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San Bernardino County Head Start Shared Governance Board Meeting

Agenda
March 23, 2017

JOSIE GONZALES, CHAIR
SBC Fifth District Supervisor

TED ALEJANDRE, VICE-CHAIR
SBC Superintendent of Schools

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

VERONICA KELLEY, DIRECTOR
SBC Behavioral Health

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

ERIKA THOMPSON
Head Start Policy Council Chair
SGB Representative

TIFFANY ROBY
Head Start Policy Council Member
SGB Representative

JAQUIE WASHINGTON
Head Start Policy Council Member
SGB Representative

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 Program Updates - Oral Reports Diana Alexander, Director
 - 3.1.1 National Head Start Association Conference in Washington DC
 - 3.1.2 Duration Services Update
 - 3.1.3 Mill Center Update
 - 3.2 Office of Head Start Poverty Guidelines Diana Alexander, Director
 - 3.3 School Readiness Goals Updates Jacquie Greene, Deputy Director
 - 3.4 Finance Report – Budget to Actual 2016-17 Cheryl Adams, Administrative Manager
 - 3.5 SGB Eligibility Recruitment Selection Enrollment and Attendance (ERSEA) Annual Training Eddie Amaya, Program Manager
 - 3.6 Program Information Report Status Phalos Haire, Assistant Director

“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.”

4. DISCUSSION ITEMS

- 4.1 Approve SGB Minutes for January 19, 2017 Supervisor Josie Gonzales, Chair
- 4.2 Approve SGB Minutes for February 23, 2017 Supervisor Josie Gonzales, Chair
- 4.3 Approve SGB By-Laws Diana Alexander, Director
- 4.4 Approve Resolution of the Board of Supervisors Diana Alexander, Director
- 4.5 Governing Bodies Shared Decision Making Policy/ Procedure Diana Alexander, Director
- 4.6 Approve Governance Internal Dispute Resolution/ Impasse Policy/Procedure Diana Alexander, Director
- 4.7 Approve Community Complaint Policy/Procedure Diana Alexander, Director
- 4.8 Equipment Purchases for Head Start/Early Head Start Cheryl Adams, Administrative Manager
- 4.9 Vehicle Purchase for Early Head Start-Child Care Partnership Cheryl Adams, Administrative Manager
- 4.10 Approve 2017-18 Grant Application Narrative and Budget to include Goals and Objectives Diana Alexander, Director
 - 4.10.1 Head Start
 - 4.10.2 Early Head Start
 - 4.10.3 Early Head Start – Child Care Partnership

5. INFORMATIONAL ITEMS

- 5.1 Next Shared Governance Board Meeting - April 20, 2017 Supervisor Josie Gonzales, Chair

6. PUBLIC COMMENT

Supervisor Josie Gonzales, Chair

7. EXECUTIVE COMMENT

Supervisor Josie Gonzales, Chair

8. ADJOURNMENT

Supervisor Josie Gonzales, Chair

U.S. FEDERAL POVERTY GUIDELINES USED TO DETERMINE FINANCIAL ELIGIBILITY FOR CERTAIN FEDERAL PROGRAMS

There are two slightly different versions of the federal poverty measure: poverty thresholds and poverty guidelines.

The **poverty thresholds** are the original version of the federal poverty measure. They are updated each year by the **Census Bureau**. The thresholds are used mainly for **statistical** purposes — for instance, preparing estimates of the number of Americans in poverty each year. (In other words, all official poverty population figures are calculated using the poverty thresholds, not the guidelines.) [Poverty thresholds since 1973 \(and for selected earlier years\)](#) and [weighted average poverty thresholds since 1959](#) are available on the Census Bureau's Web site. For an example of how the Census Bureau applies the thresholds to a family's income to determine its poverty status, see "[How the Census Bureau Measures Poverty](#)" on the Census Bureau's web site.

The **poverty guidelines** are the other version of the federal poverty measure. They are issued each year in the Federal Register by the **Department of Health and Human Services** (HHS). The guidelines are a simplification of the poverty thresholds for use for **administrative** purposes — for instance, determining financial eligibility for certain federal programs.

The poverty guidelines are sometimes loosely referred to as the "federal poverty level" (FPL), but that phrase is ambiguous and should be avoided, especially in situations (e.g., legislative or administrative) where precision is important.

Key differences between poverty thresholds and poverty guidelines are outlined in a table under [Frequently Asked Questions](#) (FAQs). See also the [discussion of this topic](#) on the Institute for Research on Poverty's web site.

The January 2017 poverty guidelines are calculated by taking the 2015 Census Bureau's poverty thresholds and adjusting them for price changes between 2015 and 2016 using the Consumer Price Index (CPI-U). The poverty thresholds used by the Census Bureau for statistical purposes are complex and are not composed of standardized increments between family sizes. Since many program officials prefer to use guidelines with uniform increments across family sizes, the poverty guidelines include rounding and standardizing adjustments in the formula.

HHS POVERTY GUIDELINES FOR 2017

The 2017 poverty guidelines are in effect as of January 26, 2017.

See also the [Federal Register notice of the 2017 poverty guidelines](#), published January 31, 2017

2017 POVERTY GUIDELINES FOR THE 48 CONTIGUOUS STATES AND THE DISTRICT OF COLUMBIA

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

2017 POVERTY GUIDELINES FOR ALASKA

Persons in family/household	Poverty guideline
For families/households with more than 8 persons, add \$5,230 for each additional person.	
1	\$15,060
2	\$20,290
3	\$25,520
4	\$30,750
5	\$35,980
6	\$41,210
7	\$46,440
8	\$51,670

2017 POVERTY GUIDELINES FOR HAWAII

Persons in family/household	Poverty guideline
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For families/households with more than 8 persons, add \$4,810 for each additional person.

1	\$13,860
2	\$18,670
3	\$23,480
4	\$28,290
5	\$33,100
6	\$37,910
7	\$42,720
8	\$47,530

The separate poverty guidelines for Alaska and Hawaii reflect Office of Economic Opportunity administrative practice beginning in the 1966-1970 period. Note that the poverty thresholds — the original version of the poverty measure — have never had separate figures for Alaska and Hawaii. The poverty guidelines are not defined for Puerto Rico, the U.S. Virgin Islands, American Samoa, Guam, the Republic of the Marshall Islands, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, and Palau. In cases in which a Federal program using the poverty guidelines serves any of those jurisdictions, the Federal office which administers the program is responsible for deciding whether to use the contiguous-states-and-D.C. guidelines for those jurisdictions or to follow some other procedure.

The poverty guidelines apply to both aged and non-aged units. The guidelines have never had an aged/non-aged distinction; only the Census Bureau (statistical) poverty thresholds have separate figures for aged and non-aged one-person and two-person units.

Programs using the guidelines (or percentage multiples of the guidelines — for instance, 125 percent or 185 percent of the guidelines) in determining eligibility include Head Start, the Supplemental Nutrition Assistance Program (SNAP), the National School Lunch Program, the Low-Income Home Energy Assistance Program, and the Children's Health Insurance Program. Note that in general, cash public assistance programs (Temporary Assistance for Needy Families and Supplemental Security Income) do NOT use the poverty guidelines in determining eligibility. The Earned Income Tax Credit program also

does NOT use the poverty guidelines to determine eligibility. For a more detailed list of programs that do and don't use the guidelines, see the [Frequently Asked Questions \(FAQs\)](#).

The poverty guidelines (unlike the poverty thresholds) are designated by the year in which they are issued. For instance, the guidelines issued in January 2016 are designated the 2016 poverty guidelines. However, the 2016 HHS poverty guidelines only reflect price changes through calendar year 2015; accordingly, they are approximately equal to the Census Bureau poverty thresholds for calendar year 2015. (The 2015 thresholds are expected to be issued in final form in September 2016; a preliminary version of the 2015 thresholds is now available from the Census Bureau.)

The poverty guidelines may be formally referenced as “the poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services under the authority of 42 U.S.C. 9902(2).”

RESOURCES

- [Prior Poverty Guidelines and Federal Register References Since 1982](#)
- [A chart with percentages \(e.g., 125 percent\) of the guidelines](#)
- [Frequently Asked Questions \(FAQs\) on the Poverty Guidelines and Poverty](#)
 - [Poverty guidelines — gross or net income](#)
 - [The poverty line for a state or city](#)
 - [The number of poor people in a state or city](#)
 - [How the poverty line was developed](#)
- [Further Resources on Poverty Measurement, Poverty Lines, and Their History](#)
- [Mollie Orshansky's career, achievements, and publications](#)
- [ASPE research on poverty](#)
- [The Census Bureau's Poverty Home Page](#)



**PRESCHOOL SERVICES DEPARTMENT
EDUCATION**

**SCHOOL READINESS
GOALS**

2016-2017

Jacque Greene
Deputy Director



Framework for Programs Serving Preschool Children and Their Families

School readiness refers to the developing capacity of children and is defined as “The expectations of children's status and progress across 5 domains that include:

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

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

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

Framework for Programs Serving Children and Their Families

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

Examples of School Readiness Goals

Head Start

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

DOMAIN	CHILDREN'S GOALS	DATA SOURCES
APPROACH TO LEARNING	<p>Children will :</p> <ol style="list-style-type: none"> Emotional and Behavioral Self-Regulation <ul style="list-style-type: none"> Manage emotions with increasing independence Follow classroom rules and routines with increasing independence Appropriately handle and take care of classroom materials Manage actions, words, and behavior with increasing independence Cognition Self-Regulation (Executive Functioning) <ul style="list-style-type: none"> Demonstrate an increasing ability to control impulses Maintain focus and sustain attention with minimal adult support Persist in tasks Hold information in mind and manipulates it to perform tasks Child demonstrates flexibility in thinking and behavior Initiative and Curiosity <ul style="list-style-type: none"> Demonstrate initiative and independence Show interest in and curiosity about the world around them Creativity <ul style="list-style-type: none"> Express creativity in thinking and communicating Use imagination in play and interactions with others 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> Utilize DRDP Approaches to learning Utilize CLASS in <ol style="list-style-type: none"> Instructional Support: Concept Development through analysis and reasoning, creating, integration, and connections to the real world Classroom Organization: Productivity and instructional learning formats Emotional Support: Regard for student perspectives Utilize ECER's Utilize parent conferences and home visits to help involve parents in their child's success Use of Creative curriculum California Preschool Learning Foundations
SOCIAL & EMOTIONAL	<p>Children will :</p> <ol style="list-style-type: none"> Relationships with Adults <ul style="list-style-type: none"> Engage in and maintain positive relationships and interactions with adults Engage in prosocial and cooperative behavior with adults Relationships with Other Children <ul style="list-style-type: none"> Engage in and maintain positive interactions and relationships with other children Engage in cooperative play with other children Use basic problem solving skills to resolve conflicts with other children Emotional Functioning <ul style="list-style-type: none"> Express a broad range of emotions and recognize these emotions in self and others 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> Utilize DRDP Social & Emotional Development ACUSCREEN for Social & Emotional Development 28-33 Utilize CLASS in <ul style="list-style-type: none"> Instructional Support: Concept development, quality of feedback, language modeling Classroom Organization: Behavior management, productivity, and instructional learning formats Emotional Support: Positive climate, teacher sensitivity, and regard for student perspectives Utilize ECER's scores in Personal Care Routines subscale #8-9 and Interaction subscale #28-35

Parent, Family, and Community Engagement (PFCE)

Parent and family engagement is about building relationships with families that support family well-being; supporting strong relationships between parents and their children; and nurturing ongoing learning and development for both parents and children.

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

The Framework for Parent, Family, and Community Engagement (PFCE)

Head Start Parent and Family Engagement Outcomes

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

AGGREGATION OF DATA

- **Desired Results Developmental Profile – 2015
(Developmental Assessment/Continuum from Early Infancy to Kindergarten Entry)**
- **Classroom Assessment Scoring System (CLASS)**
- **Early Child Environmental Rating System (ECER's)**
- **Infant–Toddlers Environmental Rating System (ITER's)**
- **Family Services Assessment (FSA)**
- **Family Partnership Agreements (FPA)**

Group Development Report This Year

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
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Early Infancy Kindergarten Entry

DRDP (2015) - Infant/Toddler ATL-REG Approaches to Learning-Self-Regulation

Time Period	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Spring 2017 (34 children)	3% (1)	9% (3)	26% (9)	18% (6)	44%				Not an available rating option
Winter 2016-17 (294 children)	4% (12)	9% (26)	34% (100)	31% (92)	22%				Not an available rating option
Fall 2016 (432 children)	4% (17)	19% (82)	33% (144)	32% (138)	12%				Not an available rating option

SED Social and Emotional Development

Time Period	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Spring 2017 (34 children)	3% (1)	6% (2)	24% (8)	18% (6)	50%				Not an available rating option
Winter 2016-17 (294 children)	4% (12)	9% (26)	31% (92)	32% (95)	23%				Not an available rating option
Fall 2016 (432 children)	3% (14)	21% (89)	32% (139)	28% (123)	16%				Not an available rating option

LLD Language and Literacy Development

Time Period	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Spring 2017 (34 children)	3% (1)	3% (1)	35% (12)	24% (8)	35%				Not an available rating option
Winter 2016-17 (294 children)	3% (10)	13% (37)	39% (115)	24% (71)	21%				Not an available rating option
Fall 2016 (432 children)	4% (16)	21% (91)	41% (175)	21% (92)	13%				Not an available rating option

COG Cognition, Including Math and Science

Time Period	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Spring 2017 (34 children)	3% (1)	9% (3)	29% (10)	31% (11)	26%				Not an available rating option
Winter 2016-17 (294 children)	5% (14)	14% (40)	32% (93)	32% (94)	18%				Not an available rating option
Fall 2016 (432 children)	6% (25)	22% (94)	33% (144)	29% (125)	10%				Not an available rating option

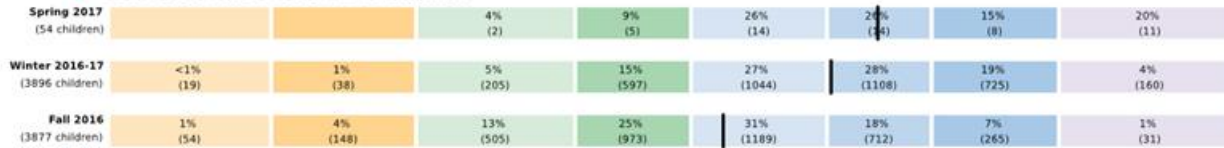
PD-HLTH Physical Development - Health

Time Period	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Spring 2017 (34 children)	3% (1)		21% (7)	29% (10)	47%				Not an available rating option
Winter 2016-17 (293 children)	4% (12)	5% (16)	23% (68)	40% (117)	27%				Not an available rating option
Fall 2016 (434 children)	4% (19)	12% (54)	28% (123)	34% (147)	21%				Not an available rating option

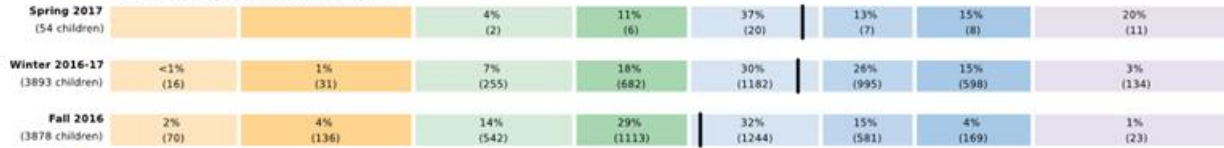
DRDP (2015) - Preschool ATL-REG Approaches to Learning-Self-Regulation



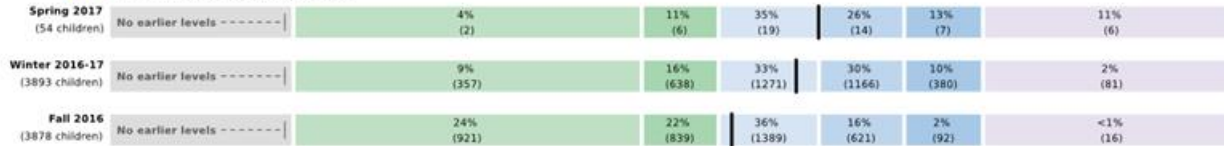
SED Social and Emotional Development



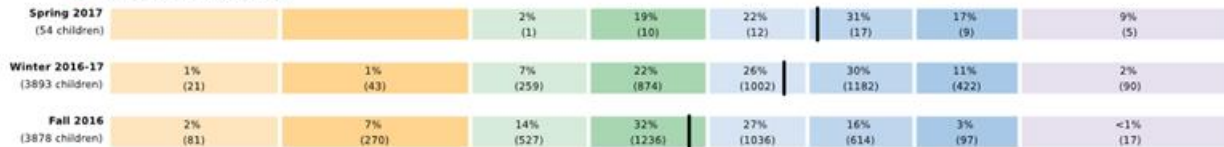
LANG Language Development



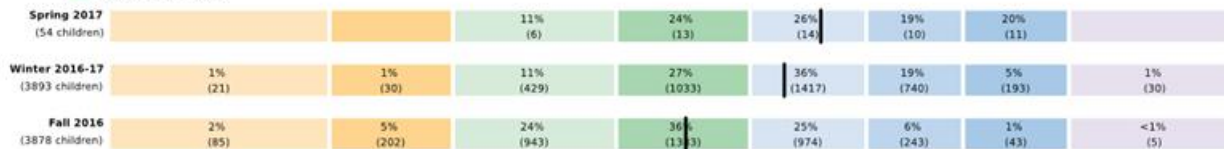
LIT Literacy Development



MATH Mathematics

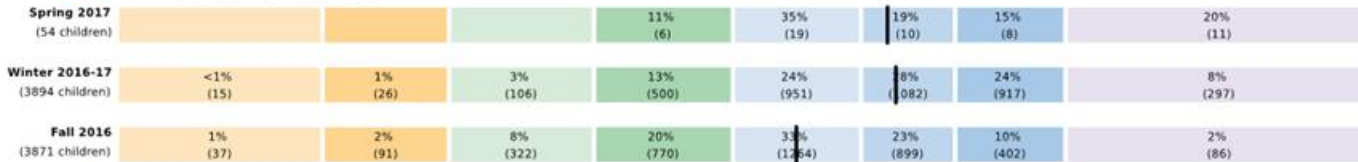


SCI Science





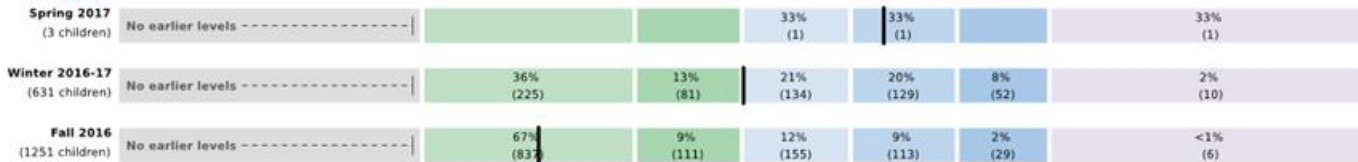
PD Physical Development



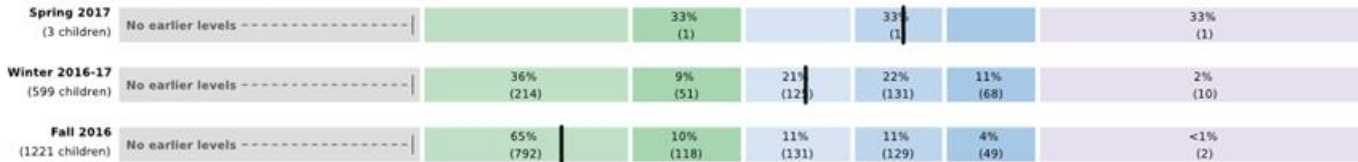
HLTH Health



HSS History - Social Science



VPA Visual and Performing Arts



ELD English-Language Development

Term	Children	Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
Spring 2017	(5 children)	20% (1)			40% (2)	20% (1)	20% (1)
Winter 2016-17	(933 children)	2% (14)	6% (53)	14% (132)	23% (213)	31% (291)	25% (230)
Fall 2016	(946 children)	5% (50)	12% (113)	17% (160)	26% (242)	24% (223)	17% (158)

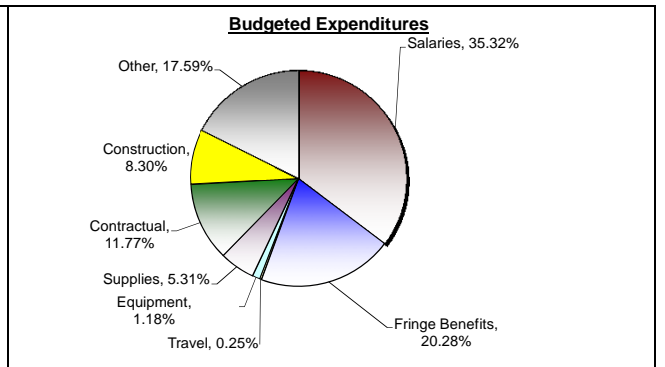
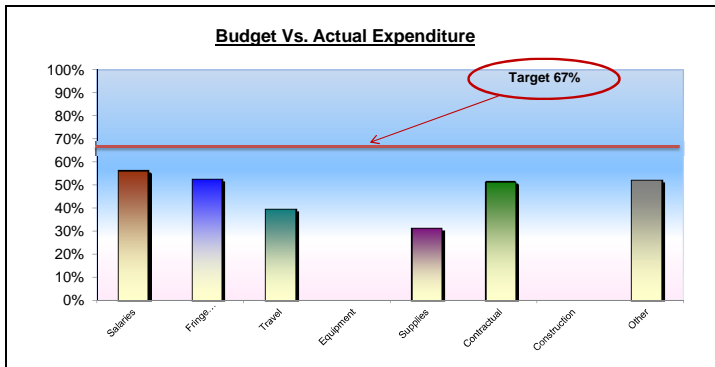
**TOGETHER
WE
ACHIEVE
MORE**



**County of San Bernardino Preschool Services Department
Budget-To-Actual and Projected Expenditure Report
FY 2016-17
As of February 28, 2017**

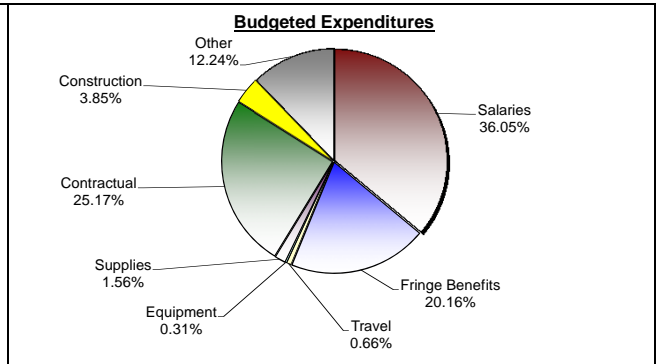
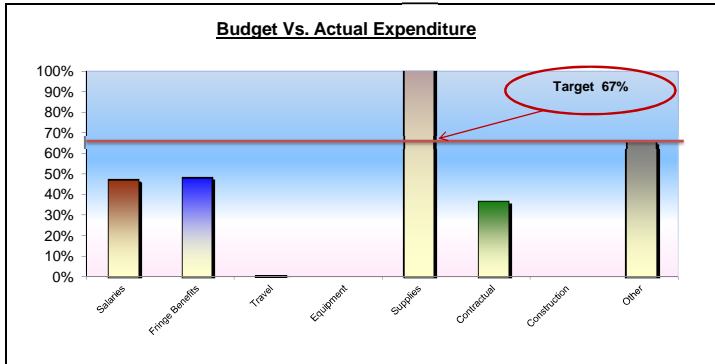
Head Start

	(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	15,755,919	8,823,046	6,932,873	7,120,058	15,943,104	(187,185)	56.00%
B Fringe Benefits	9,045,631	4,737,709	4,307,922	3,802,541	8,540,250	505,381	52.38%
C Travel	110,954	43,771	67,183	49,295	93,066	17,888	39.45%
D Equipment	525,394	-	525,394	394,370	394,370	131,024	0.00%
E Supplies	2,367,646	738,427	1,629,219	1,792,972	2,531,399	(163,753)	31.19%
F Contractual	5,249,155	2,695,923	2,553,232	2,449,553	5,145,476	103,679	51.36%
G Construction	3,703,130	-	3,703,130	4,926,554	4,926,554	(1,223,424)	0.00%
H Other	7,847,242	4,080,089	3,767,153	2,948,998	7,029,087	818,155	51.99%
Total Direct Costs	44,605,071	21,118,965	23,486,106	23,484,341	44,603,306	1,765	47.35%
Percentage (%) Analysis	100.0%	47.3%	52.7%	52.6%	100.0%	0.0%	19.3%



Early Head Start

	(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	1,808,282	847,861	960,421	816,742	1,664,603	143,679	46.89%
B Fringe Benefits	1,011,182	488,013	523,169	430,710	918,723	92,459	48.26%
C Travel	33,142	240	32,902	1,825	2,065	31,077	0.72%
D Equipment	15,511	-	15,511	64,390	64,390	(48,879)	0.00%
E Supplies	78,134	132,341	(54,207)	164,967	297,308	(219,174)	169.38%
F Contractual	1,262,615	462,132	800,483	644,153	1,106,285	156,330	36.60%
G Construction	193,000	-	193,000	300,000	300,000	(107,000)	0.00%
H Other	613,865	404,045	209,820	218,660	622,705	(8,840)	65.82%
Total Direct Costs	5,015,731	2,334,632	2,681,099	2,641,447	4,976,079	39,652	46.55%
Percentage (%) Analysis	100.0%	46.5%	53.5%	52.7%	99.2%	0.8%	20.1%

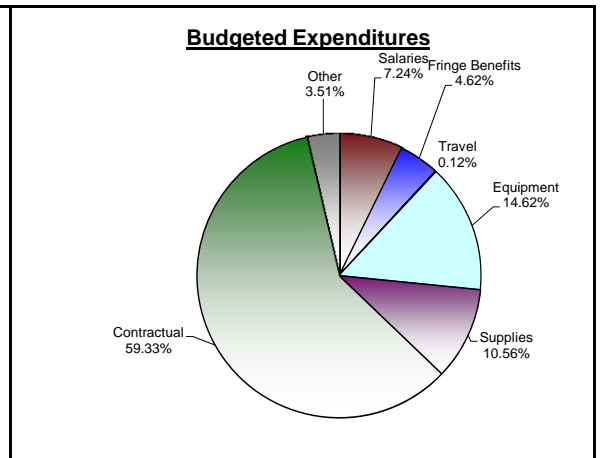
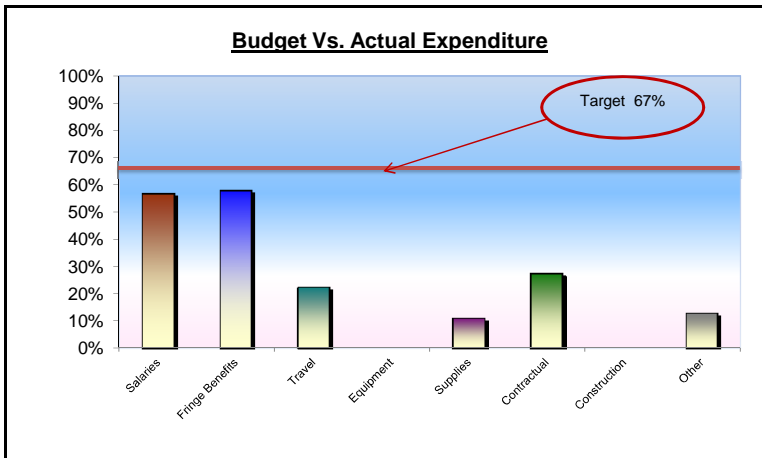


County of San Bernardino Preschool Services Department Budget-To-Actual and Projected Expenditure Report FY 2016-17 As of February 28, 2017

EHS Childcare 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	253,364	143,356	110,008	76,326	219,682	33,682	56.6%
B Fringe Benefits	161,930	93,816	68,114	41,099	134,915	27,015	57.9%
C Travel	4,347	971	3,376	-	971	3,376	22.3%
D Equipment	511,859	-	511,859	543,828	543,828	(31,969)	0.0%
E Supplies	369,771	39,872	329,899	322,642	362,514	7,257	10.8%
F Contractual	2,077,530	569,898	1,507,632	1,513,198	2,083,096	(5,566)	27.4%
G Construction	-	-	-	-	-	-	0.0%
H Other	123,000	15,622	107,378	75,638	91,260	31,740	12.7%
Total Direct Costs	3,501,801	863,535	2,638,266	2,572,731	3,436,266	65,535	24.7%

Percentage (%) Analysis	100.0%	24.7%	75.3%	73.5%	98.1%	1.9%	42%
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Preschool Services Department

SGB ERSEA Training

3-23-2017



Head Start

Regulations

- Head Start Act - 2007
- ERSEA Final Rule - 2015
- Program Performance Standards
- Program Instructions (PI)
- Information Memorandums (IM)

ERSEA 1302.11(b)(3)

Based on community assessment data programs must consider the possibility of allowing socio-economic diversity in their classrooms, supported by other funding sources.

Socio-economic diversity can not be at the expense of serving less children that are income eligible.



ERSEA 1302.12

Not significantly different from March 2016 issue.

- Telephone interview: No requirement to document why an in-person interview is not possible.
- Program cannot create barriers to enrollment by requiring stringent documentation.
- Removes the term "categorically eligible" .
- Streamlines the eligibility requirements.



ERSEA 1302.12(d)(1)

Establishes criteria for enrolling up to 35 percent of participants whose income falls between 101-130% of poverty.



ERSEA 1302.12 (m)

Provide training to governing body, policy council, management and staff on ERSEA policies and procedures (specifically eligibility determinations).



ERSEA 1302.14 (a)(3)

- When programs operate in communities with publicly funded pre-k,

AND

- HS eligible children can enroll in pre-k full-day,



HS programs must prioritize younger children.

ERSEA 1302.15 (a)

Requires programs to fill vacancies within 30 calendar days at all times,

including when there is

less than 60 calendar days

remaining in the program year.



ERSEA 1302.15 (b)(3) & 1302.72 (a)

Homeless and Foster Children:

- Make every effort to maintain the child's enrollment
 - Even when the family/child moves to another service area.
- Support homeless/foster families transition to any program they choose:
 - Different service area
 - Head Start
 - Assist finding ECE programs



ERSEA 1302.15 (c)

May reserve up to 3% of funded enrollment for:

- Pregnant women and
- Children experiencing homelessness and
- Children in foster care

After 30 days, then the slot is considered vacant and must be filled within an additional 30 days.

30 + 30

ERSEA 1302.15 (e)

Comply with state immunization requirements for:

- enrollment and
- attendance,

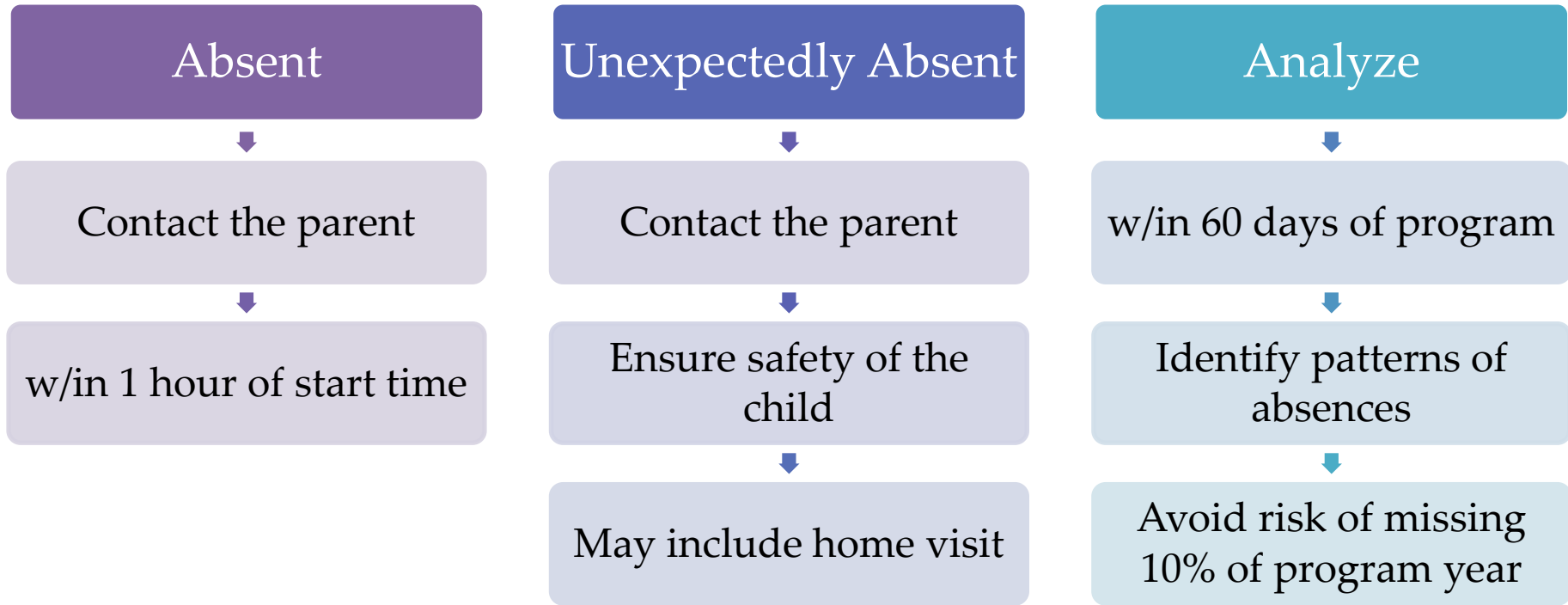


Except homeless children:

- who can attend for up to 90 days
- as long as allowed by state licensing, and
- programs assist families obtain required immunizations as soon as possible.

ERSEA 1302.16 (a)

Promote regular attendance through education and support of families.



ERSEA 1302.16 (c)

Attendance and Homeless families:

- Do not exclude for immunization or medical records.
- Coordinate transportation through community resources, when transportation becomes a barrier to regular attendance.



ERSEA 1302.17

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

Temporary suspension may be used only as a
*last resort and in
extraordinary circumstances.*

Consult mental health staff or professionals to work with children, families and staff on managing challenging behavior.



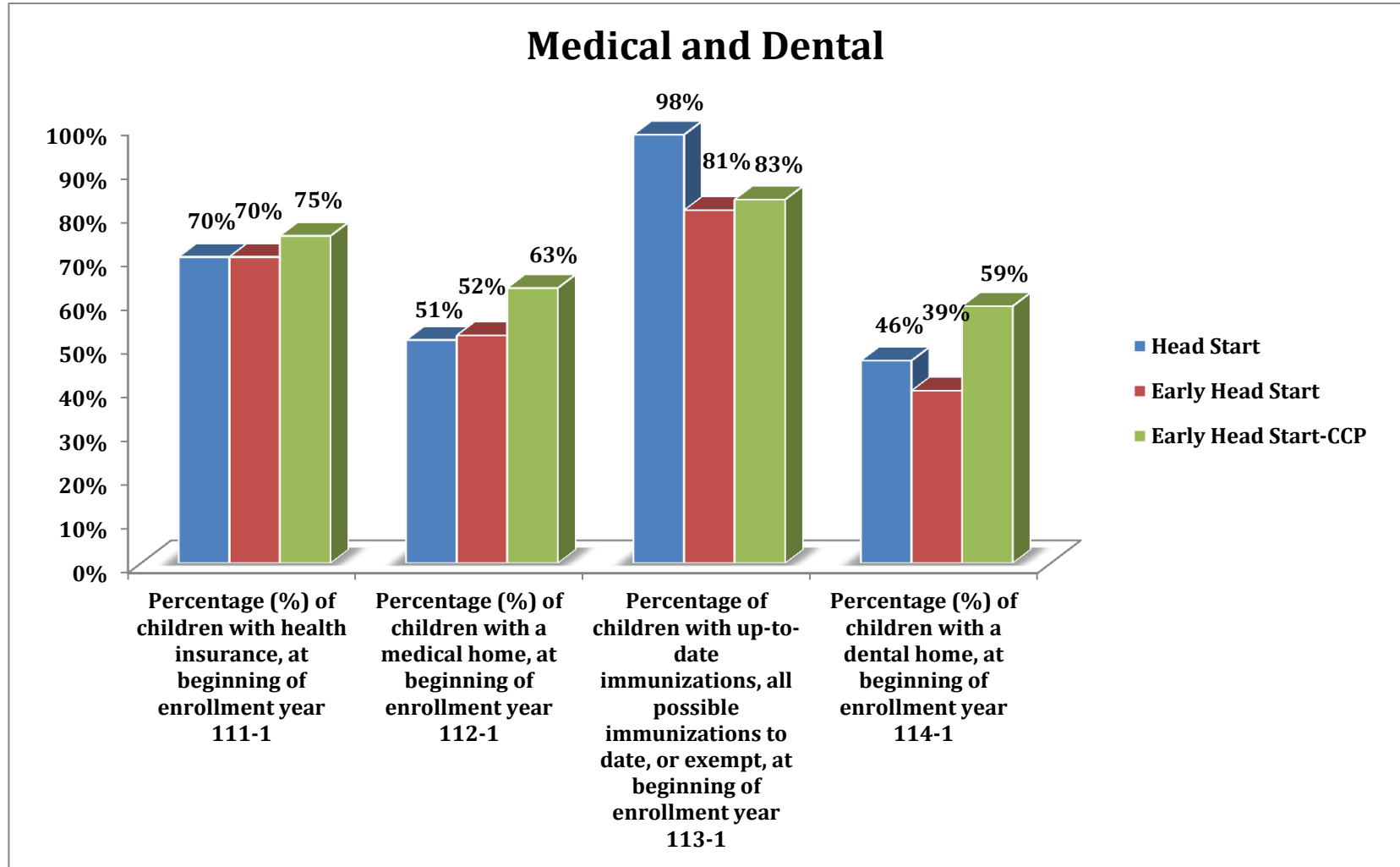
Questions and Thanks!





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

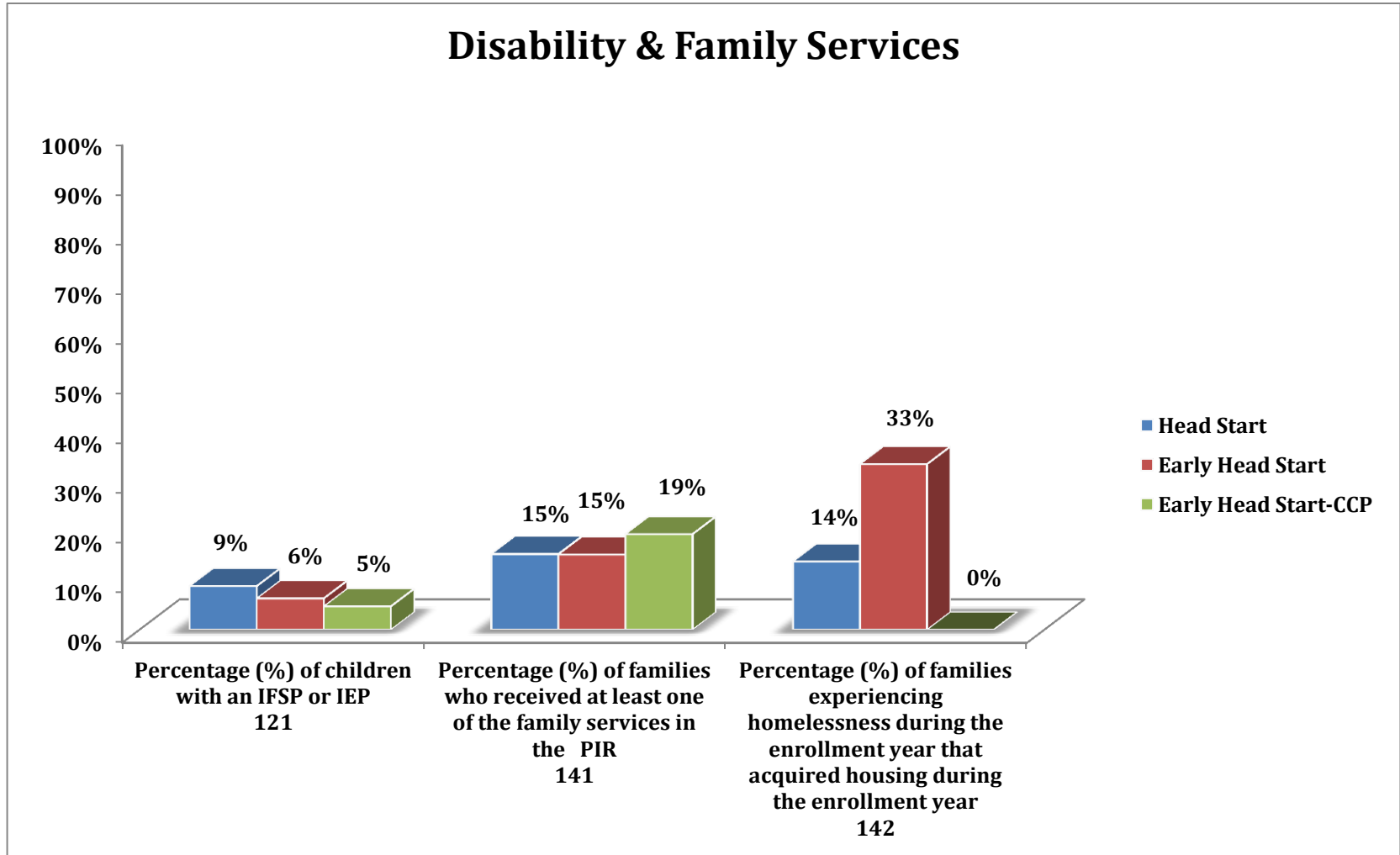
**Medical &
Dental**





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

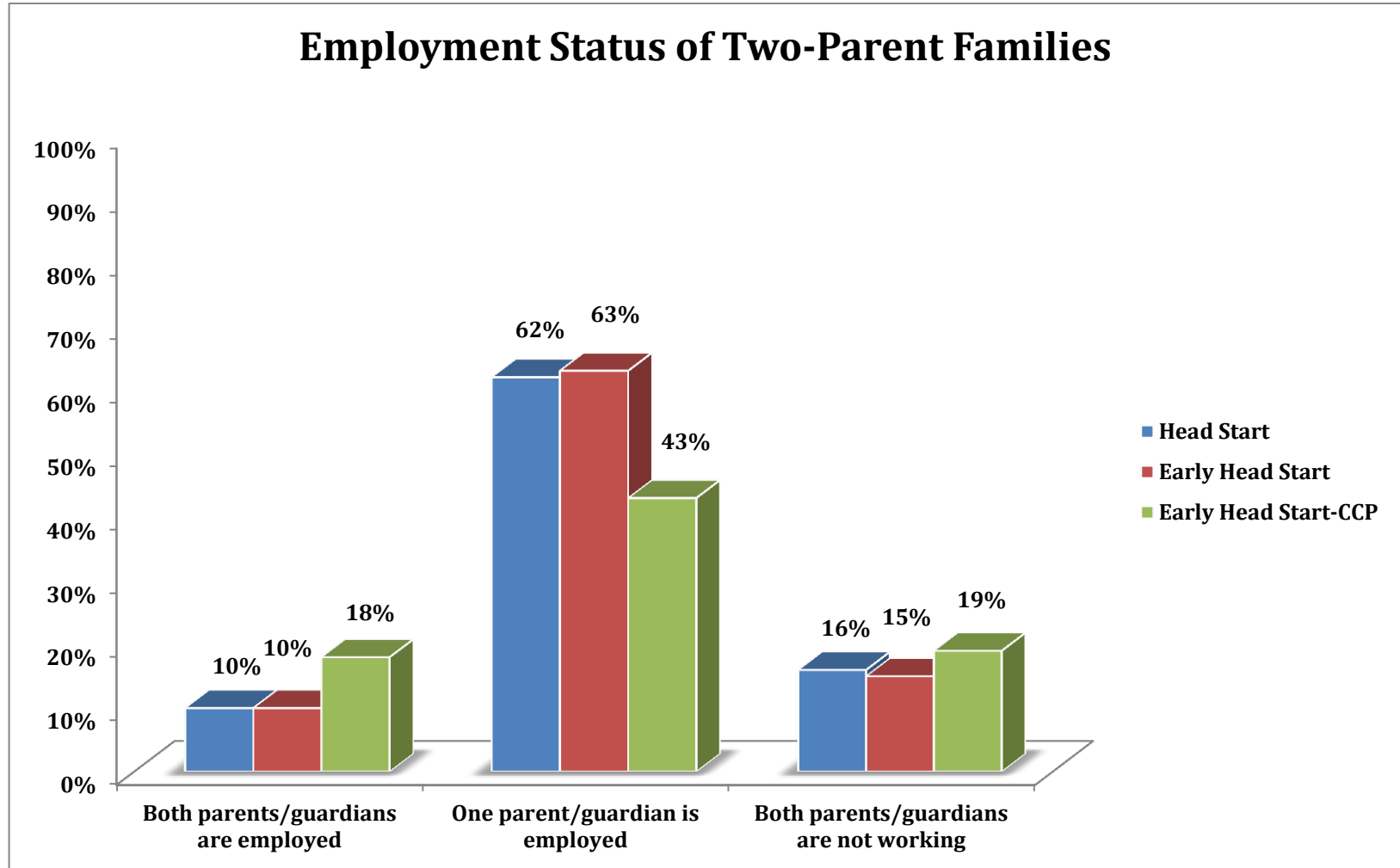
**Disability &
Family
Services**





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

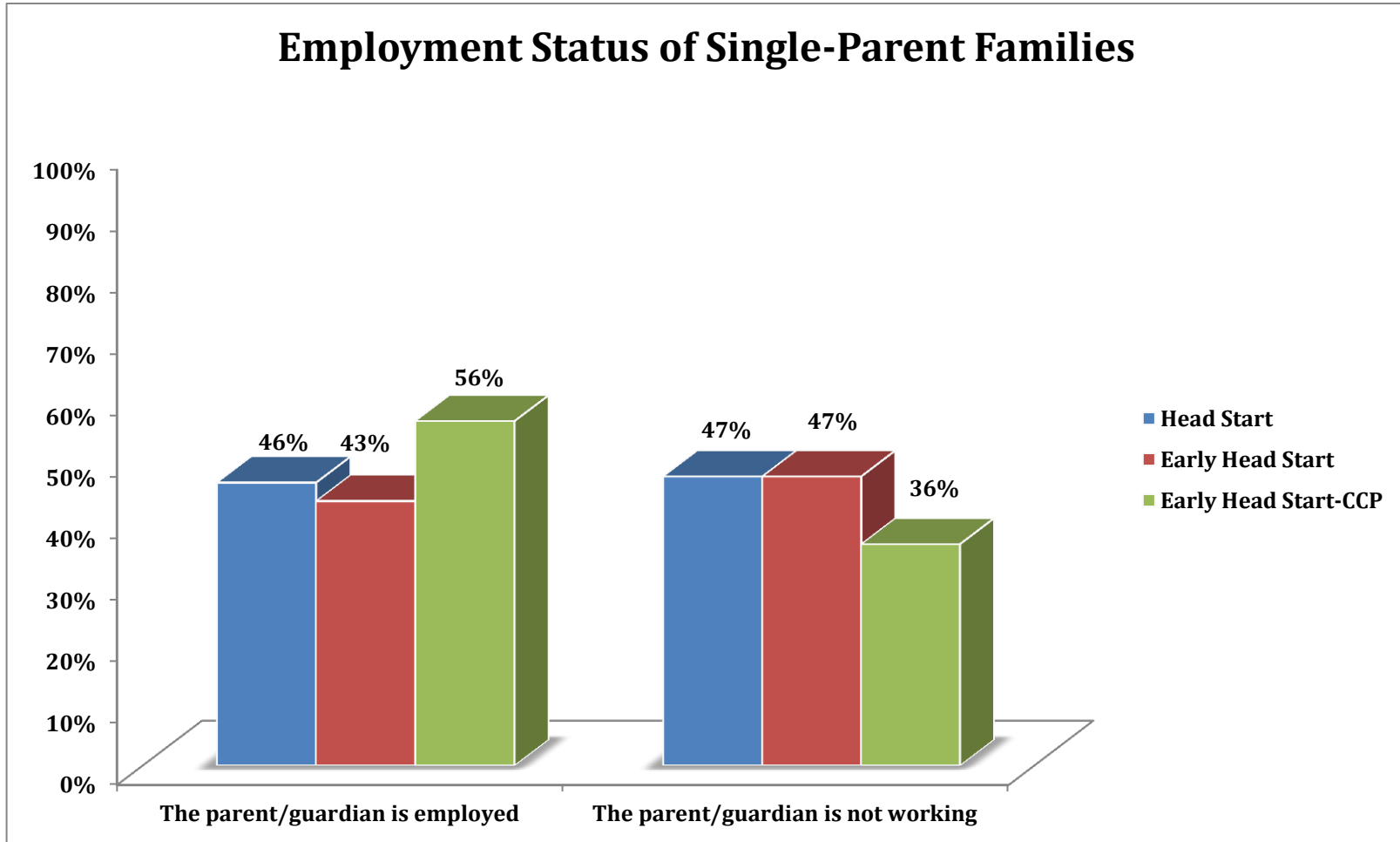
**Employment
Status**





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

**Employment
Status (cont.)**





Preschool Services Department

Head Start Shared Governance Board Meeting of January 19, 2017

Attendance Sheet

Present:

1. Josie Gonzales, Supervisor, San Bernardino County Board of Supervisor, 5th District, SGB Chair
2. Maxwell Ohikhuare, M.D., Health Officer, San Bernardino County Public Health Department, SGB Vice Chair
3. Ted Alejandre, County Superintendent, San Bernardino County Superintendent of Schools
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. Erika Thompson, Head Start Policy Council Chair and SGB Representative, Yucca Valley Head Start
7. Jacquie Washington, Head Start Policy Council Member and SGB Representative, Boys and Girls Club Head Start
8. Diana Alexander, Director, San Bernardino County Preschool Services Department
9. Kristina Robb, Deputy County Counsel, San Bernardino County Counsel
10. Chekesha Gilliam, Government Relations Analyst, San Bernardino County Legislative Affairs

Absent:

1. Tiffany Roby, Head Start Policy Council Member and SGB Representative, Community Representative



Head Start Shared Governance Board
Meeting Minutes

DATE: January 19, 2017
PLACE: Preschool Services Department - Administration
662 S. Tippecanoe Avenue
San Bernardino, CA 92415-0630

1. CALL TO ORDER

2. WELCOME/INTRODUCTIONS

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

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

3. EXECUTIVE REPORT/PROGRAM UPDATES

3.1 Program Updates

3.1.1 California Head Start Association (CHSA) Conference

Diana Alexander, Director, shared the following highlights from the CHSA conference she attended in Sacramento last week.

- Parent Conference – The parent part of the conference was on Monday and Tuesday. Two of our PSD Head Start Policy Council members attended the Parent Conference.
- Education Conference – The Education part of the conference was on Wednesday through Friday. PSD Staff attended.
- CHSA Public Policy Breakfast – Representatives from the Federal Government were in attendance including Ann Linehan, Acting Director of the Administration for Children & Families (ACF) Office of Head Start (OHS). CaSonya Thomas, SBC Assistant Executive Officer, was able to attend the CHSA conference on Wednesday.

3.1.2 Duration Grant

Diana Alexander, Director, shared the following regarding the Duration Grant.

- PSD awarded 5 million for Duration Services
- PSD will be requesting SGB approval for purchases related to this grant
- By August 2019 it is mandated that PSD be at 50% full day services and by August 2021 at 100%
- This current grant takes PSD up to 30% full day services

3.1.3 National Head Start Association (NHSA) Conference

Diana Alexander, Director, will be attending the NHSA Conference in Washington DC next week. Diana with PSD staff and Policy Council parents will be attending Congressional representative scheduled meetings with the offices of Judy Chu, Norma Torres, Ed Royce and the Education Subcommittee. These meetings were set up through our county lobbying firm, Potomac Partners. A Potomac Partners representative will attend these meetings with Diana. Diana plans to share the following:

- The great job Head Start has done nationally
- Head Start parent engagement and PSD programs helping Head Start parents become self-sufficient and contributing members to society
- Education for Head Start children
- PSD collaborations including Footsteps 2 Brilliance program with SBC Superintendent of Schools and the PSD Online High School program with First 5 and SBC Library

Supervisor Gonzales encouraged Diana to be proactive and share the need for additional funding and support for our programs.

3.2 Program Information Report Status – Program Year 2016-17

Phalos Haire, Assistant Director, presented the current Program Information Report (PIR) status for 2016-17 which included the following for Head Start, Early Head Start and Early Head Start – Child Care Partnership:

- Enrollment Duration
- Medical & Dental
- Disabilities & Family Services
- Teaching Staff – degree/credential requirements

Medical Home

Dr. Ohikhuare asked how PSD defines Medical Home. Phalos explained that the Medical Home is an ongoing source of medical care that is readily accessible to the family. PSD staff work with families to find sources for care.

3.3 Finance Report

Cheryl Adams, Administrative Manager, presented the following Finance Reports for Head Start (HS), Early Head Start (EHS) and Early Head Start-Child Care Partnership (EHS-CCP) programs.

3.3.1 Budget-to-Actual and Projected Expenditure Report Fiscal Year 2015-16 as of December 31, 2016

- Cheryl reported the projected unexpended balance for HS, after Carryover, unfortunately increased to \$54,863 due to 2 projects that were not completed by December 31, 2016.
- The projected unexpended balance for EHS decreased to \$211 after Carryover.
- EHS-CCP unexpended projected amount is \$1,972,155 which includes the \$1.6 million Carryover request that is pending ACF-OHS approval.
- Unexpended funds revert to the ACF-OHS.

3.3.2 Budget-to-Actual and Projected Expenditure Report Fiscal Year 2016-17 as of December 31, 2016

- Cheryl noted the Modified HS Budget currently showed a \$6,675,754 increase over the initial award due to PSD receiving COLA, Carryover, and Extended Duration funding. The projected year-end balance is \$4,754.
- The EHS portion of the budget showed an increase of \$288,452 due to receipt of COLA and approved Carryover request. The estimated year-end balance is \$65,354.
- EHS-CCP reported estimated unexpended funds of \$68,886.

3.3.3 Independent Auditors' Report – June 30, 2016

- There were no findings. Cheryl stated based on the sample size the program is considered low-risk.

Supervisor Gonzales inquired about the projects that could not be completed. Cheryl explained that Project Management Division of Real Estate Services works with the cities on permits and with approved vendors on

these types of projects. Supervisor Gonzales suggested that in the future we are more proactive by communicating to the cities or vendors that we are subject to loss of funding if the projects are not completed on time.

3.4 Early Head Start – Child Care Partnership Disabilities Waiver for Program Year 2016-17

Joe Prologo, Disabilities Manager, presented the request to waive the Disabilities requirement for the Early Head Start – Child Care Partnership (EHS-CCP) program. Joe explained this was the first year implementing the EHS-CCP program and the new Child Care Providers have never been required to serve children with disabilities.

PSD Management continues to support the Child Care Providers in the process with training and will implement the Inland Regional Center referral process in the new program year to assist in improving recruitment in this area. Diana added that PSD is also educating the Child Care Providers on the benefits of serving children with disabilities and providing interventions to assist them in caring for the children.

3.5 SBC Quarterly Performance Measures - Fiscal Year 2016-17, Quarter 2

Diana presented the 2016-17 Quarter 2 Performance Measures report as follows:

GOAL	TARGET	ACCOMPLISHED	YEAR END ESTIMATE
Increase literacy skills in preschool age full-day children	75%	70%	75%
Increase in social & emotional skills in toddlers attending a year round program	25%	16%	25%
Increase enrollment opportunities for foster children	260	322	340
Decrease in the number of full-day children who are initially identified as obese or overweight from the higher level of Body Mass Index classification to the next lower level	45%	62%	65%

Supervisor Gonzales inquired on partnerships with other SBC programs like the Vision2BActive, First 5, Public Health, and Junior Diabetes relative to obesity. These programs are already funded and can be additional resources to be provided to PSD families and children.

Erika Thompson, Policy Council (PC) Chair and PC SGB Representative, Yucca Valley Head Start, commented on the positive changes she has seen in the PSD families due to the trainings PSD provides for the families and children.

Dr. Ohikhuare suggested working with First 5 San Bernardino and the pediatricians with First 5 to identify children that are obese and providing resources to PSD families. Diana stated PSD will connect with Karen Scott, First Five San Bernardino Executive Director, to provide these resources to PSD families.

3.6 ACF-OHS – Program Instruction (PI) & Information Memoranda (IM)

3.6 .1 PI 16-05

Diana explained ACF-OHS -PI 16-05 implemented new time frames and requires background checks every 5 years. The deadline has been extended to September 2017 while the states work on putting systems and procedures in place.

3.6.2 IM 16-01

Diana explained that ACF-OHS -IM 16-01 highlights new requirements related to expulsion and suspension. Head Start prohibits programs from expelling or unrolling children because of behavior and suspensions are very restrictive.

The SGB inquired about a PSD policy regarding suspensions and modified schedules. Phalos stated PSD does have a policy regarding interventions on dealing with children's behavioral issues. Diana stated PSD will incorporate these new requirements in the current policies.

Supervisor Gonzales encouraged PSD to ensure we are maintaining our responsibility to all children to provide education and school readiness. Diana agreed and explained that PSD does look at each case individually and trains teachers on interventions while also bringing experts into those classrooms to help teachers with those interventions. In the event those don't work we set up a modified schedule to work with parents so that the child can learn and return to the classroom while not impacting the learning of the other children around them.

DISCUSSION ITEMS

4.1 Approval of 2016-17 SGB Member Delegate Appointments

The SGB reviewed the following Delegate Appointment request.

Dr. Ohikhuare, Health Officer with the Department of Public Health, has requested to appoint Meaghan Ellis, Chief of Community Health & Director of Nursing of the Department of Public Health to serve as Delegate.

APPROVED

Motion/Second: Ted Alejandre/Kathy Turnbull

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

ABSENT:

4.2 Approval of Shared Governance Board Meeting Minutes – October 19, 2016

The SGB reviewed and approved the SGB minutes for October 19, 2016.

APPROVED

Motion/Second: Ted Alejandre/Dr. Ohikhuare

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

ABSTENTION: Supervisor Gonzales

ABSENT:

4.3 SGB Vice-Chair

Supervisor Josie Gonzales invited the Board to make nominations. Ted Alejandre, County Superintendent, was nominated and accepted the nomination. There were no other nominations.

APPROVED

Motion/Second: Dr. Ohikhuare/Kathy Turnbull

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

ABSENT:

4.4 Approval of 45-Day Health & Safety Screenings for 2015-16 for Head Start/Early Head Start

Phalos Haire, Assistant Director, requested approval of the certification of compliance with Health and Safety requirements outlined in Attachment 2 of the Early Head Start & Head Start grant Notice of Award. The health and safety observations were completed within 45 days of beginning services to children in FY 2015 utilizing a comprehensive health and safety checklist.

APPROVED

Motion/Second: Kathy Turnbull/Dr. Ohikhuare

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

ABSENT:

4.5 Approval of 2016-17 Head Start/Early Head Start - Application for the Purchase and Installation of Pallet Racks

Cheryl Adams, Administrative Manager, requested approval to purchase and install pallet racks in the Warehouse building located at 480 Hallmark Parkway in San Bernardino for a total cost of \$42,194 which includes PSD's acceptance of donated racks by Human Services Department valued at \$17,194. The remaining \$25,000 will be funded with current savings in the Equipment category.

APPROVED

Motion/Second: Dr. Ohikhuare/Ted Alejandre

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

ABSENT:

4.6 Approval of 2016-17 Head Start/Early Head Start - Application for the Purchase of Equipment and the Related Budget Transfer Request

Cheryl Adams, Administrative Manager, requested approval to revise vehicles initially requested in the GABI (\$190,451), purchase and install new shade structures (\$68,000), purchase two Welch Allyn Spot Vision Screeners (\$16,000), and to transfer \$77,000 from the Fringe Benefits budget category to the Equipment budget category to facilitate these purchases.

APPROVED

Motion/Second: Ted Alejandre/Veronica Kelley

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

ABSENT:

4.7 Approval of 2016-17 Early Head Start-Child Care Partnership - Application for the Purchase of Vision Equipment

Cheryl Adams, Administrative Manager, requested approval to purchase a Welch Allyn Spot Vision Screener (\$8,000).

APPROVED

Motion/Second: Ted Alejandre/Dr. Ohikhuare

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

ABSENT:

4.8 Approval of 2016-17 Head Start - 1303 Applications for Extend Duration Projects

Cheryl Adams, Administrative Manager, requested approval to submit five 1303 applications to purchase a total of nine modular units and complete a major renovation as follows:

1. Ontario Maple – 2 modular units
2. Rialto Eucalyptus – 2 modular units
3. Fontana Citrus – 2 modular units
4. Redlands Sun Avenue – major renovation and 1 modular unit
5. San Bernardino Whitney Young – 2 modular units

ACF-OHS approval of the application is needed to remove the Special Condition attached to the recent award of start-up funds to extend the duration of Head Start services.

APPROVED

Motion/Second: Veronica Kelley/ Kathy Turnbull

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

ABSENT:

INFORMATIONAL ITEMS

5.1 Next SGB Meeting

The next SGB meeting is March 23, 2017.

5.2 Conference Call for 2017-18 Grant Application Approvals

The SGB Chair, Supervisor Gonzales, may have to call a conference call prior to the next SGB meeting, but we are hoping to have these items on the March 23, 2017 SGB agenda.

5.3 Program Year 2016-17 Self-Assessments

PSD has scheduled the annual Self-Assessment as follows:

- Part I - February 13 through February 17
Classroom Assessment Scoring System and Eligibility, Recruitment, Selection, Enrollment and Attendance
- Part II - February 21 through February 24
Health, Education, Program Design and Management, Safe Environments, and Fiscal

5.4 PSD Annual Conference – August 24, 2017

The 2017-18 Annual PSD Conference will be on August 24, 2017.

PUBLIC COMMENT

There were no Public Comments.

EXECUTIVE COMMENT

There were no Executive Comments.

ADJOURNMENT

The meeting adjourned at 3:50 P.M.



Preschool Services Department

Head Start Shared Governance Board Special Meeting February 23, 2107

Attendance Sheet

Present:

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

Absent:

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



Head Start Shared Governance Board
Special Meeting Minutes

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

1. CALL TO ORDER

2. WELCOME/INTRODUCTIONS

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

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

3. DISCUSSION ITEMS

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

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

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

APPROVED

Motion/Second: Dr. Ohikhuare/Ted Alejandre

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

ABSENT: Kathy Turnbull

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

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

APPROVED

Motion/Second: Ted Alejandre/Sarah Eberhardt-Rios

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

ABSENT: Kathy Turnbull

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

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

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

APPROVED

Motion/Second: Ted Alejandre/Sarah Eberhardt-Rios

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

ABSENT: Kathy Turnbull

PUBLIC COMMENT

There were no Public Comments.

EXECUTIVE COMMENT

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

ADJOURNMENT

The meeting adjourned at 2:15 P.M.



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

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

ARTICLE I

NAME AND PURPOSE:

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

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

ARTICLE II

POWERS AND DUTIES:

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

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

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

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

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

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

ARTICLE III

MEMBERSHIP AND SELECTION:

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

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

A member of the Head Start Shared Governance Board from categories (b) through (e) above may designate, in writing, a delegate from his or her agency/department to represent the member in case the member must be absent from a meeting. The designation must be renewed every twelve months and is subject to disapproval by a majority of the remaining Head Start Shared Governance Board members. The designee shall have full power and authority to act as if the designee were the member, including for purposes of a quorum and voting privileges.

ARTICLE IV

OFFICERS AND THEIR SELECTION:

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

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

ARTICLE V

MEETINGS:

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

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

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

ARTICLE VI

RULES OF OPERATION:

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

ARTICLE VII

QUORUM:

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

ARTICLE VIII

COMMITTEES:

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

ARTICLE IX

AMENDMENTS:

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

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

Date

Revised December 9, 2015 and Shared Governance Board Approved March 24, 2016
Revised and Shared Governance Board Approved March 23, 2017

RESOLUTION NO. 20 -

**RESOLUTION OF THE BOARD OF SUPERVISORS OF THE COUNTY OF SAN BERNARDINO,
STATE OF CALIFORNIA, REVISING THE MEMBERSHIP OF THE HEAD START SHARED-
GOVERNANCE BOARD**

On Tuesday ~~April 19XXXX~~, 2016~~7~~, on motion of Supervisor _____, duly seconded by Supervisor _____ and carried, the following resolution is adopted by the Board of Supervisors of San Bernardino County, State of California.

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

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

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

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

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

SECTION 2. Purpose – The purpose of the Head Start Shared Governance Board is to develop, review and advise the Board of Supervisors on policies and procedures affecting the operation of the Head Start Program. The Head Start Shared Governance Board shall operate as a representative of the Board of Supervisors and shall be involved in the decision-making process prior to the point of final approval.

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

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

A member of the Head Start Shared Governance Board from categories (b) through (e) above may designate, in writing, a delegate from his or her agency/department to represent the member in case

the member must be absent from a meeting. The designation must be renewed every twelve months and is subject to disapproval by a majority of the remaining Head Start Shared Governance Board members. The designee shall have full power and authority to act as if the designee were the member, including for purposes of a quorum and voting privileges.

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

- a) The Head Start Shared Governance Board shall meet quarterly. All meetings shall be determined by an annual meeting calendar, as adopted and amended by the Head Start Shared Governance Board each year. The Chair, which shall be the member representing the Board of Supervisors, or in his/her absence the Vice Chair, shall preside over the meetings. If both the Chair and Vice Chair are absent, the Head Start Shared Governance Board shall elect an acting Chair for that meeting.
- b) Provide professional advice and direction to the decision-making process that is shared by the Board of Supervisors and the Head Start Policy Council.
- c) In cooperation with the Head Start Policy Council, develop procedures for implementation of shared decision making and for amending those procedures.
- d) Develop procedures for Head Start Program planning in accordance with 45 Code of Federal Regulations (CFR) sections 1301.2(b)(1)4-50(d)(1)(iii) and 1302.115-3 and in cooperation with the Head Start Policy Council.
- e) Establish the philosophy and long-and short-range program goals and objectives for the Head Start Program in cooperation with the Head Start Policy Council.
- f) In cooperation with the Head Start Policy Council, identify delegate agencies and their services areas.
- g) Develop criteria, policies and procedures for recruitment, selection, and enrollment priorities in cooperation with the Head Start Policy Council, as provided in 45 C.F.R. section 1305.
- h) Review Head Start Program funding applications and amendments to funding applications for approval by the Board of Supervisors in cooperation with the Head Start Policy Council prior to submission to the federal Department of Health and Human Services.
- i) Develop policies and procedures for Head Start Policy Council member expense reimbursements in cooperation with the Head Start Policy Council.
- j) In cooperation with the Head Start Policy Council, prepare the annual self-assessment of the Head Start Program's effectiveness in carrying out the programmatic and fiscal intent of the County's grant application.
- k) In cooperation with the Head Start Policy Council, review and provide recommendations on the composition of the Head Start Policy Council and procedures by which its members are selected.
- l) Ensure that the Head Start Program has written policies that define the roles and responsibilities of the Board of Supervisors, the Head Start Shared Governance Board, and the Head Start Policy Council.

- m) Ensure that the Head Start Program has written policies that inform the governing bodies of the program's management procedures and the functions necessary to implement the program.
- n) Establish and maintain procedures for hearing and resolving community complaints about the program.
- o) Ensure that appropriate internal controls are established and implemented to safeguard Federal funds.
- p) Ensure that an annual independent audit of the Head Start Program is conducted in accordance with 45 C.F.R. section 1301.12.
- q) In cooperation with the Head Start Policy Council, develop procedures for and make recommendations regarding the hiring and termination of the Head Start Director.
- r) In cooperation with the Head Start Policy Council, recommend personnel policies and procedures for the Head Start Program, in accordance with 45 C.F.R. section 1301.31, including standards of conduct for staff, consultants and volunteers.

SECTION 5. Dispute Resolution – 45 C.F.R. section 1304.50 requires that the Board of Supervisors, in its capacity as the Grantee agency and governing body for the Head Start Program in San Bernardino County, maintain shared decision making powers as described in Section 4, subdivisions (c), (d), (e), (f), (g), (h), (i), (j), (k), (q), and (r). When internal disputes arise between the Head Start Shared Governance Board as the representative of the Board of Supervisors, and the Head Start Policy Council, the dispute shall be referred to a dispute resolution committee.

a) Dispute Resolution Committee – The Dispute Resolution Committee (“Committee”) shall be made up of four (4) members comprised of the Chair and Vice-Chair from both the Head Start Shared Governance Board and the Head Start Policy Council. ~~The Head Start Shared Governance Board and the Head Start Policy Council shall each designate two (2) of its members to sit on the committee. The committee members shall each serve a two-year term subject to the member's continued membership on the Head Start Shared Governance Board or the Head Start Policy Council. The committee members serve at the pleasure of their designating Board or Council and can be removed from the committee by a majority vote of the designating Board or Council.~~

b) Purpose – The purpose of the Dispute Resolution Committee is to resolve disputes between the Head Start Shared Governance Board and the Head Start Policy Council within the scope of their shared decision making powers. ~~Where the Head Start Shared Governance Board and the Head Start Policy Council have not jointly approved proposed actions, either the Board or the Council may cause the dispute to be referred to the committee.~~

e) ~~Procedures for Informal Dispute Resolution~~ – Within five (5) County business days of non-approval by ~~both either~~ the Head Start Shared Governance Board and the Head Start Policy Council of any item within the scope of shared decision making, either the Head Start Shared Governance Board or the Head Start Policy Council may give written notice to the ~~either~~ San Bernardino County Head Start Director (“Director”) ~~invoking the dispute resolution procedures as follows: requesting that the Committee be convened and the dispute resolution process commenced. At the time written notice is provided,~~

i. ~~Within five (5) County business days of providing written notification, the~~ Head Start Shared Governance Board or Head Start Policy Council requesting dispute resolution, shall provide the

~~Committee-Director~~ and the other party with a written statement of the issue at dispute and a recommendation for resolution.

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

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The Committee shall convene a meeting within five (5) ~~County~~ ~~County business~~ business days of receipt of the ~~issue~~ statement of issue. The Committee shall first determine whether the subject falls within the scope of shared decision making. If it does, then the Committee may ~~either request a responding statement of issue and proposed resolution from the non-referring party or the Committee may consider the dispute directly~~ request additional information from the Director, the Head Start Shared Governance Board or the Head Start Policy Council. ~~The Committee shall have ten (10) County business days from the first meeting convened to determine the validity of the issue(s) and provide a written solution to the Head Start Shared Governance Board, Head Start Policy Council and the Director.~~

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The written solution must be presented to:

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

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iii- ~~Both parties must inform the other in writing of their determination to either accept or reject the written solution. If the Committee does not reach a consensus, the Committee so shall inform the Head Start Policy Council, the Head Start Shared Governance Board and the Director. The Committee shall meet for a maximum of four (4) four-hour sessions during the following ten (10) days in an effort to resolve the dispute.~~

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

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ii. Procedures for Mediation. Within fifteen (15) County business days from written notification that a consensus could not be reached, or rejection of the written solution, mediation shall be initiated by the Committee. The mediation shall be conducted by the Head Start Director from a neighboring County. The mediator shall work with the Committee to make a final decision. A written proposed resolution shall be provided within ten (10) County business days from the beginning of the mediation process.

The proposed resolution shall be presented to:

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

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

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iii. Process for Binding Arbitration. Within fifteen (15) County business days from written notification that the proposed solution was rejected by either body, binding arbitration shall be initiated

by the Committee. The Committee shall utilize the services of a professional arbitrator in accordance with the County's procurement policy. The arbitration must take place within fifteen (15) days of initiation of the process, unless a greater time is needed to secure an arbitrator or arbitration location. A written resolution must be provided by the arbitrator to the Committee. The Committee shall present the resolution to their respective bodies. The written resolution shall be presented by the Head Start Shared Governance Board to the Board of Supervisors for final notification.

~~iv. If the majority of the Committee forms a consensus on resolution of the dispute, the Committee shall provide its recommended resolution in writing to the Head Start Shared Governance Board and the Head Start Policy Council for their consideration. If the majority of the Committee does not reach consensus, then the Committee shall so inform the parties and the proposed action shall not be taken.~~

~~v. The Committee's proposed dispute resolution may be rejected by the Head Start Shared Governance Board and/or the Head Start Policy Council by written notification to the Committee and the other party. If the Board and/or the Council rejects the proposed resolution, the proposed action shall not be taken.~~

-

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

AYES: SUPERVISORS:

NOES: SUPERVISORS:

ABSENT: SUPERVISORS:

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

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

LAURA H. WELCH
Clerk of the Board of Supervisors

By _____

RESOLUTION NO. 20 -

**RESOLUTION OF THE BOARD OF SUPERVISORS OF THE COUNTY OF SAN BERNARDINO,
STATE OF CALIFORNIA, REVISING THE MEMBERSHIP OF THE HEAD START SHARED-
GOVERNANCE BOARD**

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

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

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

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

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

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

SECTION 2. Purpose – The purpose of the Head Start Shared Governance Board is to develop, review and advise the Board of Supervisors on policies and procedures affecting the operation of the Head Start Program. The Head Start Shared Governance Board shall operate as a representative of the Board of Supervisors and shall be involved in the decision-making process prior to the point of final approval.

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

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

A member of the Head Start Shared Governance Board from categories (b) through (e) above may designate, in writing, a delegate from his or her agency/department to represent the member in case

the member must be absent from a meeting. The designation must be renewed every twelve months and is subject to disapproval by a majority of the remaining Head Start Shared Governance Board members. The designee shall have full power and authority to act as if the designee were the member, including for purposes of a quorum and voting privileges.

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

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

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

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

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

b) Purpose – The purpose of the Dispute Resolution Committee is to resolve disputes between the Head Start Shared Governance Board and the Head Start Policy Council within the scope of their shared decision making powers.

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

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

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

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

The written solution must be presented to:

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

Both parties must inform the other in writing of their determination to either accept or reject the written solution. If the Committee does not reach a consensus, the Committee so shall inform the Head Start Policy Council, the Head Start Shared Governance Board and the Director. If the Committee cannot reach a consensus, or if the written solution is rejected by either body, the dispute shall proceed to mediation.

ii. Procedures for Mediation. Within fifteen (15) County business days from written notification that a consensus could not be reached, or rejection of the written solution, mediation shall be initiated by the Committee. The mediation shall be conducted by the Head Start Director from a neighboring County. The mediator shall work with the Committee to make a final decision. A written proposed resolution shall be provided within ten (10) County business days from the beginning of the mediation process.

The proposed resolution shall be presented to:

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

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

iii. Process for Binding Arbitration. Within fifteen (15) County business days from written notification that the proposed solution was rejected by either body, binding arbitration shall be initiated by the Committee. The Committee shall utilize the services of a professional arbitrator in accordance with the County's procurement policy. The arbitration must take place within fifteen (15) days of initiation of the process, unless a greater time is needed to secure an arbitrator or arbitration location. A written resolution must be provided by the arbitrator to the Committee. The Committee shall present the resolution to their respective bodies. The written resolution shall be presented by the Head Start Shared Governance Board to the Board of Supervisors for final notification.

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

AYES: SUPERVISORS:

NOES: SUPERVISORS:

ABSENT: SUPERVISORS:

* * * * *

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

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

LAURA H. WELCH
Clerk of the Board of Supervisors

By _____

Deputy



**COUNTY OF SAN BERNARDINO
PRESCHOOL SERVICES DEPARTMENT
POLICY**

NO. 01 ISSUE 3
PAGE 1 of 4
EFFECTIVE: 11-19-2012
Updated

SUBJECT: GOVERNING BODIES SHARED DECISION MAKING

APPROVED BY:

Policy Council: 11-19-2012
Shared Governance Board: 10-22-2012

PURPOSE:

All Head Start and Early Head Start programs must develop procedures to implement shared decision making between the Governing Body and appropriate policy groups.

POLICY:

Preschool Services Department will implement shared decision making between the Governing Body and appropriate policy groups.

REFERENCE

Performance Standards 130 ~~1.6 (a)(1)4.50 (d) (1) (ii) and Appendix A (b) (1) (i)~~

PROCEDURE:

I. PROGRAM PLANNING AND PHILOSOPHY/GOALS/OBJECTIVES

1. The Shared Governance Board and the Policy Council will collaborate with staff to develop a three-year plan, including program philosophy, goals and objectives based on the community assessment, self-assessment, monitoring reports, other indicators and regulation changes.
2. The Shared Governance Board and the Policy Council will collaborate with staff to complete annual refunding goals and objectives and community assessment updates.
3. Final draft of three-year plan and annual refunding applications are reviewed and approved by the Policy Council.
4. Three-year plan and annual refunding applications are sent to Shared Governance Board for review and approval.
5. Submit to County Board of Supervisors for final review and approval prior to submission to the Regional IX Federal Office.

II. SELECTION OF DELEGATE AGENCIES

1. Policy Council approves a priority list of Delegate Agencies and forwards results to the Shared Governance Board.
2. Shared Governance Board approves/disapproves Policy Council recommendations and forwards results to the County Board of Supervisors.
3. County Board of Supervisors will review and approve/disapprove final list of Delegate Agencies.

III. RECRUITMENT/SELECTION/ENROLLMENT POLICY AND PROCEDURES

1. San Bernardino County Head Start will annually develop and update recruitment/selection/enrollment policies and procedures.
2. Policy Council reviews and approves final draft of recruitment selection/enrollment policies and procedures.

IV. FUNDING APPLICATIONS AND AMENDMENTS

1. County Board of Supervisors will direct all refunding and amendment grant application correspondence to the Head Start Director. Director will forward this information to the Policy Council, Shared Governance and appropriate Head Start staff.
2. San Bernardino County Head Start will develop a schedule of activities necessary to complete annual refunding application and amendments.
3. San Bernardino County Head Start Director and assigned staff will develop a final draft of the annual refunding application and other grant amendments.
4. Policy Council will review and approve/disapprove the final draft of all refunding applications and amendments. Applications and amendments will be forwarded to the Shared Governance Board.
5. Shared Governance Board will review and approve/disapprove Policy Council recommendations and Preschool Services Department will forward results to the County Board of Supervisors.
6. Board of Supervisors will review and approve/disapprove all final drafts of refunding and amendment grant applications.

V. REIMBURSEMENT OF EXPENSES

1. The Shared Governance Board and the Policy Council will collaborate with staff to develop reimbursement policies and procedures to enable low-income parents and Policy Council Members to participate in group responsibilities as noted in the Head Start Performance Standards. These policies will include reasonable reimbursement for child care, service area travel and out of state travel that will enable the Policy Council and parents to participate in meetings, committees, trainings, etc.
2. The Policy Council will participate and have an opportunity to review and approve/disapprove the annual budget and any changes to the policies and/or procedures. Additionally, the Policy Council will be able to monitor the status of this line item through the Policy Council Finance Committee Chairperson at their regularly scheduled meetings.
3. The Shared Governance Board will also review and have input on the annual budget and will receive the same financial reports that will provide this group the ability to monitor Policy Council reimbursement activities.
4. The County Board of Supervisors must approve all Policy Council out of County travel and reimbursement.

VI. ANNUAL SELF-ASSESSMENT

1. San Bernardino County Head Start will conduct an annual self-assessment of program activities as required in the Head Start Performance Standards

and encourage participation of staff, Shared Governance Board members, Policy Council members, and parents in appropriate self-assessment activities.

2. San Bernardino County Head Start will present final draft of updated annual self-assessment policies, procedures, schedules and self-assessment corrective action to the Policy Council and Shared Governance Board for approval/disapproval.

VII. COMPOSITION AND SELECTION OF POLICY COUNCIL

1. The Shared Governance Board and the Policy Council will collaborate with staff to develop Policy Council by-laws that are inclusive of member composition in accordance with the Head Start Performance Standards and that meet the needs of the San Bernardino County Head Start programs.
2. Preschool Services Department staff creates an ad-hoc committee to draft the Head Start Policy Council By-Laws. Committee representatives include staff, Policy Council and Shared Governance Board representatives whenever possible.
3. San Bernardino County Head Start submits the final draft of the Policy Council By-Laws and amendments for review and approval/disapproval by the Policy Council and Shared Governance Board.

VIII. WRITTEN SHARED DECISION MAKING PROCEDURES

1. San Bernardino County Head Start develops a draft copy of proposed-shared decision-making procedures.
2. San Bernardino County Head Start monitors and updates shared decision-making procedures as necessary.
3. The Policy Council will collaborate with staff to develop or revise shared decision-making procedures as needed.
4. Preschool Services Department will submit the Policy Council approved draft of the shared decision-making procedures or amendments to the Shared Governance Board for review and approval/disapproval.

IX. INTERNAL DISPUTE/RESOLUTION/IMPASSE POLICY

1. The Shared Governance Board and the Policy Council will collaborate with staff to develop a draft of the dispute/resolution and impasse policy.
2. Preschool Services Department submits the dispute/resolution and impasse policy draft to the Policy Council for review, approval/disapproval.
3. Preschool Services Department staff submits the dispute/resolution and impasse policy approved by the Policy Council to the Shared Governance Board for review and approval/disapproval.

X. ESTABLISH PROCEDURES FOR HEARING AND RESOLVING COMMUNITY COMPLAINTS

1. The County of San Bernardino and the Preschool Services Department have established a community complaint procedure to resolve the issues the community has about the program. The Shared Governance Board and the

Policy Council will be made aware of the complaint(s).

XI. CONDUCT ANNUAL INDEPENDENT AUDIT

1. The Policy Council and the Shared Governance Board will review the results of the independent audit annually.

XII. DEVELOP PERSONNEL POLICIES AND SUBSEQUENT CHANGES TO THOSE POLICIES, INCLUDING STANDARDS OF CONDUCT FOR PROGRAM STAFF, CONSULTANTS AND VOLUNTEERS

1. The County of San Bernardino and the Preschool Services Department have developed written personnel policies and procedures, including standards of conduct for program staff, consultants and volunteers in accordance with Head Start Performance Standards ~~1302.90(a)4.50 (d) (1) (ix) and CFR 1301.31~~
2. The Policy Council and Shared Governance Board review, provide input on, and approve/disapprove proposed personnel policies and subsequent changes in accordance with Head Start Performance Standards ~~1302.90(a)4.50 (d) (1) (ix) and CFR 1301.31~~
3. Shared Governance Board will review and approve/disapprove proposed personnel policies and subsequent changes approved by the Policy Council.
4. The County Board of Supervisors will review, and approve/disapprove the final draft of the proposed personnel policies and subsequent changes by the Shared Governance Board.

XIII. DECISION TO HIRE OR TERMINATE THE HEAD START DIRECTOR AND ANY PERSON WHO WORKS PRIMARILY FOR THE HEAD START PROGRAM

1. The Policy Council must approve/disapprove the hiring or termination of the Head Start Director or any other person who works primarily for Head Start.
2. The Shared Governance Board recommends to the County Board of Supervisors the hiring or termination of the Head Start Director.
3. The County Board of Supervisors must approve/disapprove the hiring or termination of the Head Start Director.



**COUNTY OF SAN BERNARDINO
PRESCHOOL SERVICES DEPARTMENT
POLICY**

NO. 01 ISSUE 3
PAGE 1 of 4
EFFECTIVE: 11-19-2012
Updated

SUBJECT: GOVERNING BODIES SHARED DECISION MAKING

APPROVED BY:

Policy Council: 11-19-2012
Shared Governance Board: 10-22-2012

PURPOSE:

All Head Start and Early Head Start programs must develop procedures to implement shared decision making between the Governing Body and appropriate policy groups.

POLICY:

Preschool Services Department will implement shared decision making between the Governing Body and appropriate policy groups.

REFERENCE

Performance Standards 1301.6(a)(1)

PROCEDURE:

I. PROGRAM PLANNING AND PHILOSOPHY/GOALS/OBJECTIVES

1. The Shared Governance Board and the Policy Council will collaborate with staff to develop a three-year plan, including program philosophy, goals and objectives based on the community assessment, self-assessment, monitoring reports, other indicators and regulation changes.
2. The Shared Governance Board and the Policy Council will collaborate with staff to complete annual refunding goals and objectives and community assessment updates.
3. Final draft of three-year plan and annual refunding applications are reviewed and approved by the Policy Council.
4. Three-year plan and annual refunding applications are sent to Shared Governance Board for review and approval.
5. Submit to County Board of Supervisors for final review and approval prior to submission to the Regional IX Federal Office.

II. SELECTION OF DELEGATE AGENCIES

1. Policy Council approves a priority list of Delegate Agencies and forwards results to the Shared Governance Board.
2. Shared Governance Board approves/disapproves Policy Council recommendations and forwards results to the County Board of Supervisors.
3. County Board of Supervisors will review and approve/disapprove final list of Delegate Agencies.

III. RECRUITMENT/SELECTION/ENROLLMENT POLICY AND PROCEDURES

1. San Bernardino County Head Start will annually develop and update recruitment/selection/enrollment policies and procedures.
2. Policy Council reviews and approves final draft of recruitment selection/enrollment policies and procedures.

IV. FUNDING APPLICATIONS AND AMENDMENTS

1. County Board of Supervisors will direct all refunding and amendment grant application correspondence to the Head Start Director. Director will forward this information to the Policy Council, Shared Governance and appropriate Head Start staff.
2. San Bernardino County Head Start will develop a schedule of activities necessary to complete annual refunding application and amendments.
3. San Bernardino County Head Start Director and assigned staff will develop a final draft of the annual refunding application and other grant amendments.
4. Policy Council will review and approve/disapprove the final draft of all refunding applications and amendments. Applications and amendments will be forwarded to the Shared Governance Board.
5. Shared Governance Board will review and approve/disapprove Policy Council recommendations and Preschool Services Department will forward results to the County Board of Supervisors.
6. Board of Supervisors will review and approve/disapprove all final drafts of refunding and amendment grant applications.

V. REIMBURSEMENT OF EXPENSES

1. The Shared Governance Board and the Policy Council will collaborate with staff to develop reimbursement policies and procedures to enable low-income parents and Policy Council Members to participate in group responsibilities as noted in the Head Start Performance Standards. These policies will include reasonable reimbursement for child care, service area travel and out of state travel that will enable the Policy Council and parents to participate in meetings, committees, trainings, etc.
2. The Policy Council will participate and have an opportunity to review and approve/disapprove the annual budget and any changes to the policies and/or procedures. Additionally, the Policy Council will be able to monitor the status of this line item through the Policy Council Finance Committee Chairperson at their regularly scheduled meetings.
3. The Shared Governance Board will also review and have input on the annual budget and will receive the same financial reports that will provide this group the ability to monitor Policy Council reimbursement activities.
4. The County Board of Supervisors must approve all Policy Council out of County travel and reimbursement.

VI. ANNUAL SELF-ASSESSMENT

1. San Bernardino County Head Start will conduct an annual self-assessment of program activities as required in the Head Start Performance Standards

and encourage participation of staff, Shared Governance Board members, Policy Council members, and parents in appropriate self-assessment activities.

2. San Bernardino County Head Start will present final draft of updated annual self-assessment policies, procedures, schedules and self-assessment corrective action to the Policy Council and Shared Governance Board for approval/disapproval.

VII. COMPOSITION AND SELECTION OF POLICY COUNCIL

1. The Shared Governance Board and the Policy Council will collaborate with staff to develop Policy Council by-laws that are inclusive of member composition in accordance with the Head Start Performance Standards and that meet the needs of the San Bernardino County Head Start programs.
2. Preschool Services Department staff creates an ad-hoc committee to draft the Head Start Policy Council By-Laws. Committee representatives include staff, Policy Council and Shared Governance Board representatives whenever possible.
3. San Bernardino County Head Start submits the final draft of the Policy Council By-Laws and amendments for review and approval/disapproval by the Policy Council and Shared Governance Board.

VIII. WRITTEN SHARED DECISION MAKING PROCEDURES

1. San Bernardino County Head Start develops a draft copy of proposed-shared decision-making procedures.
2. San Bernardino County Head Start monitors and updates shared decision-making procedures as necessary.
3. The Policy Council will collaborate with staff to develop or revise shared decision-making procedures as needed.
4. Preschool Services Department will submit the Policy Council approved draft of the shared decision-making procedures or amendments to the Shared Governance Board for review and approval/disapproval.

IX. INTERNAL DISPUTE/RESOLUTION/IMPASSE POLICY

1. The Shared Governance Board and the Policy Council will collaborate with staff to develop a draft of the dispute/resolution and impasse policy.
2. Preschool Services Department submits the dispute/resolution and impasse policy draft to the Policy Council for review, approval/disapproval.
3. Preschool Services Department staff submits the dispute/resolution and impasse policy approved by the Policy Council to the Shared Governance Board for review and approval/disapproval.

X. ESTABLISH PROCEDURES FOR HEARING AND RESOLVING COMMUNITY COMPLAINTS

1. The County of San Bernardino and the Preschool Services Department have established a community complaint procedure to resolve the issues the community has about the program. The Shared Governance Board and the

Policy Council will be made aware of the complaint(s).

XI. CONDUCT ANNUAL INDEPENDENT AUDIT

1. The Policy Council and the Shared Governance Board will review the results of the independent audit annually.

XII. DEVELOP PERSONNEL POLICIES AND SUBSEQUENT CHANGES TO THOSE POLICIES, INCLUDING STANDARDS OF CONDUCT FOR PROGRAM STAFF, CONSULTANTS AND VOLUNTEERS

1. The County of San Bernardino and the Preschool Services Department have developed written personnel policies and procedures, including standards of conduct for program staff, consultants and volunteers in accordance with Head Start Performance Standard 1302.90(a).
2. The Policy Council and Shared Governance Board review, provide input on, and approve/disapprove proposed personnel policies and subsequent changes in accordance with Head Start Performance Standard 1302.90(a).
3. Shared Governance Board will review and approve/disapprove proposed personnel policies and subsequent changes approved by the Policy Council.
4. The County Board of Supervisors will review, and approve/disapprove the final draft of the proposed personnel policies and subsequent changes by the Shared Governance Board.

XIII. DECISION TO HIRE OR TERMINATE THE HEAD START DIRECTOR AND ANY PERSON WHO WORKS PRIMARILY FOR THE HEAD START PROGRAM

1. The Policy Council must approve/disapprove the hiring or termination of the Head Start Director or any other person who works primarily for Head Start.
2. The Shared Governance Board recommends to the County Board of Supervisors the hiring or termination of the Head Start Director.
3. The County Board of Supervisors must approve/disapprove the hiring or termination of the Head Start Director.



**COUNTY OF SAN BERNARDINO
PRESCHOOL SERVICES DEPARTMENT
POLICY**

NO. 01 ISSUE 3
PAGE 1 of 3
EFFECTIVE: 11-19-2012
Updated

**SUBJECT: GOVERNANCE INTERNAL DISPUTE
RESOLUTION/IMPASSE POLICY**

APPROVED BY:
Policy Council: 11-19-2012
Shared Governance Board:
10-22-2012

PURPOSE:

Commitment to Resolve Issues in Good Faith
Effective January 1998, the revised Head Start Program Performance Standards required that each grantee and delegate agency establish written procedures for resolving internal disputes, including impasse procedures, between the governing body and policy group.

POLICY:

To resolve all differences between the Head Start Shared Governance Board ("Shared Governance Board") ~~(I think I get why you are using the word "Board" instead of "Shared Governance Board" but it kind of confused me)~~ as representatives of the San Bernardino County Board of Supervisors ("Board of Supervisors") and the San Bernardino County Head Start Policy Council ("Council") through normal channels or the use of the formal procedures noted in this document.

REFERENCE

1301.64.50 Appendix A: Governance and Management Responsibilities Impasse procedures.

PROCEDURE INTRODUCTION:

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

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

DISPUTE RESOLUTION COMMITTEE

When internal disputes arise between the Shared Governance Board as the representative of the Board of Supervisors, and the Council, the dispute shall be referred to a dispute resolution committee. The Dispute Resolution Committee ("Committee") shall be made up of four (4) members comprised of the Chair and Vice-Chair from both the Shared Governance Board and the Council.

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

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PROCEDURES FOR INFORMAL DISPUTE RESOLUTION:

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

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

The Committee shall convene a meeting within five (5) County business days of receipt of the statement of issue. The Committee shall first determine whether the subject falls within the scope of shared decision making. If it does, then the Committee may request additional information from the Director, the Shared Governance Board or the Council. The Committee shall have ten (10) County business days from the first meeting convened to determine the validity of the issue(s) and provide a written solution to the Shared Governance Board, Council and the Director.

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The written solution must be:

- Presented to the Council for acceptance or rejection.
- Presented to the Shared Governance Board for acceptance or rejection, and then submitted to the BOS for final acceptance or rejection.

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Both parties must inform the other in writing of their determination to either accept or reject the written solution. If the Committee does not reach a consensus, the Committee so shall inform the Council, the Shared Governance Board and the Director. If either the Committee cannot reach a consensus, or if the written solution is rejected by either body, the dispute shall proceed to mediation.

PROCEDURES FOR MEDIATION:

Within fifteen (15) County business days from written notification that a consensus could not be reached, or rejection of the written solution, mediation shall be initiated by the Committee. The mediation shall be conducted by the Head Start Director from a neighboring County. The mediator shall work with the Committee to make a final decision. A written proposed resolution shall be provided within ten (10) County business days from the beginning of the mediation process.

The proposed resolution shall be:

- Presented to the Council for acceptance or rejection.
- Presented to the Shared Governance Board for acceptance or rejection, and then submitted to the Board of Supervisors for final acceptance or rejection.

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

~~If either body rejects the proposed resolution, the dispute shall proceed to arbitration for issuance of a binding decision in accordance with the Head Start Performance Standards.~~

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~~**PROCESS FOR BINDING ARBITRATION:**~~

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~~Within fifteen (15) County business days from written notification that the proposed solution was rejected by either body, binding arbitration shall be initiated by the Committee. The Committee shall utilize the services of a professional arbitrator in accordance with the County's procurement policy. The arbitration must take place within fifteen (15) days of initiation of the process, unless a greater time is needed to secure an arbitrator or arbitration location. A written resolution must be provided by the arbitrator to the Committee. The Committee shall present the resolution to their respective bodies. The written resolution shall be presented by the Shared Governance Board to the Board of Supervisors for final notification.~~
~~**STEP 1: ESTABLISHMENT OF THE DISPUTE RESOLUTION COMMITTEE**~~

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~~**PURPOSE:** The purpose of the Dispute Resolution Committee is to resolve disputes between the Shared Governance Board and the San Bernardino County Policy Council.~~

~~**MEMBERSHIP:** The Dispute Resolution Committee shall be composed of four (4) members. The Shared Governance Board and the Policy Council shall each designate two (2) of its members to sit on the Committee. Each governing body will determine selection and alternative procedures of members.~~

~~**TERM OF MEMBERSHIP:** The Committee members will each serve a two (2) year term subject to the continued membership on the appointing governing body. The Committee members can be removed from the Dispute Resolution Committee by a majority vote of the designating governing body.~~

~~**STEP 2: FILING THE COMPLAINT**~~

~~Within five (5) County business days of the governing bodies not being able to jointly approve proposed action(s), either of the disputing parties may formally lodge a complaint with the San Bernardino County Head Start Director requesting that the Internal Dispute Resolution and Impasse Policy and Procedures be formally initiated.~~

~~**STEP 3: NOTIFICATION OF COMPLAINT**~~

~~The San Bernardino County Head Start Director will have three (3) days from the date the complaint was filed to formally notify the non-complaining policy group that the other has asked that the Internal Dispute policy be invoked. The Director will have will have five (5) days from the date that the complaint was officially filed to notify the members of the Dispute Resolution Committee of the complaint and to provide the governing bodies and the Committee a written statement of the issue(s).~~

~~**STEP 4: DISPUTE RESOLUTION COMMITTEE MEETING**~~

~~The Committee will have five (5) working days after being notified of the complaint to convene a meeting. The first priority of business will be to determine if the complaint falls within the scope of the shared decision-making procedures as specified in the Head Start~~

~~Performance Standards and the approved Shared Governance Board and Policy Council approves procedures.~~

~~The Committee may request additional information from the Head Start Director, Shared Governance Board or Policy Council.~~

~~**STEP 5: TIME LIMITATION**~~

~~The Committee has ten (10) County business days from the first meeting convened to determine the validity of the issue(s) as a shared decision making infraction to provide a written solution to the Shared Governance Board, Policy Council and the San Bernardino County Head Start Director.~~

~~**STEP 6: PROPOSED RESOLUTION DISPUTE RECOMMENDATION**~~

~~The Shared Governance Board or the Policy Council may reject the proposed dispute resolution by providing a written notification to the Dispute Resolution Committee and the other party.~~

~~**STEP 7: FAILURE OF DISPUTE RESOLUTION COMMITTEE TO REACH CONSENSUS**~~

~~If the majority of the Committee does not reach consensus, the Committee shall inform both governing bodies and the PSD Head Start Director.~~

~~**STEP 8: FAILURE TO RESOLVE INTERNAL DISPUTE**~~

~~The Governing bodies agree that failure to resolve the internal dispute by the Dispute Resolution Committee will result in mediation. If the mediation process does not resolve the internal dispute both governing bodies agree to binding arbitration.~~

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

~~**COMPOSITION:** Both governing bodies agree to the utilization of the services of a professional mediator agency or association.~~

~~**TIME LIMITATIONS:** The mediation process must take place within fifteen (15) days from the written notification by the Resolution Dispute Committee that consensus could not be reached or written notification from either policy group that they will not accept the Committee's proposed dispute resolution. The mediation process must have a written proposed resolution within ten (10) days from beginning the process.~~

~~B. **ARBITRATION:** Requires the presentation of the dispute to an impartial or neutral (arbitration panel) for issuance of a binding decision. The Shared Governance~~

~~Board and the Policy Council agree that they will be bound by the decision of the arbitration panel.~~

~~**COMPOSITION:** The Arbitration Committee is an ad-hock committee to be convened when an impasse situation is evident. The Committee consists of three (3) members, all of whom must be from outside the governing bodies and immediate family members from these same policy groups. Each governing body will select one member and these two members will mutually agree upon the selection of the third member.~~

~~**TIME LIMITATIONS:** The arbitration process must take place within fifteen (15) days from the written notification that the mediation process was not able to reach consensus or that the governing bodies did not accept the Committee's recommendation(s).~~

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**COUNTY OF SAN BERNARDINO
PRESCHOOL SERVICES DEPARTMENT
POLICY**

NO. 01 ISSUE 3
PAGE 1 of 3
EFFECTIVE: 11-19-2012
Updated

**SUBJECT: GOVERNANCE INTERNAL DISPUTE
RESOLUTION/IMPASSE POLICY**

APPROVED BY:

Policy Council: 11-19-2012
Shared Governance Board:
10-22-2012

PURPOSE:

Commitment to Resolve Issues in Good Faith
Effective January 1998, the revised Head Start Program Performance Standards required that each grantee and delegate agency establish written procedures for resolving internal disputes, including impasse procedures, between the governing body and policy group.

POLICY:

To resolve all differences between the Head Start Shared Governance Board (“Shared Governance Board”) as representatives of the San Bernardino County Board of Supervisors (“Board of Supervisors”) and the San Bernardino County Head Start Policy Council (“Council”) through normal channels or the use of the formal procedures noted in this document.

REFERENCE

1301.6 Impasse procedures.

INTRODUCTION:

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

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

DISPUTE RESOLUTION COMMITTEE

When internal disputes arise between the Shared Governance Board as the representative of the Board of Supervisors, and the Council, the dispute shall be referred to a dispute resolution committee. The Dispute Resolution Committee (“Committee”) shall be made up of four (4) members comprised of the Chair and Vice-Chair from both the Shared Governance Board and the Council.

PROCEDURES FOR INFORMAL DISPUTE RESOLUTION:

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the dispute resolution process commenced. At the time written notice is provided, the Shared Governance Board or Council requesting dispute resolution, shall provide the Director and the other party with a written statement of the issue at dispute and a recommendation for resolution.

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

The Committee shall convene a meeting within five (5) County business days of receipt of the statement of issue. The Committee shall first determine whether the subject falls within the scope of shared decision making. If it does, then the Committee may request additional information from the Director, the Shared Governance Board or the Council. The Committee shall have ten (10) County business days from the first meeting convened to determine the validity of the issue(s) and provide a written solution to the Shared Governance Board, Council and the Director.

The written solution must be:

- Presented to the Council for acceptance or rejection.
- Presented to the Shared Governance Board for acceptance or rejection, and then submitted to the BOS for final acceptance or rejection.

Both parties must inform the other in writing of their determination to either accept or reject the written solution. If the Committee does not reach a consensus, the Committee so shall inform the Council, the Shared Governance Board and the Director. If either the Committee cannot reach a consensus, or if the written solution is rejected by either body, the dispute shall proceed to mediation.

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The proposed resolution shall be:

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- Presented to the Shared Governance Board for acceptance or rejection, and then submitted to the Board of Supervisors for final acceptance or rejection.

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

If either body rejects the proposed resolution, the dispute shall proceed to arbitration for issuance of a binding decision in accordance with the Head Start Performance Standards.

PROCESS FOR BINDING ARBITRATION:

Within fifteen (15) County business days from written notification that the proposed solution

was rejected by either body, binding arbitration shall be initiated by the Committee. The Committee shall utilize the services of a professional arbitrator in accordance with the County's procurement policy. The arbitration must take place within fifteen (15) days of initiation of the process, unless a greater time is needed to secure an arbitrator or arbitration location. A written resolution must be provided by the arbitrator to the Committee. The Committee shall present the resolution to their respective bodies. The written resolution shall be presented by the Shared Governance Board to the Board of Supervisors for final notification.



**COUNTY OF SAN BERNARDINO
PRESCHOOL SERVICES DEPARTMENT
POLICY**

NO. 01 ISSUE 1
PAGE 1 of 3
EFFECTIVE: 03-17-17
Updated

SUBJECT:

COMMUNITY COMPLAINT POLICY AND PROCEDURE

APPROVED: 04-29-11

BY: Diana Alexander, Director

PURPOSE

The Preschool Services Department (PSD) encourages open communication between staff, parents, community partners, and the general public. This document serves to consolidate the various existing community complaint procedures applicable to the services provided by PSD into one comprehensive procedure.

POLICY

It is the policy of PSD to ensure the safety and well-being of the children and families served as well as the staff. Complaints made by the public are taken seriously and are investigated and resolved in accordance with the policies set forth by the listed compliance entities.

REFERENCE

Head Start Act Section 642(c)(1)(E)(iv)(X)(bb); Head Start Program Performance Standards, section 1301.2(a)(b);1302.100

PROCEDURE

PSD must maintain compliance with multiple compliance entities. Any of the following methods may be utilized by the public to file a complaint with the appropriate compliance agency:

County of San Bernardino, Preschool Services Department

If there are complaints, we ask that all attempts are made to resolve them through direct feedback to the staff and supervisors involved. If after all attempts have been made to resolve your complaint and you have been unsuccessful, please utilize the Concern/Feedback/Compliment Form (attached). This form may also be used to submit feedback and/or compliments. The completed form should be submitted to:

Preschool Services Department
Attention: Human Resources Unit
662 S. Tippecanoe Avenue
San Bernardino, CA 92415
(909) 383-2078 FAX: (909) 383-2027

Upon receipt of a complaint:

- A meeting or a phone call will be scheduled to discuss the situation;
- The Program Manager will issue a written decision in response to the complaint no later than 30 days from the receipt of the concern.
- If the issue or concern is not resolved by the Program Manager, it will be referred to the Director of PSD or his/her designee.

County of San Bernardino, Office of Compliance and Ethics

Complaints made by the public of any nature or complaints can be made to the Office of Compliance and Ethics. It is recommended that complaints are to be filed online, through the County of San Bernardino Compliance and Ethics Confidential online incident reporting website located at: EthicsLine@cao.sbcounty.gov.

Detailed complaint procedures regarding specific types of complaints have been established as well.

- HIPAA Complaint Process
- Americans With Disabilities Act Title II- Public Access

County of San Bernardino, Department of Children and Family Services

If child abuse is suspected, members of the public are encouraged to contact the Department of Children and Family Services to report the suspected abuse.

Child Abuse Hotline: 1-800-827-8724

California Department of Social Services, Community Care Licensing

For Child Care Centers (day care provided in a commercial building that is not a person's own home), complaints should be made by contacting the Child Care Program Office where the Child Care Center is located.

The contact information for the Child Care Program Office for San Bernardino County is:

INLAND EMPIRE REGIONAL OFFICE
3737 Main Street, Suite 700, MS 29-12
Riverside, CA 92501
(951) 782-4200 FAX (951) 782-4985

U.S. Department of Health and Human Services, Administration of Children and Families (ACF)

The Office of Head Start (OHS), the Federal agency that oversees the Head Start program, and the ACF Regional Program Office work together to make sure Head Start programs meet Federal requirements for program operations and the health, safety, and education of children. When programs fail to meet the requirements, and/or if you suspect or confirm a program is in violation of the standards or is misusing Federal funding, you may submit a complaint against the program by completing the "How to File a Complaint?" form located on the Early Childhood Learning & Knowledge Center website at <https://eclkc.ohs.acf.hhs.gov/hslc/hs/contact#complaints>.



**Preschool Services Department
Administration**

Diana Alexander
Director

**Agenda Items for Shared Governance Board
Thursday, March 23, 2017**

**4.8 Equipment Purchases
FY 2016-17 (PY02) Head Start/Early Head Start (09CH10016-02)**

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

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

**4.9 Vehicle Purchase
FY 2016-17 (PY02) Early Head Start – Child Care Partnership (09HP0001-02)**

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

BOARD OF SUPERVISORS

ROBERT A. LEUNG
Chairman, First District

JAMES RUTHERFORD
Second District

JAMES RAMOS
Third District

CURT HACHAZ
Vice Chairman, Fourth District

JOSIE GONZALES
Fifth District

Gregory C. Devereaux
Chief Executive Officer



Preschool Services Department

Diana Alexander
Director

Phalos Haire
Assistant Director

Notable Updates and/or Changes

Head Start/Early Head Start (HS/EHS) Grant Application Budget Instrument (GABI) 2017-2018

Section I: Program Design and Approach to Service Delivery

Sub-Section A – Goals

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

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

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

Progress:

PSD is collaborating with community agencies/partners who offer high school diploma/ services. PSD completed its research with community partners in September 2016. A small group of five (5) parents were enrolled into the Online High School Diploma (OHSD) program in September 2016. The objective was to “test” and evaluate challenges that might arrive once the OHSD program was approved by the County Board and officially started.

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

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

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

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

sessions annually. The dual coding ensures that CLASS reliable Teacher IIIs are providing accurate scores to teaching staff. PSD has made progress and plans to achieve a .5 point improvement in the Instructional Domain by 2018.

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

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

Sub-Section B: Service Delivery

Education

1. Enrollment Reduction or Expansion—Update below

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

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

Home Based Option:

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

2. Centers and Facilities—Update below

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

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

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

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

Sub-Section C: Approach to School Readiness

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

- The agency has made great strides in school readiness in the following domains: Approaches to Learning, Social and Emotional Development, Language and Literacy Development, and Perceptual, Motor, and Physical Development. The assessment scores for children in these areas continue to show growth and preparation in school readiness.
- The agency has identified areas of improvement in the following domains: English Language and Cognition (Math and Science). PSD has implemented an action plan to improve assessment scores in the above domains to include teacher trainings, teaching strategies, mentor/coaching, a variety of classroom materials, intentional activities and use of community resources to provide activities pertaining to Science, Technology, Engineering and Math (STEM).
- The agency collects Desired Results Developmental Profile (DRDP) assessment data on children at least 3 times a year. The information is utilized to promote staff professional development and program improvement.

2. Program improvements implemented

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

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

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

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

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

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

- Phalos Haire is the Assistant Director of PSD. Phalos possesses a Master's Degree in Marriage and Family Therapy.

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

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

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

Head Start (HS) Grant:

- Requested amount: \$43,569,319
- Non-Federal Share amount: \$10,892,330

Early Head Start (EHS) Grant:

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



Preschool Services Department

Diana Alexander
Director

Phalos Haire
Assistant Director

Notable Updates and/or Changes

Early Head Start-Child Care Partnership (EHS-CCP)
Grant Application Budget Instrument (GABI) 2017-2018

Section I: Program Design and Approaches to Service Delivery

Sub-Section A – Goals

Goal 1: Increase provider staff qualifications

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sub-Section B: Service Delivery

There are no changes in the manner in which family services are provided to families enrolled in the EHS-CCP program. PSD has created The Pathways to Success Apprenticeship program (“Apprenticeship Program”) for parents enrolled in EHS-CCP. The Apprenticeship Program was created to support parents in the development of early childhood skills to obtain employment. Through PSD’s existing collaboration with Transitional Assistance Department (TAD), PSD was able to ensure that the Apprenticeship Program qualifies families for CaWORKs Stage One subsidy, thus, families that lose subsidy are referred to the Apprenticeship Program. The Apprenticeship Program is a 12-month program. Historically, the Apprenticeship Program has

increased the supply of trained staff in various positions including: teacher aides, food service workers, custodians, and clerks. The intense apprentice training gives parents a competitive edge over other candidates and the opportunity to move up the PSD career ladder.

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

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

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

County of San Bernardino

PRESCHOOL SERVICES DEPARTMENT

09CH10016-002



HEAD START

BASIC GRANT APPLICATION

PROJECT NARRATIVE & BUDGET JUSTIFICATION

FY 2017-2018

(Year 3 of 5 Year Funding Cycle)

April 1, 2017

Diana Alexander, Director, Preschool Services Department

Josie Gonzales, San Bernardino County Supervisor, 5th District, Shared Governance Board

Chairperson

Erika Thompson, Policy Council Chairperson

Table of Contents

Section I. Program Design and Approach to Service Delivery 3

 Sub-Section A: Goals 3

 Sub-Section B: Service Delivery..... 5

 Sub-Section C: Approach to School Readiness 23

 Sub-Section D: Parent, Family, and Community Engagement..... 26

 Sub-Section E: Governance, Organizational and Management Structures, and Ongoing Oversight 26

Section II. Budget and Budget Justification Narrative 60

Section I. Program Design and Approach to Service Delivery

Sub-Section A: Goals

1. *If applicable, list any additions, deletions, or revisions to your program's Long Term Goals, Short Term Objectives, and Expected Outcomes that have occurred since last year's application. If no updates or changes have occurred, include a sentence to that effect.*

No updates or changes for the 2017-2018 school year.

2. *For each program Long Term Goal, describe your progress this year toward meeting your Short Term Objectives and Expected Outcomes. In your discussion, you may use the Data, Tools, or Methods for tracking Progress identified in your baseline application, or additional Data, Tools, or Methods identified since then.*

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

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

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

Progress: PSD is collaborating with community agencies/partners who offer high school diploma/GED services. The partners include San Bernardino Adult Education, San Bernardino County Library, First 5 San Bernardino, Barstow Adult Education, Hesperia Adult Education, Ontario/Montclair Adult Education, Redlands Adult Education, and Youth Build Inland Empire. This will ensure PSD meets the timeframe associated with the goal for implementation of a high school diploma/GED program. Currently, there has been no improvement in the percentage of parents who possess at least a high school diploma/GED.

PSD completed its research with most community partners by the goal date of December 2015, and the program development goal has been revised to June 2016 to allow for a comprehensive analysis of all partners. Furthermore, PSD will not incur costs of tuition or

materials to prepare for testing or testing fees during implementation of the high school diploma/GED program.

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

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

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

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

Discuss Progress toward broad Program Impacts – i.e., at the conclusion of the five-year grant period, what difference will your program have made for children, families, and the community?

At the conclusion of the five year grant period, Preschool Services Department (PSD) will have expanded the center-based services to children zero to five years old in the High Desert

community and at the Fontana Citrus location. PSD will continue to fulfill family needs based on the results of the community assessment to provide full day services to Head Start children. Children and families will continue to benefit from high quality early education including school readiness, adult-child interactions, parent engagement, and participation in work experience opportunities to promote self-sufficiency, and economic stability.

3. *If applicable, list any additions, deletions, or revisions to your program's School Readiness Goals that have occurred since last year's application. Include information on how parents and the governing body were involved in changes. (Additional information on progress toward meeting School Readiness Goals is included in Sub-Section C.) If no updates or changes have occurred, include a sentence to that effect.*

No updates or changes for the 2017-2018 program year.

Sub-Section B: Service Delivery

1. Needs of Children and Families

DEMOGRAPHICS

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

According to U.S Census Bureau

- San Bernardino County has the fifth largest population in California
- As of July 2015, San Bernardino County's population was estimated at over two million

- Among all California counties, only Los Angeles County (10,170,292), San Diego County (3,299,521) Orange County (3,169,776), and Riverside County (2,361,026) have more residents
- San Bernardino County is the twelfth most populous county in the nation, with more residents than 15 of the country's states, including Idaho, West Virginia, and New Mexico.

CHILD POPULATION BY GENDER

The *U.S. Census Bureau* shows the County's population by gender as follows:

- 49% males
- 51% females

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

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

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

Child Population under 18 by Ethnicity	
San Bernardino County	Percent
Hispanic/Latino	61.8%
White	21.7%
African American/Black	7.9%
Asian American	4.5%
Multiracial	3.5%
American Indian/Alaska Native	0.3%
Native Hawaiian/Pacific Islander	0.3%

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

POPULATION BY LANGUAGE

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

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

POPULATION CHANGE BY CITY

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

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

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

Educational Attainment – Adults 25 & Over – San Bernardino County - 2015		
Education Level	Estimated population	Share
Less than High School	279,137	21.11%
High School (includes GED)	353,060	26.70%
Some college or Associate’s degree	433,554	32.79%
Bachelor’s degree or higher	165,281	12.50%
Master’s, Doctor’s, or Professional degree	91,370	6.90%
Total	1,322,402	100%
High School or less	632,197	47.81%

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

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

These statistics are important because a parent’s educational attainment has a profound impact on the condition of a family. There is a strong relationship between a parent’s educational attainment and poverty, literacy, and educational realization 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.

UNEMPLOYMENT RATE

The unemployment rate for San Bernardino County continues to fall, matching the decrease in state and national rates. Topping 13.2% in September 2011, unemployment has dropped to 5.8% as of October 2016. However, that rate remains higher than both the California and national rates of 5.5% and 4.9%, respectively.

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

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



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

POPULATION BY POVERTY LEVEL

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

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

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

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

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

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

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

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

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

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

PUBLIC ASSISTANCE

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

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

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

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

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

Source: https://www.ssa.gov/policy/docs/statcomps/ssi_sc/2015/ca.pdf

FOSTER CARE

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

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

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

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

CHILD POVERTY

Kidsdata.org reports there were 563,852 children ages 0 to 17 residing in San Bernardino County. According to the *San Bernardino County Indicators Report 2015*, in 2014 27.2% of all

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

Source: HealthySanBernardino.org January 2015

Highest Percentage of Children age zero to five living in Poverty by Zip Codes and Community		
Zip Code	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 in families without enough resources to make ends meet at a basic level. The share of poor children is higher than the share of working-age adults (17.5%) or older adults (11.6%) in poverty. Research suggests that poverty in the first few years of life may undermine brain development, adversely affect overall health status, lead to both diminished success in early elementary school grades, and lower chances of ever completing high school. Compared to their peers, children living in poverty are more likely to have physical health problems such as low birth weight or lead poisoning, and are also more likely to have behavioral and emotional problems. Children living in poverty also tend to exhibit cognitive difficulties, as shown in achievement test scores, and are less likely to complete basic education. In addition, children

who experience poverty are less likely to work as adults and have lower odds of making it out of poverty as adults.

EARLY EDUCATION PROGRAMS

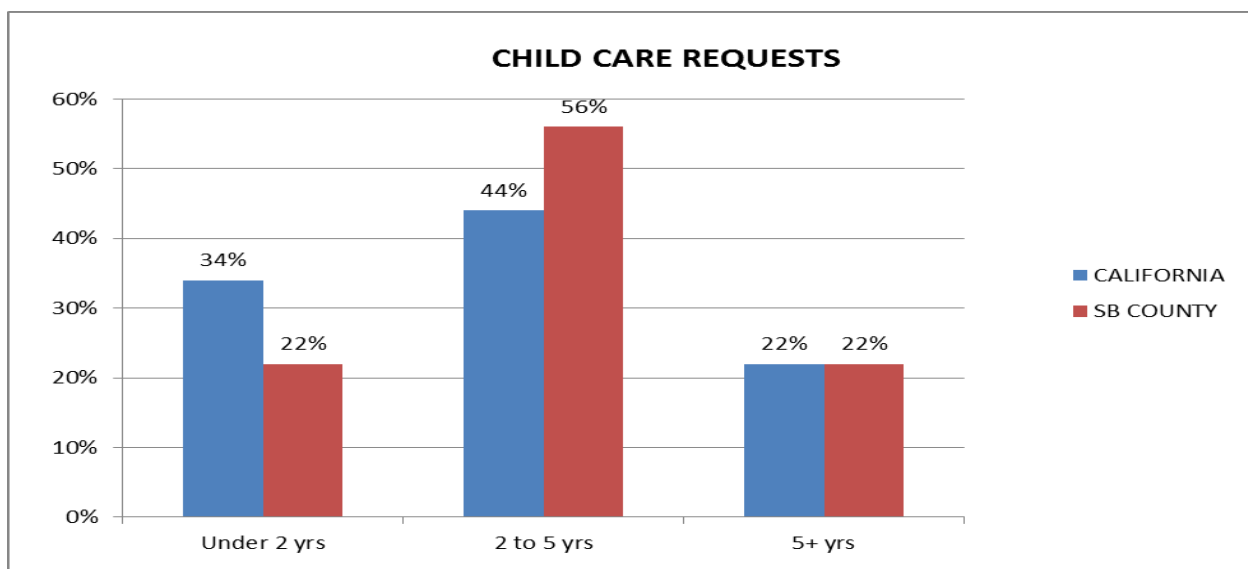
According to *Kidsdata.org*, in 2015 there were 184,564 children ages zero to five years old residing within the County of San Bernardino. According to the California Department of Finance, 92,760 children residing in San Bernardino County are ages zero to two, while 91,804 of the children residing in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

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

According to 2015 *Kidsdata.org*, the percentage of children in the County of San Bernardino with parents in the labor force for whom licensed child care is available is 19%. In California, there are 41,931 child care facilities of which 11,230 are child care centers, and 30,701 are family child care providers. San Bernardino County has 453 child care centers and

1,287 family child care providers, totaling 1,740 available child care facilities. This number includes Head Start sites, Early Head Start sites, and State Preschools that hold a child care license, as well as private, and private non-profit facilities that serve children of all income levels.

Kidsdata.org states that the average cost for child care in California is \$13,327 for infants and \$9,106 for preschoolers. The cost of child care in the County of San Bernardino is listed as \$12,320 for infants and \$8,616 for preschoolers. As the County’s unemployment rate continues to be higher than California and national, the market rate for child care is far beyond low income affordability. According to the 2014-2015 Human Services Annual Report, the Child Care program has approximately 3,510 open child care cases with the main reasons for families requesting child care as being employed, seeking employment, and/or school or trainings. For Fiscal Year 2014-2015, the Transitional Assistance Department has allotted \$3,489,533 of its department’s annual budget to fund the tuition for children of families in need of welfare to work services to attend licensed child development facilities. This represents a decrease of \$1,654,336 in funding to the Child Care program from the previous year.



Source: 2015 Child Care Profile

High quality early education lays a foundation for the development of the whole child and ongoing educational success. The interactions children have with adults influence early brain growth and learning which gives parents and educators crucial opportunities to foster growth. Increased exposure to high quality interactions between children and adults stimulate the expansion of learning for both parties. High quality early learning experiences allow adults to identify school readiness skills learned and reinforce skills in progress. First 5 San Bernardino reports significant school readiness improvements for children, of whom a majority had no previous preschool experience, following participation in high quality early education programs. Parents were able to identify changes in their children's skills over multiple areas of learning and demonstrated readiness to enter kindergarten.

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

According to *KidsData.org*, it's reported that only 40% of eligible 3-year-olds and 60% of eligible 4-year-olds are receiving services through public preschools in California. In 2014, the *California Department of Education* reported that California served 39,381 children ages 3 to 5 in a full time State Preschool program option, and 96,282 children ages 3 to 5 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.

EDUCATION

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

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

Source: 2015-2016 San Bernardino County Preschool Services Department Program Information Report: Parent/Guardian Education

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

2. *Service Area*

No updates or changes for the 2017-2018 program year.

3. *Justification of Proposed Funded Enrollment and Program Options – b. Enrollment reduction or expansion; c. Conversion*

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

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

Home Based Option

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

4. *Centers and Facilities*

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

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

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

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

5. *Recruitment and Selection*

No updates or changes for the 2017-2018 program year.

6. *Transportation – Describe the level of need for child transportation services. Describe how the program will either directly meet transportation needs or assist families in accessing other transportation so that children can attend Head Start and/or Early Head Start services.*

Home to school transportation is provided to enrolled children on a limited basis. Whenever possible, Head Start centers are located within walking distance of children’s homes. However, all sites are located near public transportation.

7. *Educational Services*

No updates or changes for the 2017-2018 program year.

8. *Health*

No updates or changes for the 2017-2018 program year.

9. *Family Services and Social Services*

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

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

The *San Bernardino County Community Indicators Report 2015* (pages 39, 49) shows the following trends in Public Assistance:

- The growth in the number of people receiving CalFresh has slowed to 5% between fiscal years 2013-14 and 2014-15. Although CalWORKs enrollment did not change substantially during the same period, it decreased 13% from fiscal year 2010-2011.
- In 2015, Medi-Cal (Medicaid) enrollment increased 31% from the previous year. The Medi-Cal enrollment has more than doubled (140%) between 2006 and 2015.
- San Bernardino County is home to 4.8% of California's households; however, a disproportionate 7.5% of the 1.33 million California households receiving public assistance or CalFresh reside in San Bernardino County.

SERVING HOMELESS CHILDREN

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

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

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

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

More than three-fourths (76%) or 1,440 homeless adults and children were counted within six cities which include San Bernardino, Victorville, Upland, Ontario, Fontana, and Barstow. These six cities had 71% of the counted unsheltered population and 84% of counted individuals in shelters and transitional housing.

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

CHILD WELFARE DATA (CHILD ABUSE ALLEGATIONS)

The San Bernardino County Children and Family Services (CFS) provides family-centered programs and services designed to ensure safety, permanency and well-being for San

Bernardino County’s children while strengthening and attempting to preserve the family unit. CFS helps prevent further harm to children from intentional physical or mental injury, sexual abuse, exploitation or neglect by a person responsible for a child’s health or welfare. Support Services are provided for families that strive towards reducing risks to children, improving parenting skills, and strengthening social support networks.

The following table shows the number and type of allegations for the period of July 1, 2015 to June 30, 2016 and how they were disposed:

Children zero to five with one or more Allegations for July 1, 2015 to June 30, 2016						
Allegation Type	Disposition Type					
	Substantiated	Inconclusive	Unfounded	Assessment Only/Evaluated Out	Not Yet Determined	Total Allegations
Sexual Abuse	43	139	484	149	14	829
Physical Abuse	208	288	1,285	223	11	2,015
Severe Neglect	366	99	357	36	6	864
General Neglect	1,532	1,247	3,090	1,725	54	7,648
Exploitation			1	1		2
Emotional Abuse	39	155	123	87	6	410
Caretaker Absence/ Incapacity	127	39	98	21	2	287
At Risk, Sibling Abused	177	124	882	142	20	1,345
Total	2,492	2,091	6,320	2,384	113	13,400

Data Source: [Webster, D., Armijo, M., Lee, S., Dawson, W., Magruder, J., Exel, M., Cuccaro-Alamin, S., Putnam-Hornstein, E., Wiegmann, W., Rezvani, G., Eyre, M., Sandoval, A., Yee, H., Xiong, B., Benton, C., Tobler, A., White, J., & Kai, C. \(2017\). CCWIP reports. Retrieved 1/30/2017, from University of California at Berkeley California Child Welfare Indicators Project website. URL: <http://cssr.berkeley.edu/ucb_childwelfare>](http://cssr.berkeley.edu/ucb_childwelfare)

From July 2015 to June 2016 there was a less than 1% decrease in the number of children zero to five served as compared to the previous year.

10. *Not Applicable - Early Head Start Specific*

11. *Transition*

No updates or changes for the 2017-2018 school year.

12. *Coordination - Describe how the agency coordinates resources with other child care and preschool programs, State pre-kindergarten programs, and Local Education Agencies to provide high quality child health and developmental services. Describe the coordination of*

resources with community programs under Part C and Part B Section 619 of the Individuals with Disabilities Education Act (IDEA) to ensure high quality education and child development services.

PSD maintains MOUs with Local Education Agencies (LEA) that support Head Start children's transition into kindergarten. At the end of each school year, children entering kindergarten have their developmental progress reports forwarded to their new school. Parents receive a portfolio of their child's progress at the end of each school year.

Transition of Children with Disabilities:

The Individual Education Plan (IEP) team discusses transition during the IEP meeting.

Kindergarten special education services are stated in the IEP document and explained to the parent.

- In the fall, the Disabilities Unit provides parents with a Parent's Guide to Kindergarten Transition brochure and a copy of their parent's rights under IDEA.
- In the spring, the Disabilities Unit provides parents with a kindergarten registration reminder letter, kindergarten readiness information, and a children's book list about kindergarten transition.

Sub-Section C: Approach to School Readiness

Updates to Approach in School Readiness

PSD's school readiness goals have not changed since the previous year:

No updates or changes for the 2017-2018 school year.

1. *Updates to Approach in School Readiness, if applicable. If no updates or changes have occurred, include a sentence to that effect.*
 - a. *Discuss any change in child assessment(s) used by your program since last year's application*

No updates or changes for the 2017-2018 school year.

- b. *Discuss any change in curriculum (a) used by your program since last year's application.*

No updates or changes for the 2017-2018 school year.

- c. *Discuss any change in staff-child interaction observation tools (i.e. CLASS, HOVRS, Arnett Caregiver Interaction Scale) used by your program since last year's application*

PSD has allocated Training and Technical Assistance funds to provide HOVRS-A+ to teaching staff. Moreover, the management team has received training for HOVRS-A+ and PSD's electronic record keeping system has been updated with a module designed to track HOVRS-A+ scores in preparation for monitoring HOVRS-A+.

2. *Report on the progress of children and the program towards achieving school readiness in each of the five domains. Provide specific examples as appropriate.*

The agency has made great strides in school readiness in the following domains:

Approaches to Learning, Social and Emotional Development, Language and Literacy Development, and Perceptual, Motor, and Physical Development. The assessment scores for children in these areas continue to show growth and preparation in school readiness.

The agency has identified areas of improvement in the following domains: English Language and Cognition (Math and Science). PSD has implemented an action plan to improve assessment scores in the above domains to include teacher trainings, teaching strategies, mentor/coaching, a variety of classroom materials, intentional activities and use of community resources to provide activities pertaining to Science, Technology, Engineering and Math (STEM).

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

<p>Key Findings of Progress by Children and the Program towards achieving school readiness by Domain from Developmental Profiles</p> <p>*4633 children *853 ELD children</p>	<p>Approaches to Learning (ALT-REG) DRDP 62(2%) scored at Responding (-3% from time one) 971 (27%) scored at Exploring (-13% from time one) 2383 (67%) scored at Building (+19% from time one) 91 (3%) scored at Integrating (+2% from time one)</p> <p>Social and Emotional Development (SED) DRDP 57(2%) scored at Responding(-3% from time one) 758(22%) scored at Exploring (-16% from time one) 2549 (73%) scored at Building (+17% from time one) 113(3%) scored at Integrating (+2% from time one)</p> <p>Language and Literacy (LLD) DRDP measure 46(1%) scored at Responding (-5% from time one) 900 (26%) scored at Exploring (-17% from time one) 2440 (70%) scored at Building (+19% from time one) 88(3%) scored at Integrating (+2% from time one)</p> <p>Perceptual, Motor, and Physical Development (PD-HLTH) 41(1%) scored at Responding(1% from time one) 581 (17%) scored at Exploring (11% from time one) 2621 76%) scored at Building (+10% from time one) 232(7%) scored at Integrating (5% from time one)</p>
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3. Describe program improvements implemented in response to the analysis of child assessment and other data. Provide specific examples as appropriate.

- In response to the analysis of child assessments and other data, the following action steps have been implemented:
 - Continue professional development for teachers on DRDP, CLASS, Creative Curriculum, State Early Learning Foundations, ECERs, and HOVRS A+
 - Offer additional resources to families to support and promote school readiness activities during the summer months
 - Revisit kindergarten transition during last Home Visit/Parent Conferences
 - Update individual children’s goals that will include association with local kindergarten and common core standards

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

For continuation applications, the following information must be provided:

1. In Sub-Section A, programs listed any additions, deletions, or revisions to the program Long Term Goals, Short Term Objectives, and Expected Outcomes. Did any of these changes involve program goals and/or objectives related to family outcomes? If so, describe the reasons and process for making changes. If no updates or changes have occurred, include a sentence to that effect.

No updates or changes for the 2017-2018 program year.

2. If applicable, describe any new data sources used since last year's application to support the implementation and evaluation of PFCE goals and/or objectives. If no updates or changes have occurred, include a sentence to that effect.

No updates or changes for the 2017-2018 program year.

3. Describe program data related to family progress that also supports children's school readiness. Provide specific examples as appropriate.

No updates or changes for the 2017-2018 program year.

4. Describe how program progress toward PFCE goals and/or objectives is communicated to families. Provide specific examples as appropriate.

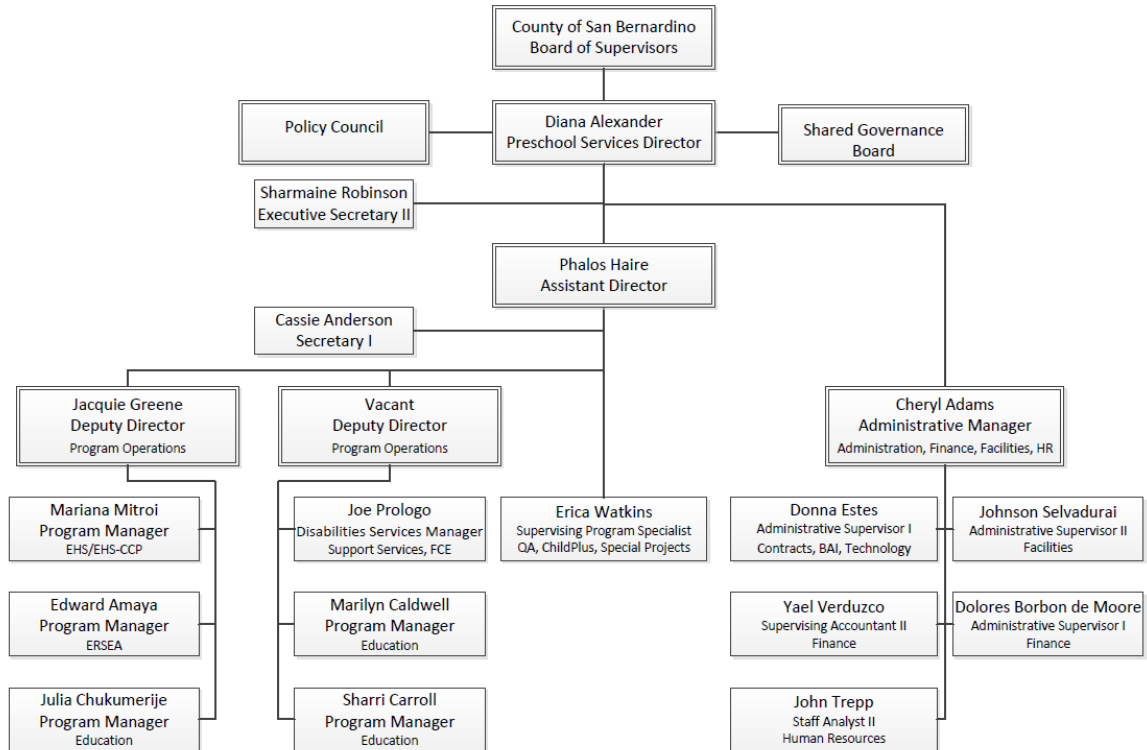
No updates or changes for the 2017-2018 program year.

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

1. Describe changes to the roles and responsibilities of the Board and Policy Council, if applicable. If no updates or changes have occurred, include a sentence to that effect.

No updates or changes have occurred.

2. Include a current organizational chart



ORGANIZATIONAL STRUCTURE

In order to support the accomplishment of program objectives, provide strong mechanisms for staff supervision and support, and address the major functions and responsibilities of Head Start staff under the Head Start Program Performance Standards, program management of PSD is sub-divided into the following sections:

Administration -

Program Design and Management, Maintenance & Facilities, Human Resources, Administrative Support, Contracts, Parent Involvement, Technology, and Training & Technical Assistance

Special Projects -

Community Assessment, Grant Applications, Research, Policy and Procedure, Annual Reports, Annual Self-Assessment and Shared Governance

Finance -

Fiscal, Budget, Grant Administration, Reporting, and Audit Preparation

Operations –

Education, Children’s Services, Licensing, CLASS reliability, and ERSEA

Support Services –

Health, Nutrition, Mental Health, Family and Community Engagement, and Disabilities Services

Quality Assurance -

Ongoing Monitoring, Electronic Record Keeping System Reports, and Self-Assessment

3. Provide updates of staff qualifications or competencies for the following groups: Head Start and/or Early Head Start director(s), education and child development staff, health services staff, nutrition services staff, mental health services staff, family and community partnership staff, parent involvement services staff, disability services staff, and fiscal staff. If no updates or changes have occurred, include a sentence to that effect.

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

Phalos Haire is the Assistant Director of PSD. Phalos possesses a Master’s Degree in Marriage and Family Therapy.

Jacquelyn Greene is the Deputy Director of PSD. Jacquelyn possesses a Bachelor’s Degree in Social & Behavioral Sciences and a Child Development Program Director Permit from the California Commission on Teacher Credentialing.

Mariana Mitroi is the Program Manager over the Early Head Start Program. Mariana possesses a Master of Arts Degree in Organizational Management and a Child Development Program Director Permit from the California Commission on Teacher Credentialing.

Sharri Carroll is a recently promoted Program Manager, overseeing the education component of one of PSD’s Head Start program regions. Sharri possesses a Master of Education Degree and a Child Development Program Director Permit from the California Commission on Teacher Credentialing.

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

4. Describe changes to the management systems for planning, communications, record-keeping and reporting, ongoing monitoring, and self-assessment. Include a summary of the results of the most recent self-assessment and the improvement plan addressing the issues, action steps, person(s) responsible, and timeframe for planned or completed corrective action.

PSD management systems have not changed since the original competitive grant application. However, PSD changed its database system in August 2015 from the Child Outcomes Planning Assessment (COPA) to ChildPlus.Net. PSD researched various database systems prior to selecting ChildPlus.Net, based on its ability to capture comprehensive data on all required service areas. The 2016-2017 Program Year is the first full year of ChildPlus.net implementation.

The self-assessment conducted for the 2016-2017 program year has not been finalized. The most recently completed self-assessment is for the 2015-2016 program year. The table below summarizes the findings:

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
Health & Nutrition Services (Head Start)	Cucamonga Fontana Citrus Highland Waterman Gardens	<u>Cucamonga</u> <ul style="list-style-type: none"> • Files were well organized • All health and nutrition requirements met • Records showed ongoing communication with parents <u>Fontana Citrus</u> <ul style="list-style-type: none"> • Records showed ongoing communication with parents • <u>Highland</u> • Files were well 	There were no areas of non-compliance that exceeded 10% of a site's sample size.	N/A

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<p>organized</p> <ul style="list-style-type: none"> All health and nutrition requirements met Records showed ongoing communication with parents <p><u>Waterman Gardens</u></p> <ul style="list-style-type: none"> Files were well organized All health and nutrition requirements met 		
Disabilities & Mental Health	Del Rosa Fontana Citrus Rialto-Eucalyptus SB West So. Redlands Waterman Gardens	<p><u>Del Rosa</u></p> <ul style="list-style-type: none"> IEPs were current and teachers were individualizing for children <p><u>Fontana Citrus</u></p> <ul style="list-style-type: none"> Site Supervisor demonstrated outstanding customer service <p><u>Rialto-Eucalyptus</u></p> <ul style="list-style-type: none"> Staff articulated procedures effectively <p><u>SB West</u></p> <ul style="list-style-type: none"> Staff demonstrated positive interactions with children and class room was well organized <p><u>So. Redlands</u></p> <ul style="list-style-type: none"> Staff extremely helpful and files organized <p><u>Waterman</u></p> <ul style="list-style-type: none"> Staff effectively using behavioral strategies 	<p><u>Del Rosa</u></p> <ul style="list-style-type: none"> 4 of 30 reviewed files were missing ASQ-SE (13%) <p><u>Rialto-Eucalyptus</u></p> <ul style="list-style-type: none"> 8 of 40 reviewed files were missing ASQ-SE (20%) 	Staff training was provided June 3, 2016. The Program manager will complete monthly monitoring reports. Additional staff training will be provided based on monthly monitoring reports.

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
Family & Community Engagement	Apple Valley Fontana USD-EHS Needles So. Redlands Renaissance Victor Valley Col Yucaipa	<u>Apple Valley</u> <ul style="list-style-type: none"> Staff articulate in policies Parent board had many resources Various workshops and parent trainings held <u>FUSD EHS</u> <ul style="list-style-type: none"> Staff articulate in policies Parent board had many resources Workshops held twice a year FSA and FPA up-to-date on correct forms <u>Needles</u> <ul style="list-style-type: none"> Staff articulate in policies Staff knowledgeable in site activities and community resources Staff involved in the community “Stand for Children” is doing a literacy workshop <u>So. Redlands</u> <ul style="list-style-type: none"> Staff articulate in policies Parent board had many resources Parent/child group observed Two community organizations come to site and persons ready to children 	<u>Apple Valley</u> <ul style="list-style-type: none"> 4 of 16 reviewed records did not have a Family Service Assessment (25%) <u>Renaissance</u> <ul style="list-style-type: none"> 6 of 33 reviewed records did not have a Family Partnership Agreement (18%) 5 of 33 reviewed records were missing dates on the Family Service Agreements (15%) 	Staff training was provided June 3, 2016. The Program manager will complete monthly monitoring reports. Additional staff training will be provided based on monthly monitoring reports.

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<p><u>Renaissance</u></p> <ul style="list-style-type: none"> • Staff articulate in policies • Parent board has many resources • Resource book is on site with job listings and education information • Goal setting workshop held every Tuesday to assist with FSA completion • Parent Anonymous group was in session • Stress management session conducted • Black history presentation done on site <p><u>Victor Valley College</u> articulated policies</p> <ul style="list-style-type: none"> • Parent board has many resources • Site has lending library • Two parents are in Apprenticeship program • Parents provide ongoing input on children's portfolios • Site has gardening project supported by parents and Home Depot <p><u>Yucaipa</u></p> <ul style="list-style-type: none"> • Staff articulated policies • Parent board had many resources 		

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<ul style="list-style-type: none"> • Good parent attendance at parent meetings • Librarian come to site to read books with children 		
Child & Adult Care Food Program (CACFP)	Chino Northgate Phelan So. Redlands Westminster Yucca Valley	<u>Northgate</u> <ul style="list-style-type: none"> • Teaching staff did excellent job of encouraging children to try all foods • FSW/Clerk maintains clean and organized kitchen area <u>So. Redlands</u> <ul style="list-style-type: none"> • Mealtime interactions were very positive • FSW does outstanding job of providing and documenting food served for special needs <u>Westminster</u> <ul style="list-style-type: none"> • Mealtime interactions were very positive <u>Yucca Valley</u> <ul style="list-style-type: none"> • Mealtime atmosphere was relaxed with various discussions <u>Chino</u> <ul style="list-style-type: none"> • Mealtime interaction was very positive <u>Phelan</u> <ul style="list-style-type: none"> • Mealtime conversations were child-led and teachers reinforced 	There were no areas of non-compliance that exceeded 10% of a site's sample size.	N/A

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		counting <ul style="list-style-type: none"> FSW/Clerk organized and all clerical and food service paperwork complete 		
Education Head Start	Easter Seals – Valley Easter Seals – Montclair Easter Seals - Upland Victor Valley Col Hesperia Fontana USD Needles Fontana Redwood	<u>Easter Seals Montclair</u> <ul style="list-style-type: none"> Positive and above standard observations of children’s progress 	<u>Victor Valley College</u> <ul style="list-style-type: none"> 6 of 8 files reviewed did not have evidence of home visits (75%) 	March 30, 2016 - all home visits were completed and documented in files.
Education Early Head Start	Easter Seals - Valley Victor Valley Col	---	There were no areas of non-compliance that exceeded 10% of a site’s sample size.	N/A
ERSEA Eligibility, Recruitment, Selection, Enrollment & Attendance	<u>PSD</u> Del Rosa Needles Parks & Rec SB West Upland <u>Easter Seals</u> Montclair Ontario Upland Valley View	<u>PSD Sites</u> <ul style="list-style-type: none"> Interviewed Generalist articulated verification process Interviewed Generalist explained process of recruitment and priorities for enrollment All files were well organized and easily accessible for review Monthly ADA has not fallen under 	<u>PSD Sites</u> <ul style="list-style-type: none"> 6 of 58 reviewed records did not show documentation of income for the 12 month relevant time period (10%) 7 of 58 reviewed records had inaccurate information on PSD Eligibility Verification form (12%) <u>Easter Seals Sites</u>	Program Supervisors will provide Eligibility Cluster Trainings to Program Generalists by June 15, 2016. ERSEA Manager will ensure the eligibility training will be completed by June 15, 2016. Cluster Eligibility trainings were provided to Program Generalists on May 26, 2016, April 22, 2016, and April 28, 2016. The Director of Easter Seals and the PSD

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<p>85% for 2015-16 year</p> <p><u>Easter Seals Sites</u></p> <ul style="list-style-type: none"> • Site Supervisor at Upland articulated eligibility procedure • Monthly ADA has not fallen under 85% for 2015-16 year • Easter Seals is expecting to reach 10% children with disabilities 	<ul style="list-style-type: none"> • 15 of 19 reviewed records did not document proof of hours needed for full-day services (79%) • 5 of 7 reviewed records had inadequate proof of income (71%) • 21 of 41 reviewed records did not have documentation for the 12 – month relevant time period or income was not calculated correctly (51%) • 14 of 41 reviewed records showed inaccurate information on the Eligibility Verification form (34%) • 12 of 41 reviewed records did not have adequate proof of residency (documentation older than 60 days) (29%) • 6 of 41 reviewed records did not show the child 	<p>ERSEA Manager will ensure the training is completed by June 15, 2016 and the Eligibility Policy and Procedure is in place.</p> <p>Eligibility Training was provided to the Family Support Workers on 4/12/2016 and 6/10/2016.</p>

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
			meeting age eligibility requirements (children were too old) (15%)	
Fiscal Integrity	PSD Admin	<ul style="list-style-type: none"> • PSD internal controls comply with Federal requirements • Controls in place to properly ensure costs are allowable and costs support program objectives • Purchasing cards utilized to ensure timely payments and controls ensure allowability • CA State Preschool funds held to same standards as Head Start funds • Home to school activity sheets updated to support parents 	There were no areas of non-compliance	N/A
Governance and Management Systems	PSD Admin	<ul style="list-style-type: none"> • Shared Governance Board has excellent expertise among members and all required actions have taken place • Monthly Board and PC reports are submitted and received on a timely basis • Policy Council members are well trained and officers are 	<u>Administration Site</u> <ul style="list-style-type: none"> • Several centers did not have parent center committee meetings documented in records at the office • 8 of 22 personnel records reviewed did not have evidence of a Professional 	<ul style="list-style-type: none"> • Site Supervisors were reminded of requirement at PAC meeting on 5-13-16 • All parent center committee meetings documentation was updated • Remaining 14 PDP plans were submitted to HR

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<p>articulate in explaining roles and responsibilities</p> <ul style="list-style-type: none"> • A total of 15 PC members participated on the 2015-16 Self-Assessment • Administrators strongly embrace parent engagement and participation • The Apprenticeship program is a model for training and mentoring parents for entry level positions • PSD implemented an excellent planning process with a comprehensive Community Assessment and goals based on needs • PSD’s ongoing monitoring system is a sophisticated, electronic system that utilizes the CP software for tracking and follow-up • Coordination of monitoring, work orders and tracking completion is excellent • PSD continues to coordinate ongoing 	<p>Development Plan (36%)</p> <ul style="list-style-type: none"> • A review of the Annual Public Report showed it does not contain three key elements required in legislation 	<ul style="list-style-type: none"> • Budget “expenditures” for the prior year in addition to the proposed budget (which was included); Added the Budget Appropriate for 2014-2015 • Percentage of eligible children served in the grantee’s service area. (PSD Report shows 100% of children served based on a different interpretation); Added the Enrollment Information section • Results of the latest financial audit. Added the Audit Report section

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<p>partnerships with community agencies to support Head Start families</p> <ul style="list-style-type: none"> Personnel records were organized and overall complete and up-to-date. 		
Environmental Health & Safety	Adelanto Apple Valley Baker FLC Barstow Boys Club Chino Colton (San Salvador) Colton (Bloomington) Crestline Cucamonga Del Rosa Easter Seals-Ontario Easter Seals-Montclair Easter Seals - Upland Fontana Citrus Fontana USD Admin Fontana USD/Redwood Hesperia Highland Mill Needles Northgate Ontario Maple Ontario – Montclair Parks & Rec Phelan Renaissance Rialto	<p>There were numerous observations at sites by reviewers that staff was welcoming and helpful and that classrooms were generally clean and organized.</p> <p>Quantifiably, there was substantial improvement in overall levels of compliance in Environmental Health and Safety over last year’s self-assessment.</p> <p>In the 2016 Self-Assessment there were 88 health and safety indicators reviewed at 39 sites resulting in a total of 133 non-compliances. In contrast to last year’s self-assessment, the 2015 review had 85 health and safety indicators reviewed at 37 sites that resulted in 167 non-compliances. Even with a few more indicators and a couple of more sites reviewed this year, there was a 20% reduction in overall non-</p>	<p>The following seven (7) indicators accounted for 38% of the total non-compliances and were at least 10% of the sites having a non-compliance in the same indicator. Centers that were cited for the same health and safety violation last year are bolded where a violation in an indicator has been repeated this year:</p> <p><u>Toilets and hand washing facilities are clean: 10 of 39 sites not compliant (26%). (Last Year: 35% not compliant.)</u> Adelanto, Boys Club, Colton (Bloomington), Cucamonga, Del Rosa, Hesperia, Mill, Renaissance, Victorville, Willow</p>	<p>Supervisors were instructed to ensure that custodial and maintenance staff maintain equipment and furniture to ensure safety at the site at the PAC meeting on May 13, 2016.</p> <p>Supervisors were instructed to have site staff properly clean site restrooms during a PAC meeting on May 13th 2016</p> <p>Site custodians were instructed by site supervisors to properly clean restrooms on May 16, 2016</p> <p>All restrooms were properly cleaned by May 20th 2016.</p>

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
	Eucalyptus SB West So. Redlands 29 Palms Upland Victorville VVC Waterman Gardens Westminster Willow Yucaipa Yucca Valley	<p>compliances in Environmental Health & Safety in the current year.</p> <p>Additionally, the following health and safety indicators from the 2015 self-assessment were cited as being over the 10% threshold for those sites having the same issue. In 2016, reviewed sites are no longer 10% or more non-compliant in those same indicators as follows:</p> <p><u>Approved fire extinguishers readily accessible to staff.</u> Last Year Non-Compliance: 24% This Year Non-Compliance: .025%</p> <p><u>Electrical outlets covered and not accessible to children.</u> Last Year Non-Compliance: 19% This Year Non-Compliance: .076%</p>	<p><u>Toilets and hand washing facilities need repair: 10 of 39 sites not compliant (26%).</u> (Indicator Combined with Above Indicator Last Year.) Adelanto, Chino, Colton (Bloomington), Del Rosa, Easter Seals/Upland, Hesperia, Highland, Mill, So. Redlands, Victorville</p> <p><u>Playground equipment that is in good condition and safe: 9 of 39 sites not compliant (23%).</u> (Last Year: 24% not compliant.) Boy's Club, Colton (Bloomington), Fontana/Redwood, Hesperia, Highland, Mill, Ontario/Montclair, Rialto/Eucalyptus, Yucaipa</p> <p><u>Facilities, materials & equipment not free of hazards: 7 of 39 sites not compliant (18%)</u> Chino, Easter Seals/Montclair, Highland, Parks & Rec, So. Redlands,</p>	<p>Playground equipment repairs were made May 31, 2016 All play equipment is currently safe.</p> <p>As of May 31 2016 all site playgrounds are free of hazards.</p>

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
			<p>Westminster, Yucaipa</p> <p><i>Toys, materials, furniture either not in good condition or unsafe: 6 of 39 sites not compliant (15%). (Last Year: 24% not compliant.)</i></p> <p>Colton (Bloomington), Cucamonga, Fontana/Redwood, Mill, Renaissance, So. Redlands</p> <p><i>Design of playground and equipment not promoting safety of children: 5 of 39 sites not compliant (13%).</i></p> <p>Colton (Bloomington), Easter Seals/Upland, Ontario/Montclair, So. Redlands, Victorville</p> <p><i>Classrooms at sites not having at least one outside window for rescue or ventilation: 4 of 39 sites not compliant (10%).</i></p> <p>Apple Valley, Barstow, Parks & Rec, So. Redlands</p>	<p>All broken toys and furniture have been removed from all playgrounds by May 31 2016</p> <p>Contract Partners were notified at the PAC meeting on May 13, 2016 regarding items that needed to be addressed.</p> <p>S. Redlands & Victorville have been corrected as of June 30, 2016.</p> <p>Per CCL, classrooms are compliant with emergency evacuation routes.</p>

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
Transportation	Chino Upland Ontario Maple	<u>Chino #440, Bus #110838; Upland #446, Bus #21936; and Ontario Maple #442, Sub-Bus #110836</u> Each bus driver and monitor provided safe and smooth transition from school to home	<u>Chino #440, Bus #110838</u> Two (2) out of 21 child car seats showed wear and tear (10%)	Worn-out child car seats were replaced.

5. Upload, in the application Documents folder in HSES for “Training & Technical Assistance Plan,” a comprehensive Training and Technical Assistance plan that addresses mandatory training and priorities identified from ongoing monitoring and the annual self-assessment. Describe planned training for staff, parents, volunteers, governing body members and Policy Council members.

Please see the attached Training & Technical Assistance (T/TA) plan.

The 2017-2018 Training and Technical Assistance/Staff Development (TTA/SD) Plan supports the Preschool Services Department (PSD) mission: To Improve the Well-Being of Children, Empower Families and Strengthen Communities. PSD strives to hire the most suitable and qualified staff and ensure all staff are well trained to provide the highest quality Early Childhood Education experience for children and provide opportunities to families that include assistance with education, training, support, and resources.

The PSD Head Start TTA/SD plan addresses: Head Start and California Department of Education programs. The plan coincides with PSD’s Strategic Plan, which addresses the results of our Community Assessment, including Delegate Agency/Contract Agencies training needs for staff and parents, the annual Self-Assessment, and Federal Program Information Report (PIR). Training goals, objectives and priorities are established based on the information gathered. Other considerations include: Child Desired Outcomes/Results; Agency School Readiness Goals; Educational staff credentialing; previous trainings; and agency monitoring reports. The following describes the strategies used to address identified training needs.

Training is developed and implemented to address concerns related to employee skill level, programmatic challenges, and compliance with federal, state, and local regulations. A minimum of 15 hours of training is provided each program year to all staff. The training format is dependent upon the specific purpose and may take place on the job, in classrooms, in group settings such as staff meetings or supervisor-staff discussions, Pre-Service and In-Service

trainings, computer based webinars, and relevant conferences. Training providers may include: PSD Supervisors, Content Area Specialists, and County of San Bernardino - Performance Education & Resource Center (PERC), Program Managers, Teacher IIIs, local educational institutions, and outside experts/consultants.

An Employee Performance Feedback Form is kept in PSD personnel files, which contain a Staff Development Plan section. This section documents employee goals which are developed in a collaborative effort between the employee and supervisor.

PSD's Delegate Agency and Contract Partners are included in all training opportunities for teaching staff, parents, and volunteers. Trainings include a variety of learning experiences to meet different needs. Training formats include one or more of the following:

- Lectures
- On-the-job
- College courses
- Mentoring
- Coaching
- Observations
- Workshops
- Discussions

- Distance learning
- Consultants
- Conferences
- In-Service
- Pre-Service
- Apprenticeship
- Webinars

PSD employs certified bilingual staff to conduct training for parents, families and community members in Spanish, as needed. All PSD forms and handouts are available in Spanish. At the conclusion of classes, workshops, or trainings, participant evaluations are collected and reviewed to improve future trainings.

Training priorities and objectives for 2017-18:

Working with Dual Language Learners and Children with Disabilities

Working with Dual Language Learners and Working with Children with Challenging Behaviors (Incredible Years) and Disabilities are of the topics that will be covered during Pre-Service in August 2017. The PSD Disability and Support Service Specialists and consultants develop the curriculum and facilitate the workshops.

Cultural Diversity, Working with Homeless Families and Intentional Civility

Cultural Diversity, Working with Homeless Families and Intentional Civility are additional topics that will be covered at the 2017 Pre-Service trainings.

Mental Health

PSD and the County of San Bernardino Department of Behavioral Health have collaborated to hire two licensed psychologists, Dr. Catherine Freier Randall and Dr. Aigne Bergin, and eight graduate level interns to work directly with teachers, home visitors, and parents. Interns utilize a social-emotional curriculum, such as the Incredible Years and provide training in intervention techniques (Prevention and Early Intervention). Additionally, Trauma, Loss and Compassion (TLC) groups provide play therapy for children who have suffered trauma. Outside these sessions, the children's caretakers are provided with a 90 minute educational group experience.

Identification and Reporting Child Abuse and Neglect

PSD's New Employees Orientation covers the topic of Mandated Child Abuse and Neglect Reporting for new staff, volunteers, and temporary agency employees upon hire. Existing staff also receives this training annually online along with a final exam to receive a certificate of completion for the training.

New Employee Orientation

New employee orientation and training takes place every two weeks and is presented in three phases: County Human Resources, PSD Human Resources, and Division Manager/Supervisor. All new PSD employees attend the County's new employee orientation, which covers general employment, County rules and regulations, and customer service information. The following day, new PSD employees attend a full day PSD-specific orientation. Topics include: PSD's

mission and vision, PSD's organizational structure, agency goals and philosophy, and Child Abuse and Neglect Reporting. Upon completion of the general orientation, job-specific training is provided by a Program Manager and/or Supervisor. The day after orientation, new employees report to work locations with copies of pertinent paperwork (e.g., paperwork required by licensing). A new hire checklist is utilized to ensure that all appropriate paperwork has been reviewed and completed.

Transition Training

PSD Education Support staff provides Head Start transition workshops to other staff and parents. A series of workshops for families of enrolled children are scheduled throughout the year. The following workshops are held at each Head Start site:

- “Parents as Advocates” - to help parents understand the importance of becoming an advocate for their child.
- “Kindergarten Readiness through Active Learning” – to help parents understand their role as their child’s first educator.
- “Kindergarten Transition Tool Box” – to provide parents with strategies on how to prepare children for a successful kindergarten experience.

In addition, a variety of educational activities are scheduled at the sites to prepare both the parent and child for the kindergarten experience.

Education Support staff provide technical assistance with transition services and arrange for workshops to include both Head Start and Kindergarten teaching staff throughout the transition

process. They also work with teaching staff to implement transition activities in the classroom and work with parents to explain and model school to home activities.

Annual Pre-Service Training

The annual Pre-Service training includes agency-wide and occupation-specific training. Training topics are developed from federal mandates, employee feedback, management directives and program monitoring. The 2017-2018 Pre-Service trainings include, but are not limited to, the following topics: Working with Special Needs Children, Desired Results Developmental Profile (DRDP) 2015 and Portfolios, Child Abuse Awareness, ERSEA and recruitment, Home Visit Rating Scale-Adapted and Extended (HOVRS-A+), Cultural Competency, CLASS and Foundations Curriculum – School Readiness and Kindergarten Transition.

Annual In-Service Training

The Annual In-Service training takes place mid-year each year. The 2017-2018 training will include the DRDP 2015, Home Visit Rating Scale-Adapted and Extended (HOVRS-A+), CLASS, Social and Emotional Development for teaching staff, Customer Service, ERSEA and Family Goal Setting, as well as other job-specific training that will be provided to all other employees.

CLASS Training

CLASS Trainings will be scheduled throughout the year in 2017-2018. The focus will be Instructional Support. One of our Short Term Goals is to increase scores for Instructional Support for teaching staff.

Operating Vehicles in a Safe and Efficient Manner

Prior to the beginning of classes each year, the Transportation Coordinator meets with Bus Drivers and Monitors to provide training on the Head Start Program Performance Standards' Transportation Requirements. The transportation contract is reviewed and if necessary updated annually to ensure compliance with Head Start Program Performance Standards.

Apprenticeship Training Program

The PSD Apprenticeship Program is continuing to prepare Head Start parents to develop skills related to employment in an Early Childhood Education program and potential job recruitment. The program helps increase the availability of well-trained staff in specific areas of the program, including teacher aides, food service workers, custodians, and center clerks. Innovative training and instruction, on-the-job work experience, accredited coursework, and technical support are utilized to create a comprehensive and effective work training program.

Parent Committee

Site Supervisors and site staff work with parents at each site to organize a Parent Committee. This committee elects officers to lead the parent involvement and parent educational activities during the program year, as well as discuss classroom and center activities. This group also elects a representative from each site to participate in the agency-wide PSD Policy Council.

PSD Policy Council Training

PSD Policy Council (PC) members from PSD, our Delegate Agency, and our Contract Partners are elected each year. These 42 parents (and 42 alternates) are elected as representatives of their

local Parent Advisory Committee. Once elected, all PC Members, as well as community representatives, are provided training related to Head Start Program Performance Standards' Governance Regulations during an intensive two-day orientation and training. This comprehensive training provides an understanding of the responsibilities attached to their role as PC Representatives. All parents are provided transportation, costs and meals. Parents who live in remote areas are also provided with hotel accommodations, and meals.

In addition to the two-day workshop, PC representatives receive trainings at PSD's monthly PC meetings (i.e., Office of Head Start Monitoring Protocol training, Interviewing Techniques, Non-Federal Share Reporting). PC members also receive training at subcommittee meetings (e.g., How to Plan and Prepare for Training Events, Monitoring and Self-Assessment Procedures, Planning Menus for the Enrolled Children, etc.). Most of these trainings are conducted by PSD staff and/or hired consultants. PSD Administration staff provides trainings on topics such as meeting management, leadership, team building, parliamentary procedures, time management, and career training. Other topics are developed as needs are identified.

Shared Governance Board Training

Orientation and training opportunities for members of the Shared Governance Board are conducted every year and as needed, to provide members with information to make informed decisions regarding the Head Start Program.

Food Handlers

All site staff members (excluding custodians and any clerical that are not also food service workers) are required to maintain a current food handler's card. These cards may be obtained online through the San Bernardino County Department of Public Health. The cost of obtaining these cards is reimbursed by PSD.

Computer Skills/ChildPlus

Computer skill building continues to be a priority for PSD. Most non-teaching staff take at least one computer class annually such as: Introduction to Windows, Word, Excel, Access, Outlook, or PowerPoint. FCE Generalists, Eligibility Workers, Site Supervisors, teaching staff, and Center Clerks also receive training in the Electronic Record Keeping Database (ChildPlus) software, which is utilized for tracking, planning, and reporting. Areas of training in the ChildPlus software include child attendance, FPAs, PIR, staff credentials, case notes, and monthly reports.

Health and Safety: Hand Washing

PSD Health Specialists conduct workshops on appropriate hand washing techniques at regional training sessions for teaching staff throughout the year. Teaching staff, in turn, demonstrate appropriate hand washing techniques to children and parents in the classroom.

Hearing Training

PSD Health Specialists provide training to staff on how to conduct hearing screenings for children. This training occurs in early fall for existing staff. New staff members are trained as needed.

ERSEA: Eligibility, Recruitment, Selection, Enrollment, Attendance

ERSEA training includes the following topics: Eligibility List based upon the point system utilized in ChildPlus, Federal and State Eligibility Requirements, Immunizations, Community Assessment, Service Areas, and Recruitment Areas. The Quality Assurance Unit as well as Program Supervisors provide on-going monitoring of applications and other paperwork to determine areas for additional follow-up training.

Self-Assessment Training

Self-Assessment Training and activities are conducted each program year with the participation of various support staff and Policy Council representatives. A contracted consultant is utilized to provide additional technical assistance and objective input.

Curriculum Training

Creative Curriculum training is provided to teaching staff during the staff In-Service as well as additional trainings throughout the year. This training provides teachers with a review of the curriculum, as well as practical classroom techniques. The concentration of the curriculum will be on language, literacy, and adult-child relationships.

Teaching staff are trained through workshops, one-on-one assistance, books, videos, and other learning materials to enable them to increase their knowledge of the Creative Curriculum approach. Newly hired staff are given an orientation and introduction to the curriculum and ongoing training is provided for all staff throughout the year through cluster workshops and in-service trainings. Workshop topics are identified based on the results of child outcomes, ongoing monitoring, supervisors' observations, as well as staff training request. Trainings are conducted by consultants, education specialists, managers, and supervisors.

DRDP - 2015 Training and Portfolios

Training on the administration and the utilization of the DRDP 2015 is provided to teaching staff during the staff In-Service training. DRDP 2015 will be used as the assessment tool for Program Year.

Curriculum Individualization

Interactive workshops on Encouraging Language Development in Early Childhood, Fostering Peer Interaction in Early Childhood, and Integrating Math and Literacy into the Curriculum are provided to teaching staff at regional training sessions. Additional workshops are provided that focus on individualizing Teacher/Child interactions.

Payroll/HR

Managers and Supervisors receive training on up-to-date payroll and human resources items during the quarterly Planning and Communication (PAC) Meetings. PSD staff members also attend various conferences and trainings related to specific content areas.

Teacher/Child Interaction

Teachers and Site Supervisors receive Teacher/Child Interaction (CLASS) training from a PSD contracted consultant at regularly scheduled meetings throughout the year. We currently use our own PSD trainer of trainers to train Teacher IIIs (Mentor/Coaches) towards Classroom Assessment and Scoring System (CLASS) reliability that enables them to observe and rate teaching staff on their interaction with children to improve their professional development.

Child Obesity/Diabetes/Asthma

The most frequently encountered physical problems of children enrolled in PSD programs include: obesity and overweight, asthma, and anemia. Trainings and workshops are provided by the PSD Health and Nutrition Services staff and outside consultants to address these conditions as part of an on-going effort to enhance staff knowledge and skills and accommodate children and families. Workshops will also be presented at regional training sessions.

Ages and Stages – Social/Emotional Monitoring

Program Generalists receive annual training on the Ages and Stages – Social-Emotional Tool. This tool is completed by parents and scored by Generalists to assist teaching staff in identifying the social and emotional needs of children.

Referral and Tracking Process

The PSD Special Education Specialists and the Disabilities Program Manager conduct a child referral and tracking process workshop for teachers during the annual Pre-Service Trainings and throughout the year as needed.

Children’s Network Conference

Program Supervisors and Generalists participate in the Children’s Network Conference, which is held annually in the fall. The two-day conference is conducted by Children’s Network of San Bernardino County, and provides opportunities for staff to attend workshops on various child development, early childhood education, family resource, and social service topics.

Director’s Training Conference-Region IX

Selected management staff members attend the Annual Directors’ Conference, sponsored by ACF and Region IX.

Head Start Specific Training Conferences

Training conferences are offered by the California Head Start Association, National Head Start Association, Region IX Head Start, Administration for Children and Families, WIPFLU, and other outside agencies, which offer workshops on Head Start specific topics including: Office of Head Start Monitoring Protocol, Health Issues, Governance, and Non-Federal Share. The Management Team reviews the agendas of the conferences for relevant material. Staff members attending conferences provide written and verbal reports regarding relevant information and present/provide this information to their counterparts who did not attend.

Credential Training

The agency utilizes an Electronic Record Keeping database (ChildPlus) software as the main tracking and record keeping system to ensure that all Teachers, Supervisors, Education Specialists, and Managers possess and maintain required Child Development Permits. A quarterly permit report is generated from ChildPlus and provided to supervisors at our PAC meetings. Supervisors utilize these reports as tools to keep on top of and follow up on staff permits. Currently, PSD Education managers and Human Resources collaborate with the County Superintendent of Schools to advise and assist staff in obtaining or renewing necessary permits. All Site Supervisors will be trained as Professional Growth Advisors in order to assist their staff with permit renewal or new applications. Site Supervisors are ultimately responsible for ensuring that staff permits are in good standing. In addition to the ChildPlus system, Site Supervisors maintain a personnel roster with permit expiration dates for quick reference.

California Preschool Instructional Network

Select teaching staff attend periodic California Preschool Instructional Network (CPIN) workshops designed to strengthen hands-on classroom skills.

Disabilities

As children with disabilities enter the program, training needs for parents, staff, and the children are evaluated. Staff conducts issue-specific training and, when necessary, outside providers such as the Department of Public Health, Inland Regional Center (IRC), Loma Linda University Medical Center, or other local health care professionals may be contracted with to provide training (e.g., Autism and ADHD).

PSD staff members are provided with educational opportunities through the University of California, Riverside (UCR) Extensions program, Changing Our Normal Networks, Early Care Training and Infrastructure, Outgrowths and New Strategies (CONNECTIONS) and Comprehensive Approaches to Raising Educational Standards (CARES). The Disabilities Unit members receive ongoing training and attend interagency meetings such as Children's Network and Children's Screening, Assessment, Referral and Treatment (SART) Advisory Council. PSD sends staff members and/or parents to attend conferences which provide training or information related to child disabilities.

PSD maintains Memoranda of Understanding (MOU) with Local Education Agencies (LEAs); Special Education Local Plan Area (SELPAs); SART; and other programs and agencies to provide coordinated services to children. Disabilities staff also canvasses communities to identify agencies that serve children aged 0-4 with disabilities, such as low-income area health clinics, and work with these agencies to provide services and increase enrollment of children with disabilities.

Clerical Staff

Training for Administrative Office clerical staff includes computer skill building during in-service workshops (Outlook, Word, Excel, Publisher, Information Mapping and Power Point) held throughout the year. Site Center Clerks receive updated sessions on ChildPlus input, attendance recording, and non-Federal Share reporting.

Maintenance and Custodial Staff

PSD Maintenance and Custodial Staff receive annual training on Safety Awareness, Personal Protection Equipment, Pesticides, and Facility Floor Care. Scissor Lift/Forklift training and certification will be the focus for Maintenance Staff in 2017-18.

Parent Education Conducted at Site Parent Meetings

Site Supervisors and Program Generalists receive training from appropriate Content Area Specialists in order to provide educational information to parents at on-site meetings. Topics include:

- Mental Health
- Parents as the primary teacher/partners in the education of their children
- Family nutrition
- Exercising rights and responsibilities concerning the education of their children

- Family literacy and reading to children
- Prevention and Early Intervention (PEI) and CUIDAR (attention and behavior problems)

Education Specialists also provide information directly to parents at on-site parent meetings regarding parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children. The Program Managers and site staff work together to provide information to parents at on-site parent meetings regarding vehicle and pedestrian safety.

Teaching Staff Education-Progress

Increase the percentage of Classroom Teachers who possess a Bachelor's Degree or higher beyond the 50% required level.

The PSD Human Resources unit provides regular updates to teaching staff regarding available consortium funds, student grants and loans, and First 5 funding opportunities, as well as other scholarships that staff may access to assist in furthering their education.

First 5 San Bernardino Cares/Connection

Training and support services are available to families, friends, and neighbors living in San Bernardino County and caring for children aged zero to five years at least 15 hours a week who are not part of the licensed childcare system. These services are sponsored by the SBC-CARES and CONNECTIONS project at the University of California, Riverside. The project will continue to offer classes in 2017 at six Family Learning Centers throughout the County. General topics include child development, child health and first aid/CPR training. There is no cost to parents for these classes.

The 2016-2017 Training and Technical Assistance/Staff Development (TTA/SD) Plan supports the PSD mission: “To Improve the Well-Being of Children, Empower Families and Strengthen Communities”. PSD strives to hire the most suitable and qualified staff and ensure they are well trained to provide the highest quality Early Childhood Education experience for infants and toddlers. PSD provides opportunities to families that include assistance with education, training, support, and resources.

The PSD Head Start TTA/SD plan coincides with PSD’s Strategic Plan, which addresses the results of our Community Assessment, including Delegate Agency/Contract Agency training needs for staff and parents, the annual Self-Assessment, and the Federal Program Information Report (PIR). Training goals, objectives, and priorities are established based on the information gathered. Other considerations include: Desired Results Developmental Profile, School Readiness Goals, educational staff credentialing, previous trainings, and agency monitoring reports.

Training strategies are developed and implemented to address concerns related to employee skill levels, programmatic challenges, and compliance with federal, state, and local regulations. A minimum of 15 clock hours of training is provided each program year to staff dependent upon the specific purpose. Trainings take place on the job, in classrooms, in group settings such as staff meetings or supervisor-staff discussions, Pre-Service and In-Service trainings, computer based webinars, and relevant conferences. Training providers may include: PSD Supervisors, Education Support Staff, Content Area Specialists, San Bernardino County Performance Education & Resource Centers (PERC), Program Managers, Education Specialists, local educational institutions, and outside experts/consultants.

An Employee Performance Feedback Form is kept in PSD personnel files, which contain a Staff Development Plan section. This section documents employee goals which are developed in a collaborative effort between the employee and supervisor.

Section II. Budget and Budget Justification Narrative

1. Provide a detailed budget narrative and justification that identifies the amount of funds and a description of the intended use of program operations and training and technical assistance funds by object class category for Head Start and/or Early Head Start. Include any one-time costs, for any proposed conversion requests, if applicable.

PERSONNEL

Personnel has been budgeted in the amount of \$17,876,364 to fund 763 positions that provide Head Start services for 4,102 children. The personnel services include Child Health and Development services, Family and Community Partnerships services, Program Design and Management services and other services. Personnel costs are presented in table below, and are based on our staffing structure as shown on the organizational chart.

Personnel			
GABI Code	Number of Positions	Description	Costs
A01	35	Program Managers & Content Area Experts	\$1,292,888
A02	296	Teachers/Infant Toddler Teachers	\$6,813,129
A05	161	Teacher Aides & Other Education Personnel	\$2,880,215
A06	3	Health/Mental Health Services Personnel	\$72,863
A07	7	Disabilities Services Personnel	\$164,462
A08	30	Nutrition Services Personnel	\$211,769
A10	11	Program Managers & Content Area Experts	\$582,299
A11	66	Other Family & Community Partnerships Personnel	\$1,522,899
A12	2	Executive Director/Other Supervisor of HS Director	\$222,225
A13	2	Head Start/Early Head Start Director	\$170,563
A14	2	Managers	\$143,252
A15	1	Staff Development	\$46,185
A16	56	Clerical Personnel	\$1,137,828
A17	18	Fiscal Personnel	\$804,619
A18	14	Other Administrative Personnel	\$557,661
A19	59	Maintenance Personnel	\$1,253,507
	763	Subtotal	\$17,876,364

FRINGE BENEFITS

The Fringe Benefits budget category is used to fund employee retirement, health and dental insurance premium, life insurance, long and short term disability insurances, unemployment insurance benefits, Worker’s Compensation insurance and other fringe benefits costs in the amount of \$10,422,713. The Fringe Benefit costs are based on approved bargaining unit terms for exempt and classified staff, and on the contractual agreements for contract staff.

Fringe Benefits		
GABI Code	Description	Costs
B01	Social Security (FICA), State Disability, Unemployment (FUTA), Worker’s Compensation, State Unemployment Insurance (SUI)	\$2,434,032
B02	Health/Dental/Life Insurance	\$2,299,229
B03	Retirement	\$5,653,279
B04	Other Fringe	\$36,173
	Subtotal	\$10,422,713

TRAVEL

Travel is utilized to fund air travel, hotels charges, meals and other travel related costs in the amount of \$101,411.

Travel		
GABI Code	Description	Costs
C01	Includes hotel, meals, air travel, car rental, and other.	\$101,411
	Subtotal	\$101,411

EQUIPMENT

PSD is requesting Equipment in the amount of \$545,695. This will include the upgrade of lighting fixtures in the current warehouse in order to illuminate the space since the building has no windows. Additionally, PSD is requesting to replace several old department vehicles, which

have high mileage and whose repairs have become too costly to be considered economical. All related expenses are listed below:

Equipment			
GABI Code	Equipment	Rationale	Costs
D02	Lighting Fixtures	Lighting fixtures to provide adequate lighting at warehouse.	\$11,322
D02	Rubber Flooring	To be installed at sites to ensure playground safety for children.	\$93,200
D02	Shade Structure	Shade structure to provide proper shade at playground as required by Community Care Licensing.	\$18,361
D02	Pour & Play	To be installed at sites to ensure playground safety for children.	\$228,340
D03	Ford Escape	Vehicle Purchase to replace vehicles that are over 10 years old and have become increasingly cost prohibitive to repair.	\$69,264
D03	F350 Ext Cab	Vehicle Purchase to replace current smaller capacity trucks that have excessive mileage and repairs have become cost prohibitive.	\$114,552
D04	Video Conferencing Unit	The video to hold meetings and conference provided to a large group such as self-assessment, trainings, and etc.	\$10,656
Subtotal			\$545,695

SUPPLIES

Supply costs include consumable supplies and tangible items that have a life expectancy of less than one year and a unit cost of less than \$5,000. Essential supplies are used for the classroom, program, office and equipment, printing and other uses and budgeted in the amount of \$1,302,700. Unit cost includes tax, shipping, and installation costs. The Supply costs description is contained in the table below:

Supplies		
GABI Code	Description of Item	Amount
E01	Office Supplies: Consumable materials that include paper, pencils, pens, binders, toners, and file folders. Also included in this category are computer hardware and software, printers, and office furniture.	\$388,270
E02	Child & Family Services Supplies: Supplies include consumable classroom materials, classroom furniture and rugs, books, transition kits, medical, dental and disability supplies.	\$629,027
E03	Food Service Supplies: Special diet meals purchased for children in the classroom, food experiences for the students and parent meetings.	\$7,543
E04	Other Supplies: Janitorial and maintenance supplies that will be purchased to clean and maintain sites.	\$277,860
Subtotal		\$1,302,700

CONTRACTUAL

The contractual budget includes funds for four Contract Agencies who provide Head Start services for 340 children, one Delegate Agency to provide Head Start Services for 500 children, transportation services, and other contracts in the amount of \$5,455,641. Below is the table outlining all of contracts for FY 2017-18:

Contractual			
GABI Code	Contractor	Description	Costs
F01	Administrative Services	Costs include the Electronic Record Keeping System (Child Plus) for the department and cellular monitoring services.	\$118,332
F03	Food Services	Meals served to adults to have children's experience family life style but that are not reimbursed by CCFP.	\$227,394
F04	Child Transportation Services: First Student	Bus Services provided for children from the following sites: Barstow, Chino, Highland, Ontario Maple, Upland, and Morongo Valley.	\$517,235
F07	Contract Agency Costs: Colton Joint Unified School District	Contract agency that provides part day Head Start services for 240 children in two locations.	\$1,006,851
F07	Contract Agency Costs: Fontana Unified School District	Contract agency that provides part day Head Start services for 16 children.	\$120,417
F07	Contract Agency Costs: Needles Unified School District	Contract agency that provides part day Head Start services for 52 children.	\$288,166
F07	Contract Agency Costs: Ontario Montclair School District	Contract agency that provides part day Head Start services for 32 children.	\$180,602
F07	Delegate Agency Costs: Easter Seals of Southern California	Delegate Agency that provides part day Head Start services for 500 children.	\$2,864,026
F08	Other Contractual:	Contracts that provides vital health and social service information and referrals for Head Start families.	\$132,618
		Subtotal	\$5,455,641

CONSTRUCTION

There are no construction projects planned for this program year.

OTHER

The other budget category funds 32 facilities lease, utilities and telephone costs, building and child liability insurance, building and vehicle repairs and maintenance, professional services,

parent services, accounting services, advertising, staff development and other services in the amount of \$7,864,795. Below is a list of object budget categories budgeted for FY 2017-18

Other			
GABI Code	Item	Description	Costs
H01	Depreciation/Use Allowance	Depreciation costs for Baker Family Learning Center.	\$32,447
H02	Rent	Lease costs for sites and rental payment for the use of a building for annual Pre-Service Conference.	\$2,379,521
H03	Mortgage	Annual bond payment for Ontario Maple Head Start site.	\$67,076
H04	Utilities/Telephone	Covers electricity, gas, internet, telephone and water expenses at school sites, Admin building and warehouse.	\$778,247
H05	Building & Child Liability Insurances	Cost for insurance that cover children, employees, property, and vehicles.	\$366,877
H06	Building Maintenance/Repair & Other Occupancy	Cost for repairs and upkeep of classrooms, playgrounds and warehouse.	\$869,605
H08	Local Travel	Reimburse staff for mileage associated with the use of their personal vehicle for Head Start business.	\$51,227
H12	Substitutes (If not paid benefits)	Substitute teachers that will provide coverage for teacher absences and staff development. Ensures classroom adult to child ratio compliance.	\$1,122,419
H13	Parent Services	Costs associated with the Parent Policy Council. Includes child care and mileage reimbursements, food for all Policy Council meetings, and travel costs and registration fees for Policy Council training conferences.	\$53,556
H14	Accounting & Legal Services	Accounting (Single Audit) and legal services as provided by San Bernardino County.	\$43,874
H15	Publications/Advertising /Printing	Covers the costs of Head Start related periodicals, and the printing of department newsletters, and recruitment materials.	\$111,260
H16	Training or Staff Development	Registration fees for training and staff development classes, tuition reimbursement, conferences and seminars.	\$136,415

H17	Other	Costs for equipment maintenance fees, medical expense costs for employee physicals, and other administrative and support costs from other county departments for support services.	\$1,852,271
Subtotal			\$7,864,795

TRAINING AND TECHNICAL ASSISTANCE

Training and Technical Assistance funding is used for Professional Development of staff. Trainings are identified that will enrich staff’s knowledge so that they may share this knowledge with the parents they are serving both in the center based and home based programs. The \$316,585 budget for T&TA is detailed below:

Technical & Training Assistance			
GABI Code	Item	Description	Costs
C01	Staff Out of Town Travel	Costs of hotel, meals, air travel, and other travel associated with Training & Staff Development.	\$74,365
F01	Administrative Services	Self-Assessment	\$34,188
H02	Rent	Rental payment for use of building for annual Pre-Service Conference.	\$54,617
H13	Parent Services	Conferences, Trainings, Committees	\$17,000
H16	Training or Staff Development	Director's Training Conference	\$2,475
H16	Training or Staff Development	Training for Electronic Record Keeping System to Increase efficiency in entering data into system	\$8,926
H16	Training or Staff Development	Trainings for Supervision and Management for Professional Growth	\$8,700

H16	Training or Staff Development	Mental Health, Nutrition and Obesity	\$8,523
H16	Training or Staff Development	Assessments & Required Documentation	\$2,000
H16	Training or Staff Development	Developmental Disabilities	\$1,879
H16	Training or Staff Development	HOVR-S +	\$5,000
H16	Training or Staff Development	NHSA Conferences & Trainings that provide information specific to Head Start issues	\$8,026
H16	Training or Staff Development	CHSA Conferences & Trainings	\$7,650
H16	Training or Staff Development	Food Handlers Training & Certification	\$6,000
H16	Training or Staff Development	Creative Curriculum	\$8,470
H16	Training or Staff Development	CLASS Training – Instructional Support	\$4,000
H16	Training or Staff Development	HAM Radio Training	\$1,200
H16	Training or Staff Development	Practice Based Coaching	\$3,150
H16	Training or Staff Development	Children's Network	\$5,000
H16	Training or Staff Development	WIPFLI training	\$12,884
H16	Training or Staff Development	STEM	\$1,926
H16	Training or Staff Development	PFCE	\$2,481
H16	Training or Staff Development	Understanding the Newly Released Final Rule for HS Eligibility	\$1,125
H16	Training or Staff Development	Tuition reimbursement	\$33,000
H16	Training or Staff Development	In-house development	\$4,000
Head Start T&TA Total			\$316,585

2. *Demonstrate the proposed budget supports all direct costs and indirect costs, if appropriate.*

The proposed budget supports all direct and allocated costs. There are no indirect costs.

3. *Demonstrate funds are budgeted to provide all required comprehensive Head Start and/or Early Head Start services to eligible children and families in a cost- effective manner as indicated in Section I, Program Design and Approach to Service Delivery.*

The above detailed budget supports all direct and allocated costs for the Head Start Program.

These funds are budgeted to provide all required comprehensive Head Start services for eligible children and families. See detailed budget in number 1 above.

4. *If applicable, provide a detailed budget narrative for the planned use of any cost-of-living adjustment (COLA) increases included in the projected funding level for the budget period. Describe the plans to increase the hourly rate of pay for staff and the pay scale subject to the provisions of Sections 653 and 640(j) of the Head Start Act. Specify the other planned uses of the funds to offset higher operating costs. Demonstrate the COLA increase was provided to all delegate agencies or provide a justification if the full percentage is not provided to delegate agencies.*

Not applicable.

5. *Describe the organization's financial and property management system and internal controls in place to maintain effective control of and accountability for grant funds, property and other assets.*

FISCAL MANAGEMENT

PSD maintains an effective fiscal management by establishing clear policies and procedures over budgeting, accounting, financial reporting, review and auditing. PSD's Fiscal and Program staff collaborate to prepare an annual program budget which is then submitted to the Policy Council, the Shared Governance Board, and the San Bernardino County Board of Supervisors for review and approval.

On a monthly basis, the budget-to-actual financial report is presented to and reviewed by the Policy Council, the Shared Governance Board, and the assigned County Finance Analyst. The agency's management team regularly meets to discuss and revise the budget to ensure that

the resources are being used appropriately. This entails comparing revenues and expenditures against current modified budget and against prior month's projections. Staff are required to identify reasons for the variances and recommend if budget amendments are required.

In addition, PSD maintains strong financial controls by utilizing the County's Financial Accounting System (FAS) for tracking all financial transactions. The system has checks and balances necessary to safeguard the integrity of the information which is then utilized in producing monthly, quarterly and annual reports to manage the budget. Furthermore, PSD maintains internal policies or utilizes County policy over receipts, disbursements, petty cash, payroll, and cash management.

PSD maintains proper oversight by following audit requirements as stated in 2 CFR 200 (F). PSD's financial transactions have been audited as part of the annual Single Audit and the California State Department of Education. These audits examine financial reporting, internal controls, costs principles and cost allocation as well as specific compliance requirements with Federal and State regulations.

INTERNAL CONTROLS

PSD maintains appropriate internal controls by safeguarding assets, providing reliable financial records, and complying with applicable laws and regulations. These controls ensure compliance with applicable laws and regulations, reliable financial reporting, effective and efficient operations and achievement of specific goals in accountability, and management is provided reasonable assurance that their objectives are being met in a supportive control environment.

45 CFR 75.303, which states that Grantee and delegate agencies must ensure that appropriate internal controls are established and implemented to safeguard Federal funds..

By adhering to Federal guidelines, these internal controls require the County to hire competent and trustworthy employees, develop and implement proper procedures for authorizing transactions, establish physical control of assets and the ability to perform independent checks of performance to ensure adequate separation of duties such that no one person has complete control over any transaction.

These controls require multiple levels of approval on all purchases, including dual signatures for procurement done on an internal requisition 003 purchase form and multiple levels of approval for purchases made through the ePro purchasing system, with authorization based on product price points. Additionally, management approval is required on all payment documents, and these purchases are further reviewed through our annual Self-Assessment Process and an Annual Single Audit of the Preschool Services Department.

All equipment purchases of sensitive equipment, including electronic devices (cellphones, copiers) with lease fees, portable personal digital and telecommunications equipment, all computer equipment and other items, tools and small equipment are inventoried on an annual basis and the results filed with the County Clerk's Office. Performing this annual task ensures compliance with 45 CFR 75.320, Post Federal Award Requirements, 2cc-313.

6. Identify each source of non-federal share match, including the estimated amount per source and the valuation methodology. Demonstrate that the amounts and sources that will contribute to the required non-federal share match of the total project cost are allowable sources. Provide a detailed justification that conforms with the criteria under Section 640(b)(1)-(5) of the Head Start Act if the application proposes a waiver of any portion of the non-federal share match requirement.

NON-FEDERAL SHARE

The major source of Non-Federal share is derived from volunteer hours (including fringe benefits) contributed by the parents and members of the community. Along with the volunteer hours, parents and members of the community may donate school and office supplies that would

otherwise be paid with Federal funds. Other sources of “in kind” dollars are derived from local vendors who are willing to donate free or reduced rent, professional services, school supplies/educational toys and other items to assist in meeting the needs of, and providing benefits to the children enrolled in the Head Start Program. All volunteered hours and/or donated services and supplies that are recorded on forms specific to the type of donation. All forms and donations will be reviewed for allowability, reasonableness, allocability and whether it is necessary to the department’s needs.

In addition, a portion of the California State Preschool Program (CSPP) funding is also included as a major source of Non-Federal share. Many State children are co-enrolled with Head Start children. Another program that contributes to Non-Federal Share is Prevention and Early Intervention (PEI). PEI is a counseling services provided to the children in PSD to help cope with events such as death in the family, behavioral issues, or etc.

Non-Federal Share Match			
Non-Federal Share Categories	Rate/Type	Amount	Percentage
Volunteer Salaries	\$12.02/hr. plus 56%	\$3,210,966	29%
Volunteer Benefits	56% fringe benefits	\$1,798,141	17%
Community Donations	Supplies, Services, Other	\$455,858	4%
Delegate Agency	Head Start Services; 25% of contract	\$723,507	7%
Contract Agency	Head Start Services; 25% of contract	\$399,010	4%
Rent/Leases	Based on Independent Appraisals	\$1,251,747	11%
Prevention & Early Intervention (PEI)	Based on Memorandum of Understanding	\$425,000	4%
State Preschool Part-Day	Co-enrolled children	\$2,628,101	24%
Total Non-Federal Share Match		\$10,892,330	100%

7. *Demonstrate the ability to meet the 15 percent limitation on funding and administrative (F&A) costs. Provide a detailed justification that meets the conditions of 45 C.F.R. 1301.32(g) if the applicant proposes a waiver of the limitation on development and administrative costs.*

On an ongoing basis PSD evaluates administrative costs and has determined that the costs are necessary and reasonable. During FY 2015-16, administrative costs were less than 13%, which is expected to reoccur in FY 2016-17 versus the 15 percent limitation on funding and administrative costs per 45 CFR 1303.11. Furthermore, PSD has eliminated any possible excess in administrative costs and has consistently reviewed its organizational structure to maintain an efficient and effective organization. PSD has directed the majority of its funding to increase classroom staff salary, supplies and improving safe environments.

8. Discuss the source and amount of cash, donated goods and services, and other resources proposed such as United Way, State and/or local grant funds, etc. to support allowable non-federal match to the project, in addition to the federal funds requested.

PSD estimates food reimbursement in the amount of \$2,476,542 for FY 2017-2018 from Child and Adult Care Food Program (CACFP). PSD is also anticipating receiving \$2,628,101 in allowable non-federal match for classes where children are co-enrolled. Lastly, the department estimates \$425,000 in funding for children requiring special assistance with learning as this directly supports the children in the program.

Other Resources		
Source of Funding	Estimated Amount	Used as Non-Federal Share
USDA/CACFP	\$2,476,542	No
California State Department of Education - California State Preschool Program	\$2,628,101	Yes
Prevention & Early Intervention (PEI)	\$425,000	Yes
Total Other Resources	\$5,529,643	

9. Submit a cost allocation plan for any proposed costs to be shared between or among programs, including shared staff. Indirect cost must be included in the cost allocation plan

unless the applicant has a negotiated indirect cost rate agreement or has adopted use of the 10% de minimis rate.

COST ALLOCATION

It's the policy of PSD that only costs that are reasonable, allowable and allocable to a federal, state or other award shall be charged to that award. PSD considers all costs to be direct, whether charged in total to a single program, or allocated based on a measure of benefit received.

Costs incurred for the benefit of the entire organization (i.e., general and administrative) will be allocated to all programs based on the benefit received as detailed below. Costs incurred for the benefit of some, but not all, programs will be allocated to the benefiting programs based on a measure that fairly reflects the benefit received, usually number of children.

SEGREGATING UNALLOWABLE FROM ALLOWABLE COSTS

The following steps shall be taken to identify and segregate costs that are allowable and unallowable with respect to each federal, state and other award:

1. Review for costs specifically allowable or unallowable.
2. Accounting personnel shall be familiar with the allowability of costs provisions of 45 CFR 75.501, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for HHS (Health and Human Services) Awards, and 2 CFR Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.
3. An appropriate set of accounting codes are established in San Bernardino County's Financial Accounting System (FAS) to reflect the categories of allowable costs identified in the award or the award budget.

COSTS FOR ALLOWABILITY

It is the Organization's policy that all costs must meet the following criteria in order to be treated as allowable under an award:

1. The cost must be "reasonable" for the performance of the award. Is it necessary for the operation of the organization or the performance of the award?
2. The cost must be "allocable" to an award. Is the cost necessary to the overall operation of the Organization?
3. The cost must conform to any limitations or exclusions of 2 CFR Part 200 or the award itself.
4. Treatment of costs must be consistently applied to all activities of the Organization.
5. Costs must be consistently treated over time.
6. The cost must be determined in accordance with generally accepted accounting principles.
7. Costs may not be included as a cost of any other federally-financed program in the current or prior periods.
8. The cost must be adequately documented.

COSTS CHARGED IN TOTAL TO A PROGRAM

Costs charged in total to a program include those costs that are incurred specifically for an award. PSD identifies and charges these cost exclusively to each award or program by determining the appropriate accounting code string reflecting the program that received direct benefit from the expenditure. Payment voucher packets include original internal requisitions (003s) which are approved by the appropriate supervisor/manager.

Equipment purchased for exclusive use on a federal award and reimbursed by a federal agency shall be accounted for as a direct cost of that award. However, at the end of the fiscal year, such equipment shall be capitalized and depreciated for County financial statements which are prepared on the basis of generally accepted accounting principles (GAAP).

JOINT COSTS

Joint costs are those costs that either benefit more than one award, or are necessary for the overall operation of the Organization.

PSD follows the procedure to allocate joint costs as specified below, by applying six (6) different allocation methods to each expense category considering the characteristic of the expense:

A. Salaries & Benefits

Each staff, professional or non-professional, is required to document time activity report on a bi-weekly basis in accordance with the programs that they actually worked for. Activity codes have been assigned to document the activities, depending on the program that PSD has been operating. In accordance with the percentage that each employee is documenting the activities on EMACS (Employee Management and Compensation System), salaries and benefits of each employee are allocated to the program benefited by the employee activity.

B. Services, Supplies and Travel

1. These costs are allocated to each program at each site in proportion to the enrolled children resulted from multiplying operation days, # of children enrolled and hours serviced per day. The enrollment is reviewed on a monthly basis and the allocation rate is updated as necessary to reflect changes in enrollment of 5 percent or higher.

C. Other Charges

1. Transportation - The expenses are allocated only to Head Start based on the number of children enrolled and State Preschool Program based on the number of children enrolled because two programs are only benefitted by the service.
2. Delegate Agency/Contract Partners - The expenses are allocated to each program run by the delegate agency and contract partners in proportion to the enrolled slots (Operation days X # of children enrolled X Hours serviced per day).
3. Meals/Food Services - The expenses are to be allocated to each program in accordance with the number of meals actually provided to children (based on meal count sheet) at each site.

D. Fixed Assets

The expenses are recorded as direct cost to a specific program as incurred. When the equipment is to be used by multiple programs at the site, the cost is to be allocated to each program in accordance with the number of children benefitted.

E. Inter-Transfers (Charges from other County Departments)

1. Charges from ATX (Accounting & Auditing/Treasurer/Recorder Office) - average rate resulted from enrolled slots combining the sites PSD directly operates and Delegate Agency/Contract Partners operate.

2. Charges from Central Services (Purchasing Department) & Risk Management

The expenses are allocated to each program at each site in proportion to the enrolled slots, at the same rate that is applied to allocating of services and supply costs.

F. Space and related expenses such as utilities, rent (lease), security services, etc.

These expenses are allocated to each program based on the overall square footage benefitted by child per site.

10. *If applicable, in the application Documents folder in HSES for “Indirect Cost Rate Agreement,” upload a copy of the current or proposed negotiated indirect cost agreement between the agency and/or delegate agencies and the respective cognizant Federal agency. If using the 10% de minimis indirect cost rate, upload a copy of the policy or other written record indicating date upon which the rate was adopted.*

Not Applicable

11. *Special Situation: Reduction. If applicable, describe the planned use of the funds to support requests for enrollment reductions and proposed budget savings, if any.*

Not Applicable

12. *Special Situation: Conversion. If applicable, identify the amount of funds that will be re-allocated by object class category to convert from either part day to full-working day services or from Head Start to Early Head Start services. Explain the changes in each object class category.*

Not Applicable

13. *Provide a detailed explanation and supporting documents for any proposed use of Head Start grant funds for the initial or ongoing purchase, construction and major renovation of facilities. Identify all proposed sources of funding for facilities activities. Submission of form SF-429 and relevant Attachments and compliance with application requirements in 45 C.F.R. Part 1303 will be required. No Head Start grant funds may be used toward the payment of acquisition, construction or major renovation of a facility without the express written approval of the Administration for Children and Families.*

Not Applicable

14. *Provide explanation of the method of procurement to be used for any proposed equipment purchases over \$5,000.*

When an item or service is requested regardless of the amount a requisition (003) is generated. A signature by a Program Manager or Site Supervisor is obtained and then the requisition is delivered to Finance for processing. Requisitions require Finance Management or an appointee’s signature or initials to confirm the purchase is allowed under 2 CFR 200 and budget availability, and then requires final approval from the Director, Assistant Director or Deputy Director. Once the requisition passes through the appropriate chain of command for signatures, it is returned to Finance for processing.

In the Finance Unit, a staff member verifies the requisition and processes a Purchase Order (PO). The staff member will verify the amount, check that the appropriate signatures are present, verifies three bids (quotes) are attached when appropriate (over \$500), and assigns accounting codes for the purchase. The request is then keyed in the County's procurement system, E-Pro. The Fiscal supervisor reviews the electronic request and approves the purchase, depending on the type of purchase and value additional department management may also have to electronically approve the purchase before it reaches the County Purchasing Department for final approval and processing.

Once the purchase is fully approved, a PO is issued from County Purchasing, the vendor is notified of the approval and the purchase is processed. Once received by the department, the electronic paperwork is updated with delivery information and then payment paperwork is completed.

County of San Bernardino

PRESCHOOL SERVICES DEPARTMENT

09CH10016-002



EARLY HEAD START

BASIC GRANT APPLICATION

PROJECT NARRATIVE & BUDGET JUSTIFICATION

FY 2017-2018

(Year 3 of 5 Year Funding Cycle)

April 1, 2017

Diana Alexander, Director, Preschool Services Department

Erika Thompson, Policy Council Chairperson

***Josie Gonzales, San Bernardino County Supervisor, 5th District, Shared Governance Board
Chairperson***

Table of Contents

Sub-Section I. Program Design and Approach to Service Delivery 4

 Sub-Section A: Goals..... 4

 Sub-Section B: Service Delivery 6

 Sub-Section C: Approach to School Readiness 26

 Sub-Section D: Parent, Family, and Community Engagement..... 28

 Sub-Section E: Governance, Organizational and Management Structures, and Ongoing Oversight 29

Section II. Budget and Budget Justification Narrative..... 56

Sub-Section I. Program Design and Approach to Service Delivery

Sub-Section A: Goals

1. If applicable, list any additions, deletions, or revisions to your program's Long Term Goals, Short Term Objectives, and Expected Outcomes that have occurred since last year's application. If no updates or changes have occurred, include a sentence to that effect.

No updates or changes for the 2017-2018 program year.

2. For each program Long Term Goal, describe your progress this year toward meeting your Short Term Objectives and Expected Outcomes. In your discussion, you may use the Data, Tools, or Methods for tracking Progress identified in your baseline application, or additional Data, Tools, or Methods identified since then.

GOAL 1: Increase Center-Based Child Development services for children 0-5 in the areas of highest need.

Progress: PSD has developed an expansion plan based on an analysis of the Community Assessment and enrollment trends. PSD has successfully expanded services at the existing Fontana Citrus, Chino, and Barstow sites by providing center-based services to 1 class of EHS children at each site.

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

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

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

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

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

GOAL 3: Increase Classroom Assessment and Scoring System (CLASS) scores in the domain of Engaged Support for Learning for all teaching staff.

PSD has hired a total of 28 Teacher IIIs who are responsible for the professional development and mentoring of teaching staff at all of our Head Start and Early Head Start sites. Toddler CLASS assessments are conducted 3 times per year on each teaching team to enable the Teacher IIIs to provide specialized support and feedback. 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.

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

All Home Base Visitors and Program Support staff were trained on HOVRS-A+ during the Pre-service on August 26, 2016 to ensure the delivery of high quality services during home visits.

HOVRS A+ will be fully implemented with the EHS Home Based program beginning July 2017.

3. Discuss Progress toward broad Program Impacts—i.e., at the conclusion of the five-year grant period, what difference will your program have made for children, families, and the community?

At the conclusion of the five year grant period, Preschool Services Department (PSD) will have expanded the center-based services to children 0-5 years old in the High Desert community, Chino, and at the Fontana Citrus location. PSD will continue to fulfill family needs based on the results of the community assessment to provide full day services to Early Head Start children. PSD will have improved CLASS scores for both Pre-K and Toddler center based options and will have fully implemented the HOVRS A+ for the Home Based program. Children and families will continue to benefit from high quality early education including school readiness, adult-child interactions, parent engagement, and participation in work experience opportunities to promote self-sufficiency, and economic stability.

4. If applicable, list any additions, deletions, or revisions to your program's School Readiness Goals that have occurred since last year's application. Include information on how parents and the governing body were involved in changes. (Additional information on progress toward meeting School Readiness Goals is included in Sub-Section C.) If no updates or changes have occurred, include a sentence to that effect.

No updates or changes for the 2017-2018 program year.

Sub-Section B: Service Delivery

1. Needs of Children and Families

DEMOGRAPHICS

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

According to the *U.S. Census Bureau*:

- San Bernardino County has the fifth largest population in California
- Among all California counties, only Los Angeles County (10,170,292), San Diego County (3,299,521), Orange County (3,169,776), and Riverside County (2,361,026) have more residents
- San Bernardino County is the twelfth most populous county in the nation, with more residents than 15 of the country's states, including Idaho, West Virginia, and New Mexico

CHILD POPULATION BY GENDER

The 2014 American Community Survey 1-year estimates report provided by the U.S. Census Bureau shows the County's population by gender as follows:

- 49% males
- 51% females

According to Kidsdata.org, in 2015 there were a total of 184,564 children ages 0-5 in San Bernardino County; the gender breakdown is as follows:

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

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

Child Population under 18 by Ethnicity	
San Bernardino County	Percent
Hispanic/Latino	61.8%
White	21.7%
African American/Black	7.9%
Asian American	4.5%
Multiracial	3.5%

American Indian/Alaska Native	0.3%
Native Hawaiian/Pacific Islander	0.3%

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

POPULATION BY LANGUAGE

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

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

POPULATION CHANGE BY CITY

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

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

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

Educational Attainment – Adults 25 & Over – San Bernardino County - 2015		
Education Level	Estimated population	Share
Less than High School	279,137	21.11%
High School (includes GED)	353,060	26.70%
Some college or Associate’s degree	433,554	32.79%
Bachelor’s degree or higher	165,281	12.50%
Master’s, Doctor’s, or Professional degree	91,370	6.90%

Total	1,322,402	100%
High School or less	632,197	47.81%

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

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

These statistics are important because a parent’s educational attainment has a profound impact on the condition of a family. There is a strong relationship between a parent’s educational attainment and poverty, literacy, and educational realization 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.

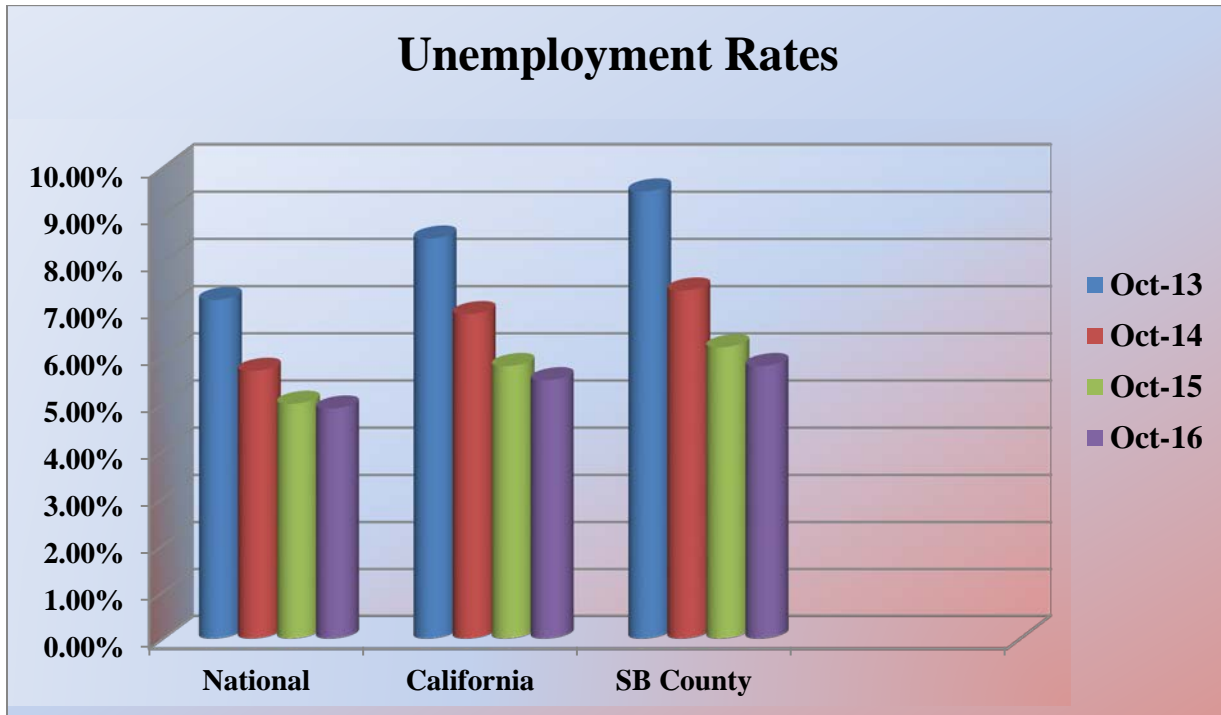
UNEMPLOYMENT RATE

The unemployment rate for San Bernardino County continues to fall, matching the decrease in state and national rates. Topping 13.4% in 2011, unemployment has dropped to 5.8% as of October 2016. However, that rate remains higher than both the California and national rates of 5.5 % and 4.9%, respectively.

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

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

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



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

POPULATION BY POVERTY LEVEL

According to the *2015 San Bernardino County Community Indicators Report*, families with younger children have higher incidences of poverty:

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

- The poverty rate decreases to 10%, for families with married couples who have children ages five or younger

Percentage of Families Living in Poverty by Ethnicity in San Bernardino County in 2014	
Ethnicity	Percentage
African American	25.8%
Other Race	23.1%
Latino	21.5%
Multiracial	14.9%
Asian	10.0%
White	8.7%

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

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

Public Assistance Caseload by Program in San Bernardino County	
Program	Caseload
CalWORKs	45,507
CalFresh	153,385
Medi-Cal	3335,930
Welfare to Work	32,308
Foster Care	5,197
General Relief	491

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

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

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

PUBLIC ASSISTANCE

For fiscal year 2015-2016, there were 29,266 CalWORKs (California’s Transitional Assistance to Needy Families) program cases with children ages 0-5. The following zip codes/cities in the County of San Bernardino have the highest CalWORKs caseloads:

Zip Codes with Highest CalWORKs Caseloads with Children 0-5

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

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

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

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

Source: https://www.ssa.gov/policy/docs/statcomps/ssi_sc/2015/ca.pdf

FOSTER CARE

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

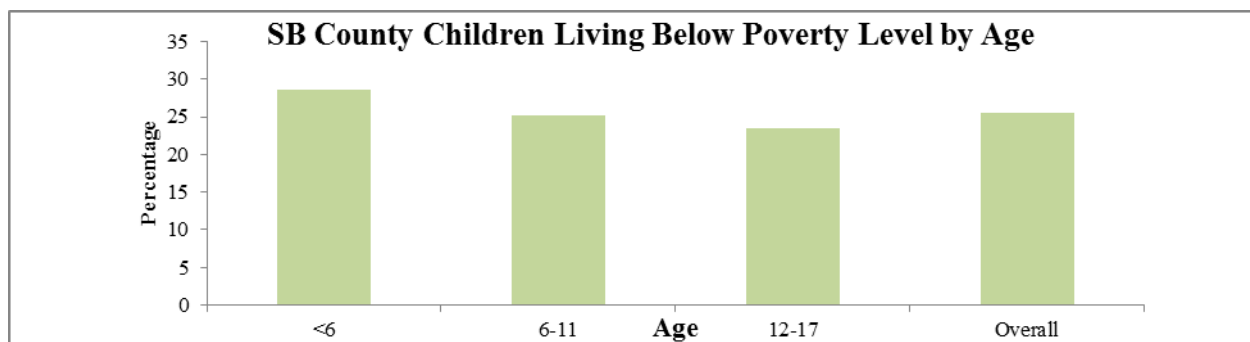
Cities with the Highest Foster Care Placements		
City	Caseload Count	Caseload Percentage
Victorville	684	20.50%
San Bernardino	435	13.04%
Hesperia	309	9.26%
Fontana	254	7.61%
Rialto	206	6.18%
Apple Valley	201	6.03%
Adelanto	156	4.68%

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

According to CFS, there are 1,673 children ages zero to two and 1,441 children ages three to five were placed in foster care for a total of 3,114 children. 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.

CHILD POVERTY

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



Highest Percentage of Children age zero to five living in Poverty by Zip Codes and Community		
Zip Code	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

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 in families without enough resources to make ends meet at a basic level. The share of poor children is higher than the share of working-age adults (17.5%) or older adults (11.6%) in poverty. Research suggests that poverty in the first few years of life may undermine brain development, adversely affect overall health status, and lead to both diminished success in early elementary school grades, and lower chances of ever completing high school. Compared to their peers, children living in poverty are more likely to have physical health problems such as low birth weight or lead poisoning, and are also more likely to have behavioral and emotional problems. Children living in poverty also tend to exhibit cognitive difficulties, as shown in

achievement test scores, and are less likely to complete basic education. In addition, children who experience poverty are less likely to work as adults and have lower odds of making it out of poverty as adults.

EARLY EDUCATION PROGRAMS

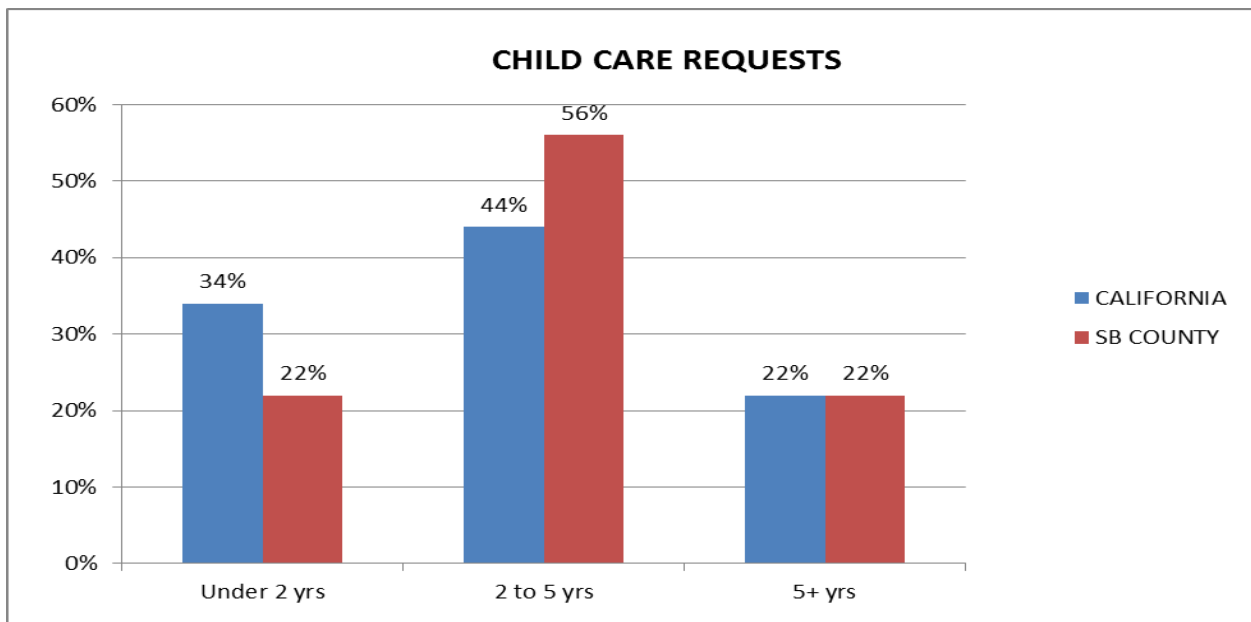
According to Kidsdata.org, in 2015 there were 184,564 children, ages zero to five years old residing within the County of San Bernardino;. According to the California Department of Finance 92,760 children residing in San Bernardino County are ages zero to two, while 91,804 of the children residing in San Bernardino County are between ages three to five. As previously reported, the San Bernardino County 2015 Community Indicators Report stated that approximately 27.2% of all children residing in San Bernardino County, are living in poverty. That translates to approximately 50,201 children ages zero to five live in poverty or approximately 25,231 children ages zero to two and approximately 24,970 children ages three to five are 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 being employment, seeking employment, and/or school or trainings. For Fiscal Year 2014-2015, the Transitional Assistance Department allotted \$3,489,533 of its department's annual budget to fund the tuition for children of families in need of welfare to work services to attend licensed child development facilities. This represents an increase of \$2,482,911 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 to identify school readiness skills learned and reinforce skills in progress. First 5 San Bernardino reports significant school readiness improvements for children, of whom a majority had no previous preschool experience, following participation in high quality early education programs. Parents were 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

The ethnic breakdown of students in San Bernardino County during school year 2015-2016, in comparison to the State of California was as follows:

Students by Race/Ethnicity San Bernardino County 2015-2016		
	County	State

	Enrollment	Percent of Total	Percent of Total
American Indian or Alaska Native	1,969	0.48%	0.56%
Asian	14,039	3.43%	8.85%
Native Hawaiian or Pacific Islander	1,727	0.42%	0.49%
Filipino	5,545	1.36%	2.51%
Hispanic or Latino	262,507	64.19%	53.97%
Black or African America	35,711	8.73%	5.80%
White	75,156	18.38%	24.11%
Two or More Races	8,280	2.02%	3.09%
None Reported	4,014	0.98%	0.62%

Source: California Department of Education, Data Reporting Office (CalPADS, DataQuest - Statewide Enrollment by Ethnicity 2015-16)

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

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

Source: 2015-2016 San Bernardino County Preschool Services Department Program Information Report: Parent/Guardian Education

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

2. *Service Area*

No updates or changes for the 2017-2018 program year.

3. *Justification of Proposed Funded Enrollment and Program Options – b. Enrollment Reduction or Expansion; c. Conversion*

No updates or changes for the 2017-2018 program year.

4. *Centers and Facilities*

No updates or changes for the 2017-2018 program year.

5. *Recruitment and Selection*

No updates or changes for the 2017-2018 program year.

6. *Transportation – a. Describe the level of need for child transportation services. b. Describe how the program will either directly meet transportation needs or assist families in accessing other transportation so that children can attend Head Start and/or Early Head Start services.*

Transportation is not provided to EHS children.

7. *Educational Services*

No updates or changes for the 2017-2018 program year.

8. *Health*

The San Bernardino County 2015 Community Indicators Report identified several key health care concerns that are present in the County. Some of these areas of concern and thus need for improvement include: prenatal care, obesity, diabetes, and mental health services. PSD is building a greater capacity to serve children and families identified with health concerns. MOUs with community service providers are being established to include not only direct health/dental providers but also direct health education providers. Additional MOUs have been established with: hospitals and direct dental providers. MOUs have also been established with local universities that have capacity to provide direct health educational opportunities to children and families in our classrooms and to our home base families.

9. *Family Services and Social Services*

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

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

The *San Bernardino County Community Indicators Report 2015* (pages 39, 49) shows the following trends in Public Assistance:

- The growth in the number of people receiving CalFresh has slowed to 5% between fiscal years 2013-14 and 2014-15. Although, CalWORKs enrollment did not change substantially during the same period, it has decreased 13% from fiscal year 2010-2011
- In 2015, Medi-Cal (Medicaid) enrollment increased 31% from the previous year. The Medi-Cal enrollment has more than doubled (140%) between 2006 and 2015.
- San Bernardino County is home to 4.8% of California's households; however, a disproportionate 7.5% of the 1.33 million California households receiving public assistance or CalFresh reside in San Bernardino County

SERVING HOMELESS CHILDREN

According to *Kidsdata.org*, 120 children ages 0-5 were homeless in San Bernardino County in 2014; an increase of 54 children from 2013. *Kidsdata.org* defines homeless as the number of very young children who were identified by a public school as being homeless at any point during the school year.

PSD collaborates with the Office of Homeless Services (OHS) and United Way 2-1-1 to provide outreach for homeless families and provide educational services to eligible children.

The County of San Bernardino created the OHS in 2007 to develop a countywide public and private partnership that would coordinate services to reduce and prevent homelessness. The OHS coordinates a bi-annual Point-In-Time count and survey.

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

- 1,887 adults and children were homeless on January 28, 2016 in San Bernardino County
- Of the 1,887 individuals, 1,191 or 63% were unsheltered
- Of the 1,191 unsheltered individuals; 1,129 were adults and 62 were children
- 27 families were unsheltered; 22 of these families were with 44 children
- Of the 22 families, 7 or 32% were chronically homeless families with 15 children
- Of the 1,887 individuals, 696 or 36.9% were sheltered
- Of the 696 sheltered individuals, 318 were counted in shelters or received motel vouchers
- Of the 696 sheltered individuals, 378 were counted in transitional housing programs

More than three-fourths (76%) or 1,440 homeless adults and children were counted within six cities which include San Bernardino, Victorville, Upland, Ontario, Fontana, and Barstow. These six cities had nearly 71% of the counted unsheltered population and 84% of counted individuals in shelter and transitional housing.

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

For PY 2015-2016, PSD served 17 homeless children in the Early Head Start Program, including those served by the Delegate Agency.

CHILD WELFARE DATA (CHILD ABUSE ALLEGATIONS)

The San Bernardino County Children and Family Services (CFS) provides family-centered programs and services designed to ensure safety, permanency and well-being for San Bernardino County's children while strengthening and attempting to preserve the family unit. CFS helps prevent further harm to children from intentional physical or mental injury, sexual abuse, exploitation or neglect by a person responsible for a child's health or welfare. Support services provided for families that strive towards reducing risks to children, improving parenting skills, and strengthening social support networks.

The following table shows the number and type of allegations for period of July 1, 2015 and June 30, 2016 and how they were disposed:

Children 0-5 with one or more Allegations for July 1, 2015 to June 30, 2016						
Allegation Type	Disposition Type					
	Substantiated	Inconclusive	Unfounded	Assessment Only/ Evaluated Out	Not Yet Determined	Total Allegations
Sexual Abuse	43	139	484	149	14	829
Physical Abuse	208	288	1,285	223	11	2,015
Severe Neglect	366	99	357	36	6	864
General Neglect	1,532	1,247	3,090	1,725	54	7,648
Exploitation			1	1		2
Emotional Abuse	39	155	123	87	6	410
Caretaker Absence/Incapacit y	127	39	98	21	2	287
At Risk, Sibling Abused	177	124	882	142	20	1,345
Total	2,492	2,091	6,320	2,384	113	13,400

Data Source: Webster, D., Armijo, M., Lee, S., Dawson, W., Magruder, J., Exel, M., Cuccaro-Alamin, S., Putnam-Hornstein, E., Wiegmann, W., Rezvani, G., Eyre, M., Sandoval, A., Yee, H., Xiong, B., Benton, C., Tobler, A., White, J., & Kai, C. (2017). *CCWIP reports*. Retrieved 1/30/2017, from University of California at Berkeley California Child Welfare Indicators Project website. URL: <http://cssr.berkeley.edu/ucb_childwelfare>

From July 2015 to June 2016 there was a less than 1% decrease in the number of children 0-5 served as compared to the previous year.

10. *Early Head Start Specific – a. Continuity of services (48 weeks per year); b. Pregnant women services*

No changes or updates for the 2017-2018 program year..

11. *Transition*

There are no changes to the transition services offered. Children enrolled in the EHS will receive priority for enrollment at a PSD Head Start center at three years of age. Furthermore, the Program Generalists will work with families at a child's 30-month birthday to create a transition plan.

12. *Coordination – a. Describe how the agency coordinates resources with other child care and preschool programs, State pre-kindergarten programs, and Local Education Agencies to provide high quality child health and developmental services. b. Describe the coordination of resources with community programs under Part C and Part B Section 619 of the Individuals with Disabilities Education Act (IDEA) to ensure high quality education and child development services. i. If Memorandum of Understandings (MOUs) were established,*

describe how the MOUs include the process for referrals, intervention services and the development of individualized educational programs for preschool children, and individualized family service plans for infants and toddlers. ii. If MOUs were not established, provide an explanation for the reasons they were not established with Part C or Part B Section 619 agencies in the service area.

PSD maintains an MOU with the Part C Agency (Inland Regional Center) that supports Early Head Start children's transition into preschool. A transition plan is developed by the Service Coordinator and parent. The plan is for children ages 28 to 33 months, to ensure continuity of services and success for the child's transition to preschool.

The Individual Family Service Plan (IFSP) team discusses the transition plan approximately six months prior to the child turning three years old. The IFSP includes the steps to be taken in assuring a smooth transition to the next services.

- The Special Services Unit provides parents with a booklet "Turning Three Years Old, Transitioning from Early Start, Into the Preschool Years, A guide for parents"..

Sub-Section C: Approach to School Readiness

1. Updates to Approach in School Readiness

No changes for the 2017-2018 program year.

All Home Base Visitors and Program Support staffs were trained on HOVRS-A+ during the Pre-service on August 26, 2016 to ensure the delivery of high quality services during home visits. HOVRS A+ will be fully implemented with the EHS Home Based program beginning July 2017.

2. Report on the progress of children and the program towards achieving school readiness in each of the five domains. Provide specific examples as appropriate.

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

<p>Key Findings by Domain from Developmental Profiles</p> <p>*341 children</p>	<p>Approaches to Learning and Self-Regulation (ALT-REG) DRDP 65 (19%) Scored at <i>Responding</i> (-2% from time 1) 233 (69%) Scored at <i>Exploring</i> (+2% from time 1) 41 (12%) Scored at <i>Building</i> (-1% from time 1)</p> <p>Social and Emotional Development (SED) 69 (21%) Scored at <i>Responding</i> (-3% from time 1) 215 (63%) Scored at <i>Exploring</i> (+4% from time 1) 55 (16%) Scored at <i>Building</i> (-1% from time 1)</p> <p>Language and Literacy (LLD) DRDP 75 (23%) Scored at <i>Responding</i> (-1% from time 1) 220 (65%) Scored at <i>Exploring</i> (+2% from time 1) 44(13%) Scored at <i>Building</i> (0% from time 1)</p> <p>Cognition (COG) DRDP 83 (24%) Scored at <i>Responding</i> (-2% from time 1) 221 (65%) Scored at <i>Exploring</i> (+3% from time 1) 35 (10%) Scored at <i>Building</i> (-1% from time 1)</p> <p>Perceptual, Motor, and Physical Development (PD-HLTH) DRDP 49 (14%) Scored at <i>Responding</i> (-2% from time 1) 220 (64%) Scored at <i>Exploring</i> (-1% from time 1) 72 (21%) Scored at <i>Building</i> (+2% from time 1)</p>
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3. Describe program improvements implemented in response to the analysis of child assessment and other data. Provide specific examples as appropriate.

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

Utilize DRDP Data 2015, Creative Curriculum, Parents as Teachers, Infant/Toddler Learning Foundations, and Infant Toddlers Environmental Rating Scale (ITERS) to train teachers how children use appropriate eye contact, pauses, and simple verbal prompts when communicating.

1. Professional Development: Continue professional development for teachers on DRDP, CLASS, Creative Curriculum, State Early Learning Foundations, and ITERS/FCERS, and HOVRSA+. Other activities include:

- In-Service Workshops

- Classroom observations
- Purchase books, posters, and games to support and stimulate language
- Support language use through modeling and feedback
- Offer additional resources to families to support and promote school readiness activities during the summer months
- Revisit transition to Head Start starting at 29 months

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

For continuation applications, the following information must be provided:

- *In Sub-Section A, programs listed any additions, deletions, or revisions to the program Long Term Goals, Short Term Objectives, and Expected Outcomes. Did any of these changes involve program goals and/or objectives related to family outcomes? If so, describe the reasons and process for making changes. If no updates or changes have occurred, include a sentence to that effect.*

No updates or changes for the 2017-2018 program year.

- *If applicable, describe any new data sources used since last year's application to support the implementation and evaluation of PFCE goals and/or objectives. If no updates or changes have occurred, include a sentence to that effect.*

PSD developed a new format for the Family Services Assessment (FSA) that reflects the PFCE framework. The Family Partnership Agreement (FPA) has been reformatted to include the PFCE framework outcomes in correlation with Children's School Readiness Goals.

- *Describe program data related to family progress that also supports children's school readiness. Provide specific examples as appropriate.*

PSD provided parents with a three month Health Training program that focused on how to offer basic family health interventions at home. As a result of the training, child absenteeism was reduced by 29%, thus children were in class more often and had an increased opportunity to receive educational instruction.

- *Describe how program progress toward PFCE goals and/or objectives is communicated to families. Provide specific examples as appropriate.*

Progress toward PFCE goals and objectives are shared with the parents throughout the program year during Policy Council and Parent Advisory Committee Meetings, Home Visits and Parent Conferences. Information is also displayed on-site for parent review. During engagement opportunities, correlation between the PFCE goals, child assessment data, Family Partnership Agreements (FPA) and the Family Services Assessment (FSA) are discussed with the parents.

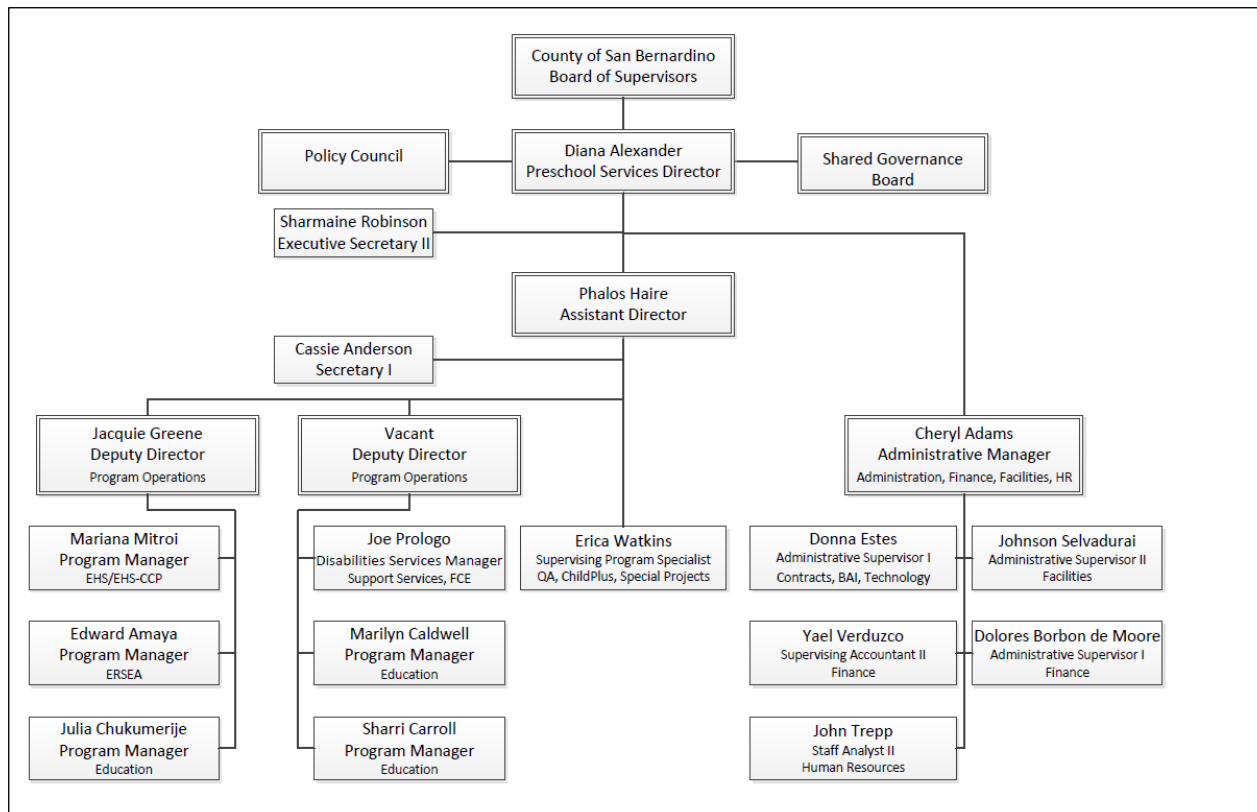
Sub-Section E: Governance, Organizational and Management Structures, and Ongoing Oversight

For continuation applications, the following information must be provided:

- 1) *Describe changes to the roles and responsibilities of the Board and Policy Council, if applicable. If no updates or changes have occurred, include a sentence to that effect.*

No updates or changes for the 2017-2018 program year.

- 2) *Include a current organizational chart.*



ORGANIZATIONAL STRUCTURE

In order to support the accomplishment of program objectives, provide strong mechanisms for staff supervision and support, and address the major functions and responsibilities of Head Start staff under the Head Start Program Performance Standards, program management of PSD is sub-divided into the following sections:

Administration -

Program Design and Management, Maintenance & Facilities, Human Resources, Administrative Support, Contracts, Parent Involvement, Technology, and Training & Technical Assistance

Special Projects -

Community Assessment, Grant Applications, Research, Policy and Procedure, Annual Reports, Annual Self-Assessment and Shared Governance

Finance -

Fiscal, Budget, Grant Administration, Reporting, and Audit Preparation

Operations –

Education, Children’s Services, Licensing, CLASS reliability, and ERSEA

Support Services –

Health, Nutrition, Mental Health, Family and Community Engagement and Disabilities Services

Quality Assurance -

Ongoing Monitoring, Electronic Record Keeping System Reports, and Self-Assessment

3) Provide updates of staff qualifications or competencies for the following groups: Head Start and/or Early Head Start director(s), education and child development staff, health services staff, nutrition services staff, mental health services staff, family and community partnership staff, parent involvement services staff, disability services staff, and fiscal staff. If no updates or changes have occurred, include a sentence to that effect.

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

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

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

4) *Describe changes to the management systems for planning, communications, record-keeping and reporting, ongoing monitoring, and self-assessment. Include a summary of the results of the most recent self-assessment and the improvement plan addressing the issues, action steps, person(s) responsible, and timeframe for planned or completed corrective action.*

PSD management systems have not changed since the original competitive grant application. However, PSD changed its database system in August 2015 from the Child Outcomes Planning Assessment (COPA) to ChildPlus.Net. PSD researched various database systems prior to selecting ChildPlus.Net, based on its ability to capture comprehensive data on all required service areas. The 2016-2017 Program Year is the first full year of ChildPlus.net implementation.

The self-assessment conducted for the 2016-2017 program year has not been finalized. The most recently completed self-assessment is for the 2015-2016 program year. The table below summarizes the findings:

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
Health & Nutrition	Cucamonga Fontana Citrus Highland	<u>Cucamonga</u> <ul style="list-style-type: none"> Files were well organized 	There were no areas of non-compliance that	N/A

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
Services (Head Start)	Waterman Gardens	<ul style="list-style-type: none"> • All health and nutrition requirements met • Records showed ongoing communication with parents <u>Fontana Citrus</u> <ul style="list-style-type: none"> • Records showed ongoing communication with parents • <u>Highland</u> • Files were well organized • All health and nutrition requirements met • Records showed ongoing communication with parents <u>Waterman Gardens</u> <ul style="list-style-type: none"> • Files were well organized • All health and nutrition requirements met 	exceeded 10% of a site's sample size.	
Health & Nutrition Services (Early Head Start)	Apple Valley Victor Valley	<u>Apple Valley EHS-HB</u> <ul style="list-style-type: none"> • Files were well organized <u>Victor Valley College EHS-CB</u> <ul style="list-style-type: none"> • Files were well organized 	<u>Apple Valley</u> <ul style="list-style-type: none"> • 1 of 4 reviewed records had expired physical (25%) • 1 of 4 reviewed records had missing physical and no notices sent (25%) • 1 of 4 reviewed records did not have growth chart (25%) 	COMPLETE: PSD Generalists will obtain, complete and place updated documents in the children's files and input data into ChildPlus.net by May 20th 2016. All Generalists and Home Base Teachers will receive training regarding health event compliance and data entry by June 3rd 2016.

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
			<ul style="list-style-type: none"> 1 of 4 reviewed records did not have Hgb result with no notices sent (25%) <u>Victor College</u> <ul style="list-style-type: none"> 1 of 3 reviewed records had expired physicals (33%) 1 of 3 reviewed records had no evidence of blood (33%) 1 of 3 reviewed records did not have Hgb/Hct completed within timeline (33%) 	Quality Assurance and Managers will review children's files and ChildPlus.net for compliance on a monthly basis.
Disabilities & Mental Health	Del Rosa Fontana Citrus Rialto-Eucalyptus SB West So. Redlands Waterman Gardens	<u>Del Rosa</u> <ul style="list-style-type: none"> IEPs were current and teachers were individualizing for children <u>Fontana Citrus</u> <ul style="list-style-type: none"> Site Supervisor demonstrated outstanding customer service <u>Rialto-Eucalyptus</u> Staff articulated procedures effectively <u>SB West</u> Staff demonstrated positive interactions with children and class room was well organized 	<u>Del Rosa</u> <ul style="list-style-type: none"> 4 of 30 reviewed files were missing ASQ-SE (13%) <u>Rialto-Eucalyptus</u> <ul style="list-style-type: none"> 8 of 40 reviewed files were missing ASQ-SE (20%) 	COMPLETE: PSD Generalists will obtain, complete and place updated documents in the children's files and input data into ChildPlus.net by May 20th 2016. All Generalists and Home Base Teachers will receive training regarding health event compliance and data entry by June 3rd 2016.

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<ul style="list-style-type: none"> • <u>So. Redlands</u> • Staff extremely helpful and files organized • <u>Waterman</u> • Staff effectively using behavioral strategies 		
Family & Community Engagement	Apple Valley Fontana USD-EHS Needles So. Redlands Renaissance Victor Valley Col Yucaipa	<u>Apple Valley</u> <ul style="list-style-type: none"> • Staff articulate in policies • Parent board had many resources • Various workshops and parent trainings held <u>FUSD EHS</u> <ul style="list-style-type: none"> • Staff articulate in policies • Parent board had many resources • Workshops held twice a year • FSA and FPA up-to-date on correct forms <u>Needles</u> <ul style="list-style-type: none"> • Staff articulate in policies • Staff knowledgeable in site activities and community resources • Staff involved in the community • “Stand for Children” is doing a literacy workshop <u>So. Redlands</u> <ul style="list-style-type: none"> • Staff articulate in policies • Parent board had 	<u>Apple Valley</u> <ul style="list-style-type: none"> • 4 of 16 reviewed records did not have a Family Service Assessment (25%) <u>Renaissance</u> <ul style="list-style-type: none"> • 6 of 33 reviewed records did not have a Family Partnership Agreement (18%) • 5 of 33 reviewed records were missing dates on the Family Service Agreements (15%) 	<p>PSD Generalist will obtain, complete and place updated documents in the children’s files and input data into ChildPlus.net by May 20th 2016. All Generalists and Home Base Teachers will receive training in this area by June 3rd 2016.</p> <p>Additionally, a letter of expectations will be issued by immediate supervisor to appropriate staff by May 1st 2016 addressing the importance of following the established agency policies and procedures with regard to Family Service Assessments.</p>

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<p>many resources</p> <ul style="list-style-type: none"> • Parent/child group observed • Two community organizations come to site and persons ready to children <p><u>Renaissance</u></p> <ul style="list-style-type: none"> • Staff articulate in policies • Parent board has many resources • Resource book is on site with job listings and education information • Goal setting workshop held every Tuesday to assist with FSA completion • Parent Anonymous group was in session • Stress management session conducted • Black history presentation done on site <p><u>Victor Valley College</u></p> <ul style="list-style-type: none"> • Staff articulated policies • Parent board has many resources • Site has lending library • Two parents are in Apprenticeship program 		

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<ul style="list-style-type: none"> • Parents provide ongoing input on children's portfolios • Site has gardening project supported by parents and Home Depot <u>Yucaipa</u> <ul style="list-style-type: none"> • Staff articulated policies • Parent board had many resources • Good parent attendance at parent meetings • Librarian come to site to read books with children 		
Child & Adult Care Food Program (CACFP)	Chino Northgate Phelan So. Redlands Westminster Yucca Valley	<u>Northgate</u> <ul style="list-style-type: none"> • Teaching staff did excellent job of encouraging children to try all foods • FSW/Clerk maintains clean and organized kitchen area <u>So. Redlands</u> <ul style="list-style-type: none"> • Mealtime interactions were very positive • FSW does outstanding job of providing and documenting food served for special needs <u>Westminster</u> <ul style="list-style-type: none"> • Mealtime 	There were no areas of non-compliance that exceeded 10% of a site's sample size.	N/A

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<p>interactions were very positive</p> <p><u>Yucca Valley</u></p> <ul style="list-style-type: none"> • Mealtime atmosphere was relaxed with various discussions <p><u>Chino</u></p> <ul style="list-style-type: none"> • Mealtime interaction was very positive <p><u>Phelan</u></p> <ul style="list-style-type: none"> • Mealtime conversations were child-led and teachers reinforced counting • FSW/Clerk organized and all clerical and food service paperwork complete 		
Education Early Head Start	Easter Seals - Valley Victor Valley Col	---	There were no areas of non-compliance that exceeded 10% of a site's sample size.	N/A
ERSEA Eligibility, Recruitment, Selection, Enrollment & Attendance	<u>PSD</u> Del Rosa Needles Parks & Rec SB West Upland <u>Easter Seals</u> Montclair Ontario Upland Valley View	<u>PSD Sites</u> <ul style="list-style-type: none"> • Interviewed Generalist articulated verification process • Interviewed Generalist explained process of recruitment and priorities for enrollment 	<u>PSD Sites</u> <ul style="list-style-type: none"> • 6 of 58 reviewed records did not show documentation of income for the 12 month relevant time period (10%) • 7 of 58 reviewed records had 	COMPLETE: Program Supervisors will provide Eligibility cluster trainings to Program Generalists by June 15th 2016. ERSEA Manager will ensure the Eligibility training will be completed by June 15th 2016.

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<ul style="list-style-type: none"> • All files were well organized and easily accessible for review • Monthly ADA has not fallen under 85% for 2015-16 year <p><u>Easter Seals Sites</u></p> <ul style="list-style-type: none"> • Site Supervisor at Upland articulated eligibility procedure • Monthly ADA has not fallen under 85% for 2015-16 year • Easter Seals is expecting to reach 10% children with disabilities 	<p>inaccurate information on PSD Eligibility Verification form (12%)</p> <p><u>Easter Seals Sites</u></p> <ul style="list-style-type: none"> • 15 of 19 reviewed records did not document proof of hours needed for full-day services (79%) • 5 of 7 reviewed records had inadequate proof of income (71%) • 21 of 41 reviewed records did not have documentation for the 12 – month relevant time period or income was not calculated correctly (51%) • 14 of 41 reviewed records showed inaccurate information on the Eligibility Verification form (34%) • 12 of 41 reviewed records did not have adequate proof of residency (documentation older than 60 days) (29%) • 6 of 41 	<p>The Director of Easter Seals and the PSD ERSEA Manager will ensure the training is completed by June 15th 2016 and the Eligibility policy and procedure is in place.</p>

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
			reviewed records did not show the child meeting age eligibility requirements (children were too old) (15%)	
Fiscal Integrity	PSD Admin	<ul style="list-style-type: none"> • PSD internal controls comply with Federal requirements • Controls in place to properly ensure costs are allowable and costs support program objectives • Purchasing cards utilized to ensure timely payments and controls ensure allowability • CA State Preschool funds held to same standards as Head Start funds • Home to school activity sheets updated to support parents 	There were no areas of non-compliance	N/A
Governance and Management Systems	PSD Admin	<ul style="list-style-type: none"> • Shared Governance Board has excellent expertise among members and all required actions have taken place • Monthly Board and PC reports 	<u>Administration Site</u> <ul style="list-style-type: none"> • Several centers did not have parent center committee meetings documented in records at the office • 8 of 22 	COMPLETE: The Supervising Program Specialist will ensure the policy regarding parent center committee meeting minutes is reinforced during an all-staff meeting by May 31st 2016. The Administrative office will maintain

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<p>are submitted and received on a timely basis</p> <ul style="list-style-type: none"> • Policy Council members are well trained and officers are articulate in explaining roles and responsibilities • A total of 15 PC members participated on the 2015-16 Self-Assessment • Administrators strongly embrace parent engagement and participation • The “Apprenticeship” program is a model for training and mentoring parents for entry level positions • PSD implemented an excellent planning process with a comprehensive Community Assessment and goals based on needs • PSD’s ongoing monitoring system is a sophisticated, electronic system that utilizes the CP software for 	<p>personnel records reviewed did not have evidence of a Professional Development Plan (36%)</p> <ul style="list-style-type: none"> • A review of the Annual Public Report showed it does not contain three key elements required in legislation 	<p>documentation of all parent meetings as well as the site level.</p> <p>Program Managers were notified by PSD Human Resources (HR) of the need for the Professional Development Plans (PDP) to be completed annually at the site level. Teaching staff will complete PDPs during April 2016 & May 2016, prior to nine month staff leaving for the summer. PSD HR also requested a date field be added to ChildPlus.net electronic record keeping system in order to assist in tracking the PDPs.</p> <p>The Supervising Program Specialist has included the three key elements missing from the Annual Report in the latest PSD Annual Report which has been approved by Policy Council and the Shared Governance Board. The three key elements are:</p> <ol style="list-style-type: none"> 1. Budget expenditures 2. Percentage of eligible children receiving services 2.3. Most recent financial audit

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<p>tracking and follow-up</p> <ul style="list-style-type: none"> • Coordination of monitoring, work orders and tracking completion is excellent • PSD continues to coordinate ongoing partnerships with community agencies to support Head Start families • Personnel records were organized and overall complete and up-to-date. 		
Environmental Health & Safety	Adelanto Apple Valley Baker FLC Barstow Boys Club Chino Colton (San Salvador) Colton (Bloomington) Crestline Cucamonga Del Rosa Easter Seals-Ontario Easter Seals-Montclair Easter Seals - Upland Fontana Citrus Fontana USD Admin Fontana USD/Redwood Hesperia	<p>There were numerous observations at sites by reviewers that staff was welcoming and helpful and that classrooms were generally clean and organized.</p> <p>Quantifiably, there was substantial improvement in overall levels of compliance in Environmental Health and Safety over last year's self-assessment.</p> <p>In the 2016 Self-Assessment there were 88 health and safety indicators reviewed at 39 sites</p>	<p>The following seven (7) indicators accounted for 38% of the total non-compliances and were at least 10% of the sites having a non-compliance in the same indicator. Centers that were cited for the same health and safety violation last year are bolded where a violation in an indicator has been repeated this year:</p> <p><i><u>Toilets and hand washing facilities are clean: 10 of 39 sites not compliant (26%). (Last Year: 35% not compliant.)</u></i></p> <p>Adelanto, Boys</p>	<p>COMPLETE: PSD Maintenance staff is in the process of correcting all deficiencies by June 30th 2016.</p> <p>Program Managers are working with Contract Agencies and the Delegate Agency on their deficiencies which will be corrected by June 30th 2016.</p> <p>Program Managers, Maintenance staff and Quality Assurance staff have provided ongoing training and technical assistance to site staff to reduce and eliminate similar future findings and ensure department policies and procedures are followed.</p>

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	Highland Mill Needles Northgate Ontario Maple Ontario – Montclair Parks & Rec Phelan Renaissance Rialto Eucalyptus SB West So. Redlands 29 Palms Upland Victorville Victor Valley Community College Waterman Gardens Westminster Willow Yucaipa Yucca Valley	<p>resulting in a total of 133 non-compliances. In contrast to last year's self-assessment, the 2015 review had 85 health and safety indicators reviewed at 37 sites that resulted in 167 non-compliances. Even with a few more indicators and a couple of more sites reviewed this year, there was a 20% reduction in overall non-compliances in Environmental Health & Safety in the current year.</p> <p>Additionally, the following health and safety indicators from the 2015 self-assessment were cited as being over the 10% threshold for those sites having the same issue. In 2016, reviewed sites are no longer 10% or more non-compliant in those same indicators as follows:</p> <p><u>Approved fire extinguishers readily accessible to staff.</u> Last Year Non-Compliance: 24% This Year Non-Compliance: .025%</p> <p><u>Electrical outlets covered and not</u></p>	<p>Club, Colton (Bloomington), Cucamonga, Del Rosa, Hesperia, Mill, Renaissance, Victorville, Willow</p> <p><u>Toilets and hand washing facilities need repair: 10 of 39 sites not compliant (26%).</u> (Indicator Combined with Above Indicator Last Year.) Adelanto, Chino, Colton (Bloomington), Del Rosa, Easter Seals/Upland, Hesperia, Highland, Mill, So. Redlands, Victorville</p> <p><u>Playground equipment that is in good condition and safe: 9 of 39 sites not compliant (23%).</u> (Last Year: 24% not compliant.) Boy's Club, Colton (Bloomington), Fontana/Redwood, Hesperia, Highland, Mill, Ontario/Montclair, Rialto/Eucalyptus, Yucaipa</p> <p><u>Facilities, materials & equipment not free of hazards: 7 of 39 sites not compliant (18%)</u></p>	<p>Quality Assurance staff will monitor all sites by June 30th 2016 to ensure corrective action has been completed.</p>

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<p><u>accessible to children.</u> Last Year Non-Compliance: 19% This Year Non-Compliance: .076%</p>	<p>Chino, Easter Seals/Montclair, Highland, Parks & Rec, So. Redlands, Westminster, Yucaipa</p> <p><i>Toys, materials, furniture either not in good condition or unsafe: 6 of 39 sites not compliant (15%). (Last Year: 24% not compliant.)</i> Colton (Bloomington), Cucamonga, Fontana/Redwood, Mill, Renaissance, So. Redlands</p> <p><i>Design of playground and equipment not promoting safety of children: 5 of 39 sites not compliant (13%).</i> Colton (Bloomington), Easter Seals/Upland, Ontario/Montclair, So. Redlands, Victorville</p> <p><i>Classrooms at sites not having at least one outside window for rescue or ventilation: 4 of 39 sites not compliant (10%).</i> Apple Valley, Barstow, Parks & Rec, So. Redlands</p>	

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
Transportation	Chino Upland Ontario Maple	<u>Chino #440, Bus #110838; Upland #446, Bus #21936; and Ontario Maple #442, Sub-Bus #110836</u> Each bus driver and monitor provided safe and smooth transition from school to home	<u>Chino #440, Bus #110838</u> Two (2) out of 21 child car seats showed wear and tear (10%)	COMPLETE: Ensure contracted transportation agency replaces the two worn child car seats by June 30th 2016

- 5) *Upload, in the application Documents folder in HSES for “Training & Technical Assistance Plan,” a comprehensive Training and Technical Assistance plan that addresses mandatory training and priorities identified from ongoing monitoring and the annual self-assessment. Describe planned training for staff, parents, volunteers, governing body members and Policy Council members.*

Please see attached Training and Technical Assistance Plan.

The 2017-2018 Training and Technical Assistance/Staff Development (TTA/SD) Plan supports the Preschool Services Department (PSD) mission: To Improve the Well-Being of Children, Empower Families and Strengthen Communities. PSD strives to hire the most suitable and qualified staff and ensure all staff are well trained to provide the highest quality Early Childhood Education experience for infants and toddlers. PSD provides opportunities to families that include assistance with education, training, support, and resources.

The PSD Early Head Start TTA/SD plan addresses: Early Head Start programs. The plan coincides with PSD’s Strategic Plan, which addresses the results of our Community Assessment, including Delegate Agency/Contract Agency training needs for staff and parents, the annual Self-Assessment, and Federal Program Information Report (PIR). Training goals, objectives, and priorities are established based on the information gathered. Other considerations include: Child Desired Outcomes/Results; School Readiness Goals; Educational staff credentialing; previous trainings; and agency monitoring reports. The following describes the strategies used to address identified training needs.

Training is developed and implemented to address concerns related to employee skill levels, programmatic challenges, and compliance with federal, state, and local regulations. A minimum of 15 hours of training is provided each program year to all staff. The training format is dependent upon the specific purpose and may take place on the job, in classrooms, in group settings such as staff meetings or supervisor-staff discussions, Pre-Service and In-Service trainings, computer based webinars, and relevant conferences. Training providers may include: PSD Supervisors, Education Support Staff, Content Area Specialists, and San Bernardino County - Performance Education & Resource Center (PERC), Program Managers, Education Specialists, local educational institutions, and outside experts/consultants.

An Employee Performance Feedback Form is kept in PSD personnel files, which contain a Staff Development Plan section. This section documents employee goals which are developed in a collaborative effort between the employee and supervisor.

PSD’s Delegate Agency and Contract Agencies are included in all training opportunities for teaching staff, parents, and volunteers. Trainings include a variety of learning experiences to meet different needs. Training formats include one or more of the following:

- Lectures
- On-the-job
- College courses
- Mentoring
- Coaching
- Observations
- Workshops
- Discussions
- Distance learning
- Consultants
- Conferences
- In-Service
- Pre-Service
- Apprenticeship
- Webinars

PSD employs certified bilingual staff to conduct training for parents, families and community members in Spanish, as needed. All PSD forms and handouts are available in Spanish. At the conclusion of classes, workshops, or trainings, participant evaluations are collected and reviewed to improve future trainings.

Training priorities and objectives for 2017-18

Working with Dual Language Learners and Infants and toddlers with Disabilities

Working with Dual Language Learners and Working with Infants and toddlers with Challenging Behaviors (Incredible Years) and Disabilities are of the topics that will be covered during Pre-Service trainings which will occur in August 2017. The PSD Disability and Support Service Specialists and consultants develop the curriculum and facilitate the workshops.

Cultural Diversity, Working with Homeless Families and Intentional Civility

Cultural Diversity, Working with Homeless Families and Intentional Civility are additional topics that will be covered at the 2017 Pre-Service trainings.

Mental Health

PSD and the County of San Bernardino Department of Behavioral Health have collaborated to hire two licensed psychologists, Dr. Catherine Freier Randall and Dr. Aigne Bergin, and four graduate level interns to work directly with teachers, home visitors, and parents. Interns utilize a social-emotional curriculum, such as the Incredible Years and provide training in intervention techniques (Prevention and Early Intervention). Additionally, Trauma, Loss and Compassion (TLC) groups provide play therapy for infants and toddlers who have suffered trauma. Outside these sessions, the infants and toddler's caretakers are provided with a 90 minute educational group experience.

Identification and Reporting Child Abuse and Neglect

PSD's New Employees Orientation covers the topic of Mandated Child Abuse and Neglect Reporting for new staff, volunteers, and temporary agency employees upon hire. Existing staff also receives this training annually online along with a final exam to receive a certificate of completion for the training.

New Employee Orientation

New employee orientation and training takes place every two weeks and is presented in three phases: County Human Resources, PSD Human Resources, and Division Manager/Supervisor. All new PSD employees attend the County's new employee orientation, which covers general employment, County rules and regulations, and customer service information. The following day, new PSD employees attend a full day PSD-specific orientation. Topics include: PSD's mission and vision, PSD's organizational structure, agency goals and philosophy, and Child Abuse and Neglect Reporting. Upon completion of the general orientation, job-specific training is provided by a Program Manager and/or Supervisor. The day after orientation, new employees report to work locations with copies of pertinent paperwork (e.g., paperwork required by licensing). A new hire checklist is utilized to ensure that all appropriate paperwork has been reviewed and completed.

Transition Training

PSD Education Support staff members provide Early Head Start transition workshops to other staff and parents. The "Parents as Advocates" training will be held at various sites to help parents understand the importance of becoming an advocate for their child.

Annual Pre-Service Training

The annual Pre-Service training includes agency-wide and occupation-specific training. Training topics are developed from federal mandates, employee feedback, management directives, and program monitoring. The 2017-18 Pre-Service trainings include the following topics: Working with Special Needs Infants and toddlers, Desired Results Developmental Profile (DRDP) 2015 and Portfolios, Child Abuse Awareness, ERSEA and recruitment, Home Visit Rating Scale-Adapted and Extended (HOVRS-A+), Cultural Competency, Time Management, Customer Service, Toddler CLASS, and Foundations Curriculum – School Readiness.

Annual In-Service Training

The Annual In-Service training takes place mid-year each year. The 2017-18 training will include the DRDP 2015, Home Visit Rating Scale-Adapted and Extended (HOVRS-A+), Toddler CLASS, Social and Emotional Development for teaching staff, Customer Service, and Family Goal Setting, as well as other job-specific training that will be provided to all employees.

Apprenticeship Training Program

The PSD Apprenticeship Program is continuing to prepare Early Head Start parents to develop skills related to employment in an Early Childhood Education program and potential job recruitment. The program helps increase the availability of well-trained staff in specific areas of the program, including teacher aides, food service workers, custodians, and center clerks. Innovative training and instruction, on-the-job work experience, accredited coursework, and technical support are utilized to create a comprehensive and effective work training program.

Parent Committee

Site Supervisors and site staff work with parents at each site to organize a Parent Committee. This committee elects officers to lead the parent involvement and parent educational activities during the program year, as well as discuss classroom and center activities. This group also elects a representative from each site to participate in the agency-wide PSD Policy Council.

PSD Policy Council Training

PSD Policy Council (PC) members from PSD, our Delegate Agency, and our Contract Partners are elected each year. Early Head Start has separate representatives for the sites that have both Head Start and Early Head Start. There are 10 sites that have EHS and there would be 13 parents (and 13 alternates) elected as representatives of their local Parent Advisory Committee. Once elected, all PC Members, as well as community representatives are provided training related to Head Start Program Performance Standards' Governance Regulations during an intensive two-day orientation and training. This comprehensive training provides an understanding of the responsibilities attached to their role as PC Representatives. All parents are provided transportation, costs and meals. Parents who live in remote areas are also provided with hotel accommodations, and meals.

In addition to the two-day workshop, PC representatives receive trainings at PSD's monthly PC meetings (i.e., Office of Head Start Monitoring Protocol training, Interviewing Techniques, Non-Federal Share Reporting). PC members also receive training at subcommittee meetings (e.g., How to Plan and Prepare for Training Events, Monitoring and Self-Assessment Procedures, Planning Menus for the Enrolled Infants and toddlers, etc.). Most of these trainings are conducted by PSD staff and/or hired consultants. PSD Administration staff provides trainings on topics such as meeting management, leadership, team building, parliamentary procedures, time management, and career training. Other topics are developed as needs are identified.

Shared Governance Board Training

Orientation and training opportunities for members of the Shared Governance Board are conducted at regular intervals and as needed, to provide members with information to make informed decisions regarding the Early Head Start Program.

Food Handlers

All site staff members (excluding custodians and any clerical that are not also food service workers) are required to maintain a current food handler's card. These cards may be obtained online through the San Bernardino County Department of Public Health. The cost of obtaining these cards is paid by PSD.

Computer Skills/Child Plus Implementation

Computer skill building continues to be a priority for PSD. Most non-teaching staff take at least one computer class annually such as: Introduction to Windows, Word, Excel, Access, Outlook, or PowerPoint. FCP Generalists, Eligibility Workers, Site Supervisors, teaching staff, and Center Clerks also receive training in the Child Outcome Planning and Assessment (ChildPlus) software, which is utilized for tracking, planning, and reporting. Areas of training in the Child Plus software include child attendance, FPAs, PIR, staff credentials, case notes, and monthly reports.

Hearing Training

PSD Health Specialists provide training to staff on how to conduct hearing screenings for infants and toddlers. This training occurs in early fall for existing staff. New staff members are trained as needed.

ERSEA: Eligibility, Recruitment, Selection, Enrollment, Attendance

ERSEA training includes the following topics: Eligibility List based upon the point system utilized in Child Plus, Federal Eligibility Requirements, Immunizations, Community Assessment, Marketing Tactics, Service Areas, and Recruitment Areas. The Quality Assurance Unit as well as Program Supervisors provide on-going monitoring of applications and other paperwork to determine areas for additional follow-up training.

Self-Assessment Training

Self-Assessment Training and activities are conducted each program year with the participation of various support staff and Policy Council representatives. Contracted consultants are utilized to provide additional technical assistance and objective input.

Curriculum Training

Preschool Services Department utilizes the Creative Curriculum for Infants, Toddlers and Two's for the Early Head Start program population (0-3 year olds). Creative Curriculum closely supports the Early Head Start goals and philosophy. The curriculum provides an appropriate balance between child-initiated and adult-directed activities. Parents as Teachers (PAT) will also be incorporated into the Early Head Start Program for 2017-18.

Teaching staff are trained through workshops, one-on-one assistance, books, videos, and other learning materials to enable them to increase their knowledge and appropriate implementation of the Creative Curriculum approach. Newly hired staff are given an orientation and introduction to the curriculum and ongoing training is provided for all staff throughout the year through cluster workshops and in-service trainings. Workshop topics are identified based on the results of child outcomes, on-going monitoring, supervisors' observations, as well as staff training request. Trainings are conducted by consultants, education specialists, managers, and supervisors.

DRDP 2015 and Portfolios

Training on the administration and the utilization of the DRDP 2015 will be provided to teaching staff throughout the program year.

Curriculum Individualization

Interactive workshops on Encouraging Language Development in Early Childhood, and Fostering Peer Interaction in Early Childhood, are provided to teaching staff at regional training sessions. Additional workshops are provided that focus on individualizing Teacher/Child interactions.

Payroll/HR

Managers and Supervisors receive training on up-to-date payroll and human resources items during the quarterly Planning and Communication (PAC) Meetings. PSD staff members also attend various conferences and trainings related to specific work areas.

Infant & Toddler Growth Related Concerns/iron deficiency/Anemia

The most frequently encountered physical problems of infants and toddlers enrolled in PSD programs include: iron deficiency, anemia, failure to thrive, growth related concerns, food allergies and chronic diseases. Trainings and workshops are provided by the PSD Health and Nutrition Services staff and outside consultants to address these conditions as part of an on-going effort to enhance staff knowledge and skills and accommodate pregnant women, infants, toddlers, and families. Workshops will also be presented at the regional training sessions.

Ages and Stages – Social/Emotional Monitoring and DAYC-2

Program Generalists receive annual training on the Ages and Stages – Social-Emotional, as well as the Developmental Assessment of Young Children-second edition (DAYC-2). These tools are completed by parents and/or with parent input, and scored by Teachers/Home Visitors to assist teaching staff in identifying the social, emotional, and developmental needs of infants and toddlers.

Referral and Tracking Process

The PSD Speech Therapist conducts a child referral and tracking process workshop for teachers at regional trainings.

Children's Network Conference

Program Supervisors and Generalists participate in the Children's Network Conference, which is held annually in the fall. The two-day conference is conducted by Children's Network of San Bernardino County, and provides opportunities for staff to attend workshops on various child development, early childhood education, family resource, and social service topics.

Director's Training Conference-Region IX

Selected management staff members attend the Annual Directors' Conference, sponsored by ACF and Region IX.

Head Start Specific Training Conferences

Training conferences are offered by the California Head Start Association, National Head Start Association, Region IX Head Start, Administration for Children and Families, Wipfli, and other outside agencies, which offer workshops on Head Start specific topics including: Office of Head Start Monitoring Protocol, Health Issues, Governance, and Non-Federal Share. The Management Team reviews the agendas of the conferences for relevant material. Staff members attending conferences provide written and verbal reports regarding relevant information and provide/present this information to their counterparts who did not attend.

Credential Training

The agency utilizes an Electronic Record Keeping (ChildPlus) software as the main tracking and record keeping system to ensure that all Teachers, Supervisors, Education Specialists, and Managers possess and maintain required Child Development Permits. A quarterly permit report is generated from Child Plus and provided to supervisors at our PAC meetings. Supervisors utilize these reports as tools to keep on top of and follow up on staff permits. Currently, PSD Education Managers and Human Resources collaborate with the County Superintendent of Schools to advise and assist staff in obtaining or renewing necessary permits. All Site Supervisors are trained as Professional Growth Advisors in order to assist their staff with permit renewal or new applications. Site Supervisors are ultimately responsible for ensuring that staff permits are in good standing. In addition to the Child Plus system, Site Supervisors maintain a personnel roster with permit expiration dates for quick reference.

Disabilities

As infants and toddlers with disabilities enter the program, training needs for parents, staff and the infants and toddlers are evaluated. Staff conducts issue-specific training and, when

necessary, outside providers such as the Department of Public Health, Inland Regional Center, Loma Linda University Medical Center, or other local health care professionals may be contracted with to provide training (e.g., Autism and ADHD).

PSD staff members are provided with educational opportunities through University of California, Riverside (UCR) Extensions program, Changing Our Normal Networks, Early Care Training and Infrastructure, Outgrowths and New Strategies (CONNECTIONS) and Comprehensive Approaches to Raising Educational Standards (CARES). The Disabilities Unit members receive ongoing training and attend interagency meetings such as Infants and toddler's Network and Infants and toddler's Screening, Assessment, Referral and Treatment Program (SART) Advisory Council. PSD sends staff members and/or parents to attend conferences which provide training or information related to child disabilities.

PSD maintains Memoranda of Understanding (MOU) and Interagency Agreements with Local Education Agencies (LEAs); Special Education Local Plan Area (SELPAs); SART; and other programs and agencies to provide coordinated services to infants and toddlers. Disabilities staff also canvasses communities to identify agencies that serve infants and toddlers aged 0-4 with disabilities, such as low-income area health clinics, and work to initiate MOUs with these agencies to provide services and increase enrollment of infants and toddlers with disabilities.

Clerical Staff

Training for Administrative Office clerical staff includes computer skill building during in-service workshops (Outlook, Word, Excel, Publisher, and Power Point) held throughout the year. Site Center Clerks receive updated sessions on Child Plus input, attendance recording, and non-Federal Share reporting.

Maintenance and Custodial Staff

PSD Maintenance and Custodial Staff receive annual training on Safety Awareness, Personal Protection Equipment, Pesticides, and Facility Floor Care. Scissor lift/Forklift training and certification will be the focus for Maintenance Staff in 2017-18.

Parent Education Conducted at Site Parent Meetings

Site Supervisors and Program Generalists receive training from appropriate Content Area Specialists in order to provide educational information to parents at on-site meetings. Topics include:

- Mental Health
- Parents as the primary teacher/partners in the education of their infant and toddler
- Family nutrition
- Exercising rights and responsibilities concerning the education of their children
- Family literacy and reading to infants and toddlers
- Prevention and Early Intervention (PEI) and CUIDAR (attention and behavior problems)

Education Specialists also provide information directly to parents at on-site parent meetings regarding parenting skills, knowledge and understanding of the educational and developmental needs and activities of their infant and toddler. The Program Managers and site staff work together to provide information to parents at on-site parent meetings regarding vehicle and pedestrian safety.

Teaching Staff Education-Progress

Increase the percentage of Classroom Teachers who possess a Bachelor's Degree or higher beyond the 50% required level. Also, ensure that all Home Based staff meets the new requirements of the new Head Start Program Performance Standards.

The PSD Human Resources unit provides regular updates to teaching staff regarding available consortium funds, student grants and loans, and First 5 funding opportunities, as well as other scholarships that staff may access to assist in furthering their education.

First 5 San Bernardino Cares/Connection

Training and support services are available to families, friends, and neighbors living in San Bernardino County and caring for children aged 0-3 years at least 15 hours a week who are not

part of the licensed childcare system. These services are sponsored by the County of San Bernardino CARES and CONNECTIONS project at the University of California, Riverside. The project will continue to offer classes in 2016 at six Family Learning Centers throughout the County. General topics include child development, child health, and first aid/CPR training. There is no cost to parents for these classes.

Section II. Budget and Budget Justification Narrative

PERSONNEL

Personnel has been budgeted in the amount of \$1,774,895 to fund 408 positions that provide Early Head Start services to 402 children. The personnel services include Child Health and Development services, Family and Community Partnerships services, Program Design and Management services, and other services. Personnel costs are presented in the table below, and are based on the staffing structure as shown on the organizational chart.

Personnel			
GABI Code	Number of Positions	Description	Costs
A01	18	Program Managers & Content Area Experts	\$85,573
A02	119	Teachers/Infant Toddler Teachers	\$226,431
A04	27	Home Visitors	\$715,430
A05	67	Teacher Aides & Other Education Personnel	\$144,888
A06	3	Health/Mental Health Services Personnel	\$7,778
A07	7	Disabilities Services Personnel	\$60,341
A08	3	Nutrition Services Personnel	\$10,492
A10	9	Program Managers & Content Area Experts	\$41,381
A11	50	Other Family & Community Partnerships Personnel	\$137,119
A12	2	Executive Director/Other Supervisor of HS Director	\$20,256
A13	2	Head Start/Early Head Start Director	\$15,547
A14	2	Managers	\$13,058
A15	1	Staff Development	\$3,553
A16	32	Clerical Personnel	\$78,184
A17	17	Fiscal Personnel	\$68,894
A18	14	Other Administrative Personnel	\$50,832
A19	35	Maintenance Personnel	\$95,138
	408	Subtotal	\$1,774,895

FRINGE BENEFITS

The Fringe Benefits budget category is used to fund employee retirement, health and dental insurance premiums, life insurance, long and short term disability insurances, unemployment insurance benefits, Worker’s Compensation insurance costs, and other Fringe Benefits cost in the amount of \$1,001,815. The Fringe Benefit costs are based on approved bargaining unit terms for exempt and classified staff, and on the contractual agreements for contract staff.

Fringe Benefits		
GABI Code	Description	Costs
B01	Social Security (FICA), State Disability, Unemployment (FUTA), Worker’s Compensation, State Unemployment Insurance (SUI)	\$237,538
B02	Health/Dental/Life Insurance	\$220,282
B03	Retirement	\$541,627
B04	Other Fringe	\$2,368
	Subtotal	\$1,001,815

TRAVEL

Travel is utilized to fund air travel, hotel charges, meals and other travel related costs in the amount of \$22,839.

Travel		
GABI Code	Description	Costs
C01	Includes hotel, meals, air travel, car rental, and other.	\$22,839
	Subtotal	\$22,839

EQUIPMENT

PSD is requesting Equipment in the amount of \$39,219. This will include the upgrade of lighting fixtures in the current warehouse in order to illuminate the space since the building has no

windows. Additionally, PSD is requesting to replace several old department vehicles, which have high mileage and whose repairs have become too costly to be considered economical. All related expenses are listed below;

Equipment			
GABI Code	Item	Rationale	Costs
D02	Rubber Flooring	To be installed at playgrounds for children's safety.	\$6,800
D02	Lighting Fixtures	Lighting fixtures to provide adequate lighting at warehouse.	\$867
D02	Pour & Play	Pour and Play at Early Head Start sites.	\$16,660
D03	Ford Escape	Vehicle Purchase to replace vehicles that are over 10 years old and have become increasingly cost prohibitive to repair.	\$5,304
D03	F350 Ext Cab	Vehicle Purchase to replace current smaller capacity sedan that have excessive mileage and repairs have become cost prohibitive.	\$8,772
D04	Video Conferencing Unit	The video to hold meetings and conference provided to a large group such as self-assessment, trainings, and etc.	\$816
		Subtotal	\$39,219

SUPPLIES

Supply costs include consumable supplies and tangible items that have a life expectancy of less than one year and a unit cost of less than \$5,000. Essential supplies are used for the classroom, program, office and equipment, printing and other uses and budgeted in the amount of \$96,885. Unit cost includes tax, shipping, and installation costs. The Supply costs description is contained in the table below:

Supplies		
GABI Code	Description	Costs
E01	Office Supplies: Consumable materials that include paper, pencils, pens, binders, toners, and file folders. Also included in this category are computer hardware and software, printers, and office furniture.	\$28,012
E02	Child & Family Services Supplies: Supplies include consumable classroom materials, classroom furniture and rugs, books, transition kits, medical, dental and disability supplies.	\$49,764
E03	Food Service Supplies: Special diet meals purchased for children in the classroom and for parent meetings.	\$680
E04	Other Supplies: Janitorial and Maintenance supplies that will be purchased to clean and maintain sites.	\$18,429
	Subtotal	\$96,885

CONTRACTUAL

The Contractual budget category includes one Contract Agency who provides EHS services for 24 children, one Delegate Agency who provides EHS services for 80 children as well as other contracts in the amount of \$1,270,678. Below is a list of contracts:

Contractual			
GABI Code	Contractor	Description	Costs
F01	Administrative Services	Costs include the Electronic Record Keeping System (Child Plus) for the department and cellular monitoring services.	\$11,053
F03	Food Services	Meals served to adults to have children's experience family life style but that are not reimbursed by CCFP.	\$12,100

Contractual			
F07	Contract Agency Costs: Fontana Unified School District	Contract agency that provides full day Early Head Start services for 24 children.	\$286,675
F07	Delegate Agency Costs: Easter Seals of Southern California	Contract agency that provides full day Early Head Start services for 56 children and 24 homebased.	\$948,463
F08	Other Contractual	Contract that provides vital health and social service information and referrals for Early Head Start families.	\$12,387
		Subtotal	\$1,270,678

CONSTRUCTION

There are no construction projects planned for this program year.

OTHER

The Other budget category funds facility leases, utilities and telephone costs, building and child liability insurances, building and vehicle repairs and maintenance, professional services, parent services, account services, advertising, staff development, and other services in the amount of \$616,400. Cost are either direct charged or allocated. Below is a list of object budget categories budgeted for FY 2017-18:

Other			
GABI Code	Item	Rationale	Costs
H02	Rent	Lease costs and rental payment for use of building for annual Pre-Service Conference.	\$137,966
H04	Utilities/Telephone	Covers all the costs at sites, Admin building and warehouse for electricity, gas, internet, telephone and water.	\$34,009
H05	Building & Child Liability Insurances	Cost for insurance that cover children, employees, property, and vehicles.	\$33,074

Other			
H06	Building Maintenance/Repair & Other Occupancy	Cost for repairs and upkeep of classrooms, playgrounds and warehouse.	\$60,177
H08	Local Travel	To reimburse staff for mileage associated with the use of their personal vehicle.	\$7,082
H12	Substitutes (If not paid benefits)	Substitute teachers that will provide coverage for teacher absences and staff development. Ensures compliant adult to child ratio.	\$95,608
H13	Parent Services	Costs associated with the Parent Policy Council. Includes child care and mileage reimbursements, food for all Policy Council meetings, and travel costs and registration fees for Policy Council training conferences.	\$6,800
H14	Accounting & Legal Services	Accounting (Single Audit) and legal services as provided by San Bernardino County.	\$3,450
H15	Publications/Advertising/Printing	Covers the costs of Early Head Start related periodicals, and the printing of department newsletters, and recruitment materials.	\$10,030
H16	Training or Staff Development	Registration fees for training and staff development classes, tuition reimbursement, conferences and seminars.	\$60,388
H17	Other	Costs for equipment maintenance fees, medical expense costs for employee physicals, and other administrative and support costs from other county departments for support services.	\$167,816
		Subtotal	\$616,400

TRAINING AND TECHNICAL ASSISTANCE

Training and Technical Assistance funding is used for Professional Development of staff that are currently involved in the Early Head Start Program. Trainings are identified that will enrich staff's knowledge so that they may share this with the parents they are serving both in the center based and home based programs.

Technical & Training Assistance			
GABI Code	Item	Description	Costs
C01	Staff Out of Town Travel	Costs of hotel, meals, air travel, and other travel associated with Training & Staff Development.	\$22,839
F01	Administrative Services	Self-Assessment	\$2,400
H02	Rent	Rental payment for use of building for annual Pre-Service Conference.	\$23,171
H13	Parent Services	Conferences, Trainings, Committees	\$6,800
H16	Training or Staff Development	Director's Training Conference	\$900
H16	Training or Staff Development	Training for Electronic Record Keeping System to Increase efficiency in entering data into system	\$4,393
H16	Training or Staff Development	Trainings for Supervision and Management for Professional Growth	\$2,025
H16	Training or Staff Development	Mental Health, Nutrition and Obesity	\$2,524
H16	Training or Staff Development	Assessments & Required Documentation	\$2,000
H16	Training or Staff Development	Developmental Disabilities	\$776
H16	Training or Staff Development	HOVR-S +	\$1,640
H16	Training or Staff Development	NHSA Conferences & Trainings that provide information specific to Head Start issues	\$2,361
H16	Training or Staff Development	CHSA Conferences & Trainings	\$788
H16	Training or Staff Development	Food Handlers Training & Certification	\$500
H16	Training or Staff Development	Creative Curriculum	\$3,600
H16	Training or Staff Development	CLASS Training – Instructional Support	\$4,354

Technical & Training Assistance			
H16	Training or Staff Development	HAM Radio Training	\$180
H16	Training or Staff Development	Practice Based Coaching	\$360
H16	Training or Staff Development	Children's Network	\$3,000
H16	Training or Staff Development	STEM	\$639
H16	Training or Staff Development	PFCE	\$877
H16	Training or Staff Development	Understanding the Newly Released Final Rule for HS Eligibility	\$1,471
H16	Training or Staff Development	Tuition reimbursement	\$27,000
H16	Training or Staff Development	In-house development	\$1,000
		Early Head Start T&TA Total	\$115,598

2. *Demonstrate the proposed budget supports all direct costs and indirect costs, if appropriate.*

The Proposed budget supports all direct and allocated costs. There are no indirect costs.

3. *Demonstrate funds are budgeted to provide all required comprehensive Head Start and/or Early Head Start services to eligible children and families in a cost- effective manner as indicated in Section I, Program Design and Approach to Service Delivery.*

The above detailed budget supports all direct and allocated costs for the Early Head Start program. These funds are budgeted to provide all required comprehensive Early Head Start services for eligible children and families. The budget is detailed in number 1 above.

4. *If applicable, provide a detailed budget narrative for the planned use of any cost-of-living adjustment (COLA) increases included in the projected funding level for the budget period. Describe the plans to increase the hourly rate of pay for staff and the pay scale subject to the provisions of Sections 653 and 640(j) of the Head Start Act. Specify the other planned uses of the funds to offset higher operating costs. Demonstrate the COLA increase was provided to all delegate agencies or provide a justification if the full percentage is not provided to delegate agencies.*

Not Applicable

5. Describe the organization's financial and property management system and internal controls in place to maintain effective control of and accountability for grant funds, property and other assets.

FISCAL MANAGEMENT

PSD maintains an effective fiscal management by establishing clear policies and procedures over budgeting, accounting, financial reporting, review and auditing. PSD's Fiscal and Program staff collaborate to prepare an annual program budget which is then submitted to the Policy Council, the Shared Governance Board, and the San Bernardino County Board of Supervisors for review and approval.

On a monthly basis, the budget-to-actual financial report is presented to and reviewed by the Policy Council, the Shared Governance Board, and the assigned County Finance Analyst. The agency's management team regularly meets to discuss and revise the budget to ensure that the resources are being used appropriately. This entails comparing revenues and expenditures against current modified budget and against prior month's projections. Staff are required to identify reasons for the variances and recommend if budget amendments are required.

In addition, PSD maintains strong financial controls by utilizing the County's Financial Accounting System (FAS) for tracking all financial transactions. The system has checks and balances necessary to safeguard the integrity of the information which is then utilized in producing monthly, quarterly and annual reports to manage the budget. Furthermore, PSD maintains internal policies or utilizes County policy over receipts, disbursements, petty cash, payroll, and cash management.

PSD maintains proper oversight by following audit requirements as stated in 45 CFR 75.501. PSD's financial transactions have been audited as part of the annual Single Audit and the

California State Department of Education. These audits examine financial reporting, internal controls, costs principles and cost allocation as well as specific compliance requirements with Federal and State regulations.

INTERNAL CONTROLS

PSD maintains appropriate internal controls by safeguarding assets, providing reliable financial records, and complying with applicable laws and regulations. These controls ensure compliance with applicable laws and regulations, reliable financial reporting, effective and efficient operations and achievement of specific goals in accountability, and management is provided reasonable assurance that their objectives are being met in a supportive control environment.

45 CFR 75.303, which states that Grantee and delegate agencies must ensure that appropriate internal controls are established and implemented to safeguard Federal funds.

By adhering to Federal guidelines, these internal controls require the County to hire competent and trustworthy employees, develop and implement proper procedures for authorizing transactions, establish physical control of assets and the ability to perform independent checks of performance to ensure adequate separation of duties such that no one person has complete control over any transaction.

These controls require multiple levels of approval on all purchases, including dual signatures for procurement done on an internal requisition 003 purchase form and multiple levels of approval for purchases made through the eProcurement (ePro) purchasing system, with authorization based on product price points. Additionally, management approval is required on all payment documents, and these purchases are furthered reviewed through our annual Self-Assessment Process, and an Annual Single Audit of the Preschool Services Department.

All equipment purchases of sensitive equipment, including electronic devices (cellphones, copiers) with lease fees, portable personal digital and telecommunications equipment, all computer equipment and other items, tools and small equipment are inventoried on an annual basis and the results filed with the County Clerk's Office. Performing this annual task ensures compliance with 45 CFR 75.320, Post Federal Award Requirements, 2cc-313.

6. Identify each source of non-federal share match, including the estimated amount per source and the valuation methodology. Demonstrate that the amounts and sources that will contribute to the required non-federal share match of the total project cost are allowable sources. Provide a detailed justification that conforms with the criteria under Section 640(b)(1)-(5) of the Head Start Act if the application proposes a waiver of any portion of the non-federal share match requirement.

NON-FEDERAL SHARE

The major source of Non-Federal share is derived from volunteer hours (including fringe benefits) contributed by the parents and members of the community. Along with the volunteer hours, parents and members of the community may donate school and office supplies that would otherwise be paid with Federal funds. Other sources of "in kind" dollars are derived from local vendors who are willing to donate free or reduced rent, professional services, school supplies/educational toys and other items to assist in meeting the needs of, and providing benefits to the children enrolled in the Early Head Start Program. All volunteered hours and/or donated services and supplies that are recorded on forms specific to the type of donation. All forms and donations will be reviewed for allowability, reasonableness, allocability and whether it is necessary to the department's needs.

Another program that contributes to Non-Federal Share is Low Income First Time (LIFT) Mothers. The LIFT program provides pregnant women prenatal education and assessment so that they may have the healthiest pregnancy as possible.

Non-Federal Share Match			
Non-Federal Share Categories	Rate/Type	Amount	Percentage
Volunteers Salaries	\$12.02/hr	\$264,550	22%
Volunteers Benefits	56%	\$148,149	12%
Community Donations	Supplies, Services, Other	\$41,165	3%
Delegate Agency	Early Head Start Services; 25% of contract	\$237,116	20%
Contract Agency	Early Head Start Services; 25% of contract	\$71,669	6%
Rent/Leases	Based on Independent Appraisals	\$47,034	4%
Low Income First Time Mothers (LIFT)	Based on Memorandum of Understanding	\$396,000	33%
	Total Non-Federal Share Match	\$1,205,683	100%

7. *Demonstrate the ability to meet the 15 percent limitation on funding and administrative (F&A) costs. Provide a detailed justification that meets the conditions of 45 C.F.R. 1301.32(g) if the applicant proposes a waiver of the limitation on development and administrative costs.*

On an ongoing basis PSD evaluates administrative costs and has determined that the costs are necessary and reasonable. During FY 2015-16, administrative costs were less than 13%, which is expected to reoccur in FY 2016-17 versus the 15 percent limitation on funding and administrative costs per 45 CFR 1303.11. Furthermore, PSD has eliminated any possible excess in administrative costs and has consistently reviewed its organizational structure to maintain an efficient and effective organization. PSD has directed the majority of its funding to increase classroom staff salary, supplies and improving safe environments.

8. *Discuss the source and amount of cash, donated goods and services, and other resources proposed such as United Way, State and/or local grant funds, etc. to support allowable non-federal match to the project, in addition to the federal funds requested.*

PSD estimates food reimbursement in the amount of \$236,477 for FY 2017-2018 from Child and Adult Care Food Program (CACFP). PSD also receives funding in the amount of \$396,000 from the San Bernardino County Department of Behavioral Health (DBH) to provide the prevention and early intervention program services to low income mothers and their infants.

Other Resources		
Source of Funding	Estimated Amount	Used as Non-Federal Share
USDA/CACFP	\$236,477	No
Low Income First Time Mothers (LIFT)	\$396,000	Yes
Total Other Resources	\$632,477	

9. *Submit a cost allocation plan for any proposed costs to be shared between or among programs, including shared staff. Indirect cost must be included in the cost allocation plan*

unless the applicant has a negotiated indirect cost rate agreement or has adopted use of the 10% de minimis rate.

COST ALLOCATION

It's the policy of PSD that only costs that are reasonable, allowable and allocable to a federal, state or other award shall be charged to that award. PSD considers all costs to be direct, whether charged in total to a single program, or allocated based on a measure of benefit received.

Costs incurred for the benefit of the entire organization (i.e., general and administrative) will be allocated to all programs based on the benefit received as detailed below. Costs incurred for the benefit of some, but not all, programs will be allocated to the benefiting programs based on a measure that fairly reflects the benefit received, usually number of children.

SEGREGATING UNALLOWABLE FROM ALLOWABLE COSTS

The following steps shall be taken to identify and segregate costs that are allowable and unallowable with respect to each federal, state and other award:

1. Review for costs specifically allowable or unallowable.
2. Accounting personnel shall be familiar with the allowability of costs provisions of 45 CFR 75.501, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for HHS (Health and Human Services) Awards, and 2 CFR Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.
3. An appropriate set of accounting codes are established in San Bernardino County's Financial Accounting System (FAS) to reflect the categories of allowable costs identified in the award or the award budget.

CRITERIA FOR ALLOWABILITY

It is the Organization's policy that all costs must meet the following criteria in order to be treated as allowable under an award:

1. The cost must be "reasonable" for the performance of the award. Is it necessary for the operation of the organization or the performance of the award?
2. The cost must be "allocable" to an award. Is the cost necessary to the overall operation of the Organization?
3. The cost must conform to any limitations or exclusions of 2 CFR Part 200 or the award itself.
4. Treatment of costs must be consistently applied to all activities of the Organization.
5. Costs must be consistently treated over time.
6. The cost must be determined in accordance with generally accepted accounting principles.
7. Costs may not be included as a cost of any other federally-financed program in the current or prior periods.
8. The cost must be adequately documented.

COSTS CHARGED IN TOTAL TO A PROGRAM

Costs charged in total to a program include those costs that are incurred specifically for an award. PSD identifies and charges these costs exclusively to each award or program by determining the appropriate accounting code string reflecting the program that received direct benefit from the expenditure. Payment voucher packets include original internal requisitions (003s) which are approved by the appropriate supervisor/manager.

Equipment purchased for exclusive use on a federal award and reimbursed by a federal agency shall be accounted for as a direct cost of that award. However, at the end of the fiscal year, such equipment shall be capitalized and depreciated for County financial statements which are prepared on the basis of generally accepted accounting principles (GAAP).

JOINT COSTS

Joint costs are those costs that either benefit more than one award, or are necessary for the overall operation of the Organization.

PSD follows the procedure to allocate joint costs as specified below, by applying one of the following six (6) different allocation methods as needed to each expense category considering the characteristic of the expense:

A. Salaries and Benefits

Each staff, professional or non-professional, is required to document time activity report on a bi-weekly basis in accordance with the programs that they actually worked for.

Activity codes have been assigned to document the activities, depending on the program that PSD has been operating. In accordance with the percentage that each employee is documenting the activities on EMACS (Employee Management and Compensation System), salaries and benefits of each employee are allocated to the program benefited by the employee activity.

B. Services, Supplies and Travel

These costs are allocated to each program at each site in proportion to the enrolled children resulted from multiplying operation days, # of children enrolled and hours serviced per day. The enrollment is reviewed on a monthly basis and the allocation rate is updated as necessary to reflect changes in enrollment of 5 percent or higher.

C. Other Charges

1. Transportation - The expenses are allocated only to Head Start and State Preschool Program based on the number of children enrolled because these two programs are only benefitted by the service.
2. Delegate Agency/Contract Partners - The expenses are allocated to each program run by the delegate agency and contract partners in proportion to the enrolled slots (Operation days X # of kids enrolled X Hours serviced per day).
3. Meals/Food Services - The expenses are to be allocated to each program in accordance with the number of meals actually provided to children (based on meal count sheet) at each site.

D. Fixed Assets

The expenses are recorded as direct cost to a specific program as incurred. When the equipment is to be used by multiple programs at the site, the cost is to be allocated to each program in accordance with the number of children benefitted.

E. Inter-Transfers (Charges from Other County Departments)

1. Charges from ATX (Accounting & Auditing/Treasurer/Recorder Office) - average rate resulted from enrolled slots combining the sites PSD directly operates and the sites the Delegate Agency/Contract Agencies operate.
2. Charges from Central Services (Purchasing Department) & Risk Management
The expenses are allocated to each program at each site in proportion to the enrolled slots, at the same rate that is applied to allocating of services and supply costs.

F. Space and related expenses such as utilities, rent (lease), security services, etc.

These expenses are allocated to each program based on the overall square footage benefitted by child per site.

10. If applicable, in the application Documents folder in HSES for “Indirect Cost Rate Agreement,” upload a copy of the current or proposed negotiated indirect cost agreement between the agency and/or delegate agencies and the respective cognizant Federal agency. If using the 10% de minimis indirect cost rate, upload a copy of the policy or other written record indicating date upon which the rate was adopted.

Not Applicable

11. Special Situation: Reduction. If applicable, describe the planned use of the funds to support requests for enrollment reductions and proposed budget savings, if any.

Not Applicable

12. Special Situation: Conversion. If applicable, identify the amount of funds that will be re-allocated by object class category to convert from either part day to full-working day services or from Head Start to Early Head Start services. Explain the changes in each object class category.

The department is not requesting one-time funds for this conversion.

13. Provide a detailed explanation and supporting documents for any proposed use of Head Start grant funds for the initial or ongoing purchase, construction and major renovation of facilities. Identify all proposed sources of funding for facilities activities. Submission of form SF-429 and relevant Attachments and compliance with application requirements in 45 C.F.R. Part 1309 will be required. No Head Start grant funds may be used toward the payment of acquisition, construction or major renovation of a facility without the express written approval of the Administration for Children and Families.

Not Applicable

14. Provide explanation of the method of procurement to be used for any proposed equipment purchases over \$5,000.

When an item or service is requested regardless of the amount a requisition (003) is generated. A signature by a Program Manager or Site Supervisor is obtained and then the requisition is delivered to Finance for processing. Requisitions require Finance Management or an appointee’s signature or initials to confirm the purchase is allowed under 2 CFR 200 and budget availability, and then requires final approval from the Director, Assistant Director or

Deputy Director. Once the requisition passes through the appropriate chain of command for signatures, it is returned to Finance for processing.

In the Finance Unit, a staff member verifies the requisition and processes a Purchase Order (PO). The staff member will verify the amount, check that the appropriate signatures are present, verifies three bids (quotes) are attached when appropriate (over \$500), and assigns accounting codes for the purchase. The request is then keyed in the County's procurement system, E-Pro. The Fiscal supervisor reviews the electronic request and approves the purchase, depending on the type of purchase and value additional department management may also have to electronically approve the purchase before it reaches the County Purchasing Department for final approval and processing.

Once the purchase is fully approved, a PO is issued from County Purchasing, the vendor is notified of the approval and the purchase is processed. Once received by the department, the electronic paperwork is updated with delivery information and then payment paperwork is completed.

County of San Bernardino

PRESCHOOL SERVICES DEPARTMENT

09HP0001-01-02



EARLY HEAD START – CHILD CARE PARTNERSHIP

BASIC GRANT APPLICATION

PROJECT NARRATIVE & BUDGET JUSTIFICATION

FY 2017-2018

(Year 3 of 5 Year Funding Cycle)

April 1, 2017

Diana Alexander, Director, Preschool Services Department

Josie Gonzales, San Bernardino County Supervisor, 5th District, Shared Governance

Board Chairperson

Erika Thompson, Policy Council Chairperson

Table of Contents

SECTION 1. PROGRAM DESIGN AND APPROACH TO SERVICE DELIVERY 3
SUB-SECTION A: GOALS 3
SUB-SECTION B: SERVICE DELIVERY 6
SUB-SECTION C: APPROACH TO SCHOOL READINESS 11
SUB-SECTION D: PARENT, FAMILY AND COMMUNITY ENGAGEMENT 14
SUB-SECTION E: GOVERNANCE, ORGANIZATIONAL AND MANAGEMENT
STRUCTURES AND ONGOING OVERSIGHT 16
SECTION II. BUDGET AND BUDGET JUSTIFICATION NARRATIVE 33

SECTION I. PROGRAM DESIGN AND APPROACH TO SERVICE DELIVERY

SUB-SECTION A: GOALS

1. *If applicable, list any additions, deletions or revisions to your program's Long Term Goals, Short Term Objectives and Expected Outcomes that have occurred since last year's application. If no updates or changes have occurred, include a sentence to that effect.*

No updates or changes for the 2017-2018 program year.

2. *For each program Long Term Goal, describe your progress this year toward meeting your Short Term Objectives and Expected Outcomes. In your discussion, you may use the Data, Tools, or Methods for tracking Progress identified in your baseline application, or additional Data, Tools, or Methods identified since then.*

The goals, objectives and subsequent action plans as well as the progress are outlined in the table below:

GOAL 1: Increase provider staff qualifications.
Objective 1: To partner with at least one institute of higher learning to provide necessary courses for child care providers. Progress: PSD, in cooperation with Child Care Resource Center (CCRC), completed its research with community partners and provided the following courses for child care providers: CCRC hosted San Bernardino Valley College (Valley College) courses that meet the requirements of the program. CD 185 Infant and Toddler Growth and Development, CD 186: Infant and Toddler Curriculum, and CD 075 Family Child Care Practices. CCRC hosted University of California, Davis (UC Davis) courses that offer professional development hours as well as Continuing Education Units. Courses offered: Guiding Young Children (Infant and Toddler emphasis); Child Observation; Partnership with Parents; Loss, Trauma, and Group Care; and Serving Children with Special Needs and their Families
Objective 2: In partnership with an institute of higher learning, create a provider cohort to receive required courses to increase provider staff qualifications. Progress: PSD, in cooperation with CCRC, completed its research with community partners and provided the

following cohort courses for child care providers:

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

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

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

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

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

Progress:

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

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

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

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

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

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

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

Progress:

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

3. *Discuss Progress toward broad Program Impacts.*

In the original competitive grant application, PSD identified the following Program Impacts:

- Low-income children are appropriately developing as measured by the developmental assessment tool.
- Children are healthy and ready for school after transitioning into Head Start.
- Parents are adequately prepared to support their child in school.
- Increased stability of care for the community (fewer Providers going out of business; more Providers able to care for infants and toddlers)

For the first Program Impact, PSD has enrolled 167 infants and toddlers as of March 2, 2017.

Providers received training on the developmental assessment, Desired Results Developmental Profile-2015 (DRDP-2015), and are making great strides in documenting children’s progress through anecdotal notes and observation records.

<p>Key Findings of Progress by Children and the Program towards achieving school readiness by Domain from Developmental Profiles</p>	<p>Approaches to Learning (ALT-REG) DRDP 28 (39%) scored at Responding (-8% from time one) 38 (52%) scored at Exploring (+4% from time one) 6 (8%) scored at Building (+3% from time one)</p> <p>Social and Emotional Development (SED) DRDP 28 (39%) scored at Responding (-7% from tme one) 36(50%) scored at Exploring (+3% from time one) 8 (11%) scored at Building (+4% from time one)</p> <p>Language and Literacy Development 27 (38%) scored at Responding (-5% from time one) 37(52%) scored at Exploring (+5% from time one) 8 (11%) scored at Building (+3% from time one)</p> <p>Cognitive Development 30 (42%) scored at Responding(-6% from time one) 37 (52%) scored at Exploring (+6% from time one) 5 (7%) scored at Building (+2% from time one)</p> <p>Physical Development and Health (PD-HLTH) DRDP 19 (27%) scored at Responding (-16% from time one) 41(57%) scored at Exploring (+10% from time one) 12(17%) scored at Building (+9% from time one)</p>
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PSD has been working with families to obtain health screenings within 30 days of enrollment into the program. PSD Program Generalists are working with families to follow-up on health needs identified by Providers. For example, PSD Generalists have met with families about the importance of bringing their children's immunizations up-to-date.

Furthermore, PSD has contracted with 29 Providers throughout San Bernardino County. The capacity of providers to serve infants and toddlers has increased. Many providers did not have the capacity or experience of working with infants and toddlers prior to their participation in the PSD EHS-CCP Program. For example, the Rodriguez Family Child Home, a Provider licensed to serve 14 children, began serving infants and toddlers for the first time through EHS-CCP. The owner recently exclaimed, "I really enjoy this program. I have learned so much and I'm finding that I really like serving infants and toddlers. I am now ready to let go of my school age children and only focus on serving children under five years old."

4. *If applicable, list any additions, deletions or revisions to your program's School Readiness Goals that have occurred since last year's application. Include information on how parents and the governing body were involved in changes.*

No updates or changes for the 2017-2018 program year.

SUB-SECTION B: SERVICE DELIVERY

1. Needs of Children and Families

No updates or changes for the 2017-2018 program year.

2. Service Area

PSD’s current service area includes the following zip codes and communities within San Bernardino County:

Zip Codes	Communities/Cities	Zip Codes	Communities/Cities
92301	Adelanto	92340	Hesperia
92307	Apple Valley	92344	Hesperia
92308	Apple Valley	92345	Hesperia
92401	San Bernardino	92376	Rialto
92404	San Bernardino	92377	Rialto
92405	San Bernardino	92392	Victorville
92408	San Bernardino	92393	Victorville
92410	San Bernardino	92394	Victorville
92411	San Bernardino	92395	Victorville
92418	San Bernardino	92324	Colton
92423	San Bernardino	92335	Fontana
91786	Upland	92337	Fontana
92256	Morongo Valley	92346	Highland
92277	Twentynine Palms	92373	Redlands
92311	Barstow	91762	Ontario
91761	Ontario	92374	Redlands
91764	Ontario	91786	Upland
92284	Yucca Valley	92407	San Bernardino

3. Justification of Proposed Funded Enrollment and Program Options

No updates or changes for the 2017-2018 program year.

4. Centers and Facilities

PSD's contractor, Child Care Resource Center (CCRC), has expanded from 18 to 29 providers. The current Providers are as follows:

Site Name	Type of Provider	Address
Bunting Family Child Care	Family Child Care Home	1431 Peppertree Lane San Bernardino, CA 92404
Campos Family Child Care	Family Child Care Home	19062 June Street Hesperia, CA 92345
Zamora Family Child Care	Family Child Care Home	14851 Indian Wells Drive Victorville, CA 92394
Rodriguez Family Child Care	Family Child Care Home	13591 Larkspur Court Victorville, CA 92394
Brown Family Child Care	Family Child Care Home	13819 Misty Path Victorville, CA 92392
Griffin Family Child Care	Family Child Care Home	19220 Pinto Way Apple Valley, CA 92308
Guzman Family Child Care	Family Child Care Home	18322 Cherry Street Hesperia, CA 92345
Weeks Family Child Care	Family Child Care Home	11752 High Grove Court Adelanto, CA 92301
Fuentes Family Child Care	Family Child Care Home	2475 Cherlye Ct. San Bernardino, CA 92407
Martin Family Child Care	Family Child Care Home	1517 N. Lynwood Way Highland, CA 92346
Fuentes Family Child Care	Family Child Care Home	2815 Cincinnati St. San Bernardino, CA 92404
Cristales Family Child Care	Family Child Care Home	13618 Nova Lane Victorville, CA 92392
Kids N Care Inc.	Center	9560 I Ave. Hesperia, CA 92345
Rosie's Preschool	Center	515 W. Rialto Ave. Rialto, CA 92376
Meza Family Child Care	Family Child Care Home	7255 San Francisco St. Highland, CA 92346
Harris Family Child Care	Family Child Care Home	1359 North Toldedo Way Upland, CA 91786
Brown-Grant Family Child Care	Family Child Care Home	25501 Jane Street #D San Bernardino, CA 92404
Phillips Gillis Family Child Care	Family Child Care Home	9612 Catawba Ave Fontana, CA 92335
Drinkard-Batiste Family Child Care	Family Child Care Home	7568 Nye Drive Highland, Ca 92346
Johnson Family Child Care	Family Child Care Home	13598 Dellwood St. Victorville, Ca 92392
Elvia Wade Child Care	Family Child Care Home	11873 Tiffany St Victorville Ca, 92392
Reyes-Quinonez Family Child Care	Family Child Care Home	16573 Odell Ave Victorville, Ca 92394

Site Name	Type of Provider	Address
Lanre-Orepo Family Child Care	Family Child Care Home	14348 Squirrel Lane Victorville Ca 92394
Brown Family Child Care	Family Child Care Home	14675 King Canyon Rd Victorville Ca 92392
Pabon Family Child Care	Family Child Care Home	13237 Bassett Drive Victorville Ca 92392
Kids N Care #2	Center	10662 Maple Street Hesperia, Ca 92345
Gore Family Child Care	Family Child Care Home	3025 Jo-An Dr San Bernardino Ca 92407
Bassett Family Child Care	Family Child Care Home	3248 Shepard Lane San Bernardino Ca 92407
Flores Family Child Care	Family Child Care Home	1525 Sycamore Lane San Bernardino Ca 92408

5. *Recruitment and Selection*

No updates or changes for the 2017-2018 program year.

6. *Transportation*

Transportation is not provided to the children in the EHS – CCP program.

7. *Educational Services*

No updates or changes for the 2017-2018 program year.

8. *Health*

While PSD had not made any changes to the manner in which health services (i.e., health, nutrition, dental and mental health) are provided, PSD is working with CCRC coaches to implement the *Color Me Healthy* curriculum. The curriculum is designed to provide interactive learning opportunities for children on physical activity and healthy eating. Through a variety of learning activities, all children’s senses are stimulated: touch, smell, sight, sound, and taste. Through the use of color, children are able to explore healthy foods.

PSD has also entered into collaborations with five universities: Azusa Pacific University; California State University, San Bernardino; Loma Linda University: School of Public Health and School of Nursing; University of California: Los Angeles; and California Baptist University.

Through these collaborations, PSD is able to address specific health, nutrition or mental health needs of children and families.

9. Family Services and Social Services

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

10. Early Head Start specific

No updates or changes for the 2017-2018 program year.

11. Transition

No updates or changes for the 2017-2018 program year.

12. Coordination

No updates or changes for the 2017-2018 program year.

SUB-SECTION C: APPROACH TO SCHOOL READINESS

1. Updates to Approach in School Readiness.

No updates or changes for the 2017-2018 program year.

2. Report on the progress of children and the program towards achieving school readiness in each of the five domains.

DOMAIN	CHILDREN'S GOAL	DATA SOURCES
Social & Emotional Development	<ul style="list-style-type: none"> • Children will develop and engage in positive relationships and interactions with adults. • Children will begin to develop personal relationships with peers. • Children will begin to develop and demonstrate control over some of their feelings and behaviors (self-regulation). • Children will begin to learn and internalize rules, routines, and directions. • Children will begin to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture. 	<p>Providers, Mentor Coaches and generalists will:</p> <ul style="list-style-type: none"> • Utilize <i>Creative Curriculum</i> Social-Emotional Objectives: 1, 2, 3, 4, 5, • Utilize Ages & Stages Questionnaire – Social/Emotional (ASE-SE) • Utilize Developmental Assessment of Young Children-Second Edition (DAYC-2) • Utilize <i>CLASS</i> in <ol style="list-style-type: none"> 1. Emotional and Behavioral Support: Positive climate, Teacher sensitivity, Regard for student perspectives and Behavior Guidance 2. Engaged Support for Learning: Facilitation of Learning and Development, Quality of Feedback, and Language Modeling • Utilize <i>ITERS/FCCERS</i> – scores in subscales 11, 13, 16, 17, 20, 25, 26, 27, 28, 31 • Utilize parent conferences and home visits to help involve parents in their child's success
Language and Literacy Development	<ul style="list-style-type: none"> • Children will demonstrate receptive and expressive language skills and communication strategies in their home language/s (may be English or other language/s). • Children will understand and begin to use oral language for conversation and communication. • Children will hear and distinguish the sounds and rhythms of language. • Children will begin to learn and demonstrate how print works. • Children will engage with stories books. 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> • Utilize <i>Creative Curriculum</i> Language Objective 16, 17, 18, 19 ; Literacy Objective 20,21. • Utilize Developmental Assessment of Young Children-Second Edition (DAYC-2) • Utilize <i>CLASS</i> in <ol style="list-style-type: none"> 1. Emotional and Behavioral Support: Positive climate, Teacher sensitivity, Regard for student perspectives and Behavior Guidance 2. Engaged Support for Learning: Facilitation of Learning and

DOMAIN	CHILDREN'S GOAL	DATA SOURCES
		<p>Development, Quality of Feedback, and Language Modeling</p> <ul style="list-style-type: none"> Utilize <i>ITERS/FCCERS</i>– scores in subscales 6, 7, 12, 13, 14, 20, 26, 27, 31 Utilize parent conferences and home visits to help involve parents in their child's success
<p>Approaches Toward Learning Development</p>	<ul style="list-style-type: none"> Children will demonstrate interest, curiosity, and eagerness in exploring the world Children will demonstrate persistence in learning and discovery. Children will learn and use words to describe what they are thinking and doing. 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> Utilize <i>Creative Curriculum</i> Cognitive Objective 11, 12, 13, 14. Utilize Developmental Assessment of Young Children-Second Edition (DAYC-2) Utilize <i>CLASS</i> in <ol style="list-style-type: none"> Emotional and Behavioral Support: Positive climate, Teacher sensitivity, Regard for student perspectives and Behavior Guidance Engaged Support for Learning: Facilitation of Learning and Development, Quality of Feedback, and Language Modeling Utilize <i>ITERS /FCCERS</i>– scores in subscales 3, 5, 9, 10, 18, 22, 24, 28Utilize parent conferences and home visits to help involve parents in their child's success
<p>Cognition and General Knowledge Development</p>	<ul style="list-style-type: none"> Children will learn and begin to use math concepts during daily routines and experiences. Children will use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen. Children will begin to develop and demonstrate the ability to remember and connect new and known experiences and information. 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> Utilize <i>Creative Curriculum</i> Cognitive Objective 10, 12, 13. Utilize Developmental Assessment of Young Children-Second Edition (DAYC-2) Utilize <i>CLASS</i> in <ol style="list-style-type: none"> Emotional and Behavioral Support: Positive climate, Teacher sensitivity, Regard for student perspectives and Behavior Guidance Engaged Support for Learning: Facilitation of Learning and Development, Quality of Feedback, and Language Modeling Utilize <i>ITERS /FCCERS</i>– scores in subscales 3, 5, 9, 10, 18, 22, 24, 28Utilize parent conferences and home visits to help involve parents in their child's success
<p>Physical Well-Being and Motor Development</p>	<ul style="list-style-type: none"> Children will develop control of large muscles for movement, navigation, and balance. Children will develop control of small muscles for manipulation and exploration. Children will learn and begin to demonstrate healthy and safe habits. 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> Utilize <i>Creative Curriculum</i> Physical Objective 8, 9 Utilize Developmental Assessment of Young Children-Second Edition (DAYC-2) Utilize <i>CLASS</i> in <ol style="list-style-type: none"> Emotional and Behavioral Support: Positive climate,

DOMAIN	CHILDREN'S GOAL	DATA SOURCES
		<p>Teacher sensitivity, Regard for student perspectives and Behavior Guidance</p> <p>2. <i>Engaged Support for Learning:</i> Facilitation of Learning and Development, Quality of Feedback, and Language Modeling</p> <ul style="list-style-type: none"> • Utilize <i>ITERS/FCCERS</i>– scores in subscales 2, 3, 16, 17, 18, 30, 31, 32 • Utilize parent conferences and home visits to help involve parents in their child's success

The agency has made great strides in school readiness in the following domains: Approaches to Learning, Social and Emotional Development, and Physical Development and Health. The assessment scores for children in these areas continue to show growth and preparation in school readiness.

The agency has identified areas of improvement in the following domains: Language and Literacy Development and Cognition (Math and Science). PSD has implemented an action plan to improve assessment scores in the above domains to include teacher trainings, teaching strategies, mentor/coaching, a variety of classroom materials, intentional activities and use of community resources to provide activities pertaining to Science, Technology, Engineering and Math (STEM).

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

3. *Describe program improvements implemented in response to the analysis of child assessment and other data.*

- In response to the analysis of child assessments and other data, the following action steps have been implemented: Utilize DRDP Data 2015, Creative Curriculum, Parents as Teachers, Infant/Toddler
- Learning Foundations, and Infant Toddlers Environmental Rating Scale (ITERS) to train teachers how children use appropriate eye contact, pauses, and simple verbal prompts when communicating.

- Professional Development Continue professional development for teachers on DRDP, CLASS, Creative Curriculum, State Early Learning Foundations, and ITERS/FCCERS
- In-Service Workshops
- Classroom observations
- Purchase books, posters, and games to support and stimulate language
- Support language use through modeling and feedback
- Offer additional resources to families to support and promote school readiness activities during the summer months

SUB-SECTION D: PARENT, FAMILY AND COMMUNITY ENGAGEMENT

1. Changes to the PFCE goals and/or objectives related to family outcomes.

The PSD EHS-CCP program has adopted the PFCE goals that align with the Head Start/Early Head Start program. The goals are as follows:

DOMAIN	FAMILY GOALS
FAMILY WELL-BEING	Family will: <ul style="list-style-type: none"> • Develop relationships with staff that is helpful to the family as a whole • Show the ability to access resources and systems that meet their individual family needs and goals <ul style="list-style-type: none"> - Show increasing awareness of safety practices that minimize risk and support healthy growth - Pursue knowledge and understanding of the importance of health and nutritional goals for the family - Refine the family skill to plan and coordinate increased financial security and literacy
POSITIVE PARENT-CHILD RELATIONSHIPS	Family will: <ul style="list-style-type: none"> • Gain knowledge and experience for expectant parents and prenatal health • Show increasing awareness of the transition into parenthood • Develop the knowledge and skills to develop warm relationships that nurture their children’s learning and development • Become engaged in the importance of being primarily their child’s first teacher • Develop appropriate skills to overcome children’s behavior challenges • Understand and have knowledge of children’s disabilities and their rights
FAMILY AS LIFE LONG EDUCATORS	Family will: <ul style="list-style-type: none"> • Be welcomed into the classroom and participate in their child’s education • Learn about their child’s growth and development that is essential to learning • Learn about options for acquiring services for their child • Gain confidence in achieving lifelong learning goals for their child
FAMILIES AS	Family will: <ul style="list-style-type: none"> • Show the ability to identify their strengths as learners, life interests, and careers

DOMAIN	FAMILY GOALS
LEARNERS	<ul style="list-style-type: none"> • Be able to set learning goals aligned with their interest and career • Enroll in college courses that led towards a GED or degree • Participate in learning experiences that support their parenting
FAMILY ENGAGEMENT IN TRANSITION	<p>Family will:</p> <ul style="list-style-type: none"> • Have knowledge in advocating for their children in during transition, specifically social and emotional impacts on their children. This includes Early Head Start into Head Start and Head Start into Kindergarten, and Kindergarten through Elementary school • Have knowledge of their parents' rights and children's rights and IDEA • Collaborate with local school districts and kindergarten readiness • Be encouraged as a parent leader and advocacy by having the opportunity to interact with other parents
FAMILY CONNECTIONS TO PEERS AND COMMUNITY	<p>Family will:</p> <ul style="list-style-type: none"> • Have knowledge in advocating for their children in during transition, specifically social and emotional impacts on their children • Show increasing awareness of the ability to connect with parents and families for support • Encourage parent-to-parent resources and knowledge exchange • Have a safe and respectful environment to learn from others • Have a comprehensive resource list from the community for services needed
FAMILY AS ADVOCATES AND LEADERS	<p>Family will:</p> <ul style="list-style-type: none"> • Learn about their opportunities to engage in leadership and advocacy activities (policy council) • Built upon their strengths through parent initiated participation in program supported activities (policy council, parent committee) • Access information about school to community and home activities for participation as a leader • Participate in kindergarten transitions in the community

2. *Describe any new data sources used since last year's application to support the implementation and evaluation of PFCE goals and/or objectives.*

There are no new data sources to report. PSD continues to utilize a Family Service Assessment, Family Partnership Agreement and the Parent Survey to determine progress towards meeting PFCE goals. The Family Services Assessment tracks families' strengths and needs based on the seven areas aligned to the PFCE. Each area has a series of questions, a total of 25, where each question is ranked on a Likert Scale of 1- to- 4, with 1 representing greatest need and 4 representing no need. The Family Services Assessment is completed three times per year by the Program Generalist to track progress over time. For EHS-CCP, the Family Service Assessment is currently in process, thus, family outcomes are not yet available.

The goal setting process is also entered into ChildPlus to track family progress by entering the family partnership agreement into the database system. The Individualized Family Partnership Agreement Form aligns family goals to the PFCE Framework and the School

Readiness domains. Finally, Parent Surveys are used at the beginning and end of the year to determine progress in meeting the PFCE goals.

- 3. Describe program data related to family progress that also supports children's school readiness.*

The Family Partnership Agreement includes targeted school readiness skills for children. All family goals are aligned to the School Readiness domains.

- 4. Describe how program progress toward PFCE goals and/or objectives is communicated to families.*

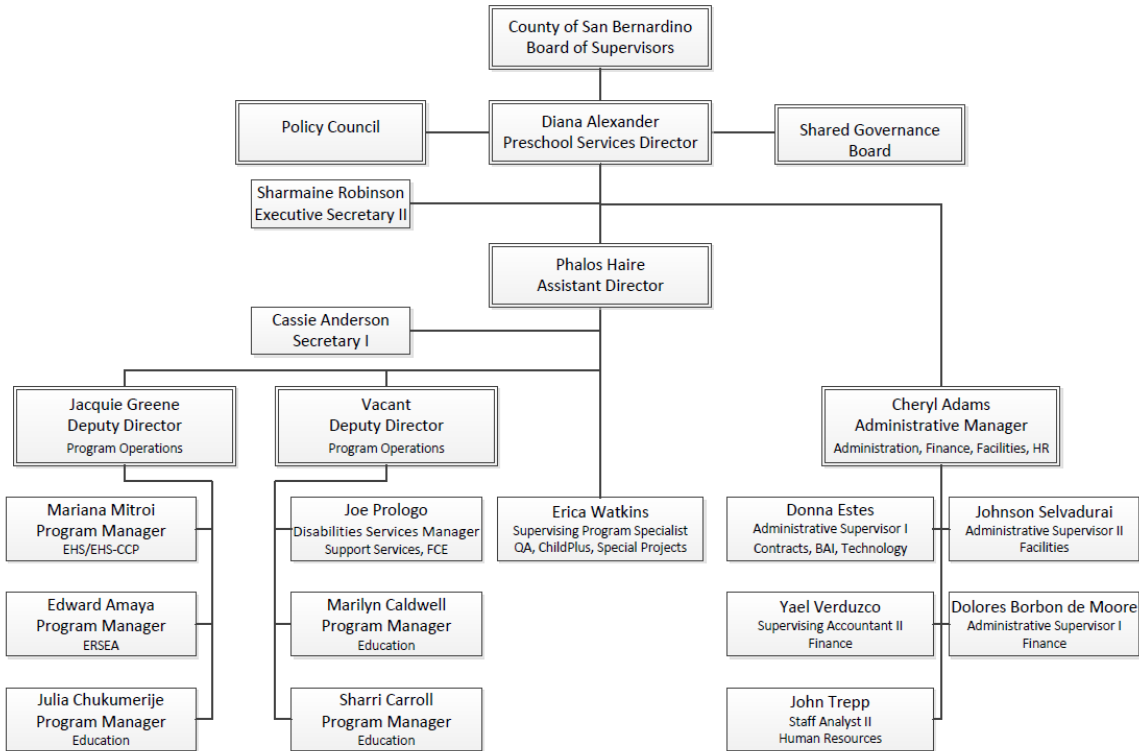
PSD shares progress toward PFCE goals and/or objectives during Policy Council and Center Parent Committee Meetings. Individual family progress toward PFCE goals are communicated during the Individual Family Partnership Agreement process, Home Visits and Center Conferences. Furthermore, family outcomes are documented through Pre-and-Post Surveys, which are analyzed and discussed during parent leadership meetings.

SUB-SECTION E: GOVERNANCE, ORGANIZATIONAL AND MANAGEMENT STRUCTURES AND ONGOING OVERSIGHT

- 1. Describe changes to the roles and responsibilities of the Board and Policy Council, if applicable.*

No updates or changes for the 2017-2018 program year.

2. Include an organizational chart



ORGANIZATIONAL STRUCTURE

In order to support the accomplishment of program objectives, provide strong mechanisms for staff supervision and support, and address the major functions and responsibilities of Head Start staff under the Head Start Program Performance Standards, program management of PSD is sub-divided into the following sections:

Administration -

Program Design and Management, Maintenance & Facilities, Human Resources, Administrative Support, Contracts, Parent Involvement, Technology, and Training & Technical Assistance

Special Projects -

Community Assessment, Grant Applications, Research, Policy and Procedure, Annual Reports, Annual Self-Assessment and Shared Governance

Finance -

Fiscal, Budget, Grant Administration, Reporting, and Audit Preparation

Operations –

Education, Children’s Services, Licensing, CLASS reliability, and ERSEA

Support Services –

Health, Nutrition, Mental Health, Family and Community Engagement and Disabilities Services

Quality Assurance -

Ongoing Monitoring, Electronic Record Keeping System Reports, and Self-Assessment

3. Provide updates of staff qualifications or competencies.

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

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

Changes to requirements for family and community partnership staff, due to new Head Start Program Performance Standards. newly hired PSD Program Generalists (effective 11/7/2016)

are now required to either: 1) Possess a credential or certification in social work, human services, family services, counseling or closely related field at the time of hire, OR, 2) obtain within eighteen (18) months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling or closely related field.

CCRC contracted Provider qualifications that were available prior to application submission, can be found in the table below:

Provider Name/Center Staff	Earned: Degree, CD units, Infant/Toddler units	Current Child Development Permit	Enrolled in College/Plan to Enroll (Date)/CDA
Clara Bunting, Bunting Family Child Care	18 ECE units	Expired Associate Teacher Permit	
Mariana Campos, Campos Family Child Care	22 ECE units		3 ECE units; 6 Infant/Toddler units
Judy Zamora, Zamora Family Child Care	AS in Humanities; AS SoCal Science; BA in Sociology		
Krishna Rodriguez, Rodriguez Family Child Care	21 ECE units		
Cassandra Ulloa (Krishna Rodriguez's assistant), Rodriguez Family Child Care	12 ECE units		Enrolled at Barstow Community College
Myra Brown, Brown Family Child Care	AA degree		
Amasha Griffin, Griffin Family Child Care	Associate Degree; 30 ECE units	Teacher Permit	Enrolled in BA program for Early Childhood Education
Brenda Guzman, Guzman Family Child Care			
Rochelle Weeks, Weeks Family Child Care	34 ECE units; 3 Infant/Toddler units		
Rosy Fuentes, Fuentes Family Child Care (San Bernardino, CA 92407)	13.50 ECE units	Assistant Teacher Permit Exp: 6/1/2016	Valley College (taking two courses that will be held at CCRC)
Eric Martin, Martin Family Child Care			Enrolling at Valley College to take courses
Wyakie Coleman (Eric Martin's assistant), Martin Family Child Care			Completing online AA program in Child Development with Ashworth
Rosa Fuentes, Fuentes Family Child Care (San Bernardino, CA 92404)	38.5 ECE units; 6 Infant/Toddler units	Expired Associate Teacher Permit	Working on enrolling in Valley College courses offered at CCRC
Patricia Cristales, Cristales Family Child Care	BA in Child Development		

Provider Name/Center Staff	Earned: Degree, CD units, Infant/Toddler units	Current Child Development Permit	Enrolled in College/Plan to Enroll (Date)/CDA
Sheila Copper, Kids N Care Inc.	AS in Child Development		
Trista Cowlshaw, Kids N Care Inc.	BA in Child Development		

4. Describe changes to the management systems for planning, communications, record-keeping and reporting, ongoing monitoring, and self-assessment. Include a summary of results of most recent self-assessment.

PSD management systems have not changed since the original competitive grant application. However, PSD changed its database system in August 2015 from the Child Outcomes Planning Assessment (COPA) to ChildPlus.Net. PSD researched various database systems prior to selecting ChildPlus.Net, which was selected based on its ability to capture comprehensive data on all required service areas. The 2016-2017 Program Year is the first full year of ChildPlus.net implementation.

As of the date of this application, PSD has not conducted the annual self-assessment for the EHS-CCP Program, given its start-up nature. The program has been working on recruiting Providers, as well as children and families. The self-assessment conducted for the 2016-2017 program year has not been finalized. The most recently completed self-assessment is for the 2015-2016 program year. The table below summarizes the findings:

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
Health & Nutrition Services (Head Start)	Cucamonga Fontana Citrus Highland Waterman Gardens	<ul style="list-style-type: none"> • <u>Cucamonga</u> • Files were well organized • All health and 	There were no areas of non-compliance that exceeded 10% of a site's sample size.	N/A

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<p>nutrition requirements met</p> <ul style="list-style-type: none"> Records showed ongoing communication with parents <p><u>Fontana Citrus</u></p> <ul style="list-style-type: none"> Records showed ongoing communication with parents <p><u>Highland</u></p> <ul style="list-style-type: none"> Files were well organized All health and nutrition requirements met Records showed ongoing communication with parents <p><u>Waterman Gardens</u></p> <ul style="list-style-type: none"> Files were well organized All health and nutrition requirements met 		
Health & Nutrition Services (Early Head Start)	Apple Valley Victor Valley	<p><u>Apple Valley EHS-HB</u></p> <ul style="list-style-type: none"> Files were well organized <p><u>Victor Valley College EHS-CB</u></p> <ul style="list-style-type: none"> Files were well organized 	<p><u>Apple Valley</u></p> <ul style="list-style-type: none"> 1 of 4 reviewed records had expired physical (25%) 1 of 4 reviewed records had missing physical and no notices sent (25%) 1 of 4 reviewed records did not have growth chart (25%) 1 of 4 reviewed records did not have Hgb result with no notices sent (25%) 	<p>COMPLETE: PSD Generalists will obtain, complete and place updated documents in the children's files and input data into ChildPlus.net by May 20th 2016. All Generalists and Home Base Teachers will receive training regarding health event compliance and data entry by June 3rd 2016.</p> <p>Quality Assurance and Managers will review children's files and ChildPlus.net for</p>

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
			<u>Victor College</u> <ul style="list-style-type: none"> 1 of 3 reviewed records had expired physicals (33%) 1 of 3 reviewed records had no evidence of blood (33%) 1 of 3 reviewed records did not have Hgb/Hct completed within timeline (33%) 	compliance on a monthly basis.
Disabilities & Mental Health	Del Rosa Fontana Citrus Rialto-Eucalyptus SB West So. Redlands Waterman Gardens	<u>Del Rosa</u> <ul style="list-style-type: none"> IEPs were current and teachers were individualizing for children <u>Fontana Citrus</u> <ul style="list-style-type: none"> Site Supervisor demonstrated outstanding customer service <u>Rialto-Eucalyptus</u> <ul style="list-style-type: none"> Staff articulated procedures effectively <u>SB West</u> <ul style="list-style-type: none"> Staff demonstrated positive interactions with children and class room was well organized <u>So. Redlands</u> <ul style="list-style-type: none"> Staff extremely helpful and files organized <u>Waterman</u> <ul style="list-style-type: none"> Staff effectively using behavioral strategies 	<u>Del Rosa</u> <ul style="list-style-type: none"> 4 of 30 reviewed files were missing ASQ-SE (13%) <u>Rialto-Eucalyptus</u> <ul style="list-style-type: none"> 8 of 40 reviewed files were missing ASQ-SE (20%) 	COMPLETE: PSD Generalists will obtain, complete and place updated documents in the children's files and input data into ChildPlus.net by May 20th 2016. All Generalists and Home Base Teachers will receive training regarding health event compliance and data entry by June 3rd 2016

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
Family & Community Engagement	Apple Valley Fontana USD-EHS Needles So. Redlands Renaissance Victor Valley Col Yucaipa	<u>Apple Valley</u> <ul style="list-style-type: none"> Staff articulate in policies Parent board had many resources Various workshops and parent trainings held <u>FUSD EHS</u> <ul style="list-style-type: none"> Staff articulate in policies Parent board had many resources Workshops held twice a year FSA and FPA up-to-date on correct forms <u>Needles</u> <ul style="list-style-type: none"> Staff articulate in policies Staff knowledgeable in site activities and community resources Staff involved in the community “Stand for Children” is doing a literacy workshop <u>So. Redlands</u> <ul style="list-style-type: none"> Staff articulate in policies Parent board had many resources Parent/child group observed Two community organizations come to site and persons ready to children <u>Renaissance</u> <ul style="list-style-type: none"> Staff articulate in 	<u>Apple Valley</u> <ul style="list-style-type: none"> 4 of 16 reviewed records did not have a Family Service Assessment (25%) <u>Renaissance</u> <ul style="list-style-type: none"> 6 of 33 reviewed records did not have a Family Partnership Agreement (18%) 5 of 33 reviewed records were missing dates on the Family Service Agreements (15%) 	PSD Generalist will obtain, complete and place updated documents in the children’s files and input data into ChildPlus.net by May 20th 2016. All Generalists and Home Base Teachers will receive training in this area by June 3rd 2016. Additionally, a letter of expectations will be issued by immediate supervisor to appropriate staff by May 1st 2016 addressing the importance of following the established agency policies and procedures with regard to Family Service Assessments.

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<ul style="list-style-type: none"> • policies • Parent board has many resources • Resource book is on site with job listings and education information • Goal setting workshop held every Tuesday to assist with FSA completion • Parent Anonymous group was in session • Stress management session conducted • Black history presentation done on site <p><u>Victor Valley College</u></p> <ul style="list-style-type: none"> • Staff articulated policies • Parent board has many resources • Site has lending library • Two parents are in Apprenticeship program • Parents provide ongoing input on children's portfolios • Site has gardening project supported by parents and Home Depot <p><u>Yucaipa</u></p>		

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<ul style="list-style-type: none"> • Staff articulated policies • Parent board had many resources • Good parent attendance at parent meetings • Librarian come to site to read books with children 		
Child & Adult Care Food Program (CACFP)	Chino Northgate Phelan So. Redlands Westminster Yucca Valley	<u>Northgate</u> <ul style="list-style-type: none"> • Teaching staff did excellent job of encouraging children to try all foods • FSW/Clerk maintains clean and organized kitchen area <u>So. Redlands</u> <ul style="list-style-type: none"> • Mealtime interactions were very positive • FSW does outstanding job of providing and documenting food served for special needs <u>Westminster</u> <ul style="list-style-type: none"> • Mealtime interactions were very positive <u>Yucca Valley</u> <ul style="list-style-type: none"> • Mealtime atmosphere was relaxed with various discussions <u>Chino</u> <ul style="list-style-type: none"> • Mealtime interaction was very positive 	There were no areas of non-compliance that exceeded 10% of a site's sample size.	N/A

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<u>Phelan</u> <ul style="list-style-type: none"> Mealtime conversations were child-led and teachers reinforced counting FSW/Clerk organized and all clerical and food service paperwork complete 		
Education Early Head Start	Easter Seals - Valley Victor Valley Col	---	There were no areas of non-compliance that exceeded 10% of a site's sample size.	N/A
ERSEA Eligibility, Recruitment, Selection, Enrollment & Attendance	<u>PSD</u> Del Rosa Needles Parks & Rec SB West Upland <u>Easter Seals</u> Montclair Ontario Upland Valley View	<u>PSD Sites</u> <ul style="list-style-type: none"> Interviewed Generalist articulated verification process Interviewed Generalist explained process of recruitment and priorities for enrollment All files were well organized and easily accessible for review Monthly ADA has not fallen under 85% for 2015-16 year <u>Easter Seals Sites</u> <ul style="list-style-type: none"> Site Supervisor at Upland 	<u>PSD Sites</u> <ul style="list-style-type: none"> 6 of 58 reviewed records did not show documentation of income for the 12 month relevant time period (10%) 7 of 58 reviewed records had inaccurate information on PSD Eligibility Verification form (12%) <u>Easter Seals Sites</u> <ul style="list-style-type: none"> 15 of 19 reviewed records did not document proof of hours needed for full-day services (79%) 5 of 7 reviewed 	COMPLETE: Program Supervisors will provide Eligibility cluster trainings to Program Generalists by June 15th 2016. ERSEA Manager will ensure the Eligibility training will be completed by June 15th 2016. The Director of Easter Seals and the PSD ERSEA Manager will ensure the training is completed by June 15th 2016 and the Eligibility policy and procedure is in place.

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<p>articulated eligibility procedure</p> <ul style="list-style-type: none"> • Monthly ADA has not fallen under 85% for 2015-16 year • Easter Seals is expecting to reach 10% children with disabilities 	<p>records had inadequate proof of income (71%)</p> <ul style="list-style-type: none"> • 21 of 41 reviewed records did not have documentation for the 12 – month relevant time period or income was not calculated correctly (51%) • 14 of 41 reviewed records showed inaccurate information on the Eligibility Verification form (34%) • 12 of 41 reviewed records did not have adequate proof of residency (documentation older than 60 days) (29%) • 6 of 41 reviewed records did not show the child meeting age eligibility requirements (children were too old) (15%) 	
Fiscal Integrity	PSD Admin	<ul style="list-style-type: none"> • PSD internal controls comply with Federal requirements • Controls in place to properly ensure costs are allowable and costs support 	There were no areas of non-compliance	N/A

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<p>program objectives</p> <ul style="list-style-type: none"> • Purchasing cards utilized to ensure timely payments and controls ensure allowability • CA State Preschool funds held to same standards as Head Start funds • Home to school activity sheets updated to support parents 		
Governance and Management Systems	PSD Admin	<ul style="list-style-type: none"> • Shared Governance Board has excellent expertise among members and all required actions have taken place • Monthly Board and PC reports are submitted and received on a timely basis • Policy Council members are well trained and officers are articulate in explaining roles and responsibilities • A total of 15 PC members participated on the 2015-16 Self-Assessment • Administrators strongly embrace parent engagement and 	<p><u>Administration Site</u></p> <ul style="list-style-type: none"> • Several centers did not have parent center committee meetings documented in records at the office • 8 of 22 personnel records reviewed did not have evidence of a Professional Development Plan (36%) • A review of the Annual Public Report showed it does not contain three key elements required in legislation 	<p>COMPLETE: The Supervising Program Specialist will ensure the policy regarding parent center committee meeting minutes is reinforced during an all-staff meeting by May 31st 2016. The Administrative office will maintain documentation of all parent meetings as well as the site level.</p> <p>Program Managers were notified by PSD Human Resources (HR) of the need for the Professional Development Plans (PDP) to be completed annually at the site level. Teaching staff will complete PDPs during April 2016 & May 2016, prior to nine month staff leaving for the summer. PSD HR also requested a date field be added to ChildPlus.net electronic record keeping system in</p>

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
		<ul style="list-style-type: none"> • participation • The “Apprenticeship” program is a model for training and mentoring parents for entry level positions • PSD implemented an excellent planning process with a comprehensive Community Assessment and goals based on needs • PSD’s ongoing monitoring system is a sophisticated, electronic system that utilizes the CP software for tracking and follow-up • Coordination of monitoring, work orders and tracking completion is excellent • PSD continues to coordinate ongoing partnerships with community agencies to support Head Start families • Personnel records were organized and overall complete and up-to-date. 		<p>order to assist in tracking the PDPs.</p> <p>The Supervising Program Specialist has included the three key elements missing from the Annual Report in the latest PSD Annual Report which has been approved by Policy Council and the Shared Governance Board. The three key elements are:</p> <ol style="list-style-type: none"> 1. Budget expenditures 2. Percentage of eligible children receiving services 3. Most recent financial audit

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
Environmental Health & Safety	Adelanto Apple Valley Baker FLC Barstow Boys Club Chino Colton (San Salvador) Colton (Bloomington) Crestline Cucamonga Del Rosa Easter Seals-Ontario Easter Seals-Montclair Easter Seals - Upland Fontana Citrus Fontana USD Admin Fontana USD/Redwood Hesperia Highland Mill Needles Northgate Ontario Maple Ontario – Montclair Parks & Rec Phelan Renaissance Rialto Eucalyptus SB West So. Redlands 29 Palms Upland Victorville Victor Valley College Waterman Gardens Westminster Willow	<p>There were numerous observations at sites by reviewers that staff was welcoming and helpful and that classrooms were generally clean and organized.</p> <p>Quantifiably, there was substantial improvement in overall levels of compliance in Environmental Health and Safety over last year’s self-assessment.</p> <p>In the 2016 Self-Assessment there were 88 health and safety indicators reviewed at 39 sites resulting in a total of 133 non-compliances. In contrast to last year’s self-assessment, the 2015 review had 85 health and safety indicators reviewed at 37 sites that resulted in 167 non-compliances. Even with a few more indicators and a couple of more sites reviewed this year, there was a 20% reduction in overall non-compliances in Environmental Health & Safety in the current year.</p> <p>Additionally, the following health and safety indicators from</p>	<p>The following seven (7) indicators accounted for 38% of the total non-compliances and were at least 10% of the sites having a non-compliance in the same indicator. Centers that were cited for the same health and safety violation last year are bolded where a violation in an indicator has been repeated this year:</p> <p><u>Toilets and hand washing facilities are clean: 10 of 39 sites not compliant (26%). (Last Year: 35% not compliant.)</u> Adelanto, Boys Club, Colton (Bloomington), Cucamonga, Del Rosa, Hesperia, Mill, Renaissance, Victorville, Willow</p> <p><u>Toilets and hand washing facilities need repair: 10 of 39 sites not compliant (26%). (Indicator Combined with Above Indicator Last Year.)</u> Adelanto, Chino, Colton (Bloomington), Del Rosa, Easter Seals/Upland, Hesperia, Highland, Mill, So. Redlands, Victorville</p>	<p>COMPLETE: PSD Maintenance staff is in the process of correcting all deficiencies by June 30th 2016.</p> <p>Program Managers are working with Contract Agencies and the Delegate Agency on their deficiencies which will be corrected by June 30th 2016.</p> <p>Program Managers, Maintenance staff and Quality Assurance staff have provided ongoing training and technical assistance to site staff to reduce and eliminate similar future findings and ensure department policies and procedures are followed.</p> <p>Quality Assurance staff will monitor all sites by June 30th 2016 to ensure corrective action has been completed.</p>

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
	Yucaipa Yucca Valley	<p>the 2015 self-assessment were cited as being over the 10% threshold for those sites having the same issue. In 2016, reviewed sites are no longer 10% or more non-compliant in those same indicators as follows:</p> <p><u>Approved fire extinguishers readily accessible to staff.</u> Last Year Non-Compliance: 24% This Year Non-Compliance: .025%</p> <p><u>Electrical outlets covered and not accessible to children.</u> Last Year Non-Compliance: 19% This Year Non-Compliance: .076%</p>	<p><u>Playground equipment that is in good condition and safe: 9 of 39 sites not compliant (23%).</u> (Last Year: 24% not compliant.)</p> <p>Boy's Club, Colton (Bloomington), Fontana/Redwood, Hesperia, Highland, Mill, Ontario/Montclair, Rialto/Eucalyptus, Yucaipa</p> <p><u>Facilities, materials & equipment not free of hazards: 7 of 39 sites not compliant (18%)</u> Chino, Easter Seals/Montclair, Highland, Parks & Rec, So. Redlands, Westminster, Yucaipa</p> <p><u>Toys, materials, furniture either not in good condition or unsafe: 6 of 39 sites not compliant (15%).</u> (Last Year: 24% not compliant.)</p> <p>Colton (Bloomington), Cucamonga, Fontana/Redwood, Mill, Renaissance, So. Redlands</p> <p><u>Design of playground and equipment not promoting safety of children: 5 of 39 sites not compliant</u></p>	

Content Area	Sites Reviewed By Content Area	Positive Observations and Strengths	Non-Compliances (Sites or Records with 10% or More Non-Compliance as Identified in Sample of Sites or Records)	Corrective Actions/Timeline
			<p><i>(13%).</i> Colton (Bloomington), Easter Seals/Upland, Ontario/Montclair, So. Redlands, Victorville</p> <p><i>Classrooms at sites not having at least one outside window for rescue or ventilation: 4 of 39 sites not compliant (10%).</i> Apple Valley, Barstow, Parks & Rec, So. Redlands</p>	
Transportation	Chino Upland Ontario Maple	<p><u>Chino #440, Bus #110838; Upland #446, Bus #21936; and Ontario Maple #442, Sub-Bus #110836</u> Each bus driver and monitor provided safe and smooth transition from school to home</p>	<p><u>Chino #440, Bus #110838</u> Two (2) out of 21 child car seats showed wear and tear (10%)</p>	COMPLETE: Ensure contracted transportation agency replaces the two worn child car seats by June 30th 2016

5. *Training & Technical Assistance Plan*

Please see the attached Training & Technical Assistance (T/TA) plan. As can be seen, 57% of the T/TA budget is allocated to CCRC to support contracted providers. The specific T/TA budget showing specifically what CCRC and PSD are using the funds for is attached for reference.

SECTION II. BUDGET AND BUDGET JUSTIFICATION NARRATIVE

*1. Provide a detailed budget narrative and justification that identifies the amount of funds and a description of the intended use of program operations and training and technical assistance funds by object class category for Head Start and/or Early Head Start. Include any one-time costs, for any proposed conversion requests, if applicable. *

PERSONNEL

Personnel has been budgeted in the amount of \$222,283 to fund salaries for 86 staff members that provide EHS-CCP services for 120 children. The personnel services include Child Health and Development services, Family and Community Partnerships services, Program Design and Management services and other services. Personnel costs are presented in table below, and are based on our staffing structure as shown on the organizational chart.

Personnel			
GABI Code	Number of Positions	Description	Costs
A01	2	Program Managers & Content Area Experts	\$34,507
A06	2	Health/Mental Health Services Personnel	\$1,680
A07	3	Disabilities Services Personnel	\$3,545
A08	3	Nutrition Services Personnel	\$2,998
A10	9	Program Managers & Content Area Experts	\$11,823
A11	3	Other Family & Community Partnerships Personnel	\$91,700
A12	2	Executive Director/Other Supervisor of HS Director	\$5,787
A13	2	Head Start/Early Head Start Director	\$4,442
A14	2	Managers	\$3,731
A15	1	Staff Development	\$1,015
A16	14	Clerical Personnel	\$10,537
A17	17	Fiscal Personnel	\$19,684
A18	14	Other Administrative Personnel	\$14,523
A19	12	Maintenance Personnel	\$16,311
	86	Subtotal	\$222,283

FRINGE BENEFITS

The Fringe Benefits budget category is used to fund employee retirement, health and dental insurance premiums, life insurance, long and short term disability insurances, unemployment insurance benefits, Worker’s Compensation insurance costs and other fringe benefits costs in the amount of \$114,777. The Fringe Benefit costs are based on approved bargaining unit terms for exempt and classified staff and on the contractual terms outlined in the agreements for contract staff.

Fringe Benefits		
GABI Code	Benefit	Costs
B01	Social Security (FICA), State Disability, Unemployment (FUTA), Worker’s Compensation, State Unemployment Insurance (SUI)	\$28,048
B02	Health/Dental/Life Insurance	\$24,999
B03	Retirement	\$61,467
B04	Other Fringe	\$263
	Subtotal	\$114,777

TRAVEL

Travel is utilized to fund air travel, hotel charges, meals and other travel related costs in the amount of \$5,719.

Travel		
GABI Code	Description	Costs
C01	Includes hotel, meals, car rental, air and other travel	\$5,719
	Subtotal	\$5,719

EQUIPMENT

PSD is requesting Equipment in the amount of \$10,197. This will include upgrade in the lighting fixtures in the current warehouse to illuminate the space since the building has no windows. Additionally, PSD is requesting to replace several old department vehicles, which have high mileage and whose repairs have become too costly to be considered economical. All related expenses are listed below;

Equipment			
GABI Code	Equipment	Rationale	Cost
D02	Lighting Fixtures	To replace lighting at warehouse.	\$561
D03	Ford Escape	To replace vehicles that are old and has become increasingly cost prohibitive to repair.	\$3,432
D03	F-350 Truck	To replace current smaller capacity trucks that have excessive mileage and repairs have become cost prohibitive.	\$5,676
D04	Video Conferencing Unit	To hold the meetings and conference provided to a large group	\$528
Subtotal			\$10,197

SUPPLIES

Supply costs include consumable supplies and tangible items that have a life expectancy of less than one year and a unit cost of less than \$5,000. Essential supplies are used for the classroom, program, office, equipment, printing and other uses and budgeted in the amount of \$86,657. Unit cost includes tax, shipping, and installation costs. The Supply costs description is contained in the following table:

Supplies		
GABI Code	Description	Costs
E01	Office Supplies: Consumable materials that include paper, pencils, pens, binders, toners, and file folders. Also included in this category are computers, printers, and office furniture.	\$23,596
E02	Child & Family Services Supplies: Supplies include consumable classroom materials, classroom furniture and rugs, books, transition kits, medical, dental and disability supplies.	\$50,697
E03	Food Service Supplies: Special diet meals purchased for children in the classroom and for parent meetings.	\$440
E04	Janitorial & Maintenance Supplies: Supplies that will be purchased to clean and maintain sites.	\$11,924
	Subtotal	\$86,657

CONTRACTUAL

The contractual budget category includes one Contract Agency to provide Early Head Start-Child Care Partnership services for 120 children and other contracts in the amount of \$1,216,976. Below is the table outlining all of the contracts for FY 2017-18:

Contractual			
GABI Code	Contractor	Description	Costs
F01	Administrative Services	Costs include the Electronic Record Keeping System (Child Plus) for the department and cellular monitoring services.	\$7,152
F08	Other Contractual: Child Care Resource Center	Contract that oversees the operations, mentoring, and training for the EHS-CCP home or center-based providers.	\$1,209,824
		Subtotal	\$1,216,976

CONSTRUCTION

PSD does not expect construction costs this year.

OTHER

The other budget category funds utilities and telephone costs, building and child liability insurance, building and vehicle repairs and maintenance, professional services, parent services, accounting services, advertising, staff development and other services in the amount of \$176,554. Below is a list of the budget categories by object that are budgeted for FY 2017-18:

Other			
GABI Code	Item	Description	Costs
H02	Rent	Lease costs	\$23,153
H04	Utilities/Telephone	Covers all the costs at sites, Admin building and warehouse for electricity, gas, internet, telephone and water.	\$7,449
H05	Building & Child Liability Insurances	Cost for insurance that cover children, employees, property, and vehicles.	\$21,400
H06	Building Maintenance/Repair & Other Occupancy	Cost for repairs and upkeep of classrooms, playgrounds and warehouse.	\$24,421
H08	Local Travel	To reimburse staff for mileage associated with the use of their personal vehicle	\$4,582
H13	Parent Services	Costs associated with the Parent Policy Council. Includes child care and mileage reimbursements, food for all Policy Council meetings, and travel costs and registration fees for Policy Council training conferences.	\$3,124
H14	Accounting & Legal Services	Accounting (Single Audit) and legal services as provided by San Bernardino County.	\$2,232
H15	Publications/Advertising/Printing	Covers the costs of EHS-CCP related periodicals, and the printing of department newsletters, and recruitment materials.	\$6,490

Other			
H16	Training or Staff Development	Registration fees for training and staff development classes, conferences and seminars.	\$10,356
H17	Other	Costs for equipment maintenance fees, medical expense costs for employee physicals, and other administrative and support costs from other county departments for support services.	\$73,347
Subtotal			\$176,554

TRAINING AND TECHNICAL ASSISTANCE

Training and Technical Assistance funding is used for Professional Development of staff. Trainings are identified that will enrich staff's knowledge so that they may share this knowledge with the parents they are serving both in the center based and home based programs. The \$43,940 budget for T&TA is detailed below:

Technical & Training Assistance			
GABI Code	Item	Description	Costs
C01	Staff Out of Town Travel	Costs of hotel, meals, air travel, and other travel associated with Training & Staff Development.	\$2,456
F01	Administrative Services	Self-Assessment	\$1,103
F07	Contract Agency Costs	Child Care Resource Center (CCRC) Training & Staff Development Costs	\$25,000
H02	Rent	Rental payment for use of building for annual Pre-Service Conference.	\$1,901
H13	Parent Services	Registration fees for conferences, trainings, and committees for parents.	\$3,124
H16	Training or Staff Development	Registration fees for training and staff development classes, conferences and seminars.	\$10,356
Early Head Start - Child Care Partnership Total T&TA			\$43,940

2. Demonstrate the proposed budget supports all direct costs and indirect costs, if appropriate.

The proposed budget supports all direct and allocated costs. There are no indirect costs.

3. Demonstrate funds are budgeted to provide all required comprehensive Head Start and/or Early Head Start services to eligible children and families in a cost- effective manner as indicated in Section I, Program Design and Approach to Service Delivery.

These funds are budgeted to provide all required comprehensive EHS-CCP services for eligible children and families. See detailed budget in number 1 above.

4. If applicable, provide a detailed budget narrative for the planned use of any cost-of-living adjustment (COLA) increases included in the projected funding level for the budget period. Describe the plans to increase the hourly rate of pay for staff and the pay scale subject to the provisions of Sections 653 and 640(j) of the Head Start Act. Specify the other planned uses of the funds to offset higher operating costs. Demonstrate the COLA increase was provided to all delegate agencies or provide a justification if the full percentage is not provided to delegate agencies.

Not applicable

5. Describe the organization's financial and property management system and internal controls in place to maintain effective control of and accountability for grant funds, property and other assets.

FISCAL MANAGEMENT

PSD maintains an effective fiscal management by establishing clear policies and procedures over budgeting, accounting, financial reporting, review and auditing. PSD's Fiscal and Program staff collaborate to prepare an annual program budget which is then submitted to the Policy Council, the Shared Governance Board, and the San Bernardino County Board of Supervisors for review and approval.

On a monthly basis, the budget-to-actual financial report is presented to and reviewed by the Policy Council, the Shared Governance Board, and the assigned County Finance Analyst. The agency's management team regularly meets to discuss and revise the budget to ensure that the resources are being used appropriately. This entails comparing revenues and expenditures

against current modified budget and against prior month's projections. Staff are required to identify reasons for the variances and recommend if budget amendments are required.

In addition, PSD maintains strong financial controls by utilizing the County's Financial Accounting System (FAS) for tracking all financial transactions. The system has checks and balances necessary to safeguard the integrity of the information which is then utilized in producing monthly, quarterly and annual reports to manage the budget. Furthermore, PSD maintains internal policies or utilizes County policy over receipts, disbursements, petty cash, payroll, and cash management.

PSD maintains proper oversight by following audit requirements as stated in 2 CFR 200 (F). PSD's financial transactions have been audited as part of the annual Single Audit and the California State Department of Education. These audits examine financial reporting, internal controls, costs principles and cost allocation as well as specific compliance requirements with Federal and State regulations.

INTERNAL CONTROLS

PSD maintains appropriate internal controls by safeguarding assets, providing reliable financial records, and complying with applicable laws and regulations. By establishing appropriate internal controls they provide: compliance with applicable laws and regulations, reliable financial reporting, effective and efficient operations and achievement of specific goals in accountability, and management is provided reasonable assurance that objectives are being met in a supportive control environment.

45 CFR 75.303, which states that Grantee and delegate agencies must ensure that appropriate internal controls are established and implemented to safeguard Federal funds.

By adhering to Federal guidelines, these internal controls require the County to hire competent and trustworthy employees, develop and implement proper procedures for authorizing transactions, establish physical control of assets and the ability to perform independent checks of performance to ensure adequate separation of duties such that no one person has complete control over any transaction.

These controls require multiple levels of approval on all purchases, including dual signatures for procurement done on an internal requisition 003 purchase form and multiple levels of approval for purchases made through the ePro purchasing system, with authorization based on product price points. Additionally, management approval is required on all payment documents, and these purchases are further reviewed through our annual Self-Assessment Process, and an Annual Single Audit of the Preschool Services Department.

All equipment purchases of sensitive equipment, including electronic devices (cellphones, copiers) with lease fees, portable personal digital and telecommunications equipment, all computer equipment and other items, tools and small equipment are inventoried on an annual basis and the results filed with the County Clerk's Office. Performing this annual task ensures compliance with 2 CFR 75.320, Post Federal Award Requirements, 2cc-313.

6. Identify each source of non-federal share match, including the estimated amount per source and the valuation methodology. Demonstrate that the amounts and sources that will contribute to the required non-federal share match of the total project cost are allowable sources. Provide a detailed justification that conforms with the criteria under Section 640(b)(1)-(5) of the Head Start Act if the application proposes a waiver of any portion of the non-federal share match requirement.

NON- FEDERAL SHARE (NFS)

The major source of Non-Federal share is derived from volunteer hours (including fringe benefits) contributed by the parents and members of the community. Along with the volunteer hours, parents and members of the community may donate school and office supplies that would

otherwise be paid with Federal funds. Other sources of “in kind” dollars are derived from local vendors who are willing to donate free or reduced rent, professional services, school supplies/educational toys and other items to assist in meeting the needs of, and providing benefits to the children enrolled in the Early Head Start-Child Care Partnership Program. All volunteered hours and/or donated services and supplies that are recorded on forms specific to the type of donation. All forms and donations will be reviewed for allowability, reasonableness, allocability and whether it is necessary to the department’s needs.

Per the table below, the department will meet its NFS requirement of \$458,291 from the following allowable sources:

Non-Federal Share			
Non-Federal Share Categories	Rate	Amount	Percentage
Volunteers Salaries	\$12.02/hr	\$90,553	20%
Volunteers Benefits	56% fringe benefits	\$50,709	11%
Contract Agency	Supplies, Services, Other	\$124,452	27%
Community Donations	Supplies, Services, Other	\$192,577	42%
Total Non-Federal Share Match		\$458,291	100%

7. Demonstrate the ability to meet the 15 percent limitation on funding and administrative (F&A) costs. Provide a detailed justification that meets the conditions of 45 C.F.R. 1301.32(g) if the applicant proposes a waiver of the limitation on development and administrative costs.

On an ongoing basis PSD evaluates administrative costs and has determined that the costs are necessary and reasonable. During FY 2015-16, administrative costs were less than 13%, which is expected to reoccur in FY 2016-17 versus the 15 percent limitation on funding and administrative costs per 45 CFR 1303.11. Furthermore, PSD has eliminated any possible excess in administrative costs and has consistently reviewed its organizational structure to maintain an efficient and effective organization. PSD has directed the majority of its funding to increase classroom staff salary, supplies, and improving safe environment.

8. Discuss the source and amount of cash, donated goods and services, and other resources proposed such as United Way, State and/or local grant funds, etc. to support allowable non-federal match to the project, in addition to the federal funds requested.

Other sources of “in kind” dollars are derived from First 5 San Bernardino who is donating the time of staff to provide coaching and mentoring for our program participants, thus providing benefits to the children enrolled in the Early Head Start-Child Care Partnership Program

Other Resources		
Source of Funding	Estimated Amount	Used as Non-Federal Share
First Five Mentor Coaches	\$176,000	Yes
Total Other Resources	\$176,000	

9. Submit a cost allocation plan for any proposed costs to be shared between or among programs, including shared staff. Indirect cost must be included in the cost allocation plan unless the applicant has a negotiated indirect cost rate agreement or has adopted use of the 10% de minimis rate.

COST ALLOCATION

It is the policy of San Bernardino County Preschool Services Department (PSD, or the “Organization”) that only costs that are reasonable, allowable and allocable to a federal, state or other award shall be charged to that award. PSD considers all costs to be direct, whether charged in total to a single program, or allocated based on a measure of benefit received.

Costs incurred for the benefit of the entire organization (i.e., general and administrative) will be allocated to all programs based on the benefit received as detailed below. Costs incurred for the benefit of some, but not all, programs will be allocated to the benefiting programs based on a measure that fairly reflects the benefit received, usually number of children.

SEGREGATING UNALLOWABLE FROM ALLOWABLE COSTS

The following steps shall be taken to identify and segregate costs that are allowable and unallowable with respect to each federal, state and other award:

1. Review to determine specifically if costs are allowable or unallowable.
2. Accounting personnel shall be familiar with the allowability of costs provisions of 45 CFR Part 75, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for HHS (Health and Human Services) Awards, and 2 CFR Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.
3. An appropriate set of accounting codes are established in San Bernardino County’s Financial Accounting System (FAS) to reflect the categories of allowable costs identified in the award or the award budget.

COST FOR ALLOWABILITY

It is the Organization's policy that all costs must meet the following criteria in order to be treated as allowable under an award:

1. The cost must be "reasonable" for the performance of the award. Is it necessary for the operation of the organization or the performance of the award?
2. The cost must be "allocable" to an award. Is the cost necessary to the overall operation of the Organization?
3. The cost must conform to any limitations or exclusions of 2 CFR Part 200 or the award itself.
4. Treatment of costs must be consistently applied to all activities of the Organization.
5. Costs must be consistently treated over time.
6. The cost must be determined in accordance with generally accepted accounting principles.
7. Costs may not be included as a cost of any other federally-financed program in the current or prior periods.
8. The cost must be adequately documented.

COSTS CHARGED IN TOTAL TO A PROGRAM

Costs charged in total to a program include those costs that are incurred specifically for an award. PSD identifies and charges these costs exclusively to each award or program by determining the appropriate accounting code string reflecting the program that received direct benefit from the expenditure. Payment voucher packets include original internal requisitions (003s) which are approved by the appropriate supervisor/manager.

Equipment purchased for exclusive use on a federal award and reimbursed by a federal agency shall be accounted for as a direct cost of that award. However, at the end of the fiscal year, such equipment shall be capitalized and depreciated for County financial statements which are prepared on the basis of generally accepted accounting principles (GAAP).

JOINT COSTS

Joint costs are those costs that either benefit more than one award, or are necessary for the overall operation of the Organization.

PSD follows the procedure to allocate joint costs as specified below, by applying one of the following six (6) different allocation methods as needed to each expense category considering the characteristic of the expense:

A. Salaries and Benefits

Every staff, regardless of job classification, is required to document time activity report on a bi-weekly basis in accordance with the programs they have actually worked in each pay period. Activity codes have been assigned to document the activities, depending on the program that PSD has been operating. In accordance with the percentage that each employee is documenting the activities on EMACS (Employee Management and Compensation System), salaries and benefits of each employee are allocated to the program benefited by the employee activity.

B. Services, Supplies and Travel

1. These costs are allocated to each program at each site in proportion to the enrolled children resulted from multiplying operation days, # of children enrolled and hours serviced per day. The enrollment is reviewed on a monthly basis and the allocation rate is updated as necessary to reflect changes in enrollment of 5 percent or higher.

C. Other Charges

1. Transportation - The expenses are allocated only to Head Start and State Preschool Program based on the number of children enrolled because these two programs are only benefitted by the service.
2. Delegate Agency/Contract Partners - The expenses are allocated to each program run by the delegate agency and contract partners in proportion to the enrolled slots (Operation days X # of kids enrolled X Hours serviced per day).
3. Meals/Food Services - The expenses are to be allocated to each program in accordance with the number of meals actually provided to children (based on meal count sheet) at each site.

D. Fixed Assets

The expenses are recorded as direct cost to a specific program as incurred. When the equipment deems to be used by multiple programs at the site, the cost is to be allocated to each program in accordance with the number of children benefitted.

E. Inter-Transfers (Charges from Other County Departments)

1. Charges from ATX (Accounting & Auditing/Treasurer/Recorder Office) - average rate resulted from enrolled slots combining the sites PSD directly operates and DA/CAs operate.
2. Charges from Central Services (Purchasing Department) & Risk Management
The expenses are allocated to each program at each site in proportion to the enrolled slots, at the same rate that is applied to allocating of services and supply costs.

F. Space and related expenses such as utilities, rent (lease), security services, etc.

These expenses are allocated to each program based on the overall square footage benefitted by child per site.

10. If applicable, in the application Documents folder in HSES for “Indirect Cost Rate Agreement,” upload a copy of the current or proposed negotiated indirect cost agreement between the agency and/or delegate agencies and the respective cognizant Federal agency. If using the 10% de minimis indirect cost rate, upload a copy of the policy or other written record indicating date upon which the rate was adopted.

Not applicable

11. Special Situation: Reduction. If applicable, describe the planned use of the funds to support requests for enrollment reductions and proposed budget savings, if any.

Not applicable

12. Special Situation: Conversion. If applicable, identify the amount of funds that will be re-allocated by object class category to convert from either part day to full-working day services or from Head Start to Early Head Start services. Explain the changes in each object class category.

Not applicable

13. Provide a detailed explanation and supporting documents for any proposed use of Head Start grant funds for the initial or ongoing purchase, construction and major renovation of facilities. Identify all proposed sources of funding for facilities activities. Submission of form SF-429 and relevant Attachments and compliance with application requirements in 45 C.F.R. Part 1309 will be required. No Head Start grant funds may be used toward the payment of acquisition, construction or major renovation of a facility without the express written approval of the Administration for Children and Families.

Not applicable

14. Provide explanation of the method of procurement to be used for any proposed equipment purchases over \$5,000.

When an item or service is requested regardless of the amount a requisition (003) is generated. A signature by a Program Manager or Site Supervisor is obtained and then the requisition is delivered to Finance for processing. Requisitions require Finance Management or an appointee’s signature or initials to confirm the purchase is allowed under 2 CFR 200 and budget availability, and then requires final approval from the Director, Assistant Director or Deputy Director. Once the requisition passes through the appropriate chain of command for signatures, it is returned to Finance for processing.

In the Finance Unit, a staff member verifies the requisition and processes a Purchase Order (PO). The staff member will verify the amount, check that the appropriate signatures are present, verifies three bids (quotes) are attached when appropriate (over \$500), and assigns accounting codes for the purchase. The request is then keyed in the County's procurement system, E-Pro. The Fiscal supervisor reviews the electronic request and approves the purchase, depending on the type of purchase and value additional department management may also have to electronically approve the purchase before it reaches the County Purchasing Department for final approval and processing.

Once the purchase is fully approved, a PO is issued from County Purchasing, the vendor is notified of the approval and the purchase is processed. Once received by the department, the electronic paperwork is updated with delivery information and then payment paperwork is completed.