



Policy Council Planning Committee Meeting Agenda

Microsoft Teams

Meeting ID: 249 519 942 077 70 Passcode: Aj6Rt7K5

May 12, 2026

5:30 p.m. – 6:30 p.m.

1. Welcome
2. Call to order
3. Roll call and establish quorum (half plus one)
4. Approval of Agenda
5. Approval of Minutes
6. Introduction of Guests
7. Public Forum
(The public wishing to address the PC Planning Committee may do so at this time; however, the Committee will take no action other than referring the item to staff for study and analysis.)
8. Presentation/Discussion Items
 - a. Division/Program Monthly Report – Carol Hendricks, Enrollment and Attendance Manager – **Information Item**
 - b. 2027-2028 Program Goals and Objectives – Rosa Guerrero, Administrative Analyst – **Information Item**
9. Announcements
 - a. Next meeting will be held on June 9, 2026 at 5:30pm.
10. Meeting Adjourned

**Community Action Partnership of Kern Head Start/State Child Development
Policy Council Planning Committee Meeting Minutes**

April 14, 2026

Meeting ID: 249 519 942 077 70 Passcode: Aj6Rt7K5

1. Welcome

Rebecca Castro welcomed members to the meeting.

2. Call to Order

Rebecca Castro called the meeting to order at 5:32 pm.

3. Roll Call and establish Quorum (half plus one)

a. Quorum was established.

b. Members Present: Rebecca Castro, James Osborne and Jennifer Juarez.

c. Members not present: Zuleima Garcia.

4. Approval of Agenda

a. Motion to approve the agenda dated April 14, 2026, was made by James Osborne; Jennifer Juarez seconded. Motion carried.

5. Approval of Minutes

a. Motion to approve the minutes dated March 10, 2026, was made by Jennifer Juarez; James Osborne seconded. Motion carried.

6. Introduction of Guests

Guests in attendance tonight were Rosa Guerrero, Administrative Analyst; Carol Hendricks, Enrollment and Attendance Manager; Sylvia Ortega, Quality Assurance Administrator; and Jason Rojas, Professional Development Coordinator.

7. Public Forum

(The public wishing to address the Policy Council Planning Committee may do so at this time; however, the Committee will take no action other than referring the item to staff for study and analysis.

None

8. Presentation/Discussion Items

a. Division/Program Monthly Report – Carol Hendricks, Enrollment and Attendance Manager - **Information Item**

Carol presented the Program Monthly Report for March. Early Head Start had 737 reportable enrollments with an annual progress of 98%. In the disabilities category, the program's annual progress is at 37%. In the over income category of 101-130% income range and above, the program is at 2% and in 131% and above income category, the program is at 7%.

For Head Start, the reportable enrollment was at 100%. For disabilities, Carol reported the program is over target, at 14%. For the over income categories in the 101-130% the program is at 2% and in the 131% and above over income the program is at 8%. Reportable enrollment for Head Start in San Joaquin County was also shared, with reportable enrollment at 40%. For disabilities, the annual progress is 15%. In the 101% to 130% over income category, the program's annual progress is at 8%, and in the over income 131% and above, the program is at 0%. Carol also reported on Home Visiting enrollment, which is currently at 51% of the annual program year progress.

For Central Kitchen, total meals delivered were 67,173. For the Child and Adult Care Food Program, total meals delivered were 68,692, bringing the total percentage of meals served to 79%. For eligibility determination, monthly totals were 61 with an overall progress of 239.

Carol also shared that the enrollment benchmark set by the Office of Head Start has been

successfully met, however, challenges related to staffing and licensing requirements continue in Early Head Start. Progress towards school readiness goals were also shared; a Memorandum of Understanding (MOU) has been shared with the Kern County Superintendent of Schools (KCSOS) for review and approval to strengthen special education services provided to families in partnership with the Special Education Local Plan Area (SELPA) to strengthen education services. This will contribute to the program's school readiness goals to increase families and staff capacity to support children's school readiness and strengthen teacher to child interactions.

Carol went over the program description and shared various events that took place. Application clinics were held on Wednesdays at the 18th street office and the program attended Easter activities, one of which was CityServe. The program also attended a health fair and the education department celebrated STEM Week by engaging children in related activities.

James Osborne asked if there is a maximum percentage allotted for children with disabilities. Carol said there was not and added there is a minimum of 10% which the program always exceeds. Rebecca asked for clarification on the numbers listed under "month" in the report. Carol explained these numbers are the monthly target goals to reach the program's funded enrollment which is always aimed at 100%. Based on this month's report, additional enrollments are needed in Early Head Start. The program cannot go above this goal as it is important to meet the needs of all children using the grant allocated funds. Rebecca thanked Carol for this information.

9. Announcements

None

10. Adjournment

The meeting was adjourned at 5:45 pm.

**Acta de la reunión del Comité de Planificación del Comité de
Planificación del Consejo de Política de Desarrollo Infantil del Gobierno de
la Alianza de Acción Comunitaria de Kern Head Start/Consejo Estatal de
Políticas de Desarrollo Infantil**

14 de abril de 2026

ID de la reunión: 249 519 942 077 70 Código de acceso: Aj6Rt7K5

1. Bienvenido

Rebecca Castro dio la bienvenida a los miembros a la reunión.

2. Llamada al Orden

Rebecca Castro declaró abierta la reunión a las 5:32pm.

3. Pase de lista y establecimiento del quórum (mitad más uno)

a. Se estableció el quórum.

b. Miembros presentes: Rebecca Castro, James Osborne y Jennifer Juárez.

c. Miembros no presentes: Zuleima García.

4. Aprobación de la Agenda

a. La moción para aprobar la agenda fechada el 14 de abril de 2026 fue presentada por James Osborne; Jennifer Juárez secundó. Moción aprobada.

5. Aprobación de actas

a. La moción para aprobar el acta fechada el 10 de marzo de 2026 fue presentada por Jennifer Juárez; James Osborne secundó. Moción aprobada.

6. Introducción de los invitados

Los invitados presentes esta noche fueron Rosa Guerrero, analista administrativa; Carol Hendricks, responsable de matrícula y asistencia; Sylvia Ortega, Administradora de Aseguramiento de la Calidad; y Jason Rojas, Coordinador de Desarrollo Profesional.

7. Foro Público

(El público que desee dirigirse al Comité de Planificación del Consejo de Política puede hacerlo en este momento; sin embargo, el Comité no tomará ninguna acción salvo remitir el punto al personal para su estudio y análisis.

Ninguno

8. Puntos de Presentación/Debate

a. Informe mensual de división/programa – Carol Hendricks, responsable de matrícula y asistencia - **Ítem de información**

Carol presentó el Informe Mensual del Programa para marzo. Early Head Start tuvo 737 inscripciones reportables con un progreso anual del 98%. En la categoría de discapacidades, el progreso anual del programa es del 37%. En la categoría de ingresos superiores al 101-130% y superiores, el programa está en el 2% y en la categoría de ingresos del 131% o más, el programa está en el 7%.

En Head Start, la matrícula reportable era del 100%. En cuanto a discapacidades, Carol informó que el programa está por encima del objetivo, con un 14%. Para las categorías de ingresos superiores al 101-130%, el programa está al 2% y en el 131% o más, el programa está al 8%. También se compartió la inscripción reportable para Head Start en el condado de San Joaquín, con inscripción reportable del 40%. Para discapacidades, el progreso anual es del 15%. En la categoría de ingresos superiores al 101% a 130%, el progreso anual del programa es del 8%, y en los ingresos superiores al 131%, el programa está en 0%. Carol también informó sobre la matrícula en Visitas a Domicilio, que actualmente alcanza el 51% del progreso anual del año del programa.

En la cocina central, el total de comidas entregadas fue de 67.173. En el Programa de

Alimentación para Niños y Adultos, el total de comidas entregadas fue de 68.692, lo que eleva el porcentaje total de comidas servidas al 79%. Para la determinación de elegibilidad, los totales mensuales fueron de 61 con un progreso global de 239.

Carol también compartió que el criterio de inscripción establecido por la Oficina de Head Start se ha cumplido con éxito, sin embargo, los retos relacionados con los requisitos de personal y licencias continúan en Early Head Start. También se compartieron los avances hacia los objetivos de preparación escolar; se ha compartido un Memorando de Entendimiento (MOU) con el Superintendente de Escuelas del Condado de Kern (KCSOS) para su revisión y aprobación, con el fin de fortalecer los servicios de educación especial proporcionados a las familias en colaboración con el Área del Plan Local de Educación Especial (SELPA) para fortalecer los servicios educativos. Esto contribuirá a los objetivos de preparación escolar del programa para aumentar la capacidad de las familias y del personal para apoyar la preparación escolar de los niños y fortalecer la interacción entre profesores y niños.

Carol repasó la descripción del programa y compartió varios eventos que tuvieron lugar. Las clínicas de solicitud se celebraban los miércoles en la oficina de la calle 18 y el programa participaba en actividades de Pascua, una de las cuales era CityServe. El programa también asistió a una feria de salud y el departamento de educación celebró la Semana STEM involucrando a los niños en actividades relacionadas.

James Osborne preguntó si existe un porcentaje máximo asignado para niños con discapacidad. Carol dijo que no y añadió que hay un mínimo del 10%, que el programa siempre supera. Rebecca pidió aclaraciones sobre los números listados bajo "mes" en el informe. Carol explicó que estos números son los objetivos mensuales para alcanzar la matrícula financiada del programa, que siempre se orienta al 100%. Según el informe de este mes, se necesitan más inscripciones en Early Head Start. El programa no puede superar este objetivo, ya que es importante cubrir las necesidades de todos los niños utilizando los fondos asignados por la subvención. Rebecca agradeció a Carol por esta información.

9. Anuncios

Ninguno

10. Suspensión de la sesión

La reunión se levantó a las 5:45pm.

Month	May-26	Program/Work Unit	Head Start Preschool & Early Head Start			
Division/Director	Head Start/State Child Development Division/ Yolanda Gonzales	Enrollment and Attendance Manager	Carol Hendricks			
Reporting Period	May 1, 2026 - May 31, 2026					
Program Description						
Head Start provides high-quality, early childhood education to children ages zero to five years old through part-day, full-day, and home-based options. The program has a holistic approach, not only addressing the needs of the child but teaching parents to become advocates and skilled providers for their children through its Parent Policy Council and Family Engagement programs. CAPK offers Head Start and Early Head Start services throughout Kern and San Joaquin counties.						
Early Head Start (ages 0-3) (FNPI 2a, 2b, 2c, 2c.1,2d, SRV 2b, 7a)	Month	Target	Annual Goal	Annual Progress		
Reportable/Funded Enrollment	742	753	753	99%		
Disabilities	278	10%	10%	40%		
Over Income 101%-130% (up to 35%)	18	n/a	n/a	2%		
Over Income 131% and up (up to 10%)	55	n/a	n/a	7%		
Head Start Preschool (ages 3-5) (FNPI 2a, 2b, 2c, 2c.1,2d,SRV 2b, 7a)	Month	Target	Annual Goal	Annual Progress		
Reportable/Funded Enrollment	936	936	936	100%		
Disabilities	134	10%	10%	15%		
Over Income 101%-130% (up to 35%)	16	n/a	n/a	2%		
Over Income 131% and up (up to 10%)	72	n/a	n/a	8%		
Head Start Preschool San Joaquin County Office of Education - (ages 3-5) (FNPI 2a, 2b, 2c, 2c.1,2d,SRV 2b, 7a)	Month	Target	Annual Goal	Annual Progress		
Reportable/Funded Enrollment	65	153	153	42%		
Disabilities	9	n/a	n/a	14%		
Over Income 101%-130% (up to 35%)	5	n/a	n/a	8%		
Over Income 131% and up (up to 10%)	0	n/a	n/a	0%		
Home Visiting Program (SRV 2cc, 7a)	Monthly	Year-To- Date	Annual Goal (Contract Limit 310)	Annual Progress (Calendar)	Annual Progress (Program Year)	
Enrollment	202	445	308	66%	69%	
Central Kitchen	Total Meals Delivered		Breakfast	Lunch	Snack	
Meals and Snacks	62,379		22,125	18,146	22,108	
Child and Adult Care Food Program (CACFP) (Note: The data represents information from March 2026)	Total Meals Delivered		Meals Allocated (CACFP/HS)	# of Meals Served	% of Meals Served	
Meals and Snacks (SRV 5ii)	84,136		60,370/23,766	66,488	79%	
Meals and Snacks- Kern Vendors	71,725		51,594/20,131	56,565	79%	
Meals and Snacks - SJC Vendors	12,411		8,776/3,635	9,923	80%	
Eligibility Determination (SRV 7b)(January 2025-December 2025)	60	299				
Total Community Services	60	299				
Explanation (Over/Under Goal Progress)						
We have increased our participation in community events and recruitment practices to continue to increase our Early Head Start numbers and to prepare for the new school year of 2026-2027. San Joaquin County is in the process of opening centers and building their enrollment numbers.						

Goals	Progress Towards Goal
<p>Goal I. Workforce: To enhance onboarding, recruitment, and retention of staff by implementing programs that embraces pathways for learning, professional development, and succession planning to obtain and retain staff.</p>	<p>Objective A: Develop a structured onboarding process that introduces new employees to the organization's core values, and expectations. Provide them with the necessary tools, resources, and training to quickly integrate into their roles. Progress: Job specific training is provided at new-hire training. Program will be using SharePoint as the division's training platform. Some challenges may include addressing technical difficulties to ensure trainings are properly recorded, uploaded, and videos are in good quality.</p>
Program Description	
<ol style="list-style-type: none"> 1. April 1, 8, 15, 22, 29, 2026, Application Clinics at 1300 18th Street 2. April 8, 2026, Wednesday, 4th Annual Universal Pre-Kindergarten 3. April 12, 2026, Sunday, UPK Day @ Calm 4. April 16, 2026, Thursday, McKee Middle School 5. April 18, 2026, Saturday, GROW Academy Shafter Spring Fest <p>*Additional information: Last day of part-year services is May 15, 2026. Have a great summer!</p>	

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Goal I			
Workforce: To enhance onboarding, recruitment, and retention of staff by implementing programs that embraces pathways for learning, professional development, succession planning, and a positive culture to obtain and retain staff.			
	Objectives	Action Steps	Progress/Challenges
HS & EHS Kern Measurable Objectives/ Outcomes	Objective A: Develop a structured onboarding process that introduces new employees to the organization’s culture, values, and expectations. Provide them with the necessary tools, resources, and training to quickly integrate into their roles.	<ol style="list-style-type: none"> 1. During new hire orientation, conduct an official welcome session to introduce them to key team members, managers, and colleagues. 2. Provide an overview of the organizational structure, departments, and how their roles fit within the broader picture. 3. Provide job-specific training that covers the tasks, responsibilities, and expectations associated with their position. 4. Conduct hands-on training, workshops, or online courses to enhance their understanding of job functions, tools, and systems they will be using. 	<p align="center">In Progress</p> <p>New Hire Training presentations and materials are being updated to more effectively illustrate department information to new hires (ex: offering videos of real-life examples). Overview of the organization, the department, and employees’ roles are provided at new-hire orientation. (1,2)</p> <p>Job-specific training is provided at new-hire training. Through collaboration with Human Resources (HR), Program will be integrating the Learning Management System (LMS) as the division’s training platform. (3,4)</p>
	Objective B: Develop, implement, and evaluate a mentorship program for new staff onboarding to ensure comprehension, knowledge, and	<ol style="list-style-type: none"> 1. Identify experienced and knowledgeable employees who can serve as mentors. 2. Provide mentorship training to help mentors understand 	<p align="center">COMPLETE</p> <p>Mentors identified by level of position, experience, or leadership skills. (1,2)</p>

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	<p>understanding of their position by gathering feedback from the mentors and mentees, assessing goal attainment, retention, and promotion rates, and measuring the level of engagement between the mentees and mentors in the program.</p>	<p>their roles, effective communication techniques, and the importance of fostering a positive learning environment.</p> <ol style="list-style-type: none"> 3. During orientation, introduce mentors and mentees to each other and provide an overview of the mentorship program. 4. Assign a mentor who could provide guidance and support to new hires. 5. Set clear expectations and goals for both mentors and mentees via policies and procedures. 6. Evaluation and Feedback: Regularly assess the mentorship program’s effectiveness through surveys, feedback sessions, or focus groups. Questions regarding the satisfaction with the program, the quality of the mentoring relationship, and whether the goals were met. An inquiry about specific aspects such as communication, supportiveness, and knowledge transfer 	<p>Mentorship orientations are ongoing in Kern and San Joaquin County with at least 10 conducted in since July 2024. (3,4)</p> <p>Policies and procedures for mentorship program are pending final review and approval. Approval of policies and procedures are expected in the coming months. (5)</p> <p>Surveys are provided to mentees during the first and last meeting of each cohort group. Mentor contact cards were introduced to improve communication between mentors and mentees. (6,7,8)</p> <p>A total of 82% of new hires who attended their initial mentorship orientation returned for the follow-up mentorship meeting, four to five months following initial orientation. (9)</p> <p>The level of engagement between mentors are continuously measured through pre-and post-surveys. Survey feedback is analyzed and incorporated to improve mentorship dynamics (i.e. communication between mentors and mentees). (10)</p>
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		<p>will be documented as well. The questions will be in quantitative format; however, a qualitative portion will be included to determine if there are any themes that need to be addressed.</p> <p>7. Gather input from mentors and mentees to identify strengths and areas for improvement.</p> <p>8. Continuously review and update the mentorship program to ensure its alignment with evolving organizational needs and changing employee demographics.</p> <p>9. Retention and Promotion rates: Monitor the retention rates of mentees within the organization. Additionally, track the number of mentees who have been promoted or advanced in their careers as an indication of the program's impact on their professional development.</p> <p>10. Measure the level of engagement of both mentees and mentors.</p>	
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	<p>Objective C: Incorporate incentive or reward programs to empower all staff to be directly involved in the recruitment and retention process that would shift the culture of the division.</p>	<ol style="list-style-type: none"> 1. Develop a reward program that will incentivize staff recruitment. The incentive would be based on the position recruited and obtained when the recruit passes their probationary period. 	<p align="center">COMPLETE</p> <p>Recruitment incentive ended December 31st, 2024. Retention incentive is complete.</p>
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Goal II
Program Options: To develop and implement program options that coincide with the needs of the community and ensure eligible families receive services that provide a strong foundation for their children’s academic journey.

HS & EHS	Objectives	Action Steps	Progress/Challenges
<p>Kern Measurable Objectives/ Outcomes</p>	<p>Objective A: Develop and implement program options that tailor to the community’s unique needs and characteristics.</p>	<ol style="list-style-type: none"> 1. Develop and implement a Home Base option for children eligible for Head Start services. 2. Develop and implement a Family Childcare Option (FCC) to reach families that are receiving services in the private sector while ensuring it upholds the Head Start Performance Standards. 3. Provide opportunities that allow for more 3-year-old designated classrooms to reach a 	<p align="center">COMPLETE</p> <p>Head Start Home Base is now available as a program option. (1)</p> <p>The Family Childcare Program contracted with six FCC sites for services in its second program year 25-26. (2)</p> <p>Upon review of the 2025 Head Start Community Assessment, the program allocated FCC slots to serve families experiencing homelessness and domestic violence. The Stockdale center, along with other centers, have also allotted additional</p>

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		needed population in the community. 4. Explore the need to create more Early Head Start classrooms to facilitate the needs of the community for the specific demographic.	classrooms for 3-year-olds. (3,4)
Goal III			
Health and Safety: Strengthen standards of practice for mitigating risk through expanding our culture of child health and safety.			
HS & EHS Kern Measurable Objectives/ Outcomes	Objectives	Action Steps	Progress/Challenges
	Objective A: The program will expand tools and resources necessary to ensure we have a standard of practice focused on protecting child safety and preventing and identifying child abuse before August 2026. For example, iLookOut training, a free online professional development course focused on protecting child safety and preventing and identifying child abuse.	1. Explore new resources to enhance protecting children by recognizing the signs and symptoms of suspected child abuse or neglect, understanding the responsibilities of a mandated reporter, and supporting families when filing a mandated report. 2. 20% of program staff will complete the iLookOut training by year 3.	In Progress At present, 10% of staff have completed iLookOut training. Additional staff from select sites as well as Site Supervisors will also be assigned to take this training. Program expects to reach 25% of staff trained in iLookOut by the end Program Year 3, or June 30, 2026. (1,2)
	Objective B: The program will establish a system of fidelity for implementing a child health and safety environment, including reporting of all incidents for all	1. Administration will partner with program to enhance system on the importance of seamless reporting. 2. The program will set clear expectations on the importance of reporting	COMPLETE Policies and procedures for health and safety incidents were vetted by the Head Start Training and Technical Assistance Team. The language in these policies and

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	<p>program options prior to the 2024 school year.</p>	<p>health and safety incidents.</p> <p>3. The program will develop a data system to track and report child health and safety incidents.</p>	<p>procedures will continue based on continued monitoring and evaluation of health and safety practices. Weekly email check-ins from center staff were also implemented to streamline incident monitoring (1,2).</p> <p>A Power BI dashboard focused on internal monitoring was developed to identify incidents or areas of noncompliance for administrative staff's viewing. The availability of this dashboard will assist leadership, and program managers identify sites in need of additional training, support and attention. (3)</p>
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	<p>Objective C: The program will implement a CIR (Critical Incident Review) system to establish a culture of active supervision to support ongoing health and safety improvement prior to the Year 3 funding period.</p>	<ol style="list-style-type: none"> 1. Gather input from program and admin staff to identify strengths and areas for improvement. 2. Develop and implement a Critical Review System and ensure it upholds the Community Care Licensing and Head Start Program Performance Standards. 3. Continuously review and update the system to ensure fidelity and quality with evolving organizational needs. 	<p align="center">In Progress</p> <p>The CIR system is continuously reviewed to ensure consistent implementation and alignment with organizational needs. Updates are made following staff feedback as well as recommendations following incident reports, CIR's, internal reviews, and federal/state audits. (1,3)</p> <p>Program has implemented Active Supervision boards in all of Kern's center-based sites to streamline safety reporting and communication among center staff. Federal and state auditors have commended the program's Active Supervision boards for its "promising practice" in its consistent use and facilitating communication among staff. Peer-to-peer assistance is also provided to center staff to mitigate incident reporting. (2)</p>
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Goal IV			
School Readiness: Increase families and staff capacity to support children’s school readiness and to implement a quality program by enhancing an inclusive environment to strengthen teacher and child interactions.			
HS & EHS	Objectives	Action Steps	Progress/Challenges
Kern Measurable Objectives/ Outcomes	Objective A: The program will redesign indoor/outdoor environments to reflect the children’s culture, promote curiosity, diversity, equity, inclusion, and safety.	1. 10% of the program staff will attend Loose Parts and STEM training by year 1. 2. The program will pilot 15% of centers in a Loose Parts / STEM curriculum enhancement implementation by Year 2. 3. The program will increase male participation and involvement to enhance learning environments.	<p align="center">COMPLETE</p> All staff attending pre-service were trained in Loose Parts/STEM. (1) Five of the program’s thirty-three sites have piloted the Loose Parts/STEM curriculum thereby reaching 15% of the program’s centers. Additional sites have been identified for further curriculum expansion. (2) The 3 rd Annual Fatherhood Conference took place in January 2026. Data also reveals an increase in male participation in family engagement events, year to year. (3)
	Objective B: The program will develop a dual-language framework and will strengthen the ability of staff to work with dual-language learners.	1. The program will provide training to 15% of staff to increase their knowledge of best practices that support dual language learners and bilingualism by Year 3. 2. The program will partner with families in the importance of maintaining their home language by Year 3.	<p align="center">COMPLETE</p> Total percentage of program staff who completed training in dual language is 70%. Staff will continue to engage in training and professional development opportunities to sustain dual language learning and bilingualism. (1) Using enrollment and assessment information on the home language, staff

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			<p>continuously discuss language benchmarks with families during parent meetings. Dual language staff are purposefully assigned to centers with dual language need. Center staff partner with parents to learn and integrate the home language in the classroom when resources on the home language aren't readily available. (2)</p>
	<p>Objective C: The program will elevate children's social-emotional development and strengthen teacher-child interactions.</p>	<ol style="list-style-type: none"> 1. The program will have 4 train-the-trainers on Pyramid Model, Trauma Informed Care, and CLASS by end of year 3. 2. 85% of education and support services staff will be trained in Pyramid Model by the end of Year 3. 3. 50% of newly hired staff will participate in Pyramid Model and Trauma Informed Care training through professional development opportunities. 4. The program will modify the number of mentor coaches to include curriculum specialists to further enhance quality interactions. 	<p align="center">In Progress</p> <p>A total of three additional staff is needed to complete train-the-trainer certification among all categories. Three staff also trained in the Desired Results Development Profiled (DRDP). (1)</p> <p>82% of education and support services staff are trained in Pyramid Model. (2)</p> <p>Approximately 75% of all new hires participated in Pyramid Model training during PY 2024-25. Approximately 15% had TIC coaching. (3)</p> <p>The program added two curriculum specialist positions in the 26-27 program year. They will contribute to professional development opportunities by providing training in strengthening teacher-</p>

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		<p>5. The program will implement an annual Family Workshop to increase Social Emotional Awareness in young children.</p>	<p>child interactions and social-emotional learning, while ensuring curriculum fidelity to drive school readiness outcomes. (4)</p> <p>The second annual Family Workshop is scheduled for May 2026. (5)</p>
	<p>Objective D: The program will secure MOU's with 25% of school districts to provide specialized services to children served, including transitions for school readiness.</p>	<p>1. The program will collaborate with community agencies to support transitions by participating in collaborative meetings and community resource fairs.</p> <p>2. The program will provide ongoing series of parents' roles in transitions and developmental milestones.</p> <p>3. The program will develop a data system to track transitions across program options.</p>	<p align="center">In Progress</p> <p>MOU was sent to SELPA (Special Education Local Plan Areas) in April following final edits (1).</p> <p>School Readiness committee, Smore's newsletters, and school readiness checklists shared with parents during parent conferences are used to prepare parents and children for transitions. (2)</p> <p>Program transition letters were updated to better facilitate Head Start Preschool children's end of year transition to kindergarten. Additional information will be recorded in ChildPlus and staff will undergo data entry and transition training to supplement these changes in the 26-27 program year. (3)</p>