San Bernardino County Head Start Shared Governance Board Meeting
Agenda for January 19, 2023

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JOE BACA, JR., CHAIR		**TED ALEJANDRE, VICE-CHAIR**
SBC 5th District Supervisor		SBC Superintendent of Schools

MICHAEL SEQUEIRA, MD, PUBLIC HEALTH OFFICER	**DR. GEORGINA YOSHIOKA, DIRECTOR**	**WENDY ALVAREZ, INTERIM CHILDREN'S NETWORK OFFICER**
SBC Public Health	SBC Behavioral Health	SBC Children's Network

SHELLY THOMAS	**CHRISTINE DAVIDSON**	**ORETHA PAKPAHAN**
Head Start Policy Council Chair	Head Start Policy Council Member	Head Start Policy Council Member
Community Representative	Community Representative	South Redlands Head Start
SGB Representative	SGB Representative	SGB Representative

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TIME: **2:00 P.M. to 4:00 P.M.**

Join Zoom Meeting
https://us02web.zoom.us/j/82303351418?pwd=VjhGZTk3STJLZE05a0lpTVJOU3Q0QT09

Meeting ID: 823 0335 1418
Password: 8Z6E8y
One tap mobile
+16699006833,,82303351418#,,1#,532060# US (San Jose)
+12532158782,,82303351418#,,1#,532060# US (Tacoma)

Dial by your location
    +1 669 900 6833 US (San Jose)
    +1 253 215 8782 US (Tacoma)
Meeting ID: 823 0335 1418
Password: 532060
Find your local number: https://us02web.zoom.us/u/kbssDxTvNT

This meeting will utilize the "ZOOM" conferencing platform pursuant to the provisions of the Governor's Executive Order N-29-20 dated March 17, 2020, which suspends certain requirements of the Ralph M. Brown Act. _Interpreters for hearing impaired and Spanish speaking individuals will be made available with forty-eight hours' notice. Please call PSD staff (909) 383-2078 to request the service._ For Public Comments, you may join the meeting online via the Zoom application or by phone using the Zoom information provided above. PSD will accept public comments in advance of the meeting by email to Sharmaine.Robinson@psd.sbcounty.gov, comments will be distributed to the SGB and read into the record at the Public Comment portion of the meeting. . For members of the public who would like to make public comment by phone, use the Access Numbers above. If you wish to address a specific agenda item, please identify the item number in your email. In order to ensure timely submission, please submit your comments by 12:00 p.m. on Wednesday_, January 18, 2023_.

1.	**CALL TO ORDER**	Supervisor Joe Baca Jr., Chair
2.	**WELCOME/INTRODUCTIONS**	Supervisor Joe Baca Jr., Chair
3.	**PUBLIC COMMENT**	Supervisor Joe Baca Jr., Chair
4.	**PRESENTATION OF THE AGENDA**	Shar Robinson, Secretary

Notice of minor revisions to agenda items, items removed or continued.

5. **EXECUTIVE REPORTS/PROGRAM UPDATES**
   5.1   Receive US Department of Health & Human Services   Jacquie Greene, Director
         Communication
                5.1.1   Information Memorandum 22-09 Enrollment Reductions
                        and Conversion of Head Start Slots to Early Head Start Slots
                5.1.2   Program Instruction 23-01 Supplementary Information on
                        Establishing an Evidence-based CPVOD-19 Mitigation Policy
   5.2   Receive Report of Program Updates (Oral Report)   Jacquie Greene, Director
   5.3   Receive Draft Quarterly Performance Measures Program Year 2022-23   Arlene Molina, Assistant Director
         Quarter 2
   5.4   Receive Monthly 2022-23 Program Information Report   Debra Billings-Merlos, Deputy Director
   5.5   Receive 2022-23 School Readiness Baseline Outcomes   Sharri Carroll, Program Manager
   5.6   Receive 2022-23 Community Assessment   Yajaira Olivas-Alvarez, Interim Program Manager
   5.7   Receive 2023-24 State Preschool Refunding Application   Madeline Tsang, Administrative Manager
   5.8   Receive Finance Report(s)   Madeline Tsang, Administrative Manager
                5.8.1   2021-22 State Preschool Audit Report
                5.8.2   Budget to Actuals
                    5.8.2.1   Fiscal Year 2019-20
                    5.8.2.2   Fiscal Year 2022-23

6. **SGB TRAINING/REFRESHER**
   6.1   Receive – Overview of Parent, Family, Community Engagement   Ora Humphrey, Program Supervisor
   6.2   Receive – Overview Policy Council   Michelle Gold, Program Specialist II

7. **CONSENT ITEMS**   Supervisor Joe Baca Jr., Chair
   7.1   Approve SGB Minutes
                7.1.1   August 18, 2022
                7.1.2   September 15, 2022
                7.1.3   October 13, 2022
                7.1.4   November 9, 2022
                7.1.5   December 9, 2022
                7.1.6   January 6, 2023

8. **DISCUSSION ITEMS**
   8.1   Resolution No. 2023-1-19   Supervisor Joe Baca Jr., Chair
                8.1.1   Consider Resolution finding that meeting in person may
                          present an imminent risk to the health or safety of some
                          meeting attendees as a result of the COVID-19 state of emergency
                8.1.2   Make alterations if necessary to the Resolution
                8.1.3   Adopt Resolution No. 2023-1-19
   8.2   SGB Vice-Chair Election   Supervisor Joe Baca Jr., Chair
   8.3   Approve Fiscal Year 2022-23 Head Start Budget Transfer   Madeline Tsang, Administrative Manager
   8.4   Approve Del Rosa/Family Learning Center Renovation -   Madeline Tsang, Administrative Manager
         1303 Application

9. **INFORMATIONAL ITEMS**   Supervisor Joe Baca Jr., Chair
   9.1   Next Shared Governance Board Meeting (In-Person) – March 23, 2023

10. **EXECUTIVE COMMENT**   Supervisor Joe Baca Jr., Chair

11. **ADJOURNMENT**   Supervisor Joe Baca Jr., Chair

	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
Administration for Children and Families	1. Log No. ACF-IM-HS-22-09	2. Issuance Date: 11/07/2022
	3. Originating Office: Office of Head Start	
	4. Key Word: Enrollment Reduction; Slot Conversion; Change in Scope Requests	

INFORMATION MEMORANDUM

TO: All Head Start and Early Head Start Grant Recipients

SUBJECT: Enrollment Reductions and Conversion of Head Start Slots to Early Head Start Slots

INFORMATION:

The Head Start program is a national model in the field of early care and education (ECE) for providing high-quality services to children and families most in need. Head Start programs provide comprehensive services and promote progress in children's early learning outcomes in under-resourced communities and support positive family outcomes.

The Office of Head Start (OHS) recognizes that community needs shift over time for various reasons. These reasons may include changes during and after disasters and public health crises, changes in the availability of community resources relied upon to provide program services, and shifts in geographical location of eligible children and families. Section 640(g)(3) of the Head Start Act (the Act) allows programs to propose a reduction to their funded enrollment to maintain quality of program services. Additionally, Section 645(a)(5) permits a program to convert Head Start slots to Early Head Start slots to better meet community needs. Similarly, Section 640(f)(2) of the Act allows programs to convert part-day slots to full-working day slots to meet community needs.

A request to reduce funded enrollment or convert Head Start slots to Early Head Start slots is considered a change in scope request and requires OHS prior approval. Recipients may submit a change in scope request through a continuation application or as a separate application amendment in the Head Start Enterprise System (HSES). Change in scope requests must be submitted a minimum of 90 days prior to the planned implementation date. This Information Memorandum (IM) provides additional guidance for the development and submission of these requests.

Enrollment reductions and conversions are permanent adjustments to funded enrollment. Therefore, the decision to request a reduction or conversion should be based on actual changes in the community and program adjustments necessary to maintain a high-quality program with qualified staff, supported by data and documented need, and not based on anticipated changes. It is important to consider community partnerships and resources in the service area, short and long-term goals, and program sustainability when considering a change in scope request.

Programs must demonstrate that a change in scope request is data-informed and explain how the requested changes will improve quality of services for children and families, better meet community needs, support staff, and promote a sustainable program.

What to Consider Before Requesting an Enrollment Reduction or Conversion

Prior to submitting an enrollment reduction or conversion request, recipients must consider, at a minimum, the following.

Community Assessment
Programs are required to conduct a community assessment at least once over the five-year grant period and review and update it on an annual basis to reflect any significant changes. When considering a change in scope request, it is essential to demonstrate how the proposed changes will best meet the needs of eligible children and families and consider strengths and resources of the community.

Annual Self-assessment, Program Improvement Plans, and Ongoing Oversight
As described in 45 CFR §1302.102(a-b), programs must conduct an annual self-assessment to evaluate: progress in meeting established agency-determined program goals, compliance with the Head Start Program Performance Standards (HSPPS), and the effectiveness of professional development and family engagement systems for improving children's school readiness in alignment with the Head Start Early Learning Child Outcomes Framework. The data collected must be used for continuous improvement, including development and implementation of program improvement plans to strengthen any identified areas of need (45 CFR §1302.102(b-c)). Programs are also required to implement a system with procedures for the ongoing oversight of meeting program requirements in which data is collected to inform the process. Programs must use data from both the annual self-assessment and ongoing oversight, alongside other program data, to inform their program improvement plans.

Staffing and Training
Programs must consider the staffing and training needs for their proposed program design, including necessary compensation and staff supports to implement a sustainable high-quality program. A stable, healthy, highly skilled, and well-compensated workforce is vital to providing the highest quality of services to promote children's development and support families. Programs should consider the availability of qualified staff in their community and the types of training, education, compensation, and supports necessary to attract and retain staff. Further guidance on strategies to support the Head Start workforce can be found in ACF-IM-HS-22-06 Strategies to Stabilize the Head Start Workforce. Programs are expected to use their data on staff, enrollment, and service delivery to inform changes to support a high-quality workforce while not reducing the quality of services for children and families.

Wage Comparability Study
Programs conduct wage comparability studies to evaluate and set fair compensation rates and support compliance with Section 653 of the Act. Wage comparability studies compare the compensation rates of current Head Start employees and the pay scales for positions in the program to compensation paid for comparable services in the service area or other neighboring

areas, including salaries for ECE and elementary school staff. If requesting a change in scope for the purpose of freeing up funds to increase staff compensation, the program's request should be supported by findings from the wage comparability study or by current data on comparable wages in the community or documented challenges in filling vacancies that impact the program's ability to deliver high-quality services. Programs should focus on positions for which staffing challenges are most pressing and are impacting the program's ability to provide high-quality services to their funded enrollment. Research has shown ethnic and racial disparities in pay exist for the ECE field, so programs are encouraged to consider equity issues in pay and benefits for staff.

Service Delivery Model
When proposing changes to the existing service delivery model, it is critical the process is data-informed and draws upon information from community assessments, annual self-assessments, program improvement plans, ongoing oversight, wage comparability studies, enrollment, and other relevant internal and external data. Programs must carefully review data related to enrollment and recruitment of families, demographic changes in their community, the geography of poverty in the service area, and other factors presenting challenges in meeting community needs or providing high-quality program services. Programs should then review their proposed program design to make sure any requested changes to services and resources are aligned to meet the needs of the children and families in their community and address the underlying issues causing identified challenges.

Service duration should also be considered, as research supports the importance of longer hours of high-quality education and development services in achieving meaningful child outcomes and preparing children for success in school. Programs operating for longer hours may also better support parents' education, job training, and employment opportunities. Programs that received funding to increase service duration in fiscal years 2016 or 2018 must demonstrate they are not eliminating, converting, or reducing the duration of services to enrollment slots supported by duration funding. As a reminder, Head Start center-based programs are required to provide at least 1,020 annual hours of service over a period of at least eight months per year for at least 45% of their center-based enrollment. Family child care and Early Head Start center-based programs are required to provide at least 1,380 annual hours of service for 100% of their enrollment slots. These requirements are found in the HSPPS at Program Structure, 45 CFR §1302 Subpart B.

Administrative and Supervisory Staff Structure
Programs should carefully assess how proposed changes to the program design will impact the administrative and supervisory structure. Depending on the proposed change and overall size of the organization, positions that do not provide direct classroom services may present opportunities to either eliminate or combine other positions with minimal impact on program quality and operations. Programs should also review the reasonableness of the percentage of each administrative staff's compensation which is being charged to the grant and be sure that the percentage is consistent with the amount of time that individual is engaged in Head Start or Early Head Start matters.

Recipients with indirect cost rates need to make sure Head Start and Early Head Start programs are fully benefiting from any costs charged, using these rates, to the grant. As a reminder, complying with the 15% administrative cost limitation does not, in and of itself, mean there are not administrative costs which can be reduced. If proposing salary adjustments for administrative or supervisory staff, please include a justification and listing of the annual salaries and amount charged to the grant.

Equity
Programs are encouraged to carefully consider how the outcomes of the proposed request will affect different demographics. This includes historically marginalized populations, such as Black, Latino, Indigenous and Native American, Asian Americans and Pacific Islanders, and other people of color; children experiencing homelessness; children in foster or kinship care; children with disabilities; and children who are dual language learners. In addition, programs should consider whether the proposed program design will improve or exacerbate existing disparities and how the proposed program design will be perceived by different populations within their service area. Where possible, programs are encouraged to include in the decision-making process those who will be affected by changes to the program.

Ongoing Budget
When considering a change in scope request, programs should first consider their vision and goals for services and construct a budget accordingly. Then, the grant recipient should evaluate their existing program design and enrollment to determine what necessary program and budgetary adjustments are needed to achieve that vision. Considerations of the program's anticipated costs for annual operations, program options, staffing and ratio requirements, as well as differences in equipment and supplies, should be assessed. Staffing ratios must ensure compliance with the HSPPS. For staffing positions that do not have mandated ratios, please include the rationale used to determine the full-time equivalents needed for such positions. In addition, a detailed budget narrative justification for changes within and between each object class category is required. As always, proposed expenses will be evaluated for reasonableness and allowability and how they support high-quality services.

How to Submit a Change in Scope Request

Change in scope requests must be submitted as part of a continuation application or as a separate change in scope application amendment in HSES, at minimum, 90 days prior to the planned implementation date. However, programs are strongly encouraged to work closely with their Regional Office throughout the planning and development of the request. This will make sure the proposal and application meet all the requirements prior to official submission of the request.

All change in scope requests must include complete program schedules, application narratives, and detailed budget narratives. Change in scope requests must demonstrate the proposed program design will deliver the full range of services consistent with 45 CFR §1302.20(b). In addition, the requested program design must effectively support the appropriate development and progress in children's early learning outcomes as outlined in Education and Child Development Program Services, 45 CFR §1302 Subpart C. Program and budget narratives for Head Start to Early Head Start conversions must address all items outlined in 45 CFR §1302.20(c) and the

Head Start Grant Application Instructions. Governing body or Tribal Council and Policy Council approvals are required prior to submitting a change in scope request. All change in scope requests are subject to approval by OHS. Additional information outlining critical questions and data to consider as part of the planning and development for both enrollment reduction and conversion requests is detailed in the [Enrollment Reduction and Conversion Appendix](#).

If you have any questions regarding this IM, please contact your regional office. Thank you for the work you do on behalf of children and families.

Sincerely,

/ Katie Hamm /

Katie Hamm
Acting Director
Office of Head Start

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	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
ACF Administration for Children and Families	1. Log No. ACF-PI-HS-23-01	2. Issuance Date: 01/05/2023
	3. Originating Office: Office of Head Start	
	4. Key Words: COVID-19; Health Services Management; Safety Practices; Head Start Program Performance Standards; Safe Environments; Program Planning	

PROGRAM INSTRUCTION

TO: Head Start and Early Head Start Grant Recipients and Delegate Agencies

SUBJECT: Supplementary Information on Establishing an Evidence-based COVID-19 Mitigation Policy

INSTRUCTION:
In January 2023, the Administration for Children and Families (ACF) published its Final Rule, Mitigating the Spread of COVID-19 in Head Start Programs. This Final Rule removes the universal masking requirement for individuals 2 years and older. It does not address the vaccination requirement from the Interim Final Rule with Comment Period (IFC), so the Head Start Program Performance Standards (HSPPS) at 45 CFR §§1302.93 and 1302.94 remain in effect. The Final Rule requires Head Start programs to have an evidence-based COVID-19 mitigation policy, developed in consultation with their Health Services Advisory Committee (HSAC).

This Program Instruction (PI) provides supplementary information to support grant recipients in developing the required evidence-based COVID-19 mitigation policy.

HSPPS Requirements

To protect children, families, and staff from infection and illness, 45 CFR §1302.47(b)(9) requires Head Start programs to have an evidence-based COVID-19 mitigation policy developed in consultation with their HSAC that can be scaled up or down based on the impacts or risks of COVID-19 in the community.

All Head Start and Early Head Start programs are required to establish and maintain an HSAC (45 CFR §1302.40(b)). The HSAC is an advisory group usually composed of local health providers, like pediatricians, nurses, nurse practitioners, dentists, nutritionists, and mental health providers. Head Start staff and parents also serve on the HSAC.

This Final Rule requires programs to have established an evidence-based COVID-19 mitigation policy in consultation with their HSAC by March 7, 2023.

Evidence-based Policy

As stated in the Final Rule, *evidence-based* is an umbrella term that refers to using the best research evidence (e.g., found in health sciences literature) and clinical expertise (e.g., what health care providers know) in content development.[1] Integrating the best available science with the knowledge and considered judgements from stakeholders and experts benefits Head Start children, families, and staff.[2]

The COVID-19 mitigation policy should be informed by objective evidence and findings from research and expert recommendations from public health authorities such as the U.S. Centers for Disease Control and Prevention (CDC) and state, tribal, local, and territorial health departments. Head Start programs have various sources to consider, including but not limited to:

- CDC guidance, including general COVID-19 information and early care and education (ECE) program-specific guidance, such as Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning.
- State, tribal, local, and territorial health departments, universities, and professional health organizations
- Caring for Our Children health and safety standards
  - 9.2.3.2: Policy Development for Care of Children and Staff Who Are Ill
  - 9.2.4.4: Written Plan for Seasonal and Pandemic Influenza

The Early Childhood Learning and Knowledge Center features an interactive module to support Head Start programs in learning how to find and use up-to-date, trustworthy, and consistent health information. Programs may access How to Find Science-informed and Evidence-based Health Information to explore five steps to help determine if information is current and accurate when developing an evidence-based policy.

Grant recipients are not limited to the considerations outlined below when developing their evidence-based policy.

Considerations for an Evidence-based COVID-19 Mitigation Policy

Mitigation Strategies

As stated in the Final Rule, in the context of COVID-19, *mitigation* refers to measures taken to reduce or lower SARS-CoV-2 transmission, infection, or disease severity. Other terms used for this same concept are "risk reduction strategies" or "prevention strategies."

An evidence-based COVID-19 mitigation policy should use multiple strategies at the same time, such as masking, ventilation, and staying at home when sick. Current evidence suggests the

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[1] Adapted from Office of Disease Prevention. Evidence-based practices and programs. National Institutes of Health https://prevention.nih.gov/research-priorities/dissemination-implementation/evidence-based-practices-programs
[2] Adapted from European Centre for Disease Control and Prevention. European Centre for Disease Prevention and Control. Evidence-based methodologies for public health – How to assess the best available evidence when time is limited and there is lack of sound evidence. Stockholm: ECDC; 2011. https://www.ecdc.europa.eu/sites/default/files/media/en/publications/Publications/1109_TER_evidence_based_methods_for_public_health.pdf

importance of a layered approach whereby one strategy is "layered" upon another because they are more effective in minimizing the impact of SARS-CoV-2 than when using one strategy alone.[3] When developing their policy, Head Start programs should consider the risk factors for their staff and the families served, strategies to be used when the impact of COVID-19 changes in the community, and how the risk of exposure could change depending on the Head Start services provided.

COVID-19 Community Levels

CDC developed the COVID-19 Community Levels to help individuals, agencies, and organizations make choices on what precautions to take based on the level of disease burden in their community. It provides county-level data for each U.S. state and territory, determined by a combination of three metrics that are updated weekly — new COVID-19 hospital admissions per 100,000 population in the past seven days, the percent of staffed inpatient beds occupied by COVID-19 patients (seven-day average), and new COVID-19 cases per 100,000 population in the past seven days. Using these data, the COVID-19 Community Level is classified as low, medium, or high. Grant recipients should consider using this data and guidance to inform their evidence-based COVID-19 mitigation policy. Layered prevention strategies should also be able to be increased when community risk is higher (e.g., when COVID-19 Community Level has increased).

COVID-19 Vaccination

At this time, the national vaccination requirements at 45 CFR §§1302.93 and 1302.94 remain in effect for staff, certain contractors, and volunteers in Head Start programs in states that are not subject to permanent[4] or preliminary[5] court injunctions. There is no federal requirement to go further. However, all programs still have the discretion to require, promote, and encourage COVID-19 vaccines for staff, subject to tribal, state, and local laws. ACF strongly encourages that all staff, contractors, and volunteers be up-to-date on their COVID-19 vaccinations given the proven benefits for individual and community safety, including reduced incidences of severe illness, hospitalization, and death.

OHS also wants to make sure all families can obtain accurate information about the COVID-19 vaccine and encourages programs to address in their mitigation policy how they can help families and children access the vaccines. Programs may still consider COVID-19 vaccination in

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[3] Center for Disease Control and Prevention. "*Science Brief: Indicators for Monitoring COVID-19 Community Levels and Making Public Health Recommendations*." August, 2022. Retrieved from: https://www.cdc.gov/coronavirus/2019-ncov/science/science-briefs/indicators-monitoring-community-levels.html

[4] The U.S. Department of Health and Human Services (HHS) received notice that as of Sept. 21, 2022, following a decision by the United States District Court for the Western District of Louisiana, implementation and enforcement of Vaccine and Mask Requirements to Mitigate the Spread of COVID-19 in Head Start Programs, 86 Fed. Reg. 68052 (Nov. 30, 2021) (the "Interim Final Rule" or "IFC"), is permanently enjoined in the following 24 states: Alabama, Alaska, Arizona, Arkansas, Florida, Georgia, Indiana, Iowa, Kansas, Kentucky, Louisiana, Mississippi, Missouri, Montana, Nebraska, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Utah, West Virginia, and Wyoming. Head Start, Early Head Start, and Early Head Start-Child Care Partnership grant recipients in those 24 states are not required to comply with the IFC.

[5] As of Dec. 31, 2021, following a decision by the United States District Court for the Northern District of Texas, implementation and enforcement of the IFC is preliminarily enjoined in Texas.

their evidence-based policy, including ways to provide access and increase uptake of vaccines among Head Start staff, contractors, volunteers, and children and families.

Prioritizing Strategies

Per CDC, Head Start programs should consider local context when developing and implementing a response to COVID-19 conditions. Factors to consider include:

- Age of population served
- People with disabilities
- People at risk of getting very sick
- Equity
- Availability of resources
- Communities served
- Pediatric-specific considerations

A fuller discussion of each of these factors can be found in CDC's [Operational Guidance for K-12 Schools and Early Childhood Programs to Support Safe In-person Learning](#).

Responsive to Changing Conditions

The intent of this policy is to make sure programs can adapt to changing circumstances and conditions of COVID-19 while still protecting the health of children, families, and staff. The requirement for having an evidence-based COVID-19 mitigation policy specifies that it needs to allow for programs' response to be scaled up or down based on the impact of COVID-19 in the community. It gives Head Start programs more flexibility to adapt to the changing circumstances and conditions of the virus and be responsive to the unique challenges and needs of their communities.

Given the unpredictable and evolving nature of COVID-19, Head Start programs may go through periods where the impact of COVID-19 is low, medium, or high. Programs' COVID-19 mitigation policy should specify what prevention strategies or combination of strategies will be used when the impacts or risks of COVID-19 increases or decreases, and how the policy is communicated to children, families, and staff. Programs can also decide to place requirements related to COVID-19 mitigation policies as needed. For example, a program may choose to require universal masking when there are higher levels of transmission or burden in the community, consistent with CDC guidance. We include additional considerations for the communication of the policy below.

Additional Precautions

While local context is critical, Head Start programs may also want to consider additional precautions regardless of the level of impact from COVID-19 at that time and in consideration of the needs of the communities that programs serve. As noted in CDC's guidance to K-12 schools and ECE settings, program administrators should work with health departments in their jurisdiction to consider other local conditions and factors when deciding to implement prevention

measures. Pediatric-specific indicators, such as vaccination rates among children, pediatric-specific health care capacity, pediatric hospitalizations, and pediatric emergency visits, can help with deciding on which mitigation strategies to use. Head Start programs may consider the extent to which children or staff are at increased risk for severe disease from COVID-19 or have family members at increased risk for severe disease. ECE programs may choose to implement universal indoor mask use, for example, to meet the needs of the families they serve, which could include people at risk for getting very sick with COVID-19.

Programs should also consider how their COVID-19 mitigation policy protects children with disabilities, children who are immunocompromised, and children at higher risk of severe complications, as well as layered mitigation strategies to make sure children can safely continue to attend the program in person. For example, programs may consider additional mitigation measures, such as more extensive mask use or increasing ventilation, if there are children who cannot safely wear a mask because of their disability, as defined by Section 504 of the Rehabilitation Act of 1973. The U.S. Department of Education's [Disability Rights](#) webpage provides guidance and resources for schools and ECE programs to make sure students with disabilities continue to receive the services and supports they are entitled to so they have successful in-person educational experiences.

Communication Plan

COVID-19 mitigation policies should include a strong communication plan consistent with [45 CFR §1302.41(b)(2)](#) to make sure staff and families are prepared to navigate the ongoing conditions of COVID-19. Programs should consider:

- Who communicates to staff and families?
- What should be communicated?
- When are communications shared and with what frequency? How does the timing for communications relate to changing COVID-19 conditions in the community?
- How will it be communicated? For example, programs may have signs outside classrooms and the building if masks are required or recommended.
- Is the communication accessible to individuals with disabilities?

Evolving guidance comes from various federal, state, tribal, local, and territorial authorities, in addition to CDC. Employers should be prepared to communicate changes in protocols as far in advance as possible to staff and families.

Please direct any questions regarding this PI or the requirement that Head Start programs have an evidence-based COVID-19 mitigation policy to your regional office.

Thank you for your work on behalf of children and families.

/ Katie Hamm /

Katie Hamm
Acting Director

Office of Head Start

County of San Bernardino

PRESCHOOL SERVICES DEPARTMENT

Performance Measures Report - FY 2023

COUNTY GOAL: IMPLEMENT THE COUNTYWIDE VISION		Measure	22-23 Target	Acc. Quarter 1	22-23 Quarter 2	22-23 Quarter 3	22-23 Quarter 4
OBJECTIVE	**Strategically engage particular Vision Element Groups to support and expand the County's public facing Vision projects.**	Percentage of children not meeting developmental expectations in literacy skills on the 1st assessment who subsequently meet the standard by the end of the program year, utilizing the Desired Results Developmental Profile (DRDP) 2015 assessment tool.	55%	N/A	N/A		
STRATEGY	Promote school readiness.						
STRATEGY	Support the Countywide Vision Regional Implementation Goal: "Partner with all sectors of the community to support the success of every child from cradle to career."						
STRATEGY	Support the Vision2Read Initiative.						
STRATEGY	Identify the number of Head Start/State Preschool children ages 3 – 5 not meeting developmental expectations based on the Head Start Early Learning Outcomes Framework for their age in Literacy skills on the first quarter's assessment, and reduce this count by 55% by June 30, 2023.						
EXPLANATION	Full day children are assessed three time a year; the second assessment will be completed during January 2023. There is no new data to report for the 2nd quarter. The deparetment expects to meet its target of reducing the number of children who were not meeting developmental expectations in literacy skills after the first assessment by 55% by June 30, 2023.						

S:\SHARED GOVERNANCE\SGB AGENDA ITEMS for Director Review & Approval\Jan 19 ITEMS approved by Director\PSD 2Q 2022-23 PMs Draft   January 19, 2023   1

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PRESCHOOL SERVICES DEPARTMENT

Performance Measures Report - FY 2023

COUNTY GOAL: IMPLEMENT THE COUNTYWIDE VISION		Measure	22-23 Target	Acc. Quarter 1	22-23 Quarter 2	22-23 Quarter 3	22-23 Quarter 4
OBJECTIVE	Strategically engage particular Vision Element Groups to support and expand the County's public facing Vision projects.	Percentage of children not meeting developmental expectations in social emotional skills on the 1st assessment who subsequently meet the standard by the end of the program year, utilizing the Desired Results Developmental Profile (DRDP) 2015 assessment tool.	30%	N/A	N/A		
STRATEGY	Promote school readiness.						
STRATEGY	Support the Countywide Vision Regional Implementation Goal: "Partner with all sectors of the community to support the success of every child from cradle to career."						
STRATEGY	Identify the number of Early Head Start children ages 18 – 36 months not meeting developmental expectations based on the Head Start Early Learning Outcomes Framework for their age in social emotional skills on the first quarter's assessment, and reduce this count by 30% by June 30, 2023.						
EXPLANATION	Early Head Start children are assessed three time a year; the second assessment will be completed during January 2023. There is no new data to report for the 2nd quarter. The depeartment expects to meet its target of reducing the number of children who were not meeting developmental expectations in social emotional skills after the first assessment by 30% by June 30, 2023.						

PRESCHOOL SERVICES DEPARTMENT

Performance Measures Report - FY 2023

COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS		Measure	22-23 Target	Acc. Quarter 1	22-23 Quarter 2	22-23 Quarter 3	22-23 Quarter 4
OBJECTIVE	**Partner with County and non-County agencies and maximize the use of Federal and State programs and funding to address the public health, safety and social service needs of County residents and move participants to self-sufficiency.**	Number of foster children enrolled.	415	152	179		
STRATEGY	Increase the enrollment opportunities for foster children.						
STRATEGY	Enhance the referral process of enrollment with the Children and Family Services Department.						
EXPLANATION	Preschool Services did not meet its target for the second quarter 2022-23. The department enrolled an additional 27 foster children in its various programs during the second quarter. Recruitment efforts are ongoing, and the department expects to achieve the target by the fourth quarter.						

PRESCHOOL SERVICES DEPARTMENT

Performance Measures Report - FY 2023

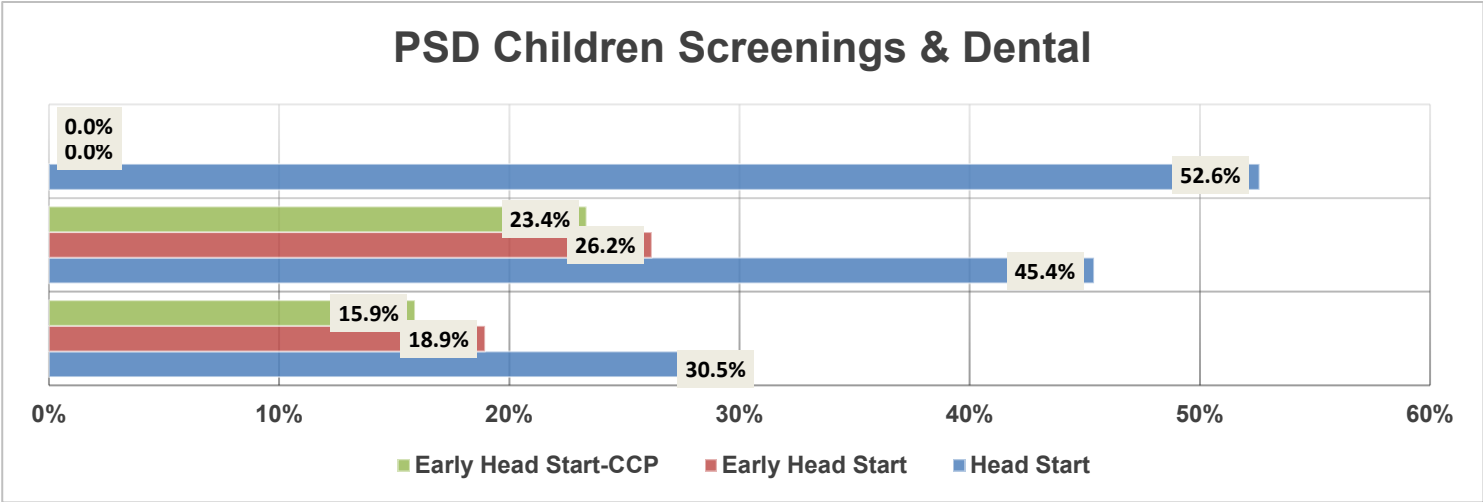| COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS		Measure	22-23 Target	Acc. Quarter 1	22-23 Quarter 2	22-23 Quarter 3	22-23 Quarter 4
OBJECTIVE	Partner with County and non-County agencies and maximize the use of Federal and State programs and funding to address the public health, safety and social service needs of County residents and move participants to self-sufficiency.	Percentage of children identified at the beginning of the year as obese or overweight whose BMI is reduced.	60%	N/A	38%		
STRATEGY	Identify obese and/or overweight children ages 2-5 years in an effort to promote a healthy lifestyle.						
STRATEGY	Promote nutrition education programs for parents at each school site.						
STRATEGY	Ensure that children receive both nutrition curriculum and physical activity daily within the classroom schedule.						
STRATEGY	Decrease the number of children who are identified as obese or overweight from the higher level of Body Mass Index (BMI) classification to the next lower level by children's height and weight.						
EXPLANATION	Year round, full day children are assessed four times a year. After the second assessment, the department identified 115 overweight and obese full-day children for whom it will provide nutrition counseling and education training throughout the program year; 69 children (38% of the children still enrolled) have inproved their BMI classification to the next lower level. The department expects to reach its target goal of lowering the Body Mass Index to a healthier classification for 60% of the children identified after the first assessment by the end of the fiscal year.						

S:\SHARED GOVERNANCE\SGB AGENDA ITEMS for Director Review & Approval\Jan 19 ITEMS approved by Director\PSD 2Q 2022-23 PMs Draft   January 19, 2023   4

Shared Governance Board Agenda   Page 18 of 131

The following chart represents the Medical, Developmental, and Dental data collected from Child Plus as of

January 3, 2023:

In addition, the Compliance Report from our PSD Health Specialist that tracks dental, vision, and hearing screenings as well as medical physicals has provided the reports for updates on all children (Last report is from January 09, 2023).

PSD Children Screenings & Dental

% Completed Professional Dental Exam in Program Year
- 0.0%
- 0.0%
- 52.6%

% Completed Preventative Dental Care
- 23.4%
- 26.2%
- 45.4%

% Newly Enrolled Since Last PIR who completed Screenings Within 45 days.
- 15.9%
- 18.9%
- 30.5%

■ Early Head Start-CCP ■ Early Head Start ■ Head Start

Easter Seals Children Screening and Dental

% Completed Professional Dental Exam in Program Year
- 0.0%
- 49.1%

% Completed Preventative Dental Care
- 80.5%
- 27.9%

% Newly Enrolled Since Last PIR who completed Screenings Within 45 days.
- 49.0%
- 50.3%
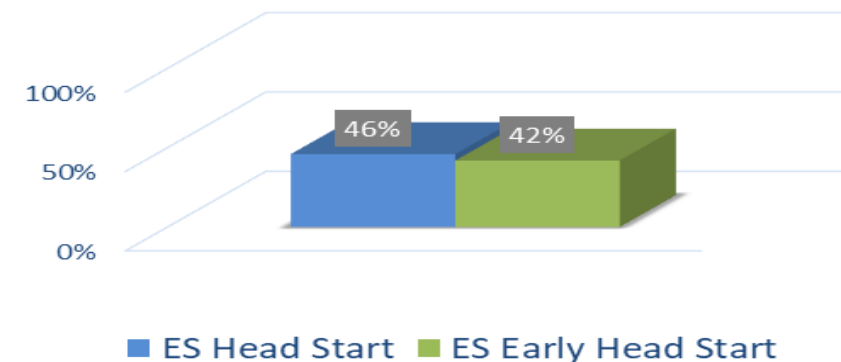
■ Easterseals EHS ■ Easter Seals HS
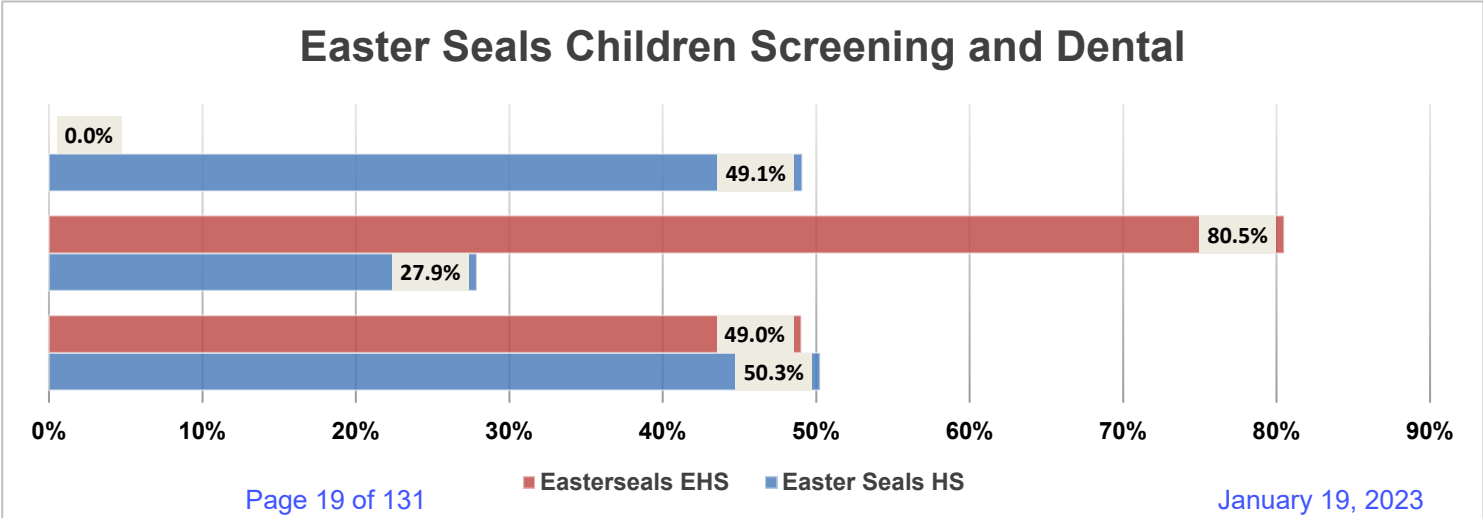
Families engaging in at least one Family Service

- Emergency/crisis intervention such as addressing immediate need for food, clothing, or shelter
- Housing assistance such as subsidies, utilities, repairs, etc..
- Asset building services
- Mental Health services
- Substance misuse prevention/treatment
- English as second language (ESL) Training
- Assistance in enrollment into an education or job training program
- Researched Based Parenting curriculum
- Involvement in discussing their child's screening, and assessment results and their child's progress
- Supporting transition between programs (EHS to HS and HS to kindergarten
- Education o preventative medical and oral health
- Education on health ad developmental consequences of tobacco product use.
- Education on Nutrition
- Education on Postpartum care (e.g., breastfeeding support)
- Education on relationship/marriage
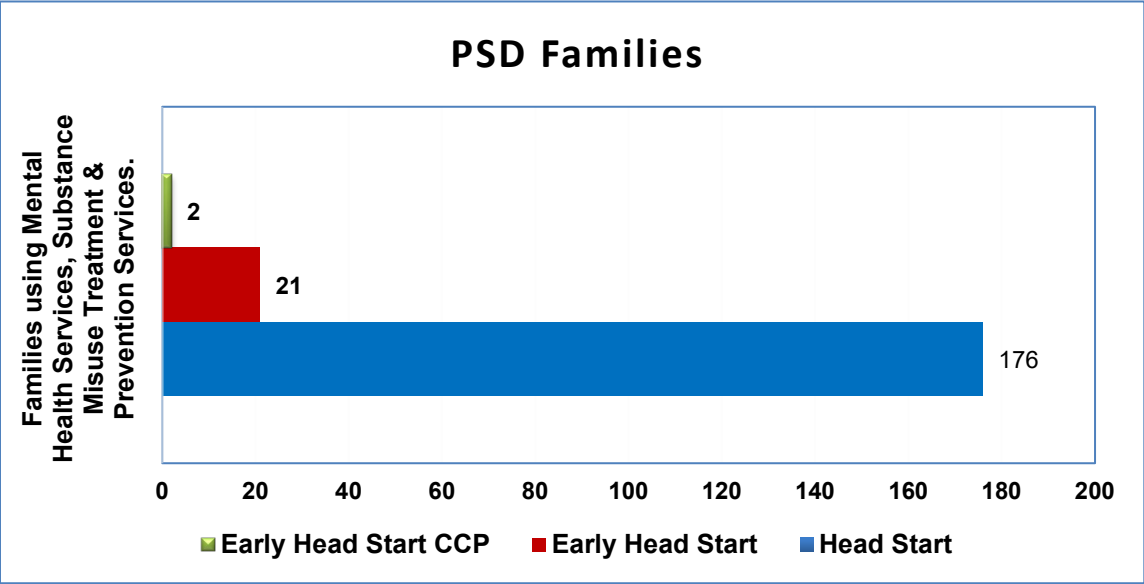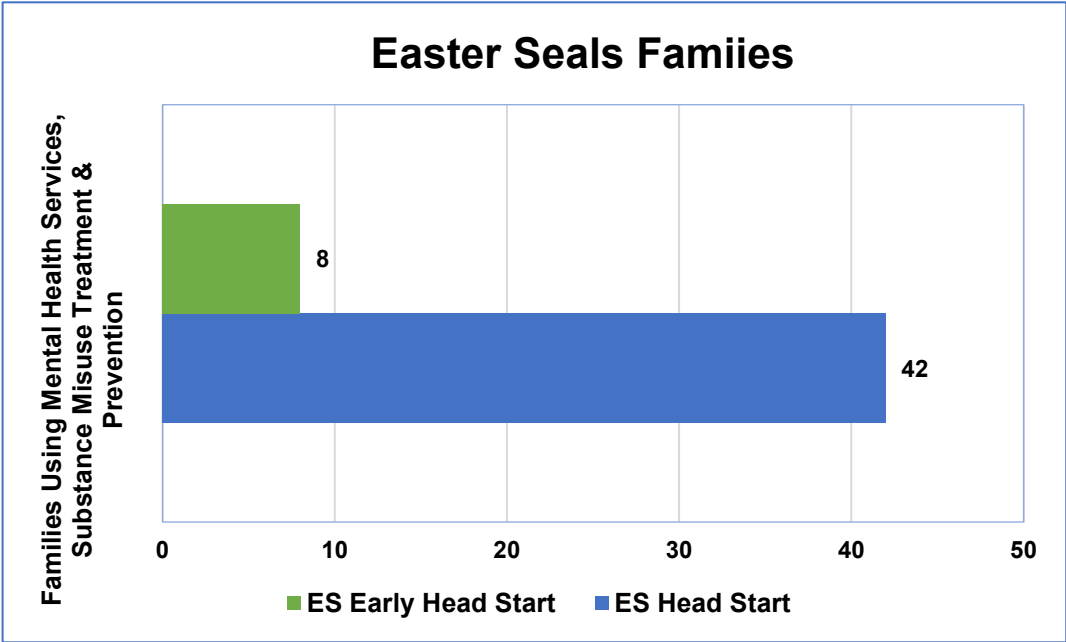- Assistance to families of incarcerated individuals

Family Services PSD

44% Head Start
49% Early Head Start
11% Early Head Start CCP
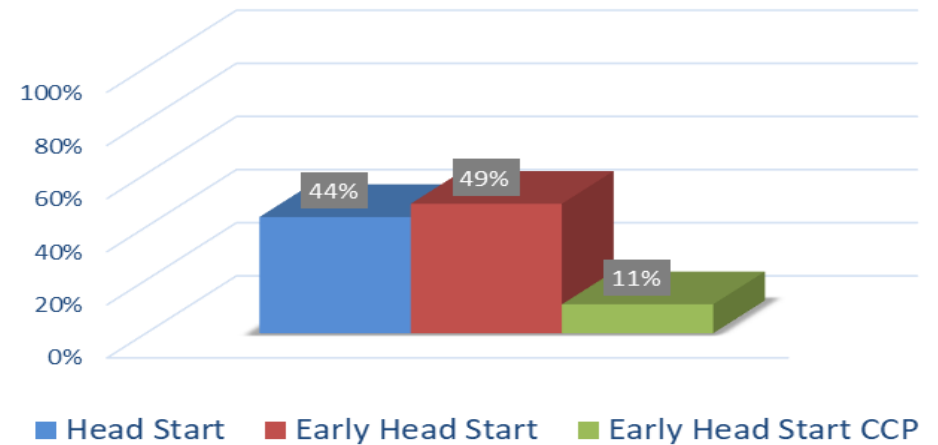
Family Services Easter Seals

46% ES Head Start
42% ES Early Head Start

Families Services: Mental Heal and Substance Misuse/ Prevention/Treatment Services

PARENT WELLNESS

Building Blocks to Great Parenting

PSD Families

Families using Mental Health Services, Substance Misuse Treatment & Prevention Services.

- Early Head Start CCP: 2
- Early Head Start: 21
- Head Start: 176

(x-axis: 0, 20, 40, 60, 80, 100, 120, 140, 160, 180, 200)

■ Early Head Start CCP   ■ Early Head Start   ■ Head Start

Easter Seals Famiies

Families Using Mental Health Services, Substance Misuse Treatment & Prevention

- ES Early Head Start: 8
- ES Head Start: 42

(x-axis: 0, 10, 20, 30, 40, 50)

■ ES Early Head Start   ■ ES Head Start

Percentages of Families McKinney-Vento Eligible at Enrollment as of January 03, 2023:

PSD Families

Head Start	9%
Early Head Start	10%
Early Head Start CCP	7%

McKinney-Vento Eligible at Enrollment
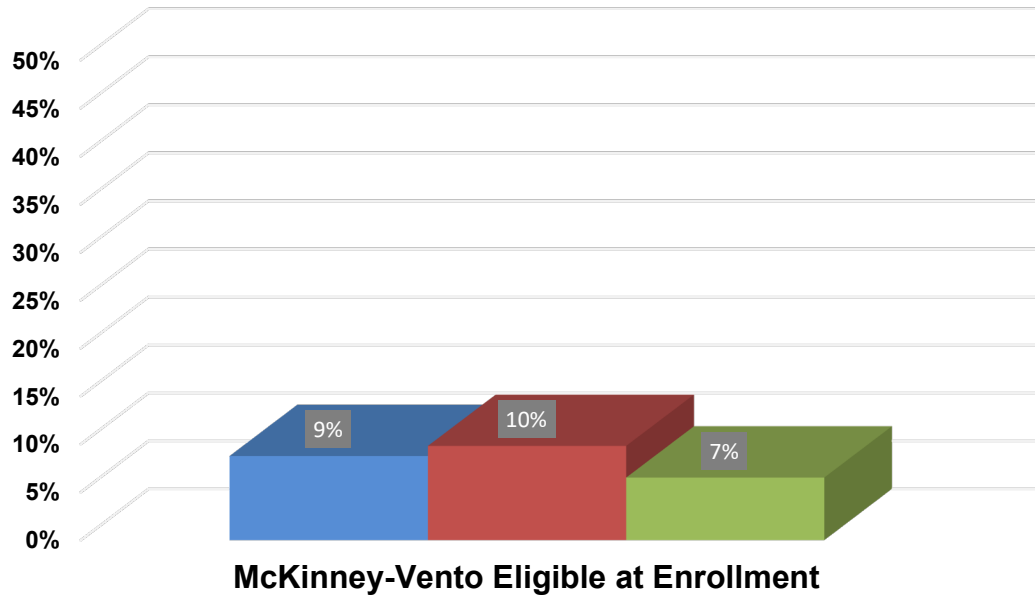
■ Head Start   ■ Early Head Start   ■ Early Head Start CCP

Easter Seals Families

Easter Seals Head Start	8%
Easter Seals Early Head Start	10%

McKinney-Vento Eligible at Enrollment
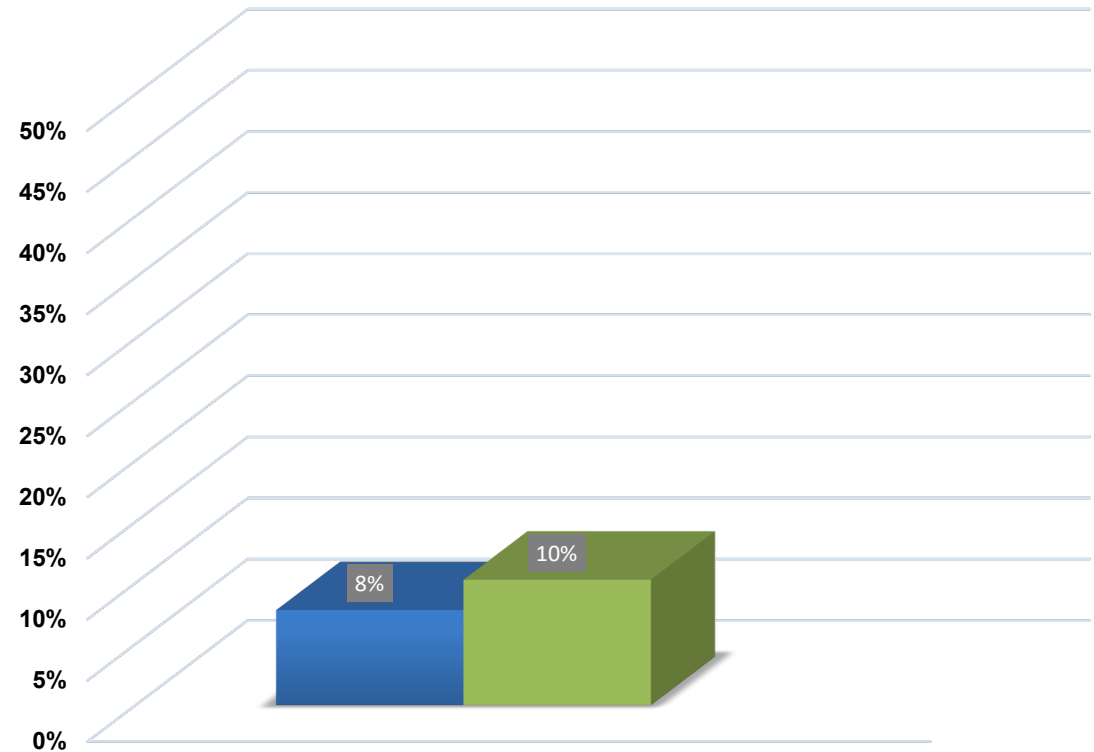
■ Easter Seals Head Start   ■ Easter Seals Early Head Start

Families that were McKinney-Vento Eligible at Enrollment who Acquired Housing Program Year 22/23

21
Head Start Families
12%

3
Early Head Start Families
11%

2
Early Head Start CCP Families
22%

9
Easter Seals Head Start Families
38%

4
Easter Seals Early Head Start Families
33%

Child Plus Data as of January 03, 2022

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PRESCHOOL SERVICES DEPARTMENT

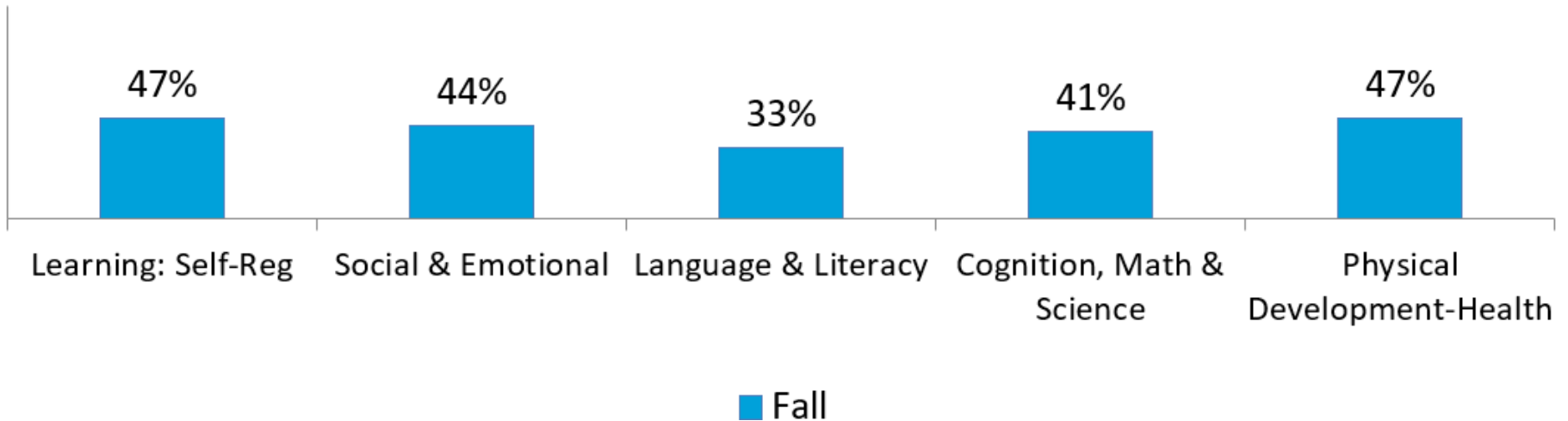# SCHOOL READINESS BASELINE OUTCOMES FALL 2022-2023

2022-2023

By: Education Program Managers

DRDP Results for Infants & Toddlers:
Fall 2022-2023 Rating Period

Domain Comparison for All Infants & Toddlers
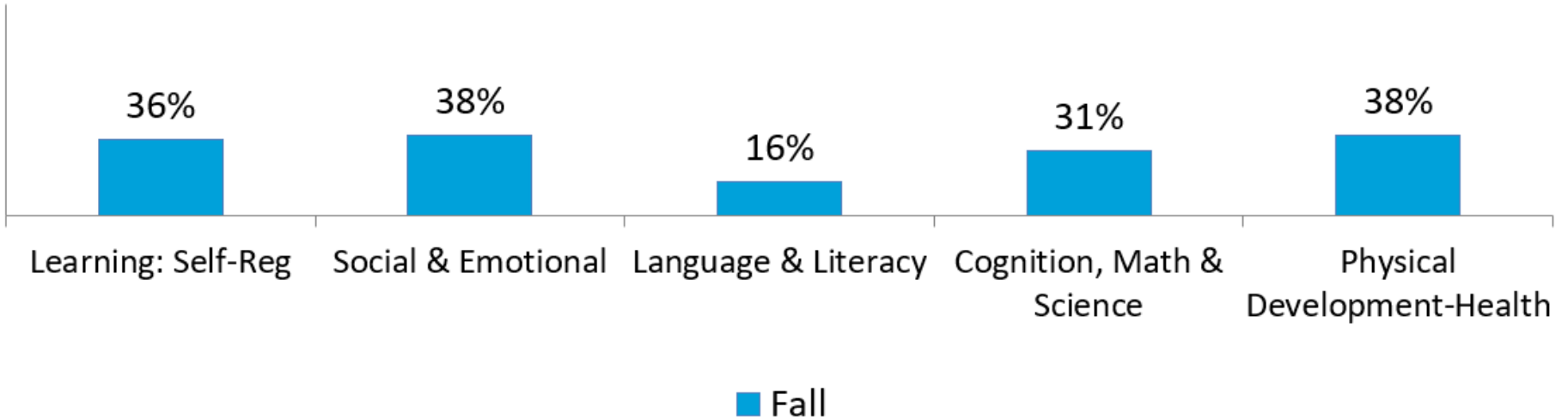### Fall 2022-2023 Percentage of Children At or Above Foundation Expectations

	Learning: Self-Reg	Social & Emotional	Language & Literacy	Cognition, Math & Science	Physical Development-Health
Fall	47%	44%	33%	41%	47%

	Total
# of Children	357
Average Age (years)	2.0
% of English Language Learners	17%

DRDP Results for Infants & Toddlers: Fall 2022-2023 Rating Period

Domain Comparison for 1 Yr Old (K in 2026) Children

Fall 2022-2023 Percentage of Children At or Above Foundation Expectations

Learning: Self-Reg	Social & Emotional	Language & Literacy	Cognition, Math & Science	Physical Development-Health
36%	38%	16%	31%	38%

■ Fall

	Total
# of Children	88
Average Age (years)	1.5
% of English Language Learners	24%

DRDP Results for Infants & Toddlers:
Fall 2022-2023 Rating Period

Domain Comparison for 2 Yr Old (K in 2025) Children
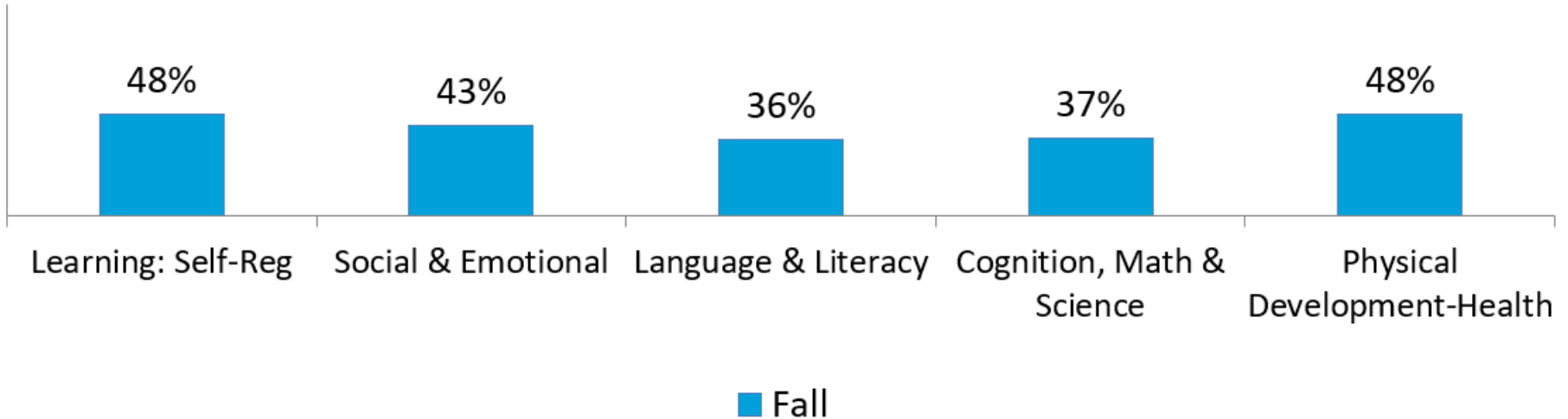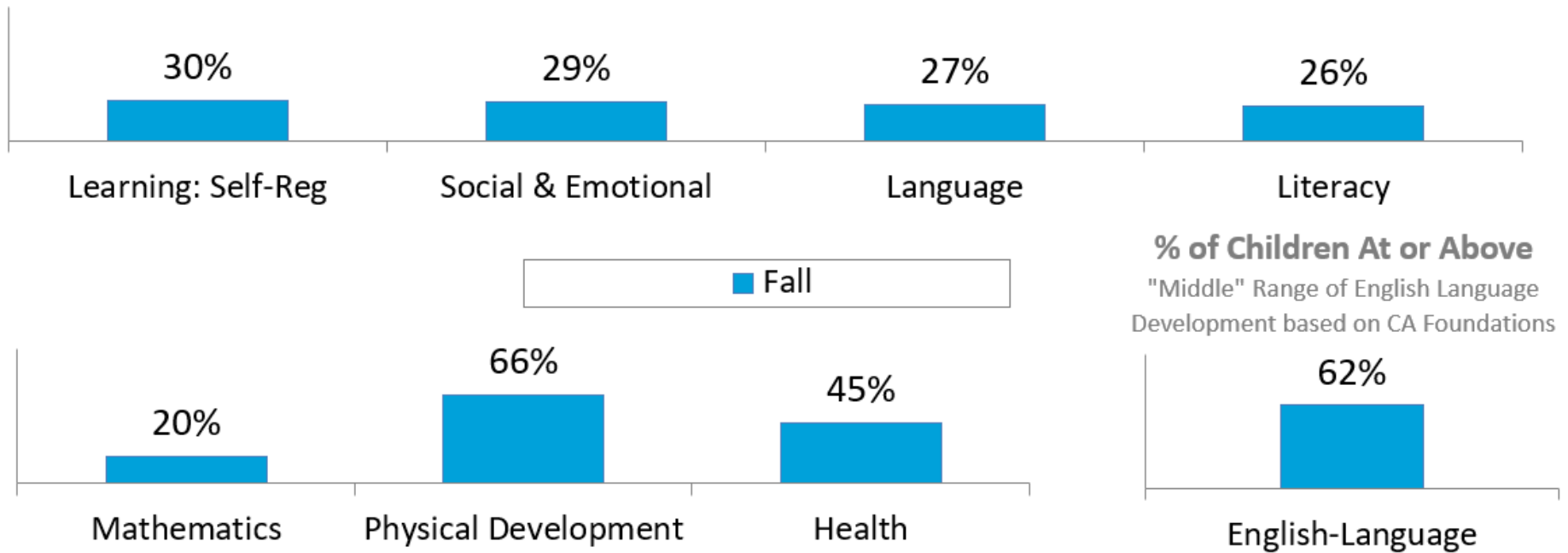Fall 2022-2023 Percentage of Children At or Above Foundation Expectations

Learning: Self-Reg	Social & Emotional	Language & Literacy	Cognition, Math & Science	Physical Development-Health
48%	43%	36%	37%	48%

■ Fall

	Total
# of Children	199
Average Age (years)	2.5
% of English Language Learners	12%

DRDP Results for Preschoolers:
Fall 2022-2023 Rating Period

Domain Comparison for All Preschoolers

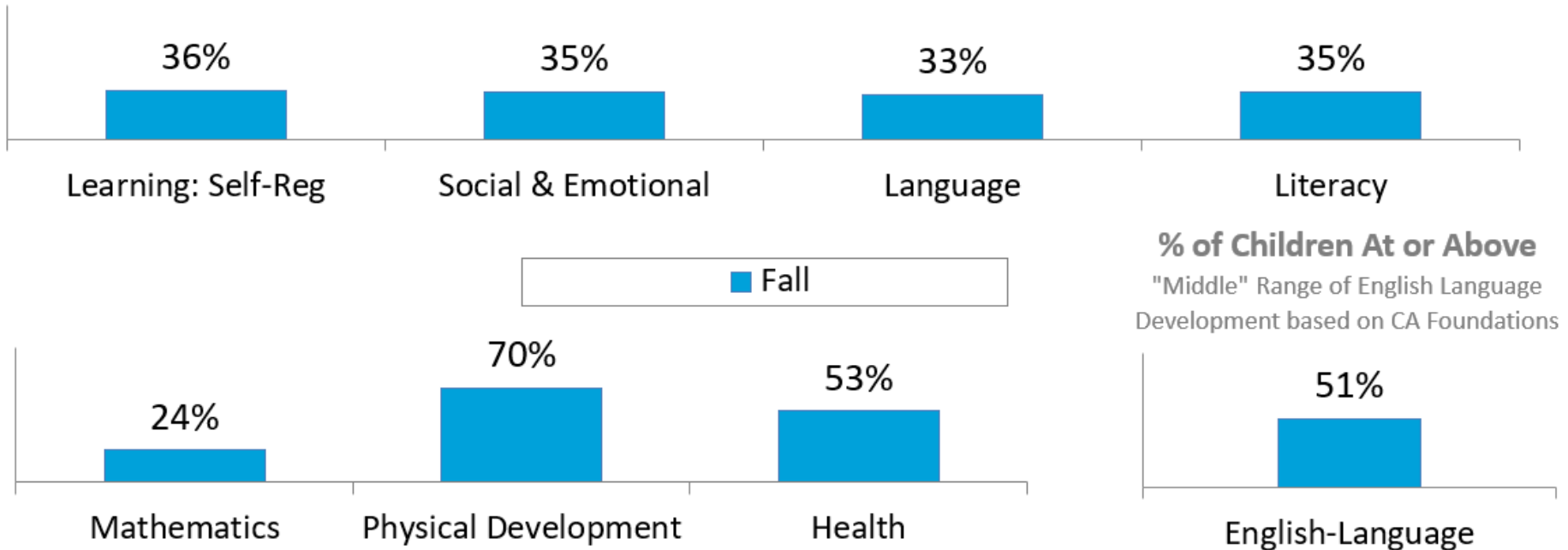Fall 2022-2023 Percentage of Children At or Above Foundation Expectations

Learning: Self-Reg	Social & Emotional	Language	Literacy
30%	29%	27%	26%

■ Fall

% of Children At or Above

"Middle" Range of English Language Development based on CA Foundations

Mathematics	Physical Development	Health	English-Language
20%	66%	45%	62%

	Total
# of Children	1,648
Average Age (years)	4.1
% of English Language Learners	23%

DRDP Results for Preschoolers:
Fall 2022-2023 Rating Period

Domain Comparison for 3 Yr Old (K in 2024) Children

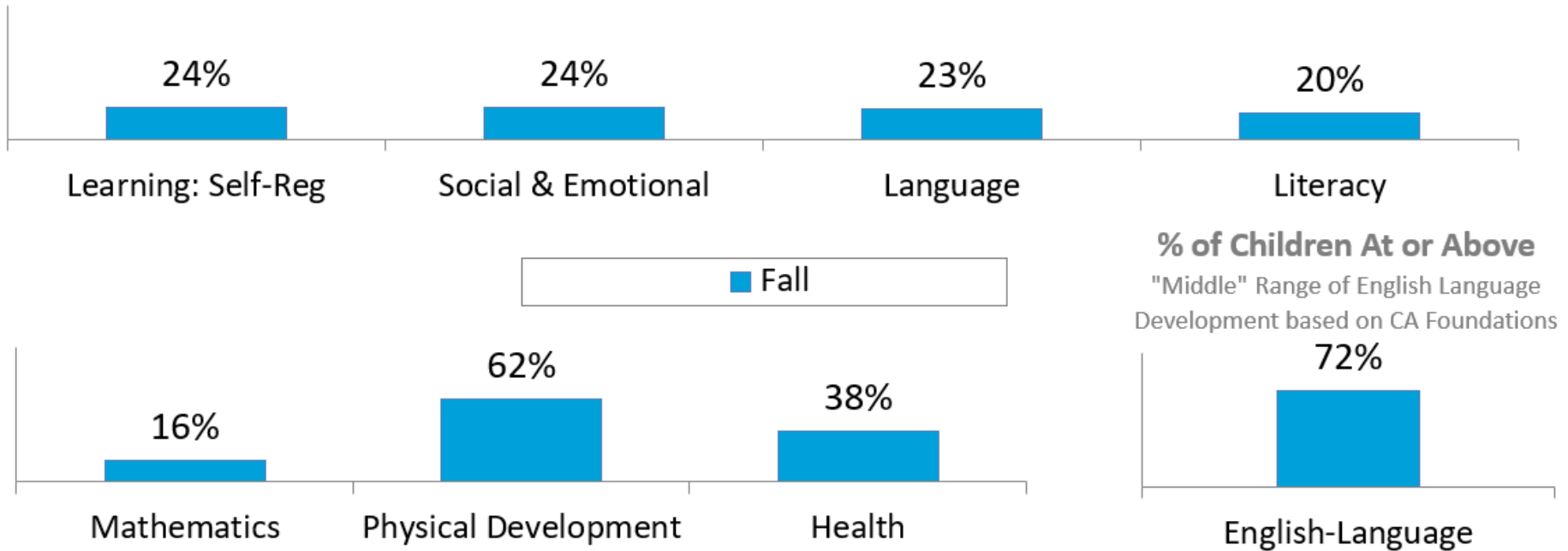Fall 2022-2023 Percentage of Children At or Above Foundation Expectations

Learning: Self-Reg	Social & Emotional	Language	Literacy
36%	35%	33%	35%

■ Fall

% of Children At or Above
"Middle" Range of English Language Development based on CA Foundations

Mathematics	Physical Development	Health
24%	70%	53%

English-Language: 51%

	Total
# of Children	745
Average Age (years)	3.7
% of English Language Learners	24%

DRDP Results for Preschoolers:
Fall 2022-2023 Rating Period

Domain Comparison for 4 Yr Old (K in 2023) Children

Fall 2022-2023 Percentage of Children At or Above Foundation Expectations

24%	24%	23%	20%
Learning: Self-Reg	Social & Emotional	Language	Literacy

■ Fall

16%	62%	38%	**% of Children At or Above** "Middle" Range of English Language Development based on CA Foundations 72%
Mathematics	Physical Development	Health	English-Language

	Total
# of Children	903
Average Age (years)	4.5
% of English Language Learners	23%

THANK YOU!

PRESCHOOL SERVICES DEPARTMENT

Preschool Services Department

# Community Assessment Survey and Report

www.SBCounty.gov

The Purpose of the Community Assessment is to:

- Identify community strengths, needs, and resources.

- Reflect significant changes including in creased availability of publicly-funded pre-kindergarten, rates of family and child homelessness, and significant shifts in community dempographics and resources.
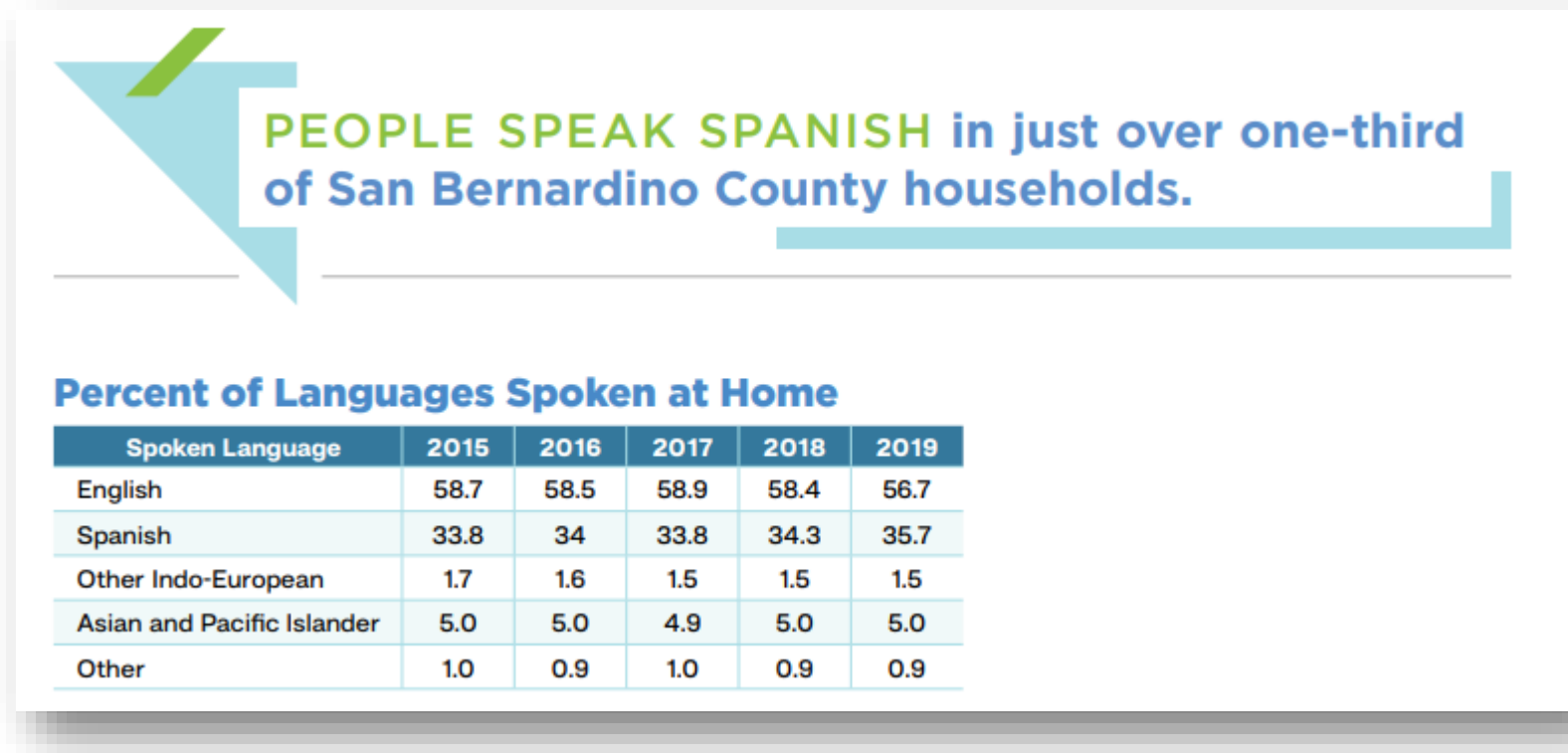
Head Start Performance Standards §1302.11

- Population:
  - The city of San Bernardino has the highest population in San Bernardino County according to World Population Review.
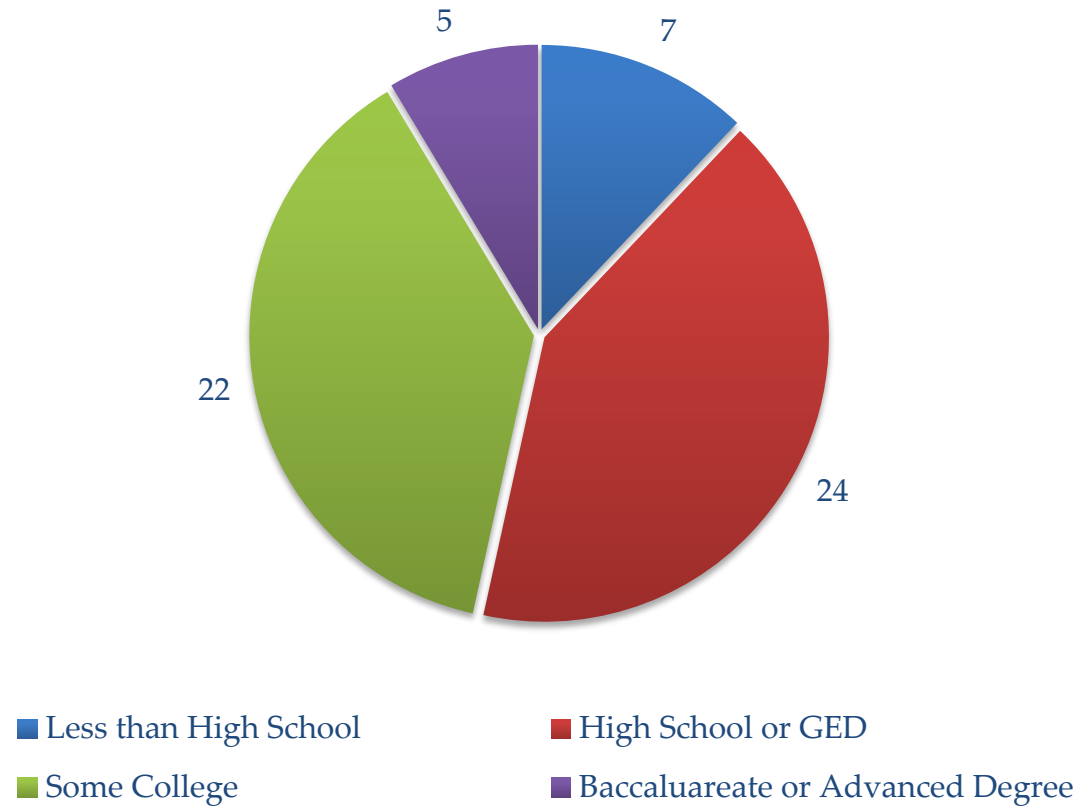 - The three cities with the highest population change are:
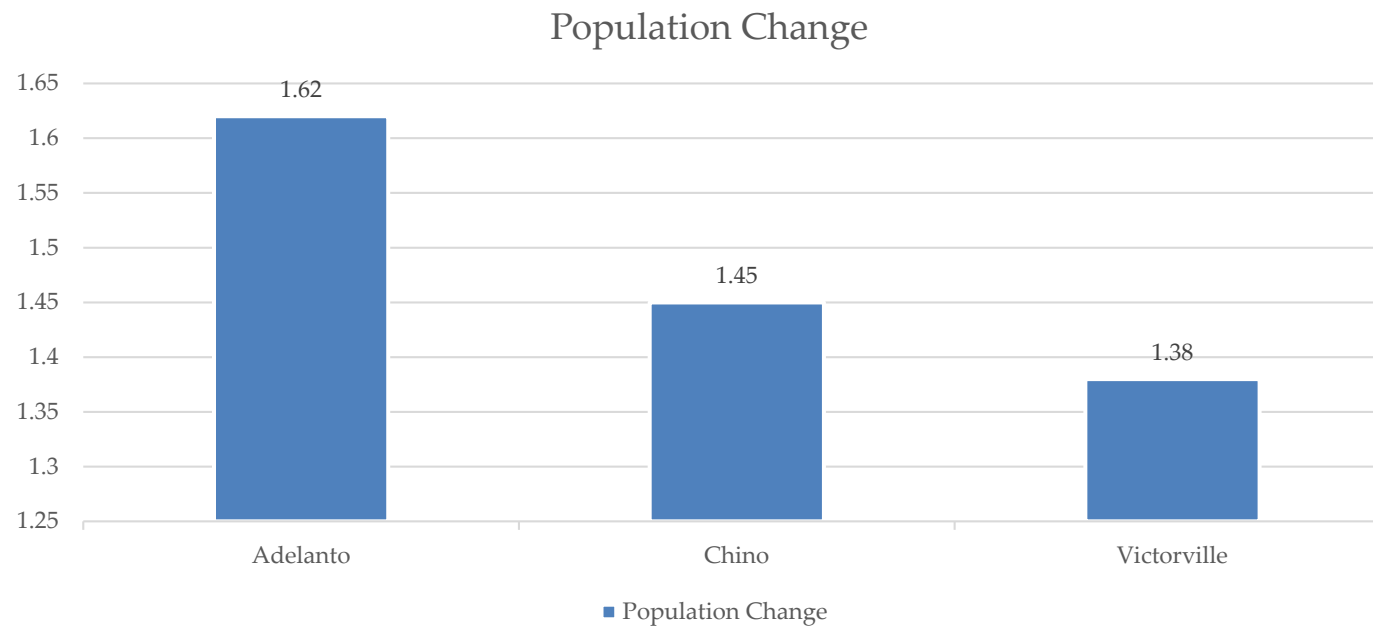
- Dual Language: 44.5% of the population of California 5 years and over speak a language other than English at home.

PEOPLE SPEAK SPANISH in just over one-third of San Bernardino County households.

Percent of Languages Spoken at Home

Spoken Language	2015	2016	2017	2018	2019
English	58.7	58.5	58.9	58.4	56.7
Spanish	33.8	34	33.8	34.3	35.7
Other Indo-European	1.7	1.6	1.5	1.5	1.5
Asian and Pacific Islander	5.0	5.0	4.9	5.0	5.0
Other	1.0	0.9	1.0	0.9	0.9

SAN BERNARDINO COUNTY

Preschool Services Department

Shared Governance Board Agenda

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www.SBCounty.gov

January 19, 2023

- Education:

Percentage of PSD Parents 2022

- Less than High School
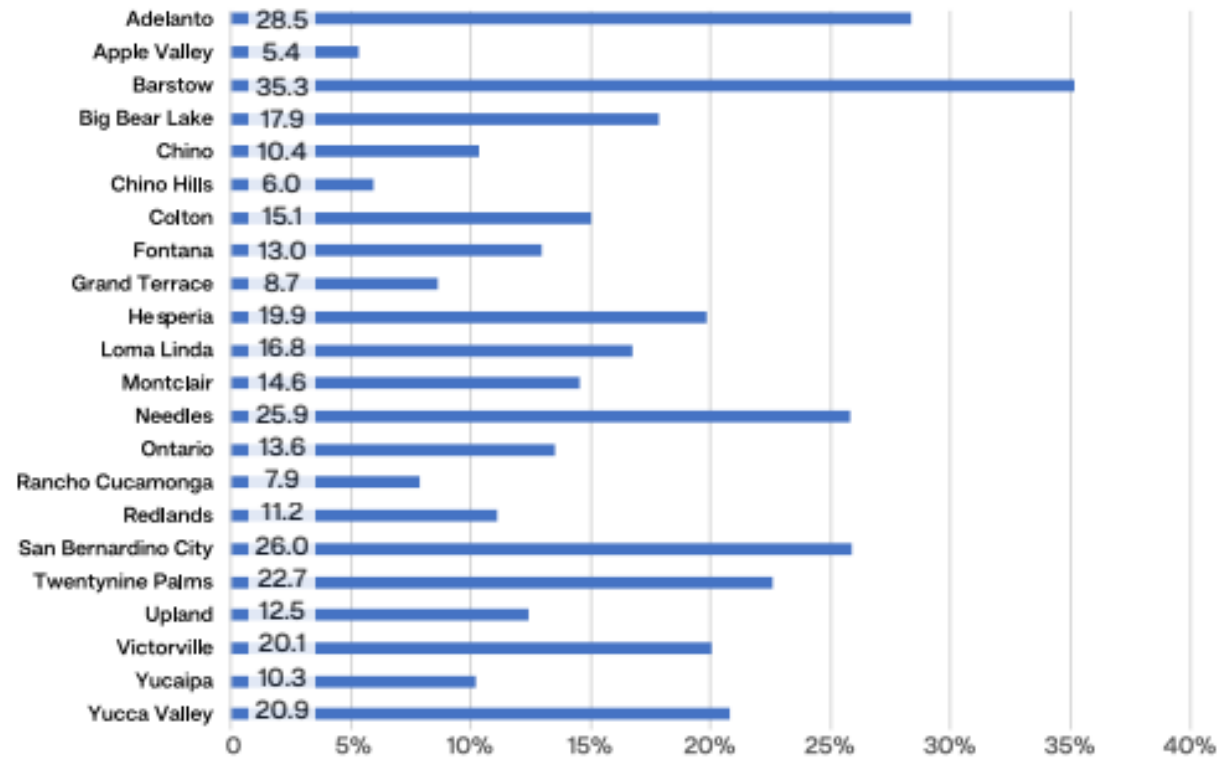- High School or GED
- Some College
- Baccaluareate or Advanced Degree

■ The number of adults and children counted as homeless increased by approximately 7% in 2022 compared to the 2020 point in time homeless count.

7%
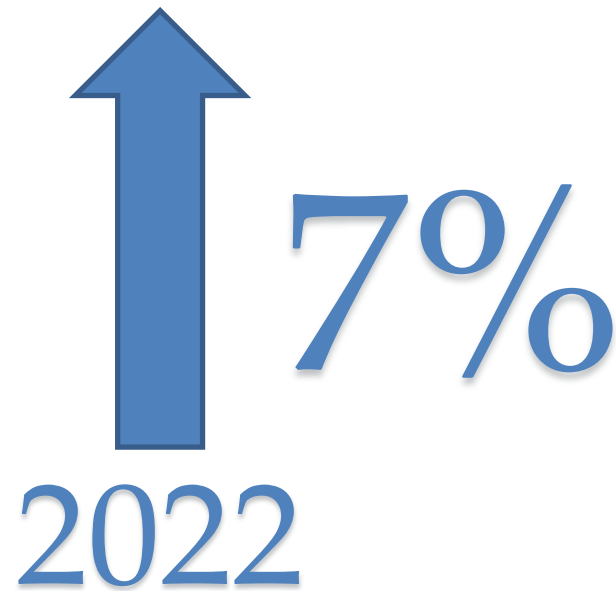
2022

The unemployment rate is 5.2% in San Bernardino County.

According to the US Census Bureau, in 2022, 18.3% of children 5 and under are living in poverty.

Percent of People Who Fall Below the Federal Poverty Level by City (2019 data)*

City	Percent
Adelanto	28.5
Apple Valley	5.4
Barstow	35.3
Big Bear Lake	17.9
Chino	10.4
Chino Hills	6.0
Colton	15.1
Fontana	13.0
Grand Terrace	8.7
Hesperia	19.9
Loma Linda	16.8
Montclair	14.6
Needles	25.9
Ontario	13.6
Rancho Cucamonga	7.9
Redlands	11.2
San Bernardino City	26.0
Twentynine Palms	22.7
Upland	12.5
Victorville	20.1
Yucaipa	10.3
Yucca Valley	20.9

*Data not available for all cities

SAN BERNARDINO
COUNTY

Statistics

- The city of San Bernardino has the highest CalWORKs caseload counts of the county at 4,185. Victorville has the highest Foster Care placements at a caseload count of 1,410.

Zip Codes with Highest CalWORKs Caseloads with Children zero to five			
Zip Code	City	Caseload Count	Percentage
92401 - 92415	San Bernardino	4,185	11.53%
92392 - 92395	Victorville	2,415	6.65%
92340 - 92345	Hesperia	1,194	3.29%
92331 - 92337	Fontana	1,078	2.97%
92311	Barstow	981	2.70%
92307 - 92308	Apple Valley	934	2.57%
91761 - 91764	Ontario	884	2.44%
92376 - 92377	Rialto	834	2.30%
92301	Adelanto	801	2.21%
92324	Colton	593	1.63%

Parent Survey

- Biological Parent 63% (increase from 2020)
- Single Parent 27%

Primary Language Spoken
- English 68%
- Spanish 24%

Majority of respondents were age
- 30-39 (51%) followed by the
- 20-29 (33%)
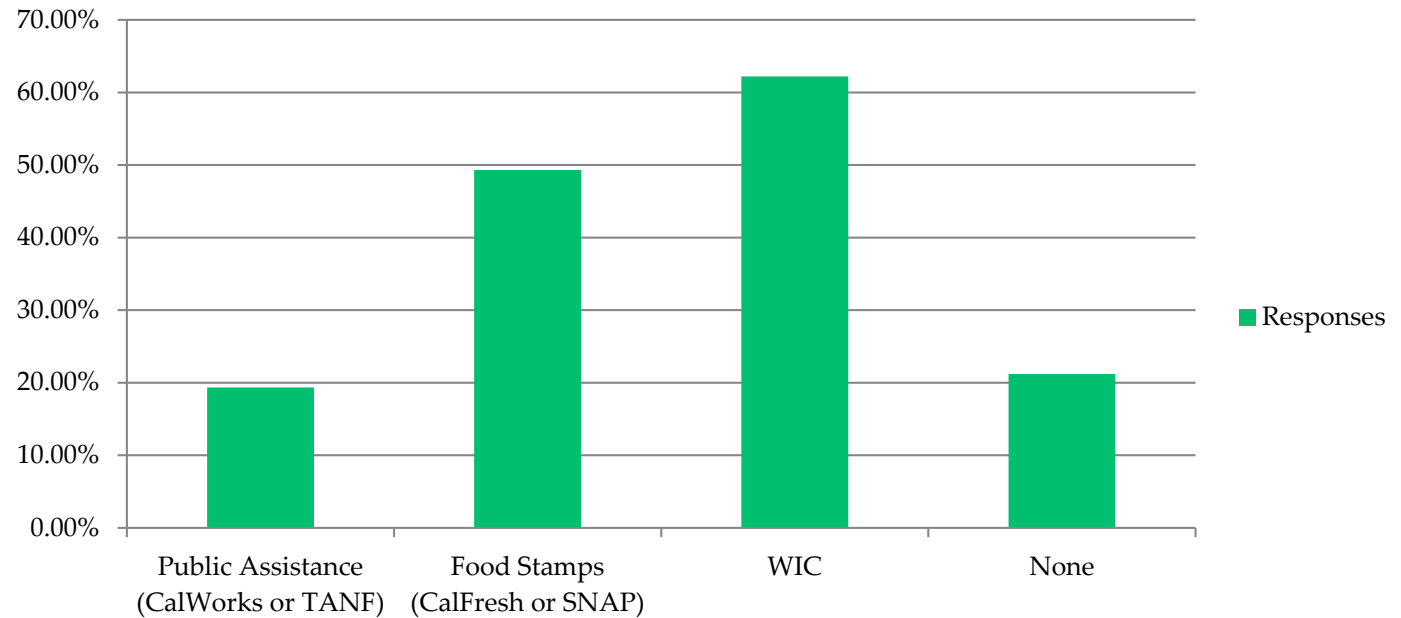
Ethnic Group most identified with
- Hispanic/Latino 64%
- White 11%
- Black 12%

- 32% responded that their income is within the $0-$6,999 range.


What is your average annual household income?

Assistance Programs
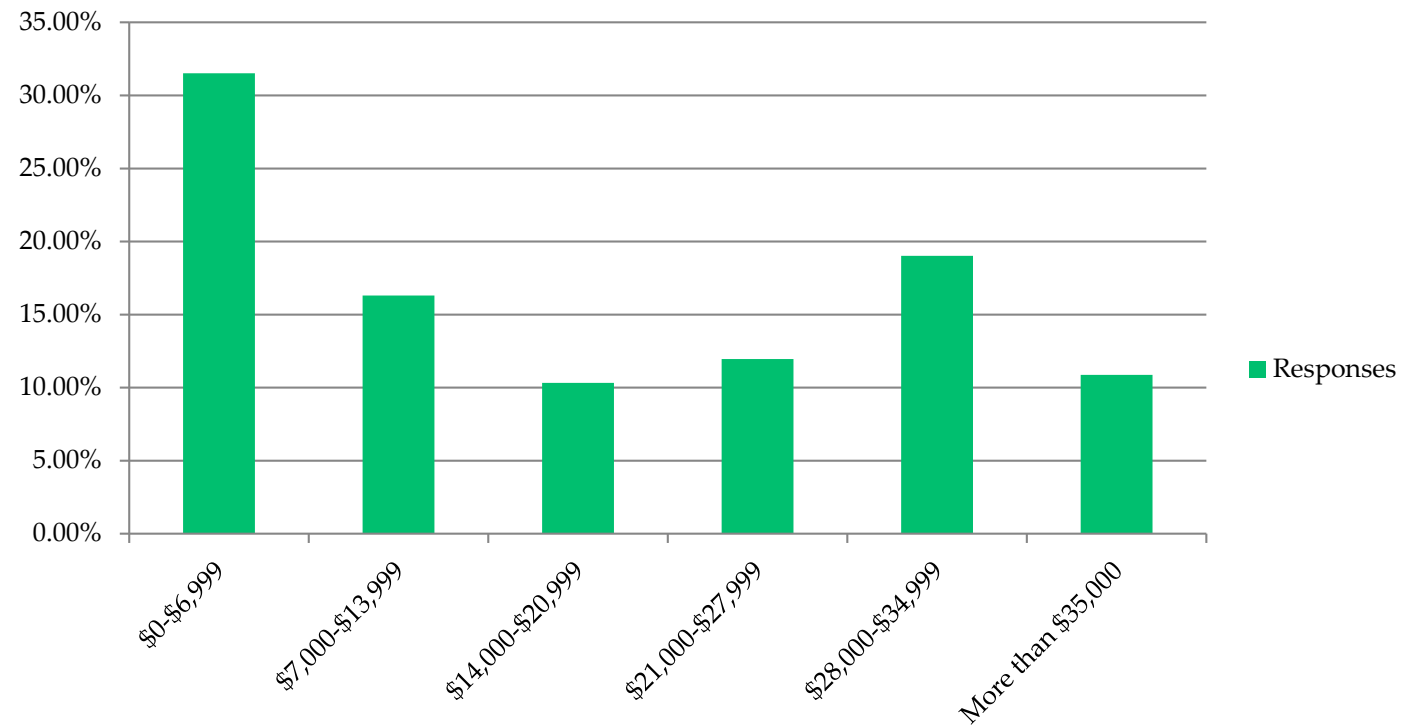
- Cash Aid 18%
- CalFresh 48%
- WIC 62%
- Not Applicable 21%

Do you receive any of the following public assistance programs?
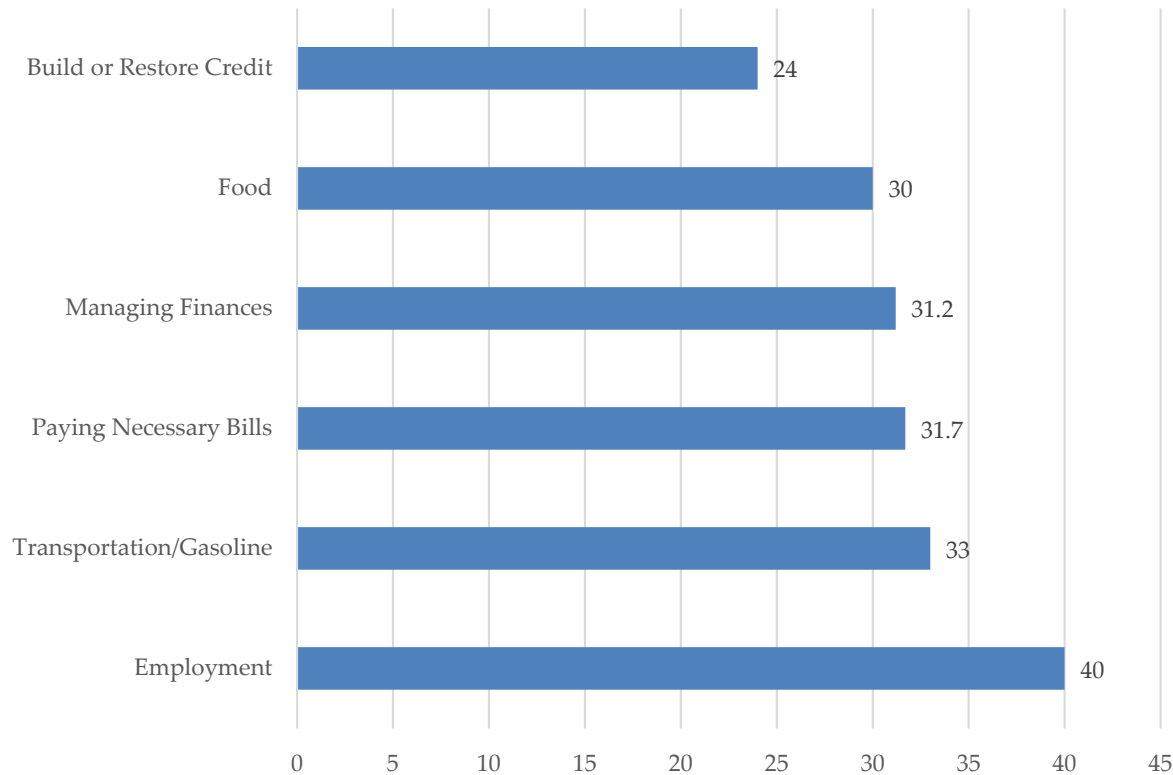
Preschool Services Department

www.SBCounty.gov

- High School or GED 36%
- Some College 18%
- Associates Degree 13%
- Bachelors 12%
- Less than High School 16%
- Master's degree or higher 2%

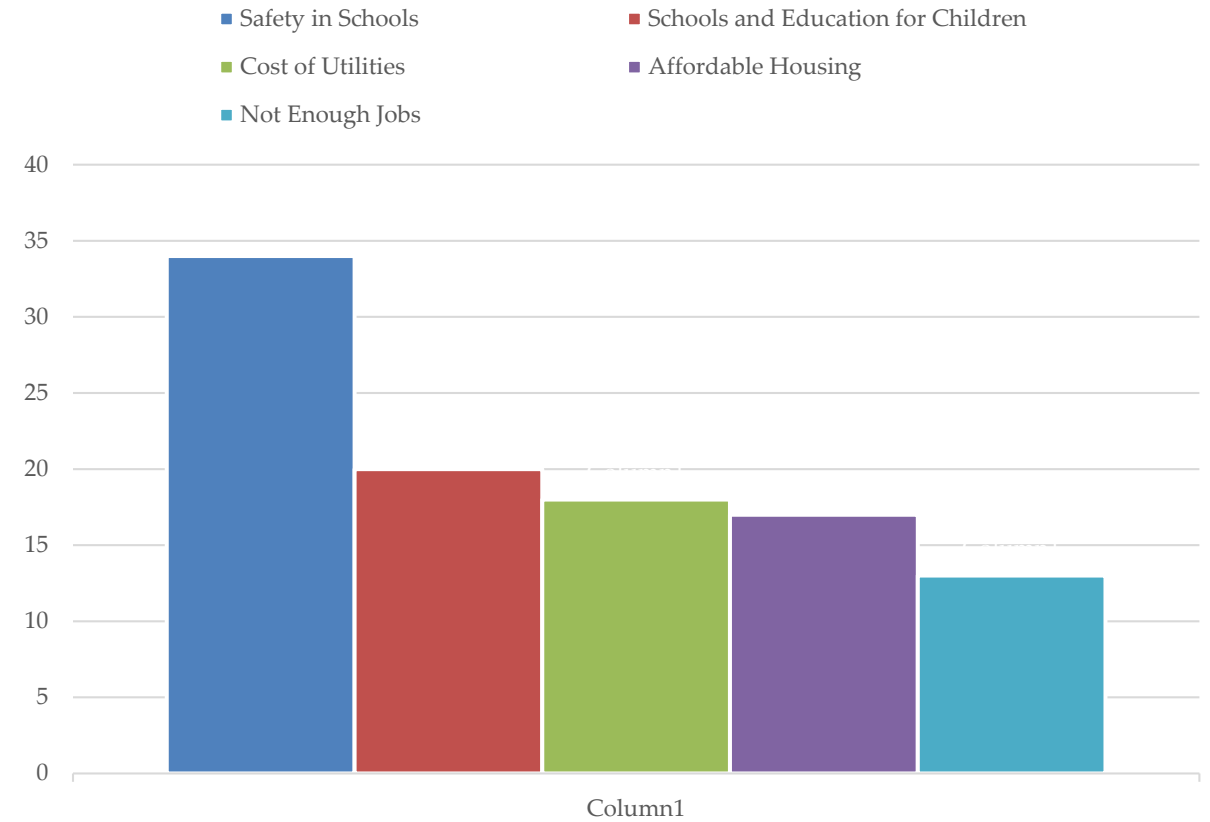What is your highest level of education you have completed?
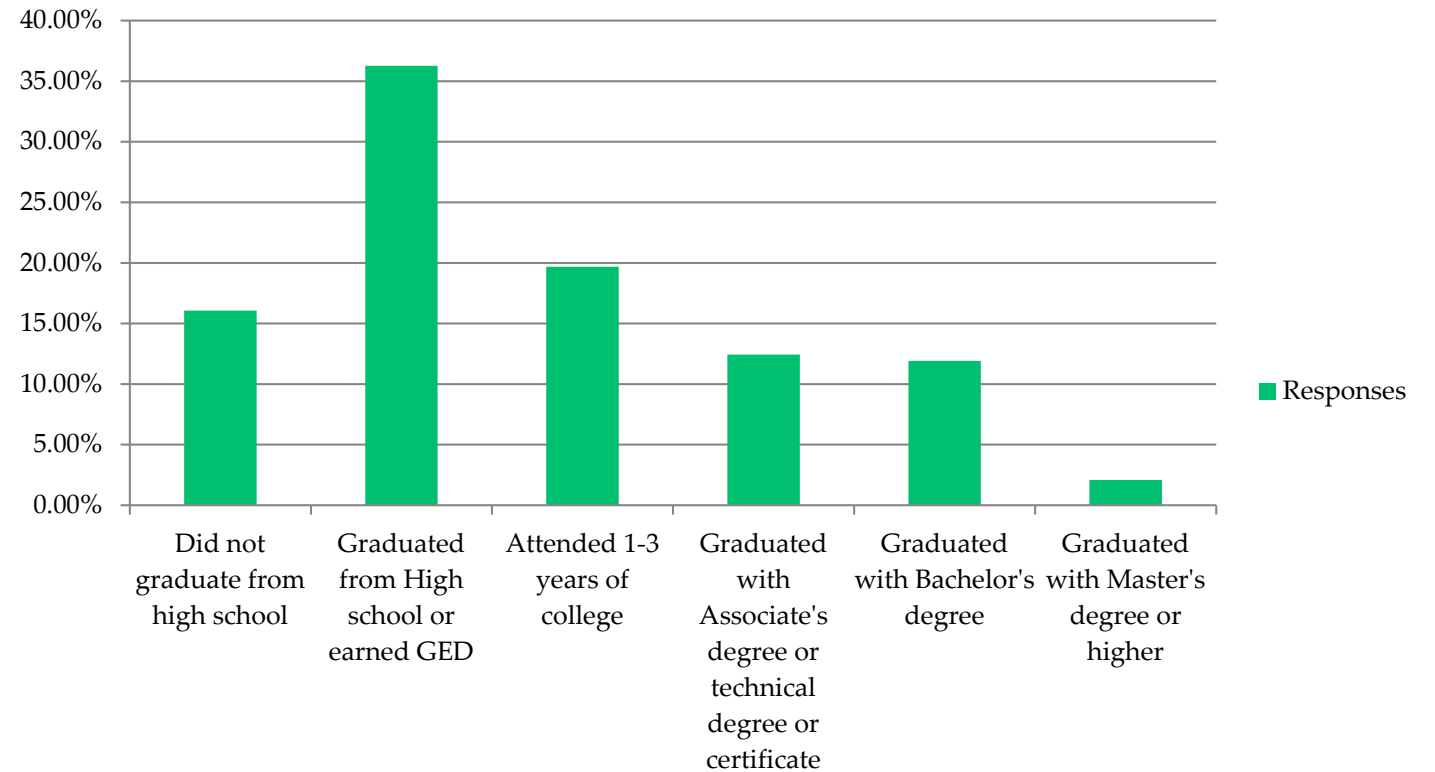
Important Issues for Families

Highest Concerns in the Community

Preschool Services will:

- Increase Early Head Start Slots for children 0-3 years.

- Strengthen partnerships with community allies regarding food instability.

- Seek out agencies that offer education and apprentices to partner with in order to strengthen family's economic situations.

- Identify opportunities to support and increase livable wages.

- Identify community partners to support safety in the community.

- Provide Mental Health/Behavior support to the community.

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San Bernardino County

Preschool Services Department
Community Assessment (Update)
2022-2023
Funding Year 4 of 5

SAN BERNARDINO COUNTY | **Human Services**
Preschool Services

Table of Contents

The vision of the San Bernardino County Preschool Services Department is that our children will excel in whatever setting they go to next, our families' quality of life is measurably better after participating in our programs, and our efforts increase the quantity and quality of sustainable resources and services countywide.

The following pages outline the challenges of the low-income families that reside in San Bernardino County.

Geographic Area

The County of San Bernardino is located in southeastern California, with Inyo and Kern Counties to the north, Orange, and Los Angeles Counties to the west, and Riverside County to the south. The county is bordered on the east by the states of Nevada and Arizona. San Bernardino County Board of Supervisors is the only grantee for Head Start Services in the entire County.

The County of San Bernardino is the largest county in the state and the United States (excluding Alaska):

- It covers over 20,000 square miles of land.
- There are 24 cities and towns in the county and multiple unincorporated communities.
- 81% of the land is outside the governing control of the County Board of Supervisors or local jurisdictions; the majority of the non–jurisdictional land is owned and managed by federal agencies.

The county is commonly divided into three distinct areas, including the Valley (sometimes divided into East and West Valley), Mountain Region and Desert Region:

- The Valley Region contains the majority of the county's incorporated areas and is the most populous region.
- The Mountain Region is primarily comprised of public lands owned and managed by federal and state agencies.
- The Desert Region is the largest (over 93% of the county's land area) and includes parts of the Mojave Desert.

Aside from open or undeveloped land, the largest land use in the county is for military purposes:

- Almost three-quarters (74.1%) of the County is open or undeveloped land.
- 14.3% of the land is used for military purposes.
- Residential housing comprises 8.9% of the land areas.
- Retail, commercial, and industrial uses make up 1.7% of the county's land use.
- Agriculture (0.4%), transportation/utilities (0.4%), government (0.2%) and other uses (0.4%) make up the remainder.

Demographics

According to the 2020 U.S. Census Bureau San Bernardino County had an estimated population change/growth of 6.1%. San Bernardino County's population was estimated at 2,181,654 (*U.S. Census Bureau, Population Division*).

According to the U.S. Census Bureau:
- San Bernardino County has the fifth largest population in California
- San Bernardino County's population was estimated at over two million (see above)
- Among all California counties, only Los Angeles County (10,014,009), San Diego County (3,298,634), Orange County (3,186,989), and Riverside County (2,418,185) have more residents.
- San Bernardino County is the twelfth most populous county in the nation, with more residents than 15 of the U.S states, including Idaho, West Virginia, and New Mexico.

Child Population by Gender

Kidsdata.org shows the population by gender for children ages zero to five in California as of 2021 as follows:

- 51% males
- 49% females

According to Kidsdata.org, in 2021 there was a total of 169,271 children ages zero to five in San Bernardino County; the gender breakdown as follows:

San Bernardino County	Number		
Age	Female	Male	Total
0-2 Years	42,559	45,408	85,967
3-5 Years	45,382	43,922	83,304

Data Source: As cited on kidsdata.org, Year 2021

Child Population under 18 by Ethnicity

San Bernardino County	Population
Hispanic/Latino	331,734
White	138,512
African American/Black	47,610
Asian American	29,823
Multiracial	19,199
American Indian/Alaska Native	1,892
Native Hawaiian/Pacific Islander	1,468

Source: As cited on kidsdata.org 2021

Population by Language

In San Bernardino County, 42.2% of households speak a language other than English at home. Those who speak Spanish at home in San Bernardino County is 35.6% with that decreasing to 6.7% for those ages 5-17 years old.

Source: US Census Bureau https://data.census.gov/table?q=language+in+San+Bernardino+County,+California&tid=ACSST1Y2021.S1601

Population Change by City

City	Total Population		Percent Change
	2020	2022	
Adelanto	38,046	39,302	1.62
Apple Valley	75,791	77,123	0.87
Barstow	25,415	25,971	1.08
Big Bear Lake	12,738	12,824	0.34
Chino	91,403	94,087	1.45
Chino Hills	78,411	79,133	0.46
Colton	53,909	54,261	0.33
Fontana	208,393	210,857	0.59
Grand Terrace	13,150	13,372	0.84
Hesperia	99,818	101,746	0.96
Highland	56,999	57,779	0.68
Loma Linda	24,791	25,097	0.61
Montclair	37,865	38,105	0.32
Muscoy	10,719	10,735	0.07
Ontario	175,265	177,533	0.64
Rancho Cucamonga	174,453	176,289	0.52
Redlands	73,168	74,052	0.60
Rialto	104,026	104,998	0.46
San Bernardino	222,101	224,537	0.55
Twenty-Nine Palms	28,065	28,669	1.06
Upland	79,040	80,102	0.67
Victorville	134,810	138,592	1.38
Yucaipa	54,542	55,178	0.58
Yucca Valley	21,738	21,946	0.48

Source: https://worldpopulationreview.com/states/cities/california

Population by Education

Educational Attainment – Adults 25 and older – San Bernardino County – 2021 Estimates		
Education Level	Estimated population	Share
Less than high school	137,318	10
High School (includes equivalency)	401,316	31
Some college, no degree	310,944	24.8
Associate's degree	116,423	8.9
Bachelor's degree	215,107	16.6
Graduate or professional degree	112,894	8.7

Total	1,294,002	100%

Source: U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates
https://data.census.gov/table?q=San+Bernardino+County,+California+education

According to the U.S. Census Bureau, the poverty rate for the population 25 years and over determined by educational attainment level is 16.3% for those who are less than a high school graduate which is reduced almost by half to 8.5% with some college or an associate's degree.

These statistics are important because a parent's educational attainment has a profound impact on the condition of families. There is a strong relationship between parents' educational attainment and poverty, literacy, and educational attainment rates for children. Education is directly related to higher earnings and greater job security. In addition, higher educational attainment is associated with better neighborhoods and schools, lower divorce rates and better overall health.

A snapshot of the PSD Parent population shows 20.34% of PSD parents have less than a high school diploma, which is slightly higher than the County's 20.5% (according to the *U.S. Census Bureau 2014-2018*). The educational attainment of PSD parents is as follows:

PSD Parent Educational Attainment

Educational Attainment	Number of Parents with children enrolled in PSD	%
Less than high school graduate	224	7%
High school graduate or GED	768	24%
Associate degree, vocational school, or some college	717	22%
Baccalaureate degree or Advanced degree	173	5%
Total number of families at enrollment	3141	

Source: 12/08/2022 PIR: Parent/Guardian Education

For Head Start parents, a connection to training/vocational programs has been recognized as a need/priority in the past, providing a pathway to a first job or an even better job. For example, the Apprenticeship Training Program administered by the Preschool Services Department that gives the opportunity to parents and volunteers to receive on the job training and a competitive edge over other candidates to obtain a position within the department. Training is offered for the following positions: Teacher Aides, Food Service Workers, Custodians, and Center Clerks. However, the lack of a high school diploma or GED prevents parents from participating in PSD's apprenticeship program. This and many other apprenticeship programs require that an applicant possess either a GED or a high school diploma. Apprenticeships requiring a high school diploma or GED include:

- San Bernardino County Fire Department - Limited Term Firefighter Program
- Construction Teamsters Apprenticeship Program for Southern California, including such fields such as: Dump Truck and Articulation, Fuel Truck Driver, Oil Spreader Truck Driver, Warehouseman/Forklift Operator, Construction, Truck Driver
- CalApprenticeship.org - Most Registered Apprenticeship programs require applicants to have a high school diploma or GED certificate. Programs offered by Cal Apprenticeship include:

o Air Conditioning & Refrigeration, Asbestos, Automotive, Boilermaker Bricklayer, Carpenter, Cement Masons, Communications Technicians Construction Inspectors, Culinary & Pastry, Drywall-Lathing, Electrician Firefighters, Glazier, Heat & Frost Insulator, Ironworker, Landscaper, Utility Fitters, Lithographers, Machinists, Operating Engineer, Painter, Pile drivers, Plasterer, Plumber, Power Lineman, Roofers & Water proofers, Sheet Metal, Solar Turbines, Sound & Communication, Sprinkler Fitter, Stationary Engineer, Steamfitters, Surveyors, and Tile Finishers.

Unemployment Rate

The unemployment rate in the Riverside-San Bernardino-Ontario, CA was 3.9 percent in September 2022, up from a revised 3.4 percent according to the U.S. Bureau of Labor Statistics. This compares with an unemployment rate of 4.0 percent for California in October 2022. The unemployment rate is 5.2 percent in San Bernardino County.

The connection between increasing education/skill levels and growth in higher paying jobs has been well established. Business and government leaders often cite the "skills gap" as an area of concern. This skills gap is highlighted by lower educational attainment in San Bernardino County, which remains a persistent challenge.

Population by Poverty Level

According to the *2020 San Bernardino County Community Indicators Report:*

- Families with single females as head of household have the highest poverty rate at 24.7%.
- The poverty rate increases significantly to 39.4%, when single female as head of household have children under five years old.
- Families with married couples with or without children have a lower poverty rate at 5.9%.
- The poverty rate is at 7.6%, for families with married couples who have children under eighteen years old.

Percentage of Families Living in Poverty by Ethnicity in San Bernardino County in 2020

Ethnicity	Percentage
African American	17.9%
Native American	12.0%
Latino	12.0
Asian	5.7%
White	7.3%

Source: San Bernardino County Community Indicators Report 2020, page 64

Percentage of People Who Fall Below the Federal Poverty Level by City (2019 data)

City	Percentage
Adelanto	28.5
Apple Valley	5.4
Barstow	35.3
Big Bear Lake	17.9
Chino	10.4
Chino Hills	6.0
Colton	15.1
Fontana	13.0
Grand Terrace	8.7
Hesperia	19.9
Loma Linda	16.8
Montclair	14.6
Needles	25.9
Ontario	13.6
Rancho Cucamonga	7.9
Redlands	11.2
San Bernardino City	26.0
Twentynine Palms	22.7
Upland	12.5
Victorville	20.1
Yucaipa	10.3
Yucca Valley	20.9

*Data not available for all cities
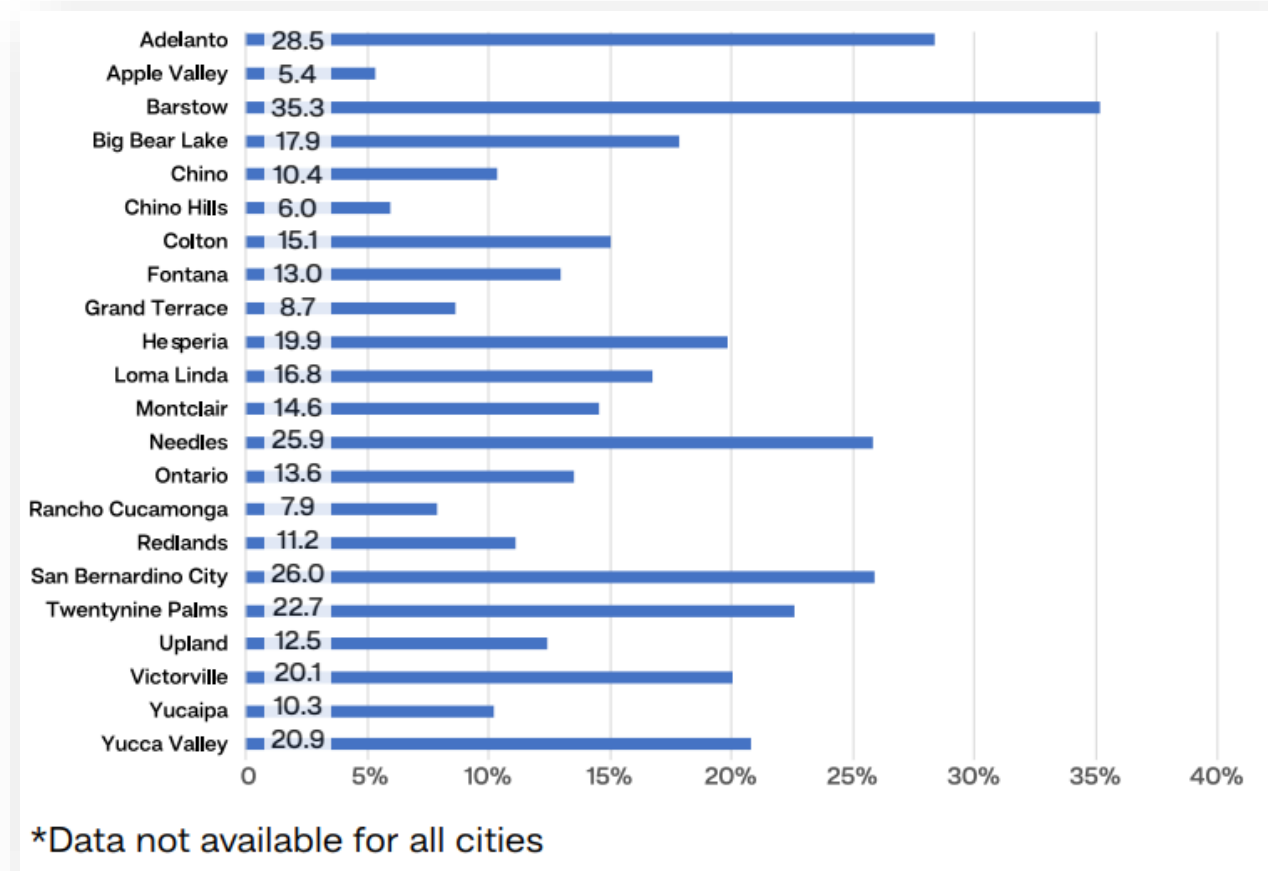
Source: San Bernardino County Community Health Status Assessment 2020 report

Public Assistance Caseload in San Bernardino County for 2021-2022

Public Assistance Caseload by Program in San Bernardino County	
Program	**Caseload**
CalWORKs	36,296
CalFresh	226,159
Medi-Cal	485,980
Welfare to Work	23,287
Foster Care	8,608
General Relief	259

Sources: San Bernardino County Transitional Assistance Department, FY 2021-2022

Poverty in San Bernardino County decreased from 18.0% in 2010 to 11.5 in 2019. The graduation rate among the socioeconomically disadvantaged is 79% in San Bernardino County as opposed to the 87% of those not socioeconomically disadvantaged.

Source: San Bernardino County Community Indicators Report 2020, Page 48

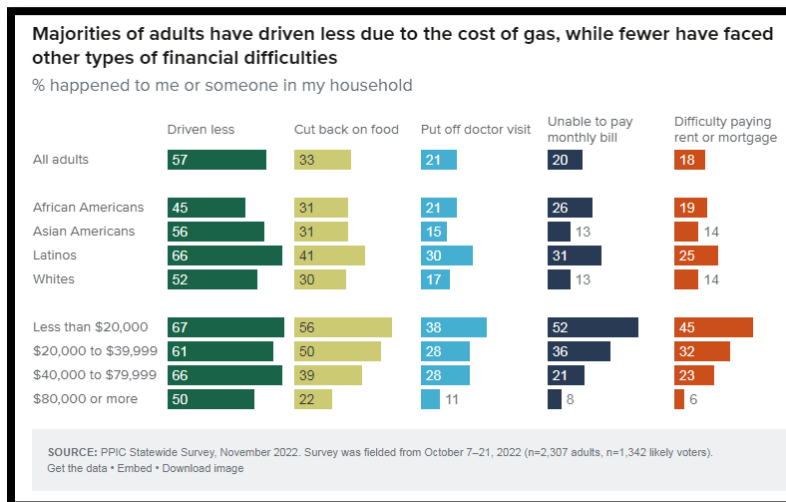# Children Eligible for Early Head Start/Head Start

Child Poverty

Kidsdata.org reports there were 556,799 children ages 0 to 17 residing in San Bernardino County. According to the San Bernardino County Indicators Report 2020, in 2019, 18.4% of all San Bernardino County children under 18 live in poverty while 11.5% of adults and 11.4% of older adults (ages 65 or older) live in poverty. This means 102,451 children ages 0 to 17 live in poverty in San Bernardino County. This is a vast problem for the region's long-term future. Given the difficulty that San Bernardino County has with its education level of its existing workforce, the challenges facing today's school children will be greater.

According to the U.S. Census Bureau, in 2022, 17.6% of children 5 and under are living in poverty and 16.7% of 5-17 year old children are living in poverty in San Bernardino County.

Other economic factors are affecting the way people manage their day to day spending. Items such as gas and food have become more expensive, and this affects the way that those in poverty live every day.

According to the Public Policy Institute of California, the majority of adults have driven less due to the cost of gas. The need to drive less and cut back on food increases with lower income families.

Majorities of adults have driven less due to the cost of gas, while fewer have faced other types of financial difficulties

% happened to me or someone in my household

	Driven less	Cut back on food	Put off doctor visit	Unable to pay monthly bill	Difficulty paying rent or mortgage
All adults	57	33	21	20	18
African Americans	45	31	21	26	19
Asian Americans	56	31	15	13	14
Latinos	66	41	30	31	25
Whites	52	30	17	13	14
Less than $20,000	67	56	38	52	45
$20,000 to $39,999	61	50	28	36	32
$40,000 to $79,999	66	39	28	21	23
$80,000 or more	50	22	11	8	6

SOURCE: PPIC Statewide Survey, November 2022. Survey was fielded from October 7–21, 2022 (n=2,307 adults, n=1,342 likely voters).
Get the data • Embed • Download image

Public Assistance

For fiscal year 2021-2022, there were 36,296 CalWORKs (California Work Opportunity and Responsibility to Kids) program cases with children ages zero to five according to the San Bernardino

County Transitional Assistance Department (TAD). The following zip codes/cities in the County of San Bernardino have the highest CalWORKs caseloads:

Zip Codes with Highest CalWORKs Caseloads with Children zero to five			
Zip Code	City	Caseload Count	Percentage
92401 - 92415	San Bernardino	4,185	11.53%
92392 - 92395	Victorville	2,415	6.65%
92340 - 92345	Hesperia	1,194	3.29%
92331 - 92337	Fontana	1,078	2.97%
92311	Barstow	981	2.70%
92307 - 92308	Apple Valley	934	2.57%
91761 - 91764	Ontario	884	2.44%
92376 - 92377	Rialto	834	2.30%
92301	Adelanto	801	2.21%
92324	Colton	593	1.63%

Source: Human Services-Research, Outcomes, and Quality Support 2021-2022 CalWORKs case count report provided by Michelle Vu, Statistical Analyst

CalWORKs and Supplemental Security Income (SSI) are the only two programs, which qualify as public assistance for determining Head Start eligibility. The table above shows a breakdown of the caseloads by zip codes of families with children ages zero to five to support the need for Early Head Start/Head Start services in specific areas.

The Social Security Administration reports that as of December 2021, 66,927 individuals in the county were receiving SSI benefits. Of the 66,927 SSI recipients, 7,072 were children under 18 years old.

Source https://www.ssa.gov/policy/docs/statcomps/ssi_sc/2021/ca.html

Foster Care

According to San Bernardino County Human Services-Research, Outcomes, and Quality Support, there are 8,608 children in Foster Care placement in San Bernardino County. That is over 2,000 more than the previous program year. Foster children are eligible for Head Start and Early Head Start even if the family income exceeds the income guidelines (45 CFR 1302.12(c)(i)-(iv)). Children whose families are served by the child welfare system often are developmentally vulnerable due to trauma stemming from early abuse and neglect and from risk factors that commonly co-occur, such as prenatal drug exposure, prematurity, low birth weight, poverty, homelessness, parental depression and other mental health problems.

PSD may reserve up to three (3) percent of a program's funded enrollment slots for the purpose of prioritizing the enrollment of foster children and children experiencing homelessness when a vacancy occurs and must be filled within 30 days.

Cities with the Highest Foster Care Placements		
City	Caseload Count	Caseload Percentage
Victorville	1,410	16.38%
San Bernardino	1,069	12.42%
Hesperia	698	8.11%
Fontana	630	7.32%
Apple Valley	518	6.02%
Rialto	454	5.27%
Adelanto	424	4.93%
Rancho Cucamonga	322	3.74%
Ontario	297	3.45%
Barstow	253	2.94%

Source: Human Services-Research, Outcomes, and Quality Support – 2021-2022

PSD continues to strengthen its collaboration with the San Bernardino County Department of Children and Families Services (CFS).

Transitional Kindergarten

A total of 32 school districts offer Transitional Kindergarten (TK) in San Bernardino County. Local school districts target families with older siblings in the school system to promote their TK program, which are largely full day programs.

Due to the expansion of TK services:

- Maintaining waitlists and enrolling eligible four year olds in certain areas of our Head Start service area is difficult.

- Community needs have shifted to younger children needing care because an increasing number of four year olds enroll in TK.

To meet the challenges presented by TK, Preschool Services Department (PSD) must realign itself to enroll more three year olds and Early Head Start eligible children. The primary challenge is to enroll enough four year olds in California State Preschool Program blended classrooms.

The list below represents the school districts that offer TK in the San Bernardino County:

School Districts in San Bernardino County and the number of TK slots					
Adelanto Elementary	111	Fontana Unified	418	Rialto Unified	307
Alta Loma	141	Helendale School District	84	Rim of the World Unified	43
Apple Valley Unified	177	Hesperia Unified	236	San Bernardino City Unified	573
Baker Valley Unified	0	Lucerne Valley Unified	180	Silver Valley Unified	52
Barstow	48	Morongo Unified	69	Snowline Joint Unified	0
Bear Valley Unified	20	Mountain View	73	Trona Joint Unified	6
Central	1	Mt Baldy Joint	0	Upland Unified	127
Chino Valley Unified	103	Needles Unified	8	Victor Elementary	324
Colton Joint Unified	238	Ontario-Montclair	0	Yucaipa	161
Cucamonga	34	Oro Grande	42		

Etiwanda	285	Redlands Unified	271

According to: https://www.sbcss.k12.ca.us/index.php/2011-10-26-18-00-05

Serving Children of the Homeless

According to the Public Policy Institute of California, homelessness in San Bernardino County has increased 7% overall and 28% for those who are experiencing sheltered homelessness.

PSD collaborates with the Office of Homeless Services (OHS) and United Way 2-1-1 to provide outreach for homeless families and provide educational services to eligible children. The County of San Bernardino created the OHS in 2007 to develop a countywide public and private partnership that would coordinate services to reduce and prevent homelessness. The OHS coordinates a bi-annual Point-In-Time count and survey.

According to the 2022 *San Bernardino County Continuum of Care Homeless County and Survey Final Report:*
- The number of adults and children counted as homeless increased by approximately 7% compared to the 2020 point-in-time homeless count.
- The number of adults and children counted as sheltered increased by 28%.
- Nearly three-fourths (79.2%) or 2,640 of the 3,333 homeless adults and children were counted within seven cities which include Barstow, Colton, Fontana, Ontario, Redlands, San Bernardino, and Victorville. These eight cities had 76.2% of the total unsheltered population and 86.6% of counted individuals in shelters and transitional housing.
- Nearly half (43.5%) of unsheltered adults were chronically homeless, which is defined as being homeless for one year or more and having a disabling condition such as mental illness, chronic health condition, and a physical disability.

PSD plans to:
- Actively recruit in the seven cities with the highest count of homeless adults and children.
- Allow homeless children to attend without immunization and other records for up to 90 days, or as long as state licensing requirements allow.
- Make efforts to transition enrollment when homeless children move to a different service area.
- Reserve slots for homeless children when a vacancy occurs.
    - Reserve no more than 3% of a program's funded enrollment slots.
    - When a reserved enrollment slot is not filled within 30 days, it becomes vacant and must be filled within 30 days.

Early Education Programs

According to Kidsdata.org, in 2021 there were175,271 children ages zero to five years old residing within the County of San Bernardino. 85,967 children residing in San Bernardino County are ages zero to two, while 89,304 of the children residing in San Bernardino County are between the ages of three to five years old. The U.S. Census Bureau, in 2022 stated that 18.3% of all children are living in poverty. That

translates to approximately 32,074 children ages zero to five or approximately 15,731 children ages zero to two and 16,360 children ages three to five living in poverty.

Poverty not only affects the ability to meet family needs, it also hinders the ability for children to have consistent paths to grow and develop. Children living in poverty are less likely to attend early education programs, hindering their readiness for future public school experiences. Poverty has lasting effects on children's levels of health, also impacting their behavior and cognitive skills. Differences in early environments play a factor in school readiness. Families above the poverty line are four times more likely to have a computer, have three times as many books, read to their children more often, and are more likely to engage in educational activities outside the home.

According to 2018 Kidsdata.org, the percentage of children in the County of San Bernardino with parents in the labor force for whom licensed child care is available is 16.3%.

Kidsdata.org states that the average cost for childcare in California is $13,108 for infants and $9,183 for preschoolers. As the County's unemployment rate continues to be higher than California and national, the market rate for childcare is far beyond low-income affordability. According to Kidsdata.org, Caregiver's working hours have reduced 8.1% due to caring for children or others. School closure in San Bernardino County during the Pandemic was 23.9% which made finding childcare even harder for Caregivers.
Kidsdata.org/July 2021

High quality early education lays a foundation for the development of the whole child and ongoing educational success. The interactions children have with adults influence early brain growth and learning which gives parents and educators crucial opportunities to foster growth. Increased exposure to high quality interactions between children and adults stimulate the expansion of learning for both parties. High quality early learning experiences allow adults the ability to identify school readiness skills learned and reinforce skills in progress. Parents are able to identify changes in their children's skills over multiple areas of learning and demonstrated readiness to enter kindergarten.
Source: 2013-14 First 5 California Annual Report, Building on the Momentum Surrounding Early Childhood Education

According to Kidsdata.org, In San Bernardino County, the availability of childcare for working families is limited:

- Children for whom spaces are available: 16.3%
- Children for whom spaces are not available is: 83.7%

However, it also states that 52.6% of children ages 3-5 are enrolled in Preschool or Kindergarten. Although there are children enrolled, there is still a need for childcare in San Bernardino County.

Nutrition

PSD was able to obtain weight status data for children two to five years of age for the 2021-2022 program year.

The nutrition data collected in the *Preschool Services Department ChildPlus* system as of November 2020 indicates the total numbers of overweight or obese children are 453. Children over the age of two

years are screened using Body Mass Index (BMI); (Weight in kilograms is divided by height in meters squared and the result used as a screening tool for obesity).

Each weight category is defined as:

- Overweight is defined as Body Mass Index for age and gender from the 85th to the 94th percentile.
- Obesity is defined as Body Mass Index for age and gender at or above the 95% percentile.
- Underweight is defined as a Body Mass Index for age and gender at or below the 5th percentile.

Nutritional Issue	2022 # of children
Overweight to healthy weight	92
Obese to healthy weight	84
Food Allergies (Special Diets)	329
Underweight to healthy weight	111

Source: Preschool Services Department Child Plus 2022

In 2011, Preschool Services Department established a Memorandum of Understanding (MOU) with St. Joseph Health—St. Mary Hospital in Apple Valley to implement a regional program to train teachers on SPARK, and Color Me Healthy programs that address obesity in children. PSD's Registered Dietician (RD), the St. Joseph—St. Mary Dietician and hospital volunteers conduct initial, mid-year and end of year assessments at 14 Head Start sites. Families of children at nutritional risk were provided with ongoing nutrition counseling.

The outcomes identified that PSD nutrition intervention involving educational opportunities for both children ages two to five and their parents/care providers does result in a reduction of preschool children "at risk" of being obese, overweight, and underweight.

PSD established an MOU with San Bernardino County Superintendent of schools to provide additional sets of **Color-Me-Healthy** curriculum for all sites. Furthermore, **Farm-to-Preschool** curriculum is provided to all sites in order to start Farm to Preschool program. The Nutrition Educators from county schools will also provide biannual trainings to teaching staff to ensure proper implementation of both nutrition curricula. The nutrition educator coordinated three farmer consultations at one pilot site to start vegetable garden. PSD children were involved in all phases of gardening, which promoted vegetable consumption and food acceptance.

Furthermore, PSD established an MOU with Expanded Food and Nutrition Education Program (EFNEP) to provide a nutrition program that consists of eight-week classes. These classes include healthy eating, My Plate, meal planning and saving money on food, reading labels, food safety, and physical activity. The outcome data showed significant improvement in parents' attitude towards nutrition and physical activity. As part of collaboration with EFNEP, PSD coordinated Master Gardener workshops at the pilot sites to expand the Farm-to-Preschool program.

PSD also developed the Train-the-Trainer program called Family and Community Educating Together (FACET). PSD's Registered Dietician trains selected parents from the High and Low desert sites on nutrition curriculum that consist of four classes. This program has been a success and it resulted in two positive points: (1) It increased parents' and parent trainers' awareness and knowledge of the benefits

consuming more fruits and vegetables, eating healthier and being more physically active for the family; and (2) Parents and families appeared to be more receptive to the information provided by peer trainers as it reduced cultural and language barriers between learners and the presenter.

Furthermore, through collaboration with outside agencies, Head Start/State Preschool parents had the opportunity to engage in nutrition and other health related classes for prevention of chronic diseases.

Children with Disabilities

According to Kidsdata.org14.4% of the children in San Bernardino County have Special Health Care Needs

Number of Children in San Bernardino County by Type of Disability			
	2018	**2019**	**2020**
Intellectual Disability	3018	2985	2865
Hard of Hearing/ Deaf	793	744	689
Speech/Language	10,715	10,910	11,081
Visual Impairment	232	241	220
Emotional Disturbance	1,523	1,469	1,521
Orthopedic Impairment	532	504	473
Other Health Impairment	5,895	6,393	6,853
Specific Learning Disability	23,250	22,927	23,088
Multiple Disability	898	853	857
Autism	6,023	6,495	6,868
Traumatic Brain Injury	111	107	106
Total	**52,990**	**53,628**	**54,621**

Source: Kidsdata.org

California provides specially designed instruction at no cost to parents in order to meet the unique needs of children with disabilities. The Least Restrictive Environment (LRE) provides students with disabilities the opportunity to be educated with students without disabilities to the greatest extent possible. Special education services are available in a variety of settings including day-care, preschool, regular classrooms, the community, and the workplace. The California Department of Education (CDE) partners with colleges and universities to provide trainings that ensure teachers and service providers meet the qualifications to work with children with disabilities.

PSD Disabilities Services

The Disabilities Services Unit (DSU) is an integral part of PSD's services delivery model. The unit includes a Disabilities Manager, Special Education Specialist, Behavioral Specialist, and two Health Education Specialists. The DSU participates in trainings and workshops to enhance their knowledge and understanding of disabilities services in their area of expertise. DSU staff notifies the department of changes in state and federal policies relating to disabilities services, while continuing to build partnerships with community agencies.

Additional Services and Resources for Children with Disabilities

A significant resource for children with special needs is the Local Education Agency (LEA). All individuals with suspected disabilities from birth through age 21 will be referred to the appropriate agency to be assessed. Each individual will receive a full evaluation to identify the disability, determine eligibility and identify educational needs. The assessment information will provide the basis for an Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP) to ensure the individual receives a Free Appropriate Public Education (FAPE).

Another resource for children with special needs is the countywide Screening, Assessment, Referral, and Treatment (SART) program. The program includes specialists from different disciplines: medicine, psychology, nursing and occupational therapy and is designed to serve this specific population. PSD refers children to (SART) service location in the High Desert, Central Valley, and West End.

Additionally, the Inland Regional Center (IRC) provides comprehensive case management services to individuals with developmental disabilities. IRC was established to provide advocacy and assistance to the developmentally disabled people residing in Riverside and San Bernardino Counties. To qualify for IRC services, a person must live within either of the two counties and be diagnosed with a developmental disability.

During the 2021-2022 program year, Preschool Services Department served 206 children with an Individual Education Plan (IEP) receiving Early Intervention Services, such as Occupational, Physical, and Speech therapy.

Autism

Autism Prevalence
The Autism Society for the Inland Empire reports that about one in every 44 children has been diagnosed with an Autism Spectrum Disorder (ASD) according to estimates from the Center of Disease Control (2022). ASDs are reported to have occurred in all racial, ethnic, and socio-economic groups. ASDs are almost five times more common in boys (1 in 42) than girls (1 in 189). About one percent of the world population has autism spectrum disorder (CDC, 2014). Parents who have a children with ASD have a 2% to 18% chance of having a second child who is also affected (CDC, 2015).

Autism Incidence Rate

1995	2005	2015	2020	2022
1 in 500 children	1 in 166 children	1 in 68 children	1 in 54	1 in 44

Source: Autism Society-Inland Empire

Autism Financial Impact

The Autism Society for the Inland Empire reports Autism services cost U.S. citizens $236-262 billion annually; about 75% of these costs are in adult services (Buescher et al., 2014). Cost of care can be reduced by 2/3 with early diagnosis and intervention. It is estimated to cost at least $17,000 - 21,000 more per year to care for a child with ASD compared to a child without ASD. Costs include health care, education, ASD-related therapy, family-coordinated services, and caregiver time (CDC, 2015).

According to the California Department of Education DataQuest Report (December 2018), San Bernardino County has 120,095 students between the ages of 3 to 22 with an ASD diagnosis.

Autism in San Bernardino County			
Age	2016	2017-2018	2018-2019
3	200	270	272
4	349	315	407
5	341	445	435
Total	890	1,030	1,114

Source: California Department of Education December 2018

The number of children with ASD in San Bernardino County continues to increase. In 2016, the CDE reported 890 children with ASD were enrolled in special education, followed by 1,030 in 2017-2018, and 1,114 in 2018-2019.

San Bernardino County Preschool Services Department/Program Information Reporting Survey 2021

There were 206 children receiving special education services with an Individual Education Plan (IEP), enrolled during the 2021-2022 school year. These children received individualized instruction that aligned with their IEP goals as determined by a multidisciplinary team. The multidisciplinary team utilizes the Individuals with Disabilities Education Act (IDEA) to categorize and define the children's primary or most significant disability. Each child is observed on a continual basis throughout the course of the school year for progress.

The disability categories and enrollment breakdown in Preschool Services Department (PSD) for individuals (three to five years of age) who received special education services in 2020-2021 are as follows:

Disability	Number of Children PSD	Number of Children SB County
Health Impairment	7	214
Emotional Disturbance	0	0
Speech or Language Impairment	99	2,853

Intellectual Disabilities	0	220
Hearing Impairment, including Deafness	1	49
Orthopedic Impairment	0	75
Visual Impairment, including Blindness	0	0
Specific Learning Disability	0	23
Autism	17	1,114
Traumatic Brain Injury	0	0
Non-Categorical/Developmental Delay	0	0
Multiple Disabilities (excluding deaf-blind)	0	73
Deaf-Blind	0	0
Total	**124**	**4,621**

Source: Preschool Services Department (PIR) 2020-2021 / Calif. Dept. Edu. 12/1/2018

California Department of Education (CDE)

The CDE has many projects and programs to assist in closing the achievement gap, including: California Services for Technical Assistance and Training (CalStat), Resources in Special Education (RISE), technical assistance with LRE, Supporting Early Education Delivery Systems (SEEDS), the Special Education Early Childhood Administrators Project (SEECAP), technical assistance for students with low-incidence disabilities (visual and orthopedic disabilities), and focused monitoring projects. These projects provide technical services, research, training, conferences, and other services to special education students.

Mental Health

Prevention and Early Intervention (PEI) Programs

Through funding from the Mental Health Services Act (MHSA), PEI services were developed in partnership with community members, behavioral health consumers, family members and other community partners. PEI programs serve children, youth, adults and older adults, and are intended to implement strategies at the early end of the continuum of behavioral health care, to deter the onset of mental health conditions and/or improve a mental health condition in the early stages of its development. Inherent in its intent, PEI contributes to changing community conditions and reducing risk factors that are proven to increase the likelihood of developing a mental health condition.

The overall goals of PEI includes the reduction of: suicides, incarcerations, school failure/dropout rates, unemployment among mental health consumers, prolonged suffering, homelessness among consumers, stigma and discrimination associated with mental illness, and the number of minors removed from their home.

Preschool Services Department-Mental Health Services

	2021-2022
Number of Mental Health services provided to the children.	179

Source: Prevention and Early Intervention (PEI) internal tracking report 2020-2021

Community Assessment Survey

In order to determine the needs of our current parents and the community, PSD developed and distributed a Community Assessment survey. The survey was distributed in October 2022 via electronic QR code to parents of currently enrolled children, contract agencies, a delegate agency, and community partners.

Summary of PSD's Community Assessment Survey

Demographics

A total of 228 individuals responded to the Community Assessment Survey. English as the primary language spoken at home was reported by 68%, followed by Spanish with 24%.

The table below shows numbers for San Bernardino County.

Percent of Languages Spoken at Home

| Spoken Language	2015	2016	2017	2018	2019
English	58.7	58.5	58.9	58.4	56.7
Spanish	33.8	34	33.8	34.3	35.7
Other Indo-European	1.7	1.6	1.5	1.5	1.5
Asian and Pacific Islander	5.0	5.0	4.9	5.0	5.0
Other	1.0	0.9	1.0	0.9	0.9

Source: Community Health Status Assessment 2020 Report https://communityvitalsigns.org/wp-content/uploads/sites/19/2021/11/Community-Health-Status-Assessment-2020-Report-COMPRESSED.pdf

The majority of the respondents were in the 30 to 39 age group at 51%, followed by the 20 to 29 age group at 33%.

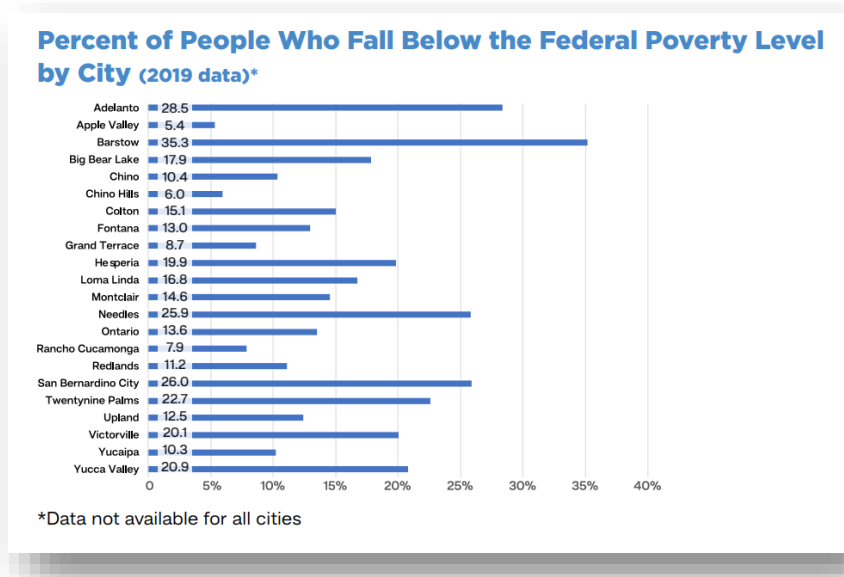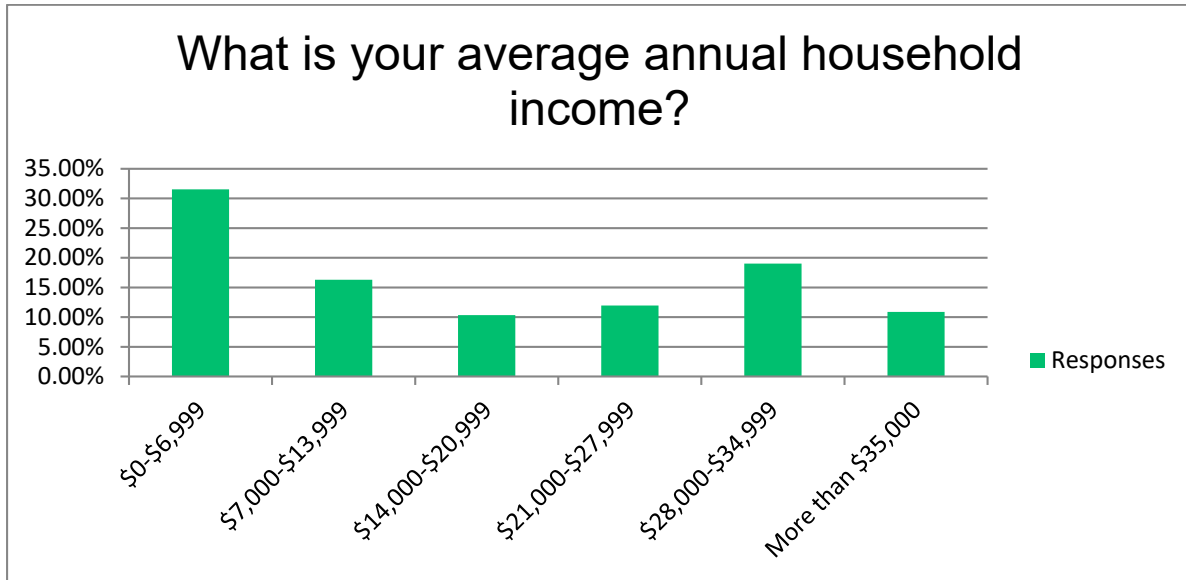**Ethnicity/Racial Background of Respondents**
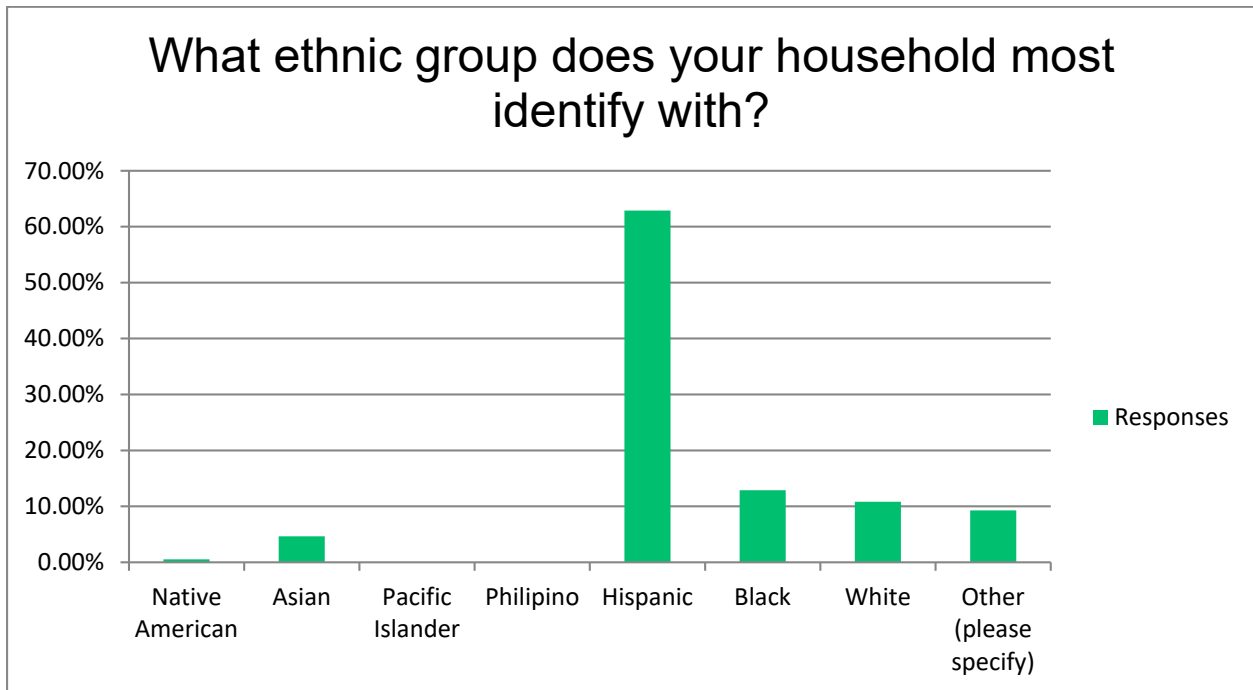
The following table shows the Racial/Ethnic Distribution for California and San Bernardino County

Source: Community Health Status Assessment 2020 Report https://communityvitalsigns.org/wp-content/uploads/sites/19/2021/11/Community-Health-Status-Assessment-2020-Report-COMPRESSED.pdf
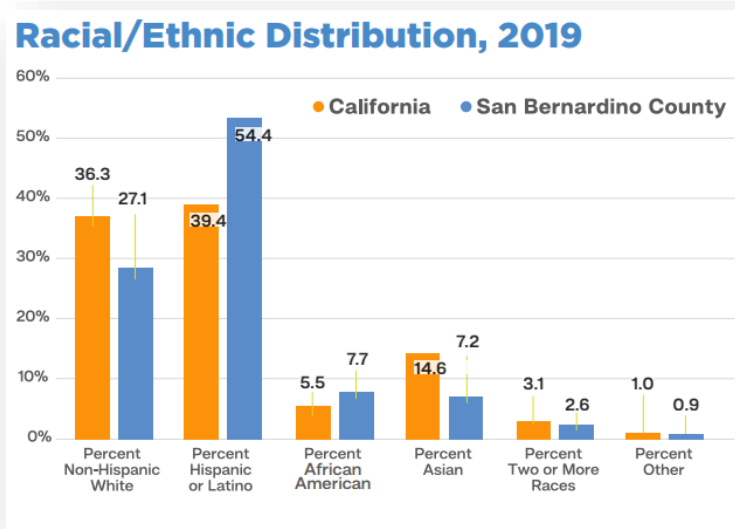
The majority of the respondents, 63%, were the biological parent(s) to children in the home. 27% of the respondents reported being a single parent and 0% reported being a teen parent(s).
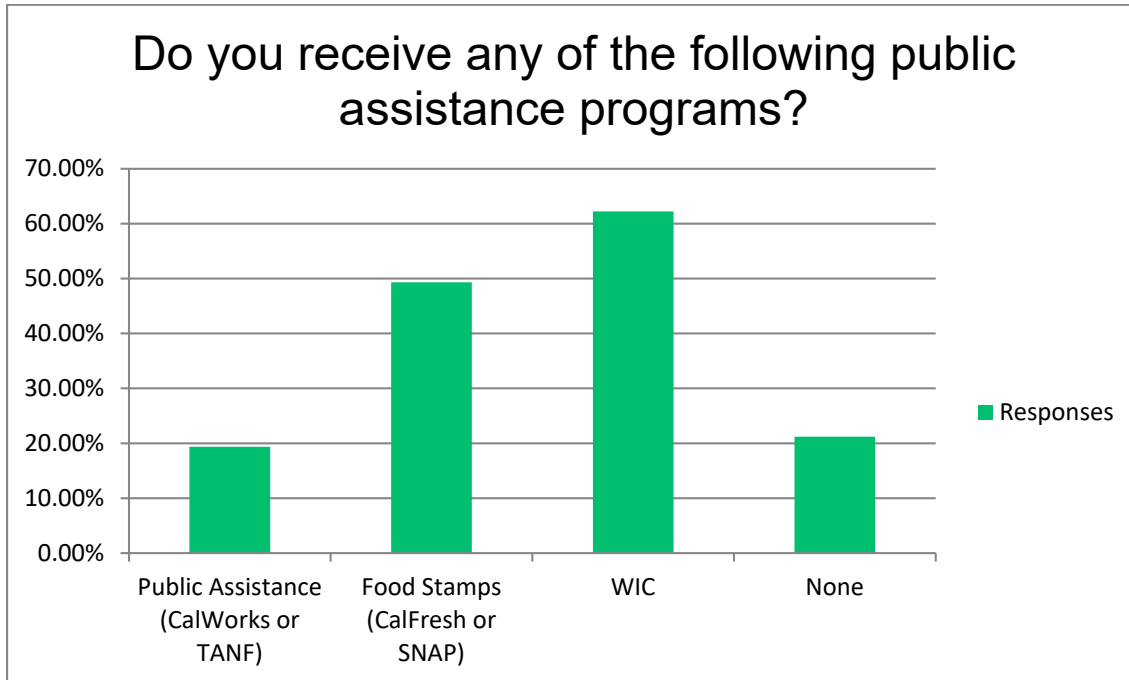
Average Annual Income per Household

What is your average annual household income?

(Bar chart showing responses by income bracket:
- $0-$6,999: ~31%
- $7,000-$13,999: ~16%
- $14,000-$20,999: ~10%
- $21,000-$27,999: ~12%
- $28,000-$34,999: ~19%
- More than $35,000: ~11%)

Percent of People Who Fall Below the Federal Poverty Level by City (2019 data)*

City	Percent
Adelanto	28.5
Apple Valley	5.4
Barstow	35.3
Big Bear Lake	17.9
Chino	10.4
Chino Hills	6.0
Colton	15.1
Fontana	13.0
Grand Terrace	8.7
Hesperia	19.9
Loma Linda	16.8
Montclair	14.6
Needles	25.9
Ontario	13.6
Rancho Cucamonga	7.9
Redlands	11.2
San Bernardino City	26.0
Twentynine Palms	22.7
Upland	12.5
Victorville	20.1
Yucaipa	10.3
Yucca Valley	20.9

*Data not available for all cities

Source: Community Health Status Assessment 2020 Report https://communityvitalsigns.org/wp-content/uploads/sites/19/2021/11/Community-Health-Status-Assessment-2020-Report-COMPRESSED.pdf

Of the total respondents, 65% reported that at least one of the adult household members was not employed, and 40% listed the "lack of childcare" as the primary reason keeping them from working and 11% stated Transportation as an obstacle to employment.

Types of Income

Do you receive any of the following public assistance programs?

The response to the survey question above indicates a correlation between the high percentage of respondents receiving some type of public assistance and the Average Annual Income per Household chart.

Education

What is your highest level of education you have completed?
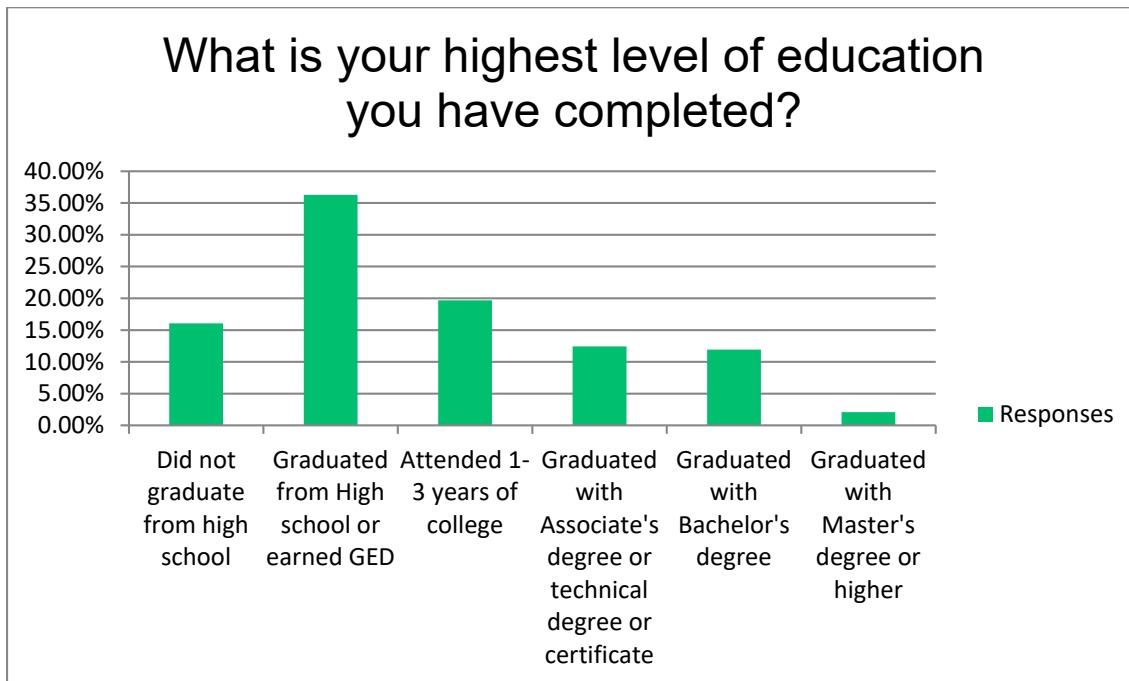
The highest percentage of respondents, 36%, stated that they had graduated from High School or earned a GED, while 16% do not have a high school diploma. 36% of respondents have a high school education or less, which may limit the number of jobs, they may be eligible for.

Percent of Educational Attainment (Local/State/U.S.)

Year	United States			California			San Bernardino County		
	Less than a High School Degree	High School Degree	Bachelor's Degree or Higher	Less than a High School Degree	High School Degree	Bachelor's Degree or Higher	Less than a High School Degree	High School Degree	Bachelor's Degree or Higher
2015	12.9	27.6	30.6	17.8	20.8	32.3	21.1	26.7	19.4
2016	12.5	27.2	31.3	17.6	20.5	32.9	21.3	26.3	20.0
2017	12.0	27.1	32.0	16.7	20.8	33.6	20.1	26.4	20.5
2018	11.7	26.9	32.6	16.2	20.7	34.2	19.9	26.7	21.4
2019	11.4	26.9	33.1	16.0	20.6	35.0	19.3	25.8	22.5

Source: Community Health Status Assessment 2020 Report https://communityvitalsigns.org/wp-content/uploads/sites/19/2021/11/Community-Health-Status-Assessment-2020-Report-COMPRESSED.pdf

Data collected from respondents also revealed:

The most important issues for families:

- Employment (40%)
- Transportation and gasoline (33%)
- Paying necessary bills (31.7%)
- Managing Finances (31.2%)
- Food (30%)
- Build or restore credit (24%)

The highest concerns in the community:

- Safety in schools (34%)
- Schools and education for children (20%)
- Cost of utilities (18%)
- Affordable housing (17%)
- Not enough jobs (13%)

Community Resources

211

211 reports that the top needs of callers are:

1. Housing insecurity and homelessness
2. Healthcare
3. Food insecurity
4. Utilities
5. COVID-19 Support

Community Action Partnership (CAP)

Data collected from the needs assessment survey conducted by the San Bernardino County Community Action Partnership (CAP) in 2021 revealed the top three community resources for which greater than fifty percent (50%) of the community identified as "Highly needed."

1) Housing (73%)
2) Employment (65%)
3) Health (62%)

Source: San Bernardino County Community Action Partnership "2020 Comprehensive Community Needs Assessment for San Bernardino County"

Preschool Services Department collaborates with many of the local community agencies and compiles a list in the Child Plus database which is actively updated. The list is readily available to all staff members in order to better meet the individual needs of each family that they encounter.

California Department of Education
Early Education Division
EED-3704B (Rev. 10/2022)

Form EED-3704B: Subcontract Certification

Contractor Name: San Bernardino County Transitional Assistance Department

Vendor Number: 2236

County: 36 San Bernardino

Contract Type: California State Preschool Program (CSPP) Part-Day/Part-Year

Contract Maximum Reimbursable Amount (MRA): $7,249,395

Total Percentage of MRA Subcontracted: 1%

Subcontractor #1

Subcontractor Legal Name:

Does this subcontractor also contract with EED?　　◯ Yes　◉ No

Has your agency subcontracted with this agency before?　◉ Yes　◯ No

If yes, please list the name of the site in which subcontracted services will occur, including site address, service county, and the percentage of the contract MRA that will be subcontracted.

If no, please submit a Program Narrative Change to indicate this change. Refer to 5 *CCR* Section 17800 for subcontractor approval requirements.

Site No.	Site Name	Site Address	Service County	Percentage of MRA Subcontracted
1	Needles Unified School District	1900 Erin Dr. Needles, CA, 92363	36 San Bernardir	1%
2			Select County	
3			Select County	
4			Select County	

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THE **PUN GROUP**
ACCOUNTANTS & ADVISORS

200 E. Sandpointe Avenue, Suite 600
Santa Ana, California 92707

INDEPENDENT AUDITORS' REPORT

www.pungroup.cpa

To the Board of Directors
　of the County of San Bernardino
　Preschool Services Department
San Bernardino, California

Report on the Audit of the Financial Statement

Opinion

We have audited the accompanying statement of activities of the County of San Bernardino Preschool Services Department ("PSD") - California State Preschool Programs for the year ended June 30, 2022, and the related notes to the financial statements, as listed in the table of contents.

In our opinion, the accompanying financial statement referred to above presents fairly, in all material respects, the revenue and expenses of the PSD - California State Preschool Programs for the year ended June 30, 2022, in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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

Emphasis of Matter

As discussed in Note 1, the financial statement of the PSD is intended to present only portion of the activity attributable to the PSD – California State Preschool Programs funded by the California Department of Education and does not purport to, and does not, present fairly the financial position of the County of San Bernardino PSD as of June 30, 2022 or the changes in its financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

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

ORANGE COUNTY · SAN DIEGO · SACRAMENTO · WALNUT CREEK · LAS VEGAS · PHOENIX

To the Board of Directors
    of the County of San Bernardino
    Preschool Services Department
San Bernardino, California
Page 2

Auditors' Responsibilities for the Audit of the Financial Statements

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

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

- exercise professional judgment and maintain professional skepticism throughout the audit.

- identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the PSD's internal control. Accordingly, no such opinion is expressed.

- evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

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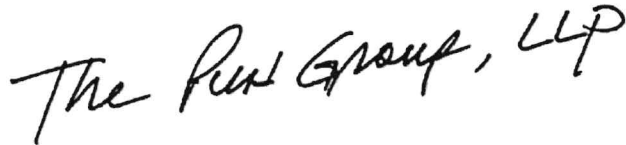
Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statement. The Schedule of Expenditures of State Awards, the Combining Statement of Activities, the Schedule of Expenditures by State Categories, the Schedule of Reimbursement Equipment Expenditures, the Schedule of Reimbursable Expenditures for Renovations and Repairs, and the Audited Attendance and Fiscal Reports are presented for purposes of additional analysis and are not a required part of the financial statement. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statement. The information has been subjected to the auditing procedures applied in the audit of the financial statement and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statement or to the financial statement itself, and other additional procedures in accordance with GAAS. In our opinion, the Schedule of Expenditures of State Awards, the Combining Statement of Activities, the Schedule of Expenditures by State Categories, the Schedule of Reimbursement Equipment Expenditures, the Schedule of Reimbursable Expenditures for Renovations and Repairs, and the Audited Attendance and Fiscal Reports are fairly stated, in all material respects, in relation to the financial statement as a whole.

To the Board of Directors
    of the County of San Bernardino
    Preschool Services Department
San Bernardino, California
Page 3

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2022 on our consideration of the PSD's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the PSD's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the PSD's internal control over financial reporting and compliance.
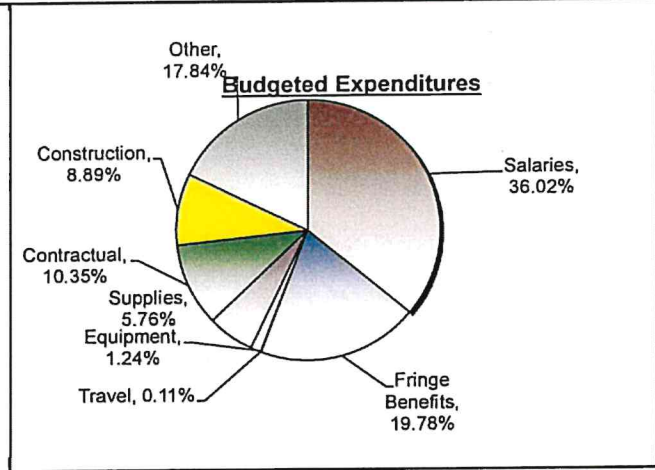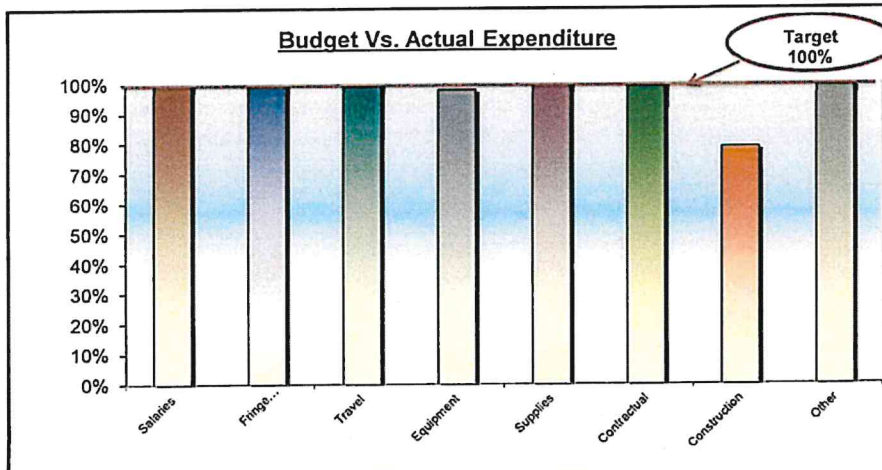
The Pun Group, LLP

Santa Ana, California
December 15, 2022

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County of San Bernardino Preschool Services Department
Budget-To-Actual and Projected Expenditure Report
FY 2019-20
As of December 31, 2022

Head Start

	Budget Categories	(A) Modified Budget	(B) Year-To-Date Actual	(C) Available Budget (A) - (B)	(D) Projected Low Cost Extension	(E) Total YTD + PRJ (B) + (D)	(F) Budget Balance (A) - (E)	(G) Budget vs. Actual Exp.% (B) / (A)
	Expenditures							
A	Salaries	19,209,814	19,208,418	1,396	-	19,208,418	1,396	100.0%
B	Fringe Benefits	10,548,748	10,547,084	1,664	-	10,547,084	1,664	100.0%
C	Travel	58,880	58,880	(0)	-	58,880	(0)	100.0%
D	Equipment	663,200	648,811	14,389	27,369	676,180	(12,980)	97.8%
E	Supplies	3,073,027	3,280,678	(207,651)	-	3,280,678	(207,651)	106.8%
F	Contractual	5,517,718	5,518,429	(711)	-	5,518,429	(711)	100.0%
G	Construction	4,743,372	3,736,516	1,006,856	674,875	4,411,390	331,982	78.8%
H	Other	9,514,949	9,473,799	41,150	3,086	9,476,885	38,064	99.6%
	Total Direct Costs	53,329,708	52,472,614	857,094	705,330	53,177,944	151,764	98.4%
	Percentage (%) Analysis	100.0%	98.4%	1.6%	1.3%	99.7%	0.3%	1.6%

Budget Vs. Actual Expenditure — Target 100%

Budgeted Expenditures: Other, 17.84%; Salaries, 36.02%; Fringe Benefits, 19.78%; Construction, 8.89%; Contractual, 10.35%; Supplies, 5.76%; Equipment, 1.24%; Travel, 0.11%

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County of San Bernardino Preschool Services Department
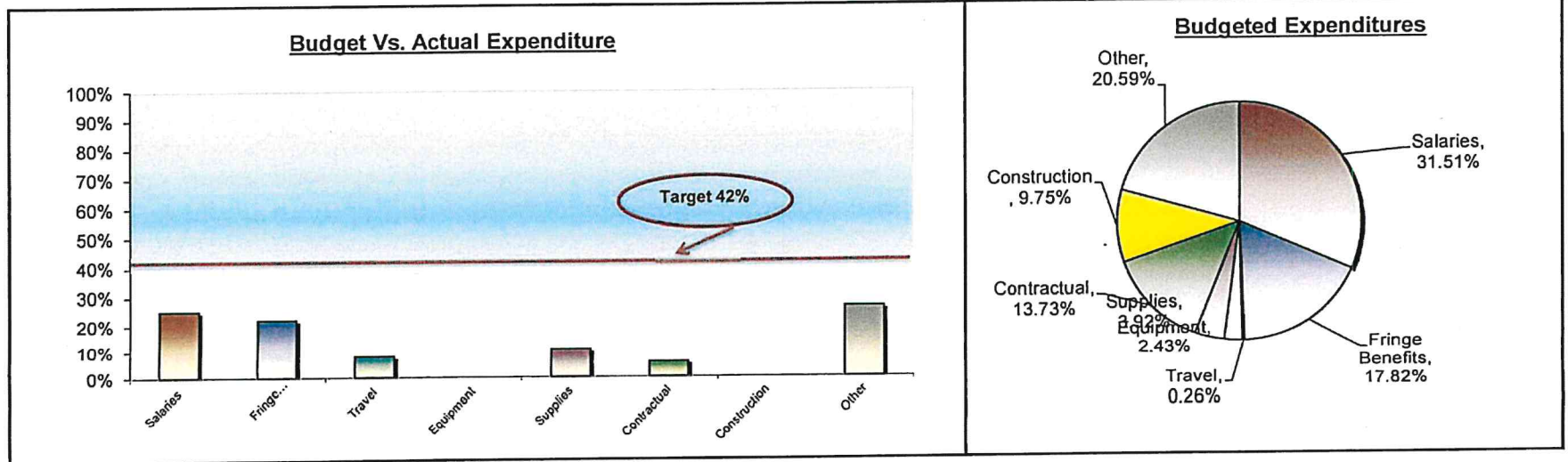## Budget-To-Actual and Projected Expenditure Report
FY 2022-23
As of December 31, 2022

Combined

Budget Categories	Adopted (Original) Budget	Addt'l funding (COLA,QI & Carryover)	(A) Modified Budget	(B) Year-To-Date Actual	(C) Available Budget (A) - (B)	(D) Projected Expenditure	(E) Total YTD + PRJ (B) + (D)	(F) Budget Balance (A) - (E)	(G) Budget vs. Actual Exp.% (B) / (A)
Expenditures									
A Salaries	22,597,929	452,814	23,050,743	5,793,692	17,257,051	13,532,782	19,326,474	3,724,269	25.1%
B Fringe Benefits	12,730,755	303,070	13,033,825	2,888,445	10,145,380	8,144,154	11,032,599	2,001,226	22.2%
C Travel	191,213	-	191,213	15,701	175,512	166,512	182,213	9,000	8.2%
D Equipment	562,685	1,213,340	1,776,025	1,087	1,774,938	2,474,938	2,476,025	(700,000)	0.1%
E Supplies	1,955,998	908,481	2,864,479	309,969	2,554,510	2,554,510	2,864,479	0	10.8%
F Contractual	9,613,076	430,811	10,043,887	598,089	9,445,798	9,445,798	10,043,887	-	6.0%
G Construction	-	7,131,933	7,131,933	-	7,131,933	10,131,933	10,131,933	(3,000,000)	0.0%
H Other	10,815,424	4,243,971	15,059,395	3,946,767	11,112,627	13,147,123	17,093,890	(2,034,495)	26.2%
Total Direct Costs	58,467,080	14,684,420	73,151,500	13,553,750.42	59,597,749	59,597,749	73,151,500	0	18.5%
Percentage (%) Analysis			100.0%	18.5%	81.5%	81.5%	100.0%	0.0%	23.1%

Budget Vs. Actual Expenditure — Target 42%

Budgeted Expenditures — Other, 20.59%; Salaries, 31.51%; Construction, 9.75%; Contractual, 13.73%; Supplies, 3.92%; Equipment, 2.43%; Travel, 0.26%; Fringe Benefits, 17.82%

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County of San Bernardino Preschool Services Department
Budget-To-Actual and Projected Expenditure Report
April 1, 2021 to March 31, 2023 (for 24 months)
As of December 31, 2022

CRRSA & ARP

	(A) Adopted Budget	(B) Year-To-Date Actual	(C) Available Budget (A) - (B)	(D) Projected Expenditure	(E) Total YTD + PRJ (B) + (D)	(G) Pending Budget Transfer Transf.-In (i)	(G) Pending Budget Transfer Transf.-Out (ii)	(H) Final Budget Balance (F) - (G)	(G) Budget vs. Actual Exp.% (B) / (A)
Expenditures									
A Salaries	459,804	1,179,071	(719,267)	640,503	1,819,574	1,267,173.88		(92,595.62)	256.4%
B Fringe Benefits	293,486	292,923	563	89,484	382,407	166,775.98		77,854.99	99.8%
C Travel	-	-	-	-	-			-	0.0%
D Equipment	45,000	5,287	39,713	-	5,287	5,287.37		45,000.00	11.7%
E Supplies	2,616,498	125,476	2,491,022	1,206,895	1,332,371		(1,038,734.08)	245,393.05	4.8%
F Contractual	1,901,690	1,299,423	602,267	231,437	1,530,860		(400,503.15)	(29,672.74)	68.3%
G Construction	-	-	-	-	-			-	0.0%
H Other	1,286,597	882,577	404,020	650,000	1,532,577			(245,979.68)	68.6%
Total Direct Costs	6,603,075	3,784,756	2,818,319	2,818,319	6,603,075	1,439,237	(1,439,237)	(0)	57.3%
Percentage (%) Analysis	100.0%	57.3%	42.7%	42.7%	100.0%			0.0%	21.8%

Budget Vs. Actual Expenditure — Target 79.2%

Budgeted Expenditures — Salaries 6.96%, Fringe Benefits 4.44%, Equipment..., Travel 0.00%, Supplies 39.63%, Contractual 28.80%, Construction 0.00%, Other 19.48%

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SAN BERNARDINO
COUNTY
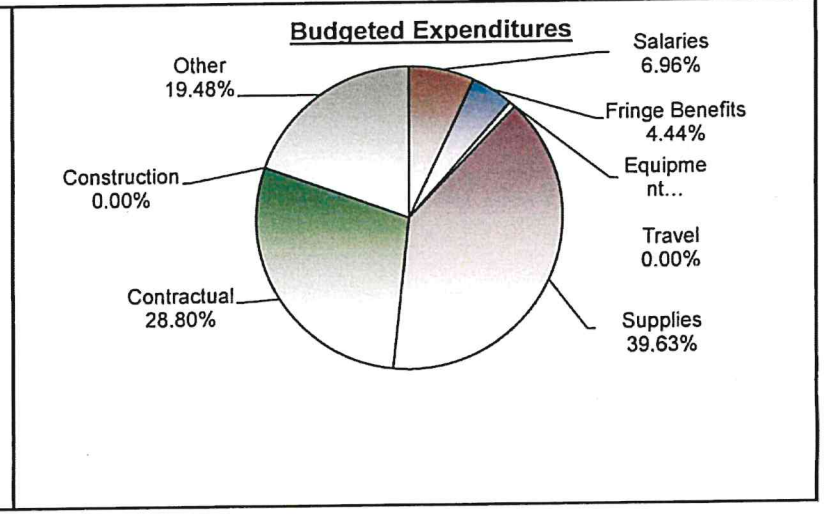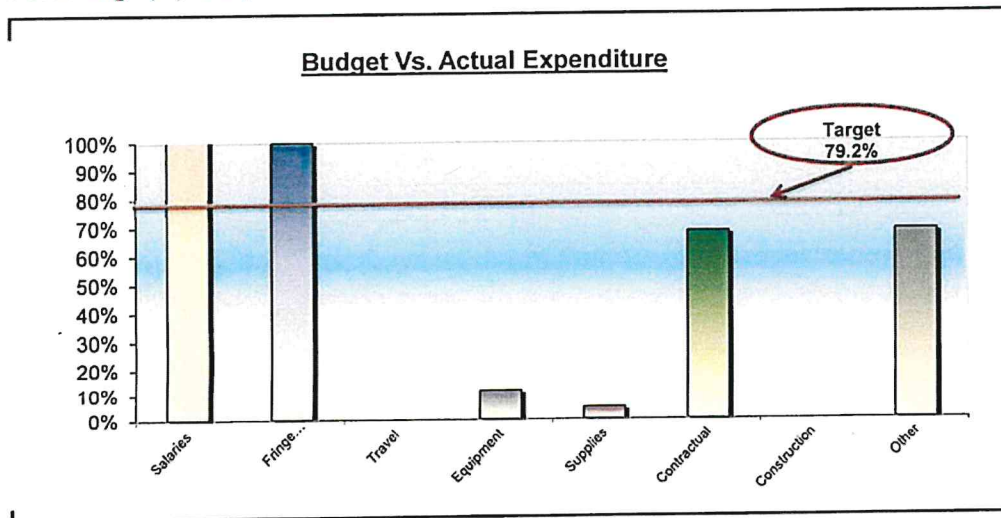
Preschool Services Department

Parent, Family and Community Engagement (PFCE) Overview

January 2022

www.SBCounty.gov
January 19, 2023

Parent, Family, and Community Engagement occurs when all parties interested and invested in the growth and well-being of children have an opportunity to participate in planning and/or delivery of services that will support the growth of children and families.

- 1302.50 (a) *Purpose*. A program must integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children's learning and development. Programs are encouraged to develop innovative two-generation approaches that address prevalent needs of families across their program that may leverage community partnerships or other funding sources.

- 1302.51 (a) A program must promote shared responsibility with parents for children's early learning and development, and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children's learning and development

- The Legislature finds and declares all the following:

- (a) It is essential to our democratic form of government that parents and guardians of children attending public schools and other citizens participate in improving public education institutions. Specifically, involving parents and guardians of pupils in the education process is fundamental to a healthy system of public education.

- (b) Research has shown conclusively that early and sustained family involvement at home and at school in the education of children results both in improved pupil achievement and in schools that are successful at educating all children, while enabling them to achieve high levels of performance.

- (c) All participants in the education process benefit when schools genuinely welcome, encourage, and guide families into establishing equal partnerships with schools to support pupil learning.

- (d) Family and school collaborative efforts are most effective when they involve parents and guardians in a variety of roles at all grade levels, from preschool through high school.

- (1998, Ch. 864, Sec. 2. Effective January 1, 1999.)

- Family Services Assessment

- Family Planning Agreement

- Fatherhood FIRE

- Community MOUs

- Apprenticeship Program

Preschool Services Department
Head Start/Early Head Start Programs

Family Strengths and Needs Assessment (FSA – 1)

Child CP ID # _____

Family CP ID# _____

Site: _____ Child's Name: _____ Parent/Guardian/Caregiver Name: _____ Date: _____

We support your whole family, not just your enrolled child. Please help us to get to know your family better and ways we can support your needs and interests.

Section 1	Do you or your family need immediate assistance in the following areas? (Please Mark "Yes" or "No")		
Food	☐ Yes ☐ No	Housing/Shelter	☐ Yes ☐ No
Clothing	☐ Yes ☐ No	Utility Assistance	☐ Yes ☐ No
Counseling	☐ Yes ☐ No	Domestic Violence	☐ Yes ☐ No
Health Concerns	☐ Yes ☐ No	Child Abuse	☐ Yes ☐ No
Drug/Alcohol Abuse	☐ Yes ☐ No		
Other Immediate Needs:			

For each of the following questions, please select a choice which best describes you and your family:

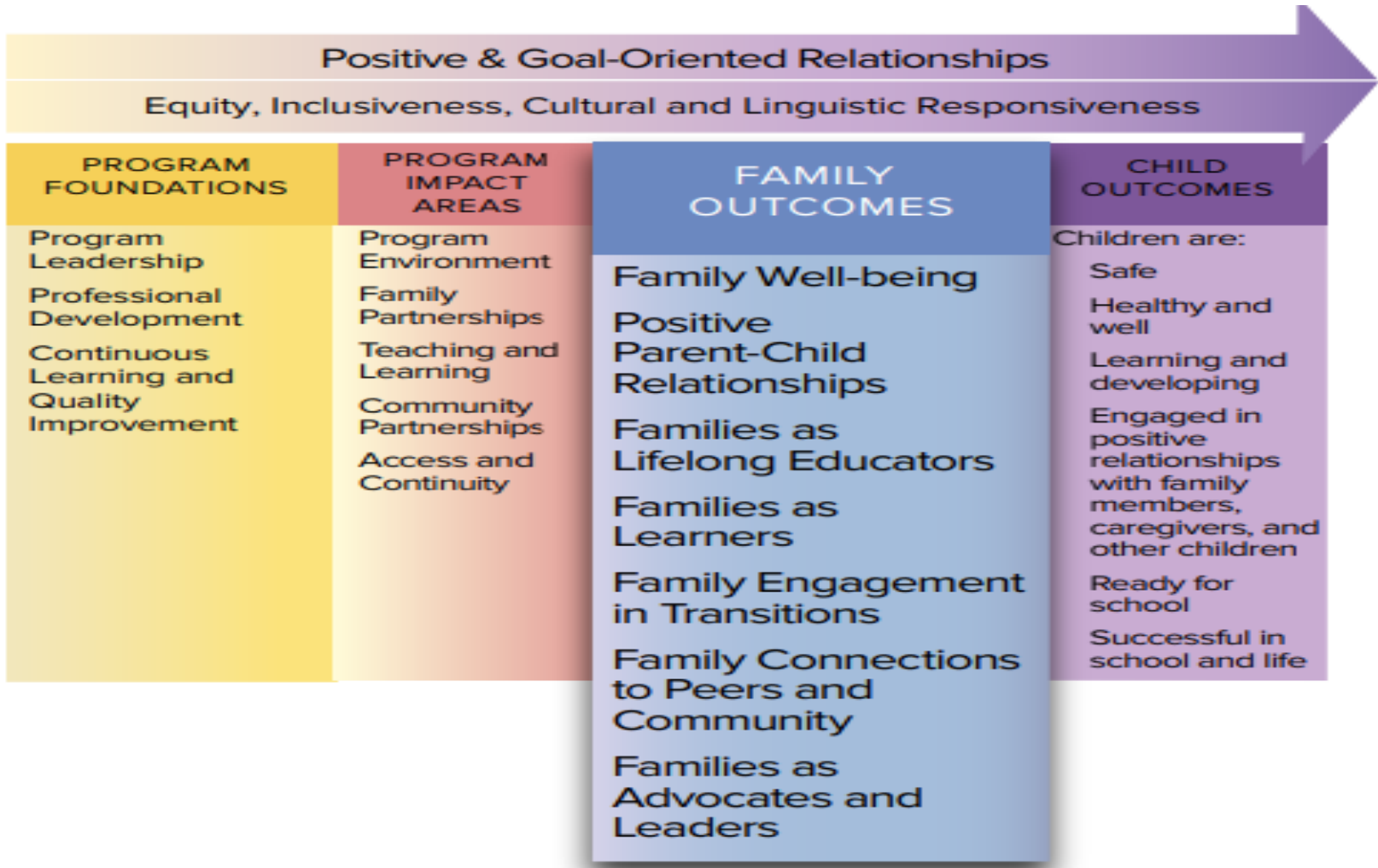| Section 2 Family Well Being		1	2	3	Resources Needed?
1	Food & Clothing	☐ We meet our basic food & clothing needs.	☐ We meet our basic food & clothing needs with some help from public programs or subsidies.	☐ We often do not have enough food & clothing.	☐ Yes ☐ No
2	Housing	☐ We have our own housing that is stable.	☐ We share living space with others or reside in a public subsidize housing.	☐ We have unstable housing, or experiencing homelessness, or at risk of eviction.	☐ Yes ☐ No
3	Health Care	☐ We visit our health providers regularly.	☐ We have access to medical and dental care but we do not visit our health providers regularly.	☐ We do not have access to medical or dental care	☐ Yes ☐ No
4	Mental Health	☐ I do not have any concerns regarding my family's social-emotional or mental health.	☐ I am concerned about my family's social-emotional or mental health, however I will contact staff if we need services.	☐ I am concerned about my family's social-emotional or mental health, and I am interested in your program's mental health services.	☐ Yes ☐ No

Discussion on Family Interests, Strengths and Needs

Alignment to the FSA

Family Goal setting: SMART Goals

Family Support, Resources and Referrals

Ongoing Support & Follow Up

Positive & Goal-Oriented Relationships

Equity, Inclusiveness, Cultural and Linguistic Responsiveness

PROGRAM FOUNDATIONS

Program Leadership

Professional Development

Continuous Learning and Quality Improvement

PROGRAM IMPACT AREAS

Program Environment

Family Partnerships

Teaching and Learning

Community Partnerships

Access and Continuity

FAMILY OUTCOMES

Family Well-being

Positive Parent-Child Relationships

Families as Lifelong Educators

Families as Learners

Family Engagement in Transitions

Family Connections to Peers and Community

Families as Advocates and Leaders

CHILD OUTCOMES

Children are:

Safe

Healthy and well

Learning and developing

Engaged in positive relationships with family members, caregivers, and other children

Ready for school

Successful in school and life

Preschool Services Department

Shared Governance Board Agenda

January 19, 2023

www.SBCounty.gov

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**Preschool Services Department**

Policy Council Overview

*www.SBCounty.gov*

- What is the Policy Council and Shared Governance?

- Roles and Responsibilities of Policy Council Members

- Introduction to the Governance Matrix

- Summary/Questions

Head Start's Mission

- The *Model* Early Child Development Program

- A Comprehensive Approach to the Family

- A Focus on School Readiness

- Started in 1965

- Over 37 Million Children & Families Served

- Services for Children with Disabilities and Children in Foster Care
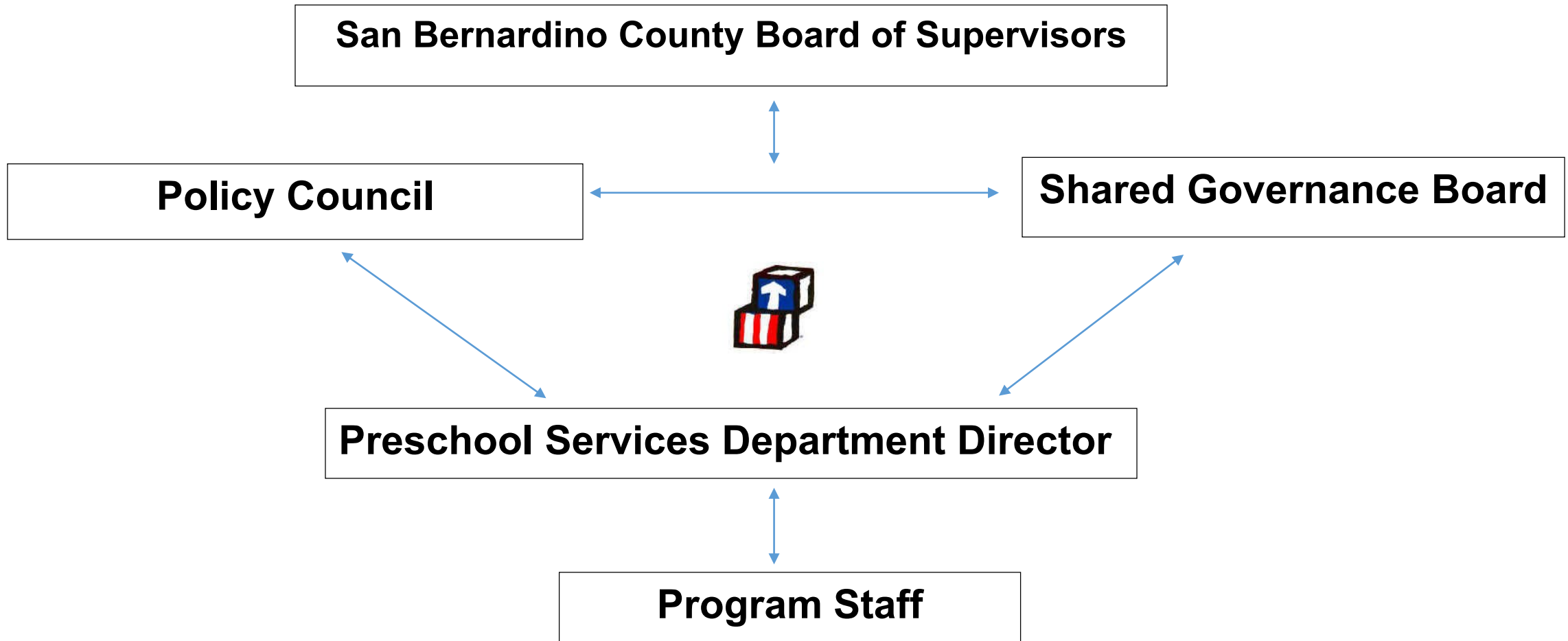
The bases of the Head Start program
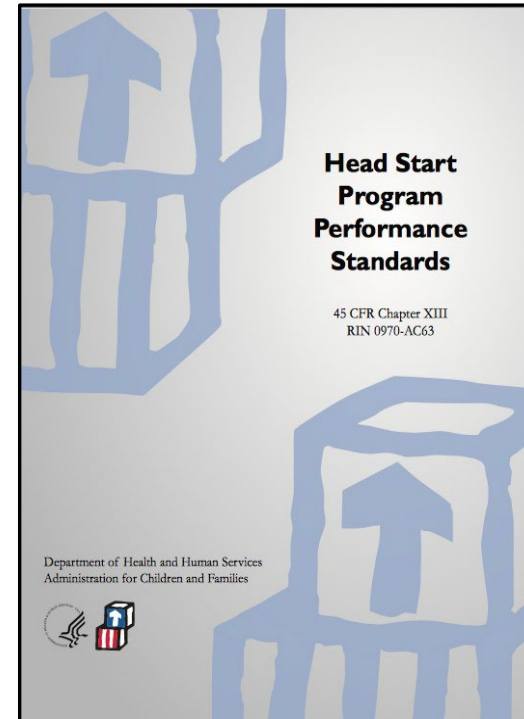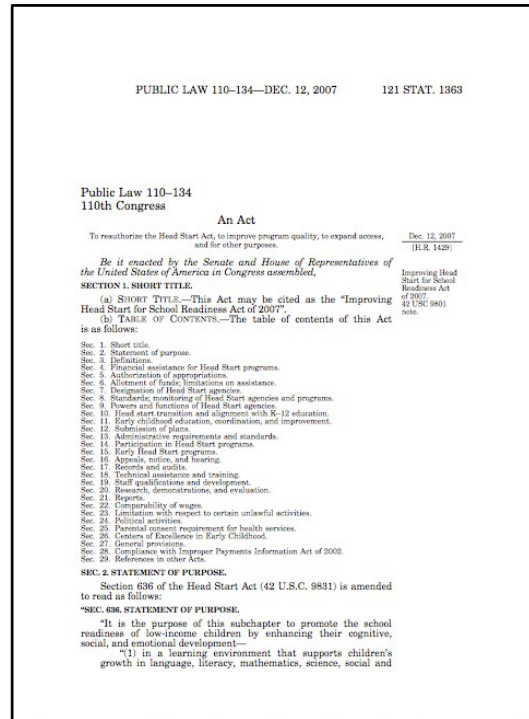
§1301.1 Purpose.

An agency, as defined in part 1305 of this chapter, must establish and maintain a formal structure for program governance that includes a governing body, a policy council at the agency level and policy committee at the delegate level, and a parent committee. Governing bodies have a legal and fiscal responsibility to administer and oversee the agency's Head Start and Early Head Start programs. Policy councils are responsible for the direction of the agency's Head Start and Early Head Start programs.

§1301.2 Governing body.

- (a) <u>Composition</u>. The composition of a governing body must be in accordance with the requirements specified at section 642(c)(1)(B) of the Act, except where specific exceptions are authorized in the case of public entities at section 642(c)(1)(D) of the Act. Agencies must ensure members of the governing body do not have a conflict of interest, pursuant to section 642(c)(1)(C) of the Act.

- (b) <u>Duties and responsibilities</u>.

- (1) The governing body is responsible for activities specified at section 642(c)(1)(E) of the Act.

- (2) The governing body must use ongoing monitoring results, data on school readiness goals, the Act to conduct its responsibilities.

- (c) <u>Advisory committees</u>.

- (1) A governing body may establish advisory committees as it deems necessary for effective governance and improvement of the program.

- (2) If a governing body establishes an advisory committee to oversee key responsibilities related to program governance, it must:

- (i) Establish the structure, communication, and oversight in such a way that the governing body continues to maintain its legal and fiscal responsibility for the Head Start agency; and,

- (ii) Notify the responsible HHS official of its intent to establish such an advisory committee.

§1301.3 Policy council and policy committee.

- (a) <u>Establishing policy councils and policy committees</u>. Each agency must establish and maintain a policy council responsible for the direction of the Head Start program at the agency level, and a policy committee at the delegate level. If an agency delegates operational responsibility for the entire Head Start or Early Head Start program to one delegate agency, the policy council and policy committee may be the same body.

- (b) <u>Composition</u>.

- (1) A program must establish a policy council in accordance with section 642(c)(2)(B) of the Act, or a policy committee at the delegate level in accordance with section 642(c)(3) of the Act, as early in the program year as possible. Parents of children currently enrolled in each program option must be proportionately represented on the policy council and on the policy committee at the delegate level.

- (2) The program must ensure members of the policy council, and of the policy committee at the delegate level, do not have a conflict of interest pursuant to sections 642(c)(2)(C) and 642(c)(3)(B) of the Act. Staff may not serve on the policy council or policy committee at the delegate level except parents who occasionally substitute as staff. In the case of tribal grantees, this exclusion applies only to tribal staff who work in areas directly related to or which directly impact administrative, fiscal, or programmatic issues.

[Policy Council Recruitment Video](#)

General Policy Council Responsibilities

- The PC advocates on behalf of parents and centers

- The PC Representative is elected by parents at the site they represent.

- The PC provides guidance and decisions about the general direction of the program and makes its recommendations to the Shared Governance Board

- The PC works in partnership with management staff and to the Shared Governance Board to approve or disapprove key decisions and policies about the program

Required Approvals (Procedure, Policy, Plan or Funding)	Approval Required By		Frequency of Approval
References: Head Start Law and New Regulations	Board of Directors	Policy Council	
Board Composition Requirements (Non-Governmental Agencies) Head Start Act 642(c)(1)(B) and Standards 1301.2(a)	X	---	**One-Time**
Procedure for how Policy Council members are selected (PC Bylaws) Head Start Act 642(c)(1)(E)(iv)(VI) and Standards 1301.2(b)	X	X	**One-Time until Changed**
Board and Policy Council Codes of Conduct re: Conflicts of Interest including Board Resolution of Complaints Board: Head Start Act 642(c)(1)(C)(I – iv) and Standards 1301.2(b) PC: Head Start Act 642(c)(2)(c)(i-ii)	X	X	**One-Time until Changed**
Procedures for Resolving Disputes and Impasse Between Board and Policy Council Head Start Act 642(d)(1)(A, B) and Standards 1301.6	X	X	**One-Time until Changed**
Financial Management Accounting and Reporting Policies and All Major Expenditures Head Start Act 642(c)(1)(E)(iv)(VII)(aa) and Standards 1301.2(b)(1)	X	---	• **Policies: One-Time until Changed** • **Major Expenditures: As Needed**

Shared Governance Board and Policy Council Responsibilities

Required Approvals (Procedure, Policy, Plan or Funding)	Approval Required By		Frequency of Approval
References: Head Start Law and New Regulations	Board of Directors	Policy Council	
Selection of Auditor and Approval of Audit 642(c)(1)(E)(iv)(VII)(cc) and Standards 1301.2(b)(1)	X	---	**Annually**
Procedures for Management of Program Data Supporting Availability, Usability, Integrity and Security of Data Board: Head Start Act 642(c)(1)(E)(iv)(IV) and Standards 1302.101(b)(4) PC: Standards 1302.101(b)(4)	X	X	**One-Time until Changed**
Review and Approve All Grant/Funding Applications including Budget Planning Board: Head Start Act 642(c)(1)(E)(III) and Standards 1301.2(b)(1) PC: Head Start Act 642(c)(2)(D)(iii) and Standards 1301.3(c)(1)	X	X	**Annually and As Needed**
Establish Strategic Long-Term Goals and Measureable Objectives for Program in Funding Application Board: Head Start Act 642(c)(1)(E)(III) and Standards 1301.2(b)(1) PC: Head Start Act 642(A); 642(c)(2)(D)(iii) and Standards 1301.3(c)(1)	X	X	**Annually**
Selection of Delegate Agencies Board: Head Start Act 642(c)(1)(E)(iv)(I) and Standards 1301.2(b)(1) PC: Head Start Act 642(c)(2)(D)(vii) and Standards 1301.3(c)(1)	**X**	**X**	**Annually and As Needed**

Shared Governance Board and Policy Council Responsibilities

Required Approvals (Procedure, Policy, Plan or Funding)	Approval Required By		Frequency of Approval
Annual Self-Assessment and Plan for Corrections Board: Head Start Act 642(c)(1)(E)(V)(aa) and Standards 1301.2(b)(1) PC: Head Start Act 642(d)(2)(F) and Standards 1302.102(c)(2)(iv)	X	X	Annually
Personnel Policies and Procedures including Standards of Conduct for Staff Board: Head Start Act 642(c)(1)(E)(V)(cc) and Standards 1301.2(b)(1) PC: Head Start Act 642(c)(2)(D)(vi) and Standards 1301.3(c)(1)	X	X	One-Time until Changed
Procedures for hiring, evaluation, compensation and termination of Executive, Head Start, Fiscal and Human Resource Directors/Officers or Equivalents Board: Head Start Act 642(c)(1)(E)(IX) and Standards 1301.2(b)(1)	X	---	• Procedure: One-Time until Changed • Implementation: As Stipulated in Procedure
Criteria for the Hiring and Dismissal of Program Staff Board: Head Start Act 642(c)(1)(E)(V)(cc) and Standards 1301.2(b)(1) PC: Head Start Act 642(c)(2)(D)(vi) and Standards 1301.3(c)(1)	X	X	One-Time until Changed

Item # 7.1 SGB Minutes

Preschool Services Department
Administration

Jacquelyn Greene
Director

Head Start Shared Governance Board Meeting
August 18, 2022

Attendance Sheet

Present:
1. Joe Baca, Jr., San Bernardino County Board of Supervisor, 5th District, Shared Governance Board Chair
2. Myrlene Pierre, Assistant Superintendent, Student Services SBCSS
3. Dr. Georgina Yoshioka, DBH Interim Director, San Bernardino County Department of Behavioral Health
4. Wendy Alvarez, Interim Children's Network Officer, San Bernardino County Children's Network
5. Josh Dugas, Director, San Bernardino County Department of Public Health
6. Lorena Alatorre, Head Start Policy Council SGB Representative - PC Chair – Crestline Head Start

Absent:
7. Ted Alejandre, County Superintendent, San Bernardino County Superintendent of Schools, SGB Vice Chair
8. Michael Sequeira, MD, Health Officer, San Bernardino County Department of Public Health
9. Tanisha Bradley, Head Start Policy Council SGB Representative – Community Representative

Head Start Shared Governance Board
Meeting Minutes

DATE: August 18, 2022
PLACE: Preschool Services Department
         Zoom Video/Teleconference Meeting

1. & 2. Call to Order & Welcome/Introductions

The Shared Governance Board (SGB) meeting commenced at 2:00P.M.

San Bernardino County (SBC) Board of Supervisors (BOS) 5th District Supervisor Joe Baca, Jr., SGB Chair, called the meeting to order and welcomed everyone.

3. Public Comment

There were no public comments.

4. Presentation of the Agenda

4.1 MODIFICATION TO THE AGENDA
Shar Robinson, PSD Secretary, announced the following agenda changes:
- Change of Presenters as follows:
    - Item 5.1 Information Memorandum to be presented by Jacquie Greene, PSD Director
    - Item 5.2 Monthly PIR to be presented by Yajaira Olivas-Alvarez, Program Manager

5. Executive Reports/Program Updates

5.1 US Department of Health & Human Services Communication
Jacquie Greene, Director, presented the following communication from the Administration for Children and Families – Office of Head Start.
    5.1.1   Information Memorandum 22-04 – Competitive Bonus for the Head Start Workforce

5.2 Monthly 2021-22 Program Information Report updates for PSD and Easter Seals
Yajaira Olivas-Alvarez, Interim Disabilities Program Manager, shared the July 2022 Program Information Report (PIR) updates for PSD program options: Head Start (HS), Early Head Start (EHS) and Child Care Partnership (CCP) programs and PSD Delegate Agency, Easter Seals program options: HS and EHS. The following areas were highlighted.
- Medical and Dental

- Disability & Family Services
- Education and Unemployment Status for Two-Parent and Single-Parent Families

Supervisor Baca Jr. inquired about the trend of homelessness that PSD is experiencing. Yajaira will prepare a report to be sent to Supervisor Baca Jr.

5.3 Receive San Bernardino County 2021-22 Performance Measures – Final 21/22 Report
Hoda Abdalla, Home Visitation Program Manager, presented the following 2021-22 Performance Measures – Quarter 2 and Quarter 3 report.

GOAL	21-22 Target	Quarter 1	Quarter 2	Quarter 3
Identify the number of Head Start/State Preschool children ages 3 – 5 not meeting developmental expectations based on the Head Start Early Learning Outcomes Framework for their age in Literacy skills on the first quarter's assessment and reduce this count by 55% by June 30, 2022.	55%	N/A	13%	18%
Identify the number of Early Head Start children ages 18 – 36 months not meeting developmental expectations based on the Head Start Learning Outcomes Framework for their age in social emotional skills on the first quarter's assessment and reduce this count by 30% by June 30, 2022.	30%	N/A	-13%	-6%
Enhance the referral process of enrollment with the Children and Family Services Department.	415	163 (39%)	252 (61%)	279 (67%)

5.4 School Readiness Child Outcome Report – 2021-22 Comparison of Assessment 1, 2 and 3
Sharri Carroll, Education Program Manager, presented the 2021-22 School Readiness Goals/Child Outcomes, Desired Results Developmental Profile (DRDP) Results – Spring 2021-2022 Rating Period Assessment 1, 2 and 3 Comparison as follows:
- Preschoolers (All) – The following percentages for the 2,120 children assessed were average age of 4.3 years and 17% English Language Learners

Domain	Fall	Winter	Spring
Learning Self-Reg	26%	41%	56%
Social & Emotional	27%	43%	59%
Language	25%	36%	52%
Literacy	21%	34%	52%
Mathematics	16%	28%	47%
Physical Development	47%	67%	81%
Health	40%	60%	67%
English-Language	65%	83%	84%

- Preschoolers (3 Yr. Old) – The following percentages for the 888 children assessed were average age of 3.9 years and 18% English Language Learners

Domain	Fall	Winter	Spring
Learning Self-Reg	33%	51%	66%
Social & Emotional	30%	49%	61%
Language	33%	44%	56%
Literacy	30%	47%	61%
Mathematics	21%	36%	48%
Physical Development	50%	71%	82%
Health	47%	72%	76%
English-Language	47%	80%	82%

- Preschoolers (4 Yr. Old) – The following percentages for the 1,050 children assessed were average age of 4.8 years and 17% English Language Learners

Domain	Fall	Winter	Spring
Learning Self-Reg	23%	33%	50%
Social & Emotional	23%	38%	59%
Language	19%	30%	50%
Literacy	14%	24%	46%
Mathematics	12%	23%	47%
Physical Development	45%	65%	83%
Health	34%	52%	62%
English-Language	80%	87%	94%

- Infants & Toddlers (All) – 331 children assessed were average age of 2 years and 15% English Language Learners.

Domain	Fall	Winter	Spring
Learning Self-Reg	60%	58%	60%
Social & Emotional	54%	51%	59%
Language & Literacy	33%	31%	45%
Cognition, Mathematics, & Science	50%	44%	55%
Physical Development-Health	55%	58%	62%

- Infants & Toddlers (1 Yr. Old) – 138 children assessed were average age of 1.9 years and 12% English Language Learners.

Domain	Fall	Winter	Spring
Learning Self-Reg	51%	49%	43%
Social & Emotional	43%	46%	49%
Language & Literacy	21%	17%	32%
Cognition, Mathematics, & Science	37%	28%	38%
Physical Development-Health	43%	44%	49%

- Infants & Toddlers (2 Yr. Old) – 136 children assessed were average age of 2.6 years and 16% English Language Learners.

Domain	Fall	Winter	Spring
Learning Self-Reg	71%	64%	74%
Social & Emotional	64%	59%	69%

▪ Language & Literacy	42%	46%	62%
▪ Cognition, Mathematics, & Science	55%	59%	69%
▪ Physical Development-Health	68%	68%	76%

5.5 Child and Adult Care Food Program (CACFP) Application – Fiscal Year 2022-23

Madeline Tsang, Administrative Manager, presented the 2022-2023 CACFP Agency Budget application and highlighted the following:

- Administrative Costs and Income
- Operating Costs
- PSD will be reimbursed for meals served at 33 PSD sites

5.6 Finance Reports – Budget to Actuals

Madeline provided the Budget-to-Actual and Projected Expenditure Reports as of April 30, 2021 for the following programs as follows:

5.6.1 Budget to Actual 2019-20

	Head Start (HS)	Budget/Balance	Percentage Analysis
	Modified Budget	$53,329,708	
	Projected Budget Balance	$150,130	2.2%
	Early Head Start (EHS)		
	Modified Budget	$5,207,712	
	Projected Budget Balance	$14,759	0.3%
	Cares Act Funding (CAF)		
	Modified Budget	$3,897,512	
	Projected Budget Balance	$0	0.0%

5.6.2 Budget to Actual 2020-21

	HS	Budget/Balance	Percentage Analysis
	Modified Budget	$44,482,789	
	Projected Budget Balance	$0	0.0%
	EHS		
	Modified Budget	$6,023,922	
	Projected Budget Balance	$0	0.0%
	CCP		
	Modified Budget	$2,117,837	
	Projected Budget Balance	$0	0.0%

5.6.3 Budget to Actual 2021-22

	Combined HS/EHS	Budget/Balance	Percentage Analysis
	Budget	63,142,725	
	Projected Budget Balance	$0	0.0%

5.6.4 Budget to Actual 2022-23

	Combined HS/EHS	Budget/Balance	Percentage Analysis
	Budget	58,467,080	
	Projected Budget Balance	$0	0.0%
	Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) & American Rescue Plan (ARP)		
	Budget	6,603,075	
	Projected Budget Balance	$0	0.0%

6. SGB Training/Refresher

6.1 Overview of PSD Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)
Sean Segal, ERSEA Program Manager, presented an overview of ERSEA and highlighted the following:
- Head Start Regulations regarding ERSEA
- Determining Community Strengths, Needs and Resources
- Determining, Verifying, and Documenting Eligibility
- Additional Allowances for Programs
- Training on Eligibility
- Eligibility Criteria Violations Policy
- Selection Process
- Enrollment
- Continuity of Enrollment and Transitioning Between Programs
- Reserved Slots
- State Immunization Enrollment Requirements
- Attendance
- Supporting Attendance of Homeless Children
- Suspension and Expulsion

7. Consent Items

The following consent items were approved.
    7.1 SGB Delegate Appointments for the period beginning July 1, 2022 to June 30, 2023
        7.1.1   San Bernardino County Public Health Officer Dr. Sequeira appointed Joshua Dugas, Public Health Director
    7.2 Revised Annual PSD Governance Calendar of Activities 2022/23
    7.3 SGB Minutes
        7.3.1   May 19, 2022
        7.3.2   June 16, 2022 – Special Meeting
        7.3.3   July 11, 2022 – Special Meeting
        7.3.4   August 10, 2022 – Special Meeting

APPROVED
Motion/Second: Myrlene Pierre/Dr. Yoshioka
Roll-call Vote was taken.
AYES: Supervisor Baca Jr., Myrlene Pierre, Wendy Alvarez, Dr. Yoshioka
ABSENT: Superintendent Alejandre, Dr. Sequeira
ABSTAIN: Josh Dugas

8. Discussion Items

8.1 Approval of Resolution No. 2022-8-18
The SGB discussed and approved Resolution No 2022-8-18

APPROVED

Motion/Second: Josh Dugas/Wendy Alvarez
Roll-call Vote was taken.
AYES: Supervisor Baca Jr., Myrlene Pierre, Wendy Alvarez, Dr. Yoshioka, Josh Dugas
ABSENT: Superintendent Alejandre, Dr. Sequeira
ABSTAIN: None

8.2 Approval of Fiscal Year 2021-22 Applications Submissions for Quality Improvement and Cost of Living Adjustment (COLA)
Madeline Tsang, Administrative Manager, presented the request of approval to carry over $3,131,932.76 unobligated funds from HS program year 1 to program year 3 and $60,637.72 from EHS-CCP program year 2 to program year 3 of the combined HS/EHS/CCP programs.

Preliminary costs of $90,000 .

APPROVED
Motion/Second: Myrlene Pierre/Josh Dugas
Roll-call Vote was taken.
AYES: Supervisor Baca Jr., Myrlene Pierre, Wendy Alvarez, Dr. Yoshioka, Josh Dugas
ABSENT: Superintendent Alejandre, Dr. Sequeira
ABSTAIN: None

9. Informational Items

9.1 PSD Annual Preservice Conference
The annual PSD Preservice Conference will be held on August 25, 2022.

9.2 Next SGB Meeting
The next SGB meeting is scheduled for October 22, 2022.

10. Executive Comment

There was no Executive Comment.

11. Adjournment

The meeting adjourned at 3:07 P.M.

Preschool Services Department
Administration

Jacquelyn Greene
Director

Head Start Shared Governance Board Meeting
September 15, 2022

Attendance Sheet

Present:
1. Joe Baca, Jr., San Bernardino County Board of Supervisor, 5th District, Shared Governance Board Chair
2. Myrlene Pierre, Assistant Superintendent, Student Services SBCSS
3. Michael Knight, Assistant Director, San Bernardino County Department of Behavioral Health
4. Wendy Alvarez, Interim Children's Network Officer, San Bernardino County Children's Network

Absent:
5. Ted Alejandre, County Superintendent, San Bernardino County Superintendent of Schools, SGB Vice Chair
6. Dr. Georgina Yoshioka, DBH Interim Director, San Bernardino County Department of Behavioral Health
7. Michael Sequeira, MD, Health Officer, San Bernardino County Department of Public Health
8. Lorena Alatorre, Head Start Policy Council SGB Representative - PC Chair – Crestline Head Start
9. Tanisha Bradley, Head Start Policy Council SGB Representative – Community Representative

Head Start Shared Governance Board Minutes

DATE: September 15, 2022
PLACE: Preschool Services Department
          Zoom Video/Teleconference Special Meeting

1. And 2. Call to Order & Welcome/Introductions

The Shared Governance Board (SGB) meeting commenced at 9:00 A.M.
San Bernardino County (SBC) Board of Supervisors (BOS) 5th District Supervisor Joe Baca, Jr., SGB Chair, called the meeting to order and welcomed everyone.

3. Presentation of the Agenda

There were no changes to the agenda.

4. Public Comment

There were no public comments.

5. Discussion Item

5. APPROVAL OF RESOLUTION 2022-9-15
The SGB discussed and agreed to continue resolution to meet virtually.

APPROVED
- Motion/Second: Michael Knight/Wendy Alvarez
- Roll-call Vote was taken.
- AYES: Supervisor Baca Jr., Myrlene Pierre, Wendy Alvarez, Michael Knight
- ABSENT: Superintendent Alejandre, Dr. Sequeira, Dr. Yoshioka
- ABSTAIN: None

6. Executive Comment

7. Adjournment

The meeting adjourned at 9:03 A.M.

Preschool Services Department
Administration

Jacquelyn Greene
Director

Head Start Shared Governance Board Meeting
October 13, 2022

Attendance Sheet

Present:
1. Joe Baca, Jr., San Bernardino County Board of Supervisor, 5th District, Shared Governance Board Chair
2. Dr. Georgina Yoshioka, DBH Interim Director, San Bernardino County Department of Behavioral Health
3. Myrlene Pierre, Assistant Superintendent, Student Services SBCSS
4. Josh Dugas, Director, San Bernardino County Department of Public Health

Absent:
5. Ted Alejandre, County Superintendent, San Bernardino County Superintendent of Schools, SGB Vice Chair
6. Michael Sequeira, MD, Health Officer, San Bernardino County Department of Public Health
7. Wendy Alvarez, Interim Children's Network Officer, San Bernardino County Children's Network

Head Start Shared Governance Board Minutes

DATE: October 13, 2022
PLACE: Preschool Services Department
          Zoom Video/Teleconference Special Meeting

1. And 2. Call to Order & Welcome/Introductions

The Shared Governance Board (SGB) meeting commenced at 2:00 P.M.
San Bernardino County (SBC) Board of Supervisors (BOS) 5th District Supervisor Joe Baca, Jr., SGB Chair, called the meeting to order and welcomed everyone.

3. Presentation of the Agenda

There were no changes to the agenda.

4. Public Comment

There were no public comments.

5. Discussion Item

5. APPROVAL OF RESOLUTION 2022-10-13
The SGB agreed to continue resolution to meet virtually.

APPROVED
- Motion/Second: Josh Dugas/Myrlene Pierre
- Roll-call Vote was taken.
- AYES: Supervisor Baca Jr., Myrlene Pierre, Dr. Yoshioka, Josh Dugas
- ABSENT: Superintendent Alejandre, Dr. Sequeira, Wendy Alvarez
- ABSTAIN: None

6. Executive Comment

7. Adjournment

The meeting adjourned at 2:03 P.M.

Preschool Services Department
Administration

Jacquelyn Greene
Director

Head Start Shared Governance Board Meeting
November 9, 2022

Attendance Sheet

Present:
1. Joe Baca, Jr., San Bernardino County Board of Supervisor, 5th District, Shared Governance Board Chair
2. Wendy Alvarez, Interim Children's Network Officer, San Bernardino County Children's Network
3. Michael Knight, DBH Assistant Director, San Bernardino County Department of Behavioral Health
4. Myrlene Pierre, Assistant Superintendent, Student Services SBCSS
5. Josh Dugas, Director, San Bernardino County Department of Public Health
6. Shelly Thomas, Policy Council Chair SGB Representative, Community Representative
7. Christine Davidson, Policy Council SGB Representative, Community Representative
8. Oretha Pakpahan, Policy Council SGB Representative, South Redlands Head Start

Absent:
9. Ted Alejandre, County Superintendent, San Bernardino County Superintendent of Schools, SGB Vice Chair
10. Michael Sequeira, MD, Health Officer, San Bernardino County Department of Public Health
11. Dr. Georgina Yoshioka, DBH Interim Director, San Bernardino County Department of Behavioral Health

Head Start Shared Governance Board
Meeting Minutes

DATE: November 9, 2022
PLACE: Preschool Services Department
            Zoom Video/Teleconference Meeting

1. & 2. Call to Order & Welcome/Introductions

The Shared Governance Board (SGB) meeting commenced at 2:30P.M.

San Bernardino County (SBC) Board of Supervisors (BOS) 5th District Supervisor Joe Baca, Jr., SGB Chair, called the meeting to order and welcomed everyone.

3. Public Comment

There were no public comments.

4. Presentation of the Agenda

4.1 Modification to the Agenda
There were no changes to report.

5. Executive Reports/Program Updates

5.1 Program Updates
Jacquie Greene, Director, informed the SGB of the following Preschool Services Department updates.

Office of Head Start (OHS) Classroom Assessment Scoring System (CLASS) Reviews

- OHS CLASS Monitoring Reviews for Fiscal Year 2023 will be conducted as a CLASS Video Pilot.
- PSD was selected to participate in the pilot. The review will begin November 16, 2022 to January 14, 2023.
- PSD was also selected to participate in the random in-person observations of the classrooms
- FY23 CLASS Scores will not be used to make competitive determinations under the Designation Renewal System. Scores will be used to help OHS understand the current experiences of children in Head Start classrooms as a quality improvement opportunity and to offer training and technical assistance supports.

Cost of Living Adjustment (COLA) and One-Time Lump Sum Payment & Medical Premium Subsidy

- On October 22, 2022, the San Bernardino County (SBC) Board of Supervisors (BOS) approved the 2.28% COLA, one-time lump sum payment of $190 and the medical premium subsidy increase to $263.38 per pay-period.

Mask and Vaccination Mandate Changes
- PSD staff and families were notified that effective Monday, October 31, mask and face coverings are no longer required.
- Effective October 24, a new self-testing procedure was implemented for staff that are not fully vaccinated.

Facility Update
- PSD is working with Real Estate Services and Project Management Division on a lease of a new Victorville site that PSD will also be purchasing. Following the appraisal, the cost of the facility has been reduced from 800K to 500K. PSD hopes to occupy the facility by April 2023.
- PSD is still looking for a new PSD Administration Office/Child Development Center that will also be used as a training facility.

PSD Enrollment Report

Program	Percentage Enrolled	Total Slots	Children Enrolled	Vacancies 30 days or less	Total Enrollment averaging in vacancies that are 30 days or less
	63%	3,244	2,054	51	65%
Early Head Start	60%	524	313	28	65%
Early Head Start - Child Care Partnership	95%	130	124	6	100%

Supervisor Baca Jr. inquired about waiting lists at the sites that are 100% enrolled. Jacquie explained that families are referred to other PSD sites when a site is full. PSD continuously monitors sites and makes changes according to the community needs.

5.2 US Department of Health & Human Services Communication
Jacquie Greene, Director, presented the following communication from the Administration for Children and Families – Office of Head Start.
    5.2.1.   Information Memorandum 22-06 – Strategies to Stabilize the Head Start Workforce
    5.2.2.   Information Memorandum 22-07 – Reporting Child Health and Safety Incidents
    5.2.3.   Information Memorandum 22-08 – Fiscal Year 2023 Monitoring Process for Head Start/Early Head Start Recipients

5.3 Final Program Information Reports 21-22
Debra Billings-Merlos, Deputy Director, presented the final 21/22 Program Information Summaries for the following programs:
- PSD Early Head Start and Early Head Start-Child Care Partnership Combined
- PSD Head Start
- Easter Seals Early Head Start
- Easter Seals Head Start

5.4 Monthly 2022-23 Program Information Report updates for PSD and Easter Seals – September 2022
Debra Billings-Merlos, Deputy Director, shared the September 2022 Program Information Report (PIR) updates for PSD program options: Head Start (HS), Early Head Start (EHS) and Child Care Partnership (CCP) programs and PSD Delegate Agency, Easter Seals program options: HS and EHS. The following areas were highlighted.
- Medical and Dental
- Disability & Family Services
- Education and Unemployment Status for Two-Parent and Single-Parent Families

5.5 San Bernardino County 2022-23 Performance Measures – Quarter 1

Arlene Molina, Deputy Director, presented the draft of the 22/23 Quarter 1 PSD Performance Measures.

GOAL	22-23 Target	Quarter 1
Identify the number of Head Start/State Preschool children ages 3 – 5 not meeting developmental expectations based on the Head Start Early Learning Outcomes Framework for their age in Literacy skills on the first quarter's assessment and reduce this count by 55% by June 30, 2023.	55%	N/A
Identify the number of Early Head Start children ages 18 – 36 months not meeting developmental expectations based on the Head Start Early Learning Outcomes Framework for their age in social emotional skills on the first quarter's assessment and reduce this count by 30% by June 30, 2023.	30%	N/A
Enhance the referral process of enrollment with the Children and Family Services Department.	415	152
Decrease the number of children who are identified as obese or overweight from the higher level of Body Mass Index (BMI) classification to the next lower level by children's height and weight.	60%	N/A

Supervisor Baca Jr. inquired if the goals have increased throughout the years. Arlene answered that PSD does assess the goals each year to determine what the next years goals will be. She further explained that last year we did not meet some of our goals due to covid social distancing/quarantines and seeing an increase in children with trauma backgrounds. PSD Management is scheduling additional trainings for teaching staff to create strategies for children to integrate into our classrooms more effectively. We are currently seeing an increase of stabilization in our classes as the quarantines have been decreasing.

5.6 Finance Reports – Budget to Actuals
Madeline provided the Budget-to-Actual and Projected Expenditure Reports as of September 30, 2022 for the following programs as follows:

5.6.1 Budget to Actual 2019-20

	Budget/Balance	Percentage Analysis
Head Start (HS)		
Modified Budget	$53,329,708	
Projected Budget Balance	$150,130	0.3%
Early Head Start (EHS)		
Modified Budget	$5,207,712	
Projected Budget Balance	$14,759	0.3%
Cares Act Funding (CAF)		
Modified Budget	$3,897,512	
Projected Budget Balance	$0	0.0%

5.6.2 Budget to Actual 2020-21

	Budget/Balance	Percentage Analysis
HS		
Modified Budget	$44,482,789	
Projected Budget Balance	$0	0.0%
EHS		
Modified Budget	$6,023,922	

Projected Budget Balance	$0	0.0%
CCP		
Modified Budget	$2,117,837	
Projected Budget Balance	$0	0.0%

5.6.3 Budget to Actual 2021-22

Combined HS/EHS	**Budget/Balance**	**Percentage Analysis**
Budget	63,142,725	
Projected Budget Balance	$0	0.0%

5.6.4 Budget to Actual 2021-23

Combined HS/EHS	**Budget/Balance**	**Percentage Analysis**
Budget	58,467,080	
Projected Budget Balance	$0	0.0%
Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) & American Rescue Plan (ARP)		
Budget	6,603,075	
Projected Budget Balance	$0	0.0%

6. SGB Training/Refresher

6.1 Overview of Governance Responsibilities
Jacquie Greene, Director, presented an overview of Governance Responsibilities and highlighted the following:
- Head Start Governing Body Certification Glossary of Documents and Reports
- BOS Resolution Establishing the SGB
- SGB By-laws
- Office of Head Start – Required Reports

6.2 Overview of School Readiness
Shannon Rodriguez, Program Manager, presented an overview of School Readiness Goals and highlighted the following:
- Framework for Programs Serving Preschool Children and Their Families
- Head Start Early Learning Outcomes Framework (ELOF)
  - Central Domains of Infant/Toddler and Preschool Children
- Examples of School Readiness Goals
  - Domain
  - Children's Goal
  - Data Sources
- Parent, Family, and Community Engagement (PFCE) Framework
- Head Start Parent and Family Engagement Outcomes
- Aggregation of Data
  - Desired Results Development Profile
  - Early Child Environmental Rating Scales
  - Family Services Assessment
  - Family Partnership Agreements
  - Community Assessment

7. Consent Items

The following consent items were approved.

      7.1 Approve Annual SGB and PSD Items

            7.1.1   Revised SGB Calendar – 2022/23

            7.1.2   Governance Internal Dispute Resolution Policy

            7.1.3   PSD Public Complaints Policy

      7.2 Approve SGB Minutes

            7.2.1   July 11, 2022

            7.2.2   August 10, 2022

APPROVED

Motion/Second: Josh Dugas/Myrlene Pierre

Roll-call Vote was taken.

AYES: Supervisor Baca Jr., Myrlene Pierre, Wendy Alvarez, Michael Knight, Josh Dugas

ABSENT: Superintendent Alejandre, Dr. Sequeira, Dr. Yoshioka

ABSTAIN: None

8. Discussion Items

8.1 Approval of Resolution No. 2022-11-09

The SGB discussed and approved Resolution No. 2022-11-09.

APPROVED

Motion/Second: Josh Dugas/Michael Knight

Roll-call Vote was taken.

AYES: Supervisor Baca Jr., Myrlene Pierre, Wendy Alvarez, Michael Knight, Josh Dugas

ABSENT: Superintendent Alejandre, Dr. Sequeira, Dr. Yoshioka

ABSTAIN: None

8.2 Approval of Fiscal Year 2021-22 Head Start Carryover Request

Madeline Tsang, Administrative Manager, presented the request to carryover a total of $9,998,565 unobligated funds from the Head Start (HS) and Early Head Start (EHS) program year two to program year three. The carryover includes funding that was carried over from previous program years and due to the COVID-19 pandemic conditions, labor market and supply chain shortages, there were delays in vendor deliveries as well as some facility projects. The carryover is requested to complete the outstanding projects and to continue providing quality services to enrolled children and families.

Funds will be utilized to complete designated purchases as follows:

- **Equipment:** $ 772,340 HS funds and $441,000 EHS funds will be used to purchase a truck for the PSD warehouse, shade structures, playground equipment for various PSD sites such as Upland, Yucaipa, Victorville, Apple Valley, Westminster, Yucca Valley, Las Terrazas, etc. for HS and EHS expansion programs.

- **Supplies:** $ 116,424 HS funds and $792,057 EHS funds will be used to purchase furniture, health products, and classroom supplies mainly for the EHS expansion sites.

- **Construction:** $ 4,000,000 HS funds will be utilized to purchase 2 new Child Development Centers at Victorville ($400,000-$500,000) and San Bernardino East/West Valley ($3,500,000 to $3,600,000). The Child Development Center in San Bernardino will include a Family Learning Center and Administration

Offices. The other Child Development Center is needed for replacing a closed preschool sites in the Victorville area.

- **Other:** $3,262,526 HS funds and $614,218 EHS funds will be used to hire temporary help positions ($1,000,000) such as teachers, janitors, other program, and administrative support staff. These funds will also be utilized to purchase fences, Pour N Play, turf for various preschool sites; to build bike track for upland location and an elevator for Yucaipa; to cover the costs of space lease and renovations including architectural design, permits, construction preparations, 1303 preparation costs including identifying properties and environmental reports, moving and installation charges for various HS and EHS expansion sites.

PSD will meet federal and county procurement requirements for above purchases. The San Bernardino Real Estate Services Department will take lead on the property search for lease and acquisition. The Project Management Division will take lead on the facility planning and construction process. PSD will complete the required 1303 application to obtain the Office of Head Start approval for equipment purchases and major renovation projects (cost equal or greater than $250,000).

This carryover request was presented and approved by the Head Start Policy Council at their meeting on October 17, 2022.

Motion/Second: Michael Knight/Wendy Alvarez
Roll-call Vote was taken.
AYES: Supervisor Baca Jr., Myrlene Pierre, Wendy Alvarez, Michael Knight, Josh Dugas
ABSENT: Superintendent Alejandre, Dr. Sequeira, Dr. Yoshioka
ABSTAIN: None

9. Informational Items

9.1 Next SGB Meeting
The next SGB meeting is scheduled for January 19, 2023.

10. Executive Comment

Josh Dugas thanked everyone for all the work in preparing the agenda and all of the presentations and wished everyone happy holidays.

Supervisor Baca Jr. invited all to the 5th District holiday open house on December 6. Children's Toys and animal treats/toys will be collected and will be donated to children agencies including some PSD sites and animal shelters respectively.   He also thanked Jacquie for her leadership and for all of us putting the meeting together from the agenda to the presentations.
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11. Adjournment

The meeting adjourned at 4:00 P.M.

Preschool Services Department
Administration

Jacquelyn Greene
Director

Head Start Shared Governance Board Meeting
December 9, 2022

Attendance Sheet

Present:
1. Joe Baca, Jr., San Bernardino County Board of Supervisor, 5th District, Shared Governance Board Chair
2. Dr. Georgina Yoshioka, DBH Interim Director, San Bernardino County Department of Behavioral Health
3. Josh Dugas, Director, San Bernardino County Department of Public Health
4. Myrlene Pierre, Assistant Superintendent, Student Services SBCSS
5. Wendy Alvarez, Interim Children's Network Officer, San Bernardino County Children's Network
6. Christine Davidson, Policy Council SGB Representative, Community Representative

Absent:
7. Ted Alejandre, County Superintendent, San Bernardino County Superintendent of Schools, SGB Vice Chair
8. Michael Sequeira, MD, Health Officer, San Bernardino County Department of Public Health
9. Shelly Thomas, Policy Council Chair SGB Representative, Community Representative
10. Oretha Pakpahan, Policy Council SGB Representative, South Redlands Head Start

Head Start Shared Governance Board Minutes

DATE: December 9, 2022
PLACE: Preschool Services Department
           Zoom Video/Teleconference Special Meeting

1. And 2. Call to Order & Welcome/Introductions

The Shared Governance Board (SGB) meeting commenced at 9:30 A.M.
San Bernardino County (SBC) Board of Supervisors (BOS) 5th District Supervisor Joe Baca, Jr., SGB Chair, called the meeting to order and welcomed everyone.

3. Presentation of the Agenda

There were no changes to the agenda.

4. Public Comment

There were no public comments.

5. Discussion Item

5. APPROVAL OF RESOLUTION 2022-12-09
The SGB agreed to continue resolution to meet virtually.

APPROVED
- Motion/Second: Josh Dugas/Dr. Yoshioka
- Roll-call Vote was taken.
- AYES: Supervisor Baca Jr., Dr. Yoshioka, Josh Dugas, Myrlene Pierre, Wendy Alvarez
- ABSENT: Superintendent Alejandre, Dr. Sequeira
- ABSTAIN: None

6. Executive Comment

7. Adjournment

The meeting adjourned at 9:33 A.M.

Preschool Services Department
Administration

Jacquelyn Greene
Director

Head Start Shared Governance Board Meeting
January 6, 2023

Attendance Sheet

Present:
1. Joe Baca, Jr., San Bernardino County Board of Supervisor, 5th District, Shared Governance Board Chair
2. Michael Knight, Assistant Director, San Bernardino County Department of Behavioral Health
3. Myrlene Pierre, Assistant Superintendent, Student Services SBCSS
4. Wendy Alvarez, Interim Children's Network Officer, San Bernardino County Children's Network
5. Oretha Pakpahan, Policy Council SGB Representative, South Redlands Head Start
6. Christine Davidson, Policy Council SGB Representative, Community Representative

Absent:
7. Ted Alejandre, County Superintendent, San Bernardino County Superintendent of Schools, SGB Vice Chair
8. Michael Sequeira, MD, Health Officer, San Bernardino County Department of Public Health
9. Dr. Georgina Yoshioka, Director, San Bernardino County Department of Behavioral Health
10. Shelly Thomas, Policy Council Chair SGB Representative, Community Representative

Head Start Shared Governance Board Minutes

DATE: January 6, 2023
PLACE: Preschool Services Department
          Zoom Video/Teleconference Special Meeting

1. And 2. Call to Order & Welcome/Introductions

The Shared Governance Board (SGB) meeting commenced at 10:00 A.M.
San Bernardino County (SBC) Board of Supervisors (BOS) 5th District Supervisor Joe Baca, Jr., SGB Chair, called the meeting to order and welcomed everyone.

3. Presentation of the Agenda

There were no changes to the agenda.

4. Public Comment

There were no public comments.

5. Discussion Item

5. APPROVAL OF RESOLUTION 2023-1-06
The SGB agreed to continue resolution to meet virtually.

APPROVED
- Motion/Second: Myrlene Pierre, Wendy Alvarez
- Roll-call Vote was taken.
- AYES: Supervisor Baca Jr., Myrlene Pierre, Wendy Alvarez, Michael Knight
- ABSENT: Superintendent Alejandre, Dr. Sequeira Dr. Yoshioka
- ABSTAIN: None

6. Executive Comment

7. Adjournment

The meeting adjourned at 10:04 A.M.

**HEAD START SHARED GOVERNANCE BOARD FOR
SAN BERNARDINO COUNTY PRESCHOOL SERVICES DEPARTMENT**

RESOLUTION NO. 2023-1-19

A RESOLUTION OF THE HEAD START SHARED GOVERNANCE BOARD FOR SAN
BERNARDINO COUNTY PRESCHOOL SERVICES DEPARTMENT
FINDING THAT MEETING IN PERSON PRESENTS AN IMMINENT RISK TO
THE HEALTH OR SAFETY OF ATTENDEES
AS A RESULT OF THE COVID-19 STATE OF EMERGENCY

WHEREAS, on March 4, 2020, the Governor proclaimed a State of Emergency to exist in California as a result of the threat of COVID-19; and

WHEREAS, on March 17, 2020, the Governor issued Executive Order N-29-20, under the provisions of Government Code section 8571, finding that strict compliance with various statutes and regulations specified in that order would prevent, hinder, or delay appropriate actions to prevent and mitigate the effects of COVID-19; and

WHEREAS, Executive Order N-29-20, in part, suspended certain provisions of the Ralph M. Brown Act (Brown Act) related to participation in meetings via teleconference in order to provide legislative bodies with more flexibility to hold public meetings while maintaining social distancing due to COVID-19; and

WHEREAS, on June 11, 2021, the Governor issued Executive Order N-08-21 which, in part, provides that the teleconferencing provisions set forth in Executive Order N-29-20 expire on September 30, 2021; and

WHEREAS, on September 16, 2021, the Governor signed Assembly Bill 361 into law, amending the Brown Act in order to continue some of the teleconferencing flexibility during a State of Emergency following the expiration of Executive Order N-29-20 on September 30, 2021; and

WHEREAS, in order to utilize the teleconferencing provisions of Assembly Bill 361, there must be a proclaimed State of Emergency and either: (1) social distancing measures recommended by State or local officials or (2) the legislative body must make certain initial findings; and

WHEREAS, to continue to the utilize the teleconferencing provisions of Assembly Bill 361, within 30 days of holding a meeting under the provisions enacted by Assembly Bill 361, the legislative body must make new findings; and

WHEREAS, there is currently a State of Emergency in California pursuant to the Governor's March 4, 2020, proclamation; and

WHEREAS, due to the ongoing State of Emergency and the public health threat posed by COVID-19, the HEAD START SHARED GOVERNANCE BOARD FOR SAN BERNARDINO COUNTY PRESCHOOL SERVICES DEPARTMENT seeks to make findings, as required by Assembly Bill 361, that as a result of the COVID-19 State of Emergency, meeting in person would present an imminent risk to the health or safety of some meeting attendees; and

WHEREAS, the circumstances of the State of Emergency continue to directly impact the ability of the members of the legislative body and members of the public to meet safely in person; and

NOW, THEREFORE, BE IT RESOLVED, by the HEAD START SHARED GOVERNANCE BOARD FOR SAN BERNARDINO COUNTY PRESCHOOL SERVICES DEPARTMENT, as follows:

Section 1. The Governor's State of Emergency Declaration, issued on March 4, 2020, remains active.

Section 2. As a result of the March 4, 2020, State of Emergency, meeting in person would present an imminent risk to the health or safety of some attendees.

Section 3. The circumstances of the emergency have been considered and the State of Emergency directly impacts the ability of the HEAD START SHARED GOVERNANCE BOARD FOR SAN BERNARDINO COUNTY PRESCHOOL SERVICES DEPARTMENT and members of the public to meet safely exclusively in person.

Section 4. This Resolution and the findings contained herein shall apply to all meetings of the Board and all of the Standing Committees of the HEAD START SHARED GOVERNANCE BOARD FOR SAN BERNARDINO COUNTY PRESCHOOL SERVICES DEPARTMENT.

The foregoing Resolution was passed and adopted this 19th day of January 2023 by the following vote:

AYES: Baca Jr., Alejandre, Alvarez, Yoshioka, Sequeira

NOES: None

ABSENT: None

ABSTAIN: None

                                                              APPROVED:

                                                              _____
                                                              Shared Governance Board Chair

ATTEST:

_____
Shared Governance Board Secretary

SAN BERNARDINO COUNTY

Preschool Services Department
Administration

Jacquelyn Greene
Director

FY 2021-23 COVID (P.L. 116-260)/American Rescue Plan 09HE000668-01-01

Budget Transfer Request

Approval by Policy Council and Shared Governance Board

San Bernardino County Preschool Services Department (PSD) is requesting approval of the following budget transfers within the American Rescue Plan Funds for fiscal year 2022-23. PSD has fully spent the COVID (P.L. 116-260) funds in the amount of $1,300,187 awarded by Grant # 09HE000668-01-00. The total transfer amount ($1,439,237) in the table below is within the American Rescue Plan (Grant # 09HE000668-01-01).

The purpose of this transfer request is to repurpose funds to be utilized in the highest areas of need such as safety, health, and staff retention. This transfer request will allow PSD to utilize the funds effectively for carrying out the mission and the essential preschool services within San Bernardino County. Approval of this request is necessary for an efficient use of savings/available funds to support the needs of enrolled children and their families.

The estimated expenditures by Program, CAN number, and Budget Category are as follows:

GABI Code	Budget Categories	Current Amount	Year to Date Expenditure	Balance	Head Start CAN# 1-G091200 Transfer Out	Head Start CAN# 1-G091200 Transfer In	Revised Amount
A	Salaries	459,804	1,179,071	(719,267)	-	1,267,174	1,726,978
B	Fringe Benefits	293,486	292,923	563	-	166,776	460,262
C	Travel	-	-	-	-	-	-
D	Equipment	45,000	5,287	39,713	-	5,287	50,287
E	Supplies	2,616,498	125,476	2,491,022	(1,038,734)	-	1,577,764
F	Contractual	1,901,690	1,299,423	602,267	(400,503)	-	1,501,187
G	Construction	-	-	-	-	-	-
H	Other	1,286,597	882,577	404,020	-	-	1,286,597

Total	$6,603,075	$3,784,756	$2,818,319	($1,439,237)	$1,439,237	$6,603,075

The above transfers reflect actual expenditures to date as well as projected expenditures as of December 31, 2022.   The Detailed budget justifications are as follows:

Salaries
PSD is requesting a net transfer in of $1,267,174 from the Salaries budget category, which will be funded by savings from Supplies and Contractual budget categories. This transfer will allow PSD to provide a one-time retention stipend to PSD contract staff, and to cover staffing expenses for COVID-19 required program activities.

Fringe Benefits
The net transfer in of $166,776 from the Fringe Benefits budget category will be funded by savings from the Contractual budget category. This transfer will allow PSD to provide a one-time retention stipend to PSD contract staff, and to cover staff compensations for COVID-19 required program activities.

Equipment
The net transfer in of $5,287 is to cover the partial payment of a storage container.

Supplies
The net transfer out of $1,038,734 in the Supplies budget category will be used to fund staff salaries mentioned in the Salaries budget justifications above.

Contractual
The net transfer out of $400,503 from the Contractual budget category will fund part of staff salaries and benefits.

This request will be presented for approval to the Parent Policy Council and Shared Governance Board at their respective meetings on January 17th and 19th of 2023.
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SAN BERNARDINO COUNTY

Preschool Services Department
Administration

Jacquelyn Greene
Director

R E V I S E D

FY 2022-23 (PY03) Head Start Grant Award (09CH011719-03)

Submitted to the policy Council and Shared Governance Board

Preschool Services Department (PSD) is proposing a 1303 application submission to renovate the available Family Learning Center (FLC) (4,250 SF) based on the relocation of the FLC to the new Bakery location within the complex. Therefore, PSD intends to add 4 classrooms with additional child-sized toilets at 2382 Del Rosa Ave N, San Bernardino, CA 92404 to serve children. A detailed review of program operations determined that this site would be optimal to serve 64 children through the extended duration of Head Start services. This site is centrally located to the community and will allow PSD to provide Head Start services to the low-income families of San Bernardino. To facilitate the needs of classroom space, a major renovation is required. The estimated total renovation project cost is $627,307, which includes $202,407 provided by the Landlord and $424,900 provided by PSD. The cost of this project exceeds $250,000 of the minor renovation threshold; therefore, PSD is required to submit a 1303 application as a major renovation project per 45 CFR 1303 Subpart E.

This renovation project was budgeted in the FY 2021-2022 Carry Over Request that was approved by the Parent Policy Council on October 17, 2022, and by the Shared Governance Board on November 9, 2022. The FY 2021-22 Carry Over Request including the budget for this renovation project was approved by the Office of Head Start on November 23, 2022.

BOARD OF SUPERVISORS

COL. PAUL COOK (RET.)
Vice Chairman, First District

JESSE ARMENDAREZ
Second District

DAWN ROWE
Chair, Third District

CURT HAGMAN
Fourth District

JOE BACA, JR.
Fifth District

Leonard X. Hernandez
Chief Executive Officer

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