



Preschool Services ANNUAL REPORT



2017-2018



INTRODUCTION

The County of San Bernardino Preschool Services Department (PSD) administers the Federal Head Start (HS), Early Head Start (EHS), Early Head Start Child Care Partnership (EHS-CCP), and California State Preschool Program (CSPP). Since 1965, PSD has provided comprehensive services that meet the emotional, health, nutritional, and psychological needs of preschool children ages zero to five from low-income families. PSD served over 6,079 disadvantaged children ages zero (0) to five (5) and their families at 41 preschool sites and 33 private Family Child Care providers countywide in program year 2017-2018.

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

PSD has encountered challenges including a high percentage of children living in poverty in the County of San Bernardino. PSD conducts an annual community assessment that paints a picture of the community needs and describes the diverse needs of families who may receive services. In addition, the community assessment covers the community's history, its economic environment, and the community's strengths and challenges. The most recent community assessment included data from Kidsdata.org which reported that there are 562,842 children ages 0 to 17 residing in San Bernardino County. According to the San Bernardino County Community Indicators Report 2017, 26% of all San Bernardino County children under 18 live in poverty while 18.4% of adults and 9.9% of older adults (ages 65 or older) live in poverty in 2016. This means 146,339 children ages 0 to 17 live in poverty in San Bernardino County. This is a vast problem for the region's long-term future. Given the difficulty that San Bernardino County has with the education level of its existing workforce, the challenges facing

today's school children will be greater. The largest challenge PSD has encountered is the vast geographic size of the county. At 20,105 square miles, the County of San Bernardino is the largest county in the country by geographic area; bordered by five other counties and two states. This exceeds the square mileage of Connecticut, Delaware, Massachusetts and Rhode Island combined. By proactively preparing for challenges, PSD has designed and implemented innovative projects and models which have increased the resources and services provided in the community.

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

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SHARED GOVERNANCE BOARD



Josie Gonzales, SGB Chair
Board of Supervisor, Fifth District

Josie Gonzales was first elected to the Board of Supervisors in 2004. As a public official, she strives to promote cooperative efforts on local, state, and federal levels. Her “People First” philosophy is founded on bringing non-partisan resources together to best serve the county. She strongly believes that when we work together with the concerns and needs of the people as our priority, we can accomplish great things

Supervisor Gonzales prioritizes early education and the development of young children in order to build a strong foundation for their educational journey. As a former Head Start parent, she believes that access to a good education, from Cradle to Career, is the key to achieving our Countywide Vision.

A lifelong resident of San Bernardino County, Supervisor Gonzales was raised in the City of Colton and lived in San Bernardino for more than 20 years. In 1995, she moved to the City of Fontana, where she served as a City Councilmember until elected Fifth District Supervisor in 2004.

Supervisor Gonzales owned and operated a successful small business in Fontana for many years. She resides in Fontana, and enjoys spending time with her four adult children and six grandchildren.



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

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

College of Surgeons. He is a member of the American College of Preventive Medicine and has directed the Women’s Health Department at Riverside Regional Medical Center as well as the Residency Program at Arrowhead Regional Medical Center for OB/GYN.

Currently, he serves as the chair of the First 5 Commission of San Bernardino; as Co-Chair, Community Vital Signs Initiative, Inland Empire HIV Planning Council; as the Supervising Physician – Loma Linda University of Preventive Medicine Residency Program; as a Board Member—California Conference of Local Health Officers and member of the Board of Directors – Health Officers Association of California; and is the President/Chair – Exceptional Care Managed Group (Healthcare Managed Care).



Veronica Kelley
Director for Department of Behavioral Health

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

Associate Member to the American Society of Addiction Medicine.

She is a Professor at Mount St. Mary’s University teaching in the undergraduate Social Work/Sociology/Gerontology and Film Department, an Adjunct Faculty in the Masters of Social Work Program at Loma Linda University Department of Social Work and Social Ecology, and a Contract Instructor at Cal State University, San Bernardino, teaching Social Work with Alcohol and Drug Abuse. She earned her MSW from the University of Southern California and her BS in Psychology and Child Development from Mount Saint Mary’s College in Los Angeles.



Kathy Turnbull
Children’s Network Officer for San Bernardino County

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

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

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

Programs at the Children’s Network that she participates in and oversees include: Early Childhood Mental Health, SART (Screen Assessment Referral and Treatment), CASE (Coalition Against Sexual Exploitation), Father Engagement, Mentoring Task Force, and the Child Abuse Prevention Council.

SHARED GOVERNANCE BOARD CONTINUED



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

San Bernardino County Superintendent of Schools' Ted Alejandre began his four-year term as the county's 34th superintendent on Jan. 5, 2015. He ran for the county's lead educational seat unopposed in 2018 and will begin his second four-year term in January 2019 with more than 30 years of experience in public education, Mr. Alejandre has been a teacher, vice principal, principal and director of fiscal services at the district level, and served as the assistant superintendent of Business Services in the Yucaipa-Calimesa Joint Unified School District. He joined County Schools in 2008 as the assistant superintendent of Business Services, and later was appointed deputy superintendent,

overseeing all operations of the organization.

As county superintendent, Mr. Alejandre works collaboratively with educators, families, other agencies and stakeholders to provide advocacy, leadership and services for and on behalf of the 403,000 K-12 students attending public schools in San Bernardino County. His office oversees a \$285 million annual operating budget and employs nearly 2,000 employees.

DIRECTOR BIOGRAPHY



Diana Alexander
 Director of Preschool Services

Diana Alexander is the Director of the San Bernardino County Preschool Services Department. Mrs. Alexander is responsible for overseeing the operations of over 800 employees at 41 preschool sites and 33 private Family Child Care providers, who serve over 6,079 disadvantaged children and families. Her federal programs include Early Head Start, Head Start and Early Head Start Child Care Partnership, and a state program through California Department of Education. She is committed to providing comprehensive quality early education services to the most vulnerable population of children in our county from ages zero to five. Additionally, she strives to empower families by

providing access to community resources and engagement strategies for parents in the community in an effort to break the cycle of poverty. She is passionate about the Countywide Vision, and the Cradle to Career Roadmap, and sees it as a way to reach her ultimate goal which is to see children and their parents become successful in life through education, and to become positive contributors in the local community.

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

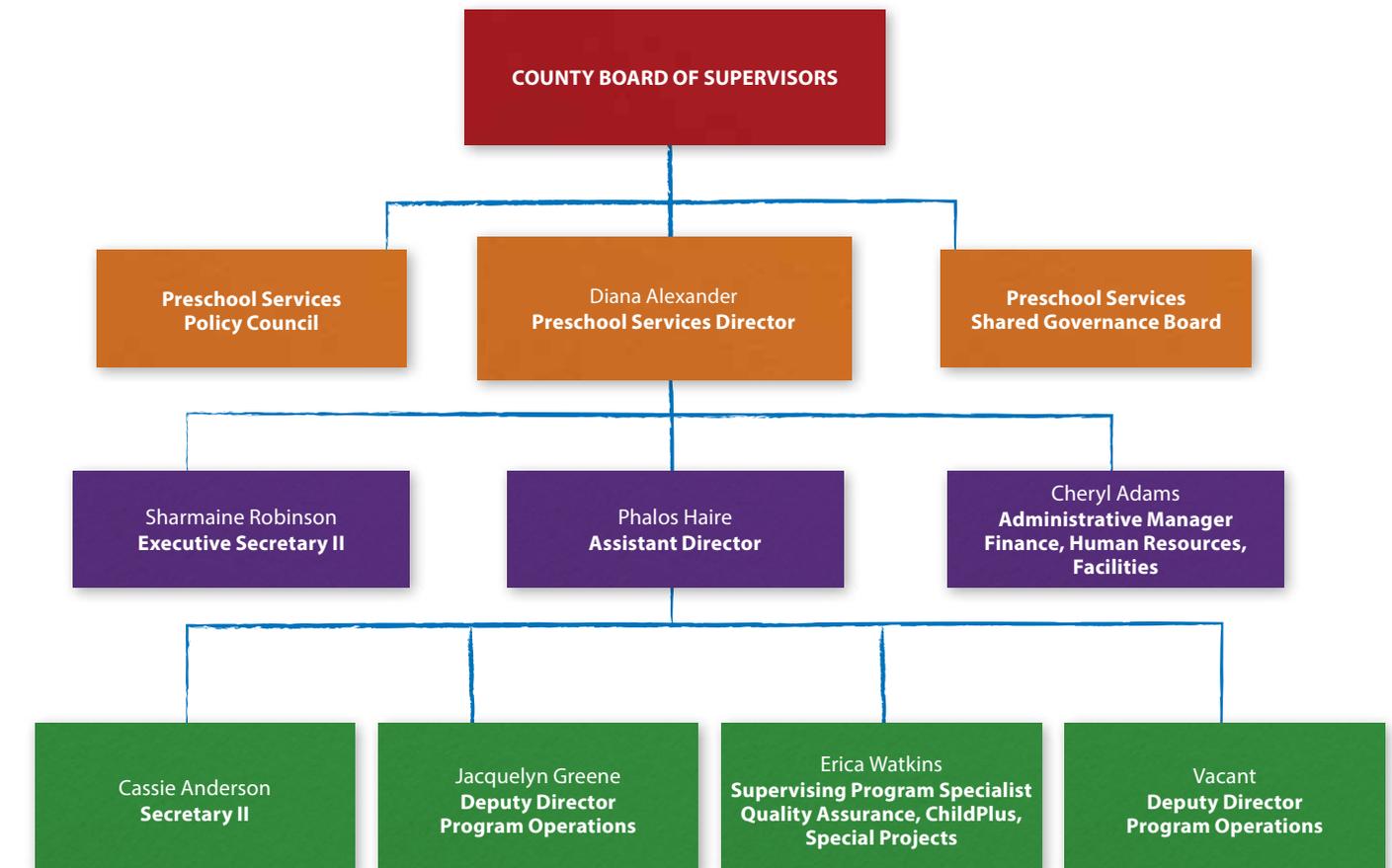
MISSION STATEMENT

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

VISION STATEMENT

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

ORGANIZATIONAL CHART



PROGRAM INFORMATION

PSD administers the Head Start and Early Head Start programs in 41 preschool sites and 33 private Family Child Care providers throughout the County of San Bernardino. These programs provide early childhood education and family services to over 6,079 disadvantaged children from ages zero (0) to five (5), pregnant women and families.

Head Start (HS)

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

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

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

Early Head Start (EHS)

The EHS program was established to assist pregnant women, infants and toddlers up to age three. EHS is designed to assist with enhancing:

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

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

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

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



California State Preschool Program (CSPP)

The state preschool program provides a safe and nurturing hands-on learning environment that helps each child reach his/her highest potential in the following areas:

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

Child and Adult Food Care Program (CACFP)

The CACFP program is federally funded and administered through the State of California. The program strives to:

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

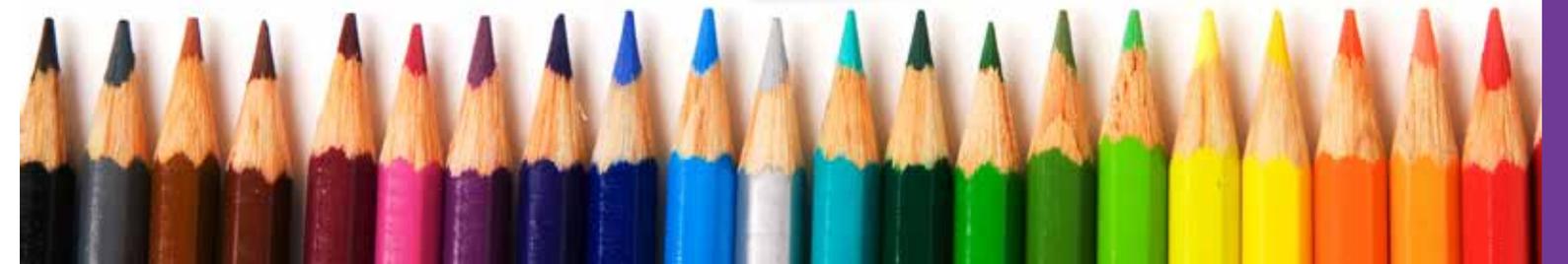
Low-Income First-Time Mothers (LIFT)

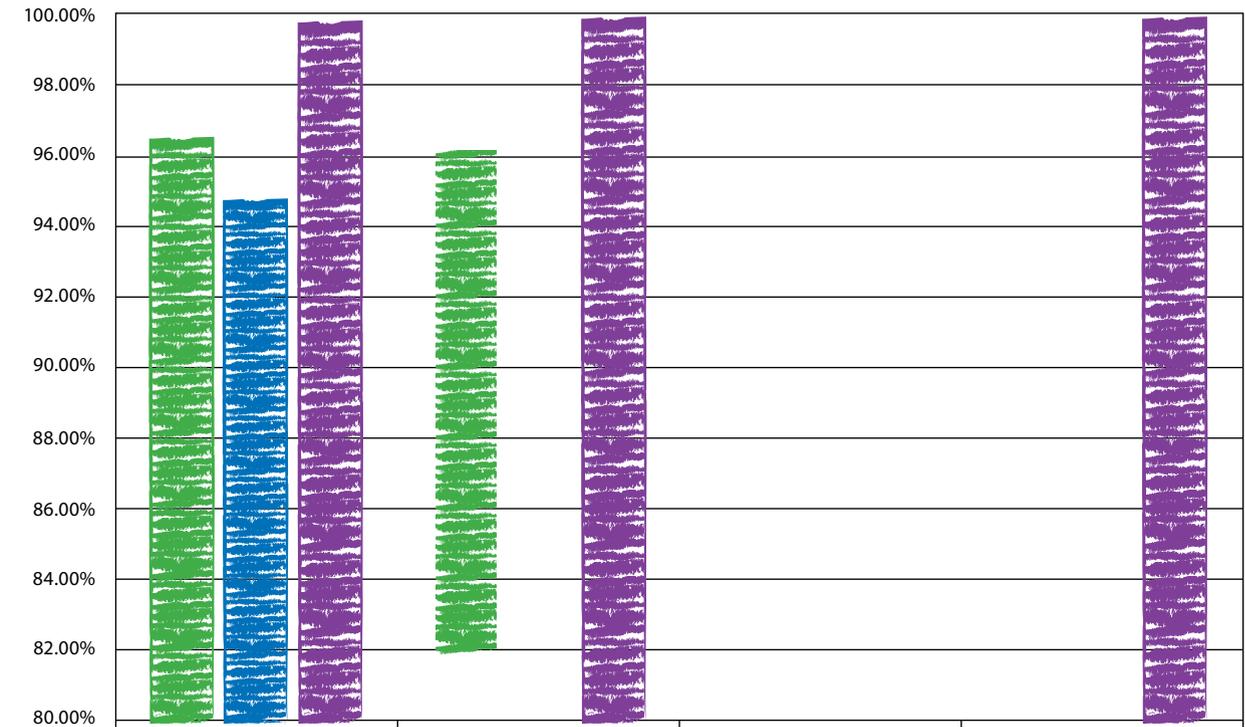
The LIFT program is designed to improve the health and social functioning of low-income first-time mothers and their infants by providing in-home visits by a Public Health nurse. The nurses follow a visitation schedule that consists of one 90-minute home visit per week over a two and half year period.

Preschool Early Intervention (PEI)

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

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





	HEALTH INSURANCE	MEDICAL HOME	IMMUNIZATION	DENTAL HOME
PY 2016-17 NATIONAL PERCENTAGE	96.70%	96.50%	95.70%	89.50%
PY 2016-17 PRESCHOOL SERVICES PERCENTAGE	94.85%	88.68%	94.16%	82.16%
PY 2017-18 PRESCHOOL SERVICES PERCENTAGE	99.45%	99.47%	96.16%	99.47%



ACCOMPLISHMENTS FOR 2017-2018

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

- Increased literacy skills by 97% for enrolled preschool children ages three (3) to five (5).
- Increased social and emotional skills by 32% in enrolled toddlers ages eighteen (18) months to three (3) years.
- Enrolled 405 foster children in programs.
- Reduced the number of preschool children who were classified as obese or overweight by 72%.
- Trained 50 PSD parents as food service workers, custodians, clerks and teacher aides through the Apprenticeship Program.
- Provided 10,701 hours of direct mental health services to PSD families through the Prevention and Early Intervention (PEI) MOU with Department of Behavioral Health.
- The Career Online High School Diploma Program has 44 parents enrolled and 6 parents graduated.
- Opened new sites in Redlands and Barstow.

PRESCHOOL SERVICES DEPARTMENT POLICY COUNCIL & PARENT ACTIVITIES

The County of San Bernardino PSD's Policy Council is comprised of parents and community representatives dedicated to serving over 6,082 disadvantaged families with children ages zero to five and pregnant women in the community. Each site elects one Policy Council representative at the beginning of the program year that attends monthly meetings, trainings, and committee meetings. Their responsibilities include developing, monitoring, and approving program goals, policies, procedures, and budgets. They work in partnership with PSD management staff and the Shared Governance Board (SGB) to operate an effective and comprehensive Head Start program. Policy Council members are provided opportunities to participate in Policy Council Committees throughout the program year.

During 2017-2018, Policy Council Committees included:

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



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

- NHSA Fall Leadership Institute in Washington, DC September 24, 2017
- NHSA Parent & Family Engagement in Austin, TX December 3-7, 2017
- CHSA Conference in Costa Mesa, CA February 5-6, 2018
- NHSA Conference in Anaheim, CA April 22-27, 2018
- Shine-A-Light on Child Abuse Breakfast in San Bernardino April 5, 2018
- Evening with the Stars in Ontario May 24, 2018

PARENT INVOLVEMENT

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



HEAD START/EARLY HEAD START SITE PARENT ACTIVITIES

The **Head Start** and **Early Head Start** programs offered an array of parent activities during program year 2017–2018 at the 41 preschool sites and 33 private Family Child Care providers across San Bernardino County. Examples of workshops and trainings provided to parents included:

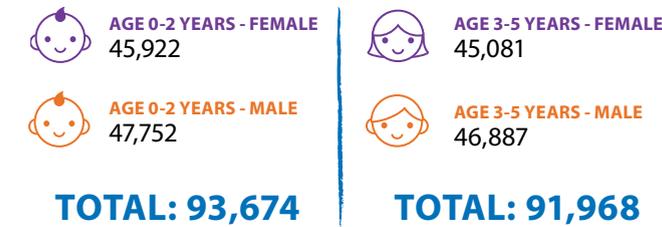
- Car seat safety
- Transitioning into kindergarten
- Childproofing household items/ avoiding accidents
- Male involvement
- Understanding a child's temperament
- Pedestrian safety
- CPR
- Scrapbooking
- Planting a garden
- Parent education and bonding program
- Healthy recipes and nutrition tips
- Diaries for dads
- Information on free medical resources
- Fair Housing presentation
- Making no-sew blankets
- Kindergarten readiness through active learning
- Self-awareness (self-defense)
- On-line high school
- Family literacy
- Nurturing parenting classes
- Health training – what to do when your child gets sick
- Job training programs – Apprentice program
- Job interview training
- Nutrition education
- First Aid safety
- Picture frame
- Making portable emergency kits
- Decoupage memory boxes
- Spring wreaths
- Canvas art
- Bullying

STATISTICAL INFORMATION

During the 2017-2018 program year, PSD served a caseload of 6,079 Head Start, Early Head Start, Early Head Start – Child Care Partnership, and State Preschool children and families throughout the County of San Bernardino.

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

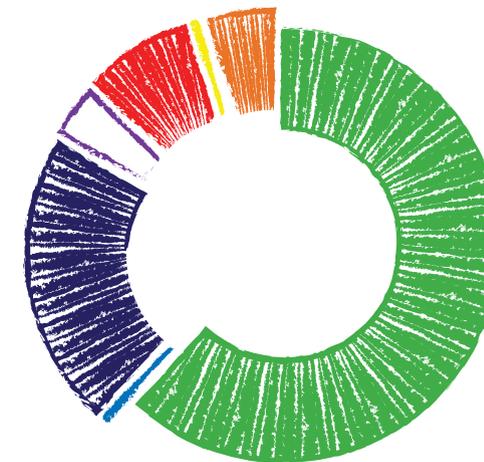
The ethnicity of children served by PSD is as follows:



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

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

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



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

REFERRAL SERVICES MADE BY PSD

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

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

GOALS & PERFORMANCE MEASURES FOR 2018–2019

The program goals established by PSD were developed as a result of the 2018-2019 Community Assessment update, the findings of the program's annual Self-Assessment, and a review of the 2017-2018 PIR results. In addition, PSD's long-term goals are in alignment with the department's Grant Application Budget Instrument (GABI), which allows the department to submit its refunding application for Head Start funds and informs the Federal government of the progress the department has made towards its established goals. PSD's primary focus continues to be to promote school readiness to ensure long term success in school and other life endeavors and provide support to families to pursue self-sufficiency.

Short Term Goals 2018–2019

- I. Promote school readiness.
- II. Increase the enrollment opportunities for foster children.
- III. Enhance the referral process of enrollment with Children and Family Services Department.
- IV. Identify obese and/or overweight children in an effort to promote a healthy lifestyle.
- V. Promote nutrition education programs for parents at each school site.
- VI. Ensure that children receive both nutrition curriculum and physical activity daily within the classroom schedule.
- VII. Decrease the number of children who are initially identified as obese or overweight from the higher level of Body Mass Index (BMI) classification to the next lower level by children's heights and weights.

Long Term Goals for 2017–2018

Program Year (PY) 2017-2018 was the fourth year of the five-year funding cycle for long term goals. The status of the long term goals for the HS and EHS are as follows:

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

Progress: PSD successfully opened one new classroom and enrolled 16 Head Start children in full day center based services in the city of Redlands to accommodate the family needs for full day and to ensure a smooth transition from Early Head Start as identified through the community assessment.

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

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

Within the first 19 months after beginning implementation in March 2017:

- 407 parents have signed up to indicate their interest in the program
- 255 parents continue to show interest and are on the path towards qualifying for official enrollment into the program
- 47 parents have successfully completed all the steps necessary to enroll into the coursework, and are progressing through the required courses toward graduation
- 6 parents thus far have successfully completed the graduation requirements and have received her high school diplomas.

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

PSD has also recently entered into a partnership with San Bernardino County Public Defenders' Office, who is very interested in offering this opportunity for completion of a high school diploma for their clients who have children under 5 years old. Staff have begun widely distributing the flyer to other county offices and school districts. It is expected that these efforts will greatly increase the base of interested parents, thus also increasing the number of students who will progress through to graduation.

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

Progress: PSD continues to provide ongoing professional development and mentoring of teaching staff at all Head Start sites. CLASS assessments are conducted twice per year on each teaching team to enable to Teacher IIIs to provide specialized support in the CLASS domains. In addition, PSD sought services from an outside consultant to conduct randomly selected CLASS observations to be utilized for analysis of trends and improvement in areas that have an identified need. PSD has made progress and has achieved a .7 point improvement in the Instructional Support Domain.

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

Progress: The agency successfully implemented the HOVRS A+ Tool for the Home Base Program in July 2017 to ensure the delivery of high quality services during home visits. All staff in the Home Base Program were rated on each of the domains. The analysis of the data showed that staff were exceptional in Scale 2 Home Visitor and Family Relationship, Scale 5 – Parent and Child Interactions During Home Visits, Scale 6 Parent Engagement during Home Visit and Scale 7 Child Engagement During Home Visit. Obtaining high scores in each of these domains indicate that the home visitor and family are frequently engaging in warm, positive relationships during the home visits; the parents are interested and engaging in the home visits which include activities and discussions; and there are positive interactions between the home visitor, child and parents. These positive ratings correlate to positive outcomes for parents to improve the lives of children and families.

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

I. Increase provider staff qualifications

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

Progress: Goal met in FY 2017/2018. PSD through CCRC has entered into partnership with Smart Horizons to provide a CDA program for Providers to obtain Child Development college courses to receive college units and ultimately obtain a Teacher Permit.

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

Progress: Goal met in FY 2017/2018. PSD and CCRC has had 6 Providers to enter and complete the CDA program through Smart Horizons and continue to add additional Providers to increase staff qualifications.

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

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

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

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

Within the first 19 months after beginning implementation in March 2017:

- 407 parents have signed up to indicate their interest in the program
- 255 parents continue to show interest and are on the path towards qualifying for official enrollment into the program
- 47 parents have successfully completed all the steps necessary to enroll into the coursework, and are progressing through the required courses toward graduation
- 6 parents thus far have successfully completed the graduation requirements and have received her high school diplomas.

III. Increase Family Child Care Environmental Rating Scale (FCCERS) scores for family child care homes.

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

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

Progress: EHS-CCP Providers were introduced and trained on the implementation of the FCCERS/ITERS tool and how to create an action plan. FCCERS and ITERS have been fully implemented at all of the Family Child Care Homes and we continue to make progress in scores in each measure and has reached 38%.

SCHOOL READINESS

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

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



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

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

PSD implements the scientifically valid research based

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

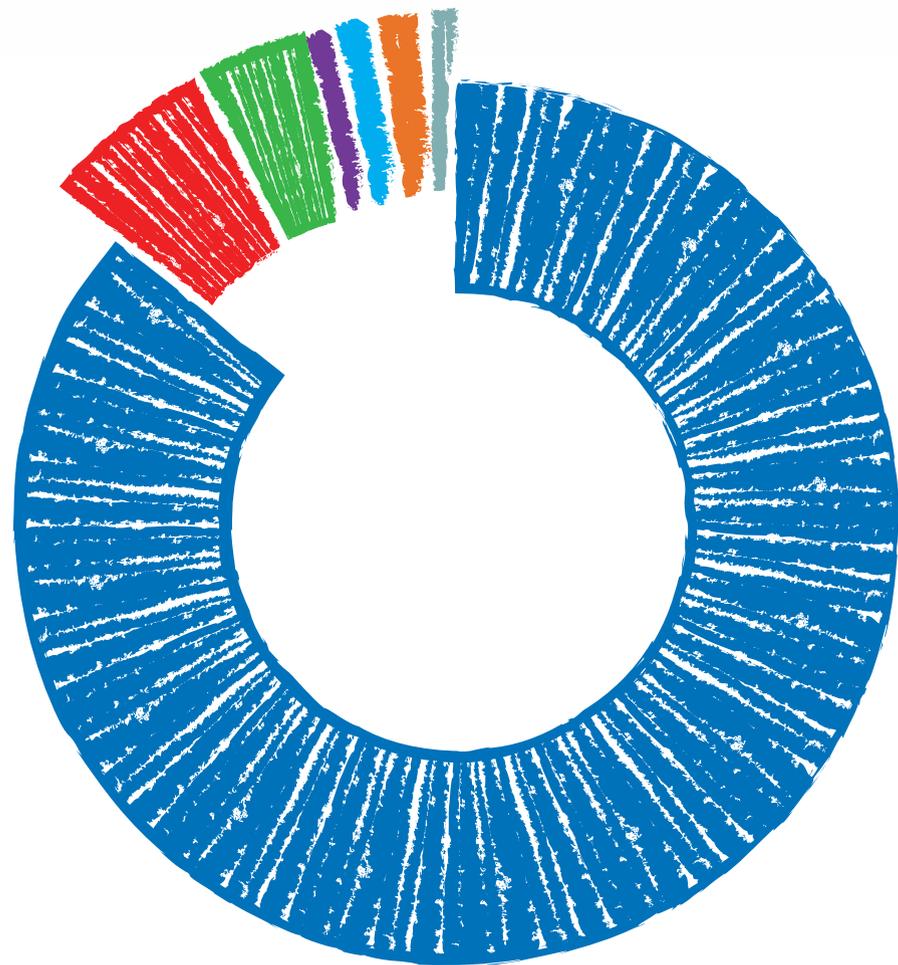


SUMMARY OF FUNDING

PSD receives grants from the Federal Administration for Children and Families, Office of Head Start, the California Department of Education's State Preschool Program, Child and Adult Care Food Program, First 5 and other agencies. The following is a summary of PSD's grant funding for Fiscal Year 2017-2018:

2017-2018 Grant Sources

- **FEDERAL HEAD START AND EARLY HEAD START**
\$57,350,937
- **CALIFORNIA STATE PRESCHOOL PROGRAM**
\$4,375,172
- **CHILD AND ADULT CARE FOOD PROGRAM**
\$2,713,020
- **FIRST 5**
\$176,000
- **QUALITY RATING INCENTIVE**
\$219,950
- **COUNTY OF SAN BERNARDINO - DEPARTMENT OF BEHAVIORAL HEALTH**
\$821,000
- **OTHER - VOUCHER PROGRAM, FAMILY LITERACY SUPPORT, AND PARENT FEES**
\$101,400



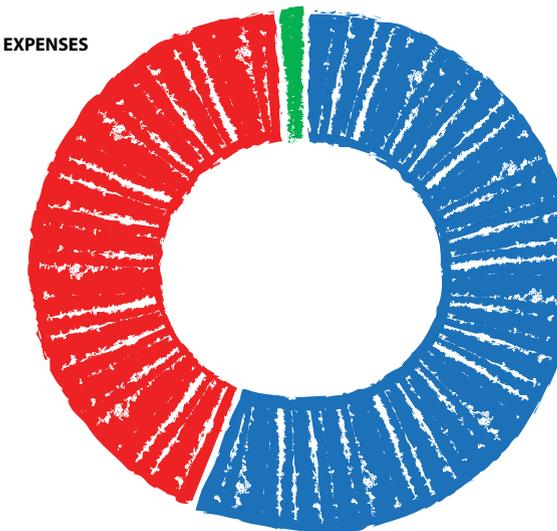
2017-2018 Actual Budget Appropriation

- **STAFFING EXPENSES**
\$36,634,762
- **OPERATING EXPENSES**
\$23,822,633
- **CAPITAL EXPENSES**
\$5,419,084



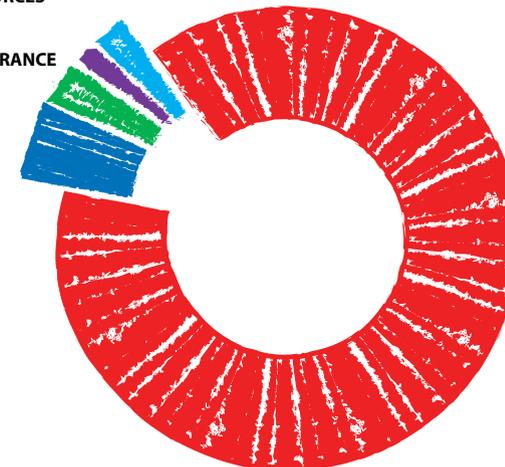
2018-2019 Proposed Budget Appropriation

- **STAFFING EXPENSES**
\$36,645,325
- **OPERATING EXPENSES**
\$22,522,988
- **CAPITAL EXPENSES**
\$308,546



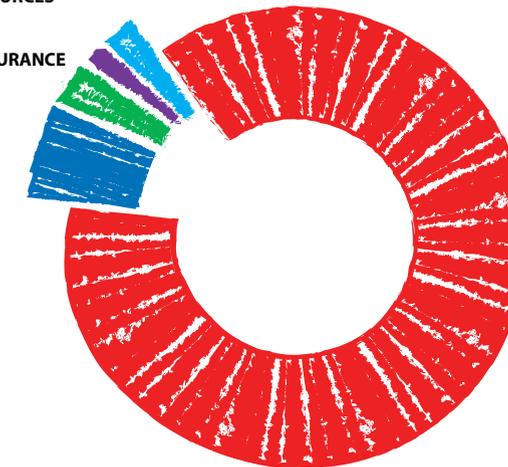
2017-2018 Actual Staffing

- **OPERATIONS**
STAFF - 765
- **ADMINISTRATION**
STAFF - 46
- **FINANCE**
STAFF - 17
- **HUMAN RESOURCES**
STAFF - 4
- **QUALITY ASSURANCE**
STAFF - 9



2018-2019 Proposed Staffing

- **OPERATIONS**
STAFF - 695
- **ADMINISTRATION**
STAFF - 51
- **FINANCE**
STAFF - 18
- **HUMAN RESOURCES**
STAFF - 4
- **QUALITY ASSURANCE**
STAFF - 9





PRESCHOOL SERVICES DEPARTMENT EMPLOYEE & PARENT SPOTLIGHT



Reyna Sanchez
Policy Council Vice-Chair

Head Start is so much more than just a preschool and has transformed my family's future. Head Start has not only provided a safe and nurturing environment for my children to learn and grow, but has also provided me opportunities to learn and grow. I enrolled my children ages 3, 2, and 7 months into Yucaipa Head Start and Early Head Start (EHS) program in 2016. I remember reading through the information packet and learning about the Parent Advisory Committee (PAC) and Policy Council (PC) and thinking they really want parents involved and I want to be involved. I was elected to both PAC and PC and that is where my life has changed. I began to attend meetings and learn about all

the amazing programs and resources available to not only our children but to us parents as well. I was encouraged to be an advocate and to take advantage of the opportunities presented to me. This has become such a huge part of my life. About half way through the school year my son began to have some difficulties in the classroom and we knew that we needed help. It started with having an intern from Dr. Bergin's office in our home and at the site with our son to give input and guidance. Dr. Bergin is one the many outstanding community partners that PSD has. During this time we also asked his pediatrician for further testing. This is where I had to be a strong advocate for my child because his doctor did not agree. We persisted and after the testing was complete we were told that our son has Autism Spectrum disorder. If he was not in Head Start we may not have known until he began Kindergarten and this would have delayed the start of therapies that have helped him tremendously.

Through all of the struggles we were facing as a family with a child who has special needs one consistently positive experience was our Early Head Start home visits and socializations. The bond that was formed with our Home based Teacher and our family is like none other. Miss Alice has come into my house every week, watched my babies grow, and prepared them to transition into the site all while becoming part of our family. We have set goals and with her support and encouragement have developed a plan to reach them. When my son transitioned into Head Start he was so ready and excited because of the strong foundation he received in EHS. My daughter who started EHS at 7 months old will transition into Head Start in January 2019 and I have no doubt that she will be prepared.

As a parent I know that being involved in our children's education is so important. This is where my involvement in Policy council started. I was elected to be the EHS Yucaipa Representative and made the commitment to myself to use the time I had on PC to learn as much as I could and participate in every way possible. I am proud to say that I have done and continue to do that. I joined every subcommittee and have never missed a meeting. Being exposed to all the aspects of Head Start and PSD has inspired me in ways I never thought possible. I was nominated to be the Vice Chairperson my second year

and now currently in my third year I am proud to be the Policy Council Chairperson. I have participated on interview panels for the hiring of every position at PSD from the amazing custodians to our Deputy Directors. When you have been a stay at home parent for many years the thought of reentering the work force and going on interviews can be so intimidating, and being there on the other side of the table has given me confidence for when I do. I have attended conferences, trainings, and the annual preservice. At all of these events I walk out a more knowledgeable person then when I arrived. I became a parent trainer and taught a weekly nutrition class to my fellow parents at the site. I was also given the opportunity to speak with the federal reviewer and share my experiences with Head Start. I am now as Chairperson for PC also a member of the Shared Governance Board.

When you are given so many opportunities and also surrounded by encouraging, supportive people great things will happen. I have children that love school. I am now a strong advocate for not only my children but also for myself. I have the confidence and skills to reenter the workforce. I have started the apprenticeship program to gain experience and after I complete the family development credential my goal is to work for PSD as a generalist. I want to help as families get their children into the program and get themselves the skills and resources they need to accomplish their goals.



Traci Martin
PSD Behavioral Specialist

My voyage began when I enrolled my three-year-old daughter at the South Redlands Head Start 20 years ago. At this time, I was a low-income mother, with three young children, and a disabled husband, who lived in public housing. The Head Start program gave my family and I a sense of direction by participating in school to home activities, attending parent meetings, and field trips. After that, I was hired as a teacher's aide where I continued my education and love of working with underprivileged families. Later, I became a teacher, shortly after I advanced to site supervisor, and seven years later promoted to my current position as a behavior specialist.

Regarding my 3-year-old daughter, Head Start helped her gain social, communicative, and adaptive skills in preparation for school readiness. My daughter went on to become a peer and community service leader, while successfully graduating High school. She is now a 23-year-old college student working on her bachelor's degree. Currently, she works in the field of Applied Behavior Analysis (ABA) as a Board-Certified Autism Technician providing services for Autistic children.

In short, 20 years later, my life consists of three beautiful young adult children who are career-focused, educated, and faithful to God. I am a homeowner. I have a Master of Arts degree in management, and currently working on my second master's degree in education. By the Grace of God, I can genuinely say the Head Start program helped create a better life for my family finically, mentally, and emotionally. Throughout my journey, I have developed a passion for lifelong learning and community advocacy, which is why I consider it a privilege to give back to the Head Start program.

"Goals... A journey of a thousand miles begins with a single step." ~ Chinese Proverb





Preschool Services



662 S. Tippecanoe Avenue
San Bernardino, CA 92415
909. 383-2078 or 1-888-KIDS-025
psdsupport@psd.sbcounty.gov

