



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

## San Bernardino County Head Start Shared Governance Board Meeting Agenda for October 24, 2024

---

**JOE BACA, JR., CHAIR**

5th District Supervisor  
San Bernardino County Board of Supervisors

**TED ALEJANDRE, VICE-CHAIR**

County Superintendent  
San Bernardino County Superintendent of Schools

**JOSH DUGAS**

DIRECTOR  
SBC Public Health

**DR. GEORGINA YOSHIOKA**

DIRECTOR  
SBC Behavioral Health

**ASHLEY BROOKSHER**

CHILDREN'S NETWORK OFFICER  
SBC Children's Network

**EVA SOTO**

HEAD START POLICY COUNCIL CHAIR  
Chino Head Start  
SGB Representative

**EFREN ORTIZ**

HEAD START POLICY COUNCIL MEMBER  
Yucaipa Head Start  
SGB Representative

**CAROLINA MARTINEZ**

HEAD START POLICY COUNCIL MEMBER  
Hesperia Head Start  
SGB Representative

---

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

**LOCATION:** SBC Preschool Services Administration  
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 at (909) 383-2078 to request the service. PSD will accept public comments in person, or 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. To ensure timely submission, please submit your comments by 12:00 p.m. on Wednesday, October 23, 2024.*

- |  |                                   |
|--|-----------------------------------|
| <b>1. CALL TO ORDER</b>  | Supervisor Joe Baca Jr., Chair    |
| <b>2. WELCOME/INTRODUCTIONS</b>  | Supervisor Joe Baca Jr., Chair    |
| 2.1 Newly Elected Policy Council SGB Representatives                   |                                   |
| <b>3. PUBLIC COMMENT</b>   | Supervisor Joe Baca Jr., Chair    |
| <b>4. PRESENTATION OF THE AGENDA</b>                                   | Shar Robinson, Secretary          |
| Notice of minor revisions to agenda items, items removed or continued. |                                   |
| <b>5. EXECUTIVE REPORTS/PROGRAM UPDATES</b>                            |                                   |
| 5.1 Receive Office of Head Start Communication                         | Arlene Molina, Assistant Director |
| 5.1.1 Information Memorandum 24-03 – Affirming the Use of              |                                   |

Indigenous Knowledge to Meet Curricula and Assessment  
Requirements in American Indian and Alaska Native Head  
Start Programs

- 5.1.2 Program Instruction 24-05 - Final Rule on Supporting the  
Head Start Workforce and Consistent Quality Programming
- 5.2 Receive Report of Program Updates (Oral Report) Arlene Molina, Assistant Director
- 5.3 Receive PSD 2024-25 Reports and Updates
  - 5.3.1 Program Information Report Debra Billings-Merlos, Deputy Director
  - 5.3.2 Facilities Report Dina Bunch, Administrative Supervisor II
  - 5.3.3 Enrollment Report Sean Segal, Program Manager
  - 5.3.4 Attendance Report Sean Segal, Program Manager
  - 5.3.5 2024-25 Performance Measures – Quarter 1 LaTrenda Terrell, Deputy Director
- 5.4 Receive Fiscal Budget to Actual Madeline Tsang, Administrative Manager
  
- 6. SGB TRAININGS**
  - 6.1 Overview of Apprenticeship Orientation LaShawn Love-French, Program Manager
  - 6.2 Overview of Governance Responsibilities LaShawn Love-French, Program Manager
  - 6.3 Overview of School Readiness Child Outcomes Sharri Carroll, Program Manager
  
- 7. CONSENT ITEMS** Supervisor Joe Baca Jr., Chair
  - 7.1 Approve SGB August 23, 2024 Minutes
  - 7.2 Approve SGB Delegate – Children’s Network
  
- 8. DISCUSSION ITEMS**
  - 8.1 Approve Selection Criteria Policy Sean Segal, Program Manager
  
- 9. INFORMATIONAL ITEMS** Supervisor Joe Baca Jr., Chair
  - 9.1 Next Shared Governance Board Meeting – January 23, 2025
  
- 10. EXECUTIVE COMMENT** Supervisor Joe Baca Jr., Chair
  
- 11. ADJOURNMENT** Supervisor Joe Baca Jr., Chair

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-OHS-IM-24-03	2. Issuance Date: 09/17/2024
	3. Originating Office: Office of Head Start	
	4. Key Words: American Indian and Alaska Native; AIAN; Curriculum; Assessment; Indigenous Knowledge; Cultural Practices; Culture and Language	

**INFORMATION MEMORANDUM**

**TO:** American Indian and Alaska Native Head Start Agencies

**SUBJECT:** Affirming the Use of Indigenous Knowledge to Meet Curricula and Assessment Requirements in American Indian and Alaska Native Head Start Programs

**INFORMATION:**

The Administration for Children and Families (ACF), Office of Head Start (OHS) partners with Tribes and Tribal organizations to administer the Head Start program for children ages birth to 5 and their families. Through nation-to-nation relationships, OHS engages in open discussions with Tribes to understand how to support their Head Start programs. Through this nation-to-nation dialogue, including consultations, listening sessions, and ACF’s Tribal Advisory Committee (TAC), Tribal leaders have emphasized the importance of Indigenous Knowledge, language, and culture in designing Head Start programs.

A central purpose of American Indian and Alaska Native (AIAN) Head Start programs is to enhance opportunities for young children and their families to engage in Native cultural activities, and to expand opportunities for exposure to Native languages. Native language and culture cannot be separated from Indigenous Knowledge.

In December 2022, the White House Office of Science and Technology Policy (OSTP) with the White House Council on Environmental Quality (CEQ) released [guidance](#) to federal agencies on incorporating [Indigenous Knowledge](#) into federal research, policy, and decision making. The inclusion of Indigenous Knowledge in Head Start programming, including curricula and developmental assessments, is vital to Tribal children, families, and communities. OHS stands in reverence for Tribes as they determine how language, culture, and traditional practices are embedded in AIAN programs. Tribes must determine the curriculum and assessments that will meet the priorities of their communities.

This Information Memorandum identifies how AIAN Head Start programs can meet the requirements of the Head Start Program Performance Standards (the Performance Standards)

related to curricula and assessment in ways that center Indigenous Knowledge and Tribal sovereignty.

### **Centering Native Language, Culture, and Traditions in AIAN Head Start Programs**

AIAN Head Start programs affirm that [positive identity development grounded in Native culture and language](#) can serve as a foundation to health and well-being in early childhood and beyond and programs play a key role in supporting Tribal communities' goals for childhood development.

Centering Native language, culture, and traditions in Tribal education programs is critically important to children's development and long-term success. Tribal leaders have emphasized that grounding children in their culture, language, traditional practices, and land-based learning supports their sense of self and socio-emotional development. Tribal leaders, teachers, and program staff have shared with ACF that passing down cultural inheritance to young children requires time spent outside of the classroom and the support and expertise of elders, cultural teachers, and land specialists. Thus, many Tribes view their Head Start programs as a key strategy in transmitting cultural knowledge and preserving and revitalizing the Native language during the formative years of a child's life.

Tribal leaders have shared with ACF that historical actions taken by the U.S. Government, especially [Indian boarding schools](#), disrupted the intergenerational transmission of language, culture, and traditions. ACF has also heard that the continued imposition of western educational models impedes Tribes' ability to immerse young children in land-based and Native language-based learning that is essential to cultural healing and continuity in Tribal communities. Indigenous practitioners emphasize that engagement in cultural practices and traditions in Tribal communities serves as protective factors and healing practices — for young children and adults alike — against the impacts of current manifestations of historical trauma caused by colonization and past harmful U.S. policies. ACF seeks to support Tribes by highlighting flexibilities around curricula and child assessments that support Native language, culture, and healing.

### **Applying Indigenous Knowledge to Meet Head Start Curricula and Child Assessment Requirements**

The Performance Standards outline requirements for using curricula and child assessments in Head Start programs and include flexibility for Native language preservation and revitalization efforts.

Under [45 CFR §1302.36](#), AIAN programs may integrate efforts to preserve, revitalize, restore or maintain the Tribal language for children into program services. Such language preservation and revitalization efforts may include full immersion in the Native language for most hours of planned class operations. Per this section, exposure to English in the Head Start program is not required if the child's home language is English and if the program wishes to fully use the Native language.

Specifically, to satisfy the curricula requirements under [45 CFR §1302.32](#), the Performance Standards require that center-based and family child care programs implement developmentally appropriate and research-based curricula that are based in scientifically valid research with a standardized training procedure. This guidance affirms that by applying Indigenous Knowledge to developing, adapting, and implementing curricula, AIAN Head Start recipients meet the requirement that curricula are research-based and scientifically valid.

While the regulations do not mandate a particular curriculum, the Performance Standards require that it be sufficiently content-rich to promote measurable progress toward development and learning goals outlined in the [Head Start Early Learning Outcomes Framework \(ELOF\): Ages Birth to Five](#). Tribes have the discretion to determine that the best way to make progress toward ELOF domains is by centering culture and language. The ELOF is designed to allow Tribal early childhood programs to use their community's traditional cultural skills, values, beliefs, language, and lifeways to address the domains or state and Tribal early learning guidelines.

OHS encourages AIAN programs to explore [Making It Work](#) materials for guidance and inspiration. The [pilot program examples](#) showcase seven AIAN programs — Cherokee Nation Early Childhood Unit Head Start; Grand Traverse Band of Ottawa and Chippewa Indians Head Start; Inter-Tribal Council of Michigan, Inc., Head Start, Pokagon Band of Potawatomi; Sault Tribe of Chippewa Indians Head Start and Early Head Start; Rincon Band of Luiseño Indians Head Start; Sisseton Wahpeton Oyate of the Lake Traverse Reservation Head Start; and Walatowa Head Start, Pueblo of Jemez — who effectively:

- Implement cultural learning experiences in early childhood settings
- Connect Tribe-specific traditional cultural skills, values, beliefs, and lifeways to school readiness goals
- Create cultural lessons that engage families and communities
- Document children's progress
- Match children's interests and needs to create individualized lesson plans for each child and small groups

The Performance Standards require curricula to have an organized scope and sequence that include plans and materials for developmentally appropriate learning experiences. Programs may design their own curricula or make significant adaptations to curricula with support from an external early education curriculum or content area expert. AIAN grant recipients may use an individual or group that the Tribe has determined to hold subject matter expertise in Indigenous Knowledge, language, or culture to satisfy the curricula adaptation requirements in 45 CFR § 1302.32(b) for an external early childhood education curriculum or content area expert. While this person or group cannot be a regular staff member of the Head Start program, they may be internal to the Tribal community and could serve as an Indigenous language expert, cultural teacher, or Tribal elder.

This guidance affirms that Tribes should determine which assessment instruments are developmentally, culturally, and linguistically appropriate for children in their communities, as well as the training and qualifications for individuals conducting assessments.

To satisfy the requirements under [45 CFR §1302.33\(b\)](#), AIAN Head Start programs must conduct standardized and structured assessments for each child that provide ongoing information to evaluate the child’s developmental level and progress in outcomes aligned to the goals described in the ELOF. AIAN Head Start agencies may elect to conduct observation-based or direct child assessments and can determine how to operationalize progress toward the goals in the ELOF. Such assessments must result in information that the Tribe or Tribal organization determines is useful for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year. The Making It Work materials can help AIAN Head Start agencies determine how their assessment tool aligns with curricula that is rich in cultural and language activities.

AIAN Head Start agencies must regularly use relevant findings from the child assessments, along with informal teacher observations and additional information from family and staff, to:

- Determine a child’s strengths and needs
- Inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings
- Improve home visiting strategies in home-based models

Tribes and Tribal organizations administering the Head Start program have considerable flexibility in determining how to use the information from child assessments to support teaching and learning. This includes using Indigenous knowledge to determine how best to support the child. As a result of the information gathered — if warranted and with direct guidance from a mental health or child development professional and a family’s consent — a program must refer the child to the local agency responsible for implementing the Individuals with Disabilities Education Act (IDEA) for a formal evaluation to assess eligibility for services under IDEA. As described in the Performance Standards at [45 CFR §1302.45\(a\)\(4\)\(i\)](#), mental health providers may include traditional practitioners recognized by the Tribe.

Assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by personnel that the Tribe deems qualified and trained (45 CFR §1302.33(c)). The AIAN Head Start program must determine that the assessment is age, developmentally, culturally, and linguistically appropriate, and appropriate for children with disabilities, as needed. If a program serves a child who speaks a language other than English at home, it is required to use qualified bilingual staff, contractors, or consultants who know and understand the child’s language and culture and have sufficient skill level in the home language to accurately administer the assessment and record and understand the child’s responses, interactions, and communications.

### **Protecting Indigenous Knowledge in Tribal Communities**

As stated in the OSTP guidance, Indigenous Knowledge is unique to a Tribe or Native community and might be recorded or maintained in a variety of forms, some of which are not accessible to or understood by individuals outside of the Tribal community.

In keeping with this guidance, OHS acknowledges that Tribal leadership and program administrators will be solely responsible for confirming that curricula are scientifically valid based on Indigenous Knowledge, and that age, developmentally, culturally, and linguistically appropriate assessments are conducted by qualified and trained personnel. During monitoring, when determining whether an AIAN Head Start grant recipient has complied with curricula and assessment requirements, OHS will rely on statements from Tribal leaders, elders, governing boards, and Policy Councils.

Tribes have different conventions and traditions related to passing down Indigenous Knowledge, culture, and language. This includes norms related to writing down language or sharing with individuals external to the community. Thus, OHS will not require Tribes to share their curriculum, assessments, or evaluations if the Tribe self-certifies that their curriculum and assessment tools are research-based and scientifically valid according to their Tribal definitions of these terms.

### **Funding to Support Indigenous Knowledge in AIAN Programs**

OHS knows that centering Native language, culture, and traditions in AIAN Head Start programs has financial implications and encourages programs to consider various funding mechanisms for support. Recipients can use their base grant funds to support their efforts in this area, such as paying wages for a third person in the classroom who is a fluent speaker or a language teacher but does not have to meet the training and educational requirements for teachers or assistant teachers.

AIAN Head Start recipients can consider the following options:

- Submit a **budget revision or Change in Scope application** to update current funding to better align with program priorities.
- Apply to use **quality improvement funds** for activities consistent with [Sec. 640\(a\)\(5\)\(A\)\(i-iii\)](#) of the Head Start Act. For example, AIAN programs can use these funds to:
  - Employ qualified staff to promote the language skills and literacy growth of children
  - Develop or support staff training on adapting curricula or effectively using assessment tools
  - Ensure physical environments are conducive to effective program services that center Native language, culture, and traditions
- Use **training and technical assistance (TTA) funds** in accordance with plans to address needs that are specific to their local program. Examples of TTA include:
  - Providing language teaching training
  - Improving learning environments
  - Developing curricula or using an external evaluator
  - Helping parents support their child's literacy skills at home
- Learn about the [Tribal Colleges and Universities Head Start \(TCU-HS\) Partnership Program](#). Per [Sec. 648\(g\)](#) of the Head Start Act, it is intended to support Tribal colleges and universities to implement efforts to strengthen career pathways and degree attainment

for Head Start staff, in partnership with AIAN Head Start agencies. TCU-HS funds help to address the employment needs of Tribal Head Start programs while being responsive to the cultures and languages of Native Tribes through a “growing our own” approach.

- Apply for **one-time program improvement funds** if needs cannot be supported by the agency’s budget or other resources. One-time funds may be used to support non-recurring expenses such as developing, purchasing, or adapting a curriculum, or commissioning cultural artifacts or materials for lessons. These requests are prioritized and approved based on funding availability. Grant recipients should reach out to their program specialist to discuss a one-time funding request.

In addition to Head Start funds, OHS reminds AIAN programs of other federal funding opportunities to consider. For example, these three programs are facilitated by the [Administration for Native Americans](#):

- **Native Language Preservation and Maintenance (P&M) Program:** Provides funding for projects to support assessments of the Native languages in an established community, as well as the planning, designing, restoration, and implementing of Native language curriculum and education projects to support a community's language preservation goals.
- **The Esther Martinez Immersion (EMI) Program:** Formerly called the Esther Martinez Initiative, supports the development of self-determining, healthy, culturally and linguistically vibrant, and self-sufficient Native American communities. Grant funding is awarded in accordance with the Esther Martinez Native American Languages Preservation Act of 2006. The initiative provides funding to support up to five-year projects being implemented by Native American Language Nests, Survival Schools that provide at least 500 hours of immersion instruction in a Native language.
- **Social and Economic Development Strategies (SEDS) Program** supports community-based projects that promote social and economic well-being and self-sufficiency for American Indians, Alaska Natives, Native Hawaiians, and Native American Pacific Islanders. SEDS projects are diverse, and the funding is flexible to support early childhood development, Native arts and culture, families and parents, youth development, and more.

## Relevant Resources

### [Making It Work: Implementing Cultural Learning Experiences in American Indian and Alaska Native Early Learning Settings for Children Ages Birth to 5](#)

These materials help AIAN programs connect Tribe-specific traditional cultural skills, values, beliefs, and lifeways to school readiness goals; create cultural lessons that engage families and communities; document children's progress using the program's ongoing child assessment process; and match children's interests and needs to create individualized lesson plans for each child and small groups. Making It Work can be used with any curriculum.

### [Tribal Language Revitalization Report](#)

This report — based on visits to programs and discussions with Tribal leaders, program staff, and parents — provides information about efforts to revitalize Tribal languages in Head Start programs. It focuses on preparing and developing a revitalization strategy, implementing



language learning for children and adult learners, and building community support. Program examples and teaching tips are provided, along with a list of resources.

#### [Implementing a Curriculum with Fidelity: Questions and Answers](#)

This resource addresses common questions about ways to implement a curriculum with fidelity while being responsive to the cultural and linguistic backgrounds of children and families.

#### [ACF-IM-HS-15-02 Native Language Preservation, Revitalization, Restoration, and Maintenance in Head Start and Early Head Start Programs](#)

OHS's support for teaching Tribal languages to children in AIAN Head Start programs is clarified and affirmed in this Information Memorandum.

#### [Curriculum Consumer Report](#)

This tool provides review summaries and ratings of comprehensive infant and toddler, preschool, and home-based curricula to help programs assess relevance to the Performance Standards. The curricula listed in the report have been pre-screened for relevance but are not endorsed by OHS.

#### [Tribal Research Center on Early Childhood Development and Systems \(TRC\)](#)

The TRC provides leadership and collaboration to promote excellence in community-based research and evaluation of ACF early childhood and family economic well-being initiatives that serve Tribal communities. Settings include Tribal home visiting programs, early care and education center-based programs, home-based and family child care providers, Head Start Preschool and Early Head Start programs, and Temporary Assistance for Needy Families programs.

#### [Indigenous Early Learning Collaborative \(IELC\)](#)

A national institute, IELC serves an intellectual home for Indigenous early learning and development communities of practice. It provides an opportunity to engage, learn, and access material and resources to inform locally designed community-based inquiry, programs, co-learning and evaluation, and strategies for sustaining high-quality early learning opportunities for Native children and families.

#### [Native American Language Resource Center \(NALRC\)](#)

NALRC is a virtual hub from the Office of Elementary and Secondary Education that provides access to a wide variety of Native language services and products. It features comprehensive guidance, resources, and best practices for early childhood providers, K–12 schools, institutions of higher education, Tribal agencies, and their authorizing agencies.

OHS looks forward to continued partnership with Tribes to promote Indigenous Knowledge, culture, and language in Head Start programs. Thank you for your work on behalf of Head Start children and families in Tribal nations and communities.

Sincerely,

/Khari M. Garvin/

Khari M. Garvin  
Director  
Office of Head Start

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-OHS-PI-24-05	2. Issuance Date: 08/21/2024
	3. Originating Office: Office of Head Start	
	4. Key Words: Head Start Workforce; Wages; Benefits; Mental Health; Quality Improvement	

**PROGRAM INSTRUCTION**

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

**SUBJECT:** Final Rule on Supporting the Head Start Workforce and Consistent Quality Programming

**INSTRUCTION:**

On August 21, 2024, the Administration for Children and Families (ACF) published a final rule in the Federal Register, [Supporting the Head Start Workforce and Consistent Quality Programming](#). The rule updates the Head Start Program Performance Standards (the Performance Standards) to increase support and stability for the Head Start workforce. The changes also improve the quality of services Head Start programs provide to children and families.

The Office of Head Start (OHS) first proposed these changes in a notice of proposed rulemaking (NPRM), published on November 20, 2023. During the NPRM comment period, OHS received approximately 1,300 public comments, including from Head Start programs; national, regional, and state Head Start associations, labor unions; research organizations; individual Head Start staff and families; and members of the U.S. Congress. The final rule takes into consideration and is responsive to the public comments.

The updated Performance Standards respond to structural concerns affecting the sustainability of Head Start programs. They provide clear federal requirements for:

- Wages and benefits to support the Head Start workforce
- Better integration of mental health across all aspects of Head Start programming
- Quality improvement and clarity of requirements in other topic areas

The final rule is effective immediately. Programs are expected to comply with some of the updated requirements 60 days after the rule is published (October 21, 2024). Programs are granted more time to comply with several requirements, including new wage and benefit requirements, as noted in the Effective and Compliance Dates section of the rule.

## **Workforce**

This rule supports Head Start programs in maintaining a diverse and well-qualified workforce by ensuring staff are more fairly compensated, which in turn promotes more stable, higher-quality services for enrolled children and families. Previously, the Performance Standards did not include any specific requirements for staff wages or benefits, which has generally led to low compensation for staff and high staff turnover rates for programs.

### *Staff Wages*

The updated Performance Standards require programs to provide competitive wages for staff by August 1, 2031. Specifically, the rule will require programs to establish or update a pay scale for all positions. It will also require programs to pay Head Start educators annual salaries that are comparable to public school preschool teachers or 90% of public kindergarten teachers, accounting for responsibilities, qualifications, experience, and work schedule. The updated Performance Standards will also require programs to pay all staff a wage sufficient to cover basic costs of living and to ensure wages are comparable across Head Start Preschool and Early Head Start programs.

The final rule includes a small agency exemption for Head Start agencies with fewer than 200 funded slots. These small agencies must develop a pay scale for all employees and make measurable improvements in wages for staff over time. However, small agencies are not required to pay wages that are comparable to public school preschool teachers (or 90% of public kindergarten teachers), nor are they required to comply with the pay floor policy described above.

The final rule includes flexibility for the Secretary of the Department of Health and Human Services to establish in 2028 a waiver process for most of the rule's wage requirements, if needed, due to low appropriations over the prior four years. The waiver would be for programs that are already meeting quality benchmarks and would otherwise have to reduce enrolled Head Start slots to implement these requirements.

### *Staff Benefits*

By August 1, 2028, the updated Performance Standards will require programs to provide or facilitate access to high-quality affordable health care coverage; offer paid leave; and offer access to short-term, free or minimal-cost behavioral health services for fulltime staff. For part-time staff, programs will be required to facilitate access to high-quality, affordable health care coverage. Programs will also be required to facilitate access to affordable child care and to the Public Service Loan Forgiveness program or other applicable student loan debt relief programs for any eligible staff members.

The final rule also includes flexibility for small agencies with 200 or fewer funded slots. As with wages, these small agencies must still make measurable improvements in benefits for Head Start staff over time.

## *Staff Wellness*

The updated Performance Standards require programs to cultivate a culture of wellness that empowers staff as professionals and supports them to effectively accomplish daily job responsibilities in a high-quality manner. As part of this larger effort to promote the wellness of Head Start staff, by August 1, 2027, programs must provide each staff member with regular breaks during their work shifts that are of adequate length based on hours worked.

## **Mental Health**

In the updated Performance Standards, mental health is integrated more intentionally and consistently across program systems to better support children, families, and staff. Programs are required to take a multidisciplinary approach to foster a program-wide culture of wellness. The Performance Standards also clarify the role and responsibilities of mental health consultants, and allow for behavioral health support specialists to be used in coordination with a mental health consultant. These changes address workforce shortages while maintaining a focus on high-quality, integrated mental health supports.

## **Other Quality Improvements**

The updated Performance Standards enhance and clarify requirements in other topic areas to promote consistent high-quality services and support child well-being. These changes include:

- More reasonable caseloads for family service workers
- Promoting child safety in Head Start programs
- Preventing and addressing lead exposure in the water and paint of Head Start facilities
- Updates to the community assessment process
- Enhanced services for expectant families
- Requirements for programs to identify barriers to program enrollment and attendance, such as lack of transportation

Finally, the changes include some clarifications to promote better transparency and clarity of understanding for recipients.

Members of the Head Start community are urged to take the time to read the final rule in its entirety, including the section-by-section discussion of public comments. OHS will continue to provide [direction, guidance, and resources](#) that support our shared mission to prepare Head Start children and families for school and beyond.

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

Sincerely,

/ Khari M. Garvin /

Khari M. Garvin

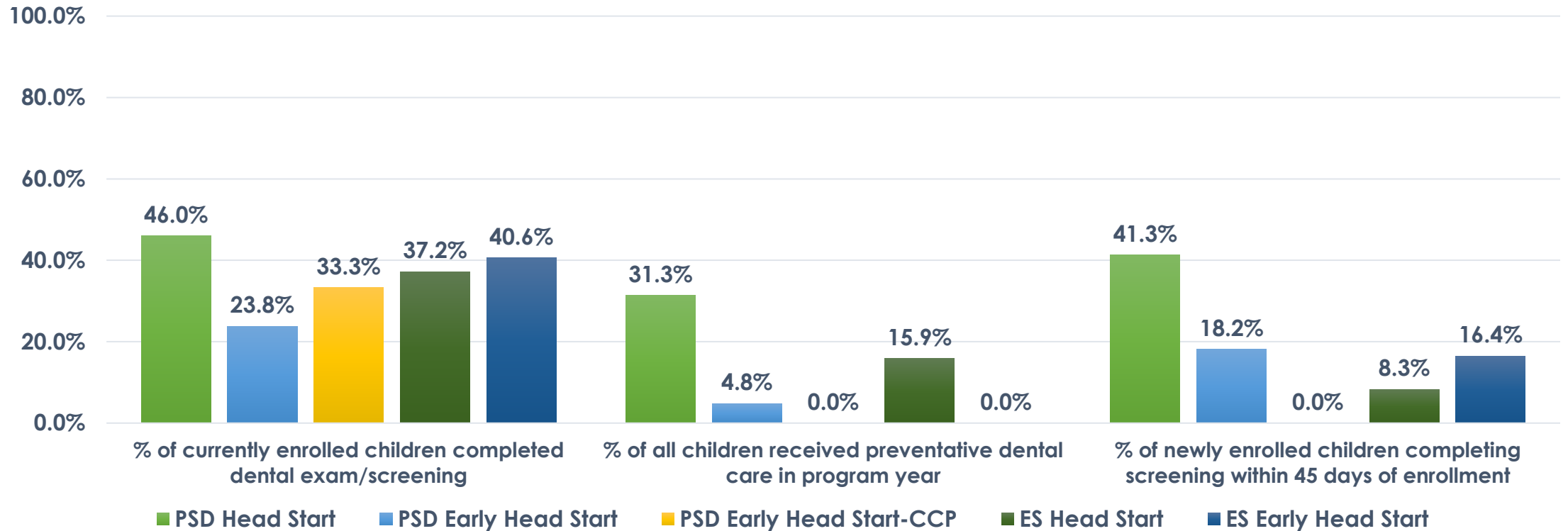
Director  
Office of Head Start



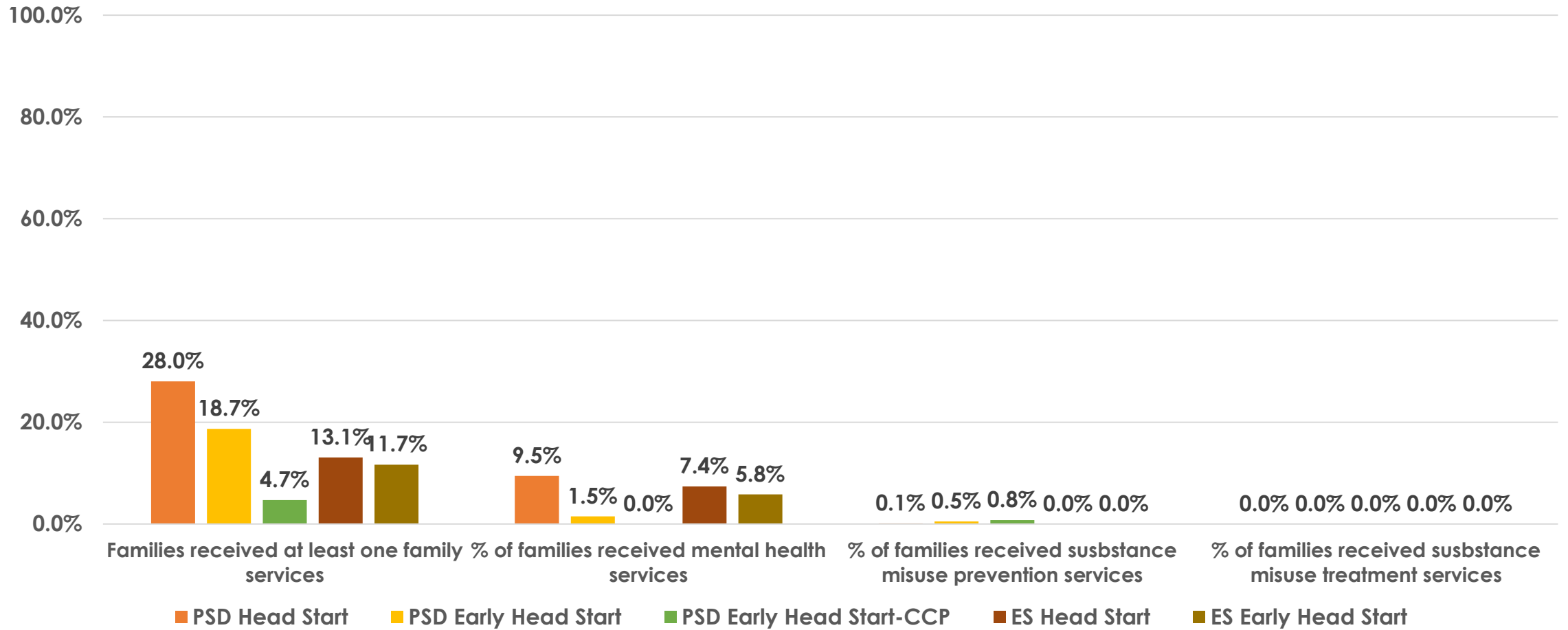
**Preschool Services Department**  
Program Information Report  
For Policy Council  
October 2024

All Data Below Collected from Child Plus Database on October 3, 2024

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

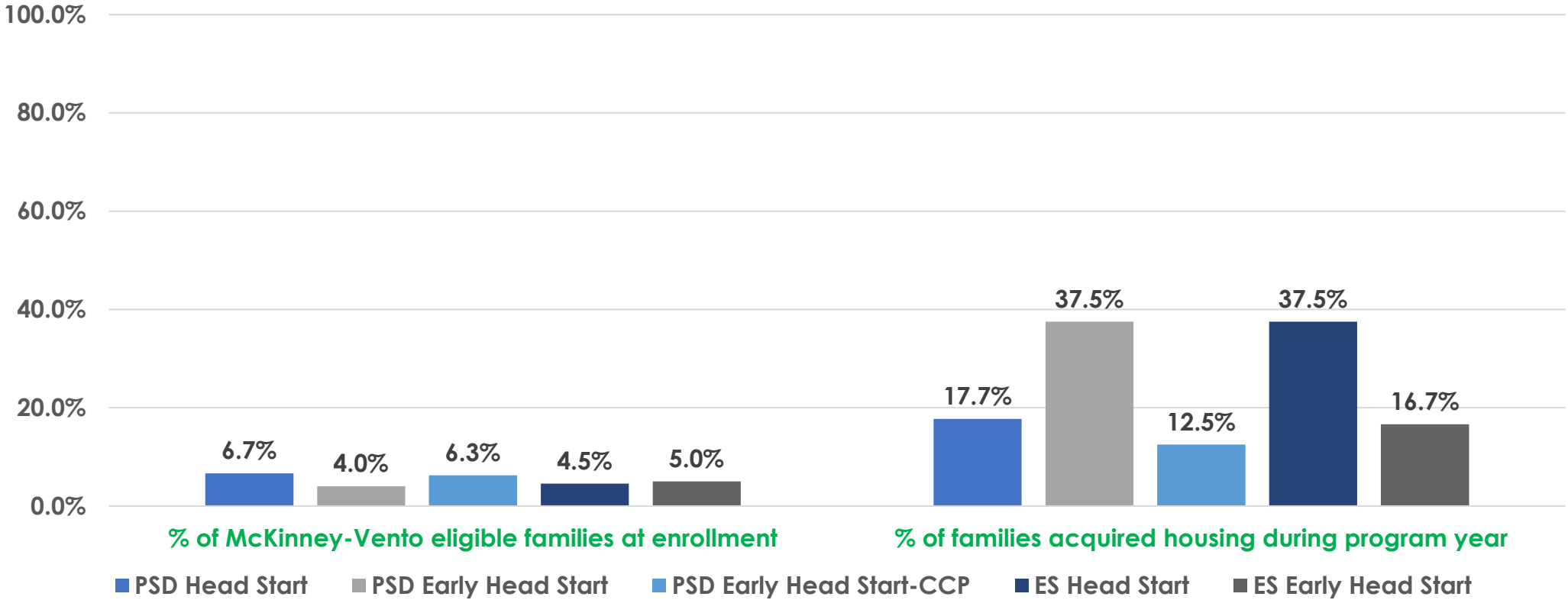


## Family Services





# Homelessness Services



This page intentionally left blank.

# PSD Facilities Project Status Updates

September 2024

## A. Work Order Status Last Month

Work Orders Categories	Work Orders Received
Received Tickets	230
Resolved Tickets	213
First Contact Resolution Rate	89.2%
Average Resolution Time	2 days

## B. Maintenance Projects Completed Last Month

**1. Whitney Young**

\*Repair of fencing throughout.

**2. Rialto Eucalyptus**

\*Repair of fencing throughout.

**3. Crestline**

\*Repair of fencing throughout.

### C. CIP-Projects Status as of Last Month

Project	Descriptive Scope of Work	Estimated Cost	Status	1303 Applications Status
Admin Relocation	Purchase new facility.	\$ 15,761,920	CIP approved, developing Conceptual Plan and Improvement Specifications.	50%.
Victorville Anacapa Acquisition	Purchase existing site.	\$ 1,742,250	CIP approved, developing Conceptual Plan and Improvement Specifications	50%.
Upland Site Relocation (St. Marks)	Lease new site with tenant improvements for (2) HS classrooms and (2) EHS classrooms	\$ 1,695,705	Developing CIP	25%
Whitney Young Lease Expansion	Expand interior leased area with tenant improvement for (2) EHS classrooms and (1) playground.	\$ 2,030,000	CIP submitted.	25%
DeI Rosa Site Tenant Improvements	Tenant improvements for (4) classrooms and (2) children's restrooms.	\$ 624,900	Pre-construction	100%.
Easter Seals Upland	Demolition of vacated modular classrooms, backfill and grading of site.		Awaiting plan approval.	N/A
Yucca Valley Playground Fence	Install perimeter fencing at playground area.	\$ 196,622	Completed	N/A
Yucca Valley EHS Shade Structure	Install 28'x 31' shade structure at playground area.	\$ 146,853	Completed	N/A
Yucaipa Relocation	Relocate existing site to new leased location	\$ 4,237,728	Architectural plans in progress.	25%

**County of San Bernardino Preschool Services Department Enrollment Report**

**September**

**2024**

<b>Head Start Sites</b>	<b>HS Funded Slots</b>	<b>Enrolled</b>	<b>Vacancies &lt; 30 Days</b>	<b>Total Vacancies</b>	<b>% Enrolled</b>
Adelanto	31	16	0	15	52%
Apple Valley	46	32	2	14	70%
Arrowhead Grove	32	32	0	0	100%
Baker FLC	16	16	1	0	100%
Barstow Main	32	13	2	19	41%
CA-Colton Bloomington JUSD	32	32	0	0	100%
CA-Colton San Salvador JUSD	112	99	3	13	88%
CA-Needles USD	61	19	8	42	31%
Chino	48	42	0	6	88%
Crestline	15	14	1	1	93%
Cucamonga	43	29	0	14	67%
Del Rosa	32	32	0	0	100%
DA-Easter Seals Montclair	63	40	0	23	63%
DA-Easter Seals Ontario Haven	32	32	0	0	100%
DA-Easter Seals Ontario Mills	84	46	0	38	55%
DA-Easter Seals Ontario Phillips	64	64	0	0	100%
Fontana Citrus	48	30	0	18	63%
Hesperia	48	48	0	0	100%
Highland	32	28	2	4	88%
Las Terrazas	32	15	0	17	47%
Mill CDC	83	65	1	18	78%
Northgate	31	16	0	15	52%
Ontario Maple	16	16	0	0	100%
Redlands Valencia	14	14	0	0	100%
Rialto Eucalyptus	68	39	1	29	57%
Rialto Renaissance	64	32	2	32	50%
Rialto Willow	24	23	0	1	96%
San Bernardino Parks & Rec	30	14	1	16	47%
South Redlands	32	16	0	16	50%
Twenty Nine Palms	15	15	0	0	100%
Upland	32	32	0	0	100%
Victorville	46	32	2	14	70%
Westminster	28	28	0	0	100%
Whitney Young	32	27	3	48	84%
Yucaipa	31	31	0	0	100%
Yucca Valley	16	16	0	0	100%
<b>Total</b>	<b>1465</b>	<b>1095</b>	<b>29</b>	<b>370</b>	<b>75%</b>

Total Reserved Slots		<b>0</b>	
Total Vacancies 30 days or less		<b>29</b>	
End of Month Total Enrollment		<b>1124</b>	<b>77%</b>

**County of San Bernardino Preschool Services Department Enrollment Report  
September 2024**

<b>Early Head Start Sites</b>	<b>Funded Slots</b>	<b>Enrolled</b>	<b>Vacancies &lt; 30 Day</b>	<b>Total Vacancies</b>	<b>% Enrolled</b>
DA-Easter Seals Montclair (FD)	24	16	1	8	<b>67%</b>
DA-Easter Seals Ontario Haven	32	30	1	2	<b>94%</b>
DA-Easter Seals Ontario Mills	24	20	3	4	<b>83%</b>
DA-Easter Seals Ontario Phillips	16	10	0	6	<b>63%</b>
DA-Easter Seals Valley View (FD)	40	29	3	11	<b>73%</b>
Amethyst EHS	24	0	0	24	<b>0%</b>
Apple Valley EHS	34	18	0	16	<b>53%</b>
Barstow Main EHS	27	11	1	16	<b>41%</b>
CA-Fontana USD Admin EHS (FD)	24	23	0	1	<b>96%</b>
Chino EHS	26	21	1	5	<b>81%</b>
Fontana Citrus EHS	19	19	1	0	<b>100%</b>
Hesperia EHS (HB)	11	11	0	0	<b>100%</b>
Mill St (FD)	16	8	0	8	<b>50%</b>
Ontario Maple (FD)	24	8	2	16	<b>33%</b>
Rialto Eucalyptus (FD)	16	7	2	9	<b>44%</b>
South Redlands (HB)	20	18	1	2	<b>90%</b>
Victorville	16	16	0	0	<b>100%</b>
Whitney Young (FD)	8	0	0	8	<b>0%</b>
Yucaipa EHS (HB)	10	9	1	1	<b>90%</b>
Yucca Valley EHS	26	9	1	17	<b>35%</b>
<b>Totals</b>	<b>437</b>	<b>283</b>	<b>18</b>	<b>154</b>	<b>65%</b>

Indicates EHS Expansion Sites	Total Reserved Slots				
* Eight additional slots cannot be filled at this location	Total Vacancies 30 D	<b>18</b>			
	End of Month Total E	<b>301</b>			<b>69%</b>

**County of San Bernardino Preschool Services Department Enrollment Report  
September 2024**

<b>Early Head Start - CCP Sites</b>	<b>EHS CCP Funded Slots</b>	<b>Enrolled</b>	<b>Vacancies &lt; 30</b>	<b>Total Vacancies</b>	<b>% Enrolled</b>
Ana Brown Family	2	1	0	1	50%
Benavides Family	7	7	0	0	100%
Bennett Family	6	5	0	1	83%
Brown (Mayra) Family	5	4	0	1	80%
CA Bouchey FCC	4	4	0	0	100%
CA Gonzalez-Gannon FCC	3	2	0	1	67%
CA Honeybee CCC	0	0	0	0	0%
CA Lily Bug's CCC 01	1	1	0	0	100%
CA Lily Bug's CCC 02	4	3	0	1	75%
Campos Family	5	5	0	0	100%
Caring Hearts CDC 01	5	4	0	1	80%
Caring Hearts CDC 02	4	4	0	0	100%
CA Robinson's CCC	4	4	0	0	100%
Castellanos Family	6	6	0	0	100%
Contreras Family	6	3	1	3	50%
Crooms Family	0	0	0	0	0%
Flores Family	1	0	0	1	0%
Gore Family	1	1	0	0	100%
Griffin Family	2	2	0	0	100%
Guzman Family	6	4	0	2	67%
Harris Family	2	1	0	1	50%
Heartfelt Day Care 01	6	6	0	0	100%
Heartfelt Day Care 02	5	5	0	0	100%
Johnson Family	7	6	0	1	86%
Lanre-Orepo Family	8	8	0	0	100%
Matheu Family	8	8	0	0	100%
Oak Tree Learning Center 01	5	5	0	0	100%
Oak Tree Learning Center 02	3	3	0	0	100%
Reyes Family	8	6	0	2	75%
Rodriguez (Cindy) FCC	6	4	0	2	67%
Simmons Family	0	0	0	0	0%
Wade Family	3	3	0	0	100%
Wallace Family	4	4	0	0	100%
Wright Family	4	4	0	0	100%
Yarber Family	0	0	0	0	0%
Zacarias Family	5	4	0	1	80%
<b>Totals</b>	<b>146</b>	<b>127</b>	<b>1</b>	<b>19</b>	<b>87%</b>

Total Reserved Slots	<b>0</b>		
Total Vacancies 30 Da	<b>1</b>		
End of Month Total En	<b>128</b>		<b>88%</b>

This page intentionally left blank.



### 2301 - Average Daily Attendance

Program Term: Head Start 2024-2025 | Preschool Services Department • All Classrooms | Report Dates: 9/01/2024 - 9/30/2024 | Attendance Status: Present - Present: Present Offsite - Neither: Best Interest Day - Neither: Absent - Absent: Excused - Present: Unexcused - Absent: Not Scheduled - Neither: No Class - Neither: Late Pickup - Present: Tardy and Late Pickup - Present | Enrollment Status: All | Flag/Group: Not Filtered | Program Option: All | Responsible Staff: All | Custom Filter: Not...

#### Preschool Services Department

	Attendance Records			Operating Days	ADA <sup>1</sup>	Funded Enrollment		Actual Enrollment	
	Present <sup>5</sup>	Absent <sup>6</sup>	Neither <sup>7</sup>			Count	% Attendance	Count <sup>2</sup>	% Attendance <sup>3</sup>
Adelanto	301	3	0	19.00 (avg)	15.84	16	99.01%	16.00	99.01%
Apple Valley	557	20	0	18.50 (avg)	30.06	32	94.09%	31.17	96.53%
Arrowhead Grove	478	45	0	18.00 (avg)	26.56	32	82.99%	29.06	91.40%
Baker FLC	301	3	0	19.00 (avg)	15.84	16	99.01%	16.00	99.01%
Barstow	244	15	0	19.00 (avg)	12.84	16	80.26%	13.63	94.21%
CA-Colton Bloomington JUSD	415	1	0	13.00 (avg)	31.92	32	99.76%	32.00	99.76%
CA-Colton San Salvador JUSD	1,446	0	0	14.29 (avg)	100.23	112	90.38%	100.23	100.00%
CA-Needles USD	218	12	5	17.50 (avg)	12.87	21	63.19%	13.67	94.78%
Chino	642	0	0	18.00 (avg)	35.66	48	74.31%	35.66	100.00%
Crestline	252	1	0	18.00 (avg)	14.00	15	93.33%	14.06	99.60%
Cucamonga	508	1	0	18.00 (avg)	28.22	29	97.32%	28.28	99.80%
Del Rosa	515	15	0	18.00 (avg)	28.61	32	89.41%	29.44	97.17%
Fontana Citrus	566	11	0	18.50 (avg)	30.57	32	95.61%	31.17	98.09%
Hesperia	874	20	0	18.67 (avg)	46.85	48	97.54%	47.89	97.76%
Highland	492	1	0	18.00 (avg)	27.33	32	85.42%	27.39	99.80%
Las Terrazas	175	8	0	18.00 (avg)	9.72	32	30.38%	10.17	95.63%
Mill CDC	1,148	45	31	18.80 (avg)	61.22	67	91.33%	63.59	96.23%
Ontario Maple	299	0	0	19.00 (avg)	15.74	16	98.36%	15.74	100.00%
Redlands South	269	19	0	18.00 (avg)	14.94	16	93.40%	16.00	93.40%
Redlands-Valencia Grove	261	5	0	19.00 (avg)	13.74	14	98.12%	14.00	98.12%
Rialto Eucalyptus	718	9	0	18.33 (avg)	39.00	42	93.01%	39.50	98.76%
Rialto Renaissance	520	22	0	18.00 (avg)	28.89	32	90.28%	30.11	95.94%
Rialto Willow	434	0	3	19.00 (avg)	22.84	24	95.18%	22.84	100.00%
S.B. Parks & Rec	251	3	0	18.00 (avg)	13.94	15	92.96%	14.11	98.82%
Twenty-Nine Palms	250	18	0	18.00 (avg)	13.89	15	92.59%	14.89	93.28%
Upland	553	6	0	18.00 (avg)	30.72	32	96.01%	31.06	98.93%
Victorville	565	18	0	19.00 (avg)	29.74	32	92.93%	30.68	96.91%
Victorville Northgate	304	0	0	19.00 (avg)	16.00	16	100.00%	16.00	100.00%
Westminster	495	4	0	18.00 (avg)	27.50	28	98.21%	27.72	99.20%
Whitney Young	400	27	0	17.50 (avg)	22.96	32	71.43%	24.48	93.68%
Yucaipa	511	21	0	18.00 (avg)	28.39	31	91.58%	29.56	96.05%
Yucca Valley	288	0	0	18.00 (avg)	16.00	16	100.00%	16.00	100.00%
<b>Preschool Services Department</b>	<b>15,250</b>	<b>353</b>	<b>39</b>	<b>17.70 (avg)</b>	<b>862.63</b>	<b>973</b>	<b>88.82%</b>	<b>882.10</b>	<b>97.74%</b>
<b>Report Totals</b>	<b>15,250</b>	<b>353</b>	<b>39</b>	<b>17.70 (avg)</b>	<b>862.63</b>	<b>973</b>	<b>88.82%</b>	<b>882.10</b>	<b>97.74%</b>

1. ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.
2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days
3. Percent Attendance is the Present count divided by the sum of Present and Absent Count
4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.
5. Statuses counted as Present: Present(P), Excused(E), Late Pickup(LP), Tardy and Late Pickup(TLP)
6. Statuses counted as Absent: Absent(A), Unexcused(U)
7. Statuses counted as Neither: Not Scheduled (N), No Class (-)

### 2301 - Average Daily Attendance

Program Term: EHS 2024-2025 | Preschool Services Department • All Classrooms | Report Dates: 9/01/2024 - 9/30/2024 | Attendance Status: Present - Present: Present Offsite - Neither: Best Interest Day - Neither: Absent - Absent: Excused - Present: Unexcused - Absent: Not Scheduled - Neither: No Class - Neither: Late Pickup - Present: Tardy and Late Pickup - Present | Enrollment Status: All | Flag/Group: Not Filtered | Program Option: All | Responsible Staff: All | Custom Filter: Not Filtered ...

#### Preschool Services Department

	Attendance Records			Operating Days	ADA <sup>1</sup>	Funded Enrollment		Actual Enrollment	
	Present <sup>5</sup>	Absent <sup>6</sup>	Neither <sup>7</sup>			Count	% Attendance	Count <sup>2</sup>	% Attendance <sup>3</sup>
Apple Valley EHS	176	12	154	19.00 (avg)	9.26	18	51.46%	9.89	93.62%
Barstow EHS	137	6	65	19.00 (avg)	7.21	19	37.95%	7.53	95.80%
CA-Fontana USD Admin EHS	437	7	8	20.00 (avg)	21.85	24	91.04%	22.20	98.42%
Chino EHS	322	1	90	19.00 (avg)	16.94	26	65.18%	17.00	99.69%
Fontana Citrus EHS	144	19	184	19.00 (avg)	7.58	19	39.89%	8.58	88.34%
Hesperia EHS	38	0	171	19.00 (avg)	2.00	11	18.18%	2.00	100.00%
Mill CDC EHS	152	0	0	19.00 (avg)	8.00	8	100.00%	8.00	100.00%
Ontario Maple EHS	137	6	0	19.00 (avg)	7.21	8	90.13%	7.53	95.80%
Redlands South EHS	50	0	298	18.50 (avg)	2.72	20	13.51%	2.72	100.00%
Rialto Eucalyptus EHS	117	4	0	19.00 (avg)	6.16	8	76.97%	6.37	96.69%
Victorville EHS	255	41	0	19.00 (avg)	13.42	16	83.88%	15.58	86.15%
Yucaipa EHS	31	2	148	19.00 (avg)	1.63	10	16.32%	1.74	93.94%
Yucca Valley EHS	156	1	29	19.00 (avg)	8.21	18	45.61%	8.26	99.36%
<b>Preschool Services Department</b>	<b>2,152</b>	<b>99</b>	<b>1,147</b>	<b>19.09 (avg)</b>	<b>112.19</b>	<b>205</b>	<b>55.05%</b>	<b>117.40</b>	<b>95.60%</b>
<b>Report Totals</b>	<b>2,152</b>	<b>99</b>	<b>1,147</b>	<b>19.09 (avg)</b>	<b>112.19</b>	<b>205</b>	<b>55.05%</b>	<b>117.40</b>	<b>95.60%</b>

1. ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.
2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days
3. Percent Attendance is the Present count divided by the sum of Present and Absent Count
4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.
5. Statuses counted as Present: Present(P), Excused(E), Late Pickup(LP), Tardy and Late Pickup(TLP)
6. Statuses counted as Absent: Absent(A), Unexcused(U)
7. Statuses counted as Neither: Not Scheduled (N), No Class (-)

### 2301 - Average Daily Attendance

Program Term: EHS CCP 2024-2025 | Preschool Services Department • All Classrooms | Report Dates: 9/01/2024 - 9/30/2024 | Attendance Status: Present - Present: Present Offsite - Neither: Best Interest Day - Neither: Absent - Absent: Excused - Present: Unexcused - Absent: Not Scheduled - Neither: No Class - Neither: Late Pickup - Present: Tardy and Late Pickup - Present | Enrollment Status: All | Flag/Group: Not Filtered | Program Option: All | Responsible Staff: All | Custom Filter: Not Filtered...

#### Preschool Services Department

	Attendance Records			Operating Days	ADA <sup>1</sup>	Funded Enrollment		Actual Enrollment	
	Present <sup>5</sup>	Absent <sup>6</sup>	Neither <sup>7</sup>			Count	% Attendance	Count <sup>2</sup>	% Attendance <sup>3</sup>
Ana Brown FCC	23	0	0	20.00 (avg)	1.15	2	57.50%	1.15	100.00%
Benavides FCC	140	0	0	20.00 (avg)	7.00	7	100.00%	7.00	100.00%
Bennett FCC	100	0	0	20.00 (avg)	5.00	6	83.33%	5.00	100.00%
Brown (Mayra) FCC	80	0	0	20.00 (avg)	4.00	5	80.00%	4.00	100.00%
CA-Bouchey FCC	80	0	0	20.00 (avg)	4.00	4	100.00%	4.00	100.00%
CA-Gonzales-Gannon FCC	40	0	2	21.00 (avg)	1.90	3	63.49%	1.90	100.00%
CA-Lilly Bug's CCC	72	0	0	18.00 (avg)	4.00	4	100.00%	4.00	100.00%
CA-Robinson FCC	80	0	0	20.00 (avg)	4.00	4	100.00%	4.00	100.00%
Campos FCC	83	0	41	29.00 (avg)	2.86	5	57.24%	2.86	100.00%
Caring Hearts CCC	188	0	10	20.00 (avg)	9.40	9	104.44%	9.40	100.00%
Castellanos FCC	74	0	8	20.00 (avg)	3.70	6	61.67%	3.70	100.00%
Contreras FCC	67	0	0	20.00 (avg)	3.35	6	55.83%	3.35	100.00%
Gore FCC	20	0	0	20.00 (avg)	1.00	1	100.00%	1.00	100.00%
Griffin FCC	40	0	2	21.00 (avg)	1.90	2	95.24%	1.90	100.00%
Guzman FCC	80	0	0	20.00 (avg)	4.00	6	66.67%	4.00	100.00%
Harris FCC	20	0	0	20.00 (avg)	1.00	2	50.00%	1.00	100.00%
Heartfelt Day Care CCC	220	0	0	20.00 (avg)	11.00	11	100.00%	11.00	100.00%
Johnson FCC	120	0	0	20.00 (avg)	6.00	7	85.71%	6.00	100.00%
Lanre-Orepo FCC	148	0	12	20.00 (avg)	7.40	8	92.50%	7.40	100.00%
Matheu FCC	132	0	0	20.00 (avg)	6.60	8	82.50%	6.60	100.00%
Oak Tree Learning Center (New)	133	0	15	19.00 (avg)	7.00	8	87.50%	7.00	100.00%
Reyes FCC	105	0	1	20.00 (avg)	5.25	8	65.63%	5.25	100.00%
Rodriguez (Cindy) FCC	68	0	8	19.00 (avg)	3.58	6	59.65%	3.58	100.00%
Wade FCC	60	0	0	20.00 (avg)	3.00	3	100.00%	3.00	100.00%
Wallace FCC	73	0	7	20.00 (avg)	3.65	4	91.25%	3.65	100.00%
Wright FCC	80	0	0	20.00 (avg)	4.00	4	100.00%	4.00	100.00%
Zacarias FCC	84	0	0	21.00 (avg)	4.00	5	80.00%	4.00	100.00%
<b>Preschool Services Department</b>	<b>2,410</b>	<b>0</b>	<b>106</b>	<b>20.23 (avg)</b>	<b>119.74</b>	<b>144</b>	<b>82.73%</b>	<b>119.74</b>	<b>100.00%</b>
<b>Report Totals</b>	<b>2,410</b>	<b>0</b>	<b>106</b>	<b>20.23 (avg)</b>	<b>119.74</b>	<b>144</b>	<b>82.73%</b>	<b>119.74</b>	<b>100.00%</b>

1. ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.
2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days
3. Percent Attendance is the Present count divided by the sum of Present and Absent Count
4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.
5. Statuses counted as Present: Present(P), Excused(E), Late Pickup(LP), Tardy and Late Pickup(TLP)
6. Statuses counted as Absent: Absent(A), Unexcused(U)
7. Statuses counted as Neither: Not Scheduled (N), No Class (-)

### 2301 - Average Daily Attendance

Program Term: Head Start 2024-2025 | Easter Seals Child Dev. Center • All Classrooms | Report Dates: 9/01/2024 - 9/30/2024 | Attendance Status: Present - Present: Present Offsite - Neither: Best Interest Day - Neither: Absent - Absent: Excused - Present: Unexcused - Absent: Not Scheduled - Neither: No Class - Neither: Late Pickup - Present: Tardy and Late Pickup - Present | Enrollment Status: All | Flag/Group: Not Filtered | Program Option: All | Responsible Staff: All | Custom Filter: Not...

#### Easter Seals Child Dev. Center

	Attendance Records			Operating Days	ADA <sup>1</sup>	Funded Enrollment		Actual Enrollment	
	Present <sup>5</sup>	Absent <sup>6</sup>	Neither <sup>7</sup>			Count	% Attendance	Count <sup>2</sup>	% Attendance <sup>3</sup>
ESSC-HB (Mills)	155	17	669	20.00 (avg)	7.75	84	9.23%	8.60	90.12%
ESSC-Montclair CDC	708	7	0	18.00 (avg)	36.73	63	62.54%	37.11	99.02%
ESSC-Ontario CDC (Haven)	611	0	0	20.00 (avg)	30.55	32	95.47%	30.55	100.00%
ESSC-Phillips North	1,253	2	3	20.00 (avg)	62.65	64	97.89%	62.75	99.84%
<b>Easter Seals Child Dev. Center</b>	<b>2,727</b>	<b>26</b>	<b>672</b>	<b>19.53 (avg)</b>	<b>137.68</b>	<b>243</b>	<b>57.63%</b>	<b>139.01</b>	<b>99.06%</b>
<b>Report Totals</b>	<b>2,727</b>	<b>26</b>	<b>672</b>	<b>19.53 (avg)</b>	<b>137.68</b>	<b>243</b>	<b>57.63%</b>	<b>139.01</b>	<b>99.06%</b>

1. ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.
2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days
3. Percent Attendance is the Present count divided by the sum of Present and Absent Count
4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.
5. Statuses counted as Present: Present(P), Excused(E), Late Pickup(LP), Tardy and Late Pickup(TLP)
6. Statuses counted as Absent: Absent(A), Unexcused(U)
7. Statuses counted as Neither: Not Scheduled (N), No Class (-)

### 2301 - Average Daily Attendance

Program Term: EHS 2024-2025 | Easter Seals Child Dev. Center • All Classrooms | Report Dates: 9/01/2024 - 9/30/2024  
 | Attendance Status: Present - Present: Present Offsite - Neither: Best Interest Day - Neither: Absent - Absent: Excused -  
 Present: Unexcused - Absent: Not Scheduled - Neither: No Class - Neither: Late Pickup - Present: Tardy and Late Pickup -  
 Present | Enrollment Status: All | Flag/Group: Not Filtered | Program Option: All | Responsible Staff: All | Custom  
 Filter: Not Filtered ...

#### Easter Seals Child Dev. Center

	Attendance Records			Operating Days	ADA <sup>1</sup>	Funded Enrollment		Actual Enrollment	
	Present <sup>5</sup>	Absent <sup>6</sup>	Neither <sup>7</sup>			Count	% Attendance	Count <sup>2</sup>	% Attendance <sup>3</sup>
ESSC-HB (Mills) EHS	85	13	284	20.00 (avg)	4.25	24	17.71%	4.90	86.73%
ESSC-Montclair CDC EHS	293	2	0	20.00 (avg)	14.65	16	91.56%	14.75	99.32%
ESSC-Ontario CDC (Haven) EHS	592	2	0	20.00 (avg)	29.60	32	92.50%	29.70	99.66%
ESSC-Phillips North EHS	154	6	0	20.00 (avg)	7.70	8	96.25%	8.00	96.25%
ESSC-Phillips South EHS	12	0	0	20.00 (avg)	0.60	8	7.50%	0.60	100.00%
ESSC-Valley View EHS	581	4	0	20.00 (avg)	29.05	32	90.78%	29.25	99.32%
<b>Easter Seals Child Dev. Center</b>	<b>1,717</b>	<b>27</b>	<b>284</b>	<b>20.00 (avg)</b>	<b>85.85</b>	<b>120</b>	<b>71.54%</b>	<b>87.20</b>	<b>98.45%</b>
<b>Report Totals</b>	<b>1,717</b>	<b>27</b>	<b>284</b>	<b>20.00 (avg)</b>	<b>85.85</b>	<b>120</b>	<b>71.54%</b>	<b>87.20</b>	<b>98.45%</b>

1. ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.
2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days
3. Percent Attendance is the Present count divided by the sum of Present and Absent Count
4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.
5. Statuses counted as Present: Present(P), Excused(E), Late Pickup(LP), Tardy and Late Pickup(TLP)
6. Statuses counted as Absent: Absent(A), Unexcused(U)
7. Statuses counted as Neither: Not Scheduled (N), No Class (-)

This page intentionally left blank.

County of San Bernardino  
**PRESCHOOL SERVICES DEPARTMENT**  
**Performance Measures Report - FY 2024**

COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS		Measure	24-25 Target	Acc. Quarter 1	24-25 Quarter 2	24-25 Quarter 3	24-25 Quarter 4
<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 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			
<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, 2025.						
<b>EXPLANATION</b>	Year round Head Start children are assessed three times a year. The first assessment was conducted during the first quarter of 2024-25; after the first assessment, the baseline was established that 69% of the children assessed did not meet developmental expectations in literacy skills. The target is for 55% of these children to meet developmental expectations by June 30, 2025. A first quarter result cannot be reported as the measure is defined as improvement over the baseline assessment noted above.						

**PRESCHOOL SERVICES DEPARTMENT**

**Performance Measures Report - FY 2024**

<b>COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS</b>		<b>Measure</b>	<b>24-25 Target</b>	<b>Acc. Quarter 1</b>	<b>24-25 Quarter 2</b>	<b>24-25 Quarter 3</b>	<b>24-25 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 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			
<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, 2025.						
<b>EXPLANATION</b>	Year round Early Head Start children are assessed three times a year. The first assessment was conducted during the first quarter of 2024-25; after the first assessment, the baseline was established that 53% of the children assessed did not meet developmental expectations in social emotional skills. The target is for 30% of these children to meet developmental expectations by June 30, 2025. A first quarter result cannot be reported as the measure is defined as improvement over the baseline assessment noted above.						



**PRESCHOOL SERVICES DEPARTMENT**  
**Performance Measures Report - FY 2024**

<b>COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS</b>		<b>Measure</b>	<b>24-25 Target</b>	<b>Acc. Quarter 1</b>	<b>24-25 Quarter 2</b>	<b>24-25 Quarter 3</b>	<b>24-25 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.	301	130			
<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>	During the first quarter, the department enrolled a total of 130 foster children in its various programs. Recruitment efforts are ongoing and the department expects to achieve the target by the fourth quarter.						

**PRESCHOOL SERVICES DEPARTMENT**  
**Performance Measures Report - FY 2024**

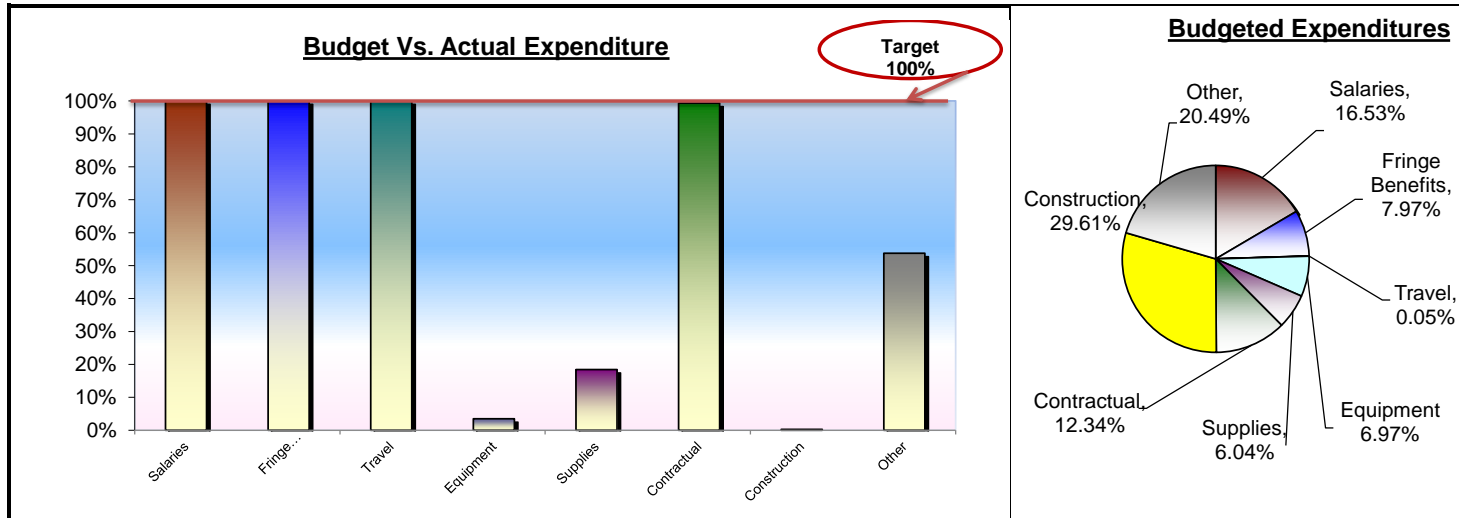
<b>COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS</b>		<b>Measure</b>	<b>24-25 Target</b>	<b>Acc. Quarter 1</b>	<b>24-25 Quarter 2</b>	<b>24-25 Quarter 3</b>	<b>24-25 Quarter 4</b>
<b>OBJECTIVE</b>	<b>Partner with County and non-County agencies and maximize the 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 In Excess of Healthy BMI or Over Healthy BMI whose BMI is reduced.	60%	N/A			
<b>STRATEGY</b>	Identify In Excess of Healthy Body Max Index (BMI) and/or Over Healthy BMI 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 In Excess of Healthy BMI or Over Healthy BMI 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 three times a year. After the first assessment, the department identified 169 as in excess of healthy Body Mass Index (BMI) for whom will provided nutrition counseling and education training throughout the program year. The department's goal is to lower the children's BMI to a healthier classification by the end of the program year.						

# County of San Bernardino Preschool Services Department Budget-To-Actual and Projected Expenditure Report FY 2023-24

Expenditures As of August 31, 2024

## Combined

	(A)	(B)	(C)	(D)	(E)	(F)	(H)
Budget Categories	Modified Budget	Year-To-Date Actual	Available Budget (A) - (B)	Accruals/Obligations	Total YTD + PRJ (B) + (D)	Budget Balance (A) - (E)	Budget vs. Actual Exp.% (B) / (A)
<b>Expenditures</b>							
A Salaries	15,089,276	15,089,276	0	0	15,089,276	0	100.0%
B Fringe Benefits	7,274,799	7,274,799	(0)	-	7,274,799	(0)	100.0%
C Travel	43,730	43,724	6	-	43,724	6	100.0%
D Equipment	6,365,060	222,381	6,142,679	-	222,381	6,142,679	3.5%
E Supplies	5,515,128	1,016,900	4,498,228	14,052	1,030,952	4,484,176	18.4%
F Contractual	11,267,275	11,191,479	75,796	75,796	11,267,275	(0)	99.3%
G Construction	27,034,458	74,671	26,959,787	10,131	84,802	26,949,656	0.3%
H Other	18,710,861	10,057,331	8,653,530	93,319	10,150,650	8,560,211	53.8%
<b>Total Direct Costs</b>	<b>91,300,587</b>	<b>44,970,561</b>	<b>46,330,026</b>	<b>193,299</b>	<b>45,163,860</b>	<b>46,136,727</b>	<b>49.3%</b>
<b>Percentage (%) Analysis</b>	<b>100.0%</b>	<b>49.3%</b>	<b>50.7%</b>	<b>0.2%</b>	<b>49.5%</b>	<b>50.5%</b>	<b>50.74%</b>

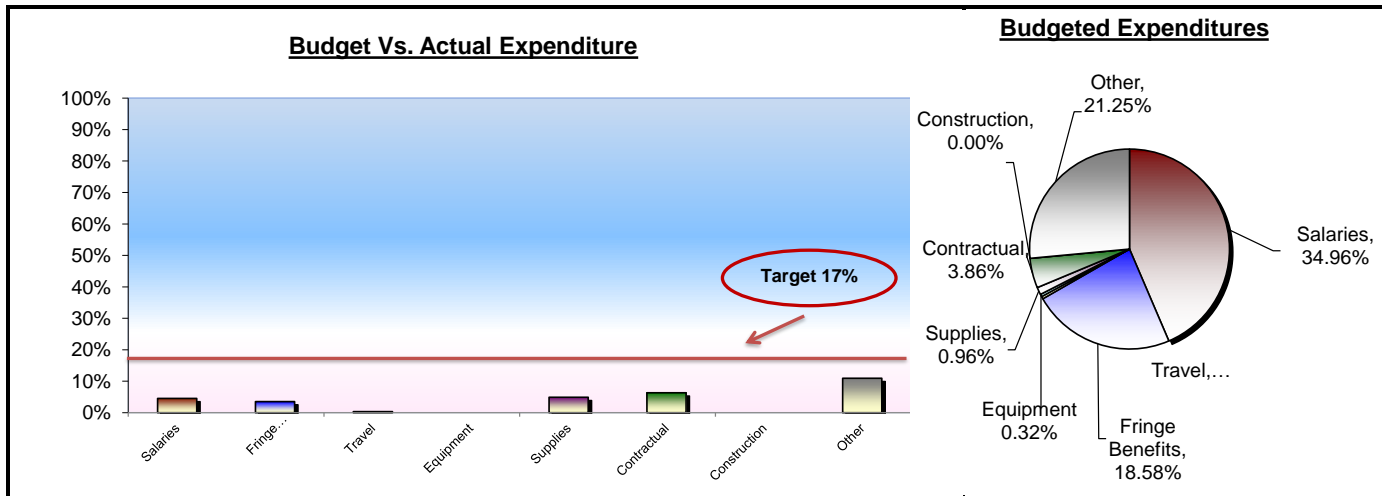


Note: Year to date actual reflects expenditures as of August 31, 2024 in SAP accounting system

# County of San Bernardino Preschool Services Department Budget-To-Actual and Projected Expenditure Report FY 2024-25 As of August 31, 2024

## Combined

	(A)	(B)	(C)	(D)	(E)	(F)	(H)
Budget Categories	Modified Budget	Year-To-Date Actual	Available Budget (A) - (B)	Projected Expenditure	Total YTD + PRJ (B) + (D)	Budget Balance (A) - (E)	Budget vs. Actual Exp.% (B) / (A)
<b>Expenditures</b>							
A Salaries	23,086,141	1,048,589	22,037,551.92	22,037,552	23,086,141	-	4.5%
B Fringe Benefits	12,266,964	433,564	11,833,399.98	11,833,400	12,266,964	-	3.5%
C Travel	211,607	732	210,874.63	210,875	211,607	-	0.3%
D Equipment	633,126	-	633,126.00	633,126	633,126	-	0.0%
E Supplies	2,551,729	31,094	2,520,634.88	2,520,635	2,551,729	-	4.9%
F Contractual	13,248,589	161,772	13,086,817.46	13,086,817	13,248,589	-	6.3%
G Construction	-	-	-	-	-	-	0.0%
H Other	14,034,513	1,536,887	12,497,626.15	12,497,626	14,034,513	-	11.0%
<b>Total Direct Costs</b>	<b>66,032,669</b>	<b>3,212,638</b>	<b>62,820,031</b>	<b>62,820,031</b>	<b>66,032,669</b>	<b>-</b>	<b>4.9%</b>
<b>Percentage (%) Analysis</b>	<b>100.0%</b>	<b>4.9%</b>	<b>95.1%</b>	<b>95.1%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>11.80%</b>



Note: Year to date actual expenditures as of August 31, 2024



Preschool Services Department

# Apprenticeship

La Shawn Love-French  
Parent, Family, and Community Engagement  
(PFCE)

The Apprenticeship Program is based on four components:

## **Mission**

“To Improve the Well-Being of Children, Empower Families and Strengthen Communities.”

## **Vision**

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

## **Philosophy**

- Ensure that every child has access to a quality preschool experience
- Increase the self-sufficiency of our families,
- Systematically improve the quality of child development and community assets countywide.

## **Values**

- Alignment with agency vision, philosophy,
- Customer Service,
- Initiative,
- Enthusiasm,
- Teamwork,
- Civic Responsibility,
- Professionalism (Role modeling).

The Apprenticeship Program is designed for Head Start (HS), Early Head Start (EHS), EHS Child Care Partnership parents, and Home Visitor Program (HVP) which combines vocational training with on-site mentoring. It also provides some assistance options toward related educational courses and vocational trainings.

Parents who participate have the opportunity to become fully competent in all aspects of their chosen occupation by the end of the program.

- Apprentices gain valuable skills and knowledge to make themselves more marketable in their profession of the choice.
- The training received is designed to assist participants in developing a career path, leading to employability and professional growth.
- Apprentices will be able to access support services and resources regarding employment opportunities.



- **Teacher Aide**



- **Clerk**



- **Custodian**



- **Food Service Worker**



- Each apprentice will be assigned to a staff member who serves as their professional mentor at the site.
- At the eight-week mark and upon completion of the technical training, participants will receive a training performance evaluation from the assigned site supervisor.

# Program Requirements

Apprentices are required to complete a certain number of hours to complete the program. The table below lists the number of hours required for each position.

Position	Number of Hours	Hours Must Include
Teacher's Aide (150)	960  <b>Note:</b> If technical training at the assigned HS site (less than 15 hours per week unless fingerprint clearance is received from DOJ)	<ul style="list-style-type: none"> <li>12 semester units from an accredited college</li> <li>Vocational training in Early Childhood Development (classes approved to obtain an ECE Certificate)</li> </ul>
Clerk (1040)		Hands-on training of clerical duties including computer skills.
Food Service Worker		Food Handler's training and certification in San Bernardino County (available on-line only).
Custodian		<ul style="list-style-type: none"> <li>OSHA/safety training and maintenance staff (8 hours),</li> <li>Any additional work experience is optional</li> </ul>



- Provides parents education to obtain a certified credential to be a family service worker.
  
- Program Objectives
  - Equip individuals with knowledge and skills to support families
  - Enhance capacity to engage with families in a strengths-based, culturally sensitive manner
  
- It is earned by:
  - Attending 80 hours of classes
  - Completing 10 hours of portfolio work
  - Passing the FDC exam

Contact the Pathways to Success Apprenticeship Training Program for assistance regarding career resources and support services.

[PSDFamilyServices@psd.sbcounty.gov](mailto:PSDFamilyServices@psd.sbcounty.gov)



**RESOLUTION NO. 2017-76**

**RESOLUTION OF THE BOARD OF SUPERVISORS OF THE COUNTY OF SAN BERNARDINO,  
STATE OF CALIFORNIA, ESTABLISHING IMPASSE PROCEDURES OF THE HEAD START  
SHARED-  
GOVERNANCE BOARD**

On Tuesday May 2, 2017, on motion of Supervisor Hagman, duly seconded by Supervisor Gonzales and carried, the following resolution is adopted by the Board of Supervisors of San Bernardino County, State of California.

**WHEREAS**, the County of San Bernardino Board of Supervisors has determined that it will continue to be the Grantee agency and governing body for the Head Start Program in San Bernardino County and will have legal and fiscal responsibility for the program; and

**WHEREAS**, the Code of Federal Regulations requires that the governing body be involved in shared decision-making with the Head Start Policy Council to develop, review and approve various program procedures and objectives, including all funding applications, program planning, enrollment priorities, selection of delegate agencies, contract agencies, and dispute resolution; and

**WHEREAS**, the Assistant Executive Officer for Human Services has recommended creating a Head Start Shared Governance Board which will operate as a representative of the Board of Supervisors and be involved in the Head Start decision-making process prior to the point of final approval and which will operate to continue and improve the shared decision making process mandated by federal law.

**NOW THEREFORE BE IT RESOLVED**, by the County of San Bernardino Board of Supervisors as follows:

SECTION 1. Establishment of Board – The Head Start Shared Governance Board is created and established.

SECTION 2. Purpose – 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 Program. The Head Start Shared Governance Board shall operate as a representative of the Board of Supervisors and shall be involved in the decision-making process prior to the point of final approval.

SECTION 3. Membership – The Head Start Shared Governance Board shall be comprised of the following:

- a) One member of the San Bernardino County Board of Supervisors as determined by the Board of Supervisors.
- b) The Network Officer for the Children's Network.
- c) The Superintendent of County Schools.
- d) The Director of the Department of Public Health, or the County Health Officer.
- e) The Director of the Department of Behavioral Health.
- f) Three (3) advisory representatives of the Head Start Policy Council, to include the Chair of the Head Start Policy Council and two representatives selected by that Council.

A member of the Head Start Shared Governance Board from categories (b) through (e) above may designate, in writing, a delegate from his or her agency/department to represent the member in case 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 Head Start Shared Governance Board members. The designee shall have full power and authority to act as if the designee were the member, including for purposes of a quorum and voting privileges.

SECTION 4. Powers and Duties – The Head Start Shared Governance Board shall have the following powers and duties:

- a) The Head Start Shared Governance Board shall meet quarterly. All meetings shall be determined by an annual meeting calendar, as adopted and amended by the Head Start Shared Governance Board each year. The Chair, which shall be the member representing the Board of Supervisors, or in his/her absence the Vice Chair, shall preside over the meetings. If both the Chair and Vice Chair are absent, the Head Start Shared Governance Board shall elect an acting Chair for that meeting.
- b) Provide professional advice and direction to the decision-making process that is shared by the Board of Supervisors and the Head Start Policy Council.
- c) In cooperation with the Head Start Policy Council, develop procedures for implementation of shared decision making and for amending those procedures.
- d) Develop procedures for Head Start Program planning in accordance with 45 Code of Federal Regulations (CFR) sections 1301.2(b)(1) and 1302.11 and in cooperation with the Head Start Policy Council.
- e) Establish the philosophy and long-and short-range program goals and objectives for the Head Start Program in cooperation with the Head Start Policy Council.
- f) In cooperation with the Head Start Policy Council, identify delegate agencies and their services areas.
- g) Develop criteria, policies and procedures for recruitment, selection, and enrollment priorities in cooperation with the Head Start Policy Council, as provided in 45 C.F.R. section 1302.
- h) Review Head Start Program funding applications and amendments to funding applications for approval by the Board of Supervisors in cooperation with the Head Start Policy Council prior to submission to the federal Department of Health and Human Services.
- i) Develop policies and procedures for Head Start Policy Council member expense reimbursements in cooperation with the Head Start Policy Council.
- j) In cooperation with the Head Start Policy Council, prepare the annual self-assessment of the Head Start Program's effectiveness in carrying out the programmatic and fiscal intent of the County's grant application.
- k) In cooperation with the Head Start Policy Council, review and provide recommendations on the composition of the Head Start Policy Council and procedures by which its members are selected.



- l) Ensure that the Head Start Program has written policies that define the roles and responsibilities of the Board of Supervisors, the Head Start Shared Governance Board, and the Head Start Policy Council.
- m) Ensure that the Head Start Program has written policies that inform the governing bodies of the program's management procedures and the functions necessary to implement the program.
- n) Establish and maintain procedures for hearing and resolving community complaints about the program.
- o) Ensure that appropriate internal controls are established and implemented to safeguard Federal funds.
- p) Ensure that an annual independent audit of the Head Start Program is conducted in accordance with 45 C.F.R. section 1301. 2(b).
- q) In cooperation with the Head Start Policy Council, develop procedures for and make recommendations regarding the hiring and termination of the Head Start Director.
- r) In cooperation with the Head Start Policy Council, recommend personnel policies and procedures for the Head Start Program, in accordance with 45 C.F.R. section 1302.90, including standards of conduct for staff, consultants and volunteers.

SECTION 5. Dispute Resolution – 45 C.F.R. section 1301.6 requires that the Board of Supervisors, in its capacity as the Grantee agency and governing body for the Head Start Program in San Bernardino County, maintain shared decision making powers as described in Section 4, subdivisions (c), (d), (e), (f), (g), (h), (i), (j), (k), (q), and (r). When internal disputes arise between the Head Start Shared Governance Board as the representative of the Board of Supervisors, and the Head Start Policy Council, the dispute shall be referred to a dispute resolution committee.

a) Dispute Resolution Committee – 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.

b) 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.

i. Procedures for Informal Dispute Resolution – 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.

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.

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. 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.

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

ii. Procedures for Mediation. 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. The mediation shall be conducted by the Head Start Director from a neighboring County. 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 issuance of a binding decision in accordance with the Head Start Performance Standards.

iii. Process for Binding Arbitration. 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 Committee shall utilize the services of a professional arbitrator in accordance with the County's procurement policy. 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.

PASSED AND ADOPTED by the Board of Supervisors of the County of San Bernardino, State of California, by the following vote:

AYES: SUPERVISORS: Robert A. Lovingood, Janice Rutherford, James Ramos, Curt Hagman, Josie Gonzales

NOES: SUPERVISORS: None

ABSENT: SUPERVISORS: None

\* \* \* \* \*

STATE OF CALIFORNIA )  
 )  
COUNTY OF SAN BERNARDINO ) ss.

I, **LAURA H. WELCH**, Clerk of the Board of Supervisors of the County of San Bernardino, State of California, hereby certify the foregoing to be a full, true and correct copy of the record of the action taken by the Board of Supervisors, by vote of the members present, as the same appears in the Official Minutes of said Board at its meeting of April 19, 2016. #39 jr

LAURA H. WELCH  
Clerk of the Board of Supervisors

By \_\_\_\_\_  
Deputy





662 South Tippecanoe Avenue • San Bernardino, CA 92415-0630

**Head Start Shared Governance Board  
By-Laws**

**ARTICLE I**

**NAME AND PURPOSE:**

**SECTION 1:** The name of this Board shall be the Head Start Shared Governance Board.

**SECTION 2:** The purpose of the Head Start Shared Governance Board is to serve as a representative of and on behalf of the Board of Supervisors of San Bernardino County in the development, participation, and monitoring of Head Start shared decision making with the Head Start Policy Council. This includes the development, review and approval of various program procedures and objectives as described in the Federal Head Start Performance Standards (PS) 45 Code of Federal Regulations sections 1301.1 and 1301.2(a)(b)(c) and San Bernardino County Resolution Nos. 98-243-A1, A2, A3, A4, 2016-73 and 2017-76.

**ARTICLE II**

**POWERS AND DUTIES:**

**SECTION 1:** The Head Start Shared Governance Board shall exercise all such powers, duties and functions as granted by the San Bernardino County Board of Supervisors.

**SECTION 2:** No action of the Head Start Shared Governance Board shall be contrary to the Board of Supervisors or be contrary to or conflict with the law, administrative regulations, or policies that are established by the United States Department of Health and Human Services, Administration for Children and Families.

**SECTION 3:** The Head Start Shared Governance Board will represent the Board of Supervisors by working cooperatively with the Head Start Policy Council, to develop, monitor and implement written shared decision making policies and procedures and necessary amendments that will ensure compliance with all Head Start governance and management responsibilities as outlined in PS section 1301.2(b)(c). These governance and management responsibilities include:

- A. Procedures for program planning in accordance with PS section 1301.2(b).
- B. The program's philosophy and long and short-range goals and objectives in accordance with PS section 1302.102(a).

- C. The selection of delegate agencies and their service areas in accordance with PS sections delegates -1303.31 and service areas - 1302.11(a).
- D. Criteria for defining recruitment, selection, and enrollment priorities, in accordance with PS section 1302 Subpart A.
- E. Ensure that the Head Start Policy Council and the Head Start Shared Governance Board approve / disapprove all PSD funding applications and amendments prior to submission to the Board of Supervisors and subsequent submission to the Department of Health & Human Services and in accordance with PS section 1301.2 (b).
- F. Develop policies and procedures for Head Start Policy Council member expense reimbursements in cooperation with the Head Start Policy Council and in accordance with PS section 1301.3(e).
- G. Annual program self-assessment in accordance to PS section 1302.102(b).
- H. Composition of the Head Start Policy Council and selection procedures in accordance with PS section 1301.2(a).
- I. Written policies that define the roles and responsibilities of the Head Start Shared Governance Board and the communication system necessary to implement a high quality program in accordance with PS section 1301.2(b).
- J. Written procedures describing how the Head Start Shared Governance Board and the Policy Council will implement shared decision-making in accordance with PS section 1301.6.
- K. Written procedures for resolving internal disputes, including impasse procedures between the Head Start Shared Governance Board and the Policy Council in accordance with PS section 1301.6.
- L. Establish and maintain written procedures for hearing and resolving community complaints about the program in accordance with HS Act 642(c)(1)(E)(iv)(X)(bb).
- M. Ensure that appropriate internal controls are established and implemented to safeguard Federal funds in accordance with PS section 1301.2(b).
- N. Conduct annual independent audit in accordance with PS section 1301.2(b).
- O. Develop personnel policies and subsequent changes to those policies, including standards of conduct for program staff, consultants and volunteers in accordance with PS section 1302.90(a).
- P. In cooperation with the Head Start Policy Council, develop procedures for and make recommendations regarding the hiring and termination of the Early Head Start and/or Head Start Director in accordance with PS section 1301.2(b).

- Q. Decisions to hire or terminate any person who works primarily for the Head Start program of the grantee agency in accordance with PS section 1301.2(b).

### ARTICLE III

#### MEMBERSHIP AND SELECTION:

**SECTION 1:** The Head Start Shared Governance Board shall be comprised of the following:

- a) One member of the San Bernardino County Board of Supervisors as determined by the Board of Supervisors.
- b) The Network Officer for the Children's Network.
- c) The Superintendent of County Schools.
- d) The Director of the Department of Public Health or the County Health Officer.
- e) The Director of the Department of Behavioral Health.
- f) Three (3) advisory representatives from the Head Start Policy Council, to include the Chair of the Head Start Policy Council and two representatives selected by that Council. The three Head Start Policy Council advisory representatives shall not have voting privileges.

A member of the Head Start Shared Governance Board from categories (b) through (e) above may designate, in writing, a delegate from his or her agency/department to represent the member in case 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 Head Start Shared Governance Board members. The designee shall have full power and authority to act as if the designee were the member, including for purposes of a quorum and voting privileges.

### ARTICLE IV

#### OFFICERS AND THEIR SELECTION:

**SECTION 1:** The Chair of the Head Start Shared Governance Board shall be the member representing the Board of Supervisors.

**SECTION 2:** A Vice-Chair shall be elected at the first meeting of the calendar year by majority vote of the members present at the meeting. The Vice-Chair shall serve for a one year term.

### ARTICLE V

#### MEETINGS:

**SECTION 1:** The Head Start Shared Governance Board shall meet quarterly. All meetings shall be determined by an annual meeting calendar, as adopted and amended by the Head Start Shared Governance Board at the first meeting of the calendar year.

**SECTION 2:** Special meetings or emergency meetings shall be called in compliance with the Brown Act.

**SECTION 3:** Meetings shall be presided over by the Chair, or in the Chair's absence the Vice-Chair. In the event both the Chair and the Vice-Chair are absent, the Head Start Shared Governance Board shall elect an acting Chair for that meeting.

**ARTICLE VI**

**RULES OF OPERATION:**

**SECTION 1:** Meetings shall be conducted in conformity with Rosenberg's Rules of Order, revised.

**ARTICLE VII**

**QUORUM:**

**SECTION 1:** The quorum for conducting business, whether at a regular or special meeting, shall consist of not less than fifty-one (51) percent of the number of voting members on the Head Start Shared Governance Board.

**ARTICLE VIII**

**COMMITTEES:**

**SECTION 1:** The Dispute Resolution Committee was formally approved by the Head Start Shared Governance Board as a sub-committee in December of 1998. The Dispute Resolution Committee shall operate in conformity with the Resolution adopted by the Board of Supervisors concerning the Head Start Shared Governance Board.

**ARTICLE IX**

**AMENDMENTS:**

**SECTION 1:** The Head Start Shared Governance Board may amend these by-laws at any time as determined necessary in the best interest of meeting the Federal Head Start Performance Standards and San Bernardino County grantee responsibilities.

  
\_\_\_\_\_  
Josie Gonzales, San Bernardino County Supervisor  
Head Start Shared Governance Board Chair

05-23-17  
\_\_\_\_\_  
Date

Revised and Approved by Shared Governance Board - March 24, 2016  
Revised and Approved by Shared Governance Board - March 23, 2017

# Head Start Governing Body and Tribal Council Certification: Glossary of Documents and Reports

[eclkc.ohs.acf.hhs.gov/organizational-leadership/article/head-start-governing-body-tribal-council-certification-glossary](https://eclkc.ohs.acf.hhs.gov/organizational-leadership/article/head-start-governing-body-tribal-council-certification-glossary)

[View the Latest Coronavirus Disease 2019 \(COVID-19\) Updates from the Office of Head Start »](#)

Head Start governing board members have a multitude of responsibilities. Among them is reviewing a wide variety of documents and reports, from personnel policies to federal directives. Head Start directors and governing board members may use this tip sheet to explore why these documents are important in their role in program governance. **Note: This resource is under review.**

As part of their responsibilities, Head Start governing body and Policy Council members regularly review a wide variety of documents and reports, from personnel policies to federal directives. This glossary will help executive directors, Head Start directors, governing body members, and Policy Council members learn more about these different documents and reports and the role they play in making sure they are effective stewards of their Head Start programs.

Section 642(d)(2) of the Head Start Act of 2007 lists the documents and reports that must be regularly reviewed by the governing body and Policy Council. The section reads as follows:

- (2) CONDUCT OF RESPONSIBILITIES—Each Head Start agency shall ensure the sharing of accurate and regular information for use by the governing body and the policy council, about program planning, policies, and Head Start agency operations, including:
  - (A) monthly financial statements, including credit card expenditures;
  - (B) monthly program information summaries;
  - (C) program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency;
  - (D) monthly reports of meals and snacks provided through programs of the Department of Agriculture;
  - (E) the financial audit;
  - (F) the annual self-assessment, including any findings related to such assessment;
  - (G) the community-wide strategic planning and needs assessment of the Head Start agency, including any applicable updates;
  - (H) communication and guidance from the Secretary; and
  - (I) the program information reports.

Sec. 644(a)(2) of the Head Start Act of 2007 requires Head Start programs to produce annual reports that contain the following information:

- - (A) The total amount of public and private funds received and the amount from each source.
  - (B) An explanation of budgetary expenditures and proposed budget for the fiscal year.



- (C) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.
- (D) The results of the most recent review by the Secretary and the financial audit.
- (E) The percentage of enrolled children that received medical and dental exams.
- (F) Information about parent involvement activities.
- (G) The agency's efforts to prepare children for kindergarten.
- (H) Any other information required by the Secretary.

Listed here are brief descriptions of the key documents and reports that governing body and Policy Council members develop and review as a part of their governance responsibilities:

**Annual Report:** An annual report includes an organization’s programmatic and financial highlights for the year and may be distributed at the annual meeting. An organization often uses its annual report as an information and public relations tool. Many public agencies and publicly funded organizations are required to produce annual reports.

**Articles of Incorporation:** This legal document defines the purpose and scope of an organization and is registered with the state. (Sec. 642(c)(1)(E)(iii))

**Audit Report:** Head Start agencies are required to have an annual independent audit. The purpose of the audit is to determine whether: (a) the organization’s financial reports are accurate; (b) the organization is complying with the terms and conditions of the Head Start Act; and (c) the organization has and follows appropriate financial and administrative procedures. The audit report includes the opinion letter, financial statements, and any findings identified by the auditor. (Sec. 642(c)(1)(E)(iv)(V)(aa)(VII)(cc)(dd); Sec.642(d)(2)(E); Sec. 647 (c)(2))

**Bylaws:** This document determines the structure, function, and rules of an organization’s governing board. In Head Start, both the governing body and the Policy Council must have their own bylaws. The governing body writes and approves its bylaws, while the Policy Council writes (with management staff), approves, and then submits its bylaws to the governing body for final approval. (Sec. 642(c)(1)(E)(iii); Sec. 642(c)(2)(D)(v))

**Community Assessment:** All Head Start and Early Head Start grantees must conduct and regularly update a community assessment and use the information from this assessment to help determine program goals. The community assessment looks at the needs and resources of eligible families, the program, and the community within the program’s service area. (Sec. 642(d)(2)(G); §1304.51(a)(1)(i))

**Communication from the HHS Secretary:** Documents from the Secretary of the U.S. Department of Health and Human Services (HHS) include [Information Memorandums](#) (IMs), [Program Instructions](#) (PIs), and **Policy Clarifications** that are generated by the Office of Head Start (OHS) and sent to Head Start and Early Head Start programs. (Sec. 642(d)(2)(H))

**Head Start Grant Application:** This document is written and submitted by an organization that wants to be considered for Head Start or Early Head Start funding. It responds to the Head Start funding guidance, which describes what is needed for initial five-year funding and every year thereafter. Agencies must be able to demonstrate in their application the impacts and outcomes for children and families as a result of their Head Start experience. The Policy Council approves and submits to the governing body decisions about the grant application, and the governing body reviews and approves the grant application. (Sec. 642(c)(1)(E)(iv)(III)(V); Sec. 642(c)(2)(D)(iii))

**Head Start Program Plan:** This plan sets the direction for the Head Start program. It includes the program’s long-term program goals, school readiness goals, and programmatic and fiscal objectives. The

process of developing this plan involves the Policy Council, governing body, and program management. (Sec. 642(c)(2)(A); Sec. 642(d)(2)(G); §1304.51(a))

**Monthly Enrollment Reports:** All Head Start programs are required to report on a monthly basis their actual enrollment. If the actual enrollment is less than the funded enrollment, programs must report the reasons for shortfall. In addition, enrollment reports often include average daily attendance rates as center-based Head Start programs are required to have at least an 85 percent monthly average daily attendance rate. If the monthly rate is less than 85 percent, the Head Start program must analyze the causes of absenteeism. (Sec. 641A(h)(2); Sec. 642(d)(2)(C); §1305.8(a); ACF-PI-HS-08-06 Monthly Enrollment Reporting)

**Monthly Financial Statements:** These documents are monthly summaries of a Head Start program's income and expenses. The monthly financial report is usually viewed alongside the annual budget so that governing body and Policy Council members can see if the program is on track to meet its financial goals. Credit card expenditures are included in the monthly financial report, which helps to ensure that only authorized staff are using the cards and that purchases support reasonable program expenditures. (Sec. 642(d)(2)(A))

**Monthly Reports of Meals and Snacks:** The Head Start Program Performance Standards require grantee agencies to use funds from the U.S. Department of Agriculture's (USDA) Food and Nutrition Service (FNS) and Child Nutrition Programs as the primary source of payment for meal services. To receive payment for meals consumed, Head Start programs must file a monthly report. For more details, consult the USDA Costs Narrative on the ECKLC. (Sec. 642(d)(2)(D); §1304.23(b)(1)(i))

**OHS Monitoring Report:** This report contains results from the on-site monitoring review conducted in the third year of a program's five-year funding cycle. It is a component of the five-year oversight process. Data gathered about a grantee during the monitoring review is used by OHS to evaluate multiple levels of performance and includes program strengths, areas of compliance, areas of concern, noncompliances, deficiencies, and immediate deficiencies.

**Personnel Policies and Procedures:** Each program maintains employee policies and procedures tailored to its own program structure and operation. (Sec. 642(c)(1)(E)(iv)(V)(cc); Sec. 642(c)(2)(D)(vii))

**Program Information Report (PIR):** The PIR is an important source of descriptive and service data for the Head Start community, program partners, Congress, and the general public. All grantees and delegate agencies are required to submit an annual PIR to OHS for each Head Start or Early Head Start program. The data are used at the federal, regional, and local levels. (Sec. 642(d)(2)(I))

**Program Information Summaries:** These written reports provide information about the programs and services within a Head Start program. They can help governing body and Policy Council members see if their program is on target to meet Head Start requirements as well as its program goals. Ongoing program monitoring by the management staff is needed to produce good fiscal and program reports. (Sec. 642(d)(2)(B))

**Proof of Nonprofit Status:** This legal document from the Internal Revenue Service certifies that an organization is incorporated as a tribal or local government, an educational institution, or a charitable or religious group. Agencies with Head Start programs typically, but not always, have nonprofit status. (Sec. 642(c)(1)(E)(iii))

**Self-Assessment Report:** The self-assessment report is a summary of the results of a Head Start program's annual self-assessment process. Along with the community assessment, it is used in the program planning process to set the program's direction and priorities. The report may include the following information:

- Results of an in-depth analysis of program data over time
- Progress on achieving program goals and objectives
- Progress on achieving school readiness goals and objectives
- Summary of program strengths and innovations
- Recommendations for growth and improvement

(Sec. 642(c)(1)(E)(iv)(V)(aa); Sec. 642(c)(2)(F))

**Written Plans:** Sometimes referred to as service plans, these plans are a result of the program planning process and describe how services will be implemented in each of the Head Start program areas. All written plans for implementing services must be reviewed and approved by the Policy Council or policy committee at least annually, and revised and updated as needed. (§1304.51(a)(2))

## References

- [Head Start Act of 2007](#)
- [Head Start Program Performance Standards](#)
- [Five Steps to Community Assessment: A Workbook for Head Start and Early Head Start Programs Serving Hispanic and Other Emerging Populations](#)
- [Program Information Report \(PIR\)](#).

Topic: [Organizational Leadership](#)

Keywords: [Program governance](#)

*Last Updated: December 26, 2017*

This page intentionally left blank.



Preschool Services Department

# SCHOOL READINESS CHILD OUTCOMES FALL 2024 - 2025

By: Education Managers



# Framework for Programs Serving Preschool Children and Their Families

Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. Physical, cognitive, social, and emotional development are all essential ingredients of school readiness for children birth to age 5.

- Approaches to Learning
- Social and Emotional Development
- Language, Communication and Literacy Development
- Cognition (Mathematics and Scientific Reasoning)
- Perceptual, Motor, and Physical Development

The Curriculum along with Child Assessment(s) address or align with the established goals for children and their family.

The Framework outlines the key areas and expectations for child development and learning.

# Head Start Early Learning Outcomes Framework (ELOF)

CENTRAL DOMAINS					
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	



# Examples of School Readiness Goals

## Head Start

**School Readiness Defined:** Section 641A(g)(2)(A) of the Act requires that each agency establish program goals for improving the school readiness of children participating in its program that align with the Head Start Child Development and Early Learning Framework

DOMAIN	CHILDREN'S GOALS	DATA SOURCES
<p><b>APPROACHES TO LEARNING – SELF-REGULATION</b></p>	<p><b>Children will :</b></p> <ol style="list-style-type: none"> <li>1. Curiosity And Initiative In Learning                             <ul style="list-style-type: none"> <li>• Caries out simple investigations using familiar strategies, tools, or sources of information</li> </ul> </li> <li>2. Self-Control Of Feelings And Behavior                             <ul style="list-style-type: none"> <li>• Uses simple strategies to regulate own feeling or behavior</li> </ul> </li> <li>3. Engagement And Persistence                             <ul style="list-style-type: none"> <li>• Works through challenges on own while engaged in self-selected activities</li> </ul> </li> <li>4. Shared Use Of Space And Materials                             <ul style="list-style-type: none"> <li>• Follows expectations or procedures for sharing, most of the time, without adult prompting</li> </ul> </li> </ol>	<p><b>Teaching Staff will:</b></p> <ul style="list-style-type: none"> <li>• Utilize <i>DRDP (2015): Preschool Fundamental Review</i> - Approaches to Learning – Self-Regulation</li> <li>• <i>ASQ-3: Communication, Gross Motor, Fine Motor, Problem Solving &amp; Personal-Social</i></li> <li>• Utilize <i>CLASS</i> in:                             <ol style="list-style-type: none"> <li>1. <b>Emotional Support:</b> Teacher Sensitivity and Regard for Student Perspective</li> <li>2. <b>Classroom Organization:</b> Behavior Management, Productivity and instructional learning formats</li> <li>3. <b>Instructional Support:</b> Concept Development and Quality of Feedback</li> </ol> </li> <li>• Utilize <i>ECER's</i> scores in Interaction subscales #28-32 and Program Structure # 33-35</li> <li>• Utilize parent conferences and home visits to help involve parents in their child's success</li> <li>• Utilize Creative Curriculum studies</li> <li>• Utilize California Preschool Learning Foundations</li> </ul>



# Examples of School Readiness Goals

## Early Head Start

**School Readiness Defined:** 'An increasing degree of self-regulation, the ability to pay attention, the development of memory, comfort & skills in maintaining relationships, curiosity, and confidence.' (EHS National Resource Center)

DOMAIN	CHILDREN'S GOAL	DATA SOURCES
<p>APPROACHES TO LEARNING – SELF-REGULATION</p>	<p>Children will:</p> <ol style="list-style-type: none"> <li>1. Attention Maintenance                             <ul style="list-style-type: none"> <li>• Maintain attention on own during activities that last for extended periods of time.</li> </ul> </li> <li>2. Self-Comforting                             <ul style="list-style-type: none"> <li>• Anticipate needs for comfort and prepares self by asking questions, getting a special thing, or in other ways.</li> </ul> </li> <li>3. Imitation                             <ul style="list-style-type: none"> <li>• Imitate multiple steps of others actions or repeat phrases experienced at an earlier time.</li> </ul> </li> <li>4. Curiosity and Initiative in Learning                             <ul style="list-style-type: none"> <li>• Explore through simple observations, manipulation, or asking simple questions.</li> </ul> </li> <li>5. Self-Control of Feelings and Behavior                             <ul style="list-style-type: none"> <li>• Demonstrate capacity to regulate emotional or behavioral reactions and some moderately stressful situations occasionally needing adult support.</li> </ul> </li> </ol>	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> <li>• Utilize <i>DRDP (2015): INFANT-TODDLER Comprehensive View</i> - Approaches to Learning – Self-Regulation</li> <li>• <i>ASQ-3: Communication, Gross Motor, Fine Motor, Problem Solving &amp; Personal-Social</i></li> <li>• Utilize <i>CLASS</i> in:                             <ol style="list-style-type: none"> <li>4. <i>Emotional Support:</i> Teacher Sensitivity and Regard for Student Perspective</li> <li>5. <i>Classroom Organization:</i> Behavior Management, Productivity and instructional learning formats</li> <li>6. <i>Instructional Support:</i> Concept Development and Quality of Feedback</li> </ol> </li> <li>• Utilize <i>ITER's</i> scores in Interaction subscales #25-30</li> <li>• Utilize parent conferences and home visits to help involve parents in their child's success</li> <li>• Utilize Creative Curriculum studies</li> <li>• Utilize California Preschool Learning Foundations</li> </ul>

# Parent, Family, and Community Engagement (PFCE) Framework

The Parent, Family, and Community Engagement (PFCE) Framework is a roadmap for progress in achieving the types of outcomes that lead to positive and enduring change for children and families.

# Parent, Family, and Community Engagement (PFCE) Framework

## Head Start Parent and Family Engagement Outcomes

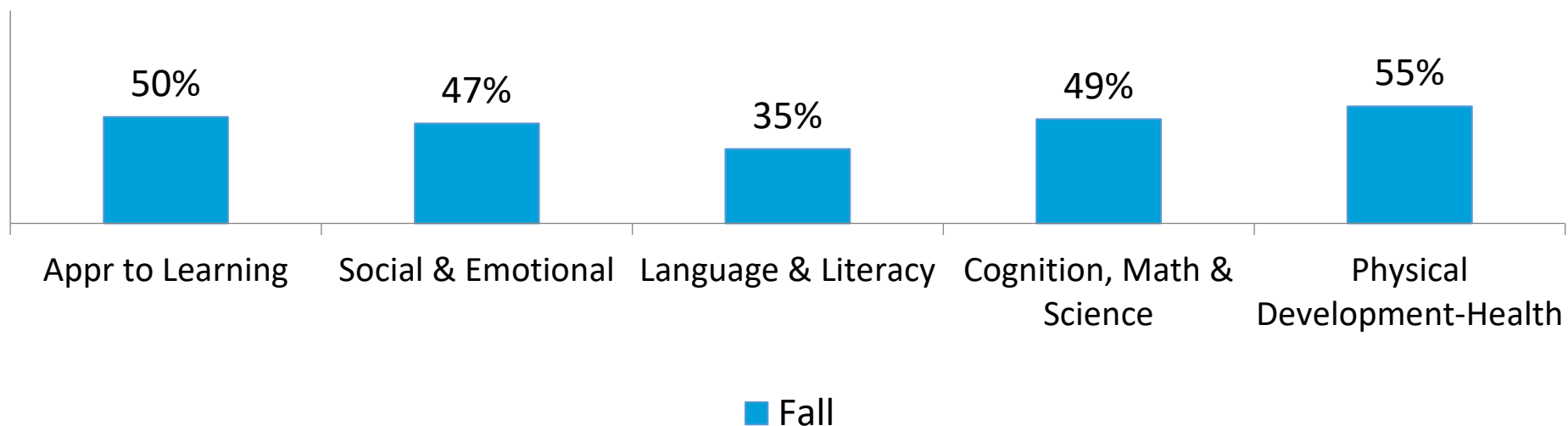
<b>1. FAMILY WELL-BEING</b>	Parents and families are safe, healthy, and have increased financial security.
<b>2. POSITIVE PARENT-CHILD RELATIONSHIPS</b>	Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.
<b>3. FAMILIES AS LIFELONG EDUCATORS</b>	Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.
<b>4. FAMILIES AS LEARNERS</b>	Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.
<b>5. FAMILY ENGAGEMENT IN TRANSITIONS</b>	Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.
<b>6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY</b>	Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.
<b>7. FAMILIES AS ADVOCATES AND LEADERS</b>	Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning experiences.

# AGGREGATION OF DATA

- Desired Results Developmental Profile – 2015**
- Desired Results Parent Survey**
- Environment Rating Scale (ERS)**
  - Preschool (ECERS)**
  - Infant/Toddler (I/TTERS)**
  - Family Child Care (FCCERS)**
- Family Services Assessment (FSA)**
- Family Partnership Agreement (FPA)**
- Community Assessment**

## Domain Comparison for All Infants & Toddlers

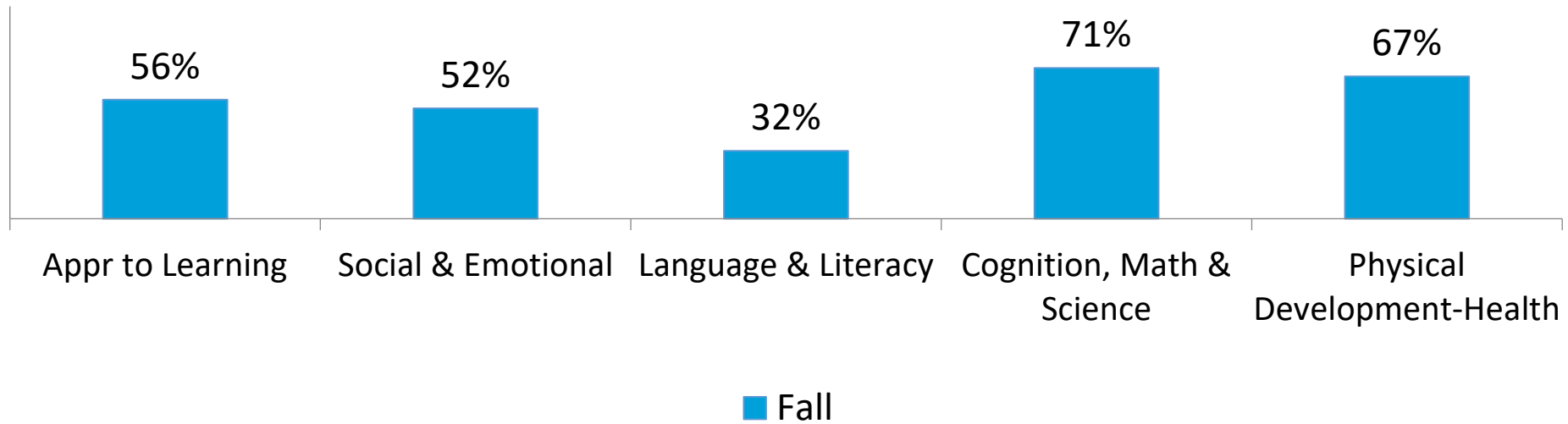
Fall 2024-2025 Percentage of Children At or Above Foundation Expectations



	Total
# of Children	328
Average Age (years)	2.1
% of English Language Learners	22%

## Domain Comparison for < 1 Yr Old (K in 2029) Children

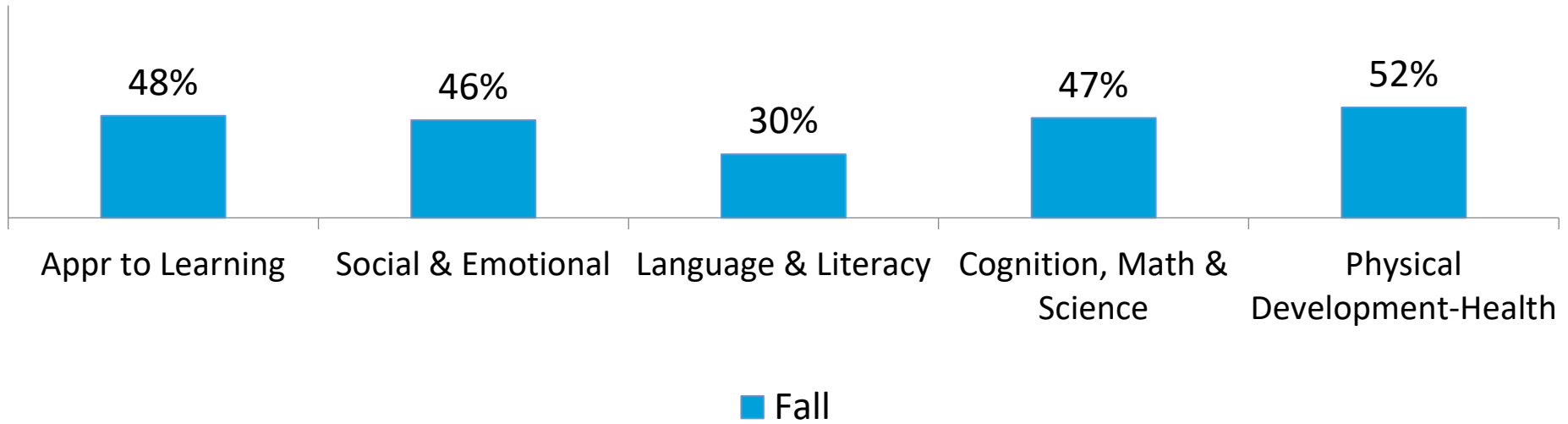
Fall 2024-2025 Percentage of Children At or Above Foundation Expectations



	Total
# of Children	25
Average Age (years)	0.7
% of English Language Learners	48%

## Domain Comparison for 1 Yr Old (K in 2028) Children

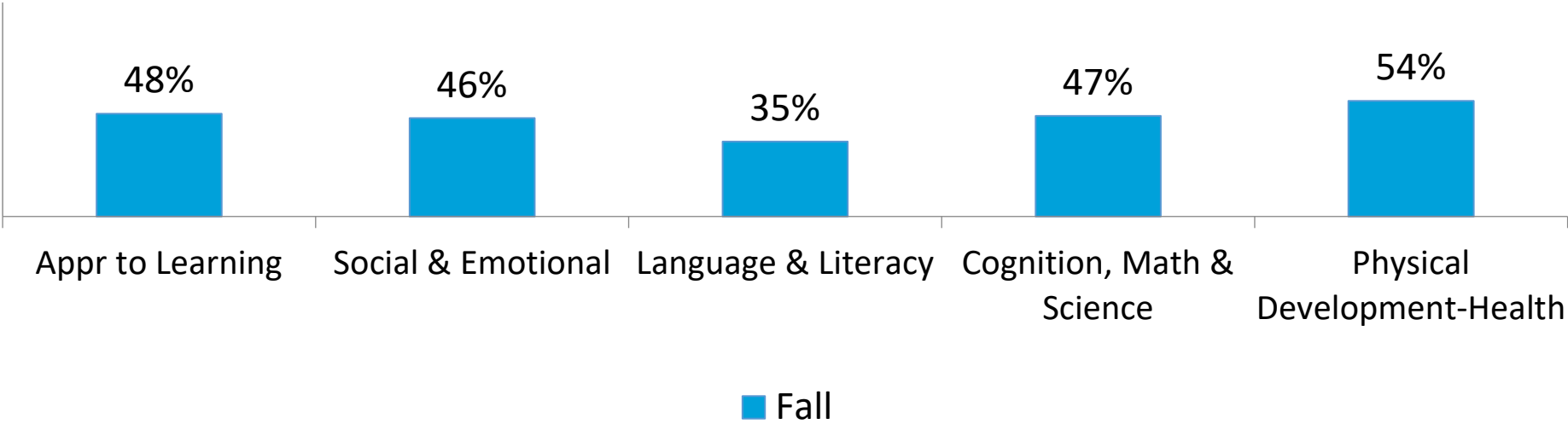
Fall 2024-2025 Percentage of Children At or Above Foundation Expectations



	Total
# of Children	87
Average Age (years)	1.4
% of English Language Learners	20%

### Domain Comparison for 2 Yr Old (K in 2027) Children

Fall 2024-2025 Percentage of Children At or Above Foundation Expectations

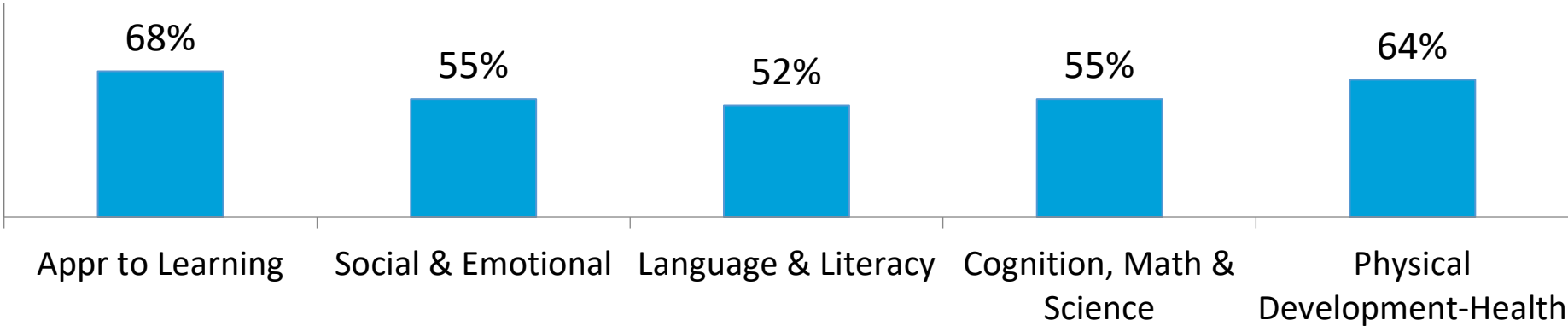


	Total
# of Children	193
Average Age (years)	2.5
% of English Language Learners	20%



### Domain Comparison for 3 Yr Old (K in 2026) Children

Fall 2024-2025 Percentage of Children At or Above Foundation Expectations

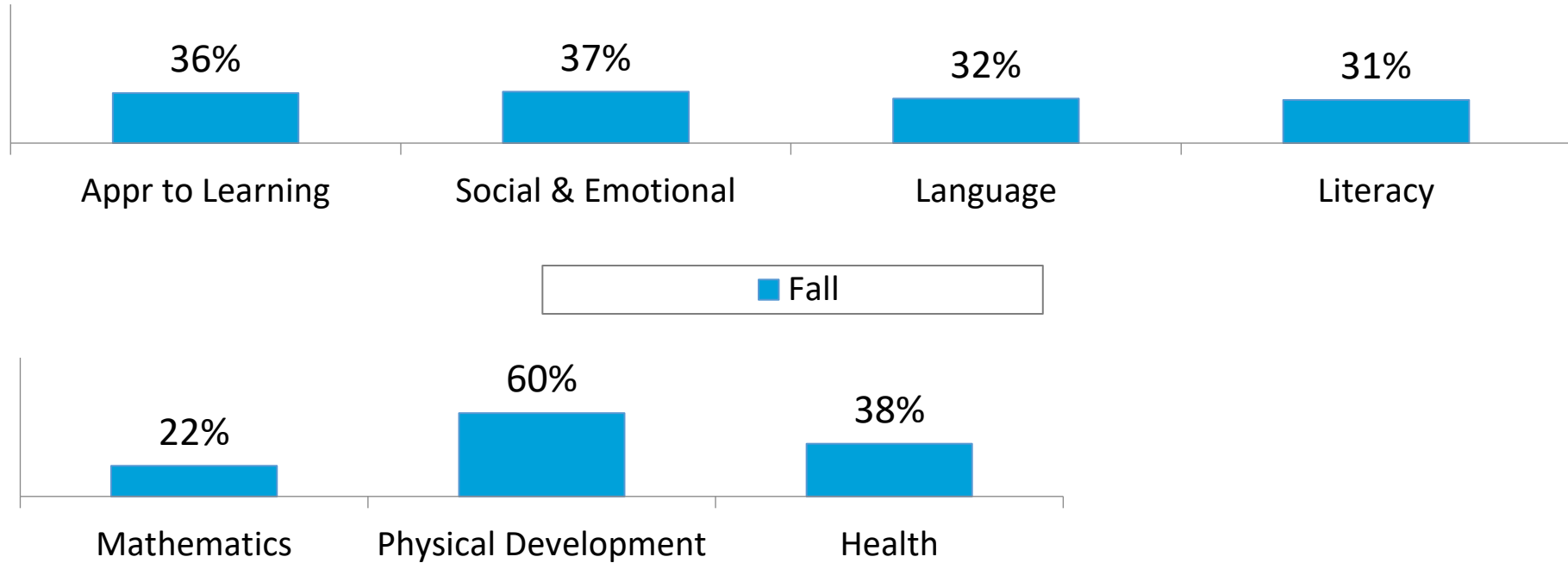


■ Fall

	Total
# of Children	23
Average Age (years)	3.0
% of English Language Learners	17%

### Domain Comparison for All Preschoolers

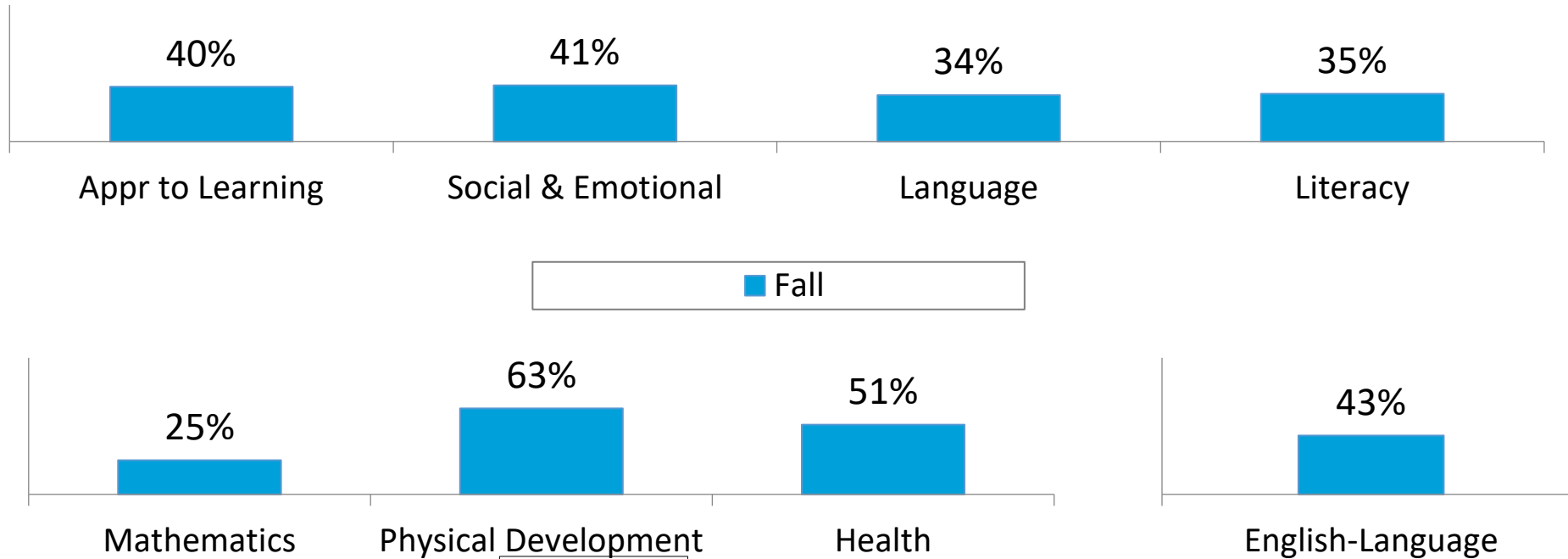
Fall 2024-2025 Percentage of Children At or Above Foundation Expectations



	Total
# of Children	505
Average Age (years)	4.0
% of English Language Learners	21%

## Domain Comparison for 3 Yr Old (K in 2026) Children

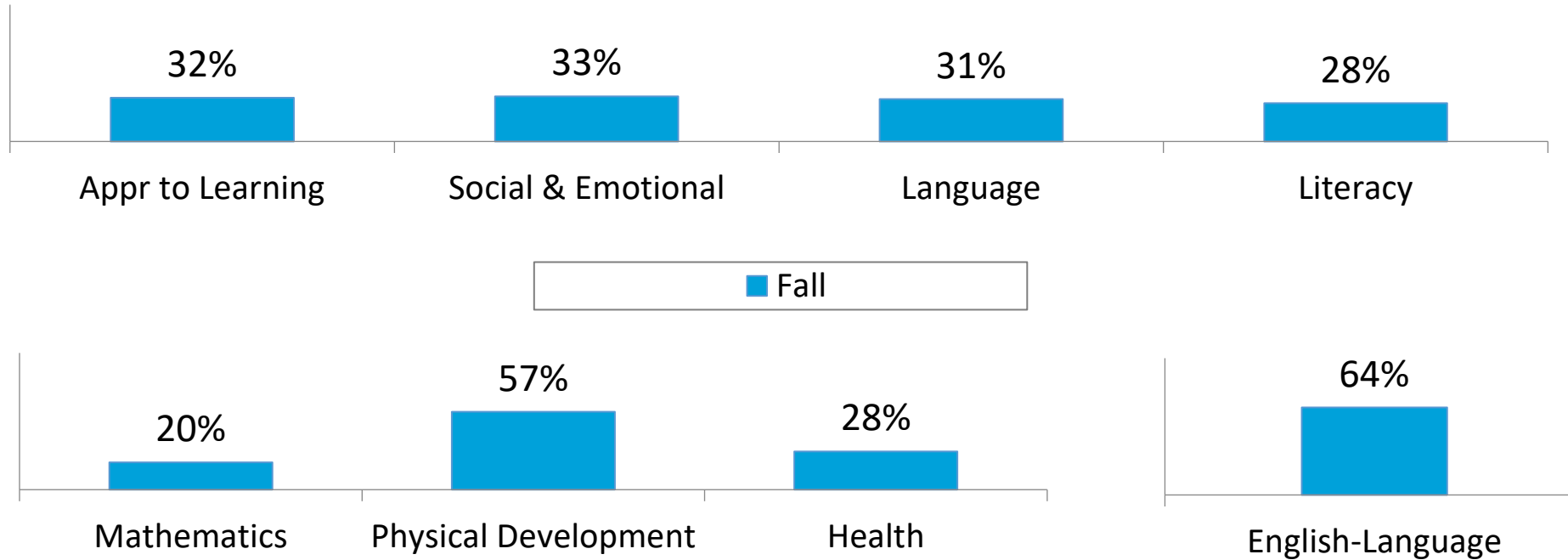
Fall 2024-2025 Percentage of Children At or Above Foundation Expectations



	Total
# of Children	238
Average Age (years)	3.6
% of English Language Learners	20%

## Domain Comparison for 4 Yr Old (K in 2025) Children

Fall 2024-2025 Percentage of Children At or Above Foundation Expectations



	Total
# of Children	267
Average Age (years)	4.4
% of English Language Learners	22%

# THANK YOU!



This page intentionally left blank.

**Preschool Services Department  
Administration**

**Jacquelyn Greene**  
Director

**Head Start Shared Governance Board  
August 22, 2024**

**Attendance Sheet**

Present:

1. Joe Baca, Jr., San Bernardino County Board of Supervisor, 5th District, Shared Governance Board Chair
2. Ted Alejandre, County Superintendent, San Bernardino County Superintendent of Schools, SGB Vice Chair
3. Josh Dugas, Director, San Bernardino County Department of Public Health
4. Ashley Brooksher, Children's Network Officer, San Bernardino County Children's Network
5. Maribel Gutierrez, Senior Program Manager, San Bernardino County Department of Behavioral Health
6. Kari Turner, Policy Council Chair, SGB Representative, 29 Palms Head Start
7. Eva Gutierrez, Policy Council SGB Representative, Boys & Girls Club
8. Kristina Rodriguez, Policy Council SGB Representative, Hesperia Head Start

Absent:

9. Dr. Georgina Yoshioka, Director, San Bernardino County Department of Behavioral Health



Head Start Shared Governance Board  
Meeting Minutes

DATE: August 22, 2024  
PLACE: Preschool Services Department  
662 South Tippecanoe Avenue, San Bernardino, 92415

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

---

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

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

## 3. Public Comment

---

There were no public comment requests received.

## 4. Presentation of the Agenda

---

### 4.1 Modification to the Agenda

Cassie Anderson, Secretary, announced changes to the agenda as follows:

- Cassie is covering for Shar Robinson.
- Introduction of SGB Policy Council Representative Michelle Ramos, Mill Head Start
- Item 5.3.1 Program Information Report presenter change to Rodney Barrios, Program Manager
- Item 5.3.4 Quarterly Performance Measures 2023/24 presenter change to Arlene Molina, Assistant Director
- Item 5.4 Quarterly Performance Measures 2024/25 presenter change to Arlene Molina
- Item 8.1 Policy Council Bylaws presenter change to Melinda McAuliffe, Program Specialist II
- Item 8.2 Minor revisions to 2023/24 Carryover Request .

## 5. Executive Reports/Program Updates

---

### 5.1 Administration for Children and Families - Office of Head Start Communications

Arlene Molina, PSD Assistant Director, shared recent communication from the Office of Head Start as follows:

- Information Memorandum 24-02 - Fiscal Year 2025 Monitoring Process for Head Start and Early Head Start Recipients



- Program Instruction 24-03 – New Eligibility Provisions for American Indians and Alaska Native Programs
- Program Instruction 24-04 - New Eligibility Provision for Migrant and Seasonal Head Start Programs

## 5.2 Program Updates

Arlene Molina, PSD Assistant Director, the following Preschool Services Department updates.

### PSD Preservice Training

Arlene shared the successful feedback of the 2024 PSD Preservice Staff Training with approximately 580 in attendance. The theme this year was Nurturing Resilience with wellness workshops as well as an opportunity for staff to develop their own plans for wellness.

### New Performance Standards Changes

PSD Management will review these OHS changes for items to be included in PSD policy. Some of the changes are in the following areas: serving children with disabilities and behavioral concerns, how we calculate eligibility may expand ability to serve more families, mental health and wellness for children, staff and families and pay parity with other State preschool programs.

PSD has submitted a Change in Scope to reduce the program to meet the current pay parity requirements but there are plans for additional increases in the next 7 years. The OHS is exploring grant funding increases or percentage thresholds and other options to support these funding challenges.

### New HUD/PSD Site collaborations

- Las Terrazas - Colton  
PSD has received the Las Terrazas State license. PSD plans to begin serving children and their families as early as next week. Staff are currently recruiting in the complex and surrounding neighborhood. This will be a part-day program running for 175 days, with two 3.5-hour sessions per day.
- Whitney Young - San Bernardino – Replacing Boys & Girls Club site  
PSD has passed all inspections and expects to receive the State license any day. This site will have 3 Head Start classes and 1 Early Head class.

## 5.3 PSD Program Year 2024/25 Reports and Updates

### 5.3.1 Program Information Report – August 2024

Rodney Barrios, Program Manager, presented the following program information reports:

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

Josh Dugas, DPH Director, inquired about dental care services the PSD enrolled children receive. Rodney explained that it is a combination of the child’s dental home and PSD agency partners that visit the PSD sites. Arlene shared that there have been reductions agency partners. Mr. Dugas offered to partner with PSD to provide more services through SBC Department of Public Health as they are implementing a new program this year. Rodney will follow-up with Mr. Dugas.

Supervisor Baca Jr., SGB Chair, inquired about vision testing for the children. Rodney shared that PSD partners with Loma Linda provide vision screening services at the PSD sites.

Michelle Ramos, Policy Council SGB Representative, shared her struggle to find a vision care provider for her child who received a referral from Loma Linda. Rodney will reach out to Loma Linda to see if they have any recommendations to assist parents.

**5.3.2 Enrollment Report**

Sean Segal, ERSEA Program Manager presented the following enrollment reports for the month of July 2024:

- Head Start (HS) 24%
- Early Head Start (EHS) 65%
- Early Head Start - Child Care Partnership (CCP) 92%

Supervisor Baca Jr. inquired about moving the 24 slots assigned to Amethyst Victorville site until the site is ready to be opened. Sean replied that locations in the area that can accommodate EHS are being reviewed and the timeline is by October or November.

**5.3.3 Attendance Report – 2301 Average Daily Attendance**

Sean presented the following average daily attendance for July 2024:

- Head Start 97.01%
- Early Head Start 94.71%
- EHS-CCP 99.15%
- Easter Seals HS 99.59%
- Easter Seals EHS 99.59%

Superintendent Alejandre inquired about any changes in absences post-pandemic compared to pre-pandemic. Sean answered that attendance has improved but we are still seeing a high number of excused absences due to the policy changes following the pandemic in keeping children home when ill. Arlene shared that PSD is working with families on attendance plans and staff are doing home visits to increase actual attendance.

Kari Turner, SGB PC Chair Representative, shared concerns over staff coming to work when sick. Sean shared that staff do have sick leave to use and are encouraged to stay home when ill. The supervisors and/or managers are responsible to discuss this with their staff when it is brought to their attention.

**5.3.4 Quarterly Performance Measures 2023-24 – Final Quarter**

Arlene Molina, Assistant Director, presented the following:

GOAL	23-24 Target	Quarter 1	Quarter 2	Quarter 3	Final Quarter
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 county by 55% by June 30,2024.	55%	N/A	N/A	18%	35%
Identify the number of Early Head Start children ages 18 – 36 months not meeting developmental	30%	N/A	N/A	17%	37%

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.					
Increase the enrollment opportunities for foster children.	316	122	147	229	253
Decrease the number of children who are identified as in excess of a healthy level of Body Mass Index (BMI) classification to the next lower level by children's height and weight.	60%	N/A	38%	60%	73%

5.4 Quarterly Performance Measures 2024-25

Arlene Molina, Assistant Director, presented the new 2024/25 measures following:

<b>GOAL</b>	<b>23-24 Target</b>
1. Promote school readiness. 2. Support the Countywide Vision Regional Implementation Goal: "Partner with all sectors of the community to support the success of every child from the cradle to career." 3. Support the Vision2Read Initiative. 4. 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 30,2025.	55%
1. Promote school readiness. 2.. Support the Countywide Vision Regional Implementation Goal: "Partner with all sectors of the community to support the success of every child from the cradle to career." 3. 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, 2025.	30%
1. Increase enrollment opportunities for foster children. 2. Enhance the referral process of enrollment with the Children and Family	210

Services Department.	
<p>1. Identify in Excess of Healthy Body Max Index (BMI) and/or Over Health BMI children ages 2-5 years in an effort to promote a healthy lifestyle.</p> <p>2. Promote nutrition education programs for patents at each school site.</p> <p>3. Ensure children receive both nutrition curriculum and physical activity daily within the classroom schedule.</p> <p>4. Decrease the number of children who are identified as in excess of healthy BMI or over healthy BMI from the higher level of BMI classification to the next lower level by children's height and weight.</p>	60%

### 5.5 School Readiness Child Outcomes – Fall, Winter and Spring 2023-24 Comparison

Sharri Carroll, Program Manager, presented the Fall, Winter and Spring 2023-24 School Readiness Child Outcomes and highlighted the following.

- Desired Results Developmental Profile (DRDP) Results – Winter 2023/24 Rating Period
  - All Infants & Toddlers – 267 children assessed were average age of 2 years and 16% English Language Learners.
 

Domain	Fall	Winter	Spring
▪ Learning	59%	60%	61%
▪ Social & Emotional	55%	61%	60%
▪ Language & Literacy	26%	35%	35%
▪ Cognition, Mathematics, & Science	44%	51%	56%
▪ Physical Development-Health	56%	69%	71%
  - 1-Year Old – The following percentages for the 119 children assessed were average age of 1.9 years and 18% English Language Learners
 

Domain	Fall	Winter	Spring
▪ Learning	52%	65%	56%
▪ Social & Emotional	63%	65%	61%
▪ Language/Literacy	28%	30%	26%
▪ Cognition/Math/Science	47%	48%	50%
▪ Physical Development	56%	69%	68%
  - 2-Year-Old – The following percentages for the 93 children assessed were average age of 2.6 years and 17% English Language Learners
 

Domain	Fall	Winter	Spring
▪ Learning	36%	48%	64%
▪ Social & Emotional	41%	54%	59%
▪ Language/Literacy	16%	38%	50%
▪ Cognition/Math/Science	30%	48%	59%
▪ Physical Development	39%	71%	82%
  - All Preschoolers – The following percentages for the 1,219 children assessed were average age of 4.3 years and 24% English Language Learners
 

Domain	Fall	Winter	Spring
▪ Learning	34%	43%	61%
▪ Social & Emotional	35%	48%	71%
▪ Language & Literacy	27%	39%	56%
▪ Mathematics	18%	32%	50%

- Physical Development 60% 71% 85%
  - 3-Year-Old – The following percentages for the 526 children assessed were average age of 3.9 years and 24% English Language Learners
    - Physical Development 60% 71% 85%
    - Learning 35% 47% 56%
    - Social & Emotional 34% 48% 68%
    - Language/Literacy 30% 42% 54%
    - Mathematics 19% 34% 47%
    - Physical Development 59% 70% 82%
    - English-Language 43% 65% 85%
  - 4-Year-Old – The following percentages for the 593 children assessed were average age of 4.7 years and 24% English Language Learners
    - Learning 31% 40% 57%
    - Social & Emotional 34% 47% 73%
    - Language/Literacy 24% 38% 58%
    - Mathematics 17% 30% 53%
    - Physical Development 61% 72% 87%
    - English-Language 74% 89% 97%

The SGB discussed the scoring pre-covid compared to current scores. Arlene explained that there have been significant increases in the scoring but also in the number of children receiving PEI and Early Intervention treatment. Children are coming in with more behavioral concerns, as well as issues with transitions and separations from parents. PSD has implemented extensive teacher training in the last two years to support children with less than expected skills in the area of social emotional and self-regulation.

Sharri shared that when children start in the middle of an assessment period the data can show decrease in scores. Arlene added that another reason data can be affected is when the majority of children are in age group that is closer to the next age the children will be assessed at that higher age level.

### 5.6 Finance Reports – Budget to Actual Reports Ending June 30, 2024

Madeline Tsang, PSD Administrative Manager, provided the Budget-to-Actual and Projected Expenditure Reports for the Combined Head Start/Early Head Start/Early Head Start-Child Care Partnership as follows:

Combined HS/EHS FY 2023-24	Budget/Balance	Percentage Analysis
Budget	\$64,533,842	
Projected Budget Balance	\$19,369,976	30%
<b>Carryover 23-24 Approved</b>	<b>\$26,616,716</b>	
Combined HS/EHS FY 2024-25	Budget/Balance	Percentage Analysis
Budget	\$33,016,334	
Projected Budget Balance	\$33,016,334	100%
<b>Carryover 23-24 Approved</b>	<b>\$26,616,716</b>	

## 6. SGB Training

### 6.1 Eligibility, Recruitment, Selection, Enrollment, Attendance (ERSEA) Training

Sean Segal, Program Manager, presented the annual ERSEA training. Areas highlighted were as follows:

- Head Start Regulations

- Determining Community Strengths, Needs, and Resources
- Determining, Verifying, and Documenting Eligibility
- Additional Allowances for Programs
- Training on Eligibility
- Eligibility Criteria Violations Policy
- Selection Process
- Enrollment
- Continuity of Enrollment and Transitioning Between Programs
- Reserved Slots
- State Immunization Enrollment Requirements
- Attendance
- Supporting Attendance of Homeless Children
- Suspension and Expulsion

Mr. Dugas, Department of Public Health Director, offered support to PSD utilizing the Public Health Wellness on Wheels mobile unit to provide immunizations to children. Sean will reach out to Mr. Dugas for more information on how PSD can partner with the Department of Public Health.

## 7. Consent Items

---

The following consent item was approved.

7.1 SGB Minutes – May 23, 2024

### **APPROVED**

Motion/Second: Josh Dugas/Ted Alejandre

AYES: Supervisor Baca Jr., Superintendent Alejandre, Josh Dugas, Maribel Gutierrez, Ashley Brooksher

ABSENT: Dr. Yoshioka

ABSTAIN: None

## 8. Discussion Items

---

### **8.1 Approval of PSD Policy Council Bylaws 2023/24**

Melinda McAuliffe, Program Specialist II, presented the Revised 2023/24 Policy Council Bylaws that were approved by the Policy Council in July 2024.

### **APPROVED**

Motion/Second: Josh Dugas/Ted Alejandre

AYES: Supervisor Baca Jr., Superintendent Alejandre, Josh Dugas, Maribel Gutierrez, Ashley Brooksher

ABSENT: Dr. Yoshioka

ABSTAIN: None

### **8.2 Approval of 2023-24 Head Start/Early Head Start – Request to Carryover to Program Year 2024-25**

Madeline Tsang, Administrative Manager, presented the 2023-24 Request to Carryover. The request is needed due to the complexity of various property purchases and service delays in vendor deliveries on equipment, supplies and facility projects. To complete the outstanding projects and continue providing quality services to

enrolled children and families, the department is requesting approval to carryover a total of \$40,202,117 unobligated funds from Head Start (HS) and Early Head Start (EHS) Program Year Four to Program Year Five.

The detailed budget justifications were presented. The following are the total in each section as follows:

- Equipment Budget Category: \$5,564,126
- Supplies Budget Category: \$4,009,118
- Construction Budget Category: \$22,830,466
- Other Budget Category: \$7,798,407

#### **APPROVED**

Motion/Second: Josh Dugas/Ted Alejandre

AYES: Supervisor Baca Jr., Superintendent Alejandre, Josh Dugas, Maribel Gutierrez, Ashley Brooksher

ABSENT: Dr. Yoshioka

ABSTAIN: None

## 9. Informational Items

---

### **9.1 Next SGB Meeting**

The next SGB meeting is scheduled for October 24, 2024.

## 10. Executive Comment

---

Maribel Gutierrez, DBH SGB Delegate and DBH Senior Program Manager, stated she is in attendance for Dr. Yoshioka.

Supervisor Baca Jr., SGB Chair, shared that he visited the Rialto, Bloomington, and Muscoy PSD Head Start sites today and yesterday to welcome the children and staff back to school. He acknowledged how vital the work PSD staff does in supporting the children and families with the many challenges the children are experiencing in social/emotional and other areas. We all play a big role in providing services to the children and families.

Superintendent Alejandra, SGB Vice Chair, thanked PSD and other partners for being involved in the Early Learning/Education Collaborative. The Early Education Symposium last month was very successful with record attendance. The attendees were very interested in the training and having Early Education a priority in San Bernardino County.

## 11. Adjournment

---

The meeting adjourned at 3:31 P.M.

This page intentionally left blank.





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

JOSHUA DUGAS, DIRECTOR
SBC Public Health

DR. GEORGINA YOSHIOKA, DIRECTOR
SBC Behavioral Health

ASHLEY BROOKSHER, CHILDREN'S NETWORK OFFICER
SBC Children's Network

KARI TURNER
Head Start Policy Council Chair
29 Palms Head Start
SGB Representative

EVA GUTIERREZ
Head Start Policy Council Member
Boys & Girls Club Head Start
SGB Representative

MICHELLE RAMOS
Head Start Policy Council Member
Mill 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

Email to: Sharmaine.Robinson@psd.sbcounty.gov

The Head Start Shared Governance Member: \_\_\_\_\_

Title: \_\_\_\_\_

wishes to appoint: \_\_\_\_\_ to serve as Delegate for a one-year term beginning July 1, 2024 through June 30, 2025 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: \_\_\_\_\_

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.

Ashley Brooksher
Head Start Shared Governance Board Member (signed)

\_\_\_\_\_
Date

\_\_\_\_\_
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.

This page intentionally left blank.

# Selection Criteria

## Overview

---

**Purpose** The purpose of the selection criteria is to comply with funding requirements, for age and income eligible children for Head Start (HS), Early Head Start (EHS), and Early Head Start - Child Care Partnership (EHS-CCP) programs.

---

**Reference** The policies and regulations referenced are:

- Head Start Performance Standards: 1302.11- 1302.15, 1302.70,
- Head Start Act Section 645A,
- California Code of Regulations Title 17, Division 1, Chapter 4. Subchapter 8. Sections 6000-6075,
- California Department of Education:
  - Title 5, and
  - Attendance, Fiscal Reporting, and Reimbursement Procedures for Child Development Contracts (Greenbook) page 21.

---

**Policy Overview** When selecting an eligible child, application information is:

- Reviewed,
- Weighted, and the
- Selection is ordered.

---

**Contents**

Topic	See Page
<a href="#">Selection vs. Eligibility</a>	2
<a href="#">The Waitlist &amp; Eligibility Points</a>	3
<a href="#">Selection Priority &amp; Criteria</a>	5
<a href="#">About Funding</a>	13
<a href="#">Transitioning and Re-enrollees</a>	15
<a href="#">ChildPlus Points</a>	18
<a href="#">Knowledge Check and Revision History</a>	23

---

# Selection vs. Eligibility

---

**Selection vs. eligibility**

Eligibility is similar to selection because the same criteria is used, such as the child's age, homelessness status, disability status, or receiving public assistance.

The difference is what the regulations **decide**:

- **Eligibility** decision: Who is eligible to be on the waitlist?
  - **Selection** decision: Who is enrolled first?
- 

**Example: selection vs eligibility**

For this example, we are *only using age regulations*.

**Example:** Two children apply for EHS-CCP:

- Fred is 12 months
- Ethel is 24 months

**Eligibility:** Only using age regulations for this example.

- Question: Are Fred and Ethel eligible to be on the waitlist?
- Answer: Yes, they are no younger than 6 weeks and no older than 3 years.

**Selection:** Only using age regulations for this example.

- Question: Who is placed higher on the wait list?
  - Answer: Fred is placed higher on the waitlist.
    - Fred, 12 mo. old: 125 points
    - Ethel, 24 mo. old: 100 points
-

# The Waitlist & Eligibility Points



## What is a waitlist?

A **Waitlist** is a report in ChildPlus (Report #2025) placing children in priority order for enrollment. A child at the top of the list is a priority for enrollment.

ChildPlus uses the family's situation from the application and the Community Assessment Report to identify criteria that gives the family eligibility points.

## How eligibility points work

**Eligibility Points** are points based on selection criterion established by Federal and State regulations, and the Community Assessment. ChildPlus calculates eligibility points automatically.

Different situations receive higher or lower eligibility points; the highest total points prioritize the child as first on the waitlist.

## Example: eligibility points

Eligibility points establish priority situations; for example, a homeless family receives a large amount of points to prioritize the child to the top of the list.

### Example:

The two families below are applying for EHS. This example shows the possible totals of points based on each family's unique situation.

Family 1:EHS Application	Points	Family 2: EHS Application	Points
Child is 13 months	100	Child is 12 months	125
Single parent/guardian	25	Single parent/guardian	25
Parent in college FT	25	Parent did not finish high school	55
Child has an IEP	199	Child has a potential IEP/IFSP	25
Parent receives TANF	100	Parent receives TANF	100
		Parent speaks limited English	25
<b>Total Points</b>	<b>449</b>	<b>Total Points</b>	<b>355</b>

The Child in Family 1 is first on the waitlist with the highest total points of 449.

*Continued on next page*

## The Waitlist & Eligibility Points, Continued

---



**Is #1 on the waitlist always the first choice?**

Is #1 on the waitlist always the next child enrolled? Yes and No.

**Yes:** The waitlist assigns vacant slots based on HS Performance Standards. The child at the top of the list is a priority.

**Exceptions:** The ERSEA Manager may have to make agency-level decisions based on the priority of the child and the capability and needs of the sites.

---

## Selection Priority & Criteria HS/EHS/EHS-CCP

---



**High priority:** The following children have high priority circumstances in the selection process, due to the higher likelihood that they need additional care and support.

- Homeless children
- Foster Care children
- Children at risk of abuse, neglect, or exploitation, or who are receiving child protective services.

HS Performance Standards 1302.14 (C) and the Community Assessment, support a 3% reservation of enrollment slots for homeless children.

---

**Children with disabilities** At least 10% of funded enrollment slots are given to children with disabilities. This target gives children with Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) high enrollment priority.

---

*Continued on next page*

## Selection Priority & Criteria HS/EHS/EHS-CCP, Continued

- Local priority** Based on the Community Assessment, some local priorities are:
- Parent/guardian who:
    - Has less than 12 years of education,
    - Didn't graduate from high school and has no high school diploma,
  - Single parent households,
  - Limited or Non-English speaking parents,
  - Teen parents,
  - **Preschool Services staff (Parent or Guardian Only)**
  - Children with family members who are currently/formerly incarcerated,
  - Families living in identified partnership housing,
  - African American children, and
  - Latin American immigrants.

Below is a list of all Latin American Countries.

North and Central America	South America		Caribbean
Belize	Argentina	Bolivia	Cuba
Costa Rica	Brazil	Chile	Dominican Republic
El Salvador	Colombia	Ecuador	Haiti
Guatemala	French Guiana	Guyana	Guadeloupe
Honduras	Paraguay		Martinique
Mexico	Suriname		Puerto Rico
Nicaragua	Uruguay		Saint-Barthelemy
Panama	Venezuela		Saint-Martin

Below is a list of all addresses of the identified partnership housing and their associated sites. Families living in identified partnership housing only receive points for the site associated with their address.

Arrowhead Grove	Las Terrazas	Northgate
Olive Meadow 610 E. Olive St., San Bernardino, CA 92410	1176 W. Valley Blvd., Colton, CA 92324	17251 Dante St., Victorville, CA 92394
Crestview Terrace 575 East Baseline San Bernardino, CA 92410		
Valencia Vista 950 N. Valencia Ave San Bernardino, CA 92410		

*Continued on next page*



## Selection Priority & Criteria HS/EHS/EHS-CCP, Continued

Local priority,  
Continued

<b>Identified Partnership Housing Continued</b>		
<b>Redlands Valencia</b>	<b>Rialto Willow</b>	<b>Whitney Young</b>
1370 Orange St., Redlands, CA 92374	422 <u>through</u> 482 Cascade Dr., Rialto, CA 92376	1561 <u>through</u> 1698 Alturas St., San Bernardino, CA 92411
1360 Orange St., Redlands, CA 92374	1431 <u>through</u> 1482 Clifford St., Rialto, CA 92376	907 <u>through</u> 1025 Cabrera Ave., San Bernardino, CA 92411
1350 Orange St., Redlands, CA 92374	301 <u>through</u> 371 Winchester Dr., Rialto, CA 92376	1596 <u>through</u> 1684 Concord St., San Bernardino, CA 92411
1340 Orange St., Redlands, CA 92374	1423 <u>through</u> 1471 Vista Ave., Rialto, CA 92376	1711 <u>through</u> 1751 Maple St., San Bernardino, CA 92411
75 Horizon Ave., Redlands, CA 92374	1452 <u>through</u> 1492 Willow Ave., Rialto, CA 92376	907 <u>through</u> 998 Medical Center, San Bernardino, CA 92411
85 Horizon Ave., Redlands, CA 92374	1431 <u>through</u> 1486 Millard St., Rialto, CA 92376	1007 <u>through</u> 1013 N. Tiajuana St., San Bernardino, CA 92411
70 Delaware Ave., Redlands, CA 92374	1497 Lilac Ave., Rialto, CA 92376	1012 <u>through</u> 1020 Ramona St., San Bernardino, CA 92411
80 Delaware Ave., Redlands, CA 92374		1588 <u>through</u> 1717 Temple St., San Bernardino, CA 92411
90 Delaware Ave., Redlands, CA 92374		1715 <u>through</u> 1760 Union St., San Bernardino, CA 92411
150 Delaware Ave., Redlands, CA 92374		1550 <u>through</u> 1696 W. 10 <sup>th</sup> St., San Bernardino, CA 92411
154 Delaware Ave., Redlands, CA 92374		1554 <u>through</u> 1795 W. 9 <sup>th</sup> St., San Bernardino, CA 92411
180 Delaware Ave., Redlands, CA 92374		848 <u>through</u> 1012 Wilson St., San Bernardino, CA 92411
184 Delaware Ave., Redlands, CA 92374		

*Continued on next page*

## Selection Priority & Criteria HS/EHS/EHS-CCP, Continued

### Need

At this time, Head Start is wrapped with the Part Day State program. The Part Day State program and Head Start does not require families to verify the need for a full day program option. Families who request full day services that are Head Start and wrapped with Part Day state will be offered the program option that best serves their needs.

Selection for a full day program option at the beginning of the year will use selection criteria point values to determine placement. Once full day classes have been filled, Generalists will document part day families program preferences in ChildPlus by following the steps below:

Step	Action
1	Click: <ul style="list-style-type: none"> <li>• Enrollment</li> <li>• Edit Enrollment History</li> </ul>
2	Add <b>Location Preference</b>
3	Select: <ul style="list-style-type: none"> <li>• <b>Site</b>, and</li> <li>• <b>Classroom</b></li> </ul> <p>May select more than one site and classroom based on program options.</p>
4	Click <b>Enroll</b>

Use the ChildPlus 2025 Enrollment Priority List to determine children eligible for full day placement. Select the following settings when running the report:

Status	Also include
Accepted/Enrolled	<ul style="list-style-type: none"> <li>• Enrolled participants who have a location preference</li> <li>• Accepted participants who have a location preference</li> </ul>
Waitlisted/Drop/Wait	Ineligible Applicants

*Continued on next page*

## Selection Priority & Criteria HS/EHS/EHS-CCP, Continued

---

### Location preference

A location preference is a list of site and classrooms the parent wants to enroll their child if the first choice is unavailable. To create a location preference in ChildPlus follow the table below.

Step	Action
1	Click on <b>Manage Location Preference</b> in the <b>Enrollment</b> section.
2	Add <b>Location Preference</b> .
3	Select <b>Site</b> and <b>Classroom</b> based on program option (May select more than one site and classroom based on program options).
4	Click <b>Save</b> .

Once a location preference is added, use the ChildPlus 2025 Enrollment Priority Listing report to fill a vacant slot based on the family's location preference.

---

### Definition: Income Eligible

Income Eligible refers to families with income who:

- Have a gross income equal to or below the Federal poverty line, or
  - Are eligible for CalWORKs, or SSI, or
  - In the absence of child care, are potentially eligible for CalWORKs.
- 

### Income selection priority

Income selection priority is:

- Low income participants are enrolled first.
  - Over income enrollment is limited to 10% of total funded enrollment.
- 

### Last Priority

Request ERSEA Manager approval before selecting a family with income in the range of 101-130% of the poverty level and if the 10% over income limit is exhausted. These families are last in priority.

35% of enrollment may consist of families with income in this range. Only after all selection priorities and needs of eligible participants are met, can a family in this range be considered for enrollment.

---

*Continued on next page*

## Selection Priority & Criteria HS/EHS/EHS-CCP, Continued

---

**Re-enrollees  
&  
transitioning  
children  
priority**

Children enrolled in the previous year in HS or EHS are a high priority because it is beneficial for children to maintain continuity of enrollment.

Other situations such as a homeless or Foster Care child, may take priority.

Children in transition classrooms may not remain in that classroom after the end of the program year. All transition classrooms must be empty at the end of the program year.

---

**Age and  
licensing**

The provider chooses a license covering certain age limits. Below is the HS age criteria; remember not all providers are licensed for all ages.

---

*Continued on next page*

## Selection Priority & Criteria HS/EHS/EHS-CCP, Continued

### Age

Use the following table to establish eligibility by age.

Program	Age Eligibility Policy
<b>EHS Center Based</b>	An infant or toddler 0-36 months old <ul style="list-style-type: none"> <li>• According to Head Start Regulation</li> <li>• Site license may limit ages to children only 18-36 months and no young</li> </ul>
<b>EHS HB</b>	<ul style="list-style-type: none"> <li>• Infants or toddlers 0-36 months old</li> <li>• Pregnant woman any age</li> <li>• Pregnant teens and teen single mothers are a priority</li> </ul>
<b>EHS-CCP</b>	An infant or toddler: <ul style="list-style-type: none"> <li>• 0-36 months old according to Head Start Regulation however a site license may limit the ages of the children</li> <li>• Not younger than 6 weeks</li> <li>• No older than 3 years. (See Transitioning for EHS children over 3 years)</li> </ul>
<b>HS</b>	<p><b>First priority:</b></p> <ul style="list-style-type: none"> <li>• Low-income 4 year olds are a priority</li> <li>• A child who turns 3 by September 1<sup>st</sup>. (eligibility date used by public schools.)</li> </ul> <p><b>Last priority: Younger 3 year olds</b>                      A 3-year old, who turns three <b>after</b> September 1<sup>st</sup>, is a younger child.</p> <p>Younger 3 year olds are enrolled only if <b>both</b> criteria below are met:</p> <ol style="list-style-type: none"> <li>1. A high quality, full day, publicly funded pre-kindergarten is in the area <b>and</b></li> <li>2. There are no other priority children on the waiting list.</li> </ol>
<b>Co-Mingled HS and State CSPP</b>	HS co-mingled with California State Preschool Program (CSPP) age criteria is: <ul style="list-style-type: none"> <li>• 3 or 4 years old on or before the cutoff date which is used to determine eligibility for public school in the local school district, <b>and</b></li> <li>• Not 5 years old before the same cut-off date.</li> </ul>

# About Funding HS/CSPP

---



## What are Co-Mingled classes?

**Co-Mingled** classes are classes which have children who receive funding only from Head Start along with children who receive funding only from State CSPP in the same classroom.

Funding for child from HS only



same classroom



Funding for child from CSPP only



## What are Dual Enrolled classes?

**Dual Enrolled** classes are classes with individual children who receive part of their funding from Head Start and part from State CSPP.

Child has funding from both HS & CSPP



same classroom



Child has funding from both HS & CSPP

HS & CSPP

HS & CSPP

Children with Dual Enrolled funding are evaluated for selection with both Head Start regulations and State CSPP regulations.

---

## Dual Enrolled selection criteria

HS and State CSPP selection regulations apply to Dual Enrolled children in the areas of:

- Need,
- Income, **and**
- Age.

These three factors affect selection eligibility points; but to be eligible, the family must meet **all** State criteria.

---

## Dual Enrolled age criteria

The age criteria for Dual Enrolled children is:

- 3 or 4 years old on or before the eligibility cut-off date used for local public school districts, **and**
  - Not 5 years old before the same cut-off date.
- 

*Continued on next page*

## About Funding HS/CSPP, Continued

---

### Need and EHS-CCP

Applications with income for Dual Enrolled classes must meet Federal Guidelines in the Federal Register to be eligible for a State vacancy.

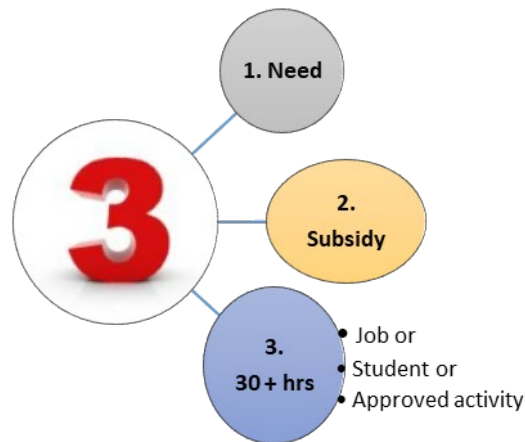
The parent/guardian has to meet requirements to enroll a child in EHS-CCP.

#### About subsidies

Receiving a subsidy is not required; however, due to funding limitations, only 30% of families may enroll in the program without a subsidy.

The parent/guardian:

1. Has a need,
2. Receives a subsidy, and
3. Does one of the following for 30+ hours a week:
  - 1) Employed,
  - 2) Student, or
  - 3) In an approved activity.



No more than 30% of families are eligible without a subsidy

---

### Dual Enrolled Income

Applications with income for Dual Enrolled classes must meet Federal Guidelines in the Federal Register to be eligible for a State vacancy.

---

# Transitioning and Re-enrollees

---

**Transitioning children**

A **transitioning** child is an enrolled child that is moving to a different program or provider, such as transitioning from EHS to HS. In order to keep transitioning children enrolled, complete the transition process timely starting at 30 months.

Although there are higher priorities, transitioning children are a priority because continuous care in Head Start prepares the child to be school ready

---

**When to start transitioning**

The transitioning process begins six months before the child turns three allowing time for the parent/guardian and child to prepare for the next school experience.

---

**Transitioning to Head Start**

Complete the following to enroll a child transitioning into the Head Start Program. Transitioning begins six months before the child turns three.

Step	Action						
1	<ul style="list-style-type: none"> <li>• Check the child’s age.</li> <li>• Start the transitioning process at 30 months allowing time to adequately transition the child and family to a new program or provider.</li> </ul>						
2	Refer to the EHS Transition List for a child transitioning into Head Start. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>If the child is transitioning into HS and out of...</th> <th>Then they are already enrolled, no on the waitlist, and...</th> </tr> </thead> <tbody> <tr> <td>EHS</td> <td>First priority</td> </tr> <tr> <td>EHS-CCP</td> <td>Second priority</td> </tr> </tbody> </table>	If the child is transitioning into HS and out of...	Then they are already enrolled, no on the waitlist, and...	EHS	First priority	EHS-CCP	Second priority
If the child is transitioning into HS and out of...	Then they are already enrolled, no on the waitlist, and...						
EHS	First priority						
EHS-CCP	Second priority						
3	Review the Disability Certification List to ensure there is: <ul style="list-style-type: none"> <li>• a completed HS application <b>and</b>,</li> <li>• supporting documentation to certify and enroll a child with an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP).</li> </ul>						
4	Run the wait list report in ChildPlus for the enrolling site.						
5	Enroll the child with the highest priority ranking (eligibility points).						

*Continued on next page*



## Transitioning and Re-enrollees, Continued

---

### Over three in EHS

See Head Start Performance Standards 1302.70.

EHS children transition into Head Start or another program to maintain continuity of enrollment.

There are instances where a child may not be able to transition right away, i.e., a local program may not have a vacancy for the child.

When a transition is not completed within the six months after a child turns three, contact the ERSEA manager.

---

### Re-enrollee

A **Re-enrollee** (formerly 'repeater') is a child enrolled in the last program year and expected to return the following year.

Re-enrollees are an enrollment priority. HS programs are most effective as continuous care education programs until the child is school ready.

In order to keep re-enrollees in the program, they are not on the waitlist and are rolled over for the next year.

---

### Rollover

A **Rollover** data transfer is a program used to copy data from the prior year for the following program year, it is completed by the ChildPlus Help Desk.

---

# ChildPlus Points

## HS points

The following are the current point allocations in ChildPlus for Head Start:

<b>Automatically Assign Points Based on Income</b>	
Foster	400
Homeless	500
Public Assistance	100
0-25%	100
26-50%	75
51-75%	50
76-99%	25
<u>Number in Family</u>	<u>Maximum Annual Income</u>
1	15,060
2	20,440
3	25,820
4	31,200
5	36,580
6	41,960
7	47,340
8	52,720
9	58,100
10	63,480
11	68,860
12	74,240

<b>Automatically Assign Points Based on Class Age</b>	
0-48 months	50
49-60 months	100
Participant is not eligible if less than 36 months old on the school year cut-off date or at the time of enrollment.	
Participant is not eligible if 60 months or older on the school year cut-off date.	

*Continued on next page*

## ChildPlus Points, Continued

HS points,  
Continued

<b>Other Eligibility Criteria</b>	
<b>Family Status</b>	
Two Parent/Guardian	0
Single Parent Guardian	25
<b>Disability Status</b>	
Yes	199
No	25
<b>Transitioning from EHS to Head Start</b>	
Yes	195
No	0
<b>Single Parent/Guardian in FT Education, Training, or Employment</b>	
Yes	25
No	0
<b>Two Parent/Guardian in FT Education, Training, or Employment</b>	
Yes	15
No	0
<b>Limited English or Non-English Speaking Parent</b>	
Yes	40
No	0
<b>Parents/Guardians Education Level &lt;Grade 12 (both)</b>	
Yes	55
No	0
<b>Teen Single Parent</b>	
Yes	55
No	0
<b>Preschool Services Staff</b>	
Yes	40
No	0
<b>African-American/Latin American Immigrant</b>	
Yes	60
No	0
<b>Incarceration of a Family Member</b>	
Yes	60
No	0
<b>Families from Identified Partnership Housing</b>	
Yes	100
No	0

Continued on next page

## ChildPlus Points, Continued

### EHS points

The following are the current point allocations in ChildPlus for Early Head Start:

<b>Automatically Assign Points Based on Income</b>	
Foster	400
Homeless	500
Public Assistance	100
0-25%	100
26-50%	75
51-75%	50
76-99%	25
<b>Number in Family</b>	<b>Maximum Annual Income</b>
1	15,060
2	20,440
3	25,820
4	31,200
5	36,580
6	41,960
7	47,340
8	52,720
9	58,100
10	63,480
11	68,860
12	74,240
<b>Automatically Assign Points Based on Class Age</b>	
0-12 months	125
13-24 months	100
25-36 months	100
Participant is not eligible if 36 months or older on the school year cut-off date	

*Continued on next page*

## ChildPlus Points, Continued

EHS points,  
Continued

<b>Other Eligibility Criteria</b>	
<b>Family Status</b>	
Single Parent/Guardian	25
Two Parent/Guardian	0
<b>Disability Concern</b>	
IEP/IFSP	199
Potential IEP/IFSP	25
<b>Pregnancy for EHS</b>	
Single Parent/Guardian	125
Two Parent/Guardian	0
<b>Single Parent/Guardian in FT Education, Training, or Employment</b>	
Yes	25
No	0
<b>Two Parent/Guardian in FT Education, Training, or Employment (both)</b>	
Yes	15
No	0
<b>Limited English or Non-English speaking Parent</b>	
Yes	40
No	0
<b>Parent/Guardian Education Level &lt;Grade 12</b>	
Yes	55
No	0
<b>Teen Single Parent</b>	
Yes	55
No	0
<b>Preschool Services Staff</b>	
Yes	40
No	0
<b>African-American/Latin American Immigrant</b>	
Yes	60
No	0
<b>Incarceration of a Family Member</b>	
Yes	60
No	0
<b>Families from Identified Partnership Housing</b>	
Yes	100
No	0

Continued on next page

## ChildPlus Points, Continued

### EHS CCP points

The following are the current point allocations in ChildPlus for Early Head Start – Child Care Partnership:

<b>Automatically Assign Points Based on Income</b>	
Foster	400
Homeless	500
Public Assistance	100
0-25%	100
26-50%	75
51-75%	50
76-99%	25
<b>Number in Family</b>	<b>Maximum Annual Income</b>
1	15,060
2	20,440
3	25,820
4	31,200
5	36,580
6	41,960
7	47,340
8	52,720
9	58,100
10	63,480
11	68,860
12	74,240
<b>Automatically Assign Points Based on Class Age</b>	
0-12 months	125
13-24 months	100
25-36 months	100
Participant is not eligible if 48 months or older on the school year cut-off date.	

*Continued on next page*

## ChildPlus Points, Continued

EHS CCP  
points,  
Continued

<b>Other Eligibility Criteria</b>	
<u>Family Status</u>	
Single Parent/Guardian	25
Two Parent/Guardian	0
<u>Disability Concern</u>	
IEP/IFSP	199
Potential IEP/IFSP	25
<u>Pregnancy for EHS</u>	
Yes	125
No	0
<u>Single Parent/Guardian in FT Education, Training, or Employment</u>	
Yes	25
No	0
<u>Two Parent/Guardian in FT Education, Training, or Employment (both)</u>	
Yes	15
No	0
<u>Limited English or Non-English Speaking Parent</u>	
Yes	40
No	0
<u>Parent/Guardian Education Level &lt;Grade 12</u>	
Yes	55
No	0
<u>EHS-Child Care Partnership Subsidy</u>	
Receiving subsidy for working 30+ hours	50
Receiving subsidy for training and/or schooling 30+ hours	50
Receiving subsidy for combination working, training, and/or schooling 30+ hours	25
<u>Teen Single Parent</u>	
Yes	55
No	0
<u>Preschool Services Staff</u>	
Yes	40
No	0
<u>African-American/Latin American Immigrant</u>	
Yes	60
No	0
<u>Incarceration of Family Member</u>	
Yes	60
No	0

Continued on next page

## ChildPlus Points, Continued

### CSPP points

The following are the current point allocations in ChildPlus for the California State Preschool Program:

<b>Automatically Assign Points Based on Income</b>	
Foster	0
Homeless	2000
Public Assistance	1000
-%	
<b>Automatically Assign Points Based on Class Age</b>	
Participant is not eligible if less than 36 months on the school year cut-off date or at the time of enrollment.	
Participant is not eligible if 60 months or older on the school year cut-off date.	
<b>Other Eligibility Criteria</b>	
State Income Rating (# in family & Max \$)	
1	1/2-\$65 3-\$72 4-\$83 5-\$96 6-\$110
1	7-\$112 8-\$115 9-\$117 10-\$120 11-\$122 12-\$125
2	1/2-\$130 3-\$145 4-\$166 5-\$193 6-\$220
2	7-\$225 8-\$230 9-\$235 10-\$239 11-\$244 12-\$249
3	1/2-\$196 3-\$217 4-\$249 5-\$289 6-\$329
3	7-\$337 8-\$344 9-\$362 10-\$359 11-\$367 12-\$374
4	1/2-\$261 3-\$290 4-\$333 5-\$386 6-\$439
4	7-\$449 8-\$459 9-\$469 10-\$479 11-\$489 12-\$499
5	1/2-\$326 3-\$362 4-\$416 5-\$482 6-\$549
5	7-\$561 8-\$574 9-\$586 10-\$599 11-\$611 12-\$624
6	1/2-\$391 3-\$435 4-\$499 5-\$579 6-\$659
6	7-\$674 8-\$689 9-\$704 10-\$718 11-\$733 12-\$748
7	1/2-\$456 3-\$507 4-\$582 5-\$675 6-\$768
Returning State Preschool Program Participant Who Turned 4	
Yes	100
No	0
Child Protective Services (CPS) or At Risk	
Active CPS	3000
At Risk for Abuse/Neglect/Exploitation (No CPS Case)	3000
Not Applicable	0

The Income-Ranking table is located in the California Dept. of Education website here: [Income-Ranking-Table-CDE](http://www.cde.ca.gov/sp/cd/ci/mb1710)  
It is part of Management Bulletin 17-10 located here: <http://www.cde.ca.gov/sp/cd/ci/mb1710>



# Knowledge Check and Revision History

---

## Knowledge Check

What are the criteria for eligibility in the HS and EHS programs?  
What are co-mingled classes and Dual enrolled classes?  
Who receives high priority for the program?

---

## Revision History

04/02/2024 – Selection Criteria, Version 2

- Added local priority for children with family members who are currently/formerly incarcerated
- Families living in identified partnership housing,
- Updated the Federal Poverty Level income tables
- Minor Formatting changes

09/29/2022 – Selection Criteria, Version 1

---