



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

San Bernardino County Head Start Shared Governance Board Meeting

Agenda

April 19, 2018

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

BRITTANY MCALLISTER
Head Start Policy Council Chair
Early Head Start - Child Care Partnership
High Desert SGB Representative

ALFREDO ADKINS
Head Start Policy Council Member
Community Representative
SGB Representative

ALMA OCHOA
Head Start Policy Council Member
Rialto Willow Head Start
SGB Representative

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

1. **CALL TO ORDER** Supervisor Josie Gonzales, Chair
2. **WELCOME/INTRODUCTIONS** Supervisor Josie Gonzales, Chair
3. **EXECUTIVE REPORTS/PROGRAM UPDATES**
 - 3.1 Receive report of Program Updates (Oral Report) Diana Alexander, Director
 - 3.2 Receive 2017-18 Program Information Status Report Phalos Haire, Assistant Director
 - 3.3 Receive Finance Report Cheryl Adams, Administrative Manager
 - 3.3.1 Budget to Actual 2016-17
 - 3.3.2 Budget to Actual 2017-18

"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."

Agenda: San Bernardino County Head Start Shared Governance Board Meeting

April 19, 2018

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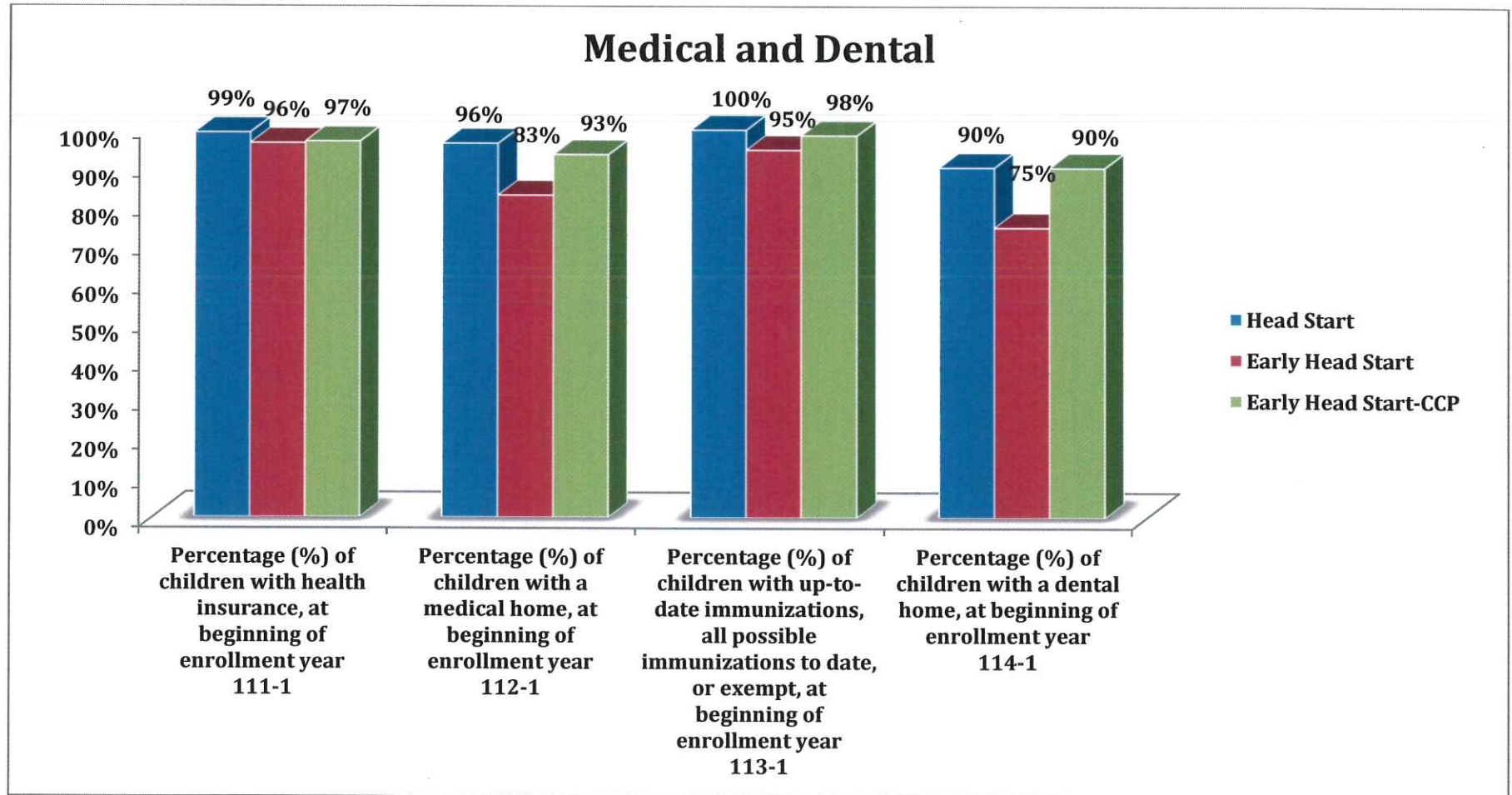
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|-----------|--|----------------------------------|
| 3.4 | Receive Community Assessment Overview & Analysis | Diana Alexander, Director |
| 3.5 | Receive report on 2017-18 San Bernardino County Quarterly Performance Measures - Quarter 2 | Diana Alexander, Director |
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| 4. | CONSENT ITEMS | |
| 4.1 | Approve March 12, 2018 SGB Special Meeting Minutes | Supervisor Josie Gonzales, Chair |
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| 5. | DISCUSSION ITEMS | |
| 5.1 | Approve 2017-18 Self-Assessment Report and Corrective Action Plan | Diana Alexander, Director |
| 5.2 | Approve 2016-17 Head Start Annual Report | Diana Alexander, Director |
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 | | |
| 6. | INFORMATIONAL ITEMS | Supervisor Josie Gonzales, Chair |
| 6.1 | Next Shared Governance Board Meeting - May 24, 2018 | |
| 6.2 | Annual PSD Conference Save the Date - August 16, 2018 | |
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| 7. | PUBLIC COMMENT | Supervisor Josie Gonzales, Chair |
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| 8. | EXECUTIVE COMMENT | Supervisor Josie Gonzales, Chair |
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| 9. | ADJOURNMENT | Supervisor Josie Gonzales, Chair |

Preschool Services Department

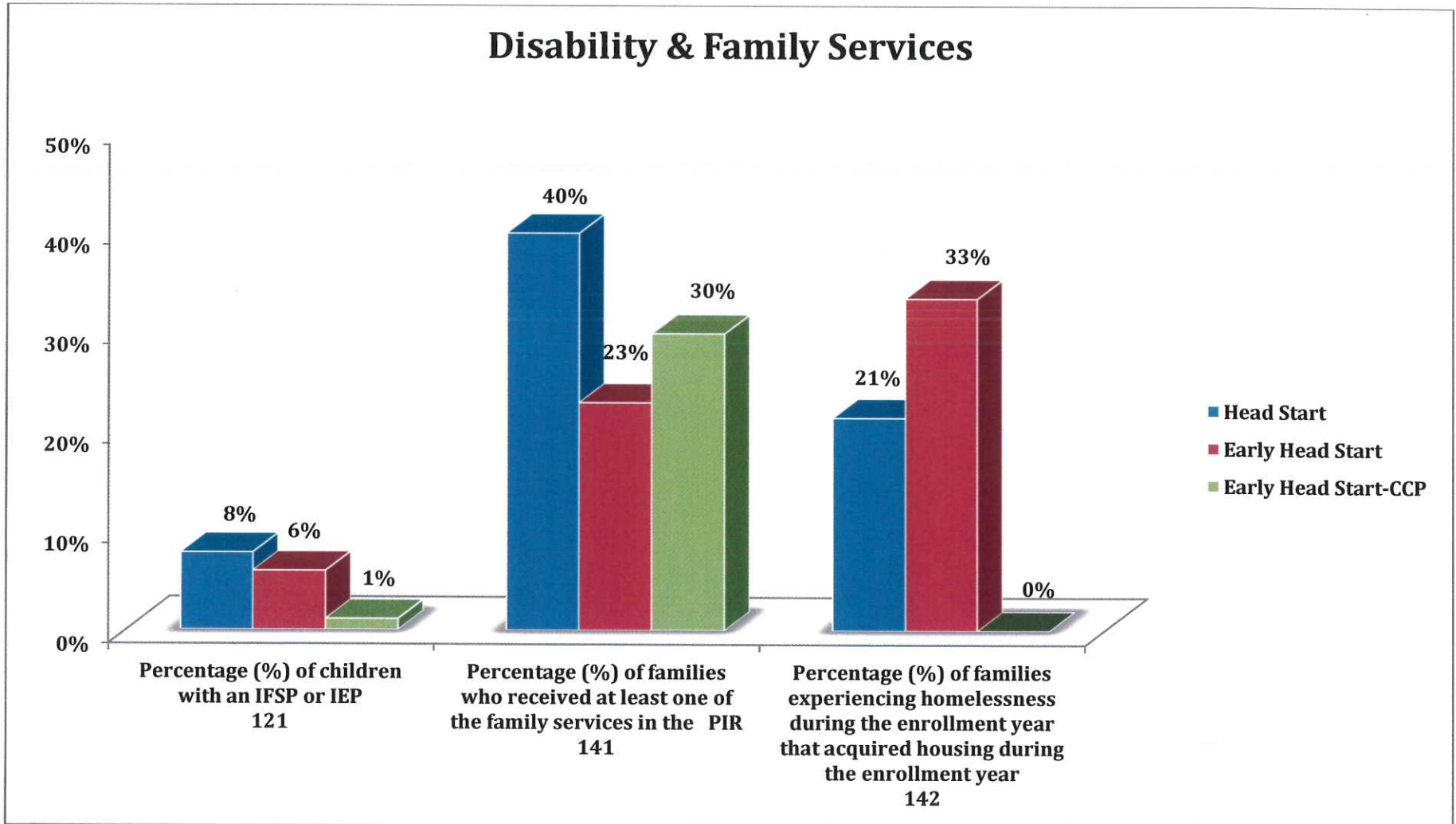
Program Information Report

March 2018

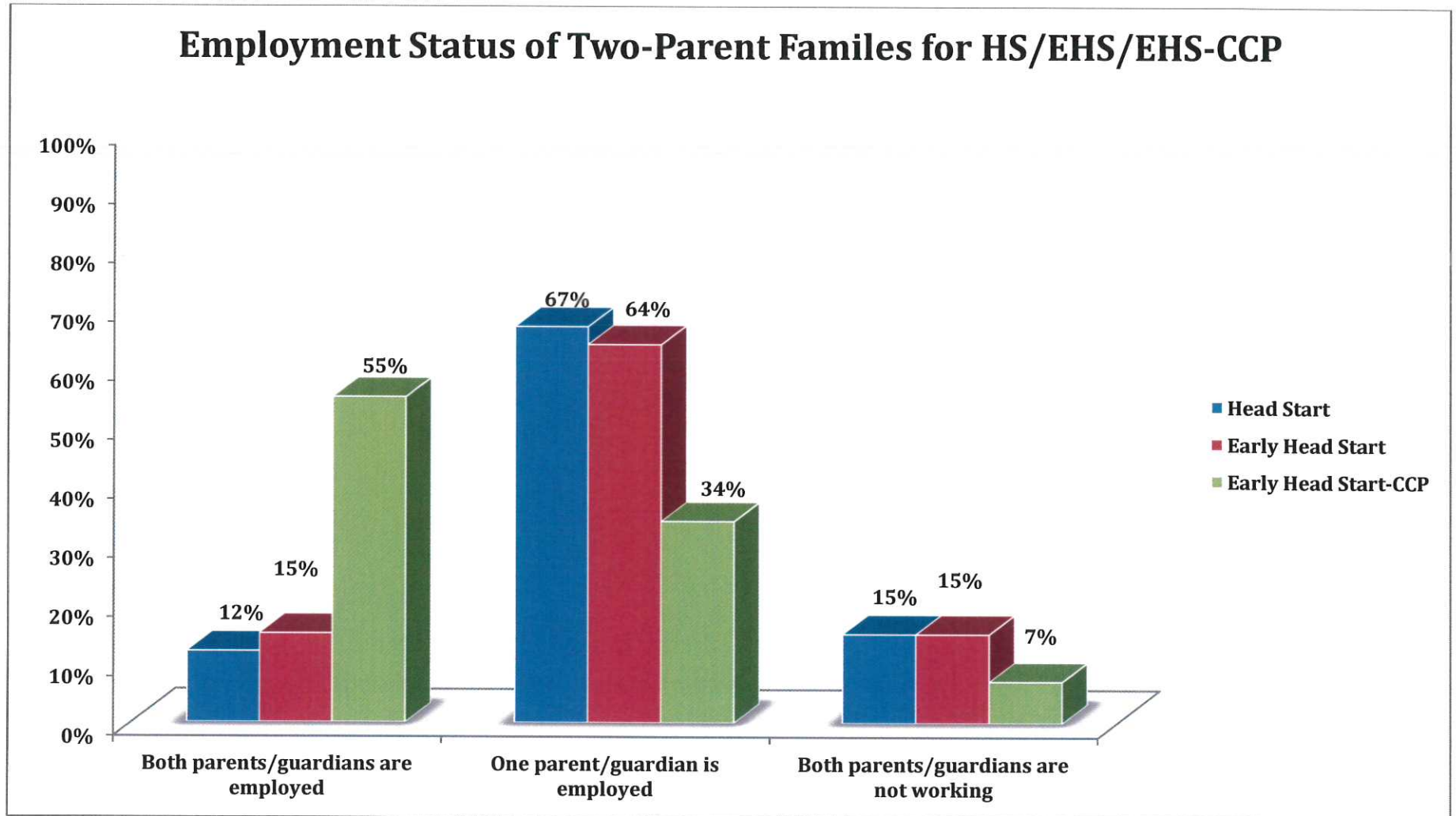
The following chart represents the Medical and Dental data collected from ChildPlus as of 4/2/18:



The following chart represents the Disability and Family Services data collected from ChildPlus as of 4/2/18:

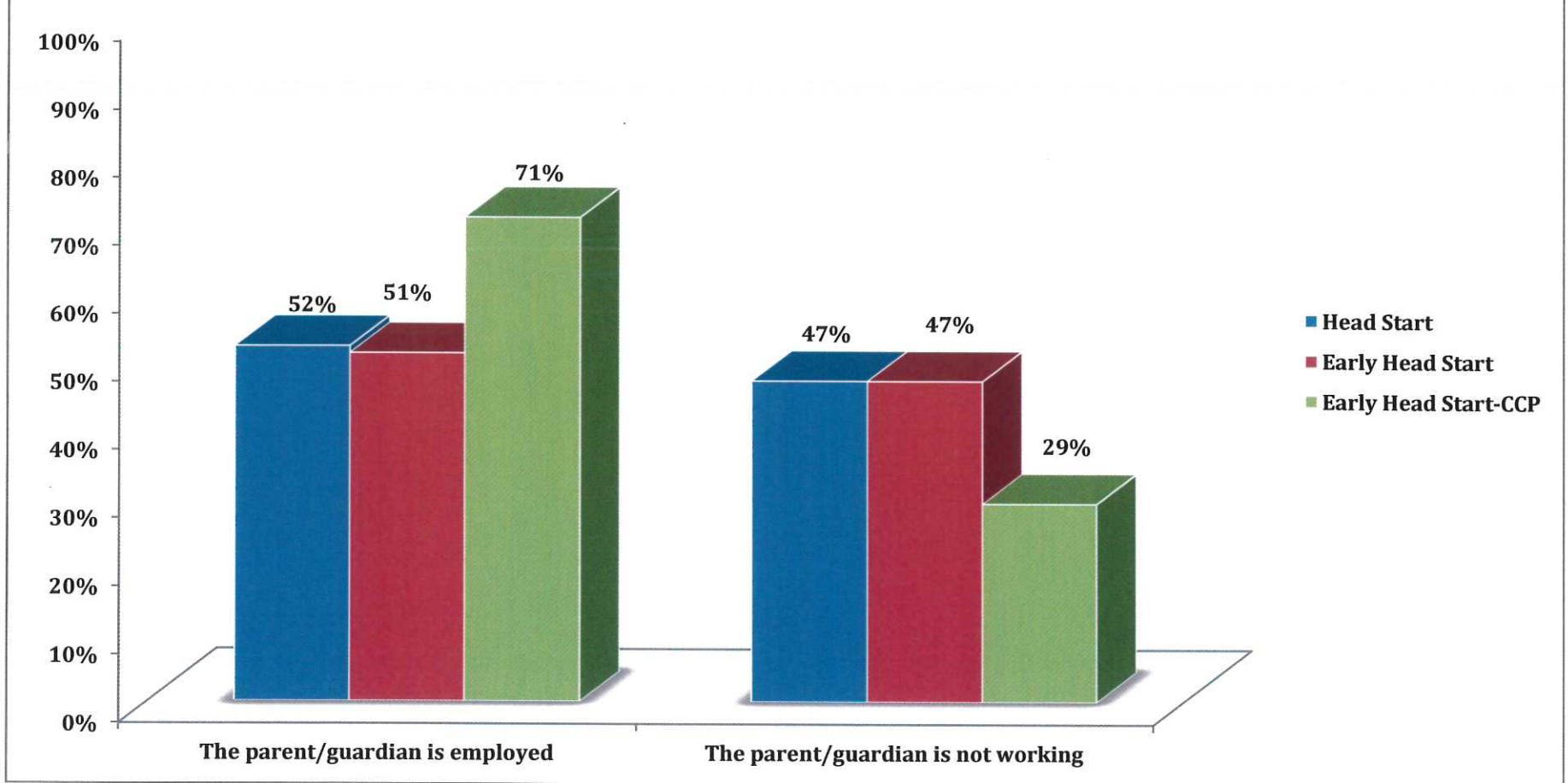


The following chart represents the Employment data collected from ChildPlus as of 4/2/18:





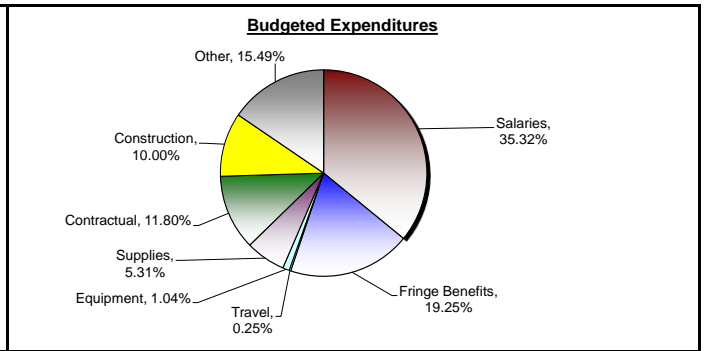
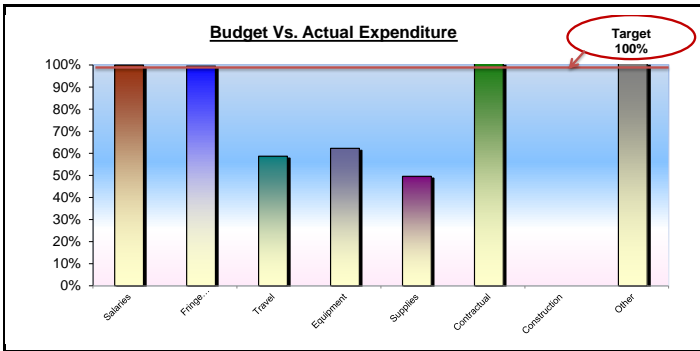
Employment Status of Single-Parent Families for HS/EHS/EHS-CCP



**County of San Bernardino Preschool Services Department
Budget-To-Actual and Projected Expenditure Report
FY 2016-17
As of March 31, 2018**

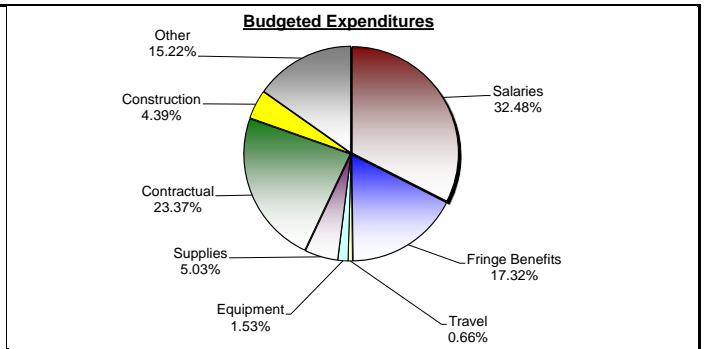
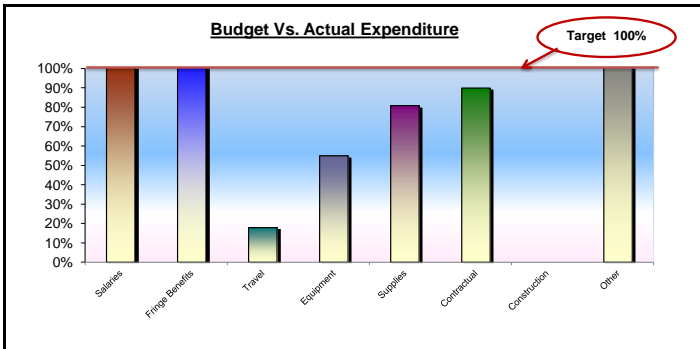
Head Start

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
Budget Categories	Modified Budget	Year-To-Date Actual	Available Budget (A) - (B)	Projected Expenditure	Total YTD + PRJ (B) + (D)	Approved Carryover	Budget Balance (A) - (E) - (F)	Budget vs. Actual Exp. (B) / (A)
Expenditures								
A Salaries	16,024,861	16,007,361	17,500	-	16,007,361		17,500	99.89%
B Fringe Benefits	8,585,338	8,535,666	49,672	-	8,535,666		49,672	99.42%
C Travel	110,954	65,070	45,884	-	65,070		45,884	58.65%
D Equipment	463,794	288,536	175,258	-	288,536		175,258	62.21%
E Supplies	2,785,374	1,380,291	1,405,083	-	1,380,291	1,416,185	(11,102)	49.55%
F Contractual	5,264,517	5,394,637	(130,120)	-	5,394,637		(130,120)	102.47%
G Construction	4,461,554	-	4,461,554	-	-	4,461,554	-	0.00%
H Other	6,908,679	7,045,675	(136,996)	-	7,045,675		(136,996)	101.98%
Total Direct Costs	44,605,071	38,717,236	5,887,835	-	38,717,236	5,877,739	10,096	86.80%
Percentage (%) Analysis	100.0%	86.8%	13.2%	0.0%	86.8%	13.2%	0.0%	13.2%



Early Head Start

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
Budget Categories	Modified Budget	Year-To-Date Actual	Available Budget (A) - (B)	Projected Expenditure	Total YTD + PRJ (B) + (D)	Approved Carryover	Budget Balance (A) - (E) - (F)	Budget vs. Actual Exp. (B) / (A)
Expenditures								
A Salaries	1,629,162	1,656,167	(27,005)	-	1,656,167		(27,005)	101.66%
B Fringe Benefits	868,580	908,237	(39,657)	-	908,237		(39,657)	104.57%
C Travel	33,142	5,927	27,215	-	5,927		27,215	17.88%
D Equipment	76,976	42,302	34,674	-	42,302		34,674	54.96%
E Supplies	252,156	203,905	48,251	-	203,905		48,251	80.86%
F Contractual	1,172,140	1,053,994	118,146	-	1,053,994		118,146	89.92%
G Construction	220,000	-	220,000	-	-	220,000	-	0.00%
H Other	763,575	877,126	(113,551)	-	877,126		(113,551)	114.87%
Total Direct Costs	5,015,731	4,747,658	268,073	-	4,747,658	220,000	48,073	94.66%
Percentage (%) Analysis	100.0%	94.7%	5.3%	0.0%	94.7%	4.4%	1.0%	5.3%



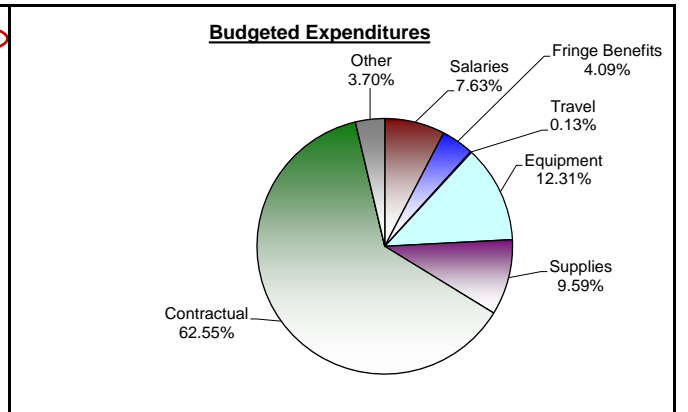
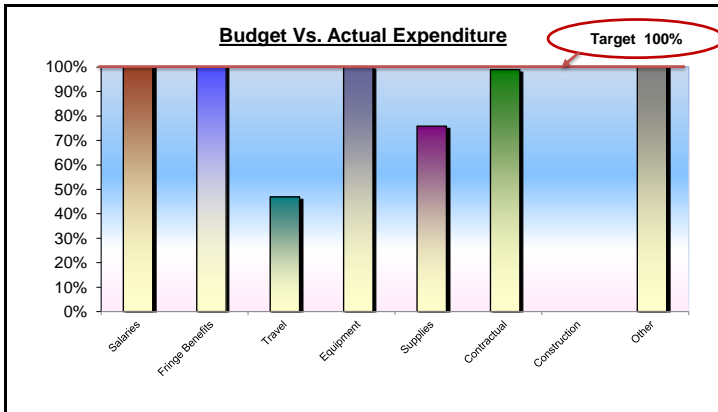
County of San Bernardino Preschool Services Department
Budget-To-Actual and Projected Expenditure Report
FY 2016-17
As of December 31, 2017

EHS-Child Care Partnership

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
Budget Categories	Modified Budget	Year-To-Date Actual	Available Budget (A) - (B)	Projected Expenditure	Total YTD + PRJ (B) + (D)	Pending Carryover	Budget Balance (A) - (E) - (F)	Budget vs. Actual Exp.% (B) / (A)
Expenditures								
A Salaries	253,364	277,543	(24,179)	-	277,543		(24,179)	109.5%
B Fringe Benefits	135,953	165,350	(29,397)	-	165,350		(29,397)	121.6%
C Travel	4,347	2,038	2,309	-	2,038		2,309	46.9%
D Equipment	408,987	408,782	205	-	408,782	-	205	99.9%
E Supplies	318,372	241,326	77,046	-	241,326	-	77,046	75.8%
F Contractual	2,077,530	2,054,627	22,903	-	2,054,627	-	22,903	98.9%
G Construction	-	-	-	-	-	-	-	0.0%
H Other	123,000	125,862	(2,862)	-	125,862	-	(2,862)	102.3%
Total Direct Costs	3,321,553	3,275,528	46,025	-	3,275,528	-	46,025	98.6%

Percentage (%) Analysis

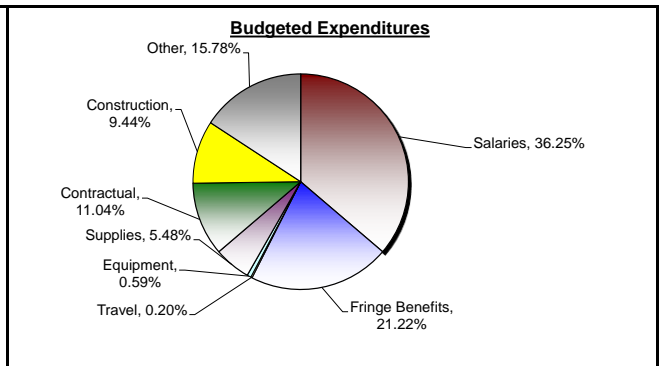
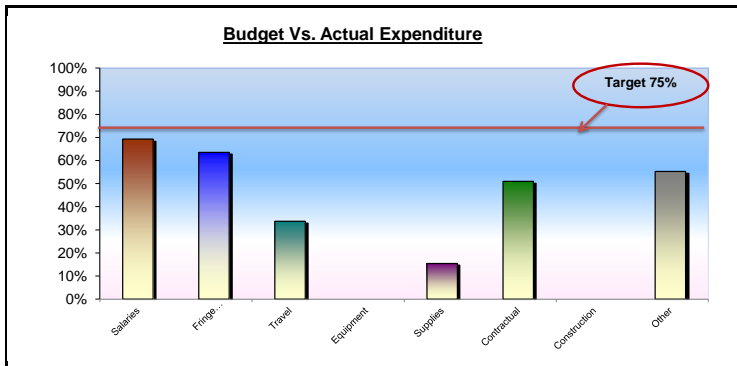
100.0%	98.6%	1.4%	0.0%	98.6%	0.0%	1.4%	1%
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**County of San Bernardino Preschool Services Department
Budget-To-Actual and Projected Expenditure Report
FY 2017-18
As of March 31, 2018**

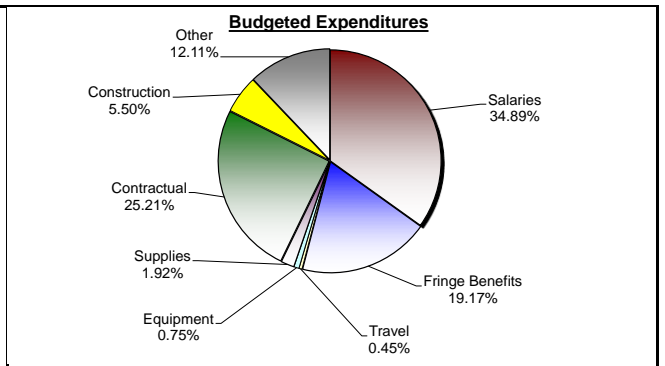
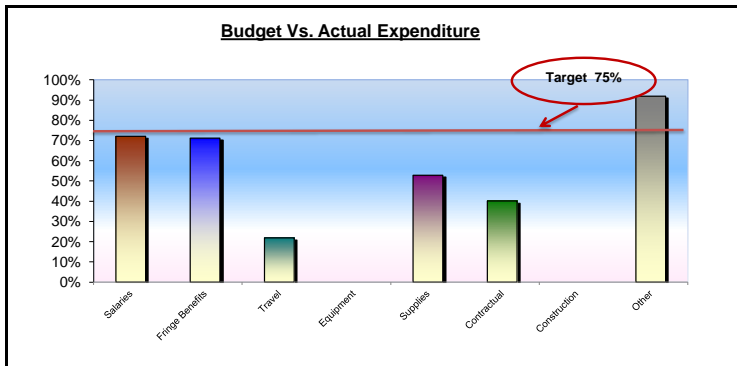
Head Start

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)
Expenditures							
A Salaries	18,064,871	12,516,727	5,548,144	5,884,793	18,401,520	(336,649)	69.29%
B Fringe Benefits	10,572,396	6,716,521	3,855,875	3,149,007	9,865,528	706,868	63.53%
C Travel	101,411	34,192	67,219	30,866	65,058	36,353	33.72%
D Equipment	294,373	-	294,373	247,991	247,991	46,382	0.00%
E Supplies	2,730,208	421,314	2,308,894	2,564,357	2,985,671	(255,463)	15.43%
F Contractual	5,500,224	2,804,623	2,695,601	2,585,557	5,390,180	110,044	50.99%
G Construction	4,701,554	-	4,701,554	4,846,554	4,846,554	(145,000)	0.00%
H Other	7,864,795	4,347,519	3,517,276	3,679,811	8,027,330	(162,535)	55.28%
Total Direct Costs	49,829,832	26,840,896	22,988,936	22,988,936	49,829,832	-	53.87%
Percentage (%) Analysis	100.0%	53.9%	46.1%	46.1%	100.0%	0.0%	21.1%



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)
Expenditures							
A Salaries	1,775,770	1,279,719	496,051	405,573	1,685,292	90,478	72.07%
B Fringe Benefits	975,621	694,285	281,336	257,771	952,056	23,565	71.16%
C Travel	22,839	4,996	17,843	28,416	33,412	(10,573)	21.87%
D Equipment	38,352	-	38,352	11,536	11,536	26,816	0.00%
E Supplies	97,752	51,628	46,124	33,545	85,173	12,579	52.82%
F Contractual	1,283,068	514,660	768,408	616,175	1,130,835	152,233	40.11%
G Construction	280,000	-	280,000	280,000	280,000	-	0.00%
H Other	616,400	566,407	49,993	341,031	907,438	(291,038)	91.89%
Total Direct Costs	5,089,802	3,111,695	1,978,107	1,974,047	5,085,742	4,060	61.14%
Percentage (%) Analysis	100.0%	61.1%	38.9%	38.8%	99.9%	0.1%	13.9%

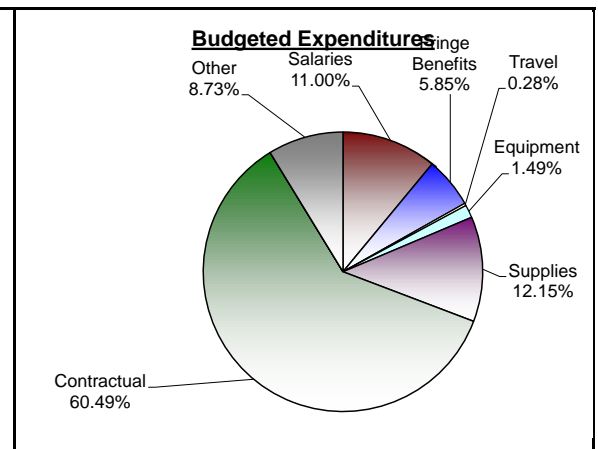
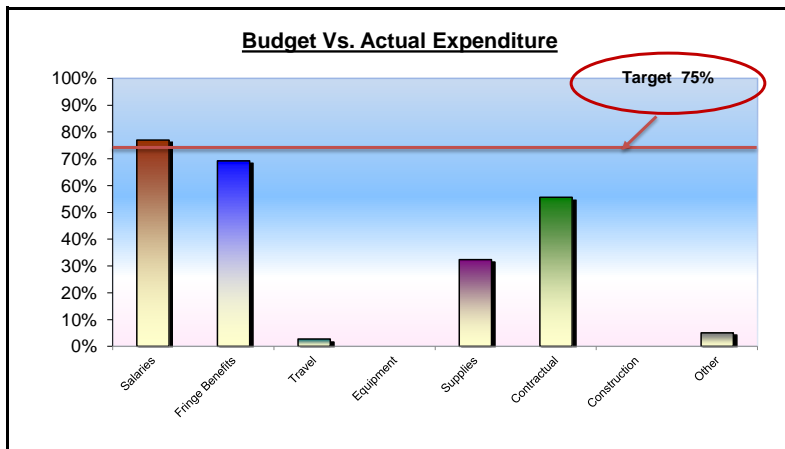


County of San Bernardino Preschool Services Department Budget-To-Actual and Projected Expenditure Report FY 2017-18 As of March 31, 2018

EHS-Child Care Partnership

		(A)	(B)	(C)	(D)	(E)	(F)	(G)
Budget Categories		Modified Budget	Year-To-Date Actual	Available Budget (A) - (B)	Projected Expenditure	Total YTD + PRJ (B) + (D)	Budget Balance (A) - (E)	Budget vs. Actual Exp.% (B) / (A)
Expenditures								
A	Salaries	223,532	172,067	51,465	78,344	250,411	(26,879)	77.0%
B	Fringe Benefits	118,772	82,186	36,586	34,038	116,224	2,548	69.2%
C	Travel	5,719	157	5,562	3,100	3,257	2,462	2.7%
D	Equipment	30,305	-	30,305	22,000	22,000	8,305	0.0%
E	Supplies	246,797	79,875	166,922	155,143	235,018	11,779	32.4%
F	Contractual	1,228,786	683,551	545,235	649,225	1,332,776	(103,990)	55.6%
G	Construction	-	-	-	-	-	-	0.0%
H	Other	177,392	8,927	168,465	8,005	16,932	160,460	5.0%
Total Direct Costs		2,031,303	1,026,763	1,004,540	949,855	1,976,618	54,685	50.5%

Percentage (%) Analysis 100.0% 50.5% 49.5% 46.8% 97.3% 2.7% **24%**



San Bernardino County

Preschool Services Department Community Assessment (Update)

2018-2019

Funding Year 4 of 5



Human Services
Preschool Services

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 San Bernardino County 2-1-1 27

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, 2015 and July 1, 2016, San Bernardino County had an estimated population change/growth of 0.8%. San Bernardino County's estimated population growth was faster than the population growth in the state of California by 0.1%. In July 2016, San Bernardino County's population was estimated at 2,140,096 (*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 2016, San Bernardino County's population was estimated at over two million (see above)
- Among all California counties, only Los Angeles County (10,137,915), San Diego County (3,317,749), Orange County (3,172,532), and Riverside County (2,387,741) have more residents.
- San Bernardino County is the twelfth most populous county in the nation, with more residents than 15 of the U.S states, including Idaho, West Virginia, and New Mexico.

Child Population by Gender

Kidsdata.org shows the population by gender for children ages zero to five in California as of July 1, 2016 as follows:

- 51% males
- 49% females

According to Kidsdata.org, in 2016 there was a total of 185,642 children ages zero to five in San Bernardino County; the gender breakdown as follows:

San Bernardino County	Number		
	Female	Male	Total
Age			
0-2 Years	45,922	47,752	93,674
3-5 Years	45,081	46,887	91,968

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; U.S. Census Bureau, Current Population Estimates, Vintage 2015 (Jun. 2016).

Child Population under 18 by Ethnicity

San Bernardino County	Percent
Hispanic/Latino	61.7%
White	21.7%
African American/Black	7.8%
Asian American	4.5%
Multiracial	3.6%
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. 2016); U.S. Census Bureau, Current Population Estimates, Vintage 2015 (Jun. 2016).

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
	1/1/16	1/1/17	
Adelanto	33,512	34,273	2.3%
Apple Valley	73,925	74,701	1.0%
Barstow	24,125	24,248	0.5%
Big Bear Lake	5,004	5,047	0.9%
Chino	85,705	88,026	2.7%
Chino Hills	78,798	80,676	2.4%
Colton	53,530	53,879	0.7%
Fontana	209,179	212,786	1.7%
Grand Terrace	12,366	12,435	0.6%
Hesperia	93,241	94,133	1.0%
Highland	54,024	54,377	0.7%
Loma Linda	24,433	24,528	0.4%
Montclair	38,766	39,122	0.9%
Needles	5,018	5,044	0.5%
Ontario	170,214	174,283	2.4%
Rancho Cucamonga	175,681	177,324	0.9%
Redlands	69,211	69,851	0.9%
Rialto	105,996	106,528	0.5%
San Bernardino	215,678	216,972	0.6%
Twenty-Nine Palms	26,055	26,919	3.3%
Upland	76,016	76,790	1.0%
Victorville	123,053	123,565	0.4%
Yucaipa	53,773	54,324	1.0%
Yucca Valley	21,371	21,519	0.7%
Balance of County	307,050	308,906	0.6%

Source: California Department of Finance- E-1: City/County Population Estimates with Annual Percentage Change, January 1, 2016-January 2017

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 - 2016		
Education Level	Estimated population	Share
Less than high school	284,225	21.26%
High School (includes equivalency)	351,679	26.30%
Some college, no degree	321,839	24.07%
Associate’s degree	111,725	8.36
Bachelor’s degree	176,286	13.19%
Graduate or professional degree	91,217	6.82%
Total	1,336,971	100%
High school or less	635,904	47.56%

Source: U.S. Census Bureau, 2016 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 30.25% of PSD parents have less than a high school diploma, which is higher than the County’s 21.26% (according to the *U.S. Census Bureau 2011-2016*). The educational attainment of PSD parents is as follows:

Educational Attainment	Number of Parents	Percentage
Less than high school graduate	1,485	30.25%
High school graduate or GED	1,602	32.63%
Associate degree, vocational school, or some college	1,574	32.06%
Advance degree or baccalaureate degree	248	5.05%
Total number of families at enrollment	4,909	100%

Source: 2016-2017 PIR: Parent/Guardian Education

For Head Start parents, a connection to training/vocational programs has been recognized as a need/priority in the past, providing a pathway to a first job or an even better job. For example, the Apprenticeship Training Program administered by the Preschool Services Department that gives the opportunity to parents and volunteers to receive on the job training and a competitive edge over other candidates to obtain a position within the department. Training is offered for the following positions: Teacher Aides, Food Service Workers, Custodians, and Center Clerks. However, the lack of a high school

diploma or GED prevents parents from participating in PSD's apprenticeship program. This and many other apprenticeship programs require that an applicant possess either a GED or a high school diploma. Apprenticeships requiring a high school diploma or GED include:

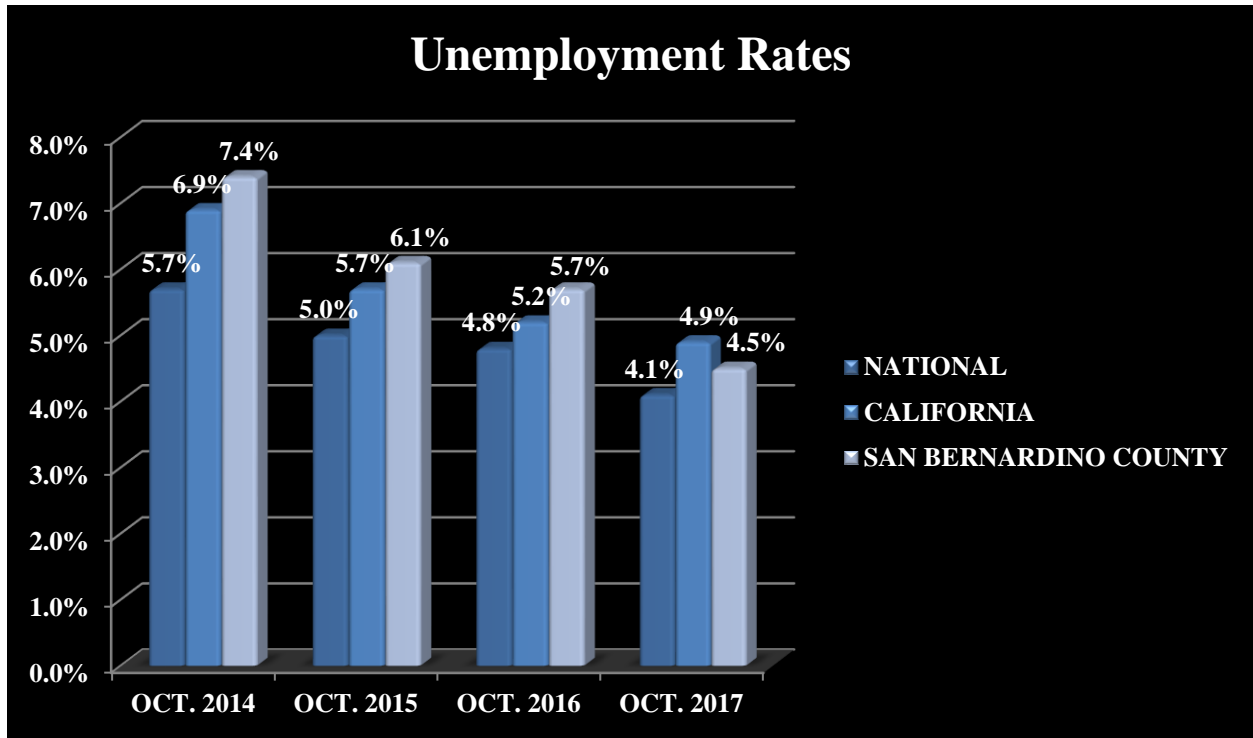
- San Bernardino County Fire Department - Limited Term Firefighter Program
- Construction Teamsters Apprenticeship Program for Southern California, including such fields such as: Dump Truck and Articulation, Fuel Truck Driver, Oil Spreader Truck Driver, Warehouseman/Forklift Operator, Construction, Truck Driver
- CalApprenticeship.org - Most Registered Apprenticeship programs require applicants to have a high school diploma or GED certificate. Programs offered by Cal Apprenticeship include:
 - 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 Oct. 2016; Bureau of Labor Statistics Data Oct. 2014-2017

Population by Poverty Level

According to the *2016 San Bernardino County Community Indicators Report*:

- Families with single females as head of household have the highest poverty rate at 34.1%
- The poverty rate increases significantly to 40.2%, when single female as head of household have children under five years old
- Families with married couples with or without children have a lower poverty rate at 9.8%
- The poverty rate is at 8.8%, for families with married couples who have children under five years old

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 2016, page 41

Public Assistance Caseload in San Bernardino County for Fiscal Year 2016-2017

Public Assistance Caseload by Program in San Bernardino County	
Program	Caseload
CalWORKs	43,575
CalFresh	174,456
Medi-Cal	376,954
Welfare to Work	9,786
Foster Care	5,671
General Relief	446

Source: San Bernardino County Transitional Assistance Department, FY 2016-2017

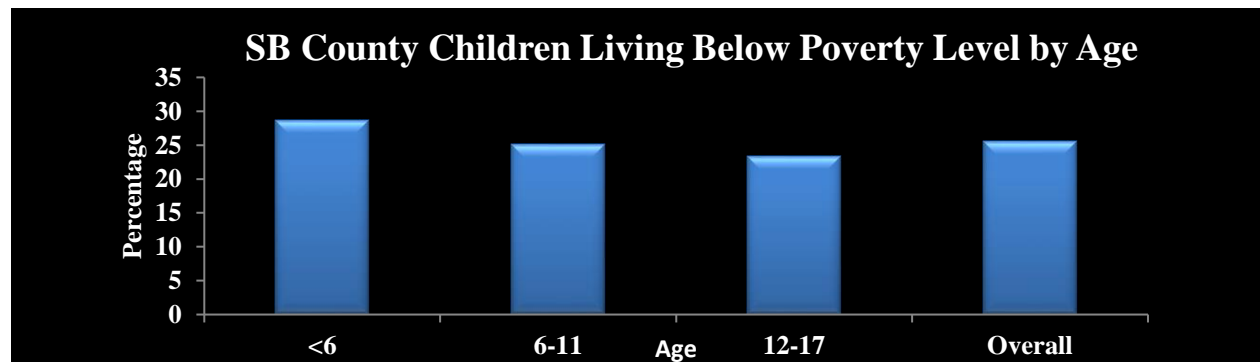
Poverty in San Bernardino County increased significantly from 12.3% in 2005 to 16.3% in 2014. The rate of poverty is significantly higher and continues to grow among families that have a head of household without a high school diploma, from 23.7% in 2005 to 32.1% in 2014.

Source: San Bernardino County Community Indicators Report 2016, Page 40

Children Eligible for Early Head Start/Head Start

Child Poverty

Kidsdata.org reports there were 562,842 children ages 0 to 17 residing in San Bernardino County. According to the San Bernardino County Indicators Report 2016, in 2014 28.5% of all San Bernardino County children under 18 live in poverty while 18.6% of adults and 11.3% of older adults (ages 65 or older) live in poverty. This means 160,410 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 zero to five.

Highest Percentage of Children age zero to five living in Poverty by Zip Codes and Community		
Zip Code	City/Community	Percentage
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 (18.6%) or older adults (11.3%) 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 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 2016-2017, 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	9,236/31%
92392-92395	Victorville	4,579/15%
92335-92337	Fontana	2,950/10%
92344-92345	Hesperia	2,618/9%
92375-92377	Rialto	2,066/7%
92311	Barstow	1,864/6%
92307-92308	Apple Valley	1,813/6%
91761-91764	Ontario	1,810/6%
92301	Adelanto	1,778/6%
92324	Colton	1,376/5%

Source: Human Services-Research, Outcomes, and Quality Support 2016-2017 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 2016, a total of 72,570 individuals in the county were receiving SSI benefits; this represents 3.4% of the total county population (of 2,140,096). Of the 72,570 SSI recipients, 8,770 were children under 18 years old.

Source: https://www.ssa.gov/policy/docs/statcomps/ssi_sc/2016/ca.pdf

Foster Care

According to San Bernardino County Children and Family Services (CFS) Department, there are a total of 6,015 children in Foster Care placement in San Bernardino County for the period of July 2016 through June 2017. 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 1,196 cases of children ages zero to two and 1,008 cases of children ages three to five placed in foster care for a total of 2,204 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 three (3) percent of a program’s funded enrollment slots for the purpose of prioritizing the enrollment of foster children when a vacancy occurs and must be filled within 30 days.

Cities with the Highest Foster Care Placements		
City	Caseload Count	Caseload Percentage
San Bernardino	994	16.53%
Victorville	967	16.08%
Fontana	536	8.91%
Hesperia	484	8.05%
Apple Valley	353	5.87%
Rialto	333	5.54%
Adelanto	302	5.02%
Barstow	200	3.33%
Rancho Cucamonga	192	3.19%
Redlands	179	2.98%

Source: San Bernardino County Children and Family Services – July 2016 to June 2017

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

Transitional Kindergarten

A total of 34 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	Rim of the World Unified
Alta Loma	Helendale School District	San Bernardino City Unified
Apple Valley Unified	Hesperia Unified	SBE Nova Meridian Academy
Baker Valley Unified	Lucerne Valley Unified	Silver Valley Unified
Barstow	Morongo Unified	Snowline Joint Unified
Bear Valley Unified	Mountain View	Trona Joint Unified
Central	Mt Baldy Joint	Upland Unified
Chaffey Joint Union High	Needles Unified	Victor Elementary
Chino Valley Unified	Ontario-Montclair	Victor Valley Union High
Colton Joint Unified	Oro Grande	Yucaipa-Calimesa Joint Unified
Cucamonga	Redlands Unified	
Etiwanda	Rialto Unified	

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 2017 Homeless Count and Subpopulation Survey: Final Report released in June 2017*:

- Approximately, 1,866 individuals were homeless in San Bernardino County at the time of the count
- Of the 1,866 individuals, 1,179 or 63.2% were unsheltered
- Of the 1,179 unsheltered individuals, 1,139 were adults, 14 were unaccompanied youths under age 18, and 26 were children under 18 in families
- 15 families were unsheltered
- Of the 15 families, 5 or 33% were chronically homeless families
- Of the 1,866 individuals, 687 or 36.9% were sheltered
- Of the 696 sheltered individuals, 395 were counted in shelters or received motel vouchers
- Of the 696 sheltered individuals, 292 were counted in transitional housing programs

More than half (58.7%) or 1,096 of the 1,866 homeless adults and children were counted within six cities which include San Bernardino, Victorville, Upland, Ontario, Rialto, and Redlands . These six cities had 58.4% of the counted unsheltered population and 59.4% of counted individuals in shelters and transitional housing.

Source: San Bernardino County 2017 Homeless Count and Subpopulation Survey: Final Report Page 8

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.

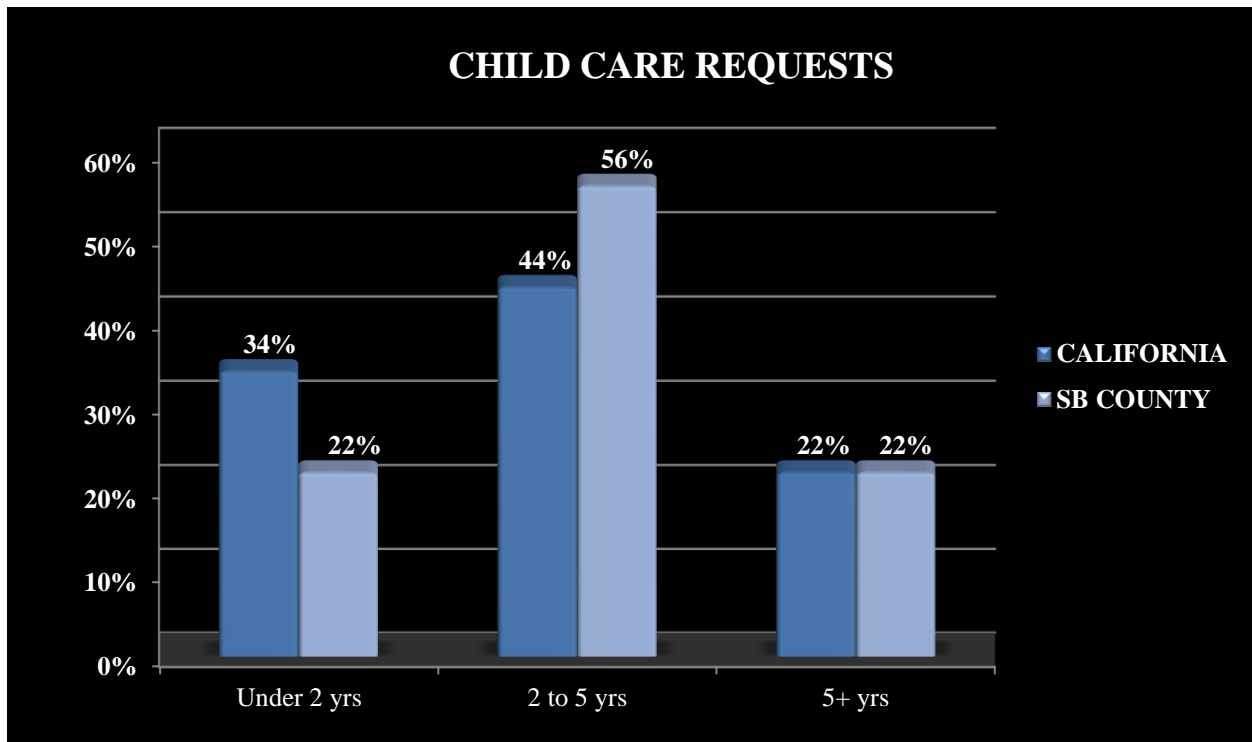
Early Education Programs

According to Kidsdata.org, in 2016 there were 185,642 children ages zero to five years old residing within the County of San Bernardino. According to the California Department of Finance, 93,674 children residing in San Bernardino County are ages zero to two, while 91,968 of the children residing in San Bernardino County are between the ages of three to five years old. As previously reported, the San Bernardino County 2016 Community Indicators Report stated that approximately 18.6% of all children residing in San Bernardino County, are living in poverty. That translates to approximately 34,529 children ages zero to five or approximately 17,423 children ages zero to two and 17,106 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 2015-2016, the Transitional Assistance Department has allotted \$3,795,788 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 an increase of \$306,255 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 is 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 ages 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 2017-2018 program year. According to the data, 601 children were classified as obese, 414 children were classified as overweight.

The nutrition data collected in the *Preschool Services Department ChildPlus* system as of December 2017 indicates the total numbers of overweight or obese children are 1,015. Children over the age of two years are screened using Body Mass Index (BMI); (Weight in kilograms is divided by height in meters squared and the result used as a screening tool for obesity).

Each weight category is defined as:

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

Nutritional Issue	2015-16 Program Year	2016-17 Program Year	2017-18 Program Year
Overweight	552	641	414
Obese	496	624	601
Food Allergies(Special Diets)	435	393	321
Underweight	218	149	303
Anemia	178	70	196

Source: Preschool Services Department Child Plus 2017

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	126	42.5%
Overweight to Healthy Weight	287	44%
Obese to Overweight	81	13%
Obese to Healthy Weight	176	28%

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

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

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

PSD also developed the Train-the-Trainer program called Family and Community Educating Together (FACET). PSD’s 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 and it resulted in two positive points: (1) It increased parents’ and parent trainers’ awareness and knowledge of the benefits consuming more fruits and vegetables, eating healthier and being more physically active for the family; and (2) Parents and families appeared to be more receptive to the information provided by peer trainers as it reduced cultural and language barriers between learners and the presenter.

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

Children with Disabilities

The *December 2016 Special Education Enrollment by Age and Disability Report* indicates there are 53,369 individuals age 0 to 22 enrolled in Special Education countywide with 4,682 individuals being zero to five years of age.

Number of Children in San Bernardino County by Type of Disability Ages zero to five			
	2014	2015	2016
Intellectual Disability	340	306	301
Hard of Hearing	91	102	138
Deaf	0	13	26
Speech/Language	2,623	2,627	2,772
Visual Impairment	0	0	11
Emotional Disturbance	0	0	0
Orthopedic Impairment	72	69	88
Other Health Impairment	276	282	287
Specific Learning Disability	81	59	31
Multiple Disability	158	147	138
Autism	754	812	890
Traumatic Brain Injury	0	0	0
Total	4,395	4,417	4,682

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.

San Bernardino County Children enrolled in Special Education (ages 0 to 5) by Age and Disability Reporting Cycle: December 1, 2015

Disability	Age						Total
	0	1	2	3	4	5	
Intellectual Disability	0	0	0	70	98	133	301
Hard of Hearing	24	40	27	16	13	18	138
Deaf	0	0	0	0	13	0	13
Speech/language	0	12	43	564	983	1,170	2,772
Visual Impairment	0	0	0	0	0	0	0
Emotional Disturbance	0	0	0	0	0	0	0
Orthopedic Impairment	0	0	0	32	25	31	88
Other Health Impairment	20	28	31	46	68	94	287
Specific Learning Disability	0	0	0	0	0	31	31
Multiple Disability	18	21	29	19	23	28	138
Autism	0	0	0	200	349	341	890
Traumatic Brain Injury	0	0	0	0	0	0	0
Total	62	101	130	947	1,367	1,872	4,682

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 2016-2017 program year, Preschool Services Department served 40 children with an Individual Family Service Plan (IFSP) receiving Early Intervention Services, such as Occupational, Physical, and Speech therapy.

Autism

Autism Prevalence

The Autism Society for the Inland Empire reports that about one in every 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).

Explosion of Autism

68	166	500	2500
2015	2005	1995	1985
1 in 68 children	1 in 166 children	1 in 500 children	1 in 2500 children

Source: Autism Society-Inland Empire

Autism Financial Impact

The Autism Society for the Inland Empire reports Autism services cost U.S. citizens \$236-262 billion annually; about 75% of these 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 2016), Riverside and San Bernardino Counties have 11,702 students between the ages of 3 to 21 with an ASD diagnosis.

Autism in San Bernardino County			
Age	2014	2015	2016
0	0	0	0
1	0	0	0
2	0	0	0
3	146	209	200
4	277	245	349
5	331	358	341
Total	754	812	890

Source: California Department of Education December 2014-2016

The number of children with ASD in San Bernardino County continues to increase. In 2014, the CDE reported 754 children with ASD were enrolled in special education, followed by 812 in 2015, and 890 in 2016.

San Bernardino County Preschool Services Department/Program Information Reporting Survey 2016

There were 411 children receiving special education services with an Individual Education Plan (IEP), enrolled during the 2016-2017 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 2016-2017 are as follows:

Disability	Number of Children PSD	Number of Children SB County
Health Impairment	1	287
Emotional Disturbance	0	0
Speech of Language Impairment	398	2,772
Intellectual Disabilities	5	301
Hearing Impairment, including Deafness	0	164
Orthopedic Impairment	1	88
Visual Impairment, including Blindness	1	0
Specific Learning Disability	0	31
Autism	5	890
Traumatic Brain Injury	0	0
Non-Categorical/Developmental Delay	0	0
Multiple Disabilities (excluding deaf-blind)	0	138
Deaf-Blind	0	0
Total	411	4,682

Source: Preschool Services Department (PIR) 2016-2017 / Calif. Dept. Edu. 12/1/16

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

	2015-16	2016-17
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	790	921
Of these, the number for whom the MH professional provided three or more consultations with program staff	772	814
Number of children for whom the MH professional consulted with the parent(s)/guardian(s) about their child's behavior/mental health	772	814
Of these, the number for whom the MH professional provided three or more consultations with the parent(s) / guardian(s)	451	697
Number of children for whom MH professional provided an individual mental health assessment	766	801
Number of children for whom MH professional facilitated a referral for mental health services	155	192
Number of children who were referred by the program for mental health services outside of Head Start	155	192
Of these, the number who received mental health services	141	157

Source: Head Start Program Information Report 2016-17/Prevention and Early Intervention (PEI) internal tracking report

Community Assessment Survey

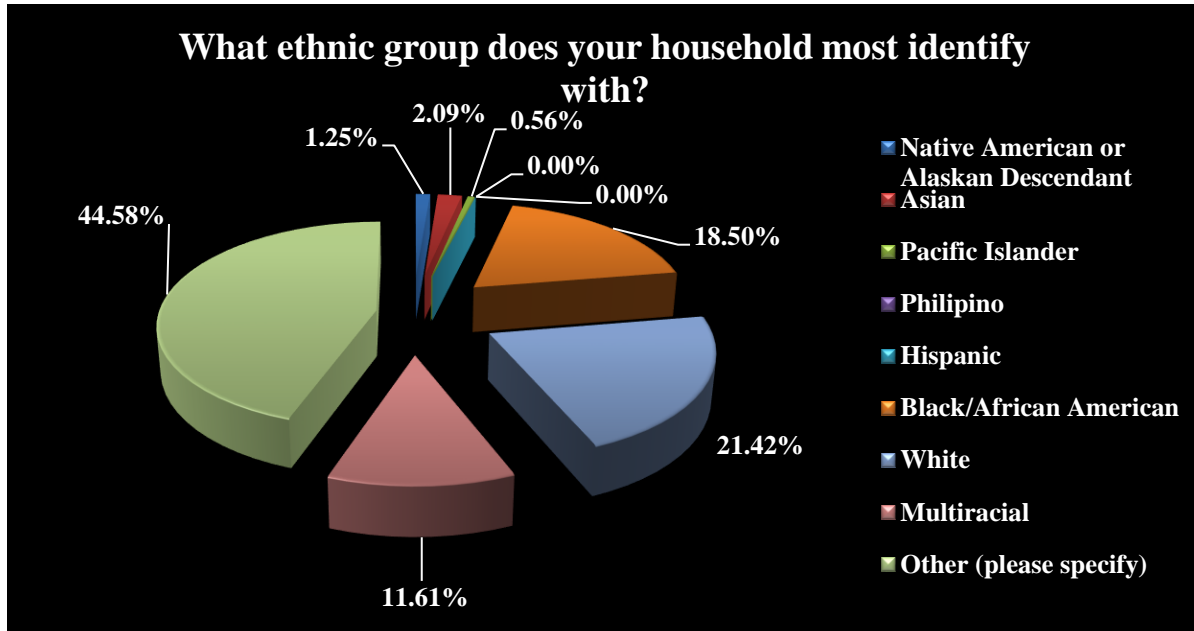
In order to determine the needs of our current parents and the community, PSD developed and distributed a Community Assessment survey. The survey was distributed between September 2017 and November 2017 via electronic and hard copy to parents of currently enrolled children, contract agencies, a delegate agency, and community partners.

Summary of PSD's Community Assessment Survey

Demographics

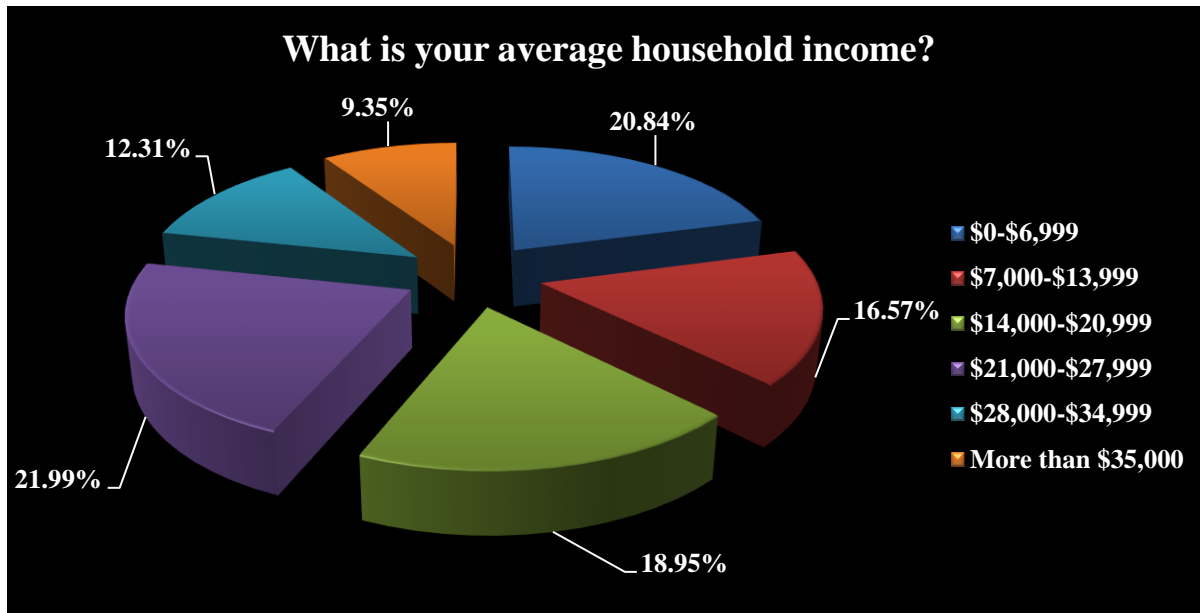
A total of 1,514 individuals responded to the Community Assessment Survey. English as the primary language spoken at home was reported by 73.25%, followed by Spanish with 20.94%. A language other than English or Spanish was reported by 5.81% as the primary language spoken at home, while 5.7% declined to respond. The majority of the respondents were in the 30 to 39 age group at 42.78%, followed by the 18 to 29 age group at 40.69%.

Ethnicity/Racial Background of Respondents



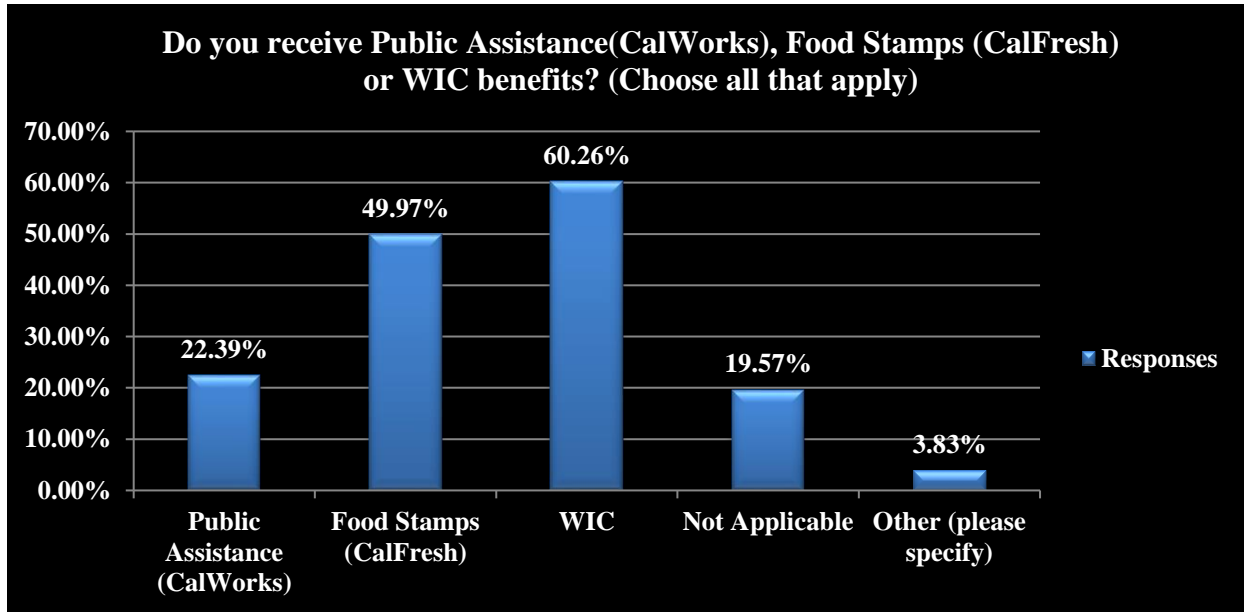
The majority of the respondents, 57.48%, were the biological parent(s) to children in the home. 31.4% of the respondents reported being a single parent and 0.42% reported being a teen parent(s).

Average Annual Income per Household



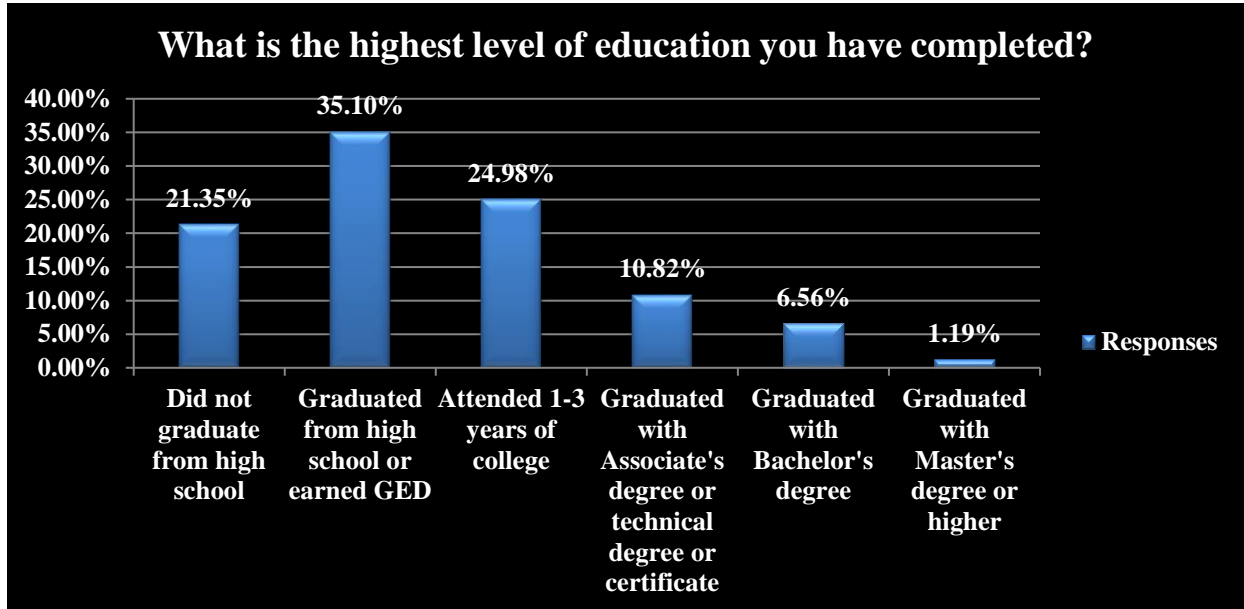
Data collected indicates that 20.84% of the respondents reported having an average annual income below \$7,000, while 16.57% earned less than \$14,000 per year. Of the total respondents, 44.78% reported that at least one of the adult household members was not employed, and 31.74% listed the “lack of childcare” as the primary reason keeping them from working.

Types of Income



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

Education



The highest percentage of respondents, 35.10%, graduated from high school or earned a GED, while 21.35% do not have a high school diploma. This results in a total of 56.45% 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 (38.83%)
- Paying necessary bills (32.28%)
- Food (27.8%)
- Transportation and gasoline cost (24.11%)
- Build or restore good credit (23.57%)
- Other (22.21%)
- Managing finances, budgeting (21.27%)
- Affordable housing (19.92%)

The highest safety concerns in the community:

- Safety in schools (32.65%)
- Lack of jobs (25.02%)
- Crime, violence and drug abuse (23.52%)
- Need affordable housing (20.31%)

- Roads and street repair (20.31%)
- Schools and education for children (18.81%)
- Cost of utilities (18.34%)
- Other (17.72%)

Community Resources

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

July 2016 to September 2016

During the months of July 2016 to September, 15,152 calls were received. 3,910 of these calls were from families that have children ages zero to five. Of the 3,910 calls, 263 (or 7%) of callers identified themselves as homeless and 68 (or 2%) identified themselves as disabled. The greatest needs identified for these families were housing/shelter (19%), utility assistance (14%), food and material goods (16%), and other needs combined (14%). In addition, 71% of the callers reported that their housing/shelter had not been met and 16% of the callers reported unmet need in utility assistance, food and material goods during these months.

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

SOURCES OF INCOME	
TANF 30%	Child Support 1%
Employment 26%	Other 8%
None 9%	Disability 2%
SSI 4%	Self-Employed 1%
Employment; TANF 4%	Child Support 1%
EDD/Unemployment 2%	Other Combination 10%
TANF; SSI 2%	

October 2016 to December 2016

During the months of October 2016 to December 2016, 15,330 calls were received. 2,396 of these calls were from families who have children ages zero to five. Of the 2,396 calls, 306 (or 13%) of callers identified themselves as homeless and 97 (or 4%) identified themselves as disabled. The greatest needs identified for these families were housing/shelter (18%), food and material goods (19%), and utility assistance (15%). Additionally, 58% of the callers reported that their housing/shelter had not been met and 15% of the callers reported unmet need in individual/family support 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 26%	Other 2%
None 9%	Disability 2%
SSI 4%	SSI 4%
Employment; TANF 6%	EDD/Unemployment 2%
TANF; SSI 3%	Other Combination 12%

January 2017 to March 2017

During the months of January 2017 to March 2017, 14,852 calls were received. 1,888 of these calls were from families who have children ages zero to five. Of the 1,888 calls, 319 (or 17%) of callers identified themselves as homeless and 84 (or 4%) identified themselves as disabled. The greatest needs identified for these families were housing/shelter (19%), other needs (19%), food and material goods (15%), and utility assistance (12%). In addition, 63% of the callers reported that their housing/shelter had not been met, 14% of the caller reported unmet need in food and material goods, 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 27%	Child Support 1%
Employment 30%	Other 7%
None 13%	Disability 2%
SSI 6%	Self-Employed 2%
Employment; TANF 5%	SSDI 1%
EDD/Unemployment 2%	Other Combination 0%
TANF; SSI 2%	

April 2017 to June 2017

During the months April 2017 to June 2017, 15,077 calls were received. 2,060 of these calls were from families who have children ages zero to five. Of the 2,060 calls, 530 (or 26%) of callers identified themselves as homeless and 141 (or 7%) identified themselves as disabled. The greatest needs identified for these families were housing/shelter (26%), food and material goods (17%), other combined needs (13%), and utility assistance (11%). In addition, 83% of the callers reported that their housing/shelter had not been met, 8% of the caller reported unmet need in other combined needs, and 3% of the callers reported unmet need in transportation during these months.

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

SOURCES OF INCOME	
TANF 27%	Child Support 1%
Employment 30%	Other 7%
None 13%	Disability 2%
SSI 6%	Self-Employed 2%
Employment; TANF 5%	SSDI 1%
EDD/Unemployment 2%	Other Combination 0%
TANF; SSI 2%	

Source: <https://211sb.org/reports/>

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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COUNTY GOAL: IMPLEMENT THE COUNTYWIDE VISION		Measure	2015-16 Actual	2016-17 Target	2016-17 Est.	2018 Q2 Accomplished	2017-18 Target
OBJECTIVE	Continue to promote the Countywide Vision and support the Element Groups.	NEW					
STRATEGY	Promote school readiness.	Percentage of children not achieving at least Building Level in literacy skills on the 1st assessment who subsequently meet the standard by the end of the program year, utilizing the Desired Results Developmental Profile (DRDP) 2015 assessment tool.	N/A	N/A	N/A	39%	50%
STRATEGY	Support the Countywide Vision Regional Implementation Goal: "Partner with all sectors of the community to support the success of every child from cradle to career."						
STRATEGY	Support the Vision2Read Initiative.						
STRATEGY	Identify the number of Head Start/State Preschool full-day children ages 3 – 5 not scoring at least Building Level in Literacy skills on the first quarter's assessment, and reduce this count by 50% at the end of the program year.						
EXPLANATION	Children 3 - 5 years old attending year round are assessed four times a year. After the second assessment, of the 155 who initially scored below Building Level in Literacy, 39% (61) have improved their score to at Building Level or above. With additional literacy instruction being provided throughout the school year, the Department anticipates meeting its target by year end.						

COUNTY GOAL: IMPLEMENT THE COUNTYWIDE VISION		Measure	2015-16 Actual	2016-17 Target	2016-17 Est.	2018 Q2 Accomplished	2017-18 Target
OBJECTIVE	Continue to promote the Countywide Vision and support the Element Groups.	NEW					
STRATEGY	Promote school readiness.	Percentage of children not achieving at least Exploring Later Level in social emotional skills on the 1st assessment who subsequently meet the standard by the end of the program year, utilizing the Desired Results Developmental Profile (DRDP) 2015 assessment tool.	N/A	N/A	N/A	15%	25%
STRATEGY	Support the Countywide Vision Regional Implementation Goal: "Partner with all sectors of the community to support the success of every child from cradle to career."						
STRATEGY	Identify the number of Early Head Start children ages 18 – 36 months not scoring at least Exploring Later Level in social emotional skills on the first quarter's assessment, and reduce this count by 25% at the end of the program year.						
EXPLANATION	Year round, Early Head Start children are assessed four times a year. After the second assessment, of the 169 who initially scored below Exploring Later in Social Emotional skills, 15% (25) have improved their score to at Exploring Later or above. With additional social emotional skills being developed throughout the year, the Department anticipates meeting its target by year end.						
COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS		Measure	2015-16 Actual	2016-17 Target	2016-17 Actual	2018 Q2 Accomplished	2017-18 Target
OBJECTIVE	Partner with County and non-County agencies and maximize the use of Federal and State programs and funding to address the public health, safety and social service needs of County residents and move participants to self-sufficiency.	Number of foster children enrolled.	325	260	408	268	350
STRATEGY	Increase the enrollment opportunities for foster children.						
STRATEGY	Enhance the referral process of enrollment with the Children and Family Services Department.						
EXPLANATION	In the second quarter, the Department enrolled 24 foster children in its various programs and expects to achieve its established goal by the end of the 2017-2018 program year. The Preschool Services Department (PSD) will continue to collaborate with the Department of Children and Family Services (CFS) to increase enrollment of foster children in PSD programs.						

COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS		Measure	2015-16 Actual	2016-17 Target	2016-17 Est.	2018 Q2 Accomplished	2017-18 Target
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 year children identified as obese or overweight whose BMI is reduced.	65%	45%	71%	51%	60%
STRATEGY	Identify obese and/or overweight full year children 2-5 years in an effort to promote a healthy lifestyle.						
STRATEGY	Promote nutrition education programs for parents at each school site.						
STRATEGY	Ensure that children receive both nutrition curriculum and physical activity daily within the classroom schedule.						
STRATEGY	Decrease the number of children who are initially identified as obese or overweight from the higher level of Body Mass Index (BMI) classification to the next lower level by children's height and weight.						
EXPLANATION	The Department conducted nutrition counseling and education training for the 149 identified overweight and obese full-day children during the second quarter. Of the children identified as overweight or obese, 51% (76) lowered their weight class to the next reduced (healthier) BMI classification by the end of the second quarter. The Department estimates to be over target at year-end due to strategies specifically used to engage full-day families, such as more individualized communication, intentional curriculum implementation, and consistent measurement.						

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**Preschool Services Department
Administration**

Diana Alexander
Director

**Head Start Shared Governance Board
Special Meeting of March 12, 2018**

Attendance Sheet

Present:

1. Josie Gonzales, Supervisor, San Bernardino County Board of Supervisor, 5th District, Shared Governance Board Chair
2. Ted Alejandre, County Superintendent, San Bernardino County Superintendent of Schools, Shared Governance Board Vice Chair
3. Maxwell Ohikhuare, M.D., Health Officer, San Bernardino County Public Health Department
4. Kathy Turnbull, Children's Network Officer, San Bernardino County Children's Network
5. Veronica Kelley, Director, San Bernardino County Department of Behavioral Health
6. Brittany McAllister, Policy Council Chair, Early Head Start – Child Care Partnership- High Desert
7. Alma Ochoa, Policy Council Representative, Rialto Willow Head Start

Absent:

1. Alfredo Adkins, Policy Council Representative, Community Representative

BOARD OF SUPERVISORS

ROBERT A. LEONCOO
Chairman, First District

LANCE RUTHERFORD
Second District

JAMES RAMOS
Third District

CURT HAGMAN
Vice Chairman, Fourth District

JOSIE GONZALES
Fifth District

April 15, 2018
Gay McBride
Chief Executive Officer



Head Start Shared Governance Board
Special Meeting

DATE: March 12, 2018
PLACE: Preschool Services Department - Administration
662 S. Tippecanoe Avenue
Conference Room A
San Bernardino, CA 92415-0630

Call to Order & Welcome/Introductions

The Shared Governance Board (SGB) meeting commenced at 10:33 A.M.

Supervisor Gonzales, San Bernardino County (SBC) 5th District Board of Supervisor, SGB Chair, called the meeting to order and called for roll call. All members introduced themselves.

Executive Reports/Program Updates

3.1 Receive report of Program Updates (Oral Report)

3.1.1 Focus Area 2 Review

Diana Alexander, Director, shared that during the week of January 22nd PSD had a Focus Area 2 review. During the review, numerous staff and families were interviewed. Staff and children's files were reviewed, and 50+ classrooms were visited including some EHS-CCP homes. Of all the files reviewed, there were no findings reported to us. Reviewers that interviewed the Policy Council members and PSD families were moved to tears because of the heartfelt testimonies about the program. Out of the 50 classrooms they visited, there was only one classroom that had a minor issue of needing additional separation and that was completed the next day. There was also one issue with an EHS-CCP provider who allowed other school-aged children to intermingle with the preschoolers and PSD is currently working on resolving that issue. Diana noted that a reviewer was with Cheryl Adams and the fiscal staff the entire week and found no findings. A week prior to the review, PSD received a list of sites and classrooms that would be reviewed. This was different from prior reviews in that rather than look for things the agency is doing wrong, they looked for things that were being done well, but they still dug deep into the files. During the closeout meeting, the lead reviewer shared with Diana that PSD has an amazing program and there were no systemic errors noted. Now that the review has been completed, PSD will receive a final report which will go to the Regional Office first.

Supervisor Gonzales shared that she enjoyed participating in the review interviews and thanked Cheryl Adams for her hard work and diligence. She noted that she would also like to have a next steps conversation with Diana in regards to the EHS-CCP provider whose actions were less than desirable.

Diana thanked the Board again for their participation and for showing their expertise that they bring to the table and how it benefits the department. Supervisor Gonzales and Dr. Maxwell Ohikhuare both commented about how personable the reviewers were and how relaxed the interviews were compared to previous years.

3.1.2 Classroom Assessment Scoring System (CLASS)

Diana Alexander, Director, shared that after the Focus Area 2 Review, PSD had a Classroom Assessment Scoring System (CLASS) review. This review consisted of reviewers going into the classrooms and completing two 20 minute observations of teachers on how they interact with their students, what the climate is in the classroom and how they support learning. This review began on February 26th and the reviewers visited 61 classrooms. Instead of providing PSD with a list of sites they would be visiting prior to their arrival, they provided it the morning of their first visit and it did not include a schedule, only the names of the sites they would visit, in no particular order. At the end of each day, the lead reviewer sent Diana an email with the sites that were visited. Diana had the sites contact her as the reviewers arrived at the sites, so that PSD could keep track of what sites were visited and where the reviewers were. Each afternoon Diana would have a conference call with the sites and discuss what happened and how they felt the review went. This also provided the other sites who hadn't been visited yet with a heads up of what to expect. Since the review has been completed, the report will be sent to Office of Head Start who will then contact PSD. This review will compare PSD with other agencies throughout the country who were also reviewed this year, and regardless of how well the agency does, the agencies that score in the bottom 10% will lose their grant and automatically have to re-compete for their grant. As soon as Diana receives the report, she will forward it to the Board.

Consent Items

4.1 Approve SGB Minutes for January 17, 2018

The SGB reviewed and approved the SGB minutes for January 17, 2018.

Approved

Motion/Second: Ted Alejandre/Dr. Maxwell Ohikhuare

Ayes: Supervisor Gonzales, Ted Alejandre, Dr. Maxwell Ohikhuare, Veronica Kelley, Kathy Turnbull

4.2 Approve SGB Minutes for February 28, 2018 Special Meeting

The SGB reviewed and approved the SGB minutes for February 28, 2018 special meeting.

Approved

Motion/Second: Kathy Turnbull/Veronica Kelley

Ayes: Supervisor Gonzales, Ted Alejandre, Dr. Maxwell Ohikhuare, Veronica Kelley, Kathy Turnbull

4.3 Approve 2017-18 SGB Delegate Appointment – Department of Behavioral Health

The SGB reviewed and approved the SGB Delegate Appointment – Department of Behavioral Health.

Approved

Motion/Second: Dr. Maxwell Ohikhuare/Ted Alejandre

Ayes: Supervisor Gonzales, Ted Alejandre, Dr. Maxwell Ohikhuare, Veronica Kelley, Kathy Turnbull

Discussion Items

5.1 Approve 2018-19 Grant Application Narrative and Budget to include Goals and Objectives

5.1.1 Head Start

Diana Alexander, Director, reviewed the 2018-19 Grant Application Narrative for Head Start. Even though this is a five year grant cycle, Head Start is required to resubmit the grant on an annual basis. The grant is usually submitted to the Board of Supervisors for approval in March and there is a deadline of April 1st to submit it to the Office of Head Start (OHS). Once OHS receives it, they have a period of time to approve before July 1st when the

grant cycle begins. Diana reviewed the following changes which are exactly the same in the EHS and EHS-CCP grant application:

- The goal to increase Center-Based Child Development services for children zero to five in the areas of highest need. PSD plans to open three duration school sites during the 18-19 school year in Redlands and San Bernardino to accommodate 170 full day slots.
- Another goal is to create a program to increase the number of parents who successfully complete a high school diploma or General Education Development (GED). Diana noted the challenges that were evident when reviewing the outcomes of this program. These challenges included the lack of routine access to a computer and the fact that many parents are not completely computer-literate.

Supervisor Gonzales asked for ideas about how collectively they can assist with increasing the number of parents participating in the program.

Diana noted that she is planning to reconnect with Danny Tillman and contact Jennifer Hilber. Danny at one point talked about an opportunity for parents of children in the San Bernardino City Unified School District to receive Chromebooks. There was also discussion of connecting with Supervisor Hagman since he is an advocate of closing the digital divide and making internet access available to everyone.

Supervisor Gonzales would like a clear understanding of what challenges the parents are facing, whether it be the hours, the amount of work, or the lack of technology.

Alma Ochoa, Policy Council Shared Governance Representative, shared that her husband is participating in the program and his challenge has been the lack of access to a computer.

Brittany McAllister, Policy Council Shared Governance Representative, noted that these challenges have been discussed during Policy Council (PC) and at the PC subcommittees. Many parents have complained that they are unable to utilize County Library resources because of the hours. By the time participants are off work, the libraries are closed. Another big concern noted by the parents is the lack of access to a computer.

Supervisor Gonzales shared that during her briefing they did discuss speaking with Leonard Hernandez to figure out how to better partner and collaborate between city libraries and county libraries. Another important thing to look at is the geographical area our participants are from, then connecting with the county supervisor from that area to work with supporting those participants. Diana noted that PSD is currently working on pulling the data for geographical areas.

Ted Alejandre, mentioned that one forum that will be coming up in April is the collaboration with the libraries from the county, city and school districts. This would be a great topic for them to discuss and see how they can connect resources and potentially provide some solutions.

Supervisor Gonzales asked Diana to keep the Board informed and asked Ted to send out the date of the upcoming forum in April, so that parents in the program can attend.

- Under subsection B: Service Delivery, Needs of Children and Families, information was provided about the proposed slot reduction to allow for a much needed staff salary increase. During the 2018-19 program year, the funded enrollment will decrease from 4102 to 3925, which is a net reduction of 177 slots. The reduction is also based on the decrease in eligible 0 to 5 population, the fact that 33 school districts now offer Transitional Kindergarten (TK) in San Bernardino County, the number of eligible families, and the decrease in the number of foster care children in the county.
- The centers that PSD plans to close for Program Year 2018-19 are listed under "Centers and Facilities".
- Under "Education and Child Development" PSD will provide a Planned Language Approach (PLA) that will focus on high quality language and literacy services to all children, including Dual Language Learner (DLL) children and families.

- Under “Health” it is noted that PSD is continuing to expand the number of health related MOU’s in an effort to increase on-site access to health screenings and parent health education.
- Under “Family Community Engagement” PSD has highlighted their goal to utilize 211 services to immediately locate temporary housing for homeless families with children ages 0-5.
- Under “Transition”, information about the plan to fully implement Learning Genie in the 2018-19 program year has been added.
- Reduction to Transportation services due to low ridership and decreased requests has been added.
- Under subsection C: Governance, PSD updated language in the Policy Council By-laws is noted.
- The only revision made to the organizational chart is the addition of a new Program Manager.
- Under Training and Technical Assistance, Diana noted that PSD’s self-assessment revealed the need to restructure the approach to training and technical assistance, so a T&TA unit has been created and will be fully implemented in 2018-19.
- Section II Budget and Justification Narrative breaks down the budget with line item description of requests and provides the related narrative, all of which is shared monthly with the SGB and PC.

5.1.2 Early Head Start

Diana Alexander, Director, reviewed the 2018-19 Grant Application Narrative for EHS and noted that in addition to the exact changes listed above, with the only difference being in the breakdown of the budget since the budget is specific to EHS.

5.1.3 Early Head Start – Child Care Partnership

Diana Alexander, Director, reviewed the 2018-19 Grant Application Narrative for EHS-CCP. This is the smallest grant and Diana noted the following changes:

- Under section I, subsection A, one of the goal objectives is to collaborate with at least one institute of higher learning to provide necessary courses for child care providers. The progress listed shows how PSD, in cooperation with Child Care Resource Center (CCRC) is working on this.
- Another objective is in partnership with an institute of higher learning; create a provider cohort to provide required courses to increase provider staff qualifications. Progress listed notes how PSD collaborated with CCRC and created a cohort and provided courses with CCRC providing tuition reimbursement for providers that completed courses on their own and to providers that obtained their Child Development Teachers Permit.
- The goal of creating a program to increase the number of parents who successfully complete a high school diploma or GED is the same as HS.
- Goal number 3 is to increase Family Child Care Environmental Rating Scale (FCCERS) scores for family child care homes. CCRC had a consultant complete the FCCERS on all EHS-CCP providers and worked together to develop a plan of action to correct any findings.
- Under subsection B, Chosen Program Options and Funded Enrollment Slots it is noted that PSD is requesting to convert 20 EHS-CCP slots for the equivalent cost of 4 center based EHS expansion slots.
- Ted Alejandre, mentioned that County of Superintendent of Schools also reimburses their State Preschool program staff for tuition and brought up the idea of a potential partnership between PSD and County partnering with a local university to bring in a certified instructor to provide courses to a group of staff all at once in one location.

Supervisor Gonzales thanked Ted for that recommendation and noted that this is what partnership is all about and that is how things need to be looked at wherever there is a challenge. Not only does it provide cost savings, it allows everyone to be on the same page at the same time.

- Centers and facilities notes that PSD’s contractor will reduce the number of providers to 23 for the 2018-19 program year.
- Under Health, the plan to implement the Color Me Healthy curriculum for 2018-19 has been added.

APPROVED 2018-19 HS Grant Application Narrative and Budget to include Goals and Objectives

MOTION/SECOND: Ted Alejandre/Veronica Kelley

AYES: Supervisor Gonzales, Ted Alejandre, Dr. Maxwell Ohikhuare, Veronica Kelley, Kathy Turnbull

APPROVED 2018-19 EHS Grant Application Narrative and Budget to include Goals and Objectives

MOTION/SECOND: Kathy Turnbull/Ted Alejandre

AYES: Supervisor Gonzales, Ted Alejandre, Dr. Maxwell Ohikhuare, Veronica Kelley, Kathy Turnbull

APPROVED 2018-19 EHS-CCP Grant Application Narrative and Budget to include Goals and Objectives

MOTION/SECOND: Dr. Maxwell Ohikhuare/Veronica Kelley

AYES: Supervisor Gonzales, Ted Alejandre, Dr. Maxwell Ohikhuare, Veronica Kelley, Kathy Turnbull

5.2 Early Head Start – Child Care Partnership – Program Improvement Funds Application

Cheryl Adams, Administrative Manager, shared that PSD is requesting one-time Program Improvement funds in the amount of \$400,000 to support health & safety improvements and purchase additional supplies, materials, and furniture. PSD is also requesting a partial waiver (in the amount of \$79,350) of the non-federal share requirement. Cheryl noted that there is one correction, on page 7 of the document that notes that PSD is requesting \$20,000 to support the on-boarding of two new providers, but it should be four new providers.

APPROVED with the noted correction

MOTION/SECOND: Ted Alejandre/Kathy Turnbull

AYES: Supervisor Gonzales, Ted Alejandre, Dr. Maxwell Ohikhuare, Veronica Kelley, Kathy Turnbull

Executive Comment

There were no executive comments.

Public Comment

There were no public comments.

Adjournment

The meeting adjourned at 11:37 A.M.



**Annual Self-Assessment
Head Start/Early Head Start/
Child Care Partnerships
Executive Summary Report and
Plan for Corrective Action**

**Preschool Services Department
Submitted by: Breakwater Associates LLC**

December 1, 2017

Purpose of Self-Assessment

Head Start grantees are required to conduct an annual self-assessment, as promulgated by regulation (45 CFR 1302.102(b)(2)(i)-(iii)). The purpose of the self-assessments 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, the County of San Bernardino Preschool Services Department (PSD) selected Breakwater Associates LLC (Breakwater) as the vendor to lead the efforts, given its experience in Head Start monitoring and evaluation.

Self-Assessment Dates

The Self-Assessment occurred over a nine-day period from October 30 through November 8, 2017. The data collection portion of the self-assessment occurred between October 30 through November 3, 2017. The data and root cause analysis, consisting of the "Self-Assessment Journey," occurred on November 6th and November 8th.

Self-Assessment Team Composition

The team consisted of six Subject Matter Experts (SME) from across the country. Breakwater consultants are noted experts in their fields and have conducted over 100 federal monitoring reviews of Head Start programs nationwide. The Self-Assessment Team also consisted of staff throughout the agency. PSD staff shadowed Breakwater consultants during classroom observations, review of child files and environmental health and safety assessments.

In addition, PSD also enlisted parents and an outside consultant to conduct health and safety observations, as well as CLASS observations of preschool classrooms.

Methodology

The methodology for the Self-Assessment consisted of collecting and analyzing data in three distinct phases: Pre-Site, On-Site and Post-Site.

Pre-Site Activities

The pre-site activities conducted by Breakwater's Project Lead established the framework for the on-site activities.

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 (see Appendix A). The Office of Head Start's 2017 Focus Area Two Monitoring Protocol and the Home Visit Rating Scales-Adapted & Extended (HOVRS-A+) were used as the foundation for data collection. All data collection was completed through Survey Monkey and Excel spreadsheets. The results of each day's observations were shared with the leadership team through electronic communication (e.g., email) or through daily debriefing sessions. A final debriefing session was held with leadership staff on Friday, November 3, 2017.

Post-Site Activities

The post-site activities included the analysis of all data collected. Each Breakwater SME compared the results of the data collection with the Head Start Program Performance Standards, as specified in 45 Code of Federal Regulations 1301 through 1305, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Further analysis was conducted by the Project Lead to determine overall trends, patterns and systemic issues.

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 gain enhanced skills in conducting ongoing program monitoring, self-assessment, and root cause analysis.

Program Overview

The County of San Bernardino is the steward of over \$49 million to serve 4,625 children: 4,102 in Head Start, 402 in Early Head Start, and 121 in Early Head Start-Child Care Partnerships. The County of San Bernardino administers its services through the Preschool Services Department (PSD), under the leadership of Diana Alexander. PSD implements its program through direct services, contracts with local school districts and the resource and referral agency, as well as through one delegate agency. Services are provided throughout the County, which border Kern County, Riverside County, Ventura County, Los Angeles County, the states of Arizona and Nevada.

Over the course of the past two years, PSD has been in the process of transitioning services its center-based Head Start program from primarily a double-session program to full-day services.

Results of Self-Assessment

The results of the self-assessment are organized by Strengths and the Focus Area Two Monitoring Protocol.

Program Strengths

Several strengths were noted through the course of the five days of the self-assessment. Notably:

1. 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.
2. Shared Governance – the composition and participation of the Shared Governance members is a definite strength of the program, as it allows PSD to leverage resources from various County departments.
3. County Oversight – the County oversight of the program affords strong internal controls.
4. Support of Parents as Lifelong Learners and Parents as Advocates for their Children – the special initiatives and programs created by PSD, such as the implementation of the parent module in the Learning Genie, the Apprenticeship Program and the On-Line High School Diploma program, are great examples of PSD's ability to engage families.
5. Use of Community and Program Data to Inform Collaborations and Partnerships – PSD has clearly utilized results from its community assessment and program data to inform key collaborations and partnerships. For example, given that the community assessment reflected a large percentage of families without high school diplomas, PSD partnered with First 5 San Bernardino and the County Library to offer an On-Line High School Diploma program for parents. The oral health services, as well as the nutrition and obesity prevention initiatives were created based on program information report data coupled with community assessment data.

Focus Area Two Monitoring Protocol Results and Recommendations

The Office of Head Start's Aligned Monitoring System FY 2018 Focus Area Two Monitoring Protocol ("Focus Area Two") was used as the primary tool for data collection in the Self-Assessment. The purpose of the Focus Area Two is for Head Start grantees to demonstrate their effectiveness in implementing a high-quality program to promote positive outcomes and school readiness for children and their families. The Focus Area Two was designed to broaden the understanding of how each grantee is performing, as well as to determine if programs are meeting the requirements of the Head Start Program Performance Standards ("HSPPS"), the Uniform Guidance, and the Head Start Act.¹ The Focus Area Two is organized into six sections:

1. Program Design and Management
2. Monitoring and Implementing Quality Education and Child Development Services
3. Monitoring and Implementing Quality Family Health Program Services
4. Monitoring and Implementing Quality Family and Community Engagement Services
5. Monitoring and Implementing Fiscal Infrastructure
6. Monitoring ERSEA: Eligibility and Attendance

Program Design and Management

The purpose of the Program Design and Management section is to "demonstrate how the program provides management, ongoing monitoring, and continuous improvement for achieving program goals, ensuring child safety, and ensuring the delivery of effective, high-quality program services."

PSD has a comprehensive organizational structure that includes the following:

- Executive Team – comprised of the Director, Assistant Director, Deputy Directors and Administrative Manager.
- Level 1 Management Team – comprised of Program Managers, Specialists, and Supervisors.
- Administrative Team – comprised of office assistants.
- Direct Services – comprised of Coordinators, Site Supervisors, Teacher IIIs, teaching staff, Generalists, Child Care Providers, Custodians, Clerks, and Food Service Workers.

The organizational structure provides for the effective implementation of ongoing monitoring, continuous improvement, achievement of program goals, ensuring child safety, and the delivery of effective, high-quality program services. However, one concern was identified within the span of control among a key position (i.e., Site Supervisors), which fall outside of best practice ratios.

The Self-Assessment Team analyzed the record-keeping and ongoing monitoring systems for effectiveness in meeting program goals.

¹ Office of Head Start FY2018 Focus Area Two Monitoring Protocol

Two-hundred eighty-eight (288) child files were either reviewed comprehensively (meaning all service areas) or received focused reviews in a particular service area. In reviewing child files, the Self-Assessment Team was tasked to determine how the record-keeping system facilitates effective oversight of program operations by comparing the fidelity of the data in ChildPlus™ to the data in the child file records. The majority (90.5%) of ERSEA data documented in ChildPlus and the child files matched. Within health and family services, nearly 70% of data matched between the two record-keeping systems. In the Education services, 57.7% of the data between ChildPlus and the child file matched.

The Self-Assessment Team also compared the data fidelity results to the results of the previous self-assessment, conducted in February 2017 for the 2016-2017 Program Year. PSD has shown significant improvement in its record-keeping system. All ChildPlus modules are fully functional and source documentation is now being scanned into the system, allowing office staff to have access to records. While significant progress has been made, the record-keeping system should continue to be an area of focus for continuous improvement.

The Ongoing Monitoring Policy and Procedure identifies the purpose of the ongoing monitoring system as regularly monitoring all programmatic, management and fiscal areas and that appropriate and timely follow-up is provided to ensure correction of non-compliance findings. While it was evident that monitoring was being conducted throughout the program, as evidenced by Quality Assurance Team reports in ChildPlus, as well as monitoring checklists completed at centers and provider homes, two issues continuously surfaced during the assessment:

- Follow-up on corrective action plans designed to prevent reoccurrences were not completed timely, and
- Daily, weekly and monthly facility reports did not consistently match the actual condition of facilities.

The County Board of Supervisors has the fiscal and fiduciary responsibility for the oversight of the Head Start² program. Given the magnitude of responsibilities of the Board of Supervisors, a charter and subsequent By-Laws were established to create a Shared Governance Board. The purpose of the Shared Governance Board “is to serve as a representative of and on behalf of the Board of Supervisors of San Bernardino County in the development, participation, and monitoring of Head Start shared-decision-making with the Head Start Policy Council.” A review of the Shared Governance Board’s agenda’s and minutes reflect regular training and program updates, including the required reports as outlined in the Head Start Act.

Members of the Shared Governance Board reported using data and their subject matter expertise on a regular basis to inform their decision-making. For example, the County Superintendent mentioned the opportunity of creating an On-Line High School Diploma

² Head Start is used as a comprehensive term to encompass Head Start, Early Head Start and Early Head Start-Child Care Partnerships.

program in response to data from the community assessment, which was then carried out by PSD staff in partnership with First 5 and the County Library. The Shared Governance Board was also able to describe utilizing results from parent surveys, the Program Information Report and the community assessment to create a plan for the conversion of double-session programming to full-day programming.

PSD has a very active and engaged Policy Council comprised of currently enrolled parents from each site or program option, as well as community representatives. The Policy Council has nine “Standing Committees” that meet either monthly, bimonthly, quarterly, biannually or annually. All members of the Policy Council are invited to attend Standing Committee meetings, where detailed programmatic information and data is shared to inform their overall decision-making. Committee members receive budget information, child outcomes reports, health and mental health reports, as well as ongoing monitoring reports. Standing Committees meet prior to Policy Council meetings, so as to help parents obtain a more in-depth understanding of action items presented during the monthly Policy Council meetings.

Monitoring and Implementing Quality Education and Child Development Services

The purpose of this section is to determine the program’s ability to provide high-quality early education and child development services, including children with disabilities and dual language learners. Data was collected for the center-based and home-based program options, through a data tour, exploration of the learning environments, and interviews with staff.

Center-Based Program Option

The review of the data for educational services found that PSD gathered information from the ongoing developmental assessment tool (Desired Results Developmental Profile-2015, DRDP), ChildPlus reports, Learning Genie and CLASS® scores to make improvements in child outcomes. Through these systems, children’s educational progress is tracked. Data aggregated from these tools informed curriculum implementation, training needs, continuous improvement and children’s developmental progress.

PSD used a variety of initial screening tools, Accu-Screen, Ages & Stages-Social Emotional, Communication Screener, and DAYC-2 to establish a developmental base line for each child. For ongoing assessments, the program is using the DRDP results to determine each child’s progress. Teaching staff and providers used data from these sources, as well as information captured in home visits and parent-teacher-conferences, to develop individual goals for children. These goals were used in lesson planning which included large and small group activities. Individualizations for children were observed through-out the day including circle time activities, free choice, transitions as well as during small groups. The lesson plan usually listed individual skill instruction during small groups.

PSD has policies and procedures in place for referrals of children who may have learning and developmental needs. The current plan requires center staff to submit referrals to the PSD Support Services Unit for processing, data entry into ChildPlus, and tracking of referrals. A

review of child files indicated that in an overwhelming majority of cases (81.5%) documentation was evident that PSD is providing services to children in line with their Individualized Family Services Plan or Individualized Education Plan (IFSP/IEP).

Exploration of the Learning Environments

The Self-Assessment Team observed the educational practices in 25 classrooms at seven centers.

Positive emotional connections between children and teaching staff were observed in all classrooms. Children interacted with teachers and felt comfortable asking questions and communicating with each other and their teachers. There was evidence of two-way communication, open-ended questions, and support in all learning activities.

Learning Activities focused on achieving progress as outlined in HSELOF using assessment data and observations. Although none of the teachers spoke directly of the Early Learning Outcomes Framework, visits to the classroom indicated learning experiences were developmentally, culturally and linguistically appropriate. Daily schedules were posted in the majority of classrooms, and indicated times for large/small group instruction as well as indoor/outdoor activities. The Creative Curriculum assisted teachers in planning appropriate learning experiences for all domains. Dual language learners were also supported by staff that were bi-lingual. Lessons were observed being taught in both Spanish and English.

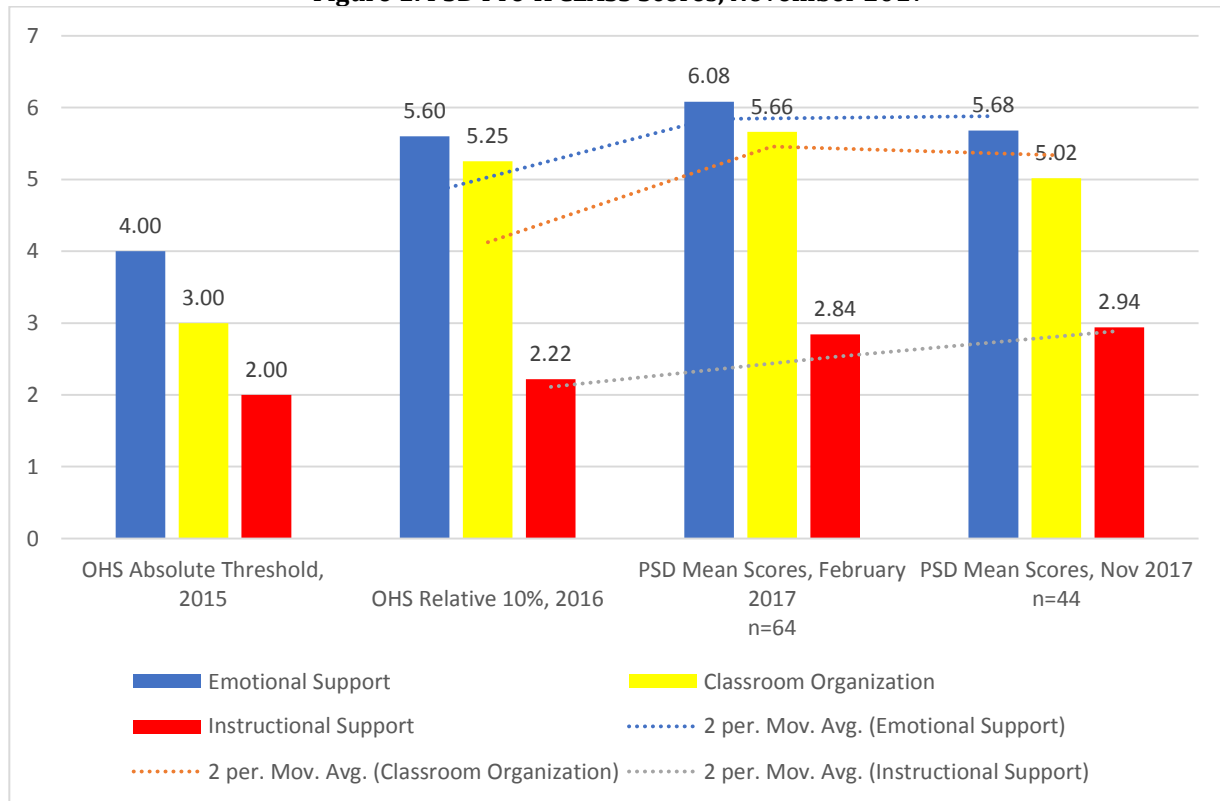
Home-Based Program Option

The home-based program option provided home visits and group socialization activities, promoted secure parent-child relationships, and helped parents provide high-quality early learning experiences for their children. PSD home visitors received a 2-day training in June 2017 which focused on the implementation of the Creative Curriculum for Infants, Toddlers and Two's.

CLASS® Observations

During the self-assessment, PSD also conducted CLASS® observations of 44 classes; observations were led by an early childhood education consultant (not associated with Breakwater) and PSD Teacher IIIs. Figure 2 shows that PSD exceeded both the absolute and relative thresholds in Emotional Support and Instructional Support. PSD failed to meet the relative threshold in Classroom Organization in the November 2017 assessments.

Figure 1: PSD Pre-K CLASS Scores, November 2017



Monitoring and Implementing Quality Health Program Services

The purpose of this section is to determine how a program supports, implements and monitors high-quality health program services that are developmentally, culturally and linguistically appropriate to support children’s growth and school readiness.

Child Health Status

Within PSD and the EHS-CCP Program, Generalists at each center are responsible for ensuring the ChildPlus data system and child’s physical file all have matching information; the delegate’s Health and Nutrition Coordinator has this responsibility. PSD and CCRC staff participate collaboratively in the monitoring of required health information for children enrolled in the EHS-CCP option.

Data reports are generated through ChildPlus to continuously collect and track child health data to identify any issues the child and family may need help with. As previously mentioned, inconsistencies were found between the contents of ChildPlus and the child file. The inconsistencies between ChildPlus and the child file compromised the accuracy of reports generated by ChildPlus, and used to make informed decisions. For example, health referrals, follow-up services, and expiration of health screenings were not consistently documented in ChildPlus.

Health Education Workshops are provided to parents, as evidenced by parent meeting minutes, agendas, Policy Council meeting notes, and parent boards at centers with all types of information from job development to immunization and availability for doctors, dentists, vision and hearing. Information on nutrition and healthy meals is provided at each center; workshops on child nutrition, menu planning and healthy low-fat cooking are available to both parents and staff.

All meals and snacks are under the required nutritional components of the Child and Adult Care Food Program (CACFP). Healthy food and age appropriate nutritious meals and snacks are provided through a free lunch every day, either breakfast (morning and full day classes) or a snack (afternoon or full day classes). CACFP meal counts are done for every meal or snack, allowing for the monitoring of actual meals provided. Menus are posted in each classroom and on the parent information board. Meal times are used as learning opportunities.

There was evidence that PSD uses program data to inform decision-making, as mentioned throughout this report. During Level I Management Team Meetings and monthly Planning and Communication (PAC) meetings, program staff review, discuss and analyze health data to improve services.

Safety Practices

Safety and security for all children and their families was apparent across all programs. Evacuation charts, exit signs, medical emergency kits and information, as well as Active Supervision procedures were clearly in place. In addition, all centers and contracted providers are required to complete daily, weekly and monthly indoor/outdoor health and safety checklists. Either the Site Supervisors or the contracted providers in the EHS-CCP are ultimately responsible for ensuring the proper completion of health and safety checklists. A review of the health and safety checklists across all programs revealed that staff did not consistently complete the checklists accurately. Staff and contracted providers reported completing the checklists while in a hurry or delegating the responsibility to other staff. A variety of health and safety concerns were identified; however, systemic issues were not found.

During the initial intake process, Generalists work with parents to complete a social-emotional behavioral questionnaire, which provides the program with insight on the child and family. A parent interview is also conducted for a suspected disability which addresses further questions on the child's development and behavior. Parents are involved from the beginning in the implementation and planning of their child's services, working with staff to coordinate all mental health referral services to children. Children with behavioral issues are supported in the classroom until a full evaluation is conducted. Staff is given additional trainings by the Mental Health Consultant on ways in which they may help meet the ongoing needs of a child for social and emotional well-being.

The Partners for a Healthy Baby curriculum was used as a guide while working with pregnant women. PSD provided evidence that infants were transitioned to the PSD Early Head Start program shortly after birth if the family resided in the service area. If the parent and baby were

not in an EHS service area, the parent could continue to receive home based services with the registered nurse for 2 ½ years.

Monitoring and Implementing Quality Family and Community Engagement Services

The purpose of this section is to determine how a program integrates family engagement and support strategies into all systems and provides program services to support family well-being and promote school readiness.

Overall Services

PSD integrated family engagement and support strategies into all systems and demonstrated progress in providing quality program services to support family well-being and promote school readiness from enrollment until the time children transition to kindergarten or another setting. The family partnership process involves the family and PSD staff members – teachers, generalists and site supervisors collaborating to support families’ needs and interests.

The Family Partnership Agreement (FPA) is used to discuss strategies, goals and outcomes. During the FPA process, families are encouraged to create meaningful goals with specific strategies, actions, timetables, and resources needed. Generalists reported that developing FPA’s was a difficult process; thus, FCE Specialists and Coordinators created a variety of tools to assist Generalists and families develop FPAs.

Facility Explorations

Nine sites were visited throughout the week and each site created a welcoming program environment that incorporated the unique, cultural, ethnic, and linguistic background of families. All sites also provided opportunities for on-going two-way communication between staff and parents. Parent boards at each site provide community information, resources and parent involvement opportunities such as parent committees, parent trainings and Policy Council. Each site provided information in the family’s preferred language and staff at each site represented the population it served. Bilingual Spanish speaking home visitors provided home visits in the family and child’s home language.

Family Services Staff and Parent Discussions

Staff reported PSD ensured staff who worked directly with families on the family partnership process at a minimum, had a credential or certification in social work, human services, family services, counseling or a related field. In addition, the program had 35 MSW interns available to support Generalists and 13 Marriage and Family interns to support PSD as needed.

Overall, parents reported being happy with the experiences their children had in the program. All parents shared staff were readily available to help them locate resources such as food at the food bank, or baby clothes. One parent shared the program was helping her apply for jobs and was thinking about going back to school. Parents also commented they enjoyed receiving updates on their child’s progress in the classroom from the Learning Genie APP.

PSD has three successful programs parents benefit from: Pathways to Success: Apprentice Training Program, On-Line High School Diploma Program and a 11-week family literacy reading program.

- The Pathways to Success: Apprentice Training Program has been operating for six years. The program combines vocational training with on-site mentoring, while providing financial assistance options toward related educational courses and vocational trainings. Participants in the program choose from the following career paths: Center Clerk, Center Custodian, Food Services Worker and Teacher Aide. All apprentice positions require a total of 960 hours of on-site training/volunteer hours to complete the program. The benefits of the apprentice program enables parents to be more marketable in the profession of their choice, as well as provides employment opportunities within the County.
- The On-Line High School Diploma Program in collaboration with First 5 California has enabled 165 parents to enroll in the program; the grant from First 5 California covers the cost to participate in the program. Parents enrolled in the program, with the help of MSW interns, choose the on-line classes to take based on the number of high school credits accomplished prior to dropping out of high school. The successful completion of the program leads to a high school diploma.
- The Family Literacy Reading Program provides interactive literacy activities for both the parent and child participants. Enrolled parents participate in weekly 3 ½ hour trainings. Every week, children receive a book to take home and keep. Parents are trained on how to be the primary educator for their children and advocates for their child's education. Other activities include assistance in establishing a routine family reading program, adult literacy training that can lead to economic self-sufficiency, assistance with increasing parent education and job skills, and identifying developmentally appropriate practices to prepare children for success in school.

Monitoring and Implementing Fiscal Infrastructure

The purpose of this section is to determine how the program develops its annual operating budget; how the program implements and adjusts the budget and how the program is accountable for safeguarding Federal assets.

Fiscal Infrastructure

The PSD Finance Unit is adequately staffed, providing for appropriate internal controls. The internal fiscal department is headed by the Administrative Manager, who has a Bachelors' Degree in Accounting, with 16 years of County experience in varied financial roles, including Internal Audits, and responsibilities. The PSD Administrative Manager is also responsible for providing fiscal expertise to the Shared Governance Board. In addition to the Administrative Manager, the fiscal department includes a Supervising Accountant and an Administrative Supervisor.

PSD utilized the countywide Financial Accounting System (FAS) in conjunction with the Employee Management and Compensation System (EMACS), the electronic procurement system (ePro), and a budget preparation system (BudPrep) providing for internal controls associated with the county's centralized processing components. This enables additional checks and balances, especially specific to payroll processing and accounts payable. PSD, along with the County, is in the process of implementing an Enterprise Financial Management System that will replace FAS, ePro, and BudPrep with an integrated system from Systems, Applications and Products (SAP). Once fully operational, the new system will be able to streamline all financial reporting.

The accounting system is closed monthly, with reports generated to reflect both current month and contract or year to date activity. The Administrative Manager relies on the reports generated from the accounting system in conjunction with communication and information shared at regularly scheduled meetings, to include the Executive Team meeting, the Bi-weekly Level 1 Management Team meeting, and interaction with program staff. The Shared Governance Board and Policy Council receive monthly financial statements as well as other relevant financial related information at their regularly scheduled meetings. The Policy Council, the Shared Governance Board, and County Board of Supervisors approve all major expenditures, contract budgets, contract budget modifications, and any corrective action plans specific to audit issues. All bodies are involved in budget planning and implementation.

Budget planning for the next year begins with the start of the current year. PSD utilizes prior experience, funding availability, program plans, program needs, and community needs for budget development. Initially, the budget is implemented as developed, with the understanding that adjustments may need to be made. Both financial data and program delivery data are monitored to ensure that the budget is supporting the needs of the program. When, and if, trends develop that warrant a budget adjustment, appropriate action is taken. Accountability for the budget and any potential adjustment is assumed by all staff.

Fiscal Capacity

PSD currently utilizes the countywide Enterprise Financial Management System, which as previously stated is in the process of being transitioned from FAS. This system is a fully integrated Financial Management, Grants Management, Budget Preparation, and Fixed Asset Inventory Module system. The system allows for pre-set internal controls with checks and balances features, such as established procurement approval levels and contract payment monitoring.

PSD is audited as part of the Countywide audit. A risk assessment process is initiated by the County Auditor/Controller/Treasurer/Tax Collectors Office. This package, or questionnaire, must be completed, specific to each award, and returned. The Auditor/Controller/Treasurer/Tax Collectors Office follow-up with any specific questions or concerns. The completed package is shared with an Independent Audit Firm. Audit results are shared with the Policy Council Finance Sub-Committee, the Policy Council, the Shared

Governance Board, and County Board of Supervisors. If there are audit recommendations, a corrective action plan is developed. This plan is then reviewed and monitored by the County Auditor/Controller/Treasurer /Tax Collectors Office.

PSD has recorded all properties requiring federal interest with the County. The County requires that a physical inventory be conducted annually. All equipment items are numerically tagged with a County assigned identifying tag. One area of concern was identified, pertaining to vehicles purchased by the Child Care Resource Center, the contractor overseeing the Early Head Start-Child Care Partnerships program. The County's initial interpretation of 45 CFR 75.320(a) led to the approval for the purchase of the vehicles under the contractor's title; however, the regulation only allows for titles of Federal interest to be with the non-federal entity or a subrecipient. The contractor does not fall within either category.

Implementation of Fiscal Management Systems

As previously stated, PSD utilizes the countywide Enterprise Financial Management System, and is audited on an annual basis by the County's Auditor/Controller/Treasurer/Tax Collectors Office. All expenditures are done through a requisition process that is overseen by the Fiscal Specialist and Supervising Fiscal Specialist. These individuals ensure availability of funding, as well as ensure requested expenditures are allowable, allocable, necessary, and reasonable.

PSD insurance coverage is provided for by the Countywide Self-Insurance Plan. This plan includes General Liability, automobile coverage, Employee Dishonesty, and Property coverages. The student accident insurance coverage is a stand-alone policy, and is provided for on the open market. All insurance requirements are met and in compliance with all regulations.

To ensure fiscal accountability of delegate and contract agencies, monthly fiscal reports are required. The Delegate Agency, Easter Seals, and all contract agencies are required to submit regular monthly financial reports to PSD. The Delegate Agency Agreement is monitored relative to compliance by both the Human Services Contracts Unit and Auditing Division.

Facilities Exploration

PSD utilizes a Work Order system maintained in ChildPlus to respond to and maintain facilities, safety, and maintenance issues. Facilities, maintenance staff and Quality Assurance staff conduct quarterly safety and facilities inspection. In addition, program staff conduct daily safety inspections, and correspond safety and facility issues to Facilities and Maintenance staff either directly or through the work order process. Work orders are resolved after completion of any appropriate approval process, or as materials to resolve them become available.

Monitoring ERSEA: Eligibility and Attendance

The purpose of this section is to ensure compliance with ERSEA requirements, specifically verifying compliance with eligibility, as well as monitoring and supporting attendance.

Eligibility Verification

This past summer, PSD fully operationalized the Centralized Eligibility Unit (CEU) staffed with two Program Supervisors, five CEU Generalists and 1 ½ Office Assistants. All information is initially tracked in a customized module in ChildPlus (the CEU Eligibility Module); once applications are approved for enrollment, data is transferred to the formal ChildPlus modules.

The majority of children enrolled were income eligible, followed by families receiving public assistance. Eligibility is consistent with documentation in the community assessment, as data from the San Bernardino County Community Indicators report found that the rate of poverty throughout the County increased significantly between 2007 and 2013. It was further reported that 27.2% of children under the age of 18 throughout the County live in poverty.

PSD has a well-defined attendance policy and procedure, which states that “the purpose of the attendance policy is to encourage full attendance for children, to identify absence trends, prepare data for reimbursement, and comply with regulations.” Currently, Center Clerks work with Generalists to track child attendance. Site Supervisors and Generalists are responsible for monitoring attendance and running the Chronic Absenteeism report in ChildPlus. Center Clerks or Generalists contact parents within one hour of program absence, if the parent has not contacted the center. A review of child records found documentation in ChildPlus to be inconsistent. The child file review found documentation that the program attempted to engage families in ensuring regular attendance in 50% of children cases with chronic absenteeism.

Self-Assessment Journey

Over the course of two days, November 6th and 8th, PSD reviewed the results of data gathered during the self-assessment. The group participated in a process of **root cause analysis** to “identify not only what and how an event occurred, but also why it happened.”³ Three systemic issues and their root causes surfaced:

1. Lack of accountability of staff throughout the program has led to some inconsistencies in the implementation of program services and processes.

Root causes: The span of control of certain key positions is very broad and expansive, leading to inconsistent implementation of program services and/or procedures due to competing demands on time. Furthermore, staff lacked sufficient knowledge and understanding of expectations to carry out their responsibilities, and supervising staff were inconsistent in evaluating work performance or holding their staff accountable.

Corrective Action: The organizational structure and division of responsibilities will be reviewed over the next year. The time period for the implementation of a new organizational structure will be Program Year 2020.

2. Disconnected ongoing monitoring has resulted in untimely follow-up of issues or concerns that are raised.

Root cause: there is a lack of direction and purpose for ongoing monitoring. While a system exists, the “how”, “why”, and “what” is not fully defined. As a new ongoing monitoring system is created, design intentionality will be important.

Corrective Action: The policy and procedure for the ongoing monitoring system will be revised to include a specific purpose for monitoring activities, as well as specific timetables, responsibilities and expectations. Broad training will be conducted at all levels and through a variety of modalities.

3. Redundant data management processes (i.e., child files and ChildPlus) resulted in a lack of data fidelity between child files and ChildPlus.

Root cause: the policies and procedures created for data management are not specific or detailed, thus leading to a lack of knowledge and understanding among staff.

Corrective action: The feasibility of moving to an electronic child record will be reviewed with potential implementation in Program Year 19.

³ Rooney, J. and Vanden Heuvel, L. (2004). “Root Cause Analysis for Beginners.”

County of San Bernardino

Preschool Services Department

Annual Report

Program Year 2016-2017

Introduction

The County of San Bernardino Preschool Services Department (PSD) administers the Federal Head Start (HS), Early Head Start (EHS), Early Head Start Child Care Partnership (EHS-CCP), and California State Preschool Program (CSPP). Since 1965, PSD has provided comprehensive services that meet the emotional, health, nutritional, and psychological needs of preschool children ages zero to five from low-income families. PSD served over 6,752 disadvantaged children ages zero (0) to five (5) and their families at 41 preschool sites and 31 private Family Child Care providers countywide in program year 2016-2017.

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

PSD has encountered challenges including a high percentage of children living in poverty in the County of San Bernardino. PSD conducts an annual community assessment that paints a picture of the community needs and describes the diverse needs of families who may receive services. In addition, the community assessment covers the community's history, its economic environment, and the community's strengths and challenges. The most recent community assessment included data from Kidsdata.org which reported that there are 562,842 children ages 0 to 17 residing in San Bernardino County. According to the San Bernardino County Indicators Report 2016, in 2014 28.5% of all San Bernardino County children under 18 live in poverty while 18.6% of adults and 11.3% of older adults (ages 65 or older) live in poverty. This means 160,410 children ages 0 to 17 live in poverty in San Bernardino County. This is a vast problem for the region's long-term future. Given the difficulty that San Bernardino County has with the education level of its existing workforce, the challenges facing today's school children will be greater. The largest challenge PSD has encountered is the vast geographic size of our county. At 20,105 square miles, the County of San Bernardino is the largest county in the country by geographic area; bordered by five other counties and two states. This exceeds the square mileage of Connecticut, Delaware, Massachusetts and Rhode Island combined. By proactively preparing for challenges, PSD has designed and implemented innovative projects and models which have increased the resources and services provided in the community.

PSD operates under the County umbrella, which supports the department in accessing community resources and services. The County of San Bernardino Board of Supervisors and the Shared Governance Board are responsible for program oversight. The Board of Supervisors is comprised of elected officials and the Shared Governance Board is comprised of one Supervisor from the Board of Supervisors, Department Directors from various County Departments, and the Superintendent of San Bernardino County Superintendent of Schools. Additionally, PSD receives program guidance and direction from the Policy Council that is comprised of parents of preschool

children and community representatives. The Policy Council responsibilities include developing, monitoring and approving program goals, policies and budgets. PSD has successfully partnered with other County departments and community agencies including: Department of Behavioral Health, Department of Public Health, Children and Family Services, Transitional Assistance Department, San Bernardino County Superintendent of Schools, and First 5. These partnerships afford PSD the opportunity to deliver comprehensive services to children and their families in communities countywide.

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Shared Governance Board

Josie Gonzales, SGB Chair Board of Supervisor, Fifth District



San Bernardino County has been home to Josie Gonzales her entire life. She lived in Colton for 20 years; then she spent the next 23 years of her life in the Del Rosa area, an unincorporated pocket of San Bernardino. In 1995 she moved to the City of Fontana where she served as a Fontana City Councilmember until her election as Fifth District Supervisor in 2004.

As a public servant she strives to promote great community pride through cooperative efforts and to build relationships on local, state and federal levels. Her "People First" philosophy is founded on bringing non-partisan resources together for the greater good of the communities she serves.

She strongly believes that when we work together with the concerns and needs of the people as our priority, we can accomplish great things.

As a county representative on various boards, committees and commissions, Supervisor Gonzales works hard to find the common threads among services and programs that will help bring a healthier, enriched quality of life for her constituents. Along with her colleagues on the Board of Supervisors, Supervisor Gonzales believes in prioritizing early learning and development of young children in order to prepare them for their educational journey. As a former Head Start parent, she believes that access to a great education from Cradle to Career is the key to achieving our Countywide Vision.

Prior to being elected, Supervisor Gonzales owned and operated a successful small business in San Bernardino County. She resides in Fontana with her husband, and enjoys spending time with her four adult children and six grandchildren.



Dr. Maxwell Ohikhuare, SGB Vice-Chair, Health Officer for San Bernardino County Public Health

Dr. Maxwell Ohikhuare is the Health Officer for San Bernardino County. He received his professional medical degree from State University of New York, Downstate College of Medicine – Doctor of Medicine in 1976. He is Board certified by the American College of OB/GYN since 1982. He has served in several medical staff leadership roles including Chief of Staff, Chairman of the Board of Trustees and Lead Physician for several medical missions commissioned by various international organizations and foreign

governments for the treatment of HIV and other medical and surgical care. Dr. Ohikhuare is a

fellow of the American College of Surgeons, American College of OB/GYN and the International College of Surgeons. He is a member of the American College of Preventive Medicine and has directed the Women's Health Department at Riverside Regional Medical Center as well as the Residency Program at Arrowhead Regional Medical Center for OB/GYN. Currently, he serves as a Commissioner, First 5 Commission of San Bernardino; as Co-Chair, Community Vital Signs Initiative, Inland Empire HIV Planning Council; as the Supervising Physician – Loma Linda University of Preventive Medicine Residency Program; as a Board Member—California Conference of Local Health Officers and member of the Board of Directors – Health Officers Association of California; and is the President/Chair – Exceptional Care Managed Group (Healthcare Managed Care).

Veronica Kelley, Director for Department of Behavioral Health



Veronica A. Kelley, LCSW is the Director for the San Bernardino County Department of Behavioral Health and oversees the daily operations for both Mental Health and Substance Use Disorder Services. Veronica is a member of the Governing Board for the County Behavioral Health Directors Association of California (CBHDA), she sits on the Executive Committee, serves as the Co-Chair for the Substance Abuse Prevention & Treatment (SAPT) Committee and is the Co-Chair for the Cultural Competency, Equity & Social Justice (CCESJ) Committee. She is also a Council Member to the California Mental Health Planning Council and Board Member to the California Mental Health Services Authority.

She is a Professor at Mount St. Marys' University teaching in the undergraduate Social Work/Sociology/Gerontology and Film Department as well as an Adjunct Faculty in the Masters of Social Work Program at Loma Linda University Department of Social Work and Social Ecology. She earned her MSW from the University of Southern California and her BS in Psychology and Child Development from Mount Saint Mary's College in Los Angeles.

Kathy Turnbull, Children's Network Officer for San Bernardino County



Ms. Turnbull has worked for San Bernardino County for over 20 years, first as a supervisor for the Child Support Division then as an Employment Specialist for Jobs and Employment Services. After receiving her Master Degree in Social Work, she went to work for Children and Family Services as a Social Service Practitioner. Her desire to see children safely reunify with their families sparked her interest in the Wraparound program, which is a family centered, strength based team approach to working with high-risk children and families. She became the Wraparound Program Coordinator and helped to develop and market the program countywide. Although she missed the actual face-

to-face contact of working with families directly, she appreciated the opportunity to see the bigger picture and the ability to affect change on a larger scale.

She first came to the Children's Network as Associate Director and was promoted to Network Officer. Children's Network was created to identify gaps and overlaps in services, to set priorities for interagency projects, and to implement collaborative programs to ensure more comprehensive services to children and youth countywide. She oversees all of the daily operations of the Network and chairs or sits on most of the committees and workgroups throughout the county that address the needs of high risk children and families.

Programs at the Children's Network that she participates in and oversees include: SART (Screening Assessment Referral and Treatment) CASE (Coalition Against Sexual Exploitation), and the Child Abuse Prevention Council.

She is currently on the Board of Directors for CASA (Court Appointed Special Advocates) of San Bernardino County and serves on their executive committee as President. Additionally, she is co-chair on the Foster Care Advisory Council and vice chair for the Homeless Youth Task Force.

Theodore "Ted" Alejandre, County Superintendent, County of San Bernardino Superintendent of Schools



San Bernardino County Superintendent of Schools' Ted Alejandre began his four-year term as the county's 34th superintendent on January 5, 2015 after being elected to office in June 2014.

With more than 28 years of experience in public education, Mr. Alejandre has been a teacher, vice principal, principal and director of fiscal services at the district level, and served as the assistant superintendent of Business Services in the Yucaipa-Calimesa Joint Unified School District. He joined County Schools in 2008 as the assistant superintendent of Business Services, and later was appointed deputy superintendent, overseeing all operations of the organization.

Mr. Alejandre is a lieutenant colonel in the Air Force Reserves and served 18 years with the 701st Combat Operations Squadron. Currently, he serves as an Air Force liaison officer for local high schools, and is responsible for the recruitment and evaluation of prospective students for the Air Force Academy.

As County Superintendent, Mr. Alejandro works collaboratively with educators, families, other agencies and stakeholders to provide advocacy, leadership and services for and on behalf of the 411,000 K-12 students attending public schools in San Bernardino County. His office oversees a \$230 million annual operating budget and employs nearly 2,000 employees.

Diana Alexander, Director of Preschool Services



Diana Alexander is the Director of the San Bernardino County Preschool Services Department. Mrs. Alexander is responsible for overseeing the operations of over 700 employees at 41 preschool sites, who serve over 6,752 disadvantaged children and families. Her federal programs include Early Head Start, Head Start and Early Head Start Child Care Partnership, and a state program through California Department of Education. She is committed to providing comprehensive quality early education services to the most vulnerable population of children in our county from ages zero to five. Additionally, she strives to empower families by providing access to community resources and engagement strategies for parents in the community in an effort to break the cycle of poverty. She is passionate about the Countywide Vision, and the Cradle to Career Roadmap, and sees it as a way to reach her ultimate goal which is to see children and their parents become successful in life through education, and to become positive contributors in the local community.

Mrs. Alexander holds a Master's Degree and a Bachelor's Degree in Public Administration, both from California State University of San Bernardino. She also received an Associate's Degree in Liberal Arts from San Bernardino Valley College.

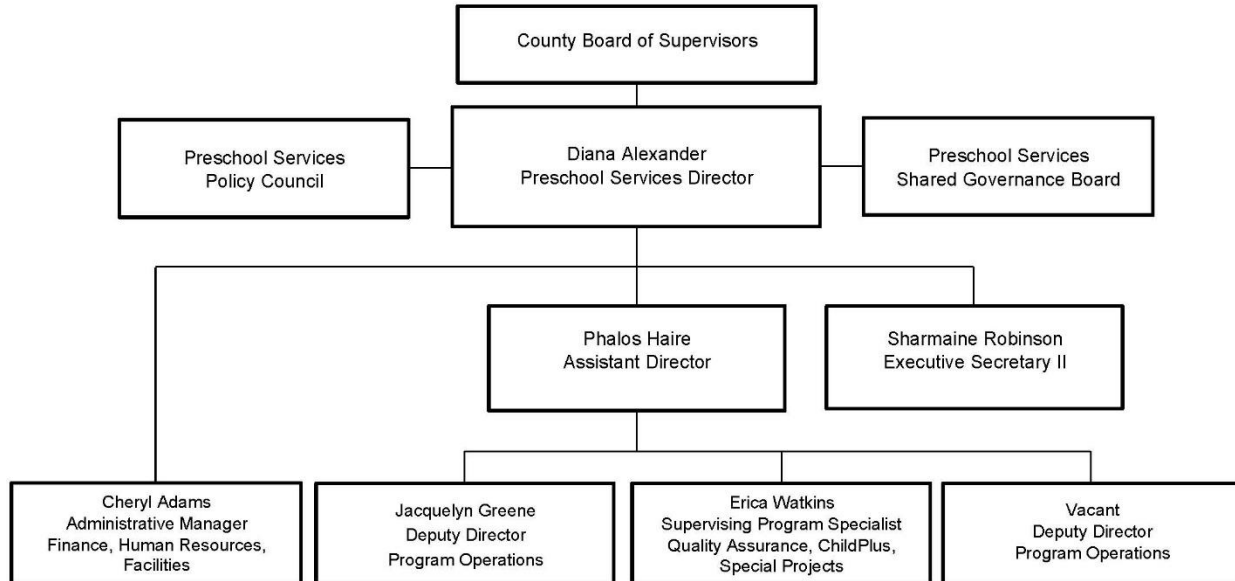
Mission Statement

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

Vision Statement

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

Organizational Chart



Program Information

PSD administers the Head Start and Early Head Start programs in 41 preschool sites and 31 private Family Child Care providers throughout the County of San Bernardino. These programs provide early childhood education and family services to over 6,752 disadvantaged children from ages zero (0) to five (5), pregnant women and families.

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

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

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

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

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

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

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

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

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

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

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

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

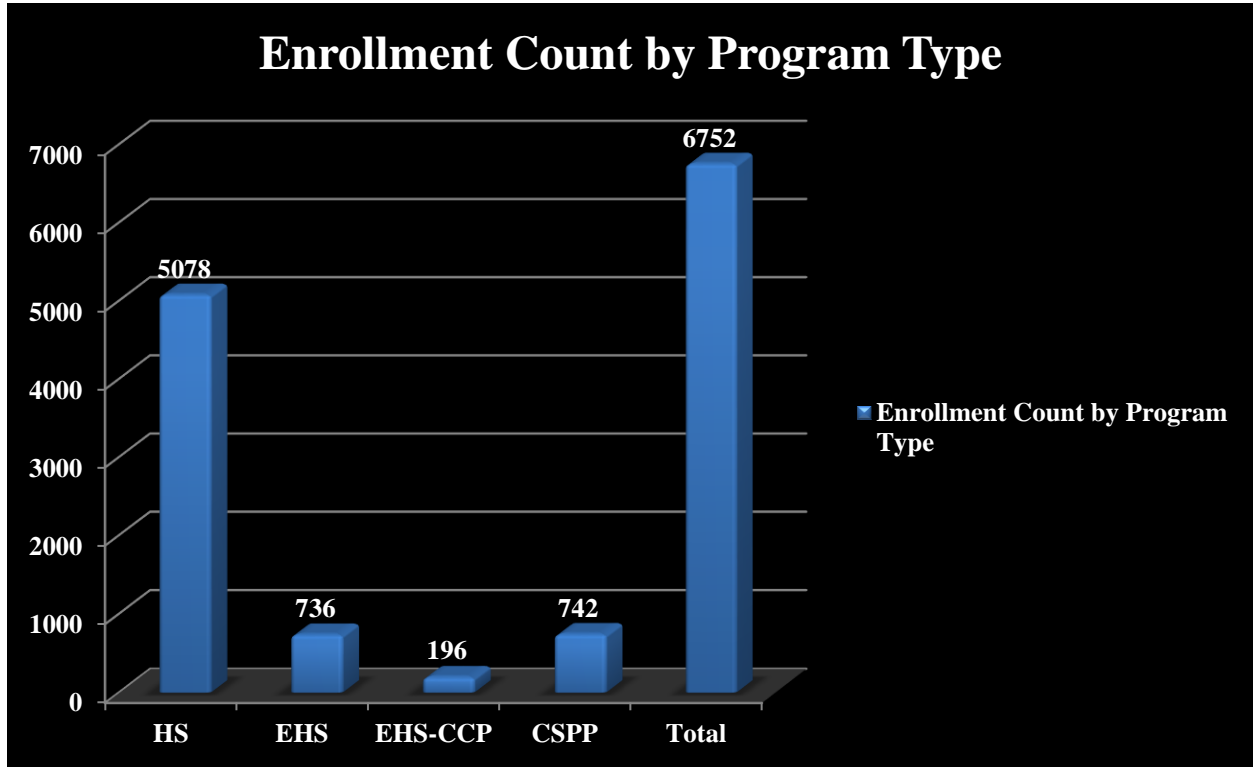
Low-Income First-Time Mothers (LIFT) - The LIFT program is designed to improve the health and social functioning of low-income first-time mothers and their infants by providing in-home visits by a Public Health nurse. The nurses follow a visitation schedule that consists of one 90-minute home visit per week over a two and half year period.

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

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

Enrollment Information and Audit Report

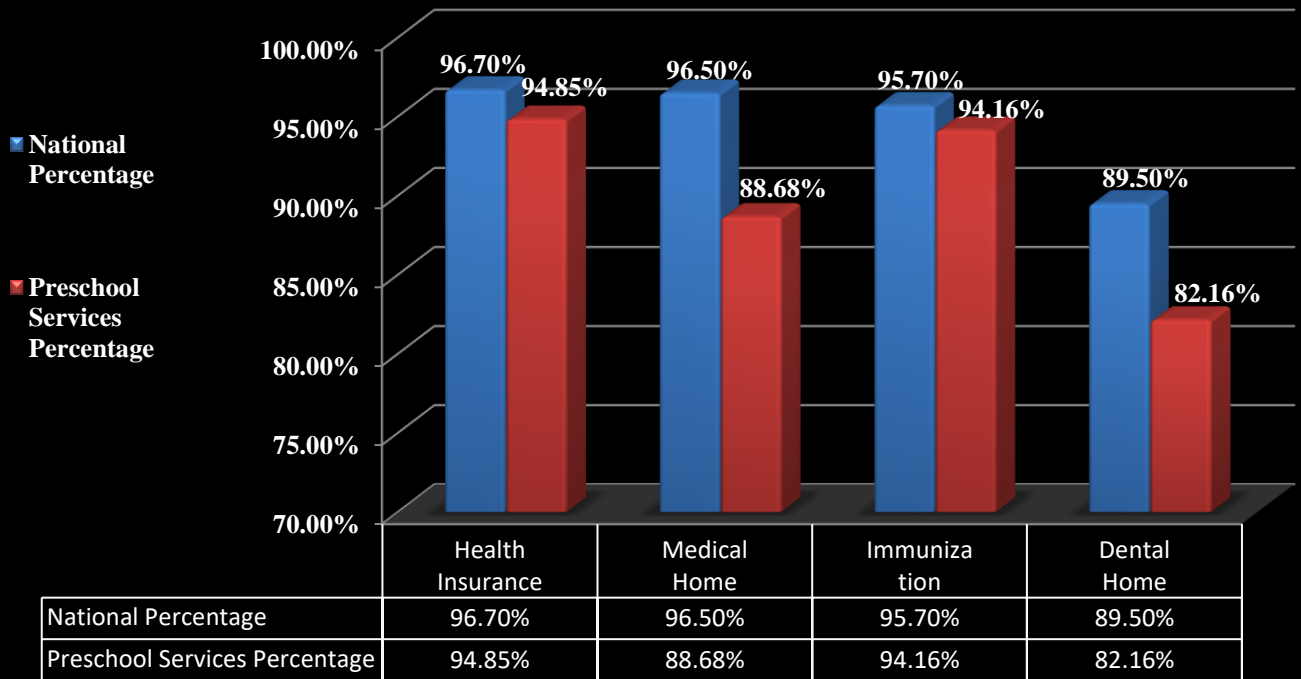
PSD provides a foundation for success by providing enrolled children and their families the highest quality child development and support services. The following information was reported on PSD's composite Program Information Report (PIR) and monthly enrollment reports for 2016-2017.



Source: San Bernardino County Preschool Services Department Child Plus 06/30/17

PSD collected and monitored health information throughout the course of the 2016-2017 program year. The illustration below highlights the percentages of children that left PSD with health insurance, medical homes, immunizations and dental homes compared to the National average.

All Children At End of Enrollment Year Health Services



Source: San Bernardino County, Preschool Services Department Child Plus 06/30/17.

Audit Report – Single Audit Overview and Summary:

PSD has an outside agency conduct a financial audit consistent with federal guidelines. A financial audit involves performing procedures to obtain audit evidence about the amounts and disclosures in financial statements. An audit includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of financial statements.

The most recent financial audit was conducted for the program year ending June 30, 2016. The final report concluded: “In our opinion, the County [of San Bernardino] complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect to each of its major federal programs for the year ended June 30, 2016.”

Accomplishments for 2016-2017

PSD worked diligently to not only meet federal and state requirements, but to surpass the program goals set last year. PSD achieved the following during program year 2016-2017:

- Increased literacy skills by 90% for enrolled preschool children ages three (3) to five (5).
- Increased social and emotional skills by 25% in enrolled toddlers ages eighteen (18) months to three (3) years.
- Enrolled 425 foster children in programs.
- Reduced the number of preschool children who were classified as obese or overweight by 75%.
- Enrolled 196 children for the new Early Head Start-Child Care Partnership program.
- Trained 123 PSD parents as food service workers, custodians, clerks and teacher aides through the Apprenticeship Program.
- Provided 7,115 hours of direct mental health services to PSD families through the Prevention and Early Intervention (PEI) MOU with Department of Behavioral Health.

Preschool Services Department Policy Council & Parent Activities

The County of San Bernardino PSD's Policy Council is comprised of parents and community representatives dedicated to serving over 6,664 disadvantaged families with children ages zero to five and pregnant women in the community. Each site elects one Policy Council representative at the beginning of the program year that attends monthly meetings, trainings, and committee meetings. Their responsibilities include developing, monitoring, and approving program goals, policies, procedures, and budgets. They work in partnership with PSD management staff and the Shared Governance Board (SGB) to operate an effective and comprehensive Head Start program. Policy Council members are provided opportunities to participate in Policy Council Committees throughout the program year.

During 2016-2017, Policy Council Committees included:

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

Policy Council members have various opportunities throughout the program year to expand their knowledge of the Head Start program and enhance their parenting techniques. During the past program year, Policy Council members participated in the following conferences and community events:

- CHSA Annual Education & Parent Engagement in Sacramento, CA January 8 – 10, 2017
- 2017 NHSA Winter Leadership Institute in Washington D.C – January 22 – 26, 2017
- 24th Annual Black History Month Celebration in Rancho Cucamonga February 25, 2017
- Region IX, STEM Conference in Reno, NV, March 26 - 29
- Shine-A-Light Breakfast in San Bernardino April 6, 2017
- Evening with the Stars in San Bernardino, May 31, 2017

Parent Involvement

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

Need a picture

Head Start/Early Head Start Site Parent Activities

The Head Start and Early Head Start programs offered an array of parent activities during program year 2016-2017 at the 41 preschool sites and 31 private Family Child Care providers across San Bernardino County. Examples of workshops and trainings provided to parents included:

- Car seat safety
- Transitioning into kindergarten
- Childproofing household items/ avoiding accidents
- Male involvement
- Understanding a child's temperament
- Pedestrian safety
- CPR
- Scrapbooking
- Planting a garden
- Parent education and bonding program
- Healthy recipes and nutrition tips
- Diaries for dads
- Information on free medical resources

- Fair Housing presentation
- Making no-sew blankets
- Kindergarten readiness through active learning
- Self-awareness (self-defense)
- On-line high school
- Family literacy
- Nurturing parenting classes
- Health training – what to do when your child gets sick
- Job training programs – Apprentice program
- Job interview training
- Nutrition education
- First Aid safety
- Picture frame
- Making portable emergency kits
- Decoupage memory boxes
- Spring wreaths
- Canvas art

Statistical Information

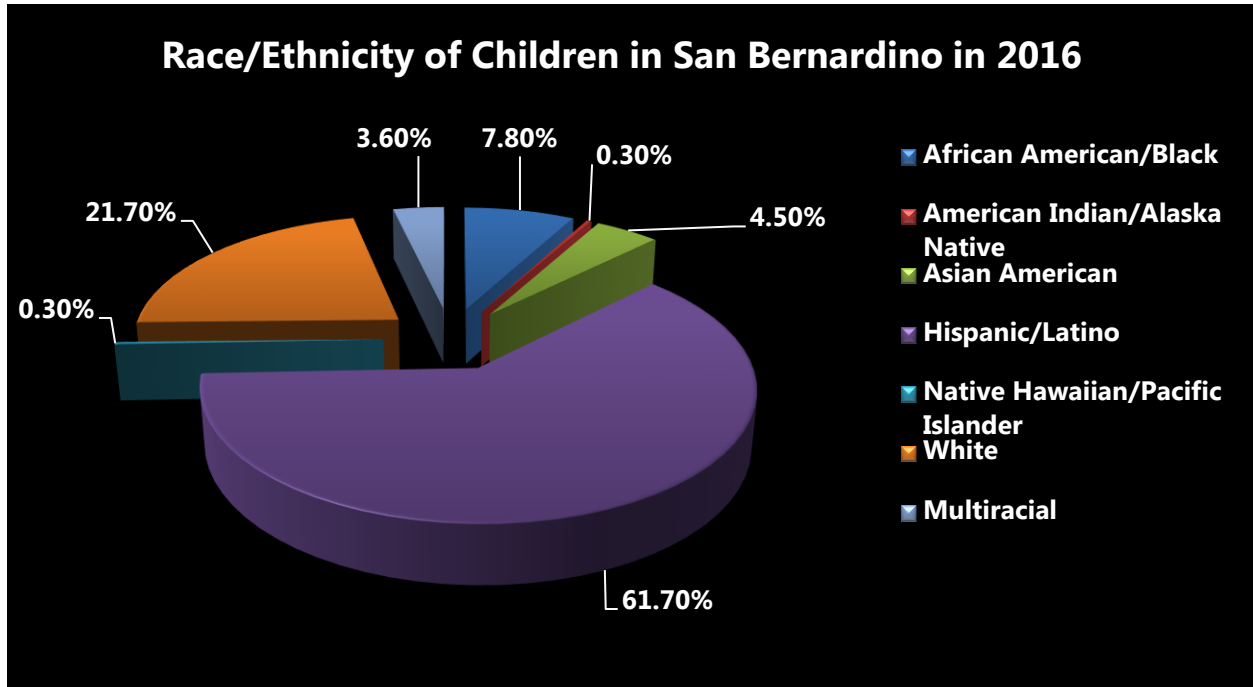
During the 2016-2017 program year, PSD served a caseload of 6,752 Head Start, Early Head Start, Early Head Start – Child Care Partnership, and State Preschool children and families throughout the County of San Bernardino.

The County of San Bernardino is home to 185,642 children between the ages of 0 to 5.

San Bernardino County		Numbers	
Age	Female	Male	Total
0-2 Years	45,922	47,752	93,674
3-5 Years	45,081	46,887	91,968

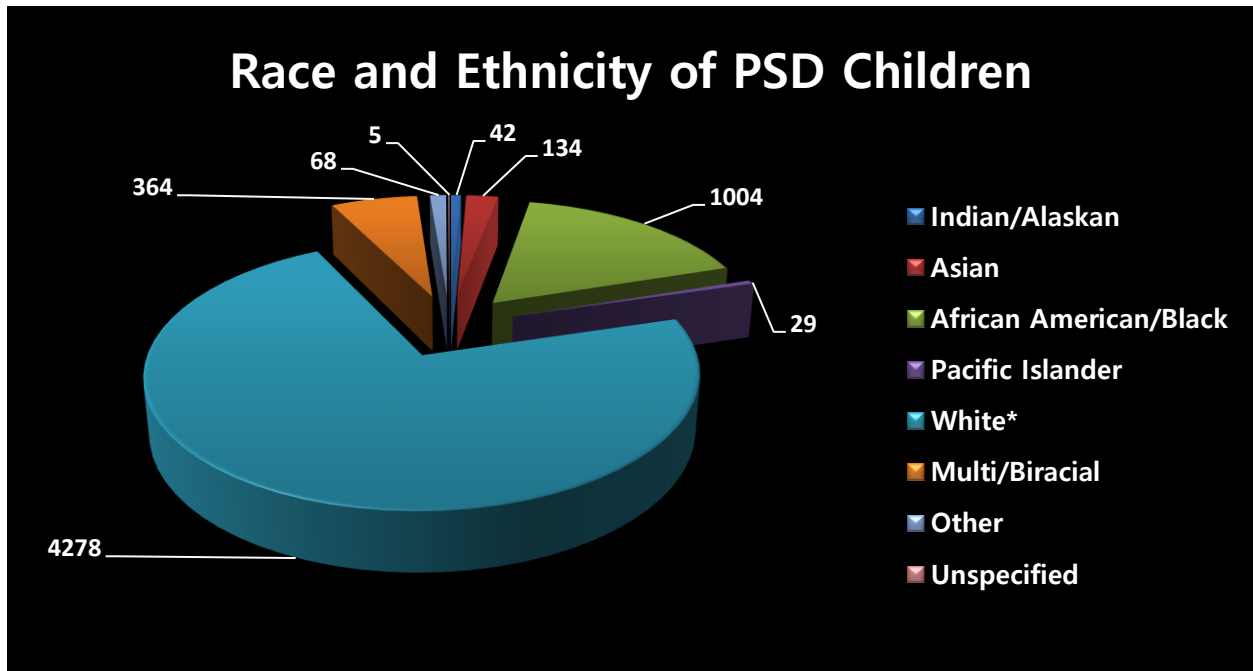
Data Source: [As cited on kidsdata.org](http://kidsdata.org), California Dept. of Finance, Race/Ethnic Population with Age and Sex Detail, 1990-1999, 2000- 2010, 2010-2060; U.S. Census Bureau, Current Population Estimates, Vintage 2015 (Jun. 2016).

The child population in San Bernardino County, by Race/Ethnicity for 2016 is as follows:



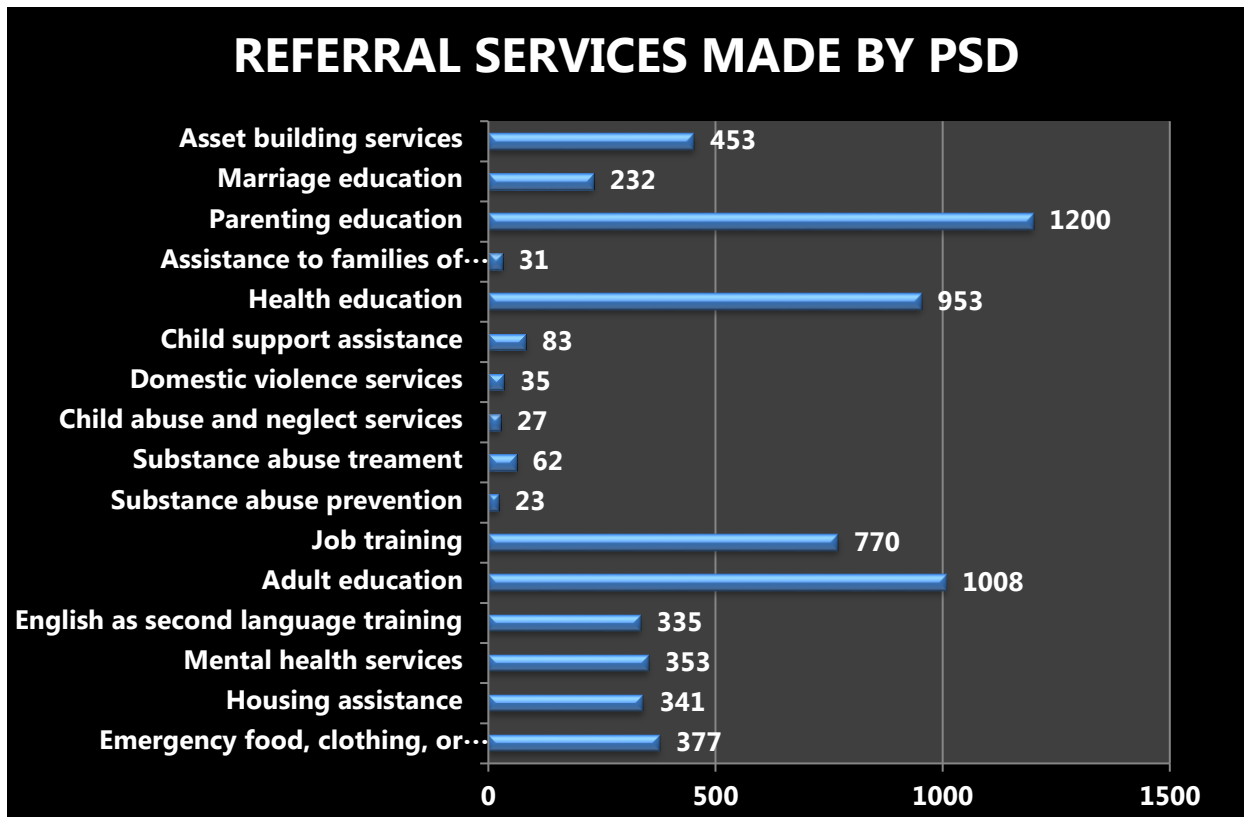
Data Source: [As cited on kidsdata.org](http://kidsdata.org), California Dept. of Finance, Race/Ethnic Population with Age and Sex Detail, 1990-1999, 2000- 2010, 2010-2060; U.S. Census Bureau, Current Population Estimates, Vintage 2015 (Jun. 2016).

The ethnicity of children served by PSD is as follows:



Data Source: San Bernardino County Preschool Services Department Child Plus 06/30/17. *Includes Hispanics

In addition to high quality educational programs, PSD families receive comprehensive supportive and referral services. The following are the number of families who received services or referrals in 2016-2017 according to the Family Services Assessment data.



Source: San Bernardino County, Preschool Services Department Child Plus as of 06/30/17

Goals and Performance Measures for 2017-2018

The program goals established by PSD were developed as a result of the 2017-2018 Community Assessment update, the findings of the program's annual Self-Assessment, and a review of the 2016-2017 PIR results. In addition, PSD's long-term goals are in alignment with the department's Grant Application Budget Instrument (GABI), which allows the department to submit its refunding application for Head Start funds and informs the Federal government of the progress the department has made towards its established goals. PSD's primary focus continues to be to promote school readiness to ensure long term success in school and other life endeavors and provide support to families to pursue self-sufficiency.

Short Term Goals 2017-2018

- I. Promote school readiness.
- II. Increase the enrollment opportunities for foster children.
- III. Enhance the referral process of enrollment with Children and Family Services Department.
- IV. Identify obese and/or overweight children in an effort to promote a healthy lifestyle.
- V. Promote nutrition education programs for parents at each school site.

- VI. Ensure that children receive both nutrition curriculum and physical activity daily within the classroom schedule.
- VII. 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.

Long Term Goals for 2017-2018

Program Year (PY) 2016-2017 was the third year of the five-year funding cycle for long term goals. The status of the long term goals for the HS and EHS are as follows:

I. Increased Center-Based Child Development services for children zero to five in the areas of highest need.

Progress: PSD successfully opened two new classes and enrolled 16 Head Start and 8 Early Head Start Children in full day center based services in the city of Fontana to accommodate the family needs for full day and to ensure a smooth transition from Early Head Start as identified through our community assessment.

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

Progress: We have successfully implemented the Career Online High School Diploma Program with funding provided by First 5 and with direct support and assistance from San Bernardino County Library Administration.

Within the first eleven months after beginning implementation in January 2017:

- 247 parents have signed up to indicate their interest in the program
- 22 parents have successfully completed the steps necessary to enroll into the coursework, and are progressing through the required courses.
- 1 parent thus far has successfully completed the graduation requirements and has received her high school diploma. [Although 18 months is considered average length of time to complete the program, this parent graduated after only 6 months!!]

We continue to support and encourage all interested parents to continue their efforts and to make progress towards full enrollment and completion of courses. We have enlisted the assistance of 12 MSW Interns, who will work closely with our PSD Generalists (Family Advocates) to make individual contact with these online high school participants, and who will encourage, motivate, and assist them in reaching their goal.

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

Progress: PSD has hired a total of 32 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 twice 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 has achieved a .5 point improvement in the Instructional Domain by 2018.

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

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

The long term goals for EHS-CCP differ from those of HS and EHS due to the structure of the program and are as follows:

I. 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: Goal met in FY 2016-2017. Goal revised to research additional partnerships with institute of higher learning to provide necessary courses for child care providers.

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

Progress: Goal met in FY 2016-2017. Goal revised to provide additional cohorts to provide required courses to increase provider staff qualifications.

II. 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: We have successfully implemented the Career Online High School Diploma Program with funding provided by First 5 and with direct support and assistance from San Bernardino County Library Administration.

Within the first eleven months after beginning implementation in January 2017:

- 7 parents have signed up to indicate their interest in the program
- 4 parents have successfully completed the steps necessary to enroll into the coursework, and are progressing through the required courses.

We continue to support and encourage all interested parents to continue their efforts and to make progress towards full enrollment and completion of courses. We have enlisted the assistance of 12 MSW Interns, who will work closely with our PSD Generalists (Family Advocates) to make individual contact with these online high school participants, and who will encourage, motivate, and assist them in reaching their goal.

III. 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, training was held by San Bernardino County FCCERS and ITERS anchors to further the knowledge and use of the tool.

School Readiness

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

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

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

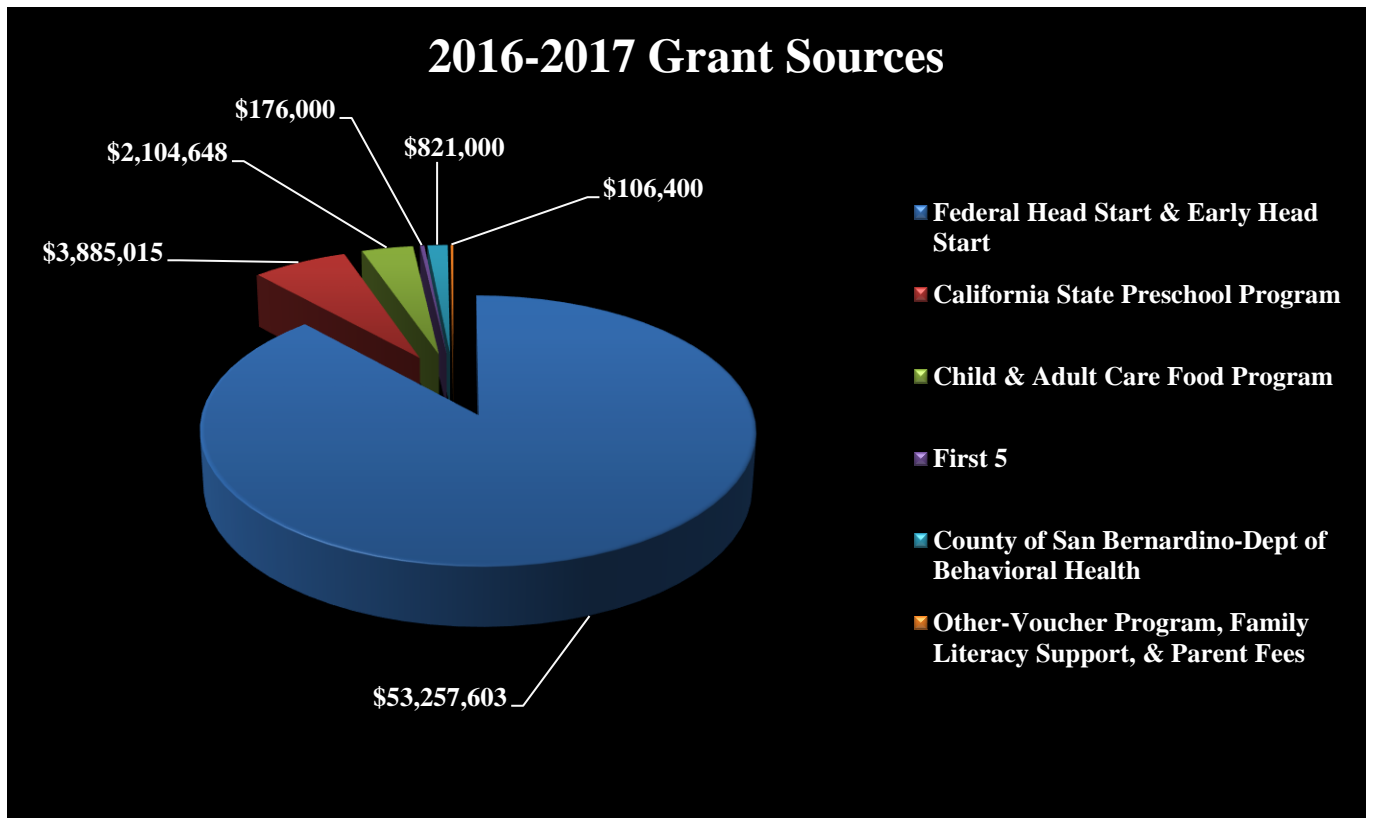
PSD aggregates data and analyzes the results of the assessments by agency, site, classroom and individual child levels. Staff examines the individual learning gains made by children and plans activities to strengthen areas that need improvement. Teachers individualize instruction for each child and develop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

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

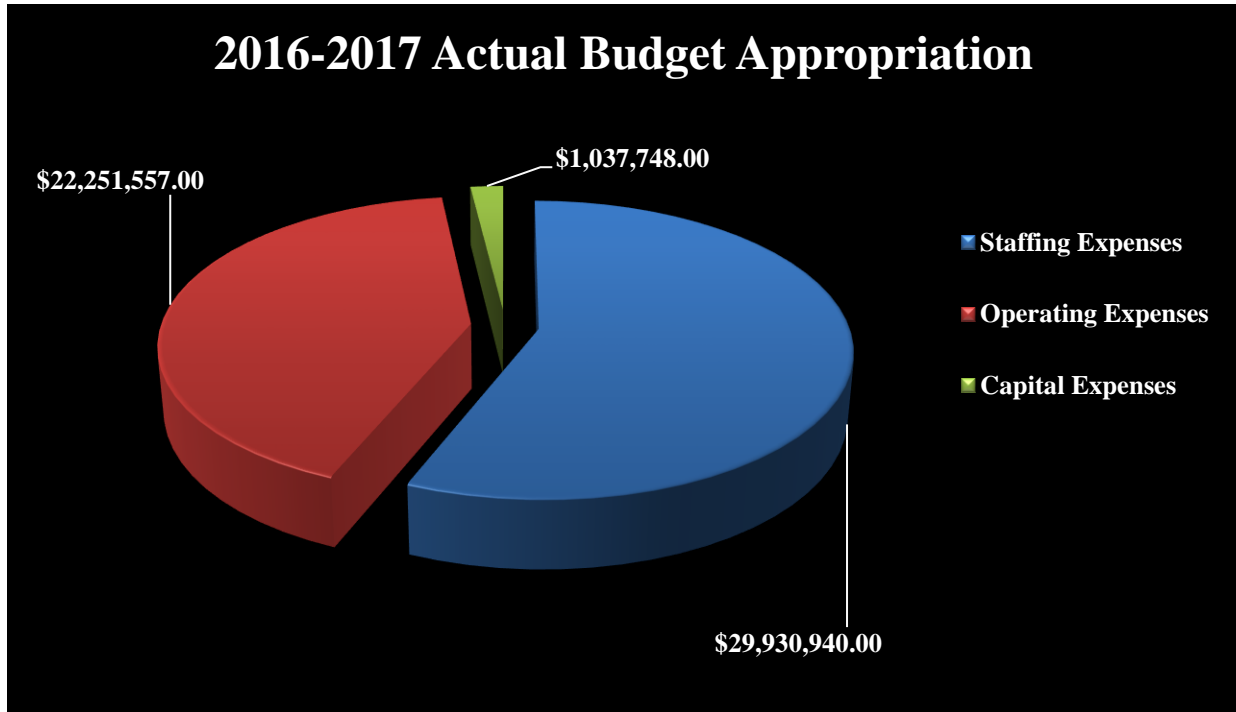
their child’s individual goals. This allows teaching staff to plan activities in each DRDP domain that will provide opportunities for the children to achieve their goals.

Summary of Funding

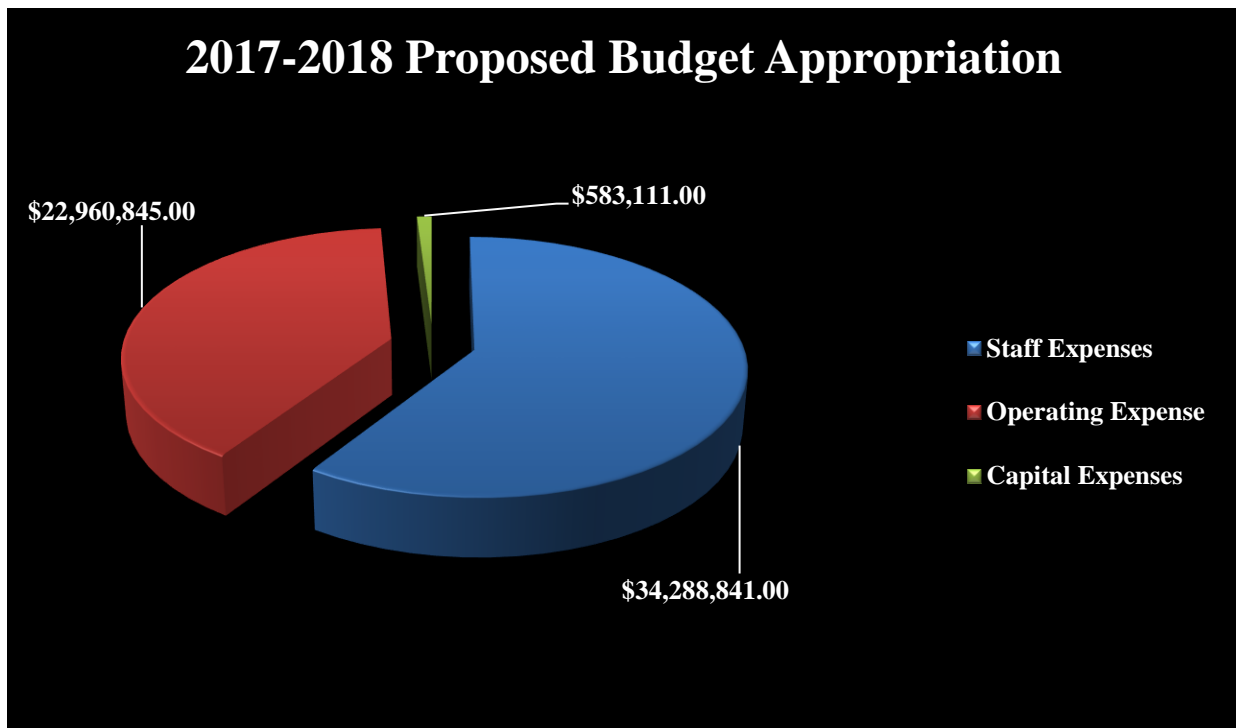
PSD receives grants from the Federal Administration for Children and Families, Office of Head Start, the California Department of Education’s State Preschool Program, Child and Adult Care Food Program, First 5 and other agencies. The following is a summary of PSD’s grant funding for Fiscal Year 2016-2017:



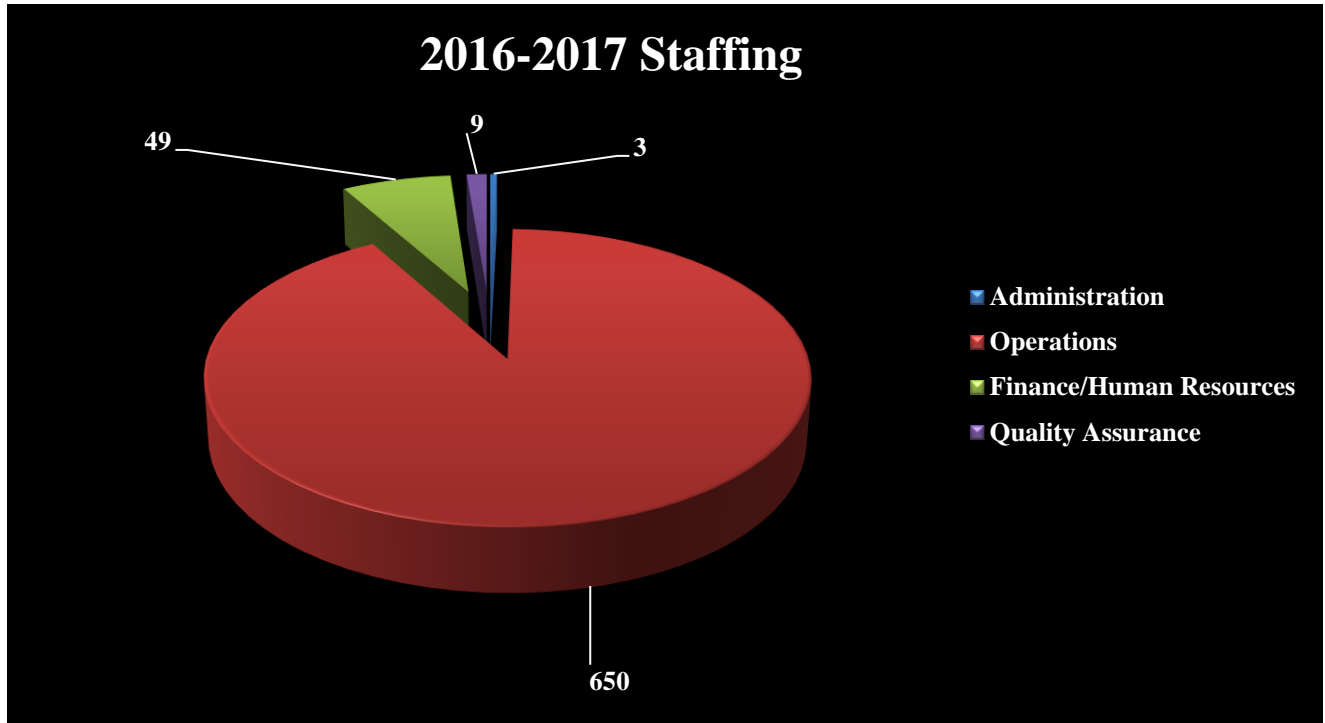
2016-2017 Budget Appropriation



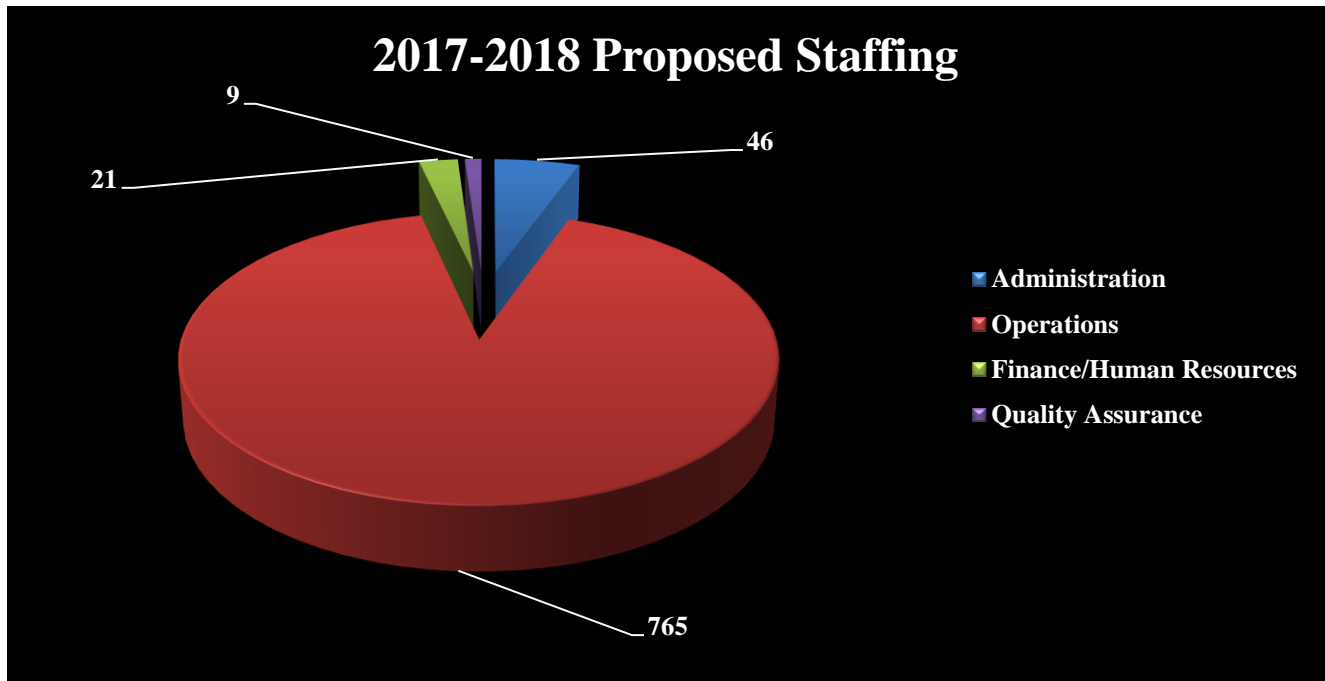
2017-2018 Proposed Budget Appropriation



2016-2017 Staffing



2017-2018 Proposed Staffing



Preschool Services Department Employee and Parent Spotlight

Laura Marquez: PSD Employee



It is widely believed that Teachers are the unsung heroes of the workforce. They shape the minds of the future and are the driving force behind many of our world leaders today. In 1998 Laura Marquez realized that teaching was her calling, and it was something she wanted to do for the rest of her life.

Being a mother was her first introduction into teaching, and she was a familiar face at the schools her children attended due to her love of the education system. Whether it be chaperoning a field trip, or volunteering in her daughter's Head Start classroom, she was readily available for any task and always eager to lend a helping hand. She eventually found her way into volunteering as a Policy Council member for Head Start. The Policy Council gave her ample opportunities to meet new people and learn about the Head Start program. They also encouraged her to enroll in Community College courses to help her grow as an individual. She had no idea at that time what an awesome opportunity the Head Start program would give her. As time passed eventually she applied for a position as a teacher's aide for the Head Start program. It was at this point she realized that the need for higher education would be imminent, so she started taking courses at the local community college. For over a ten-year period, taking a small hiatus for two years, she routinely managed the unsurmountable juggling act that many adults are faced with today. She split time being a soccer mom, mother of two young children, wife, birth of baby number three, and a student. She had completed enough education to apply for a teacher credential, and had earned a promotion to a full time Preschool Teacher at Head Start. These were some of the most rewarding times of her career, as she believes she was given the freedom of the classroom, and kids who were eager to learn. It was not without the support of fellow co-workers and mentors that these goals were achieved; so much needs to be said about having the loving support behind you and never giving up along the way.

Through the years, she achieved many of her goals and reached milestones she never thought were possible. But through it all, there has always been one goal that she is determined to finish. She has reached the inevitable roadblock that many professionals in the industry are faced with today, the need for a degree to further her career. We are proud to announce that as of this summer (2017) she will complete a BS in Early Childhood Education! Her journey has been long and not without struggles, the sheer since of resilience resides in her, the determination to never give up sustained her throughout, because of this she wouldn't change a thing. Currently she is working as an Early Head Start Home Educator at the Citrus Head Start, which allows her the opportunity to mentor and guide families in their own homes, and gives her the ability to empower parents and help them succeed. She has been employed by the Preschool Services Department for over 18 years and we commend her for all her achievements. Job well done Mrs. Marquez.

Joanie Weber: A Head Start Success Story

Joanie enrolled her daughter Aayla at Newberry Springs Head Start in the fall of 2013. After



learning of many programs and opportunities for head Start parents, Joanie signed up for PSD’s Apprentice Program, and began her newly established career path. She chose to volunteer as a Teacher Aide Apprentice and began her apprenticeship in March of 2014, working at the Newberry Springs location where her daughter attended.

She shared this revelation: “When I enrolled Aayla in Head Start, it was to help her gain social skills before going into kindergarten. I had no idea that it would change my path in life, too!”

About that same time, Joanie became aware of PSD’s Family Literacy class for parents, and became very interested because her daughter had not shown much interest in books or reading. Joanie felt that the class might benefit her family and her skills as an Apprentice Teacher Aide. She asked the Family Literacy Program Specialist if the class would soon be offered at the Newberry Springs location. She was told that, unfortunately, the class would not be presented at Newberry Springs that year, and that the class had just ended at Barstow, which could have been an option for her geographically.

Joanie was very motivated and so asked if she could take the class as ‘independent study.’ The Program Specialist agreed and prepared all of the books, materials, and activities for Joanie and Aayla to explore and learn on their own. After their first week with the program, Joanie reported, “We are having a blast and I’m also starting to feel more confident in reading to children”. She also shared that “Aayla loves the Goodnight Book she made. She is so excited to have a book she can read all by herself. Her interest in reading books has skyrocketed in just a few days!” By the end of the eight-week program in June, Joanie expressed her gratitude for the Family Literacy project and reported that “Aayla got her first library card this week and we signed up for the summer reading program!”

Also in June of 2014, Joanie registered for her first Child Development classes, and began summer classes at Barstow College. Her plan was to take the classes and receive the degrees she would need to be hired with Preschool Services Department. Joanie did her Student Teaching at Newberry Springs Head Start and continued her General Education and Child Development classes until she graduated in May of 2017 with an Associate’s Degree in both Early Childhood Education and Sociology. Meantime Joanie received her Associate Teacher’s Permit from the State of California, which qualified her to apply for a Teacher’s Aide position. Although she did receive job offers from other schools and programs, she held off until she was invited to apply for a Teacher’s Aide position with PSD. She interviewed and was hired in August of 2017 as a Teacher’s Aide assigned to, of all places, Newberry Springs Head Start!!

Joanie plans to continue her education towards a BA degree and has recently upgraded her Children's Center Permit to that of Lead Teacher. After her first year working as a TA, she undoubtedly will apply to become a Teacher with her own Head Start classroom. Joanie Weber is the perfect example of a Head Start success!!