



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

POLICY COUNCIL MEETING PACKET

May 27, 2025

POLICY COUNCIL STANDING COMMITTEES

May 2025

EXECUTIVE COMMITTEE

Chairperson: Ruby Cruz
Vice Chairperson: Christopher Cuzul
Secretary: Jennifer Wilson
Treasurer: Gabriela Rangel
Parliamentarian: Dominique Bassi

STANDING COMMITTEE MEMBERS

Board of Directors: Fatima Echeverria

BYLAWS

Chairperson: Dominique Bassi

1. Fatima Echeverria
2. Henrietta Castro
- 3.
- 4.
- 5.
- 6.

PLANNING

Chairperson: Christopher Cuzul

1. Gabriela Rangel
2. Maria Worthy
3. Michelle Jara-Rangel
4. Rene Williams
- 5.
- 6.

SCHOOL READINESS

Chairperson: Jennifer Wilson

1. Alejandra Verduzco
2. Ashley Trent
3. Kaylonie Howard
4. Ian Anderson

BUDGET & FINANCE

Chairperson: Gabriela Rangel

1. Rene Williams
2. Ruby Cruz
3. Paula De La Riva
- 4.
- 5.
- 6.



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

Policy Council Attendance

2024 - 2025

#	REGION 1	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	June 2025	July 2025	Aug 2025	Sept 2025	Oct 2025
1	Jennifer Wilson - Pete Parra	X	X	X	X	X	X						
2	Margarita Vargas - Pete Parra												
3	Vacancy												
4	Vacancy												
#	REGION 2	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	June 2025	July 2025	Aug 2025	Sept 2025	Oct 2025
1	Christopher Cuzul - Alberta Dillard	X	X	X	X	X	X						
2	Ruby Cruz - Alberta Dillard	X	X	X	X	X	X						
3	Maria Worthy - Alicante	X	X	X	X	X	X						
4	Fatima Echeverria - Angela Martinez	X	ABS	X	X	ABS	X						
#	REGION 3	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	June 2025	July 2025	Aug 2025	Sept 2025	Oct 2025
1	Alejandra Verduzco - Primeros Pasos	X	X	X	X	X	X						
2	Kaylonie Howard - Sterling	X	X	X	X	X	X						
3	Liliana Juarez - San Diego												
4	Vacancy												
#	REGION 4	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	June 2025	July 2025	Aug 2025	Sept 2025	Oct 2025
1	Ashley Trent - California City	X	X	X	X	X	X						
2	Gabriela Rangel - California City	X	X	X	X	ABS	X						
3	Rene Williams - Harvey Hall	X	X	X	X	X	X						
4	Dominique Bassi - Heritage	X	X	X	X	X	X						
#	REGION 5 - Home Base	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	June 2025	July 2025	Aug 2025	Sept 2025	Oct 2025
1	Nallely Leon Delgado - A. Johnson	ABS	X	X	X	X	ABS						
2	Vacancy												
#	REGION 5 - Partnership	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	June 2025	July 2025	Aug 2025	Sept 2025	Oct 2025
1	Henrietta Roberta Castro - Blanton	X	X	X	X	ABS	ABS						
#	REGION 6 - San Joaquin	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	June 2025	July 2025	Aug 2025	Sept 2025	Oct 2025
1	Michelle Zazueta - California Street	ABS	X	X	ABS	R	R						
2	Vacancy												
#	Community Representatives	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	June 2025	July 2025	Aug 2025	Sept 2025	Oct 2025
1	Ian Anderson					X	X						
2	Paula De La Riva						X						
3	Vacancy												
#	Board Member	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	June 2025	July 2025	Aug 2025	Sept 2025	Oct 2025
1	Michelle Jara-Rangel	X	ABS	X	X	X	X						

[illegible]

School Readiness Committee

Member	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Jennifer Wilson		X	ABS	X	ABS					
Alejandra Verduzco		X	X	X	ABS					
Ashley Trent		ABS	X	X	X					
Kaylonie Howard		ABS	X	X	ABS					
Ian Anderson				X	X					

Bylaws Committee

Member	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Dominique Bassi		X		X						
Fatima Echeverria		X		X						
Henrietta Castro		X		X						

Board of Directors

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

Legend

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



DATE	May 27, 2025
TIME	5:30 p.m.
LOCATION	CAPK Administrative Office Executive Conference Room 1300 18 th Street Bakersfield, CA 93301
TEAMS LINK	Join the meeting now
PHONE	(213) 204-2374
MEETING ID	609 152 279#

Policy Council Meeting Agenda

The Promise of Community Action

Community Action changes people's lives, embodies the spirit of hope, improves communities, and makes America a better place to live. We care about the entire community, and we are dedicated to helping people help themselves and each other.

1. Call to Order

a. Roll Call

Ashley Trent	Gabriela Rangel	Maria Worthy	Liliana Juarez
Alejandra Verduzco	Henrietta Castro	Michelle Jara-Rangel	Paula De La Riva
Christopher Cuzul	Ian Anderson	Rene Williams	
Dominique Bassi	Jennifer Wilson	Ruby Cruz	
Fatima Echeverria	Kaylonie Howard	Margarita Vargas	

2. Public Comments

The public may address the Policy Council on items that are not on the agenda. Speakers are limited to 3 minutes. If more than one person wishes to address the same topic, the total group time for the topic will be 10 minutes. Please state your name before making your presentation.

3. Committee Verbal Reports

- Budget & Finance Committee – Gabriela Rangel
- Bylaws Committee – Dominique Bassi
- Planning Committee – Christopher Cuzul
- School Readiness Committee – Jennifer Wilson

4. Presentation

- Understanding Children's Emotions – Samantha Petterson, MS, Licensed Marriage and Family Therapist

5. Consent Agenda

Action Item

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

- Policy Council Meeting Minutes – April 22, 2025 **(p. 9-13)**
- Policy Council Bylaws Committee Meeting Minutes – April 1, 2025 **(p. 14-15)**
- Policy Council Budget & Finance Committee Meeting Minutes – April 17, 2025 **(p. 16-18)**
- Policy Council School Readiness Committee Meeting Minutes – May 8, 2025 **(p. 19-20)**
- Policy Council Planning Committee Meeting Minutes – May 13, 2025 **(p. 21-22)**
- Head Start Budget to Actual Report, March 1, 2024, through March 31, 2025 **(p. 23-25)**
- Early Head Start Budget to Actual Report, March 1, 2024, through March 31, 2025 **(p. 26-28)**
- Head Start and Early Head Start Kern Non-Federal and In-Kind Report, March 1, 2024, through March 31, 2025 **(p. 29)**

- i. Early Head Start Childcare Partnerships Non-Federal Share and In-Kind Report, March 1, 2024 through March 31, 2025 **(p. 30)**
- j. Head Start (No Cost Extension) Budget to Actual Report, March 1, 2023 through March 31, 2025 **(p. 31-32)**
- k. Early Head Start (No Cost Extension) Budget to Actual Report, March 1, 2023 through March 31, 2025 **(p. 33-34)**
- l. Head Start Building Proceeds for Central Kitchen as of March 31, 2025 **(p. 35-36)**
- m. Parent Travel & Childcare through March 31, 2025 **(p. 37)**
- n. Parent Activities through March 31, 2025 **(p. 38)**
- o. Head Start Program Review & Evaluation Report – April 2025 **(p. 39-40)**
- p. ACF-OHS-IM-25-04, Expanding Educational Freedom and Opportunities for Families in Head Start Programs, Issuance Date: April 29, 2025 **(p. 41-45)**
- q. Letter of Termination – Nallely Leon Delgado – May 21, 2025 **(p. 46)**
- r. Backpack Connection Series: How to Use Social Stories to Teach Your Child New Skills and Expectations (English/Spanish) **(p. 47-48)**
- s. Pyramid Model Leadership Newsletter – May 2025 **(p. 49)**
- t. Teaching Your Child About Feelings – National Center on Health, Behavioral Health and Safety **(p. 50-51)**
- u. Taking Care of Yourself – National Center on Health, Behavioral Health and Safety **(p. 52-53)**
- v. I’m So Stressed Out – National Institute of Mental Health **(p. 54)**
- w. 7 Ways to Practice ACEs Self Care and Build Resiliency **(p. 55)**
- x. Children’s System of Care – Kern Behavioral Health & Recovery **(p. 56-57)**
- y. Henrietta Weill Memorial Child Guidance Clinic & Adult Behavioral Health – Kern County (English/Spanish) **(p. 58-59)**
- z. Movies in the Park – Bakersfield, CA **(p. 60)**
- aa. Concerts at the Marketplace – Bakersfield, CA **(p. 61)**
- bb. Free Admission at the Haggin Museum – 1st Saturday of each month, Stockton, CA **(p. 62)**
- cc. San Joaquin County Fair – May 30 – June 1, 2025 – San Joaquin County Fairgrounds, Stockton, CA **(p. 63)**
- dd. Concerts in the Park – June 4 – August 20, 2025 – Victory Park, Stockton, CA **(p. 64)**
- ee. Head Start Recruitment Flyer (English/Spanish) **(p. 65-66)**
- ff. Early Head Start San Joaquin Flyer (English/Spanish) **(p. 67-68)**
- gg. Home Visiting Program Flyer (English/Spanish) **(p. 69-70)**
- hh. Budget & Finance Committee Meeting Dates **(p. 71)**
- ii. Bylaws Committee Meeting Dates **(p. 72)**
- jj. Planning Committee Meeting Dates **(p. 73)**
- kk. School Readiness Committee Meeting Dates **(p. 74)**
- ll. Policy Council Meeting Dates **(p. 75)**

6. New Business

Action Item

- a. Election of Magarita Vargas to the Planning Committee
- b. Election of Liliana Juarez to the Bylaws Committee
- c. 2025-2026 Head Start & Early Head Start School Readiness Goals – Rashi Strother & Cynthia Rodriguez, Education Managers **(p. 76-97)**
- d. August 2025 Enrollment Update – Robert Espinosa, PhD - Program Design and Management Administrator

7. Standing Reports

- a. Program Governance – Lisa Gonzales, Program Governance Coordinator
- b. Community Representative – Ian Anderson, Kern Adult Literacy Council
- c. Community Representative – Paula De La Riva, First 5 Kern
- d. Board of Directors – Michelle Jara-Rangel, CAPK Board Member
- e. Head Start/State Child Development – Yolanda Gonzales, Head Start/State Child Development Director

8. Policy Council Chairperson Report

9. Policy Council Member Comments

10. Next Scheduled Meeting

11. Adjournment

COMMUNITY ACTION PARTNERSHIP OF KERN
POLICY COUNCIL MEETING MINUTES
April 22, 2025
CAPK Administrative Office
1300 18th Street, Bakersfield, CA 93301

1. Call to Order

The meeting was called to order at 5:32 p.m.

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

Policy Council Members Present: Ashley Trent, Alejandra Verduzco, Christopher Cuzul, Dominique Bassi, Fatima Echeverria, Gabriela Rangel, Henrietta Castro, Ian Anderson, Jennifer Wilson, Kaylonie Howard, Maria Worthy, Michelle Jara-Rangel, Rene Mayhorn Williams, Ruby Cruz

Policy Council Members Absent: Nallely Leon Delgado

2. Public Comments

The public may address the Policy Council on items not included on the agenda at this time. However, the Policy Council will take no action other than that of referring the item(s) to staff for study and analysis. Speakers are limited to three minutes. If more than one person wishes to address the same topic, the total group time for the topic will be 10 minutes. Please state your name before making your presentation.

None

3. Committee Verbal Reports

a. **Budget & Finance Committee – Gabriela Rangel**

The Budget & Finance Committee met on April 17, 2025 and reviewed budget to actual reports for all grants which included Head Start, Early Head Start as well as the No-Cost Extension reports for Head Start and Early Head Start. When sharing in-kind information it was stated that the program continues to exceed the requirement in this area. Also shared and discussed with the committee were the Parent Activities and the Parent Local Travel and Child Care reports. When discussing the Central Kitchen financial details, the members were pleased to hear that spending is on track for the completion of this project. The next Budget & Finance Committee meeting will be held at 5:30 p.m. on Tuesday, May 20, 2025.

b. **Bylaws Committee – Dominique Bassi**

The Bylaws Committee met on April 1, 2025 at 5:30 p.m. and began its review of the Bylaws. Articles I-III were reviewed with quite a bit of discussion, questions, comments and one proposed edit. The topics reviewed in these articles included the purpose and function of the Council, Policy Council membership, and the process of how parent members are elected to serve on the Council. Also discussed in depth was the number of member seats on the Council, the breakdown of those seats, and what areas or program options they represent. Required member training, member termination and the code of conduct and conflict of interest were reviewed as well. The Bylaws Committee will meet next on June 3, 2025.

c. **Planning Committee – Christopher Cuzul**

The Planning Committee met on April 8, 2025. The Division Program Activity Report was shared for the month of March, with Head Start reporting 100% enrollment and Early Head Start reporting 99% enrollment. The Central Kitchen prepared a total of 64,137 meals and there were 69,776 meals delivered during the month of February. Program events that took place during the reported time period (March 2025) included the Read Across America event as well as Dr. Kirk training sessions for both parents and staff. The next Planning Committee meeting will be held on May 13, 2025.

d. **School Readiness Committee – Jennifer Wilson**

The School Readiness Committee met on April 10, 2025. A presentation was provided to the committee about the services and resources provided through all content areas of the program. It was shared that Health and Nutrition includes hearing and vision screenings and provides families with resources to dental and/or health clinics. It also includes practicing family style dining in classrooms to enhance fine motor and social emotional skills. Wellness and Inclusion Specialists provide support to families and children in ensuring all developmental milestones are achieved and ensure children have the necessary materials and

support to be successful. The committee also heard about family engagement and the importance of such and how it lends itself to successful child outcomes and school readiness. Members were invited to participate alongside staff in the upcoming School Readiness Collaboration meeting on April 29, 2025. The next Policy Council School Readiness Committee meeting will be held on June 12, 2025.

4. Presentations

- a. Child Abuse Awareness – Yadira Vargas, Child and Family Services Coordinator, Kern County Network for Children

In recognition of Child Abuse Awareness month and bringing more understanding to this topic, Yadira provided an overview on child abuse. This included but was not limited to statistics in Kern County, what may constitute abuse and the importance of notifying the proper authorities as it is their responsibility to determine if there is just cause to move forward with a report. Yadira also provided information about some of the resources available in Kern County including the Dream Center, Henrietta Weill Foundation and Kern County Network for Children. The Dream Center assists youth with counseling services, housing, tutoring and links them with a variety of other services. She also spoke about the Differential Response to ensure child safety by expanding the number of child welfare agencies to respond to reports of neglect and abuse. Additional information shared with the Council included a synopsis on shaken baby syndrome/abusive head trauma. Yadira provided examples of such and shared what physically happens when a baby is shaken. A number of trainings and events have been scheduled throughout the month such as Wear Blue on Friday, Blue Sunday National Day of Prayer, Heroes for Hope Week, as well as a book donation drive. An opportunity was also given to members to ask any questions they may have, to which there were a few. In closing, Yadira shared that child abuse is a community responsibility, and she thanked the Council for the opportunity to share this information with them.

5. Consent Agenda

***ACTION**

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

- a. Policy Council Meeting Minutes – March 25, 2025
- b. Policy Council Budget & Finance Committee Meeting Minutes – March 18, 2025
- c. Policy Council Planning Committee Meeting Minutes – April 8, 2025
- d. Policy Council School Readiness Committee Meeting Minutes – April 10, 2025
- e. Head Start Budget to Actual Report, March 1, 2024, through February 28, 2025
- f. Early Head Start Budget to Actual Report, March 1, 2024, February 28, 2025
- g. Head Start and Early Head Start Kern Non-Federal and In-Kind Report, March 1, 2024, through February 28, 2025
- h. Early Head Start Childcare Partnerships Non-Federal Share and In-Kind Report, March 1, 2024 through February 28, 2025
- i. Head Start (No Cost Extension) Budget to Actual Report, March 1, 2023 through February 28, 2025
- j. Early Head Start (No Cost Extension) Budget to Actual Report, March 1, 2023 through February 28, 2025
- k. Head Start Building Proceeds for Central Kitchen as of February 28, 2025
- l. Parent Travel & Childcare through February 28, 2025
- m. Parent Activities through February 28, 2025
- n. Head Start Program Review & Evaluation Report – March 2025
- o. Backpack Connection Series: How to Help Your Child Avoid Meltdowns (English/Spanish)
- p. Pyramid Model Leadership Newsletter – April 2025, CAPK Head Start (English/Spanish)
- q. Museums for All – Bakersfield Art Museum, Buena Vista Museum of Natural History and Science, Bakersfield, CA
- r. Breastfeeding & Pumping Support – April 2025, Baby Café Bakersfield
- s. Cal City Farmers Market – Aspen Mall, California City, CA

- t. Wasco High School Community Resource Fair – April 25, 2025, Wasco, CA
 - u. Online Truth Based Relational Intervention Caregiver Training – April 25 – June 13, 2025, Pathway Family Services, Bakersfield, CA
 - v. FREE Dental Screening – April 30, 2025, Greenfield Family Resource Center, Bakersfield, CA (English/Spanish)
 - w. Viva El Arte A Celebration of Mexican Art – May, 2, 2025, Shafter Green Hotel, Shafter, CA (English/Spanish)
 - x. Cinco de May Multicultural Festival Weekend – May 2-4, 2025, San Joaquin County Fairgrounds, San Joaquin, CA (English/Spanish)
 - y. Tattoo Removal Program – May 8, 2025, Anthem Blue Cross, Bakersfield, CA
 - z. Stockton Metropolitan Airport Open House – May 10, 2025, Stockton, CA
 - aa. Children & Youth Day – May 17, 2025, Pixie Woods at Louis Park, Stockton, CA (English/Spanish)
 - bb. Head Start Recruitment Flyer (English/Spanish)
 - cc. Early Head Start San Joaquin Flyer (English/Spanish)
 - dd. Home Visiting Program Flyer (English/Spanish)
 - ee. Budget & Finance Committee Meeting Dates
 - ff. Bylaws Committee Meeting Dates
 - gg. Planning Committee Meeting Dates
 - hh. School Readiness Committee Meeting Dates
 - ii. Policy Council Meeting Dates
- Motion was made and seconded to approve consent agenda items (a) through (ii). Motion carried unanimously.

6. New Business

***ACTION**

- a. **Election of Paula De La Riva as Community Representative to the Policy Council**
Paula De La Riva introduced herself to the Council and provided members with a brief background. She also shared information about First 5, how long she has been with the agency and the services it provides to the community. Motion was made and seconded to approve Paula De La Riva as a Community Representative on the Policy Council. Motion carried unanimously.
- b. **Election of Paula De La Riva as a member of the Policy Council Budget & Finance Committee**
Motion was made and seconded to approve Paula De La Riva as a member of the Budget & Finance Committee. Motion carried unanimously.

7. Standing Reports

- a. **Program Governance – Lisa Gonzales, Program Governance Coordinator**
Lisa thanked the members for their attendance, noting that attendance is equally as important for committee meetings as well. She also welcomed new member Paula De La Riva to the Policy Council.

Lisa shared that the Council is at its “*half-way*” mark and she reflected with the Council on some of the items brought before them. These items included both action as well as informational items such as the 2024-2025 Budget Revision, 2025-2026 Recruitment & Selection Plan, Community Assessment and more. Lisa shared that she looks forward to all items staff will bring to the Council over the balance of the term. Members were provided with a certificate of recognition of their six-month participation on the Policy Council.

Lisa also spoke to a few flyers contained in the Consent Agenda portion of the Policy Council packet, most pointedly she talked about the online Truth Based Relational Intervention (TBI) training. It was noted that this training was offered last year as well, adding that there was a member of the Council who attended and stated that the information shared was useful and they had learned a lot. Lisa shared that the training is a trauma-based intervention where attendees can gain insight into brain development, learn techniques they can utilize to connect with children who have trauma, and they can also explore their own attachment styles. The eight-week course will conclude in June.

Lisa touched briefly on the iPads that members had at their seat. The hope was that having them would prove helpful for members as they could view the Policy Council packet and items referenced at their own

pace. Lisa added that moving forward members can expect to have the iPads at all future Policy Council meetings.

In closing Lisa again thanked members for attending the Policy Council meeting and for their service and commitment to the Council over the past six months.

b. Community Representative – Ian Anderson, Kern Adult Literacy Council

Ian shared an abundance of information about a variety of events taking place throughout the community. Information shared included but was not limited to Time to Sign which is held at the Beale Library every Monday. This is open to the public and is free of charge. He also shared with members flyers about the vast amount of services provided by Kern County NAMI (National Alliance on Mental Illness). The flyers contained information about peer support, grief, and family support groups, as well as peer support training. Ian also spoke with members about the opportunities available through Kern Adult Literacy Council. There are tutoring opportunities available for anyone who would like support in studying to take their General Educational Development (GED) test, English as a Second Language classes as well as Citizenship classes are also available to the community. Additionally, Ian shared information for anyone who is interested in becoming a tutor.

Newly elected Policy Council member, Paula De La Riva, was provided with an opportunity to share as well. Paula spoke with members about an immunization survey that First 5 is conducting throughout Kern County to gain feedback from parents as to any hesitations they may have about immunizing their child. She also shared that she has been out in the community quite a bit providing presentations to various agencies and groups. Paula stated that she will have more information to share with members next month.

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

Michelle stated that the Board of Directors met on March 26, 2025 at which time Lorena Orozco provided the required 1301.5 training to the Board. The purpose of the training was to educate the governing body in ensuring they understand the information they receive in order to support effective oversight of the Head Start program. Two items were pulled off of the consent agenda; two action items were presented to the Board and approved as well as one informational only item under new business. The Head Start Advisory Board Report was presented by Lisa Gonzales and approved by the Board of Directors.

Kelly Lowery provided the Board with the current status of the Food Bank and stated there have been drastic cuts made from all major funding sources including the Local Food Purchase Assistance Program which was designed to provide Food Banks with funding to purchase locally grown produce. Additional potential reductions were shared with the Board as was the urgency to support CAPK Foundation's work to secure additional funding for the Food Bank. The importance of contacting local and state legislators to bring awareness to the need for food and to advocate for more funding to support the Food Bank was brought to the attention of the Board.

Jeremy Tobias, Chief Executive Officer, reported that Congress passed a continuing resolution to remain in effect through the end of the fiscal year, September 2025. He stated that existing funding levels will be carried forward for this year, with the new presidential administration working on a new budget which is expected to be released in the coming weeks. It was stated that additional budget cuts are expected and most of our programs have not been under the microscope too significantly adding that the agency is hopeful that past bipartisan support for many of CAPKs programs will continue. Staff is assessing the Executive Orders to determine if they will have an impact on the agency's programs. There were not any significant findings, but the agency is receiving notices from the National Community Action Foundation (NCAF) about the things to watch for. The leadership team continues to work with legal counsel regarding how staff should respond should Immigration Customs Enforcements (ICE) show up at any of our sites. In closing Jeremy also reported that Chief Program Officer, Louis Gil has rendered his resignation, effective April 22, 2025. The next Board meeting will be held on March 26, 2025.

- d. **Head Start/State Child Development – Yolanda Gonzales, Head Start/State Child Development Director**
Jerry Meade, Assistant Director, provided the Head Start/State Child Development report on behalf of Yolanda Gonzales. He shared that it is hard to believe that six months have already gone by of this Policy Council term. He thanked members for their support and commitment to the Head Start program.

Jerry stated that part-year centers are preparing for the end of the year, as those sites will be closing for the summer. The last day for students and staff at these centers will be next month, in May. He added that the current program year will continue through June, and we will transition in July to the new program year.

It was also shared that the program received a Farm to Table grant which will allow for two centers, one in Bakersfield and the other in Arvin, to plant a garden and grow food with the hope of expanding the accessibility of fresh foods to our families. Additionally, the program was selected for an opportunity to help support the Child and Adult Food Care Program (CACFP) with food costs to allow the program to provide additional healthy food options. Jerry stated this is a wonderful opportunity for the program and it also supports strengthening the relationship with Grimmway Farms.

Jerry addressed the topic of the Federal Budget. He stated that there has been a lot of discussion in the news and social media as well as other outlets, however at this time there has not been any change to the Head Start budget. Jerry added that though there has been a lot of discussion, the current proposal actually shows a proposed increase by the House and the Senate to Head Start funding. He also added that the President's draft budget is decided upon by the House and Congress. Jerry shared with the Council that Head Start has always received bipartisan support and has fared well in the past under the current President. Jerry stated that Head Start is celebrating its 60th birthday, which is exciting, and we know that our program has funding through February 2026, which is the end of our fiscal year. We will have to wait to see the final budget, but Jerry encouraged members to remain hopeful as Head Start has fared well in the past.

In closing, on behalf of Yolanda, Jerry expressed appreciation to members for their commitment and support of the program.

8. Policy Council Chairperson Report

Ruby thanked everyone for attending the meeting and stated that she was happy to receive a certificate of appreciation for participation on the Council.

9. Policy Council Member Comments

Members had an opportunity to share a comment if they would like. Most notably, Michelle Jara-Rangel expressed appreciation and gratitude for Assistant Director Jerry Meade and how optimistic he is when sharing information that has the potential to impact the (Head Start) program in a challenging manner. She added that she was grateful for his demeanor and always positive outlook. Michelle also shared her gratitude for Lisa and all that she does as well as all the work that goes into creating and putting together the Policy Council Packet.

10. Adjournment

The next Policy Council meeting will be held on May 27, 2025 at 5:30 p.m. in the Board Room. The meeting was adjourned at 6:57 p.m.

Community Action Partnership of Kern Head Start/State Child Development
Policy Council Bylaws Committee Meeting Minutes
April 1, 2025
Audio Only: (213) 204-2374 Phone Conference ID: 189 570 984#

1. Welcome

Members were welcomed to the meeting.

2. Call to Order

a. The meeting to order at 5:31 p.m.

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

a. Quorum was established.

b. Members Present: Henrietta Castro, Fatima Echeverria, Dominique Bassi

c. Members not present: None

4. Approval of Agenda

Fatima Echeverria made a motion to approve the agenda dated April 1, 2025. Dominique Bassi seconded the motion. Motion passed unanimously.

5. Approval of Minutes

Fatima Echeverria made a motion to approve the minutes from the February 4, 2025 meeting. Dominique Bassi seconded the motion. Motion passed unanimously.

6. Introduction of Guests

Staff sponsor, Lisa Gonzales, was the only additional person in attendance.

7. Public Forum

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

None

8. Presentation/Discussion Items

a. Bylaws Review – Articles 1 through IV

In reviewing the document, the committee began with the purpose and the function of the Council. It was shared that all grantees must have a formal governance structure which includes a governing body and the Policy Council (at an agency level). The Policy Council is responsible for helping to support and guide staff with the direction of the program.

In continuing to review the document, it was reiterated that the majority of members on the Council must be parents of children enrolled in our program; the composition must also be proportionately representative of our program options. The number of Policy Council vacancies and their respective areas of representation were discussed in depth at length. Because of the increase of partners, the Head Start program now has, the committee felt it would be best to change the Policy Council Partnership Parent representation from one member to two members. All members agreed this would be more consistent with the rest of the vacancies in other areas. It was also stated that the areas as currently defined should be updated for clarity.

A variety of questions were posed from members. Additionally shared were the challenges they are experiencing and/or seeing at their centers surrounding attendance at Parent Meetings, and Regional Parent Committee Representative interest. Some concerns include lack of communication from staff, sometimes as a result of staff turnaround, lack of notice in a timely manner about parent meetings including the manner of notification. Concern was also expressed around the seeming lack of knowledge from staff about the role of Regional Parent Committee Representative and Policy Council as well as a lack of encouragement or enthusiasm about these areas. It was also

noted that sometimes the Parent Meeting agenda is not followed and that is a little confusing. Lisa thanked members for their feedback as she stated it is helpful and gives her areas in which she can focus to support/educate staff.

Discussion ensued reviewing each of the Policy Council Officer positions and their roles and responsibilities, including the position of Policy Council Board of Directors Representative. New member training was also addressed as was the absence and termination process for members. Members were reminded if anyone is absent from three consecutive meetings, which can be a combination of Policy Council and committee meetings they will then be issued a letter of termination. The importance of membership for quorum was touched on. In discussing Community Representative membership there were areas of redundancy that the committee felt needed to be removed.

The final areas of discussion were with regard to the number of terms a member was permitted to serve on the Council, which is five one-year terms. However, members must be re-elected annually through the electoral process. Member conduct and conflict of interest were reviewed and stated Policy Council members may not be employees of Community Action Partnership of Kern. They also may not be related to anyone employed by the agency. Brief discussion about this followed.

In the interest of time, members decided to discuss Article IV at the next Bylaws meeting.

9. Announcements

The next meeting will take place at 5:30 p.m. on June 3, 2025.

10. Meeting Adjourned

The meeting was adjourned at 6:31 p.m.

Community Action Partnership of Kern
Head Start / State Child Development
Policy Council Budget & Finance Committee Meeting Minutes
April 17, 2025
Audio Only: (213) 204-2374 Phone Conference ID: 263 725 286#

1. Welcome

Members were welcomed to the meeting.

2. Call to Order

a. The meeting was called to order at 5:32 p.m.

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

a. Quorum was established.

b. Members present: Rene Mayhorn Williams, Gabriela Rangel

c. Members not present: Ruby Cruz, Nallely Leon Delgado

4. Approval of Agenda

Rene Mayhorn Williams made a motion to approve the agenda dated April 17, 2025; seconded by Gabriela Rangel. Motion carried.

5. Approval of the Minutes

Rene Williams made a motion to approve the minutes dated March 18, 2025; seconded by Gabriela Rangel. Motion carried.

6. Introduction of Guests

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

7. Public Forum

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

None

8. Presentation / Discussion Items – Louis Rodriguez, Finance Administrator

The Head Start Budget to Actual report for the period of March 1, 2024 through February 28, 2025 was presented to the committee for review and discussion. It was noted that 12 months have elapsed, and the fiscal year (2024-2025) is over. Louis continued and clarified that this does not mean the agency is done with the financials. There may be items that have yet to be posted to the ledger and what not, with that said, the next report should be a much cleaner and clearer report more accurately reflecting the end of the fiscal year. It was stated that the base funds for the Head Start grant were 99% expended with training and technical assistance funds at 100% expended. Louis also stated that our Non-Federal Share (inkind) is at 135%, which is great.

The Early Head Start budget report for the same reporting period, with one hundred percent of the grant expired. It was noted that base funds are 83% expended, and training and technical assistance 100% expended.

Details of the Non-Federal Share Report were provided as well. The reporting period was March 1, 2024 through February 28, 2025. In reviewing the content, it was shared that Harvey L. Hall through this fiscal year was at 126% of their goal, therefore their center exceeded their goal for the 2024-2025 fiscal year. Rene (Harvey Hall Policy Council Representative) shared that staff are very active about promoting and encouraging parents to record their inkind. Louis asked Rene if the center is recording their inkind online. He stated that the center is still using the paper format, adding that he is pleased because he has heard from other parents using the online process that there have been some glitches and it's not running very smoothly. It was added that a fellow Policy Council member shared though her center is using the pilot online recording of inkind she is still waiting to receive an email invitation to do so and was worried about not reaching our inkind requirement but was less worried after she saw the budget reports at the last meeting indicating we (the program) had already surpassed the goal.

In continuing to review the balance of financial reports, the Head Start No-Cost Extension report for the period beginning March 1, 2023, through February 28, 2025, was also shared and reviewed. Louis stated that this report reflects the twenty-fourth and final month this fiscal period. Base funds for the Head Start grant were 100% expended, with training and technical assistance also at 100% expended.

In sharing information on the Early Head Start No-Cost Extension budget report, for the same period it was noted that base funds are 94% expended and 100% training and technical assistance funds are 100% expended. It was noted that there will be adjustments and ledger/journal entries made which will bring the base funds to 100% expended after all activity has been completed. There won't be any new expenses made.

In reviewing the Head Start building proceeds for the Central Kitchen, it was shared that as of February 2025, 2.9 million dollars have been spent on this project which is 89.3% of the project's budget. Louis shared there is still a balance of \$360,000 to be expended. He added that finance is still awaiting final invoicing for this project. Once all outstanding items have been received and paid this will complete the project. It was also noted that physically the project may be completed but from a finance standpoint because all vendors/contractors have not yet submitted their invoices or paid out the project appears as though it is still open. Louis added that the operation of the facility would not be hindered by any unreceived invoices, as long as the facility has all the items it needs to function it will be in service. Additionally, asked if expenses to operate the Central Kitchen would be something the Policy Council would see it was stated no, because while Head Start does subsidize part of the expenses with the Central Kitchen, they had their own funding from a different grant.

The parent local travel and childcare report was provided for the period ending February 28, 2025. It was noted there was \$365 in Head Start expenditures and Early Head Start had expenditures of \$205. In reviewing the parent activities report it was shared there has been \$2913 expended from the Head Start grant and \$1662 expended from the Early Head Start grant for the period ending February 28, 2025.

9. Announcements

Lisa reminded members about the upcoming Policy Council meeting, next Tuesday, April 22, 2025. She added that the Council will have the opportunity to consider membership of another Community Representative who is from First 5 Kern. Members will also be provided a presentation from Yadira Vargas with Kern County Network for

Children who will bring a spotlight to child abuse prevention as April is Child Abuse Prevention month.

Rene referenced an email noting that iPads will be available to members for the upcoming Policy Council meeting and asked what that is going to look like. Lisa stated that an iPad will be set up at each members' station where they will be seated and the Policy Council packet will already be displayed that way members can follow along and refer to the packet individually. In continuing Lisa stated that this is what the Board of Directors does as well, adding that it can be a lot to print a large packet and then to send out via postal mail and hope it is received or if emailed we cannot expect members to print therefore the iPad seemed like a great solution. Gabriela stated that it is helpful to receive the packet via email because then she can bring it up on her device and refer to whatever page is being discussed. Rene was in favor of going green as well and saving paper.

The next Policy Council Budget & Finance meeting will be held via Microsoft Teams on Tuesday, May 20, 2025 at 5:30 p.m.

10. Adjournment

The meeting was adjourned at 5:51 p.m.

Community Action Partnership of Kern Head Start/State Child Development
Policy Council School Readiness Committee Meeting Minutes
May 8, 2025.
Audio Only: (213) 204-2374 Phone Conference ID: 244 849 916 25

1. Welcome

The School Readiness Subcommittee Sponsor, Cynthia Rodriguez, welcomed everyone to the meeting.

2. Call to Order

a. Cynthia Rodriguez called the meeting to order at 5:33 PM

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

- a. Quorum was not established.
- b. Members' Present: Ian Anderson and Ashley Trent.
- c. Members not present: Alexandra Verduzco, Kaylonie Howard, and Jennifer Wilson

4. Approval of Agenda

5. Approval of Minutes

6. Introduction of Guests

a. Cynthia Rodriguez introduced Rashi Strother, Education Manager.

7. Public Forum

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

8. Presentation / Discussion Items

- a. Cynthia Rodriguez started by sharing that the School Readiness Goals are typically developed at this time of the year. The Goals are determined by the DRDP data gathered in the 2024-2025 school year. The strategies identified to support the goals were developed by the participants that attended the School Readiness collaboration meeting.
- b. Cynthia encouraged the committee members to participate in the meeting as they are giving feedback on the school readiness goals and strategies for the next school year.
- c. Cynthia introduced the domains Approaches to Learning, Social Emotional Development, Language and Literacy Development, English Language Development, Cognition, and Physical Development Health. Then she mentioned that Rashi will be presenting the activities for Early Head Start and she would be presenting the activities for Head Start.
- d. Rashi and Cynthia shared the measure for each domain then reviewed the effective home visiting strategies, the effective teaching strategies for center based, and the learning experiences for families to do at home.
- e. The committee members provided some feedback, and their suggestions reflected the school readiness goals. In other instances, the members asked some questions for clarification and the education managers shared some information to clarify and answer questions.
- f. Cynthia shared that now that the committee has shared their feedback, the goals will be presented to the Policy Council and then to the Board of Directors for approval.
- g. The School Readiness goals will be printed after approval and distributed for implementation by July 1, 2025 for full-year centers.

9. Announcements

- a. Cynthia Rodriguez announced that the Nutrition Advisory Committee Meeting will be held on May 15, 2025. Cynthia encouraged the committee to register using the QR code.
- b. Ian Anderson announced that he would like to share detailed flyers for the next meeting, but he

wants to remind everyone that he is whiling to partner to support families with additional books and activities specifically with home base.

10. Adjournment

The meeting was adjourned at 6:37PM.

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

May 13, 2025

Audio Only: (213) 204-2374 Phone Conference ID: 259 197 7000 163

1. Welcome

Christopher Cuzul welcomed members to the meeting.

2. Call to Order

a. Christopher Cuzul called the meeting to order at 5:31pm.

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

a. Quorum was established.

b. Members Present: Christopher Cuzul, Gabriela Rangel, Michelle Jara-Rangel & Maria Worthy

c. Members not present: Rene Mayhorn Williams

4. Approval of Agenda

a. Motion to approve the agenda dated May 13, 2025, was made by Gabriela Rangel; Rene Mayhorn Williams seconded. Motion carried unanimously.

5. Approval of Minutes

a. Motion to approve the minutes dated April 8, 2025, was made by Gabriela Rangel; Maria Worthy, seconded. Motion carried.

6. Introduction of Guests

Guests in attendance tonight were Robert Espinosa, Program Design and Management Administrator; Sylvia Ortega, Quality Assurance Administrator; Carol Hendricks, Program Manager; Rosa Guerrero, Administrative Analyst; and Lisa Gonzales, Program Governance Coordinator.

7. Public Forum

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

None

8. Presentation / Discussion Items

a. April Division/Program Monthly Report – Carol Hendricks, Program Manager – **Informational Item**

Carol Hendricks presented the April Program Monthly Report. The reportable monthly enrollment for Early Head Start was 745, putting the program at 99% of the target goal of 753. Head Start reported 936 of the funded enrollment, putting the program at 100% of its target enrollment. For diagnosed disabilities year to date, Early Head Start is at 38% and Head Start is at 11% of their annual progress. In the over income category (101% to 130% range) the Early Head Start program is at 3%; for the over income range of 131% and above, Early Head Start is at 8%. The Home Visiting program reported 261 monthly enrollments, with a total of 365 year-to-date of the total goal of 310 for the year.

The Central Kitchen prepared and provided a total of 62,063 meals. The Child and Adult Care Program (CACFP) delivered a total of 76,880 meals; 79% of those meals were served. Total community services and eligibility determination for Household Services was 132 with a year to date of 585. Carol shared this is the program's fifth consecutive month reaching the full enrollment initiative benchmark set by the Office of Head Start. The program has been able to

accomplish this goal by at least 97% enrollment in both Head Start Preschool and Early Head Start programs.

Carol also shared Program Options as part of our program strategic goals for this month. The objective for this goal is to develop and implement program options that tailor to the community's unique characteristics. Progress for this goal includes a partnership with the Open Door Network developed in April. The Open Door Network supports victims of domestic violence and individuals who are homeless. This partnership supports the Early Head Start program.

Some program highlights for the month include enrollment staff attending the Martin Luther King Community Center's Spring Extravaganza where they shared information on program services; staff working with families to develop routines and habits at the Shaffer Head Start Center; and Head Start teachers offering activities to support children's transition to kindergarten.

9. Announcements

The next meeting is on May 13, 2025, at 5:30pm. Rosa invited the parents to the Nutrition Advisory Committee meeting that took place at the Board Room on May 14 at 11:00am.

10. Adjournment

The meeting was adjourned at 5:45pm.



MEMORANDUM

To: Budget and Finance Committee of Policy Council

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

Date: May 20, 2025

Subject: *Head Start*
Budget to Actual Report for the period ended March 31, 2025 – **Info Item**

The Office of Head Start has awarded CAPK the full amount of its Head Start and Early Head Start grant for a five-year budget period, the second-year budget period is March 1, 2025, through February 28, 2026.

The following are highlights of the Head Start Budget to Actual Report for the period of March 1, 2025, through March 31, 2025. One month (8.33%) of the 12-month budget period have elapsed.

Base Funds

Overall expenditures are at 8% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 8% of the budget.

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

The non-Federal share is at 41% of the budget.

Community Action Partnership of Kern
Head Start
Budget to Actual Report
Budget Period: March 1, 2025 - February 28, 2026
Report Period: March 1, 2025 - March 31, 2025
 Month 1 of 12 (8.33%)

Prepared 05/12/2025

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	4,284,179	(25,553)	4,309,732	-1%	101%
FRINGE BENEFITS	1,372,427	144,226	1,228,201	11%	89%
TRAVEL	27,500	199	27,301	1%	99%
EQUIPMENT	-	-	-		
SUPPLIES	267,508	75,921	191,587	28%	72%
CONTRACTUAL	93,140	10,482	82,658	11%	89%
CONSTRUCTION	-	-	-		
OTHER	1,747,646	396,968	1,350,678	23%	77%
INDIRECT	733,517	52,842	680,675	7%	93%
TOTAL BASE FUNDING	8,525,917	655,085	7,870,832	8%	92%

TRAINING & TECHNICAL ASSISTANCE

TRAVEL	30,452	4,882	25,570	16%	84%
SUPPLIES	11,993	55	11,938	0%	100%
CONTRACTUAL	6,400	-	6,400	0%	100%
OTHER	31,876	1,616	30,260	5%	95%
INDIRECT	8,072	655	7,417	8%	92%
TOTAL TRAINING & TECHNICAL ASSISTANCE	88,793	7,208	81,585	8%	92%

GRAND TOTAL HS FEDERAL FUNDS	8,614,710	662,293	7,952,417	8%	92%
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HEAD START and EARLY HEAD START COMBINED NON-FEDERAL SHARE

SOURCE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
IN-KIND	1,052,400	440,679	611,721	42%	58%
CALIF DEPT OF ED	3,959,029	1,615,599	2,343,430	41%	59%
TOTAL NON-FEDERAL	5,011,429	2,056,278	2,955,151	41%	59%

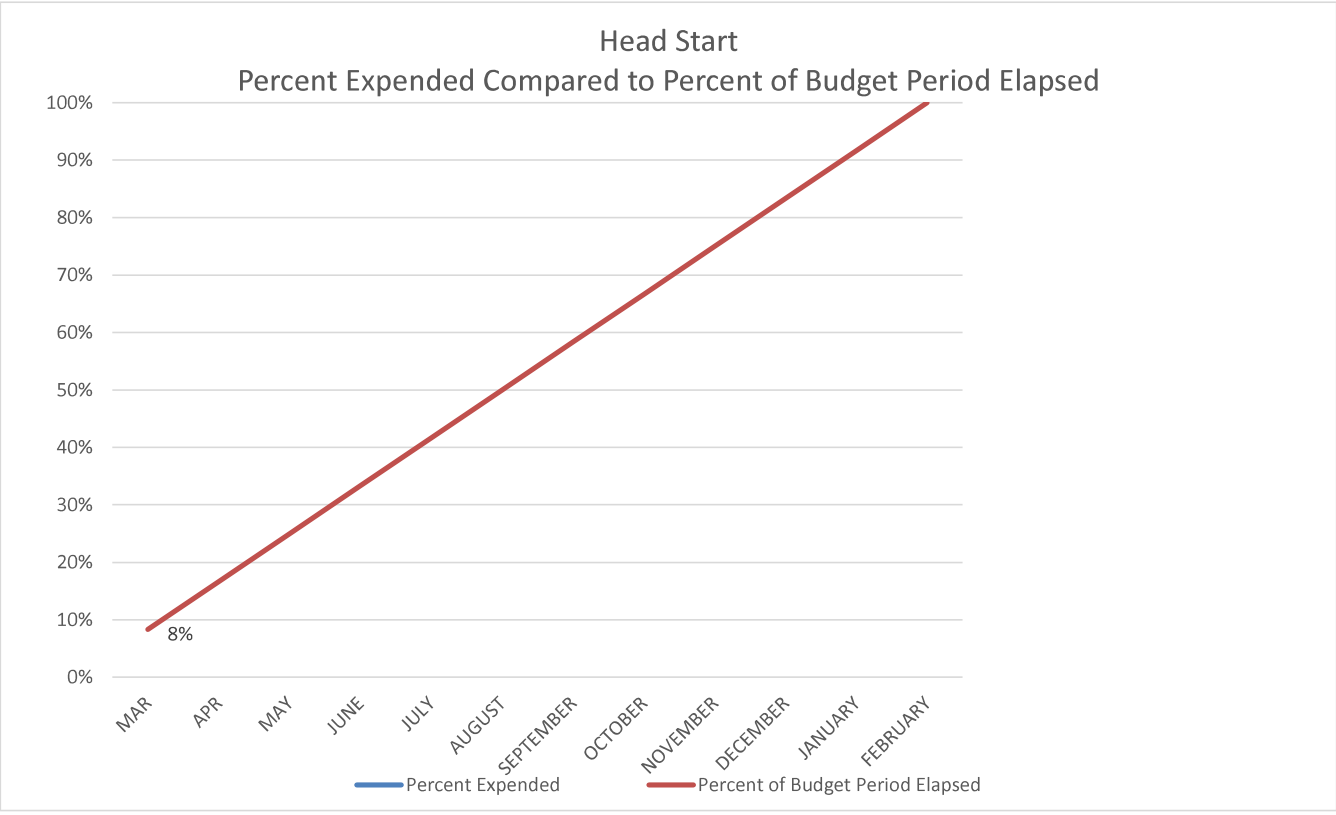
Budget reflects Notice of Award #09CH012489-02-00

Actual expenditures include posted expenditures and estimated adjustments through 03/31/2025

Administrative Cost for HS and EHS Combined **29.4%**

Agency-Wide Credit Card Report

	CURRENT	1 TO 30	31 TO 60	61 TO 90	TOTAL	STATEMENT DATE
Wells Fargo	1,838	-	-	-	1,838	4/1/2025
Elan Credit Card	62,945				62,945	4/1/2025
Lowe's	4,188	-	-	-	4,188	4/1/2025
Smart & Final	976	64	-		1,040	4/2/2025
Save Mart	668	-	-	-	668	4/4/2025
Chevron & Texaco Business Card	7,382	-	-	-	7,382	4/6/2025
Home Depot	23,093	751	-	-	23,844	4/5/2025
	101,089	815	-	-	101,905	





MEMORANDUM

To: Budget and Finance Committee of Policy Council

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

Date: May 20, 2025

Subject: *Early Head Start*
Budget to Actual Report for the period ended March 31, 2025 – **Info Item**

The Office of Head Start has awarded CAPK the full amount of its Head Start and Early Head Start grant for a five-year budget period, the second-year budget period is March 1, 2025, through February 28, 2026.

The following are highlights of the Early Head Start Budget to Actual Report for the period of March 1, 2025, through March 31, 2025. One month (8.3%) of the 12-month budget period has elapsed.

Base Funds

Overall expenditures are at 8% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 7% of the budget.

**Community Action Partnership of Kern
Early Head Start
Budget to Actual Report**
Budget Period: March 1, 2025 - February 28, 2026
Report Period: March 1, 2025 - March 31, 2026
 Month 1 of 12 (8.33%)

Prepared 05/12/2025

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	6,217,885	213,631	6,004,254	3%	97%
FRINGE BENEFITS	1,922,216	195,843	1,726,373	10%	90%
TRAVEL	22,500	479	22,021	2%	98%
EQUIPMENT	-	-	-		
SUPPLIES	375,801	110,137	265,664	29%	71%
CONTRACTUAL	500,622	70,363	430,259	14%	86%
CONSTRUCTION	-	-	-		
OTHER	1,211,550	237,326	974,225	20%	80%
INDIRECT	1,008,455	77,408	931,047	8%	92%
TOTAL BASE FUNDING	11,259,029	905,187	10,353,842	8%	92%

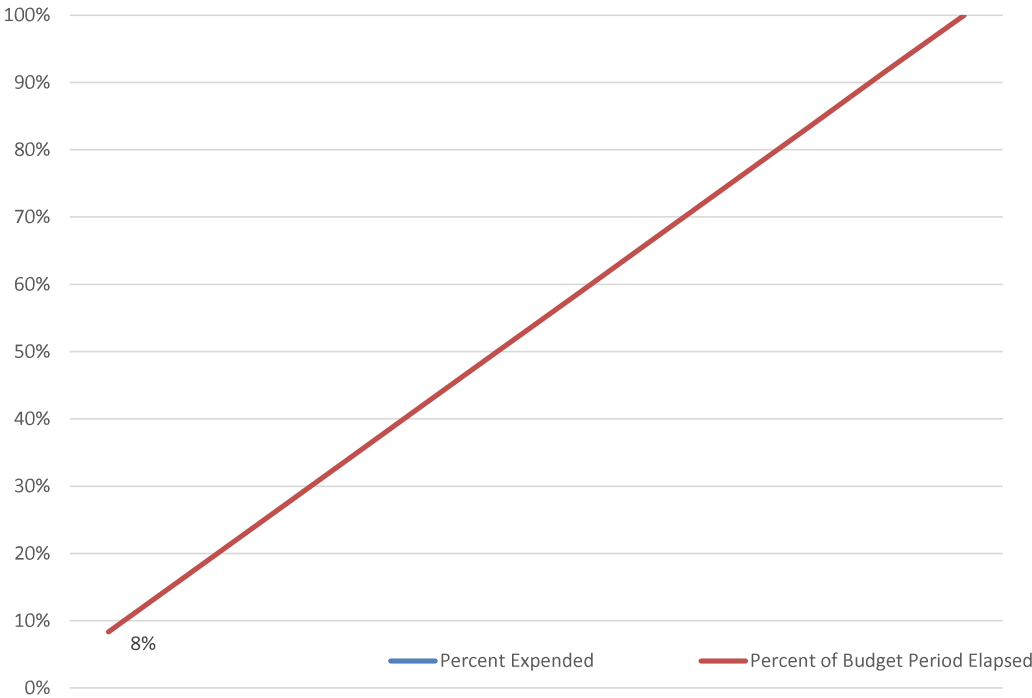
TRAINING & TECHNICAL ASSISTANCE

PERSONNEL	-	-	-		
FRINGE BENEFITS	-	-	-		
TRAVEL	59,316	9,250	50,066	16%	84%
SUPPLIES	15,006	31	14,975	0%	100%
CONTRACTUAL	13,041	-	13,041	0%	100%
OTHER	68,977	1,815	67,162	3%	97%
INDIRECT	15,634	1,110	14,524	7%	93%
TOTAL TRAINING & TECHNICAL AS:	171,974	12,205	159,768.92	7%	93%

GRAND TOTAL EHS FEDERAL FUNI	11,431,003	917,392	10,513,611	8%	92%
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Budget reflects Notice of Award #09CH012489-02-00
 Actual expenditures include posted expenditures and estimated adjustments through 03/31/2025

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



Community Action Partnership of Kern

Head Start and Early Head Start Kern

Year-to-Date Non-Federal Share and In-Kind Report

Budget Period: March 1, 2025 through March 31, 2025

Report for period ending March 31, 2025 (Month 1 of 12)

Percent of budget period elapsed: **100.0%**

LOCATION	Enroll- ment	March	April	YTD Totals	Kern/SJC	IN-KIND GOAL	% OF GOAL MET
Alberta Dillard	34	15,749	0	15,749	Kern	43,028	37%
Alicante	20	11,110	0	11,110	Kern	25,311	44%
Angela Martinez	105	27,015	0	27,015	Kern	132,882	20%
Broadway	37	3,947	0	3,947	Kern	46,825	8%
Cleo Foran	23	3,034	0	3,034	Kern	29,107	10%
Delano	60	24,096	0	24,096	Kern	75,933	32%
Fairfax	34	2,070	0	2,070	Kern	43,028	5%
Harvey L. Hall	142	30,466	0	30,466	Kern	179,707	17%
Heritage	17	1,689	0	1,689	Kern	21,514	8%
Home Base	160	24,335	0	24,335	Kern	202,487	12%
Martha J. Morgan	50	23,064	0	23,064	Kern	63,277	36%
Oasis	42	8,397	0	8,397	Kern	53,153	16%
Pete H. Parra	116	464	0	464	Kern	146,803	0%
Primeros Pasos	67	81,225	0	81,225	Kern	84,791	96%
Rosamond	51	693	0	693	Kern	64,543	1%
San Diego	32	7,550	0	7,550	Kern	40,497	19%
Shafter	17	3,862	0	3,862	Kern	21,514	18%
Shafter HS/EHS	24	6,413	0	6,413	Kern	30,373	21%
Sterling	117	12,200	0	12,200	Kern	148,068	8%
Stockdale Head Start	41	4,101	0	4,101	Kern	51,887	8%
Sunrise Villa	17	2,558	0	2,558	Kern	21,514	12%
Taft	51	5,698	0	5,698	Kern	64,543	9%
Tehachapi	15	305	0	305	Kern	18,983	2%
Vineland	17	6,189	0	6,189	Kern	21,514	29%
Virginia	17	12,711	0	12,711	Kern	21,514	59%
Willow	40	13,515	0	13,515	Kern	50,622	27%
Administrative Services		0	0	0	Kern/SJC	0	0%
PC Planning		0	0	0	Kern/SJC	0	0%
PC By Laws		0	0	0	Kern/SJC		
Governance		0	0	0	Kern	15,000	0%
Program Services		25,482	0	25,482	Kern/SJC	74,265	34%
California Street	24	10,610	0	10,610	SJC	30,373	35%
Gianone	16	2,302	0	2,302	SJC	26,431	0%
Kennedy	16	2,963	0	2,963	SJC	20,249	15%
Lodi Home Base	20	15,402	0	15,402	SJC	25,311	61%
Lodi UCC	24	9,602	0	9,602	SJC	30,373	32%
Lathrop Home Base	20	15,402	0	15,402	SJC	25,311	61%
Marci Massei	24	8,028	0	8,028	SJC	30,373	26%
Stockton Home Base	40	13,285	0	13,285	SJC	50,622	26%
Lathrop	24	5,147	0	5,147	SJC	30,373	17%
SUBTOTAL IN-KIND	1,554	440,679	0	440,679	0	2,062,099	21%
x							
State General Child Care*		360,286	0	360,286	Kern	2,420,779	15%
State Preschool*		916,299	0	916,299	Kern	6,219,213	15%
State Migrant Child Care*		1,191	0	1,191	Kern	50,000	2%
SUBTOTAL CA DEPT of ED		1,277,776	0	1,277,776		8,689,992	15%
x							
State General Child Care*		248,476	0	248,476	SJC	1,175,152	21%
SUBTOTAL CA DEPT of ED		248,476	0	248,476		1,175,152	21%
GRAND TOTAL		1,966,931	0	1,966,931		11,927,243	16%
89,347							
<u><u>2,056,278</u></u>							

Community Action Partnership of Kern
Early Head Start Child Care Partnerships
Non-Federal Share and In-Kind Year-to-Date Report
Budget Period: March 1, 2025 through March 31, 2025
Report for period ending March 31, 2025 (Month 01 of 12)

Percent of year elapsed: **0.08%**

LOCATION	FUNDED ENROLL- MENT	Mar-25	YTD Totals	IN-KIND GOAL	% OF GOAL MET
Kern Community College District - BC	32	27,255	27,255	137,864	20%
KCSOS - Blanton	16	34,352	34,352	68,932	50%
Garden Pathways	11	81	81	47,391	0%
Taft College	42	27,610	27,610	180,947	15%
Escuelita Hernandez	16	49	86	68,932	0%
Program Services		0	0		
Admin Services		0	0		
GRAND TOTAL	117	89,347	89,384	504,065	18%

Budget reflects Notice of Award #09CH012489-02-00



MEMORANDUM

To: Budget and Finance Committee of Policy Council

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

Date: May 20, 2025

Subject: *Head Start (No Cost Extension)*
Budget to Actual Report for the period ended February 28, 2025 – **Info Item**

The following are highlights of the Head Start Budget to Actual Report for the period of March 1, 2023, through February 28, 2025. Twenty-Four months (100%) of the 24-month budget period have elapsed. The office of Head Start processed a no cost extension to the prior year contract through February 28, 2025. This will allow CAPK to complete ongoing capital projects to benefit the Head Start program.

Base Funds

Overall expenditures are 100% of the budget.

Training & Technical Assistance Funds

Overall expenditures are 100% of the budget.

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

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

Community Action Partnership of Kern

Head Start

Budget to Actual Report

Budget Period: March 1, 2023 - February 28, 2025 (No Cost Extension)

Report Period: March 1, 2023 - February 28, 2025

Month 24 of 24 (100%)

Prepared 03/13/2025

	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
BASE FUNDS					
PERSONNEL	8,932,482	9,182,482	(250,000)	103%	-3%
FRINGE BENEFITS	2,356,212	2,606,212	(250,000)	111%	-11%
TRAVEL	25,228	25,228	-	100%	0%
EQUIPMENT	633,362	556,452	76,910	88%	12%
SUPPLIES	1,158,992	1,408,993	(250,001)	122%	-22%
CONTRACTUAL	1,507,145	445,225	1,061,920	30%	70%
CONSTRUCTION	629,397.00	879,397	(250,000)	140%	-40%
OTHER	4,594,069	4,844,069	(250,000)	105%	-5%
INDIRECT	1,867,451	1,756,280	111,171	94%	6%
TOTAL BASE FUNDING	21,704,338	21,704,338	-	100%	0%

TRAINING & TECHNICAL ASSISTANCE

TRAVEL	41,904	41,904	-	100%	0%
SUPPLIES	23,986	23,986	-	100%	0%
CONTRACTUAL	22,800	22,800	-	100%	0%
OTHER	72,752	72,752	-	100%	0%
INDIRECT	16,144	16,144	-	100%	0%
TOTAL TRAINING & TECHNICAL ASSISTANCE	177,586	177,586	-	100%	0%

GRAND TOTAL HS FEDERAL FUNDS	21,881,924	21,881,924	-	100%	0%
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HEAD START and EARLY HEAD START COMBINED NON-FEDERAL SHARE

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

Budget reflects Notice of Award #09CH011132-05-06

Actual expenditures include posted expenditures and estimated adjustments through 02/28/2025

Administrative Cost for HS and EHS **10.9%**



MEMORANDUM

To: Budget and Finance Committee of Policy Council

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

Date: May 20, 2025

Subject: *Early Head Start (No Cost Extension)*
Budget to Actual Report for the period ended February 28, 2025 – **Info Item**

The following are highlights of the Early Head Start Budget to Actual Report for the period of March 1, 2023, through February 28, 2025. Twenty-Four months (100%) of the 24-month budget period have elapsed. The office of Head Start processed a no cost extension to the prior year contract through February 28, 2025. This will allow CAPK to complete ongoing capital projects to benefit the Head Start program.

Base Funds

Overall expenditures are 100% of the budget.

Training & Technical Assistance Funds

Overall expenditures are 100% of the budget.

Community Action Partnership of Kern

Early Head Start

Budget to Actual Report

Budget Period: March 1, 2023 - February 28, 2025 (No Cost Extension)

Report Period: March 1, 2023 - February 38, 2025

Month 24 of 24 (100%)

Prepared 03/13/2025

	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
BASE FUNDS					
PERSONNEL	8,833,704	9,083,704	(250,000)	103%	-3%
FRINGE BENEFITS	2,454,456	2,642,510	(188,054)	108%	-8%
TRAVEL	37,198	37,190	8	100%	0%
EQUIPMENT	393,127	242,317	150,810	62%	38%
SUPPLIES	1,391,203	1,474,760	(83,557)	106%	-6%
CONTRACTUAL	2,588,535	1,601,504	987,031	62%	38%
CONSTRUCTION	1,320	251,320	(250,000)	19039%	-18939%
OTHER	3,212,174	3,462,174	(250,000)	108%	-8%
INDIRECT	1,569,115	1,685,353	(116,238)	107%	-7%
TOTAL BASE FUNDING	20,480,832	20,480,832	-	100%	0%

TRAINING & TECHNICAL ASSISTANCE

PERSONNEL	-	-	-		
FRINGE BENEFITS	-	-	-		
TRAVEL	46,536	46,536	-	100%	0%
SUPPLIES	30,013	30,013	-	100%	0%
CONTRACTUAL	26,080	26,080	-	100%	0%
OTHER	212,393	212,393	-	100%	0%
INDIRECT	28,924	28,924	-	100%	0%
TOTAL TRAINING & TECHNICAL ASSISTANCE	343,946	343,946	-	100%	0%

GRAND TOTAL EHS FEDERAL FUND:	20,824,778	20,824,778	-	100%	0%
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Budget reflects Notice of Award #09CH011132-05-06

Actual expenditures include posted expenditures and estimated adjustments through 02/28/2025



MEMORANDUM

To: Budget and Finance Committee of Policy Council

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

Date: May 20, 2025

Subject: *Head Start*
Building Proceeds for Central Kitchen as of March 31, 2025 – **Info Item**

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

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

The following are highlights of the funds held from the proceeds of sale of buildings designated for the New Central Kitchen remodel for the period ended March 31, 2025.

Overall expenditures are 100% of the Building Proceeds.

Community Action Partnership of Kern

Building Proceeds

Report Period: March 1, 2023 - March 31, 2025

Prepared 05/12/2025

BUILDING PROCEEDS (For Central Kitchen Remodel)	BUILDING PROCEEDS	EARNINGS (INTEREST)	TOTAL	EXPENSES	REMAINING	% REMAINING
	3,329,792	28,946	3,358,738	3,358,738	(0)	0.0%

% Spent 100.0%

Sale Central Kitchen - 10/31/2023	1,105,128
Sale BPN - 02/14/2024	2,224,664
Total Proceeds	<u>3,329,792</u>
Plus Interest	<u>28,946</u>
	3,358,738
Less Expenses	<u>3,358,738</u>
Remaining Balance	<u><u>(0)</u></u>

**COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT TRAVEL & CHILD CARE (6115)
2025-2026**

HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO- DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2025	\$ 1,350.00	\$ 97.45	\$ 97.45	\$ 1,252.55	8%	7%
APRIL 2025	\$ 1,252.55	\$ -	\$ 97.45	\$ 1,252.55	17%	7%
MAY 2025	\$ 1,252.55	\$ -	\$ 97.45	\$ 1,252.55	25%	7%
JUNE 2025	\$ 1,252.55	\$ -	\$ 97.45	\$ 1,252.55	33%	7%
JULY 2025	\$ 1,252.55	\$ -	\$ 97.45	\$ 1,252.55	42%	7%
AUGUST 2025	\$ 1,252.55	\$ -	\$ 97.45	\$ 1,252.55	50%	7%
SEPTEMBER 2025	\$ 1,252.55	\$ -	\$ 97.45	\$ 1,252.55	58%	7%
OCTOBER 2025	\$ 1,252.55	\$ -	\$ 97.45	\$ 1,252.55	67%	7%
NOVEMBER 2025	\$ 1,252.55	\$ -	\$ 97.45	\$ 1,252.55	75%	7%
DECEMBER 2025	\$ 1,252.55	\$ -	\$ 97.45	\$ 1,252.55	83%	7%
JANUARY 2026	\$ 1,252.55	\$ -	\$ 97.45	\$ 1,252.55	92%	7%
FEBRUARY 2026	\$ 1,252.55	\$ -	\$ 97.45	\$ 1,252.55	100%	7%

EARLY HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO- DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2025	\$ 500.00	\$ 54.81	\$ 54.81	\$ 445.19	8%	11%
APRIL 2025	\$ 445.19	\$ -	\$ 54.81	\$ 445.19	17%	11%
MAY 2025	\$ 445.19	\$ -	\$ 54.81	\$ 445.19	25%	11%
JUNE 2025	\$ 445.19	\$ -	\$ 54.81	\$ 445.19	33%	11%
JULY 2025	\$ 445.19	\$ -	\$ 54.81	\$ 445.19	42%	11%
AUGUST 2025	\$ 445.19	\$ -	\$ 54.81	\$ 445.19	50%	11%
SEPTEMBER 2025	\$ 445.19	\$ -	\$ 54.81	\$ 445.19	58%	11%
OCTOBER 2025	\$ 445.19	\$ -	\$ 54.81	\$ 445.19	67%	11%
NOVEMBER 2025	\$ 445.19	\$ -	\$ 54.81	\$ 445.19	75%	11%
DECEMBER 2025	\$ 445.19	\$ -	\$ 54.81	\$ 445.19	83%	11%
JANUARY 2026	\$ 445.19	\$ -	\$ 54.81	\$ 445.19	92%	11%
FEBRUARY 2026	\$ 445.19	\$ -	\$ 54.81	\$ 445.19	100%	11%

Prepared by: Louis Rodriquez
April 13, 2025

**COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT ACTIVITIES (7175)
2025-2026**

HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO- DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2025	\$ 9,210.00	\$ 230.87	\$ 230.87	\$ 8,979.13	8%	3%
APRIL 2025	\$ 8,979.13	\$ -	\$ 230.87	\$ 8,979.13	17%	3%
MAY 2025	\$ 8,979.13	\$ -	\$ 230.87	\$ 8,979.13	25%	3%
JUNE 2025	\$ 8,979.13	\$ -	\$ 230.87	\$ 8,979.13	33%	3%
JULY 2025	\$ 8,979.13	\$ -	\$ 230.87	\$ 8,979.13	42%	3%
AUGUST 2025	\$ 8,979.13	\$ -	\$ 230.87	\$ 8,979.13	50%	3%
SEPTEMBER 2025	\$ 8,979.13	\$ -	\$ 230.87	\$ 8,979.13	58%	3%
OCTOBER 2025	\$ 8,979.13	\$ -	\$ 230.87	\$ 8,979.13	67%	3%
NOVEMBER 2025	\$ 8,979.13	\$ -	\$ 230.87	\$ 8,979.13	75%	3%
DECEMBER 2025	\$ 8,979.13	\$ -	\$ 230.87	\$ 8,979.13	83%	3%
JANUARY 2026	\$ 8,979.13	\$ -	\$ 230.87	\$ 8,979.13	92%	3%
FEBRUARY 2026	\$ 8,979.13	\$ -	\$ 230.87	\$ 8,979.13	100%	3%

EARLY HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO- DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2025	\$ 5,245.00	\$ 129.87	\$ 129.87	\$ 5,115.13	8%	2%
APRIL 2025	\$ 5,115.13	\$ -	\$ 129.87	\$ 5,115.13	17%	2%
MAY 2025	\$ 5,115.13	\$ -	\$ 129.87	\$ 5,115.13	25%	2%
JUNE 2025	\$ 5,115.13	\$ -	\$ 129.87	\$ 5,115.13	33%	2%
JULY 2025	\$ 5,115.13	\$ -	\$ 129.87	\$ 5,115.13	42%	2%
AUGUST 2025	\$ 5,115.13	\$ -	\$ 129.87	\$ 5,115.13	50%	2%
SEPTEMBER 2025	\$ 5,115.13	\$ -	\$ 129.87	\$ 5,115.13	58%	2%
OCTOBER 2025	\$ 5,115.13	\$ -	\$ 129.87	\$ 5,115.13	67%	2%
NOVEMBER 2025	\$ 5,115.13	\$ -	\$ 129.87	\$ 5,115.13	75%	2%
DECEMBER 2025	\$ 5,115.13	\$ -	\$ 129.87	\$ 5,115.13	83%	2%
JANUARY 2026	\$ 5,115.13	\$ -	\$ 129.87	\$ 5,115.13	92%	2%
FEBRUARY 2026	\$ 5,115.13	\$ -	\$ 129.87	\$ 5,115.13	100%	2%

April 13, 2025

Month	Apr-25	Program/Work Unit	Head Start Preschool & Early Head Start		
Division/Director	Head Start/State Child Development Division/ Yolanda Gonzales	Enrollment and Attendance Manager	Carol Hendricks		
Reporting Period	April 1, 2025 - April 30, 2025				
Program Description					
Head Start provides high-quality, early childhood education to children ages zero to five years old through part-day, full-day, and home- based options. The program has a holistic approach, not only addressing the needs of the child but teaching parents to become advocates and skilled providers for their children through its Parent Policy Council and Family Engagement programs. CAPK offers Head Start and Early Head Start services throughout Kern and San Joaquin counties.					
Early Head Start (ages 0-3) (FNPI 2a, 2b, 2c, 2c.1,2d, SRV 2b, 7a)		Month	Target	Annual Goal	Annual Progress
Reportable/Funded Enrollment		745	753	753	99%
Disabilities		264 (YTD)	10%	10%	38%
Over Income 101%-130% (up to 35%)		22	n/a	n/a	3%
Over Income 131% and up (up to 10%)		61	n/a	n/a	8%
Head Start Preschool (ages 3-5) (FNPI 2a, 2b, 2c, 2c.1,2d,SRV 2b, 7a)		Month	Target	Annual Goal	Annual Progress
Reportable/Funded Enrollment		936	936	936	100%
Disabilities		107 (YTD)	10%	10%	11%
Over Income 101%-130% (up to 35%)		22	n/a	n/a	3%
Over Income 131% and up (up to 10%)		80	n/a	n/a	8%
Home Visiting Program (SRV 2cc, 7a)		Monthly	Year-To- Date	Annual Goal (Contract Limit 310)	Annual Progress (Calendar)
Enrollment		261	365	308	72%
Central Kitchen		Total Meals Delivered		Breakfast	Lunch
Meals and Snacks		62,063		22,707	18,959
Child and Adult Care Food Program (CACFP) (Note: The data represents information from March 2025)		Total Meals Delivered		Meals Allocated (CACFP/HS)	# of Meals Served
Meals and Snacks (SRV 5ii)		76,880		54,880/22,000	60,618
Eligibility Determination (SRV 7b) (January 2025-December 2025)		132	585		
Total Community Services		132	585		
Explanation (Over/Under Goal Progress)					
For April 2025, we have met our goals with our full-enrollment initiative. This is the fifth consecutive month reaching the benchmark set by the Office of Head Start.					
		Progress Towards Goal			
Goal: Program Options		Objective : To develop and implement program options that tailor to the community's unique needs and characteristics. Progress: In April, a partnership was developed with the Open Door Network. The Open Door Network is in support of victims of domestic violence and individuals who are homeless. This partnership will support our Early Head Start Program.			

Program Description

1. April 2, 2025 - Two ReadyRosie Workshops were offered where the team presented “Ready for Kindergarten” at the Fairfax Center.
2. April 8, 2025 - Day 1 Lamont School Centralized Registration.
3. April 9, 2025 - Day 2 Lamont School Centralized Registration.
4. April 9, 2025 - Staff training with Dr. Kirk. A discussion of how to reduce stress and where stress is triggered in the brain.
5. April 11, 2025 - Spring Extravaganza at MLK Community Center.
6. April 21, 2025 - The Harvey Hall Center provided a parent training with Dr. Kirk. The information shared was to ignore negative behaviors and to praise positive behaviors and acknowledging that persistence is key in this approach. Dr. Kirk stated that in order to change a child's behavior, we as the adults have to change our own behavior.
7. April 23, 2025 - The Shafter Head Start Center families learned how to plan family routines and habits, building blocks of kindergarten readiness, fine and gross motor skills, social emotional development, and how to play meaningful games that help build skills to be ready for kindergarten
8. The Family Engagement team attended the Spring Home Gaze Social and the Angela Martinez Spring Festival. They had an activity table, connected with families, and provided them with activities to do at home
9. April 25, 2025 - The Nutrition Team provided families with healthy fruits and discussed the benefits of eating healthy.
10. April 30, 2025 - The Health team conducted CPR training for center staff. The team is also promoting wellness by sharing the monthly wellness challenges and wellness activities calendar.
11. DRDP's assessments were finalized, and Agency data is being aggregated to determine and develop the School Readiness Goals for the 2025-2026 school year.
12. Our Head Start teachers have been offering activities to support children transitioning to kindergarten. Some of the activities include the cafeteria experience, inviting the kindergarten teacher to visit the classroom to read to the children, and inviting the local school district to bring a school bus to the center and the bus driver facilitates a short presentation on the rules for the bus ride to school.

Expanding Educational Freedom and Opportunities for Families in Head Start Programs

ACF-OHS-IM-25-04

ACF Administration for Children and Families	U.S. (UNITED STATES) DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log Number: ACF-OHS-IM-25-04	2. Issuance Date: 04/29/2025
	3. Originating Office: Office of Head Start	
	4. Key Words: School Choice	

INFORMATION MEMORANDUM

TO: All Head Start Recipients and State Agencies that Receive Head Start Collaboration Office Grants

SUBJECT: Expanding Educational Freedom and Opportunities for Families in Head Start Programs

INFORMATION:

This Information Memorandum (IM) outlines Head Start programs' critical role in promoting parent choice to select the early care and education (ECE) providers that best meet their family's needs for their children, and recognizes that Head Start programs serve as the foundation for school readiness by preparing young children for academic and social success. Through this work, Head Start programs also help parents understand school choice options, including ECE (Early Care and Education), and can serve as a valuable resource to prepare families to effectively utilize the options in their communities. With this IM, we strongly encourage Head Start programs to facilitate parent choice in three key ways: 1) actively participating in state and local efforts to coordinate ECE (Early Care and Education) enrollment and services and promote access to a variety of ECE (Early Care and Education) options in the state or local community; 2) engaging families to determine, develop, and improve their program model and consider how their program offerings respond to family needs and promote family choice; and 3) re-examining community partnerships and evaluating how they can be strengthened and expanded in ways that support family choice, including through connections to faith-based settings for families that desire this option.

Promoting Family Choice Through Active Participation in State and Local Efforts to Coordinate Early Care and Education

Through this IM, we encourage Head Start programs to be active participants in state and local efforts to coordinate ECE (Early Care and Education) enrollment and services to support families' access to options that best fit their needs. Programs should consider how they can enter or expand

their participation in mixed delivery systems that provide families access to a variety of ECE (Early Care and Education) choices. A mixed delivery approach to ECE (Early Care and Education) offers families early learning experiences in a range of settings, including community-based and private child care centers, public schools, charter schools, faith-based settings, and family child care (FCC) homes, many of which operate Head Start programs. Well-integrated ECE (Early Care and Education) services at the state or local level help promote a variety of options — including Head Start programs — to support parent choice and better align with family needs and desires for their children’s education and care. Efforts to better integrate ECE (Early Care and Education) service options within a state or community can help provide families with the choices they need to select the program that is right for their family, allowing more children and families to benefit from access to needed services.

Statutory and Regulatory Requirements that Promote Family Choice Through Coordination

Several provisions within the Head Start Act (the Act) and the Head Start Program Performance Standards (the Performance Standards) direct Head Start programs and Head Start Collaboration Offices (HSCOs) to engage in state and local efforts that help families access their choice of ECE (Early Care and Education) programs for their children’s early care and education.

Section 642(e) of the Act and Section 1302.53(a)(2)(ii) of the Performance Standards lay out expectations for programs to establish collaborative relationships with elementary schools, state preschool and child care providers, and agencies that provide services to children with disabilities. Strong partnerships with state ECE (Early Care and Education) leadership, local educational agencies, and other early childhood programs, including faith-based programs, are critical to foster opportunities for family choice in early childhood settings. ✕

The Office of Head Start (OHS) encourages programs and HSCOs to coordinate with other early childhood programs and participate in state and local initiatives. Section 1302.53(b) of the Performance Standards requires programs to actively participate in coordinated systems at the state and local level to better promote a variety of early education services in their local community. More specifically, programs must establish memoranda of understanding with local agencies that manage publicly funded preschool programs (Section 642(e)(5) of the Act and 45 CFR § 1302.53(b)(1)). To the extent practicable, programs should also participate in their state or local quality rating and improvement system (QRIS) (45 CFR § 1302.53(b)(2)). State-based QRIS can help families understand the range of ECE (Early Care and Education) choices available to them and determine the quality of such options. Programs should also participate in state education data systems through the sharing and integration of relevant Head Start data, to the extent practicable (45 CFR § 1302.53(b)(3)). Head Start participation in state efforts designed to communicate and track parent choices for their children help ensure that Head Start programs are an integral part of the state’s ECE (Early Care and Education) landscape and that parents have a full understanding of all choices in a mixed delivery system.

Strengthening a System of ECE (Early Care and Education) Mixed Delivery Through Coordinated Enrollment

Head Start programs have an opportunity to actively participate in state or local coordinated enrollment systems that streamline access to a diverse array of ECE (Early Care and Education) providers — including Head Start, state-funded preschool, public pre-K, private child care centers, and family child care homes. OHS (Office of Head Start) strongly urges Head Start programs to collaborate with state and local agencies to develop and refine these systems, ensuring they efficiently connect families to ECE (Early Care and Education) options that best meet their needs. Coordinated enrollment, such as through a unified online application or community-based intake process, empowers parents by simplifying access to clear, actionable information — such as program schedules (e.g., full-day or part-day), eligibility rules (e.g., income or age criteria), and available slots — while eliminating wasteful redundancies like multiple applications. This efficient approach maximizes the use of ECE (Early Care and Education) resources across a region or community, and ensures families can choose their preferred setting, including faith-based options, in line with the directive to enhance educational freedom. Head Start programs should take specific steps to support this effort, such as partnering with state and local education departments to integrate Head Start slots into shared enrollment databases and systems, providing real-time updates on openings in Head Start program locations, and joining local planning committees to advocate for family-friendly system designs, thereby aligning their recruitment and enrollment processes with broader state or local efforts to optimize resources and empower parents.

Determining, Designing, and Improving Head Start Program Models Based on Family Input

Head Start programs are uniquely positioned to engage families to shape program models that enhance parental choice and align with community needs. Under § 1301.3(b) of the Performance Standards, families are required members of the policy council, a critical mechanism through which Head Start programs gather family input to continually improve services. OHS (Office of Head Start) encourages programs to leverage the policy council and other engagement structures to ensure program designs reflect family preferences, support parental decision-making, and expand access to an array of ECE (Early Care and Education) options, empowering families to choose the best educational paths for their children. To further this goal, Head Start programs may accept eligible children from outside their designated service areas when slots are available, offering families greater flexibility to enroll in a Head Start program that aligns with their preferred location, schedule, or educational approach — such as a center offering extended hours or a culturally specific curriculum — thereby broadening parental choice beyond geographic boundaries.

Section 1302.11(b)(1) of the Performance Standards requires programs to conduct a comprehensive community assessment to inform their program design and to ensure it reflects the needs of the community. The families served by Head Start programs are a central part of the community, and OHS (Office of Head Start) strongly encourages programs to engage families in the community assessment process as programs determine, develop, and improve their program model. Programs can add questions in their parent surveys and self-assessments that explore the variety of parent options and needs in the community. Creating opportunities to gather input from families about their

preferences and how they evaluate their ECE (Early Care and Education) choices allows programs to integrate those preferences into their program design. Programs should consider how to ensure their available program options meet family needs and identify ways to promote choices to parents within their community.

A strong understanding of families' needs and preferences, as well as the range of available options in the community, allows Head Start programs to ensure their program options complement the other ECE (Early Care and Education) programs available to families. Head Start programs can use this information to assist families in connecting to other programs that best meet family preferences and values, including services in faith-based organizations, charter schools, and private child care.

This includes during transitions for children out of Early Head Start and from Head Start Preschool to kindergarten. Sections 1302.70 and 1302.71 of the Performance Standards require programs to implement strategies to support successful transitions for children and their families at these key milestones. During any transition, Head Start programs must collaborate with families to foster their continued involvement in and advocacy for the education and development of their child. In the transition to kindergarten specifically, programs are required to collaborate with local education agencies to support family engagement under Section 642(b)(13) of the Act, including working to provide training to enable parents to participate in decisions related to the educational choices for their children. As part of transition efforts, programs are also encouraged to help families understand school options in their local community.

Strengthening and Expanding Partnerships to Promote Parent Choice



Strong community collaborations are a core tenet of Head Start services; many programs have long-standing partnerships with state and community agencies that assist them in providing a wide variety of services for children and families. Section 1302.53(a)(1) of the Performance Standards requires Head Start programs to establish ongoing collaborative relationships and partnerships with community organizations. These partnerships facilitate access to community services that are responsive to child and family needs.

As programs conduct their community assessments, programs should re-examine how community partnerships extend and strengthen program services in ways that support family choice. This may involve broadening community partnerships to include partners that fit parents' preferences, such as their need for full-day services, faith-based instruction, or options to keep siblings together. Head Start programs are also encouraged to explore partnerships with state and local Child Care Resource and Referral agencies to inform working parents of the variety of ECE (Early Care and Education) options in their community. In addition to establishing ongoing partnerships, programs can connect parents directly to local and state organizations that train parents on educational options and parental rights; these may include parent training and resource centers, community parent resource centers, and statewide family engagement centers.

Section 1302.11(b)(2)(vii) of the Performance Standards requires that programs collect and use data on gaps in community resources to address the needs of eligible children and families. This data, combined with information on families' needs and preferences, allows programs to identify partners,

including faith-based organizations or family child care options, that could expand programs' ability to support families in accessing the ECE (Early Care and Education) services that are the best fit for them.

Layering Funding to Strengthen Partnerships and Support Family Choice

Head Start programs and HSCOs can also collaborate with state and local community agencies as they examine their existing funding sources and consider how those funding streams may be leveraged more effectively within a mixed delivery system. Programs should consider how federal funds, such as those from Head Start, CCDF, and IDEA, can be effectively layered and braided to support broader access to services. Layered funding can be used to expand full-day, full-year services and comprehensive services that best serve families' needs or to free up resources for other purposes. Coordinating funding streams also allows programs to think more creatively about ways to partner with other programs and services, including partnering with faith-based organizations that offer early childhood opportunities that may be most desired by families in the community.¹

Coordinating funding streams fosters innovative partnerships with diverse ECE (Early Care and Education) providers — including charter preschools, family child care homes, and faith-based programs — and ensures families can access settings that reflect their values and needs. OHS (Office of Head Start) urges programs to use this flexibility to participate in state and local mixed-delivery initiatives, reexamine program models based on family input, and build community collaborations that maximize educational freedom. By layering and braiding funding and listening to families, Head Start programs can help reduce or eliminate financial barriers and can empower families with limited resources to make informed ECE (Early Care and Education) choices, e.g., selecting a program with a specific curriculum, quality rating, or convenient location. This can be accomplished by sharing clear information on options and eligibility through a variety of mechanisms such as coordinated enrollment systems and parent workshops.

This strategic use of federal funds not only enhances family agency but also optimizes resources, reducing waste and aligning with the goal of making federal programs more effective for American families. Thank you for your dedicated efforts to support children and families in exercising their educational freedom.

Sincerely,

/ Captain Tala Hooban /

Captain Tala Hooban
Acting Director
Office of Head Start

¹ Head Start programs may partner with faith-based organizations when any explicitly religious activities (such as activities that involve overt religious content such as worship, religious instruction, or proselytization) are separate and distinct from the Head Start program, and the distinction is completely clear to the beneficiary or prospective beneficiary. See 45 CFR 87.3(d).

Community Action Partnership of Kern
Head Start/State Child Development
Governance-Policy Council

May 21, 2025

Re: Policy Council Membership

Dear Nallely Leon Delgado,

The Policy Council Bylaws approved on September 22, 2020, state in Article III, Section 6: "Membership may be terminated as a result of three (3) consecutive absences throughout the year for any reason, *except absences for attending a Community Action Partnership of Kern function, or EXTREME weather conditions.*"

Attendance records show that you have been absent on three consecutive occasions and are therefore issued a letter of termination. The absences were from the last two Budget & Finance Committee meetings held on April 17, 2025 and May 20, 2025 respectively as well as from the April Policy Council meeting, which was held on April 22, 2025.

Please be advised that you have been terminated as a member of the Policy Council Member effective May 21, 2025. However, as indicated in the PC Bylaws Article III, Section 6:

1. Termination may be appealed.
2. Submit a written letter of appeal to the Program Governance Coordinator within ten (10) working days of receiving the notification of termination
3. The Program Governance Coordinator will place the appeal on the following Policy Council agenda for the full Policy Council vote.
4. The Policy Council's recommendation will be in effect for the remainder of the current Policy Council year.

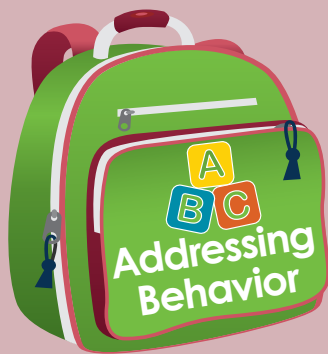
If you would like to appeal this termination, please contact me within the above noted timeframe at (661) 336-5236 ext. 2200 so that I may review the process with you.

Thank you for your service to the Council; best wishes on your future endeavors.

Respectfully,



Lisa Gonzales
Program Governance Coordinator
cc: Ruby Cruz, Policy Council Chairperson



Backpack Connection Series

About this Series

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

The Pyramid Model

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

More Information

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



ChallengingBehavior.org

How to Use Social Stories to Teach Your Child New Skills and Expectations

Brooke Brogle, Alyson Jiron & Jill Giacomini

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

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

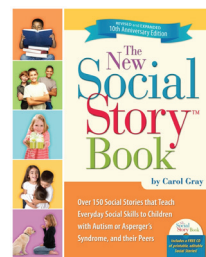
Social stories™, developed by Carol Gray of the Gray Center for Social Learning and Understanding, can be used to help children and adolescents understand social situations and expectations. Social stories are brief, simple stories that are created to show your child what to expect, and what is expected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

Try This at Home

- Choose a situation that has been challenging for your child. For example, if your child and her friend Ben have been having problems with sharing when they play, you can write a simple social story to teach her how to share with him.
- Page 1: I feel excited when I go to Ben's house!
 Page 2: We play with trains, do puzzles and build towers.
 Page 3: Sometimes, we both want to play with the same train.
 Page 4: If we both want the same toy, I have choices!
 Page 5: I can find another train and ask Ben to trade.
 Page 6: I can get a timer and we can take turns.
 Page 7: I can ask my mommy for help.

Page 8: I can choose to play with something else.
 Page 9: I feel proud when I make wise choices!

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



Practice at School

Teachers create social stories to help children:

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

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

The Bottom Line

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

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This publication was produced by the Technical Assistance Center on Social Emotional Intervention (TACSEI) for Young Children funded by the Office of Special Education Programs (OSEP), U.S. Department of Education (H326B070002) and updated by the National Center for Pyramid Model Innovations also funded by OSEP (H326B170003). The views expressed do not necessarily represent the positions or policies of the Department of Education, July 2013/January, 2018.





Serie de Conexión Mochila

Sobre esta serie

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

El Modelo de la Pirámide



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

Más información

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



ChallengingBehavior.org

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

Brooke Brogle, Alyson Jiron y Jill Giacomini

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

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

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



Pruebe esto en casa

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

Página 1: ¡Me emociona cuando voy a la casa de Ben!

Página 2: Jugamos con los trenes, armamos rompe cabezas y construimos torres.

Página 3: A veces, los dos queremos jugar con el mismo tren.

Página 4: ¡Si los dos queremos el mismo juguete, yo tengo opciones!

Página 5: Puedo encontrar otro tren y pedirle a Ben que cambiemos.

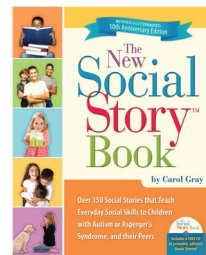
Página 6: Puedo ir por un cronómetro y tomar turnos.

Página 7: Puedo pedirle ayuda a mi mami.

Página 8: Puedo elegir jugar con otra cosa.

Página 9: ¡Me siento orgulloso cuando tomo elecciones acertadas!

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



Practique en la escuela

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

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

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



La conclusión

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

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

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



UNIVERSITY OF
SOUTH FLORIDA





Please scan the QR code below to access the Pyramid Model Leadership Newsletter.



Learn more about how to use social stories to teach your child new skills and expectations.

Teaching Your Child About Feelings

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



Let your child know their feelings are OK.

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

Listen to what your child is saying.

Repeat back what your child has said.



Try to understand how your child is feeling.

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

Name your own feelings.

Model how you have many different feelings during the day.

Help your child name their feelings through words or pictures.

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



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



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

Make checking in about feelings part of the daily routine.

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

"What made you feel excited today?"

"What made you feel angry today?"

"What made you feel loved today?"

"What made you feel bored today?"

During bedtime you could make a routine with question like

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

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



Strategies to Try

Try to understand how your child is feeling.

Instead of: “Stop screaming!”

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

Notice, name, and model your feelings.



Instead of: “You never listen!”

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

Name feelings for your child as they are experiencing them.

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

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



Offer chances to notice and name lots of feelings.

Instead of: Reading books the usual way.

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

“The bear looks tired.”

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



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



Ask the child about their feelings instead of making assumptions.

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

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

Let your child know that all feelings are OK.

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

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



Resources

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



National Center on
Health, Behavioral Health, and Safety

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

October 2021

Taking Care of Yourself

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

Notice your own feelings and stress level.

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

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

Take a break when you need it.

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

Don't expect yourself to be perfect.

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

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

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

Strategies to Try

Make self-care a priority.

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

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

Focus on what is in your control.

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

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

Challenge unhelpful thinking.

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

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

Look for support for yourself.

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

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

Practice gratitude.

Instead of: Focusing on what is not going well.

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

Keep it fresh!

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

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

Resources

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



National Center on
Health, Behavioral Health, and Safety

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

October 2021



I'M SO STRESSED OUT!

Is it stress or anxiety?

Stress

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

Both Stress and Anxiety

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

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

Anxiety

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

Ways to Cope

- Keep a journal.
- Download an app with relaxation exercises.
- Exercise and eat healthy.
- Get regular sleep.
- Avoid excess caffeine.
- Identify and challenge your negative thoughts.
- Reach out to your friends or family.

Find Help

If you are struggling to cope, or the symptoms of your stress or anxiety begin to interfere with your everyday life, it may be time to talk to a professional. Find more information about getting help on the National Institute of Mental Health website at www.nimh.nih.gov/findhelp.



National Institute
of Mental Health

nimh.nih.gov/stressandanxiety

NIMH Identifier No. OM 20-4319

7 WAYS

To Practice ACEs Self-Care and build resiliency



Healthy Relationships

- set a goal of:

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



Movement

- set a goal of:

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



Nourishment

- set a goal of:

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



Sleep

- set a goal of:

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



Mindfulness

- set a goal of:

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



Mental Health

- set a goal of:

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



Nature

- set a goal of:

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



ACEsAwareKernCounty.org



ResilientKern.org

2-1-1 Kern County

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

Kern Connected Community Network

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

Alliance Against Family Violence & Sexual Assault

661-322-0931

Kern Behavioral Health & Recovery Services Crisis Hotline

800-991-5272

California Youth Crisis Hotline

800-843-5200



AMERICAN ACADEMY OF PEDIATRICS - CALIFORNIA CHAPTER 3

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN®



Children's SYSTEM OF CARE



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

Access to Services

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

Find a Provider

To find a service location for your child, use the interactive map at www.kernbhrs.org/children-s-services. Please call 661-868-8300 for additional assistance.

Services Available

- Mental health and diagnostic assessments
- Individual therapy
- Family therapy
- School-based rehabilitation services
- Crisis intervention services
- Case management
- Community-based services
- Skill building
- CSEC (Commercially Sexually Exploited Children) Services
- Therapeutic behavioral services
- Substance use treatment
- Psychiatric evaluation and medication management
- Referrals and coordinated care with other agencies and resources



BEHAVIORAL
HEALTH & RECOVERY
SERVICES

Crisis Hotline 1-800-991-5272

Suicide Prevention Hotline 1-800-273-8255

Connect to our providers

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

Area 1

Covering Delano,
McFarland & Pond

Child Guidance
661-725-1042

Area 2

Covering Shafter,
Buttonwillow, Lost Hills,
Wasco & Semitropic

College Community Services
661-758-4029

Area 3

Covering Taft
& Surrounding Areas

College Community Services
661-765-7025

Area 4

Covering West Bakersfield

Child Guidance
661-322-1021

Area 5

Covering North Bakersfield

Child Guidance
661-393-5836

Area 6

Covering Kern Mountain
& Lake Isabella

College Community Services
760-379-3412

Area 7

Covering Ridgecrest
(North Desert)

College Community Services
760-499-7406

Area 8

Covering Tehachapi

College Community Services
661-822-8223

Covering Rosamond,
Mojave, California City
& Boron

College Community Services
661-824-5020

Area 9

Covering Arvin & Lamont

Clinica Sierra Vista
661-845-5100

Covering Frazier Park

Clinica Sierra Vista
661-245-0250

Area 10

Covering Central/Southeast
Bakersfield

Clinica Sierra Vista
661-397-8775

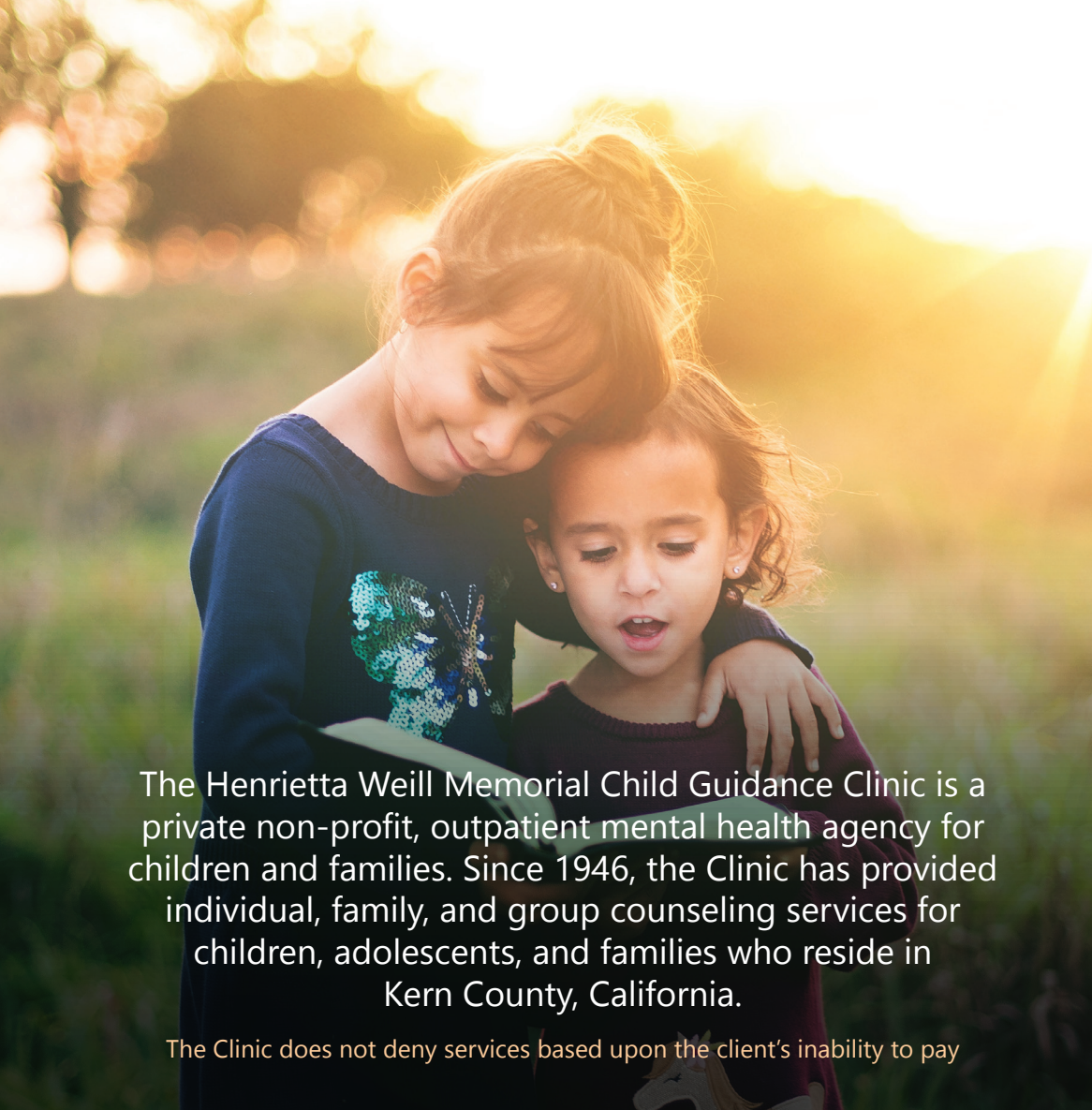
Area 11

Covering East Bakersfield

KernBHRS
661-868-6750



BEHAVIORAL
HEALTH & RECOVERY
SERVICES



The Henrietta Weill Memorial Child Guidance Clinic is a private non-profit, outpatient mental health agency for children and families. Since 1946, the Clinic has provided individual, family, and group counseling services for children, adolescents, and families who reside in Kern County, California.

The Clinic does not deny services based upon the client's inability to pay

CONNECT WITH US!



Locations

West Children

3628 Stockdale Highway
Bakersfield, CA 93309
(661) 322-1021

North Bakersfield Children

661 Roberts Lane, **Ste B**
Bakersfield, CA 93308
(661) 393-5836

North Bakersfield Adult

661 Roberts Lane, **Ste A**
Bakersfield, CA 93308
(661) 371-3360

Parent Ed./Kinship

661 Roberts Lane, **Ste A**
Bakersfield, CA 93308
(661) 371-3360

Delano Children

375 Dover Parkway, **Ste A**
Delano, CA 93215
(661) 725-1042



Social Links



Henrietta Weill Memorial
Child Guidance Clinic
and Foundation



Child Guidance Clinic
and Foundation



WWW.HWMC.GC.ORG

Funded by Kern Behavioral Health and Recovery Services



HENRIETTA WEILL MEMORIAL
CHILD GUIDANCE CLINIC
& ADULT BEHAVIORAL HEALTH

SINCE 1946

Adult Outpatient Behavioral Health Program

Our adult treatment team assists individuals afflicted with mental health and/or co-occurring disorders. Our treatment team believes our clients can develop hope, healing and wholeness, which will lead to improved day to day success.

ADULT SERVICES

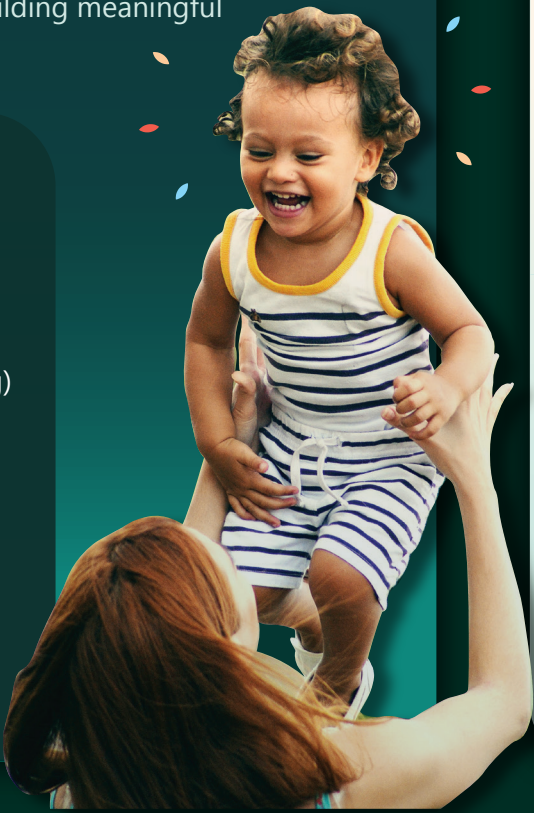
- ▶ Individual Therapy
- ▶ Family Therapy
- ▶ Group Therapy
- ▶ Individual Rehab Services (Skill Building)
- ▶ Engagement with Supportive Persons
- ▶ Outpatient Crisis Services
- ▶ Case Management
- ▶ Co-Occurring Services
- ▶ Outreach/Community Education
- ▶ Psychiatric Services
- ▶ Medication Support Services

Children Outpatient Behavioral Health Program

Our children treatment team provides a variety of services to children up to the age of 21, and their families. The goal of our services is to address behavioral and emotional problems that interfere with the child's ability to be successful at school, building meaningful relationships and setting/achieving goals.

CHILDREN SERVICES

- ▶ Individual Therapy
- ▶ Family Therapy
- ▶ Group Therapy
- ▶ Individual Rehab Services (Skill Building)
- ▶ Parent Support Groups and Classes
- ▶ Outpatient Crisis Services
- ▶ Case Management
- ▶ Therapeutic Behavioral Services
- ▶ Medication Support Services
- ▶ Psychiatric Services



Parent Services Offered

Parent Reunification Services

These services are designed to enhance parenting skills while fulfilling the requirements for court-ordered services.

- ▶ Parent Education Classes
- ▶ In-Home Parenting
- ▶ Individual Counseling

Kinship Services

Children who are unable to live with their parents benefit greatly from living in a loving environment with grandparents or other biological relatives. The Kinship Support Services Program provides supportive services to these caregivers and children to help strengthen their families and to provide opportunity for success.

- ▶ Guardianship Assistance & Case Management
- ▶ Support Groups
- ▶ Individual, Family & Group Counseling
- ▶ Kid's, Teen, & Family Nights

Additional Services

These programs, sponsored by the Clinic Foundation, Board of Directors, Kern Community Foundation (Blance and Irma Weill Foundation) allow clients to receive additional support with basic needs and by engaging in unique activities that supports their treatment goals. Programs such as L.I.N.K.S, After School Tutoring, Adopt-A-Family and Holiday Families.



La Clínica Henrietta Weill Memorial Child Guidance Clinic es una agencia privada de salud mental para niños y familias sin fines de lucro. Desde 1946, la Clínica ha brindado servicios de salud mental individual, familiar y grupal para niños, adolescentes y familias que residen en el condado de Kern, California.

La clínica no niega servicios basados en la incapacidad de pagar

CONECTATE CON NOSOTROS!



Localizaciones

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Redes Sociales



Henrietta Weill Memorial
Child Guidance Clinic
and Foundation



Child Guidance Clinic
and Foundation



WWW.HWMC.GC.ORG

Financiados por Kern Behavioral Health and Recovery Services



HENRIETTA WEILL MEMORIAL
CHILD GUIDANCE CLINIC
& ADULT BEHAVIORAL HEALTH

DESDE 1946

Programa de Salud Mental Externo para Adultos

Nuestro equipo de tratamiento para adultos ayuda a las personas afectadas por problemas de salud mental y / o concurrentes. Nuestro equipo de tratamiento cree que nuestros clientes pueden desarrollar la esperanza, la curación y la integridad, lo que conducirá a un mejor éxito día a día.

SERVICIOS PARA ADULTOS

- ▶ Terapia Individual
- ▶ Terapia Familiar
- ▶ Terapia en Grupo
- ▶ Servicios de Rehabilitación Individual
- ▶ Compromiso con Personas de Apoyo
- ▶ Servicios de Crisis
- ▶ Manejo de Caso
- ▶ Servicios Concurrentes
- ▶ Servicios de Alcance y Educativos a la Comunidad
- ▶ Servicios Psiquiátricos
- ▶ Servicios de Soporte de Medicamento

Programa de Salud Mental Externo para Niños

Nuestro equipo de tratamiento de niños brinda una variedad de servicios a niños hasta 21 años y a sus familias. El objetivo de nuestros servicios es abordar los problemas de comportamiento y emocionales que interfieren con la capacidad del niño para tener éxito en la escuela, construir relaciones significativas y establecer /alcanzar sus metas personales.

SERVICIOS PARA NIÑOS

- ▶ Terapia Individual
- ▶ Terapia Familiar
- ▶ Terapia en Grupo
- ▶ Servicios de Rehabilitación Individual
- ▶ Grupos de Apoyo y Clases para Padres
- ▶ Servicios de Crisis
- ▶ Manejo de Caso
- ▶ Servicios de comportamiento terapéutico
- ▶ Servicios de Soporte de Medicamento
- ▶ Servicios Psiquiátricos



Servicios Ofrecidos para Padres

Servicios de Reunificación de Padres

Estos servicios están diseñados para mejorar las habilidades de los padres mientras cumplen los requisitos ordenados por la corte.

- ▶ Clases de Educación para Padres
- ▶ Crianza en el Hogar
- ▶ Consejería Individual

Servicios de Kinship

Los niños que no pueden vivir con sus padres se benefician enormemente de vivir en un ambiente amoroso con sus abuelos o otros parientes biológicos. El Programa de Servicios de Apoyo de Parentesco brinda servicios de apoyo a estos cuidadores y niños para ayudar a fortalecer a sus familias y brindar oportunidades de prosperidad.

- ▶ Asistencia de Tutela & Manejo de Caso
- ▶ Grupo de Apoyo
- ▶ Consejería Individual, Familiar, y de Grupo
- ▶ Noches de Niños, Jovenes, y Familia

Servicios Adicionales

Estos programas, patrocinados por la Fundación de la Clínica, la Junta Directiva, la Fundación Comunitaria de Kern (Fundación de Blance y Irma Weill) permiten a los clientes recibir apoyo adicional con necesidades básicas y participar en actividades únicas que respaldan sus objetivos de tratamiento. Programas como L.I.N.K.S, Tutoría después de la Escuela, Adopt-A-Family y Holiday Families.



BAKERSFIELD

RECREATION & PARKS

PRESENTS

MOVIES IN THE PARK

FREE TO THE PUBLIC



April 25

The Park at River Walk



May 9

Wilson Park



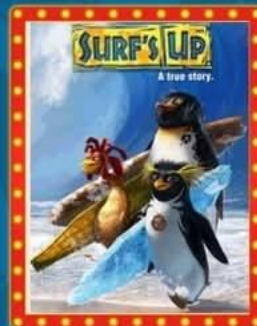
June 6

Greystone Park



June 13

Saunders Park



June 20

Bakersfield Sports
Village Stadium Field



September 5

Mesa Marin
Sports Complex



October 24

Silver Creek Park

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

For more information:
Call (661) 326-3866 or visit
www.bakersfieldparks.us



THE MARKETPLACE BAKERSFIELD

PRESENTS THE 2025

CONCERTS

— at the —

MARKETPLACE

FREE EVERY THURSDAY!
7PM TO 9PM

MAY

- 1 High Octane Motown and R&B with **FOSTER CAMPBELL AND FRIENDS**
- 8 The Rumors are True, They Play Everything with **N S A**
- 15 Music Galore with **CC AMORE**
- 22 Some of the Best in Classic and 90s Alternative Rock with **MIXED SIGNALS**
- 29 All Your Favorites with **LAST CALL**

JUNE

- 5 Bringing Classic Rock and Pop Hits to Bakersfield with **HOT MESS EXPRESS**
- 12 New and Old Country with **DEVYN BRINSFIELD AND COMPANY**
- 19 Country and Southern Rock by Bakersfield's Own **SOUTH 40**
- 26 Jamaican Ska, Reggae, Salsa & Funk with **MENTO BURU**

TheMarketplaceBakersfield.com | 9000 Ming Ave. (at Haggin Oaks Blvd.)

The Marketplace Bakersfield, a First Washington Realty property

JUN 7

The Haggin Museum

1201 N. Pershing Ave
Stockton, CA 95203
(209) 940-6300

FREE ADMISSION DAY AT THE HAGGIN MUSEUM



Overview

Come enjoy FREE admission to the Haggin every 1st Saturday of the month!

All visitors are admitted free of charge from 12:00pm - 5:00pm.

The Haggin Museum, an art and history museum located in Stockton, has been referred to by Sunset magazine as "one of the undersung gems of California." The impressive brick building has stood in the center of Stockton's lush Victory Park for 84 years, but it's what's on the inside that makes it worth visiting. On display in the museum's fine art galleries are dozens of paintings by renowned 19th- and early 20th-century American and European artists. The museum's permanent art and history exhibits are augmented by a number of temporary exhibitions annually. Special events, such as family programs, lectures, and musical performances, are held throughout the year.

MAY 30 TO JUN 1

SAN JOAQUIN COUNTY FAIR

San Joaquin County Fairgrounds

1658 South Airport Way

Stockton, CA

(209) 466-5041



Box Office Hours

Daily: 11:30 AM – 9:00 PM

(Last entry at 11:00 PM)

Fair Gates Open

(Last entry at 11:00 PM)

Friday: 4:00 PM – 12:00 AM

Saturday & Sunday: 12:00 PM – 12:00 AM

Carnival Hours

(Carnival may run later based on attendance):

Friday: 4:00 PM – 12:00 AM

Saturday & Sunday: 12:00 PM – 12:00 AM

Fairgrounds Admin Office Hours

Friday – Sunday: 9:00 AM – 4:00 PM

Overview

The San Joaquin County Fair is returning to the San Joaquin County Fairgrounds in Stockton!

The San Joaquin County Fair will feature fun for everyone with main stage entertainment, concerts, a carnival, agriculture, livestock, food, live entertainment, and exhibits. There's something to do for everyone which makes the Fair a great event to take your family and friends!

More **INFO**

Entertainment Line Up:

Parking: Parking during the San Joaquin County Fair is just \$10 per vehicle (including motorcycles), on a space available basis. Parking lots open 30 minutes prior to our gates daily. No overnight parking is permitted, and vehicles will be subject to be towed.

JUN 4
6:00 PM - 8:00 PM

Victory Park
1001 North Pershing Avenue
Stockton, CA
(209) 937-8119

CONCERTS IN THE PARK

Admission
Free



Stockton Concerts in Victory Park

2025 Concert Season

Dates	Band Name
06/04/2025	Summit
06/11/2025	Mayday
06/18/2025	Network
06/25/2025	Sabrosite
07/02/2025	Valley Concert Band
07/09/2025	Gary Echannon and the Bad Habits
07/16/2025	Whiskey Kiss
07/23/2025	Rock-it
07/30/2025	Blowbacks
08/06/2025	Mike Torres Jr. Band
08/13/2025	The Stockton Garage Big Band
08/20/2025	Summer Night City- ABBA Tribute Band

Overview

Spend an evening in Victory Park with your favorite person, a picnic, and some great free music!

Concerts in the park are back for 2025!

Wednesdays, from June until August from 6:00pm- 8:00pm

Concerts are FREE - Lawn chairs and picnics welcome!

Helpful Tips:

1. Arrive early as parking is limited to the surrounding neighborhood.
2. Stake out an area for you and your friends under the mature oak trees. Lawn chairs and blankets are welcome, just be thoughtful of others around you.
3. Pack a picnic or grab your favorite take-out to enjoy during the concert.
4. Bring your leashed dog so Fido can spend quality time with you.
5. Don't forget to pack some fun stuff for the kids to play with in the park and pack some extras to share. Groups of kids love to run around and play with each other during the concert - away from where folks are sitting of course.
6. Be prepared to make new friends. People who attend the concerts are friendly and generally appreciate meeting new people.



Your child's education is our priority!

Community Action Partnership of Kern's Head Start program is a no cost program for children 6 weeks to 5 years from low-income families and pregnant women. Families and children experiencing homelessness and children in the foster care system are also eligible, as well as children with disabilities and other special needs.

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



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

Head Start

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

Early Head Start

- Home Based
- Pregnant Women Full Day in Class

Partnerships

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

To complete an application, you will need:

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



Our Head Start Students Receive:

- High-quality, age-appropriate learning from credentialed teachers
- Free medical and dental screenings, Healthy meals and snacks
- A safe indoor and outdoor setting to explore, discover, and learn

Give your child a Head Start!

1-800-701-7060

www.capk.org/headstart



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

Head Start es un programa sin costo, diseñado para niños (as) de 6 semanas hasta 5 años provenientes de familias de escasos recursos y mujeres embarazadas. Las familias y menores desamparados, así como las familias inscritas en el sistema de crianza, también pueden calificar para el programa, esto también incluye a los niños (as) con discapacidades y otras necesidades especiales.

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



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

Head Start

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

Early Head Start

- Servicios a domicilio
- Mujeres embarazadas
- Día completo en clase

Asociaciones

- Asociaciones con proveedores de guarderías comunitarias
- Día completo en clase

Para completar una solicitud, necesitará:

- Acta de nacimiento o cualquier documento legal que demuestre la edad del niño
- Registro de vacunas
- Comprobante de ingresos familiares—últimos 12 meses
- Comprobante de domicilio
- Prueba de embarazo
(Si solicita el programa para mujeres embarazadas)



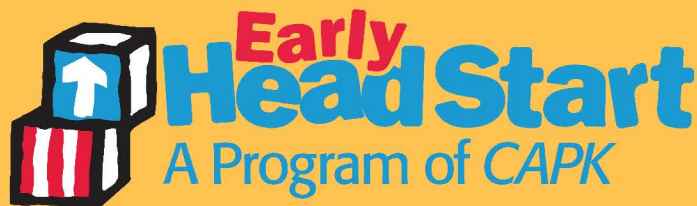
Nuestros alumnos de Head Start reciben:

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

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

1-800-701-7060

www.capk.org/headstart



Your child's education is our priority!

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

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



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

Early Head Start

- Home Based
- Pregnant Women
- Full Day in Class

To complete an application, you will need:

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



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

APPLY NOW by scanning this!



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

CAPK Early Head Start Children Receive:

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



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

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

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



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

Early Head Start

- Servicios a domicilio
- Mujeres embarazadas
- Día completo en clase

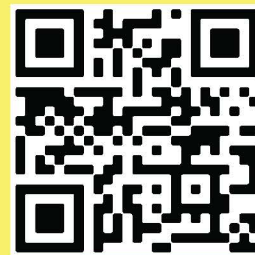
Para completar una solicitud, necesitará:

- Acta de nacimiento o cualquier documento legal que demuestre la edad del niño
- Registro de vacunas
- Comprobante de ingresos familiares—últimos 12 meses
- Comprobante de domicilio
- Prueba de embarazo
(Si solicita el programa para mujeres embarazadas)



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

¡APLICA AHORA escaneando esto!



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

Los Niños de CAPK Early Head Start Reciben:

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



CalWORKs Home Visiting Program



Home visiting could help you with:

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

Who May Be Eligible?

CalWORKs participants who are:

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

*To learn more or
to sign up for the program,*

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





CalWORKs

Programa de Visitas a domicilio



Las visitas a domicilio le pueden ayudar con:

- Educación
- Apoyo familiar y comunitario
- Interacción positiva entre padres e hijos
- Servicios sociales y de salud

¿Quién es elegible?

Las personas que participan en el programa de CalWORKs:

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

Para obtener más información o inscribirse en el programa,

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



PROPOSED Policy Council

BUDGET & FINANCE COMMITTEE

2024 – 2025 Meeting Dates

Committee meetings will be conducted through Microsoft Teams and will begin at 5:30 p.m. As the meeting date approaches you will receive an email invitation as well as all necessary documentation/information for the meeting. Please mark your calendar accordingly.

Tuesday, January 21, 2025
Tuesday, February 18, 2025
Tuesday, March 18, 2025
Tuesday, April 15, 2025
Tuesday, May 20, 2025
Tuesday, June 17, 2025
Tuesday, August 19, 2025
Tuesday, September 16, 2025
Tuesday, October 21, 2025



Approved: January 18, 2025

Policy Council

BYLAWS COMMITTEE

2025 Meeting Dates

All meetings will be held on Microsoft Teams. As the meeting date approaches you will be sent an email invitation. In preparation for subcommittee meetings please mark your calendar accordingly.

All meetings will begin at 5:30 p.m.

Tuesday, February 4, 2025

Tuesday, April 1, 2025

Tuesday, June 3, 2025

Tuesday, August 5, 2025

Tuesday, October 7, 2025

Any necessary documentation and/or information for meetings will be sent via email prior to the meeting for your review.



Approved: February 4, 2025

2024- 2025 Policy Council Planning Committee Monthly Meeting Schedule

All Meetings will be held virtually via Microsoft Teams on
the second Tuesday of the month at 5:30 p.m.

Tuesday, January 14, 2025
Tuesday, February 11, 2025
Tuesday, March 11, 2025
Tuesday, April 8, 2025
Tuesday, May 13, 2025
Tuesday, June 10, 2025
Tuesday, August 12, 2025
Tuesday, September 9, 2025
Tuesday, October 14, 2025

****Meeting dates subject to change, upon agreement of the committee***

Approved: January 14, 2025

Policy Council

SCHOOL READINESS COMMITTEE

2024 – 2025 Meeting Dates

All meetings will be held on Microsoft Teams. As the meeting date approaches you will be sent a meeting invitation via email. In preparation for these subcommittee meetings please mark your calendar accordingly.

All meetings will begin at 5:30 p.m.

~~Thursday, February 13, 2025~~

~~Thursday, March 13, 2025~~

~~Thursday, April 10, 2025~~

~~Thursday, May 8, 2025~~

Thursday, June 12, 2025

Any necessary documentation and/or information for meetings will be sent via email prior to the meeting for your review.



Approved: February 13, 2025

2024-2025 Head Start Policy Council Meeting Dates

Tuesday, November 28, 2024
Tuesday, December 17, 2024*
Tuesday, January 28, 2025
Tuesday, February 25, 2025
Tuesday, March 25, 2025
Tuesday, April 22, 2025
Tuesday, May 27, 2025
Tuesday, June 24, 2025
July – No Meeting
Tuesday, August 26, 2025
Tuesday, September 23, 2025
Tuesday, October 28, 2025

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

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



MEMORANDUM

To: Program Review and Evaluation Committee

From: Rashi Strother and Cynthia Rodriguez, Education Managers

Date: May 27, 2025

Subject: *Agenda Item:* Approval of 2025-2026 Early Head Start/Head Start School Readiness Goals– Action Item

The Head Start/State Child Development Division develops School Readiness Goals annually utilizing our program's end of the year child assessment data to implement high quality teaching and learning. The School Readiness Goals support families and teaching staff that work with children to focus on creating a holistic learning environment that addresses both academic and social-emotional needs which strengthen higher learning outcomes for children.

The goals are divided into five central domains that are aligned to the Desired Results Developmental Profile and the Head Start Early Learning Outcomes Framework. The central domains are Approaches to Learning, Social Emotional Development, Language Literacy Development, Cognitive Development, and Physical Development. To ensure effective implementation, a printed copy is made available in each classroom, partnership, Family Child Care Provider, and is also provided to Early Childhood Educators. The School Readiness Goals 2025-2026 are attached for review and approval.

Recommendation:

Staff recommends Policy Council approval of 2025-2026 Early Head Start/Head Start School Readiness Goals.

Attachment:

2025-2026 Early Head Start/Head Start School Readiness Goals.



Head Start & Early Head Start School Readiness Goals 2025-2026

Policy Council Approval

*Pending

Board of Directors Approval

*Pending

School Readiness Plan 2025-2026

Head Start and State Child Development Education Division

OVERVIEW

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

Our School Readiness goals are developed using current data and ongoing child assessments, including the DRDP 2015, A Developmental Continuum from Early Infancy to Kindergarten Entry, which will be implemented in the classroom during the 2024-2025 school year. The primary goals were determined by analyzing and comparing children's data from the Spring Assessment (2024-2025), 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 collaboration between parents and Head Start/Early Head Start staff is fundamental to children's current and future success in school readiness and beyond.

Our Program and partners will continue to research and stay up-to-date on the most current 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-year data aggregation process. All developmental domains are scheduled to be implemented for the year to improve teaching practices and promote higher learning outcomes. During the 2025-2026 program, we have selected key findings and strategies 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 2 Classification
Toddlers 18 months to 36 months	Language and Literacy Development	LLD 4 Reciprocal Communication and Conversation
Preschool 3-year-old	Cognition, Including Math and Science	COG 4 Number Sense of Math Operations
Preschool 4-year-old	Cognition, Including Math and Science	COG 4 Number Sense of Math Operations

BACKGROUND

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

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

Phase One: April 2025

2024-2025 School Readiness Data Aggregation/Analysis.

Phase Two: April 29, 2025

Collaborative School Readiness Meeting.

Phase Three: May 1, 2025

School Readiness Education Team Meeting.

Phase Four: May 8, 2025

School Readiness Sub-Committee Collaboration and Feedback.

Phase Five: May 27, 2025

2025 – 2026 School Readiness Goals Policy Council Approval.

Phase Six: June 2025

2025 – 2026 School Readiness Goals Board of Directors Approval.

Phase Seven: July-November 2025-2026

School Readiness Goals Training.

Framework for Effective Practice:

Supporting School Readiness for all Children

Parent, Family,
& Community Engagement



Head Start Early Learning Outcomes Framework
What Children Learn

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

Early Head Start/Head Start 2025-2026 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.



EARLY HEAD START

Approaches to Learning (ATL-REG)

Goal: Children will demonstrate 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 2026.

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

41% will be at the "Responding Later" level or above in measure ATL 2

65% will be at the "Exploring Earlier" level or above in measure ATL 2

45% will be at the "Exploring Later" level or above in measure ATL 2

Families as Learners: Families learn about their child's personality, development, and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals by Spring 2026.

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

- Encourage families to validate and label the child's and their own emotions. (Ex. Happy, sad, mad, scared, and excited).
- Encourage families to practice using self-regulation techniques such as deep breathing, counting, yoga, and exercise while the child is calm.
- Assist families in setting age-appropriate expectations for their child. (Ex. Implement two to three simple rules).
- Assist families in preparing children for transitions. (Ex. Sing familiar songs, provide a three-to-five-minute warning before the next activity, or make a visual schedule to use at home.)

Early Head Start Center Based/Family Child Care Effective Teaching Strategies, Teachers will:

- Introduce self-regulating techniques such as deep breathing, counting, yoga, and exercise while children are calm.
- Offer children calming and/or fidgeting toys. (Ex. Spinners, poppers, squishy toys).
- Provide children with ample warning time before transitions. Refer to visual schedules and use cues. (Ex. Dimming lights, provide a three-to-five-minute warning before transitions).
- Include familiar photos of children's families, their community, or other familiar places to encourage a sense of belonging in the classroom environment.

Learning Experiences for Families at Home, Families may:

- Create a defined cozy area for children. Include favorite comfort items such as stuffed animals, blankets, or soft dolls.
- Provide children with ample warning time before transitions. (Ex. Five-minute warning before moving on to a new activity).
- Practice using deep breathing and counting to reduce stress. (Ex. Implement this technique when children are calm).
- Provide predictable routines and schedules for children. (Ex. Create a bedtime or bathtime routine).



HEAD START

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 2026.

DRDP Measure: ATL 5: Self Control of Feelings and Behavior

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

Preschool 3-year-olds

Preschool 4-year-olds

27% will be at the "Building Middle" level or above in measure SED 5

39% will be at the "Building Later" level or above in measure SED 5

Families as Learners: Families learn about their child's personality, development, and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals by Spring 2026.

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

- Encourage families to practice self-regulation techniques, such as deep breathing, counting, yoga, and exercise, when children are calm.
- Provide turn-taking opportunities. (Ex. Use games and routines).
- Describe feelings and emotions. (Ex. angry, frustrated, surprised.) (Make a feeling face poster or chart).
- Support families to create a quiet space for their child at home.

Head Start Center Based/Family Child Care Effective Teaching Strategies, Teachers will:

- Encourage children to share their feelings and emotions throughout the day. (Make posters, books about emotional literacy).
- Provide props and interesting materials for children to use during story and group times that promote curiosity.
- Introduce effective strategies, accompanied by solution cards, for children to use in regulating their own feelings.
- Allow children to make reasonable choices during activities and group times.

Learning Experiences for Families at Home, Families may:

- Create a defined area or cozy space for children. Include favorite comfort items (Ex, stuffed animals, blanket, dolls)
- Provide activities that encourage turn-taking. (Ex. Board games, playing catch, or other sports games).
- Provide children with ample warning time prior to transitions. (Ex. Five-minute warning before transitioning to a new activity).
- Allow children to make reasonable choices.



EARLY HEAD START

Social and Emotional Development (SED)

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

Objective: Infants and toddlers will become increasingly aware of themselves as distinct from and also related to others by Spring 2026.

DRDP Measure: SED 2: Social and Emotional Understanding

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

Young Infants 0-9 months

49% will be at the "Responding Later" level or above in measure SED 2

Older Infants 9-18 months

47% will be at the "Exploring Earlier" level or above in measure SED 2

Toddlers

46% will be at the "Exploring Later" level or above in measure SED 2

Families as Learners: Families learn about their child's personality, development, and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals by Spring 2026.

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

- Support families to validate their children's feelings and emotions.
- Encourage families to create or play simple games with their children, siblings, or peers.
- Encourage families to engage in puppet play with children.
- Assist families to make homemade books about emotions with family photos.

Early Head Start Center Based/Family Child Care Effective Teaching Strategies, Teachers will:

- Utilize Pyramid Model strategies, such as the Tucker Turtle approach and emotional literacy activities.
- Include opportunities for pretending and role playing that involve social interactions and emotions.
- Read social stories about different situations to help children process complex feelings. Use self and parallel talk to identify emotions.
- Make calming bottles with children. (Ex. Include water, sand or other sensory materials).

Learning Experiences for Families at Home, Families may:

- Make puppets and engage in stories with children.
- Use stuffed animals or dolls to engage in pretend play with children.
- Sing songs to soothe and calm children.
- Name the emotions of people in books, photos, or magazines.
- Explore the "Time to Sign" program.



HEAD START

Social and Emotional Development (SED)

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

Objective: Children will develop an understanding of people's behavior, feelings, and thoughts as well as increased awareness of self as distinct from others by Spring 2026.

DRDP Measure: SED 1: Identity of Self in Relation to Others

Head Start Early Learning Outcome: Goal P-SE 6, P-SE 9

Preschool 3-year-olds

Preschool 4-year-olds

29% will be at the "Building Earlier" level or above in measure SED 1

39% will be at the "Building Later" level or above in measure SED 1

Families as Learners: Families learn about their child's personality, development, and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals by Spring 2026.

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

- Support families in subscribing to Ready Rosie and watching their videos.
- Encourage families to make a family tree.
- Encourage families to engage in turn-taking activities with their children. (Ex. Matching games or Simon Says).
- Assist families to make homemade books with family pictures identifying names of each family member.

Head Start Center Based/Family Child Care Effective Teaching Strategies, Teachers will:

- Create a feelings or emotions collage with children.
- Read books and discuss characters' feelings. Ask how the main character felt. (Ex. Ask how the mouse felt when somebody took his cheese).
- Encourage cooperative play. Encourage children to help make up rules. (ex. Two friends at the computer).
- Implement graphs and charts during activities. (Ex. identify favorite foods, eye or hair color)

Learning Experiences for Families at Home, Families may:

- Make puppets and encourage children to tell stories.
- Communicate what your child is doing and what adults are doing throughout the day.
- Encourage children to write stories, using journals or write letters about their day. (Ex. Create a feelings journal).
- Provide choices for children. Allow children to make reasonable choices for themselves. (Ex. Would you like strawberries or bananas for breakfast?)



EARLY HEAD START

Language and Literacy Development (LLD)

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

Objective: Infants and toddlers will communicate or act in response to language and respond to increasingly complex language by Spring 2026.

DRDP Measure: LLD 4: Reciprocal Communication and Conversation

Head Start Early Learning Outcome: Goal IT-LC1 & IT-LC2

Young Infants 0-9 months

49% will be at the "Responding Later" level or above in measure LLD 4

Older Infants 9-18 months

36% will be at the "Exploring Earlier" level or above in measure LLD 4

Toddlers

28% will be at the "Exploring Later" level or above in measure LLD 4

Families as Learners: Families learn about their child's personality, development, and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals by Spring 2026.

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

- Introduce simple sign language for common words like "milk" or "more" to enhance nonverbal communication.
- Imitate children's expressions by mirroring the baby's facial expressions and body movements.
- Take children on a grocery shopping trip. Point out and name specific categories of food. (Ex. Vegetables or fruits.)
- Introduce new vocabulary words to children using labels, books and magazines or other items found in the home.

Early Head Start Center Based/Family Child Care Effective Teaching Strategies, Teachers will:

- Communicate with children in their primary language.
- Ask children questions during reading or story time. Allow enough waiting time for children to respond.
- Engage children in pretend play experiences and encourage them to dress up.
- Ask the children open-ended questions during conversations related to home experiences. (Ex. Yesterday, mommy said you ate beans for dinner.)

Learning Experiences for Families at Home, Families may:

- Sing cultural or familiar songs with children.
- Read books to children and point out familiar objects.
- Follow the child's lead and join in their play. Describe what they are doing and respond to their actions and sounds.
- Participate in back-and-forth conversations with children.
- Limit the use of cell phones and tablets for children.



HEAD START

Language and Literacy Development (LLD)

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

Objective: Children will engage in back-and-forth communication and increase awareness of letters in the environment, including their relationship to sounds, by Spring 2026.

DRDP Measure: LLD 8 Phonological Awareness

Head Start Early Learning Outcome: Goal P-LIT 1

Preschool 3-year-olds

Preschool 4-year-olds

39% will be at the "Building Earlier" level or above in measure LLD 8

31% will be at the "Building Later" level or above in measure LLD 8

Families as Learners: Families learn about their child's personality, development, and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals by Spring 2026.

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

- Encourage families to identify signs and print in the environment and outside.
- Encourage families to sing songs and share rhymes in their home language and English.
- Encourage families to point to letters and sound out familiar words in print.
- Encourage families to provide crayons, pencils, and paper for activities that children can enjoy.

Head Start Center Based/Family Child Care Effective Teaching Strategies, Teachers will:

- Read books to children with repetitive words, syllables, and rhymes.
- Encourage children to use clapping, to clap out words and syllables, and use people's names.
- Play I Spy games. Encourage children to identify the first sound of a word by sounding out the first letter.
- Encourage writing, journaling, and using paper and pencil activities, and introduce dictation.

Learning Experiences for Families at Home, Families may:

- Make up rhyming words using the children's names.
- During mealtime, sound out syllables of the different foods.
- Retell stories with children and take turns to tell different parts of the story.
- Include children in conversations. Ask questions to extend conversations.



HEAD START

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 2026.

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

Head Start Early Learning Outcome: Goal P-LIT 3

Preschool 3-year-olds

Preschool 4-year-olds

28% will be at the "Building English" level or above in measure ELD 4

45% will be at the "Integrating English" level or above in measure ELD 4

Families as Learners: Families learn about their child's personality, development, and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals by Spring 2026.

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

- Introduce the first letter of the children's names, progressively working towards their whole name.
- Create a family book with children's and family members' names.
- Introduce new vocabulary words to children to promote the use of English.
- Match pictures. Add words to make up stories.

Head Start Center Based/Family Child Care Effective Teaching Strategies, Teachers will:

- Introduce and use sign language.
- Add signs and labels to the block play.
- Add stampers and letters to sensory activities, such as playdough and gak.
- Play bingo, match, and Pictionary games with children.

Learning Experiences for Families at Home, Families may:

- Read to their child and identify the letters of their name in the book.
- Play Letter Hunt at the grocery store.
- Make a word collage, using pictures and words (print) from magazines.
- Play musical games and sing songs.



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



EARLY HEAD START

Cognition Including Math and Science (COG)

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

Objective: Infants and toddlers will demonstrate an increasing ability to compare, match, and sort objects into groups based on their attributes. They will also develop an understanding of numbers and quantity by Spring 2026.

DRDP Measure: COG 3: Number Sense of Quantity

Head Start Early Learning Outcome: Goal ITC-8,9 ITC-10,11 ITC-12

Young Infants 0-9 months

57% will be at the "Responding Later" level or above in measure COG 3

Older Infants 9-18 months

56% will be at the "Exploring Earlier" level or above in measure COG 3

Toddlers

40% will be at the "Exploring Later" level or above in measure COG 3

Families as Learners: Families learn about their child's personality, development, and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals by Spring 2026.

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

- Count out loud during daily routines: "One sock, two socks" or "Let's put three crayons in the box."
- Describe what's happening: "You have two blocks!" or "Let's take one away- now you have one!"
- Gather items in two different sizes, such as big and small. Encourage children to sort items into groups.
- Encourage children to toss balls or other household items into laundry baskets or boxes. Count out each item. (Ex. I see four balls tossed in the box).

Early Head Start Center Based/Family Child Care Effective Teaching Strategies, Teachers will:

- Ask questions like "Do you want more?" and add one more to illustrate the concept of "more."
- Sing songs like "Five Little Monkeys" and use movement to act out the numbers. (Ex. Clap, jump, tap a drum a certain number of times).
- Set up counting and sorting centers. Use counting bears, bowls, and muffin tins. Encourage children to place a specific number of items into each section.
- Read stories with number concepts or counting words. (Ex. Count the number of bears in the book).

Learning Experiences for Families at Home, Families may:

- Point to objects while out walking or driving with children. (Ex. "one, two, three cars").
- Use pretend food, shopping, or tea party play to introduce quantity: "How many apples do you have?" (Ex. parent and child can count apples together.)
- Encourage children to use simple measurements to add or mix ingredients. (Ex. Make playdough. Add a cup of water to the bowl).
- Use simple math preposition words like "big", "small", "more", "less", "empty", or "full."



HEAD START

Cognition Including Math and Science (COG)

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

Objective: Children will show an increasing ability to add and subtract small quantities of objects and show an understanding of how objects move outside of space or fit in different spaces, by Spring 2026.

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

33% will be in the "Building Earlier" level or above in the measure COG 4.

34% will be at the "Building Later" level or above in the measure COG 4.

Families as Learners: Families learn about their child's personality, development, and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals by Spring 2026.

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

- Encourage families to go on a nature walk and count items in the environment with their children, such as sticks, leaves, and stones.
- Encourage families to look for shoe boxes or other cardboard boxes at home. Use the boxes to make blocks for children to stack and count.
- Make a counting game using an egg carton. Encourage children to add small objects, such as buttons or rocks, that can be used as counters.
- Encourage families to make homemade counting books with children.

Head Start Center Based/Family Child Care Effective Teaching Strategies, Teachers will:

- Implement math counting games, such as bingo, dominoes, or math lotto.
- Use measuring cups and other instruments, such as scales and tape measures, to help children identify the length, height, and weight of objects.
- Support children to compare numbers by using sorters and counters to identify more or less.
- Implement the use of patterning, complex puzzles, shape sorters, and magnetic tiles.

Learning Experiences for Families at Home, Families will:

- Count items while setting the table at mealtimes with children. (Ex. count the number of plates, forks, bowls, etc.)
- Make a homemade counting game. Use materials found in the home, such as cardboard, tissue, or paper towel holders.
- Find items to sort or string at home. Count the items. (Ex. String beads).
- Encourage children to participate in simple cooking activities and recipes at home. (Ex. Child helps to mix pancakes or make fruit kabobs).



EARLY HEAD START

Physical Development Health (PD-HLTH)

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

Objective: Infants and toddlers will demonstrate awareness of safety and increasingly demonstrate knowledge of safety skills when participating in daily activities, by Spring 2026.

DRDP Measure: PD-HLTH 5: Safety

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

Young Infants 0-9 months

35% will be at the "Exploring Earlier" level or above in measure PD-HLTH 5

Older Infants 9-18 months

54% will be at the "Exploring Earlier" level or above in measure PD-HLTH 5

Toddlers

44% will be at the "Exploring Later" level or above in measure PD-HLTH 5

Families as Learners: Families learn about their child's personality, development, and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals by Spring 2026.

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

- Encourage families to establish and enforce home safety rules for their children. (Ex. Not touching stoves or other hot surfaces).
- Support families to communicate outdoor safety rules. (Ex. Crossing the street. Follow street signs).
- Encourage families to make a first aid safety kit.
- Exercise caution around pets and communicate safety awareness when interacting with unfamiliar animals.

Early Head Start Center Based/Family Child Care Effective Teaching Strategies, Teachers will:

- Implement classroom safety rules and expectations with children.
- Support children to participate in classroom safety drills.
- Include children in classroom clean-up routines. (Ex. Cleaning up toys when done, cleaning the plate after meals, and washing hands).
- Include children, the daily ratio counts during transitions and as changes occur.

Learning Experiences for Families at Home, Families may:

- Develop a home safety plan. Include children in the plan.
- Keep all electrical outlets covered.
- Keep chemicals out of the reach of children
- Implement water and heat safety plans.



HEAD START

Physical Development Health (PD-HLTH)

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

Objective: Children will demonstrate knowledge of safety skills and increasing precision, strength, and coordination of fine motor skills, by Spring 2026.

DRDP Measure: PD-HLTH 5: Safety

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

Preschool 3-year-olds

Preschool 4-year-olds

26% will be at the "Building Middle" level or above in measure PD-HLTH 4

33% will be at the "Building Later" level or above in PD-HLTH 5

Families as Learners: Families learn about their child's personality, development, and learning style. They will also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals by Spring 2026.

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

- Communicate safety rules in the car, such as using parallel talk to check back seats, to avoid leaving the child when exiting the car.
- Communicate outdoor safety rules, such as crossing the street and safety signs.
- Communicate the importance of calling 911 in emergencies.
- Have an extra set of keys accessible in case of emergency.

Head Start Center Based/Family Child Care Effective Teaching Strategies, Teachers will:

- Assign jobs to children. (Ex. Such as setting the table for lunch. (Children involved in helping to clean up spills).
- Introduce safety signs when using bikes to promote safety. (Ex. Children follow arrows on the bike path).
- Support children to participate in classroom safety drills.
- Including children in the daily ratio counts during transitions and as changes occur.

Learning Experiences for Families at Home, Families may:

- Establish clean-up routines with children at home.
- Implement handwashing and toothbrushing routines with children.
- Establish a home safety evacuation plan.
- Teach basic kitchen/food safety and include children in washing fruits/vegetables before eating.

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. CLASS Support teaching staff by establishing a year-long professional development plan focused on specializing in a positive climate. Support identifying the High, Mid, and Low Levels for rubrics in mentoring and Coaching.	Education Managers Education Supervisors Mentor Coaches Data Analysts Site Supervisors Teaching Staff Home Based Manager Home Based Supervisors Early Childhood Educators Partnership and Family Child Care Manager	Ongoing July 2025-June 2026 Ongoing July 2025-June 2026 Ongoing HOVRS Assessments	English Language Development (ELD) Data Outcomes CLASS Data Outcomes Environmental Tools Data Outcomes Monitoring Tool Curriculum Mentoring Fidelity Tool Mentee Resource Folder DRDP 2015 T/TA Support Plan Practice-Based Coaching PLC Newsletter	Creative Curriculum/Smart Teach Lesson Plan Implementation/Fidelity Classroom Assessment Scoring System Infant/Toddler/Pre-k My Teachstone CLASS Environments HSELOF Training Desired Results Developmental Profile DRDP Observation Training DRDP Rater Reliability Meaningful Observations ChildPlus Mobile Environmental Assessments Loose Parts Responsiveness to English-Language Learners Developmentally Appropriate Practices Peer-to-Peer training HOVRS PAT FCCERS
Objective	Teams Responsible	Timelines	Supporting Documents	Professional Development and Resources

Family Engagement Support parents in developing skills, attitudes, and behaviors that foster and promote School Readiness practices at home, continuing to encourage families as learners. Support parents in completing surveys or other materials as needed to gain additional participation.	Support Services Team Family Engagement Supervisor Family Engagement Specialists Program Governance Coordinator Site Supervisors Family Service Workers Early Childhood Educators Teaching staff	August 2025 to June 2026 Fall and Spring	Parent Meetings Ready Rosie Workshops Parent Training & Workshops Pre/Post Parent Surveys Fatherhood Conference Family Events Newsletters/Smores Pyramid Model Survey Results	Parent Meetings Regional Parent Committee Meetings Child Care Results Outcomes Data Parent Trainings & Workshops to identify how social-emotional activities support School Readiness Goals. Boost School Readiness Through Family Engagement School Readiness Sub-Committee Meeting
Health & Nutrition Support parents by promoting the importance of regular hearing, vision, and dental checkups for children to develop sound, speech recognition, and language use. Encourage biannual dental visits to maintain ideal oral health and ensure follow-up care. Support parents by introducing diverse cultural foods for children through menus and meals. Train all staff and parents in infectious diseases and prevention practices, as well as First Aid and 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 2025-June 2026 August 2025 Quarterly Meetings July 2026	Hearing, Vision, and Dental ChildPlus Data Parent Meetings Parent Handbook Reminder Letters Nutritional Experiences Nutritional Advisory Committee Meetings Supporting Special Diets	Parent Meetings CHDP Periodicity Schedule for Health Assessment Requirements by Age Groups Child Plus-Health Training CHDP Provider List Dental Roster Nutrition Books/Posters Family Service Worker Development Training CPR Training School Readiness Sub-Committee Meeting Sanitation Chemicals/Disinfect Training
Objectives	Teams Responsible	Timelines	Supporting Documentation	Professional Development and Resources
Inclusion & Wellness	Support Services Team Inclusion Specialists	August 2025-June 2026	ASQ-3 Questionnaire Implement the Teaching Pyramid	Classroom Expectations ASQ-3 & ASQ:SE-2 Trainings

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 teachers and parents by implementing strategies to enhance and 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.	Family Service Workers Site Supervisors Teaching Staff CAS-Family Wellness Family Service Workers Site Supervisors Teaching Staff	August 2025-June 2026 Fall and Spring	ASQ-: SE-2 Questionnaire Teacher Support Planning Sheet Family Wellness Screening Behavior Incident Report (BIR) Social and Emotional Checklist	Using Visuals in the Classroom Training Using Solution Kit Training Onsite/Offsite Teacher Support ASQs Presentations Intra-agency Referral Effective Strategies for Social and Emotional Development Pyramid Model Positive Behavior Support Workshops Behavior Incident Report (BIR) Training Effective strategies to promote social-emotional development. Teacher Support Planning Sheet Training Trauma-Informed Care School Readiness Sub-Committee Meeting IFSP/IEP training Pyramid Model Leadership Meetings Mental Health Consultant Parent Meetings Mental Health Consultant Staff trainings
Data Analysis The Data Analyst will support the Education Program Goals by providing aggregated DRDP reports, ELD Measures, and IEP/IFSP Data.	Data Analyst	December 2025 March 2026 May 2026 As Needed	ChildPlus Group Reports Administration report	How to enter DRDP into Child Plus Download reports from ChildPlus. Content and Child Plus area Support
Resources:		Data Aggregation:		
Head Start Early Learning Outcomes Framework California Infant/Toddler Learning & Development Foundations California Infant/Toddler Curriculum Framework California Preschool Curriculum Framework California Preschool Learning Foundations		DRDP (2015) A Developmental Continuum from Early Infancy to Kindergarten Entry CLASS/Environments ITERS/ECERS HOVRS		

Parent, Family, and Community Engagement Framework Early Head Start/Head Start School Readiness Goals Pyramid Model Positive Behavior Support MyTeachstone Ready Rosie Parenting Curriculum		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 Parent As Teachers (PAT) FCCERS	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	