



**Policy Council Planning Committee Meeting Agenda
June 10, 2025**

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5:30 p.m. – 6:30 p.m.

1. Welcome
2. Call to order
3. Roll call and establish quorum (half plus one)
4. Approval of Agenda
5. Approval of Minutes
6. Introduction of Guests
7. Public Forum
(The public wishing to address the PC 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.)
8. Presentation/Discussion Items
 - a. May 2025 Division/Program Monthly Report – Carol Hendricks, Enrollment and Attendance Manager – **Informational Item**
 - b. 2025-26 Head Start Budget Revision – Rosa Guerrero, Administrative Analyst – **Informational Item**
 - c. Program Self-Evaluations FY 2024-2025 – Sylvia Ortega, Quality Assurance Administrator – **Informational Item**
9. Announcements
 - a. Next Meeting is on August 12, 2025, at 5:30 p.m.
10. Meeting Adjourned

Month	May-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	May 1, 2025 - May 31, 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	743	753	753	99%	
Disabilities	227 (YTD)	10%	10%	39%	
Over Income 101%-130% (up to 35%)	22	n/a	n/a	3%	
Over Income 131% and up (up to 10%)	59	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	112 (YTD)	10%	10%	12%	
Over Income 101%-130% (up to 35%)	22	n/a	n/a	2%	
Over Income 131% and up (up to 10%)	79	n/a	n/a	8%	
Home Visiting Program (SRV 2cc, 7a)					
	Monthly	Year-To- Date	Annual Goal (Contract Limit 310)	Annual Progress (Calendar)	Annual Progress (Program Year)
Enrollment	250	365	308	68%	119%
Central Kitchen					
	Total Meals Delivered		Breakfast	Lunch	Snack
Meals and Snacks	53,744		19,277	16,868	17,599
Child and Adult Care Food Program (CACFP) (Note: The data represents information from April 2025)					
	Total Meals Delivered		Meals Allocated (CACFP/HS)	# of Meals Served	% of Meals Served
Meals and Snacks (SRV 5ii)	74,088		52,917/21,171	58,467	79%
Eligibility Determination (SRV 7b) (January 2025-December 2025)	122	746			
Total Community Services	122	746			
Explanation (Over/Under Goal Progress)					
For May 2025, we have met our goals with our full-enrollment initiative. This is the sixth consecutive month reaching the benchmark set by the Office of Head Start.					
Progress Towards Goal					
Goal III: Health and Safety: Strengthen standards of practice for mitigating risk through expanding our culture of child health and safety.	Objective A: The program will expand tools and resources necessary to ensure we have a standard of practice focused on protecting child safety and preventing and identifying child abuse before June 2026. For example, Bee Safe and iLookOut training, a free online professional development course focused on protecting child safety and preventing and identifying child abuse. Progress: Exploring new resources to enhance protecting children by recognizing the signs and symptoms of suspected child abuse or neglect, understanding the responsibilities of a mandated reporter, and supporting families when filing a mandated report. Also, Preservice for our Homebase and HVP Program will be held on June 2, 2025 thru June 4, 2025. During Preservice, training on identifying child abuse and mandated reporting is provided to staff. Preservice for SJC and Kern are calendared for July 2025.				
Program Description					

1. May 5, 2025 – Recruitment Event, Bakersfield College, Arvin Location (Primeros Pasos FSW)
2. May 15, 2025 – Recruitment Event, Building Hope Conference
3. May 17, 2025 – Recruitment Event, East Bakersfield Festival
4. Part Year children are off and have received transition packets with activities to do during the summer. Full Year children also received transition packets to use at home during the summer months. These include monthly calendars with developmentally appropriate activities, crayons, scissors, a journal, and manipulative toys for counting.
5. In the classrooms Summer Fun has started, and children are exploring taking care of pets and gardening. The 2025-2026 School Readiness Goals have been developed; the School Readiness committee was able to review and share feedback, Policy Council approved in May. The School Readiness Goals will be shared with the Board of Directors for approval in June.

**HEAD START & EARLY HEAD START
CHILD AND ADULT CARE FOOD PROGRAM
STATE OF CALIFORNIA EARLY CHILDHOOD EDUCATION FUNDING
2025-2026 COMBINED BUDGET DETAIL**

BUDGETED EXPENDITURES

Head Start/Early Head Start Program Operations, Training & Technical Assistance, Child & Adult Care Food Program, California Department of Education	2025-26 Approved	2025-26 Projected	VARIANCE increase (decrease)	Comments
PERSONNEL	31,307,952	30,202,973	(1,104,979)	Cost sharing allocation with SJCOE
FRINGE BENEFITS	9,762,616	10,122,500	359,884	Projected increase in benefit costs
TRAVEL	279,536	279,536	-	
EQUIPMENT	-	-	-	
SUPPLIES				
Office Supplies	167,400	171,400	4,000	Based on PY actual expenses
Child and Family Services Supplies	953,427	1,162,547	209,120	Based on PY actual expenses
Food Services Supplies	93,000	96,500	3,500	Projected increase in costs
Other Supplies (e.g. janitorial, training)	219,291	300,416	81,125	Projected increase in costs
TOTAL SUPPLIES	1,433,118	1,730,863	297,745	
CONTRACTUAL				
Administrative Services	100,000	100,000	-	
Training & Technical Assistance	38,880	38,880	-	
Other Contracts	1,087,524	1,390,623	303,099	Increase in Partnership rates
TOTAL CONTRACTUAL	1,226,404	1,529,503	303,099	
CONSTRUCTION				
Construction Projects	-	-	-	
TOTAL CONSTRUCTION	-	-	-	
OTHER				
Rent	1,131,207	1,047,607	(83,600)	Vacancy at Willow CDC
Mortgage	-	-	-	
Utilities, Telephone	1,352,700	1,376,950	24,250	Projected CPI increase
Building & Child Liability Insurance	119,700	142,700	23,000	Projected CPI increase
Building Maintenance/Repair	1,098,141	1,363,727	265,586	Projected increase in costs
Local Travel (children)	-	-	-	
Nutrition Services	1,971,795	1,812,367	(159,428)	Adjust to actuals
Child Services Consultants	100,332	116,832	16,500	Projected increase in costs
Volunteers	4,937	4,937	-	
Parent Services	16,305	16,805	500	Projected increase in costs
Publications/Advertising/Printing	110,750	110,750	-	
Training or Staff Development	201,705	201,705	-	
Other	588,805	635,805	47,000	Projected increase in costs
TOTAL OTHER	6,696,377	6,830,185	133,808	
INDIRECT	4,917,784	4,928,227	10,443	Increase due to change in MTDC

BUDGETED EXPENDITURES **55,623,787** **55,623,787** **-**

REVENUES

STATE & FEDERAL REVENUES	2024-25 Approved	2025-2026 Projected	VARIANCE increase (decrease)	Comments
Head Start/EHS Program Operations	39,569,892	39,569,892	-	
Head Start/EHS Training & Technical Assistance	521,532	521,532	-	
Estimated Child & Adult Care Food Program	1,856,259	1,856,259	-	
Estimated California Department of Education	13,676,104	13,676,104	-	

TOTAL STATE & FEDERAL REVENUES **55,623,787** **55,623,787** **-**

SUMMARY - 2025-2026

TOTAL REVENUES	55,623,787
TOTAL BUDGETED EXPENDITURES	55,623,787
DIFFERENCE	-

ESTIMATED HS/EHS ADMINISTRATIVE COST RATE: **13.38%**



MEMORANDUM

To: Policy Council Planning Committee

From: Sylvia Ortega, Quality Assurance Administrator

Date: June 10, 2025

Subject: *Agenda Item XX*: FY 2024-2025 Program Self-Evaluations (CSPP, CMAP, CCTR, CMIG) – **Info Item**

The Head Start/State Child Development Division and the Migrant Childcare Program conduct the annual program self-evaluation (PSE) for their state contracts: General Child Care & Development (CCTR), California Migrant Child Care Program (CMIG), California State Preschool Program (CSPP), and Migrant Alternative Payment Program (CMAP).

The state funds allow the Head Start program to offer a full day/full year program option for families, and the CMAP program to provide subsidies for eligible families allowing them to afford access to childcare. Agencies are required to complete and submit a PSE that includes review findings and written tasks for ongoing program quality improvement and self-monitoring. This evaluation is for the period of July 1, 2024, through June 30, 2025.

The PSE process consists of evaluating and analyzing the following components of the program based on the use of the California Department of Education (CDE) and California Department of Social Services (CDSS) Program Instruments: family files, family engagement, program quality, administrative, and fiscal/audit. The PSE process also includes an assessment and analysis of the program by parents using the Desired Results Parent Survey, the Desired Results Developmental Profiles (DRDP), and the Environment Rating Scales (ERS).

In accordance with Title 5 CCR, the program met all standards of the state contract requirements. Based on the results from the parent survey, the program will focus on the following goals:

- CSPP: Increase knowledge of Pyramid Model, by providing workshops, newsletters and sessions to support positive discipline.
- CSPP: Highlight teacher's education/experience- share staff bios at trainings.
- Increase knowledge and understanding of the Pyramid Model Framework to strengthen teaching practices and to support children and families. Will provide annual Pyramid Model training and workshops for families and staff.
- Increase teacher's knowledge and understanding of STEM (Science, Technology Engineering and Math) learning. Will provide training to teachers on Loose Parts and STEM learning. We will host the annual Family Night and Highlight Fair: families will be invited to participate
- MCAP: Increase provider knowledge on current program policies, services and practices. Increase provider participation and target the completion of a dedicated program website to facilitate access to downloadable forms, program materials, information and targeted communication.
- MCAP: Increase access to essential resources to program families, including food, clothing, housing, employment opportunities and bill pay assistance. Strengthen and standardize our community resource binder to ensure all available resources are easily accessible for referrals upon request. Participate in community partnerships and collaboration.

Attachments:

2024-2025 CDE Program Self-Evaluation (CSPP)

2024-2025 CDSS Program Self-Evaluation (CCTR, CMIG, CMAP)



California State Preschool Program Program Self Evaluation Fiscal Year 2024-25

Early Education Division

For Fiscal Year (FY) 2024–25, California State Preschool Program (CSPP) contractors will use the Early Education Division’s (EED) Program Instrument to conduct the FY 2024-25 Program Self-Evaluation (PSE) and will complete a survey to satisfy the submission requirements for the PSE. The survey will identify how programs meet or did not meet the contract terms and conditions of the CSPP contract. The PSE includes multiple choice options for items 1-24, followed by three additional data questions. Contractors must also include a written list of tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement, and describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory to continue to meet standards, including how those will be addressed in a timely and effective manner.

All CSPP contractors are required to complete this survey. Please have one (1) staff submit this survey on behalf of your CSPP agency **no later than 5:00 pm on Monday, June 2, 2025**. To complete this survey, responses to all questions are required. For any questions regarding this survey, please contact the EED Program Quality Implementation Office at fy2425pse@cde.ca.gov.

If you want to save your progress and return later at any time while responding to the survey, you can do so by selecting the **Save For Later** button. To do this, select the choose the **Save For Later** button on any page you would like to pause in responding. You will be provided a unique URL (web address) for entrance back into the saved report. This URL is the only way back into the saved survey

Agency Role of Contact Person

Agency Role of Contact Person:

Program Director ▼

Contact Information for Executive or Program Director

Executive or Program Director Information

First Name of Program Director:	<input type="text" value="Yolanda"/>
Last Name of Program Director:	<input type="text" value="Gonzales"/>
Email Address of Program Director:	<input type="text" value="sortega@capk.org"/>
Phone Number of Program Director: (999-999-9999)	<input type="text" value="661-336-5236"/>

Agency Information

For the following questions, you will be asked to select your lead county from a list. After you select your county from the drop-down field menu below, you will be prompted to choose your agency name and vendor number from a county-specific list.

Select your lead county:

Select your Kern County agency:

Program Type

- Part-Day
- Full-Day
- Part-Day/Full-Day

Please review the **agency name and vendor number** selected above. If your agency name and vendor number are correct, please select the **Next** button below to continue the 2024-25 Program Self-Evaluation Survey on behalf of this agency.

Staff and Board Member Participation

In accordance with the *Child Care Regulations*, Title 5 (5 CCR), Section 17709(b)(3) provide an assessment, in a narrative format, summarizing the Staff and Board Member participation in the PSE process:

How have staff and board members been involved in the program self-evaluation process? (Select all that apply)

- Program staff and board members developed a written list of tasks needed to modify the program in order to address all areas that need improvement*
- Meeting(s) were held with board and staff to review program self-evaluation process*
- Staff completed and/or reviewed the Classroom Assessment Scoring System (CLASS) Second Edition and CLASS Environment findings, the Desired Results Developmental Profile – 2015 (DRDP-2015), Parent Surveys, and the Program Instrument and developed an action plan to address areas in need of improvement*
- The contractor identified areas that required modification in response to guidance released from CDE, and developed an action plan to respond to any changes in guidance (examples include newly issued Management Bulletins, EED webinars, and email communications)*
- A summary of the PSE process and findings was presented to the board and gathered input from board members*
- Other staff and board member involvement in the PSE process not listed above*

Provide an assessment, in a narrative format, summarizing the Staff and Board Member participation in the PSE process: (?/500 characters)

At the beginning of the school year, staff collaborate to create a program planning calendar which is presented to governance for review. Program staff develop a written list of tasks needed to modify the program in order to address all areas of improvement. Staff completed/reviewed the ERS, DRDP, parent surveys, and developed an action plan to address areas in need of improvement. Summary of the PSE process and findings were presented to the Board for feedback and approval.

I. Family Files

The I. Family Files section will include the following parts: EED 01: Family Selection, EED 02: Family Eligibility Requirements, EED 03: Child Need Requirement Verification (Full-Day CSPP Only), EED 04: Correct Fee Assessed (Full-Day CSPP Only), EED 05: Compliance with Due Process, and EED 06: Recording and Reporting Attendance.

EED 01: Family Selection

Families with children enrolled in the California State Preschool Program (CSPP) are selected according to the priorities for that program, whether full-day or part-day: (May select both if applicable)

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

The Selection Criteria form assigns point values to applicants. Children who are homeless or in foster care receive the highest point allocations, followed by those whose families receive public assistance and then by other income-eligible families. To determine the next child for enrollment, a report is generated from the child database, and the applicant with the highest point total is selected. All files are audited for adherence to policies and procedures and regulatory requirements.

EED 02: Family Eligibility Requirements

Families with children enrolled in the program have met eligibility requirements, and the required documentation is complete. A family data file has been established for each family, including a completed application for services, supporting documentation, and a completed family language interest survey: (May select both if applicable)

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

All children application files include a completed application for services, selection criteria form, homeless and foster care documentation family size records, income verification, supporting documentation, and a completed family language survey. CDE reports such as the 801A and 801B reporting were completed and submitted timely as requested by CDE.

EED 03: Child Need Requirement Verification for Full-day CSPP

Families with children enrolled in full-day services have met the need requirements if applicable. Certified hours of childcare must correspond to the need of the parent/caretaker, as documented by the contractor at the initial certification and recertification or at the voluntary request of the family to increase or decrease the hours of need for service or hours must be within the parameters as otherwise provided by law: (May select both if applicable)

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

All families in our program who have met the need requirements are documented in their certified hours shown on their schedule. Every family situation is different, therefore we offer various service options to meet their need. Every child application file includes verified documentation for need. To ensure accuracy, the agency has a multi tiered audit process to ensure compliance.

EED 04: Correct Fee Assessed

Families with children enrolled are assessed the correct monthly fee according to the current Family Fee Schedule issued by the CDE with the exception of families/children certified in a part-day/part-year CSPP program, families receiving CalWORKs cash aid, and CPS/At-risk families with referrals for up to 24 months. Additional payments, in cash or in kind, as a condition of participation shall not be required or collected, with the exception of field trips and/or diapers if the program's board and/or parents have approved: (May select both if applicable)

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

The family fee schedule advises us which families, if any, have a fee assessed. If there is a fee assessed, the family is informed, and staff enter and track data on the children database to maintain records. Fee is based on certified hours. At recertification, the families are issued a NOA if there is a change in the family fee. To ensure accuracy, the agency has a multi-tiered audit process to ensure compliance.

EED 05: Compliance with Due Process

Note: EED 03 and EED 04 are only asked to agencies that selected Full-Day or Part-Day/Full-Day in the Agency Information section.

The contractor complies with the program's due process requirements, including: (1) providing parents with written information regarding their responsibility to comply with program rules; (2) issuing a Notice of Action (NOA) where appropriate; (3) establishing procedures for parental appeal of any contractor's decision contained in the Notice of Action; and (4) establishing procedures for suspension, expulsion, and unenrolling a child due to behavior: (May select both if applicable)

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

At time of licensing, families are provided a parent handbook to acknowledge program rules and expectations. All NOA's include the program's due process requirements which include the 14-day (in person) or 19-day (by mail) appeal process. A signed copy is given to families. To ensure accuracy, the agency has a multi-tiered audit process to ensure compliance.

EED 06: Recording and Reporting Attendance

The program has adopted policies and procedures that are consistent with statutes and regulations on excused absences including best interest days and abandonment of care. Documentation of recording and reporting attendance records are consistent with certified hours of enrollment that are established for the child/parent/guardian: (May select both if applicable)

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

Teachers verify SISO, ensuring full signature and dates. If child is absent, the FSW contacts family within 1 hour and documents information in CP for tracking. FSW works closely with E&A to make contact with the family and ensure they are supported and avoid abandonment of care. E&A review records to ensure info is captured correctly and track best interest days and unexcused absences. Support services run reports monthly. The agency has a multi-tiered audit process to ensure compliance.

II. Family Engagement and Strengthening

The II. Family Engagement and Strengthening section will include the following parts: EED 07: Parent Engagement and Strengthening, EED 08: Health and Social Services, and EED 09: Community Involvement.

EED 07: Parent Engagement and Strengthening

There is a parent engagement and strengthening component that the programs ensure that there is effective, two-way, comprehensive communication between staff and parents is conducted on a regular basis throughout the program year including the sharing of information of the child's progress: (May select both if applicable)

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

The Parent Handbook provides a process to download Teaching Strategies: family application offers two-way communication and resources to Ready Rosie and Creative Curriculum. FSW engages with families and meets 3 times per year with families to review progress toward achieving goals and offer resources and support. Teaching Strategies provide reports to monitor engagement and contact notes. Also, parents and staff communicate during pick up and drop off, at parent meetings, and workshops/events.

EED 08: Health and Social Services

The program includes identification of the child or family health, and social service needs and makes referrals to appropriate agencies for services. The program does follow-up to ensure that identified needs have been met: (May select both if applicable)

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

FSW meet with families to identify child's needs by completing a health/nutritional history. Referrals are followed up by CAS to ensure resources/information are provided to families. Families complete a CCR survey to identify their needs, strengths, interests, and aspirations. Results are reviewed by staff to identify the next steps to assist families. FSW engages with families to participate in partnership-building with parents to establish mutual trust.

EED 09: Community Involvement

The program includes a community involvement component that promotes the solicitation, collaboration and facilitation of services and goods to the families being served while providing information about the services offered to the community: (May select both if applicable)

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

The program collaborates with community agencies to ensure delivery of services for families. Staff attend collaboratives and community events to gain resources and have active involvement in the community. Parent Boards include community events, medical/dental events, special needs services, resources, etc. For identified needs, referrals are generated in CP for tracking follow ups, services received, and compliance. Follow-up ensures families seek support and receive it in a timely manner.

III. Program Quality

The III. Program Quality section will include the following parts: EED 10: Site Licensure, EED 11: Local Educational Agencies (LEA) Operating CSPPs Exempt from Licensing Regulations , EED 12: Staff-Child Ratios, EED 13: Classroom Assessment Scoring System (CLASS) Second Edition and CLASS Environment. EED 13a: Requirements Specific to LEAs with License-Exempt Classrooms (LEAs identified as having license-exempt classrooms only), and Additional Requirements for CSPP, EED 14: Nutrition, EED 15: Developmental Profile, EED 16: Parent Survey, EED 17: Staff Qualifications, EED 18: Staff Professional Development Program, and EED 19: Prohibition Against Religious Instruction or Worship.

EED 10: Site Licensure

Each site has a current license issued by the authorized licensing agency: (May select both if applicable)

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

The program is committed to a culture of safety. Annual licensing fees are tracked by the Quality Assurance Team on a sharepoint document that is available to management for review. The program has a close working relationship with CCL to ensure unusual incidents, accidents and illnesses are reported timely. Significant incidents are also reported to the Regional Office within 7 calendar days following the incident.

EED 11: Local Educational Agencies (LEA) Operating CSPPs Exempt from Licensing Regulations

Is your agency a Local Educational Agency (LEA)?

- Yes
- No

EED 12: Staff-Child Ratios

The applicable staff-child ratios are met for each age group: (May select both if applicable)

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

Site Supervisors ensure ratios are maintained by conducting monitoring visits to each classroom or requesting ratio counts. Teaching staff use a multilayer approach to ensure ratios are always met they use teacher talk, a dry erase ratio board, and an hourly ratio count form. Site Supervisors modify the work schedule to meet the needs of each classroom, ensuring teaching staff are available during the busiest times of the day, such as mealtimes and transitions. Support staff also monitor ratios.

EED 13: Classroom Assessment Scoring System (CLASS) Second Edition and CLASS Environment

Contractors are required to use the CLASS Second Edition Pre-K–3rd and CLASS Environment tools to observe CSPP classrooms. CLASS shall be implemented with a graduated phase-in approach beginning in 2024–25. CSPP contractors must provide data and information requested by the Regional and Statewide CLASS Leads funded through the Achieving Success in Positive Interactions, Relationships, and Environments (ASPIRE) Grant. Is your program achieving the goal of observing 15 percent of CSPP classrooms using the CLASS and CLASS Environment Tool as outlined in your agency’s contract? (May select both if applicable)

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

17 CLASS observers transitioned to CLASS 2.0 and CLASS E by attending the one-day transition training. Six additional staff received new three-day observer training through QRIS. A total of 25 certified observers in CLASS 2.0 and 5 certified trainers in CLASS 2.0. Teaching staff received intro training to CLASS 2.0. 77% of Fall CLASS observations were completed using CLASS 2.0. 100% of classrooms completed a CLASS environment checklist and summary of findings following the checklist.

Additional Requirements for CSPP

Provide children enrolled in Full-Day CSPP for over 4 hours with regularly scheduled time to nap or rest. Furthermore, with regards to napping:

Cots or mats must be at least 18" apart:

- Meets Requirements*
- Technical Assistance/Modifications Needed to meet requirements*

Napping and rest activities must be provided in a clean and sanitary manner:

- Meets Requirements*
- Technical Assistance/Modifications Needed to meet requirements*

Space must be conducive to resting:

- Meets Requirements*
- Technical Assistance/Modifications Needed to meet requirements*

Ensure schedules provide a balance of structure and flexibility. The schedule must include the following each day:

A variety of play activities:

- Meets Requirements*
- Technical Assistance/Modifications Needed to meet requirements*

Both gross motor and less active play:

- Meets Requirements*
- Technical Assistance/Modifications Needed to meet requirements*

At least one indoor and one outdoor play period (weather permitting):

- Meets Requirements*
- Technical Assistance/Modifications Needed to meet requirements*

Post written handwashing procedures in a place that is visible to children and adults. Handwashing procedures must be followed by children and adults:

- Meets Requirements*
- Technical Assistance/Modifications Needed to meet requirements*

Provide storage spaces with security provisions where staff can store their personal belongings:

- Meets Requirements*
- Technical Assistance/Modifications Needed to meet requirements*

Have space and/or policies in place to support staff for work-related tasks such as conferences and meetings and to support staff for personal breaks:

- Meets Requirements*
- Technical Assistance/Modifications Needed to meet requirements*

The program provides meals that are nutritious and are culturally and developmentally appropriate for the children in attendance and shall meet the nutritional requirements specified by the federal Child and Adult Care Food Program or the USDA Child Nutrition Programs: (May select both if applicable)

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

The program follows the Child and Adult Care Food Program nutritional requirements and has a Nutrition Advisory Committee that meets annually to collaborate with staff, community members, and parents on the menu items. The NAC meeting took place on 5/15/25 to enhance Nutrition Services. CAS conduct nutrition monitoring and track results in Child Plus for analyzing and training purposes.

EED 15: Developmental Profile

The program maintains age-appropriate Desired Results Developmental Profiles 2015 (DRDP 2015) to monitor the progress of the child's learning. The program uses DRDP data to plan and conduct age and developmentally appropriate activities: (May select both if applicable)

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

DRDP assessments are completed 3 times a year following DRDP assessment calendar. Observations are entered in CP weekly: assessment is finalized; data is used to develop a child's progress form in partnership with the child's family. The identified areas of strengths and needs are used for weekly lesson plan individualization. The classroom and agency data reports are used to develop SOF. We developed a key finding newsletter for agency key findings providing staff with strategies and activities

EED 16: Parent Survey

The program annually distributes a parent survey to parents and analyzes the results to plan and conduct activities to help parents support their child's learning and development and to meet the family's needs. The survey is utilized as part of the annual self-evaluation process: (May select both if applicable)

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

In April, parents took survey: 815 completed. Identified 2 areas where parents wanted more information: 1. Program's discipline procedures- increase knowledge of Pyramid Model, by providing workshops, newsletters and sessions to support positive discipline. 2. Teacher's education and experience- share staff bios with families and highlight staff at trainings. Ensure compliance by providing staff training, conduct file reviews, and offer continuous staff support to reinforce adherence.

EED 17: Staff Qualifications

Program staff are qualified for the position held. Each program operating two or more sites or a Family Childcare Home Education Network (FCCHEN) has a qualified program director. Each program with more than one site has a qualified site supervisor at each site. Each site has qualified teachers: (May select both if applicable)

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

CAPK establishes clear job descriptions that outline the necessary qualification for each position according to funding sources and regulatory requirements. HR and Program personnel maintain and monitor CP to record and monitor staff qualifications, certifications, and renewal dates. The program also maintains a center-based binder for each employee that is monitored and reviewed regularly by Supervisors, Managers and Quality Assurance.

EED 18: Staff Professional Development Program

The program has developed and implemented a staff development component: (May select both if applicable)

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

Staff complete a Professional Growth Plan each school year. This SMART goal setting process allows staff to plan for a short- and long-term goal and is monitored through two benchmark periods. In the Fall, we begin the goal setting process; site supervisors and/or supervisors are able to identify specific support and/or resources to each staff member. We follow-up on the previously set goals to identify if any progress has occurred or if additional information is needed.

EED 19: Prohibition Against Religious Instruction or Worship

The program refrains from religious instruction and worship: *(May select both if applicable)*

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: *(?/500 characters)*

The parent handbook references prohibition against religious instruction and worship. The handbook is updated annually to ensure we continue to meet this standard.

IV. Administrative

The IV. Administrative section will include the following parts: EED 20: Inventory Records, EED 21: Program Self-Evaluation Process, and EED 22: Written Information.

EED 20: Inventory Records

Inventory records are maintained by the contractor for all equipment and all non-disposable items with an estimated useful life of more than one year, such as computing devices and electronics, purchased in whole or in part with contract funds: *(May select both if applicable)*

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: *(?/500 characters)*

The program utilizes state funds for staff salaries and fringe benefits only.

EED 21: Program Self-Evaluation Process

The program has developed and implemented an annual evaluation plan that addresses any areas identified during the self-evaluation as needing improvement: *(May select both if applicable)*

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

The Head Start/Early Head Start School Readiness data, plan and goals are presented to the School Readiness Committee from the Policy Council and Board of Directors for review and approval. The PSE is also presented to the board for feedback and approval. Data is reviewed monthly at are topics of discussion at management meetings.

EED 22: Written Information

The Program has developed written policies and procedures. Written information shall be provided to families and providers. The written policies and procedures may not conflict with the law, regulations, and terms of the contract: (May select both if applicable)

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

The programs revised and updated all Policies and Procedures. They are being reviewed by leadership. There is annual review process to ensure the program is meeting regulatory requirements.

V. Fiscal/Audits

The V. Fiscal/Audits section will include the following parts: EED 23: Fiscal Reporting and EED 24: Annual Fiscal Audit.

EED 23: Fiscal Reporting

The program has submitted fiscal attendance and accounting reports to the CDE consistent with the laws for state or federal fiscal reporting and accounting, including the set-aside for enrollment of children with disabilities: (May select both if applicable)

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

Program will review and strengthen current controls related to internal review to verify that the policies and procedures are adhered to.

Percentage of Contractor's Funded Enrollment

In accordance with *California Education Code (EC)* Sections 8208(c)(1) and (d)(2)(A), a percentage of the contractor's funded enrollment will be set aside specifically to allow children with exceptional needs, including children with severe disabilities, to be enrolled until the set aside is filled.

Indicate the total percentage of children with exceptional needs (including severe disabilities) that are currently being served under your CSPP enrollment:

10

Indicate whether the total percentage of children with exceptional needs (including severe disabilities) provided above is meeting the requirement of 5 percent of funded enrollment set aside to serve children with disabilities:

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

The program refers children with identified needs to LEA and collaborates with parents and regional center/school district to ensure children obtain the services they need.

EED 24: Annual Fiscal Audit

The program has submitted to CDE's Office of External Audits an acceptable financial and compliance audit: (May select both if applicable)

- Meets Requirements*
- Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (?/500 characters)

Program will review and strengthen current controls related to internal review to verify that the policies and procedures are adhered to. Greater review will be conducted by the Finance Administrator and Chief Financial Officer at the point of submission and certification of reports.

Additional Questions for Data Collection Only

Additional Nutrition Question: Does your program provide healthy fruits and vegetables, including organic and/or locally sourced foods for meals and snacks?

- Yes
- No

Additional Curriculum Question: Please select the curriculum you use in your CSPP program. (Select all that apply)

NOTE: The CDE does not endorse any one curriculum.

- Al's Pals: Kids Making Healthy Choices*
- Amplify CKLA PreK*
- Benchmark Ready to Advance*
- Building Blocks Pre-K Math*
- Connect4Learning Preschool*
- Core Knowledge Preschool*
- Curiosity Corner*
- DLM Early Childhood Express*
- Doors to Discovery*
- Eureka Math PreK*
- Everyday Mathematics PreK Care*
- Focus on PreK*
- Frog Street Pre-K*
- Get Set for School (Learning Without Tears)*
- Heggerty Phonemic Awareness PreK*
- High-Scope Preschool*
- Kimochis*
- Math Shelf*
- MyMath PreK*
- Numbers Plus Preschool Curriculum*
- Opening the World of Learning*
- PreK On My Way*
- Second Step Early Learning Program*
- The Creative Curriculum for Preschool*
- The Creative Curriculum for Family Child*
- Three Cheers for PreK*
- World of Wonders*
- Zoo-phonics*
- Teacher or program created curriculum*
- Other published curriculum or resource not listed above*

Additional CLASS Question: Please review the following questions regarding your program’s ability to meet the required goals for observing CSPP classrooms using the CLASS and CLASS Environment Tools in the upcoming program year

Will your program be able to meet the goal of observing 30 percent of CSPP classrooms using the CLASS Tool as outlined in your agency’s contract next program year:

- Yes
- No

Will your program be able to meet the goal of observing 30% of CSPP classrooms using the CLASS Environment Tool as outlined in your agency’s contract for next program year:

- Yes
- No

Statement of Completion

By providing an electronic signature, I certify that an annual plan has been developed and implemented for the Program Self-Evaluation (PSE) that includes the use of the Program Instrument (PI), the Desired Results Parent Survey, the Desired Results Development Profile and CLASS and CLASS Environment, and the Health and Safety Checklist (LEA license-exempt only) for all applicable contract types, per *California Code of Regulations*, Title 5 (5 CCR), Section 17709.

I also certify that all documents required as part of the PSE and the three additional data questions have been completed and are available for review and/or for submittal upon request, and:

The Program Instrument Fiscal Year 2024-25 EED Program Instrument - Contractor Information (CA Dept of Education) including Items 1 through 24 and additional data questions, as applicable, was used to complete the PSE; and

Staff and board members were involved in the PSE process.

REMINDER: All supporting documents required as part of the PSE (see Statement of Completion) are to be kept on site and **shall not be included** with the submission of the PSE.

Respondent Electronic Signature:

Sylvia Ortega

Submission Date:
(MM/DD/YYYY)

05/21/2025

Print and Submit

This is the end of the 2024–2025 CSPP Program Self-Evaluation.

If you have finished entering all the information for the survey, you can print or download a copy of your responses by selecting the **Print Responses** button below. A separate window will open, allowing you to print or download your responses. If you choose to print or download your responses, you must do so before selecting **Submit**. You must navigate back to your original window and select the **Submit** button to successfully submit your survey responses.

Important: Once you select the **Submit** button, you will not be able to make any further edits or revisions. Your responses will be sent immediately to the Early Education Division, and you'll be redirected to the Inclusive Early Education Resource Page. An automatically generated email will be sent to the email address provided in your survey to confirm your submission and provide a summary of all survey responses for your reference. Please check your email account's spam folder if you do not receive a confirmation email to your inbox.

Fiscal Year 2024-2025 Program Self-Evaluation Survey for Child Care and Development Programs

2. Contractor Information

1. Contractor name:

Community Action Partnership of Kern

2. Contractor vendor number:

Y320

3. Program Director name:

Yolanda Gonzales

4. Program Director email:

sortega@capk.org

5. Select all contract types held:

General Child Care and Development (CCTR)
Migrant Alternative Payment Program (CMAP)
Migrant Child Care and Development (CMIG)

6. One or more of the direct contracts held by the agency provide services through a Family Child Care Home Education Network. (CCTR, CMIG, or CFCC)

No

7. Select all types of General Child Care and Development (CCTR):

Centers

8. Select all types of Migrant Child Care and Development (CMIG):

Centers

9. Select all age groups served:

Infant (birth to 18 months)
Toddler (18 to 36 months)
Preschool (3 years old to enrollment in transitional kindergarten or kindergarten)
School age (transitional kindergarten or kindergarten to 13 years old, or children with exceptional needs up to 21 years of age)

10. Name of staff completing the survey:

Sylvia Ortega

11. Email of staff completing the survey:

sortega@capk.org

12. Are you a contractor that serves in Los Angeles or Ventura County that has been impacted by the state of emergency related to the wildfires? Impacted is defined as contractors who were subject to the evacuation orders or warnings, and/or experienced a complete loss or significant damage to property as a result of the fire.

No

3. Dimension I: Family Files

13. Agency has completed a file review from each contract type held. If any of the files reviewed were missing eligibility or need criteria, the program shall include within their program action plan steps to adjust practices to ensure all documentation collected meets eligibility and need requirements.

Has the contractor met this requirement?

Yes

14. Describe the agency's internal procedures to review family data files continuously to ensure all documentation needed to certify families for services is collected and verified.

The Selection Criteria form assigns point values to applicants. Children who are homeless/foster care receive the highest points, followed by families who receive public assistance and then by other income-eligible families. To determine the next child for enrollment, a report is generated from the child database, and the applicant with the highest point total is selected.

The department trains and monitors staff on the eligibility determination process. During E&A staff probationary period, all applications are dual coded by their supervisor. There are hands on continuous feedback to ensure accuracy. The department has a tiered monitoring approach to file reviews. QA team conduct a third tiered review.

CMAP: The Program has a comprehensive and collaborative approach to compliance through structured file reviews and active staff involvement. To strengthen these efforts, we established a dedicated QA over the past two years. This team is responsible for conducting ongoing self-assessments of program files, policies, procedures, and best practices to ensure full adherence to regulatory requirements. They perform regular monthly file reviews, deliver targeted individual and group training sessions, and proactively identify upcoming regulatory changes. This enables the program to implement timely and effective adjustments to its service model, ensuring CQI. CMAP maintains a high standard of accountability and program integrity across all operational areas.

4. Dimension I: Family Files

15. Self-Certification. Contractor has implemented internal procedures to ensure that payments to providers are made within 21 days of receipt of a complete and accurate record. Complete record contains name of the child receiving services, actual times child entered and left daily, and signatures of the provider and the parent at the end of the month attesting under penalty of perjury that the information provided on the attendance record or invoice is accurate.

Has the contractor met this requirement?

Yes

5. Dimension I: Family Files

16. Program maintains documentation of attendance recording and reporting consistent with certified hours of care. Evidence of completed daily attendance records and best interest days are maintained.

Has the contractor met this requirement?

Yes

6. Dimension II. Family Engagement

17. Families with children enrolled in the programs are selected according to the priorities of that program. (Select all that apply)

Contractor maintains a waiting list or central eligibility list by contract type

Families are enrolled according to the priorities of the program

Written information for families includes the priorities for the program and describes how family selection occurs

18. Parent Education and Involvement: Describe the education and involvement opportunities for parents. Responses shall be inclusive of Parent Advisory Committee activities, parent education opportunities, parent orientation, parent conferences and family engagement activities.

Parents have opportunities for involvement within the program in a variety of ways, most notably through participation as an elected member of the PAC. This elected position is an opportunity available to parents of children enrolled in each program option. At the foundation level all parents of enrolled children are members of their respective parent committee. Parent Committees conduct meetings monthly, with an array of topics. Parents receive information from community speakers or program staff about resources and activities that promote school readiness. There is an electoral process conducted at parent meeting level which provides an opportunity for parents to be elected to the Regional Parent Committee. The RPC members have greater involvement and responsibilities. Annual parent orientations are provided to all families, along with opportunities for parental workshops and activities. Teachers conduct parent conferences by sharing child assessment data and obtain input from families.

7. Dimension II. Family Engagement

19. Describe the process used for identification of any health and social services needed by the family or for the child(ren). Include in the response the process for referring and conducting follow-up to ensure families were connected to the requested support and/or resources.

Prior to entry, the Family Service Worker meets with each family to identify the child's needs by completing a health and nutritional history. The Family Service Worker and Health Content Specialist review the child's immunizations to identify if they are up to date on schedule of age-appropriate preventive health care prior to entry. The child's physical exam and health and nutrition histories are reviewed by the Family Service Workers and Content Area Specialist to identify if the child has a medical or nutritional condition needing further follow-up. Referrals are followed up by Content Area Specialists to ensure that resources and information are provided to the families. Children's health and family referrals data is entered into a system for tracking and ensuring children and families' needs are met.

Each family completes a Childcare Results (CCR) parent survey at the beginning of the school year to identify their needs, strengths, interests, and aspirations. After the survey, the Family Engagement Specialist meets with the Site Supervisor and the Family Service Worker from each center to review the results and identify the next steps to assist the families in meeting their needs. The Family Service Worker engages with each family on their caseload to participate in partnership-building with parents to establish mutual trust and identify goals. The Family Service Worker meets with families in need of referrals. Families are connected with community agencies.

8. Dimension III. Program Quality

20. Written information for families: Program has provided written policies to child's parents or legal guardians of the limitations on disenrollment, including suspension and expulsion. This notification shall be in writing and shall inform parents on how they may file an appeal, to the department, in the event of the suspension or expulsion of a child. Has the contractor met this requirement

Yes

21. Program has documentation of policies and procedures outlining suspension and expulsion and as to which behaviors would warrant an expulsion that meet the requirements outlined in the Child Care Bulletins for Expulsion And Suspension Procedures In Child Care And Development Programs

Has the contractor met this requirement?

Yes

22. Describe the training and resources provided to children, families, and providers (if applicable) to support the social emotional development of children in the program and inclusive practices used to help children exhibiting serious and persistent challenging behaviors.

Family Wellness and Education staff provide supportive child, teaching and parenting practices which promote positive behavior and social emotional learning strategies. The program implements the Pyramid Model Framework and uses it to enhance teaching practices to reduce and support children with challenging behaviors. Teachers receive ongoing training, including mentoring and coaching on Pyramid Model. Additionally, we have a certified Pyramid Model trainer. Our Pyramid Model Leadership team is comprised of staff, administration, and is open to parents. The Leadership Team meets monthly to discuss the implementation of the Pyramid Model, highlight exemplary teaching practices and review agency benchmarks. We provide an annual family workshop used to support families in learning strategies and techniques such as emotional literacy. A monthly newsletter is created and shared with families and staff. The newsletter includes the Backpack Connection Series and other resources.

9. Dimension III: Program Quality

23. Each site/home has a current license issued by Community Care Licensing or Classroom/Family Childcare Home meets Criteria of License Exempt Status per Health & Safety Code Section 1596.792.

Has the contractor met this requirement?

Yes

10. Dimension III. Program Quality

24. Contractor has met the applicable staff-child ratios for the contract types held (WIC 10275(a)(3) and 5 CCR 18290).

Has the contractor met this requirement?

Optional form for direct service center-based programs: [CCD 36 Staff-Child Ratio Schedule](#)

Yes

11. Dimension III. Program Quality

**25. Program has completed Environment Rating Scale(s) on all classroom(s)/home(s).
Has the contractor met this requirement?**

Yes

**26. Program has completed Environment Rating Scale(s) Summary of Findings on all classroom(s)/home(s).
Has the contractor met this requirement?**

Yes

12. Dimension III. Program Quality

27. The program includes a nutrition component that ensures children are provided with nutritious meals and snacks during the time in which they are in the program. The meals and snacks are culturally and developmentally appropriate and meet the nutritional requirements specified by the federal Child and Adult Care Food Program (CACFP) or the National School Lunch Program (NLSP). A list of any children with food allergies is regularly updated and available to all staff preparing and/or serving food.

Has the contractor met this requirement?

Yes

13. Dimension III. Program Quality

**28. DRDP Online upload is complete for each rating period.
Has the contractor met this requirement?**

Yes

**29. Program has completed Summary of Findings on all Classroom(s)/Home(s).
Has the contractor met this requirement?**

Yes

30. Describe the program's process for providing developmentally, linguistically, and culturally appropriate activities to children in the program that aligns with individual and classroom/home DRDP data.

We celebrate the cultural and linguistic diversity that exists in our program. We promote bilingualism and encourage English acquisition. Teaching staff receive training in developmentally appropriate practices and responsiveness to dual language learners. Teachers encourage children to speak in their home language, we provide bilingual dual-language books, songs, and cultural materials to support language development for teachers, children and families. Teaching staff complete an initial home visit with families prior to entry to learn about the family's culture, and child-rearing practices to incorporate them into the child's daily routines.

Teachers partner with families to learn about languages spoken in the home from enrollment and use the information shared to reflect on the environment and routines. Throughout the school year, families give input for lesson planning and partner with teachers to capture observations. Teachers use the DRDP reports to complete individual child development progress forms to identify strengths and needs which support weekly individualized activities. Staff collect authentic assessment data throughout assessment periods using child observations. Teachers individualize and plan for all children. Families are asked to contribute by providing their input to lesson plans, child observations and during the child's conference by sharing relevant information with teachers.

14. Dimension III. Program Quality

**31. Each contractor/ operating two or more sites or a contractor operating through a Family Child Care Home Education Network has a qualified Program Director.
Has the contractor met this requirement?**

Yes

32. Each program with more than one site has a qualified Site Supervisor at each site.

Yes

33. Each site has qualified Teachers.

Yes

**34. What percentage of your qualified teachers hold Associate Teacher Permits?
Applies to CCTR, CMIG, and CHAN / Does not apply to CFCC**

35. Describe agency practices and procedures to recruit and retain qualified staff.

Applies to CCTR, CMIG, and CHAN / Does not apply to CFCC

CAPK developed a compensation schedule to continue its goal to be an employer of choice and attract and retain a high-quality workforce. Compease, a comprehensive, automated salary administration program was purchased. It helps maintain accurate and competitive pay rates customized to our industry, and manage merit increases and annual updates. All positions were evaluated and properly rated in the system. This resulted in a new salary schedule effective March 2024 leading to increased wages for direct services staff and an influx of new candidates due to the increased wages. The program also recognizes the importance of having a comprehensive benefits program that promotes health and wellness. The new robust program is affordable to staff, since the program absorbed the majority of costs (70% minimum for families and up to 90% for employee only coverage) leveraging the playing field with our closest competition, school districts.

Our New Hire Mentorship Program is designed to foster growth and development within our organization by providing structured support to new staff members. This initiative was inspired by the need to ensure that new hires have a clear understanding of their roles and responsibilities and are equipped with the necessary knowledge and skills to succeed. Experienced employees who demonstrate strong leadership and communication skills are chosen as mentors. They play a crucial role in guiding new hires through their initial stages in the company. New employees participate in an orientation program that introduces them to company culture, values, and expectations. This lays a foundation for their journey within the organization. To ensure the program's success, we gather feedback and assess its impact through various methods: Surveys and Feedback Forms, Goal Attainment Tracking, Engagement Measurement, Assessing Outcomes. Overall engagement and satisfaction with the program are assessed to ensure it continues to meet the needs of new employees.

Through this mentorship program, we aim to create an environment where new hires feel supported, valued, and prepared to contribute to the success of our organization. This approach not only benefits the individual employees but also strengthens our company culture and productivity.

15. Dimension III. Program Quality

36. Describe some of the staff development opportunities provided to staff/providers. Include the process for using data to identify the training opportunities provided to staff and/or providers. In the response include how Program Self-Evaluation and other data sources are used to determine the training needs of staff and/or providers.

The program offers continuous education opportunities, including workshops, seminars, and courses relevant to their position. Centers are closed on cohort closure days to allow staff sufficient time for training without being in the classroom. All trainings are intentional and based on data collected through the program's ongoing monitoring process, and includes the review of child developmental assessments data, developmental and behavioral screenings, health, nutrition and family data. The data is reviewed and analyzed by administrative team members and content specialists to streamline processes, determine areas needing specific improvements and to address potential areas of concern or non-compliances. Training is provided to ensure that compliance is maintained for continuous quality improvement and outcomes across all service areas. Data obtained from the results of the Program Self Evaluation are shared with staff and plans are put in place to set goals.

All Head Start & Early Head Start center and home-based staff complete a Professional Growth Plan each school year. This SMART goal setting process allows staff to plan for a short- and long-term goals and are monitored through two benchmark periods. In the Fall, we begin the goal setting process; supervisors are able to identify specific support and/or resources to each staff member. In the Spring, we follow up on previously set goals to identify if any progress has occurred or if additional information is needed to support staff as they work on achieving their goal(s).

Each school year, the administrative team works collaboratively on the training calendar for all positions in our center and home-based programs. The training selected/designed are connected to state and federal standards/regulations. We also utilize agency data in support of training's that is deemed a higher priority. This process allows us to ensure that staff receive the required training that supports their position.

All staff are provided with annual trainings to support best practices in Care & Supervision/Licensing, SIDS-sudden infant death syndrome and Bloodborne pathogens.

CMAP: The program provides comprehensive support to staff through ongoing training, clear communication, and access to essential tools and resources. Regular supervision, peer collaboration, and professional development opportunities promote continuous improvement and effective service delivery. Staff well-being is prioritized through wellness initiatives and a respectful, inclusive work environment. Performance feedback and recognition further encourage growth, motivation, and a strong sense of team commitment to program goals.

37. Program has a process for orienting new staff. Documentation is maintained on the training and resources provided to new staff and/or providers.

Yes

16. Dimension IV. Administrative

38. Contractor has a current inventory containing all the required elements listed in Funding Terms & Conditions (FT&Cs):

Description

Serial number or other identification number

The source of funding

The acquisition date

The cost

The location, use and condition

Any ultimate disposition date including date of disposal and sale price if applicable

Has the contractor met this requirement?

Yes

39. Program maintains documentation of most recent physical check of the inventory. If no purchases were made it is documented on the inventory form. An authorized representative signs the inventory record at least once every two years.

Has the contractor met this requirement?

Yes

40. For non-Local Education Agency (LEA): contractor has a procedure for competitive purchases of equipment and services.

I am a Local Education Agency (LEA) and follow Public Contract Code (PCC)

17. Dimension IV. Administrative

41. Describe two goals for your program. Include in your response; the data collected to identify the goal, and the action steps to be taken to improve the practice or program requirement.

Goal 1: Increase knowledge and understanding of the Pyramid Model Framework to strengthen teaching practices and to support children and families. Parent survey results were analyzed, where it was found that parents wanted additional support in discipline procedures that the agency utilizes. Action Steps: CAPK will provide annual Pyramid Model training and workshops for families and staff. The program will encourage families to attend the monthly Pyramid Leadership Meetings to increase their knowledge and strategies on the Pyramid Model to reduce challenging behaviors. Additionally, we will increase the number of Pyramid Train the Trainers for our program.

Goal 2: Increase teacher's knowledge and understanding of STEM (Science, Technology Engineering and Math) learning. Parent connecting with staff: education and knowledge of staff
Action Steps: Provide training to teachers on Loose Parts and STEM learning. We will host the annual Family Night and Highlight Fair. We will invite families to participate in workshops and activities at the center that promote STEM learning.

MCAP: Goal 1 increase provider knowledge on current program policies, services and practices.
Action Steps: Target increased provider participation in completion of our provider surveys, one on one targeted trainings, and program informational meetings held yearly. Program will target the completion of a dedicated program website to facilitate access to downloadable forms, program materials, information and targeted communication.

MCAP Goal 2: Increase access to essential resources to program families, including: food, clothing, housing, employment opportunities and bill pay assistance.
Action Steps: Strengthen and standardize our community resource binder to ensure all available resources are easily accessible for referrals upon request. Participate in community partnerships and collaboration to increase awareness and access.

42. Parent Survey: Describe the results of the parent survey and the action plans to address the feedback received from parents.

In April 2025, the parents took the survey in their home language with 815 completed surveys. The Parent Survey results identified two areas where parents wanted to receive additional information or training. 1. Parents would like to learn more about the program's discipline procedures. The program will increase parent knowledge of the Pyramid Model, by providing an Annual Workshop and monthly newsletter on strategies to reduce challenging behaviors. The program will have monthly parent training sessions to support positive discipline. 2. Parents would like more information about teachers' education and experience. The program will share staff biographies with families.

MCAP: Issued a total of 1729 surveys [1173 participant families, & 556 participant childcare providers]. Response rate in total was 48% for a total 821 combined survey respondents. Results showed 85.54% of families responded program services were excellent and 13.58% indicated services were good. A total of 0.88% indicated services were fair. A total of 92.67% of childcare providers responded and 72.14% indicated services were excellent, 20.53% indicated their participation was good and 6.16% indicated it was fair. Most common item requested was more information on when the families were planning to terminate services. This will be an item to be included in our strategic planning for the next FY ongoing program improvement plan. The program will strengthen website resources to facilitate access to providers.

43. Briefly describe how staff and board members were a part of the self-evaluation process.

At the beginning of the school year, staff collaborate to create a program planning calendar which is presented to governance for review. Program staff develop a written list of tasks needed to modify the program in order to address all areas of improvement. Staff completed/reviewed the ERS, DRDP, parent surveys, and developed an action plan to address areas in need of improvement. The Head Start/Early Head Start School Readiness data, plan and goals are presented to the School Readiness Committee from the Policy Council and Board of Directors for review and approval. The PSE is also presented to the board for input and approval.

MCAP: Inventory records are presented at least once every two years for board review. Policies and procedures along with parent handbook are also presented to board for review periodically.

18. Dimension IV. Administrative

**44. Program has completed the Agency Summary of Findings.
Has the contractor met this requirement?**

Yes

45. List key findings from the agency summary of findings and the action steps that will be taken to address the findings. If the program provides services to multiple age groups provide one key finding with action steps for each age group served.

Key Finding 1: 19% Exploring Middle in the domain of Language and Literacy Development LLD 4 Reciprocal Communication and Conversation. Action Steps: Read Across America to host guest readers and provide new books for each classroom. CLASS observations will take place and mentor coaches will focus on the language dimensions and open-ended questions during frequent conversations with children.

Key Finding 2: 38% Exploring Earlier in the domain of Cognition including math and science COG 3 Number Sense of Quantity. Action Steps: provide training on STEM and the key findings newsletter with strategies and activities. Observation training was provided to teaching staff.

19. Dimension IV. Administrative

**46. Program has completed Agency Summary of Findings.
Has the contractor met this requirement?**

Yes

47. Using the Agency Summary of Findings describe two key findings from the ERS and what action steps the program is taking to address the key findings. Include resources, training, or materials to address the key findings. If the program provides services to multiple age groups provide one key finding with action steps for each age group served.

Key Finding 1: Nature and Science

Action Steps: The program will provide the key finding newsletters. Teachers will plan outdoor activities, and the education team will provide loose part/STEM training.

Key Finding 2: Space and Furnishings - Display for Children.

Action Steps: The program will provide teachers with picture frames, plexiglasses, photo albums, etc. to ensure that children's artwork is displayed in a meaningful way and within child's eyesight. Teachers will receive training in classroom environments to ensure developmentally, and age-appropriate materials are used. Program will provide plants, fish tanks and other materials.

20. Dimension IV. Administrative

48. Describe the processes and procedures for conducting regular visits to providers within the network to support implementation of the program quality requirements. (Include supporting the implementation of DRDP, ERS, and developmentally appropriate activities)

s

49. FCCHEN contractors are required to develop processes and document their assessment of each family child care provider within the network to ensure services are educationally and developmentally appropriate. Describe the processes to assess each provider and what strength-based supports are provided.

s

50. Contractor, annually or as needed, reviews their Written Information for Families and Providers (if applicable) and updates information to align with current regulations (5 CCR and Funding Terms and Conditions), CDSS training webinars, and guidance provided through Child Care Bulletins (CCB). Has the contractor met this requirement?

Resource: [Child Care Bulletins \(CCB\) – By year](#)

Yes

21. Dimension V. Fiscal/Audit

48. The program has submitted a report for each contract that is consistent with the laws for state and federal fiscal reporting.

Has the contractor met this requirement?

Resource: [Fiscal Resources](#)

Yes

49. How will the program continue to maximize enrollment to meet the child care needs of the community? Describe the procedures in place to increase enrollment in the program.

Recruitment and Selection Plan Committee: With collaboration with other departments and community stakeholders, the program develops and maintains selection criteria based on data from the community needs assessment

Monthly Recruitment Calendar – events are shared with PC, BOD, and staff.

Recruitment plans are individualized per center with the assistance of FSW/FA. Program staff attend community events to recruit children, for example resource and immunization resource fairs

Involvement: The program is involved in the resource fair listserv: Kern County Network for Children - Family Resource & Collaborations Events. Staff attend specific events unique to the needs of the community, for example: MLK Halloween Candy Giveaway. Staff also partner with Community Development Department to increase footprint within the community

22. Dimension V. Fiscal/Audit

50. The program has submitted an acceptable financial and compliance audit within the required timelines. Has the contractor met this requirement?

Resource: [Contracting Agencies Audit Guidelines & Resources](#)

Yes

51. If findings were identified through the annual audit process how is the program adjusting practices and processes to resolve the findings? If no findings were identified, please write N/A.

For FY ended 6/30/24

SA-2024-003 CCTR There was an \$10,303 understatement of total unrestricted income.

CAP: Misstatement of expenses between categories was due to a clerical error. Greater review will be conducted by the Finance.

SA-2024-004 CMIG There was an \$869 understatement of total administrative costs.

CAP: Agency struggled using the new CDPR system implemented mid-year by CDSS. The system was difficult to reconcile. Accordingly, there was a clerical error when completing the CDPR data entry. Staff now understands how to reconcile entered data in the CDPR system. Greater review will be conducted by the Finance.

SA-2024-005 CMAP There was an \$5,610 understatement of total other unrestricted income, an \$127 overstatement of total reimbursable expenses and \$2,061,332 overstatement of total administrative costs.

CAP: Program expenses were inadvertently included in the reporting of administrative costs. The error was identified after the final submission of CMAP data in August 2024. Greater review will be conducted by the Finance. Implemented during the September 2024.

SA-2024-006 CMAP-3000, CSPP-3124, and CCTR-3063 There was an understatement of \$15 for center based reserves, an understatement of \$33 for alternative payment reserves, and an understatement of \$6 for preschool reserves.

CAP: When completing the reconciliation, identified errors in the allocation of interest for the reserve accounts. Greater review will be conducted by the Finance.

23. CCD 23 Child Development Reporting Data

52. Contractor has notified their assigned consultant of any changes to the Executive Director, Program Director, Site Supervisor(s), headquarter address or sites. Sites includes any sub contracted facilities. Alternative Payment contracts do not include sites in CDMIS. Contracts operated through Family Child Care Home Education Networks have added all providers into their CDMIS profile.

Yes

53. Describe your plan to resolve and meet this requirement.

Ongoing monitoring and communication with state consultant.

24. Optional: Celebrating Promising Practices

54. Share your promising practices: Narrative

1. Fatherhood Conference: Our Second Annual Fatherhood Conference held in January 2025 was a huge success. We had 65 parents attend. Parents attended different workshops, had access to 17 community resource tables, and learned the five keys to strengthening families from our keynote speakers: Avery and Brian Experience, who are dynamic motivational speakers who help organizations, teams, and individuals re-imagine one of the most important aspects of success: Relationships.

2. New Hire Mentorship Program: Designed to foster growth and development within our organization by providing structured support to new staff members. This initiative was inspired by the need to ensure that new hires have a clear understanding of their roles and responsibilities and are equipped with the necessary knowledge and skills to succeed.

Program Implementation: The program is structured around the following key components to guarantee its effectiveness:

Mentor Selection: Experienced employees with strong leadership and communication skills are chosen as mentors. They play a crucial role in guiding new hires through their initial stages in the company.

Structured Orientation: Introduces employees to company culture, values, and expectations. This lays a foundation for their journey within the organization.

Goal Setting: Mentors work with mentees to establish specific, measurable goals. This helps new hires focus on their personal and professional development.

Evaluation and Feedback: To ensure the program's success, we gather feedback and assess its impact through various methods:

Surveys and Feedback Forms: Regular feedback is collected from both mentors and mentees to identify areas of improvement and celebrate successes.

Goal Attainment Tracking: Progress towards the goals set at the beginning of the program is monitored to assess achievement and address any challenges.

Engagement Measurement: The level of interaction and communication between mentors and mentees is evaluated to ensure a supportive relationship.

Assessing Outcomes: The program's effectiveness is measured by analyzing several outcomes:

Retention Rates: Track retention rates of new hires to determine if the program contributes to employee satisfaction and loyalty.

Promotion Rates: The advancement of mentees within the company is monitored as an indicator of their growth and development.

Program Impact: Overall engagement and satisfaction with the program are assessed to ensure it continues to meet the needs of new employees.

Through this mentorship program, we create an environment where new hires feel supported, valued, and prepared to contribute to the success of our organization. This approach not only benefits the individual employees but also strengthens our company culture and productivity.

3. MCAP- The program operates a food pantry to support migrant agricultural families facing food insecurity, providing consistent access to nutritious food and essential items. This service helps meet basic needs and supports the well-being of families working in seasonal and low-wage agricultural jobs.

55. Upload your files here, if applicable.

[Flyer.png](#)

[MCAP Brochure 2025.png](#)

[2nd Fatherhood Conference 2025 EHS-HS ONLY 12-9 FINAL.pdf](#)

[Fatherhood Conference and Male Involvement.pdf](#)

[Fatherhood Conference Video Link.docx](#)