



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

POLICY COUNCIL MEETING PACKET

November 18, 2025

POLICY COUNCIL STANDING COMMITTEES

November 2025

EXECUTIVE COMMITTEE

Chairperson:
Vice Chairperson:
Secretary:
Treasurer:
Parliamentarian:

STANDING COMMITTEE MEMBERS

Board of Directors:

BUDGET & FINANCE

Chairperson:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

BYLAWS

Chairperson:

- 1.
- 2.
- 3.
- 4.
- 5.

PLANNING

Chairperson:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

SCHOOL READINESS

Chairperson:

- 1.
- 2.
- 3.
- 4.
- 5.



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 2025 - 2026

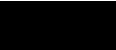
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School Readiness Committee										
Member	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.

Bylaws Committee										
Member	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.

Board of Directors										
Member	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.

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	November 18, 2025
TIME	5:30 p.m.
LOCATION	CAPK Administrative Office 1300 18 th Street 3 rd Floor – Board Conference Room Bakersfield, CA 93301
TEAMS LINK	Join the meeting now
PHONE	(213) 204-2374
MEETING ID	659 727 379#

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

Alejandra Verduzco	Jennifer Juarez Hernandez	Frances Torres
Candy Diaz	Maria Reyes	Monique Silva
Clarissa Mendoza	Maritza Garcia	Rebecca Castro
Gabrielle Arriola	Michelle Jara-Rangel	Joanna Bautista
James Osborne	Norma Valentin Nino	Franciena Walker

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. 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 –

- a. Policy Council Meeting Minutes – October 28, 2025 **(p. 8-13)**
- b. Head Start Budget to Actual Report, March 1, 2025, through September 30, 2025 **(p. 14-16)**
- c. Early Head Start Budget to Actual Report, March 1, 2025, through September 30, 2025 **(p. 17-19)**
- d. Head Start and Early Head Start Kern Non-Federal and In-Kind Report, March 1, 2025, through September 30, 2025 **(p. 20)**
- e. Early Head Start Childcare Partnerships Non-Federal Share and In-Kind Report, March 1, 2025 through September 30, 2025 **(p. 21)**
- f. Parent Travel & Childcare through September 30, 2025 **(p. 22)**
- g. Parent Activities through September 30, 2025 **(p. 23)**
- h. Head Start Program Review & Evaluation Report – October 2025 **(p. 24-25)**
- i. Children's Mobile Clinic – November 2025 (English/Spanish) **(p. 26-27)**
- j. Healthy Cooking Methods – National CACFP Association (English/Spanish) **(p. 28-29)**
- k. Energy Weatherization Utility Bill Assistance – Community Action Partnership of Kern (English/Spanish) **(p. 30-31)**
- l. 3rd Annual Fatherhood Conference – January 23, 2026, DoubleTree Hotel - Bakersfield, CA (English/Spanish) **(p. 32-33)**
- m. Backpack Connection Series: How to Give Clear Directions (English/Spanish) **(p. 34-35)**
- n. Pyramid Model Leadership Newsletter – November 2025 (English/Spanish) **(p. 36-37)**

- o. Head Start Recruitment Flyer (English/Spanish) **(p. 38-39)**
- p. Early Head Start San Joaquin Flyer (English/Spanish) **(p. 40-41)**
- q. Home Visiting Program Flyer (English/Spanish) **(p. 42-43)**

4. New Business

Action Item

- a. 2026-2027 Head Start/Early Head Start Revised Refunding Application – Rosa Guerrero, Administrative Analyst **(p. 44-46)**
- b. 2026-2027 Recruitment & Selection Plan – Carol Hendricks, Enrollment and Attendance Manager **(p. 47-72)**
- c. 2025-2026 Policy Council Proposed Meeting Dates – Lisa Gonzales, Program Governance Coordinator **(p. 73)**
- d. Nomination and Election for Policy Council Chairperson **(p. 74)**
- e. Nomination and Election for Policy Council Vice Chairperson **(p. 74)**
- f. Nomination and Election for Policy Council Secretary **(p. 74)**
- g. Nomination and Election for Policy Council Treasurer **(p. 74)**
- h. Nomination and Election for Policy Council Parliamentarian **(p. 74)**
- i. Nomination and Election of Policy Council Representative to the Board of Directors **(p. 75)**
- j. Nomination and Election of 1 Policy Council Member to attend the National Head Start Association Winter Leadership Conference, January 25 – 29, 2026, Washington D.C. **(p. 76)**

5. Standing Reports

- a. Program Governance – Lisa Gonzales, Program Governance Coordinator
- b. Board of Directors – Michelle Jara-Rangel, CAPK Board Member
- c. Head Start/State Child Development – Yolanda Gonzales, Head Start/State Child Development Director

6. Policy Council Chairperson Report

7. Policy Council Member Comments

8. Next Scheduled Meeting

9. Adjournment

COMMUNITY ACTION PARTNERSHIP OF KERN
POLICY COUNCIL MEETING MINUTES
October 28, 2025
CAPK Administrative Office
1300 18th Street, Bakersfield, CA 93301

1. Call to Order

The meeting was called to order at 6:03 p.m. by Chairperson, Ruby Cruz.

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

Policy Council Members Present: Alejandra Verduzco, Christopher Cuzul, Dominique Bassi, Gabriela Rangel, Kaylonie Howard, Maria Worthy, Michelle Jara-Rangel, Rene Mayhorn Williams, Ruby Cruz

Policy Council Members Absent: Ashley Trent, Ian Anderson, Jennifer Wilson, Lililana Juarez

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 October 21, 2025 and reviewed the Head Start and Early Head Start budget to actual reports as well as all other standing reports for the period ending August 31, 2025. It was shared that over the course of the 2024-2025 Policy Council term the Budget & Finance Committee has met consistently each month to review all required reports as noted in the Head Start Program Performance Standards, and more. Early in the term the committee had the opportunity to review, discuss, and monitor the budget for the new Central Kitchen as well as the No Cost Extension budget reports. During the term, the independent audit as well as a budget revision were also reviewed by the committee. These items were subsequently presented to and approved by the full Council. Appreciation was expressed to the Budget & Finance Committee staff sponsor Louis Rodriguez, for his preparation of the reports and thorough review with the committee as well as answering any questions and providing clarification when needed.

b. **Bylaws Committee – Dominique Bassi**

The Bylaws Committee met on October 7, 2025 and reviewed the entire draft version of the bylaws which contained all committee recommended revisions. The review was the first step in the process of updating the bylaws, the document will be presented to the Policy Council for approval and then to the Board of Directors for their approval as well.

c. **Planning Committee – Christopher Cuzul**

The Planning Committee met on October 14, 2025 and reviewed the Division Program Activity Report for the month of September 2025. Early Head Start reached 100% enrollment and Head Start reported 98% enrollment during this reporting period. Progress towards the dual language school readiness goal was also shared with the committee. It was noted that center based as well as education staff will receive dual language training beginning in 2026 with site supervisors having received the training in September. The Training and Technical Assistance Plan was also presented to the Planning Committee for review and discussion.

d. **School Readiness Committee – Kaylonie Howard**

The School Readiness Committee met on several occasions during the current term and had the opportunity to hear quite a bit of information on the various components within the Head Start program that support school readiness. Over the course of the meetings held, members shared what school readiness meant to them and heard from staff about how medial and dental checkups, healthy meals and more all support a child's overall school readiness. During the final meeting of the term the 2025-2206

School Readiness Goals were shared with the committee who also had the opportunity to provide feedback and make recommendations of their own. Those goals were then presented to the CAPK Board of Directors as well as to the Policy Council, for approval. The goals were subsequently approved and are the current goals that children are working towards during the 2025-2026 program year.

4. Presentations

a. Head Start Career Opportunities – Elizabeth Williams, Professional Development Manager

Elizabeth introduced herself and shared an overview about the role of the Head Start Professional Development (PD) Team and the services they provide to the program. She shared that the team, which is comprised of four members supports staff not only in Kern County but in San Joaquin County as well. The team recognizes that what is provided for staff trickles down and impacts children that the program serves. Therefore, it is important to ensure that staff not only receive high quality training but that they are also provided with career advancement opportunities as well. The PD team participates in community outreach, participating at job fairs and other community events to share employment opportunities that are available within the Head Start division. Employment opportunities are also posted on the agency (CAPK) website so as to reach a wider audience of potentially interested applicants. As time permits, the team also supports individuals in understanding the requirements for various positions within the program. Elizabeth also shared that the PD team provides support and motivation and encourages staff to continue to grow their career within the agency by sharing opportunities for advancement that are available to staff as many continue their education and obtain additional units or advanced degrees. In continuing to share information Elizabeth shared that when individuals are offered positions and are onboarded, they are provided robust training before they report to their centers and begin their work with the children and families our program serves. It is important they feel comfortable and confident as they begin their new journey. Equally important in this training process is the opportunity to begin to build relationships with staff, as we spend a great deal of time at work and we want them to feel like this is truly their home away from home. Ongoing professional development whether staff has been with the program for a month or for 14 years, staff receive ongoing training. The program looks at what is new, what is on the cutting edge, what else can we do that is in support of children and families that are enrolled in our program. Opportunities for staff to increase their knowledge and expand their horizons is an area the PD is always looking for. Elizabeth also shared that there is a partnership with Grand Canyon University, which has been in place for a few years, which provides staff who are interested in furthering their education with the opportunity to do so at a discounted rate. Elizabeth shared that there are currently some open positions in Kern County with a bit more opportunities available in San Joaquin County due to a recent program expansion. In closing she provided members with her email and asked them to reach out to her should they have any questions, or if they would like additional information or support on employment opportunities.

b. Recognition of 2024-2025 Policy Council Members – Jeremy Tobias, CEO Community Action Partnership of Kern and Yolanda Gonzales, Director Head Start/State Child Development

CAPK Chief Executive Officer Jeremy Tobias addressed Policy Council members earlier in the evening, during the dinner portion of the event. Mr. Tobias expressed his appreciation and thanked members for their commitment and service to the Policy Council as well as for their support of the Head Start program. On behalf of Jeremy Tobias, Jerry Meade, Assistant Director of Program along with Head Start Director, Yolanda Gonzales, acknowledged Policy Council members for their valuable contributions made over the course of the year to the program. Members were called upon individually and provided a certificate of appreciation, as well as a letter of commendation for their service on behalf of the program.

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 – September 22, 2025
 - b. Policy Council Planning Committee Meeting Minutes – September 9, 2025
 - c. Policy Council Budget & Finance Committee Meeting Minutes – September 16, 2025
 - d. Policy Council Bylaws Committee Meeting Minutes – October 7, 2025
 - e. Head Start Budget to Actual Report, March 1, 2025, through August 31, 2025
 - f. Early Head Start Budget to Actual Report, March 1, 2025, through August 31, 2025
 - g. Head Start and Early Head Start Kern Non-Federal and In-Kind Report, March 1, 2025, through August 31, 2025
 - h. Early Head Start Childcare Partnerships Non-Federal Share and In-Kind Report, March 1, 2025 through August 31, 2025
 - i. Parent Travel & Childcare through August 31, 2025
 - j. Parent Activities through August 31, 2025
 - k. Head Start Program Review & Evaluation Report – September 2025
 - l. Backpack Connection Series: How to Plan Activities to Reduce Challenging Behaviors (English/Spanish)
 - m. Fall Carnival – October 29, 2025, Friendship House Community Center
 - n. HalLAWeen Event – October 30, 2025, Bakersfield Police Department
 - o. Fall Harvest Festival – October 30, 2025, Lamont Elementary School District (English/Spanish)
 - p. Kern County Touch-A-Truck – November 8, 2025, Beale Library
 - q. Black Kitchen Table Talk – November 15, 2025, California Coalition for Black Birth Justice
 - r. Save the Date – 3rd Annual CAPK Head Start Fatherhood Conference – January 23, 2026, DoubleTree Hotel
 - s. Domestic Violence Month – October
 - t. Victim Services Unit – Kern County District Attorney
 - u. Weekly Activities – Bakersfield American Indian Health Project
 - v. CAPK Energy Weatherization/Utility Bill Assistance
 - w. BrightLife Kids – CalHOPE
 - x. FREE Monthly Community Health Screenings – Dignity Health Kern County (English/Spanish)
 - y. Nurse Referral Dental Treatment – Kern County Children’s Dental Health Network
 - z. The Open Door Network – Delano Center
 - aa. Head Start Recruitment Flyer (English/Spanish)
 - bb. Early Head Start San Joaquin Flyer (English/Spanish)
 - cc. Home Visiting Program Flyer (English/Spanish)
- A motion was made by Michelle Jara-Rangel and seconded by Christopher Cuzul to approve consent agenda items (a) through (cc). Motion carried unanimously.

6. New Business

***ACTION**

- a. **2026-2027 Head Start/Early Head Start Training and Technical Assistance Plan – Rosa Guerrero, Administrative Analyst**
 Rosa referenced the program goals and objectives which the Council approved in August (2025) and shared that following the approval of that document a training plan was created based upon those goals and objectives. In reviewing the document Rosa noted that the approved goals and objectives can be identified in the Training and Technical Assistance Plan for the next fiscal year which will begin on March 1, 2026 through February 2027. The plan outlines strategies as well as progress that is being made for each of the following goals, workforce, health and safety as well as school readiness. Rosa spoke to and shared a few specific examples in each of these areas. A motion was made by Rene Williams to approve the 2026-2027 Training and Technical Assistance Plan, with a second by Gabriela Rangel. Motion carried unanimously.
- b. **2026-2027 Head Start/Early Head Start Refunding Application – Rosa Guerrero, Administrative Analyst**
 The 2026-2027 refunding application for Head Start and Early Head Start along with budget detail was provided to and discussed with the Council. Rosa stated that this will be the third year of a five year grant cycle. In speaking about the budget detail, Rosa noted that modifications were made to the personnel category, fringe benefits, and other supplies. The primary reason for this change in personnel costs was due primarily to program changes, transitioning part year services to full year services. It was also noted that the state contracts were full earned and as a result of such, the program will be balancing the

remainder of the projected costs as noted on the budget detail with those earnings. Information was also provided regarding a change in the indirect rate from 10% to 12% which was approved by the CAPK Budget & Finance Committee. A motion was made by Alejandra Verduzco to approve the 2026-2027 Head Start/Early Head Start Refunding Application and seconded by Maria Worthy. Motion carried unanimously.

- c. **CAPK Head Start Policy Council Bylaws Revised 2025 – Lisa Gonzales, Program Governance Coordinator**
Lisa shared that the Bylaws Committee met on a number of occasions over the course of the current term and reviewed the CAPK Head Start Policy Council Bylaws in their entirety. She also shared that during this time there were some recommended revisions made by the committee. The revisions were made to the document across all areas, with the document subsequently reviewed one final time by the Bylaws Committee. Lisa shared with the Council the most notable areas of change. This included but was not limited to an increase to membership on the Policy Council School Readiness Committee, a decrease in membership to the Bylaws Committee, as well as the removal of a section which excluded any familial relative of a CAPK employee the opportunity to serve as a member of the Policy Council. Lisa also noted that minor grammatical and formatting changes were made to the document as well for consistency purposes. A motion was made by Dominique Bassi to approve the revised Policy Council Bylaws; seconded by Christopher Cuzul. Motion carried unanimously.

7. Standing Reports

- a. **Program Governance – Lisa Gonzales, Program Governance Coordinator**
Lisa thanked members for their time and for the commitment they have made to the Policy Council over the past year. She expressed additional gratitude to those members who returned to serve during this term (2024-2025) and about the transition they made from meeting in a virtual setting (2023-2024 term) to meeting in person. Lisa stated that as the outgoing Council completes their term, she looks forward to working with new members who will begin their term in November. She also thanked new members for attending the October Policy Council meeting which provided them with an opportunity to see how a Council meeting is conducted. Lisa shared additional details on a few noteworthy events that were contained within the Policy Council packet. She spoke about the upcoming 3rd Annual Fatherhood Conference which will be held in January at the DoubleTree Hotel and encouraged members to register. Lisa added that attendees do not necessarily have to be the child's father, but can be a male role model in their life, such as an uncle, grandfather, neighbor, etc. She also spoke about a sensory friendly event taking place at the Beale Library, the Touch a Truck event. Lisa concluded speaking about the 5th Annual Native American Heritage Month Celebration taking place at the Marriott Convention Center and will include free lunch and giveaways and is open to the public.
- b. **Community Representative – Ian Anderson, Kern Adult Literacy Council**
No report was provided, as Ian was unable to attend the meeting.
- c. **Community Representative – Paula De La Riva, First 5 Kern**
Paula shared that she has had the opportunity to present information about First 5 Kern at several parent meeting held at various Head Start sites. She has been grateful to have the opportunity to reinforce parents' role as an advocate for their child as they continue to be their first teacher from the moment their child is born. Paula added that it is really about giving parents the tools they need and making them accessible. In closing Paula shared that she has seen firsthand through parents' inquisitive nature how Head Start supports and prepares parents to want to know more, learn more, and to keep seeking information for not just their child but for their family. She gave gratitude for her time on the Council.
- d. **Board of Directors – Michelle Jara-Rangel, CAPK Board of Directors Representative**
Michelle stated the Board of Directors met on September 24, 2025 adding that the consent agenda was approved with no items removed.

There were three action items as well as an informational item presented to the Board under new business. Employee health insurance renewal for 2026, which would be accompanied by a rate increase for both the employer and the employee for medical as well as dental plans was presented to the board as an action item. Also presented for action were the financial reports for July 2025 as well as the appointment of an ad hoc committee in order to recommend a temporary board appointment for the vacant seat on the Board of Directors due to the passing of CAPK Board Member Yolanda Ochoa. Each action item was presented to the Board independently and in detail followed by an opportunity for discussion. Upon conclusion of each

presentation, all action items were approved. The informational item shared was the move of the CAPK Foundation from Brown Act governance to private nonprofit governance. The foundation will transition from an open meeting governance model to a private nonprofit governance model centered on fundraising and philanthropic growth.

The reports for the CalVet's Assistance Foundation, and the Policy Council were presented and approved. Chief Executive Officer Jeremy Tobias provided an update on the federal and state budgets.

The Board convened for closed session to conference with legal counsel regarding two items, however no action was taken on the items. The Board of Directors will meet next on October 29, 2025.

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

Yolanda thanked the Council for all their work and commitment they have provided during the past year. She added that they (members) have truly helped to the program be as good as it is. Yolanda shared that the CAPK Head Start program is on that is always looking to move forward and to strengthening systems and strengthening the work it does so that children receive the best care and the best school readiness skills to move them forward.

It was shared that this year marks Head Start's 60th birthday and in celebration of such there are a lot of wonderful things taking place at sites. There have been art shows and a variety of other celebratory events happening to mark this milestone.

Yolanda talked about the program having a lot of wonderful community partnerships through various companies and individuals that donate to the program. She continued and highlighted a recent donation of jackets. As winter approaches, this donation will allow our children to receive new jackets.

It was shared that community care licensing continues to visit sites, ensuring that they are fully compliant and that health and safety measures are in place and that all regulations are being followed. Yolanda reported that there has nothing but great news to report as a result of those visits. She went on to share licensing can be a site for many hours, as it is an extensive review and she compliments center staff for all they do.

Yolanda also complimented administrative staff and noted that the program is fully enrolled and that is a result of hard work. She encouraged members to share their Head Start story with others; they can provide their experience about the program.

There was a ribbon cutting in San Joaquin County in September for the new University Park Center which will now serve Head Start children. The program is very excited to have the opportunity to serve the pre-k population in San Joaquin County.

Yolanda shared that there are a lot of things happening (on a larger scale) at the moment, however, Head Start will remain strong and continue to move forward. She stated that it is her pleasure to serve as the Director of CAPK Head Start and to be able to highlight with others all the amazing things our program does within our agency, adding this is also because of the involvement of our Policy Council.

8. Policy Council Chairperson Report

Ruby thanked Lisa and Yolanda and expressed her gratitude. She added that it has been a pleasure serving over the past year with the other members of the Council, stating that she will miss it. Ruby shared that she will always carry CAPK in her heart, she loves the program, it is wonderful and her daughter is now in kindergarten and her son who is enrolled in the program is doing great!

9. Policy Council Member Comments

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

Christopher Cuzul thanked everyone in CAPK for their support in and out of the classroom. Adding that as a parent he definitely felt the support, and it makes a big difference. Christopher shared now that his son is in kindergarten and his teachers have asked Christopher where his son attended school prior to elementary school. Christopher attributes it to all the support received through the program.

Dominique thanked everyone for attending and adding it was nice to see everyone. Having a new little one Dominique was not sure she would be returning to the Council for the upcoming term.

Kaylonie Howard stated that this current term was her fourth term noting that she only had one more term left. She was thankful for the opportunity to learn more about the program and to be able to see “behind the scenes” what is taking place with her children’s learning and everything else.

Maria Worthy thanked everyone for all the opportunities noting that her participation in the Policy Council has prepared her as a member of the School Site Council at her son’s elementary school.

Michelle Jara-Rangel shared this year marks her fifth and final year, however as a Board Member her term continues until January, and she looks forward to seeing those members who will be returning. She also shared information about a ribbon cutting event for a new park in Shafter and invited members to attend. Michelle added that there will be vendors as well as the police and fire department and more. Michelle thanked parents for their participation and stated that although Policy Council is a requirement for programs it is great to have parents willingly participate and give of themselves.

Gabriela Rangel thanked everyone for another great year. She shared that her son is now in kindergarten and she did advocate during the school year on behalf of Policy Council and encouraged moms that she saw in the classroom to participate. She is hopeful that there will be representation in the coming term from the Head Start site her son attended. Gabriela shared that it was a pleasure and she always looked forward to meetings.

10. Adjournment

The meeting was adjourned at 6:56 p.m.



MEMORANDUM

To: Policy Council

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

Date: November 18, 2025

Subject: *Head Start*
Budget to Actual Report for the period ended September 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 September 30, 2025. Seven months (58.33%) of the 12-month budget period have elapsed.

Base Funds

Overall expenditures are at 69% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 73% of the budget.

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

The non-Federal share is at 90% of the budget.

Community Action Partnership of Kern
Head Start
Budget to Actual Report
Budget Period: March 1, 2025 - February 28, 2026
Report Period: March 1, 2025 - September 30, 2025
 Month 7 of 12 (58.33%)

Prepared 10/01/2025

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	8,458,695	5,785,997	2,672,698	68%	32%
FRINGE BENEFITS	2,693,248	1,700,218	993,030	63%	37%
TRAVEL	55,000	-	55,000	0%	100%
EQUIPMENT	-	-	-		
SUPPLIES	535,017	656,549	(121,532)	123%	-23%
CONTRACTUAL	186,280	232,496	(46,216)	125%	-25%
CONSTRUCTION	-	-	-		
OTHER	3,495,261	2,477,802	1,017,459	71%	29%
INDIRECT	1,467,033	779,504	687,529	53%	47%
TOTAL BASE FUNDING	16,890,534	11,632,566	5,257,968	69%	31%

TRAINING & TECHNICAL ASSISTANCE

TRAVEL	60,904	26,606	34,298	44%	56%
SUPPLIES	23,986	13,749	10,237	57%	43%
CONTRACTUAL	12,800	-	12,800	0%	100%
OTHER	63,752	79,393	(15,641)	125%	-25%
INDIRECT	16,144	9,516	6,628	59%	41%
TOTAL TRAINING & TECHNICAL ASSISTANCE	177,586	129,263	48,323	73%	27%

GRAND TOTAL HS FEDERAL FUNDS	17,068,120	11,761,829	5,306,291	69%	31%
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HEAD START and EARLY HEAD START COMBINED NON-FEDERAL SHARE

SOURCE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
IN-KIND	2,104,780	2,020,328	84,452	96%	4%
CALIF DEPT OF ED	7,918,076	7,024,653	893,423	89%	11%
TOTAL NON-FEDERAL	10,022,856	9,044,981	977,875	90%	10%

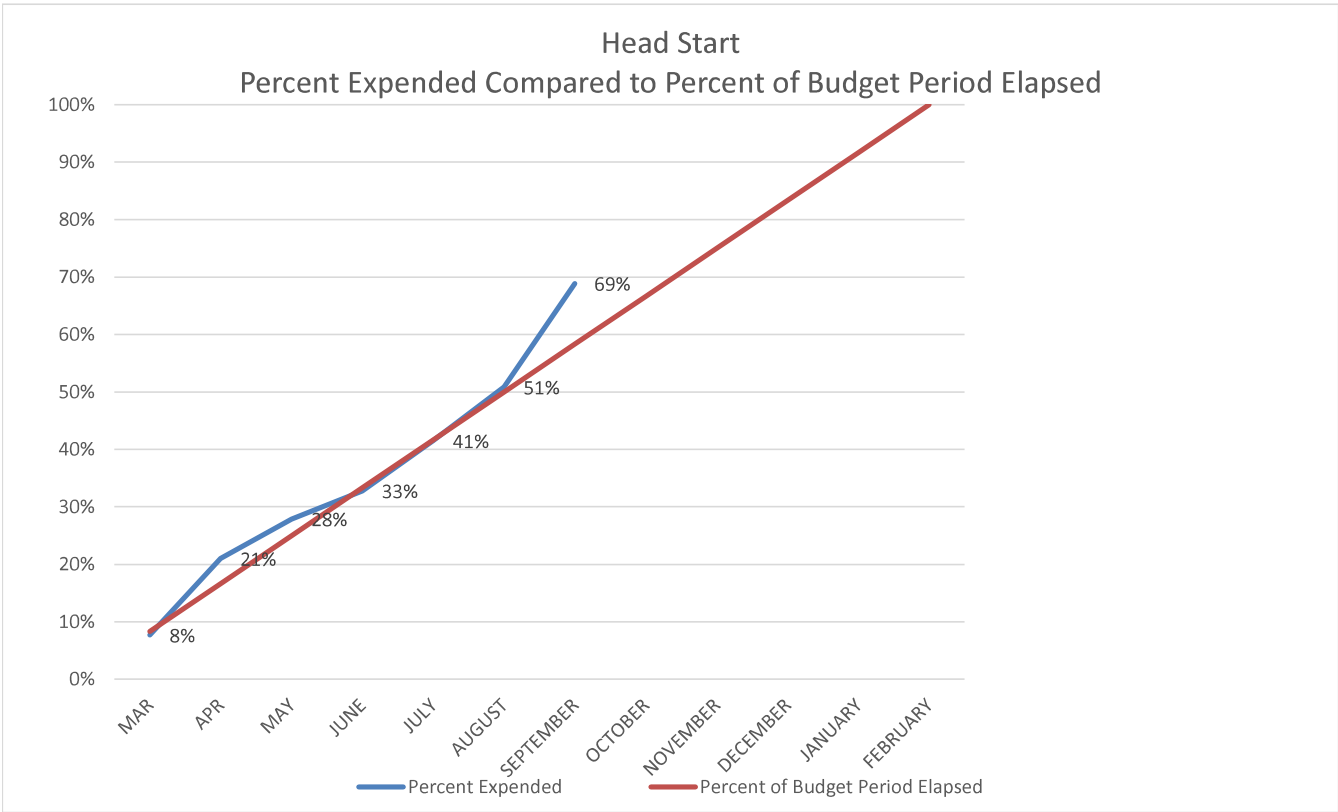
Budget reflects Notice of Award #09CH012489-02-01

Actual expenditures include posted expenditures and estimated adjustments through 09/30/2025

Administrative Cost for HS and EHS Combined **11.5%**

Agency-Wide Credit Card Report

	CURRENT	1 TO 30	31 TO 60	61 TO 90	TOTAL	STATEMENT DATE
Elan Credit Card	80,732				80,732	10/1/2025
Lowe's	13,181	(138)	-	-	13,044	9/30/2025
Smart & Final	606	-	-	-	606	10/1/2025
Save Mart	298	-	-	-	298	9/28/2025
Chevron & Texaco Business Card	8,565	-	-	-	8,565	10/6/2025
Home Depot	12,518	1,024	-	-	13,542	10/5/2025
	115,900	887	-	-	116,787	





MEMORANDUM

To: Budget and Finance Committee

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

Date: November 17, 2025

Subject: *Early Head Start*
Budget to Actual Report for the period ended September 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 September 30, 2025. Seven months (58.33%) of the 12-month budget period has elapsed.

Base Funds

Overall expenditures are at 55% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 39% of the budget.



MEMORANDUM

To: Policy Council

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

Date: November 18, 2025

Subject: *Early Head Start*
Budget to Actual Report for the period ended September 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 September 30, 2025. Seven months (58.33%) of the 12-month budget period has elapsed.

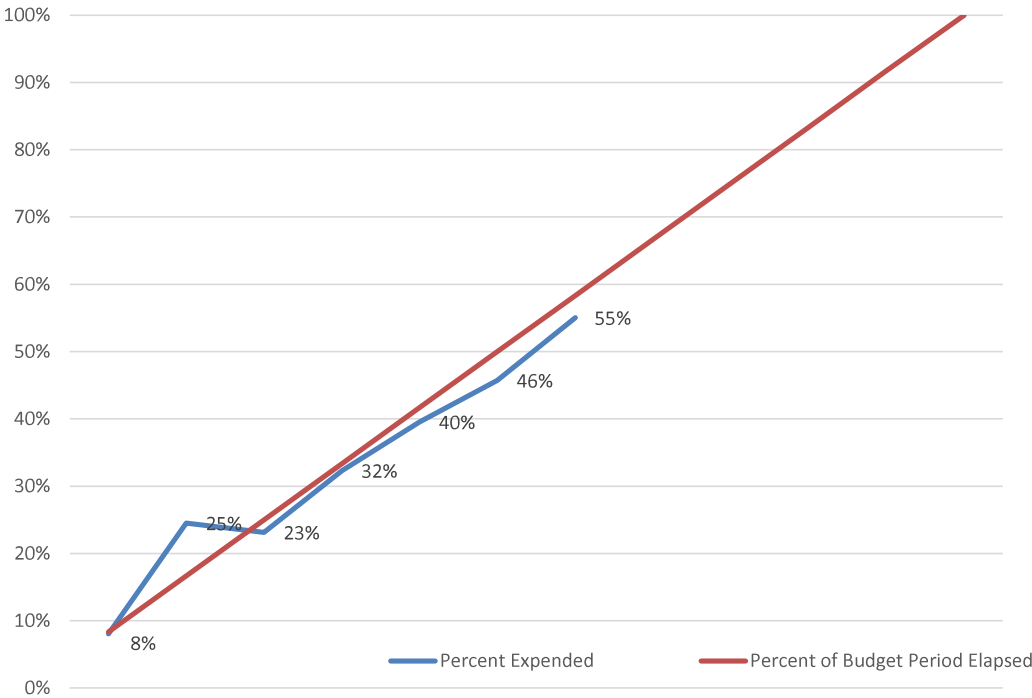
Base Funds

Overall expenditures are at 55% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 39% of the budget.

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



Community Action Partnership of Kern
Head Start and Early Head Start Kern
Year-to-Date Non-Federal Share and In-Kind Report
Budget Period: March 1, 2025 through March 31, 2025
Report for period ending Sept 30, 2025 (Month 7 of 12)

Percent of budget period elapsed: 58.3%

LOCATION	Enroll- ment	March	April	May	June	July	Aug	Sep	YTD Totals	Kern/SJC	IN-KIND GOAL	% OF GOAL MET
Alberta Dillard	34	15,749	12,911	7,401	0	0	3,331	7,324	46,716	Kern	43,028	109%
Alicante	20	11,086	15,151	14,433	5,928	0	81	0	46,679	Kern	25,311	184%
Angela Martinez	105	27,223	22,300	16,063	8,082	8	737	1,294	75,706	Kern	132,882	57%
Broadway	37	5,316	6,177	5,148	1,284	0	0	278	18,203	Kern	46,825	39%
California City	17	8,661	4,651	3,624	0	0	0	278	17,213	Kern	21,514	80%
Cleo Foran	23	3,034	13,700	6,385	0	44	6,396	7,910	37,470	Kern	29,107	129%
Delano	60	24,147	10,493	9,990	9,037	13,336	729	415	68,147	Kern	75,933	90%
Fairfax	34	2,162	7,675	7,639	6,610	6,652	141	0	30,879	Kern	43,028	72%
Harvey L. Hall	142	30,977	25,366	29,489	27,782	34,800	1,633	0	150,047	Kern	179,707	83%
Heritage	17	1,689	893	1,430	0	0	244	2,011	6,266	Kern	21,514	29%
Home Base	160	26,020	15,662	14,040	6,893	11,267	8,740	10,659	93,281	Kern	202,487	46%
Martha J. Morgan	50	25,357	24,516	27,021	5,886	19,908	8	383	103,078	Kern	63,277	163%
Oasis	42	10,131	11,857	4,912	0	0	5,069	8,325	40,294	Kern	53,153	76%
Pete H. Parra	116	835	465	0	488	0	0	586	2,375	Kern	146,803	2%
Primeros Pasos	67	81,280	74,266	70,979	62,312	51,989	62,477	74,365	477,668	Kern	84,791	563%
Rosamond	51	2,171	743	249	0	0	0	125	3,288	Kern	64,543	5%
San Diego	32	7,286	7,795	7,818	5,461	1,233	0	246	29,839	Kern	40,497	74%
Shafter	17	4,245	4,431	2,904	5,313	1,815	1,567	1,610	21,885	Kern	21,514	102%
Shafter HS/EHS	24	6,376	7,319	6,168	6,528	5,765	1,281	0	33,437	Kern	30,373	110%
Sterling	117	13,276	14,627	14,048	12,927	14,953	13,814	0	83,644	Kern	148,068	56%
Stockdale Head Start	41	4,624	6,609	3,216	0	0	1,366	1,793	17,608	Kern	51,887	34%
Sunrise Villa	17	2,558	1,716	637	0	495	773	73	6,251	Kern	21,514	29%
Taft	51	6,364	5,860	1,305	0	8	1,697	659	15,893	Kern	64,543	25%
Tehachapi	15	1,225	883	183	0	0	0	73	2,364	Kern	18,983	12%
Vineland	17	6,156	5,059	2,464	0	0	1,681	3,453	18,814	Kern	21,514	87%
Virginia	17	12,711	11,663	6,431	0	0	1,475	98	32,378	Kern	21,514	150%
Willow	40	13,507	12,642	6,398	0	0	0	0	32,547	Kern	50,622	64%
Administrative Services		0	0	0	0	0	0	0	0	Kern/SJC	0	0%
PC Planning		0	0	0	0	0	0	0	0	Kern/SJC	0	0%
PC By Laws		0	0	0	0	0	0	0	0	Kern/SJC	0	0%
Governance		0	286	275	0	0	269	0	830	Kern	15,000	6%
Program Services		25,634	21,252	15,199	15,125	10,890	11,271	19,897	119,267	Kern/SJC	74,265	161%
California Street	24	12,099	9,304	7,354	4,449	3,475	0	0	36,681	SJC	30,373	121%
Gianone	16	2,302	2,438	1,561	1,982	1,779	2,702	1,662	14,425	SJC	26,431	55%
Kennedy	16	2,963	3,594	2,307	1,493	2,421	2,687	3,523	18,988	SJC	20,249	94%
Lodi Home Base	20	16,850	14,153	13,945	11,589	12,432	20,246	9,579	98,795	SJC	25,311	390%
Lodi UCC	24	11,022	11,210	9,863	12,463	12,292	12,561	7,657	77,068	SJC	30,373	254%
Lathrop Home Base	20	3,920	4,356	4,084	4,816	1,618	5,221	0	24,013	SJC	25,311	95%
Marci Massei	24	8,028	7,640	8,223	5,195	4,986	2,601	244	36,916	SJC	30,373	122%
Stockton Home Base	40	13,285	12,746	10,491	5,047	5,313	5,750	3,367	55,999	SJC	50,622	111%
Lathrop	24	5,426	5,267	4,375	3,526	2,869	1,776	2,138	25,376	SJC	30,373	84%
SUBTOTAL IN-KIND	1,571	455,696	417,673	348,049	230,215	220,348	178,323	170,025	2,020,328	0	2,083,613	97%
State General Child Care*		360,286	0	0	0	417,588	400,228	408,456	1,586,560	Kern	2,442,293	65%
State Preschool*		916,299	893,933	0	0	387,028	508,094	701,455	3,406,808	Kern	6,219,213	55%
State Migrant Child Care*		1,191	1,248	1,191	0	0	0	0	3,629	Kern	50,000	7%
SUBTOTAL CA DEPT of ED		1,277,776	895,181	1,191	0	804,616	908,322	1,109,911	4,996,997		8,711,506	57%
State General Child Care*		248,476	254,215	240,642	0	228,392	244,230	246,762	1,462,718	SJC	1,175,152	124%
SUBTOTAL CA DEPT of ED		248,476	254,215	240,642	0	228,392	244,230	246,762	1,462,718		1,175,152	124%
GRAND TOTAL		1,981,948	1,567,069	589,882	230,215	1,253,356	1,330,875	1,526,698	8,480,043		11,970,271	71%
CCP In-Kind									564,938			
									9,044,981			

**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 Feb 28, 2026
Report for period ending September 30, 2025 (Month 07 of 12)**

Percent of year elapsed: **58.33%**

LOCATION	FUNDED ENROLL- MENT	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Sep-25	YTD Totals	IN-KIND GOAL	% OF GOAL MET
Kern Community College District - BC	32	27,305	23,388	26,196	21,671	10,062	15,052	29,050	152,724	137,864	111%
KCSOS - Blanton	16	34,387	34,387	28,570	29,533	24,921	28,812	32,160	212,770	68,932	309%
Garden Pathways	11	81	317	0	484	333	0	122	1,338	47,391	3%
Taft College	42	27,610	35,201	27,594	27,992	34,146	28,724	16,754	198,021	180,947	109%
Escuelita Hernandez	16	49	0	0	0	0	0	37	85	68,932	0%
Program Services		0	0	0	0	0	0	0	0		
Admin Services		0	0	0	0	0	0	0	0		
GRAND TOTAL	117	89,431	93,293	82,360	79,681	69,462	72,588	78,123	564,938	504,065	112%

Budget reflects Notice of Award #09CH012489-02-01

**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	\$ 116.75	\$ 335.92	\$ 1,014.08	25%	25%
JUNE 2025	\$ 1,014.08	\$ 107.76	\$ 443.68	\$ 906.32	33%	33%
JULY 2025	\$ 906.32	\$ -	\$ 443.68	\$ 906.32	42%	33%
AUGUST 2025	\$ 906.32	\$ 62.83	\$ 506.51	\$ 843.49	50%	38%
SEPTEMBER 2025	\$ 843.49	\$ -	\$ 506.51	\$ 843.49	58%	38%
OCTOBER 2025	\$ 843.49	\$ -	\$ 506.51	\$ 843.49	67%	38%
NOVEMBER 2025	\$ 843.49	\$ -	\$ 506.51	\$ 843.49	75%	38%
DECEMBER 2025	\$ 843.49	\$ -	\$ 506.51	\$ 843.49	83%	38%
JANUARY 2026	\$ 843.49	\$ -	\$ 506.51	\$ 843.49	92%	38%
FEBRUARY 2026	\$ 843.49	\$ -	\$ 506.51	\$ 843.49	100%	38%

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	\$ 65.67	\$ 188.94	\$ 311.06	25%	38%
JUNE 2025	\$ 311.06	\$ 60.31	\$ 249.25	\$ 250.75	33%	50%
JULY 2025	\$ 250.75	\$ -	\$ 249.25	\$ 250.75	42%	50%
AUGUST 2025	\$ 250.75	\$ 35.34	\$ 284.59	\$ 215.41	50%	57%
SEPTEMBER 2025	\$ 215.41	\$ -	\$ 284.59	\$ 215.41	58%	57%
OCTOBER 2025	\$ 215.41	\$ -	\$ 284.59	\$ 215.41	67%	57%
NOVEMBER 2025	\$ 215.41	\$ -	\$ 284.59	\$ 215.41	75%	57%
DECEMBER 2025	\$ 215.41	\$ -	\$ 284.59	\$ 215.41	83%	57%
JANUARY 2026	\$ 215.41	\$ -	\$ 284.59	\$ 215.41	92%	57%
FEBRUARY 2026	\$ 215.41	\$ -	\$ 284.59	\$ 215.41	100%	57%

Prepared by: Louis Rodriquez
November 5, 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	\$ 183.04	\$ 579.34	\$ 8,630.66	33%	6%
JULY 2025	\$ 8,630.66	\$ 224.35	\$ 803.69	\$ 8,406.31	42%	9%
AUGUST 2025	\$ 8,406.31	\$ 118.02	\$ 921.71	\$ 8,288.29	50%	10%
SEPTEMBER 2025	\$ 8,288.29	\$ -	\$ 921.71	\$ 8,288.29	58%	10%
OCTOBER 2025	\$ 8,288.29	\$ -	\$ 921.71	\$ 8,288.29	67%	10%
NOVEMBER 2025	\$ 8,288.29	\$ -	\$ 921.71	\$ 8,288.29	75%	10%
DECEMBER 2025	\$ 8,288.29	\$ -	\$ 921.71	\$ 8,288.29	83%	10%
JANUARY 2026	\$ 8,288.29	\$ -	\$ 921.71	\$ 8,288.29	92%	10%
FEBRUARY 2026	\$ 8,288.29	\$ -	\$ 921.71	\$ 8,288.29	100%	10%

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	\$ 102.96	\$ 325.89	\$ 4,919.11	33%	6%
JULY 2025	\$ 4,919.11	\$ 126.19	\$ 452.08	\$ 4,792.92	42%	9%
AUGUST 2025	\$ 4,792.92	\$ 66.38	\$ 518.46	\$ 4,726.54	50%	10%
SEPTEMBER 2025	\$ 4,726.54	\$ -	\$ 518.46	\$ 4,726.54	58%	10%
OCTOBER 2025	\$ 4,726.54	\$ -	\$ 518.46	\$ 4,726.54	67%	10%
NOVEMBER 2025	\$ 4,726.54	\$ -	\$ 518.46	\$ 4,726.54	75%	10%
DECEMBER 2025	\$ 4,726.54	\$ -	\$ 518.46	\$ 4,726.54	83%	10%
JANUARY 2026	\$ 4,726.54	\$ -	\$ 518.46	\$ 4,726.54	92%	10%
FEBRUARY 2026	\$ 4,726.54	\$ -	\$ 518.46	\$ 4,726.54	100%	10%

November 5, 2025

Month	Oct-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		October 1, 2025 - October 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		748	753	753	99%	
Disabilities		183 (YTD)	10%	10%	26%	
Over Income 101%-130% (up to 35%)		20	n/a	n/a	3%	
Over Income 131% and up (up to 10%)		65	n/a	n/a	9%	
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		926	936	936	99%	
Disabilities		88 (YTD)	10%	10%	10%	
Over Income 101%-130% (up to 35%)		16	n/a	n/a	2%	
Over Income 131% and up (up to 10%)		72	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		262	348	308	75%	113%
Central Kitchen		Total Meals Delivered		Breakfast	Lunch	Snack
Meals and Snacks		72,864		25,937	20,985	25,942
Child and Adult Care Food Program (CACFP) (Note: The data represents information from September 2025)		Total Meals Delivered		Meals Allocated (CACFP/HS)	# of Meals Served	% of Meals Served
Meals and Snacks (SRV 5ii)		74,183		45,503/5,431	56,368	76%
Eligibility Determination (SRV 7b)(January 2025-December 2025)		170	1705			
Total Community Services		170	1705			
Explanation (Over/Under Goal Progress)						
In October 2025, we successfully met our full enrollment requirements and completed the six-month monitoring process under the Office of Head Start’s Full Enrollment Initiative. During this month, both the Early Head Start and Head Start programs achieved a 99% enrollment rate. We remain committed to sustaining full enrollment and will continue our efforts to reach 100% in both programs.						
		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 increase the number of mentor coaches to enhance quality interactions. Progress: Mentor coaches are conducting CLASS observations measuring the quality of the interactions in our classrooms, they are also conducting environmental assessment to ensure that all our indoor and outdoor environments have sufficient materials for children to explore.				

Program Description

- 1.October 14, 2025 – Parent Training with Dr. Kirk was held at the Angela Martinez Center. Dr Kirk provided the importance of consequences and plan to ignore misbehaviors, as well as emphasizing the importance of praise and positive attention.
- 2.October 17, 2025 – David Nelson Pocket Park – Recruitment Event
- 3.October 18, 2025 – Oildorado Parade Taft – Recruitment Event
- 4.October 24, 2025 – Vineland School District – Recruitment Event
- 5.October 25, 2025– Healthful Harvest - Recruitment Event
- 6.October 30, 2025 – Waysides Harvest Festival
- 7.The Family Engagement Team provided 5 workshops for families. The workshops consisted of Fostering Listening Skills in Your Child, Families as Partners, and Families as Leaders You can Make a Difference. These workshops were offered at various centers throughout Bakersfield.

Children's Mobile Immunization Program



NOVEMBER 2025

- Vaccines are FREE for children ages 0-5 regardless of health insurance.
- Vaccines are FREE for children ages 6-18 who meet one of the following criteria:
 1. No health insurance
 2. Enrolled in Medi-Cal (*Please bring Medi-Cal card to every visit.*)
 3. American Indian or Native Alaskan
- We offer the Hemoglobin test FREE of charge for children, expecting/postpartum mothers, regardless of health insurance.
- Your child's Immunization cards are required.
- Please be aware that our program DOES NOT offer TB skin tests or physicals.
- Clinics may be canceled due to weather conditions. Please call our office prior to arriving.
- We may stop registration 30 minutes before closing time.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5 Albertson's 1520 Brundage Ln. (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	6 Walmart 6225 Colony (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	7	8
9	10	11 OFFICE CLOSED	12 Kern County Dept. of Human Services 100 E. California Ave (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	13 Walmart 2601 Fashion Plaza (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	14	15
16	17 Walmart Supercenter 5075 Gosford Rd. (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	18 La Hacienda Market 315 James St., SHAFTER (Parking Lot) 9:30 am—11:30 am 12:00 pm—2:00 pm	19 Adventist Health Bakersfield 2800 Chester Ave. (Parking Lot) 1:00 pm—3:00 pm 3:30 pm—6:00 pm	20	21	22
23	24 New Life Church 4201 Stine Road (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	25	26 OFFICE CLOSED	27 OFFICE CLOSED	28 OFFICE CLOSED	29
30						

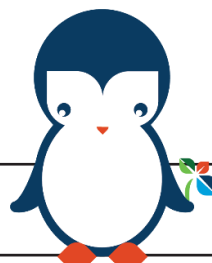
Prior to attending one of the clinics listed, please call 661-869-6740, for additional instructions

Please schedule an appointment if your child is over the age of 5. Walk-ins welcome for children 5 and under.

To view our clinic schedule online visit AdventistHealthBakersfield.org/Immunizations

NOVIEMBRE 2025

- Vacunas son GRATIS para niños menores de 5 años sin importar cobertura medica.
- Vacunas son GRATIS para niños de 6-18 años que cumplen uno de los siguientes criterios:
 1. No aseguranza medi-ca
 2. Inscrito a Medi-Cal(Favor de traer la tarjeta de Medi-cal en cada visita)
 3. Indio Americano o Nativo de Alaska
- Ofrecemos prueba de Hemoglobina GRATIS para niños, mujeres embarazadas/ postparto sin importar cobertura medica.
- La tarjetas de vacunas de su hijo(a) son requeridas.
- NO OFRECEMOS pruebas de tuberculosis o exámenes fisicos.
- Las clinicas podran ser canceladas por condiciones del clima. Porfa-vor llame antes de ir a la clinica móvil.
- Podemos parar de registrar 30 minutos antes de cerrar.

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
						1
2	3	4	5 Albertson's 1520 Brundage Ln. (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	6 Walmart 6225 Colony (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	7	8
9	10	11 OFICINA CERRADA	12 Kern County Dept. of Human Services 100 E. California Ave (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	13 Walmart 2601 Fashion Plaza (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	14	15
16	17 Walmart Supercenter 5075 Gosford Rd. (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	18 La Hacienda Market 315 James St., SHAFTER (Estacionamiento) 9:30 am—11:30 am 12:00 pm—2:00 pm	19 Adventist Health Bakersfield 2800 Chester Ave. (Estacionamiento) 1:00 pm—3:00 pm 3:30 pm—6:00 pm	20	21	22
23	24 NOR-Riverview Park 437 Willow Drive (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	25	26 OFICINA CERRADA	27 OFICINA CERRADA	28 OFICINA CERRADA	29 
30						

Favor de llamar al 661-869-6740 antes de acudir a una de las clinicas para mas instrucciones

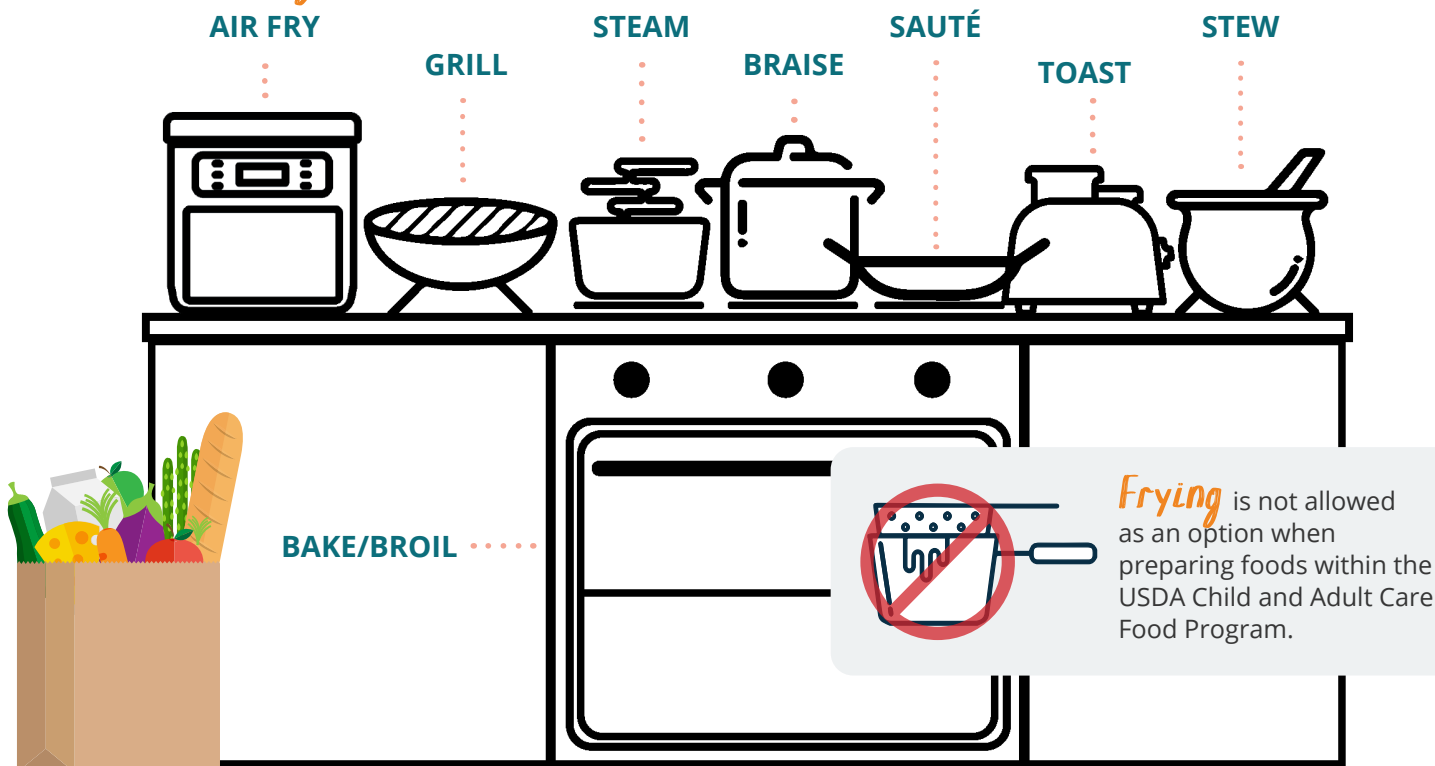
Agenden cita para niños mayores de 5 años. Niños de 5 y menores se aceptaran el mismo dia sin cita.

Para ver la programacion de clinicas visite la pagina AdventistHealthBakersfield.org/Immunizations

Healthy Cooking Methods

Experiment with new cooking methods that you may not be used to. Try chicken baked, roasted, stir fried, and grilled. Pay attention to what method the children like the best. It might even be that they find a new favorite dish when prepared a different way. Remember in your cooking to always keep a colorful plate in mind. Make sure the result features a dish from all the food groups: protein, fruit, vegetable, grain and dairy.

Healthy cooking methods include:



Skip the sweets

Healthy plates need not include a sugar filled dessert at the end. As CACFP providers, we need to teach children that desserts and sweet treats should only be eaten in limited moderation on special occasions. **Serve fruit instead of dessert** and water instead of juice. Little bodies do not need to process the added extra sugars.



Flakey Baked Chicken Strips

Ingredients

- Chicken breast, boneless, skinless
- Cornflake cereal
- Whole wheat flour
- Salt & Pepper
- Egg(s)
- Nonfat milk

Directions

1. Preheat oven to 375°F.
2. Trim any excess fat from chicken breasts and cut into 2.05 oz strips.
3. In a medium bowl, crush cornflakes.
4. In a second medium bowl, mix flour, salt, and pepper.
5. In a third medium bowl, add eggs, and milk. Beat with a fork until combined.
6. Dip each chicken strip into flour, then in the egg mixture, then in the cornflakes. Each piece should be fully coated with flakes.
7. Coat baking sheet with cooking spray. Place chicken strips on baking sheet, evenly spaced. Spray pieces lightly with cooking spray.
8. Bake until internal temperature reaches 165°F, about 20-25 minutes.

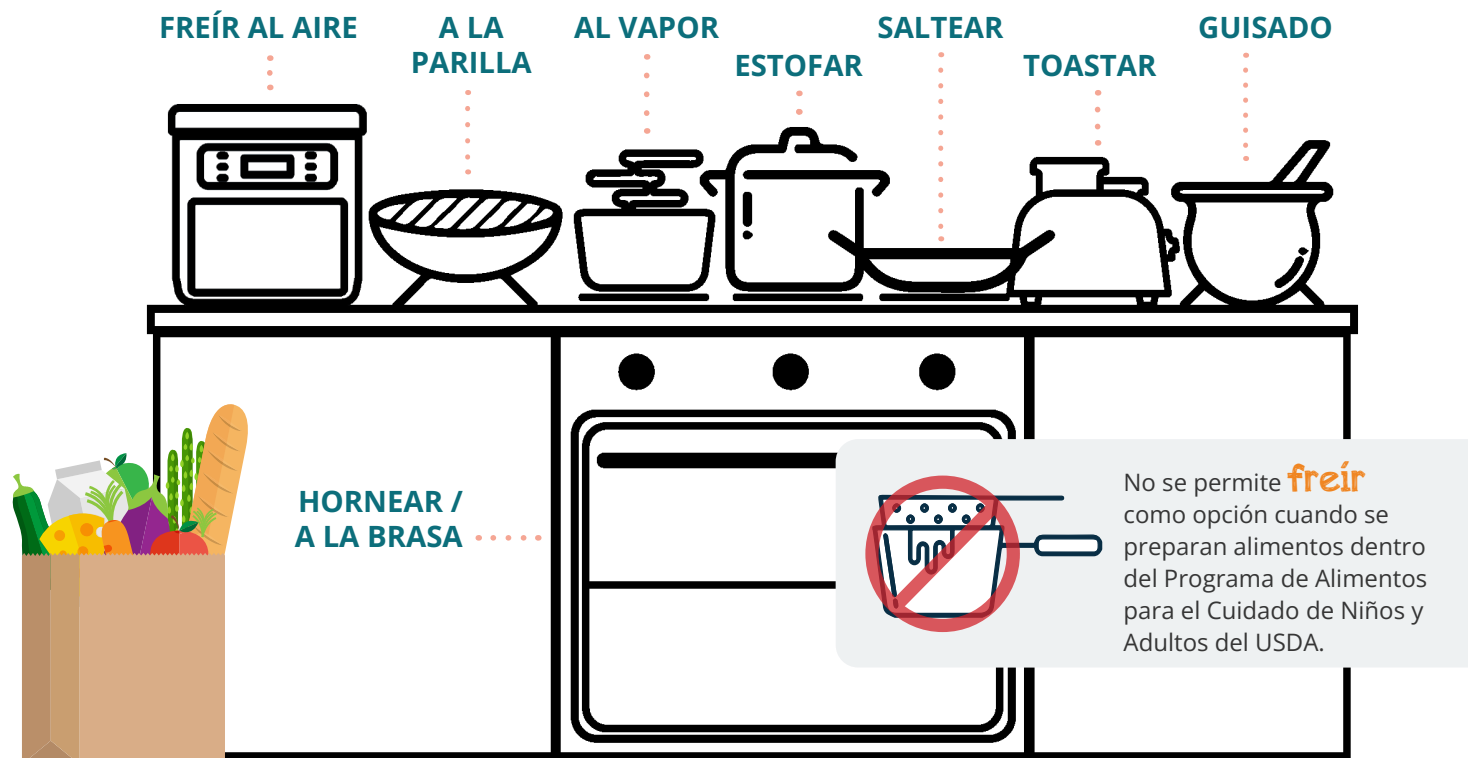
Serve with steamed green beans, red apples and a slice of cornbread for a colorful plate. Don't forget the glass of milk.



Métodos de cocción saludables

Experimente con nuevos métodos de cocción a los que no esté acostumbrado. Pruebe el pollo al horno, asado, salteado y a la parrilla. Preste atención a qué método les gusta más a los niños. Incluso podría ser que encuentren un nuevo plato favorito cuando se prepara de una manera diferente. Recuerde en su cocina tener siempre en cuenta un plato colorido. Asegúrese de que el resultado incluya un plato de todos los grupos de alimentos: proteínas, frutas, verduras, cereales y lácteos.

Los métodos saludables de cocción incluyen:



Omite los dulces

Los platos saludables no necesitan incluir un postre lleno de azúcar al final de una comida. Como proveedores de CACFP, debemos enseñar a los niños que los postres y las golosinas solo se deben comer con moderación limitada en ocasiones especiales. **Sirva fruta en lugar de postre** y agua en lugar de jugo. Los cuerpecitos de los niños no necesitan procesar los azúcares adicionales añadidos.



Tiras de pollo al horno crujientes

Ingredientes

Pechuga de pollo, sin hueso, sin piel
Cereal de las hojuela de maíz
Harina de trigo integral
Sal y pimienta
Huevo(s)
Leche sin grasa

Direcciones

1. Precaliente el horno a 375°F
2. Recorte cualquier exceso de grasa de las pechugas de pollo y córtelas en tiras de 2.05 oz.
3. En un tazón mediano, triture las hojuelas de maíz.
4. En un segundo tazón mediano, mezcle la harina, la sal y la pimienta.
5. En un tercer tazón mediano, agregue los huevos y la leche. Batir con un tenedor hasta que esté bien combinado.
6. Sumerja cada tira de pollo en harina, luego en la mezcla de huevo y luego en las hojuelas de maíz. Cada pieza debe estar completamente cubierta con hojuelas.
7. Cubra la bandeja para hornear con aceite en aerosol. Coloque las tiras de pollo en la bandeja para hornear, espaciadas uniformemente. Rocía las piezas ligeramente con aceite en aerosol.
8. Hornee hasta que la temperatura interna alcance los 165°F, 20-25 minutos.



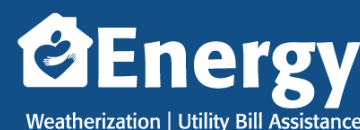
Sirva con ejotes al vapor, manzanas rojas y una rebanada de pan de maíz para un plato colorido. No olvides el vaso de leche.



Was your home
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APPLY NOW!

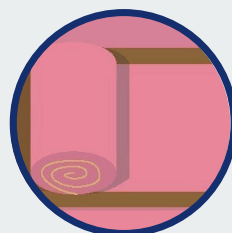
ABOUT US

Eligible households may qualify for CAPK's free Weatherization services, which help improve energy efficiency and reduce future energy costs. Eligibility is based on factors such as income, household size, energy usage, and the presence of vulnerable populations, including the elderly, disabled, or families with young children. Priority may be given to those with the greatest need. All upgrades are determined by a home assessment and are subject to changes based on feasibility as evaluated by CAPK.

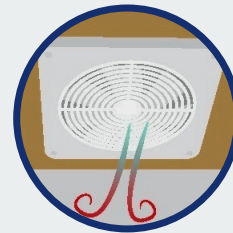


persons in house hold	2025 Max monthly income
1	\$2,608.33
2	\$3,525.00
3	\$4441.67
4	\$5358.33
5	\$6275.00
6	\$7191.67

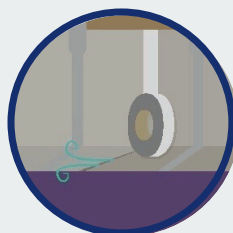
SERVICES WE OFFER !



✓ ATTIC INSULATION



✓ VENTILATION
FANS



✓ SEALING DUCTS



✓ ENERGY
EFFICIENT LIGHTS

*If the household is larger than
what is provided, please contact
us to see if your eligible!*

APPLY NOW !



(661) 407-2887
ext.4341 or ext .4318



www.capk.org



300 19th street Bakersfield, Ca 93301



(scan me)

¿Su casa fue
construida
DESPUÉS de 1980?
¡SOLICITE YA!

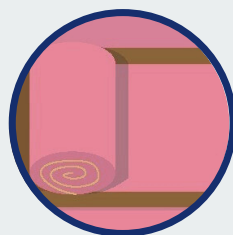
SOBRE NOSOTROS

Los hogares elegibles pueden acceder a servicios gratuitos de climatización de CAPK para mejorar la eficiencia energética y reducir costos futuros. La elegibilidad depende de factores como ingresos, tamaño del hogar, consumo de energía y la presencia de personas mayores, con discapacidad o familias con niños pequeños, dando prioridad a quienes más lo necesiten. Todas las mejoras se determinan mediante una evaluación de la vivienda y están sujetas a la viabilidad que CAPK establezca.

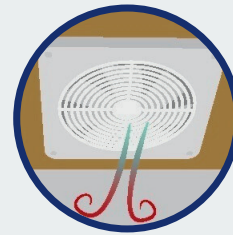
 **Energy**
Weatherization | Utility Bill Assistance

Personas en el hogar	2025 Ingreso mensual máximo
1	\$2,608.33
2	\$3,525.00
3	\$4441.67
4	\$5358.33
5	\$6275.00
6	\$7191.67

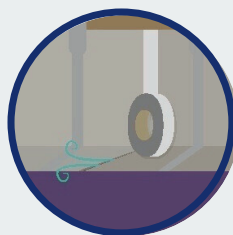
¡SERVICIOS QUE OFRECEMOS!



✓ AISLAMIENTO DEL ÁTICO



✓ VENTILADORES



✓ SELLADO DE CONDUCTOS



✓ ENERGLUCES DE BAJO CONSUMO ENERGÉTICO

Si el hogar es más grande de lo provisto, comuníquese con nosotros para ver si es elegible!

¡ APLICA YA !



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300 19th street Bakersfield, Ca 93301

(escanéame)





3RD ANNUAL FATHERHOOD CONFERENCE

Register now!

8:30AM
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3:30PM

DOUBLE TREE HOTEL
3100 CAMINO DEL RIO CT.
BAKERSFIELD, CA 93308

JAN. **23**
2026

BREAKOUTS

LUNCH

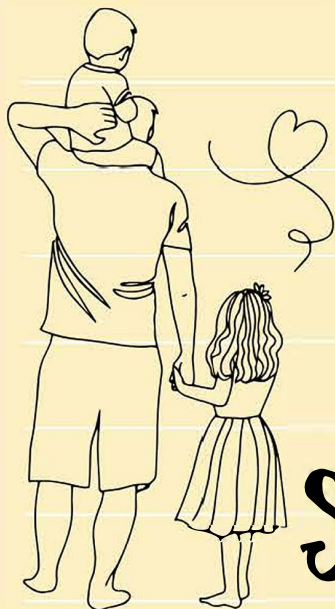
GIVEAWAYS



Register for the
Fatherhood Conference
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*THIS CONFERENCE IS INTENDED FOR ADULTS ONLY.



3ER ANUAL CONFERENCIA SOBRE PATERNIDAD

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3:30 P.M.

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ENE. **23**
2026

BROTOS

ALMUERZO

SORTEOS



¡Regístrate para la
Conferencia de Padres
con este código QR!



*ESTA CONFERENCIA ESTÁ DESTINADA ÚNICAMENTE A ADULTOS.



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.



National Center for
Pyramid Model
INNOVATIONS

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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IDEA's
that
Work
Office of
Special Education Programs
U.S. Department of Education



Serie de Conexión Mochila

Sobre esta serie

La *Serie de Conexión Mochila* fue instaurada por TACSEI (por sus siglas en inglés) para brindar 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 "tranquízate," "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 tus 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 (cuenta hasta 5 silenciosamente).

- » P – Pregúntele al niño a que repita la instrucción.
- » E – Espere por el cumplimiento (cuenta 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.



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





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.



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)



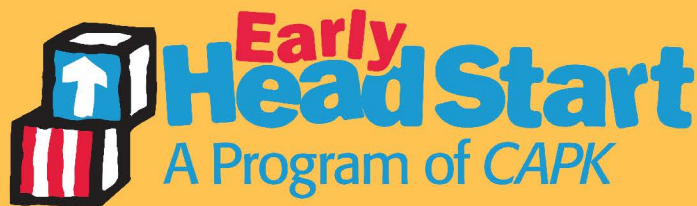
Nuestros alumnos de Head Start reciben:

- 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

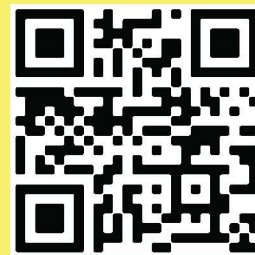
Para completar una solicitud, necesitará:

- 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.





MEMORANDUM

To: Policy Council

From: Rosa Guerrero, Administrative Analyst
Jerry Meade, Assistant Director - Program

Date: November 18, 2025

Subject: 2026-27 HS/EHS Revised Refunding Application – **Action Item**

The Head Start and State Child Development division is submitting a revised budget detail with the 2026-2027 EHS/HS Refunding Application since its approval from the Policy Council in October 2025. Following review of the 2025-2026 budget revision, staff identified previously unrecognized revenue and a budget discrepancy which impacted the 2026-2027 HS/EHS budget detail for the refunding application. This annual refunding application will be the third year of the five-year grant cycle supporting funding from March 1, 2026, to February 28, 2027. Included with the annual application is the detailed budget.

Similar to the 2025-2026 budget revision, staff identified unrecognized revenue through state contracts such as the Child and Adult Care Food Program (CACFP), California Department of Education (CDE), and California Department of Social Services (CDSS). These funds were used to balance outstanding costs in the remaining budget categories. In collaboration with the Finance department, Program staff conducted a thorough review of the document to ensure accuracy and continuity in program operations with little to no impact on service delivery or personnel.

Upon approval, CAPK's Head Start Program will include the budget detail in its HS/EHS refunding application by December 1, 2025.

Strategic Plan Impact

This proposal aligns with Strategic Priority A – Community Investment of the 2026-2029 Strategic Plan which emphasizes fostering pathways out of poverty and expanding access to education, employment, and essential services.

Recommendation

Staff recommends the Policy Council approve with approval the submission of the 2026-2027 HS/EHS Refunding Application (09CH012489).

Attachment:

*2026-27 Budget Detail
Approval Document*

BUDGETED EXPENDITURES

BUDGETED EXPENDITURES
REVENUES

TOTAL STATE & FEDERAL REVENUES	55,623,788	57,052,541	1,428,753
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SUMMARY - 2025-2026

ESTIMATED HS/EHS ADMINISTRATIVE COST RATE:	14.13%
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**From the Policy Council of the Community Action Partnership of Kern
approving the 2026-27 Refunding Application of Head Start and Early Head Start Grant**

The Policy Council of Community Action Partnership of Kern located at 1300 18th Street, Suite 200, Bakersfield, CA 93301, met on November 18, 2025, at a scheduled meeting and resolved as follows:

Community Action Partnership of Kern (CAPK) is a private, non-profit 501(c)(3) corporation established as a result of the Economic Opportunity Act of 1964 and is the federally designated community action agency serving the low-income, elderly and disadvantaged residents of Kern County.

The CAPK Head Start/State Child Development Division wishes to submit the Head Start and Early Head Start Refunding Application not to exceed \$39,569,892 in base funding and \$521,532 in Training and Technical Assistance. Following CAPK's Board of Directors' approval of the 12% indirect cost rate, said cost rate has been applied to the 2026-2027 Head Start/Early Head Start budget. The Office of Head Start requires that an authorized signatory from the Policy Council be named for submitting said letter.

The Head Start Policy Council has determined that there is a need for antipoverty programs and is willing to accept the 2026-27 Refunding Application of the Head Start and Early Head Start Grant.

APPROVED by a majority vote of the Policy Council of Community Action Partnership of Kern, this 18th day of November 2025.

Policy Council Chairperson

Date



MEMORANDUM

To: Policy Council

From: Carol Hendricks, Enrollment and Attendance Manager

Date: November 18, 2025

Subject: 2026/2027 Recruitment and Selection Plan– **Action Item**

The Head Start Performance Standards mandate an annual review and, if needed, revision of each program's Recruitment and Selection Plan. In response, CAPK convenes a committee comprising staff, parents, and community partners to lead this effort. The committee conducts a thorough examination of the current plan, offers recommendations, and provides feedback on proposed updates.

This year, the committee was composed of representatives from CAPK's governance, program, enrollment, partnerships, and administration teams. Additional members included Robert Moore, Director of Student, Family, and Community Engagement for the Kern High School District; Georgy Hardy, Campus President of UEI College; Becca Ollivier, School Social Worker for the Kern High School District; and several community members with valuable insight into the Head Start population.

For the 2026/2027 Recruitment and Selection Plan, revisions were made to the Selection Criteria Form to reflect and support new program priorities. These updates include the addition of "job search" as a criterion, the removal of "single parent family," the reclassification of "caregiver kinship" under "guardian" with an increased point value from 25 to 40, and an increase in points for children with siblings currently enrolled in the program, from 15 to 30, to reduce barriers for parents who might otherwise need to seek alternative child care.

In September 2025, the Administration for Children and Families (ACF), under the U.S. Department of Health and Human Services, announced updated priorities for the 2026–2027 program year. The new priorities include: Promoting Quality Early Learning Environments and Improved Child Outcomes; Promoting Work and Self-Sufficiency; Promoting Marriage and Family Formation; Advancing Gold-Standard Research; Ensuring Value Alignment in Funding; Eliminating DEI and Gender Ideology in Funded Programs; and Ending Taxpayer Subsidization of Open Borders.

At this time, the Head Start Program Performance Standards have not yet been revised to align with these updated priorities, though future updates are anticipated. In response to ACF's new direction, the committee considered these priorities when making program adjustments. The committee also incorporated data from CAPK Head Start's 2025 Community Assessment to ensure that revisions address the specific needs of the local community.

Recommendation:

Staff recommend the Policy Council approve the 2026/2027 Recruitment and Selection Plan.

Attachments:

2026/2027 Recruitment and Selection Plan

2026-2027

Recruitment and Selection Plan
Community Action Partnership of Kern

11/24/2025

Head Start/State Child Development Division

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RECRUITMENT AND SELECTION PLAN COMMITTEE

Community Members

George Hardy
Selamawit Habtom
Annette Hurtado
Raquel Hernandez
Robert Moore

Becca Ollivier

Esteban Pimentel
Marissa Roesler

Melissa Ysais

Carlos Zepeda

Community Action Partnership of Kern

Yolanda Gonzales
Jerry Meade
LeTisha Brooks
Robert Espinosa

Laurie Hughey

Elizabeth Williams
Carol Hendricks
Maria Guadian
Mary Ann Mooney
Luz Adams
Janey Felsoci
Lizette Bravo
Rashi Strother
Cynthia Rodriguez
Rosita Curry
Nicole Callahan
Lorena Orozco
Elsa Navarrete
Lisa Gonzales
Christina Bustamante
Vanessa Constantino
April Riveria
Kevin Goudge
Leanne Sproff
Claudia Garibaldo
Yolanda Lopez
Rosa Guerrero

UEI Campus President
Owens Valley Career Development Center
Owens Valley Career Development Center
Escuelita Child Care Center, Director
Kern High School, Family, Community
Engagement
Kern High School District, School Social
Worker
Kern High School District, Interventionist
Kern County Superintendent of Schools,
QRIS Early/Stars Coach
Bakersfield College, Professor of Child
Development
Gideon Academy, Administrator

Division Staff

Executive Director, Head Start
Assistant Director of Program
Center Based Administrator
Program Design & Management
Administrator
Housing and Supportive Services
Administrator
Professional Development Manager
Enrollment and Attendance Manager
Support Services Manager
Program Manager
Program Manager
Program Manager
Program Manager
Early Head Start Education Manager
Head Start Education Manager
Home Base Manager
Partnership Manager
Enrollment and Attendance Supervisor
Administrative Coordinator
Program Governance Coordinator
Enrollment and Attendance Coordinator
Enrollment and Attendance Coordinator
Enrollment and Attendance Specialist
Attendance Coordinator
Quality Assurance Coordinator
Quality Assurance Specialist
Quality Assurance Specialist
Administrative Analyst

INTRODUCTION

Kern and San Joaquin County's Early Head Start and Head Start programs are part of the network of non-profit 501(c) (3) agencies governed by the Community Action Partnership of Kern. Community Action Partnership of Kern has a \$55 million annual budget and over 600 employees. Funding is derived from federal, state, local and private sources. In addition to Head Start Preschool and Early Head Start, the partnership administers the following programs: State-Funded Migrant and General Child Care, Women, Infants and Children (WIC), Green Energy HEAP & Weatherization, Food Bank, USDA Commodities, Senior Brown Bag, 2-1-1 Kern Help Line, VITA, Home Visiting Program, East Kern Family Resource Center, M Street Navigation Center, Coordinated Entry System, and Friendship House Community Center.

The purpose of the annual Recruitment and Selection Plan is to form a plan that is based on the CAPK Community Assessment, to maintain adequate waiting lists that will assist the Head Start Program in maintaining constant full enrollment and establish criteria for enrolling those children and families who will most benefit from Head Start Preschool and Early Head Start services when enrollment opportunities become available. The plan is required by Head Start Program Performance Standards at CFR 1302.

The process for annual revision of this plan is described in Head Start/State Child Development Division procedures and involves parents, Policy Council, staff, and community partners. In accordance with the Head Start Program Performance Standards, the Policy Council, and the Board of Directors, reviews and approves the plan. The Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) management team designs and carry out the annual training prior to recruitment kick-off.

The Head Start Program Kern grant is funded to serve 936 Head Start Preschool (HSP) children, and 753 Early Head Start children (EHS), including women who participate in our EHS-Pregnant Woman Program through Home Base.

METHODOLOGY

The Recruitment and Selection Plan Committee was assembled with the intent of including the perspectives of the diverse areas of Kern County's 8,000 square miles, as well as the San Joaquin County communities. Management of the Kern County Head Start Preschool and Early Head Start program is divided into regions, each of which receives oversight by a Program Manager. Each Program Manager was asked to participate as representation for their region. Head Start Policy Council members were also invited.

Community members representing foster children, children with disabilities, homeless families, and families receiving public assistance were invited to appoint representatives to the committee.

The Recruitment and Selection Plan Committee met on September 25, 2025, and October 21, 2025. The committee members participated in an open discussion identifying community needs based on Community Assessment. The discussions also included a review of the 2024-2025 Selection Criteria as well as the 2024-2025 Recruitment and Selection Plan. The Plan includes excerpts from the Head Start Program Performance Standards and from the Head Start Act for School Readiness.

At the meeting, information was shared about the purpose of the Recruitment and Selection plan. Additionally, committee members were advised of the importance of their work, as some data points may guide recruitment efforts throughout the counties in the coming year and determine selection priorities for which children are enrolled.

The Committee was asked to review the documents provided to them, including the updated program performance standards, and freely discuss the priorities they would like to see established. They were informed that the Recruitment and Selection Plan must be based on the needs identified in the community assessment.

Committee members engaged in shepherding a new Recruitment and Selection Plan during the planning session. They examined the priorities established by the 2025-2026 Recruitment and Selection Plan. The primary discussion was meeting the Office of Head Start's updated Program Performance Standards. What follows is the result of their examination of the needs and strengths of the communities served.

Eligibility

The Head Start Program Performance Standards set a minimum percentage for the number of enrollees with diagnosed disabilities and a maximum percentage for the number of enrollees from over income families.

- At least, 90 percent of enrollees must be Income/Public Assistance eligible based upon federal guidelines, in foster placement or homeless.
- No more than 10 percent of enrollees may be over income according to federal poverty guidelines, unless categorically eligible.
- The Head Start Act of 2007 provided that if the annual community assessment were to find the low-income families in the area have already been served, CAPK could request Office of Head Start approval to serve up to 35 percent of its enrolled children from families up to 130 percent of the federal poverty guidelines, in addition to the ten percent noted as allowable above.
- No less than 10 percent of EHS and HS enrollees must be children with a diagnosed disability and a verified Individualized Family Services Plan (IFSP) or Individualized Education Plan (IEP).

Eligibility Categories

The Head Start Program Performance Standards and the Head Start for School Readiness Act establishes family eligibility categories.

McKinney-Vento Eligible Children (Homeless Children)

Homelessness has been a continual issue in Kern and San Joaquin County due to the economy. The Office of Head Start recognized the importance of providing services to homeless families as they are the “neediest-of-the-neediest.” Homeless families are categorically eligible for Head Start and are considered a priority for services. According to the 2024 Kern County Point-in-Time Count the homeless population in the county decreased by 2% compared to 2023 data. Adults and children comprised 5% of the homeless population, which increased by 2% from 2023. Children comprised 65% of the homeless population, which increased by 1% from 2023. Meanwhile, San Joaquin County experienced a 51104% increase in the homeless population from 2022 to 2024. CAPK reports for the 2023-2024 School Year show 95 homeless children and their families were provided with services. Children with Disabilities

Head Start Performance Standards require a minimum of 10% of the funded enrollment of both Head Start and Early Head Start being children with disabilities (IEP/IFSP). The California Department of Education reported a total of 34,352,547 children under 5 years of age enrolled in Kern and San Joaquin County Special Education Programs in 2024-2025 School Year.¹⁸ For the 2024-2025 School Year, CAPK reports serving 278,312 children with a diagnosed disability.

Foster Placement

Foster placement is a high priority for selection at Head Start. According to kidsdata.org, in 2018, there was a reported total of 941 children 5 years old and under in foster care in Kern and San Joaquin County.

Income/Public Assistance eligible (low income) per federal poverty guidelines

Based on the most recent update to the 20253 Community Assessment, it was determined that 686,078203 children in Kern County and 591,9842211 in San Joaquin County are under the age of 5. Additionally, an estimated 22,52416,893 children in Kern County lived in poverty and 89% of children 0-5 lived in communities served by CAPK. When it comes to San Joaquin County, there are approximately 116,998178 that were age and income eligible.

According to the 2025 Community Needs Assessment, in Kern County, approximately 21,994 children 0-5 are age and income eligible and approximately 11,998 from 0-3 in San Joaquin County are age and income eligible. Additionally, 89% of the children ages 0-5 served CAPK's Head Start Program in Kern County live in poverty.

Although more than 27,000 children in Kern County are identified as eligible for services based on Income/Public Assistance criteria, the agency may serve up to 10% of its total funded enrollment with children who exceed the program's income requirements at any given time. These slots are typically reserved for children with disabilities who are over income or for centers located in areas where recruiting Income/Public Assistance eligible families is challenging. During the 2024–2025 school year, CAPK reported serving approximately 130 families who exceeded the income eligibility criteria.

Administration for Children and Families

The Administration for Children and Families, a division of the Health and Human Services, HHS, is establishing clear priorities that align with HHS' vision for a healthy America. The priorities are: Promoting Quality Early Learning Environments and Improved Child Outcomes, Promoting Work and Self-Sufficiency, Promoting Marriage and Family Formation, Goal Standard Science, and Value Alignment. The committee was given the priorities of Promoting Work and Self-Sufficiency and Promoting Marriage and Family Formation. They were asked to list organizations to partner with to work towards these priorities. Some of those suggestions were:

- Bakersfield Pregnancy Center
- Child Support Services
- Churches
- Military Base
- Therapy and Child Therapy
- America's Job Center
- Economic Development Division
- Colleges
- ROC Programs
- Temporary Services

In addition, the committee was asked for suggestions or considerations for re-restructuring the point system. Some of those suggestions were:

- To increase points for applicants of siblings enrolled in Early Head Start or Head Start from 15 to 30 points to avoid creating a barrier for parents to have to obtain additional childcare
- Added job search to Selection Criteria to Verification Form Increase sibling enrolling to Head Start from 15 points to 30 points
- Eliminated single parent family

- Moved caregiver kinship to Guardian and increased points from 25 to 40 points

Recruitment

Children with diagnosed disabilities

At least ten percent of all children enrolled in Head Start and Early Head Start are diagnosed with disabilities and qualify for special education services. To support recruitment efforts, collaboration, and open communication is maintained with the Special Education Local Plan Area/ Local Education Agencies (SELPA/LEA) and Kern Early Start Services, as well as with the Valley Mountain Regional Center (VMRC) in San Joaquin County. Activities to continue this collaboration include:

- Attending IFSP/IEP meetings with prospective families referred by school districts or other agencies.
- Provide flexible/modified attendance schedules (Dual Enrollment).
- Establishing a relationship with the local School Districts Special Education Department.
- Establishing a relationship with the Special Education Preschools, on-site direct outreach efforts to groups affiliated with accommodation, accessibility, and awareness issues in our communities.
- Participating on the Kern Early Start Services Advisory Committee and Valley Mountain Regional Center (VMRC) in San Joaquin.
- Providing specific materials for recruitment of children with disabilities.
- Participating in the Kern County Superintendent of Schools SELPA/LRE (Special Education Local Plan Area/Least Restrictive Environment) Committee.
- Participating in MVCCP-Medically Vulnerable Care Coordinator Project.

Head Start/State Child Development Division will provide information regarding services for children with diagnosed disabilities:

- Private early childcare agencies that do not accept children with disabilities.
- Farmers' Markets, Fairs, Carnivals, Craft Shows, etc.
- Hospitals, doctors' offices, dentists' offices, the Health Department, and low-income clinics.
- Kern Regional Center and H.E.A.R.T.S. Connection.
- Search and Serve
- Valley Achievement
- San Joaquin County Office of Education
- Community Connection for Child Care will flag our program as "accepting children with disabilities."
- MOU with Department of Human Services to recruit in the lobby of the main office.
- Health Fairs or other community events geared toward families of children with disabilities.
- MOU and referral process between San Joaquin VMRC and Head Start San Joaquin.

Recruitment Strategies

Children and families are recruited throughout Kern and San Joaquin County; Kern County was established as the Partnership's service area beginning in 1965 and San Joaquin County in 2015.

The Partnership maintains an active, year-round recruitment process designed to reach Kern and San Joaquin County families eligible for services. Head Start's recruitment plan is based upon information from:

- Community Assessment Data drawn from a wide variety of sources
- Self-Assessment Data

- Individual Center Recruitment
- Community Partners
- Program Information Report Data

Recruitment is everyone's responsibility. It's also the responsibility of all Head Start/State Child Development Division employees to maintain 100 percent enrollment each school year. Through the dedicated efforts of parents and staff, all program options must always begin on day one and, thereafter, maintain full enrollment and prioritized waiting list. In an effort to recruit year-round, Head Start participates in many recruitment events as well as creating events in areas where community events are lacking.

Recruitment efforts are all-inclusive for all program options, and include the following:

Initial Spring recruitment focuses on enrollment for the upcoming school year.

- Word of mouth recruitment through parents, volunteers, program staff, agency staff and community partners.
- Collaborative efforts with community events and agencies to coordinate ongoing recruitment opportunities, ensuring adaptation of outreach materials for local cultures and languages.
- Close collaboration with Special Education Local Plan Area/Local Education Agencies (SELPA/LEA), Kern Early Start Services, and other community groups, and medical professionals to keep communication open for services available for children with special needs and/or diagnosed disabilities.
- Application clinics, in-home application appointments, on-site or Head Start's office application appointments; and whenever possible assistance to walk-in parents to complete applications.
- Collaborating with media outlets to advertise the availability of Head Start services.
- Collaboration with Owens Valley Career Development Center to target the tribal community.
- Collaboration with the Kern High School District to target teen parents.
- Collaboration with UEI College to support pathways to employment, self-sufficiency, and long-term well-being
- Collaboration with Kern County Probation Department to support strengthening families, empowering parents and partnering with communities
- Collaboration with Superintendent of Schools to continue to support parents and the children we serve with processes and programs provided by the superintendent of schools
- Year-round recruitment efforts.
- Memo of Understanding (MOU) with community agencies to provide on-site assistance to
- McKinney-Vento eligible children/families, domestic violence victims, child protective services and other families in need
- Private sector child development programs
- MOU with the Department of Human Services to recruit in the lobby of the main office in Bakersfield, where applications can be completed during the work week on a consistent basis
- Collaboration with CAPK WIC and San Joaquin WIC
- Nutrition and Child Support services in San Joaquin County
- Create events at each individual center to draw attention to what Head Start does for the families in each neighborhood/community
- Have a CAPK Community Resource event that promotes Head Start as well as other CAPK programs that provide services to low-income families
- Provide recruitment materials and information to the 50 Head Start Dental providers.
- Provide recruitment materials and information to the CHDP providers
- Utilize technology and social media
- Rebranding from Child Education and Development Services to Head Start services

Utilize CAPK Outreach department to maximize recruitment efforts county-wide

Recruitment Strategies are individualized by the local community

Local recruitment is planned, carried out, monitored, and evaluated based on recruitment plans created by each Head Start center in collaboration with the Enrollment and Attendance Department. Local and site-based recruitment plans are available upon request from the Enrollment and Attendance Department.

Parents and staff will share information about the positive impact of the program.

Parents and staff distribute program information in readily available venues such as stores, libraries, laundromats, doctors' and dentists' offices, clinics, etc.

Head Start will issue Press Releases and/or Public Service Announcements regarding recruitment and Head Start's participation in program and activities in the community, for example:

- Festivals, fairs, or holiday events sponsored by the program
- Parades
- Center locations or relocations
- Awards received by parents, volunteers, or staff
- Special projects
- Donations to program
- Community farmer's markets
- Head Start staff will attend community meetings to share information about program services
- Head Start will invite the community to program open houses
- Head Start staff attend monthly collaboratives
- Head Start collaborates with other CAPK programs and other community agencies for referrals, for example, the Health Advisory Committee, WIC, and the annual parent conference
- San Joaquin ECE enrollment staff networking event, held quarterly
- San Joaquin Housing Authority networking event held quarterly
- EHS Partnership with Bakersfield Community College recruitment strategy meetings held quarterly

Selection Priorities

Head Start priority for an enrollment opportunity is:

1. McKinney-Vento Eligible Children (Homeless Children) - individuals who lack fixed, regular and adequate nighttime residence; and includes:
 - a. Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster placement.
 - b. Children and youth who have a primary nighttime residence that is a public or a private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
 - c. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - d. Migrant children who qualify as McKinney-Vento eligible because they are living in circumstances described in one of the above.

2. Foster Placement

In addition to the priority outline stated, points are awarded for the following factors:

- Public Assistance Eligible
- Income Eligible
- Staff Parents (New due to HSPPS)
- Children with a validated IEP/IFSP from a local Education Agency or Part C Agency
- Transitioning (EHS to HS, 3RD year enrollee)
- Parents who were/are 18 and under, pregnant and/or parenting
- In the absence of Childcare would potentially be eligible for public assistance
- Child on EHS or HS wait-list prior program year and not enrolled
- Pregnant woman with documented medical risk
- First pregnancy
- Medical referral
- Social service referral
- Public Assistance Program
- Parent Works Full Time/Attending school Full time
- Home Language other than English
- Family is undergoing Court-ordered Family Maintenance

Total priority points are calculated by our ChildPlus database.

Trained Head Start staff will document the applicant's priority points on the program eligibility priority sheet.

When the applicant's priority points are entered into the database, the database calculates the total points to

determine priority on the waiting list. Selection is based upon priority and ranking on the waiting list database at the time the enrollment opportunity becomes available.

The recruitment and application processes are year-round; therefore, families are regularly added to the database. The database continually updates the priority ranking of each site/option wait list.

Additionally, it is important to note the Enrollment and Attendance Department's internal processes have procedures in place to ensure that a child who is over-income cannot be enrolled over a categorically eligible child even if the over-income child has higher points.

APPENDICES

Excerpts from the Head Start Program Performance Standards and Head Start Act for School Readiness pertaining to the Recruitment and Selection Plan

(go to www.eclkc.ohs.acf.gov for additional standards, HS Act)

Definitions from the Compilation of the Act

(1) The term "child with a disability" means

- A. A child who qualifies for an Individualized Education Plan as defined under Individuals with Disabilities Education Act, established by a local education agency or Part C agency.
- B. An infant or toddler qualifies for an Individualized Family Service Plan as defined under Individuals with Disabilities Education Act, established by a local education agency or Part C agency.

(11) The term "local educational agency" has the meaning given such term in the Elementary and Secondary Education Act of 1965.

(14) The term "poverty line" means the official poverty line (as defined by the Office of Management and Budget)--

- A. adjusted to reflect the percentage change in the Consumer Price Index For All Urban Consumers, issued by the Bureau of Labor Statistics, occurring in the 1-year period or other interval immediately preceding the date such adjustment is made; and
- B. adjusted for family size.

Sections of the Act

640. ALLOTMENT OF FUNDS; LIMITATIONS ON ASSISTANCE (m) The Secretary shall issue rules to establish policies and procedures to remove barriers to the enrollment and participation of homeless children in Head Start programs. Such rules shall require Head Start agencies—

(1) IN GENERAL- To determine whether Head Start agencies meet standards described in subsection (a)(1) established under this subchapter with respect to program, administrative, financial management, and other requirements, and in order to help the programs identify areas for improvement and areas of strength as part of their ongoing self-assessment process, the Secretary shall conduct the following reviews of Head Start agencies, including the Head Start programs operated by such agencies:

K) include as part of the reviews, a review and assessment of whether agencies have adequately addressed the needs of children with disabilities, including whether the agencies involved have met the 10 percent minimum enrollment requirement specified in section 640(d) and whether the agencies have made sufficient efforts to collaborate with State and local agencies providing services under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.);

PARTICIPATION IN HEAD START PROGRAMS

Sec. 645. [42 U.S.C. 9840] (a)(1)(A) The Secretary shall by regulation prescribe eligibility for the participation of persons in Head Start programs assisted under this subchapter.

(B) Except as provided in paragraph (2), such regulation shall provide--

(i) that children from low-income families shall be eligible for participation in programs assisted under this subchapter if their families' incomes are below the poverty line, or if their families are eligible or, in the absence of childcare, would potentially be eligible for public assistance; and

(ii) that homeless children shall be deemed to be eligible for such participation;

(iii) that programs assisted under this subchapter may include--

(I) to a reasonable extent (but not to exceed 10 percent of participants), participation of children in the area served who would benefit from such programs but who are not eligible under clause (i) or (ii); and

(II) from the area served, an additional 35 percent of participants who are not eligible under clause (i) or (ii) and whose families have incomes below 130 percent of the poverty line, if—

(aa) the Head Start agency involved establishes and implements outreach and enrollment policies and procedures that ensure such agency is meeting the needs of children eligible under clause (i) or (ii) (or sub clause (I) if the child involved has a disability) prior to meeting the needs of children eligible under this sub clause; and

(bb) in prioritizing the selection of children to be served, the Head Start agency establishes criteria that provide that the agency will serve children eligible under clause (i) or (ii) prior to serving the children eligible under this sub clause;

(iv) that any Head Start agency serving children eligible under clause (iii)(II) shall report annually to the Secretary information on--

(I) how such agency is meeting the needs of children eligible under clause (i) or (ii), in the area served, including local demographic data on families of children eligible under clause (i) or (ii);

(II) the outreach and enrollment policies and procedures established by the agency that ensure the agency is meeting the needs of children eligible under clause (i) or (ii) (or clause (iii)(I) if the child involved has a disability) prior to meeting the needs of children eligible under clause (iii)(II);

(III) the efforts, including outreach efforts (that are appropriate to the community involved), of such agency to be fully enrolled with children eligible under clause (i) or (ii);

(IV) the policies, procedures, and selection criteria such agency is implementing to serve eligible children, consistent with clause (iii)(II);

(V) the agency's enrollment level, and enrollment level over the fiscal year prior to the fiscal year in which the report is submitted;

(VI) the number of children served by the agency, disaggregated by whether such children are eligible under

clause (i), clause (ii), clause (iii)(I), or clause (iii)(II); and the eligibility criteria category of the children on the agency's waiting list;

(VII) That a child who has been determined to meet the eligibility criteria described in this subparagraph and who is participating in a Head Start program in a program year shall be considered to continue to meet the eligibility criteria through the end of the succeeding program year.

(C) In determining, for purposes of this paragraph, whether a child who has applied for enrollment in a Head Start program meets the eligibility criteria, an entity may consider evidence of family income during the 12 months preceding the month in which the application is submitted, or during the calendar year preceding the calendar year in which the application is submitted, whichever more accurately reflects the needs of the family at the time of application.

(2) Whenever a Head Start program is operated in a community with a population of 1,000 or less individuals and--

(A) There is no other preschool program in the community;

(B) the community is located in a medically underserved area, as designated by the Secretary pursuant to section 330(b)(3) of the Public Health Service Act [42 U.S.C. §254c(b)(3)] and is located in a health professional shortage area, as designated by the Secretary pursuant to section 332(a)(1) of such Act [42 U.S.C. §254e(a)(1)];

(C) the community is in a location which, by reason of remoteness, does not permit reasonable access to the types of services described in clauses (A) and (B); and

(D) not less than 50 percent of the families to be served in the community are eligible under the eligibility criteria established by the Secretary under paragraph (1); the Head Start program in such locality shall establish the criteria for eligibility, except that no child residing in such community whose family is eligible under such eligibility criteria shall, by virtue of such project's eligibility criteria, be denied an opportunity to participate in such program. During the period beginning on the date of the enactment of the Human Services Reauthorization Act and ending on October 1, 1994, and unless specifically authorized in any statute of the United States enacted after such date of enactment, the Secretary may not make any change in the method, as in effect on April 25, 1984, of calculating income used to prescribe eligibility for the participation of persons in the Head Start programs assisted under this subchapter if such change would result in any reduction in, or exclusion from, participation of persons in any of such programs.

Sections of the Head Start Performance Standards

1302.11 Determining community strengths, needs, and resources.

(a) Service area. (1) A program must propose a service area in the grant application and define the area by county or sub-county area, such as a municipality, town or census tract or jurisdiction of a federally recognized Indian reservation.

(i) A tribal program may propose a service area that includes areas where members of Indian tribes or those eligible for such membership reside, including but not limited to Indian reservation land, areas designated as near-reservation by the Bureau of Indian Affairs (BIA) provided that the service area is approved by the tribe's governing council, Alaska Native Villages, Alaska Native Regional Corporations with land-based authorities, Oklahoma Tribal Statistical Areas, and Tribal Designated Statistical Areas where federally recognized Indian tribes do not have a federally established

reservation. If the tribe's service area includes any area specified in paragraph (a)(1)(i) of this section, and that area is also served by another program, the tribe may serve children from families who are members

of or eligible to be members of such tribe and who reside in such areas as well as children from families who are not members of the tribe, but who reside within the tribe's established service area.

(2) If a program decides to change the service area after ACF has approved its grant application, the program must submit to ACF a new service area proposal for approval.

(b) Community wide strategic planning and needs assessment (community assessment).

(1) To design a program that meets community needs, and builds on strengths and resources, a program must conduct a community assessment at least once over the five-year grant period. The community assessment must use data that describes community strengths, needs, and resources and include, at a minimum:

(i) The number of eligible infants, toddlers, preschool age children, and expectant mothers, including their geographic location, race, ethnicity, and languages they speak, including:

(A) Children experiencing homelessness in collaboration with, to the extent possible, McKinney-Vento Local Education Agency Liaisons (42 U.S.C. 11432 (6)(A));

(B) Children in foster care; and

(C) Children with disabilities, including types of disabilities and relevant services and resources provided to these children by community agencies;

(ii) The education, health, nutrition and social service needs of eligible children and their families, including prevalent social or economic factors that impact their well-being;

(iii) Typical work, school, and training schedules of parents with eligible children;

(iv) Other child development, child care centers, and family child care programs that serve eligible children, including home visiting, publicly funded state and local preschools, and the approximate number of eligible children served;

(v) Resources that are available in the community to address the needs of eligible children and their families; and,

(vi) Strengths of the community.

(2) A program must annually review and update the community assessment to reflect any significant changes including increased availability of publicly funded pre-kindergarten- (including an assessment of how the pre-kindergarten available in the community meets the needs of the parents and children served by the program, and whether it is offered for a full school day), rates of family and child homelessness, and significant shifts in community demographics and resources.

(3) A program must consider whether the characteristics of the community allow it to include children from diverse economic backgrounds that would be supported by other funding sources, including private pay, in addition to the program's eligible funded enrollment. A program must not enroll children from diverse economic backgrounds if it would result in a program serving less than its eligible funded enrollment.

1302.12 Determining, verifying, and documenting eligibility.

(a) Process overview.

(1) Program staff must:

(i) Conduct an in-person interview with each family, unless paragraph (a)(2) of this section applies;

(ii) Verify information as required in paragraphs (h) and (i) of this section; and,

(iii) Create an eligibility determination record for enrolled participants according to paragraph (k) of this section.

(2) Program staff may interview the family over the telephone if an in-person interview is not possible or convenient for the family.

(3) If a program has an alternate method to reasonably determine eligibility based on its community assessment, geographic and administrative data, or from other reliable data sources, it may petition the responsible HHS official to waive requirements in paragraphs (a)(1)(i) and (ii) of this section.

(b) Age requirements.

(1) For Early Head Start, except when the child is transitioning to Head Start, a child must be an infant or a toddler younger than three years old.

(2) For Head Start, a child must:

- (i) Be at least three years old or, turn three years old by the date used to determine eligibility for public school in the community in which the Head Start program is located; and,
- (ii) Be no older than the age required to attend school.

(3) For Migrant or Seasonal Head Start, a child must be younger than compulsory school age by the date used to determine public school eligibility for the community in which the program is located.

(c) Eligibility requirements.

(1) A pregnant woman or a child is eligible if:

- (i) The family's income is equal to or below the poverty line; or,
- (ii) The family is eligible for or, in the absence of child care, would be potentially eligible for public assistance; including TANF child-only payments, or,
- (iii) The child is homeless, as defined in part 1305; or,
- (iv) The child is in foster care.

(2) If the family does not meet a criterion under paragraph (c)(1) of this section, a program may enroll a child who would benefit from services, provided that these participants only make up to 10 percent of a program's enrollment in accordance with paragraph (d) of this section.

(d) Additional allowances for programs.

(1) A program may enroll an additional 35 percent of participants whose families do not meet a criterion described in paragraph (c) of this section and whose incomes are below 130 percent of the poverty line, if the program:

- (i) Establishes and implements outreach, and enrollment policies and procedures to ensure it is meeting the needs of eligible pregnant women, children, and children with disabilities, before serving pregnant women or children who do not meet the criteria in paragraph (c) of this section; and,
- (ii) Establishes criteria that ensure pregnant women and children eligible under the criteria listed in paragraph (c) of this section are served first.

(2) If a program chooses to enroll participants who do not meet a criterion in paragraph (c) of this section, and whose family incomes are between 100 and 130 percent of the poverty line, it must be able to report to the Head Start regional program office:

- (i) How it is meeting the needs of low-income families or families potentially eligible for public assistance, homeless children, and children in foster care, and include local demographic data on these populations;
- (ii) Outreach and enrollment policies and procedures that ensure it is meeting the needs of eligible children or pregnant women, before serving over-income children or pregnant women;
- (iii) Efforts, including outreach, to be fully enrolled with eligible pregnant women or children;
- (iv) Policies, procedures, and selection criteria it uses to serve eligible children;
- (v) Its current enrollment and its enrollment for the previous year;
- (vi) The number of pregnant women and children served, disaggregated by the eligibility criteria in paragraphs (c) and (d)(1) of this section; and,
- (vii) The eligibility criteria category of each child on the program's waiting list.

(e) Additional allowances for Indian tribes. (1) Notwithstanding paragraph (c)(2) of this section, a tribal program may fill more than 10 percent of its enrollment with participants who are not eligible under the criteria in paragraph (c) of this section, if:

- (i) The tribal program has served all eligible pregnant women or children who wish to be enrolled from Indian and non-Indian families living within the approved service area of the tribal agency;
- (ii) The tribe has resources within its grant, without using additional funds from HHS intended to

expand Early Head Start or Head Start services, to enroll pregnant women or children whose family incomes exceed low-income guidelines or who are not otherwise eligible; and,

(iii) At least 51 percent of the program's participants meet an eligibility criterion under paragraph (c)(1) of this section.

(2) If another program does not serve the approved service area, the program must serve all eligible Indian and non-Indian pregnant women or children who wish to enroll before serving over-income pregnant women or children.

(3) A program that meets the conditions of this paragraph (e) must annually set criteria that are approved by the policy council and the tribal council for selecting over-income pregnant women or children who would benefit from program services.

(4) An Indian tribe or tribes that operates both an Early Head Start program and a Head Start program may, at its discretion, at any time during the grant period involved, reallocate funds between the Early Head Start program and the Head Start program in order to address fluctuations in client populations, including pregnant women and children from birth to compulsory school age. The reallocation of such funds between programs by an Indian tribe or tribes during a year may not serve as a basis for any reduction of the base grant for either program in succeeding years.

(f) Migrant or Seasonal eligibility requirements. A child is eligible for Migrant or Seasonal Head Start, if the family meets an eligibility criterion in paragraphs (c) and (d) of this section; and the family's income comes primarily from agricultural work.

(g) Eligibility requirements for communities with 1,000 or fewer individuals.

(1) A program may establish its own criteria for eligibility provided that it meets the criteria outlined in section 645(a)(2) of the Act.

(2) No child residing in such community whose family is eligible under criteria described in paragraphs (c) through (f) of this section, may be denied an opportunity to participate in the program under the eligibility criteria established under this paragraph (g)

(h) Verifying age. Program staff must verify a child's age according to program policies and procedures. A program's policies and procedures cannot require families to provide documents that confirm a child's age, if doing so creates a barrier for the family to enroll the child.

(i) Verifying eligibility.

(1) To verify eligibility based on income, program staff must use tax forms, pay stubs, or other proof of income to determine the family income for the relevant time period.

(i) If the family cannot provide tax forms, pay stubs, or other proof of income for the relevant time period, program staff may accept written statements from employers, including individuals who are self-employed, for the relevant time period and use information provided to calculate total annual income with appropriate multipliers.

(ii) If the family reports no income for the relevant time period, a program may accept the family's signed declaration to that effect, if program staff describes efforts made to verify the family's income, and explains how the family's total income was calculated or seeks information from third parties about the family's eligibility, if the family gives written consent. If a family gives consent to contact third parties, program staff must adhere to program safety and privacy policies and procedures and ensure the eligibility determination record adheres to paragraph (k)(2) of this section.

(iii) If the program must calculate total gross income by using applicable sources of income. (ii) A program may make an adjustment to a family's gross income calculation for the purposes of determining eligibility to account for excessive housing costs. A program may use available bills, bank statements, and other relevant documentation provided by the family to calculate total annual housing costs with appropriate multipliers.

(2) To verify whether a family is eligible for, or in the absence of child care, would be potentially eligible for public assistance, the program must have documentation from either the state, local, or tribal public assistance agency that shows the family either receives public assistance or that shows the family is potentially eligible to receive public assistance.

(3) To verify whether a family is homeless, a program may accept a written statement from a homeless services provider, school personnel, or other service agency attesting that the child is homeless or any other documentation that indicates homelessness, including documentation from a public or private agency, a declaration, information gathered on enrollment or application forms, or notes from an interview with staff to establish the child is homeless; or any other document that establishes homelessness.

(i) If a family can provide one of the documents described in this paragraph (i)(3), program staff must describe efforts made to verify the accuracy of the information provided and state whether the family is eligible because they are homeless.

(ii) If a family cannot provide one of the documents described in paragraph (i)(3) to prove the child is homeless, a program may accept the family's signed declaration to that effect, if, in a written statement, program staff describe the child's living situation that meets the definition of homeless in part 1305 of this chapter.

(iii) Program staff may seek information from third parties who have firsthand knowledge about a family's living situation, if the family gives written consent. If the family gives consent to contact third parties, program staff must adhere to program privacy policies and procedures and ensure the eligibility determination record adheres to paragraph (k) of this section.

(4) To verify whether a child is in foster care, program staff must accept either a court order or other legal or government-issued document, a written statement from a government child welfare official that demonstrates the child is in foster care, or proof of a foster care payment.

(j) Eligibility duration.

(1) If a child is determined eligible under this section and is participating in a Head Start program, he or she will remain eligible through the end of the succeeding program year except that the Head Start program may choose not to enroll a child when there are compelling reasons for the child not to remain in Head Start, such as when there is a change in the child's family income and there is a child with a greater need for Head Start services.

(2) Children who are enrolled in a program receiving funds under the authority of section 645A of the Act remain eligible while they participate in the program.

(3) If a child moves from an Early Head Start program to a Head Start program, program staff must verify the family's eligibility again.

(4) If a program operates both an Early Head Start and a Head Start program, and the parents wish to enroll their child who has been enrolled in the program's Early Head Start, the program must ensure, whenever possible, the child receives Head Start services until enrolled in school, provided the child is eligible.

(k) Records.

(1) A program must keep eligibility determination records for each participant and ongoing records of the eligibility training for staff required by paragraph (m) of this section. A program may keep these records electronically.

(2) Each eligibility determination record must include:

(i) Copies of any documents or statements, including declarations, that are deemed necessary to verify eligibility under paragraphs (h) and (i) of this section;

(ii) A statement that program staff has made reasonable efforts to verify information by:

(A) Conducting either an in-person, or a telephone interview with the family as described under paragraph (a)(1)(i) or (a)(2) of this section; and,

(B) Describing efforts made to verify eligibility, as required under paragraphs (h) through (i) of this section; and, collecting documents required for third party verification that includes the family's written consent to contact each third party, the third parties' names, titles, and affiliations, and information from third parties regarding the family's eligibility.

(iii) A statement that identifies whether:

(A) The family's income is below income guidelines for its size, and lists the family's size;

(B) The family is eligible for or, in the absence of child care, potentially eligible for public assistance;

(C) The child is a homeless child or the child is in foster care;

(D) The family was determined to be eligible under the criterion in paragraph (c)(2) of this section; or,

(E) The family was determined to be eligible under the criterion in paragraph (d)(1) of this section.

(3) A program must keep eligibility determination records for those currently enrolled, as long as they are enrolled, and, for one year after they have either stopped receiving services; or are no longer enrolled.

(l) Program policies and procedures on violating eligibility determination regulations. A program must establish written policies and procedures that describe all actions taken against staff who intentionally violate federal and program eligibility determination regulations and who enroll pregnant women and children that are not eligible to receive Early Head Start or Head Start services.

(m) Training on eligibility.

(1) A program must train all governing body, policy council, management, and staff who determine eligibility on applicable federal regulations and program policies and procedures. Training must, at a minimum:

(i) Include methods on how to collect complete and accurate eligibility information from families and third party sources;

(ii) Incorporate strategies for treating families with dignity and respect and for dealing with possible issues of domestic violence, stigma, and privacy; and,

(iii) Explain program policies and procedures that describe actions taken against staff, families, or participants who attempt to provide or intentionally provide false information.

(2) A program must train management and staff members who make eligibility determinations within 90 days of hiring new staff.

(3) A program must train all governing body and policy council members within 180 days of the beginning of the term of a new governing body or policy council.

(4) A program must develop policies on how often training will be provided after the initial training.

1302.13 Recruitment of children.

In order to reach those most in need of services, a program must develop and implement a recruitment process designed to actively inform all families with eligible children within the recruitment area of the availability of program services, and encourage and assist them in applying for admission to the program. A program must include specific efforts to actively locate and recruit children with disabilities and other vulnerable children, including homeless children and children in foster care.

1302.14 Selection process.

(a) Selection criteria.

(1) A program must annually establish selection criteria that weigh the prioritization of selection of participants, based on community needs identified in the community needs assessment as described in

(6) A program may consider the enrollment of children of staff members as part of the selection

criteria in paragraph (a)(1) of this section.

§1302.11(b), and including family income, whether the child is homeless, whether the child is in foster care, the child's age, whether the child is eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.) and other relevant family or child risk factors.

(2) If a program serves migrant or seasonal families, it must select participants according to criteria in paragraph (a)(1) of this section and give priority to children whose families can demonstrate they have relocated frequently within the past two-years to pursue agricultural work.

(3) If a program operates in a service area where Head Start eligible children can enroll in high-quality publicly funded pre-kindergarten for a full school day, the program must prioritize younger children as part of the selection criteria in paragraph (a)(1) of this section. If this priority would disrupt partnerships with local education agencies, then it is not required. An American Indian and Alaska Native or Migrant or Seasonal Head Start program must consider whether such prioritization is appropriate in their community.

(4) A program must not deny enrollment based on a disability or chronic health condition or its severity.

(b) Children eligible for services under IDEA.

(1) A program must ensure at least 10 percent of its total funded enrollment is filled by children eligible for services under IDEA, unless the responsible HHS official grants a waiver.

(2) If the requirement in paragraph (b)(1) of this section has been met, children eligible for services under IDEA should be prioritized for the available slots in accordance with the program's selection criteria described in paragraph (a) of this section.

(c) Waiting lists. A program must develop at the beginning of each enrollment year and maintain during the year a waiting list that ranks children according to the program's selection criteria.

1302.15 Enrollment.

(a) Funded enrollment. A program must maintain its funded enrollment level and fill any vacancy as soon as possible. A program must fill any vacancy within 30 days.

(b) Continuity of enrollment.

(1) A program must make efforts to maintain enrollment of eligible children for the following year.

(2) Under exceptional circumstances, a program may maintain a child's enrollment in Head Start for a third year, provided that family income is verified again. A program may maintain a child's enrollment in Early Head Start as described in §1302.12(j)(2).

(3) If a program serves homeless children or children in foster care, it must make efforts to maintain the child's enrollment regardless of whether the family or child moves to a different service area, or transition the child to a program in a different service area, as required in §1302.72(a), according to the family's needs.

(c) Reserved slots. If a program determines from the community assessment there are families experiencing homelessness in the area, or children in foster care that could benefit from services, the program may reserve one or more enrollment slots for pregnant women and children experiencing homelessness and children in foster care, when a vacancy occurs. No more than three percent of a program's funded enrollment slots may be reserved. If the reserved enrollment slot is not filled within 30 days, the enrollment slot becomes vacant and then must be filled in accordance with paragraph (a) of this section.

(d) Other enrollment. Children from diverse economic backgrounds who are funded with other sources, including private pay, are not considered part of a program's eligible funded enrollment.

(e) State immunization enrollment requirements. A program must comply with state immunization enrollment and attendance requirements, with the exception of homeless children as described in §1302.16(c)(1).

(f) Voluntary parent participation. Parent participation in any program activity is voluntary, including consent for data sharing, and is not required as a condition of the child's enrollment.

1302.16 Attendance. Promoting regular attendance. A program must track attendance for each child.

(1) A program must implement a process to ensure children are safe when they do not arrive at school. If a child is unexpectedly absent and a parent has not contacted the program within one hour of program start time, the program must attempt to contact the parent to ensure the child's well-being.

(2) A program must implement strategies to promote attendance. At a minimum, a program must:

- (i) Provide information about the benefits of regular attendance;
- (ii) Support families to promote the child's regular attendance;
- (iii) Conduct a home visit or make other direct contact with a child's parents if a child has multiple unexplained absences (such as two consecutive unexplained absences); and,
- (iv) Within the first 60 days of program operation, and on an ongoing basis, thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing ten percent of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as necessary.

(3) If a child ceases to attend, the program must make appropriate efforts to reengage the family to resume attendance, including as described in paragraph (a)(2) of this section. If the child's attendance does not resume, then the program must consider that slot vacant. This action is not considered expulsion as described in §1302.17.

(b) Managing systematic program attendance issues. If a program's monthly average daily attendance rate falls below 85 percent, the program must analyze the causes of absenteeism to identify any systematic issues that contribute to the program's absentee rate. The program must use this data to make necessary changes in a timely manner as part of ongoing oversight and correction as described in §1302.102(b) and inform its continuous improvement efforts as described in §1302.102(c).

(c) Supporting attendance of homeless children.

(1) If a program determines a child is eligible under §1302.12(c)(1)(iii), it must allow the child to attend for up to 90 days or as long as allowed under state licensing requirements, without immunization and other records, to give the family reasonable time to present these documents. A program must work with families to get children immunized as soon as possible in order to comply with state licensing requirements.

(2) If a child experiencing homelessness is unable to attend classes regularly because the family does not have transportation to and from the program facility, the program must utilize community resources, where possible, to provide transportation for the child.

Definitions from the Head Start Program Performance Standards

§1305.2 Definitions Recruitment area means that geographic locality within which a Head Start program seeks to enroll Head Start children and families. The recruitment area can be the same as the service area or it can be a smaller area or areas within the service area.

Community Action Partnership of Kern
Head Start /State Child Development
Income Breakdown Chart
2025 - 2026

2024 POVERTY GUIDELINES FOR THE 48 CONTIGUOUS STATES AND THE DISTRICT OF COLUMBIA	
Persons in family/household	Poverty guideline
1	\$15,650
2	\$21,150
3	\$26,650
4	\$32,150
5	\$37,650
6	\$43,150
7	\$48,650
8	\$54,150

For families/households with more than 8 people, add \$5,380 for each additional person.

Revised January 17, 2025

2026-2027 Selection Criteria Verification Form	
Applicant Names: _____	D.O.B: _____
Program: ☐ HS ☐ EHS ☐ EHS-SJ ☐ EHS Partnership ☐ FCC	Family Size: _____
Option: ☐ HB ☐ FD/PY ☐ FD/FY	Center/HB Educator: _____
Application Completed: ☐ In-person ☐ Audio or Video Call	

Eligibility Type (Select Only One)	Documentation Examined
☐ McKinney-Vento Eligible*	☐ Public Assistance (Tribal TANF, TANF, SNAP, SSI) ☐ Pay Stub/W-2
☐ Foster Care	☐ 2025 Taxes Form 1040
☐ Income Eligible	☐ Foster Care Reimbursement ☐ Employer Statement
☐ Public Assistance (Tribal TANF, TANF, SNAP, SSI)	☐ Verification of Support ☐ Adjusted Household Expenses
☐ Over Income	☐ Zero Income Statement ☐ Other
	☐ EDD Unemployment

Eligibility**	Points	Other Factors**	Points
McKinney-Vento Eligible*/Foster Kinship Care	900	Disability (IFSP/IEP)	200
Public Assistance (Tribal TANF Valid Aid Code, TANF, SNAP, SSI)	500	Transitioning from EHS to HS-3rd year enrollee	350
		Child on Waitlist Prior Year (Not Enrolled)	50
		Parent(s) work FT, Attend school FT, CalWORKs, Job Searching	50
Income	Points	Court Ordered Family Maintenance	50
75%-100% Below Poverty	255	Sibling Enrolled EHS or HS	30
50%-74% Below Poverty	250	Primary Language in Home Other Than English	10
25%-49% Below Poverty	245	Teen Parent (19 Years or Younger at Time of Applicant's Birth)	40
0%-24% Below Poverty	240	Guardian or Caregiver Kinship Care	40
Over-Income	5	CAPK Staff Member	25
Age	Points		
HS: 4-Year-Old (On September 1)	60		
HS: 3-Year-Old (On September 1)	15		
EHS: Pregnant Woman	25		
		*Homeless according to McKinney-Vento Act Definition	
		** Refer to descriptions on backside for clarification	

Residential Verification: ☐ Department of Human Services ☐ Utility Bill ☐ Other		
Staff Verifying Eligibility-Print Name:	Signature:	Date:

Policy Council Approval: _____

Board Approval: _____

Guidance for Selection Criteria Verification Form	
Participant Name and DOB:	The name and date of birth (DOB) on the child's birth certificate or another document used to verify the child's legal name and age.
Program:	The program the family is applying for is HS (Head Start), EHS (Early Head Start), EHS Partnership, or FCC (Family Child Care).
Option:	Select the program option that the family is applying for: HB (Home Based), FD/PY (Full Day/ Part Year), FD/FY (Full Day/ Full Year), and/or FCC (Family Childcare).
Center/Educator Name:	Name of the center of Home-Based Educator for which they are applying.
Eligibility Type:	Only one eligibility type may be selected. Select the option that best addresses the highest need.
Documentation Examined:	To determine eligibility, select all that apply. For documentation not listed, staff must identify on the "other" line. All documents used to determine eligibility must be attached to the application.
Eligibility	
Applicants are considered eligible if homeless (as defined by the McKinney-Vento Homeless Assistance Act), in Foster Care, or Income/Public Assistance eligible.	
Income	
Income eligibility is based on the Federal Poverty Guidelines and family size for families that are not categorically eligible.	
Age	
Select the child's classroom age. For Pre-K (HS) children, if they turn 4 after the September 1 cutoff, they are considered 3 years old. If the child turns 5 years old after September 1 , they are considered a 4-year-old. (Based on the cutoff age for kindergarten).	
Other Factors	
Disability:	Only if the current Individualized Education plan (IEP) or Individualized Family Service Plan (IFSP) is provided.
Transitioning (EHS to HS 3rd. Year enrollee):	Select only if currently enrolled EHS participant or 3rd year HS applicant.
Child on waitlist prior program year:	The applicant was on the waitlist during the previous program year and was not enrolled.
Parent Works/ Attends School/ CalWORKS or Job Search:	Documentation must be provided, and case notes must include the parent(s) employment and/or attending school.
Court Ordered Family Maintenance:	The family is engaged in a county-ordered program/classes. (Court documents must be provided.)
Sibling Enrolled:	The applicant must have a sibling currently enrolled in HS/EHS.
Primary Language in home other than English:	Any language other than English is spoken in the home.
Teen Parent:	The parent was 19 years or younger at the time of the applicant's birth, including currently pregnant women.
Guardian:	Legal guardianship is a court order that designates someone who is not the child's parent as the child's guardian.
Caregiver Kinship Care:	Children in the foster care system. Can also include Non-Relative Extended Family Members (NREFMs).
CAPK Staff Member:	A program may consider staff enrollment as part of the selection criteria (1302.14(6)).
Residential Verification:	Documents must be provided as proof of residency in Kern County or San Joaquin County.
Signature:	The staff member who verified eligibility must print their name and sign the Selection Criteria Verification form.

Policy Council Approval: _____

Board Approval: _____

PROPOSED 2025 - 2026

Head Start Policy Council

Meeting Dates

Tuesday, November 18, 2025*
Tuesday, December 16, 2025*
Tuesday, January 20, 2026**
Tuesday, February 24, 2026
Tuesday, March 24, 2026
Tuesday, April 28, 2026
Tuesday, May 26, 2026
Tuesday, June 23, 2026
July – No Meeting
Tuesday, August 25, 2026
Tuesday, September 22, 2026
Tuesday, October 27, 2026

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

** The November and December meetings will be held one week earlier due to the Thanksgiving and Christmas holidays.*

*** The January meeting will be held one week earlier to support attendance at the NHSA Winter Leadership Conference.*

Policy Council Approved:



Community Action Partnership of Kern Policy Council Executive Officer Roles & Responsibilities Overview

1. Chairperson

- a. The Chairperson shall conduct all meetings of the Policy Council according to **Robert's Rules of Order**, and the **Ralph M. Brown Act**.
- b. Review of the agenda with the Program Governance Coordinator prior to the meeting date.
- c. Call the meeting to order on time, follow the agenda and be able to clarify the business at hand.
- d. May vote only to break a tie.

2. Vice-Chairperson

- a. The Vice-Chairperson will chair the Planning Committee.
- b. The Vice-Chairperson shall act in the absence of the Chairperson or whenever the Chairperson temporarily vacates/steps down from their position.
- c. With support from the staff sponsor, the Vice-Chairperson will provide a monthly verbal report of the Planning Committee meeting to the Policy Council.

3. Secretary

- a. The Secretary will chair the School Readiness Committee.
- b. Ensure that Policy Council members sign in when attending meetings.
- c. Call roll and maintain a record of members' attendance at Policy Council meetings.
- d. With support from the staff sponsor, the Secretary will provide a monthly verbal report of the School Readiness Committee meeting to the Policy Council.

4. Treasurer

- a. The Treasurer will chair the Budget & Finance Committee.
- b. Ensure all budget reports, including a monthly Parent Activity Funds report, is provided to the Policy Council.
- c. With support from the staff sponsor, the Treasurer will provide a monthly verbal report of the Budget & Finance Committee meeting to the Policy Council.

5. Parliamentarian

- a. The Parliamentarian will chair the Bylaws Committee.
- b. Be able to define the Policy Council Bylaws and advise the Council as necessary.
- c. Will be aware of the meeting format and assist in keeping within that format.
- d. With support from the staff sponsor, the Parliamentarian will provide a monthly verbal report of the Bylaws Committee meeting to the Policy Council.

Executive Board Officers, with the exception of the Chairperson, will be responsible for providing a brief verbal report to the Council about their respective committee meetings.



Community Action Partnership of Kern Functions of the Policy Council Committees

Budget and Finance Committee- Meets once a month ~ 7 Members

The Treasurer will chair the Finance Committee. The Budget and Finance Committee will perform the following functions:

1. Ensure budget reports including credit card information are provided to members on a monthly basis.
2. Review applications for funding and amendments to applications for funding for programs to submission of applications.
3. Review budget planning for program expenditures, including policies for reimbursement and participation in Policy Council activities.

Planning Committee- Meets once a month ~ 7 Members

The Vice Chairperson will chair the Planning Committee. The Planning Committee will perform the following functions:

1. Ensure that members are aware of established timelines and procedures for program planning.
2. Work with agency staff to develop and review program recruitment, selection, and enrollment priorities.
3. Review applications for funding and amendments to applications for funding programs prior to submission.

School Readiness Committee- Meets 6 times per term or as needed ~ 6 Members

The Secretary will chair the School Readiness Committee. The School Readiness Committee will perform the following functions:

1. Use ongoing monitoring result, data on school readiness goals and other information to conduct its responsibilities.
2. Review current classroom curriculum studies.
3. Review and make recommendations to the school readiness goals on an annual basis.

Bylaws Committee- Meets 6 times per term or as needed, ~ 6 Members

The Parliamentarian will chair the Bylaws Committee Meeting. The Bylaws Committee will perform the following duties:

1. Developing procedures for how members of the Policy Council will be elected.
2. Review, recommend changes and ensure amendments are rewritten into the bylaws on an annual basis.
3. Interpret the bylaws when questions arise.

Function of the Board of Directors Representative- Meets the last Wednesday of the month at noon

Policy council members will be given the opportunity to nominate and vote for one representative of the Policy Council to be seated on the Board of Directors.

1. The elected Policy Council member will need to be available to attend all monthly Board of Director's meetings to represent the Head Start program.
2. The elected member must also be available to attend all assigned board subcommittee meetings.
3. The elected member will meet the Program Governance Coordinator 3 days prior to the board meeting to review and prepare for verbal report provided to the board.

**Committee meetings will begin in January 2026*



January 26, 2026 - January 29, 2026 | Washington, D.C

Join us in Washington, DC in January for the NHA Winter Leadership Institute, where Head Start leaders, staff, parents, and advocates come together to celebrate the power of Head Start. Over several days, we'll share best practices, explore new ideas, and strengthen our collective voice to ensure every child has the opportunity to thrive.

Highlights Include:

- Meetings with members of Congress
- Advocacy trainings
- Engaging discussions on how Head Start programs are leading in their communities
- Professional development opportunities
- Educational sessions on policy issues of critical importance to Head Start
- Breakfast for Head Start on Capitol Hill

Important Things to Consider:

- ✓ Travel Dates ~ **Departure:** Sunday, 1.25.26 **Return:** Thursday, 1.29.26
- ✓ Childcare arrangements
- ✓ Work/School obligations
- ✓ California ID or Driver's License
- ✓ Per Diem/Incidental Expenses