component. Maritza also talked about the requirements in place for providers if they wish to potentially partner with the program. They must already be licensed family child care provider with either a small license, one provider with six children or a large license, two providers with up to twelve children. The provider must also serve children 0-5 years of age with a subsidy. The education requirements are either a Family Child Care CDA, California Teacher Credentialing Associate Teacher Permit, A.A. or B.A. degree in Child Development or Early Childhood Education. Providers must also meet Community Care Licensing requirements Title 22, and they will also be asked to implement the Head Start Program Performance Standards. Martiza shared that the program is still in the recruitment stages and is getting the word out to the community and has had a lot of interest. The plan is to start partnering and have contracts with licensed family child care partners by mid-October 2024 and begin enrolling children by November 2024. It was noted that the program will not be bringing children into the family child care homes, it will be working with the children that are already in the care of these providers. Martiza shared a flyer with information about the next orientation and encouraged members to share with anyone they may know who might be interested and who has a licensed family child care. Discussion continued with a wide range of questions. Martiza shared that currently the program has eighteen providers who are interested in partnering. It was clarified that the upcoming orientation is an informational orientation with ten providers signed up to hear more about the program. The eighteen who are interested and who would like to move forward are the result of three previous informational orientations held. Maritza added that during the orientation what has been presented are the requirements for the provider, the requirements for children. The application process will include a site visit before contracts begin; this will provide the program a better understanding of where the providers are at and how the program can best support them. All of this information will be taken into consideration when considering establishing a contract with the provider. Inquiries were also made about providers bringing their facility up to Head Start regulations/standards with such a tight timeline. Martiza shared that a health and safety checklist is already in the works, and this will be the first thing the program will look at to ensure there aren't any health or safety hazards for the home. She added that this will be another one of the many things that will be taken into consideration before partnering with a provider. With regard to comprehensive services, and an inquiry if providers will have a Family Service Worker to complete this component, such as heights, weights, dentals, family partnership agreements, etc. it was shared that as

the Family Child Care Coordinator, Martiza will be completing the applications for families which include those components. She will also be working with Content Area Specialists to ensure the providers are receiving the support they need. Thorough discussion along with corresponding responses ensued regarding the enrollment process, how the provider would obtain another child (with a subsidy) should they have a vacancy, along with other various potential scenarios. Esperanza Contreras, Program Services Administrator shared with the Council that the FCC program will be following the same model as the partnership. She added that the provider will receive a contracted amount per child that is enrolled in their program; the child must be enrolled in Head Start or Early Head Start to receive the additional support the program will be providing. It was also asked how the program would receive information about a family's eligibility prior to contracting with the provider. Esperanza stated that information is a part of the application process, specifically what type of subsidy the children in their care are receiving. She added that we cannot ask the provider for the actual documentation, we must receive that from the parent. Additionally, it was asked how often the program will visit the homes with "random surprise visits" with so many potential providers, or are those visits planned ahead of time to meet the standards. Maritza stated that per the standards she will be doing two home visits monthly, some of which will be announced and some unannounced. She also shared that this information has been shared at the orientations so that those who are interested are aware there will be two monthly visits with the expectation that some will be unannounced.

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

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

a. Policy Council Meeting Minutes – June 25, 2024
b. Policy Council Executive Committee Special Call Meeting Minutes – July 22, 2024
c. Policy Council Planning Committee Meeting Minutes – June 4, 2024
d. Policy Council Budget & Finance Committee Meeting Minutes – June 20, 2024
e. Policy Council Bylaws Committee Meeting Minutes – August 13, 2024
f. Head Start Budget to Actual Report – March 1, 2024, through June 30, 2024
g. Early Head Start Budget to Actual Report – March 1, 2024, through June 30, 2024
h. Kern Head Start and Early Head Start Non-Federal Report – March 1, 2024, through June 30, 2024
i. Early Head Start Childcare Partnership Non-Federal Report – March 1, 2024 through June 30, 2024
j. Head Start (*No Cost Extension*) Budget to Actual Report – March 1, 2023 through June 30, 2024
k. Early Head Start (*No Cost Extension*) Budget to Actual Report– March 1, 2023 through June 30, 2024
l. Head Start Building Proceeds for Central Kitchen – June 30, 2024
m. Parent Travel & Child Care through June 30, 2024
n. Parent Activity Funds through June 30, 2024
o. Program Review & Evaluation Report – June 2024
p. ACF-OHS-IM-24-02 Fiscal Year 2025 Monitoring Process for Head Start and Early Head Start Recipients; Date of Issuance: 06-27-2024
q. ACF-OHS-IM-24-02 Final Rule on Supporting the Head Start Workforce and Consistent Quality Programming; Date of Issuance: 08-21-2024
r. Kern County Cancer Foundation
s. No-Cost Services and Resources for Farmworkers & Dependents – Kern County Employers' Training Resource
t. (Virtual) Parenting Classes – September 24, 2024
u. Backpack Connection Series: How to Help Your Child Have a Successful Bedtime (English/Spanish)
v. Head Start/Early Head Start Kern Flyer (English/Spanish)
w. Early Head Start San Joaquin Flyer (English/Spanish)

x. Home Visiting Program Flyer (English/Spanish)
y. Policy Council Meeting Dates

Michelle Jara-Rangel requested to remove item "q" from the consent agenda. Michelle Jara-Rangel motioned to approve the amended consent agenda; Ashley Trent seconded the motion. Motion carried unanimously.

Discussion ensued regarding item "q". Michelle inquired about the final rule on supporting Head Start workforce, specifically regarding the requirement that teaching staff receive, at minimum the same amount of pay as preschool teachers in a public-school setting; she asked how this will affect the agency or are we already meeting this requirement. Michelle noted that she is aware the agency fairly recently completed a salary study and increased staff wages, however she asked if this was enough to meet the new mandate by the required timeline? Jerry Meade stated three different school districts were used to make the wage comparison. He added that the districts used were Bakersfield City Schools, Panama Buena Vista and Stockton Unified, so that component has already been met even though the timeline is 2031. Jerry went on to share that the only other component that is new in the standards is to ensure that wages are being monitored annually, and that salaries are continuing to be reviewed on an ongoing basis. Additionally, it was noted that language which supports paying staff a wage that is *at least sufficient* to meeting the basic cost of living is also a part of this final rule; it was asked if this was taken into consideration as well when developing the pay scale. Jerry confirmed that it was and noted that the software used for this process evaluates at the national, state, local and community level. He added when the job descriptions were evaluated for all positions in the Head Start division, local data was being utilized to determine where on the pay scale individuals would land.

In speaking to other quality improvements as found in item "q" discussion was had about caseloads for Family Service Workers (FSW) and if they are currently at forty or below. Jerry shared this requirement has already been met; the program began limiting caseloads to forty for FSWs about 5-6 years ago. Jerry added though we already have limited caseloads the program will continue to evaluate to determine if an additonal decrease (from forty) might be warranted.

Michelle also commented on the change to eligibility and the adjustment that can be made to a family's gross income to offset excessive housing costs. Jerry shared that the Office of Head Start has provided very detailed information as to what constitutes household income or cost of living income as well as a formula to assist with family's who meet this criterion. Jerry noted because of the cost of living in California this is a significant opportunity for families to qualify for our Head Start program. He added with the first Recruitment and Selection Plan Meeting taking place next month this is a perfect time to address how we'd like to make those changes in our selection criteria process, policies and procedures, and more. Michelle thanked Jerry for the information and asked if Policy Council members were invited to participate on the Recruitment & Selection Plan committee. Lisa replied that she planned to extend an invitation to Policy Council members to participate on the Recruitment & Selection Plan Committee meeting during the Governance Report. She also shared that parent input is valuable and stated that over the years there have been several members (from Policy Council) who have participated on the committee. Lisa added that scheduling can sometimes create a conflict but even if members can only attend one of the meetings, staff are appreciative of their attendance and input.

Motion for approval of item "q" on the consent agenda was subsequently made by Michelle Jara-Rangel; seconded by Fatima Echeverria. Motion carried unanimously.

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

a. 2023- 2024 Head Start No-Cost Extension Budget Revision – Rosa Guerrero, Administrative Analyst

Rosa shared that the no cost extension budget revision is to ensure that expenditures align with appropriate categories as indicated in the budget detail for the remainder of the extended period, which is through February 28, 2025. Budget details were provided to members. Rosa shared that the budget detail reflects savings in the fringe and personnel categories which will be added to the expenditures in the categories listed as equipment supply and construction. These will be for one-time capital expenditures

and will be applied to renovations for the new Central Kitchen and modifications to Head Start Child Development Centers. Motion was made by Michelle Jara-Rangel; seconded by Candy Diaz. Motion approved unanimously.

b. 2024-2025 Head Start/Early Head Start Budget Revision – Rosa Guerrero, Administrative Analyst

Rosa shared that the revised 2024-2025 Head Start/Early Head Start Budget includes increases in the personnel and fringe categories, as well as in travel, building maintenance/repairs, nutrition as well as in the "other" category. Rosa shared some of the factors behind the savings which included but was not limited to the wage comparison study. Budget details for the revision were provided to members. Alejandra Verduzco motioned to approve the 2024-2205 Head Start/Early Head Start Budget Revision; seconded by Ashley Trent. Motion carried unanimously.

7. <u>Standing Reports</u>

a. Program Governance – Lisa Gonzales, Program Governance Coordinator

Lisa referenced the Recruitment and Selection Plan which Carol Hendricks, Enrollment & Attendance Manager, brought to the Council for approval earlier in the year. Lisa shared that Carol is once again facilitating this annual review and extended an invitation to members. The Recruitment and Selection Plan Meeting will take place on September 26, 2024, beginning with lunch at 11:30 a.m. followed by the meeting at 12:00 p.m. concluding at 1:30 p.m. She shared a bit about what documents are reviewed as well as the purpose of the meeting and encouraged members to check their schedules to see if they can participate as their input and collaboration is important and matters. Lisa also spoke about parent meetings for the new school year adding that everyone should have received a parent meeting survey from their center or their Early Childhood Educator which once completed will support staff in scheduling the first meeting (in September) on a day at time convenient to most parents. Once meetings have been scheduled, she encouraged members to attend their respective parent meetings and to share their experience in the leadership role they have as a Policy Council member. Lisa also reminded members if they are interested in potentially serving on Policy Council for the 24-25 term they must be elected as a Regional Parent Committee member. She also reminded members that Policy Council meetings for the upcoming term will be held in person. Fatima Echeverria noted that there could be parents who would like to participate but are Spanish speakers and may feel intimidated or like they cannot participate and because of this it is important that they know they can participate. Lisa shared that staff does a great job of ensuring that all parents are aware that they can participate, and that language is not an issue. She went on to share that what parents don't see is that Lisa when obtaining confirmation of attendance for Regional Parent Committee (RPC) meetings there is a space to indicate as if the parent has a need for a translator or other any extenuating circumstances. This is done to ensure that there are not any barriers on our end that would prohibit them from participating. In reference to meeting in person it was asked when those Policy Council meetings would be. Lisa shared that the 24-25 term begins in November and that is when the first in-person Policy Council meeting will take place. Discussion continued about in past years meeting at the Rosamond Child Development Center, clarification was provided stating that Eastern Kern and San Joaquin members have had the opportunity to join virtually, due to proximity. During this time the meeting location was at the Rosamond Child Development Center and at the Hunter Street Administrative Office respectively. However, it is no longer that way, members in these areas can log on from wherever they may be. Lisa shared an example of a Regional Parent Committee flyer to show members what they should expect to receive at their parent committee if they are elected to as an RPC representative, she also confirmed that Eastern Kern and San Joaquin County Policy Council members will still join Policy Council meetings virtually. Lisa also shared with members, the Save the Date flyer for the October final Policy Council meeting. She stated this is always a wonderful time to come together in person and recognize the Council for all their work and the commitment they've shown. This final meeting has historically been held at a restaurant and is attending by Executive Administrative staff however this year it will take place in the Board Room at our new office. Lisa added that the event will be catered, and members are also permitted to bring one guest with them to this meeting/recognition event. In closing Lisa showed a brief video about ABC News reporter, Steve Osunsami who shared his Head Start story. She

encouraged members to share their Head Start story as well! Michelle asked if Policy Council Committee meetings were going to be in-person as well. Lisa shared this is still an area of discussion and at this time the thought would be to leave that decision up to each of the respective committees as to how they would prefer to meet.

b. Board of Directors – Michelle Jara-Rangel, CAPK Board of Directors Representative

Michelle shared there was not a Board of Directors meeting held in July however the Executive Committee did meet on July 17, 2024. During this meeting there were eight action items presented and approved. There was also an information item on a Workplace Violence Prevention Program. Per California Senate Bill 553 all organizations are required to implement a Workplace Violence Prevention Plan by July 1, 2024. CAPK submitted their plan and management staff stated that staff will receive training which will include: no retaliation, no bullying or harassment, (including contractors) de-escalation and Alert, Lockdown, Inform, Counter and Evacuate (ALICE) training also known as active shooter training which includes a childcare active shooter plan. In closing, Board Members had an opportunity to make comments. Curtis Floyd stated in reading the Project 2025 document cuts to the Head Start program were identified; he encouraged other to read the document to be well informed. Michelle Jara-Rangel shared that she received a lot of good information from the Wipfli Conference held in Las Vegas earlier in the month. Jeremy Tobias announced that the August Board Meeting will likely be held in the new Board Room as the audio-visual equipment is scheduled for installation in early August. This meeting was adjourned at 1:20 p.m.

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

Jerry Meade, Assistant Director of Program stated that he is very pleased to provide this report on Yolanda's behalf as she is attending a CAP conference and is unavailable. Jerry shared that the new Head Start Program Performance Standards were officially released last week with grant recipients being provided a redlined version of the document to note changes from the previous version to the current version. In anticipation of the release of that document program staff had already scheduled a meeting which included nearly seventy administrative staff including some from San Joaquin County who gathered to dive into the new program performance standards, evaluate the changes and see how we can create a program improvement plan to integrate these new requirements. There were four separate groups each focusing on a different area. The areas addressed were workforce, mental health, quality improvement, and enrollment and attendance. Jerry shared that after the teams met to discuss their specific topic, notate steps we were taking, questions/clarification, any potential challenges, and more everyone reconvened and shared a summary of their respective group discussion. Jerry noted there were a lot of things in the revised standards that we as a program were already doing. He added that the program is looking forward to evaluating and reviewing the document in greater detail and bringing those changes forward in our program. Jerry also reported that another program focus is under enrollment. He stated a lot of children have left to attend transitional kindergarten, and those are empty slots that we must fill. He also shared that part year staff returned earlier in the month and are working to fill those facilities. There are seven sites that are fully enrolled with six additional sites that have identified all their children to be fully enrolled, we are just waiting for them to walk through the door so that they can be counted as enrolled. Jerry added that we must reach full enrollment within the under-enrollment plan of action timeline which would be before the end of November. We have three locations that are pending licensing in areas that are out of our control. They are waiting on a fire marshal inspection or licensing to come in before we can be given the "okay" by the state after which we can start enrolling at those three locations. Jerry shared that on an exciting note staffing has greatly improved! We are one hundred percent fully staffed in San Joaquin County, all Head Start teacher positions in Kern have been filled. He added that some are still in the onboarding process or getting background checks, but they have all been identified. Additionally, the program only needs six more Early Head Start teachers to be fully staffed in our Early Head Start classrooms! Jerry added that there are vacancies in other areas such as custodians, early childhood educators, and other areas but our core teaching staff, early childhood educators have all been identified. He also encouraged members, if they know anyone who wants to be an Early Head Start teacher and has a B.A. degree in early childhood education with infant toddler units, to send them our

way! Jerry also shared that the program is seeing a significant decline in staff turnover which is great. Jerry shared as we move forward into fall, we are going to start seeing new relationships being built with families as we begin collecting data, creating family partnership agreements and work on goal setting processes. Jerry shared it has been really exciting to see all the construction completed and to see facilities operating with ten or eleven classrooms which feels like walking into an elementary school. It has been a long time coming and it is great to see the beautiful, finished product. Jerry also shared that in encouraging enrollment of children in the program as well as to support recruitment of staff he and Yolanda along with one of the enrollment specialists were recently on the local news. He added that we will be working on enrollment even long after reaching full enrollment and that is because we will have to replenish our waitlist as required to ensure that we have 50% of our funded enrollment on our waitlist for any of those children who may be exiting the program or moving out of the area. In closing Jerry thanked members for their commitment to the Council. Michelle stated she recalls (years ago) that Board members were invited to attend pre-service to show their support for staff. She noticed via social media posts that pre-service had taken place and asked if Board attendance had stopped due to COVID and if it would be something that would be reinstated in the future. Jerry stated that it has been so long that staff have all come together in person that it could have very well been lost through that COVID transition. He added that it has been years since we have been able to gather in that large of a capacity and it was truly an unbelievable experience. Jerry shared that he can certainly ask the Professional Development Manager to incorporate this component and to include the Board at future training events. Jerry thanked Michelle for bringing this topic to his attention. Additional discussion ensued with regards to the employment application process and a specific submission of such and the outcome that was received. There was continued discussion on the topic with a subsequent request made for further discussion to take place offline.

8. **Policy Council Chairperson Report**

   Ruby thanked everyone for their attendance. She added that she hopes everyone is adjusting well with children returning to school and hoped that everyone is doing well.

9. **Policy Council Member Comments**

   Members were given an opportunity to make a statement or comment. Gabriela Rangel thanked members for attending adding the year is coming to a close, but she really appreciated meeting everyone and getting to know them. Gabriela expressed appreciation at the opportunity to better understand the program that her son is enrolled in.

10. **Next Scheduled Meeting**

    The next meeting will be held on Tuesday, September 24, 2024, at 5:30 p.m.

11. **Adjournment**

    The meeting was adjourned at 6:53 p.m.

Community Action Partnership of Kern Head Start/State Child Development
Policy Council Planning Committee Meeting Minutes
September 3, 2024
Audio Only: (213) 204-2374 Phone Conference ID: 118 024 438#

1. **Welcome**
   Chairperson Gabriela Rangel welcomed members to the meeting.

2. **Call to Order**
   a. Gabriela Rangel called the meeting to order at 5:38.

3. **Roll Call and establish Quorum (half plus one)**
   a. Quorum was established.
   b. Members Present: Gabriela Rangel, Ashley Trent, Michelle Jara-Rangel & Ruby Cruz
   c. Members not present: None

4. **Approval of Agenda**
   a. Motion to approve the agenda dated September 3, 2024, was made by Michelle Jara-Rangel; Ruby Cruz, seconded. Motion carried unanimously.

5. **Approval of Minutes**
   a. Motion to approve the minutes dated August 6, 2024, was made by Michelle Jara-Rangel; Ruby Cruz, seconded. Motion carried unanimously.

6. **Introduction of Guests**
   Guests in attendance tonight were Carol Hendricks, Enrollment &Attendance Manager, Rosa Guerrero, Administrative Analyst & Leticia Villegas, Program Assistant, Translator.

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

8. **Presentation / Discussion Items**
   a. July & August Division/Program Monthly Reports – Carol Hendricks, Enrollment and Attendance Manager – **Informational Item**
   Hendricks shared the enrollment report. For July 2024, the funded enrollment was 953; Head Start reported 28% enrollment; Early Head Start had 753 funded enrollment spots, they reported a 70% enrollment for the same enrollment period. Hendricks informed members that 2% of children enrolled in Head Start had an IEP (Individualized Education Plan) in July 2024. Early Head Start reported 15% IFSP (Individual Family Service Plan) enrollment for the same reporting period. In the over-income category, none of the programs were above 10%; therefore, we were in compliance. For CACFP, there was a total of 35,316 meals delivered for the month of June. Central Kitchen prepared 31,973 meals for July 2024.

   Carol explained the progress of the enrollment goals. She reported that the current challenge we are facing regarding enrollment is due to staffing shortages. To address our staffing shortages, ongoing efforts to recruit and retain staff are underway, including but not limited to the following: Education waivers, recruitment events as well as a Job Fair on June 27, 2024. We will see a reduction in vacant positions as the Office of Head Start approved the 2024/2025 Program Options.

   School Readiness was the program strategic goal that was identified for the month. The goal for school readiness is to Increase families and staff capacity to support children's school readiness and

to implement a quality program by enhancing an inclusive environment to strengthen teacher and child interactions. The objective of the goal is to increase families and staff capacity to support children's school readiness and to implement a quality program by enhancing an inclusive environment to strengthen teacher and child interactions. The progress of the goal is for one hundred percent of staff attended Loose Parts/STEM training during pre-service. Loose Parts/STEM curriculum pilot sites were identified. Materials are being ordered for Loose Parts. Loose parts curriculum was presented at the Father Engagement Conference.

Carol reported the program highlights for the month of July included the following: The enrollment team participated in the following events: Bakersfield American Indian House Project on July 20. On July 25 there were two recruitment events held at the Alberta Dillard centers. We continue to have ongoing recruitment events throughout the community.

Committee member Michelle Jara-Rangel asked if the enrollment numbers are for end of year. Carol responded the numbers were correct and there were some items that were going to be added for the program descriptions like outreach activities at the centers and meeting with families and doing application clinics.

During the meeting, Jara-Rangel asked who the annual report is submitted to and if the numbers are reported as a grant or is it separated between Early Head Start and Head Start. Hendricks reported the numbers are separated in the Head Start Enterprise System; however, did not know if the total is based on one grant or between Early Head Start and Head Start. Jara-Rangle requested this information, specifically due to the over income percentages. Hendricks reassured the committee we have not reached the 10% in the 131% and up over income category and we have room to accept more children in the category without surpassing the 10% threshold.

For August 2024, the funded enrollment was 953; Head Start reported 60% enrollment; Early Head Start had 753 funded enrollment spots, they reported a reported 76% enrollment for the same reporting period. Hendricks informed members that 5% of children enrolled in Head Start had an IEP (Individualized Education Plan) in August. Early Head Start reported 18% IFSP (Individual Family Service Plan) enrollment for the same reporting period. In the over-income category, none of the programs were above 10%; therefore, we were in compliance. For CACFP, there was a total of 40,133 meals delivered for the month of July. Central Kitchen prepared 31,973 meals for August 2024.

Our Family Eligibility Determination was 176 for the month and year to date is 652. For August 2024, the workforce the goal is to enhance onboarding, recruitment, and retention of staff by implementing programs that embraces pathways for learning, professional development, succession planning, and a positive culture to obtain and retain staff. With our progress we have started the mentorship program, in which we have identified experienced and knowledgeable employees who can serve as mentors. We provide mentorship training to help mentors understand their roles, effective communication techniques and the importance of fostering a positive learning environment. We have assigned mentors with mentees during the orientation, introduction of mentors and mentees to each other and provide an overview of the mentorship program.
We have set clear expectations and goals for both the mentors and mentees via policies and procedures, and we have an evaluation and get feedback regularly, to assess the mentorship program and its effectiveness.

Hendricks also articulated the progress the division is making toward its goals. It was reported the current challenges we are facing regarding enrollment is due to staffing shortages and licensing of centers. We have addressed our staffing shortages by hiring several staff members, such as teachers, assistant teachers, and kitchen staff. These new staff members are in the hiring process before starting. Many of our centers are pending visits by licensing to approve remodels, repairs, and the yards of some centers. Once licensing approves the work at the centers, we can open classrooms and yards.

In addition to the explanation of the division's goal progress, the workforce strategic goal was identified. Hendricks reported one of the objectives regarding workforce was to develop, implement

and evaluate mentorship program for new staff onboarding to ensure comprehension, knowledge, and understanding of their position by gathering feedback from the mentos and mentees, assessing goal attainment, retention and promotion rates, and measuring the level of engagement between the mentees and mentors in the program. Henricks reported there has been progress toward the goal, which includes, the third cohort group of the mentorship program met at the end of July 2024. Surveys are provided at the first and last meeting of each cohort group and provide ongoing feedback to inform mentorship program assessment and evaluation. Policies and procedures and the mentorship program were approved.

Hendricks reported the program highlights for August 2024, included recruitment at Vineland School, intake clinics at the Delano and Taft centers, recruitment in the communities where the Delano, Broadway, and Sunrise Villa centers are located, as well as recruitment event at the Ready, set, back to school event hosted by the Kern County Child Support Department and the Backpack Drive and Resource Fair hosted by the Friendship House Community Center.

Jara-Rangel asked about staffing challenges and wanted to know if there were enough teaching staff to open all the classrooms. Hendricks reported there are staff pending background and we are close to being fully staffed. Hendricks also confirmed the numbers represent the change of scope and new program options that were approved by the Office of Head Start. Hendricks also reported we are waiting for licensing to approve the opening of the Stockdale center and reopening of the Martha J. Morgan Center.

Committee Chair Gabriella Rangel asked if the mentorship program was offered to onboard staff. Hendricks confirmed it was for newly employed staff. Chairperson Rangel also asked about education opportunities. Hendricks reported she will obtain the information and contact her with the information.

Guerrero presented the 2025-2026 Program Goals & Objectives and explained the document is part of the five-year refunding application and must be submitted in the yearly refunding application. She gave examples of completed objectives for the Workforce and Health and Safety categories and will keep track of additional progress for all goals. Jara-Rangel requested clarification on submitting an additional application. Guerrero responded that an application is submitted every year as part of the 5-year funding cycle with changes and/or updates reflected, but it is not a competitive application. Jara-Rangel asked if we have an opportunity to change our goals from what we submitted for the grant cycle. Guerrero confirmed this, stating changes or updates will need to be made as a result of the new performance standards. Jara-Rangel asked for clarification on the structured onboarding process, Guerrero responded that this pertained to new hire packets, updated materials, and additional training and learning resources available through Academy Plus. Jara-Rangel also suggested an edit to the incentive and reward program objective to present information more clearly.

Jara-Rangel asked whether Objective A under program options should be changed to "completed". Guerrero stated that the goal wasn't considered complete due to pending slot enrollment for the Family Child Care option but will confirm with staff if progress should be changed to "completed".

Jara-Rangel asked about Goal 3 and why Health and Safety was selected as a goal. Guerrero stated an emphasis on additional training and reinforcing health and safety throughout the program as part of this goal, as well as implementing a tracking method for incidents. Guerrero to check with administrator for more information and whether there were any issues in the program that led to this health and safety goal. Jara-Rangel also inquired why the percentage of staff training for health and safety wasn't higher. Guerrero stated the goal is to train all staff but will ask about the 20% training goal. Guerrero also clarified that updates written in the Goals and Objectives document reflect information gathered until July 2024 with edits were made in August 2024; updated changes will be reflected moving forward.

Jara-Rangel referenced Goal 4, Objective A and asked if piloting Loose Parts already occurred.

Guerrero responded that centers have been identified but are pending materials to implement Loose Parts. Jara-Rangel also asked if staff would have other opportunities besides the professional learning communities to receive training such as Pyramid Model training and ongoing coaching in Trauma Informed Care. Guerrero explained train-the-trainers are selected to go through certification for these trainings. Once they are trained and certified, they can train other staff members in the agency; the goal is to eventually train all staff. Jara-Rangel also asked if the annual family workshop to increase social emotional awareness will only be provided once a year and whether there will be additional trainings due to the amount of social emotional challenges with children in the classroom. Guerrero will follow up on this item as well as the meeting frequency of the Professional Learning Communities.

Jara-Rangel also requested clarification on Goal 4, Objective D action steps relating to collaboration with community agencies and speaking with parents about transitions and developmental milestones. Hendricks stated that school districts have those collaborations, resources and resource rooms, and our community development team also has that connection with school districts. Hendricks added the agency is already collaborating with the Greenfield School District through the community development team who attends these collaborative meetings. Jara-Rangel requested additional clarification on attending school meetings to develop MOU's and asked if any MOU's have been established as part of the agency's attendance. Guerrero said no MOUs have been made but establishing relationships is the first step in developing MOUs as part of our five-year plan. Jara-Rangel suggested developing relationships at the administrative level between schools and the agency, including the exchange of children's assessments and evaluations in exchange for school's information to strengthen the process and make a seamless transition. Hendricks expressed that the concept for MOU's is to have the program be the feeders for the elementary schools, and service some of the siblings' attending schools. Jara-Rangel asked if the transition would be from Head Start to transitional kindergarten. Carol confirmed the focus would be on three-year olds. Jara-Rangel requested additional clarity on the action steps regarding collaborations and parent roles in transition and developmental milestones to complete the objective. Jara-Rangel asked if the data system to track transitions would be used internally and across programs. Guerrero responded that transitions tracked would occur between Head Start programs and into local schools after children age out of the program. Jara-Rangel noted that tracking children's transitions to schools and the type of support being provided was a practice question in last year's review.

Jara-Rangel asked if the application would be due in December. Guerrero confirmed application needs to be submitted in December and will need to be presented in either October or November to the Board. Jara-Rangel asked if information with be presented at either PRE or Board. Guerrero said it will be presented at PRE.

Committee Chair Rangel asked for a motion to approve the Program Goals and Objectives. Hearing no motion, Rangel proceeded to take down votes. Committee member Ashley Trent vote aye, Jara-Rangel voted no, Ruby Cruz was no longer present at the meeting at this time, and Committee Chair Rangel abstained due to the key points discussed. Motion was denied. Guerrero to come back with responses for the items identified in the next Planning Committee or Policy Council in October.

Committee Chair Rangel introduced the next item, 2025-2026 Training and Technical Assistance Plan (T/TA). Guerrero presented this item and stated that the training and technical assistance plan incorporates the program goals and objectives for training purposes, and ensures our teachers, staff, and anyone involved in the program is trained on the goals set forth. Budget costs are included to supplement trainings needed to implement the goals and objectives. The document is a snapshot of what's expected in the 2025-2026 program year, along with the expected costs divided by Head Start and Early Head Start. Mandated training is included along with any additional training as part of our program. Guerrero recommended approval of the 2025-2026 Training and Technical Assistance Plan.

Jara-Rangel inquired about the cross-training component on the T/TA and whether this would be across the board for all staff. Guerrero responded, stating cross-training would be used to provide extra support to team members within departments and develop shared knowledge of a

department and/or role. Carol added that cross-training also occurs across teams and gave the example of having Health assisting with enrollment and attendance by making calls to families, setting up appointments or collecting documents, explaining what is needed to process the application. Jara-Rangel requested additional clarification on cross training as it relates to various disciplines in the program and assisting with duties.

Jara-Rangel asked why the T/TA document included the need for all partnership teachers to meet or demonstrate progress towards meeting EHS qualification and focus on training that assist partners in understanding Head Start Federal guidelines if it is already part of their contract. Committee Chair Rangel asked if partners referred to places such as home care facilities. Jara-Rangel confirmed yes, this was the case, such as other daycares like Garden Bakersfield College, Taft College and Escuelita Hernandez. Guerrero added that the program partners with facilities that already provide childcare and share curriculum and standard practices and how partners can go about incorporating them; they can also take on Head Start children and the program can use that as part of enrollment. Guerrero said she will get additional clarification on this topic.

Jara-Rangel asked if this document considers the newly released changes to the performance standards. Guerrero responded that this information will be reflected in 2026-2027 cycle as this document was last updated in July 2024 and the new performance standards were released in August 2024. Jara-Rangel wanted to confirm whether we are resubmitting updates needed each year, Guerrero responded yes.

Jara-Rangel asked if this budget portion is updated every time, we do budget revisions as we are on our third budget revision. Guerrero responded yes; this should be the case. Jara-Rangel asked if the $18,854 allocation was enough for the Professional Development component. Hendricks added these figures might need approval before they are submitted. Jara-Rangel asked if newly hired staff were considered in this amount and whether frontline staff were included in professional conferences and training aside from administrative staff. Jara-Rangel also asked if the budget on page 4 for objective one includes salaries or only venue, supplies, and contracts. Guerrero responded, stating it reflected the latter and no salaries.

Committee Chair Rangel requested clarification on cross training and whether it relates to checks and balances, whether staff implement standards or produce standards that they are qualified and trained appropriately, for example nutrition, emotional development and education. Guerrero explained that cross-training would be used to develop a greater understanding of another staff's role, and their day-to-day tasks as opposed to checks and balances.

Jara-Rangel noted there was a pre-service listed for 2022 and August 2025. Guerrero explained that was a typo. Jara-Rangel also inquired about a budget detail for additional trainings', SMART timelines for goals and objectives, and revisiting feedback regarding goal and objectives.

Committee Chair Rangel requested to take a vote for this action item. Ashley Trent voted aye, Jara-Rangel abstained due to feedback and information requested, Committee Chair Rangel also abstained. Item was not approved. Guerrero will present this item again after the requested information is collected.

Committee Chair Rangel asked if there were any questions or comments. Jara-Rangel expressed her thanks to Hendricks and Guerrero for being open to comments and suggestions presented. Guerrero thanked Jara-Rangel for her feedback as a learning opportunity. Committee Chair Rangel thanked Jara-Rangel for her diligence, gathering information and her approach to staff.

9. <u>Announcements</u>

The next meeting is on October 1, 2024.

10. <u>Adjournment</u>

The meeting was adjourned at 6:58 p.m.

Community Action Partnership of Kern
Head Start / State Child Development
Policy Council Budget & Finance Committee Meeting Minutes
August 20, 2024
Audio Only: (213) 204-2374 Phone Conference ID: 500 116 839#

1. **Welcome**
   Lisa Gonzales, Program Governance Coordinator welcomed members to the meeting.

2. **Call to Order**
   a. The meeting was called to order at 5:37 p.m.

3. **Roll Call and establish Quorum (half plus one)**
   a. Quorum was established.
   b. Members present: Cristina Herrera, Gabriela Rangel
   c. Members not present: None

4. **Approval of Agenda**
   Gabriela Rangel made a motion to approve the agenda dated August 20, 2024; seconded by Cristina Herrera. Motion carried.

5. **Approval of Minutes**
   Gabriela Rangel made a motion to approve the minutes dated June 20, 2024; seconded by Cristina Herrera. 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
   The Head Start Budget to Actual report for the period ending June 30, 2024 was presented to the committee for review and discussion. It was stated that the Head Start grant base funds at 29% expended with training and technical assistance funds at 58% expended. The Early Head Start budget report for the same reporting period was shared. Base funds were 24% expended and training and technical assistance 32% expended. Committee members had no questions about these reports.

   In continuing to review the balance of financial reports, the Head Start No Cost Extension report for the period beginning March 1, 2023 through June 30, 2024 was also shared and reviewed. Base funds for this grant were at 93% with training and technical assistance at 99% with the carry-over portion at 49%. The No Cost Extension report for the Early Head Start grant was also shared for the same reporting period Base funds were at 89% expended with training and technical assistance at 100% expended with the carryover at 38%.

In reviewing the Head Start building proceeds the Central Kitchen it was shared that as of June 30, 2024 there has been $417,000 spent on the remodel which is 12.5% of the monies allocated for the project. There is $2.9 million left to expend for this project. An inquiry was made as to what exactly was all this money to be used for, inquiring as to if this is about the move of the kitchen to the location of the warehouse. Louis clarified that they are doing a complete remodel of the Central Kitchen with the new location/space where the warehouse used to be. It was added that the warehouse has relocated as well. Louis shared that there hasn't been a lot of expenditures to date because construction had not yet taken place, however moving forward the committee will see a lot more expenses as construction is underway.

An additional question was posed before continuing with the balance of the reports. It was asked if the committee would be seeing a report about the item voted on during the Special Call meeting in July about the renovations for centers in Tehachapi and for McFarland? It was clarified the Executive Committee gave approval to submit the application request for funding for that use and has not actually received those monies at this time. It was also noted that the end date for reports shared at this meeting is June 30, 2024 and the Quality Improvement Funding application was approved in July therefore even if the monies had been received it would not yet be reflected in any report. Staff encouraged members to revisit this topic and ask executive staff about the status of the application.

In briefly reviewing the Non-Federal Share Report it was noted that the total inkind for the program March 1, 2024 through June 30, 2024 was at 43% which equates to about $5.6 million.

The parent local travel and childcare were provided along with the parent activities which noted there have not been any new expenses in either of those categories to date. It was noted that would more than likely be changing during the upcoming term as Policy Council transitions to meeting in person and members will then be eligible to claim mileage and if so those payments would come from that pool of money.

9. <u>Announcements</u>

Lisa reminded members that the next Policy Council meeting will be held on Tuesday, August 27, 2024. She also shared that she is preparing for the in-person October meeting and added Save the Dates were emailed to all members for this October 29, 2024 event.

It was added that parent meeting surveys were given to all sites and parents should have had the opportunity to complete. Lisa reminded members if they wish to potentially serve on Policy Council for another term they must attend their parent meeting nominate themselves as a Regional Parent Committee Representative, as they were this year.

Members were thanked for their attendance, participation and for their questions.

The next Policy Council Budget & Finance meeting will be held on September 17, 2024.

10. <u>Adjournment</u>

The meeting was adjourned at 5:50 p.m.

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MEMORANDUM

To: Budget and Finance Committee of Policy Council

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

Date: September 17, 2024

Subject: *Head Start*
Budget to Actual Report for the period ended July 31, 2024 – **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 first-year budget period is March 1, 2024, through February 28, 2025.

The following are highlights of the Head Start Budget to Actual Report for the period of March 1, 2024, through July 31, 2024. Five months (41.7%) of the 12-month budget period have elapsed.

Base Funds

Overall expenditures are at 35% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 76% of the budget.

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

The non-Federal share is at 47% of the budget.

Community Action Partnership of Kern
Head Start
Budget to Actual Report
Budget Period: March 1, 2024 - February 28, 2025
Report Period: March 1, 2024 - July 31, 2024
Month 5 of 12 (41.7%)

Prepared 09/10/2024

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	8,479,766	2,515,851	5,963,915	30%	70%
FRINGE BENEFITS	2,662,019	990,505	1,671,514	37%	63%
TRAVEL	-	-	-		
EQUIPMENT	-	-	-		
SUPPLIES	535,017	319,234	215,783	60%	40%
CONTRACTUAL	186,280	75,668	110,612	41%	59%
CONSTRUCTION	-	-	-		
OTHER	3,710,007	1,560,533	2,149,474	42%	58%
INDIRECT	1,478,747	507,690	971,057	34%	66%
TOTAL BASE FUNDING	**17,051,836**	**5,969,481**	**11,082,355**	**35%**	**65%**

TRAINING & TECHNICAL ASSISTANCE					
TRAVEL	60,904	17,351	43,553	28%	72%
SUPPLIES	23,986	15,319	8,667	64%	36%
CONTRACTUAL	12,800	24,000	(11,200)	188%	-88%
OTHER	63,752	66,199	(2,447)	104%	-4%
INDIRECT	16,144	11,934	4,210	74%	26%
TOTAL TRAINING & TECHNICAL ASSISTANCE	**177,586**	**134,803**	**42,783**	**76%**	**24%**

GRAND TOTAL HS FEDERAL FUNDS	**17,229,422**	**6,104,284**	**11,125,138**	**35%**	**65%**

HEAD START and EARLY HEAD START COMBINED NON-FEDERAL SHARE

SOURCE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
IN-KIND	2,252,076	1,512,725	739,351	67%	33%
CALIF DEPT OF ED	10,925,665	4,725,958	6,199,707	43%	57%
TOTAL NON-FEDERAL	**13,177,741**	**6,238,683**	**6,939,058**	**47%**	**53%**

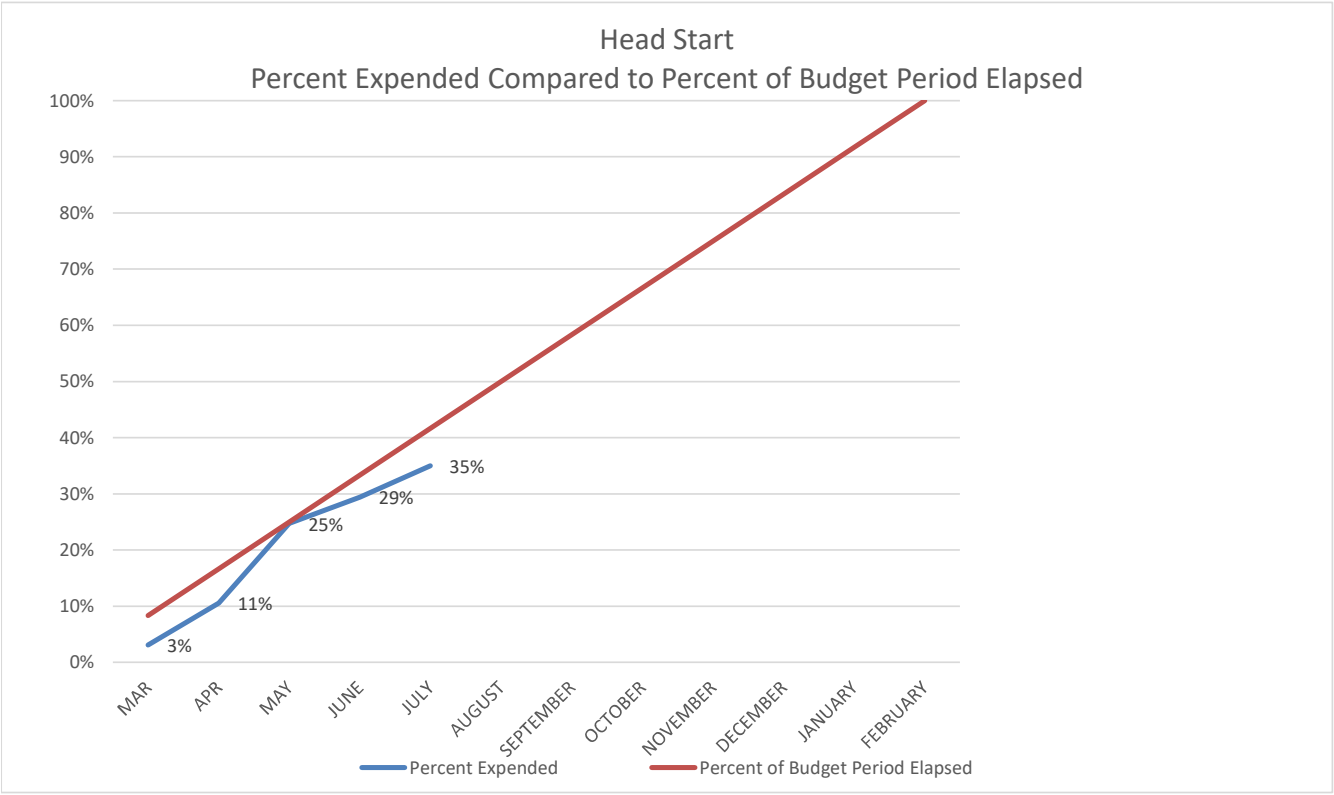
Budget reflects Notice of Award #09CH012489-01-02

Actual expenditures include posted expenditures and estimated adjustments through 07/31/2024

Administrative Cost for HS and EHS Combined **2.8%**

Agency-Wide Credit Card Report

	CURRENT	1 TO 30	31 TO 60	61 TO 90	TOTAL	STATEMENT DATE
Wells Fargo	44,325	-	-	-	**44,325**	8/1/2024
Lowe's	34,258	758	-	-	**35,016**	8/2/2024
Smart & Final	325	-	-		**325**	8/2/2024
Save Mart	513	-	-	-	**513**	8/4/2024
Chevron & Texaco Business Card	7,660	-	-	-	**7,660**	8/6/2024
Home Depot	5,666	69	-	-	**5,735**	8/5/2024
	92,748	**827**	**-**	**-**		


Head Start
Percent Expended Compared to Percent of Budget Period Elapsed
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
3%
11%
25%
29%
35%
MAR
APR
MAY
JUNE
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
JANUARY
FEBRUARY
Percent Expended
Percent of Budget Period Elapsed

MEMORANDUM

To: Budget and Finance Committee of Policy Council

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

Date: September 17, 2024

Subject: *Early Head Start*
Budget to Actual Report for the period ended July 31, 2024 – **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 first-year budget period is March 1, 2024, through February 28, 2025.

The following are highlights of the Early Head Start Budget to Actual Report for the period of March 1, 2024, through July 31, 2024. Five months (41.7%) of the 12-month budget period has elapsed.

Base Funds

Overall expenditures are at 29% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 37% of the budget.

Community Action Partnership of Kern
Early Head Start
Budget to Actual Report
Budget Period: March 1, 2024 - February 28, 2025
Report Period: March 1, 2024 - July 31, 2024
Month 4 of 12 (41.7%)

Prepared 09/10/2024

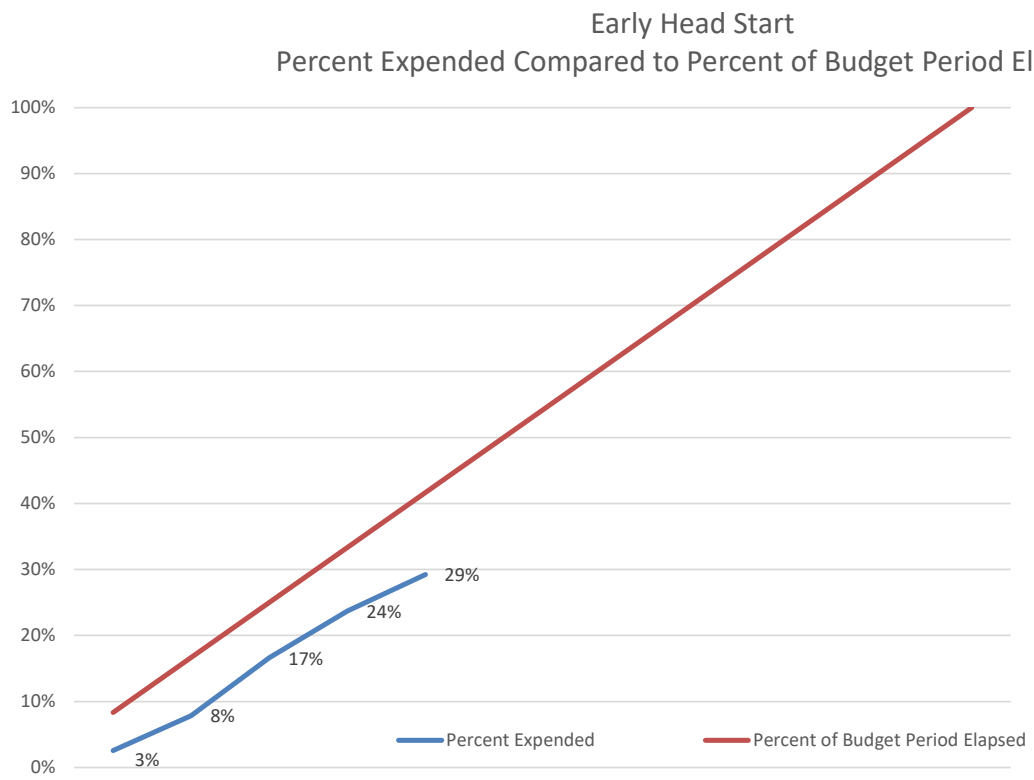
BASE FUNDS	**BUDGET**	**ACTUAL**	**REMAINING**	**% SPENT**	**% REMAINING**
PERSONNEL	12,427,913	3,437,482	8,990,431	28%	72%
FRINGE BENEFITS	3,797,085	1,104,095	2,692,990	29%	71%
TRAVEL	-	90	(90)		
EQUIPMENT	-	-	-		
SUPPLIES	761,608	250,155	511,453	33%	67%
CONTRACTUAL	1,001,244	279,805	721,439	28%	72%
CONSTRUCTION	-	913,555	(913,555)		
OTHER	2,529,435	17,130	2,512,305	1%	99%
INDIRECT	2,000,772	579,032	1,421,740	29%	71%
TOTAL BASE FUNDING	**22,518,057**	**6,581,344**	**15,936,713**	**29%**	**71%**

TRAINING & TECHNICAL ASSISTANCE

PERSONNEL	-	-	-		
FRINGE BENEFITS	-	-	-		
TRAVEL	118,632	50,690	67,942	43%	57%
SUPPLIES	30,013	5,997	24,016	20%	80%
CONTRACTUAL	26,080	9,333	16,747	36%	64%
OTHER	137,953	50,418	87,535	37%	63%
INDIRECT	31,268	11,534	19,734	37%	63%
TOTAL TRAINING & TECHNICAL ASSISTANCE	**343,946**	**127,973**	**215,973**	**37%**	**63%**

GRAND TOTAL EHS FEDERAL FUNDS	**22,862,003**	**6,709,317**	**16,152,686**	**29%**	**71%**

Budget reflects Notice of Award #09CH012489-01-02
Actual expenditures include posted expenditures and estimated adjustments through 07/31/2024


Early Head Start
Percent Expended Compared to Percent of Budget Period Elapsed
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
3%
8%
17%
24%
29%
Percent Expended
Percent of Budget Period Elapsed

MEMORANDUM

To: Budget and Finance Committee of Policy Council

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

Date: September 17, 2024

Subject: *Head Start (No Cost Extension)*
Budget to Actual Report for the period ended July 31, 2024 – **Info Item**

The following are highlights of the Head Start Budget to Actual Report for the period of March 1, 2023, through March 31, 2024. Seventeen months (70.8%) of the 24-month budget period have elapsed. The office of Head Start processed a no cost extension to the prior year contract through February 28, 2025. This will allow CAPK to complete ongoing capital projects to benefit the Head Start program.

Base Funds

Overall expenditures are 93% of the budget.

Training & Technical Assistance Funds

Overall expenditures are 99% of the budget.

Carryover Funds

Overall expenditures are 56% of the budget.

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

The non-Federal share is 117% of the budget.

Community Action Partnership of Kern
Head Start
Budget to Actual Report
Budget Period: March 1, 2023 - February 28, 2025 *(No Cost Extension)*
Report Period: March 1, 2023 - July 31, 2024
Month 16 of 24 (70.8%)

Prepared 09/10/24

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	9,442,036	8,716,020	726,016	92%	8%
FRINGE BENEFITS	3,650,298	2,348,212	1,302,086	64%	36%
TRAVEL	70,000	105	69,895	0%	100%
EQUIPMENT	-	(7,406)	7,406		
SUPPLIES	744,041	1,121,185	(377,144)	151%	-51%
CONTRACTUAL	171,839	267,139	(95,300)	155%	-55%
CONSTRUCTION	-	-	-		
OTHER	4,036,858	4,425,706	(388,848)	110%	-10%
INDIRECT	1,752,938	1,581,096	152,313	90%	10%
TOTAL BASE FUNDING	**19,868,010**	**18,452,057**	**1,396,424**	**93%**	**7%**

TRAINING & TECHNICAL ASSISTANCE					
TRAVEL	41,904	41,904	-	100%	0%
SUPPLIES	23,986	23,986	-	100%	0%
CONTRACTUAL	22,800	22,800	-	100%	0%
OTHER	72,752	72,752	-	100%	0%
INDIRECT	16,144	13,566	2,578	84%	16%
TOTAL TRAINING & TECHNICAL ASSISTANCE	**177,586**	**175,008**	**2,578**	**99%**	**1%**

CARRYOVER					
PERSONNEL	216,462	216,462	-	100%	0%
FRINGE BENEFITS	8,000	8,000	-	100%	0%
TRAVEL	25,133	25,123	10	100%	0%
SUPPLIES	53,386	267,253	(213,867)	501%	-401%
EQUIPMENT	314,100	283,354	30,746	90%	10%
CONSTRUCTION	1,000,000	(2,056)	1,002,056	0%	100%
CONTRACTUAL	4,505	4,505	-	100%	0%
OTHER	165,483	165,483	0	100%	0%
INDIRECT	49,259	68,788	(0)	140%	-40%
TOTAL CARRYOVER	**1,836,328**	**1,036,912**	**818,945**	**56%**	**44%**

GRAND TOTAL HS FEDERAL FUNDS	**21,881,924**	**19,663,977**	**2,217,947**	**90%**	**10%**

HEAD START and EARLY HEAD START COMBINED NON-FEDERAL SHARE

SOURCE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
IN-KIND	1,958,398	3,993,841	(2,035,443)	204%	-104%
CALIF DEPT OF ED	11,131,398	11,261,048	(129,650)	101%	-1%
TOTAL NON-FEDERAL	**13,089,796**	**15,254,889**	**(2,165,093)**	**117%**	**-17%**

Budget reflects Notice of Award #09CH011132-05-02
Actual expenditures include posted expenditures and estimated adjustments through 07/31/2024
Administrative Cost for HS and EHS Combined **10.3%**

MEMORANDUM

To: Budget and Finance Committee of Policy Council

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

Date: September 17, 2024

Subject: *Early Head Start (No Cost Extension)*
Budget to Actual Report for the period ended July 31, 2024 – **Info Item**

The following are highlights of the Early Head Start Budget to Actual Report for the period of March 1, 2023, through March 31, 2024. Seventeen months (70.8%) of the 24-month budget period have elapsed. The office of Head Start processed a no cost extension to the prior year contract through February 28, 2025. This will allow CAPK to complete ongoing capital projects to benefit the Head Start program.

Base Funds

Overall expenditures are 89% of the budget.

Training & Technical Assistance Funds

Overall expenditures are 100% of the budget.

Carryover Funds

Overall expenditures are 44% of the budget.

Community Action Partnership of Kern
Early Head Start
Budget to Actual Report
Budget Period: March 1, 2023 - February 28, 2025 *(No Cost Extension)*
Report Period: March 1, 2023 - July 31, 2024
Month 16 of 24 (70.8%)

Prepared 09/10/24

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	8,889,652	8,740,935	148,717	98%	2%
FRINGE BENEFITS	2,516,917	2,454,456	62,461	98%	2%
TRAVEL	50,000	-	50,000	0%	100%
EQUIPMENT	-	(47,014)	47,014		
SUPPLIES	1,205,123	831,946	373,177	69%	31%
CONTRACTUAL	1,091,221	945,367	145,854	87%	13%
CONSTRUCTION	-	(9,715)	9,715		
OTHER	3,374,545	2,268,681	1,105,864	67%	33%
INDIRECT	1,665,883	1,477,497	188,386	89%	11%
TOTAL BASE FUNDING	**18,793,341**	**16,662,152**	**2,131,189**	**89%**	**11%**

TRAINING & TECHNICAL ASSISTANCE					
PERSONNEL	-	-	-		
FRINGE BENEFITS	-	-	-		
TRAVEL	44,192	44,192	-	100%	0%
SUPPLIES	30,013	30,013	-	100%	0%
CONTRACTUAL	26,080	26,080	-	100%	0%
OTHER	212,393	212,393	-	100%	0%
INDIRECT	31,268	31,268	-	100%	0%
TOTAL TRAINING & TECHNICAL ASSISTANCE	**343,946**	**343,946**	**-**	**100%**	**0%**

CARRYOVER					
PERSONNEL	92,769	92,769	-	100%	0%
FRINGE BENEFITS	-	-	-		
TRAVEL	37,198	37,190	8	100%	0%
SUPPLIES	13,347	99,557	(86,210)	746%	-646%
EQUIPMENT	100,000	228,337	(128,337)	228%	-128%
CONSTRUCTION	1,345,378	164,042	1,181,336	12%	88%
CONTRACTUAL	1,320	1,320	-	100%	0%
OTHER	74,009	74,009	-	100%	0%
INDIRECT	23,470	43,182	(19,712)	184%	-84%
TOTAL CARRYOVER	**1,687,491**	**740,406**	**947,085**	**44%**	**56%**

GRAND TOTAL EHS FEDERAL FUNDS	**20,824,778**	**17,746,504**	**3,078,274**	**85%**	**15%**

Budget reflects Notice of Award #09CH011132-05-02
Actual expenditures include posted expenditures and estimated adjustments through 07/31/2024

MEMORANDUM

To: Budget and Finance Committee of Policy Council

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

Date: September 17, 2024

Subject: *Head Start*
Building Proceeds for Central Kitchen as of July 31, 2024 – **Info Item**

CAPK received authorization from the Office of Head Start (OHS) to sell the properties located at 3100 Mall View Road and 5005 Business Park North. Accordingly, OHS requested that the proceeds from the sale of these buildings be held in an interest-bearing account for the purpose of funding the construction of a new central kitchen.

The remodel of the new central kitchen will be largely funded from the funds in this account and by the funds from the no cost extension grant 09CH011132-05. CAPK submits regular reporting to OHS each time funds are expended for this construction project.

The following are highlights of the funds held from the proceeds of sale of buildings designated for the New Central Kitchen remodel for the period ended July 31, 2024.

Overall expenditures are 12.7% of the Building Proceeds.

Community Action Partnership of Kern

Building Proceeds

Report Period: March 1, 2023 - July 31, 2024

Prepared 09/10/2024

BUILDING PROCEDES (For Central Kitchen Remodel)	BUILDING PROCEEDS	EARNINGS (INTEREST)	TOTAL	EXPENSES	REMAINING	% REMAINING
	3,329,792	15,971	3,345,763	423,776	2,921,986	87.3%
				% Spent		12.7%

Sale Central Kitchen - 10/31/2023	1,105,128
Sale BPN - 02/14/2024	2,224,664
Total Proceeds	**3,329,792**
Plus Interest	15,971
	3,345,763
Less Expenses	423,776
Remaining Balance	2,921,986

Community Action Partnership of Kern
Head Start and Early Head Start Kern
Year-to-Date Non-Federal Share and In-Kind Report
Budget Period: March 1, 2024 through February 28, 2025
Report for period ending July **31, 2024** (Month 5 of 12)

Percent of budget period elapsed: 41.7%

LOCATION	Enroll-ment	March	April	May	June	July	YTD Totals	Kern/SJC	IN-KIND GOAL	% OF GOAL MET
Alberta Dillard	34	15,724	15,179	6,902	0	0	37,805	Kern	43,028	88%
Alicante	17	10,871	11,808	10,120	8,079	6,979	47,856	Kern	21,514	222%
Angela Martinez	75	21,698	18,009	11,496	6,336	16,446	73,985	Kern	94,916	78%
Broadway	37	11,446	7,909	5,992	0	0	25,347	Kern	46,825	54%
California City	17	16,202	12,187	3,114	0	0	31,503	Kern	21,514	146%
Cleo Foran	23	9,095	11,613	12,788	8,230	3,309	45,035	Kern	29,107	155%
Delano	60	24,046	25,401	15,771	0	0	65,217	Kern	75,933	86%
East California	52	10,239	9,308	4,334	656	0	24,536	Kern	65,808	37%
Fairfax	34	8,090	8,219	4,907	0	0	21,216	Kern	43,028	49%
Fairview	0	0	0	0	0	0	0	Kern	0	0%
Harvey L. Hall	146	21,066		17,703	17,322	17,606	73,697	Kern	184,769	40%
Heritage	17	3,577	2,886	799	0	0	7,263	Kern	21,514	34%
Home Base	160	7,607	3,498	3,201	901	2,495	17,702	Kern	202,487	9%
Lamont	20	6,429	9,371	3,940	0	0	19,740	Kern	25,311	78%
Martha J. Morgan	50	239	256	6,620	251	0	7,366	Kern	63,277	12%
McFarland	20	215	0	0	0	0	215	Kern	25,311	1%
Mojave	20	3,490	2,750	1,019	0	0	7,259	Kern	25,311	29%
Oasis	42	5,930	5,344	4,563	0	0	15,837	Kern	53,153	30%
Pete H. Parra	116	38,467	35,032	29,677	33,175	30,674	167,025	Kern	146,803	114%
Planz	0	0	0	0	0	0	0	Kern	0	0%
Primeros Pasos	67	42,257	43,003	50,204	37,829	26,271	199,564	Kern	84,791	235%
Rosamond	34	1,474	3,599	734	0	0	5,807	Kern	43,028	13%
San Diego	32	6,452	7,973	6,807	6,795	8,391	36,418	Kern	40,497	90%
Seibert	20	2,223	1,036	0	0	0	3,258	Kern	25,311	13%
Shafter	17	2,135	3,790	799	3,640	708	11,071	Kern	21,514	51%
Shafter HS/EHS	24	4,087	4,024	3,424	2,683	2,539	16,757	Kern	30,373	55%
Sterling	134	27,947	23,207	21,937	21,774	23,196	118,061	Kern	169,583	70%
Stockdale Head Start	45	0								
Sunrise Villa	17	905	1,552	745	0	0	3,202	Kern	21,514	15%
Taft	51	4,118	6,079	3,535	0	0	13,732	Kern	64,543	21%
Tehachapi	15	567	744	0	0	0	1,310	Kern	18,983	7%
Vineland	17	1,788	1,609	562	0	0	3,959	Kern	21,514	18%
Virginia	17	10,041	0	4,607	0	0	14,648	Kern	21,514	68%
Wesley	60	15,716	597	7,850	0	0	24,163	Kern	75,933	32%
Willow	40	9,709	119	5,731	0	0	15,559	Kern	50,622	31%
Administrative Services		0	0	0	0	0	0	Kern/SJC	0	0%
PC Planning		0	0	0	0	0	0	Kern/SJC	0	0%
PC By Laws		0	0	0	0	0	0			
Governance		24	0	50	24	0	98	Kern	15,000	1%
Program Services		12,651	15,519	196	11,985	14,722	55,072	Kern/SJC	74,265	74%
California Street	24	12,526	12,655	11,074	9,643	7,720	53,619	SJC	30,373	177%
Gianone	16	0	0	0	0	0	0	SJC	26,431	0%
Kennedy	16	2,025	2,271	2,024	1,488	2,007	9,816	SJC	20,249	48%
Lodi Home Base	20	8,517	15,287	10,556	13,115	11,297	58,773	SJC	25,311	232%
Lodi UCC	24	8,845	465	11,289	7,808	4,305	32,712	SJC	30,373	108%
Lathrop Home Base	20	0	0	0	0	0	0	SJC	25,311	0%
Marci Massei	24	3,181	3,607	3,815	2,671	5,438	18,711	SJC	30,373	62%
St. Mary's	16	3,438	4,376	7,566	1,191	458	17,029	SJC	20,249	84%
Stockton Home Base	40	76	17,519	20,203	20,165	16,908	74,870	SJC	50,622	148%
Lathrop	24	9,405	9,356	7,138	6,215	3,796	35,910	SJC	30,373	118%
SUBTOTAL IN-KIND	**1,754**	**404,536**	**357,156**	**323,794**	**221,975**	**205,264**	**1,512,725**	**0**	**2,258,258**	**67%**
								x		
State General Child Care*		261,877	256,008	266,689	221,757	248,064	1,254,394	Kern	3,481,300	36%
State Preschool*		620,606	675,972	576,199	314,235	290,402	2,477,414	Kern	6,219,213	40%
State Migrant Child Care*		4,433	4,433	4,655	3,196	1,190	17,908	Kern	50,000	36%
SUBTOTAL CA DEPT of ED		**886,916**	**936,413**	**847,543**	**539,188**	**539,656**	**3,749,716**		**9,750,513**	**38%**
								x		
State General Child Care*		209,012	215,878	238,485	238,485	219,905	663,374	SJC	1,175,152	**56%**
SUBTOTAL CA DEPT of ED		**209,012**	**215,878**	**238,485**	**238,485**	**219,905**	**663,374**		**1,175,152**	**56%**
GRAND TOTAL		**1,500,464**	**1,509,447**	**1,409,822**	**999,648**	**964,825**	**5,925,815**		**13,183,923**	**45%**
							312,868			
							6,238,683			

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, 2024 through February 28, 2025
Report for period ending July 31, 2024 (Month 05 of 12)

Percent of year elapsed: 41.7%

LOCATION	FUNDED ENROLL-MENT	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	YTD Totals	IN-KIND GOAL	% OF GOAL MET
Angela Martinez	24	6,097	8,743	3,298	5,348	4,468	27,954	103,398	27%
Kern Community College District - BC	32	19,159	112,423	27,266	0	0	158,848	137,864	115%
KCSOS - Blanton	16	20,259	10,258	9,476	81	0	40,073	68,932	58%
Garden Pathways	11	0	0	0	0	0	0	47,391	0%
Taft College	42	20,928	30,799	34,264	0	0	85,992	180,947	48%
Escuelita Hernandez	16	0	0	0	0	0	0	68,932	0%
TBD	11	0	0	0	0	0	0	47,391	0%
Program Services		0	0	0	0	0	0		
Admin Services		0	0	0	0	0	0		
GRAND TOTAL	**152**	**66,443**	**162,223**	**74,305**	**5,429**	**4,468**	**312,868**	**654,854**	**48%**

Budget reflects Notice of Award #09CH012489-01-02

COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT TRAVEL & CHILD CARE (6115)
2024-2025

HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2024	$ 1,350.00		$ -	$ 1,350.00	8%	0%
APRIL 2024	$ 1,350.00		$ -	$ 1,350.00	17%	0%
MAY 2024	$ 1,350.00		$ -	$ 1,350.00	25%	0%
JUNE 2024	$ 1,350.00		$ -	$ 1,350.00	33%	0%
JULY 2024	$ 1,350.00		$ -	$ 1,350.00	42%	0%
AUGUST 2024	$ 1,350.00		$ -	$ 1,350.00	50%	0%
SEPTEMBER 2024	$ 1,350.00		$ -	$ 1,350.00	58%	0%
OCTOBER 2024	$ 1,350.00		$ -	$ 1,350.00	67%	0%
NOVEMBER 2024	$ 1,350.00		$ -	$ 1,350.00	75%	0%
DECEMBER 2024	$ 1,350.00		$ -	$ 1,350.00	83%	0%
JANUARY 2025	$ 1,350.00		$ -	$ 1,350.00	92%	0%
FEBRUARY 2025	$ 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 2024	$ 500.00	$ 80.14	$ 80.14	$ 419.86	8%	16%
APRIL 2024	$ 419.86		$ 80.14	$ 419.86	17%	16%
MAY 2024	$ 419.86		$ 80.14	$ 419.86	25%	16%
JUNE 2024	$ 419.86		$ 80.14	$ 419.86	33%	16%
JULY 2024	$ 419.86		$ 80.14	$ 419.86	42%	16%
AUGUST 2024	$ 419.86		$ 80.14	$ 419.86	50%	16%
SEPTEMBER 2024	$ 419.86		$ 80.14	$ 419.86	58%	16%
OCTOBER 2024	$ 419.86		$ 80.14	$ 419.86	67%	16%
NOVEMBER 2024	$ 419.86		$ 80.14	$ 419.86	75%	16%
DECEMBER 2024	$ 419.86		$ 80.14	$ 419.86	83%	16%
JANUARY 2025	$ 419.86		$ 80.14	$ 419.86	92%	16%
FEBRUARY 2025	$ 419.86		$ 80.14	$ 419.86	100%	16%

Prepared by: Louis Rodriquez
September 11, 2024

COMMUNITY ACTION PARTNERSHIP OF KERN
VIAJES DE LOS PADRES y CUIDADO DE NINOS
2024-2025

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 2024	$ 1,350.00	$ -	$ -	$ 1,350.00	8%	0%
ABRIL DEL 2024	$ 1,350.00	$ -	$ -	$ 1,350.00	17%	0%
MAYO DEL 2024	$ 1,350.00	$ -	$ -	$ 1,350.00	25%	0%
JUNIO DEL 2024	$ 1,350.00	$ -	$ -	$ 1,350.00	33%	0%
JULIO DEL 2024	$ 1,350.00	$ -	$ -	$ 1,350.00	42%	0%
AGOSTO DEL 2024	$ 1,350.00	$ -	$ -	$ 1,350.00	50%	0%
SEPTIEMBRE DEL 2024	$ 1,350.00	$ -	$ -	$ 1,350.00	58%	0%
OCTUBRE DEL 2024	$ 1,350.00	$ -	$ -	$ 1,350.00	67%	0%
NOVIEMBRE DEL 2024	$ 1,350.00	$ -	$ -	$ 1,350.00	75%	0%
DICIEMBRE DEL 2024	$ 1,350.00	$ -	$ -	$ 1,350.00	83%	0%
ENERO DEL 2025	$ 1,350.00	$ -	$ -	$ 1,350.00	92%	0%
FEBRERO DEL 2025	$ 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 2024	$ 500.00	$ 80.14	$ 80.14	$ 419.86	8%	16%
ABRIL DEL 2024	$ 419.86	$ -	$ 80.14	$ 419.86	17%	16%
MAYO DEL 2024	$ 419.86	$ -	$ 80.14	$ 419.86	25%	16%
JUNIO DEL 2024	$ 419.86	$ -	$ 80.14	$ 419.86	33%	16%
JULIO DEL 2024	$ 419.86	$ -	$ 80.14	$ 419.86	42%	16%
AGOSTO DEL 2024	$ 419.86	$ -	$ 80.14	$ 419.86	50%	16%
SEPTIEMBRE DEL 2024	$ 419.86	$ -	$ 80.14	$ 419.86	58%	16%
OCTUBRE DEL 2024	$ 419.86	$ -	$ 80.14	$ 419.86	67%	16%
NOVIEMBRE DEL 2024	$ 419.86	$ -	$ 80.14	$ 419.86	75%	16%
DICIEMBRE DEL 2024	$ 419.86	$ -	$ 80.14	$ 419.86	83%	16%
ENERO DEL 2025	$ 419.86	$ -	$ 80.14	$ 419.86	92%	16%
FEBRERO DEL 2025	$ 419.86	$ -	$ 80.14	$ 419.86	100%	16%

11 de septiembre de 2024

COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT ACTIVITIES (7175)
2024-2025

HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	8%	0%
APRIL 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	17%	0%
MAY 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	25%	0%
JUNE 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	33%	0%
JULY 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	42%	0%
AUGUST 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	50%	0%
SEPTEMBER 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	58%	0%
OCTOBER 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	67%	0%
NOVEMBER 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	75%	0%
DECEMBER 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	83%	0%
JANUARY 2025	$ 9,210.00	$ -	$ -	$ 9,210.00	92%	0%
FEBRUARY 2025	$ 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 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	8%	0%
APRIL 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	17%	0%
MAY 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	25%	0%
JUNE 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	33%	0%
JULY 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	42%	0%
AUGUST 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	50%	0%
SEPTEMBER 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	58%	0%
OCTOBER 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	67%	0%
NOVEMBER 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	75%	0%
DECEMBER 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	83%	0%
JANUARY 2025	$ 5,245.00	$ -	$ -	$ 5,245.00	92%	0%
FEBRUARY 2025	$ 5,245.00	$ -	$ -	$ 5,245.00	100%	0%

September 11, 2024

COMMUNITY ACTION PARTNERSHIP OF KERN
ACTIVIDADES DE LOS PADRES
2024-2025

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 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	8%	0%
ABRIL DEL 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	17%	0%
MAYO DEL 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	25%	0%
JUNIO DEL 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	33%	0%
JULIO DEL 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	13%	0%
AGOSTO DEL 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	25%	0%
SEPTIEMBRE DEL 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	38%	0%
OCTUBRE DEL 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	50%	0%
NOVIEMBRE DEL 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	63%	0%
DICIEMBRE DEL 2024	$ 9,210.00	$ -	$ -	$ 9,210.00	75%	0%
ENERO DEL 2025	$ 9,210.00	$ -	$ -	$ 9,210.00	88%	0%
FEBRERO DEL 2025	$ 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 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	8%	0%
ABRIL DEL 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	17%	0%
MAYO DEL 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	25%	0%
JUNIO DEL 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	33%	0%
JULIO DEL 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	13%	0%
AGOSTO DEL 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	25%	0%
SEPTIEMBRE DEL 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	38%	0%
OCTUBRE DEL 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	50%	0%
NOVIEMBRE DEL 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	63%	0%
DICIEMBRE DEL 2024	$ 5,245.00	$ -	$ -	$ 5,245.00	75%	0%
ENERO DEL 2025	$ 5,245.00	$ -	$ -	$ 5,245.00	88%	0%
FEBRERO DEL 2025	$ 5,245.00	$ -	$ -	$ 5,245.00	100%	0%

11 de septiembre de 2024

Community Action Partnership of Kern
Monthly Report 2024

Month	July-24	**Program/Work Unit**	Head Start & Early Head Start
Division/Director	Head Start/State Child Development Division/ Yolanda Gonzales	**Enrollment and Attendance Manager**	Carol Hendricks
Reporting Period	July 1, 2024 - July 31, 2024		

Program Description

Head Start provides high-quality, early childhood education to children ages zero to five years old through part-day, full-day, and home-based options. The program has a holistic approach, not only addressing the needs of the child but teaching parents to become advocates and skilled providers for their children through its Parent Policy Council and Family Engagement programs. CAPK offers Head Start and Early Head Start services throughout Kern and San Joaquin counties.

Early Head Start (ages 0-3) (FNPI 2a, 2b, 2c, 2c.1,2d, SRV 2b, 7a)	**Month**	**Target**	**Annual Goal**	**Annual Progress**	**Closed Classrooms Slots**
Reportable/Funded Enrollment (15 fully closed classrooms/2 partially closed classroom)	524	753	753	70%	128
Disabilities	117 (YTD)	10%	10%	15%	n/a
Over Income 101%-130% (up to 35%)	20	n/a	n/a	4%	n/a
Over Income 131% and up (up to 10%)	48	n/a	n/a	9%	n/a
Head Start (ages 3-5) (FNPI 2a, 2b, 2c, 2c.1,2d,SRV 2b, 7a)	**Month**	**Target**	**Annual Goal**	**Annual Progress**	**Closed Classrooms Slots**
Reportable/Funded Enrollment (10 fully closed classrooms)	269	953	953	28%	138
Disabilities	18 (YTD)	10%	10%	2%	n/a
Over Income 101%-130% (up to 35%)	8	n/a	n/a	3%	n/a
Over Income 131% and up (up to 10%)	16	n/a	n/a	6%	n/a
Home Visiting Program (SRV 2cc, 7a)	**Monthly**	**Year-To-Date**	**Annual Goal (Contract Limit 400)**	**Annual Progress**	
Enrollment	141	141	312	45%	
Central Kitchen	**Total Number Prepared**		**Breakfast**	**Lunch**	**Snack**
Meals and Snacks	31,973		10,651	10,661	10,661
Child and Adult Care Food Program (CACFP) (Note: The data represents information from June 2024)	**Total Meals Delivered**		**Meals Allocated (CACFP/HS)**	**# of Meals Served**	**% of Meals Served**
Meals and Snacks (SRV 5ii)	35,316		14,174/21,142	18,111	68%
Household Services	**Month**	**YTD**			
Eligibility Determination (SRV 7b)	235	476			
Total Community Services	**235**	**476**			

Explanation (Over/Under Goal Progress)

The current challenges we are facing regarding enrollment is due to staffing shortages. To address our staffing shortages, ongoing efforts to recruit and retain staff are underway, including but not limted to the following: Education waivers, recruitment events, as well as a Job Fair on June 27, 2024. We will see a reduction in vacant positions as the Office of Head Start approved the 2024/2025 Program Options.

	Progress Towards Goal
1.School Rediness: Increase families and staff capacity to support children's school readiness and to implement a quality program by enhancing an inclusive environment to strengthen teacher and child interactions.	Objective: Increase families and staff capacity to support children's school readiness and to implement a quality program by enhancing an inclusive environment to strengthen teacher and child interactions. Progress: 100% of staff atteded Loose Parts/STEM training during pre-service. Loose Parts/STEM curriculum pilot sites were identified. Materials are being ordered for loose Parts. Loose parts curriculum was presented at the Father Engagement Conference.

Program Description

1. 7/20/2024 – BAIHP Recruitment Event
2. 7/25/2024 – Recruitment at the Alberta Dillard and Vineland centers/communities
3. Ongoing recruitment throughout the community.

Community Action Partnership of Kern
Monthly Report 2024

Month	August-24	**Program/Work Unit**	Head Start & Early Head Start
Division/Director	Head Start/State Child Development Division/ Yolanda Gonzales	**Enrollment and Attendance Manager**	Carol Hendricks
Reporting Period	August 1, 2024 - August 30, 2024		

Program Description

Head Start provides high-quality, early childhood education to children ages zero to five years old through part-day, full-day, and home-based options. The program has a holistic approach, not only addressing the needs of the child but teaching parents to become advocates and skilled providers for their children through its Parent Policy Council and Family Engagement programs. CAPK offers Head Start and Early Head Start services throughout Kern and San Joaquin counties.

Early Head Start (ages 0-3) (FNPI 2a, 2b, 2c, 2c.1,2d, SRV 2b, 7a)	Month	Target	Annual Goal	Annual Progress	Closed Classrooms Slots
Reportable/Funded Enrollment (9 fully closed classroom rooms)	572	753	753	76%	128
Disabilities	136 (YTD)	10%	10%	18%	n/a
Over Income 101%-130% (up to 35%)	21	n/a	n/a	4%	n/a
Over Income 131% and up (up to 10%)	53	n/a	n/a	9%	n/a

Head Start (ages 3-5) (FNPI 2a, 2b, 2c, 2c.1,2d,SRV 2b, 7a)	Month	Target	Annual Goal	Annual Progress	Closed Classrooms Slots
Reportable/Funded Enrollment (8 fully closed classrooms)	568	953	953	60%	138
Disabilities	49 (YTD)	10%	10%	5%	n/a
Over Income 101%-130% (up to 35%)	19	n/a	n/a	3%	n/a
Over Income 131% and up (up to 10%)	58	n/a	n/a	9%	n/a

Home Visiting Program (SRV 2cc, 7a)	Monthly	Year-To-Date	Annual Goal (Contract Limit 400)	Annual Progress	
Enrollment	142	142	312	46%	

Central Kitchen	Total Number Prepared	Breakfast	Lunch	Snack
Meals and Snacks	31,973	10,651	10,661	10,661

Child and Adult Care Food Program (CACFP) (Note: The data represents information from July 2024)	Total Meals Delivered	Meals Allocated (CACFP/HS)	# of Meals Served	% of Meals Served
Meals and Snacks (SRV 5ii)	40,133	21,482/18,651	18,111	61%

Household Services	Month	YTD
Eligibility Determination (SRV 7b)	176	652
Total Community Services	**176**	**652**

Explanation (Over/Under Goal Progress)

The current challenges we are facing regarding enrollment is due to staffing shortages and the licensing of centers. We have addressed our staffing shortages by hiring several staff members, such as, teachers, assistant teachers and kitchen staff. These new staff members are in the hiring process before starting. Many of our centers are pending visits by licensing to approve remodels, repairs and the yards of some centers. Once licensing approves the centers we can open classrooms and yards.

	Progress Towards Goal
1. Workforce: To enhance onboarding, recruitment and rentention of staff by implementing programs that embraces pathways for learning, professional development, succession planning, and a positive culture to obtain and retain staff.	Objective B: Develop, implement, and evaluate a mentorship program for new staff onboarding to ensure comprehension, knowledge, and understanding of their position by gathering feedback from the mentors and mentees, assessing goal atttainment, retention, and promotion rates, and measuring the level of engagement between the mentees and mentors in the program. Progress: The third cohort group of the mentorship program met at the end of July 2024. Surveys are provided at the first and last meeting of each cohort group and provide ongoing feedback to injform mentorship program assessment and evaluation. Policies and procedures for the mentorship program were approved by program

Program Description

1. August 1, 2024 – Vineland School, First day of school recruitment.
2. August 1, 2024 – Delano Recruitment – Intake clinic.
3. August 8, 2024 – Ready, Set, Back to School-Child Support Offices – Kern County Museum
4. August 11, 2024 – Friendship House Community Center School Backpack Drive and Resource Fair.
5. August 15, 2024 – Delano – Intake clinic
6. August 22, 2024 – Taft- Intake clinic.
7. August 29, 2024 – Recruiting for the Broadway and Sunrise Villa Centers.



What's your #headstartstory?

Tell us your Head Start story!

How has your Head Start program impacted you? Whether you're a Head Start parent, teacher, or a Head Start graduate, everyone has a story to tell.

The stories we share with policymakers, community leaders and educators today have the power to ensure that more families can benefit from Head Start tomorrow.

All stories submitted by Sept. 30, 2024 will be entered into a random drawing for a $100 Amazon gift card! (stories must include a photo to be eligible).

Every story matters. Submit yours today!

bit.ly/HeadStartStory

Head Start CALIFORNIA

P.O. Box 268 Citrus Heights, CA 95611 | www.headstartca.org | 916-444-7760



Cuéntanos su historia de Head Start!

Usted #headstartcuentos Asuntos

Head Start California está trabajando para aumentar la conciencia pública de la comunidad de Head Start, brindar un mejor servicio a nuestros miembros y participar de manera profunda y colaborativa con la comunidad de cuidado y educación de la primera infancia en California y en todo el país. Queremos escuchar sus historias sobre cómo Head Start le ha impactado.

¡Los participantes participarán en una rifa para recibir una de las cinco tarjetas de regalo de Amazon de $100! Los historias deben entregarse antes del 30 de septiembre.

¡Visite nuestro sitio web para comenzar!

bit.ly/HeadStartStory

Head Start CALIFORNIA

P.O. Box 268 Citrus Heights, CA 95611 | www.headstartca.org | 916-444-7760

Scan this code with your phone for more info!

Head Start
A Program of *CAPK*

Your child's education is our priority!

Community Action Partnership of Kern's Head Start program 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.

Rest assured that Head Start has put together a portfolio of robust safety features to reduce the risk of COVID-19 transmission while children attend our site locations.







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

Head Start
- Full Year/Part Year Options
- Full Day/Part Day in class

Early Head Start
- Home Based
- Pregnant Women
  Full Day in Class

Partnerships
- Partnerships with community day care providers
- Full-day classes

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)

capk
Community Action Partnership of Kern

Our Head Start Students 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

www.capk.org/headstart

¡Escanea este código con tu teléfono para obtener más información!

Head Start
Un Programa de *CAPK*

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

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.

Tenga la seguridad de que Head Start ha reunido una serie de sólidos elementos de seguridad para reducir el riesgo de transmisión de COVID-19 mientras los niños asisten a nuestros centros.







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

Head Start
- Opciones de año completo/año parcial
- Clases de tiempo completo y medio tiempo

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

Asociaciones
- Asociaciones con proveedores de guarderías comunitarias
- 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

Nuestros alumnos de Head Start reciben:

- Aprendizaje de alta calidad y adecuado a la edad, orecido por profesores acreditados
- Examenes médicos y dentales gratuitos, comidas y meriendas saludables
- Un ambiente interior y exterior seguro para explorar, descubrir, y aprender

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

1-800-701-7060

www.capk.org/headstart

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.

2023-2024 Head Start
Policy Council Meeting Dates

At this time all meetings will be held via teleconference on Microsoft Teams. Members of the public may join via teleconference with specific information found in the monthly Policy Council packet posted on the CAPK website at www.capk.org/documents/

En este momento todas las reuniones se llevarán a cabo por teleconferencia en Microsoft Teams. Los miembros del público pueden unirse a través de una teleconferencia con información especifica que se encontrar en el paquete de reuniones mensuale del Consejo de Políticas publicado en el sitio web de CAPK en www.capk.org/documents/

~~Tuesday, November 28, 2023~~
~~Tuesday, December 19, 2023~~*
~~Tuesday, January 23, 2024~~
~~Tuesday, February 20, 2024~~**
~~Tuesday, March 26, 2024~~
~~Tuesday, April 23, 2024~~
~~Tuesday, May 28, 2024~~
~~Tuesday, June 25, 2024~~
~~Tuesday, August 27, 2024~~
Tuesday, September 24, 2024
Tuesday, October 22, 2024

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

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

**The February meeting will be held one week earlier to support potential additional leadership opportunities.

Policy Council Approved: November 28, 2023

MEMORANDUM

To: Policy Council

From: Rosa Guerrero, Administrative Analyst

Date: September 25, 2024

Subject: 2025-2026 Program Goals and Objectives – **Action Item**

The Head Start & State Child Development Division requests approval of the 2025-2026 Program Goals and Objectives for the Head Start/Early Head Start grant #09CH012489 due in December 2024. This update is part of our annual program planning process, during which we assess and monitor our Program Goals and Objectives for the five-year grant period.

As we enter our second grant cycle, we will continue prioritizing our Workforce, Program Options, Health and Safety, and School Readiness goals. Notable milestones during the first grant year period include introducing our mentorship program, implementing Family Child Care as a program option, establishing a tracking system for health and safety incidents, and reaching training benchmarks in areas such as dual language framework and Loose Parts curriculum. The program will continue tracking progress and challenges through the end of the five-year grant period through 2029.

Recommendation

Staff recommends Policy Council approve the 2025-2026 Program Goals and Objectives for the Head Start/Early Head Start grant #09CH012489.

Attachments:
2025-2026 Program Goals and Objectives

Head Start and Early Head Start 09CH012489
2025-2026 Program Goals and Objectives

Goal I **Workforce:** To enhance onboarding, recruitment, and retention of staff by implementing programs that embraces pathways for learning, professional development, succession planning, and a positive culture to obtain and retain staff.			
	Objectives	**Action Steps**	**Progress/Challenges**
HS & EHS Kern Measurable Objectives/ Outcomes	**Objective A:** Develop a structured onboarding process that introduces new employees to the organization's culture, values, and expectations. Provide them with the necessary tools, resources, and training to quickly integrate into their roles.	1. During new hire orientation, conduct an official welcome session to introduce them to key team members, managers, and colleagues. 2. Provide an overview of the organizational structure, departments, and how their roles fit within the broader picture. 3. Provide job-specific training that covers the tasks, responsibilities, and expectations associated with their position. 4. Conduct hands-on training, workshops, or online courses to enhance their understanding of job functions, tools, and systems they will be using. 5. Assign a mentor who could provide guidance and support.	**In Progress** • The New Hire 2.0 packet is underway. Head Start departments submitted their new-hire materials in July and are under review by Professional Development.
	Objective B: Develop, implement, and evaluate a mentorship program for new staff onboarding to ensure	1. Identify experienced and knowledgeable employees who can serve as mentors.	**In Progress** • The third cohort group of the mentorship program met at the end of July 2024.

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	comprehension, knowledge, and understanding of their position by gathering feedback from the mentors and mentees, assessing goal attainment, retention, and promotion rates, and measuring the level of engagement between the mentees and mentors in the program.	2. Provide mentorship training to help mentors understand their roles, effective communication techniques, and the importance of fostering a positive learning environment. 3. Assign mentors with mentees. 4. During orientation, introduce mentors and mentees to each other and provide an overview of the mentorship program. 5. Set clear expectations and goals for both mentors and mentees via policies and procedures. 6. Evaluation and Feedback: Regularly assess the mentorship program's effectiveness through surveys, feedback sessions, or focus groups. Questions regarding the satisfaction with the program, the quality of the mentoring relationship, and whether the goals were met. An inquiry about specific aspects such as communication, supportiveness, and knowledge transfer	• Surveys are provided at the first and last meeting of each cohort group and provide ongoing feedback to inform mentorship program assessment and evaluation. • Policies and procedures for the mentorship program were approved by program directors. **Challenges** • Obtaining consistent survey participation among mentees. Staff will identify alternate methods to increase the number of survey responses among center staff.

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		will be documented as well. The questions will be in quantitative format; however, a qualitative portion will be included to determine if there are any themes that need to be addressed. 7. Gather input from mentors and mentees to identify strengths and areas for improvement. 8. Continuously review and update the mentorship program to ensure its alignment with evolving organizational needs and changing employee demographics. 9. Retention and Promotion rates: Monitor the retention rates of mentees within the organization. Additionally, track the number of mentees who have been promoted or advanced in their careers as an indication of the program's impact on their professional development. 10. Measure the level of engagement of both mentees and mentors.	

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	Objective C: Incorporate incentive or reward programs to empower all staff to be directly involved in the recruitment and retention process that would shift the culture of the division.	1. Develop a reward program that will incentivize staff recruitment. The incentive would be based on the position recruited and obtained when the recruit passes their probationary period.	COMPLETE • Recruitment incentive will be in effect until 12/31/2024. • Retention incentive is complete. • We will continue to empower all staff to be directly involved in the recruitment and retention process.
Goal II **Program Options:** To develop and implement program options that coincide with the needs of the community and ensure eligible families receive services that provide a strong foundation for their children's academic journey.			
HS & EHS Kern Measurable Objectives/ Outcomes	**Objectives**	**Action Steps**	**Progress/Challenges**
	Objective A: Develop and implement program options that tailor to the community's unique needs and characteristics.	1. Develop and implement a Home Base option for children eligible for Head Start services. 2. Develop and implement a Family Childcare Option to reach families that are receiving services in the private sector while ensuring it upholds the Head Start Performance Standards. 3. Provide opportunities that allow for more 3-year-old designated classrooms to reach a needed population in the community.	COMPLETE • Head Start Home Base is now available as a program option. • Family Child Care Option was approved by OHS. Program has onboarded FCC staff. The timeline to start enrolling children is set for November 2024.

		4. Explore the need to create more Early Head Start classrooms to facilitate the needs of the community for the specific demographic.	
Goal III **Health and Safety:** Strengthen standards of practice for mitigating risk through expanding our culture of child health and safety.			
HS & EHS Kern Measurable Objectives/ Outcomes	**Objectives**	**Action Steps**	**Progress/Challenges**
	Objective A: The program will expand tools and resources necessary to ensure we have a standard of practice focused on protecting child safety and preventing and identifying child abuse before August 2024. For example, Bee Safe and iLookOut training, a free online professional development course focused on protecting child safety and preventing and identifying child abuse.	1. Explore new resources to enhance protecting children by recognizing the signs and symptoms of suspected child abuse or neglect, understanding the responsibilities of a mandated reporter, and supporting families when filing a mandated report. 2. 20% of program staff will complete the iLookOut training by the year 2.	**In Progress** • Program staff will complete iLookOut upon all staff's return for school year 2024-2025. • Site staff will participate in health and safety topics during monthly meetings. • Health and Safety practices will be regularly communicated through family engagement meetings.
	Objective B: The program will establish a system of fidelity for implementing a child health and safety environment, including reporting of all incidents for all program options prior	1. Administration will partner with program to enhance system on the importance of seamless reporting. 2. The program will set clear expectations on the importance of reporting health and safety incidents.	COMPLETE • Policy for health and safety incidents were submitted and approved by program executive staff. • Data system on health and safety incidents has been developed using a

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	to the 2024 school year.	3. The program will develop a data system to track and report child health and safety incidents.	Power BI dashboard in collaboration with Data Analyst.
	Objective C: The program will implement a CIR (Critical Incident Review) system to establish a culture of active supervision to support ongoing health and safety improvement prior to the Year 3 funding period.	1. Gather input from program and admin staff to identify strengths and areas for improvement. 2. Develop and implement a Critical Review System and ensure it upholds the Community Care Licensing and Head Start Program Performance Standards. 3. Continuously review and update the system to ensure fidelity and quality with evolving organizational needs.	**In Progress** • Pending completion of Objective A before initiating this Objective.

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Goal IV **School Readiness:** Increase families and staff capacity to support children's school readiness and to implement a quality program by enhancing an inclusive environment to strengthen teacher and child interactions.			
HS & EHS Kern Measurable Objectives/ Outcomes	**Objectives**	**Action Steps**	**Progress/Challenges**
	Objective A: The program will redesign indoor/outdoor environments to reflect the children's culture, promote curiosity, diversity, equity, inclusion, and safety.	1. 10% of the program staff will attend Loose Parts and STEM training by year 1. 2. The program will pilot 15% of centers in a Loose Parts / STEM curriculum enhancement implementation by Year 2. 3. The program will increase male involvement participation to enhance learning environments.	**In Progress** • 100% of staff attended Loose Parts/STEM training during pre-service. • Loose Parts/STEM curriculum pilot sites are identified; materials to carry out Loose Parts/STEM curriculum have been ordered. • Loose Parts curriculum was presented at the Father Engagement Conference in January 2024.
	Objective B: The program will develop a dual-language framework and will strengthen the ability of staff to work with dual-language learners.	1. The program will provide training to 15% of staff to increase their knowledge of best practices that support dual language learners and bilingualism by Year 2. 2. The program will partner with families in the importance of maintaining their home language by Year 2.	**In Progress** • At least 75% of infant and toddler staff completed training on best practices for dual language. • Pre-school staff training for dual language is pending.
	Objective C: The program will elevate children's social-emotional development and strengthen teacher-child interactions.	1. The program will have 4 train-the-trainers on Pyramid Model, Trauma Informed Care, and CLASS by end of year 2. 2. 85% of education and support services staff will be trained in Pyramid	**In Progress** • Two (2) trauma informed and one (1) Pyramid Model train-the-trainers are currently certified. At least three (3) Pyramid Model train-the-trainer

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		Model by the end of Year 2. 3. 50% of newly hired staff will participate in the Pyramid Model training and ongoing coaching in Trauma Informed Care during Professional Learning Communities. 4. The program will increase the number of mentor coaches to enhance quality interactions. 5.The program will implement an annual Family Workshop to increase Social Emotional Awareness in young children.	will be certified by the end of year 2. • Five (5) train-the-trainers for CLASS Pre-K have been identified to train in October 2024. • Seven (7) staff were selected to attend and received certification in Pyramid Infant Toddler Observation Scale (TPITOS), Teaching Pyramid Observation Tool (TPOT) and Behavior Incident Report (BIR) for social emotional awareness in April 2024. • Annual Family Workshop to increase Social Emotional Awareness took place in April. **Challenges** • Transition from 2008 CLASS to current CLASS 2.0 guidelines.
	Objective D: The program will strengthen the collaboration with 25% of receiving School Districts by developing MOUs.	1. The program will collaborate with community agencies to support transitions by participating in collaborative meetings and community resource fairs. 2. The program will provide ongoing series of parent's roles in transitions and developmental milestones.	**In Progress** • Additional efforts will be made to connect staff to liaison meetings to establish connections for MOU's by end of school year 2024-2025. • School Readiness committee will be used to speak to parents about their roles in transitions and milestones by end of school year 2024-2025.

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		3. The program will develop a data system to track transitions across program options.	• In collaboration with our Data Analyst, a tracking system for transitions will be developed in ChildPlus by end of school year 2024-2025.

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MEMORANDUM

To: Policy Council

From: Rosa Guerrero, Administrative Analyst

Date: September 25, 2024

Subject: 2025-2026 Training and Technical Assistance Plan – **Action Item**

The Head Start & State Child Development Division requests approval of the 2025-2026 Training and Technical Assistance Plan for the Kern Head Start/Early Head Start grant #09CH012489 due in December 2024.

Using program data analysis, the Training and Technical Assistance Plan (T/TA) encompasses the program's plan for the professional development of staff including mandatory training and priorities to support the program's long-term plans of accomplishing our Program Goals and Objectives. Also, included are teams/people responsible, training audience, dates, budget costs, and use of T/TA resources.

Upon approval, the Head Start/State Child Development Division will include the Training and Technical Assistance Plan in the Head Start Refunding Application in December 2024 and apply the incorporated training activities in the 2025-2026 fiscal year.

Recommendation

Staff recommends Policy Council approve the 2025-2026 Training and Technical Assistance Plan for the Head Start/Early Head Start grant #09CH012489.

Attachments:
2025-2026 Training and Technical Assistance Plan

Approach/Philosophy/Priorities:

Community Action Partnership of Kern's Head Start/State Child Development is dedicated to building staff's skills, knowledge, experience, and professional competencies necessary to provide high quality, comprehensive, culturally, and linguistically appropriate family centered services for children and families assisting them on their road to success and school readiness. The program's priority is to provide training and technical assistance, so program services and systems are in compliance with Head Start and Early Head Start Performance Standards, the Head Start Act, State and Federal Regulations. The program offers Staff, Parents and our Governing Body opportunities and support for ongoing learning and career/professional development. The Training and Technical Assistance Plan has been developed using program data analysis (e.g. Self Assessment, PIR Data, DRDP results, Community Assessment, CLASS scores, Parent, Family and Community Engagement Framework, etc.) to identify operational improvements, potential areas of non-compliance, means in which we will meet the new education requirements for teachers/partners, and audit findings, all of which will support the programs long term plans of accomplishing our Program Goals and Objectives.

Key Elements of Head Start/State Child Development Training and Technical Assistance Approach:

- Address Program Goals and Objectives, Head Start Performance Standards, Head Start Act, CLASS, School Readiness, and Parent, Family, & Community Engagement support for teachers/partners in the credentialing and continuing education process, integration of systems and services, professional growth, program policies/procedures, reporting, monitoring and evaluation, current and new Federal and State initiatives as well as continuous program improvements
- CAPK's EHS San Joaquin will continue their partnership with PITC Partners with PITC Partners for Quality, a project of WestEd's Center for Child and Family Studies to offer Infant and toddler related topics college courses and coaching.
- Incorporate cross training as a strategy for building capacity in the areas of child development, health, nutrition, wellness, disabilities, family services, program governance, Enrollment & Attendance
- Include pre-service sessions, monthly staff development opportunities, clinics, conference attendance, use of community resources, consultants, college coursework, shadowing, mentoring/coaching, and individual professional growth plans and performance appraisals.
- Address the need for all Partnership Teachers to meet or demonstrate progress toward meeting EHS qualifications and focus on trainings that assist Partners in understanding Head Start Federal Guidelines

Planning Process:

A committee comprised of Staff, Parents and community members was organized to provide input and identify goals and objectives for the program as well as strategies for this Training and Technical Assistant Plan. This committee reviewed the monitoring activities, self assessment, program information report data, child outcome reports, Parent, Family, & Community Engagement framework, Head Start Act requirements, Head Start Performance Standards, California Licensing Requirements, Agency Policy and Procedures, Management observations, CLASS, and Staff input to develop the 2025-2026 program Goals and Objectives as well related training goals.

PROGRAM GOALS & TRAINING GOALS

Grantee 2025-2026 Program Goals	Grantee 2025-2026 Training Goals
PROGRAM GOAL #1 ~ Workforce ~ To enhance onboarding, recruitment, and retention of staff by implementing programs that embraces pathways for learning, professional development, succession planning, and a positive culture to obtain and retain staff.	TRAINING GOAL A: Develop a structured onboarding process that introduces new employees to the organization's culture, values, and expectations. Provide them with the necessary tools, resources, and training to quickly integrate into their roles. TRAINING GOAL B: Develop, implement, and evaluate a mentorship program for new staff onboarding to ensure comprehension, knowledge, and understanding of their position by gathering feedback from the mentors and mentees, assessing goal attainment, retention, and promotion rates, and measuring the level of engagement between the mentees and mentors in the program. TRAINING GOAL C: Incorporate incentive or reward programs to empower all staff to be directly involved in the recruitment and retention process that would shift the culture of the division.
PROGRAM GOAL #2 ~ Program Options ~ To develop and implement program options that coincide with the needs of the community and ensure eligible families receive services that provide a strong foundation for their children's academic journey.	TRAINING GOAL A: Develop a structured onboarding process that introduces new employees to the organization's culture, values, and expectations. Provide them with the necessary tools, resources, and training to quickly integrate into their roles.
PROGRAM GOAL #3 ~ Health and Safety ~ Strengthen standards of practice for mitigating risk through expanding our culture of child health and safety.	TRAINING GOAL A: The program will expand tools and resources necessary to ensure we have a standard of practice focused on protecting child safety and preventing and identifying child abuse before August 2024. For example, Bee Safe and iLookOut training, a free online professional development course focused on protecting child safety and preventing and identifying child abuse. TRAINING GOAL B: The program will establish a system of fidelity for implementing a child health and safety environment, including reporting of all incidents for all program options prior to the 2024 school year.

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	TRAINNG GOAL C: The program will implement a CIR (Critical Incident Review) system to establish a culture of active supervision to support ongoing health and safety improvement prior to the Year 3 funding period.
PROGRAM GOAL #4 ~ School Readiness ~ Increase families and staff capacity to support children's school readiness and to implement a quality program by enhancing an inclusive environment to strengthen teacher and child interactions.	TRAINING GOAL A: The program will redesign indoor/outdoor environments to reflect the children's culture, promote curiosity, diversity, equity, inclusion, and safety. TRAINING GOAL B: The program will develop a dual-language framework and will strengthen the ability of staff to work with dual-language learners. TRAINING GOAL C: The program will elevate children's social-emotional development and strengthen teacher-child interactions. TRAINING GOAL D: The program will strengthen the collaboration with 25% of receiving School Districts by developing MOUs.

BUDGET FOR TRAINING AND TECHNICAL ASSISTANCE ACTIVITIES	**EXPECTED COST**
Training and Technical Assistance for the Program Goal Completion	$30,949
Staff Professional Development (Including degree completion, annual pre-service & mandated trainings)	$18,584
Early Childhood Development and Health, Disabilities and Family Partnerships	$8,906
Professional Conferences and Trainings	$103,003
Indirect Cost	$16,144
Total Head Start Cost	**$177,586**
Training and Technical Assistance for the Program Goal Completion	$74,666
Staff Professional Development (Including degree completion, annual pre-service & mandated trainings)	$23,012
Early Childhood Development and Health, Disabilities and Family Partnerships	$26,340
Professional Conferences and Trainings	$188,660
Indirect Cost	$31,268
Total Early Head Start Cost	**$343,946**
Total Training and Technical Assistance Budget	**$521,532**

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PROGRAM GOALS

The program has developed various **Training Goals** to reach the 2025-2026 Program Goals**.** Each of the **Training Goals** below identifies the expected outcome, how T/TA resources will be used, person(s) responsible, the target audience, date, and cost for each activity. Following each will be the tool used to identify and evaluate training outcomes.

PROGRAM GOAL #1 ~ Workforce ~ To enhance onboarding, recruitment, and retention of staff by implementing programs that embraces pathways for learning, professional development, succession planning, and a positive culture to obtain and retain staff.

Training Goal A: Develop a structured onboarding process that introduces new employees to the organization's culture, values, and expectations. Provide them with the necessary tools, resources, and training to quickly integrate into their roles.

Training Goal B: Develop, implement, and evaluate a mentorship program for new staff onboarding to ensure comprehension, knowledge, and understanding of their position by gathering feedback from the mentors and mentees, assessing goal attainment, retention, and promotion rates, and measuring the level of engagement between the mentees and mentors in the program.

Training Goal C: Incorporate incentive or reward programs to empower all staff to be directly involved in the recruitment and retention process that would shift the culture of the division.

Information Source Identifying Need for Training: Self-Assessment, Professional Growth Plans, and Head Start Performance Standards.

Objectives/Expected Outcomes	How T/TA Resources will be used	Person(s) Responsible	Audience	Date	Budget Costs	Evaluation, Training Outcomes, Progress
Training Goal A: Objective 1:						
During new hire orientation, conduct an official welcome session to introduce them to key team members, managers, and colleagues.	• Contracts • Venues • Supplies	• Assistant Directors • Human Resources • Professional Development Department	• All New Hires	On-going	Budget: HS $6,627 EHS $3,980	Staff will develop a more strategic training track based on position for new hire orientation. Additionally, up to three surveys will be provided, collected, and reviewed during staff's probationary period to ensure fidelity of the new hire orientation

						program.
Training Goal B: Objective 1:						
Develop, implement, and evaluate a mentorship program for new staff onboarding to ensure comprehension, knowledge, and understanding of their position by gathering feedback from the mentors and mentees, assessing goal attainment, retention, and promotion rates, and measuring the level of engagement between the mentees and mentors in the program.	• Contracts • Trainings	• Assistant Directors • Administrators • Mentors • Mentees • Professional Development Team	• All New Hires and Assigned Mentors	Ongoing	Budget: HS $5,200 EHS $9,150	1. Identify experienced and knowledgeable employees who can serve as mentors. 2. Provide mentorship training to help mentors understand their roles, effective communication techniques, and the importance of fostering a positive learning environment. 3. Assign mentors with mentees. 4. During orientation, introduce mentors and mentees to each other and provide an overview of the mentorship program. 5. Set clear

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						expectations and goals for both mentors and mentees via policies and procedures. 6. Evaluation and Feedback: Regularly assess the mentorship program's effectiveness through surveys, feedback sessions, or focus groups. Questions regarding the satisfaction with the program, the quality of the mentoring relationship, and whether the goals were met. An inquiry about specific aspects such as communication, supportiveness, and knowledge transfer will be documented as well. The questions will be in quantitative

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						format; however, a qualitative portion will be included to determine if there are any themes that need to be addressed. 7. Gather input from mentors and mentees to identify strengths and areas for improvement. 8. Continuously review and update the mentorship program to ensure its alignment with evolving organizational needs and changing employee demographics. 9. Retention and Promotion rates: Monitor the retention rates of mentees within the organization. Additionally, track the number of mentees who have been promoted or

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						advanced in their careers as an indication of the program's impact on their professional development. 10. Measure the level of engagement of both mentees and mentors.
Training Goal A: Objective 3:						
Incorporate incentive or reward programs to empower all staff to be directly involved in the recruitment and retention process that would shift the culture of the division.	• Recruitment and Retention Incentives	• Assistant Director • Chief Finance Officer • Professional Development Manager • Human Resources	• All Employees	Completed 12/31/2024	Budget: $0	1. Develop a reward program that will incentivize staff recruitment. The incentive would be based on the position recruited and obtained when the recruit passes their probationary period.

Travel Related to Meeting Workforce Goal	How T/TA Resources will be used	Estimated HS Costs	Estimated EHS Costs	Total Estimated Budget Costs for Travel within this Training Goal
Head Start California Annual Training Conference ~ 4 staff	Travel, Housing, & Misc. Expenses	$6,160	$4,054	$10,214
Total Training Goal A		$6,160	$4,054	$10,214

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PROGRAM GOAL #2 ~ Program Options ~ To develop and implement program options that coincide with the needs of the community and ensure eligible families receive services that provide a strong foundation for their children's academic journey.

Training Goal A: Develop and implement program options that tailor to the community's unique needs and characteristics.

Information Source Identifying Need for Training: All Program surveys, Recruitment and Selection Plan, and the Community Needs Assessment.

Objectives/Expected Outcomes	How T/TA Resources will be used	Person(s) Responsible	Audience	Date	Budget Costs	Evaluation, Training Outcomes, & Progress
Training Goal A: Objective 1:						
Develop and implement program options that tailor to the community's unique needs and characteristics.	• Contract • Training	• Assistant Director • Administrators	• Center-Based Staff • Home-Based Staff • Support Services Department • Enrollment and Attendance Department	7/24-6/25	Budget: HS $15,317 EHS $19,536	1. Develop and implement a Home Base option for children eligible for Head Start services. 2. Develop and implement a Family Childcare Option to reach families that are receiving services in the private sector while ensuring it upholds the Head Start Performance Standards. 3. Provide opportunities that allow for more 3-year-old designated classrooms to reach a needed population in the community. 4. Explore the need to create more Early Head Start classrooms to facilitate the needs of the

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						community for the specific demographic.

PROGRAM GOAL #3 ~ Health and Safety: Strengthen standards of practice for mitigating risk through expanding our culture of child health and safety.

TRAINING GOAL A: The program will expand tools and resources necessary to ensure we have a standard of practice focused on protecting child safety and preventing and identifying child abuse before August 2024. For example, Bee Safe and iLookOut training, a free online professional development course focused on protecting child safety and preventing and identifying child abuse.

TRAINING GOAL B: The program will establish a system of fidelity for implementing a child health and safety environment, including reporting of all incidents for all program options prior to the 2024 school year.

TRAINING GOAL C: The program will implement a CIR (Critical Incident Review) system to establish a culture of active supervision to support ongoing health and safety improvement prior to the Year 3 funding period.

Information Source Identifying Need for Training: Parent & Family Engagement survey results, self-assessment and staff surveys, and CIR's.

Objectives/Expected Outcomes	How T/TA Resources will be used	Person(s) Responsible	Audience	Date	Budget Costs	Evaluation, Training Outcomes, & Progress
Training Goal A: Objective 1:						
The program will expand tools and resources necessary to ensure we have a standard of practice focused on protecting child safety and preventing and identifying child abuse before August 2024. For example, Bee Safe and iLookOut training, a free	• Training • Supplies • Contracts	• Support Services Department • Quality Assurance Department	• Direct Service Staff	On-going	Budget: HS: $5,000 EHS: $3,000	1. Explore new resources to enhance protecting children by recognizing the signs and symptoms of suspected child abuse or neglect, understanding the responsibilities of a mandated reporter, and supporting families when

online professional development course focused on protecting child safety and preventing and identifying child abuse.						filing a mandated report. 2. 20% of program staff will complete the iLookOut training by year 2.
Training Goal B: Objective 1:						
The program will establish a system of fidelity for implementing a child health and safety environment, including reporting of all incidents for all program options prior to the 2024 school year.	• Training • Supplies	• Support Services Department • Quality Assurance Department	• Direct Service Staff	Completed, process will be used moving forward.		1. Administration will partner with program staff to enhance system on the importance of seamless reporting. 2. The program will set clear expectations on the importance of reporting health and safety incidents. 3. The program will develop a data system to track and report child health and safety incidents.
Training Goal C: Objective 1:						
The program will implement a CIR (Critical Incident Review) system to establish a culture of active supervision to support ongoing health and safety improvement prior to the Year 3 funding period.	• Training • Supplies • Contracts	• Support Services Department • Quality Assurance Department	• Direct Service Staff	Ongoing		1. Gather input from program and admin staff to identify strengths and areas for improvement. 2. Develop and implement a Critical Review System and ensure it upholds the Community Care Licensing and Head Start

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						Program Performance Standards. 3. Continuously review and update the system to ensure fidelity and quality with evolving organizational needs**.**

PROGRAM GOAL #4 ~ School Readiness: Increase families and staff capacity to support children's school readiness and to implement a quality program by enhancing an inclusive environment to strengthen teacher and child interactions.

TRAINING GOAL A: The program will redesign indoor/outdoor environments to reflect the children's culture, promote curiosity, diversity, equity, inclusion, and safety.

TRAINING GOAL B: The program will develop a dual-language framework and will strengthen the ability of staff to work with dual-language learners.

TRAINING GOAL C: The program will elevate children's social-emotional development and strengthen teacher-child interactions.

TRAINING GOAL D: The program will strengthen the collaboration with 25% of receiving School Districts by developing MOUs.

Information Source Identifying Need for Training: Community Assessment, Self-Assessment, PIR, and ADP source of applicant trends; will be looked at to determine need.

Objectives/Expected Outcomes	How T/TA Resources will be used	Person(s) Responsible	Audience	Date	Budget Costs	Evaluation, Training Outcomes
Training Goal A: Objective 1:						
The program will redesign indoor/outdoor environments to reflect the children's culture, promote curiosity, diversity, equity, inclusion, and safety.	• Training • Supplies • Contracts • Venues	• Professional Development Department • Center-Based Administrator • Support	Center-based staff Home-based staff	On-going	Budget: HS $5,305 EHS $6,500	1. 10% of the program staff will attend Loose Parts and STEM training by year 1. 2. The program will pilot 15% of centers in a Loose Parts /

		Services Department				STEM curriculum enhancement implementation by Year 2. 3. The program will increase male involvement participation to enhance learning environments.
Training Goal B Objective 1:						
The program will develop a dual-language framework and will strengthen the ability of staff to work with dual-language learners.	• Supplies	Support Services Department	All Direct Service Positions	On-going	$1,500.00	1. The program will provide training to 15% of staff to increase their knowledge of best practices that support dual language learners and bilingualism by year 2. 2. The program will partner with families in the importance of maintaining their home language by end of year 2.
Training Goal C Objective 1:						
The program will elevate children's social-emotional development and strengthen teacher-child interactions.	• Supplies • Venues	• Professional Development Department • Support Services Department • Education Department	All Direct Service Positions	Ongoing	HS: $1,600 EHS: $400	1. The program will have 4 train-the-trainers on Pyramid Model, Trauma Informed Care, and CLASS by the end of year 2. 2. 85% of education and support services staff will be trained in Pyramid Model by the end of Year 2. 3. 50% of newly hired staff will participate in the Pyramid

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						Model training and ongoing coaching in Trauma Informed Care during Professional Learning Communities. 4. The program will increase the number of mentor coaches to enhance quality interactions. 5. The program will implement an annual Family Workshop to increase Social Emotional Awareness in young children.
Training Goal D Objective 1:						
The program will strengthen the collaboration with 25% of receiving School Districts by developing MOUs.	• Supplies	• Professional Development Department • Administrators • Assistant Directors	Community Partners	Ongoing		1. The program will collaborate with community agencies to support transitions by participating in collaborative meetings and community resource fairs. 2. The program will provide ongoing series of parent's roles in transitions and developmental milestones. 3. The program will develop a data system to track transitions across program options.

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Travel Related to Meeting School Readiness Goal	How T/TA Resources will be used	Estimated HS Costs	Estimated EHS Costs	Total Estimated Budget Costs for Travel within this Training Goal
Head Start California Health Institute ~ 4 staff	Travel, Housing, & Misc. Expenses	$2,392	$798	$3,190
NHSA Managers and Directors Academy ~ 6 Staff	Travel, Housing, & Misc. Expenses		$11,877	$11,877
NHSA Annual Conference ~ 2 Staff	Travel, Housing, & Misc. Expenses	$4,451	$13,353	$17,804
Total Training Goal		$6,843	$26,826	$32,871

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Mandated Trainings

The following training/activities will be provided in various formats including in-house training and follow-up to ensure all requirements are met. Each area will have effects on the T&TA Budget detailed under the categories of Supplies, Contractual, and Other identified in the budget detail under the pre-service and professional growth line items following a 76.5% HS and 23.5% EHS allocation.

STAFF:	Performance Standards	Date
Respectful Language Training & Dual Language Training	HS Act Section640(a)(3)(B)(ii)	Annually
Child Protective Services Training Universal Precautions & Blood Borne Pathogens	N-30-354-1-30(B)(ii) 45 CFR 1302.(a) – (d)	Pre-Service New Hire Orientation
Transitions for Children / School Readiness	45 CFR 1302.(a) – (d)	Annually
New Hire Orientation	45 CFR 1302.(a) – (d)	Weekly
Pre-Service & In-Service training opportunities	45 CFR 1302.(a) – (d)	Annually
HS Goals and Objective Training	45 CFR 1302.(a) – (d)	Annually
Vehicle Safety Training	45 CFR 1302.(a) – (d)	New Hire Orientation by Human Resources
First Aid and CPR Training	45 CFR 1302.(a) – (d)	Monthly
Health and Safety Training	45 CFR 1302.(a) – (d)	Monthly
Classroom Assessment Scoring System (CLASS)	45 CFR 1302.(a) – (d)	Ongoing
PARENTS:		
Parents as Primary Teachers	45 CFR 1302.5	Annually
Parent orientation on the prevention of Child Abuse	45 CFR 1302.5	Parent Orientation Meetings
Parent Rights (Licensing Form upon Enrollment)	45 CFR 1302.15	Home Visit with Eligibility Technicians /Home Based Educators
Pedestrian training	45 CFR 1302.47	Parent Committee Meetings
Family Assistance with Nutrition	45 CFR 1302.44	Nutrition Assessment, first 45 days
Parent Education of mental health issues	45 CFR 1302.46	Annually & as needed
Parenting Skills Training	45 CFR 1302.43	Parent Committee Meetings
Disabilities Training	45 CFR 1302.60	Inclusion Advisory Meetings

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ADDITIONAL TRAININGS

The following training/activities will be supported by local community partnerships, Region IX TAS and internal staff trainings at little* to no cost to the program. (*some minor cost for supplies may be needed, and would be identified under the category of Supplies in the budget detail)

PARENT EDUCATION	
Policy Council New Member Training	November 2025
Parent Committee Training	November 2025
Case Management for Family Engagement	Monthly Series
EARLY CHILDHOOD DEVELOPMENT / PROGRAM	
ITERS & ECERS Identified Trainings	October 2025
Challenging Behaviors/Behavioral Strategies (ASQ)	January 2026
DRDP Identified Trainings	April 2025
Creative Curriculum	April 2025
Teacher Talk (SELPA)	August 2025
Disabilities Transitions	May 2025
Monitoring Audit	December 2025
CLASS	August 2025
Mentor Coaching Training	August 2025
ADMINISTRATION	
Pre-Service 2025	August 2025
Professional Development Post Service	April 2025
Health and Safety Training	Monthly
Performance Evaluation Training	Annually
Student/Volunteer Accident Training	As needed
BOD Training ~ Roles and Responsibilities	November 2025
FISCAL	
Budget Development	Quarterly

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ADDITIONAL CONFERENCES

The following trainings have been selected to improve staff skills in completing daily tasks. The various topics will assist in providing the training(s) needed that are not readily available within our community or by one of our own employees. Additional conferences may be considered, and staff may be selected to attend based on their role and duties in relation to the conference category.

Head Start California trainings and BOD Meetings
Child and Adult Care Food & Nutrition Conference Expo
ChildPlus Trainings
Every Child California
Policy Leadership (NHSA)
Pyramid Model Annual National Conference
Early Start National Home Visiting Summit
Region 9 Conference
Community Action Partnership Conferences

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MEMORANDUM

To: Program Review and Evaluation Committee

From: Rashi Strother and Cynthia Rodriguez, Education Managers

Date: September 25, 2024

Subject: *Agenda Item:* Approval of 2024-2025 Early Head Start/Head Start School Readiness Goals– Action Item

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The Head Start/State Child Development Division develops School Readiness Goals annually utilizing our end of the year child assessment data to implement high quality teaching and learning. The School Readiness Goals support families and teaching staff who are working alongside our children to strengthen optimal child learning outcomes.

The goals are divided into five central domains that are aligned with the Desired Results Developmental Profile and the Head Start Early Learning Outcomes Framework. The central domains are Approaches to Learning, Social Emotional Development, Language Literacy Development, Cognitive Development, and Physical Development. To ensure effective implementation a printed copy is available in each classroom, partnership, and is provided to Early Childhood Educators. The School Readiness Goals 2024-2025 are attached for review and approval.

Recommendation:

Staff recommends Policy Council approval of 2024-2025 Early Head Start/Head Start School Readiness Goals.

Attachment:

2024-2025 Early Head Start/Head Start School Readiness Goals.



Head Start & Early Head Start School Readiness Goals 2024-2025

Policy Council Approval

Pending

Board of Directors Approval

Pending

Head Start
A Program of CAPK

School Readiness Plan 2024-2025

Head Start and State Child Development Education Division

OVERVIEW

Program staff will support Early Head Start and Head Start in an effort to strengthen school readiness for children and families. We will achieve this by following the Head Start Early Learning Outcomes Framework (HSELOF), Parent, Family, and Community Engagement Framework (PFCE), 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 2023-2024 school year. The primary goals were determined by analyzing and comparing children's data from the Spring Assessment (2023-2024), 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 for the year to improve teaching practices and promote higher learning outcomes. During the 2024-2025 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
Infants 6 weeks to 7 months	Cognition, Including Math and Science	COG 2 Classification
Older Infants 8 months to 17 months	Cognition Including Math and Science	COG 11 Knowledge of the Natural World
Toddlers 18 months to 36 months	Cognition, Including Math and Science	COG 9 Inquiry through observation and investigation
Preschool 3-year old's	Language and Literacy Development	LLD 8 Phonological Awareness
Preschool 4-year old's	Physical Development Health	PD-HLTH 8 Dressing

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 2024
2023-2024 School Readiness Goals Data Aggregation and Analysis.

Phase Two: May 14, 2024
2024- 2025, Collaborative School Readiness Meeting.

Phase Three: May 15, 2024
2024- 2025 School Readiness Goal Setting Team Collaborative Meeting.

Phase Four: June 10, 2024
2024-2025 School Readiness Administration Team Review and Feedback.

Phase Five: June 13, 2024
2024-2025 School Readiness Sub-Committee Collaboration and Feedback.

Phase Six: September 25, 2024
2024 – 2025 School Readiness Goals Policy Council Approval.

Phase Seven: October, 2024
2024 – 2025 School Readiness Goals Board of Directors Approval.

Phase Eight:
July–November 2024 -2025 School Readiness Training and Implementation.

Framework for Effective Practice:
Supporting School Readiness for all Children

Parent, Family,
& Community Engagement



Head Start Early Learning Outcomes Framework
What Children Learn

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

Early Head Start/Head Start
2024-2025 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 & Emotional Development
Goal: Children will strengthen their skills in social behavior, emotional regulation, and emotional well-being.

Language & 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 & General Knowledge (Including Math & 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.

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: Infants and toddlers will develop the capacity to comfort and soothe themselves in response to stress by Spring 2025.

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
44% will be at the "Responding Later" level or above in measure ATL-REG 2	58% will be at the "Exploring Earlier" level or above in measure ATL-REG 2	40% will be at the "Exploring Later" level or above in measure ATL-REG 2

Families as Learners: Families are the first educators of their children. We will collaborate with families to promote School Readiness practices that are reflective of their cultures, values, and priorities, by Spring 2025.

Early Head Start Home Based Effective Home Visiting Strategies, Educators will:

- Encourage families to label children's and their own emotions (happy, sad, mad, scared, and excited).
- Support families by setting age-appropriate rules and expectations (no more than two-to three rules).
- Provide families with different calming strategies such as deep breathing, counting, yoga, and Tucker the Turtle.
- Assist families in preparing children for transitions by providing verbal or visual cues (sing familiar songs, allow three to five minutes warning before moving to next activity, or assist family in making a visual schedule to use at home).

Early Head Start Center Based Effective Teaching Strategies, Teachers will:

- Encourage children to use different calming techniques. Introduce deep breathing, such as smelling flowers, blowing out th e candles, yoga, and Tucker Turtle.
- Engage children in social-emotional play using balls, photos, mirrors, calming tubes, sand/water, or other sensory materials .
- Include photos of children's families, communities, or other familiar places to encourage a sense of belonging and identity in the classroom environment.
- Provide children with ample warning time prior to transitions. Use visual schedules and cues. (dim lights, ring a bell, allow 3 - 5-minute warning before transitions).

Learning Experiences for Families at Home, Families may:

- Practice different calming techniques to help soothe the child. (encourage deep breathing, counting, or yoga,).
- Share diverse cultural games, music, songs, and stories with their child.
- Create a defined cozy area for children. Include favorite comfort items. (stuffed animals, blankets, soft dolls).
- Provide familiar comfort items such as stuffed animals, blankets, or another item to soothe child.

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: Children will increasingly develop the capacity to pay attention to their surroundings and comfort or soothe themselves in response to distress from stimulation, by Spring 2025.

DRDP Measure: ATL 1: Attention Maintenance	**Head Start Early Learning Outcome:** Goal P-ATL 10
Preschool 3 -year-olds	**Preschool 4 -year-olds**
55% will be at the "Building Earlier" level or above in measure ATL-REG 1	67% will be at the "Building Earlier" level or above in measure ATL-REG 1

Families as Learners: Families are the first educators of their children. We will collaborate with families to promote School Readiness practices that are reflective of their cultures, values, and priorities by Spring 2025.

Head Start Home Based Effective Home Visiting Strategies, Educators will:

- Encourage families to include children in simple household chores such as pairing socks and washing fruits and vegetables.
- Encourage families to utilize Parents as Teachers Curriculum activities and Ready Rosie videos and resources.
- Implement visual schedules during visits and socializations.
- Implement activities from beginning to end, to support in maintaining children's focus.

Head Start Center Based Effective Teaching Strategies, Teachers will:

- Ask children open-ended questions to solicit more than one-word responses (such as how and why questions).
- Allow children to use materials in their own way.
- Offer open-ended materials like blocks, tubes, and boxes (recycled items).
- Rotate materials to sustain children's interest, engagement and to promote curiosity.

Learning Experiences for Families at Home, Families may:

- Model following simple rules and turn-taking with children.
- Share cultural games, music, songs, and stories with their children.
- Provide children with simple choices. Do you want to play with the red or green car?
- Engage children in simple sorting games using household items, such as cans, boxes, or socks.

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: Infants and toddlers will become increasingly aware of self as distinct from and also related to others by Spring 2025.

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
42% will be at the "Exploring Earlier" level or above in measure SED 1	53% will be at the "Exploring Earlier" level or above in measure SED 1	44% will be at the "Exploring Later" level or above in measure SED 1

Families as Learners: Families are the first educators of their children. We will collaborate with families to promote School Readiness practices that are reflective of their cultures, values, and priorities, by Spring 2025.

Early Head Start Home Based Effective Home Visiting Strategies, Educators will:

- Greet families respectfully during home visits. Encourage families to share how they like to be greeted in their culture.
- Support families by making a home activity box to store materials for school readiness (scissors, paper, crayons).
- Provide opportunities for children and families to describe and label their own emotions and feelings.
- Encourage families to use familiar objects found in the home during visits.

Early Head Start Center Based Effective Teaching Strategies, Teachers will:

- Implement the Pyramid Model practices, and set reasonable expectations for children, using predictable routines, reframing, and positive descriptive acknowledgments (PDA).
- Implement the, "Tell Me What to Do Instead" classroom handout and strategies.
- Provide opportunities for children to describe and label their own emotions and feelings.
- Provide rich social-emotional literacy opportunities for children. (books, dolls, puppets, and photos).

Learning Experiences for Families at Home, Families may:

- Use photos to identify and describe family members. (This is grandma, she wears glasses).
- Use items found in the home during visits, (containers, lids, boxes, or other materials in the home).
- Practice ideas from the "Tell Me What to Do Instead" family handout. Families may choose a strategy.
- Join in their children's play. (Toss a ball back and forth, dance together, play simple games).

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: Children will develop an understanding of people's behavior, feelings, and thoughts as well as increased awareness of self as distinct from others by Spring 2025.

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**
34% will be at the "Building Earlier" level or above in measure SED 2	38% will be at the "Building Later" level or above in measure SED 2

Families as Learners: Families are the first educators of their children. We will collaborate with families to promote School Readiness practices that are reflective of their cultures, values, and priorities, by Spring 2025.

Head Start Home Based Effective Home Visiting Strategies, Educators will:

- Introduce and use feeling charts and books on feelings/emotions.
- Provide rich social-emotional literacy opportunities for children using dolls, puppets, and photos).
- Express their emotions and feelings and verbally label them.
- Support children in validating all emotions.

Head Start Center Based Effective Teaching Strategies, Teachers will:

- Utilize Pyramid Model strategies 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.
- Develop classroom expectations and rules with children.
- Support children in validating all emotions.

Learning Experiences for Families at Home, Families may:

- Communicate with children so that adults can be involved to support them with social emotional understanding.
- Discuss acceptable home behavior expectations with children.
- Read books and ask children questions about expressions that characters make in the book.
- Use mirrors to discuss children's facial expressions and help them to describe their feelings.

Language and Literacy Development (LLD)

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

Objective: Infants and toddlers will communicate or act in response to language and respond to increasingly complex language, by Spring 2025.

DRDP Measure: LLD 4: Reciprocal Communication and Conversation	**Head Start Early Learning Outcome:** Goal IT-LC1 & IT-LC2

Young Infants 0-9 months	Older Infants 9-18 months	Toddlers
53% will be at the "Responding Later" level or above in measure LLD 4	24% will be at the "Exploring Middle" level or above in measure LLD 4	73% will be at the "Exploring Later" level or above in measure LLD 4

Families as Learners: Families are the first educators of their children. We will collaborate with families to promote School Readiness practices that are reflective of their cultures, values, and priorities, by Spring 2025.

Early Head Start Home Based Effective Home Visiting Strategies, Educators will:

- Encourage families to take the lead in singing and reading activities during group socializations in their home language.
- Assist families in preparing materials during home visits (puppets, homemade books, flannel stories).
- Encourage families to watch Ready Baby or educational videos with their children.
- Encourage families to go for a walk in their neighborhood or visit the library during story time.

Early Head Start Center Based Effective Teaching Strategies, Teachers will:

- Speak to children in their home language.
- Introduce simple words in sign language.
- Use flannel stories during the day.
- Use puppets with the children and retell stories.

Learning Experiences for Families at Home, Families may:

- Watch Ready Baby or other educational videos with children.
- Retell cultural or familiar stories to children in home language.
- Go on a nature walk outside with their children and name items.
- Make up songs using rhyming words or sounds (may use the child's name in song; Johnny, can you clap for me).

HEAD START

Language and Literacy Development (LLD)

Goal: Children will demonstrate improved communication, language, phonological awareness, and letter and word knowledge.

Objective: Children will engage in back-and-forth communication and increase awareness of letters in the environment, including their relationship to sounds, by Spring 2025.

DRDP Measure: LLD 8 Phonological Awareness	**Head Start Early Learning Outcome:** P-LIT 1
Preschool 3-year-olds	**Preschool 4-year-olds**
47% will be at the "Building Earlier" level or above in measure LLD 8	36% will be at the "Building Middle" level or above in measure LLD 8

Families as Learners: Families are the first educators of their children. We will collaborate with families to promote School Readiness practices that are reflective of their cultures, values, and priorities, by Spring 2025.

Head Start Home Based Effective Home Visiting Strategies, Educators will:

- Encourage families to read books and have children to repeat sounds and words.
- Encourage families to sing nursery rhymes, poems, and riddles.
- Encourage families to speak in their home language.
- Support families in making homemade books with their children.

Head Start Center Based Effective Teaching Strategies. Teachers will:

- Speak in the home language of children.
- Use puppets to tell stories and encourage children to retell the story using puppets.
- Include clapping and syllable activities during the day.
- Include activities that identify letters and their sounds.

Learning Experiences for Families at Home, Families may:

- Encourage families to sing songs/nursery rhymes and create their own songs using familiar names or sounds.
- Point out words in the child's neighborhood or environment and will help the child sound them or clap them out.
- Allow enough time for the child to respond during informal conversations.
- Have back and forth conversations with children to increase vocabulary.

English Language Development (ELD)

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

Objective: Children will show increasing progress towards fluency in speaking English, by Spring 2025.

DRDP Measure: ELD 1: Goal - Comprehension of English Receptive	**Head Start Early Learning Outcome:** Goal P-LIT 2, PP-LIT 3, and P-LIT 6
Preschool 3-year-olds	**Preschool 4-year-olds**
26% will be at the "Building English" level or above in measure ELD 1	62% will be at the "Integrating English" level or above in measure ELD 1

Families as Learners: Families are the first educators of their children. We will collaborate with families to promote School Readiness practices that are reflective of their cultures, values, and priorities, by Spring 2025.

Head Start Home Based Effective Home Visiting Strategies, Educators will:

- Introduce songs, books, and rhymes in English and home languages when possible.
- Encourage families to label familiar objects for children.
- Introduce new vocabulary words to children in English.
- Encourage families to make books with children and add words.

Head Start Center Based Effective Teaching Strategies, Teachers will:

- Label their environment in the languages used in the classroom.
- Use visual and verbal cues with pictures, and languages representing familiar routines.
- Introduce sign language to children using pictures.
- Pause when talking to children to allow time for children to respond.

Learning Experiences for Families at Home, Families may:

- Read to their child and tell stories using simple and familiar words in the home language and English.
- Set aside time during the day to interact with their child about their day in their home language or English.
- Share rhythming songs with their child in their home language and introduce them in English later.
- Introduce and use sign language.



"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."

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EARLY HEAD START

Cognition Including Math and Science (COG)

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

Objective: 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 numbers and quantity, by Spring 2025.

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 "Responding Later" level or above in measure COG 3	55% will be at the "Exploring Earlier" level or above in measure COG 3	46% will be at the "Exploring Later" level or above in measure COG 3

Families as Learners: Families are the first educators of their children. We will collaborate with families to promote School Readiness practices that are reflective of their cultures, values, and priorities, by Spring 2025.

Early Head Start Home Based Effective Home Visiting Strategies, Educators will:

- Encourage families to manipulate and sort objects found in the home with child (i.e., bowls, cups, socks, etc.).
- Encourage families to count objects while playing; add one item at a time to count.
- Encourage families to introduce simple counting games/songs (i.e., five little ducks).
- Encourage families to use the word more and less during routines and mealtimes.

Early Head Start Center Based Effective Teaching Strategies, Teachers will:

- Play simple counting games with children.
- Use different objects and talk about sizes. (small, medium, and large).
- Implement different counting activities during routines (counting children in attendance).
- Involve children in singing number songs (i.e., one little, two little, three little fingers, etc.)

Learning Experiences for Families at Home, Families may:

- Count socks or clothing with children while sorting/folding laundry.
- Sing songs and fingerplays to encourage children to follow along.
- Count the steps when taking a walk with their child or playing outside.
- Make an obstacle course by using items in the home. Introduce words such as: on, into, under, over, etc.

Cognition Including Math and Science (COG)

Goal: Children will demonstrate improved general cognitive skills including spatial relationships, sorting, and patterning skills.

Objective: 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, by Spring 2025.

DRDP Measure: COG 4: Number Sense of Math Operations	**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**
36% will be at the "Building Earlier" level or above in measure COG 1	33% will be at the "Building Later" level or above in measure COG 1

Families as Learners: Families are the first educators of their children. We will collaborate with families to promote School Readiness practices that are reflective of their cultures, values, and priorities by Spring 2025.

Head Start Home Based Effective Home Visiting Strategies, Educators will:

- Implement counting activities and scavenger hunts during group socials and visits.
- Make a counting book with families during group socials to keep in the home.
- Count the number of family members in the home.
- Play hide-and-seek games using spatial awareness. Support children to look for items that have been put out of sight. Have them search high and low.

Head Start Center Based Effective Teaching Strategies, Teachers will:

- Build an obstacle course outdoors. Talk about prepositions such as: under, over, on, around, besides, etc.
- Provide math activities/games that include bingo, lotto, dominoes, or other counters.
- Provide counting books and objects.
- Provide children with the ability to sort and count materials by attributes.

Learning Experiences for Families at Home, Families will:

- Assist the child in finding the number amount of each item (ex. one spoon, two books, etc.)
- Engage child in simple cooking and measuring experiences. Have the child add ingredients, assist in measuring, and talk about the amounts used (ex. one cup of flour).
- Encourage children to follow two or three step directions (Let's wash our hands first, then sit down at the table for dinner).
- Use items around the house with numbers to review numbers (microwave, phone, etc.)

EARLY HEAD START

Physical Development Health (PD-HLTH)

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

Objective: Infants and toddlers will demonstrate awareness of safety and increasingly demonstrate knowledge of safety skills when participating in daily activities, by Spring 2025.

DRDP Measure: PD-HLTH 5: Safety	**Head Start Early Learning Outcome:** Goal IT-PMP 6, 7, 9

Young Infants 0-9 months	Older Infants 9-18 months	Toddlers
44% will be at the "Responding Later" level or above in measure PD-HLTH 5	48% will be at the "Exploring Earlier" level or above in measure PD-HLTH 5	46% will be at the "Exploring Later" level or above in measure PD-HLTH 5

Families as Learners: Families are the first educators of their children. We will collaborate with families to promote School Readiness practices that are reflective of their cultures, values, and priorities, by Spring 2025.

Early Head Start Home Based Effective Home Visiting Strategies, Educators will:

- Help develop a home safety plan with families including introducing stranger danger.
- Support families in developing a clean-up routine with children.
- Review and discuss the pedestrian safety handout and implement a safety plan.
- Share safety practices for water.

Early Head Start Center Based Effective Teaching Strategies, Teachers will:

- Follow the family's plan for introducing toileting.
- Use the safety rope when taking children outside or on walks.
- Introduce and use timers for proper handwashing routines.
- Introduce toddlers to safety cones and follow the tricycle path.

Learning Experiences for Families at Home, Families may:

- Verbally guide children by providing safety instructions (hold hands while crossing the street).
- Support children in cleaning up after meals (cleaning the table).
- Introduce handling pets in a safe manner.
- Monitor home safety (cover outlets, secure furniture, secure lower cabinets, and keep chemicals out of reach).

Physical Development Health (PD-HLTH)

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

Objective: Children will demonstrate knowledge of safety skills and increasing precision, strength, and coordination of fine motor skills, by Spring 2025.

DRDP Measure: PD-HLTH 4: Fine Motor	**Head Start Early Learning Outcome:** Goal P-PMP 2 & P-PMP 6
Preschool 3-year-olds	**Preschool 4-year-olds**
29% will be at the "Building Earlier" level or above in measure PD-HLTH 4	36% will be at the "Building Later" level or above in measure PD-HLTH 4

Families as Learners: Families are the first educators of their children. We will collaborate with families to promote School Readiness practices that are reflective of their cultures, values, and priorities by Spring 2025.

Head Start Home Base Effective Home Visiting Strategies, Educators will:

- Encourage children to scribble using writing tools.
- Introduce scissors and materials to cut.
- Encourage children to use peg boards and other manipulatives.
- Introduce 8–10-piece puzzles, stacking toys, and collaging materials.

Head Start Center Based Effective Teaching Strategies, Teachers will:

- Encourage children to make playdough using simple recipes with adult supervision.
- Encourage children to use utensils during food experiences in the classroom.
- Encourage lacing and beading activities.
- Practice family-style dining to offer children opportunities to serve self, pour from pitchers, etc.

Learning Experiences for Families at Home, Families may:

- Provide opportunities for children to use child-safe scissors.
- Provide opportunities for children to collage using glue and paper.
- Encourage children to peel fruit such as bananas or oranges.
- Encourage children to stack, bowls, cups, plates, etc.

Professional Development Opportunities

Objective	Teams Responsible	Timelines	Supporting Documents	Professional Development 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 a positive climate.	Education Managers Education Supervisors Mentor Coaches Data Analysts Site Supervisors Teaching Staff Home Based Manager Home Based Supervisors Early Childhood Educators	Ongoing July 2024-June 2025 2x a year Ongoing July 2024- June 2025	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/Smart Teach Lesson Plan Implementation/Fidelity Classroom Assessment Scoring System Infant/Toddler/Pre-k My Teachstone CLASS Environments HSELOF Training Desired Results Developmental Profile DRDP Observation Training DRDP Rater Reliability Meaningful Observations ChildPlus Mobile Environment Assessments Loose Parts Responsiveness to Dual Language Learners Developmentally Appropriate Practices

Objective	Teams Responsible	Timelines	Supporting Documents	Professional Development 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 learners. 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 2024- June 2025	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 social emotional activities support School Readiness Goals. Boost School Readiness Through Family Engagement School Readiness Sub-Committee Meeting Pyramid Model Survey
Health & Nutrition Support parents by promoting 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 and follow-up. Support parents by introducing diverse cultural foods for children through menus and meals. Train all staff/parents on infectious diseases and prevention practices, First Aid/Safety Practices, by providing research-based information and updates as necessary through parent meetings.	CAS- Health Family Service Workers Site Supervisors Teaching Staff CAS-Nutrition Central Kitchen Staff Family Service Workers Site Supervisors Teaching Staff	August 2024-June 2025 August 2024 Quarterly Meetings July 2025	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/Posters Site Supervisor Development training Family Service Worker Development Training CPR Training School Readiness Sub-Committee Meeting Sanitation

Objectives	Teams Responsible	Timelines	Supporting Documentation	Professional Development 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 whose 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 the social and emotional development of 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 2024-June 2025 August 2024-June 2025	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 Using the Solution Kit Training Onsite/Offsite Teacher Support Very Important Parent (VIP) Meetings ASQs Presentations Intra-agency Referral Predictable, Consistent Routines Pyramid Model Positive Behavior Support Workshops Behavior Incident Report (BIR) Training Effective strategies to promote social-emotional development. Teacher Support Planning Sheet Training Trauma-Informed Care School Readiness Sub-Committee Meeting IFSP/IEP training
Data Analysis Data Analyst will support the Education Program Goals by providing aggregated DRDP reports, ELD Measures and IEP/IFSP Data	Data Analyst	December 2024 March 2025 May 2025	ChildPlus Group Reports Administration report	How to enter DRDP into Child Plus Download reports from ChildPlus.

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

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

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

Director: Yolanda Gonzales **Assistant Director/Education:** Gloria Barbero
Data Analyst Supervisor: Chase Rangel
Program Governance Coordinator: Lisa Gonzales
Early Childhood Specialist, California TTA Cente**r:** Mavy Moreno
Program Administrator: Letisha Brooks
Education Managers: Rashi Strother and Cynthia Rodriguez **Home Based Program Manager:** Rosita Curry
Support Services Manager (Health, Nutrition, Inclusion, Wellness, and Family Engagement): Maria Guadian
Board Member ~ ECE Professional ~ Lily Pimentel-Stratton
Policy Council School Readiness Sub-Committee: Parents

MEMORANDUM

To: Policy Council

From: Sylvia Ortega, Quality Assurance Administrator

Date: September 25, 2024

Subject: 2023-2024 Head Start/State Child Development Self-Assessment- **Action Item**

The Head Start/State Child Development program conducts an annual self-assessment to involve the agency in a review of its program's operations, goals, and objectives. Self-assessment is a process used to measure a program's effectiveness in meeting program goals and objectives. It also gives programs a chance to identify and make necessary course corrections early on before they become findings as part of a federal review. The self-assessment was completed from August 19 to August 21, 2024. The assessment methodology modeled the 2024 OHS Focus Area One monitoring process, including interviews, data tours, and data analysis

The Head Start and Early Head Start programs self-assessment resulted in four opportunities for improvement:

- Data for Continuous Improvement- The program is in the early stages of implementing Microsoft BI.
- Follow up of well child and oral health care- The program is working on strengthening data entry, monitoring, reporting and follow-up to ensure compliance.
- Full Enrollment and Waiting List- The program is actively working on its full enrollment initiative plan with assistance from the Regional Office.
- Policy Council

Self-Assessment results are used to update applicable policies and procedures, and to develop improved strategies for the Grant Application for the subsequent year.

Recommendation

Staff recommends the Policy Council approve the 2023-2024 Head Start/State Child Development Annual Self-Assessment Report.

Attachment:

2023-2024 Self-Assessment Report
2023-2024 Self-Assessment Corrective Action Plan



2023-2024 Program Year

Annual Self-Assessment Report

Final Report and Outcomes

Presented by:

D.E.&C Consulting

August 30, 2024

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Appendix A: Annual Self-Assessment Tool 21

D.E.&C Consulting expresses its most sincere gratitude to the Community Action Partnership of Kern County Head Start Program staff who participated in this self-assessment. The work herein represents analysis and reflection on program practice and the opportunities to leverage resources and mitigate risk to the most vulnerable populations. The ongoing support of all involved is a testament to the dedication of Head Start team members who seek to preserve their mission of care and service.

It is our honor and privilege to serve you on your journey to improve the lives of children and families in your community.

Program Year 2023-2024

Annual Self-Assessment Report

Community Action Partnership of Kern County Head Start Program

Executive Summary

Executive Summary

Community Action Partnership of Kern County (CAPK) participated in the 2023-2024 Annual Self-Assessment between August 19th to August 21st, 2024. The Assessment Methodology modeled the 2024 Fiscal Year Focus Area One Monitoring process, including interviews, data tours, and data analysis.

The content areas assessed and analyzed during the Annual Self-Assessment week were as follows:

- Program Management
- Education Services
- Health Services
- Mental Health Services
- Family Community Engagement
- ERSEA
- Policy Council
- Human Resources

The self-assessment methodology incorporated discussions regarding the program's structures and systems, focusing on how these systems produced response plans, resulting in sustainable, compliant practices and improvement outcomes.

The methodology included the following activities to promote awareness of the above-described focus:

- Management Team Discussion
  - Program Design and Quality Improvement
- Governance Discussion
  - Composition and Communication
- Human Resources Data Tour
  - Criminal Record Check

- Staff Qualification Checklist Review
- Education Data Tour
  - DRPD Results
  - ASQ 3 and ASQ SE Analysis
- Health Data Tour
  - Health Requirements Analysis
- Safe Environments Discussion
  - Water and Paint Lead Testing
  - Facility Safety Systems
- Mental Health Data Tour
  - Mental Health Consultant Supports
  - Social Emotional Response Plans
- Family Community Engagement
  - Family Strengths and Needs Assessment Analysis
  - Family Partnership Agreement Analysis
- ERSEA
  - Recruitment Activities
  - Enrollment Barriers
  - Application Process

The self-assessment methodology included the following elements:

- Discussions
- Data Tours
- Data Analysis

The self-assessment interviews, discussions, and data tours assessed the following content areas and regulations:

Content Area	Associated Regulations
Program Management	1302.91(a) 1302.10(a)(1) 1302.11(b)(2) 1302.20(a)(1)
Education Services	1302.32(a)(1) 1302.32(a)(1)(ii) 1302.32(a)(2) 1302.33(a)(1)(2)(3) 1302.33(b)(1)(2) 1302.61(a) 1302.31(a)(b)(2) 1302.35(c)(4) 1302.35(b)(1) 1302.35(e) 1302.92(b)(5)

	1302.92(c)(1)(2) 1302.70-1302.72 1302.101 1302.102(c)(i)(ii)
Health Services	1302.40(b)1302.42(a)(1) 1302.42(b)(1)(i) 1302.42(b)(2) 1302.42(c) 1302.42(d)(2) 1302.80-1302-01
Safe Environments	1302.47(b)(1)(ix) 1302.47(b)(4) 1302.47(b)(2)(y) 1302.47(b)(1)(iii) 1302.102(d)(1)(ii)
Mental Health Services	1302.45(a)(2) 1302.45(b)(2)(3) 1302.17(a)(b)
Family Community Engagement	1302.50(b)(1)(2)(3)(5) 1302.51(a)(b) 1302.52(b)(c)(3) 1302.53(a)(1) 1302.101(a)(2)(3)(4) 1302.102(c)(1)
ERSEA	1302.13 1302.14(a)(1) 1302.12(i)(h) 1302.12(k)(2)(i) 1302.12(m)(1)(2) 1302.15(a) 1302.14(b)(1) 1302.101(a)(2)
Program Governance	642(c)(1)(B) 642(c)(2)(B)(ii)(1) 1302.3(c) 642(d)(2) 1302.102(a)(1)
Human Resources	1302.91(a) 1302.101(a)(1)(2)(3) 1302.91(e)(1)(2)(6)(7) 1302.90(b)(1)(2)(3)(4)(5) 1302.90(c)

The Focus Area One Monitoring Protocols and activities fostered dialogue, document review, and observations that promoted communication and analysis of the program's strengths and opportunities for improvement. The Self-Assessment Facilitation Team included two members with expertise in Head Start Program Performance Standards, Head Start Program Management, Organizational Leadership, Early Childhood Education, Public Health Policy and Research, and Data Analysis. The process allowed the Self-Assessment Facilitation team to guide discussions and evaluate program service delivery areas.

Overall, CAPK operates its Head Start Program, leveraging the leadership of managers and directors with the knowledge and expertise to oversee the program and strengthen outcomes across the agency. The managers and directors capitalize on the CAPK Head Start team members' community, historical, and institutional knowledge to lead its service delivery model. The Self-Assessment outcomes in all content areas will be described in detail in this report's **Self-Assessment Outcomes and Key Insights** section.

Outcomes and Key Insights include identified strengths and opportunities for improvement. Strengths are areas that demonstrate high-quality service models and best practices. Opportunities for improvement require the agency's attention and consideration for corrective action. The program will work with the Self-Assessment Facilitation Team to prioritize opportunities for improvement.

Methodology

Methodology

The Self-Assessment methodology aimed to determine the program team members' ability to articulate and demonstrate the following:

- Compliance with federal regulations.
- The use of data to promote high-quality services.
- The use of data and information to build staff capacity.
- The use of information and practices that promote effective and intentional teaching.
- Collecting, aggregating, analyzing, and comparing data to identify risks and opportunities for continuous quality improvement.

The CAPK Leadership Team identified the Focus Area One Monitoring Protocol as an appropriate tool to identify and report its progress toward meeting its program goals and the above-cited annual self-assessment aim. To promote a robust and rich analysis, the self-assessment week included the following key stakeholders:

- Leadership Team Members
- Management Team Members
- Policy Council Representatives
- Human Resources Representatives
- Professional Development Representatives

The tool created by the Self-Assessment Facilitation Team was based on the 2024 Fiscal Year Focus Area One Monitoring Protocol. It is included in **Appendix A** of this report.

The Self-Assessment Facilitation team conducted the following monitoring events to understand the program's progress toward its goals and the self-assessment scope listed above.

- Management Team Interview
- Education and Professional Development Data Tour
- Health Services Data Tour
- Mental Health and Social-Emotional Well-Being Data Tour
- Family Community Data Tour
- ERSEA – Focused on Enrollment Challenges
- Human Resources Data Tour
- Policy Council Discussion

Self-Assessment Report

Detailed Self-Assessment Report

Self-Assessment Outcomes and Key Insights

The following outcomes and key insights highlight programmatic strengths and opportunities for improvement. After this report is delivered, a group comprising program leaders and the Self-Assessment Facilitation Team will retain the option to meet and conduct root cause analyses and develop action plans to address opportunities for improvement and recommendations. Therefore, recommendations in this report are limited, and detailed action plans will instead be incorporated into post-self-assessment analysis systems and planning.

Program Design and Quality Improvement

Content Area – Program Design and Quality Improvement
Program Strengths
The Community Action Partnership of Kern County Head Start Program's design incorporates a manager in various focus areas, including the Head Start Program Performance Standards' Content Areas. Managers oversee the staff and activities in their designated areas and retain the academic and professional background suitable to their areas of oversight. The management team includes a Head Start Director with multiple years of service to the agency in various content areas. This background promotes expansive knowledge of Head Start services and regulatory requirements. Additional team members include staff with many years of collective service and residency in the community, promoting a seasoned team with the knowledge and expertise to oversee the program. The program implements a Diversity, Equity, and Inclusion Committee that includes stakeholders from various program departments. The DEI Committee was developed to promote awareness and expand perceptions on topics that impact organizational and community outcomes. The committee's goals are to develop training plans that all staff will participate in, which may include topics such as recognizing bias, discrimination, and structural and institutional barriers to belonging.
Opportunities for Improvement
Performance Standard
1302.102 (c)(2) – Using Data for Continuous Quality Improvement A program must implement a data-use process to identify program strengths and needs, develop and implement plans to address program needs, and continually evaluate compliance with program performance standards and progress towards achieving program goals described in paragraph (a) of this section. (2) This process must (i) Ensure data is aggregated, analyzed, and compared in such a way as to assist agencies in identifying risks and informing strategies for continuous improvement in all program service areas.
Concern Description **1302.102 (c)(2) – Using Data for Continuous Quality Improvement** The program did not have a system for tracking program performance beyond individualized case management and family planning. Management team members could not produce aggregated data, which led to the identification of data-informed risks and opportunities for improvement. The management team reported program risks anecdotally and could not make reports in part or whole that indicated systemic and program-wide indicators of risk, performance gaps, and improvement opportunities. *Note – specific descriptions of this identification will be further explored in each content area.
Recommendation

1302.102 (c)(2) – Using Data for Continuous Quality Improvement

The program will incorporate data analysis into all management team meetings, creating an operationalized approach to coordinated and integrated response planning. Leveraging the Power BI, ChildPlus, and Teaching Strategies Gold record-keeping systems, the management team will prepare reports and present them aggregated, disaggregated, and analyzed at all manager meetings, promoting data-driven dialogue and coordinated data-informed response planning.

Education Services

Content Area – Education Services
Program Strengths
The Education Team uses the curriculum fidelity tool to promote quality classroom interactions and experiences. Coaches are primarily responsible for monitoring fidelity and using the Creative Curriculum Fidelity Tool to understand and respond to performance excellence and challenges. A "Glows and Grows" reporting system promotes communication between the coaches, education management team, and center managers, fostering a strengths-based approach to teacher professional development. All classrooms are staffed with three education professionals who meet the minimum requirements for their role. The three professionals work collectively to nurture effective teaching practices and positive interactions with children. Moreover, these staff support each other throughout the school day, ensuring the classroom remains in ratio during teacher breaks and meals. This practice aligns with the HSPPS issued on 8/19/24, requiring the program to implement a staffing structure that allows team members to receive breaks in compliance with federal labor laws. The program implements a Child Development Project Plan for all children. The plan promotes individual development and the full participation of all enrolled students in a learning experience responsive to their unique learning needs and temperament. For children determined eligible for IDEA, this plan is informed, as needed, by an IEP or IFSP. For these children, classroom staff have access to an Inclusion Specialist who guides and assists classroom staff in fostering the full inclusion of children identified with special needs. The Education Team implements a comprehensive data analysis system incorporating a multidisciplinary approach. Team members and managers from all content areas review school readiness outcomes, providing a diverse perspective on the program's progress toward school readiness goals. This best practice methodology ensures children's outcomes are considered from all aspects of the child's growth areas, including health and well-being, family growth, and other child attributes and characteristics such as attendance patterns. Home Visitors with a manageable caseload of ten families facilitate the Home-Based Program option. Home visitors are trained to consider themselves the families' "cheerleaders," encouraging and supporting parents and caregivers to assume the role of teacher and advocate

for their children. Home visitors and parents partner toward data-informed home visits and school readiness planning. Parents are also engaged in the socialization process, helping design, plan, and implement socialization events. In addition, quarterly, the Home-Based team hosts a collective socialization event that invites all enrolled Home-Based families to a shared experience. The program reports high turnout and participation at these events held in parks or other wide-open spaces and shares in the celebration of children and their families.
Opportunities for Improvement
Performance Standard
NA
Concern Description NA
Recommendation NA **Focus Area One Preparation**: All data prepared for the Focus Area One Review, such as fidelity monitoring outcomes, child assessment data, progress toward school readiness goals, and developmental and social-emotional screening data, should be available at the individual child, classroom, center, and program levels. The program is encouraged to prepare to discuss and demonstrate how data is collected, entered, reported, and used for individualization, lesson planning, classroom/center-level support, and program-wide decision-making.

Health, Mental Health, and Safe Environments

Content Area
Program Strengths
The program's Health Services Advisory Committee (HSAC) members include health-related community members such as representatives from medical and oral care provider offices, the Department of Health, WIC, etc. Parents and staff also attend HSAC events and work collaboratively with these experts to develop plans of action to address various health-related challenges. Topics such as increasing lead test outcomes and awareness and safe sleep practices have been reviewed and informed by this group. The program established a Staff Wellness Program in response to staff expressions of burnout and fatigue. The initiative increased staff access to the Employee Assistance Program, promoted a work-life balance mindset, and implemented a beautification project providing staff access to relaxation areas to regulate and rest.

To empower staff and better serve children exhibiting challenging behaviors, the program adopted the Pyramid Model. This comprehensive, multifaceted framework offers staff evidence-based practices to recognize and respond to children's social-emotional needs. The model considers staff needs, relationships, and environments and elevates staff members' self-reflective practices. This model promotes teacher development when supporting age-appropriate and more nuanced social-emotional behaviors. The program's Mental Health Consultant is a Licensed Therapist and a Pyramid Model Trainer. The Consultant offers classroom observations, strategies, individual classroom/teacher support, family support, and ongoing training and technical assistance. The program's social-emotional development model is complemented by the program's Trauma-Informed Care Trainers, who further assist staff in recognizing, naming, and responding to children's needs.

The program implements a facility oversight and work order correction system that fosters safe and healthy learning environments. Facilities team members test water at all sites for all water sources, whether for drinking or not, and water sources that are accessed by children and/or staff. Documented evidence shows any test outcomes above acceptable levels were corrected and re-tested at normal levels.

Opportunities for Improvement

Performance Standard

1302.42 (a-c) – Ensuring up-to-date child health status

(a) A program, **within 30 calendar days** after the child first attends the program or, for the home-based program option, receives a home visit, must consult with parents to determine whether each child has ongoing sources of continuous, accessible health care – provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care – and health insurance coverage.
(2) If the child does not have such a source of ongoing care and health insurance coverage or access to care through the Indian Health Service, the program must assist families in accessing a source of care and health insurance that will meet these criteria as quickly as possible.

(b) **Within 90 calendar days** after the child attends the program or, for the home-based program option, receives a home visit, with the exceptions noted in paragraph (b)(3) of this section, a program must: (i) Obtain determinations from health care and oral health care professionals as to whether or not the child is up-to-date on an age-appropriate preventive and primary medical and oral health care schedule based on the well-child visits and dental periodicity schedules as prescribed by the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program of the Medicaid agency of the state in which they operate.

(c) **Within 45 calendar days** after the child first attends the program or, for the home-based program option, receives a home visit, a program must either obtain or perform evidence-based vision and hearing screenings.

1302.42(c) – Ongoing Care

A program must help parents continue to follow recommended schedules of well-child and oral health care.

1302.102 (c)(2) – Using Data for Continuous Quality Improvement
***Also noted in Program Design and Quality Improvement**

A program must implement a data-use process to identify program strengths and needs, develop and implement plans to address program needs, and continually evaluate compliance with program performance standards and progress towards achieving program goals described in paragraph (a) of this section. (2) This process must (i) Ensure data is aggregated, analyzed, and compared in such a way as to assist agencies in identifying risks and informing strategies for continuous improvement in all program service areas.

Concern Description

1302.42(a-c) – Ensuring up-to-date child health status

The program did not ensure that all children had an ongoing source of care within 30 days of enrollment, that all children were up to date on the Early Periodicity Schedule within 90 days of enrollment, or that all children had a hearing and vision screening within 45 days.

In a review of the 2023-2024 health outcomes for Head Start children, 75 of the 445 (17%) children did not have evidence of a source of care. This same report also showed that 98 of the 445 (22%) children did not have evidence that they were up to date on the Early Periodicity Schedule. ChildPlus reporting also showed that 73 of the 445 (16%) did not have evidence of a completed hearing and vision screening.

1302.42(c)(1) – Ongoing Care

A review of case notes demonstrated that actions to help parents continue to follow recommended schedules of well-child and oral health care did not take place or were not adequately documented in the ChildPlus system.

1302.102 (c)(2) – Using Data for Continuous Quality Improvement

The program provided reports that indicated a data collection process and could articulate how it responded to these data at the individual family level; however, it could not demonstrate how these data were aggregated, analyzed, or compared to identify risks and opportunities for improvement. Data was reviewed at the individual child/family level rather than the aggregate, limiting the program's ability to identify and respond to programmatic or community risk.

Recommendation

1302.42(a-c) – Ensuring up-to-date child health status
1302.42(c)(1) – Ongoing Care

Generate a plan to conduct qualitative research analysis such as case note reviews, staff interviews, and family discussions to help the program understand the trending barriers to completing these health events and tracking follow-up activities. Isolate internal barriers from external obstacles and establish action steps to address both. Action steps should align with the challenges' root cause(s), which may be rooted in staff knowledge, team members' motivation, or organizational culture.

1302.102 (c)(2) – Using Data for Continuous Quality Improvement

See the recommendation in this report's Program Design and Quality Improvement section. This concern is a systemic issue and is not isolated to health services.

Focus Area One Review Recommendation:

All data prepared for the Focus Area One Review, such as progress toward time-lined health requirements, should be available at the individual child, classroom, center, and program levels.

The program is encouraged to prepare to discuss and demonstrate how data is collected, entered, reported, and used for individualization, lesson planning, classroom/center-level support, and program-wide decision-making.

The program is encouraged to compile and prepare to demonstrate evidence of all water and paint lead testing outcomes. Paint lead tests will be focused only on facilities built after 1978. Any tests that resulted in abnormal outcomes should include accompanying remediation efforts and outcomes

Family Community Engagement

Content Area
Program Strengths
During its discussion-based enrollment process, the program collects data on family strengths and needs, promoting a responsive family services team empowered to offer families support and assistance as early in the program year as possible. This initial engagement process is conducted in the family's preferred language, generating a culturally and linguistically responsive process. The family service staff that attended the discussion firmly grasped relation-based competencies and the importance of understanding a family's needs through patience, communication, and consistency. These staff described recognizing families' strengths as a foundation for building trust and celebrating great and small accomplishments to illustrate their commitment to the families' growth. The program incorporates father/male engagement into its structures and systems. The Family Engagement Supervisor leads this effort by participating in a community-wide Fatherhood

Initiative Committee, leveraging the committee members to inform the continued growth of the program's male engagement efforts. The program also hosts an annual Father Engagement Conference. This one-day event nurtures a collaborative community effort to meet the needs of male caregivers by offering special events, keynote speakers, and discussions on select topics.

Opportunities for Improvement

Performance Standard

1302.52(b) – Family Partnership Services: Identification of Family Strengths and Needs

A program must implement intake and family assessment procedures to identify family strengths and needs related to the family engagement outcomes as described in the *Head Start Parent Family and Community Engagement Framework*, including family well-being, parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders.

1302.102 (c)(2) – Using Data for Continuous Quality Improvement
***Also noted in Program Design and Quality Improvement**

A program must implement a data-use process to identify program strengths and needs, develop and implement plans to address program needs, and continually evaluate compliance with program performance standards and progress towards achieving program goals described in paragraph (a) of this section. (2) This process must (i) Ensure data is aggregated, analyzed, and compared in such a way as to assist agencies in identifying risks and informing strategies for continuous improvement in all program service areas.

Concern Description

1302.52(b) – Family Partnership Services: Identification of Family Strengths and Needs

The program requires family service staff to complete the Family Strengths and Needs Assessment (FSNA) within a timeline not governed by the Head Start Program Performance Standards; however, the staff could not articulate why this timeline met the needs of its community or what data influenced its selected timeline.

1302.102 (c)(2) – Using Data for Continuous Quality Improvement

The program could demonstrate how it collected data and responded to individual families; however, it could not demonstrate how these data were aggregated, analyzed, or compared to identify risks and opportunities for improvement. Family service staff could not demonstrate data such as families' most expressed strengths or needs and could not show, using data, the most frequently set goals. This significantly limits their ability to leverage families' strengths and promote new data-informed community partnerships, plan to strengthen parent-child relationships, or develop responsive engagement opportunities.

Recommendation

1302.52(b) – Family Partnership Services: Identification of Family Strengths and Needs

The program may consider evaluating how it collects family strengths and needs data to promote accuracy and generate targeted goals and resources that reflect each family's situation. A review of strengths and needs assessment outcomes from the 2023-2024 program year focused on the assessments' completion dates may indicate evidence of the quality of the data collected at varied timeframes. These timeframes can be averaged and analyzed to find a data-informed timeline.

1302.102 (c)(2) – Using Data for Continuous Quality Improvement

See the recommendation in this report's Program Design and Quality Improvement section. This concern is a systemic issue and is not isolated to family community engagement services.

Focus Area One Review Recommendation:

All data prepared for the Focus Area One Review, such as progress toward completed Family Strengths and Needs Assessments, Family Partnership Agreements, and Parenting Curriculum use and participation rates, should be available at the individual family, center, and program levels.

The program is encouraged to prepare to discuss and demonstrate how data is collected, entered, reported, and used for family goal setting, engagement planning, community partnership development, and program planning. The program should also prepare to show data that establishes trending risks and opportunities used to create strategic improvement plans.

ERSEA

Content Area
Program Strengths
The ERSEA Department is staffed by enrollment and attendance team members who collect applications and make initial determinations. This is followed by a second layer of quality assurance team members who conduct re-determinations. This process represents a best practice meant to limit or eliminate erroneous enrollment.
Opportunities for Improvement
Performance Standard
1302.14 (c) – Waiting List A program must develop a waiting list at the beginning of each enrollment year and maintain it throughout the year, ranking children according to the program's selection criteria. **1302.15 (a) - Enrollment**

A program must maintain its funded enrollment level and fill any vacancies as soon as possible, usually within 30 days.

1302.102 (c)(2) – Using Data for Continuous Quality Improvement

The program could demonstrate how it collected data and responded to individual families; however, it could not demonstrate how these data were aggregated, analyzed, or compared to identify risks and opportunities for improvement. Family service staff could not demonstrate data such as families' most expressed strengths or needs and could not show, using data, the most frequently set goals. This significantly limits their ability to leverage families' strengths and promote new data-informed community partnerships, plan to strengthen parent-child relationships, or develop responsive engagement opportunities.

Concern Description

1302.14(c) -Waiting List

The program maintains an expansive waitlist; however, it is populated with families with incomplete and undetermined eligibility categories. The program's eligibility determination process includes an extensive re-determination procedure limiting expeditious determination. Therefore, the waitlist list cannot be ranked according to the selection criteria timely, and families cannot be enrolled as soon as a slot opens.

1302.15 (a) - Enrollment

The program is on an Under-Enrollment Plan and is expected to reach full enrollment by November 2024. However, as of the self-assessment (approximately 90 days prior to expected full enrollment), it had filled 61 percent of its slots. In discussion with the ERSEA team and its ancillary support staff, the team acknowledged that its application process is cumbersome, extending the time from family interest and application completion to eligibility determination and enrollment.

1302.102 (c)(2) – Using Continuous Quality Improvement

The program restructured its ERSEA department after discovering erroneous application processes. The restructuring included removing responsibilities from some groups and reassigning them to others. However, in an interview, the program leadership acknowledged that it did not assess the root cause of the application errors or determine opportunities for improvement other than restructuring. As problem-solving this challenge was not rooted in data-informed analysis, the chosen corrective action has not resolved the issue entirely. Moreover, the program staff acknowledged that the restructuring has further complicated enrollment challenges.

Recommendation

1302.14(c) -Waiting List

The program is strongly encouraged to shift its re-determination process to a sample-based procedure until it meets its full enrollment. If sampling indicates egregious eligibility determination errors, the program will use this data to conduct a root cause analysis and develop an eligibility determination training and technical assistance plan to promote accuracy as early in the determination process as possible.

1302.15 (a) – Enrollment

The following is a list of improvements established during the assessment week that may promote rapid enrollment and meet the expectations of this standard:

1. Include the Enrollment and Attendance manager on monthly Regional Office calls to streamline communication, promote awareness, and expedite problem-solving.
2. Strengthen the application process to encourage efficiency and accelerate enrollment
    a. Develop a manageable and sustainable flow of action steps from recruitment to enrollment: eliminate unnecessary steps that do not align directly with regulatory requirements (such as completing licensing documentation seven days before enrollment rather than seven days after as required).
3. Develop tracking systems to monitor recruitment effectiveness and definitively measure efforts for planning
    a. Include internal recruitment – to promote a "no wrong door" culture
    b. Internal and external partners know our mission and application process and can share it with all families with young children
4. Streamline flyers: consider more direct language and less extraneous text

1302.102 (c)(2) – Using Data for Continuous Quality Improvement

See the recommendation in this report's Program Design and Quality Improvement section. This concern is a systemic issue and is not isolated to ERSEA services.

Focus Area One Review Recommendation:

If the program continues its under-enrollment status at the time of the review, the ERSEA representatives should be prepared to describe all efforts made to improve enrollment. This should include data-informed decision-making, increases in enrollment (even if only incremental), expanded recruitment activities, etc.

Policy Council

Content Area
Program Strengths
The program employs staff members to maintain communication systems between the program and the governance groups. These team members promote dialogue and ensure these groups have the training, reports, and information to make informed decisions.

The program's Board of Directors aligns with the federal expectations for a Community Action Agency's Tripartite structure. This governance group includes elected members, community members, and members representative of the population served. To promote shared governance, at least one board member will serve on the policy council, and one policy council member will serve on the board.

The Board of Directors includes structured committees that members serve to promote active and independent decision-making. The committees include a budget and finance committee, a personnel committee, an audit and pension committee, and an executive committee. Committees meet between full Board meetings to understand program successes and challenges and provide informed recommendations to the board and policy council for improvement or approval.

Policy council members share their professional and personal knowledge with the program and other parents to promote families' access to valuable services. These include Section 8 Housing, behavior intervention learning opportunities, and substance abuse rehabilitation.

Opportunities for Improvement

Performance Standard

1301.3(b) – Policy Council and policy committee

…. Parents of children currently enrolled in each program option must be proportionately represented on the policy council and the policy committee at the delegate level.

Concern Description

1301.3(b) – Policy Council and policy committee

The program's funded enrollment is over 1,600 families; however, the policy council comprises ten members. Specifically, the program serves almost 1700 families in 118 classrooms throughout the two counties in its service area. Although parents make up most of these members and represent all program options, the composition is smaller than expected for a program of this size. Discussions with the policy council coordinator determined that training on policy council purpose and recruitment strategies is minimal and may not establish motivation and dedication to this crucial group of key stakeholders.

Recommendation

1301.3(b) – Policy Council and policy committee

Program leadership will work closely with the policy council coordinator to develop outreach opportunities to create a robust policy council, build staff motivation to recruit, and share it as a leadership and advocacy opportunity. Outreach opportunities may include increased training on the history of the policy council in Head Start Programs and its significant contribution to program decision-making. Training can be for staff and families, and policy council members should be included as trainers to the extent possible.

The program may also consider increasing staff awareness of the difference between "offering" the policy council as an opportunity and "inviting" parents to participate. This may include identifying parents with the skills and time to participate in program governance, targeting these parents, and inviting them to run for the policy council election.

Current and former policy council members are encouraged to attend enrollment recruitment events to share policy council opportunities and benefits. This will allow the program to begin discussing the policy council from the first interaction with families and promote it as a vital component of parent input.

The program can add a prompt on applications about policy council interest and place direct calls to families expressing interest after enrollment to encourage them to run for election at their centers.

The program may also develop a policy council recruitment committee of the policy council to work toward increased interest and enthusiasm for leadership and governance. This committee can be charged with creating flyers, social media posts, and other interest-producing collateral. The committee may consider discussing the characteristics of ideal candidates to help staff identify potential members as early as possible. The committee can work with program staff to develop speaking opportunities at special events such as the Fatherhood Conference, orientation activities, or other platforms that place them in front of parents and community members.

Human Resources

Content Area
Program Strengths
The management team created a collective response to human resources by establishing meetings to discuss and address personnel issues collaboratively. By bringing the diverse group of program leaders together to discuss staffing challenges, the management team has the potential to address the needs of its team members more intentionally. This has resulted in action plans such as initiating personalized counseling and support systems for staff addressing challenging life issues. Program leadership, financial managers, and human resources representatives worked together to identify opportunities to advance staff benefits as a response to staff attrition. This effort resulted in the program establishing a family health care plan at no cost to the staff. The program adopted various anonymous communication systems that allow staff to share concerns about confidentiality without fear of retaliation. Staff may also access the support of the agency's human resources department through email, onsite interviews, and various discussion platforms to promote problem-solving and remediation before staff frustration results in voluntary or involuntary termination.

The program offers a robust Paid Time Off Plan with a Catastrophic Leave Policy. Staff members may donate accrued paid time off to fellow team members experiencing severe personal or physical challenges that lead to extended leave. This benefit offers team members in serious need the opportunity to address individual challenges without experiencing financial hardship.
Opportunities for Improvement
Performance Standard
NA
Concern Description NA
Recommendation NA **Focus Area One Review Recommendation:** The program should plan to compile staff qualification checklists that indicate any certifications or degree equivalency to the HSPPS requirements. Specifically, Head Start Lead Teachers must have at least an associate's degree in early childhood education, child development, or its equivalent. Early Head Start teachers must have at least a child development associate emphasizing infant-toddler development or its equivalent. Family service staff hired after November 2016 must have a family development credential or its equivalent. Home visitors hired after November 2016 must have a child development associate emphasizing home visiting or its equivalent. If any staff listed on checklists do not have these specifically named qualifications, the program should be prepared to demonstrate that their qualifications meet or exceed these minimum standards.

Appendix A: Annual Self-Assessment Tool

Monitoring Area	Compliance/Quality Prompt	Regulation	Document Collection and Review
Program Management Discussion	The grant recipient's leadership and management team have the experience needed to implement and oversee quality services in their respective program area.	1302.91(a)	NA
	The grant recipient establishes a program management structure that is designed to support effective management and oversight of each service area.	1302.10(a)(1)	Organizational Chart: Justify oversight structure by describing reasonable oversight responsibilities that promote routine communication with all staff members, including regular and ongoing monitoring and professional development.
	The grant recipient uses strategies to promote equity among staff.	Strong Practice (Executive Order)	DEI&B policies and procedures, training agendas, and apprenticeship programs to promote equitable staffing opportunities.
	The grant recipient shares examples of strategies used to promote diversity, belonging, and inclusion among staff.	Strong Practice (Executive Order)	DEI&B policies and procedures, training agendas, and other efforts, such as committees staffed by diverse populations.
	The grant recipient maintains a process for understanding the community's needs and available resources.	1302.11(b)(2)	The five-year community assessment and annual updates. Describe the process for collecting these data and incorporating them into program design.

	The grant recipient uses the community assessment to offer program options, locations, and services that meet the community's needs.	1302.20(a)(1)	NA – Describe community needs' influences on program design.
Human Resources Data Tour: **Organizational Structure**	The grant recipient's leadership and management team have the experience needed to implement and oversee quality services in their respective program areas.	1302.91(a)	NA – descriptions of leadership team member expertise.
	The grant recipient establishes a program management structure that is designed to support effective management and oversight of each service area.	1302.101(a)(1)	Organizational chart: Justify oversight structure by describing reasonable oversight responsibilities that promote routine communication with all staff members, including regular and ongoing monitoring and professional development.
	The grant recipient provides regular and ongoing supervision to support the program manager's individual development and effectiveness in maintaining quality services	1302.101(a)(2)	NA – continued from management structure discussion. Provide examples of improvements in staff performance based on ongoing feedback and support.
	The grant recipient has established a system to ensure sufficient staffing to deliver high-quality HS/EHS services to children and families.	1302.101(a)(3)	Succession plans – plans for continued quality service delivery in the event of a long-term absence or vacancy in management positions. Describe enrollment challenges associated with classroom closure.

Human Resources Data Tour: **Qualifications** **Criminal Record Checks** **Standards of Conduct**	The grant recipient has a process to ensure that center-based Head Start lead teachers have the required qualifications or an active waiver.	1302.91(e) (2)	Completed staff qualifications document: Lead HS Teachers. PDPs for any teachers without at least an AA in ECE or the equivalent.
	The grant recipient has a process to ensure all center-based Early Head Start teachers have the required qualifications	1302.91(e)(1)	Completed staff qualifications document: EHS Co-Teachers PDPs for any teachers without at least a CDA in Infant Toddler
	The grant recipient has a process to ensure all home visitors have the required qualifications.	1302.91 (e)(6)	Completed staff qualifications document: Home Visitors. PDPs for any home visitors without at least a CDA in Home Visiting.
	The grant recipient has a process to ensure all the family services staff have the required qualifications.	1302.91 (e) (7)	Completed staff qualifications document: Family Advocates. PDPs for any family advocates without at least a family development credential.
	All grant recipient staff have completed an initial background check before hiring.	1302.90 (b) (1)	Completed Criminal Record Check Document. Prepare to discuss the background check pre-hire process, ongoing updates, and any discrepancies in completion before hiring in the past 12 months.
	All grant recipient staff have a complete background check within 90 days of hire.	1302.90 (b) (2)	See above

	The grant recipient reviewed all information found in each background check to understand the relevancy of any issues discovered through the process.	1302.90 (b) (3)	See above
	The grant recipient ensured newly hired employees did not have unsupervised access to children until the entire background check process was complete.	1302.90 (b) (4)	Describe the process of promoting safety in the event a new hires complete background checks (state and federal, sex offender, and child abuse) were not completed prior to the date of hire.
	The grant recipient has an established process for updating background checks every 5 years.	1302.90 (b) (5)	See above
	The grant recipient has an approach to training and supporting all program staff, consultants, contractors, and volunteers to create a culture of safety and abide by written standards of conduct.	1302.90 (c)	Code of conduct in compliance with HSPPS, onboarding training agendas, ongoing training agenda(s) on safety practices, and consequences for noncompliance.
Education Data Tour: **Curricula, Screening, and Assessment Tools**	The grant recipient uses developmentally appropriate, research-based curricula appropriate for all provided program options.	1302.32 (a) (1)	NA – prepare to discuss all curricula and reasons for selecting and maintaining them. Plan to describe the use of any supplemental curricula.
	The grant recipient's chosen curriculum or curricula align with the Head Start Learning Outcomes Framework	1302.32 (a) (1) (ii)	NA – see above.

	(HSELOF) and, as appropriate, the state's early learning guidelines for each of its program offerings.		
	The grant recipient has established a process for ensuring the program effectively implements its selected curriculum.	1302.32 (a) (2)	Curriculum fidelity tools and monitoring outcomes for at least one year. Prepare to describe the fidelity monitoring process, findings, and associated professional development plans.
	The grant recipient uses research-based, standardized developmental screening tools to complete the individual screenings for children across all program options.	1302.33 (a) (2)	NA Prepare to describe the social-emotional and developmental screeners used to assess potential needs in the first 45 days.
	The grant recipient has a process for performing developmental screenings within the prescribed timeframes (within 45 days of enrollment).	1302.33 (a) (1)	Most up-to-date reports demonstrate progress toward 45-day requirements for all enrolled children. Prepare to describe any reasons for late completion.
	The grant recipient has a process for tracking children's screenings that require referrals to ensure they are promptly addressed.	1302.33 (a) (3)	NA Using 45-day reports, the ASA facilitator will randomly select children from the program's database to review the follow-up process.

	The grant recipient uses standardized and structured ongoing child assessment tools for all children that provide ongoing information to evaluate the child's developmental level and progress toward learning outcomes.	1302.33 (b) (1)	Share standardized assessment tool(s). Describe how it is used and review the most up-to-date information.
Education Data Tour: **Teaching Strategies and Learning Environments**	The grant recipient has a process for using ongoing child assessment data to drive lesson planning and teaching strategies to support individual learning for all children	1302.33 (b) (2)	Sample lesson plans for center-based services. Prepare to describe how child assessment data informs lesson planning and teacher-child interactions.
	Education staff have established strategies for using the information from each child's IEP and/or IFSP to tailor services and instruction to support the full participation of children with disabilities	1302.61 (a)	NA Prepare to discuss how children with identified or suspected special needs are served in the classroom. Describe how teachers, parents, and interventionists work together to ensure lesson plans are responsive to children's changing needs.
	Teaching staff develop strategies to promote multilingual learning by promoting the development of children's home language(s) and English.	1302.31 (b) (2)	DLL enrollment numbers in center based and FCC options. Prepare to describe how all multilingual children are supported in the classroom and how teachers, parents, and staff celebrate

			bilingualism to support the full inclusion of dual-language learners.
	Home visitors develop strategies to promote multilingual learning by working with families to promote the development of children's home language(s) and English.	1302.35 (c) (4)	DLL enrollment numbers for the home-based option. Prepare to describe how all multilingual children are supported in the home and how home visitors and parents celebrate bilingualism.
	The grant recipient has a process for supporting education staff to implement organized learning environments that promote healthy development and skill growth.	1302.31 (a)	Training agendas and sign-in sheets directed at learning environments, child development, etc. Coaching and professional development plans focused on classroom organization and setting up nurturing and responsive environments.
Education Data Tour: **Home-Based Strategies**	Home visitors use strategies to promote the parent's role as the child's teacher and intentionally plan home visits jointly with the parents.	1302.35 (b) (1)	Home-based curricula and sample weekly plans. Prepare to describe how home visitors use the curriculum and communication with families to create responsive learning environments in the home that position the parent as the child's teacher.
	Home visitors use strategies to jointly plan group socializations that promote child and parent participation and opportunities to	1302.35 (e)	Socialization agendas and process for developing these agendas. Prepare to describe how child assessment outcomes, family goals, and family recommendations inform

	strengthen parent-child relationships and understanding of child development		socialization events and promote parent-child relationships.
Education Data Tour: **Professional Development and Coaching**	The grant recipient establishes a comprehensive and systemic approach to professional development for education staff, focused on the following areas. -effective curricula implementation - knowledge of content in Head Start Early Learning Outcomes Framework: Ages Birth to Five - partnering with families-supporting children with disabilities and their families - providing effective and nurturing adult-child interactions - supporting dual language learners, as appropriate - addressing challenging behaviors -preparing children and families for transitions -use of data to individualize learning experience to improve child outcomes - promoting anti-bias teaching and learning environments	1302.92 (b) (5)	Professional training agendas and coaching plans for the 2023-2024 program year, including plans for upcoming events. Prepare to describe how training and professional coaching activities promote quality services and education planning and outcomes that align with the HSPPS.

	and equitable teaching and home visiting practices.		
	The grant recipient has a process for assessing all education staff to identify strengths, areas of support, and those who would benefit most from intensive coaching.	1302.92 (c) (1)	Coaching procedures and processes for determining every education staff member's professional development needs. Prepare to describe how the program determines which education staff require intensive coaching and how these staff are systematically supported and evaluated for improvement.
	The grant recipient uses a research-based, coordinated coaching strategy for those staff who are identified as needing intensive coaching.	1302.92 (c) (2)	Coaching policies and procedures. Prepare to describe the program's coaching systems, including how coaches are trained in adult learning. Coaching systems should be described as research-based and used to promote education staff growth and development.
Education Data Tour: **Transitions**	The grant recipient has successfully incorporated strategies to support children and families to transition to their new learning setting.	1302.70-1302.72	Transition policies and procedures. Strategies must be family and child-driven and unique to every family's needs.
Education Data Tour: **Program Management and Quality Improvement**	The grant recipient has established a recordkeeping system for collecting, tracking, and reporting on child- and program-level	1302.101	Prepare to share the child assessment system. Prepare to describe how data is used for lesson planning, case

	assessment and other education services data.		management, family planning, and program-wide improvements.
	The grant recipient has a process for analyzing various program-level education data to understand trends and gaps in curriculum implementation, instruction, and education services.	1302.102 (c) (i)	Most up-to-date child outcomes data at the program-wide level. Prepare to describe and demonstrate how these data are used for quality improvement. Also, share how quality improvements are evaluated for effectiveness.
	The grant recipient has a process for routinely using education data to drive program improvement in the program's education services.	1302.102 (c) (ii)	NA – see above.
Family Community Engagement Data Tour: **Program Foundations to Support Family Well-Being and Family Engagement**	The grant recipient described its strategies to promote two-way communication with families.	1302.50 (b) (2)	Policies and procedures on relationship-based competencies and communication systems with families. Prepare to describe how these strategies promote program awareness of each family's unique needs and assist the agency in creating targeted response plans.
	The grant recipient has a process to communicate with families in their preferred language to the extent possible.	1302.50 (b) (5)	NA Prepare to describe how staff communicate with families with a home language other than English. Describe how all families' home language is honored by program staff in all forms of communication

			(i.e., reports, referral provision, resource provision, goal setting, etc.)
	The grant recipient uses strategies to promote equity among families	Strong Practice (Executive Order)	NA Prepare to describe how all families' unique needs are identified and responded to. Prepare to describe how the program leverages families' unique characteristics and strengths.
	The grant recipient uses strategies to promote family diversity, belonging, and inclusion.	Strong Practice (Executive Order)	NA Prepare to describe strategies used to incorporate every family's voice in program operations, activities, events, and engagement plans.
Family Community Engagement Data Tour: **Family Partnerships**	The program has intake and assessment procedures that align with the Head Start Parent, Family, and Community Engagement Framework Outcomes.	1302.52 (b)	The application, strengths and needs assessment, and family partnership agreements. Prepare to discuss how these processes are informed by data and align with the changing needs of families.
	Family services staff collaborate with families to develop partnership goals based on individual interests and needs.	1302.50 (b) (3)	Up-to-date reports demonstrating progress toward creating and completing family goals. Prepare to share the screen and demonstrate the goals for randomly selected families. Prepare to describe how goals are identified and

			established and the information used to create unique goals for every family.
	The grant recipient has a process to collaborate with families on an ongoing basis to understand family goals and needs and adjust strategies as needed.	1302.52 (c) (3)	Prepare to review randomly selected family goals and show how follow-up is documented and tracked for completion or strategic changes.
Family Community Engagement Data Tour: **Program Management and Quality Improvement**	The grant recipient has established a system to ensure family services staff have the capacity to manage their workloads to support enrolled families.	1302.101 (a) (3)	Family advocate caseload policies, if any. Prepare to describe how caseload sizes are established to ensure every family receives equitable support and manageable caseloads and promote high-quality service delivery.
	The grant recipient provides regular and ongoing supervision to support family services staff's individual development and their delivery of quality services to families.	1302.101 (a) (2)	NA Describe regular and ongoing supervision of family service staff. Provide examples of improvements in staff performance based on ongoing feedback and support.
Family Community Engagement Data Tour: **Promoting Strong Parenting, Relationships, and Engagement**	The grant recipient uses a parenting curriculum that builds on parent's knowledge and offers the opportunity to practice their parenting skills.	1302.51 (b)	NA Describe why the research-based parenting curriculum was selected and how it is used.

			Provide examples of how parenting has improved due to the curriculum implementation.
	The grant recipient described efforts to provide families with opportunities to improve their parenting knowledge and skills, including support for their child's learning and development.	1302.51 (a)	NA Describe efforts to improve parenting skills outside of the parenting curriculum implementation.
	The grant recipient developed specific strategies to engage fathers and other male caregivers in their child's learning and development and support parent-child relationships.	1302.50 (b) (1)	NA Describe male engagement structures and systems. Provide examples of data-informed male engagement activities improved male participation in children's development.
Family Community Engagement Data Tour: **Community Partnerships**	The grant recipient has a process to develop community partnerships that align with families' needs or family partnership goals.	1302.53 (a) (1)	Lists of community partnerships. Describe how community partnerships are developed and improved upon from year to year.
Family Community Engagement Data Tour: **Program Management and Quality Improvement**	The grant recipient established a recordkeeping system for collecting, tracking, and reporting program-level family services data.	1302.101(a)(4)	Share the record-keeping system. Describe how it is used and share the most up-to-date information on program-level family outcomes.
	The grant recipient has a process for analyzing various family services data to	1302.102 (c) (1)	NA

	understand trends and gaps in services and inform continuous improvement to family services.		Provide examples of how data is used to make program-wide strategic improvements in family services.
Health Services Data Tour: **Child Health & Oral Health Status and Care**	The grant recipient has a process for determining whether all children have sources of continuous, accessible health care and health insurance coverage within 30 days.	1302.42 (a) (1)	Share the most up-to-date reports demonstrating progress toward 30-day HSPPS requirements. Prepare to share examples of follow-up for children without evidence of health insurance in 30 days.
	The grant recipient has a process for obtaining determinations from health care and oral health care professionals as to whether all children are up to date on their health status within 90 days.	1302.42 (b)(1)(i)	Share the most up-to-date reports for all program options demonstrating progress toward 90-day requirements. Prepare to describe how the program collects this information and identifies children without these health services.
	The grant recipient has a process for performing or obtaining vision and hearing screenings for all children within 45 days.	1302.42 (b) (2)	Share the most up to date 45-day requirement reports. Prepare to describe the system for collecting these data and following up on incomplete or failed events.
	The grant recipient has a process for supporting children to receive ongoing well-child and oral health care.	1302.42 (c)	Share the most up to date reports on all health events. Prepare to demonstrate how the program tracks children's progress toward expired events and promotes continued care.

	The grant recipient has a process for tracking referrals and supporting families with follow-up care for children who are identified with a health problem, developmental delay, or concern identified on screenings.	1302.42 (d) (2)	Share on-screen children who require follow-up care. Prepare to describe how ongoing communication with parents, providers, therapists, and interventionists supports children and families needing additional resources and care.
	The grant recipient establishes a Health Services Advisory Committee and a process for using the expertise of its members.	1302.40 (b)	Meeting minutes and/or agenda from the most recent HSAC meeting. Prepare to describe the composition of the HSAC and provide examples of how their knowledge and expertise has been leveraged.
Health Services Data Tour: **Mental Health and Social & Emotional Well-Being**	The grant recipient has a licensed mental health consultant (s) who provides consultation across the program.	1302.45 (a) (2)	Consultant or mental health staff credentials and/or certifications.
	The grant recipient has a process for the mental health consultant to assist teachers and family childcare providers in meeting children's mental health and social and emotional needs through observation and consultation.	1302.45 (b) (2)	Share on-screen mental health referral system and follow-up communication. Prepare to describe how every classroom teacher, child, FCC home, and home-based family is assessed for mental health care needs. Provide examples of follow-up systems and family improvements resulting from consistent, routine,

			and regular assessments and strategies provided by consultants.
	The grant recipient has a process for the mental health consultant to assist other staff, including home visitors, in meeting children's mental health and social and emotional needs through observation and consultation.	1302.45 (b)(3)	See above.
	The grant recipient has developed policies and procedures that prohibit the use of expulsion due to children's behavior	1302.17 (b)	Policies and procedures on expulsion and suspension.
	The grant recipient has developed policies and procedures that prohibit or severely limit the use of suspension due to children's behavior.	1302.17 (a)	See above.
	The grant recipient suspended one or more children due to behavior in the previous 12 months.	1302.17	Consecutive absence reports from all children in the past twelve months, including reasons for suspension.
	The grant recipient has expelled one or more children due to behavior in the previous 12 months.	1302.17	Reports on all children that dropped from the program in the past twelve months including reason for exiting the program.
Health Services Data Tour: **Safe and Sanitary Environments**	The grant recipient has a process for ensuring all staff are trained to implement health and safety practices	1302.47 (b) (4)	Health and safety training agendas and sign-in sheets for all program options.

	that always keep children safe.		
	The grant recipient has an established process to ensure that all violations of supervision, unauthorized release, and/or inappropriate discipline are reported to the Regional Office immediately or as soon as possible as practicable.	1302.102 (d) (1) (ii)	Two years of licensing reports for all licensed facilities and the corresponding OHS report, including dates and details of the incidents.
	The grant recipient has a process to routinely monitor and ensure the safety of its indoor and outdoor facilities.	1302.47 (b) (1) (ix)	Policies and procedures on routine health and safety monitoring, including daily, weekly, monthly, and quarterly expectations. Share on-screen safety monitoring reports and outcomes, including any action taken for potentially hazardous conditions.
	The grant recipient has a process to monitor and ensure the safety of its indoor and outdoor equipment and materials.	1302.47 (b) (2) (y)	See above.
	The grant recipient has a process to ensure children are not exposed to lead in paint and water in their facilities.	1302.47 (b) (1) (iii)	Two years of paint and water lead testing results and evidence of action taken for failed tests.
Health Services Data Tour: **Expectant Families**	The grant recipient has a process for providing prenatal and postnatal education, information, and support to	1302.81	Prenatal curriculum and examples of prenatal home visits.

	enrolled expectant families, including their partners.		
	The grant recipient has a process for facilitating connections and referrals to comprehensive services for all expectant families.	1302.80	Share on-screen referrals provided to expectant parents and follow-up details for all expectant families receiving referrals.
	The grant recipient has a process for scheduling a newborn visit within two weeks of an infant's birth to offer support and identify family needs.	1302.80 (d)	Share new born visits and detailed notes on the outcomes for a random sample of these visits.
Health Services Data Tour: **Program Management and Quality Improvement**	The grant recipient provides regular and ongoing supervision to support the health services staff's individual development and the delivery of quality services to families.	1302.101 (a) (2)	Describe regular and ongoing supervision of health services staff. Provide examples of improvements in staff performance based on ongoing feedback and support.
	The grant recipient established a recordkeeping system for collecting, tracking, and reporting program-level health services data.	1302.101(a)(4)	Share the record-keeping system. Describe how it is used and share the most up-to-date information on program-level family outcomes.
	The grant recipient has a process for analyzing various health and safety data to understand trends and gaps in services and inform continuous improvement to	1302.102 (C) (1)	NA Provide examples of how data is used to make program-wide strategic improvements in health services.

	health services and the program's safety practices.		
ERSEA Data Tour: **Recruitment and Selection**	The grant recipient describes a strategy to locate children and expectant families with the greatest need (e.g., low family income, children with disabilities, children who are in foster care or experiencing homelessness).	1302.13	The recruitment plan and selection criteria. Prepare to describe changes in the plan and criteria based on data-informed program reports and community needs assessments.
	The grant recipient describes how the needs identified in their current community assessment informed their selection criteria	1302.14 (a) (1)	See above.
ERSEA Data Tour: **Eligibility**	The grant recipient has a process to verify and track eligibility for each participant in alignment with the regulations.	1302.12 (i)	Policies and procedures on eligibility determination. Sample application packet, including eligibility verification forms.
	The grant recipient has a process to verify the age of each participant in alignment with the regulations.	1302.12 (h)	Share a random sample of up to fifteen processed applications to demonstrate age verification.
	The grant recipient has a process to retain all required eligibility documentation.	1302.12 (k) (2) (i)	Share a random sample of up to fifteen processed applications to demonstrate that all documentations align with the selected category and were retained electronically or physically.
	The grant recipient has an eligibility verification process	Strong Practice	Policies and procedures on eligibility determination may include

	to protect the program against fraudulent enrollment.		determination and re-determination practices to ensure accuracy.
	The grant recipient has a process for providing training on policies and methods guiding the eligibility determination process.	1302.12 (m) (1)	Training agendas and sign-in sheets for eligibility determination procedures. Training schedules. Prepare to describe how new staff are trained during the onboarding process and ongoing thereafter.
	The grant recipient has a process to provide eligibility training to all staff that make eligibility determinations within 90 days of hire	1302.12 (m) (2)	See above.
ERSEA Data Tour: **Enrollment**	The grant recipient has a process to identify and fill vacancies within 30 days	1302.15 (a)	Vacancy reports for all program options. Prepare to describe the enrollment process and reasons for slots remaining vacant beyond 30 days.
	The grant recipient has a process to ensure at least ten percent of the program's total funded enrollment is children eligible for services under IDEA	1302.14 (b) (1)	Enrollment reports for children with IEPs or IFSPs. Prepare to describe systems for determining IDEA eligibility at the time of enrollment and after enrollment when appropriate. Prepare to describe recruitment activities for children with

			disabilities to ensure the maintenance of 10 percent enrollment.
ERSEA Data Tour: **Program Management and Quality Improvement**	The grant recipient has a strategy for regular and ongoing supervision to support ERSEA staff's development and services.	1302.101 (a) (2)	Describe regular and ongoing supervision of ERSEA staff and provide examples of improvements in staff performance based on ongoing feedback and support.

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Compliance Item: Data for Continuous Improvement

Compliance Items	Potential Areas of Non-Compliance	Person Responsible	Timelines	Corrective Action	Documentation	Expected Outcomes
Head Start Program Performance Standards (HSPPS) 1302.102 (c)(2) Using Data for Continuous Quality Improvement: (i) Ensure data is aggregated, analyzed and compared in such a way to assist agencies in identifying risks and informing strategies for continuous improvement in all program service areas.	The program did not have a complete system for tracking program performance beyond individualized case management and family planning. The management team reports program risks anecdotally.	Data Analyst Administrative Staff- Support Services Quality Assurance Administrator	March 1, 2024, and ongoing	Incorporate data analysis into all management team meetings by August 2024. Continue to leverage Power BI for a more robust reporting system by August 2024. Attend Power BI conference to expand program capabilities by September 2024.	Advanced reporting	Program will leverage Child Plus reporting along with Power BI for a more robust reporting system.

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Compliance Item: Follow-up of well child and oral health care

Compliance Items	Potential Areas of Non-Compliance	Person Responsible	Timelines	Corrective Action	Documentation	Expected Outcomes
HSPPS 1302.42 (a-c) Ensuring up-to-date child health status: (a) Within 30 calendar days after the child first attends the program determine whether each child has ongoing sources of continuous, accessible health care – provided by a health care professional (b)Within 90 calendar days after the child attends the program is up to date on an age-appropriate preventive and primary medical and oral health care schedule. (c) Within 45 calendar days after the child first attends the program, must either obtain or perform evidence-based vision and hearing screenings.	The program did not ensure that all children had an ongoing source of care within 30 days of enrollment, that all children were up to date on the Early Periodicity Schedule within 90 days of enrollment, or that all children had a hearing and vision screening within 45 days.	Support Services Manager Heath/Nutrition Supervisor Assistant Director-Program	March 1, 2024, and ongoing	During review, it was found that not all well child and oral health care documentation was being recorded on Child Plus Database: source documentation was included in the child file. Staff Training: Early childhood educators, family advocates, and family service workers by September 2024. Meet with Child Plus Consultant to optimize use of child plus on monitoring of well child and oral health care events by October 2024.	Well child and oral health care entries in Child Plus Training Documentation Health Event Reminder Training. Child File and Child Plus Report with no findings.	All children meet Head Start Program Performance Standards 1302.42 (a-c)

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Compliance Item: Funded Enrollment and Waiting List

Compliance Items	Potential Areas of Non-Compliance	Person Responsible	Timelines	Corrective Action	Documentation	Expected Outcomes
HSPPS 1302.15 Enrollment (a) Funded Enrollment: A program must maintain its funded enrollment level and fill any vacancy as soon as possible, usually within 30 days. 1302.14 (c) Waiting List: A program must maintain its funded enrollment level and fill any vacancies as soon as possible, usually withing 30 days. Head Start Act 642(g): Requires Head Start programs to enroll 100 percent of its funded enrollment and maintain an active waiting list at all times with ongoing outreach to the community and activities to identify underserved populations.	The Office of Head Start has the authority to designate an agency as chronically under enrolled and reduce the base grant for programs that are not fully enrolled.	Program Design and Management Administrator Enrollment and Attendance Manager	March 1, 2024, and ongoing	Wage Comparability Study was completed. The agency was able to increase staff wages, provide better benefits, and offer a recruitment and retention incentive. Construction was completed at 5 centers however licensing pending at three centers. Due to saturation of service area for 4-year-olds change of scope submitted to OHS.	Completed Wage Comparability Study Benefits- As of January 1, 2024, additional benefit options with less cost to the employee were available. Change of Scope- program options with more focus on 3-year-olds effective July 1, 2024.	Full Enrollment and active waiting list.

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Compliance Item: Policy Council

Compliance Items	Potential Areas of Non-Compliance	Person Responsible	Timelines	Corrective Action	Documentation	Expected Outcomes
Head Start Program Performance Standards 1301.3(b) Policy Council and Policy Committee: Parents of children currently enrolled in each program option must be proportionately represented on the policy council and the policy committee at the delegate level.	The program's funded enrollment is 1689 in 118 classrooms; however, the policy council comprises ten members. The composition is smaller than expected for a program of this size.	Policy Council Coordinator Center Based Administrator Assistant Director Program	March 1, 2024, and ongoing	Governance Training and the importance of creating a robust council at Pre-Service completed August 2024. Incorporating governance training at other professional development opportunities to increase staff motivation by October 2024. During the application process recruit families for PC Leadership Opportunity.	Policy Council Roster	Additional policy council center representation.