



Policy Council Planning Committee Meeting Agenda

August 12, 2025

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5:30 p.m. – 6:30 p.m.

1. Welcome
2. Call to order
3. Roll call and establish quorum (half plus one)
4. Approval of Agenda
5. Approval of Minutes
6. Introduction of Guests
7. Public Forum
(The public wishing to address the PC Planning Committee may do so at this time; however, the Committee will take no action other than referring the item to staff for study and analysis.)
8. Presentation/Discussion Items
 - a. Enrollment Update – Robert Espinosa, Program Design and Management Administrator – **Informational Item**
 - b. June and July Division/Program Monthly Report – Carol Hendricks, Enrollment and Attendance Manager – **Informational Item**
 - c. 2026-2027 Head Start Program Goals and Objectives – Rosa Guerrero, Administrative Analyst – **Informational Item**
 - d. Office of Head Start FA 1 Final Report – Sylvia Ortega, Quality Assurance Administrator - **Informational Item**
9. Announcements
 - a. Next Meeting is on September 9, 2025, at 5:30 p.m.
10. Meeting Adjourned

Committee Chairperson – Christopher Cuzul

Gabriela Rangel, Maria Worthy, Michelle Jara-Rangel, Margarita Vargas & Rene Mayhorn Williams

Head Start / State Child Development

Rosa Guerrero, Administrative Analyst 661.336.5236 Ext. 2526

**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, Enrollment and Attendance 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, Enrollment and Attendance 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 its annual progress. For disabilities, Early Head Start year-to-date enrollment was 227 with an annual progress of 39%. In the 101% to 130% over income range, the program is at 3% of its annual progress, and in the 131% and above over-income range, the annual progress is at 8%.

For Head Start, the reportable/funded enrollment was at 936, bring the program at 100% of its target enrollment. For diagnosed disabilities year to date, Head Start is at 12% of its annual progress. In the over-income category (101% to 130% range) the Head Start program is at 2%. In the over income range 131% and above, Head Start is at 8%.

The Home Visiting program reported 250 monthly enrollments, with a total year-to-date of 365, exceeding the annual goal of 310.

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 for the month of 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. The division has met its goal for its full -enrollment initiative for the month of May. This is the sixth consecutive month reaching the benchmark set by the Office of Head Start.

Carol also shared progress on the Health and Safety program goal. The goal's 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 towards this goal included exploring new resources to enhance the protection of children and conducting training during preservice for Homebase and the HVP program

Recruitment events took place at Bakersfield College at the Arvin location, the Building Hope Conference, and the East Bakersfield Festival. The 2025-2026 School Readiness Goals were also developed this month; the School Readiness committee reviewed and shared their feedback. The Policy Council approved these goals in May and goals will be presented to the Board of Directors for approval in June.

Member Michelle Jara-Rangel asked about the last day of service for part-year. Carol and Robert responded that services were over on May 16th, and the number of children enrolled in Head Start was 432. Michelle also requested clarification on the progress for the Health and Safety goal presented and asked if 20% of staff training was completed by Year 2. Sylvia responded that the goal is being pushed out one more year.

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

The 2025-26 Head Start Budget Revision was presented. Savings were identified in several categories, mainly in the personnel category largely due to a cost sharing allocation with the San Joaquin County Office of Education (SJCOE). The program received a grant award to expand our services in San Joaquin County, which will expand the Head Start Program in that area. As a result, the program can allocate some personnel costs to the SJCOE grant therefore, freeing up costs in the Head Start Grant.

With this SJCOE Grant award, the division rearranged its cost allocation methodology. Funds will be moved from the Early Head Start (EHS) Program to the Head Start Program in the amount close to \$2,300,000 as a result of EHS costs being covered by the new award. This information will be presented at the Budget & Finance Committee and to the Policy Council as an action item.

There were some inquiries about some acronyms in the revision that were addressed by Rosa, Sylvia, and Robert. Christopher inquired about the parent services that were allocated \$500. Robert stated that that money is to cover anything that the parents need, nothing specific, just things that are provided to the parents as a whole. Michelle also inquired about the Building, Maintenance and Repair costs. Robert responded that those costs are for classrooms that need to be fixed for the SCJOE expansion.

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

Sylvia shared the results for the annual Head Start/State Child Development and the Migrant Childcare Program Self-Evaluation (PSE) for the 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 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 period took place during the 2024-2025 program year.

The PSE consists of evaluation 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 various goals. The first would be to increase knowledge of the Pyramid Model by providing workshops, newsletters, and sessions to support positive discipline for the staff. The second goal is to highlight teacher's education experience, such as sharing bios at trainings; third will be to increase knowledge and understanding of the Pyramid Model Framework, provide Annual Pyramid Model training and workshops, increase teacher's knowledge and understanding learning of STEM (Science, Technology, Engineering and Math), and host a Family Night and Highlight Fair where families will be invited to participate.

For MCAP goals, the division will increase provider knowledge on current program policies, services, and practices. Increase downloadable forms, program materials, information, and targeted communications. Lastly, MCAP will increase access to central resources of the program for families, strengthen and standardize its community resource binder, and participate in community partnerships and collaboration.

Michelle Jara Rangel asked if goals came from the parent survey results. Sylvia confirmed this for MCAP and Head Start Program and noted that the division received a high percentage of responses for parent surveys. Sylvia went on to say that parents are also requesting assistance to understand the Pyramid Model that the teachers are being trained on.

Michelle also inquired about the last time that policies and procedures were presented to the Board, as well as the handbook. Sylvia stated that leadership is working towards their review and approval. Michelle also asked about the date of the official audit to the program; Sylvia believes the review will take place June next year.

9. Announcements

The next meeting is on August 13, 2025, at 5:30pm.

10. Adjournment

The meeting was adjourned at 6:08 pm.

Month	Jun-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	June 1, 2025 - June 30, 2025					
Program Description						
Head Start provides high-quality, early childhood education to children ages zero to five years old through part-day, full-day, and home- based options. The program has a holistic approach, not only addressing the needs of the child but teaching parents to become advocates and skilled providers for their children through its Parent Policy Council and Family Engagement programs. CAPK offers Head Start and Early Head Start services throughout Kern and San Joaquin counties.						
Early Head Start (ages 0-3) (FNPI 2a, 2b, 2c, 2c.1,2d, SRV 2b, 7a)		Month	Target	Annual Goal	Annual Progress	
Reportable/Funded Enrollment		738	753	753	98%	
Disabilities		281 (YTD)	10%	10%	41%	
Over Income 101%-130% (up to 35%)		24	n/a	n/a	3%	
Over Income 131% and up (up to 10%)		60	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		465	465	465	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%)		80	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		232	365	308	64%	119%
Central Kitchen		Total Meals Delivered		Breakfast	Lunch	Snack
Meals and Snacks		39,166		13,053	13,060	13,053
Child and Adult Care Food Program (CACFP) (Note: The data represents information from May 2025)		Total Meals Delivered		Meals Allocated (CACFP/HS)	# of Meals Served	% of Meals Served
Meals and Snacks (SRV 5ii)		64,107		47,214/4,927	64,107	81%
Eligibility Determination (SRV 7b) (January 2025-December 2025)		122	746			
Total Community Services		122	746			
Explanation (Over/Under Goal Progress)						
For June 2025, our Part-Year centers were closed for summer break. We are currently working on our goal to meet full enrollment for the new school year.						
Progress Towards Goal						
Goal IV: School readiness: Increase families and staff capacity to support children's school readiness and to implement a quality program by enhancing an inclusive environment to strengthen teach and child interactions.	Objective B: The program will develop dual-language framework and will strengthen the ability of staff to work with dual-language learners. Progress: Pre-school staff training for dual language will be developed and implemented by Fall 2025.					

Program Description

1. June 4, 2025 – Intake Clinic, 9am – 3pm, 18th Street
2. June 5, 2025 – Outreach: Rosamond, Delano and Broadway
3. June 9, 2025 – Children’s Mobile Immunization Program, Jefferson /MLK Pool
4. June 11, 2025 – Intake Clinic, 9am – 3pm, 18th Street
5. June 12, 2025 – Outreach: Tehachapi, Vineland, Alberta Dillard and Fairfax
6. June 16, 2025 – Children’s Mobile Immunization Program, Jefferson/MLK Pool
7. June 18, 2025 – Intake Clinic, 9am – 3pm, 18th Street
8. June 19, 2025 – Outreach: Rosemond, Delano, and Broadway
9. June 23, 2025 – Children’s Mobile Immunization Program, Jefferson/MLK Pool
10. June 25, 2025 – intake Clinic, 9am – 3pm, 18th Street
11. June 26, 2025 – Outreach: Tehachapi, Vineland, Alberta Dillard and Fairfax
12. Summer fun activities have been in full swing at our centers, with children learning about pet care and gardening. Many of our centers also hosted end-of-year celebrations for children and families.
13. As we prepare for the new school year, our School Readiness goals have been approved by the Board of Directors and are currently being printed.
14. In July, we transition to a focus on Social Emotional Development, continuing our commitment to supporting the whole child.

Month	Jul-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	July 1, 2025 - July 30, 2025				
Program Description					
Head Start provides high-quality, early childhood education to children ages zero to five years old through part-day, full-day, and home- based options. The program has a holistic approach, not only addressing the needs of the child but teaching parents to become advocates and skilled providers for their children through its Parent Policy Council and Family Engagement programs. CAPK offers Head Start and Early Head Start services throughout Kern and San Joaquin counties.					
Early Head Start (ages 0-3) (FNPI 2a, 2b, 2c, 2c.1,2d, SRV 2b, 7a)					
	Month	Target	Annual Goal	Annual Progress	
Reportable/Funded Enrollment	682	753	753	91%	
Disabilities	129 (YTD)	10%	10%	20%	
Over Income 101%-130% (up to 35%)	17	n/a	n/a	2%	
Over Income 131% and up (up to 10%)	56	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	397	465	465	85%	
Disabilities	32 (YTD)	10%	10%	8%	
Over Income 101%-130% (up to 35%)	4	n/a	n/a	1%	
Over Income 131% and up (up to 10%)	23	n/a	n/a	6%	
Home Visiting Program (SRV 2cc, 7a)		Monthly	Year-To- Date	Annual Goal (Contract Limit 310)	Annual Progress (Calendar)
Enrollment		214	214	308	69%
Central Kitchen		Total Meals Delivered		Breakfast	Lunch
Meals and Snacks		40,296		13,432	13,432
Child and Adult Care Food Program (CACFP) (Note: The data represents information from June 2025)		Total Meals Delivered		Meals Allocated (CACFP/HS)	# of Meals Served
Meals and Snacks (SRV 5ii)		46,918		30,839/4,081	74%
Eligibility Determination (SRV 7b) (January 2025-December 2025)		81	978		
Total Community Services		81	978		
Explanation (Over/Under Goal Progress)					
For July 2025, our Part-Year centers were closed for summer break. We are currently working on our goal to meet full enrollment for the new school year.					
		Progress Towards Goal			
Goal IV: School readiness: Increase families and staff capacity to support children's school readiness and to implement a quality program by enhancing an inclusive environment to strengthen teacher and child interactions.		Objective C: The program will elevate children's social-emotional development and strengthen teacher-child interactions. Progress: The second annual Family Workshop is scheduled to take place in the Fall of 2025.			

Program Description

1. July 2, 2025 – Intake Clinic, 9am – 3pm, 18th Street
2. July 3, 2025 – Outreach: Rosamond, Delano and Broadway
3. July 7, 2025 – Children’s Mobile Immunization Program, Jefferson /MLK Pool
4. July 9, 2025 – Intake Clinic, 9am – 3pm, 18th Street
5. July 10, 2025 – Outreach: Tehachapi, Vineland, Alberta Dillard and Fairfax
6. July 14, 2025 – Children’s Mobile Immunization Program, Jefferson/MLK Pool
7. July 16, 2025 – Intake Clinic, 9am – 3pm, 18th Street
8. July 17, 2025 – Outreach: Rosemond, Delano, and Broadway
9. July 21, 2025 – Children’s Mobile Immunization Program, Jefferson/MLK Pool
10. July 23, 2025 – Intake Clinic, 9am – 3pm, 18th Street
11. July 24, 2025 – Outreach: Tehachapi, Vineland, Alberta Dillard and Fairfax
12. July 28, 2025 – Children’s Mobile Immunization Program, Jefferson/MLK Pool
13. July 30, 2025 – Intake Clinic, 9am – 3pm
14. Our Early Head Start classrooms are wrapping up the Balls guide and our Head Start classrooms are wrapping up the tubes and tunnels study as we prepare the transition to the Social Emotional domain reviewing feelings, emotions, classroom expectations and daily routines.
15. The Fall DRDP assessments started for children enrolled in our full year classrooms and will continue through the first 60 days of enrollment.
16. Our mentor coaches return on Monday, August 4th and mentoring sessions for our teachers will soon begin.

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2026-2027 Program Goals and Objectives

Goal I Workforce: To enhance onboarding, recruitment, and retention of staff by implementing programs that embraces pathways for learning, professional development, and succession planning to obtain and retain staff.			
HS & EHS Kern Measurable Objectives/ Outcomes	Objectives	Action Steps	Progress
	Objective A: Develop a structured onboarding process that introduces new employees to the organization's core values, and expectations. Provide them with the necessary tools, resources, and training to quickly integrate into their roles.	1. During new hire orientation, conduct an official welcome session to introduce them to key team members, managers, and colleagues. 2. Provide an overview of the organizational structure, departments, and how their roles fit within the broader picture. 3. Provide job-specific training that covers the tasks, responsibilities, and expectations associated with their position. 4. Conduct hands-on training, workshops, or online courses to enhance their understanding of job functions, tools, and systems they will be using.	In Progress Final draft of the New Hire 2.0 packet is complete and pending approval. Overview of the organization, the department, and employees' roles are provided at new-hire orientation. (1,2) Job-specific training is provided at new-hire training. Program will be using SharePoint as the division's training platform. Some challenges may include addressing technical difficulties to ensure trainings are properly recorded, uploaded, and videos are in good quality. (3,4)
	Objective B: Develop, implement, and evaluate a mentorship program	1. Identify experienced and knowledgeable employees who can serve as mentors.	COMPLETE Mentors identified by level of position,

Head Start and Early Head Start 09CH012489
2026-2027 Program Goals and Objectives

	for new staff onboarding to ensure comprehension, knowledge, and understanding of their position by gathering feedback from the mentors and mentees, assessing goal attainment, retention, and promotion rates, and measuring the level of engagement between the mentees and mentors in the program.	2. Provide mentorship training to help mentors understand their roles, effective communication techniques, and the importance of fostering a positive learning environment. 3. During orientation, introduce mentors and mentees to each other and provide an overview of the mentorship program 4. Assign mentors who could provide guidance and support with mentees. 5. Set clear expectations and goals for both mentors and mentees via policies and procedures. 6. Evaluation and Feedback: Regularly assess the mentorship program's effectiveness through surveys, feedback sessions, or focus groups. Questions regarding the satisfaction with the program, the quality of the mentoring relationship, and	experience, or leadership skills. (1,2) A total of 10 mentorship orientations have been conducted in the program. Eight in Kern and two in San Joaquin. (3,4) Policies and procedures for mentorship program are pending final review and approval. (5) Surveys are provided to mentees during the first and last meeting of each cohort group. Mentor contact cards were introduced to improve communication between mentors and mentees. (6,7,8) A total of 82% of new hires who attended their initial mentorship orientation returned for the second cohort of the mentorship program from May 2023 to Jan. 2025 (9) Level of engagement between mentors are continuously measured. (10)
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Head Start and Early Head Start 09CH012489
2026-2027 Program Goals and Objectives

		whether the goals were met. An inquiry about specific aspects such as communication, supportiveness, and knowledge transfer will be documented as well. The questions will be in quantitative format; however, a qualitative portion will be included to determine if there are any themes that need to be addressed. 7. Gather input from mentors and mentees to identify strengths and areas for improvement. 8. Continuously review and update the mentorship program to ensure its alignment with evolving organizational needs and changing employee demographics. 9. Retention and Promotion rates: Monitor the retention rates of mentees within the organization. Additionally, track the number of mentees who have been	
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Head Start and Early Head Start 09CH012489
2026-2027 Program Goals and Objectives

		promoted or advanced in their careers as an indication of the program's impact on their professional development. 10. Measure the level of engagement of both mentees and mentors.	
	Objective C: Incorporate incentive or reward programs to empower all staff to be directly involved in the recruitment and retention process that would shift the culture of the division.	1. Develop a reward program that will incentivize staff recruitment. The incentive would be based on the position recruited and obtained when the recruit passes their probationary period.	COMPLETE Recruitment incentive ended December 31st, 2024. Retention incentive is complete.
Goal II Program Options: To develop and implement program options that coincide with the needs of the community and ensure eligible families receive services that provide a strong foundation for their children's academic journey.			
HS & EHS Kern Measurable Objectives/ Outcomes	Objectives	Action Steps	Progress
	Objective A: Develop and implement program options that tailor to the community's unique needs and characteristics.	1. Develop and implement a Home Base option for children eligible for Head Start services. 2. Develop and implement a Family Childcare Option to	COMPLETE Head Start Home Base is now available as a program option. (1) The Family Childcare Program has contracted

Head Start and Early Head Start 09CH012489
2026-2027 Program Goals and Objectives

		reach families that are receiving services in the private sector while ensuring it upholds the Head Start Performance Standards. 3. Provide opportunities that allow for more 3-year-old designated classrooms to reach a needed population in the community. 4. Explore the need to create more Early Head Start classrooms to facilitate the needs of the community for the specific demographic.	with 6 FCC sites for services. (2) Upon review of the 2025 Head Start Community Assessment, the program has secured an additional 16 EHS spots to serve families experiencing homelessness and domestic violence. (3,4)
Goal III Health and Safety: Strengthen standards of practice for mitigating risk through expanding our culture of child health and safety.			
HS & EHS Kern Measurable Objectives/ Outcomes	Objectives 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 August 2026. For example, Be Safe and iLookOut training, a free online	Action Steps 1. Explore 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. 2. 20% of program staff will complete the iLookOut training by Year 3. 3.	Progress/Challenges In Progress iLookOut training was introduced as a new resource. A cohort was trained during PY 24-25. Select program and center staff will complete iLookOut training in program year 2025-2026 to reach the 20% goal. (1,2)

Head Start and Early Head Start 09CH012489
2026-2027 Program Goals and Objectives

	professional development course focused on protecting child safety and preventing and identifying child abuse.		
	Objective B: The program will establish a system of fidelity for implementing a child health and safety environment, including reporting of all incidents for all program options prior to the 2024 school year.	1. Administration will partner with program to enhance system on the importance of seamless reporting. 2. The program will set clear expectations on the importance of reporting health and safety incidents. 3. The program will develop a data system to track and report child health and safety incidents.	In Progress Policy and procedures for health and safety incidents were submitted to leadership for review and approval. (1,2) A dashboard presenting program data regarding health and safety incidents was developed and is available for staff viewing. The development of this dashboard will help leadership and program managers identify sites in need of additional training/support/attention. (3)

Head Start and Early Head Start 09CH012489
2026-2027 Program Goals and Objectives

	Objective C: The program will implement a CIR (Critical Incident Review) system to establish a culture of active supervision to support ongoing health and safety improvement prior to the Year 3 funding period.	1. Gather input from program and admin staff to identify strengths and areas for improvement. 2. Develop and implement a Critical Review System and ensure it upholds the Community Care Licensing and Head Start Program Performance Standards. 3. Continuously review and update the system to ensure fidelity and quality with evolving organizational needs.	In Progress Objective C to commence upon completion of Objective A.
Goal IV School Readiness: Increase families and staff capacity to support children's school readiness and to implement a quality program by enhancing the environment to strengthen teacher and child interactions.			
HS & EHS Kern Measurable Objectives/ Outcomes	Objectives	Action Steps	Progress
	Objective A: The program will redesign indoor/outdoor environments to reflect the children's	1. 10% of the program staff will attend Loose Parts and STEM training by year 1.	In Progress All staff attending pre-service were trained in Loose Parts/STEM. (1)

Head Start and Early Head Start 09CH012489
2026-2027 Program Goals and Objectives

	culture, promote curiosity, and safety.	2. The program will pilot 15% of centers in a Loose Parts / STEM (Science, Technology, Engineering, and Mathematics) curriculum enhancement implementation by end of Year 2. 3. The program will increase male involvement participation to enhance learning environments.	13% of sites have piloted the Loose Parts/STEM curriculum. One additional site is needed to meet the 15% threshold. (2) The 2nd Annual Fatherhood Conference took place in January 2025, with 32 males in attendance. Loose Parts information and activities are also incorporated in the School Readiness Committee meetings and parent meetings. (3)
	Objective B: The program will develop a dual-language framework and will strengthen the ability of staff to work with dual-language learners.	1. The program will provide training to 15% of staff to increase their knowledge of best practices that support dual language learners and bilingualism by Year 3. 2. The program will partner with families in the importance of maintaining their home language by Year 2.	In Progress At least 75% of infant and toddler staff completed training in best practices for dual language. Pre-school staff training for dual language will be developed and implemented by Fall 2025. (1) Home language is continuously identified through a questionnaire upon child's assessment. Discussions are held with parents, dual language staff are available, and therapists and parents are eager to accommodate and learn the home language. (2)

Head Start and Early Head Start 09CH012489
2026-2027 Program Goals and Objectives

	Objective C: The program will elevate children’s social-emotional development and strengthen teacher-child interactions.	1. The program will have 4 train-the-trainers on Pyramid Model, Trauma Informed Care, and CLASS (Classroom Assessment Scoring System) by end of year 2. 2. 85% of education and support services staff will be trained in Pyramid Model by the end of Year 2. 3. 50% of newly hired staff will participate in the Pyramid Model training and ongoing coaching in Trauma Informed Care (TIC) during Professional Learning Communities. 4. The program will increase the number of mentor coaches to enhance quality interactions. 5. The program will implement an annual Family Workshop to increase Social Emotional Awareness in young children.	In Progress Three Pyramid Model, two Trauma Informed Care (TIC) and five CLASS Pre-K train-the-trainers are currently certified. (1) 70% of education and support services staff are trained in Pyramid Model. (2) Approximately 75% of all new hires participated in Pyramid Model training during PY 2024-25. Approximately 15% had TIC coaching. (3) Number of mentor coaches have increased by three since 2023. There are currently nine mentor coaches in Kern and one in San Joaquin. (4) The second annual Family Workshop is scheduled to take place in the Fall of 2025. (5)
	Objective D: The program will secure MOU’s with 25% of school districts to provide specialized services to children	1. The program will collaborate with community agencies to support transitions by participating in collaborative meetings	In Progress Program is exploring an MOU with the Special Education Local Plan Area (SELPA) to build

**Head Start and Early Head Start 09CH012489
2026-2027 Program Goals and Objectives**

	served, including transitions for school readiness.	and community resource fairs. 2. The program will provide ongoing series of parent's roles in transitions and developmental milestones. 3. The program will develop a data system to track transitions across program options.	collaboration between agencies. (1) Readiness committee, Smore's newsletters, and school readiness checklists shared with parents during parent conferences are used to prepare parents and children for transitions. (2) Tracking feature for transitions are available in ChildPlus. Program aims to add an additional tracking component to identify the most common school districts on the receiving end of Head Start transitions, to fortify transition planning to elementary school. (3)
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ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 ecikc.ohs.acf.hhs.gov

Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Mr. Fred Plane

Community Action Partnership of Kern

1300 18th St

Ste 200

Bakersfield, CA 93301 - 4510

From: Responsible HHS Official

Date: 05/16/2025

Tala Hooban

Deputy Director, Office of Head Start

From May 5, 2025 to May 7, 2025, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of Community Action Partnership of Kern. This report contains information about the grant recipient's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, Improving Head Start for School Readiness Act of 2007.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. Based on the information gathered during this review, it has been determined that your program meets the requirements of all applicable HSPPS, laws, regulations, and policy requirements.

Please contact the OHS Oversight Division at ohsmonitoringteam@acf.hhs.gov with any questions or concerns you may have about this report.

DISTRIBUTION OF THE REPORT

Copies of this report will be distributed to the following:

Ms. Heather Wanderski, Regional Program Manager

Mr. Jeremy Tobias, Chief Executive Officer/Executive Director

Mrs. Yolanda Gonzales, Head Start Director

Mrs. Yolanda Gonzales, Early Head Start Director

Grant(s) included as part of this review

Grant Recipient Name	Grant Number(s)
Community Action Partnership of Kern	09CH012489

Glossary of Terms

Term	Definition
Area of Concern (AOC) 	An area in which the agency needs to improve performance. This status is considered additional feedback and should be discussed with the agency’s Regional Office for possible technical assistance.
Area of Noncompliance (ANC) 	An area in which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the agency’s program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Deficiency 	As defined in the Head Start Act, the term "deficiency" means: (A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves: (i) a threat to the health, safety, or civil rights of children or staff; (ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations; (iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management; (iv) the misuse of funds received under this subchapter; (v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or (vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified; (B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or (C) an unresolved area of noncompliance.

How To Read This Report

The Focus Area One (FA1) report includes the following sections:

- **Program Overview** provides a summary describing the grant recipient.
- **Performance Summary** provides a table view of compliance by Performance Area.
- **Review Details** provides details on the grant recipient’s performance in each Content Area, Performance Area, and Performance Measure. The following icons may be used in this section to describe the grant recipient’s performance:

Icon	Description
✓	Compliant (C)
🔊	Area of Concern (AOC)
⚠️	Area of Noncompliance (ANC)/ Deficiency (DEF)

Program Overview

Since 1965, Community Action Partnership of Kern has supported families from its rural catchment area in the central valley of California. The grant recipient is funded to provide 1,689 children and expectant families with Head Start and Early Head Start services. Children are offered home-based, family child care, and part- and full-day center-based options.

Performance Summary

This section contains an overview of the grant recipient’s performance determined through this review. Detailed information can be found in the Review Details section.

Content Area	Performance Area	Grant Number(s)	Review Outcome	Applicable Standards	Timeframe for Correction
Program Design, Management, and Improvement	-	09CH012489	Compliant	-	-
Education and Child Development Services	-	09CH012489	Compliant	-	-
Health Services	Child Health and Oral Health Status and Care	09CH012489	Area of Concern	-	Follow up with Regional Office for support
Family and Community Engagement	Supporting Family Well-Being and Family Engagement	09CH012489	Area of Concern	-	Follow up with Regional

Services					Office for support
Fiscal Infrastructure	-	09CH012489	Compliant	-	-
Eligibility, Recruitment, Selection, Enrollment, and Attendance	-	09CH012489	Compliant	-	-

Review Details

This section of the report provides details on the grant recipient’s performance in each Content Area, Performance Area, and Performance Measure.

- Each Performance Area includes the compliant Performance Measures monitored in this review.
- If there are any findings or Areas of Concern, they will be listed within that Performance Area.



Program Design, Management, and Improvement

The table below summarizes the performance within the Content Area. Beneath the table is a list of all Performance Areas and compliant Performance Measures monitored in this Content Area, with details on findings or Areas of Concern, as applicable.

Performance Area	Compliant	Finding	Area of Concern
Program Design and Strategic Planning	C		
Program Governance	C		
Staffing and Staff Member Supports	C		

Performance Area: Program Design and Strategic Planning

✓ Compliance Information

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient’s program structure and systems are designed to be responsive to community needs and are informed by community strengths and resources.
- The grant recipient has an established process for using data to monitor performance and progress toward goals and to inform continuous improvement.

Performance Area: Program Governance

✓ Compliance Information

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient establishes program governance with sufficient expertise and representation that supports effective program oversight and engagement with families and the community.
- The grant recipient has strategies to support collaboration across program staff members, the governing body, and the policy council to facilitate effective program governance.

Performance Area: Staffing and Staff Member Supports

✓ Compliance Information

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient’s leadership and management team has clearly defined, manageable roles and responsibilities and the appropriate experience to execute Head Start program operations.
- The grant recipient has a defined approach for ongoing supervision and support of staff members.



Education and Child Development Services

The table below summarizes the performance within the Content Area. Beneath the table is a list of all Performance Areas and compliant Performance Measures monitored in this Content Area, with details on findings or Areas of Concern, as applicable.

Performance Area	Compliant	Finding	Area of Concern
Curricula, Screening, and Assessment Tools	C		
Teaching Strategies and Learning Environments	C		
Qualifications, Professional Development, and Coaching	C		

Performance Area: Curricula, Screening, and Assessment Tools

✓ *Compliance Information*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient uses research-based and culturally appropriate curricula to support child outcomes.
- The grant recipient uses appropriate screening tools to refer children for evaluation as indicated.
- The grant recipient uses appropriate ongoing child assessment tools to support children’s progress and to individualize for every child.

Performance Area: Teaching Strategies and Learning Environments

✓ *Compliance Information*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient’s staff members identify effective teaching strategies that are responsive to children’s needs.
- The grant recipient develops engaging learning environments that promote healthy development for children.
- The grant recipient uses home visits and group socializations to promote parent engagement and extend children’s learning.

Performance Area: Qualifications, Professional Development, and Coaching

✓ *Compliance Information*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient has qualified education staff members.
- The grant recipient establishes a professional development system to support delivery of quality education and child development services.
- The grant recipient uses a research-based coaching strategy to support education staff members in using effective teaching practices.



Health Services

The table below summarizes the performance within the Content Area. Beneath the table is a list of all Performance Areas and compliant Performance Measures monitored in this Content Area, with details on findings or Areas of Concern, as applicable.

Performance Area	Compliant	Finding	Area of Concern
Child Health and Oral Health Status and Care			AOC
Mental Health and Social and Emotional Well-Being	C		
Safe and Sanitary Environments	C		

Performance Area: Child Health and Oral Health Status and Care

 Area of Concern Information

The monitoring review found the following Area(s) of Concern that reflect areas of performance that are at risk of becoming noncompliant in subsequent reviews. This additional feedback should be addressed to support compliance in this Performance Area.

- The grant recipient should improve its efforts to obtain medical and oral health determinations from a health care professional for all children within 90 calendar days after the children first attend the program.
- The grant recipient should continue to explore strategies to mitigate barriers to the timely collection of health determinations.

Performance Area: Mental Health and Social and Emotional Well-Being

 Compliance Information

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- In partnership with a qualified mental health consultant, the grant recipient develops a positive program environment that promotes the mental health and social and emotional well-being of children.
- The grant recipient develops practices that prohibit the use of expulsion and severely limit suspension.

Performance Area: Safe and Sanitary Environments

 Compliance Information

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient completes background checks prior to hire for all staff members.
- The grant recipient has an approach to maintain safe environments through staff member training and ongoing oversight of facilities, equipment, and materials.



Family and Community Engagement Services

The table below summarizes the performance within the Content Area. Beneath the table is a list of all Performance Areas and compliant Performance Measures monitored in this Content Area, with details on findings or Areas of Concern, as applicable.

Performance Area	Compliant	Finding	Area of Concern
Supporting Family Well-Being and Family Engagement			AOC
Family Partnerships	C		
Promoting Strong Parent-Child Relationships and Engagement in Children's Learning	C		
Community Partnerships	C		

Performance Area: Supporting Family Well-Being and Family Engagement

Area of Concern Information

The monitoring review found the following Area(s) of Concern that reflect areas of performance that are at risk of becoming noncompliant in subsequent reviews. This additional feedback should be addressed to support compliance in this Performance Area.

- The grant recipient should improve its efforts to ensure all family services staff members have the required qualifications within 18 months of hire.
 - The grant recipient indicated that of its 52 family services staff members, 1 hired in January 2017 had not obtained the required credential.
 - The program should continue supporting the family services staff member in obtaining their certification.

Performance Area: Family Partnerships

Compliance Information

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient develops a family partnership process that supports family-driven goals.

Performance Area: Promoting Strong Parent-Child Relationships and Engagement in Children's Learning

Compliance Information

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient builds on parents' knowledge and offers parents the opportunity to practice parenting skills.

Performance Area: Community Partnerships

Compliance Information

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient develops community partnerships that meet the needs and interests of families.



Fiscal Infrastructure

The table below summarizes the performance within the Content Area. Beneath the table is a list of all Performance Areas and compliant Performance Measures monitored in this Content Area, with details on findings or Areas of Concern, as applicable.

Performance Area	Compliant	Finding	Area of Concern
Budget Development, Implementation, and Oversight	C		
Comprehensive Financial Management Structure and System	C		

Performance Area: Budget Development, Implementation, and Oversight

✓ Compliance Information

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient establishes a transparent, data-informed process to develop and maintain a budget that aligns with program goals and circumstances.

Performance Area: Comprehensive Financial Management Structure and System

✓ Compliance Information

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient develops a system for maintaining financial records and generating information needed to manage and safeguard Federal funds.
- The grant recipient develops a system to ensure effective control over all funds, property, and assets to avoid theft, fraud, waste, and abuse.
- The grant recipient develops a system to ensure that only allowable costs are charged to the Head Start award in accordance with Federal statutes, regulations, and the terms and conditions of the Federal award.



Eligibility, Recruitment, Selection, Enrollment, and Attendance

The table below summarizes the performance within the Content Area. Beneath the table is a list of all Performance Areas and compliant Performance Measures monitored in this Content Area, with details on findings or Areas of Concern, as applicable.

Performance Area	Compliant	Finding	Area of Concern
Recruitment	C		
Selection	C		
Eligibility	C		
Enrollment	C		

Performance Area: Recruitment

✓ Compliance Information

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient uses knowledge about the community it serves to develop its recruitment strategy to locate the families with the greatest need.

Performance Area: Selection

✓ Compliance Information

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient uses knowledge about the community it serves to develop its selection criteria.

Performance Area: Eligibility

✓ Compliance Information

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient has an established process for enrolling eligible families and supporting compliance with eligibility requirements.

Performance Area: Enrollment

✓ Compliance Information

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient develops a process to maintain full enrollment and track current enrollment, including the percentage of enrolled children eligible for services under the Individuals with Disabilities Education Act (IDEA).

----- End of Report -----