DATE November 10, 2025
TIME 12:00 PM
LOCATION CAPK Administrative Office
Board Room
1300 18th Street, 3rd Floor
Bakersfield, CA 93301

Personnel Committee Agenda

1. **Call to Order**

2. **Roll Call**

Denise Boshers (Chair)	Jonathan Mullings
Rocio Munoz	Guadalupe Perez

3. **Public Forum**

The public may address the Committee on items not on the agenda but under the jurisdiction of the Committee. 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.

4. **Special Presentation**

a. Blue Zones Project Bakersfield – Worksite Wellness Overview by Katherine Layas, Organization & Well-Being Lead ***(p. 2-18)***

5. **New Business**

a. Reclassification of Administrative Assistant - ***Action Item (p. 19-24)***	Freddy Hernandez, Director of Youth & Community Services
b. Head Start and State Child Development Job Descriptions - ***Action Item (p. 25-38)***	Jerry Meade, Assistant Director PDM of Head Start & State Child Development
c. New WIC Program Position – ***Action Item (p. 39-41)***	Marissa Ortiz-Cortez, WIC Program Administrator
d. Head Start Personnel Update – ***Info. Item (p. 42-43)***	Robert Espinosa, Program Design and Management Administrator

6. **Committee Member Comments**

7. **Next Scheduled Meeting**
Personnel Committee
12:00 pm
January 7, 2026
1300 18th Street, 3rd Floor
Bakersfield, CA 93301

8. **Adjournment**

This is to certify that this Agenda Notice was posted in the lobby of the CAPK Administrative Office at 1300 18th Street, Bakersfield, CA 93301, and online at www.capk.org by 12:00 pm, November 6, 2025, by Paula Daoutis, Executive Assistant.

BLUE ZONES PROJECT
Bakersfield

BLUE ZONES PROJECT

HELLO!

- Introductions – Katherine Layus, Organization and Well-Being Lead
- Origins of Blue Zones
- Blue Zones Project Bakersfield Overview
- Worksite Transformation Ideas
- Well-Being Practices You Can Do
- Questions

BLUE ZONES PROJECT®

Meet our team – Blue Zones Project Bakersfield

Susan Saelee
EXECUTIVE DIRECTOR

Oriana Quezada
SR. ADMINISTRATIVE & FACILITIES SERVICES ASSISTANT

Kiyoshi Tomono
TRANSFORMATIONS DIRECTOR

Diana Delgadillo
SR. MANAGER OF WORKSITE WELL-BEING

Katherine Layus
ORGANIZATION LEAD, WORKSITES

Jonathan Gallardo
ORGANIZATION LEAD, SCHOOLS

Floricel Mondragon Arzate
ORGANIZATION COORDINATOR

Karina Funez
POLICY SUPERVISOR

Yesenia Fernandez
POLICY COORDINATOR

Kai Connolly
SR. MARKETING AND ENGAGEMENT MANAGER

Melissa Rossiter
SR. MARKETING SPECIALIST

Carrissa Runyan
VOLUNTEER PROGRAM & EVENT SPECIALIST

Hannah Hurney-Espinoza
ENGAGEMENT SPECIALIST

THANK YOU
to our sponsors

POWERED BY:

Community Champion

Our challenges to a healthy lifestyle in Bakersfield

78% of adults are obese or overweight and more Kern County residents die of diabetes than anywhere else in California.

44.84% of Black children live in poverty, which makes it harder to access healthcare and healthy food options.

17% of Bakersfield adults reported poor mental health, versus 12.5% in California.

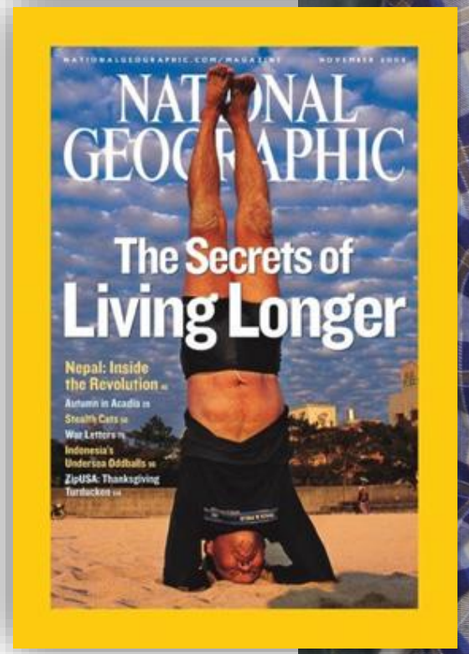
What determines our health?

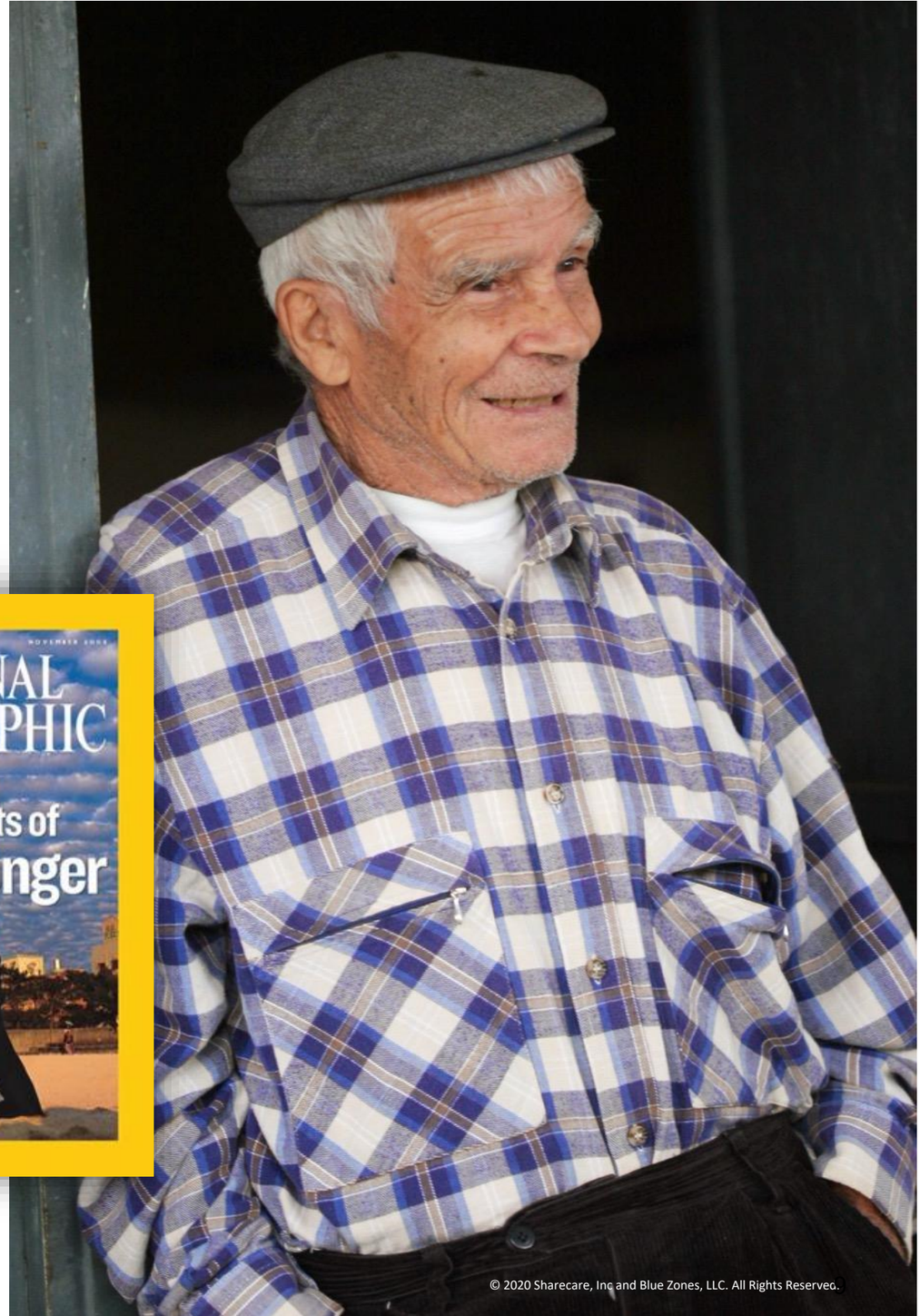
genetics

lifestyle and environment

IT ALL BEGAN

with Dan Buettner's
20+ year longevity study to find
the world's healthiest people.





THE ORIGINAL BLUE ZONES EXIST ALL OVER THE GLOBE

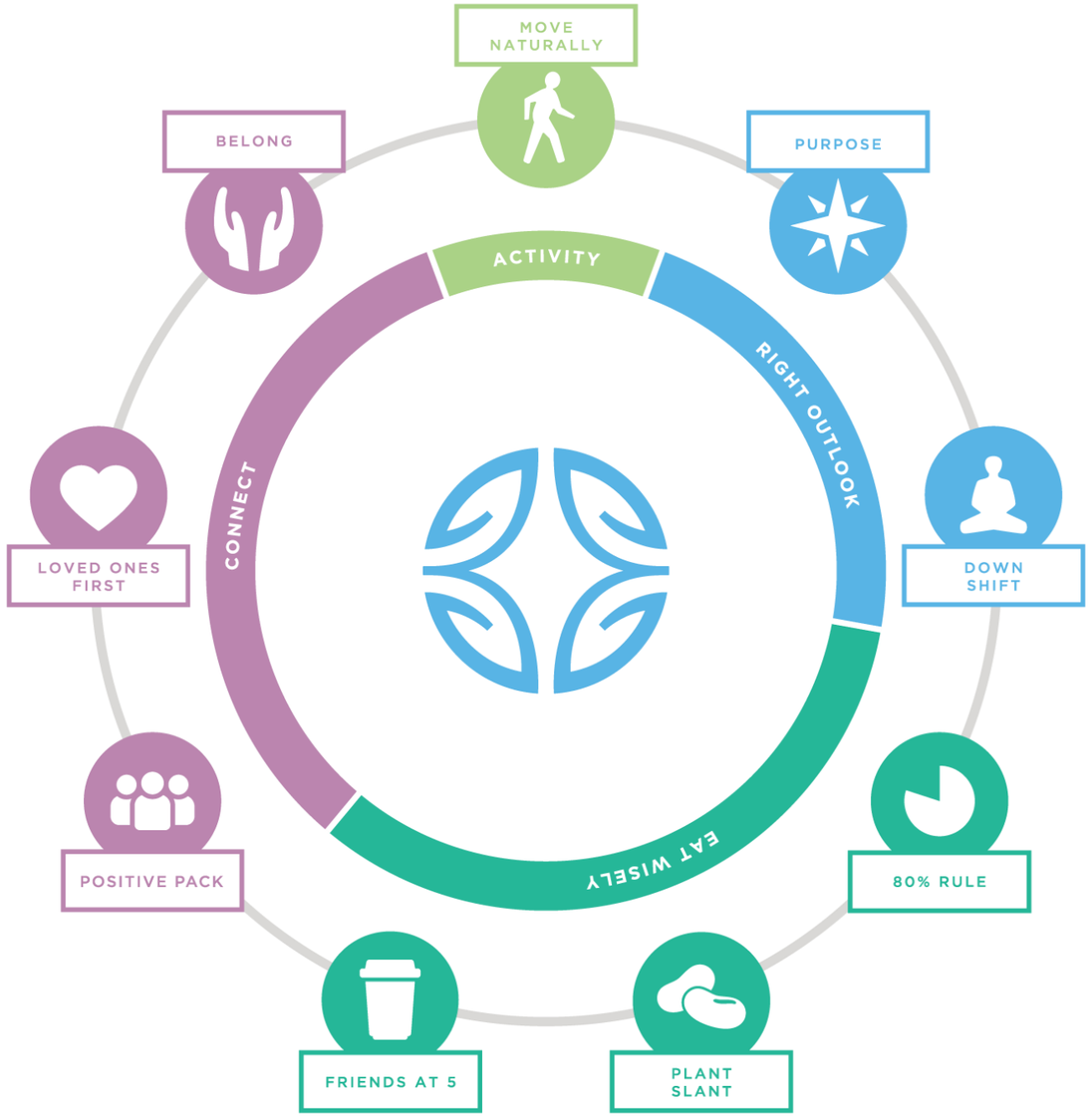
3x
more likely
to live to 100

Living on average

12 more
good years than
we do in North
America.

POWER 9®

Lessons for living longer, better



70+
Nationwide Communities

California Communities
Bakersfield
Beach Cities
Lake County
Mendocino County
Monterey County
Tuolumne County
Upper Napa Valley
Yuba Sutter

Life Radius

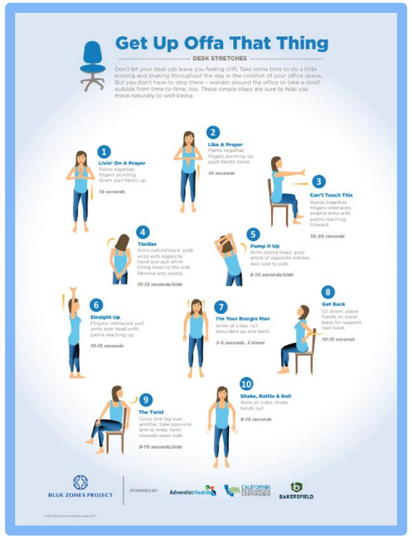
Blue Zones Project works to improve what we call the life radius, the area around a person's home where they spend most of their time.

Worksite Transformation Ideas

SAVE THE DATE
November 12 @ 2:30pm – 3:30pm
CAPK Board Room
Juice & Produce Pop-Up Event

WALKING PATHS

MICRO STRETCH BREAKS



STAIR-WELL SIGNS

BZP SIGNAGE

Adventist Health

BAKERSFIELD

KERN COUNTY CHILD SUPPORT SERVICES
Kids Come First

CALIFORNIA STATE UNIVERSITY BAKERSFIELD

FIRST 5 KERN

KERN COUNTY BEHAVIORAL HEALTH & RECOVERY SERVICES

CINTAS
READY FOR THE WORKDAY®

KERN COUNTY HUMAN SERVICES

KERN HEALTH SYSTEMS

BLUE ZONES PROJECT APPROVED™ Worksite

IMPACTING BUSINESSES ACROSS INDUSTRIES OF ALL SIZES

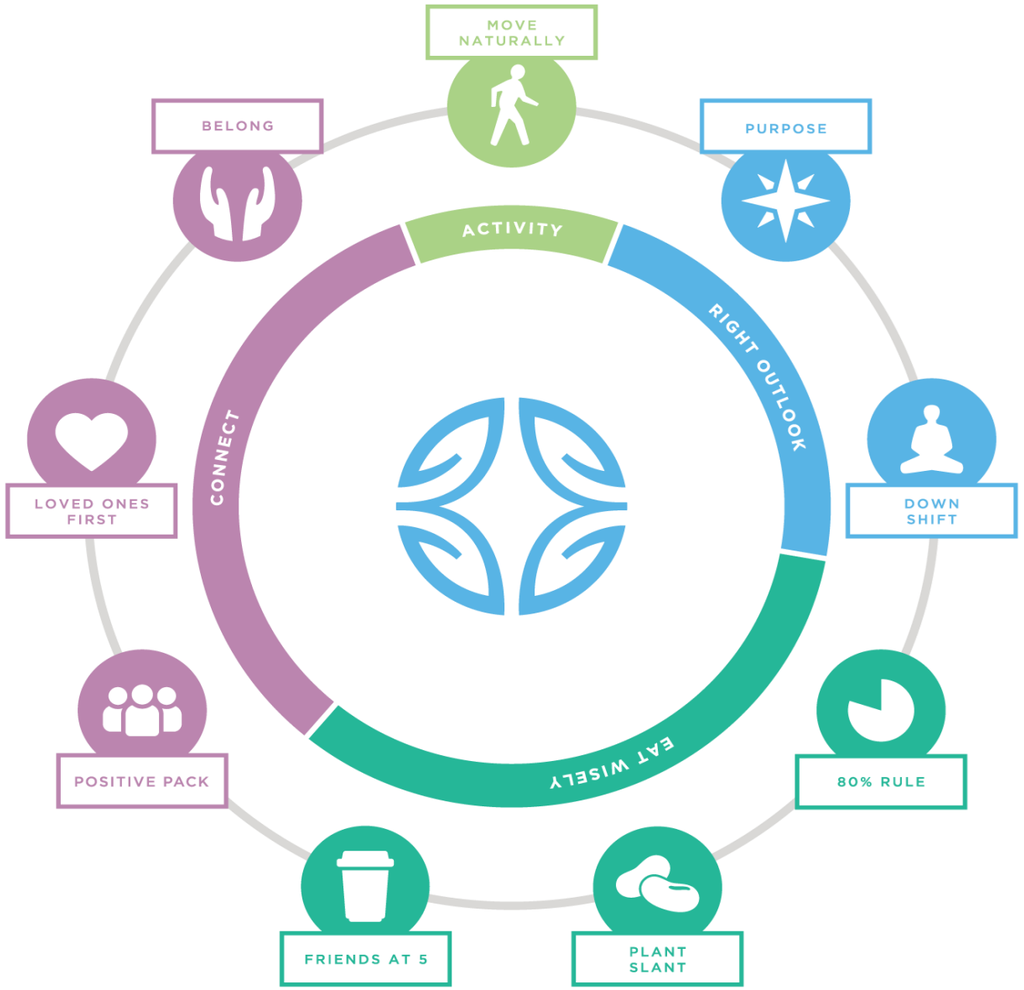
Well-being practices you can do

1. ACTIVITY: Find 15 minutes to walk during your daily routine.

2. RIGHT OUTLOOK: Identify a space for quiet time, meditation, or prayer.

3. EAT WISELY: Incorporate plant-based options into your diet.

4. CONNECT: Surround yourself with individuals who share the same interests, hobbies, or values as you do.



Join us and make our community an even better place to
LIVE, WORK, LEARN, AND PLAY

Stay connected with us!

bakersfield.bluezonesproject.com

BZPBakersfield@bluezones.com

@BZPBakersfield

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SCAN ME

LIVE LONGER BETTER®

THANK YOU!

POWERED BY:

MEMORANDUM

To: Personnel Committee

From: Freddy Hernandez – Director of Youth & Community Services

Date: November 10, 2025

Subject: *Agenda Item 5a*: Reclassification of Administrative Assistant – **Action Item**

As program services expand and new contracts are secured for the Youth and Community Services Department, there is a growing recognition of the necessity for an Administrative Coordinator to provide support to the Program Director and the division's team.

Summary of Proposed Changes
The intention behind this request is to replace the position of Administrative Assistant with an Administrative Coordinator role, aligning the duties and responsibilities with the current needs of the Division. The current position falls under the purview of the Director of Youth and Community Services. The new role will continue to assist the director, provide department support, but also assist with the oversight of contracts, and complex projects that often require a great amount of detail and confidentiality.

The job description has been reviewed and approved by Human Resources and the Chief Business Development Officer. Below is a description of the proposed position changes.

Position Title	Proposed Changes	Current Grade	New Grade
Administrative Coordinator	Formerly Administrative Assistant and grade change from 6 to 9.	6 Min. $18.89 Mid. $23.62 Max. $28.39	9 Min. $25.45 Mid. $31.81 Max. $38.18

Fiscal Impact and Timeframe
Subject to approval, the proposed position will begin November 1, 2025, and the current salary is already incorporated into the 2024/2025 budget. Current funding for the Administrative Assistant position is from the Energy Program, Department of Community Development (CSBG), VITA, and other funding sources. The cost increase for this position will be included in the FY 2025/2026 budget, and it will continue to be included in future budgets.

The new job description and proposed title change will have a minor fiscal impact since the current maximum for Grade 6 is slightly below the midpoint for Grade 9.

Strategic Plan Impact:

This proposal supports Goal 4 of the 2021–2025 CAPK Strategic Plan: *To be an employer of choice and attract and retain a high-quality workforce*. Specifically, it aligns with:

- Objective 4.2: Increase employee satisfaction, morale, and retention.
    - *Action 4.2.1*: Conduct internal and external equity analyses and finalize revised job descriptions based on findings.

Recommendation:
Staff recommend the Personnel Committee approve the addition of the Administrative Coordinator role to the Youth and Community Services Division and submission to the Board of Directors for final approval.

Attachments:
Youth & Community Services Organizational Chart
Administrative Assistant Job Description

Administrative Coordinator

Disclaimer: Job descriptions are written as a representative list of the ADA essential duties performed by a job class. They cannot include nor are they intended to include all duties performed by all positions occupying a class.

Salary Range: Grade 09 **FLSA Status:** Non-Exempt **Date Approved:** 09/27/2023

SUMMARY:
Under the direction of the Division Director, performs sensitive and confidential administrative assistant/secretarial functions for the Director with special assistance to the Division's team. Maintains official records and provides administrative support to the Division.

SUPERVISION RECEIVED:
Receives supervision from Division Director.

SUPERVISION EXERCISED:
None

DUTIES AND RESPONSIBILITIES:
Disclaimer: This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed or may perform related duties as assigned. Reasonable accommodation may be made to enable individuals with disabilities to perform essential functions.

Essential Job Specific Duties:
- Performs a wide variety of duties for the Director that are complex, detailed, and highly confidential.
- Maintains official records system for the Division.
- Coordinates, plans, and serves as the primary point of contact for Director's management team meetings.
- Manages and coordinates the Director's calendar, meetings, phone calls, and other administrative tasks to help manage the priorities of the Director.
- Acts as the primary liaison for communication within the Agency's departments and responds to queries for general information.
- Provides general information to the public as required.
- Monitors budget for department managed by the Director.
- Prepares a variety of internal and external correspondence and completes forms and memos for distribution as needed.
- Reviews and assembles information and documents for Committee agendas in accordance with the Ralph M. Brown Act.
- Responsible for preparing committee packets and correspondence, takes minutes at various Board and Committee meetings, and transcribes into final minutes for distribution.

Other Job Specific Duties:
- Attends all meetings, trainings, and conferences as assigned.
- Is proactive in the effort to recruit and enroll families that qualify for CAPK programs.
- Performs any other like duties as assigned or as needed.

- Schedules and organizes activities such as meetings, training, and travel for the Director and staff.

MINIMUM QUALIFICATIONS:

The requirements listed below are representative of the knowledge, skills, and abilities required to satisfactorily perform the essential duties and responsibilities.

Knowledge of:

- Agency policies and procedures.
- Applicable federal, state, and local laws, codes, and regulations.
- Departmental policies and procedures.
- Correspondence and report writing practices and procedures.
- Modern office practice, procedures, and equipment, including computers.
- Record-keeping and report writing techniques.
- Current problems of socially and economically challenged families.
- The contributions of parents and volunteers who may be non-professional.
- Word processing, spreadsheet, database, and other related software applications.
- Organizational and procedure principles and research techniques.
- Basic budgetary principles.
- Language translation and interpretation strategies and techniques.

Ability to:

- Deal with conceptual matters.
- Demonstrate excellent problem-solving skills.
- Communicate effectively, verbally and in writing.
- Communicate orally in public.
- Prepare official agendas, meeting minutes, and public and other legal notices.
- Compose professional letters, memos, reports, and a variety of internal and external correspondence.
- Organize and maintain office files, records, and logs.
- Work with minimal supervision.
- Maintain confidentiality of sensitive documents and information.
- Plan, organize, allocate, and control substantial resources.
- Exercise independent discretionary judgment in a professional manner.
- Demonstrate good interpersonal skills.
- Attend evening and weekend meetings.
- Effectively present program information to the public.
- Establish professional working relationships with staff, agencies, and parents.

EDUCATION AND EXPERIENCE:

The following requirements generally demonstrate possession of the minimum requisite knowledge and ability necessary to perform the duties of the position.

- Completion of two (2) years of college or equivalent level course work in business or public administration, record management, or a related field
- Minimum of four (4) years of responsible administrative assistant work, including document and records management.

- Any combination of education and or experience that demonstrates a high degree of competency.

OTHER REQUIREMENTS:

- Possession of a valid California driver's license and state automobile insurance with an acceptable driving record, substantiated by a DMV printout.
- Must be fingerprinted and pass pre-employment background check.
- Bilingual language fluency (English/Spanish) desirable.
- Successful completion of physical, substance abuse screening, TB, and all required vaccinations.

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters in performing the essential functions of this job.

- Work is primarily performed indoors.
- Noise level is quiet to moderately quiet.
- Hazards are minimal.

ESSENTIAL PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodation may be made to enable employees with disabilities to perform the essential duties.

POSITION TITLE Administrative Coordinator			
Activity **Hours Per Day**	**NEVER 0 HOURS**	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**
Sitting			x
Walking			x
Standing			x
Bending (neck)			x
Bending (waist)			x
Squatting		x	
Climbing	x		
Kneeling		x	
Crawling	x		
Twisting (neck)			x
Twisting (waist)			x
Is repetitive use of hand required?			x
Simple Grasping (right hand)			x
Simple Grasping (left hand)			x
Power Grasping (right hand)		x	
Power Grasping (left hand)		x	
Fine Manipulation (right hand)			x
Fine Manipulation (left hand)			x
Pushing & Pulling (right hand)		x	
Pushing & Pulling (left hand)		x	
Reaching (above shoulder level)		x	

Reaching (below shoulder level)		x	

	LIFTING			CARRYING		
	NEVER 0 HOURS	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**	**NEVER 0 HOURS**	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**
0-10 lbs			x			x
11-25 lbs		x			x	
26-50 lbs		x			x	
51-75 lbs	x			x		
76-100 lbs	x			x		
100+ lbs	x					

MEMORANDUM

To: Personnel Committee

From: Jerry Meade, Assistant Director ~ Program

Robert Espinosa, PDM Administrator

Date: November 10, 2025

Subject: *Agenda Item 5b:* Head Start and State Child Development Job Descriptions – **Action Item**

The Head Start and State Child Development division is presenting three revised Job Description for review and approval. The job descriptions reflect changes specifically address content area specialists in the Head Start Support Services department.

Program staff have worked with Human Resources to revise the content area job descriptions to include the combination of Health and Nutrition into one wholistic job description for both service areas. Additionally, the team created a new job title combining the roles of Inclusion and Wellness into a specialist supporting both service areas. Both the Specialist and Supervisor positions will now be referred to as Intervention Specialists and Intervention Supervisor. Though the majority of the tasks associated with these positions remain unchanged, the following outlines a brief rationale:

Content Area Specialist ~ Health and Nutrition: The combined role aligns the eight (8) full-time employees (FTE) to the same focus. Data collection and referrals for both Health and Nutrition support each child in being fully prepared to learn while in a Head Start Classroom. The revised job description did not change Grades when re-pointed by Human Resources and will remain at Grade 8 in the CAPK compensation schedule.

Intervention Specialist: The new role aligns the ten (10) FTEs to support children with disabilities and/or challenging behaviors by allowing more time in the classroom to work directly with staff to support individualization for children. Duties formerly requiring these employees focus on every child enrolled have been transitions to other departments allowing for children with referrals for Wellness or Inclusion services. The revised job description did change Grades when re-pointed by Human Resources. Formerly Grade 8 will now be at Grade 9 in the CAPK compensation schedule. All currently employed staff are within the compensation range of Grade 9. Though there is not an immediate fiscal impact, the FTEs within the new role have a higher cap in their new grade. Program staff will monitor budgetary effects in future budget periods accordingly.

Intervention Supervisor: Formerly the Wellness and Inclusion Supervisor, this revised job description aligns oversight and support for the Intervention Specialist role. The revised job

description did not change Grades when re-pointed by Human Resources and will remain at a Grade 10 in the CAPK compensation schedule.

As part of CAPK's Strategic Plan, Strategic Priority C ~ Agency Culture: CAPK seeks to be an employer of choice by fostering a learning-focused work culture that drives continuous growth, while attracting and retaining a high-quality engaged workforce. This proposal supports staff development, growth, and retention by aligning the job description with the pressing needs of the Head Start program.

Recommendation

Staff recommend the Personnel Committee approve the job descriptions as presented including the identified Grades within.

Attachments:
Content Area Specialist ~ Health and Nutrition
Intervention Specialist
Intervention Supervisor

Content Area Specialist (CAS) – Health and Nutrition

Disclaimer: Job descriptions are written as a representative list of the ADA essential duties performed by a job class. They cannot include nor are they intended to include all duties performed by all positions occupying a class.

Salary Range: Grade 08 **FLSA Status:** Non-Exempt **Date Approved:**

SUMMARY:
Implements and supervises the operation of the Head Start Program Service Area for Health and Nutrition. Ensure that delivery of services complies with all the pertinent regulations and Performance Standards. Plans, coordinates, monitors, trains, and implements health and nutrition services for all Head Start participants. Oversees, presents, and ensures implementation of training programs for staff, parents, and volunteers. Manages and implements a record-keeping system which will ensure the achievement of program outcomes.

SUPERVISION RECEIVED:
Receives supervision from Health and Nutrition Supervisor

SUPERVISION EXERCISED:
None

DUTIES AND RESPONSIBILITIES:
Disclaimer: This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed or may perform related duties as assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Essential Job Specific Duties:
- Maintains confidentiality of all records and information for all Head Start families.
- Oversees the health and nutrition assessments of participants and weekly collection of data necessary for health and nutrition services.
- Provides training and guidance to staff and parents on pertinent topics as requested, including monthly new hire orientation and other mandated trainings.
- Ensures weekly data monitoring, tracking, follow-up, and analysis of health and nutrition services.
- Conducts ongoing site monitoring and observation visits to ensure any special health and nutrition considerations for children are being met and that all health and nutrition and safety practices are being followed, including special dietary needs.
- Provides training for food service personnel in developing competencies in special meal plans for children with meal allergies or for children identified with special needs.
- Ensures nutrition assessments, growth assessments, meal changes, hematocrit, and lead screenings for each child are conducted and completed.
- Ensures ongoing coordination of communication with staff, parents, program consultants, and community to support services to children and families.

- Coordinates referrals and follows up with appropriate medical and nutritional providers when a child is found to need treatment or diagnosis of a possible medical and/or nutritional conditions.
- Responsible for the timely coordination of special dietary needs for incoming children with nutrition concerns to ensure meals are appropriate for children,
- Immediately responds to medical emergencies, e.g., an outbreak of communicable diseases, etc.
- Monitors all injury reports and follows up on any trends and patterns.
- Works with staff to provide prevention, early, identification and intervention strategies for problems that interfere with a child's development.
- Ensures that screenings (in vision, hearing, medical, dental) are conducted and immunization records are completed.
- Collaborates with community agencies and health and nutrition professionals, including dentists and physicians, to ensure children's and family health and nutrition needs are met.
- In collaboration with–Site Supervisors and Program Managers, responsible for creating, implementing, and reviewing plans of actions for participants with health and nutrition concerns.
- Update health and nutrition policies, procedures, forms in accordance with Head Start Performance Standards and applicable laws and regulations.
- Collaborates with Site Supervisors, Home Base Supervisors, and Program Managers to provide monitoring, training, or intervention.

Other Job Specific Duties:
- Attends all meetings, trainings, and conferences as assigned.
- Maintains safe and functional work environment.
- Able to work a flexible schedule that may involve evenings, weekends, and overnight travel to attend trainings or conferences.
- Is proactive in the effort to recruit and enroll families that qualify for programs.
- Performs any other like duties as assigned.

MINIMUM QUALIFICATIONS:
The requirements listed below are representative of the knowledge, skills, and abilities required to satisfactorily perform the essential duties and responsibilities.

Knowledge of:
Current problems of socially and economically challenged families.
Modern office procedures and equipment, including computers.
Word processing and related software applications.

Ability to:
Plan, organize, and allocate resources.
Work as a positive team member.
Work independently.
Maintain record-keeping and reporting systems.
Exercise sound, independent judgment within general policy guidelines.

Provide guidance and interpret and explain policies and procedures.
Analyze problems and identify alternative solutions.
Work with accuracy and attention to detail.
Operate and use modern office equipment.
Effectively organize and prioritize assigned work.
Reasonably obtain knowledge of Agency and departmental policies and procedures.
Effectively communicate with community members and groups, managers, agencies, and families, individually and in group settings.

EDUCATION AND EXPERIENCE:
The following requirements generally demonstrate possession of the minimum requisite knowledge and ability necessary to perform the duties of the position.

- Associate degree from any accredited college or university in child development or disabilities related field required.
- Bachelor's degree from any accredited college or university in child development or health-related field preferred.
- Minimum two (2) years of experience in any health and/or nutrition related field.
- Experience working with young children and their families is highly desirable.
- CLASS observer certification desired.

OTHER REQUIREMENTS:
- Possession of a valid California driver's license and state automobile insurance with an acceptable driving record, substantiated by a DMV printout.
- Must have reliable transportation during working hours.
- Completion of a physical and substance abuse screening upon offer of employment.
- Must be fingerprinted, if required by funding source or state licensing, and have such records filed with the State Department of Social Services, Community Care Licensing.
- Successful completion of physical, substance abuse screening, TB, and all required vaccinations.
- Bilingual language fluency (English/Spanish) highly desirable.

WORK ENVIRONMENT:
The work environment characteristics described are representative of those an employee encounters in performing the essential functions of this job.

- Work is primarily performed indoors.
- Noise level varies.
- Hazards are minimal.

ESSENTIAL PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable employees with disabilities to perform the essential duties.

POSITION TITLE Content Area Specialist (CAS) – Health and Nutrition			
Activity **Hours Per Day**	**NEVER 0 HOURS**	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**
Sitting			x
Walking			x
Standing			x
Bending (neck)			x
Bending (waist)			x
Squatting		x	
Climbing	x		
Kneeling		x	
Crawling	x		
Twisting (neck)			x
Twisting (waist)			x
Is repetitive use of hand required?			x
Simple Grasping (right hand)			x
Simple Grasping (left hand)			x
Power Grasping (right hand)		x	
Power Grasping (left hand)		x	
Fine Manipulation (right hand)			x
Fine Manipulation (left hand)			x
Pushing & Pulling (right hand)		x	
Pushing & Pulling (left hand)		x	
Reaching (above shoulder level)		x	
Reaching (below shoulder level)		x	

	LIFTING			CARRYING		
	NEVER 0 HOURS	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**	**NEVER 0 HOURS**	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**
0-10 lbs			x			x
11-25 lbs		x			x	
26-50 lbs		x			x	
51-75 lbs	x			x		
76-100 lbs	x			x		
100+ lbs	x			x		

Intervention Specialist

Disclaimer: Job descriptions are written as a representative list of the ADA essential duties performed by a job class. They cannot include nor are they intended to include all duties performed by all positions occupying a class.

Salary Range: Grade 09 **FLSA Status:** Non-Exempt **Date Approved:**

SUMMARY:
The Intervention Specialist provides coaching, modeling, and mentoring to teaching staff, ensuring effective strategies are used to support children with disabilities, mental health and/or challenging behaviors. This includes assisting in the intervention planning, progress monitoring and working directly with children in the classroom. Ensures that delivery of services is in compliance with all the pertinent regulations and Head Start Program Performance Standards. Plans, coordinates, monitors, trains, and implements disabilities and mental health services. Oversees and ensures implementation of training programs for staff, parents, and volunteers. Manages and implements a record-keeping system that will ensure the achievement of program outcomes.

SUPERVISION RECEIVED:
Receives supervision from the Intervention Supervisor.

SUPERVISION EXERCISED:
None

DUTIES AND RESPONSIBILITIES:
Disclaimer: This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed or may perform related duties as assigned. Reasonable accommodation may be provided to enable individuals with disabilities to perform essential functions.

Essential Job Specific Duties:

- Conduct observations of individual children and classrooms to identify behavioral, social-emotional, and mental health needs while using screenings and assessments of children to support appropriate strategies.
- Assist in the development, implementation, and monitoring of individualized intervention strategies for children with disabilities, social-emotional concerns, and/or challenging behaviors. This includes modeling in the classroom, demonstrating appropriate activities, providing guidance for classroom management.
- Conduct ongoing site monitoring and observation visits to ensure the goals for children with disabilities are being met and that children with challenging behavior or concerns are receiving the required intervention. Conducts classroom visits to ensure interventions are implemented with fidelity, children are supported and progress toward goals is documented. .
- Coordinates referrals and assists parents, program staff for children referred to medical, mental health, or LEA services.
- Participates in monthly multi-disciplinary team meetings to support the implementation of individualized Education (IEPs) and individualized Family Services Plans (IFSPs).
- Supports teaching staff and family engagement in promoting social-emotional wellness, inclusive practices, and family-centered strategies. As well as supporting in the development of a Plan of Action to address specialist goals for children with challenging behaviors.
- Assists in the delivery of training for staff and parents, including new hire orientation and on-going professional development related to social-emotional learning, child wellness, and behavior.

- Ensures confidentiality of records and compliance with Head Start Standards, agency policies, and applicable laws and regulations. Provide guidance and modeling of activities and strategies to support staff in the implementation of the program behavioral models and framework.
- Maintains all appropriate documentation with accuracy.
- Assess and observe classroom environments and socializations for staff/child interactions.
- Supports updates to disabilities and wellness policies, procedures, and forms, in accordance with Head Start Program Performance Standards and applicable laws and regulations.
- Collaborate with supervisors to provide monitoring, training, and/or intervention.

Other Job Specific Duties:

- Attend all training, meetings, and conferences assigned.
- Maintain a safe and functional work environment.
- Work alternative hours as required, including nights and weekends.
- Proactive in the effort to recruit and enroll families that qualify for CAPK programs.
- Perform any other like duties as assigned.

MINIMUM QUALIFICATIONS:

The requirements listed below are representative of the knowledge, skills, and abilities required to satisfactorily perform the essential duties and responsibilities.

Knowledge of:

- Agency policies and procedures.
- Applicable federal, state, and local laws, codes, and regulations.
- Departmental policies and procedures.
- Understanding of socially and economically diverse families.
- Modern office practices, methods, procedures, and equipment.
- Word processing, spreadsheet, database, and related software applications.

Ability to:

- Be open to conceptual matters.
- Plan, organize, and allocate resources.
- Work independently.
- Communicate effectively, verbally and in writing.
- Prepare clear and concise reports.
- Exercise sound, independent judgment within general policy guidelines.
- Provide guidance and explain policies and procedures.
- Analyze problems and identify alternative solutions.
- Work with accuracy and attention to detail.
- Operate and use modern office equipment.
- Effectively organize and prioritize assigned work.
- Establish and maintain effective working relationships with staff, agencies, and parents.

EDUCATION AND EXPERIENCE:
The following requirements generally demonstrate possession of the minimum requisite knowledge and ability necessary to perform the duties of the position.

- Bachelor's degree from an accredited college or university in human development, psychology, early childhood education, child development, social services, or related field is required.
- Two (2) years' experience in early childhood education, behavioral services or related field.
- Must obtain Pyramid Model training to gain knowledge in promotion, prevention, and intervention to effectively support the development of young children's social, emotional, and behavioral competence within 6 months.
- CLASS observer certification desired.
- Any equivalent combination of education, training, and experience which will provide the capabilities to perform the described duties will be considered.

OTHER REQUIREMENTS:

- Possession of a valid California driver's license and state automobile insurance with an acceptable driving record, substantiated by a DMV printout.
- Must be fingerprinted and have records filed with the State Department of Social Services, Community Care Licensing.
- Successful completion of physical, substance abuse screening, TB, and all required vaccinations.
- Bilingual language fluency (English/Spanish) desirable.

WORK ENVIRONMENT:
The work environment characteristics described are representative of those an employee encounters in performing the essential functions of this job.

- Work is primarily performed indoors.
- Noise level is quiet to moderately quiet.
- Hazards are minimal.

ESSENTIAL PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodation may be made to enable employees with disabilities to perform the essential duties.

POSITION TITLE: Intervention Specialist			
Activity **Hours Per Day**	**NEVER 0 HOURS**	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**
Sitting			x
Walking			x
Standing			x
Bending (neck)			x
Bending (waist)			x
Squatting		x	
Climbing	x		

Kneeling		x	
Crawling	x		
Twisting (neck)			x
Twisting (waist)			x
Is repetitive use of hand required?			x
Simple Grasping (right hand)			x
Simple Grasping (left hand)			x
Power Grasping (right hand)		x	
Power Grasping (left hand)		x	
Fine Manipulation (right hand)			x
Fine Manipulation (left hand)			x
Pushing & Pulling (right hand)		x	
Pushing & Pulling (left hand)		x	
Reaching (above shoulder level)		x	
Reaching (below shoulder level)		x	

	LIFTING			CARRYING		
	NEVER 0 HOURS	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**	**NEVER 0 HOURS**	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**
0-10 lbs			x			x
11-25 lbs		X			x	
26-50 lbs		X			x	
51-75 lbs	x			x		
76-100 lbs	x			x		
100+ lbs	x			x		

Intervention Supervisor

Disclaimer: Job descriptions are written as a representative list of the ADA essential duties performed by a job class. They cannot include nor are they intended to include all duties performed by all positions occupying a class.

Salary Range: Grade 10 **FLSA Status:** Non-Exempt **Date Approved:**

SUMMARY:
The Intervention Supervisor oversees intervention plans and support services for children with disabilities, challenging behaviors, mental health, and social emotional needs. Provides leadership, supervision, and coaching to the Intervention Team to ensure staff deliver appropriate and responsive strategies that support children's positive development and addresses challenging behaviors. The Intervention Supervisor will plan, coordinate, train, and mentors staff to strengthen their ability to implement individualized strategies, monitor progress and engage families in supporting child's growth. Oversee documentation, accountability systems and continuous quality improvement record-keeping system which will ensure the achievement of program outcomes.

SUPERVISION RECEIVED:
Receive supervision from Support Services Manager.

SUPERVISION EXERCISED:
Intervention Specialists

DUTIES AND RESPONSIBILITIES:
Disclaimer: This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed or may perform related duties as assigned. Reasonable accommodation may be provided to enable individuals with disabilities to perform essential functions.

Essential Job Specific Duties:

- Ensures screening and observations are completed as warranted for further assessment.
- Manage behavioral data collection.
- Ensure the identification and participation in the formulation of intervention plans and strategies for social emotional/behavioral concerns and problem behaviors.
- Leads and participates in the development implementation and monitoring of individualized intervention plans and strategies for children with social-emotional and challenging behaviors as needed.
- Monitors and observes appropriate support and modeling is provided to teaching staff utilizing constructive feedback and behavioral management techniques. This includes modeling in the classroom, demonstrating appropriate activities, providing reading material, or other resources as needed to guide classroom management and learning.
- Monitors ongoing site and observation visits to ensure the goals for children with disabilities are being met and that children with challenging behavior or concerns are receiving the required intervention.
- Supervises ongoing coordination of communication with staff, parents, program consultants, and community partners to support services to children and families.
- Monitors referrals and follows-up with appropriate medical/mental health providers and/or LEA's when a diagnosis of a possible disability or mental health concern is identified.
- Participate in monthly multi-disciplinary team meetings scheduled for children with an Individual Education Program (IEP), an Individual Family Service Plan (IFSP), or a behavioral intervention plan.

- Oversee the timely implementation and coordination services for incoming children with disabilities to ensure environments are accessible, age appropriate and support all children including children with challenging behaviors, and inclusive to ensure a safe environment for all children and staff.
- Supervises staff in providing prevention, early identification and intervention strategies for problems which interfere with a child's development.
- Oversees development of Plan of Actions for individualized children and participates in the meetings with parents and consultation.
- Knowledgeable of IEP/IFSPs and ensure CAPK support in attendance at meetings as necessary.
- Responsible for acquiring Memorandums of Understanding for disabilities and mental health services with consultants and other community agencies.
- Maintains all appropriate documentation with accuracy including Head Start Program Information Reports (PIR) as assigned.
- Assess and mentor staff on appropriate classroom environments and socializations for staff/child interactions.
- Is responsible to update disabilities and mental health policies, procedures, and forms, in accordance with Head Start Program Performance Standards and applicable laws and regulations.
- Collaborate with leadership team to provide monitoring and training for staff, parents and volunteers, including new hire orientation and on-going professional development on behavior management, staff wellness and intervention practices. and/or intervention.
- Maintains confidentiality of all records and information for all children and families.

Other Job Specific Duties:

- Attend all training, meetings, and conferences assigned.
- Maintain a safe and functional work environment.
- Work alternative hours as required, including nights and weekends.
- Proactive in the effort to recruit and enroll families that qualify for CAPK programs.
- Perform any other like duties as assigned.

MINIMUM QUALIFICATIONS:

The requirements listed below are representative of the knowledge, skills, and abilities required to satisfactorily perform the essential duties and responsibilities.

Knowledge of:

- Agency policies and procedures.
- Applicable federal, state, and local laws, codes, and regulations.
- Departmental policies and procedures.
- Socially and economically diverse families.
- Modern office practices, methods, procedures, and equipment.
- Word processing, spreadsheet, database, and related software applications.

Ability to:

- Demonstrate knowledge of child development, social-emotional learning, trauma-informed practices, and intervention practices.
- Strong ability to mentor and coach staff with proven accountabily systems to ensure follow-through and measurable outcomes.

- Collect, analyze and interpret data to support improvement and monitoring child outcomes.
- Work with conceptual matters.
- Plan, organize, and allocate resources.
- Work independently.
- Communicate effectively, verbally and in writing.
- Prepare clear and concise reports.
- Exercise sound, independent judgment within general policy guidelines.
- Provide guidance and explain policies and procedures.
- Analyze problems and identify alternative solutions.
- Work with accuracy and attention to detail.
- Operate and use modern office equipment.
- Effectively organize and prioritize assigned work.
- Establish and maintain effective working relationships with staff, agencies, and parents.

EDUCATION AND EXPERIENCE:

The following requirements generally demonstrate possession of the minimum requisite knowledge and ability necessary to perform the duties of the position.

- Bachelor's degree from an accredited college or university in human development, psychology, early childhood education, child development, social services, or related field is required.
- Three (3) years' experience in early childhood education, behavioral services or related field.
- Two (2) years' supervisory experience.
- Must obtain Pyramid Model training to gain knowledge in promotion, prevention, and intervention to effectively support the development of young children's social, emotional, and behavioral competence within 6 months.
- CLASS observer certification (for children 0-5) within 6 months.

OTHER REQUIREMENTS:

- Possession of a valid California driver's license and state automobile insurance with an acceptable driving record, substantiated by a DMV printout.
- Must have reliable transportation during working hours.
- Must be fingerprinted and have records filed with the State Department of Social Services, Community Care Licensing.
- Successful completion of physical, substance abuse screening, TB, and all required vaccinations.
- Bilingual language fluency (English/Spanish) desirable.

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters in performing the essential functions of this job.

- Work is primarily performed indoors.
- Noise level is quiet to moderately quiet.
- Hazards are minimal.

ESSENTIAL PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodation may be made to enable employees with disabilities to perform the essential duties.

POSITION TITLE: Intervention Supervisor			
Activity **Hours Per Day**	**NEVER 0 HOURS**	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**
Sitting			x
Walking			x
Standing			x
Bending (neck)			x
Bending (waist)			x
Squatting		x	
Climbing	x		
Kneeling		x	
Crawling	x		
Twisting (neck)			x
Twisting (waist)			x
Is repetitive use of hand required?			x
Simple Grasping (right hand)			x
Simple Grasping (left hand)			x
Power Grasping (right hand)		x	
Power Grasping (left hand)		x	
Fine Manipulation (right hand)			x
Fine Manipulation (left hand)			x
Pushing & Pulling (right hand)		x	
Pushing & Pulling (left hand)		x	
Reaching (above shoulder level)		x	
Reaching (below shoulder level)		x	

	LIFTING			CARRYING		
	NEVER 0 HOURS	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**	**NEVER 0 HOURS**	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**
0-10 lbs			x			x
11-25 lbs		X			x	
26-50 lbs		X			x	
51-75 lbs	x			x		
76-100 lbs	x			x		
100+ lbs	x			x		

MEMORANDUM

To: Personnel Committee

From: Marissa Ortiz-Cortez, WIC Program Administrator

Susana Magana, Director of Health & Nutrition Services

Date: November 10, 2025

Subject: *Agenda Item 5c:* New WIC Program Position – **Action Item**

Background
WIC leadership remains committed to continuously evaluating and enhancing program operations to better meet the evolving needs of both clients and staff. In line with this commitment, we are requesting approval to add a position to our organizational chart and bring the total count from two Degreed Nutritionist to three.

The Degreed Nutritionist will provide direct high risk client services and supervise WIC Nutrition Education Specialists.

Current Events
Our new 3-year contract that started October 1, 2025, had a substantial increase. The Program Administrator collaborated with the finance department to ensure adequate funding to support the third Degreed Nutritionist position.

Summary of Proposed Job Descriptions
Below is a description of the position and fiscal sustainability:

Position	Current Grade	Pay Grade
Degreed Nutritionist	10	Minimum $28.39 Midpoint $35.49 Maximum $42.59

Fiscal Impact and Timeframe
WIC program staff consulted with the finance department and confirmed that the current operating budget can support the immediate addition of the position, as well as the long-term sustainability within the program's staffing structure. Recruitment for this position will begin as soon as approved.

Strategic Plan Impact

This proposal supports Goal 4 of the 2021–2025 CAPK Strategic Plan: *To be an employer of choice and attract and retain a high-quality workforce*. Specifically, it aligns with:

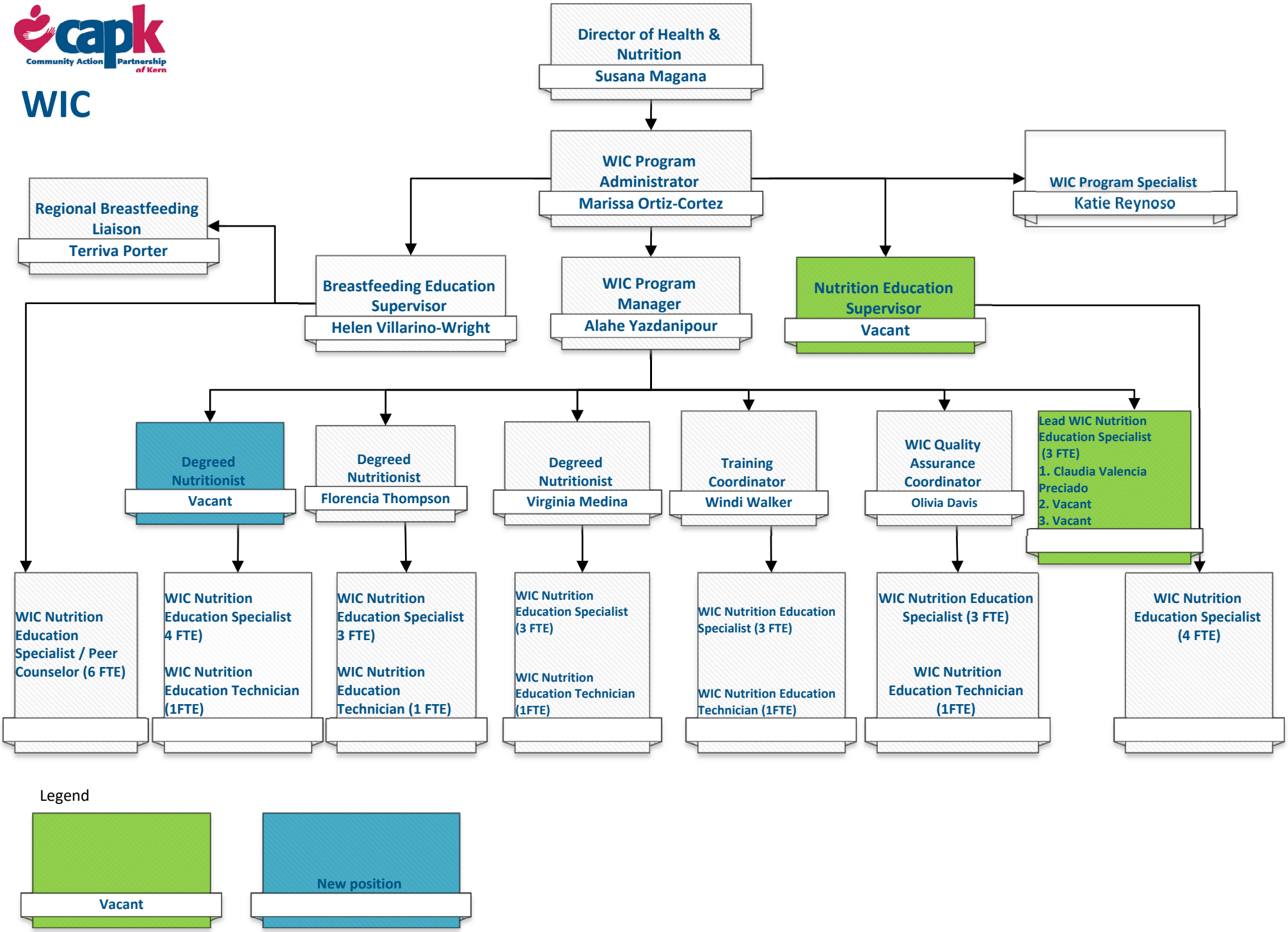
- Objective 4.2: Increase employee satisfaction, morale, and retention.
    - *Action 4.2.1*: Conduct internal and external equity analyses and finalize revised job descriptions based on findings.

Recommendation:

Staff recommend that the Personnel Committee approve an additional Degreed Nutritionist position for the WIC Program.

Attachment:
WIC Program Organizational Chart

WIC



Legend

Revised 11/3/25

MEMORANDUM

To: Personnel Committee

From: Jerry Meade, Assistant Director of Program

Robert Espinosa, Program Design and Management Administrator

Date: November 10, 2025

Subject: *Agenda Item 5d: Head Start Personnel Update* – **Info Item**

The Head Start and State Child Development Division remains dedicated to providing regular updates on personnel matters and their impact on the Head Start program.

For the month of October 2025, the following information is provided to the Personnel Committee:

- 656 Staff employed
- 44 Vacant Positions
- Onboard 13 new staff members
- Six (6) Resignations
- Four (4) days of interviews for 3 open requisitions

Job opportunities are continuously posted on the Head Start California website, accompanied by dedicated recruitment efforts for our direct service positions.

Attached is a document outlining the closed classrooms and current staff vacancies for both closed and open classrooms as of October 31, 2025. The report also includes the recent additions for Head Start in San Joaquin County, representing 33 new positions and 153 additional slots.

Attachment:
Enrollment Staffing Data Sheet

Enrollment Staffing Data Sheet

Site	Funded	Reportable Enrollment	% Enrolled	Budgeted Staffed	Currently Staffed	Staff Vacancies	% Staffed
Alberta Dillard (PY)	34	29	85%	6	6	0	100%
Alicante	20	20	100%	3	3	0	100%
Angela Martinez EHS	24	23	96%	9	9	0	100%
Angela Martinez HS	81	60	74%	9	9	0	100%
Bakersfield College	32	31	97%				
Blanton	16	12	75%				
Broadway (PY)	37	26	70%	6	6	0	100%
California City (PY)	17	20	118%	2	2	0	100%
California Street	24	26	108%	9	8	1	89%
Cleo Foran EHS	8	8	100%	3	3	0	100%
Cleo Foran HS	15	15	100%	3	3	0	100%
Delano (PY)	60	60	100%	12	12	0	100%
Escuelita Hernandez	16	17	106%				
Fairfax (PY)	34	38	112%	6	6	0	100%
Family Childcare EHS	24	33	138%				
Family Childcare HS	21	24	114%				
Garden Pathways	11	11	100%				
Gianone	16	17	106%	3	3	0	100%
Harvey L. Hall EHS	68	63	93%	27	27	0	100%
Harvey L. Hall	74	68	92%	12	12	0	100%
Heritage (PY)	17	20	118%	2	2	0	100%
Kennedy	16	16	100%	6	4	2	67%
Kennedy HS	17	0	0%	3	0	3	0%
La Plaza	24	0	0%	6	0	6	0%
Lathrop	24	24	100%	9	8	1	89%
Lathrop HS	17	1	6%	3	3	0	100%
Lodi	32	29	91%	12	12	0	100%
M. Massei	24	25	104%	9	9	0	100%
M. Massei HS	17	4	24%	3	3	0	100%
MJM EHS	16	17	106%	6	5	1	100%
MJM HS	34	40	118%	6	6	0	100%
Oasis EHS (PY)	8	5	63%	3	2	1	67%
Oasis (PY)	34	26	76%	6	6	0	100%
Pete Parra EHS	48	46	96%	15	13	1	87%
Pete Parra HS	68	75	110%	12	12	0	100%
Primeros Pasos EHS	16	16	100%	6	6	0	100%
Primeros Pasos HS	51	51	100%	9	8	0	89%
Rosamond (PY)	51	51	100%	9	9	0	100%
San Diego EHS	32	32	100%	12	11	1	92%
Shafter EHS	24	26	108%	9	9	0	100%
Shafter	17	20	118%	3	3	0	100%
Stockdale HS	41	36	88%	9	8	1	89%
Sterling EHS	64	65	102%	9	9	0	100%
Sterling HS	53	60	113%	24	22	2	92%
Sunrise Villa (PY)	17	17	100%	9	7	2	78%
Taft (PY)	51	60	118%	3	2	1	67%
Taft College	22	16	73%				
Tehachapi (PY)	15	17	113%	2	2	0	100%
Tiny Powers	8	0	0%	3	0	0	0%
Tiny Powers HS	34	0	0%	6	0	6	0%
University Park	44	0	0%	9	0	9	0%
Vineland (PY)	17	18	106%	2	2	0	100%
Virginia (PY)	17	20	118%	2	2	0	100%
Home Base Kern 160	160	155	97%	16	14	2	88%
SJC EHS HB 80	80	78	98%	8	7	1	88%
Total	**1842**	**1667**	**90%**	**356**	**315**	**41**	**88%**

Closed Classrooms	Funded Enrollment	Staff Vacancies
*Angela Martinez HS ~ 81		
Class D	15	0
Class E	15	0
EHS HB ~ 100		
ECE 2	10	0
ECE 9	10	0
Kennedy HS~ 17		
Class A	17	3
La Plaza~ 24		
Class A	12	2
Class B	12	2
SJB HB ~ 80		
Stockton 2	10	1
Tiny Powers~ 8		
Class 1	8	3
Tiny Powers HS ~ 34		
Class A	17	1
Class B	17	1
University Park ~ 34		
Class A	11	1
Class B	17	1
Class C	16	3
Classrooms Fully	**Total Slots**	**Staff Vac.**
14	**157**	**18**

* Angela Martinez slots moved

	Slots	Staff Vac.
Closed Enrollment	**9%**	**43.90%**
Open Enrollment	**91%**	**56.10%**

Funded Enrollment	1842	1667 90%

Active Enrollment	1685	1667 99%