



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

POLICY COUNCIL MEETING PACKET

January 20, 2026

POLICY COUNCIL

STANDING COMMITTEES

January 2026

EXECUTIVE COMMITTEE

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

STANDING COMMITTEE MEMBERS

Board of Directors: Maria Reyes

BUDGET & FINANCE

Chairperson: Maria Reyes

1. James Osborne
2. Norma Valentin
- 3.
- 4.
- 5.
- 6.

PLANNING

Chairperson: Norma Valentin

1. James Osborne
2. Michelle Jara-Rangel
3. Rebecca Castro
- 4.
- 5.
- 6.

BYLAWS

Chairperson: Maritza Garcia

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

SCHOOL READINESS

Chairperson: Alejandra Verduzco

1. Clarissa Mendoza
2. Frances Torres
3. Maritza Garcia
4. Monique Silva
5. Rebecca Castro



LEGEND:	
Attended	X
Did Not Attend	ABS
Attended Another CAPK Function	
Meeting Not Held	
Membership Terminated	
Absent Due to Weather Conditions	
Resigned	R
Special Call Meeting	SC
Executive Committee Meeting	EC
Not Yet Elected to Policy Council	

Policy Council Attendance 2025 - 2026



Policy Council Standing Committee

Attendance Sheet

2025 – 2026

School Readiness Committee

Member	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Alejandra Verduzco	X									
Clarissa Mendoza										
Frances Torres										
Maritza Garcia										
Monique Silva										
Rebecca Silva										

Bylaws Committee

Member	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.
Maritza Garcia	X									

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	X
Resigned	R
Terminated	X
No Subcommittee Meeting Held	X
Not Yet Elected to Subcommittee	X
Absent Due to Weather Conditions	X
Excused Absence	ABS*



DATE	January 20, 2026
TIME	5:30 p.m.
LOCATION	CAPK Administrative Office 1300 18 th Street 3 rd Floor – Board Conference Room Bakersfield, CA 93301
TEAMS LINK	Join the meeting now
MEETING ID	235 423 013 401 4
PASSCODE	vZ3iB695

Policy Council Meeting Agenda

The Promise of Community Action

Community Action changes people's lives, embodies the spirit of hope, improves communities, and makes America a better place to live. We care about the entire community, and we are dedicated to helping people help themselves and each other.

1. Call to Order

a. Roll Call

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

2. Public Comments

The public may address the Policy Council on items that are not on the agenda. Speakers are limited to 3 minutes. If more than one person wishes to address the same topic, the total group time for the topic will be 10 minutes. Please state your name before making your presentation.

3. Consent Agenda

Action Item

The Consent Agenda consists of items that are considered routine and non-controversial. These items are approved in one motion unless a member of the Council or the public requests removal of a particular item. If comment or discussion is requested, the item will be removed from the Consent Agenda and will be considered in the order listed –

- a. Policy Council Meeting Minutes – December 16, 2025 (***p. 8-13***)
- b. Head Start Budget to Actual Report, March 1, 2025, through November 30, 2025 (***p. 14-16***)
- c. Early Head Start Budget to Actual Report, March 1, 2025, through November 30, 2025 (***p. 17-19***)
- d. Head Start and Early Head Start Kern Non-Federal and In-Kind Report, March 1, 2025, through November 30, 2025 (***p. 20***)
- e. Early Head Start Childcare Partnerships Non-Federal Share and In-Kind Report, March 1, 2025 through November 30, 2025 (***p. 21***)
- f. Parent Travel & Childcare through November 30, 2025 (***p. 22***)
- g. Parent Activities through November 30, 2025 (***p. 23***)
- h. Children's Mobile Clinic – January 2026 (English/Spanish) (***p. 24-25***)
- i. January Family Bucket List – CAPK Head Start Family Engagement (English/Spanish) (***p. 26-27***)
- j. January Kindness Calendar 2026 (***p. 28***)
- k. 20 Tips for a Positive New Year – Jon Gordon (***p. 29***)
- l. Parenting Styles: What Are Parenting Styles? (***p. 30-31***)
- m. Backpack Connection Series: How to Help Your Child Learn to Share (English/Spanish) (***p. 32-33***)
- n. 3rd Annual Fatherhood Conference – January 23, 2026, DoubleTree Hotel - Bakersfield, CA (English/Spanish) (***p. 34-35***)

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

Policy Council Meeting Agenda

January 20, 2026

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- o. Unsheltered 2026 Point in Time Count – January 28, 2026, Bakersfield Kern Regional Homeless Collaborative (**p. 36**)
- p. Read Across America Spirit Week – March 2 – 6, 2026 (**p. 37**)
- q. Read Across America Event Save the Date – March 6, 2026 (**p. 38**)
- r. Head Start Recruitment Flyer (English/Spanish) (**p. 39-40**)
- s. Early Head Start San Joaquin Flyer (English/Spanish) (**p. 41-42**)
- t. Home Visiting Program Flyer (English/Spanish) (**p. 43-44**)
- u. Policy Council Meeting Dates (**p. 45**)

4. <u>New Business</u>	Action Item
a. 2026-2027 Recruitment & Selection Plan – Carol Hendricks, Enrollment & Attendance Manager (p. 46-61)	
b. Election of Candy Diaz to the Policy Council Bylaws Committee	
c. Election of Zulema Garcia, Joanna Bautista and Jennifer Juarez to the Policy Council Planning Committee	
5. <u>Standing Reports</u>	
a. Program Governance – Lisa Gonzales, Program Governance Coordinator	
b. Board of Directors – Michelle Jara-Rangel, CAPK Board Member	
c. Head Start/State Child Development – Yolanda Gonzales, Head Start/State Child Development Director	
6. <u>Policy Council Chairperson Report</u>	
7. <u>Policy Council Member Comments</u>	
8. <u>Next Scheduled Meeting</u>	
9. <u>Adjournment</u>	

**COMMUNITY ACTION PARTNERSHIP OF KERN
POLICY COUNCIL MEETING MINUTES**
December 16, 2025
CAPK Administrative Office
1300 18th Street, Bakersfield, CA 93301

1. Call to Order

The meeting was called to order at 5:34 p.m.

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

Policy Council Members Present: Clarissa Mendoza, Frances Torres, James Osborne, Jennifer Juarez

Hernandez, Maritza Garcia, Michelle Jara-Rangel, Monique Silva, Norma Valentin Nino, Rebecca Castro

Policy Council Members Absent: Candy Diaz, Gabrielle Arriola, Joanna Bautista, Maria Reyes, Zulema Garcia

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. Presentations

CAPK Head Start Career Opportunities – Elizabeth Williams, Professional Development Manager

Elizabeth Williams provided information to members about the professional development opportunities within the program which included the processes from the time a candidate applies for a position to the time they are onboarded and hopefully at some point in the future promoted within. She stated that vacant positions are sent to staff on a weekly basis with the information posted at sites to ensure all staff are aware of the opportunities available. Elizabeth also shared that new staff receive either two or four days of training, dependent upon their position. Training is conducted for this duration to better support new hire employees in their scope of work; the program wants to be sure they are well prepared. Elizabeth also spoke to ongoing training for all staff noting that training is provided on a monthly, quarterly, and annual basis covering a broad range of topics. While there are many trainers within the organization, the program also utilizes external trainers as well so as to provide a different perspective; we are always learning and growing, and the program prides itself on being on the cutting edge of the types of trainings it offers staff.

Elizabeth also spoke about engaging the community and promoting Head Start. The Professional Development Team has spoken to high school and college students about the great opportunities CAPK Head Start provides. Whether they would like to volunteer to gain experience or are interested in employment with the program, we have a lot to offer.

It was shared that there is a partnership with Grand Canyon University which provides scholarships to employees who would like to continue their education. Elizabeth added that a partnership with the University of La Verne has just begun and they are offering opportunities to staff at a discounted rate.

In closing, Elizabeth shared some of the vacant positions the program currently has, both in Kern and San Joaquin County. She also provided members her contact information in the event that they would like to reach out to her.

4. 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 – November 18, 2025
- b. Head Start Budget to Actual Report, March 1, 2025, through October 31, 2025
- c. Early Head Start Budget to Actual Report, March 1, 2025, through October 31, 2025
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- e. Early Head Start Childcare Partnerships Non-Federal Share and In-Kind Report, March 1, 2025 through October 31, 2025
- f. Parent Travel & Childcare through October 31, 2025
- g. Parent Activities through October 31, 2025
- h. Independent Audit Report – October 14, 2025
- i. Children's Mobile Clinic – December 2025 (English/Spanish)
- j. December Kindness Calendar 2025
- k. Backpack Connection Series: Help Your Child Transition Smoothly Between Places and Activities (English/Spanish)
- l. Christmas at the Fair – December 19-30, 2026, San Joaquin County Fairgrounds
- m. Winter Gathering – December 21, 2025, River Lakes Community Center, Bakersfield, CA
- n. Santa's Workshop – December 21, 2025, Noble Park, Bakersfield, CA
- o. Christmas Toy Giveaway – December 21, 2025, Virginia Avenue Park
- p. 36th Annual Fog Run – January 10, 2026, Lake Ming, Bakersfield, CA
- q. Dr. Kirk Parent Training – January 14, 2025, Martha J. Morgan Child Development Center (English/Spanish)
- r. 3rd Annual Fatherhood Conference – January 23, 2026, DoubleTree Hotel - Bakersfield, CA (English/Spanish)
- s. Unsheltered 2026 Point in Time Count – January 28, 2026, Bakersfield Kern Regional Homeless Collaborative
- t. Head Start Recruitment Flyer (English/Spanish)
- u. Early Head Start San Joaquin Flyer (English/Spanish)
- v. Home Visiting Program Flyer (English/Spanish)
- w. Policy Council Meeting Dates

A motion was made by Maritza Garcia and seconded by Norma Valentin to approve consent agenda items (a) through (w). Motion carried unanimously.

5. New Business

- a. **Head Start Risk Assessment Notification (RAN) Monitoring Review – Sylvia Ortega, Quality Assurance Administrator ~ *Information Item***

Sylvia shared that on August 7, 2025 a Risk Assessment Notification (RAN) review was conducted of the CAPK Head Start/State Child Development program. This monitoring review occurs when the Office of Head Start requires more information about an incident which affects the health and safety of children. The review is designed to identify any program or management issues that may have contributed to the incident, share any corrective actions needed as well as to provide feedback and support to strengthen program management approaches to prevent any future occurrences similar in nature.

It was determined as a result of the RAN review that the program had one area of noncompliance under the performance area of safety practices. This finding required a timeline for correction and guidance from the Office of Head Start specialist. It was noted that the grant recipient did not ensure all staff refrained from behavior that had the potential to maltreat and endanger the health and safety of children (HSSP §1302.90). Sylvia stated on June 11, 2025, Community Care Licensing conducted an unannounced compliant inspection regarding an allegation of personal rights violation. Upon knowledge of such, the program and human resources immediately began investigating this potential violation. Center staff received coaching and received targeted and consistent training in all areas of care and supervision. Mentor coaches and support services staff

have visited the center continually to provide support. Program has reviewed key policies and procedures to strengthen language specifically standards of conduct. Additionally, the rest and quiet policy was revised. Sylvia concluded noting that the program has been in communication with its regional staff from the Office of Head Start.

A question was raised about what falls under health and safety to which Sylvia replied that almost anything falls into this category. She provided a scenario of staff walking with a child and the child wants to play in a different area, and the staff holds the child's hand, and continues to walk with them. This would be health and safety because the child didn't allow the staff to hold their hand. She continued with additional scenarios/examples and added that health and safety is a big umbrella under which many things fall.

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

Prior to sharing the 2026-2027 Recruitment & Selection Plan, Carol thanked the Policy Council for the feedback provided during the previous month which afforded the opportunity to incorporate suggestions and to refine the plan to be clearer and more concise. In continuing, Carol spoke to the program's obligation of serving the neediest of the needy families stating that the Recruitment & Selection Plan outlines how the program will recruit and prioritize those families. She spoke to the composition of the Recruitment & Selection Committee, which consists of staff, community partners, with an invitation also extended to parents. To ensure transparency and as required in the Head Start Program Performance Standards, the plan is presented to and requires the approval of the Policy Council as well as the Board of Directors.

The updated Recruitment & Selection Plan was presented to and reviewed with the Council noting that suggested edits and/or corrections made during last month's meeting have been reviewed and are now contained in the current document. Upon conclusion of the presentation, and through robust discussion ensuing, it was determined that not all references to the Head Start Performance Standards were reflected accurately, some formatting was not consistent, it was also noted there were other inconsistencies in the plan. In conclusion, the request to approve the Recruitment & Selection Plan as presented was rescinded. Staff will once again review the document, edit as needed and bring back to the Council next month, in February, for their review along with a subsequent request for approval.

c. Nomination and Election for Policy Council Parliamentarian ~ Action Item

It was stated that during last month's Executive Officer elections there wasn't any interest from members to serve in the role of Policy Council Parliamentarian therefore it would be revisited at the next meeting. The role and responsibility of the officer position was shared with members as were the proposed meeting dates for the Policy Council Bylaws Committee for which the Parliamentarian is the chairperson. Maritza Garcia expressed interest in this position nominating herself to serve as the Council's Parliamentarian; Monique Silva seconded the motion. Motion carried unanimously.

d. Election of Members to the Budget & Finance Committee ~ Action Item

Louis Rodriguez, Fiscal Administrator and staff sponsor of the Budget & Finance Committee, provided members with members that this committee reviews the budget to actual information for Head Start. It reviews what the program has budgeted for specific line items versus the expenses. It was noted that this committee meets on a monthly basis, which has historically been the third Tuesday of the month at 5:30 p.m. Members were reminded that as Policy Council Treasurer, Maria Reyes is the Chairperson of the Policy Council Budget & Finance Committee. The floor was then open for nominations to serve on the Budget & Finance Committee. This resulted in a motion made by Maritza Garcia to approve Norma Valentin and James Osborne to serve as members of the Policy Council Budget & Finance Committee; Clarissa Mendoza seconded the motion. Motion carried unanimously.

e. Election of Members to the Bylaws Committee ~ Action Item

An overview of the responsibilities of the Bylaws Committee was provided to members. It was shared that the Bylaws Committee is scheduled to meet every other month beginning in February. It was also noted that the bylaws were recently revised, presented to and approved by both the CAPK Board of Directors and the Policy Council several months ago, therefore there wouldn't necessarily be changes needing to be made to the document. The committee will review the document in its entirety to ensure all members are well versed with a clear understanding of its content. The floor was open for nominations, however there was no interest from members to serve on the Policy Council Bylaws Committee.

f. **Election of Members to the Planning Committee ~ *Action Item***

Administrative Analyst, and staff sponsor of the Planning Committee, Rosa Guerrero spoke with members about the information that is brought before the Planning Committee for their review and feedback. She also shared that historically this committee meets at 5:30 p.m. on the second Tuesday of each month beginning in January. Rosa shared some of the information that is shared with the Planning Committee and reviewed in detail which includes the program planning calendar, enrollment data, the community assessment and more. Members were reminded that all committees meet on a virtual platform, not in person. It was noted that as Policy Council Vice-Chairperson, Norma Valentin serves as the chairperson of the Planning Committee. The floor was open for nominations. Rebecca Castro, James Osborne and Michelle Jara-Rangel individually self-nominated to serve as a member of the Policy Council Planning Committee with a motion to approve made by Clarissa Mendoza and seconded by Frances Torres. Motion carried unanimously.

g. **Election of Members to the School Readiness Committee ~ *Action Item***

Cynthia Rodriguez, Education Manager and staff sponsor of the Policy Council School Readiness Committee introduced herself to members. Cynthia shared that historically the committee has received presentations provided from various support services within the program to better understand how all areas contribute to school readiness for children. The committee also will review the current school readiness goals and look at child assessment data with an opportunity to review and provide feedback on the proposed school readiness goals for the next program year prior to staff presenting to the Board of Directors and the Policy Council for their approval. The floor was open for question and subsequently for nominations to serve on the committee. As Policy Council Secretary Alejandra Verduco is the chairperson of the Policy Council School Readiness Committee. Self-nominations to serve on the committee were received from Monique Silva, Frances Torres, Clarissa Mendoza, Maritza Garcia and Rebecca Castro. Clarissa Mendoza made a motion to approve the nominees as presented and was seconded by Rebecca Castro. A question was posed about members who were not present, specifically will the Council continue this committee nomination and election process at the next meeting? Lisa stated that prior to the next Policy Council meeting she would reach out to all members who did not attend the December meeting to ask which committee they would like to serve on, and the agenda will reflect this information accordingly. It was noted that the Policy Council School Readiness has reached its member capacity and is full.

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***

Lisa spoke to the flyer contained in the Policy Council packet which provided information on the Head Start California Annual Parent & Family Engagement Conference. She shared with members that this is a wonderful opportunity to gain additional information on a variety of topics, to increase knowledge and to meet parents from other programs as well. Lisa shared her experience in accompanying four Policy Council member parents to this conference in 2023 and all the new learning, connections and wonderful time they had. She shared that those elected to attend this meeting would be traveling with staff in an agency vehicle with all attendees receiving a per diem for meals. Lisa added that the registration and hotel accommodations would be paid for by the agency, adding that members are responsible for any incidental and personal expenses. It was noted that the conference will take place on Monday, February 9, 2026 and Tuesday, February 10, 2026, with a departure date of Sunday, February 8, 2026 and returning when the conference concludes on Tuesday. A handful of questions were posed about this opportunity and were addressed by staff. Nominations were open for any member interested in attending the Head Start California Annual Parent & Family Engagement Conference. Frances Torres and Norma Valentin stated they would like to attend the conference. With no other member interest in attending, Rebecca Castro made a motion to approve, seconded by Clarissa Mendoza and unanimously approved.

6. Standing Reports

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

Lisa shared with members that as a result of recent brainstorming on ways to potentially increase participation at monthly parent meetings, an idea has been brought to fruition. She shared that treasure chests, complete with a variety of prizes were purchased for all centers, and early childhood educator (Home Base) teams in both Kern and San Joaquin as well as for our Kern partnership programs. Each treasure chest includes a roll of raffle tickets as well. Lisa continued and shared that the premise is that all parents who attend their respective parent meetings will receive a raffle ticket and upon conclusion of the meeting, staff will draw a ticket and that parent

will then have the opportunity to select a prize of their choice from the Parent Meeting Treasure Trove! She shared that during the upcoming weeks she, along with support from staff, will be placing all the items in the treasure chests so that they are ready for staff at the start of the new year and for January Parent Meetings and beyond. Lisa added that this is a “starter kit” for staff with the hope as they receive donations or giveaways from collaborative meetings that they can add to their chests and grow their prize selection.

In closing, Lisa thanked members for their commitment, especially during this very busy holiday season noting that Christmas was just days away. She expressed appreciation for taking the time to attend the meeting as there was a lot of business to tend to and without having a quorum none of it would have been able to happen. Lisa again expressed her deep appreciation and wished members a wonderful holiday.

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

Michelle stated the Board of Directors met on November 24, 2025, with a quorum met. The consent agenda was approved with one item removed. The item removed was the Head Start/State Child Development Risk Assessment notification monitoring review, which was heard by the Council earlier in the evening. This item was presented to the Board of Directors with questions posed and was subsequently approved.

There were five action items as well as one informational item presented to the Board under new business. Most notable was a temporary appointment for the Category 2 Eastern Kern Low-Income Sector seat on the CAPK Board of Directors. The representative appointed from this area was Margaret Willer of Tehachapi. This temporary appointment will end in August 2026 with recruitment for a permanent representative beginning in three to five months. Additionally, recruitment for a representative to the CAPK Board of Directors for the Category 3 Private Sector representative will begin soon, as current Board Member from this area, Pastor Mullings’ term will conclude in February. All action items were approved.

A verbal report and minutes from the Policy Council were provided and subsequently approved. Chief Executive Officer Jeremy Tobias provided the Board with an update on the government shutdown and appropriations. The Board did not have any closed session items to discuss. The next scheduled meeting will be held on Monday, January 26, 2026.

c. **Head Start/State Child Development – Yolanda Gonzales, Head Start/State Child Development Director**
Yolanda Gonzales expressed her appreciation to members for their participation and attending tonight’s meeting and provided a few program updates.

Home Base hosted a winter celebration which included activities to promote school readiness. Additionally, the health team provided vision and hearing tests for families. The Home Base program also received 140 toys to give to their families which was made possible by Toys for Tots. The Home Visiting Program received a donation of books and playdoh for their families. Yolanda stated that the program is always appreciative of its community partners, adding that there were many organizations who donated coats for the children enrolled in the program. She shared that the San Joaquin program has received coats as well.

The Arts Council of Bakersfield will be hosting an arts and crafts activity at the Delano Center for parents. During this holiday season, the program also received generous donations of Christmas trees, and decorations for several centers; in addition, many other centers benefited from the kindness of organizations including the Pete Parra Foundation, Toys for Tots, Chevron and the California Resource Corporation (CRC).

In continuing to share updates Yolanda stated that winter DRDP assessments are underway for full-year centers with parent conferences to follow. Part-year will begin this process in January. She also shared that the current curriculum study is reduce, reuse, and recycle, adding that parents may have seen a lot of recycling taking place at their sites.

In March, the Read Across America will take place, and the Policy Council can expect to hear more information about this event next month. It was also shared that this event has been ongoing for a number of years, is well received by the community and is a favorite for many. Community members are invited to visit one of our many sites and will be provided a book to read to them. Yolanda extended this invitation to Policy Council members adding that they can read at their child’s site or at any one of our many other sites.

The Enrollment & Attendance team will take part as a vendor at the Kern County Probation Department's Winter Gathering event. They will provide program information to attendees as to how they can enroll their child in our program and how they might help spread the word about Head Start.

In closing Yolanda again thanked members for their support of the program, and she looks forward to working with members of the Council this coming term.

7. Policy Council Chairperson Report

James Osborne shared that he is very excited and pleased with the progress his daughter has made while in the program. He added that she turned 2-years old and when she first enrolled, she could barely speak five to six words and now her language has exploded! James shared that the results of the program and all that centers are doing are very exciting to witness firsthand. He also shared the center received a visit from Santa Claus and the children were very excited. Santa will be making another appearance at the center's upcoming Family Engagement event later in the week.

8. Policy Council Member Comments

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

Maritza Garcia thanked staff for attending the meeting and for speaking with members. She added that she appreciated staff taking the time to stay for the meeting and that she really enjoys the Council meetings!

Rebecca Castro also expressed her gratitude to staff for their time and added that she is looking forward to working with all committee members. Rebecca also asked about sharing community flyers and how one would go about doing that. It was shared that they can be sent to Lisa and/or can be brought to a Council meeting.

Frances Torres shared how impressed she is with all of the things her daughter comes home sharing about her day at the center. She added that she herself doesn't know Spanish, but her daughter comes home knowing songs and other words in Spanish which Frances is very impressed and appreciative of.

9. Next Scheduled Meeting

The next Policy Council meeting will be held on January 20, 2026 at 5:30 p.m. in the Board Room.

10. Adjournment

The meeting was adjourned at 6:54 p.m.



MEMORANDUM

To: Budget and Finance Committee

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

Date: January 12, 2026

Subject: *Head Start*

Budget to Actual Report for the period ended November 30, 2025 – **Info Item**

The Office of Head Start has awarded CAPK the full amount of its Head Start and Early Head Start grant for a five-year budget period, the second-year budget period is March 1, 2025, through February 28, 2026.

The following are highlights of the Head Start Budget to Actual Report for the period of March 1, 2025, through November 30, 2025. Nine months (75%) of the 12-month budget period have elapsed.

Base Funds

Overall expenditures are at 89% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 95% of the budget.

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

The non-Federal share is at 125% 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 - November 30, 2025

Month 9 of 12 (75%)

Prepared 12/30/2025

BASE FUNDS

	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	8,458,695	7,559,935	898,760	89%	11%
FRINGE BENEFITS	2,693,248	2,150,420	542,828	80%	20%
TRAVEL	55,000	-	55,000	0%	100%
EQUIPMENT	-	-	-	-	-
SUPPLIES	535,017	797,658	(262,641)	149%	-49%
CONTRACTUAL	186,280	320,473	(134,193)	172%	-72%
CONSTRUCTION	-	-	-	-	-
OTHER	3,495,261	3,060,584	434,677	88%	12%
INDIRECT	1,467,033	1,142,783	324,250	78%	22%
TOTAL BASE FUNDING	16,890,534	15,031,853	1,858,681	89%	11%

TRAINING & TECHNICAL ASSISTANCE

TRAVEL	60,904	47,729	13,175	78%	22%
SUPPLIES	23,986	15,727	8,259	66%	34%
CONTRACTUAL	12,800	-	12,800	0%	100%
OTHER	63,752	89,703	(25,951)	141%	-41%
INDIRECT	16,144	14,886	1,258	92%	8%
TOTAL TRAINING & TECHNICAL ASSISTANCE	177,586	168,044	9,542	95%	5%

GRAND TOTAL HS FEDERAL FUNDS

17,068,120 **15,199,897** **1,868,223** **89%** **11%**

HEAD START and EARLY HEAD START COMBINED NON-FEDERAL SHARE

SOURCE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
IN-KIND	2,104,780	3,199,195	(1,094,415)	152%	-52%
CALIF DEPT OF ED	7,918,076	9,306,195	(1,388,119)	118%	-18%
TOTAL NON-FEDERAL	10,022,856	12,505,390	(2,482,534)	125%	-25%

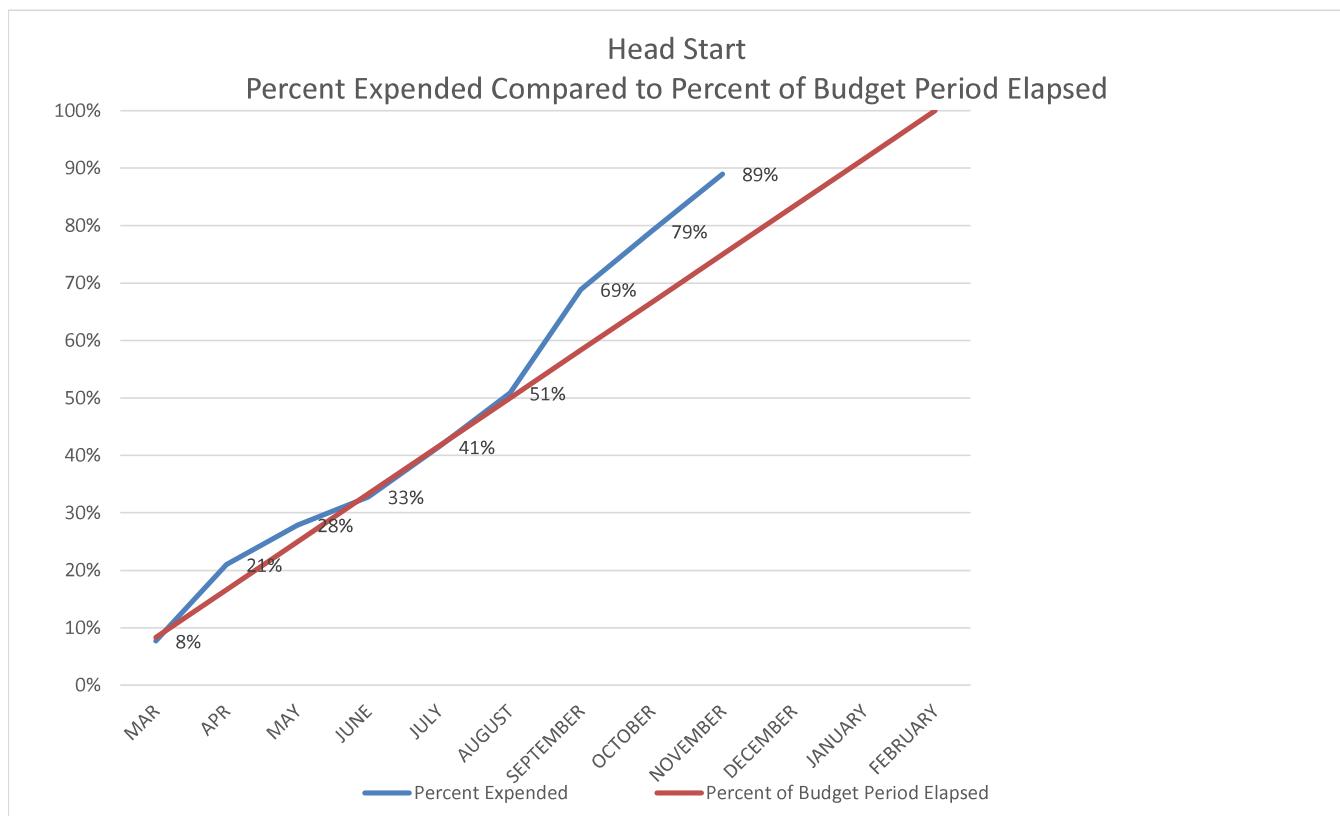
Budget reflects Notice of Award #09CH012489-02-01

Actual expenditures include posted expenditures and estimated adjustments through 11/30/2025

Administrative Cost for HS and EHS Combined 11.7%

Agency-Wide Credit Card Report

	CURRENT	1 TO 30	31 TO 60	61 TO 90	TOTAL	STATEMENT DATE
Elan Credit Card	91,822				91,822	12/1/2025
Lowe's	5,543	(6)	-	-	5,538	11/30/2025
Smart & Final	2,319	-	-	-	2,319	12/1/2025
Save Mart	481	-	-	-	481	11/23/2025
Chevron & Texaco Business Card	6,581	-	-	-	6,581	12/6/2025
Home Depot	16,682	-	-	-	16,682	12/5/2025
	123,428	(6)		-	123,423	





MEMORANDUM

To: Budget and Finance Committee

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

Date: January 12, 2026

Subject: *Early Head Start*
Budget to Actual Report for the period ended November 30, 2025 – **Info Item**

The Office of Head Start has awarded CAPK the full amount of its Head Start and Early Head Start grant for a five-year budget period, the second-year budget period is March 1, 2025, through February 28, 2026.

The following are highlights of the Early Head Start Budget to Actual Report for the period of March 1, 2025, through November 30, 2025. Nine months (75%) of the 12-month budget period has elapsed.

Base Funds

Overall expenditures are at 67% of the budget.

Training & Technical Assistance Funds

Overall expenditures are at 48% 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 - November 30, 2025

Month 9 of 12 (75%)

Prepared 12/30/2025

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	12,545,456	7,608,820	4,936,636	61%	39%
FRINGE BENEFITS	3,896,047	2,866,758	1,029,289	74%	26%
TRAVEL	45,000	-	45,000	0%	100%
EQUIPMENT	-	-	-		
SUPPLIES	751,602	658,287	93,315	88%	12%
CONTRACTUAL	1,001,244	801,259	199,985	80%	20%
CONSTRUCTION	-	-	-		
OTHER	2,423,100	1,926,359	496,741	79%	21%
INDIRECT	2,016,910	1,231,409	785,501	61%	39%
TOTAL BASE FUNDING	22,679,359	15,092,892	7,586,467	67%	33%

TRAINING & TECHNICAL ASSISTANCE

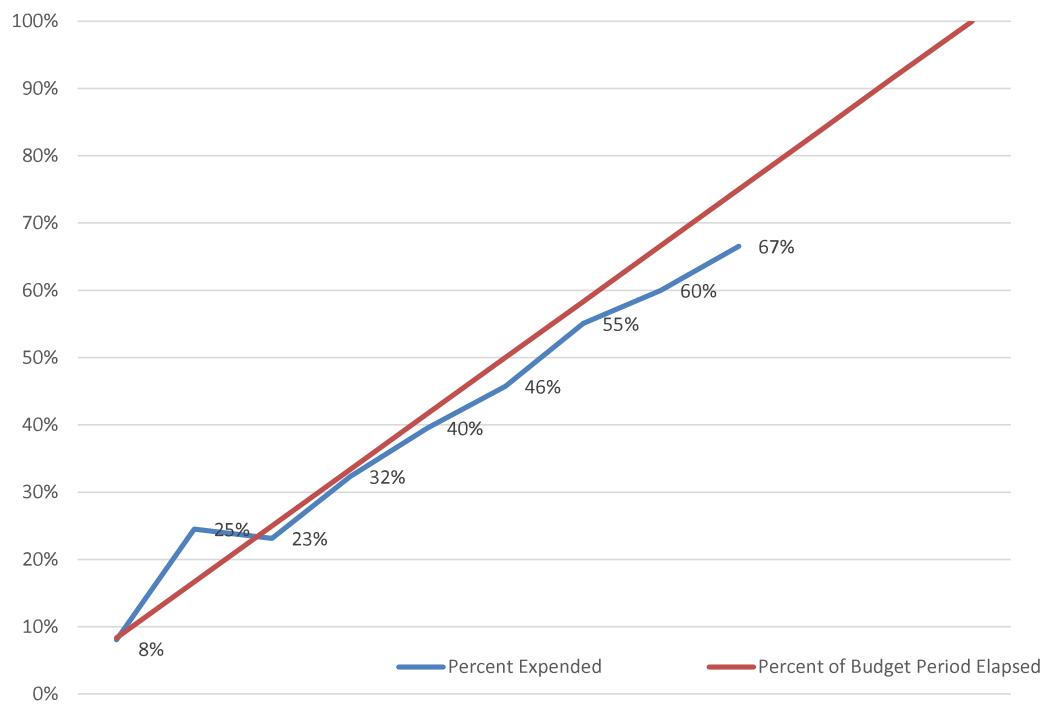
PERSONNEL	-	-	-		
FRINGE BENEFITS	-	-	-		
TRAVEL	118,632	52,125	66,507	44%	56%
SUPPLIES	30,013	11,536	18,477	38%	62%
CONTRACTUAL	26,080	-	26,080	0%	100%
OTHER	137,953	88,034	49,919	64%	36%
INDIRECT	31,268	14,509	16,759	46%	54%
TOTAL TRAINING & TECHNICAL AS	343,946	166,204	177,741.66	48%	52%

GRAND TOTAL EHS FEDERAL FUNDS **23,023,305** **15,259,096** **7,764,209** **66%** **34%**

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

Actual expenditures include posted expenditures and estimated adjustments through 11/30/2025

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



Community Action Partnership of Kern

Head Start and Early Head Start Kern

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

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

Report for period ending November 30, 2025 (Month 9 of 12)

Percent of budget period elapsed: 75.0%

LOCATION	Enrollment	March	April	May	June	July	Aug	Sep	Oct	Nov	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	8,979	64,419	Kern	43,028	150%	
Alicante	20	11,086	15,151	14,433	5,928	0	81	8	0	0	46,687	Kern	25,311	184%	
Angela Martinez	105	27,223	22,300	16,063	8,082	8	737	3,075	4,591	2,322	84,399	Kern	132,882	64%	
Broadway	37	5,316	6,177	5,148	1,284	0	0	8,724	415	176	27,240	Kern	46,825	58%	
California City	17	8,661	4,651	3,624	0	0	0	8,724	415	176	26,251	Kern	21,514	122%	
Cleo Foran	23	3,034	13,700	6,385	0	44	6,396	8,102	12,329	10,774	60,764	Kern	29,107	209%	
Delano	60	24,147	10,493	9,990	9,037	13,336	884	2,045	1,608	317	71,857	Kern	75,933	95%	
Fairfax	34	2,162	7,675	7,639	6,610	6,652	141	603	358	293	32,133	Kern	43,028	75%	
Harvey L. Hall	142	30,977	25,366	29,489	27,782	34,800	1,733	3,950	2,581	293	156,972	Kern	179,707	87%	
Heritage	17	1,689	1,076	1,430	0	0	244	2,255	2,049	949	9,692	Kern	21,514	45%	
Home Base	160	26,283	16,822	15,238	8,091	13,461	11,890	15,368	7,046	1,813	116,012	Kern	202,487	57%	
Martha J. Morgan	50	25,357	24,516	27,021	5,886	19,908	8	624	537	26,934	130,790	Kern	63,277	207%	
Oasis	42	10,131	11,857	4,912	0	0	5,069	9,100	11,450	134	52,653	Kern	53,153	99%	
Pete H. Parra	116	835	465	0	488	0	0	586	380	147	2,902	Kern	146,803	2%	
Primeros Pasos	67	81,280	74,266	70,979	62,312	51,989	62,477	74,365	88,786	65,432	631,887	Kern	84,791	745%	
Rosamond	51	2,171	743	249	0	0	0	125	132	0	3,420	Kern	64,543	5%	
San Diego	32	7,286	7,795	7,818	5,461	1,233	0	246	7,308	6,539	43,686	Kern	40,497	108%	
Shafter	17	4,245	4,431	2,904	5,313	1,815	1,567	1,610	1,567	129	23,581	Kern	21,514	110%	
Shafter HS/EHS	24	6,376	7,319	6,168	6,528	5,765	1,618	1,126	979	171	36,051	Kern	30,373	119%	
Sterling	117	13,276	14,627	14,046	12,927	15,068	15,298	18,677	23,508	0	127,429	Kern	148,068	86%	
Stockdale Head Start	41	4,624	6,609	3,216	0	0	1,366	2,280	4,310	2,560	24,965	Kern	51,887	48%	
Sunrise Villa	17	2,558	1,716	637	0	495	1,054	983	147	0	7,588	Kern	21,514	35%	
Taft	51	6,364	5,860	1,305	0	8	1,703	4,533	4,277	244	24,295	Kern	64,543	38%	
Tehachapi	15	1,225	883	183	0	0	0	73	81	293	2,739	Kern	18,983	14%	
Vineland	17	6,156	5,059	2,464	0	0	1,681	3,453	7,688	6,632	33,134	Kern	21,514	154%	
Virginia	17	12,711	11,663	6,431	0	0	1,475	5,046	12,169	10,171	59,667	Kern	21,514	277%	
Willow	40	13,507	12,642	6,398	0	0	0	0	0	0	32,547	Kern	50,622	64%	
Administrative Services		0	0	0	0	0	0	0	0	0	0	Kern/SJC	0	0%	
PC Planning		0	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	0	Kern/SJC	0	0%	
Governance		0	286	275	0	0	269	0	0	0	0	830	Kern	15,000	6%
Program Services		25,634	21,252	15,199	15,125	10,890	11,271	23,331	20,139	0	142,841	Kern/SJC	74,265	192%	
California Street	24	12,099	9,304	7,354	4,449	3,475	0	0	122	73	36,876	SJC	30,373	121%	
Gianone	16	2,302	2,438	1,561	1,982	1,779	2,702	1,662	2,470	122	17,017	SJC	26,431	64%	
Kennedy	16	2,963	3,594	2,307	1,493	2,421	2,687	3,523	5,083	49	24,120	SJC	20,249	119%	
Lodi Home Base	20	16,850	14,153	13,945	11,589	12,432	20,246	15,900	21,936	0	127,052	SJC	25,311	502%	
Lodi UCC	24	11,022	11,210	9,863	12,463	12,292	12,561	8,616	8,429	0	86,455	SJC	30,373	285%	
Lathrop Home Base	20	3,920	4,356	4,084	4,816	1,618	5,221	4,230	7,125	0	35,368	SJC	25,311	140%	
Marci Massei	24	8,028	7,640	8,223	5,195	4,986	2,601	244	5,999	0	42,915	SJC	30,373	141%	
Stockton Home Base	40	13,285	12,746	10,491	5,047	5,313	5,750	4,947	7,472	0	65,052	SJC	50,622	129%	
Lathrop	24	5,426	5,267	4,375	3,526	2,869	2,008	1,622	313	128	25,533	SJC	30,373	84%	
SUBTOTAL IN-KIND	1,571	455,958	419,016	349,247	231,413	222,657	184,069	247,723	281,883	145,852	2,537,819	0	2,083,613	122%	
											x				
State General Child Care*		360,286	0	0	0	417,588	400,228	408,456	442,485	336,186	2,365,230	Kern	2,442,293	97%	
State Preschool*		916,299	893,933	0	0	387,028	508,094	701,455	885,716	742,969	5,035,493	Kern	6,219,213	81%	
State Migrant Child Care*		1,191	1,248	1,191	0	0	0	0	0	19	3,648	Kern	50,000	7%	
SUBTOTAL CA DEPT of ED		1,277,776	895,181	1,191	0	804,616	908,322	1,109,911	1,328,201	1,079,173	7,404,372	8,711,506	85%		
											x				
State General Child Care*		248,476	254,215	240,642	0	228,392	244,230	246,762	253,634	185,471	1,901,823	SJC	1,175,152	162%	
SUBTOTAL CA DEPT of ED		248,476	254,215	240,642	0	228,392	244,230	246,762	253,634	185,471	1,901,823	1,175,152	162%		
GRAND TOTAL		1,982,210	1,568,412	591,080	231,413	1,255,665	1,336,621	1,604,396	1,863,718	1,410,496	11,844,014	11,970,271	99%		
											661,376				
											12,505,390				

Community Action Partnership of Kern
Early Head Start Child Care Partnerships
Non-Federal Share and In-Kind Year-to-Date Report
Budget Period: March 1, 2025 through February 28, 2026
Report for period ending November 30, 2025 (Month 09 of 12)

Percent of year elapsed: 75.00%

LOCATION	FUNDED ENROLL-MENT	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Sep-25	Oct-25	Nov-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	30,634	0	183,358	137,864	133%	
KCSOS - Blanton	16	34,387	34,387	28,570	29,533	24,921	28,812	32,160	30,743	0	243,512	68,932	353%	
Garden Pathways	11	81	317	332	484	572	366	713	686	195	3,748	47,391	8%	
Taft College	42	27,610	35,201	27,594	27,992	34,146	28,724	16,754	32,614	0	230,635	180,947	127%	
Escuelita Hernandez	16	49	0	0	0	0	0	0	37	37	0	123	68,932	0%
Program Services		0	0	0	0	0	0	0	0	0	0			
Admin Services		0	0	0	0	0	0	0	0	0	0			
GRAND TOTAL	117	89,431	93,293	82,693	79,681	69,701	72,954	78,714	94,714	195	661,376	504,065	131%	

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

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

HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2025	\$ 1,350.00	\$ 97.45	\$ 97.45	\$ 1,252.55	8%	7%
APRIL 2025	\$ 1,252.55	\$ 121.72	\$ 219.17	\$ 1,130.83	17%	16%
MAY 2025	\$ 1,130.83	\$ 116.75	\$ 335.92	\$ 1,014.08	25%	25%
JUNE 2025	\$ 1,014.08	\$ 107.76	\$ 443.68	\$ 906.32	33%	33%
JULY 2025	\$ 906.32	\$ -	\$ 443.68	\$ 906.32	42%	33%
AUGUST 2025	\$ 906.32	\$ 62.83	\$ 506.51	\$ 843.49	50%	38%
SEPTEMBER 2025	\$ 843.49	\$ -	\$ 506.51	\$ 843.49	58%	38%
OCTOBER 2025	\$ 843.49	\$ -	\$ 506.51	\$ 843.49	67%	38%
NOVEMBER 2025	\$ 843.49	\$ 131.16	\$ 637.67	\$ 712.33	75%	47%
DECEMBER 2025	\$ 712.33	\$ -	\$ 637.67	\$ 712.33	83%	47%
JANUARY 2026	\$ 712.33	\$ -	\$ 637.67	\$ 712.33	92%	47%
FEBRUARY 2026	\$ 712.33	\$ -	\$ 637.67	\$ 712.33	100%	47%

EARLY HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2025	\$ 500.00	\$ 65.65	\$ 65.65	\$ 434.35	8%	13%
APRIL 2025	\$ 434.35	\$ 57.62	\$ 123.27	\$ 376.73	17%	25%
MAY 2025	\$ 376.73	\$ 65.67	\$ 188.94	\$ 311.06	25%	38%
JUNE 2025	\$ 311.06	\$ 60.31	\$ 249.25	\$ 250.75	33%	50%
JULY 2025	\$ 250.75	\$ -	\$ 249.25	\$ 250.75	42%	50%
AUGUST 2025	\$ 250.75	\$ 35.34	\$ 284.59	\$ 215.41	50%	57%
SEPTEMBER 2025	\$ 215.41	\$ -	\$ 284.59	\$ 215.41	58%	57%
OCTOBER 2025	\$ 215.41	\$ -	\$ 284.59	\$ 215.41	67%	57%
NOVEMBER 2025	\$ 215.41	\$ 73.78	\$ 358.37	\$ 141.63	75%	72%
DECEMBER 2025	\$ 141.63	\$ -	\$ 358.37	\$ 141.63	83%	72%
JANUARY 2026	\$ 141.63	\$ -	\$ 358.37	\$ 141.63	92%	72%
FEBRUARY 2026	\$ 141.63	\$ -	\$ 358.37	\$ 141.63	100%	72%

Prepared by: Louis Rodriguez
January 6, 2026

**COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT ACTIVITIES (7175)
2025-2026**

HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2025	\$ 9,210.00	\$ 230.87	\$ 230.87	\$ 8,979.13	8%	3%
APRIL 2025	\$ 8,979.13	\$ 165.43	\$ 396.30	\$ 8,813.70	17%	4%
MAY 2025	\$ 8,813.70	\$ -	\$ 396.30	\$ 8,813.70	25%	4%
JUNE 2025	\$ 8,813.70	\$ 183.04	\$ 579.34	\$ 8,630.66	33%	6%
JULY 2025	\$ 8,630.66	\$ 224.35	\$ 803.69	\$ 8,406.31	42%	9%
AUGUST 2025	\$ 8,406.31	\$ 118.02	\$ 921.71	\$ 8,288.29	50%	10%
SEPTEMBER 2025	\$ 8,288.29	\$ -	\$ 921.71	\$ 8,288.29	58%	10%
OCTOBER 2025	\$ 8,288.29	\$ -	\$ 921.71	\$ 8,288.29	67%	10%
NOVEMBER 2025	\$ 8,288.29	\$ 1,198.39	\$ 2,120.10	\$ 7,089.90	75%	23%
DECEMBER 2025	\$ 7,089.90	\$ -	\$ 2,120.10	\$ 7,089.90	83%	23%
JANUARY 2026	\$ 7,089.90	\$ -	\$ 2,120.10	\$ 7,089.90	92%	23%
FEBRUARY 2026	\$ 7,089.90	\$ -	\$ 2,120.10	\$ 7,089.90	100%	23%

EARLY HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2025	\$ 5,245.00	\$ 129.87	\$ 129.87	\$ 5,115.13	8%	2%
APRIL 2025	\$ 5,115.13	\$ 93.06	\$ 222.93	\$ 5,022.07	17%	4%
MAY 2025	\$ 5,022.07	\$ -	\$ 222.93	\$ 5,022.07	25%	4%
JUNE 2025	\$ 5,022.07	\$ 102.96	\$ 325.89	\$ 4,919.11	33%	6%
JULY 2025	\$ 4,919.11	\$ 126.19	\$ 452.08	\$ 4,792.92	42%	9%
AUGUST 2025	\$ 4,792.92	\$ 66.38	\$ 518.46	\$ 4,726.54	50%	10%
SEPTEMBER 2025	\$ 4,726.54	\$ -	\$ 518.46	\$ 4,726.54	58%	10%
OCTOBER 2025	\$ 4,726.54	\$ -	\$ 518.46	\$ 4,726.54	67%	10%
NOVEMBER 2025	\$ 4,726.54	\$ 616.37	\$ 1,134.83	\$ 4,110.17	75%	22%
DECEMBER 2025	\$ 4,110.17	\$ -	\$ 1,134.83	\$ 4,110.17	83%	22%
JANUARY 2026	\$ 4,110.17	\$ -	\$ 1,134.83	\$ 4,110.17	92%	22%
FEBRUARY 2026	\$ 4,110.17	\$ -	\$ 1,134.83	\$ 4,110.17	100%	22%

January 6, 2026

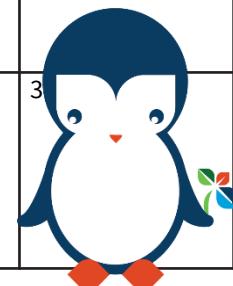
Children's Mobile Immunization Program



JANUARY 2026

- 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 OFFICE CLOSED	2 OFFICE CLOSED	3
4	5	6	7 Albertson's 1520 Brundage Ln. (Parking Lot) 9:00 am–11:30 am 12:00 pm–2:00 pm	8 Walmart 2601 Fashion Plaza (Parking Lot) 9:00 am–11:30 am 12:00 pm–2:00 pm	9	10
11	12	13 Greenfield Family Resource Center 5400 Monitor Street (Parking Lot) 9:00 am–11:30 am 12:00 pm–2:00 pm	14 Kern County Dept. of Human Services 100 E. California Ave (Parking Lot) 9:00 am–11:30 am 12:00 pm–2:00 pm	15	16	17
18	19 OFFICE CLOSED	20 Walmart 401 Central Ave. WASCO (Parking Lot) 9:30 am–11:30 am 12:00 pm–2:00 pm	21 Adventist Health Bakersfield 2800 Chester Ave. (Parking Lot) 1:00 pm–3:00 pm 3:30 pm–6:00 pm	22	23	24
25	26 NOR-Riverview Park 437 Willow Drive (Parking Lot) 9:00 am–11:30 am 12:00 pm–2:00 pm	27	28 New Life Church 4201 Stine Road (Parking Lot) 9:00 am–11:30 am 12:00 pm–2:00 pm	29	30	31



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

ENERO 2026

- 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 emabrazadas/ 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 condiciones del clima. Porfa-vor llame antes de ir a la clinica móvil.
- Podemos parar de registrar 30 minutos antes de cerrar.

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
				1 OFICINA CERRADA	2 OFICINA CERRADA	3
4	5	6	7 Albertson's 1520 Brundage Ln. (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	8 Walmart 2601 Fashion Plaza (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	9	10
11	12	13 Greenfield Family Resource Center 5400 Monitor Street (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	14 Kern County Dept. of Human Services 100 E. California Ave (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	15	16	17
18	19 OFICINA CERRADA	20 Walmart 401 Central Ave. WASCO (Estacionamiento) 9:30 am—11:30 am 12:00 pm—2:00 pm	21 Adventist Health Bakersfield 2800 Chester Ave. (Estacionamiento) 1:00 pm—3:00 pm 3:30 pm—6:00 pm	22	23	24
25	26 NOR-Rview Park 437 Willow Drive (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	27	28 New Life Church 4201 Stine Road (Estacionamiento) 9:00 am—11:30 am 12:00 pm—2:00 pm	29	30	31



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

Happy
New Year!

2026

January Family Bucket List

New year, new beginning
new goals to accomplish!

Create a Bucket List with your family!
Draw and list what you would like to do or
places you would like to visit with your family in
2026!

Share all your goals with your class or
Early Childhood Educator!

Thank you for being
involved!

Feliz
Año

Nuevo!

2026

Enero Lista de Deseos

Año nuevo, nuevo comienzo, nuevas metas
¡Y se cumplirán!

¡Crea una lista de deseos con tu familia!
¡Dibuja y enumera las cosas que te gustaría
hacer o los lugares que te gustaría visitar con tu
familia en 2026!

¡Comparte todos tus objetivos con tu clase o
¡Educadora de la primera infancia!

¡Gracias por
participar!

Happier January 2026

MONDAY



TUESDAY



WEDNESDAY



THURSDAY

1 Find three things to look forward to this year

FRIDAY

2 Make time today to do something kind for yourself

SATURDAY

3 Do a kind act for someone else to help brighten their day

SUNDAY

4 Write a list of things you feel grateful for and why

5 Look for the good in others and notice their strengths

6 Take five minutes to sit still and just breathe

7 Learn something new and share it with others

8 Say positive things to the people you meet today

9 Get moving. Do something active (ideally outdoors)

10 Thank someone you're grateful to and tell them why

11 Switch off all your tech at least an hour before bedtime

12 Connect with someone near you – share a smile or chat

13 Take a different route today and see what you notice

14 Eat healthy food which really nourishes you today

15 Get outside and notice five things that are beautiful

16 Contribute positively to your local community

17 Be gentle with yourself when you make mistakes

18 Get back in contact with an old friend

19 Focus on what's good, even if today feels tough

20 Go to bed in good time and allow yourself to recharge

21 Try out something new to get out of your comfort zone

22 Plan something fun and invite others to join you

23 Put away digital devices and focus on being in the moment

24 Take a small step towards an important goal

25 Decide to lift people up rather than put them down

26 Choose one of your strengths and find a way to use it today

27 Challenge your negative thoughts and look for the upside

28 Ask other people about things they've enjoyed recently

29 Say hello to a neighbour and get to know them better

30 See how many people you can smile at today

31 Write down your hopes or plans for the future



JON GORDON'S 20 TIPS FOR A POSITIVE NEW YEAR 2026

1 STAY POSITIVE

You can listen to the cynics and doubters and believe that success is impossible or you can trust that with faith and an optimistic attitude all things are possible.

3 BE MORE ACTIVE

When possible, spend less time sitting and more time exercising, lifting, stretching, and moving. Like a river you were made to move.

5 NO ENERGY VAMPIRES ALLOWED

Post a sign that says "No Energy Vampires Allowed." Gandhi said, "I will not let anyone walk through my mind with their dirty feet," and neither should you! Download my Neutralize Negativity Kit.

7 FIGHT THE RIGHT BATTLES

Fight the battles that keep you going forward, not the ones that keep you stuck in the past.

9 DON'T WASTE YOUR ENERGY

Don't waste your precious energy on gossip, naysayers, issues of the past, negative thoughts or things you cannot control.

11 FUEL YOUR LIFE WITH LOVE

instead of fear. Fear is draining. Love is sustaining. Fear weakens you. Love strengthens you.

13 NO COMPLAINING RULE

Implement the No Complaining Rule. If you are complaining, you're not leading. Download a free No Complaining Kit here.

15 DON'T SEEK HAPPINESS

Don't seek happiness. Instead live with love, passion and purpose and happiness will find you.

17 GET BACK UP

The next time you "fail" remember that it's not meant to define you. It's meant to refine you.

19 CREATE YOUR CIRCLE

Create your Circle of Supporters. Who is in your circle determines how fast and high you rise.

2 TAKE A DAILY "THANK YOU WALK"

You can't be stressed and thankful at the same time. Feel blessed and you won't be stressed.

4 TALK TO YOURSELF

instead of listen to yourself. Instead of listening to your complaints, fears and doubts, talk to yourself with words of truth and encouragement.

6 WRITE YOUR SUCCESS OF THE DAY

Each night before you go to bed write down your success of the day. What you focus on shows up more in your life. Create a success journal.

8 GET MORE SLEEP

You can't replace sleep with a double latte

10 LIVE YOUR PURPOSE

Remember your why. We don't get burned out because of what we do. We get burned out because we forget why we do it.

12 HAVE A MISSION

Make sure you have a mission, a team and a scoreboard. You need all three to thrive and go to the next level.

14 READ MORE

Read more books than you did in 2025. I happen to know of a few good ones.

16 FOCUS ON "GET TO"

Focus on "Get to" vs "Have to." Each day focus on what you get to do, not what you have to do. Life is a gift not an obligation.

18 SMILE AND LAUGH MORE

They are natural anti-depressants.

20 ENJOY THE RIDE

You only have one ride through life so make the most of it and enjoy it.

Parenting Styles

What are Parenting Styles?

Parenting styles, as defined by Dr. John Gottman, describe the way parents react and respond to their child's emotions. Your parenting style is related to how you feel about emotions. (“Feelings about feelings” are often referred to as meta-feelings.) For example, do you think emotions are powerful? Messy? Distracting? Important? The way you, as a parent, feel about these questions plays an important role in shaping your parenting style.



★ Such parents are not insensitive to their children's emotions. They see them happening and want to be helpful and protective, but they are not sure what to do. Because dismissing parents ignore emotions, they miss the opportunity to connect and to create a closer relationship with their children when their children need them most.

Children with Dismissing Parents tend to...

- ★ Learn that negative emotions (especially sadness and anger) can't be trusted.
- ★ Learn that it is only good to feel happy, even though they have other feelings.
- ★ Learn that it is better to avoid or “get over” certain emotions rather than to feel them and understand them. They may also learn to hide their emotions.
- ★ Struggle learning how to self-soothe from escalated emotions like sadness or anger, which can make school and friendship hard later.
- ★ Learn that some feelings won't be noticed until they escalate into stronger feelings.

DISAPPROVING “There is nothing to be afraid of in your room...just go to bed and go to sleep.”

★ Disapproving parents typically don't value emotions and often feel that negative emotions should not be allowed to happen. As a result, children learn that some feelings are “good” and others are “bad” because their parents treat the feeling like a behavior by asking or telling the child to feel differently.

Why Parenting Styles Matter

Parenting styles matter because the way a parent interacts with their child sets the stage for the child's future social and emotional development.

★ One of the primary ways to help your child is to help him learn to manage his emotions. However, for many parents, this is not an easy task. It requires self-awareness about your own management of emotions, an awareness of emotions in others (specifically your child,) and a method for responding.

The Four Parenting Styles

There are four parenting styles. Most parents have a dominant style but use a combination of all four. As you read the descriptions below, consider which style best describes you, as well as how you were parented.

DISMISSING “I know you miss mommy, but let's do something fun like make cookies.”

★ Dismissing parents can be very loving and compassionate. They just don't believe it is important to spend time dealing with their child's negative emotions, and tend to ignore the feelings or attempt to distract the child from them.

INFORMATION FOR PARENTS: Parenting Styles

- ★ When children of disapproving parents feel the “bad” emotions, like sadness, anger, or fear, they often think something is wrong with them or that they are a “bad” person, even though their feelings are normal.
- ★ What these parents are missing, in part, is the realization that emotions are a natural part of our daily experiences and are not simply a mode of thinking that can be switched on or off at will.

Children with Disapproving Parents tend to ...

- ★ Learn that certain feelings should be switched off like a light.
- ★ Have difficulty learning to regulate emotions, which typically has negative long-term effects.
- ★ Learn that some feelings won’t be noticed by displaying subtle cues (such as nonverbal displays of frustration) until they escalate into stronger feelings and behaviors (such as hitting).
- ★ Be less likely to talk to their parents about how they feel because they worry that they might be punished for those feelings.

LAISSEZ-FAIRE “I’m sorry your brother took your toy away from you.”

- ★ Laissez-faire parents are compassionate, and they recognize and respond to their children’s emotions. They practice unconditional love, but they also fear that setting limits on a child’s behavior might send the wrong message and show that love is only connected to good behavior.

Children with Laissez-Faire Parents tend to ...

- ★ Learn that feelings are valued, and they can talk about their feelings with others. This is a very important part of learning what emotions are.
- ★ Learn that it is ok to act out or misbehave when they have strong feelings, and that almost “anything goes” when it comes to their behavior.
- ★ Struggle learning skills for how to calm down when they feel excited, angry, or sad.
- ★ Have difficulty learning ways to act appropriately around others, and can have trouble keeping friends or concentrating in school.

EMOTION COACHING “Come sit with me and we’ll talk about how you’re feeling right now.”

- ★ Emotion Coaching parents value sharing emotional times with their children.
- ★ To Emotion Coach, parents need to use empathy. Specifically, these parents try to put themselves into their child’s shoes. They show an understanding of their children’s emotions and guide them in their behavior. Emotion Coaching creates a foundation for strong, healthy, trusting relationships.

- ★ Emotion Coaching takes practice. Every emotional event is different and Emotion Coaching needs to be flexible. None of us can do it all the time, but the more we can take the time to help children work through their emotions, the better.

Children with Emotion Coaching Parents tend to ...

- ★ Learn that feelings are important and can be trusted.
- ★ Learn how to name certain feelings and begin to understand why they feel the way they do.
- ★ Learn that they are not alone with their feelings, and that they can bring their wide range of emotions to their parents with confidence they will be loved and comforted.
- ★ Learn that all feelings they experience are OK, but not all of their behaviors are OK.
- ★ Learn how to solve the problems life brings.
- ★ Learn to calm themselves down when they have strong emotions so they can concentrate better at school.
- ★ Learn about their own feelings and the feelings of others, which helps them form strong friendships.

What Parents Can Do

THE BIG PICTURE:

- ★ Realize that most parents use a combination of all four parenting styles, and that even the “best” Emotion Coaches only use that style about 30% of the time – and that is enough to make a big difference in the parent-child relationship.
- ★ Remember that feelings are normal and children can’t control how they feel.
- ★ Teach limits on behavior. Children like to know their boundaries and it’s important that you teach them what is acceptable and unacceptable.

IN EVERYDAY MOMENTS:

- ★ Avoid ignoring or disciplining a child for their emotions. When emotions arise, make an effort to teach your child how to manage them. Doing so will establish a stronger relationship between the two of you.
- ★ Recognize emotions – this is the first step to helping children learn about them.
- ★ Remember that every child expresses emotions in her own way.
- ★ Let your child feel and understand his emotions.
- ★ Help children figure out what to do when they experience strong emotions.



Backpack Connection Series

About this Series

The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

The Pyramid Model

The Pyramid Model is a framework that provides programs with guidance on how to promote social emotional competence in all children and design effective interventions that support young children who might have persistent challenging behavior. It also provides practices to ensure that children with social emotional delays receive intentional teaching. Programs that implement the Pyramid Model are eager to work together with families to meet every child's individualized learning and support needs. To learn more about the Pyramid Model, please visit ChallengingBehavior.org.

More Information

More information and resources on this and other topics are available on our website, ChallengingBehavior.org.



National Center for
Pyramid Model
INNOVATIONS

ChallengingBehavior.org

How to Help Your Child Learn to Share

Brooke Brogle, Alyson Jiron & Jill Giacomini

Learning how to share is a big challenge for all children because it often means putting aside one's own needs in order to make someone else happy. Sharing is not a skill children have when they are born—they need to be taught how to share and how to see that their efforts have helped someone else feel happy or solve a problem. In order to learn this skill, children need adults to provide them with many different opportunities where they can practice how to share with others and see other children in the act of sharing. When a child learns how to share with others she feels more confident and is better able to play with other children independently. Additionally, learning how to share gives a child a very important and solid foundation of successful friendship skills she can continue to build on as she grows.



Try This at Home

- Read books about sharing with your child. Talk about how the characters might feel as the story unfolds. All feelings are healthy and normal. A character might be feeling a variety of emotions—from frustrated and sad to happy and joyful. A good example is the CSEFEL Book Nook based upon the book *I Can Share* by Karen Katz. This resource has many activities that go along with the book to teach about sharing. http://challengingbehavior.fmhi.usf.edu/docs/booknook/BookNook_share.pdf
- Notice and point out when other children are sharing. "I see that those girls are sharing their snack."
- Notice and let your child know that you see the many moments in the day when he is sharing. "Thank you for sharing your crayons with me. I feel happy when you share." Or "When I came to pick you up from school, I noticed that you were sharing the toys with Sophie. What a good friend!"
- Plan ahead if sharing might be a concern. "Avery is coming over to our house today for a play date. I know how special your blankie is to you. We can put your blankie in a special place that is just for you and all the other toys will be shared with Avery."
- Find opportunities to teach sharing to your child. "Oh no! For dessert tonight we only have three cookies left for you, Joey, me, and Daddy. I wonder what we can do?"

Practice at School

At school, children are taught how to share and learn about how sharing makes friends feel. Children learn about sharing through stories, role-playing and puppets. One way teachers help children learn how to share with each other is by pointing out how a friend looks and feels when a child does, or does not, share. Teachers also encourage children to begin to solve problems by themselves. "I see you have five cars and Ryan has none. I wonder what we can do?" Or "I wonder which car Ryan can use?" Most importantly, teachers congratulate children when they solve sharing problems and recognize how proud they must feel after they share.

The Bottom Line

Sharing is a skill that your child will use throughout her life to get along with others during activities and build friendships. Children who learn how to share are better able to understand other's feelings, negotiate difficult situations with confidence and feel secure in their ability to solve problems by themselves.

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Serie de Conexión Mochila

Sobre esta serie

La Serie de Conexión Mochila fue instaurada por TACSEI (por sus siglas en inglés) para brindarle a los maestros y padres/proveedores una vía para trabajar en conjunto para ayudar a los niños a desarrollar sus aptitudes socioemocionales y reducir las conductas desafiantes. Los maestros podrían elegir enviar un volante a casa dentro de la mochila de cada niño cada vez que sea introducida una nueva estrategia o aptitud dentro de la clase. Cada volante de la *Conexión de Mochila* proporciona información que ayudará a los padres a estar informados sobre lo que su niño está aprendiendo en la escuela y las ideas específicas sobre cómo utilizar las estrategias o aptitudes en casa.

El Modelo de la Pirámide



El Modelo de la Pirámide es un marco que proporciona a los programas orientación en como promover la capacidad socioemocional en todos los niños y diseñar intervenciones efectivas que apoyen a los niños que puedan contar con conductas desafiantes persistentes. También proporciona prácticas para asegurarse de que los niños con retrasos socioemocionales reciban educación intencional. Los programas que implementan el Modelo de la Pirámide están entusiasmados de trabajar en sociedad con las familias para satisfacer las necesidades individuales de aprendizaje y apoyo que cada niño necesita. Para conocer más del Modelo de la Pirámide, por favor visite ChallengingBehavior.org.

Más información

Más información y recursos sobre este y otros temas están disponibles en nuestro sitio web, ChallengingBehavior.org.



National Center for
Pyramid Model
INNOVATIONS

ChallengingBehavior.org

Cómo ayudar a su hijo a que aprenda a compartir

Brooke Bogle, Alyson Jiron y Jill Giacomini

El aprender cómo compartir es un desafío muy grande para los niños porque a menudo significa hacer a un lado sus propias necesidades para hacer feliz a alguien más. El compartir no es una aptitud con la que los niños cuentan desde que nacen – se necesita que les enseñen como compartir y cómo observar que sus esfuerzos ayudaron a que alguien más se sintiera feliz o resolviera un problema. A fin de que aprendan esta aptitud, los niños necesitan que los adultos les brinden bastantes oportunidades donde puedan ensayar cómo compartir con los demás y observar a otros niños compartiendo. Cuando una niña aprende a compartir con los demás ella se siente más puesta en sí misma y es más capaz de jugar con los demás niños de manera independiente. Más aun, el aprender cómo compartir le brinda a la niña un fundamento muy importante y sólido para una aptitud de amistad exitosa a la que ella puede continuar agregándole a medida que crece.



Pruebe esto en casa

- Lea libros que hablen sobre el compartir con su hijo. Hable sobre cómo se puedan sentir los personajes a medida que la historia se desarrolla. Todos los sentimientos son sanos y normales. Un personaje puede estar sintiendo una variedad de sentimientos — desde sentirse frustrado y triste hasta estar feliz y alegre. Un buen ejemplo es el "Book Nook" de CSEFL basado en el libro "I Can Share" de Karen Katz. Esta fuente cuenta con muchas actividades que junto con el libro enseñan sobre como compartir. http://challengingbehavior.cbc.org/edu/docs/booknook/BookNook_share.pdf
- Reconozca y señale cuando algún otro niño esté compartiendo. "Veo que esas niñas están compartiendo su bocadillo."
- Reconozca y hágale saber a su hijo que usted se da cuenta de los muchos momentos en el día cuando él está compartiendo. "Gracias por compartir tus crayones conmigo. Me alegra cuando compartes." O "Cuando llego a recogerte a la escuela, me di cuenta que estabas compartiendo tus juguetes con Sofía. ¡Qué buen amigo eres!"
- Planifique a futuro si cree que el compartir va a ser una preocupación. "Avery vendrá a jugar a nuestra casa hoy. Yo sé lo especial que es tu cobijita para ti. Podemos poner tu cobijita en un lugar especial que sea sólo para ti y compartiremos todos los demás juguetes con Avery."
- Busque oportunidades para enseñarle a compartir a su hijo. "¡Oh no! Para el postre de hoy sólo nos quedan tres galletas para ti, Joey, papá y para mí. Me pregunto, ¿Cómo le vamos a hacer?"



Practique en la escuela

En la escuela, se les enseña a los niños cómo compartir y aprenden cómo el compartir hace sentir a sus amigos. Los niños aprenden a cómo compartir a través de cuentos, dramatizaciones y marionetas. Una manera en que las maestras ayudan a los niños a que aprendan a compartir unos con otros es señalando cómo se ve o se siente un niño cunado, o cuando no, comparte. Las maestras también incentivan a los niños a que inicien a resolver los problemas por su cuenta. "Veo que tienes cinco carros y Ryan tiene uno. ¿Qué podemos hacer?" O "¿Qué carro podrá utilizar Ryan?" Lo más importante, las maestras felicitan a los niños cuando resuelven problemas relacionados con compartir y les reconocen lo orgullosos que se deben sentir después de compartir.



La conclusión

El compartir es una aptitud que su hijo utilizará a lo largo de su vida para llevarse bien con los demás durante las actividades y construir amistades. Los niños que aprenden a compartir tienen mejor capacidad de comprender los sentimientos de los demás, negociar en situaciones difíciles con confianza y se sienten seguros en su habilidad para resolver problemas por si solos.

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Esta publicación fue producida por el Centro de Asistencia Técnica sobre Intervención Social y Emocional (TACSEI por sus siglas en inglés) para niños pequeños financiado por la Oficina de Programas de Educación Especial (OSEP por sus siglas en inglés), Departamento de Educación de los Estados Unidos (H326B170002) y actualizado por el Centro Nacional para Innovaciones del Modelo de la Pirámide también financiado por OSEP (H326B170003). Las opiniones expresadas no representan necesariamente las posiciones o políticas del Departamento de Educación. julio 2013 / enero, 2018.





3RD ANNUAL FATHERHOOD CONFERENCE

Register now!

8:30AM
-
3:30PM

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

JAN.
2026 23

BREAKOUTS

LUNCH

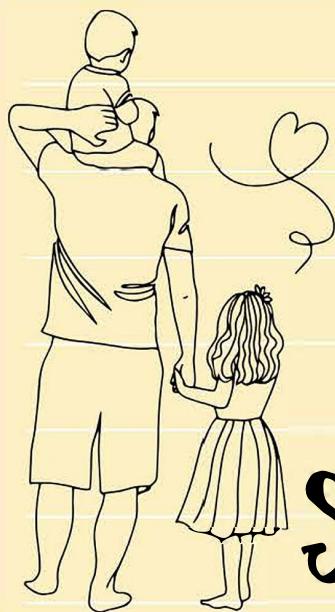
GIVEAWAYS



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.
2026 **23**

BROTES

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.

Read Across America Week

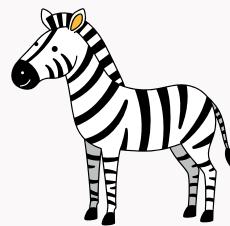
March 2nd - March 6th

Monday



Cozy Up with a book.
Wear your Pajamas.

Tuesday



Bring out your wild side! Wear something with your favorite animal or animal print

Wednesday



Crazy Hair day!
Get Creative with your hair!

Thursday



Reading with a Buddy! Bring your favorite stuffy to school day!

Friday



Character Day Parade! Dress up like your favorite book character

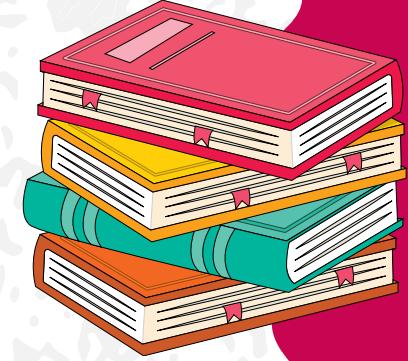


Save the Date

Read Across America

March 2nd - March 6th

If you are interested in being a special guest reader, contact Teresa Lara at tlara@capk.org.



Highlight Event

Friday, March 6, 2026
10:00 - 11:30 AM
CAPK Administration Office
1300 18th St. Bakersfield, CA 93301

RSVP with Cassandra Worthy at
cworthy@capk.org

Scan this code with your phone for more info!



Your child's education is our priority!

Community Action Partnership of Kern's Head Start program is a no cost program for children 6 weeks to 5 years from low-income families and pregnant women. Families and children experiencing homelessness and children in the foster care system are also eligible, as well as children with disabilities and other special needs.

Rest assured that Head Start has put together a portfolio of robust safety features to reduce the risk of COVID-19 transmission while children attend our site locations.



There are various program options that can best fit your family's needs:

Head Start

- Full Year/Part Year Options
- Full Day/Part Day in class

Early Head Start

- Home Based
- Pregnant Women
- Full Day in Class

Partnerships

- Partnerships with community day care providers
- Full-day classes

To complete an application, you will need:

- Birth certificate or any legal document showing child's age
- Immunization's record
- Proof of family income - last 12 months
- Proof of address
- Proof of pregnancy
(if applying for Pregnant Women's Program)



Our Head Start Students Receive:

- High-quality, age-appropriate learning from credentialed teachers
- Free medical and dental screenings,
- Healthy meals and snacks
- A safe indoor and outdoor setting to explore, discover, and learn

Give your child a Head Start!

1-800-701-7060
www.capk.org/headstart

¡Escanea este código con tu teléfono para obtener más información!



Head Start
Un Programa de CAPK

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

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

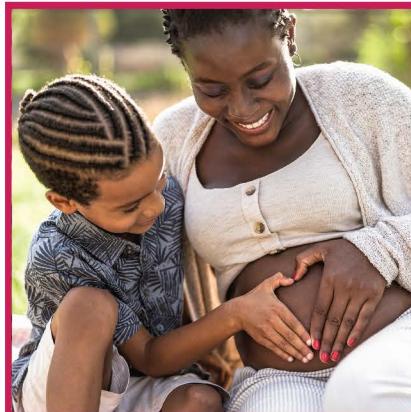
1-800-701-7060
www.capk.org/headstart



Your child's education is our priority!

Community Action Partnership of Kern's Early Head Start Program in San Joaquin County is a no cost program for eligible children 0 to 3 years old and pregnant women. Our program is inclusive of all families including children experiencing homelessness, in the foster care system, as well as children with disabilities and other special needs.

CAPK has in place a variety of safety features to reduce the risk of transmitting infectious diseases including COVID-19, RSV, etc.



There are various program options that can best fit your family's needs:

Early Head Start

- Home Based
- Pregnant Women
- Full Day in Class

To complete an application, you will need:

- Birth certificate or any legal document showing child's age
- Immunization's record
- Proof of family income - last 12 months
- Proof of address
- Proof of pregnancy
(if applying for Pregnant Women's Program)

Give your child the opportunity for a good start at Early Head Start!

APPLY NOW by scanning this!



(209) 242-9540

www.capk.org/headstart/



CAPK Early Head Start Children Receive:

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



La educación de su hijo(a) es nuestra prioridad.

CAPK Early Head Start en el condado de San Joaquín es un programa sin costo para las familias elegibles. Ofrecemos servicios a niños de 0 a 3 años y mujeres embarazadas. Nuestro programa incluye a todas las familias, incluidos los niños sin hogar, niños en hogares de acogida y los niños con discapacidades.

CAPK cuenta con una serie de dispositivos de seguridad para reducir el riesgo de transmisión de enfermedades infecciosas como COVID-19, RSV, etc.



Hay varias opciones de programas que pueden adaptarse mejor en las necesidades de su familia:

Early Head Start

- Servicios a domicilio
- Mujeres embarazadas
- Día completo en clase

Para completar una solicitud, necesitará:

- Acta de nacimiento o cualquier documento legal que demuestre la edad del niño
- Registro de vacunas
- Comprobante de ingresos familiares—últimos 12 meses
- Comprobante de domicilio
- Prueba de embarazo
(Si solicita el programa para mujeres embarazadas)

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

iAPLICA AHORA escaneando esto!



(209) 242-9540
www.capk.org/headstart/

Los Niños de CAPK Early Head Start Reciben:

- Aprendizaje de alta calidad y adecuado a la edad del niño con personal calificado y atento.
- Exámenes, evaluaciones, comidas y aperitivos saludables.
- Un ambiente interior y exterior seguro para explorar, descubrir y aprender.





CalWORKs Home Visiting Program



Home visiting could help you with:

- Pre-natal & post-partum education
- Family and community support
- Positive parent and child interactions
- Health and social services

Who May Be Eligible?

CalWORKs participants who are:

- Pregnant
- Parents or caretakers of children birth to 24 months.



*To learn more or
to sign up for the program,*

**Please contact our HVP Liaison at [\(661\)631-6756](tel:(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 4th Tuesday of the month.

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

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

2026-2027
Recruitment and Selection Plan
Community Action Partnership of Kern

1/26/2026

Head Start/State Child Development Division

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RECRUITMENT AND SELECTION PLAN COMMITTEE

Community Members

George Hardy
Selamawit Habtom
Annette Hurtado
Raquel Hernandez
Robert Moore

Becca Ollivier
Esteban Pimentel
Marissa Roesler

Melissa Ysais

Carlos Zepeda

Community Action Partnership of Kern

Yolanda Gonzales

Jerry Meade
Le'Tisha 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 Sprott
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
Quality Assurance Coordinator
Quality Assurance Specialist
Quality Assurance Specialist

INTRODUCTION

Kern and San Joaquin County's 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 operates with an annual budget exceeding \$130 million and employs more than 900 staff members. 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), Women, Infants, and Children (WIC), Veteran Support Services, 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 the [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 management team design 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 (EHS) children across our Partnership, Family Child Care, and Home-Based programs, with the Home-Based option also providing services to pregnant women.

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 CAPK Head Start Preschool and Early Head Start service areas are overseen by a Program Manager. Each Program Manager was invited to participate as a representative of their respective areas. Head Start Policy Council members were also invited to participate.

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.

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 community assessment, 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.

During the planning session, committee members actively guided the development of a new Recruitment and Selection Plan. They reviewed the priorities established in the 2025-2026 Recruitment and Selection Plan, with primary discussions focused on aligning with the Administration for Children and Families (ACF), through the Office of Head Start's 2025 Vision, Mission, Values, Priorities, and Guiding Principles. These priorities are discussed in greater detail later in this document. Additional discussions centered on ensuring compliance with the Office of Head Start's updated Program Performance Standards. The resulting plan reflects the committee's comprehensive assessment 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 determines that all eligible low-income families in the area have been served, the program may enroll up to 35 percent of children from families with incomes up to 130 percent of the federal poverty guidelines, in addition to the allowable ten percent noted 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 increased by 37% compared to 2023 data. Adults and children comprised 3% of the homeless population, which decreased by 1% from 2023. Children comprised 8% of the homeless population, which increased by 1.5% from 2023. 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 Preschool 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 Care](#))

Children in foster care are identified as a high-priority population for selection by the Office of Head Start. According to KidsData.org, a total of 941 children ages five and under were reported to be in foster care in Kern County and San Joaquin County in 2018.

Income or Public Assistance Eligibility Based on Federal Poverty Guidelines ([Low Income](#))

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 ([ACF](#))

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 restructuring the point system. Some of those suggestions were:

- Increase the points awarded to applicants with siblings enrolled in Early Head Start or Head Start Preschool 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 ([HSPPS 1302.13](#))

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.
- 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 County and San Joaquin County. Kern County was established as CAPK's service area beginning in 1965 and San Joaquin County in 2015.

CAPK maintains an active, year-round recruitment process designed to reach Kern County 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 opportunities include clinics, in-home appointments, on-site or Head Start office appointments, online applications through CAPK.org, and, when possible, assistance for 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.
- 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.
- 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 can share information about the positive impact of the program.
- 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
- Age
- Children with Validated IEP/IFSP
- Transitioning from EHS to HSP
- Child on Waitlist Prior Year (Not Enrolled)
- Parent(s) Work Full Time, Attend School Full Time, CalWorks, or Job Searching
- Court Ordered Family Maintenance
- Siblings enrolled in EHS or HSP
- Teen Parent (19 Years or Younger at Time of Applicant's Birth)
- Guardian or Caregiver Kinship Care
- CAPK Staff Member

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.

**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 Name(s):	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	Children with Validated IEP/IFSP	200
Public Assistance (Tribal TANF, TANF, SNAP, SSI)	500	Transitioning from EHS to HS	350
Income	Points	Child on Waitlist Prior Year (Not Enrolled)	50
75%-100% Below Poverty	255	Parent(s) Work FT, Attend School FT, CalWORKs, Job Searching	50
50%-74% Below Poverty	250	Court Ordered Family Maintenance	50
25%-49% Below Poverty	245	Sibling Enrolled EHS or HSP	30
0%-24% Below Poverty	240	Teen Parent (19 Years or Younger at Time of Applicant's Birth)	40
Over-Income	5	Guardian or Caregiver Kinship Care	40
Age	Points	CAPK Staff Member	25
HS: 4-Year-Old (On September 1)	60		
HS: 3-Year-Old (On September 1)	15		
EHS: Pregnant Woman	25		

*Homeless according to McKinney-Vento Act Definition
** Refer to descriptions on backside for clarification

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

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