



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

# **POLICY COUNCIL MEETING PACKET**

**December 16, 2025**

# **POLICY COUNCIL STANDING COMMITTEES**

## **December 2025**

### EXECUTIVE COMMITTEE

Chairperson: **James Osborne**  
Vice Chairperson: **Norma Valentin**  
Secretary: **Alejandra Verduzco**  
Treasurer: **Maria Reyes**  
Parliamentarian:

### STANDING COMMITTEE MEMBERS

Board of Directors: **Maria Reyes**

#### BUDGET & FINANCE

Chairperson: **Maria Reyes**

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

#### BYLAWS

Chairperson:

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

#### PLANNING

Chairperson: **Norma Valentin**

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

#### SCHOOL READINESS

Chairperson: **Alejandra Verduzco**

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






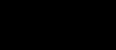



[illegible]



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.
Maria Reyes										

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	December 16, 2025
TIME	5:30 p.m.
LOCATION	CAPK Administrative Office 1300 18 <sup>th</sup> Street 3 <sup>rd</sup> Floor – Board Conference Room Bakersfield, CA 93301
TEAMS LINK	<a href="#">Join the meeting now</a>
MEETING ID	245 373 935 168
PASSCODE	rJ2cN9ge

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

#### **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. Presentations**

- a. CAPK Head Start Career Opportunities – Elizabeth Williams, Professional Development Manager (**p. 8-11**)

#### **4. 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 –

- b. Policy Council Meeting Minutes – November 18, 2025 (**p. 12-16**)
- c. Head Start Budget to Actual Report, March 1, 2025, through October 31, 2025 (**p.17-19**)
- d. Early Head Start Budget to Actual Report, March 1, 2025, through October 31, 2025 (**p. 20-22**)
- e. Head Start and Early Head Start Kern Non-Federal and In-Kind Report, March 1, 2025, through October 31, 2025 (**p. 23**)
- f. Early Head Start Childcare Partnerships Non-Federal Share and In-Kind Report, March 1, 2025 through October 31, 2025 (**p. 24**)
- g. Parent Travel & Childcare through October 31, 2025 (**p. 25**)
- h. Parent Activities through October 31, 2025 (**p. 26**)
- i. Independent Audit Report – October 14, 2025 (**p. 27-29**)
- j. Children's Mobile Clinic – December 2025 (English/Spanish) (**p. 30-31**)
- k. December Kindness Calendar 2025 (**p. 32**)
- l. Backpack Connection Series: Help Your Child Transition Smoothly Between Places and Activities (English/Spanish) (**p. 33-34**)

- m. Christmas at the Fair – December 19-30, 2026, San Joaquin County Fairgrounds **(p. 35)**
- n. Winter Gathering – December 21, 2025, River Lakes Community Center, Bakersfield, CA **(p. 36)**
- o. Santa's Workshop – December 21, 2025, Noble Park, Bakersfield, CA **(p. 37)**
- p. Christmas Toy Giveaway – December 21, 2025, Virginia Avenue Park **(p. 38)**
- q. 36<sup>th</sup> Annual Fog Run – January 10, 2026, Lake Ming, Bakersfield, CA **(p. 39)**
- r. Dr. Kirk Parent Training – January 14, 2025, Martha J. Morgan Child Development Center (English/Spanish) **(p. 40-41)**
- s. 3<sup>rd</sup> Annual Fatherhood Conference – January 23, 2026, DoubleTree Hotel - Bakersfield, CA (English/Spanish) **(p. 42-43)**
- t. Unsheltered 2026 Point in Time Count – January 28, 2026, Bakersfield Kern Regional Homeless Collaborative **(p. 44)**
- u. Head Start Recruitment Flyer (English/Spanish) **(p. 45-46)**
- v. Early Head Start San Joaquin Flyer (English/Spanish) **(p. 47-48)**
- w. Home Visiting Program Flyer (English/Spanish) **(p. 49-50)**
- x. Policy Council Meeting Dates **(p. 51)**

**5. New Business**

- a. Head Start Risk Assessment Notification (RAN) Monitoring Review – Sylvia Ortega, Quality Assurance Administrator ~ **Information Item (p. 52-53)**
- b. 2026-2027 Recruitment & Selection Plan – Carol Hendricks, Enrollment & Attendance Manager ~ **Action Item (p. 54-87)**
- c. Nomination and Election for the Policy Council Parliamentarian ~ **Action Item (p. 88)**
- d. Election of Members to the Budget & Finance Committee ~ **Action Item (p. 89)**
- e. Election of Members to the Bylaws Committee ~ **Action Item (p. 89)**
- f. Election of Members to the Planning Committee ~ **Action Item (p. 89)**
- g. Election of Members to the School Readiness Committee ~ **Action Item (p. 89)**
- h. Nomination and Election of 2 Policy Council Members to attend the Head Start California Annual Parent & Family Engagement Conference, February 9 – 10, 2026, Ontario, California ~ **Action Item (p. 90)**

**6. 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

**7. Policy Council Chairperson Report**

**8. Policy Council Member Comments**

**9. Next Scheduled Meeting**

**10. Adjournment**



# Professional Development

Providing services to the Head Start team in our vibrant Kern and San Joaquin Counties.

01

## Career opportunities

### Monthly Job Openings

- On a monthly basis, new job openings may become available for you to explore and consider at our CAPK agency, particularly within our Head Start division sites. These opportunities are designed to help you advance your career and align with your professional goals.

### Where to Find Job Postings

- You can discover job postings available at each center or conveniently access them online at the [CAPK.org](https://www.capk.org) Employment page. Additionally, our program shares listings on the Jobs @ Head Start website, [jobsathheadstart.org](https://jobsathheadstart.org). This ensures you have quick access to the latest openings, allowing you to apply without delay.

### Understanding Position Requirements

- Each position has specific requirements for applicants. Our Professional Development (PD) team is here to support staff in understanding these requirements and how they can plan for their future career growth. We provide guidance on how to achieve the necessary qualifications and skills, helping you to set and reach your career goals effectively.

02

## On-boarding & New Hires

### ● Welcoming New Hires

We prioritize creating a welcoming environment for new team members. Our structured onboarding sessions are designed to make new hires feel valued and informed from day one.

### ● Training Schedule

Each onboarding session spans 2-4 days, during which new hires are immersed in a comprehensive training program. This schedule is meticulously crafted to ensure that all new employees receive the knowledge and skills necessary for success.

### ● Preparation for Site Deployment

Before new recruits start their site assignments, they engage in an interactive training schedule. This preparation is essential, equipping them with the knowledge and confidence needed to excel in their new roles.

## On-going Professional Development for staff

*Each school year, staff members engage in continuous professional development, offering opportunities for growth over time while also meeting OHS Performance standards.*

Agency	Community
<p><b>Expert Guidance</b></p> <ul style="list-style-type: none"> <li>● Our leadership team consists of expert trainers who offer essential skills and insights that are pertinent to your career development.</li> </ul>	<p><b>Engaging with High School and College Sectors</b> (Presentation and Job Fair Opportunities)</p> <ul style="list-style-type: none"> <li>● Engaging with community schools and colleges allows us to align with academic goals and passions. Utilizing social media and campus resources can enhance our visibility, while collaborations with clubs and faculty can help us reach potential volunteers.</li> </ul>
<p><b>Interactive Clinics &amp; Trainings</b></p> <ul style="list-style-type: none"> <li>● The clinics and trainings focus on hands-on activities that engage participants through interactive tasks, discussions, and problem-solving challenges. This method promotes collaboration, creativity, and skill development while encouraging the exchange of diverse viewpoints in a respectful environment.</li> </ul>	<p><b>Community collaboratives</b></p> <ul style="list-style-type: none"> <li>● Staff have the opportunity to participate in skill development workshops or collaborative meetings that cater to their professional interests or personal passions linked to culture and family.</li> </ul>
<p><b>Diverse Topics</b></p> <ul style="list-style-type: none"> <li>● We offer staff a range of workshops tailored to their interests and professional needs, promoting a well-rounded learning experience. These sessions enhance leadership skills, explore technology, and foster collaboration and innovation, helping staff share ideas and build connections.</li> </ul>	<p><b>Partnerships</b></p> <ul style="list-style-type: none"> <li>● We have an existing partnership with Grand Canyon University to assist our staff and their families in pursuing higher education. GCU provides scholarships for our employees for both bachelor's and master's degree programs.</li> </ul>



## **Kern County Head Start Division Career opportunities**

### **Custodian (Represented)**

Salary Range: \$16.75 To \$16.75 Hourly

In collaboration with center teaching staff, maintains a safe and healthy environment for children.

---

### **EHS Assistant Teacher (Represented)**

Salary Range: \$18.64 To \$18.64 Hourly

Along with the Teacher, provides a safe, healthy, developmentally appropriate, educational, and supervised environment for children 0-3 years of age

---

### **Head Start Assistant Teacher (Represented)**

Salary Range: \$18.64 To \$18.64 Hourly

Responsible for prepping and food service. Along with center staff, provided a safe, clean, and supervised environment for children 0-5 years of age

---

### **Family Service Worker (Represented)**

Salary Range: \$26.11 To \$26.11 Hourly

Under the supervision of the Site Supervisor, I/II, the Family Service Worker is responsible for the recruitment of children, verification of eligibility, collaboration with parent orientation, referral of parents to community resources and local social services. Maintains child/family files and engages in respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes.

---

## **SJC County Head Start Division Career opportunities**

### **Early Head Start Teacher A (Non-represented)**

Salary Range: \$22.23 To \$22.23 Hourly

The EHS Teacher is responsible for the respectful care, active supervision, development, and instruction of infants and/or toddlers in a child development program in accordance with approved curriculum, Early

**EHS Assistant Teacher (Non-Represented)**

**Salary Range: \$18.64 To \$18.64 Hourly**

Along with the Teacher, provides a safe, healthy, developmentally appropriate, educational, and supervised environment for children 0-3 years of age. Encourages parent involvement in all aspects of the program. Promotes the social, emotional, physical, and cognitive development of children.

---

**Food Service Worker (Non-represented)**

**Salary Range: \$17.40 To \$17.40 Hourly**

Responsible for setting up serving stations, serving food, and cleaning service area at a designated center.

---

**Head Start Assistant Teacher (Non-represented)**

**Salary Range: \$18.91 To \$18.91 Hourly**

Responsible for prepping and food service. Along with center staff, providing a safe, clean, and supervised environment for children 0-5 years of age (e.g., indoor classroom, outdoor play area, and during field trips). Responsible for maintaining compliance with all applicable regulations, policies, and procedures.

---

**Head Start Teacher AA (Non-represented)**

**Salary Range: \$ 26.11 to \$26.11**

The HS Teacher is responsible for the respectful care, active supervision, development, and instruction of Pre-School in a child development program in accordance with approved curriculum, Head Start policies, philosophy, and OHS Performance Standards. The HS Teacher must be an appropriate role model for staff, parents, and children.

**COMMUNITY ACTION PARTNERSHIP OF KERN**  
**POLICY COUNCIL MEETING MINUTES**  
**November 18, 2025**  
**CAPK Administrative Office**  
**1300 18<sup>th</sup> Street, Bakersfield, CA 93301**

**1. Call to Order**

The meeting was called to order at 5:35 p.m.

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

Policy Council Members Present: Alejandra Verduzco, Candy Diaz, Clarissa Mendoza, Frances Torres, James Osborne, Jennifer Juarez Hernandez, Joanna Rosales Bautista, Maria Reyes, Maritza Garcia, Michelle Jara-Rangel, Monique Silva, Norma Valentin Nino, Rebecca Castro, Zuleima Garcia  
Policy Council Members Absent: Gabrielle Arriola

**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. 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 – October 28, 2025
- b. Head Start Budget to Actual Report, March 1, 2025, through September 30, 2025
- c. Early Head Start Budget to Actual Report, March 1, 2025, through September 30, 2025
- d. Head Start and Early Head Start Kern Non-Federal and In-Kind Report, March 1, 2025, through September 30, 2025
- e. Early Head Start Childcare Partnerships Non-Federal Share and In-Kind Report, March 1, 2025 through September 30, 2025
- f. Parent Travel & Childcare through September 30, 2025
- g. Parent Activities through September 30, 2025
- h. Head Start Program Review & Evaluation Report – October 2025
- i. Children’s Mobile Clinic – November 2025 (English/Spanish)
- j. Healthy Cooking Methods – National CACFP Association (English/Spanish)
- k. Energy Weatherization Utility Bill Assistance – Community Action Partnership of Kern (English/Spanish)
- l. 3<sup>rd</sup> Annual Fatherhood Conference – January 23, 2026, DoubleTree Hotel - Bakersfield, CA (English/Spanish)
- m. Backpack Connection Series: How to Give Clear Directions (English/Spanish)
- n. Pyramid Model Leadership Newsletter – November 2025 (English/Spanish)
- o. Head Start Recruitment Flyer (English/Spanish)
- p. Early Head Start San Joaquin Flyer (English/Spanish)
- q. Home Visiting Program Flyer (English/Spanish)

A motion was made by James Osborne and seconded by Alejandra Verduzco to approve consent agenda items (a) through (q). Motion carried unanimously.



#### **4. New Business**

**\*ACTION**

**a. 2026-2027 Head Start/Early Head Start Revised Refunding Application – Rosa Guerrero, Administrative Analyst**

Rosa shared that the 2026-2027 refunding application including budget detail had been previously approved by the Policy Council (2024-2025 term) however staff have since identified unrecognized revenue along with a budget discrepancy. This finding resulted in the need for a revision to the budget detail that will accompany the refunding application. Rosa shared the revised budget detail with the Council along with specifics regarding the previously unrecognized revenue. It was noted that the submission of the 2026-2027 refunding application, along with budget details, is due to the Office of Head Start by December 1, 2025. The motion was made by Candy Diaz and seconded by Frances Torres to approve the submission of the 2026-2027 Head Start/Early Head Start Refunding Application with budget detail. Motion was approved unanimously.

**b. 2026-2027 Recruitment & Selection Plan – Carol Hendricks, Enrollment and Attendance Manager**

The Head Start Performance Standards require that a program review its Recruitment and Selection Plan on an annual basis. Carol shared that in complying with this mandate, a committee comprised of staff, parents, and community members met on two occasions to review the document and to provide feedback. As a result of the meetings, there were updates that the committee felt were needed. Carol shared the components that were updated based upon committee recommendations. She also spoke to some of the updated priorities recently announced from the Administration for Children and Families (ACF), which is under the U.S. Department of Health and Human Services. Carol then reviewed the Recruitment and Selection Plan with the Council in greater detail. Upon conclusion, there was an opportunity for questions and comments to which there were many. After significant robust discussion along with recommended edits to the document as well as suggestions, it was deemed that there would be no action taken on this matter. It was also shared that the item will be withdrawn from the Board of Directors agenda and will not be moving forward. Staff will review the document, taking into consideration the feedback received from members during the presentation to the Policy Council and it will be brought back to the Council in December.

**c. 2025-2026 Policy Council Proposed Meeting Dates – Lisa Gonzales, Program Governance Coordinator**

The proposed Policy Council meeting dates were presented to the Council for their input and approval. Upon presentation and review of such a motion was made by James Osborne to approve the meeting dates as proposed; seconded by Monique Silva. Motion was approved unanimously.

**d. Nomination and Election for Policy Council Chairperson**

It was noted that descriptions of the role and responsibilities for each of the Policy Council Officer positions were made available to members as a part of the November Policy Council Packet. An overview of the position of Policy Council Chairperson was then provided with a request for nominations for this position. James Osborne nominated himself to serve in this capacity. The nomination was accepted, seconded by Michelle Jara-Rangel and subsequently unanimously approved by the Council.

**e. Nomination and Election for Policy Council Vice Chairperson**

Upon conclusion of an overview provided regarding the role and responsibilities of the Vice Chairperson position, Norma Valentin Nino was self-nominated to serve in this capacity. This nomination was accepted, seconded by Rebecca Castro, and subsequently unanimously approved by the Council.

**f. Nomination and Election for Policy Council Secretary**

After the description outlining the duties of this position, Alejandra Verduzco was self-nominated for the position of Policy Council Secretary; seconded by Maritza Garcia and carried unanimously by the Policy Council.

**g. Nomination and Election for Policy Council Treasurer**

The duties of this position were also shared with members, including that the Treasurer is the Chairperson of the Budget & Finance Committee. Maria Reyes was interested in the position and self nominated; seconded by James Osborne with subsequent unanimous approval received from the Council.

**h. Nomination and Election for Policy Council Parliamentarian**

The role and responsibility for this Executive Officer position was shared with the Policy Council; however, there was no interest from any members in filling this role. It was noted that this item will be revisited at the next meeting.

**i. Nomination and Election of Policy Council Representative to the Board of Directors**

This position garnered quite a bit of interest from members. Information was shared about the role, responsibility, and expectation of the position. In part, members were informed that all meetings are during the

day, and that in addition to their service on the Board of Directors the member that is elected to this position must also serve on one of the Board of Directors' committees. There were four members who were interested in serving in this capacity. The recently approved Board Meeting schedule was shared with those members to ensure their schedule would allow them to participate. Additionally, Board Member, Michelle Jara-Rangel, shared with members the commitment as well as stating that serving on the Board is very informative and provides you with the opportunity to learn a lot, and to see how the Head Start program is supported by the agency. Jerry added that it is important to understand the commitment, adding that if the Board is unable to meet quorum in order to conduct business it does not just affect Head Start, it affects the entire agency. He added that there is also the expectation to share a Policy Council verbal report with the Board during each meeting, it is a standing item of the Board agenda. There were a few questions from members which were responded to accordingly. Each of the four members interested in serving as the Policy Council Representative to the Board of Directors was provided an opportunity to share with the Council why they wanted to participate in this role. Upon conclusion of each member sharing their "why" with the Council voting took place. Members were informed that they have one vote and they may vote for themselves. As a result of the voting process, Maria Reyes was elected by the Policy Council to serve as the representative of the Board of Directors by a majority vote.

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.**

As an attendee at this conference for the past ten years, Jerry shared his past conference experience with members. He added that the opportunity to attend the Winter Leadership Conference is not typically presented to a member of the Council however because of the current government situation as it relates to the future of Head Start Funding, the program elected to budget for this expenditure. Jerry also spoke about the opportunity for the member elected to participate, to share their story with our elected representatives, adding that they are much more interested in hearing perspectives from the parents in our program than from staff. Jerry spoke about attending workshops on a variety of topics, as well as leadership training opportunities. He also touched on the potential travel dates and duration of time noting that if one is interested it is important to ensure they have checked their work schedules, school, childcare, etc. and are able to attend for the scheduled time. When discussion concluded about this opportunity concluded there were three members interested in attending the conference. The members who were interested in this opportunity each shared with the Council the reason as to why they wished to be considered, which was then followed by the voting process. Upon conclusion of voting the outcome resulted in a tie between two members. Members were informed that a re-vote will take place between the two members who received an equal number of votes. As a result of this second voting procedure, Clarissa Mendoza was elected by a majority vote to attend the National Head Start Association Winter Leadership Conference. It was also shared with members that there will be an opportunity to attend a more locally based conference in the coming months.

## **5. Standing Reports**

a. **Program Governance – Lisa Gonzales, Program Governance Coordinator**

Lisa thanked members for their attendance and noted that since this is the first meeting of the new term, members now hopefully have an idea as to how meetings are conducted. She added that at next month's meeting members will be selecting the committee they wish to serve on. Lisa shared that for those members who were elected to serve as an officer of the Policy Council earlier in this meeting, they, with the exception of the Chairperson, are automatically appointed to a committee. She encouraged members to review each of the committees and their functions prior to the December meeting. Lisa also reminded members that all committee meetings are held virtually. It was shared that if a member does not have the means to participate in a virtual setting the program can provide a device for them to use for this purpose as long as they are a member of the Council. Lisa also spoke about the importance of confirming one's attendance at Policy Council meetings and moving forward for committee meetings as well. In closing she reminded members to park in the parking structure on the top level, not just in the interest of safety but also due to the fact that the building does close its lobby prior to Policy Council meetings.

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

Michelle stated the Board of Directors met on October 29, 2025 meeting quorum. The consent agenda was approved with no items removed.

There were six action items as well as two informational item presented to the Board under new business. All action items were approved. Verbal reports and minutes for both the CAPK Foundation and the Policy Council were provided and subsequently approved. Additionally, a verbal report for the Veterans Support Services was presented. It was noted that at the recent Veterans Stand Down event, there were 428 veterans who attended this free event. There were fifty-three female veterans, 375 male veterans and thirty-two homeless veterans at the event. Michelle also noted there was also an increase in the number of dependents that attended this event. The event served breakfast for three hundred people, and lunch for seven hundred people with ninety vendors participating and 120 volunteers.

Chief Executive Officer Jeremy Tobias provided the Board with an update on the federal and state budgets noting that staff are closely monitoring the Energy and Low Income Home Energy Assistance Programs and a reduction in staff if there is not government resolution. The Board did not have any closed session items to address. The next scheduled meeting will be November 24, 2025.

- c. **Head Start/State Child Development – Yolanda Gonzales, Head Start/State Child Development Director**  
Jerry Meade, Assistant Director of Program presented the Head Start report on behalf of Yolanda Gonzales. He began by sharing each month this report will be shared and that will be either by Yolanda, Jerry or Gloria Barbero who is the Assistant Director for our San Joaquin County program. During this report, what is typically shared are program updates and anything that is pressing in the world of Head Start. Jerry continued and stated that it is important to note the federal government has reopened and our program is excited to be one of the first programs to be meeting with its program specialist. He stated that we (the program) have a lot of action items pending approval from the Office of Head Start and are pleased that they are there to support the program. Jerry added the importance of noting that we are on a continued resolution for our federal budget, and not out of the clear just yet. The continued resolution is through January, and therefore to avoid another potential shut down the budget will have to be approved in January or before. Jerry shared that staff would keep the Policy Council informed of what is taking place as far as federal funding is concerned and shared his optimism.

In other events taking place Jerry stated that a coat drive has begun for children. Coats were distributed earlier in the day to centers and will continue to be distributed throughout the coming week. He added that fifteen boxes of coats were also sent to San Joaquin County to benefit the children the program serves in that area.

In conclusion, Jerry noted that during the holiday season there are closures for holiday celebrations, for an opportunity for staff to connect with families and for our children to enjoy the holiday season as well. He wished everyone a safe and fun holiday and thanked members for their commitment, time, and devotion to the Policy Council.

## **6. Policy Council Chairperson Report**

Newly elected Chairperson, James Osborne had no comment at this time.

## **7. Policy Council Member Comments**

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

Alejandra Verduzco shared that this is her third year on the Policy Council and this meeting was the most exciting and interesting meeting ever!

Candy Diaz also felt that the meeting was fun and very interesting and exciting.

Michelle Jara-Rangel shared that a new Board member will be appointed to serve on the Policy Council so her last meeting is coming up. She stated that she hopes during the December meeting that during this comment time members provide a little introduction about themselves. Michelle shared that it is important for her to get to know people on a little bit more personal level. She welcomed everyone to this new term.

Frances Torres was grateful for the wonderful meal provided.

Maria expressed gratitude for her election to the Board of Directors and to the officer position of Treasurer. She added that she was very nervous but also very excited.

Maritza Garcia shared that the meeting was very interesting and she is looking forward to serving on the Policy Council. She also stated it was nice to meet the other members.

Rebecca Castro expressed thanks for being a part of the Council, she looks forward to collaborating and serving on a committee. Rebecca shared that she has participated in similar experiences but not to the same capacity as the Policy Council and added that she is very excited.

Jennifer Juarez shared that she is excited to be a part of this team and to begin on this journey!

**8. Next Scheduled Meeting**

The next Policy Council meeting will be held on December 16, 2025 at 5:30 p.m. in the Board Room.

**9. Adjournment**

The meeting was adjourned at 7:17 p.m.



## MEMORANDUM

To: Policy Council

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

Date: December 16, 2025

Subject: *Head Start*  
Budget to Actual Report for the period ended October 31, 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 October 31, 2025. Eight months (66.67%) of the 12-month budget period have elapsed.

### **Base Funds**

Overall expenditures are at 79% of the budget.

### **Training & Technical Assistance Funds**

Overall expenditures are at 86% of the budget.

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

The non-Federal share is at 109% 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 - October 31, 2025*  
 Month 8 of 12 (66.67%)

Prepared 11/24/2025

<b>BASE FUNDS</b>	<b>BUDGET</b>	<b>ACTUAL</b>	<b>REMAINING</b>	<b>% SPENT</b>	<b>% REMAINING</b>
PERSONNEL	8,458,695	6,482,034	1,976,661	77%	23%
FRINGE BENEFITS	2,693,248	1,955,640	737,608	73%	27%
TRAVEL	55,000	-	55,000	0%	100%
EQUIPMENT	-	-	-		
SUPPLIES	535,017	723,186	(188,169)	135%	-35%
CONTRACTUAL	186,280	266,591	(80,311)	143%	-43%
CONSTRUCTION	-	-	-		
OTHER	3,495,261	2,883,230	612,031	82%	18%
INDIRECT	1,467,033	1,041,711	425,322	71%	29%
<b>TOTAL BASE FUNDING</b>	<b>16,890,534</b>	<b>13,352,391</b>	<b>3,538,143</b>	<b>79%</b>	<b>21%</b>

**TRAINING & TECHNICAL ASSISTANCE**

TRAVEL	60,904	38,396	22,508	63%	37%
SUPPLIES	23,986	15,727	8,259	66%	34%
CONTRACTUAL	12,800	-	12,800	0%	100%
OTHER	63,752	86,974	(23,222)	136%	-36%
INDIRECT	16,144	11,975	4,169	74%	26%
<b>TOTAL TRAINING &amp; TECHNICAL ASSISTANCE</b>	<b>177,586</b>	<b>153,072</b>	<b>24,514</b>	<b>86%</b>	<b>14%</b>

<b>GRAND TOTAL HS FEDERAL FUNDS</b>	<b>17,068,120</b>	<b>13,505,463</b>	<b>3,562,657</b>	<b>79%</b>	<b>21%</b>
-------------------------------------	-------------------	-------------------	------------------	------------	------------

**HEAD START and EARLY HEAD START COMBINED NON-FEDERAL SHARE**

<b>SOURCE</b>	<b>BUDGET</b>	<b>ACTUAL</b>	<b>REMAINING</b>	<b>% SPENT</b>	<b>% REMAINING</b>
IN-KIND	2,104,780	2,303,813	(199,033)	109%	-9%
CALIF DEPT OF ED	7,918,076	8,608,713	(690,637)	109%	-9%
<b>TOTAL NON-FEDERAL</b>	<b>10,022,856</b>	<b>10,912,526</b>	<b>(889,670)</b>	<b>109%</b>	<b>-9%</b>

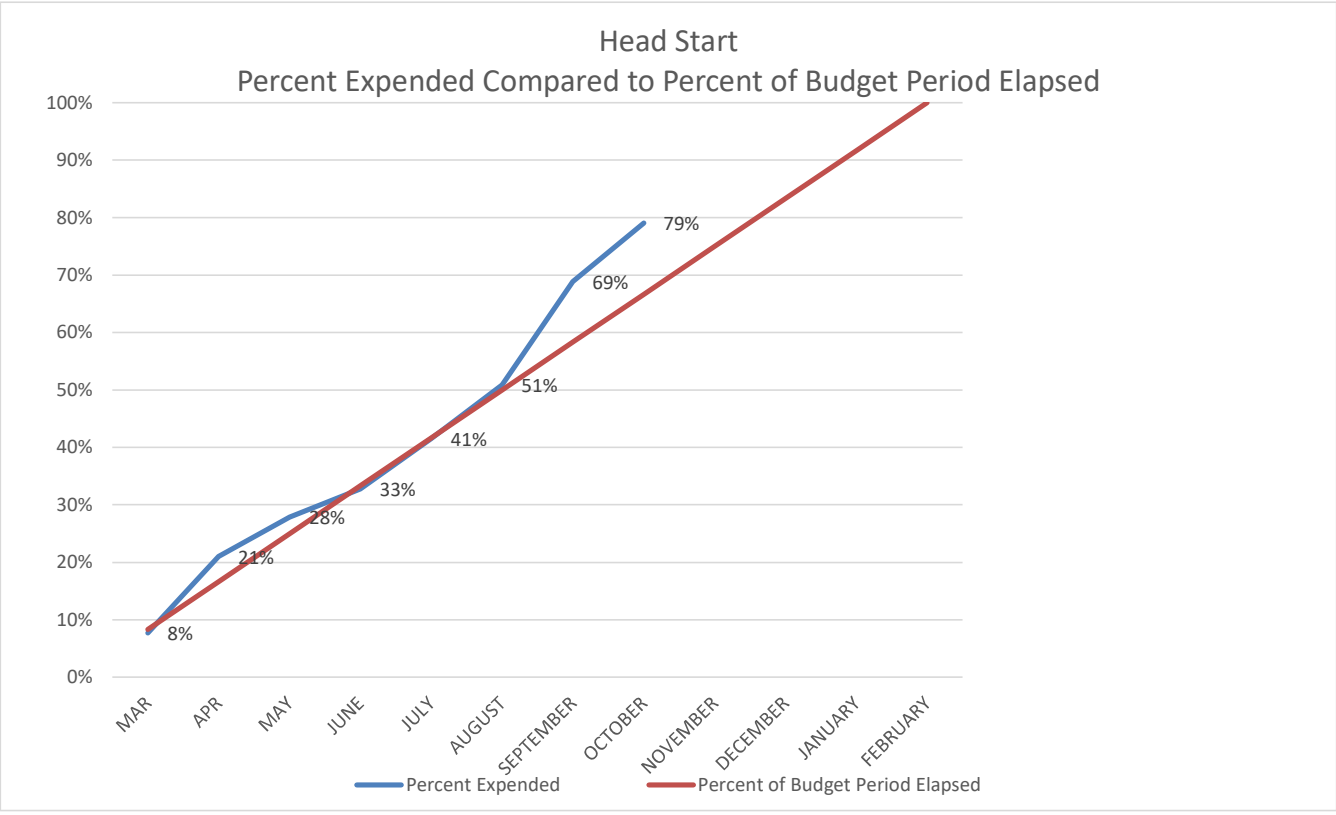
Budget reflects Notice of Award #09CH012489-02-01

Actual expenditures include posted expenditures and estimated adjustments through 10/31/2025

**Administrative Cost for HS and EHS Combined** **10.9%**

**Agency-Wide Credit Card Report**

	<b>CURRENT</b>	<b>1 TO 30</b>	<b>31 TO 60</b>	<b>61 TO 90</b>	<b>TOTAL</b>	<b>STATEMENT DATE</b>
Elan Credit Card	56,467				<b>56,467</b>	11/1/2025
Lowe's	9,463	-	-	-	<b>9,463</b>	10/31/2025
Smart & Final	457	-	-	-	<b>457</b>	11/2/2025
Save Mart	599	-	-	-	<b>599</b>	10/26/2025
Chevron & Texaco Business Card	8,901	-	-	-	<b>8,901</b>	11/6/2025
Home Depot	17,272	1,024	-	-	<b>18,296</b>	11/5/2025
	<b>93,160</b>	<b>1,024</b>	<b>-</b>	<b>-</b>	<b>94,183</b>	





## MEMORANDUM

To: Policy Council

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

Date: December 16, 2025

Subject: *Early Head Start*  
Budget to Actual Report for the period ended October 31, 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 October 31, 2025. Eight months (66.67%) of the 12-month budget period has elapsed.

### **Base Funds**

Overall expenditures are at 60% of the budget.

### **Training & Technical Assistance Funds**

Overall expenditures are at 45% of the budget.



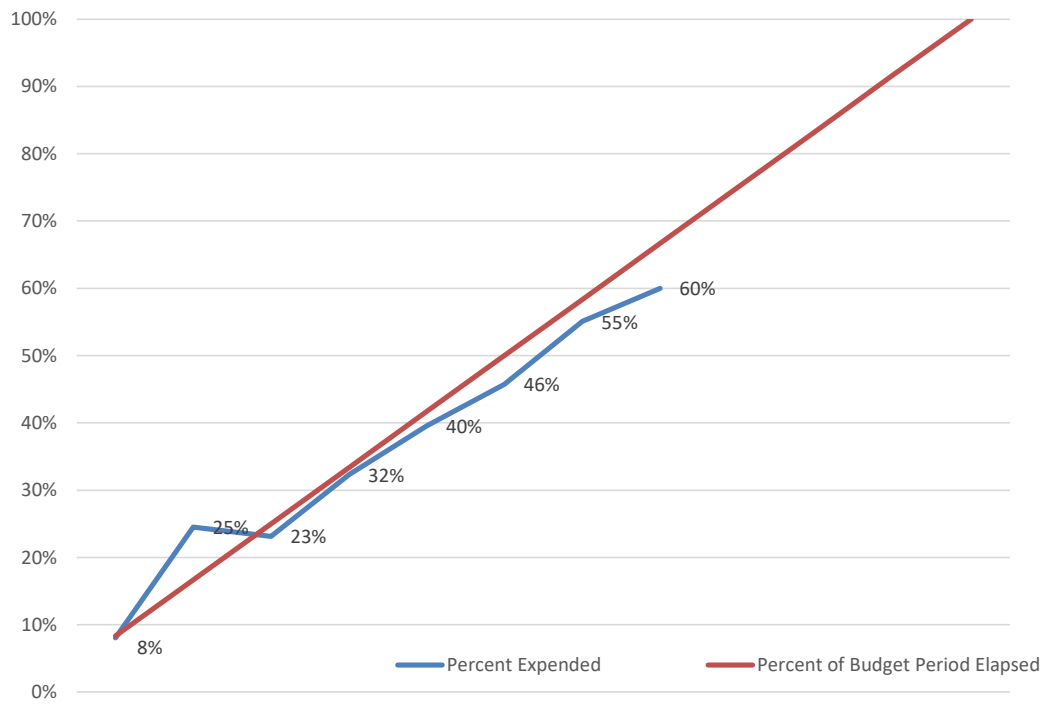
**Community Action Partnership of Kern  
Early Head Start  
Budget to Actual Report**  
*Budget Period: March 1, 2025 - February 28, 2026*  
*Report Period: March 1, 2025 - September 30, 2025*  
 Month 8 of 12 (66.67%)

Prepared 11/24/2025

<b>BASE FUNDS</b>	<b>BUDGET</b>	<b>ACTUAL</b>	<b>REMAINING</b>	<b>% SPENT</b>	<b>% REMAINING</b>
PERSONNEL	12,545,456	6,914,094	5,631,362	55%	45%
FRINGE BENEFITS	3,896,047	2,593,216	1,302,831	67%	33%
TRAVEL	45,000	-	45,000	0%	100%
EQUIPMENT	-	-	-		
SUPPLIES	751,602	613,126	138,476	82%	18%
CONTRACTUAL	1,001,244	653,726	347,518	65%	35%
CONSTRUCTION	-	-	-		
OTHER	2,423,100	1,698,396	724,704	70%	30%
INDIRECT	2,016,910	1,131,360	885,550	56%	44%
<b>TOTAL BASE FUNDING</b>	<b>22,679,359</b>	<b>13,603,917</b>	<b>9,075,442</b>	<b>60%</b>	<b>40%</b>
<b>TRAINING &amp; TECHNICAL ASSISTANCE</b>					
PERSONNEL	-	-	-		
FRINGE BENEFITS	-	-	-		
TRAVEL	118,632	45,842	72,790	39%	61%
SUPPLIES	30,013	11,536	18,477	38%	62%
CONTRACTUAL	26,080	-	26,080	0%	100%
OTHER	137,953	84,393	53,560	61%	39%
INDIRECT	31,268	12,465	18,803	40%	60%
<b>TOTAL TRAINING &amp; TECHNICAL AS:</b>	<b>343,946</b>	<b>154,236</b>	<b>189,710.49</b>	<b>45%</b>	<b>55%</b>
<b>GRAND TOTAL EHS FEDERAL FUNI</b>	<b>23,023,305</b>	<b>13,758,152</b>	<b>9,265,153</b>	<b>60%</b>	<b>40%</b>

Budget reflects Notice of Award #09CH012489-02-01  
 Actual expenditures include posted expenditures and estimated adjustments through 10/31/2025

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



## Community Action Partnership of Kern

## Head Start and Early Head Start Kern

## Year-to-Date Non-Federal Share and In-Kind Report

Budget Period: March 1, 2025 through March 31, 2025

Report for period ending October 31, 2025 (Month 8 of 12)

Percent of budget period elapsed: 66.7%

LOCATION	Enroll- ment	March	April	May	June	July	Aug	Sep	Oct	YTD Totals	Kern/SJC	IN-KIND GOAL	% OF GOAL MET
Alberta Dillard	34	15,749	12,911	7,401	0	0	3,331	7,965	8,083	55,441	Kern	43,028	129%
Alicante	20	11,086	15,151	14,433	5,928	0	81	8	0	46,687	Kern	25,311	184%
Angela Martinez	105	27,223	22,300	16,063	8,082	8	737	3,090	4,591	82,092	Kern	132,882	62%
Broadway	37	5,316	6,177	5,148	1,284	0	0	8,776	415	27,116	Kern	46,825	58%
California City	17	8,661	4,651	3,624	0	0	0	8,776	415	26,126	Kern	21,514	121%
Cleo Foran	23	3,034	13,700	6,385	0	44	6,396	8,102	11,148	48,810	Kern	29,107	168%
Delano	60	24,147	10,493	9,990	9,037	13,336	794	1,503	440	69,739	Kern	75,933	92%
Fairfax	34	2,162	7,675	7,639	6,610	6,652	141	363	127	31,369	Kern	43,028	73%
Harvey L. Hall	142	30,977	25,366	29,489	27,782	34,800	1,643	2,257	127	152,442	Kern	179,707	85%
Heritage	17	1,689	1,076	1,430	0	0	244	2,255	1,797	8,491	Kern	21,514	39%
Home Base	160	26,020	15,662	14,040	6,893	11,267	8,984	14,990	6,230	104,086	Kern	202,487	51%
Martha J. Morgan	50	25,357	24,516	27,021	5,886	19,908	8	624	391	103,710	Kern	63,277	164%
Oasis	42	10,131	11,857	4,912	0	0	5,069	9,139	8,780	49,888	Kern	53,153	94%
Pete H. Parra	116	835	465	0	488	0	0	586	380	2,755	Kern	146,803	2%
Primeros Pasos	67	81,280	74,266	70,979	62,312	51,989	62,477	74,365	83,849	561,517	Kern	84,791	662%
Rosamond	51	2,171	743	249	0	0	0	125	132	3,420	Kern	64,543	5%
San Diego	32	7,286	7,795	7,818	5,461	1,233	0	246	404	30,243	Kern	40,497	75%
Shafter	17	4,245	4,431	2,904	5,313	1,815	1,567	1,610	132	22,017	Kern	21,514	102%
Shafter HS/EHS	24	6,376	7,319	6,168	6,528	5,765	1,281	355	122	33,914	Kern	30,373	112%
Sterling	117	13,276	14,627	14,048	12,927	15,068	15,097	17,104	493	102,640	Kern	148,068	69%
Stockdale Head Start	41	4,624	6,609	3,216	0	0	1,366	2,280	4,151	22,246	Kern	51,887	43%
Sunrise Villa	17	2,558	1,716	637	0	495	773	983	147	7,307	Kern	21,514	34%
Taft	51	6,364	5,860	1,305	0	8	1,703	4,261	326	19,826	Kern	64,543	31%
Tehachapi	15	1,225	883	183	0	0	0	73	81	2,446	Kern	18,983	13%
Vineland	17	6,156	5,059	2,464	0	0	1,681	3,453	7,045	25,859	Kern	21,514	120%
Virginia	17	12,711	11,663	6,431	0	0	1,475	4,130	11,454	47,865	Kern	21,514	222%
Willow	40	13,507	12,642	6,398	0	0	0	0	0	32,547	Kern	50,622	64%
Administrative Services		0	0	0	0	0	0	0	0	0	Kern/SJC	0	0%
PC Planning		0	0	0	0	0	0	0	0	0	Kern/SJC	0	0%
PC By Laws		0	0	0	0	0	0	0	0	0	Kern/SJC	0	0%
Governance		0	286	275	0	0	269	0	0	830	Kern	15,000	6%
Program Services		25,634	21,252	15,199	15,125	10,890	11,271	23,331	19,450	142,152	Kern/SJC	74,265	191%
California Street	24	12,099	9,304	7,354	4,449	3,475	0	0	122	36,803	SJC	30,373	121%
Gianone	16	2,302	2,438	1,561	1,982	1,779	2,702	1,662	1,042	15,467	SJC	26,431	59%
Kennedy	16	2,963	3,594	2,307	1,493	2,421	2,687	3,523	5,083	24,071	SJC	20,249	119%
Lodi Home Base	20	16,850	14,153	13,945	11,589	12,432	20,246	13,678	18,730	121,623	SJC	25,311	481%
Lodi UCC	24	11,022	11,210	9,863	12,463	12,292	12,561	7,657	6,971	84,039	SJC	30,373	277%
Lathrop Home Base	20	3,920	4,356	4,084	4,816	1,618	5,221	2,008	6,158	32,180	SJC	25,311	127%
Marci Massei	24	8,028	7,640	8,223	5,195	4,986	2,601	244	4,878	41,794	SJC	30,373	138%
Stockton Home Base	40	13,285	12,746	10,491	5,047	5,313	5,750	4,398	2,285	59,315	SJC	50,622	117%
Lathrop	24	5,426	5,267	4,375	3,526	2,869	2,494	785	201	24,942	SJC	30,373	82%
<b>SUBTOTAL IN-KIND</b>	<b>1,571</b>	<b>455,696</b>	<b>417,856</b>	<b>348,049</b>	<b>230,215</b>	<b>220,463</b>	<b>180,650</b>	<b>234,704</b>	<b>216,181</b>	<b>2,303,813</b>	<b>0</b>	<b>2,083,613</b>	<b>111%</b>
x													
State General Child Care*		360,286	0	0	0	417,588	400,228	408,456	442,486	2,029,045	Kern	2,442,293	83%
State Preschool*		916,299	893,933	0	0	387,028	508,094	701,455	885,716	4,292,524	Kern	6,219,213	69%
State Migrant Child Care*		1,191	1,248	1,191	0	0	0	0	0	3,629	Kern	50,000	7%
<b>SUBTOTAL CA DEPT of ED</b>		<b>1,277,776</b>	<b>895,181</b>	<b>1,191</b>	<b>0</b>	<b>804,616</b>	<b>908,322</b>	<b>1,109,911</b>	<b>1,328,202</b>	<b>6,325,199</b>		<b>8,711,506</b>	<b>73%</b>
State General Child Care*		248,476	254,215	240,642	0	228,392	244,230	246,762	253,975	1,716,693	SJC	1,175,152	146%
<b>SUBTOTAL CA DEPT of ED</b>		<b>248,476</b>	<b>254,215</b>	<b>240,642</b>	<b>0</b>	<b>228,392</b>	<b>244,230</b>	<b>246,762</b>	<b>253,975</b>	<b>1,716,693</b>		<b>1,175,152</b>	<b>146%</b>
<b>GRAND TOTAL</b>		<b>1,981,948</b>	<b>1,567,252</b>	<b>589,882</b>	<b>230,215</b>	<b>1,253,471</b>	<b>1,333,202</b>	<b>1,591,377</b>	<b>1,798,358</b>	<b>10,345,705</b>		<b>11,970,271</b>	<b>86%</b>
										<b>566,821</b>			
										<b>10,912,526</b>			

**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 March 31, 2025**  
**Report for period ending October 31, 2025 (Month 08 of 12)**

Percent of year elapsed: **66.67%**

LOCATION	FUNDED ENROLL- MENT	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Sep-25	Oct-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	0	152,724	137,864	111%
KCSQS - Blanton	16	34,387	34,387	28,570	29,533	24,921	28,812	32,160	0	212,770	68,932	309%
Garden Pathways	11	81	317	332	484	569	0	713	686	3,183	47,391	7%
Taft College	42	27,610	35,201	27,594	27,992	34,146	28,724	16,754	0	198,021	180,947	109%
Escuelita Hernandez	16	49	0	0	0	0	0	37	37	123	68,932	0%
Program Services		0	0	0	0	0	0	0	0	0		
Admin Services		0	0	0	0	0	0	0	0	0		
<b>GRAND TOTAL</b>	<b>117</b>	<b>89,431</b>	<b>93,293</b>	<b>82,693</b>	<b>79,681</b>	<b>69,698</b>	<b>72,588</b>	<b>78,714</b>	<b>723</b>	<b>566,821</b>	<b>504,065</b>	<b>112%</b>

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

**COMMUNITY ACTION PARTNERSHIP OF KERN  
PARENT TRAVEL & CHILD CARE (6115)  
2025-2026**

**HEAD START**

<b>MONTH</b>	<b>BEGINNING BALANCE</b>	<b>SPENT THIS MONTH</b>	<b>SPENT YEAR-TO- DATE</b>	<b>REMAINING BALANCE</b>	<b>% OF YEAR ELAPSED</b>	<b>% OF BUDGET SPENT</b>
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**

<b>MONTH</b>	<b>BEGINNING BALANCE</b>	<b>SPENT THIS MONTH</b>	<b>SPENT YEAR-TO- DATE</b>	<b>REMAINING BALANCE</b>	<b>% OF YEAR ELAPSED</b>	<b>% OF BUDGET SPENT</b>
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**

<b>MONTH</b>	<b>BEGINNING BALANCE</b>	<b>SPENT THIS MONTH</b>	<b>SPENT YEAR-TO- DATE</b>	<b>REMAINING BALANCE</b>	<b>% OF YEAR ELAPSED</b>	<b>% OF BUDGET SPENT</b>
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**

<b>MONTH</b>	<b>BEGINNING BALANCE</b>	<b>SPENT THIS MONTH</b>	<b>SPENT YEAR-TO- DATE</b>	<b>REMAINING BALANCE</b>	<b>% OF YEAR ELAPSED</b>	<b>% OF BUDGET SPENT</b>
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

SHANNON M. WEBSTER

## INDEPENDENT AUDITOR'S REPORT

Board of Directors  
**Community Action Partnership of Kern**  
Bakersfield, California

### Report on the Financial Statements

#### *Opinion*

We have audited the financial statements of **Community Action Partnership of Kern** (the Organization), which comprise the statement of financial position as of February 28, 2025 and February 29, 2024, the related statements of activities, cash flows and functional expenses for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Organization as of February 28, 2025 and February 29, 2024, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

#### *Basis for Opinion*

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States (Government Auditing Standards). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### *Emphasis of Matter*

As discussed in Note 18 to the financial statements, the February 29, 2024 financial statements have been restated to reflect the adoption of Accounting Standards Update (ASU) 842, Leases. Our originally issued qualified opinion on the financial statements dated October 21, 2024 has been modified to reflect an unmodified opinion due to the adoption of ASU 842, Leases.

#### *Responsibilities of Management for the Financial Statements*

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern within one year after the date that the financial statements are issued or available to be issued.

### ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, no such opinion is expressed.
- evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

### ***Supplementary Information***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedule of expenditures of federal and state awards, as required by *Title 2 U.S. Code of Federal Regulations (CFR) Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and the additional supplementary information on pages 23-73, are presented for purposes of additional analysis, and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.



***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 14, 2025 on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

*Daniells Phillips Vaughan & Bock*

Bakersfield, California  
October 14, 2025

# Children's Mobile Immunization Program



## DECEMBER 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 Food Maxx 4400 Ming Ave. (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	2	3 Albertson's 1520 Brundage Ln. (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	4	5	6
7	8	9 Greenfield Family Resource Center 5400 Monitor Street (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	10 Kern County Dept. of Human Services 100 E. California Ave (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	11	12	13
14	15 Walmart Supercenter 5075 Gosford Rd. (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	16	17 Adventist Health Bakersfield 2800 Chester Ave. (Parking Lot) 1:00 pm—3:00 pm 3:30 pm—6:00 pm	18 AutoZone 10315 Main St. <b>LAMONT</b> (Parking Lot) 9:30 am—11:30 am 12:00 pm—2:00 pm	19	20
21	22 NOR-Riverview Park 437 Willow Drive (Parking Lot) 9:00 am—11:30 am 12:00 pm—2:00 pm	23	24 OFFICE CLOSED	25 OFFICE CLOSED	26 OFFICE CLOSED	27
28	29	30	31 OFFICE CLOSED			

**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](https://AdventistHealthBakersfield.org/Immunizations)**



## DICIEMBRE 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 corbertura 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 condi-ciones 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 Food Maxx 4400 Ming Ave. (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	2	3 Albertson's 1520 Brundage Ln. (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	4	5	6
7	8	9 Greenfield Family Resource Center 5400 Monitor Street (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	10 Kern County Dept. of Human Services 100 E. California Ave (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	11	12	13
14	15 Walmart Supercenter 5075 Gosford Rd. (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	16	17 Adventist Health Bakersfield 2800 Chester Ave. (Estacionamiento) 1:00 pm—3:00 pm 3:30 pm—6:00 pm	18 AutoZone 10315 Main St. <b>LAMONT</b> (Estacionamiento) 9:30 am—11:30 am 12:00 pm—2:00 pm	19	20
21	22 NOR-Riverview Park 437 Willow Drive (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	23	24 OFICINA CERRADA	25 OFICINA CERRADA	26 OFICINA CERRADA	27
28	29	30	31 OFICINA CERRADA			

**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](https://AdventistHealthBakersfield.org/Immunizations)**

# December Kindness 2025

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

1 Spread kindness and share the December calendar with others

2 Contact someone you can't be with to see how they are

3 Offer to help someone who is facing difficulties at the moment

4 Support a charity, cause or campaign you really care about

5 Give a gift to someone who is homeless or feeling lonely

6 Leave a positive message for someone else to find

7 Give kind comments to as many people as possible today

8 Do something helpful for a friend or family member

9 Notice when you're hard on yourself or others and be kind instead

10 Listen wholeheartedly to others without judging them

11 Buy an extra item and donate it to a local food bank

12 Be generous. Feed someone with food, love or kindness today

13 See how many different people you can smile at today

14 Share a happy memory or inspiring thought with a loved one

15 Say hello to your neighbour and brighten up their day

16 Look for something positive to say to everyone you speak to

17 Give thanks. List the kind things others have done for you

18 Ask for help and let someone else discover the joy of giving

19 Contact someone who may be alone or feeling isolated

20 Help others by giving away something that you don't need

21 Appreciate kindness and thank people who do things for you

22 Congratulate someone for an achievement that may go unnoticed

23 Choose to give or receive the gift of forgiveness

24 Bring joy to others. Share something which made you laugh

25 Treat everyone with kindness today, including yourself!

26 Get outside. Pick up litter or do something kind for nature

27 Call a relative who is far away to say hello and have a chat

28 Be kind to the planet. Eat less meat and use less energy

29 Turn off digital devices and really listen to people

30 Let someone know how much you appreciate them and why

31 Plan some new acts of kindness to do in 2026



ACTION FOR HAPPINESS

Happier · Kinder · Together



# 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](http://ChallengingBehavior.org).

## More Information

More information and resources on this and other topics are available on our website, [ChallengingBehavior.org](http://ChallengingBehavior.org).



[ChallengingBehavior.org](http://ChallengingBehavior.org)

# How to Help Your Child Transition Smoothly Between Places and Activities

Alyson Jiron, Brooke Brogle & Jill Giacomini

Transitioning, or moving, to new places, people and activities is something we do many times during the day. However, change can be overwhelming and seem unpredictable for your child, especially when she is not ready to move on to the next place or activity. Children make many transitions each day—from parents to teachers, from home to car, or from play time to the dinner table, for example. When and how often transitions occur are usually decided by an adult and children often act out with challenging behavior when they feel unable to control their routine. When you help your child prepare for transitions you are helping her to learn a valuable skill. The good news is that you can teach her this important skill while you are enjoying time together.



## Try This at Home

- Use a timer, an instrument or a funny noise to give your child advance warning of routine transition events. If possible, ask him to help “alert” everyone to the upcoming event. For example, let your toddler bang a pot with a wooden spoon to let the family know it is time for dinner.
- Let your child pick out a special object or toy to transition with to the next activity or place. “Would kitty like to come with us to the grocery store? I wonder if she could help us find the items on our list?”
- Use a visual schedule to show your child the plan for the day. “First, you have school and then we are going to take Aunt Rachel’s gift to the post office and mail it to her.”
- Make the transition a game or activity where the child has the opportunity to move around. “I wonder if today we can use this big shovel to scoop the cars into the bucket while we clean up?” If possible, let him think of the game. “I wonder how we could get to the car today?” You might be surprised at his creativity and how much fun you have roaring like a dinosaur or hopping like a rabbit.
- Sing songs as you transition. Children love to hear songs as they move about their day. Make up silly songs together about what you are doing or where you are going. You are sure to get a laugh and likely a smooth transition.
- Give your child a job. Children are more cooperative when they can be part of the process. Perhaps he can help stir something for dinner, unlock the car doors with the remote or pick out a diaper before a diaper change.



## Practice at School

Children transition from one activity to the next throughout their day at preschool. Teachers plan for transitions in advance by creating special routines. These routines help to prepare children for transitions, engage them in the change that is taking place and help them to move smoothly to the next activity. Teachers might use a special instrument or song to let children know it is clean up time. Teachers might read books to the children while they are standing in line waiting for a turn to wash their hands before snack or create an obstacle course or morning routine to help children and parents transition at drop-off. When children are able to participate in or lead the transition, they are excited and eager to move to a new activity.



## The Bottom Line

The more a child can predict and participate in the schedule and activities of her day, the less likely it is that challenging behavior will occur and the more likely it is that she will eagerly engage in transitions to new people and places. Taking the time and making the effort to teach her what to expect, when it will happen, and what happens before the transition occurs can be a rewarding experience. Most importantly, it is also an opportunity for quality time that can help lead to smoother transitions.



Reproduction of this document is encouraged. Permission to copy is not required.

This publication was produced by the Technical Assistance Center on Social Emotional Intervention (TACSEI) for Young Children funded by the Office of Special Education Programs (OSEP), U.S. Department of Education (H326B070002) and updated by the National Center for Pyramid Model Innovations also funded by OSEP (H326B170003). The views expressed do not necessarily represent the positions or policies of the Department of Education, July 2013/January, 2018.







## 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](http://ChallengingBehavior.org).

### Más información

Más información y recursos sobre este y otros temas están disponibles en nuestro sitio web, [ChallengingBehavior.org](http://ChallengingBehavior.org).



[ChallengingBehavior.org](http://ChallengingBehavior.org)

# Cómo ayudar a su niño a hacer la transición sin incidentes entre lugares y actividades

Alyson Jiron, Brooke Brogle y Jill Giacomini

La transición, o cambiarse, a lugares, personas y actividades nuevas es algo que hacemos muchas veces durante el día. Sin embargo, el cambio puede llegar a ser abrumador y sentirse impredecible para su niño, especialmente cuando éste no está listo para cambiarse al siguiente lugar o actividad. Los niños realizan muchas transiciones cada día – de los padres a los maestros, de la casa al carro o de la hora del juego a la cena, por mencionar algunos ejemplos. Cuándo y cómo ocurren estas transiciones son generalmente decididos por un adulto y a menudo los niños deciden mostrar una conducta desafiante cuando se sienten incapaces de controlar su rutina. Cuando usted le ayuda a su niño a prepararse para una transición usted le está ayudando a aprender una aptitud valiosa. Las buenas noticias es que usted le puede enseñar esta aptitud importante mientras disfrutan del tiempo juntos.



### Pruebe esto en casa

- Utilice un cronómetro, un instrumento o un sonido chistoso para avisarle por adelantado a su niño de la transición de rutina. Si es posible, pídale que le ayude “alertar” a los demás del próximo evento. Por ejemplo, permítale a su niño golpear una cacerola con una cuchara de madera para avisarle a la familia que es hora de la cena.
- Permítale a su niño que seleccione un objeto o juguete especial para que haga la transición con él a la siguiente actividad o lugar. “¿Le gustaría a kitty venir con nosotros al supermercado? ¿Me pregunto si nos ayudaría a encontrar los artículos en nuestra lista?”
- Utilice una agenda visual para mostrarle a su niño el plan para el día. “Primero tienes que ir a la escuela y después llevaremos el regalo de la tía Raquel al correo para enviárselo.”
- Haga de las transiciones un juego o actividad donde le permita al niño la oportunidad para moverse. “¿Me pregunto si podremos utilizar esta pala para recoger los carritos y echarlos a la cubeta mientras recogemos?” Si es posible, déjelo a él pensar en el juego. “¿Me pregunto cómo podremos llegar al coche hoy?” Se puede sorprender de la creatividad de su niño y de lo divertido que puede ser el gruñir como dinosaurio o el saltar como conejo.
- Cante canciones mientras hace la transición. A los niños les encanta escuchar canciones a medida que transcurre su día. Improvisen juntos canciones bobas de lo que están haciendo o de a dónde van. Seguro se divertirá y muy probable tendrá una transición sin contratiempos.
- Dele a su niño una tarea. Los niños son más cooperativos cuando pueden formar parte del proceso. Quizá pueda batir algo para la cena, quitar el seguro de las puertas del carro utilizando el control remoto o escoger un pañal antes de que se los cambien.



### Practique en la escuela

Los niños realizan transiciones de una actividad a otra a lo largo del día en el preescolar. Los maestros planean las transiciones por adelantado realizando rutinas especiales. Estas rutinas ayudan a los niños a prepararse para las transiciones, los involucra en el cambio que se está llevando a cabo y los ayuda a trasladarse a la siguiente actividad sin contratiempos. Los docentes pueden utilizar un instrumento o canción especial para hacerles saber a los niños que es hora de recoger. Los maestros pueden leerles un libro a los niños mientras ellos están esperando su turno en línea para lavarse las manos antes de su refrigerio, elaborar una pista de obstáculos o una rutina matutina para ayudarle a los niños y padres hacer la transición en la llegada. Cuando los niños pueden dirigir o participar en una transición, ellos se emocionan y están ansiosos para trasladarse a su siguiente actividad.



### La conclusión

En cuanto más pueda un niño predecir y participar en la agenda y las actividades de su día, habrá menos probabilidad de que el niño muestre su conducta desafiante y más probable que se involucre ansiosamente en las transiciones hacia nuevas personas y actividades. Tomarse el tiempo y hacer el esfuerzo para enseñarle lo que espera, que sucederá y que sucede antes de que se lleve a cabo una transición puede convertirse en una experiencia gratificante. Lo más importante, también representa una oportunidad para tiempo de calidad que puede ayudar a lograr transiciones sin contratiempos.

Se recomienda la reproducción de este documento. No se requiere permiso para copiar.

Esta publicación fue producida por el Centro de Asistencia Técnica sobre Intervención Social y Emocional (TACSEI por sus siglas en inglés) para niños pequeños financiado por la Oficina de Programas de Educación Especial (OSEP por sus siglas en inglés), Departamento de Educación de los Estados Unidos (H3248070002) y actualizado por el Centro Nacional para Innovaciones del Modelo de la Pirámide también financiado por OSEP (H3248170003). Las opiniones expresadas no representan necesariamente las posiciones o políticas del Departamento de Educación, julio 2013 / enero, 2018.





**DECEMBER 19<sup>th</sup> - 30<sup>th</sup>**  
**THE MAGIC RETURNS TO SAN JOAQUIN COUNTY FAIRGROUNDS**



**Under 18 Free Admission w/Parents**

# CHRISTMAS

## AT THE FAIR.COM

**New for 2025!**



**Carnival Rides**

CARNIVAL RIDES | SKATING | MINI GOLF  
PHOTOS WITH SANTA | FAUX-SNOW PLAY | FREE FACE PAINTING  
KIDS CRAFTS | ORIGINAL CHRISTMAS PLAYS | SO MUCH MORE!

**PRESALE**  
**\$10**  
**ADULT**  
**TICKETS**



**PRESALE**  
**\$15**  
**ALL DAY**  
**RIDES**

**Scan for complete details and tickets!**





Join us for our Annual

# WINTER Gathering

Raffle  
by  
Elders Council

Cultural  
Activities

**SUNDAY DECEMBER 21, 2025**

3:00pm to 6:00pm

River Lakes Ranch Community Center  
3825 Riverlakes Dr. Bakersfield CA  
93312

Please Bring  
photo's of loved  
ones past and  
present to  
share

Remember this is a potluck so please  
bring a side dish or dessert. Council will  
be providing the main dish.

RSVP



SCAN HERE

[www.chalontribe.com](http://www.chalontribe.com)



# Santa's Work Shop

Doors open @ 5:00 pm

Join our Toy Giveaway event! Spreading joy to deserving children!

**DECEMBER 19TH 2025**

**Noble Park  
700 S. P. Street Bakersfield,  
CA 93301**

**LiUNA!** LOCAL 220  
*Feel the Power*



More Information:

**Wendy: 661-510-4122**

**Thank you to all our Sponsors!**



Bakersfield United  
presents

# Christmas TOY Giveaway

December 21, 2025  
@12:00 PM

Virginia Avenue Park  
2020 Virginia Avenue  
Bakersfield, CA 93307

Child must be present  
to receive a toy





**36TH ANNUAL**

# FOG RUN

**JANUARY 10, 2026**

**6:30 AM - CHECK-IN**

**LAKE MING**



To make our fundraiser event extra special, we invite local community businesses and resources to be part of the fun. We invite you to host a community resource booth at the Fog Run. Booths are free and can have a fun free drawing, information/resources, and/or marketing materials.

Please provide your own table, chairs, & pop-up tent.

No sales or vending at this event please.

**Contact us to get involved:**

**Lily Preciado 661-868-4487**

**Letty Villalpondo 661-595-5860**

**COMMUNITY  
RESOURCE  
BOOTHS  
NEEDED**

**SCAN FOR RACE  
INFORMATION &  
REGISTRATION:**



# You Got This!

Join Dr. Kirk's interactive sessions on children with challenging behaviors, special needs, or topics of your choice



Dr. Kirk Parent Training  
January 14, 2026  
Martha J Morgan  
2:30PM-3:30PM



# Tú Puedes

Únase a las sesiones interactivas del  
Dr. Kirk sobre niños con conductas  
desafiantes, necesidades especiales  
o temas de su elección



Entrenamiento para padres con Dr. Kirk  
14 de enero de 2026  
Martha J Morgan  
2:30PM-3:30PM



# 3RD ANNUAL FATHERHOOD CONFERENCE

## Register now!

8:30AM  
—  
3:30PM

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

JAN. **23**  
2026

**BREAKOUTS**

**LUNCH**

**GIVEAWAYS**

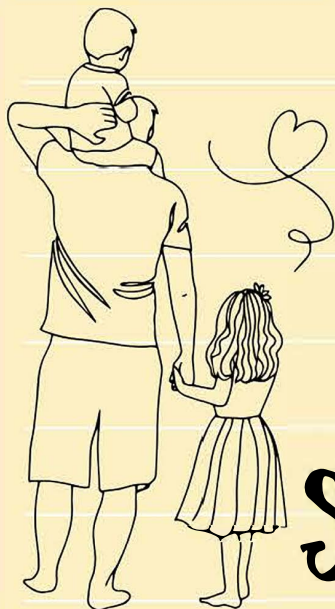


Register for the  
Fatherhood Conference  
with this QR code!



\*THIS CONFERENCE IS INTENDED FOR ADULTS ONLY.





# 3ER ANUAL CONFERENCIA SOBRE PATERNIDAD

## ¡Regístrate ahora!

8:30 AM  
—  
3:30 P.M.

**HOTEL DOUBLE TREE**  
3100 CAMINO DEL RIO CT.  
Bakersfield, California 93308

ENE. **23**  
2026

**BROTOS**

**ALMUERZO**

**SORTEOS**



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



\*ESTA CONFERENCIA ESTÁ DESTINADA ÚNICAMENTE A ADULTOS.

Help address homelessness in our community.



Sign up to volunteer for the

# 2026 Point-in-Time Count

On Wednesday, January 28, 2026, from 3:30 a.m. to 9:00 a.m., teams of volunteers across Kern County will come together to count the number of people experiencing homelessness in our communities.

The Point-in-Time (PIT) Count provides a snapshot view of homelessness in our county. We depend on an accurate PIT Count to know the needs of our community.

Volunteers are an essential part of our PIT Count. We depend on community members to survey their communities and ensure that every one of our neighbors experiencing homelessness is counted.

## Here's How You Can Help

### 1. Sign Up



Register by  
January 9, 2026

### 2. Attend Training

All volunteers are required to attend a mandatory 2-hour training. You can choose in person or zoom training during registration.

### 3. Show Up

Arrive on  
Wednesday, January  
28, 2026 at 3:30 a.m.  
to survey the number  
of people  
experiencing  
homelessness in our  
community.

For more information, including FAQs, visit  
<https://bkrhc.org/volunteer-for-the-2026-pit-count/>  
or email [info@bkrhc.org](mailto:info@bkrhc.org).





**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](http://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:**

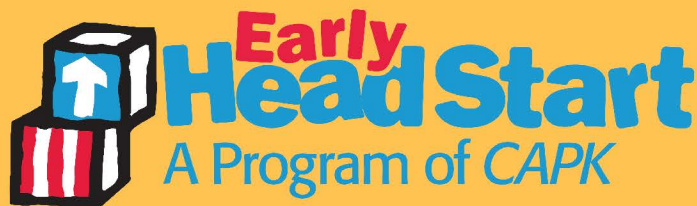
-  Aprendizaje de alta calidad y adecuado a la edad, ofrecido por profesores acreditados
-  Exámenes médicos y dentales gratuitos, comidas y meriendas saludables
-  Un ambiente interior y exterior seguro para explorar, descubrir, y aprender

**¡Dele la oportunidad de un buen comienzo a su hijo (a) en Early Head Start!**

**1-800-701-7060**

**[www.capk.org/headstart](http://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/](http://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

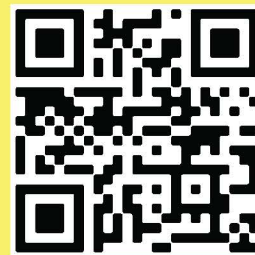
### Para completar una solicitud, necesitará:

- 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!**



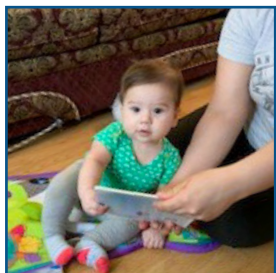
**(209) 242-9540**  
**[www.capk.org/headstart/](http://www.capk.org/headstart/)**

### 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.



# 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 4<sup>th</sup> 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.*



## MEMORANDUM

**To:** Policy Council  
  
**From:** Sylvia Ortega, Quality Assurance Administrator  
**Date:** December 16, 2025  
**Subject:** Head Start/State Child Development Risk Assessment Notification Monitoring Review- **Info Item**

---

The Head Start/State Child Development program had an Office of Head Start (OHS) Risk Assessment Notification (RAN) Review on August 7, 2025. The RAN reviews occur when the OHS requires more information about an incident affecting the health and safety of children. RAN reviews are designed to identify any program or management issues that may have contributed to the incident, share corrective actions that are needed and provide feedback and support to strengthen program management approaches and prevent similar incidents from occurring in the future.

It was determined that the program had one area of noncompliance under performance areas: safety practices, which require a timeline for correction and guidance from the OHS Program Specialist:

- **Safety Practices:** The grant recipient did not ensure all staff refrained from behaviors that had the potential to maltreat and endanger the health and safety of children. Head Start Program Performance Standard 1302.90(c)(1)(ii).
  - On June 11, 2025, Community Care Licensing (CCL) conducted an unannounced complaint inspection regarding an allegation of personal rights violation. CCL provides oversight and enforcement for Child Care Centers by ensuring centers meet established health and safety standards through the monitoring of facilities.
  - Program and HR immediately began an investigation of the potential personal rights violation. Center staff received coaching and received targeted and consistent training in care and supervision, zero tolerance, personal rights, transitions, “see something, say something”, and other pertinent training. Mentor Coach, wellness, program and other support services staff have visited the center to continue to provide support. Program reviewed key policies and procedures to strengthen language, specifically: Standards of Conduct and Rest and Quiet Policy. Program has been in communication with Regional Staff.

**Attachment:**

*Risk Assessment Notification Monitoring Review Program Performance Summary Report*





ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 [oclkc.ohs.acf.hhs.gov](mailto:oclkc.ohs.acf.hhs.gov)

## Program Performance Summary Report

**To: Authorizing Official/Board Chairperson**

Ms. Maritza Jimenez  
Community Action Partnership Of Kern  
1300 18th St  
Ste 200  
Bakersfield, CA 93301 - 4510

**From: Responsible HHS Official**

**Date: 08/18/2025**

**Tala Hooban**

**Deputy Director, Office of Head Start**

On August 7, 2025, the Administration for Children and Families (ACF) conducted a monitoring review of Community Action Partnership Of Kern. We wish to thank the governing body, policy council, staff, and parents of your program for their cooperation and assistance during the review. This monitoring report has been issued to Ms. Maritza Jimenez, as legal notice to your agency of the results of the program review.

Based on the information gathered during our review, a determination has been made that Community Action Partnership Of Kern is a recipient with at least one area of noncompliance in its Head Start program.

This report provides you with detailed information in each area where program performance did not meet applicable Head Start Program Performance Standards, laws, regulations, and policy requirements.

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

### **DISTRIBUTION OF THE REPORT**

Copies of this report will be distributed to the following:

Ms. Heather Wanderski, Regional Program Manager  
Mr. Jeremy Tobias, Chief Executive Officer/Executive Director  
Mrs. Yolanda Gonzales, Head Start Director  
Mrs. Yolanda Gonzales, Early Head Start Director



## MEMORANDUM

To: Policy Council

From: Carol Hendricks, Enrollment and Attendance Manager

Date: December 16, 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; George 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.

The 2026/2027 Recruitment and Selection Plan was originally brought to the Policy Council for review and approval on November 18, 2025. The Policy Council requested additional information for clarity prior to approval. The requested information has been included in the document.

**Recommendation:**

Staff recommends 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**

**1/26/2026**

**Head Start/State Child Development Division**

Recruitment and Selection Plan Committee Members	3
Introduction	4
Methodology	5
Eligibility	6
Recruitment	8
Selection	12
Appendices	14
HHS Poverty Guidelines	30
Selection Criteria Verification Form	31

## 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  
Cynthia Rodriguez  
Rashi Strother  
Rosita Curry  
Nicole Callahan  
Mary Ann Mooney  
Luz Adams  
Janey Felsoci  
Lizette Bravo  
Lorena Orozco  
Rosa Guerrero  
Elsa Navarrete  
Lisa Gonzales  
Christina Bustamante  
Vanessa Constantino  
Kevin Goudge  
Leanne Sprout  
Claudia Garibaldo  
Yolanda Lopez

UEI Campus President  
Owens Valley Career Development Center  
Owens Valley Career Development Center  
Escuelita Child Care Center Director  
Kern High School District Director of  
Family and Community Engagement.  
Kern High School District, 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

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

## 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 \$64 million annual budget and over 650 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: Energy, Volunteer Income Tax Assistance (VITA), East Kern and Oasis Family Resource Centers, Friendship House Community Center, Cal AIM, M Street Navigation Center, Adult Re-Entry Grant, Coordinated Entry System, 2-1-1 Kern County, Migrant Childcare Assistance Program (MCAP), WIC, and the Food Bank.

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 special needs, 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 2025-2026 Selection Criteria as well as the 2025-2026 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 special need 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-needy.” 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 2024 data. Adults and children comprised 5% of the homeless population, which increased by 2% from 2024. Children comprised 65% of the homeless population, which increased by 1% from 2024. Meanwhile, San Joaquin County experienced a 104% 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.

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

### 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 2025 Community Assessment, it was determined that 686,078 children in Kern County and 591,984 in San Joaquin County are under the age of 5. Additionally, an estimated 22,524 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 116,998 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-structuring the point system. Some of those suggestions were:

- Increase the points awarded to applicants with siblings enrolled in Early Head Start or Head Start from 15 to 30, in order to reduce barriers for families and minimize the need for parents to seek additional childcare.
- Revised the Guardian or Caregiver Kinship Care category and increased the point allocation from 25 to 40.
- Removed the criterion “Primary Language in the Home Other Than English.”
- Removed the criterion “Single Parent Family.”

## Recruitment

### **Children with special needs**

At least ten percent of all children enrolled in Head Start and Early Head Start are diagnosed with special needs 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 special needs:

- Private early childcare agencies that do not accept children with special needs.
- 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 special needs."
- 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 special needs.
- 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:

- Word of mouth recruitment through parents, volunteers, program staff, agency staff and community partners.
- Initial Spring recruitment focuses on enrollment for the upcoming school year.

- 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 special needs.
- 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.
- McKinney-Vento eligible children/families, families impacted by domestic violence, 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
- Income
- Staff Parents
- Children with a validated IEP/IFSP from a Local Education Agency or Part C Agency
- Transitioning from EHS to HSP
- Child on waitlist (Prior year not enrolled)
- Parent(s) work full time, attend school full time or CalWorks
- Medical or Social Service Referral
- First-Time or High-Risk Pregnancy
- Teen Parent

Total priority points are generated through the ChildPlus software system. Trained Head Start staff record each applicant's priority points on the program eligibility priority form. Once these points are entered into the database, the system automatically calculates the total and assigns the applicant's placement on the waitlist. Enrollment selection is determined by each applicant's priority level and rank in the waitlist database at the time an enrollment opportunity becomes available.

Recruitment and application processes occur year-round; therefore, new families are continually added to the database. The system regularly updates the priority rankings for each site and program option waitlist.

Additionally, it is important to note that the Enrollment and Attendance Department has established internal procedures to ensure that an over-income child is never enrolled ahead of a categorically eligible child, even if the over-income child has a higher priority point total.



## APPENDICES

Excerpts from the Head Start Program Performance Standards and Head Start Act for School Readiness pertaining to the Recruitment and Selection Plan  
(Refer to <https://headstart.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.

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

(19) 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

### 645. PARTICIPATION IN HEAD START PROGRAM

(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 child care, 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 subclause (I) if the child involved has a disability) prior to meeting the needs of children eligible under this subclause; 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.

**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.
  - (ii) 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) A program must conduct a comprehensive community assessment at least once over the five-year grant period and annually review and update if any significant changes are needed as described in paragraph (b)(5) of this section to:
  - (i) Identify populations most in need of services including prevalent social or economic factors, challenges, and barriers experienced by families and children;
  - (ii) Inform the program's design and to ensure equitable, inclusive, and accessible service delivery that reflect needs and diversity of the community;
  - (iii) Inform the enrollment, recruitment, and selection process to prioritize the enrollment of those populations with relevant circumstances identified under paragraph (b)(1)(i) of this section;
  - (iv) Identify strengths and resources in the community that can be leveraged for service

delivery, coordination, and partnership efforts for education, health, nutrition, and referrals to social services to eligible children and families; and,

- (v) Identify the communication methods and modalities available to the program that best engage with prospective and enrolled families in accessible ways.
- (2) In conducting the community assessment, a program must collect and utilize data that describes community strengths, needs, and resources and include, at a minimum:
- (i) Relevant demographic data about eligible children and expectant mothers, including:
    - (A) Race and ethnicity;
    - (B) Children living in poverty;
    - (C) Children experiencing homelessness in collaboration with, to the extent possible, McKinney-Vento Local Education Agency Liaisons (42 U.S.C. 11432 (6)(A));
    - (D) Children in foster care;
    - (E) Children with disabilities, including types of disabilities and relevant services and resources provided to these children by community agencies; and
    - (F) Geographic location and languages they speak;
  - (ii) The education, health, nutrition, and social service needs of eligible children and their families, including prevalent social or economic factors, challenges, and barriers to program participation such as transportation needs;
  - (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 and their ages;
  - (v) Resources that are available in the community to address the needs of eligible children and their families, especially transportation resources, and culturally appropriate and responsive supports;
  - (vi) Strengths of the community; and,
  - (vii) Gaps in community resources in areas relevant to addressing the needs of eligible children and their families such as gaps in health and human services, housing assistance, food assistance, employment assistance, early childhood development and social services.

- (3) Programs should have a strategic approach:
  - (i) To determine what data to acquire to reach goals in paragraph (b)(1) of this section prior to conducting the community assessment; and
  - (ii) For how to use the data acquired to reach goals in paragraph (b)(1) of this section after conducting the community assessment.
- (4) When determining what data to acquire under paragraph (b)(2) of this section programs should consider what information is most relevant to inform services for families most in need. Data gathering should be informed by the program's understanding of the community and be intentionally designed to help the program identify community strengths, needs, and resources, and plan the program accordingly. Programs are not required to collect all information themselves; rather programs should utilize community partners and utilize existing available data sources relevant to the local community.
- (5) A program must annually review and, where needed, update the community assessment to identify any significant shifts in community demographics, needs, and resources that may impact program design and service delivery. As described in paragraph (b)(4) of this section, programs should consider results from their self- assessment as required in subpart J of this part (§§ 1302.101 through 1302.103) and their annual funding application to inform this process. The annual update review must consider at a minimum: changes related to children and families experiencing homelessness; how the program addresses equity, accessibility, and inclusiveness in its provision of services; and changes to the availability of publicly-funded pre- kindergarten and whether it meets the needs of families. Programs must consider how the annual review and update can inform and support management approaches for continuous quality improvement, program goals, and ongoing oversight.
- (6) 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 Review.**

- (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 Preschool, a child must be an infant or a toddler younger than three years old.
  - (2) For Head Start Preschool, 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 Preschool 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;
  - (iv) Efforts, including outreach, to be fully enrolled with eligible pregnant women or 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) of this section, a Tribal program may determine any pregnant women or children in the approved service area to be eligible for services regardless of income, if they meet the requirements of paragraph (b) of this section.
- (2) An Indian Tribe or Tribes that operates both an Early Head Start program and a Head Start Preschool 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 Preschool 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. Notwithstanding paragraph (c) of this section, pregnant women and children are eligible for Migrant or Seasonal Head Start if they have at least one family

member whose income comes primarily from agricultural employment as defined in section 3 of the Migrant and Seasonal Agricultural Worker Protection Act (29 U.S.C. 1802), and if they meet the requirements of paragraph (b) of this section.

- (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) The program must calculate total gross income 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 to:

- (A) Determine if a family spends more than 30 percent of their total gross income on housing costs, as defined in part 1305 of this chapter; and

- (B) If applicable, reduce the total gross income by the amount spent on housing costs that exceed more than 30 percent.

- (iii) 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.

- (iv) 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.

- (v) If the family can demonstrate a significant change in income for the relevant time period, program staff may consider current income circumstances.

- (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 Preschool program, program staff must verify the family's eligibility again.
- (4) If a program operates both an Early Head Start and a Head Start Preschool 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 Preschool services until enrolled in school, provided the child is eligible.
- (5) If a program operates a Migrant and Seasonal Head Start program, children younger than age three participating in the program remain eligible until they turn three years old consistent with paragraph (j)(2) of this section.

(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 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. A program must include modern technologies to encourage and assist families in applying for admission to the program, and to reduce the family's administrative and paperwork burden in the application and enrollment process. A program must include specific efforts to actively locate and recruit children with disabilities and other children in need, including children experiencing homeless 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 §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) An Indian tribe that operates a Head Start 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 § 1302.11(b), and may, at its discretion, give priority to children in families for which a child, a family member, or a member of the same household, is a member of an Indian Tribe, and would benefit from the Head Start program.

(3) If a program serves migrant or seasonal families, it 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 § 1302.11(b), and give priority to children whose families can demonstrate they have relocated frequently within the past two-years to pursue agricultural work.

(4) If a program operates in a service area where Head Start Preschool 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.

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

(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.

(b) Children eligible for services under IDEA.

(1) A program must ensure at least 10 percent of its total actual 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.

(d) Understanding barriers to enrollment. A program is required to use data from the community assessment to identify the population of eligible children and families and potential barriers to enrollment and attendance, including using data to understand access to transportation for the highest need families. A program must use this data to inform ongoing program improvement efforts as described in § 1302.102(c) to promote enrolling the children most in need of program services.

**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 Preschool 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.

(g) User-friendly enrollment process. A program must regularly examine their enrollment processes and implement any identified improvements to streamline the enrollment experience for families.

### **1302.16 Attendance**

(a) 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);

(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; and

(v) Examine barriers to regular attendance, such as access to safe and reliable transportation, and where possible, provide or facilitate transportation for the child if needed.

(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**

2025 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:	<input type="checkbox"/> HS <input type="checkbox"/> EHS <input type="checkbox"/> EHS-SJ <input type="checkbox"/> EHS Partnership <input type="checkbox"/> FCC	Family Size: _____	
Option:	<input type="checkbox"/> HB <input type="checkbox"/> FD/PY <input type="checkbox"/> FD/FY	Center/HB Educator: _____	
Application Completed: <input type="checkbox"/> In-person <input type="checkbox"/> Audio or Video Call			

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

Eligibility**	Points	Other Factors**	Points
McKinney-Vento Eligible*/Foster Kinship Care	900	Special Needs (IFSP/IEP)	200
Public Assistance (Tribal TANF Valid Aid Code, TANF, SNAP, SSI)	500	Transitioning from EHS to HS	350
		Child on Waitlist Prior Year (Not Enrolled)	50
		Parent(s) work FT, Attend school FT, CalWORKs, Job Searching	50
		Court Ordered Family Maintenance	50
		Sibling Enrolled EHS or HS	30
		Teen Parent (19 Years or Younger at Time of Applicant's Birth)	40
		Guardian or Caregiver Kinship Care	40
		CAPK Staff Member	25
		*Homeless according to McKinney-Vento Act Definition ** Refer to descriptions on backside for clarification	

Residential Verification: <input type="checkbox"/> Department of Human Services <input type="checkbox"/> Utility Bill <input type="checkbox"/> Other		
Staff Verifying Eligibility-Print Name: _____	Signature: _____	Date: _____

Policy Council Approval: \_\_\_\_\_

Board Approval: \_\_\_\_\_

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

Policy Council Approval: _____
Board Approval: _____



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

**1. ~~Chairperson~~ THIS POSITION HAS BEEN FILLED**

- 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~~ THIS POSITION HAS BEEN FILLED**

- 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~~ THIS POSITION HAS BEEN FILLED**

- 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~~ THIS POSITION HAS BEEN FILLED**

- a. The Treasurer will chair the Budget & Finance Committee.
- b. Ensure all budget reports, including a monthly Parent Activity Funds report, are 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 VACANT – THIS OFFICER POSITION IS OPEN FOR NOMINATIONS**

- 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 results, data on school readiness goals and other information to conduct its responsibilities.
2. Review current classroom curriculum studies.
3. Review and make recommendations for 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~~ **NO LONGER VACANT – THIS POSITION HAS BEEN FILLED****

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*



## About the Annual Conference

Head Start California's Annual Conference is the state's premier gathering of Head Start and Early Head Start professionals. With five days of training, inspiration, and connection, this two-part event brings together family engagement leaders and educators to strengthen services and improve outcomes for children and families. This year's carnival-themed experience promises interactive sessions, practical strategies, and meaningful collaboration under the big top.

## Parent & Family Engagement Conference

**February 9–10, 2026**

Focused on family leadership, community access, mental health, and school readiness, this two-day event empowers parents and family service professionals with tools aligned to the Head Start Program Performance Standards.

### Who should attend:

Parents/guardians, Policy Council members, Family Services staff, ERSEA teams, Parent Coordinators, Home Visitors, and community partners.

### Content Tracks:



**FAMILY  
LEADERSHIP**



**MENTAL  
HEALTH**



**HOME-BASED  
SERVICES**



**COMMUNITY  
ACCESS**



**TRANSITIONS &  
READINESS**

## Why Attend

Whether you support children in the classroom or uplift families at home, this conference will recharge your purpose, sharpen your skills, and connect you with a community that shares your commitment. Step right up to grow professionally and bring new energy to your program!



ADMIT  
ONE

