



Preschool Services ANNUAL REPORT



2016-2017



INTRODUCTION

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

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

PSD has encountered challenges including a high percentage of children living in poverty in the County of San Bernardino. PSD conducts an annual community assessment that paints a picture of the community needs and describes the diverse needs of families who may receive services. In addition, the community assessment covers the community's history, its economic environment, and the community's strengths and challenges. The most recent community assessment included data from Kidsdata.org which reported that there are 562,842 children ages 0 to 17 residing in San Bernardino County. According to the San Bernardino County Indicators Report 2016, in 2014 28.5% of all San Bernardino County children under 18 live in poverty while 18.6% of adults and 11.3% of older adults (ages 65 or older) live in poverty. This means 160,410 children ages 0 to 17 live in poverty in San Bernardino County. This is a vast problem for the region's long-term future. Given the difficulty that San Bernardino County has with the education

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

PSD operates under the County umbrella, which supports the department in accessing community resources and services. The County of San Bernardino Board of Supervisors and the Shared Governance Board are responsible for program oversight. The Board of Supervisors is comprised of elected officials and the Shared Governance Board is comprised of one Supervisor from the Board of Supervisors, Department Directors from various County Departments, and the Superintendent of San Bernardino County Superintendent of Schools. Additionally, PSD receives program guidance and direction from the Policy Council that is comprised of parents of preschool children and community representatives. The Policy Council responsibilities include developing, monitoring and approving program goals, policies and budgets. PSD has successfully partnered with other County departments and community agencies including: Department of Behavioral Health, Department of Public Health, Children and Family Services, Transitional Assistance Department, San Bernardino County Superintendent of Schools, and First 5. These partnerships afford PSD the opportunity to deliver comprehensive services to children and their families in communities countywide.

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SHARED GOVERNANCE BOARD



Josie Gonzales, SGB Chair
Board of Supervisor, Fifth District

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

As a public servant she strives to promote great community pride through cooperative efforts and to build relationships on local, state and federal levels. Her “People First” philosophy is founded on bringing non-partisan resources together for the greater good of the communities she serves. She strongly believes that when we work together with the concerns and needs of the people as our priority, we can accomplish great things.

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

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



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

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

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

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



Veronica Kelley **Director for Department of Behavioral Health**

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

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



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

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

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

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

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

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

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 January 5, 2015 after being elected to office in June 2014.

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

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

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

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

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

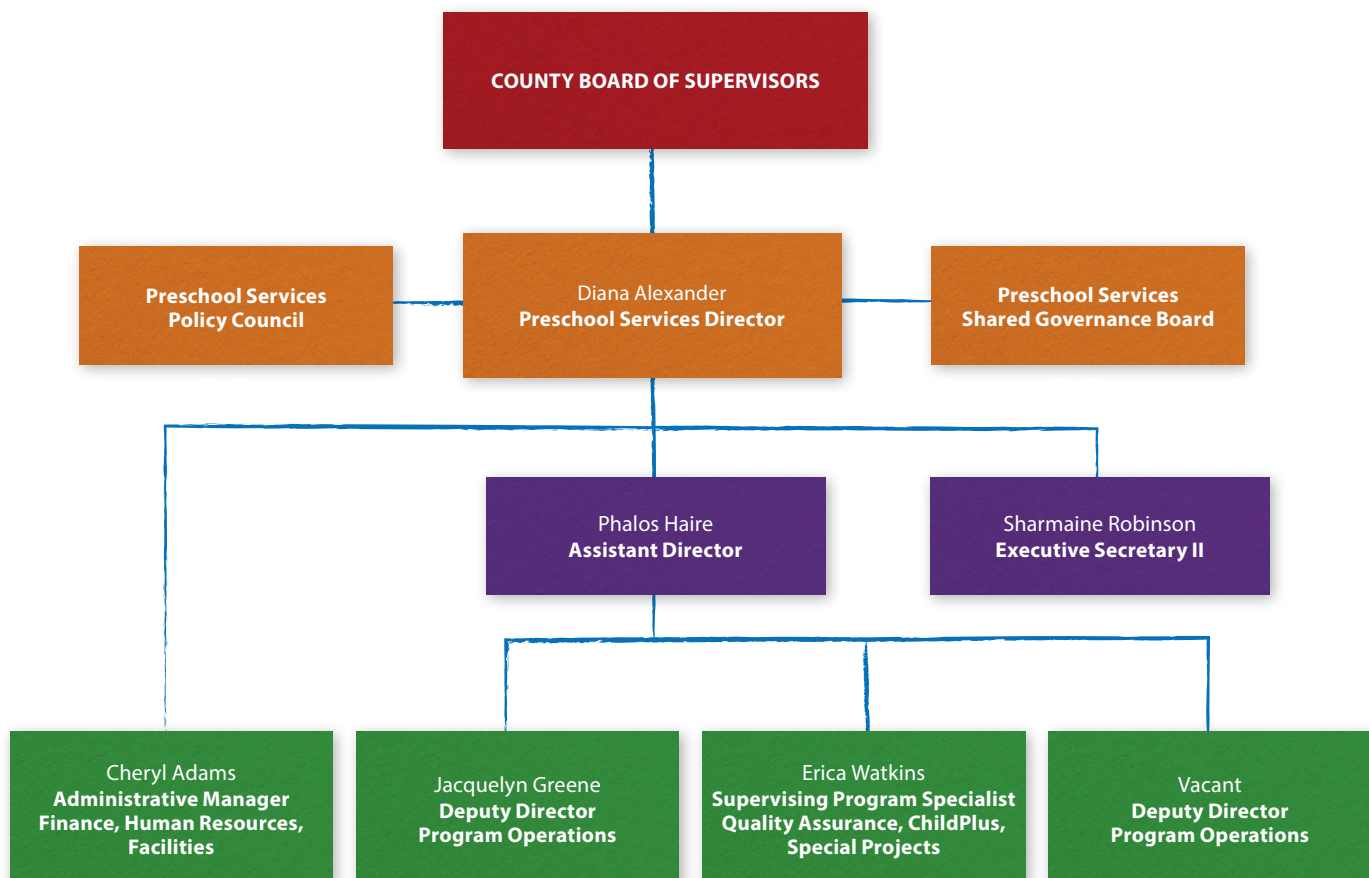
MISSION STATEMENT

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

VISION STATEMENT

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

ORGANIZATIONAL CHART



PROGRAM INFORMATION

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

Head Start (HS)

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

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

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

Early Head Start (EHS)

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

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

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

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

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



California State Preschool Program (CSPP)

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

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

Child and Adult Food Care Program (CACFP)

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

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

Low-Income First-Time Mothers (LIFT)

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

Preschool Early Intervention (PEI)

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

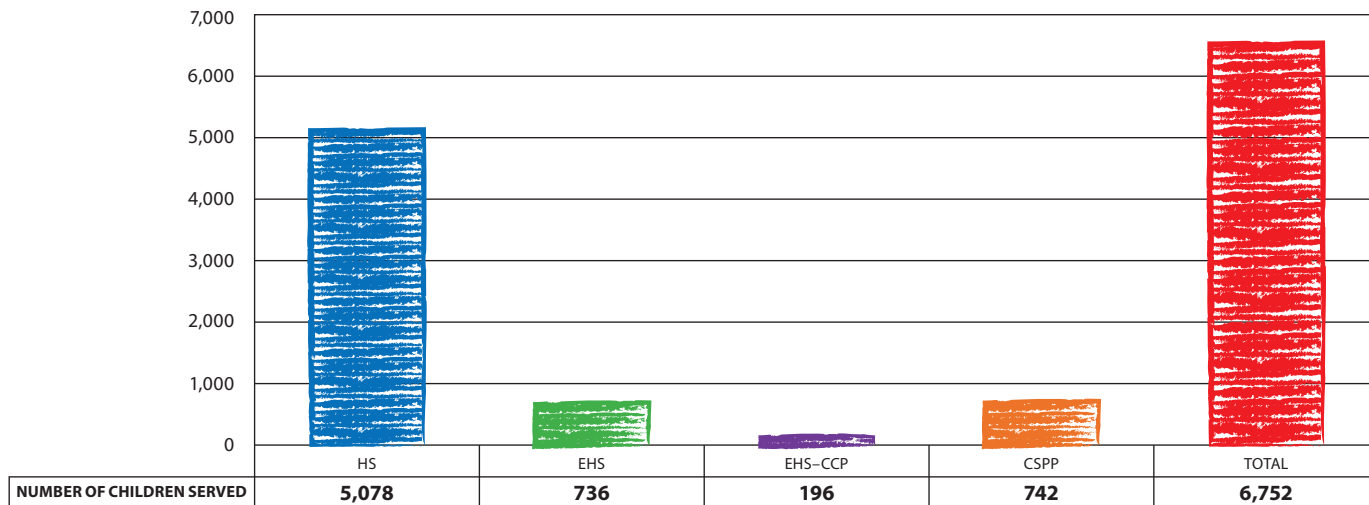
- Appropriate mental health providers
- Support groups for parents and caretakers
- Primary care providers



ENROLLMENT INFORMATION & AUDIT REPORT

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

ENROLLMENT COUNT BY PROGRAM TYPE

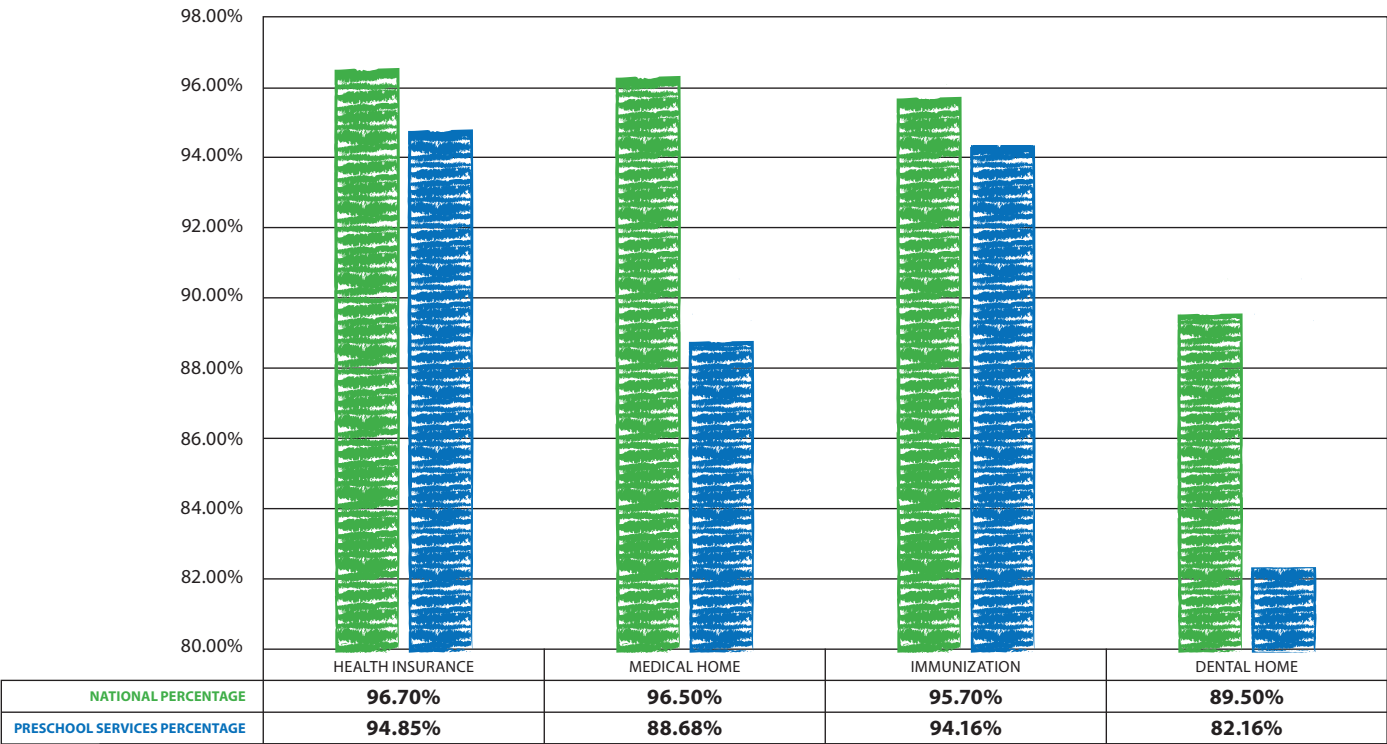


Source: San Bernardino County, Preschool Services Department Child Plus 06/30/17.



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

ALL CHILDREN AT END OF ENROLLMENT YEAR HEALTH SERVICES



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

Audit Report – Single Audit Overview and Summary:

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

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





ACCOMPLISHMENTS FOR 2016–2017

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

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

PRESCHOOL SERVICES DEPARTMENT POLICY COUNCIL & PARENT ACTIVITIES

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

During 2016–2017, Policy Council Committees included:

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



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

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

PARENT INVOLVEMENT

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



HEAD START/EARLY HEAD START SITE PARENT ACTIVITIES

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

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

STATISTICAL INFORMATION

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

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



AGE 0-2 YEARS - FEMALE
45,922



AGE 3-5 YEARS - FEMALE
45,081



AGE 0-2 YEARS - MALE
47,752



AGE 3-5 YEARS - MALE
46,887

TOTAL: 93,674

TOTAL: 91,968

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

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

AMERICAN INDIAN/ALASKA NATIVE - 0.30% ■ ASIAN AMERICAN - 4.50% ■

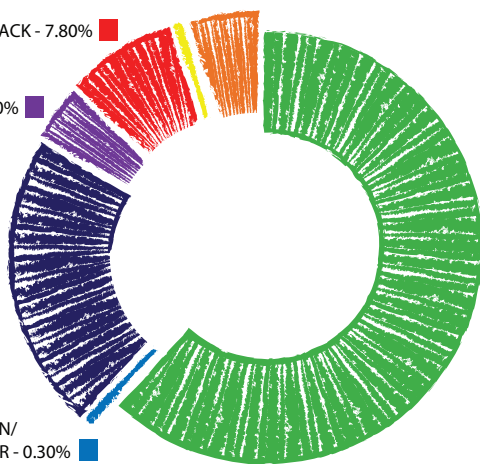
AFRICAN AMERICAN/BLACK - 7.80% ■

MULTIRACIAL - 3.60% ■

WHITE - 21.70% ■

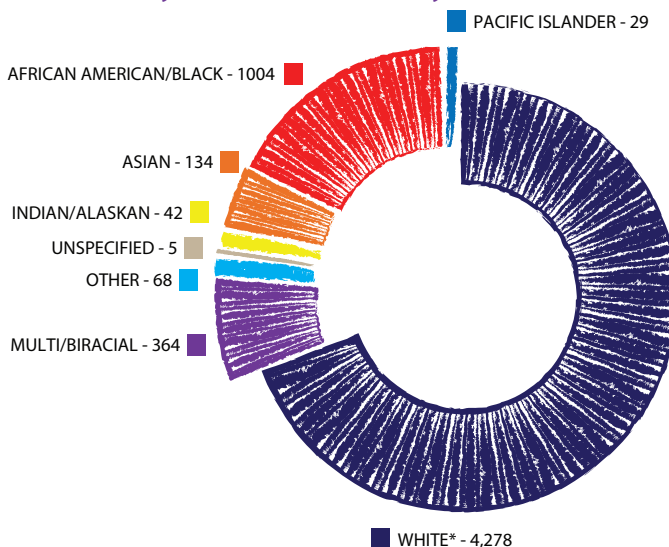
NATIVE HAWAIIAN/
PACIFIC ISLANDER - 0.30% ■

■ HISPANIC/LATINO - 61.70%



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).

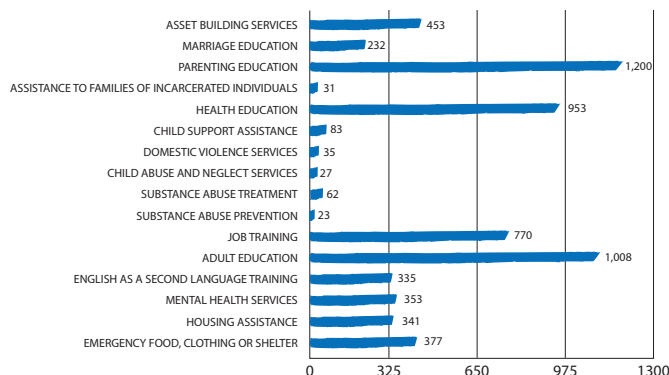
The ethnicity of children served by PSD is as follows:



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

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

REFERRAL SERVICES MADE BY PSD



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

GOALS & PERFORMANCE MEASURES FOR 2017–2018

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

Short Term Goals 2017–2018

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

Long Term Goals for 2017–2018

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

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

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

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

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

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

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

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

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

Progress: PSD has hired a total of 32 Teacher IIIs who are responsible for the professional development and mentoring of teaching staff at all of our Head Start sites. CLASS assessments are conducted twice per year on each teaching team to enable the Teacher IIIs to provide specialized support in the area of Instructional Support. In addition, an outside consultant conducts randomly selected CLASS observations to be utilized for analysis of trends and improvement in areas that have an identified need. The consultant also provides support to the Teacher IIIs by conducting dual coding sessions annually. The dual coding ensures that CLASS reliable Teacher IIIs are providing accurate scores to teaching staff. PSD has made progress and has achieved a .5 point improvement in the Instructional Domain by 2018.

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

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

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

I. Increase provider staff qualifications

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

SCHOOL READINESS

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

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

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





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

PSD implements the scientifically valid research based Creative Curriculum along with the DRDP in supporting the School Readiness goals for children. The curriculum includes a daily schedule with planned transition activities supportive of the ages, attention spans, abilities and temperaments of each child. The Creative Curriculum approach to Early Childhood Education establishes an environment that encourages children to solve problems, initiate activities, explore, experiment, question and acquire

skills through active learning. Teaching and support staff use data information collected from observations (children's portfolios), developmental screenings (Acuscreen and Communication Profile), and DRDP to develop individual goals for children. Parent input includes information from the child history profile, medical history, school-to-home activities, home visits, center conferences and telephone conversations. Parents are encouraged to provide input on the lesson plan and volunteer in the classroom. Parents are provided with their child's DRDP data during home visits and center conferences and provide input into establishing their child's individual goals. This allows teaching staff to plan activities in each DRDP domain that will provide opportunities for the children to achieve their goals.



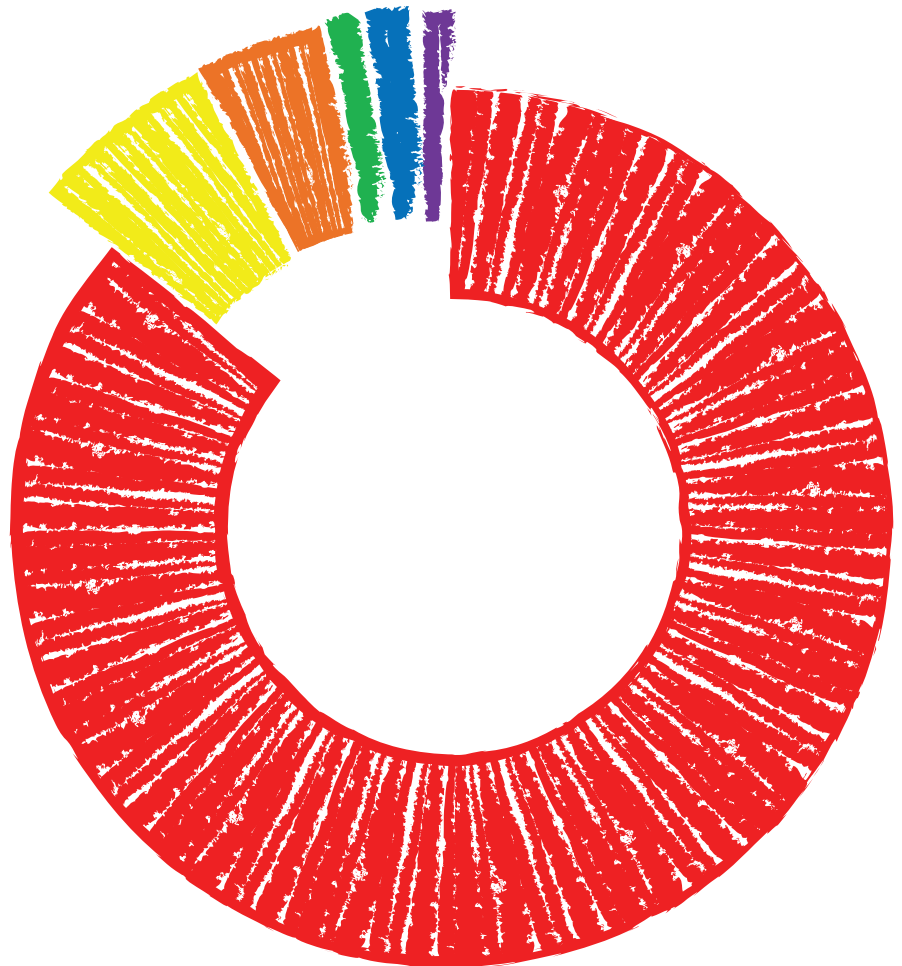


SUMMARY OF FUNDING

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

2016–2017 Grant Sources

- FEDERAL HEAD START
AND EARLY HEAD START**
\$53,257,603
- CALIFORNIA STATE
PRESCHOOL PROGRAM**
\$3,885,015
- CHILD AND ADULT CARE
FOOD PROGRAM**
\$2,104,648
- FIRST 5**
\$176,000
- COUNTY OF SAN BERNARDINO -
DEPARTMENT OF BEHAVIORAL HEALTH**
\$821,000
- OTHER - VOUCHER PROGRAM, FAMILY
LITERACY SUPPORT, AND PARENT FEES**
\$106,400

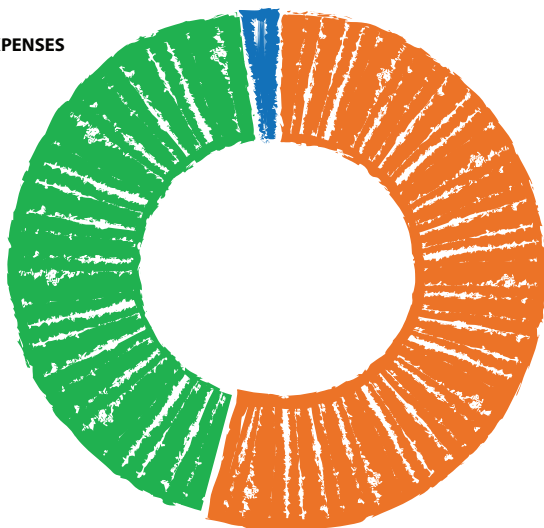


2016–2017 Budget Appropriation

STAFFING EXPENSES
\$29,930,940

OPERATING EXPENSES
\$22,251,557

CAPITAL EXPENSES
\$1,037,748

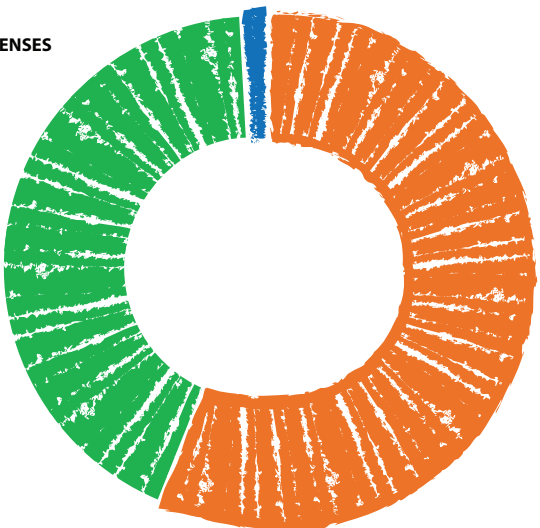


2017–2018 Proposed Budget Appropriation

STAFFING EXPENSES
\$34,288,841

OPERATING EXPENSES
\$22,960,845

CAPITAL EXPENSES
\$583,111



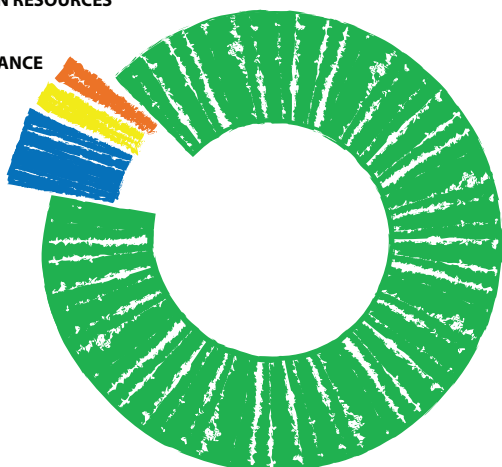
2016–2017 Staffing

OPERATIONS
STAFF – 650

ADMINISTRATION
STAFF – 3

FINANCE/HUMAN RESOURCES
STAFF – 49

QUALITY ASSURANCE
STAFF – 9



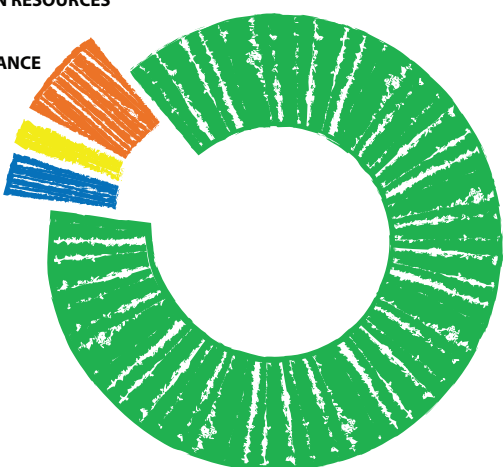
2017–2018 Proposed Staffing

OPERATIONS
STAFF – 765

ADMINISTRATION
STAFF – 46

FINANCE/HUMAN RESOURCES
STAFF – 21

QUALITY ASSURANCE
STAFF – 9





PRESCHOOL SERVICES DEPARTMENT EMPLOYEE & PARENT SPOTLIGHT



Laura Marquez
PSD Employee

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

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

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



Joanie Weber A Head Start Success Story

Joanie enrolled her daughter Aayla at Newberry Springs Head Start in the fall of 2013. After learning of many programs and opportunities for head Start parents, Joanie signed up for PSD's Apprentice Program, and began her newly established career path. She chose to volunteer as a Teacher Aide Apprentice and began her apprenticeship in March of 2014, working at the Newberry Springs location where her daughter attended.

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

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

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

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

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





Preschool Services



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