



**San Bernardino County Head Start Shared Governance Board Meeting**  
**Agenda for May 17, 2023**  
[The Shared Governance Board – PSD \(sbcounty.gov\)](http://psd.sbcounty.gov)

**JOE BACA, JR., CHAIR**  
SBC 5th District Supervisor

**TED ALEJANDRE, VICE-CHAIR**  
SBC Superintendent of Schools

**MICHAEL SEQUEIRA, MD, PUBLIC HEALTH OFFICER**  
SBC Public Health

**DR. GEORGINA YOSHIOKA, DIRECTOR**  
SBC Behavioral Health

**WENDY ALVAREZ, INTERIM CHILDREN’S NETWORK OFFICER**  
SBC Children’s Network

**SHELLY THOMAS**  
Head Start Policy Council Chair  
Community Representative  
SGB Representative

**CHRISTINE DAVIDSON**  
Head Start Policy Council Member  
Community Representative  
SGB Representative

**ORETHA PAKPAHAN**  
Head Start Policy Council Member  
South Redlands Head Start  
SGB Representative

**TIME: 2:30 P.M. to 4:00 P.M.**

**LOCATION: 662 S. Tippecanoe Avenue, San Bernardino, CA 92415**

*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. PSD will accept public comments in advance of the meeting by email to [Sharmaine.Robinson@psd.sbcounty.gov](mailto: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. 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 Tuesday, May 16, 2023.*

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|--|---------------------------------------|
| <b>1. CALL TO ORDER</b>  | Supervisor Joe Baca Jr., Chair        |
| <b>2. WELCOME/INTRODUCTIONS</b>  | Supervisor Joe Baca Jr., Chair        |
| <b>3. PUBLIC COMMENT</b>   | Supervisor Joe Baca Jr., Chair        |
| <b>4. PRESENTATION OF THE AGENDA</b><br>Notice of minor revisions to agenda items, items removed or continued. | Shar Robinson, Secretary              |
| <b>5. EXECUTIVE REPORTS/PROGRAM UPDATES</b>  |                                       |
| 5.1 Receive US Department of Health & Human Services Communication   | Jacquie Greene, Director              |
| 5.1.1 Information Memorandum 23-01 – The Role of Head Start Programs in Addressing Lead in Water               |                                       |
| 5.1.2 Program Instruction 23-03 – Hurricanes Fiona and Ian Disaster Recovery Funds                             |                                       |
| 5.2 Receive Report of Program Updates (Oral Report)  | Jacquie Greene, Director              |
| 5.3 Receive 2023-24 Grant Application Update (Oral Report)   | Jacquie Greene, Director              |
| 5.4 Receive Monthly 2022-23 Program Information Report   | Matthew Montana, Program Specialist I |

**AGENDA: May 17, 2023**

- 5.5 Receive Draft Quarterly Performance Measures Program Year 2022-23  
Quarter 3 Arlene Molina, Deputy Director
- 5.6 Receive State Program Self- Evaluation Report 2021-22 Tina Knight, Program Specialist I
- 5.7 Receive Finance Budget to Actuals Reports Madeline Tsang, Administrative Manager
  - 5.7.1 Fiscal Year 2019-20
  - 5.7.2 Fiscal Year 2022-23
- 5.8 Receive Draft of PSD Annual Report 2021-22 Mayra Coleman, Program Specialist II
- 5.9 Receive Self-Assessment Report 2021-22 Arlene Molina, Assistant Director

**6. CONSENT ITEMS**

Supervisor Joe Baca Jr., Chair

- 6.1 Approve SGB Delegates 2023-24
- 6.2 Approve SGB 2023-24 Calendar
- 6.3 Approve PSD Governance Calendar of Activities 2023-24
- 6.4 Approve PSD Annual Planning Road Map 2023-24
- 6.5 Approve SGB Minutes
  - 6.5.1 March 23, 2023

**7. DISCUSSION ITEMS**

- 7.1 Approve 2023-24 Head Start/Early Head Start, Early Head Start-  
Child Care Partnership – Cost of Living Adjustment and Quality  
Improvement Grant Supplemental Application Jacquie Greene, Director
- 7.2 Approve 2022-23 Budget Transfer Madeline Tsang, Administrative Manager
- 7.3 Approve Head Start Policy Council By-laws Tina Pham, Supervising Program Specialist

**8. INFORMATIONAL ITEMS**

- 8.1 Next Shared Governance Board Meeting – August 24, 2023 Supervisor Joe Baca Jr., Chair

**9. EXECUTIVE COMMENT**

Supervisor Joe Baca Jr., Chair

**10. ADJOURNMENT**

Supervisor Joe Baca Jr., Chair

Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-IM-HS-23-01	2. Issuance Date: 03/28/2023
	3. Originating Office: Office of Head Start	
	4. Key Word: Lead Poisoning Prevention; Drinking Water; Testing and Screening for Lead; Effects of Lead Exposure; Funding Support	

## INFORMATION MEMORANDUM

**TO:** All Head Start and Early Head Start Grant Recipients

**SUBJECT:** The Role of Head Start Programs in Addressing Lead in Water

### INFORMATION:

Lead is a toxic metal and there is no safe blood lead level for children.<sup>1</sup> Because their bodies are still developing, children under the age of 6 are at greatest risk for significant and potentially lifelong health problems as a result of exposure. They are more likely to come into contact with lead through paint or dust since young children often put their hands or objects in their mouths. However, lead in drinking water can also be a significant contributor to overall exposure to lead. This is particularly true for infants whose diet consists of food and liquids made with water, such as baby food or formula. The adverse health effects of lead exposure can be both physical and behavioral. Even low levels of lead in children can lead to anemia, behavior and learning problems, and other concerns.

Head Start programs have a critical role to play in [preventing lead poisoning in children](#). Programs are required to maintain a facility that is free from pollutants, hazards, and toxins that are accessible to children and could endanger their safety — and that includes lead in water and paint. As part of Head Start monitoring, programs can expect to be asked about their processes to identify lead hazards and mitigate them. This Information Memorandum highlights available resources for programs to address lead in water specifically.

### Testing for and Addressing Lead in Water

The [U.S. Environmental Protection Agency \(EPA\)](#) has developed a number of resources to guide programs to test and remediate for lead in water.

There are no specific funds designated for the purpose of lead assessments in Head Start programs. However, grant recipients may budget program funds to address lead in water, including necessary minor renovations to facilities. Allowable uses of program funds may include:

- Testing for lead in water
- Remediation actions such as purchasing, installing, and maintaining point-of-use devices for lead removal, such as water filters
- Replacing water fixtures and plumbing, including lead service lines<sup>ii</sup>

As programs consider their needs related to addressing lead in water in Head Start facilities, the Administration for Children and Families encourages grant recipients to submit one-time funding applications for facility needs not supported by operations funding. Note these one-time requests are addressed by priority and subject to availability of funds.

### **Other Federal Funding Sources**

Head Start programs may be able to leverage [EPA funding](#) to eliminate lead in their facilities. The Bipartisan Infrastructure Law, 2022, authorized increased funding of \$700 million over 5-years across two grant programs:

- [Voluntary School and Child Care Lead Testing and Reduction Grant Program](#)
- [Reducing Lead in Drinking Water Grant Program](#)

These programs aim to address lead in water through testing, remediation, and infrastructure improvements, including in child care and school settings. Grant recipients should reach out to their respective [state agency](#) to learn more about the EPA programs and other available resources.

### **Partnering with Families to Promote Children’s Healthy Development**

Head Start programs are already working closely with families and health care providers to make sure children are [screened](#) for lead poisoning ([45 CFR §1302.46](#)). These screenings align with the Centers for Medicare and Medicaid Services (CMS) universal blood lead screening requirement for all Medicaid-eligible children, under their states’ [Early and Periodic Screening, Diagnostic and Testing](#) schedule.<sup>iii</sup> The Office of Head Start (OHS) applauds programs’ ongoing efforts to partner with [parents and caregivers](#) to make sure all enrolled children receive required blood screening.

OHS continues to encourage programs to leverage [available resources](#) in discussing with families how to prevent and address lead exposure in the home, such as through:

- Testing for lead in paint hazards and in water
- Minimizing children and pregnant persons’ exposure to paint hazards, especially in homes built before 1978
- Creating barriers between living or play areas and possible lead hazards
- Cleaning and hygiene practices, such as regularly mopping and washing hands and toys

To learn more about the role Head Start programs play in keeping children safe and supporting families to prevent lead poisoning, visit the [Early Childhood Learning and Knowledge Center](#) and [Office of Early Childhood Development](#) websites.

Thank you for the work you do on behalf of children and families.

Sincerely,

/ Khari Garvin /

Khari Garvin  
Director  
Office of Head Start

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<sup>i</sup> The Centers for Disease Control and Prevention has established a blood lead “reference value” that serves as a screening tool to identify children with higher levels of lead in their blood compared with most children. However, no safe blood lead level in children has been identified: <https://www.cdc.gov/nceh/features/leadpoisoning/index.html>

<sup>ii</sup> As long as total costs for any proposed plumbing improvements, such as replacing water fixtures and lead service lines, are less than \$250,000, they would be considered minor renovations and allowable expenditures with program funds. If costs are anticipated to exceed \$250,000, programs should contact their regional office to determine appropriate next steps.

<sup>iii</sup> Arizona is currently the only state approved by CMS to implement a targeted lead screening program.

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<b>ACF</b> <b>Administration for Children</b> <b>and Families</b>	<b>U.S. DEPARTMENT OF HEALTH</b> <b>AND HUMAN SERVICES</b>	
	1. Log No. ACF-PI-HS-23-03	2. Issuance Date: 03/15/2023
	3. Originating Office: Office of Head Start	
	4. Key Words: Hurricanes Fiona and Ian; Natural Disaster; Disaster Relief; Response and Recovery Efforts; Disaster Assistance	

## PROGRAM INSTRUCTION

**TO:** Head Start and Early Head Start Programs Impacted by Hurricanes Fiona and Ian

**SUBJECT:** Hurricanes Fiona and Ian Disaster Recovery Funds

### INSTRUCTION:

This Program Instruction (PI) outlines the process to request disaster recovery funds for Head Start and Early Head Start programs, including replacement of damaged or destroyed property and facilities following Hurricanes Fiona and Ian. The PI is also intended to assist governing bodies and key management staff in determining the types of assistance and amount of recovery funds that are needed.

President Biden signed the Consolidated Appropriations Act, 2023 ([H.R. 2617](#)), into law on December 29, 2022. The Act provides \$345,000,000 in emergency funding “for necessary expenses directly related to the consequences of Hurricanes Fiona and Ian, including activities authorized under section 319(a) of the Public Health Service Act.”

The Administration for Children and Families (ACF) has the authority to award funds through September 30, 2027 but is subject to end when all funds have been awarded.

The extent of service interruption and damage to properties as a consequence of these disasters varies dramatically. The Office of Head Start (OHS) recognizes we cannot anticipate all of the circumstances in which disaster funds may be needed to ensure services are restored. Disaster recovery needs may not fully reflect how services were delivered prior to the disasters but will be responsive to the current community needs.

OHS reminds grant recipients that even if facilities are inoperable, program staff can support families in meeting their basic needs, including nutrition, health, and mental health support, and alternative care for their children ([ACF-IM-HS-19-01](#)). Programs that have operable facilities are encouraged to allow displaced Head Start families supervised access to those facilities, including kitchens, rest/napping areas, computer labs, bathrooms, laundry, and power sources for recharging phones and other communication devices. Grant recipients are encouraged to support families in accessing local, state, and federal relief and leveraging their community partnerships and resources to support other relief efforts.

## Funding Requests

Grant recipients should engage in a comprehensive assessment of programmatic and community needs that considers the immediate, interim, and long-term impacts and associated costs resulting from these disasters. Application narratives must clearly define which of the following categories of funding are included in the request:

1. Facilities
2. Materials, Supplies, and Equipment
3. Program Operations
4. Additional Health, Mental Health, Dental, and Nutrition Services
5. Training and Technical Assistance (TTA)
6. Disaster Recovery Expenses Incurred Prior to Availability of Funds Under the Act

Each proposed grant activity should have a clear timeline for execution and completion. Project completion timelines, including major activities within each phase, need to be clearly stated in the application. We have provided a brief description of each area to assist programs in preparing funding requests.

### *1. Facilities*

Disaster recovery funds may be requested to cover costs associated with repairs, renovations, purchase, and construction of facilities. Requests for funds to cover planning costs, including assessments, architectural and engineering services, and requests for bids may also be submitted. Grant recipients should make a thorough assessment of their temporary and long-term facility needs, including outdoor play areas. Structural damage and environmental problems not properly identified and addressed can create hazards and health risks months after initial damage occurs. We encourage programs to consider obtaining the services of a structural engineer, architect, and environmental consultant during the assessment phase so all costs necessary, such as those for remediation of molds and moisture-related problems, can be identified to ensure full restoration. These funds should be used to make infrastructure improvements and upgrades that promote climate-resilient facilities in the event of future disasters.

Programs should consider the costs of meeting current building codes. All facilities work within the scope of Head Start Program Performance Standards (HSPPS) at [Facilities, 45 CFR §1303 Subpart E](#) must be supported by an application, as required, and all projects must comply with applicable local building regulations, requirements, and codes. Grant recipients must not use requested funds for costs reimbursed by the [Federal Emergency Management Agency \(FEMA\)](#), under a contract for insurance, or by self-insurance.

**Please note:** ACF grant recipients that purchase, construct, or renovate facilities with Head Start funds are required to submit the SF-429 Real Property Status Report and attachments. As such, in addition to the 1303 application for the disaster recovery funds request, the SF-429-B Request to Acquire, Improve, or Furnish must be submitted in the Online Data Collection system. See [Discretionary Post-Award Requirements, ACF-PI-HS-17-03 Electronic Submission of Real Property Standard Form \(SF\)-429 and Attachments](#), and the applicable administrative requirements at 45 CFR [§75.318](#) and [§75.343](#) for additional information. Also, before a grant



recipient can apply for funds to purchase, construct, or renovate a facility under [45 CFR §1303.44](#), it must establish, among other things, that the proposed purchase, construction, or major renovation is necessary because of a lack of suitable facilities in the grant recipient's service area will inhibit the operation of the program ([45 CFR §1303.42\(a\)\(1\),\(b\)](#)).

## *2. Materials, Supplies, and Equipment*

Some grant recipients have reported losses in materials, supplies, furnishings, and equipment. Programs should conduct a thorough review of each impacted center to ensure funding requests cover all costs necessary to replace lost or damaged vehicles, equipment, materials, furnishings, and supplies. Reviews of program losses should include outdoor play areas, kitchens, program and administrative offices, and any other service areas. Programs may also request vehicles, equipment, materials, furnishings, and supplies needed to support the delivery of temporary services or facilities activities until program services can be fully restored. Equipment purchases as defined in [45 CFR §75.2](#) require prior written approval under [45 CFR §75.308\(c\)\(1\)\(xi\)](#).

## *3. Program Operations*

Some families may have relocated as a consequence of Hurricanes Fiona and Ian. Others remained in their community but may be displaced from their homes. Many more families may be experiencing homelessness than before the hurricanes. Programs should make every effort to assess the immediate and ongoing service needs of communities in their service area.

Programs may consider home-based services, double sessions, and increasing hours per day or days per year to meet community needs. For example, offering double sessions can serve more children on a temporary basis, but longer days and summer services may better meet the continuity needs of children who are experiencing homelessness or in temporary housing. Lowering teacher-child ratios to temporarily increase the number of teachers per classroom may also be needed to safely support evolving program schedules, transitions in services, or to more adequately respond to the needs of children and families who need additional support. Programs should consider the full range of services and supports for families that are necessary to support or supplement program operations, including providing transportation for children if they do not do so already.

## *4. Additional Health, Mental Health, Dental, and Nutrition Services*

Children, families, and staff have endured significant disruption and stress as a result of Hurricanes Fiona and Ian. In some areas, homes may still be without power or safe drinking water. Families may not be able to fully meet their health and nutritional needs under such circumstances. Post-disaster conditions also enhance the risk of infection and the spread of diseases. Programs must consider actions they can take in collaboration with community partners to address health, mental health, dental, and nutritional needs resulting from the disasters. This could include hiring or contracting with qualified practitioners who can work in centers directly with children, families, and staff. Programs may also determine they need to hire additional staff, such as consultants, family workers, or other classroom staff, who can deliver short-term specialized health, mental health, dental, and nutrition services to support recovery post-disaster for children, families, and staff.

## *5. Training and Technical Assistance (TTA)*

OHS recognizes that each program has learned a lot as a result of experiencing recent disasters, including Hurricanes Fiona and Ian. Programs have identified actions and strategies needed to strengthen and build emergency response procedures, staff capacity, facilities, and professional development. This is an opportunity for local programs to collaborate with relief organizations and other early childhood programs in their communities. If requesting TTA funding in accordance with the Head Start Act [Sec. 648\(d\)](#), grant recipients should clearly state the activities for which this funding will be used.

#### *6. Disaster Recovery Expenses Incurred Prior to Availability of Funds Under the Act*

OHS provides flexibility for grant recipients to modify their operating budgets to use operating funds to initiate disaster recovery activities. Grant recipients may apply for disaster recovery funds to reimburse the cost of necessary expenses directly related to the consequences of the disasters that were previously paid with operating funds if those funds are needed for current year program operations. Disaster recovery funds paid as reimbursements are not unrestricted funds and must be used for allowable program or disaster recovery expenditures.

When submitting requests for disaster recovery funding, grant recipients must explain how the funds relate to a consequence of the disaster. They also must provide assurance that requested funds will not be used for costs reimbursed by FEMA, under a contract for insurance, or by self-insurance.

#### **Award Information and Restrictions**

Eligible grant recipients will receive disaster recovery funds as a separate grant award from their base Head Start and Early Head Start operations grants. Disaster recovery awards are not included in the calculation of a grant recipient's base grant for the subsequent fiscal year. They are also not subject to the allocation requirement of [Sec. 640\(a\)](#) of the Head Start Act. Disaster recovery funds must be awarded by OHS no later than September 30, 2027. During the period of funding availability, grant recipients may request needed disaster recovery funds all at once or make subsequent requests for needed funds.

Unless a waiver has been approved by the Office of Management and Budget and a longer project period is issued for a specific grant by OHS, all disaster recovery funds must be expended by grant recipients within 36 months of their award date. Any funds not expended must be returned to the U.S. Department of Health and Human Services.

If OHS disaster recovery funds are used to fund an eligible expense subsequently paid by FEMA, commercial insurance, or self-insurance, the receipt of proceeds must be reported to OHS and the payment received must be repaid to OHS.

OHS will closely monitor disaster recovery grant awards. Reporting content and frequency requirements will be established by OHS, and on-site visits may be required prior to expenditure of certain funded activities. Financial and programmatic reporting of disaster recovery-funded activities and expenses will be required of all grant recipients.

In addition to all the information included in this PI, grant recipients must also comply with all award terms and conditions.

### **Submission of Funding Applications**

All requests for disaster recovery funding will be made through the Head Start Enterprise System (HSES). First, grant recipients that intend to apply for disaster recovery funding should make a request under the Correspondence tab of their regular grant in HSES for the system to create a temporary grant number. The HSES Help Desk will notify recipients when their temporary grant number has been created. Grant recipients will then submit their requests for disaster recovery funding through the Application tab under this new temporary grant number. Once awarded, the temporary grant will convert to a permanent grant in HSES. Grant recipients are not limited to a single application and may request additional temporary grant numbers if needed.

Disaster recovery funding requests require the following [standard forms](#) and backup documents:

- **SF-424 Application for Federal Assistance**
- **SF-424-A Budget Information—Non-Construction Programs**
- A narrative that describes the proposed use of funds. All activities and projects must identify the relationship to a covered disaster and include a timeline clearly indicating when significant project milestones or activities will be executed or occur and when the overall project or activity will be completed.
- Governing body and Policy Council decision, including meeting minutes.
- If you are requesting funds for major renovation, construction, or purchase of facilities, you must also submit:
  - **SF-429 Real Property Status Report—Cover Page with Attachment B**
    - Read the [submission instructions](#).
  - An application fully compliant with the requirements under HSPPS [Facilities, 45 CFR §1303 Subpart E](#).

Non-federal Match is not required for these Disaster Recovery funds. SF-424-A Section C, Non-Federal Resources, should state \$0. Additional project or activity information may be required depending on the proposed use of funds.

More information about the process for submitting a funding application will be forthcoming in early April. In the interim, please contact [OHSDisasterRecovery@acf.hhs.gov](mailto:OHSDisasterRecovery@acf.hhs.gov) along with your program and grant specialists. We are committed to supporting you throughout this rebuilding and restoration period.

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

/ Khari M. Garvin /

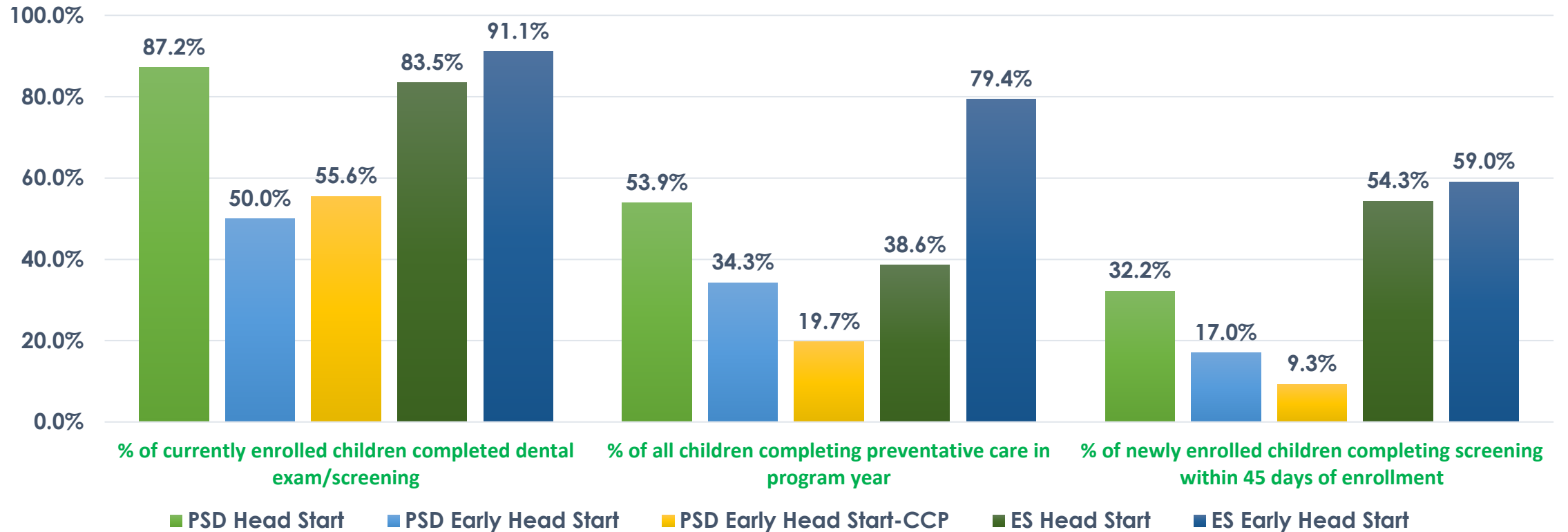
Khari M. Garvin  
Director  
Office of Head Start

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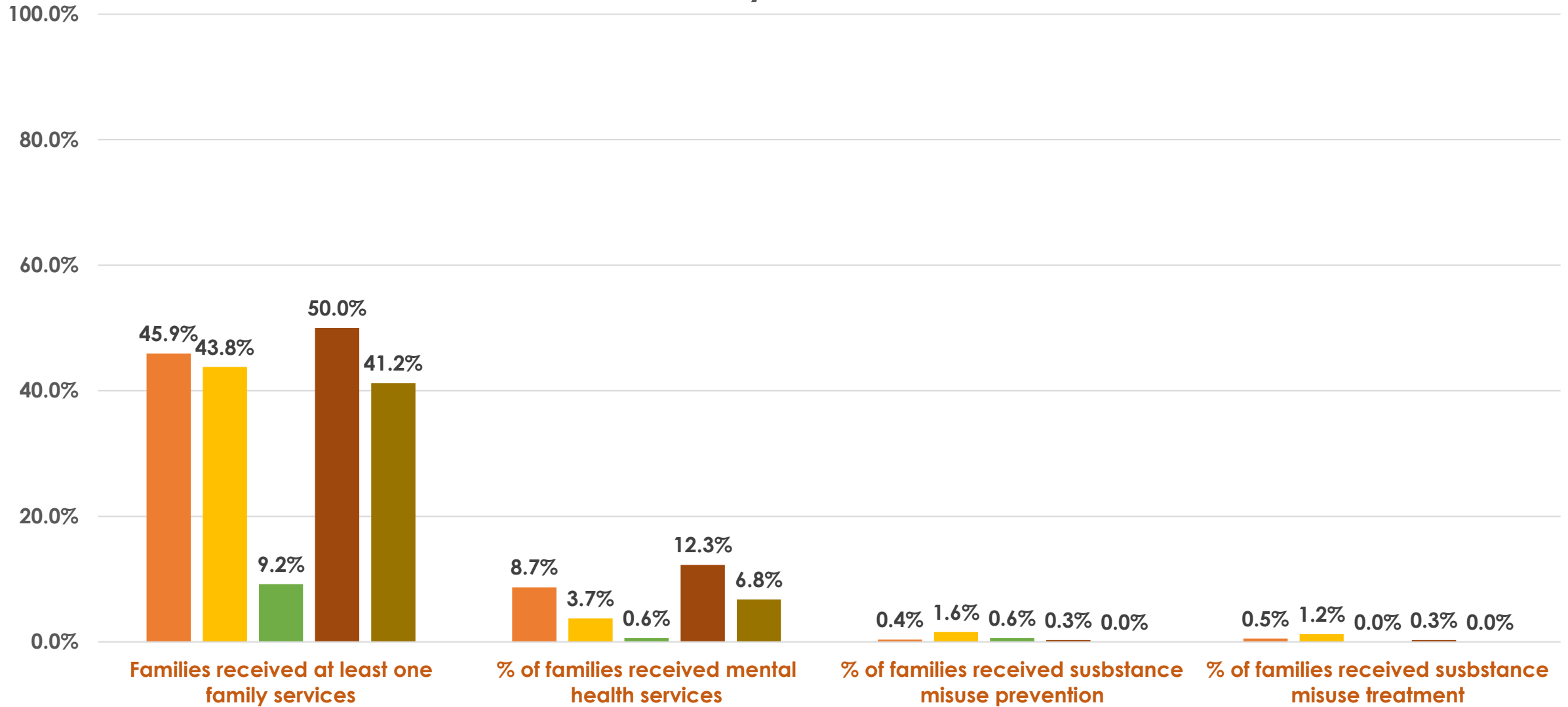


All Data Below Collected from Child Plus Database on May 1, 2023

## Dental Exams/Screenings, Dental Preventative Care, and 45-Day Screenings for Developmental, Sensory and Behavioral Concerns



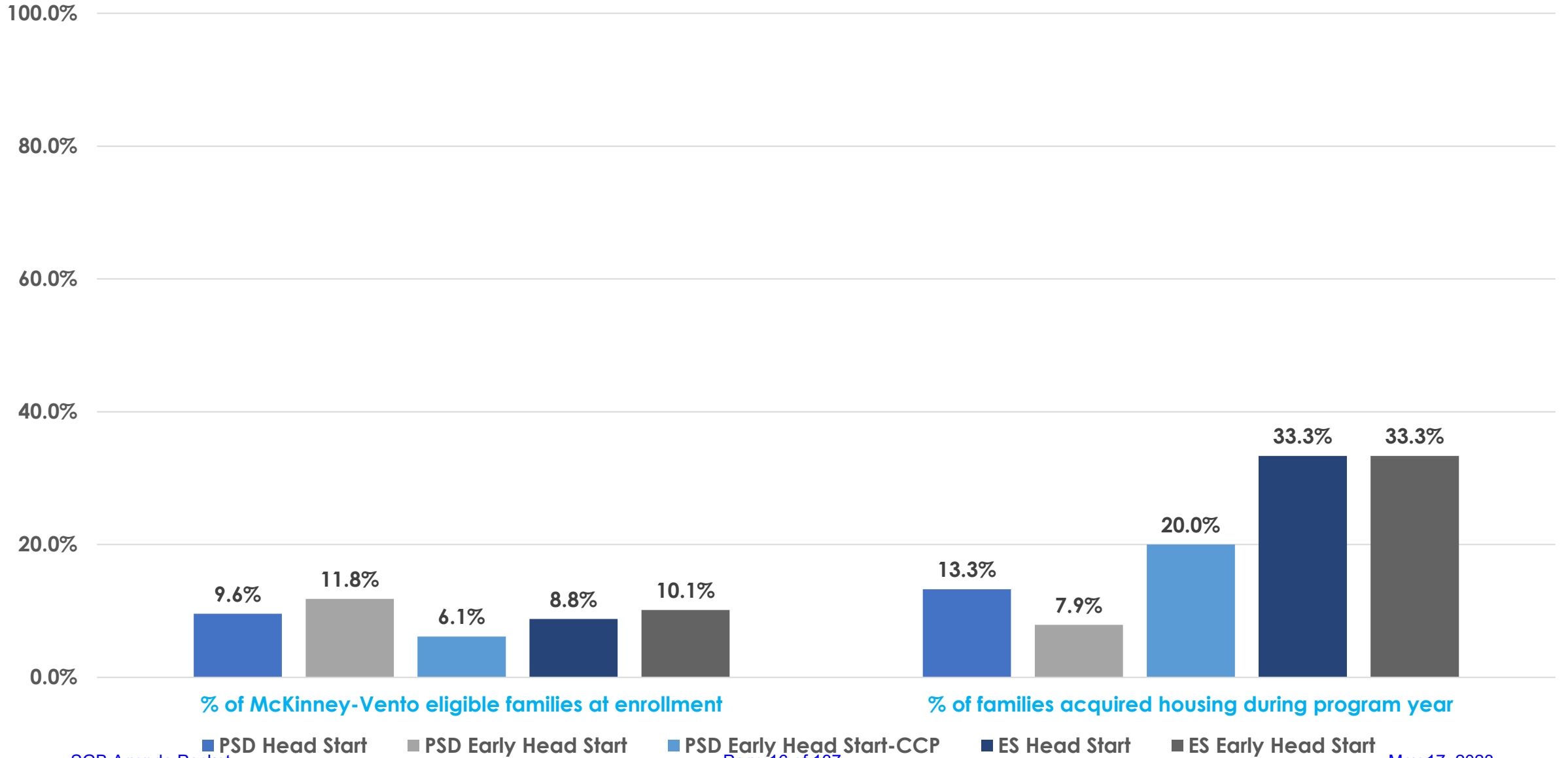
# Family Services



# List of Family Services Promoting Family Outcomes

- Emergency/crisis intervention such as addressing immediate need for food, clothing, or shelter
- Housing assistance such as subsidies, utilities, repairs, etc..
- Asset building services such as financial education, debt counseling
- Mental Health services
- Substance misuse prevention
- Substance misuse treatment
- English as Second Language (ESL) training
- Assistance in enrollment into an education or job training program
- Research-based parenting curriculum
- Involvement in discussing their child's screening, and assessment results and their child's progress
- Supporting transition between programs (such as from EHS to HS or HS to kindergarten)
- Education on preventative medical and oral health
- Education on health and developmental consequences of tobacco product use.
- Education on nutrition
- Education on postpartum care such as breastfeeding support
- Education on relationship/marriage
- Assistance to families of incarcerated individuals

# Homelessness Services





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
<b>OBJECTIVE</b>	<b>Strategically engage particular Vision Element Groups to support and expand the County's public facing Vision projects.</b>	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	21%	
<b>STRATEGY</b>	Promote school readiness.						
<b>STRATEGY</b>	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."						
<b>STRATEGY</b>	Support the Vision2Read Initiative.						
<b>STRATEGY</b>	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.						
<b>EXPLANATION</b>	Full day children are assessed three time a year. After the second assessment, 59% of the Head Start children did not meet developmental expectations in literacy skills. When compared to the baseline of 75% of children not meeting developmental expectations after the first assessment, 21.3% of those children now meet the developmental expectations after the second assessment. The department 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.						

**PRESCHOOL SERVICES DEPARTMENT  
Performance Measures Report - FY 2023**

<b>COUNTY GOAL: IMPLEMENT THE COUNTYWIDE VISION</b>		<b>Measure</b>	<b>22-23 Target</b>	<b>Acc. Quarter 1</b>	<b>22-23 Quarter 2</b>	<b>22-23 Quarter 3</b>	<b>22-23 Quarter 4</b>
<b>OBJECTIVE</b>	<b>Strategically engage particular Vision Element Groups to support and expand the County's public facing Vision projects.</b>	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	29%	
<b>STRATEGY</b>	Promote school readiness.						
<b>STRATEGY</b>	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."						
<b>STRATEGY</b>	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.						
<b>EXPLANATION</b>	Early Head Start children are assessed three time a year. After the second assessment, 42% of the children ages 18-36 months did not meet the developmental expectations for social emotional skills. When compared to the baseline of 59% set after the first assessment, 28.8% of those children now meet the foundation expectations in social emotional skills. The department 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**

<b>COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS</b>		<b>Measure</b>	<b>22-23 Target</b>	<b>Acc. Quarter 1</b>	<b>22-23 Quarter 2</b>	<b>22-23 Quarter 3</b>	<b>22-23 Quarter 4</b>
<b>OBJECTIVE</b>	<b>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.</b>	Number of foster children enrolled.	415	152	179	212	
<b>STRATEGY</b>	Increase the enrollment opportunities for foster children.						
<b>STRATEGY</b>	Enhance the referral process of enrollment with the Children and Family Services Department.						
<b>EXPLANATION</b>	Preschool Services did not meet its target for the third quarter 2022-23. The department enrolled an additional 33 foster children in its various programs during the third quarter. Recruitment efforts are ongoing to increase the enrollment opportunities for foster children.						

**PRESCHOOL SERVICES DEPARTMENT**  
**Performance Measures Report - FY 2023**

<b>COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS</b>		<b>Measure</b>	<b>22-23 Target</b>	<b>Acc. Quarter 1</b>	<b>22-23 Quarter 2</b>	<b>22-23 Quarter 3</b>	<b>22-23 Quarter 4</b>
<b>OBJECTIVE</b>	<b>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.</b>	Percentage of children identified at the beginning of the year as obese or overweight whose BMI is reduced.	60%	N/A	38%	59%	
<b>STRATEGY</b>	Identify obese and/or overweight children ages 2-5 years in an effort to promote a healthy lifestyle.						
<b>STRATEGY</b>	Promote nutrition education programs for parents at each school site.						
<b>STRATEGY</b>	Ensure that children receive both nutrition curriculum and physical activity daily within the classroom schedule.						
<b>STRATEGY</b>	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.						
<b>EXPLANATION</b>	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 improved 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.						



PRESCHOOL SERVICES DEPARTMENT

CSPP PROGRAM  
SELF-EVALUATION  
OVERVIEW

2022-2023

Tina Knight  
Education Program Specialist



# CSPP Requirements

Each contractor shall develop and implement an annual plan for its annual program self-evaluation (PSE) process. (California Code of Regulations, Title 5 (5 CCR), Section 17709)

CSPP contractors are required to analyze findings from the self-evaluation and develop both a written list of tasks to modify the program for all areas needing improvement and procedures for ongoing monitoring to assure that areas that are satisfactory continue to meet standards.

# Areas Monitored

The program areas monitored are:

I. Family Files

II. Family Engagement and Strengthening

III. Program Quality

IV. Administrative

V. Fiscal/Audit



# Records Reviewed

Some records reviewed as part of the PSE include:

- Family files including applications, birth records, and income verification
- Parent orientation, policy council meetings, and parent education
- Desired Results Parent Survey results and Summary of Findings
- DRDP Classroom/Site/Agency Summary of Findings
- ChildPlus reports



# Areas PSD Met Standards

## Family Files

- Family Eligibility Requirements
- Compliance with Due Process
- Recording and Reporting Attendance

## Administrative

- Inventory Records

## Program Quality

- Site Licensure and License Exempt
- Staff–Child Ratios
- Nutrition
- Staff Qualifications
- Staff Professional Development Program
- Prohibition Against Religious Instruction or Worship

## Family Engagement and Strengthening

- Parent Involvement and Education

## Fiscal/Audit

- Fiscal Reporting
- Annual Fiscal Audit

# Areas Needing Improvement

## Family Files

- Family Selection

## Family Engagement and Strengthening

- Health and Social Services

## Administrative

- Program Self-Evaluation Process

## Program Quality

- Environment Rating Scales
- Developmental Profile

# Plans For Improvement

## Environmental Rating Scales

Current year assessments / findings will be completed by June 28, and assessments are scheduled to be completed by the end of October for the 2023-2024 Program Year

## Family selection

The waitlist policy is being updated to prioritize children at risk of abuse or neglect and should be in effect by July 2023

## Program Self-Evaluation Process

PSD will complete ERS summary of findings before the end of the program year, including any corrective action plans, and will continue to monitor the program to ensure compliance with standards

## Developmental Profile

Schedules will be created to ensure teachers complete the DRDPs timely, and PSD will provide additional training during the next program year

## Health and Social Services

The ASQ3 policy is updated, and staff will be trained during Pre-service to ensure referrals are completed

# THANK YOU!



## California State Preschool Program

### Program Self-Evaluation

**FOR REVIEW ONLY. DO NOT SUBMIT TO THE EED.**

### Fiscal Year 2022–23

For Fiscal Year (FY) 2022–23, CSPP contractors will use the Early Education Division’s Program Instrument to conduct the FY 2022-23 Program Self-Evaluation (PSE) and will complete a survey to satisfy the submission requirements for the PSE. The survey will identify how programs met or did not meet the contract terms and conditions of the California State Preschool Program (CSPP) contract. Along with multiple choice options for items 1-20 in the Program Instrument, contractors will include a written list of tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement, including how those will be addressed in a timely and effective manner, and/or procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards.

All CSPP contractors are required to complete this survey. Please have one (1) staff submit this survey on behalf of your CSPP agency by no later than 5:00 pm on **Thursday, June 1, 2023**. To complete this survey, responses to all questions are required unless stated otherwise. For any questions regarding this survey, please reach out to [fy2223pse@cde.ca.gov](mailto:fy2223pse@cde.ca.gov).

## Contact Information for Executive or Program Director

**Agency Role of Contact Person:** (Drop box to select role)

- Program Director
- Executive Director

**First Name of Executive or Program Director:** (Executive or Program Director displayed dependent on response to Agency Role) Jacquelyn

**Last Name of Executive or Program Director:** (Executive or Program Director displayed dependent on response to Agency Role) Greene

**Email Address of Executive or Program Director:** (Executive or Program Director displayed dependent on response to Agency Role)  
[Jacquelyn.Greene@psd.sbcounty.gov](mailto:Jacquelyn.Greene@psd.sbcounty.gov)

**Phone Number of Executive or Program Director:** (Executive or Program Director displayed dependent on response to Agency Role) (909) 383-2025

## Agency Information

For the following question, you will be asked to select your lead county from a list.

After you select your county, you will be prompted to choose your agency name and vendor number from a list.

Select your lead county: (Drop box of all counties) San Bernardino

Select your (selected) County agency: (Drop box of all agencies from specified county) San Bernardino County Transitional Assistance Department (TAD) Preschool Services Department (PSD)

Select your (selected) County vendor number: (Drop box of all vendor numbers from specified county) 2236

### Statement of Completion:

*By providing an electronic signature, I certify that an annual plan has been developed and implemented for the Program Self-Evaluation (PSE) that includes the use of the Program Instrument (PI), the Desired Results Parent Survey, and the Desired Results Development Profile and age-appropriate Environment Rating Scales for all applicable contract types, per California Code of Regulations, Title 5 (5 CCR), Section 17709.*

*I also certify that all documents required as part of the PSE have been completed and are available for review and/or for submittal upon request, and:*

- The Program Instrument <https://www.cde.ca.gov/ta/cr/documents/eed2223.docx> including Items 1 through 20, as applicable, was used to complete the PSE; and
- Staff and board members were involved in the PSE process

**Reminder:** All supporting documents required as part of the PSE (see Statement of Completion) are to be kept on site and **shall not be included** with the submission of the PSE.

### [Respondent Electronic Signature]

Submission Date: (MM/DD/YYYY)

How have staff and board members been involved in the program self-evaluation process? (Select all that apply)

- Program staff and board members developed a written list of tasks needed to modify the program in order to address all areas that need improvement
- Meeting(s) were held with board and staff to review program self-evaluation process

- Staff completed and/or reviewed the Environment Rating Scale (ERS) findings, the Desired Results Developmental Profile – 2015 (DRDP-2015), Parent Surveys, and the Program Instrument and developed an action plan to address areas in need of improvement
- The contractor identified areas that required modification in response to guidance released from CDE, and developed an action plan to respond to any changes in guidance (examples include newly issued Management Bulletins, EED webinars, and email communications)
- A summary of the PSE process and findings was presented to the board and gathered input from board members
- Other

**Describe other staff and board member involvement in the PSE process not listed above:** (Narrative response)

### **EED 01: Family Selection**

**Families with children enrolled in the CSPP are selected according to the priorities of that program.**

- Meets requirements
- Needs Improvement to meet requirements

**Evidence Reviewed:** *(Select all that apply)*

- Written admissions policies and procedures
- If applicable, a waitlist has been established and families are enrolled from the waitlist in priority order
- Other:

**Describe other evidence reviewed in the EED 01: Family Selection section not listed above:** (Narrative response)

**Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 01 Family Selection section, including how those will be addressed in a timely and effective manner, or**

**Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:**

**[EED 01: Add description of tasks that need to be improved or on-going procedures to continue to meet standards here]**

**Response:**

The current waitlist takes into account income, homeless status, IEPs, and date of application for consideration into the program; however, the agency is currently trying to integrate children at risk of abuse or neglect into the waitlist itself. PSD is updating current policy to include pulling a specific waitlist for children in this category before pulling our regular waitlist. The updated policy should be in effect by July 2023.

**EED 02: Family Eligibility Requirements**

**Families with children enrolled in the program have met the eligibility requirements of the contract. A family data file has been established for each family that includes a completed application for services and supporting documentation of eligibility.**

- Meets requirements
- Needs improvement to meet requirements

**Evidence Reviewed:** *(Select all that apply)*

- Application for Services (CD 9600 or comparable form)
- Records of Eligibility and Family Size (If the site is an approved FRPM site, no documentation for eligibility or need required)
- Proof of California residency
- Income documentation, income calculation work sheet, and birth records
- 5% enrollment reserved for children with exceptional needs (IEP or IFSP)
- Written materials for parents include family eligibility requirements
- Other:

**Describe other evidence reviewed in the EED 02: Family Eligibility Requirements section not listed above:** (Narrative response)

**Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 02: Family Eligibility Requirements section, including how those will be addressed in a timely and effective manner, or**

**Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:**

**[EED 02: Add description of tasks that need to be improved or on-going procedures to continue to meet standards here]**

**Response:**



PSD will continue to ensure that appropriate eligibility considerations are met on their CSPP applications by having them be reviewed by teams of generalists, supervisors, and quality assurance specialists. Regular training on how to fill out and collect data from families for state eligibility will also continue at regular intervals for ERSEA staff.

### **EED 03: Child Need Requirement Verification for Full-day CSPP – N/A**

**Families with children enrolled in full-day services have met the need requirements, if applicable. Certified hours of services correspond to the need of the parent/caretaker, as documented by the contractor at the initial certification and recertification, or at the voluntary request of the family to increase or decrease the hours of need for service.**

- Meets requirements
- Needs improvement to meet requirements

#### **Evidence Reviewed:** *(Select all that apply)*

- Completed Application for Services (CD 9600 or comparable form) to include hours of services
- Documentation and Verification of Need for Services (If the site is an approved FRPM site, no documentation for eligibility or need required)
- Need criteria, where applicable, has been documented and verified for one or more of the following: employment (including self-employment), employment in the home or licensed day-care, seeking employment, educational programs, vocational training, parent incapacitation, homeless, seeking permanent housing, exceptional needs, CPS, and/or identified or at-risk.
- Written materials for parents
- Other:

**Describe other evidence reviewed in the EED 03: Child Need Requirement Verification for Full-day CSPP section not listed above:** (Narrative response)

**Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 03: Child Need Requirement Verification for Full-Day CSPP section, including how those will be addressed in a timely and effective manner, or**

**Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:**

**[EED 03: Add description of tasks that need to be improved or on-going procedures to continue to meet standards here]**

**[Response:](#)**

PSD does not currently provide stand-alone CSPP full day classes, and therefore need is neither required nor determined by our program.

#### **EED 04: Correct Fee Assessed – N/A**

**Families with children enrolled are assessed the correct monthly fee according to the current Family Fee Schedule issued by the California Department of Education, with the exception of families/children certified in a part-day/part-year CSPP program, families receiving CalWORKs cash aid, and CPS/at-risk families with referral for up to 12 months. Additional payments, in cash or in kind, as a condition of participation shall not be required or collected.**

- Meets requirements
- Needs improvement to meet requirements

**Evidence Reviewed:** (Select all that apply)

- Policies and procedures for fee assessment and collection
- Family fee assessed correctly
- Contractor has included on the notice of action the amount of the family fee assessed. The family fee is waived through June 30, 2023, and that family fee will be due beginning July 1, 2023.
- Receipts of Fee Collection
- Policy on the plan for payment of delinquent fees
- Other

**Describe other evidence reviewed in the EED 04: Correct Fee Assessed section not listed above:** (Narrative response)

**Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 04: Correct Fee Assessed section, including how those will be addressed in a timely and effective manner, *or***

**Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:**

**[EED 04: Add description of tasks that need to be improved or on-going procedures to continue to meet standards here]**

#### **Response:**

PSD does not currently provide stand-alone CSPP full day classes, and therefore family fees are neither required nor determined by our program.

## **EED 05: Compliance with Due Process**

**The contractor complies with the program's due process requirements, including: (1) providing parents with written information regarding their responsibility to comply with program rules; (2) issuing a notice of action where appropriate; and (3) establishing procedures for parental appeal of any contractor's decision contained in the notice of action.**

- Meets requirements
- Needs improvement to meet requirements

### **Evidence Reviewed: (Select all that apply)**

- Written policies and procedures are provided to parents regarding program rules and responsibilities
- Written policies and procedures regarding the parents right to appeal any action taken by the contractor
- A completed Notice of Action (NOA) is issued to the parent(s) at initial certification and recertification
- A completed NOA is issued to the parent(s) when there is change of service
- NOAs were sent/delivered to the parent(s) within thirty (30) calendar days from the date the application for services was signed by the parent(s).
- Parents are provided 14 calendar days to appeal when the NOA is hand-delivered, or 19 calendar days to appeal when the NOA is mailed
- Parents are provided instructions on how to request an appeal hearing, as printed on the second page of NOA, form CD 7617 (or comparable form)
- For contractors that have a CSPP contract and a contract type that is administered by California Department of Social Services (CDSS), and the family has a child enrolled in each, two NOAs – one with appeal information for CDE and one with appeal information for CDSS, are issued to the parent(s)
- Other

**Describe other evidence reviewed in the EED 05: Compliance with Due Process section not listed above:**

**Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 05: Compliance with Due Process section, including how those will be addressed in a timely and effective manner, or**

**Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:**

**[EED 05: Add description of tasks that need to be improved or on-going procedures to continue to meet standards here]**

**Response:**

Notices of action are closely monitored by the ERSEA department to ensure they are sent in a timely manner to families and provide all information required by our state regulations to notify parents of their rights to appeal any decisions the agency makes regarding CSPP. This is monitored via modules in our electronic database systems and by the supervision team in the ERSEA department. Generalists are regularly trained on requirements surrounding state regulations and appeals.

**EED 06: Recording and Reporting Attendance**

**The program has adopted policies and procedures that are consistent with statutes and regulations on excused and unexcused absences. Documentation of recording and reporting attendance records are consistent with certified hours of enrollment that are established for the child/parent/guardian.**

- Meets requirements
- Needs improvement to meet requirements

**Evidence Reviewed:** *(Select all that apply)*

- Written policies constituting an excused absence for “family emergency” and “in the best interest of the child.”
- System to organize and correctly record absences by category; illness of child/parent, court ordered visitation, best interest (limited to 10 days per fiscal year except for CPS and at-risk children) abandonment of care, and family emergency.
- Contractor has eliminated unexcused absence policies (5 CCR Section 17819.5)
- Written policy for abandonment of care
- Daily sign in/out sheets are used as primary source documents. The parent or other adult authorized shall enter time of arrival and departure on a sign-in/sign-out sheet and shall sign the sheet using their full signature.
- For children dually enrolled in part-day CSPP and/or TK/K: First and last initials of the contractor's authorized representative along with a notation of the time are required to document when a school-age child departs for and returns from school during the day. (If applicable)
- Other

**Describe other evidence reviewed in the EED 06: Recording and Reporting Attendance section not listed above:**

**Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 06: Recording and Reporting Attendance section, including how those will be addressed in a timely and effective manner, or**

**Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:**

**[EED 06: Add description of tasks that need to be improved or on-going procedures to continue to meet standards here]**

**Response:**

PSD will continue to utilize the ChildPlus Attendance and paper sign-in/sign-out records to monitor monthly attendance records to ensure compliance. PSD is still transitioning from paper attendance records to digital attendance records. PSD will continue to focus on improving our digital process and plans to decrease/eliminate the number of paper records. Attendance and absence policies are given to parents at the beginning of every school year and are available at any time on the PSD website.

**EED 07: Parent Involvement and Education**

**There is a parent involvement and education component, including the sharing of program goals and structure with families. The program ensures that effective, two-way, comprehensive communication between staff and parents is carried out on a regular basis throughout the program year.**

- Meets requirements
- Needs improvement to meet requirements

**Evidence Reviewed:** *(Select all that apply)*

- The contractor offers a parent orientation and there is evidence of parent orientations occurring (If selected, route to the question below)
  - **Evidence reviewed from parent orientations**
    - Parent orientation agendas
    - Participant sign-in sheets
    - Meeting minutes
    - Handouts
    - Other

**Describe other evidence reviewed from parent orientations that was not listed above:**

- Documentation of at least two (2) individual conferences with parents per year.
- Open door policy statement
- Agenda and/or minutes of Parent Advisory Committee meetings
- Sharing of information between staff and parents concerning their child's progress. Select all that apply (If selected, route to the question below)

- **Evidence reviewed from shared information between staff and parents concerning their child's progress** (*Select all that apply*)

- Parent bulletin board
- Newsletter – hard copy and/or electronic
- Survey
- Other

**Describe other evidence reviewed from shared information between staff and parents concerning their child's progress that was not listed above:**

- Sharing information between staff and parents concerning their child's developmental profile (DRDP)
- Parent Education Meetings (If selected, route to the question below)
  - **Evidence reviewed from Parent Education Meetings** (*Select all that apply*)

- Topics/Agendas:
- Minutes
- Presentations/materials
- Sign-in Sheets
- Other

**Please explain other evidence reviewed Parent Education Meetings that was not listed above: Flyers**

- Other
  - **Describe other evidence reviewed in the EED 07: Parent Orientations section not listed above:**

**Parent Education opportunities offered to parents during FY 2022-23. (Select all that apply):**

- Developmental domains covered in the Preschool Learning Foundations
  - Child behaviors captured in the Desired Results Developmental Profile (DRDP) assessment to support parent observation
  - Overview of the program's curriculum approach, including a timeline of learning topics and how to reinforce learning in the families' home
  - The purpose of screening tools and family involvement in the screening process, such as the Ages & Stages Questionnaire
  - Cultural engagement and fostering a sense of belonging, including uplifting and celebrating family cultures represented in the program
  - Importance of bilingualism and strengthening the home language
  - Connection to community resources, such as local libraries and community educational events
  - Connection to health and social services in the community and an overview of the referral process
  - Transitioning to Transitional Kindergarten or Kindergarten settings
  - Promoting positive behaviors
  - Toileting and potty training
- Other

**Describe other Parent Education opportunities offered to parents not listed above:**

**Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 07: Parent Involvement and Education section, including how those will be addressed in a timely and effective manner, *or***

**Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:**

**[EED 07: Add description of tasks that need to be improved or on-going procedures to continue to meet standards here]**

**Response:**

PSD continues to ensure Parent Involvement and Education by sharing Program Goals with families annually during the Parent Policy Council (PC), Parent Advisory

Committee and Sub-Committee meetings. PSD provides parent workshops continuously throughout the year. Teaching staff hold conferences/home visits with parents twice a year where they discuss their child's progress and goals. PSD will continue to ensure effective, comprehensive communication between staff and families throughout the year.

## **EED 08: Health and Social Services**

**The program includes identification of the child and family health and social service needs and makes referrals to appropriate agencies for services. The program conducts follow-up to ensure that identified needs have been met.**

- Meets requirements
- Needs improvement to meet requirements

### **Evidence Reviewed:** *(Select all that apply)*

- Documentation used to identify child and family health and social service needs.
- Documentation of referral process and referral list of appropriate agencies for services
- Completed child and/or family health and social service referral documents
- Written referral follow-up procedures
- Documented follow-up with parent to ensure health and social services needs have been met
- Other
  - **Describe other evidence reviewed in the EED 08: Health and Social Services section not listed above:**

**Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 08: Health and Social Services section, including how those will be addressed in a timely and effective manner, or**

**Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:**

**[EED 08: Add comments of tasks that need to be modified or on-going procedures her Add description of tasks that need to be improved or on-going procedures to continue to meet standards here e]**

### **Response:**



47% of files reviewed for disabilities and behavioral concern have findings including missing document uploads, teachers not moving concerns into a referral and not sharing results with parents. PSD has updated the ASQ3 policy and will train staff at Preservice. PSD monitors referrals on a continuous basis and will continue to monitor compliance with health and social services needs to ensure that referrals are completed and will follow-up with families to ensure the needs are being addressed.

### **EED 09: Site Licensure and License Exempt**

**Each site has a current license issued by the authorized licensing agency or is appropriately exempt from licensure.**

- Meets requirements
- Needs improvement to meet requirements

**Evidence Reviewed:** *(Select all that apply)*

- Current site or FCCHEN provider's facility license(s), if applicable
- Receipt for payment of the annual licensing fees, if applicable
- Site licensing reports and deficiency clearance(s), if applicable
- Exemption from Title 22 Licensing Requirements issued by the CDE, EED, if applicable
- Exemption from Title 22 Licensing Requirements issued by the CDE, EED posted in classroom, if applicable
- Otherwise exempt from Title 22 Licensing Requirements
  - Describe the type of exemption from Title 22 Licensing Requirements

**Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 09: Site Licensure and License Exempt section, including how those will be addressed in a timely and effective manner, or**

**Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:**

**[EED 09: Add description of tasks that need to be improved or on-going procedures to continue to meet standards here]**

#### **Response:**

PSD will continue to review license renewal notices to ensure each site is appropriately licensed and all fees are up to date. PSD will review each site visit report conducted by licensing and address any citations if applicable.

## EED 10: Staff–Child Ratios

The applicable staff-child ratios are met for each age group (1:8 adult-child ratio, 1:24 teacher-child ratio) Compliance with these ratios shall be determined based on actual attendance.

- Meets requirements
- Needs improvement to meet requirements

**Evidence Reviewed:** *(Select all that apply)*

- Classroom personnel roster
- Classroom observation

Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 10: Staff-Child Ratios section, including how those will be addressed in a timely and effective manner, *or*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:

[EED 10: Add description of tasks that need to be improved or on-going procedures to continue to meet standards here]

### Response:

PSD monitors staff-child ratios daily for all classes to ensure compliance with state and licensing requirements and takes necessary steps to bring in staff when needed.

## EED 11: Environment Rating Scales

The program shall complete an environment rating scale to measure program quality for the appropriate age group and setting and shall achieve a rating of “Good,” defined as scoring at least an average of 5.0 on each subscale of the environment rating scale.

- Meets requirements
- Needs improvement to meet requirements

**Evidence Reviewed:** *(Select all that apply)*

- Completed the Environment Rating Scale (ERS) for each classroom and/or Family Child Care Home
- Achieved a minimum average score of “Good” on each subscale (average score of 5.0 or higher) for each classroom and/or Family Childcare Home

- Completed corrective action plan for any ERS subscale that did not achieve a rating of “Good” or score of at least an average of 5.0 for each classroom and/or Family Childcare Home
- Completed ERS Summary of Findings report for each classroom, site, and the agency

**Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 11: Environment Rating Scales section, including how those will be addressed in a timely and effective manner, or**

**Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:**

**[EED 11 Add description of tasks that need to be improved or on-going procedures to continue to meet standards here]**

**Response:**

PSD is currently at 66% complete for ERS assessments for the CSPP classes and expects to have 100% completion of assessments and Summary of Findings by June 1, 2023. PSD will complete a corrective action plan for any ERS subscale that did not have an average score of 5.0 and will address areas of need accordingly. For next program year, the ERS assessments are scheduled to be completed in October 2023 to identify and address concerns earlier in the year.

**EED 12: Nutrition**

**The program provides for the nutritional needs of children in attendance.**

- Meets requirements
- Needs improvement to meet requirements

**Evidence Reviewed:** *(Select all that apply)*

- Menus showing that nutritious meals and snacks are provided
- Evidence showing that the nutritional requirements specified by the federal Child Care Food Program or the Nutritional School Lunch Program are met
- Documentation and/or observation that meals and snacks are culturally and developmentally appropriate for the children being served
- Written policies to parent and/or providers regarding meals/snacks offered, meal service, child nutrition, and no additional fee to parents for meals/snacks served
- Other [Text Box] Samples of CN labels for nutritional content of meals provided by our partner/vendor who provides meal service for our agency

- Describe other evidence reviewed in the EED 12: Nutrition section:

Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 12: Nutrition section, including how those will be addressed in a timely and effective manner, or

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:

[EED 12: Add description of tasks that need to be improved or on-going procedures to continue to meet standards here]

**Response:**

PSD Program Compliance specialists and Registered Nutritionist will continue to provide training to the Food Service Workers on CACFP compliance, nutritional guidance, allergy substitutions, and allergy meal service. The meal vendors will continue to conduct training on their meal service and documentation system. PSD will continue to update policies as needed and provide additional staff training. PSD will continue to identify children with allergies to provide appropriate nutritional support.

**EED 13: Developmental Profile**

The program maintains the Desired Results Developmental Profile – 2015 (DRDP – 2015) and Desired Results parent survey data for children and families. The program uses the information to plan and conduct age and developmentally appropriate activities and to monitor family involvement and satisfaction.

- Meets requirements
- Needs improvement to meet requirements

**Evidence Reviewed:** *(Select all that apply)*

- Results from the DRDP (2015) are used to plan and conduct age and developmentally appropriate activities. (i.e. lesson plans, concept webs, etc.)
- The Child’s Developmental Progress forms for parent conferences (or similar) were individualized for each child
- Classroom/Site/Agency DRDP (2015) Summary of Findings
- Child Portfolios (If selected, route to the question below)

- Evidence Reviewed from Child Portfolios:

- A “child portfolio” with documentation to support the DRDP (2015) assessment, including dated entries, written

anecdotal/observational notes by teachers and parents, child's work samples, etc.

- Classroom/Site/Agency Group Data Summaries
- Utilizing DRDP Online
- Other

- **Describe other evidence reviewed from the Child Portfolios not listed above:**

- Parent-Teacher Conferences (If selected, route to the question below)

- **Evidence Reviewed from Parent-Teacher Conferences:**

- Information from the DRDP-2015 is shared with parent
- For each Child Developmental Progress form (or similar) individualization, parental participation, and opportunities for discussion regarding that child's DRDP (2015) are indicated
- Other

**Describe other evidence reviewed from the Parent-Teacher Conferences not listed above:**

**Select areas of strength in your observation, scoring, and using the results of DRDP data** (*Select all that apply*)

- A bilingual staff person was able to observe dual language learner(s) using their home language
- Any necessary accommodations or adaptations were able to be made for assessing children with disabilities
- Staff were proactive in addressing any potential biases they might encounter when observing children
- Both the lead teacher and assistant teacher(s) were able to provide documentation and discuss ratings for each child
- Multiple sources of documentation were used to complete the DRDP-2015 (e.g., parent observations, teacher observation of behavior, work samples etc.)
- Ratings were completed outside of time with children in the classroom
- Observations of math and literacy skills specifically were able to be embedded in small-group or center-time activities

- Staff were able to practice individualization with children to scaffold them along the developmental continuum within each measure
- Results were communicated to parents by providing printed reports in addition to verbal information during the parent-teacher conference
- Used the DRDP Portfolio App to record and visualize data
- Used the support of a vendor to record and visualize data
- Used results to inform curriculum planning and implementation

**Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 13: Developmental Profile section, including how those will be addressed in a timely and effective manner, or**

**Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:**

**[EED 13: Add description of tasks that need to be improved or on-going procedures to continue to meet standards here]**

**Response:**

PSD updated the temp agency policy to include guidance for temp teachers to write observations and permitted teachers to score the DRDP. Managers are developing schedules to give teachers more time out of classrooms to complete the DRDPs to address the 7% of DRDPs that were completed late. PSD has added professional development days to the PY 23-24 calendar and will provide additional comprehensive DRDP training to staff. PSD is enhancing bilingual staffing to provide additional class support.

**EED 14: Staff Qualifications**

**Each program staff is qualified for the position held. Each program operating two or more sites or family child care homes has a qualified program director. Each program with more than one site has a qualified site supervisor at each site. Each site has qualified teachers.**

- Meets requirements
- Needs improvement to meet requirements

**Evidence Reviewed:** *(Select all that apply)*

- Personnel Roster for each Classroom
- Copies of current permits, credentials, or certificates for each teacher, site supervisors, and program director

- Site supervisor qualification waiver issued by the CDE, if applicable
- Program Director qualification waiver issued by the CDE, if applicable

**Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 14: Staff Qualifications section, including how those will be addressed in a timely and effective manner, or**

**Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:**

**[EED 14: Add description of tasks that need to be improved or on-going procedures to continue to meet standards here]**

**Response:**

PSD maintains all staff permit expiration dates in a data tracking system (ChildPlus). Staff permits are reviewed monthly and staff is notified if their permit will be expiring soon. PSD currently does not have staff with a waiver issued by CDE.

**EED 15: Staff Professional Development Program**

**The program has developed and implemented a staff development component for staff.**

- Meets requirements
- Needs improvement to meet requirements

**Evidence Reviewed:** *(Select all that apply)*

- An orientation plan for new employees
- Agendas, minutes, and sign-in sheets for staff development meetings, workshops and conference attendance
- Identification of training needs of staff or service providers, aligned to the Desired Results System
- Written job descriptions
- Annual written performance evaluations, unless another frequency is specified in their bargaining agreement
- Internal communication system that support each staff with information necessary to carry out their' assigned duties
- Other

**Describe other evidence reviewed in the EED 15: Staff Professional Development Program section:**

**Which professional development topic areas did your staff participate in one-time or multi-day workshops or trainings? (Select all that apply)**

- Effective adult-child interactions aligned to the Classroom Assessment Scoring System (CLASS).
- Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children's developing math and science skills (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Implicit bias and culturally- and linguistically-responsive practice
- Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice to support children's mental health
- Curriculum implementation and learning activity plans aligned to the *California Preschool Curriculum Frameworks*
- Creating developmentally appropriate environments, aligned to the ERS
- Administration and use of the Desired Results Developmental Profile to inform instruction
- Administration and use of a screening tool, like the Ages & Stages Questionnaire, to identify potential developmental delays
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning and the Teaching Pyramid
- Strategies to prevent suspensions and expulsions, such as Positive Behavioral Interventions & Strategies (PBIS)
- Engaging racially, culturally- and linguistically-diverse families
- Referral and follow-up procedures for health and social services
- Collecting, analyzing and applying data to inform continuous program quality improvement



- Other

**Describe other professional development topic areas your staff participated in during one-time or multi-day workshops or trainings not listed above:**

**Which professional development topics areas did your staff receive ongoing, job-embedded coaching (e.g., monthly)? (Select all that apply)**

- Effective adult-child interactions aligned to the Classroom Assessment Scoring System (CLASS).
- Children’s literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children’s developing math and science skills (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Children’s social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- Implicit bias and racially, culturally- and linguistically-responsive practice
- Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice to support children’s mental health
- Curriculum implementation and learning activity plans aligned to the *California Preschool Curriculum Frameworks*
- Creating developmentally informed environments, aligned to the ERS
- Administration and use of the Desired Results Developmental Profile to inform instruction
- Administration and use of a screening tool, like the Ages & Stages Questionnaire, to identify potential developmental delays
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning and the Teaching Pyramid
- Strategies to prevent suspensions and expulsions, such as Positive Behavioral Interventions & Strategies (PBIS)
- Engaging racially, culturally- and linguistically-diverse families

- Child and family identification for health and social service needs, written referrals and written follow-up procedures to ensure health and social service needs have been met
- Other [TEXT BOX]

**Describe other professional development topic areas your staff participated in on an ongoing, job-embedded coaching basis not listed above:**

**Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 15: Staff Professional Development Program section, including how those will be addressed in a timely and effective manner, *or***

**Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:**

**[EED 15: Add description of tasks that need to be improved or on-going procedures to continue to meet standards here]**

**Response:**

PSD added 6 non-school days to the 2023-24 PY calendar to provide staff additional professional development and will continue to provide training during the Preservice and Inservice days. PSD is working on updating the written performance evaluations for each job category. PSD will continue to monitor training documents to ensure staff have completed professional development relevant to their specific job classification.

**EED 16: Prohibition Against Religious Instruction or Worship**

**The program refrains from religious instruction and worship.**

- Meets requirements
- Needs improvement to meet requirements

**Evidence Reviewed:** *(Select all that apply)*

- Written information that the program refrains from religious instruction and worship
- Other

**Describe other evidence reviewed in the EED 16: Prohibition Against Religious Instruction or Worship section:**

**Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 16: Prohibition Against Religious Instruction or Worship section, including how those will be addressed in a timely and effective manner, *or***

**Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:**

**[EED 16: Add description of tasks that need to be improved or on-going procedures to continue to meet standards here]**

**Response:**

PSD refrains from all forms of religious instruction or worship. Great effort is made to offer children a wide variety of multicultural and diverse experiences and to promote friendship, caring, tolerance, and peace. PSD's Administrative, classroom, and support services staff will continue to receive training annually on cultural diversity, so they are aware of the various cultures represented in the population of families we serve.

**EED 17: Inventory Records**

**The CSPP contractor maintains an inventory record for all equipment and all non-disposable items with an estimated useful life of more than one year, purchased in whole or in part with early learning and care contract funds, shall be maintained.**

- Meets requirements
- Needs improvement to meet requirements

**Evidence Reviewed:** *(Select all that apply)*

- Inventory Record (If selected, route to question below)
  - Inventory Record Acquisition Descriptions of:
    - Item Description
    - Serial or identification number
    - Funding source
    - Acquisition date
    - Cost
    - Location of item
    - Use
    - Current condition
    - Transfer, replacement, or disposition of obsolete or unusable equipment

- Evidence of contractor conducting a physical check of the inventory of equipment within the last two years
- Procedures for procurement of goods and services that prohibit conflicts of interest and ensure competition for non-LEA's

**Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 17: Inventory Records section, including how those will be addressed in a timely and effective manner, or**

**Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:**

**[EED 17: Add description of tasks that need to be improved or on-going procedures to continue to meet standards here]**

**Response:**

PSD does not currently have any purchase of equipment under the state program for the PY 2022-2023. PSD will continue its ongoing monitoring to ensure that we create/maintain a list of inventory, if applicable, for all equipment and all non-disposable items with an estimated useful life of more than one year, purchased in whole or in part with early education contract funds.

**EED 18: Program Self-Evaluation Process**

**The program has developed and implemented an annual evaluation plan that addresses any areas identified during the self-evaluation as needing improvement.**

- Meets requirements
- Needs improvement to meet requirements

**Evidence Reviewed:** *(Select all that apply)*

- Completed Agency Self Evaluation Report or Program Action Plan
- An assessment/written documentation of the program by staff and board members
- Program Review Instrument Findings (EED 1-20)
- Desired Results Developmental Profile Findings
- Environmental Rating Scales Findings
- Desired Results Parent Survey Findings
- An analysis of the findings (If selected, route to the question below)

- **Evidence Reviewed for the analysis of the findings**

- A written plan for program improvements identified on the Program Self Evaluation
- Evidence of ongoing monitoring to ensure that items that met requirements on the Program Self-Evaluation continue to meet requirements
- Modifications made for areas identified during the self-evaluation as needing improvement

**Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 18: Program Self-Evaluation Process section, including how those will be addressed in a timely and effective manner, or**

**Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:**

**[EED 18: Add description of tasks that need to be improved or on-going procedures to continue to meet standards here]**

**Response:**

PSD will continue to monitor the program using the Early Education Program Instrument to ensure that all areas meet standards and to ensure that areas in need of improvement are being addressed in accordance with the plan of action. PSD will complete a corrective action plan for any ERS subscales that did not have an average score of 5.0 and will address areas of need accordingly. PSD will provide additional DRDP training to ensure DRDPs are conducted within required timelines.

### **EED 19: Fiscal Reporting**

**The program has submitted fiscal attendance and accounting reports for each contract to CDE consistent with the laws for state or federal fiscal reporting and accounting.**

- Meets requirements
- Needs improvement to meet requirements

**Evidence Reviewed: (Select all that apply)**

- Evidence that expenditures and claims for reimbursement are substantiated with supporting documentation
- Fiscal attendance and accounting reports are submitted on time

**Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 19: Fiscal**

**Reporting section, including how those will be addressed in a timely and effective manner, or**

**Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:**

**[EED 19: Add description of tasks that need to be improved or on-going procedures to continue to meet standards here]**

**Response:**

PSD continued to meet CDE requirements by providing evidence that expenditures and claims for reimbursement are substantiated with supporting documentation. PSD will continue to ensure that supporting backup documentation is available to substantiate our expenditures and claims for reimbursement.

**EED 20: Annual Fiscal Audit**

**The program has submitted to CDE's Office of External Audits an acceptable financial and compliance audit.**

- Meets requirements
- Needs improvement to meet requirements

**Evidence Reviewed:**

- Evidence that the annual Fiscal Audit was submitted to CDE timely
- If applicable, follow-up to any findings identified in the audit report

**Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 20: Annual Fiscal Audit section, including how those will be addressed in a timely and effective manner, or**

**Describe the procedures for the ongoing monitoring of the program to ensure that] areas of the program that are satisfactory continue to meet standards:**

**[EED 20: Add description of tasks that need to be improved or on-going procedures to continue to meet standards here]**

**Response:**

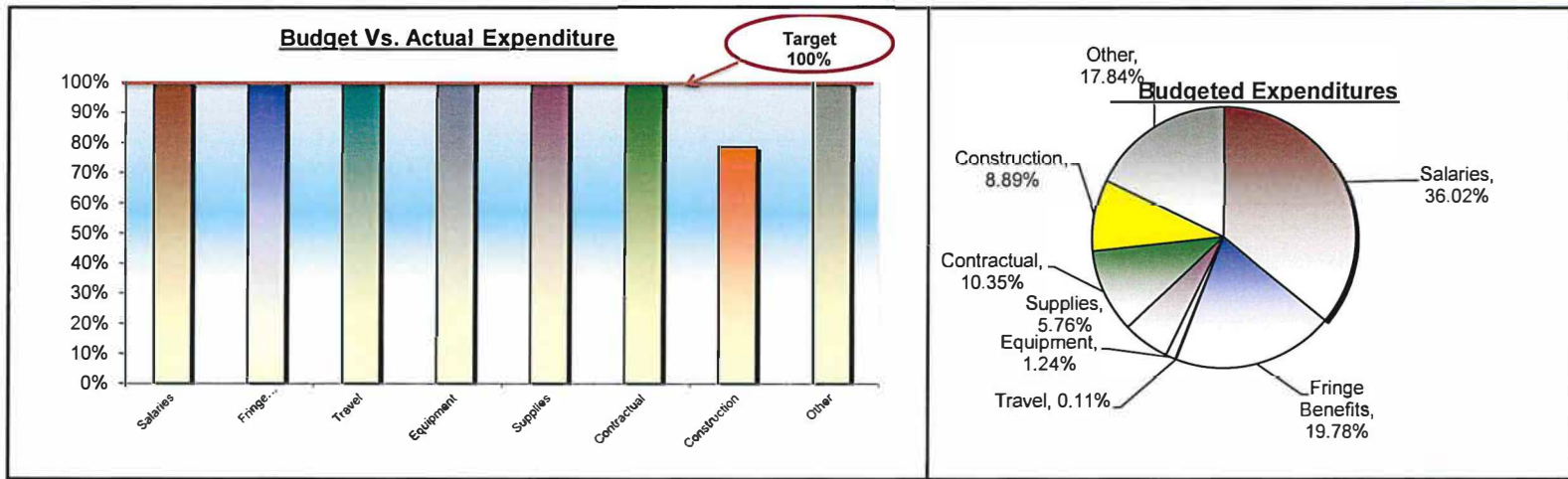
PSD continued to meet CDE requirement by submitting the external audit reports timely. PSD will continue to monitor submission dates for the Annual Fiscal Audit to ensure that reports are submitted timely and will maintain evidence of our annual submissions when we submit our claims.

## County of San Bernardino Preschool Services Department Budget-To-Actual and Projected Expenditure Report FY 2019-20

As of April 30, 2023

### Head Start

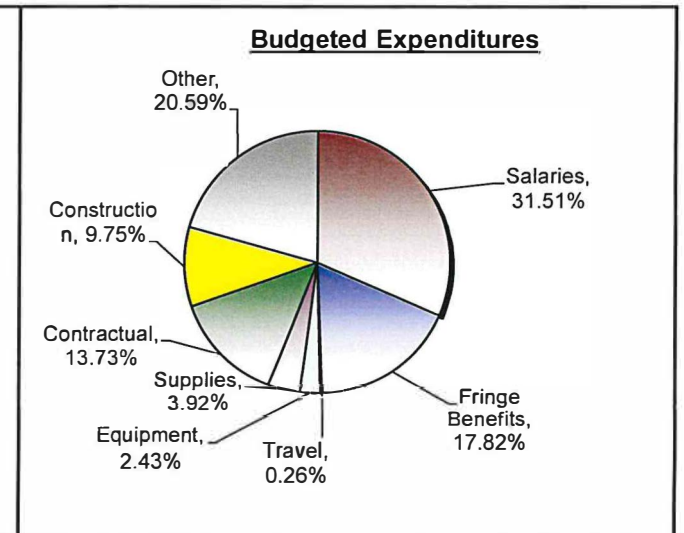
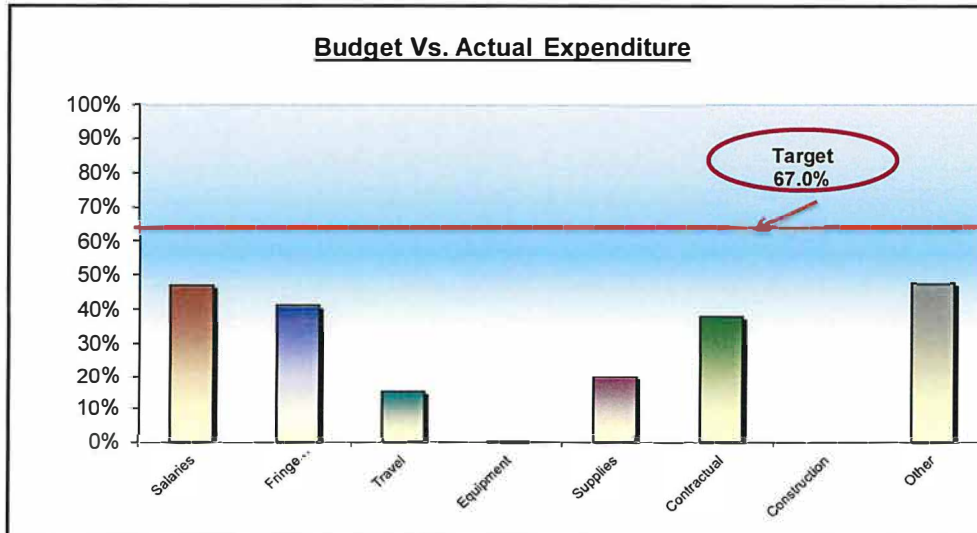
	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Budget Categories	Modified Budget	Year-To-Date Actual	Available Budget (A) - (B)	Projected Low Cost Extension	Total YTD + PRJ (B) + (D)	Budget Balance (A) - (E)	Budget vs. Actual Exp.% (B) / (A)
<b>Expenditures</b>							
A Salaries	19,209,814	19,208,418	1,396	-	19,208,418	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	670,411	(7,211)	-	670,411	(7,211)	101.1%
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	651,490	4,388,006	355,366	78.8%
H Other	9,514,949	9,473,799	41,150	-	9,473,799	41,150	99.6%
<b>Total Direct Costs</b>	<b>53,329,708</b>	<b>52,494,214</b>	<b>835,494</b>	<b>651,490</b>	<b>53,145,704</b>	<b>184,004</b>	<b>98.4%</b>
<b>Percentage (%) Analysis</b>	100.0%	98.4%	1.6%	1.2%	99.7%	0.3%	<b>1.6%</b>



# County of San Bernardino Preschool Services Department Budget-To-Actual and Projected Expenditure Report FY 2022-23 As of April 30, 2023

## Combined

Budget Categories	(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) Approved Carryover	Budget vs. Actual Exp.% (B) / (A)
<b>Expenditures</b>								
A Salaries	23,050,743	10,857,722	12,193,021	4,434,384	15,292,106	7,758,637		47.1%
B Fringe Benefits	13,033,825	5,378,064	7,655,761	2,076,037	7,454,101	5,579,724		41.3%
C Travel	191,213	29,589	161,624	126,000	155,589	35,624		15.5%
D Equipment	1,776,025	3,436	1,772,590	254,000	257,436	1,518,590	1,213,340	0.2%
E Supplies	2,864,479	572,089	2,292,390	241,618	813,707	2,050,772	908,481	20.0%
F Contractual	10,043,887	3,838,028	6,205,859	4,415,982	8,254,010	1,789,877		38.2%
G Construction	7,131,933	-	7,131,933	7,675,259	7,675,259	(543,326)	7,131,933	0.0%
H Other	15,059,395	7,170,409	7,888,986	4,629,123	11,799,532	3,259,863	3,876,744	47.6%
<b>Total Direct Costs</b>	<b>73,151,500</b>	<b>27,849,337</b>	<b>45,302,163</b>	<b>23,852,403</b>	<b>51,701,739</b>	<b>21,449,761</b>	<b>13,130,498</b>	<b>38.1%</b>
<b>Percentage (%) Analysis</b>	<b>100.0%</b>	<b>38.1%</b>	<b>61.9%</b>	<b>32.6%</b>	<b>70.7%</b>	<b>29.3%</b>		<b>28.6%</b>

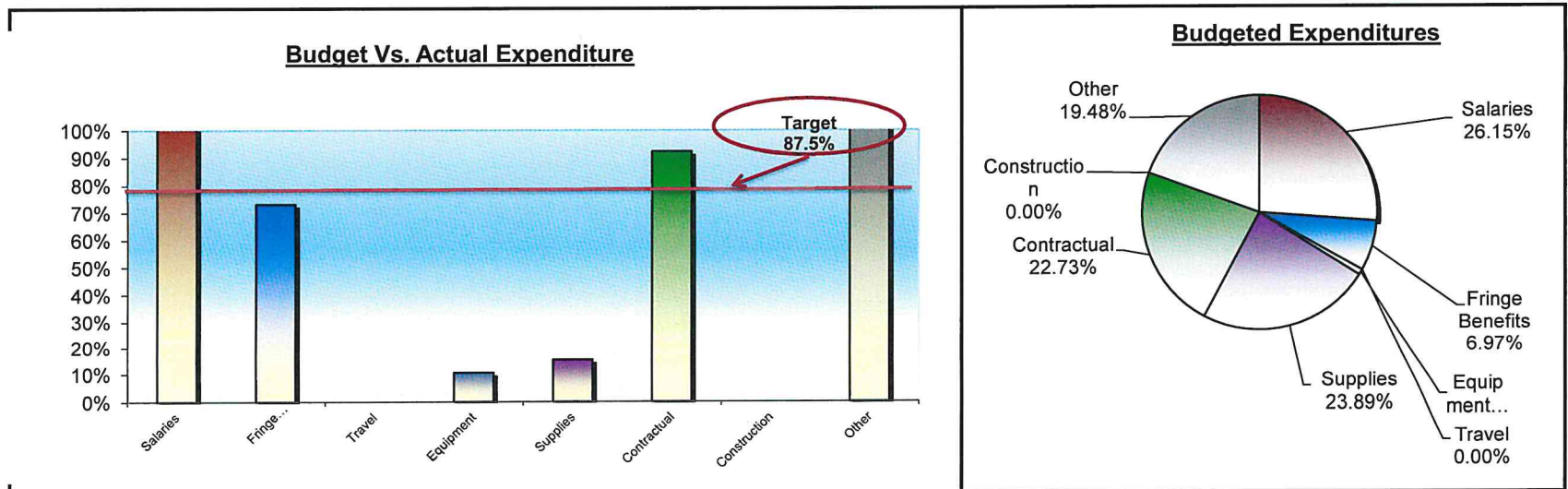




# County of San Bernardino Preschool Services Department Budget-To-Actual and Projected Expenditure Report April 1, 2021 to March 31, 2023 (for 24 months) As of April 30, 2023

## CRRSA & ARP

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	
Budget Categories	Adopted Budget	Year-To-Date Actual	Available Budget (A) - (B)	Projected Expenditure	Total YTD + PRJ (B) + (D)	Budget Balance (A) - (E)	Awaiting OHS Approval	Budget vs. Actual Exp.% (B) / (A)
<b>Expenditures</b>								
A Salaries	1,726,978	1,856,163	(129,185)	4,279	1,860,442	(133,464)		107.5%
B Fringe Benefits	460,262	336,654	123,608	1,920	338,574	121,688		73.1%
C Travel	-	-	-	-	-	-		0.0%
D Equipment	50,287	5,287	45,000	-	5,287	45,000		10.5%
E Supplies	1,577,764	243,697	1,334,067	1,327,703	1,571,400	6,364		15.4%
F Contractual	1,501,187	1,386,384	114,803	81,698	1,468,082	33,105		92.4%
G Construction	-	-	-	-	-	-		0.0%
H Other	1,286,597	1,358,151	(71,554)	1,137	1,359,289	(72,692)		105.6%
<b>Total Direct Costs</b>	<b>6,603,075</b>	<b>5,186,337</b>	<b>1,416,738</b>	<b>1,416,738</b>	<b>6,603,075</b>	<b>(0)</b>	<b>0</b>	<b>78.5%</b>
<b>Percentage (%) Analysis</b>	<b>100.0%</b>	<b>78.5%</b>	<b>21.5%</b>	<b>21.5%</b>	<b>100.0%</b>	<b>0.0%</b>		<b>9.0%</b>



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## Introduction

The County of San Bernardino Preschool Services Department (PSD) administers the Federal Head Start (HS), Early Head Start (EHS), Early Head Start Child Care Partnership (EHS-CCP), Low Income First-Time Mothers (LIFT), Home Visiting- Program (HVP), The Fatherhood Family-Focused, Interconnected, Resilient, and Essential (Fatherhood FIRE) program and the California State Preschool Program (CSPP). Since 1965, PSD has provided comprehensive services that meet the emotional, health, nutritional, and psychological needs of preschool children ages zero to five from low-income families. PSD served over 3,300 disadvantaged children ages zero (0) to five (5) and their families at 38 preschool sites and 26 private Family Child Care providers countywide in program year 2021-2022.

PSD is committed to serving the most vulnerable populations of low-income families; pregnant mothers and teen parents; children with disabilities and/or special needs; foster children; and children and families experiencing homelessness. PSD programs address developmental goals for children and provide support for parents to achieve self-sufficiency.

Unique to this program year was the challenge of the aftermath of the Corona Virus Pandemic. PSD faced this challenge by continuing to offer distance learning to children who were quarantined due to the Corona Virus. One of the effects of the pandemic was the challenge of enrolling new students and staffing the classrooms. PSD chose to reduce the number of classrooms, so that children could receive quality care and education with qualified staff.

PSD has encountered challenges including a high percentage of children living in poverty in the County of San Bernardino. PSD conducts an annual community assessment that paints a picture of the community needs and describes the diverse needs of families who may receive services. In addition, the community assessment covers the community's history, its economic environment, and the community's strengths and challenges. The most recent community assessment included data from Kidsdata.org which reported that there are 566,799 children ages 0 to 17 residing in San Bernardino County. According to the San Bernardino County Community Indicators Report 2019, 18.4% of all San Bernardino County children under 18 live in poverty while 11.4% of adults and 11.5% of older adults (ages 65 or older) live in poverty in 2019. This means 104,291 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 the education level of its existing workforce, the challenges facing today's school children will be greater. A challenge PSD has encountered is the vast geographic size of the county. At 20,105 square miles, the County of San Bernardino is the largest county in the country by geographic area; bordered by five other counties and two states. This exceeds the square mileage of Connecticut, Delaware, Massachusetts and Rhode Island combined. By proactively preparing for challenges, PSD has designed and implemented innovative projects and models which have increased the resources and services provided in the community.

PSD operates under the County umbrella, which supports the department in accessing community resources and services. The County of San Bernardino Board of Supervisors and the Shared Governance Board are responsible for program oversight. The Board of Supervisors is comprised of elected officials and the Shared Governance Board is comprised of one Supervisor from the Board of Supervisors, Department Directors from various County Departments, and the Superintendent of San Bernardino County Superintendent of Schools. Additionally, PSD receives program guidance and direction from the Policy Council that is comprised of parents of preschool children and community representatives. The Policy Council's responsibilities include developing, monitoring and approving program goals, policies and budgets. PSD has successfully partnered with other County departments and community agencies including: Department of Behavioral Health, Department of Public Health, Children and Family Services, Transitional Assistance Department, Housing Authority, San Bernardino County Superintendent of Schools, First 5, County of San Bernardino Probation Department, Community Action Partnership, Georg P. Cheng, MD Lions Club Riverside, Loma Linda University, California State University of San Bernardino, Azusa Pacific University, West Coast University, Cal Baptist University, and San Bernardino County Unified School Districts . These partnerships afford PSD the opportunity to deliver comprehensive services to children and their families in communities countywide.

## Table of Contents

Introduction .....	1
Shared Governance Board .....	4
Jacquelyn Greene, Director of Preschool Services.....	9
Mission Statement .....	10
Vision Statement.....	10
Organizational Chart .....	11
Program Information .....	12
Enrollment Information and Audit Report.....	14
Accomplishments for 2021-2022.....	15
Shared Governance Board .....	15
Preschool Services Department Policy Council & Parent Activities.....	16
Parent Involvement .....	16
Head Start/Early Head Start Site Parent Activities .....	17
Statistical Information.....	17
Goals and Performance Measures for 2020-2021.....	20
School Readiness.....	21
Non-Federal Share .....	22
Summary of Funding.....	23
Preschool Services Department Parent and Employee Spotlight.....	27
Employee Spotlight: Jammie Johnson .....	27
Parent Spotlight: Kendra Thomas .....	28

## Shared Governance Board

### Joe Baca Jr., Current SGB Chair Board of Supervisor, Fifth District



Supervisor Joe Baca, Jr. is committed to the County of San Bernardino and brings a wealth of experience and home-grown expertise. He was raised in the City of Rialto and attended all local public schools including Boyd Elementary, Morgan Elementary, Frisbie Junior High, and Eisenhower High School. Supervisor Baca, Jr. stayed close to the community after graduating from high school. He attended local colleges receiving his A.A. degree from San Bernardino Valley College, B.S. degree from Cal State San Bernardino, a Master's degree in Public Administration from Cal State San Bernardino, and a second Master's degree in Education from Azusa Pacific University. His educational experience is

supplemented with a seven-year career in law enforcement and 15 years of experience teaching in our local classrooms.

Supervisor Baca, Jr. went on to become a teacher and head coach for the softball team at Rialto High School. Teaching and coaching at Rialto High School has helped Supervisor Baca, Jr. get to know many of the young people growing up in our community and has helped him implement programs for our youth. In addition, His experience as a public school teacher helps him foster relationships and create partnerships within our community.

Supervisor Baca, Jr. served on the Rialto City Council from 2007-2020. Prior to serving on the City Council, he was a member of the California State Assembly from 2004 through 2006. As a Councilmember, he served on the Bud Bender Ad Hoc Committee that brought Rialto two of the only Dodger's Dream Fields in San Bernardino County. His passion for strong communities allowed him to be appointed to the Council's Ad-Hoc Subcommittee to help develop the design of Phase II Citywide Parks improvements.

Supervisor Baca, Jr. believes in giving back to the community that has been so good to him. He has worked diligently to increase funding for senior programs, implement after-school programs for our youth, and increase funding for the police and fire departments. His love for the County he has called home for over 49 years is shown by his regular presence at civic events throughout the Inland Empire. He and his wife Jennifer have been married for 18 years, have three children and three lovely grandchildren. He is a member of St. Catherine's of Siena Catholic Church in Rialto. He is proud and thankful to the citizens for giving him the opportunity to serve the people in San Bernardino County's 5th District.



**Theodore “Ted” Alejandre, SGB Vice-Chair, County Superintendent, County of San Bernardino Superintendent of Schools**

Ted Alejandre is the 34<sup>th</sup> Superintendent of Schools for San Bernardino County. He was first elected to the county’s lead educational seat in June 2014 and was reelected in both 2018 and 2022. He began his third consecutive four-year term in January 2023.

With more than three decades of experience in public education, Mr. Alejandre has been a teacher, vice principal, principal, and director of fiscal services at the district level. He joined the office of the San Bernardino County Superintendent of Schools in 2008 as the assistant superintendent of Business Services and later was appointed deputy superintendent, overseeing all operations of the organization.

As Superintendent, Mr. Alejandre works collaboratively with educators, families, other agencies, and community partners to provide advocacy, leadership, and services for nearly 400,000 K-12 students attending public schools in San Bernardino County. His office oversees a \$370 million annual operating budget and employs over 2,400 employees.

Among the highlights of Mr. Alejandre’s service as Superintendent are nurturing the Cradle to Career Roadmap, targeting early literacy, establishing the first ever countywide Student Advisory Panel, being President of the California County Superintendents coalition, and revamping the Alliance for Education to strengthen the alignment and connection of business and community organizations to education and workforce development.

For being a fierce advocate for education, Mr. Alejandre was selected as the California Superintendent of the Year for 2022 by the Association of California School Administrators.

Mr. Alejandre is also a retired U.S. Air Force Lieutenant Colonel serving since 1984. He resides in Yucaipa with his wife, Barbara, and they have three children.



**Veronica Kelley, Director for Department of Behavioral Health (2021 through Dec 2022)**

Dr. Veronica A. Kelley, DSW, LCSW was the Director for the San Bernardino County Department of Behavioral Health and oversees the daily operations for both Mental Health and Substance Use Disorder Services. Veronica was a member of the Governing Board for the County Behavioral Health Directors Association of California (CBHDA), serving as the President, she sat on the Executive Committee and served as the Co-Chair for the Substance Abuse Prevention & Treatment (SAPT) Committee. She was also a Council Member to the California Behavioral Health Planning Council, Board Member to the California Mental Health Services Authority and Associate Member to the American Society of Addiction Medicine. In August of 2019 she was appointed by governor as a member of the No Place Like Home Program Advisory Committee.

Dr. Kelley is a Professor at Mount St. Marys' University teaching in the undergraduate Social Work/Sociology Department and an Assistant Clinical Professor in the Masters of Social Work Program at Loma Linda University Department of Social Work and Social Ecology. She earned her doctorate of Social Work (DSW) from Capella University, earned her MSW from the University of Southern California and her BS in Psychology and Child Development from Mount Saint Mary's College in Los Angeles.



**Dr. Yoshioka Director for Department of Behavioral Health (Dec/2022 to current)**

With 26 years of experience working in the field of social work, Dr. Georgina Yoshioka specializes in the delivery of behavioral health services to diverse populations including criminal justice, healthcare, and child welfare systems.

Since joining the County of San Bernardino, Department of Behavioral Health (DBH) in 2008, Dr. Yoshioka, has provided leadership over programs within the Forensic Services division, addressing the multi-layered needs of the adult forensic population, managing specialized outpatient treatment programs, partnering with key members of the criminal justice system including San Bernardino County Sheriff, Probation, Public Defender District Attorney, and local law enforcement, mental health courts, hospitals, parole and state prisons.



In her prior role as the Deputy Director of 24 Hour & Emergency Services, she oversaw an array of centralized specialty County behavioral health programs including Community Crisis Services, Diversion Services, Centralized Hospital Aftercare Services, the Crisis Intervention Training (CIT) program and managed the contracts that outline the delivery of services to the department's Crisis Stabilization Units, Crisis Walk-In Centers, and Crisis Residential Treatment facilities. Dr. Yoshioka became Interim Director for the Department of Behavioral Health In December 2021 and was officially appointed Director in December 2022.

Dr. Yoshioka has a Bachelor of Sociology, a Master of Social Work with a focus on Children, Youth and Families, a Master of Business Administration, and a Doctor of Social Work. She is also a Licensed Clinical Social Worker (LCSW) in the state of California.

Dr. Yoshioka is driven by her dedication and determination to be a key contributor to the mission of providing individuals, families, and communities with access to services that promote prevention, intervention, wellness, recovery, and resiliency.



**Janki Patel, Children's Network Officer for San Bernardino County (2021 through April 2022)**

Janki began her career with San Bernardino County Children's Network in 2013 as Staff Analyst II, promoting to Community Events Coordinator at Children's Network in 2017. She is committed to improving the communication, coordination, and cooperation among child serving agencies to better serve the children and families of San Bernardino County; making sure each child has the opportunity to grow and flourish.

Janki holds a Master's degree in Public Health with a concentration in Health Promotion and Education from Loma Linda University and a Bachelor's degree in Public Health Policy from the University of California, Irvine.

Janki's areas of expertise include enhancing comprehensive community services to children and youth by improving, coordinating, planning, communicating, and cooperating among youth-serving agencies. She provided administrative and operational oversight to the Children's Network grants and program.

Throughout her career, Janki has worked collaboratively with community organizations, County Departments, County Officials, and faith-based organizations to build healthier communities by strengthening individuals and families and enhancing the quality of life for residents of San Bernardino County.



**Wendy Alvarez Interim Children's Network Officer for San Bernardino County (April 2022 to current)**

During her career with San Bernardino County, Wendy has served in multiple leadership capacities, most recently, as the Interim Children's Network Officer for Children's Network. She holds a Masters degree in Business Administration and a Bachelors degree in Bilingual Education/Cultural Ethnic Studies.

She is committed to improving the lives of children and families through a holistic approach that requires coordinating and providing services that strengthen and support all families; making sure each child has the opportunity to grow and flourish.

**Dr. Sequeira**



Dr. Sequeira received a Bachelor of Arts in zoology with Highest honors from Pomona College in Claremont and graduated with his medical doctorate in the top 10 percent of his class from the University of California, San Diego School of Medicine. He completed his residency in internal medicine and emergency medicine at the University of Oregon Health Sciences Center in Portland.

For the past 30 years, Dr. Sequeira worked in leadership roles at the Local, State and National levels, including as regional director of six of its hospital emergency departments, including hospitals in San Bernardino, Apple Valley, Colton, and Redlands. He is past president of the San Bernardino County Medical Society (2016-17) and a member of the steering committee of the Inland Empire Opioid Crisis Coalition.

He also served as National Risk Director for Vituity Healthcare, and is on the faculty of CUSM, Loma Linda University, UC Riverside, and Western Medical Universities.

## Jacquelyn Greene, Director of Preschool Services



Jacquelyn Greene is the Director of the San Bernardino County Preschool Services Department (PSD), where she leads one of the largest Head Start programs in California. Serving approximately 6,000 disadvantaged children and families annually, Mrs. Greene leads the department by holding steadfast to the mission “To Improve the Well-Being of Children, Empower Families, and Strengthen Communities.”

In 1996, Mrs. Greene began her career as a Teacher with the Head Start program and formally became a San Bernardino County, Preschool Services Department employee in 1999 when the department was established. Since that time, Ms. Greene has held several positions within the department to include Site Supervisor where she was responsible for overseeing the daily operations of a single preschool center based site; Program Manager, where she managed several preschool locations throughout San Bernardino County and the responsibility to ensure compliance with National, State and Local County rules and regulations; Deputy Director and Assistant Director before becoming the Executive Director with oversight to the departments overall operational, fiscal and administrative functions in September 2021.

Ms. Greene has resided in San Bernardino County for over 33 years. She obtained her Associates Degree in Child Development from San Bernardino Valley College and obtained a Bachelor’s Degree in Criminal Justice with a minor in Child Development from California State University, San Bernardino.

Mrs. Greene believes that there is strength in unity and balance. Her goal is to continue to improve the well-being of children through a whole child approach; empower families through training, advocacy, and resources as they are a pillar of support for children; and strengthening the community through integral community collaborations and ongoing family & staff development.

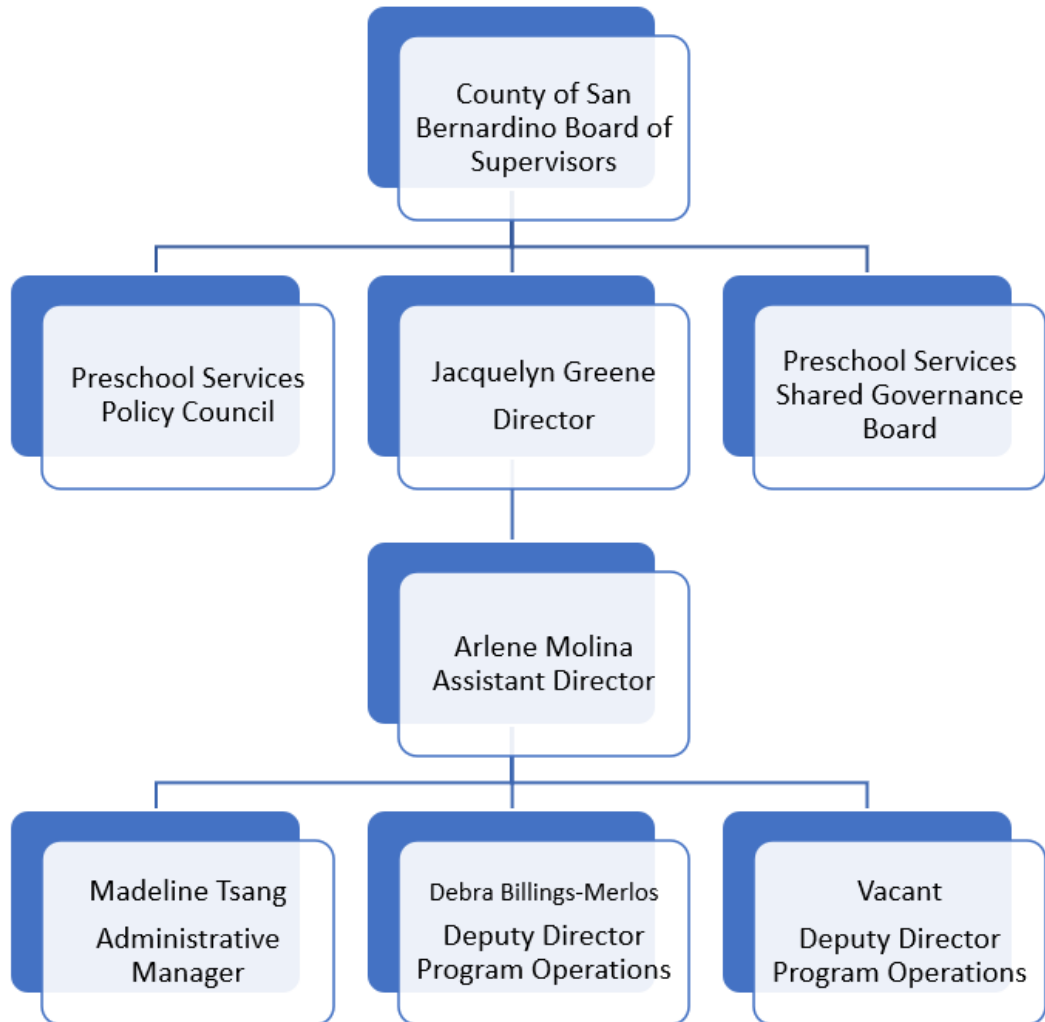
## **Mission Statement**

To improve the well-being of children, empower families and strengthen communities.

## **Vision Statement**

- Our children will excel in whatever setting they go to next.
- Our families' quality of life is measurably better after participating in our program.
- Our efforts increase the quantity and quality of sustainable resources and services countywide.

# Organizational Chart



## Program Information

PSD administers the Head Start and Early Head Start programs in 38 preschool sites and 33 private Family Child Care providers throughout the County of San Bernardino. These programs provide early childhood education and family services to over 2,300 disadvantaged children from ages zero (0) to five (5), pregnant women and families.

**Head Start (HS)** – HS is a national program that provides comprehensive developmental services for children three (3) to five (5) years of age and their families. This program provides specific services such as:

- Health and Social Services
- Developmental and Behavioral Screenings
- School Readiness
- Nutritional Services and Education

Parent education, family support and social services are designed to support and empower HS families, assist them in becoming economically self-sufficient and assist them to identify and achieve personal family goals.

**Early Head Start (EHS)** – The EHS program was established to assist pregnant women, infants and toddlers up to age three. EHS is designed to assist with enhancing:

- Children’s physical, social, emotional and intellectual development
- Pregnant women’s access to comprehensive prenatal and postpartum care
- Parent education on their child’s development
- Parents’ efforts to fulfill their parental roles and move towards self-sufficiency

In addition, the EHS program promotes healthy prenatal outcomes, enhances the development of infants and toddlers and promotes healthy family functioning.

### **Early Head Start – Child Care Partnership (EHS-CCP)**

The EHS-CCP is a collaboration between the existing EHS program and private family child care providers, that focuses on expanding the delivery of high quality education and comprehensive services to low income children aged zero (0) to 48 months and their families who participate in the child care subsidy program. The program promotes success of infant and toddler care through the ability to increase educational services with the establishment of stimulating learning environments and enhanced professional development opportunities made available to child care centers and family child care providers. The role of EHS-CCP is to leverage the existing resources of the Early Head Start program in order to build the service capacity of private family child care providers, thus better addressing the needs families they serve.

**California State Preschool Program (CSPP)** – The state preschool program provides a safe and nurturing hands-on learning environment that helps each child reach his/her highest potential in the following areas:

- Social development
- Cognitive/creative development
- Language development
- Physical development

**Child and Adult Food Care Program (CACFP)** – The CACFP program is federally funded and administered through the State of California. The program strives to:

- Improve the diets of children under thirteen (13) years of age by providing children with nutritious, well-balanced meals
- Aid in developing good eating habits in children that will last through later years

**Low-Income First-Time Mothers (LIFT)** - The LIFT program is designed to improve the health and social functioning of low-income first-time mothers and their infants by providing in-home visits by a Registered Nurse. The nurses follow a visitation schedule that consists of one 90-minute home visit per week over a two- and half-year period. LIFT provides well baby checks, pre and post-natal education, breast feeding education, and information on child development. LIFT also provides family resources to ensure the safety and health of children.

**Home Visiting Program (HVP)** – The Home Visiting Program (HVP) provides in-home services to pregnant mothers and first-time parents. The goal of the program is to provide educational services on child development, social and emotional development, and cognitive development as well as provide resources for families who need financial, housing, and nutritional support. PSD administers this program in partnership with the Transitional Assistance Department (TAD). Referrals are made from TAD so that the program provides resources to low-income families who are also participating in CalWORKs. HVP provides a stable, weekly, source of education, family and child resources, and support services for first-time parents to help them thrive.

**Preschool Early Intervention (PEI)** – The PEI program provides teachers and parents with strategies and activities to help them identify social, emotional and behavioral issues in children in order to prevent the onset of more severe behavioral conditions. The program also provides referrals to families in need of additional support services and resources such as:

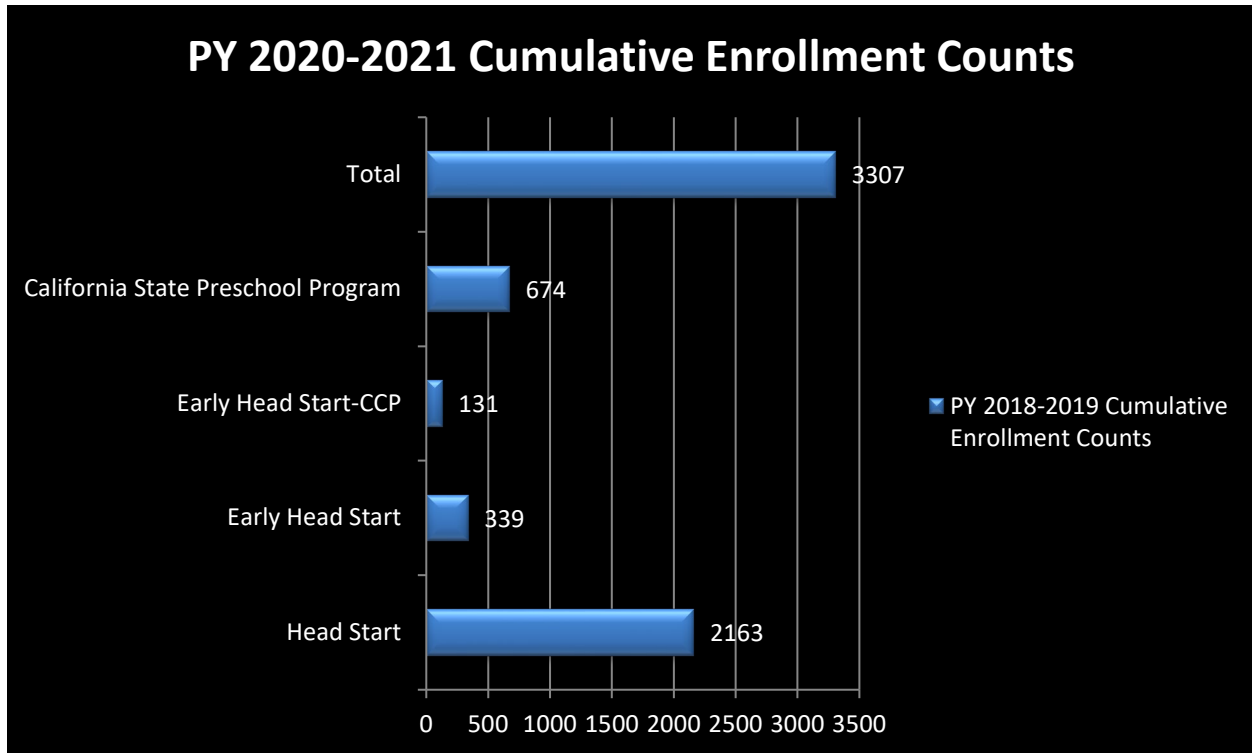
- Appropriate mental health providers
- Support groups for parents and caretakers
- Primary care providers

**Fatherhood Family-Focused, Interconnected, Resilient and Essential (Fatherhood FIRE)** – The Fatherhood FIRE program provides Fathers and Father figures access to the Nurturing Fathers Cohorts, resources, workforce resources, goal setting, and information on healthy family relationships. The Nurturing Father educational course is in a cohort setting that allows fathers and father figures to network and find support outside of the home. The

program focuses on healthy family relationships and how to advocate, nurture, and connect with your child and how to work in tandem with a parenting partner. These courses are offered in English and Spanish throughout the San Bernardino County.

### Enrollment Information and Audit Report

PSD provides a foundation for success by providing enrolled children and their families the highest quality child development and support services. The following information was reported on PSD’s composite Program Information Report (PIR) and monthly enrollment reports for 2021-2022.

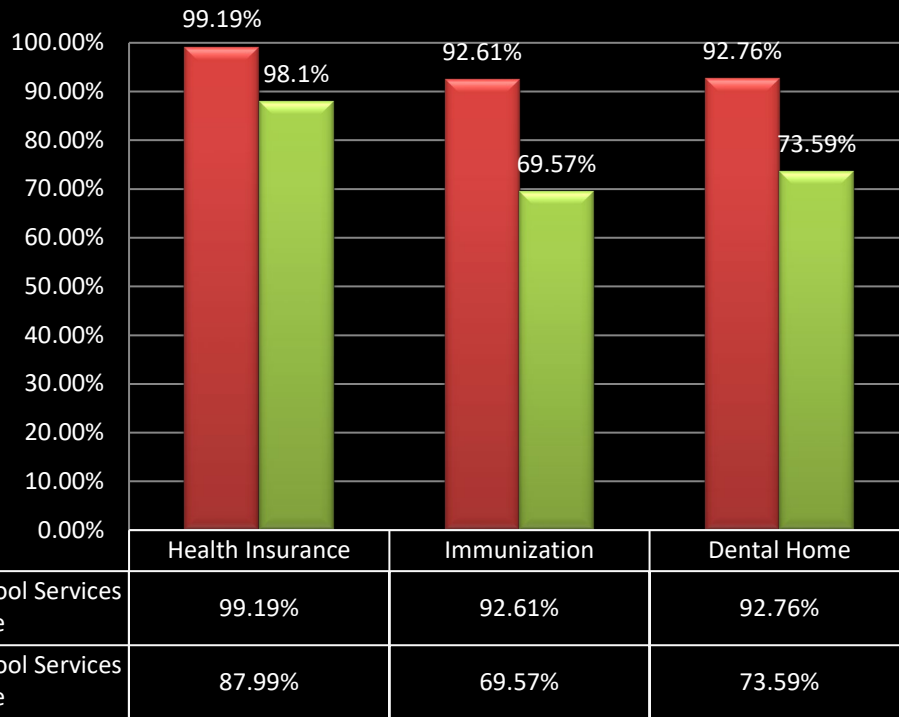


Source: San Bernardino County Preschool Services Department 12/2022

PSD collected and monitored health information throughout the course of the 2021-2022 program year. The illustration below highlights the percentages of children that left PSD with health insurance, medical homes, immunizations and dental homes comparable to last year. Part of the aftermath of the Pandemic is that children were not seen for immunizations and the medical system is still working on completing the backlog of children who need to be immunized.



## All Children At The End of Enrollment Year Health Services



Source: San Bernardino County, Preschool Services Department Child Plus 12/06/2022

### Accomplishments for 2021-2022

PSD achieved the following during program year 2021-2022:

- PSD served 154 Foster children during this program year.
- PSD served 219 Homeless children.
- PSD served 851 Children whose families are receiving some form of public assistance

### Shared Governance Board

The County of San Bernardino PSD's Shared Governance Board has legal and fiscal responsibility for the Head Start Agency comprised of a member with fiscal management or accounting, a member with expertise in early childhood education and development, a member who is a licensed attorney, and members who are selected for their expertise in education, business administration, or community affairs. The Shared Governance Board oversee the agency to adopt practices that

assure active, independent, and informed governance, and are responsible for ensuring compliance with Federal , State, and local laws.

## **Preschool Services Department Policy Council & Parent Activities**

The County of San Bernardino PSD’s Policy Council is comprised of parents and community representatives dedicated to serving disadvantaged families with children ages zero to five and pregnant women in the community. Each site elects one Policy Council representative at the beginning of the program year that attends monthly meetings, trainings, and committee meetings. Their responsibilities include developing, monitoring, and approving program goals, policies, procedures, and budgets. They work in partnership with PSD management staff and the Shared Governance Board (SGB) to operate an effective and comprehensive Head Start program. Policy Council members are provided opportunities to participate in Policy Council Committees throughout the program year.

During 2021-2022, Policy Council Committees included:

- Finance (meets monthly)
- Personnel (meets as needed)
- Health Advisory/Family and Community Engagement/Parent Involvement (meets quarterly)
- Early Child Development (meets quarterly)
- Quality Assurance (meets quarterly)
- Training and Tech Assistance (meet quarterly)
- Ad Hoc committee (meets as needed)
- Technology (meets quarterly)
- Nutrition/Menu Planning (meets biannually)

## **Parent Involvement**

The Head Start and Early Head Start programs encourage and support the personal development of parents in our programs. Every year the program sets aside funding for parent activities at each site. These funds are used to promote parent involvement and support parent group activities and projects. The activities offered are educational and driven by training needs identified by the parents. PSD also partners with outside community agencies to offer workshops for the parents at no cost to the program. Parent activities occur both at preschool sites and at the Policy Council meetings.

## Head Start/Early Head Start Site Parent Activities

The Head Start and Early Head Start programs offered an array of parent activities during program year 2021-2022 at the 38 preschool sites and 33 private Family Child Care providers across San Bernardino County. Examples of workshops and trainings provided to parents included:

- Asthma awareness
- Oral Health
- First Aid
- Food Allergies
- Money Management
- What to do when your child gets sick
- Apprenticeships
- Family Literacy
- Online High School

## Statistical Information

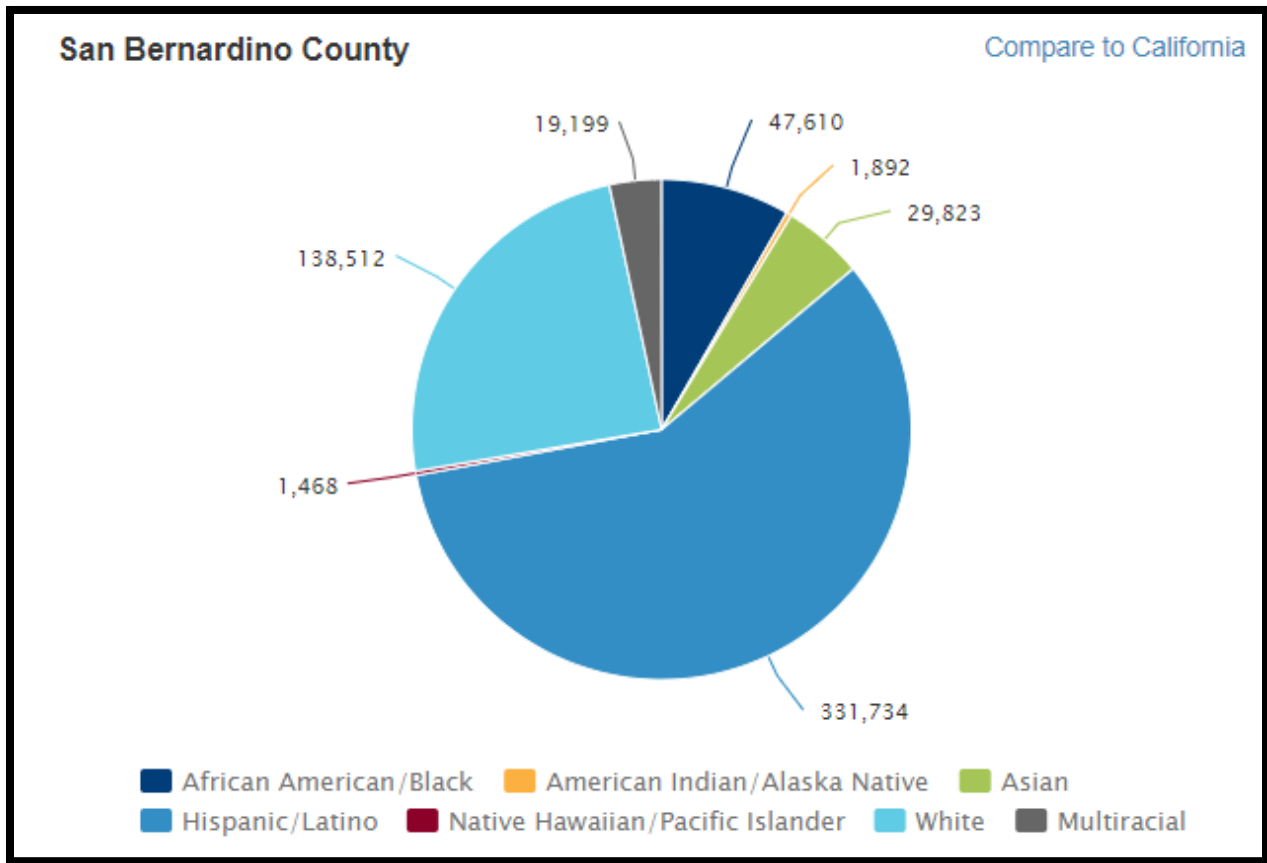
During the 2021-2022 program year, PSD served a caseload of 3,307 Head Start, Early Head Start, Early Head Start – Child Care Partnership, and State Preschool children and families throughout the County of San Bernardino.

The County of San Bernardino is home to 177,463 children between the ages of 0 to 5.

San Bernardino County		Numbers	
Age	Female	Male	Total
0-2 Years	40,559	45,408	85,967
3-5 Years	45,382	43,922	89,304

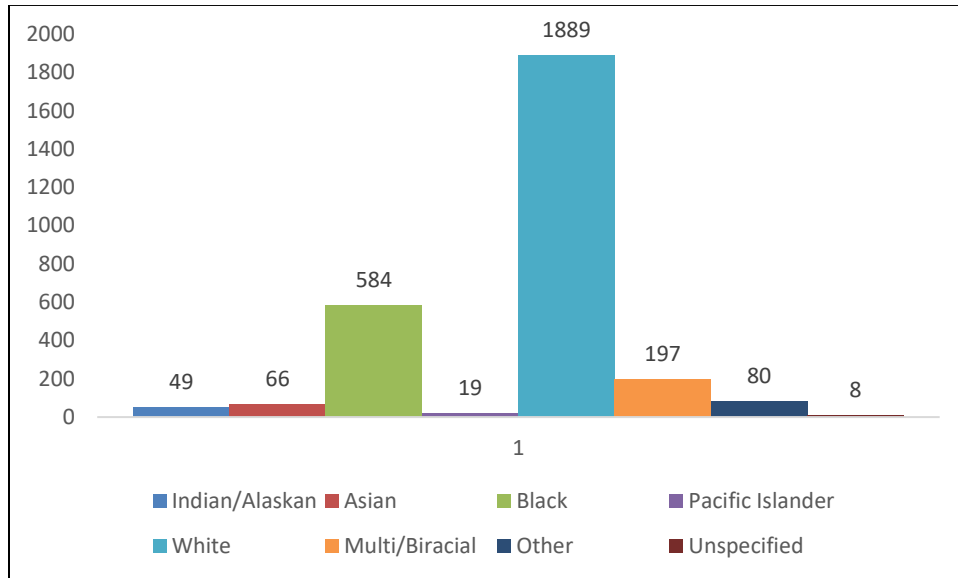
Data Source: [As cited on kidsdata.org](https://kidsdata.org)

The Child Population in San Bernardino County, by Race/Ethnicity for 2021 is as Follows:



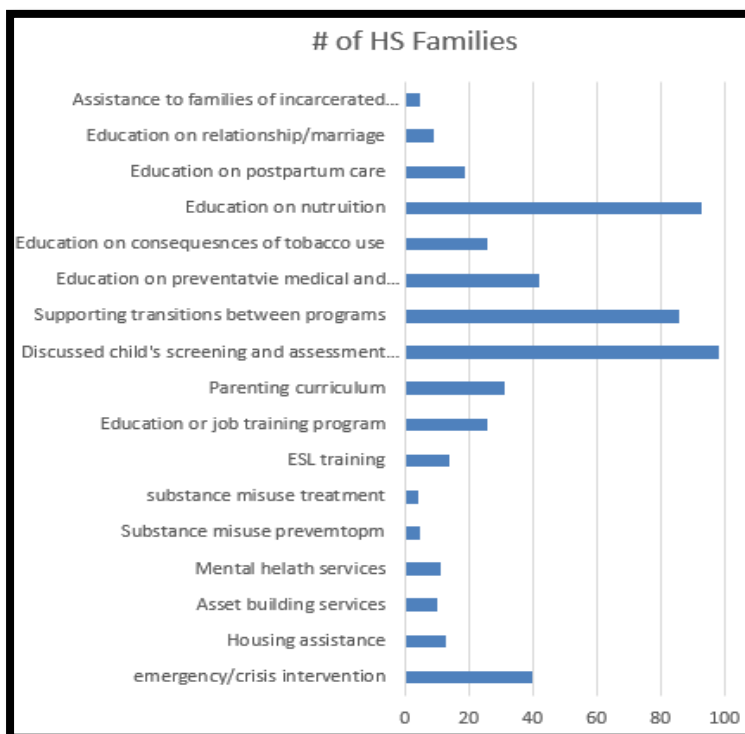
Data Source: [As cited on kidsdata.org](https://kidsdata.org).

**The Race/Ethnicity of Children Served by PSD is as Follows:**



Data Source: San Bernardino County Preschool Services Department Child Plus 12/06/2022. \*Includes children identified as Hispanic

In addition to high quality educational programs, PSD families receive comprehensive supportive and referral services. The following are the number of services that families received during program year 2021-2022 according to the Family Services Assessment data.



## Goals and Performance Measures for 2020-2021

The program goals established by PSD were developed as a response to the 2020-2025 Community Assessment update, the findings of the program's annual Self-Assessment, and a review of the 2021-2022 Head Start Program Information Report results. In addition, PSD's long-term goals are in alignment with the department's Grant Application Budget Instrument (GABI), which allows the department to submit its refunding application for Head Start funds and informs the Federal government of the progress the department has made towards its established goals. PSD's primary focus continues to be to promote school readiness to ensure long-term success in school and other life endeavors and provide support to families to pursue self-sufficiency.

### Short Term Goals 2021-2022

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- I. Promote school readiness in language, literacy, social and emotional development.
- II. Increase the enrollment opportunities for foster children.
- III. Enhance the referral process of enrollment of families in Child Development
- IV. Promote nutrition education programs for parents at each school site.
- V. Identify and decrease the number of children who are initially identified as obese or overweight from the higher level of Body Mass Index (BMI) classification to the next lower level by children's heights and weights.
- VI. Increase the education level of families using the Online High School Diploma Program.
- VII. Enhance access to job opportunities for families.

### Long Term Goals for 2021-2022

---

Program Year (PY) 2021-2022 was the fourth year of the five-year funding cycle for long-term goals. The status of the long-term goals for the HS and EHS are as follows:

- I. Increase Center-Based Child Development services for children zero to five in the areas of highest need, as identified by the community assessment.**

*Progress:* PSD was awarded 112 slots for Early Head Start in all three program options for PY 2021-2022.

- II. Increase the number of parents who are making progress to obtaining economic self-sufficiency.**

*Progress:* Progress with this goal is limited due to challenges related to the COVID-19 pandemic. The virtual platform was not sufficient to support the observations for this program. A alternative

on-line system with wider distribution and ability to save recorded information was needed. PSD acquired the Nepris system recently and participants implemented use of the new system.

PSD continues to support and encourage all interested parents to continue their efforts and to make progress towards full enrollment and completion of courses in the Online High School Diploma Program. PSD has enlisted the assistance of MSW interns from Cal Baptist University, who will work closely with PSD Generalists (Family Advocates) to make individual contact with these online high school participants, and will encourage, motivate, and assist them in reaching their goals. PSD has started an in person workshop to help parents to enroll into the program.

**III. Increase quality of classroom services as evidenced by increase of teacher level efficacy scores in all program options.**

*Progress:* This program year coaches conducted semiweekly announced and unannounced coaching visits via zoom. Monthly training opportunities have been provided and will continue to support Provider development in the areas of teacher-child interaction, environmental planning, and parent support during home visitation.

**IV PSD will establish and maintain consistency of childcare partners by experiencing a turnover rate of less than 16% annually to increase continuity of care to children.**

*Progress:* Early Head Star – Childcare Partnership (EHS-CCP) has met the objective of less the 16% turnover rate. Last program year we experienced an 8% turnover rate.

## **School Readiness**

In an effort to support and strengthen Preschool Education and School Readiness, PSD has initiated The Early Learning Outcomes Framework. This model provides a foundation and understanding of competencies, knowledge, and skills that most children are expected to exhibit in a high quality preschool program.

The Early Learning Outcomes Framework is designed to show the continuum of learning of infants, toddlers and preschoolers. It is grounded in comprehensive research around what young children should know and be able to do during their early years. This School Readiness foundation also adopts the National Common Core Standards, and California Preschool Learning Foundations along with the Kindergarten Content Standards such as English, Language Arts and Mathematics, with attention to Social-Emotional Development and English Language Development. Together, the approach contributes significantly to young children’s readiness for school.

Furthermore, PSD uses the Desired Results Developmental Profile (DRDP) assessment instrument to collect information through teacher observations and family observations regarding children’s development. Children’s assessments are completed three times per year and data is input into the DRDP tech system and aggregated to create reports that identify areas of strengths and concerns. Analysis of key findings enables the agency to develop School Readiness goals.

PSD aggregates data and analyzes the results of the assessments by agency, site, classroom and individual child levels. Staff examines the individual learning gains made by children and plans activities to strengthen areas that need improvement. Teachers individualize instruction for each child and develop goals, which are established and updated at least twice annually. Each site establishes goals three times per year. Site goals aid in identifying training needs for staff, supplies needed to enhance education, curriculum review and selection and the agency’s overall focus on professional development for staff. As needs are identified, the information is shared with parents and the community to assist in the creation and implementation of action plans towards the successful completion of goals. All improvements are implemented to enhance the service delivery of PSD and to ensure families and children are successful.

PSD implements the scientifically valid research based Creative Curriculum along with the DRDP in supporting the School Readiness goals for children. The curriculum includes a daily schedule with planned transition activities supportive of the ages, attention spans, abilities and temperaments of each child. The Creative Curriculum approach to Early Childhood Education establishes an environment that encourages children to solve problems, initiate activities, explore, experiment, question and acquire skills through active learning. Teaching and support staff use data information collected from observations (children’s portfolios), developmental screenings (Acuscreen and Communication Profile), and DRDP to develop individual goals for children. Parent input includes information from the child history profile, medical history, school-to-home activities, home visits, center conferences and telephone conversations. Parents are encouraged to provide input on the lesson plan and volunteer in the classroom. Parents are provided their child’s DRDP data during home visits and center conferences and provide input into establishing their child’s individual goals. This allows teaching staff to plan activities in each DRDP domain that will provide opportunities for the children to achieve their goals.

### Non-Federal Share

For every Federal dollar that a program is awarded, Preschool Services is required to provide twenty-five cents from a non-Federal source such as volunteer hours or in-kind donations. Each program is budgeted a goal annually to attain Non-Federal Share dollars.

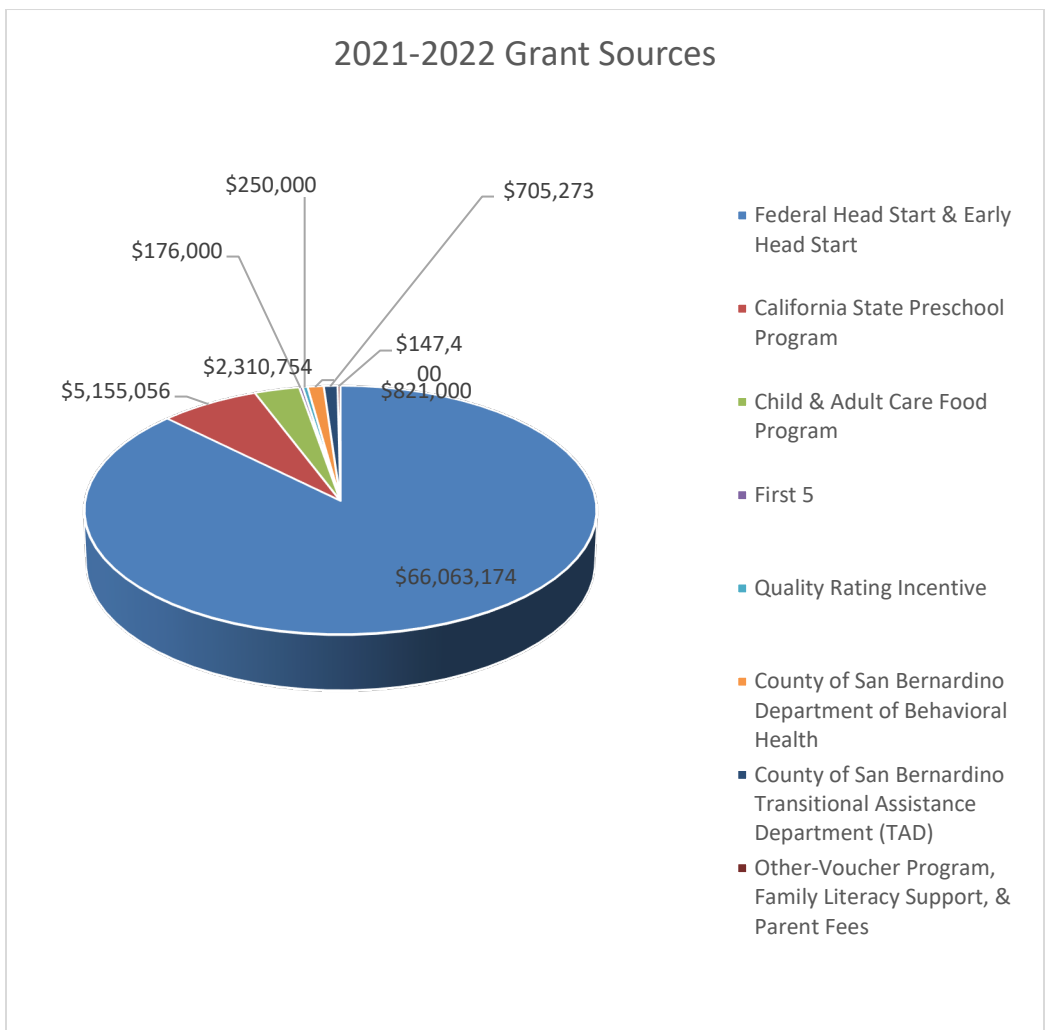
Program	Budget	Actual	Percent of Budget met
Early Head Start	\$1,221,845	\$1,232,404	101%



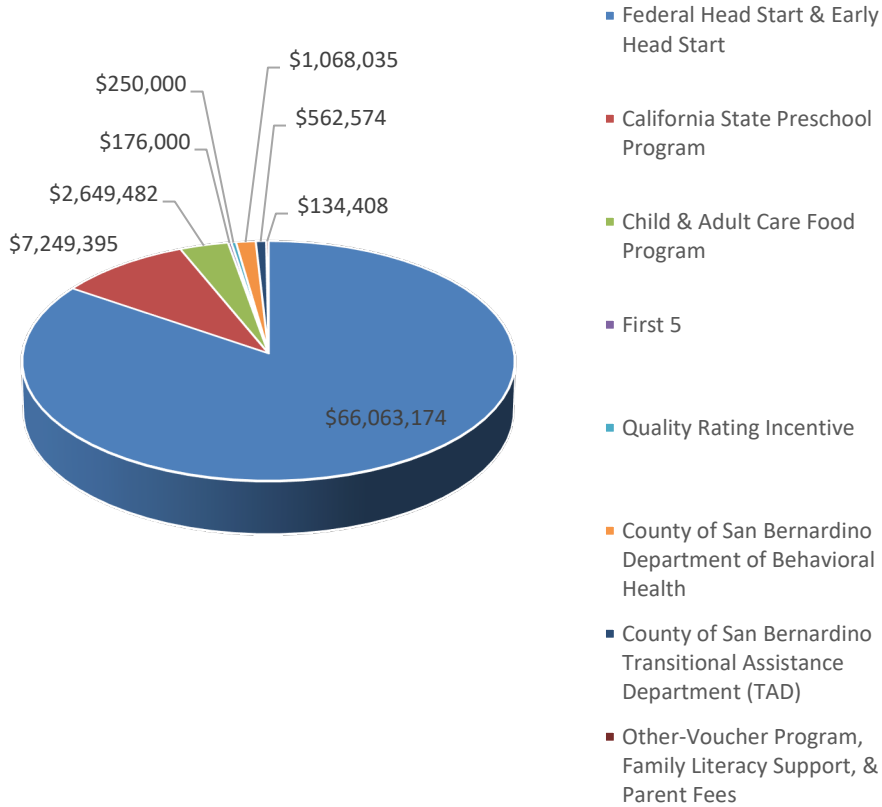
<b>Head Start</b>	\$12,512,331	\$12,784,588	102%
<b>Early Head Start Child Care Partnership</b>	\$506,275	\$567,928	112%

### Summary of Funding

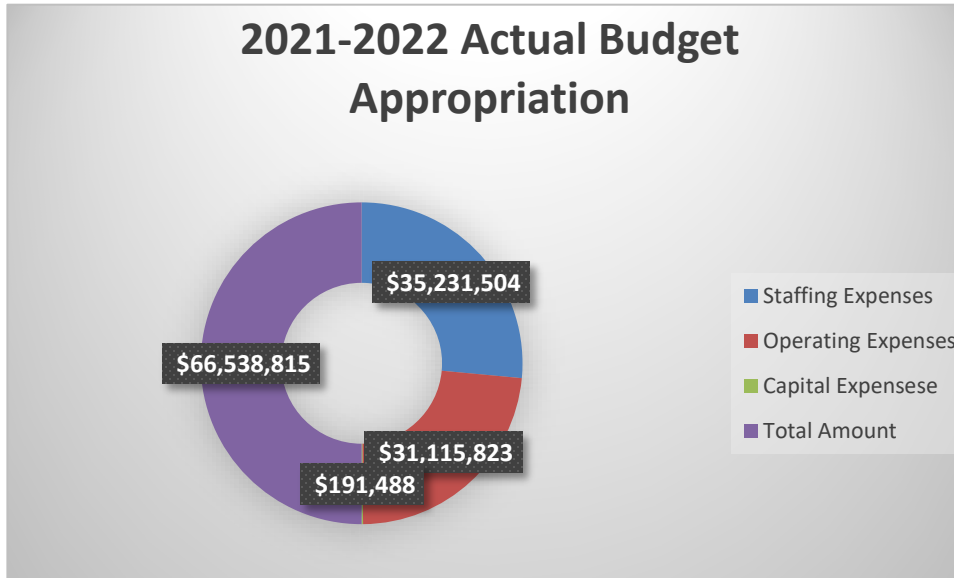
PSD receives grants from the Federal Administration for Children and Families, Office of Head Start, the California Department of Education’s State Preschool Program, Child and Adult Care Food Program, First 5 and other agencies. The following is a summary of PSD’s grant funding for Fiscal Year 2021-2022 and 2022-2023.



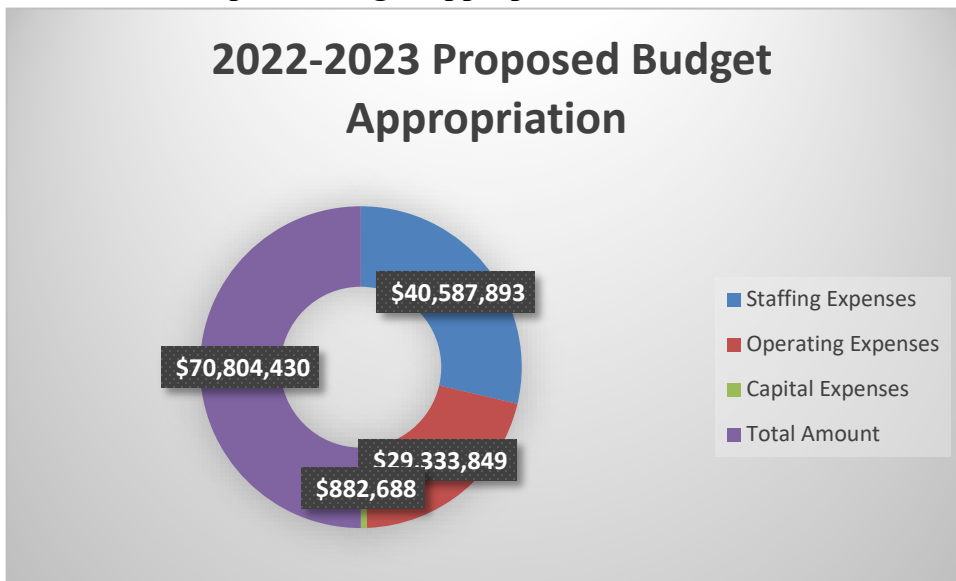
### 2022-2023 Grant Sources



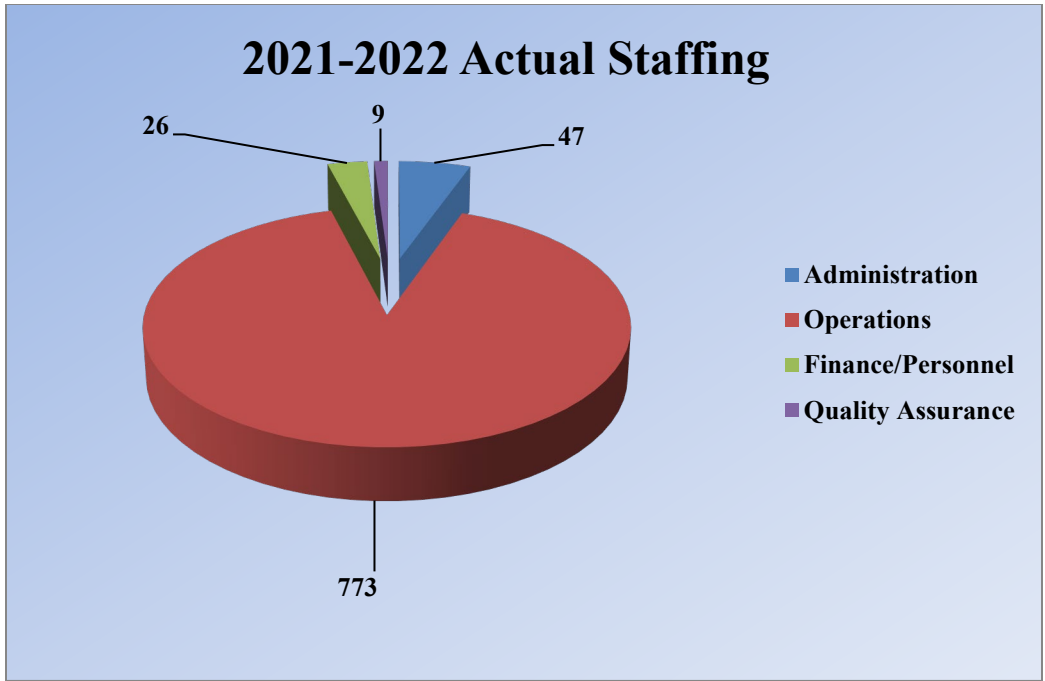
## 2020-2021 Actual Budget Appropriation



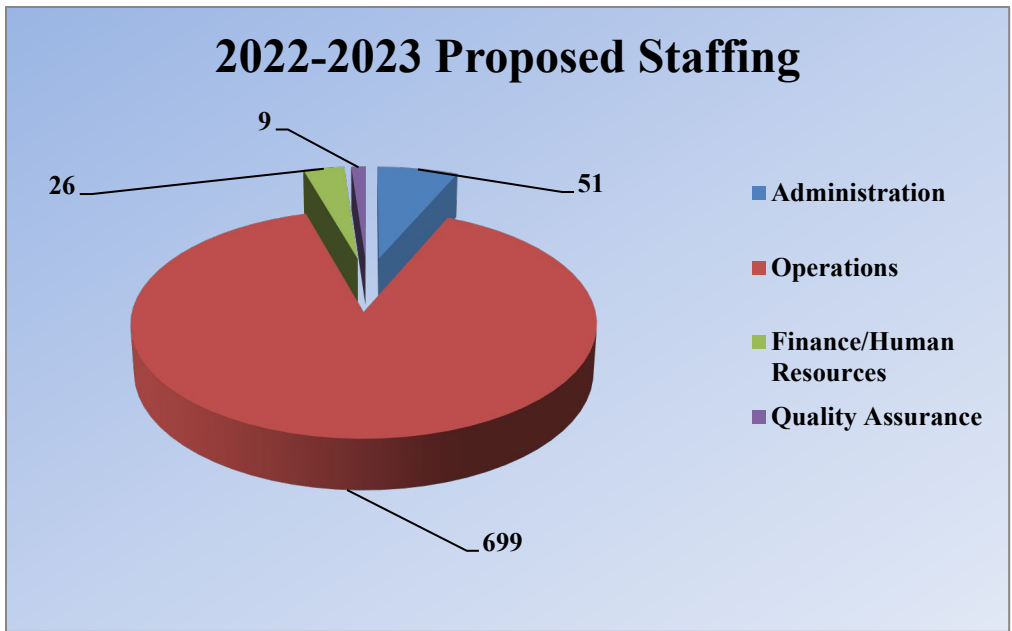
## 2021-2022 Proposed Budget Appropriation



**2021-2022 Actual Staffing**

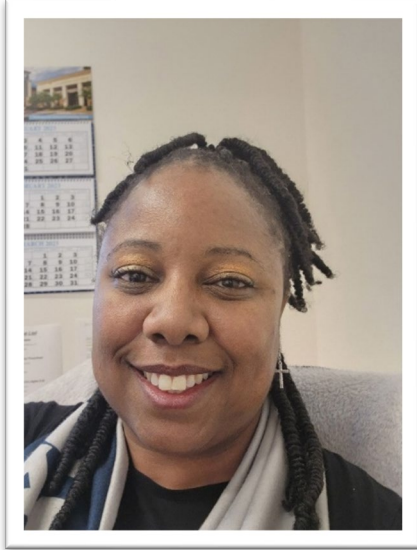


**2022-2023 Proposed Staffing**



## Preschool Services Department Parent and Employee Spotlight

### Employee Spotlight: Jammie Johnson



Before I came to San Bernardino County's Preschool Service Department, I worked as a preschool assistant in the Moreno Valley Unified School District for almost 10 years. As a child, I have always wanted to work with children. So, when I had the opportunity to work full time as a teacher for PSD, I was excited to make to transition.

In July of 2008, I started as a part day teacher at South Redlands Head Start. On my first day I met staff that soon became family. It was at that time that I realized that PSD was a good place for me to spread my wings. As a Head Start Teacher, I worked closely with my site Generalist (Merina Babers) to provide for my families to help their children grow. Merina showed me how important the Generalists are to the program. She became a great mentor and friend to me.

In January of 2017, Merina encouraged me to apply for the Generalist position. I made it through the interview and began working as a Generalist at Mill Center Head Start/ State Preschool in March of that same year. At the Mill Center, I found and adopted more staff as family. It was there that I found "my partner in crime" Zoraida Gutierrez. She and I worked hard together. We supported each other as we supported our families. I work in the Preschool Service Department because I love empowering the families we provide our services to. It gives me joy to see the children's smiles when I greet them in the morning. It fills my heart when parents want to tell me their success stories. Most of all, I love the day-to-day interactions with each family. My goal is to continue on this journey to help my families to strive for excellence.

## Parent Spotlight: Kendra Thomas



Jamari Lomack was born February 10, 2021, which is why I got introduced into the Home Visiting Program (HVP). It helped me, especially being a stay-at-home mother of five children. My HVP Home Support Worker, Arkeisha, established her relationship with Jamari and I when he was only a couple months old. During the beginning of our process, Jamari learned lying on his tummy, holding his head, sitting up on his own, and moving his arm and legs while excited to see colors, faces, and hear sounds and voices.

During our HVP journey my first love passed away. I went from attending visits to canceling them and even at times not responding. My Home Support Worker

Arkeisha arrived at my home for an emergency well care check where she found out what happened. I was emotionally, physically, and mentally, depressed. Feeling weak, tired, and not eating or cleaning. Literally living in the corner of my couch. She never judged me, instead she showed patience, understanding, support, and most importantly love and attention towards my child(ren). When I was at the lowest point of my life hitting rock bottom. I had nothing to give my children Arkeisha continued to show up with diapers, clothes, books, and flowers and cards for me as well, filled with motivational poems and inspirational words that I needed to hear. I thank her for removing me off the couch which was her focus so I can be mentally stable for my children.

Arkeisha switched my visit from being at home to making it outdoors for a different mindset. Making it easier for me to look forward to them we went to the park or the food courts. Our conversation we're full of laughter and excitement.

Being in the Home Visiting Program has helped me gain my confidence, faith, and encouraged me to continue to be the best mother I can be. I am honored, grateful, and truly thankful for the Home Visiting Program and my Home Support Worker Arkeisha. My growth, success, and drive will continue to strive because of the rewarding experience that HVP had to offer. I had a position as a medical assistant for Barstow Community Hospital and received call for the HVP Home Support Worker job. I accepted the position and came over to help other parents that could be going through what I did.

# Annual Head Start/Early Head Start Self-Assessment Report



**Program Year 2021 / 22**

**April 28, 2023**

Table of Contents

**General Information on Self-Assessment ..... 3**  
**Methodology..... 4**  
**Head Start Management Systems ..... 5**  
**Overall Findings..... 6**  
**Plan of Action ..... 7**



**Preschool Services Department  
Early / Head Start Annual Self-Assessment Report  
Program Year 2022**

**General Information on Self-Assessment**

**Requirements** Head Start grantees and their delegate agencies are required to conduct an annual self-assessment, as promulgated by regulation (45 CFR 1302.102(b)(2)(i)-(iii)). The purpose of the self-assessment process is to:

- Assess the Head Start program’s progress toward meeting its long-term goals and short-term objectives.
- Assess the program’s compliance with the Head Start Program Performance Standards (HSPPS).
- Assess the effectiveness of professional development and family engagement systems in promoting school readiness.

**Purpose** A self-assessment tests whether a Head Start agency is *“doing the right thing”* in its program design and delivery to meet the needs of children and families. As such, it looks at an organization’s processes and systems through a systemic lens. The County of San Bernardino’s Preschool Services Department’s (PSD) Program Year (PY) 2021-22 Annual Self-Assessment focused on its human resource system; specifically, its organizational structure.

To determine the effectiveness of the organizational structure, PSD’s leadership team posed the following question: *Does the existing organizational structure improve efficiencies, reduce confusion and miscommunication, and help employees be strategic in their thinking?*

**Dates** The Self-Assessment occurred over a period of six months, beginning in July 2022. Prior to the start of the Self-Assessment, the management team was provided an overview of the process, as well as the general expectations. These discussions occurred during regular Level 1 and Level 2 meetings.

**Team Composition** The entire leadership and management team (Level 1 and Level 2) was included in the self-assessment process.

## Methodology

Area	Work Completed
SWOT Analysis	<p>The key element of the self-assessment process was a SWOT analysis, which served to explore <i>What Could Be vs. What Is</i>. As such, the purpose of the SWOT was to identify the effectiveness of the current organizational structure; the challenges posed by the structure, and the opportunities for the organization. Through this process, PSD was able to identify its current reality and think broadly of its potential future strategic directions. In all, the SWOT explored how the existing structure supported PSD's goals and objectives.</p> <p>The SWOT was a facilitated process through the San Bernardino County Performance, Education and Resource Center (PERC). The Leadership Team was asked to explore the strengths of the current structure, the weaknesses of the structure, the opportunities, and the potential threats. The SWOT examined the efficacy of each unit:</p> <ul style="list-style-type: none"> <li>• Centralized Eligibility Unit</li> <li>• Personnel</li> <li>• Education</li> <li>• Health/Nutrition</li> <li>• Mental Health/ Disabilities/ Family and Community Engagement</li> <li>• Finance</li> <li>• Quality Assurance &amp; Monitoring</li> <li>• Contracts &amp; Grants Management</li> <li>• Facilities</li> </ul>
Unit Meetings	<p>Following the SWOT, the PSD Executive Team, which included the Director, Assistant Director, and Deputy Director, held meetings with each individual unit. The objectives of these meetings were to look at the unit's structure, the staffing within the structure, functional responsibilities of each position, and work flow process. During these meetings, the result was to explore improvements needed. Meetings were scheduled for approximately two hours, every two weeks for three months. Follow-up sessions were scheduled as needed.</p>
Internal Unit Work	<p>Following the SWOT and the unit meetings with the PSD Executive Team, each unit manager/lead was tasked with conducting follow-up meetings with their units to continue identifying potential efficiencies.</p>
Unit Proposals	<p>Each unit presented a proposal to the PSD Executive Team for unit restructures, and each proposal was required to contain justifications for the proposed changes, functional responsibilities of the proposed changes, and time table for the changes. After submitting proposals, the PSD Executive Team, leadership team, and unit managers met to discuss the programmatic and fiscal feasibility of each proposal and outline the pros and cons of the proposed changes.</p>

## Head Start Management Systems

As part of the self-assessment process, the Head Start Management Wheel was used as the guiding principles. The Head Start Management Wheel is a visual representation of the twelve-program management, planning and oversight systems that are critical to sound program infrastructure and high-quality services (source: ECLKC, Head Start Management Systems: Guiding Questions). The twelve management systems include:



1. Program Planning & Service Systems Design
2. Data & Evaluation
3. Fiscal Management
4. Community & Self-Assessment
5. Facilities & Learning Environments
6. Transportation
7. Technology & Information Systems
8. Training & Professional Development
9. Communication
10. Record-Keeping & Reporting
11. Ongoing Monitoring & Continuous Improvement
12. Human Resources

The following systems were utilized for this self-assessment process.

Management System	Purpose of Management System
Human Resources	This system explores how the organizational structure supports staff to provide high quality services to children and families. It also explores a program's ability to recruit, retain, and promote staff.  For this self-assessment, PSD explored the efficiencies of its organizational structure by unit functions.
Fiscal System	This system explores the integration between budgeting and program goals/objectives.  For the purposes of this self-assessment, PSD explored the fiscal viability of all proposed changes.
Communication	This system explores how the communication system addresses internal and external communication among and between program leadership and staff.  For this self-assessment, PSD explored how the existing organizational structure facilitates communication between units, to make the program more agile and effective.
Ongoing Monitoring & Continuous Improvement	This system explores how ongoing monitoring informs program operations, planning, and continuous quality improvement.  For this self-assessment, PSD explored how the existing organizational structure supports its ongoing monitoring functions.

## Overall Findings

The self-assessment concluded that changes are needed within the organizational structure to make it more efficient, to enhance communication, and to be more strategic. The SWOT analysis findings are reflected in the chart below.

<b>Strengths</b>	<b>Weaknesses</b>
<p>PSD has an established management structure that consists of staff who ensure high-quality service delivery. Staff are knowledgeable and have the experience to fulfill their roles and responsibilities.</p> <p>PSD staff are resilient and flexible. These characteristics have been essential in helping the program respond to emergencies, either man-made or acts of God. The current structure, and staff that are in place, is nimble.</p> <p>Staff's knowledge-base of regulatory requirements, as well as their years of experience in Head Start allows for innovative programs, such as the response to COVID, implementation of the FIRE grant, and other county-led initiatives.</p>	<p>The strengths identified also serve as a weakness because the structure supports reactivity. The program is excellent at reacting to issues, challenges or obstacles that arise. However, the structure, and the systems developed to support it, do not promote a proactive approach to management. Thus, strategic thinking can sometimes be missed.</p>
<b>Opportunities</b>	<b>Threats</b>
<p>PSD is embedded as part of the larger County-system, and reports directly to the Chief Administrator's Office. This provides opportunities for PSD to utilize the various support systems within the County to enhance services for staff, as well as children and families.</p> <p>As part of a county system, PSD is well positioned to take a leadership role in the implementation of the state's Universal Preschool program.</p>	<p>A threat to the existing system is the ongoing competition for qualified ECE staff. The state of California is in the process of implementing a statewide Universal Preschool and Universal Transitional Kindergarten approach (UPK and UTK). One of the continued threats of this system is that school districts across the state need to recruit qualified ECE professionals with bachelor's degrees, thus, potentially "poaching" qualified candidates from programs like PSD.</p>

## Plan of Action

To address the weaknesses and potential threats identified as part of the SWOT analysis, PSD has begun instituting the following based on proposals submitted by each unit.

Unit	Changes
Executive	<ul style="list-style-type: none"> <li>• Change oversight of the Finance Manager from Deputy Director to Assistant Director</li> <li>• For Administrative Deputy Director, shifted away from narrow focus on Finance to expanded focus which includes, Personnel, Contracts, and CQI</li> <li>•</li> </ul>
Management	<ul style="list-style-type: none"> <li>• Restructured oversight responsibility of the Program Managers to include content area focus for ERSEA, Health/Nutrition, and Mental Health/Disabilities, and PFCE.</li> <li>• Second Phase of Management restructuring will include dedicated managers to the areas of Prenatal to 3 Education, 3-5 Education, Internal Compliance, and External Compliance</li> </ul>
DIS/MH/PFCE	<ul style="list-style-type: none"> <li>• Moved responsibility of the PFCE to an alternative Program Manager to provide direct oversight and an intense focus for quality improvement in Family and Community Engagement.</li> </ul>
Facilities	<ul style="list-style-type: none"> <li>• Changed the monitoring structure for facilities to include higher frequency of reporting on progress/completion of 1303s and Capital Improvement Projects (CIP) to ensure that both Federal and County processes are being followed at a satisfactory pace.</li> </ul>
Contracts and QA/CQI	<ul style="list-style-type: none"> <li>• Contracts shifted to report to Internal Compliance Manager to ensure accuracy and timeliness of Board Agenda Items, contract establishment/oversight, and adherence to Federal and County requirements for procurement.</li> <li>• Quality Assurance expanded to include Continuous Quality Improvement to inform program delivery. Placed under Internal Compliance Manager to align internal monitoring with Federal and County processes.</li> </ul>
Personnel	<ul style="list-style-type: none"> <li>• Streamlined processes for reporting structures, employee schedules, and other personnel matters.</li> <li>• Expansion of New Employee Orientation to better prepare staff and to increase job satisfaction.</li> <li>• Increased collaboration with other County departments for staff recruitment (County Human Resources, Workforce Development, Employee Health, and Wellness) with the goal of increasing applicants and reducing the amount of time elapsed from application to onboarding.</li> </ul>

To address the potential threat of staff retention and recruitment, PSD has begun the process of analyzing its program structure. The result of the analysis will potentially lead to a change in scope application.



San Bernardino County (SBC) Head Start Shared Governance Board

JOE BACA JR., CHAIR  
SBC 5th District Supervisor

TED ALEJANDRE, VICE-CHAIR  
SBC Superintendent of Schools

MICHAEL SEQUEIRA, MD, PUBLIC HEALTH OFFICER  
SBC Public Health

DR. GEORGINA YOSHIOKA, DIRECTOR  
SBC Behavioral Health

WENDY ALVAREZ, INTERIM CHILDREN'S NETWORK  
OFFICER, SBC Children's Network

SHELLY THOMAS  
Head Start Policy Council Chair  
Community Representative  
SGB Representative

CHRISTINE DAVIDSON  
Head Start Policy Council Member  
Community Representative  
SGB Representative

ORETHA PAKPAHAN  
Head Start Policy Council Member  
South Redlands Head Start  
SGB Representative

Shared Governance Board Delegate Appointment Form

Mail to: PSD | Attn: Shar Robinson | 662 S. Tippecanoe Ave., San Bernardino, CA 92415-0630

Fax to: (909) 383-2080 | Email to: [Sharmaine.Robinson@psd.sbcounty.gov](mailto:Sharmaine.Robinson@psd.sbcounty.gov)


The Head Start Shared Governance Member: Ted Alejandre

Title: County Superintendent

wishes to appoint: Myrlene Pierre to serve as Delegate for a one-year term beginning July 1, 2023 through June 30, 2024 to represent the member in the event the member must be absent from a meeting. The designation must be renewed every twelve months and is subject to disapproval by a majority of the remaining SGB members.

Appointee Title: Assistant Superintendent, Student Services

By signing below, the Head Start Shared Governance Board Member authorizes the appointee to serve on the Head Start Shared Governance Board in the absence of the Member, and acknowledges the appointee shall act in the capacity of the member for purposes of that meeting, including full voting rights. The member further confirms by signing below that the appointee has consented to this appointment.

  
\_\_\_\_\_  
Head Start Shared Governance Board Member (signed)

5/1/2023  
\_\_\_\_\_  
Date

Ted Alejandre  
\_\_\_\_\_  
SGB Member (printed)

If you have any questions, please contact Preschool Services Department Administration at 909-383-2005 or Shar Robinson at [Sharmaine.robinson@psd.sbcounty.gov](mailto:Sharmaine.robinson@psd.sbcounty.gov) . Thank you.

Rev. 4/2023



San Bernardino County (SBC) Head Start Shared Governance Board

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Head Start Policy Council Member  
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SGB Representative

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The Head Start Shared Governance Member: Dr. Georgina Yoshioka

Title: Director, Department of Behavioral Health

wishes to appoint: Maribel Gutierrez to serve as Delegate for a one-year term beginning July 1, 2023 through June 30, 2024 to represent the member in the event the member must be absent from a meeting. The designation must be renewed every twelve months and is subject to disapproval by a majority of the remaining SGB members.

Appointee Title: Senior Program Manager, Office of Equity and Inclusion

By signing below, the Head Start Shared Governance Board Member authorizes the appointee to serve on the Head Start Shared Governance Board in the absence of the Member, and acknowledges the appointee shall act in the capacity of the member for purposes of that meeting, including full voting rights. The member further confirms by signing below that the appointee has consented to this appointment.

[Signature]  
Head Start Shared Governance Board Member (signed)

5/15/2023  
Date

**Georgina Yoshioka, DSW, MBA, LCSW**

Georgina Yoshioka  
SGB Member (printed)

If you have any questions, please contact Preschool Services Department Administration at 909-383-2005 or Shar Robinson at [Sharmaine.robinson@psd.sbcounty.gov](mailto:Sharmaine.robinson@psd.sbcounty.gov) . Thank you.



San Bernardino County (SBC) Head Start Shared Governance Board

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The Head Start Shared Governance Member: Michael A Sequeira, MD

Title: Health Officer

wishes to appoint: Joshua Dugas to serve as Delegate for a one-year term beginning July 1, 2023 through June 30, 2024 to represent the member in the event the member must be absent from a meeting. The designation must be renewed every twelve months and is subject to disapproval by a majority of the remaining SGB members.

Appointee Title: Director

By signing below, the Head Start Shared Governance Board Member authorizes the appointee to serve on the Head Start Shared Governance Board in the absence of the Member, and acknowledges the appointee shall act in the capacity of the member for purposes of that meeting, including full voting rights. The member further confirms by signing below that the appointee has consented to this appointment.

Handwritten signature of Michael A Sequeira

Head Start Shared Governance Board Member (signed)

Handwritten date: 5/10/2023

Date

Michael A Sequeira, MD

SGB Member (printed)

If you have any questions, please contact Preschool Services Department Administration at 909-383-2005 or Shar Robinson at Sharmaine.robinson@psd.sbcounty.gov. Thank you.





[The Shared Governance Board – PSD \(sbcounty.gov\)](http://sbcounty.gov)

**San Bernardino County Head Start Shared Governance Board Meeting  
Program Year 2023 – 2024 Calendar**

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<b>JOE BACA, JR., CHAIR</b> SBC 5 <sup>th</sup> District Supervisor		<b>TED ALEJANDRE, VICE-CHAIR</b> SBC Superintendent of Schools	
<b>MICHAEL SEQUEIRA, MD, PUBLIC HEALTH OFFICER</b> SBC Public Health	<b>DR. GEORGINA YOSHIOKA, INTERIM DIRECTOR</b> SBC Behavioral Health	<b>WENDY ALVAREZ, INTERIM CHILDREN’S NETWORK OFFICER</b> SBC Children’s Network	
<b>VACANT</b> Head Start Policy Council Chair SGB Representative	<b>VACANT</b> Head Start Policy Council Member SGB Representative	<b>VACANT</b> Head Start Policy Council Member SGB Representative	

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**Purpose**

The Head Start Shared Governance Board meetings are scheduled to fulfill the purpose of the Board in the development, participation, and monitoring of Head Start shared decision making with the Head Start Policy Council.

**Meeting Dates/Time**

2:00PM to 4:00PM

October 26, 2023  
January 18, 2024  
March 21, 2024

May 23, 2024  
August 22, 2024

Special meetings or emergency meetings shall be called in compliance with the Brown Act.

**Meeting Location**

San Bernardino County Preschool Services Department – Administration  
662 S. Tippecanoe Avenue  
First Floor – Training Room A  
San Bernardino, CA 92415-0630

**Attendees**

Head Start Shared Governance Board Members  
Head Start Policy Council Shared Governance Representatives  
PSD Director and Assistant Director  
PSD Deputy Directors  
San Bernardino County Deputy County Counsel  
San Bernardino County Administrative Office Legislative Analyst  
PSD Finance Staff  
PSD Management and Administration Staff as needed

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MONTH	POLICY COUNCIL		SHARED GOVERNANCE BOARD
July 2023	<p><b>17<sup>th</sup> Meeting</b></p> <ol style="list-style-type: none"> <li>1. Update 4<sup>th</sup> Quarter County Performance Measures</li> </ol>		No Meeting
August 2023	<p><b>21<sup>st</sup> Meeting</b></p> <ol style="list-style-type: none"> <li>1. Strategic Planning</li> <li>2. School Readiness Goals/Child Outcomes – Comparison of Assessment 1, 2 and 3 – Review (previous year data)</li> <li>3. Child and Adult Care Food Program (CACFP) Application</li> <li>4. Community Assessment – Overview/approve</li> </ol>		<p><b>24<sup>th</sup> Meeting</b></p> <ol style="list-style-type: none"> <li>1. SGB Training – ERSEA</li> <li>2. School Readiness Goals/Child Outcomes – Comparison of Assessment 1, 2 and 3 – Review (previous year data)</li> <li>3. Child and Adult Care Food Program (CACFP) Application (<i>Approval</i>)</li> <li>4. Health &amp; Safety Screener and Governance Screeners – <i>as needed for Year 1 of Grants</i></li> <li>5. Update 4<sup>th</sup> Quarter County Performance Measures</li> </ol>
September 2023	<p><b>18<sup>th</sup> Meeting</b></p> <ol style="list-style-type: none"> <li>1. Nutrition Report</li> <li>2. Approval of Community Representative(s) for 2023-24</li> </ol>		No Meeting
October 2023	<p><b>4<sup>th</sup> &amp; 5<sup>th</sup> Policy Council Orientation Training</b></p> <ol style="list-style-type: none"> <li>1. New Policy Council Orientation Meeting</li> <li>2. Training and Election of Officers</li> <li>3. Exec. Board Planning/Agenda Setting Committee</li> <li>4. Childcare Planning Council &amp; Region 9 Rep. Election</li> <li>5. Shared Governance Board Representatives</li> <li>6. Policy Council Oath of Office &amp; Code of Conduct</li> <li>7. Policy Council Reimbursement Procedures</li> <li>8. Classroom Matrix Planning (GABI)</li> </ol> <p><b>16<sup>th</sup> Meeting</b></p> <ol style="list-style-type: none"> <li>1. Apprenticeship Program</li> <li>2. CSPP Application</li> <li>3. Update 1<sup>st</sup> Quarter County Performance Measures</li> </ol>		<p><b>26<sup>th</sup> Meeting</b></p> <ol style="list-style-type: none"> <li>1. Introduction of newly elected Policy Council Representatives</li> <li>2. SGB By-laws and policies – as needed Governing Bodies/Shared Decision Making; Governance Internal Dispute Resolution/Impasse; and Community Complaint Procedure – as needed</li> <li>3. Final Program Information Report - Review</li> <li>4. Program Self-Assessment Participation Notice/Invite</li> <li>5. CSPP Application – <i>Approval</i></li> <li>6. SGB Training – Overview of Governance Responsibilities and School Readiness</li> <li>7. Update 1<sup>st</sup> Quarter County Performance Measures</li> </ol>
November 2023	<p><b>20<sup>th</sup> Meeting</b></p> <ol style="list-style-type: none"> <li>1. Policy Council By-Laws</li> <li>2. Self-Assessment Update</li> </ol>		No Meeting
December 2023	<p><b>18<sup>th</sup> Meeting</b></p> <ol style="list-style-type: none"> <li>1. Overview of Standards of Conduct for staff</li> <li>2. Personnel Rules (Excerpts &amp; Standards of Conduct)</li> <li>3. Attendance Procedure</li> </ol>		No Meeting

January 2024	<p><b>16<sup>th</sup> Meeting</b></p> <ol style="list-style-type: none"> <li>Administration for Children and Families Grant Application– Narrative and Budget to include Goals &amp; Objectives – <i>Tentative</i> Plans Presentation</li> <li>Preschool Services Annual Report 2021-22 – Review</li> <li>Community Assessment - Overview &amp; Analysis – Review</li> <li>School Readiness Baseline Outcomes – Overview/Review</li> <li>Update 2<sup>nd</sup> Quarter County Performance Measures</li> </ol>		<p><b>18<sup>th</sup> Meeting</b></p> <ol style="list-style-type: none"> <li>Policy Council By-Laws – Approval</li> <li>Community Assessment - Overview &amp; Analysis - Review</li> <li>Self-Assessment Report – Review</li> <li>Shared Governance Board Vice-Chair Election</li> <li>Prior Year Financial Audit Results – Independent Auditors Report - Review</li> <li>Preschool Services Annual Report – Approval of Draft</li> <li>ACF Grant Application– Tentative Plans Presentation</li> <li>SGB Training – Parent Family Community Engagement &amp; Policy Council</li> <li>School Readiness Baseline Outcomes – Overview/Review</li> <li>Update 2<sup>nd</sup> Quarter County Performance Measures</li> </ol>
February 2024	<p><b>20<sup>th</sup> Meeting</b></p> <ol style="list-style-type: none"> <li>Self-Assessment Corrective Action Plan Update</li> </ol>		No Meeting
March 2024	<p><b>18<sup>th</sup> Meeting</b></p> <ol style="list-style-type: none"> <li>ERSEA Selection Criteria Policy – Approval</li> <li>Delegate Agency &amp; Contract Agencies – Approval</li> <li>Administration for Children and Families Grant Application (GABI) – Narrative and Budget to include Goals &amp; Objectives– Approval</li> <li>School Readiness Goals/Child Outcomes – Comparison of Assessment 1 and 2 – Review</li> <li>Next PY Quarterly Performance Measures -Review</li> <li>Corrective Action Plans – Self-Assessment Approval and Federal and/or State Reviews when needed</li> </ol>		<p><b>21<sup>st</sup> Meeting</b></p> <ol style="list-style-type: none"> <li>ERSEA Selection Criteria Policy – Approval</li> <li>Delegate Agency &amp; Contract Agency contracts – Every 5 years (2025)</li> <li>ACF Grant Application (GABI) – Narrative and Budget to include Goals &amp; Objectives– Approval</li> <li>School Readiness Goals/Child Outcomes – Comparison of Assessment 1 and 2 – Review</li> <li>Corrective Action Plans – Self-Assessment Approval and Federal and/or State Reviews - as needed</li> <li>Next PY Quarterly Performance Measures - Review</li> <li>SGB Training- Facilities</li> </ol>
April 2024	<p><b>15<sup>th</sup> Meeting</b></p> <ol style="list-style-type: none"> <li>Update 3<sup>rd</sup> Quarter County Performance Measures Conduct Community Assessment</li> </ol>		No Meeting
May 2024	<p><b>20<sup>th</sup> Meeting</b></p> <ol style="list-style-type: none"> <li>Financial Audit Results</li> <li>Planning Road Map - Approval</li> </ol>		<p><b>23<sup>rd</sup> Meeting</b></p> <ol style="list-style-type: none"> <li>Prior Year Financial Audit Results – Review Single Audit</li> </ol>

	3. Shared Governance Calendar of Activities - Approval		2. Next PY Planning Road Map Roadmap - Approval 3. Next PY Governance Calendar of Activities - Approval 4. State Program Self-Evaluation Report - Review 5. Next PY SGB Calendar - Approval 6. Next PY SGB Delegate Appointments - Approval 7. SGB Training – Final PIR 8. Update 3 <sup>rd</sup> Quarter County Performance Measures
June 2024	<b>17<sup>th</sup> Meeting</b> 1. Family Community Engagement (FCE) Training 2. Attendance Report		No Meeting

Policy Council Approved, 5/15/2023  
 Shared Governance Board Approved, 5/17/2023

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**San Bernardino County Preschool Services Department - Planning Road Map**  
**Program Year 2023/24**

July 2023	
<u>Report or Task Name</u>	<u>Unit</u>
Policy Council Agenda Setting Meeting	PC
All Early Head Start Program Options begin	ED
PSD School begins for Full Day and 228	ED
State Quarterly Report (CSPP and CPKS)	FIN
SF-429 Annual Federal Financial Report - HS	FIN/FAC
SF-425 Federal Financial Report - HS(Annual) and Fire(QTR)	FIN
Additional Position Requests if applicable	FIN
BAI to Accept HS, EHS, and EHS-CCP grants	ASI
Policy Council Meeting	PC
Review OHS PIR Guidelines for upcoming year	MGMT
Review Draft Program Information report (PIR)	QA
Capital Improvement Projects Review for next PY	FIN/FAC/ED
Receive deadlines for Human Services Annual Report info	SP
Begin In-Service Planning	ED
Year-end Closing Packet due to CAO	FIN
4th Quarterly County Performance Measures due	ED
FFATA report if applicable	FIN
Fatherhood Fire Quarterly Performance Progress Report (PPR)	PFCE
Delegate Authority Approval for Submission of PPR	ASI
BAI to accept Fatherhood FIRE grant	ASI
Prepare BAI for CACFP Grant Application	ASI

August 2023	
<u>Report or Task Name</u>	<u>Unit</u>
Policy Council Agenda Setting Meeting	PC
BAI CACFP Grant Application	ASI
Receive notice application due for CACFP	FIN
Send Refunding Information to DA & CA (GABI)	FIN
Final Program Information Reports Due	QA
Policy Council Meeting	PC
Begin PSD Annual Report	SP
Pre-Service Annual Preschool Services Conference	ASI
Shared Governance Board Meeting	DIR
PSD School Begins for 175 & 128 day	ED
PSD Section for the Human Services Annual Report due	SP
SGB Training - ERSEA	MGMT
FFATA report if applicable	FIN
CSAC Challenge Award Submission	SP
BAI to Accept State (CSPP) grant	ASI

September 2023	
<u>Report or Task Name</u>	<u>Unit</u>
Policy Council Agenda Setting Meeting	PC
Policy Council Meeting	PC
Planning & Communication Meeting	DIR
Conduct Community Assessment	SP
Schedule & Plan Self-Assessment for November	SP
1st Quarter Budget Adjustment & Performance Measures (due)	FIN
CACFP Site Self-Audit 1 of 3	NTR
Send out Community Assessment Parent Survey	SP
FFATA report if applicable	FIN
DRDP Outcomes - Update School Readiness Goals Overview	ED
Prepare BAI for State (CSPP) application	ASI

October 2023	
<u>Report or Task Name</u>	<u>Unit</u>
New Policy Council Orientation Day 1 & 2	PC
Policy Council Agenda Setting Meeting	PC
1st Quarter Budget Adjustment and Performance Measures (due)	FIN
State 1st Quarterly Report (CSPP and CPKS)	FIN
SF-425 Federal Financial Report - Fatherhood Fire (QTR)	FIN
CDE Independent Audit of Grant Schedules	FIN
Fatherhood Fire Quarterly Performance Progress Report (PPR)	PFCE
Delegate Authority Approval for Submission of PPR	ASI
BAI for State (CSPP) application	ASI
CACFP Base Count (Meal Forms)	ED
Management Review State Application	ED
Policy Council Meeting	PC
Shared Governance Board Meeting & Orientation	DIR
California Shakeout (Disaster Preparedness)	PM
Prepare application for State Preschool Contract	CON
SGB Training - Governance Responsibilities/School Readiness	DIR
Update Quarterly County Performance Measures - 1st qtr	ED
FFATA report if applicable	FIN
Health Services Advisory Committee	HE
Next PY Calendars for State CFA	ED

November 2023	
<u>Report or Task Name</u>	<u>Unit</u>
Policy Council Agenda Setting Meeting	PC
CACFP Base Count due to State	FIN
Position Review for 2024-25 County Budget	FIN
Planning & Communication Meeting	DIR
Submit State Application	ED
Prepare BAI to accept CACFP grant	ASI
Conduct Self-Assessment	SP
Policy Council Meeting	PC
Start State DRDP Parent Surveys	ED
FFATA report if applicable	FIN
File CSPP Audit Report with State	FIN

December 2023	
<u>Report or Task Name</u>	<u>Unit</u>
Policy Council Agenda Setting Meeting	PC
Receive Budget from DA and CA (GABI)	FIN
Capital Improvement Projects Review	FIN/FAC/ED
Submit - Position Request for 2024-25 County Budget	FIN/PSDP/ED
FFATA report if applicable	FIN
Classroom Matrix Planning (GABI)	ED
Policy Council Meeting	PC
Establish Recruitment - Selection Criteria	PM
Submit Final PSD Annual Report	SP
Community Assessment Reviewed/Approved	SP/MGMT
NACo Planning	MGMT
Start EHS/HS Parent Handbook Review	ED/SP
Next PY Program Calendars - all programs	ED
Start next PY Education Classroom Timelines	ED
DRDP Outcomes - Update School Readiness Baseline Data	ED
BAI to accept CACFP grant	ASI

January 2024	
<u>Report or Task Name</u>	<u>Unit</u>
Policy Council Agenda Setting Meeting	PC
State Quarterly Report (CSPP and CPKS)	FIN
SF-425 Federal Financial Report - HS (Semi-Ann) and FIRE (QTR and A)	FIN
T&TA Budget Plan - (GABI)	FIN/TTA
Next PY GABI and FIRE Budget Preparation	FIN
FFATA report if applicable	FIN
Policy Council Meeting	PC
Shared Governance Board Meeting	DIR
CACFP Site Self-Audit 2 of 3	NTR
State 2nd Quarterly Report (CSPP and CPKS)	FIN
Self-Assessment Corrective Action Plan	SP
PSD Annual Report - Governance Approval of Draft	SP
Begin PSD Agenda Packet	PC
2nd Quarterly County Performance Measures due	ED

February 2024	
<u>Report or Task Name</u>	<u>Unit</u>
Policy Council Agenda Setting Meeting	PC
Prepare BAI for ACF application (GABI)	ASI
PSD In-Service	ED
DRDP Outcome Update School Readiness Goals - 1st and 2nd assessment co	ED
Policy Council Meeting	PC
Prepare BAI for ACF application (Fatherhood FIRE)	ASI
FFATA report if applicable	FIN
Planning & Communication Meeting	DIR
Next PY Quarterly Performance Measures Template	ED
Next PY GABI & FIRE Budget due to Executive Review	FIN/Prog

## San Bernardino County Preschool Services Department - Planning Road Map

March 2024		April 2024	
Report or Task Name	Unit	Report or Task Name	Unit
Policy Council Agenda Setting Meeting	PC	Policy Council Agenda Setting Meeting	PC
County Budget, HS Grant and FIRE Grant Submission	FIN	Fixed Assets/Vehicle Inventory Count	FAC/CONT
Complete Parent Survey Action Plan	ED	3rd Quarterly County Performance Measures	ED
BAI HS/EHS & EHS-CCP Grant approvals (3 approvals)	ASI	State 3rd Quarterly Report (CSPP and CPKS)	FIN
Planning & Communication Meeting	DIR	Licensing of Duration Sites	ED
Review of Planning Road Map for Next Program Year	DIR	Policy Council Meeting	PC
Start State (CSPP & CCTR) Program Self-Evaluation	ED	CACFP Site Self-Audit 3 of 3	NTR
Health Services Advisory Meeting	HE	Sensitive Equipment Inventory due to ITSD	FAC
Policy Council Meeting/approval of GABI	PC	Employees' Satisfaction Survey	SP
Shared Governance Board Meeting/approval of GABI	DIR	FFATA report if applicable	FIN
Fatherhood FIRE Grant approvals (3 approvals)	ASI	FIRE Quarterly and Annual Performance Progress Report (PPF)	PFCE
SGB Training - Facilities	FAC/ED	SF-425 Federal Financial Report - FIRE (QTR)	FIN
Sensitive Equipment Inventory Count/report preparation	FAC	Delegate Authority Approval for Submission of PPR	ASI
FFATA report if applicable	FIN	Health Services Advisory Meeting	HE
		NACo Submission	SP
May 2024		June 2024	
Report or Task Name	Unit	Report or Task Name	Unit
Policy Council Agenda Setting Meeting	PC	State Program Self-Evaluation submission	ED
County Year-End Closing - Purchase Request Cut Off	FIN	1st Quarter Position Review	FIN/Prog
County Year-End Closing - Employee Travel Request cut off	FIN	BAI - accept State contract	ASI
JOC Contract Commencement	FAC	Take State Contract & ACF Award to Policy Council	PC
DRDP Outcomes Update School Readiness Goals review of 1st, 2nd, and 3rd ass	ED	Policy Council Meeting	PC
State (CSPP & CCTR) Program Self-Evaluation Finalized	ED	Review Prior Year Program Goals & Objectives - HSS Annual Report	MGMT
Planning & Communication Meeting	DIR	FFATA report if applicable	FIN
Complete PSD Directory of Services	ASI	Prepare County Year-end Closing Accrual Packet	FIN
BAI - accept ACF award	ASI	Sumit final budget transfer/NSF waiver in HSES if applicable	FIN
PSD Planning Road Map approvals	PC/DIR		
Policy Council Meeting	PC		
Shared Governance Board Meeting	DIR		
Begin final PIR Report	QA		
Begin HSS Annual Report	SP		
SGB Training - Final PIR	MGMT		
Annual Fixed Asset Report due to ATC	FAC		
FFATA report if applicable	FIN		
Start CSAC Challenge Award Planning	SP		
Prepare BAI for General Fund Loan	ASI		

### Individual/Unit Responsible

<b>ASI</b>	Administrative Supervisor 1 over Contracts/Clerical/BAIs
<b>CON</b>	Contracts
<b>DIR</b>	Director
<b>ED</b>	Education
<b>FAC</b>	Facilities/Tech
<b>FFATA</b>	Federal Funding Accountability and Transparency Act
<b>FIN</b>	Finance
<b>HE</b>	Health
<b>PSDP</b>	PSD Personnel
<b>MGMT</b>	Management
<b>NTR</b>	Nutrition
<b>PC</b>	Policy Council Coordinator
<b>PM</b>	Program Manager
<b>QA</b>	Quality Assurance
<b>SP</b>	Special Projects
<b>TTA</b>	Training and Technical Assistance Unit

### Projects/Agencies/Programs

<b>ACF</b>	Administration for Children & Families
<b>BAI</b>	Board Agenda Item
<b>CACFP</b>	Child & Adult Care Food Program Audit
<b>CA</b>	Contract Agencies
<b>CSPP</b>	California State Preschool Program
<b>CPKS</b>	California PreKindergarten & Family Literacy Support
<b>DA</b>	Delegate Agency
<b>DRDP</b>	Desired Results Developmental Profile
<b>EHS</b>	Early Head Start
<b>EHS-CCP</b>	Early Head Start-Child Care Partnership
<b>FY</b>	Fiscal Year
<b>GABI</b>	Grant Application Budget Instrument
<b>HS</b>	Head Start
<b>HSS</b>	San Bernardino County Human Services System
<b>ITSD</b>	Information, Technology & Support Division
<b>NACo</b>	National Association of Counties
<b>PIR</b>	Program Information Report



**Preschool Services Department  
Administration**

**Jacquelyn Greene**  
Director

**Head Start Shared Governance Board Meeting  
March 23, 2023**

**Attendance Sheet**

Present:

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

Absent:

6. Ted Alejandro, County Superintendent, San Bernardino County Superintendent of Schools, SGB Vice Chair
7. Shelly Thomas, Policy Council Chair SGB Representative, Community Representative
8. Oretha Pakpahan, Policy Council SGB Representative, South Redlands Head Start
9. Christine Davidson, Policy Council SGB Representative, Community Representative



Head Start Shared Governance Board  
Meeting Minutes

DATE: March 23, 2023  
PLACE: Preschool Services Department  
Zoom Video/Teleconference Meeting

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

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The Shared Governance Board (SGB) meeting commenced at 1:00 P.M.

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

## 3. Public Comment

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There were no public comments.

## 4. Presentation of the Agenda

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### 4.1 Modification to the Agenda

Item 5.3 Quarterly Performance Measures 23/24 presenter changed to LaTrenda Terrell, Program Manager.

## 5. Executive Reports/Program Updates

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### 5.2 Program Updates

Jacque Greene, Director, informed the SGB members of the following Preschool Services Department updates.

#### 2022-23 Office of Head Start CLASS Video Pilot Review

The Office of Head Start (OHS) conducted a Classroom Assessment Scoring System (CLASS) Video Pilot Review of PSD's Head Start program from 11/16/2022 to 01/14/2023. Jacque shared the results of the review as follows:

DOMAIN	SCORE	QUALITY THRESHOLD	COMPETITIVE THRESHOLD
Emotional Support	5.8640	6	5
Classroom Organization	5.4240	6	5
Instructional Support	2.7982	3	2.3

<b>DIMENSION</b>	<b>SCORE</b>
Positive Climate	5.85
Negative Climate	1.09
Teacher Sensitivity	5.71
Regard for Student Perspectives	4.98
Behavior Management	5.57
Productivity	5.82
Instructional Learning Formats	4.89
Concept Development	2.31
Quality of Feedback	2.63
Language Modeling	3.46

PSD Strategic Planning – Reorganization & Restructuring

PSD Management has been assessing the effectiveness of Management oversight program operations and delivery of high-quality services to our children and families.

Management has identified opportunities for programmatic restructuring and staff professional growth and development towards continuous quality improvement. Focus is to ensure we provide high-quality services, meeting the needs of staff, and ensuring the department is aligned with compliance standards for the Head Start Performance Standards as well as the California State Preschool Program.

The Head Start Performance Standards states, a grantee, PSD, must implement a management strategy and system that ensures its program meets program, fiscal, and human resource management, effective management options and oversight of all program areas

- Education
- Child Development Services
- Health
- Mental Health
- Nutrition
- Family, Community Engagement
- Children with Disabilities
- Transition Services
- Services to Enroll Pregnant Woman

PSD will keep the SGB updated on all changes. One of the changes taking place March 27 is the separating of the Parent, Family, Community Engagement (PFCE) Unit from the Mental Health and Disabilities Unit.

Mid-Year and Annual Grant Application and Budget Instrument (GABI) Revision

As previously discussed with the SGB, PSD submitted the Mid-Year and Annual Grant Application and Budget Instrument revision to the San Bernardino County Board of Supervisors on March 14 and the request was approved. This request was in relation to the opportunity set forth in the Office of Head Start Information Memorandum 22-09 provides programs to implement Enrollment Reductions and Conversions of Head Start Slots to Early Head Start slots.

If the application is approved PSD will implement the previously presented plan to reduce 258 vacant part-day slots to better meet the community needs, improve program quality, staffing and training needs, staff support, and will provide opportunities for additional compensation to attract and retain staff. In addition, we will look at our service delivery model to enable PSD to extend services with longer days and longer hours for working families. OHS has 30 days to respond to this request.

PSD Staff Retention, Incentive Bonuses, COLA, and Medical Subsidy Increases

In July 2022, OHS issued Information Memorandum 22-04 titled Competitive Bonuses for the Head Start Workforce. The memorandum outlined how programs may use Head Start funds and justifiably provide financial incentives and bonuses to staff. One of the justifications is staff retention. As a result, PSD provided staff retention bonus in Fiscal Year (FY) 2022 for contract staff in the amount of \$1,845 if staff was employed for more than half of the school year and \$922 if you were here less than half of the school year. On February 28, 2023 the BOS approved an additional staff retention bonus in the amount of \$1500 paid out to contract staff on April 7, 2023.

In addition, in October 2022 the SBC BOS approved PSD amended grant award that included a 2.28% Cost of Living Adjustment. PSD also increased the medical premium subsidy from \$255.15 to \$263.38.

Dr. Yoshioka congratulated PSD on meeting the challenges to ensure we have teachers to support our children. Supervisor Baca Jr. thanked Jacquie for her leadership and work on retaining teaching staff.

**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 Program Instruction 23-02 Head Start Funding Increase**

The Consolidated Appropriation Act, 2023, was signed into law on December 29, 2022 which included an increase to provide all Head Start, Early Head Start, and Early Head Start-Child Care Partnership grant recipients a cost-of-living adjustment, quality improvement and expansion of programs. PSD received the application to apply for these funds on March 13. This template must be completed on or before April 21, 2023 to apply for the funds. This is a guaranteed application but OHS may have revisions.

Wendy Alvarez commented on the amazing and well-deserved increases for staff and the great work by PSD.

**5.3 San Bernardino County 2023-24 Performance Measures – DRAFT**

LaTrenda Terrell, Program Manager, presented the draft of the 2023-24 PSD Performance Measures.

<b>GOAL</b>	<b>23-24 Target</b>
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 45% by June 30,2024.	45%
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, 2024.	30%
Enhance the referral process of enrollment with the Children and Family Services Department.	311
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%

Dr. Sequeira requested information about baseline numbers pre-pandemic compared to post-pandemic related to increases in anxiety/depression due to children’s seclusion and isolation during pandemic. Jacquie confirmed we do have that information. He also inquired about the terminology of children’s heights and

weights categories. Jacquie confirmed that staff will be revising the terminology used in reporting the BMI classifications percentage levels.

Supervisor Baca Jr. appreciated the 311 foster children enrolled goal and the partnership with Children and Families Services. He inquired about the nutritional value of meals and snacks and how much exercise time are the children provided.

Dr. Terrell replied to Supervisor Baca Jr.'s question regarding exercise. The children are scheduled for outside time for 20 to 30 minutes daily. Jacquie added that each day there are large group activities for about 20 minutes that includes gross motor activities. In addition, during center time, 45 minutes morning and 45 minutes in the afternoon, children may participate in additional gross-motor activities.

Rodney responded to Supervisor Baca's inquiries regarding meals. Breakfast, lunch, and snacks are provided to PSD children daily. PSD follows the California Child and Adult Food Program (CACFP) guidelines which are very specific on nutritional values. PSD currently has 2 new vendors that provide fresh food, no frozen, with an improved nutritional value than the prior meals served. PSD's nutritional staff monitor and work closely with the vendor's nutritional staff to ensure nutritional value, dietary restrictions, and menus for children with allergies. PSD orders extra food in the event children request additional food.

#### **5.4 Monthly 2022-23 Program Information Report updates for PSD and Easter Seals – March 2023**

Rodney Barrios, Program Manager, shared the current 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.

- Children Screenings & Dental
- Percentage of families who received at least one program service to promote family outcomes
- Families Services: Mental Health and Substance Misuse/Prevention/Treatment Services
- Percentage of Families McKinney-Vento Eligible at Enrollment
- Families that were McKinney-Vento Eligible at Enrollment who Acquired Housing

Jacquie answered Dr. Sequeira's question regarding thresholds for families who receive program services and shared that there are some areas i.e., Medical/Dental that have a threshold of at least 85%.

Wendy inquired on protocol of engaging families. Rodney shared that most of the work is done by Generalists who have the most contact with families in these areas, but all staff participate in different ways. Sean Segal, Program Manager, shared that during the application process and enrollment of the children the families share information and family needs. These needs then are referred out. Sean shared that through the goal of building relationships with the families, PSD is able to share resources with the families.

Jacquie shared that in addition to the initial family in-take there are events during the program year to engage the families including back to school night, home visits. PSD staff follow-up throughout the year on the family partnership goals and family assessments.

Dr. Yoshioka offered Department of Behavioral Health support at PSD events to share information with the PSD families.

Supervisor Baca Jr. inquired about asthma and Rodney shared about educational services that are provided to families and long-term plans for children with asthma including tracking of medication by PSD nurses.

#### **5.5 PSD Policy - Covid-19 Mitigation**

Rodney Barrios, Program Manager, presented the PSD Covid 19 Mitigation policy. The policy overview included:

- Masking is not required unless there are circumstances connected to Covid 19 which require masking.
- All employees will be either vaccinated or tested on a weekly basis.
- Encouraging of hand washing
- Daily Health Checks
- Observation of children throughout the day and intervention when a child develops symptoms of illness or injury
- Symptoms of Covid 19
- Isolation and Precautions related to Covid 19
- Procedures for Home Visitors

**5.6 School Readiness Goals/Child Outcomes – Comparison of Assessments I and II**

Claudia Godoy de Cienfuegos, Program Manager, presented the following Desired Results Developmental Profile Results Winter 2022-2023 Rating Period comparison to the previous Fall rating period.

- **All Infants & Toddlers – 316 children assessed were average age of 2 years and 17% English Language Learners.**

	<u>FALL</u>	<u>WINTER</u>
○ Learning Self-Reg	47%	59%
○ Social & Emotional	47%	60%
○ Language & Literacy	32%	41%
○ Cognition, Mathematics, & Science	37%	50%
○ Physical Development-Health	48%	59%
  
- **1 Yr Old Infants & Toddlers – 94 children assessed were average age of 1.7 years and 22% English Language Learners.**

	<u>FALL</u>	<u>WINTER</u>
○ Learning Self-Reg	45%	55%
○ Social & Emotional	46%	54%
○ Language & Literacy	22%	27%
○ Cognition, Mathematics, & Science	35%	39%
○ Physical Development-Health	43%	52%
  
- **2 Yr Old Infants & Toddlers – 152 children assessed were average age of 2.5 years and 11% English Language Learners.**

	<u>FALL</u>	<u>WINTER</u>
○ Learning Self-Reg	43%	59%
○ Social & Emotional	43%	60%
○ Language & Literacy	32%	49%
○ Cognition, Mathematics, & Science	28%	53%
○ Physical Development-Health	46%	61%
  
- **All Preschoolers – The following percentages for the 1,961 children assessed were average age of 4.2 years and 22% English Language Learners**

	<u>FALL</u>	<u>WINTER</u>
○ Learning Self-Reg	33%	45%
○ Social & Emotional	33%	49%
○ Language	30%	42%
○ Literacy	31%	45%
○ Mathematics	19%	32%
○ Physical Development	58%	74%
○ Health	50%	63%
○ English-Language	61%	80%

- **3 Yr Old – The following percentages for the 886 children assessed were average age of 3.8 years and**

<b>22% English Language Learners</b>	<b>FALL</b>	<b>WINTER</b>
○ Learning Self-Reg	36%	51%
○ Social & Emotional	37%	52%
○ Language	34%	48%
○ Literacy	37%	49%
○ Mathematics	22%	35%
○ Physical Development	64%	76%
○ Health	56%	71%
○ English-Language	50%	68%

- **4 Yr Old – The following percentages for the 987 children assessed were average age of 4.6 years and**

<b>23% English Language Learners</b>	<b>FALL</b>	<b>WINTER</b>
○ Learning Self-Reg	28%	41%
○ Social & Emotional	28%	47%
○ Language	26%	38%
○ Literacy	26%	42%
○ Mathematics	17%	30%
○ Physical Development	53%	72%
○ Health	45%	57%
○ English-Language	71%	90%

Myrlene Pierre commented on the improvements made especially in the category of literacy. She noted how the progress is commendable and congratulated PSD staff. Supervisor Baca Jr. agreed that the improvements in every category were very impressive and credited the staff on their great work.

### 5.7 Eligibility, Recruitment, Selection, Enrollment, Attendance (ERSEA) – Selection Criteria Policy

Sean Segal, Program Manager, presented the PSD Selection Criteria Update and highlighted the following items:

- Head Start Act 642 (d)(2) states that ‘The Policy Council shall approve and submit to the government body decisions about each of the following activities: 1) Program recruitment, 2) Selection, and 3) Enrollment priorities.’
- PSD revisits the policy annually after conducting the annual Community Assessment and presents the policy overview each year to the SGB.
- The purpose of the Selection Criteria is to weigh the prioritization of selection of participants based on Federal Regulations and the Community Assessment.
- Categorical Eligibility

### 5.8 Finance Reports – Budget to Actual Reports Ending February 28, 2023

Madeline provided the Budget-to-Actual and Projected Expenditure Reports for the following programs as follows:

#### 5.8.2.1 Budget to Actual 2019-20

<b>Head Start (HS)</b>	<b>Budget/Balance</b>
Modified Budget	\$53,329,708
Projected Budget Balance	\$184,004

#### 5.8.2.2 Budget to Actual 2022-23

<b>Combined HS/EHS</b>	<b>Budget/Balance</b>
Budget	73,151,500
Projected Budget Balance	\$13,130,498

**Coronavirus Response and Relief  
Supplemental Appropriations Act  
(CRRSA) & American Rescue Plan (ARP)**

Budget 6,603,075  
Projected Budget Balance \$0

Jacquie explained that the carryover funding has already been allocated for certain projects that have not been completed in the current program year and are then carried over to the next program year. Jacquie added that the Quality Improvement funds that PSD is applying for can be used toward facility needs.

## 6. SGB Training/Refresher

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### 6.1 Annual Overview of Facilities

Johnson Selvadurai, Administrative Supervisor II, presented the annual overview of PSD Facilities and Learning Environments. The following were highlighted.

- Safe and Happy Preschool Classrooms/Playgrounds
- Facilities and Learning Environments reinforce the importance of designing and maintaining all facilities to actively support children and families in both indoor and outdoor environments.
- Playgrounds are a fundamental part of the childhood experience and should be safe havens for children. Playgrounds support children's physical and social development outdoors.
- Safe Learning Environments
- Covid-19 Pandemic Response and Re-opening Action Plans
- Maintenance Crew
- Leased Facilities FY 2022-23
- Facilities Owned by PSD
  - Projected Annual Lease Savings
  - Reporting Requirements

## 7. Consent Items

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The following consent items were approved.

- 7.1 SGB Minutes
  - 7.1.1 January 19, 2023
  - 7.1.2 February 16, 2023
- 7.2 Revised SGB Calendar 2022-23

### APPROVED

Motion/Second: Dr. Sequeira/Dr. Yoshioka

Roll-call Vote was taken.

AYES: Supervisor Baca Jr., Myrlene Pierre, Dr. Yoshioka, Dr. Sequeira, Wendy Alvarez

ABSENT: Superintendent Alejandre

ABSTAIN: None

## 8. Discussion Items

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### 8.1 Approval of the 2023-24 Grant Application and Budget Instrument (GABI) for Head Start (HS)/Early Head Start (EHS) and Early Head Start-Child Care Partnership (EHS-CCP)



Jacquelyn Green, Director, presented the annual HS, EHS, and EHS-CCP GABI Project Narrative & Budget Justification Fiscal Year 2023-24 (Year 4 of 5-year Funding Cycle) due April 1, 2023. Items highlighted were as follows:

- Progress of Goals
  - Increase center-based services for children zero to three in areas of highest need per the community assessment.
    - Whitney Young Head Start
  - Amethyst Head Start
  - Increase the number of parents who are making progress to obtaining economic self-sufficiency.
  - Increase quality of classroom services as evidenced by increase of teacher level efficacy scores in all program options.
  - Decrease Teacher and Provider turnover in an effort to establish continuity of care.
- Proposal of reductions of 545 Head Start slots from its funded enrollment. The 0 – 3 population is currently underserved by 85% while the preschool population has an abundance of services of over 29%.
- Budget and Budget Justification Narrative shows the net savings total of 545 slots reduction and how the funding will be allocated.

**APPROVED**

Motion/Second: Dr. Sequeira/Wendy Alvarez

Roll-call Vote was taken.

AYES: Supervisor Baca Jr., Myrlene Pierre, Dr. Yoshioka, Dr. Sequeira, Wendy Alvarez

ABSENT: Superintendent Alejandre

ABSTAIN: None

## 9. Informational Items

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### 9.1 Next SGB Meeting

The next SGB meeting is scheduled for May 17, 2023.

## 10. Executive Comment

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There were no comments.

## 11. Adjournment

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The meeting adjourned at 2:25 P.M.

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**County of San Bernardino**  
PRESCHOOL SERVICES DEPARTMENT  
09CH011719-04

***HEAD START, EARLY HEAD START, EARLY HEAD START-CHILD CARE PARTNERSHIP***

**COLA & QI GRANT SUPPLEMENTAL APPLICATION**

**FY 2023-24**

**(Year 4 of 5-Year Funding Cycle)  
Due April 21, 2023**

**Table of Contents**

Section 1: Introduction..... 1

Section 2: Objectives ..... 1

Section 3: Budget Justification ..... 2

Section 4: Non-Federal Share ..... 4

## **Section 1: Introduction**

Preschool Services Department (PSD) of San Bernardino County operates the Head Start and Early Head Start programs, which provide comprehensive child development services to approximately 3,095 low-income children 0 – 5 and their families throughout San Bernardino County. PSD provides a combination of direct department services and contracted services through five (5) partner agencies (Child Care Resource Center, Colton Joint Unified School District, Fontana Unified School District, and Needles Unified School District) and one (1) delegate agency (Easter Seals Southern California, Inc.). PSD is committed to providing excellent services for eligible children and their families.

## **Section 2: Objectives**

PSD is submitting this combined supplemental request for the Fiscal Year 2022 Cost-of-Living Adjustment (COLA) and Quality Improvement (QI) funding in response to Program Instruction ACF-PI-HS-23-02 dated March 15, 2023. PSD intends to utilize the funding in accordance with the instructions provided in the announcement as outlined in the narrative and table below:

### **\$3,318,955 for COLA (5.6 Percent Increase in Permanent Funding) and \$1,193,885 Quality Improvement in total funding of \$4,512,840**

As a department of San Bernardino County, PSD is dependent on federal and state monies for operation of its child development programs. This COLA will primarily provide an increase of 5.6 percent in the hourly rate of pay and fringe benefits for approximately 588 Head Start, Early Head Start, and Early Head Start – Child Care Partnership contract employees at an estimated total cost of \$1,393,322 (that includes estimated increase on staff Salary of \$849,322 and Fringe Benefits of \$543,952). Classified and exempt staff are not included in this COLA application. PSD believes that these increases will help attract new qualified staff, and retain qualified staff, to enhance program quality.

Four contract agencies and one delegate agency will receive a total of \$495,865 (HS \$356,512, EHS \$139,353), which represents a 5.6 percent increase to their base annual Head Start/Early Head Start/Early Head Start – Child Care Partnership contract amounts. These funds will be utilized to increase their staff's hourly rate by 5.6 percent, and to offset higher operating costs.

In addition, PSD will utilize a total of \$1,162,710 (\$1,033,393 for HS and \$27,124 for EHS) to cover the increases of \$574,558 on the Countywide Cost Allocation, \$60,985 on data processing charges, \$102,193 on liability insurance and \$322,781 on temporary help staffing charges.

Furthermore, PSD will utilize funds to contract with three consultants to support trauma treatment and inclusion in the classrooms in a total amount of \$1,193,885 (\$918,119 for HS, \$275,766 for EHS) to improve Head Start and Early Head Start Programs. These services will provide support in training for teachers, family service workers, and supervisors to foster

inclusion support (WestEd-\$450,000), occupational therapy to support classroom staff (Loma Linda University-\$480,000), trauma informed care training and coaching (vendor not yet selected- \$99,248), and to improve quality of the program (Easter Seals-\$164,637).

Below is a summary of the PSD COLA and Quality Improvement funding request:

GABI Code	Budget Categories	HS Program Operations	EHS Program Operations	Grand Total
A	Personnel	628,498	220,824	<b>849,322</b>
B	Fringe Benefits	402,524	141,428	<b>543,952</b>
C	Travel			
D	Equipment			
E	Supplies	267,106		<b>267,106</b>
F	Contractual	1,274,631	415,119	<b>1,689,750</b>
G	Construction			
H	Other	1,100,499	129,317	<b>1,229,816</b>
	<b>Total</b>	<b>\$3,606,152</b>	<b>\$906,688</b>	<b>\$4,512,840</b>

### Section 3: Budget Justification

#### COLA (5.6 Percent Permanent Funding) & QI Funding (\$238,062)

PSD plans to utilize a total of \$3,318,955 COLA and \$1,193,885 QI funds as follows:

#### 1) Personnel:

\$849,322 increase is for the hourly rate of pay for all PSD Head Start/Early Head Start/Early Head Start – Child Care Partnership contract employees by 5.6 percent.

Below table for the Personnel COLA increase does not include classified and exempt staff.

GABI	Description	Before 5.6%	COLA Incr.	After 5.6%	Breakdown by Program		
					HS	EHS	EHS-CCP
A01	Program Managers & Content Area Experts	1,123,107	62,894	1,186,001	904,298	281,703	
A02	Teachers/Infant Toddler Teachers	6,821,913	382,027	7,203,940	5,555,505	1,648,435	
A04	Home Visitors	613,101	34,334	647,435	0	647,435	

<b>A05</b>	Teacher Aides & Other Education Personnel	2,380,776	133,323	2,514,099	1,939,036	575,064	
<b>A06</b>	Health/Mental Health Services Personnel	108,505	6,076	114,581	89,294	25,287	
<b>A08</b>	Nutrition Services Personnel	430,673	24,118	454,791	421,231	33,560	
<b>A11</b>	Other Family & Community Partnerships Personnel	1,995,509	111,749	2,107,258	1,556,919	473,835	76,504
<b>A16</b>	Clerical Administrative Personnel	841,628	47,131	888,759	647,360	207,841	33,558
<b>A19</b>	Maintenance Personnel	851,258	47,670	898,928	663,892	202,363	32,673
	<b>Total</b>	<b>\$15,166,470</b>	<b>\$ 849,322</b>	<b>\$ 16,015,792</b>	<b>\$ 11,777,535</b>	<b>\$ 4,095,522</b>	<b>\$ 142,735</b>

**2) Fringe Benefits:**

\$543,952 increase in the fringe benefit rate is commensurate with the increase in the hourly rate for all PSD Head Start/Early Head Start/Early Head Start – Child Care Partnership contract employees by 5.6 percent.

Below table for the Fringe Benefit COLA increase excludes classified and exempt staff. These numbers reflect only the benefits impacted by the rate increase.

<b>GABI</b>	<b>Description</b>	<b>Before 5.6%</b>	<b>COLA Incr.</b>	<b>After 5.6%</b>	<b>Breakdown by Program</b>		
					<b>HS</b>	<b>EHS</b>	<b>EHS-CCP</b>
<b>B01</b>	Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI)	1,694,849	94,912	1,789,760	1,319,564	447,628	22,568
<b>B02</b>	Health/Dental/Life Insurance	2,059,373	115,325	2,174,698	1,603,373	543,903	27,422
<b>B03</b>	Retirement	5,416,784	303,340	5,720,124	4,217,364	1,430,631	72,129
<b>B04</b>	Other Fringe	542,427	30,376	572,803	422,319	143,261	7,222
	<b>Total</b>	<b>\$9,713,433</b>	<b>\$ 543,952</b>	<b>\$ 10,257,385</b>	<b>\$ 7,562,620</b>	<b>\$ 2,565,423</b>	<b>\$ 129,342</b>

**3) Supplies:** PSD will utilize \$267,106 to cover the cost increases on the supply purchases especially for Occupational Therapy, Trauma Treatment services and mental health related products.

**4) Contractual: \$1,689,750 (\$495,865 COLA, \$1,193,885 QI)**

- a) COLA award of \$476,952 (\$282,488 HS, \$194,464EHS) is a permanent funding for one delegate agency and four contract partners to be used to provide salary and benefits increases to their Head Start and Early Head Start staff, as well as to offset higher operating costs. The COLA award amount is 5.6 percent of each entity’s base contract amount as shown in the table below. (This contract amount excludes Needles USD’s nine state slots.)
- b) COLA award of \$18,913 EHS funds will be utilized for food services that are not reimbursable by state program due to food cost increases.

Below is a summary of the Contract Agency/Delegate Agency COLA increases:

<b>Contract/Delegate Agency</b>	<b>FY 2023-24 Initial Budget Amount</b>	<b>5.6% COLA Increase</b>	<b>Total FY 2022-23 Updated Budget Amount</b>
Child Care Resource Center	1,708,276	95,663	1,803,939
Colton Unified School District	1,114,394	62,406	1,176,800
Fontana Unified School District	394,800	22,109	416,909
Needles Unified School District	426,365	23,876	450,241
Easter Seals of Southern California	4,873,171	272,898	5,146,069
<b>Total</b>	<b>\$8,517,006</b>	<b>\$476,952</b>	<b>\$8,993,958</b>

c) QI award totals to \$1,193,885 (\$918,119 HS, \$275,766 EHS). \$164,637 (\$118,369 HS, \$46,268 EHS) funds the Delegate Agency for improving quality of the Head Start programs. \$1,029,248 (\$799,750 HS, \$229,498 EHS) funds one contract partner to provide Occupational Therapy and Trauma Treatment services and consultation to thirty (30) direct service sites, five (5) contract childcare partners, and twenty-nine (29) family childcare partners. These services are intended to mediate the long-term impacts of trauma experienced by identified children at the sites mentioned above.

**5) Other: \$1,162,710 (\$1,033,393 HS, \$129,317 EHS) of COLA funds cover the increases on Countywide Cost Allocations, data processing, liability insurance, and additional Temporary Help staffing costs.**

PSD continues to strive to improve the well-being of enrolled children and their families in San Bernardino County. This funding will give PSD the opportunity to continue to provide much needed services to enrolled children and their families.

**Section 4: Non-Federal Share (\$0)**

PSD is requesting a waiver for the Non-Federal Share (NFS) associated with this COLA & QI Supplemental Funding application. Due to current economic conditions and labor market

shortages. PSD has experienced structural, labor market, inflation, and logistical challenges in obtaining NFS from nearly all sources, with a significant decrease in volunteer hours being a major factor. Additionally, although service delivery has switched to classroom-based from remote learning and engagement with families, we are still noting not substantial increase in the amount and frequency of NFS reporting associated with the pandemic related impact. NFS continues to be a priority for PSD. Staff are diligently working on new approaches to meet ongoing requirements.





**Preschool Services Department  
Administration**

Jacquelyn Greene  
Director

**FY 2022-23 (PY03) Head Start Grant Award (09CH011719-03)  
Budget Transfer Request**

**Submitted to the policy Council and Shared Governance Board**

San Bernardino County Preschool Services Department (PSD) is requesting approval of the following equipment purchases and the related budget transfers within the Head Start (HS) for the current fiscal year.

**Equipment Purchase**

This approval is requested to purchase a Mini-Split HVAC system for Fontana-Citrus at a cost of \$16,300, a Mini-Split HVAC System for Upland (New Site) for \$14,000, and a Mini-Split HVAC System for the Admin Server Room for \$20,620. The table below contains the information on the requested item:

GABI Code	Budget Category	Amount	Item
D	Equipment	\$ 16,300	Mini-Split HVAC System for Fontana-Citrus Classroom
D	Equipment	\$ 14,000	Mini-Split HVAC System for Upland Church (New Site)
D	Equipment	\$ 20,620	Mini-Split HVAC System for Admin Server Room
<b>TOTAL</b>		<b>\$ 50,920</b>	

**Budget Transfer (CAN # G094122)**

An increase of \$50,920 in the D-Equipment budget category will fund three Mini-Split HVAC systems for the following preschool sites: Fontana-Citrus (\$16,300), Upland New Site (\$14,000), and Administration Server Room (\$20,620). The existing HVAC system at Fontana-Citrus is not sufficient to maintain the classroom at 72 degrees per licensing regulations. The existing HVAC system located at the Upland Church (New Site) and the PSD Administration are not cool enough to prevent overheating of the network servers and other electronic equipment. Failure to add additional HVAC units can result in undue harm to the existing electronic equipment.

A decrease of \$50,920 in H-Other budget category is due to the savings on building maintenance budget that can fund the purchase of the three Mini-Split HVAC Systems. Below is the associated budget table with the transfer amounts:

**Head Start**

GABI Codes	Budget Categories	Current Amount	Head Start CAN # G094122		Revised Amount
			Transfer Out	Transfer In	
A	Salaries	23,050,743			23,050,743
B	Fringe Benefits	13,033,825			13,033,825
C	Travel	191,213			191,213
D	Equipment	1,776,025		50,920	1,826,945
E	Supplies	2,864,479			2,864,479
F	Contractual	10,043,887			10,043,887
G	Construction	7,131,932			7,131,932
H	Other	15,059,395	(50,920)		15,008,475
	<b>Total</b>	<b>73,151,499</b>	<b>(50,920)</b>	<b>50,920</b>	<b>73,151,499</b>

This request will be presented for approval to the Parent Policy Council and the Shared Governance Board at their respective meetings on May 15, 2023, and May 17, 2023.

**COUNTY OF SAN BERNARDINO  
PRESCHOOL SERVICES DEPARTMENT  
662 SOUTH TIPPECANOE AVENUE  
SAN BERNARDINO CA 92415-0630  
Phone: (909) 383-2078**

**POLICY COUNCIL BY-LAWS**

**ARTICLE I**

**NAME OF ORGANIZATION**

The name of this organization shall be the COUNTY OF SAN BERNARDINO PRESCHOOL SERVICES DEPARTMENT POLICY COUNCIL (Policy Council).

**ARTICLE II**

**PURPOSE**

The purpose of the Policy Council shall be the encouragement and promotion of parent participation in the process of making policy decisions about the nature, operation and implementation of Head Start, Early Head Start and Early Head Start Child Care Partnership programs in San Bernardino County.

The Policy Council shall exercise all such powers, duties and functions as granted by the San Bernardino County Board of Supervisors providing that:

- A. Actions of the Policy Council shall not be contrary to, or in conflict with, Federal or State, or local ordinances. The guidelines, regulations or policies are established by the Federal Department of Health and Human Services (HHS), Administration for Children and Families. (45 Code of Federal Regulations (CFR) Part 1301) Head Start Act of 2007 Section 642(C)
- B. The Federal Regulations outline the functions of the Policy Council as follows:
  - 1. Must approve procedures for program planning.
  - 2. Must approve the program's philosophy and long and short-range program goals and objectives.
  - 3. Must approve the selection of Delegate Agencies, partners, and their service areas.
  - 4. Must approve criteria for defining recruitment, selection, and enrollment priorities in accordance with the requirements of 45 CFR sections 1301.2, 1301.3 and 1301.4.
  - 5. Must approve all funding applications and amendments to funding applications for Head Start, Early Head Start and Early Head Start Child Care Partnerships including administrative services, prior to the submission of such applications to Shared Governance, the County of San Bernardino, and HHS.

6. Must approve Policy Council budget.
7. Must approve Policy Council and Parent Committee Reimbursement for reasonable expenses incurred by the members.
8. Must approve the annual self-assessment of the grantee's progress in carrying out the programmatic and fiscal intent of its grant application, including planning or other actions that may result from the review of the annual audit and findings from the Federal monitoring review.
9. Must approve the composition of the Policy Council and the procedures by which policy group members are chosen.
10. Must approve procedures describing how the governing body and the appropriate policy group will implement shared decision making.
11. The Grantee and the Policy Council must jointly establish written procedures for resolving internal disputes, including impasse procedures, between Shared Governance and the policy group.
12. Must approve program policies and subsequent changes to those policies, in accordance with 45 CFR Part 1301, including standards of conduct for program staff, consultants, volunteers, and Policy Council members.
13. Must approve, with the County Board of Supervisors, and Shared Governance Board, the decision to hire or terminate the Head Start Director of the grantee agency.
14. Must approve program personnel policies and decisions regarding the employment of any person who works primarily for Head Start or Early Head Start at the grantee agency.

The Policy Council participates in the process by:

- a. Participating in the interview panel
15. The Parent Representative must report the actions taken by the Policy Council back to the Parent Committees at their individual sites.
16. The function of screening and interviewing prospective applicants may be designated to the Policy Council Personnel Committee.
17. Must serve on the Shared Governance Board. Representation shall consist of three (3) Policy Council members [Policy Council Chair and two (2) representatives].
18. Must approve position duties for Policy Council members, Policy Council alternates, Policy Council Executive Board, and Shared Governance Board Representatives.

### **ARTICLE III**

#### **POLICY COUNCIL MEMBERSHIP**

**A. Membership Composition**

The membership of the Policy Council shall consist of:

- a. One representative selected from each Early Head Start site.
- b. One representative selected from each Head Start site.
- c. One representative selected from each Early Head Start Child Care Partnership region.
- d. One representative for each contract partner and Delegate Agency.
- e. Not more than five (5) representatives from the community (Community Representatives), including businesses and others who are familiar with resources and services for low-income children and families, as well as former Head Start and Early Head Start parents. (45 CFR section 1301.3 (a))

Parent representatives constitute majority of the members of the Policy Council membership. Parents from both home based and center based options are included in the parent meetings which elect the representatives. The elected representative must be an active member of the Parent Committee at the site he/she represents. Each site elects an alternate representative to serve on the Policy Council in the event that the Policy Council member cannot attend a meeting.

**B. Community Representative**

An announcement seeking applicants for the position of Community Representative must be distributed at least three months prior to the first scheduled meeting of the Policy Council in October. Interested candidates must submit an application to the Grantee agency before the close of the recruitment period designated in the announcement. Applications shall be presented to an Ad Hoc committee established by the Chairperson for consideration and nomination to the Executive Board. The Executive Board shall determine which applicants are selected to participate as Community Representatives on the Policy Council.

**C. Term of Membership**

The term of membership shall be for one (1) year from October to October of each year. The Policy Council must limit the number of one-year terms any individual may serve. Policy Council members may not be dissolved until successor Councils are elected and seated. Membership on the Policy Council is limited to no more than five (5) one-year terms.

**D. Conflict of Interest**

No member shall:

- 1. Have a conflict of interest with the Grantee or any Delegate Agency; or
- 2. Receive compensation for serving on the Policy Council, with the exception of allowable reimbursement, or for providing services on behalf of the Grantee. This

does not include parents who occasionally substitute as staff for either the Grantee or Delegate Agency.

#### **E. Certification of Membership**

The certification of membership establishes in writing the eligibility for membership. Appropriate documentation for membership includes:

1. The member's name, address, telephone number, and email address.
2. Minutes of the Parent Committee meeting at which the member was elected and a copy of the sign-in sheet of the committee members in attendance.

#### **F. Orientation**

Policy Council members and Policy Council Alternates must participate in an annual Policy Council Orientation Training Session. Make-up Policy Council Orientation will be held monthly prior to the monthly Policy Council meeting. Newly elected members must attend the make-up orientation prior to attending the monthly Policy Council meeting

#### **G. Voting**

Only members who have been certified and have attended orientation shall have voting rights. Each member shall be entitled to one (1) vote on each matter. An alternate, if he/she has attended orientation, may be seated as a voting member in the absence of the elected member if so designated by the Chairperson before the start of the meeting.

#### **H. Attendance**

Policy Council members are expected to attend all regular Policy Council meetings. Any member who fails to participate and regularly attend Policy Council meetings in accordance with these Bylaws will be subject to removal.

#### **I. Absences**

1. Policy Council members with three (3) absences from the regularly scheduled Policy Council meetings will be removed from the Policy Council. Exception: The three (3) absences should not include conducting other PC business such as attending conferences, etc.
2. Policy Council Board members with three absences from the Executive Planning and/or other Executive meetings, may be removed from the Executive Board but may remain a member of the Policy Council. The three (3) absences from the Executive Planning and/or Executive meetings should not include conducting other PC business such as attending conferences, etc.
3. A written notice will be sent to the member, by the PSD Secretary, after the second absence, advising the member that a third absence will result in automatic removal from the Policy Council. The Policy Council Secretary must be notified of the removal.

4. If the alternate representing the site attends the meeting, in the absence of the representative, it will not be considered an absence.
5. For attendance to be tracked, Policy Council members must sign-in on the Policy Council Sign-in sheet. If members have not signed in, they are counted as absent.

Policy Council members must contact the PSD Policy Council Coordinator or the PSD Receptionist to report the absence prior to the start time of the Policy Council meeting.

**J. Resignation**

If any member of the Policy Council wishes to resign, he/she may do so at any time. He/she must inform the Site Supervisor.

**K. Vacancies**

When a vacancy, resignation or termination occurs, the site for which the member served on behalf of shall conduct a Parent Committee meeting to select a new member for certification. The appropriate written documentation must be submitted to Preschool Services Department, and certification orientation and training will take place. *Vacancies that occur during the summer months shall be considered vacant in order to achieve a quorum.* The Policy Council member that vacates their position must return the Policy Council binder to the site.

Note: The previously elected alternate shall be given the first opportunity to become the new Policy Council Representative and the site must elect a new alternate.

**L. Transfer of Membership**

Membership in this Policy Council is not transferable.

**M. Code of Conduct and Commitment**

Policy Council members shall discharge faithfully their duties and demonstrate the highest standard of morality and ethics consistent with the requirements of their position. Refer to the Code of Conduct. All Policy Council members are required to comply with San Bernardino County policies and standard practices in fulfilling their role as members of the Policy Council.

PC members are required to notify recording secretary of any contact information changes as soon as they occur.

PC members may not be allowed to video record without prior authorization if the recording causes an unreasonable disruption of the proceedings.

A member may be terminated from Policy Council by a majority vote if the Code of Conduct is violated.

**N. Disciplinary Action**

Disciplinary action may be taken for Policy Council members who exhibit inappropriate behavior such as but not limited to:

- 1 Personal misconduct when representing Policy Council.
- 2 Providing false information (oral or written).
- 3 Violation of confidentiality.
- 4 Slanderous or libelous remarks against Policy Council members or staff.
- 5 Correspondence sent on behalf of the Policy Council without Policy Council approval.
- 6 External reproduction of Policy Council and/or department documents without Policy Council prior approval
- 7 Violation of the Code of Conduct.

**O. Termination**

All members who do not attend the regularly scheduled monthly Policy Council meetings in accordance with the provisions below shall be subject to termination. Termination will result from a member's excessive absences or in accordance with the Policy Council's disciplinary action.

Any Executive Board officer elected or appointed by the Policy Council may be removed from the Board by a two-third (2/3) vote of all members whenever the behavior of the officer violates the Code of Conduct or whenever the best interest of the Policy Council has been compromised. The office shall be notified by certified mail of pending action. (Refer to Disciplinary Actions Regarding Policy Council member.)

**ARTICLE IV**

**ELECTIONS FOR SPECIAL ACTIVITIES**

Elections will be held for formal representation from the Policy Council to meetings or conferences which would benefit the Head Start, Early Head Start, Early Head Start Child Care Partnership or State Preschool programs such as National Head Start Association, National Head Start Annual Parent Training, California Head Start Association, etc.

The dates and numbers of positions will be announced in the regular meetings. Candidates receiving majority of the votes will be elected to attend. In case of a tie, a run-off election will be held. Unsuccessful candidates will be placed on a waiting list.

In case of time constraints during a Policy Council meeting or a large number of Policy Council members volunteer to be considered to attend a special activity, the representatives may be selected via a drawing.

In the event there is insufficient time to conduct an election for a special activity, the Policy Council Executive Board may be selected to attend a special event. The order used for this selection is:

- Policy Council Chairperson



- Policy Council Vice Chairperson
- Policy Council Secretary
- Policy Council Treasurer

Members elected must conduct Head Start, Early Head Start, or Early Head Start Child Care Partnership business according to the travel protocol procedure. (Refer to Travel Protocol Procedure.)

## ARTICLE V

### OFFICERS OF THE EXECUTIVE BOARD OF THE POLICY COUNCIL

The Executive Board of the Policy Council shall consist of a Chairperson, Vice Chairperson, Treasurer, and Secretary. The Executive Board shall be elected by a plurality of votes at the first scheduled meeting conducted by the Policy Council following the orientation and training. Other positions may be elected by a plurality of the established quorum.

Elections will be conducted in accordance with the nominating and election procedures. All Policy Council elections for the Executive Board will be conducted by roll call and announced following the conclusion of the roll call.

The Executive Director of the Grantee and the PSD Policy Council Clerk shall serve as *ex officio* members of the Executive Board.

**A. Duties of the Chairperson:** The Chairperson shall,

1. Conduct all meetings of the Policy Council.
2. Act as liaison between the Policy Council and Shared Governance Board of San Bernardino County.
3. Serve as representative to the Shared Governance Board of San Bernardino County.
4. Call meetings to order, clarify business at hand, and follow the agenda.
5. Ensure that personal comments are avoided.
6. Appoint members to temporarily assume duties of absent officers.
7. Attend monthly agenda setting, planning meetings and special events as needed.
8. Provide leadership to the overall Policy Council.
9. Remain calm and deal fairly with issues.
10. Work closely with the appointing authority of San Bernardino County Grantee/agency.
11. Assure that there is open communication between committees and the Policy Council.
12. Participate in the annual self-assessment of the program.

13. Serve as the chairperson of the Technology Committee, Ad-Hoc Committee, and publish monthly parent newsletter.

**B. Duties of the Vice Chair:** The Vice Chair shall,

1. Assume duties in the absence of the Chairperson.
2. Receive and perform any duties assigned by the Policy Council Chairperson.
3. Attend any subcommittee meetings in the absence of the Chairperson.
4. Work closely with the Chairperson to ensure the end-of-year training is planned and completed in a timely manner.
5. Attend monthly agenda setting, planning meetings and special events as needed.
6. Participate in the annual self-assessment of the program.
7. Serve as the Chairperson for Quality Assurance Committee, Health Committee, and Parent Family and Community Engagement (PFCE) Committee

**C. Duties of the Secretary:** The Secretary shall,

1. Receive names of all committee and subcommittee members, including phone numbers.
2. Attend monthly agenda setting, planning meetings and special events as needed.
3. Call roll and maintain a list of attendance.
4. Communicate with the absent members who have missed two meetings and/or Orientation. Provide assistance to the recording secretary as requested.
5. Read all correspondence from Policy Council members and statements of absences and present to the Policy Council members at regular meetings.
6. Work closely with the PSD Secretary to notify members of possible termination and new members.
7. Participate in the annual self-assessment of the program.
8. Serve as the Chairperson for Early Child Development Committee and T/TA Committee

**D. Duties of the Treasurer:** The Treasurer shall,

1. Serve as Chairperson of the Finance Committee and the Personnel Committee.
2. Monitor and report to the Council the monthly expenditures of the Council.
3. Maintain copies of the budget submitted to the Policy Council for approval
4. Maintain copies of the monthly Budget Comparison Statement.
5. Attend monthly agenda-setting, planning meetings and special events as needed.

6. Participate in the annual self-assessment of the program.

## **ARTICLE VI**

### **OTHER ELECTED REPRESENTATIVES**

#### **A. Shared Governance Board**

The purpose of the Head Start Shared Governance Board is to develop, review and advise the Board of Supervisors on policies and procedures affecting the operation of the Head Start and Early Head Start programs. The Chairperson and two Policy Council members shall be seated as non-voting advisory members of the Shared Governance Board, to help facilitate a better understanding of issues. Policy Council shall elect a new member should a vacancy arise later in the year. Any absence by a Shared Governance Board Representative will result in dismissal from the Shared Governance Board and a new Representative will be elected by the Policy Council. Representatives of the Shared Governance Board shall,

1. Be elected by the Policy Council
2. Serve a term of one year, unless if eligible, by re-election of the Policy Council for another term
3. Attend all planned and special Shared Governance Board meetings as needed
4. Operate as a representative of the Board of Supervisors and be involved in the decision-making process prior to the point of final approval

#### **B. Region IX Representative**

Region IX Head Start Association provides education, training, tools, and resources to Head Start Programs in California, Nevada, Arizona, Hawaii, and Trust Territories to ensure their ongoing viability and vitality. The Region IX Representative shall,

1. Be elected by the Policy Council and must be a parent of a currently enrolled child
2. Serve a term of one year, unless if eligible, by re-election of the Policy Council for another term
3. Must be able to attend the Region IX Conferences and report back to the Policy Council
4. Represent PSD and serve in leadership capacities in the various committees of the Association

#### **C. Local Planning Committee (LPC)**

The primary mission of the LPC is to plan for childcare and development services based on the needs of families in the local community. LPCs are intended to serve as a forum to address the childcare needs of all families in the community for all types of child

care, both subsidized and non-subsidized (<https://www.cde.ca.gov/sp/cd/re/lpc.asp>).

The LPC Representative shall,

1. Be elected by the Policy Council
2. Serve a term of one year, unless if eligible, by re-election of the Policy Council for another term
3. Attend all LPC scheduled meetings
4. Adhere to the LPC Council Member's Role and Responsibilities

## **ARTICLE VII**

### **STANDING SUBCOMMITTEES**

The standing subcommittees shall be:

1.	Finance	monthly meetings
2.	Personnel	biannually, and as needed meetings
3.	Health Advisory	biannually
4.	Early Child Development/Education	bimonthly meetings
5.	Quality Assurance	quarterly meetings
6.	Training and Tech Assistance	quarterly meetings
7.	Ad-Hoc	annual meetings or as needed
8.	Technology	quarterly meetings
9.	Nutrition/Menu planning	biannually
10.	PFCE	bimonthly

### **STANDING SUBCOMMITTEE STRUCTURE**

#### **FINANCE COMMITTEE**

Meets monthly to review and make recommendations to the Policy Council, i.e., budget, (changes in budget) use of parent funds.

#### **PERSONNEL COMMITTEE**

Participate in in-person and virtual interviews. Interviews will not exceed seven (7) hours per panel under normal circumstances.

Training of these members will take place on a biannual basis, and as needed.

#### **HEALTH ADVISORY**

Meets biannually to plan, discuss, and evaluate health services. The committee is composed of Policy Council members, health services staff and other health professionals (County Public Health Department, pediatricians, Behavior Health, dieticians).

#### **EARLY CHILDHOOD DEVELOPMENT/EDUCATION COMMITTEE**

Meets bimonthly prior to the Policy Council meeting. The purpose of this meeting is to inform

parents of the progress of the curriculum, help develop the curriculum and provide training as requested. Members receive updates on child outcome and literacy progress.

### **QUALITY ASSURANCE**

Meets quarterly prior to Policy Council to review results of the ongoing monitoring process and the committee members serve on the Annual Self-Assessment Team. Training for the Self- Assessment process is required, and participation involves a commitment of several days.

### **TRAINING & TECHNICAL ASSISTANCE**

Meets quarterly prior to the Policy Council meeting. This committee coordinates training needs for parents and staff, while raising their skill levels and knowledge.

### **AD-HOC**

Meets as needed for a specific purpose, problem, or task. Typically to review Community Representative applications and review/revise the PC By-Laws.

### **TECHNOLOGY**

Meets quarterly to develop and distribute the monthly Parent Newsletter and discuss department IT projects.

### **NUTRITION/MENU PLANNING**

Meets biannually to gather parental input as to children's menus at the sites.

### **PARENT FAMILY & COMMUNITY ENGAGEMENT**

Meets bimonthly to discuss the integration of parent and family strategies in order to promote family well-being and children's learning and development. The committee supports mutual respect between parents and the program staff and seeks to identify and establish new linkages for services to children and families. This committee also discusses ways to help increase the volunteer activity in the agency, while generating new ideas for volunteerism.

## **ARTICLE VIII**

### **MEETINGS**

Regular Policy Council meetings shall be held the third Monday of each month unless a legal holiday or changed by a two-thirds (2/3) vote of the Policy Council.

One regular day meeting shall be designated for recognition and training of Policy Council members.

#### **A. Special Meetings**

1. A special meeting is a meeting held outside the regular Policy Council schedule, which may be held in person or via teleconference.

2. Specials meetings may be called by the Chairperson in agreement with the PSD Executive Director.

**B. Meeting Procedure**

Meetings shall be conducted in accordance with Robert's Rule of Order. Policy Council meetings shall be limited to a maximum of three (3) hours, with the exception of the Orientation and Training.

**C. Quorum**

1. A quorum shall consist of at least 51% eligible Policy Council members (trained by PSD designee) to conduct business.
2. Reference Robert's Rules of Order, 9<sup>th</sup> Edition, Page 340.
3. Note: In an emergency and in order to meet quorum, the PC chairperson may elect to contact absent members to attend the meeting via conference call. Called in members must state to Madam/Mr. Chair that they seek recognition, obtain the floor and/or submit motions. The Chairperson determines the presence of a quorum, takes, and verifies votes.

**ARTICLE IX**

**INTERNAL DISPUTE/RESOLUTION AND IMPASSE POLICY SAN BERNARDINO  
COUNTY HEAD START AND EARLY HEAD START**

- A. **BACKGROUND:** Effective November 2016, the revised Head Start Program Performance Standards required that each grantee and delegate agency establish written procedures for resolving internal disputes, including impasse procedures, between the governing body and policy group. This policy establishes the foundation for complying with this mandate.
- B. **PURPOSE:** To resolve all differences between the Shared Governance Board as representatives of the San Bernardino County Board of Supervisors and the San Bernardino County Head Start and Early Head Start Policy Council through normal channels or the use of the formal procedures noted in this document. These differences are focused on, but not limited to, the Program Performance Standards regulations noted in 45 CFR section 1301.6.
- C. **GENERAL AGREEMENT:** Commitment to Resolve Issues in Good Faith.

This standing agreement assumes the commitment of the Shared Governance Board and the Head Start and Early Head Start Policy Council to make every good faith effort to resolve differences on an amicable basis. This step includes using all internal agency communications systems available to reach agreement and avoid impasse.

If necessary, this includes the Shared Governance Board and Head Start and Early Head Start Policy Council commitment to fully cooperate in all aspects of the established internal dispute and impasse process in order to resolve issues in the best interest of the children and families being served.

When the Shared Governance Board and the Head Start and Early Head Start Policy Council cannot jointly approve proposed actions, the dispute will formally be referred to the Dispute Resolution Committee.

**D. PROCEDURES**

**STEP 1. ESTABLISHMENT OF THE DISPUTE RESOLUTION COMMITTEE**

**PURPOSE:** The purpose of the Dispute Resolution Committee is to resolve disputes between the Head Start Shared Governance Board and the Head Start Policy Council within the scope of their shared decision-making powers.

**MEMBERSHIP:** The Dispute Resolution Committee (“Committee”) shall be made up of four (4) members comprised of the Chair and Vice-Chair from both the Head Start Shared Governance Board and the Head Start Policy Council.

**STEP 2. FILING THE COMPLAINT**

Within five (5) County business days of non-approval by either the Head Start Shared Governance Board and the Head Start Policy Council of any item within the scope of shared decision making, either the Head Start Shared Governance Board or the Head Start Policy Council may give written notice to the San Bernardino County Head Start Director (“Director”) requesting that the Committee be convened, and the dispute resolution process commenced. At the time written notice is provided, the Head Start Shared Governance Board or Head Start Policy Council requesting dispute resolution, shall provide the Director and the other party with a written statement of the issue at dispute and a recommendation for resolution.

**STEP 3. NOTIFICATION OF COMPLAINT**

The Director shall have five (5) County business days from the date the written notice was officially filed to notify the members of the Committee of the notice and to provide the written statement of issue.

**STEP 4. DISPUTE RESOLUTION COMMITTEE MEETING**

The Committee shall convene a meeting within five (5) County business days of receipt of the statement of issue. The Committee shall first determine whether the subject falls within the scope of shared decision making. If it does, then the Committee may request additional information from the Director, the Head Start Shared Governance Board or the Head Start Policy Council.

**STEP 5. TIME LIMITATION**

The Committee shall have ten (10) County business days from the first meeting convened to determine the validity of the issue(s) and provide a written solution to the Head Start Shared Governance Board, Head Start Policy Council, and the Director.

**STEP 6. PROPOSED DISPUTE RESOLUTION RECOMMENDATION**

The written solution must be presented to:

- (a) The Head Start Policy Council for acceptance or rejection; and
- (b) The Head Start Shared Governance Board for acceptance or rejection, and then submitted to the Board of Supervisors for final acceptance or rejection.

Both parties must inform the other in writing of their determination to either accept or reject the written solution.

**STEP 7. FAILURE OF DISPUTE RESOLUTION COMMITTEE TO REACH CONSENSUS**

If the Committee does not reach a consensus, the Committee so shall inform the Head Start Policy Council, the Head Start Shared Governance Board, and the Director.

**STEP 8. FAILURE TO RESOLVE INTERNAL DISPUTE**

If the Committee cannot reach a consensus, or if the written solution is rejected by either body, the dispute shall proceed to mediation.

- A. **MEDIATION:** This procedure requires the intervention into the dispute of an acceptable, impartial, and neutral third party who has no decision-making authority. The objective of this intervention is to assist both parties to voluntarily reach an acceptable resolution of the issue in dispute. The selected mediator will work with the Dispute Resolution Committee in order to make a final decision regarding the dispute issue(s).

Within fifteen (15) County business days from written notification that a consensus could not be reached, or rejection of the written solution, mediation shall be initiated by the Committee.

**COMPOSITION:** The mediation shall be conducted by the Head Start Director from a neighboring County.

**TIME LIMITATIONS:** The mediator shall work with the Committee to make a final decision. A written proposed resolution shall be provided within ten (10) County business days from the beginning of the mediation process.

The proposed resolution shall be presented to:

- (a) The Head Start Policy Council for acceptance or rejection; and
- (b) The Head Start Shared Governance Board for acceptance or rejection and then submitted to the Board of Supervisors for final acceptance or rejection.

Both parties must inform the other in writing of their determination to either accept or reject the written solution. If either body rejects the proposed resolution, the dispute shall proceed to arbitration for assurance of a binding decision in accordance with the Head Start Performance Standards.



- B. ARBITRATION:** Requires the presentation of the dispute to an impartial or neutral arbitrator for issuance of a binding decision.

Within fifteen (15) County business days from written notification that the proposed solution was rejected by either body, binding arbitration shall be initiated by the Committee. The Shared Governance Board and the Policy Council agree that they will be bound by the decision made through arbitration.

**COMPOSITION:** The Committee shall utilize the services of a professional arbitrator in accordance with the County's procurement policy.

**TIME LIMITATIONS:** The arbitration must take place within fifteen (15) days of initiation of the process unless a greater time is needed to secure an arbitrator or arbitration location. A written resolution must be provided by the arbitrator to the Committee. The Committee shall present the resolution to their respective bodies. The written resolution shall be presented by the Head Start Shared Governance Board to the Board of Supervisors for final notification.

## **ARTICLE X**

### **AMENDMENTS**

These By-Laws may be changed or amended by a seventy-five percent (75%) vote of the current Policy Council members. The By-Laws must be reviewed and accepted annually by the new Policy Council.

\_\_\_\_\_  
Shelly Thomas, Chairperson

\_\_\_\_\_  
Date