DATE	October 16, 2024
TIME	12:00 pm
LOCATION	CAPK Administrative Office Board Room 1300 18th Street, 3rd Floor Bakersfield, CA 93301

Program Review & Evaluation Committee Agenda

1. **Call to Order**

2. **Roll Call**

   Ana Vigil (Chair)
   Fatima Echeverria
   Yolanda Ochoa
   Jimmie Childress
   Gina Martinez

3. **Public Comments**

   The public may address the Committee on items not on the agenda but under the jurisdiction of the Committee. 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.

4. **Program Presentation**

   a. Adult Re-Entry Program presented by Rebecca Moreno, Director of Housing and Supportive Services ***(p.3-9)***

5. **New Business**

   a. September 2024 Program Reports – ***Action Item (p.10-55)*** Pritika Ram, Chief Business Development Officer
      1. Housing & Supportive Services
         - Coordinated Entry Services (CES)
         - M Street Homeless Navigation Center
         - CalAIM – Homeless Services
         - Adult Re-entry Program
      2. Health & Nutrition Services
         - CalFresh Healthy Living
         - Food Bank
         - Migrant Childcare Alternative Payment (MCAP)
         - Women Infant and Children (WIC)
      3. Youth & Community Services
         - East Kern Family Resource Center (EKFRC)
         - Oasis Family Resource Center
         - Energy, Weatherization & Utility Assistance
         - Friendship House Community Center (FHCC)
         - Shafter Youth Center (SYC)
         - Volunteer Income Tax Assistance (VITA)
      4. Operations
         - Maintenance
         - Information Technology
         - Data Services
         - Risk Management
      5. Community Development

- Grant Development
- CAPK Foundation
- Outreach & Marketing
- 211 Kern Call Center
- Community Schools Partnership Program (CSPP)

b. September 2024 - Application Status Report & Funding Profiles – ***Action Item (p.56-60)*** — Vanessa C. Mendoza, Grant Administrator
   a. Application Status Report
   b. Funding Profiles
      i. Bakersfield Kern Regional Homeless Collaborative - Coordinated Entry Contract Renewal
      ii. Bakersfield Kern Regional Homeless Collaborative – Homeless Housing, Assistance and Prevention 4
      iii. Department of Industrial Relations-Domestic Worker Outreach Education Grant
   c. Small Funding Profiles ($50,000 and under)

c. California Coastal Commission, Whale Tail Grant – ***Action Item (p.61-62)*** — Vanessa C. Mendoza, Grant Administrator

d. September 2024 Head Start/State Child Development Division/Program Monthly Activity Report - ***Action Item (p.63-64)*** — Carol Hendricks, Enrollment and Attendance Manager

e. Approval of 2024-2025 Early Head Start/Head Start School Readiness Goals– ***Action Item (p.65-86)*** — Rashi Strother, Early Head Start Education Manager; Cynthia Rodriguez, Head Start Education Manager

f. 2023-2024 Head Start/State Child Development Self-Assessment-***Action Item (p.87-128)*** — Sylvia Ortega, Quality Assurance Administrator

g. Final Report National Community Action Partnership (NCAP) and Association for State and Territorial Heal Organizations (ASTHO) – Vaccine Equity Project Community Initiatives - ***Info Item (p.129-145)*** — Pritika Ram, Chief Business Development Officer

6. <u>Committee Member Comments</u>

7. <u>Next Scheduled Meeting</u>

Program Review & Evaluation Committee
12:00 pm
November 6, 2024
CAPK Administrative Office, Board Room
1300 18th Street, 3rd Floor
Bakersfield, CA 93301

8. <u>Adjournment</u>

This is to certify that this Agenda Notice was posted in the lobby of the CAPK Administrative Office at 1300 18th Street, 3rd Floor Bakersfield, CA and online at www.capk.org by 12:00 pm, October 11, 2024. Annelisa Perez, Outreach & Communications Supervisor.

capk
Community Action Partnership of Kern

Community Action Partnership of Kern

Adult Re-Entry Grant

Mission Statement

Our *mission* is to empower formerly incarcerated individuals in Kern County to rebuild their lives with dignity and self-sufficiency. Through comprehensive support and community partnerships, we aim to reduce recidivism and facilitate successful reintegration into society.

Funding Source:

State of California, Board of State and Community Corrections

BOARD OF STATE AND COMMUNITY CORRECTIONS
BSCC
CALIFORNIA

Project Summary:

Community Action Partnership of Kern's (CAPK) Warm Handoff and Reentry Services Program is designed to reduce rates of homelessness and recidivism in the reentering AB 128 population, CAPK proposes a multi-modal intervention strategy with complementary reentry service lines targeting known dynamic risk factors for homelessness and recidivism including housing stability, employment, and mental health. Case Management services will be provided using a Strengths-Based approach model that addresses immediate needs upon release and facilitates individual change to ensure self-sufficiency upon program exit.

ARG Services

- Housing Navigation
- Housing Plan Development
- Landlord Engagement
- Financial Capability
- Financial Coaching
- Tenant Rights Education
- Mental Health Services
- Employment Services

ARG Highlights

- 400 Justice involved client contacts
- 38 clients housed
- 25 clients gained employment
- Housing Advocacy
- Reentry Specialist Certification

Collaborations

California Department of Corrections and Rehabilitation

Wasco State Prison

BAKERSFIELD

California State University, Bakersfield

KERN COUNTY PROBATION DEPARTMENT

BAKERSFIELD COLLEGE

BEHAVIORAL HEALTH & RECOVERY SERVICES

America's Job Center of California

Rosario Miranda,
Housing Services
Program Manager
Adult Re-Entry Program
(661)558-1464 ext. 1162
rmiranda@capk.org

October 2024 PRE Committee

September 2024 Program Monthly Reports

Housing and Supportive Services

Coordinated Entry Services
M Street Homeless Navigator Center
CalAIM - Homeless Services
Adult Re-entry Program

Community Action Partnership of Kern

Monthly Report 2024

Month	September-24	**Program/Work Unit**	Coordinated Entry Services (CES)
Division/Director	Rebecca Moreno	**Program Manager**	Joseph Aguilar
Reporting Period	January 1, 2024 - December 31, 2024		

Program Description

Coordinated Entry Services (CES) is the system to assist communities in ending homelessness by providing a clear and systematic pattern for helping individuals to quickly access the most appropriate services available through standardized access, a standardized assessment process, and a coordinated referral (match) process for individuals to preventions, housing, and/or other related services. The following counties are currently being served by CAPK CES, Kern County.
The Coordinated Entry System (CES) process will support the encampment proposal. The strategy will expedite the housing process by creating an Encampment by Name List and an encampment match call with collaborating partners to review status, barriers, and match encampment residents to permanent housing units and/or housing resources identified.

Homeless Referrals/Assessments (SRV 7c)	Month	YTD	YTD Goal	Month Progress	Annual Progress
Kern County	2,517	24,882	20,000	13%	124%
Number of applicants who received a response within 24 Hours	**Month**	**YTD**	**YTD Goal**	**Month Progress**	**Annual Progress**
Kern County	2,351	20,269	16,000	15%	127%
Pending Assessments	**Month**	**YTD**	**YTD Goal**	**Month Progress**	**Annual Progress**
Number of clients without initial contact by the end of the month.	30	159	240	13%	66%
Among clients from the preceding month, the average duration (days) to reach those who are still pending.	7				
Encampment Resolution	**Month**	**YTD**	**YTD Goal**	**Month Progress**	**Annual Progress**
Number of Clients Served	67	382	81	18%	472%
Matched to Housing Subsidy (i.e., voucher, rapid rehousing or physical location) (SRV 4m, 4o)	0	35	70	0%	50%

Explanation (Over/Under Goal Progress)

Program Strategic Goals	Progress Towards Goal
1. Optimize the use of existing access points in rural areas of Kern County.	CES continues to work on improving system through CoC Strategic Plan. CES provided additional training to East Kern FRC staff to continue implementing best practices for CalAim services and our homeless response system. CES continues to offer trainings to new staff from agencies and community members.

2. Increase staff recruitment and retention.	1 FTE is in the process of completing her training. Interviews are in progress to hire additional staff members.
3. Among clients from the prior month, the average time taken to reach pending clients is currently 15 days, attributed to high call volume and limited staff. The objective is to achieve client contact within 5 days of the initial request.	Pending release of new funding to hire on more staff.
Program Highlights	

Community Action Partnership of Kern

Monthly Report 2024

Month	September-24	**Program/Work Unit**	M Street Navigation Center
Division/Director	Rebecca Moreno	**Program Manager**	Laurie Hughey
Reporting Period	January 1, 2024 - December 31, 2024		

Program Description

CAPK operates the 147-bed homeless Low Barrier Navigation Center in partnership with the County of Kern. This 24-hour shelter offers housing, meals, showers, laundry and an array of mental health, medical care, dental and economic resources to un- sheltered individuals with pets and partners.

Shelter Services	Month	YTD	YTD Goal	Month Progress	Annual Progress
Overnight Residents (Assigned Beds) (FNPI 4a & SRV 7b, SRV 4m)	119	944	1,500	8%	63%
Total Clients Served	177	1,517	2,400	7%	63%
Pets (i.e., kennel, emotional support assistance and service pet)	9	89	75	12%	119%
Residents Under 90 days length of stay	62	511	800	8%	64%
Exits to Permanent Housing (FNPI 4b)	7	54	114	6%	47%
Exits-Self	13	195	150	9%	130%
Exits-Involuntary	45	367	700	6%	52%
Case Management Services (SRV 7a)	1,107	5,661	8,000	14%	71%
Critical Incidents	38	309	250	15%	124%
Shelter Residents Meals (SRV 5ii)	8,427	62,772	70,000	12%	90%
Number of Volunteers *(duplicated)*	130	1,193	100	130%	1193%
Volunteers Hours *(duplicated)*	255	1,438	3,000	9%	48%
Safe Camping	**Month**	**YTD**	**YTD Goal**	**Month Progress**	**Annual Progress**
Total clients served (SRV 7b)	69	582	500	14%	116%
Current client census	43	375	300	14%	125%
Meals (SRV 5ii)	1,988	19,068	20,000	10%	95%
Pets	11	96	75	15%	128%
Clients moved to Shelter (SRV 4m)	0	7	15	0%	47%
Exits to Permanent Housing (FNPI 4b)	0	12	20	0%	60%
Exits-Self	3	46	50	6%	92%
Exits-Involuntary	3	57	75	4%	76%
Critical Incidents	4	32			
Safe Parking	**Month**	**YTD**	**YTD Goal**	**Month Progress**	**Annual Progress**
Total clients served	9	88	30	30%	293%
Current client census	9	79	25	36%	316%
Clients moved to Shelter (SRV 4m)	0	1	10	0%	10%

Explanation (Over/Under Goal Progress)

1. Number of clients participating in job training program, (i.e., Project Hire-Up, financial Literacy, Recycling Lives, Open Door Network).	5 clients participating with Project Hire Up, graduating class on 10/18/24. 6 clients currently working out in the community.

2. Increase job retention/recruitment at M street by (1) developing job descriptions that accurately reflect job performance and (2) regrading/classification of job descriptions.	Job descriptions are currently being reviewed, this is an on-going process.
3. Increase the number of clients who transition to permanent housing by 10% from the prior year (2023 - 114 clients) to 120 clients.	Total of 54 individuals housed during this reporting period.

M Street Navigation Center - Client Demographic Information

Race Demographic	Month
18 - 24	13
25 - 34	34
35 - 44	46
45 - 54	35
55 - 61	29
62+	20
Total:	**177**

Race Demographic	Month
American Indian or Alaska Native	1
Asian	0
Black or African American	38
Hispanic/Latina/e/o	26
White	67
Multiple races	45
Client Don't know / Refused	
No Answer	
Total:	**177**

Gender	Month
Female	73
Male	102
Trans Female and Male (Male to Female, Female to Male)	
Gender Non-Conforming (i.e. not exclusively male or female)	1
Client doesn't know	
Client refused	1.00
No Answer	
Total:	**177**

Zip Code	Month	Zip Code	Month
93301	39	95823	1
		93561	3
93304	10	93280	1
93305	21	34470	1
93306	11	38109	1
93307	23	24521	1
93308	13		
93309	7		
93311	1		
93312	1		
93313	2		
90212	1		
93516	1		
93720	1		
93243	1		
90013	1		
93501	1		
93257	1		
93555	3		
Not specified	31		
Total			**177**

Safe Camping - Client Demographic Information

Race Demographic	Month

Zip Code	Month	Zip Code	Month

18 - 24	2
25 - 34	12
35 - 44	12
45 - 54	19
55 - 61	11
62+	4
Total:	**60**

Race Demographic	Month
American Indian or Alaska Native	0
Asian	0
Black or African American	13
Hispanic/Latina/e/o	3
White	29
Multiple races	15
Client Don't know / Refused	
No Answer	
Total:	**60**

Gender	Month
Female	19
Male	41
Trans Female and Male (Male to Female, Female to Male)	
Gender Non-Conforming (i.e. not exclusively male or female)	
Client doesn't know	
Client refused	
No Answer	
Total:	**60**

93301	8		
93304	10		
93305	3		
93306	5		
93307	4		
93308	6		
93309	6		
93312	2		
93215	1		
95322	1		
93230	1		
93240	1		
93501	1		
932751	1		
93277	1		
93280	2		
97201	1		
Not specified	6		
Total			**60**

Program Highlights

Community Action Partnership of Kern
Monthly Report 2024

Month	September-24	**Program/Work Unit**	California Advancing and Innovating Medi-Cal (CalAIM)
Division/Director	Rebecca Moreno Director of Community Services	**Program Manager**	Joseph Aguilar
Reporting Period	January 1, 2024 to December 31, 2024		

Program Description

CalAIM is a new initiative by the Department of Health Care Services (DHCS) to improve the quality of life and health outcomes of Medi-Cal beneficiaries by implementing broad delivery of system, programmatic, and payment system reforms. A key feature of CalAIM is the introduction of a new menu of "in lieu of services" (ILOS), or Community Supports, which, at the option of a MediCal managed care health plan (MCP) and a Member, can substitute for covered Medi-Cal services as cost-effective alternatives. MCPs will be responsible for administering Community Supports. For this partnership, CAPK would serve as a Community Support providing rental assistance.

Housing Transition Navigation Services	Month	YTD Goal	Annual Progress		
Number of Clients Currently Served	449	4,043	11%		
Number of Referrals Received (SRV 7c)	68				
Number of Enrollments	51				
Number of services per client per month (i.e., one-on-one case management, landlord engagement, obtaining vital documents) (SRV 7a)	1,191	7,340	8,100	15%	91%

Housing & Furnishing Deposits (SRV4d)	Month	YTD	YTD Goal	Month Progress	Annual Progress
One-time use up-to $5000 per client (includes housing deposits, furnishing, appliances)	9	122	40	23%	305%

Housing Tenancy and Sustaining Services	Month	YTD	YTD Goal	Month Progress	Annual Progress
Number of clients secured placement (SRV 4o)	3	80	110	3%	73%

Explanation (Over/Under Goal Progress)

Program Strategic Goals	Progress Towards Goal
1.) 3 FTE HN to establish caseload (1:35) by 2/1/2024	completed
2.) 3 FTE HN to establish caseload (1:75) by 3/1/2024	completed
3.) Increase staff recruitment and retention	Cal-Aim Program Coordinator and Analyst completed training.

Program Highlights

Community Action Partnership of Kern

Monthly Report 2024

Month	September-24	**Program/Work Unit**	Adult Re-entry Program
Division/Director	Rebecca Moreno Director of Housing & Supportive Services	**Program Manager**	Rosario Miranda
Reporting Period	September 1, 2024 to September 30, 2024		

Program Description

Community Action Partnership of Kern's (CAPK) Adult Reentry Grant Warm Handoff and Reentry Services Program (ARG WHO) is designed to reduce rates of homelessness and recidivism in the reentering AB 128 population, CAPK proposes a multi-modal intervention strategy with complementary reentry service line targeting known dynamic risk factors for homelessness and recidivism including housing stability, employment, and mental health. Case Management services will be provided using a Strengths-Based approach model that addresses immediate needs upon release and facilitates individual change to ensure self-sufficiency upon program exit. Case Management activities may include Housing Search Services, Housing Plan Development, Landlord Engagement, Financial Capability Skill Training, Financial Coaching/Counseling, Tenant Rights Education, and Rental Counseling. CAPK will use interagency referral to determine eligibility to any of its 16 unique anti-poverty programs. Community partners such as Kern Behavioral Health and Recovery Services and Employers' Training Resource will provide intensive specialized services around Mental Health/Substance Use and Employment Training, respectively.

Client Services	Month	YTD	YTD Goal	Month Progress	Annual Progress
Case Management Services (SRV 7a)	16	173	100	16%	173%
Number of Client Contacts	124	400	720	17%	56%
Client Outcomes	**Month**	**YTD**			
Number of individuals who obtained safe and affordable housing (FNPI 4b), such as Housing Subsidy or Permanent Supportive Housing (PSH)	5	32			
Number of unemployed clients who obtained employment (up to a living wage) FNPI 1b, such as Workforce Development, Education, or Employment Services	4	25			
Referrals	**Month**	**YTD**			
Number of Clients referred to Mental Health Services or Substance Abuse Services (SRV 5v)	16	148			
Financial Management Programs (including budgeting, credit management, credit repair, credit counseling) SRV 3c	16	145			
Transitional Housing Placements (SRV 4n)	3	22			

Permanent Housing Placements (SRV 4o)	0	41	
Job Readiness Training (SRV 1f)+	16	115	
Job Referrals (SRV 1l)	16	142	
Incentives (e.g., food vouchers, gift cards) SRV 5hh	0	0	
Food Distribution (food bags/boxes, food share program, bags of groceries) SRV 5jj	1	52	
Parenting Classes SRV 5mm	5	8	
Kits/boxes (i.e., toiletries, hygiene kits) SRV 5nn	0	0	

Explanation (Over/Under Goal Progress)

Program Strategic Goals	Progress Towards Goal
1.) Enhance recruitment initiatives and bolster staff retention strategies.	TBD
2.) Create a comprehensive program policy and procedure manual, including documents such as referral forms and intake/assessment forms.	TBD
3.) Building robust relationships by engaging in outreach activities to connect with the Parole and Probation Departments.	TBD

Program Highlights

Health and Nutrition Services

Cal-Fresh Health Living Program
Food Bank
Migrant Childcare Alternative Payment
Women, Infant, and Children

Community Action Partnership of Kern
Monthly Report 2024

Month	September-24	**Program/Work Unit**	CalFresh Healthy Living
Division/Director	Susana Magana	**Program Manager**	Alan Rodriguez
Reporting Period	January 1, 2024 - December 31, 2024		

Program Description

The CalFresh Healthy Living (CFHL) program, Funded by the USDA and administered by CDSS, improves the nutritional health of low-income Kern County residents by providing access to nutrition education, physical activity education, and leadership within community collaboratives that focus on health and nutrition. The program does this by providing Direct Education classes, Indirect Education materials and resources, and Policy Systems and Environmental Changes (PSE's). The CFHL program has three (3) subcontractors that assist in carrying out the goal of educating the student population.

Supplemental Nutrition Assistance Program-Education(SNAP-Ed) eligible participants, receiving Nutrition Education 10/1/2022-9/30/2023 (SRV 5ff)	Month	YTD	YTD Goal	Month Progress	Annual Progress
Community Action Partnership of Kern (CAPK) Direct Education provided.	170	970	1,100	15%	88%
Kern County Superintendent of Schools (KCSOS) Subcontractor Direct Education provided.	1080	6,820	7,500	14%	91%
Kernville Unified School District (KUSD) Subcontractor Direct Education provided.	216	2,630	3,500	6%	75%
Lamont Elementary School District (LESD) Subcontractor Direct Education provided.	549	4,549	7,500	7%	61%
Cumulative Indirect Education: Indirect education, for SNAP-Ed purposes, is defined as the distribution or display of information and resources which involve no participant interaction with an instructor or multimedia.	3416	17,159	20,000	17%	86%
Policy Systems and Environmental Changes (PSE's)	**Month**	**YTD**	**YTD Goal**	**Month Progress**	**Annual Progress**
Partner with 6 agencies/program to evaluate/implement the Nutrition Pantry Program (NPP) to implement Trauma Informed Care practices with-in the food pantry.	1	9	6	17%	150%
Partner with 3 Clinics to implement Food Insecurity screening practices.	0	1	3	0%	33%

Explanation (Over/Under Goal Progress)

The CFHL Program is progressing as expected throughout the Calendar year. Subcontractor numbers will rise as they new school years have started. CAPK DE and IE numbers will also rise throughout the next few months. The Food Voucher incentive has been successful in outreaching to community members to join our classes.

Program Strategic Goals	Progress
Minimize staff turn-over and become fully staffed.	The CFHL Program is fully staffed again after 2 August resignations. The program was able to manage a 3 week gap to onboard new staff.
Partner with community agencies and collaboratives that are SNAP-Ed approved, including other CAPK Programs, to increase the amount of Direct and indirect Education to improve the opportunities for the SNAP-Ed eligible population to choose healthier food choices, physical activity, and review nutrition information.	In the month of September 2024, CFHL partnered with Greenfield Family Resource Center, Taft College's TIL program, and GROW Academy (Shafter and Arvin) to provide Direct Education classes and was able to offer a $50 Food Voucher incentive for those who complete the curriculum. The CFHL program also attended community events at the F St. Farmers Market, Bakersfield Colleges Farmers Market distribution, Edison School District's Summit, and CAPK's Food Bank Distribution.
Progress with Policy Systems and Environmental Changes (PSE) Initiatives.	Policy Systems and Environmental Changes (PSE) are longer-term projects that are aimed at implementing and sustaining long-term changes. CFHL is continuing its efforts and collaboration with PVMG and Local Pantries and Farmers Markets to increase access to Healthy, affordable food throughout the county of Kern. Im specific, Bakersfield College Nexus Food Pantry earned Gold Certification via CFHL's NPP program. A celebration was hosted on 9/30/24.

Program Highlights

Throughout the month of September 2024 CFHL Staff implemented Direct Education curriculum and were able to distribute $1,800 worth of food vouchers to adults in the Taft and Greenfield communities. In addition to successful month distributing food vouchers, the Bakersfield College Nexus Food Pantry earned Gold Certification via CFHL NPP program. We had a ribbon cutting at the pantry to celebrate their accomplishment.

Community Action Partnership of Kern
Monthly Report 2024

Month	August-24	Program/Work Unit	Food Bank
Division/Director	Health & Nutrition, Susana Magana	Program Manager	Kelly Lowery
Reporting Period	January 1, 2024 - December 31, 2024		

Program Description

The Food Bank provides food assistance to low-income families and individuals through a network of more than 200 agency partner distribution sites across Kern County. The CAPK Food Bank is the primary organization responsible for distributing State and Federal emergency food assistance for Kern County neighbors in need. Additionally, the Food Bank is the Feeding America affiliate food bank for Kern, facilitating grocery rescue [Fresh Rescue Program] to support the network of more than 150 Pantries across the county. Every month, the food bank distributes approximately 1.8 million pounds of food which reaches more than 100,000 Kern County neighbors experiencing food insecurity.

The Emergency Food Assistance Program (TEFAP)	Month	YTD	Annual Goal	Month Progress	Annual Progress
Neighbor Engagements - TEFAP	60,572	455,147	600,000	10%	76%
Pounds Distributed	987,027	6,538,401	10,000,000	10%	65%
Pantry Program	**Month**	**YTD**	**Annual Goal**	**Month Progress**	**Annual Progress**
Neighbor Engagements - Pantry Program	112,287	681,188	1,000,000	11%	68%
Pounds Distributed	434,519	2,775,360	5,000,000	9%	56%
Fresh Rescue	**Month**	**YTD**	**Annual Goal**	**Month Progress**	**Annual Progress**
Neighbor Engagements *(Not incl in Pantry Pg)*	1,952	25,066	40,000	5%	63%
Pounds Distributed *(total)*	156,127	1,114,128	1,250,000	12%	89%
Commodity Supplemental Food Program (CSFP)	**Month**	**YTD**	**Annual Goal**	**Month Progress**	**Annual Progress**
Neighbor Engagements - CSFP	5,312	35,946	60,000	9%	60%
Pounds Distributed	194,220	1,357,012	2,000,000	10%	68%
Free Farmers Markets	**Month**	**YTD**	**Annual Goal**	**Month Progress**	**Annual Progress**
Neighbor Engagements - Farmers Markets	15,900	108,914	175,000	9%	62%
Pounds Distributed	124,426	691,691	1,200,000	10%	58%
Brighter Bites	**Month**	**YTD**	**Annual Goal**	**Month Progress**	**Annual Progress**
Neighbor Engagements - Brighter Bites	1,584	13,251	30,000	5%	44%
Pounds Distributed	7,751	121,981	450,000	2%	27%
Snack Attack	**Month**	**YTD**	**Annual Goal**	**Month Progress**	**Annual Progress**
Neighbor Engagements - Snack Attack	1,440	10,755	15,000	10%	72%
Pounds Distributed	1,350	6,340	12,500	11%	51%
Community Events & Other	**Month**	**YTD**	**Annual Goal**	**Month Progress**	**Annual Progress**
Neighbor Engagements - Community Events	1,743	16,743	15,000	12%	112%

Pounds Distributed	167,283	864,668	1,200,000	14%	72%
Totals	**Month**	**YTD**	**Annual Goal**	**Month Progress**	**Annual Progress**
Total Neighbor Engagements	200,789	1,286,010	1,935,000	10%	66%
Total Pounds Distributed (SRV 5jj)	2,072,703	12,926,988	21,112,500	10%	61%
Volunteers (SRV 6f)	**Month**	**YTD**	**Annual Goal**	**Month Progress**	**Annual Progress**
Volunteers who received job skill training (e.g., paid partnership though service providers, duplicated)	46	316	350	13%	90%
Other Volunteers (i.e., general public, duplicated)	205	1,304	1,750	12%	75%

Explanation (Over/Under Goal Progress)

In August, Food Bank distributed more than 2 million pounds for the first time. There was a measurable increase in TEFAP distribution. Another driver of this increase is the expansion of resources being purchased for the pantry and farmers market programs with funds that are set to sunset in Q1 of 2025.

Program Strategic Goals	Progress Towards Strategic Goals

In light of a potential change in funding, Food Bank staff are reconsidering the program's strategic goals.

Program Highlights

In August, Food Bank Administrator Kelly Lowery joined other CAPK staff on a site visit in East Kern to meet with the leadership of an Afgan migrant community in Mojave. We discussed potential ways our agency can serve that community. Also in August, Feeding America announced that it will for the first time, welcome a representative from an affiliate food bank to the National Advisory Committee. As an affiliate Food Bank, CAPK Food Bank Administrator Kelly Lowery has attended various meetings to get more information in preparation for applying for this position in October.

Community Action Partnership of Kern
Monthly Report 2024

Month	September-24	**Program/Work Unit**	Migrant Childcare Alternative Payment (MCAP)
Division/Director	Susana Magana	**Program Administrator**	Laura Porta
Reporting Period	January 01, 2024 to December 31, 2024		

Program Description

The Migrant Childcare Alternative Payment (MCAP) program provides childcare subsidies to migrant, agriculturally working families. Once families are authorized, their services are certified based on their verified need for childcare services. MCAP maximizes parental choice for services and utilizes the approved childcare providers in our communities to satisfy the family's need for services. Families can apply for childcare services in six entry counties: Kern, Kings, Madera, Merced, Tulare, and Fresno. Once a family is enrolled in the program, they can migrate anywhere in California to follow agricultural work, and their childcare services can continue.

Program Reimbursements (CY Jan - Dec 2024) Note: duplicated below for program fiscal year.	Current Month	YTD	Goal	Annual Progress
Provider Payments-Subsidies Expended (SRV7e)	$2,518,078.98	20,126,147	23,000,000	88%
Program FY Reimbursements Progress (FY Jul 2024- Jun 25)	**Current Month**	**YTD**	**Goal**	**Annual Progress**
Provider Payments-Subsidies Expended (SRV7e)	$2,518,079.00	7,274,164	23,000,000	32%

Services	Current Month
Active Child Enrollment	2,622
Active Childcare Providers (SRV 7f)	544

	Prev- Month	Add (+)	Drop (-)	Current Month
Waiting List Totals (children)				0

Explanation (Over/Under Goal Progress)

The Migrant Childcare Program continues to be fully enrolled and expected to meet 100% of the contract amount for the new FY 2024-2025. Program management is currently focused on the revision of MCAP program policies, procedures and best practices to ensure program remains compliant with all regulatory requirements, while also meeting the needs of the migrant agricultural working families in our communities.

Program Strategic Goals	Progress Towards Strategic Goal
1. Fill Staff Vacancies.	MCAP is currently awaiting to onboard two new staff members to fill a recent vacancy in our Kern County office and a new position in our new Tulare County office. Both are currently undergoing the pre-employment process.
2. Staff Retention and Professional Development (Training).	CMAP is currently undergoing the review of all program job descriptions to be updated to reflect current responsibilities and requirements for each position. This process is being undertaken with the support of our program staff, the Executive team, Human Resources Department and our Fiscal department in review of job descriptions and salary scales for all.
3. Contingency Staffing Plan & Solidify Program Growth.	The management team continues to practice and promote cross training among our team and all program personnel, engaging in monthly trainings and reviews to promote personal and professional growth of our team members.

Program Highlights

Our program will be moving to our new location soon! With the support of multiple agency departments, we have located the ideal building to house our staff members and effectively undertake our program's mission to continue to provide services to eligible families is our community. This will allow management to house all of Kern County's MCAP personnel under one roof and streamline our daily activities, and the ability to focus on promoting additional program growth.

Community Action Partnership of Kern
Monthly Report 2024

Month	September-24	**Program/Work Unit**	Women Infants & Children (WIC) Nutrition
Division/Director	Susana Magana	**Program Manager**	Marissa Ortiz-Cortez
Reporting Period	January 1, 2024 - December 31, 2024		

Program Description

The Women, Infants, & Children (WIC) program is a supplemental nutrition initiative that offers nutrition education, breastfeeding support, and nutritious foods to enhance diets. It serves pregnant, postpartum, and breastfeeding women, as well as infants and children under the age of 5. Additionally, fathers, grandparents, migrant families, military families, and caretakers can receive food benefits for eligible infants and children. CAPK WIC operates across 16 sites in Kern County and has 3 locations in San Bernardino County.

Services	Month	YTD	Annual Goal	Month Progress	Annual Progress
Caseload (SRV 5g)	14,409		14,610		99%
Breast Feeding 30% of infants are breastfed (i.e., some, mostly or fully breastfeeding compared to formula)	1,045		900		116%
Local Vendor Liaison-Contact Stores (contact 67 vendors 1 contact required per quarter totaling 268 contacts per year)	15	124	268	6%	46%
Outreach	**Month**	**YTD**	**Goal**	**Month**	**Annual Progress**
Online Enrollment	81	1,413	1,200	7%	118%
WIC Presentations and Outreach Events	8	58	100	8%	58%
Publication in newspaper, television, and/or social media postings (English and Spanish)	7	231	350	2%	66%
Regional Breast Liaison (RBL)	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Meet with key community stakeholders (i.e., medical managed care, hospital staff, lactation support, health care providers, other WIC agencies) in Region 24 to increase breastfeeding awareness and referrals to the WIC program, as well as share WIC digital materials and utilization.	4	9	120	3%	8%
Peer Counseling Program (PCP)	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Provide basic breastfeeding education and encouragement to WIC PCP participants.	185	2,067	1000	19%	207%

Explanation (Over/Under Goal Progress)

Program Strategic Goals	Progress
Restructure WIC Program staffing model to improve recruitment and retention of staff.	The WIC Program is planning to open a new CAPK WIC main office in December. This move will improve participant and staff safety. We believe improving office accessibility and safety for participants will increase enrollment and participation at the WIC main office. We have received feedback regarding clients feeling unsafe at our CAPK- WIC main office. Clients often opt out of in-person appointments or result to driving further to a safer WIC office for themselves and their children. We are awaiting approval of the new site from CDPH. We have also had a successful WIC Farmers Market season. Every Farmers Market season for WIC, CDPH sends the program "checks" that can be utilized at WIC approved Farmers markets and the deadline to issue is 9/30/24. WIC clients can purchase healthy fruits and vegetables with these checks. Historically, CAPK/WIC has had to return hundreds of checks back to CDPH because our program does not issue all the checks. CDPH has even decreased the number of checks issued to the CAPK/WIC program since we fail to meet expectations each year. However, this year, we issued all the checks and even requested an additional 150 checks. The staff issued all the additional checks, and we will be sending no checks back to CDPH.

Program Highlights

In the month of Sept, CAPK- WIC reached of the participation caseload requirement.

Youth and Community Services

East Kern Family Resource Center
Oasis Family Resource Center
Energy, Weatherization, and Utility Assistance
Friendship House Community Center
Shafter Youth Center
Volunteer Income Tax Assistance

Community Action Partnership of Kern

Monthly Report 2024

Month	September-24	**Program/Work Unit**	East Kern Family Resource Center (EKFRC)
Division/Director	Fred Hernandez Youth & Community Services	**Program Manager**	Anna Saavedra
Reporting Period	January 1, 2024 - December 31, 2024		

Program Description

East Kern Family Resource Center (EKFRC) is a regional resource center based in Mojave, Ca. The EKFRC provides assistance to low-income individuals and families from the desert and Tehachapi Mountain communities. The primary focus is to assist individuals and families who are facing housing insecurities and to prepare children 0-5 years of age to enter kindergarten successfully. The EKFRC also provides individuals and families with basic need services, clothing, diapers, food, household items, hygiene kits, blankets, business services, VITA, and assistance with HEAP applications.

Homeless Housing Assistance and Prevention (HHAP) Rural Drop-in Center	Month	YTD	Annual Goal	Month Progress	Annual Progress
Case Management Services (SRV 7a)	32	89	60	53%	148%
Street Outreach and Education	190	271	75	253%	361%

HHAP Linkages to Services (Referrals)	Month	YTD
California Driver's License (SRV 7j)	4	20
Social Security Insurance (SSI) (SRV 7i)	0	0
Medical Services (SRV 7c)	4	36
Mental Services (SRV 7c)	17	31
Housing Placement (e.g., transitional, temporary, permanent) (SRV 4m, 4n, 4o)	0	10
Educational and Career Development (SRV 7c)	3	8

HHAP Distribution of Supplies	Month	YTD
Food Assistance (SRV 5jj)	62	350
House Hold Items	9	118
Hygiene Kits (SRV 5oo)	52	157
Emergency Clothing (SRV 7n)	84	431
Administrative Services & Copies	3	82
Transportation Services (SRV 7d)	1	16
Educational Supplies (SRV 2k)	1	1
Covid - 19 Supplies (SRV 5oo)	0	53

Community Action Partnership of Kern

Monthly Report 2024

First 5 Kern	**Month**	**YTD**	**Annual Goal**	**Month Progress**	**Annual Progress**
Parents Receiving Case Management Services (SRV 7a)	3	28	30	10%	93%
Children Receiving Case Management Services (SRV 7a)	4	36	30	13%	120%
Parents Participating in Court Mandated Classes (FNPI 5d & SRV 5mm)	4	18	10	40%	180%
Children Educational Center Base Activities (FNPI 2b)	3	26	30	10%	87%
Children Educational Home Base Activities (FNPI 2b)	3	37	30	10%	123%
Children Summer Bridge Activities (FNPI 2b)	0	14	15	0%	93%
Collaborative Meetings Participated	1	8	12	8%	67%
Family Support Services for non-clients with children 5 and under□	38	339			
First 5 Total	**56**	**506**			
First 5 Kern/ Department Health Services	**Month**	**YTD**	**Annual Goal (12 Mo)**	**Month Progress**	**Annual Progress (12 Mo)**
Family Support Services for non-clients with children 6-18 (SRV 2e K-12)	61	534			
CalCapa Diaper Supply Bank	**Month**	**YTD**	**Annual Goal**	**Month Progress**	**Annual Progress**
Diaper Supply Management Enrollment **Unduplicated** (NPI5.2)	9	146	150	6%	97%
Monthly Diaper Kit Supply Delivery **Duplicated** (SRV5.nn)	98	623	1800	5%	35%
Walk-In Community Services (Duplicated Clients & Case Managed Clients)	**Month**	**YTD**			
Administrative Services & Copies	104	1173			
Baby Supplies (SRV 2w)	98	603			
Covid - 19 Supplies (SRV 5oo)	0	147			
Court Mandated Parenting Correspondence (SRV 2w)	4	46			
Educational Supplies (SRV 2k)	14	171			
Emergency Clothing (SRV 7n)	233	1370			
Food Assistance (SRV 7c)	208	1386			
Household Items (SRV 7c)	38	520			
Hygiene Kits (SRV 7c)	91	269			

Referrals (SRV 7c)	18	292	
Transportation Services (SRV 7d)	8	39	

Explanation (Over/Under Goal Progress)

Program Strategic Goals	Progress Towards Goal
1. Secure additional funding to cover operational costs and improve the delivery of services.	The CAPK foundation and grants team are always working with the East Kern FRC staff in order to secure additional funding that will help supports the delivery of services.
2. Partner with private enterprises to boost program visibility and foster meaningful relationships.	EKFRC partnered with CLARVIDA during the month of September for Suicide Prevention Month. We reached out to many mental health clients and made them aware of the many services that we provide.
3. Improve on-site services to more effectively connect with the East Kern target population.	Mortenson Construction is sponsoring a Little Free Library at our location. We are so excited for this project to be completed. We are positive that our community will benefit from this library as it is walking distance to many.

Program Highlights

We are very excited to announce that our Kern Health Systems project is almost complete. Our washers and dryers have arrived and are ready to wash and dry clothes. Our conference room looks really nice,we are now pending delivery of the new furniture from Stinsons. Our walls have been freshly painted and the new flooring looks fabulous.

Community Action Partnership of Kern

Monthly Report 2024

Month	September-24	**Program/Work Unit**	Oasis Family Resource Center
Division/Director	Youth & Community Services Freddy Hernandez	**Program Manager**	Eric Le Barbé
Reporting Period	January 1, 2024 - December 31, 2024		

Program Description

The Oasis Family Resource Center provides resources, education, and crisis assistance to individuals, families, and children in Ridgecrest and surrounding communities. They focus on providing case management and educational support to families to build resilience.

First 5	Month	YTD	Annual Goal	Month Progress	Annual Progress
Parents Receiving Case Management Services (SRV 7a)	9	29	30	30%	97%
Children Receiving Case Management Services (SRV 7a)	11	33	30	37%	110%
Parents Participating in Court Mandated Classes (FNPI 5d, and SRV 5mm)	0	14	10	0%	140%
Children Educational Home Base Activities (FNPI 2b)	11	30	15	73%	200%
Children Summer Bridge Activities (FNPI 2b)	0	24	10	0%	240%
Family Support Services for non-clients with children 5 and under (SRV 2w)	23	342			
First 5 Total	**54**	**472**			

First 5 Kern/ Department Health Services	Month	YTD	Annual Goal	Month Progress	Annual Progress
Family Support Services for non-clients with children 6-18 (SRV 2e K-12)	-	198			

Planned Parenthood	Month	YTD	Annual Goal	Month Progress	Annual Progress
LiFT Delivery Seminar to 10 Parents/Guardians (SRV 5l, and SRV 5mm)	0	10	10	0%	100%
LiFT Delivery Seminar to 10 Youth 13-19 (SRV 5l)	0	14	10	0%	140%
Plan A Sex Education Kits for qualifying youth 16-19 (SRV 5m)	0	83	75	0%	111%

CalCAPA Diaper Supply Bank	Month	YTD	Annual Goal (12 Mo)	Month Progress	Annual Progress (12 Mo)
Diaper Supply Management Enrollment **Unduplicated** (NPI5.2)	17	289	150	11%	193%
Monthly Diaper Kit Supply Delivery **Duplicated** (SRV5.nn)	153	1415	1800	9%	79%

Walk-In Community Services (Duplicated & Non First 5 Clients)		YTD
Administrative Support (SRV 7c)	38	588
Baby Supplies (SRV 2w)	122	948
Copies	10	226
Court Mandated Parenting Correspondence (SRV 2w)	0	35
Educational Supplies (SRV 2k)	53	347

Emergency Clothing (SRV 7n)	15	125	
Food (SRV 7c)	172	1292	
Household Items (SRV 7c)	145	1241	
Referrals(SRV 7c)	41	312	
Transportation Assistance (SRV 7d)	37	272	
Total Community Services	**633**	**5386**	

Explanation (Over/Under Goal Progress)

Note that the DHS grant reporting ended June 30th 2024 hence N/A in results.

Program Strategic Goals	Progress Towards Goal
1. Apply for three funding opportunities that would help extend range of services outside First 5 clients for under served families (Parenting, Children 6-18, seniors, and homeless individuals).	The Oasis FRC is in in process of renewing the Sex Ed Equity Education program with Planned Parenthood applying for $35,000 for fees for services for the 2024-2025 grant program. The Oasis FRC submitted a request with Baby 2 Baby for more car seats.
2. Participate in community outreach activities to promote CAPK & Oasis FRC services and seek donations from local business partners (in-kind and monetary).	The Oasis FRC participated in the China Lake Military Housing Expo promoting CAPK services to military families living on the China Lake Military base. The Oasis FRC also conducted outreach activities at the Ridgecrest Veterans Stand Down.

Program Highlights

A greater focus this month was to reach out to military families and veterans by participating in activities on military base as well as the Veterans Stand Down. The OFRC started to partner with EKFRC Housing Navigators to refer unhoused clients to the HMIS program to seek additional services. The Oasis Family Resource Center provided community services responding to a total of 305 inquiries in September 2024.

Community Action Partnership of Kern
Monthly Report 2024

Month	September-24		**Program/Work Unit**	Energy & Utility Assistance		
Division/Director	Fred Hernandez		**Program Administrator**	Wilfredo Cruz Jr.		
Reporting Period	January 1, 2024 - December 31, 2024					
Program Description						
The Energy Program assists income-eligible Kern County residents with utility bill payment, free weatherization, and energy education at no cost to the participant. Weatherization services include weather stripping; repair or replacement of windows and doors, heating/ cooling appliances, stoves, refrigerators, and more.						
Low-Income Household Water Assistance Program (LIHWAP) 2021 Ends March 2024	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**	
Households Served - Utilities Assistance		1,551	700	0%	222%	
Utility Payments		$ 502,583.01	$302,457	0%	166%	
Low-income Home Energy Program (LIHEAP) 2024	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**	
Households Served - Utilities Assistance	434	5,937	3,200	14%	186%	
Utility Payments	$ 366,158	$ 5,926,385.85	$ 4,947,219	7%	120%	
Households Served - Weatherization	11	134	200	6%	67%	
Supplemental Low-Income Energy Assistance Program (SLIHEAP) 2024 Ends Dec 2024	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**	
Households Served - Utilities Assistance	84	86	324	26%	27%	
Utility Payments	$ 38,180	40,180	$ 325,164	12%	12%	
Emergency Supplemental Low-Income Energy Assistance Program (ESLIHEAP) 2023 Ends May 2025	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**	
Households Served - Utilities Assistance	10	453	450	2%	101%	
Utility Payments	$ 6,404	$ 674,993.49	$ 744,877	1%	91%	
Department of Energy (DOE) Bi-partisan Infrastructure Law (BIL) - Weatherization Assistance Program (WAP)	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**	
Households Served - Weatherization	1	1	20	5%	5%	
Totals	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**	
Total Households Served - Utility Assistance (FNPI 4z, SRV 4i, SRV 7b)	**528**	**8,027**	**4,350**	12%	185%	
Total Utility Payments	**$ 372,562**	**7,105,962**	**$ 5,994,553**	6%	119%	
Total Households Weatherized (FNPI4h, FNPI 4z, SRV 4q, SRV 7b, & SRV 4t)	**12**	**135**	**166**	7%	81%	
Weatherized Homes (Note: The data represents work submitted to CSD for reimbursement - delayed by 2 months)	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**	
Total Households Weatherized	**14**	**121**	**166**	8%	73%	
Total Weatherized Homes Payments	**170,578**	**$ 1,645,487.21**	**$ 2,677,067**	6%	61%	
Explanation (Over/Under Goal Progress)						
1) DOE BIL WAP contract is currently underway - anticipate jobs to start closing within next couple of months - state is changing program goals for all LSP's (Local Service Providers)						
Program Strategic Goals			**Progress Towards Goal**			
1) Successfully implement online client self-application tool for Utility Assistance (UA) services.			The system is live, but has been put on hold pending UA funding			

2) Effectively initiate and manage the City of Bakersfield - Transformative Climate Communities (TCC) grant, focusing on providing weatherization and solar services to residents in Southeast Bakersfield. This endeavor involves a collaborative partnership with GRID Alternatives and Kern Community College District (KCCD).	Currently in the process of developing program and receiving contract. Anticipated to start the program November-December 2024.
3) Meet at least 22% of production goal for DOE BIL WAP contract	Guidelines for program are currently being review by state. Will update this goal in the near future. □

Program Highlights

1) During this month, we applied and received the a grant from PG&E for the, first of it's kind, arrearage case management program. Anticipate starting this in November.

Community Action Partnership of Kern
Monthly Report 2024

Month	September-24		Friendship House Community Center (FHCC)
Division/Director	Fred Hernandez	**Program Manager**	Lois Hannible
Reporting Period	January 1, 2024 - December 31, 2024		

Program Description

Located in Southeast Bakersfield, the program serves children, adults, and families through after-school, summer and mentor programs, nutrition education, sports, access to social services, and more.

Youth Programs	Month	YTD	YTD Goal	Month Progress	Annual Progress
Youth Mentoring (FNPI 2c.2., FNPI 2c.3, SRV 2p) Reporting ends June 30, 2023	0	67	100	0%	67%
Summer Program (Max Capacity due to COVID) (SRV 2m)	N/A	-	35	-	-
After School/Learning Pods Enroll (FNPI 2c.2., FNPI 2c.3, SRV 2p)	12	68	50	18%	136%

Medi-Cal Outreach	Month	YTD	YTD Goal	Month Progress	Annual Progress
Social media emails and impressions	N/A	-	15,000,000	-	-
Canvasing phone calls and flyers	N/A	-	12,000	-	-

California Violence Intervention Program (CalVIP)	Month	YTD
Incident Response (SRV 5w)	-	1
Outcome/Case Managed Families (SRV 7a)	1	13
Provided Food Assistance (SRV 7c)	-	67
Assisted with Energy/HEAP Services (SRV 7c)	1	3
Provided Assistance with Medi-Cal (SRV 7c)	-	-
Provided Mentoring Services (SRV 2p, 7c)	1	69
Assisted with relocation services	-	-
Deposit Payments (SRV 4d)	-	2
Temporary Housing Placements (SRV 4m)	-	-

Explanation (Over/Under Goal Progress)

The Friendship House has connected with local high schools which has resulted in increased participation from the high school students at the Friendship House Afterschool Program. This partly accounts for the increase in the afterschool program enrollment. Offering an exciting and engaging afterschool program for youth has also assisted with increased enrollment. The summer program & Medi-Cal program ended in June so there was nothing to report for those two programs in September.

Program Strategic Goals	Progress Towards Strategic Goals
Plan and facilitate Friendship House (FHCC) Advisory Board fundraising event to benefit the Friendship House.	The Friendship House Advisory Board is seeking sponsorships for the October 24th Casino Night Mixer. Individual tickets are also available for sale. A huge Thank You to our anonymous donor for their sponsorship in September to support the CAPK Friendship House.
Recruit and secure staffing for the Friendship House.	The Friendship House is fully staffed.
Work with the CAPK Executive Team to increase the number of grants researched/submitted for the CAPK Friendship House.	The Friendship House Program Administrator is working closely with the CAPK grant team to actively seek grant opportunities.

Program Highlights

On September 26th, the CAPK Friendship House had the honor of hosting a visit from Abigail Solis and Cameron Forgey with the Office of Governor Gavin Newsom. As the Central CA Regional Director, Abigail was excited to learn of the programs and services being offered at the CAPK Friendship House and the positive impact the services are making on those in the community. Following the visit at the center Abigail had the opportunity to tour the CAPK Food Bank and M St. Navigation Center. Abigail left with a true appreciate of the work taking place at CAPK. Above is a photo of our visit with Ms. Solis & Mr. Forgey from the Governor's Office.

Community Action Partnership of Kern
Monthly Report 2024

Month	September-24		Shafter Youth Center (SYC)
Division/Director	Fred Hernandez	**Program Manager**	Angelica Nelson
Reporting Period	January 1, 2024 - December 31, 2024		

Program Description

The Shafter Youth Center (SYC) serves children, adults, and families through youth after-school, summer and pre-employment programs, parenting classes, nutrition education, sports, access to social services, and more.

Youth Programs	Month	YTD (unduplicated)	Goal	Month Progress	Annual Progress
Summer Program (SRV 2m) June/July	0	46	60	0%	77%
After School Program Enroll (FNPI 2c &SRV 2l) (hours of operation: 2-5pm; 1230p - 5pm for minimum day)	16	29	35	46%	83%

Community Programs	Month (New)	YTD (unduplicated)
Fitness Boot Camp, Zumba and Adult Basketball (individual counts)	17	212
Girls Scouts, Community Meeting Space, Dignity Mental Health Support, etc. (group count)	1	
On Site Collaboration: Energy, VITA, Food Bank	1	

Outreach Activities	Month	YTD	Goal	Month Progress	Annual Progress
Outreach Events (presentations/informational updates, distributions (e.g., food, diapers)	0	3	6	0%	50%

Explanation (Over/Under Goal Progress)

Program Strategic Goals	Progress
1. Monitor and assess students' academic advancement through regular school progress and grade reports. Utilize the gathered data to refine and modify individual student learning plans.	First quarter progress reports have been collected and are being assessed to better serve our students.
2. Improve the attainment of program funding to broaden the scope of program offerings. This involves working in partnership with the CAPK Foundation to integrate funding that facilitates the introduction of new services.	Have been working with CAPK Foundation on attracting funding to bring additional services.

3. Support the Exploration of Interests and the Development of Skills and Creativity for Youth	Student surveys have been unofficially conducted in an effort to provide services that youth are interested in learning about.
Program Highlights	

Community Action Partnership of Kern
Monthly Report 2024

Month	**September-24**	**Program/Work Unit**	Volunteer Income Tax Assistance (VITA)
Division/Director	Fred Hernandez	**Program Manager**	Jacqueline Guerra
Reporting Period	January 1, 2024 - December 31, 2024		

Program Description

The Volunteer Income Tax Assistance (VITA) program provides free tax preparation and electronic filing services for individuals and families with low to moderate incomes. VITA also aids eligible clients in maximizing benefits from the Earned Income Tax Credit (EITC), thereby enhancing their tax returns and contributing to the local economy. All VITA services are delivered by IRS-certified staff and volunteers.

e-Completed Tax Returns (SRV 3o)	**Month**	**YTD**	**Goal Adjusted**	**Month Progress**	**Annual Progress**
Federal	57	7,491	7,400	1%	101%
Social Security Number (SSN)	47				
Individual Taxpayer Identification Number (ITIN)	10				
State	66	7,437	7,400	1%	101%
Social Security Number (SSN)	46				
Individual Taxpayer Identification Number (ITIN)	20				

Paper Filed Tax Return (SRV 3o) *(total YTD added to Federal YTD)*	**Month**	**YTD**
Paper-files Tax Returns	8	296

Sub-contactor: United Way Central Eastern California	**Month**	**YTD**	**Goal Adjusted**	**Month Progress**	**Annual Progress**
Federal	4	2,715	2,600	0%	104%
State	4	2,715	2,600	0%	104%

CAPK Refunds and Credits (SRV 3o)	**Month**	**YTD**
Federal Refunds	$43,463	$2,233,127
State Refunds	$24,640	$711,676
Federal Earned Income Tax Credit (EITC) *(income limit $63,398 household)*	$24,811	$1,465,251
California Earned Income Tax Credit (CalEITC) *(income limit $30,950/household)*	$7,668	$304,787
Total Refunds and Credits	**$122,011**	**$4,714,841**

Sub-contactor: United Way Central Eastern California Refunds and Credits (SRV 3o)	**Month**	**YTD**
Federal Refunds	$3,595	$2,145,180

State Refunds	$0	$654,309			
Federal Earned Income Tax Credit (EITC) *(income limit $63,398 household)*	$0	$1,400,898			
California Earned Income Tax Credit (CalEITC) *(income limit $30,950/household)*	$0	$281,138			
Total Refunds and Credits		**$4,481,525**			
Individual Taxpayer Identification Number (ITIN) (SRV 3o) Applications ***(Note: duplicate of Federal Tax Returns Completed)***	**Month**	**YTD**	**Goal Adjusted**	**Month Progress**	**Annual Progress**
Applications (New/Renewal)	10	217	150	7%	145%

Explanation (Over/Under Goal Progress)

September is usually a slow month for tax preparation, however we are seeing many clients needing prior years processed and/or a amendment.

Program Strategic Goals	Progress Towards Goal
Persist in fostering connections within rural communities to extend outreach and engage with a larger number of clients.	The VITA staff are attending all collaborative meetings in Kern to promote recruitment for new VITA sites in Kern. Presentations are constantly being provided to members of the KCNC collaborative.

Program Highlights

Sept was the last month in the IRS VITA grant period 10/1/23-9/30/24. During our close out meeting with the IRS, IRS confirmed CAPK surpassed its goal of 10,000 completing 10,301 tax returns and a total refunds of $13,481,816.

Operations

Data Services
Facilities & Maintenance
Information Technology
Information Systems
Risk Management

Community Action Partnership of Kern
Monthly Report 2024

Month	September-24	**Program/Work Unit**	Operations Division
Division/Chief, Director	Emilio Wagner CFTO, Maria Contreras Director of Facilities	**Program Managers**	Ryan Dozier, Laurie Sproule, Luisa Rosa Silva, Kenneth Lawrence
Reporting Period	January 1, 2024 - December 31, 2024		

Division Description

The Operations Division is a dynamic and multifaceted division that plays a pivotal role in ensuring the seamless functioning of our organization. This division is responsible for spearheading new construction projects, overseeing fleet management, maintaining our physical facilities, mitigating risks, and managing all aspects of Information Technology (IT) and Information Systems (IS).

Data Services

Activity	Requested	In-Progress	Processed	Processed YTD
IS Tickets	48	27	52	215
Dynamic 365 Enhancements	5	0	5	10

Projects	***Description of Status***	***Current % Status***
Universal Intake	Implementation plan being created	18%
CalFresh HL	Deploying to UAT in October	60%
In-Kind	Hot fixes being deployed	98%
M Street Application	Application development in progress	68%
Volunteer Management Application Enhancements	Complete	100%
Feeding America Service Insights Project	Training and Testing Scheduled	35%
CSBG-CDP	Phase 2 of enhancements in development	44%
SMS Dynamics Integration	Testing In Progress	80%
Adult Reentry Program	Application development in progress	10%
Case Management - Energy	Application development in progress	13%
Food Bank Enhancements	Complete	100%

Facilities

Activity	Requested	In-Progress	Processed	Processed YTD
Facility Work Orders	388	857	420	2820

Construction Projects	***Description of Status***	***Current % Status***
Central Kitchen	Interior and exterior Demolition	60%
McFarland & Tehachapi Modulars	Program improvement funding application submitted	10%
18th Street Admin	3rd floor finalizing finishes, framing Board Room RR and additional offices / 2nd floor finalizing finishes	100% / 100%

Major Maintenance Projects		***Description of Status***	***Current % Status***
Angela Martinez		Staff Development TI nearing completion.	90%
Stockdale HS		South Side of building under TI Playard permit obtained. Added a new CO for Door and IT Rm light	80%
EKFRC		East Kern new office space TI began laundry room	90%
Sterling		Temp Kitchen Kitchen Remodel Plans finalized	20%
Harvey Hall		Phase 2 Phase 3 of 2nd Phase plans completed	10%
Alberta Dillard		Survey Complete Working on Property Line Discrepancies	5%

Food Bank Pole Sign		Sign installed		100%
Information & Technology				
Activity	**Requested**	**In-Progress**	**Processed**	**Processed YTD**
Help Desk Work Orders	731	10	673	5,142

Information & Technology Projects	***Description of Status***	***Current % Status***
MCAP Relocation	Network Wiring, hardware and ISP	*15%*
IT Vulnerability Assessment	Phishing test, internal/external scan, policy review	*45%*
Board Room	Additional TV's and Mounting hardware ordered.	20%

Risk Management		
Workers Compensation Claims	**Reported**	**Reported YTD**
For Report Only	10	65
First Aid	1	19
Medical	2	4
Modified Duty	0	3
Lost Time	1	1
Under Investigation / Non-Industrial / Students / Parents / Volunteers / Clients	3	10
Property	4	22
Vehicle Incident / Grand Theft Auto	1	10
Motor Vehicle Accident	1	5
Work Place Violence / Over Doses / Death	0	3
Total	**23**	142

Program Strategic Goals	**Progress Towards Goal**	
Description	**Description of Status**	**Current % Status**
Develop a facility deferred maintenance program.		
Develop and implement a Data Governance strategy.		
Improve the customer experience by assessing it through factors such as response time and customer sentiment.		

Program Highlights

Community Development

Grant Development
CAPK Foundation
Outreach & Marketing
2-1-1 Kern Call Center
CenterCommunity Schools Partnership Program (CSPP)

Community Action Partnership of Kern

Monthly Report 2024

Month	September-24	Program	Community Development
Division/Director	Pritika Ram	Program Manager	Catherine Anspach, Vanessa Mendoza, Savannah Maldonado-Oates
Reporting Period	January 1, 2024 - December 31, 2024		

Program Description

The services under the Community Development Division range from fund and grant development/research to outreach and media/public relations, as well as new business development. This includes project management of agency level initiatives, such as the 2021-25 Strategic Plan and CAA-related plans, and special projects.

Outreach Social Media	Month	YTD	Annual Goal	Month Progress	Annual Progress
Website User Sessions	30,122	239,601	250,000	145%	96%
Facebook Impressions (i.e., number of times users see content)	365,033	3,298,803	4,500,000	97%	73%
Other Social Media Impressions	45,409	207,474	250,000	218%	83%

Highest Performing Post

https://www.facebook.com/capkern/posts/pfbid0d2xEZgPfU4CKHy6LzyYQbre6fmvcrjiF3P6TCpk8ELSUe38rwt2LmgKVc9XdenJJl

3159 impressions How many times the post came across screens)
3159 reach (how many individuals saw the post)
36 interactions (how many liked, commented, or shared)

Outreach Special Projects
Launched CalFresh Healthy Living programs New Website
Launched TCC Website in coordination with Grants, Energy, and other partners
Developing CNA Webpage for digital survey intake
Developing New Website for WIC program
Assisted in Jeremy's participation in the Downtown Symposium by capturing media around and inside of our administrative office
Pre-production for Lunch and Learn video project for the Foundation
Beautification Projects: Assisting HR department in printing out canvas' for space, and developing wall art concepts for 3rd floor of administrative building. Gallery is created for future beautification projects
CSPP program collateral developed, updated program flyer, case manager flyers, and one sheet order
ARG program collateral developed, table banners, pop-up banners, and swag items for community outreach
Hosted annual Feed the Need Food drive and raised over 25,000 lbs. of food
Kicked off Hunger Action Month with press conference at the CAPK Food Bank
Attended 11 city and county proclamations that included: Kern County, Maricopa, shafter, Ridgecrest, Tehachapi, Arvin, McFarland, Bakersfield, Delano, Wasco, and Taft.
Lit the county administrative building orange for Hunger Action Day.

Collaborated with CalFresh to host a presentation on all CAPK programs at the weed patch/Arvin/Lamont collaborative meeting

attached check presentation with food bank from sprouts market

Continued planning for central kitchen groundbreaking

Assisted CalFresh with BC pantry presentation of nexus award

Toured KUZZ around CAPK Food Bank

Outreach Advocacy

Toured Abigail Solis and Cameron Fogery from the governors office around FHCC, M street, and the Food Bank.

Advocacy Watch-list

Farm Bill

SB 111 - Section 229

Projects

members and local stakeholders to discuss the initiative and emphasize the importance of collaboration for driving change. The summit also provided an opportunity to share the final findings of research conducted by the Dalberg team over the past several months. The region's priority industries were presented, followed by a Q&A session for feedback. Several panel discussions explored the priority industries, resources, and strategies to expand job opportunities and support the local economy, particularly for small businesses.

As the planning phase of CA Jobs First concluded, the Dalberg team successfully delivered the Regional Plan,

Foundation

Participated in twice monthly meetings with Food Bank Team to discuss ongoing fundraising strategies.

Participated in meeting with Grants & Food Bank team with the City of Wasco to address 2025 funding decline.

Met with representatives with Bank of America to promote and coordinate Food Drive within their citywide

Attended annual KEDC Membership Dinner.

Development meeting with Richard Chapman with KEDC.

Participated in the weekly planning meeting for FHCC Fall Mixer including developing website.

Attended In-person ROMA Training.

Developed collateral for Gourmet For Good 2025 including Save The Date and Sponsorship Packet

Attended the City Connect monthly meeting in Tehachapi.

Coordinated Physical & Virtual Food Drives for CBIZ & Monarch Home Services.

Developed Fundraising Pages for Hunger Action Month promoting the campaign.

Development meeting with Rose Pereira with Tri-Counties Bank.

Attended Kern County Fair Dinner -Community Partner.

Participated in Feed the Need at the Kern County Fair.

Connect Meetings with Board Members Janea Benton & Ariana Joven.

Discovery meeting with CAP Washington to discuss and share ideas on Foundation.
Secured sponsorship of $7,500 each from Chevron and CRC for HeadStart Winter Coat Drive.
Completed grant for Bakersfield West Rotary for $5,000 sponsorship for HeadStart Winter Coat Drive
Development meeting & tour at FB with Nicole Parra with CRC for strategic partnership for Food Bank &
Participated in California Assoc.of Food Banks Development Director Peer Group Meeting.
Coordinated Check Presentation for Valley Strong Huggy Heart Campaign.

Program Strategic Goals	Progress Towards Goal
Proactively identify and pursue new funding opportunities to support and enhance our organization's mission and projects.	Revisit needs for FRC's, Food Bank & M Street - setting up a calendar of Virtual Food Drives, Hygiene Drives and Toy Drives for the Holidays to kick-off in the fall.
Develop a long term plan to raise awareness and funds to support the Food Bank.	Participating twice monthly meetings with key Food Bank staff to identify prospective supporters and discuss fundraising strategies. Foundation support for Anti-Hunger Month Campaign.
Increasing board effectiveness into your annual strategic planning process.	Continue to set-up individual meetings with board members to outline responsibilities that will align with the mission of and vision of the Foundation.

Community Action Partnership of Kern
Monthly Report 2024

Month	September-24	**Program/Division**	2-1-1 Call Center Program
Division/Director	Pritika Ram	**Program Manager**	Sabrina Jones-Roberts
Reporting Period	January 1, 2024 - December 31, 2024		

Program Description

The 2-1-1 Kern is a 24/7 information and referral service that provides local residents with comprehensive information and links to community health and human services at no cost. The 2-1-1 Kern has a database of 1,300 social service agencies that are available to the public through the 2-1-1 Kern Online Resource Directory at www.211KernCounty.org. The program has over 17 years of experience in providing and linking community members to vital services, and currently serves multiple communities in the Central Valley including Kings, Tulare, Stanislaus, Fresno, and Madera through the United Way partnerships.

Most Requested Services	Utility Service Payment	Food Pantries	Homeless Diversion Programs
Top 3 Unmet Needs	Food Stamps	Rent Payment Assistance	Specialty Food Providers

Information and Referral Services Calls Handled (SRV 7c)	Month	YTD	Annual Goal	Month Progress	Annual Progress
Kern County	6671	57,041	90,000	7%	63%
Kings County	270	2,253	4,000	7%	56%
Tulare County	883	7,630	10,000	9%	76%
Stanislaus County	1054	7,655	10,000	11%	77%
Fresno & Madera	3165	28,119	20,000	16%	141%
Merced & Mariposa	87	721	900	10%	80%
Total I&R Calls Handled	**12,130**	**103,419**	**134,900**	**108%**	**77%**

Average Wait Time	**0:30**
Average Handle Time	**4:51**

Staffing vs. Call Volume	Current Staff	Staff Needed Per Call	Staff Over/ Short
2-1-1 staff designated for calls handled across all counties contracts with the expectation of 42 calls per staff for an 8-hour shift.	16	11.0	**4.97**

Grant Funded Services	Activity	Month	YTD	Annual Goal	Month Progress	Annual Progress
CalFresh Application (SRV 3l)	58	20	202	300	10%	67%
Medi-Cal Application (MNP) (SRV 3h)	0	0	142	100	0%	142%
Medi-Cal Redetermination- KP (SRV 3h)	12	0	2	70	0%	3%
First 5 Help Me Grow (HMG) Ages & Stages New Children Screened (SRV 5c)	61	23	303	300	8%	101%

2-1-1 Website Visitors	Month	YTD	Annual Goal	Month Progress	Annual Progress
Duplicated Visitors *(i.e., accessing 2-1-1 e-services and database resources)*	34,143	233,015	225,000	15%	104%

Other Calls	Month	YTD
LIHEAP (SRV 7b)	5325	35,209
Mental Health (SRV 7c)	408	3,857
Utility Assistance Calls- Discount Internet or Utility (SRV 7c)	1251	7,098
Food-related Calls (SRV 7c)	1397	13,259
Housing and Homelessness Calls (SRV 7c)	1628	20,056
Health and Human Service Referrals (SRV 7c)	1828	19,933
Total Other Services		99,412

Explanation (Over/Under Goal Progress)	
2-1-1 lends its call handling service to several counties amongst the Central Valley in addition to the local county of Kern. Internally, the program also answers calls associated with homelessness assistance and completes a Quick Reference Tool to transfer callers to Coordinated Entry System. 2-1-1 makes every effort to meet standard goals and deliverables for all contracts and projects. Through its various scopes of work, the program supports providing application assistance, assessments, and outreach to bring awareness of services within the community. Calls, applications, and assessments are monitored and reviewed to determine appropriate methods and material needed for outreach events. The program is nearly staffed to capacity having an sufficient number of employees in roles to perform its associated work. Call volumes have been consistent in recent months and the program continues offering assistance for Medi-Cal renewal applications. The Medi-Cal Health Navigator Program (Medi-Cal) came to an end on 6/30/24 resulting in State budget changes; as of 7/1/2024, the program is no longer in contract to lead those efforts.	
Program Strategic Goals	**Progress Towards Goal**
1. Enhance recruitment initiatives to attract and hire well-qualified candidates.	The program seeks to captivate skilled candidates by streamlining the recruitment process of internal Human Resources and external Staffing Agency efforts. The program is in a position currently to offer competitive wages, language fluency and competency incentives, and opportunities for growth.
2. Enhance employee retention and foster opportunities for professional growth.	2-1-1 is staffed with 20 Full Time and 2 temporary Information and Referral (IR) Specialists to handle Low-Income Home Energy Assistance related as wells as standard calls. The program enriches employees through strategic schedule planning, honoring traditions, and celebrating achievements or milestones. The program offers opportunities for professional development and an incentive for IR's who obtain certification as a Community Resource Specialist.
3. Focus on retaining current contracts, such as those with United Ways, and explore growth opportunities to enhance the impact on clients.	2-1-1 aims to achieve strengthened partnerships by effectively communicating, and meeting with partners and contract grantors to share performance data and discuss progress relative to its objectives, deliverables, and goals. The program is consistently working on meeting the reporting expectations of all funding sources and maintaining a trusting relationship to increase the opportunity for existing contracts to be retained. The program has been able to renew contracts with existing Funders.
Program Highlights	
The program has a newly certified Community Resource Specialist. With consistent call procedures in place, the average calls handled is 95% and abandoned is 5% abandoned amongst seven (7) campaigns for the month of September 2024. The Program has renewed a contract that supports assisting the community with CalFresh applications, developed a new contract to aide in offering community assistance with the initial Medi-Cal application, renewals, and enrollment into Kaiser's Community Health Care Program for the lower-middle class. 2-1-1 is in the development stages of securing a contract to provide resources and care coordination to community members who are electricity dependent an at risk of a power outage.	

Community Action Partnership of Kern

Monthly Report 2024

Month	September-24	**Program/Work Unit**		Community School Partnership Program	
Division/Director	Pritika Ram		**Program Manager**	Que'Mesha Banner	
Reporting Period	January 1, 2024 - December 31, 2024				

Program Description

The Community School Partnership Program (CSPP) provides comprehensive case management services to student-families enrolled in Bakersfield City School District's (BCSD) Community Schools. CSPP receives referrals from the community schools' Multi-Tiered System of Support and Family and Community Engagement (FACE) Liaisons. The program connects student-families with community-based services to address food insecurities, housing stability, and other essential needs. It is modeled after the Four Pillars of a successful Community School, aimed at mitigating the academic and social impacts of emergencies on local communities and enhancing school responsiveness to student and family needs.

Additional Requested Services	Family Law/ Restraining Order	Clothing	Resume Building
BCSD Referral Type	M.T.S.S (3)	F.A.C.E (54)	OTHER (78)

Direct Services	Month	YTD	Annual Goal	Month Progress	Annual Progress
Families referred to Program (SRV 7c) One-time services	135	568	650	21%	87%
Families Receiving Case Management Services (SRV 7a)	23	132	488	5%	27%

Results-Oriented Management and Accountability (ROMA) Assessment	Month	YTD
Families that completed Pre-assessment	23	128
Families that completed Post-assessment	2	10

Internal Referral Services (SRV 7c)	Month	YTD
Total Families referred internally for Food and Nutrition (2-1-1 or CalFresh)	20	86
Total Families referred internally for Housing (CES)	6	41
Total families referred for Employment Resources (2-1-1 or external)	7	36
Total Families referred internally for Childcare (Head Start)	1	21
Total Families referred internally for Utility Assistance (Energy)	11	79
Total Families referred to Friendship House afterschool/ mentorship program	8	29
Families Receiving Emergency Food Boxes through CAPK Food Bank Pantry Partnership (SRV 5jj)	99	362
Home Visits (SRV 2cc)	29	68

Community Action Partnership of Kern
Monthly Report 2024

Explanation (Over/Under Goal Progress)
The Community School Partnership Program is now in its second month of the 2024-2025 academic year. With the onboarding of the new Case Manager, the program is fully staffed, ensuring each of the four community schools is supported. Case Managers actively participated in Back-to-School Night events, tabling at start and dismissal times engaging with both new and returning parents to promote the program's services. Additionally, the Program Supervisor continues to collaborate with the Case Managers on previously set goals for the academic year, focusing on increasing program referrals and parent involvement, thereby reinforcing our role as a valuable resource to our school partners.

Program Strategic Goals	Progress Towards Goal
1. Elevate program standards and effectiveness by providing a minimum of 3-months and up to one year of case management services to families referred to program and ensure the case management flow chart is being followed and conducted promptly.	The program has made strides in elevating its standards and effectiveness by consistently implementing the case management flow chart to guide services for referred families. Case Managers are working to ensure that families receive a minimum of three months of case management services, with efforts to extend support for up to one year based on individual needs. Continued training and supervision have supported Case Managers in maintaining the expected quality and responsiveness. The most recent training for SMART goals and Motivational Interviewing was on September 17, 2024.
2. Implement Specific, Measurable, Achievable, Relevant, and Time-Bound (SMART) goals with participating families based on their needs outlined in ROMA assessment to reduce barriers and increase successful outcomes.	Case Managers have shown improvement in completing initial Family Goal Plans using SMART goals and conducting 30-day follow-ups. However, there remains a need for further progress in ensuring timely completion of 60-day and 90-day follow-ups.
3. Increase access to housing support and financial educational opportunities for families experiencing or at-risk of homelessness.	For the upcoming 2024-2025 academic year, CSPP will continue its partnership with Chase Bank to provide financial literacy education to families. Additionally, CSPP will actively seek out and explore other housing resources.

Program Highlights
With the successful onboarding of a new Case Manager, the program is now fully staffed. CSPP will continue its partnership with Chase Bank, expanding financial literacy workshops to a second community school location, Martin Luther King Jr. Elementary. Additionally, our Food Pantry Partnership with CAPK Food Bank has been enhanced to include access to non-food items for families in need.

Application Status Report
September 2024

Name	Description	Funder	Amount Requested	Amount Awarded	Status
Environmental and Climate Justice Community Change Grants Program	Under the City of Bakersfield, CAPK is applying to this grant opportunity to request funds for a microgrid project at FHCC. Installation of a microgrid will allow the center to operate as a cooling/warming center for community members to seek refuge during extreme temperature events.	Environmental Protection Agency (EPA)	$ 3,026,082.00	$ 3,026,082.00	Awarded
CA Farm to School Incubator Project	This project will fund two Head Start Centers, Primeros Pasos, and Sterling Center with an on-site garden. Our Food Bank will assist in supplying produce boxes for families with funds from CDFA.	California Department of Food and Agriculture	$ 200,000.00	$ 199,242.56	Awarded
County Community Health Grant 2024 - Ensuring Access for All	Support access to coverage by ensuring eligible immigrants and undocumented individuals apply for health coverage	Kaiser Permanente	$ 200,000.00	$ 200,000.00	Awarded
Kitchen Bridge to Health -Kern River Bridge	The Kitchen Bridge to Health project aims to educate low-income and underserved community members in Lake Isabella on nutrition cooking using ingredients from our on-site pantry and edible Garden.	Kaiser Permanente	$ 10,000.00	$ 10,000.00	Awarded
Better Together Giving Program	Math tutoring services for the Afghan community in East Kern	Pacific Gas and Electric Company (PG&E)	$ 5,000.00	$ 5,000.00	Awarded

Application Status Report
September 2024

One-Time State Funding for Homeless Housing, Assistance and Prevention Program (HHAP 4)	CAPK intends to enhance the resources available at our family resource centers by using $150,000 for rental subsidies and move-in kits.	Bakersfield Kern Regional Homeless Collaborative	$ 150,000.00	$ 150,000.00	Awarded
Building Capacity to Increase Older Adult Access to Health Essentials Programs	Enhance the Senior Food Box Program by adding a new text service technology to improve process and delivery.	American Association of Retired Persons	$ 50,000.00	$ -	Denied
HUD CoC FY 2024 Letter of Intent (LoI) Packet & Renewal Application	Coordinated Entry System (CES) Renewal	Bakersfield Kern Regional Homeless Collaborative	$ 236,388.00	$ -	Pending
WIC Community Innovation and Outreach Project	Improve WIC enrollment and in Kern County by through comprehensive and data-driven outreach efforts.	Food Research and Action Center	$ 750,000.00	$ -	Pending
Other Funding Opportunities					
Community Resiliency Fund	Unrestricted funds for the Food Bank received through the Foundation	Pacific Gas and Electric Company (PG&E)	$ 59,350.00	$ -	Awarded
Bakersfield West Rotary-Fall Funding	Funds requested to support the Head Start Coat Drive	Bakersfield West Rotary-Stroope Family Foundation	$ 5,000.00	$ -	Pending

Community Action Partnership of Kern
Funding Profile

Funding Information			
Funding Type	Non-Profit	**CAPK Program**	CES
Funding Agency	Bakersfield Kern Regional Homeless Collaborative	**Project Name**	Renewal of the CES Contract
CFDA	N/A	**Target Population**	Housing Insecure
Reapplication (Y/N)	Y	**Number to be served**	Approximately 24,000
Estimated Request	$ 236,838.00	**Division Director**	Rebecca Moreno
Award Period	1-year	**Program Manager**	Joseph Aguilar

Project Goal (One sentence goal statement)

Renew our one-year contract to continue operating Kern County's Coordinated Entry System, ensuring seamless access to shelter, job resources, mental health services, substance abuse support, and other critical services for individuals experiencing homelessness in Kern County.

Project Description (Brief one paragraph description)

Coordinated Entry Services (CES) is a CAPK system to assist communities in ending homelessness by providing a clear and systematic pattern in navigating assistance. This process quickly accesses the most appropriate services available through standardized access, a standardized assessment process, and a coordinated referral process for individuals to address prevention, housing, and other related services.

**Please note that this contract is part of continued funding received by the COC from the U.S. Department of Housing and Urban Development and requires resubmission on an annual basis for renewal.

Estimated Budget Summary

$236,838.00 to cover personnel, fringe, and indirect costs.

Recommendation

Staff recommends approval to submit the funding application and authorize the Chief Executive Officer to execute the contract if awarded, and any subsequent amendments throughout the duration of the contract term.

Approvals:

Rebecca Moreno Rebecca Moreno (Oct 8, 2024 09:20 PDT)	10/08/2024	Tracy Webster	10/08/2024
1. Division Director	Date	4. Chief Financial Officer	Date
Pritika Ram	10/08/2024	Emilio Wagner (Oct 8, 2024 09:05 PDT)	10/08/2024
2. Chief Business Development Officer	Date	5. Chief Facilities and Technology Officer	Date
	10/08/2024		10/08/2024
3. Chief Program Officer	Date	6. Chief Executive Officer	Date

Date Presented / Approved:

PRE Approval: ____________ B&F Approval: ____________ Executive Approval: ____________ Board Approval: ____________

Community Action Partnership of Kern
Funding Profile

Funding Information			
Funding Type	Non-Profit	**CAPK Program**	OFRC
Funding Agency	Bakersfield Kern Regional Homeless Collaborative (BKRHC)	**Project Name**	Homeless Housing, Assistance and Prevention Program (HHAP 4)
CFDA	N/A	**Target Population**	Un-housed Individuals
Reapplication (Y/N)	N	**Number to be served**	61
Estimated Request	$ $150,000	**Division Director**	Rebecca M./ Freddy H.
Award Period	2024-2025	**Program Manager**	Eric Le Barbe

Project Goal (One sentence goal statement)

CAPK intends to enhance the resources available at our family resource centers by using $150,000 for rental subsidies and move-in kits.

Project Description (Brief one paragraph description)

Our services will help homeless individuals overcome financial barriers to entering or maintaining housing. Case managers will work with individuals to identify financial barriers and exhaust all available resources. Requests for assistance, such as security deposits, utility payments, and essential household items, will be processed on a first-come, first-serve basis, ensuring timely support for those in need. Supplemental rental assistance provided through the HHAP 4 funding will enable us to offer financial relief to those struggling to pay rent. Funds will be used to cover costs such as security deposits, a portion of the client's rent, application fees, and needed household items. By making payments directly to vendors or agencies, CAPK can ensure that funds are used appropriately and effectively.

Estimated Budget Summary

*BKRHC shared that they have remaining funds from HHAP 4 and invited CAPK to apply for non-competitive funding.

Our program budget includes approximately $44,000 for personnel and fringe benefits, $91,000 for direct program costs such as move-in kits and rental assistance, and approximately $13,000 for indirect costs.

Recommendation

Staff recommends approval to submit the funding application and authorize the Chief Executive Officer to execute the contract if awarded, and any subsequent amendments throughout the duration of the contract term.

Approvals:

Rebecca Moreno
Rebecca Moreno (Oct 9, 2024 08:18 PDT) — 10/09/2024
1. Division Director — Date

Tracy Webster — 10/09/2024
4. Chief Financial Officer — Date

Pritika Ram — 10/07/2024
2. Chief Business Development Officer — Date

Emilio Wagner (Oct 9, 2024 16:43 PDT) — 10/09/2024
5. Chief Facilities and Technology Officer — Date

10/09/2024
3. Chief Program Officer — Date

10/09/2024
6. Chief Executive Officer — Date

Date Presented / Approved:

PRE Approval: ________ B&F Approval: ________ Executive Approval: ________ Board Approval: ________

Community Action Partnership of Kern
Funding Profile

Funding Information			
Funding Type	State	**CAPK Program**	Communication and Outreach
Funding Agency	Department of Industrial Relations	**Project Name**	Domestic Worker Outreach Education Program
CFDA	N/A	**Target Population**	Domestic Workers
Reapplication (Y/N)	N	**Number to be served**	TBA
Estimated Request	$ $486,517	**Division Director**	N/A
Award Period	2025-2030	**Program Manager**	Savannah Oates

Project Goal (One sentence goal statement)

The goal of the Domestic Worker Outreach education program is to highlighting the importance of promoting awareness of labor protections for domestic workers, which will be administered State 211.

Project Description (Brief one paragraph description)

The goals of the program include educating both employees and employers about labor protections while developing diverse outreach strategies to effectively share this knowledge with the target population. This will involve both in-reach and outreach efforts over the course of the 5-year contract. In-reach efforts include 211 I&R providing resources to self-identified domestic workers for 4.6 years of the contract. Outreach efforts will be led internally and will conduct workshops 4 times a month on topics such as knowing your rights, wage protection and theft, the wage claim process, and case support. The first 6 months of the contract will focus on planning, with an anticipated start date of January 2025 and the program's full launch in July 2025.

Estimated Budget Summary

The budget of $486,517 will fund both an Outreach Specialist and an Information and Referral Specialist, ensuring dedicated personnel for program delivery. Additionally, it will cover travel expenses throughout the county to support outreach and in-reach efforts, allowing for broader community engagement and resource distribution.

Recommendation

Staff recommends approval to submit the funding application and authorize the Chief Executive Officer to execute the contract if awarded, and any subsequent amendments throughout the duration of the contract term.

Approvals:

1. Division Director — Date	Tracy Webster 10/07/2024 4. Chief Financial Officer — Date
Pritika Ram 10/07/2024 2. Chief Business Development Officer — Date	Emilio Wagner (Oct 9, 2024 07:18 PDT) 10/09/2024 5. Chief Facilities and Technology Officer — Date
Louis Gill Louis Gill (Oct 7, 2024 14:28 PDT) 10/07/2024 3. Chief Program Officer — Date	10/07/2024 6. Chief Executive Officer — Date

Date Presented / Approved:

PRE Approval: ________ B&F Approval: ________ Executive Approval: ________ Board Approval: ________

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Community Action Partnership of Kern

MEMORANDUM

To: PRE Committee

Vanessa Mendoza

From: Vanessa Mendoza, Grant Administrator

Date: October 16, 2024

Subject: *Agenda Item 5c:* California Coastal Commission, Whale Tail Grant – **Action Item**

The Community Development Division is requesting approval from the Board of Directors to pursue a competitive funding application made available by California Coastal Commission. The intent of the application is to connect children and the general public to the California Coast through education and outdoor experiences. Grant funds must focus on reaching communities that have historically received fewer marine education and stewardship opportunities.

As such, our application initiatives will focus on increasing marine-based educational opportunities for children from the Friendship House Community Center (FHCC) and Shafter Youth Center (SYC) by implementing the Inland to Ocean: Youth Stewardship and Coastal Education Program. The project will integrate a four-week, hands-on curriculum teaching students about marine ecosystems, climate change, and environmental stewardship. In addition to the curriculum, students will participate in field trips to coastal environments, reinforcing the lessons through immersive, experiential learning. The program will serve at least 80 youth, fostering a deeper understanding and commitment to protecting marine environments and advocating for environmental justice.

These initiatives support CAPK's mission and Goal 2, Objective 2.1.2 that discusses utilizing data sources to identify pockets of underserved communities in rural areas. Our research indicates that marine-education opportunities are limited and are often excluded from formal curriculums in Kern County. This proposal was formulated through multiple discussions with the Program Managers from Friendship House and Shafter Youth Center. If awarded, the activities will be conducted during the Summer of 2025 and 2026 with the $49,000 requested in our application.

Recommendation

Staff recommends the Board of Directors approve, with resolution, the submission of the funding application for the California Coastal Commission's Whale Tail Grant.

Attachment:
Resolution # 2024-16

RESOLUTION # 2024-16

**A Resolution of the Board of Directors of
Community Action Partnership of Kern Approving the
Application for funds from the California Coastal Commission
For Empowering Kern Futures**

The Board of Directors of Community Action Partnership of Kern located at 1300 18th Street, Suite 200, Bakersfield, CA 93301, met on October 30, 2024, in Bakersfield, California at a scheduled Board meeting and resolved as follows:

WHEREAS, Community Action Partnership of Kern (CAPK) is a private, non-profit 501(c)(3) 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, CAPK is charged with the responsibility of continuing the battle to alleviate poverty in Kern County by developing and implementing creative and innovative programs, and has adopted the philosophical position of "Helping People, Changing Lives' in its quest to assist people in need, and families with minimal or no resources; and

Whereas, the California Coastal Commission awards grants for related coast and ocean projects that involve 1.) youth education programs; 2.) programs for educating the general public or adults; 3.) climate change education and stewardship; and 4). shoreline cleanup and enhancement programs.

Whereas, the California Coastal Commission requires the governing body of the grantee to certify through a resolution that it approves the application for Commission grant funding and authorizes the execution by a representative of the grantee of a grant agreement on terms and conditions required by the Commission.

NOW, THEREFORE, be it resolved that the grantee hereby approves the submission of the funding application totaling $49,000 for the California Coastal Commission's Whale Tail Grant and authorizes the Chief Executive Officer as the authorized representative with authority to execute a contract with the California Coastal Commission and any amendments, if awarded.

APPROVED by a majority vote of the Directors of the Community Action Partnership of Kern, this 30th day of October 2024.

Fred Plane, Chair CAPK Board of Directors	Date

Community Action Partnership of Kern
Monthly Report 2024

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

Program Description

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

Early Head Start (ages 0-3) (FNPI 2a, 2b, 2c, 2c.1,2d, SRV 2b, 7a)	**Month**	**Target**	**Annual Goal**	**Annual Progress**	**Closed Classrooms Slots**
Reportable/Funded Enrollment (2 fully closed classroom rooms)	645	753	753	86%	128
Disabilities	155 (YTD)	10%	10%	21%	n/a
Over Income 101%-130% (up to 35%)	22	n/a	n/a	3%	n/a
Over Income 131% and up (up to 10%)	60	n/a	n/a	9%	n/a
Head Start (ages 3-5) (FNPI 2a, 2b, 2c, 2c.1,2d,SRV 2b, 7a)	**Month**	**Target**	**Annual Goal**	**Annual Progress**	**Closed Classrooms Slots**
Reportable/Funded Enrollment (5 fully closed classrooms)	699	953	953	73%	138
Disabilities	60 (YTD)	10%	10%	6%	n/a
Over Income 101%-130% (up to 35%)	21	n/a	n/a	3%	n/a
Over Income 131% and up (up to 10%)	71	n/a	n/a	10%	n/a
Home Visiting Program (SRV 2cc, 7a)	**Monthly**	**Year-To-Date**	**Annual Goal (Contract Limit 400)**	**Annual Progress**	
Enrollment	202	344	312	110%	
Central Kitchen	**Total Number Prepared**		**Breakfast**	**Lunch**	**Snack**
Meals and Snacks	50,212		18,642	15,059	16,349
Child and Adult Care Food Program (CACFP) (Note: The data represents information from August 2024)	**Total Meals Delivered**		**Meals Allocated (CACFP/HS)**	**# of Meals Served**	**% of Meals Served**
Meals and Snacks (SRV 5ii)	57,819		34,752/23,067	30,498	67%
Household Services	**Month**	**YTD**			
Eligbility Determination (SRV 7b)	192	844			
Total Community Services	**192**	**844**			

Explanation (Over/Under Goal Progress)

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

	Progress Towards Goal
1. Program Options	Objective: Develop and implement program options that tailor to the community's unique needs and characteristics. Progress: The Family child Care option is receiving RFPs for services and the Oasis center was licensed.

Program Description

1. September 5, 2024 – First Annual Economic Forum.
2. September 6, 2024 – Breastfeeding Celebration, Fremont Square Park.
3. September 20, 2024 – Breastfeeding Celebration in Lodi.
4. September 20, 2024 – Mentor and Mentee Kick-off Meeting in San Joaquin County.
5. September 21, 2024 – A recruitment event was held at The Market at Grace from 8 am -3 pm.
6. The Education team provided Developmentally Appropriate Practice Training to teaching staff.
7. The Language and Literacy domain has started following the Balls Guide for Head Start and Early Head Start classrooms.

MEMORANDUM

To: Program Review and Evaluation Committee

From: Rashi Strother and Cynthia Rodriguez, Education Managers

Date: October 16, 2024

Subject: *Agenda Item 5e:* Approval of 2024-2025 Early Head Start/Head Start School Readiness Goals– **Action Item**

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

The goals are divided into five central domains aligned with the Desired Results Developmental Profile and the Head Start Early Learning Outcomes Framework. The central domains are Approaches to Learning, Social Emotional Development, Language and Literacy Development, Cognitive Development, and Physical Development.

The School Readiness Goals are scheduled to be presented annually before the beginning of the new school year. This year, however, due to several recommendations from upper management, the goals were revised and condensed to produce a more streamlined and concise document for staff and families.

To ensure the effective implementation of the proposed School Readiness Goals, staff have received professional development on Social-Emotional Development, DRDP Assessments, School Readiness, and Developmentally Appropriate Practices to strengthen teaching practices. Additionally, staff received the School Readiness Lesson Plan Schedule, which is posted on the School Readiness Board.

The School Readiness Schedule is aligned with the School Readiness Goals, classroom study, and Family Engagement Outcomes. It is available in each classroom and partnership and is provided to Early Childhood Educators. The School Readiness Goals 2024-2025 are attached for review and approval.

Recommendation:

Staff recommends that the PRE-Committee approval be retroactive to July 2024, for the Early Head Start/Head Start School Readiness Goals 2024-2025.

Attachment:

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

Head Start & Early Head Start School Readiness Goals

2024-2025

Policy Council Approval

Pending

Board of Directors Approval

Pending

Head Start

A Program of *CAPK*

School Readiness Plan 2024-2025

Head Start and State Child Development Education Division

OVERVIEW

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

Our School Readiness goals are developed by using current data and ongoing child assessments that include the *DRDP 2015, A Developmental Continuum from Early Infancy to Kindergarten Entry,* implemented into the classroom during the 2023-2024 school year. The primary goals were determined by analyzing and comparing children's data from the Spring Assessment (2023-2024), which aggregated all three (3) assessment periods (Fall, Winter & Spring). School Readiness Goals will reflect successful learning across five key areas of learning and development: Approaches to Learning, Social-Emotional Development, Language and Literacy, Cognition, and Physical Development.

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

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

DATA ANALYSIS AND REFLECTION

Each program year we design our professional development to support individualized learning and improve teaching practices, including family engagement. This is accomplished by identifying trends in children's development during the end-of-the-year data aggregation. All developmental domains are planned for the year to improve teaching practices and promote higher learning outcomes. During the 2024-2025 program year, we have selected key findings to develop skills and practices that will continue to strengthen the following domains:

Age Group	Domain	Key Finding
Infants 6 weeks to 7 months	Cognition, Including Math and Science	COG 2 Classification
Older Infants 8 months to 17 months	Cognition Including Math and Science	COG 11 Knowledge of the Natural World
Toddlers 18 months to 36 months	Cognition, Including Math and Science	COG 9 Inquiry through observation and investigation
Preschool 3-year old's	Language and Literacy Development	LLD 8 Phonological Awareness
Preschool 4-year old's	Physical Development Health	PD-HLTH 8 Dressing

BACKGROUND

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

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

Phase One: April 2024
2023-2024 School Readiness Goals Data Aggregation and Analysis.

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

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

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

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

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

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

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

Framework for Effective Practice:

Supporting School Readiness for all Children

Parent, Family,
& Community Engagement

Head Start Early Learning Outcomes Framework
What Children Learn

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

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

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

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

Language & Literacy Development
Goal: Children will demonstrate increased communication, language, and emergent literacy skills.

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

Cognition & General Knowledge (Including Math & Science)
Goal: Children will strengthen their skills in cognition, including math and science.

Physical Development - Health
Goal: Children will demonstrate improved physical development, including personal care routines.

Approaches to Learning (ATL-REG)		
Goal: Children will exhibit increased skills in approaches to learning, including self-comforting, attention maintenance, and self-control of feelings and behaviors.		
Objective: Infants and toddlers will develop the capacity to comfort and soothe themselves in response to stress by Spring 2025.		
DRDP Measure: ATL 2: Self-Comforting	**Head Start Early Learning Outcome:** Goal IT-ATL 1.	
Young Infants 0-9 months	**Older Infants 9-18 months**	**Toddlers**
44% will be at the "Responding Later" level or above in measure ATL-REG 2	58% will be at the "Exploring Earlier" level or above in measure ATL-REG 2	40% will be at the "Exploring Later" level or above in measure ATL-REG 2

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

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

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

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

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

Learning Experiences for Families at Home, Families may:

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

Approaches to Learning (ATL-REG)	
Goal: Children will exhibit increased skills in approaches to learning, including self-comforting, imitation, attention maintenance, and self-control of feelings and behaviors.	
Objective: Children will increasingly develop the capacity to pay attention to their surroundings and comfort or soothe themselves in response to distress from stimulation, by Spring 2025.	
DRDP Measure: ATL 1: Attention Maintenance	**Head Start Early Learning Outcome:** Goal P-ATL 10
Preschool 3 -year-olds	**Preschool 4 -year-olds**
55% will be at the "Building Earlier" level or above in measure ATL-REG 1	67% will be at the "Building Earlier" level or above in measure ATL-REG 1
Families as Learners: Families are the first educators of their children. We will collaborate with families to promote School Readiness practices that are reflective of their cultures, values, and priorities by Spring 2025.	

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

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

Head Start Center Based Effective Teaching Strategies, Teachers will:

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

Learning Experiences for Families at Home, Families may:

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

Social and Emotional Development (SED)

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

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

DRDP Measure: SED 1: Identity of Self in Relation to Others	**Head Start Early Learning Outcome:** Goal IT SE9 and IT SE10

Young Infants 0-9 months	Older Infants 9-18 months	Toddlers
42% will be at the "Exploring Earlier" level or above in measure SED 1	53% will be at the "Exploring Earlier" level or above in measure SED 1	44% will be at the "Exploring Later" level or above in measure SED 1

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

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

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

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

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

Learning Experiences for Families at Home, Families may:

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

Social and Emotional Development (SED)

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

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

DRDP Measure: SED 2: Social and Emotional Understanding	**Head Start Early Learning Outcome:** Goal P SE 6, P SE 7, P SE 8
Preschool 3-year-olds	**Preschool 4-year-olds**
34% will be at the "Building Earlier" level or above in measure SED 2	38% will be at the "Building Later" level or above in measure SED 2

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

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

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

Head Start Center Based Effective Teaching Strategies, Teachers will:

- Utilize Pyramid Model strategies such as feeling charts, Tucker Turtle, or scripted stories such as "I can be a friend." These will encourage the usage of emotional language, identifying feelings, and managing conflict.
- Include children in conflict resolution and peer perspective-taking by utilizing the Solution cards. For instance, when addressing conflict with children, bring in peers to identify feelings and find mutually beneficial solutions.
- Develop classroom expectations and rules with children.
- Support children in validating all emotions.

Learning Experiences for Families at Home, Families may:

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

Language and Literacy Development (LLD)		
Goal: Children will demonstrate improved communication and responsiveness to language.		
Objective: Infants and toddlers will communicate or act in response to language and respond to increasingly complex language, by Spring 2025.		
DRDP Measure: LLD 4: Reciprocal Communication and Conversation		**Head Start Early Learning Outcome:** Goal IT-LC1 & IT-LC2
Young Infants 0-9 months	**Older Infants 9-18 months**	**Toddlers**
53% will be at the "Responding Later" level or above in measure LLD 4	24% will be at the "Exploring Middle" level or above in measure LLD 4	73% will be at the "Exploring Later" level or above in measure LLD 4
Families as Learners: Families are the first educators of their children. We will collaborate with families to promote School Readiness practices that are reflective of their cultures, values, and priorities, by Spring 2025.		

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

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

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

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

Learning Experiences for Families at Home, Families may:

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

Language and Literacy Development (LLD)	
Goal: Children will demonstrate improved communication, language, phonological awareness, and letter and word knowledge.	
Objective: Children will engage in back-and-forth communication and increase awareness of letters in the environment, including their relationship to sounds, by Spring 2025.	
DRDP Measure: LLD 8 Phonological Awareness	**Head Start Early Learning Outcome:** P-LIT 1
Preschool 3-year-olds	**Preschool 4-year-olds**
47% will be at the "Building Earlier" level or above in measure LLD 8	36% will be at the "Building Middle" level or above in measure LLD 8
Families as Learners: Families are the first educators of their children. We will collaborate with families to promote School Readiness practices that are reflective of their cultures, values, and priorities, by Spring 2025.	

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

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

Head Start Center Based Effective Teaching Strategies. Teachers will:

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

Learning Experiences for Families at Home, Families may:

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

English Language Development (ELD)	
Goal: Children will demonstrate increasing understanding of symbol, letter, and print word knowledge in English/Spanish and communicate in English.	
Objective: Children will show increasing progress towards fluency in speaking English, by Spring 2025.	
DRDP Measure: ELD 1: Goal - Comprehension of English Receptive	**Head Start Early Learning Outcome:** Goal P-LIT 2, PP-LIT 3, and P-LIT 6
Preschool 3-year-olds	**Preschool 4-year-olds**
26% will be at the "Building English" level or above in measure ELD 1	62% will be at the "Integrating English" level or above in measure ELD 1
Families as Learners: Families are the first educators of their children. We will collaborate with families to promote School Readiness practices that are reflective of their cultures, values, and priorities, by Spring 2025.	

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

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

Head Start Center Based Effective Teaching Strategies, Teachers will:

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

Learning Experiences for Families at Home, Families may:

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

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

Cognition Including Math and Science (COG)		
Goal: Children will demonstrate improved general cognitive skills including number sense of quantity.		
Objective: Infants and toddlers will show an increasing ability to compare, match, and sort objects into groups according to their attributes. They will also develop an understanding of numbers and quantity, by Spring 2025.		
DRDP Measure: COG 3: Number Sense of Quantity		**Head Start Early Learning Outcome:** Goal: ITC- 8, 9, ITC -10, ITC -11, ITC -12
Young Infants 0-9 months	**Older Infants 9-18 months**	**Toddlers**
51% will be at the "Responding Later" level or above in measure COG 3	55% will be at the "Exploring Earlier" level or above in measure COG 3	46% will be at the "Exploring Later" level or above in measure COG 3
Families as Learners: Families are the first educators of their children. We will collaborate with families to promote School Readiness practices that are reflective of their cultures, values, and priorities, by Spring 2025.		

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

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

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

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

Learning Experiences for Families at Home, Families may:

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

Cognition Including Math and Science (COG)

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

Objective: Children will show an increasing ability to add and subtract small quantities of objects and show an understanding of how objects move outside of space or fit in different spaces, by Spring 2025.

DRDP Measure: COG 4: Number Sense of Math Operations	**Head Start Early Learning Outcome:** Goal P-MATH 3, P-MATH 4, P-MATH 8, and P-MATH 10
Preschool 3-year-olds	**Preschool 4-year-olds**
36% will be at the "Building Earlier" level or above in measure COG 1	33% will be at the "Building Later" level or above in measure COG 1

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

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

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

Head Start Center Based Effective Teaching Strategies, Teachers will:

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

Learning Experiences for Families at Home, Families will:

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

Physical Development Health (PD-HLTH)		
Goal: Children will demonstrate improved personal care routines and knowledge of safety.		
Objective: Infants and toddlers will demonstrate awareness of safety and increasingly demonstrate knowledge of safety skills when participating in daily activities, by Spring 2025.		
DRDP Measure: PD-HLTH 5: Safety	**Head Start Early Learning Outcome:** Goal IT-PMP 6, 7, 9	
Young Infants 0-9 months	**Older Infants 9-18 months**	**Toddlers**
44% will be at the "Responding Later" level or above in measure PD-HLTH 5	48% will be at the "Exploring Earlier" level or above in measure PD-HLTH 5	46% will be at the "Exploring Later" level or above in measure PD-HLTH 5
Families as Learners: Families are the first educators of their children. We will collaborate with families to promote School Readiness practices that are reflective of their cultures, values, and priorities, by Spring 2025.		

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

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

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

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

Learning Experiences for Families at Home, Families may:

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

Physical Development Health (PD-HLTH)	
Goal: Children will demonstrate improved fine motor skills and an awareness of safety.	
Objective: Children will demonstrate knowledge of safety skills and increasing precision, strength, and coordination of fine motor skills, by Spring 2025.	
DRDP Measure: PD-HLTH 4: Fine Motor	**Head Start Early Learning Outcome:** Goal P-PMP 2 & P-PMP 6
Preschool 3-year-olds	**Preschool 4-year-olds**
29% will be at the “Building Earlier” level or above in measure PD-HLTH 4	36% will be at the “Building Later” level or above in measure PD-HLTH 4
Families as Learners: Families are the first educators of their children. We will collaborate with families to promote School Readiness practices that are reflective of their cultures, values, and priorities by Spring 2025.	

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

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

Head Start Center Based Effective Teaching Strategies, Teachers will:

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

Learning Experiences for Families at Home, Families may:

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

Professional Development Opportunities

Objective	Teams Responsible	Timelines	Supporting Documents	Professional Development and Resources
Practice-Based Coaching and TLC Support teaching staff to promote effective teaching practices and ensure the curriculum is implemented to fidelity, to strengthen CLASS with the emphasis on Instructional Support **Desired Results Developmental Profile** Support teaching staff and Early Childhood Educators to promote effective teaching practices and ensure that the evidence collected for assessment is authentic and reliable. Support teaching staff by establishing a year-long professional development plan focused on CLASS, specializing in a positive climate.	Education Managers Education Supervisors Mentor Coaches Data Analysts Site Supervisors Teaching Staff Home Based Manager Home Based Supervisors Early Childhood Educators	Ongoing July 2024-June 2025 2x a year Ongoing July 2024-June 2025	Classroom Management Outcomes English Language Development (ELD) Data Outcomes CLASS Data Outcomes ECERS/ITERS Data Outcomes Curriculum Monitoring Tool Curriculum Mentoring Fidelity Tool Practice-Based Coaching Mentee Resource Folder DRDP 2015 T/TA Support Plan Practice-Based Coaching	Creative Curriculum/Smart Teach Lesson Plan Implementation/Fidelity Classroom Assessment Scoring System Infant/Toddler/Pre-k My Teachstone CLASS Environments HSELOF Training Desired Results Developmental Profile DRDP Observation Training DRDP Rater Reliability Meaningful Observations ChildPlus Mobile Environment Assessments Loose Parts Responsiveness to Dual Language Learners Developmentally Appropriate Practices

Objective	Teams Responsible	Timelines	Supporting Documents	Professional Development and Resources
Family Engagement Support parents in developing skills, attitudes, and behaviors that support and promote School Readiness practices in the home, continuing to promote families as learners. Support parents in completing surveys or other materials as needed to gain additional participation.	Family Engagement Inclusion Manager Family Engagement Specialists Program Governance Coordinator Site Supervisors Family Service Workers Home Based Educators	August 2024- June 2025	Very Important Parent (VIP) meetings Ready Rosie Workshops Parent Training & Workshops Pre/Post Parent Surveys	Very Important Parent (VIP) Meetings Regional Parent Committee Meetings Early Learning Outcomes Data Comparisons Parent Training & Workshops to identify how social emotional activities support School Readiness Goals. Boost School Readiness Through Family Engagement School Readiness Sub-Committee Meeting Pyramid Model Survey
Health & Nutrition Support parents by promoting the importance of ongoing hearing, vision, and dental checkups for children to develop sounds, speech recognition, and the use of language. Encourage biannual dental visits to promote ideal oral health and follow-up. Support parents by introducing diverse cultural foods for children through menus and meals. Train all staff/parents on infectious diseases and prevention practices, First Aid/Safety Practices, by providing research-based information and updates as necessary through parent meetings.	CAS- Health Family Service Workers Site Supervisors Teaching Staff CAS-Nutrition Central Kitchen Staff Family Service Workers Site Supervisors Teaching Staff	August 2024-June 2025 August 2024 Quarterly Meetings July 2025	Hearing, Vision, and Dental ChildPlus Data Very Important Parent (VIP) Meeting/training sign-in/out forms Parent Handbook Reminder Letters Nutritional Experiences Nutritional Advisory Committee Meetings Very Important Parent (VIP) Presentations Supporting Special Diets Bioesque Disinfectant	Very Important Parent (VIP) Meeting handouts CHDP Periodicity Schedule for Health Assessment Requirements by Age Groups Child Plus-Health Training CHDP Provider List Dental Roster Nutrition Books/Posters Site Supervisor Development training Family Service Worker Development Training CPR Training School Readiness Sub-Committee Meeting Sanitation

Objectives	Teams Responsible	Timelines	Supporting Documentation	Professional Development and Resources
Inclusion & Wellness Support parents and teaching staff by training and implementing the Screening Ages and Stages Questionnaires (*ASQ-3 & ASQ: SE-2*) to help identify children at risk for developmental/language delay who should be referred for further assessments by LEA. ASQ-3 *& ASQ: SE-2* will be used to identify children who are on schedule and children who do not meet the referral criteria, but whose scores are in the monitor areas of the ASQ-3 *& ASQ: SE-2*. Family Wellness will strengthen relationships between teacher and parent by implementing strategies to enhance/support the social and emotional development of children with challenging behaviors. Family wellness will support staff by providing new training that supports dealing with challenging behaviors, physical aggression, and trauma-informed care.	Inclusion Specialists Family Service Workers Site Supervisors Teaching Staff CAS-Family Wellness Family Service Workers Site Supervisors Teaching Staff	August 2024-June 2025 August 2024-June 2025	ASQ-3 Questionnaire Implement Teaching Pyramid ASQ-: SE-2 Questionnaire Teacher Support Planning Sheet Family Wellness Screening Behavior Incident Report (BIR)	Classroom Expectations ASQ-3 & ASQ:SE-2 Trainings Using Visuals in the Classroom Training Using the Solution Kit Training Onsite/Offsite Teacher Support Very Important Parent (VIP) Meetings ASQs Presentations Intra-agency Referral Predictable, Consistent Routines Pyramid Model Positive Behavior Support Workshops Behavior Incident Report (BIR) Training Effective strategies to promote social-emotional development. Teacher Support Planning Sheet Training Trauma-Informed Care School Readiness Sub-Committee Meeting IFSP/IEP training
Data Analysis Data Analyst will support the Education Program Goals by providing aggregated DRDP reports, ELD Measures and IEP/IFSP Data	Data Analyst	December 2024 March 2025 May 2025	ChildPlus Group Reports Administration report	How to enter DRDP into Child Plus Download reports from ChildPlus.

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

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

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

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

MEMORANDUM

To: Program Review and Evaluation Committee

From: Sylvia Ortega, Quality Assurance Administrator

Date: October 16, 2024

Subject: *Agenda Item 5f*: 2023-2024 Head Start/State Child Development Self-Assessment- **Action Item**

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

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

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

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

Recommendation

Staff recommends the Program Review and Evaluation approve the 2023-2024 Head Start/State Child Development Annual Self-Assessment Report.

Attachments:

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

2023-2024 Program Year

Annual Self-Assessment Report

Final Report and Outcomes

Presented by:

D.E.&C Consulting

August 30, 2024

Contents

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

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

Program Year 2023-2024

Annual Self-Assessment Report

Community Action Partnership of Kern County Head Start Program

Executive Summary

Executive Summary

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

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

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

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

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

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

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

The self-assessment methodology included the following elements:

- Discussions
- Data Tours
- Data Analysis

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

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

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

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

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

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

Methodology

Methodology

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

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

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

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

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

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

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

Self-Assessment Report

Detailed Self-Assessment Report

Self-Assessment Outcomes and Key Insights

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

Program Design and Quality Improvement

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

1302.102 (c)(2) – Using Data for Continuous Quality Improvement
The program will incorporate data analysis into all management team meetings, creating an operationalized approach to coordinated and integrated response planning. Leveraging the Power BI, ChildPlus, and Teaching Strategies Gold record-keeping systems, the management team will prepare reports and present them aggregated, disaggregated, and analyzed at all manager meetings, promoting data-driven dialogue and coordinated data-informed response planning.

Education Services

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

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

Health, Mental Health, and Safe Environments

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

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

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

Opportunities for Improvement

Performance Standard

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

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

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

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

1302.42(c) – Ongoing Care

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

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

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

Concern Description

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

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

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

1302.42(c)(1) – Ongoing Care

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

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

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

Recommendation

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

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

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

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

Focus Area One Review Recommendation:

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

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

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

Family Community Engagement

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

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

Opportunities for Improvement

Performance Standard

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

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

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

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

Concern Description

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

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

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

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

Recommendation

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

The program may consider evaluating how it collects family strengths and needs data to promote accuracy and generate targeted goals and resources that reflect each family's situation. A review of strengths and needs assessment outcomes from the 2023-2024 program year focused on the assessments' completion dates may indicate evidence of the quality of the data collected at varied timeframes. These timeframes can be averaged and analyzed to find a data-informed timeline. **1302.102 (c)(2) – Using Data for Continuous Quality Improvement** See the recommendation in this report's Program Design and Quality Improvement section. This concern is a systemic issue and is not isolated to family community engagement services. **Focus Area One Review Recommendation:** All data prepared for the Focus Area One Review, such as progress toward completed Family Strengths and Needs Assessments, Family Partnership Agreements, and Parenting Curriculum use and participation rates, should be available at the individual family, center, and program levels. The program is encouraged to prepare to discuss and demonstrate how data is collected, entered, reported, and used for family goal setting, engagement planning, community partnership development, and program planning. The program should also prepare to show data that establishes trending risks and opportunities used to create strategic improvement plans.

ERSEA

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

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

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

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

Concern Description

1302.14(c) -Waiting List

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

1302.15 (a) - Enrollment

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

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

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

Recommendation

1302.14(c) -Waiting List

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

1302.15 (a) – Enrollment

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

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

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

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

Focus Area One Review Recommendation:

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

Policy Council

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

The program's Board of Directors aligns with the federal expectations for a Community Action Agency's Tripartite structure. This governance group includes elected members, community members, and members representative of the population served. To promote shared governance, at least one board member will serve on the policy council, and one policy council member will serve on the board. The Board of Directors includes structured committees that members serve to promote active and independent decision-making. The committees include a budget and finance committee, a personnel committee, an audit and pension committee, and an executive committee. Committees meet between full Board meetings to understand program successes and challenges and provide informed recommendations to the board and policy council for improvement or approval. Policy council members share their professional and personal knowledge with the program and other parents to promote families' access to valuable services. These include Section 8 Housing, behavior intervention learning opportunities, and substance abuse rehabilitation.
Opportunities for Improvement
Performance Standard
1301.3(b) – Policy Council and policy committee …. Parents of children currently enrolled in each program option must be proportionately represented on the policy council and the policy committee at the delegate level.
Concern Description **1301.3(b) – Policy Council and policy committee** The program's funded enrollment is over 1,600 families; however, the policy council comprises ten members. Specifically, the program serves almost 1700 families in 118 classrooms throughout the two counties in its service area. Although parents make up most of these members and represent all program options, the composition is smaller than expected for a program of this size. Discussions with the policy council coordinator determined that training on policy council purpose and recruitment strategies is minimal and may not establish motivation and dedication to this crucial group of key stakeholders.
Recommendation **1301.3(b) – Policy Council and policy committee** Program leadership will work closely with the policy council coordinator to develop outreach opportunities to create a robust policy council, build staff motivation to recruit, and share it as a leadership and advocacy opportunity. Outreach opportunities may include increased training on the history of the policy council in Head Start Programs and its significant contribution to program decision-making. Training can be for staff and families, and policy council members should be included as trainers to the extent possible.

The program may also consider increasing staff awareness of the difference between “offering” the policy council as an opportunity and “inviting” parents to participate. This may include identifying parents with the skills and time to participate in program governance, targeting these parents, and inviting them to run for the policy council election. Current and former policy council members are encouraged to attend enrollment recruitment events to share policy council opportunities and benefits. This will allow the program to begin discussing the policy council from the first interaction with families and promote it as a vital component of parent input. The program can add a prompt on applications about policy council interest and place direct calls to families expressing interest after enrollment to encourage them to run for election at their centers. The program may also develop a policy council recruitment committee of the policy council to work toward increased interest and enthusiasm for leadership and governance. This committee can be charged with creating flyers, social media posts, and other interest-producing collateral. The committee may consider discussing the characteristics of ideal candidates to help staff identify potential members as early as possible. The committee can work with program staff to develop speaking opportunities at special events such as the Fatherhood Conference, orientation activities, or other platforms that place them in front of parents and community members.

Human Resources

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

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

Appendix A: Annual Self-Assessment Tool

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MEMORANDUM

To: Program Review and Evaluation Committee

Pritika R

From: Pritika Ram, Chief Business Development Officer

Date: October 16, 2024

Subject: *Agenda Item 5g*: Final Report National Community Action Partnership (NCAP) and Association for State and Territorial Heal Organizations (ASTHO) – Vaccine Equity Project Community Initiatives – **Info Item**

Background

In February 2022, Community Action Partnership of Kern (CAPK) entered into a contract for services with the Association for State and Territorial Health Organizations (ASTHO), Gramercy Research, and the National Community Action Partnership (NCAP) as part of a pilot project - a Place-based Approach to Vaccination - centered around vaccination disparities efforts, specifically in Kern County, CA.

This project was aimed at reducing disparities in vaccination rates among racial and ethnic minority communities. The project focused on addressing vaccine hesitancy and improving vaccination rates in targeted populations. NCAP provided intensive support through a Learning Community Group cohort of six place-based teams consisting of Community Action Agencies, community members with lived poverty experience, and local partners. Under this pilot initiative, CAPK committed to work with trusted partners in the community through a subrecipient agreement and provider networks that are currently part of vaccine efforts. One of the primary providers was South Kern Sol, as well as She Power and Bakersfield Health American Indian Project (BHAIP).

Summary

We have concluded our participation in the pilot project and as part of the close out report, Grammercy Research group developed a case study on our project.

- For the project target population, CAPK focused on Black, Latinx, Punjabi/Indian, Native American, and immigrant communities, particularly farmworkers and youth in Kern County, CA.
- As part of the strategic approach, CAPK used a multi-pronged approach, including data analysis, door-to-door canvassing, and partnerships with community-based organizations (CBOs). Bilingual nurses and trusted community leaders helped address vaccine hesitancy. They partnered with food banks to offer incentives and ran over two hundred community events to promote vaccination.
- Under the challenges and successes section, the key successes included administering over 3,200* vaccinations through January 2024, effective partnerships with small CBOs, and culturally tailored outreach efforts. However, challenges included issues with compliance and invoicing among small CBOs and difficulties with politicization affecting outreach through faith-based organizations.

Through the engagement, the agency, in partnership whit Building Healthy Communities and others were able to accomplish the following:

- As of January 31, 2024: 3,229 vaccinations
    - COVID-19 Vaccinations Administered: 929
    - Boosters (1-3): 1,742
    - Influenza (Flu) Vaccine: 356
    - Pneumonia: 4
    - Other: 198
- Events: 204
- Gender (of those who reported: 1,665)
    - 38% Male
    - 62% Female
- Hispanic Origin (of those who reported): 1,415 **duplicated*
    - 68% Hispanic
    - 2% non-Hispanic

Staff were incredibly proud of our participation in this vital vaccine equity project and were excited to have partnered with key community-based organizations like South Kern Sol, She Power, and Bakersfield Health American Indian Project. These organizations brought significant in-reach, influence, and resources, enabling us to make a meaningful impact on vaccination rates among underserved populations. Together, we have laid the groundwork for continued efforts to promote health equity and community well-being in Kern County. We look forward to further collaborations that build on the successes of this initiative.

Attachments

ASTHO & Gramercy Research Group Vaccine Equity Case Study Series – CAP Kern
CAP Kern and Building Health Communities Vaccine Equity Presentation (Feb 2024)

Community Action Partnership of Kern (CAPK)

ABOUT THE COMMUNITY ACTION PARTNERSHIP OF KERN (CAPK)

- **Year Founded:** 1965
- **Headquarters:** Bakersfield, CA
- **Location Served:** Predominantly urban and suburban
- **Population Served:** Black, Latinx, Punjabi, and Native American populations, with a focus on immigrant communities, including farmworkers, and youth

Website: https://www.capk.org/

PURPOSE OF THE PROJECT

The CDC launched the Partnering for Vaccine Equity program to provide funding support to over 500 national, state, local, and community-level organizations to reduce disparities in vaccination rates among racial and ethnic communities. The Association of State and Territorial Officials (ASTHO) received funding under the agreement CDC-RFA-IP21-2113, National Infrastructure for Mitigating the Impact of COVID-19 within Racial and Ethnic Minority Communities to work with six local communities across the US, to increase vaccine access and uptake among adults in minority populations.

CAPK was one of five pilot sites that received training and technical support (one-on-one, webinars, and in peer learning communities) to 1) identify relevant population subgroups of interest in which to address vaccine hesitancy; 2) identify and implement strategies to address vaccine hesitancy among population subgroups of interest; 3) evaluate the success of strategies implemented; and 4) share learnings from the project to disseminate best practices for addressing vaccine hesitancy.

The overall goals for the project were to 1) build the evidence base of effective interventions to improve vaccination coverage and 2) identify and implement strategies to reduce racial and/or ethnic disparities in adult vaccine coverage. Pilot sites identified populations of focus, within their communities, that had unmet needs related to vaccine access or that were not adhering to national vaccination recommendations. Pilot sites determined and implemented the best strategies to address vaccine-related needs in their respective communities.

THIS IS CAPK'S STORY.

Who did they try to reach?

Located in Bakersfield, CA, CAPK identified target populations of Black, Latinx, Punjabi/Indian, and Native American community members, with a focus on immigrant communities, including farmworkers, and youth for its vaccine equity project.

How did they do it?

CAPK conducted a multi-pronged strategy to reach its key target populations. Working with three community-based organizations (Bakersfield American Indian Health, Building Healthy Communities, and SHE Power) alongside the Kern Department of Public Health and the United Against COVID Coalition, CAPK initiated the project with an analysis of vaccination trends in their catchment area with the goal of identifying target zip codes with low vaccination rates. After conducting the analysis, they did door-to-door canvassing in target zip codes. Kern County is large (over 8,000 square miles), requiring coverage across far-apart sites, with CAPK serving more than 50 locations. CAPK went through a process of identifying areas where they could have the most influence. The team used Kern County

Public Health data and data about adoption rates to identify areas of need where some populations (such as those on MediCal) had low adoption rates. Mountainous areas and politically conservative areas also had low adoption rates.

To best include the target populations, CAPK relied on trusted messengers, partnered with community leaders, particularly in the Oaxacan community, and hired bilingual nurses. The events were always framed as opportunities to ask questions about the vaccine, and get more information, rather than positioning attendance as signing up to get the vaccine.

To streamline vaccination uptake and incentivize vaccination, CAPK partnered with food banks as a delivery site to provide gift cards to community members willing to be vaccinated. The Mayor of Wasco, a city in Kern County, set aside $50,000 for COVID-19 vaccine incentives from his budget, signaling support from the

KEY MESSAGES

1. Why is the vaccine important?
2. Why is vaccination necessary even following a COVID-19 infection?
3. Why should someone get a vaccine while pregnant or breastfeeding?
4. How soon should someone get a vaccine following a COVID-19 infection?

municipal government.

CAPK's key partners for the project included Kern Department of Public Health, Bakersfield American Indian Health, SHE Power, HeadStart, Building Healthy Communities, Faith in the Valley, and Vita Services.

The above messages were tailored for the introduction of the vaccine. After the pandemic's peak, CAPK has shifted its messaging approach to encouraging community members to stay up-to-date with their vaccination series.

WHAT WORKED – AND WHAT DIDN'T

Reaching marginalized communities. To reach the Latinx community, Building Healthy Communities was an extremely effective partner in conducting word-of-mouth community outreach with migrant communities. In general, word-of-mouth outreach was an extremely effective approach, reaching 83 people with vaccines in one event. CAPK identified the importance of ensuring that vaccine clinics were adequately accessible to farmworkers, which included ensuring walkability.

There is a significant Native American population in Kern County. CAPK paid special attention to reach the community with culturally appropriate messages and services. For example, it was important to avoid the perception of providing no-cost interventions such as government handouts, given the legacy of government programs and colonization of Native American communities.

Reaching communities through faith-based organizations was unsuccessful because of the level of politicization of COVID-19 vaccines in Kern County. CAPK has a Head Start program, but vaccines were already being administered at the school level apart from CAPK's work.

Partnering with small CBOs. The partner CBOs were invaluable as trusted ambassadors to reach out to community members. Given their small size and limited bandwidth, the CBOs required logistical and administrative support. CAPK offered financial training through their finance department to support. Without adequate support, compliance issues arose throughout the project period, especially related to invoicing, submitting records, and collecting data. One provider had to leave the program early on due to noncompliance.

Messaging and communications. CAPK reflected that they had been concerned about information overload as their message shifted from COVID-19 response

KEY PROJECT WINS

1. Total number of vaccinations administered as of December 2023 [2,764]
2. Marketing campaign including educational dissemination, cross-generational translation of messaging, and print, social media, and TV elements, with validated messaging from the state-level through the Governor's office
3. Vaccination clinic with San Pablo Tijaltepec Oaxaca community in Taft incorporated cultural elements to build community ties
4. Relationship building with residents and community based organizations

to vaccination. Messages were kept simple across print, TV, and social media. CAPK utilized Facebook Live as a tool to answer questions.

Event and tactic selection. CAPK held a total of 232 events during the project period (through July 2024). CAPK noted that isolated strategies that did not operate in tandem did not work effectively. For example, promoting or delivering the vaccine without supplementing that strategy with community events was a non-starter. Based on this experience, CAPK was able to leverage the strong local and country-level COVID-19 response (scaffolded by incentive structures in some municipalities) to reach community members. The county utilized a robust infrastructure to deliver vaccines to community members, including hosting large-scale events at fairgrounds with tents, and creating and running an online booking system with follow-up and a scheduling call center. The county-level COVID-19 response was a key facilitator for the success of the project.

NEXT STEPS

CAPK engaged Building Healthy Communities as a subcontractor for year 3 of the project. At the time of project close, there were remaining incentive gift cards for continued distribution, and Building Healthy Communities plans to revisit the geographic scope of the project.

astho GRAMERCY RESEARCH GROUP community Action

capk Community Action Partnership of Kern

Vaccine Equity Project

1

astho GRAMERCY RESEARCH GROUP community Action

capk Community Action Partnership of Kern

BUILDING HEALTHY COMMUNITIES KERN

2

capk Community Action Partnership of Kern

OUR MISSION:

Community Action Partnership of Kern will address underlying causes of poverty, alleviate the effects, and promote dignity and self-sufficiency in the communities we serve.

OUR VISION:

We envision communities where all people have equal opportunities to achieve greater self-sufficiency and attain their version of the American Dream.

FACT :

CAPK serves 1 in 9 Kern County residents through its poverty fighting programs and services.

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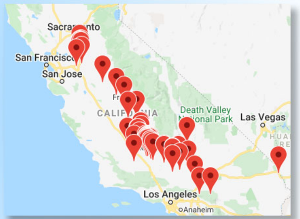
Our Reach and Capacity

CAPK operates programs across California. We maintain roughly 100 offices in Kern, Kings, Tulare, Fresno, Mariposa, Merced, Madera, Stanislaus, San Joaquin, and San Bernardino counties. We also provide childcare and early education services for migrant families working in agriculture in all 58 California counties.

Our Capacity:
- Annual Budget FY 2024-25 $115 million
- More than 930 Employees
- 19 Diverse Programs
- **94,000 served annually**



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Strategic Reach (Service Area)

- Population: **916,108** (Census.gov July 2022, est.)
- Race and Hispanic Origin
  - White alone **81.5%**
  - Hispanic or Latino **56.8%**
  - White alone, not Hispanic or Latino **30.4%**
  - Black or African American alone **6.3%**
  - Asian alone **5.8%**
  - Two or more races **3.4%**
  - American Indian & Alaska Native alone **2.8%**
  - Native Hawaiian & Other Pacific Islander alone **0.3%**
- Income and Poverty
  - Median household income $58,824 (2023) - $63,883 (Jan 2024)
  - 17.8 (2023) - 18.5% (Jan 2024) persons in poverty
- Unemployment
  - 8.6% (May 2023) – 8.7% (Dec 2023)
  - This compares with an unadjusted unemployment rate of 4.5 percent for California and 3.4 percent for the nation during the same period.
- Education
  - High school graduate or higher, percent of persons aged 25 years+, **75.9%**
  - Bachelor's degree or higher, percent of persons aged 25 years+, 17.6%

U.S. Census Bureau QuickFacts: United States; Kern County, California

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Vaccine Equity Project

When we started (2022)

Vaccine Equity Project

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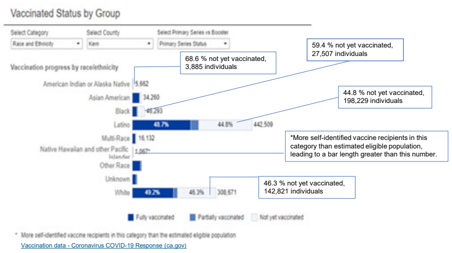
CA COVID Dashboard – Kern County



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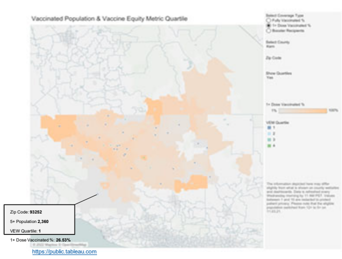
Vaccinated Population & Vaccine Equity Quartile By Zip Code



- Approximately 15 zip codes with a vaccination rate less than 50%
- Approximately 15 zip codes with vaccination rates between 50-60%

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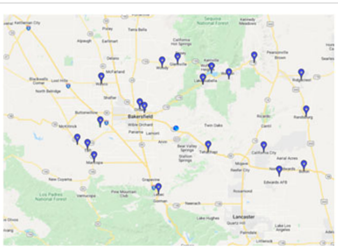
Vaccinated Population & Vaccine Equity Quartile By Zip Code



- The blue markers represent zip codes with vaccination rates less than 50%

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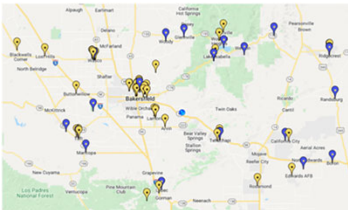
Vaccinated Population & Vaccine Equity Quartile By Zip Code



- The blue markers represent our identified zip codes.
- The yellow markers represent active vaccination sites (per Kern Public Health).

https://www.zeemaps.com/map?group=4329112

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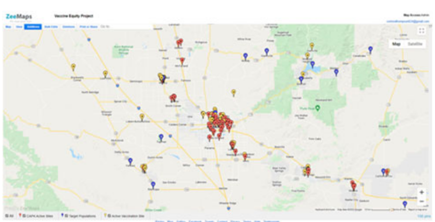
Vaccinated Population & Vaccine Equity Quartile By Zip Code



https://www.zeemaps.com/map?group=4329112

- The blue markers represent zip codes with vaccination rates less than 50%.
- The yellow markers represent active vaccination sites (per Kern Public Health).
- The red markers represent active CAPK Sites.

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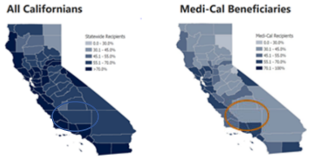
Vaccinated Population & Vaccine Equity Quartile

Received at least one dose as of January 17, 2022
Percentage of 5+ years old, by county

All Californians | Medi-Cal Beneficiaries



Note: Medi-Cal beneficiaries are a subset of all Californians

DHCS COVID-19 Vaccine Stats (ca.gov)

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Vaccinated Population & Vaccine Equity Quartile

Received at least one dose as of January 17, 2022
Percentage of 5+ years old, by county
Comparing Medi-Cal Beneficiaries to all residents

County	All Californians	Medi-Cal Beneficiaries	Difference
STATEWIDE	**81.1%**	**54.2%**	**-26.9%**
Alameda	89.3%	64.8%	-24.5%
Alpine	76.6%	28.2%	-48.3%
Amador	66.2%	41.6%	-24.6%
Butte	57.3%	43.1%	-14.2%
Calaveras	66.4%	36.1%	-30.3%
Colusa	64.5%	43.4%	-21.1%
Contra Costa	89.2%	63.9%	-25.2%
Del Norte	56.4%	38.9%	-17.5%
El Dorado	69.5%	42.4%	-27.1%
Fresno	68.4%	49.2%	-19.2%
Glenn	60.5%	41.7%	-18.8%
Humboldt	74.6%	52.7%	-21.9%
Imperial	113.3%	57.9%	-55.4%
Inyo	69.9%	43.0%	-26.9%
Kern	60.1%	42.2%	-17.9%
Kings	51.9%	41.7%	-10.2%

County	All Californians	Medi-Cal Beneficiaries	Difference
Lake	63.2%	41.0%	-22.2%
Lassen	33.5%	25.8%	-7.7%
Los Angeles	81.4%	59.3%	-22.0%
Madera	60.7%	43.3%	-17.4%
Marin	95.5%	68.6%	-27.0%
Mariposa	65.6%	37.6%	-28.0%
Mendocino	77.1%	48.8%	-28.3%
Merced	63.5%	43.6%	-19.9%
Modoc	43.7%	32.2%	-11.4%
Mono	74.7%	55.5%	-19.2%
Monterey	80.3%	56.7%	-23.5%
Napa	87.1%	61.5%	-25.6%
Nevada	72.4%	42.2%	-30.2%
Orange	80.5%	58.3%	-22.2%
Placer	73.4%	46.7%	-26.8%
Plumas	60.8%	38.6%	-22.1%
Riverside	66.7%	45.0%	-21.7%

Note: Statewide rates are calculated using the California Department of Finance P-3 projections for the denominator. Estimates may slightly vary from the true value.

DHCS COVID-19 Vaccine Stats (ca.gov)

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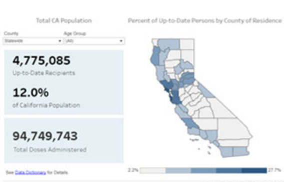
State - California



County – Kern

Vaccination data - Coronavirus COVID-19 Response (ca.gov)

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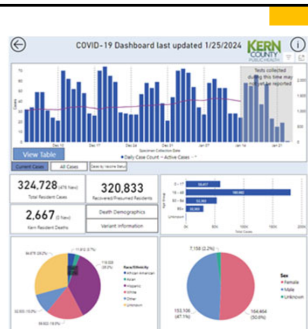
Kern County Snapshot – Public Health

KERN COUNTY PUBLIC HEALTH



COVID-19 Dashboard - Kern County Public Health (kernpublichealth.com)

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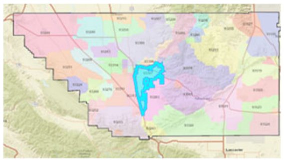

☆ Zip Code 93307 - **32373 Cases**

Total Cases: 32373
Recovered: 6679
Presumed Recovered: 25311
Population: 84948
Location: Bakersfield

Cases by Zip Code

[Kern County COVID19 Info]

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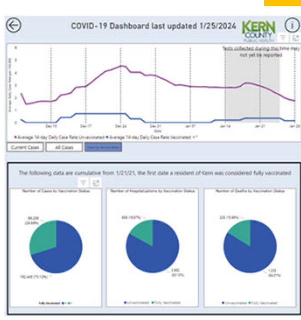
Vaccination rates in Kern County as if January 2024



COVID-19 Dashboard - Kern County Public Health (kernpublichealth.com)

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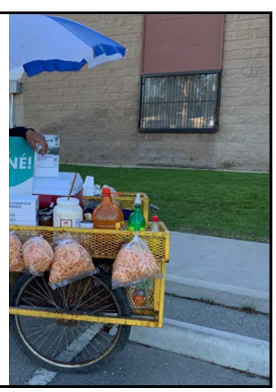
Target Populations & Areas

- Target Populations
  - 0-1 Dose Vaccinated Individuals 5+ (identified by zip code)
- Groups with low vaccination turnout
  - American Indian or Alaska Native
  - Black/African American
  - Latino
  - White
  - Native Hawaiian & other Pacific Islander
- Medi-Cal Recipients
- Target Zip Codes
  - Arvin - 93203
  - Bakersfield - 93304,93304,93307
  - Lamont - 93241
  - Taft - 93268
  - Wasco - 93280



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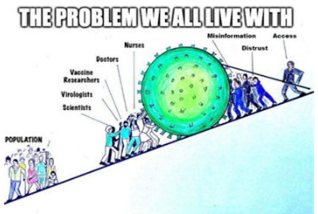

Barriers and Challenges

- **Historical Medical Distrust Systemic Racism in Healthcare**
  - Persistent racial biases within the healthcare system may affect the quality of care and access to vaccines for minority populations.
  - Language and Cultural Barriers
- **Vaccine Hesitancy**:
  - Misinformation and conspiracy theories circulating within minority communities, leading to higher levels of vaccine hesitancy.
- **Socioeconomic Factors**:
  - Higher rates of poverty and unemployment among communities of color may result in less access to information and healthcare resources.
- **Digital Divide**:
  - Limited access to technology and online resources, hindering the ability to schedule appointments and access reliable information about the vaccine.
- **Employment and Paid Time Off**:
  - Concerns about taking time off work to get vaccinated or recover from potential side effects, particularly for essential workers who are predominantly from minority communities.
- **Immigration Status Concerns**:
  - Fear among undocumented immigrants and mixed-status families about the implications of seeking vaccination, including potential immigration enforcement consequences.

- These challenges and barriers underscore the importance of targeted outreach efforts, community engagement, and culturally sensitive approaches to ensure equitable access to COVID-19 vaccines for communities of color.

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Our Approach

We aimed to maximize our Vaccine Equity Plan by subcontracting, utilizing CAPK's extensive assets and leveraging their 19 programs spread across Kern County as access points. ***Our approach involved a unique strategy for in-reach and cultivating partnerships.***

Through ***subcontracting*** with community-based organizations, we tapped into individuals deeply invested in our community and fostered diverse partnerships with strong and trusted roots in underserved areas.

These organizations demonstrated a proven ability to execute plans effectively, ensuring compliance with grant terms.

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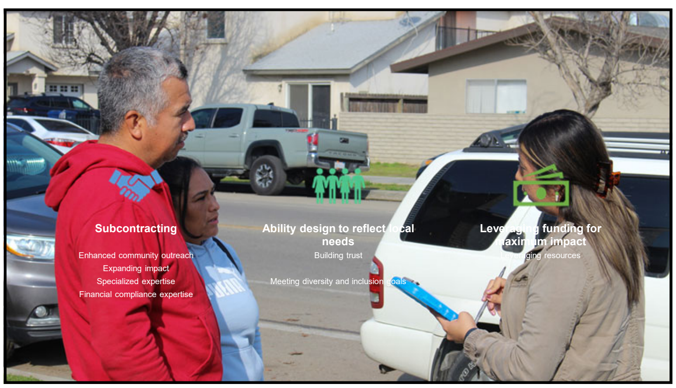

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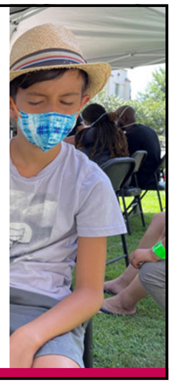
BUILDING HEALTHY COMMUNITIES KERN



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BUILDING HEALTHY COMMUNITIES KERN

ABOUT BUILDING HEALTHY COMMUNITIES

Our Mission is to create thriving communities where everyone can live a healthy, safe and successful life.

Building Healthy Communities Kern (BHC-Kern) was established in 2009 and is committed to advocating for health equity through power building, partnerships and narrative change rooted in inclusion and race.

BHC-Kern has been serving as "the HUB" and has successfully been coordinating and convening BHC-Kern partners since we were established in 2009 by The California Endowment.

The pandemic has created a moment of deep and profound crisis-- but also a moment of deep opportunity; this work is vital for positioning collaborative partners to continue leveraging funding among partners and sustain BHC-Kern overall.

During the pandemic, we secured and provided $1.3 million in direct financial relief to families in need across Kern County. We also formed the United Against COVID-19 coalition and to date, have secured more than $2 million in funding for community-based organizations addressing vaccine inequities.

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Summary

How do we get it done?

- We believe we could do more together.
- We strategically partner with local leaders, faith-based organizations, local government, grassroots groups and community organizations.
- We hold vaccine clinics in communities with low vaccination rates.
- We leverage data to help residents confidently make a decision through one-on-one conversations with local leaders in schools, government and businesses and inform them about the current vaccination rates in their community and asked them to partner with us by supporting a clinic in their community.
- We let media know and heavily used social media to target communities.
- We combine clinics with food distributions and giveaways, as well as other resources.
- Prior to the clinic we attended community events to inform the target populations of upcoming clinics in their community. We tabled at local supermarkets and other community spots.

- **Leverage COVID-19 funding - ASTHO provided flexibility for maximum impact!**

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Vaccination/Health Equity Strategies

- Going into the communities with vaccines in hand, not just information (i.e., religious institutions, community events).
- Multi-Language Tool Kits with information and resources to schedule a vaccine appointment.
- Media blast of personal stories from people who mirror our target populations.
- Phone Banking
- Mobile vaccination units with incentives
- Easy to navigate websites like

Vaccinate All 58 – Let's Get to Immunity. & Vaccinate Your Family

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Vaccination/Health Equity Ideas

- Leverage Programs under CAPK's umbrella
- Targeted outreach with Partners, businesses, faith-based organizations, and trusted leaders in identified communities
- Utilize Service Providers and Partners to create alternative vaccine opportunities: i.e.
  - Book-Mobile, Food Distribution Sites, Pop-Ups Events
- Create incentives for individuals receiving a vaccination.

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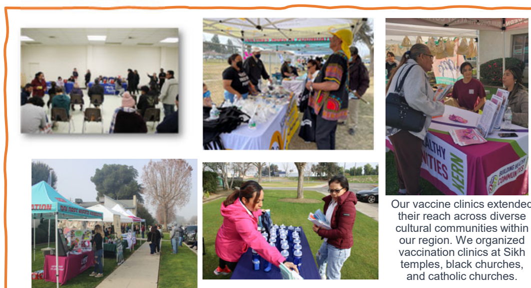
BUILDING HEALTHY COMMUNITIES KERN



Our vaccine clinics extended their reach across diverse cultural communities within our region. We organized vaccination clinics at Sikh temples, black churches, and catholic churches.

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Bringing the clinic to the community

- Leverage COVID-19 funding - ASTHO's most flexible.
  - Allowed for incentives and opportunity to bring culture to the event through food and music.
- Partnered with our Public Health Department and State of California Public Health Department
  - They contracted with **SnapNurse** and made them available to us.
  - Held weekly meetings to discuss challenges and opportunities.
- One-on-one invitations throughout the community, social media and partnerships with other local CBO's.

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Relationships Matter

At that moment, the City of Wasco was lagging in vaccination rates relative to other cities within our county. The Mayor was dedicated to enhancing these rates. We suggested that he think about offering incentives to encourage this. He successfully obtained his board's approval for a total of $50,000 in incentives.

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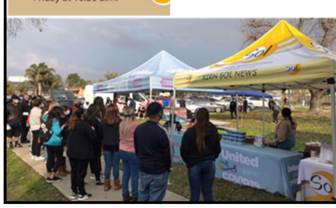
BUILDING HEALTHY COMMUNITIES KERN



Keeping our community informed

- Our youth reporters maintained the community informed
- We regularly published stories on our website
- We interviewed local health experts and offered the community an opportunity to ask them questions.
- Our stories were published in other local ethnic newspapers
- We often on appeared in Telemundo

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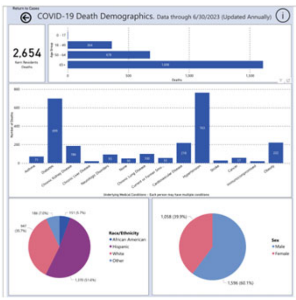

Data for decision making & Sharing an Impactful Story

- Data moves people to action
- We shared death demographics with our community
- We came across many older men who were afraid of the "needle."

In Kern, out of 2,654 who have died as a result of COVID-19, 1,596 were men, and 1,608 of all deaths were of people aged 65+.

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Outcomes By The Numbers: Vaccine Equity Project

- As of January 31, 2024: 3,229
  - COVID-19 Vaccinations Administered: 929
  - Boosters (1-3): 1,742
  - Influenza (Flu) Vaccine: 356
  - Pneumonia: 4
  - Other: 198
- Events: 204
- Gender (of those who reported: 1,665)
  - 38% Male
  - 62% Female
- Hispanic Origin (of those who reported): 1,415 *duplicated
  - 68% Hispanic
  - 2% Non-Hispanic
- Race (of those who reported): 389 *duplicated
  - 2% Asian
  - 76% Black or African American
  - 22% White

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