

COMMUNITY ACTION PARTNERSHIP OF KERN
BOARD OF DIRECTORS MEETING

5005 Business Park North, Bakersfield, CA
November 30, 2016
12:00pm

AGENDA

I. Call to Order

- a. Moment of Silence/Pledge of Allegiance (*Please Stand*)
- b. Reading of the "Promise of Community Action" (*Please Stand*)

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.

- c. Roll Call

Garth Corrigan	Curtis Floyd	Fred Plane	Warren Peterson
Don Bynum	James Camp	Jose Gonzalez	Craig Henderson
Mike Maggard	Tony Martinez	Yolanda Ochoa	Kathy Philley
Ana Vigil	Charlie Rodriguez	Jason Warren	

II. Approval of Agenda

III. Approval of meeting minutes

- a. Minutes of October 26, 2016 Board of Directors meeting – **Action Item (p. 1-9)**

IV. Introduction of Guests/Public Forum: (*The public may address the Board of Directors on items not on the agenda. Speakers are limited to 3 minutes. If more than one person wishes to address the same topic, the total group time for the topic will be 10 minutes. Please state your name before making your presentation.*)

V. Special Presentations

- a. Presentation to Diana Morrison, Central Kitchen Manager, upon her retirement from Community Action Partnership of Kern – Carmen Segovia, Director of Health and Nutrition
- b. Check Presentation from Teter Architects & Engineers to the CAPK Food Bank – Louis Medina, Outreach and Advocacy Manager
- c. Presentation to the Winners of the Teter-CAPK 2016 Holiday Artwork Competition – Louis Medina, Outreach and Advocacy Manager

VI. New Business

- a. Resolution to approve the submission of the 2017 California Department of Education Contracts (CSPP, CMIG, CCTR, CMAP) – Carmen Segovia, Director of Health and Nutrition; Yolanda Gonzales, Director of Head Start / State Child Development – **Action Item (p. 10-11)**
- b. Approval of Desired Results Developmental Profile (DRDP) 2015 Preschool Fundamental View – Leslie Mitchell, Administrator of Education Support Services – **Action Item (p. 12-88)**
- c. Resolution to approve the submission of the 2017 Community Service Block Grant (CSBG) Contract (17F-2015) from the Department of Community Services and Development – **Action Item (p. 89-105)**
- d. Overview of Funding Grants Awarded from 2014-2016 – Ralph Martinez, Director of Community Development – **Info Item (p. 106)**

VII. Committee Reports

- a. Audit and Pension Committee Report – Christine Anami, Director of Finance – **Action Item**
 - i. Minutes of November 3, 2016 **(p. 107-110)**
 - ii. Update on Pension Report by Mutual of America **(p. 111-112)**
 - iii. CSBG Close-Out Report from the Department of Community Services and Development for Contract# 15-F2015 **(p. 113)**
 - iv. Annual Administrative Review from First 5 Kern for East Kern Family Resource Center **(p. 114-115)**
 - v. 2016 Desk Review Report C-16019 from the Department of Community Services and Development for Contract# 16F-5015 and 15F-2415 **(p. 116-119)**
 - vi. 2014-15 Fiscal Year Single Audit Report Review from the California Department of Public Health **(p. 120-122)**
 - vii. Annual Quality Review Site Visit from the County of Kern Mental Health Department for the HIV Program **(p. 123)**
 - viii. Conclusion of FY 2015-16 Enhanced Monitoring Review from the County of Kern Mental Health Department for Agreement No. 461-2015 **(p. 124)**
 - ix. 2015-16 Program Self-Evaluation from the California Department of Education **(p. 125)**
 - x. Summary of Findings for Fiscal Year 2014-2015 from the Department of Education **(p. 126-132)**
 - xi. Independent Accountant's Report on Applying Agreed-Upon Procedures for Special Review **(p. 133-134)**

- b. Program Review & Evaluation Committee Report – Ralph Martinez, Director of Community Development – **Info Item**
 - i. Minutes of November 9, 2016 (**p. 135-138**)
 - ii. Migrant Childcare Alternative Payment (MCAP) Parent and Provider Handbook Update (**p. 139-163**)
 - iii. Program Reports
 - 1. October 2016 Program and Division Reports (**p. 164-174**)
 - 2. Application Status Report and Funding Requests (**p. 175-178**)
 - a. U.S. Department of Agriculture/National Institute of Food and Agriculture for the Food Bank
 - 3. Head Start / State Child Development September Enrollment Update and Meals Report (**p. 179**)
 - 4. October 2016 Outreach and Advocacy Report (**p. 180**)
- c. Budget & Finance Committee Report – Christine Anami, Director of Finance – **Action Item**
 - i. Minutes of November 16, 2016 (**p. 181-185**)
 - ii. Discretionary/Fund Raising Fund (**p. 186**)
 - iii. Early Head Start/Head Start Federal Financial Reports (**p. 187-190**)
 - iv. Low Income Weatherization Program (LIWP) Draft Request for Proposal (RFP) (**p. 191-192**)
 - v. Application Status Report and Funding Requests (**p. 193-197**)
 - 1. Feeding America and the Walt Disney Company for the Food Bank
 - 2. Feeding America and Morgan Stanley for the Food Bank
 - vi. Head Start and Early Head Start Budget to Actual Reports (**p. 198-206**)
 - vii. Agency Financial Statements, October 2016 (**Section 3 of binder**)

VIII. Advisory Board Reports

- a. Head Start Policy Council Report – Jason Warren, Policy Council Representative - **Action Item (p. 207)**
 - i. Minutes of October 13, 2016 (**p. 208-211**)
- b. Friendship House Advisory Report – Ralph Martinez, Director of Community Development – **Action Item**
 - i. Verbal Report

IX. Executive Director Report – Jeremy Tobias, Executive Director – **Action Item**

- a. 2017 Board of Directors and Standing Committee Meeting Calendar (**p. 212**)
- b. Board of Directors Meeting Attendance Report (**p. 213-214**)

X. Board Member Comments

XI. Closed Session

XII. Close Session Report

XIII. Next Scheduled Meeting

Board of Directors Meeting
Wednesday, January 25, 2017 (Tentative, pending approval of 2017 Board & Standing Committee Meeting Calendar)
12:00 p.m.
5005 Business Park North
Bakersfield, CA 93309

XIV. Adjournment

This is to certify that this Agenda notice was posted in the lobby of the CAPK Administrative Office at 5005 Business Park North, Bakersfield, CA and online at www.capk.org by 12:00pm, November 23, 2016. Amanda Norman, Assistant to the Executive Director

COMMUNITY ACTION PARTNERSHIP OF KERN
BOARD OF DIRECTORS MEETING

5005 Business Park North, Bakersfield, CA
October 26, 2016
12:00pm

I. Call to Order

Garth Corrigan called the meeting to order at 12:02pm at the Community Action Partnership of Kern Administrative Building, 5005 Business Park North, Bakersfield, CA.

- a. Moment of Silence/Pledge of Allegiance (*Please Stand*)
- b. Reading of the "Promise of Community Action" (*Please Stand*)
- c. Roll Call

Present: Garth Corrigan, Curtis Floyd (arrived at 12:14pm), Fred Plane, Warren Peterson, Don Bynum, Craig Henderson, Tony Martinez, Yolanda Ochoa, Ana Vigil and Charlie Rodriguez

Absent: James Camp, Jose Gonzalez, Mike Maggard, and Kathy Philley

Others Present: Jeremy Tobias, Executive Director; Yolanda Gonzales, Director of Head Start/State Child Development; Carmen Segovia, Director of Health and Nutrition; Ralph Martinez, Director of Community Development; Emilio Wagner, Director of Operations; Michele Nowell, Director of Human Resources;

- d. Seating and Welcoming of New Board Member – **Action Item**

Resolution and Accepting Appointment of new Board member, Jason Warren, as the Head Start Policy Council Representative

Jeremy Tobias stated there has been a resignation on the Board as the previous Policy Council representative moved out of state. The Policy Council has elected a new member and unfortunately he could not be here today.

Motion was made and seconded to approve the Resolution and Accepting Appointment of new Board member, Jason Warren, as the Head Start Policy Council Representative. (Plane/Henderson)

II. Approval of Agenda

Motion was made and seconded to approve the Board of Directors meeting agenda for October 26, 2016. Carried by unanimous vote. (Henderson/Plane)

III. Approval of meeting minutes

- a. Minutes of October 7, 2016 Special Board of Directors meeting – **Action Item**

Motion was made and seconded to approve the minutes of October 7, 2016 Special Board of Directors meeting. Carried by unanimous vote. (Henderson/Ochoa)

IV. Introduction of Guests/Public Forum: *(The public may address the Board of Directors on items not on the agenda. Speakers are limited to 3 minutes. If more than one person wishes to address the same topic, the total group time for the topic will be 10 minutes. Please state your name before making your presentation.)*

No one addressed the Board.

V. Special Presentations

- a. Plaque Presentation to Providence Strategic Consulting, Inc. for launching East Kern Family Resource Center's Facebook Page – Louis Medina, Outreach and Advocacy Manager & Carmen Segovia, Director of Health and Nutrition

Louis Medina introduced Julie Bell and Seth Jacob from Providence Strategic Consulting who launched and maintained for two months the East Kern's Family Resource Center's Facebook page as part of their "Adopt a Nonprofit" program. Julie Bell stated her firm offers social media to nonprofits through their "Adopt a Nonprofit" program and are always looking for nominations.

VI. New Business

- a. Agencywide Strategic Plan – Ralph Martinez, Director of Community Development – **Action Item**

Ralph Martinez stated at the last Board of Directors meeting this item was discussed, but since there were only eight (8) Board members in attendance, there was a recommendation to defer the action item to this meeting for further discussion. He stated if the Board does not have any questions, staff recommends the Board approved the Strategic Plan.

Craig Henderson asked if Board members Fred Plane, Garth Corrigan and Ana Vigil if they are in support of the Strategic Plan as they participated on the committee. All three agreed that they are in full support.

Curtis Floyd asked how much time it will take for staff to implement and how much it will cost to do. Ralph stated we have not determined those factors at this time.

Curtis wanted to know if they will report back periodically and Ralph stated yes, they will.

Motion was made and seconded to approve the Agencywide Strategic Plan. Carried by unanimous vote. (Henderson/Ochoa)

- b. Selection of Food Bank Solar Design Build Contractor – Emilio Wagner, Director of Operations – **Action Item**

Emilio Wagner stated three proposals were received, reviewed, and scored by a three member committee. As a result, A-C Electric Company scored the highest, as their proposal demonstrated that they were the most qualified and offered the greatest production of electricity. The proposed system will achieve 99.8% of the Food Bank's needs. Emilio stated he has not received confirmation from the City and County but expects to receive it next week. Emilio stated staff recommends to approve A-C Electric Company and authorize the Executive Director to execute the contract for the design build of the food bank photovoltaic system.

Craig Henderson asked if A-C Electric is a local company and Emilio stated they are local.

Craig asked if the City and County could reject A-C Electric Company or are they just reviewing the documentation that was provided by A-C. Emilio stated the City and County are just reviewing our recommendation to ensure we followed proper protocol.

Motion was made and seconded to approve the Selection of Food Bank Solar Design Build Contractor, A-C Electric. Carried by unanimous vote. (Henderson/Vigil)

- c. 2016 Head Start Community Assessment Update – Jerry Meade, Program Design and Management Administrator – **Action Item**

Jerry Meade stated the 2016 Head Start Community Assessment update includes recent changes, and is an update from the previous version that is done annually. A lot of time was spent focusing on the geographic areas of Shafter and Wasco and addressing some of the challenges in disabilities. He stated the new Performance Standards states that we only have to update the community assessment every five (5) years.

Motion was made and seconded to approve the 2016 Head Start Community Assessment Update. Carried by unanimous vote. (Plane/Henderson)

- d. Resolution to approve the submission of the 2017-2018 Head Start & Early Head Start Application for Continued Funding – Yolanda Gonzales, Director of Head Start / State Child Development – **Action Item**

Jerry Meade presented on behalf of Yolanda Ochoa and stated a Board resolution is required to approve the submission of an application for continued funding from March 1, 2017 through February 28, 2018. The continued funding will help support 2041 children in Head Start and 328 children in Early Head Start with a total funding of \$23,472,684 for both grants.

Motion was made and seconded to approve the Resolution to approve the submission of the 2017-2018 Head Start & Early Head Start Application for Continued Funding. Carried by unanimous vote. (Henderson/Ochoa)

- e. Resolution to approve the submission of the Kern Head Start Duration Grant Application Revision – Yolanda Gonzales, Director of Head Start / State Child Development – **Action Item**

Jerry Meade presented on behalf of Yolanda Gonzales and stated a Board Resolution is required to approve the submission of an application for the Head Start Duration grant. The revised duration application will now support 255 children with a minimum of 1,020 hours of planned operation annually.

Motion was made and seconded to approve the Resolution to approve the submission of the Kern Head Start Duration Grant Application Revision. Carried by unanimous vote. (Henderson/Bynum)

- f. Food Vendor Contract Amendments to Extend Contract Term – Margaret Palmer, Business Manager – **Action Item**

Margaret Palmer stated in June Board approved aggregate amounts for the food service Preferred Vendor Agreements for the Central Kitchen. Each of these contracts will expire on October 31st, 2016 and in order to have a smooth transition between the expiration date and CAPK's fiscal year, we are asking to extend the contracts to February 28th, 2017. Amendments have been prepared for the extension for the following food vendors; Alpha Wholesale Produce, Producer's Dairy Food Inc., SupplyWorks, and Sysco Food Service.

Curtis Floyd asked what type of work SupplyWorks provides and Margaret stated they provide janitorial services and supplies to the centers.

Motion was made and seconded to approve the Food Vendor Contract Amendments to Extend Contract Term. Carried by unanimous vote. (Henderson/Martinez)

- g. Resolution to approve the submission of the Community Development Block Grant (CDBG) Application to the City of Bakersfield and the County of Kern for Property and Security Improvements at the Food Bank – Carmen Segovia, Director of Health and Nutrition – **Action Item**

Ralph Martinez stated CAPK is requesting approximately \$80,000 in construction costs from the City of Bakersfield and the County of Kern to support needed improvements at the CAPK Food Bank. A resolution is needed to approve the submission of the application with the City and County for the improvements at the Food Bank. Each application requires a resolution and the application to the City of Bakersfield will be submitted by October 208, 2016 and the County of Kern by November 23, 2016.

Motion was made and seconded to approve the Resolution to approve the submission of the Community Development Block Grant (CDBG) Application to the City of Bakersfield and the County of Kern for Property and Security Improvements at the Food Bank. Carried by unanimous vote. (Henderson/Rodriguez)

h. 2017 Agency Holiday Schedule – Michele Nowell, Director of Human Resources – **Action Item**

Jeremy Tobias presented on behalf of Michele Nowell and stated this is the agency holiday schedule for 2017. There is a proposed change regarding the floating holiday. The agency will no longer have a floating holiday on the schedule, but will now observe Lincoln's birthday. This item was negotiated as part of the Employee Union Agreement and it is recommended to move the entire agency to the same holiday schedule.

Motion was made and seconded to approve the 2017 Agency Holiday Schedule. Carried by unanimous vote. (Henderson/Vigil)

i. Community Development Division Reorganization – Ralph Martinez, Director of Community Development – **Action Item**

Ralph Martinez stated earlier this month Patricia Mallard retired after four (4) years of employment as the Grant and Research Supervisor. This allowed the opportunity for the department to look at the duties and restructure but does not add new positions. He stated the Community Development Department is proposing to rename the Administrative Analysts to Community Development Specialist; the Research & Administrative Support Assistant will be converted to a Community Development Specialist; and they will replace the Grant and Research Supervisor position with Outreach & Grant Administrator.

Motion was made and seconded to approve the Community Development Division Reorganization. Carried by unanimous vote. (Henderson/Bynum)

j. Application Status Report and Funding Requests – Ralph Martinez, Director of Community Development – **Action Item**

- Sempra Energy-SoCal Gas Co. for the Food Bank
- TJX Foundation for the Food Bank
- Walmart Community Grants Program for the Food Bank
- United Way of Kern County for the Food Bank
- Kern Family Health Care for the Friendship House Community Center and Shafter Youth Center
- Bank of the West for VITA

Ralph Martinez stated the agency received three (3) awards; \$84,815 from the U.S. Department of Treasury/IRS for VITA, \$9,000 from Bank of America for the Food Bank Backpack Buddies program and \$40,500 from United Way of Stanislaus County for 211 Kern. There was one (1) decline from USDA/National Institute of Food and Agriculture (NIFA) in the amount of \$329,500 for the Food Bank.

Ralph stated there were six (6) funding requests that were submitted. The first funding request is to Sempra Energy in the amount of \$2,000 to support the 2016 Delano Fall Food Drive. The funds will be used to provide food for Delano residents in need. The funding request to TJX Foundation is for \$5,000 to help procurement of fresh fruits and vegetables to distribute at county-wide food distributions to improve nutrition to low-income and food-insecure households. He stated there is a funding request to Walmart Community Grants Program in the amount of \$2,500 for the Food Bank. The funds will be used for transportation and distribution costs, such as inbound freight charges, gasoline and vehicle maintenance. Ralph stated the funding request to Kern Family Health Care is for \$1,500 to offer first aid, emergency preparedness, and healthy hygiene classes to 150 children and youths at the Friendship House Community Center and the Shafter Youth Center. The funds will be used to cover personnel costs for two activity specialists and hygiene kits for the participants at the youth centers. The last funding request is to the Bank of the West for the VITA program in the amount of \$2,500. The funds will be used to help cover the programs general operating costs for the 2016 Tax Season.

Curtis Floyd wanted to know how the agency was doing this year compared to last year in submission of grants and Ralph stated it was about the same.

Curtis stated he would like for Ralph to report to the Board at next month's meeting on how many grants have been submitted and how much time it takes staff to obtain a small grant, such as in the amount of \$1,500. Ralph stated it does take time. Jeremy Tobias stated this conversation has come up before and can be brought back to the board for discussion at the next meeting.

Motion was made and seconded to approve the Application Status Report and Funding Requests. Carried by unanimous vote. (Martinez/Vigil)

- k. Head Start and Early Head Start Budget to Actual Reports – Donna Holland, Fiscal Manager – **Info Item**
- Kern Head Start & Early Head Start Budget to Actual for the Period Ending September 30, 2016

Donna Holland stated there is a pending budget revision to incorporate the 10% De Minimis Indirect Cost Rate. Head Start personnel expenditures are on track at this point in the year. Early Head Start personnel and fringe benefits expenditures are less than expected at this point in the year. Funds in the equipment category were budgeted for the purchase of four (4) program vehicles and three (3) playground/shade structures. Supplies are on track at this point in the program year. Training & Technical Assistance for Head Start are almost fully expended. Additional funds are budgeted in the base grant for planned training expenses. Early Head Start expenditures are on track at this point in the program year. In-kind, year-to-date, is at 61% of the budget. The five (5) centers with the highest percentage of the goal met were Fairfax, Franklin, Planz, San Diego and Sunrise Villa.

- San Joaquin Early Head Start Budget to Actual for the Period Ending September 30, 2016

Donna Holland stated a request to revise the budget for San Joaquin is pending from the Office of Head Start. The revision includes the 10% De Minimis Indirect Cost Rate and to decrease the funded enrollment to 313. Travel expenses are higher than expected and savings have been identified in other areas to cover those costs. Expenditures for supplies are higher than anticipated at this point in the year and expenditures in the other category are slightly less than anticipated. She stated the request to carryover funds from the prior budget period has been approved. The carryover funds will be used to make health and safety improvement to centers and to purchase program vehicles and playground equipment. As the non-federal share is at 12% of the budget, a waiver will be requested, should it become necessary, closer to the end of the budget period. She stated not all of the centers are opened yet, which is partly why the in-kind goal is not being met.

Yolanda Ochoa asked how many centers are currently opened and Yolanda Gonzales stated four (4) centers are opened and there are four (4) additional centers that need to be licensed which will give San Joaquin a total of eight (8) centers.

- Partnerships Early Head Start Child Care Budget to Actual for the Period Ending September 30, 2016

Donna Holland stated the partnerships contract recently began on September 1, 2016. Personnel and fringe benefits costs are on track through the first month of the budget period. CAPK will submit a request to carry over the unexpended prior-year funds in the amount of \$315,000. In Training and Technical Assistance, the agency will submit a request to carryover unexpended prior-year funds in the amount of approximately \$40,400.

I. Discretionary Fund Update and Financial Statements, September 2016 – Christine Anami, Director of Finance – **Action Item**

Jeffrey Looker presented on behalf of Christine Anami and stated the biggest disbursement on the Discretionary fund is for the Quad at the Friendship House.

Craig Henderson asked why there was \$1,000 in late fees in Discretionary and Yolanda Gonzales stated it was due to licensing. In the past, invoices were being sent to the centers instead of Finance which resulted in being paid late. The staff have been instructed to send all invoices to her office so a check request is submitted timely to Finance for payment.

Motion was made and seconded to approve the Discretionary Fund Update and Financial Statements, September 2016. Carried by unanimous vote. (Henderson/Ochoa)

VII. Committee Reports

- a. Program Review & Evaluation Committee Report – Ralph Martinez, Director of Community Development – ***Info Item***

No report was given.

- b. Budget & Finance Committee Report – Christine Anami, Director of Finance – ***Info Item***

No report was given.

VIII. Advisory Board Reports

- a. Head Start Policy Council Report – Jason Warren, Policy Council Representative – ***Action Item***
 - i. Minutes of September 29, 2016

Janelle Gonzalez presented on behalf of Jason Warren and stated the Policy Council met on October 13th, 2016 which was their last meeting for the year. The Policy Council thanked the 2016 members for their service and new officers were elected for 2017. The next Policy Council meeting will be on November 17, 2016.

Motion was made and seconded to approve the Head Start Policy Council Report. Carried by unanimous vote. (Henderson/Bynum)

- b. Friendship House Advisory Report – Ralph Martinez, Director of Community Development – ***Action Item***
 - i. Verbal Report

Ralph Martinez stated the STEM program will begin in November and the program will be held at both youth centers. The Shafter Youth Center's Fall Festival will be held on Monday, 10/31. The Friendship House Community Center mixer will be held tomorrow, 10/27, at Metro Galleries starting at 6pm.

Motion was made and seconded to approve the Friendship House Advisory Report. Carried by unanimous vote. (Henderson/Ochoa)

IX. Executive Director Report – Jeremy Tobias, Executive Director – ***Action Item***

- a. Report on the update to the Agency By-Laws and the Development of a Succession Plan Policy

Jeremy Tobias stated the agency By-laws are being updated and a draft will be reviewed by the By-laws subcommittee. He anticipates the revised By-laws to be brought for approval to the Board in November or January. He stated there are some important discussion items worth noting, such as Board term limits, Board meeting attendance policies, clarification on rotation of Elected Official seats, as well as other smaller clean up items. We routinely review and update our by-laws, but

this is also now being required as part of the new Organizational Standards which requires the By-laws to be reviewed and approved, at a minimum, every 5 years.

He stated another item that is being worked on is Succession Planning. The succession plan is to be developed in case of a planned or unplanned departure of the Executive Director. This has been discussed in the past but is being pushed by the new Organizational Standards. A draft is currently under review by the Executive Committee. The Executive Committee will be used for initial feedback and the item will be presented to the full Board.

Curtis Floyd stated he did not see who was on the By-laws Committee and wanted to know who the members were. Ralph Martinez stated it was Board members Ana Vigil, Curtis Floyd and Tony Martinez.

Craig Henderson stated he would like to see the By-laws presented at the Board meeting in January. Jeremy Tobias stated the By-laws will more than likely be presented in January.

Motion was made and second to approve the Executive Director Report. Carried by Unanimous Vote. (Henderson/Ochoa)

X. Board Member Comments

Craig Henderson wished everyone a Happy Thanksgiving.

Don Bynum thanked everyone for their hard work.

Ana Vigil wished everyone a Happy Thanksgiving and encouraged everyone to support the Friendship House mixer.

XI. Closed Session

No items scheduled.

XII. Close Session Report

No report was given.

XIII. Next Scheduled Meeting

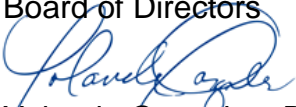
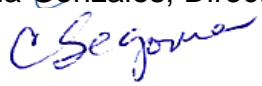
Board of Directors Meeting
Wednesday, November 30, 2016
12:00 p.m.
5005 Business Park North
Bakersfield, CA 93309

XIV. Adjournment

The meeting adjourned at 1:18pm.

COMMUNITY ACTION PARTNERSHIP OF KERN

MEMORANDUM

To: Board of Directors

From: Yolanda Gonzales, Director of Head Start / State Child Development

Carmen Segovia, Director of Health and Nutrition
Date: November 30, 2016
Subject: *Agenda Item VI(a)*: Resolution to approve the submission of the 2017 California Department of Education Contracts (CSPP, CMIG, CCTR, CMAP) – Action Item

State Preschool, Migrant Child Care, and General Child Care funds are partnered with Head Start and Early Head Start funding to provide full-day center based services for children of families needing child care in order to work or attend school or job-training. The number of children to be served, effective July 1, 2017, will be 555.

The Migrant Alternative Payment Child Care Program provides child care services to migrant agricultural working families through local child care providers. The program provides services through six (6) entry counties: Kern, Kings, Fresno, Madera, Merced, Tulare, and throughout California.

The funds will be used to continue the State Preschool, Migrant Child Care, General Child Care, and Migrant Alternative Payment programs with the estimated funding:

State Preschool:	\$2,769,753.00
Migrant Child Care:	\$ 227,556.00
General Child Care:	\$2,060,487.00
Migrant Alternative Payment:	\$6,257,421.00

Recommendation

Staff recommends the Board of Directors approve the submission of the California Department of Education Annual Funding Application.

Attachments: 2016-23 Resolution approving 2017 California Department of Education Contracts

RESOLUTION # 2016-23

A Resolution of the Board of Directors of the Community Action Partnership of Kern Approving the submission of the 2017 California Department of Education Contracts

The Board of Directors of the Community Action Partnership of Kern located at 5005 Business Park North, Bakersfield, CA 93309, met on November 30, 2016, in Bakersfield, California at a scheduled Board meeting and resolved as follows:

WHEREAS, the Community Action Partnership of Kern (CAPK) is a private, non profit corporation established as a result of the Economic Opportunity Act of 1964, and is the federally designated community action agency serving the low-income, elderly and disadvantaged residents of Kern County, and

WHEREAS, the California Department of Education has made available State Preschool (CSPP), Migrant Child Care (CMIG), General Child Care (CCTR) and Migrant Alternative Payment (CMAP) funds for 2017, and

WHEREAS, the California Department of Education has offered the 2017 Contracts for State Preschool (CSPP), Migrant Child Care (CMIG), General Child Care (CCTR) and Migrant Alternative Payment (CMAP) to the Partnership, and

WHEREAS, the CAPK Board of Directors has determined that there is a need for anti-poverty programs and is willing to accept the aforementioned contract, and

WHEREAS, the California Department of Education requires that an authorized signatory be named for the 2017 Contracts for State Preschool (CSPP), Migrant Child Care (CMIG), General Child Care (CCTR) and Migrant Alternative Payment (CMAP) 2017 contracts.

NOW, THEREFORE, be it resolved that the CAPK Board of Directors hereby authorizes Jeremy T. Tobias, Executive Director, or in his absence, Christine Anami, Director of Finance, to act on behalf of the Board as CAPK's representative signatory with regards to the State Preschool (CSPP), Migrant Child Care (CMIG), General Child Care (CCTR) and Migrant Alternative Payment (CMAP) Contracts and any subsequent amendments during the contract period.

APPROVED by a majority vote of the Directors of the Community Action Partnership of Kern, this 30th day of November, 2016.

Garth Corrigan, Chair
Partnership Board of Directors

Date

COMMUNITY ACTION PARTNERSHIP *OF* KERN

MEMORANDUM

To: Board of Directors

From: Leslie Mitchell, Administrator of Education Support Services

Date: November 30, 2016

Subject: Agenda Item VI(b): Desired Results Developmental Profile (DRDP) 2015
Fundamental View Approval – Action Item

The Desired Results Developmental Profile (DRDP) 2015 is administered in natural settings through teacher observations, family observations, and examples of children's work. Ongoing documentation of children's knowledge and skills in everyday environments is a recommended practice for early childhood assessment.

The DRDP 2015 represents a full continuum of development from early infancy up to kindergarten entry. It has two views: the Infant/Toddler view for use with children in infant/toddler programs, and the Preschool View, for children in preschool programs.

The Preschool View has two forms: The Comprehensive View containing domains related to all areas of the Preschool Learning Foundations; and the Fundamental View, associated with essential domains of school readiness.

The DRDP 2015 is aligned with all volumes of the California's Infant/Toddler and Preschool Learning and Development Foundations, the Common Core Standards, and the Head Start Child Development and Early Learning Framework.

The Office of Head Start has required preschool programs to use the DRDP 2015 tool three times a year capturing evidence for all 56 measures. However, as the new fundamental tool was released later this past September they have given us the autonomy to pick either the comprehensive or Fundamental view.

Recommendation:

Staff recommends the board approve the Head Start Education Department to implement the use of the Fundamental view in spring - 2017. The approval will allow teaching staff to collect evidence and rate each child with only 43 measures which meets all the required School Readiness domains, and is aligned with the Head Start Early Learning Framework.

Attachment: Desired Results Developmental Profile (DRDP) 2015

DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry



Preschool Fundamental View
for use with preschool-age children



California Department of Education
Sacramento, 2016

The DRDP (2015) was developed by the California Department of Education, Early Education and Support Division and Special Education Division, with assistance from:

Berkeley Evaluation and Assessment Research Center, University of California, Berkeley

Desired Results Access Project, Napa County Office of Education

Desired Results Developmental Profiles (2015) Instrument and Research Studies Project, WestEd's Center for Child and Family Studies

Desired Results Training and Technical Assistance Project, WestEd's Center for Child and Family Studies

The DRDP (2015) is available at the California Department of Education Website at www.cde.ca.gov/sp/cd/ci/drdpforms.asp

For more information

Early Education and Support Division Programs may contact:

Desired Results Training and Technical Assistance Project

Website: www.desiredresults.us

Email: desiredresults@desiredresults.wested.org

Phone: (800) 770-6339

Special Education Division Programs may contact:

Desired Results Access Project

Website: www.draccess.org

Email: info@draccess.org

Phone: (800) 673-9220

DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Preschool Fundamental View

For use with preschool-age children

Table of Contents

Introduction	Intro-2
About the Measures of the DRDP (2015)	Intro-3
The 3 Steps to Completing the DRDP (2015)	Intro-6
Information Page (for use with Early Education Programs)	Intro-10
Information Page (for use with Early Intervention and Early Childhood Special Education Programs)	Intro-11
Quick Guide to Rating the Measures	Intro-12
Rating Record (for use with Early Education Programs)	Intro-13
Rating Record (for use with preschool-age children with IEPs)	Intro-15
Measures at-a-Glance (Fundamental View)	Intro-17
Measures at-a-Glance (Comprehensive View)	Intro-18
Measures of the DRDP (2015)	1-43
Glossary	45
Appendix	46

Introduction to the DRDP (2015)

Welcome to the Desired Results Developmental Profile (2015) [DRDP (2015)]: A Developmental Continuum from Early Infancy to Kindergarten Entry. The DRDP (2015) is a formative assessment instrument developed by the California Department of Education for young children and their families used to inform instruction and program development.

Key Features of the DRDP (2015):

- The DRDP (2015) is administered in natural settings through teacher observations, family observations, and examples of children's work. Ongoing documentation of children's knowledge and skills in everyday environments is a recommended practice for early childhood assessment.
- The DRDP(2015) represents a full continuum of development from early infancy up to kindergarten entry. It has two views: the Infant/Toddler view for use with children in infant/toddler programs, and the Preschool View, for children in preschool programs.
- The Preschool View has two forms: The Comprehensive View containing domains related to all areas of the Preschool Learning Foundations; and the Fundamental View, associated with essential domains of school readiness.
- The DRDP (2015) is designed for use with all children from early infancy up to kindergarten entry, including children with Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).
- The DRDP (2015) is aligned with all volumes of the California's Infant/Toddler and Preschool Learning and Development Foundations, the Common Core Standards, and the Head Start Child Development and Early Learning Framework.
- The DRDP (2015) takes into consideration the specific cultural and linguistic characteristics of California's diverse population of young children, with specific consideration for children who are young dual language learners (see section below).
- The DRDP (2015) was developed with the goal of ensuring that *all* children have the opportunity to demonstrate their knowledge and skills. To enable access to the assessment for diverse populations, the principles of Universal Design were followed.
- The DRDP (2015) includes domains that meet the federal Office of Special Education Programs (OSEP) child outcome reporting requirements for children with Individualized Family Service Plans (IFSPs) or Individualized Education Programs (IEPs).

Information about Selected Key Features

Three of these key features: (1) consideration of young children who are dual language learners, (2) universal design and adaptations for children with IFSPs and IEPs, and (3) a detailed description of the developmental domains that make up the instrument, are described in more detail to help teachers and service providers better understand and rate the measures of the DRDP (2015).

Young Dual Language Learners and the DRDP (2015)

Dual language learners are children learning two or more languages at the same time, as well as those children learning a second language while continuing to develop their first (or home) language. A child's experience with one or more languages is an asset to build on in the early childhood setting. It is critical to consider the child's communication in all the languages that he or she is learning in order to have an accurate picture of a child's knowledge and skills. Young children, including children with disabilities, can successfully learn two or more languages. Learning two or more languages has linguistic, social, cognitive, academic, and cultural benefits. The path to learning one language shares many similarities with the path to learning two or more languages. There are also differences that must be taken into consideration when assessing young children who are dual language learners. Children may have vocabulary for concepts in one language and vocabulary for other concepts in another language. So it is important to assess children in all of the languages he or she understands and uses. The DRDP (2015) addresses cultural and linguistic responsiveness in two primary ways:

1. Teachers and service providers observe and document children's behavior in both the home language and English to obtain a more accurate profile of the children's knowledge and skills across developmental domains.
2. Teachers and service providers rate children's progress on two language development domains. The Language and Literacy Development (LLD) domain assesses all children's progress in developing foundational language and literacy skills where ratings should be based on skills in all languages. The English-Language Development (ELD) domain assesses current knowledge and skills and progress in learning to communicate in English.

Universal Design and the DRDP (2015)

In the context of assessment, "Universal Design" refers to the development of assessments that are appropriate for all children to the greatest extent possible. Universal Design allows children the opportunity to demonstrate their knowledge and skills in a variety of ways. All young children are entitled access to, and meaningful participation in, age-appropriate, individually-appropriate and culturally-appropriate early childhood curricula and assessments. Teachers and service providers support children's access and participation by identifying and providing learning opportunities, materials, and teaching strategies in flexible and individualized ways and through a variety of learning modalities. DRDP (2015) assessors apply universal design when they carefully consider the various ways young children can demonstrate knowledge or skills that reflect mastery of a developmental level.

The Eight Domains of the DRDP (2015)

The DRDP (2015) is made up of eight domains. The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain's developmental constructs. The domains and sub-domains of the Fundamental View, essential to school readiness, are marked with an asterisk (*).

Approaches to Learning–Self-Regulation* (ATL-REG)

The ATL-REG domain assesses two related areas that are recognized as important for young children's school readiness and success: Approaches to Learning and Self-Regulation. These areas have been combined into one domain because of the strong connections between them. The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

Social and Emotional Development* (SED)

The SED domain assesses children's developing abilities to understand and interact with others and to form positive relationships with nurturing adults and their peers. The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.

Language and Literacy Development* (LLD)

The LLD domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication. Language and literacy skills in a child's first language form the foundation for learning English. Therefore, dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. LLD measures should be completed for all infants, toddlers, and preschool-age children, including those who are dual language learners.

English-Language Development* (ELD)

The ELD domain assesses the progress of children who are dual language learners in learning to communicate in English. The developmental progression described in the four ELD measures is related to the child's experiences with English, not the child's age. Keep in mind that children acquire English in different ways and at different rates. Factors that affect English acquisition include degree of exposure to English, level of support provided in their home/first language, and individual differences such as age of exposure to English or the structure of the child's home/first language. The ELD measures should be completed only for preschool-age children whose home language is other than English.

Cognition, Including Math* and Science (COG)

The COG domain focuses on observation, exploration of people and objects, and investigation of objects and concepts. The knowledge or skill areas in this domain include spatial relationships, cause and effect, classification, number sense of quantity, number

sense of math operations, measurement, patterning, shapes, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.

Physical Development–Health* (PD-HLTH)

The PD-HLTH domain assesses motor development and the development of routines related to personal care, safety, and nutrition. The knowledge or skill areas in this domain include perceptual-motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, active physical play, nutrition, safety, and personal care routines (hygiene, feeding, dressing).

History-Social Science (HSS)

The HSS domain focuses on learning about the expectations of social situations, how to participate within a group, and the relationship between people and the environment in which they live. The knowledge or skill areas in this domain include sense of time, sense of place, ecology, conflict negotiation, and responsible conduct.

Visual and Performing Arts (VPA)

The VPA domain focuses on awareness and engagement in four areas of artistic expression. The knowledge or skill areas in this domain include visual art, music, drama, and dance.

About the Measures of the DRDP (2015)

The levels for each DRDP (2015) measure describe a developmental continuum, ranging from earlier developing to later developing competencies. The DRDP (2015) includes three types of continua:

- **Full Continuum Measures:** describe development from early infancy to early kindergarten. These measures should be used with all infants, toddlers, and preschool-age children.
- **Earlier Development Measures:** describe development that typically occurs from early infancy through early preschool ages and may be used with preschool-age children under specific conditions (identified as Conditional measures).
- **Later Development Measures:** describe development that typically occurs from early preschool ages to early kindergarten. These measures should be used with all preschool-age children.

Conditional Measures for Preschool-Age Children

Some measures in the *DRDP Preschool View* are considered conditional measures that are only assessed when certain conditions are met. These measures should be used if they assist teachers and service providers in planning a child's learning activities and supports, and documenting progress.

Conditional measures are used in three instances:

- If a preschool child has not developmentally moved beyond the four earlier-development measures.
- If a language other than English is spoken in the child's home.
- If the child is still working on the health measures (required for all children with IEPs).

Please note that the Earlier Development Measures, and the Physical Development and Health measures are required for children with IEPs.

Measure	Conditions Under Which to Assess
Earlier Development Measures	
ATL-REG 1: Attention Maintenance ATL-REG 2: Self-Comforting ATL-REG 3: Imitation COG 1: Spatial Relationships	<ul style="list-style-type: none"> • Required for all infants and toddlers • Required for all preschool-age children with IEPs • Recommended for a preschool-age child whose development is not beyond the latest developmental level • If useful, select any or all of these four measures to assess
English-Language Development Measures	
ELD 1: Comprehension of English (Receptive English) ELD 2: Self-Expression in English (Expressive English) ELD 3: Understanding and Response to English Literacy Activities ELD 4: Symbol, Letter, and Print Knowledge in English	<ul style="list-style-type: none"> • Used if a language other than English is spoken in the child's home as indicated on the Information Page • Used only with preschool-age children • Not used with children who are deaf or hard of hearing and not learning spoken language • If rated, complete all of the measures in the ELD domain*
Physical Development and Health Measures	
PD-HLTH 5: Safety PD-HLTH 6: Personal Care Routines: Hygiene PD-HLTH 7: Personal Care Routines: Feeding PD-HLTH 8: Personal Care Routines: Dressing PD-HLTH 10: Nutrition	<ul style="list-style-type: none"> • Required for all infants and toddlers except PD-HLTH 9 and 10 which are for preschool children only • In the Comprehensive View, PD-HLTH 7 and 8 are conditional. In the Fundamental View, PD-HLTH 5-8 and PD-HLTH 10 are conditional. • Required for all preschool-age children with IEPs • Recommended for preschool children when this information would be useful for documenting progress or planning this child's learning activities and supports

*Guidance for rating ELD measures for children who are dual language learners is provided in the section, "Young Dual Language Learners and the DRDP (2015)" on page Intro-2.

The Developmental Levels

The number of levels in a measure varies depending on the competencies that are appropriate for that measure's developmental continuum. The levels are organized under four categories from early infancy up to kindergarten entry: Responding, Exploring, Building, and Integrating:

Responding (Earlier, Later)

Knowledge, skills, or behaviors that develop from basic responses (through using senses and through actions) to differentiated responses. Children generally engage in back-and-forth interactions with familiar adults and communicate through nonverbal messages.

Exploring (Earlier, Middle, Later)

Knowledge, skills, or behaviors that include active exploration including purposeful movement, purposeful exploration and manipulation of objects, purposeful communication, and the beginnings of cooperation with adults and peers. Children generally begin this period by using nonverbal means to communicate and, over time, grow in their ability to communicate verbally or use other conventional forms of language.

Building (Earlier, Middle, Later)

Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions and cooperative activities with others.

Integrating (Earlier)

Knowledge, skills, or behaviors that demonstrate the ability to connect and combine strategies in order to express complex thoughts and feelings, solve multi-step problems, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children begin to engage in mutually supportive relationships and interactions.

Note that the developmental levels for the ELD domain differ from the above format as they represent the developmental progression for the acquisition of English as a second language during the early childhood years.

Definitions of Terms in the Navigation Maps

Developmental Domain: A crucial area of learning and development for children.

Measure: The developmental continuum along which a child's observed behavior is assessed. Measures are the individual assessment items in the DRDP.

- **Full Continuum Measure:** Describes development from early infancy to early kindergarten.
- **Early Development Measure:** Describes development that typically occurs in infant/toddler and early preschool years.
- **Later Development Measure:** Describes development that typically occurs in the preschool years and early kindergarten.

Definition: Specifies the aspects of development to be observed.

Developmental Level: A point along a developmental progression for a particular measure that ranges from earlier to later levels of development.

Descriptor: Defines the behaviors that would be observed for a child at that developmental level.

Example: Specific behaviors you might see that would demonstrate that a child has reached mastery of a particular developmental level. Note that the examples provided in the DRDP are not the only way a child can demonstrate mastery of a developmental level.

Example of a Full Continuum Measure

Developmental Domain: PD-HLTH — Physical Development-Health								
PD-HLTH 2: Gross Locomotor Movement Skills								
Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)								
Mark the latest developmental level the child has mastered:								
Responding		Exploring		Building		Integrating		
Earlier	Later	Earlier	Later	Earlier	Later	Earlier	Later	
Moves in basic and often involuntary ways	Moves two or more body parts together, often with intention	Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom	Coordinates movements of whole body while upright, using support	Coordinates basic movements in an upright position without using support	Coordinates movements, in an upright position, that momentarily move whole body off the ground	Coordinates and controls individual locomotor movements, with some success	Combines and coordinates two or more locomotor movements together in effective ways, with some success	Combines a variety of locomotor movements and moves effectively across a range of activities
Possible Examples		Possible Examples		Possible Examples		Possible Examples		
<ul style="list-style-type: none"> • Turns head in response to stimulation or nourishment. • Turns head to seek source of stimulation or nourishment. • Responds involuntarily to a sudden loud noise or movement by extending arms and legs. 		<ul style="list-style-type: none"> • Turns head and reaches for a toy. • Kicks at a mobile when lying on back. • Rolls from stomach to back or from back to stomach. 		<ul style="list-style-type: none"> • Creeps or crawls toward a familiar adult. • Moves from lying down to a sitting position. • Moves by rolling body on the floor. • Moves by using arms to pull self forward. 		<ul style="list-style-type: none"> • Takes steps or forward while holding onto furniture. • Walks forward steadily while pushing a cube chair. • Pulls up to a standing position while grasping an adult's hands. • Stands up with support of a mobility aid, such as a walker. 		<ul style="list-style-type: none"> • Runs with long strides, showing arm and leg opposition (e.g., right arm and left leg). • Crouches down and then jumps forward using both legs. • Hops on one foot, holding arms out for balance and sometimes putting a foot down in between hops.
<ul style="list-style-type: none"> • Turns attention toward an interesting toy, then back to an adult or a child. • Actively shifts interest from one child to another playing close by. • Drops one thing in order to reach for another. 		<ul style="list-style-type: none"> • Turns attention toward an interesting toy, then back to an adult or a child. • Actively shifts interest from one child to another playing close by. • Drops one thing in order to reach for another. 		<ul style="list-style-type: none"> • Briefly watches children playing and then resumes play with a toy. • Resumes playing at sand table when an adult joins in digging. • Dumps toy animals from container, puts animals back in the container, and then dumps them out again. 		<ul style="list-style-type: none"> • Briefly watches children playing and then resumes play with a toy. • Resumes playing at sand table when an adult joins in digging. • Dumps toy animals from container, puts animals back in the container, and then dumps them out again. 		<ul style="list-style-type: none"> • Makes a pile of pretend pancakes with play dough on own and then offers them to peers. • Builds multiple towers with interlocking blocks. • Looks through several books on own in library corner during the morning. • Listens to audio books while looking at enlarged pictures related to the story on a screen, on own, during the morning.
<ul style="list-style-type: none"> • Child is emerging to the next developmental level • Unable to rate this measure due to extended absence 		<ul style="list-style-type: none"> • Child is emerging to the next developmental level • Unable to rate this measure due to extended absence 		<ul style="list-style-type: none"> • Child is emerging to the next developmental level • Unable to rate this measure due to extended absence 		<ul style="list-style-type: none"> • Child is emerging to the next developmental level • Unable to rate this measure due to extended absence 		

Example of an Earlier Developmental Measure

Developmental Domain: ATL-REG — Approaches to Learning-Self-Regulation							
ATL-REG 1: Attention Maintenance							
Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials							
Mark the latest developmental level the child has mastered:							
Responding		Exploring		Building		Integrating	
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
Attends or responds briefly to people, things, or sounds	Shifts attention frequently from one person or thing to another	Maintains attention, on own or with adult support, during brief activities	Maintains attention, with adult support, during activities that last for extended periods of time	Maintains attention on own during activities that last for extended periods of time	There are no later levels for this measure		
Possible Examples		Possible Examples		Possible Examples		Possible Examples	
<ul style="list-style-type: none"> • Pays attention to a moving mobile. • Quiets to the voice of a familiar person. • Gazes at the smiling face of a familiar person. 		<ul style="list-style-type: none"> • Turns attention toward an interesting toy, then back to an adult or a child. • Actively shifts interest from one child to another playing close by. • Drops one thing in order to reach for another. 		<ul style="list-style-type: none"> • Briefly watches children playing and then resumes play with a toy. • Resumes playing at sand table when an adult joins in digging. • Dumps toy animals from container, puts animals back in the container, and then dumps them out again. 		<ul style="list-style-type: none"> • Makes a pile of pretend pancakes with play dough on own and then offers them to peers. • Builds multiple towers with interlocking blocks. • Looks through several books on own in library corner during the morning. • Listens to audio books while looking at enlarged pictures related to the story on a screen, on own, during the morning. 	
<ul style="list-style-type: none"> • Child is emerging to the next developmental level • Unable to rate this measure due to extended absence 		<ul style="list-style-type: none"> • Child is emerging to the next developmental level • Unable to rate this measure due to extended absence 		<ul style="list-style-type: none"> • Child is emerging to the next developmental level • Unable to rate this measure due to extended absence 		<ul style="list-style-type: none"> • Child is emerging to the next developmental level • Unable to rate this measure due to extended absence 	

Example of a Later Developmental Measure

Developmental Domain: ATL-REG — Approaches to Learning-Self-Regulation								
ATL-REG 6: Engagement and Persistence								
Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult								
Mark the latest developmental level the child has mastered:								
Responding		Exploring		Building		Integrating		
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier	
There are no earlier levels for this measure		Participates in a simple activity briefly	Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity	Continues self-selected activities with adult support, even though interest briefly shifts to other activities	Continues self-selected activities on own, seeking adult support to work through challenges	Works through challenges on own while engaged in self-selected activities	Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity	
Possible Examples		Possible Examples		Possible Examples		Possible Examples		
<ul style="list-style-type: none"> • Puts a ring on and off of a ring stack a few times. • Fills and dumps sand from a bucket. • Shakes a bell while others are singing. • Uses hands to smear finger paint. • Activates a switch toy. 		<ul style="list-style-type: none"> • Chooses to play in the dramatic play area for a short while and then plays in the block area. • Selects a puzzle to work on with an adult, works on it together for a short time, and then wanders off, even with the adult's encouragement to continue. • Joins a small group and attends briefly to an adult reading a book, and then shifts attention to another activity. 		<ul style="list-style-type: none"> • Strings large beads with an adult to make a necklace, briefly watches another child who brings magnets to the table, and then continues stringing beads. • Stops playing with blocks and starts to move away from block area, but returns when an adult offers props, such as cars and street signs, to use with the blocks. • Pauses to watch children running by while scooping sand, but returns to scooping when the adult offers another sand toy. 		<ul style="list-style-type: none"> • Continues work on difficult puzzle, asking an adult for help when needed. • Continues looking at a book as an adult encourages other children entering the same area to find a book. • Asks adult for headphones, while listening to a story on tape, when other children begin to play noisily nearby. • Starts to get ready to go outside with other children, and asks for adult assistance with fasteners when putting on shoes. 		<ul style="list-style-type: none"> • Builds a structure with interlocking blocks even when having difficulty finding the "right" pieces. • Glues a variety of materials together to create a three-dimensional collage, trying different ways to make them stick. • Repeatedly tries to trace around own hand. • Completes an obstacle course using a walker, even on bumpy ground.
<ul style="list-style-type: none"> • Child is not yet at the earliest developmental level on this measure • Child is emerging to the next developmental level • Unable to rate this measure due to extended absence 		<ul style="list-style-type: none"> • Child is not yet at the earliest developmental level on this measure • Child is emerging to the next developmental level • Unable to rate this measure due to extended absence 		<ul style="list-style-type: none"> • Child is not yet at the earliest developmental level on this measure • Child is emerging to the next developmental level • Unable to rate this measure due to extended absence 		<ul style="list-style-type: none"> • Child is not yet at the earliest developmental level on this measure • Child is emerging to the next developmental level • Unable to rate this measure due to extended absence 		

The 3 Steps to Completing the DRDP (2015)

➔ Step 1: Observation and Documentation

The DRDP (2015) focuses on the child's behavior, knowledge, and skills. To capture a child's behavior, the DRDP (2015) incorporates observation in natural settings.

While observing and collecting documentation, remember that words, phrases, and sentences can be communicated and understood in a variety of ways, including spoken in the child's home language, signed, and through other communication modes (e.g., via a communication device). The teacher's and service provider's direct observations of a child are the primary method used to inform ratings and they should also use other sources of evidence to capture a more complete picture of a child's knowledge and skills. Other sources of evidence include the following:

- **Observations by others** – including teachers, family members/caregivers, and other service providers or caregivers, obtained through interview or conversations
- **Other documentation** – including samples of children's work, photographs, and video/audio recordings of children's communication and behavior

Observations should occur over time, in typical settings:

- In the child's typical program or settings such as child care, classrooms, or home;
- As the child interacts in familiar environments and routines with people he or she knows; and
- As the child engages in typical activities and routines.

The Important Role of Families in the Documentation Process

Family members have repeated opportunities to observe their child's activities and interactions over time and in a variety of situations. Their perspectives, combined with teachers' and service providers' observations, provide a more complete and reliable picture of a child's typical behaviors. Inviting family members to share observations of their child's development and behavior is a recommended practice for the DRDP (2015). The opportunity to observe a child's level of mastery is greatest when the child is interacting with a familiar adult. Because of this, it is helpful to observe a child interacting with family members. This is especially true for children who are new to a program or at the earliest levels (Responding Earlier and Responding Later). These observations can inform assessment decisions for all domains. They are particularly important for the SED and LLD domains since social interaction and communication skills are learned through repeated interactions with familiar adults.

Observation and Documentation for Young Dual Language Learners

Young dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. They may also code-switch, which is using more than one language within a conversation. Therefore, communication in *all* languages the child uses should be considered when collecting documentation and completing the measures in all domains. The adult who is conducting observations and collecting documentation should speak the child's home language. If not, the adult must receive assistance from another adult, who *does* speak the child's home language. This may be an assistant teacher, director, parent, or other adult who knows the child.

Dual Language Learners' Use of Code Switching

- Code switching is the use of multiple languages within a single conversation. It is a typical feature of learning two or more languages.
- As early as three years of age, children code switch to playfully experiment with the two languages and to serve their own social and communication goals. For example, children may code switch to emphasize or elaborate a point.
- Children might code switch when speaking with one person, or may use one language exclusively with one person and another language with another person.
- When children mix their two languages they use the grammatical rules of each language. For example, "I want leche" ["I want milk"] is an example of inserting a Spanish noun into a grammatically correct English sentence.

Using Adaptations

Adaptations are changes in the environment or differences in observed behavior that allow children with IFSPs or IEPs to demonstrate their knowledge and skills in typical environments. Seven broad categories of adaptations have been identified for children with IFSPs and IEPs for the DRDP (2015).

- The adaptations listed in the table below have been developed so that the assessment will more accurately measure a child's abilities rather than the impact of a child's disability (a more detailed description of the adaptations appears in Appendix D). Adaptations must be in place for the child during the normal course of the day, and they should also be in place during observations for the DRDP (2015). Everyone working with the child should be informed of any adaptations the child uses.
- New adaptations must not be introduced solely for the purpose of conducting the DRDP (2015) assessment.
- Consideration of adaptations should be made on a regular basis from early infancy and as the child develops and grows.

Seven Categories of Adaptations

Augmentative or Alternative Communication System

Methods of communication other than speech that allow a child who is unable to use spoken language to communicate with others.

Alternative Mode for Written Language

Methods of reading or writing used by a child who cannot see well enough to read or write or cannot hold and manipulate a writing utensil (e.g., pencil, pen) well enough to produce written symbols.

Visual Support

Adjustments to the environment that provide additional information to a child who has limited or reduced visual input.

Assistive Equipment or Device

Tools that make it possible or easier for a child to perform a task.

Functional Positioning

Strategic positioning and postural support that allow a child to have increased control of his body.

Sensory Support

Increasing or decreasing sensory input to facilitate a child's attention and interaction in the environment.

Alternative Response Mode

Recognition that a child might demonstrate mastery of a skill in a unique way that differs from the child's typically developing peers.

➡ Step 2: Rating the Measures

Determining the Child's Latest Level of Mastery

For each of the measures, determine the latest developmental level the child has mastered, and mark it appropriately.

The Descriptors and Examples

Consider the descriptors first, and then the examples, to determine which developmental level is most consistent with your observations and other documentation of the child's typical behavior. A child may demonstrate behaviors at more than one developmental level. Choose the level that most closely represents the knowledge, skills, or behaviors the child demonstrates most consistently.

Descriptors:

The descriptors define the knowledge, skills, or behaviors expected at each level along the developmental continuum of the measure (see Navigation Maps). Each descriptor is illustrated by several examples of behaviors that are consistent with that developmental level.

Most of the descriptors define discrete knowledge, skills, or behaviors. However, some include more than one behavior or skill, separated by "and," "or," or a semicolon (;) followed by "and."

If the descriptor includes "or":

The child only needs to demonstrate the behavior in one of the listed ways to demonstrate mastery for the developmental level. Either part of the descriptor may be observed to rate mastery at that level.

- For example, the descriptor for Exploring Later in LLD 5: Interest in Literacy is:
*Looks at books on own briefly **or** Chooses to join reading, singing, or rhyming activities led by an adult*

If the child EITHER looks at books on own briefly OR chooses to join reading, singing, or rhyming activities led by an adult, mastery can be rated at this level.

What is Mastery?

A developmental level is mastered if the child demonstrates the knowledge, skills, and behaviors defined at that level:

- ➡ Consistently over time
- ➡ In different situations or settings

Important notes about mastery:

- Children may demonstrate mastery of knowledge and skills through a variety of communication modes, languages, and behaviors.
- Many of the behaviors that you observe in determining a child's mastery level may not appear on the list of examples, although they are consistent with the descriptor.

If a descriptor includes “and”:

All parts of the descriptor are required for mastery and need to be observed together.

- For example, the descriptor for Building Earlier in ATL-REG 2: Self-Comforting is:
Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways.

The child needs to demonstrate both anticipating a need for comfort and preparing self during the same observation.

If a descriptor includes a semi-colon (;) followed by “and”:

The child must demonstrate all the behaviors listed to rate the level as mastered, but not necessarily during the same observation within a DRDP rating period.

- For example, the descriptor for Exploring Later in SED 3: Relationships and Social Interactions with Familiar Adults is:
Initiates activities with familiar adults; and Seeks out assistance or support from familiar adults.

To be rated as mastered at this level, the child must BOTH initiate activities with familiar adults AND seek out assistance or support from familiar adults. The assessor does not have to observe both behaviors during the same observation within a DRDP rating period.

Please note that key terms and phrases in the descriptors that may be new or have specific meaning to the measures are defined in the Glossary at the end of the instrument.

Examples:

Keep in mind these important points about examples:

- The examples are *not* a checklist of what the child must demonstrate to be rated at mastery of the knowledge, skills, or behaviors that reflect a developmental level.
- An example is *one of many possible ways* a child might demonstrate mastery of a developmental level. Teachers and service providers will identify other examples as they conduct their observations.
- Mastery is determined over time and across situations or settings.
- A child may not demonstrate any of the specific examples provided for a developmental level, but may demonstrate mastery in other ways that are consistent with the intent of the descriptor.
- Children demonstrate mastery in diverse and sometimes unique ways.
- Examples have not been written to include all areas of disability. Universal design is intended to support the inclusion of children with disabilities on the DRDP (2015). However, it is important to review the adaptations as well as understand the construct being measured when assessing children with disabilities.

Additional Rating Options

Emerging to the Next Developmental Level:

If your observations indicate that the child has demonstrated mastery for a developmental level and is also beginning to demonstrate knowledge, skills, or behaviors described for the next level (although not yet consistently across situations or settings), the child may be emerging to the next level.

To indicate emerging:

- First, mark the developmental level the child has mastered.
- Then, mark “emerging” if the child also demonstrates behaviors described for the next developmental level.

Notes about Emerging:

- You may mark emerging when rating full-continuum measures with infants and toddlers if the child has mastered the last level that can be rated and the child demonstrates some behaviors in the level that follows.
- Do not mark emerging if the child has mastered the latest level on a measure.
- Marking that the child is emerging to the next level does not affect the rating of mastery for the measure.

Child is Not Yet at the Earliest Developmental Level on a Later Development Measure:

If, after careful consideration, you determine that a preschool-age child is not yet demonstrating mastery of the earliest level of a later development measure, mark “Child is not yet at the earliest developmental level on this measure.”

Unable to Rate due to extended absence:

- This is used only when the child is absent from the program for such an extended period of time during the four to six weeks prior to submitting your DRDP data that you could not gather information to rate the measures.
- The following are NOT valid reasons to indicate Unable to Rate:
 - Not having enough time or enough information
 - The nature of a child’s disability or the severity of a child’s disability

The Responding Earlier level is designed to be inclusive of all children. Mark this earliest level unless the child demonstrates skills at a later level. Do not use Unable to Rate because you feel a child does not demonstrate the skills for the earliest level.

Rating Conditional Measures

If you are using the conditional measures for a preschool-age child, mark them on the Rating Record according to the following guidance:

Measure	How to Mark the DRDP
Earlier Development Measures	
ATL-REG 1: Attention Maintenance ATL-REG 2: Self-Comforting ATL-REG 3: Imitation COG 1: Spatial Relationships	<ul style="list-style-type: none"> • These measures are required for all preschool-age children with IEPs • If the measure is rated, determine the child's latest level of mastery and mark accordingly • If the measure is not rated, mark the box, "Measure not rated: this child's development is beyond the latest developmental level"
English-Language Development Measures	
ELD 1: Comprehension of English (Receptive English) ELD 2: Self-Expression in English (Expressive English) ELD 3: Understanding and Response to English Literacy Activities ELD 4: Symbol, Letter, and Print Knowledge in English	<ul style="list-style-type: none"> • If these measures are rated, determine the child's latest level of mastery and mark accordingly • Check the box on the Information Page about the child's home language • Not required for children who are deaf or hard of hearing who are not learning a spoken language • If these measures are not rated, mark the box, "Measure not rated: English is the only language spoken in this child's home."
Physical Development and Health Measures	
PD-HLTH 5: Safety PD-HLTH 6: Personal Care Routines: Hygiene PD-HLTH 7: Personal Care Routines: Feeding PD-HLTH 8: Personal Care Routines: Dressing PD-HLTH 10: Nutrition	<ul style="list-style-type: none"> • These measures are required for preschool-age children with IEPs • In the Comprehensive View, PD-HLTH 7 and 8 are conditional. In the Fundamental View, PD-HLTH 5-8 and PD-HLTH 10 are conditional. • If these measures are rated, determine the level of mastery and mark accordingly • If these measures are not rated, check the box, "I did not rate this measure because it is not used for documenting progress or planning this child's learning activities and supports"

➡ Step 3: Finalize the Assessment

To finalize, simply review the assessment to make sure that you have entered a rating for all of the measures and that the Information Page is complete and up-to-date:

- For EESD programs: enter your ratings into DRDPtech,
- For SED programs: enter your ratings into your MIS system for your SELPA's CASEMIS submission. Check with your administrator for when and to whom your Rating Records are due.

1a. Child's first name (Legal): _____

1b. Child's last name (Legal): _____

Date DRDP (2015) was completed (mm/dd/yyyy) _____ / _____ / _____

Assessment period (e.g., Fall 2015) _____

Child Information

2. Statewide Student Identifier (10-digit SSID): _____

3. Agency Identifier: _____
(agency identifier and statewide student identifier can be the same)

4. Child's classroom or setting: _____

5. Birth date (mm/dd/yyyy): _____ / _____ / _____

6. Gender ☐ Male ☐ Female

7. Initial date of enrollment in early childhood program (mm/dd/yyyy): _____ / _____ / _____

Date child was withdrawn from the program (mm/dd/yyyy): _____ / _____ / _____

8a. What is this child's ethnicity?

☐ Yes, Hispanic or Latino ☐ No, not Hispanic or Latino

8b. What is this child's race? Mark one or more races to indicate what this child considers himself/herself to be.

- | | |
|--|---|
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Korean |
| <input type="checkbox"/> Black or African-American | <input type="checkbox"/> Laotian |
| <input type="checkbox"/> Cambodian | <input type="checkbox"/> Native American |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Other Asian |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Other Pacific Islander |
| <input type="checkbox"/> Guamanian | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Hawaiian | <input type="checkbox"/> Tahitian |
| <input type="checkbox"/> Hmong | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Japanese | <input type="checkbox"/> White |
| <input type="checkbox"/> Intentionally left blank | |

17. Does this child have an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP)? ☐ Yes ☐ No ☐ Don't know

Observer Information

9. Agency: _____ Site: _____

10. Your name: _____ Title: _____

11. Are you the primary teacher working with this child?

- ☐ Yes
☐ No (specify your relationship to the child): _____

12. Did another adult assist you with assessing this child?

- ☐ Yes (role/relation): _____
☐ No

Child's Language Information

13. Child's home language(s): _____

Is a language other than English spoken in the child's home? ☐ Yes ☐ No

If yes, the ELD measures must be completed for a preschool-age child

14. What language(s) do you speak with this child? _____

15. Did someone who understands and uses the child's home language assist you with completing the observation?

- ☐ Yes, role/relation: _____
☐ No ☐ Not applicable (*I understand and use the child's home language*)

16. Child is enrolled in: Check all that apply.

- | | |
|---|---|
| <input type="checkbox"/> State Infant/Toddler Program | <input type="checkbox"/> Migrant |
| <input type="checkbox"/> Head Start | <input type="checkbox"/> First 5 |
| <input type="checkbox"/> Early Head Start | <input type="checkbox"/> Title 1 |
| <input type="checkbox"/> Child Care Center | <input type="checkbox"/> Family Child Care Home |
| <input type="checkbox"/> Tribal Head Start | <input type="checkbox"/> Other _____ |

Child's tuition fees are:

- ☐ Subsidized (tuition assistance) ☐ Not subsidized (full fee) ☐ Don't know

DRDP (2015)

Special Education Information Page

A Developmental Continuum from
Early Infancy to Kindergarten Entry

**For use with Early Intervention
and Early Childhood Special
Education Programs**

1. Child's first name (Legal): _____
2. Child's last name (Legal): _____
3. Date DRDP (2015) was completed (e.g., 09/07/2015) _____ / _____ / _____
month day year
4. Assessment period (e.g., Fall 2015) _____

Child Information

5. Student ID (Issued by district for reporting to CASEMIS) _____
6. Statewide Student Identifier (10-digit SSID) _____
7. Gender ☐ Male ☐ Female
8. Birth date (e.g., 03/05/2012) _____ / _____ / _____
month day year
9. Special education enrollment. *Check one.*
☐ Individualized Family Service Plan (IFSP) ☐ Individualized Education Program (IEP)

Child's Language Information

10. Child's home language(s):
☐ English ☐ Spanish
☐ Vietnamese ☐ Cantonese
☐ Hmong ☐ Tagalog/Pilipino
☐ Other (specify) _____
11. Language(s) used with this child:
☐ English ☐ Spanish
☐ Vietnamese ☐ Cantonese
☐ Hmong ☐ Tagalog/Pilipino
☐ Other (specify) _____
12. Is a language other than English spoken in the child's home? ☐ Yes ☐ No
If yes, complete the ELD measures for a preschool-age child.
If the child is Deaf or Hard of Hearing and not learning a spoken language, mark "No" and do not complete the ELD measures.

Child's Ethnicity

- 13a. Is this child Hispanic or Latino? *Check one.*
☐ Yes, Hispanic or Latino ☐ No, not Hispanic or Latino ☐ Intentionally left blank
- 13b. What is the race of this child? *Check up to three.*
☐ Asian Indian ☐ Hmong ☐ Samoan
☐ Black or African-American ☐ Japanese ☐ Tahitian
☐ Cambodian ☐ Korean ☐ Vietnamese
☐ Chinese ☐ Laotian ☐ White
☐ Filipino ☐ Native American ☐ Intentionally left blank
☐ Guamanian ☐ Other Asian
☐ Hawaiian ☐ Other Pacific Islander

Special Education Information

14. Special education eligibility. *Check one.*
☐ Autism ☐ Hard of Hearing ☐ Specific Learning Disability
☐ Deaf-Blindness ☐ Intellectual Disability ☐ Speech or Language Impairment
☐ Deafness ☐ Multiple Disability ☐ Traumatic Brain Injury
☐ Emotional Disturbance ☐ Orthopedic Impairment ☐ Visual Impairment
☐ Established Medical Disability ☐ Other Health Impairment
15. Adaptations used in the assessment. *Check all that apply.*
☐ Augmentative or alternative communication system ☐ Functional positioning
☐ Alternative mode for written language ☐ Sensory support
☐ Visual support ☐ Alternative response mode
☐ Assistive equipment or device ☐ None

Program Information

16. SELPA _____
17. District of service _____

Assessment Information

18. Name of person completing the assessment _____
19. Role of person completing the assessment:
☐ Early Intervention Specialist ☐ Speech/Language Pathologist
☐ Occupational/Physical Therapist ☐ Teacher of the Deaf/Hard of Hearing
☐ Program Specialist or Administrator ☐ Teacher of the Visually Impaired
☐ Special Education Teacher ☐ Other
20. Assistance completing the assessment? ☐ Yes ☐ No
If yes, what is that person's relationship to the child? _____

➡ Use this Information Page for a child with an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) served by a California Department of Education program.

Quick Guide to Rating the Measures

1. Review your documentation/evidence.

Review your own observation notes, observations from others (including teachers, family members/caregivers, and other service providers or caregivers, obtained through interview or conversations), and other documentation, including samples of children's work, photographs, and video/audio recordings of children's communication and behavior.

2. Carefully read the definition and the descriptors, looking for mastery.

Read the descriptors before you read the examples. As you read the descriptors, try to narrow down which one is most consistent with your observations and other documentation of the child's typical behavior. A developmental level is mastered if the child demonstrates the knowledge, behaviors, and skills defined at that level:

- ➔ Consistently over time
- ➔ In different situations or settings

Important Note: When reading the descriptors, be sure you understand and pay attention to semicolons and the words "or" and "and." Most descriptors define a single skill or behavior, but some include more than one. If the descriptor includes:

- The word "or," the child only needs to demonstrate the behavior in one of the ways listed for the developmental level to be considered mastered.
- The word "and," all parts of the descriptor are required for mastery and need to be observed together.
- A semi-colon (;) followed by the word "and," the child must demonstrate all the behaviors listed to master the level, but not necessarily during the same observation.

3. After you read the descriptors, consider the examples.

The examples represent only some of the possible ways a child might demonstrate mastery. They are not a checklist of what the child must demonstrate. It is possible that a child does not demonstrate any of the specific examples provided, but does demonstrate mastery in other ways that are consistent with the intent of the descriptor.

4. Based on your careful reading of the descriptors and examples and a review of your documentation, determine the child's level of mastery.

Once you've determined the latest developmental level the child has mastered, mark it appropriately.

5. Indicate if the child is emerging to the next level (when the option to mark emerging is available).

If your observations indicate that the child has demonstrated mastery for a developmental level and is also beginning to demonstrate knowledge, skills, or behaviors described for the next level (although not yet consistently across situations or settings), the child may be emerging to the next level.

Remember, the examples illustrate only some of the many ways a child may demonstrate mastery.

DRDP (2015)

PS Fundamental View Rating Record

A Developmental Continuum from
Early Infancy to Kindergarten Entry

For use with preschool-age children

Child's Name (First and Last): _____

Statewide Student Identifier (10-digit SSID): _____

Assessment Period (e.g., Fall 2015): _____

Date DRDP (2015) was completed (e.g., 09/07/2015): _____ / _____ / _____
month day year

Note: The Rating Record is meant to be used together with the DRDP (2015) Instrument for keeping track of each child's developmental levels as you complete the assessment.

Instructions: Write the child's name, student identification number, and the date this Rating Record was completed. Mark the developmental level the child has mastered for each Measure. Check EM (emerging) if the child is "emerging" to the next level (optional). In the rare circumstance that you are unable to rate a Measure, mark UR. If you are not rating a child on a Conditional Measure, mark Conditional Measure.

Measure	Measure Name	Responding		Exploring			Building			Integrating	Not yet	Conditional Measure (Not rated)	EM	UR
		Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier				
ATL-REG 1	Attention Maintenance*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 2	Self-Comforting*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 3	Imitation*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>					<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 4	Curiosity and Initiative in Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 5	Self-Control of Feelings and Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 6	Engagement and Persistence			<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 7	Shared Use of Space and Materials			<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
SED 1	Identity of Self in Relation to Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
SED 2	Social and Emotional Understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
SED 3	Relationships and Social Interactions with Familiar Adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
SED 4	Relationships and Social Interactions with Peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
SED 5	Symbolic and Sociodramatic Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
LLD 1	Understanding of Language (Receptive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
LLD 2	Responsiveness to Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
LLD 3	Communication and Use of Language (Expressive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
LLD 4	Reciprocal Communication and Conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
LLD 5	Interest in Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>
LLD 6	Comprehension of Age-Appropriate Text				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
LLD 7	Concepts about Print				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
LLD 8	Phonological Awareness				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
LLD 9	Letter and Word Knowledge				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
LLD 10	Emergent Writing				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>

* These measures required for children with IEPs.

DRDP (2015)

PS Fundamental View Rating Record

For use with preschool-age children

Child's Name (First and Last): _____

Statewide Student Identifier (10-digit SSID): _____

Measure	Measure Name	Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English	Conditional Measure (Not rated)	EM	UR
ELD 1	Comprehension of English (Receptive English)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELD 2	Self-Expression in English (Expressive English)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELD 3	Understanding and Response to English Literacy Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELD 4	Symbol, Letter, and Print Knowledge in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measure	Measure Name	Responding		Exploring			Building			Integrating	Not yet	Conditional Measure (Not rated)	EM	UR
		Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier				
COG 1	Spatial Relationships*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	
COG 2	Classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	
COG 3	Number Sense of Quantity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	
COG 4	Number Sense of Math Operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	
COG 5	Measurement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	
COG 6	Patterning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	
COG 7	Shapes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PD-HLTH 1	Perceptual-Motor Skills and Movement Concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PD-HLTH 2	Gross Locomotor Movement Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PD-HLTH 3	Gross Motor Manipulative Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PD-HLTH 4	Fine Motor Manipulative Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PD-HLTH 5	Safety*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PD-HLTH 6	Personal Care Routines: Hygiene*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PD-HLTH 7	Personal Care Routines: Feeding*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PD-HLTH 8	Personal Care Routines: Dressing*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PD-HLTH 9	Active Physical Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PD-HLTH 10	Nutrition*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	

* These measures required for children with IEPs.

DRDP (2015)

PS Fundamental View Rating Record

A Developmental Continuum from
Early Infancy to Kindergarten Entry

**For use with preschool-age children
with Individualized Education
Programs (IEPs)**

Child's Name (First and Last): _____

Student ID (Issued by district for reporting to CASEMIS): _____

Assessment Period (e.g., Fall 2015): _____

Date DRDP (2015) was completed (e.g., 09/07/2015): _____ / _____ / _____
month day year

Note: The Rating Record is meant to be used together with the DRDP (2015) Instrument for keeping track of each child's developmental levels as you complete the assessment.

Instructions: Write the child's name, student identification number, and the date this Rating Record was completed. Mark the developmental level the child has mastered for each Measure. Check EM (emerging) if the child is "emerging" to the next level (optional). In the rare circumstance that you are unable to rate a Measure, mark UR.

Measure	Measure Name	Responding		Exploring			Building			Integrating	Not yet	EM	UR
		Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier			
ATL-REG 1	Attention Maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>					<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 2	Self-Comforting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>					<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 3	Imitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>					<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 4	Curiosity and Initiative in Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 5	Self-Control of Feelings and Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 6	Engagement and Persistence			<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 7	Shared Use of Space and Materials			<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
SED 1	Identity of Self in Relation to Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
SED 2	Social and Emotional Understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
SED 3	Relationships and Social Interactions with Familiar Adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
SED 4	Relationships and Social Interactions with Peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
SED 5	Symbolic and Sociodramatic Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
LLD 1	Understanding of Language (Receptive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
LLD 2	Responsiveness to Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
LLD 3	Communication and Use of Language (Expressive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
LLD 4	Reciprocal Communication and Conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
LLD 5	Interest in Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>
LLD 6	Comprehension of Age-Appropriate Text				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
LLD 7	Concepts about Print				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
LLD 8	Phonological Awareness				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
LLD 9	Letter and Word Knowledge				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
LLD 10	Emergent Writing				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

DRDP (2015)

PS Fundamental View Rating Record

For use with preschool-age children with Individualized Education Programs (IEPs)

Child's Name (First and Last): _____

Student ID (Issued by district for reporting to CASEMIS): _____

Measure	Measure Name	Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English	Conditional Measure (Not rated)	EM	UR
ELD 1	Comprehension of English (Receptive English)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELD 2	Self-Expression in English (Expressive English)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELD 3	Understanding and Response to English Literacy Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELD 4	Symbol, Letter, and Print Knowledge in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>




Measure	Measure Name	Responding		Exploring			Building			Integrating	Not yet	EM	UR
		Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier			
COG 1	Spatial Relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
COG 2	Classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
COG 3	Number Sense of Quantity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
COG 4	Number Sense of Math Operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
COG 5	Measurement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
COG 6	Patterning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
COG 7	Shapes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD-HLTH 1	Perceptual-Motor Skills and Movement Concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD-HLTH 2	Gross Locomotor Movement Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD-HLTH 3	Gross Motor Manipulative Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD-HLTH 4	Fine Motor Manipulative Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD-HLTH 5	Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD-HLTH 6	Personal Care Routines: Hygiene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD-HLTH 7	Personal Care Routines: Feeding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD-HLTH 8	Personal Care Routines: Dressing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD-HLTH 9	Active Physical Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD-HLTH 10	Nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>




DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Measures at-a-Glance

Preschool Fundamental View

Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
Approaches to Learning –Self-Regulation	ATL-REG 	1	Attention Maintenance	1
		2	Self-Comforting	2
		3	Imitation	3
		4	Curiosity and Initiative in Learning	4
		5	Self-Control of Feelings and Behavior	5
		6	Engagement and Persistence	6
		7	Shared Use of Space and Materials	7
Social and Emotional Development	SED 	1	Identity of Self in Relation to Others	8
		2	Social and Emotional Understanding	9
		3	Relationships and Social Interactions with Familiar Adults	10
		4	Relationships and Social Interactions with Peers	11
		5	Symbolic and Sociodramatic Play	12
Language and Literacy Development	LLD 	1	Understanding of Language (Receptive)	13
		2	Responsiveness to Language	14
		3	Communication and Use of Language (Expressive)	15
		4	Reciprocal Communication and Conversation	16
		5	Interest in Literacy	17
		6	Comprehension of Age-Appropriate Text	18
		7	Concepts About Print	19
		8	Phonological Awareness	20
		9	Letter and Word Knowledge	21
		10	Emergent Writing	22





Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
English Language Development	ELD 	1	Comprehension of English (Receptive English)	23
		2	Self-Expression in English (Expressive English)	24
		3	Understanding and Response to English Literacy Activities	25
		4	Symbol, Letter, and Print Knowledge in English	26
Cognition, Including Math and Science	COG 	1	Spatial Relationships	27
		2	Classification	28
		3	Number Sense of Quantity	29
		4	Number Sense of Math Operations	30
		5	Measurement	31
		6	Patterning	32
		7	Shapes	33
Physical Development –Health	PD-HLTH 	1	Perceptual-Motor Skills and Movement Concepts	34
		2	Gross Locomotor Movement Skills	35
		3	Gross Motor Manipulative Skills	36
		4	Fine Motor Manipulative Skills	37
		5	Safety	38
		6	Personal Care Routines: Hygiene	39
		7	Personal Care Routines: Feeding	40
		8	Personal Care Routines: Dressing	41
		9	Active Physical Play	42
		10	Nutrition	43





DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Measures at-a-Glance

Preschool Comprehensive View

Domain Name	Domain Abbreviation	Number within Domain	Measure Name
Approaches to Learning –Self-Regulation	ATL-REG 	1	Attention Maintenance
		2	Self-Comforting
		3	Imitation
		4	Curiosity and Initiative in Learning
		5	Self-Control of Feelings and Behavior
		6	Engagement and Persistence
		7	Shared Use of Space and Materials
Social and Emotional Development	SED 	1	Identity of Self in Relation to Others
		2	Social and Emotional Understanding
		3	Relationships and Social Interactions with Familiar Adults
		4	Relationships and Social Interactions with Peers
		5	Symbolic and Sociodramatic Play
Language and Literacy Development	LLD 	1	Understanding of Language (Receptive)
		2	Responsiveness to Language
		3	Communication and Use of Language (Expressive)
		4	Reciprocal Communication and Conversation
		5	Interest in Literacy
		6	Comprehension of Age-Appropriate Text
		7	Concepts About Print
		8	Phonological Awareness
		9	Letter and Word Knowledge
		10	Emergent Writing
English Language Development	ELD 	1	Comprehension of English (Receptive English)
		2	Self-Expression in English (Expressive English)
		3	Understanding and Response to English Literacy Activities
		4	Symbol, Letter, and Print Knowledge in English

Domain Name	Domain Abbreviation	Number within Domain	Measure Name
Cognition, Including Math and Science	COG 	1	Spatial Relationships
		2	Classification
		3	Number Sense of Quantity
		4	Number Sense of Math Operations
		5	Measurement
		6	Patterning
		7	Shapes
		8	Cause and Effect
		9	Inquiry Through Observation and Investigation
		10	Documentation and Communication of Inquiry
		11	Knowledge of the Natural World
Physical Development –Health	PD-HLTH 	1	Perceptual-Motor Skills and Movement Concepts
		2	Gross Locomotor Movement Skills
		3	Gross Motor Manipulative Skills
		4	Fine Motor Manipulative Skills
		5	Safety
		6	Personal Care Routines: Hygiene
		7	Personal Care Routines: Feeding
		8	Personal Care Routines: Dressing
		9	Active Physical Play
		10	Nutrition
History–Social Science	HSS 	1	Sense of Time
		2	Sense of Place
		3	Ecology
		4	Conflict Negotiation
		5	Responsible Conduct as a Group Member
Visual and Performing Arts	VPA 	1	Visual Art
		2	Music
		3	Drama
		4	Dance

ATL-REG 1: Attention Maintenance

Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials

Conditional Measure

○ Measure not rated: the child's development is beyond the latest developmental level.
(Required for children with IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle	Later	Earlier
Attends or responds briefly to people, things, or sounds	Shifts attention frequently from one person or thing to another	Maintains attention, on own or with adult support, during brief activities	Maintains attention, with adult support, during activities that last for extended periods of time	Maintains attention on own during activities that last for extended periods of time	<i>There are no later levels for this measure</i>		
Possible Examples <ul style="list-style-type: none"> • Pays attention to a moving mobile. • Quiets to the voice of a familiar person. • Gazes at the smiling face of a familiar person. 	<ul style="list-style-type: none"> • Turns attention toward an interesting toy, then back to an adult or a child. • Actively shifts interest from one child to another playing close by. • Drops one thing in order to reach for another. 	<ul style="list-style-type: none"> • Briefly watches other children playing and then resumes play with a toy. • Resumes playing at sand table when an adult joins in digging. • Dumps toy animals from container, puts animals back in the container, and then dumps them out again. 	<ul style="list-style-type: none"> • Listens to a book from beginning to end and then gestures for an adult to read it a second time. • Starts working on a simple puzzle with an adult and continues when the adult steps away briefly. • Continues playing with toy cars, adding a bridge offered by an adult sitting nearby. 	<ul style="list-style-type: none"> • Makes a pile of pretend pancakes with play dough on own and then offers them to peers. • Builds multiple towers with interlocking blocks. • Looks through several books on own in library corner during the morning. • Listens to audio books while looking at enlarged pictures related to the story on a screen, on own, during the morning. 			

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



ATL-REG 2: Self-Comforting

Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation

Conditional Measure

○ Measure not rated: the child's development is beyond the latest developmental level.
(Required for children with IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle	Later	Earlier
Responds to internal or external stimulation in basic ways	Engages in behaviors that have previously worked to soothe self	Comforts self by seeking a familiar adult or a special thing	Comforts self in different ways, based on the situation	Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways	<i>There are no later levels for this measure</i>		
Possible Examples <ul style="list-style-type: none"> • Cries when hears a loud noise. • Closes eyes when taken into bright sunlight. • Brings fist to mouth and fusses when hungry. 	<ul style="list-style-type: none"> • Sucks thumb or fist to soothe self. • Turns away from sensory experiences such as loud noises, bright lights, or specific textures. • Nuzzles face into a blanket or a familiar adult's shoulder when unfamiliar adults approach. 	<ul style="list-style-type: none"> • Retrieves a familiar object, such as a blanket, to soothe self when upset. • Gestures "up" to a familiar adult to be picked up when sleepy. • Seeks contact with a familiar adult when a toy is taken by another child. 	<ul style="list-style-type: none"> • Softly hums or vocalizes to self when lying down for naptime. • Goes to cubby and gets a photo of family when upset after a parent leaves. • Seeks out a cozy place to get away from active play of other children. • Remains seated in a small group activity while manipulating a favorite toy. 	<ul style="list-style-type: none"> • Asks what's going to happen next, to get ready to transition to a new activity. • Requests favorite book to read with parent before the parent leaves. • Moves away and covers ears when an adult brings out a vacuum to clean spilled sand on the floor. 			

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



ATL-REG 3: Imitation

Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways

Conditional Measure

○ Measure not rated: the child's development is beyond the latest developmental level.
(Required for children with IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle	Later	Earlier
Responds to facial expressions or vocalizations in basic ways Possible Examples <ul style="list-style-type: none"> • Pays attention to vocalizations from an adult, such as cooing, heard during an interaction. • Attends to an adult's face during an interaction. • Orients toward the gestures of a familiar adult. 	Imitates approximations of single simple actions or sounds when interacting with others <ul style="list-style-type: none"> • Makes a sound like "Mmmmm" after an adult makes the "Mmmmm" sound during feeding. • Smiles when an adult smiles. • Widens eyes and raises eyebrows after observing these movements on an adult's face during an interaction. 	Imitates actions, or Repeats familiar words or gestures by others when interacting with them <ul style="list-style-type: none"> • Opens and shuts hands as an adult leads open-shut-them finger play. • Raises arms in the air, following an adult's actions, during a game of "So big!" • Communicates, "Bye-bye," and waves, after an adult communicates, "Bye-bye," and waves. 	Imitates a few actions, or Repeats familiar actions or words experienced at an earlier time <ul style="list-style-type: none"> • Holds a toy telephone to ear and says, "Hello." • Places doll in front of a toy shopping cart and wheels it around the room, placing objects in the cart. • Engages in exercise movements that adults typically do. • Wraps a teddy bear in a blanket and communicates, "Night-night." 	Imitates multiple steps of others' actions, or Repeats phrases, experienced at an earlier time <ul style="list-style-type: none"> • Communicates, "Be safe," (using adult intonation) when friends begin to move too fast through the classroom. • Pretends to cook a meal by taking out play food and pots, turning on a toy stove, and stirring the pots with a spoon. • Dresses up with fancy shoes and clothes in dress-up area, and communicates, "It's time to party." 	There are no later levels for this measure		

- Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence



ATL-REG 4: Curiosity and Initiative in Learning

Child explores the environment in increasingly focused ways to learn about people, things, materials, and events

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Responds to people, things, or sounds	Notifies new or unexpected characteristics or actions of people or things	Explores people or things in the immediate environment	Explores new ways to use familiar things, including simple trial and error	Explores through simple observations, or manipulations, or asking simple questions	Explores by engaging in specific observations, manipulations, or by asking specific questions	Carries out simple investigations using familiar strategies, tools, or sources of information	Carries out multi-step investigations, using a variety of strategies, tools, or sources of information
Possible Examples							
<ul style="list-style-type: none">Orients toward a noise.Turns head toward a person who comes into view or begins talking.Looks at a mobile.	<ul style="list-style-type: none">Vocalizes or gazes at a familiar adult who makes an animated facial expression or unusual noise.Smiles when an adult begins singing a song.Moves arms or legs when a mobile begins moving overhead.	<ul style="list-style-type: none">Bangs a drum with hands repeatedly.Touches hair of another child.Pats, pulls on, or turns pages of a board book.Watches intently as an adult prepares snack.	<ul style="list-style-type: none">Paints on paper and on arm when given a paintbrush and paint.Molds sand using a cup.Tries using utensils to work with play dough.	<ul style="list-style-type: none">Moves around a fish bowl to continue watching a fish as it swims around objects.Drops a marble in a maze and follows its path as it rolls to the bottom.Asks, “What’s that doing?” when seeing or hearing a bulldozer across the street while on a neighborhood walk.	<ul style="list-style-type: none">Puts a dry sponge in water and then squeezes it to see what happens.Observes a snail and asks, “Why do snails have shells?”Compares color or shape of leaves gathered on a nature walk.	<ul style="list-style-type: none">Uses a magnetic wand to figure out which objects on a table it will lift up.Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs.Places a variety of objects in water to see which will float and which will sink.Uses a communication device to learn about the new pet guinea pig.	<ul style="list-style-type: none">Examines images from informational books or a computer to learn about the habitats of different animals.Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall.Sets up a project, with an adult, that involves investigating the growth of lima bean plants with different amounts of water, and documents their growth.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



ATL-REG 5: Self-Control of Feelings and Behavior

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Calms when comforted by an adult	Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult	Calms self when a familiar adult initiates contact, moves close, or offers a special thing	Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed	Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors	Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors
Possible Examples							
<ul style="list-style-type: none">• Lessens or stops crying when picked up by an adult.• Relaxes in an adult’s arms when being held.• Quiets to the voice of a familiar adult.	<ul style="list-style-type: none">• Reaches toward a familiar adult to be comforted and nestles into the adult when held.• Vocalizes to a familiar adult and calms when the adult reaches over to pat child’s stomach.• Looks toward a familiar adult when startled, and relaxes when picked up.	<ul style="list-style-type: none">• Gets up and looks for an adult after falling down, and then resumes play when the adult gives a reassuring look.• Stops crying after an adult offers a toy similar to the toy another child took.• Calms when an adult moves to sit closer on the floor.	<ul style="list-style-type: none">• Lets go of another child’s toy and accepts a different toy after a familiar adult communicates, “She’s playing with the blue truck. You can use the red one.”• Gets a towel when an adult suggests that they work together to clean up a spill that the child is upset about.• Accepts an adult’s invitation to move closer, after noticing child’s worried look when an unfamiliar adult enters the room.	<ul style="list-style-type: none">• Waits to ride a favorite tricycle without trying to take it from another child.• Pauses and sighs after tower falls down, and then starts to rebuild it when an adult asks, “Do you want to make it again?”• Frowns, but goes to play with something else, when an adult communicates that it is not yet time to go outside.	<ul style="list-style-type: none">• Insists that another child return a favorite doll, but when refused, asks a familiar adult for help.• Communicates feelings of anger, through words or gestures, to a familiar adult when another child takes a toy without asking.• Communicates, “Tôi muốn ngồi đây,” [“I want to sit here,” in Vietnamese], when upset that there are no empty chairs near a friend.	<ul style="list-style-type: none">• Offers a toy in exchange when another child has a desired toy.• Asks another child who is painting at an easel, “When is it my turn? I’ve been waiting.”• Leaves the block area after unsuccessfully attempting to join peers, and then moves to the dramatic play area to join other children in play.	<ul style="list-style-type: none">• Communicates, “I want a turn. Can I use the scooter after you go around two times?” after watching another child ride for a while.• Communicates, “Don’t push!” to another child trying to fit at the water table, and then says, “Here’s a place,” and moves over.• Communicates to self, in words or signs, that the monsters are just pretend, when attending to a scary story.• Uses a communication device to suggest a strategy to share the limited number of popular art materials during a collage project.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



ATL-REG 6: Engagement and Persistence

Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
	<i>There are no earlier levels for this measure</i>	Participates in a simple activity briefly	Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity	Continues self-selected activities with adult support, even though interest briefly shifts to other activities	Continues self-selected activities on own, seeking adult support to work through challenges	Works through challenges on own while engaged in self-selected activities	Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity
Possible Examples		<ul style="list-style-type: none"> • Puts a ring on and off of a ring stack a few times. • Fills and dumps sand from a bucket. • Shakes a bell while others are singing. • Uses hands to smear finger paint. • Activates a switch toy. 	<ul style="list-style-type: none"> • Chooses to play in the dramatic play area for a short while and then plays in the block area. • Selects a puzzle to work on with an adult, works on it together for a short time, and then wanders off, even with the adult's encouragement to continue. • Joins a small group and attends briefly to an adult reading a book, and then shifts attention to another activity. 	<ul style="list-style-type: none"> • Strings large beads with an adult to make a necklace, briefly watches another child who brings magnets to the table, and then continues stringing beads. • Stops playing with blocks and starts to move away from block area, but returns when an adult offers props, such as cars and street signs, to use with the blocks. • Pauses to watch children running by while scooping sand, but returns to scooping when the adult offers another sand toy. 	<ul style="list-style-type: none"> • Continues working on a difficult puzzle, asking an adult for help when needed. • Continues looking at a book as an adult encourages other children entering the same area to find a book. • Asks adult for headphones, while listening to a story on tape, when other children begin to play noisily nearby. • Starts to get ready to go outside with other children, and asks for adult assistance with fasteners when putting on shoes. 	<ul style="list-style-type: none"> • Continues to build a structure with interlocking blocks even when having difficulty finding the "right" pieces. • Glues a variety of materials together to create a three-dimensional collage, trying different ways to make them stick. • Repeatedly tries to trace around own hand. • Completes an obstacle course using a walker, even on bumpy ground. 	<ul style="list-style-type: none"> • Continues to work on spinning a round hoop around own waist over successive days. • Continues at a pottery activity that involves shaping clay, letting it dry, painting it, and letting it dry some more. • Writes own name, then writes it more clearly a second time at classroom sign-in table.

○ Child is not yet at the earliest developmental level on this measure

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



ATL-REG 7: Shared Use of Space and Materials

Child develops the capacity to share the use of space and materials with others

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
Possible Examples	<i>There are no earlier levels for this measure</i>	Demonstrates preferences for a few specific toys or materials	Takes and plays with materials of interest, even when they are being used by another child	Shows awareness that other children might want to use materials, by taking action to control the materials	Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children	Follows expectations or procedures for sharing, most of the time, without adult prompting	Offers to share space or materials with others in the absence of explicit expectations for sharing
		<ul style="list-style-type: none"> Chooses to play with doll with red hair on repeated occasions. Chooses to play with the same toy dinosaur every day. Selects the green marker every time when at the art table. 	<ul style="list-style-type: none"> Takes another child's toy, and seems surprised by the other child's protest. Picks up a purple marker after another child put it down momentarily to do something else. Squeezes in between other children at the water table, making it difficult for the other children to continue their play. 	<ul style="list-style-type: none"> Keeps all of the crayons nearby even if only using one or two colors. Communicates, "Es mía," ["It's mine," in Spanish], when another child reaches for a red cape. Places favorite dolls behind back when other children are playing in the doll area. 	<ul style="list-style-type: none"> Holds onto big brushes while painting at the table, but then gives other children some big brushes, with adult prompting. Keeps favorite crayons nearby, and pushes the basket of other colored crayons to the center of the table. Lets another child take a book from a pile nearby, but holds onto a few favorite books. 	<ul style="list-style-type: none"> Communicates to another child, "That's mine [referring to a carpet square]. Go get one from the pile over there," while getting ready for story time. Gets riding toys out of the shed to give to other children, according to the usual classroom practice. Communicates, "It's my turn when you are done," to a child who is using the tricycle. Puts name on waiting list when wanting to have a turn at the computer, after reminder by an adult that there is a waiting list. 	<ul style="list-style-type: none"> Brings a carpet square to another child while getting ready for story time, without being asked. Makes room for another child who wants to join in building a spaceship, and then offers a piece for the child to add. Uses a communication device to ask another child to join in making a necklace.

☐ Child is not yet at the earliest developmental level on this measure☐ Child is emerging to the next developmental level☐ Unable to rate this measure due to extended absence

SED 1: Identity of Self in Relation to Others

Child shows increasing awareness of self as distinct from and also related to others

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Responds in basic ways to others	Uses senses to explore self and others	Recognizes self and familiar people	Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name)	Expresses simple ideas about self and connection to others	Describes self or others based on physical characteristics	Describes own preferences or feelings; <i>and</i> Describes the feelings or desires of family members, friends, or other familiar people	Compares own preferences or feelings to those of others
Possible Examples <ul style="list-style-type: none"> Attends to a familiar adult during feeding. Quiets when hears a familiar adult. Grasps an adult's finger when palm of child's hand is touched. 	<ul style="list-style-type: none"> Examines own hand or foot by looking at it or mouthing it. Touches others' hair when it is within reach. Plays with sound by repeating grunts and squeals. 	<ul style="list-style-type: none"> Orients toward a familiar adult when own name is spoken or signed. Points to picture of self on the wall. Smiles when a familiar adult enters the room. 	<ul style="list-style-type: none"> Communicates, "Me llamo Luis," ["My name is Luis," in Spanish]. Communicates names of immediate family members in a photo. Looks to new baby sister and communicates her name. 	<ul style="list-style-type: none"> Acts out roles from own family in pretend play. Communicates, "I'm making cookies—just like Grandma!" while rolling play dough. Draws picture of a house and communicates, "This is my house." 	<ul style="list-style-type: none"> Communicates, using communication board, "His hair is red!" Identifies own height, as indicated on a growth chart posted on the wall. Narrates details while drawing a picture of a friend. Draws a picture of own family, representing traits such as heights and hair colors. 	<ul style="list-style-type: none"> Communicates to an adult, "I was mad when it rained because we couldn't go outside." Communicates that a friend is happy because he is going to have a birthday party. Says, "Ayokong hawakan ang suso. Na tatakot ako," ["I don't want to touch the snail. It scares me," in Tagalog]. 	<ul style="list-style-type: none"> Selects a pink scarf for a friend whose favorite color is pink, then selects a blue scarf for self. Communicates to a peer that they both like peanut butter and jelly sandwiches. Communicates, "我喜歡游泳, 但是我姐姐不喜歡," ["I love to swim, but my sister doesn't," in Chinese].

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

**SED 1****Identity of Self in Relation to Others****SED 1**

SED 2: Social and Emotional Understanding

Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Responds to faces, voices, or actions of other people	Shows awareness of what to expect from familiar people by responding to or anticipating their actions	Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations	Adjusts behavior in response to emotional expressions of people who are less familiar	Identifies own or others' feelings	Communicates, with adult assistance, about feelings that caused own behavior or others' behavior	Communicates ideas about why one has a feeling or what will happen as a result of a feeling	Communicates ideas about how own or another's personality affects how one thinks, feels, and acts
Possible Examples							
<ul style="list-style-type: none"> Looks at faces. Turns head toward an adult during feeding. Grasps an adult's finger when palm of child's hand is touched. 	<ul style="list-style-type: none"> Smiles when an adult continues after pausing during a game of patty cake. Looks toward the location of where an adult's face will reappear during a game of peek-a-boo. Kicks legs in excitement or adjusts body when a familiar adult leans forward to pick child up. 	<ul style="list-style-type: none"> Pays attention to a familiar adult's facial expressions when an unfamiliar person enters the room. Stops playing, looks up, and then smiles when hearing a familiar adult's laugh. Starts to climb on a table, but pauses in response to an adult's cautionary look and warning. 	<ul style="list-style-type: none"> Moves or looks toward a familiar adult when a less familiar adult enters the room. Pauses after reaching toward a peer's toy, to check on a less familiar adult's response. Stops in response to a warning from another child's parent about getting too close to the swing. 	<ul style="list-style-type: none"> Communicates, "También me gusta pintar, me hace feliz," ["I like to paint, too; it makes me happy," in Spanish] after noticing a child at an easel. Communicates that a crying child is sad. Communicates, "She wants the big truck." Points to "angry" picture on emotion chart while looking at a peer. 	<ul style="list-style-type: none"> Responds that a friend is sad, when an adult asks, "Why did your friend get his blanket?" Communicates that the turtle was scared, when an adult asks, "Why did the turtle go into its shell?" Communicates, "Cô bé nh m c a mình," ["She misses her mommy," in Vietnamese] when an adult asks, "What happened?" 	<ul style="list-style-type: none"> Communicates, "Magagalit siya kapag bumagsak na naman ang kanyang tulay," ["He'll be mad if his bridge is knocked down again," in Tagalog]. Uses a communication device to express, "I feel sleepy when it gets dark." Communicates, "I'm bored. I'm going to play with the blocks now." 	<ul style="list-style-type: none"> Communicates to a peer, "You're silly," when the peer starts giggling and other children join in. Communicates that a peer is shy when seeing her hide as an unfamiliar adult approaches. Communicates that another child plays with everyone because he is so friendly.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



SED 3: Relationships and Social Interactions with Familiar Adults

Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Responds to faces, voices, or actions of familiar people	Shows a preference for familiar adults and tries to interact with them	Interacts in simple ways with familiar adults and tries to maintain the interactions	Initiates activities with familiar adults; <i>and</i> Seeks out assistance or support from familiar adults	Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)	Seeks a familiar adult’s ideas or explanations about events or experiences that are interesting to the child	Takes initiative in creating cooperative activities with a familiar adult	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems
Possible Examples							
<ul style="list-style-type: none">Widens eyes or brightens face at the face of a familiar adult.Orients toward a familiar adult’s voice.Quiets when picked up by a familiar adult.	<ul style="list-style-type: none">Reaches for a familiar adult when being held by another adult.Vocalizes at a familiar adult to gain the adult’s attention.Laughs in anticipation before a familiar adult nuzzles child’s neck.	<ul style="list-style-type: none">Places toy on a familiar adult’s lap, goes to get another toy, and then places that toy on the adult’s lap.Puts hands near head to continue a game of peek-a-boo when a familiar adult pauses.Repeatedly hands little cars to a familiar adult to continue a joint activity.	<ul style="list-style-type: none">Grasps a familiar adult’s hand to gain attention, and then gestures to begin a finger-play game.Communicates interest in looking at a book with a familiar adult.Brings a blanket to a familiar adult and then climbs into the adult’s lap when upset.Gestures to a familiar adult for assistance about how to remove a tight lid from a canister.	<ul style="list-style-type: none">Communicates to a familiar adult, “Want some tea?” during a pretend tea party.Completes a simple puzzle with a familiar adult, taking turns to fit pieces.Shares rocks collected while playing outside with a familiar adult.Uses an electronic tablet to play a game with a familiar adult.	<ul style="list-style-type: none">Asks a teacher why another child is not going outside with the group.Communicates to an adult, “What’s the bee doing?” while watching a bee fly from flower to flower or sharing a book together about bees.Asks a familiar adult for a suggestion about how to build the tower to keep it from falling down.	<ul style="list-style-type: none">Offers to place napkins and cups on the table when a familiar adult is preparing a snack.Brings a board game to a familiar adult and communicates an interest in playing together.Gives pretend food to a familiar adult and communicates, “I made some hamburgers for you. You tell me what you want to drink.”	<ul style="list-style-type: none">Works together with a familiar adult to complete a puzzle over several days, organizing pieces in different ways.Plans a gardening activity with a familiar adult, communicating by signing the materials needed.Gathers possible construction materials, such as glue, paper, and scissors, from a supply shelf to contribute to a building project with a familiar adult.Works with a familiar adult and a group of children to make a piñata over two days, offering alternatives for its shape and construction and what will go inside.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



SED 4: Relationships and Social Interactions with Peers

Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Shows awareness of other people, including children	Shows interest in other children	Plays alongside other children, rarely interacting with them	Interacts in simple ways with familiar peers as they play side by side	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays	Participates in extended episodes of cooperative play (including pretend play) with one or two friends	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends	Organizes or participates in planning cooperative play activities with several peers, particularly with friends
Possible Examples							
<ul style="list-style-type: none">• Cries when hearing the sound of another child crying.• Orients toward other children.• Notices another child nearby.	<ul style="list-style-type: none">• Moves excitedly when another child comes near.• Reaches toward another child to gain attention.• Smiles at another child.	<ul style="list-style-type: none">• Selects a truck when other children nearby are playing with trucks.• Explores a toy alongside another child who is also exploring.• Reaches for a toy in the water alongside other children at the water table.	<ul style="list-style-type: none">• Hands a bucket to a familiar peer sitting next to child in the sandbox.• Offers a block to a peer building a tower next to child.• Splashes excitedly with a peer at the water table, continuing back and forth.	<ul style="list-style-type: none">• Takes a few turns trying on hats with a peer in the dramatic play area.• Plays chase briefly outside with two peers, and then goes to play alone in sandbox.• Plays cars with a peer for a short while.	<ul style="list-style-type: none">• Builds a train track with two friends, taking turns connecting the track pieces.• Laughs and makes funny noises or faces with a friend while singing a song together.• Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together.	<ul style="list-style-type: none">• Invites friends to build a pretend barn for toy animals and, at clean-up time, asks to save it so they can play with it tomorrow.• Invites friends to continue playing family from the day before.• Offers a new object for a fort that child has built with peers over several days.• Plays restaurant with friends, showing them the signs for food to be ordered.	<ul style="list-style-type: none">• Plans how to build a boat with several peers, choosing materials and negotiating tasks.• Plays superheroes with peers, planning different characters and scenarios.• Joins peers in planning and gathering materials needed for a nature walk, such as nets, baskets, and bags.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



SED 5: Symbolic and Sociodramatic Play

Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Responds to people or objects in basic ways	Explores people and objects in a variety of ways	Uses or combines objects in functional or meaningful ways	Pretends that an object represents another object or serves a different purpose	Engages in pretend-play sequences	Engages in pretend play with others around a shared idea	Engages in roles in pretend-play sequences with others	Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea
Possible Examples							
<ul style="list-style-type: none">• Cries in response to a loud voice.• Looks toward a lamp when it is turned on.• Moves arm in response to a touch.	<ul style="list-style-type: none">• Reaches toward an adult’s glasses.• Grabs a toy, shakes it, and then shakes it again.• Picks up a toy and mouths it.• Gazes intently at an adult’s changing facial expressions.	<ul style="list-style-type: none">• Rocks a doll in arms.• Uses a brush on a doll’s hair.• Pushes a toy car along the floor.• Places objects from around the room in a toy shopping cart.	<ul style="list-style-type: none">• Uses a stacking ring as a bagel.• Holds a rectangular block to ear and talks into it as if it is a phone.• Pretends that puzzle pieces are cookies.	<ul style="list-style-type: none">• Pretends to be a doctor and takes care of a stuffed bear that is “sick.”• Makes a pretend cake in the sandbox and offers a “taste” to an adult.• Makes a “pizza” out of play dough and puts it in the play oven.• Sits in a box, pretending it is a boat.	<ul style="list-style-type: none">• Sits in a box with a peer, holding a “steering wheel,” and communicates, “My turn to drive the bus.”• Pours “coffee” for friends while seated together at a table in the dramatic play area.• Pretends to put out fires on the playground with others, using pretend hoses and wearing firefighter hats.	<ul style="list-style-type: none">• Pumps arm while saying, “Whoop-whoop,” and then collects “tickets” from seated “passengers.”• Plays store, “scanning” items, placing them in bags, and collecting “money” from peers.• Uses a hose to “pump gas” as other children wait in line with their tricycles.	<ul style="list-style-type: none">• Agrees with peers on who will be the bus driver, who will be the child, and who will be the mommy, while acting out school-bus play.• Plans with peers to pretend to be a family going on a trip: using chairs as seats for a car, negotiating roles, and deciding where they will go.• Assigns roles and acts out classroom routines (e.g., circle time, snack time) with other children.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



LLD 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Responds to voices, sounds, gestures, or facial expressions in basic ways	Responds to voices, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements)	Recognizes a few frequently used words or gestures in familiar situations	Shows understanding of a variety of single words	Shows understanding of frequently used simple phrases or sentences	Shows understanding of a wide variety of phrases or sentences	Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities	Shows understanding of language that refers to abstract concepts, including imaginary events	Shows understanding of a series of complex statements that explain how or why things happen
Possible Examples								
<ul style="list-style-type: none">• Turns head toward, or looks in the direction of, the voice of an adult.• Makes eye contact with a familiar adult.• Quiets or orients in the direction of a sound, touch, or gesture.	<ul style="list-style-type: none">• Smiles or gurgles in response to a familiar adult’s voice or simple gestures.• Makes a sound similar to “Mmmmm” during a social interaction with a familiar adult.• Averts eyes to disengage from a social interaction with an adult.	<ul style="list-style-type: none">• Waves, “Bye-bye,” after an adult communicates, “Good-bye.”• Bounces or waves arms to indicate interest in continuing an activity after an adult pauses and asks, “More?”• Orients toward a familiar person or thing when it is named.	<ul style="list-style-type: none">• Indicates a bell in a storybook when adult asks about a bell.• Looks to the wagon after an adult refers to the wagon• Points to pictures of a bird, a tree, and a house, as an adult says the name of each, while looking at a book together.	<ul style="list-style-type: none">• Gets jacket after an adult communicates, “Get your jacket. It’s time to go outside.”• Moves to the sink after an adult communicates, “Time to wash hands.”• Passes the milk at lunch time after an adult communicates, “Please pass the milk.”	<ul style="list-style-type: none">• Offers to help after an adult communicates, “Would you like to help me feed the turtle?”• Collects different types of art supplies after an adult explains an art project and where to find the supplies.• Hands crayons from the shelf after an adult asks, “Can you hand me the crayons that are on the shelf?”	<ul style="list-style-type: none">• Adds blocks to a tower after a peer says, “Let’s make our skyscraper the tallest!”• Holds the door open, after an adult asks the child to do so, until all of the other children have come into the room.• Points to the picture of an eagle and its nest while sharing a book about animals building their homes.	<ul style="list-style-type: none">• Communicates, “I’m a princess and I live in a castle,” while playing dress-up.• Pretends to be a character in a story after a read-aloud of the story.• Draws a picture of a cocoon after sharing a book about the life cycle of a butterfly.	<ul style="list-style-type: none">• Explains how to plant seeds to a peer after an adult reads a book about planting seeds.• Draws a picture about the changing seasons, after an adult talks about why the weather has changed.• Selects materials that float, while making a boat, after hearing an adult talk about materials that float or sink.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



LLD 2: Responsiveness to Language

Child communicates or acts in response to language and responds to increasingly complex language

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Responds to voices, sounds, gestures, or facial expressions in basic ways	Responds to voices, gestures, or facial expressions in a variety of ways (e.g., eye gaze, gaze aversion, vocalization, movements)	Responds to a few frequently used words or gestures in familiar situations	Responds to simple comments that relate to a present situation	Responds to one-step requests or questions that involve a familiar activity or routine	Carries out a one-step request that relates to a new or an unfamiliar activity or situation	Carries out multi-step requests that involve a familiar activity or situation	Carries out multi-step requests that involve a new or unfamiliar activity or situation
Possible Examples							
<ul style="list-style-type: none"> Turns head or looks in direction of voices. Sustains gaze at an adult's smiling face. Quiets or orients in the direction of a sound or gesture. Cries when child hears another child cry. 		<ul style="list-style-type: none"> Reaches for a familiar object after it is named. Communicates, "Bye-bye," in response to a parent waving and saying, "Bye-bye." Signs, "More," after an adult asks, "More milk?" 	<ul style="list-style-type: none"> Looks up at sky after an adult communicates, "There's an airplane." Moves toward the sandbox after an adult says, "I see new toys in the sandbox." Communicates, "Okay," after an adult says, "Your friend wants to play, too." Calms when adult communicates, "Your turn is next." 	<ul style="list-style-type: none"> Picks up sand toys after an adult says, "Please pick up the sand toys." Brings a watering can to the garden after a peer asks, "Want to water?" Brings shoes after an adult requests, "Bring me your shoes. I'll help you put them on." Uses a communication board to make a choice when an adult says, "Tell me what you would like to do next." Communicates, "Yo," ["Me," in Spanish], after an adult asks, "Who is the helper for snack?" 	<ul style="list-style-type: none"> Puts compostable cup into compost bin recently added to the room after adult communicates, "Please put your cup in the compost bin." Follows simple direction to tag another child when learning a new game. Gets drum after adult communicates, "Let's get ready for the new music teacher." 	<ul style="list-style-type: none"> Puts toy in cubby and goes to rug when adult communicates it is time to put your toy in the cubby and go to the rug for story time. Follows the steps communicated by an adult at the end of an art activity to remove smock, hang it up, and then wash hands. Follows adult's request to "push your chair in, put your book in the cubby, and wash your hands." 	<ul style="list-style-type: none"> Chooses a book and then carries it to the library counter after an adult says, "Find a book and take it to the library counter." Gathers different materials from outside, brings them inside, and places them on a table, as suggested by an adult, to create a nature display. Cares for a new pet for the first time by providing clean water, food, and fresh shavings for a guinea pig, after being told the steps by a peer.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



LLD 2

Responsiveness to Language

LLD 2

LLD 3: Communication and Use of Language (Expressive)

Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Makes sounds spontaneously	Uses sounds, gestures, or facial expressions to communicate	Uses a few “first words,” word-like sounds, or gestures to communicate	Uses a variety of single words to communicate	Uses two words together to communicate	Uses short phrases or sentences of more than two words to communicate	Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate	Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors	Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events
Possible Examples								
<ul style="list-style-type: none">• Cries.• Coos.• Gurgles.	<ul style="list-style-type: none">• Smiles when a familiar person approaches.• Cries or looks at an adult when hungry.• Vocalizes or babbles while interacting with an adult.	<ul style="list-style-type: none">• Asks for food when hungry, by using a special word, sound, or gesture for food.• Communicates, “Mama,” “Dada,” “Baba,” or similar word approximations.• Reaches for or gestures for an object.	<ul style="list-style-type: none">• Names familiar foods, toys, or family members.• Communicates ideas such as “No,” “More,” or “Up.”• Indicates a picture of a ball when asked what the child wants to play with next.	<ul style="list-style-type: none">• Communicates, “Mommy come,” when wanting a parent.• Communicates, “More juice,” when thirsty.• Communicates, “我的卡车!” [“My truck!” in Chinese] after another child takes a toy truck.	<ul style="list-style-type: none">• Communicates, “A mí me toca,” [“It’s my turn,” in Spanish] when an adult brings the pet rabbit for a visit.• Communicates, “I want mommy.”• Communicates, “I like dogs,” while looking at an animal book.	<ul style="list-style-type: none">• Communicates, “The rabbit is scared,” when the pet rabbit snuggles into an adult’s lap. (“Scared” is an adjective.)• Communicates using a communication board, “I need a tissue. My nose is runny.” (“Tissue” is a noun and “runny” is an adjective.)• Communicates, “Malaking malaki ang aso namin,” [“Our dog is huge,” in Tagalog] after hearing a peer use the word “huge.” (“Huge” is a recently encountered vocabulary word.)	<ul style="list-style-type: none">• Communicates to a peer, during play, “Yesterday we made vegetable soup.” (“We” is a pronoun; “made” is past tense.)• Communicates, “His birthday is tomorrow. He will be five.” (“His” is a possessive pronoun; “he” is a pronoun; “will be” is future tense.)• Communicates in sign language that the cat’s feet are wet. (“Cat’s” is possessive; “feet” is plural.)• Communicates, “He runned really fast,” [He <i>ran</i> really fast]. (“Runned” is past tense with a grammatical error.)	<ul style="list-style-type: none">• Communicates, “Dragons don’t need bikes ‘cause they can fly. They have really big wings.”• Communicates to a peer, “Let’s hurry and clean up so we can go outside to ride bikes.”• Communicates via spoken words, signs, or a communication device, “The dog ate the cat’s food, and then he got in trouble. We put him outside and he was very sad.”• Communicates, “Mi abuela es muy vieja. Tiene el cabello blanco y muchas arrugas,” [“My grandma is really old. She has white hair and lots of wrinkles,” in Spanish].

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



LLD 4: Reciprocal Communication and Conversation

Child engages in back-and-forth communication that develops into increasingly extended conversations*

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Responds to sounds or movements of others in basic ways	Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions	Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions	Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning	Engages in brief back-and-forth communication, combining words to communicate meaning	Engages in brief back-and-forth communication, using short phrases and sentences	Engages in brief conversations with a shared focus	Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas	Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas
Possible Examples								
<ul style="list-style-type: none">Looks in the direction of voices or movement.Quiets in response to sound.Turns toward the soft touch of an adult.Looks at a familiar adult during feeding.	<ul style="list-style-type: none">Smiles at an approaching familiar adult.Makes sounds when a familiar adult stops talking.Reaches toward a familiar adult.	<ul style="list-style-type: none">Expresses, “Ba,” in response to an adult talking about a ball, and then waits for the adult to respond.Waves, “Good-bye,” after parent waves, “Good-bye.”Covers eyes to signal an adult to continue playing peek-a-boo.	<ul style="list-style-type: none">Communicates, “Yes,” or “No,” after an adult asks, “Do you want more milk?”Rubs eyes and responds, “Night-night,” after a familiar adult asks, “Are you tired?”Brings a ball to an adult, and then responds, “Ball,” after the adult asks, “Do you want me to play ball with you?”	<ul style="list-style-type: none">Makes eye contact with an adult while holding a stuffed bear. When the adult asks, “Whose teddy bear is that?” communicates, “My bear.”Communicates with an adult, during lunch, “Thèm phô mai,” [“More cheese,” in Vietnamese]. When the adult responds, “You really like cheese!” communicates, “Con thích phô mai,” [“I like cheese,” in Vietnamese].Communicates, “That’s a monkey,” while reading a story with an adult. When the adult says, “Yes, he’s climbing,” replies, “Climbing up high.”	<ul style="list-style-type: none">Communicates, “我是寶寶,” [“I’m the baby,” in Chinese] after a peer communicates, “I’m the mommy,” while playing house.Hands play dough to a peer. When the peer takes the play dough and says, “I’m gonna make a dog,” responds, “I’m making a snake.”Asks a peer for some blocks to put in child’s truck while playing with trucks. When the peer replies, “Here,” and hands over several blocks, responds, “That’s too many,” and takes only two blocks from the peer.	<ul style="list-style-type: none">Communicates, “That’s my family,” while looking at a photo with a peer. When the peer says, “You have two sisters,” responds, “I have a big sister, and that’s my baby sister.”Responds to an adult’s comments about animals that live in the zoo, “Fui al zoológico,” [“I went to the zoo,” in Spanish]. When an adult replies, “There are lots of animals in the zoo,” child says, “Los caimanes son los animales que más me gustan,” [“I like the alligators best,” in Spanish] and continues to converse about other animals at the zoo.Has a brief conversation with a peer while looking at a caterpillar together. Comments, “That is really hairy.” When peer responds, “Yeah, really hairy,” child continues, “He has lots of legs, too.”	<ul style="list-style-type: none">Has a conversation with a peer about things that they like to do together with their families. Says, “My family goes to the park on Sundays.” When peer asks, “Every Sunday?” child responds, “Yeah, but sometimes we go to the park with the swimming pool and sometimes the park with the big playground.” Then when peer says, “My grandma takes me to the park,” child responds, “My grandma takes me to the store.” Conversation continues.Has a conversation with an adult about the size of dinosaurs. When the adult says that dinosaurs were all different sizes, child responds by naming a big dinosaur, then naming a small dinosaur. Then when the adult says that some dinosaurs had horns, child continues the conversation by saying that some dinosaurs flew like birds.	<ul style="list-style-type: none">Has a conversation with an adult while planting sunflower seeds together, asking how to plant the seeds and making guesses about how big the plants will get and how long it will take before the plants begin to grow.Has a conversation with a peer before and while building a fort, including offering ideas on what materials they need and suggesting ways to make sure that the walls keep standing as they are building it.Has a conversation with an adult about how dinosaurs lived and how people live, providing suggestions about what it would be like if dinosaurs and people lived in the same place.
* Conversations can include communication using sign language or alternative communication systems.								

* Conversations can include communication using sign language or alternative communication systems.

- Child is emerging to the next developmental level
 ○ Unable to rate this measure due to extended absence

LLD 4**Reciprocal Communication and Conversation****LLD 4**

LLD 5: Interest in Literacy

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Attends or responds to people or things in basic ways	Plays with books; <i>and</i> Responds to other literacy activities	Attends briefly to a familiar adult reading books, singing songs, or saying rhymes	Looks at books on own briefly, <i>or</i> Chooses to join reading, singing, or rhyming activities led by an adult	Looks at books page by page, <i>or</i> Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story	Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests
Possible Examples							
<ul style="list-style-type: none">• Quiets to the sound of a familiar voice.• Moves in response to an approach by a familiar adult.• Orients to an adult’s face or voice during a caregiving routine.	<ul style="list-style-type: none">• Interacts with a cloth or board book by holding or mouthing it.• Pats a textured board book.• Vocalizes or laughs in response to an adult singing and gesturing a simple finger-play song, such as, “Pat-a-Cake” or “Los cinco dedos,” [“Five Little Fingers,” a finger play in Spanish].	<ul style="list-style-type: none">• Looks at pictures in a book for a short time while a familiar adult reads the book.• Reaches to turn the page of a board book as a familiar adult talks or signs about the pictures on the page.• Uses simple hand movements to participate during a familiar song or rhyme with a familiar adult.• Touches textured or tactile content on pages of a book as an adult is reading the book.	<ul style="list-style-type: none">• Joins a group doing a simple finger play led by an adult.• Points at a picture when joining an adult who is reading a book, newspaper, or tablet.• Picks up a book and looks at pictures, turns a few pages, and then drops the book to go play.	<ul style="list-style-type: none">• Pretends to read a book from start to finish.• Explores a book with Braille and tactile content with hands.• Sings some words of a familiar song, from beginning to end, with an adult.	<ul style="list-style-type: none">• Asks questions or communicates about why something happened in a story.• Starts a song or rhyme with others while playing outside.• Uses finger puppets while reciting a familiar rhyme.	<ul style="list-style-type: none">• Uses flannel-board pieces to retell parts of a story after story time.• Retells a familiar story to a peer while pretending to read from a book.• Uses a communication device to tell the sequence of events in a favorite story.• Pretends to be a character from a story, using props.	<ul style="list-style-type: none">• Chooses to read a book related to a particular theme or interest (e.g., dinosaurs or fairies).• Asks for help finding a book about bugs after a nature walk.• Participates, with others, in using the computer to create a story about a class trip.• Makes up own version of rhyming song with peers’ names.

- Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence



LLD 6: Comprehension of Age-Appropriate Text

Child develops capacity to understand details and ideas from age-appropriate text presented by adults

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Possible Examples		<i>There are no earlier levels for this measure</i>	Shows interest when attending to books, pictures, or print materials, with an adult	Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult	Makes comments or asks questions about text presented in books or the environment	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text	Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect	Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events
			<ul style="list-style-type: none"> Looks at a picture book with an adult. Brings a favorite book about baby animals to an adult, to be reread often. Points to photos, with captions, that were taken while on a nature walk. Turns the page after an adult stops reading a book. Touches Braille and image of sheep with textured wool in a book and says, "Sheep." 	<ul style="list-style-type: none"> Answers, "Cow," when adult asks, "What do you see?" while reading a book about farm animals together. Communicates, "Allí dentro," ["In there," in Spanish] when asked, "Where's the mouse?" while an adult reads a book aloud. Communicates, "Pasta," after an adult points out items on a children's menu. 	<ul style="list-style-type: none"> Communicates, "Elephants have really big ears," after an adult reads about elephants. Asks, "Why did they go there?" during the reading of a story. Points to a lighted exit sign and asks, "What does that say?" 	<ul style="list-style-type: none"> Reenacts a story about firefighters with peers, using props for hoses, boots, and hats. Pretends to direct traffic on the bike path after listening to a book about what community helpers do. Uses a shawl to carry a doll after a read-aloud of the storybook <i>What Can You Do with a Rebozo?</i> ["Shawl" in Spanish]. Communicates that the caterpillar will have a stomachache, after rereading <i>The Very Hungry Caterpillar</i>. 	<ul style="list-style-type: none"> Predicts that the firefighters will come quickly to put out the fire, after an adult pauses while reading a book about firefighters to ask, "What will happen next?" Draws a caterpillar, a cocoon, and a butterfly after an adult reads a story about the life of a butterfly. Pretends to be Max, refuses to eat dinner, and then pretends to turn into a monster and become the king of the monsters, after hearing the book <i>Where the Wild Things Are</i>. Comments, "The man got mad because the monkeys took his hat," during a read-aloud of the story <i>Caps for Sale</i>. 	<ul style="list-style-type: none"> Communicates, using a communication board, "Firefighters have to wear special clothes so that they don't get burned," after an adult reads a book about what firefighters do. Holds up two books about bears and communicates, "Ang dalawang aklat na ito ay tungkol sa mga uso, ngunit ang mga uso sa Goldilocks ay mas maganda," ["These two books are about bears, but the bears in <i>Goldilocks</i> are nicer," in Tagalog]. Relates what happens in a familiar storybook to a peer as they begin to share the book together. Brings a book from home and communicates to the class about what happens in the story and why.

○ Child is not yet at the earliest developmental level on this measure

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



LLD 7: Concepts About Print

Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning*

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Possible Examples		<i>There are no earlier levels for this measure</i>	Explores books	Engages with print materials while being read to by an adult	Demonstrates awareness of the way books are handled	Demonstrates understanding that print and symbols carry meaning	Demonstrates understanding of how to follow print on a page of text	Demonstrates understanding that print is organized into units, such as letters, sounds, and words
			<ul style="list-style-type: none"> • Opens and closes a book. • Touches the pages of a book when looking at a book on own. • Holds or carries a book. • Brings book to adult. 	<ul style="list-style-type: none"> • Points to pictures in a book while an adult reads the book aloud. • Asks, “What’s that?” when pointing to a picture in a book. • Lifts tabs in an interactive book while being read to by an adult. 	<ul style="list-style-type: none"> • Picks up a book, opens it up, and then turns it right side up. • “Reads” to self, attempting to turn pages from front to back. • Turns pages of an adapted book, using ice pop stick handles. 	<ul style="list-style-type: none"> • Points at a stop sign and then communicates, “That means stop,” while on a neighborhood walk. • Points to the print while pretending to read a page with both print and pictures. • Requests that an adult write words next to a picture the child has drawn. 	<ul style="list-style-type: none"> • Moves fingers along print, from one end of the page to another. • Points to the first word on a page and then communicates, “B t đ u đây,” [“Start here,” in Vietnamese]. • Points to the words on the front cover of the book or title page and communicates that it is the name of the book. • Follows along Braille text with both hands. 	<ul style="list-style-type: none"> • Communicates, “There are two words on this sign,” while looking at a sign with the words “Writing Center.” • Creates a pretend grocery list with letters that look like words, then names the words as grocery items, such as “corn,” “milk,” and “bread.” • Communicates that the first letter or sound of a peer’s name is the same as the first letter or sound of child’s own name.

* Children who are familiar with print in languages other than English may demonstrate differences in how they approach print materials. Some languages (e.g., English, Spanish, Tagalog, Vietnamese) are written from left to right within a horizontal line of print and from top to bottom in books and other print media. Other languages (e.g., Arabic, Hebrew) are written from right to left within a horizontal line of print and from top to bottom in books and other print media.

○ Child is not yet at the earliest developmental level on this measure

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



LLD 8: Phonological Awareness

Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language*

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Possible Examples		<i>There are no earlier levels for this measure</i>	Attends to sounds or elements of language	Demonstrates awareness of variations in sounds	Engages actively in play with sounds in words or rhymes, or Sings simple songs, or Repeats simple nursery rhymes	Demonstrates awareness of larger units of language (e.g., words, syllables)	Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects; and Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects	Blends smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects; and Segments smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects
			<ul style="list-style-type: none"> Turns toward adult when adult sings a song. Looks at adult's hands when adult signs "more." Attends to adult saying, "bye-bye." 	<ul style="list-style-type: none"> Whispers a word, and then says it loudly. Communicates, "No, no, no, no," varying pitch. Uses sounds or hand movements to play with variations of stress and rhythm. 	<ul style="list-style-type: none"> Rhymes children's names with other words during a group sing-along. Sings "Twinkle, Twinkle, Little Star" with a group. Communicates the rhyming word "fall," after an adult says, "Humpty Dumpty sat on a wall. Humpty Dumpty had a great ...?" Uses signs to participate in a song such as "The Wheels on the Bus." 	<ul style="list-style-type: none"> Drums out each word in "I am Matt" in a name game in the classroom, after an adult has modeled drumming while saying single words. Claps the syllables in familiar words, such as children's names or days of the week, with adult and peers. Moves arms each time the word "row" is said in the song "Row, Row, Row Your Boat," with adult and peers. 	<ul style="list-style-type: none"> Answers, "Goldfish," after an adult asks, "If you put together the words 'gold' and 'fish,' what word does that make?" Communicates, "Rain," after an adult communicates, "There are two words in 'raincoat.' What happens when we take away the word 'coat'?" while moving a picture of a coat away from a picture of rain. Communicates, "Zebra," after an adult separates the word into syllables, and says, "Ze-", and "-bra," while looking at a wordless picture book about the zoo. Communicates, "Marker," after an adult communicates, "What happens when I put the two syllables 'mark-' and '-er' together?" 	<ul style="list-style-type: none"> Communicates, "Cup," at the snack table, after an adult says, "I have a c-up. What do I have?" Communicates, "Ice," after an adult asks what word is left when the m- is removed from the word "mice," while playing a word game. Communicates, "d" (letter sound), while looking at a picture of a dog, after an adult says, "What is the first sound you hear when you say 'dog'?" while looking at pictures of dogs together.

* Children who are deaf and learning American Sign Language will attend to elements of language (hand shapes and movements) in the early levels of learning, but eventually will be able to use finger spelling in relation to learning about sounds. For a child who is hard of hearing, has a cochlear implant, or is using cued speech, the sequence may or may not be similar to that of a hearing child.

○ Child is not yet at the earliest developmental level on this measure

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

**LLD 8****Phonological Awareness****LLD 8**

LLD 9: Letter and Word Knowledge

Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Possible Examples		<i>There are no earlier levels for this measure</i>	Demonstrates awareness that pictures represent people or things	Demonstrates awareness of a few common simple symbols in the environment	Demonstrates awareness of a few letters in the environment	Identifies some letters by name	Identifies ten or more letters (not necessarily at the same time); and Shows understanding that letters make up words	Identifies most upper-case letters; and Identifies most lower-case letters; and Shows understanding that a letter corresponds to a sound in words
			<ul style="list-style-type: none"> Points to a picture of a bird in a book when adult communicates, "Bird." Goes and gets teddy bear after seeing a picture of a bear. Sees a photo of mother and communicates, "Mama." 	<ul style="list-style-type: none"> Recognizes that a stop sign means "stop." Places paper in a recycling bin after noticing the recycling symbol (three arrows forming a circle) on the bin. Notifies a familiar store or business in the neighborhood from its logo. Asks an adult what signs in Braille say. 	<ul style="list-style-type: none"> Holds up hand or communicates, "Me," when an adult holds up a sign with child's name. Finds the first letter of own name in the environment, such as on labels, artwork, cubbies, or chairs. Communicates, "I found the same letter," when playing a letter matching game in print or Braille. 	<ul style="list-style-type: none"> Names some letters while looking at an alphabet book. Points and names some letters in an alphabet puzzle. Identifies some letters in Braille. 	<ul style="list-style-type: none"> Names at least ten letters while placing them on a magnet board. Copies the word "cat" and communicates that it says "cat" (letters may not be written accurately). Says, "Fish," after reading the word in Braille. 	<ul style="list-style-type: none"> Communicates, "Hay dos letras A en mi nombre, una A grande y una a pequeña," ["I have two As in my name, one big A and one little a," in Spanish] when reading own name, Anna, on cubby. Names, by sight or touch, most of the letters of the alphabet, when reading an alphabet book. Communicates, "Ball starts with B," after hearing the word "ball" in a story. Looks at the word "mat" in large print and says "m" (letter sound).

○ Child is not yet at the earliest developmental level on this measure

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



LLD 10: Emergent Writing

Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning*

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Possible Examples		<i>There are no earlier levels for this measure</i>	Makes marks on paper	Makes scribble marks	Makes scribble marks or simple drawings that represent people, things, or events	Makes marks to represent own name or words	Uses letters or clearly recognizable approximations of letters to write own name	Writes several words or a few simple phrases, or clearly recognizable approximations
			<ul style="list-style-type: none"> Dips sponge in paint and dots onto paper. Makes a dot on a paper and then makes more dots using different markers. Holds crayon against paper. 	<ul style="list-style-type: none"> Uses crayons, pencils, or markers to make back-and-forth marks. Paints using large or small movements. Scribbles by moving finger on screen of tablet or by using Braille writer. 	<ul style="list-style-type: none"> Draws circles and lines and comments, "Baby," and "Mommy." Makes marks on paper and then explains that it is a birthday cake. Draws a series of lines to represent a house and a tree. Makes marks to represent the dog from a story by moving finger on screen of tablet or touch screen of computer. 	<ul style="list-style-type: none"> Makes marks that are linear and spaced like letters or words while writing a pretend grocery list. Makes marks for a restaurant order in the dramatic play area. Uses an adaptive device to hold a marker to make marks on paper to represent the word "mom." 	<ul style="list-style-type: none"> Writes own name on drawings made in class. Signs a self-made card to grandma with a close approximation of own name. Uses a few letter stamps to represent own name. 	<ul style="list-style-type: none"> Writes, "bog" ["dog"], copying the word from a book, to label a drawing of a dog. Writes "STOP" on a stop sign in a drawing. Writes "I love you" on a drawing made for a family member. Uses a Braille writer to practice writing a few simple words.

* Children who are familiar with print in languages other than English may demonstrate differences in how they approach writing. For instance, some languages use letters (e.g., English, Spanish, Tagalog, Arabic, Hebrew), while others use characters (e.g., Chinese).

- ☐ Child is not yet at the earliest developmental level on this measure
☐ Child is emerging to the next developmental level
☐ Unable to rate this measure due to extended absence



ELD 1: Comprehension of English (Receptive English)

Child shows increasing progress toward fluency in understanding English

Conditional Measure

○ Measure not rated: English is the only language spoken in this child's home.

Mark the latest developmental level the child has mastered:

Discovering Language ○	Discovering English ○	Exploring English ○	Developing English ○	Building English ○	Integrating English ○
Recognizes a few frequently used words or gestures in the home language and culture in familiar situations	Shows understanding of words and phrases in conversations, stories, and interactions in home language (may show little understanding of common words and phrases in English)	Attends to interactions in English and sometimes participates in activities conducted in English; <i>and</i> Shows understanding of a few common English words in familiar contexts or routines	Shows understanding of some common words and phrases in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both	Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both	Shows understanding of most information and concepts communicated in English for both instructional and social purposes
Possible Examples					
<ul style="list-style-type: none"> Waves good-bye after an adult communicates, "Good-bye," in the child's home language and culture. Indicates interest in continuing an activity after an adult pauses and asks to continue in the child's home language and culture. Orients toward a familiar person or thing when it is named in the home language. 	<ul style="list-style-type: none"> Adds a block to the top of a tower in response to a question in the child's home language, "Can you make it taller?" Passes a book to another child when requested in the child's home language, having not responded to the same request in English. Seeks out and plays with peers who speak the child's home language, while in the dramatic play area. 	<ul style="list-style-type: none"> Pauses to listen to peers speaking English for a short period of time while playing in the sandbox. Nods head when an adult at the snack table asks in English, "Do you want more apples?" while holding up a plate of apple slices. Begins to put blocks on a shelf when a peer says in English, "Clean-up time." 	<ul style="list-style-type: none"> Points to the ball when a peer says in English, "Where is the ball?" during outdoor play time. Goes to get markers after an adult asks in English if child would like to use paint or markers to make a birthday card for a peer. Approaches the door to go inside when an adult says in English, "It is time to go in for a snack," and adds, "¡Hora de comer!" ["Time to eat!" in Spanish]. 	<ul style="list-style-type: none"> Adds more blocks to a road when a peer communicates in English, "We need a <i>longer</i> road." Pretends to talk on the phone when a peer says in English, "Baby's sick. Call the doctor." Puts drawing on the counter after an adult points to the counter and requests in English, "Please put your drawing on the counter. It's wet and it needs to dry." 	<ul style="list-style-type: none"> Sorts orange and green squash after an adult says in English, "Let's separate them by color." Brings a bigger block to a peer in response to a question in English by the peer, "Could you bring me the bigger block?" Nods head excitedly when a peer asks in English if child wants to ride bikes together outside.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

**ELD 1****Comprehension of English (Receptive English)****ELD 1**

ELD 2: Self-Expression in English (Expressive English)

Child shows increasing progress toward fluency in speaking English

Conditional Measure

○ Measure not rated: English is the only language spoken in this child's home.

Mark the latest developmental level the child has mastered:

Discovering Language ○	Discovering English ○	Exploring English ○	Developing English ○	Building English ○	Integrating English ○
Uses a few “first words” or word-like sounds or gestures to communicate in home language	Communicates in home language or nonverbally, or both	Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English	Communicates in English, using single words and common phrases (may mix English with home language)	Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)	Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)
Possible Examples <ul style="list-style-type: none"> Asks for food when hungry, by using a special word, sound, or gesture for food. Communicates from child's home language, “Mama,” “Dada,” or other word approximations. Reaches for or gestures for an object. 	<ul style="list-style-type: none"> Takes an adult's arm and leads the adult to the drawing area, where several children are drawing, and reaches or gestures toward the paper container. Nods, “Yes,” and responds in home language in response to a routine question such as, “Do you want more milk?” while an adult holds up a pitcher of milk. Communicates, “¿Puedo pintar contigo?” [“Can I paint with you?” in Spanish] while approaching a peer who is painting. Communicates, “这是它们的家,” [“This is their home,” in Chinese] while putting some toy animals under a blanket in the dramatic play area. 	<ul style="list-style-type: none"> Communicates in English, “Bye,” to a peer when leaving at the end of the day. Greets peers in home language and joins in singing the words “good morning” in English during the daily morning song. Chimes in with, “The end!” in English when an adult finishes reading a story to a small group of children. 	<ul style="list-style-type: none"> Communicates in English, “Marker,” to ask for a marker from a peer while playing restaurant in the dramatic play area. Communicates in English, “I do a house,” [“I made a house,”] while painting. Communicates to a peer in English, “My turn,” and gestures at the slide during outdoor play. Communicates, “The dog 变成一个 lady 了,” [“The dog turned into a lady,” in English and Chinese] while helping to put a dress on a stuffed dog in the dramatic play area. 	<ul style="list-style-type: none"> Communicates to a peer while playing with play dough, “I make galletitas [“cookies” in Spanish] and pan [“bread” in Spanish]. You like it?” [“I made cookies and bread. Do you like it?”] Communicates to a peer in English, “Come! I show you!” [“Come! I will show you!”] and brings the peer to child's cubby, where child takes a stuffed animal out of a bag. Communicates in English, “The lamb lick my hand!” [“The lamb licked my hand!”] when describing a family trip to a petting farm that occurred last weekend. Communicates to a peer, “My dad ride a ng a,” [“My dad rides a” in English; “horse” in Vietnamese] while attempting to draw a horse. 	<ul style="list-style-type: none"> Communicates in English, “This is happy new year. This is mommy and me. We saw the dragon,” in response to an adult asking, “Tell me about your picture.” Communicates to a peer, “I ate huevitos [“little eggs” in Spanish]. The huevitos were really yummy! My papi [“daddy” in Spanish] and me, we get them at la tiendita [“the little store” in Spanish].” Communicates in English, “I'm going to cook them now,” while throwing some noodles made with play dough into a toy pot, and later puts “cooked noodles” on a plate and communicates, “Here's a plate for you,” while handing it to a peer.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

**ELD 2****Self-Expression in English (Expressive English)****ELD 2**

ELD 3: Understanding and Response to English Literacy Activities

Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English

Conditional Measure

○ Measure not rated: English is the only language spoken in this child's home.

Mark the latest developmental level the child has mastered:

Discovering Language ○	Discovering English ○	Exploring English ○	Developing English ○	Building English ○	Integrating English ○
Attends briefly to a familiar adult looking at books, singing songs, or saying rhymes in home language	Participates in literacy activities in home language; and Attends to simple literacy activities in English with some support	Uses home language, gestures, or single words in English to show understanding of literacy activities in English	Uses frequently used words and short phrases in English to communicate understanding about a book, story, song, or poem told, read, or sung in English (often uses actions; may mix English with home language)	Uses a variety of words and phrases in English to communicate understanding about key ideas of a book, story, song, or poem told, read, or sung in English (sometimes uses actions; may mix English with home language)	Uses elaborated English phrases with a variety of vocabulary and grammatical structures to communicate understanding of the content of a book, story, song, or poem (may mix English with home language)
Possible Examples					
<ul style="list-style-type: none"> Looks at pictures in a book for a short time while a familiar adult reads in the home language. Reaches to turn the page of a board book as a familiar adult talks or signs in the home language about the pictures on the page. Uses simple hand movements to participate during a familiar song or rhyme in the home language. 	<ul style="list-style-type: none"> Joins in with peers who are singing a song or chanting in child's home language. Looks at pages of a picture book with a peer while an adult reads the book aloud in English. Attends to the retelling of a story in English on the flannel board, after the story has been read in child's home language. 	<ul style="list-style-type: none"> Makes faces, gestures, or sounds like a tiger when an adult reads an illustrated poem in English about tigers. Gestures at a picture of a baby bear and says, "Baby," while an adult is reading a book about animals in English to a small group of children. Comments in home language about a picture in a book, after hearing other children making comments. 	<ul style="list-style-type: none"> Repeats the first line of "Five Little Monkeys Jumping on the Bed," with accompanying hand motions. Draws a picture and communicates, "This is spider. This is fly," after listening to the book <i>The Very Busy Spider</i>. Communicates to a peer, "Look! Look! ¡Una oruga ['a caterpillar' in Spanish]! Like the book!" while playing outside, after <i>The Very Hungry Caterpillar</i> was read aloud in English. 	<ul style="list-style-type: none"> Brings the book <i>Rosie's Walk</i> to a peer and communicates, "Chicken take a walk. Fox want eat her. Oh, no!" Communicates, "Baby bear mad! The girl, she eat it all. Lahat ito!" ["The baby bear is mad! The girl, she ate it all," in English; "All of it!" in Tagalog] during a teacher-guided discussion in English about <i>The Three Little Bears</i>, which has been read aloud and retold on several occasions with props. Communicates most of the words of "Five Little Monkeys Jumping on the Bed" and uses flannel-board pieces to show each of the monkeys falling off the bed and bumping his head. 	<ul style="list-style-type: none"> Communicates to a peer, "Sharks have sharp teeth to bite, and they swim fast," while paging through a book about the ocean. Communicates, "My mommy kiss me before I come to school. She say, 'I love you, hijito.' Then she goes to work," while reading <i>The Kissing Hand</i> with an adult. ["Hijito" is a term of endearment that is often used with young children in some South American countries.] Communicates, "She sat in Papa Bear's chair. It was enorme ['enormous' in Spanish]. She sat in Baby Bear's chair. It was teeny and she broke it! She was really scared," while playing with flannel-board characters in <i>The Three Little Bears</i>.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

**ELD 3****Understanding and Response to English Literacy Activities****ELD 3**

ELD 4: Symbol, Letter, and Print Knowledge in English

Child shows an increasing understanding that print in English carries meaning

Conditional Measure

○ Measure not rated: English is the only language spoken in this child's home.

Mark the latest developmental level the child has mastered:

Discovering Language ○	Discovering English ○	Exploring English ○	Developing English ○	Building English ○	Integrating English ○
Demonstrates awareness that pictures or objects can represent people or things	Demonstrates awareness that symbols carry meaning or that print in home language carries meaning	Demonstrates awareness that print in English carries meaning	Demonstrates understanding that English print consists of distinct letters with names in English	Identifies several English letters; and Recognizes own name in English print	Identifies at least ten English letters; and Identifies a few printed words frequently used in English
Possible Examples <ul style="list-style-type: none"> Points to a picture of a bird in a book after seeing or hearing a bird outside. Goes and gets teddy bear after seeing a picture of a bear. Sees a photo of mother and communicates in home language, "Mama." Explores a toy teacup and tries to take a drink. 	<ul style="list-style-type: none"> Shows an adult a book and requests, "M có th đ c cho con nghe quy n sách này không?" ["Can you read me this book?" in Vietnamese]. Gestures toward a Chinese character representing own name and says name. Asks an adult to read a note written in home language by a parent. Brings tricycle to a stop when a peer holds up a stop sign. 	<ul style="list-style-type: none"> Points to a caption written in English under a picture and asks an adult, in home language, what it says. Points to the printed word "flower" under a picture of a flower and says, in home language, "That says 'flower.'" Gestures to the title of a book about trucks and communicates to an adult, in home language, "This book is about trucks." 	<ul style="list-style-type: none"> Asks, in home language or in English mixed with home language, "What letter is this?" while pointing to the first letter of own name on cubby label. Communicates in English, "M," while gesturing at a letter on a sign written in English during a neighborhood walk (the sign may or may not have the letter M). Gestures toward the letter O on a peer's name tag after drawing an O in a sand tray. 	<ul style="list-style-type: none"> Gestures at name printed in English and communicates, in English or home language, "That's my name." Names four English letters correctly while playing with magnetic letters with a peer. Communicates, "I have a T, and you have a T. I have an A, but not you," ["I have an A, but <i>you don't</i>."] while gesturing at own name and a peer's name. 	<ul style="list-style-type: none"> Names all the letters in own name correctly one by one, and then gestures at a friend's name and names several letters, while standing at the name chart. Recognizes words posted in the writing center, such as "Mom," "Dad," and "love," after a small group activity about writing letters to family members. Identifies labels such as "blocks," "door," "books," or "art" while showing own grandma around the room. Communicates to a peer, "Mira, este dice ["Look, this says" in Spanish] 's-t-o-p' [using English letter names]," while pointing to a stop sign to a Spanish-speaking peer.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

**ELD 4****Symbol, Letter, and Print Knowledge in English****ELD 4**

COG 1: Spatial Relationships

Child increasingly shows understanding of how objects move in space or fit in different spaces

Conditional Measure

○ Measure not rated: the child's development is beyond the latest developmental level.
(Required for children with IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle	Later	Earlier
Moves body parts in basic ways	Attends or responds as objects, people, or own body move through space	Explores how self or objects fit in or fill up different spaces	Explores spatial relationships (e.g., distance, position, direction), or movement of self or objects through space, trying a variety of possibilities	Takes into account spatial relationships (e.g., distance, position, direction) and physical properties (e.g., size, shape) when exploring possibilities of fitting objects together or moving through space	<i>There are no later levels for this measure</i>		
Possible Examples <ul style="list-style-type: none"> • Moves hand to mouth. • Lifts head from an adult's shoulder. • Stretches while lying on back. 	<ul style="list-style-type: none"> • Turns toward an adult who enters the room. • Watches and tracks a moving object. • Lifts arms toward an adult as the adult reaches down to pick child up. 	<ul style="list-style-type: none"> • Tries to squeeze body between a chair and the legs of a table to get a toy. • Fills a purse or bucket, sometimes until it is overflowing. • Rotates a puzzle piece that has a large knob, while trying to fit it into a space on a wooden puzzle. 	<ul style="list-style-type: none"> • Attempts to put a star-shaped piece into the square-, triangle-, and star-shaped openings of a shape sorter. • Repeatedly rolls various objects down a ramp. • Changes directions to move around several obstacles while pushing a toy shopping cart. • Uses hands to explore shape outlines in a puzzle board, and then explores puzzle pieces with hands to fit pieces into the puzzle board. 	<ul style="list-style-type: none"> • Chooses puzzle pieces that are approximately the right size and shape to fit into a puzzle. • Stacks a few nesting cups on top of each other to create a tower, with the largest cup on the bottom and smaller ones on top. • Maneuvers a ride-on toy (without pedals) around people and objects on the playground, sometimes bumping into things. • Moves around people and objects in the classroom, using a mobility aid, such as a walker. 			

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

**COG 1****Spatial Relationships****COG 1**

COG 2: Classification

Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Attends to people, objects, or events	Interacts differently with familiar people and objects than with unfamiliar people and objects	Associates a person or object with another person or object, based on a similarity or relationship between them	Selects some objects that are similar from a collection of objects	Sorts objects into two groups based on one attribute, but not always accurately	Sorts objects accurately into two or more groups based on one attribute	Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups	Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute
Possible Examples							
<ul style="list-style-type: none"> Looks at people's faces. Quiets in response to an adult's voice. Closes hand around an adult's finger. 	<ul style="list-style-type: none"> Smiles at a familiar adult's face or voice. Reaches for own special blanket or toy from home. Turns face away from an approaching unfamiliar adult. 	<ul style="list-style-type: none"> Looks for the hammer that goes with the pounding bench. Looks at another child when the child's parent walks into the room. Looks for baby bottle when playing with baby doll. 	<ul style="list-style-type: none"> Selects the shovels from among toys in the sandbox. Takes some apples out of a basket that contains apples and bananas while helping an adult prepare a snack. Picks out some train cars from a box of toys. 	<ul style="list-style-type: none"> Separates blocks into a blue pile and a green pile, leaving a few green blocks in the blue pile. Sorts rocks into two piles, big and small, after a neighborhood walk. Picks out toy trucks from a basket of toys and sets them on a nearby shelf, and then picks out toy cars from the basket and sets them on a different shelf. 	<ul style="list-style-type: none"> Separates a pile of toy animals by kind (e.g., dogs, cats, and birds). Puts crayons, pencils, and markers into different containers. Sorts a group of big squares and little squares into two piles by using eye gaze to indicate where an adult should put each square. 	<ul style="list-style-type: none"> Sorts buttons by color, and then sorts all of them again by shape or size. Sorts shoes based on color, and then re-sorts by type (e.g., slippers, boots, tennis shoes). Sorts flannel-board pieces by type (e.g., shoes, pants, and shirts), and then separates them by adult items and baby items. 	<ul style="list-style-type: none"> Separates tiles into four groups: blue circles, blue squares, red circles, and red squares. Removes utensils from the play kitchen and sorts them into groups: big spoons, small spoons, big forks, and small forks. Sorts the bin of interlocking blocks into several piles, first by color, then by shape (e.g., squares and rectangles).

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

**COG 2****Classification****COG 2**

COG 3: Number Sense of Quantity

Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Responds to people or objects in basic ways	Responds to changes in the number of objects observed or interacted with	Demonstrates awareness of quantity	Uses number names, but not always correctly, in situations related to number or quantity	Identifies small quantities without counting, up to three	Counts up to five objects using one-to-one correspondence; <i>and</i> Recites numbers in order, one through ten	Shows understanding that the last number counted is the total number of objects in the group	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; <i>and</i> Recites numbers correctly, up to 20
Possible Examples <ul style="list-style-type: none"> Looks at objects that are hanging from a mobile. Calms in response to a familiar adult's touch. Turns toward a familiar adult's voice. 	<ul style="list-style-type: none"> Attends to one moving toy on a mobile, then to another. Grasps one toy, and then lets go of it while reaching for another toy that has been introduced by a familiar adult. Holds an object in each hand, and then touches the two objects together. 	<ul style="list-style-type: none"> Communicates, "More," during lunch. Dumps small cars out of a bucket. Gestures for more when playing with play dough. Shows excitement when an adult offers another book. 	<ul style="list-style-type: none"> Communicates, "Dos," ["Two," in Spanish] and holds up two cups in the play kitchen. Communicates, "One, two, five, one, two," while pointing randomly to objects in a group. Signs, "Two," in response to the question of "How old are you?" 	<ul style="list-style-type: none"> Communicates a desire for two apple slices after noticing that a peer has two apple slices. Communicates, "Three dogs," while looking at a picture of three dogs. Communicates, "Now I have one bear and you have one," while giving a peer a stuffed bear. 	<ul style="list-style-type: none"> Counts out loud, "一, 二, 三, 四, 五," ["One, two, three, four, five," in Chinese] saying the next number as the next cup is placed on the table. Chants numbers from one to 10 in order while waiting for a tricycle. Counts, "One, two, three," out loud while pointing to each of three squares on a light box. 	<ul style="list-style-type: none"> Counts ducks in a storybook, "One, two, three, four, five," and then communicates that there are five. Communicates that there are six rocks after counting a collection of six rocks. Counts four pencils and says, "Apat," ["Four," in Tagalog] when asked how many pencils there are. 	<ul style="list-style-type: none"> Counts six chairs, then counts seven children, and communicates, "We need one more chair." Counts accurately to 20 while marching. Counts on fingers to determine how many napkins to get so that each child at a table of six has one.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



COG 4: Number Sense of Math Operations

Child shows increasing ability to add and subtract small quantities of objects

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Possible Examples	<i>There are no earlier levels for this measure</i>	Demonstrates awareness of quantity	Manipulates objects and explores the change in the number in a group	Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less	Identifies the new number of objects after one object is added to or removed from a set of two or three objects	Uses counting to add or subtract one or two objects to or from a group of at least four objects	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation
		<ul style="list-style-type: none"> • Gestures for more when playing with play dough. • Dumps small cars out of a bucket. • Communicates, "All gone," after noticing that there is no more fruit in the bowl. 	<ul style="list-style-type: none"> • Puts objects in a dump truck or container, dumps them out, then puts them back in one at a time. • Moves toy farm animals into and outside of a toy barn while playing with the farm set. • Takes objects from two different piles to create a new pile by using a touchscreen tablet or computer. 	<ul style="list-style-type: none"> • Notices when another child's bowl has more crackers than own bowl, and asks an adult to add crackers to own bowl. • Communicates, "Ahora tenemos más," ["Now we have more," in Spanish] when an adult combines markers from the shelf with some on the table. • Communicates, "They're almost gone," after taking the next-to-last unit block out of the basket. 	<ul style="list-style-type: none"> • Communicates, "Now we have three," when adding a third snail to the two collected from the yard. • Communicates, "Only two left," when an adult removes a broken wagon from a group of three wagons. • Gives one of two cars to another child, and then communicates, "Tôi có m t cái và b n có m t cái," ["I have one and you have one," in Vietnamese]. 	<ul style="list-style-type: none"> • Counts out five small crackers, "One... two... three... four... five." After eating two, counts, "One... two... three," and communicates, "Now, I've got three." • Removes two of seven ducks from a flannel board and counts the remaining ducks, and then communicates that there are five left. • Adds two cars to a train with four cars, counts the number of cars, and communicates that there are now six cars. 	<ul style="list-style-type: none"> • Communicates, "I had four hair clips, but I gave one to my sister. Now I have three." • Brings six napkins to the table after an adult communicates, "We usually have four children, but today we have two visitors, so how many napkins do we need altogether?" • Holds up five fingers and then one finger, counts them, and communicates, "Six," when asked, "If you had five crackers, and you took one more, how many crackers would you have?"

○ Child is not yet at the earliest developmental level on this measure

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



COG 5: Measurement

Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Possible Examples	<i>There are no earlier levels for this measure</i>	Demonstrates awareness that objects differ by properties (e.g., size, length, weight, or capacity)	Explores how objects differ by properties (e.g., size, length, weight, capacity)	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., “big,” “heavy”) to describe some measurable properties	Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., “bigger,” “smaller”) or showing understanding of comparative words	Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)	Explores the properties of objects (e.g., size, length, weight, capacity) through either the use of measurement tools with standard units (e.g., ruler, scale) or the use of nonstandard units (e.g., footsteps, blocks)
		<ul style="list-style-type: none"> • Gestures by holding one hand high in the air to indicate that an adult is tall. • Positions arms and legs far apart to “catch” a big ball while sitting on the floor. • Finds the big doll when asked to do so. • Grunts before picking up an object that might be heavy. 	<ul style="list-style-type: none"> • Makes repeated attempts to put different-sized trucks into a small tunnel. • Carries an empty purse with one hand, fills the purse with blocks, and then uses both hands to pick up the purse. • Pours water or sand back and forth between containers of different sizes. 	<ul style="list-style-type: none"> • Gestures to indicate how big the family dog is, when asked. • Communicates, “This pumpkin is so heavy.” • Communicates, “My braid goes down my back. It’s long.” 	<ul style="list-style-type: none"> • Communicates, “Este es más largo,” [“This one is longer,” in Spanish] when placing train tracks side by side to check which is longer. • Chooses the bigger of two buckets when asked to bring the one that will hold more water. • Communicates, “Mine is taller,” when building a block tower next to a peer’s block tower. 	<ul style="list-style-type: none"> • Arranges several leaves by size while outside on the playground. • Lines up several stuffed animals from smallest to largest, during pretend play. • Arranges five shapes on an electronic tablet from small to large by touching and dragging. • Puts four different objects on a balance scale, then lines them up from lightest to heaviest. 	<ul style="list-style-type: none"> • Fills a measuring cup twice to add two cups of oatmeal during a cooking activity. • Uses a balance scale to find out which of two fruits is heavier. • Uses footsteps to measure the length of a rug and communicates, “This rug is 10 steps long!”

○ Child is not yet at the earliest developmental level on this measure

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



COG 6: Patterning

Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity

Mark the latest developmental level the child has mastered:







Responding		Exploring		Building			Integrating
Earlier	Later	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
Possible Examples	<i>There are no earlier levels for this measure</i>	Notifies and responds to simple repeating sequences	Participates in some parts of simple repeating sequences in language, movement, music, everyday routines, or interactions	Matches simple sequences that are seen, heard, or experienced	Attempts to create simple repeating patterns (with two elements)	Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern	Creates, copies, or extends complex patterns (with three or more elements)
		<ul style="list-style-type: none"> Watches intently and waves hands while adult sings “Open, shut them” song. Makes “E” sound during a song of “E-I-E-I-O.” Watches another child hit drum twice, followed by adult hitting the drum twice. 	<ul style="list-style-type: none"> Pays attention to and attempts to follow the sequence as an adult claps, taps, claps, and taps. Follows snack-time routines with reminders to wash hands, go to the snack area, and sit at a table. Sings “E-I-E-I-O” and some animal sounds during the song “Old MacDonald’s Farm.” 	<ul style="list-style-type: none"> Lines up farm animals in the same order as a peer does. Repeats series of actions of touching head, shoulders, knees, and toes during the song “Head, Shoulders, Knees, and Toes.” Repeats the refrain, “Brown bear, brown bear, what do you see?” as an adult reads from the book <i>Brown Bear, Brown Bear, What Do You See?</i> 	<ul style="list-style-type: none"> Creates a simple repeating pattern using two different stamps, such as circle, star, circle, star. Claps, stomps, and then repeats. Paints pairs of green and yellow dots, making a pattern of two green, two yellow, two green, two yellow (numbers of dots may not be consistent). 	<ul style="list-style-type: none"> Continues a simple repeating pattern of drumbeats, started by an adult. Builds a fence out of blocks, continuing the pattern begun by a peer: tall block, short block, tall block, short block. Extends a simple repeating pattern of colors on a computer, using a touch screen. 	<ul style="list-style-type: none"> Adds cubes to continue red-yellow-blue pattern. Makes up a rhythmic sequence by clapping, patting, and stomping. Makes a fruit kebab in a repeating sequence of banana, strawberry, blueberry, banana, strawberry, blueberry, like a fruit kebab that another child is eating.

☐ Child is not yet at the earliest developmental level on this measure☐ Child is emerging to the next developmental level☐ Unable to rate this measure due to extended absence

COG 7: Shapes

Child shows an increasing knowledge of shapes and their characteristics

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier 	Later 	Earlier 	Middle 	Later 	Earlier 
	<i>There are no earlier levels for this measure</i>	Explores shapes of objects	Manipulates objects based on shape	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)	Recognizes shapes when they are presented in different orientations or as parts of other objects	Describes several shapes and the differences between them
Possible Examples		<ul style="list-style-type: none"> Feels along the edges of a triangle. Puts one or two rings on a ring stack. Takes out a puzzle piece with a knob and tries to fit it back into a hole of the puzzle, before setting it back down on the table. Moves along a line of a circle painted on the pavement in an outdoor play area. 	<ul style="list-style-type: none"> Puts a square-shaped puzzle piece into the correct hole of a form board. Tries a variety of solutions to fit lids on boxes and other containers. Puts a circle piece into the correct hole of a shape sorter. 	<ul style="list-style-type: none"> Places different-shaped blocks on shelves labeled with matching shapes. Uses ink stamps to make a row of circles and a row of squares. Chooses blocks of the same shape to build a tower with a peer. 	<ul style="list-style-type: none"> Points to a clock in the room when asked to find a circle during an “I Spy a Shape” game. Communicates, “Ahora haré el triángulo,” [“Next, I’ll do the triangle,” in Spanish] after placing a square in a puzzle. Communicates, “My sandwich is a square,” while holding up a sandwich at lunch. Names “square,” “circle,” and “triangle” after exploring each shape piece with hands. 	<ul style="list-style-type: none"> Finds embedded shapes in a picture book, such as <i>Bear in a Square</i>. Communicates that the face in a figure drawing is a circle. Communicates, “It’s an upside-down triangle,” after noticing a yield sign. 	<ul style="list-style-type: none"> Communicates, “This one has a pointy part. This one is curvy,” when examining a triangle and a circle. Communicates that a triangle has three sides and a square has four sides. Communicates that two sides of a rectangle are longer, but the sides of a square are all the same.

 Child is not yet at the earliest developmental level on this measure Child is emerging to the next developmental level Unable to rate this measure due to extended absence

PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts	Responds to sensory information by moving body or limbs to reach for or move toward people or objects	Uses sensory information to control body while exploring people, objects, or changes in the physical environment	Demonstrates awareness of major body parts by exploring their movement potential	Tries different ways to coordinate movements of large or small body parts	Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects	Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces	Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces
Possible Examples							
<ul style="list-style-type: none">• Turns head in response to a light being turned on.• Quiets in response to an adult singing.• Responds to being touched on the cheek.	<ul style="list-style-type: none">• Moves toward a familiar adult while being picked up.• Bats or kicks at a hanging mobile.• Turns toward, then grasps, a rattle being shaken.• Gazes at, then reaches toward, glasses on someone’s face.	<ul style="list-style-type: none">• Shifts body to stabilize it, in order to reach up toward an adult’s face while sitting on the adult’s lap.• Repositions body in order to manipulate levers and buttons on a busy box.• Dabs fingers in water before placing whole hand in.• Pats play dough with whole hand, then leans forward to roll it.	<ul style="list-style-type: none">• Participates in songs or games requiring movement of specific body parts.• Moves arm up and down, with increasing momentum, to shake bells louder.• Uses arms to push against a container of wooden blocks that does not move, then leans body forward to push harder.	<ul style="list-style-type: none">• Changes movements when dancing with scarves.• Starts and stops movements of different body parts during a freeze-dance game.• Moves over, under, around, and through large objects in an obstacle course, sometimes bumping them.	<ul style="list-style-type: none">• Avoids bumping into orange cones on a path for wheel toys by moving around them, after an adult points to the cones.• Raises knees high when following an adult marching.• Moves away from a nearby child after an adult communicates, “Make sure you have enough room to stretch without bumping your neighbor.”	<ul style="list-style-type: none">• Changes pathway of movement from straight to curved or zigzag when following another child during a game of follow the leader.• Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy.• Uses feet to slow self when coming down a ramp.• Reaches for a small pitcher of milk without bumping into other objects on the table during lunch.	<ul style="list-style-type: none">• Moves other wheel toys closer together to make room for a new wheel toy when putting it away during outdoor play.• Tries several different ways to move through sections of a new obstacle course.• Walks carefully after slipping on wet leaves or grass during a nature walk.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



PD-HLTH 2: Gross Locomotor Movement SkillsChild shows increasing proficiency in fundamental *locomotor skills* (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Moves in basic and often involuntary ways	Moves two or more body parts together, often with intention	Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom	Coordinates movement of whole body while upright, using support	Coordinates basic movements in an upright position without using support	Coordinates movements, in an upright position, that momentarily move whole body off the ground	Coordinates and controls individual locomotor movements, with some success	Combines and coordinates two or more locomotor movements together in effective ways, with some success	Combines a variety of locomotor movements and moves effectively across a range of activities
Possible Examples								
<ul style="list-style-type: none"> • Turns head in response to stimulation or nourishment. • Turns head to seek source of stimulation or nourishment. • Responds involuntarily to a sudden loud noise or movement by extending arms and legs. 	<ul style="list-style-type: none"> • Turns head and reaches for a toy. • Kicks at a mobile when lying on back. • Rolls from stomach to back or from back to stomach. 	<ul style="list-style-type: none"> • Creeps or crawls toward a familiar adult. • Moves from lying down to a sitting position. • Moves by rolling body on the floor. • Moves by using arms to pull self forward. 	<ul style="list-style-type: none"> • Takes steps sideways or forward while holding onto furniture. • Walks forward steadily while pushing a cube chair. • Pulls up to a standing position while grasping an adult's hands. • Stands up with support of a mobility aid, such as a walker. 	<ul style="list-style-type: none"> • Walks forward with a wide base (legs farther apart) and arms held high. • Stands up from squatting, unassisted, after picking up a toy. • Walks with one object in each hand. • Moves forward on a flat surface, using a mobility aid, such as a walker. 	<ul style="list-style-type: none"> • Runs with short, uneven steps with arms to the side. • Crouches down and jumps up, with heels barely coming off of the ground. • Hops with two feet leaving the ground momentarily. 	<ul style="list-style-type: none"> • Runs with short strides, and sometimes has difficulty stopping. • Moves along a low balance beam or along the side of a curb, stepping sideways. • Navigates changes in surface and direction, using a mobility aid, such as a walker. 	<ul style="list-style-type: none"> • Runs with long strides, showing arm and leg opposition (e.g., right arm and left leg). • Crouches down and then jumps forward using both legs. • Hops on one foot, holding arms out for balance and sometimes putting a foot down in between hops. 	<ul style="list-style-type: none"> • Runs fast with long stride and speed, consistently showing arm and leg opposition (e.g., right arm and left leg). • Changes direction and stops quickly and easily while running. • Swings arms back and then forward in preparation for jumping. • Moves wheelchair through an obstacle course, first going straight, then turning quickly, then turning quickly again.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



PD-HLTH 3: Gross Motor Manipulative SkillsChild shows increasing proficiency in gross motor *manipulative skills* (e.g., reaching, kicking, grasping, throwing, and catching)

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Moves in basic and often involuntary ways	Uses arms, legs, or body to move toward or reach for people or objects	Uses arms, legs, or body to engage in simple, repeated actions on objects	Uses arms, legs, or body in various ways to manipulate objects, while in positions such as sitting, moving on all fours, or upright, using support	Manipulates objects, using one or more body parts, with limited stability	Manipulates objects, using one or more body parts, with stability but limited coordination	Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements	Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements	Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities
Possible Examples								
<ul style="list-style-type: none">• Kicks legs.• Extends arm.• Flexes foot.	<ul style="list-style-type: none">• Kicks against a nearby object.• Rolls onto side, toward an object, while lying on a blanket.• Reaches toward a familiar adult, using both arms.	<ul style="list-style-type: none">• Bangs a cup on a table.• Splashes in water.• Kicks table leg while seated for snack.• Moves to a ball, pushes it away, then moves toward it and pushes it again.	<ul style="list-style-type: none">• Picks up and drops blocks while holding onto a low table.• Sits with legs apart and traps a rolling ball with arms.• Moves toward a large container while holding onto a beanbag, and then drops beanbag inside the container.• Crawls under table to retrieve a block; then crawls back out while holding the block.	<ul style="list-style-type: none">• Raises arm to throw a beanbag without moving feet, but loses balance.• Approaches a stationary ball, stops, and pushes ball with foot, then steadies self.• Catches a ball while in a stationary position, using arms to bring it in and hold it against body.	<ul style="list-style-type: none">• Practices throwing a ball by bringing it behind the head, sometimes dropping it but continuing the arm motion.• Bends knees and jumps up to move a parachute or bed sheet that is also being held by others, sometimes losing grasp.• Swings leg back to kick a stationary ball while standing in place.• Hands out carpet squares to peers at circle time, sometimes dropping them.	<ul style="list-style-type: none">• Catches a stuffed animal, with hands, keeping arms extended, and then uses hands to hold onto it.• Steps and kicks a stationary ball, showing arm and leg opposition (e.g., left foot forward, right arm back), pausing briefly between stepping and kicking.• Reaches up to take a hat off a hook, pauses to regain balance, and then puts hat on head.	<ul style="list-style-type: none">• Uses hands to catch a beanbag tossed to either side of the body.• Strikes a ball off a cone, using a bat, with a horizontal swing and rotation of upper trunk.• Runs up to a stationary ball, plants foot next to the ball, and then swings leg for a forceful kick.	<ul style="list-style-type: none">• Runs, with arm and leg opposition (e.g., left foot forward, right arm back), to try to catch a butterfly with a net.• Runs and kicks a moving ball forcefully, showing arm and leg opposition (e.g., left foot forward, right arm back), maintaining balance.• Bounces a ball several times while walking.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



PD-HLTH 4: Fine Motor Manipulative Skills

Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks*

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Moves arms or hands in basic ways	Uses arms or hands to make contact with objects in the environment	Grasps objects with entire hand	Grasps objects with fingers and thumb	Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects	Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body	Manipulates objects with both hands doing different movements	Manipulates objects, using hands, with strength, accuracy, and coordination	Performs, with efficiency, a variety of tasks that require precise manipulation of small objects
Possible Examples <ul style="list-style-type: none"> • Curls fingers around an adult's finger. • Brings fist to mouth. • Makes small movements of arms and hands near the sides of body. 	<ul style="list-style-type: none"> • Holds a stuffed toy against body. • Pulls an object closer, using a raking motion. • Pushes hands against an adult. 	<ul style="list-style-type: none"> • Uses fingers and palm to grasp toys of different shapes or sizes. • Holds a stacking ring with full fist. • Holds a spoon with full fist while being fed by an adult with another spoon. 	<ul style="list-style-type: none"> • Holds a spoon, using thumb and fingers. • Pinches cereal pieces between finger and thumb. • Picks up a stacking ring, using fingers and thumb. 	<ul style="list-style-type: none"> • Lifts a cup to mouth with both hands, but may spill some. • Scribbles back and forth on pavement with sidewalk chalk, using one hand. • Grasps and turns a doorknob, but may not have strength or coordination to open the door. 	<ul style="list-style-type: none"> • Holds play dough with one hand while cutting it with a wooden knife. • Steadies a container of block accessories on lap while picking out the tree-shaped blocks. • Scoops sand into a container with one hand while holding the container with other hand. 	<ul style="list-style-type: none"> • Uses scissors to cut out simple shapes (e.g., circle, square) on paper. • Pushes a cord through a large bead, using one hand, while moving the bead onto the cord with the other hand. • Peels a banana or orange after adult starts the peel. • Buttons two to three large front buttons on a shirt. 	<ul style="list-style-type: none"> • Takes a cap off of a marker by twisting with one hand, then pulling with both hands in opposite directions. • Starts the peel on a banana or mandarin orange. • Unfastens buckle on chest strap of wheelchair. • Fastens snaps on pants made of thicker, stiffer materials, such as denim jeans. 	<ul style="list-style-type: none"> • Makes a necklace by stringing a variety of small beads with narrow holes. • Uses a computer mouse to draw details of a picture on a computer screen. • Rotates pencil within the hand to use the eraser when scribbling with a pencil. • Uses scissors to cut more challenging materials such as fabric or cardstock during an art activity.

* Children who do not have use of one or both hands may still be rated as demonstrating mastery at a level if they can accomplish the functional intent of the descriptor using other body parts, or prosthetic devices.

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence



PD-HLTH 5: Safety

Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities*

Conditional Measure

○ Measure not rated: this measure is not used for documenting progress or planning this child's learning activities and supports. (Required for children with IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Reacts to unpleasant stimulation or events in basic ways	Responds to situations that make child feel unsafe	Seeks to make contact with familiar adult	Follows adults' guidance about basic safety practices	Follows basic safety practices, with close adult supervision	Follows basic safety practices on own in familiar environments, with occasional adult reminders	Applies basic safety practices on own across different situations	Communicates an understanding of some safety practices to others
Possible Examples <ul style="list-style-type: none"> Startles after hearing a loud noise. Closes eyes in response to a bright light. Cries when touched by a cold washcloth. 	<ul style="list-style-type: none"> Turns away from a loud noise. Clings to a familiar adult after the adult's grip loosens while child is being carried. Cries when an unfamiliar adult approaches. 	<ul style="list-style-type: none"> Turns away from an unfamiliar adult and moves toward a familiar adult. Looks to a familiar adult before moving down a ramp. Cries and looks for a familiar adult for comfort after falling down. 	<ul style="list-style-type: none"> Stops running and walks after a familiar adult communicates, "Use walking feet." Pats the classroom pet gently when a familiar adult communicates, "Gentle touches." Accepts a familiar adult's hand and holds it when requested to before crossing the street. 	<ul style="list-style-type: none"> Stops and reaches for an adult's hand when approaching a crosswalk. Tries to buckle own seat belt as an adult buckles other children in a multi-child stroller. Seeks adult assistance to use a step stool in order to obtain an object out of reach. 	<ul style="list-style-type: none"> Cleans up spills during a cooking activity. Waits turn to climb ladder on outside play equipment, with an adult reminder. Slows tricycle as a peer approaches. 	<ul style="list-style-type: none"> Stays behind the boundaries set up by adults to designate the swing-set area. Follows classroom safety rules when using scissors, such as holding scissors with blade pointed down. Brings helmet for an adult to put on child's head before riding a tricycle on a family walk. 	<ul style="list-style-type: none"> Explains, "I wait for the walk sign and hold my mom's hand before I cross the street." Holds out arm to stop a peer from walking through a spill on the floor. Communicates, "Slow down! No running inside!" to a peer.

* Children at the Building Later and Integrating Earlier levels still need adult supervision to carry out safety practices on their own.

- Child is emerging to the next developmental level
 ○ Unable to rate this measure due to extended absence



PD-HLTH 6: Personal Care Routines: Hygiene

Child increasingly responds to and initiates personal care routines that support hygiene

Conditional Measure

○ Measure not rated: this measure is not used for documenting progress or planning this child's learning activities and supports. (Required for children with IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Responds in basic ways during personal care routines that involve hygiene	Responds in ways that demonstrate awareness of a hygiene routine	Anticipates one or two steps of a hygiene routine	Participates in own hygiene routines, with an adult	Carries out some steps of own hygiene routines, with specific adult guidance or demonstration	Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them	Initiates and carries out most steps of familiar hygiene routines on own	Initiates and completes familiar hygiene routines on own
Possible Examples							
<ul style="list-style-type: none"> Looks at an adult's face, or quiets, during a diaper change. Closes eyes when face is washed. Kicks legs during a diaper change. 	<ul style="list-style-type: none"> Attends to an adult's actions during diapering routine. Grabs for the washcloth as an adult washes child's face. Shows excitement during bathtime. 	<ul style="list-style-type: none"> Pulls at diaper or pants when diaper needs to be changed. Puts hands under a faucet before an adult starts to turn on the water. Turns head toward or away from a tissue when an adult tries to wipe child's nose. 	<ul style="list-style-type: none"> Communicates to an adult the need for help with toileting or for a diaper change. Rubs hands together under a faucet after an adult turns the water on. Tries to blow nose into a tissue held by an adult. Lines up at sink to wash hands before lunch time. 	<ul style="list-style-type: none"> Uses toilet (pulls down pants, sits, etc.), but may need an adult's assistance with wiping. Gets a tissue and wipes own nose, with adult guidance to then throw tissue away and wash hands. Gets own toothbrush and gives it to an adult after meals when asked. 	<ul style="list-style-type: none"> Uses the toilet on own, and flushes after adult reminder. Washes and partially dries hands, and then dries them completely when suggested to by an adult. Takes toothbrush after an adult puts on toothpaste, begins to brush teeth, but needs to be reminded to brush teeth in the back of the mouth. 	<ul style="list-style-type: none"> Uses toilet on own, sometimes forgetting to do one step, such as washing hands. Washes hands before eating and usually remembers to use soap. Gets a toothbrush, runs it under a faucet, holds it for an adult to squeeze toothpaste on, and brushes teeth. 	<ul style="list-style-type: none"> Uses toilet on own, completing all steps, including washing hands. Coughs and sneezes into elbow most of the time. Goes to brush teeth after lunch, brushes teeth, and puts away toothbrush on own.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



PD-HLTH 7: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency

Conditional Measure

○ Measure not rated: this measure is not used for documenting progress or planning this child's learning activities and supports. (Required for children with IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○
Responds in basic ways during feeding	Shows interest in participating in the process of being fed	Feeds self some finger food items	Feeds self some foods using a spoon and cup, sometimes needing help	Feeds self a wide variety of foods using a spoon, fork, and an open cup	Serves self or others by scooping or pouring from containers	Prepares simple foods to serve to self or others
Possible Examples <ul style="list-style-type: none"> • Turns toward an adult's touch during feeding. • Sucks on the nipple of a bottle or breast. • Gazes at or nuzzles up to an adult when feeding. 	<ul style="list-style-type: none"> • Closes lips around food on a spoon. • Puts one or both hands on a bottle or breast while being held during feeding. • Reaches for a spoon while being fed. • Shows excitement as an adult approaches with a bottle or bowl. 	<ul style="list-style-type: none"> • Feeds self small pieces of food, such as cereal or cheese, with fingers or whole hand. • Holds and bites a banana. • Picks up and eats crackers from a tray. 	<ul style="list-style-type: none"> • Eats soft food, such as yogurt or applesauce, from a bowl, using a spoon, with adult sometimes assisting with scooping. • Drinks from a cup while an adult guides the cup. • Uses a spoon to eat dry cereal from a bowl, sometimes dropping cereal pieces. 	<ul style="list-style-type: none"> • Uses a child-sized fork to pierce food. • Drinks water from a small open cup. • Uses adaptive utensils to feed self a meal when positioned functionally. 	<ul style="list-style-type: none"> • Serves self from a serving bowl, using a large spoon, while someone else holds the bowl. • Pours from a small pitcher, with some spilling. • Uses a scoop to fill small bowls with cereal for snack time. 	<ul style="list-style-type: none"> • Spreads jelly on bread with a small spatula to make a sandwich. • Cuts foods with a small plastic knife. • Takes the shell off of a hard-boiled egg.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



PD-HLTH 8: Personal Care Routines: Dressing

Child develops and refines ability to participate in and take responsibility for dressing self

Conditional Measure

○ Measure not rated: this measure is not used for documenting progress or planning this child's learning activities and supports. (Required for children with IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○
Responds in basic ways during dressing	Responds in ways that demonstrate awareness of a dressing routine	Anticipates one or two steps of a dressing routine	Participates with adult in dressing self	Puts on clothing that is simple to manipulate, sometimes with adult assistance	Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers)	Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers)
Possible Examples <ul style="list-style-type: none"> • Cries or fusses when diaper is changed. • Looks at adult while being dressed. • Blinks eyes as clothing is placed over head. 	<ul style="list-style-type: none"> • Shifts body as an adult puts a clean diaper on child. • Squirms to avoid having shirt being pulled over the head while being dressed. • Allows an adult to move child's arms while removing child's jacket. 	<ul style="list-style-type: none"> • Extends arms out when an adult approaches with a jacket. • Leans toward an adult while a shirt is being put on child. • Sits down and extends feet for an adult to put shoes on child. 	<ul style="list-style-type: none"> • Pushes arms through the sleeves of a shirt held by an adult. • Lifts smock for an adult to pull it over child's head. • Slips foot into shoe while an adult holds it open. • Lifts one leg, then the other, while an adult guides child's legs into pants. 	<ul style="list-style-type: none"> • Puts legs through pant legs with adult assistance, and then pulls up pants on own. • Puts on own jacket as an adult holds it open or lays it out. • Puts feet into shoes on own. • Pulls on loose-fitting socks on own. 	<ul style="list-style-type: none"> • Zips own jacket up, but needs adult assistance with starting the zipper. • Puts on own socks and shoes, but needs shoes tied or tabs fastened. • Changes into T-shirt and sweatpants on own after water play. 	<ul style="list-style-type: none"> • Puts on own shoes and fastens tabs. • Buttons own jacket. • Zips and snaps own pants.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



PD-HLTH 9: Active Physical Play

Child engages in physical activities with increasing endurance and intensity*

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Possible Examples		<i>There are no earlier levels for this measure</i>	Engages in brief instances of physical play	Engages in active physical play for short periods of time	Engages in active physical activities or play for moderate amounts of time	Engages in active physical activities or play for sustained amounts of time	Engages regularly in active physical activities or play for sustained periods of time, with occasional bursts of intensity	Seeks to engage in active physical activities or play routinely, with increased intensity and duration
			<ul style="list-style-type: none"> Pushes a wheeled toy for a short distance. Climbs up a small slide, sits down, slides, and then goes to another activity. Puts toys in a wagon and pulls the wagon around the room. Lies prone on a scooter board and uses hands to push self around the room. 	<ul style="list-style-type: none"> Hops with two feet, pauses, and then hops again, while pretending to be a bunny. Runs to the ladder of a slide outdoors, climbs the ladder, and slides. Holds a drum and marches with a peer during part of a song. 	<ul style="list-style-type: none"> Jumps, moves, and waves a streamer in different ways while moving around the playground in a parade. Joins in a dance started by a peer and then dances until the song ends. Climbs up and down around a climbing structure several times. 	<ul style="list-style-type: none"> Joins a group of peers kicking and chasing a soccer ball around a play yard. Rides around the bike trail several times. Races to the fence and back several times, while using a mobility device (e.g., walker, crutches, wheelchair). 	<ul style="list-style-type: none"> Rides around the bike trail several times, increasing speed to pass a peer. Dances to several different songs, moving slowly, then quickly, in response to changes in music. Kicks a soccer ball back and forth with a peer, sometimes running faster and sometimes running slower, during most of the time during outdoor play. 	<ul style="list-style-type: none"> Creates an obstacle course with peers and challenges others to see who can move the fastest through the course two times. Joins a group of children playing chase, while propelling own wheelchair. Initiates a dance activity, keeping up with a fast beat until the music ends.

* Intensity of active physical play and amount of strength required to engage in the activity will vary greatly from child to child. When observing a child, it is important to consider the child's capacity for engaging in vigorous active physical play, in which a child's heart is beating faster and the child is breathing harder than is typical for the child when engaged in daily activities or routines.

○ Child is not yet at the earliest developmental level on this measure

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



PD-HLTH 10: Nutrition

Child demonstrates increasing knowledge about nutrition and healthful food choices

Conditional Measure

○ Measure not rated: this measure is not used for documenting progress or planning this child's learning activities and supports. (Required for children with IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Possible Examples		<i>There are no earlier levels for this measure</i>	Shows a preference for several favorite foods	Shows interest in a variety of foods	Recognizes or identifies a variety of foods	Demonstrates knowledge of the characteristics of a variety of foods	Shows awareness that some foods are more healthful than others	Communicates simple explanations about the healthfulness of different food choices
			<ul style="list-style-type: none"> • Selects a banana when offered choice between a banana and a cracker. • Selects applesauce when offered a choice between applesauce and yogurt. • Points or gestures towards milk when offered a choice between water and milk. 	<ul style="list-style-type: none"> • Accepts a variety of foods offered from a serving plate. • Explores unfamiliar foods that are placed on a plate. • Observes others' reactions when they eat food items that are unfamiliar to child. 	<ul style="list-style-type: none"> • Communicates, "Me gustan las bananas y las manzanas," ["I like bananas and apples," in Spanish] when selecting bananas and apples from a plate of sliced fruit. • Identifies several pretend food items when playing restaurant with a peer. • Makes different pretend food items, such as a tortilla and a pizza, with play dough. 	<ul style="list-style-type: none"> • Communicates, "This rice is sticky." • Communicates, "I like mangos. They're sweet." • Purses lips together and shakes head, "No," when offered a slice of lemon to taste while making lemonade. 	<ul style="list-style-type: none"> • Communicates, during pretend play, "First we eat vegetables, and later we can have dessert." • Chooses primarily pictures of fruits and vegetables to create a collage of healthful foods. • Chooses to drink water instead of lemonade during snack time. 	<ul style="list-style-type: none"> • Tells a peer, "Milk is good for my teeth." • Brings pretend soup to a peer who is pretending to be ill, to make the peer feel better. • Communicates, "Sabi ng mama ko ay lalaki ako at lalakas kung kakain ako ng beans," ["My mama said that I will grow big and strong if I eat my beans," in Tagalog]. • Communicates, "Broccoli is good for you," when eating broccoli.

○ Child is not yet at the earliest developmental level on this measure

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



BLANK PAGE

Glossary of Terms and Phrases Used in the DRDP (2015)

Assemblage: An artistic composition made from scraps, junk, or odds and ends.

(California Department of Education. [2011]. *California Preschool Curriculum Framework*, Vol. 2, p. 286. Sacramento, CA: Author.)

Appears in VPA 1: Visual Art

Investigates/Investigation: In the process of scientific inquiry, asking a question and conducting systematic observations or simple experiments to find an answer.

(California Department of Education. [2008]. *Preschool Learning Foundations*, Vol. 3, p. 95. Sacramento, CA: CDE Press.)

Appears in:

COG 9: Inquiry Through Observation and Investigation

COG 10: Documentation and Communication of Inquiry

Locomotor Skills: The ability to project the body into or through space.

(California Department of Education. [2010]. *California Preschool Learning Foundations*, Vol. 2, p. 62. Sacramento, CA: CDE Press.)

Appears in:

PD-HLTH 2: Gross Locomotor Movement Skills

PD-HLTH 3: Gross Motor Manipulative Skills

Manipulative Skills: Also known as object-control skills in which the arms, hands, legs, and feet are used to give force to an object (for example, throwing a ball) or to receive and absorb the force from an object (for example, catching a ball).

(California Department of Education. [2010]. *California Preschool Learning Foundations*, Vol. 2, p. 62. Sacramento, CA: CDE Press.)

Appears in PD-HLTH 3: Gross Motor Manipulative Skills

Observes / Observation: Gathering information about objects and events by using the senses of sight, smell, sound, touch, and taste and noticing specific details or phenomena that ordinarily might be overlooked.

(California Department of Education. [2008]. *Preschool Learning Foundations*, Vol. 3, p. 95. Sacramento, CA: CDE Press.)

Appears in:

COG 9: Inquiry Through Observation and Investigation

COG 10: Documentation and Communication of Inquiry

Onset: The first consonant or consonant cluster in a syllable (e.g., the *h* in the one-syllable word *hat*; the *m* and *k* in the two syllables in the word *monkey*).

(California Department of Education. [2008]. *Preschool Learning Foundations*, Vol. 1, p. 89. Sacramento, CA: CDE Press.)

Appears in LLD 8: Phonological Awareness

Rime: A linguistic term that refers to the portion of a syllable that starts with a vowel. In the word *big*, the rime unit is /ig/. In the word *bring*, the rime unit is /ing/.

(California Department of Education [2008]. *Preschool Learning Foundations*, Vol. 1, p. 89. Sacramento, CA: CDE Press.)

Appears in LLD 8: Phonological Awareness

Appendix

The following resources provide additional information for use of the DRDP (2015)

Appendix A: Requirements of the DRDP (2015) Assessment	47
Appendix B: Resources for Assessing Children who are Dual Language Learners with the DRDP (2015)	48
Appendix C: Strategies for Observation and Documentation.	50
Appendix D: Comprehensive Definitions of Adaptations to be Used with the DRDP (2015).....	52
Appendix E: Resources for Working in Partnership with Families	53
Appendix F: Collaboration to Complete the DRDP (2015)	55

Appendix A:

Requirements of the DRDP (2015) Assessment

	Early Education and Support Division (EESD) Programs	Special Education Division (SED) Programs
Preschool Views as of July 1, 2016	<ul style="list-style-type: none"> The Preschool View has two forms: <ul style="list-style-type: none"> The Comprehensive View, containing all of the domains related to the Preschool Learning Foundations. The Fundamental View, containing only the domains essential to school readiness. Program administrators will determine which Preschool View will be utilized. Programs should use the same Preschool View for at least one school year in order to measure progress. 	<ul style="list-style-type: none"> The Fundamental View will be submitted to CASEMIS. The Comprehensive View is available for special educators as an instructional resource.
Which children are assessed	<ul style="list-style-type: none"> All infants, toddlers and preschool age children receiving care in direct service programs, and other programs choosing to use a developmental assessment. If a child receives services for less than ten hours per week, a DRDP assessment is not required. 	<ul style="list-style-type: none"> All infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported in the CASEMIS system. All preschool-age children (3 - 5-year-olds not enrolled in transitional kindergarten or kindergarten) who have Individualized Education Programs (IEPs). To be included in the fall assessment, children must begin services before October 1. To be included in the spring assessment, children must begin services before March 1.
When children are assessed	Child assessments are completed within the first 60 days of enrollment and then at six month intervals thereafter.	<ul style="list-style-type: none"> Children are assessed twice a year, fall and spring. Plan to submit data by December 1 for the fall and June 1 for the spring assessment. Assessment should be conducted at six month intervals. Check with local administrators as to how, when, and to whom DRDP data will be submitted.
How children are assessed	All children are assessed with the DRDP (2015): <ul style="list-style-type: none"> Children birth to three years of age are assessed with the Infant/toddler View Children three to five years of age are assessed with the Preschool View 	
Where to submit DRDP data	Assessment data is input to DRDPtech for secure data storage and to obtain psychometrically valid reports.	Submit data files to CDE/SED in one of two ways: <ul style="list-style-type: none"> Into the SELPA's MIS that will upload to CASEMIS Into the DRAccessReports secure data system to prepare data for SELPA upload to CASEMIS
How to obtain reports of results	Psychometrically valid reports are available upon entry of assessment data into DRDPtech.	<ul style="list-style-type: none"> Psychometrically valid reports are available upon entry of assessment data from www.draccessreports.org Coordination with local Management Information Systems is available. Contact reports@draccess.org, for assistance.

The DRDP (2015) will be administered in both the California Department of Education's Early Education and Support Division (EESD) programs and in Special Education Division (SED) early intervention and preschool programs. This table provides information about which children are assessed; and when, how, and where to submit the results of the DRDP (2015).

For more information:

- For CDE-funded Early Education programs: www.cde.ca.gov/sp/cd/
- For CDE-funded Special Education programs: www.cde.ca.gov/sp/se/
- For EESD Training and Technical Assistance: Desired Results for Children and Families Project www.desiredresults.us
- For SED Training and Technical Assistance: Desired Results Access Project www.draccess.org

Appendix B:

Resources for Assessing Children who are Dual Language Learners with the DRDP (2015)

The DRDP (2015) takes into consideration the specific cultural and linguistic characteristics of California's diverse population of young children, with specific consideration for children who are young dual language learners. The introduction in the DRDP (2015) Assessment Manual provides information on completing the assessment with young children who are dual language learners. Keep in mind that young dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. Communication in *all* languages the child uses should be considered when collecting documentation and completing the measures in all domains of the DRDP (2015).

The following resources will increase your knowledge and help you better complete the DRDP (2015) for young children who are dual language learners.

From the California Department of Education		
California's Best Practices for Young Dual Language Learners: Research Overview Papers	Two papers in this series are particularly relevant: "Assessment of Young Dual Language Learners in Preschool" focuses on the need for accurate and valid assessment of young dual language learners. It includes a decision tree for practitioners to determine in which language to assess young DLLs, a matrix of language and literacy assessment for use with preschool-age children, and a sample family interview protocol to learn about families' language practices. "Early Intervention and Young Dual Language Learners with Special Needs" addresses the language development of young dual language learners with special needs and key considerations when choosing the language for intervention.	www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf
California Department of Education web pages:	<ul style="list-style-type: none"> • Understanding Dual Language Development • Assessing Young Dual Language Learners • English Language Development (ELD) Foundations • Supporting Dual Language Learners 	desiredresults.us/dll/index.html
Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning; A Resource Guide, Second Edition.	This document, often known as the PEL Guide, provides research related to dual language learning and practices to support children's learning and development. It is available in Spanish and English, and also has an accompanying DVD titled "A World Full of Language."	www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf
Assessing Children with Disabilities who are Dual Language Learners	This document provides guidance in assessing children with disabilities from linguistically diverse backgrounds with the DRDP (2015) including information on second language acquisition in young children, suggestions for communicating with children who are English Learners, and information about cultural influences on learning.	draccess.org/DLLGuidance.html

From the Office of Head Start National Center on Cultural and Linguistic Responsiveness		
Gathering and Using Language: Information that Families Share	One-third of the children in Early Head Start and Head Start are Dual Language Learners (DLLs). Recent research provides insights into dual language development and key ways to support children's progress.	eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll_background_info.pdf
Code Switching: Why It Matters and How to Respond (Workbook for Early Head Start/Head Start Programs)	This easy to use workbook defines and describes code switching. It identifies which children code switch and explains why code switching matters. It also includes numerous examples of how adults can provide strong language models for children when they code switch.	eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/code-switching.html
From the National Association for the Education of Young Children (NAEYC)		
Screening and Assessment of Young English-Language Learners	Supplement to the NAEYC and NAECS/SDE Joint Position Statement on Early Childhood Curriculum, Assessment, and Program Evaluation	www.naeyc.org/files/naeyc/file/positions/ELL_Supplement_Shorter_Version.pdf
From the Center for Early Care and Education Research – Dual Language Learners (CECER-DLL)		
Development of Infants and Toddlers Who Are Dual Language Learners	This paper reviews empirical research about the development of infants and toddlers who are dual language learners (DLLs) looking at formation of attachment relationships; development of motor skills; the foundation for executive functioning skills to regulate behaviors; huge advances in detection, comprehension, and production of language; and many more developmental accomplishments.	fpg.unc.edu/resources/working-paper-2-development-Infants-and-toddlers-who-are-dual-language-learners
From the Council for Exceptional Children/Division for Early Childhood (DEC)		
YEC Monograph 14: Supporting Young Children who are Dual Language Learners with or at-risk for Disabilities	Considers contemporary perspectives about strategies to support young children who are dual language learners served in inclusive early childhood settings. Information included in this monograph will be immediately useful for practitioners and families and will demonstrate the value of thoughtfully and systematically approaching assessment, interventions, and services for the benefit of children who are dual language learners and their families.	www.dec-sped.org/dll
From the Educational Testing Service (ETS)		
Enhancing Young Hispanic Dual Language Learners' Achievement: Exploring Strategies and Addressing Challenges	This education policy report explores issues related to improving instruction in programs serving preschool-aged children focusing on young Hispanic dual language learners. Assessment is addressed in the section titled: Improving Teachers' Practice through the Assessment of Young Dual Language Learners	onlinelibrary.wiley.com/enhanced/doi/10.1002/ets2.12045/

Appendix C:

Strategies for Observation and Documentation

The DRDP (2015) is administered through observation in natural settings by teachers and other service providers in the classroom or center and by family members in home and community settings. Observations are embedded into typical, ongoing routines and activities throughout the day. The process of observation requires planning in advance on the part of teachers and service providers. As you review the measures of the DRDP (2015), consider specific routines or activities during the day where you would be able to observe more than one measure or more than one child.

Strategies for Effective Observation

Observation should be ongoing throughout the year. The assessment windows for the DRDP (2015) provide a period of time to make sure teachers and service providers have sufficient documentation for each of the measures in time to submit DRDP data. To rate a child's behavior, teachers and service providers should use naturalistic, or authentic, observation strategies. Below are several key points to support naturalistic observations. You will find additional information about naturalistic assessment by viewing the short video, *What is Authentic Assessment* at draccess.org/guidancefordrdp. Many observation and documentation job aids can be found at desiredresults.us/teachers. You will also find a training DVD, *Getting to know You Through Observation*, at desiredresults.us/observation-resources that can be used by EESD and other administrators to train staff.

Strategies for Effective Documentation

A variety of methods are available for recording information gathered through naturalistic observations, including:

- **Anecdotal Records** – An anecdotal record is a written note about what a child does or says during a typical or routine activity. Anecdotal records result in brief descriptions of the behavior observed.
- **Event recording (tallies)** – In event recording, the observer records each instance of the behavior being observed so that an indication of frequency is obtained. Usually this is done with tally marks but may also be recorded using a code such as “+” for correct and “-” for incorrect.
- **Checklists** – Checklists are lists of specific skills or behaviors that can be used during observation to check off the behaviors observed with a group of children.
- **Rating Scales or Rubrics** – Rating scales and rubrics are similar to checklists in that they include lists of behaviors but they also include additional descriptive information about the behavior such as how well, how frequently or how independently the behavior occurred.

10 Strategies for Naturalistic Observation

Know the instrument – Be familiar with the instrument, including the domains and measures being observed.

Observe naturally – Observe the child in the context of typical routines and activities, interacting with familiar people, in familiar places, and with familiar materials.

Observe objectively – Focus on what the child does. Be as objective and detailed as possible. Avoid using labels, qualitative descriptors, or stereotypic expectations that may bias your observations.

Observe strategically – Observe for skills that correspond to the DRDP measures and record your observations. You may be able to gather information on more than one measure during one observation.

Observe daily or routinely – When observations are part of the daily routines, children become accustomed to being observed and seeing notes being recorded.

Observe variety and consistency – Be aware of a child's overall performance, even when focusing on a single aspect of behavior. Observe the child over time and during different routines and activities.

Be specific and complete – Intentionally and purposefully record the specific details of what you actually observe as soon as possible. Details are important and might be easily forgotten.

Plan ahead – Plan for observations as part of weekly lesson planning. Plan to observe during activities that do not require your full assistance or plan for someone else to observe and document.

Allow time – Allow adequate time for the child to complete any task that he or she is engaged in even if it requires more time than one might expect.

Use appropriate adaptations – Ensure that appropriate adaptations as determined by the IFSP or IEP team are in place when observing the child.

- **Work Samples** – Documentation can also include the collection of 2- or 3- dimensional products that children have produced such as drawings, writing on paper or 3-dimensional constructions the child has made for example with play dough or other materials.
- **Videos or Photographs** – Cameras can be used to document observed behaviors of children through videos or still photographs.

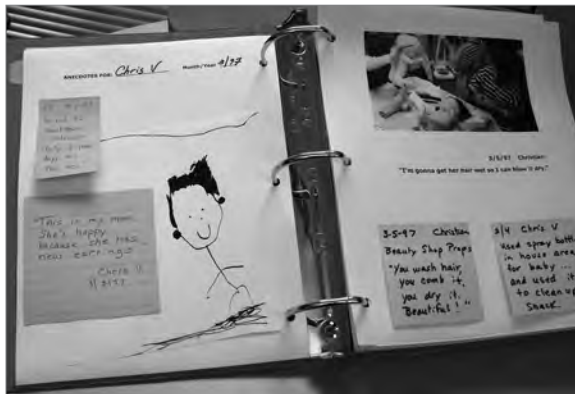
Information on strategies for implementing the above documentation strategies can be found at: eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/iss-library.html

Consider the following for planning and collecting documentation:

- Choose methods of documentation that can be embedded into a program's environment, structure, and routines.
- Plan ahead for materials needed for documentation such as sticky notes or pre-printed labels with children's names for anecdotal records or clipboards with checklists or rubrics. Materials should be strategically located throughout the classroom.
- Observe children's behaviors throughout the day and record documentation while observing.
- Date each piece of evidence for future reference.
- Collect documentation over time. Documentation over time strengthens the validity of ratings.
- Organize the documentation collected immediately after collecting it.
- Keep assessment information confidential. Store the DRDP materials, including notes, in a secure location to ensure confidentiality for each child.

Organizing Documentation

Portfolios: Portfolios are a helpful way of organizing information. EESD programs are required to use a form of portfolio to organize documentation. Portfolios may contain anecdotal notes, children's work samples, photos of children's activities, audio or video recordings, and transcripts of the child's language. The portfolio methods selected should work well for the program.



Electronic Portfolios: If notes are entered into a computer, an electronic portfolio can be produced to summarize the evidence. Please check with a local administrator for procedures regarding consent for photography and video.

Collaboration to Support Effective Documentation

A central goal for teachers and service providers who use the DRDP (2015) is to obtain measures of the child's developmental progress based on typical day-to-day behaviors. It is difficult to imagine one individual having access to all of the many learning opportunities that a child encounters throughout each day. Therefore, it is very helpful to seek input from individuals who have ongoing contact and who know the child well in order to obtain the most complete and accurate picture of the child's skills and abilities. It is important to consider how and when collaborating with others will support and help to inform the accurate rating of measures for the DRDP (2015).

Although direct observation of a child is the primary method used to inform ratings, other sources of evidence should be used to supplement observations. Gathering information from others who know the child well such as family members, caregivers, or other service providers often provides a wealth of additional information about a child's skills, knowledge, and behaviors. This also provides the additional benefit of observations across different settings. There are numerous ways that others can collaborate in sharing information such as written observations, conversations that focus on a child's development, or viewing short videos or recordings that illustrate a child's behavior in typical routines and activities.

Planning ahead can make the process of collaboration more helpful. Identify early on in your relationship with the child's family, who else might provide helpful information to assist in documenting their child's development. Make sure that the family is well informed about the purpose of the DRDP (2015) and the important role that they can play in sharing their observations about their child. With the family's permission, communicate with other individuals who know the child and strategize with them how they might be able to share information with you.

Communication is key to successful collaboration. *For a more detailed look at collaboration and the assessment process please refer to Appendix F.*

Appendix D:

Comprehensive Definitions of Adaptations to be Used with the DRDP (2015)

Adaptations are changes in the environment or differences in observed behavior that allow children with Individualized Family Service Plans (IFSPs) or Individualized Education Plans (IEPs) to demonstrate their knowledge and skills in their typical environments. Adaptations that are in place for the child during the normal course of the day should also be in place during observations for the DRDP (2015). New adaptations should not be introduced solely for the purpose of conducting an assessment. Seven broad categories of adaptations are used with the DRDP (2015). This is the same system of adaptations developed for and used in the DRDP *access*.

1. Augmentative or Alternative Communication Systems

Augmentative and alternative communication systems are methods of communication other than speech that allow a child who is unable to use spoken language to communicate with others. An augmentative communication system is used to augment or facilitate the development of speech. An alternative communication system is used in place of speech. Some examples include sign language, picture cards, and electronic communication devices. Assessors should use these systems as part of the observation of a child using language in a natural context. Assessors should not just elicit responses or contrive adult-directed situations.

If American Sign Language is the child's primary language, it is designated as the home language, and not an adaptation. If sign language is used as a bridge to learning verbal language, then it is considered an adaptation.

2. Alternative Modes for Written Language

Alternative Modes for Written language are methods of producing written language used by a child who cannot see well enough or cannot hold and manipulate a writing utensil well enough to produce written symbols. If a child cannot see or cannot hold a pencil or marker, this adaptation may be used to assist in reading or writing, or emergent reading or writing. Examples of this adaptation include using a Braillewriter, keyboard, or computer.

Naturally, preschool-age children are not proficient at reading and writing. This adaptation allows for children to explore reading and writing and develop their skills in a developmentally appropriate manner.

3. Visual Support

Visual supports are adjustments to the environment that facilitate a child's ability to see or to understand the surrounding environment or events. Acceptable visual supports include:

- Adjustments in contrast
- Adjustments in lighting
- Distance from objects
- Increased size of materials
- Verbal description of events

4. Assistive Equipment or Devices

Assistive equipment or devices are tools that make it possible or easier for a child to perform a task. The child should be familiar with the use of the device. Any type of adaptive equipment or assistive device that the child needs for mobility, positioning or manipulating objects is acceptable, including:

- Walkers
- Standers

5. Functional Positioning

Functional positioning enables postural support that allows a child to have increased control of his body. It is important that positioning devices are available to the child across settings so that the child may access daily routines and activities and so they may be observed in a variety of activities. Some examples include:

- Standers
- Cube chairs
- Tricycles with seat belts and built-up pedals

6. Sensory Support

Sensory support includes either increasing or decreasing sensory input to facilitate a child's attention and interactions in the environment. Some children may need increased sensory input and others may need decreased input. Some children require different types of sensory support in different activities. Sensory support may include:

- Reducing background noise
- Adjusting tactile stimulation
- Adjusting visual stimulation

7. Alternative Response Mode

Using alternative response modes means recognizing that a child might demonstrate mastery of a skill in a way that differs from a typically developing child. For this adaptation, the environment is not modified as in the other adaptations. Rather, the child's unique yet consistent responses that may indicate the presence of a skill are identified. For example, the child with autism may look out of the corner of his or her eye instead of establishing direct eye contact, or the child with a physical impairment may use atypical movement patterns. The form of a child's response may differ from that of his peers and still be considered to demonstrate mastery of a skill.

Appendix E:

Resources for Working in Partnership with Families

A central goal of the DRDP is to identify a child's developmental progress based on typical, day-to-day behaviors. It is appropriate to seek input from individuals who have ongoing contact with the child and know the child well. Family members' descriptions of their child's behavior in the home or in community settings will help teachers and service providers know more about the child's behaviors across settings, particularly for those skills the child may not demonstrate routinely in the educational setting; and help teachers and service providers obtain more comprehensive information in order to make accurate ratings for the DRDP (2015).

Family members may participate in the DRDP assessment in a number of ways:

- Inform the child's teachers and service providers of the child's history for a more complete picture of the child.
- Share the skills they see their child using in typical activities, and might share these skills via stories, photos, drawings, observations, and/or video clips.
- Share the child's strengths, areas they wish to focus on, and areas of growth they observe.
- Become informed about the next steps in their child's development.
- Help determine which adaptations will help their child participate in everyday activities (for children with an Individualized Family Service Plans (IFSPs) or Individualized Education Program (IEPs)) and share with the team adaptations the child uses at home, at school, and in other settings.

Below are resources to assist families in knowing more about the DRDP (2015) and the skills assessed as well as resources to assist teachers and service providers in working as partners with families in the assessment process.

Resources for Families

Overview of the DRDP (2015) for Families:

draccess.org/OverviewOfDRDPaccessForFamilies.html

A document describing how the DRDP (2015) works for children, including those with IFSPs and IEPs; and how it benefits families, children, providers, and programs.

All About Young Children: allaboutyoungchildren.org

A website for families describing skills that help children learn including how they learn language, how they learn about feelings and relationships, how they learn about numbers, and how they become skillful at moving their bodies. (Available in eight different languages.)

California MAP to inclusion and Belonging: cainclusion.org/camap/counties.html

The MAP Project website supports the inclusion of children with disabilities and other special needs ages birth to 21 in child care, after school and community settings. It includes links to resources on topics related to families and children with IFSPs and

IEPs. The website contains a statewide interactive directory by county, of Family Resource Centers (FRC), Special Education Local Plan Areas (SELPA), Regional Centers, Head Start, and more for families of children with IFSPs and IEPs.

Desired Results for Children and Families, Information for Families brochure:

desiredresults.us/content/families

A brochure describing the Desired Results System for families.

Watching My Child Grow: desiredresults.us/content/families

A DVD that describes the Desired Results Assessment System and its benefits for all children and families from the voices of parents. Call 1-800-770-6339 or visit the website.

Resources for Teachers and Service Providers

Family Engagement and Ongoing Child Assessment: eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/family-engagement-and-ongoing-child-assessment-081111-1.pdf

A document that addresses the perspectives of parents and program staff in the sharing of child assessment information through the formation of partnerships and suggests strategies for bringing those perspectives together.

The Role of Family Observations:

draccess.org/RoleOfFamilyObsv.html

A document describing the research findings that suggest parents' observations are reliable and valid and should be considered an essential component of a comprehensive assessment process.

Supporting Children and Families Living in Homeless Situations

CDE Homeless Education website: www.cde.ca.gov/sp/hs/

The McKinney-Vento Act defines homelessness as individuals who lack a fixed, regular, and adequate nighttime residence. This definition also includes individuals who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; who may be living in motels, hotels, trailer parks, shelters, public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

Homeless children and youths have the right to access the same free, appropriate public education, including public preschools, as provided to other children. The website above addresses these rights, and provides educational information and resources for families and educators.

Supporting Children in Foster Care

CDE Foster Youth Services website: www.cde.ca.gov/ls/pf/fy/

Children in foster care face significant barriers to positive educational experiences and academic achievement. A large percentage of children placed in foster care experience physical and emotional trauma as a result of abuse, neglect, separation from family, and impermanence. Although youth are placed in foster care for their safety, foster youth often do not find the security and stability they need through the foster care system. Most children who enter foster care have been exposed to many conditions that have undermined their chances for healthy development and learning.

On average, children who enter the foster care system have experienced more than 14 different environmental, social, biological, and psychological risk factors before coming into care, all impacting learning. These factors often include abuse and neglect, exposure to illicit drugs, and poverty. Once in foster care, they often experience other challenges to their well-being. They may be separated from their brothers and sisters, moved from one foster care placement to another, experience frequent changes in home placements or school placement, or caseworkers who may lack the resources to effectively advocate and plan for their best interests.

The California State Legislature recognizes that a high percentage of foster youth are working substantially below grade level, are being retained at least one year at the same grade level, and are becoming school dropouts. In response, the legislature declared that the instruction, counseling, tutoring, and provision of related services for foster youth be a state priority and mandated the Foster Youth Services Coordinating FYSC) Programs through California Education Code sections 42920–42925. The Program provides services to all foster children and youth attending schools in each county.

The website addresses foster children's rights, and provides educational information and resources.

For more information

- For CDE-funded Early Education programs: www.cde.ca.gov/sp/cd/
- For CDE-funded Special Education programs: www.cde.ca.gov/sp/se/
- For EESD Training and Technical Assistance: Desired Results for Children and Families Project at www.desiredresults.us
- For SED Training and Technical Assistance: Desired Results Access Project: www.draccess.org

Appendix F:

Collaboration to Complete the DRDP (2015)

“The most valuable resource that teachers have is each other. Without collaboration our growth is limited to our own perspectives.” – Robert John Meehan

Collaborating with Others Who Know the Child Well

Our understanding of young children is strengthened when we commit to partnerships with individuals, including family members, who know the child well and in different settings. Collaboration in gathering and sharing information is important because it affords us windows into a child’s life and offers perspectives that enhance our understanding of a child’s skills and behaviors. Identifying and communicating with the individuals who can collaborate on rating the measures of the DRDP (2015) is an essential step in this process.

Through collaboration, early educators and special educators each bring their skills and perspectives. Early educators contribute by providing a picture of the child in the context of a classroom setting. Special education providers contribute by identifying perspectives on a child’s unique learning needs and specific understanding of a child’s disability including materials that should be available and adaptations that should be in place. This lays the foundation for teachers and service providers to complement one another’s work in assessing a child’s skills and development. Shared information can build relationships that lead to joint decision-making not only about the assessment process but also about curriculum, instruction, supports, and services that teachers, providers and families make for individual children and groups of children.

Collaboration to share assessment observations and evidence for completing the DRDP (2015) is built on relationships and a commitment to ongoing communication. It is developed over time with an understanding of each person’s role. Aim for multiple, informal strategies that can be used on a daily basis. Identifying mutual interests in supporting the child is important. Some questions that address joint interests include:

- What are the child’s goals?
- What specialized equipment or adaptations are used?
- How will the goals be infused into the child’s day and into learning activities?
- How will we know our strategies are working?

Collaborating with others in the assessment process is especially important in situations where the child is served by multiple providers. For example, a child may attend an early education program and also receive special education services, such as speech-language, occupational, and/or physical therapy. Early education teachers and special education providers can work hand-in-hand to complete the observations and DRDP (2015) ratings for children who are dually enrolled in both programs. How this

collaboration will take place – who will be involved and what roles each individual will play – will vary depending on the situation. Teachers and service providers have reported the following helpful strategies:

- sharing information, including observations, adaptations, curriculum and program goals, and IFSP outcomes or IEP goals
- providing anecdotal notes
- sharing work samples and portfolios
- reviewing reports of DRDP (2015) results together

Increasingly, teachers and providers are utilizing technology such as short video clips or recordings, with family permission, to share information and observations. The DRDP (2015) app helps teachers collaborate, as well as using technology such as email, phone conferences and free web conferencing platforms. Local policies on using devices should be followed and child information should not be sent via email.

The early education teacher and special education service provider responsible for completing the DRDP (2015) should each take the lead in partnering with others who work with the child. The general educator is responsible for entering DRDP data into DRDPtech. The special educator is responsible for reporting and entering the assessment data on children who have IEPs or IFSPs to the SELPA. However, except for data reporting, the assessment can be completed together by both educators, and a copy of the Rating Record held by each of them for their respective reporting. Suggestions to help get started working together include:

- Make an initial plan detailing areas to be observed directly and those areas in which others may have a more thorough knowledge of the child. The general education teacher can provide information on all domains. A speech-language therapist might inform measures in the Language and Literacy Domain. Families and special education providers including physical and occupational therapists are a good source of information for measures in the Physical Development and Health Domain.
- Contact the individuals who will collaborate to discuss the mutual goal of completing the assessment and to develop a plan for working together.
- Develop a timeline that is acceptable to all partners, including identifying deadlines and strategies to meet timelines.
- Collect any signature requirements for sharing child information from the family.
- Gather multiple perspectives and consider input from family and others who know the child during assessment.
- Determine when and how communicating about updates and results will occur.

Collaborating with Families

Gathering family perspectives about their child's development and behavior provides important and valid data, which is useful for making informed assessment decisions. Research suggests that family observations are reliable and valid and should be considered an essential component of a comprehensive assessment process. Inviting parents and other family members to share observations of their child's development and behavior is required for EESD programs and is good practice in all early childhood settings and programs.

When families collaborate with teachers and service providers in sharing their observations about their child's behaviors in the home or in community settings, it provides a richer and broader view of a child. Information from families helps to identify skills and behaviors that the child may not demonstrate routinely in the educational setting. For example, a teacher or therapist may not regularly observe a child's dressing or other self-help skills. However, families have repeated opportunities to observe their child's self-help skills both over time and in different settings. Parent observations support more accurate reporting about a child's skills.

Strategies for gathering information from families include the following:

- Make sure that families understand the skills and behaviors described in the DRDP (2015) measures. Teachers and service providers understand expected sequences of child development and are trained about how items on the DRDP (2015) reflect these sequences. Parents might not understand fully the meaning of measures without explanations or examples. It may be useful to provide families with examples of the kinds of behaviors to look for or the routines and activities that might provide a context for a behavior. For example, rather than ask a parent to describe a child's grasping pattern, inquire about how a child picks up small pieces of cereal during mealtime.
- It is reasonable for the observations of parents and practitioners to differ across the range of behaviors being rated. A child's behavior during activities and routines that occur in the classroom setting may differ from the same child's behavior in activities and routines in home or community settings. Not all perspectives about children's behavior based on parent or practitioner observations will be congruent. Rather, aim for convergence or the pooling of perspectives from all who know the child and have had repeated opportunities to observe behavior in different settings.

The ongoing conversations that we have with family members during our typical interactions with them are rich opportunities for learning about their child. Leading a focused conversation with a family is particularly important to obtain information on measures that you have not had the opportunity to observe. During these conversations, *focusing on routines and activities* provides a very useful context for asking a family about their child's everyday learning opportunities and skills. The four steps in the resource listed below will guide you in planning and leading focused conversations with families to help complete the DRDP (2015). If this is the first DRDP

(2015) assessment that you will be completing with a particular child, be sure that you have spent enough time getting to know the child by observing the child's skills during typical routines/activities and by having conversations with the family.

For more information

DEC Recommended Practices in Early Intervention/Early Childhood Special Education 2014

Developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities. The purpose is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for you.

www.dec-sped.org/recommendedpractices

Inclusive Planning Checklist: Home-Visiting Programs

Provides suggestions for activities that should take place to ensure that high-quality integrated services are provided. From the Early Childhood Learning and Knowledge Center, Office of Head Start.

eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/inclusive-plannng-checklist-home-visit.pdf

Leading Conversations with Families to Inform the DRDP (2015): Focusing on Families and Children's Everyday Routines and Activities

A four-step process that guides early interventionists in holding focused conversations with families in order to gather information for the DRDP (2015).

draccess.org/LeadingFocusedConversations.html

The Role of Family Observations in the Desired Results Assessment System

An overview of the research findings that suggest parents' observations are reliable and valid and should be considered an essential component of a comprehensive assessment process.

draccess.org/RoleOfFamilyObsv.html

Desired Results Training and Technical Assistance Project

Website: www.desiredresults.us

Email: desiredresults@desiredresults.wested.org

Phone: (800) 770-6339

Desired Results Access Project

Website: www.draccess.org

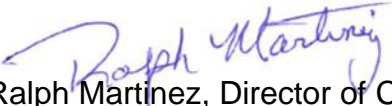
Email: info@draccess.org

Phone: (800) 673-9220

COMMUNITY ACTION PARTNERSHIP OF KERN

MEMORANDUM

To: Board of Directors

From:  Ralph Martinez, Director of Community Development

Date: November 30, 2016

Subject: *Agenda Item VI (c):* Resolution to approve the submission of the 2017 Community Service Block Grant (CSBG) Contract (17F-2015) from the Department of Community Services and Development – Action Item

Attached is the Community Services Block Grant (CSBG) Resolution and contract. The contract term is January 1, 2017 through December 31, 2017. The 2017 estimated CSBG award for CAPK is \$1,482,354, which is the same amount as the current year

The contract was received on Monday, November 21, and staff is currently working on the 2017 budget detail to be submitted with the contract, which is due thirty (30) calendar days for private non-profit agencies and forty-five (45) calendar days for public agencies from the date of the letter when received. A comprehensive budget will be submitted to the full Board of Directors once it is completed. CSBG is our only funding source that allows the flexibility to support multiple low income programs as well as administration. As with contracts in previous years, our 2017 CSBG contract will be used to support programs that serve areas of great need, but that have significant program and administrative funding gaps, such as Food Bank, VITA, Friendship House Community Center and Shafter Youth Center.

The attached resolution provides authority to Executive Director, Jeremy Tobias and, in his absence, Finance Director, Christine Anami, to sign the 2017 CSBG contract on behalf of the agency and to execute any amendments to the contract over the contract term.

Recommendation:

Staff recommends the Board of Directors approve the Resolution to approve the 2017 Community Service Block Grant (CSBG) Contract (17F-2015) from the Department of Community Services and Development.

Attachments: Contract# 17F-2015 2017 Community Service Block Grant (CSBG)
2016-24 Resolution approving 2017 Community Service Block Grant (CSBG) Contract

AGREEMENT NUMBER 17F-2015	AMENDMENT NUMBER 0
REGISTRATION NUMBER	

1. This Agreement is entered into between the State Agency and the Contractor named below
STATE AGENCY'S NAME
Department of Community Services and Development
CONTRACTOR'S NAME
Community Action Partnership of Kern
2. The term of this Agreement is: **January 1, 2017 through December 31, 2017**
3. The maximum amount of this Agreement is: **Total \$393,407.00**
4. The parties agree to comply with the terms and conditions of the following exhibits that are by this reference made a part of the Agreement:

Part I

Preamble

Article 1 - Scope of Work

Article 2 - Contract Construction, Administration, Procedure

Part II*

Subpart A - Administrative Requirements*

Subpart B - Financial Requirements*

Subpart C - Programmatic Requirements*

Subpart D - Compliance Requirements*

Subpart E - Certifications and Assurances*

Subpart F - State Contracting Requirements*

Subpart G - Definitions*

Subpart H - Table of Forms and Attachments*

Items shown with an Asterisk (*) are hereby incorporated by reference and made a part of this agreement as if attached hereto. These documents can be accessed at <https://providers.csd.ca.gov/>.

IN WITNESS WHEREOF, this Agreement has been executed by the parties hereto.

CONTRACTOR

CALIFORNIA
Department of General Services
Use Only

CONTRACTOR'S NAME (If other than an individual, state whether a corporation, partnership, etc.)

Community Action Partnership of Kern

BY (Authorized Signature)

DATE SIGNED (Do not type)

PRINTED NAME AND TITLE OF PERSON SIGNING

Jeremy T. Tobias, Executive Director

ADDRESS

5005 Business Park North, Bakersfield, CA 93309

STATE OF CALIFORNIA

AGENCY NAME

Department of Community Services and Development

BY (Authorized Signature)

DATE SIGNED (Do not type)

PRINTED NAME AND TITLE OF PERSON SIGNING

Cindy Halverstadt, Deputy Director, Administrative Services

ADDRESS

2389 Gateway Oaks Drive, Suite 100, Sacramento, California 95833

"I hereby certify that all conditions for exemption have been complied with, and this document is exempt from the Department of General Services approval."

☐ Exempt per **90**

**STANDARD AGREEMENT
PARTS I & II – ENTIRE CONTRACT**

TABLE OF CONTENTS

PART I	1
PREAMBLE.....	1
ARTICLE 1 – SCOPE OF WORK.....	1
1.1 General	1
1.2 Term and Amount of Agreement	1
1.3 Service Area	2
1.4 Legal Authorities – Program Requirements, Standards and Guidance.....	2
ARTICLE 2 – Contract Construction, Administration, Procedure	5
2.1 Base Contract and Whole Agreement	5
2.2 State Contracting Requirements – “General Terms and Conditions, GTC 610”.....	7
2.3 Contractor’s Option of Termination	7
2.4 Budget Contingencies.....	7
2.5 Miscellaneous Provisions	9

**STANDARD AGREEMENT
PARTS I & II – ENTIRE CONTRACT**

PART I

PREAMBLE

This subvention agreement, for the funding of Community Service Block Grant (CSBG) programs in 2017 (“Agreement”), is entered into between the Department of Community Services and Development (“CSD”) and the contractor named on Form STD 213, the face sheet of this document (“Contractor”), and shall be enforceable on the date last signed.

NOW THEREFORE, in consideration of the promises and of the mutual agreements and covenants hereinafter set forth, the CSD and Contractor hereby agree as follows:

ARTICLE 1 – SCOPE OF WORK

1.1 General

- A. Contractor shall administer and/or operate community-based programs designed to reduce poverty, revitalize low-income communities, and empower low-income families and individuals within Contractor’s service area (described in Section 1.3) to achieve greater self-sufficiency, pursuant to Title 42 of the United States Code (USC) Section 9901 et seq. (the Community Services Block Grant Act, as amended) and Government Code Section 12085 et seq., as amended. Unless otherwise specified in the Contractor’s Community Action Plan or elsewhere in this Agreement, Contractor shall make its services and activities available to the low-income community within its service area throughout the entire term of this Agreement. Contractor shall ensure that all services funded in whole or in part through this Agreement will support state and federal policies and goals of the CSBG Act as set forth in the above-referenced statutes.
- B. The CSBG Catalog of Federal Domestic Assistance number is 93.569. The award is made available through the United States Department of Health and Human Services.

1.2 Term and Amount of Agreement

- A. The term of this Agreement shall be as specified on the face sheet (STD. 213).
- B. The Maximum Amount of this Agreement shall be as specified on the face sheet and is subject to adjustment(s), in accordance with the following terms:
 - 1. The initial amount shall be based on a partial allocation of the federal Community Services Block Grant for federal fiscal year (FFY) 2017, awarded to the State pursuant to one or more continuing resolutions passed by the Congress prior to the execution of this Agreement.

ARTICLE 1 – SCOPE OF WORK

**STANDARD AGREEMENT
PARTS I & II – ENTIRE CONTRACT**

2. Upon the issuance of each subsequent federal allocation, including the full annual allocation to the State for FFY 2017, CSD shall issue an amendment to this Agreement to increase the Maximum Amount by the amount to be distributed to Contractor as calculated pursuant to CA Government Code §§ 12750 – 776 and applicable CSBG State Plan provisions.

1.3 Service Area

The services shall be performed in the following service area:

See Part II, Subpart H. The 2017 CSBG Numbers, Contractors, and Service Territories listing may be accessed at <http://providers.csd.ca.gov>.

1.4 Legal Authorities – Program Requirements, Standards and Guidance

- A. All services and activities are to be provided in accordance with all applicable federal, state, and local laws and regulations, and as those laws and regulations may be amended from time to time, including but not limited to, the following:

1. The Community Services Block Grant Act, as amended, 42 U.S.C. §9901 et seq., and 45 Code of Federal Regulations (CFR) Part 96;
2. The California Community Services Block Grant Program, Government Code §12085 et seq., as amended, and Title 22, California Code of Regulations (CCR) §§100601-100795;
3. The Single Audit Act, 31 U.S.C. §7301 et seq., and Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for HHS Awards, 45 CFR Part 75.

- B. *Conflict of laws.* Contractor shall comply with all of the requirements, standards, and guidelines contained in the authorities listed below, as they may be amended from time to time, with respect to procurement requirements, administrative expenses, and other costs claimed under this Agreement, including those costs incurred pursuant to subcontracts executed by Contractor, notwithstanding any language contained in the following authorities that might otherwise exempt Contractor from their applicability. To the extent that the requirements, standards, or guidelines directly conflict with any State law or regulation at Government Code §12085 et seq. or 22 CCR §100601 et seq., or any provision of this Agreement, then that law or regulation or provision shall apply, unless, under specified circumstances, a provision of federal law applicable to block grants, such as 45 CFR 96.30, allows for the application of state law.

1. Uniform Administrative Requirements, Cost Principles, and Audit Requirements for HHS Awards (45 CFR 75);

ARTICLE 1 – SCOPE OF WORK

**STANDARD AGREEMENT
PARTS I & II – ENTIRE CONTRACT**

2. Contractor further agrees to abide by all requirements in California Contractor Certification Clauses 307 (CC-307);
- C. CSD shall provide Contractor with specific program guidance which shall be binding on the Contractor as a condition of the Contractor's eligibility to receive CSBG funds, PROVIDED:
 1. That such guidance shall be issued by CSD in writing in the form of "CSD Program Notice (CPN) No. XX-XX" or "CSD Program Advisory (CPA) No. XX-XX" posted at <https://providers.csd.ca.gov>.
 2. That such guidance shall be issued by CSD in the most timely and expeditious manner practicable;
 3. That such guidance shall be reasonably necessary to realize the intent and purposes of the CSBG Act;
 4. That major and material changes in program requirements which substantially affect the Contractor's and/or CSD's ability to fulfill contractual obligations, or which otherwise create a substantial hardship on either the Contractor or CSD, shall be subject to an amendment to this Agreement;
 5. That the parties' failure or inability to execute a mutually acceptable amendment, under circumstances described in the preceding subparagraph 1.4 C. 4, within a period of time allowing the parties to reasonably comply with any major change(s) in CSBG requirements, shall result in this Agreement being without force and effect, subject only to such provisions contained herein as are intended to survive the Agreement in accordance with the express and implied provisions of applicable federal and state law;
 6. That Contractor is duly informed of the risk of de-designation as an eligible entity, based on CSD's obligation to avoid/minimize interruption of CSBG-funded services in any part of the state, in the event that this Agreement terminates due to failure to agree to any necessary amendment; and,
 7. That upon CSD's or Contractor's good faith determination, delivered to the other party by written notice, that agreement to any necessary amendment as contemplated in subparagraph 1.4 C. 4. above cannot be achieved, then this contract shall be terminated, and any issues of eligible entity status addressed, in accordance with requirements of federal and state law and established CSD policy and procedure.

ARTICLE 1 – SCOPE OF WORK

**STANDARD AGREEMENT
PARTS I & II – ENTIRE CONTRACT**

- D. The federal and state laws, regulations and other authorities referenced in the present paragraph 1.4 are hereby incorporated by reference into this Agreement. Copies may be accessed for reference at www.csd.ca.gov.

**STANDARD AGREEMENT
PARTS I & II – ENTIRE CONTRACT**

ARTICLE 2 – CONTRACT CONSTRUCTION, ADMINISTRATION, PROCEDURE

2.1 Base Contract and Whole Agreement

- A. This Agreement consists of two parts, which together constitute the whole agreement between CSD and Contractor.
- B. Part I is the “Base Contract” which consists of the following:
 - 1. The face sheet (Form STD 213) which specifies:
 - a. the parties to the Agreement;
 - b. the term of the Agreement;
 - c. the maximum dollar amount of the Agreement; and
 - d. the authorized signatures and dates of execution.
 - 2. The Preamble, Article 1 and Article 2
- C. Part II consists of the “Administrative and Programmatic Provisions” which are comprised of Subparts A through H, including specified requirements, obligations, provisions, procedures, guidance, forms and technical materials necessary for program implementation.
- D. *Contract Elements Integral to Agreement and Enforceability Conditions*
 - 1. Contractor shall provide the following documents, satisfactory to CSD in form and substance, together with a signed copy of this Agreement before CSD executes and returns the Agreement to Contractor for implementation:
 - a. Federal Funding Accountability and Transparency Act Report (CSD 279)
 - b. Certification Regarding Lobbying/Disclosure of Lobbying Activities
 - c. Contractor Certification Clause (CCC-307)
 - d. Current Insurance or Self-Insurance Authority Certification
 - e. Board Resolution authorizing execution of this Agreement
 - 2. In addition to the documentation requirements set forth in subparagraph 1, CSD’s obligations under this Agreement are expressly contingent upon Contractor providing the supplemental documentation set forth below, and available on the

ARTICLE 2 – CONTRACT CONSTRUCTION, ADMINISTRATION, PROCEDURE

**STANDARD AGREEMENT
PARTS I & II – ENTIRE CONTRACT**

Providers' Website at <https://providers.csd.ca.gov>. The documentation shall be subject to CSD's approval, in form and substance.

- a. 425 Budget Series Forms
 - i. CSD 425.S CSBG Contract Budget Summary
 - ii. CSD 425.1.1 CSBG Budget Support Personnel Cost
 - iii. CSD 425.1.2 CSBG Budget Support Non Personnel Cost
 - iv. CSD 425.1.3 CSBG Budget Support Other Agency Operating Funds
 - v. CSD 425.1.4 CSBG Contract Budget Narrative
 - b. CSBG/NPI Workplan CSD 801 W (Form)
 - c. Agency Staff and Board Roster CSD 188 (Form)
 - d. Updated organizational bylaws (if applicable)
3. *Board Resolution.* Contractor must also submit a governing board resolution with an original signature of the board's authorized representative, identifying the individual(s) authorized to execute the 2017 CSBG Agreement and any amendments.
 4. Part II, Administrative and Programmatic Provisions (and Table of Forms and Attachments) is hereby incorporated by reference into this Agreement, is an essential part of the whole Agreement, and is fully binding on the parties.
 5. CSD shall maintain a certified date-stamped hardcopy of Part II for inspection by Contractor during normal business hours, as well as a date-stamped, PDF version of Part II on CSD's "Providers' Website," which may be accessed by Contractor, downloaded and printed at Contractor's option.
 6. Neither Part I nor Part II of this Agreement may be changed or altered by any party, except by a formal written, fully executed amendment, or as provided in Article 1.4 C with respect to program guidance, or as provided in Part II, Subpart A, Article 3 – Agreement Changes. Upon such amendment of any provision of Part II, the amended PDF version shall be date-stamped and posted to the Providers' Website until such time as a subsequent Agreement or amendment is executed by the parties.
 7. Contractors that are public or governmental entities with local provisions requiring receipt of a hardcopy of all parts of this Agreement as a prerequisite to execution, as well as other contractors that make special arrangements with CSD, may receive hardcopies of Parts I and II for execution and retention.

ARTICLE 2 – CONTRACT CONSTRUCTION, ADMINISTRATION, PROCEDURE

**STANDARD AGREEMENT
PARTS I & II – ENTIRE CONTRACT**

2.2 State Contracting Requirements – “General Terms and Conditions, GTC 610”

In accordance with State contracting requirements, specified contracting terms and conditions are made a part of this agreement. The provisions in their entirety, previously located in Exhibit C of the CSBG contract, are now found in Part II, Subpart F of this Agreement and are fully binding on the parties in accordance with state law.

2.3 Contractor’s Option of Termination

A. Contractor may, at Contractor’s sole option, elect to terminate this contract in lieu of adherence to the procedures set out in subparagraph 1.4 C, should Contractor determine that any subsequent program guidance or proposed amendment to the contract is unjustifiably onerous or otherwise adverse to Contractor’s legitimate business interests and ability to implement the contract in an effective and reasonable manner, PROVIDED:

1. Such notice of termination is in writing and will be effective upon receipt by CSD, delivered by U.S. Certified Mail, Return Receipt Requested.
2. Notice contains a statement of the reasons for termination with reference to the specific provision(s) in the program guidance or proposed amendment in question.

B. Contractor shall be entitled to reimbursement for all allowable costs incurred prior to termination of the contract. Such reimbursement shall be in accordance with the program guidance and contract provisions in effect at the time the cost was incurred.

C. Contractor shall, within 60 days of termination, closeout the contract in accordance with contractual closeout procedures.

D. By executing this Agreement, Contractor acknowledges and understands that voluntary termination prior to the end of the Agreement term may result in Contractor’s permanent or temporary de-designation as an eligible entity, due to CSD’s obligation to seek replacement CSBG provider(s) in accordance with state and federal CSBG requirements.

2.4 Budget Contingencies

A. State Budget Contingency

1. It is mutually agreed that if funds are not appropriated for implementation of CSBG programs through the state budget process or otherwise, whether in the current year and/or any subsequent year covered by this Agreement, this Agreement shall be of no further force and effect. Upon written notice to

ARTICLE 2 – CONTRACT CONSTRUCTION, ADMINISTRATION, PROCEDURE

**STANDARD AGREEMENT
PARTS I & II – ENTIRE CONTRACT**

Contractor by CSD that no funds are available for contract implementation, the Agreement shall be terminated and the State shall have no obligation to pay Contractor or to furnish other consideration under this Agreement and Contractor shall not be obligated for performance.

2. If CSBG funding for any fiscal year is reduced to such degree that CSD reasonably determines that the program cannot be implemented effectively, the State shall at its sole discretion have the option either to terminate this Agreement upon written notice to Contractor or, in the alternative, to offer and negotiate an amendment addressing the reduced funding. If the parties fail to reach agreement on such amendment, CSD may at its option give written notice of termination without further obligation by either party except for contract closeout obligations and final settlement.

B. Federal Budget Contingency

1. The parties agree that because of uncertainty in the federal budget process, this Agreement may be executed before the availability and amounts of federal funding can be ascertained, in order to minimize delays in the provision of services and the distribution of funds. The parties further agree that the obligations of the parties under this Agreement are expressly contingent on adequate funding being made available to the state by the United States Government.
2. If federal funding for any fiscal year is reduced to such degree that CSD reasonably determines that the program cannot be implemented effectively, the State shall at its sole discretion have the option either to terminate this Agreement upon written notice to Contractor or, in the alternative, to offer and negotiate an amendment addressing the reduced funding. If the parties fail to reach agreement on such amendment, CSD may at its option give written notice of termination without further obligation by either party except for contract closeout obligations and final settlement.
3. If federal funding authorities condition funding on any obligations, restrictions, limitations, or conditions not existent when this Agreement was executed, this Agreement shall be amended by mutual agreement for compliance with such obligations, restrictions, limitations or conditions. Failure of the parties to reach agreement on such amendment shall render this Agreement without force and effect.
4. Subject to the provisions of 2.4 B. 2., CSD shall authorize expenditures of funds under this Agreement based on any Continuing Resolution appropriations. CSD shall notify the Contractor in writing of authorized interval funding levels.

ARTICLE 2 – CONTRACT CONSTRUCTION, ADMINISTRATION, PROCEDURE

**STANDARD AGREEMENT
PARTS I & II – ENTIRE CONTRACT**

2.5 Miscellaneous Provisions

- A. Assignment. Neither this Agreement nor any of the rights, interests, or obligations under this Agreement shall be assigned by any party without the prior written consent of the other parties, except in the case where responsibility for program implementation and oversight may be transferred by the State to another State agency. In the event of such transfer, this Agreement is binding on the agency to which the program is assigned.
- B. Merger/Entire Agreement. This Agreement (including the attachments, documents and instruments referred to in this Agreement) constitutes the entire agreement and understanding of the parties with respect to the subject matter of this Agreement and supersedes all prior understandings and agreements, whether written or oral, among the parties with respect to such subject matter.
- C. Severability. If any provision of this Agreement be invalid or unenforceable in any respect for any reason, the validity and enforceability of any such provision in any other respect and of the remaining provisions of this Agreement will not be in any way impaired and shall remain in full force and effect.
- D. Notices. Unless otherwise provided herein, notice given by the parties shall be in writing, delivered personally, by United States mail, or by overnight delivery service (with confirmation). Certain reporting and other communications may be delivered electronically as specified by CSD or as is customary between the parties. Notice shall be delivered as follows:
 - 1. To Contractor's address of record; and
 - 2. To CSD at:

Department of Community Services and Development
Field Operations Services
2389 Gateway Oaks Drive, Suite 100
Sacramento, CA 95833

State of California
Department of Community Services and Development
2017 CSBG Allocation
CAAs

Attachment A

County	Agency	Contract Number	2017 CR ALLOCATION			Total Advance Available**
			A	B	C	
			Total Estimated Allocation (For Budgeting)	First Release (10/21/16) PCA 40117	Total 2017 Contract*	
Alameda	Berkeley Community Action Agency	17F-2001	265,577	70,482	70,482	66,394
Alameda	City of Oakland, Department of Human Services	17F-2002	1,347,798	357,697	357,697	336,950
Alpine	Inyo Mono Advocates for Community Action, Inc.	17F-2003	1,302	346	346	326
Amador/Tuolumne	Amador-Tuolumne Community Action Agency	17F-2004	260,024	69,009	69,009	65,006
Butte	Community Action Agency of Butte County, Inc.	17F-2005	359,551	95,422	95,422	89,888
Calaveras/Mariposa	Calaveras-Mariposa Community Action Agency	17F-2006	259,357	68,832	68,832	64,839
Colusa	SEE GLENN COUNTY					
Contra Costa	Contra Costa Employment & Human Services Dept/CSB	17F-2007	846,479	224,650	224,650	211,620
Del Norte	Del Norte Senior Center, Inc.	17F-2008	50,930	13,516	13,516	12,733
El Dorado	El Dorado County Health and Human Services Agency	17F-2009	284,569	75,523	75,523	71,142
Fresno	Fresno County Economic Opportunities Commission	17F-2010	1,845,708	489,839	489,839	461,427
Glenn/Colusa/Trinity	Glenn County Health and Human Services Agency	17F-2011	260,812	69,218	69,218	65,203
Humboldt	Redwood Community Action Agency	17F-2012	267,889	71,096	71,096	66,972
Imperial	Campesinos Unidos, Inc.	17F-2013	311,839	82,760	82,760	77,960
Inyo/Mono	Inyo Mono Advocates for Community Action, Inc.	17F-2014	257,594	68,364	68,364	64,399
Kern	Community Action Partnership of Kern	17F-2015	1,482,354	393,407	393,407	370,589
Kings	Kings Community Action Organization, Inc.	17F-2016	299,723	79,545	79,545	74,931
Lake/Mendocino	North Coast Opportunities, Inc.	17F-2017	543,874	144,341	144,341	135,969
Lassen/Plumas/Sierra	Plumas County Community Development Commission	17F-2018	259,025	68,744	68,744	64,756
Los Angeles	Foothill Unity Center, Inc.	17F-2019	320,768	85,130	85,130	80,192
Los Angeles	Long Beach Community Action Partnership	17F-2020	783,295	207,881	207,881	195,824
Los Angeles	County of Los Angeles Dept. of Public Social Services	17F-2021	6,042,821	1,603,725	1,603,725	1,510,705
Los Angeles	City of Los Angeles Housing + Community Investment Dept	17F-2022	6,544,449	1,736,848	1,736,848	1,636,112
Madera	Community Action Partnership of Madera County, Inc.	17F-2023	277,728	73,707	73,707	69,432
Marin	Community Action Marin	17F-2024	268,395	71,230	71,230	67,099
Mariposa	SEE CALAVERAS COUNTY					
Mendocino	SEE LAKE COUNTY					
Merced	Merced County Community Action Agency	17F-2025	496,996	131,899	131,899	124,249
Modoc/Siskiyou	Modoc-Siskiyou Community Action Agency	17F-2026	260,812	69,218	69,218	65,203
Mono	SEE INYO COUNTY					
Monterey	Monterey County Community Action Partnership	17F-2027	497,973	132,159	132,159	124,493
Napa	Community Action Napa Valley	17F-2028	285,603	75,797	75,797	71,401
Nevada	Nevada County Dept. of Housing & Community Services	17F-2029	269,979	71,651	71,651	67,495
Orange	Community Action Partnership of Orange County	17F-2030	2,720,085	721,893	721,893	680,021

State of California
Department of Community Services and Development
2017 CSBG Allocation
CAAs

Attachment A

County	Agency	Contract Number	2017 CR ALLOCATION			Total Advance Available**
			A	B	C	
			Total Estimated Allocation (For Budgeting)	First Release (10/21/16) PCA 40117	Total 2017 Contract*	
Placer	Project GO, Inc.	17F-2031	332,718	88,301	88,301	83,180
Plumas	SEE LASSEN COUNTY					
Riverside	Community Action Partnership of Riverside County	17F-2032	2,588,010	686,841	686,841	647,003
Sacramento	Sacramento Employment and Training Agency	17F-2033	1,758,773	466,767	466,767	439,693
San Benito	San Benito County H&HSA, CS & WD	17F-2034	266,639	70,764	70,764	66,660
San Bernardino	Community Action Partnership of San Bernardino County	17F-2035	2,679,885	711,224	711,224	669,971
San Diego	County of San Diego, H&HSA, CAP	17F-2036	3,319,448	880,960	880,960	829,862
San Francisco	Economic Opportunity Council of San Francisco, Inc.	17F-2037	851,016	225,854	225,854	212,754
San Joaquin	San Joaquin County Dept. of Aging & Community Services	17F-2038	970,341	257,522	257,522	0
San Luis Obispo	CAP of San Luis Obispo County, Inc.	17F-2039	296,091	78,581	78,581	74,023
San Mateo	San Mateo County Human Services Agency	17F-2040	451,265	119,763	119,763	112,816
Santa Barbara	Community Action Commission of Santa Barbara County	17F-2041	527,388	139,965	139,965	131,847
Santa Clara	Sacred Heart Community Service	17F-2042	1,409,006	373,941	373,941	352,252
Santa Cruz	Community Action Board of Santa Cruz County, Inc.	17F-2043	288,814	76,649	76,649	72,204
Shasta	Shasta County Community Action Agency	17F-2044	298,055	79,102	79,102	74,514
Sierra	SEE LASSEN COUNTY					
Siskiyou	SEE MODOC COUNTY					
Solano	Community Action Partnership of Solano, JPA	17F-2045	382,856	101,607	101,607	95,714
Sonoma	Community Action Partnership of Sonoma County	17F-2046	446,528	118,506	118,506	111,632
Stanislaus	Central Valley Opportunity Center, Inc.	17F-2047	762,297	202,309	202,309	190,574
Sutter	Sutter County Community Action Agency	17F-2048	267,862	71,089	71,089	66,966
Tehama	Tehama County Community Action Agency	17F-2049	284,190	75,422	75,422	71,048
Trinity	SEE GLENN COUNTY					
Tulare	Community Services & Employment Training, Inc.	17F-2050	894,380	237,363	237,363	223,595
Tuolumne	SEE AMADOR COUNTY					
Ventura	Community Action of Ventura County, Inc.	17F-2051	678,716	180,127	180,127	169,679
Yolo	County of Yolo Health and Human Services Agency	17F-2052	293,147	77,799	77,799	73,287
Yuba	Yuba County Community Services Commission	17F-2053	271,226	71,982	71,982	67,807
TOTAL, all counties			48,291,960	12,816,367	12,816,367	11,830,411

* Equals contract facesheet (STD 213, Item 3)

** Represents 25% of the Total Estimated Allocation (For Budgeting)



LINNÉ K. STOUT
DIRECTOR

State of California-Health and Human Services Agency
DEPARTMENT OF COMMUNITY SERVICES AND DEVELOPMENT
2389 Gateway Oaks Drive, Suite 100, Sacramento, CA 95833
Telephone: (916) 576-7109 | Fax: (916) 263-1406
www.csd.ca.gov



EDMUND G. BROWN JR.
GOVERNOR

November 17, 2016

Dear Executive Director,

The purpose of this letter is to provide you with information about the Community Services Block Grant (CSBG) contract for the calendar year 2017 grant award. The CSBG contract term is January 1, 2017 through December 31, 2017.

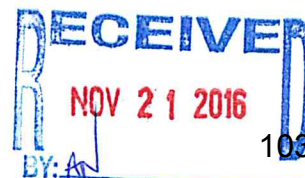
CSD strives to improve and streamline the contract process by providing agencies with planning allocations, maintaining a central file of key contract documents, which reduces the number of forms that must be submitted, and providing training webinars to agency staff. In addition, at the discretion of your board, board resolutions can include delegation for you to sign all contracts with CSD and can be for an extended period of time. CSD will maintain a copy of the board resolution.

The goal of the contract process improvement is to expedite the execution of the contracts. CSD is committed to continuous improvements of the contract process and if you have any suggestions, please let us know.

To assist agencies in planning for the next program year, on September 23, 2016, CSD released the allocation spreadsheet, which provides an estimate of each agency's allocation for the 2017 CSBG grant award. CSD anticipates California's 2017 CSBG grant award to remain consistent with the 2016 CSBG grant award.

On October 17, 2016, CSD received the initial Notice of Grant Award for the 2017 Community Services Block Grant (CSBG) in the amount of \$15,785,950, which is based on the continuing resolution for the first quarter allocation of Federal Fiscal Year 2017. The 2017 CSBG contract will be amended as additional funds are appropriated. Additionally, based on the Continuing Resolution passed by Congress and signed by the President on September 29, 2016, CSBG funds will be allocated through December 31, 2016 based on the previous year's CSBG allocation. Final 2017 award amounts will be determined after passage of a full-year appropriation.

Attached is Part I of the 2017 CSBG contract and the estimated allocation spreadsheet, which is incorporated into the contract as Attachment A. When completing your CSBG fiscal data budget forms, please use the amount identified for your agency on the spreadsheet under Column A, "Total Estimated Allocation for Budgeting."



Executive Director
November 17, 2016

Part I of the contract includes the base contract, which must be signed and returned to CSD, and Part II consists of boilerplate provisions that are available on the CSD Providers' Website under the CSBG Tab at <http://providers.csd.ca.gov>.

Please be advised that in order to receive an advance, seek reimbursement, or issue benefits, all program-specific requirements must be received and approved. Upon approval, your Agency will receive a written notification through email stating the contract is complete. If you have any questions, please contact your assigned Field Representative.

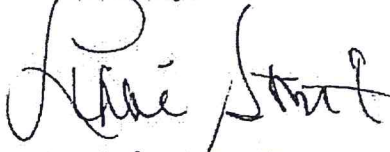
Attached are a contract checklist and other information needed for execution of the contract. The contract packets will need to be completed and returned to CSD within thirty (30) calendar days for private non-profit agencies and forty-five (45) calendar days for public agencies from the date of this letter.

It is critical that all contracts are executed prior to the date of the term of the contract, therefore if your agency is unable to submit the completed contract by the timeframe above, please provide information as to the reason for the delay to your assigned Field Representative.

To review the 2017 CSBG contract language changes, please see the red-lined version of the contract on the CSD Providers' Website under CSBG. On December 15, 2016, from 9:30 AM to 12:30 PM, CSD will conduct a training webinar to review new contract requirements, forms and answer any questions on the 2017 CSBG contract language. Further information on the webinar will be sent out on the CSD CSBG blog. If you have any questions, please contact your assigned Field Representative.

Thank you for your dedication and commitment to serve low-income individuals and families throughout the state. I look forward to working in partnership with you to develop innovative and effective programs as well as strengthen our capacity to not only improve the lives of those living in poverty, but to reduce poverty in California.

Sincerely,

A handwritten signature in black ink, appearing to read "Linne Stout", written over the word "Sincerely,".

LINNÉ STOUT
Director

Enclosure

RESOLUTION # 2016-24

A Resolution of the Board of Directors of the Community Action Partnership of Kern Approving the submission of the 2017 CSBG Contract

The Board of Directors of the Community Action Partnership of Kern located at 5005 Business Park North, Bakersfield, CA 93309, met on November 30th, 2016, in Bakersfield, California at a scheduled Board meeting and resolved as follows:

WHEREAS, the Community Action Partnership of Kern (CAPK) is a private, non profit corporation established as a result of the Economic Opportunity Act of 1964, and is the federally designated community action agency serving the low-income, elderly and disadvantaged residents of Kern County, and

WHEREAS, the State of California Department of Community Services and Development has made available CSBG funds for 2017, and

WHEREAS, the State of California Department of Community Services and Development has offered a 2017 CSBG Contract to the Partnership, and

WHEREAS, the CAPK Board of Directors has determined that there is a need for anti-poverty programs and is willing to accept the aforementioned contract, and

WHEREAS, the State of California Department of Community Services and Development requires that an authorized signatory be named for the 2017 CSBG contract.

NOW, THEREFORE, be it resolved that the CAPK Board of Directors hereby authorizes Jeremy T. Tobias, Executive Director, or in his absence, Christine Anami, Director of Finance, to act on behalf of the Board as the Partnership's representative signatory with regards to the 2017 CSBG Contract and any subsequent amendments during the contract period.

APPROVED by a majority vote of the Directors of the Community Action Partnership of Kern, this 30th day of November, 2016.

Garth Corrigan, Chair
Partnership Board of Directors

Date

COMMUNITY ACTION PARTNERSHIP OF KERN

MEMORANDUM

To: Board of Directors

From: Ralph Martinez, Director of Community Development

Date: November 30, 2016

Subject: *Agenda Item VI(d): Overview of Grants Awarded from 2014-2016 - Info Item*

At the Board meeting on October 26th, 2016, Board Member Curtis Floyd requested information regarding grants awarded to CAPK over the previous two years. Staff has summarized the awards for 2014, 2015, and 2016 to-date, as follows:

	Grants below \$100,000			Major Awards* (\$100,000+ or multi-year)
Year	Number of Awards	Annual Total	Average Award Size	
2014	29	\$651,494	\$22,465	*Involving collaboration and input from other CAPK Divisions. <ul style="list-style-type: none"> \$1.15 million in two 5-year grants from First 5 Kern to EKFRFC and 2-1-1 \$264,000 in two CDBG grants from City and County for Food Bank Solar Project
2015	18	\$436,324	\$24,240	<ul style="list-style-type: none"> \$162,000 from 3-year contract with United Way of Tulare for 2-1-1 \$1.4 million 2016 CSBG Contract
2016 (to-date)	13	\$316,315	\$24,332	<ul style="list-style-type: none"> \$138,906 from ETR for FHCC \$209,094 from Kern County Network for Children for EKFRFC (Application has been recommended for funding; pending final approval)
Totals	60	\$1,404,133	\$23,679	\$3,211,920

Grants below \$10,000

Between 2014 and 2016, CAPK secured \$157,532 in 34 small awards (average \$4,633). The majority (27) of awards below \$10,000 resulted from key local partners, who have readily supported CAPK's many efforts over the years, such as VITA letter campaigns, FHCC/SYC computer labs/community gardens/field trips, FHCC Quad project, CAPK Food Bank food drives/fundraisers, and more. Funding sources in this category include Kaiser Permanente, Southern California Gas Company, United Way of Kern County, Target, Bank of America, Supervisor Leticia Perez, and small local banks and firms.

COMMUNITY ACTION PARTNERSHIP of KERN
BOARD OF DIRECTORS
AUDIT & PENSION COMMITTEE MEETING
5005 Business Park North
November 3, 2016
12:00 p.m.

1. **Call to Order**

Craig Henderson called the meeting to order at 12:08pm at the Community Action Partnership of Kern Administrative Building, 5005 Business Park North, Bakersfield, CA

2. **Roll Call**

Roll Call was taken with a quorum present:

Present: Craig Henderson, Tony Martinez, Mike Maggard, Yolanda Ochoa (arrived at 12:10pm, and Charlie Rodriguez (arrived at 12:10pm)

Absent: no members were absent

Others present: Jeremy Tobias, Executive Director; Christine Anami, Director of Finance; Emilio Wagner, Director of Operations; Carmen Segovia, Director of Health and Nutrition; Michele Nowell, Director of Human Resources; Yolanda Gonzales, Director of Head Start/State Child Development; other CAPK staff.

3. **Approval of Agenda**

Motion was made and seconded to approve the Audit Committee meeting agenda of November 3, 2016. Carried by unanimous vote. (Martinez/Maggard)

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

No one addressed the Committee.

5. **New Business**

- a. Update on Employee Pension Plan Report by Mutual of America – Michele Nowell, Director of Human Resources – ***Info Item***

Michele Nowell introduced Shannon Moriarty from Mutual of America. Shannon stated he will be providing an update on the agency's employee retirement and pension plan to the committee. He stated since July 1st, Mutual has made changes to their price structure so that both plans are under one price structure instead of two, which is good because the fees have been reduced. In the 401a and TDA plans there are 857

participants with \$18,580,772 in plan assets and the fees are substantially lower than the average in the marketplace.

Craig Henderson asked if Mutual uses other money managers and Shannon stated Mutual does not have anyone managing funds under the Mutual name, but they also use other market funds with good history and ratings.

- b. March 28, 2016: CSBG Close-Out Report from the Department of Community Services and Development for Contract# 15F-2015 – Ralph Martinez, Director of Community Development – **Info Item**

Christine Anami stated this is a standard letter from the Department of Community Services and Development that is sent when we close out a grant. The letter ensures the contract is closed and provides a summarization of actions taken with this grant.

- c. May 10, 2016: Annual Administrative Review from First 5 Kern for East Kern Family Resource Center – Carmen Segovia, Director of Health & Nutrition – **Info Item**

Carmen Segovia stated First 5 reviewed fiscal year 2014 & 2015 for the East Kern Family Resource Center and overall it was a good review.

- d. May 31, 2016: 2016 Desk Review Report C-16-019 from the Department of Community Services and Development for Contract# 16F-5015 and 15F-2415 – Ralph Martinez, Director of Community Development – **Info Item**

Christine Anami stated the agency had a desk review conducted by field representative, Lawrence Jackson, from the Department of Community Services and Development. He reviewed various documents regarding the youth centers and no findings were identified, it was a good review.

- e. June 17, 2016: 2014-15 Fiscal Year Single Audit Report Review from the California Department of Public Health – Chris Anami, Director of Finance – **Info Item**

Christine Anami stated in this grant there was a minor discrepancy in the expenditures in our audit report, we reported \$16,306. When the review was done, the Maternal, Child and Adolescent Health Division stated we reported \$16,177, which was a difference of \$129.

- f. June 17, 2016: Annual Quality Review Site Visit from the County of Kern Mental Health Department for the HIV Program – Carmen Segovia, Director of Health and Nutrition – **Info Item**

Carmen Segovia stated this is the annual quality review of the administrative and chart reviews with demonstrated compliance with no deficiencies for this monitoring period. This audit was the HIV programs final review as the State did not renew the grant.

- g. June 21, 2016: Conclusion of FY 2015-16 Enhanced Monitoring Review from the County of Kern Mental Health Department for Agreement No. 461-2015 – Carmen Segovia, Director of Health and Nutrition - **Info Item**

Carmen Segovia stated this was a review of the HIV program and focused on the Fiscal part of the program. There were no findings and no instances of non-compliance were found.

- h. June 22, 2016: 2015-16 Program Self-Evaluation from the California Department of Education – Susana Magana, MCAP Manager – **Info Item**

Susana Magana stated this is the self-evaluation for MCAP and there were no findings for the program.

- i. Summary of Findings for Fiscal Year 2014-2015 from the Department of Education – Yolanda Gonzales, Director of Head Start/State Child Development – **Info Item**

Yolanda Gonzales stated this was for a finding for Fiscal. When staff were calculating income, they were using the net income from the paystubs and not the gross amounts. Training is being provided to staff and supervisors are checking the work to ensure that calculations are being done correctly.

- j. Independent Accountant's Report on Applying Agreed-Up Upon Procedures for Special Review – Jeremy Tobias, Executive Director – **Info Item**

Jeremy Tobias stated this is a special review that pertained to an email that was received by a current Board member from former CAPK employee, Executive Director Fred Drew. Mr. Drew was concerned with how the agency was running our finances, staff travel and how these items were charged and end of the year closing. I spoke with the Board member and Board Chair, and although I felt the email was incorrect in its concerns, decided to call in our auditors Brown Armstrong to review the email. Brown Armstrong agreed that we should conduct a review of the concerns stated in the email. I engaged Brown Armstrong for a special review. This is the auditors final report, and it indicates that there was no weakness or problems discovered. We now consider this issue closed.

Mike Maggard stated he is pleased that Jeremy followed this procedure, and pleased that our original opinion was upheld.

Craig Henderson is glad Jeremy did this.

Tony Martinez asked if Brown Armstrong charged us above the normal audit contract, and Jeremy stated yes they did, and it was an added cost of about \$8,000.

6. **Committee Member Comments**

Tony Martinez stated everyone did a good job.

Craig Henderson wished everyone a Happy Thanksgiving, a Merry Christmas and a Happy New Year.

7. **Next Scheduled Meeting**

Audit Committee Meeting

Thursday, January 12, 2017 (Tentative, pending approval of 2017 Board & Standing Committee Meeting Calendar)

12:00 p.m.

5005 Business Park North

Bakersfield, California 93309

8. **Adjournment**

The meeting adjourned at 12:53pm.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 23 2016

COMMUNITY ACTION PARTNERSHIP OF
KERK
5005 BUSINESS PARK N
BAKERSFIELD, CA 93309

Employer Identification Number:
95-2402760
DLN:
17007053087016
Person to Contact:
SHERRY A SMITH-SCHNICKE ID# 11140
Contact Telephone Number:
(513) 684-3079
Plan Name:
COMMUNITY ACTION PARTNERSHIP OF
KERN MONEY PURCHASE PLAN
Plan Number: 001

Dear Applicant:

Based on the information you provided, we are issuing this favorable determination letter for your plan listed above. However, our favorable determination only applies to the status of your plan under the Internal Revenue Code and is not a determination on the effect of other federal or local statutes. To use this letter as proof of the plan's status, you must keep this letter, the application forms, and all correspondence with us about your application.

Your determination letter does not apply to any qualification changes that become effective, any guidance issued, or any statutes enacted after the dates specified in the Cumulative List of Changes in Plan Requirements (the Cumulative List) for the cycle you submitted your application under, unless the new item was identified in the Cumulative List.

Your plan's continued qualification in its present form will depend on its effect in operation (Section 1.401-1(b)(3) of the Income Tax Regulations). We may review the status of the plan in operation periodically.

You can find more information on favorable determination letters in Publication 794, Favorable Determination Letter, including:

- The significance and scope of reliance on this letter,
- The effect of any elective determination request in your application materials,
- The reporting requirements for qualified plans, and
- Examples of the effect of a plan's operation on its qualified status.

You can get a copy of Publication 794 by visiting our website at www.irs.gov/formspubs or by calling 1-800-TAX-FORM (1-800-829-3676) to request a copy.

This letter considered the 2014 Cumulative List of Changes in Plan Qualification Requirements.

This determination letter applies to the amendments dated on

Letter 5274

COMMUNITY ACTION PARTNERSHIP OF

1/28/16 & 1/28/15.

This determination letter also applies to the amendments dated on 2/28/11 & 2/21/11.

This determination letter also applies to the amendments dated on 1/27/10.

If you submitted a Form 2848, Power of Attorney and Declaration of Representative, or Form 8821, Tax Information Authorization, with your application and asked us to send your authorized representative or appointee copies of written communications, we will send a copy of this letter to him or her.

If you have any questions, you can contact the person listed at the top of this letter.

Sincerely,

A handwritten signature in cursive script that reads "Karen D. Truss". The signature is written in dark ink and is positioned above the printed name and title.

Karen D. Truss
Director, EP Rulings & Agreements



LINNÉ STOUT
DIRECTOR

State of California-Health and Human Services Agency
DEPARTMENT OF COMMUNITY SERVICES AND DEVELOPMENT
2389 Gateway Oaks Drive, Suite 100, Sacramento, CA 95833
Telephone: (916) 576-7109 | Fax: (916) 263-1406
www.csd.ca.gov



EDMUND G. BROWN JR.
GOVERNOR

March 28, 2016

Jeremy Tobias, Executive Director
Community Action Partnership of Kern
300-19th Street
Bakersfield, CA 93301-4906

*Chris A.
Ralph M.
BoD agenda.*

SUBJECT: CSBG CLOSE-OUT PACKAGE – CONTRACT 15F-2015

Dear Mr. Tobias:

The Department of Community Services and Development's (CSD) Field Operations Unit (FOU) has received your agency's Close-out Report for contract 15F-2015. My analysis of the Close-out information indicates the following:

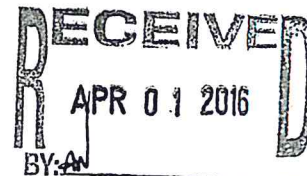
- The agency fully expended the \$1,396,948 contract allocation.
- The agency reported no program income for the program year.
- The agency reported no interest for the program year.
- The agency reported purchasing a burglar Alarm system on 9/16/15 for \$28,834 during the 2015 program year.
- The programmatic reports associated with this contract have been reviewed and accepted.

FOU considers this contract closed and the Close-out Report has been forwarded to CSD's Financial Services Unit for processing. However, this contract is subject to a final review by CSD's Audit Unit. If you have any questions concerning this report, please call me at (916) 576-4376 or e-mail your comments to me at Lawrence.Jackson@csd.ca.gov.

Sincerely,

Lawrence Jackson
Field Representative

c: Leslie Taylor, Manager
Field Operations





*Carmen
Chris.
Audit Committee.*

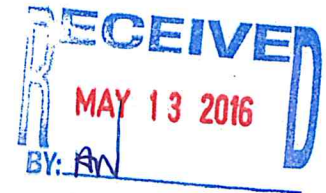
2724 L Street
Bakersfield, California 93301

Telephone (661) 328-8888

Fax (661) 328-8880

May10, 2016

Jeremy T. Tobias, Executive Director
Community Action Partnership of Kern
5005 Business Park North
Bakersfield, CA 93309



Re: 2015.2.6 – East Kern Family Resource Center

Dear Mr. Tobias:

This letter addresses the results of our Annual Administrative Review conducted on April 11, 2016, of the East Kern Family Resource Center. The objectives of the review determine program compliance with First 5 Kern program, evaluation and fiscal requirements. The visit was also an opportunity to discuss accomplishments and challenges experienced by the program.

Program Summary

Quarterly Reports were reviewed to verify milestone progress, participant counts and an executive summary detailing community activities. Milestone progress is based on estimated quarterly target projections set by the program coordinator.

Milestone Review:

- FY 2014-15: Case Management and Summer Bridge milestones unmet.
- FY 2015-16:
 - Quarter 1: All milestone projections were met.
 - Quarter 2: All milestone projections were met.

Fiscal Summary

From a fiscal perspective, the contractor has complied with contractual requirements. Claims have been submitted timely, are reliable and accurate. Supporting documentation has been readily available and provides adequate detail to support transactions. The expenditures are reasonable and necessary. Inventory and resources purchased with Proposition 10 funds, per our interview, are being used in accordance with Proposition 10 requirements. The program-specific audit for the year ending February 28, 2015, was submitted late and the payments were confirmed. An audit extension request letter will be submitted for the upcoming audit, which is due August 28, 2016.

Sustainability efforts include funding from Stater Bros. Supermarket. Funding from Kern County Network for Children (Differential Response) is reflected in the annual budget and is not entered into the Sustainability module. The program will address the goals and outcome of a grant submission in future Fiscal Executive Summaries. Quarterly Fiscal Executive Summary reports are timely. The program also receives non-monetary donations to support its outreach and direct services to families.

Commissioners

Al Sandrini
Chairperson

Rick Robles
Vice Chairperson

Dena Murphy
Treasurer

Claudia Jonah, M.D.
Secretary

Sam Aunai

Supervisor Mike Maggard

Larry J. Rhoades

William Walker

Lucinda Wasson

Alternate Commissioners

Supervisor David Couch

Michelle Curioso

Antanette Reed

Jennie Sill

Executive Director

Roland Maier

Accounting policies and procedures, safeguards and separation of duties appear to be adequately in place and are being followed for purchasing, contract transactions and payroll. Community Action Partnership of Kern has consistently demonstrated the administrative capacity and commitment to this program serving children 0-5 years old and their families.

Recommendations

2014-15: Recommendations:

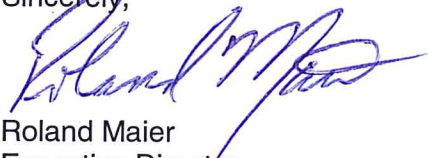
- No recommendations made.

2015-16: Recommendations:

- No recommendations made

A copy of the full report is maintained on file with First 5 Kern and is available at your request. If you have any questions or comments regarding this correspondence, please feel free to contact your respective program or finance officer.

Sincerely,



Roland Maier
Executive Director

cc: Whitney Hughes, Supervisor



LINNÉ K. STOUT
DIRECTOR

State of California-Health and Human Services Agency
DEPARTMENT OF COMMUNITY SERVICES AND DEVELOPMENT
2389 Gateway Oaks Drive, Suite 100, Sacramento, CA 95833
Telephone: (916) 576-7109 | Fax: (916) 263-1406
www.csd.ca.gov



EDMUND G. BROWN JR.
GOVERNOR

*Chris A.
Ralph
Audit Committee*

May 31, 2016

Jeremy T. Tobias, Executive Director
Community Action Partnership of Kern
300-19th Street
Bakersfield, CA 93301-4906

SUBJECT: 2016 Desk Review Report C-16-019

Dear Mr. Tobias:

During the week of April 25-29, 2016, the Department of Community Services and Development (CSD) conducted a Desk Review for your agency. Review of the appropriate documents provided CSD the opportunity to analyze the administrative and programmatic operations for contract numbers 16F-5015 and 15F-2415.

Enclosed for your reference is the Desk Review Monitoring Report. If you have any questions regarding this report, please call me at (916) 576-4376 or email me at lawrence.jackson@csd.ca.gov.

Sincerely,

Lawrence Jackson Jr.
Field Representative

c: Leslie Taylor, Manager
Field Operations

Garth Corrigan, Board Chair



DEPARTMENT OF COMMUNITY SERVICES & DEVELOPMENT
Monitoring Desk Review Report C-16-019

Agency Name: Community Action Partnership of Kern (CAPK)

CSD Field Representative: Lawrence Jackson Jr.

Date of Desk Review: During the week of April 25-29, 2016

Date of Report: May 31, 2016

Contracts Reviewed:

Contract Number	Program Term	Contract Amount	Type of Contract
16F-5015	1/1/15 - 12/31/15	\$1,396,948	CSBG
15F-2415	6/30/15 – 5/31/16	\$ 71,817	CSBG Discretionary

Board Governance

Tripartite Board

The tripartite board is composed of fifteen (15) members: five (5) from the public sector, five (5) from the private sector and five (5) from the low income sector. The board roster dated February 2016 indicates that there are currently no board vacancies.

Board Minutes

The Community Action Partnership of Kern (CAPK) submits approved board minutes to Department of Community Services and Development (CSD) no later than 30 days after the minutes are approved.

A review of the board minutes from January 28, 2016, February 19, 2016 and March 19, 2016 indicates that a quorum was met for each meeting. The information contained within the board minutes provided the field representative with sufficient information to determine the board's involvement in the development, planning, implementation, and evaluation of the programs.

Fiscal Review

Expenditure Reports

Contract 16F-5015

A review of the Expenditure Activity Reporting System (EARS) bimonthly expenditure report for January 2016 through February 2016 indicated that the expenditure report was submitted in a timely manner.

Contract 15F-2415

A review of the Expenditure Activity Reporting System (EARS) monthly expenditure reports from June 2015 through March 2016 indicated that the expenditure reports have been submitted timely.

Expenditure Progress

Contract 16F-5015

The year-to-date expenditures reported in EARS as February 29, 2016 indicate that 17.32% or \$241,894.54 of \$1,396,948 has been expended. It is too early in the contract term to determine if the agency will expend all funds.

Contract 15F-2415

The year-to-date expenditures reported in EARS as March 31, 2016 indicate that 79.58% or \$57,152.46 of \$71,817 has been expended. The agency is on target for expending the funds by the end of the contract term.

Annual Audit:

A review of the Audit Services Unit Transmittal Report 15-003 dated December 17, 2015 states that the report did not disclose any findings requiring corrective action.

Program Review

Program Reports

A review of the most current National Performance Indicator (NPI) Report and Client Characteristics Report indicates the reports have been submitted timely.

Contract 15F-2415

The Monthly CSD 626 Reports have been submitted timely and accurately.

Program Performance

CSBG Contract 16F-5015

A review of the agency's most current National Performance Indicator (NPI) Report shows that the agency achieved the following results:

- NPI 1.2 E- Agency projected to assist 550. To date, 566 clients obtained care for child or other dependent.
- NPI 6.5 A- Agency projected to assist 160,000. To date, 206,388 clients obtained food boxes.

CSBG Contract 15F-2415

A review of the agency's monthly CSD 626 reports show that the agency is providing low- income clients with work experience. According to the monthly report dated March 18, 2016, CAPK is at 73.33% of their goal. For example:

- Goal – Agency projected to provide 30 youth with 64 hours of work experience. To date, 22 youth have received work experience.

Finding(s)/Corrective Action

No Findings identified during this desk review.



KAREN L. SMITH, MD, MPH
Director and State Public Health Officer

State of California—Health and Human Services Agency
California Department of Public Health



EDMUND G. BROWN JR.
Governor

Chris A.
Ralph M.
Audit Committee.

June 17, 2016

Executive Director
Community Action Partnership of Kern
300 19th Street
Bakersfield, CA 93301-4906

Dear Executive Director:

Subject: 2014-15 Fiscal Year Single Audit Report Review

We reviewed your agency's single audit report for the fiscal year ending February 28, 2015. We determined that the report meets the requirements of the United States Office of Management and Budget (OMB) Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

No significant findings came to our attention that may negatively affect our agreement(s) with your agency. However, our program did identify minor discrepancies in the Schedule of Expenditures of Federal Awards, which require your agency's attention. See enclosed documents.

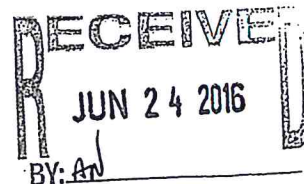
If you have any questions regarding this letter, please contact me at (916) 650-0371 or MCAHSsupport@cdph.ca.gov.

Sincerely,

Stefanie Lee, Audit Coordinator
Maternal, Child and Adolescent Health Division

Attachment

cc: Contract Manager(s)
Maternal, Child and Adolescent Health Division



ATTACHMENT
AUDIT REPORT DISCREPANCIES AND FINDING(S)

Community Action Partnership of Kern
2014-15 Fiscal Year

FEDERAL AWARD EXPENDITURES

<i>CFDA #</i>	<i>MCAH Agreement</i>	<i>Expenditures Reported in Audit</i>	<i>Expenditures Reported to MCAH</i>	<i>Discrepancies</i>
93.778	11-10281	\$16,306	\$16,177	\$129

FINDINGS AND QUESTIONED COSTS

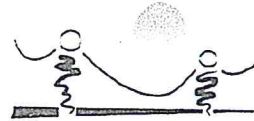
<i>CFDA #</i>	<i>MCAH Agreement</i>	<i>Programs</i>	<i>Finding #</i>	<i>Page #</i>
93.778	11-10281	None reported for this program		

**COMMUNITY ACTION PARTNERSHIP OF KERN
SCHEDULE OF EXPENDITURES OF
FEDERAL AND STATE AWARDS
FOR THE YEAR ENDED FEBRUARY 28, 2015**

<u>Federal Grantor/Pass-Through Grantor Program Title</u>	<u>Federal CFDA Number</u>	<u>Grantor's Number</u>	<u>Amount</u>	<u>Total</u>
FEDERAL:				
U.S. Department of Health and Human Services				
<i>Direct Program</i>				
Head Start	93.600	09CH9142/01	<u>\$ 22,973,096</u>	\$ 22,973,096
<i>State of California - Pass-Through Programs</i>				
Department of Community Services and Development				
Community Services Block Grant	93.569	14F-3015	1,205,595	
Community Services Block Grant	93.569	15F-2015	282,950	
Community Services Block Grant Discretionary	93.569	13F-3104	30,859	
CSBG Discretionary (VITA)	93.569	14F-3073	56,111	
CSBG Discretionary (Pre-employment)	93.569	14F-3089	<u>20,473</u>	1,595,988
Low Income Home Energy Assistance Program	93.568	14B-5012	3,260,693	
Low Income Home Energy Assistance Program	93.568	15B-3013	280,692	
LIHEAP Solar Water Heater Pilot	93.568	14B-5102	21,961	
Low Income Home Energy Assistance Program	93.568	Carryover	<u>131,233</u>	3,694,579
Department of Education				
Child Care and Development Fund				
General Child Care and Development	93.596	CCTR-3053	212,288	
General Child Care and Development	93.596	CCTR-4050	331,509	
California State Preschool	93.596	CSPP-3113	117,201	
California State Preschool	93.596	CSPP-4113	<u>221,929</u>	882,927
Child Care and Development Block Grant				
General Child Care and Development	93.575	CCTR-3053	101,284	
General Child Care and Development	93.575	CCTR-4050	182,378	
California State Preschool	93.575	CSPP-3113	55,917	
California State Preschool	93.575	CSPP-4113	122,094	
Migrant Alternative Payment	93.575	CMAF-3000	1,569,895	
Migrant Alternative Payment	93.575	CMAF-4000	<u>3,155,140</u>	5,186,708
Child Care and Development Cluster				
				6,069,635
Department of Public Health				
Information and Education	93.778	11-10281	4,183	
Information and Education	93.778	11-10281	<u>12,123</u>	16,306
<i>County of Kern - Pass-Through Programs</i>				
Substance Abuse	93.959	346-2013	32,564	
Substance Abuse	93.959	485-2014	<u>83,830</u>	116,394
Bioterrorism				
Contract 1	93.283	PPSA-004	3,257	
Contract 2	93.283	PPSA-004	<u>9,995</u>	13,252
U.S. Department of Homeland Security				
<i>Pass-Through United Way of Kern County Local Board</i>				
Emergency Food and Shelter	97.024	Phase 31	<u>73,386</u>	73,386

COUNTY OF KERN
MENTAL HEALTH DEPARTMENT

Bill Walker, LMFT, Director



Working together toward
Hope, Recovery and Independence

June 17, 2016

Jeremy Tobias, Executive Director
Community Action Partnership of Kern
5005 Business Park North
Bakersfield, CA 93309

Carmen.
Chris.
Audit Committee.

Re: Annual Quality Review Site Visit – CAPK

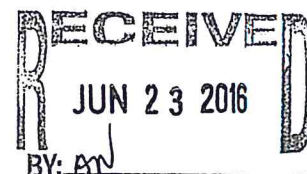
Dear Mr. Tobias,

Thank you for your staff's preparation for our site review. The administrative and chart review of the CAPK HIV Testing files demonstrates compliance with no deficiencies for this monitoring period. It is my pleasure to inform you a Plan of Correction is not required during this monitoring period.

Sincerely,

Alison Burrowes
Behavioral Health System Administrator
Substance Use Disorder Division

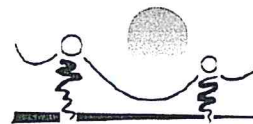
ab: yp



3300 Truxtun Ave. • P.O. Box 1000 • Bakersfield, CA 93302
Voice: (661) 868-6600 • FAX: (661) 868-6666 • TTY Relay: 1-800-735-2929

COUNTY OF KERN
MENTAL HEALTH DEPARTMENT

Bill Walker, LMFT, Director



*Working together toward
Hope, Recovery and Independence*

June 21, 2016

Mr. Tobias, Executive Director
Community Action Partnership of Kern
5005 Business Park North
Bakersfield, CA 93309

*Carmen.
Chris.
Audit Committee*

Re: Conclusion of FY 2015-16 Enhanced Monitoring Review

Mr. Tobias:

Thank you for your prompt response and submission of the documents that were requested for the Enhanced Monitoring Review. The review of the documents provided has been completed for the Fiscal Year 2015-16 Agreement No. 461-2015. No instances of non-compliance were found.

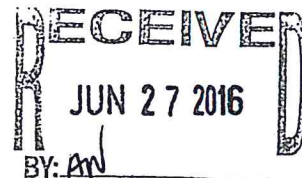
We appreciate your cooperation and support of our monitoring functions. We look forward to working with your organization in the future.

Sincerely,

Candee Del Rio Gonzalez
Business Manager

CDRG:nc

cc: Bill Walker, LMFT, Director
Alison Burrowes, MSW, Behavioral Health & Recovery Administrator
T:\Finance\Cost Reporting & Contract Monitoring\Acctnt III\EMR\EMR Working Files FY2015-16



From: Rosanne Pitz [<mailto:RPitz@cde.ca.gov>]

Sent: Wednesday, June 22, 2016 2:19 PM

To: Carmen Segovia <csegovi@capk.org>; Yolanda Gonzales <ygonzale@capk.org>

Subject: PSE for Community Action Partnership of Kern

Hello Carmen and Yolanda,

Thank you for your timely submission of the **2015-16 Program Self-Evaluation (PSE)**. I have reviewed your self-evaluation and have some feedback for you.

EESD 4000A

Your submittal indicates the collection, analysis, and integration of the assessment data for your contract type. The information you provided on staff and board member participation was very thorough and comprehensive.

EESD 4000B

Your summary of the program areas that did and did not meet standards was completed with a great deal of detail. The CMAP program is showing strong compliance with the review instrument with only one error identified from their file review. The CSPP, CCTR and CMIG programs indicated many things they are working on. It looks like your programs are benefitting from a great deal of training and coaching of teaching staff.

I look forward to coming out to visit your quality program again soon.

Thank you!

Rosanne Pitz, Child Development Consultant
Field Services Office, Early Education and Support Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, CA 95814-5901
Office: 916-322-4241
Fax: 916-323-6853
rpitz@cde.ca.gov
<http://www.cde.ca.gov/>



SUMMARY OF FINDINGS FISCAL YEAR 2014-2015

OFFICE USE ONLY	Date	Initials
Administrator		
Database		

☒ ALTERNATIVE PAYMENT MONITORING REVIEW

☒ CENTER-BASED MONITORING REVIEW (CMU)

☒ CONTRACT MONITORING REVIEW (CMR)

☐ FOLLOW UP: (Date)

☐ OTHER

ALL DNMR CLEARED
<input type="checkbox"/> APMU
<input type="checkbox"/> CMU
<input type="checkbox"/> CMR

Contractor: Community Action Partnership - Kern		County: Kern	Vendor Number: Y320
Contract Type(s): CMAP, CCTR, CSPP (Full-day & Part-day), CMIG		# Classrooms Reviewed: Sterling Toddler room, Franklin Preschool, and Pacific Migrant	
EESD Consultant: Rosanne Pitz		Email: rpitz@cde.ca.gov	Phone: (916) 322-4241
EESD Reviewer(s): Rosanne Pitz, Jumaane Cowan, Amber Jones, Lupe Romo-Zendejas			
Initial Review Date(s): 2/1/16 - 2/5/16	Corrective Action Date: 3/21/16	Error Rate Reduction Date: 3/21/16	
Agency Rep. (Print): <i>Yolanda Gonzalez</i>		Title: <i>Director HHS - STATE</i>	Date: <i>2/5/16</i>
Agency Rep. (Signature): <i>Yolanda Gonzalez</i>			
EESD Consultant (Signature): <i>Rosanne Pitz</i>		Date: <i>2/5/16</i>	
EESD Manager (Print):		Date:	
EESD Manager (Signature):			

All items of noncompliance shall be resolved within 45 calendar days. If the item(s) of noncompliance cannot be resolved within 45 days, the contractor may request an extension not to exceed 180 days.



SUMMARY OF FINDINGS FISCAL YEAR 2014–2015

MR = Meets Requirements, DNMR = Does Not Meet Requirement, NR = Not Reviewed

Findings		Error Rate Percentage		NR
KEY DIMENSION II	Governance and Administration Policies, plans, and administration of categorical programs to meet statutory requirements.	Center-Based:	23%	
		Alternative Payment:	3%	
		MR	DNMR	
KEY DIMENSION I <u>Early Education & Support Division</u> (EESD1)	Involvement Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.	EESD 1 <input checked="" type="checkbox"/>	EESD 1 <input type="checkbox"/>	<input type="checkbox"/>
KEY DIMENSION II <u>Early Education & Support Division</u> (EESD2 – EESD7)	Governance and Administration Policies, plans, and administration of categorical programs to meet statutory requirements.	EESD 2 <input type="checkbox"/>	EESD 2 <input checked="" type="checkbox"/>	<input type="checkbox"/>
		EESD 3 <input checked="" type="checkbox"/>	EESD 3 <input type="checkbox"/>	<input type="checkbox"/>
		EESD 4 <input checked="" type="checkbox"/>	EESD 4 <input type="checkbox"/>	<input type="checkbox"/>
		EESD 5 <input checked="" type="checkbox"/>	EESD 5 <input type="checkbox"/>	<input type="checkbox"/>
		EESD 6 <input checked="" type="checkbox"/>	EESD 6 <input type="checkbox"/>	<input type="checkbox"/>
		EESD 7 <input checked="" type="checkbox"/>	EESD 7 <input type="checkbox"/>	<input type="checkbox"/>
KEY DIMENSION IV <u>Early Education & Support Division</u> (EESD8 – EESD10)	Standards, Assessment, and Accountability Categorical programs meet state standards and are based on the assessed needs of program participants.	EESD 8 <input checked="" type="checkbox"/>	EESD 8 <input type="checkbox"/>	<input type="checkbox"/>
		EESD 9 <input checked="" type="checkbox"/>	EESD 9 <input type="checkbox"/>	<input type="checkbox"/>
		EESD10 <input checked="" type="checkbox"/>	EESD10 <input type="checkbox"/>	<input type="checkbox"/>
KEY DIMENSION V <u>Early Education & Support Division</u> (EESD11 – EESD13)	Staffing and Professional Development Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.	EESD11 <input checked="" type="checkbox"/>	EESD11 <input type="checkbox"/>	<input type="checkbox"/>
		EESD12 <input checked="" type="checkbox"/>	EESD12 <input type="checkbox"/>	<input type="checkbox"/>
		EESD13 <input checked="" type="checkbox"/>	EESD13 <input type="checkbox"/>	<input type="checkbox"/>
KEY DIMENSION VI <u>Early Education & Support Division</u> (EESD14 – EESD17)	Opportunity and Equal Educational Access Participants have equitable access to all programs provided by the LEA, as required by law.	EESD14 <input checked="" type="checkbox"/>	EESD14 <input type="checkbox"/>	<input type="checkbox"/>
		EESD15 <input checked="" type="checkbox"/>	EESD15 <input type="checkbox"/>	<input type="checkbox"/>
		EESD16 <input checked="" type="checkbox"/>	EESD16 <input type="checkbox"/>	<input type="checkbox"/>
		EESD17 <input type="checkbox"/>	EESD17 <input type="checkbox"/>	<input checked="" type="checkbox"/>
KEY DIMENSION VII <u>Early Education & Support Division</u> (EESD18 – EESD19)	Teaching and Learning Participants receive core and categorical program services that meet their assessed needs.	EESD18 <input type="checkbox"/>	EESD18 <input checked="" type="checkbox"/>	<input type="checkbox"/>
		EESD19 <input checked="" type="checkbox"/>	EESD19 <input type="checkbox"/>	<input type="checkbox"/>



**SUMMARY OF FINDINGS
FISCAL YEAR 2014-2015**

Contract Type	Key Dimension Item	FINDING(S)
CCTR CMIG CSPP		<p>Center- Based Monitoring Review (CMU)</p> <p>The 23% error rate in Governance and Administration resulted from the following:</p>
	EESD 2	<p>ELIGIBILITY</p> <p>Pursuant to 5 CCR, Section 18096(b)(1), The contractor shall calculate total countable income based on income information reflecting the family's current and on-going income. When income fluctuates because of agricultural work as referenced in section 18078(j)(1), by averaging income from the 12 months preceding initial certification, and update of the application, or the recertification that establishes eligibility for services.</p> <p>In four of the 21 files reviewed, the contractor collected one month of income documentation for agricultural work.</p> <p>The contractor shall request the appropriate documentation to determine the family's total countable income for agricultural work as defined by 5 CCR, Section 18096(b)(1).</p>
	EESD 3	<p>NEED</p> <p>There were no errors in Need.</p>
	EESD 4	<p>PROVIDER REIMBURSEMENT</p> <p>There were no errors in Provider Reimbursement.</p>
	EESD 5	<p>FAMILY FEE</p> <p>There were no errors in Family Fee.</p>
	EESD 7	<p>Discussion Items</p>



**SUMMARY OF FINDINGS
FISCAL YEAR 2014–2015**

CMAP	EESD 2	<p>Alternative Payment Monitoring Review (APMU)</p> <p>The 3% error rate in Governance and Administration resulted from the following:</p> <p>ELIGIBILITY</p> <p>Pursuant to 5 CCR, Section 18096(b)(1), The contractor shall calculate total countable income based on income information reflecting the family's current and on-going income. When income fluctuates because of agricultural work as referenced in section 18078(j)(1), by averaging income from the 12 months preceding initial certification, and update of the application, or the recertification that establishes eligibility for services.</p> <p>In one of the 15 files reviewed, the contractor collected nine months of income documentation for agricultural work.</p> <p>The contractor shall request the appropriate documentation to determine the family's total countable income for agricultural work as defined by 5 CCR, Section 18096(b)(1).</p> <p>EESD 3</p> <p>NEED</p> <p>Pursuant to 5 CCR, Section 18085.5(a)(b)(1), Families who are eligible for subsidized child care and development services based on income, public assistance, or homelessness must document that each parent in the family, pursuant to section 18078(f), meets a need criterion, as specified in Education Code section 8263(a)(2)(B). The need criteria are: Vocational training leading directly to a recognized trade, paraprofession, or profession; employment or seeking employment; seeking permanent housing for family stability; and incapacitation. Subsidized child care and development services shall only be available to the extent to which the parent meets the need criterion as specified in subdivision (a) that precludes the provision of care and supervision of of the family's child for some of the day.</p> <p>In one of the 15 files reviewed, the contractor did not certify the family based on the documented need of the parent.</p> <p>The contractor shall certify families with the appropriate number of days and hours to sufficiently meet the families need for child care as defined in section 18074.1.</p> <p>EESD 4</p> <p>PROVIDER REIMBURSEMENT</p>
------	--------	---



**SUMMARY OF FINDINGS
FISCAL YEAR 2014-2015**

		<p>Pursuant to 5 CCR, Section 18075.1(b), When a licensed provider is meeting the certified need for child care that included hours during the period from 6:00pm to 6:00am on any day of the week or from 6:00am Saturday to 6:00am Monday, the contractor shall multiply the regional market rate ceiling for the applicable rate category by the appropriate adjustment factor.</p> <p>In one of the 15 files reviewed, the contractor did an evening and weekend adjustment when the family was not certified for evening and weekend hours.</p> <p>The contractor shall only reimburse for evening and weekend care, when a need for evening and weekend care is authorized per the child care certificate.</p>
	EESD 5	<p>FAMILY FEE</p> <p>There were no errors in Family Fee.</p>
	EESD 7	<p>DISCUSSION ITEMS</p> <p>*Certificates (Set with Variable hours vs Unpredictable) *Using a W-2 with 12 month income</p> <p>**Questions to return back to the office -The agency would like clarification on being able to pay providers with direct deposit. -Will the income ceilings change since minimum wage has increased?</p> <p>*Part-Day CSPP files were excellent. There were no errors found.</p>



**SUMMARY OF FINDINGS
FISCAL YEAR 2014–2015**

<p>CSPP, CCTR</p>	<p>EESD18</p>	<p>Contract Monitoring Review (CMR)</p> <p>ENVIRONMENT RATING SCALE</p> <p>Pursuant to 5 CCR, Section 18281 (a) center based programs are required to complete an environment rating scale for the appropriate age group and setting and (b) shall achieve a minimum average score of "Good" on each subscale.</p> <p>For the CSPP and CCTR programs, the environment rating scale scores assessed by the reviewer (see attached reports) include one subscale, Personal Care Routines, which did not achieve a subscale score of "Good".</p> <p>The agency must submit a corrective action plan including goals, tasks, persons responsible for the tasks, and timeline that will be implemented to ensure that all environment rating scale subscales will meet and maintain at least an average score of 5.0 (Good).</p>
<p>CMIG</p>		<p>All subscales scored above a score of 5.0 (Good).</p> <p>All other Program Instrument items are in compliance</p> <p>DISCUSSION</p> <ul style="list-style-type: none"> - Desired results conference forms - ECERS review of all scores - Parent handbook modifications - Inventory records - Child ratio forms <p>Visits were also conducted to the Primeros Pasos - the QRIS 5-Star center and the Central Kitchen to view meal production facilities. Both of these facilities were optimal sites.</p> <p>Some items on the environment rating scale have already been corrected during the review.</p>



SUMMARY OF FINDINGS FISCAL YEAR 2014–2015

Follow-up Visit(s)				
Follow-Up Visit	Date	Item(s)	Cleared	
			Yes	No
1.			<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Follow-Up Visit	Date	Item(s)	Cleared	
			Yes	No
2.			<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Follow-Up Visit	Date	Item(s)	Cleared	
			Yes	No
3.			<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

BROWN
ARMSTRONG

CERTIFIED
PUBLIC
ACCOUNTANTS

BROWN ARMSTRONG

Certified Public Accountants

**INDEPENDENT ACCOUNTANT'S REPORT
ON APPLYING AGREED-UPON PROCEDURES**

Community Action Partnership of Kern
Board of Directors and Management
5005 Business Park North
Bakersfield, California 93309

**BAKERSFIELD OFFICE
(MAIN OFFICE)**

4200 TRUXTUN AVENUE
SUITE 300
BAKERSFIELD, CA 93309
TEL 661.324.4971
FAX 661.324.4997
EMAIL info@bacpas.com

FRESNO OFFICE

7673 N. INGRAM AVENUE
SUITE 101
FRESNO, CA 93711
TEL 559.476.3592
FAX 559.476.3593

PASADENA OFFICE

260 S. LOS ROBLES AVENUE
SUITE 310
PASADENA, CA 91101
TEL 626.204.6542
FAX 626.204.6547

STOCKTON OFFICE

5250 CLAREMONT AVENUE
SUITE 150
STOCKTON, CA 95207
TEL 209.451.4833

REGISTERED with the Public Company
Accounting Oversight Board and
MEMBER of the American Institute of
Certified Public Accountants

We have performed the procedures enumerated below, which were agreed to by Community Action Partnership of Kern (the Organization) Management and Board of Directors (the specified parties), solely to assist you in determining that Head Start and Early Head Start travel expenditures are valid, appropriate, free from manipulation and are in accordance with Head Start Program guidelines. Our procedures were applied to the period of March 1, 2015, through August 10, 2016. The Organization's Management is responsible for determining that Head Start and Early Head Start travel expenditures are valid, appropriate, free from manipulation and are in accordance with Head Start Program guidelines. This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of those parties specified in the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

Our procedures and findings are as follows:

- 1) We reviewed and documented the internal controls related to travel expenditures by interviewing Community Action Partnership of Kern personnel.

Findings: No weaknesses were noted as a result of our procedures.

- 2) We tested a sample of Head Start and Early Head Start travel expenditures to determine that they are valid, appropriate, and free of manipulation and in accordance with Head Start program guidelines.

Findings: No exceptions were noted as a result of our procedures.

- 3) We reviewed a sample of transactions close to period endings (i.e., annual, semi-annual, and quarterly) to determine if there was manipulation of the accounting records.

Findings: No exceptions were noted as a result of our procedures.

- 4) We interviewed Head Start and Early Head Start staff inquiring about their knowledge or suspicions of fraudulent behavior with regards to travel expenditures.

Findings: No issues were noted during our interviews.

We were not engaged to, and did not, conduct an audit, the objective of which would be the expression of an opinion on the Head Start and Early Head Start travel expenses. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of the Organization's Board of Directors and Management and is not intended to be, and should not be, used by anyone other than those specified parties.

BROWN ARMSTRONG
ACCOUNTANCY CORPORATION

*Brown Armstrong
Accountancy Corporation*

Bakersfield, California
September 6, 2016

COMMUNITY ACTION PARTNERSHIP of KERN
BOARD OF DIRECTORS
PROGRAM REVIEW & EVALUATION COMMITTEE MEETING
5005 Business Park North, Bakersfield, CA
November 9, 2016
12:00 p.m.

1. **Call to Order**

Fred Plane called the meeting to order at 12:11pm at the Community Action Partnership of Kern administrative building, 5005 Business Park North, Bakersfield, CA.

2. **Roll Call**

Roll Call was taken with a quorum present:

Present: Fred Plane, Ana Vigil, and Garth Corrigan (Ex-Officio Member)

Absent: Don Bynum, Jose Gonzalez, Craig Henderson, and Jason Warren

Others present: Jeremy Tobias, Executive Director; Ralph Martinez, Director of Community Development; Carmen Segovia, Director of Health and Nutrition; Romala Ramkissoon, Director of Community Services; other CAPK staff.

3. **Approval of Agenda**

Motion was made and seconded to approve the Program Review and Evaluation meeting agenda for November 9, 2016. Carried by unanimous vote. (Vigil/Corrigan)

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

No one addressed the Committee.

5. **Program Presentations**

a. Volunteer Income Tax Assistance (VITA) – Sandi Truman, VITA Program Manager

Sandi Truman stated VITA completed 4,749 returns for the season as of October, 2016, \$6,669,720 Federal refunds were received, \$3,073,945 Federal EITC refunds were received, \$778,553 State returns were received and \$203,655 CA EITC returns were received. VITA had three (3) locations opened every other Saturday in the outlying areas of Wasco, McFarland and Tehachapi with 36 volunteers and a total of 5,737 volunteer hours.

Fred Plane asked how she gets people to volunteer. Sandi said she holds outreach events and a lot of volunteers are previous clients who want to give back. Fred wanted to know if she has contacted the colleges or university to see if accounting students would like to help and she said that they do, and they have some students that help from San Joaquin Valley College. Fred stated to contact the Business Department at CSUB and it might be good for the professors make a strong suggestion to their students to participate in the program.

- b. Women, Infants, and Children (WIC) – Beth Tolley, WIC Program Manager

Lorna Speight, WIC Administrative Coordinator, presented on behalf of Beth Tolley and stated the WIC program has 22 sites in Kern County and 5 sites in San Bernardino and employees about 80 WIC staff. WIC provides nutritious foods, nutrition education and counseling and breastfeeding support and information. WIC also provides other programs such as the farmer's market nutrition program, breastfeeding peer counselor program and regional breastfeeding liaison program.

Ana Vigil asked if WIC still provides breast pumps to participants and Lorna stated they have hospital grade pumps but they encourage breastfeeding for the first thirty (30) days and pumps are given out on an individual basis.

6. **New Business**

- a. Migrant Childcare Alternative Payment (MCAP) Parent and Provider Handbook Update – Susana Magana, MCAP Manager – **Action Item**

Susana Magana stated there has been a couple of updates to the Migrant Childcare Alternative Payment (MCAP) Parent and Provider Handbook; program contact information as the Kern office has moved and the Merced satellite office too; program policy change regarding eligibility migrant requirement of the program as the migrant requirement has changed from 12 months to 24 months; family size requirements has changed as the program is no longer required to collect documentation to prove single parent status.

Motion was made and seconded to approve the Migrant Childcare Alternative Payment (MCAP) Parent and Provider Handbook Update. Carried by Unanimous Vote. (Vigil/Corrigan)

- b. October 2016 Program and Division Reports – Ralph Martinez, Director of Community Development – **Action Item**

Reports from programs included:

- 2-1-1 Kern County
- Central Kitchen
- East Kern Family Resource Center
- Energy
- Friendship House Community Center
- Food Bank
- Migrant Childcare Alternative Payment (MCAP)
- Shafter Youth Center
- Volunteer Income Tax Assistance (VITA)
- Women, Infants and Children (WIC)
- Community Development – Grants & Research
- Human Resources
- Operations

Ralph Martinez stated each program provided a report from the previous month. 211 answered 4,415 calls in the month of October. The Central Kitchen has a new manager, Lorenzo Maldonado, who has been busy working with Diana Morrison as co-manager until Diana retires near the end of the year. The Central Kitchen prepared 80,638 meals and staff attended a roundtable conference. The East Kern Family Resource Center 18 referrals for differential response including some case management and court mandated parenting classes. The Energy program assisted over 1,100 clients with assistance with utility bill payments. He stated the Friendship House Community Center worked with students in tutoring, gang prevention, grow fit families, they had a fall festival and the mixer and more fundraiser event was last week was well attended. The Food Bank helped nearly 4,000 individuals and distributed over 1 million pounds of food. The Shafter Youth Center had a fundraiser, the "Creative Palette", at the beginning of the month. The kids participated in the Bakersfield Museum of Art's Via Arte, at the marketplace, and they enjoyed it very much and are getting ready for next year. The Community Development department submitted six applications including a CDBG request for some fencing, lighting, paving at the Food Bank, and staff is working on the implementation part of the agency's strategic plan. He stated the Human Resources department shows the agency has 847 current employees, are nearing completion of the employee manual and are very busy with online benefits enrollment. Operations made a selection through the RFP process of AC Electric for the solar project at the Food Bank, 172 purchase orders were completed in the month of October and 14 contracts/leases were processed.

Motion was made and seconded to approve the October 2016 Program and Division Reports. Carried by Unanimous Vote. (Vigil/Corrigan)

- c. Application Status Report and Funding Requests – Ralph Martinez, Director of Community Development – **Action Item**

Ralph Martinez stated only one award was received which was for the Food Bank from Walmart for \$1,000 and no awards were declined. There is one funding request to the U.S. Department of Agriculture/National Institute of Food and Agriculture for the Food Bank. He stated the budget has not been finalized as partners are still being approached regarding the scope of work.

Motion was made and seconded to approve the Application Status Report and Funding Requests. Carried by Unanimous Vote. (Corrigan/Vigil)

- d. Head Start / State Child Development September Enrollment Update and Meals Report – Jerry Meade, Program, Design and Management Administrator – **Action Item**

Jerry Meade stated for September they met full enrollment and San Joaquin is still in the start-up process. In September, children with disabilities was high, over income was relatively low. Four (4) centers had 100% attendance; Buttonwillow, Chrisman, East Cal & San Diego Head Start. He stated 96,717 meals were prepared with 83,016 meals prepared by the Central Kitchen and 13,701 meals prepared by Vendors.

Jerry stated for October, the program met full enrollment except for the partnership, specifically in Blanton. Doe Ryti, Partnership Program Manager, has been working with the Kern County Superintendent of Schools to enroll other high school pregnant moms and not

just students who attend Blanton. The percentage is low in San Joaquin as some children have aged out of the program. Wesley Community Development Center is just about to open and a licensing appoint has been scheduled for later this month. Two (2) remaining centers in San Joaquin are ready to be licensed later this month so three (3) additional centers should be open at the end of December or beginning of January 2017.

Motion was made and seconded to approve the Head Start / State Child Development September Enrollment Update and Meals Report. Carried by Unanimous Vote. (Vigil/Corrigan)

- e. October 2016 Outreach & Advocacy Report – Louis Medina, Outreach and Advocacy Manager – ***Info Item***

Louis Medina gave the October report and stated October was a busy month for the outreach department. October will be known as Energy Action and Home Weatherization Awareness Month. A proclamation was given by the Kern County Board of Supervisors for “October is Energy Action & Home Weatherization Month in Kern County” on October 4th. CAPK participated in the Kern County Veterans Stand Down at Stramler Park on October 13th. He stated CAPK sponsored and participated in Third Thursday Downtown at Mill Creek Park on October 20th. On November 2nd, the Rosamond Head Start/State Child Development Center Ribbon Cutting and Open house will take place. Congressman David Valadao’s Fall Food Drive in Delano will be held November 12th to benefit the Food Bank and on November 16th the KGET Holiday Food Drive will take place from 5am to 7pm in Downtown Bakersfield.

7. **Committee Member Comments**

No comments were made.

8. **Next Scheduled Meeting**

Program Review & Evaluation

Wednesday, January 11, 2017 (Tentative, pending approval of 2017 Board & Standing Committee Meeting Calendar)
12:00 p.m.


5005 Business Park North
Bakersfield, California 93309

9. **Adjournment**

The meeting adjourned at 1:09pm.

COMMUNITY ACTION PARTNERSHIP OF KERN

MEMORANDUM

To: Program Review & Evaluation Committee
From:  Susana R. Magana, MCAP Program Manager
Date: November 9, 2016
Subject: *Agenda Item 6(a)*: Migrant Childcare Alternative Payment (MCAP) Parent and Provider Handbook Update – Action Item

This memo is to request approval of MCAP's updated Parent and Provider Handbook. Below are the updates that were made to the handbook.

- Program Contact information on page 1 and 3. This section was updated to reflect the new contact information for both the Kern office and the Merced satellite office.
- Section 1 (B) on page 4. This section was updated to reflect a program policy change regarding the eligibility migrant requirement of the program. The migrant requirement has changed from 12 months to 24 months.
- Section 4 under Family Size. This section was updated to reflect the state mandate Management Bulletin 16-14-Single Parent Self-Certification-Documentation of the presence or absence of a parent. The program is no longer required to collect documentation to proof single parent status. Single parents will have the ability to self-certify their status on the CD9600 application.

Recommendation:

Staff recommends the Program Review and Evaluation Committee approves the Migrant Childcare Alternative Payment (MCAP) Parent and Provider Handbook Update.

Attachments: MCAP Parent and Provider Handbook (Draft – November 2016)



**Migrant
Childcare Program**

Parent & Provider Handbook

(DRAFT-November 2016)

**Main Program Office
5351 Olive Dr. Suite 200
Bakersfield, Ca 93309
Phone 1-800-259-8866
Fax 661-396-1746**

**Community Action Partnership of Kern
Main office & Mailing Address
5005 Business Park North
Bakersfield, CA 93309
Phone 661-336-5236**

TABLE OF CONTENTS

1. Eligibility and Need
2. Admissions Priority
3. Waiting List
4. Required Documentation for child care need
5. Notice of Action - NOA
6. Fees
7. Attendance Policy
8. Child Care Limitations
9. Attendance Logs
10. Leave of Absence - LOA
11. Changes Policy
12. Childcare Options
13. Rules for Provider Participation
14. Necessary Documents for Provider Participation
15. Reimbursement for Provider
16. Important information for Provider
17. Provider Termination
18. Program Policies
19. Handbook Receipt

(updated)

CONTACT INFORMATION

Main Program Office

5351 Olive Dr. Suite 200
Bakersfield, CA 93307

Mailing Address

Migrant AP Child Care Program
Community Action Partnership of Kern
5005 Business Park North
Bakersfield, CA 93309

Satellite Offices:

Kings

216 7th Street
Hanford, CA 93230
Phone: 559-385-2502
Fax: 559-664-3305
Mail: PO Box 1101
Hanford, CA 93232

Tulare

7000 Doe Avenue
Building 200, Suite C, Door 7
Visalia, CA 93291
Phone: 559-474-8902
Fax: 559-661-3311

Fresno

1815 Van Ness Avenue
Fresno, CA 93721
Phone: 559-334-3629
Fax: 559-664-3304

Madera

525 East Yosemite Ave
Madera, CA 93638
Phone: 559-385-2503
Fax: 559-664-3302

Merced

1850 Wardrobe Ave.
Merced, Ca 95341
Phone: 209-259-6556
Fax: 209-780-4041

1.800.259.8866

1. Eligibility & Need

The following are the eligibility and need requirements:

- A. Agricultural worker - At least fifty percent (50%) of the family's total income must be from fishing, agriculture or agriculturally related work.

(Updated- from 12 months to 24 months)

- B. Migrate - The family must migrate at least once every 24 months for agriculture work purposes and establish a temporary residence for at least 30 days. The distance of one residence to another must be at least 75 miles. For the initial application, families must establish residency in one of the six (6) entry counties which are: Kern, Tulare, Fresno, Kings, Madera and Merced. Once the family is enrolled and authorize, childcare services can be authorized to continue as the family migrates throughout California.

For first time applicants, if family has not migrated recently, but intends to within the following 12 months, then the family can qualify for one certification period; as long as all other eligibility and need requirements are met. A family may only qualify with an "Intent to Migrate" declaration when applying for services for the first time. At the time of recertification, if the family has not migrated for the purposes of agricultural work during their first year, the family will no longer be eligible for another certification period.

- C. Income - The family monthly income must not exceed the income eligibility guidelines. The last 12 months of income will be calculated for eligibility.
- D. Need - Families should have at least one of the following needs:
- Employment
 - Seeking Employment
 - Incapacitation
 - Vocational Training
 - Homeless/Seeking Permanent Housing
- E. Children - Have children between 0 and 12 years old. Children with exceptional needs may be served from birth to 21 years of age as long as all the eligibility requirements are met.

Families enrolled in the program must continually meet eligibility and need criteria. Documentation is required for every type of need to determine the number of childcare hours. Changes in certified hours of care must be approved in advance by their Family Services Specialist.

2. Admissions Priority

First Priority is for families whose children are receiving child protective services or children who are at risk of being neglected, abused or exploited.

Second Priority is for all children and families who are not within the first priority for admission. In the second priority the lowest family income will be admitted first. When two (2) or more families have the same income, the family that has a child with special or exceptional needs shall be admitted first. If there is no family of the same priority with a child with special needs, the same priority family that has been on the waiting list for the longest shall be admitted first.

Displaced Families

If MCAP has the need to terminate families due to insufficient funding or the inability to operate because of reasons beyond the control of the program, including earthquakes, floods or fire; the families shall be displaced in the reverse order of enrollment priority.

3. Waiting List

The MCAP Program maintains a waiting list. This system is designed to calculate a rank number for the family based on guidelines derived from the California Department of Education, Early Education and Support Division (EESD). Calculations are based on income, and family size information. If funding is not available, eligible families will remain on the waiting list until funding becomes available. Each enrollment county has its own waiting list.

4. Required Documentation for Child Care Need

Employment

- Statement of wages / Check stubs
- A written statement from the employer (Employment Verification Form)
- Documented telephone verification between the Family Services Specialist and the employer
- If the parent is self-employed, he/she may provide other documentation of income such as a letter from the source of the income or copies of tax returns or statements of estimated income for tax purposes

Seeking employment

- Each parent will be limited to sixty (60) working days per fiscal year. Seeking Employment Logs are to be submitted on a weekly basis.

Child Protective Services (CPS):

- Parent must submit a dated verifiable CPS referral. The referral must not be older than six (6) months to the date of application for services (CD 9600). The referral must include:
 - Name, telephone number and signature of the person making the referral
 - The referral must indicate the need and probable duration for childcare
 - Family will be eligible to receive services up to three (3) months, unless the family becomes eligible under the Program's requirements or the referring social services agency recertifies the family's referral for continued services.

Vocational Training

- Completed form EESD 9605 by the school or organization where the training or education will be received. The registrar (or his/her designee) must verify the training plan.
- The form must include the dates that training will begin and end, anticipated completion date and the parent's vocational goal.
- Submit a class schedule that include the courses that the parent is currently enrolled in and the days and times of the courses.
- Submit transcripts, report card or adequate progress report as required by the Family Services Specialist each quarter, semester, or training period as applicable.
- Continuation of services will be contingent upon making adequate progress.
- This shall be limited to six (6) years from the date when services began or twenty four (24) semester units after the attainment of a bachelor's degree, whichever comes first.

Incapacitation

Submit form CD 9606 which includes:

- A description of the nature of incapacitation
- The probable duration of the incapacitation
- A statement signed by a legal qualified health professional that the parent(s) incapacitation prevents caring for the child
- The number of childcare hours needed each day because of the incapacitation
- The name, address, telephone number and signature of the legally qualified health professional rendering the opinion
- Authorized childcare services cannot exceed fifty (50) hours per week.

Child's Special or Exceptional Needs

- A copy of the portion of the active individual family service plan (IFSP) or the individual education program (IEP) that includes a description of the child's special needs
- A statement signed by a legally qualified professional that the child requires the special attention of adults in a child care setting.
- The name, address, license number, telephone number and signature of the legally qualified professional who is rendering the opinion.
- The probable duration of the special need
- The number of childcare hours needed each day

Family Size (***Updated single parent requirement in accordance with new state mandate***)

- Parents must provide supporting documentation regarding the number of children in the family; this may include a birth certificate, adoption or foster records, or any other reliable document that demonstrates the parent child relationship or legal guardianship.
- Single parent household applicants must fill out Section 5 of the CD9600. This section is a self-declaration of their single parent status.

5. Notice of Action – NOA

Notice of Action (NOA) - Application for services

This NOA is a written notice that informs the family of the approval or denial of their application.

Notice of Action (NOA) – Recipient of Services/Updating the Application

This NOA informs the family of their recertification, termination or an update to the application (CD9600). The application will be updated when the program determines that the need or eligibility requirements are no longer being met, or when the family fee has changed or when the amount of authorized services will be changed to reflect the family's new need.

Distribution of Notice of Action

A NOA will be processed no later than 30 days after the parent notifies the program of a change. The Program may hand deliver or mail the NOA to the family. If the Program hand delivers the NOA to the family, the action becomes effective 14 calendar days after receiving the NOA. If the Program mails the NOA the action shall become effective 19 days after the mailing of the NOA, or when the notification period exceeds the required 19 days, as specified by the NOA.

Childcare Certificate

A Childcare Certificate will be mailed along with the NOA to delineate the authorized hours and days and the maximum reimbursement authorized for each child.

Requesting a Hearing/Appealing a NOA

If the parent disagrees with an action, the parent(s) may file a request for a hearing with the Program before the action takes place. Upon the filing of a request for hearing, the intended action shall be suspended until the review process has been completed. The review process is complete when the appeal process has been exhausted or when the parent(s) abandon the appeal process. Within ten (10) calendar days following the receipt of the request for a hearing, the Program shall notify the parent(s) of the time and place of the hearing. The time and place of the hearing shall, to the extent possible, be convenient for the parent(s). Parents will be informed of the local hearing decision within 10 calendar days after the hearing, the hearing officer will mail or deliver a written decision letter to the parent.

Parents have the right to appeal to The California Department of Education, Early Education and Support Division (EESD), if they do not agree with the programs decision. The EESD must get the appeal request within 14 calendar days from the date on the program's decision letter. The appeal request must include: a declaration that indicates the specific reasons why the parent believe the program's decision is incorrect, a copy of the decision letter and a copy of the Notice of Action that is being appealed. You can submit your appeal via fax or by mail at the address below:

California Department of Education
Early Education and Support Division
1430 N. Street, Suite 3410
Sacramento, CA 95814
Attn: Appeals Coordinator
Phone 1-916-322-6233 Fax 1-916- 323-6853

Notifications for Child Care Providers

The Provider Notification is a written statement issued by the program which informs the child care provider of the approve child care services and/or changes to a family's certification. Written notifications for Providers will be processed no later than 30 days after the parent reports a change in service. Notifications cannot be appealed by child care

providers, as they pertain to the eligibility and certification of the family. A Childcare Certificate will be mailed along with the Provider Notification to delineate the authorized hours and days and the maximum reimbursement authorized for each child.

6. Fees

Family Fee

Families that are required to pay monthly family fee based on their income and family size will be required to pay the provider directly. The family fee is assessed to be the family's portion of child care reimbursement to be paid to their provider. The family fee is per family not per child. The fee is determined by the family fee schedule prepared and issued by the California Department of Education, Early Education and Support Division (EESD). The fee is based on the family's certified child care need. This fee must be paid in advance to the provider at the beginning of the service month. All fees are delinquent after seven (7) days. A family and child care provider may agree a repayment plan to resolve any delinquent fees. The family will be terminated from the program, if the repayment plan is not met. The provider must provide the family a pre-numbered receipt and mail a copy of the receipt to the Program. The receipt must state the date, the name of the family, amount paid and service month. The provider must notify the Program immediately when the family becomes delinquent in paying fees, since this can affect the family's program participation.

Families, that have been assessed a family fee, will have either a flat monthly full-time fee or part-time fee based on the hours of care certified for the month. Families with a certified need of less than 130 hours per month will be assessed a part-time fee and families with a certified need of 130 hours or more per month will be assessed a full-time fee. When a change to the family fee is determined, the family will be informed by a Notice of Action (NOA). The fee assessed is not adjusted due to any changes that occur during the month, nor is it based on actual attendance.

The family fee is effective immediately upon the authorization of services based on initial enrollment, return from a leave of absence (LOA), or continuing services in a new county due to migration.

The family fee will be updated when there is a change in the assessment of the fee which increases or decreases the family fee amount, and/or the child care certification changes from full time to part time or vice versa. The family fee is effective the 1st of the following month after the appeal process/rights have been exhausted.

Failure to pay family fee

Should a family refuse or fail to pay the family fee, the family will be terminated from the Program. The family will be unable to enroll in the Program until the family fee is paid.

Co-Payments

If a parent chooses a provider with a usual and customary rate exceeding the applicable Regional Market Rate, the program will only reimburse the provider up to what the State allows for the certified hours of care. The difference between the reimbursable amount and the provider rate is the co-payment and it is an arrangement between the family and the provider.

7. Attendance Policy

The Migrant Childcare Program is committed to demonstrating the highest standards of monitoring attendance. As such the following is to be adhered to in the maintenance of all MCAP program files for children:

Excused absences are unlimited per fiscal year, per child. Excused absences include:

- Illness and/or quarantine of the child/parent, and related appointments.
- Court of law required time spent with a parent or other relative (Court order copy must be included in the file)
- Family emergency which include death of a family member, funeral of family member, car accident of family, and court appearance of family member.
- Need based interruption- Situations beyond the control of the family which do not allow use of their need and/or childcare services. These include bad weather, machine failure and agriculture based delays such as pesticide spraying, crops not being ready, etc.

Unexcused absences are not to exceed sixty (60) per fiscal year, per child. Once a child reaches sixty (60) unexcused absences, the Program will no longer reimburse any additional unexcused absences. Unexcused absences are anything that is not defined to be an excused absence.

The family is allowed ten (10) Best Interest Days per fiscal year per child. For CPS serviced children or children at risk of abuse, neglect, exploitation; they are allowed unlimited Best Interest Days. Best interest days are defined as helping to promote the physical, mental, and social growth of children. Examples include but are not limited to: educational field trips, family visits, and family or community functions. Best interest days cannot be used for absences due to a provider non-operation day.

If a child is absent for five (5) consecutive days then the family must report this information to its Family Services Specialist. Providers are required to report to their Subsidize Reimbursement Specialist when a family / child does not attend care for five (5) consecutive days. Reimbursement will only be processed when a child is certified for care. Parent or Provider misuse of authorized hours may be grounds for termination from the program.

8. Child Care Limitations

School Age children- Reimbursable hours of care do not include the scheduled instructional minutes of a public educational program available to a school age child or a private school in which the child is enrolled and attending. School age children need to be enrolled in school by law.

Reimbursable hours of care do not include any other time a child receives services at another facility or through another facility or program.

9. Attendance Logs

The Attendance Log is a record that must be completed on a DAILY BASIS as the child arrives at, or leaves from, the child care provider's facility for the days and times of authorized care. The Attendance Log must be completed in pen ink. Parents /Guardians or other authorized adults are required to verify the child's attendance on a daily basis by documenting the actual times in and out of the child care facility.

Children must not be have times filled in on a day when no care is provided. If a child is absent, parents must document the reason on the attendance log the next day the child attends care. Parents must document the reason and identify the member in the family that caused the absence. For confidentiality, if the reason for the absence is due to illness do not detail the reason(s) or condition(s) of sickness or illness.

For school-age children with split schedules, the Provider must indicate on the attendance log the actual times leaving for and arriving from school.

School age children require four (4) daily entries on the attendance log: arriving at the provider's home from parent's home, then leaving for school, returning to the provider care after school, then leaving for home. Parents and Providers are required to enter the actual time on their portion of the Attendance Log.

The following must be completed at the end of each month:

- Parent & Child Care Provider signatures on the bottom of the Attendance Logs verifying truthfulness of Attendance Logs.
- Non-operational days should be noted by the Provider.
- If you make an error, draw a line over the error and write your initials beside it.

Do NOT

- Do not use whiteout to cover up signatures, times, mistakes.
- Do not scribble and/or cover up mistakes, just draw a line over the mistake and write your initials.

Attendance Logs Sample

- A. Date
- B. Child's Time In
- C. Child's Time Out for School
- D. Child's Time In from School
- E. Child's Time Out
- F. Reason for Absence
- G. For Office Use
- H. Provider Signature and Date
- I. Parent Signature and Date

A	B	C	D	E	F	G
---	---	---	---	---	---	---

Date	Time In	School Time Out	School Time In	Time Out	Absence Reason	For office use
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						

Under Penalty of perjury, the above is a true and accurate report of attendance for this child for the month indicated.

Provider Signature _____ Date _____ Parent Signature _____ Date _____

	H				I	
--	---	--	--	--	---	--

10. Leave of Absence - LOA

When a family indicates that they will temporarily lack the need for childcare, a family may request a Leave of Absence (LOA). A LOA may be granted for the following reasons:

1. On Maternity and Medical Leave (not to exceed 16 weeks) - this may include sickness of self or family member.
2. Family Leave (not to exceed 12 weeks) for three (3) purposes:
 - a. For a child visiting with a non-custodial parent that is not court ordered
 - b. Spending time with a new adopted or foster child
 - c. Family emergency.
3. Migration (not to exceed 12 weeks) – Granted for agricultural work purposes.

A LOA is permitted if all requirements are met. A LOA cannot be granted within two (2) months of the certification stop date. Only one leave of Absence will be approved at a time; Leaves of Absence cannot be concurrent or consecutive. Providers will not be reimbursed while the family is on LOA.

11. Changes Policy

Families are responsible to report any change within five calendar (5) days.
Examples include:

Family Changes

- Family size change
- Marriage, divorce, or separation
- Birth of a new Child

Changes in Service

- New provider choice
- More or less childcare hours or days needed
- Change in employment

Changes in Need

- No longer working
- No longer seeking employment
- Incapacitation
- Request for LOA

The program understands that migrant agriculture working families can have changes to their need from day to day. Due to the nature of agricultural employment, seeking employment, and migrating, it is important that families communicate all changes within five calendar (5) days. Temporary changes in need should be communicated to the Program ahead of time when possible in order to be documented. The Program reviews each child's monthly attendance logs for inconsistencies between the certified need and the actual usage of care. An inconsistent use of care is defined as causing a change in the family's fee (Full Time to Part Time Monthly and vice versa) and/or the reimbursement benefit level (Full Time to Part Time and vice versa). If the review of the attendance Log

demonstrates either of these inconsistencies, the family's certified need will be reviewed. The review may result in a change in child care certification and issuance of a NOA.

12. Childcare Options

All types of providers are welcome to participate in the MCAP program, as long as they meet and follow certain requirements. Parents have full parental choice to select the type of care for their children and MCAP has the right to approve or disapprove participation to any provider.

Parents have the right to change their child care provider choice for any reason, at any time. Families are responsible to obtain authorization for services with the new selected provider prior to the first day of service. MCAP will only reimburse preauthorized services. If a family switches providers and begins services with a new provider before receiving authorization from the program, the family will be responsible to pay the provider for the services used.

Licensed Family Child Care Homes and Child Care Centers are regulated by the State of California, Community Care Licensing Division (CCLD). We encourage you to call CCLD to get more information regarding your selected childcare provider or visit the CCLD website at: <https://secure.dss.ca.gov/CareFacilitySearch/home/index>

FRESNO REGIONAL OFFICE

770 East Shaw Avenue, Suite 300, MS 29-01

Fresno, CA 93710

1 -559- 243-4588 FAX 1 -559- 243-8070

The Fresno Regional office serves the following counties: Fresno, Inyo, Kern, Kings, Madera, Mariposa, Merced, Mono, Stanislaus, & Tulare.

If you are receiving child care services outside of these counties, contact your specialist to obtain the appropriate phone number to your CCLD office.

Licensed Childcare Center, Nursery School or Preschool

Provides physical, social, developmental, and educational activities for groups of children of different ages outside of their homes. Center-based childcare Providers are licensed by the California State Department of Social Services, Community Care Licensing Division. State Regulations specify staff educational requirements, teacher/child ratio, as well as State Health and Safety Standards for the protection of children. All staff must submit information to the California Department of Social Services for an FBI and criminal background clearance. Public or private agencies, churches or other groups can operate these types of childcare centers.

Licensed Family Childcare Home

Provides care for eight to fourteen (8-14) children in the Provider's own home. Family childcare home providers are licensed by the California State Department of Social Services, Community Care Licensing Division. Compliance with State Health and Safety Regulations is required of both the Provider and the Provider's home. The Provider and all persons age 18 or older in their home must submit information to the California Department of Social Services for an FBI and criminal background clearance.

License-Exempt Provider – Relative

Only grandparents, aunts, and uncles may provide this type of childcare. Childcare is provided in the Provider's home. The Provider's home cannot be the child's place of residence (see In-Home Care). There are no State Health and Safety Regulations for this form of childcare.

License-Exempt Provider – TrustLine

In order to receive a subsidy, a license-exempt child care provider who is not the grandparent, aunt, or uncle of the child must be TrustLine registered. Providers who are required to be TrustLine registered and who are not, cannot be reimbursed for services.

In situations where there is an "immediate need," regulations will allow the parent to select a "provisional child care provider." However, the provisional child care provider must first complete a TrustLine application and submit fingerprints and then be TrustLine registered within 30 calendar days in order to be eligible for reimbursement.

In accordance with the California Code of Regulations, Title 5, Section 18227 (c), to be eligible for reimbursement, an individual exempt from licensure must be:

- An aunt, uncle, or grandparent of the child receiving services;
- A registered TrustLine provider; or
- A provisional child care provider who becomes TrustLine registered within 30 days.

For providers who are not TrustLine registered within 30 calendar days, no reimbursement will be processed for those 30 days. Once TrustLine registration is received, reimbursement will be processed from that date going forward. Example, should TrustLine registration be complete on calendar day 31, reimbursement will be processed from that day on.

Reference: <http://www.cde.ca.gov/sp/cd/ci/mb1301.asp>

In-Home Care

Childcare provided in the child's own home by an adult relative, friend, neighbor, or babysitter or other care Provider. When the parent selects this option of care, the parent assumes the responsibility of being the Provider's employer and MUST follow legal, tax reporting and other employer-related requirements. The MCAP Program requires a minimum of 3 children to be enrolled with the In-Home Care Providers for full time childcare in order for this option to be selected. Reimbursement will be issued to parent and the parent is responsible to pay their employee; the In-Home Care Provider.

13. Rules for Provider Participation

- A. Providers must operate on a non-discriminatory basis regardless of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability or physical disability.
- B. Parents and MCAP will have unlimited access to their child (ren) during the Provider's hours of service.
- C. Providers will be reimbursed only for the child(ren) currently enrolled in MCAP for which they are providing services and have received authorization to do so.
- D. Providers are independent contractors, and as such, reimbursements are not reported by MCAP for unemployment and/or tax purposes; as an independent contractor, a Provider bears the responsibility for all their own business related functions.
- E. MCAP staff must be notified within five calendar (5) days of any change affecting the Provider. Such changes may be in the hours or days of attendance, voluntary drops, or abandonment of services. Any changes made without MCAP's authorization must be resolved between the parent and Provider.
- F. Childcare Providers must maintain the strictest level of confidentiality of all families and children subsidized by the MCAP Program. The names, circumstances, or eligibility status of certified families shall not be made known to anyone without the written consent of the parents.
- G. Provider's must maintain their facility in a manner which meets all legal, health, and safety requirements set forth by the State Department of Social Services, Licensing Division, and other regulatory agencies.
- H. Provider's must maintain copies of attendance records, parent fee receipts, emergency information, and any other documentation necessary to support claims for reimbursement or to ensure that the health and safety needs of children under the Provider's care are met.
- I. Maintain telephone services at the place where child care services are provided.
- J. If for any reason the provider becomes unable or unwilling to fulfill the family's certified need, the provider shall give the parents a notice and inform the program.
- K. TrustLine Providers must meet and remain in compliance with all health and safety requirements stipulated by State, County, Municipal, and regulatory agencies.
- L. Licensed providers that are moving their place of business are required to inform the program and families at least two weeks prior to the move to allow the families to select an alternate provider. In addition, in order to begin services at the new location, the new location must be licensed by Community Care Licensing. A preliminary visit or summary is not an authorization to begin caring for children for the Program.
- M. New Providers will submit a contract when approved to render services to Program children.
- N. Licensed childcare providers must provide MCAP with a copy of their child care license.
- O. Additional expenses such as termination fees/ two (2) week notices, transportation fees, food/meals, diapers, etc. are not reimbursed by the Program. Families and Providers should come to agreements on these expenses.
- P. 1099's will be mailed to Providers by January 31st for any reimbursement paid out in the previous year- January thru December. No taxes are deducted from reimbursements. It is the provider's responsibility to report earnings to the IRS, California Franchise Tax Board and to pay any applicable income taxes.
- Q. For Providers, program personnel will only be able to discuss child care information relating to the business with the individuals registered as the owner or center director.

14. Necessary Documents for Provider Participation

License –Family Childcare Home/ Licensed Center

- A. The name, address and telephone number of the childcare service provider
- B. Copy of provider's identification card/driver's license
- C. Copy of provider's tax identification card or letter
- D. Copy of the facility Childcare License that shows authorized capacity
- E. Form W-9
- F. Copy of provider's own contract including:
 - The age group (s) served by the provider
 - A statement of the usual and customary services provided and the corresponding fees

License-Exempt TrustLine

- A. Name, address and telephone number of the childcare service provider
- B. Date of Birth
- C. Copy of provider's identification/driver's license
- D. Copy of provider's tax identification card or letter
- E. TrustLine Cleared Status
- F. Copy of TrustLine application and Registry Criminal Record Statement
- G. Copy of Request for Live Scan Services for Subsidized TrustLine Registry Applicants
- H. Health and Safety Self-Certification
- I. Form W-9
- J. Copy of provider's own contract including:
 - A statement of the usual and customary services provided and the corresponding fees

License-Exempt Relative

- A. Name, address and telephone number of the childcare service provider
- B. Date of Birth
- C. Copy of provider's identification/driver's license
- D. Copy of provider's tax identification card or letter.
- E. Health and Safety Self-Certification.
- F. Declaration of Exemption from TrustLine
- G. Form W-9
- H. Copy of provider's own contract including:
 - A statement of the usual and customary services provided and the corresponding fees

In-Home Provider

- A. In-Home Provider Request Form
- B. Name, Address, and telephone number
- C. Copy of the Provider's and Parent's identification card/driver's license
- D. Copy of Parent's tax identification card or letter
- E. Form W-9
- F. Copy of provider's own contract including:
 - A statement of the usual and customary services provided and the corresponding fees.

Authorization to Work in the U.S.

Providers who have been issued a social security card that has the phrase, "VALID FOR WORK ONLY WITH DHS AUTHORIZATION" or "VALID FOR WORK ONLY WITH INS AUTHORIZATION" must also provide a copy of the current authorization to work in the United States.

Provider Participation in the QRIS

The Program is required to submit data regarding the Quality Rating Improvement System (QRIS) of all participating providers on a monthly basis. A QRIS is a set of ratings graduated by level of quality and used to assess early learning and care programs/providers. It may provide workforce development, financial incentives to participants, and other supports to improve quality. Local entities using a QRIS may have adapted their own to an existing QRIS or created their own tiered rating systems which are different from one another. Availability of a QRIS system is subject to each county. All providers participating in the Program will need to be classified. The Classification categories include:

- No. Provider is eligible, but does not participate in QRIS
- Yes. Provider does participate in a QRIS
- The State has an operating QRIS in the provider's area, but the provider is not eligible to participate
- The State does not have an operating QRIS in the provider's area

For information on your local QRIS system, please contact the Program.

Provider Accreditation

The Program is required to submit data regarding Accreditations that participating providers have earned on a monthly basis. An accreditation is a designation of quality early learning and care programs/providers. For more information on accreditation, contact the Program or visit the National Association for Family Childcare website at <http://www.nafcc.org/Accreditation>

Submission of New/Updated Child Care Provider Contracts

The Program will only process changes to a Provider's contract during the month of June, to be effective for services rendered on July 1st and after. New Provider's will be asked for their contract at the time they begin services. The contract must include:

- Provider/facility name, address, phone number
- Licensed facility # (if applicable)
- The age group (s) served by the provider
- A statement of the usual and customary services provided and the corresponding fees
- The contract effective date

15. Reimbursement for Provider

Submission of request for reimbursement must include Attendance Logs and Statement of Services for each child served. Attendance Logs must be completed, signed, and dated in ink at the bottom of the form with full signature by the Parent and Provider. The Statement of Services must be sent to the MCAP Bakersfield Office and include the following:

- A. Provider and/or Business Name
- B. Contact information
- C. Service month and year
- D. First and last name of the family
- E. First and last name of the child
- F. Age of the child
- G. Number of units
- H. Type of unit (Hour, Day, Week, Month, etc.)
- I. Rate per unit (Dollar and Cents amounts)
- J. Grand total you are invoicing the family

Providers are welcomed to use the Statement of Services located behind the pre-printed attendance logs.

Statement of Services

For Provider Use

# of Units	*Type of Unit	**Rate per Unit	Total

*Type of Unit: Hour, day, week, month etc.

**Rate per Unit: dollar and cents amount

Grand Total/Suma Total \$ _____

The Calendar of Attendance Logs & Reimbursement deadlines are as follows:

- Attendance Logs, Statement of Service/Invoice and family fee receipts must be received at the Bakersfield MCAP Office within first five (5) working days following the month of service. Reimbursements are processed during the current month and checks will be mailed to providers the following month. For example for services provided in the month of January. If all reimbursement documentation is received on time within the first five (5) working days in February, the reimbursement is processed in February and the check is mailed by the tenth (10) working day of March.

- Reimbursement requests received after the fifth (5) working day are considered late. If possible these reimbursement requests will still be processed with the timely requests. If program is not able to process during the current reimbursement cycle, the reimbursement request will be held to process with the next reimbursement cycle.
- Attendance Logs and Statement of Services over two (2) months old following the service month may be denied for reimbursement.
- Reimbursement requests must be processed during the current fiscal year, July 1st thru June 30th. As a result, all reimbursement requests for the service months of May and June must be processed no later than July 30th. All reimbursement requests received after July 30th for the previous fiscal year will be denied.
- A copy of the pre-numbered family fee receipt is due at the same time the attendance log and statement of services/invoice is due. Failure to submit the family fee receipt with the reimbursement request results in delays in the reimbursement cycle. Family Fee receipts must include the date, the name of the family, amount paid and service month. Below is an example:

RECEIPT	DATE	11/01/2020		No.	345659		
	FROM	Family Sally Smith				\$	100.00
							DOLLARS
	<input type="radio"/> FOR RENT	Service month of November 2020					
	<input type="radio"/> FOR						
	ADCT.			<input type="radio"/> CASH	FROM	TO	
	PAID			<input type="radio"/> CHECK			
	DUE			<input type="radio"/> MONEY ORDER	BY		

Reimbursement Amount

The Statement of Services will be reviewed with the authorized Child Care Certificate hours of care and the Attendance Logs. Providers will be reimbursed the amount requested on the Statement of Services or invoice, up to that which is allowed by the State. Child care reimbursements are based on the Regional Market Rate and California Code of Regulations, Title V Education Regulations, Chapter 19, Subchapter 2.5 Utilization of the Regional Market Rate Ceiling.

Title V can be viewed at

<http://government.westlaw.com/linkedslice/default.asp?SP=CCR-1000>

The Regional Market Rate information can be viewed at the California Department of Education website, Early Education and Support Division (EESD) at

<http://www3.cde.ca.gov/rcscc/>

Change in Maximum Reimbursement Benefit Level

For children who enter a new rate category due to their age, the new Maximum Benefit Level will be effective the service month after the child's birth date. Child will only change reimbursement rate categories when the child turns two (2) or six (6) years old.

16. Important information for Provider

- A. The Provider is an independent contractor, therefore not an employee nor an agent of MCAP. As an independent contractor, and not an employee, Provider is not eligible for employments benefit through The Migrant Childcare AP Program - MCAP (sick leave, social security, disability or health insurance, unemployment, worker's compensation).
- B. MCAP does not pay for hours or days of service in excess of those specified in the Provider Notice of Action and Childcare Certificate.
- C. MCAP does not pay for or accept "Postage Due" when Provider fails to place sufficient postage on correspondence. Such mail is left unclaimed at the Post Office. No special consideration is given for late attendance log due to insufficient postage.
- D. MCAP is not responsible for any "Personal Injury or Property Damage" caused by clients or children subsidized by MCAP for services.
- E. Parents have "Parental Choice" and as such they may choose to request a change childcare Providers for any reason. If a family switches providers and begins services with a new provider before receiving authorization from the program, the family will be responsible to pay the provider for the services used.
- F. MCAP can only reimburse two providers for the same child on the same time and day of services when the primary provider is using non-operational day. When a primary provider is using a non-operational day, a secondary provider can be authorized to render services. This change must be preapproved by the Program.
- G. MCAP can only reimburse a provider for a total of ten (10) non-operational days per fiscal year. To be eligible for reimbursement of non-operational days, a family must be certified for care and payment for non-operational days must be noted in the provider's contract.
- H. Non-operational days are days when a provider childcare facility is closed. In the case of an unplanned or emergency closure, it is the provider's responsibility to notify the MCAP Program and family immediately. The MCAP Program will work with the families to authorize an alternative provider in the absence of the provider.
- I. MCAP will refer suspected fraudulent activity to the appropriate authorities.
- J. Any improper reimbursements made to the Provider by MCAP, must be reimbursed to MCAP immediately upon discovery.

17. Provider Suspension / Termination

Temporary Suspension

MCAP will suspend the provider's participation for the following reasons:

- A) Non-compliance with applicable laws, regulations, policies, or requirements after 3 documented warnings.
- B) Refusal to cooperate with MCAP, County, or State officials investigating a complaint.
- C) Inaccessibility of Provider to MCAP staff or Parents, either by telephone or site visit during regular business hours and/or during certified hours of childcare provision without an acceptable explanation.

- D) During an ongoing investigation by either the Program, Community Care Licensing, or other authorities.

Suspension due to program non-compliance will be in effect for the remainder of the current fiscal year. Suspension due to an on-going investigation will be in effect until the investigation is complete and provider is cleared to participate again.

Immediate Termination

The following documented actions shall result in immediate termination of Provider in the Program.

- A) Proven fraud or conspiracy to defraud MCAP (i.e. submitting false, misleading, incorrect Attendance logs for childcare reimbursement, or other legal documents).
- B) Threats or bodily harm to any MCAP Program staff, parent or child.
- C) Bribery or attempted bribery of MCAP staff or other authorities.
- D) Substantiated abuse and/or molestation of children.
- E) Failure to report suspected child abuse or molestation.
- F) The Provider's operation is creating an imminent danger to the health, welfare, or safety of a child.

Should a child care provider be terminated for these immediate reasons, they will no longer be able to participate in the Program in the future.

18. Program Policies

A) Customer Service & Complaint Policy

In the interest of best serving our families and child care providers, the Program Service Policy allows for any issues to be communicated. For any questions, concerns or disagreements with the programs customer service parents and providers should contact the Bakersfield Main office at 1-800-259-8866. Families can contact Laura Porta, Family Services Coordinator and providers can contact Walter M. Villa, Subsidized Reimbursement Coordinator.

In accordance with the California Department of Education, Early Education and Support Division (EESD), as associated with the California Code of Regulations, Title 5 - section 4650 (a-2), the Migrant Childcare AP (MCAP) Program has adopted and implemented the Uniform Complaint Policy.

If you believe a California State or federal law, and/or statute, has been violated please send your complaint, including the following information:

- Your Name, Address, and Telephone Number
- Agency Name, Address, and Telephone Number
- The cited law or statute that you believe has been violated

To the address provided below:

California Department of Education
Early Education and Support Division (EESD)
1430 N Street, Suite 3410
Sacramento, CA 95814
Attn: Uniform Complaint Coordinator

B) Fraud Prevention Policy

Fraud is defined by the State of California in the Penal Code 484 in various sections; it is punishable by monetary fines as well as jail time. The Migrant Childcare AP Program is committed to demonstrating the highest standard of fiscal accountability and therefore to the prevention and detection of fraud. With consideration of the definition provided in the Penal Code, and in reference to child care, development, and educational programs for children, the Program defines fraud as:

Fraud is an intentional act of a parent and/or child care provider that leads to receipt of child care services by an ineligible parent, or an improper or excessive reimbursement to a provider. Such acts can include providing false information, failure to provide full information, submission of a false or misleading document, failure to provide a requested document or full documentation, submission of a provider Statement of Services with false information or otherwise improperly obtain a reimbursement from the agency or assets of the agency.

All suspected intent to commit fraud will be further investigated by the Migrant Childcare AP Program.

Any documentation or act that is found to be fraudulent will result in immediate termination for the family and/or child care provider. No reimbursement will be processed for all fraud.

If the initial investigation finds potentially fraudulent behavior evident, it will be forwarded to the appropriate Law Enforcement Authorities for further investigation, and the District Attorney's Office for prosecution to the fullest extent of the Law.

C) Non-Discrimination Policy

MCAP is available to all who qualify on a non-discriminatory basis and gives equal treatment in, and access to service to all families regardless of gender identity, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, mental and/or physical disability.

D) Mandated Child Abuse Reporting

As mandated reporters MCAP staff and providers must prioritize the protection of all children. If there is reasonable suspicion or knowledge of abuse, remember that as mandated reporters the law requires a report be filed to the local authorities.

E) Adult Conduct Policy

Parents will be responsible for the safety and conduct of their children while doing business with the Program. Any parent, parent representative or provider who displays any one of the following behaviors may be prohibited from participating in the MCAP Program:

- A) Harassment, verbal or physical abuse of any child or adult in MCAP offices or any sponsored event.
- B) Possession or consumption of or under the influence of alcoholic beverages or illegal drugs, smoking, etc.

F) Program Violations Policy

Violating any policies within the handbook such as but not limited to: Reporting a change in need within five calendar (5) days, Attendance log procedures, Rules for Participation, etc. will result in a review with the family or child care provider. The program will review with the family or provider the Program's Handbook to ensure understanding and compliance of all rules and procedures. If a family or provider continues to be out of compliance, then the program will complete and document a review of the specific violation. The Program will proceed with documenting each violation with a warning and after three (3) documented warnings, the family or provider will be terminated from the program. Providers that are terminated due to the violations policy will not be eligible to participate for the duration of the Program Fiscal Year. The provider will once again be eligible to participate in the Program when a new program Fiscal Year begins and are requested again by an eligible family.

G) Confidentiality of Records

For the MCAP Program, the use of or disclosure of all information pertaining to the child and his/her family shall be restricted to purposes directly connected with the administration of the program. The Program shall permit the review of the basic data file by the child's parent(s) or parent's authorized representative, upon request and at reasonable times.

19. Receipt of Program Manual

I have read and understand the Program requirements. I hereby agree to comply with all the program requirements, procedures, and reporting responsibilities. I understand that all of the information requested of me is used for determining my eligibility and/or participation in the MCAP Program, so that I may receive or be reimbursed for childcare services paid for by the United States Government and the State of California. I understand that my failure to provide truthful and correct information may result my prosecution for fraud. If after the investigation, I am found guilty of fraud I may be required to pay back any monies reimbursed to me or on my behalf and be subject to other civil penalties, including but not limited to fines and/or imprisonment. By signing below, I affirm under penalty of perjury, that all of the information I have provided to participate in the MCAP Program, is true and correct to the best of my knowledge.

Name (Please Print)_____

Please Circle one:

Parent

Provider

Signature (Receipt of Manual)

Date

Program Representative

Date

Provider Only:

I certify that I have registered with the local Resource and Referral Department and I have submitted a contract sheet with my rates, discounts, and/or educational polices.

Provider Signature_____ Date_____

SM 11/16

COMMUNITY ACTION PARTNERSHIP OF KERN

DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Community Services/Romala Ramkissoo		Month/Year: October 2016
Program/Work Unit: 2-1-1 Kern County	Staffing: 15 (2 I&R Specialist Vacancies)	Program Manager/Supervisor: Esperanza Contreras
Services: Provides 24/7 information and referral services via phone or CAPK's website to residents of Kern. Also provides call handling services for Kings, Tulare, Merced, and Mariposa Counties and schedules appointments for the CAPK Energy Program utility assistance services and provides application status updates.		

Activities	Description			
Information & Referral Services	Incoming	Answered	Unanswered	Referrals
Kern County	4,513	3,331	1,182 (26%)	7,257
Kings County	239	142	97 (40%)	*
Tulare County	1,032	652	380 (36%)	*
Mountain Valley (Mariposa and Merced Counties)	48	37	11 (22%)	*
Stanislaus County**	321	253	68 (21%)	*
Total	6,153	4,415	1,738 (28%)	

*2-1-1 Kern does not have access to the iCarol database for these counties. Per the agreements, 2-1-1 Kern provides referrals but does not track them. The information goes directly to the iCarol databases for the individual counties.

**Started 10/16

Most Requested Services	Free Cell Phone	Utility Assistance	Food Pantries
Top 3 Unmet Needs	Food/ Meals	Clothing/ Personal/Household	Housing

Other Services		Month	YTD
LIHEAP	Calls Answered	5,398	53,485
Weatherization	Routed through 2-1-1 Calls Answered	341	4,423
Mental Health	Calls Answered	162	939
Website Visitors	Visitors to CAPK's 2-1-1 Kern web page	1,995	14,021

CalFresh Enrollments	Onsite enrollment into CalFresh (Supplemental Nutrition Assistance Program (SNAP/food stamps)	Submitted	Approved	Pending
		8	5	3

Outreach Activities	Outcomes
<ul style="list-style-type: none"> - Vision y Compromiso, 10/2, 10/9, 10/23 - Good Neighbor Festival, 10/8 - Veterans Stand Down, 10/13 - 3rd Thursday, 10/20 - Arvin Fall Festival, 10/28 Upcoming Outreach Events <ul style="list-style-type: none"> - Back to School Night, 11/3 - South High Health Wellness & Tamalada, 11/12 - Thomas Jefferson Career Fair, 11/18 - Turkey Trot, 11/19 	Distributed 150 2-1-1 Kern County informational cards. Distributed 100 2-1-1 Kern County informational cards. Distributed 100 2-1-1 Kern County informational cards. Distributed 150 2-1-1 Kern County informational cards. Distributed 100 2-1-1 Kern County informational cards.

Highlights:

- Five 2-1-1 Kern Staff members took the Certified I & R Specialist exam in October and passed. These staff studied for 3 months during designated study sessions. Very Proud of Irene Fonseca, Veronica Daniels, Sulma Fuentes, Erika Chaidez and Esperanza Contreras.

COMMUNITY ACTION PARTNERSHIP OF KERN

DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Nutrition Services/Carmen Segovia	Month/Year: October 2016
Program/Work Unit: Central Kitchen	Program Manager: Diana Morrison
<p>Services: Preparation and delivery of meals and snacks for children enrolled in CAPK's Head Start/Early Head Start and Home Base option. The program provides the meals for the H.S. /E.H.S and Home Base parent meetings. The program also delivers food service and janitorial supplies to the Head Start/Early Head Start centers and Home Base locations. . In summer, the program prepares and delivers meals for children at the Friendship House, Shafter Youth Center, and other locations throughout Kern County.</p> <ul style="list-style-type: none"> • Total meals prepared are supported by the daily meal production sheets and food transport sheets. • VIP Parent meeting meal totals are supported by meal request forms submitted by center and Home Base staff. 	

Activities	Status			
Meals & Snacks	Total # Prepared	Breakfast	Lunch	Snack
Central Kitchen prepared for the HS/EHS centers	78,889	28,287	30,526	20,076
Home Base Meals	217	18	164	35
VIP Parent Café Meeting Meals	1,532			
Summer Food Program Service	0	0	0	0
Total	80,638	28,305	30,690	20,111

Other:

- We have started the process of getting several Central Kitchen food delivery vans painted, as we pick one up we will be dropping one off until they are all done. At that time we hope to have the van wraps with agency signage put on.
- Lorenzo Maldonado and I attended the CACFP Roundtable Conference in Palm Springs, October 17- 19, 2016. We attended workshops covering USDA policy updates, and new meal pattern to be fully implemented by October 2017. The conference also gives us the opportunity to network with persons from other agencies.
- The P.O. request for food service supplies and appliances for the Wesley center have been submitted to Procurement. All items planned to be delivered in time for opening inspection. We have already added the new center to our food service delivery route.

Program Staffing: We welcome the incoming Food Services Manager Lorenzo Maldonado, he is in the process of learning all aspects of managing the Central Kitchen. We are busy covering for the vacant position of the Food Services Technician, we have one employee on maturity leave. We have three subs assisting us with the coverage. We have 25 Employees, this includes the three subs. As always the Central Kitchen staff work hard to ensure the meals are prepared and delivered on time as well as keeping the kitchen clean.

COMMUNITY ACTION PARTNERSHIP OF KERN

DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Nutrition Services/Carmen Segovia		Month/Year: October, 2016
Program/Work Unit: East Kern Family Resource Center	Total Program Staffing: 6	Program Manager/Supervisor: Whitney Hughes
Program/Work Unit Description: Serves low-income individuals and families residing in East Kern County communities of Boron, California City, Mojave, North Edwards, Rosamond, and Tehachapi. Services include case managing families with children who are at risk of abuse and neglect (Differential Response); preparing children to enter kindergarten (School Readiness Initiative); parenting education; emergency supplies closet for immediate basic needs such as clothing, food, diapers, infant formula, bus passes, and gas vouchers.		

Activities	Description	Status	
		Month	YTD
Referrals for services	Differential Response	18	406
Case Managed Families	F5K School Readiness	2	104
Children participating in center-base program		2	49
Adults in Court Mandated Parenting Classes		5	29
Services to Walk-ins	Services e.g., faxing and photocopying legal documents (such as birth certificates, Social Security cards, immigration status information needed to receive public assistance), food, clothing, referrals to other support services, and ongoing case management	70	1095
Emergency Supplies Closet and Other Services	Food (individuals)	9	228
	Clothing (individuals)	22	301
	Photocopies (individuals)	309	2544
	HEAP Application Supporting Docs	134	1013

Other: Hosted community collaborative meeting with representatives from Salvation Army, Mojave Unified School District, and the Department of Human Services, Child Protective Services, GBLA, Head Start, District Attorney Victim Witness Services and Probation.

Staffing: The First 5 Case Manager is now on board, trained and working with clients.

COMMUNITY ACTION PARTNERSHIP OF KERN
DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Community Services/Romala Ramkissoon		Month/Year: October 2016
Program/Work Unit: Energy	Total Program Staffing: 55, including 2 temps and 2 vacancies	Program Manager/Supervisor: Vacant
Services: Residential weatherization, utility bill payment assistance, and energy efficiency education for low-to-moderate-income Kern County residents. Also installation of interim water tanks for low-income households affected by the drought.		

Activities	Description	Status	
		Households Served	
		Month	YTD
1. Low Income Home Energy Assistance Program (LIHEAP) Utility Assistance (2015/2016)	Assistance with utility bill payments	1004	6190
2. Low Income Home Energy Assistance Program(LIHEAP) Weatherization Assistance (2015)	<ul style="list-style-type: none"> Assistance with residential repair/weatherization (e.g., weather stripping, thermostats, door/window replacement, etc.) Energy-efficient appliance installation 	60	617
		21	115
3. Low-Income Weatherization Program (LIWP) (2015)	Assistance with residential repair/weatherization (e.g., weather stripping, thermostats, door/window replacement, etc.)	36	424
4. Interim Water Tank Installation Program	Installation of interim water tanks for low-income households affected by the drought.	3	32
5. Total Value of Services		\$568,788	\$3,663,025
		Results	
6. Energy calls received (from 2-1-1)		5712	
		HEAP	Wx
7. Number of LIHEAP applications Received		1254	143
8. Number of LIHEAP applications Completed		1004	94
9. Number of LIHEAP applications in Progress		250	31
10. Outreach	<ul style="list-style-type: none"> Formerly Kaplan College Resource Fair Hosking Resource Fair Third Thursday Outreach Event Arvin Family Fall Festival 	Distributed HEAP/Wx applications	
11.	Collaborative Meetings <ul style="list-style-type: none"> South Valley Neighborhood Mtg Housing Authority Mtg Arvin Collaborative Mtg. 	Attended 3 meetings	

Other: The value of services for LIHEAP & LIWP Weatherization Assistance Program is for the previous month due to the fact it is not determined until the report is completed on the 15th of each month. The \$568,778.00 is the value of utility assistance only.

COMMUNITY ACTION PARTNERSHIP OF KERN

DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Nutrition Services/Carmen Segovia		Month/Year: October 2016
Program/Work Unit: Food Bank	Total Staffing: 15; No vacant positions.	Program Manager/Supervisor: Glen Ephrom
Services: Partners with 119 food distribution sites throughout Kern County to provide food assistance to low-income families and individuals. Also operates the Back Pack Buddies program at several school sites during the school year to provide low-income, food-insecure children with ready-to-eat food on weekends and school breaks.		

		Status	
Activities	Description	Month	YTD
USDA Commodities	Individuals Served (OCT 2016)	39,886	182,289
	Poundage Received all Programs	1,036,194	9,262,719
	Total Poundage Distributed all Sites	1,009,307	9,118,992
Drought Emergency Food Assistance (DEFAP)	Clients Served	Families	Individuals
	OCT 2016	3,511	25,183
	Total Poundage Distributed	278,400	2,233,140
Food Sourcing	Donations Received: 168,144 pounds of produce & 15 different produce items. <ul style="list-style-type: none"> • Ag Against Hunger: Mixed greens, berries, broccoli, & cauliflower • Varsity Produce: Onions • Tasteful Selections: Potatoes • PFG: Mixed Produce • Bolthouse: Carrots • Grimmway/Cal Organic: Green leafy, carrots, cabbage • Target: Produce • Wonderful Co: Citrus • Yellow Pine Farms: Persimmons 		
Food Drives/Donations	<ul style="list-style-type: none"> • Rabobank Food Drive - 845 lbs. • Self-Help Federal Credit Union - \$1,000 Check donation 		

Other: 1) Fresh Fruits and Vegetables Free Farmers market: New Life (12,876#) 5,004 individuals. 2) Produce Education Program (PEP) World of Pentecost – Oildale, Catholic Charities; Persimmons. 3) Prepared the USDA CFD Grant Request to serve Kern County Seniors. 4) GET Bus food distribution and Resource Fair (10.14.16) 5) Met with Wonderful Company to propose KNOW, Backpack Buddies and Farmers Market events in Wasco. 6) Participated in Third Thursday at Mill Creek Park providing Food Bank Outreach. 7) Participated in Safe Halloween at Pioneer Village (10.30-31.16) 8) Food Bank Staff worked with Operations Staff to point (rank) solar project proposals. This led to a staff recommendation to the Board of Directors. 9) Reconnected with Mike Herman, Organizer, Bakersfield Marathon, to discuss the benefit race for the Food Bank. We will revisit this opportunity in 2Q17. 10) Participated in the Veterans Stand Down on 10.13.16 providing food and outreach.

COMMUNITY ACTION PARTNERSHIP OF KERN

DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Health & Nutrition Services/Carmen Segovia		Month/Year: October 2016*
Program/Work Unit: Migrant Childcare AP Program (MCAP)	Total Staffing: 17, 2 vacancies; Office Clerk & Subsidized Reimbursement Specialist	Program Manager/Supervisor: Susana Magana
Services: The Migrant Childcare Alternative Payment Program is a voucher-based child care program for migrant agriculturally working families. The program has six entry counties: Kern, Kings, Madera, Merced, Tulare, and Fresno. Once enrolled, families can continue child care services as they migrate throughout the state following agricultural work. The program's current Fiscal Year is July 1, 2015, to June 30, 2016. <i>*This report is for the service month of September 2016, which was processed in the month of October 2016.</i>		

		Status	
Activities	Description	Total	% by County
Active Enrollments	Kern**	283	47%
	Tulare	181	20%
	Kings	70	8%
	Fresno	104	12%
	Madera	74	9%
	Merced	30	4%
	Total	742	100%

**Kern totals include services provided outside of the six entry counties. The case management for those families working and residing outside the six entry counties are handled by the regional office in Bakersfield.

Other:

Current Activities:

- MCAP continues enrolling new and returning families in the counties of Kern, Tulare, Kings, Fresno, Madera and Merced for the FY 2016-2017. Outreach activities were conducted throughout the month. Staff distributed flyers in Livingston, Winton, Arvin, McFarland, Madera, Fresno, Tulare, to name a few. Staff also participated in several Sunday outreach events; one in Bakersfield on 10/9 and another in McFarland on 10/23. Furthermore, staff participated in the annual Hoskins Swap meet Health Fair on 10/14.
- On 10/20/16 MCAP staff participated in a live radio interview on Radio Manatial to promote the service our program provides the community. We have received several calls from both families and providers requesting applications.
- A total of 5 staff attended the 2016 California Alternative Payment Program Association (CAPPA) conference in Sacramento October 19th-21st and 3 staff attended the 2016 CCDAA Fall Technical Assistance conference October 26th through 28th.
- The CA Department of Education has increased our program's Maximum Reimbursable Amount (MRA) by an additional \$305,593.00 for FY 16-17

Upcoming Activities:

- MCAP management team will be attending the Eligibility and Need training offered by the CA Department of Education (CDE) on 11/15/16 and will also be attending a Family Fee training offered by the California Child Development Administrators Association (CCDAA) on 11/18/16. Both trainings will be in Fresno, Ca.
- MCAP will have a staff training on 11/30/16 at our satellite office in Visalia.

COMMUNITY ACTION PARTNERSHIP OF KERN

DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Community Development/Ralph Martinez		Month/Year: September 2016
Program/Work Unit: Shafter Youth Center	Total Program Staffing: 3	Program Manager/Supervisor: Angelica Nelson
Services: Summer and after-school tutoring, homework assistance, educational, recreational, and social enrichment activities and services for children ages 6-18.		

Activities		Enrollment Status	
Description	Purpose	Month	YTD
After-School Program (#’s as of 1/1/2016)	Tutoring, homework assistance, recreation	5	83
Teen Pregnancy and Sexually Transmitted Infections Prevention (Information and Education) (#’s as of 7/1/2016)	Informing and educating teens ages 12-19 years on preventing pregnancy and the spread of sexually transmitted infections. <i>Previous grant has expired. New contract will begin sessions with students in late October</i>		
Evening Program	Activities held Monday, Tuesday, and Thursday evenings, 5:00-9:00; used for open basketball, Fitness Boot Camp, ancestry class and local groups use for meeting space. <i>Fitness Boot Camp is taking a break due to instructor’s family medical situation. Will resume when things settle down.</i>	Basketball - 15 Fitness Boot Camp - Ancestry Class - 5	
Nutrition Education through Kern County Dept. of Public Health	Education classes teaching students to eat right, and exercise. Gardening sessions will begin later.	5	184
Summer Program	An expanded version of the after school program that includes guest speakers, themed weekly activities and recreation. Full day and part day options available.		111

- **Other:**
- SYC fundraiser, Creative Palette painting event was on October 14
- SYC kids participated in 2016 Bakersfield Museum of Art’s Via Arte Street Painting Festival on October 15 at The Marketplace in Bakersfield.
- SYC hosted a Harvest Festival in the gym, partnering up with the Shafter Lions Club, which hosted a “Trunk or Treat” event at the skate park on October 24 from 5 – 9pm.

COMMUNITY ACTION PARTNERSHIP OF KERN

DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Community Services/Romala Ramkissoon		Month/Year: October 2016
Program/Work Unit: VITA	Total Program Staffing: 2 full time staff	Program Manager/Supervisor: Sandi Truman
Services: Trained volunteers provide free tax preparation and e-filing for low- medium income individuals and families and assist clients with application for Earned Income Tax Credit (EITC).		

		Results	
Activities	Description	Month	YTD
Tax Returns Completed	State and Federal	45	4747
Refunds	Federal	\$22,823	\$6,699,720
	State	\$2,102	\$778,553
	EITC	\$7,056	\$3,073,945
	CA EITC	\$134	\$203,655
Total Refunds		22,957	\$7,478,273

Other: Now that the regular tax season is over we have only 1 location open at 300 19th street.

This month we have finished our Spanish training class and have started our 1st English training class. We have continued to do returns but our focus will now be on the ITIN's that are expiring and need to be renewed before the first of the year.

COMMUNITY ACTION PARTNERSHIP OF KERN

DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Nutrition Services/Carmen Segovia		Month/Year: October 2016
Program/Work Unit: WIC	Total Program Staffing: 74 staff, 5 vacancies 3 new hires.	Program Manager/Supervisor: Elizabeth Tolley
Services: Nutrition education, breastfeeding support, and food vouchers for families with infants, children up to age 5, and women who are pregnant, postpartum or breastfeeding. Services provided at 21 sites in Kern County, 5 sites in San Bernardino County, and through the WIC mobile clinic.		

			Participation 10/1/16-9/30/17			
Description			Case Load	Month	Central Valley Avg.	State Avg.
Total	All services		19,770	16928= 85.6%	pending	pending
Participation by WIC site	Location	Participants	Location		Participants	
Note: The * indicates that the participants served at this site are included in the count for other sites. IT Equipment from other WIC site was used to issue food vouchers.	Arvin	93	Mojave		145	
	Bakersfield		Oildale		541	
	Homeless Shelter	10	Ridgecrest		754	
	E. California Avenue	1642	Rosamond		661	
	Niles Street	2602	Shafter		1353	
	Montclair	453	Tehachapi		528	
	Friendship House	157	Wasco		1875	
	Panama	1172				
	Boron	63	<u>San Bernardino County</u>			
	Buttonwillow	73	Adelanto		1995	
	California City	728	Big Bear		308	
	China Lake Naval	*	Crestline		310	
	Station		Needles		193	
	Delano	892	Phelan		62	
	Edwards Air Force Base	110				
	Lost Hills	169	<u>Mobile WIC</u>		39	

Projects

- October started the contract year. Program Manager and Administrative Coordinator reviewed clinic hours of operation along with participation trends. Staffing and clinic hours will be rearranged in order to provide extra support for clinics which demonstrate growth in participation.
- Outreach, in the form of direct mailing, was focused toward the areas of potential growth. The most benefit from the mailing is expected in areas where the clinic is not as well known.
- Magdalena Vela one of the WIC counselors participated in an interview on the Spanish Language Radio Show. The interview included: basic WIC information emphasizing the benefits of being on WIC, enrollment information, breastfeeding advice and a question and answer session.
- Several WIC staff are participating in State WIC activities. Mitchall Patel, Outreach/ LVL Coordinator has been selected to be part of the State WIC outreach workgroup for the next three years. As part of the workgroup Mitchall will attend meetings in Sacramento to discuss and develop outreach materials. He will also assist in fields testing the materials at appropriate CAPK sites. Additional funds will be added to the CAPK WIC contract to cover the travel and per diem expenses. Program Manager and Staff Development Coordinator attended State WIC meetings to hear about and participate in discussion concerning policies that are being developed and state projects

COMMUNITY ACTION PARTNERSHIP OF KERN

DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Community Development/Ralph Martinez		Month/Year: October 2016
Program/Work Unit: Grants & Research	Total Staffing: 3	Program Manager/Supervisor: Not Applicable
Services: Grant proposal preparation, research on funding resources and opportunities, and special projects.		

		Status	
Activities	Description	In Progress	Submitted
Grant Applications	• Dignity Health – Grow Fit (FHCC & SYC)		X
	• Community Development Block Grant (City) – Property & Security Improvements – Food Bank		X
	• Bank of the West – 2016-17 Tax Season – VITA		X
	• United Way of Kern County – General Support – Food Bank		X
	• Kern Family Health Care – First Aid & Hygiene Kits – FHCC & SYC		X
	• Kern County Network for Children – Differential Response – EKFRFC		X
	• Kaiser Permanente – Event Sponsorship – 2017 CAPK Banquet	X	
	• Dignity Health – Event Sponsorship – 2017 CAPK Banquet	X	
	• USDA – Mobile Farmer’s Market – Food Bank	X	
	• Feeding America/Disney – Produce Grant – Food Bank	X	
	• Feeding America/Morgan Stanley – Produce Grant – Food Bank	X	
	• Community Development Block Grant (County) – Property & Security Improvements – Food Bank	X	
	• CA Dept. of Education – Renewal Funding – MCAP	X	
	• Union Bank – Financial Education	X	
Potential Funding Opportunities – Research in Progress	• Kern Housing Authority		

Projects	Description	In Progress	Completed
Strategic Plan 2016-2021	Board approved 10/26. Work Groups formed for 6 goals. Creating implementation timeline.	X	
Organizational Standards	Collecting documentation to meet and support all Organizational Standards. Drafts of Risk Management Assessment, Bylaws, and Succession Plan are ready for staff and/or committee review.	X	
VITA 2016 Season Letter Campaign	Drafted letter to send to list of local financial institutions without grant applications/cycles.	X	
CSBG Annual Report Update	Staff Training	X	
Surveys	• CAPK Partners Satisfaction Survey – Draft Analysis complete.	X	
	• CAPK Employees Satisfaction Survey – Analysis in progress (412 surveys submitted in total)	X	
	• CAPK Customers Satisfaction Survey – Survey period 11/1 - 12/2	X	

Other:

- Staff attended the Kern Food Policy Council 10/26 meeting at the United Way of Kern County and continued to provide support and collaboration.
- Follow up call with CA Dept. of Social Services on Commodity Supplemental Food Program to discuss capabilities.
- Kern County Network for Children recommended EKFRFC Differential Response for full funding – final approval Feb 2017.
- Division reorganization approved by CAPK Board.

COMMUNITY ACTION PARTNERSHIP OF KERN
DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Human Resources/Michele Nowell		Month/Year: October 2016
Program/Work Unit: HR/Payroll/Staffing	Total Division Staffing: 12	Program Manager/Supervisor: Mike Lackman/Eric Kelley/Dawn Bledsoe
Services: All functions and activities related to payroll, staffing, employee benefits administration, labor law compliance, personnel management, and Union Contract.		

		Status	
Activities	Description	Month	YTD
Employee Count	Regular	817	
	Subs/Temps	30	
	Total Staff	847	
New Hires	All divisions and programs		
	Regular	19	124
	Subs/Temps	3	30
	Total New Hires	22	155
Leaves of Absence	Intermittent Leave	50	
	Full-time Leave	21	
	Total on Leave	71	
Terminations	All divisions and programs		
	Voluntary	16	117
	Involuntary	0	50
	Total Terminations	16	167
Staffing	Vacancy	10	-
	Total Applications Received	70	1830
Payroll	Total Hours Paid	149,273	
	Total Payroll	\$2,602,743	

Projects	<p>Completed (last 6 months): COLA rates applied, Retro paid out, Union Contract Finalized and Approved (8/24/16), 48 Supervisors completed training with Work Logic, Returned 278 part-staff back to active duty, Immunizations Compliance due diligence, Benefits on line training for all managers and center directors on 10/24 (approximately 100 staff members)</p> <p>Ongoing: CAPK Employee Manual with Attorney for review, Jury duty policy, Job descriptions update, Online Recruitment via ADP (Target 12/31/16), Time and Attendance in ADP, Part-year new accrual administration, Benefits Open enrollment thru November 11.</p>
-----------------	--

COMMUNITY ACTION PARTNERSHIP OF KERN
FUNDING REQUESTS AND APPLICATION STATUS REPORT
PENDING - October 2016

Date Approved	Date of App. Submission	Funding Source	Program/Proposal	Amount Requested
2/17/2016 (B&F)	2/25/2016	AstraZeneca	FHCC & SYC/Grow Fit Program	\$ 175,198
5/25/2016 (Board)	5/31/2016	U.S Dept of Treasury/ IRS	VITA/Kern VITA Partnership - Year 2*	\$ 223,315
6/22/2016 (B&F)	6/28/2016	Best Buy Foundation	FHCC/Winners Program	\$ 9,800
6/29/2016 (Board)	7/12/2016	Cy Pres CRT Settlement Fund	East Kern Family Resource Center/Computers, Internet Service, Printer	\$ 65,539
7/13/2016 (Exec)**	8/10/2016	Wells Fargo	Community Development/Financial Literacy & Microloan Program	\$ 30,000
8/10/2016	7/26/2016	County of Kern (Community Corrections Partnership)	FHCC/Workforce Development Services for Ex-offenders	\$ 354,840
8/17/2016 (B&F)	8/8/2016	Southern California Gas Company	Food Bank/ Solar Energy Improvement Project	\$ 25,000
8/17/2016 (B&F)	8/24/2016	Wonderful Foundation	Food Bank/ Backpack Buddies - Wasco	\$ 24,661
9/21/2016 (B&F)	8/31/2016	Wonderful Foundation	VITA/ Wasco	\$ 18,600
8/17/2016 (B&F)	8/12/2016	U.S Dept of Housing & Urban Development	2-1-1 Kern/ Kern County Homeless Coordinated Entry System	\$ 178,000
8/17/2016 (B&F)	8/23/2016	U.S Dept. of Labor/ Fresno Regional Workforce Development Board (MOU)	Program TBD/ America's Promise Job Driven Grant Program	\$ 50,000
9/21/2016 (B&F)	9/1/2016	U.S Dept. of Agriculture/ California Department of Social Services	Food Bank/ Commodity Supplemental Food Program	\$ 444,000
9/21/2016 (B&F)	10/14/2016	Kern County Network for Children	EKFRC/ Differential Response Services	\$ 209,094
9/21/2016 (B&F)	10/13/2016	Dignity Health	FHCC & SYC/ Grow Fit Families Program	\$ 75,000
10/26/2016 (Board)	9/26/2016	Southern California Gas Company	Food Bank/ Delano Fall Food Drive	\$ 2,000
10/26/2016 (Board)	9/23/2016	TJX Foundation	Food Bank/ General Support	\$ 5,000
10/26/2016 (Board)	10/4/2016	United Way of Kern County - 2017 Hunger & Homelessness	Food Bank/ General Support	\$ 50,000
10/26/2016 (Board)	10/11/2016	Kern Family Health Care	FHCC & SYC/ First Aid, Emergency Preparedness & Hygiene Kits	\$ 1,500
10/26/2016 (Board)	10/18/2016	Bank of the West	VITA/ 2016 Tax Season	\$ 2,500
10/26/2016 (Board)	10/28/2016	City of Bakersfield/ Community Development Block Grant	Food Bank/ Property & Security Improvements	\$ 61,500

*Received notification of IRS funding for Year 1 of request; Year 2 notification pending.

**Board did not approve use of funds for Microloan Program. Currently exploring alternatives with Wells Fargo.

COMMUNITY ACTION PARTNERSHIP OF KERN
FUNDING REQUESTS AND APPLICATION STATUS REPORT
AWARDED - October 2016

Date Approved	Date of Notification	Funding Source	Program/Proposal	Amount Requested	Amount Awarded	Funding Period
1/13/2016 (PRE)	3/24/2016	California Department of Public Health	FHCC & SYC/Sexual Health Information & Education (I&E) Program	\$ 115,000	\$ 80,000	7/1/2016 - 6/30/2017
1/13/2016 (PRE)	5/23/2016	United Way of Kern County (Emergency Food & Shelter)	Food Bank/Food	\$ 85,000	\$ 84,507	1/16/2015 - 12/31/2016
5/11/2016 (PRE)	6/20/2016	Kern Family Health Care	East Kern Family Resource Center/ Emergency Supplies Closet	\$ 2,000	\$ 2,000	7/1/2016 - 6/30/2017
2/10/2016 (PRE)	6/23/2016	Kaiser Permanente Kern County	FHCC/Grow Fit Program	\$ 13,181	\$ 10,000	7/1/2016 - 6/30/2017
6/22/2016 (B&F)	7/1/2016	PG&E	FHCC/Computer Lab Upgrade	\$ 3,000	\$ 3,000	7/1/2016 - 6/30/2017
5/25/2016 (Board)	7/11/2016	Target	SYC/Art Smart Program	\$ 2,500	\$ 2,500	10/1/2016 - 9/30/2017
6/22/2016 (B&F)	7/13/2016	The Starbucks Foundation	FHCC & SYC/PREP Works	\$ 49,606	\$ 40,000	1/1/2017 - 6/30/2017
3/30/2016 (Board)	8/11/2016	Chevron 2016 Social Investment Program	FHCC & SYC/STEM Program	\$ 21,500	\$ 21,500	7/1/2016 - 6/31/2017
5/25/2016 (Board)	9/15/2016	U.S Dept of Treasury/ IRS	VITA/Kern VITA Partnership - Year 1	\$ 222,723	\$ 84,815	8/1/2016 - 7/31/2017
8/17/2016 (B&F)	9/6/2016	Bank of America	Food Bank/ BackPack Buddies - Lamont	\$ 25,000	\$ 9,000	1/1/2017 - 12/31/2017
8/17/2016 (B&F)	9/6/2016	United Way of Stanislaus County	2-1-1 Kern/ Call Answering Services	\$ 45,000	\$ 40,500	10/1/2016 - 6/30/2017
10/26/2016 (Board)	10/14/2016	Walmart/ Community Grants Program	Food Bank/ General Support	\$ 2,500	\$ 1,000	1/1/2017 - 12/31/2017
				TOTAL	\$ 378,822	

*On hold pending final Board approval.

COMMUNITY ACTION PARTNERSHIP OF KERN
FUNDING REQUESTS AND APPLICATION STATUS REPORT
DECLINED - October 2016

[illegible]

Community Action Partnership of Kern Funding Request Profile

Source of Funds: Public

CFDA # 10.225

Project Name: Kern Nutrition On Wheels (KNOW)

Division Director: Carmen Segovia

Funder Name: U.S. Department of Agriculture/
National Institute of Food and Agriculture

Program Manager: Glen Ephrom

Grant Program Name: Food Bank

☒ **New Funding**

☐ **Re-Application**

Funding Period: 10/01/17-09/30/18

A. Narrative description of funding request, including goals:

CAPK is applying for funds from the USDA's National Institute of Food and Agriculture under the Community Food Project Competitive Grants Program. The CAPK Food Bank's Kern Nutrition On Wheels (KNOW) Program proposes to improve nutrition and increase access to fresh fruits and vegetables to low-income and food-insecure households residing in Kern County food deserts. With assistance from partnering organizations, CAPK Food Bank will distribute 3.2 million pounds of fresh fruits and vegetables via a mobile farmers market over a three-year period. In addition, participants at distribution sites will be provided with health and nutrition education from a Health Educator, as well as information on using EBT/SNAP to purchase produce at participating local farmers markets.

B. Use of Funds:

The requested funding of up to \$350,000 for three years will be used to purchase a refrigerated delivery truck, program supplies, and fresh produce. Funds will also cover two full-time staff, and a portion of general operating costs.

C. Approvals:

1. C Segovia 11/3/16
Division Director Date

3. Christine Anami 11/3/16
Director of Finance Date

2. Rgh Mundy 11-3-16
Director of Community Development Date

4. J.T.D. 11/3/16
Executive Director Date

D. Board:

☐ Policy Council
Date: _____

☐ PRE Presentation
Date: _____

☐ B&F Approval
Date: _____

☐ Board Approval
Date: _____

COMMUNITY ACTION PARTNERSHIP OF KERN

DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Head Start/State Child Development/Yolanda Gonzales	Month/Year: September 2016
Program/Work Unit: Head Start/Early Head Start	Program Manager/Supervisor: Jerry Meade/ Donna Holland
Services: Early childhood education for low-moderate income children ages 0-5 in center-based part-day or full-day environments and home-based options.	

Program	Enrollment	Funded	Actual
Head Start Kern	September 2016	2,041	2034*
Early Head Start Kern	September 2016	328	333
Early Head Start Partnership	September 2016	56	56
Early Head Start San Joaquin	September 2016	345	218
TOTAL Funded Enrollment		2770	2641
Children with Disabilities		Goal	Actual
Head Start Kern	Identified as having an IEP	10%	8%
Early Head Start Kern	Identified as having an IFSP	10%	9%
Early Head Start Partnership	Identified as having an IFSP	10%	2%
Early Head Start San Joaquin	Identified as having an IFSP	10%	12%
Over Income		Goal	Actual
Head Start Kern	Within 100% and 130% of Federal Poverty Rate	<10%	4%
Early Head Start Kern	Within 100% and 130% of Federal Poverty Rate	<10%	3%
Early Head Start Partnership	Within 100% and 130% of Federal Poverty Rate	<10%	2%
Early Head Start San Joaquin	Within 100% and 130% of Federal Poverty Rate	<10%	3%
Average Daily Attendance (Program Wide >85%)		98%	

Meals Served						
Total Meals Requested			Meals Allocated		% of Meals Served	
by: Central Kitchen	by: Vendor Kitchens	Total Meals Prepared	to: CACFP/USDA	to: HS/EHS	July 2016	July 2015
83,016	13,701	96,717	66,057	30,660	79%	89%

* late start for Wesley Child Development center.

Other: We had 4 Centers with 100% attendance for September: Buttonwillow, Chrisman, East Cal, & San Diego Head Start.

Total Division Staffing: Currently employed in Head Start: 563
 Vacant Positions: 33
 Currently out on Leave: 46

Program Updates:

October 2016 Outreach & Advocacy Report

- **All month long:** Energy Action & Home Weatherization Awareness Month. Media and Social Media campaign to raise awareness.
- **All month long:** Community Partner Golden Empire Transit (GET Bus) visits various Head Start Centers to entertain the children with Halloween-themed “Ghost Bus.”
- **On Thursdays all month long:** Representatives from various CAPK Programs (Energy, Food Bank, WIC, Friendship House, Shafter Youth Center, Migrant Childcare) were guests on Spanish Language Radio Manantial (100.3 FM), where they raised awareness about CAPK among Spanish radio listeners.
- **October 4:** Proclamation by Kern County Board of Supervisors: “October is Energy Action & Home Weatherization Month in Kern County.”
- **October 11 – 21:** Rabobank Food Drive – A 2-can food donation at any Rabobank Branch in Bakersfield = 1 hot dog coupon for the Condors Pre-Game Festivities at Rabobank Arena on 10/22.
- **October 13:** Kern County Veterans Stand Down at Stramler Park, with CAPK participation.
- **October 13:** CAPK Head Start Policy Council Dinner at Hodel’s.
- **October 14:** GET Bus Food Distribution & Resource Fair Downtown, with CAPK participation.
- **October 14:** Shafter Youth Center’s Creative Palette at CAPK Headquarters.
- **October 18:** Hired new English/Spanish Bilingual Resource & Outreach Coordinator
- **October 19:** Presentation about CAPK to Shafter Community Collaborative.
- **October 20:** Third Thursday Downtown at Mill Creek Park, with CAPK sponsorship and strong CAPK Outreach Team participation.
- **October 24:** Shafter Youth Center Harvest Festival.
- **October 26:** Special recognition awarded to Providence Strategic Consulting at CAPK Board of Directors Meeting for their launch and maintenance for two months of East Kern Family Resource Center’s new Facebook page.
- **October 27:** Friendship House Mixer & More at Metro Galleries Downtown to raise funds for educational programs for FHCC children.
- **October 31:** Friendship House Community Center Fall Carnival.

Coming up in November:

- **November 2:** Rosamond Head Start/State Child Development Center Ribbon Cutting & Open House
- **November 12:** Congressman David Valadao’s Fall Food Drive in Delano to benefit the CAPK Food Bank
- **November 16:** KGET Holiday Food Drive – 5 A.M. TO 7 P.M. Corner of M and 22nd Streets in Downtown Bakersfield.

COMMUNITY ACTION PARTNERSHIP of KERN
BOARD OF DIRECTORS
BUDGET & FINANCE COMMITTEE MEETING
5005 Business Park North, Bakersfield, CA
November 16, 2016
12:00 p.m.

1. **Call to Order**

Warren Peterson called the meeting to order at 12:08pm at the Community Action Partnership of Kern Administrative Building, 5005 Business Park North, Bakersfield, CA.

2. **Roll Call**

Roll call was taken with a quorum present:

Present: Warren Peterson, Yolanda Ochoa, and Ana Vigil

Absent: Tony Martinez and Kathleen Philley

Others present: Romala Ramkissoon, Director of Community Services; Carmen Segovia, Director of Health and Nutrition; Christine Anami, Director of Finance; Yolanda Gonzales, Director of Head Start/State Child Development; Emilio Wagner, Director of Operations; other CAPK staff.

3. **Approval of Agenda**

Christine Anami stated under Item 5(c): Application Status Report and Funding Requests, the funding request to U.S. Department of Agriculture/National Institute of Food and Agriculture for the Food Bank will be removed from the agenda.

Motion was made and seconded to approve the Budget & Finance Committee meeting agenda for November 16, 2016 with the requested amendments. Carried by unanimous vote. (Ochoa/Vigil)

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

No comments were made to the committee.

5. **New Business**

- a. Early Head Start/Head Start Federal Financial Reports – Christine Anami, Director of Finance – ***Info Item***

Christine Anami stated these financial reports were filed and uploaded to the Grant

Solutions system for the Head Start grants for Kern Head Start & Early Head Start, San Joaquin and the Partnership. All three (3) grants are on the same form and the agency is required to use this form for the Head Start grants. Grantees are no longer required to submit the Federal Financial Report to their regional office as this change went into effect January 5, 2016. She stated the report for the Partnership is the annual report but the other reports are the semi-annual for the other programs. The typical process is the annual, semi-annual and the final. She stated they will come back in January or February to give the final program reports.

Motion was made to receive and file the Early Head Start/Head Start Federal Financial Reports. Carried by unanimous vote. (Ochoa/Vigil)

- b. Low Income Weatherization Program (LIWP) Draft Request for Proposal (RFP) – Romala Ramkissoon, Director of Community Services – **Action Item**

Romala Ramkissoon stated the Department of Community Services and Development (CSD) has changed the way contracts will be implemented. CSD has released a draft RFP for LIWP's Single-Family Energy Efficiency and Solar Photovoltaics (PV) procurement. Fresno EOC will be applying to be the Regional Administrator for Region 3, and Kern County is located in Region 3. Fresno EOC has contacted LIHEAP Service Providers in Region 3 to determine which of the providers are interested in being a sub-contractor with Fresno EOC. We have responded that we are interested in being the sub-contractor for Kern, as we are also currently a sub-contractor with Fresno EOC under the Solar PV Pilot Program. The due date to submit the proposal is 12/9/2016 and the Notice of intent to award will be posted on 12/30/2016 with a proposed award date of 1/6/2017.

Warren Peterson asked if the money will be distributed based on the census track numbers and Romala stated distributions of funds are still being worked out.

Motion was made and seconded to approve the Low Income Weatherization Program (LIWP) Draft Request for Proposal (RFP). Carried by unanimous vote. (Vigil/Ochoa)

- c. Application Status Report and Funding Requests - Ralph Martinez, Director of Community Development – **Action Item**

Brady Bernhart presented on behalf of Ralph Martinez and stated there are six (6) pending requests, one (1) award received from Walmart for \$1,000 for the Food Bank, and there were no declines. He stated there are two funding requests. One was to Feeding America-Walt Disney Company in the amount of \$15,000 for the Food Bank. The funds will help support the Food Banks general operating expenses. The other funding request is to Feeding America-Morgan Stanley for the Food Bank in the amount of \$25,000. The funds will be used to support the Food Bank's produce program through sustainable capacity movement.

Motion was made and seconded to approve the Application Status Report and Funding Requests. Carried by unanimous vote. (Ochoa/Vigil)

d. Head Start and Early Head Start Budget to Actual Reports – Donna Holland, Fiscal Administrator – ***Info Item***

- Kern Head Start & Early Head Start Budget to Actual for the Period Ending October 31, 2016

Yolanda Gonzales presented on behalf of Donna Holland and the budget revision is pending as it was submitted to incorporate the 10% De Minimis Cost Rate. She stated the equipment funds were budgeted for the purchase of four (4) program vehicles and three (3) playground/shade structures. Supplies are on track at this point in the program year. Expenditures in the other category are on track at the point of the program year. She stated the non-federal is at 67% of the budget and in-kind is at 73%. The five (5) highest centers of the goal met were Fairfax, Planz, San Diego, Roosevelt and Franklin.

- San Joaquin Early Head Start Budget to Actual for the Period Ending October 31, 2016

Yolanda Gonzales stated the budget revision was done to incorporate the 10% cost rate. In Personnel and Fringe benefits, the budget revision will decrease the budget in these categories. Travel is higher than anticipated and staff are monitoring and have identified savings in other areas to cover these costs. Expenditures in supplies are higher than anticipated at this point in the program year. Expenditures in other category are slightly less than anticipated at this point in the year. She stated the request to carryover funds from the prior budget period has been approved. The funds will be used to install outdoor shade structures, improve playgrounds, make health and safety improvements to centers, update classroom furnishing and materials, and to purchase on program vehicle. With 75% of the budget period elapsed, the total non-federal share is at 14% of the budget.

Warren Peterson stated that when he reviewed the budget awhile back, he didn't feel that it was enough money to run the program in San Joaquin and he feels that logistics were a concern of the Board. She stated that in the beginning, a lot of staff were traveling up to San Joaquin but now she is really the only one traveling to provide training and when they develop the next budget they will incorporate those costs. Warren stated that if Yolanda felt the program in San Joaquin was becoming a concern, then to feel free to come back to the Board and let them know.

Warren asked if the Administrator in San Joaquin is a new hire or was she hired when CAPK took on the program. Yolanda stated the previous Administrator was already with the program but unfortunately the agency had to part ways. The new Administrator has a wealth of knowledge and staff will not need to travel as much to San Joaquin.

- Partnerships Early Head Start Child Care Budget to Actual for the Period Ending October 31, 2016

Yolanda Gonzales stated personnel and fringe benefits are on track through the first month of the budget period. She stated supplies are over budget and savings will be identified. CAPK will be submit a request to carryover funds in the amount of \$315,000 to help with the completion of some projects. Yolanda stated they will submit a request to carryover unexpended prior-year funds in the amount of approximately \$48,000.

Warren asked what the carryover funds will be used for and Yolanda stated the funds will be used to make major improvements in the classroom at Bakersfield College.

Motion was made to receive and file the Head Start and Early Head Start Budget to Actual Reports. Carried by unanimous vote. (Ochoa/Vigil)

6. **Finance Director Report**

a. Discretionary Fund Update – ***Info Item***

Christine Anami stated there was a tax overpayment refund in the amount of \$6,210 from the Employment Development Department, State of California for 2016 first quarter. She stated the Finance division did an investigation and based on the research, ADP indicated the funds were indeed CAPK's. Chris stated she made the decision to place the monies in the account in case the monies need to be repaid back.

Warren asked Chris to verbalize this fund update in her report at the Board meeting in November. Chris stated she will do so under the Budget and Finance Committee Report.

b. Financial Statements, October 2016 – ***Action Item***

Christine stated the line of credit advances and repayment scheduled shows the year-to-date of the line of credit. Prior to October, the agency did not have to use the line of credit but at the end of October, \$875,000 had to be borrowed for one (1) day. For this cost, we have to use the discretionary fund as the interest can't be charged to any other funding sources. She stated, to date the interest rate for borrowing is \$545. The Finance division is monitoring the activity in the Indirect Fund. The revised budget has a total of \$4.2 million and the analysis will show we are at 64.5% of the budget and if we go over then we have to look at ways to cut costs. At this point she has no indications that this will happen.

Motion was made and seconded to approve the Financial Statements, October 2016. Carried by unanimous vote. (Ochoa/Vigil)

7. **Committee Member Comments**

Warren Peterson stated staff did a great job and wish everyone a Happy Thanksgiving.

8. **Next Scheduled Meeting**

Budget & Finance Committee Meeting

Wednesday, January 18, 2017 (Tentative, pending approval of 2017 Board & Standing Committee Meeting Calendar)

12:00 p.m.

5005 Business Park North

Bakersfield, California 93309

9. **Adjournment**

The meeting adjourned at 1:12pm.

**COMMUNITY ACTION PARTNERSHIP OF KERN
DISCRETIONARY AND FUND RAISING FUNDS
FOR THE MONTH ENDED OCTOBER 31, 2016**

	03/01/16- 09/30/16	10/01/16- 10/31/16	TOTAL
BEGINNING BALANCE (NOTE 1)	402,432.61		402,432.61
CASH RECEIPTS			
2016 Awards Banquet Donations	58,265.00		58,265.00 a
Donations	2,043.61		2,043.61
Give Big Kern Donations (net)	1,532.45		1,532.45
Misc. Revenue	7,225.68	6,210.95 b	13,436.63
Less: Friendship House Quad	(15,000.00)		(15,000.00)
Gain on Sale of Vehicles	7,837.43		7,837.43
Interest Income/Union Administrative Fee	637.94	102.90	740.84
TOTAL CASH RECEIPTS	62,542.11	6,313.85	68,855.96
CASH DISBURSEMENTS			
Line of Credit Interest Expense	273.23	167.67 c	440.90
Line of Credit Unused Commitment Fee	1,703.40		1,703.40
2016 Awards Banquet Expenses	20,871.89		20,871.89 a
Licensing Late Fees - Head Start	3,165.00		3,165.00
Fundraising	1,113.00	69.00	1,182.00
Miscellaneous Expenses	223.46	172.60	396.06
Indirect Costs	2,202.88	76.54	2,279.42
TOTAL CASH DISBURSEMENTS	29,552.86	485.81	30,038.67
CASH PROVIDED (USED)	32,989.25	5,828.04	38,817.29
ENDING BALANCE	435,421.86		441,249.90
		Discretionary Cash	231,372.00
		Fund Raising Cash	210,017.30
			441,389.30
		Add: Prepaid	8.32
		Less: AP	(147.72)
			<u>441,249.90</u>

NOTES

1. For the year ended 2/29/16, the net increase to the Discretionary/Fund Raising Funds was \$65,722.45.
- a. As of 10/31/16, net 2016 awards banquet gain is \$43,727.94 (@ FYE 2/29/16 = 6,334.83 + 37,393.11 for 2016/17).
- b. Tax overpayment refund from the Employment Development Department, State of California for 2016 first quarter. Upon research with ADP, external payroll services provider, the refund could not be identified to any specific program or grant; therefore, it was credited to the Discretionary Fund.
- c. Interest expense on operating line of credit advance for \$470,000 for three days.

Date Prepared: 11/5/16

COMMUNITY ACTION PARTNERSHIP OF KERN

MEMORANDUM

To: Budget & Finance Committee

From: Christine Anami, Director of Finance

Date: November 16, 2016

Subject: Agenda Item 5a: Early Head Start/Head Start Federal Financial Reports - Info Item

Head Start regulations require that the Standard Form 425 – Federal Financial Report (FFR) be used by grantees to report financial data. The following FFR's were due on October 30, 2016 for CAPK:

- Annual: EHS Child Care Partnership – 09HP0036-01-01 (3/1/15 – 8/31/16)
- Semi-Annual: EHS San Joaquin – 09CH010071-02-02 (2/1/16 – 7/31/16)
- Semi-Annual EHS/Head Start Kern – 09CH9142-03-01 (3/1/16 – 8/31/16)

The above reports were uploaded to the Grant Solutions system. Grantees are no longer required to submit the FFR to their regional office. The change in federal reporting per Program Instruction went into effect January 5, 2016.

Attachments: SF-425 Federal Financial Report – EHS Child Care Partnership
SF-425 Federal Financial Report – EHS San Joaquin
SF-425 Federal Financial Report – EHS/Head Start Kern

FEDERAL FINANCIAL REPORT

(Follow form instructions)

1. Federal Agency and Organizational Element to Which Report is Submitted <p style="text-align: center;">DHHS ACF REGION IX</p>	2. Federal Grant or Other Identifying Number Assigned by Federal Agency (To report multiple grants, use FFR Attachment) <p style="text-align: center;">09HP0036-01-01</p>	Page 1 of 1 Pages
---	--	---

3. Recipient Organization (Name and complete address including Zip code) <p style="text-align: center;">COMMUNITY ACTION PARTNERSHIP OF KERN - 5005 BUSINESS PARK NORTH, BAKERSFIELD, CA 93309</p>
--

4a. DUNS Number <p style="text-align: center;">072947617</p>	4b. EIN <p style="text-align: center;">95-2402760</p>	5. Recipient Account Number or Identifying Number (To report multiple grants, use FFR Attachment) <p style="text-align: center;">1-952402760A1</p>	6. Report Type <input type="checkbox"/> Quarterly <input type="checkbox"/> Semi-Annual <input checked="" type="checkbox"/> Annual <input type="checkbox"/> Final	7. Basis of Accounting <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual
--	---	---	---	--

8. Project/Grant Period From: (Month, Day, Year) To: (Month, Day, Year) <p style="text-align: center;">03/01/2015 08/31/2016</p>	9. Reporting Period End Date (Month, Day, Year) <p style="text-align: center;">08/31/2016</p>
---	--

10. Transactions	Cumulative
-------------------------	------------

(Use lines a-c for single or multiple grant reporting)

Federal Cash (To report multiple grants, also use FFR Attachment):		
a. Cash Receipts		0.00
b. Cash Disbursements		0.00
c. Cash on Hand (line a minus b)		0.00

(Use lines d-o for single grant reporting)

Federal Expenditures and Unobligated Balance:		
d. Total Federal funds authorized		1,248,206.00
e. Federal share of expenditures		876,166.00
f. Federal share of unliquidated obligations		0.00
g. Total Federal share (sum of lines e and f)		876,166.00
h. Unobligated balance of Federal funds (line d minus g)		372,040.00

Recipient Share:		
i. Total recipient share required		212,052.00
j. Recipient share of expenditures		148,829.00
k. Remaining recipient share to be provided (line i minus j)		63,223.00

Program Income:		
l. Total Federal program income earned		0.00
m. Program income expended in accordance with the deduction alternative		0.00
n. Program income expended in accordance with the addition alternative		0.00
o. Unexpended program income (line l minus line m or line n)		0.00

	a. Type	b. Rate	c. Period From	Period To	d. Base	e. Amount Charged	f. Federal Share
11. Indirect Expense	10% De minimis	10%	03/01/2016	08/31/2016	443,706.00	44,371.00	44,371.00
					-	-	-
g. Totals:					443,706.00	44,371.00	44,371.00

12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation:

5 - G093125 Operation Expenses = \$1,008,000 (\$316,029 Unobligated Balance)
 5 - G093120 T&TA Expenses = \$100,800 (\$48,251 Unobligated Balance)
 5 - G093128 Start-up Expenses = \$139,406 (\$7,760 Unobligated Balance)

13. Certification: By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and intent set forth in the award documents. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)

a. Typed or Printed Name and Title of Authorized Certifying Official <p style="text-align: center;">Jeremy T. Tobias, Executive Director</p>	c. Telephone (Area code, number and extension) <p style="text-align: center;">(661) 336-5236</p>
b. Signature of Authorized Certifying Official 	d. Email address Jeremy T. Tobias, Executive Director <p style="text-align: center;">jtobias@capk.org</p>
e. Date Report Submitted (Month, Day, Year) <p style="text-align: center;">11/02/16 REVISED</p>	
14. Agency use only:	

Standard Form 425 - Revised 10/11/2011
 OMB Approval Number: 0348-0061
 Expiration Date: 02/28/2015

Paperwork Burden Statement
 According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is 0348-0061. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0061), Washington, DC 20503.

FEDERAL FINANCIAL REPORT

(Follow form instructions)

1. Federal Agency and Organizational Element to Which Report is Submitted <div style="text-align: center;">DHHS ACF REGION IX</div>		2. Federal Grant or Other Identifying Number Assigned by Federal Agency (To report multiple grants, use FFR Attachment) <div style="text-align: center;">09CH010071-02-02</div>			Page 1 of 1 Pages		
3. Recipient Organization (Name and complete address including Zip code) <div style="text-align: center;">COMMUNITY ACTION PARTNERSHIP OF KERN - 5005 BUSINESS PARK NORTH, BAKERSFIELD, CA 93309</div>							
4a. DUNS Number <div style="text-align: center;">072947617</div>	4b. EIN <div style="text-align: center;">95-2402760</div>	5. Recipient Account Number or Identifying Number (To report multiple grants, use FFR Attachment) <div style="text-align: center;">1-952402760A1</div>	6. Report Type <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> Semi-Annual <input type="checkbox"/> Annual <input type="checkbox"/> Final	7. Basis of Accounting <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual			
8. Project/Grant Period From: (Month, Day, Year) <div style="text-align: center;">02/01/2016</div>			To: (Month, Day, Year) <div style="text-align: center;">01/31/2017</div>				
9. Reporting Period End Date (Month, Day, Year) <div style="text-align: center;">07/31/2016</div>							
10. Transactions (Use lines a-c for single or multiple grant reporting)					Cumulative		
Federal Cash (To report multiple grants, also use FFR Attachment):							
a. Cash Receipts					0.00		
b. Cash Disbursements					0.00		
c. Cash on Hand (line a minus b)					0.00		
Federal Expenditures and Unobligated Balance:							
d. Total Federal funds authorized					5,639,139.00		
e. Federal share of expenditures					2,241,625.00		
f. Federal share of unliquidated obligations					0.00		
g. Total Federal share (sum of lines e and f)					2,241,625.00		
h. Unobligated balance of Federal funds (line d minus g)					3,397,514.00		
Recipient Share:							
i. Total recipient share required					1,409,784.00		
j. Recipient share of expenditures					109,086.00		
k. Remaining recipient share to be provided (line i minus j)					1,300,698.00		
Program Income:							
l. Total Federal program income earned					0.00		
m. Program income expended in accordance with the deduction alternative					0.00		
n. Program income expended in accordance with the addition alternative					0.00		
o. Unexpended program income (line l minus line m or line n)					0.00		
11. Indirect Expense	a. Type 10% De minimis	b. Rate 10%	c. Period From 03/01/2016	Period To 07/31/2016	d. Base 1,616,301.00	e. Amount Charged 161,630.00	f. Federal Share 161,630.00
g. Totals:						1,616,301.00	161,630.00
12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation:							
13. Certification: By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and intent set forth in the award documents. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)							
a. Typed or Printed Name and Title of Authorized Certifying Official <div style="text-align: center;">Jeremy T. Tobias, Executive Director</div>						c. Telephone (Area code, number and extension) <div style="text-align: center;">(661) 336-5236</div>	
b. Signature of Authorized Certifying Official 						d. Email address <div style="text-align: center;">Jeremy T. Tobias, Executive Director jtobias@capk.org</div>	
e. Date Report Submitted (Month, Day, Year) <div style="text-align: center;">10/26/16</div>						14. Agency use only:	

Standard Form 425 - Revised 10/11/2011
 OMB Approval Number: 0348-0061
 Expiration Date: 02/29/2016

Paperwork Burden Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is 0348-0061. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0061), Washington, DC 20503.

FEDERAL FINANCIAL REPORT

(Follow form instructions)

1. Federal Agency and Organizational Element to Which Report is Submitted <div style="text-align: center;">DHHS ACF REGION IX</div>		2. Federal Grant or Other Identifying Number Assigned by Federal Agency (To report multiple grants, use FFR Attachment) <div style="text-align: center;">09CH9142-03-01</div>		Page 1 of 1 Pages				
3. Recipient Organization (Name and complete address including Zip code) <div style="text-align: center;">COMMUNITY ACTION PARTNERSHIP OF KERN - 5005 BUSINESS PARK NORTH, BAKERSFIELD, CA 93309</div>								
4a. DUNS Number <div style="text-align: center;">072947617</div>	4b. EIN <div style="text-align: center;">95-2402760</div>	5. Recipient Account Number or Identifying Number (To report multiple grants, use FFR Attachment) <div style="text-align: center;">1-952402760A1</div>	6. Report Type <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> Semi-Annual <input type="checkbox"/> Annual <input type="checkbox"/> Final	7. Basis of Accounting <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual				
8. Project/Grant Period From: (Month, Day, Year) <div style="text-align: center;">03/01/2016</div>			9. Reporting Period End Date (Month, Day, Year) <div style="text-align: center;">08/31/2016</div>					
10. Transactions (Use lines a-c for single or multiple grant reporting)				Cumulative				
Federal Cash (To report multiple grants, also use FFR Attachment):								
a. Cash Receipts				0.00				
b. Cash Disbursements				0.00				
c. Cash on Hand (line a minus b)				0.00				
Federal Expenditures and Unobligated Balance:								
d. Total Federal funds authorized				23,472,684.00				
e. Federal share of expenditures				9,500,691.00				
f. Federal share of unliquidated obligations				0.00				
g. Total Federal share (sum of lines e and f)				9,500,691.00				
h. Unobligated balance of Federal funds (line d minus g)				13,971,993.00				
Recipient Share:								
i. Total recipient share required				5,868,172.00				
j. Recipient share of expenditures				2,426,467.30				
k. Remaining recipient share to be provided (line i minus j)				3,441,704.70				
Program Income:								
l. Total Federal program income earned				9,125.00				
m. Program income expended in accordance with the deduction alternative				0.00				
n. Program income expended in accordance with the addition alternative				9,125.00				
o. Unexpended program income (line l minus line m or line n)				0.00				
11. Indirect Expense	a. Type 10% De minimis	b. Rate 10%	c. Period From 03/01/2016	Period To 08/31/2016	d. Base 8,388,397.00	e. Amount Charged 838,699.00	f. Federal Share 838,699.00	
g. Totals:						8,388,397.00	838,699.00	838,699.00
12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation:								
13. Certification: By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and intent set forth in the award documents. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)								
a. Typed or Printed Name and Title of Authorized Certifying Official <div style="text-align: center;">Jeremy T. Tobias, Executive Director</div>						c. Telephone (Area code, number and extension) <div style="text-align: center;">(661) 336-5236</div>		
b. Signature of Authorized Certifying Official 						d. Email address Jeremy T. Tobias, Executive Director <div style="text-align: center;">jtobias@capk.org</div>		
e. Date Report Submitted (Month, Day, Year) <div style="text-align: center;">10/26/16</div>						14. Agency use only:		

Standard Form 425 - Revised 10/11/2011
 OMB Approval Number: 0348-0061
 Expiration Date: 02/29/2016

Paperwork Burden Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is 0348-0061. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0061), Washington, DC 20503.

COMMUNITY ACTION PARTNERSHIP OF KERN

MEMORANDUM

To: Budget & Finance Committee

From: Romala Ramkissoo, Director of Community Services

Date: November 16, 2016

Subject: Agenda Item 5b: Low Income Weatherization Program (LIWP) Draft Request for Proposal (RFP) – Action Item

The Department of Community Services and Development (CSD) has released a pre-solicitation draft RFP for LIWP's Single-Family Energy Efficiency and Solar Photovoltaics (PV) procurement. LIWP installs a variety of weatherization measures, solar PV and solar water heater system on low-income household located in disadvantaged communities (DASs).

CSD will award approximately \$57.6 million of the state fiscal year FY 2015-16 LIWP funding to 1 – 5 Regional Administrators (RAs) to provide services in 5 regions in the amounts outlined below. The contract term will begin approximately February 1, 2017 and ending approximately April 30, 2018.

Region	Counties (# Census Tracts)	Total # of Census Tracts	Poverty Population in DACs	Energy Efficiency Allocation	Solar PV Allocation
1	Butte (3) Sacramento (43) Solano (2) Tehama (1) Yolo (3) Yuba (3)	55	142,227	\$3,117,456	\$2,070,139
2	Alameda (32) Contra Costa (23) Monterey (7) San Francisco (3) San Mateo (2) Santa Clara (23) Santa Cruz (1)	91	208,156	\$3,403,676	\$2,260,203
3	Fresno (131) Kern (73) Kings (14) Madera (13) Merced (36) San Joaquin (64) Stanislaus (50) Tulare (50)	431	1,283,447	\$8,071,878	\$5,360,111

4	Los Angeles (1,018) Santa Barbara (1) Ventura (8)	1,027	2,350,373	\$12,703,765	\$8,435,904
5	Imperial (13) Orange (86) Riverside (104) San Bernardino (160) San Diego (26)	389	1,114,702	\$7,339,299	\$4,873,644

Through a response to the RFP, the successful Proposer will have to demonstrate that they have the personnel and organizational capacity to effectively carry out a contract of this scope and magnitude. Fresno EOC will be applying to be the Regional Administrator for Region 3. They have contacted the LIHEAP Service Providers (LSPs) in Region 3 to determine which of the LSPs are interested in being a sub-contractor with Fresno EOC. CAPK has responded that we are interested in being the sub-contractor for Kern. CAPK Energy program is currently a sub-contract with Fresno EOC under the Solar PV Pilot program. If other agencies are applying to be the RA for Region 3 and CAPK is invited to be part of their proposal we will also consider being included in those proposals. Our goal is to be the LIWP service provider in Kern.

The due date to submit proposal is 12/9/2016 and the Notice of intent to award will be posted on 12/30/2016 with a proposed award date of 1/6/2017. Over the next few weeks CAPK will be working with Fresno EOC and any other agency responding to the RFP to provide the necessary information required for Kern.

Recommendation:

Staff is recommending that the Budget and Finance Committee to approve CAPK being a sub-contractor in Fresno EOCs and any other Agency's application to be the Regional Administrator for Region 3.

COMMUNITY ACTION PARTNERSHIP OF KERN
FUNDING REQUESTS AND APPLICATION STATUS REPORT
PENDING - October 2016

Date Approved	Date of App. Submission	Funding Source	Program/Proposal	Amount Requested
2/17/2016 (B&F)	2/25/2016	AstraZeneca	FHCC & SYC/Grow Fit Program	\$ 175,198
5/25/2016 (Board)	5/31/2016	U.S Dept of Treasury/ IRS	VITA/Kern VITA Partnership - Year 2*	\$ 223,315
6/22/2016 (B&F)	6/28/2016	Best Buy Foundation	FHCC/Winners Program	\$ 9,800
6/29/2016 (Board)	7/12/2016	Cy Pres CRT Settlement Fund	East Kern Family Resource Center/Computers, Internet Service, Printer	\$ 65,539
7/13/2016 (Exec)**	8/10/2016	Wells Fargo	Community Development/Financial Literacy & Microloan Program	\$ 30,000
8/10/2016	7/26/2016	County of Kern (Community Corrections Partnership)	FHCC/Workforce Development Services for Ex-offenders	\$ 354,840
8/17/2016 (B&F)	8/8/2016	Southern California Gas Company	Food Bank/ Solar Energy Improvement Project	\$ 25,000
8/17/2016 (B&F)	8/24/2016	Wonderful Foundation	Food Bank/ Backpack Buddies - Wasco	\$ 24,661
9/21/2016 (B&F)	8/31/2016	Wonderful Foundation	VITA/ Wasco	\$ 18,600
8/17/2016 (B&F)	8/12/2016	U.S Dept of Housing & Urban Development	2-1-1 Kern/ Kern County Homeless Coordinated Entry System	\$ 178,000
8/17/2016 (B&F)	8/23/2016	U.S Dept. of Labor/ Fresno Regional Workforce Development Board (MOU)	Program TBD/ America's Promise Job Driven Grant Program	\$ 50,000
9/21/2016 (B&F)	9/1/2016	U.S Dept. of Agriculture/ California Department of Social Services	Food Bank/ Commodity Supplemental Food Program	\$ 444,000
9/21/2016 (B&F)	10/14/2016	Kern County Network for Children	EKFRC/ Differential Response Services	\$ 209,094
9/21/2016 (B&F)	10/13/2016	Dignity Health	FHCC & SYC/ Grow Fit Families Program	\$ 75,000
10/26/2016 (Board)	9/26/2016	Southern California Gas Company	Food Bank/ Delano Fall Food Drive	\$ 2,000
10/26/2016 (Board)	9/23/2016	TJX Foundation	Food Bank/ General Support	\$ 5,000
10/26/2016 (Board)	10/4/2016	United Way of Kern County - 2017 Hunger & Homelessness	Food Bank/ General Support	\$ 50,000
10/26/2016 (Board)	10/11/2016	Kern Family Health Care	FHCC & SYC/ First Aid, Emergency Preparedness & Hygiene Kits	\$ 1,500
10/26/2016 (Board)	10/18/2016	Bank of the West	VITA/ 2016 Tax Season	\$ 2,500
10/26/2016 (Board)	10/28/2016	City of Bakersfield/ Community Development Block Grant	Food Bank/ Property & Security Improvements	\$ 61,500

*Received notification of IRS funding for Year 1 of request; Year 2 notification pending.

**Board did not approve use of funds for Microloan Program. Currently exploring alternatives with Wells Fargo.

COMMUNITY ACTION PARTNERSHIP OF KERN
FUNDING REQUESTS AND APPLICATION STATUS REPORT
AWARDED - October 2016

Date Approved	Date of Notification	Funding Source	Program/Proposal	Amount Requested	Amount Awarded	Funding Period
1/13/2016 (PRE)	3/24/2016	California Department of Public Health	FHCC & SYC/Sexual Health Information & Education (I&E) Program	\$ 115,000	\$ 80,000	7/1/2016 - 6/30/2017
1/13/2016 (PRE)	5/23/2016	United Way of Kern County (Emergency Food & Shelter)	Food Bank/Food	\$ 85,000	\$ 84,507	1/16/2015 - 12/31/2016
5/11/2016 (PRE)	6/20/2016	Kern Family Health Care	East Kern Family Resource Center/ Emergency Supplies Closet	\$ 2,000	\$ 2,000	7/1/2016 - 6/30/2017
2/10/2016 (PRE)	6/23/2016	Kaiser Permanente Kern County	FHCC/Grow Fit Program	\$ 13,181	\$ 10,000	7/1/2016 - 6/30/2017
6/22/2016 (B&F)	7/1/2016	PG&E	FHCC/Computer Lab Upgrade	\$ 3,000	\$ 3,000	7/1/2016 - 6/30/2017
5/25/2016 (Board)	7/11/2016	Target	SYC/Art Smart Program	\$ 2,500	\$ 2,500	10/1/2016 - 9/30/2017
6/22/2016 (B&F)	7/13/2016	The Starbucks Foundation	FHCC & SYC/PREP Works	\$ 49,606	\$ 40,000	1/1/2017 - 6/30/2017
3/30/2016 (Board)	8/11/2016	Chevron 2016 Social Investment Program	FHCC & SYC/STEM Program	\$ 21,500	\$ 21,500	7/1/2016 - 6/31/2017
5/25/2016 (Board)	9/15/2016	U.S Dept of Treasury/ IRS	VITA/Kern VITA Partnership - Year 1	\$ 222,723	\$ 84,815	8/1/2016 - 7/31/2017
8/17/2016 (B&F)	9/6/2016	Bank of America	Food Bank/ BackPack Buddies - Lamont	\$ 25,000	\$ 9,000	1/1/2017 - 12/31/2017
8/17/2016 (B&F)	9/6/2016	United Way of Stanislaus County	2-1-1 Kern/ Call Answering Services	\$ 45,000	\$ 40,500	10/1/2016 - 6/30/2017
10/26/2016 (Board)	10/14/2016	Walmart/ Community Grants Program	Food Bank/ General Support	\$ 2,500	\$ 1,000	1/1/2017 - 12/31/2017
				TOTAL	\$ 378,822	

*On hold pending final Board approval.

COMMUNITY ACTION PARTNERSHIP OF KERN
FUNDING REQUESTS AND APPLICATION STATUS REPORT
DECLINED - October 2016

[illegible]

Community Action Partnership of Kern Funding Request Profile

Source of Funds: Private

CFDA # N/A

Project Name: Produce Purchase

Division Director: Carmen Segovia

Funder Name: Feeding America-Walt Disney Co.

Program Manager: Glen Ephrom

Grant Program Name: CAPK Food Bank

☒ **New Funding**

Funding Period: 1/1/2017-6/30/2017

☐ **Re-Application**

A. Narrative description of funding request, including goals:

CAPK is requesting \$15,000 from Feeding America and the Walt Disney Company to support the Food Bank's produce program general operating expenses. The grant is intended to help enable food banks to source and distribute more produce. One of the goals of the CAPK Food Bank is to obtain pallet racks and pallet trucks for the cooler. Pallet racks will enable the CAPK Food Bank to store more produce during the transition from farm to table. The efficiency created by added storage space in the cooler will allow more produce to be distributed. Two pallet trucks will be purchased to provide efficient access to and from the new pallet racks.

B. Use of Funds:

Funds will be used to obtain two pallet trucks (\$10,000) and cooler pallet racks (\$5,000) for the CAPK Food Bank Produce Program. Additional costs will be covered by other funding sources.

C. Approvals:

1. C. Segovia 11/4/16
Division Director Date

3. Charles Anemic 11/4/16
Director of Finance Date

2. Ralph M. [Signature] 11-4-16
Director of Community Development Date

4. [Signature] 11/7/16
Executive Director Date

D. Board:

☐ Policy Council
Date: _____

☐ PRE Presentation
Date: _____

☐ B&F Approval
Date: _____

☐ Board Approval
Date: _____

Community Action Partnership of Kern Funding Request Profile

Source of Funds: Private

CFDA # N/A

Project Name: Produce Capacity

Division Director: Carmen Segovia

Funder Name: Feeding America-Morgan Stanley

Program Manager: Glen Ephrom

Grant Program Name: CAPK Food Bank

Funding Period: 1/1/2017-12/31/2017

☒ **New Funding**

☐ **Re-Application**

A. Narrative description of funding request, including goals:

CAPK is requesting \$25,000 from Feeding America and Morgan Stanley to support the Food Bank's produce program through sustainable capacity improvement. The CAPK Food Bank will acquire one electric lift pallet jack, two pallet trucks and 500 reusable cotton eco produce bags for produce distribution and storage. The solar energy improvements to the CAPK Food Bank will provide the energy needed to operate the electric pallet jack, making it a sustainable tool in produce distribution. The pallet trucks will increase the efficiency of the CAPK produce distribution and storage.

B. Use of Funds:

Funds will be used to obtain equipment needed to increase the efficiency and capacity of the CAPK Food Bank produce program, including the purchase of an electric lift pallet jack (\$14,000), two pallet trucks (\$9,000) and 500 reusable cotton eco bags (\$2,000).

C. Approvals:

1. C Segovia 11/4/16
Division Director Date

3. Christine Anami 11/4/16
Director of Finance Date

2. Ralph Maty 11-4-16
Director of Community Development Date

4. J.T.P. 11/7/16
Executive Director Date

D. Board:

☐ Policy Council
Date: _____

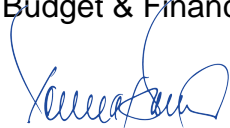
☐ PRE Presentation
Date: _____

☐ B&F Approval
Date: _____

☐ Board Approval
Date: _____

COMMUNITY ACTION PARTNERSHIP OF KERN

MEMORANDUM

To: Budget & Finance Committee

From: Donna Holland, Fiscal Administrator
Subject: Agenda Item 5d: Kern Head Start & Early Head Start Budget to Actual
for the Period Ending October 31, 2016
Date: November 16, 2016

The following are highlights of the Head Start/Early Head Start Budget to Actual Report for the period March 1, 2016 through October 31, 2016.

Budget Revision

Approval of CAPK's request to revise the budget is pending. The budget revision will incorporate the 10% De Minimis Indirect Cost Rate.

Personnel & Fringe Benefits

Head Start: Expenditures are on track at this point in the year.

Early Head Start: Expenditures are less than expected at this point in the year.

Staff continuously monitor for savings in these categories that may be used elsewhere in the program.

Equipment

Funds in this category were budgeted for the purchase of four program vehicles and three playground/shade structures. The budget revision will move the cost of playgrounds to the Supplies category. Staff are in the process of preparing the Request for Proposals to purchase the program vehicles.

Supplies

Purchases of supplies are on track at this point in the program year. For Head Start, purchasing has increased with the onset of the new school year.

Contractual

- The annual cost of software support and maintenance for the Head Start/Early Head Start child tracking data base is paid in full at the beginning of the fiscal year.
- Legal fees during the SEIU contract negotiation process were somewhat more than estimated.

Other

Expenditures in this category are on track at this point in the program year.

Training & Technical Assistance (T&TA)

Head Start T&TA funds are almost fully expended. Additional funds are budgeted in the base grant for planned training expenses in excess of T&TA funding.

Early Head Start T&TA expenditures are on track at this point in the program year.

Non-Federal Share

With 67% of the budget period elapsed, total Non-Federal Share (the sum of California Department of Education funding and in-kind) is at 74% of budget.

- California Department of Education
Actual and estimated non-federal revenues through October 2016 are at 75% of budget.
- In-Kind
Year-to-date in-kind is at 73% of budget.

The five centers with the highest percentage of goal met were Fairfax, Planz, San Diego, Roosevelt, and Franklin. A total of 31 out of 44 centers and groups met or exceeded 67% of goal.

The five centers with the lowest percentage of goal met were Seibert, Heritage, Pioneer, Rosamond, and Mojave.

**Community Action Partnership of Kern
Head Start and Early Head Start - Kern
Budget to Actual Report**

Budget Period: March 1, 2016 - February 28, 2017

Report Period: March 1, 2016 - October 31, 2016

Month 8 of 12 (67%)

Prepared 11/7/2016

HEAD START					
BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	9,675,827	6,509,006	3,166,821	67%	33%
FRINGE BENEFITS	3,135,316	2,337,568	797,748	75%	25%
TRAVEL	0	412	(412)		
EQUIPMENT	255,000	0	255,000	0%	100%
SUPPLIES	1,095,095	496,423	598,673	45%	55%
CONTRACTUAL	82,680	96,865	(14,185)	117%	-17%
CONSTRUCTION	0	0	0		
OTHER	3,558,572	2,392,968	1,165,604	67%	33%
TOTAL BASE FUNDING	17,802,491	11,833,242	5,969,250	66%	34%

TRAINING & TECHNICAL ASSISTANCE HEAD START					
PERSONNEL	0	0	0		
FRINGE BENEFITS	0	0	0		
TRAVEL	30,627	25,349	5,278	83%	17%
SUPPLIES	20,935	16,466	4,469	79%	21%
CONTRACTUAL	18,484	7,706	10,778	42%	58%
OTHER	75,304	89,283	(13,979)	119%	-19%
TOTAL TRAINING & TECHNICAL ASSISTANCE	145,350	138,804	6,546	95%	5%

INDIRECT	1,477,845	1,169,177	308,668	79%	21%
-----------------	------------------	------------------	----------------	------------	------------

GRAND TOTAL HS/EHS FEDERAL FUNDS	19,425,686	13,141,223	6,284,463	68%	32%
---	-------------------	-------------------	------------------	------------	------------

EARLY HEAD START				
BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
2,266,371	660,209	1,606,162	29%	71%
715,929	274,379	441,550	38%	62%
0	62	(62)		
65,000	0	65,000		
232,070	182,639	49,430	79%	21%
14,320	12,881	1,439	90%	10%
0	0	0		
381,247	313,102	68,145	82%	18%
3,674,936	1,443,272	2,231,664	39%	61%

EARLY HEAD START				
0	(59)	59		
0	715	(715)		
36,382	11,562	24,820	32%	68%
22,981	2,415	20,566	11%	89%
11,689	12,204	(515)	104%	-4%
25,952	16,377	9,575	63%	37%
97,004	43,214	53,790	45%	55%

275,058	134,219	140,840	49%	51%
---------	---------	---------	-----	-----

4,046,998	1,620,705	2,426,294	40%	60%
------------------	------------------	------------------	------------	------------

HEAD START and EARLY HEAD START NON-FEDERAL SHARE					
SOURCE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
CALIF DEPT OF ED	2,805,361	2,104,480	700,881	75%	25%
IN-KIND	3,062,811	2,235,571	827,240	73%	27%
TOTAL NON-FEDERAL	5,868,172	4,340,051	1,528,121	74%	26%

Centralized Administrative Cost	3.3%
Program Administrative Cost	2.9%
Total Administrative Cost	6.2%

Community Action Partnership of Kern Agency-Wide Credit Card Report *

	CURRENT	1 TO 30	31 TO 60	61 TO 90	OVER 90
Bank of America	29,532				
Lowe's					
Save Mart	5,635	118			
Smart & Final	205				
Chevron & Texaco Business Card	8,404	5,017			
Home Depot	8,243				
	52,019	5,135	0	0	0

CREDITS	TOTAL	STATEMENT DATE
	29,532	10/21/2016
	0	Not received as of 11/8
	5,753	10/30/2016
	205	10/31/2016
	13,421	11/5/2016
	8,243	11/4/2016
0	57,154	

* Expenditure details are included in the CAPK Financial Report

Budget reflects Notice of Award #09CH9142-03-01

Actual expenditures include posted expenditures and estimated adjustments through 10/31/2016.

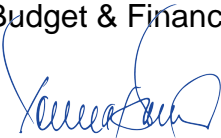
Community Action Partnership of Kern
Head Start and Early Head Start
Non-Federal Share and In-Kind
Budget Period: March 1, 2016 through February 28, 2017
Report for period ending October 31, 2016 (Month 8 of 12)
 Percent of year elapsed: **67%**

LOCATION	FUNDED ENROLL- MENT	March	April	May	June	July	Aug	Sep	Oct	YTD Totals	IN-KIND GOAL	% OF GOAL MET
Fairfax	40	24,746	25,251	18,439	0	0	9,735	22,272	149	100,592	51,839	194%
Planz	34	12,315	10,461	11,905	0	0	6,130	5,662	6,095	52,569	44,063	119%
San Diego Street	48	12,075	10,439	11,730	7,067	7,027	6,536	6,794	11,734	73,402	62,207	118%
Roosevelt	34	9,039	8,311	5,924	0	0	4,841	8,840	11,846	48,802	44,063	111%
Franklin	24	6,049	6,281	6,607	4,113	3,364	2,518	2,329	872	32,132	31,103	103%
Sunrise Villa	34	13,146	12,263	6,775	0	0	4,998	6,247	0	43,429	44,063	99%
Alicante	34	7,661	11,592	9,673	0	0	1,870	4,574	6,996	42,366	44,063	96%
Virginia	34	8,315	7,701	4,854	0	0	5,080	11,006	4,080	41,038	44,063	93%
Casa Loma	34	10,304	11,410	8,328	0	0	3,812	6,760	0	40,614	44,063	92%
Primeros Pasos	76	17,227	15,148	12,143	4,696	6,094	7,500	9,742	13,325	85,875	98,494	87%
Delano	90	20,376	21,196	20,989	6,696	9,199	7,862	10,209	5,024	101,552	116,638	87%
Sterling	103	17,160	16,714	15,890	12,546	12,072	13,651	14,808	11,206	114,046	133,485	85%
McFarland	20	7,117	5,767	2,921	0	0	1,743	4,422	87	22,056	25,919	85%
Martha J. Morgan	83	22,338	20,744	13,606	0	0	8,996	14,919	9,692	90,295	107,566	84%
Taft	54	11,902	13,717	8,130	0	0	6,067	8,322	10,515	58,653	69,983	84%
Vineland	20	5,180	5,542	4,335	0	0	2,175	4,195	0	21,427	25,919	83%
Faith Avenue	34	8,435	8,879	5,748	0	0	3,592	9,539	0	36,193	44,063	82%
Home Base	249	27,753	29,509	19,320	9,697	15,579	12,631	11,481	5,378	131,347	161,349	81%
Cleo Foran	34	8,619	7,125	5,035	0	0	2,637	6,150	5,761	35,327	44,063	80%
Stine Road	123	19,627	19,450	20,299	12,331	12,749	17,223	15,494	10,047	127,220	159,405	80%
Noble	34	9,834	9,519	4,957	0	0	2,902	7,229	0	34,440	44,063	78%
Stella Hills	34	7,753	7,910	3,580	0	0	0	7,756	6,719	33,717	44,063	77%
East California	70	18,493	17,503	10,688	0	0	3,650	8,917	10,103	69,354	90,718	76%
Lamont	34	8,086	7,732	3,598	0	0	4,313	8,222	1,014	32,964	44,063	75%
Lost Hills	20	5,126	4,434	4,058	0	0	945	2,412	1,760	18,734	25,919	72%
Oildale	34	7,387	5,882	4,163	0	0	4,231	6,801	3,294	31,756	44,063	72%
Williams	34	8,967	8,195	5,460	0	0	2,512	6,564	0	31,697	44,063	72%
Shafter HS/EHS	36	4,412	3,559	4,529	4,670	3,689	3,486	4,442	4,346	33,133	46,655	71%
Oasis	60	15,379	15,470	8,735	0	0	5,706	8,333	0	53,622	77,758	69%
Buttonwillow	20	4,372	4,107	1,356	0	0	1,268	4,436	1,920	17,460	25,919	67%
Rafer Johnson	34	6,998	7,935	4,364	0	0	2,058	5,591	2,504	29,450	44,063	67%
Shafter	34	7,714	8,400	4,578	0	0	4,081	4,201	327	29,301	44,063	66%
Alberta Dillard	68	10,211	11,434	6,909	0	0	4,848	16,782	6,734	56,918	88,126	65%
California City	34	7,771	5,648	3,856	0	0	3,890	7,246	0	28,412	44,063	64%
Pete H. Parra	148	18,586	18,823	16,603	11,653	10,209	16,653	16,963	12,748	122,237	191,804	64%
Fairview	34	6,551	2,381	10,537	0	0	2,518	5,522	0	27,508	44,063	62%
Pacific	62	8,933	7,968	9,059	4,777	6,792	6,812	3,377	1,672	49,390	80,350	61%
Tehachapi	34	4,004	3,431	2,343	0	0	3,995	7,533	5,456	26,762	44,063	61%
Willow	72	15,550	13,772	7,577	0	0	4,987	8,748	5,894	56,528	93,310	61%
Seibert	34	8,157	5,478	2,844	0	0	3,252	6,238	226	26,195	44,063	59%
Heritage Park	34	5,518	3,282	3,089	0	0	2,248	5,681	4,067	23,884	44,063	54%
Pioneer	34	4,152	5,201	3,267	0	0	695	2,821	2,795	18,931	44,063	43%
Rosamond	75	5,065	3,128	1,585	0	0	3,091	6,831	0	19,700	97,198	20%
Mojave	34	1,705	1,322	626	0	0	821	1,119	0	5,592	44,063	13%
Wesley	60									0	77,758	0%
Voorhies	0	6,800	4,740	3,424	0	0	0	0	0	14,964		
Wasco	0	4,131	3,928	1,346	0	0	0	0	0	9,405		
Administrative Services		0	0	0	0	0	0	0	0	0	0	NA
Program Services		5,049	4,464	4,138	4,168	4,156	4,106	4,115	4,115	34,310	93,094	37%
Policy Council and RPC		109	107	20	23	14	0	0	0	273	51,236	1%
Board of Directors		0	0	0	0	0	0	0	0	0	9,670	0%
SUBTOTAL IN-KIND	2,369	486,196	463,252	349,939	82,437	90,942	222,664	351,644	188,497	2,235,571	3,062,811	73%
State General Child Care*		119,619	118,092	117,337	112,660	80,901	97,966	91,197	100,401	838,173	1,031,472	81%
State Preschool*		153,811	147,815	148,975	113,839	124,822	135,161	151,671	171,674	1,147,769	1,680,926	68%
State Migrant Child Care*		15,718	13,870	14,146	11,867	13,484	16,366	15,885	17,203	118,539	92,963	128%
SUBTOTAL CA DEPT of ED		289,148	279,778	280,458	238,366	219,207	249,493	258,753	289,278	2,104,480	2,805,361	75%
GRAND TOTAL		775,344	743,030	630,397	320,803	310,149	472,157	610,397	477,775	4,340,051	5,868,172	74%

*May include estimates

COMMUNITY ACTION PARTNERSHIP OF KERN

MEMORANDUM

To: Budget & Finance Committee

From: Donna Holland, Fiscal Administrator
Subject: Agenda Item 5d: San Joaquin Early Head Start Budget to Actual for
the Period Ending October 31, 2016
Date: November 16, 2016

The following are highlights of the San Joaquin Early Head Start Budget to Actual Report for the period February 1, 2016 through October 31, 2016.

Budget Revision

Approval of CAPK's request to revise the budget is pending from Office of Head Start. The budget revision will incorporate the 10% De Minimis Indirect Cost Rate.

Personnel & Fringe Benefits

The budget revision will decrease the budget in these categories; however, savings may be realized until all centers are in operation.

Travel

Expenditures for the purpose of supporting San Joaquin staff are higher than anticipated at this point in the program year. Staff are monitoring this line item and have identified savings in other areas to cover these costs.

Supplies

Expenditures for supplies are higher than anticipated at this point in the program year. Staff are monitoring this line item and have identified savings in other areas to cover these costs.

Other

Other expenditures are slightly less than anticipated at this point in the year.

Carryover

CAPK's request to carryover funds from the prior budget period was approved. The carryover funds are being used to install outdoor shade structures, improve playgrounds, make health and safety improvements to centers, update classroom furnishings and materials, and to purchase one program vehicle. Staff expect to fully expend these funds prior to the end of the budget period.

Training & Technical Assistance

Expenditures supporting training & technical assistance appear to be underspent at this point in the program year; however, additional training has been planned for later in the budget period, and staff expect to fully expend these funds.

Non-Federal Share

With 75% of the budget period elapsed, the total Non-Federal Share is at 14% of budget. CAPK will request a waiver of Non-Federal Share closer to the end of the budget period.

The San Joaquin Early Head Start program has been challenged in meeting its Non-Federal Share budget, as only four of its 9 centers are currently licensed and in operation. However, San Joaquin's management staff have increased their efforts to ensure that field staff and parents of enrolled children are aware of the importance of in-kind, and of the opportunities parents have to provide volunteer services to the program.

**Community Action Partnership of Kern
Early Head Start - San Joaquin County
Budget to Actual Report**

Budget Period: February 1, 2016 - January 31, 2017

Report Period: February 1, 2016 - October 31, 2016

Month 9 of 12 (75%)

Prepared 11/7/2016

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	3,264,964	2,065,390	1,199,574	63%	37%
FRINGE BENEFITS	765,792	468,383	297,409	61%	39%
TRAVEL	14,940	19,637	(4,697)	131%	-31%
EQUIPMENT	0	0	0		
SUPPLIES	191,905	238,356	(46,451)	124%	-24%
CONTRACTUAL	2,000	8,418	(6,418)	421%	-321%
CONSTRUCTION	0	0	0		
OTHER	653,976	377,661	276,315	58%	42%
TOTAL	4,893,577	3,177,845	1,715,732	65%	35%

CARRYOVER FUNDS

EQUIPMENT	150,000	0	150,000	0%	100%
SUPPLIES	90,000	23,380	66,620	26%	74%
OTHER	320,898	2,865	318,033	1%	99%
TOTAL	560,898	26,245	534,653	5%	95%

TRAINING & TECHNICAL ASSISTANCE FUNDS

TRAVEL	17,981	5,364	12,617	30%	70%
SUPPLIES	15,700	1,973	13,727	13%	87%
CONTRACTUAL	16,298	7,715	8,583	47%	53%
OTHER	31,918	14,515	17,403	45%	55%
TOTAL	81,897	29,567	52,330	36%	64%

INDIRECT	102,767	343,268	(240,501)	334%	-234%
-----------------	----------------	----------------	------------------	-------------	--------------

GRAND TOTAL EHS FEDERAL FUNDS	5,639,139	3,576,925	2,062,214	63%	37%
--------------------------------------	------------------	------------------	------------------	------------	------------

NON-FEDERAL SHARE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
IN-KIND	1,415,810	191,630	1,224,180	14%	86%
TOTAL NON-FEDERAL FUNDS	1,415,810	191,630	1,224,180	14%	86%

Centralized Administrative Cost	9.1%
Program Administrative Cost	2.6%
Total Administrative Cost	11.7%

Budget reflects Notice of Award #09CH010071-02-03.

Actual expenditures include posted expenditures and estimated adjustments through 10/31/2016.

COMMUNITY ACTION PARTNERSHIP OF KERN

MEMORANDUM

To: Budget & Finance Committee



From: Donna Holland, Fiscal Administrator

Subject: Agenda Item 5d: Partnerships Early Head Start Child Care Budget to Actual for the Period Ending October 31, 2016

Date: November 16, 2016

The following are highlights of the Early Head Start Child Care Partnerships Budget to Actual Report for the period September 1, 2016 through October 31, 2016.

Base Funds

Personnel and Fringe Benefits costs are on track through the first month of the budget period. The amount spent seems high, as there were three pay dates during the month of September.

The cost of supplies is over budget. Savings will be identified in other categories to cover these and future costs.

Carryover Funds

CAPK will submit a request to carry over unexpended prior-year funds in the amount of \$315,000.

Training & Technical Assistance (T&TA)

CAPK will submit a request to carry over unexpended prior-year funds in the amount of approximately \$48,200.

Non-Federal Share

With 17% of the year elapsed, total Non-Federal Share is at 24%.

**Community Action Partnership of Kern
Early Head Start - Child Care Partnerships
Budget to Actual Report**

Budget Period: September 1, 2016 - August 31, 2017
Report Period: September 1, 2016 - October 31, 2016
Month 2 of 12 (17%)

Prepared 11/7/2016

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	122,245	26,744	95,501	22%	78%
FRINGE BENEFITS	28,705	6,459	22,246	23%	77%
TRAVEL	0	0	0		
EQUIPMENT	0	0	0		
SUPPLIES	1,650	(70)	1,720	-4%	104%
CONTRACTUAL	459,322	76,375	382,947	17%	83%
CONSTRUCTION	0	0	0		
OTHER	11,517	1,106	10,411	10%	90%
TOTAL BASE FUNDING	623,439	110,614	512,825	18%	82%

CARRYOVER FUNDS (pending Federal approval)	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	0	0	0		
FRINGE BENEFITS	0	0	0		
TRAVEL	0	0	0		
EQUIPMENT	0	0	0		
SUPPLIES	0	0	0		
CONTRACTUAL	0	0	0		
CONSTRUCTION	0	0	0		
OTHER	0	0	0		
TOTAL START-UP FUNDING	0	0	0		

TRAINING & TECHNICAL ASSISTANCE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
TRAVEL	5,294	0	5,294	0%	100%
SUPPLIES	3,506	0	3,506	0%	100%
OTHER	6,473	1,514	4,959	23%	77%
TOTAL TRAINING & TECHNICAL ASSISTANCE	15,273	1,514	13,759	10%	90%

INDIRECT	62,184	11,213	50,971	18%	82%
-----------------	---------------	---------------	---------------	------------	------------

GRAND TOTAL FEDERAL FUNDS	700,896	123,341	577,555	18%	82%
----------------------------------	----------------	----------------	----------------	------------	------------

NON-FEDERAL SHARE**	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
IN-KIND	175,224	42,146	133,078	24%	76%
TOTAL NON-FEDERAL FUNDS	175,224	42,146	133,078	24%	76%

Centralized Administrative Cost 6.8%
Program Administrative Cost 1.5%
Total Administrative Cost 8.2%

Budget reflects Notice of Award #09HP0036-02-00.

Actual expenditures include posted expenditures and estimated adjustments through 10/31/2016.



To: Board of Directors
From: Jason Warren, Policy Council Chairperson
Date: November 30, 2016
Subject: *Agenda Item VIII(a):* Head Start Policy Council Report – Info Item

The Policy Council met on November 17, 2016 and this was the first meeting for the 2016-2017 Policy Council members. The Policy Council voted for the meetings to take place the last Thursday of every month at 5:30pm.

The Policy Council elected five new Candidates for the Executive Officer positions which includes Chairperson, Vice-Chairperson, Secretary, Treasurer, and Parliamentarian. Seven Policy Council members were elected to sit on the Policy Council Bylaws Subcommittee and will vote for membership of the remaining three Subcommittees in January. Four Policy Council members were elected to attend the California Head Start Conference in Sacramento January 8th – January 10th.

Yolanda Gonzales welcomed the new Policy Council parents. Ms. Gonzales shared her story of when she was a Policy Council member many years ago and encouraged the parents to continue setting goals. She stated she is looking forward to partnering with everyone and working together with the new Policy Council Chairperson.

Next Policy Council Meeting will be held
Thursday, January 26th in the Board Room
5005 Business Park North
Bakersfield, CA 93309
5:30pm – 7:00pm

Attachment: Policy Council minutes from October 13, 2016 meeting

COMMUNITY ACTION PARTNERSHIP OF KERN
POLICY COUNCIL MEETING MINUTES
October 13, 2016
5917 Knudsen Dr. – Hodel's Country Dining
Kern Room

1. **Call to Order** – Jason Warren, Chairperson, called the meeting to order at 6:32 p.m.
 - a. Moment of Silence, Pledge of Allegiance
 - b. Reading of 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."
2. **Roll Call/Set Quorum** – Ana Luna, Secretary. Quorum was established.
Current PC Members Present: Ana Luna, Christine Hernandez, Janeth Rivera, Salvador Zambrano, Catherine Velasquez, Jason Warren, Christina Bates, Deborah Martinez, Tai'Rance S. Kelley, Sr., Ana Vigil.
3. **Approval of Agenda** – Chairperson (**ACTION)
 - a. Request for approval of the PC Agenda dated October 13, 2016. The Chairperson called for a motion to approve the July 28, 2016, meeting agenda; motion made by Salvador Zambrano; Tai'Rance Kelley, Sr. seconded; motion carried unanimously.
4. **Approval of Minutes** – Chairperson (**ACTION)
 - a. Request for approval of PC meeting minutes dated September 29, 2016.
The Chairperson called for a motion to approve the September 29, 2016, Policy Council minutes. Motion made by Christine Hernandez; Janeth Rivera seconded; motion carried unanimously.
5. **Presentation of Guests/Public Forum**
The following guests were in attendance: New PC Members Present: Ruben Castellanos, Lorena Fernandez, Jadine Gonzalez, Marina Araujo, Andrea Knudtson, Maria Martinez; Jeremy Tobias, Executive Director; Yolanda Gonzales, Director of Head Start/State Child Development; Michele Nowell, Director of Human Resources; Rashi Strother, Family Services and Governance Specialist; Estella Benavides, Disabilities & Health CAS; Gloria Martin-Barbero, Education Manager; Maura Sandoval, Staffing Specialist; Leslie Mitchell, Administrator of Education Support Services; Donna Holland, Fiscal Manager; LeTisha Brooks, Program Manager; Mary Ann Mooney, Program Manager; Mary J. Lopez, Home Base Supervisor; Janelle Gonzalez, Governance Coordinator; Leah Green, Family Education Coordinator; Priscila Hicks, Family Education Coordinator; Angela Adams, Family Education; Louis Medina, Outreach and Advocacy Manager; Raul Gallardo, Resource and Outreach Coordinator; Argelia Diaz, Family Services and Governance Program Assistant; Nadine Berry, Administrative Assistant; Eliseo Vigil, Brian Cook, Itzel Zambrano, Floyd Van Wey, Rosario Walter, Leticia Perez.
 - a. *(The public wishing to address the full Policy Council may do so at this time. Policy Council members may respond briefly to statements made or questions posed. However, the PC will take no action other than referring the item(s) to staff for study and analysis. Speakers are limited to five minutes each. If more than one person wishes to address the same topic, total group time for the topic will be 10 minutes. Please state your name before making your presentation. Thank you.)*
6. **Standing Committee Reports** (five minutes each)
 - a. Personnel Committee – No Report
 - b. Planning Committee – No Report
 - c. Finance Committee – No Report
 - d. By-Laws Committee – No Report
7. **Human Resources** (**ACTION)

- a. Maura Sandoval, Staffing Specialist, distributed the Human Resources Report. The Chairperson called for a motion to approve the October 2016, Human Resources Report. Motion made by Ana Luna; Tai'Rance Kelley, Sr. seconded; motion carried unanimously.

8. **Presentations**

- a. **"Head Start Baby" Story – Leticia Perez, Kern County Supervisor-Fifth District**

Ms. Perez shared she graduated from Sterling Head Start and during the ceremony she recited the 23rd Psalm, for which she received a standing ovation. This is a story that her parents have shared many times throughout her life and it is a point of pride, as it shows that no matter what kind of background you come from, you can do anything you set your mind to. Many of the things that have brought Ms. Perez to where she is today were founded in Head Start. She shared that when children are given praise and confidence, it helps them grow and gain their own confidence and improve their self-esteem. Ms. Perez stated she was told from childhood that you can do anything and that you don't have to be rich to be successful. It is incredible what children can achieve when they are given the motivation to succeed.

- b. **Recognition of 2015-2016 Policy Council Members – Yolanda Gonzales, Director of Head Start/State Child Development**

Ms. Gonzales wanted to take the opportunity to thank the Policy Council for their hard work and effort during the year, and ensuring that quorum was met at every Policy Council meeting. She praised the members for what they have accomplished throughout their term, which included multiple grants and program changes to review. Ms. Gonzales thanked those who would be continuing on for the next year. For those who are leaving the program, make sure to participate in the Site Council or Parent-Teacher Organization at your child's school if you can. Make sure to continue participating in your child's education and continue to be their advocate. When you are involved, not only does your child benefit, but you as the parent benefit as well. Some of the benefits are improving your own self-esteem and your relationship with your child improves as you recognize their achievements. Remember, it's not easy to be involved, but the outcomes are worth it. We all have stories about how Head Start has helped us or helped someone we know. There are those children who will go from being a Head Start child to a Head Start parent, and there are those who will go on to become Head Start staff. Ms. Gonzales shared as Ms. Perez shared, your beginnings don't have to determine your ending. You can grow to be whatever you desire.

- c. **Recognition of 2015-2016 Policy Council Members – Jeremy Tobias, Executive Director of CAPK**

Mr. Tobias thanked the Policy Council for all of their dedication and hard work during the program year. Mr. Tobias understands that everyone present has sacrificed a lot to ensure the program continues to be available for those who need it. Mr. Tobias shared that he looks forward to continuing to work with the new Policy Council members in the months to come.

9. **New Business – Chairperson**

(ACTION)**

- a. **2017-2018 Head Start/Early Head Start Application for Continued Funding – Jerry Meade, Program Design and Management Administrator**

Mr. Meade shared that the refunding application goes through many phases prior to being presented for final approval. It starts with the selection committee, and Community Assessment review to determine the correct options for the service area. It includes Goals and Objectives and a narrative of what we have done throughout the year to meet these Goals and what will be done to meet those that have not yet been reached. Staff requests the Policy Council approve the 2017-2018 Head Start/Early Head Start Application for Continued Funding. The Chairperson called for a motion to approve the 2017-2018 Head Start/Early Head Start Application for Continued Funding. Motion made by Tai'Rance Kelley, Sr.; Christina Bates seconded; motion carried unanimously.

- b. **Kern Head Start Duration Grant Application Revisions – Jerry Meade, Program Design and Management Administrator**

Mr. Meade explained in July, an application was brought forward to the Policy Council to apply for a Duration Grant which would enable CAPK to provide more hours of service to many of our children. The Office of Head Start (OHS) wants all programs to provide 1,020 hours to the children to improve their learning and preparation for Kindergarten. Due to the overwhelming response from agencies across the nation, OHS returned all Duration Grant applications to the requestors and asked that they reduce their

amounts by 33 percent, which would provide OHS the ability to fund all application requests. Mr. Meade shared that if there was even one thing wrong, it would be rejected. The Duration Grant provides funding for additional staff and training. If approved, the grant would provide 255 additional children with 1,020 hours of education. The new amounts requested in the Duration grant are \$764,269 in program operation funding (ongoing) and \$522,712 in start-up funding (one-time funding). Staff requests the Policy Council approve the Kern Head Start Duration Grant Application Revisions. The Chairperson called for a motion to approve the Kern Head Start Duration Grant Application Revisions.

- c. Request to Approve the Termination of PC Member Bryce Bray

The Chairperson called for a motion to approve the Termination of PC Member Bryce Bray. Motion made by Deborah Martinez; Christina Bates seconded; motion carried unanimously.

10. **Consent Calendar** – Policy Council

- a. *Information concerning the Consent item(s) listed below has been forwarded to each Policy Council member for study for prior to this meeting. Unless a PC member, or member of the public, has a question concerning a particular item and asks that it may be withdrawn from the Consent Calendar, the items are approved at one time by the full Policy Council. If there are any PC members, or members of the public, wishing to remove any item from the Consent Calendar, please indicate at this time.*

- i. None

11. **Communications**

- a. Head Start & Early Head Start – Kern Budget vs. Actual Expenditures
March 1, 2016 through September 30, 2016
- b. Early Head Start – San Joaquin Budget vs. Actual Expenditures
February 1, 2016 through September 30, 2016
- c. Early Head Start Child Care Partnerships Budget vs. Actual Expenditures
March 1, 2015 through September 30, 2016
- d. Parent Local Travel & Child Care, March 1, 2016 through September 30, 2016 (English/Spanish)
- e. Parent Activity Funds, March 1, 2016 through September 30, 2016 (English/Spanish)
- f. Parent Meals, March 1, 2016 through September 30, 2016 (English/Spanish)
- g. Enrollment, Average Daily Attendance, and Child & Adult Care Food Program/Central Kitchen Report for HS/EHS Kern, EHS San Joaquin, and EHS Child Care Partnerships September 2016
- h. Support local Public Schools in Kern County Donorschoose.org
- i. Dignity Health Mercy & Memorial Hospitals Community Wellness Meetings
- j. Consumer Family Learning Center Calendar of Events October 2016
- k. Vision y Compromiso Health & Nutrition Fair October 23, 2016
- l. Vision y Compromiso Health & Nutrition Fair November 6, 2016
- m. #HeadStartStrong: Head Start Kids Grown Up, Strong, and Successful. HHS/ACF/OHS.2016.English.
- n. PC Subcommittee Personnel Minutes dated September 29, 2016
- o. PC Subcommittee Budget & Finance Minutes dated September 22, 2016

The Chairperson called for a motion to motion to move and file the October 13, 2016, Communications. Motion made by Tai'Rance Kelley, Sr. to move and file the Communications items.

12. **Program Governance Report/Training** – Janelle Gonzalez, Governance Coordinator

Ms. Gonzalez shared that one of the things she appreciates of our Policy Council and program is the support that is provided to children and family. Policy Council allows parents to learn leadership and advocacy for their children. Ms. Gonzalez thanked everyone for their support and commitment, especially throughout the summer when children were home. She strongly urges all to keep supporting and advocating for their children. Ms. Gonzalez also expressed gratitude to the Family Education Coordinators and Program Assistant for their efforts to ensure the meetings run smoothly and everything is taken care of. Ms. Gonzalez also thanked Ms. Strother and Tai'Rance for video conferencing each month to involve all parts of our program in the Governance process. She extended a welcome to the new Policy Council members who were able to attend and appreciation to the program Administration staff for their continued support of Policy Council.

13. **Community Representative Report** – Open

As position is currently open there is no report.

14. **Policy Council Chairperson Report** – Chairperson

Mr. Warren thanked everyone for coming for the last meeting of the 2015-2016 Policy Council and showing support not only for the outgoing members, but for the incoming members as well. Mr. Warren shared his appreciation to Head Start in allowing him to attend conferences and learn more about the importance of male involvement not only in his children's lives, but in Head Start. Mr. Warren shared he has learned confidence and looks forward to sharing the knowledge he has gained with his child's school site council.

15. **Board of Directors Representatives Report** – Ana Vigil, Board of Director's Representative

Ms. Vigil shared this will be her last ever Policy Council meeting, as it is her third year. Head Start is very dear to her as her son was a Head Start baby. Ms. Vigil shared she has had a lot of fun during her tenure and wishes the best to those who are also leaving and to those who are just starting. Ms. Vigil indicated CAPK should keep up the good work and that Head Start provides opportunities beyond imagination.

16. **Director's Report (HS/State Child Development)** – Yolanda Gonzales, Director of Head Start/State Child Development
No report shared.

17. **Announcements** –Chairperson

- a. Tai'Rance Kelley, Sr. expressed his gratitude to the Policy Council and Head Start for the things he has been able to experience during this last year. He has learned that he is his child's first teacher and how to advocate for all children and how to be an example. Mr. Kelley is grateful for the opportunity he, his family and his child have had to grow and advance.

18. **Adjournment** –Chairperson

- a. The meeting was adjourned at 7:32 p.m. by the Chairperson.

COMMUNITY ACTION PARTNERSHIP OF KERN BOARD OF DIRECTORS

2017 BOARD AND STANDING COMMITTEE MEETING CALENDAR

	PRE Comm. 12:00 p.m.	B&F Comm. 12:00 p.m.	Personnel Comm.	Audit Comm. 12:00 p.m.	Executive Comm. 12:00 p.m.	Board Meeting 12:00 p.m.
Jan.	1/11	1/18		1/12		1/25
Feb.	2/8	2/15				2/22
March	3/15	3/22				3/29
April	4/12	4/19		4/6		4/26
May	5/17	5/24				5/31
June	6/14	6/21				6/28
July ⁺	None ⁺	None ⁺			7/19	None ⁺
Aug. ^{**}	8/9	8/16		8/3		8/23
Sept.	9/13	9/20				9/27
Oct.	10/11	10/18				10/25
Nov. [#]	11/8 [#]	11/15 [#]		11/2 [#]		11/29
Dec. ⁺	None ⁺	None ⁺			12/13	None ⁺

- Board of Directors Meetings and Committee Meetings are generally held at the Community Action Partnership of Kern Administration Building, 5005 Business Park North, Bakersfield, CA. Notice of change in meeting site will be given in advance.”
- Executive and Personnel/Affirmative Action Committees generally meet on an as needed basis – Dates and times to be determined.
- Community Action Partnership of Kern follows the meeting guidelines of the Ralph M. Brown Act. All meetings are open to the public.

COMMUNITY ACTION PARTNERSHIP OF KERN BOARD OF DIRECTORS

2017 ATTENDANCE ROSTER

	JAN	FEB	MAR	APR	MAY	JUN	AUG	SEP	OCT	NOV
Bynum, Don										
Camp, Jim										
Corrigan, Garth										
Floyd, Curtis										
Gonzalez, Jose										
Henderson, Craig										
Maggard, Mike										
Martinez, Tony										
Ochoa, Yolanda										
Peterson, Warren										
Phille, Kathy										
Plane, Fred										
Rodriguez, Charlie										
Vigil, Ana										
Policy Council Rep										

- No meeting held due to lack of quorum.

NO MEETINGS ARE SCHEDULED FOR THE MONTHS OF JULY OR DECEMBER

COMMUNITY ACTION PARTNERSHIP OF KERN
BOARD OF DIRECTORS

2017 STANDING COMMITTEE ATTENDANCE ROSTER

Program Evaluation & Review	JAN	FEB	MAR	APR	MAY	JUN	AUG	SEP	OCT	NOV
1.										
2.										
3.										
4.										
5.										

Budget & Finance	JAN	FEB	MAR	APR	MAY	JUN	AUG	SEP	OCT	NOV
1.										
2.										
3.										
4.										
5.										

Audit & Pension	JAN	FEB	MAR	APR	MAY	JUN	AUG	SEP	OCT	NOV
1.										
2.										
3.										
4.										
5.										

Executive	JAN	FEB	MAR	APR	MAY	JUN	AUG	SEP	OCT	NOV
1.										
2.										
3.										
4.										
5.										

- No meeting held due to lack of quorum.

NO MEETINGS ARE SCHEDULED FOR THE MONTHS OF JULY OR DECEMBER