



**Community Action Partnership of Kern
Head Start/State Child Development**

POLICY COUNCIL MEETING PACKET

May 26, 2026

POLICY COUNCIL STANDING COMMITTEES

May 2026

EXECUTIVE COMMITTEE

Chairperson: **James Osborne**
Vice Chairperson: **Rebecca Castro**
Secretary: **Alejandra Verduzco**
Treasurer: **Maria Reyes**
Parliamentarian: **Martiza Garcia**

STANDING COMMITTEE MEMBERS

Board of Directors: **Maria Reyes**

BUDGET & FINANCE

Chairperson: **Maria Reyes**

1. James Osborne
2. Lupe Perez-Garcia
3. Santra Buckhalter
4. Maria Izaguirre
- 5.
- 6.

BYLAWS

Chairperson: **Maritza Garcia**

1. Candy Diaz
2. Pablo Reyes
3. Santra Buckhalter
4. Elizabeth Williams
- 5.

PLANNING

Chairperson: **Rebecca Castro**

1. James Osborne
2. Jennifer Juarez
3. Zuleima Garcia
4. Shelby Nava
5. Natalie Villagrana
- 6.

SCHOOL READINESS

Chairperson: **Alejandra Verduzco**

1. Clarissa Mendoza
2. Frances Torres
3. Rebecca Castro
4. Sandra Ibarra
5. Markquetta Jordan



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

2025 - 2026

#	REGION 1	Nov 2025	Dec 2025	Jan 2026	Feb 2026	Mar 2026	Apr 2026	May 2026	June 2026	July 2026	Aug 2026	Sept 2026	Oct 2026
1	Candy Diaz - Pete Parra	X	ABS	X	ABS	X	X						
2	Zuleima Garcia - Pete Parra	X	ABS	X	X	X	X						
3	James Osborne - Shafter EHS	X	X	ABS	X	ABS	X						
4	Clarissa Mendoza-Virginia	x	X	X	X	X	ABS						
#	REGION 2	Nov 2025	Dec 2025	Jan 2026	Feb 2026	Mar 2026	Apr 2026	May 2026	June 2026	July 2026	Aug 2026	Sept 2026	Oct 2026
1	Martiza Garcia - Angela Martinez	X	X	X	X	ABS	X						
2	Frances Torres - Martha J Morgan	X	X	ABS	X	ABS	X						
3	Markquetta Jordan - Angela Martinez						ABS						
4	Vacancy												
#	REGION 3	Nov 2025	Dec 2025	Jan 2026	Feb 2026	Mar 2026	Apr 2026	May 2026	June 2026	July 2026	Aug 2026	Sept 2026	Oct 2026
1	Alejandra Verduzco - Primeros Pasos	X	ABS	X	X	X	X						
2	Natalie Villagrana - San Diego						ABS						
3	Vacancy												
4	Vacancy												
#	REGION 4	Nov 2025	Dec 2025	Jan 2026	Feb 2026	Mar 2026	Apr 2026	May 2026	June 2026	July 2026	Aug 2026	Sept 2026	Oct 2026
1	Maria Reyes - Harvey Hall	X	ABS	X	X	X	X						
2	Rebecca Castro - Harvey Hall	X	X	ABS	X	X	X						
3	Santra Buckhalter - Oasis						X						
4	Shelby Nava - Rosamond						X						
#	REGION 5 - Home Base	Nov 2025	Dec 2025	Jan 2026	Feb 2026	Mar 2026	Apr 2026	May 2026	June 2026	July 2026	Aug 2026	Sept 2026	Oct 2026
1	Maria Izaguirre Bonilla - N. Sanchez						X						
2	Sandra Ibarra - M. Martinez						ABS						
#	REGION 5 - Partnership	Nov 2025	Dec 2025	Jan 2026	Feb 2026	Mar 2026	Apr 2026	May 2026	June 2026	July 2026	Aug 2026	Sept 2026	Oct 2026
1	Vacancy												
#	REGION 6 - San Joaquin	Nov 2025	Dec 2025	Jan 2026	Feb 2026	Mar 2026	Apr 2026	May 2026	June 2026	July 2026	Aug 2026	Sept 2026	Oct 2026
1	Jennifer Juarez Hernandez - Lathrop	X	X	X	X	X	ABS						
2	Vacancy												
#	Community Representatives	Nov 2025	Dec 2025	Jan 2026	Feb 2026	Mar 2026	Apr 2026	May 2026	June 2026	July 2026	Aug 2026	Sept 2026	Oct 2026
1	Pablo Reyes - Past Parent				X	ABS	X						
2	Vacancy												
3	Vacancy												
#	Board Member	Nov 2025	Dec 2025	Jan 2026	Feb 2026	Mar 2026	Apr 2026	May 2026	June 2026	July 2026	Aug 2026	Sept 2026	Oct 2026
1	Lupe Perez-Garcia					X	X						

[illegible]

School Readiness Committee

Member	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Alejandra Verduzco		X	X	X	X					
Clarissa Mendoza		X	X	X	ABS					
Frances Torres		X	X	ABS	X					
Rebecca Castro		ABS	X	X	ABS					
Sandra Ibarra					X					
Markquetta Jordan					X					

Bylaws Committee

Member	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Maritza Garcia		X		X						
Candy Diaz		X		X						
Pablo Reyes				X						
Santra Buckhalter										
Elizabeth Williams										

Board of Directors

Member	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Maria Reyes	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	May 26, 2026
TIME	5:30 p.m.
LOCATION	CAPK Administrative Office 1300 18 th Street 3 rd Floor – Board Conference Room Bakersfield, CA 93301
TEAMS LINK	Join the meeting now
MEETING ID	249 844 835 075 24
PASSCODE	ih7Co9ci

Policy Council Meeting Agenda

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	James Osborne	Maritza Garcia	Sandra Ibarra
Candy Diaz	Jennifer Juarez	Markquetta Jordan	Santra Buckhalter
Clarissa Mendoza	Lupe Perez-Garcia	Natalie Villagrana	Shelby Nava
Elizabeth Williams	Maria Izaguirre	Pablo Reyes	Zuleima Garcia
Frances Torres	Maria Reyes	Rebecca Castro	

2. Public Comments

The public may address the Policy Council on items that are 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 Reports

- Budget & Finance Committee – Maria Reyes
- Bylaws Committee – Maritza Garcia
- Planning Committee – Rebecca Castro
- School Readiness Committee – Alejandra Verduzco

4. Presentation

- Education Overview and Understanding Developmental Domains for School Readiness – Cynthia Rodriguez, Education Manager

5. Consent Agenda

Action Item

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.

- Policy Council Meeting Minutes – April 28, 2026 (English/Spanish) **(p. 10-22)**
- Policy Council Planning Committee Meeting Minutes – April 14, 2026 **(p. 23-24)**
- Policy Council School Readiness Committee Meeting Minutes – April 16, 2026 **(p. 25-27)**
- Head Start Budget to Actual Report, March 1, 2026, through March 31, 2026 **(p. 28-30)**
- Early Head Start Budget to Actual Report, March 1, 2026, through March 31, 2026 **(p. 31-33)**
- Head Start McFarland Modular as of March 31, 2026 **(p. 34-35)**
- Head Start and Early Head Start Kern Non-Federal and In-Kind Report, March 1, 2026, through March 31, 2026 **(p. 36)**
- Parent Travel & Childcare March 1, 2026 through March 31, 2026 **(p. 37)**
- Parent Activities through March 1, 2026 through March 31, 2026 **(p. 38)**

- j. Head Start Program Review & Evaluation Report – April 2026 **(p. 39-40)**
- k. Kick It California – Community Action Partnership of Kern **(p. 41-42)**
- l. Backpack Connection Series: How to Help Your Child Have a Successful Morning (English/Spanish) **(p. 43-44)**
- m. Bakersfield Behavioral Healthcare Hospital – Kern County (English/Spanish) **(p. 45-48)**
- n. Children’s System of Care – Kern County Behavioral Health Recovery Services **(p. 49-52)**
- o. 7 Ways to Practice ACEs Self-Care and Build Resiliency **(p. 53)**
- p. I’m So Stressed Out – National Institute of Mental Health (English/Spanish) **(p. 54-57)**
- q. Taking Care of Yourself – Office of Head Start National Center on Health, Behavioral Health and Safety **(p. 58-59)**
- r. Teaching Your Child About Feelings – Office of Head Start National Center on Health, Behavioral Health and Safety **(p. 60-61)**
- s. Help Us Stay Calm – National Model for Pyramid Innovations (English/Spanish) **(p. 62-63)**
- t. Belly Breathing – Mylemarks **(p. 64)**
- u. Top Ten Tips for Gardening with Kids – KidsGardening **(p. 65-66)**
- v. Design a Healing Garden – KidsGardening **(p. 67-68)**
- w. Mindfulness in the Garden – KidsGardening **(p. 69-72)**
- x. Head Start West Legacy Scholarship – DEADLINE: May 29, 2026 **(p. 73)**
- y. Coffee With a Cop – May 30, 2026; Starbucks Coffee, Bakersfield, CA **(p. 74)**
- z. Movies in the Park – June 5, 2026; Greystone Park, Bakersfield, CA **(p. 75)**
- aa. Catfish Derby – June 6, 2026; Shumway Oak Grove Regional Park, Stockton, CA **(p. 76)**
- bb. FatherFest – June 13, 2026; Victory Park, Stockton, CA **(p. 77)**
- cc. Friday Night Market – June 19, 2026, San Joaquin County Fairgrounds, Stockton, California **(p. 78)**
- dd. Astronomy in the Park – June 20, 2026; Shumway Oak Grove Regional Park, Stockton, CA **(p. 79)**
- ee. Native Plant Trail Nature Walk – June 21, 2026, Nature Center, Shumway Oak Grove Regional Park, Stockton, CA **(p. 80)**
- ff. Head Start Recruitment Flyer (English/Spanish) **(p. 81-82)**
- gg. Early Head Start San Joaquin Flyer (English/Spanish) **(p. 83-84)**
- hh. Home Visiting Program Flyer (English/Spanish) **(p. 85-86)**
- ii. Policy Council Meeting Dates **(p. 87)**

6. New Business

Action Item

- a. 2026-2027 School Readiness Goals – Cynthia Rodriguez, Education Manager **(p. 88-109)**
- b. 2027-2028 Head Start Program Goals and Objectives – Rosa Guerrero, Administrative Analyst **(p. 110-120)**

7. Standing Reports

- a. Program Governance – Lisa Gonzales, Program Governance Coordinator
- b. Community Representative – Pablo Reyes, Past Parent
- c. Board of Directors – Lupe Perez-Garcia, CAPK Board Member
- d. Head Start/State Child Development – Yolanda Gonzales, Director Head Start/State Child Development

8. Policy Council Chairperson Report

9. Policy Council Member Comments

10. Next Scheduled Meeting

11. Adjournment



FECHA	26 de mayo de 2026
HORA	5:30 p.m.
UBICACIÓN	Oficina Administrativa de CAPK 1300 18th Street 3ª planta – Sala de conferencias de la Junta Bakersfield, CA 93301
ENLACE DE EQUIPOS	Únete a la reunión ahora
IDENTIFICACIÓN DE LA REUNIÓN	249 844 835 075 24 ih7Co9ci
CÓDIGO DE ACCESO	

Agenda de la reunión del Consejo de Política

La promesa de la acción comunitaria

La Acción Comunitaria cambia la vida de las personas, encarna el espíritu de esperanza, mejora las comunidades y hace de Estados Unidos un lugar mejor para vivir. Nos importa toda la comunidad y estamos dedicados a ayudar a las personas a ayudarse a sí mismas y a ayudarse entre sí.

1. Llamada al Orden

a. Lista de Lista

Alejandra Verduzco	James Osborne	Maritza Garcia	Sandra Ibarra
Candy Diaz	Jennifer Juárez	Markquetta Jordan	Santra Buckhalter
Clarissa Mendoza	Lupe Pérez-García	Natalie Villagrana	Shelby Nava
Elizabeth Williams	Maria Izaguirre	Pablo Reyes	Zuleima García
Frances Torres	Maria Reyes	Rebecca Castro	

2. Comentarios públicos

El público puede dirigirse al Consejo de Políticas sobre los puntos que no estén en la agenda. Los ponentes están limitados a 3 minutos. Si más de una persona desea abordar el mismo tema, el tiempo total en grupo será de 10 minutos. Por favor, indique su nombre antes de hacer su presentación.

3. Informes de los comités

- Comité de Presupuesto y Finanzas – Maria Reyes
- Comité de Estatutos – Maritza García
- Comité de Planificación – Rebecca Castro
- Comité de Preparación Escolar – Alejandra Verduzco

4. Presentación

- Visión general de la educación y comprensión de los dominios del desarrollo para la preparación escolar – Cynthia Rodriguez, Responsable de Educación

5. Agenda de consentimiento

Ítem de acción

La Agenda de Consentimiento consiste en puntos considerados rutinarios y no controvertidos. Estos puntos se aprueban en una sola moción, salvo que un miembro del Consejo o el público soliciten la retirada de un artículo en particular. Si se solicita un comentario o discusión, el punto será eliminado de la Agenda de Consentimiento y se considerará en el orden indicado.

- Acta de la reunión del Consejo de Políticas – 28 de abril de 2026
- Acta de la reunión del Comité de Planificación del Consejo de Políticas – 14 de abril de 2026
- Acta de la reunión del Comité de Preparación Escolar del Consejo de Políticas – 16 de abril de 2026
- Presupuesto de Head Start al informe actual, del 1 de marzo de 2026 al 31 de marzo de 2026
- Presupuesto anticipado de Head Start al informe actual, del 1 de marzo de 2026 al 31 de marzo de 2026
- Head Start McFarland Modular a 31 de marzo de 2026

- g. Head Start y Head Start Anticipado Informe no federal y en especie de Kern, del 1 de marzo de 2026 al 31 de marzo de 2026
- h. Viajes y cuidado de padres del 1 de marzo de 2026 al 31 de marzo de 2026
- i. Actividades para padres desde el 1 de marzo de 2026 hasta el 31 de marzo de 2026
- j. Informe de Revisión y Evaluación del Programa Head Start – abril 2026
- k. Kick It California – Alianza de Acción Comunitaria de Kern
- l. Serie Backpack Connection: Cómo ayudar a tu hijo a tener una mañana exitosa (inglés/español)
- m. Hospital de Salud Conductual Bakersfield – Condado de Kern (inglés/español)
- n. Sistema de Cuidado Infantil – Servicios de Recuperación de Salud Conductual del Condado de Kern
- o. 7 formas de practicar el autocuidado de las ACEs y construir resiliencia
- p. Estoy muy estresado – Instituto Nacional de Salud Mental (inglés/español)
- q. Cuidarse a uno mismo – Oficina del Centro Nacional de Salud y Seguridad Conductual Head Start
- r. Enseñando a tu hijo sobre los sentimientos – Oficina de Head Start Centro Nacional de Salud, Salud Conductual y Seguridad
- s. Ayúdanos a mantener la calma – Modelo Nacional para Innovaciones en Pirámides (inglés/español)
- t. Respiración abdominal – Mylemarks
- u. Los diez mejores consejos para jardinería con niños – KidsGardening
- v. Diseña un jardín curativo - KidsGardening
- w. Atención plena en el jardín – KidsGardening
- x. Beca Legado Head Start West – FECHA LÍMITE: 29 de mayo de 2026
- y. Café con un policía – 30 de mayo de 2026; Starbucks Coffee, Bakersfield, CA
- z. Movies in the Park – 5 de junio de 2026; Greystone Park, Bakersfield, CA
- aa. Catfish Derby – 6 de junio de 2026; Parque Regional Shumway Oak Grove, Stockton, CA
- bb. FatherFest – 13 de junio de 2026; Victory Park, Stockton, CA
- cc. Mercado de viernes por la noche – 19 de junio de 2026, recinto ferial del condado de San Joaquín, Stockton, California
- dd. Astronomía en el Parque – 20 de junio de 2026; Parque Regional Shumway Oak Grove, Stockton, CA
- ee. Sendero de Plantas Nativas Nature Wak – 21 de junio de 2026, Centro de Naturaleza, Parque Regional Shumway Oak Grove, Stockton, CA
- ff. Folleto de reclutamiento de Head Start (inglés/español)
- gg. Early Head Start San Joaquin Flyer (inglés/español)
- hh. Folleto del Programa de Visitas en Casa (inglés/español)
- ii. Fechas de las reuniones del Consejo de Política

6. Nuevos negocios

Ítem de acción

- a. Objetivos de preparación escolar 2026-2027 – Cynthia Rodriguez, Responsable de Educación
- b. Metas y objetivos del Programa Head Start 2027-2028 – Rosa Guerrero, Analista Administrativa

7. Informes permanentes

- a. Gobernanza de Programas – Lisa Gonzales, Coordinadora de Gobernanza de Programas
- b. Representante de la comunidad – Pablo Reyes, antiguo padre
- c. Junta Directiva – Lupe Pérez-García, Miembro de la Junta Directiva de CAPK
- d. Head Start/Desarrollo Infantil Estatal – Yolanda Gonzales, Directora Head Start/Desarrollo Infantil Estatal

8. Informe del Presidente del Consejo de Políticas

9. Comentarios de los miembros del Consejo de Políticas

10. Próxima reunión programada

11. Suspensión de la sesión

COMMUNITY ACTION PARTNERSHIP OF KERN
POLICY COUNCIL MEETING MINUTES
April 28, 2026
CAPK Administrative Office
1300 18th Street, Bakersfield, CA 93301

1. Call to Order

The meeting was called to order at 5:36 p.m.

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

Policy Council Members Present: Alejandra Verduzco, Candy Diaz, Frances Torres, James Osborne, Lupe Perez, Maria Izaguirre, Maria Reyes, Maritza Garcia, Pablo Reyes, Rebecca Castro, Zuleima Garcia, Santra Buckhalter, Shelby Nava

Policy Council Members Absent: Clarissa Mendoza, Markquetta Jordan, Natalie Villagrana, Sandra Ibarra, Jennifer Juarez

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. Committee Reports

a. **Budget & Finance – Maria Reyes**

The Budget & Finance Committee met on April 21, 2026; however, there was only one member in attendance and therefore a quorum was not established. Nonetheless, all standing financial reports for the period March 1, 2025 through February 28, 2026, were shared as a matter of information. The next Budget & Finance Committee meeting will be held on May 19, 2026 at 5:30 p.m. on Microsoft Teams.

b. **Bylaws – Candy Diaz**

The Bylaws Committee met on April 7, 2026 at 5:30 p.m. In continuing its review of the CAPK Head Start Policy Council Bylaws, the committee discussed Articles IV through VI. This included information regarding Policy Council Officers, and their respective roles, the potential of conference travel for members and more. The Bylaws Committee will continue to review and discuss the document in its entirety over the course of the term and will meet next on June 2, 2026.

c. **Planning – Rebecca Castro**

The Planning Committee met on April 14, 2026 with a quorum established. The Enrollment Staffing Report along with the Division Program Report for March 2026 was shared with members. Early Head Start reached 98% enrollment and Head Start reached 100% enrollment. The reportable enrollment for Head Start San Joaquin was at 40% during the same reporting period. Additionally, Central Kitchen delivered 67,173 meals during the month of March. Progress on the program's School Readiness goals was also shared with the committee. Various recruitment events have taken place within the community including weekly intake clinics in the Enrollment & Attendance Department. The next Planning meeting will take place on May 12, 2026 at 5:30 p.m. on Microsoft Teams.

d. **School Readiness – Alejandra Verduzco**

The School Readiness Committee met on April 16, 2026 with a quorum established. The April agenda and previous meeting minutes were reviewed and approved without changes. The meeting focused on the Home Base program option. This included the services provided to families, developmental and social-emotional screenings as well as the referral process for health, nutrition, and developmental concerns. Staff highlighted how school readiness goals are developed by using assessment data. Additional discussion included program transitions from prenatal services through kindergarten as well as the structure of home visits and socializations that promote early learning across key developmental areas. Announcements included the upcoming focus on language and literacy, completion of DRDP assessments

and upcoming Parent Conferences. The next School Readiness Committee meeting is scheduled for May 21, 2026 at 5:30 p.m.

4. Presentations

a. CAPK Head Start Intervention Services Overview – Oscar Martinez, Head Start Intervention Specialist

An informative presentation about Head Start Intervention Services was provided to the Policy Council by Oscar Martinez, CAPK Head Start Intervention Specialist. Oscar shared that the Intervention Team is comprised of eight staff who are responsible for working with all Head Start sites, as well as the program's Early Childhood Educators (Home Base), and Family Child Care Partnerships. Oscar provided the Council with a little background information and stated that in the past wellness, (mental health) was one program with specific staff and disabilities was a separate program with its own staff. However, the two areas have since combined and all Intervention Specialists now cover both wellness and disabilities. It was noted that the presentation would be a very brief overview covering the Pyramid Model Practices, Referral Services, Monitoring, Individualized Family Service Plans (IFSPs), and Individualized Educational Plans (IEPs) as well as the program's consultant, Dr. Kirk.

Pyramid Practices are evidence-based and promote nurturing and responsive relationships between staff and families, along with the Intervention Specialist, with everyone involved working together to provide appropriate and necessary services to children in the classroom. Discussion ensued regarding the many posters and other visuals in classrooms, including feeling faces for social emotional learning, rules, schedules and more. The idea is to prevent challenging behaviors in the classroom. When there are such behaviors, observations and documentation take place. However, the team cannot get involved without parental consent, this includes observing a child.

If a parent has a concern about their child, they can complete a referral form, and the Intervention Specialist will then observe the child in the classroom. This observation also includes monitoring the environment, noticing if there is anything happening that is initiating the behavior, or if there is something missing from the environment that may trigger a behavior. Communication is also monitored, such as how the child is interacting with other children, how they are responding to the teachers, etc. Information gathered is then reviewed to ensure all parties are onboard, from parents, teachers, to the Site Supervisor and Program Manager. A plan with strategies for implementation to help alleviate behaviors is created. Discussion also ensued regarding IEPs and IFSPs and the support provided to children as they work towards the goals indicated on their plan. Oscar pointed out that CAPK Head Start is a general education setting, it is not a special education setting; however, opportunities for all children, with or without special needs are provided, to play and learn together as well as learning to appreciate each other's differences.

In closing, Oscar spoke about the program's consultant, Dr. Michael Kirk. He shared that Dr. Kirk has been with the program for over 30 years and is a local child psychologist. Dr. Kirk provides monthly staff training as well as separate monthly parent training which are open to all parents in the program. Trainings are held at different centers each month with the last training held at Fairfax Head Start. Oscar added that this service is one of a kind, stating that parents can come to the training and share any concerns with the doctor and he can provide insight and tools to support parents. Additionally, in some cases, with proper approval he can also provide an evaluation for a child. All services are provided at no cost.

It was asked where a parent would find Dr. Kirks contact information. Oscar shared that parents who are interested in getting in touch with Dr. Kirk can reach out to their Family Service Worker or Early Childhood Educator for more information. Additionally, a member shared that she has attended parent training with Dr. Kirk and stated that he is extremely knowledgeable and from the moment she spoke with him things started to make sense. She highly recommends attending a parent training, adding that this is a free session with a child psychologist that you won't get anywhere else.

5. Consent Agenda

***ACTION**

The Consent Agenda consists of items that are considered routine and non-controversial. These items are approved in one motion unless a member of the Council or the public requests the 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 – March 24, 2026
- b. Policy Council Bylaws Committee Meeting Minutes – February 3, 2026
- c. Policy Council Planning Committee Meeting Minutes – March 10, 2026
- d. Policy Council Budget & Finance Committee Meeting Minutes – March 17, 2026
- e. Policy Council School Readiness Committee Meeting Minutes – March 19, 2026
- f. Head Start Budget to Actual Report, March 1, 2025, through February 28, 2026
- g. Early Head Start Budget to Actual Report, March 1, 2025, through February 28, 2026
- h. Head Start McFarland Modular as of February 28, 2026
- i. Head Start and Early Head Start Kern Non-Federal and In-Kind Report, March 1, 2025, through February 28, 2026
- j. Early Head Start Childcare Partnerships Non-Federal Share and In-Kind Report, March 1, 2025 through February 28, 2026
- k. Parent Travel & Childcare March 1, 2025 through February 28, 2026
- l. Parent Activities through March 1, 2025 through February 28, 2026
- m. Head Start Program Review & Evaluation Report – April 2026
- n. Letter of Termination J. Bautista – March 25, 2026
- o. Backpack Connection Series: How to Help Your Child Avoid Meltdowns (English/Spanish)
- p. Calming Strategies for Adults and Children – Child Trauma Research Program University of California San Francisco (English/Spanish)
- q. Fatherhood Survey – Kern County Fatherhood Initiative
- r. Meaningful May 2026 – Action for Happiness
- s. Movies in the Park – May 8 – October 23, 2026, Kern County
- t. Cinco de Mayo Festival – May 1 – 3, 2026, San Joaquin County Fairgrounds, Stockton, California
- u. Stay & Play – May 2, 2026, Ridgecrest Public Library
- v. This is My Place: A Celebration of Belonging and Community Engagement – May 7, 2026, Blanton Education Center (English/Spanish)
- w. Friday Night Market – May 15, 2026, San Joaquin County Fairgrounds, Stockton, California
- x. East Bakersfield Festival – May 16, 2026, Jefferson Park (English/Spanish)
- y. Keep Kern Beautiful – May 16, 2026, Rosamond, California
- z. Save the Date Ready-Set Back 2 School Health & Wellness Fair – August 6, 2026, Kern County Child Support Services
- aa. Head Start Recruitment Flyer (English/Spanish)
- bb. Early Head Start San Joaquin Flyer (English/Spanish)
- cc. Home Visiting Program Flyer (English/Spanish)
- dd. Policy Council Meeting Dates

A motion was made by Rebecca Castro and seconded by Frances Torres to approve consent agenda items (a) through (dd). Motion carried unanimously.

6. New Business

***ACTION**

- a. **Election of Elizabeth Williams as Community Representative to the Policy Council**
Elizabeth shared a bit about herself with the Council and noted she is a former employee and quite knowledgeable about the Head Start program. She added that in her current role, working for a healthcare entity, she is able to bring a lot of light and information to the Council which in turn would also be shared with other parents in the program through Parent Meetings and socializations. In continuing, Elizabeth highlighted her advocacy with Every Child California and the opportunity she has had to lobby for bills passed statewide as well as nationwide. In closing, Elizabeth thanked members for their time and the

opportunity to potentially serve as a member of the Policy Council. Maria Reyes made a motion to approve Elizabeth Williams as a Community Representative to the Policy Council; seconded by Frances Torres. Motion carried unanimously.

- b. **Election of Sandra Ibarra and Markquetta Jordan to the Policy Council School Readiness Committee**
Maritza Garcia made a motion to approve Sandra Ibarra and Markquetta Jordan as members of the Policy Council School Readiness Committee; seconded by Lupe Perez. Motion carried unanimously.
- c. **Election of Shelby Nava and Natalie Villagrana to the Policy Council Planning Committee**
Frances Torres made a motion to approve Shelby Nava and Natalie Villagrana as members of the Policy Council Planning Committee; seconded by Maritza Garcia. Motion carried unanimously.
- d. **Election of Santra Buckhalter and Maria Izaguirre to the Policy Council Budget & Finance Committee**
Maria Reyes made a motion to approve Santra Buckhalter and Maria Izaguirre as members of the Policy Council Budget & Finance Committee; seconded by Lupe Perez. Motion carried unanimously.
- e. **Election of Santra Buckhalter and Elizabeth Williams to the Policy Council Bylaws Committee**
Rebecca Castro made a motion to approve Santra Buckhalter and Elizabeth Williams as members of the Policy Council Bylaws Committee; seconded by Zuleima Garcia. Motion carried unanimously.

7. Standing Reports

a. Program Governance – Lisa Gonzales, Program Governance Coordinator

Lisa thanked members for their attendance and spoke about how important attendance is, not only for Policy Council meetings but for committee meetings as well. She added how critical it is to confirm meeting attendance, send your regrets if you are unable to attend or notify staff if your previous attendance status changes. Lisa added this could mean the difference between approving an action item or having to table it to the next meeting or even the potential need to conduct a special call meeting.

Lisa shared that through recent Regional Parent Committee (RPC) meetings, the Council has acquired six new members, all of whom have been elected by their peers to serve in this capacity. She commended them for their commitment noting that they not only attended their RPC meeting but then returned for New Member Training and are now present at the April Policy Council meeting.

Lisa pointed out to members that the 2025-2026 Policy Council term is at its half-way mark and members have already served 6 months on the Council! She added that to date they have had elections, provided recommendations, made approvals and more. The Council has elected their Executive Committee of Officers, elected members to attend conferences, provided input and subsequent approval to the Recruitment & Selection Plan. Additionally, the Policy Council approved the 2026-2027 Program Planning Calendar, as well as a carryover request for the 1303 McFarland Modular project with even more new business on the horizon. Lisa acknowledged members' service thus far and provided them with certificates.

Lisa stated that in the coming months, members can expect to see the program's self-assessment, program goals and objectives as well as the training and technical assistance plan, along with the school readiness goals for the coming program year and more. She also shared that each of the items presented to the Council are all pieces of the puzzle which together support and guide the direction of the program. This also helps to ensure that the program continues to provide high quality early childhood education services to the communities served. Policy Council members are helping to guide this path as they make informed key decisions about the program.

In closing, Lisa also spoke to a few noteworthy flyers contained in the packet including, calming strategies, a free day at CALM, movies in the park, the current family engagement activity and more.

b. Past Parent Community Representative – Pablo Reyes

Pablo shared information with the Council about kindergarten registration, noting that it is currently open and encouraged members to register their child rather than wait. He stated that to be eligible for kindergarten, children must have been born between September 2, 2020 and September 1, 2021.

Pablo also shared that the Kern High School District has food distribution dates at various locations throughout the community and is open to anyone in need. In continuing, he shared several dates and locations with members where food distribution is taking place.

c. **Board of Directors – Lupe Perez, CAPK Board Member**

Lupe stated that she did not have an update at this time, however one will be provided at the next Policy Council meeting.

d. **Head Start/State Child Development – Jerry Meade, Assistant Director – Program**

On behalf of Head Start Director, Yolanda Gonzales, Jerry thanked members for their time and commitment to the Council and provided a warm welcome to all new Policy Council members.

Jerry shared that the program is quickly approaching the end of the year for part-year programs. They will conclude services for children in mid-May, with part year staff off for the summer shortly thereafter.

In continuing to share program updates, Jerry stated that this is the time of year where final assessments are completed, ensuring the program is collecting all data necessary to ensure child outcome reports can be aggregated and shared with the Office of Head Start and in turn with Congress which leads to potential additional funding for Head Start. He added that program staff may be reaching out to parents to follow up on any missing documentation and asked that they (parents) accommodate to ensure the program is able to gather all information prior to the end of the school year to effectively show the amazing outcomes, CAPK Head Start is producing which supports future funding for Head Start.

It was also stated that the program is already preparing for the new school year, with the Enrollment Team working on recruitment activities to support full enrollment when the school year begins on July 1, 2026. It was noted that part-year services resume in August for both children and staff. In continuing to discuss enrollment, Jerry shared that the program has met full enrollment for the month of April, adding that it has been able to maintain full enrollment since coming off of the plan of action it was once placed on.

Jerry shared that there will be a Staff Development Day for all CAPK staff; this event takes place once every two years. It was noted that this event is a time for all staff to meet in one place, staff from Head Start, WIC, and all the other CAPK programs will get together to mingle, and to spend time together as an agency. Jerry shared that San Joaquin Head Start staff will be coming into Bakersfield to attend this event, providing a wonderful opportunity for all Head Start to be together.

Additional program information included, a recent state review which was noted is not typically brought to the Council as it is a state review, but Jerry wanted to be sure to mention it as comments that were shared indicated that the program could serve as an example for other contractors. There were exceptional interactions recognized between staff and children, as well as active supervision, with the monitoring of health and safety for children “on point.”

Jerry also spoke briefly to the Risk Assessment Notification (RAN) review which is a federal component of the program. This involved a less than positive interaction that occurred at one of the sites and as required was reported to the Office of Head Start. They then evaluate if the program managed the situation appropriately. Jerry shared that this in turn gives the program an opportunity to investigate “the why” behind an incident and supports grantees in upgrading their systems, practices, and policies. Jerry added that in their on-site visits the program was commended on how it looks at the health and safety in all classrooms. He added that we do not have control over every single action of every single person at all times and it only takes one situation, one choice of one single individual that can lead to an incident requiring this type of review. Jerry pointed out that he is sharing this information because it is a requirement to share anytime the program has any kind of federal review, adding it is important to keep the Council aware of such occurrences.

In speaking as to how rewarding, it was to have both the state and federal teams review our program and to leave with such amazing, wonderful comments about what is being done each and every day is validating. Jerry shared that Shafter Early Head Start received a visit from the review team with unbelievably wonderful comments about that program. The Sterling Center, Martha J. Morgan Center, Taft Center, and our Family Child Care Programs as well as center based partners were visited with all receiving high praise.

8. Policy Council Chairperson Report

James shared that he visited the Angela Martinez Center, Harvey L. Hall Center, and Sterling Center as well as the Central Kitchen. He had the opportunity to see the upgrades for the kitchen and its relocation near the Food Bank. James shared that center staff asked that he encourage all Policy Council members to visit, adding center staff shared they enjoy visits from the Policy Council and haven't had those visits for a while. He encouraged members to call the facility that they would like to visit. James added that by going to their child's center, parents only receive a snapshot of the program, but each center is unique and doing something different and by visiting other centers you can see that.

9. Policy Council Member Comments

Members were given an opportunity to share a comment if they'd like.

Lupe Perez thanked Jerry, Yolanda, their team, and all staff, for all the great work they do. She also shared that she had the opportunity to visit sites in San Joaquin County and reiterated James' encouragement to visit sites. Lupe also commended the program on the reviews and the outcomes shared. She stated that we should not forget about the positives, because there are a lot more positive than there is negative.

Maria Reyes stated that she wanted to express her thanks about a concern she shared which was resolved in a timely manner and she appreciated that.

Maritza Garcia thanked everyone who presented, and thanked Jerry and Lisa, adding that she looks forward to the meetings; all the information is wonderful.

Pablo Reyes extended wishes to all for a Happy Mother's Day. He noted that Mexican Mother's Day takes place on the same day this year and is a rare occurrence. Pablo shared that while Mother's Day can be on a different day from year to year, Mexican Mother's Day is always on May 10th.

Rebecca Castro asked if any members had experience with a little library because this is something she would like to start at her site (Harvey L. Hall.) She would like information on how to manage a little library, any best practices, etc. and asked for the opportunity to speak after the meeting with anyone who might be able to assist with her questions about starting a little library.

10. Next Scheduled Meeting

The next Policy Council meeting will be held on May 26, 2026 at 5:30 p.m. in the Board Room.

11. Adjournment

The meeting was adjourned at 6:47 p.m.

ASOCIACIÓN DE ACCIÓN COMUNITARIA DE KERN
ACTA DE LA REUNIÓN DEL CONSEJO DE POLÍTICA
28 de abril de 2026
Oficina Administrativa de CAPK 1300 18th Street, Bakersfield, CA 93301

1. Llamada al Orden

La reunión se declaró abierta a las 17:36.

a. Se hizo el pase de lista y se estableció el quórum.

Miembros del Consejo de Política Presentes: Alejandra Verduzco, Candy Diaz, Frances Torres, James Osborne, Lupe Perez, Maria Izaguirre, Maria Reyes, Maritza Garcia, Pablo Reyes, Rebecca Castro, Zuleima Garcia, Santra Buckhalter, Shelby Nava

Miembros del Consejo de Políticas Ausentes: Clarissa Mendoza, Markquetta Jordan, Natalie Villagrana, Sandra Ibarra, Jennifer Juárez

2. Comentarios públicos

El público puede dirigirse al Consejo de Políticas sobre los puntos que no están incluidos en la agenda en este momento. Sin embargo, el Consejo de Política no tomará ninguna acción más que remitir el(los) punto(s) al personal para su estudio y análisis. Los ponentes están limitados a tres minutos. Si más de una persona desea abordar el mismo tema, el tiempo total en grupo será de 10 minutos. Por favor, indique su nombre antes de hacer su presentación.

Ninguno

3. Informes de los comités

a. Presupuesto y Finanzas – Maria Reyes

El Comité de Presupuesto y Finanzas se reunió el 21 de abril de 2026; sin embargo, solo hubo un miembro presente y, por tanto, no se estableció quórum. No obstante, todos los informes financieros vigentes del periodo del 1 de marzo de 2025 al 28 de febrero de 2026 se compartieron como información a título de información. La próxima reunión del Comité de Presupuesto y Finanzas se celebrará el 19 de mayo de 2026 a las 5:30 horas en Microsoft Teams.

b. Estatutos – Candy

Diaz El Comité de Estatutos se reunió el 7 de abril de 2026 a las 5:30 horas. Al continuar su revisión de los Estatutos del Consejo de Política Head Start de CAPC, el comité discutió los Artículos IV a VI. Esto incluía información sobre los Funcionarios del Consejo de Políticas, sus respectivos roles, la posibilidad de viajar a conferencias para los miembros y más. El Comité de Estatutos continuará revisando y debatiendo el documento en su totalidad a lo largo del periodo y se reunirá el 2 de junio de 2026.

c. Planificación – Rebecca Castro

El Comité de Planificación se reunió el 14 de abril de 2026 con quórum establecido. El Informe de Personal de Matrícula junto con el Informe del Programa de la División para marzo de 2026 se compartió con los miembros. Early Head Start alcanzó el 98% de matrícula y Head Start el 100%. La matrícula reportable de Head Start San Joaquín fue del 40% durante el mismo periodo de informe. Además, Central Kitchen entregó 67.173 comidas durante el mes de marzo. El progreso en los objetivos de preparación escolar del programa también se compartió con el comité. Se han celebrado diversos eventos de reclutamiento dentro de la comunidad, incluyendo clínicas semanales de admisión en el Departamento de Inscripción y Asistencia. La próxima reunión de planificación tendrá lugar el 12 de mayo de 2026 a las 5:30 horas en Microsoft Teams.

d. Preparación Escolar – Alejandra Verduzco

El Comité de Preparación Escolar se reunió el 16 de abril de 2026 con quórum establecido. La agenda de abril y las actas de reuniones anteriores fueron revisadas y aprobadas sin cambios. La reunión se centró en la opción del programa Home Base. Esto incluía los servicios prestados a las familias, cribados del desarrollo y socioemocionales, así como el proceso de derivación para preocupaciones de salud, nutrición y desarrollo. El personal destacó cómo se desarrollan los objetivos de preparación escolar utilizando datos

de evaluación. Otras conversaciones incluyeron la transición de programas desde los servicios prenatales hasta el jardín de infancia, así como la estructura de las visitas domiciliarias y las socializaciones que promueven el aprendizaje temprano en áreas clave del desarrollo. Los anuncios incluyeron el próximo enfoque en el lenguaje y la alfabetización, la finalización de las evaluaciones DRDP y las próximas reuniones de padres. La próxima reunión del Comité de Preparación Escolar está programada para el 21 de mayo de 2026 a las 5:30 horas.

4. Presentaciones

a. Visión general de los servicios de intervención CAPK Head Start – Oscar Martinez, especialista en intervención en Head Start

Una presentación informativa sobre los Servicios de Intervención Head Start fue ofrecida al Consejo de Políticas por Oscar Martinez, especialista en intervención de CAPK Head Start. Oscar compartió que el Equipo de Intervención está compuesto por ocho empleados responsables de trabajar con todos los centros Head Start, así como con los Educadores de Primera Infancia (Home Base) y las Alianzas de Cuidado Infantil Familiar del programa. Oscar proporcionó al Consejo un poco de información de contexto y afirmó que en el pasado bienestar (salud mental) era un programa con personal específico y que las discapacidades eran un programa separado con su propio personal. Sin embargo, ambas áreas se han fusionado y ahora todos los especialistas en intervención cubren tanto bienestar como discapacidades. Se señaló que la presentación sería una visión general muy breve que cubriría las Prácticas del Modelo Pirámidal, los Servicios de Derivación, el Monitoreo, los Planes de Servicios Familiares Individualizados (IFSP) y los Planes Educativos Individualizados (IEP), así como el consultor del programa, el Dr. Kirk.

Las Prácticas Pirámides se basan en la evidencia y promueven relaciones de apoyo y respuesta entre el personal y las familias, junto con el Especialista en Intervención, con todos los implicados trabajando juntos para proporcionar servicios adecuados y necesarios a los niños en el aula. Se produjo un debate sobre los numerosos carteles y otros elementos visuales en las aulas, incluyendo caras sensibles para el aprendizaje socioemocional, reglas, horarios y más. La idea es prevenir conductas desafiantes en el aula. Cuando existen tales comportamientos, se realizan observaciones y documentación. Sin embargo, el equipo no puede involucrarse sin el consentimiento de los padres, lo que incluye observar a un niño.

Si un padre tiene una preocupación por su hijo, puede rellenar un formulario de derivación, y el Especialista en Intervención observará al niño en el aula. Esta observación también incluye monitorizar el entorno, notar si ocurre algo que inicie el comportamiento, o si falta algo en el entorno que pueda desencadenar un comportamiento. También se supervisa la comunicación, como cómo interactúa el niño con otros niños, cómo responde a los profesores, etc. La información recopilada se revisa para asegurar que todas las partes estén implicadas, desde padres, profesores, hasta el Supervisor del Sitio y el Gestor del Programa. Se crea un plan con estrategias de implementación para ayudar a aliviar los comportamientos. También se debatió sobre los IEP y IFSP y el apoyo proporcionado a los niños mientras avanzan hacia los objetivos indicados en su plan. Oscar señaló que CAPK Head Start es un entorno de educación general, no de educación especial; Sin embargo, se ofrecen oportunidades para que todos los niños, tengan o no necesidades especiales, jueguen y aprendan juntos, así como aprendan a apreciar las diferencias de los demás.

Para concluir, Oscar habló sobre el consultor del programa, el Dr. Michael Kirk. Compartió que el Dr. Kirk lleva más de 30 años en el programa y es psicólogo infantil local. El Dr. Kirk ofrece formación mensual al personal, así como formación mensual separada para padres, abierta a todos los padres del programa. Cada mes se imparten formaciones en diferentes centros, siendo la última en Fairfax Head Start. Oscar añadió que este servicio es único, afirmando que los padres pueden acudir a la formación y compartir cualquier preocupación con el médico, quien puede aportar información y herramientas para apoyar a los padres. Además, en algunos casos, con la aprobación adecuada, también puede realizar una evaluación para un niño. Todos los servicios se ofrecen sin coste alguno.

Se preguntó dónde encontraría un padre la información de contacto del Dr. Kirk. Oscar compartió que los padres interesados en ponerse en contacto con el Dr. Kirk pueden contactar con su Trabajador de Servicios Familiares o Educador de Primera Infancia para obtener más información. Además, una miembro compartió que ha asistido a formación para padres con el Dr. Kirk y afirmó que él es extremadamente conocedor y que desde el momento en que habló con él las cosas empezaron a tener sentido. Recomienda encarecidamente asistir a una formación para padres, añadiendo que esta es una sesión gratuita con un psicólogo infantil que no encontrarás en ningún otro sitio.

5. Agenda de consentimiento

***ACCIÓN**

La Agenda de Consentimiento consiste en puntos considerados rutinarios y no controvertidos. Estos puntos se aprueban en una sola moción, salvo que un miembro del Consejo o el público soliciten la retirada de un punto concreto. Si se solicita un comentario o discusión, el punto será eliminado de la Agenda de Consentimiento y se considerará en el orden indicado.

- a. Acta de la reunión del Consejo de Política – 24 de marzo de 2026
- b. Acta de la reunión del Comité de Estatutos del Consejo de Políticas – 3 de febrero de 2026
- c. Acta de la reunión del Comité de Planificación del Consejo de Políticas – 10 de marzo de 2026
- d. Acta de la reunión del Comité de Presupuesto y Finanzas del Consejo de Política – 17 de marzo de 2026
- e. Acta de la reunión del Comité de Preparación Escolar del Consejo de Políticas – 19 de marzo de 2026
- f. Presupuesto de Head Start al informe actual, del 1 de marzo de 2025 al 28 de febrero de 2026
- g. Presupuesto anticipado de Head Start al informe actual, del 1 de marzo de 2025 al 28 de febrero de 2026
- h. Head Start McFarland Modular a fecha de 28 de febrero de 2026
- i. Head Start y Early Head Start Informe de Kern, no federal y en especie, del 1 de marzo de 2025 al 28 de febrero de 2026
- j. Informe sobre Early Start Child Care Partnerships No Federal Share and In-Kind, del 1 de marzo de 2025 al 28 de febrero de 2026
- k. Viajes y cuidado de padres del 1 de marzo de 2025 al 28 de febrero de 2026
- l. Actividades para padres desde el 1 de marzo de 2025 hasta el 28 de febrero de 2026
- m. Informe de Revisión y Evaluación del Programa Head Start – Abril 2026
- n. Carta de despido J. Bautista – 25 de marzo de 2026
- o. Serie Backpack Connection: Cómo ayudar a tu hijo a evitar crisis (inglés/español)
- p. Estrategias calmantes para adultos y niños – Programa de Investigación en Trauma Infantil, Universidad de California, San Francisco (inglés/español)
- q. Encuesta sobre la paternidad – Iniciativa de Paternidad del Condado de Kern
- r. Mayo significativo 2026 – Acción por la Felicidad
- s. Películas en el Parque – 8 de mayo – 23 de octubre de 2026, condado de Kern
- t. Festival Cinco de Mayo – 1 – 3 de mayo de 2026, Recinto Ferial del Condado de San Joaquín, Stockton, California
- u. Stay & Play – 2 de mayo de 2026, Biblioteca Pública de Ridgecrest
- v. Este es mi lugar: Una celebración de la pertenencia y la participación comunitaria – 7 de mayo de 2026, Blanton Education Center (inglés/español)
- w. Mercado de viernes por la noche – 15 de mayo de 2026, recinto ferial del condado de San Joaquín, Stockton, California
- x. East Bakersfield Festival – 16 de mayo de 2026, Jefferson Park (inglés/español)
- y. Mantén a Kern Hermosa – 16 de mayo de 2026, Rosamond, California
- z. Reserva la fecha Lista Para Atrás 2 Feria de Salud y Bienestar Escolar – 6 de agosto de 2026, Servicios de Manutención Infantil del Condado de Kern
- aa. Folleto de reclutamiento de Head Start (inglés/español)
- bb. Early Head Start San Joaquin Flyer (inglés/español)
- cc. Folleto del Programa de Visitas en Casa (inglés/español)
- dd. Fechas de las reuniones del Consejo de Política

Rebecca Castro presentó una moción y secundó Frances Torres para aprobar los puntos del orden del día de consentimiento (a) a (dd). La moción fue aprobada por unanimidad.

6. Nuevos negocios

***ACCIÓN**

- a. **Elección de Elizabeth Williams como representante comunitaria en el Consejo de Política**
Elizabeth compartió un poco sobre sí misma con el Consejo y señaló que es una exempleada y bastante conocedora del programa Head Start. Añadió que, en su puesto actual, trabajando para una entidad sanitaria, puede aportar mucha información y luz al Consejo, que a su vez también se compartirá con otros padres del programa a través de reuniones de padres y socializaciones. Al continuar, Elizabeth destacó su defensa de Every Child California y la oportunidad que ha tenido para hacer lobby para que se aprueben leyes tanto a nivel estatal como nacional. Para concluir, Elizabeth agradeció a los miembros su tiempo y la oportunidad de poder formar parte del Consejo de Políticas. Maria Reyes presentó una moción para aprobar a Elizabeth Williams como representante comunitaria en el Consejo de Políticas; apoyado por Frances Torres. La moción fue aprobada por unanimidad.
- b. **Elección de Sandra Ibarra y Markquetta Jordan para el Comité de Preparación Escolar del Consejo de Políticas**
Maritza Garcia presentó una moción para aprobar a Sandra Ibarra y Markquetta Jordan como miembros del Comité de Preparación Escolar del Consejo de Políticas; apoyado por Lupe Pérez. La moción fue aprobada por unanimidad.
- c. **Elección de Shelby Nava y Natalie Villagrana para el Comité de Planificación del Consejo de Políticas**
Frances Torres presentó una moción para aprobar a Shelby Nava y Natalie Villagrana como miembros del Comité de Planificación del Consejo de Políticas; secundada por Maritza Garcia. La moción fue aprobada por unanimidad.
- d. **Elección de Santra Buckhalter y María Izaguirre para el Comité de Presupuesto y Finanzas del Consejo de Políticas**
Maria Reyes presentó una moción para aprobar a Santra Buckhalter y María Izaguirre como miembros del Comité de Presupuesto y Finanzas del Consejo de Políticas; secundada por Lupe Pérez. La moción fue aprobada por unanimidad.
- e. **Elección de Santra Buckhalter y Elizabeth Williams al Comité de Estatutos del Consejo de Políticas**
Rebecca Castro presentó una moción para aprobar a Santra Buckhalter y Elizabeth Williams como miembros del Comité de Estatutos del Consejo de Política; secundada por Zuleima García. La moción fue aprobada por unanimidad.

7. Informes permanentes

- a. **Gobernanza de Programas – Lisa Gonzales, Coordinadora de Gobernanza de Programas**
Lisa agradeció a los miembros su asistencia y habló sobre la importancia de la asistencia, no solo a las reuniones del Consejo de Políticas, sino también a las de los comités. Añadió lo fundamental que es confirmar la asistencia a las reuniones, enviar tus disculpas si no puedes asistir o notificar al personal si cambia tu estado de asistencia anterior. Lisa añadió que esto podría significar la diferencia entre aprobar un punto de acción o tener que posponerlo para la siguiente reunión, o incluso la posible necesidad de realizar una reunión por convocatoria especial.

Lisa compartió que, a través de recientes reuniones del Comité Regional de Padres (RPC), el Consejo ha incorporado seis nuevos miembros, todos ellos elegidos por sus compañeros para desempeñar este cargo. Les felicitó por su compromiso, señalando que no solo asistieron a la reunión del RPC, sino que luego regresaron para la formación de nuevos miembros y ahora están presentes en la reunión del Consejo de Política de abril.

Lisa señaló a los miembros que el mandato 2025-2026 del Consejo de Políticas está a mitad y que los miembros ya llevan 6 meses en el Consejo. Añadió que hasta la fecha han celebrado elecciones, proporcionado recomendaciones, aprobado y más. El Consejo ha elegido a su Comité Ejecutivo de

Oficiales, ha elegido miembros para asistir a conferencias, ha aportado aportaciones y posterior aprobación al Plan de Reclutamiento y Selección. Además, el Consejo de Políticas aprobó el Calendario de Planificación de Programas 2026-2027, así como una solicitud que se mantuvo para el proyecto modular 1303 McFarland, con aún más nuevos negocios en el horizonte. Lisa reconoció el servicio de los miembros hasta el momento y les proporcionó certificados.

Lisa afirmó que, en los próximos meses, los miembros pueden esperar ver la autoevaluación del programa, los objetivos y metas del programa, así como el plan de formación y asistencia técnica, junto con los objetivos de preparación escolar para el próximo año y más. También compartió que cada uno de los elementos presentados al Consejo son piezas del puzzle que, en conjunto, apoyan y guían la dirección del programa. Esto también ayuda a garantizar que el programa continúe ofreciendo servicios de educación infantil de alta calidad a las comunidades atendidas. Los miembros del Consejo de Políticas están ayudando a guiar este camino mientras toman decisiones clave informadas sobre el programa.

Para concluir, Lisa también habló sobre algunos folletos destacados incluidos en el paquete, incluyendo estrategias para calmarse, un día libre en CALM, películas en el parque, la actividad actual de participación familiar y más.

b. Representante Comunitario Anterior de Padres – Pablo Reyes

Pablo compartió información con el Ayuntamiento sobre la inscripción en el jardín de infancia, señalando que actualmente está abierto y animando a los miembros a registrar a su hijo en lugar de esperar. Afirmó que, para ser elegible para el jardín de infancia, los niños deben haber nacido entre el 2 de septiembre de 2020 y el 1 de septiembre de 2021.

Pablo también compartió que el distrito escolar de Kern High School tiene fechas de distribución de alimentos en varios lugares de la comunidad y está abierto a cualquiera que lo necesite. Al continuar, compartió varias fechas y lugares con los miembros donde se realiza la distribución de alimentos.

c. Junta Directiva – Lupe Perez, Miembro de la Junta de CAPK

Lupe afirmó que no tenía ninguna actualización en este momento, aunque se proporcionará una en la próxima reunión del Consejo de Políticas.

d. Head Start/Desarrollo Infantil Estatal – Jerry Meade, Subdirector – Programa

En nombre de la directora de Head Start, Yolanda Gonzales, Jerry agradeció a los miembros su tiempo y compromiso con el Consejo y dio una cálida bienvenida a todos los nuevos miembros del Consejo de Políticas.

Jerry compartió que el programa se acerca rápidamente al final del año para los programas de medio año. Concluirán los servicios para niños a mediados de mayo, con el personal parcial de año libre para el verano poco después.

Al continuar compartiendo actualizaciones del programa, Jerry afirmó que esta es la época del año en la que se completan las evaluaciones finales, asegurándose de que el programa recopile todos los datos necesarios para que los informes de resultados infantiles puedan agregarse y compartirse con la Oficina de Head Start y, a su vez, con el Congreso, lo que conduce a una posible financiación adicional para Head Start. Añadió que el personal del programa podría estar contactando con los padres para hacer seguimiento de cualquier documentación que falte y pidió que ellos (los padres) se adapten para asegurar que el programa pueda recopilar toda la información antes de que termine el curso escolar y así mostrar eficazmente los increíbles resultados que CAPK Head Start está produciendo, que apoyan la financiación futura de Head Start.

También se indicó que el programa ya se está preparando para el nuevo curso escolar, con el Equipo de Matrícula trabajando en actividades de reclutamiento para apoyar la matrícula completa cuando comience el curso escolar el 1 de julio de 2026. Se señaló que los servicios parciales de año se reanudan en agosto tanto para niños como para el personal. Al continuar hablando sobre la matrícula, Jerry compartió que el

programa ha alcanzado la matrícula completa para el mes de abril, añadiendo que ha podido mantener la matrícula completa desde que salió del plan de acción en el que se establecía.

Jerry compartió que habrá un Día de Desarrollo del Personal para todo el personal de CAPC; Este evento se celebra cada dos años. Se señaló que este evento es un momento para que todo el personal se reúna en un solo lugar; el personal de Head Start, WIC y todos los demás programas de CAPK se reunirá para socializar y pasar tiempo juntos como agencia. Jerry compartió que el personal de Head Start de San Joaquín vendrá a Bakersfield para asistir a este evento, lo que supondrá una oportunidad maravillosa para que todos ellos estén juntos.

Incluye información adicional sobre el programa, una revisión estatal reciente que se señaló que normalmente no se presenta al Ayuntamiento por ser una revisión estatal, pero Jerry quiso asegurarse de mencionarla, ya que los comentarios compartidos indicaban que el programa podría servir de ejemplo para otros contratistas. Se reconocieron interacciones excepcionales entre el personal y los niños, así como una supervisión activa, con el seguimiento de la salud y seguridad de los niños "en el punto".

Jerry también habló brevemente sobre la revisión de la Notificación de Evaluación de Riesgos (RAN), que es un componente federal del programa. Esto implicó una interacción poco positiva que tuvo lugar en uno de los centros y, según se requirió, se informó a la Oficina de Head Start. Luego evalúan si el programa gestionó adecuadamente la situación. Jerry compartió que esto, a su vez, da al programa la oportunidad de investigar "el porqué" detrás de un incidente y apoya a los beneficiarios en la mejora de sus sistemas, prácticas y políticas. Jerry añadió que en sus visitas presenciales el programa fue elogiado por cómo aborda la salud y seguridad en todas las aulas. Añadió que no tenemos control sobre cada acción de cada persona en todo momento y que solo hace falta una situación, una sola elección de una sola persona, que puede llevar a un incidente que requiera este tipo de revisión. Jerry señaló que comparte esta información porque es un requisito para compartirla cada vez que el programa tenga algún tipo de revisión federal, y añadió que es importante mantener al Consejo informado de tales sucesos.

Al hablar de lo gratificante que fue que tanto los equipos estatales como federales revisaran nuestro programa y que se marchen con comentarios tan increíbles y maravillosos sobre lo que se hace cada día es algo que me valida. Jerry compartió que Shafter Early Head Start recibió la visita del equipo de revisión con comentarios increíblemente maravillosos sobre ese programa. El Centro Sterling, el Centro Martha J. Morgan, el Centro Taft y nuestros Programas de Cuidado Infantil Familiar, así como socios centrados, fueron visitados y recibieron grandes elogios.

8. El presidente del Consejo de Políticas, Report

James compartió que visitó el Angela Martinez Center, el Harvey L. Hall Center y el Sterling Center, así como la Central Kitchen. Tuvo la oportunidad de ver las mejoras en la cocina y su traslado cerca del Banco de Alimentos. James compartió que el personal del centro le pidió que animara a todos los miembros del Consejo de Políticas a visitar, añadiendo que el personal del centro compartió que les gustan las visitas del Consejo de Políticas y que no las han tenido desde hace tiempo. Animó a los miembros a llamar a la instalación que les gustaría visitar. James añadió que, al ir al centro de sus hijos, los padres solo reciben una instantánea del programa, pero cada centro es único y hace algo diferente, y al visitar otros centros se puede ver.

9. Comentarios de los miembros del Consejo de Políticas

Se les dio la oportunidad de compartir un comentario si querían.

Lupe Perez agradeció a Jerry, Yolanda, su equipo y todo el personal por todo el gran trabajo que hacen. También compartió que tuvo la oportunidad de visitar lugares en el condado de San Joaquín y reiteró el ánimo de James para que lo visitara. Lupe también elogió al programa por las revisiones y los resultados compartidos. Afirmó que no deberíamos olvidar los aspectos positivos, porque hay muchos más positivos que negativos.

Maria Reyes declaró que quería expresar su agradecimiento por una preocupación que compartió, la cual se resolvió a tiempo y lo agradeció.

Maritza Garcia agradeció a todos los que presentaron y agradeció a Jerry y Lisa, añadiendo que espera con ilusión las reuniones; Toda la información es maravillosa.

Pablo Reyes expresó los deseos a todos para un Feliz Día de la Madre. Señaló que el Día de la Madre mexicano se celebra el mismo día este año y es algo poco común. Pablo compartió que, aunque el Día de la Madre puede ser diferente de un año a otro, el Día de la Madre mexicano siempre es el 10 de mayo.

Rebecca Castro preguntó si algún miembro tenía experiencia con una pequeña biblioteca porque esto es algo que le gustaría empezar en su sede (Harvey L. Hall). Le gustaría saber cómo gestionar una pequeña biblioteca, buenas prácticas, etc., y pidió la oportunidad de hablar después de la reunión con alguien que pudiera ayudarle con sus dudas sobre cómo empezar una pequeña biblioteca.

10. Próxima reunión programada

La próxima reunión del Consejo de Políticas se celebrará el 26 de mayo de 2026 a las 5:30 horas en la Sala de Juntas.

11. Suspensión de la sesión

La reunión se levantó a las 6:47.

**Community Action Partnership of Kern Head Start/State Child Development
Policy Council Planning Committee Meeting Minutes
April 14, 2026
Meeting ID: 249 519 942 077 70 Passcode: Aj6Rt7K5**

1. Welcome

Rebecca Castro welcomed members to the meeting.

2. Call to Order

Rebecca Castro called the meeting to order at 5:32 pm.

3. Roll Call and establish Quorum (half plus one)

- a. Quorum was established.
- b. Members Present: Rebecca Castro, James Osborne and Jennifer Juarez.
- c. Members not present: Zuleima Garcia.

4. Approval of Agenda

- a. Motion to approve the agenda dated April 14, 2026, was made by James Osborne; Jennifer Juarez seconded. Motion carried.

5. Approval of Minutes

- a. Motion to approve the minutes dated March 10, 2026, was made by Jennifer Juarez; James Osborne seconded. Motion carried.

6. Introduction of Guests

Guests in attendance tonight were Rosa Guerrero, Administrative Analyst; Carol Hendricks, Enrollment and Attendance Manager; Sylvia Ortega, Quality Assurance Administrator; and Jason Rojas, Professional Development Coordinator.

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. Division/Program Monthly Report – Carol Hendricks, Enrollment and Attendance Manager - **Information Item**

Carol presented the Program Monthly Report for March. Early Head Start had 737 reportable enrollments with an annual progress of 98%. In the disabilities category, the program's annual progress is at 37%. In the over income category of 101-130% income range and above, the program is at 2% and in 131% and above income category, the program is at 7%.

For Head Start, the reportable enrollment was at 100%. For disabilities, Carol reported the program is over target, at 14%. For the over income categories in the 101-130% the program is at 2% and in the 131% and above over income the program is at 8%. Reportable enrollment for Head Start in San Joaquin County was also shared, with reportable enrollment at 40%. For disabilities, the annual progress is 15%. In the 101% to 130% over income category, the program's annual progress is at 8%, and in the over income 131% and above, the program is at 0%. Carol also reported on Home Visiting enrollment, which is currently at 51% of the annual program year progress.

For Central Kitchen, total meals delivered were 67,173. For the Child and Adult Care Food Program, total meals delivered were 68,692, bringing the total percentage of meals served to 79%. For eligibility determination, monthly totals were 61 with an overall progress of 239.

Carol also shared that the enrollment benchmark set by the Office of Head Start has been

successfully met, however, challenges related to staffing and licensing requirements continue in Early Head Start. Progress towards school readiness goals were also shared; a Memorandum of Understanding (MOU) has been shared with the Kern County Superintendent of Schools (KCSOS) for review and approval to strengthen special education services provided to families in partnership with the Special Education Local Plan Area (SELPA) to strengthen education services. This will contribute to the program's school readiness goals to increase families and staff capacity to support children's school readiness and strengthen teacher to child interactions.

Carol went over the program description and shared various events that took place. Application clinics were held on Wednesdays at the 18th street office and the program attended Easter activities, one of which was CityServe. The program also attended a health fair and the education department celebrated STEM Week by engaging children in related activities.

James Osborne asked if there is a maximum percentage allotted for children with disabilities. Carol said there was not and added there is a minimum of 10% which the program always exceeds. Rebecca asked for clarification on the numbers listed under "month" in the report. Carol explained these numbers are the monthly target goals to reach the program's funded enrollment which is always aimed at 100%. Based on this month's report, additional enrollments are needed in Early Head Start. The program cannot go above this goal as it is important to meet the needs of all children using the grant allocated funds. Rebecca thanked Carol for this information.

9. Announcements

None

10. Adjournment

The meeting was adjourned at 5:45 pm.

Community Action Partnership of Kern Head Start/State Child Development
Policy Council School Readiness Committee Meeting Minutes

April 16, 2026

Audio Only: (213) 204-2374 Phone Conference ID: 290 217 102 845 82

1. Welcome

- a. Committee chairperson, Alejandra Verduzco, welcomed members to the meeting.

2. Call to Order

- a. Alejandra Verduzco called the meeting to order at 5:30 PM

3. Roll Call and establish Quorum (half plus one)

- a. Quorum was established.
- b. Members Present: Rebecca Castro, Clarissa Mendoza and Alejandra Verduzco
- c. Members not present: Frances Torres

4. Approval of Agenda

- a. Clarissa Mendoza made a motion to approve the agenda dated April 16, 2026; second by Rebecca Castro. Motion carried.

5. Approval of Minutes

- a. Clarissa Mendoza made a motion to approve the minutes dated March 19, 2026; second by Rebecca Castro. Motion carried.

5. Introduction of Guests

- a. Rosita Curry, Denise Cooper, Bobbi Comacho and Tommie Sue Cordova introduced themselves.

6. Public Forum

(The public wishing to address the Policy Council School Readiness Committee may do so at this time; however, the Committee will take no action other than referring the item to staff for study and analysis.)

None

7. Presentation / Discussion Items

- a. Introduction: The Home base supervisors introduced themselves.
- b. Relationships with Families: Denise shared an overview of the home-based services provided to families. Denise shared that the educators use the Parent as Teachers curriculum for socialization and home visits.

- c. **Developmental Screenings:** Denise Cooper provided an overview of the ASQ-3, a developmental screening questionnaire completed for each child within the first 45 days of enrollment. Denise shared that based on the results, a referral can be sent to the local Regional Center for evaluation to determine if the child qualifies for services based on any identified developmental delay. Denise noted that if a child already has an IFSP or IEP in place, educators incorporate those goals during weekly home visits to help children meet developmental milestones.
- d. **Wellness and Social-Emotional Screening:** Denise Cooper shared information about the ASQ SE-2, a social-emotional developmental screening questionnaire also completed within the first 45 days of enrollment. Denise explained that based on the results and any parent concerns, a referral can be sent to the mental health consultant for evaluation and appropriate support. Denise also shared that CAPK implements the Pyramid Model framework to support educators and parents when children exhibit challenging behaviors in the home, focusing on relationships, environments, and activities that promote social-emotional development.
- e. **Referrals and Resources:** Bobbi Camacho shared an overview of the referral types used in the Homebase Program. Bobbi explained that Inclusion Referrals are external and sent to the Regional Center when a developmental concern is identified, such as a child not walking by 18 months or based on ASQ-3 results. Wellness Referrals are internal and sent to Intervention Specialists when a child exhibits consistent and persistent challenging behaviors. Nutrition Referrals are internal and generated for children who are underweight, overweight, or show elevated lead levels or low hemoglobin. Health Referrals are internal and address chronic health conditions and allergies. Family Referrals are external and connect families with community agencies based on identified needs such as clothing or food.
- f. **School Readiness Goals and Lesson Plans:** Bobbi Camacho shared that school readiness goals are developed using data from DRDP assessments and are shared with families along with at-home strategies to support their children's progress. Bobbi noted that an annual calendar is created to guide staff in the timeline and implementation of each school's readiness goal. Bobbi also shared that the Homebase Program uses the Head Start Early Learning Outcomes Framework (ELOF) to align with research-based best practices, and that weekly Personal Visit Records are completed by educators to document all activities, resources, and information shared during home visits.
- g. **Program Transitions:** Bobbi Camacho provided an overview of the transition stages within the Homebase Program, which serves families from the expected parent stage through kindergarten. Bobbi shared that expected parents participate in weekly home visits and receive prenatal and postpartum education, as well as resources including Doula services now available under Medi-Cal. New babies are enrolled in Early Head Start (ages 6 weeks to 3 years) in either a center-based or home-based option. At age 3, children transition to Head Start (ages 3–5), with families choosing to remain in Homebase or transition to a preschool classroom. Prior to age 5, educators work with families to prepare the child for kindergarten and establish the family's school district and home school.

- h. Socializations: Tommie Sue Cordova shared that in addition to the 46 home visits offered annually, the program provides 22 socialization sessions designed to promote high-quality early learning experiences in language, math, social-emotional functioning, approaches to learning, physical fitness, and creative arts. Tommie Sue shared that the program uses the PAC Curriculum, a research-based curriculum that delivers developmentally and culturally appropriate home visit lesson plans and group socialization activities. Tommie Sue noted that socializations are planned in collaboration with parents, reinforcing the program's philosophy of parents as the child's first teacher, and that all activities are age-appropriate and aligned with the Head Start ELOF.
- i. Suggestions/Questions: Bobbi Camacho opened the floor for questions. Parent Rebecca Castro asked if the team photo could be displayed again, expressing interest in the size of the team. In response, Denise Cooper shared that the SJC region currently has 7 educators and a data entry clerk who supports the team by entering and uploading documents into the database so educators can focus on other tasks. Bobbi Camacho shared that the Kern County region currently has 16 educators, a data entry clerk, and two supervisors, in addition to the program manager. Rebecca Castro also asked how many families each educator serves. Rosita Curry clarified that each educator carries a caseload of up to 12 families. Rebecca Castro thanked the team for answering her questions.

8. Announcements

- a. Cynthia Rodriguez announced that beginning the following week, both Early Head Start and Head Start will transition into the Language and Literacy Development domain for school readiness goals. Early Head Start children will be focusing on learning about brushes, and Head Start classrooms will be focusing on kindergarten readiness experiences, including cafeteria visits and school bus experiences to help prepare age eligible children for the transition to kindergarten. Cynthia also reminded parents that DRDP assessments were recently completed and that parent conferences would be scheduled soon. Cynthia encouraged families to speak with their teachers about their child's developmental progress and how they can support learning at home.
- b. Alejandra Verduzco announced that the next School Readiness Committee meeting will be held May 21, 2026.

9. Adjournment

The meeting was adjourned at 5:59 PM.



MEMORANDUM

To: Budget and Finance Committee of Policy Council

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

Date: May 19th, 2026

Subject: *Head Start*
Budget to Actual Report for the period ended March 31, 2026 – **Info Item**

The Office of Head Start has awarded CAPK the full amount of its Head Start and Early Head Start grant for a five-year budget period, the third-year budget period is March 1, 2026, through February 28, 2027.

The following are highlights of the Head Start Budget to Actual Report for the period of March 1, 2026, through March 31, 2026. One month (8.33%) of the 12-month budget period have elapsed.

Base Funds

Overall expenditures are at 2% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 6% of the budget.

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

The non-Federal share is at 3% of the budget.

Community Action Partnership of Kern
Head Start
Budget to Actual Report
Budget Period: March 1, 2026 - February 28, 2027
Report Period: March 1, 2026 - March 31, 2026
 Month 1 of 12 (8.33%)

Prepared 05/11/2026

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	9,546,814	(98,709)	9,645,522	-1%	101%
FRINGE BENEFITS	3,184,875	153,940	3,030,935	5%	95%
SUPPLIES	613,172	43,237	569,935	7%	93%
CONTRACTUAL	258,399	41,857	216,542	16%	84%
OTHER	3,323,722	303,436	3,020,286	9%	91%
INDIRECT	1,957,817	-	1,957,817	0%	100%
TOTAL BASE FUNDING	18,884,799	443,762	18,441,037	2%	98%

TRAINING & TECHNICAL ASSISTANCE

TRAVEL	56,265	(293)	56,558	-1%	101%
SUPPLIES	28,122	1,013	27,109	4%	96%
CONTRACTUAL	10,420	-	10,420	0%	100%
OTHER	63,752	9,272	54,480	15%	85%
INDIRECT	19,027	-	19,027	0%	100%
TOTAL TRAINING & TECHNICAL ASSISTANCE	177,586	9,991	167,595	6%	94%

GRAND TOTAL HS FEDERAL FUNDS	19,062,385	453,753	18,608,632	2%	98%
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HEAD START and EARLY HEAD START COMBINED NON-FEDERAL SHARE

SOURCE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
IN-KIND	2,117,972	268,383	1,849,589	13%	87%
CALIF DEPT OF ED	7,967,702	0	7,967,702	0%	100%
TOTAL NON-FEDERAL	10,085,674	268,383	9,817,291	3%	97%

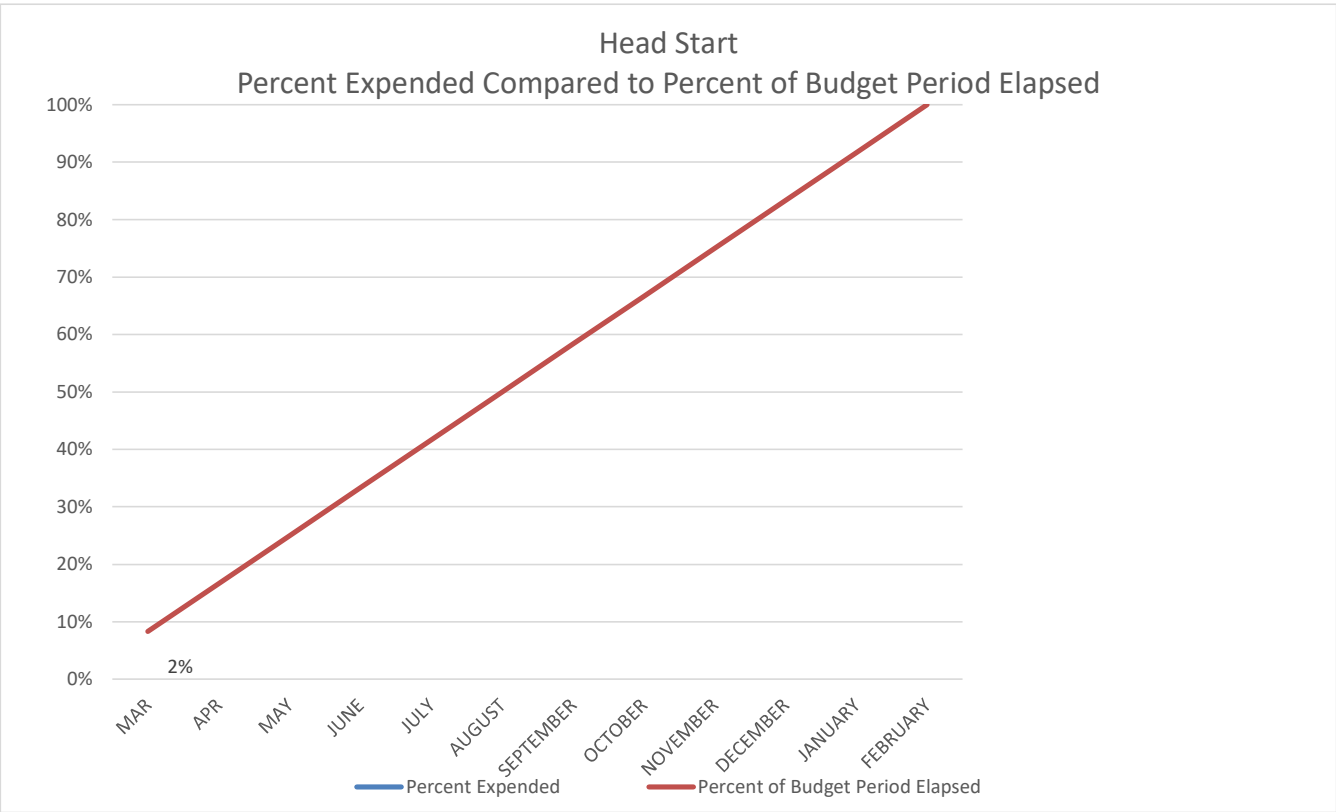
Budget reflects Notice of Award #09CH012489-03-01

Actual expenditures include posted expenditures and estimated adjustments through 03/31/2026

Administrative Cost for HS and EHS Combined **9.8%**

Agency-Wide Credit Card Report

	CURRENT	1 TO 30	31 TO 60	61 TO 90	TOTAL	STATEMENT DATE
Elan Credit Card	59,063				59,063	4/1/2026
Lowe's	4,548	-	-	-	4,548	3/28/2026
Smart & Final	-	-	-	-	0	4/1/2026
Save Mart	206	-	-	-	206	3/25/2026
Chevron & Texaco Business Card	8,743	-	-	-	8,743	4/6/2026
Home Depot	15,245	-	-	-	15,245	4/5/2026
	87,805	-	-	-	87,805	





MEMORANDUM

To: Budget and Finance Committee of Policy Council

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

Date: May 19th, 2026

Subject: *Early Head Start*
Budget to Actual Report for the period ended March 31, 2026 – **Info Item**

The Office of Head Start has awarded CAPK the full amount of its Head Start and Early Head Start grant for a five-year budget period, the third-year budget period is March 1, 2026, through February 28, 2027.

The following are highlights of the Early Head Start Budget to Actual Report for the period of March 1, 2026, through March 31, 2026. One month (8.33%) of the 12-month budget period has elapsed.

Base Funds

Overall expenditures are at 5% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 12% of the budget.

**Community Action Partnership of Kern
Early Head Start**

Budget to Actual Report

Budget Period: March 1, 2025 - February 28, 2027

Report Period: March 1, 2026 - March 31, 2027

Month 1 of 12 (8.33%)

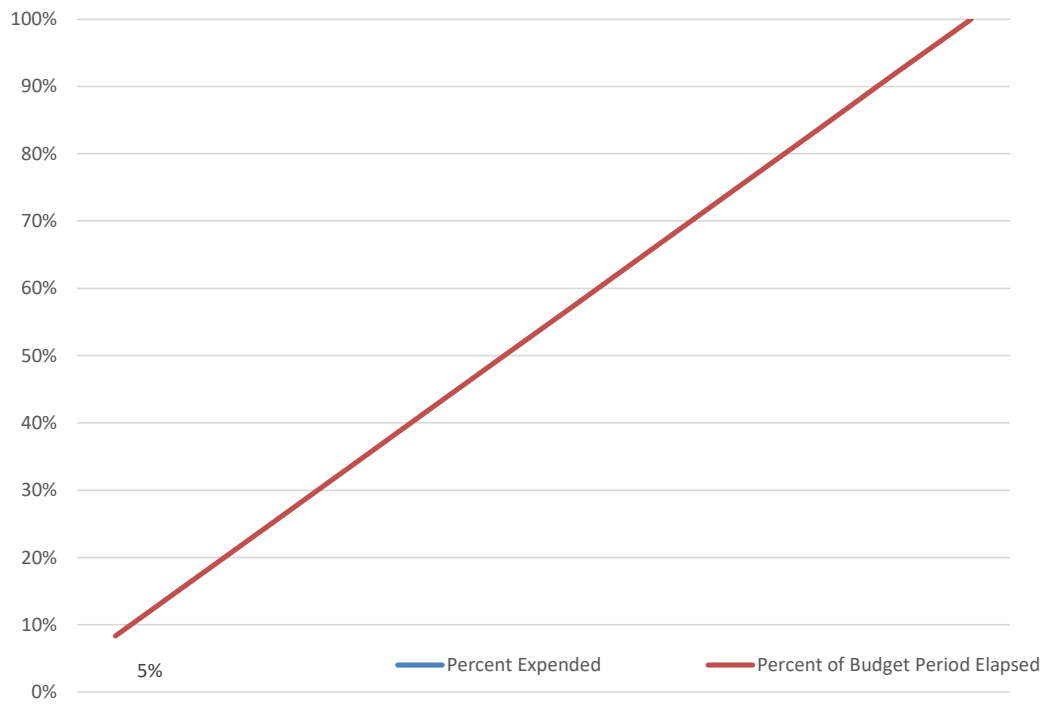
Prepared 05/11/2026

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	10,872,663	323,835	10,548,828	3%	97%
FRINGE BENEFITS	3,584,023	294,652	3,289,371	8%	92%
SUPPLIES	818,999	50,937	768,062	6%	94%
CONTRACTUAL	1,021,511	98,794	922,717	10%	90%
OTHER	2,447,205	196,291	2,250,914	8%	92%
INDIRECT	2,191,961	-	2,191,961	0%	100%
TOTAL BASE FUNDING	20,936,362	964,509	19,971,853	5%	95%
TRAINING & TECHNICAL ASSISTANCE					
TRAVEL	107,305	(165)	107,470	0%	100%
SUPPLIES	38,024	20,404	17,620	54%	46%
CONTRACTUAL	23,813	-	23,813	0%	100%
OTHER	137,953	20,159	117,794	15%	85%
INDIRECT	36,851	-	36,851	0%	100%
TOTAL TRAINING & TECHNICAL AS:	343,946	40,398	303,548	12%	88%
GRAND TOTAL EHS FEDERAL FUNI	21,280,308	1,004,907	20,275,401	5%	95%

Budget reflects Notice of Award #09CH012489-03-01

Actual expenditures include posted expenditures and estimated adjustments through 03/31/2026

Early Head Start Percent Expended Compared to Percent of Budget Period Elapsed





MEMORANDUM

To: Budget and Finance Committee of Policy Council

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

Date: May 19th, 2026

Subject: *Head Start*
McFarland Modular as of March 31, 2026 – **Info Item**

CAPK received authorization from the Office of Head Start (OHS) to purchase and install a modular unit at 410 E. Perkins Ave., McFarland, CA 93250.

The purchase of the new modular unit will be funded through the current grant (09CH012489-02-02).

Below are highlights of the modular project funds for the period ending March 31, 2026:

Overall expenditures to date: **0%**.

Community Action Partnership of Kern

McFarland Modular

Report Period: March 1, 2025 - Mar 31, 2026

Prepared 05/11/2026	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
McFarland - (Purchase and Installation of Modular)	1,699,878	-	1,699,878	0%	100%

NOA - 09CH012489-02-02

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, 2026 through February 28, 2027

Report for period ending March 31, 2026 (Month 1 of 12)

Percent of budget period elapsed: **8.33%**

LOCATION	Enroll- ment	March	YTD Totals	Kern/SJC	IN-KIND GOAL	% OF GOAL MET
Alberta Dillard	34	7,863	7,863	Kern	47,159	17%
Alicante	17	7,721	7,721	Kern	23,579	33%
Angela Martinez	105	21,994	21,994	Kern	145,637	15%
Broadway	34	2,528	2,528	Kern	47,159	5%
California City	17	71	71	Kern	23,579	0%
Cleo Foran	23	171	171	Kern	31,901	1%
Delano	60	20,759	20,759	Kern	83,221	25%
Fairfax	34	11,346	11,346	Kern	47,159	24%
Harvey L. Hall	136	20,864	20,864	Kern	188,634	11%
Heritage	17	1,266	1,266	Kern	23,579	5%
Home Base	170	224	224	Kern	235,793	0%
Martha J. Morgan	50	18,737	18,737	Kern	69,351	27%
Oasis	42	7,602	7,602	Kern	58,255	13%
Pete H. Parra	116	659	659	Kern	160,894	0%
Primeros Pasos	67	82,435	82,435	Kern	92,930	89%
Rosamond	51	0	0	Kern	70,738	0%
San Diego	32	6,579	6,579	Kern	44,384	15%
Shafter	17	1,641	1,641	Kern	23,579	7%
Shafter HS/EHS	24	3,799	3,799	Kern	33,288	11%
Sterling	115	11,055	11,055	Kern	159,507	7%
Stockdale Head Start	41	6,986	6,986	Kern	56,868	12%
Sunrise Villa	17	147	147	Kern	23,579	1%
Taft	51	19,540	19,540	Kern	70,738	28%
Tehachapi	15	0	0	Kern	20,805	0%
Vineland	17	147	147	Kern	23,579	1%
Virginia	17	216	216	Kern	23,579	1%
Willow	0	0	0	Kern	0	0%
Administrative Services		0	0	Kern/SJC	0	0%
PC Planning		0	0	Kern/SJC	0	0%
PC By Laws		0	0	Kern/SJC	0	0%
Governance		0	0	Kern	0	0%
Program Services		13,550	13,550	Kern/SJC	74,265	18%
California Street	24	49	49	SJC	33,288	0%
Gianone	16	128	128	SJC	22,192	1%
Kennedy	16	147	147	SJC	22,192	1%
Lodi Home Base	20	0	0	SJC	27,740	0%
Lodi UCC	24	0	0	SJC	33,288	0%
Lathrop Home Base	20	0	0	SJC	27,740	0%
Marci Massei	24	0	0	SJC	33,288	0%
Stockton Home Base	40	12	12	SJC	55,481	0%
Lathrop	24	147	147	SJC	33,288	0%
SUBTOTAL IN-KIND	1,527	268,383	268,383	0	2,192,237	12%
x						
State General Child Care*	0	0	0	Kern	2,135,515	0%
State Preschool*	0	0	0	Kern	4,067,566	0%
State Migrant Child Care*	0	0	0	Kern	157,004	0%
SUBTOTAL CA DEPT of ED	0	0	0		6,360,085	0%
x						
State General Child Care*	0	0	0	SJC	1,607,617	0%
SUBTOTAL CA DEPT of ED	0	0	0		1,607,617	0%
GRAND TOTAL		268,383	268,383		10,159,939	3%
0						
<u><u>268,383</u></u>						

**COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT TRAVEL & CHILD CARE (6115)
2026-2027**

HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO- DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2026	\$ 1,350.00	\$ 81.00	\$ 81.00	\$ 1,269.00	8%	6%
APRIL 2026	\$ 1,269.00	\$ -	\$ 81.00	\$ 1,269.00	17%	6%
MAY 2026	\$ 1,269.00	\$ -	\$ 81.00	\$ 1,269.00	25%	6%
JUNE 2026	\$ 1,269.00	\$ -	\$ 81.00	\$ 1,269.00	33%	6%
JULY 2026	\$ 1,269.00	\$ -	\$ 81.00	\$ 1,269.00	42%	6%
AUGUST 2026	\$ 1,269.00	\$ -	\$ 81.00	\$ 1,269.00	50%	6%
SEPTEMBER 2026	\$ 1,269.00	\$ -	\$ 81.00	\$ 1,269.00	58%	6%
OCTOBER 2026	\$ 1,269.00	\$ -	\$ 81.00	\$ 1,269.00	67%	6%
NOVEMBER 2026	\$ 1,269.00	\$ -	\$ 81.00	\$ 1,269.00	75%	6%
DECEMBER 2026	\$ 1,269.00	\$ -	\$ 81.00	\$ 1,269.00	83%	6%
JANUARY 2027	\$ 1,269.00	\$ -	\$ 81.00	\$ 1,269.00	92%	6%
FEBRUARY 2027	\$ 1,269.00	\$ -	\$ 81.00	\$ 1,269.00	100%	6%

EARLY HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO- DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2026	\$ 500.00	\$ 45.54	\$ 45.54	\$ 454.46	8%	9%
APRIL 2026	\$ 454.46	\$ -	\$ 45.54	\$ 454.46	17%	9%
MAY 2026	\$ 454.46	\$ -	\$ 45.54	\$ 454.46	25%	9%
JUNE 2026	\$ 454.46	\$ -	\$ 45.54	\$ 454.46	33%	9%
JULY 2026	\$ 454.46	\$ -	\$ 45.54	\$ 454.46	42%	9%
AUGUST 2026	\$ 454.46	\$ -	\$ 45.54	\$ 454.46	50%	9%
SEPTEMBER 2026	\$ 454.46	\$ -	\$ 45.54	\$ 454.46	58%	9%
OCTOBER 2026	\$ 454.46	\$ -	\$ 45.54	\$ 454.46	67%	9%
NOVEMBER 2026	\$ 454.46	\$ -	\$ 45.54	\$ 454.46	75%	9%
DECEMBER 2026	\$ 454.46	\$ -	\$ 45.54	\$ 454.46	83%	9%
JANUARY 2027	\$ 454.46	\$ -	\$ 45.54	\$ 454.46	92%	9%
FEBRUARY 2027	\$ 454.46	\$ -	\$ 45.54	\$ 454.46	100%	9%

Prepared by: Louis Rodriquez
05/14/2026

**COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT ACTIVITIES (7175)
2026-2027**

HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO- DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2026	\$ 9,210.00	\$ -	\$ -	\$ 9,210.00	8%	0%
APRIL 2026	\$ 9,210.00	\$ -	\$ -	\$ 9,210.00	17%	0%
MAY 2026	\$ 9,210.00	\$ -	\$ -	\$ 9,210.00	25%	0%
JUNE 2026	\$ 9,210.00	\$ -	\$ -	\$ 9,210.00	33%	0%
JULY 2026	\$ 9,210.00	\$ -	\$ -	\$ 9,210.00	42%	0%
AUGUST 2026	\$ 9,210.00	\$ -	\$ -	\$ 9,210.00	50%	0%
SEPTEMBER 2026	\$ 9,210.00	\$ -	\$ -	\$ 9,210.00	58%	0%
OCTOBER 2026	\$ 9,210.00	\$ -	\$ -	\$ 9,210.00	67%	0%
NOVEMBER 2026	\$ 9,210.00	\$ -	\$ -	\$ 9,210.00	75%	0%
DECEMBER 2026	\$ 9,210.00	\$ -	\$ -	\$ 9,210.00	83%	0%
JANUARY 2027	\$ 9,210.00	\$ -	\$ -	\$ 9,210.00	92%	0%
FEBRUARY 2027	\$ 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 2026	\$ 5,245.00	\$ -	\$ -	\$ 5,245.00	8%	0%
APRIL 2026	\$ 5,245.00	\$ -	\$ -	\$ 5,245.00	17%	0%
MAY 2026	\$ 5,245.00	\$ -	\$ -	\$ 5,245.00	25%	0%
JUNE 2026	\$ 5,245.00	\$ -	\$ -	\$ 5,245.00	33%	0%
JULY 2026	\$ 5,245.00	\$ -	\$ -	\$ 5,245.00	42%	0%
AUGUST 2026	\$ 5,245.00	\$ -	\$ -	\$ 5,245.00	50%	0%
SEPTEMBER 2026	\$ 5,245.00	\$ -	\$ -	\$ 5,245.00	58%	0%
OCTOBER 2026	\$ 5,245.00	\$ -	\$ -	\$ 5,245.00	67%	0%
NOVEMBER 2026	\$ 5,245.00	\$ -	\$ -	\$ 5,245.00	75%	0%
DECEMBER 2026	\$ 5,245.00	\$ -	\$ -	\$ 5,245.00	83%	0%
JANUARY 2027	\$ 5,245.00	\$ -	\$ -	\$ 5,245.00	92%	0%
FEBRUARY 2027	\$ 5,245.00	\$ -	\$ -	\$ 5,245.00	100%	0%

05/14/2026

Month	Apr-26	Program/Work Unit	Head Start Preschool & Early Head Start			
Division/Director	Head Start/State Child Development Division/ Yolanda Gonzales		Enrollment and Attendance Manager	Carol Hendricks		
Reporting Period	April 1, 2026 - April 30, 2026					
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	
Reportable/Funded Enrollment		742	753	753	99%	
Disabilities		278	10%	10%	40%	
Over Income 101%-130% (up to 35%)		18	n/a	n/a	2%	
Over Income 131% and up (up to 10%)		55	n/a	n/a	7%	
Head Start Preschool (ages 3-5) (FNPI 2a, 2b, 2c, 2c.1,2d,SRV 2b, 7a)		Month	Target	Annual Goal	Annual Progress	
Reportable/Funded Enrollment		936	936	936	100%	
Disabilities		134	10%	10%	15%	
Over Income 101%-130% (up to 35%)		16	n/a	n/a	2%	
Over Income 131% and up (up to 10%)		72	n/a	n/a	8%	
Head Start Preschool San Joaquin County Office of Education - (ages 3-5) (FNPI 2a, 2b, 2c, 2c.1,2d,SRV 2b, 7a)		Month	Target	Annual Goal	Annual Progress	
Reportable/Funded Enrollment		65	153	153	42%	
Disabilities		9	n/a	n/a	14%	
Over Income 101%-130% (up to 35%)		5	n/a	n/a	8%	
Over Income 131% and up (up to 10%)		0	n/a	n/a	0%	
Home Visiting Program (SRV 2cc, 7a)		Monthly	Year-To- Date	Annual Goal (Contract Limit 310)	Annual Progress (Calendar)	Annual Progress (Program Year)
Enrollment		202	445	308	66%	69%
Central Kitchen		Total Meals Delivered		Breakfast	Lunch	Snack
Meals and Snacks		62,379		22,125	18,146	22,108
Child and Adult Care Food Program (CACFP) (Note: The data represents information from March 2026)		Total Meals Delivered		Meals Allocated (CACFP/HS)	# of Meals Served	% of Meals Served
Meals and Snacks (SRV 5ii)		84,136		60,370/23,766	66,488	79%
Meals and Snacks- Kern Vendors		71,725		51,594/20,131	56,565	79%
Meals and Snacks - SJC Vendors		12,411		8,776/3,635	9,923	80%
Eligibility Determination (SRV 7b) (January 2025-December 2025)		60	299			
Total Community Services		60	299			
Explanation (Over/Under Goal Progress)						
Kern County Head Start and Early Head Start are meeting or are very close to meeting the goal of 100% full enrollment for the month. We have increased our participation in community events and recruitment practices to continue to increase our Early Head Start numbers and to prepare for the new school year of 2026-2027. San Joaquin County is in the process of opening centers and building their enrollment numbers.						

Goals	Progress Towards Goal
Goal 1.: Workforce: To enhance onboarding, recruitment, and retention of staff by implementing programs that embraces pathways for learning, professional development, and succession planning to obtain and retain staff.	Objective A: Develop a structured onboarding process that introduces new employees to the organization's core values, and expectations. Provide them with the necessary tools, resources, and training to quickly integrate into their roles. Progress: Job specific training is provided at new-hire training. Program will be using SharePoint as the division's training platform. Some challenges may include addressing technical difficulties to ensure trainings are properly recorded, uploaded, and videos are in good quality.
Program Description	
1. April 1, 8, 15, 22, 29, 2026, Application Clinic 1300 18th Street, 9:00am – 3:00pm 2. April 8, 2026, Wednesday, 4th Annual Universal Pre-Kindergarten 3. April 12, 2026, Sunday, UPK Day @ Calm 4. April 16, 2026, Thursday, McKee Middle School 5. April 18, 2026, Saturday, GROW Academy Shafter Spring Fest	

Additional information: Last day of part-year services is May 15, 2026. Have a great summer!



Do you use tobacco or nicotine or want to help someone who does?

We've partnered with Kick it California to help Central Valley residents kick smoking. Kick it California has helped people quit for nearly 30 years through free, customized, one-on-one coaching that is grounded in science. Get help quitting and self-refer to the program

Participants who complete an initial coaching call are eligible for a \$20 digital gift card.

Call 2-1-1 or scan QR code





Usas tabaco o nicotina o quieres ayudar a alguien que lo hace?

Nos hemos asociado con Kick it California para ayudar a los residentes del Valle Central a dejar de fumar. Kick it California ha ayudado a las personas a dejarlo durante casi 30 años mediante asesoramiento gratuito, personalizado y uno a uno, basado en la ciencia. Obtén ayuda para dejar de fumar y autorrefiérete al programa

Los participantes que completen una llamada inicial son elegibles para una tarjeta digital de \$20.

Llama al 2-1-1 o escanea el Código





Backpack Connection Series

About this Series

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

The Pyramid Model



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

More Information

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



ChallengingBehavior.org

How to Help Your Child Have a Successful Morning

Brooke Brogle, Alyson Jiron & Jill Giacomini

Do you struggle with stressful mornings when you want to lay your head down and cry before 8:00 a.m.? Do you often leave the house in an angry, frantic rush? Mornings can be a particularly challenging time for parents. Getting your entire family up and out the door is no easy task! It is important to understand that your morning routine serves as the foundation for your family's entire day. You can create a morning routine that not only helps your day to begin more smoothly, but also teaches your child important skills that he needs to become more independent and confident. A morning routine can also reduce challenging behavior such as crying, whining and tantrums.



Try This at Home

- Use a visual schedule with items such as photos, clipart, or objects that shows your child the steps in his morning routine. This visual schedule can help him to understand the expectations of the morning routine. To learn more about how to create a visual schedule, go to challengingbehavior.org and search the site for "visual schedules" in the search box located in the upper right-hand corner of the screen.
- If your child has trouble waking up in the morning, it might be because he is not getting enough sleep at night. Set a consistent bedtime and stick with it. When a child's bedtime changes it can make it harder for him to wake up in the morning. For more information on bedtime routines, go to challengingbehavior.org and search the site for "bedtime routines" in the search box located in the upper right-hand corner of the screen.
- Plan ahead. Use your bedtime routine to plan for the next day together.
 1. Lay out the clothes your child will wear.
 2. Pack his backpack.
 3. Discuss the morning routine, show him pictures and talk about the day ahead.
- Give your child some power over his morning routine by offering reasonable choices. For example, "First, get dressed. Then, you get a choice! Would you like to have cereal or pancakes for breakfast?"
- Include bonding time in your morning routine. Time to read, bathe or snuggle will help your child feel loved and calm as he begins his tasks for the day.

- Encourage your child. When your child completes a task and follows the routine, provide positive and specific encouragement. For example, say "Wow! You got up and got dressed all by yourself! Now we will have a few extra minutes to play with trains. What a great way to start the day!"



Practice at School

Teachers use routines to provide a predictable structure to your child's day. When a child understands what she should be doing and what will come next, she feels less anxiety and more excited to participate. While the specific activities in the classroom might change, the routine does not. For example, while 10:00 may always be art time, the specific craft (painting, cutting, gluing) may vary from day to day. Children become eager to try new activities because they are confident and comfortable with the routine.



The Bottom Line

A morning routine is a daily opportunity for you to build and nurture a positive relationship with your child. When you follow a repetitive morning routine you allow your child to gain practice with important skills such as dressing, bathing and grooming and give him a feeling of confidence and success. A calm, loving morning routine at home sets the tone for the entire day for both you and your child.



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Serie de Conexión Mochila

Sobre esta serie

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

El Modelo de la Pirámide



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

Más información

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



ChallengingBehavior.org

Cómo ayudar a su niño a tener una mañana exitosa

Brooke Brogle, Alyson Jiron y Jill Giacomini

Usted sufre estragos debido a las mañanas estresantes cuando quiere agachar la cabeza y llorar antes de las 8:00 a.m.? ¿Sale a menudo de su casa en una carrera frenética y enojada? Las mañanas pueden ser un horario particularmente desafiante para los padres. ¡El levantar a toda su familia y salir de la casa no es una tarea fácil! Es importante comprender que su rutina matutina sirve como el cimiento para el día entero de su familia. Usted puede crear una rutina matutina que no sólo ayude a que su día inicie de manera suave, sino que también le enseñe a su niño aptitudes importantes que él necesita para ser más independiente y confidente. Una rutina matutina también puede reducir la conducta desafiante tales como el llanto, lloriqueo y berrinches.



Pruebe esto en casa

- Utilice una agenda visual con artículos tales como fotografías, recortes u objetos que le muestre a su niño los pasos dentro de su rutina matutina. Esta agenda visual puede ayudarle a comprender las expectativas de la rutina matutina. Para aprender más sobre cómo crear una agenda visual, visite la página ChallengingBehavior.org y busque en el sitio "agendas visuales" utilizando el cuadro de búsqueda localizado en la esquina superior derecha de la pantalla.
- Si su niño tiene dificultades para levantarse en la mañana, puede ser debido a que no está durmiendo lo suficiente por la noche. Designe un horario para irse a dormir consistente y haga que se cumpla. Cuando cambia el horario de un niño para irse a dormir esto puede dificultar que se levante en la mañana. Para más información sobre las rutinas para irse a dormir, visite la página ChallengingBehavior.org y busque en el sitio "rutinas para irse a dormir" utilizando el cuadro de búsqueda localizado en la esquina superior derecha de la pantalla.
- Planifique a futuro. Utilice su rutina para irse a dormir para planear las actividades del día siguiente.
 1. Aliste la ropa que usará su niño.
 2. Aliste su mochila.
 3. Comente sobre la rutina matutina, muéstrelle fotos y platique con él sobre el día que viene.
- Dele algo de poder a su niño sobre su rutina matutina ofreciéndole elecciones razonables. Por ejemplo, "Primero vístete. ¡Después, tendrás tu elección! ¿Quieres cereal o panqueques para desayunar?"

- Incluya dentro de la rutina matutina tiempo de vinculación. Tiempo para leer, bañarse o pintar ayudará a que su niño se sienta amado y tranquilo para iniciar sus tareas del día.
- Anime a su niño. Cuando su niño complete una tarea y siga la rutina, bríndele estímulo positivo y específico. Por ejemplo, diga "¡Guau! ¡Te levantaste y te vestiste tú solo! Ahora tendremos unos cuantos minutos para jugar con los trenes. ¡Qué buena manera para iniciar el día!"



Practique en la escuela

Los maestros utilizan rutinas para proporcionar una estructura predecible para el día de su niño. Cuando un niño comprende lo que debe estar haciendo y que le sigue, él siente menos ansiedad y más emoción por participar. Mientras que las actividades específicas dentro del aula pueden cambiar, la rutina no. Por ejemplo, mientras que las a 10:00 siempre será hora de arte, la manualidad específica (pintar, cortar, pegar) puede variar de un día a otro. Los niños se ponen ansiosos por intentar actividades nuevas debido a que se sienten más confiados y cómodos con la rutina.



La conclusión

Una rutina matutina es una oportunidad diaria para que usted establezca y nutra una relación positiva con su niño. Cuando sigue una rutina matutina repetitiva le permite a su niño a ensayar las habilidades importantes tales como vestirse, bañarse y aseo y le otorga sentido de confianza y éxito. Una rutina tranquila y amorosa en casa marca la pauta para el día entero tanto para usted como para su niño.

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Bakersfield Behavioral

HEALTHCARE HOSPITAL

5201 WHITE LANE
BAKERSFIELD, CA 93309



(661) 398-1800



(661) 241-5587



About Bakersfield Behavioral Healthcare Hospital

Bakersfield Behavioral Healthcare Hospital is a dedicated acute psychiatric facility located in Bakersfield, CA. We provide specialized care for adolescents ages 13 through 17 and adults 18 and over faced with mental health, behavioral health or substance use challenges. Our range of programs and services is designed to meet the unique needs of each patient, ensuring comprehensive and personalized treatment.

OUR MISSION

Our mission is to be committed to the wellness of individuals, their families, and the community through prevention, intervention, treatment and education.



Whether it's for you or a loved one, if you need assistance, we're just a call away.

Reach out.

We're here to help.



Bakersfield Behavioral
Healthcare Hospital

OUR SERVICES



**Inpatient Services for
Adults and Adolescents**



**Intensive Outpatient (IOP)
Services for Adults**

Behavioral/Mental Health, Dual Diagnosis, Chemical Dependency

- Individualized Treatment Planning
- Medication Management
- Medical Detoxification
- Case Management
- Pharmacological Services
- Therapeutic Group Sessions (Music Therapy, Exercise Groups)
- Relapse Prevention and Education

Transitional Care and Discharge Planning

- Patient Support
- Pharmacology Transition of Care
- Social Services Referrals

Family Support

At Bakersfield Behavioral Healthcare Hospital, we understand the challenges you and your loved ones may be facing. Remember that there is hope, and we are here to help. If you or a loved one is struggling with mental health, don't hesitate to get support.

- Family Group Education and Counseling

We accept most insurance, including:

- Aetna
- Anthem
- Blue Cross Blue Shield
- Cigna
- Humana
- Medicare
- UnitedHealthcare



www.bakersfieldbehavioral.com



Bakersfield Behavioral

HEALTHCARE HOSPITAL

5201 WHITE LANE
BAKERSFIELD, CA 93309



(661) 398-1800



(661) 241-5587



Acerca de Bakersfield Behavioral Healthcare Hospital

Bakersfield Behavioral Healthcare Hospital es un centro psiquiátrico especializado en enfermedades agudas ubicado en Bakersfield, CA. Brindamos atención especializada a adolescentes de 13 a 17 años y adultos de 18 años o más que enfrentan desafíos de salud mental, salud conductual o uso de sustancias. Nuestra serie de programas y servicios está diseñada para satisfacer las necesidades únicas de cada paciente, garantizando un tratamiento integral y personalizado.

NUESTRA MISIÓN

Nuestra misión es estar comprometidos con el bienestar de las personas, sus familias y la comunidad a través de la prevención, la intervención, el tratamiento y la educación.



Ya sea para usted o un ser querido, si necesita ayuda, estamos a solo una llamada de distancia.

Extiende la mano.

Estamos aquí para ayudar.



Bakersfield Behavioral
Healthcare Hospital

NUESTROS SERVICIOS



Servicios para pacientes
hospitalizados para adultos
y adolescentes



Servicios ambulatorios
intensivos para adultos

Salud conductual/mental, diagnóstico dual, dependencia química

- Planificación de tratamiento individualizado
- Manejo de medicamentos
- Desintoxicación médica
- Gestión de casos
- Servicios farmacológicos
- Sesiones terapéuticas en grupo (musicoterapia, grupos de ejercicio)
- Prevención y educación de recaídas

Atención de transición y planificación del alta

- Apoyo al paciente
- Transición de la atención farmacológica
- Referencias a servicios sociales

Apoyo a la familia

En Bakersfield Behavioral Healthcare Hospital, entendemos los desafíos que usted y sus seres queridos pueden enfrentar. Recuerde que hay esperanza y estamos aquí para ayudar. Si usted o un ser querido tiene problemas de salud mental, no dude en buscar ayuda.

- Educación y asesoramiento para grupos familiares

Aceptamos la mayoría de los seguros, incluidos:

- Aetna
- Anthem
- Blue Cross Blue Shield
- Cigna
- Humana
- Medicare
- UnitedHealthcare





Children's System of Care

The Children's System of Care provides services, resources, and aims to restore hope to children experiencing behavioral health problems, which may lead to disruptions at home, school, or in the community.

Access To Services

Children and families will have access to various behavioral health services. Families will meet with a behavioral health professional who will provide options that may best support the child and their family. Parental or guardian consent is required.

Find A Provider

To find a service location for your child, call (661) 868-8300 or visit www.KernBHRS.org for additional assistance.

Services Available

- Case Management
- Community-Based Services
- Crisis Intervention Services
- Family Therapy
- Individual Therapy
- Mental Health and Diagnostic Assessments
- Psychiatric Evaluation and Medication Management
- Referrals and Coordinated Care with Other Agencies and Resources
- Skill Building
- Substance Use Disorder Treatment
- Therapeutic Behavioral Services

Connect to Our Providers

We have providers located throughout Kern County ready to help you and your child navigate their behavioral health needs. To find a provider near you, use the geographic locations below:

City	Provider	Phone Number
Bakersfield		
East	KernBHRS	661-868-6750
North	Child Guidance Clinic	661-393-5836
Southeast/Central.....	Clinica Sierra Vista	661-397-8775
West.....	Child Guidance Clinic	661-322-1021
Delano	Child Guidance Clinic	661-725-1042
Lake Isabella	Clarvida	760-379-3412
Lamont	Clinica Sierra Vista	661-845-5100
Lebec	Clinica Sierra Vista	661-245-0250
Mojave	Clarvida	661-824-5020
Ridgecrest	Clarvida	760-499-7406
Taft.....	Clarvida	661-765-7025
Tehachapi.....	Clarvida	661-822-8223
Wasco	Clarvida	661-758-4029



Sistema De Cuidado De Niños

El Sistema de Atención Infantil provee servicios y recursos con el objetivo de restaurar la esperanza a los niños que presencian problemas de salud conductual, los cuales pueden provocar perturbación en el hogar, la escuela o la comunidad.

Acceso a los Servicios

Los niños y las familias tendrán acceso a varios servicios para la salud de compartamiento y estado emocional. Las familias se reunirán con un profesional de la salud conductual que les darán opciones con las que puedan apoyar de mayor manera al niño y la familia. Es necesario tener el consentimiento del padre, la madre o el tutor.

Encontrar un Proveedor

Para encontrar un lugar de servicio para su hijo(a), llame al (661) 868-8300 o visite www.KernBHRS.org para obtener asistencia adicional.

Servicios Disponibles

- Evaluaciones de salud mental
- Terapia individual
- Terapia familiar
- Servicios de intervención en caso de crisis
- Manejo de casos
- Servicios proveídos en la comunidad
- Entrenamiento de desarrollo de habilidades
- Servicios intensivos para problemas conductuales
- Evaluación psiquiátrica y administración de medicamentos
- Coordinación de servicios y recursos con otras agencias
- Tratamiento para el consumo problemático de sustancias

Póngase en contacto con nuestros proveedores

Tenemos proveedores ubicados en todo el condado de Kern listos para ayudarlos a usted y a su hijo a analizar sus necesidades de salud conductual. Para encontrar a un proveedor cerca de usted, use estas ubicaciones geográficas:

City	Provider	Phone Number
Bakersfield		
East	KernBHRS	661-868-6750
North	Child Guidance Clinic	661-393-5836
Southeast/Central.....	Clinica Sierra Vista	661-397-8775
West.....	Child Guidance Clinic	661-322-1021
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Mojave.....	Clarvida.....	661-824-5020
Ridgecrest.....	Clarvida.....	760-499-7406
Taft.....	Clarvida.....	661-765-7025
Tehachapi.....	Clarvida.....	661-822-8223
Wasco	Clarvida.....	661-758-4029



To Practice ACEs Self-Care and build resiliency



Healthy Relationships

- set a goal of:

- Using respectful language
- Spending quality family time
- Making time for friends
- Asking for help



Movement

- set a goal of:

- Limiting screen time
- Taking a daily 20-minute walk
- Finding a family exercise
- Getting kids involved in a sport or class



Nourishment

- set a goal of:

- Eating a healthy breakfast
- Drinking water
- Eating 5 fruits or veggies/day
- Choosing whole wheat options over white bread/rice options



Sleep

- set a goal of:

- Turning screens off 30 min. before bed
- Creating a bedtime routine
- Creating a calm place for sleep
- Using mindfulness tools



Mindfulness

- set a goal of:

- Checking in with your feelings
- Being thankful
- Practicing mindful breathing or calming techniques
- Creating a mindful routine



Mental Health

- set a goal of:

- Talking about health as a family
- Learning about mental health treatments
- Finding and scheduling time with a mental health provider



Nature

- set a goal of:

- Taking a walk outside
- Having a family picnic in the backyard
- Hiking, biking, going to the beach or some other outdoor activity



2-1-1 Kern County

Dial 2-1-1 on your phone 24/7 for information on local resources

Kern Connected Community Network

Self-referral for local resources: <https://www.kernfoundation.org/kccn/>

Alliance Against Family Violence & Sexual Assault

661-322-0931

Kern Behavioral Health & Recovery Services Crisis Hotline

800-991-5272

California Youth Crisis Hotline

800-843-5200



AMERICAN ACADEMY OF PEDIATRICS - CALIFORNIA CHAPTER 3

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN®





I'M SO STRESSED OUT!

From the **NATIONAL INSTITUTE of MENTAL HEALTH**

Feeling overwhelmed? Read this fact sheet to learn whether it's stress or anxiety, and what you can do to cope.

Is it stress or anxiety?

Life can be stressful—you may feel stressed about performance at school, traumatic events (such as a pandemic, a natural disaster, or an act of violence), or a life change. Everyone feels stress from time to time.

What is stress? Stress is the physical or mental response to an external cause, such as having a lot of homework or having an illness. A stressor may be a one-time or short-term occurrence, or it can happen repeatedly over a long time.

What is anxiety? Anxiety is your body's reaction to stress and can occur even if there is no current threat.

If that anxiety doesn't go away and begins to interfere with your life, it could affect your health. You could experience problems with sleeping, or with your immune, digestive, cardiovascular, and reproductive systems. You also may be at higher risk for developing a mental illness such as an anxiety disorder or depression. More information about anxiety disorders is available at www.nimh.nih.gov/anxietydisorders.

So, how do you know when to seek help?

Stress vs. Anxiety

Stress

- Generally is a response to an external cause, such as taking a big test or arguing with a friend..
- Goes away once the situation is resolved.
- Can be positive or negative. For example, it may inspire you to meet a deadline, or it may cause you to lose sleep.

Both Stress and Anxiety

Both stress and anxiety can affect your mind and body. You may experience symptoms such as:

- Excessive worry
- Uneasiness
- Tension
- Headaches or body pain
- High blood pressure
- Loss of sleep

Anxiety

- Generally is internal, meaning it's your reaction to stress.
- Usually involves a persistent feeling of apprehension or dread that doesn't go away, and that interferes with how you live your life.
- Is constant, even if there is no immediate threat.



It's important to manage your stress.

Everyone experiences stress, and sometimes that stress can feel overwhelming. You may be at risk for an anxiety disorder if it feels like you can't manage the stress and if the symptoms of your stress:

- Interfere with your everyday life.
- Cause you to avoid doing things.
- Seem to be always present.



Coping With Stress and Anxiety

Learning what causes or triggers your stress and what coping techniques work for you can help reduce your anxiety and improve your daily life. It may take trial and error to discover what works best for you. Here are some activities you can try when you start to feel overwhelmed:

- Keep a journal.
- Download an app that provides relaxation exercises (such as deep breathing or visualization) or tips for practicing mindfulness, which is a psychological process of actively paying attention to the present moment.
- Exercise, and make sure you are eating healthy, regular meals.
- Stick to a sleep routine, and make sure you are getting enough sleep.
- Avoid drinking excess caffeine such as soft drinks or coffee.
- Identify and challenge your negative and unhelpful thoughts.
- Reach out to your friends or family members who help you cope in a positive way.

Recognize When You Need More Help

If you are struggling to cope, or the symptoms of your stress or anxiety won't go away, it may be time to talk to a professional. Psychotherapy (also called talk therapy) and medication are the two main treatments for anxiety, and many people benefit from a combination of the two.

If you or someone you know has a mental illness, is struggling emotionally, or has concerns about their mental health, there are ways to get help. Find more information on the National Institute of Mental Health (NIMH) website at www.nimh.nih.gov/findhelp.

If you are in immediate distress or are thinking about hurting yourself, call or text the 988 Suicide & Crisis Lifeline at **988** or chat at 988lifeline.org.

More Resources

- NIMH: Anxiety Disorders (www.nimh.nih.gov/anxietydisorders)
- NIMH: Caring for Your Mental Health (www.nimh.nih.gov/mymentalhealth)
- NIMH: Child and Adolescent Mental Health (www.nimh.nih.gov/children)
- NIMH: Tips for Talking With a Health Care Provider About Your Mental Health (www.nimh.nih.gov/talkingtips)
- Centers for Disease Control and Prevention: Anxiety and Depression in Children (www.cdc.gov/childrensmentalhealth/depression.html)



National Institute
of Mental Health

NIH Publication No. 20-MH-8125

www.nimh.nih.gov

Follow NIMH on
Social Media @NIMHgov





¡ESTOY TAN ESTRESADO!

Del INSTITUTO NACIONAL de la SALUD MENTAL

¿Te sientes abrumado? Lee esta hoja informativa para saber si se trata de estrés o ansiedad y qué puedes hacer para sobrellevar este sentimiento.

¿Es estrés o ansiedad?

La vida puede ser estresante. Puedes sentirte estresado por tu rendimiento en la escuela, eventos traumáticos (como una pandemia, una catástrofe natural o un acto de violencia), o bien, un cambio importante en tu vida. Todas las personas se sienten estresadas de vez en cuando.

¿Qué es estrés? El estrés es la respuesta física o mental a una causa externa, como tener muchas tareas o padecer una enfermedad. Un estresor o factor estresante puede ser algo que ocurre una sola vez o a corto plazo, o puede suceder repetidamente durante mucho tiempo.

¿Qué es la ansiedad? La ansiedad es la reacción del cuerpo al estrés y puede ocurrir incluso si no existe una amenaza real.

Si esa ansiedad no desaparece y comienza a interferir en tu vida, podría afectar tu salud. Podrías tener problemas para dormir o con tus sistemas corporales incluyendo inmunitario, digestivo, cardiovascular y reproductivo. También puedes correr un mayor riesgo de desarrollar una enfermedad mental, como un trastorno de ansiedad o depresión. Hay más información disponible sobre los trastornos de ansiedad en www.nimh.nih.gov/trastornosdeansiedad.

Entonces, ¿cómo sabes cuándo buscar ayuda?

El estrés en comparación con la ansiedad

El estrés

- Generalmente es una respuesta a una causa externa, como tomar una prueba importante o discutir con un amigo.
- Desaparece una vez que se resuelve la situación.
- Puede ser positivo o negativo. Por ejemplo, puede motivarte a cumplir con un plazo o puede hacerte perder el sueño.

El estrés y la ansiedad

Tanto el estrés como la ansiedad pueden afectar la mente y el cuerpo. Puedes tener síntomas como:

- preocupación excesiva,
- inquietud,
- tensión,
- dolores de cabeza o de cuerpo,
- presión arterial alta,
- pérdida de sueño.

La ansiedad

- Generalmente es interna, lo que significa que es tu reacción al estrés.
 - Con frecuencia incluye un sentimiento persistente de aprensión o temor que no desaparece y que interfiere en la forma en que llevas tu vida.
 - Es constante, incluso si no hay una amenaza inmediata.

Es importante controlar tu estrés



Todas las personas experimentan estrés y a veces puede ser abrumador. Tú puedes correr el riesgo de desarrollar un trastorno de ansiedad si sientes que no puedes controlar el estrés y si sus síntomas:

- interfieren en tu vida diaria,
- no te permiten hacer cosas,
- parecen estar siempre presentes.



Cómo sobrellevar el estrés y la ansiedad

Aprender qué causa o desencadena el estrés y qué técnicas de afrontamiento funcionan para ti puede ayudarte a reducir tu ansiedad y a mejorar tu vida diaria. Puede ser necesario intentar diferentes cosas hasta descubrir qué funciona mejor para ti. A continuación mencionamos algunas actividades que puedes intentar cuando empiezas a sentirte abrumado:

- Mantén un diario.
- Descarga una aplicación que tenga ejercicios de relajación (como respiración profunda o visualización) o consejos para practicar la atención consciente (conocida en inglés como mindfulness), que es un proceso psicológico para prestar atención activamente al momento presente.
- Haz ejercicios y asegúrate de comer alimentos saludables y con regularidad.
- Mantén la misma rutina de sueño y asegúrate de dormir lo suficiente.
- Evita consumir cafeína en exceso, como refrescos o café.
- Identifica tus pensamientos negativos e inútiles y ponte como meta superarlos.
- Comunícate con tus amigos o familiares para que te ayuden a sobrellevar esto de manera positiva.

Reconoce cuando necesitas más ayuda

Si tienes dificultades para sobrellevar el estrés o la ansiedad, o si tus síntomas no desaparecen, puede ser el momento de hablar con un profesional. La psicoterapia (también llamada terapia de diálogo) y los medicamentos son los dos tratamientos principales para la ansiedad, y muchas personas se benefician al combinarlos.

Si tú o alguien que conoces tiene una enfermedad mental, problemas emocionales o inquietudes sobre la salud mental, existen formas de obtener ayuda. Encuentra más información en el sitio web del Instituto Nacional de la Salud Mental (NIMH, por sus siglas en inglés) en www.nimh.nih.gov/busqueayuda.

Si estás en crisis o peligro inmediato o estás pensando en lastimarte, llame al **988** a la Línea de Prevención del Suicidio y Crisis. Si habla inglés, también puede enviar un mensaje de texto al 988 o usar su chat en vivo 988lifeline.org.

Recursos adicionales

- NIMH: Trastornos de la ansiedad (www.nimh.nih.gov/trastornosdeansiedad)
- NIMH: El cuidado de su salud mental (www.nimh.nih.gov/misaludmental)
- NIMH: Publicaciones acerca de niños y adolescentes (www.nimh.nih.gov/ninosyadolescentes)
- NIMH: Consejos sobre cómo hablar con su proveedor de atención médica sobre su salud mental (www.nimh.nih.gov/consejosparahablar)
- Centros para el Control y la Prevención de Enfermedades: Ansiedad y depresión en los niños (www.cdc.gov/childrensmentalhealth/spanish/anxiety.html)



National Institute
of Mental Health

Taking Care of Yourself

Taking care of yourself is a huge part of being able to take care of your child, especially when they are behaving in challenging ways. When you are feeling rested and calm, you are able to respond more appropriately. By contrast, when you are feeling stressed, exhausted, or frustrated, you may find it difficult to respond to your child's behaviors in a helpful way. Take steps to practice self-care in your daily routine.

Notice your own feelings and stress level.

Ask yourself these questions, and notice how your body feels:

- How do I know when my stress level is going up? Signs of stress may include muscle soreness, headaches, crying, feeling frustrated, sleeping more or less than normal, eating more or less than normal, and talking more loudly or shouting.
- What is in my control right now? Focus on your reactions, behaviors, thoughts, feelings, and needs.
- What do I need right now to feel better? Consider whether a drink of water, a deep breath, a walk outside, a phone call or visit with a friend or family member, or another activity might help you become calmer.

Take a break when you need it.

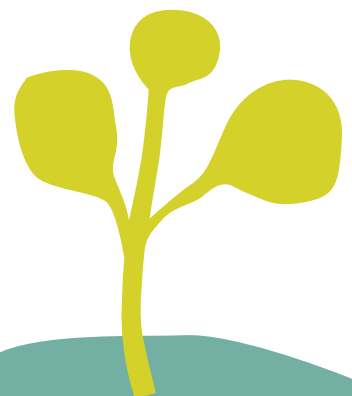
Take a deep breath, count to 20, or leave the room for a moment if your child can stay safe.

Don't expect yourself to be perfect.

Everyone has bad moments sometimes, and that's OK.

Try these ideas for taking care of yourself and reducing stress.

- Get enough sleep.
- Drink water.
- Move your body.
- Find time in the day for breaks.
- Listen to music.
- Talk to friends and family.
- Write in a journal.
- Reward yourself for a job well done.
- Practice deep breathing.
- Get outside.
- Notice what you see, hear, feel, smell, and taste.



Strategies to Try

Make self-care a priority.

Instead of: “I don’t have time to take care of myself.”

Try: “I am important, and I need to put myself first sometimes. Doing this makes me a better parent.”

Focus on what is in your control.

Instead of: “He is not cooperating! I know he will throw a tantrum next, and we will be late again.”

Try: “I know I am very upset now. I feel the stress climbing up. What do I need?”

Challenge unhelpful thinking.

Instead of: “I should be able to stop this tantrum. I am a horrible parent.”

Try: “A deep breath will help. I am doing my best. There is no better parent for my child than me.”

Look for support for yourself.

Instead of: “I don’t have time to talk with my friends and family.”

Try: “I will make time to connect with the people who love and understand me.”

Practice gratitude.

Instead of: Focusing on what is not going well.

Try: Noticing what is going well. Each day, write down one thing you are grateful for.

Keep it fresh!

In addition to: Trying the same self-care ideas over and over again.

Try: A new self-care idea. Notice how it makes you feel.

Resources

- [Help Us Stay Calm: Strategies that Help You and Your Child During Challenging Behavior](#)
- [Reducing Stress](#)



National Center on
Health, Behavioral Health, and Safety

1-888-227-5125
health@ecetta.info
<https://eclkc.ohs.acf.hhs.gov/health>

October 2021

Teaching Your Child About Feelings

Helping your child recognize and name how they feel can help them better express their feelings, and this can make a big difference in their behavior. Accepting your child's feelings can be a powerful strategy to help your child feel seen, heard, and understood. You can take steps to teach your child how to express how they feel.



Let your child know their feelings are OK.

- Help your child learn about feelings: Share that all feelings are OK.
- Notice and name how your child is feeling. This shows them that feelings are part of who they are and their feelings matter to you.
- Tell your child you understand and respect their feelings.

Listen to what your child is saying.

Repeat back what your child has said.



Try to understand how your child is feeling.

Let them know you understand their feelings and you are there to help.

Name your own feelings.

Model how you have many different feelings during the day.

Help your child name their feelings through words or pictures.

Tell them that all feelings are OK if they are expressed safely.



Use books, songs, games, stories, and play to talk about many different feelings.



Use words to help children name their feelings, such as happy, angry, disappointed, excited, frustrated, surprised, loved, scared, sad, peaceful, left out, delighted, quiet, tired.

Make checking in about feelings part of the daily routine.

Ask your child about their feelings. For example, you could do a feelings check-in during meal time with questions like

"What made you feel excited today?"

"What made you feel angry today?"

"What made you feel loved today?"

"What made you feel bored today?"

During bedtime you could make a routine with question like

"What is one feeling you want to leave behind today?"

"What is one feeling you want to feel more of tomorrow?"



Strategies to Try

Try to understand how your child is feeling.

Instead of: “Stop screaming!”

Try: “You are angry. You are showing me with your loud voice.”

Notice, name, and model your feelings.

Instead of: “You never listen!”

Try: “I feel frustrated right now. I am going to take a deep breath. That will help me feel better.”



Name feelings for your child as they are experiencing them.

Instead of: “If you hit again, you are going to time out.”

Try: “You are angry. Your hands want to hit. I am going to keep you safe by stopping you from hitting.”



Offer chances to notice and name lots of feelings.

Instead of: Reading books the usual way.

Try: As you read books, comment on the story using feeling words. For example:

“The bear looks tired.”

“The child has a big smile on their face and they are happy.”

“The baby is crying. The baby feels sad.”



Ask the child about their feelings instead of making assumptions.

Instead of: “That must have made you feel happy.”

Try: “Wow, I wonder how you were feeling when that happened.”

Let your child know that all feelings are OK.

Instead of: “Stop crying; it's not a big deal.”

Try: “You're really upset right now. It's OK to feel upset.”



Resources

- [Feeling Faces](#)
- [Tucker Turtle Takes Time to Tuck and Think at Home](#)



National Center on
Health, Behavioral Health, and Safety

1-888-227-5125
health@ecetta.info
<https://eclkc.ohs.acf.hhs.gov/health>

October 2021

Help Us Stay Calm

Strategies that help you and your child during challenging behavior

Stay Calm | Reflect | Re-Connect

When your child is engaged in challenging behavior or experiencing anger, stress, sadness or frustration, it is important to stay calm. If you express your anger and frustration, it might result in more challenging behavior from your child. Remaining calm will provide the safety and support your child needs as they learn how to calm themselves.

Step 1: Calm Yourself



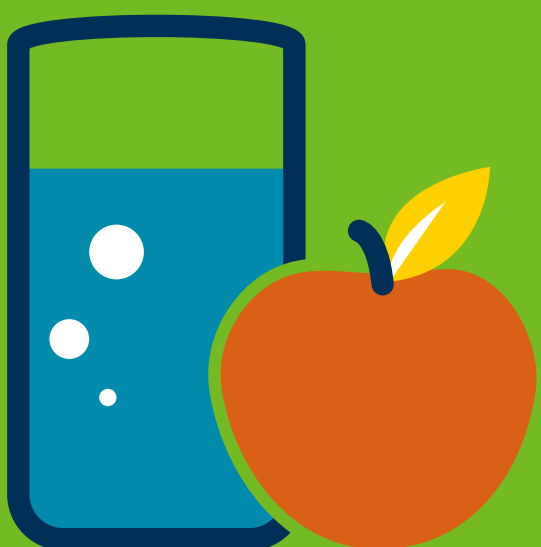
Count until calm



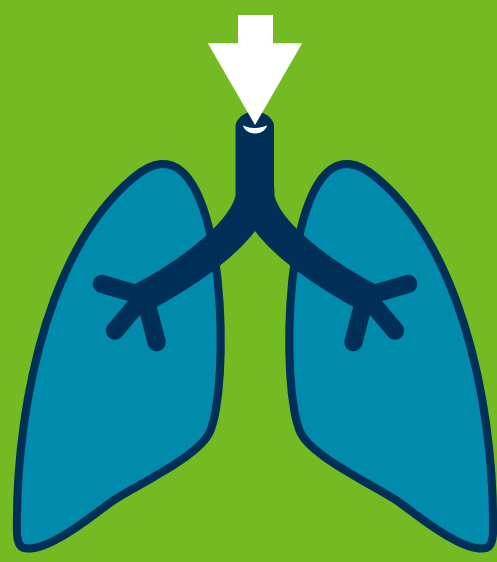
Connect with a friend



Think something positive or fun about your child



Drink some water;
Have a snack

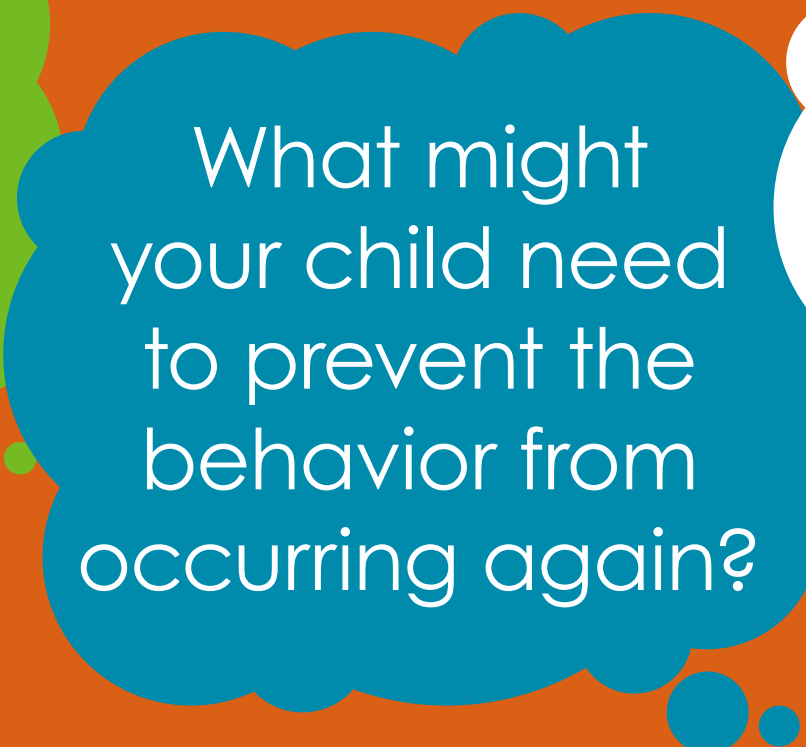
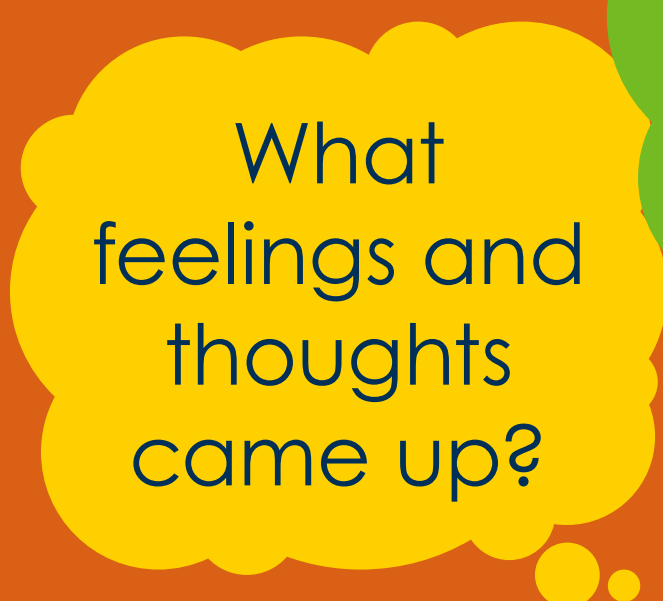


Take deep breaths



Ask for help

Step 2: Reflect



Step 3: Re-Connect

When you re-connect, you can help your child learn new skills. Once you feel calm, and your child appears calm, here are a few tips.



Make sure your child is calm



Acknowledge feelings



Offer choice



Redirect to a new activity



Talk and play with your child

More family resources at ChallengingBehavior.org/Implementation/Family.html



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Ayúdanos a mantener la calma

Estrategias que te ayudan a ti y a tu hijo durante comportamientos desafiantes

Mantén la calma | Reflexiona | Reconéctate

Cuando tu hijo exhibe un comportamiento desafiante o siente enojo, estrés, tristeza o frustración, es importante mantener la calma. Si expresas tu enojo y frustración, podría resultar en un comportamiento más desafiante de tu hijo. Mantener la calma proporcionará la seguridad y el apoyo que tu hijo necesita mientras aprende a calmarse.

Paso 1: Cálmate



Toma un poco de agua; come una merienda



Cuenta hasta calmarte



Respira profundamente



Habla con un amigo

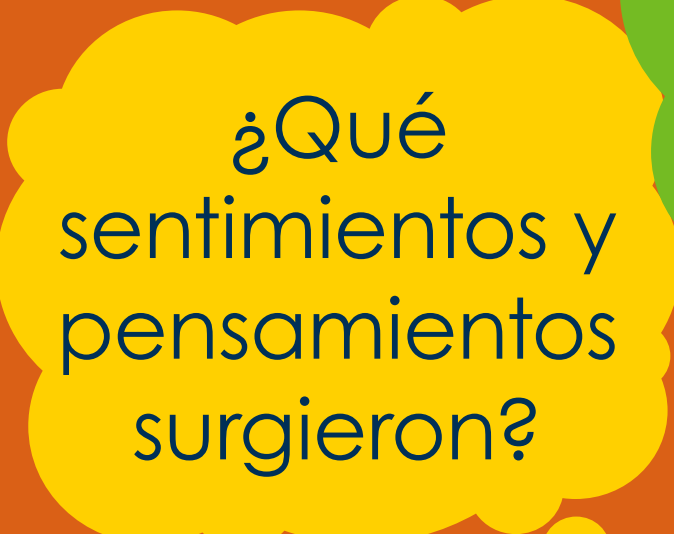


Pide ayuda

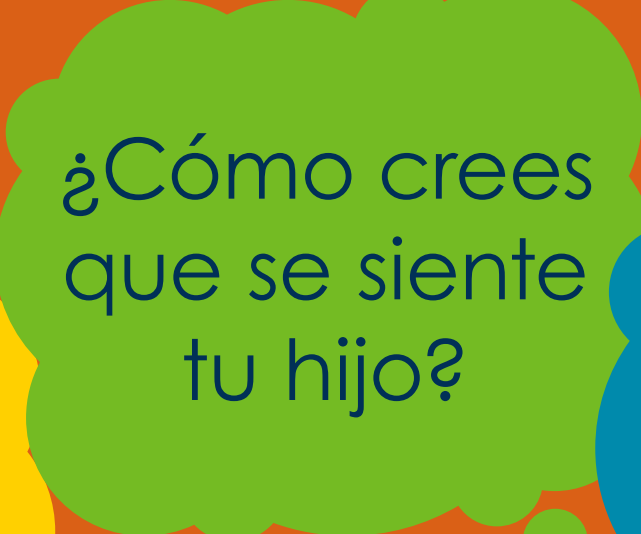


Piense en algo positivo o divertido sobre tu hijo

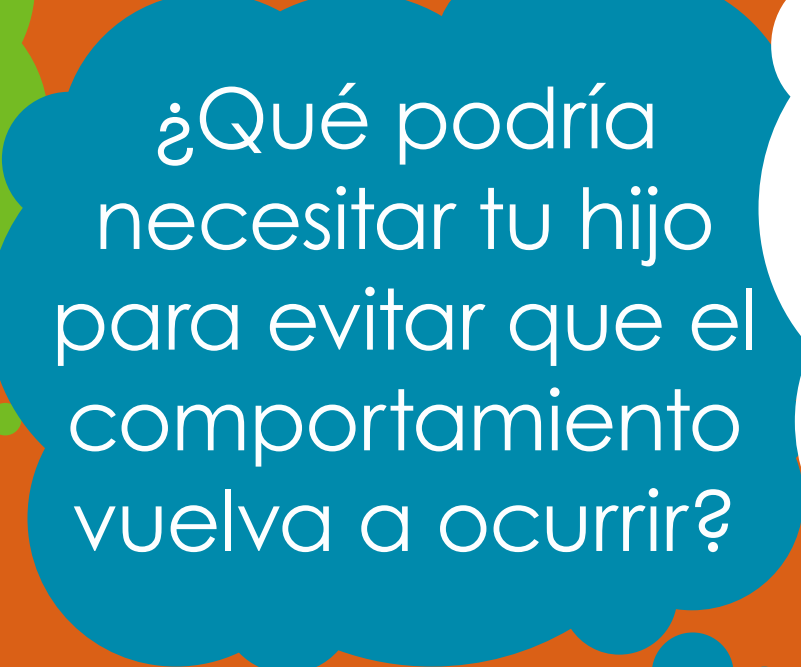
Step 2: Reflect



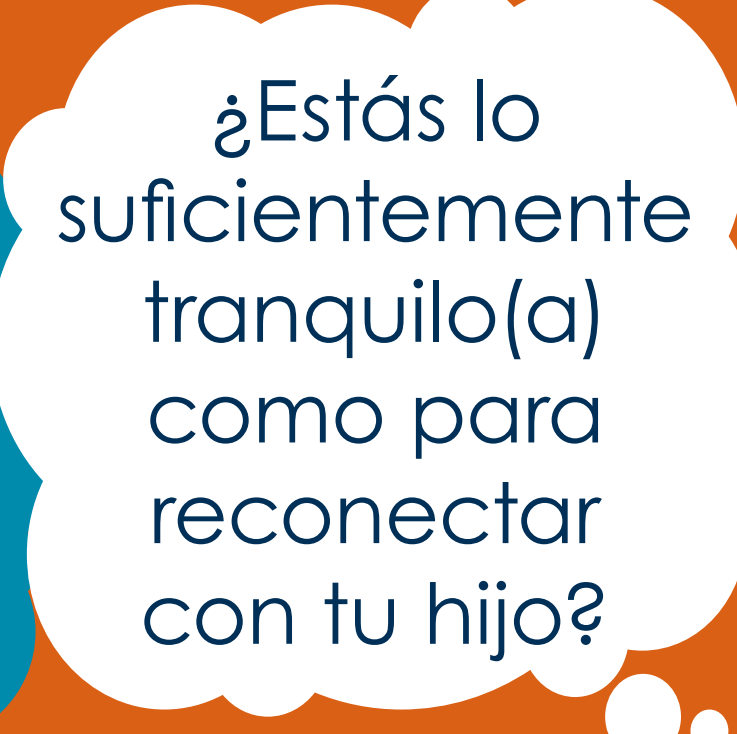
¿Qué sentimientos y pensamientos surgieron?



¿Cómo crees que se siente tu hijo?



¿Qué podría necesitar tu hijo para evitar que el comportamiento vuelva a ocurrir?



¿Estás lo suficientemente tranquilo(a) como para reconectar con tu hijo?

Paso 3: Reconéctate

Cuando vuelves a conectar, puedes ayudar a tu hijo a aprender nuevas habilidades. Una vez que te sientas tranquilo(a), y tu hijo parezca tranquilo, aquí hay algunos consejos.



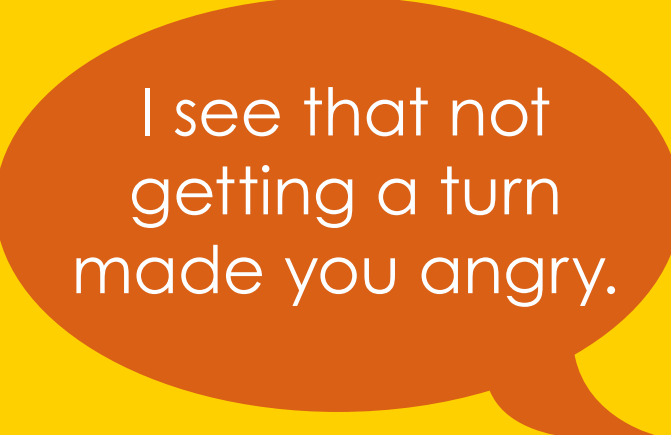
Asegúrate de que tu hijo esté tranquilo



Ofrécele opciones



Redirígelo a una nueva actividad



Reconoce los sentimientos



Habla y juega con tu hijo

Más recursos familiares en ChallengingBehavior.org/Implementation/Family.html

Belly Breathing

Deep breathing is a helpful coping skill for when you are feeling angry, stressed, or anxious. It helps to calm down your mind and body so that you can feel in control and think clearly about your situation.

There are many ways that you can practice deep breathing, each with the goal of helping you calm down. The one on this handout is *belly breathing*. Try it out and see if it helps you feel calm!



1

Get into a comfortable position. You can be in a relaxed sitting position or you can lie down if you choose.

2

Place one hand on your chest and the other on your belly.

3

Breathe in deeply through your nose. You should feel your belly pushing out with each breath in.

4

Take a long, deep breath out your mouth trying to push all the air out. You should feel your belly going back in. Repeat until you feel calm!



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Top Ten Tips for Gardening with Kids

One of the best things you can grow in a garden is a life-long gardener. Here are some helpful tips to keep in mind when gardening with kids:



1. **Be prepared to pivot:** Gardening with kids requires flexibility. Most kids prioritize exploration and discovery in the garden rather than appearance or production. You might have a planned activity, but they prefer to focus on the grasshopper they just found. Rather than corral them back to the task at hand, try talking to them about the grasshopper, sharing their wonder and excitement, and then finding a way to connect it to your activity. Remember that positive associations with gardening are the goal. If they walk away with those, you've succeeded, and they'll be back to learn more.
2. **Let kids choose what to plant:** Offer guidance and guarantee some sure-success plants are among their picks. But if they want beets, roses, and petunias, why not? Giving kids agency over what plants they grow also gives them the incentive to continue engaging with their plants over time. Don't forget that gardening isn't confined to a raised bed or backyard. You can grow a multitude of plants indoors, on windowsills, porches, or balconies, you name it!
3. **Choose garden projects that work for your needs:** To set yourself up for success, always consider projects or activities you might want to try through the lenses of the kids' age and ability levels, your budget, available space, available time, safety concerns, and growing conditions in your area.
4. **Embrace failure:** A garden is a wonderful place for kids to try caring for a living thing and being responsible for the success or failure of a growth cycle. And when failures happen, it's a space for kids to learn how to deal with an undesired outcome, grow their resiliency, and try again.
5. **Leave room for good old-fashioned digging:** Many kids love to dig in the dirt, and digging and observing are excellent for their sensory systems, gross and fine motor skills, and practicing focus and empathy for small creatures. Leaving a designated dig space in the garden gives them a spot to search for worms and grubs and helps keep disruptive digging out of other areas of the garden.
6. **Make the garden a joyful place:** Positive associations with nature early on in life give kids a sense of belonging to the natural world and responsibility for it. Help with the behind-the-scenes maintenance of kids' gardens so they continue to be an inviting space for them. Give them opportunities for responsibility, but don't turn gardens into a chore or punishment they would rather avoid. Embrace kids' preferences, and avoid pressing them to taste, touch or smell something they don't want to.
7. **Ensure activities are geared towards equal access:** Think through how to share a gardening experience

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equally with all the kids participating. Try collaborative gardening: one kid digs a hole, another sprinkles compost, another kid places a seedling in, and so on. This helps multiple kids be involved in smaller garden tasks. Not all kids will physically be able to garden the same way. Consider the practical physical needs of the kids you are gardening with. For example, raised table-top beds or vertical gardens can provide access to kids using wheelchairs, and gloves can be helpful for kids who have sensory needs.

8. **Not every minute must be filled with a task:** Set aside time when kids can explore the garden without an intended activity. Positive associations also come from moments when kids are allowed to observe, explore and play in a self-led way. They might also surprise you with observations leading to fantastic teaching moments you hadn't planned, unlocking areas of your garden knowledge you hadn't thought to share with them.
9. **Incorporate play:** Plants provide so many opportunities for play! Consider bringing toys into the garden so a bed of lettuce can turn into a magical miniature forest, some mud and cuttings can become ingredients in a (pretend) pie, and so much more.
10. **Enjoy gardening yourself!** One of the most powerful teaching tools is the use of modeling. Don't underestimate how impactful showcasing your enthusiasm for gardening can be on the kids you're working with.

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Design a Healing Garden

Overview: A garden can be a place to relax, alleviate stress, restore your spirit and find peace. Although just being in nature and surrounded by green space can positively contribute to mental and physical health without any specific planning, intentionally designing your garden space with this purpose in mind can provide even more benefits. In this activity, young gardeners will brainstorm ways to create their own healing garden.

Materials:

- Sketch or graph paper
- Colored pencils, markers or crayons
- A clipboard
- Materials and supplies to turn your healing garden ideas into reality (optional)



Approximate Time to Complete: 30+ minutes

Location: Outdoor

Ages: All Ages

Season: Any season

Instructions

1. Healing gardens come in many different shapes and sizes. Some healing gardens feature medicinal plants and/or plants providing nutrient-rich produce which can be used for healing physical ailments. Others are designed to relieve stress by offering a peaceful space in a natural setting for minds to rest and to take a break from our high-tech world. Healing gardens can also offer opportunities for movement and activity that can engage our body and senses and restore our spirit. The first step to designing a healing garden is to decide, What do you want your healing garden to do for you?
2. Next, visit an outdoor space where you would like to install your healing garden. It does not need to be a large space, or even a space with soil. You can install a small container healing garden on a patio or balcony. Sketch your space and take notes about the size and how much sunlight is available. Do you have access to water? Are there views you need to block to help create a sense of peace? Don't forget to consider vertical space or even opportunities for an indoor garden if a safe outdoor space is not available.
3. With your young gardeners, create a wish list. Just as with any garden for kids, the more input they have in planning the space, the more invested they will be in it. Spark their imagination with questions like: What would you like to do in your garden? Do you want to attract butterflies? Do you want plants that you can touch, feel, taste, smell or that make noise? Do you want to grow something you can eat? Do you have a favorite color that could be featured in flowers or accessories?

If you need some inspiration, here are some design elements that you might want to consider for your healing garden:

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A Sitting Area. This could be a place to relax, read, or talk. It should be comfortable to sit in and shaded from hot sun. It could offer some privacy for quiet times. You could also use it as a space to connect like through a color and chat activity (check out the [Pollinator Pals coloring pages](#)). From [Friendship Forts](#) to [Sunflower Houses](#) to [Reading Gardens](#), you can craft a space that is just the right size for your young gardeners.

A Digging Bed. For some young gardeners, being active is what helps them feel calm and focused. A Digging Bed is simply a space (either in the ground or in a raised bed or container) that is left unplanted for continual digging fun. All you need is a trowel (or even a sturdy spoon) and a desire to explore.

Plants that Attract Wildlife. From birds to butterflies, watching wildlife in garden areas provides engagement without being over-stimulating. Remembering we share our world with other animals can provide important connection points.

Sensory Plants. From bright-colored blooms to fuzzy leaves to stems that offer gentle sounds in the wind, garden plants can engage all of your senses and provide stimulation and comfort. [Check out our Sensory Garden Growing Guide](#).

Creative Containers. Short on space? [Container gardens](#) are for you! You can plant a mobile garden in a 5-gallon bucket, a vertical garden in a plastic over-the-door shoe organizer or a window garden in repurposed food containers.

Gifts from the Garden. The self-confidence boost kids can receive from being praised for their work in the garden is amazing. Being able to use their garden to give gifts, such as cut flowers, [pressed flowers](#), and edible treats — or just having their garden help beautify their home or neighborhood — brings special joy. The pride of contributing to their community in a positive way is a powerful tool for improving social and emotional health.

Don't forget garden accessories like wind chimes, bird feeders and baths, gazing balls, gnomes, and more! Many of these items can be lovingly handmade by repurposing materials and serve as healing activities on their own.

4. Use your ideas to sketch out a design for your healing garden. As you are able, plant your garden. If a personal garden is not feasible at this time, search out your community for accessible green spaces that can offer some of the same benefits. Talk with your local community centers, hospitals, libraries, churches and schools for possible healing garden opportunities.

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Mindfulness in the Garden

Overview: While simply being in the garden can nourish the mind, body, and soul, these three no-supplies-needed activities can help kids feel grounded while connecting to nature and themselves.

Materials: None

Approximate Time to Complete: 15 minutes

Location: INDOOR, OUTDOOR

Ages: K-2, 3-5, 6-8, 9-12

Season: SUMMER, SPRING, WINTER, FALL

Instructions:

Keen Observation

This practice sets time for kids to slow down, take in their surroundings, and observe changes in the garden. It can be done as a one-time activity, but it is most effective when it is conducted as a regular opening practice whenever kids arrive at the garden.

1. Circle up and explain that everyone will be doing an observation activity. Let them know they will silently observe the surrounding environment for a designated time. This time will depend on what is appropriate for your group of students; 1-3 minutes is usually a good starting place. Tell kids that while you, as the activity leader, will be speaking, and they, as the keen observers, should remain silent during this activity. However, they will have an opportunity to share afterward.
2. Allow kids to choose an area in their garden as their “observation station.” If you plan on integrating this activity into your welcome routine, tell kids that they will be returning to this spot over the next semester, season, or year. Be sure to designate the parameters of the area they will be observing so that they stay in your line of sight, are close enough to hear you, and don’t wander off.
3. Once kids are settled in, begin guiding them through their keen observation. Ask questions that are relevant to your environment, such as:
 - a. What do you feel on your skin?
 - b. What sounds do you hear?
 - c. What do you smell?
 - d. What is the closest thing you can see?
 - e. Look as far as the eye can see – what is there?
 - f. What colors stand out to you?



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4. You can also give prompts such as:
 - a. Observe your favorite plant. Zoom in and look as closely as you can.
 - b. Observe a plant or creature that you aren't familiar with. Observe its shapes, colors, and how it grows or moves.
 - c. Observe the conditions in the sky. Look at the shape of the clouds, where the sun is in the sky, and what the weather looks like in the distance.

Note: You can switch some of these questions or prompts up each time, but it is good to ask at least a few of the same ones so that kids can notice changes over time.

5. Give students some time to silently observe on their own and let them know how much time is left.
6. After the time is up, call them back and circle up. Give kids an opportunity to share what they have observed, first with a partner and then together as a group. Prompt them to think about the following:
 - a. What stood out from their observation practice?
 - b. How did they feel before, during, and/or after?
 - c. What changes in the garden did they notice compared to the previous observation?

This activity was inspired by and adapted from the [‘E kilo ‘oe activity](#) from [Māla‘ai: The Culinary Garden of Waimea Middle School](#).

Mindful Movement

Get kids moving their bodies in a playful way that allows them to channel the energy of the garden.

1. Instruct your youth group to form a circle (rather than a traditional formation with students facing the teacher at the front).
2. Start by having students sit down. Guide kids to silently think about how they feel in their bodies today. Let them know that any feeling is okay to feel. Set the tone by telling them they are going to have fun moving their bodies while embodying different aspects of the garden and things that live there.
3. Before you move, help bring kids into the present moment by taking a few breaths together. Guide youth to close their eyes and take a slow, deep inhale and exhale. Repeat three times. Play with instructing kids to take a "lion's breath" on the exhales, where they stick their tongue out while making their exhales audible. After beginning with breath, you can guide your group through any of the following mindful movement activities:
4. **Free movement.** Begin mindful movement practice by giving kids 1 minute to move their bodies however they want! Whether it be a dance, stretch, or kung-fu move, they can use this opportunity to get any extra energy out. Remind them that they should try to move by themselves and avoid physical contact with each other.
5. **Journey of a plant flow.** In this movement practice, kids will act out the life cycle of the plant.

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- a. Seed: Curl up in a small ball and use your hands to “bury” yourself deep into the ground. Close your eyes and wait for rain to feed you. Take a few breaths. The rain comes and you slowly begin to grow in size.
- b. Seedling: Your hands become the first leaves of the plant as it pops out from under the ground. You’re still close to the ground, not fully grown yet. You inhale as you take in the air and nourishment from the sun. You exhale and release oxygen for all the people in the garden to breathe.
- c. Plant: You begin to grow upwards, and you extend your legs and arms fully to reach up to the sky. With your hands pointing up to capture the sun, you sway side to side in the wind.
- d. Flower: Finally, you are ready to become a flower. Your arms and legs spread wide, and you have a huge smile, just like a flower opens up itself to the world. Everyone smiles at you in return, admiring your beauty. The flowers and bees can’t help themselves, and all come to visit you.
- e. Seed: You’ve come full cycle. You were a seed that grew into a seedling, then a mature plant, and finally made flowers that have now transformed into seeds again. You are now on the ground. Slowly start to shrink back into the seed ball and tuck yourself back into the ground.
- f. Repeat the cycle if you wish.

6. Garden shape-shifting. Allow students to take turns leading the group. One at a time, they will demonstrate to the group their pose of choice. Encourage them to get creative! They can invent and name their own poses or think of garden-related things to mimic with their bodies, such as:

- | | |
|-------------|----------|
| a. The sun | e. Rain |
| b. The wind | f. Trees |
| c. Birds | g. Rocks |
| d. Bees | |

7. Become a bug. Explore different body shapes by prompting kids to take on the form of and move like any of the following creatures:

- | | |
|--------------|----------------|
| a. Butterfly | e. Grub worm |
| b. Beetle | f. Caterpillar |
| c. Earthworm | |
| d. Centipede | |

8. Closing. End your mindful movement practice with a big group inhalation and exhalation before moving on to other activities.

Aromatherapy Exploration

Kids will become mindful of their breath while connecting to the scent of various garden plants and how their aromas make them feel.

Choose any aromatic plants you may have in your garden, such as:

- | | |
|--------------|---------|
| • Lavender | • Thyme |
| • Rosemary | • Sage |
| • Mint | • Basil |
| • Peppermint | |

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- Citrus leaves
- Rose flowers

As an opener, ask students what their favorite smell is and how it makes them feel.

1. Explain to your youth group that they will be exploring different plant smells and how their bodies respond to them.
2. Work with kids to harvest the fragrant parts from the plants or have them ready to go. Alternatively, if your garden space allows for it, you can take a “scent exploration tour” and move with your kid group from plant to plant.
3. If kids are harvesting from the plant, give them a quick demonstration on how to harvest leaves or flowers without damaging the plant – they’ll only need a few.
4. When each kid has a sample of the aromatic plants in hand, instruct them to close their eyes, take a deep inhale, and exhale.
5. Tell the kids to massage the leaves in their hand to release the aromatic oils, and then bring the plant close to their nose, and do a deep inhalation. Repeat the deep inhales and exhales at least 3 times with their eyes closed.
6. Let kids have a few moments in silence before prompting them to open their eyes.
7. As a group, offer each kid an opportunity to share how they are feeling. You can have them share out loud to the group, or, alternatively, have them write down how they are feeling so that they are encouraged to tune into their own bodies and are not influenced by what their peers may have felt.

Aromatic plants, especially their essential oils, are often associated with the following feelings:

- | | |
|------------------------------------|---------------------------------------|
| a. Lavender – relaxing; calming | e. Sage – well-being; soothing |
| b. Rosemary – attentive; energetic | f. Basil – stimulating; energizing |
| c. Peppermint – soothing; alert | g. Citrus leaves – cheerful; positive |
| d. Thyme – uplifting; energizing | h. Rose – calming; balancing |
8. Although simply taking time to just breathe can help anyone feel calm and relaxed, inhaling fragrances can enhance and even alter their feelings. Have kids experiment with the aromatic effects of a few different plants and see if your youth group can discern any variance in how they feel after smelling them.

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HEAD START WEST

Applications
Open!

LEGACY SCHOLARSHIP

Invest in your future with support from Head Start WEST. Our scholarship helps students pursue higher education by providing assistance for tuition, books, supplies, and educational materials.

Who can Apply?

- Full-time employee or a current member of a Parent Policy Council or Committee at a Head Start or Early Head Start program that holds an active HSW membership (membership year is July 1, 2025-June 30th, 2026)

Apply by
May 29th, 2026!



AND

- Be enrolled in an accredited institution of higher education, pursuing a post-secondary degree

Questions?

email dtorp@headstartwest.org



COFFEE WITH A COP



You are invited to attend a social gathering between Deaf folks and Bakersfield Police Department. Come enjoy a cup of coffee with the police officers that protect and serve Bakersfield.

When: Saturday, May 30, 2026
10:00 am to 12:00 pm

Where: Starbucks Coffee
5101 Stockdale Hwy
Bakersfield, CA 93309



*Have questions? Please call (323) 892-2225
or email info@b-glad.org*



Interpreters
will be provided





BAKERSFIELD

RECREATION & PARKS

PRESENTS

MOVIES IN THE PARK

FREE TO THE PUBLIC



May 8

The Park at River Walk



May 22

Linnell-Brahma Park



June 5

Greystone Park



June 12

Bakersfield Sports Village
(Stadium Field)



June 19

Mesa Marin Sports
Complex



September 4

Saunders Park



October 23

Silver Creek Park

**MOVIES WILL BEGIN AT DUSK. BRING YOUR PICNIC GEAR,
LAWN CHAIRS, BLANKETS, FAMILY, AND FRIENDS!**

**FOR MORE INFORMATION:
CALL (661)326-FUNN OR VISIT
WWW.BAKERSFIELDPARKS.US**



San Joaquin County Parks and the Delta Fly Fishers present...



SATURDAY, JUNE 6, 2026

SHUMWAY OAK GROVE REGIONAL PARK, STOCKTON

Gates open 6:15 AM | Last weigh-in 12:30 PM | Competitions for all!

**2,000 LBS.
CATFISH!**

KIDS FISH FREE!

\$5 cash Fishing Fee (age 16 & older,

CA Fishing License required)

\$6 cash Vehicle entry

Five Fish limit



(209) 331-2050 or sjparks.com



FatherFest 2026

Saturday, June 13th, 10am-2pm

Victory Park

1001 N Pershing Avenue, Stockton, CA

- Fun dad and child-friendly games and activities
- Food vendors
- Music
- Community resources
- And more!





FREE PARKING & ADMISSION!

EVERY 3RD FRIDAY | 4PM-9PM

Packed with Activities for All Ages!

FOOD TRUCK MADNESS · FARM FRESH PRODUCE

VARIETY OF VENDORS · BEER GARDEN (21+)

LIVE ENTERTAINMENT

SJ COUNTY FAIRGROUNDS

MAIN PARKING LOT

209-513-8651 FOR
MORE
INFO

DATES: APRIL 17 · MAY 15 · JUNE 19 · JULY 17 · AUG 21 · SEP 18

Join the Stockton Astronomical Society, Oak Grove Docent Council and
San Joaquin County Parks and Recreation for a

Astronomy in the Park 2026

Come to Shumway Oak Grove Regional Park for Astronomy in the Park! Bring a
blanket and chairs; Stockton Astronomical Society will bring the telescopes!

FREE EVENT!

Shumway Oak Grove Regional Park
4520 W Eight Mile Rd, Stockton

\$6 cash Parking (\$10 cash Parking May 23) Rain cancels

Saturday, January 24 Sunset at 5:15pm

Objects Visible: The Moon, Jupiter, Saturn, The Pleiades, The Hyades, Deep sky Object: The Andromeda Galaxy

Saturday, February 21 Sunset at 5:45pm

Objects Visible: The Moon, Venus & Mercury just after sunset, Saturn until 6:00, Jupiter, Orion Nebula, The
Pleiades Deep sky Object: Perseus Double Cluster

Saturday, March 21 Sunset at 7:15pm

Objects Visible: The Moon, Venus Jupiter, Orion Nebula, The Pleiades Deep sky Object: Perseus Double Cluster

Saturday, April 25 Sunset at 7:50pm

Objects Visible The Moon, Jupiter, Venus, Orion Nebula 9:30 pm - Deep Sky Object: M81 & M82 (Bodes Galaxies)

Saturday, May 23 Sunset at 8:15pm - \$10 cash parking

Objects Visible: The Moon, Mercury possible at sunset, Venus, Jupiter, Hercules Globular Cluster 9:30 pm - Deep
Sky Object: The Whale Galaxy

Saturday, June 20 Sunset at 8:30pm

Objects Visible: The Moon, Mercury and Jupiter at Sunset, Venus for the first hour. M13 (Star Cluster in
Hercules) 10:00 pm - Deep Sky Object: M51 (Whirlpool Galaxy)



(209) 953-8814
sjparks.com



NATIVE PLANT TRAIL NATURE WALK



SUNDAYS @ 11 AM

JUNE 21

JULY 19

AUGUST 16

**NATURE CENTER
SHUMWAY OAK GROVE
REGIONAL PARK**

Bring the family for an easy, 45 minute to 1 hour walk. See what's growing, blooming or dormant each month, and learn if they can be grown at home!

Plus, tour the new Atrium Demonstration Garden as time permits.

**MEET AT NATIVE PLANT TRAIL
(NEXT TO NATURE CENTER)**

FREE EVENT, \$6 CASH PARKING



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)



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



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)



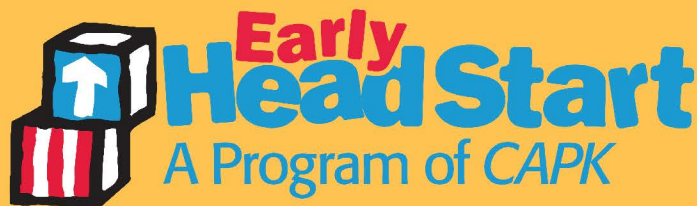
Nuestros alumnos de Head Start reciben:

-  Aprendizaje de alta calidad y adecuado a la edad, ofrecido por profesores acreditados
-  Exámenes 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



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 eligible 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

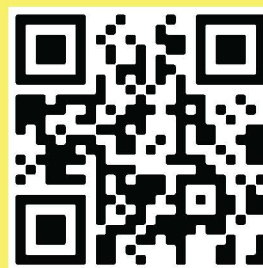
To complete an application, you will need:

- 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)



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.



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

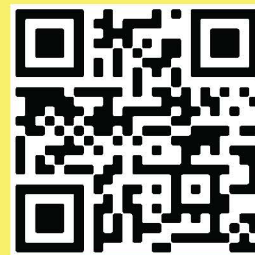
Para completar una solicitud, necesitará:

- 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)



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

¡APLICA AHORA escaneando esto!



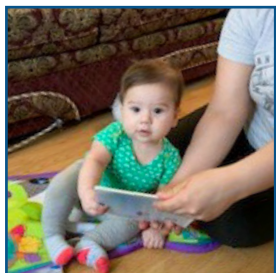
(209) 242-9540
www.capk.org/headstart/

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 familiar y comunitario
- Interacción positiva entre padres e hijos
- Servicios 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.



2025 - 2026

Head Start Policy Council

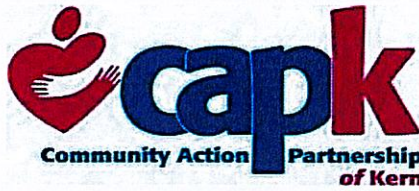
Meeting Dates

Tuesday, November 18, 2025*
Tuesday, December 16, 2025*
Tuesday, January 20, 2026**
Tuesday, February 24, 2026
Tuesday, March 24, 2026
Tuesday, April 28, 2026
Tuesday, May 26, 2026
Tuesday, June 23, 2026
July – No Meeting
Tuesday, August 25, 2026
Tuesday, September 22, 2026
Tuesday, October 27, 2026

Policy Council Meetings are generally held at 5:30 p.m.
on the 4th Tuesday of the month.

** The November and December meetings will be held one week earlier due to the Thanksgiving and Christmas holidays.*

*** The January meeting will be held one week earlier to support attendance at the NHSA Winter Leadership Conference.*



MEMORANDUM

To: Policy Council

From: Cynthia Rodriguez, Education Manager 

Date: May 26, 2026

Subject: Approval of 2026-2027 Early Head Start/Head Start School Readiness Goals– **Action Item**

The Head Start/State Child Development Division develops School Readiness Goals annually using the program's year-end Desired Results Developmental Profile 2015 child assessment data to guide high-quality teaching and learning. These goals support families and teaching staff in fostering a comprehensive learning environment that addresses children's academic and social-emotional development and promotes positive learning outcomes.

The School Readiness Goals are organized into five core domains aligned with the Desired Results Developmental Profile and the Head Start Early Learning Outcomes Framework: Approaches to Learning, Social-Emotional Development, Language and Literacy Development, Cognitive Development, and Physical Development. To support consistent implementation, a printed copy is provided in each classroom, partnership setting, and Family Child Care Provider site, as well as to Early Childhood Educators and are aligned with our Creative Curriculum School Readiness Schedule.

Recommendation:

Staff recommends Policy Council approves the 2026-2027 Early Head Start/Head Start School Readiness Goals.

Attachment:

Proposed 2026-2027 Early Head Start/Head Start School Readiness Goals.



Head Start & Early Head Start School Readiness Goals 2026-2027

Policy Council Approval
Pending

Board of Directors Approval
Pending

School Readiness Plan 2026-2027

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 domain based on research and evidence, and are 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 using current data and ongoing child assessments, including the DRDP 2015 and A Developmental Continuum from Early Infancy to Kindergarten Entry, which were implemented in the classroom during the 2025-2026 school year. The primary goals were determined by analyzing and comparing children's data from the Spring Assessment (2025-2026), 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. The outcomes will be measured following data collection with the DRDP 2025 assessment.

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 stay up to date on the latest 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 (IEPs) or Individualized Family Service Plans (IFSPs), 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 DRDP 2015 data aggregation. All developmental domains are planned for the year to improve teaching practices and promote higher learning outcomes. During the year 2026-2027 program, we have selected key findings to develop skills and practices that will continue to strengthen the following domains:

Age Group	Domain	Key Finding	DRDP 2025 Alignment
Infants 6 weeks to 7 months	Cognition, Including Math and Science	COG 3 Number Sense of Quantity	MATH 3: Number and Counting
Older Infants 8 months to 17 months	Cognition, including Math and Science	COG 3 Number Sense of Quantity	MATH 3: Number and Counting
Toddlers 18 months to 36 months	Cognition, including Math and Science	COG 3 Number Sense of Math Operations	MATH 3: Number and Counting
Preschool 3-year-olds	MATH	MATH 3 Number Sense of Math Operations	MATH 4: Number Operations
Preschool 4-year-olds	Literacy Development	LIT 8 Phonological Awareness	FLD 4: Foundational Literacy Skills

BACKGROUND

Data Aggregation is a key element for ensuring good practices when designing or identifying program improvements. 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 2026

2025-2026 School Readiness Data Aggregation/Analysis.

Phase Two: April 23, 2026

Collaborative School Readiness Meeting.

Phase Three: May 13, 2026

School Readiness Education Team Meeting.

Phase Four: May 21, 2026 School Readiness Sub-Committee Collaboration and Feedback.

Phase Five: May 26, 2026

2026 – 2027 School Readiness Goals Policy Council Approval.

Phase Six: June 2026

2026 – 2027 School Readiness Goals Board of Directors Approval.

Phase Seven: July-November 2026-2027

Implementation following the School Readiness Schedule

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 2026-2027 School Readiness Goals

Approaches to Learning

Goal: Children will exhibit observable knowledge, skills, and behaviors essential for school readiness and success.

Social and Emotional Development

Goal: Children will exhibit skills, and behaviors essential to young children's ability to understand themselves and others.

Foundational Language Development

Goal: Children will exhibit knowledge, skills, and behaviors essential for the progress of all children in developing foundational language and literacy skills.

English Language Development

Goal: Children will exhibit knowledge, skills, and behaviors essential for the progress of children who are multilingual learners, including dual language learners, and who are learning spoken English as an additional language.

Cognition (Infant and Toddlers)

Goal: Children will exhibit knowledge, skills, and behaviors essential for the development of foundational cognitive skills.

Math (preschool)

Goal: Children will exhibit knowledge, skills, and behaviors essential for children's development of early mathematical concepts.

Science (preschool)

Goal: Children will exhibit knowledge, skills, and behaviors essential for young children's development of observation, exploration, and investigation of people, objects, and concepts.

Physical Development

Goal: Children will exhibit knowledge, skills, and behaviors essential for how children move and control their bodies and interact with objects, whether independently or with the use of adaptive equipment or other supports.

Health

Goal: Children will exhibit the capacity to understand safety and overall health and wellness and engage in personal care routines.



EARLY HEAD START

Approaches to Learning (ATL)

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 2027.

Measure: ATL 2: Self-Comforting (DRDP 2015) - DRDP 2025 Measure SED 5 Emotional Knowledge and Regulation

Head Start Early Learning Outcome: Goal IT-ATL 1

Young Infants 0-9 months

48% will be at the "Responding Later" level or above in measure ATL 2

Older Infants 9-18 months

58% will be at the "Exploring Earlier" level or above in measure ATL 2

Toddlers

48% will be at the "Exploring Later" level or above in measure ATL 2

Families as Learners: Families learn about their child's personality, development, and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals, spring 2027.

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

Provide face-matching games using happy, sad, or pictures with scared facial expressions.
Provide materials to develop favorite stories for flannel stories and engaging storytelling.
Assist families in developing age-appropriate expectations for daily routines and transitions.
Demonstrate calming techniques, such as blowing out candles, taking belly breaths, or pretending to blow a flower, to help children manage their emotions

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

Provide a designated quiet corner with comfort objects such as sensory materials and soft pillows.
Provide accessible pictures of children and their families in the classroom environment (family books, family trees, or posters "all about me").
Demonstrate calming techniques, such as blowing out candles, taking belly breaths, or pretending to blow a flower, to help children manage their emotions.
Provide self-comforting objects as needed and learn which items best support each child.

Learning Experiences for Families at Home, Families may:

Sing cultural songs in the family's home language and incorporate finger play chants.
Acknowledge child's efforts made to manage feelings and emotions.
Select comfort items to help child self-soothe.
Provide self-comforting objects as needed and learn which items best support your child.



HEAD START

Approaches to Learning (ATL)

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 2027.

DRDP Measure: ATL 5: Self Control of Feelings and Behavior - DRDP 2025
Measure SED 5 Emotional Knowledge and Regulation

Head Start Early Learning Outcome: Goal P-ATL 4, 5, 6, 7

Preschool 3-year-olds

Preschool 4 -year-olds

32% will be at the "Building Middle" level or above in measure ATL 5

44% will be at the "Building Later" level or above in measure ATL 5

Families as Learners: Families learn about their child's personality, development and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals spring 2027.

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

Provide age-appropriate puzzles and support the child's development by gradually introducing more challenging levels of difficulty as their skills progress.
Use puppets or stories to introduce problem-solving skills, appropriate behaviors, and feelings.
Model calming strategies, like deep breathing and allow time for children to regulate their emotions with support.
Introduce chants and songs for successful transitions such (Mighty Minutes).

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

Encourage children to engage in problem-solving independently while providing supportive guidance as needed.
Brainstorm the use of solution cards in both small and large groups by providing scenarios and providing solutions as a group.
Prepare children for transitions by providing clear, advanced warnings and use the Mighty Minutes with consistency (example visuals)
Follow the children's interests and provide open-ended materials that invite children to create freely.

Learning Experiences for Families at Home, Families may:

Role-play problem-solving scenarios with the family and teach appropriate ways to express emotions.
Play turn-taking games to build social-emotional skills and provide transition warnings.
Encourage independence by allowing children to do things for themselves, such as feeding or dressing.
Organize an area in the home to identify feelings throughout the day.



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 2027.

DRDP Measure: SED 2: Social and Emotional Understanding – DRDP 2025
Measure SED 2: Social Awareness

Head Start Early Learning Outcome: Goal IT-SE 6, IT-SE 7

Young Infants 0-9 months

52% will be at the "Responding Later" level or above in measure SED 2

Older Infants 9-18 months

58% will be at the "Exploring Earlier" level or above in measure SED 2

Toddlers

52% will be at the "Exploring Later" level or above in measure SED 2

Families as Learners: Families learn about their child's personality, development and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals spring 2027.

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

Develop arrival routines to recognize feelings upon arrival, then check in at the end of the visit to update feelings and emotions and use emotional literacy books or visual resources.

Support families in using social-emotional language in everyday activities and create sensory calming bottles.

Encourage children to offer and share toys or food.

Describe familiar people and places and bring their focus to new people or places offering safety and reassurance.

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

Create sensory calming bottles with materials like water, oil, sand, and food coloring.

Create opportunities for children to play side by side and use parallel talk to describe what children are doing.

Use books or photos about feelings to help children identify and discuss emotions.

Place a mirror at children's eye level so they can observe their facial expressions and practice making different faces.

Learning Experiences for Families at Home, Families may:

Narrate and acknowledge emotions throughout the day.

Create a family picture album, look through the pictures and label emotions.

Assist children in understanding and naming their feelings by saying, for example, "I wonder if you're feeling frustrated because the blocks fell down."

Guide children to express emotions safely, such as suggesting, "If you feel mad and want to hit something, you can hit this cushion."



HEAD START

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 2027.

DRDP Measure: SED 2: Social and Emotional Understanding – DRDP 2025
Measure SED 2: Social Awareness

Head Start Early Learning Outcome: Goals P-SE7 P-SE6 P-SE 9

Preschool 3-year-olds

Preschool 4-year-olds

33% will be at the "Building Middle" level or above in measure SED 2

44% will be at the "Building Later" level or above in measure SED 2

Families as Learners: Families learn about their child's personality, development and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals spring 2027.

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

Support families in recognizing and labelling emotions, provide examples such as excitement, happiness, and sadness.
Encourage families to model social emotional expressions in appropriate ways.
Create a family emotional book and take turns telling the story of family members and the feelings and emotions they are expressing.
Use descriptive language to describe personal feelings and feelings of others.

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

Facilitate emotion identification games such as emotion charades and emotion bingo.
Engage in role plays and discuss possible feelings and emotions as you prepare to visit the doctor, dentist, or cook.
Displaying self-portraits, a classroom emotion greeting board, or singing songs that discuss emotions during daily routines.
Encourage children to express their feelings throughout the day.

Learning Experiences for Families at Home, Families may:

Create an all-about-me book for each family member, focusing on feelings and emotions.
Play turn-taking games such as playing catch.
Read books that explore feelings and emotions and ask questions about how they are feeling.
Encourage your child to describe the feelings of others and ask your child how they felt in a similar situation.



EARLY HEAD START

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 2027.		
DRDP Measure: LLD 4: Reciprocal Communication and Conversation – DRDP 2025 Measure FLD 3: Shared Communication and Conversation		Head Start Early Learning Outcome: Goal IT-LC1 & IT-LC2
Young Infants 0-9 months	Older Infants 9-18 months	Toddlers
60% will be at the “Responding Later” level or above in measure LLD 4	44% will be at the “Exploring Earlies” level or above in measure LLD 4	37% will be at the “Exploring Later” level or above in measure LLD 4
Families as Learners: Families learn about their child’s personality, development and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals spring 2027.		
Early Head Start Home-Based Effective Home Visiting Strategies, Educators will:		
Introduce labels with pictures of the family’s home items to initiate conversations about where to find that item and what it is used for. Use self and parallel talk to describe the personal actions and actions observed. Use words and gestures to engage in back-and-forth communication. Introduce basic signs or phrases for specific daily routines, such as 'all done,' 'more,' 'nap time,' etc.		
Early Head Start Center-Based Effective Teaching Strategies, Teachers will:		
Read books and follow up with an engaging activity for children to join in finger plays or felt stories. Ask open-ended questions while pausing for children to respond verbally and non- verbally. Add children's favorite books into the classroom environment. Use songs during transition activities to facilitate smooth transitions, such as Mighty Minutes from Creative Curriculum.		
Learning Experiences for Families at Home, Families may:		
Go on a nature walk and discuss what children see and hear. Focus on pedestrian safety signs and nature items. Establish a bedtime routine that includes reading books together. Sing songs and rhymes and makeup your own silly songs and rhymes that relate to your family and routines. Narrate routines and activities, for instance, “I see you stacking the blocks, you are doing a great job balancing the red and yellow blocks.”		



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 2027.

DRDP Measure: LLD 9 Letter and Word Knowledge
DRDP 2025 Measure FLD 5: Alphabetics and Print Knowledge*

Head Start Early Learning Outcome: Goal

Preschool 3-year-olds

Preschool 4-year-olds

38% will be at the "Building Earlier" level or above in measure LLD 4

41% will be at the "Building Later" level or above in measure LLD 4

Families as Learners: Families learn about their child's personality, development and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals spring 2027.

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

Introduce early literacy skills such as recognizing logos, symbols, and the first letter of the child's name.
 Use collage sticks or playdough to create single letters.
 Draw children's attention to different features of print in books (read from left to right and point out the author and illustrator of the book).
 Provide different kinds of print in the environment and in children's home language.

Head Start Center-Based Effective Teaching Strategies. Teachers will:

Provide language-rich environments with labels, letter bingo games, magnetic letters, and books, engage children in sounding out letters in their name, and incorporate rhyming.
 Create games where children may discover letters in the sensory table, matching games, or under cups.
 Encourage writing by providing tools and paper in various areas such as pencils, crayons, and markers.
 Encourage children to write their names on their work and document what they say about it.

Learning Experiences for Families at Home, Families may:

Describe your surroundings when exploring the community and focus on familiar letters or words to encourage your child to do the same.
 Model writing and explain to your child what you are writing and why for instance, a grocery list.
 Encourage your child to write and provide tools such as crayons, pencils, paper, and chalk.
 Use environmental print- like labels, mail, signs, and store names- to help your children understand how letters form words and how print is used.



HEAD START

English Language Development (ELD)

Goal: Children will demonstrate increasing understanding of symbols, letters, and print words in English/Spanish and communicate in English.

Objective: Children will show increasing progress towards fluency in speaking English, by Spring 2027.

DRDP Measure: ELD 4: Symbol, Letter, and Print Knowledge in English
DRDP 2025 Measure: ELD 3: Understanding and Responding to English Literacy Activities

Head Start Early Learning Outcome: Goal P-LIT 3

Preschool 3-year-olds

Preschool 4-year-olds

33% will be at the "Building English" level or above in measure ELD 4

37% will be at the "Building English" level or above in measure ELD 4

Families as Learners: Families learn about their child's personality, development and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals spring 2027.

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

Support families in expanding children's language by adding details to what the child says.
 Model combining Spanish and English by repeating and extending in the language that the child is using.
 Encourage families to tell stories from past experiences so the child can relate the English language to recent experiences.
 Play games that promote letter and symbol recognition, use the English language to describe the letters and symbols.

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

Encourage children to retell stories in English using full sentences and reacting the stories.
 Ask open-ended questions like "Why do you think that happened?"
 Introduce the letter of the week in English and the languages spoken by other children in the classroom.
 Label the child's materials with their name and picture.

Learning Experiences for Families at Home, Families may:

Read books together and ask your child questions.
 Talk about daily activities using complete sentences.
 Ask your child "who, what, where, and why" questions.
 Sing songs and talk about the meaning using new vocabulary words.



"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."



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 2027.

DRDP Measure: COG 3: Number Sense of Quantity
DRDP 2025 Measure: MATH 3: Number and Counting

Head Start Early Learning Outcome: Goal ITC-8,9 ITC-10

Young Infants 0-9 months

Older Infants 9-18 months

Toddlers

65% will be at the “Responding Later” level or above in measure COG 3

54% will be at the “Exploring Earlier” level or above in measure COG 3

65% will be at the “Exploring Later” level or above in measure COG 3

Families as Learners: Families learn about their child’s personality, development and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals spring 2027.

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

Point to physical objects and to objects in books and count while pointing at each one.
Count body parts such as fingers, toes, and hands while pointing at them.
Share a rattle and count the number of shakes (counting to 5).

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

Use a small basket to gather items to count (2-5), count as you take them out, then create subgroups to count smaller quantities.
Introduce songs and chants with numbers using numbers 1-5.
Point to things that you can count so children can see the number, for example, 1 apple, 2 apples.
Provide a discovery box to count how many items are inside as you or the child takes them out.

Learning Experiences for Families at Home, Families may:

During daily routines, take the opportunity to count as you wait, wash hands, or sort out clothes.
Introduce numbers and words related to size, such as “small and big.”
When putting away groceries, count out loud to demonstrate number sequences.
Make a discovery box with children’s favorite items and count how many items are inside as you or your child takes them out.



HEAD START

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 2027.

DRDP Measure: COG 4: Number Sense of Math Operations

DRDP 2025 Measure: MATH 4: Number 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

35% will be at the "Building Earlier" level or above in measure COG 4

39% will be at the "Building Later" level or above in measure COG 4

Families as Learners: Families learn about their child's personality, development and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals spring 2027.

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

Create A and B patterns using kitchen items, such as utensils.

Count during mealtimes, the number of participants in the visit, and family members.

Sort clothes or shoes by size and or appropriate clothes for hot/cold weather.

Provide opportunities for sensory exploration with playdough to manipulate and create big and small balls and roll out multiple balls to count.

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

During mealtimes, count the food, such as the number of peaches, chicken nuggets, and, when possible, introduce measurements (1 Cup, ½ cup).

Introduce songs with clapping patterns and rhythms, and add additional steps such as stomp, clap, double clap, etc.

Set up manipulatives that offer opportunities to sort into multiple categories and subgroups (colors, sizes, shapes, etc.).

Provide opportunities for children to predict and chart responses, such as how many children are in attendance, voting for favorite books or songs, etc., and discuss the results.

Learning Experiences for Families at Home, Families may:

Sort laundry, specifically socks, by color and size.

Use plates, cups, forks, and spoons to sort and count.

Provide opportunities to explore bowls, pots, and pans, to stack and fill them, and then discuss their sizes and the weight of each item, both empty and full.

Encourage your child to set the table, count the number of family members that are going to eat, and ask them to get one spoon or fork for each person.



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 2027.

DRDP Measure: PD-HLTH 5: Safety
DRDP 2025 Measure: HLTH 1: Safety

Head Start Early Learning Outcome: Goal IT-PMP 9,10

Young Infants 0-9 months

Older Infants 9-18 months

Toddlers

49% will be at the "Responding Later" level or above in measure PD-HLTH 5

33% will be at the "Exploring Middle" level or above in measure PD-HLTH 5

52% will be at the "Exploring Later" level or above in measure PD-HLTH 5

Families as Learners: Families learn about their child's personality, development and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals spring 2027.

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

Encourage families to share and discuss pedestrian safety practices in their community.
Introduce safety practices for young children as they explore the floor and as they lift to stand from furniture.
Discuss the importance of developing a family evacuation plan and an emergency contact list.
Offer pretend play with scenarios that promote better understanding of safety practices.

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

Discuss and post safety rules for each area, for instance, in the block area, we build up to this height, in the art area, we use scissors this way, etc.
Encourage and model counting during transitions for children.
When walking outside, teach children safety rules, such as walking feet and following the line.
Establish simple classroom rules such as "Teacher opens the door."

Learning Experiences for Families at Home, Families may:

Practice fire drills and discuss safety practices to prevent incidents.
Identify a safe storage space for chemicals, out of reach of children.
When going for walks, remind your child to hold your hand for safety and look both ways before crossing the street.
Establish simple household rules such as "Parent opens the door."



HEAD START

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 2027.

DRDP Measure: PD-HLTH4 Fine Motor Manipulative Skills
DRDP 2025 Measure: PD 4: Fine Motor Manipulative Skills

Head Start Early Learning Outcome: P-PMP 3

Preschool 3-year-olds

32% will be at the "Building Middle" level or above in measure PD-HLTH 4

Preschool 4-year-olds

41% will be at the "Building Later" level or above in measure PD-HLTH 4

Families as Learners: Families learn about their child's personality, development and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals spring 2027.

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

Encourage parents to promote grasping activities such as using scissors, spoons, and tongs to practice using the thumb and index finger.
 Encourage parents to offer children opportunities to manipulate their own cups to drink from.
 Provide opportunities to explore paper to tear and introduce scissors to make snips and eventually cut through the following lines.

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

Introduce self-help, such as dressing using zippers and buttons appropriately.
 Provide playdough with tools such as rollers and scissors for children to manipulate and explore.
 Encourage children to peel and or cut fruits and vegetables, offering nutritional experiences.
 Provide a variety of materials that promote fine motor skills, such as scissors, spray bottles, droppers, lacing beads, and Legos.

Learning Experiences for Families at Home, Families may:

Provide opportunities to explore art with markers, crayons, and pencils to promote understanding and strengthen skills in manipulating writing tools.
 Encourage your child to use self-help skills such as self-feeding, peeling bananas, or inserting straws in juice boxes.
 Incorporate fine motor practice into daily routines such as folding socks, brushing teeth, or picking flowers.
 Provide your child an opportunity to explore bowls with lids so they can practice removing and putting lids on.

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. Support identifying the High, Mid, and Low for Homebase	Education Managers Education Supervisors Mentor Coaches Data Analysts Site Supervisors Teaching Staff Home Based Manager Home Based Supervisors Early Childhood Educators Partnership and Family Child Care Manager	Ongoing July 2026-June 2027 2x a year Ongoing July 2026-June 2027 Assessment on percentage timeline 2x Year, Fall and Spring for HOVRS	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 PLC Newsletter	Creative Curriculum/Smart Teach Lesson Plan Implementation/Fidelity Classroom Assessment Scoring System Infant/Toddler/Pre-k myTeachstone CLASS Environments HSELOF Training Desired Results Developmental Profile DRDP Observation Training DRDP Rater Reliability Meaningful Observations ChildPlus Mobile Environmental Assessments Loose Parts Responsiveness to English-Language Learners Developmentally Appropriate Practices Peer to Peer training HOVRS PAT FCCERS

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 2026- Fall and Spring June 2027 Annual	Very Important Parent (VIP) meetings Ready Rosie Workshops Parent Training & Workshops Pre/Post Parent Surveys Fatherhood Conference Family Events FCC Newsletter	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 optimal oral health and follow-up care. 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 2026-June 2027 August 2026 Quarterly Meetings July 2026	Hearing, Vision, and Dental ChildPlus Data Parent Meetings Parent Handbook Reminder Letters Nutritional Experiences Nutritional Advisory Committee Meetings Supporting Special Diets	Parent Meetings 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 those who do not meet the referral criteria but whose scores fall within 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 2026-June 2027 August 2026-June 2027 Fall and Spring Monthly	ASQ-3 Questionnaire Implement the Teaching Pyramid ASQ: SE-2 Questionnaire Teacher Support Planning Sheet Family Wellness Screening Behavior Incident Report (BIR) Social and Emotional Checklist	Classroom Expectations ASQ-3 & ASQ:SE-2 Trainings Using Visuals in the Classroom Training Using the Solution Kit Training Onsite/Offsite Teacher Support ASQs Presentations Intra-agency Referral Effective Strategies for Social and Emotional Development 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 Pyramid Model Leadership Meetings Mental Health Consultant Parent Meetings Mental Health Consultant Staff trainings

Data Analysis	Data Analyst	December 2026	ChildPlus	How to enter DRDP into Child Plus
Data Analyst will support the Education Program Goals by providing aggregated DRDP reports, ELD Measures and IEP/IFSP Data.		March 2027	Group Reports	Download reports from ChildPlus.
		May 2027	Administration report	
		As Needed		Content and Child Plus area Support

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 Ready Rosie Parenting Curriculum		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/FCCERS Creative Curriculum Systems and Fidelity Program for Infant/Toddlers Care Pyramid Model Positive Behavior Support MMCI PAT	Educational Webinars Practice-Based Coaching CLASS/ Environments MMCI ITERS/ECERS/ FCCERS Curriculum Fidelity myTeachstone	Management Bulletins School Readiness Goals School Readiness Timelines CLASS tips S’mores



MEMORANDUM

To: Policy Council
From: Rosa Guerrero, Administrative Analyst
Date: May 26, 2026
Subject: *Agenda Item: 2027-2028 Program Goals and Objectives – Action Item*

The Head Start & State Child Development Division is requesting approval of the 2027–2028 Program Goals and Objectives to submit with the Head Start/Early Head Start grant #09CH012489. This update is part of the Division’s annual program planning process, during which Program Goals and Objectives are continuously monitored to ensure that progress is recorded, and challenges are addressed in alignment with the objectives set for the five-year grant cycle.

As the program enters its fourth grant year, staff continue making strides towards its Workforce, Health and Safety, and School Readiness goals. Notable highlights of the third grant year include:

- Using Active Supervision boards to reinforce health and safety practices by streamlining safety reporting and communication among center staff;
- Achieving benchmarks in dual language-training and piloting Loose Parts/STEM curriculum across Head Start Preschool and Early Head Start centers;
- Fortifying parent letters to strengthen support for Head Start Preschool children and parents’ transition to Kindergarten; and
- Collaborating with Human Resources to integrate the Learning Management System (LMS) in support of new-hire onboarding and training practices.

Through sustained collaboration and consistent progress monitoring, Program is well positioned to continue advancing these goals through the end of the grant cycle in 2029.

Recommendation

Staff recommends Policy Council approve the 2027-2028 Program Goals and Objectives for the Head Start /Early Head Start grant #09CH012489.

Attachments:
2027-2028 Program Goals and Objectives

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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.			
HS & EHS Kern Measurable Objectives/ Outcomes	Objectives	Action Steps	Progress/Challenges
	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.	In Progress New Hire Training presentations and materials are being updated to more effectively illustrate department information to new hires (ex: offering videos of real-life examples). Overview of the organization, the department, and employees' roles are provided at new-hire orientation. (1,2) Job-specific training is provided at new-hire training. Through collaboration with Human Resources (HR), Program will be integrating the Learning Management System (LMS) as the division's training platform. (3,4)
	Objective B: Develop, implement, and evaluate a mentorship program for new staff onboarding to ensure comprehension, knowledge, and	1. Identify experienced and knowledgeable employees who can serve as mentors. 2. Provide mentorship training to help mentors understand	COMPLETE Mentors identified by level of position, experience, or leadership skills. (1,2)

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	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.	their roles, effective communication techniques, and the importance of fostering a positive learning environment. 3. During orientation, introduce mentors and mentees to each other and provide an overview of the mentorship program. 4. Assign a mentor who could provide guidance and support to new hires. 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	Mentorship orientations are ongoing in Kern and San Joaquin County with at least 10 conducted in since July 2024. (3,4) Policies and procedures for mentorship program are pending final review and approval. Approval of policies and procedures are expected in the coming months. (5) Surveys are provided to mentees during the first and last meeting of each cohort group. Mentor contact cards were introduced to improve communication between mentors and mentees. (6,7,8) A total of 82% of new hires who attended their initial mentorship orientation returned for the follow-up mentorship meeting, four to five months following initial orientation. (9) The level of engagement between mentors are continuously measured through pre-and post-surveys. Survey feedback is analyzed and incorporated to improve mentorship dynamics (i.e. communication between mentors and mentees). (10)
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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 ended December 31st, 2024. Retention incentive is complete.
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 Objective A: Develop and implement program options that tailor to the community's unique needs and characteristics.	Action Steps 1. Develop and implement a Home Base option for children eligible for Head Start services. 2. Develop and implement a Family Childcare Option (FCC) 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	Progress/Challenges COMPLETE Head Start Home Base is now available as a program option. (1) The Family Childcare Program contracted with six FCC sites for services in its second program year 25-26. (2) Upon review of the 2025 Head Start Community Assessment, the program allocated FCC slots to serve families experiencing homelessness and domestic violence. The Stockdale center, along with other centers, have also allotted additional

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		needed population in the community. 4. Explore the need to create more Early Head Start classrooms to facilitate the needs of the community for the specific demographic.	classrooms for 3-year-olds. (3,4)
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 2026. For example, 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 year 3.	In Progress At present, 10% of staff have completed iLookOut training. Additional staff from select sites as well as Site Supervisors will also be assigned to take this training. Program expects to reach 25% of staff trained in iLookOut by the end Program Year 3, or June 30, 2026. (1,2)
	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	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	COMPLETE Policies and procedures for health and safety incidents were vetted by the Head Start Training and Technical Assistance Team. The language in these policies and

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	program options prior to the 2024 school year.	health and safety incidents. 3. The program will develop a data system to track and report child health and safety incidents.	procedures will continue based on continued monitoring and evaluation of health and safety practices. Weekly email check-ins from center staff were also implemented to streamline incident monitoring (1,2). A Power BI dashboard focused on internal monitoring was developed to identify incidents or areas of noncompliance for administrative staff's viewing. The availability of this dashboard will assist leadership, and program managers identify sites in need of additional training, support and attention. (3)
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	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 The CIR system is continuously reviewed to ensure consistent implementation and alignment with organizational needs. Updates are made following staff feedback as well as recommendations following incident reports, CIR's, internal reviews, and federal/state audits. (1,3) Program has implemented Active Supervision boards in all of Kern's center-based sites to streamline safety reporting and communication among center staff. Federal and state auditors have commended the program's Active Supervision boards for its "promising practice" in its consistent use and facilitating communication among staff. Peer-to-peer assistance is also provided to center staff to mitigate incident reporting. (2)
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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	Objectives	Action Steps	Progress/Challenges
Kern Measurable Objectives/ Outcomes	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 participation and involvement to enhance learning environments.	COMPLETE All staff attending pre-service were trained in Loose Parts/STEM. (1) Five of the program’s thirty-three sites have piloted the Loose Parts/STEM curriculum thereby reaching 15% of the program’s centers. Additional sites have been identified for further curriculum expansion. (2) The 3 rd Annual Fatherhood Conference took place in January 2026. Data also reveals an increase in male participation in family engagement events, year to year. (3)
	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 3. 2. The program will partner with families in the importance of maintaining their home language by Year 3.	COMPLETE Total percentage of program staff who completed training in dual language is 70%. Staff will continue to engage in training and professional development opportunities to sustain dual language learning and bilingualism. (1) Using enrollment and assessment information on the home language, staff

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			continuously discuss language benchmarks with families during parent meetings. Dual language staff are purposefully assigned to centers with dual language need. Center staff partner with parents to learn and integrate the home language in the classroom when resources on the home language aren't readily available. (2)
	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 3. 2. 85% of education and support services staff will be trained in Pyramid Model by the end of Year 3. 3. 50% of newly hired staff will participate in Pyramid Model and Trauma Informed Care training through professional development opportunities. 4. The program will modify the number of mentor coaches to include curriculum specialists to further enhance quality interactions.	In Progress A total of three additional staff is needed to complete train-the-trainer certification among all categories. Three staff also trained in the Desired Results Development Profiled (DRDP). (1) 82% of education and support services staff are trained in Pyramid Model. (2) Approximately 75% of all new hires participated in Pyramid Model training during PY 2024-25. Approximately 15% had TIC coaching. (3) The program added two curriculum specialist positions in the 26-27 program year. They will contribute to professional development opportunities by providing training in strengthening teacher-

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		5. The program will implement an annual Family Workshop to increase Social Emotional Awareness in young children.	child interactions and social-emotional learning, while ensuring curriculum fidelity to drive school readiness outcomes. (4) The second annual Family Workshop is scheduled for May 2026. (5)
	Objective D: The program will secure MOU's with 25% of school districts to provide specialized services to children served, including transitions for school readiness.	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 parents' roles in transitions and developmental milestones. 3. The program will develop a data system to track transitions across program options.	In Progress MOU was sent to SELPA (Special Education Local Plan Areas) in April following final edits (1). School Readiness committee, Smore's newsletters, and school readiness checklists shared with parents during parent conferences are used to prepare parents and children for transitions. (2) Program transition letters were updated to better facilitate Head Start Preschool children's end of year transition to kindergarten. Additional information will be recorded in ChildPlus and staff will undergo data entry and transition training to supplement these changes in the 26-27 program year. (3)