



<http://hs.sbcounty.gov/psd>

**San Bernardino County Head Start Shared Governance Board Meeting  
Agenda**

**April 20, 2017**

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**JOSIE GONZALES, CHAIR**  
SBC Fifth District Supervisor

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

**MAXWELL OHIKHUARE, M.D., HEALTH OFFICER**  
SBC Public Health

**VERONICA KELLEY, DIRECTOR**  
SBC Behavioral Health

**KATHY TURNBULL, CHILDREN'S NETWORK OFFICER**  
SBC Children's Network

**ERIKA THOMPSON**  
Head Start Policy Council Chair  
SGB Representative

**TIFFANY ROBY**  
Head Start Policy Council Member  
SGB Representative

**JAQUIE WASHINGTON**  
Head Start Policy Council Member  
SGB Representative

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

**PLACE: San Bernardino County Preschool Services Administration  
662 S. Tippecanoe Avenue  
Conference Room A  
San Bernardino, CA 92415**

- |  |                                      |
|--|--------------------------------------|
| <b>1. CALL TO ORDER</b>  | Ted Alejandre, Vice-Chair            |
| <b>2. WELCOME/INTRODUCTIONS</b>  | Ted Alejandre, Vice-Chair            |
| <b>3. EXECUTIVE REPORTS/PROGRAM UPDATES</b>  |                                      |
| 3.1 Program Updates - Oral Reports   | Diana Alexander, Director            |
| 3.2 Community Assessment Overview & Analysis<br>Funding – Update for Year 3 of 5             | Diana Alexander, Director            |
| 3.3 Self-Assessment Executive Report and Improvement Plan                                    | Diana Alexander, Director            |
| 3.4 Program Information Report Status  | Phalos Haire, Assistant Director     |
| 3.5 San Bernardino County Quarterly Performance Measures<br>Program Year 2016-17 – Quarter 3 | Diana Alexander, Director            |
| 3.6 Finance Report   | Cheryl Adams, Administrative Manager |
| 3.6.1 Budget to Actual 2016-17   |                                      |

*"Interpreters for hearing impaired and Spanish speaking individuals will be made available with forty-eight hours notice. Please call PSD staff (909) 383-2078 to request the service. This location is handicapped accessible."*

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**4. DISCUSSION ITEMS**

- |   |                                      |
|---|--------------------------------------|
| 4.1 Approve SGB Minutes for February 23, 2017   | Ted Alejandre, Vice-Chair            |
| 4.2 Approve SGB Minutes for March 23, 2017  | Ted Alejandre, Vice-Chair            |
| 4.3 Selection of Delegate and Contract Agencies for PY 2017-18                        | Diana Alexander, Director            |
| 4.4 Equipment Purchase(s) – Head Start/Early Head Start                               | Cheryl Adams, Administrative Manager |
| 4.5 Budget Transfer Request – Head Start/Early Head Start                             | Cheryl Adams, Administrative Manager |
| 4.6 Request to Repurpose Carryover Funds<br>Early Head Start – Child Care Partnership | Cheryl Adams, Administrative Manager |
| 4.7 Budget Transfer Request<br>Early Head Start – Child Care Partnership              | Cheryl Adams, Administrative Manager |

**5. INFORMATIONAL ITEMS**

- |   |                           |
|---|---------------------------|
| 5.1 Next Shared Governance Board Meeting - May 17, 2017 | Ted Alejandre, Vice-Chair |
| 5.2 Save the Date - Preservice                          | Diana Alexander, Director |
| 5.3 Save the Date - June Policy Council Meeting         | Diana Alexander, Director |

**6. PUBLIC COMMENT**

Ted Alejandre, Vice-Chair

**7. EXECUTIVE COMMENT**

Ted Alejandre, Vice-Chair

**8. ADJOURNMENT**

Ted Alejandre, Vice-Chair

San Bernardino County  
Preschool Services Department  
Community Assessment (Update)  
2017-2018  
Funding Year 3 of 5



Human Services  
Preschool Services

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

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

### **Geographic Area**

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

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

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

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

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

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

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

## Demographics

According to the U.S. Census Bureau, between July 1, 2014 and July 1, 2015, San Bernardino County had an estimated population change/growth of 0.8%. San Bernardino County's estimated population growth was lower than the population growth in the state of California by 0.1%. In July 2014, San Bernardino County's population was estimated at 2,128,133 (*U.S. Census Bureau, Population Division*).

According to the U.S. Census Bureau:

- San Bernardino County has the fifth largest population in California
- As of July 2015, San Bernardino County's population was estimated at over two million (see above)
- Among all California counties, only Los Angeles County (10,170,292), San Diego County (3,299,521), Orange County (3,169,776), and Riverside County (2,361,026) have more residents.
- San Bernardino County is the twelfth most populous county in the nation, with more residents than 15 of the U.S. states, including Idaho, West Virginia, and New Mexico.

## Child Population by Gender

The U.S. Census Bureau shows the population by gender as of July 1, 2015 as follows:

- 49% males
- 51% females

According to Kidsdata.org, in 2015 there was a total of 184,564 children ages zero to five in San Bernardino County; the gender breakdown as follows:

San Bernardino County		Number	
Age	Female	Male	Total
0-2 Years	45,473	47,287	92,760
3-5 Years	45,021	46,783	91,804

Data Source: [As cited on kidsdata.org](#), California Dept. of Finance, Race/Ethnic Population with Age and Sex Detail, 1990-1999, 2000-2010, 2010-2060 (Jun. 2015); U.S. Census Bureau, Current Population Estimates, Vintage 2014 (Jun. 2015).

## Child Population under 18 by Ethnicity

San Bernardino County	Percent
Hispanic/Latino	61.8%
White	21.7%
African American/Black	7.9%
Asian American	4.5%
Multiracial	3.5%
American Indian/Alaska Native	0.3%
Native Hawaiian/Pacific Islander	0.3%

Source: [As cited on kidsdata.org](#), California Dept. of Finance, Race/Ethnic Population with Age and Sex Detail, 1990-1999, 2000-2010, 2010-2060 (Jun. 2015); U.S. Census Bureau, Current Population Estimates, Vintage 2014 (Jun. 2015).

## Population by Language

	San Bernardino County	California	U.S.
Language Spoken at Home	Population Percentage	Population Percentage	Population Percentage
English	57.95%	57.63%	79.39%
Spanish	32.66%	25.11%	11.75%
Other Indo-European Languages	2.47%	5.77%	4.52%
Asian and Pacific Islander	5.76%	10.40%	3.36%
Other	1.16%	1.09%	0.99%

Source: <http://usa.com/san-bernardino-county-ca-population-and-races.htm>

## Population Change by City

City	Total Population		Percent Change
	1/1/15	1/1/16	
Adelanto	33,135	33,497	1.1%
Apple Valley	73,811	74,656	1.1%
Barstow	24,193	24,360	0.7%
Big Bear Lake	4,873	4,905	0.7%
Chino	85,377	85,934	0.7%
Chino Hills	78,022	78,866	1.1%
Colton	53,000	53,351	0.7%
Fontana	206,996	209,895	1.4%
Grand Terrace	12,236	12,315	0.6%
Hesperia	92,394	93,226	0.9%
Highland	53,340	53,645	0.6%
Loma Linda	24,481	24,649	0.7%
Montclair	38,332	38,686	0.9%
Needles	5,004	5,035	0.6%
Ontario	168,177	169,869	1.0%
Rancho Cucamonga	173,202	175,251	1.2%
Redlands	68,040	68,368	0.5%
Rialto	106,425	107,330	0.9%
San Bernardino	213,861	215,491	0.8%
Twentynine Palms	26,165	26,138	-0.1%
Upland	75,265	75,774	0.7%
Victorville	122,868	123,510	0.5%
Yucaipa	53,109	53,779	1.3%
Yucca Valley	21,144	21,281	0.6%
Balance of County	307,638	309,759	0.7%

Source: California Department of Finance- E-1: City/County Population Estimates with Annual Percentage Change, January 2015-January 2016

According to USA.com, in San Bernardino County the population growth has been 21.59% since 2000, which is much higher than the state average rate of 12.39% and is much higher than the national average rate of 11.61%.

## Population by Education

Educational Attainment – Adults 25 & Over – San Bernardino County - 2015		
Education Level	Estimated population	Share
Less than High School	279,137	21.10%
High School (includes GED)	353,060	26.69%
Some college or Associate’s degree	433,554	32.78%
Bachelor’s degree or higher	165,281	12.49%
Master’s, Doctor’s, or Professional degree	91,370	6.90%
<b>Total</b>	<b>1,322,402</b>	<b>100%</b>
High School or less	632,197	47.80%

Source: U.S. Census Bureau, 2015 American Community Survey 1-Year Estimates

According to Healthy San Bernardino County.org, 26.4% of infants born in San Bernardino County were born to mothers with less than twelve (12) years of education and 26.5% were born to fathers with less than twelve (12) years of education.

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

The educational attainment of Head Start parents in San Bernardino County was found to be at a level even lower than the County as a whole.

A snapshot of the PSD Parent population shows 30.96% of PSD parents have less than a high school diploma, which is higher than the County’s 21.40% (according to the *U.S. Census Bureau 2011-2015*). The educational attainment of PSD parents is as follows:

Educational Attainment	Number of Parents	Percentage
Less than high school graduate	1,240	30.96%
High school graduate or GED	1,250	31.21%
Associate degree, vocational school, or some college	1,309	32.68%
Advance degree or baccalaureate degree	206	5.14%
Total number of families at enrollment	4,005	100%

Source: 2015-2016 PIR: Parent/Guardian Education

For Head Start parents, a connection to training/vocational programs has been recognized as a need/priority in the past, providing a pathway to a first job or an even better job. For example, the Pathways to Success is an apprenticeship program administered by the Preschool Services Department that gives the opportunity to parents and volunteers to receive on the job training and a competitive edge over other candidates to obtain a position within the department. Training is offered for the following



positions: Teacher Aides, Food Service Workers, Custodians, and Center Clerks. However, the lack of a high school diploma or GED prevents parents from participating in PSD's apprenticeship program. This and many other apprenticeship programs require that an applicant possess either a GED or high school diploma. Apprenticeships requiring a high school diploma or GED include:

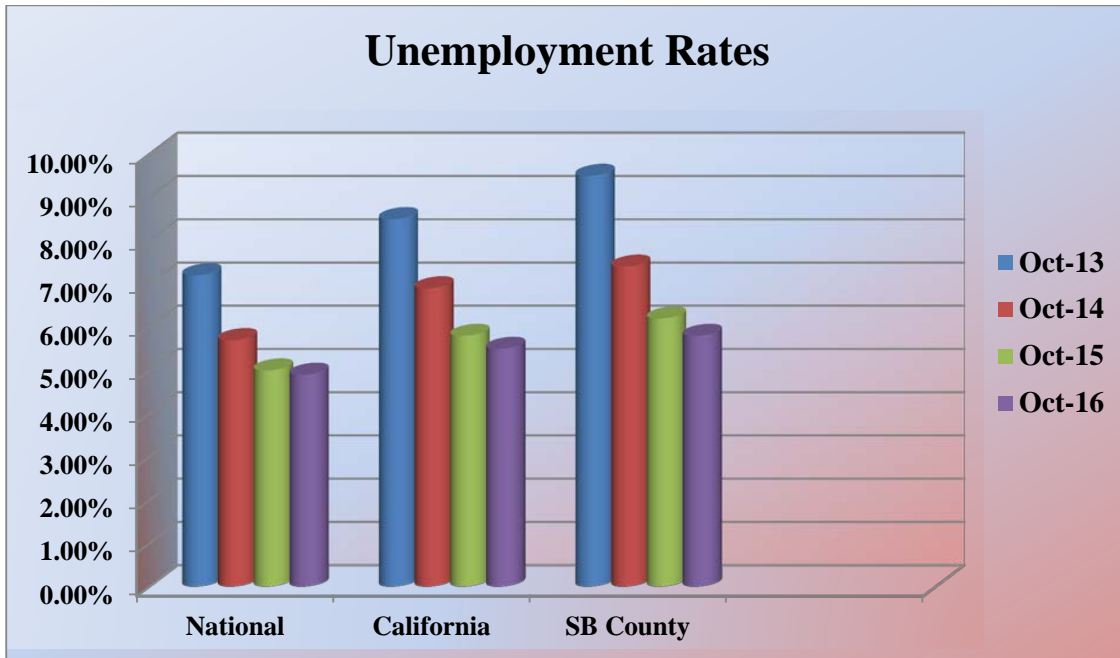
- San Bernardino County Fire Department - Limited Term Firefighter Program
- Construction Teamsters Apprenticeship Program for Southern California, including such fields such as: Dump Truck and Articulation, Fuel Truck Driver, Oil Spreader Truck Driver, Warehouseman/Forklift Operator, Construction, Truck Driver
- CalApprenticeship.org - Most Registered Apprenticeship programs require applicants to have a high school diploma or GED certificate. Programs offered by Cal Apprenticeship include: Air Conditioning & Refrigeration, Asbestos, Automotive, Boilermaker Bricklayer, Carpenter, Cement Masons, Communications Technicians Construction Inspectors, Culinary & Pastry, Drywall-Lathing, Electrician Firefighters, Glazier, Heat & Frost Insulator, Ironworker, Landscaper, Utility Fitters, Lithographers, Machinists, Operating Engineer, Painter, Pile drivers, Plasterer, Plumber, Power Lineman, Roofers & Water proofers, Sheet Metal, Solar Turbines, Sound & Communication, Sprinkler Fitter, Stationary Engineer, Steamfitters, Surveyors, and Tile Finishers.

## **Unemployment Rate**

The unemployment rate for San Bernardino County continues to fall, matching the decrease in State and National rates. Topping 13.2% in 2011, unemployment has dropped to 5.8% as of October 2016. The current rate, however, remains a little higher than both the California and National rates of 5.5% and 4.9% respectively.

Although the dropping unemployment rate is a positive sign, this does not tell the entire story. Much of the growth in employment has come in the form of lower paying jobs. The region's most prominent areas of employment include job categories such as logistics, retail, and food service occupations. These fields often have lower wages, below what many consider a "living wage". Higher wage fields such as Technology and Health Care (and their commensurate higher salaries) remain underrepresented in the region.

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



Source: State of California EDD Labor Market Information Division 10-2016

### Population by Poverty Level

According to the *2015 San Bernardino County Community Indicators Report*:

- Families with single females as head of household have the highest poverty rate at 33.6%
- The poverty rate increases significantly to 47%, when single female as head of household have children ages five or younger
- Families with married couples with or without children have a lower poverty rate at 9.3%
- The poverty rate increases to 10%, for families with married couples who have children ages five or younger

### Percentage of Families Living in Poverty by Ethnicity in San Bernardino County in 2014

Ethnicity	Percentage
African American	25.8%
Other Race	23.1%
Latino	21.5%
Multiracial	14.9%
Asian	10.0%
White	8.7%

Source: San Bernardino County Community Indicators Report 2015, page 41

## Public Assistance Caseload in San Bernardino County for Fiscal Year 2015-2016

Public Assistance Caseload by Program in San Bernardino County	
Program	Caseload
CalWORKs	45,507
CalFresh	153,385
Medi-Cal	335,930
Welfare to Work	32,308
Foster Care	5,197
General Relief	491

Source: San Bernardino County Transitional Assistance Department, FY 2015-2016

Poverty in San Bernardino County increased significantly from 10.9% in 2007 to 16.0% in 2013. The rate of poverty is significantly higher and continues to grow among families that have a head of household without a high school diploma, from 21% in 2007 to 30.8% in 2013.

Source: San Bernardino County Community Indicators Report 2015, Page 40

## Children Eligible for Early Head Start/Head Start

### Child Poverty

Kidsdata.org reports there were 563,852 children ages 0 to 17 residing in San Bernardino County. According to the San Bernardino County Indicators Report 2015, in 2014 27.2% of all San Bernardino County children under 18 live in poverty while 17.5% of adults and 11.6% of older adults (ages 65 or older) live in poverty. This means 153,368 children ages 0 to 17 live in poverty in San Bernardino County. This is a vast problem for the region's long term future. Given the difficulty that San Bernardino County has with its education level of its existing workforce, the challenges facing today's school children will be greater.

Source: HealthySanBernardinoCounty.Org January 2015

This table represents the cities in San Bernardino County with the highest child poverty rates for children ages 0-5.

<b>Highest Percentage of Children age zero to five living in Poverty by Zip Codes and Community</b>		
<b>Zip Code</b>	<b>City/Community</b>	<b>Percentage</b>
92407	Muscoy	35
92401-92411	San Bernardino	33
92301	Adelanto	30
92346	Highland	30
92392-92395	Victorville	30
92307-92308	Apple Valley	26
92311	Barstow	26
92340-92345	Hesperia	26
92363	Needles	26
92277	Twenty-Nine Palms	26
92365	Newberry Springs	26
92284	Yucca Valley	26
92325	Crestline	21
91763	Montclair	21
92371	Phelan	21
92373-92374	Redlands	21
92378	Rim of the World	21
91784-91786	Upland	21
92399	Yucaipa	21

Source: Public Policy Institute of California, Geography of child Poverty in California. Data Set - Child Poverty and Related Factors by Region and Local Area, 2011–2014.

One of the most alarming statistics is the extent to which poverty impacts the growing number of children in the Southern California region. About a quarter of California’s children live with families without enough resources to make ends meet at a basic level. The share of poor children is higher than the share of working-age adults (17.5%) or older adults (11.6%) in poverty. Research suggests that poverty in the first few years of life may undermine brain development, adversely affect overall health status, lead to both diminished success in early elementary school grades, and lower chances of ever completing high school. Compared to their peers, children living in poverty are more likely to have physical health problems such as low birth weight or lead poisoning, and are also more likely to have behavioral and emotional problems. Children living in poverty also tend to exhibit cognitive difficulties, as shown in achievement test scores, and are less likely to complete basic education. In addition, children who experience poverty are less likely to work as adults and have lower odds of making it out of poverty as adults.

## Public Assistance

For fiscal year 2015-2016, there were 29,266 CalWORKs (California’s Transitional Assistance Needy Families) program cases with children ages zero to five according to the San Bernardino County Transitional Assistance Department (TAD). The following zip codes/cities in the County of San Bernardino have the highest CalWORKs caseloads:

Zip Codes with Highest CalWORKs Caseloads with Children zero to five		
Zip Code	City	Caseload Count/ Percentage
92401-92415	San Bernardino	6,914/ <b>23.62%</b>
92392-92395	Victorville	3,312/ <b>11.32%</b>
92335-92337	Fontana	2,449/ <b>8.7%</b>
92344-92345	Hesperia	1,858/ <b>6.35%</b>
92375-92377	Rialto	1,648/ <b>5.63</b>
92307-92308	Apple Valley	1,454/ <b>4.97%</b>
91761-91764	Ontario	1,398/ <b>4.76%</b>
92301	Adelanto	1,315/ <b>4.49%</b>
92311	Barstow	1,181/ <b>4.04%</b>
92324	Colton	1,081/ <b>3.69%</b>

Source: Human Services-Research, Outcomes, and Quality Support 2015-2016 CalWORKs case count report provided by Michelle Vu, Statistical Analyst

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

The Social Security Administration reports that as of December 2015, a total of 73,399 individuals in the county were receiving SSI benefits; this represents 3.45% of the total county population (of 2,128,133). Of the 73,399 SSI recipients, 9,462 were children under 18 years old.

Source: [https://www.ssa.gov/policy/docs/statcomps/ssi\\_sc/2015/ca.pdf](https://www.ssa.gov/policy/docs/statcomps/ssi_sc/2015/ca.pdf)

## Foster Care

According to San Bernardino County Children and Family Services (CFS) Department, there are a total of 3,114 children in Foster Care placement in San Bernardino County for the period of July 2015 through June 2016. Foster children are eligible for Head Start and Early Head Start even if the family income exceeds the income guidelines (45 CFR 1302.12(c)(i)-(iv)). Children whose families are served by the child welfare system often are developmentally vulnerable due to trauma stemming from early abuse and neglect and from risk factors that commonly co-occur, such as prenatal drug exposure, prematurity, low birth weight, poverty, homelessness, parental depression and other mental health problems.

CFS reports that there are 1,673 cases with children ages zero to two and 1,441 cases with children ages three to five placed in foster care for a totaled of 3,114 cases. The Foster Care placement of children is greater in the age group of zero to two years old in the county. PSD continues to strengthen its collaboration with CFS. This collaboration encourages referrals from CFS to Head Start/Early Head Start for enrollment opportunities.

PSD may reserve up to 3 percent of a program’s funded enrollment slots for the purpose of prioritizing the enrollment of foster children when a vacancy occurs. If the reserved enrollment slot is not filled within 30 days, the enrollment slot becomes vacant and then must be filled within 30 days.

<b>Cities with the Highest Foster Care Placements</b>		
<b>City</b>	<b>Caseload Count</b>	<b>Caseload Percentage</b>
Victorville	684	20.50%
San Bernardino	435	13.04%
Hesperia	309	9.26%
Fontana	254	7.61%
Rialto	206	6.18%
Apple Valley	201	6.03%
Adelanto	156	4.68%

Source: San Bernardino County Children and Family Services – July 2015 to June 2016

Compared to the previous year, the Foster Care placement of children is greater in the age group of zero to five years old in San Bernardino County, and has increased to 25.66%. PSD continues to strengthen its collaboration with the San Bernardino County Department of Children and Families Services (CFS).

### **Transitional Kindergarten**

A total of 33 school districts offer Transitional Kindergarten (TK) in San Bernardino County. Local school districts target families with older siblings in the school system to promote their TK program, which are largely full day programs.

Due to the expansion of TK services:

- Maintaining waitlists and enrolling eligible four year olds in certain areas of our Head Start service area is difficult.
- Community needs have shifted to younger children needing care because an increasing number of four year olds enroll in TK.

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

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

School districts in San Bernardino County		
Adelanto Elementary	Fontana Unified	Redlands Unified
Alta Loma	Fontana Unified	Rialto Unified
Apple Valley Unified	Helendale School District	Rim of the World Unified
Baker Valley Unified	Hesperia Unified	San Bernardino City Unified
Bear Valley Unified	Lucerne Valley Unified	Silver Valley Unified
Central	Morongo Unified	Snowline Joint Unified
Chaffey Joint Union High	Mountain View	Trona Joint Unified
Chino Valley Unified	Mt Baldy Joint	Upland Unified
Colton Joint Unified	Needles Unified	Victor Elementary
Cucamonga	Ontario-Montclair	Victor Valley Union High
Etiwanda	Oro Grande	Yucaipa-Calimesa Joint Unified

In the 2014-2015 school year, San Bernardino County served 5,084 children in the fully implemented Transitional Kindergarten program. This brings an anticipated challenge in enrolling Head Start eligible 4 year olds into current PSD program options.

### Serving Children of the Homeless

According to *Kidsdata.org*, 120 preschool-aged children were homeless in San Bernardino County in 2014; an increase of 54 from 2013. *Kidsdata.org* defines homeless as the number of very young children who were identified by a public school as being homeless at any point during the school year.

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

According to the *San Bernardino County 2016 Homeless Count and Subpopulation Survey: Final Report released in 2016*:

- 1,887 individuals were homeless on January 28, 2016 in San Bernardino County
- Of the 1,887 individuals, 1,191 or 61% were unsheltered
- Of the 1,191 unsheltered individuals, 1,129 were adults and 62 were children
- 27 families were unsheltered; 22 of these families were with 44 children
- Of the 22 families, 7 or 32% were chronically homeless families with 15 children
- Of the 1,887 individuals, 696 or 36.9% were sheltered
- Of the 696 sheltered individuals, 318 were counted in shelters or received motel vouchers
- Of the 696 sheltered individuals, 378 were counted in transitional housing programs

More than three-fourths (76%) or 1,440 homeless adults and children were counted within six cities which include San Bernardino, Victorville, Upland, Ontario, Fontana, and Barstow. These six cities had

71% of the counted unsheltered population and 84% of counted individuals in shelters and transitional housing.

Source: San Bernardino County 2016 Homeless Count and Subpopulation Survey: Final Report

PSD plans to:

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

### **Early Education Programs**

According to Kidsdata.org, in 2015 there were 184,564 children ages zero to five years old residing within the County of San Bernardino. According to the California Department of Finance, 92,760 children residing in San Bernardino County are ages zero to two, while 91,804 of the children residing in San Bernardino County are between ages three to five. As previously reported, the San Bernardino County 2015 Community Indicators Report stated that approximately 27.2% of all children residing in San Bernardino County, are living in poverty. That translates to approximately 50,201 children ages zero to five or approximately 25,231 children ages zero to two and 24,970 children ages three to five living in poverty.

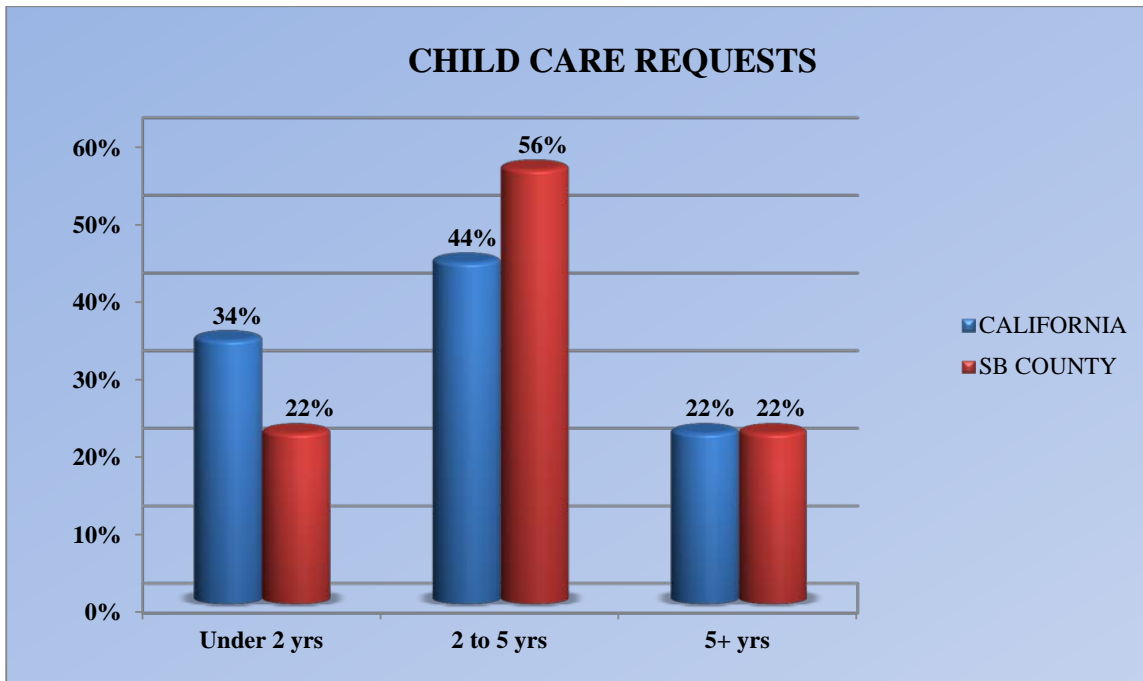
Poverty not only affects the ability to meet family needs, it also hinders the ability for children to have consistent paths to grow and develop. Children living in poverty are less likely to attend early education programs, hindering their readiness for future public school experiences. Poverty has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

According to 2015 Kidsdata.org, the percentage of children in the County of San Bernardino with parents in the labor force for whom licensed child care is available is 19%. In California, there are 41,931 child care facilities of which 11,230 are child care centers, and 30,701 are family child care providers. San Bernardino County has 453 child care centers and 1,287 family child care providers, totaling 1,740 available child care facilities. This number includes Head Start sites, Early Head Start sites, and State Preschools that hold a child care license, as well as private, and private non-profit facilities that serve children of all income levels.

Kidsdata.org states that the average cost for child care in California is \$13,327 for infants and \$9,106 for preschoolers. The cost of child care in the County of San Bernardino is listed as \$12,320 for infants and \$8,616 for preschoolers. As the County's unemployment rate continues to be higher than California and



national, the market rate for child care is far beyond low income affordability. According to the 2014-2015 Human Services Annual Report, the Child Care program has approximately 3,510 open child care cases with the main reasons for families requesting child care as being employed, seeking employment, and/or school or trainings. For Fiscal Year 2014-2015, the Transitional Assistance Department has allotted \$3,489,533 of its department’s annual budget to fund the tuition for children of families in need of welfare to work services to attend licensed child development facilities. This represents a decrease of \$1,654,336 in funding to the Child Care program from the previous year.



Source: 2015 Child Care Profile

High quality early education lays a foundation for the development of the whole child and ongoing educational success. The interactions children have with adults influence early brain growth and learning which gives parents and educators crucial opportunities to foster growth. Increased exposure to high quality interactions between children and adults stimulate the expansion of learning for both parties. High quality early learning experiences allow adults the ability to identify school readiness skills learned and reinforce skills in progress. Parents are able to identify changes in their children’s skills over multiple areas of learning and demonstrated readiness to enter kindergarten.

Source: 2013-14 First 5 California Annual Report, Building on the Momentum Surrounding Early Childhood Education

According to the *KidsData.org*, it’s reported that only 40% of eligible 3-year-olds and 60% of eligible 4-year-olds are receiving services through public preschools in California. In 2014, the *California Department of Education* reported that California served 39,381 children aged three to five in a full time State Preschool program option, and 96,282 children age’s three to five in a part time State Preschool program option totaling 135,663 children receiving services through State Preschool. In 2014-15, PSD

served 589 children ages three to five total through State funded child development centers. Of these children, 284 were served in the part day California State Preschool Program (CSPP) and 305 children were served in full day CSPP.

## Nutrition

PSD was able to obtain weight status data for children two to five years of age for the current program year 2016-2017. According to 2016-2017 data, 624 children were classified as obese, 641 children were classified as overweight.

The nutrition data collected in the *Preschool Services Department Child Plus* system as of December 2016 indicates the total numbers of overweight or obese children are 1,265. Children over the age of two years are screened using Body Mass Index (BMI); (Weight in kilograms is divided by height in meters squared and the result used as a screening tool for obesity).

Each weight category is defined as:

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

Nutritional Issue	2014-15 Program Year	2015-16 Program Year	2016-17 Program Year
Overweight	531	552	641
Obese	633	496	624
Food Allergies(Special Diets)	450	435	393
Underweight	212	218	149
Anemia	199	178	70

Source: Preschool Services Department Child Plus 2016

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

The most recent BMI improvement data is indicated in the table below:

Category	Number of Children	Percentage of children with Change
Underweight to Healthy Weight	145	47%
Overweight to Healthy Weight	200	28%
Obese to Overweight	81	11%
Obese to Healthy Weight	145	19%

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

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

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

PSD also developed the Train-the-Trainer program called Family and Community Educating Together (FACET) program. PSD’s RD trains selected parents from the High and Low desert sites on nutrition curriculum that consist of four classes. This program has been a success. It also resulted in two positive points: (1) It increased parents’ and parent trainers’ awareness and knowledge of the benefits consuming more fruits and vegetables, eating healthier and being more physically active for the family; and (2) Parents and families appeared to be more receptive to the information provided by peer trainers as it reduced cultural and language barriers between learners and the presenter.

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

### Children with Disabilities

The *December 2015 Special Education Enrollment by Age and Disability Report* indicates there are 50,942 individuals age 0 to 22 enrolled in Special Education countywide with 4,417 individuals being zero to five years of age.

<b>Number of Children in San Bernardino County by Type of Disability Ages zero to five</b>			
	<b>2013</b>	<b>2014</b>	<b>2015</b>
Intellectual Disability	385	340	306
Hard of Hearing	79	91	102
Deaf	0	0	13
Speech/Language	2,586	2,623	2,627
Visual Impairment	11	0	0
Emotional Disturbance	0	0	0
Orthopedic Impairment	61	72	69
Other Health Impairment	259	276	282
Specific Learning Disability	99	81	59
Multiple Disability	157	158	147
Autism	718	754	812
Traumatic Brain Injury	0	0	0
<b>Total</b>	<b>4,355</b>	<b>4,395</b>	<b>4,417</b>

Source: California Department of Education

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

<b>San Bernardino County Children enrolled in Special Education (ages 0 to 5) by Age and Disability Reporting Cycle: December 1, 2015</b>							
<b>Disability</b>	<b>Age</b>						<b>Total</b>
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Intellectual Disability	0	0	0	74	105	127	<b>306</b>
Hard of Hearing	21	28	22	0	16	15	<b>102</b>
Deaf	0	0	0	0	13	0	<b>13</b>
Speech/language	0	14	40	598	855	1,120	<b>2,627</b>
Visual Impairment	0	0	0	0	0	0	<b>0</b>
Emotional Disturbance	0	0	0	0	0	0	<b>0</b>
Orthopedic Impairment	0	0	0	20	26	23	<b>69</b>
Other Health Impairment	11	34	29	58	62	88	<b>282</b>
Specific Learning Disability	0	0	0	0	15	44	<b>59</b>
Multiple Disability	13	29	19	19	30	37	<b>147</b>
Autism	0	0	0	209	245	358	<b>812</b>
Traumatic Brain Injury	0	0	0	0	0	0	<b>0</b>
<b>Total</b>	<b>45</b>	<b>105</b>	<b>110</b>	<b>978</b>	<b>1,367</b>	<b>1,812</b>	<b>4,417</b>

Source: California Department of Education

### **PSD Disabilities Services**

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

### **Additional Services and Resources for Children with Disabilities**

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

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

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

During the 2015-2016 program year, Preschool Services Department served 30 children with an Individual Family Service Plan (IFSP) receiving Early Intervention Services, such as Occupational, Physical, and Speech therapy.

**Autism Prevalence**

The Autism Society for the Inland Empire reports that about one in every 68 children has been diagnosed with an Autism Spectrum Disorder (ASD) according to estimates from the Center of Disease Control (2012). ASDs are reported to have occurred in all racial, ethnic, and socio-economic groups. ASDs are almost five times more common in boys (1 in 42) than girls (1 in 189). About one percent of the world population has autism spectrum disorder (CDC, 2014). Parents who have a children with ASD have a 2% to 18% chance of having a second child who is also affected (CDC, 2015).

**Autism Financial Impact**

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

According to the California Department of Education DataQuest Report (December 2015), Riverside and San Bernardino Counties have 10,613 students between the ages of 3 to 21 with an ASD diagnosis.

<b>Autism in San Bernardino County</b>			
<b>Age</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
0	0	0	0
1	0	0	0
2	0	0	0
3	182	146	209
4	237	277	245
5	293	331	358
<b>Total</b>	<b>712</b>	<b>754</b>	<b>812</b>

Source: California Department of Education December 2014

The number of children with ASD in San Bernardino County continues to increase. In 2013, the CDE reported 712 children with ASD were enrolled in special education, followed by 754 in 2014, and 812 in 2015.

**San Bernardino County Preschool Services Department/Program Information Reporting Survey 2015**

There were 462 children receiving special education services with an Individual Education Plan (IEP), enrolled during the 2015-2016 school year. These children received individualized instruction that aligned with their IEP goals as determined by a multidisciplinary team. The multidisciplinary team utilizes the Individuals with Disabilities Education Act (IDEA) to categorize and define the children’s primary or most significant disability. Each child is observed on a continual basis throughout the course of the school year for progress.

The disability categories and enrollment breakdown in Preschool Services Department (PSD) for individuals (three to five years of age) who received special education services in 2015-2016 are as follows:

Disability	Number of Children PSD	Number of Children SB County
Health Impairment	1	282
Emotional Disturbance	0	0
Speech of Language Impairment	449	2,627
Intellectual Disabilities	4	306
Hearing Impairment, including Deafness	0	115
Orthopedic Impairment	1	69
Visual Impairment, including Blindness	1	0
Specific Learning Disability	0	59
Autism	7	812
Traumatic Brain Injury	0	0
Non-Categorical/Developmental Delay	0	0
Multiple Disabilities (excluding deaf-blind)	0	147
Deaf-Blind	0	0
<b>Total</b>	<b>463</b>	<b>4,417</b>

Source: Preschool Services Department (PIR) 2015-2016 / Calif. Dept. Edu. 12/1/15

**California Department of Education (CDE)**

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

## Mental Health

### Prevention and Early Intervention (PEI) Programs

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

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

### Preschool Services Department-Mental Health Services

	2014-15	2015-16
Number of children who were served by Mental Health (MH) professional(s)	Number of children at end of enrollment year	Number of children at end of enrollment year
Number of children for whom the MH professional consulted with program staff about the child's behavior/mental health	478	790
Of these, the number for whom the MH professional provided three or more consultations with program staff	223	772
Number of children for whom the MH professional consulted with the parent(s)/guardian(s) about their child's behavior/mental health	478	772
Of these, the number for whom the MH professional provided three or more consultations with the parent(s) / guardian(s)	223	451
Number of children for whom MH professional provided an individual mental health assessment	267	766
Number of children for whom MH professional facilitated a referral for mental health services	191	155
Number of children who were referred by the program for mental health services outside of Head Start	186	155
Of these, the number who received mental health services	175	141

Source: Head Start Program Information Report 2015-16



## Community Assessment Survey

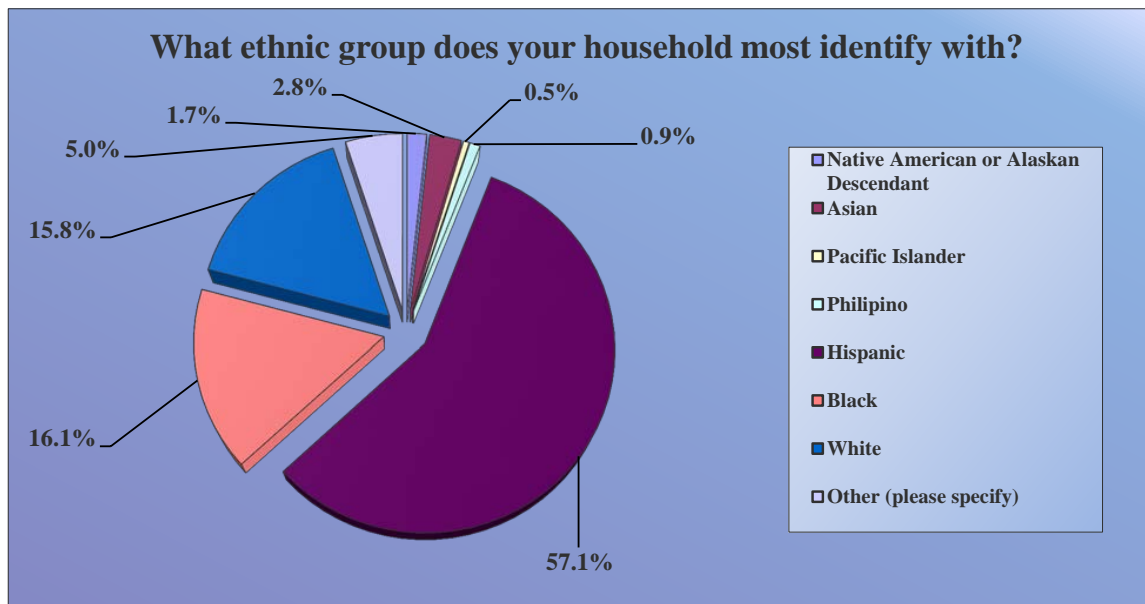
In order to determine the needs of our current parents and the community, PSD developed and distributed a Community Assessment survey. The survey was distributed between November 2016 and December 2016, via electronic and hard copy to parents of currently enrolled children, contract agencies, a delegate agency, and community partners.

### Summary of PSD's Community Assessment Survey

#### Demographics

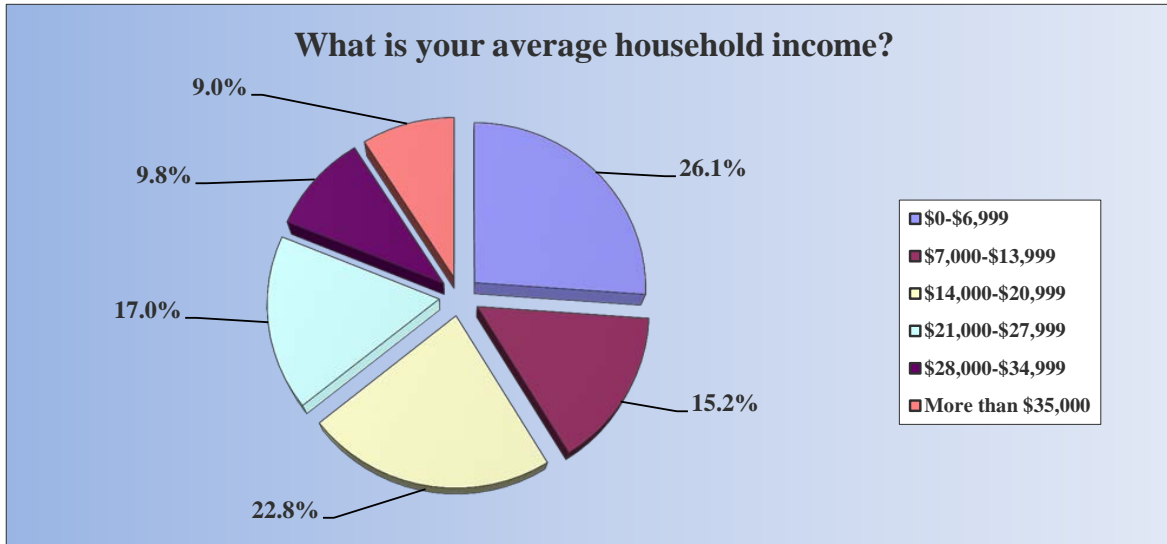
A total of 1,988 individuals responded to the Community Assessment Survey. 68% reported English as the primary language spoken at home, followed by Spanish with 19%. 7% reported another language other than English or Spanish as the primary language spoken at home, while 6% declined to respond. The majority of our respondents were in the 20-29 age group at 42.6%, followed by the 30-39 age group at 40.8%.

Ethnicity/racial background of respondents were as follows:

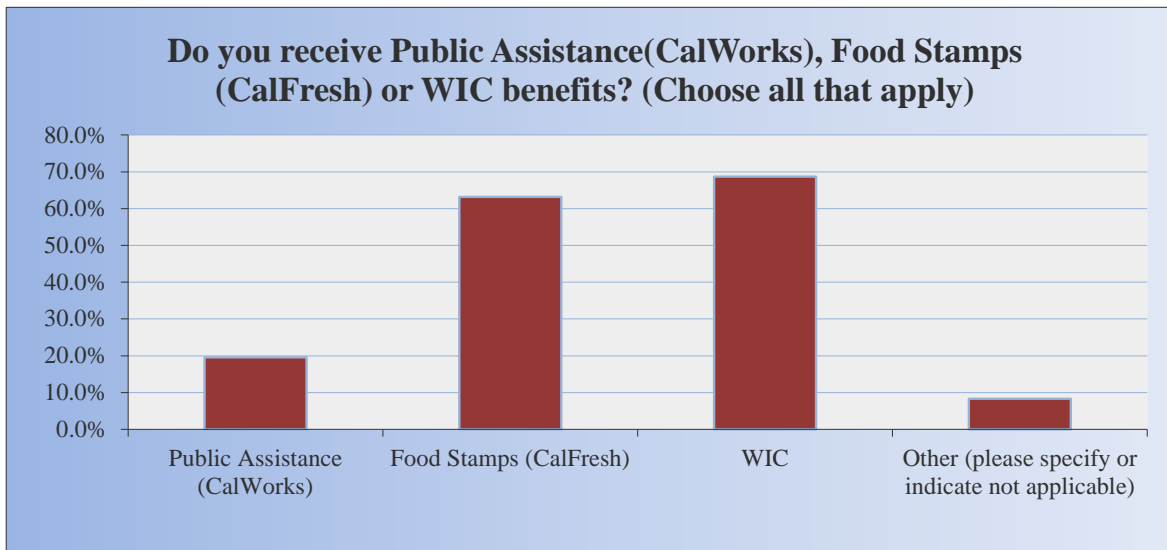


The majority of the respondents, 57.8%, were the biological parent(s) to children in the home. 28% of the respondents reported being a single parent and 1% reported being a teen parent(s).

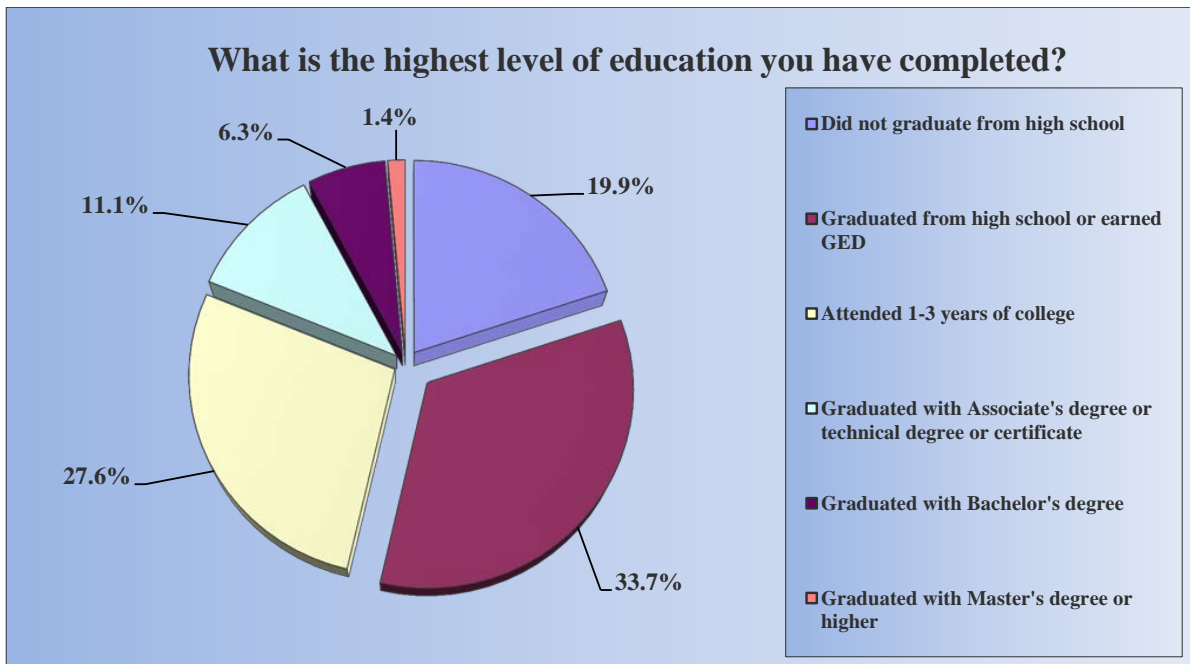
**Average Annual Income per Household**



Data collected indicates that 26.1% of the respondents reported having an average annual income below \$7,000, while 15.2% earned \$14,000 or less per year. Of the total respondents, 51.7% reported that at least one of the adult household members was not employed, and 48.7% listed the “lack of childcare” as the primary reason keeping them from working.



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



The highest percentage of respondents, 33.7%, graduated from high school or earned a GED, while 19.9% do not have a high school diploma. This results in a total of 53.6% of respondents with a high school education or less which may limit the number of jobs they may be eligible for.

Data collected from respondents also revealed:

**The most important issues for families:**

- Employment (49.5%)
- Paying necessary bills (39.6%)
- Food (32.3%)
- Build or restore good credit (28.1%)
- Transportation and gasoline cost (27.2%)
- Managing finances, budgeting (23.4)
- Affordable housing (22.1%)

**The highest safety concerns in the community:**

- Safety in schools (33%)
- Lack of jobs (29.4%)
- Need affordable housing (25.3%)
- Crime, violence and drug abuse (24.4%)
- Schools and education for children (22.1%)
- Roads and street repair (19.2%)
- Cost of utilities (17.8%)
- Teen crime and vandalism (12.9%)

## Community Resources

The San Bernardino County 2-1-1 reports that:

### October 2015 to December 2015

During these months, 13,840 calls were received. 2,583 of these calls were from families who have children ages zero to five. Of the 2,583 calls, 207 (or 8%) of callers identified themselves as homeless and 68 (or 3%) identified themselves as disabled. The greatest needs identified for these families were housing/shelter (15%), utility assistance (12%), food and material goods (20%), and all other (16%). In addition, 41% of the callers reported that their housing/shelter had not been met and 36% of the callers reported unmet need in utility assistance during these months.

The main sources of income the above callers reported to 2-1-1 are as follows:

SOURCES OF INCOME	
TANF 36%	Child Support 2%
Employment 26%	Other 2%
None 10%	Disability 1%
SSI 6%	Self-Employed 1%
Employment; TANF 4%	Child Support; TANF 1%
EDD/Unemployment 2%	Other Combination 7%
TANF; SSI 2%	

### January 2016 to March 2016

During these months, 16,210 calls were received. 2,583 of these calls were from families who have children ages zero to five. Of the 2,583 calls, 254 (or 10%) of callers identified themselves as homeless and 56 (or 2%) identified themselves as disabled. The greatest needs identified for these families were housing/shelter (18%), food and material goods (17%), and utility assistance (7%). Additionally, 41% of the callers reported that their housing/shelter had not been met and 36% of the callers reported unmet need in utility assistance during these months.

The main sources of income the above callers reported to 2-1-1 are as follows:

SOURCES OF INCOME	
TANF 33%	Child Support 1%
Employment 25%	Other 3%
None 13%	Disability 2%
SSI 6%	Self-Employed 1%
Employment; TANF 4%	SSDI 1%
EDD/Unemployment 2%	Other Combination 7%
TANF; SSI 2%	

### April 2016 to June 2016

During these months, 13,605 calls were received. 1,898 of these calls were from families who have children ages zero to five. Of the 1,898 calls, 263 (or 14%) of callers identified themselves as homeless and 51 (or 3%) identified themselves as disabled. The greatest needs identified for these families were housing/shelter (20%), food and material goods (16%), and utility assistance (9%). In addition, 67% of the callers reported that their housing/shelter had not been met and 11% of the callers reported unmet need in utility assistance during these months.

The main sources of income the above callers reported to 2-1-1 are as followed:

SOURCES OF INCOME	
TANF 32%	Child Support 1%
Employment 29%	Other 3%
None 11%	Disability 1%
SSI 5%	Self-Employed 1%
Employment; TANF 3%	SSDI 1%
EDD/Unemployment 2%	Other Combination 8%
TANF; SSI 2%	

It should be noted that the majority of these calls; 43,655 from October 2015 to June 2016, were from the cities of San Bernardino, Victorville, Ontario, and Fontana.

Source: <https://ieuw.org/2-1-1>

Data collected from the needs assessment survey conducted by the San Bernardino County Community Action Partnership (CAP) in 2015 revealed six (6) community resources for which greater than fifty percent (50%) of the community identified as “Highly needed.”

- 1) Help for people who are unable to pay their utilities
- 2) Food assistance
- 3) Jobs/Employment services
- 4) Affordable housing
- 5) Help for people who are unable to pay their rent or mortgage
- 6) Health insurance

Source: San Bernardino County Community Action Partnership “2015 Comprehensive Community Needs Assessment for San Bernardino County”

Each of these resources was identified as “Highly needed” by at least thirty-three percent (33%) of the population surveyed by CAP. Preschool Services Department collaborates with many of the local community agencies and compiles a list in the Child Plus database which is actively updated. The list is readily available to all staff members in order to better meet the individual needs of each family that they encounter.

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**ANNUAL SELF-ASSESSMENT  
HEAD START/EARLY HEAD START/CHILD CARE PARTNERSHIPS  
FINAL REPORT & IMPROVEMENT PLAN**

## **Executive Summary**

The County of San Bernardino Preschool Services Department (PSD) conducted its annual self-assessment over a nine-day period from February 13-17 and February 21-24, 2017. The self-assessment was conducted in accordance with regulation 45 CFR 1302.102(b)(2)(i)-(iii), which requires all Head Start grantees to conduct an annual self-assessment. The purpose of the self-assessment is to:

1. Assess the Head Start program's progress toward meeting its long-term goals and short-term objectives.
2. Assess program's compliance with the new Head Start Program Performance Standards
3. Assess effectiveness of professional development and family engagement systems in promoting school readiness.

In conducting its annual self-assessment, PSD selected **Breakwater Associates LLC (Breakwater) as the vendor to lead the efforts, given its experience in Head Start monitoring and evaluation.** Breakwater is a privately held business consulting company that provides industry expertise to leading organizations across private, public and social service sectors.

The Self-Assessment Team consisted of outside consultants, staff and parents. Breakwater identified seven Subject Matter Experts (SME) from across the country, who are noted experts in their fields and have conducted over 100 federal monitoring reviews of Head Start programs nationwide. In addition to Breakwater consultants, the Self-Assessment team consisted of the leadership team, staff and parents. The PSD staff and parents shadowed Breakwater consultants during classroom observations, review of child files and environmental health and safety observations. Through this process, PSD staff and parents obtained greater insight into conducting a thorough self-assessment.

The methodology for the Self-Assessment consisted of collecting and analyzing data in three distinct phases: Pre-Site, On-Site and Post-Site. The pre-site activities established the framework for the on-site activities. The on-site activities included multiple modes of inquiry, such as classroom observations, document reviews, individual and group interviews, and file reviews. The post-site activities included the analysis of all data collected, as well as data entry into ChildPlus™.

## **Training & Technical Assistance Provided**

Breakwater's unique approach to training and technical assistance is building capacity in staff during an on-site assessment. Through this model, staff and parents gain enhanced skills in conducting ongoing program monitoring, self-assessment, and root cause analysis.

## Results of Self-Assessment

The results of the self-assessment are presented by four distinct tasks:

- **Task 1:** Classroom Assessment Scoring System® (CLASS®) observations of 70 preschool classes and five toddler classes.
- **Task 2:** Child File Reviews of 150 child files
- **Task 3:** Environmental Health & Safety Observations
- **Task 4:** Data and Root Cause Analysis

### *Program Strengths*

Several strengths were noted of the program:

1. Quality of Teacher-Child Interactions – the program implements a high-quality program, as evidenced by the quality of teacher-child interactions. Across the program, children and teachers enjoyed warm supportive relationships. It was evident that these relationships motivated children to learn.
2. Data Management –while some issues were identified in the fidelity of data kept in ChildPlus™, the program has a well-functioning data management plan that keeps all information in a centralized location; is easily accessible, and protects personally identifiable information.
3. Leadership – the thoughtfulness and transparency of the existing leadership team is a strength. The leadership team is guided by a mission of nurturing children, families and staff to achieve ultimate success.

### *Task 1: Results of CLASS® Observations*

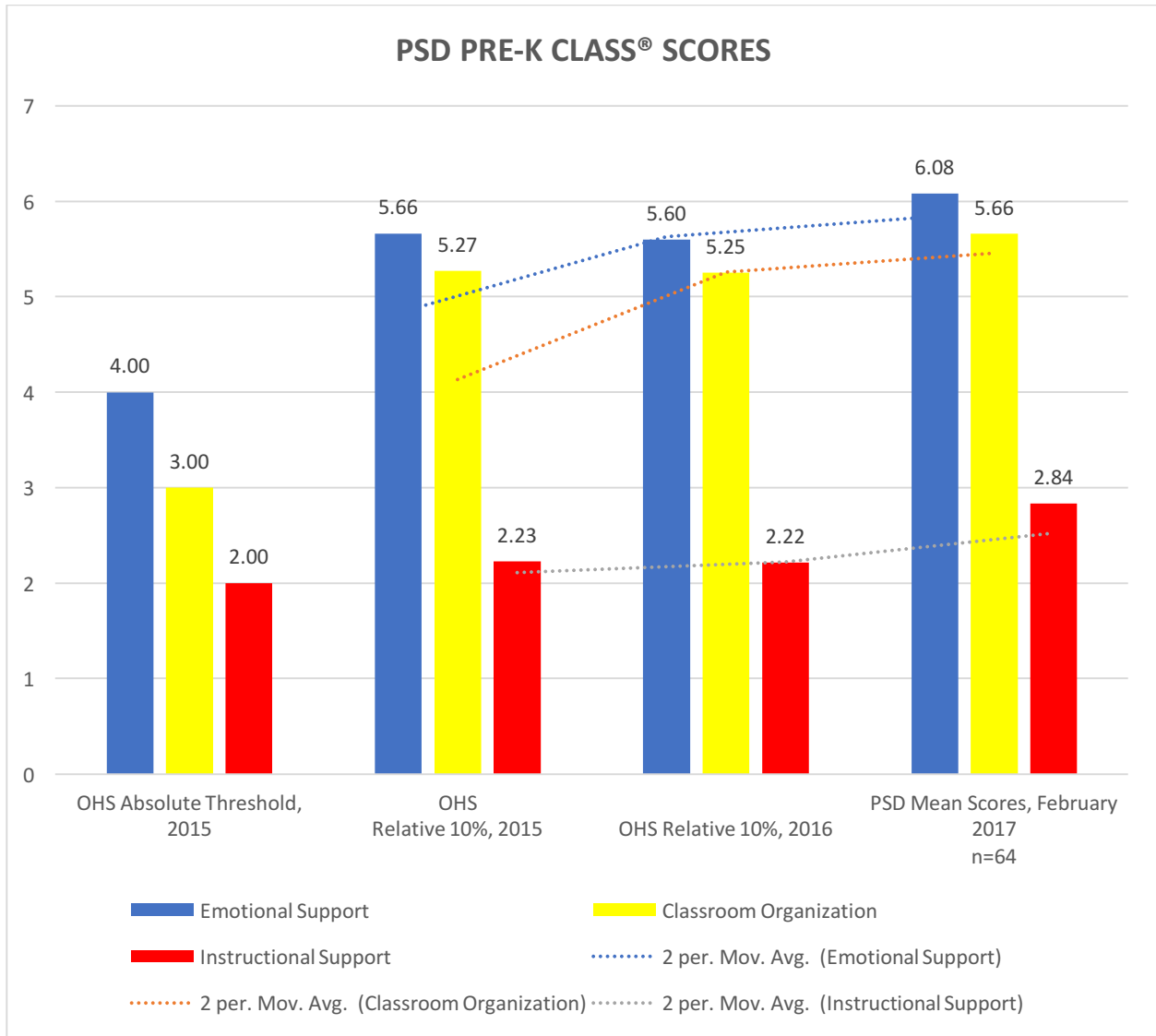
Breakwater was tasked with observing 70 preschool classrooms over a five-day period; however, only 64 preschool classrooms were observed due to logistical problems on the first day. Of these classrooms,

- six classrooms are operated by the delegate agency (Easter Seals),
- six are operated by a contracting partner (Colton Unified School District), and
- the remaining 52 are operated by PSD.

The CLASS® scores obtained during this five-day period are an accurate representation of the quality of teacher-child interactions currently taking place across the program, as the sample consisted of a representative sample.

Based on the results of the Pre-K CLASS® observations conducted by Breakwater, PSD exceeds the minimum thresholds of quality for each domain in its preschool classes, as well as the relative threshold of the bottom 10% set by the Office of Head Start in 2016.





When further analyzing the CLASS® data, four dimensions fell below the OHS national mean for 2016; however, only one dimension, Instructional Learning Formats, was significantly below the national mean (indicating a difference of more than .25 points); all other dimensions, Teacher Sensitivity, Quality of Feedback and Language Modeling, had a difference of less than .10 points.

**Table 1: PSD CLASS Scores by Dimension as Compared to OHS Mean Scores**

<b>Dimensions</b>	<b>PSD Means, 2017</b>	<b>OHS Mean, 2016</b>	<b>Difference</b>
Positive Climate	6.02	5.93	0.09
Negative Climate	1.08	1.06	-0.02
Teacher Sensitivity	5.76	5.82	-0.06
Regard for Student Perspective	5.61	5.30	0.31
Behavioral Management	6.12	5.95	0.17
Productivity	6.10	6.05	0.05
Instructional Learning Formats	4.76	5.20	-0.44
Concept Development	2.46	2.33	0.13
Quality of Feedback	2.73	2.80	-0.07
Language Modeling	3.33	3.35	-0.02

#### Identification of High Performing and High Priority Teaching Teams

Breakwater also identified High Performing Teaching Teams and High Priority Teaching Teams. Teaching Teams identified as High Performing had all three domains above the national average. Eleven Teaching Teams were identified as High Performing. A total of 24 Teaching Teams were identified as High Priority Teaching Teams for additional coaching and support. High Priority teaching teams were classified as follows:

- High Priority 1 – Indicates all three domains fall below the OHS relative threshold of 2016.
- High Priority 2 – Indicates two domains fall below the OHS relative threshold of 2016.
- High Priority 3 – Indicates one domain falls below the OHS relative threshold of 2016.

Six Teaching Teams were identified as High Priority 1, seven were identified as High Priority 2 and 11 were identified as High Priority 3.

## ***Task 2: Results of Child File Review***

A total of 149 Early Head Start, Head Start and Early Head Start-Child Care Partnership (EHS-CCP) files, as well as ChildPlus™ tracking reports, were reviewed. Child files were randomly selected from the ChildPlus™ master roster of participants using a standardized formula in Excel. The child file review was facilitated by a Breakwater SME and in partnership with seven PSD staff. The overall results were as follows:

### ERSEA:

ERSEA documentation in files from grantee, delegate, and partner sites were accurate and complete. Nearly all files reviewed had eligibility determination records located in the file; were signed by a program employee, and indicated which documents were reviewed to determine eligibility, which were acquired within the appropriate timeframe. The majority of files were determined correctly, of which most families were deemed income eligible below 90% of federal poverty threshold, followed by public assistance determinations and between 101-130% of federal poverty threshold.

### Health Services

The PSD program began its second year of utilizing ChildPlus™ as a data management system in September 2016, thus, the program has not yet fully implemented the tracking and monitoring system across all service areas. The child file review found inconsistencies between file contents and data recorded in the ChildPlus™ data management system.

In addition, neither the child file nor ChildPlus™ provided documentation of ongoing contact with parents; therefore, it was difficult to verify that program staff had worked with parents to ensure children obtained the required screenings. The program's Generalists are primarily responsible for health follow-up and completion, with support from Program Managers; however, Generalists carry caseloads of 80-100 families, making the prompt attention to individual issues difficult.

***It is recommended*** that the program consider creating a centralized grouping of data entry staff for the area of health/nutrition to control the fidelity of the data being entered. Implementing this recommendation may also help alleviate a portion of the duties assumed by the Generalists.

### Family Services

When completing file reviews, most files contained incomplete Family Partnership Agreements (FPA). The current policy requires both the Generalist and teacher to share responsibilities in completing the FPA; however, these shared responsibilities have led to 47 percent of FPAs being incomplete.

As the role of the Generalists is revisited, ***it is recommended*** that PSD lower the caseloads to no more than 60 families and assign sole responsibility of the FPA process to the Generalists.

### ***Task 3: Results of Environmental Health & Safety Observations***

Over the course of 3.5 days, the Self-Assessment Team conducted 26 Environmental Health & Safety Observations. The Self-Assessment Team was asked to provide their first impressions of the sites assessed. Below, is a sample of these first impressions:

- Welcoming and cheerful staff. Children and staff engaged in a variety of activities.
- Cheerful, curious children and friendly, accommodating staff. Clean classrooms and organized materials.

Most sites received regular safety inspections, including indoor and outdoor learning environments. Monthly emergency drills were conducted regularly. In most cases, all sites were in good repair and easily accessible to children with working fire extinguishers, and windows and glass doors designed to prevent injury or escape.

Although PSD has written policies and procedures that identify a systematic, layered approach to health and safety monitoring, it was clear that all staff did not have a thorough understanding of what they should be monitoring, how to monitor for indoor and outdoor safety, and why they were doing it. ***It is recommended*** that an environmental health and safety training system be put in place for all staff.

At the completion of the Environmental Health and Safety observations, the PSD Quality Assurance team entered the observation results from each site into ChildPlus.Net™. This action was important to ensure timely follow-up on corrective actions.

### ***Task 4: The Self-Assessment Journey: Data Analysis, Root Causes, and Corrective Action***

The Annual Self-Assessment Journey module, developed by the Office of Head Start's National Center for Program Management and Fiscal Operations (PMFO), was used as the basis for PSD's data analysis meeting. To implement this process, Breakwater and PSD analyzed data to determine the root causes of systemic failures and to implement long-term systemic change. During the data analysis, PSD sought answers to the following question: *"Are we doing the right things for the right reasons?"* As opposed to determining whether they *are doing things right*.

Participants developed a shared understanding of the purpose of ***root cause analysis***, which is the practice of identifying the underlying causes of issues or concerns. Based on this data analysis, participants developed two hypotheses as the root causes of the systemic concerns identified in ongoing monitoring and record-keeping:

1. High turnover rates in management positions over the past four years contribute to inconsistencies in the implementation of ongoing monitoring.

2. The PSD's approach to training does not incorporate proper follow-up and accountability for knowledge, which creates inconsistencies in the implementation of program services and management systems.

**For the first hypothesis**, three systemic issues were identified:

- Ongoing Monitoring: The program utilizes a layered/tiered system of ongoing monitoring with well-written policies and procedures for implementation. Each layer includes a monitoring checklist, however, information from each layer is not reviewed in a cohesive manner and shared with staff to promote an understanding of how each area plays an integral part in programming.
- Communication: Information across duties and responsibilities is shared inconsistently and oftentimes not in a timely manner.
- Training: While the program has a system for training new staff, the system for providing ongoing support and coaching for staff that assume new or additional duties is currently not in place.

**Root Cause:** It was, therefore, determined that the lack of a systematic process for shifting responsibilities or onboarding staff has led to several inconsistencies in the implementation of management systems, particularly in ongoing monitoring, knowledge competencies and communication.

**Corrective Action:** The participants explored several options as corrective actions:

- Require all key management positions and specific fiscal contracts, special projects and content specialists to develop detailed transfer reports prior to exiting.
- Create work manuals for key positions that describe specific duties, relevant policies/procedures and timelines for responsibilities.
- Create mentor/coach positions for management positions for the sole purpose of helping new employees and/or employees with new duties to understand program processes, culture and requirements.
- Require weekly meetings/checkpoints between supervisor and employee for up to three months; with flexibility and as needed afterwards.

**For the second hypothesis**, two systemic issues surfaced:

- Communication: Although regularly scheduled center and Administrative meetings and trainings were occurring, the program struggled to disseminate information to all staff in a timely manner.
- Record-Keeping and Reporting: The lack of follow-up on information provided through training workshops, discrepancies in record-keeping and reporting existed

across various systems, e.g. fidelity of data, quality of observations and accuracy of reports.

**Root Cause:** The process of training staff in large groups in a didactic fashion, as opposed to incorporating various training modalities, including hands-on strategies, has led to inconsistencies in the implementation of various services and systems.

**Corrective Action:** To address the issue of training with intentionality, the PSD explored the following actions for implementation:

- Create professional development cohorts for staff that build over time, for example:
  - Use a group session to introduce a strategy, activity or idea.
  - Require implementation of the new learned concepts with follow-up and observation from the trainer or staff (i.e., Center Director, Program Manager, coach or other key staff).
  - Implement follow-up training sessions that build on the learning from the previous session and the implementation opportunities.
- Explore various training modalities, including producing “how to” web-based videos that allow participants to view the training topic multiple times and that contain competency assessments.
- Design training sessions that enhance specific competencies. For example, create an 8-hour training session on Environmental Health & Safety Observations that lead to in-house certification.

## Recommendations

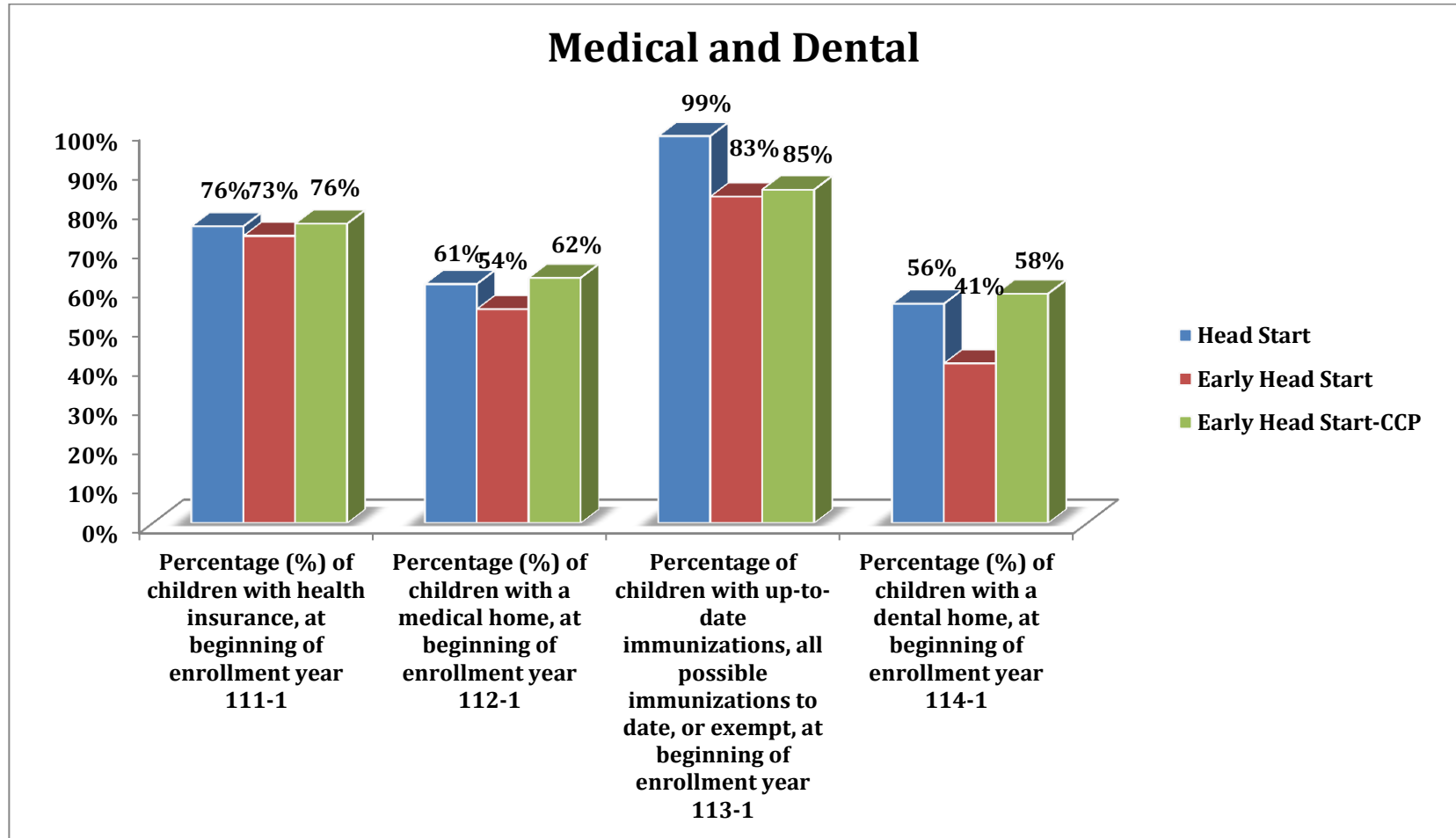
Breakwater offers the following three over-arching recommendations:

1. Conduct a time study of the Generalist position to analyze current expectations, caseloads, and time constraints. Based on the results of the time study, determine if a realignment of job duties would allow for more thorough recordkeeping, reporting and support of families.
2. Create a mentor-coaching model specifically for Teacher 3’s to increase their coaching practice skills. The focus on Teacher 3’s is instrumental in continuing to provide high-quality services to children.
3. Embrace parents as part of the Environmental Health and Safety Observations through a certified training program for parents, e.g., Safety Assistant Monitors. This practice will focus parents’ time in conducting observations, as well as produce in-kind hours.



**PRESCHOOL SERVICES DEPARTMENT  
PROGRAM INFORMATION REPORT  
APRIL 2017**

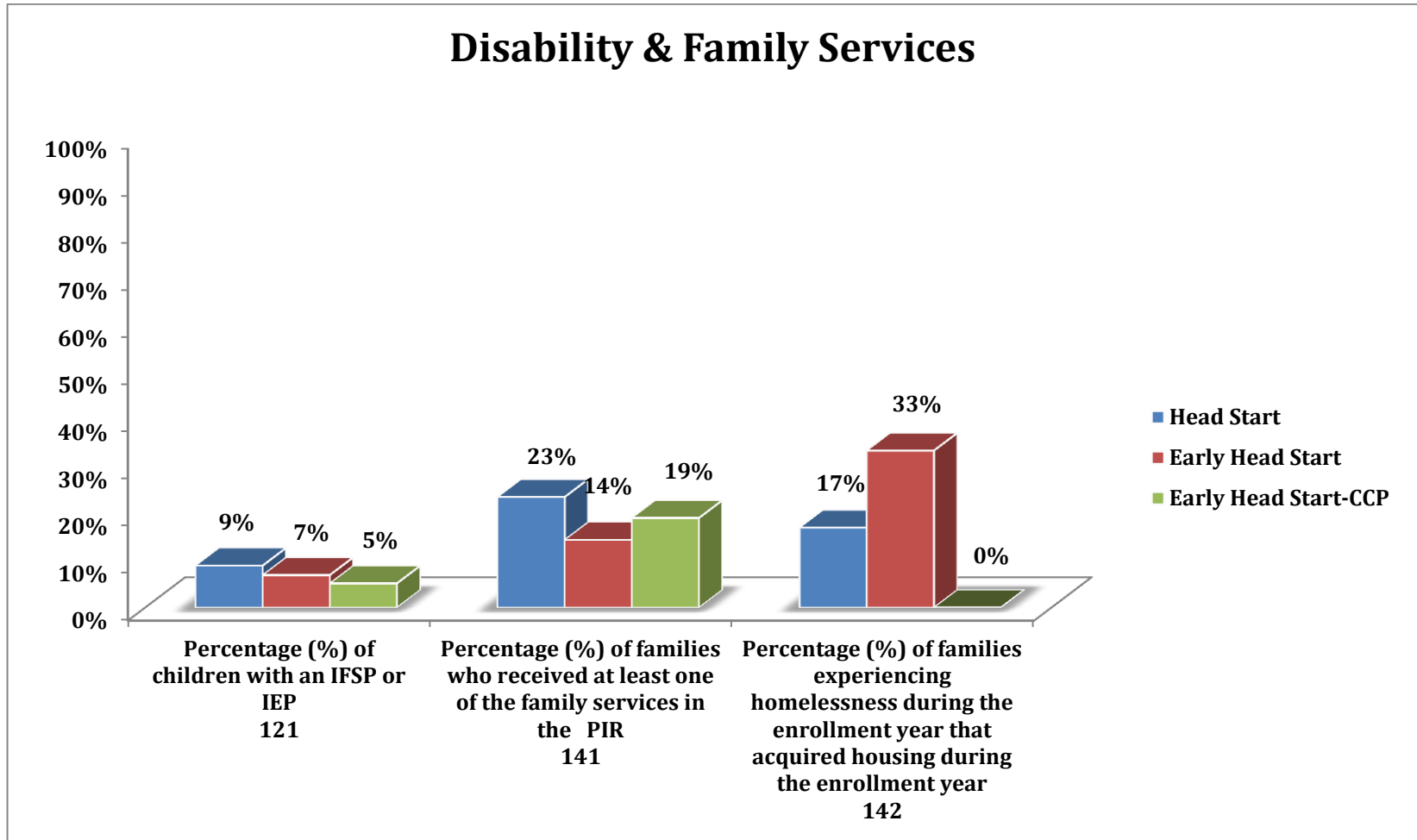
**Medical &  
Dental**





**PRESCHOOL SERVICES DEPARTMENT  
PROGRAM INFORMATION REPORT  
APRIL 2017**

**Disability &  
Family  
Services**

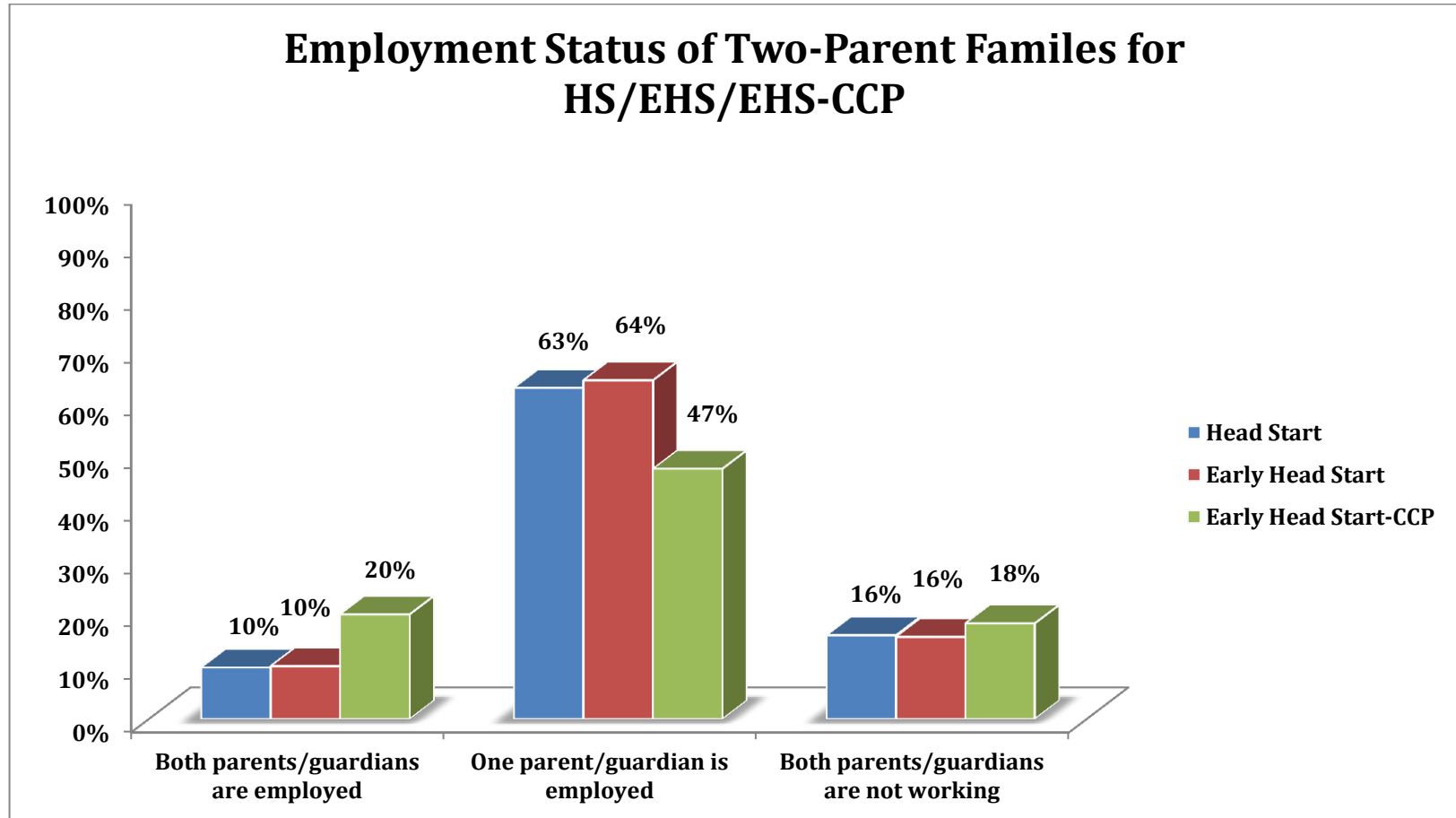






**PRESCHOOL SERVICES DEPARTMENT  
PROGRAM INFORMATION REPORT  
APRIL 2017**

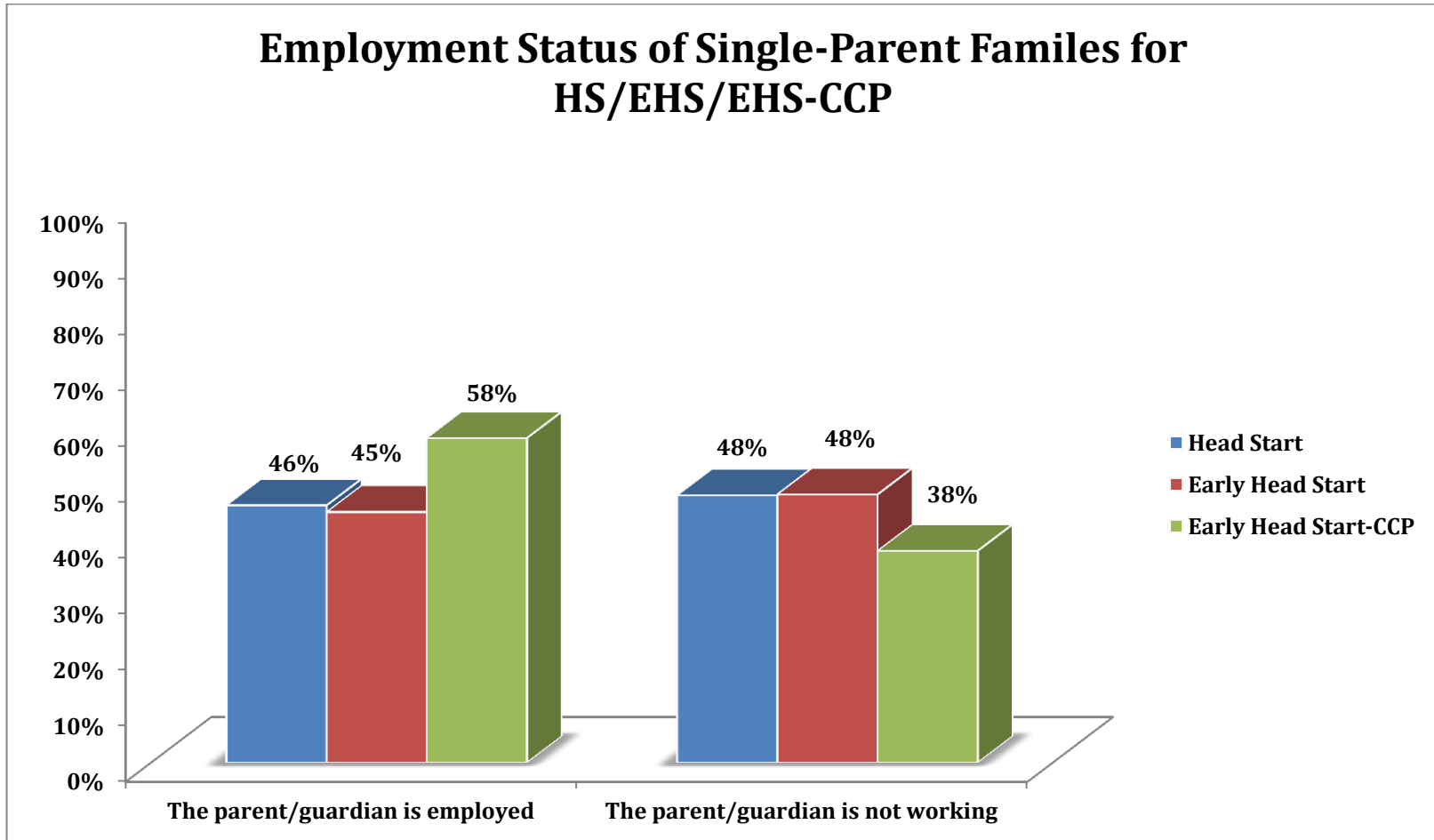
**Employment  
Status**





**PRESCHOOL SERVICES DEPARTMENT  
PROGRAM INFORMATION REPORT  
APRIL 2017**

Employment  
Status (cont.)



County of San Bernardino  
**PRESCHOOL SERVICES DEPARTMENT**  
**Performance Measures Report - FY 2017 - 3rd Quarter**

<b>COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS</b>		<b>Measure</b>	<b>2014-15 Actual</b>	<b>2015-16 Target</b>	<b>2015-16 Actual</b>	<b>2016-17 Target</b>	<b>2017 Q3 Accomplished</b>	<b>2017 Q3 Year-End Estimate</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 achieving building level and above in literacy skills utilizing the Desired Results Developmental Profile (DRDP) 2015 assessment tool.	N/A	75%	90%	75%	89%	90%
<b>STRATEGY</b>	Promote school readiness.							
<b>STRATEGY</b>	Increase literacy skills with focus on letter and word knowledge in preschool age (3-5 yrs) children attending a year round program to prepare for kindergarten.							
<b>EXPLANATION</b>	The accomplished 89% represents the share of enrolled full-day children (who are evaluated four times per year) achieving at least building level at the end of the third quarter. The percentage of children at building level increases as literacy instruction is provided. The Department has exceeded its 2016-17 target.							

COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS		Measure	2014-15 Actual	2015-16 Target	2015-16 Actual	2016-17 Target	2017 Q3 Accomplished	2017 Q3 Year-End Estimate
<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 achieving building level in social and emotional skills utilizing the DRDP 2015 assessment tool.	N/A	25%	25%	25%	22%	25%
<b>STRATEGY</b>	Increase social & emotional skills in toddlers (18 mos-3 yrs) attending a year round program to prepare for transition into a preschool program.							
<b>EXPLANATION</b>	The accomplished 22% represents the share of enrolled Early Head Start children (who are evaluated four times per year) meeting the standard at the end of the third quarter. The percentage of Early Head Start children at building level will continue to increase throughout the year as social and emotional skills are developed. The Department expects to meet its 2016-17 target.							
COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS		Measure	2014-15 Actual	2015-16 Target	2015-16 Actual	2016-17 Target	2017 Q3 Accomplished	2017 Q3 Year-End Estimate
<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.	N/A	250	325	260	350	355
<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>	The Preschool Services Department (PSD) has enrolled 350 foster children in its programs as of the end of the third quarter. PSD will continue to collaborate with the Department of Children and Family Services (CFS) to increase enrollment of foster children in all PSD programs. PSD has exceeded the established target for the 2016-17 program year.							

COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS		Measure	2014-15 Actual	2015-16 Target	2015-16 Actual	2016-17 Target	2017 Q3 Accomplished	2017 Q3 Year-End Estimate
OBJECTIVE	Partner with County and non-County agencies and maximize the use of Federal and State programs and funding to address the public health, safety and social service needs of County residents and move participants to self-sufficiency.	Percentage of full day children identified as obese or overweight whose BMI is reduced.	66%	15%	65%	45%	71%	73%
STRATEGY	Identify obese and/or overweight children in an effort to promote a healthy lifestyle.							
STRATEGY	Promote nutrition education programs for parents at each school site.							
STRATEGY	Ensure that children receive both nutrition curriculum and physical activity daily within the classroom schedule.							
STRATEGY	Decrease the number of children who are initially identified as obese or overweight from the higher level of Body Mass Index (BMI) classification to the next lower level by children's heights and weights.							
EXPLANATION	Children are assessed for weight three times per year. After the first assessment, PSD identified 16.3% of enrolled Full Day children as being obese/overweight. Following daily physical activity for children and family nutrition education, 71% of these children lowered their weight classification by the end of the third quarter. The Department has exceeded its 2016-17 target and estimates continued improvement for the program year.							

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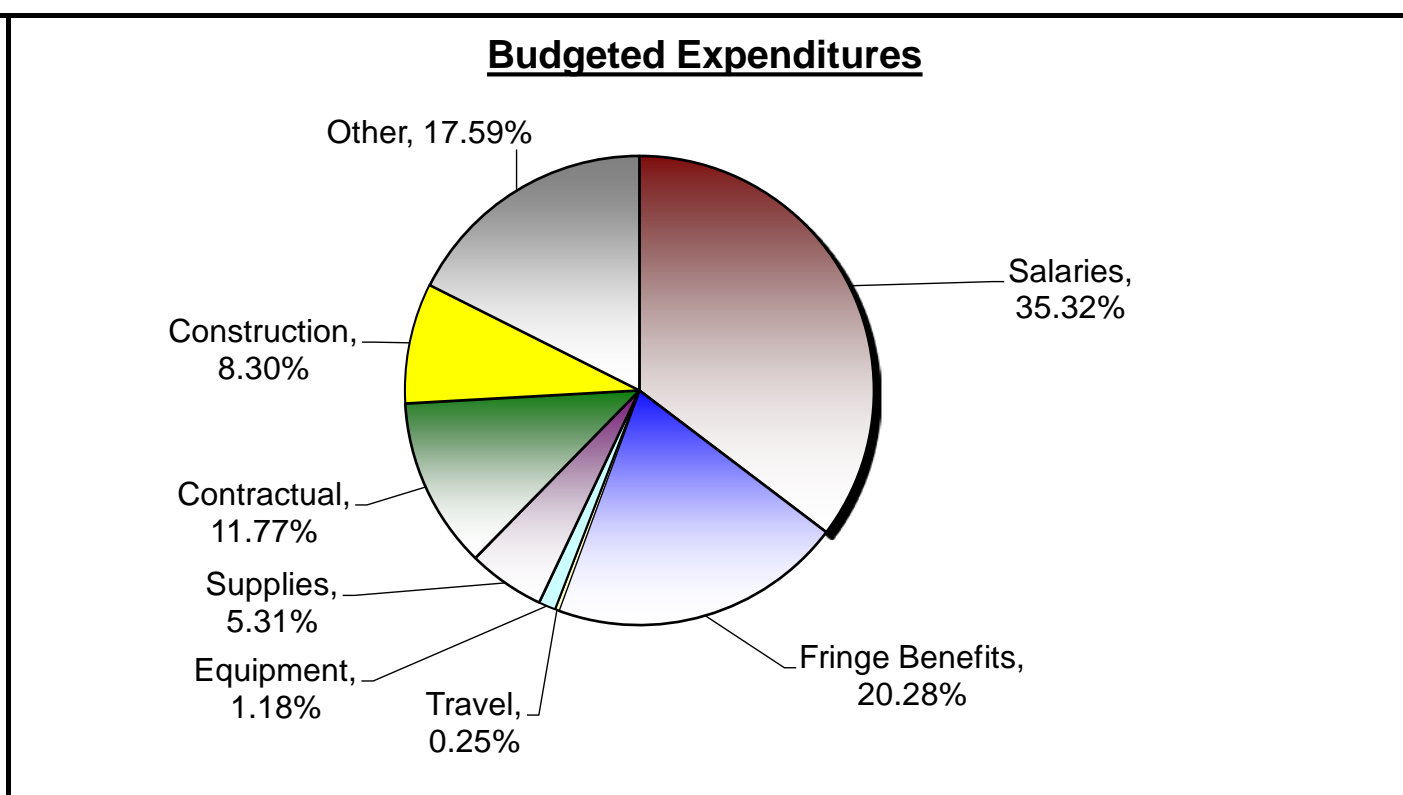
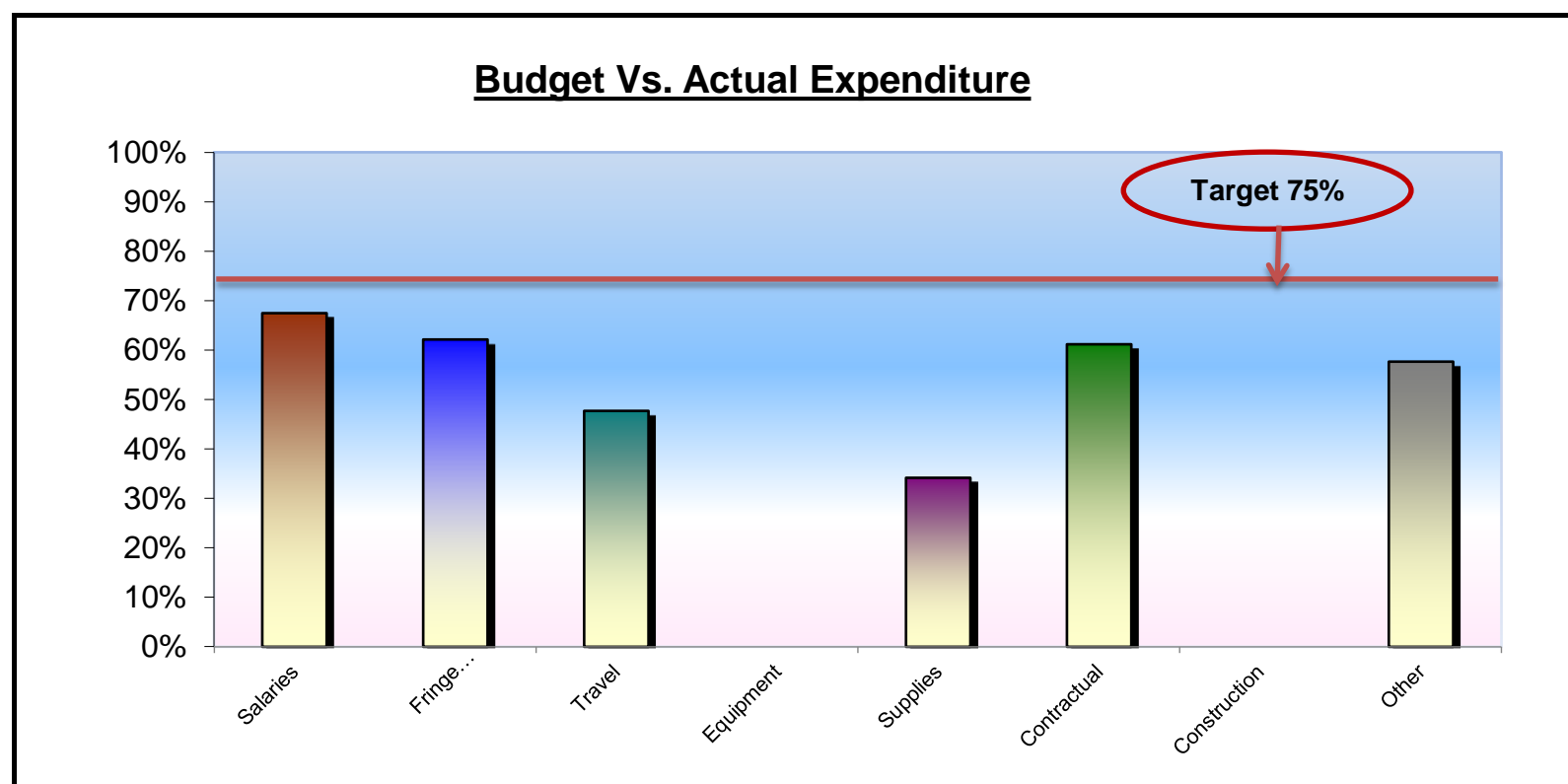
**County of San Bernardino Preschool Services Department  
Budget-To-Actual and Projected Expenditure Report**

**FY 2016-17**

**As of March 31, 2017**

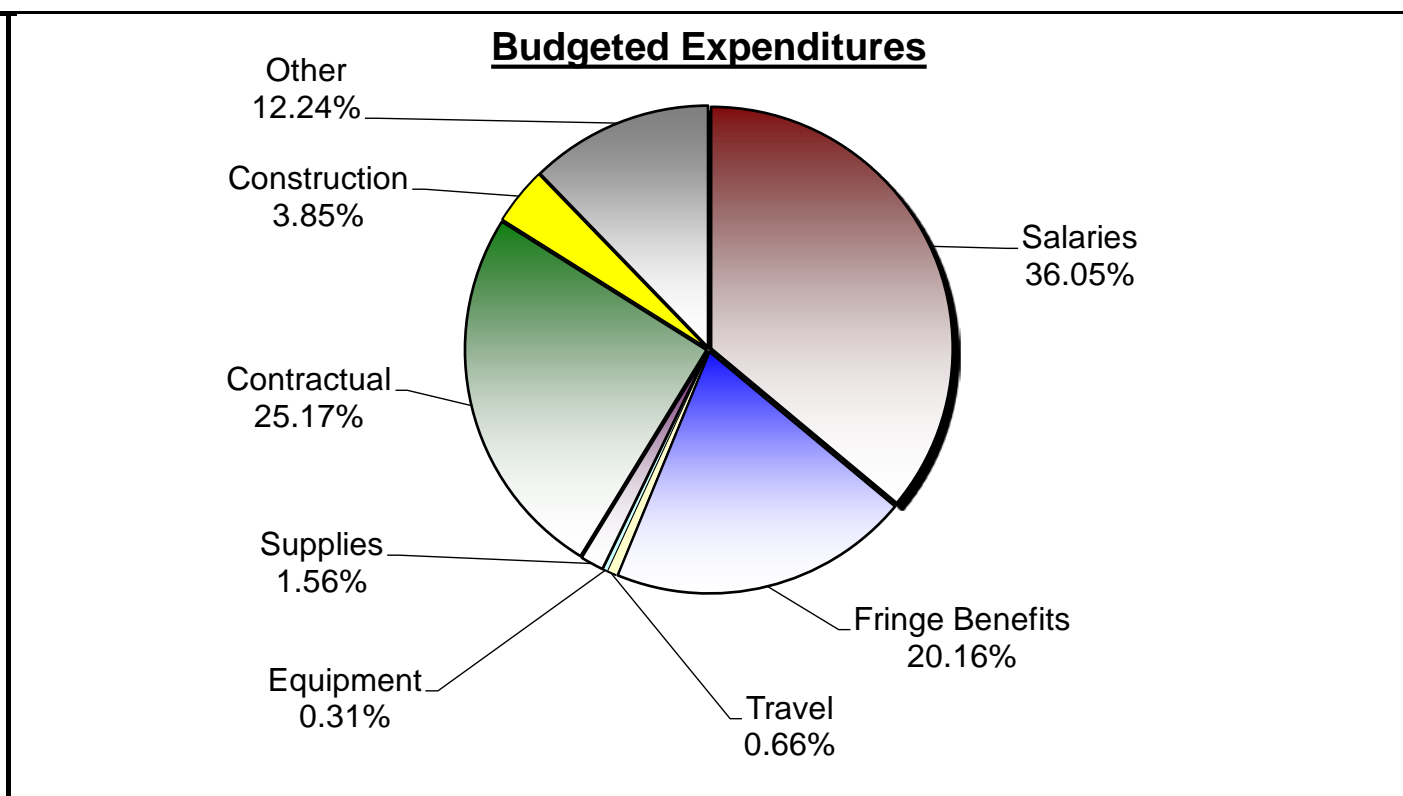
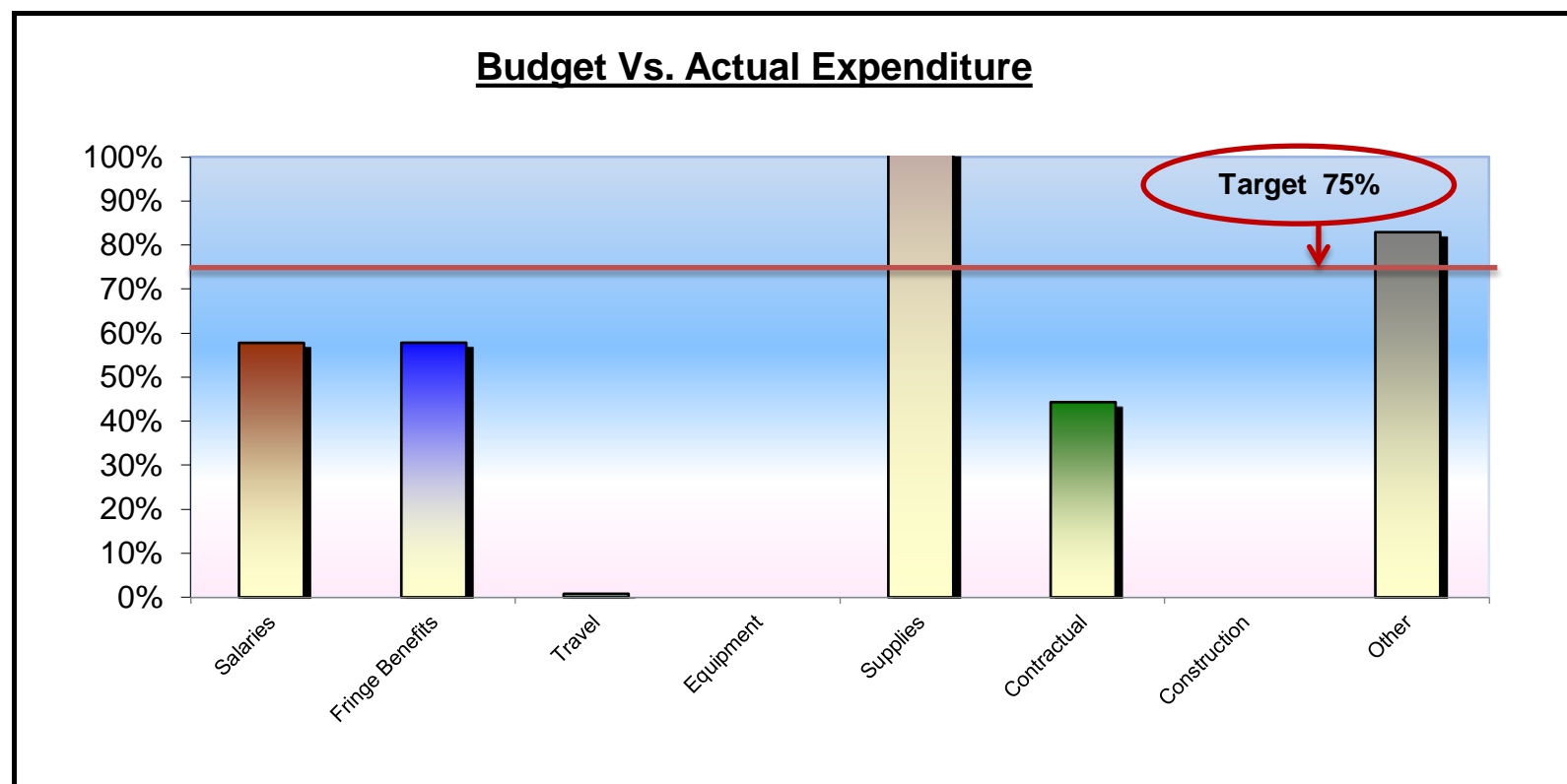
**Head Start**

Budget Categories	(A) Modified Budget	(B) Year-To-Date Actual	(C) Available Budget (A) - (B)	(D) Projected Expenditure	(E) Total YTD + PRJ (B) + (D)	(F) Budget Balance (A) - (E)	(G) Budget vs. Actual Exp.% (B) / (A)
<b>Expenditures</b>							
A Salaries	15,755,919	10,629,653	5,126,266	5,375,122	16,004,775	(248,856)	67.46%
B Fringe Benefits	9,045,631	5,621,240	3,424,391	2,904,106	8,525,346	520,285	62.14%
C Travel	110,954	52,930	58,024	40,314	93,244	17,710	47.70%
D Equipment	525,394	-	525,394	568,511	568,511	(43,117)	0.00%
E Supplies	2,367,646	809,162	1,558,484	1,722,237	2,531,399	(163,753)	34.18%
F Contractual	5,249,155	3,211,172	2,037,983	1,963,010	5,174,182	74,973	61.18%
G Construction	3,703,130	-	3,703,130	4,781,554	4,781,554	(1,078,424)	0.00%
H Other	7,847,242	4,524,827	3,322,415	2,398,142	6,922,969	924,273	57.66%
<b>Total Direct Costs</b>	<b>44,605,071</b>	<b>24,848,984</b>	<b>19,756,087</b>	<b>19,752,996</b>	<b>44,601,980</b>	<b>3,091</b>	<b>55.71%</b>
<b>Percentage (%) Analysis</b>	<b>100.0%</b>	<b>55.7%</b>	<b>44.3%</b>	<b>44.3%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>19.3%</b>



**Early Head Start**

Budget Categories	(A) Modified Budget	(B) Year-To-Date Actual	(C) Available Budget (A) - (B)	(D) Projected Expenditure	(E) Total YTD + PRJ (B) + (D)	(F) Budget Balance (A) - (E)	(G) Budget vs. Actual Exp.% (B) / (A)
<b>Expenditures</b>							
A Salaries	1,808,282	1,044,537	763,745	620,066	1,664,603	143,679	57.76%
B Fringe Benefits	1,011,182	584,455	426,727	334,268	918,723	92,459	57.80%
C Travel	33,142	263	32,879	1,466	1,729	31,413	0.79%
D Equipment	15,511	-	15,511	55,173	55,173	(39,662)	0.00%
E Supplies	78,134	144,691	(66,557)	117,464	262,155	(184,021)	185.18%
F Contractual	1,262,615	559,438	703,177	545,094	1,104,532	158,083	44.31%
G Construction	193,000	-	193,000	300,000	300,000	(107,000)	0.00%
H Other	613,865	508,866	104,999	174,710	683,576	(69,711)	82.90%
<b>Total Direct Costs</b>	<b>5,015,731</b>	<b>2,842,250</b>	<b>2,173,481</b>	<b>2,148,241</b>	<b>4,990,491</b>	<b>25,240</b>	<b>56.67%</b>
<b>Percentage (%) Analysis</b>	<b>100.0%</b>	<b>56.7%</b>	<b>43.3%</b>	<b>42.8%</b>	<b>99.5%</b>	<b>0.5%</b>	<b>18.3%</b>

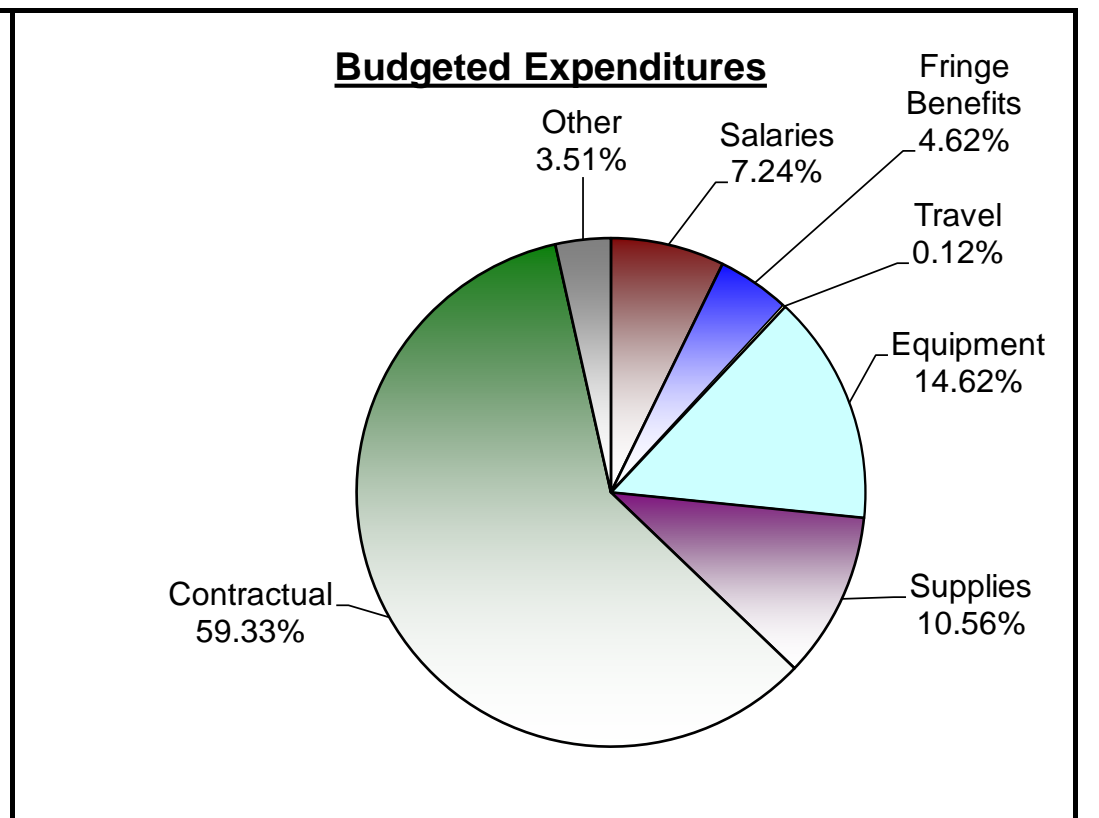
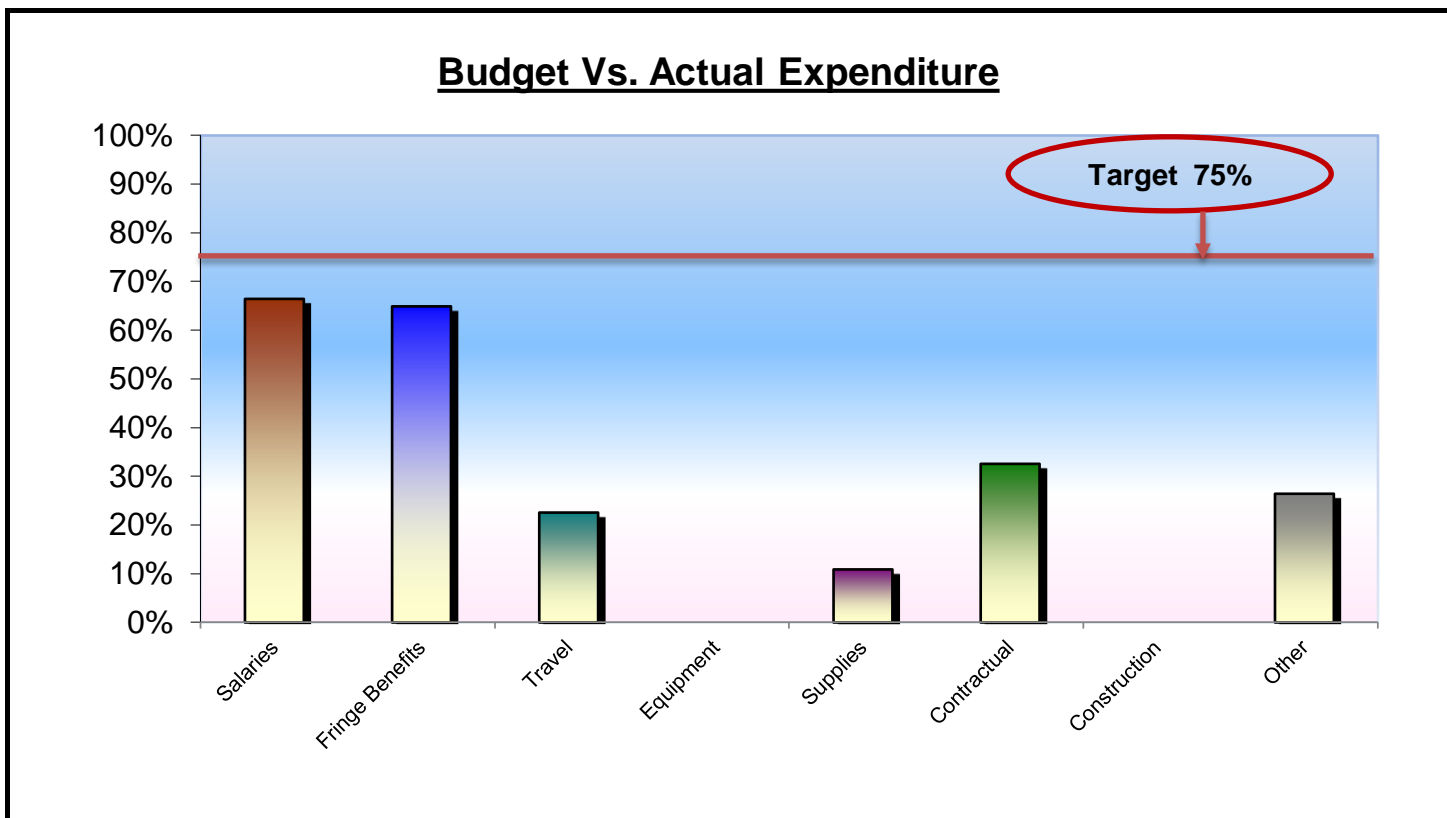


**County of San Bernardino Preschool Services Department**  
**Budget-To-Actual and Projected Expenditure Report**  
**FY 2016-17**  
As of March 31, 2017

**EHS-Child Care Partnership**

Budget Categories	(A) Modified Budget	(B) Year-To-Date Actual	(C) Available Budget (A) - (B)	(D) Projected Expenditure	(E) Total YTD + PRJ (B) + (D)	(F) Budget Balance (A) - (E)	(G) Budget vs. Actual Exp.% (B) / (A)
<b>Expenditures</b>							
A Salaries	253,364	168,340	85,024	58,732	227,072	26,292	66.4%
B Fringe Benefits	161,930	105,109	56,821	36,112	141,221	20,709	64.9%
C Travel	4,347	981	3,366	-	981	3,366	22.6%
D Equipment	511,859	-	511,859	535,867	535,867	(24,008)	0.0%
E Supplies	369,771	40,281	329,490	322,233	362,514	7,257	10.9%
F Contractual	2,077,530	676,757	1,400,773	1,407,318	2,084,075	(6,545)	32.6%
G Construction	-	-	-	-	-	-	0.0%
H Other	123,000	32,510	90,490	55,917	88,427	34,573	26.4%
<b>Total Direct Costs</b>	<b>3,501,801</b>	<b>1,023,978</b>	<b>2,477,823</b>	<b>2,416,179</b>	<b>3,440,157</b>	<b>61,644</b>	<b>29.2%</b>

<b>Percentage (%) Analysis</b>	<b>100.0%</b>	<b>29.2%</b>	<b>70.8%</b>	<b>69.0%</b>	<b>98.2%</b>	<b>1.8%</b>	<b>46%</b>
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## Preschool Services Department

### Head Start Shared Governance Board Special Meeting February 23, 2107

#### Attendance Sheet

**Present:**

1. Josie Gonzales, Supervisor, San Bernardino County Board of Supervisor, 5<sup>th</sup> District, SGB Chair
2. Maxwell Ohikhuare, M.D., Health Officer, San Bernardino County Public Health Department, SGB Vice Chair
3. Ted Alejandro, County Superintendent, San Bernardino County Superintendent of Schools
4. Sarah Eberhardt-Rios, Assistant Director, San Bernardino County Department of Behavioral Health
5. Jacquie Washington, Head Start Policy Council Member and SGB Representative, Boys and Girls Club Head Start
6. Tiffany Roby, Head Start Policy Council Member and SGB Representative, Community Representative
7. Diana Alexander, Director, San Bernardino County Preschool Services Department
8. Kristina Robb, Deputy County Counsel, San Bernardino County Counsel

**Absent:**

1. Kathy Turnbull, Children's Network Officer, San Bernardino County Children's Network
2. Erika Thompson, Head Start Policy Council Chair and SGB Representative, Yucca Valley Head Start
3. Chekesha Gilliam, Government Relations Analyst, San Bernardino County Legislative Affairs



Head Start Shared Governance Board  
**Special Meeting Minutes**

DATE: February 23, 2017  
PLACE: Preschool Services Department - Administration  
662 S. Tippecanoe Avenue  
San Bernardino, CA 92415-0630

## 1. CALL TO ORDER

## 2. WELCOME/INTRODUCTIONS

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The Shared Governance Board (SGB) meeting commenced at 2:01 P.M.

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

## 3. DISCUSSION ITEMS

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### **3.1 Approval of 1303 Application for Major Renovation Project – Del Rosa Head Start**

Cheryl Adams, Administrative Manager, requested approval of the 1303 application for the renovation project needed to extend the duration of Head Start services for 112 children at the Del Rosa site. Approval of this request will allow PSD to relocate the learning center to the bakery and renovate the current learning center to house three additional classrooms and children's restrooms.

On December 1, 2016, the Department of Health and Human Services (DHSS) Administration for Children and Families (ACF) approved Amendment No. 2 of Award No. 09CH10016-02, which awarded supplemental funds to extend the duration of Head Start services. This award included funds for start-up activities in the amount of \$4,472,240 and approved minor renovations to the Del Rosa facility. An evaluation of the Del Rosa project conducted by the County's Project Management Division shows that the site is in need of major renovations, thus changing the scope of work from minor to major. Per 45 CFR 1303.42 and 1303.44, all major renovations require the submission of a 1303 application.

#### **APPROVED**

Motion/Second: Dr. Ohikhuare/Ted Alejandre

AYES BY ROLL CALL VOTE: Supervisor Gonzales, Dr. Maxwell Ohikhuare, Ted Alejandre, Sarah Eberhardt-Rios

ABSENT: Kathy Turnbull

**3.2 Approval of Purchase of Shade Structure for Fontana Citrus Head Start/Early Head Start**

Cheryl Adams, Administrative Manager, requested approval to purchase a shade structure for the Fontana Citrus Early Head Start site for approximately \$20,000. The shade structure will be used to provide much needed cover for an area of the children’s playground as required by California Community Care Licensing (CCL).

**APPROVED**

Motion/Second: Ted Alejandre/Sarah Eberhardt-Rios

AYES BY ROLL CALL VOTE: Supervisor Gonzales, Dr. Maxwell Ohikhuare, Ted Alejandre, Sarah Eberhardt-Rios

ABSENT: Kathy Turnbull

**3.3 Approval of Purchase of Shade Structure for Kids & Care Early Head Start-Child Care Partnership (EHS-CCP)**

Cheryl Adams, Administrative Manager, requested approval to purchase a shade structure for the Hesperia Kids & Care, Early Head Start – Child Care Partnership site for approximately \$15,000. The shade structure is required to provide a much needed cover for an area of the children’s playground as required by California Community Care Licensing (CCL).

The size of the structure needed for the Kids & Care EHS-CCP site was smaller in size therefore the cost was lower than the structure for Fontana Citrus Head Start.

**APPROVED**

Motion/Second: Ted Alejandre/Sarah Eberhardt-Rios

AYES BY ROLL CALL VOTE: Supervisor Gonzales, Dr. Maxwell Ohikhuare, Ted Alejandre, Sarah Eberhardt-Rios

ABSENT: Kathy Turnbull

## PUBLIC COMMENT

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There were no Public Comments.

## EXECUTIVE COMMENT

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The next SGB meeting will be on Thursday, March 23, 2017.

## ADJOURNMENT

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The meeting adjourned at 2:15 P.M.

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## Preschool Services Department

### Head Start Shared Governance Board Meeting of March 23, 2017

#### Attendance Sheet

Present:

1. Maxwell Ohikhuare, M.D., Health Officer, San Bernardino County Public Health Department, SGB Vice Chair
2. Kathy Turnbull, Children's Network Officer, San Bernardino County Children's Network
3. Veronica Kelley, Director, San Bernardino County Department of Behavioral Health
4. Randy Elphic, Assistant Superintendent of Student Services, San Bernardino County Superintendent of Schools
5. Meaghan Ellis, Chief of Community Health & Director of Nursing, San Bernardino County Department of Public Health
6. Jacquie Washington, Head Start Policy Council Member and SGB Representative, Boys and Girls Club Head Start
7. Tiffany Roby, Head Start Policy Council Member and SGB Representative, Community Representative

Absent:

1. Josie Gonzales, Supervisor, San Bernardino County Board of Supervisor, 5<sup>th</sup> District, SGB Chair
2. Ted Alejandre, County Superintendent, San Bernardino County Superintendent of Schools
3. Erika Thompson, Head Start Policy Council Chair and SGB Representative, Yucca Valley Head Start



Head Start Shared Governance Board  
Meeting Minutes

**DATE:** March 23, 2017  
**PLACE:** Preschool Services Department - Administration  
662 S. Tippecanoe Avenue  
San Bernardino, CA 92415-0630

The Shared Governance Board meeting commenced at 1:05 P.M.

Dr. Ohikhuare, San Bernardino County (SBC) Public Health Officer, called the meeting to order and welcomed everyone.

## EXECUTIVE REPORT/PROGRAM UPDATES

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### 3.1 PROGRAM UPDATES

#### 3.1.1 National Head Start Association Conference – Washington DC

Diana Alexander, Director, stated this item has already been shared with the Shared Governance Board.

#### 3.1.2 Duration Services Update

Diana reported the following Duration Services updates:

- 50% of schools from part-day to full-day by August 2019
- 100% full day by August 2021
- The deadlines may change if funding changes due to the new Washington DC administration.
- 8 PSD facilities will provide Duration Services
  - 4 of the 8 facilities are Housing Authority properties
  - PSD is partnering with Real Estate Services (RES) and Housing Authority to prepare facilities

#### 3.1.3 Mill Center Head Start

Diana reported the following updates on Mill Center Head Start.

- Industrial Hygienist completed testing on mold; there were very minimal amounts of mold detected but Preschool Services Department (PSD) removed staff and children from the areas to be cautious. PSD worked on a plan to temporarily move the school to another location, but this may not need to happen if remediation work can happen quickly.
- Community Care Licensing (CCL) has recently requested reports on work completed but PSD found RES had not completed the work.
- More testing has been completed and PSD is working with RES to work on renovations needed to remedy this issue.
- PSD has received waivers from CCL to allow children to use different restrooms while repairs are completed.

- PSD is also working with Norton Space and Aeronautics Academy, San Bernardino City and San Bernardino Unified School District Superintendent to develop a lease agreement in order to remain at the site and make repairs due to deferred maintenance.

### 3.2 OFFICE OF HEAD START POVERTY GUIDELINES

Diana shared the following 2017 Department of Health and Human Services Poverty Guidelines for California.

2017 POVERTY GUIDELINES FOR THE 48 CONTIGUOUS STATES AND THE DISTRICT OF COLUMBIA	
Persons in family/household	Poverty guideline
For families/households with more than 8 persons, add \$4,180 for each additional person.	
1	\$12,060
2	\$16,240
3	\$20,420
4	\$24,600
5	\$28,780
6	\$32,960
7	\$37,140
8	\$41,320

### 3.3 SCHOOL READINESS GOALS UPDATES 2016-17

Jacque Greene, Deputy Director, provided an overview of the PSD School Readiness Goals 2016-17 as follows:

- Framework for Programs Serving Preschool Children and Their Families
  - School readiness refers to the developing capacity of children and is defined as “The expectations of children’s status and progress across 5 domains that include:
    - 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 and align with the established goals for children and their family.
  - The Framework outlines the key areas and expectations for child development and learning.
- Parent, Family and Community Engagement (PFCE)
  - Parent and family engagement is about building relationships with families that support family well-being; supporting strong relationships between parents and their children; and nurturing ongoing learning and development for both parents and children.
  - 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
- The Framework for PFCE
  - Family Well-Being
  - Positive Parent- Child Relationships
  - Families as Lifelong Educators
  - Families as Learners
  - Family Engagement in Transitions
  - Family Connections to Peers and Community
  - Families as Advocates And Leaders
- Aggregation of Data
  - Desired Results Developmental Profile – 2015
  - Classroom Assessment Scoring System (CLASS)
  - Early Child Environmental Rating System (ECER’s)
  - Infant–Toddlers Environmental Rating System (ITER’s)



- Family Services Assessment (FSA)
- Family Partnership Agreements (FPA)
- Example of Group Development Report for Fall, Winter and Spring Assessments

### 3.4 FINANCE REPORT – BUDGET TO ACTUAL 2016-17

Cheryl Adams, Administrative Manager, presented the Budget-to-Actual and Projected Expenditure Report for Fiscal Year 2016-17 as of February 28, 2017.

- Head Start (HS) – Projected year-end budget balance is \$1,765.
- Early Head Start (EHS) - Projected year-end budget balance is \$39,652.
- Early Head Start-Child Care Partnership (EHS-CCP) – Modified Budget of \$3,501,801 due to Administration for Children and Families approval of carryover request. Projected year-end budget balance is \$65,535.

### 3.5 ELIGIBILITY RECRUITMENT SELECTION ENROLLMENT AND ATTENDANCE (ERSEA) TRAINING

Eddie Amaya, Program Manager, presented the ERSEA training. The following Head Start Program Performance Standards were highlighted due to recent changes:

- 1302.11(b)(3) - Based on community assessment data programs must consider the possibility of allowing socioeconomic diversity in their classrooms, supported by other funding sources.  
Socio-economic diversity cannot be at the expense of serving less children that are income eligible.
- 1302.12 – Not significantly different from March 2016 issue.
  - Telephone interview: No requirement to document why an in-person interview is not possible.
  - Program cannot create barriers to enrollment by requiring stringent documentation.
  - Removes the term "categorically eligible".
  - Streamlines the eligibility requirements.
- 1302.12(d)(1) - Establishes criteria for enrolling up to 35 percent of participants whose income falls between 101-130% of poverty.
- 1302.12(m) – Provide training to governing body, policy council, management and staff on ERSEA policies and procedures (specifically eligibility determinations).
- 1302.14(a)(3) – When programs operate in communities with publicly funded pre-k, HS eligible children can enroll in pre-k full-day, HS programs must prioritize younger children.
- 1302.15 (a) - Requires programs to fill vacancies within 30 calendar days at all times, including when there is less than 60 calendar days remaining in the program year.
- 1302.15(b)(3) & 1302.72(a) – Homeless and Foster Children:
  - Make every effort to maintain the child's enrollment even when the family/child moves to another service area.
  - Support homeless/foster families transition to any program they choose:
    - Different service area
  - Head Start
    - Assist finding ECE programs
- 1302.15(c) - May reserve up to 3% of funded enrollment for:
  - Pregnant women and
  - Children experiencing homelessness and
  - Children in foster care
  - After 30 days, then the slot is considered vacant and must be filled within an additional 30 days
- 1302.15(e) - Comply with state immunization requirements for enrollment and attendance, Except homeless children:
  - who can attend for up to 90 days
  - as long as allowed by state licensing, and
  - programs assist families obtain required
- 1302.16(a) – Attendance
- 1302.16(c) – Attendance and Homeless families



- 1302.17 – Prohibits from suspending or expelling children due a child's behavior.

### **3.6 PROGRAM INFORMATION REPORT – STATUS 2016-17**

Phalos Haire, Assistant Director, presented the Program Information Report Status in the following areas:

- Medical and Dental
- Disability & Family Services
- Employment Status of Two-Parent Families
- Employment Status of Single-Parent Families

## **DISCUSSION ITEMS**

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### **4.1 APPROVAL OF SGB MEETING MINUTES FOR JANUARY 19, 2017**

The SGB reviewed and approved the SGB minutes for January 19, 2017.

#### **APPROVED**

Motion/Second: Veronica Kelley/Kathy Turnbull

AYES: Dr. Maxwell Ohikhuare, Kathy Turnbull, Veronica Kelley, Randy Elphic

ABSENT: Supervisor Gonzales, Ted Alejandre

### **4.2 APPROVAL OF SGB MEETING MINUTES – FEBRUARY 23, 2017**

This item was continued.

### **4.3 APPROVAL OF REVISED SGB BY-LAWS**

Diana presented the revised SGB By-laws. Changes to this document were primarily due to revisions to the Head Start Program Performance Standards (HSPPS) sections references.

#### **APPROVED**

Motion/Second: Randy Elphic/Veronica Kelley

AYES: Dr. Maxwell Ohikhuare, Kathy Turnbull, Veronica Kelley, Randy Elphic

ABSENT: Supervisor Gonzales, Ted Alejandre

### **4.4 APPROVAL OF REVISED SGB RESOLUTION OF THE BOARD OF SUPERVISORS**

Diana presented the revised Resolution of the San Bernardino County Board of Supervisors. The section references were updated per the revised HSPPS. The SGB reviewed all other changes under Section 5 - Dispute Resolution Committee.

#### **APPROVED**

Motion/Second: Kathy Turnbull/Veronica Kelley

AYES: Dr. Maxwell Ohikhuare, Kathy Turnbull, Veronica Kelley, Randy Elphic

ABSENT: Supervisor Gonzales, Ted Alejandre

### **4.5 APPROVAL OF REVISED GOVERNING BODIES SHARED DECISION MAKING POLICY/PROCEDURE**

Diana presented the revised SGB Governing Bodies Shared Decision Making Policy/Procedure. Changes to this document were primarily due to revisions to the HSPPS section references.

#### **APPROVED**

Motion/Second: Randy Elphic/Kathy Turnbull

AYES: Dr. Maxwell Ohikhuare, Kathy Turnbull, Veronica Kelley, Randy Elphic

ABSENT: Supervisor Gonzales, Ted Alejandre

#### 4.6 APPROVE OF REVISED GOVERNANCE INTERNAL DISPUTE RESOLUTION/IMPASSE POLICY/PROCEDURE

Diana presented the revised Governance Internal Dispute Resolution/Impasse Policy. The section references were updated per the revised HSPPS. The SGB reviewed all changes in the red-line version.

##### APPROVED

Motion/Second: Veronica Kelley/Randy Elphic

AYES: Dr. Maxwell Ohikhuare, Kathy Turnbull, Veronica Kelley, Randy Elphic

ABSENT: Supervisor Gonzales, Ted Alejandre

#### 4.7 APPROVE COMMUNITY COMPLAINT POLICY/PROCEDURE

Diana presented the Community Complaint Policy and Procedure. Changes to this document were primarily due to revisions to the HSPPS sections references.

##### APPROVED

Motion/Second: Kathy Turnbull/Veronica Kelley

AYES: Dr. Maxwell Ohikhuare, Kathy Turnbull, Veronica Kelley, Randy Elphic

ABSENT: Supervisor Gonzales, Ted Alejandre

#### 4.8 EQUIPMENT

Cheryl Adams, Administrative Manager, presented the following request:

Preschool Services Department (PSD) is requesting approval to purchase an air conditioning unit, floor scraper, and security equipment. These purchases will allow PSD to install an air conditioner at the Rancho Cucamonga Head Start site, remove old and deteriorating flooring at Head Start and Early Head Start sites, and secure supplies and equipment at the Hallmark warehouse facility. The combined costs for these purchases are approximately \$23,000. The breakdown is as follows:

Equipment	Amount
Air Conditioner	\$ 7,000
Floor Scraper	\$ 10,000
Security Equipment	\$ 6,000
<b>Total</b>	<b>\$ 23,000</b>

##### APPROVED

Motion/Second: Randy Elphic/Kathy Turnbull

AYES: Dr. Maxwell Ohikhuare, Kathy Turnbull, Veronica Kelley, Randy Elphic

ABSENT: Supervisor Gonzales, Ted Alejandre

#### 4.9 VEHICLE PURCHASE

Cheryl presented the following request:

Preschool Services Department (PSD) is requesting approval to purchase a vehicle for the purpose of conducting site visits to child care providers for the Early Head Start – Child Care Partnership grant. In addition, the vehicle will be utilized to travel throughout San Bernardino County to meet with PSD's

current and prospective partners to ensure the overall success of the grant. The approximate cost of \$25,000 will come from savings in the Equipment category.

**APPROVED**

Motion/Second: Kathy Turnbull/Veronica Kelley

AYES: Dr. Maxwell Ohikhuare, Kathy Turnbull, Veronica Kelley, Randy Elphic

ABSENT: Supervisor Gonzales, Ted Alejandro

**4.10 APPROVE 2017-18 GRANT APPLICATION NARRATIVE AND BUDGET TO INCLUDE GOALS AND OBJECTIVES**

**4.10.1 and 4.10.2 Approve the Head Start/Early Head Start (HS/EHS) Grant Application Budget Instrument (GABI) 2017-18, Year 3 of 5 Year Funding Cycle**

Diana presented the Notable Updates and Changes as follows:

**Section I: Program Design and Approach to Service Delivery**

**Sub-Section A – Goals**

**Goal 1:** *Increased Center-Based Child Development services for children zero to five in the areas of highest need.*

**Progress:** Centered-Based services for children zero to five were increased in the city of Fontana by 16 slots to accommodate the need for full day services and children who are transitioning from the EHS program.

**Goal 2:** *Create a program to increase the number of parents who successfully complete a high school diploma or General Educational Development (GED)*

**Progress:**

PSD is collaborating with community agencies/partners who offer high school diploma/ services. PSD completed its research with community partners in September 2016.

A small group of five (5) parents were enrolled into the Online High School Diploma (OHSD) program in September 2016. The objective was to “test” and evaluate challenges that might arrive once the OHSD program was approved by the County Board and officially started.

By November 2016, an interest list was completed with parents requesting assistance to obtain a high school diploma.

On January 24, 2017, the County Board of Supervisors approved the Memorandum of Understanding with San Bernardino County and First 5 regarding the implementation of the program to assist parents in obtaining a high school diploma. Enrollment of parents into the program has commenced.

**Goal 3:** *Increase Classroom Assessment and Scoring System (CLASS) scores in the domain of Instructional Support for teaching staff.*

**Progress:** PSD has hired a total of 28 Teacher IIIs who are responsible for the professional development and mentoring of teaching staff at all of our Head Start sites. CLASS assessments are conducted 3 times per year on each teaching team to enable the Teacher IIIs to provide specialized support in the area of Instructional Support. In addition, an outside consultant conducts randomly selected CLASS observations to be utilized for analysis of trends and improvement in areas that have an identified need. The consultant also provides support to the Teacher IIIs by conducting dual coding sessions annually. The dual coding ensures that CLASS reliable Teacher IIIs are providing accurate scores to teaching staff. PSD has made progress and plans to achieve a .5 point improvement in the Instructional Domain by 2018.

**Goal 4:** Implement the use of Home Visit Rating Scale-Adapted & Extended (HOVRS-A+) in the Head Start home-based program option.

**Progress:** Objective 2 – All Home Base Visitors and Program Support staffs were trained on HOVRS-A+ during Preservice on 8/26/16 to ensure the delivery of high quality services during home visits.

**Sub-Section B: Service Delivery**

**Education**

1. Enrollment Reduction or Expansion—Update below

During the 2017-2018 PY PSD will provide Head Start services in the following program options:

Program Option	Number of Slots
Part Day Center Based	2,669
Full Day Center Based	1,271
Home Based	162
<b>Total Head Start slots</b>	<b>4,102</b>

Home Based Option:

PSD will serve 162 of Head Start Home Based slots in strategic locations throughout San Bernardino County.

2. Centers and Facilities—Update below

Due to increased demand for Head Start services in the northwestern portion of the city of San Bernardino, PSD reopened the site listed below:

SITE	STREET ADDRESS	CITY	ZIP
Parks & Recreation	2969 Flores St	San Bernardino	92405

Due to Extend Duration, Preschool Services will be opening the following sites in Program Year 2017-18:

SITE	STREET ADDRESS	CITY	ZIP
Redlands Sun	821 W. Sun Ave.	Redlands	92374
Redlands Valencia Grove	125 Horizon Ave.	Redlands	92374
Waterman Gardens # 2	372-382 Crestview	San Bernardino	92410
Whitney Young	1755 W. Maple St.	San Bernardino	92411

**Sub-Section C: Approach to School Readiness**

1. Progress of children and the program towards achieving school readiness in each of the five domains

- The agency has made great strides in school readiness in the following domains: Approaches to Learning, Social and Emotional Development, Language and Literacy Development, and Perceptual, Motor, and Physical Development. The assessment scores for children in these areas continue to show growth and preparation in school readiness.
- The agency has identified areas of improvement in the following domains: English Language and Cognition (Math and Science). PSD has implemented an action plan to improve assessment scores in



the above domains to include teacher trainings, teaching strategies, mentor/coaching, a variety of classroom materials, intentional activities and use of community resources to provide activities pertaining to Science, Technology, Engineering and Math (STEM).

- The agency collects Desired Results Developmental Profile (DRDP) assessment data on children at least 3 times a year. The information is utilized to promote staff professional development and program improvement.

## 2. Program improvements implemented

In response to the analysis of child assessments and other data, the following action steps have been implemented:

- Continue professional development for teachers on DRDP, CLASS, Creative Curriculum, State Early Learning Foundations, ECERs, and HOVRS A+
- Offer additional resources to families to support and promote school readiness activities during the summer months
- Revisit kindergarten transition during last Home Visit/Parent Conferences
- Update individual children's goals that will include association with local kindergarten and common core standards

### Sub-Section D: Parent, Family, and Community Engagement

No notable updates and/or change for PY 2017-2018

### Sub-Section E: Governance, Organizational and Management Structures, and Ongoing Oversight

There are four changes to key management personnel for year three of five:

- Phalos Haire is the Assistant Director of PSD. Phalos possesses a Master's Degree in Marriage and Family Therapy.
- Jacquelyn Greene is the Deputy Director of PSD. Jacquelyn possesses a Bachelor's Degree in Social & Behavioral Sciences and a Child Development Program Director Permit from the California Commission on Teacher Credentialing.
- Mariana Mitroi is the Program Manager over the Early Head Start Program. Mariana possesses a Master of Arts Degree in Organizational Management and a Child Development Program Director Permit from the California Commission on Teacher Credentialing.
- Sharri Carroll is a recently promoted Program Manager, overseeing the education component of one of PSD's Head Start program regions. Sharri possesses a Master of Education Degree and a Child Development Program Director Permit from the California Commission on Teacher Credentialing.

Changes to requirements for family and community partnership staff, due to new Head Start Program Performance Standards: newly hired PSD Program Generalists (effective 11/7/2016) are now required to either: 1) Possess a credential or certification in social work, human services, family services, counseling or closely related field at the time of hire, or, 2) obtain within eighteen (18) months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling or closely related field.

### **Section II. Budget and Budget Justification will be presented at the Shared Governance Board meeting.**

Head Start (HS) Grant:

- Requested amount: \$43,569,319

- Non-Federal Share amount: \$10,892,330

Early Head Start (EHS) Grant:

- Requested amount: \$4,822,731
- Non-Federal Share amount: \$1,205,683

**APPROVED**

Motion/Second: Veronica Kelley/Randy Elphic

AYES: Dr. Maxwell Ohikhuare, Kathy Turnbull, Veronica Kelley, Randy Elphic

ABSENT: Supervisor Gonzales, Ted Alejandre

**4.10.3 Early Head Start – Child Care Partnership (EHS-CCP) Grant Application Budget Instrument (GABI) 2017-18, Year 3 of 5 Year Funding Cycle**

Diana presented the Notable Updates and Changes as follows:

**Section I: Program Design and Approaches to Service Delivery**

**Sub-Section A – Goals**

***Goal 1: Increase provider staff qualifications***

**Objective 1:** To partner with at least one institute of higher learning to provide necessary courses for child care providers.

**Progress:** PSD, in cooperation with Child Care Resource Center (CCRC), completed its research with community partners and provided the following courses for child care providers:

CCRC hosted San Bernardino Valley College (Valley College) courses that meet the requirements of the program. CD 185 Infant and Toddler Growth and Development, CD 186: Infant and Toddler Curriculum, and CD 075 Family Child Care Practices.

CCRC hosted University of California, Davis (UC Davis) courses that offer professional development hours as well as Continuing Education Units. Courses offered: Guiding Young Children (Infant and Toddler emphasis); Child Observation; Partnership with Parents; Loss, Trauma, and Group Care; and Serving Children with Special Needs and their Families

**Objective 2:** In partnership with an institute of higher learning, create a provider cohort to receive required courses to increase provider staff qualifications.

**Progress:** PSD, in cooperation with CCRC, completed its research with community partners and provided the following cohort courses for child care providers:

CCRC hosted Valley College courses that meet the requirements of the program. CD 185 Infant and Toddler Growth and Development, CD 186: Infant and Toddler Curriculum, and CD 075 Family Child Care Practices.

CCRC hosted UC Davis courses that offer professional development hours as well as Continuing Education Units. Courses offered: Guiding Young Children (Infant and Toddler emphasis); Child Observation; Partnering with Parents; Loss, Trauma, and Group Care; and Serving Children with Special Needs and their Families.

***Goal 2: Create a program to increase the number of parents who successfully complete a high school diploma or General Educational Development (GED).***

**Objective 1:** To increase the number of EHS-CCP parents who possess at least a high school diploma/GED by 15.

**Objective 2:** To collaborate with community agencies/partners who offer high school diploma/GED services.

**Progress:** PSD is collaborating with community agencies/partners who offer high school diploma/GED services. PSD completed its research with community partners in September 2016.

A small group of five (5) parents were enrolled into the Online High School Diploma (OHSD) program in September 2016. The objective was to “test” and evaluate challenges that might arrive once the OHSD program was approved by the County Board and officially started.

By November 2016, an interest list was completed with parents requesting assistance to obtain a high school diploma.

On January 24, 2017, the County Board of Supervisors approved the Memorandum of Understanding with San Bernardino County and First 5 regarding the implementation of the program to assist parents in obtaining a high school diploma. Enrollment of parents into the program has commenced.

**Goal 3:** Increase Family Child Care Environmental Rating Scale (FCCERS) scores for family child care homes.

**Objective 1:** To increase the FCCERS scores for family child care homes by at least 50%.

**Objective 2:** To provide FCCERS training and materials for all providers to improve the learning environment.

**Progress:** EHS-CCP Providers were introduced and trained on the implementation of the FCCERS/ITERS tool and how to create an action plan. In March 2017, a training will be held by San Bernardino County FCCERS and ITERS anchors to further the knowledge and use of the tool.

#### **Sub-Section B: Service Delivery**

There are no changes in the manner in which family services are provided to families enrolled in the EHS-CCP program. PSD has created The Pathways to Success Apprenticeship program (“Apprenticeship Program”) for parents enrolled in EHS-CCP. The Apprenticeship Program was created to support parents in the development of early childhood skills to obtain employment. Through PSD’s existing collaboration with Transitional Assistance Department (TAD), PSD was able to ensure that the Apprenticeship Program qualifies families for CalWORKs Stage One subsidy, thus, families that lose subsidy are referred to the Apprenticeship Program. The Apprenticeship Program is a 12-month program. Historically, the Apprenticeship Program has increased the supply of trained staff in various positions including: teacher aides, food service workers, custodians, and clerks. The intense apprentice training gives parents a competitive edge over other candidates and the opportunity to move up the PSD career ladder.

**Section II: Budget and Budget Justification will be presented at the Shared Governance Board meeting.**

Early Head Start-Child Care Partnership (EHS-CCP) Grant:

- Requested amount: \$1,833,163
- Non-Federal Share amount: \$458,291

#### **APPROVED**

Motion/Second: Randy Elphic/Kathy Turnbull

AYES: Dr. Maxwell Ohikhuare, Kathy Turnbull, Veronica Kelley, Randy Elphic

ABSENT: Supervisor Gonzales, Ted Alejandre

## INFORMATIONAL ITEMS

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### 5.1 NEXT SGB MEETING

The next SGB meeting is April 20, 2017.

## PUBLIC COMMENT

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There were no Public Comments.

## EXECUTIVE COMMENT

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Meaghan Ellis, Chief of Community Health & Director of Nursing, San Bernardino County Department of Public Health, and SGB Delegate, stated the meeting was very informative and helped her understand more about Preschool Services. She commended PSD on a great job and being a great team.

Diana notified the SGB that they will be receiving an invitation to the April 19 Board of Supervisors' Vision2Read and Footsteps2Brilliance® launch from 10am -12pm at the Government Center.

Dr. Ohikhuare announced the STD Community Task Force event that will also be on April 19 at 1pm.

## ADJOURNMENT

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The meeting adjourned at 3:35 P.M.



SAN BERNARDINO COUNTY PRESCHOOL SERVICES DEPARTMENT  
 DELEGATE AGENCY/CONTRACT AGENCIES  
 PROPOSED AWARD AMOUNTS  
 2017-2018

	Federal				State		Total	
	Head Start	# of children	Early Head Start	# of children	CSPP	# of children	Amount	# of children
Colton	\$ 938,197	224	-	-	-	-	\$ 938,197	224
Easter Seals	2,864,026	500	\$ 948,463	80	-	-	3,812,489	580
Fontana	124,222	16	289,212	24	91,660		505,094	40
Needles	285,874	52	-	-	37,593	9	323,467	61
Ontario-Montclair	183,100	32	-	-	-	-	183,100	32
Totals	\$ 4,395,419	824	\$ 1,237,675	104	\$ 129,253	9	\$ 5,762,347	937

Notes:

- 1) Effective start date of the contracts will be July 1, 2017.
- 2) Award amounts will remain the same for FY 2018-19. The proposed contracts will be for a two-year period.
- 3) This item is scheduled for approval at the May 23, 2017 Board of Supervisors meeting.

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## Preschool Services Department Administration

Diana Alexander  
Director

### Finance Approval Requests for Shared Governance Board Thursday, April 20, 2017

#### 4.4 - Equipment Purchases

##### FY2016-17 (PY02) Head Start/Early Head Start (09CH10016-02)

Preschool Services Department (PSD) is requesting permission to purchase two (2) audio screeners for approximately \$12,000. These audio screeners will be used for completing required audio screenings of enrolled children at Early Head Start locations. These screeners are efficient in testing each ear and producing accurate results. The \$12,000 will be funded with current savings in the Fringe Benefits budget category.

#### 4.5 - Budget Transfer Request

##### FY2016-17 (PY02) Head Start/Early Head Start (09CH10016-02)

Preschool Services Department (PSD) is requesting approval for a budget transfer totaling \$2,270,047 for the Head Start Basic Operations/Training and Technical Assistance budget and the Head Start Duration start-up budget. Per *Attachment A*, transfers will be from the Fringe Benefits, Supplies and Other budget categories to the Personnel, Equipment, Contractual, Supplies, and Construction budget categories. In addition, PSD is also requesting approval to transfer a total of \$362,457 from the Early Head Start Personnel, Fringe Benefits, and Contractual budget categories to the Supplies, Equipment, Construction and Other budget categories (see *Attachment B*). Approval of these budget transfer requests will enable PSD to address the increased costs of the Extended Duration construction/major renovation projects, fund several fixed assets, and close out the current budget year without exceeding the \$250,000 cumulative transfer threshold among direct cost budget categories.

#### 4.6 - Request to Repurpose Carryover Funds

##### FY2016-17 (PY02) Early Head Start - Child Care Partnership (09HP0001-02)

On January 25, 2017, the Department of Health and Human Services (DHSS) Administration for Children and Families (ACF) approved Amendment No. 2 of Award No. 09HP0001-02, which approved the carryover of unobligated federal funds from FY 2015-16 (PY01). This amendment included funds for twenty (20) smartboards for Early Head Start – Child Care Partnership (EHS-CCP) providers in the amount of \$144,240. A re-evaluation of the proposed purchase by the EHS-CCP contractor determined that only five (5) smartboards were needed and that the remaining \$108,180 could therefore be repurposed to purchase outdoor active play and health and safety items; thus, changing the scope of items to be purchased with Carryover funds. The outdoor active play items will help with achieving fine and gross motor skills critical for the

#### BOARD OF SUPERVISORS

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Interim Chief Executive Officer

**Finance Approval Requests for Shared Governance Board**

Thursday, April 20, 2017

Page 2 of 2

healthy development of young children, while the health and safety items will help equip EHS-CCP providers to assist their children in case of any emergencies or accidents.

**4.7 - Budget Transfer Request**

**FY2016-17 (PY02) Early Head Start-Child Care Partnership (09HP0001-02)**

Preschool Services Department (PSD) is requesting approval to transfer a total of \$108,180 from the Equipment budget category to the Supplies budget category. This transfer will allow PSD to purchase health and safety and outdoor active play items. Further, approval of this budget transfer request will enable PSD to close out the current budget year without exceeding the \$250,000 cumulative transfer threshold among the direct cost budget categories.

PRESCHOOL SERVICES DEPARTMENT

HEAD START

Budget Revision Request

Head Start Operations and Training & Technical Assistance:

GABI Codes	Description	Approved Budget per Amendment #2	Pending Transfer Request		Modified Budget	Equipment Request		Modified Budget	Redistribution		Modified Budget
			Out	In		Out	In		Out	In	
A	Personnel	\$ 15,449,161			\$ 15,449,161			\$ 15,449,161			\$ 15,989,686
B	Fringe	8,858,270	(76,400)		8,781,870	(7,825)		8,774,045	(221,857)		8,552,188
C	Travel	110,954			110,954			110,954			110,954
D	Equipment	355,394		76,400	431,794		7,825	439,619		61,257	500,876
E	Supplies	1,401,866			1,401,866			1,401,866	(491,176)		910,690
F	Contractual	5,245,233			5,245,233			5,245,233		15,362	5,260,595
G	Facilities/Construction	917,000			917,000			917,000		469,832	1,386,832
H	Other	7,173,026			7,173,026			7,173,026	(373,943)		6,799,083
		\$ 39,510,904	\$ (76,400)	\$ 76,400	\$ 39,510,904	\$ (7,825)	\$ 7,825	\$ 39,510,904	\$ (1,086,976)	\$ 1,086,976	\$ 39,510,904

Head Start Extend Duration:

GABI Codes	Description	Approved Budget per Amendment #2	Pending Transfer Request		Modified Budget	Equipment Request		Modified Budget	Redistribution		Modified Budget
			Out	In		Out	In		Out	In	
A	Personnel	\$ 306,758			\$ 306,758			\$ 306,758			\$ 35,175
B	Fringe	187,361			187,361			187,361	(170,036)		17,325
C	Travel										
D	Equipment	170,000			170,000			170,000	(130,000)		40,000
E	Supplies	965,780			965,780			965,780		532,647	1,498,427
F	Contractual	3,922			3,922			3,922			3,922
G	Facilities/Construction	2,786,130			2,786,130			2,786,130		650,424	3,436,554
H	Other	674,216			674,216			674,216	(611,452)		62,764
		\$ 5,094,167	\$ -	\$ -	\$ 5,094,167	\$ -	\$ -	\$ 5,094,167	\$ (1,183,071)	\$ 1,183,071	\$ 5,094,167

Combined Total - Head Start & Head Start Extend Duration:

GABI Codes	Description	Approved Budget per Amendment #2	Pending Transfer Request		Modified Budget	Equipment Request		Modified Budget	Redistribution		Modified Budget
			Out	In		Out	In		Out	In	
A	Personnel	\$ 15,755,919			\$ 15,755,919			\$ 15,755,919			\$ 16,024,861
B	Fringe	\$ 9,045,631	(76,400)		8,969,231	(7,825)		8,961,406	(391,893)		8,569,513
C	Travel	\$ 110,954			110,954			110,954			110,954
D	Equipment	\$ 525,394		76,400	601,794		7,825	609,619	(130,000)	61,257	540,876
E	Supplies	\$ 2,367,646			2,367,646			2,367,646	(491,176)	532,647	2,409,117
F	Contractual	\$ 5,249,155			5,249,155			5,249,155		15,362	5,264,517
G	Facilities/Construction	\$ 3,703,130			3,703,130			3,703,130		\$ 1,120,256	4,823,386
H	Other	\$ 7,847,242			7,847,242			7,847,242	(985,395)		6,861,847
		\$ 44,605,071	\$ (76,400)	\$ 76,400	\$ 44,605,071	\$ (7,825)	\$ 7,825	\$ 44,605,071	\$ (2,270,047)	\$ 2,270,047	\$ 44,605,071



**PRESCHOOL SERVICES DEPARTMENT  
EARLY HEAD START**

**Budget Revision Request**

GABI Codes	Description	Approved Budget per Amendment #2	Pending Transfer Request		Transfer		Pending Modified Budget
			Out	In	Out	In	
A	Personnel	\$ 1,808,282			\$ (179,120)		\$ 1,629,162
B	Fringe	1,011,182	(61,465)		(92,862)		856,855
C	Travel	33,142					33,142
D	Equipment	15,511		61,465		11,725	88,701
E	Supplies	78,134				174,022	252,156
F	Contractual	1,262,615			(90,475)		1,172,140
G	Facilities/Construction	193,000				107,000	300,000
H	Other	613,865				69,710	683,575
		\$ 5,015,731	\$ (61,465)	\$ 61,465	\$ (362,457)	\$ 362,457	\$ 5,015,731