



# APPENDIX

Research

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# RESEARCH

*“To be fond of learning is to be at the gate of knowledge.”  
-- Chinese proverb*

## **Description:**

Existing theoretical frameworks and studies can assist with the design, implementation, and evaluation of systems. Four areas of particularly relevant research are: risk and resiliency literature for substance abuse, child neglect prevention, community mental health development, and cultural competency in health and human service delivery.

## **Resources you'll need:**

- ✓ Journal articles. Available at the Kern County, Bakersfield College, and California State University, Bakersfield libraries as well as via the Internet.
- ✓ Time and interest.

## **Tools that may be helpful:**

The following is a brief description of the theories listed above, as described in the *Neighborhood Partnership 1995-96 Evaluation Report* (for a copy contact the Kern County Network for Children<sup>1</sup>):

### Risk and Resiliency

There are two reasons to consider the risk and resiliency literature in assessing service delivery goals and project outcomes. First, substance abuse is characteristic of a substantial proportion of families receiving Neighborhood Partnership service, and appears to be linked causally to problems like teen pregnancy, domestic violence, child neglect, school failure, and criminal activity. If one of the long-term goals of Neighborhood Partnership is to reduce demand for services, the prevention of substance abuse-related problems seems a plausible objective. Second, the use of a theoretical framework that includes a public health model can assist us in understanding the interrelatedness of individuals, their environments, and the agent (in this case, a presenting problem of substance abuse). A focus on risk and resiliency, then, lends itself to organizing multiple goals toward a common outcome.

### Child Neglect

In 1988, the National Center on Child Abuse and Neglect defined a neglected child as a child who has “sustained harm or is at substantial risk of harm due to a lack of supervision or protection from his/her caregiver.” In fact, neglect is difficult to define in a systematic way that presents

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<sup>1</sup>Refer to the directory of agencies included in the appendix for the name, address, telephone and fax numbers.

clear parameters for taking action against neglecting caretakers. While most people would agree that starving a child or allowing a child to play with firearms is neglectful and irresponsible, opinion may be divided about a parent who sends a child to school dirty or unkempt. Nevertheless, research shows that neglected children suffer emotional, social and cognitive damage over the long-term, perform below average academically, are more likely to show anti-social behavior, have poor impulse control, and suffer in their ability to interact appropriately with peers. Research also shows that neglected children are far more likely to show anti-social behavior, have poor impulse control, and suffer in their ability to interact appropriately with non-neglected peers to become involved in delinquent activities, abuse alcohol and other drugs, drop out of school and run away from home. According to research sponsored by the County Welfare Directors Association, nearly half of all children in the California foster care system were removed from their homes because of endangerment due to neglect, and neglected children are the fastest growing segment of the foster care population. Kern County leads California in foster care placement.

### Community Mental Health Development

Is a useful theoretical orientation for analyzing the community involvement component of Neighborhood Partnership. Neighborhood Partnership focuses on community involvement as a means of empowering individuals and families to achieve a higher level of autonomy, self-sufficiency and overall health and well being. Empirical studies exist in the literature from community mental health development that demonstrate the relationship between an individual's health and well being and his or her sense of community. In short, this literature posits that positive mental health outcomes can be correlated to a sense of control and influence over one's life and one's environment.

An increased sense of "control and influence" can be expressed as a reduction in an individual or family's physical and social isolation (that is, as an increased sense of geographical community or as an increased sense of relational or social community). Some studies have found that a stronger sense of community led to problem-focused coping behaviors, and conclude that a stronger sense of community may lead to a "greater sense of purpose and perceived control" in dealing with an external threat. Given these conclusions, it can be hypothesized that Neighborhood Partnership may facilitate the development of health and well-being indicators in individuals by decreasing their social isolation and increasing their ability to participate meaningfully in their community.

### Cultural Competence in Health and Human Service Delivery

In the past ten years a growing body of theory, research, practice, and public policy has been developed to address the role of culture and language in the delivery of health and human services. Concern with these issues is a result of the changing demographics of society and the seeming failure of traditional methods to influence behavioral change among many diverse populations. Cultural competency is the term used to describe the knowledge, skills, and ability of administrators, practitioners and support staff to effectively serve populations whose customs, beliefs, values, attitudes and behaviors are different than commonly held "mainstream" norms.

One of the functions of culture is that it helps us to determine how we meet our basic human needs. Since behavior change is a complex social issue made within the context of one's world view, cultural competency involves understanding cultural preferences in order to support the client in determining his or her own goals and how to achieve them. It recognizes the role of his or her own goals and how to achieve them. It recognizes the role of language, etiquette, and natural support systems in the healing process; it also recognizes the attributes innate in every culture, which contribute to the health and well being of individuals and families. Therefore, valuing diversity means we want people to bring their culture, their unique problem solving techniques and their helping styles to work rather than leaving them at home.

Culturally competent workers recognize the value and strengths of cultures. They are able to withhold judgment, action or speech in the absence of information about the client's culture. They are aware of their own cultural values and are able to maintain a mature, problem solving attitude when dealing in cross-cultural situations. They are able to articulate at least two world views, are recognized by the community, are involved in the community, are secure in their own identity, and are able to manage the dynamics of differences.

The cultural competence literature was selected as a framework to abstract information about the structure, policies, attitudes and practices of each Neighborhood Partnership site given that the majority of clients are members of communities of color. By examining the context for culturally appropriate service delivery we can hypothesize its impact on family outcomes.”

**Potential barriers to watch for and suggestions for overcoming them:**

- Theoretical frameworks can be complex and difficult for lay people to understand.
- These frameworks are only a few contained in vast research.
- Research can be a time consuming process, and include a number of opinions and experiences regarding successful strategies and processes. Although some information may not seem particularly relevant, useful, or effective for your community, others may offer terrific insight into process, describe strategies for success, and explain important lessons learned.

**Success indicators to celebrate:**

- ◆ Important information is learned.
- ◆ Strategies, processes, and results are better understood.
- ◆ Priority results and action plans are designed to succeed with the support of research and the benefit of others' experiences.

**For technical assistance call:**

The Kern County Network for Children<sup>1</sup>.

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<sup>1</sup>Refer to the directory of agencies included in the appendix for the name, address, telephone and fax numbers.

## PUBLICATIONS

*“The best effect of any book is that it excites the reader to self activity.”*  
*Thomas Carlyle (1795-1881)*

### **Description:**

Existing books, government publications, and articles that provide valuable information about processes, successes, and struggles.

### **Resources you’ll need:**

- ✓ Books and articles. Available at Kern County, Bakersfield College, and California State University, Bakersfield libraries, as well as the Internet. Government agencies and clearinghouses may also be a resource.
- ✓ Time and interest.

### **Tools that may be helpful:**

(Many of these documents can be accessed and printed from the “**Contents & Process At A Glance**” page under “**Tools**”.)

- Healthy Start Clearinghouse Order Form.
- Written materials list as included in the *Request for Applications for Planning and Operational Grants for the Healthy Start Support Services for Children Act (Senate Bill 620, Chapter 759 Statutes of 1991)*. When used with the attached schematic, publications related to each strategy required for collaborative success are listed.

### **Potential barriers to watch for and suggestions for overcoming them:**

- Reviewing publications can be a time consuming process, and include any number of opinions and experiences regarding successful strategies and processes. Although some information may not seem particularly relevant, useful or effective for your community, others may offer terrific insight into process, describe strategies for success, and explain important lessons learned.

### **Success indicators to celebrate:**

- ◆ Important information is learned.
- ◆ Strategies, processes, and results are better understood.
- ◆ Priority results and action plans are designed to succeed with the support of research and the benefit of others’ experiences.

### **For technical assistance call:**

The Kern County Network for Children<sup>1</sup>.

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## TECHNICAL ASSISTANCE

*“The next best thing to knowing something is knowing where to find it.”*

*-- Samuel Johnson*

### **Description:**

Expertise in collaborative and planning processes, system change development, implementation, and/or evaluation. As a result of the leadership and support of the Kern County Network for Children, Kern communities have received state and local recognition for their success in improving the condition of children and families. Do not hesitate to access the expertise of local community leaders and professionals. This invaluable assistance is available free of charge and can help prevent your community from struggling unnecessarily and “re-inventing the wheel.”

The following resources are available:

### Resources

Kern County Network for Children

### Description

Provides assistance with: strategic planning and policy development; communication with civic leaders and chief executives from communities, businesses, schools, and social service agencies throughout Kern; and developing/implementing collaboration and integrated services. For more information contact the Kern County Network for Children<sup>1</sup>.

Leadership Development Training

Community members throughout Kern participate in monthly training workshops designed to enhance their skills and empower them to exercise more control over the shape and direction of the change agendas within their neighborhoods. For more information or to participate, contact the Kern County Network for Children<sup>1</sup>.

HelpLine

Call HelpLine<sup>1</sup> to gain information about more than 1,000 programs designed to help Kern community members with health care, employment, counseling, housing, or other needs. In addition to providing resource and referral information, you may contact the HelpLine Coordinator at the Kern County Economic Opportunity Corporation for information regarding the types of needs community members from your targeted zip code(s) are calling for.

Annual Children’s Summit

This annual event provides an opportunity for students, parents, community members, and agency personnel to examine the critical issues facing Kern’s children and families, and receive training on topics that are specifically designed to provide community members with the skills to make the types of changes that are desired in their community. For more information contact the Kern County Network for Children.

**Resources you'll need:**

- ✓ In most cases the above assistance is free.

**Tools that may be helpful:**

- Site visits. Contact key representatives<sup>1</sup> and visit the Kern communities that have mobilized to improve the condition of their children and families.

**Potential barriers to watch for and suggestions for overcoming them:**

- None. Your community has everything to gain and nothing to lose by utilizing the expertise of local community members and professionals who have participated in the struggles faced and successes realized by other communities.

**Success indicators to celebrate:**

- ◆ Your community benefits from an array of local talents, resources, and expertise when questions, struggles, and opportunities arise.
- ◆ Your community utilizes/modifies the processes and systems that are succeeding in other Kern communities; thereby preventing the need to “re-invent the wheel.”
- ◆ Your community has a support network and joins with other communities to create unique opportunities that result from combined resources around common issues.

**For technical assistance contact:**

The Kern County Network for Children<sup>1</sup>.

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# GRANT WRITING

*“Money will buy a pretty good dog but it won’t buy the wag of his tail.”*  
-- Josh Billings (Henry Wheeler Shaw) 1818-1885

## **Description:**

The application for federal, state, county or private funds to meet community needs.

The value of your community’s indigenous resources far exceeds funds available. Grant money is not necessary for your community to measurably improve the lives of its children and families; however, it can help to fund operational/capital costs and fill gaps in the service delivery system.

## **Resources you’ll need:**

- ✓ Volunteers willing to contribute to the application design, development, and editing process.
- ✓ Either a paid or volunteer grant writer who accepts responsibility, usually with the assistance of others, for organizing the application process, drafting the application, fulfilling application requirements, obtaining necessary letters of commitment/support, obtaining necessary approvals, and submitting the application timely.
- ✓ An agency, school, or community-based organization willing to submit the application on behalf of the community, serve as administrative agent of the funds, and accept fiscal management and reporting responsibilities.
- ✓ Schools, agencies, and community-based organizations who are willing to re-direct staff and provide either in-kind matches (e.g. re-directed staff time, office space, supplies, etc.), or cash match requirements outlined by the funder, as well as letters of support from key agencies, community-based organizations, schools, community groups, businesses, etc. that describe their commitment to the success of the project, if the application is funded.
- ✓ The approval of the community coordinating council. Many funders also require the support of the county’s coordinating council (e.g. Kern County Network for Children).

## **Approximate time frame:**

Grant applications are generally due within four to eight weeks of the date when the request for applications/proposals is released.

## **Tools that may be helpful:**

(Many of these documents can be accessed and printed from the “**Contents & Process At A Glance**” page under “**Tools**”.)

- Funding Opportunities List (pages 45-50, Request for Applications for Planning and Operational Grants for the Healthy Start Support Services for Children Act (Senate Bill 620, Chapter 759 Statutes of 1991).
- Sample Family Preservation and Support Program Request for Proposal.
- Sample listings of the types of in-kind resources that can be used to meet financial match requirements.
- Sample Memorandum of Understanding (MOU) and letters of commitment which describe the commitment of key agencies, community-based organizations, schools, community groups,

businesses, etc., to the success of the project, if the application is funded.

**Potential barriers to watch for and suggestions for overcoming them:**

- Funders require an administrative agent to fulfill reporting requirements and provide fiscal management, yet they don't always fund these activities. Publicly acknowledge and thank partner agencies willing to accept this responsibility.
- Competition may resurface among agencies in that grant funds are usually limited and unable to benefit all agencies/partners. Be prepared to identify and address turf issues early on.
- Grant applications typically have extensive requirements and must be submitted in very short time lines. Your community can prepare for funding opportunities by maintaining current needs assessment, resource mapping, and community information.
- The priority results of the funding source may confuse or overshadow your community's priority results. Stay focused on impacting the priority concerns of your community.
- Ensure that grant funds won't replace or devalue grass roots community support/involvement. Remember that the value of your community's indigenous resources far exceeds funds available.
- Grant funds are typically awarded for one to three years, after which many programs "disappear" if other funds aren't available. Plans will need to be made for improving and sustaining activities once funds are discontinued.
- Communities/agencies within Kern may already be receiving same or similar, or may be planning to apply for the same or similar funds. More than one application from a particular county for funds designed to "enhance collaboration" may result in both proposals being scored poorly, in that there was an obvious lack of communication, collaboration, and coordination. Communicate with other communities and likely applicants before applying. Joint applications can be very successful in that they include combined resources and often maximize grant funds.

**Success indicators to celebrate:**

- ◆ Council members are prepared to apply for and take advantage of unique opportunities to build resources.
- ◆ Funds become available to "fill gaps" and enhance efforts.

**For technical assistance call:**

The Kern County Network for Children<sup>1</sup>.

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<sup>1</sup>Refer to the directory of agencies included in the appendix for the name, address, telephone and fax numbers.

## TESTIMONIALS

*“ . . . The average man who wins what we call success is not a genius. He is a man who has merely the ordinary qualities that he shared with his fellows, but who has developed those ordinary qualities to a more than ordinary degree.”*

*-- Theodore Roosevelt*

### **Description:**

Anecdotes from community members and partners who have achieved collective success and improved the condition of children and families in their communities.

The following excerpts are from the Kern County Network for Children's 1995-1996 *Neighborhood Partnership Evaluation* (to receive a free a copy, contact the Kern County Network for Children<sup>1</sup>):

### ***About working together . . .***

“I see a sense of pride in community. Putting the resources together can make the community work, and work for the people in the community . . . It's about the agencies being responsible to the citizens instead of the citizens having to try and poke a square peg into a round hole . . . The community seems to want to solve their own problems, and they will go to the agencies and say, ‘This is what we need; what can you do for us?’”

“I don't know why, but the truth of the matter is that when you bring a group of people together all committed to the same goal and you're giving out responsibilities, things start to happen.”

### ***About leadership . . .***

“When we first did the carnival [Street Fair] here, they [residents] were reluctant to talk to people or ask for things. They were real reluctant to do anything on their own. Yet now many of our parents are taking the lead role.”

### ***About resource mapping . . .***

“Our church has an unusual number of people who are in medicine and health. It's just one of the large demographics in our congregation. And they are willing and able to provide help in certain ways, for health screening event, clinics, and things like that here at the school or through the Partnership. In addition, you have several people from within our congregation who are marriage, family, job counselors, psychologists, educational psychologists, and they are willing to provide services in the same way: parenting classes, that sort of thing . . . We see the Partnership as a potential kind of

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directing group to try to put together the kind of resources that we have available from some of our people with some of the needs of the community.”

#### ***About case management . . .***

“When I first started working with families, I had to refer them out because we didn’t have those services available in this community . . . And even if I got those services [for them], those people couldn’t really have them because they would have to get out of the neighborhood. For some of us it seems easy just to say, ‘Well, you know, go over there.’ And that’s it. Well, yeah, it is simple for us to say [that], because we have a car and we just jump in the car and go over there. But some people, even though buses come, they have to go from one bus to the other, to the other, and it could take them a whole day or a half a day to make one appointment. So sometimes that can be frustrating in itself, just trying to get there.”

“I think any time anybody is able to give somebody a helping hand to get them standing on their own, or help them understand a better way, that can have nothing but a positive effect. Everybody at some time needs help and I think everybody at some time feels at a loss as to how to deal with certain things . . . I think people are afraid to get involved, because one, they’re skeptical that nothing gets done anyway, and they’re just afraid.”

#### ***About family advocates/paraprofessionals . . .***

“I have been there where those people are. I have worked out in the fields; I lost my dad when I was small; I am a widow now and struggling. I know what it is like to work out in the field, and I know what it is like to be hungry. I know what it is like to go pay bills and you can’t pay them. I have that [experience] to share with the people I work with. That is why I’m useful.”

“A lot of times . . . especially with our clients, to them, we may be the only positive thing they’ve got.”

#### ***About multi-disciplinary teams . . .***

“I saw some good things going on at the MST [MDT], because people who were professionals were pooling all their expertise, bringing everything to bear on identified, targeted families to try and improve their situation. [In the past] these families would have ricocheted across all the different agencies and there would have been a lot of wasted resources, and [services] would probably not have any effect. Not that the MST [MDT] performed miracles either, but at least if everybody can get together and help the family as much as possible, then there’s a point where you can say, ‘That’s it. We did everything we could.’”

#### ***About family resource centers . . .***

“It doesn’t matter if you come in with fancy clothes or you come in with dirty clothes.

You are still going to get the same respect; you are still going to get the same friendly smile as anyone would.”

“I would say there’s an increase in trust. People are willing to come over the trailer [center] or school site and talk with [providers], for instance, because they are here on the scene and they know it’s not a threatening atmosphere or they’re going to get in trouble or someone is watching them.”

“ . . . The people are here, and that makes a difference. If I came to your office and you were rude to me, I’m not going to come back. No matter how much help I needed for me and my family, I wouldn’t come back. Here I’ve seen nothing but positive . . . They show so much enthusiasm. It really helps, because it makes people . . . proud of themselves, you know. If you’re proud of yourself, you’re going to have proud children.”

## GLOSSARY

*“The beginning of wisdom is the definition of terms.”*

*-- Socrates (470?-399 BC)*

***Action plan*** - Concrete steps that must be taken to make your vision a reality.

***Case management*** - A clearly defined mechanism for linking children and families to health, human, mental health, employment, and other services, while empowering them to become self-sufficient.

***Collaborate*** - To work in partnership.

***Collaborative*** - A group of diverse members who work in partnership to address common issues and/or achieve a common vision.

***Community-based organization*** - Usually not-for-profit, these non-governmental agencies provide services and/or resources to community members.

***Community coordinating council*** - Key representatives of the community who meet regularly, plan, make decisions, share governance, and provide leadership.

***Community mobilization*** - Active participation among community members to affect changes within the community.

***Cross-training*** - Training which is attended by staff members from any number of agencies, representing any number of fields of expertise/disciplines, that focuses on common issues, is designed to build/enhance common skills, and facilitates the sharing of expertise.

***Family resource centers*** - An easily accessible site (e.g. church, school, community center, etc.) which acts as a central point of referral and services.

***Focus group*** - A facilitated, small group discussion regarding a particular topic(s) of interest.

***In-kind resources*** - Contributions (e.g. donated staff time, supplies, facility usage, etc.) that are made in lieu of a financial contribution.

***Integrated services*** - Health, human, social, education, and law enforcement services that are provided by professionals/paraprofessionals who work in close partnership.

***Leadership development*** - To empower residents to make and advocate for desired changes within the community.

***Multi-disciplinary Team*** - Partner agencies, both public and private, that meet regularly to problem solve and provide support to case management team members who are dealing with complex child and family needs.

**Needs assessment** - The identification of strengths, weaknesses, and priority concerns of the children and families in the community, which help determine priority results and lay the foundation for an action plan that is community driven.

**Outcomes** - See priority results.

**Paraprofessional** - Someone specially trained to work with and assist professionals.

**Priority results** - Measurable improvement in the lives of children and families, based on the findings of the community needs assessment process.

**Qualitative methods** - Measurement strategies for data that cannot be numerically measured (e.g. trends and patterns of behavior, perceptions and attitudes, or insight into the process of program design and function).

**Quantitative methods** - Measurement strategies for numerical data (e.g. % increases, decreases, etc.).

**Resource mapping** - Identifying the strengths, assets, and resources that are either indigenous or available to help improve and strengthen your community.

**Technical assistance** - Expertise in collaborative and planning processes, system change development, implementation, and/or evaluation.

**Turf** - Territory, either physical or figurative (e.g. professional expertise, families receiving an agency's services, etc.) which agencies may advocate for, have a special interest in serving, and feel somewhat reluctant to share.

**Vision** - A statement that declares what you view as the desired state.

# DIRECTORY

*“Let a man practice the profession which he best knows.”*

*-- Cicero, c. 50 BC*

## **Description:**

A list of key representatives from the Kern County Network for Children, agencies, and community collaboratives that are available to provide technical assistance.

## KERN COUNTY NETWORK FOR CHILDREN

<b>Stephen L. Sanders, Executive Director</b> e-mail: stsanders@kern.org	(661) 631-5566
<b>Tom Corson, Child &amp; Family Project Manager</b> e-mail: tocorson@kern.org	(661) 631-5556
<b>Julie Parsons, Child &amp; Family Services Facilitator</b> e-mail: juparsons@kern.org	(661) 631-5566
<b>Jayne Stuart, Child &amp; Family Services Facilitator</b> e-mail: jastuart@kern.org	(661) 631-5566
<b>Debra Burris-Garofalo, Special Projects Facilitator</b> e-mail: degarofalo@kern.org	(661) 631-5566
<b>Cheryl Holsonbake, Research Associate</b> e-mail: chholsonbake@kern.org	(661) 631-5566
<b>Betty Briscoe, Secretary</b> e-mail: bebriscoe@kern.org	(661) 631-5566
<b>Trish Castle, Clerk Typist</b> e-mail: trcastle@kern.org	(661) 631-5566
<b>Sheri McWilliams, Clerk Typist</b> e-mail: shmcmwilliams@kern.org	(661) 631-5566

307 East 21<sup>st</sup> Street, Bakersfield, California 93305  
FAX: (661) 322-8985  
Web site: <http://www.kcnc.org>

## AGENCIES

### City of Bakersfield

Police Department - Crime Prevention Unit  
Karen Bennett, Supervisor (661) 326-3053  
e-mail: kbennett@ci.bakersfield.ca.us  
1601 Truxtun Avenue, Bakersfield, California 93301  
Web site: <http://www.ci.bakersfield.ca.us/ewatch/>

Mayor's Office (661) 326-3770  
e-mail: mayor@ci.bakersfield.ca.us  
1501 Truxtun Avenue, Bakersfield, California 93301  
Fax: (661) 326-3779  
Web site: [http://www.ci.bakersfield.ca.us/administration/mayor\\_council/](http://www.ci.bakersfield.ca.us/administration/mayor_council/)

### Community Connection for Child Care

Pam Sanders, Director (661) 861-5200  
2000 24th Street, Suite 100, Bakersfield, California 93301  
FAX: (661) 861-5261  
Web site: <http://kcsos.kern.org/cccc/>

County of Kern

Public Health Department  
Cindy Wasson – Director, Public Health Nursing (661) 868-0525.  
1700 Flower Street, Bakersfield, California 93305  
FAX: (661) 868-0225  
Web site: <http://www.co.kern.ca.us/health/>

Human Services Department  
Ana Pagan, Assistant Director (661) 631-6551  
PO Box 511, Bakersfield, California 93302  
FAX: (661) 631-6102  
Web site: <http://www.ncinternet.net/~kchs/>

Mental Health Department - Children's System of Care  
Deanna Cloud, Administrator (661) 868-6707  
PO Box 1000, Bakersfield, California 93302-1000  
FAX: (661) 334-8317  
Web site: <http://www.co.kern.ca.us/KCMH/>

Probation Department  
Gary Boleschka, Probation Division Director (661) 868-4219  
2005 Ridge Road, Bakersfield, California 93305  
FAX: (661) 868-4320

Sheriff's Department  
Marty Williamson, Commander (661) 391-7458  
1350 Norris Road  
Bakersfield, California 93308  
FAX: (661) 391-7459  
Web site: <http://www.co.kern.ca.us/sheriff/>

Kern County Economic Opportunity Corporation (KCEOC)  
HelpLine (661) 336-5236  
300 19th Street, Bakersfield, California 93301  
FAX: (661) 322-2237  
Web site: <http://www.kceoc.org/hl.html>

Kern County Superintendent of Schools - School Community Partnerships  
Allene Zanger, Director (661) 636-4522  
1300 17th Street, Bakersfield, California 93301  
FAX: (661) 636-4135  
Web site: <http://kcsos.kern.org/schcom/>

United Way of Kern County  
Miriam Krehbiel, President, Chief Professional Officer (661) 834-1820  
PO Box 997  
Bakersfield, California 93302  
FAX: (661) 325-9299  
Web site: <http://www.uwkern.org/>

**COMMUNITY COLLABORATIVES**

For the most current community collaborative contact information, visit our website at <http://www.kcnc.org/>