



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

**POLICY COUNCIL
MEETING PACKET**

June 24, 2025

POLICY COUNCIL STANDING COMMITTEES

June 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. Liliana Juarez
- 4.
- 5.
- 6.

PLANNING

Chairperson: Christopher Cuzul

1. Gabriela Rangel
2. Maria Worthy
3. Michelle Jara-Rangel
4. Rene Williams
5. Margarita Vargas
- 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	X					
2	Margarita Vargas - Pete Parra							ABS					
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	X					
2	Ruby Cruz - Alberta Dillard	X	X	X	X	X	X	X					
3	Maria Worthy - Alicante	X	X	X	X	X	X	X					
4	Fatima Echeverria - Angela Martinez	X	ABS	X	X	ABS	X	ABS					
#	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	X					
2	Kaylonie Howard - Sterling	X	X	X	X	X	X	X					
3	Liliana Juarez - San Diego							X					
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	X					
2	Gabriela Rangel - California City	X	X	X	X	ABS	X	X					
3	Rene Williams - Harvey Hall	X	X	X	X	X	X	X					
4	Dominique Bassi - Heritage	X	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	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	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	X					
2	Paula De La Riva						X	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	X					

School Readiness Committee

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

Bylaws Committee

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

Board of Directors

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

Legend

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



DATE	June 24, 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	170 175 908#

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. New Business

Action Item

- 2025-2026 Head Start Budget Revision – Rosa Guerrero, Administrative Analyst (**p. 8-9**)

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 – May 27, 2025 (**p. 10-16**)
- Policy Council Budget & Finance Committee Meeting Minutes – May 20, 2025 (**p. 17-18**)
- Policy Council Bylaws Committee Meeting Minutes – June 3, 2025 (**p. 19-20**)
- Policy Council Planning Committee Meeting Minutes – June 10, 2025 (**p. 21-23**)
- Head Start Budget to Actual Report, March 1, 2025, through April 30, 2025 (**p. 24-26**)
- Early Head Start Budget to Actual Report, March 1, 2025, through April 30, 2025 (**p. 27-29**)
- Head Start and Early Head Start Kern Non-Federal and In-Kind Report, March 1, 2025, through April 30, 2025 (**p. 30**)
- Early Head Start Childcare Partnerships Non-Federal Share and In-Kind Report, March 1, 2025 through April 30, 2025 (**p. 31**)

- i. Parent Travel & Childcare through April 30, 2025 **(p. 32)**
- j. Parent Activities through April 30, 2025 **(p. 33)**
- k. Head Start Program Review & Evaluation Report – May 2025 **(p. 34-35)**
- l. 2024-2025 Program Self-Evaluations (CSPP, CMAP, CCTR, CMIG) **(p. 36-64)**
- m. Backpack Connection Series: How to Give Clear Directions (English/Spanish) **(p. 65-66)**
- n. Pyramid Model Leadership Newsletter – June 2025 **(p. 67-68)**
- o. Bakersfield City Pool Schedule **(p. 69)**
- p. Bakersfield City Spray Park Hours **(p. 70)**
- q. Red, White & Boom Fireworks Show – June 28, 2025, Barker Park, Wasco, CA **(p. 71)**
- r. Independence Day Celebration – July 3, 2025, Rails to Trails, Taft, CA **(p. 72)**
- s. Family Law Facilitator – July 3, 2025; Kern County Child Support Services (English/Spanish) **(p. 73-74)**
- t. Family Law Facilitator Self-Help Center Summer Workshops – July 18, 2025; Kern County Superior Court – Basement Overflow Room **(p. 75)**
- u. Annual Back 2 School Backpack Giveaway, Job & Health Fair – California City **(p. 76)**
- v. Summer Safety Tips – U.S. Fire Administration (English/Spanish) **(p. 77-80)**
- w. Heat and Health Guidance – U.S. Centers for Disease Control and Prevention **(p. 81-82)**
- x. Fireworks Safety – U.S. Consumer Product Safety Commission **(p. 83)**
- y. Concerts in the Park – June 4 through August 20, 2025, Victory Park, Stockton, CA **(p. 84)**
- z. Free Admission at the Haggin Museum – 1st Saturday of the month, Stockton, CA **(p. 85)**
- aa. Movies in the Park – Bakersfield, CA **(p. 86)**
- bb. Concerts at the Marketplace – Bakersfield, CA **(p. 87)**
- cc. Head Start Recruitment Flyer (English/Spanish) **(p. 88-89)**
- dd. Early Head Start San Joaquin Flyer (English/Spanish) **(p. 90-91)**
- ee. Home Visiting Program Flyer (English/Spanish) **(p. 92-93)**
- ff. Budget & Finance Committee Meeting Dates **(p. 94)**
- gg. Bylaws Committee Meeting Dates **(p. 95)**
- hh. Planning Committee Meeting Dates **(p. 96)**
- ii. Policy Council Meeting Dates **(p. 97)**

6. 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

7. Policy Council Chairperson Report

8. Policy Council Member Comments

9. Next Scheduled Meeting

10. Adjournment



MEMORANDUM

To: Policy Council



From: Rosa Guerrero – Administrative Analyst

Date: June 24, 2025

Subject: 2025-26 EHS/HSP Budget Revision – **Action Item**

The Head Start and State Child Development division is requesting approval to submit a budget revision to the Office of Head Start. Through ongoing monitoring of the budget to actuals, the decision to reallocate funding by major category is needed, mainly due to the recent award of additional funding by the San Joaquin County Office of Education, therefore expanding our Head Start Program /California State Preschool Program (CSPP) contract. This effectively doubles the scope of our Head Start Program operations in the region.

To support the budget revision, Program staff, in partnership with the Finance division, have identified savings in the Personnel category that will be moved to Fringe, Supplies, Contractual, and Other categories. As a result, the program seeks to reallocate a portion of existing personnel costs to the Head Start Program/CSPP contract, which, in turn, creates available funds within our Office of Head Start grant. Additionally, with rising prices for goods and services, particularly those affecting the Head Start Program, our revised cost allocation methodology, applied to reflect current conditions, identified savings largely within Early Head Start. However, cost pressures are disproportionately impacting Head Start Preschool, requiring a funding shift to ensure adequate program support. Reallocation also encompasses a cost per child conversion following additional funds from San Joaquin County Office of Education, further supporting the reallocation between Head Start Preschool and Early Head Start programs. Upon approval, CAPK's Head Start Program will reallocate approximately \$2,365,170 from Early Head Start to the Head Start Preschool program following the cost allocation methodology described above.

Strategic Plan Impact

This proposal is aligned with Goal 2 of the 2021-2025 Strategic Plan: All families in the communities we serve have access to high quality early learning and care choices to meet their diverse needs, as it relates to subgoal 2.1.1, identifying and leveraging emerging funding opportunities to expand services for early childcare and youth services.

Recommendation

Staff recommends the Policy Council approve with approval the submission of the 2025-2026 Head Start Program Budget Revision (09CH012489).

Attachment:

*2025-26 Budget Summary
Approval Document*

**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%

**COMMUNITY ACTION PARTNERSHIP OF KERN
POLICY COUNCIL MEETING MINUTES
May 27, 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, Gabriela Rangel, Ian Anderson, Jennifer Wilson, Kaylonie Howard, Liliana Juarez, Maria Worthy, Michelle Jara-Rangel, Paula De La Riva, Rene Mayhorn Williams, Ruby Cruz

Policy Council Members Absent: Fatima Echeverria, Henrietta Castro, Margarita Vargas

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 May 20, 2025 and reviewed budget to actual reports for all grants. The reports reflect one month of the current funding cycle, from March 1, 2025 through March 31, 2025. Reports reviewed by the committee included Head Start, Early Head Start as well as the no cost extension for Head Start and Early Head Start. Inkind totals were presented as were the Parent Activities and Local Travel and Childcare Reimbursement. It was also shared with the committee that the program has only received half of its funding award, which is typical. The other half is expected to be released in the coming months. The next Budget & Finance Committee meeting will be held at 5:30 p.m. on Tuesday, June 17, 2025.

b. Bylaws Committee – Dominique Bassi

The Bylaws Committee will meet on June 3, 2025 at 5:30 p.m. The committee will continue its review of the bylaws. The committee will review articles four through seven which will cover the topics of Policy Council officers, council membership, voting rights and more. As review and discussion takes place the committee will determine if there is a need to make any changes to any articles in the document. Once the entire document has been reviewed and all suggested changes have been drafted, the document will be brought before the Policy Council.

c. Planning Committee – Christopher Cuzul

The Planning Committee met on May 13, 2025. The Division Program Activity Report was shared for the month of April with Head Start reporting 100% enrollment and Early Head Start reporting 99% enrollment. The Central Kitchen prepared a total of 62,063 meals and there were 76,880 meals delivered during the month of March. It was shared that the program has entered a partnership with the Open Door Network which aligns with the Program Options Strategic Goal. Additional events that took place during the reported time period included enrollment staff participation at Martin Luther King Community Center Extravaganza, staff working with families at the Shafter Head Start Center to develop routines, and Head Start teachers offering activities to support children's transition to kindergarten. The next Planning Committee meeting will be held on June 10, 2025 at 5:30 p.m.

d. School Readiness Committee – Jennifer Wilson

The School Readiness Committee met on May 8, 2025; however, a quorum was not established. Education Managers, Rashi Strother and Cynthia Rodriguez presented the 2025-2026 proposed School Readiness goals to committee members present. The committee reviewed effective home visiting, and center-based

strategies and activities for families to do at home. Committee members had an opportunity to share their feedback on the activities outlined in each of the following domains: Social Emotional, Language and Literacy, English Language Development, Cognition and Physical Development Health. Community Representative Policy Council member, Ian Anderson shared with the committee that his program (Kern Adult Literacy Council) is willing to partner with programs by sharing books and activities for families. In closing, Cynthia extended an invitation to members to attend the upcoming Nutrition Advisory Committee meeting on May 15, 2025.

4. Presentations

- a. Understanding Children’s Emotions – Samantha Petterson, MS, Licensed Marriage and Family Therapist
Samantha shared that she works with both children and adults providing therapy. She has a background in ABA (Applied Behavior Analysis) and has worked in pre-kindergarten settings with children, including some of whom were diagnosed with autism. Samantha shared that the other title that she holds dear to her heart is that of mom to her 17-month-old daughter, adding that she is right there with parents and the emotions their little ones are feeling. She prefaced by stating this is a topic that has a lot of content and that a great deal of time can be spent on, however, for time purposes she will be presenting an overview. Samantha added that she created resources and provided handouts which share various tools and techniques that can be used to support children in their emotional development and regulation.

Before beginning to speak about regulation tools for big emotions and developmentally appropriate behaviors, Samantha wanted to “normalize” parenting and say, parenting is hard! It’s not necessarily what we see depicted on social media or television. Each situation has its own challenges that parents may face such as emotional strain, financial pressures, sleep deprivation, balancing work/home life, or partner/parent time and more. In continuing she added that parents don’t have to be perfect. Often time parents strive to do it all and want to give their child everything and feel guilty or anxious if they feel like they perceive themselves as “falling short” but the fact of the matter is that parents don’t have to be perfect to raise happy, healthy children. Being “good enough” and meeting your child’s needs in a timely manner showing empathy and understanding is perfectly acceptable.

Examples of developmentally appropriate displays of emotions for children ages 3 – 5 years old were discussed and shared with members. Samantha shared that it is also important to remember that all children develop at their own pace. She also talked about schedules, and routine and how sometimes changes in a routine can lead to children feeling frustrated or distressed. Samantha shared that children can often express their emotions through play. She added that play, whether it’s pretend play, messy play or another form of play, is a great way to get into your child’s world and see how they are feeling.

Samantha shared that emotions are neither “good” or “bad” they simply are, many times we label them in that way because of our experiences or what we’ve been taught. She added there is no right way to feel an emotion adding that it is important and helpful to understand the origins of triggers so that parents can manage their own emotions. In doing so we are able to respond from a place of awareness; through co-regulation is how children develop their own ability to regulate their emotions over time. Samantha also shared some mantras that may be helpful for parents when their children are experiencing strong emotions, e.g., *They are having a hard time, not giving me a hard time. I do not need to be perfect. He/She is still learning.*, etc.

Samantha reiterated the importance of recognizing our own triggers when our children are showing big emotions and shared information about regulation and co-regulation. She stated that parents and caregivers can help by modeling healthy emotional expression, provide opportunities for children to express their emotions and to teach our children strategies for coping with big emotions. In addition to parents and caregivers positively regulating their own emotions, Samantha shared some activities that can also help to support emotional development. These activities included but were not limited to reading and

discussing books about emotions, role-playing, naming emotions, as well as providing positive reinforcement. In closing Samantha shared a quote by Dr. John Gottman, “By acknowledging our children’s emotions, we are helping them learn skills for soothing themselves, skills that will serve them well for a lifetime.”

Members thanked Samantha for the presentation, noting that the information shared was helpful, and was a good reminder that kids’ emotions, just like adults, are going non-stop too, they are tiny humans still learning. Additional members’ comments also noted that we adults are giant, grown humans and we are still learning too.

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 – April 22, 2025
- b. Policy Council Bylaws Committee Meeting Minutes – April 1, 2025
- c. Policy Council Budget & Finance Committee Meeting Minutes – April 17, 2025
- d. Policy Council School Readiness Committee Meeting Minutes – May 8, 2025
- e. Policy Council Planning Committee Meeting Minutes – May 13, 2025
- f. Head Start Budget to Actual Report, March 1, 2024, through March 31, 2025
- g. Early Head Start Budget to Actual Report, March 1, 2024, through March 31, 2025
- h. Head Start and Early Head Start Kern Non-Federal and In-Kind Report, March 1, 2024, through March 31, 2025
- i. Early Head Start Childcare Partnerships Non-Federal Share and In-Kind Report, March 1, 2024 through March 31, 2025
- j. Head Start (No Cost Extension) Budget to Actual Report, March 1, 2023 through March 31, 2025
- k. Early Head Start (No Cost Extension) Budget to Actual Report, March 1, 2023 through March 31, 2025
- l. Head Start Building Proceeds for Central Kitchen as of March 31, 2025
- m. Parent Travel & Childcare through March 31, 2025
- n. Parent Activities through March 31, 2025
- o. Head Start Program Review & Evaluation Report – April 2025
- p. ACF-OHS-IM-25-04, Expanding Educational Freedom and Opportunities for Families in Head Start Programs, Issuance Date: April 29, 2025)
- q. Letter of Termination – Nallely Leon Delgado – May 21, 2025
- r. Backpack Connection Series: How to Use Social Stories to Teach Your Child New Skills and Expectations (English/Spanish)
- s. Pyramid Model Leadership Newsletter – May 2025
- t. Teaching Your Child About Feelings – National Center on Health, Behavioral Health and Safety
- u. Taking Care of Yourself – National Center on Health, Behavioral Health and Safety
- v. I’m So Stressed Out – National Institute of Mental Health
- w. 7 Ways to Practice ACEs Self Care and Build Resiliency
- x. Children’s System of Care – Kern Behavioral Health & Recovery
- y. Henrietta Weill Memorial Child Guidance Clinic & Adult Behavioral Health – Kern County (English/Spanish)
- z. Movies in the Park – Bakersfield, CA
- aa. Concerts at the Marketplace – Bakersfield, CA
- bb. Free Admission at the Haggin Museum – 1st Saturday of each month, Stockton, CA
- cc. San Joaquin County Fair – May 30 – June 1, 2025 – San Joaquin County Fairgrounds, Stockton, CA
- dd. Concerts in the Park – June 4 – August 20, 2025 – Victory Park, Stockton, CA
- ee. Head Start Recruitment Flyer (English/Spanish)
- ff. Early Head Start San Joaquin Flyer (English/Spanish)
- gg. Home Visiting Program Flyer (English/Spanish)

- hh. Budget & Finance Committee Meeting Dates
- ii. Bylaws Committee Meeting Dates
- jj. Planning Committee Meeting Dates
- kk. School Readiness Committee Meeting Dates
- ll. Policy Council Meeting Dates

A motion was made by Paula De La Riva and seconded by Christopher Cuzul to approve consent agenda items (a) through (ll). Motion carried unanimously.

6. New Business

***ACTION**

a. **Election of Margarita Vargas to the Planning Committee**

A motion was made by Jennifer Wilson and seconded by Maria Worthy to approve Margarita Vargas as member of the Planning Committee. Motion carried unanimously.

b. **Election of Liliana Juarez to the Bylaws Committee**

A motion was made by Dominique Bassi and seconded by Christopher Cuzul to approve Liliana Juarez as a member of the Bylaws Committee. Motion carried unanimously.

c. **2025-2026 Head Start & Early Head Start School Readiness Goals – Rashi Strother & Cynthia Rodriguez, Education Managers**

Rashi stated that our Head Start program takes a comprehensive approach to school readiness across all content areas. This includes education, wellness, family engagement, disabilities, nutrition and family engagement. Staff collaborate with parents to establish family partnerships. Parents are at the forefront as they are their child’s first teacher. School readiness means that children are ready for school, ready to learn, and that our children who are transitioning out of the program possess the skills, behavior and knowledge necessary for school success and lifelong learning.

Rashi shared that the 2025-2026 School Readiness Goals were presented to the Policy Council School Readiness Committee for their review and input, which is phase five of the school readiness goals process. Bringing the goals to the Policy Council is an additional phase of the process.

The school readiness goals are developed annually to improve outcomes for children. The goals are developed by utilizing child assessment data which is then aggregated and analyzed. The goals are divided into five developmental domains which are aligned to the Desired Results systems and the Head Start Learning Outcomes Framework. Rashi shared the developmental domains which are: approaches to learning, social and emotional development, language and literacy, cognition and physical development. In continuing, she reviewed one of the goals and outlined the objectives and the timelines for such.

Staff recommended approval of the 2025-2026 School Readiness Goals. Gabriela Rangel made a motion to approve; Ian Anderson seconded. Motion carried unanimously.

d. **August 2025 Enrollment Update – Robert Espinosa, PhD – Program Design and Management Administrator**

Robert began by noting that the Office of Head Start placed our program on a Full Enrollment Initiative Plan of Action in 2023. This was to ensure that the program reached a minimum of 90% enrollment for both Head Start and Early Head Start. That criteria was met in December 2024, since this point in time the program has maintained those benchmarks each subsequent month. Head Start enrollment has consistently been at 100% with Early Head Start fluctuating but never going below 97% enrollment. Robert shared that a strategic plan is necessary to see where the program will be with enrollment when part year centers that are closed for the summer return in August. He added that full year centers are constantly operating and there is always a push to fill any open slots. Robert shared that because part year is currently closed the program does not need to report enrollment for the summer months. However, the program will start reporting once again in September and October. He added that the program must still be fully enrolled in Head Start when part year centers re-open, that it is still meeting (at minimum) 97% benchmarks, but we always want to make sure we are as close to 100% if not at 100% enrolled in all areas.

Robert stated that as of now for 2025 with all the rollover children the program has coming in, there will be 500 of our 936 funded enrollment. There are 523 children that are rolling over and there are 358 children on the

waitlist. If all those children on the waitlist are accepted, that will bring the figure to 881 (of the 936 slots) and leave the program needing 127 additional children to reach 100% enrollment. Robert added if we do “the bare minimum” we will only need 55 more children. He also shared that all Head Start centers have been identified to see how many children are rolling over, what do we need to reach full enrollment and who is on the waitlist. Robert stated that strategic recruitment events have already been scheduled to build those waitlists so that when part year resumes in August the program already has identified those families and the children who can come in to receive services.

Robert stated that he has been working with the Office of Head Start’s Training & Technical Assistance Specialist assigned to our program. He has been sharing with them the plans the program has to reach full enrollment, community outreach opportunities, calendar of events and other ideas to support full enrollment. Robert spoke about a meeting he had with the Kern County Probation Department and the potential for a partnership noting that often probationers do not attend the programs they have been assigned due to lack of childcare among other things. The thought was that a holistic approach could be taken with this potential partnership. Probationers would have the opportunity to enroll their eligible child in the program and also connect with energy, the food bank or any of the other many programs under the CAPK umbrella.

Members had an opportunity for questions to which there were some. An inquiry was made about what the dates are for upcoming recruitment events with Robert providing a series of specific dates. There was much discussion back and forth with regards to the months required to report for full enrollment with clarification sought about the months the program must begin (after break) to report full enrollment. The discussion concluded with Robert stating that though the program will begin reporting in September for August, that month “will not count” and the final month of reporting will be in November with continued brief discussion on the subject. Several additional questions were posed with ensuing dialogue. Included was an inquiry as to how might this year be different from previous years when the program accepts children during this time and for various reasons the slots do not get filled. Robert stated a new strategy this year is that parent letters will be sent multiple times over the course of the summer months; not 2 weeks prior to the start of school. He added that the hope is, with ongoing contact between parents and staff throughout the summer will help to ensure those children who have been accepted to the program will report when school begins.

7. Standing Reports

a. Program Governance – Lisa Gonzales, Program Governance Coordinator

Lisa thanked everyone for their attendance and reminded members to please confirm their attendance by either replying to email inquiries or by accepting the meeting notice invitation. Lisa stated that this is very important to ensure the Council reaches a quorum so they may conduct any necessary business.

Lisa shared that in keeping with the theme of emotions, she wanted to bring attention to a few flyers in the Policy Council packet. She shared information from the handout, Teaching Your Child About Feelings. Lisa shared the importance of letting children know their feelings are okay. She encouraged parents and caregivers to make it a part of their daily routine to ask their child what made them happy today or did anything exciting happen. Asking questions that require more than a yes or no or one word response are important to help children connect with and share their feelings. Lisa also spoke about the importance of taking care of oneself. Parents, caregivers, adults in general need to notice their own feelings and stress levels. When we take care of ourselves, we are better equipped to take care of our children and respond to their needs from a place of peace and calm rather than from a place of stress or exhaustion. Lisa shared that we have to fill our cup and take care of ourselves, because we cannot pour into anyone if we are empty and depleted. Lisa also touched on a flyer that distinguished the differences between anxiety and stress adding that the word “anxiety” tends to be used freely in a number of circumstances. She noted that anxiety is more internal as opposed to stress which is typically more situational. Lisa encouraged members to get better acquainted with the differences between the two.

In closing, Lisa went over the contents of other items provided to members. Those items included a variety of resources as shared by the presenter such as books and podcasts. Additionally provided was information on how to name feelings and notice where in the body they are felt, proprioceptor cards outlining various physical

activities, feelings and their correlating color zones and much more. Lisa shared that she is very passionate about mental health, and she too wanted to provide members with a few tools. These tools included breathing cards, and the board book My First Book of Emotions.

b. **Community Representative – Ian Anderson, Kern Adult Literacy Council and Paula De La Riva, First 5 Kern**

There was no information to share at this time.

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

Michelle stated that she would be providing information from the April meeting. The Board of Directors met on April 30, 2025. The consent agenda was approved with no items removed for further discussion. There were two action items presented to the Board, and both were subsequently approved. These items were the Adoption of Accounting Standards Update (ASU) and the Financial Reports for February 2025.

There was only one informational item under new business. The informational item was Discussion of the Federal Budget and Special Committee. Chief Executive Officer, Jeremy Tobias reported that he continues to be updated by David Bradley from the National Community Action Foundation on detailed insights into the current budget situation. It was shared that the agency is currently operating under a continuing resolution which will end September 30, 2025. He added that the current administration has been slow to release funds with no explanation as to why. Jeremy continued to share additional information with the Board with regard to the Federal Budget. It was noted that due to a change in discretionary spending and funding mechanisms at the federal level the CAPK Food Bank has been greatly impacted. It was stated that David Bradley does not feel there are threats to the agency's core programs at this time. Information with regards to the president's proposed skinny budget and the proposed elimination of funding for several programs was shared. Jeremy added that he has been meeting with Congressmen Fong and Valladao and those meetings have been positive and productive.

There was discussion about forming an ad hoc committee to assess the federal and state budget and how these budgets may impact the operations of CAPK and how the agency can strategically plan to continue to offer programs under the reduced funding. It was suggested that the ad hoc committee includes members from the community.

The CAPK Foundation report was shared and approved by the Board of Directors as was the Head Start Policy Council report.

In providing the CEO report, Jeremy Tobias presented an update on the construction of the Central Kitchen stating PG& E was at the location to energize the site. Staff have been assessing the equipment and preparing for final inspection. The Central Kitchen should be ready and operational by the end of May, with a ribbon cutting planned for June. Additionally, CAPK has received a certificate of occupancy for Covey Cottages and construction items are being completed. IKEA has donated furnishings to be installed. Staff and attorneys are completing a standard lease agreement for the cottages with a ribbon cutting and occupancy to occur mid to late June.

d. **Head Start/State Child Development – Yolanda Gonzales, Head Start/State Child Development Director**

Robert Espinosa, Program Design and Management Administrator, provided this report on behalf of Yolanda Gonzales.

Robert reiterated that the program has been meeting its enrollment benchmark, adding as of the previous week, Head Start was 100% enrolled and Early Head Start was at almost 98%.

It was also shared that the program recently underwent a Focus Area 1 Review which went amazingly well. There were a number of categories reviewed including program design and management, family and community engagement services, fiscal infrastructure, and more. Robert shared there were two small areas of concern. One of these areas was in Health Services as there was some documentation that exceeded the 90-day mark. He added that this is because sometimes we must wait for the parent to provide us with documentation. The reviewer recommended exploring strategies to eliminate barriers that can create time issues in obtaining documentation. The other area of concern was with Family and Community Engagement. The concern

stemmed from a Family Service Worker who did not meet their full credentials at the time of the review, however nine days later they met the full credential. Robert stated that in every other area the program was found to be compliant. He added that the program is ready for the Focus Area 2 which will more than likely take place next year. During this review, they will look at the programs files and see everything its doing. Robert stated that he wanted to share this information with the Council and share all that the program is doing for the children and families it serves. The program is complying and doing all that needs to be done based upon our Head Start Program Performance Standards. Robert also acknowledged staff and everyone who helped make the Focus Area 1 such a success.

Lisa stated that she would be remiss if she didn't share with the Council that the Focus Area 1 also looked at program governance. This area includes the Policy Council, all its procedures and more. Lisa also shared with members that at the end of her interview with the auditor, the auditor stated that she knows when conducting a review people are often reading from a script. However, she could tell that this wasn't the case for governance; that there wasn't any script, and all the information shared about the governance component of our program was from firsthand knowledge. She added that the responses to her questions were very thorough, and she was pleased. In closing, Lisa thanked the Council as well because they are a large part of the governance component.

8. Policy Council Chairperson Report

Ruby thanked everyone for their attendance.

9. Policy Council Member Comments

Members had an opportunity to share a comment if they would like.

Christopher shared that his son is transitioning to kindergarten and the information provided is good to have. He also thanked the teachers, and everyone involved with the children. Christopher added that you can really see the impact the program has made from day one to the day they leave; it's like a completely different child. Appreciation was expressed for the entire CAPK program.

Dominque expressed gratitude especially for the information shared about emotions. She shared that her four year old is very active in telling her about his emotions and that he will be excited about the book and the cards too.

Rene spoke to the topic of mental health and shared that he talks with a lot of veteran's and shares with them as a veteran they are willing to do anything for their children, to put their lives down for them but adding that the best thing they can do for their kids is to be healthy. Rene added that he is a veteran too. He stated he encourages other veterans to get active, eat healthy, and being better for yourself and for them when it comes to mental health. It's important to take breaks, speak to someone and don't be afraid to seek counseling if you need help, there isn't anything to be ashamed of. If you need someone to talk to pick up the phone and reach out, call anyone, even anyone on the Council. He concluded with "be happy, be healthy and push forward for your children."

Gabriela shared that she is very appreciative of all the services and all the resources provided over the last couple of years since her son has been in the program. She is looking forward to her son starting kindergarten and just growing and expressing himself more, and she thanked everyone for being a part of that.

Michelle shared that she has been travelling for two straight months and misses being at in person meetings and is glad she will be in person for the next two months.

10. Adjournment

The next Policy Council meeting will be held on June 23, 2025 at 5:30 p.m. in the Board Room. Members were reminded that though their child may have aged out of the program, they are still a member of the Policy Council until the end of the term in October. The meeting was adjourned at 6:47 p.m.

Community Action Partnership of Kern
Head Start / State Child Development
Policy Council Budget & Finance Committee Meeting Minutes
May 20, 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 5:30 p.m.

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

a. Quorum was established.

b. Members present: Rene Mayhorn Williams, Gabriela Rangel, Ruby Cruz

c. Members not present: Paula De La Riva, Nallely Leon Delgado

4. **Approval of Agenda**

Rene Mayhorn Williams made a motion to approve the agenda dated May 20, 2025; seconded by Ruby Cruz. Motion carried.

5. **Approval of the Minutes**

Ruby Cruz made a motion to approve the minutes dated April 17, 2025; seconded by Rene Mayhorn Williams. Motion carried.

6. **Introduction of Guests**

Guests in attendance were Louis Rodriguez, Finance Administrator

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

Louis stated that we have entered a new fiscal year for Head Start; it is the second year of a five-year contract. The Head Start Budget to Actual report for the period of March 1, 2025 through March 31, 2025 was presented to the committee for review and discussion. It was stated that the base funds for the Head Start grant are 8% expended with training and technical assistance funds also 8% expended. Additionally, Louis stated that our Non-Federal Share (inkind) is already at 41% during this first month of the new fiscal year.

Prior to proceeding, Louis reminded members that as shared last month, the program has only received half of the funds allotted in the notice of award. When the balance of the funds is released the budget numbers will be updated accordingly. In continuing to review and discuss the financial reports, the Early Head Start budget report for the same reporting period was 8% expended in the base funds and 7% expended in training and technical assistance.

Details of the Non-Federal Share Report were provided as well. The reporting period was March 1, 2025 through March 31, 2025 and the program is currently at \$2,000,000 which is tied back to the 41% figure shared in earlier reporting.

In continuing to review the balance of financial reports, the Head Start No-Cost Extension report was presented. It was noted 24-months have passed for this grant and all funds have been spent down. Base funds are 100% expended as are training and technical assistance funds. The figures shared are close-out dollars showing all that has been spent.

In sharing information for the 24th month of a 24-month period for the Early Head Start No-Cost Extension budget report, it was noted that 100% of the base grant and 100% of the training and technical assistance funds have been expended.

The Head Start building proceeds for the Central Kitchen report was shared with the committee. It was stated that all the monies have been 100% spent down for the central kitchen. It was unclear as to when they will start to use the facility, but it was presumed to be soon.

The parent local travel and childcare report was provided for the period ending March 31, 2025. It was noted there was \$97 in Head Start expenditures and Early Head Start had expenditures of \$54. In reviewing the parent activities report it was shared there has been \$230 expended from the Head Start grant and \$129 expended from the Early Head Start grant for the period ending March 31, 2025.

It was asked, with some centers closed during the summer months will that cut down on expenditures. It was noted that there will still be expenditures in May, June, July, and August, though they may not be as high as when we are fully enrolled with children and staff at all centers, but there will still be expenditures.

9. Announcements

The next Policy Council Budget & Finance meeting will be held via Microsoft Teams on Tuesday, June 17, 2025 at 5:30 p.m.

10. Adjournment

The meeting was adjourned at 5:40 p.m.

Community Action Partnership of Kern Head Start/State Child Development
Policy Council Bylaws Committee Meeting Minutes
June 3, 2025
Audio Only: (213) 204-2374 Phone Conference ID: 715 550 984#

1. **Welcome**

Members were welcomed to the meeting.

2. **Call to Order**

a. The meeting was called 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, Liliana Juarez, Dominique Bassi

c. Members not present: Fatima Echeverria

4. **Approval of Agenda**

Henrietta Castro made a motion to approve the agenda dated June 3, 2025. Liliana Juarez seconded the motion. Motion passed unanimously.

5. **Approval of Minutes**

Henrietta Castro made a motion to approve the minutes from the April 1, 2025 meeting. Liliana Juarez 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 IV through VIII**

In support of new Bylaws Committee member, Liliana Juarez, Lisa recapped what the committee has accomplished thus far. This included providing a brief overview of the committee's functions, the articles reviewed to this point as well as the outcomes of such. She also noted that all changes must be presented to the CAPK Board of Directors for approval as well as to the Policy Council.

The committee began their review of the document with Article IV, which spoke about Policy Council Officers, what those positions are and their roles and responsibilities. Discussion continued regarding the Executive Committee and the composition of this group. It was noted that meetings consisting solely of Executive Committee members typically only occur in "emergency meeting" situations when time is of the essence. Additionally, noteworthy in this section was eliminating the requirement that the secretary keep copies of the Policy Council meeting minutes and including the requirement that the Chairperson and Governance Coordinator meet prior to the monthly meeting to review the agenda.

In continuing to review the balance of the articles established for this meeting other areas of discussion included the required training of new Policy Council members as well as officer training, opportunities for members to attend conferences, and guidelines for monthly Policy Council meetings, and committee meetings. When speaking about monthly meetings, members were reminded that Robert's Rules of Order and the (Ralph M.) Brown Act are not required but adhered to as best as possible to serve as new learning, and to mirror CAPK Board practices. The committee felt that it was important to add that if members join virtually for meetings they will need to have

their cameras on, for maximum engagement and participation.

The final areas of discussion were related to standing committees. Review included voting procedures, what constitutes a quorum, as well as the functions of each of the committees including respective corresponding performance standards. During this discussion, the composition of committees was also reviewed. In looking at historical data as well as current membership revisions, committee members felt revisions could be made to the number of members for both the School Readiness Committee and the Bylaws Committee. The suggestion was to increase membership to the School Readiness Committee by one since it is always the most sought-after committee to serve on and to decrease membership to the Bylaws Committee as membership has historically been a challenge.

9. Announcements

Lisa shared that she has flyers she will be emailing to members about the hours and locations for Bakersfield City Pools as well as for Bakersfield City Spray Parks.

The next Bylaws Committee meeting will take place at 5:30 p.m. on August 5, 2025.

10. Meeting Adjourned

The meeting was adjourned at 6:34 p.m.

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

June 10, 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 5:30 pm.

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, Rene Mayhorn Williams, and Margarita Vargas

c. Members not present: N/A.

4. Approval of Agenda

a. Motion to approve the agenda dated June 10, 2025, was made by Gabriela Rangel; Rene Mayhorn Williams seconded. Motion carried unanimously.

5. Approval of Minutes

a. Motion to approve the minutes dated May 13, 2025, was made by Rene Williams; Michelle Jara-Rangel, 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. May Division/Program Monthly Report – Carol Hendricks, Program Manager – **Informational Item**

Carol Hendricks presented the May Program Monthly Report. The reportable monthly enrollment for Early Head Start was 743, putting the program at 99% of the target goal of 753. Head Start reported 936 of the funded enrollments, putting the program at 100% of its target enrollment. For diagnosed disabilities year to date, Early Head Start is at 39% and Head Start is at 12% 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%. For Head Start, the over income category (101% to 130% range) is at 2% and in the over income range of 131% and above, Head Start is at 8%. The Home Visiting program reported 250 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 53,744 meals. The Child and Adult Care Program (CACFP) delivered a total of 74,088 meals in April; 79% of those meals were served. Total community services and eligibility determination for Household Services was 122 with a year to date of 746. Carol shared that 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.

Carol also shared Program Options as part of our program strategic goals for this month. This month's reported goal was Health and Safety. Its objective is to expand tools and resources necessary to ensure we have a standard of practice focused on protecting child safety, preventing, and identifying child abuse before June 2026. Progress for this goal includes providing training on identifying child abuse and mandated reporting to Homebase and Home Visiting Program staff during pre-service.

Program highlights for the month include the following recruitment events attended by the enrollment staff s: On May 5 they attended the new Bakersfield College Center in Arvin; May 15 they attended the Building Hope Conference; and on May 17, they were present at the East Bakersfield Festival. The 2025-2026 School Readiness Goals have been developed and reviewed by the School Readiness Committee, which provided feedback. These goals were approved by the Policy Council in May and will be presented to the Board of Directors for approval in June.

Member Michelle Jara-Rangel posed a question about the last day of service for part-year centers, Carol and Robert responded that the services were over on May 16th, and the number of children enrolled in Head Start for the summer will be 453. Sylvia also clarified information regarding health and safety goals and its progress.

b. 2025-26 Head Start Budget Revision – Rosa Guerrero, Program Analyst – Informational Item

Rosa presented the 2025-26 Head Start Budget Revision. Savings were identified in several categories, mainly in the personnel category which was largely due to a cost sharing allocation with the San Joaquin County Office of Education. The program received a grant award to expand services in San Joaquin County, which will expand the Head Start Program in that area. With the San Joaquin County Office of Education Grant award, program rearranged its cost allocation methodology. An approximate amount of \$2,300,000 will be shifted from the Early Head Start Program to the Head Start Program following this cost methodology. This information will be presented at the Budget & Finance Committee and to the Policy Council as an action item.

Michelle Jara Rangel had some inquiries about acronyms in the revision that were addressed by Rosa, Sylvia, and Robert. Michelle also asked for clarification on other items such as the vacancy at Willow. Robert stated that children at this center will be receiving services at another center. Christopher inquired about the parent services that were allocated to \$500. Robert stated that money is to cover any items provided to parents as a whole, such as packets and/or other items.

c. Program Self-Evaluations FY 2024-2025 – Sylvia Ortega, Quality Assurance Administrator – Informational Item

Sylvia informed the committee that the Head Start/State Child Development and the Migrant Childcare program conduct the annual self-evaluation program (PSE) for their following contracts: General Child Care & Development (CCTR), California Migrant Childcare Program (CMIG), California State Preschool Program (CSPP), and the Migrant Alternative Payment Program (CMAP). This self-evaluation is due every June 2nd.

State funds allow the Head Start Program to offer a full day/full year program option for families, and the MCAP Program to provide subsidies for eligible families, which allows them to afford

access to childcare. Agencies are required to complete and submit a PSE that includes review of findings and written tasks for ongoing program quality improvement and self-monitoring. This evaluation period took place during the program year July 1st, 2024, through June 30th, 2025.

The PSE consists of evaluating and analyzing components based on the use of the California Department of Education (CDE), and the 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 Development 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: increase knowledge of Pyramid Model to strengthen teaching practices and to support children and families; highlight teacher's education/experience; increase teacher's knowledge and understanding of STEM and provide training to teachers on Loose Parts. For MCAP, goals include increasing provider knowledge on current program policies, services and practices; increasing provider participation and targeting the completion of a dedicated program website; increase access to essential resources to program families; strengthening and standardizing the community resource binder; and participating in community partnerships and collaboration.

Michelle asked if results of the evaluation were based on the parent surveys. Sylvia confirmed this and confirmed there was a high survey response rate among parents. Michelle also asked if staff were already receiving training for Pyramid Model. Sylvia stated that Pyramid Model isn't new to the program but is something that should be strengthened with existing staff, and taught to incoming staff members. On MCAP's policies and procedures, Sylvia clarified that staff wanted to increase the number of trainings. Final approval is still waiting to be approved by assistant directors. Christopher also inquired about annual STEM night dates and the website for MCAP. MCAP website information can be found on the CAPK website. Sylvia will provide additional information about the annual STEM night dates following the meeting.

9. Announcements

The next meeting is scheduled for August 12, 2025, at 5:30pm.

10. Adjournment

The meeting was adjourned at 6:08 pm.



MEMORANDUM

To: Budget and Finance Committee of Policy Council

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

Date: June 17, 2025

Subject: *Head Start*
Budget to Actual Report for the period ended April 30, 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 April 30, 2025. Two months (16.67%) of the 12-month budget period have elapsed.

Base Funds

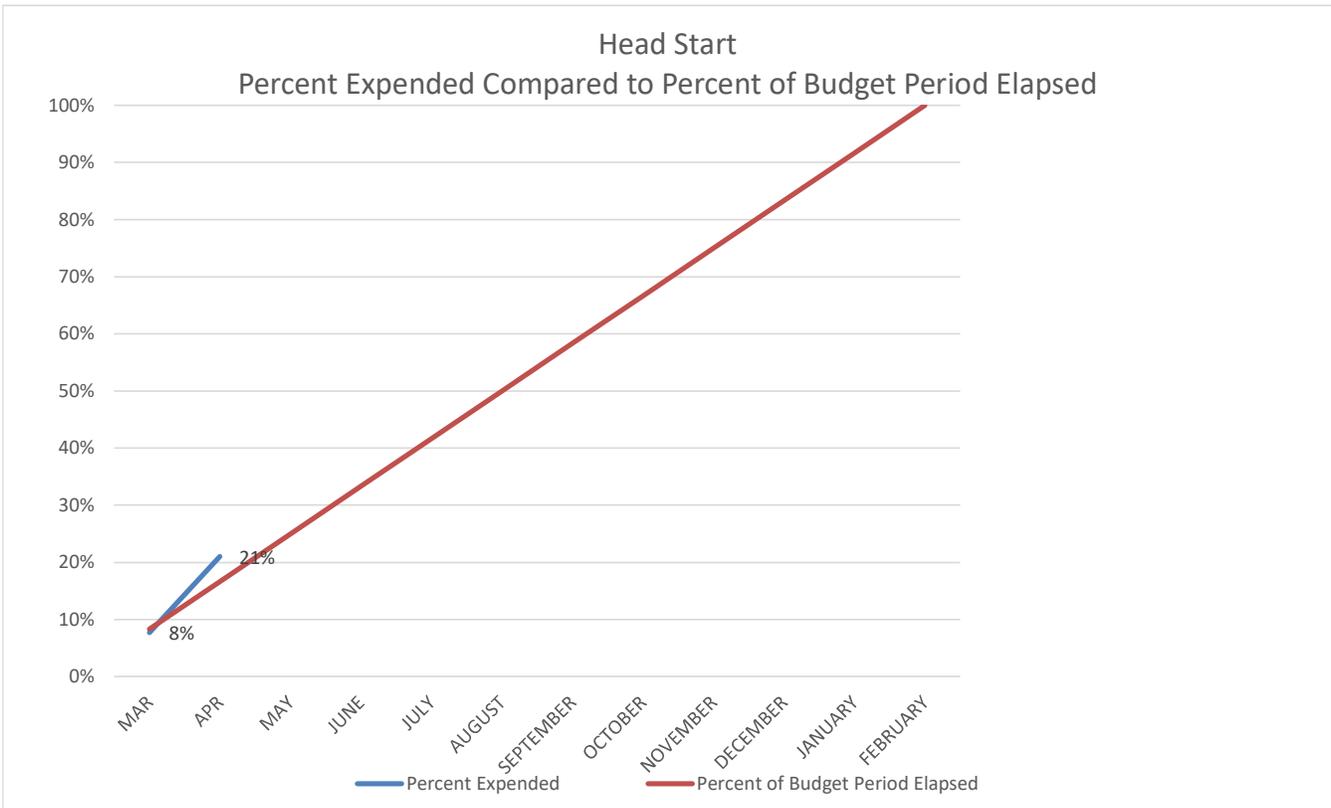
Overall expenditures are at 21% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 15% of the budget.

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

The non-Federal share is at 66% of the budget.





MEMORANDUM

To: Budget and Finance Committee of Policy Council

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

Date: June 17, 2025

Subject: *Early Head Start*
Budget to Actual Report for the period ended April 30, 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 April 30, 2025. Two months (16.67%) of the 12-month budget period has elapsed.

Base Funds

Overall expenditures are at 25% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 10% of the budget.

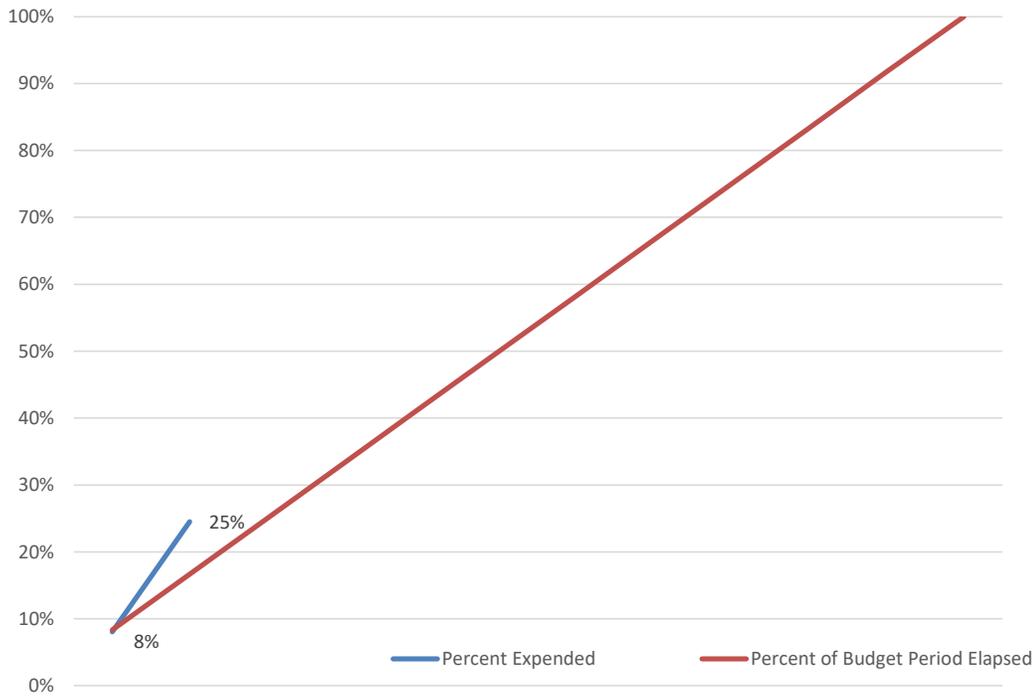
**Community Action Partnership of Kern
Early Head Start
Budget to Actual Report**
Budget Period: March 1, 2025 - February 28, 2026
Report Period: March 1, 2025 - April 30, 2025
Month 2 of 12 (16.67%)

Prepared 06/09/2025

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	6,217,885	1,276,628	4,941,257	21%	79%
FRINGE BENEFITS	1,922,216	595,779	1,326,437	31%	69%
TRAVEL	22,500	-	22,500	0%	100%
EQUIPMENT	-	-	-		
SUPPLIES	375,801	191,566	184,235	51%	49%
CONTRACTUAL	500,622	159,519	341,103	32%	68%
CONSTRUCTION	-	-	-		
OTHER	1,211,550	458,938	752,612	38%	62%
INDIRECT	1,008,455	77,408	931,047	8%	92%
TOTAL BASE FUNDING	11,259,029	2,759,837	8,499,192	25%	75%
TRAINING & TECHNICAL ASSISTANCE					
PERSONNEL	-	-	-		
FRINGE BENEFITS	-	-	-		
TRAVEL	59,316	10,692	48,624	18%	82%
SUPPLIES	15,006	347	14,659	2%	98%
CONTRACTUAL	13,041	-	13,041	0%	100%
OTHER	68,977	5,130	63,847	7%	93%
INDIRECT	15,634	1,110	14,524	7%	93%
TOTAL TRAINING & TECHNICAL AS:	171,974	17,279	154,694.61	10%	90%
GRAND TOTAL EHS FEDERAL FUNI	11,431,003	2,777,117	8,653,886	24%	76%

Budget reflects Notice of Award #09CH012489-02-00
Actual expenditures include posted expenditures and estimated adjustments through 04/30/2025

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 February 28, 2026
Report for period ending April 30, 2025 (Month 2 of 12)

Percent of budget period elapsed: **16.7%**

LOCATION	Enroll-ment	March	April	YTD Totals	Kern/SJC	IN-KIND GOAL	% OF GOAL MET
Alberta Dillard	34	15,749	12,917	28,667	Kern	43,028	67%
Alicante	20	11,086	14,447	25,533	Kern	25,311	101%
Angela Martinez	105	27,015	21,683	48,698	Kern	132,882	37%
Broadway	37	5,316	5,440	10,756	Kern	46,825	23%
Cleo Foran	23	3,034	12,835	15,869	Kern	29,107	55%
Delano	60	24,096	9,760	33,856	Kern	75,933	45%
Fairfax	34	2,070	7,691	9,761	Kern	43,028	23%
Harvey L. Hall	142	30,765	25,152	55,917	Kern	179,707	31%
Heritage	17	1,689	893	2,582	Kern	21,514	12%
Home Base	160	24,335	8,041	32,376	Kern	202,487	16%
Martha J. Morgan	50	23,064	23,390	46,455	Kern	63,277	73%
Oasis	42	10,133	11,920	22,053	Kern	53,153	41%
Pete H. Parra	116	464	387	851	Kern	146,803	1%
Primeros Pasos	67	81,225	74,443	155,668	Kern	84,791	184%
Rosamond	51	693	0	693	Kern	64,543	1%
San Diego	32	7,550	7,807	15,357	Kern	40,497	38%
Shafter	17	3,862	4,209	8,071	Kern	21,514	38%
Shafter HS/EHS	24	6,413	7,331	13,744	Kern	30,373	45%
Sterling	117	12,200	0	12,200	Kern	148,068	8%
Stockdale Head Start	41	4,620	6,460	11,080	Kern	51,887	21%
Sunrise Villa	17	2,558	1,040	3,598	Kern	21,514	17%
Taft	51	5,698	317	6,016	Kern	64,543	9%
Tehachapi	15	1,306	883	2,190	Kern	18,983	12%
Vineland	17	6,189	5,062	11,250	Kern	21,514	52%
Virginia	17	12,711	11,663	24,374	Kern	21,514	113%
Willow	40	13,515	12,644	26,159	Kern	50,622	52%
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	21,390	46,872	Kern/SJC	74,265	63%
California Street	24	11,855	7,472	19,327	SJC	30,373	64%
Gianone	16	2,302	2,438	4,740	SJC	26,431	0%
Kennedy	16	2,963	3,594	6,557	SJC	20,249	32%
Lodi Home Base	20	16,259	10,005	26,264	SJC	25,311	104%
Lodi UCC	24	9,854	9,439	19,294	SJC	30,373	64%
Lathrop Home Base	20	16,259	3,802	20,061	SJC	25,311	79%
Marci Massei	24	8,028	7,640	15,667	SJC	30,373	52%
Stockton Home Base	40	13,285	11,868	25,153	SJC	50,622	50%
Lathrop	24	5,549	3,802	9,352	SJC	30,373	31%
SUBTOTAL IN-KIND	1,554	449,193	367,867	817,059	0	2,062,099	40%
x							
State General Child Care*		360,286	0	360,286	Kern	2,420,779	15%
State Preschool*		916,299	639,719	1,556,017	Kern	6,219,213	25%
State Migrant Child Care*		1,191	1,248	2,438	Kern	50,000	5%
SUBTOTAL CA DEPT of ED		1,277,776	640,966	1,918,742		8,689,992	22%
x							
State General Child Care*		248,476	254,215	502,692	SJC	1,175,152	43%
SUBTOTAL CA DEPT of ED		248,476	254,215	502,692		1,175,152	43%
GRAND TOTAL		1,975,445	1,263,048	3,238,493		11,927,243	27%
91,285							
<u>3,329,778</u>							

Please Note: The CCTR State Contract was fully earned in March; therefore, there will be no In-Kind contributions associated with this contract for April, May, or June.

**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 February 28, 2026
 Report for period ending April 30, 2025 (Month 02 of 12)**

Percent of year elapsed: **16.67%**

LOCATION	FUNDED ENROLL- MENT	Percent of year elapsed: 16.67%		YTD Totals	IN-KIND GOAL	% OF GOAL MET
		Mar-25	Apr-25			
Kern Community College District - BC	32	27,255	0	27,255	137,864	20%
KCSOS - Blanton	16	34,352	1,583	35,935	68,932	52%
Garden Pathways	11	81	317	399	47,391	1%
Taft College	42	27,610	0	27,610	180,947	15%
Escuelita Hernandez	16	49	0	86	68,932	0%
Program Services		0	0	0		
Admin Services		0	0	0		
GRAND TOTAL	117	89,347	1,900	91,285	504,065	18%

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

**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	\$ 121.72	\$ 219.17	\$ 1,130.83	17%	16%
MAY 2025	\$ 1,130.83	\$ -	\$ 219.17	\$ 1,130.83	25%	16%
JUNE 2025	\$ 1,130.83	\$ -	\$ 219.17	\$ 1,130.83	33%	16%
JULY 2025	\$ 1,130.83	\$ -	\$ 219.17	\$ 1,130.83	42%	16%
AUGUST 2025	\$ 1,130.83	\$ -	\$ 219.17	\$ 1,130.83	50%	16%
SEPTEMBER 2025	\$ 1,130.83	\$ -	\$ 219.17	\$ 1,130.83	58%	16%
OCTOBER 2025	\$ 1,130.83	\$ -	\$ 219.17	\$ 1,130.83	67%	16%
NOVEMBER 2025	\$ 1,130.83	\$ -	\$ 219.17	\$ 1,130.83	75%	16%
DECEMBER 2025	\$ 1,130.83	\$ -	\$ 219.17	\$ 1,130.83	83%	16%
JANUARY 2026	\$ 1,130.83	\$ -	\$ 219.17	\$ 1,130.83	92%	16%
FEBRUARY 2026	\$ 1,130.83	\$ -	\$ 219.17	\$ 1,130.83	100%	16%

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	\$ 65.65	\$ 65.65	\$ 434.35	8%	13%
APRIL 2025	\$ 434.35	\$ 57.62	\$ 123.27	\$ 376.73	17%	25%
MAY 2025	\$ 376.73	\$ -	\$ 123.27	\$ 376.73	25%	25%
JUNE 2025	\$ 376.73	\$ -	\$ 123.27	\$ 376.73	33%	25%
JULY 2025	\$ 376.73	\$ -	\$ 123.27	\$ 376.73	42%	25%
AUGUST 2025	\$ 376.73	\$ -	\$ 123.27	\$ 376.73	50%	25%
SEPTEMBER 2025	\$ 376.73	\$ -	\$ 123.27	\$ 376.73	58%	25%
OCTOBER 2025	\$ 376.73	\$ -	\$ 123.27	\$ 376.73	67%	25%
NOVEMBER 2025	\$ 376.73	\$ -	\$ 123.27	\$ 376.73	75%	25%
DECEMBER 2025	\$ 376.73	\$ -	\$ 123.27	\$ 376.73	83%	25%
JANUARY 2026	\$ 376.73	\$ -	\$ 123.27	\$ 376.73	92%	25%
FEBRUARY 2026	\$ 376.73	\$ -	\$ 123.27	\$ 376.73	100%	25%

Prepared by: Louis Rodriquez
June 11, 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	\$ 165.43	\$ 396.30	\$ 8,813.70	17%	4%
MAY 2025	\$ 8,813.70	\$ -	\$ 396.30	\$ 8,813.70	25%	4%
JUNE 2025	\$ 8,813.70	\$ -	\$ 396.30	\$ 8,813.70	33%	4%
JULY 2025	\$ 8,813.70	\$ -	\$ 396.30	\$ 8,813.70	42%	4%
AUGUST 2025	\$ 8,813.70	\$ -	\$ 396.30	\$ 8,813.70	50%	4%
SEPTEMBER 2025	\$ 8,813.70	\$ -	\$ 396.30	\$ 8,813.70	58%	4%
OCTOBER 2025	\$ 8,813.70	\$ -	\$ 396.30	\$ 8,813.70	67%	4%
NOVEMBER 2025	\$ 8,813.70	\$ -	\$ 396.30	\$ 8,813.70	75%	4%
DECEMBER 2025	\$ 8,813.70	\$ -	\$ 396.30	\$ 8,813.70	83%	4%
JANUARY 2026	\$ 8,813.70	\$ -	\$ 396.30	\$ 8,813.70	92%	4%
FEBRUARY 2026	\$ 8,813.70	\$ -	\$ 396.30	\$ 8,813.70	100%	4%

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	\$ 93.06	\$ 222.93	\$ 5,022.07	17%	4%
MAY 2025	\$ 5,022.07	\$ -	\$ 222.93	\$ 5,022.07	25%	4%
JUNE 2025	\$ 5,022.07	\$ -	\$ 222.93	\$ 5,022.07	33%	4%
JULY 2025	\$ 5,022.07	\$ -	\$ 222.93	\$ 5,022.07	42%	4%
AUGUST 2025	\$ 5,022.07	\$ -	\$ 222.93	\$ 5,022.07	50%	4%
SEPTEMBER 2025	\$ 5,022.07	\$ -	\$ 222.93	\$ 5,022.07	58%	4%
OCTOBER 2025	\$ 5,022.07	\$ -	\$ 222.93	\$ 5,022.07	67%	4%
NOVEMBER 2025	\$ 5,022.07	\$ -	\$ 222.93	\$ 5,022.07	75%	4%
DECEMBER 2025	\$ 5,022.07	\$ -	\$ 222.93	\$ 5,022.07	83%	4%
JANUARY 2026	\$ 5,022.07	\$ -	\$ 222.93	\$ 5,022.07	92%	4%
FEBRUARY 2026	\$ 5,022.07	\$ -	\$ 222.93	\$ 5,022.07	100%	4%

June 11, 2025

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.



MEMORANDUM

To: Policy Council Planning Committee

From: Sylvia Ortega, Quality Assurance Administrator

Date: June 10, 2025

Subject: 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:

 ▼

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*

EED 14: Nutrition

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.

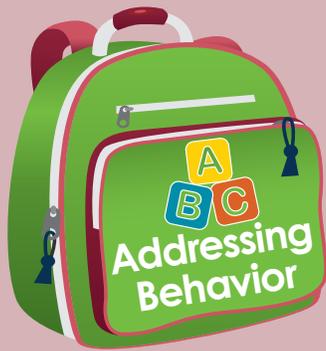
[Flyer.png](#)

[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](#)



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 Give Clear Directions

Brooke Brogle, Alyson Jiron & Jill Giacomini

"Why do I have to repeat myself time and again?" "Why won't she listen to me?" Listening and following directions are important skills young children must learn. There are many reasons why children do not follow directions.

- **The child does not hear the direction.** Parents often give directions from a distance or in passing. "Lauren, get your shoes on." Did your child actually hear what you said? Just as adults often don't hear what their partner has said to them because they are focused on reading, email or talking on the phone, children too often don't hear what a parent has said because they are focused on a task such as building a tower or drawing a picture.
- **The parent gives too many directions at one time.** When you give your child too many directions at one time, it reduces the chance that she will follow the directions and increases the chance that she will be confused. "Lauren, please go upstairs, brush your teeth and pick up your blocks while I finish the dishes." This multi-step direction is too long and complicated for your child to easily understand. Instead, try giving one direction at a time.
- **The child doesn't understand the direction or the direction is too vague.** Directions such as "Settle down," "stop," or "be nice" might be too vague and difficult for your child to understand. If she is throwing toys out of the bathtub and you simply say, "Lauren," you have not actually told her what you want her to do. If you say, "stop it," it may temporarily stop the behavior, but she still may not know what you want her to do. If what you mean is, "Lauren, toys stay in the tub," then you need to explicitly tell her so.
- **The direction does not tell the child what to do.** Parents often tell children what not to do, rather than what they should do. It is important to state directions positively in order to teach your child the expectation. Instead of saying, "Stop running!", state the direction positively by saying, "Use walking feet."
- **The direction sounds like a suggestion or question.** Daily conversation is filled with questions, suggestions and directions. When you say, "Will you put your shoes away?" you are not giving your child a direction—you are asking her a question. When you give your child a direction that needs to be followed, it is essential that you tell your child what to do rather than ask. For example, "Lauren, put your shoes by the door."

Try This at Home

- It is important to follow through when you give your child a direction. A technique you can use to make sure you do follow through when your child has difficulty complying, or following directions is Do-WAWP.
 - » Do—State the "do" direction.
 - » W—Wait for compliance (silently count to 5).
 - » A—Ask the child to restate the direction.
 - » W—Wait for compliance (silently count to 5).
 - » P—Provide encouragement or help (helping will ensure success).

- **Make sure that you have your child's attention.** Eye contact is a great indicator! When you state the "do" direction you are teaching your child the desired behavior. For instance, "Lauren, go brush your teeth." When you count to five, you are giving her the opportunity to hear and process the direction. Parents often repeat the same direction over and over in that five second period. When you repeat the same direction to your child time and again, it teaches her that she does not have to follow the direction the first time. Instead, state the direction once and then have your child restate the direction back to you. This way you can confirm that she heard you and understood what you were saying. Finally, offering help may simply mean that you take her hand and lead her to the bathroom. Don't forget to encourage your child by saying something like, "Wow, Lauren, what great listening ears! Thank you for brushing your teeth."



Practice at School

In addition to verbal instructions, teachers use many methods to give directions and help children understand expectations. These methods may include using symbols or pictures, sign language or gestures, songs, puppets, instruments, sand timers, or other tools. The more opportunities children are given to see or hear the instructions, the more likely they are to complete the task. For example, when teachers need to tell the class that it is time to go inside from the playground, in addition to words they may use a sound (e.g., ring a bell) to alert the children about this event. Children know that the sound means that it is time to line up at the door, even if they do not hear the verbal instructions. When teachers pair words with other signals, they help children to confidently and successfully participate in activities.

The Bottom Line

Listening and following directions are skills that children learn through their daily interactions. When children do not follow directions, for any reason, it can be extremely frustrating for parents. You can increase the chances that your child will listen and successfully follow your directions when you make sure that your direction is clearly stated and you follow through.

An important consideration for parents when teaching their child to follow directions is to "pick your battles". You want to avoid insisting that your child follow directions that are not important or can escalate to a major struggle when the direction is not critical. Pick a few, very important directions that you will follow-through with your child.

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Serie de Conexión Mochila

Sobre esta serie

La *Serie de Conexión Mochila* fue instaurada por TACSEI (por sus siglas en inglés) para brindarles 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 dar instrucciones claras

Brooke Brogle, Alyson Jiron y Jill Giacomini

¿Por qué tengo que repetir las cosas una y otra vez?"
"¿Por qué no me hace caso?" El escuchar y seguir las instrucciones son aptitudes importantes que los niños deben aprender. Existen varias razones por las cuales los niños no siguen las instrucciones.

- **El niño no escucha las instrucciones.** A menudo los padres dan las instrucciones a distancia o cuando van pasando. "Laura ponte los zapatos." ¿En realidad escuchó su niña lo que usted le dijo? Tal como los adultos a menudo no escuchan lo que su pareja ha dicho debido a que están concentrados leyendo, revisando su correo electrónico o hablando por teléfono, los niños por igual a menudo no escuchan lo que sus padres han dicho ya que están concentrados en alguna tarea tal como construir una torre o dibujando.
- **El padre da demasiadas instrucciones a la vez.** Cuando usted le da demasiadas instrucciones a su niño a la vez, reduce la posibilidad de que siga las instrucciones e incrementa la posibilidad de que se confunda. "Laura, por favor sube, cepíllate los dientes y levanta tus bloques de juguete mientras termino de lavar los platos." Esta instrucción múltiple es demasiado larga y complicada para que su niña la comprenda fácilmente. En su lugar, trate de dar una instrucción a la vez.
- **El niño no comprende la instrucción o la instrucción es muy vaga.** Las instrucciones tal como "tranquilízate," "detente" o "se bueno" pueden ser muy imprecisas y difícil de comprender para su niña. Si ella está tirando juguetes fuera de la tina de baño y usted simplemente dice, "Laura" usted realmente no le ha dicho lo que quiere que ella haga. Si lo que usted quiere decir es, "Laura, los juguetes deben mantenerse en la tina," entonces usted tiene que decirlo explícitamente.
- **La instrucción no le dice al niño qué hacer.** Los padres a menudo le dicen a sus hijos qué no hacer, en vez de decirles qué hacer. Es muy importante el manifestar las instrucciones en sentido positivo a fin de que le enseñe a sus hijos las expectativas. En vez de decir, "Deja de correr," manifieste la instrucción de manera positiva diciendo, "utiliza los pies para caminar."
- **La instrucción suena como sugerencia o pregunta.** Las conversaciones diarias están llenas de preguntas, sugerencias e instrucciones. Cuando usted dice, "¿Recogerás tu zapatos?" usted no le está dando una instrucción a su hija- usted le está haciendo una pregunta. Cuando usted le da una instrucción a su niña que necesita que sea obedecida, es esencial que le diga a su niña qué hacer en vez de preguntarle. Por ejemplo, "Laura, ¡coloca tus zapatos junto a la puerta!"



Pruebe esto en casa

- Es importante que de seguimiento cuando le dé una instrucción a su niño. Una técnica que puede utilizar para asegurarse de dar seguimiento cuando su niño tenga dificultad cumpliendo o siguiendo las instrucciones se llama "Hacer – EPEP".
 - » Hacer – Manifieste la instrucción por "hacer."
 - » E – Espere por el cumplimiento (cuente hasta 5 silenciosamente).

- » P – Pregúntele al niño a que repita la instrucción.
 - » E – Espere por el cumplimiento (cuente hasta 5 silenciosamente).
 - » P – Proporcione estímulo o ayuda (el ayudar asegura el éxito).
- **Asegúrese de que cuente con la atención de su niño.** ¡El contacto visual es un gran indicador! Cuando usted manifiesta la instrucción por "hacer" usted le está enseñando a su niño la conducta deseada. Por ejemplo, "Laura, ve y cepíllate los dientes." Cuando usted cuenta hasta cinco, usted le está dando la oportunidad de que escuche y procese la instrucción. A menudo los padres repiten la misma instrucción una y otra vez durante ese periodo de cinco segundos. Cuando usted le repite la misma instrucción a su niña una y otra vez, esto le enseña a la niña que no tiene que obedecer la instrucción a la primera. En su lugar, manifieste la instrucción una sola vez y después pídale a su niña que repita la instrucción. De esta manera puede confirmar que lo escuchó y comprendió lo que usted le solicitó. Finalmente, el ofrecerle ayuda puede ser el simple hecho de tomarla de la mano y llevarla al baño. No se le olvide el estimular a su niña diciéndole algo como, "¡Guau, Laura, que bien escuchas!" Gracias por cepíllarte los dientes."



Practique en la escuela

Además de las instrucciones verbales, los maestros utilizan varios métodos para dar instrucciones y ayudar a los niños a comprender las expectativas. Estos métodos pueden incluir la utilización de símbolos o imágenes, mímicas o gestos, canciones, títeres, instrumentos, relojes de arena u otras herramientas. Entre más oportunidades se les dé a los niños para que observen y escuchen las instrucciones, habrá más probabilidad para que los niños completen las tareas. Por ejemplo, cuando los maestros necesitan decirle a los niños que es hora de entrar al salón desde el patio de juegos, además de utilizar palabras ellos pueden utilizar un sonido (por ej. sonar la chicharra) para alertar a los niños sobre este evento. Los niños saben que el sonido de la chicharra significa que es hora de formarse en la puerta, aun cuando no escuchen la instrucción verbal. Cuando los maestros emparejan las palabras con otras señales, ayudan a que los niños participen de manera confiada y exitosa en las actividades.



La conclusión

El escuchar y obedecer las instrucciones son aptitudes que los niños aprenden a través de sus interacciones cotidianas. Cuando los niños no obedecen las instrucciones, por cualquier razón, puede ser extremadamente frustrante para los padres. Usted puede incrementar las posibilidades de que su niño lo escuche y obedezca de manera exitosa a sus instrucciones cuando usted se asegure que su instrucción fue manifestada claramente y que le dio seguimiento. Una consideración importante para los padres cuando le están enseñando a sus hijos a obedecer las instrucciones es la de "elegir sus batallas." Debe de evitar el insistir en que su niño obedezca instrucciones que no son importantes o que pueden escalar a un estrago mayor cuando las instrucciones no son críticas. Elija unas cuantas instrucciones muy importantes a las que dará seguimiento con su hijo.



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 (H268070002) 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.





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



Learn more about how to give clear directions.



Escanee el código QR a continuación para acceder al boletín informativo de liderazgo del Modelo Piramidal.



Obtenga más información sobre cómo dar instrucciones claras .



BAKERSFIELD

City Pools

AQUATIC CENTER

LANE PLACE TIME

Dr. Martin Luther King Jr. Pool

June 3-Aug. 8

1-3:30 p.m., Tues.-Fri.

1-5 p.m., Sat.

\$1/person

Jefferson Pool

June 3-Aug. 8

1-3:30 p.m., Tues.-Fri.

1-5 p.m., Sat. & Sun.

\$1/person

McMurtrey Aquatic Center

June 3-Aug. 10

1-3:30 p.m., Mon.-Thurs.

1-5 p.m., Sat. & Sun.

\$4/person, \$13/group of 4

Silver Creek Pool

June 3-Aug. 8

1-3:30 p.m., Tues.-Fri.

1-5 p.m., Sat. & Sun.

\$1/person



BAKERSFIELD

Spray Parks

May 24 - Sept. 1, 2025

11 a.m. - 6 p.m. Tuesday - Sunday

Beale Park
Greystone Park
Jastro Park
Jefferson Park
Dr. Martin Luther King Jr. Park

Mesa Marin Sports Complex
Planz Park
Saunders Park
Siemon Park
Wayside Park



RED, WHITE & BOOM *Fireworks Show*

**FREE
EVENT**

Saturday June 28, 2025

- ★ **6PM -FLAG CEREMONY & BIKE PARADE**
- ★ **6PM -4TH ANNUAL CAR SHOW &SHINE**
- ★ **7PM -WATERMELON EATING CONTEST**
- ★ **7-8:45PM-RED, WHITE & POOL PARTY**
- 9PM -FIREWORKS SHOW**

VENDORS - MUSIC - FIREWORKS

BARKER PARK

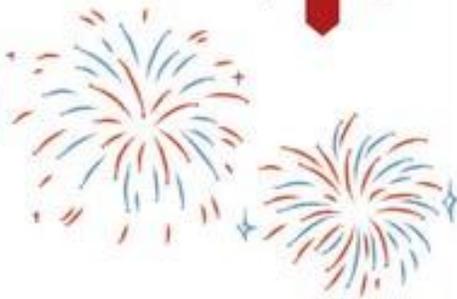
1280 POPLAR AVENUE

WASCO, CA 93280

VISIT OUR WEBSITE WWW.WASCOPARKS.COM

TAFT DISTRICT CHAMBER OF COMMERCE

JULY
3RD



INDEPENDENCE DAY
CELEBRATION



RAILS TO TRAILS, TAFT CA 93268

FIREWORKS START @ 9PM



**FOOD, GAMES,
BOUNCE HOUSES,
& DRINKS**

**04
PM**

TAFTCHAMBER@GMAIL.COM

661.765.2165

**WANT TO DONATE? SCAN OUR QR
CODE!**



ANNOUNCEMENT

The **Family Law Facilitator** will be available at **Kern County Child Support Services** to assist with legal forms related to child and spousal support as well as provide general procedural information.

- **June 5, July 3, July 17, July 31, Aug 14, Aug 28**
- Dates are subject to change without advance notice.
- First come, First Served

Kern County Child Support Services
3701 N. Sillect Ave.
Bakersfield, CA 93308



Please note: The Family Law Facilitator is not your lawyer. Communication between you and the staff of the Family Law Facilitator Unit is not confidential. No attorney-client relationship is established.



SUPERIOR COURT OF CALIFORNIA
COUNTY OF KERN



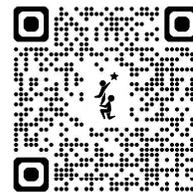


ANUNCIO

El Facilitador de Derecho de Familia estará disponible en **Manutención de Menores del Condado Kern** para asistir con formas legales relacionado con casos de manutención de menores y conyugales, y proveer información general de los procedimientos.

- **5 de Junio, 3 de Julio, 17 de Julio, 31 de Julio, 14 de Agosto, 28 de Agosto**
- Fechas están sujetas a cambios sin previo aviso
- Primero en Llegar será primero en ser atendido

Manutención de Menores del Condado Kern
3701 N. Sillect Ave.
Bakersfield, CA 93308



Please note: El Facilitador de Derecho de Familia no será su abogado. Comunicación entre usted y los representantes del Facilitador de Derecho de Familia no será confidencial. No habrá relación establecida entre abogado y cliente.



SUPERIOR COURT OF CALIFORNIA
COUNTY OF KERN



Family Law Facilitator Self-Help Center Summer Workshops



When?

Fridays this summer
1:30 p.m. - 3 p.m.



Where?

Basement Overflow Room
1415 Truxtun Ave.

Is registration required?

Please call for more information
(661) 610-6519

REGISTER NOW

July 18, 2025

Custody & Visitation

August 1, 2025

Child Support

August 15, 2025

Guardianship

August 29, 2025

Dissolution

Event sponsored by GOLDEN QUEEN MINING COMPANY

Safe Haven Kid's League & Community Resources Presents

ANNUAL BACK 2 SCHOOL BACKPACK GIVEAWAY,



JOB & HEALTH FAIR

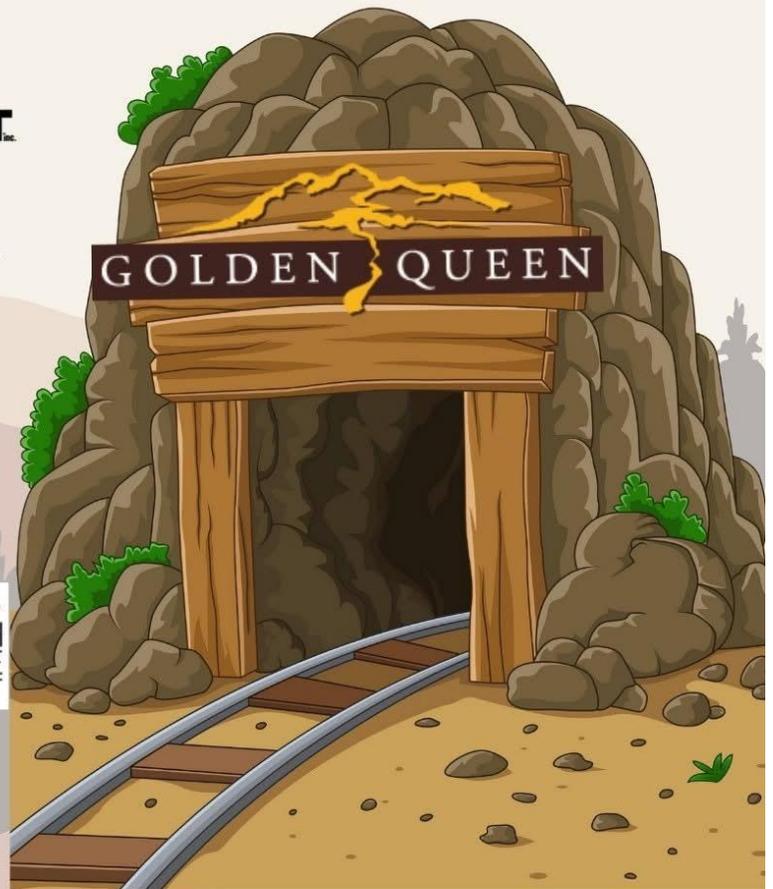
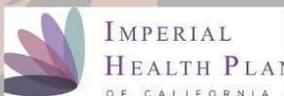


SAFE HAVEN KIDS' LEAGUE



& COMMUNITY RESOURCES
OF CALIFORNIA

- Also on site: Petting Zoo
- Gather Reality Game Truck
- Gather Foam Blast
- Job Opportunities
- Mobile Health Clinic and Roller Skating.



For more information contact Linda at 760 338-3488

linda@safehavenkidsleague.org

anthony@safehavenkidsleague.org

Saturday
August 9th 2025
From: 1-5 pm
10350 Heather Ave,
California City, CA 93505



Summer Safety Tips



Keep these tips in mind as you and your family enjoy summer vacations, camping, family reunions, picnics and the Fourth of July.

Fire safety



Build campfires at least 25 feet away from tents, shrubs and anything that can burn.



If you want to see fireworks, go to a public show put on by experts. Sparklers can reach 1,200 F and cause third-degree burns.



Use propane, charcoal and wood pellet barbecue grills outdoors only. Indoor use can cause a fire or carbon monoxide poisoning.

Place your grill well away from siding and deck railings and out from under eaves and overhanging branches. Do not store or use a grill on a porch or balcony.



Use chimineas, outdoor fireplaces, and fire pits outdoors only and at least 10 feet away from your home or anything that can burn.



[Click here to add image.](#)



Summer Safety Tips



Activity safety



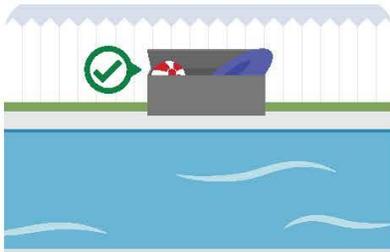
Never swim near a boat, marina or boat launching ramp.



Always use U.S. Coast Guard-approved life safety jackets.



Adults need to stay with children when they are around water.



Keep the pool and deck clear of floats, balls and toys after you get out of the pool.



Always swim with a buddy.



Always wear a bike helmet and bright clothes when cycling so people can see you. Put reflectors on your bike.

Ride with both hands on the handlebars. Ride in single file with traffic. Stop at all stop signs and obey traffic lights.



For more information and free resources, visit www.usfa.fema.gov.

Consejos de seguridad durante el verano



Tenga en cuenta estos consejos mientras usted y su familia disfrutan de las vacaciones de verano, acampadas, reuniones familiares, picnics y el 4 de julio.

Seguridad ante incendios



Haga las fogatas a una distancia mínima de 25 pies (8 metros) de las tiendas de campaña, los arbustos y cualquier cosa que pueda incendiarse.



Si quiere ver fuegos artificiales, visite un espectáculo público organizado por expertos. Las luces de bengalas pueden alcanzar los 1,200 F y causar quemaduras de tercer grado.



Utilice las barbacoas de propano, carbón y madera sólo en el exterior. Su uso en interiores puede provocar incendios o intoxicación por monóxido de carbono.



Coloque la parrilla bien alejada de los revestimientos y las barandillas de las terrazas y alejada de los aleros y ramas colgantes. No guarde ni utilice la parrilla en un porche o balcón.



Haga clic aquí para agregar una imagen.



Consejos de seguridad durante el verano



Cómo realizar actividades de manera segura



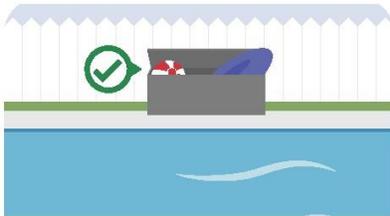
Nunca nade cerca de un barco, un muelle o una rampa para embarcaciones.



Utilice siempre chalecos salvavidas aprobados por la Guardia Costera de EE. UU.



Los adultos deben permanecer con los niños cuando estén cerca del agua.



Mantenga la piscina y sus alrededores libres de flotadores, pelotas y juguetes después de salir de la piscina.



Siempre nade acompañado.



Lleve siempre un casco de ciclista y ropa brillante mientras corra su bicicleta para que la gente pueda verlo. Coloque reflectores en su bicicleta.

Conduzca agarrando el manubrio con las dos manos. Además, hágalo en dirección del tráfico. Deténgase ante todos los letreros de alto y obedezca los semáforos.



Para más información y recursos gratuitos, visite usfa.fema.gov.



Make a Heat Action Plan with Your Doctor

1 Stay Cool



Stay in the shade



Use a fan



Use an air conditioner



Check the CDC HeatRisk Dashboard for more information.

2 Stay Hydrated



3 Know the Symptoms

Unusually heavy sweating



Shortness of breath



Dizziness



Other signs can include headache, tiredness, weakness, and nausea.

4 Check Air Quality

Clear Day

High Pollution



5 Have a Medication Plan



Make a plan



Store in a cool place



Prepare for power outages



Cree un plan de acción contra el calor con su médico

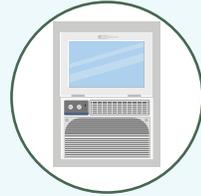
Manténgase fresco



Quédese en la sombra



Use un ventilador



Use un aparato de aire acondicionado



Revise el panel de información de *HeatRisk* de los CDC para saber más

Manténgase hidratado



Conozca los síntomas

Sudoración excesiva no usual



Dificultad para respirar



Mareos



Otros signos pueden incluir dolor de cabeza, cansancio, debilidad y náuseas.

Revise la calidad del aire

Día claro

Mucha contaminación



Tenga un plan para los medicamentos



Haga un plan



Guárdelos en un lugar fresco



Prepárese para los apagones



United States
Consumer Product Safety Commission

Fireworks Injuries & Deaths

2023 REPORT

#CelebrateSafely

Safety Tips

- ★ Never allow children to play with or ignite fireworks, including sparklers.
- ★ Make sure fireworks are legal in your area before buying or using them.
- ★ Keep a bucket of water or a garden hose handy in case of fire or other mishap.
- ★ Light fireworks one at a time, then move back quickly.
- ★ Never try to re-light or pick up fireworks that have not ignited fully.
- ★ Never use fireworks while impaired by alcohol or drugs.
- ★ More Fireworks Safety Tips: [cpsc.gov/fireworks](https://www.cpsc.gov/fireworks)

Injuries & Deaths



9,700

people were
treated in ERs
for fireworks injuries in 2023

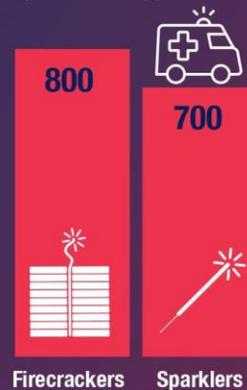
8 Deaths
from Fireworks in 2023



How & When Injuries Occurred

2023 Injuries

by Firework Type



66%

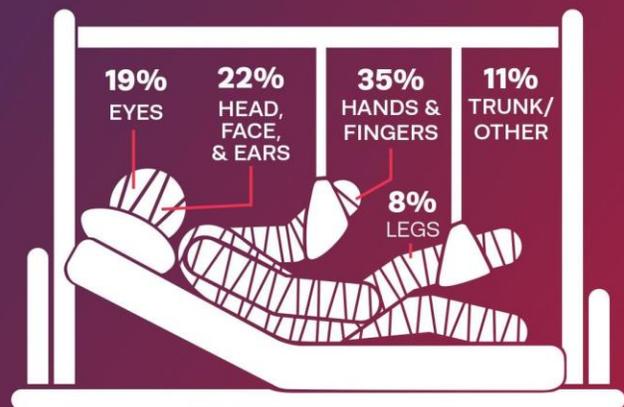
of injuries occurred
in the weeks before &
after the July 4th holiday



Most Injured Body Parts



42% of the injuries were
burns



Source: U.S. Consumer Product Safety
Commission 2023 Fireworks Annual Report



CPSC.gov
f @ X YouTube
USCPSC

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.

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.



BAKERSFIELD

RECREATION & PARKS

PRESENTS

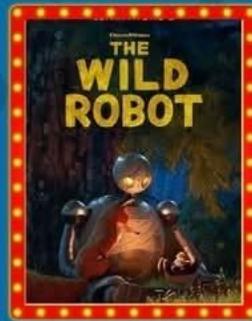
MOVIES IN THE PARK

FREE TO THE PUBLIC



April 25

The Park at River Walk



May 9

Wilson Park



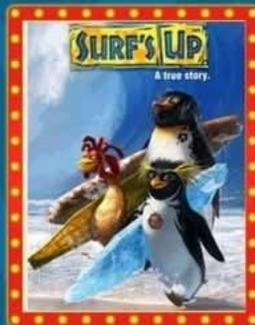
June 6

Greystone Park



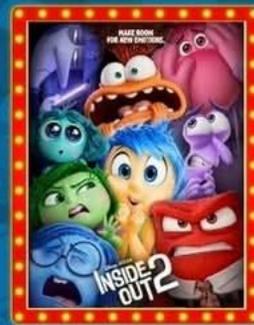
June 13

Saunders Park



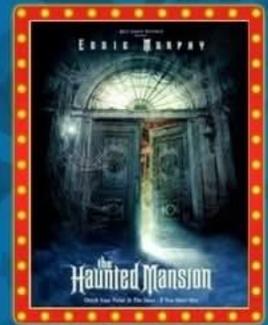
June 20

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

Scan this code with your phone for more info!



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

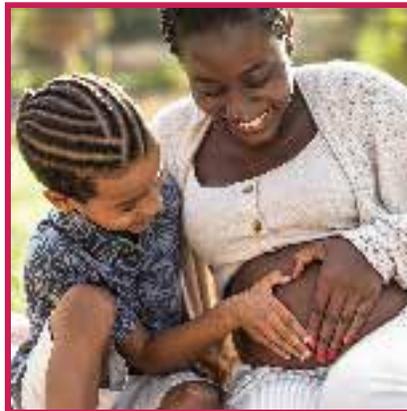
www.capk.org/headstart



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

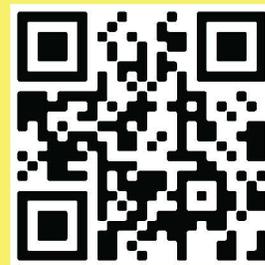
To complete an application, you will need:

- 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:

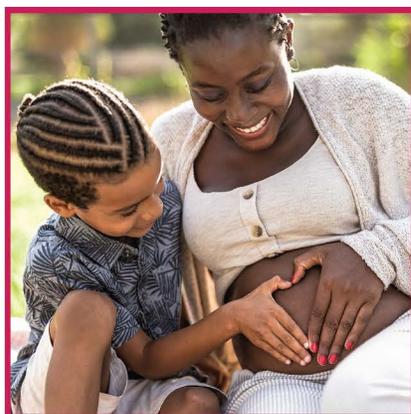
- High-quality, age-appropriate learning from qualified and responsive teaching staff.
- Screening, assessments, healthy meals, and snacks.
- A safe indoor and outdoor setting to explore, discover and learn.



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,

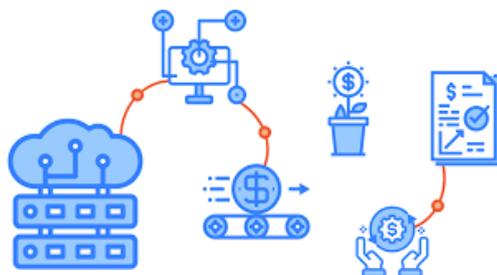
Llame al coordinador de HVP al **(661)631-6756** o a su trabajador social de CalWORKS.



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

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.*