

**Project Abstract****HHS-2020-ACF-OHS-HP-1852****Early Head Start Expansion and Early Head Start-Child Care Partnership Grants**

Applicant Name: County of San Bernardino – Preschool Services Department			
Address:	662 S. Tippecanoe Ave San Bernardino, CA 92415	POC:	Phalos Haire, Executive Director Email: phaire@psd.sbcounty.gov
Website:	909-383-2005	AOR:	Curt Hagman, Chairman, Board of Supervisors Email: curt.hagman@bos.sbcounty.gov
Phone:	909-383-2005	Fax:	909-383-2087

Proposed Grant Project: The County of San Bernardino through its Preschool Services Department (PSD) is seeking \$3,399,919 to provide services to 112 pregnant women, infants, toddlers and their families through this funding opportunity: Early Head Start (EHS) Expansion and Early Head Start-Child Care Partnership (EHS-CCP). Services will be provided across San Bernardino County in the state of California, specifically in the High Desert and Central Valley of the county, where several census tracts are designated as federal opportunity zones. PSD is submitting this proposal as a **Combination Model**, intending to provide both EHS Expansion and EHS-CCP that will provide full-day services through center-based and family child care program options.

Need to be Addressed: The U.S. Census reports that San Bernardino County is made-up of 473,703 family households, of which 68% are married couples and 32% are single parent households. The vast majority of single parent households are led by single-parent mothers (68% compared to 32% led by single-parent fathers). Many of these families are raising children under the age of 6 and significant percentages of families (14.5%) are living in poverty. The county's overall educational attainment is also lower than the state or the nation. Census data show 1 in 5 residents having less than a high school diploma, and school district data report more than half of all students of color not meeting or exceeding literacy standards. Many of the needs of residents within the county have recently been exacerbated by the COVID-19 pandemic, which has resulted in significant job losses and led to further housing and food insecurity.

Proposed Services: PSD intends to continue to improve the quality of care provided to infants/toddlers by increasing the availability of center-based and family child care in the county. The program includes 10 pregnant women slots served through a home-based option; 64 center-based slots directly operated by PSD; 16 contracted slots funded directly by EHS Expansion, and 22 child care subsidy slots operated by PSD's current child care partner, Child Care Resource Center. The *Creative Curriculum for Infants, Toddlers, and Two's* is the foundational curriculum used in the center-based program, and *Creative Curriculum for Family Child Care* is used in family child care.

Targeted Populations: Low-income families, who meet income eligibility requirements, as well as vulnerable and fragile children who are homeless or in the child welfare system.

**Table of Contents**

1. Community Need and Objectives	3
1.1 Proposed service area and locations where services will be delivered	5
1.2. EHS resources will be directed to the geographic area(s) of greatest need	15
1.3. Rationale for ages of children proposed	17
1.4. Justification of program options and approach	18
1.5. Analysis of availability and access to other ECE services	21
1.6. Recruitment, selection, enrollment and plan to enroll children with disabilities.....	24
1.7. Delegate agency (DA) selection	25
1.8. Community engagement	25
1.9. EHS-CCP services	27
2. Program Design and Approach	28
2.1. Curriculum and teaching practices that promote progress toward school readiness	28
2.2. Establish, measure, and support school readiness goals.	30
2.3. Meeting the needs of children with disabilities	33
2.4. Meeting unique needs of special populations	34
2.5 Plan to Develop Unified Birth-to-School-Entry Continuum of Care and Education	37
2.6. Meeting health, mental health, nutritional, and oral health needs	38
2.7. Observing teacher or home visitor practice to inform professional development	42
2.8. Child assessment tool and process for using and analyzing data.....	45
2.9. Coordination of services with public and private entities.....	48
2.10. Services to pregnant women	49
2.11. EHS children's opportunities to enroll in HS or another appropriate preschool	49
2.12. Facilitation of meaningful parent and family engagement	50
2.13. EHS-CC Program Services	52
3. Staffing.....	53
3.1. Ensuring teaching staff meet qualification requirements.....	53
3.2. Qualifications and ability of proposed key program staff	54
3.3. Plan to attract, hire, and retain qualified staff.....	57
3.4 Career development system/opportunities for staff and partners	58
3.5. Facilitation of strong staff-child relationships that support children	60
4. Planning and Implementation	61
4.1. Licensing requirements and impact on implementation of timelines	61
4.2. Availability of appropriate facilities and plan to acquire facilities, when not available..	61
4.3. Plan for alternative service provision during start-up.....	63
4.4. Ability to recruit, hire, and train qualified staff	63
4.5. Plan for recruiting eligible children and maintaining enrollment.....	64
5. Organizational Infrastructure and Management Systems	64
5.1. Capacity of senior executive managers and governing body.....	64
5.2. Ability to plan, constitute and train governing body	69
5.3. Effective management systems.....	70
5.4. EHS-CCP: Working with partners & ensuring accountability with HSPPS	72
6. Budget and Budget Justification	73
6.1. Funds budgeted for comprehensive services	73
6.2. Justifiable, reasonable & applicable start-up costs	79
6.3 Required non-federal match.....	82

1. Community Need and Objectives

Introduction

The County of San Bernardino through its Preschool Services Department is seeking \$3,399,919 to provide services to 112 pregnant women, infants, toddlers and their families and their families through this funding opportunity: Early Head Start (EHS) Expansion and Early Head Start-Child Care Partnership (EHS-CCP). Services will be provided across San Bernardino County in the state of California, specifically in the High Desert and Central Valley of the county, where several census tracts are designated as federal opportunity zones. PSD is submitting this proposal as a **Combination Model**, intending to provide both EHS Expansion and EHS-CCP that will provide full-day services through center-based and family child care program options, as well as serve 10 pregnant women through a home-based program.

The County of San Bernardino (see Appendices p. 89 for Charter) has been providing comprehensive early childhood education services since 1965 in a variety of ways. In 1999, the San Bernardino County Head Start/State Preschool agency was formally established under the County of San Bernardino, as the Preschool Services Department (PSD). This new status allowed the vast resources of the County to be provided to Head Start. PSD administers over \$65 million to serve 5,695 children and pregnant women, as seen in Table 1. PSD is the largest provider of early childhood services in the county. Services are provided across 41 center-based locations and 24 private family childcare homes. PSD implements three program options: center-based, family childcare, and home-based through EHS, Head Start (HS), EHS-CCP, California State Preschool Program (CSPP), the Low Income First Time (LIFT) Pregnant Mothers Program, and the Home Visitation Program (HVP). All services are implemented through direct services, contracts with local school districts and the childcare resource and referral agency, as well as one delegate agency.

Table 1: Distribution of Funded Slots by Program Option and Program Type

Program Option	EHS	HS	CCP	LIFT	HVP	CSPP	Current Totals
Home-based	274	132	-	120	450	-	976
Center-based Services	128	3,678	8	-	-	805	4,619
Family Child Care	-	-	100	-	-	-	100
Totals	402	3,810	108	120	450	805	5,695

PSD's program has historically helped low-income families with young children throughout the county. The needs and challenges faced by low-income families has never been more prevalent than in the most recent COVID-19 pandemic. On March 4, 2020, the governor of California issued a State of Emergency as a result of the threat of COVID-19, given that virus spread rapidly. The State of Emergency was further enhanced by an Executive Order prohibiting mass gatherings and the closure of the public-school system; resulting in the physical closure of PSD's programs. While the long-term effects of the COVID-19 pandemic are yet to be determined, many of San Bernardino's residents, especially low-income residents of color, have been impacted by significant job losses, housing and food insecurity, and mental wellness due to social isolation, grief, and fear. PSD and the County of San Bernardino responded quickly by offering mental health services, food and diaper distributions, and tending to the educational and social service needs of families through virtual settings. This recent experience is only one example of PSD's ability to meet the needs of families.

Through this funding opportunity, PSD intends to use its vast experience and resources within the county to meet the unique needs of young children and their families. PSD has received national recognition and is lauded throughout the county as being a model of excellence in child development and family empowerment. All programs are family-oriented, comprehensive and



community-based designed to address developmental goals for children and support parents in their quest to becoming self-sufficient.

1.1 Proposed service area and locations where services will be delivered

The target service area for the PSD EHS/EHS-CCP program is the entire county of San Bernardino, which is located in southeastern California, with Inyo and Kern Counties to the north, Orange and Los Angeles Counties to the west, and Riverside County to the south. The county is the largest county in the state and the United States by geographic area (excluding Alaska). The overall size of the county is larger than the states of New Jersey, Connecticut, Delaware and Rhode Island. Given its large geographic area, the county is typically defined by the regions (Table 2).

Table 2: Description of County Regions

Region	Description of the Region
Mountain	The Mountain region and sub-region is the smallest regions within the County. Residents who make their life in the San Bernardino Mountains are primarily White, living in married-couple households with high educational attainment, and have the fewest number of children.
West Valley	The West Valley is closest to LA County and has the largest population within the County. The sub-region has the greatest numbers of Asian residents, many of whom are foreign-born from East Asia.
Central Valley	The Central Valley has the largest percentage of Hispanic/Latinos and African Americans. This sub-region is characterized as having the most residents without post-secondary education and the greatest number of residents without a high school diploma. Many of its residents are foreign-born from Mexico.

Region	Description of the Region
East Valley	The East Valley is primarily White with a median income that is slightly higher than the County's. The majority of residents have post-secondary degrees.
High Desert	This sub-region is characterized as having the greatest numbers of Hispanic/Latinos with growing numbers of African Americans. Many of its residents are native-born with some college or associate degree.
Low Desert	This sub-region is characterized as primarily White with some smaller communities where immigrants from Latin America reside.

1.1.1. Data about why communities are in high need of ECE/FS services

Within the targeted service area there are significant social and economic issues (e.g., poverty, low educational attainment, and high incidences of single-parent households) that lead to a high need for early childhood education and family support services for low-income families with young children. Table 3 provides an overview of the county demographics.

Table 3: San Bernardino County Quick Facts, 2018 Census Estimates

Fact	San Bernardino County
Population estimates, July 1, 2018	2,171,603
Persons under 5 years, percent	7.1%
Children under 3 years, percent	4.2%
Persons under 18 years, percent	26.4%
Black or African American alone, percent	9.4%
American Indian and Alaska Native alone, percent	2.1%
Asian alone, percent	7.8%
Native Hawaiian and Other Pacific Islander alone, percent	0.5%
Two or More Races, percent	3.5%
Hispanic or Latino, percent	54.0%
White alone, not Hispanic or Latino, percent	27.9%
Single-parent households	32%
Single-parent female-headed households	68%
Single-parent male-headed households with children under age 5	30%

Household Type: Understanding the makeup of households and the relationships within them reflect shifts in a community’s economy, its social norms, and its choices of where and how to live. San Bernardino County has 473,703 families, defined as having at least two people related by birth, marriage or adoption. Of these, 68% are married couples and 32% are single parent households. The vast majority of single parent households are led by single females (68% of single parent households). Forty-eight percent of all family households have children under the age of 18. While the majority of the County’s households are reflective of two-parent married households, there are 13 communities/cities where significant single parent households reside (Table 4).

Table 4: Population by Household, 2018 US Census

Region	Sub-Region	Total Families	% Married Couples	% Single Parent	% Total Households with Children Under 18
County	San Bernardino County	473,703	68%	32%	48%
Valley	East Valley	51,209	71%	29%	44%
	Central Valley	116,137	60%	40%	51%
	West Valley	1,146,806	72%	28%	48%
Desert	High Desert	343,525	66%	34%	48%
	Low Desert	147,564	73%	27%	41%
Mountain	Mountain	39,371	74%	26%	37%

Educational Attainment: Educational attainment is a powerful predictor of well-being, as young adults who have completed higher levels of education are more likely to achieve economic success than those who have not.¹ Studies show that higher levels of educational attainment have a direct correlation with higher wages and income.² San Bernardino County falls behind the country as a whole in its overall educational attainment, as a greater percentage of residents lack a high school diploma when compared to the United States and California. For example, more than

¹ Educational Attainment: Indicators of Child and Youth Well-Being (2016). Child Trends Data Bank. Retrieved from <https://www.childtrends.org/indicators/educational-attainment/>

² Ibid.

1 in 5 County residents (21%) lack a high school diploma, compared to 12.9% in the United States and 17.9% statewide. Among the Sub-Region's, the Central Valley has a greater percentage of residents without a high school diploma (Table 5). This Sub-Region has a greater percentage of Hispanic/Latino immigrants, who tend to have less education.³ According to the U.S. Census, 56.5% of foreign-born immigrants from Mexico have less than a high school degree, as opposed to Asian immigrants from Eastern Asia (e.g., China, Japan, South Korea), who typically reside in the West Valley, where 72.5% have completed some college or obtained a post-secondary degree.

Table 5: Educational Attainment by Sub-Region

Region	Sub-Region	No Dipl.	High School	Some College & AA/AS	Bachelors	Graduate
County	San Bernardino	21%	26%	33%	13%	7%
Valley	East Valley	12%	23%	33%	18%	14%
	Central Valley	33%	28%	28%	8%	4%
	West Valley	16%	22%	34%	18%	10%
Desert	High Desert	17%	27%	33%	9%	5%
	Low Desert	16%	28%	40%	10%	7%
Mountain	Mountain	9%	28%	40%	13%	10%

Poverty: Poverty as an indicator measures economic well-being over the federal poverty threshold. Measuring and understanding poverty is critical to understanding its relationship to a communities overall economic well-being, as well as to evaluate and project the need for government interventions. In the Head Start community, understanding poverty is critical to understanding the numbers of individuals who qualify for the program. Eighteen (18) percent (or 375,000 residents) of San Bernardino County's residents live in poverty, which is consistent with the statewide rate of 18.2%. The poverty rate for San Bernardino County and the state is 6% higher than the national average of 11.8%. A closer look at Sub-Regions identifies certain communities

³ U.S. Census, American Community Survey

as having more poverty than the overall county; for example, 1 in 4 residents of the Central Valley and more than 1 in 5 residents in the High Desert live in poverty (Table 6).

Table 6: Percent Poverty by Sub-Region

Region	Sub-Region	Percent in Poverty
County	San Bernardino County	18.2%
Valley	East Valley	14.7%
	Central Valley	25.9%
	West Valley	9.9%
Desert	High Desert	22.0%
	Low Desert	17.3%
Mountain	Mountain	17.9%

Extreme Poverty: The U.S. Census Bureau defines “deep poverty” or “extreme poverty” as living in a household with a total cash income below 50% of the poverty threshold, or \$12,550 which equals to \$34.38 per day for a family of four. The percentage of individuals living in extreme poverty is measured by dividing the total number of individuals with incomes below 50% of the poverty threshold by the total number of individuals living in poverty. In 2017, over 19 million (6%) people were living in extreme or deep poverty in the United States, 2.3 million (5.8%) in California, and over 140,000 (or 6.8%) in San Bernardino County.

A larger percentage of children younger than 18 live in extreme poverty than adults in any other age group in the country.⁴ In 2017, nearly 8.2% of all children in the country lived in deep poverty. For comparison, only 3.3% of those over the age of 65 live in deep poverty. Census Bureau data also show that those who are African American, or Latino/Hispanic are most likely to live in deep poverty, with poverty rates of 10.8% and 7.6%, respectively. Those who are White or Asian are least likely to live in deep poverty, with poverty rates of 4.1% and 5.2%. A study by the

⁴ Center for Poverty Research, University of California at Davis. Extracted from <https://poverty.ucdavis.edu/faq/what-deep-poverty> on August 12, 2018.

Urban Institute found that deep poverty is generational.⁵ Of note, San Bernardino County extreme poverty rates exceed the nation and state extreme poverty rates (Table 7).

Table 7: Percent in Extreme Poverty, 2017 US Census

Geography	Less than 50% FPL	% Children Under 18	African American	Hispanic/Latino	White
United States	6.0%	8.1%	10.7%	7.7%	4.5%
California	5.8%	7.2%	9.4%	6.7%	4.6%
San Bernardino County	6.8%	9.6%	7.9%	7.4%	5.5%

Among San Bernardino County's Regions and Sub-Regions, more residents in the Central Valley, High Desert, Low Desert, and Mountain Sub-Regions live in extreme poverty than residents throughout the County (Table 8).

Table 8: Extreme Poverty by Sub-Region

Region	Sub-Region	Percent in Extreme Poverty
County	San Bernardino County	6.8%
Valley	East Valley	7.9%
	Central Valley	11.3%
	West Valley	4.2%
Desert	High Desert	9.4%
	Low Desert	9.3%
Mountain	Mountain	10.1%

Family Poverty: Significant numbers of families in poverty have at least one person in the family system that is working. The U.S. Census reports that 14.5% (or 486,914) of families live in poverty with nearly 1 in 3 single parent, female households residing in poverty. Yet, of these 22.9% have at least one individual that is working. Among families currently served by PSD in its Head Start programs, the majority of families are income eligible (indicating they have incomes below

⁵ Urban Institute, Children in Persistent Poverty. Original publication in 2006. Extracted on August 12, 2018 from <https://www.urban.org/policy-centers/cross-center-initiatives/low-income-working-families/projects/children-persistent-poverty>.



the federal poverty threshold), yet an overwhelming majority (67%) have at least one person in the household that is working.

Jobless Rate: It is important to note that the COVID-19 pandemic is projected to have significant impacts on employment across the country. The county's unemployment rate increased by nearly 300% in May 2020 from one-year ago in May 2019 (e.g., May 2019 Unemployment Rate – 3.5% vs. May 2020 Unemployment Rate – 13.8%)⁶, which equated to job losses of more than 430,000 jobs from one-year ago. Occupations with the largest job losses are forecasted to be food preparation and serving, sales and transportation, and material moving (Table 9) – all occupations that employ lower income workers that are traditionally held by African American and Latino residents.

Table 9: Payroll Job Impacts by Occupation Group due to COVID-19 Impact

Occupation	May 2019	May 2020	Job Loss	% Change
Food Preparation and Serving	156,380	49,200	-107,200	-68.5%
Sales and Related	154,620	61,200	-93,400	-60.4%
Transportation and Material Moving	207,620	170,600	-37,000	-17.8%
Office and Administrative Support	183,810	152,700	-31,100	-16.9%
Personal Care and Service	35,260	10,100	-25,200	-71.3%
Healthcare Support	88,130	64,800	-23,400	-26.5%

Housing: Lack of affordable rental housing can lead to over-crowding and household stress. Less affordable housing restricts the ability of renters to save for a down payment on a home, and the lack of affordable housing can perpetuate a cycle of poverty among residents.⁷ Data show that median rents in San Bernardino have increased by 6% between 2018 and 2019, with the average

⁶ State of California Employment Development Department, Labor Market Information Division, reported on July 17, 2020.

⁷ San Bernardino Community Indicators Report, 2018.



cost of a two-bedroom apartment being \$1,283 in 2019 for 817 square feet.⁸ According to the Living Wage Calculator, a two-parent household with two children will need to earn \$27.39 per hour or \$56,964 annually to afford housing and other expenses in San Bernardino County. A single parent with two children would need to earn \$32.73 per hour or \$68,081 annually. Thus, median monthly rent for lower wage occupations, such as those in the service industry, is not affordable.

Due to the significant job losses previously described and the impact of COVID-19 on income loss, the governor of California, Governor Newsome, issued an Executive Order in March which authorized local governments, such as the County of San Bernardino, to halt evictions. The order prohibits landlords from evicting tenants for nonpayment of rent and prohibits enforcement of evictions by law enforcement or courts. Furthermore, the Order requires tenants to declare in writing that the tenant cannot pay all or part of their rent due to COVID-19. It is yet to be determined when the Executive Order will expire or the overall impact of the Order on the economy or housing.

Health Insurance: While the rate of the uninsured continues to decline in San Bernardino County, given the implementation of the Affordable Care Act, people of color and low-income residents continue to be uninsured. For example,⁹:

- Hispanic/Latinos, American Indian and Alaska Natives had higher rates of being uninsured (10.1% and 11% compared to 7.2% statewide and 8.7% nationwide).
- San Bernardino residents with incomes in the second to lowest income ranges (\$25,000 to \$49,000) were more likely to be uninsured (10.7%).

⁸ Retrieved from <https://www.rentcafe.com/average-rent-market-trends/us/ca/san-bernardino-county/san-bernardino/>

⁹ San Bernardino County Community Indicators Profile, 2018.



- Individuals with less than a high school graduation degree were more likely to be uninsured (18.4%).

Nutrition: A food desert is an urban area in which it is difficult to buy affordable or good-quality fresh food. Food deserts do indicate that there is no access to food. According to the U.S. Department of Agriculture (USDA), food deserts have a severe lack of whole food, fruit, and vegetable providers but have an endless supply of very cheap processed, sugary, and fat-laden foods that destroy the human body over time and can lead to obesity. Food deserts are typically associated with limited grocery stores that can provide healthy food options. In San Bernardino County, more than 1 in 5 people (or 21.3%)¹⁰ live more than one mile away from a supermarket. Food insecurity is defined as “the limited availability of nutritionally adequate and safe food, or the ability to acquire such food by a household.”¹¹ It also takes into account the percent of people who worry they could run out of food before they have enough funds to purchase more food. Feeding America reports that 10.4% of households in San Bernardino County are food insecure. Among children, 18.7% of children in San Bernardino County are living in food insecure household.

Asthma & Air Pollution: Compounding health and nutrition issues among county residents is the effect of asthma and air pollution. San Bernardino County is considered one of the country’s worst ozone pollution areas and consistently ranks among the worst counties for year-round particulate pollution or soot. The American Lung Association issues an annual report card of the “State of the Air.” In 2019, San Bernardino County received a grade of “F” for high ozone days and particle pollution, which indicates that breathing the air in the County could put residents’

¹⁰ Retrieved from <https://www.winmeasures.org/statistics/winmeasures/california/san-bernardino-county-food-and-agriculture> on 1/11/20.

¹¹ U.S. Department of Agriculture (USDA) definition.



health at risk. A total of 35,481 children are affected by pediatric asthma in San Bernardino County. The county's geography and the influx of warehouse distribution centers contribute to the high pollution rates. For example, the county sits in a valley between the San Bernardino and San Gabriel Mountains, which form a bowl that traps air heavy with car emissions. According to an article published in Grist¹², rapidly proliferating warehouse, the busy railway that runs on the west side of the city of San Bernardino, and the thousands of trucks that move inventory to the distribution centers contribute to the air pollution.

Crime: Finally, research has found that witnessing or being a victim of a traumatic event, such as a violent act, has profound effects on brain structure. Anxiety disorders, impaired memory, and difficulty in self-regulation can surface as a result of living within a violent or crime-ridden environment. The San Bernardino County Community Indicators Report 2018 shows that the overall crime rate for the county has decreased over the past few years; however, violent crimes have continued to increase since 2014. National reports that rank the most dangerous cities in the country consistently rank the city of San Bernardino as 14th in the country.¹³ The overall crime rate for the county is 112% higher than the national average, as 14.98 daily crimes occur for every 100,000 residents.¹⁴

Mental Wellness: The California Data Dashboard, created as a product of the California Essentials for Childhood Initiative, reports that 17% of all children in San Bernardino County had two or more Adverse Childhood Experiences (ACEs), as of 2016. Of these children, 8.4% had four or more ACEs, Table 10 list the most prevalent hardships due to ACEs.

¹² Calma, J. (2019). Family Matters: The Town that Online Shopping Built – And Women Are Trying to Save. Published in grst at <https://grist.org/article/san-bernardino-county-california-air-pollution-logistics-industry/>

¹³ Horney, J. and Kearns, R. (2019). Safest City in America. Published in WalletHub.

¹⁴ State of California Department of Justice, Open Justice, December 2018.

Table 10: Most Common ACEs from Maternal Perspective

Hardship/ACE	San Bernardino County	California
Basic Needs Not Being Met	20.6%	21.3%
Parental Drinking/Drug Problem	12.8%	14.9%
Parental Legal Trouble or Incarceration	13.8%	10.1%
Parental Divorce or Separation	29.1%	29.6%
Family Hunger	8.8%	9.5%
Moved due to Problems Paying Rent or Mortgage	14.8%	14.2%

Beyond ACEs, the most recent COVID-19 pandemic will present additional mental wellness challenges in families, which can be passed on to their young children. Research on the impact of disasters on individuals has shown that fear from the virus, collective grief, prolonged physical distancing, and associated social isolation can have an impact on the collective psyche of families.¹⁵ The McKinsey Group conducted a national consumer survey in March of this year and the results illustrated widespread distress, which was further exacerbated among those whose jobs were adversely affected by COVID-19.

1.2. EHS resources will be directed to the geographic area(s) of greatest need

Communities in greatest need were identified through the examination of the most recent community assessment, completed in January 2020. While the service area encompasses the entire county, resources will be directed to the Central Valley and High Desert, particularly serving the cities of Barstow and Victorville in the High Desert, and San Bernardino in the Central Valley. The communities targeted are within the federal opportunity zones, as described in Table 11.

Table 11: Targeted Communities and Opportunity Zones

Region	Community	Zip Codes	Opportunity Zones (CT)
Central Valley	San Bernardino	92410 92411	Yes: 06.071.0064.01 and 06.071.0043.02
	Ontario	91762	No
High Desert	Barstow	92311	Yes: 06.071.0094.00
	Victorville	92392	Yes: 06.071.0099.04

¹⁵ Goldmann E. and Galea S. (2014). Mental health consequences of disasters.



As previously stated, the most recent community assessment identified these communities as having the greatest need throughout the county. For example:

- **Households:** 40% of households in the Central Valley and 34% in the High Desert are led by single parent mothers with young children. Nearly half of all families in targeted zip codes are led by single parent mothers (92410 – 52%, 92411 – 49%, 92311 – 44%).
- **Educational Attainment:** 1 in 3 residents of the Central Valley do not have a high school diploma, which is attributed to a greater percentage of Hispanic/Latino immigrants, who tend to have less education. According to the U.S. Census, 56.5% of foreign-born immigrants from Mexico have less than a high school degree.
- **Unemployment Rate:** The unemployment rates for the targeted communities far exceed the state average as follows: California – 14.9%, San Bernardino County – 13.8%, Barstow – 18.2%, San Bernardino – 16.3%, and Victorville – 16.5%. All data as of June 2020.
- **Poverty:** More than 1 in 4 residents in the Central Valley (25.9%) and 1 in 5 in the High Desert (22%) live in poverty. Of these residents, 11% in the Central Valley and 9.4% in the High Desert are living in extreme poverty.

Given this data, PSD will ensure that children and families with the most need are identified and prioritized for enrollment. PSD has a comprehensive selection criterion that ranks families by greatest need. Children who are homeless, in foster care, or with a diagnosed disability receive the highest priority points. Followed by children who reside in single parent homes with parents with less than a high school education. In all cases, families with incomes at or below the federal poverty guidelines receive priority for enrollment. By using the existing selection criterion, as well as by



operating centers and family child care homes in the targeted communities, PSD will ensure that its vast resources are directed to these communities.

1.3. Rationale for ages of children proposed

The PSD EHS Expansion and EHS-CCP programs will serve 10 pregnant women and 102 children under the age of three. The most recent community assessment determined that over 16,000 infants and toddlers are potentially eligible for EHS services throughout the county, and yet only 15% have a subsidized child care slot available. Thus, the need for infant/toddler care is significant throughout the county.

1.3.1. Estimates of numbers of eligible pregnant women

Over the course of the past two-year period, 28,983¹⁶ births occurred in San Bernardino County. If the poverty rate is applied to the total live births, 5,275 pregnant women would be eligible for the EHS program.

1.3.2. Estimates of eligible infants and toddlers

As seen in Table 12, San Bernardino County has 89,481 children under the age of 3 residing throughout the county, most reside in the Central and West Valley, and the High Desert. Taking the poverty rate into account, 16,286 children under the age of 3 are eligible for EHS services.

Table 12: Number of Eligible Children Under Age 3 by Sub-Region

Region	Sub-Region	No. of Children Under 3 Years of Age	Poverty Rate	No. EHS Eligible
County	San Bernardino County	89,481	18.2%	16,286
Valley	East Valley	25,758	14.7%	5,991
	Central Valley	25,758	25.9%	6,490
	West Valley	28,692	9.9%	2,841
Desert	High Desert	20,308	20.0%	4,060
	Low Desert	5,189	17.3%	898
Mountain	Mountain	1,237	17.9%	221

¹⁶ Centers for Disease Control and Prevention, Natality, 2016-2018 Expanded Results.

The targeted communities within the Central Valley and the High Desert have significant numbers of eligible EHS children, as seen in Table 13. Based on Census Data, it is estimated that 3,324 EHS eligible children reside in the targeted communities of greatest need.

Table 13: Eligible Children in Targeted Communities

Region	Community	Zip Codes	No. of Children Under 3 Years of Age	Poverty Rate	No. EHS Eligible
Central Valley	San Bernardino	92410	2,721	42.8%	1,165
		92411	1,583	33.0%	522
	Ontario	91762	2,713	17.3%	469
High Desert	Barstow	92311	2,236	33.0%	738
	Victorville	92392	2,561	16.8%	430
Totals			11,814		3,324

1.4. Justification of program options and approach

1.4.1. Process for engaging other entities in determining program options and approach

PSD currently provides EHS and EHS-CCP services throughout the county. Based on parent surveys, input from the Shared Governance Board, Policy Council, waitlists, and the results of the community assessment, PSD determined that the proposed program options are the best methods of meeting the needs of families throughout the county. In selecting the proposed program options, PSD discussed the funding opportunity with the Child Care Resource Center, which currently contracts with PSD to operate the existing EHS-CCP program, to determine the possibility of expanding the EHS-CCP program, as well as to determine the need in the county. In addition, the First 5 Commission provided input into the need for quality infant/toddler care throughout the county. Based on this input and data analysis, PSD determined that a Combination Approach of EHS Expansion and EHS-CCP programs is the best approach to meeting the needs of low-income families with young children throughout the county.

1.4.2. How the program option best meets the needs of the local community

As stated in the next section, *1.5 Analysis and Availability and Access to Other ECE Services*, the approach proposed by PSD best meets the needs of families. The EHS Expansion program will allow families that do not qualify for state subsidy to participate in high-quality, infant/toddler care. This program model is important given that the current state subsidy system only provides for 15% of potentially eligible EHS infants/toddlers. The EHS-CCP program model will allow PSD to provide services to the families that are currently on the existing EHS-CCP program waitlist that are served across 24 family child care homes and one private child care center.

The family child care program option will provide working families with flexibility in program hours, as many of the eligible families' work in the service industry and thus work non-traditional hours. Family child care providers will be contracted to provide all educational activities, including developmental screenings, ongoing developmental assessments; and home visits as well as developing individualized lesson plans based on the results of developmental, behavioral and sensory/hearing screenings.

The center-based program option will provide a continuum of early learning services to infants and toddlers, as the targeted centers also provide Head Start services. Caregivers will be assigned groups of four children and no more than eight children will be located in one classroom. Program Generalists (aka Family Advocates) will provide all comprehensive services.

1.4.3. Pregnant women, infants, and toddlers served by program option and community

As stated previously, PSD is proposing to provide center-based, family child care and home-based program options to 112 pregnant women, infants/toddlers through a Combination Model – EHS Expansion (90 slots), 64 of which will be served in a center based setting; 16 will be served at either family child care homes or child development centers who directly contract with PSD,

and 10 will be served in home-based. The remaining slots will be served by the EHS-CCP program operated through the Child Care Resource Center (22 slots) (see Table 14). The EHS Expansion program will be provided through both center-based and family child care options, and the EHS-CCP program will be subsidized with state funds and administered through a contract with the Child Care Resource Center.

Table 14: Program Options by Program Model

Community of Greatest Need	Program Option			
	# Center-Based – EHS Expansion	# Contracted Child Care - EHS Expansion	# Pregnant Home-Based – EHS Expansion	# Family Child Care - EHS CC
Barstow	16	-		4
Ontario	8	-		-
San Bernardino City	24	8	10	7
Victorville	16	8	0	11
Totals	64	16	10	22

1.4.4. Number of hours per day, days per week, and weeks per year

All program options will provide children a minimum of 1,440 service hours of early learning services per year, which equates to 180 days per year, 5 days per week, and 8 hours per day to accommodate the needs of working families. Two parent-teacher conferences and two home visits will be conducted annually by the child's teacher and/or the Program Generalist. Pregnant women will be served through a home-based program. Visits will occur weekly for approximately one hour until the mother delivers the newborn. Following the delivery, a two-week postnatal visit will occur and infants will continue to be served in the home-based program until the family transitions to a program option that best meet their needs.

1.5. Analysis of availability and access to other ECE services

The California Child Care Portfolio for San Bernardino County,¹⁷ produced by the California Resource & Referral Network, reported the following:

- The supply of licensed childcare centers decreased by 15% between 2014 and 2017; creating a loss of 4,538 slots during this period.
- Licensed family childcare homes continued to decrease during this same period by 24% or a loss of 3,063 slots.
- Loss of licensed slots available for children ages 2-5 years of age were the most affected, a 12% loss or 2,822 slots.
- Only 16% of centers offer full-time care.
- 15% of children ages 0-12 with parents in the labor force have a licensed childcare slot available to them.
- Parents with young children, 0-5, requested full-time care in more than 90% of cases.

Further analysis of the number of children served through state or federal subsidized programs in San Bernardino County revealed a significant need for subsidized infant/toddler care throughout the County (Table 15). Only 15% of the EHS eligible children receive care through either state or federally funded programs.

Table 15: Unmet Need by EHS Eligible Children

Unmet Need	Total Eligible	Total Served by State Subsidized Care	Total Served by EHS	No. Unmet Need	% of Unmet Need
EHS Eligible	16,286	1,651	746	13,889	85%

¹⁷ California Resource & Referral Network, Child Care Portfolio by County, 06/18, San Bernardino County.



Access to a subsidized program for low-income families is critical, given the cost of child care in San Bernardino County. With a cost of infant/toddler care ranging from \$8,400 to \$12,700 per year, the average working family earning \$52,000 will have approximately 30% of their family budget left for household expenses.¹⁸

Number of child care centers and family child care homes. Based on recent data from kidsdata.org, the county has a total of 399 licensed child care centers and 957 licensed family child care homes, for a total of 1,356. Within the targeted zip codes, 11 child care centers are licensed to provide infant care (ages 0-2) and 41 large family child cares homes are licensed to provide a mixture of infant, preschool and school age care, as noted in Table 16.

Table 16: Number of Licensed Infant Child Care Centers and Large FCC Homes

Region	Community	Zip Codes	Licensed Infant Center	Licensed Large FCC Home
Central Valley	San Bernardino	92410	2	1
		92411	1	1
	Ontario	91762	3	7
High Desert	Barstow	92311	0	3
	Victorville	92392	5	29
Totals			11	41

Quality of infant/toddler care. Quality Start San Bernardino County (QSSB) is the quality rating and improvement system (QRIS) that supports and increases quality early learning experiences by defining standards of quality, using these standards to rate programs, connecting educators to growth opportunities, and increasing access to quality programs for children 0-5. QSSB operates in collaboration with First 5 San Bernardino, San Bernardino County Superintendent of Schools, California State University San Bernardino, County of San Bernardino Preschool Services Department, and Child Care Resource Center. QSSB developed a set of

¹⁸ California Resource & Referral Network, Child Care Portfolio by County, 06/18, San Bernardino County.



standards for rating that look at the following characteristics: teacher-child ratios, learning activities, environment, health and child development, and staff training and education. As of 2018, 184 licensed child care centers and family child care homes participated in QSSB and 109 of these received a quality rating or 8% of the total number of licensed centers and family child care homes in the county. To date, 18 family child care homes and private child care centers in the targeted service area have undergone the QSSB system. Of the 18, only three received a quality rating of 4, indicating higher quality, and the majority received an average quality rating of 2, indicating compliance with standards, Table 17.

Table 17: QSSB Private Child Care Centers and Family Child Care Homes with Tier Ratings in Targeted Service Area

Name	Infant or FCC	Zip	Tier level	Year Rated
KinderCare Learning Center #300970 (Ontario)	Yes	91762	Not rated due to COVID	
Arroyo Valley Development Center (SBCUSD)	Yes	92411	4	19/20
KinderCare Learning Center #1854 (Victorville)	Yes	92392	3	18/19
Bonanza School	Yes	92392	2	19/20
Ross Family Child Care	Yes	92392	3	18/19
Serna Family Child Care	Yes	91762	2	19/20
Carballo Family Child Care	Yes	92410	4	19/20
Contreras Family Child Care (San Bernardino)	Yes	92411	1	19/20
Marquez Family Child Care	Yes	91762	2	18/19
Strong Family Child Care	Yes	92392	2	19/20
Aranda Family Child Care	Yes	92392	2	19/20
Fernandez Family Day Care	Yes	92392	2	18/19
Bell Family Child Care	Yes	92410	1	19/20
Pierson Family Child Care	Yes	92311	4	18/19
Crooms Family Child Care	Yes	92392	3	19/20
Maxine William's Family Child Care	Yes	92392	1	19/20
Cotija Family Child Care	Yes	92392	1	19/20
Williams Family Day Care	Yes	92392	2	19/20

Ability to effectively leverage available funding streams. Throughout this program, PSD will continue to leverage funding from a variety of funding streams. For example, PSD intends to partner with local providers, such as Victor Valley Community College or Chaffey College, that



offer state funded infant/toddler care to leverage care and provide extended day services where available. The First 5 Commission of San Bernardino County will continue to fund coaches for the EHS-CCP program. PSD will contract with the Child Care Resource Center to administer the 22 EHS-CCP slots that will leverage state subsidy dollars. For pregnant women, PSD will leverage funds from the Department of Behavioral Health through the LIFT program. In addition, PSD intends to locate its Whitney Young center, which will be used for this funding, at the Whitney Young Family Clinic, thus allowing PSD to leverage resources with the clinic.

1.6. Recruitment, selection, enrollment and plan to enroll children with disabilities

As a long-time HS/EHS grantee, PSD has the experience and expertise to recruit, select and enroll children with the most need throughout the proposed service area. PSD's existing comprehensive Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) plan will be utilized as the foundation for recruitment, selection and enrollment of children in the proposed EHS Expansion and EHS-CCP Program. Once per year, PSD's Shared Governance Board and Policy Council review the recruitment plan, which is based on data from the community assessment. PSD has a centralized eligibility unit (CEU) that oversees all recruitment and enrollment of children. The current CEU consists of two Program Supervisors, six CEU Generalists and two Office Assistants. All information is initially tracked in a customized module in ChildPlus (the CEU Eligibility Module); once applications are approved for enrollment, data is transferred to the formal ChildPlus modules.

Relationships with existing partners will continue to be built upon to actively recruit children with disabilities, foster care children, and homeless children. PSD will use its collaborative relationships with the Department of Behavioral Health, Child Care Planning Council, Children Family Services, Volunteers of America, Inland Regional Center and Screening Assessment



Referral and Treatment (SART) Program' as referral sources. PSD has established a formal partnership with the Inland Regional Center and the SART program. The Inland Regional Center is the largest regional center in the State of California and was established in 1972 to serve individual with developmental disabilities. PSD also has a formal partnership with the SART Program, which is funded by a dual contract between the Department of Behavioral Health and First 5 San Bernardino to screen, assess and serve children with disabilities under the age of 6.

Through PSD's Selection Criteria, which is based on a point system, children with identified disabilities and categorically eligible children will be given additional points, therefore, ensuring that no less than 10% of the total number of enrolled children have disabilities and children with the greatest need are served. Over the past few years (2016-2019), PSD has successfully served over 200 infants and toddlers with diagnosed disabilities; the majority of children served were diagnosed prior to entering the program (73%) and the remaining were identified through initial screenings and referrals by PSD.

1.7. Delegate agency (DA) selection

The agency will not work with a delegate agency.

1.8. Community engagement

PSD has a long history of collaborating with various public and private entities across the county to improve the lives of children and families. PSD will continue its community engagement across the county to improve service delivery, increase access to needed services, and prevent duplication of services. The following strategic partnerships are only a few of the organizations that PSD will continue to collaborate with to implement services of the proposed program.

1. Child Care Resource Center – As previously mentioned, the Child Care Resource Center serves as the resource and referral agency for the county. PSD will continue to contract



with this entity to administer the EHS-CCP program for the proposed 22 slots. The Child Care Resource Center will contract directly with the family child care homes that will provide subsidized services to children.

2. First 5 San Bernardino – PSD will continue to partner with First 5 to enhance the quality of services provided by contracted providers through coaching and the QSSB. In addition, PSD will work with First 5's family support programs, and the Footsteps2Brilliance® program, which is a mobile literacy application accessible to families to promote literacy.
3. County of San Bernardino Transitional Assistance Department (TAD) – TAD administers the Stage 1 and 2 CalWORKS (e.g., TANF in California), as well as the nutritional and medical government programs for the County. PSD works closely with TAD to identify children potentially eligible for the program, as well as to provide access to Supplemental Nutrition Assistance Program (SNAP) benefits to families.
4. Inland Regional Center – Through an inter-agency agreement, the Inland Regional Center provides early intervention and prevention services to children suspected and identified as having a disability.
5. County of San Bernardino Department of Behavioral Health – Through a memorandum of understanding, the Department of Behavioral Health provides Marriage Family Therapy (MFT)/Program Early Intervention (PEI) interns to children and families. These services are instrumental in working with children, families and providers on identifying strategies to assist with challenging behaviors.



1.9. EHS-CCP services

1.9.1 Identification of child care partners: PSD will contract with the Child Care Resource Center to continue to administer the EHS-CC Program. As such, the Child Care Resource Center will contract directly with family child care providers in the targeted communities to implement services. A total of nine family child care providers have been identified to accept the 22 EHS-CCP slots identified in this proposal. Please see Section 4.2 Availability of Appropriate Facilities and Plan to Acquire Facilities (p. 62) for the names.

The roles and responsibilities between PSD and the Child Care Resource Center are clearly defined in the contract (see Appendices p. 109 for a summary of the contract). In summary, PSD provides all comprehensive services, e.g., determines EHS eligibility, provides family support services and health services, as well as analyzes child outcomes data. The Child Care Resource Center contracts directly with the family child care providers; determines state subsidy eligibility, and provides ongoing coaching of providers.

1.9.2 Knowledge of state's subsidy system and Child Care Development Fund (CCDF): PSD has extensive knowledge of the CCDF landscape locally, statewide and across the country. PSD is a current contractor with the State of California's Department of Education to provide state funded preschool services throughout the county. In addition, PSD intends to contract with the Child Care Resource Center, the local resource and referral agency, to operate the EHS-CCP, as it has done since 2015. As the resource and referral agency for the county, the Child Care Resource Center administers state subsidy programs on behalf of the state through its Childcare Financial Assistance programs.

1.9.3 25% Subsidy Mandate: As part of its contract with the Child Care Resource Center, PSD will ensure that at least 75% of the 22 children enrolled in the EHS-CCP program have a state



subsidy. The guarantee of the state subsidy for the 22 slots is based on the number of children currently on the waitlist for the existing EHS-CC Program, most of which (18) have been approved for state subsidies.

2. Program Design and Approach

2.1. Curriculum and teaching practices that promote progress toward school readiness

PSD understands that the earliest years are the most important time of a child's life as they learn how to trust, find a sense of security, interact appropriately with other people, self-regulate their behaviors and emotions, develop early literacy, math and science skills, gain self-confidence, share space, and develop verbal and non-verbal communication skills. As such, PSD strives to provide comprehensive, evidence-based services that are built on the key principles of individualization and partnership with parents. All teaching staff¹⁹ provide responsive caregiving to children, effective teaching practices, and organized learning environments that promote healthy development. PSD implements *The Creative Curriculum® for Infants, Toddlers and Two's* and *The Creative Curriculum® for Family Child Care*. The curricula will be referred to as *The Creative Curriculum* throughout this proposal.

Selection of curricula. PSD selected the *Creative Curriculum* as its foundational curriculum because its organization and core principles are completely aligned with the HS/EHS program's mission to ensure that its participants are ready to learn in school. In addition, it allows for emphasis in each of the following domains: language and literacy development, cognition and general knowledge, approaches towards learning, physical well-being and motor development, and social and emotional development. The *Creative Curriculum* has a series of teaching guides that

¹⁹ Teaching staff will be used throughout to describe infant/toddler primary caregivers in the center-based classrooms and family child care providers.



contain strategies to help teachers individualize activities for children to build upon their learning based on their own interest. It is recognized in the field that outcomes for young children improve when there is individualized planning for every child.

The *Creative Curriculum*, for example, provides a roadmap of intentionality for teaching staff, while at the same time providing flexibility for caregivers to respond to the changing needs, interests, and abilities of infants and toddlers. The key components of the *Creative Curriculum* are understanding child development, creating a responsive environment, knowing what children are learning, balancing caring and teaching, and building partnerships with families—all key elements for assisting children to grow along the developmental continuum.

Evidence of curricula promoting progress toward school readiness. The *Creative Curriculum* is a comprehensive, research-based curriculum that helps teaching staff understand developmentally appropriate practice. The curriculum focuses on creating daily routines and meaningful experiences that respond to children's strengths, interests, and needs within the context of warm and nurturing relationships. The *Creative Curriculum* incorporates 38 objectives for development and learning that include predictors of school success. These objectives are fully aligned with Head Start Early Learning Outcomes Framework (HSELOF), the Desired Results Developmental Profile (DRDP) for Infants and Toddlers, as well as the California Infant and Toddler Learning and Development Foundations (the Foundations). Via the use of evidence-based strategies that reflect research and theory on the earliest years of development, *The Creative Curriculum* is an appropriate curricular choice to support PSD's vision.

Evidence supporting how curriculum is tied to outcomes for children. In 1999 and 2000, the U.S. Department of Defense Education Activity conducted a study of 10 randomly selected preschool sites using the *Creative Curriculum*. The study, which was evaluated by Quality Assist,

Inc., found that in classrooms that used the *Creative Curriculum*, children achieved statistically significant outcome gains in language and literacy, early math, and social competence. The *Creative Curriculum* is based on five beliefs that are supported by theoretical and empirical research²⁰:

- Constructive, purposeful play is the best vehicle for meaningful learning
- The development of social competence is a key focus of the preschool years
- Relationships are the foundation for learning
- Curriculum and assessment must be linked
- Families are essential partners in children's learning

These core beliefs that serve as the foundation for the *Creative Curriculum* are in line with the early childhood philosophy of utilizing evidence-based practices that target the development of social skills, communication, and relationship building with parents as partners.

2.2. Establish, measure, and support school readiness goals.

School readiness goals refers to PSD's expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that improves readiness for kindergarten. PSD has set developmentally, linguistically, and culturally appropriate School Readiness Goals (SRGs) for children enrolled in all program options, which are appropriately aligned with the Foundations, the HSELOF, and *The Creative Curriculum* goals and objectives for learning. The SRGs are assessed and monitored through the implementation of the DRDP.

²⁰ Trister Dodge (2010). Teaching Strategies.



Process of establishing and measuring age, culturally, and linguistically goals. PSD's SRGs are developmentally appropriate for age groups served (i.e., infants/toddlers and preschoolers), are culturally and linguistically appropriate for the targeted population, and address the five essential school readiness domains established by the Office of Head Start. The SRGs were established in conjunction with staff, consultants, Shared Governance Board members and parents of the existing program. In establishing the SRGs, PSD reviewed the HSELOF, the state Learning Foundations, kindergarten readiness expectations, and CLASS scores. The goals are evidenced-informed; as the results of the previous year's child assessment outcomes are also utilized as the foundation for establishing these goals. PSD uses SRGs to inform decisions around staff training, classroom material needs and strategic planning. All goals are aligned with the developmental assessment tool, DRDP, the screening tools used, Ages & Stages-3 (ASQ-3), Ages & Stages: Social Emotional (ASQ:SE), CLASS for Infants and Toddlers, and the Infant Toddler Environmental Rating Scale (ITERS-r). The alignment grids are in the Appendices on p. 136. As seen in the detailed School Readiness Alignment grid in the Appendices, the school readiness goals are developmentally, culturally, and linguistically appropriate for children. PSD has identified detailed data sources to determine progress toward achieving school readiness goals.

Alignment of school readiness goals with HSELOF and State Preschool Foundations. As previously mentioned, the SRGs are aligned with the HSELOF and the State of California Foundations (see Appendices p. 127). The Foundations are divided into five developmental domains: The Early Months, Social-Emotional Development, Language Development, Cognitive Development, and Perceptual and Motor Development. The Foundations describe competencies infants/toddlers typically attain during the birth-to-three period of development. These developmental domains are in line with the HSELOF and the PSD SRG's.



Service effectiveness and quality through monitoring and continuous improvement. PSD ensures the effectiveness and quality of school readiness through the implementation of curriculum fidelity tools developed by Teaching Strategies, the creators of *The Creative Curriculum*. Research shows that curricula designed to meet specific child learning outcomes are most effective when implemented with fidelity and when closely tied to ongoing professional development and coaching. Therefore, PSD uses pre- and post-fidelity measurement tools to evaluate the success of key elements of curriculum implementation. PSD reviews the results of the measurement tools and provides feedback to each teaching team and center manager.

PSD also uses the interaction scale of the Infant/Toddler Environmental Rating Scale-Third Edition (ITERS) and the Family Child Care Environment Rating Scale (FCCERS) to measure the quality of teacher-child interactions. The ITERS Interaction scale assesses: Supervision of gross motor play; Supervision of play and learning (non-gross motor); Peer interaction; Staff-child interaction; Providing physical warmth/touch, and Guiding children's behavior. The FCCERS Interaction scale measures similar items. To further assess the success of school readiness goals, PSD administers and analyzes the DRDP three times per year, as required in §1302.102(c)(ii). The results are used to make data-informed decisions at various levels of the program, e.g., individualization, ongoing monitoring, resource allocation, training and technical assistance, and professional development.

Parent participation in establishing school readiness goals. As previously mentioned, parents were indirectly involved in developing the SRGs. Parents directly participate in the establishment of school readiness goals for their child and indirectly towards the overall SRG's for the agency. Teaching staff meet with parents to engage in communication regarding children's progress and provide observational feedback that lays the foundation of goal creation. Teaching staff use the



feedback to individualize for children on the weekly lesson plans and utilize anecdotal observations towards goal attainment. Anecdotal notes are matched with assessment measures in the DRDP to track progress and to identify areas of focus. Aggregate data from the assessment is gathered by Child, Classroom, Site and Agency and informs the agencies focus and establishment of the overall agency SRG's.

2.3. Meeting the needs of children with disabilities

PSD believes that prevention and early intervention is the best approach to supporting families with young children with developmental delays, thus children with suspected disabilities are identified at enrollment or while enrolled in the program. Procedures to identify and refer children with suspected delays in a timely manner are implemented. At enrollment, parents provide information on their child, which includes the identification of known or suspected disabilities. Children with known or suspected disabilities are immediately referred to the Disabilities Specialists, who contact parents and the referring agency to develop a plan for the child's enrollment and placement. In addition, the Disabilities Specialists provide individual or group training for teaching staff, so they are better able to meet the special needs of each child.

During the first 45 days of school, children are screened with the ASQ-3 and the ASQ:SE tools, as indicated previously. If a developmental or behavioral concern is identified, individualized strategies are provided to incorporate into the curriculum and to utilize at home. Children are re-screened within an established timeframe based on their concerns to determine the effectiveness of the intervention strategies. If the intervention strategies are effective, teaching staff continue to support children through individualization in the lesson plans. If the intervention strategies are not effective, then the child (with parent consent) is referred to the Local Early Intervention Agency (LEIA) for further evaluation.



Once a child has been evaluated, a multidisciplinary team consisting of LEIA representatives, parent(s), and Disability Specialist review the purpose, methods, and results of the evaluations. Once a child has been qualified for special intervention, PSD works with the LEIA to develop an Individual Family Service Plan (IFSP) for infants/toddlers. Services are provided by the LEIA at the PSD location and at the parent's home. Through the use of the IFSP, teaching staff receive training on how to individualize the curriculum for children and work closely with parents to ensure connectivity between the child's care setting and the home environment. The Disabilities Specialists works with teaching staff to develop a variety of activities to allow children to make progress towards their goals. The Program Generalists work with the family to ensure that additional needed services are obtained timely to ensure the child and family have the necessary resources to support positive outcomes for the child.

2.4. Meeting unique needs of special populations

Homeless. The San Bernardino County Homeless Partnership conducted the most recent Point-In-Time homeless count on Thursday, January 23, 2020. According to this report, 518 more persons were reported homeless than in 2019, many who were unsheltered. Within the targeted communities, a total of 1,717 individuals were homeless; of these, 26% (or 446) were sheltered. According to the report, more than 1 in 4 homeless were sheltered in motels, shelters, or transitional housing. In addition to the Point-in-Time count, the school districts report the numbers of unsheltered students. The most recent data available showed over 21,000 Pre-K to fifth grade students as being unsheltered.

PSD works with a variety of organizations, such as the County of San Bernardino's Homeless Partnership, to recruit children that are unsheltered or meet the McKinney-Vento definition of homelessness. PSD's eligibility and enrollment procedures reduce barriers to enrollment by



providing families with assistance in obtaining the required source documentation for enrollment. Over the past four years, an average of 3% of total EHS and EHS-CCP enrollment were children that were housing insecure.

The approach of eliminating barriers to enrollment extends into the classrooms and the provider homes. Teaching staff and Program Generalists receive specialized training from mental health professionals on effectively serving homeless children, with specific training on observations for behavior, health needs, and social-emotional needs. The importance of stable routines and activities that promote self-confidence are incorporated, and words that may lead to feelings of alienation are removed from all activities. Mental health staff and consultants provide special attention to these children and families. As with all services, children are respected as individuals and opportunities for their success are incorporated throughout the curriculum.

Dual language learners. In PY 2018-19, 7,005 English Learners were enrolled in kindergarten throughout county schools. The majority (88.8%) entered kindergarten speaking Spanish, followed by Mandarin, Arabic, and Vietnamese. The percentage of kindergartners who enter school speaking a language other than English at home is on par with the overall Census information, which reports that 41.1% of all individuals over five years old speak a language other than English at home. Over the course of PY 2018-19, nearly 1 in 4 PSD enrolled children spoke a language other than English at home; speaking primarily Spanish.

As such, PSD recognizes that providing home language support is critical to the development of English language skills. The goal of PSD's approach to serving dual language learners is to create and implement policies, practices and systems that sustain language and literacy development throughout all aspects of the program and recognize bilingualism and biliteracy as strengths. As per the Head Start Program Performance Standards (HSPPS) (§1302.31(b)(2)), the



program includes teaching practices that focus on the development of the home language among infants/toddlers. Teaching staff create opportunities that support children's language and communication skills, such as responding to children's vocalizations (including babble), engaging children in positive conversations, using more complex sentence structure, and asking children questions. Coaching is also provided to teaching staff and providers on proper responses to 'code switching,' (the use of elements from two languages in the same utterance or in the same stretch of conversation) (source: Office of Head Start). Great care goes into demonstrating the importance of the home language by alternating the use of the home language with English as a second language, as well as modeling appropriate language development.

Foster care. According to San Bernardino County Children and Family Services (CFS) Department, there were a total of 6,560 children in Foster Care placement in San Bernardino County for the period of 2018. 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.

Kidsdata.org shows 2,525 children under five in foster care in San Bernardino County. Of these, 18.7% are under the age of one, 37.9% are between the ages of 1-2, and the remaining 43.4% are between the ages of 3-5. PSD continues to strengthen its collaboration with CFS. This collaboration ensures referrals from CFS to EHS for enrollment opportunities. PSD provides much needed stability and consistency in the lives of foster children, both in terms of ongoing relationships with staff and through a seamless delivery system.

2.5 Plan to Develop Unified Birth-to-School-Entry Continuum of Care and Education

PSD's existing transition plans take into account systematic procedures to assist children and families. PSD Program Generalists work with families to ensure the most appropriate placement and services are provided to children. PSD Program Generalists begin the transition plan with families at least six months prior to a child's third birthday through a transition meeting, and if enrolled in family child care, soon after the third birthday. Transition plans include assessing the family's need for ongoing child development services, determining eligibility for continued State subsidy or HS, and visiting local preschool centers.

Parents who choose to transition their children to a PSD HS or State Preschool program, receive additional support services. The PSD Program Generalists arrange for a preschool site visit and coordinate a meeting time between parents and Center Directors/Site Supervisors. A copy of the Child's Portfolio and developmental assessment information is given to the parent to share with the accepting preschool program. All transition activities are documented in ChildPlus.

Procedure for identifying children transitioning. In ChildPlus, Program Generalists are able to identify EHS and EHS-CCP children who will be transitioning at some point during the program year. Program Generalists are able run reports in ChildPlus by age of the child to identify children for transitioning. Based on this data, Program Generalists work with teaching staff and providers to create transition plans for children, as well as work with families to begin the discussions on the most appropriate placement for children after they turn 36 months.

Plans to provide trained personnel in transitions. Beginning with pre-service training, staff receive ongoing training on supporting families in transition. A major component of the training focuses on developing individualized transition plans in order to assist parents and EHS staff with implementing key activities that will support the process for either of the following transitions:



pregnant mom to newborn, from EHS Home Based to EHS Center Based, or EHS to HS or another community program.

Plans to provide services to assist children make meaningful progress toward transitions.

Staff develop a plan for each child at least 6 months before a transition is scheduled to occur, and the plan is used as a tool to support ongoing communication with parents in preparation for the transition. To build confidence, children visit the new classroom and meet staff. The goal is to build on a child's prior and current experience in preparation for the transition.

Coordination of services within a community that supports transitions. PSD and the County have been providing early childhood education services within the county for more than 50 years, and as such, has built a strong network of collaborative partners to support transitions. PSD partners with First 5 San Bernardino and the San Bernardino County Schools to aid in transitions. The current County Superintendent of Schools serves on PSD's Shared Governance Board, which has been helpful in supporting school readiness, as well as by providing input on the SRGs.

2.6. Meeting health, mental health, nutritional, and oral health needs

As a long-time provider of quality HS and EHS services, PSD has the experience and expertise to provide comprehensive child development services to infants, toddlers and their families. The project design for meeting the unique needs of children and families is based on data from the community assessment, as well as data from the existing program's self-assessment and results of family surveys. PSD has developed a clear and reasonable plan that is based on prevention and early intervention, as well as ensures the delivery of comprehensive services.

Health services - medical and oral health. At the time of initial enrollment, PSD Program Generalists make a determination as to whether a child is up to date on preventive and primary health care, including medical, dental and nutrition. PSD Program Generalists review the following



documents in conjunction with parents: Medical History Profile, Oral Health Form, Immunization Record, Lead Poisoning Questionnaire, TB Risk Questionnaire, and Nutrition Survey. A medical assessment is required of all children within 30 days of enrollment into the program and a dental screening within 45 days of enrollment. These dates are more restrictive than HSPPS requirements given current state of California licensing regulations.

In addition to the medical and dental assessments, PSD Program Generalists conduct height and weight, vision, and hearing screenings for all children, with a signed parent consent form. These screenings are incorporated into the education lesson plans. PSD Program Generalists work closely with parents to develop a follow-up treatment plan for all children with identified health, dental or nutrition concerns, inclusive of assisting parents with scheduling doctor appointments. PSD Program Generalists and Health Education Specialists work closely with parents to develop Individual Child Health Plans for any child needing special accommodations for medical, dental or nutrition needs. Health Education Specialists provide teaching staff with strategies to incorporate into their daily routines to accommodate children's individual needs.

In 2018, PSD developed a centralized data entry unit for health to control the fidelity of data being entered in the ChildPlus data management system. This centralized unit collects health information from various sites and inputs the information as appropriate in the data management system. This results in more accurate and consistent record keeping and management of health information throughout PSD. Implementation of the unit also alleviates work from the Program Generalists, allowing them to spend additional time supporting families and following up with health-related issues.

As with other services provided to pregnant women, infants, and toddlers, prevention and early detection is the foundation for good oral health and staff receive training on how to incorporate



best dental practices into activities. PSD works closely with regional Dental Transformation Initiative, which provides early detection, preventative, and on-site treatment dental services, as needed. Currently, mobile dental units are scheduled twice per year and provide dental screening to all children and dental cleaning, sealant application, and fluoride treatment as appropriate with parental consent. Oral health literacy, education and promotion is also provided to families. In addition, tooth brushing occurs at least once per day in conjunction with meals after breakfast and lunch; for infants, oral health includes wiping of the gums and for toddlers, rinsing is instituted. PSD has a memorandum of understanding with GeriSmiles to provide additional preventive oral health screenings to children at EHS locations. Given the most recent pandemic, toothbrushing in the classrooms and family child care home settings has been suspended; however, dental education remains a critical element to oral health care services.

Nutrition services. Given that the results of PSD's most recent community assessment demonstrate that eligible children have a higher propensity of being overweight and obese, PSD's nutrition services begin at enrollment. The Nutrition Survey completed during enrollment is designed to capture information on children's nutritional needs, including special diets, allergies, cultural preferences and medical conditions. The PSD Program Generalists, Program Quality Specialist (similar to nutrition specialist) and Registered Dietitian offer parents nutrition counseling, if their child has been identified as having specific nutritional needs. The Registered Dietitian works with staff to accommodate special diets throughout the program. In addition, the Nutrition Specialist conducts ongoing nutrition education to ensure children are being fed on demand, encourage breast feeding through the appropriate storage of breast milk, and that a variety of nutritious meals are offered to children. Family style meal settings are encouraged, in order to extend learning of self-help, social-emotional and language development (e.g., please note, that



family style eating is highly monitored for safety purposes, given the current pandemic). PSD complies with the USDA Child and Adult Care Food Program (CACFP), and as such, provide children with the required meal allowances. Most recently, PSD partnered with the local schools to coordinate meal distribution for children during the height of the COVID-19 State of Emergency. Parents were made aware of the dates and times for meal distribution, and staff were present to provide ongoing support.

Mental health services. Recent science on toxic stress now support that the “interaction between genetic predispositions and sustained, stress-inducing experiences early in life can lay an unstable foundation for mental health that endures well into adulthood.²¹” The emotional well-being of young children is directly tied to the functioning of their caregivers, thus the emotional and behavioral needs of vulnerable children are best met through coordinated services that focus on their full environment of relationships, including parents. As such, PSD has developed a comprehensive plan to provide timely mental health services to children enrolled in the EHS Program. The Mental Health Prescreening is conducted with parents to discuss their child’s social-emotional needs during the enrollment process. This initial questionnaire serves as the foundation for assisting parents with developing specific strategies for children to be used in the provider’s care setting and in the child’s home.

PSD Program Generalists complete the ASQ-SE2 within 45 calendar days of enrollment into the program by parents, with assistance from teaching staff. Program Generalists collect, review and score the ASQ-SE2 to determine if a child has a social-emotional concern. If concerns are noted, Program Generalists refer the family to the Mental Health Specialist for further evaluation and follow-up services. Referrals to the Mental Health Specialists are reviewed at the

²¹ Center for the Developing Child, 2012. *In Brief: Early Childhood Mental Health*, Harvard University.

Interdisciplinary Team meetings, during which case reviews are conducted to address concerns and special needs of children. Children with significant social-emotional needs are provided services through the PSD Marriage Family Therapy/Prevention Early Intervention (MFT/PEI) partnership. Mental health services focus on providing families with the skills necessary to reduce the toxic stressors, which can impact the child's developing brain.

2.7. Observing teacher or home visitor practice to inform professional development

PSD uses a variety of instruments to assess practice and to inform professional development and coaching needs. Some of the tools used are:

1. Curriculum Fidelity: PSD uses *The Creative Curriculum Infant Toddler and Two's Fidelity* for the EHS Center Base Program to determine how well teachers are implementing the *Creative Curriculum* tool.
2. Infant/Toddler Environment Rating Scale (ITERS-r)/Family Child Care Rating Scale (FCCERS): PSD uses the ITERS-r/FCCERS to determine quality in teacher-child interactions and the environments. ITERS/FCCERS emphasize the concepts of space, personal care routines, listening/talking, activities, interactions and program structure. Research has shown that higher scores on these instruments are directly related to better child outcomes. ITERS/FCCERS also measure on a Likert Scale with 1 representing inadequate quality and 7 excellent quality.
3. CLASS: The CLASS is a framework developed and researched over nearly two decades to capture the aspects of effective interactions that are most closely aligned with children's social, emotional, and academic outcomes. The foundation of the CLASS system is rooted in the theory that interactions between teachers and children fundamentally drive the learning and development that occur within classrooms. All center-based infant/toddler



classrooms are assessed using the CLASS instrument twice per year (November and March of each year). Scores are reviewed with teaching staff by the Site Supervisor and are used to develop professional development goals and action plans.

Data collected from the tools described above are used to inform PSD's systematic and research-based approach to support education staff and providers, in accordance with the HSPPS (45 CFR, xiii, §1302.92). The fundamental elements of the research-based coaching strategy include:

- Assessing education staff needs and strengths;
- Identifying education staff in need of intense coaching,
- Providing opportunities for regular and intensive coaching that includes direct observation/ video recordings, and strength-based feedback,
- Opportunities for participation in other professional development opportunities, such as In-Service Suites, learning communities and on-line list serves, and
- Introduction of Performance Goals.

In developing the systematic approach, PSD researched various coaching models and adopted two models, establishing a two-tiered approach that allows for practice-based coaching to be provided through a Practice Based Coaching (PBC) approach (Table 18). Identified teachers engage in group coaching to encourage peer to peer learning. In this model, teachers increase quality of their practice by engaging in review of recorded interactions and focusing on developing collective strategies to increase quality interactions. In one on one intensive coaching, each teacher is assigned to an expert coach who uses a variety of direct and reflective strategies to support teacher development in increase quality services in the classroom. Through each practice-based

coaching model, PSD conducts valuable opportunities related to professional development. An outline of the two-tiered practice-based coaching model and related supports are outlined below.

Table 18: Description of Coaching Model

Model	Supports and Frequency
Group Coaching	<ul style="list-style-type: none"> • Coaching/Mentoring (bi-weekly) • Coaching occurs within a peer group • Observations/video feedback • CLASS observations (2x per year/3 cycles) • ITERS and FCCERS • In-Service Suites – Model Effective Teacher Practices • Introduce Program Performance Goals
One on One Expert Coaching (Intensive)	<ul style="list-style-type: none"> • Coaching/Mentoring (weekly) • Coaching occurs in a one on one format with an expert coach • Observations/video recordings/feedback • CLASS Observations (2x per year/3 cycles) • ITERS and FCCERS (where applicable) • In-Service Suites – Model Effective Teacher Practices • Introduce Program Performance Goals

In addition to the coaching opportunities described above, PSD provides intensive coaching to all child care providers in the EHS-CCP program through its lead partner, Child Care Resource Center. Additional coaching funds are provided by the State of California and First 5 San Bernardino to provide bi-weekly on-site coaching opportunities to child care providers. During these sessions, Child Care Resource Center Professional Development Coaches provide



instructional support, mentoring and coaching to the providers. These coaching opportunities include creating successful environments and positive teacher child interactions to promote growth and development in children; implementation of the evidenced- based curriculum; developing effective lesson plans; conducting quality child observations to inform developmental assessments and generating required reports.

In addition to these ongoing professional development opportunities for child care providers, PSD and Child Care Resource Center have entered into a collaborative relationship with the San Bernardino County Local Child Care Planning Council and First 5, which administers the Comprehensive Approaches to Raising Educational Standards (CARES Plus) program. CARES Plus is an initiative funded through the State First 5 program; the purpose of this initiative is to provide educational coaching and stipends to child care providers to further their education, so as to increase teacher/child interactions and create highly qualified teaching staff. Through the collaborative relationship, the County Local Child Care Planning Council has committed to provide priority enrollment to EHS-CCP providers, as well as stipend reimbursements up to \$13,500 to be used for ongoing coaching. The Local Child Care Planning Council has also agreed to offer trainings for child care providers to improve the quality of infant/toddler service provided, based on the specific needs of the program.

2.8. Child assessment tool and process for using and analyzing data

Individualization is at the core of PSD's approach to working with children. PSD believes that each child develops as an individual within the context of a family and community. As part of its developmentally appropriate educational approach, PSD is committed to working with all children in a way that recognizes and supports their individual development, interests, temperaments, languages, cultural backgrounds, and learning styles. PSD's philosophy is that assessment should



be ongoing, incorporate various aspects of children's development, and focus on measures that truly capture children's school readiness, thus allowing teaching staff to better individualize and help each child reach desired outcomes. Assessment involves a cycle of observing and collecting data on children's development and learning, analyzing these data to develop and implement lesson plans and designing learning environments, which scaffold children's learning. Teaching staff use the results of the assessment tool, in conjunction with the screening tool results as the foundation for each Child's Portfolio.

Name of tool and how selected. As mentioned previously, PSD uses the DRDP as its tool for ongoing assessment of children. As a program that administers state funded programs, PSD is required by the California Department of Education to utilize the DRDP. The DRDP is used to observe, record, and evaluate each child's growth and development and to plan activities that meet the individual needs of the children.

Plan for using child assessment data for individualization. PSD ensures ongoing educational assessments of children and determines each child's school readiness through the use of observations and work samples that are used to complete the DRDP assessment tool. This documentation is used to systematically rate children's developmental progress according to the DRDP measures and provide a comprehensive portrait of individual child developmental gains, as well as progress of the entire group. The DRDP has been shown to be valid and reliable, and field tests have shown that it is developmentally, linguistically, and culturally appropriate.

Observations for the DRDP are completed three times a year; data is inputted and aggregated into the Learning Genie application. Learning Genie allows PSD to document observations, develop individual goals for children, and constantly engage families in their child's development. PSD is able to aggregate and analyze the data results of the assessments by agency, site, classroom,



and individual child levels. Education staff examines the individual learning gains made by children and plans activities to strengthen areas that need improvement.

Teachers are able to individualize instruction for each child and develop goals, which are established and updated at least twice a year. At the site level, each site establishes goals three times a 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 ensure families and children are successful.

Integration of child assessment data with other program data for program improvement.

Teaching and support staff use data information collected from observations, developmental screenings and DRDP to develop individual goals for the 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 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 provide opportunities for the children to achieve their goals.

PSD uses a five-step process to individualize the educational goals for each child:

- Step 1: Information Gathering – teaching and support staff use observations, ASQs, developmental screenings, and DRDP. Parent input is derived from: child history profile, medical history, home visits, center conferences, ongoing communication, and telephone conversations.



- Step 2: Goal Writing - Teachers set goals for each child based on the information gathered. Goals are updated a minimum of three times a year and reviewed with parents at home visits/center conferences and/or as goals are achieved.
- Step 3: Planning Activities – Teaching staff implement activities on lesson plan to assist children in meeting their goals.
- Step 4: Ongoing Observations – Teaching staff continually observe and record the child's behavior and progress toward their goals and records them in the DRDP portfolios.
- Step 5: Updating Goals – As a child masters their goal, teaching staff initiate a discussion with parents to set new goals. Once new goals are established teaching staff plan appropriate activities supporting the updated goals.

PSD further aggregates all assessment data to determine children's progress on school readiness goals, the 38 learning objectives of *The Creative Curriculum* and the developmental objectives in the DRDP. Child outcomes are shared with the Policy Council and the Shared Governance Board three times per year. On an annual basis, child outcomes data is shared with the general public through the program's annual report. By using this analysis in combination with other program data, PSD is able to determine progress towards meeting its school readiness goals, inform parents and the community of results, and direct continuous improvement related to curriculum, instruction, professional development, and program design.

2.9. Coordination of services with public and private entities

As mentioned throughout this proposal, PSD coordinates with public and private entities to provide high-quality child health and developmental services and program management services. For example, to ensure children with disabilities receive proper services and evaluations in a timely fashion, PSD has memoranda of understanding with Inland Regional Center and the SART



program. PSD also collaborates with the San Bernardino County Schools, County of San Bernardino Behavioral Health Department, the San Bernardino County Public Health Department, and the San Bernardino County Children's Network, and Fris 5 San Bernardino all public entities. In addition, PSD collaborates with the Child Care Resource Center, California Baptist University, and St. Joseph Health – St. Mary Medical Center, all private entities. These collaborations are instrumental in ensuring families receive access to much needed services.

2.10. Services to pregnant women

A home visitor and Health Education Specialist delivers home-based services to at-risk, low-income pregnant women and their children who are in stressed situations. A home visitor will be hired through this funding opportunity to support the 10 pregnant women by conducting weekly visits during the time of enrollment. The home visitor will use the *Partners for a Healthy Baby* curriculum to guide the weekly sessions. The curriculum is research-based and has been found to be effective in providing expectant women with critical information on their pregnancy and infant development. PSD will work closely with the Department of Behavioral Health and the LIFT program to provide additional support to the women by a registered nurse.

2.11. EHS children's opportunities to enroll in HS or another appropriate preschool

PSD provides EHS/EHS-CCP children with additional selection criteria points to enroll in its HS program, as well as offers parents with support if they choose to transition their children to different preschool settings. The Program Generalists arrange for a preschool site visit and coordinate a meeting time between parents and Center Directors. For children that transition into a PSD Head Start classroom, their file follows them to the new setting. Otherwise, a copy of the Child's Portfolio and developmental assessment information will be given to the parent to share with the accepting preschool program. All transition activities are documented in the child's file.



For all children that transition from an EHS to HS program operated by PSD, the program tracks developmental progression to achieving school readiness from infancy to pre-kindergarten. PSD collaborates with local school districts to streamline transition services from preschool to elementary school. Effective transitions include providing parents information on kindergarten expectations, enrollment procedures, and strategies to assist children transition to kindergarten. Preschool teaching staff conducts kindergarten classroom visitations, as well as coordinate individual meetings with kindergarten teachers to ease transition fears for parents. This is important to note, as an example of PSD's birth-to-kindergarten continuity of care model.

2.12. Facilitation of meaningful parent and family engagement

PSD's parent engagement services are based on establishing a foundation of trust with families; starting from a parent's initial interactions with the program. Early childhood research findings demonstrate the correlation between effective parent engagement and positive child well-being. PSD strives to forge relationships that support overall family well-being, strong parent-child relationships, and ongoing education of parents, by engaging parents in all aspects of their child's learning and health experience. PSD treats families as active partners in their child's success and creates systems to support the role of parents as the primary educators of their children.

Throughout the implementation of the curriculum and individualized activities, parents are engaged in every aspect of their child's development. Parents are given opportunities to learn about the various interest areas of their children and are provided strategies for identifying children's developmental progress. Through the initial screening of children and ongoing assessment through observation, parents are provided opportunities to share their own observations of their child's development and learning.



Parents are also encouraged to volunteer in classrooms to observe and participate in appropriate adult-child interactions. In addition, teaching staff provide 'school-to-home' activities that are developmentally appropriate, so parents can work with their child in their home to reinforce their individual child development goals. A Program Generalist provides a variety of workshop opportunities to further support parents in their role as their child's primary teachers. Workshop topics may include: Child Growth and Development, Positive Parenting, Nutrition for Children and Families, Behavior Modification, and the Importance of Reading to Your Child. Program Generalists also offer an 8-10-week family literacy class, "Storytelling," for interested parents. The goals are to establish a family reading program in the home; provide assistance and support to parents in their roles as the primary teacher for their children; encourage and increase parents' adult literacy skills; and ultimately prepare children for success in school and life.

Families in the service area demonstrate a great need for financial stability and gainful employment. Many of these families live in extreme poverty or have inadequate employment. PSD has established a comprehensive financial literacy program to continue to support family self-sufficiency. Parents are encouraged to set economic family goals in their Family Partnership Agreement, which is established with each parent within 30 calendar days of enrollment into the program. PSD Program Generalists assist families in seeking more meaningful employment and/or enrolling in education programs to enhance their employability skills. PSD also has an Apprenticeship Program, which provides hands-on training in the areas of administrative support, custodial services, food service and child development. Participating parents gain meaningful experience; receive educational units, job application assistance, and priority hiring consideration.

Parent Leadership Opportunities. Parents enrolled in the PSD EHS Expansion and EHS-CCP programs will be given ample leadership opportunities to participate in collaborative decision-



making. PSD holds monthly parent meetings at a time convenient for parents. These meetings are instrumental in sharing information with parents on activities being implemented, as well as to receive input from parents on issues affecting their child, the center or his/her environment. Opportunities for parents to share in the overall decision-making of the PSD program are provided through participation in the PSD Policy Council (see Section 5.1.2 for more information).

2.13. EHS-CCP Program Services

As previously mentioned, PSD will continue to work with the Child Care Resource Center to provide all EHS-CCP Program services. Child Care Resource Center administers the State child care subsidy program and has existing relationships with over 1,300 family child care and center-based child care centers. Through its Resource and Referral program, Child Care Resource Center assists parents, at no charge, in locating and selecting child care settings that meet their individual needs. The Child Care Financial Assistance program, funded through the State of California Department of Education, helps families pay for child care through subsidy funding. In the current EHS-CCP Program, Child Care Resource Center works with 24 family child care providers and two private child care centers to provide services to 108 infants and toddlers. Of these existing providers, Child Care Resource Center has identified eight family child care homes and one Center to enroll the 22 proposed slots. By providing ongoing coaching, assistance with recruitment of children eligible for child care subsidies, support with the CACFP meal program, regular professional development, and consistent monthly stipends, PSD and the Child Care Resource Center have been able to sustain its relationships with the existing EHS-CCP program providers. Many of the providers have worked with the EHS-CCP program for more than five years. Due to the longevity of existing providers, it is not expected that providers will have to be replaced in the proposed program.

3. Staffing

As an existing grantee, PSD has the ability to recruit, retain, and manage staff with the ability to implement a comprehensive EHS and EHS-CCP programs.

3.1. Ensuring teaching staff meet qualification requirements

PSD employs 38 staff in its EHS and EHS-CCP programs and 100% of EHS teaching staff and contracted providers meet the required HSPPS requirements. In the state of California, the California Associate Teacher Permit is the state equivalent to the Child Development Associate (CDA) required for EHS teaching staff. The Associate Teacher Permit requires completion of 12 core semester units of course work in early childhood education, including at least a minimum of 3 Infant/Toddler units and completing at least 50 days of experience in an instructional capacity in a child care and development program. Existing family child care partners also meet the HSPPS requirement by having an Associate Teacher Permit.

PSD is proposing to hire 20 teaching staff for the EHS Expansion program; there will be no teaching staff hired for the EHS-CCP program as the identified providers are all existing providers. In addition, PSD will be hiring two additional Program Generalists to support families and a home visitor (referred to as Teacher II). All newly hired teaching staff will be required to have an Associate Teacher Permit., at a minimum; however, as the teaching positions will be listed as Teacher II positions (e.g., official job titles with the County), candidates will be required to show proof of having completed an associate of arts degree or equivalent coursework in early childhood education/child development, or must have a Child Development Teacher Permit or higher. The Program Generalists, who act in the role of a Family Advocate, are required to have completed a bachelor's degree, credential, or certification in social work, human services, family services, counseling or a closely related field. Through partnerships with local community colleges, First 5



San Bernardino, and the QSSB, family child care providers are given an opportunity to enroll in coursework to meet the requirements for Associate Teacher Permit. In addition, the job applicant interview process includes specific questions to determine potential staff competencies to provide effective and nurturing teacher-child interactions, as well as their potential strategies for implementing learning experiences that ensure effective curriculum implementation and use of child assessment data. In this manner, PSD ensures potential teaching staff meet §1302.91(e)(1).

3.2. Qualifications and ability of proposed key program staff

Experience providing child development services or other complex programs.

The extensive professional experiences of the PSD leadership team allow the County department to effectively and efficiently administer a high-quality, comprehensive and complex program like EHS and EHS-CCPs. The leadership team consists of an Executive Director/Program Director, Assistant Director, Deputy Director of Administrative/Fiscal Services, and two Deputy Directors of Program Operations. In addition, the EHS and EHS-CCP Program are managed on a day-to-day basis by an EHS Manager. Collectively, the leadership team has over 100 years of experience in administering high quality, comprehensive and complex early childhood education programs, and have overseen the successful implementation of EHS/EHS-CCP/HS in San Bernardino County; therefore, they possess strong knowledge of the HSPPS requirements for EHS. Their experience with EHS and EHS-CCPs programs ensures that staff with infant/toddler background are in key decision-making roles.

Key program staff's major functions and responsibilities. The key functions and major responsibilities of positions are as follows:

Executive Director/Program Director – Phalos Haire: Mr. Haire has been working with the County of San Bernardino since 2005 in various capacities. As the Executive Director/Program



Director, Mr. Haire has day-to-day management responsibility for the overall program. He manages the contract and makes strategic decisions regarding staffing, facilities, and program direction. Mr. Haire works closely with the Shared Governance Board, the Board of Supervisors, as well as the Policy Council. A recognized leader in the community, Mr. Haire has held key management positions since 2011. Mr. Haire is a founding board member of the Inland Empire Father Involvement Coalition and established the PSD Countywide Fatherhood Engagement Program in 2013. In addition, Mr. Haire holds a Master of Arts degree in Psychology – Marriage and Family Therapy and a Master of Business Administration.

Assistant Director – Ms. Jacquelyn Greene: Ms. Greene has been working with the County of San Bernardino since 1996, holding the following positions: Site Supervisor, Program Manager, Deputy Director, and most recently, Assistant Director of the program. In these positions, Ms. Greene has been instrumental in enhancing quality services for children and families by creating an environment that supports continuous quality improvement. In her current role, Ms. Greene has the daily responsibility for monitoring and supervising comprehensive services. She develops and monitors program reports and ensures comprehensive services are provided to children and families in line with the program's mission. Ms. Greene has a strong foundation in leadership, management, and communication. She holds a Bachelor of Science degree in Social & Behavioral Science with an emphasis in Criminal Justice and a minor in Child Development.

Deputy Director of Administrative/Fiscal Services – Ms. Cheryl Adams: Ms. Adams has been working with the County of San Bernardino since 2001, serving in various capacities from an Internal Auditor, Staff Analyst, Administrative Supervisor, Administrative Manager, and Deputy Director. Ms. Adams has extensive experience overseeing government funding, including federal, state, and local government funding. Prior to joining PSD, Ms. Adams worked as the



Administrative Supervisor of the Department of Child Support Services, where she directed the department's centralized administrative support services, such as property management, fiscal reporting and monitoring, budgeting, procurement, payroll, and claims submission. Ms. Adams is directly responsible for overseeing fiscal management, interfacing with the County's finance department, directly supervising personnel, as well as facilities and technology. Ms. Adams holds a Bachelor of Science degree in Accounting and has a Certificate in Governmental Accounting and Budgeting.

Deputy Director – Ms. Arlene Molina: Ms. Molina has been working with the County of San Bernardino since April 2019. She has worked as the Support Services Manager and was responsible for planning, coordinating, and managing all family and community engagement activities, including overseeing health, nutrition, and family services. Recently, she was appointed as the Deputy Director of Operations, where she is responsible for analyzing management and operational report; conducting program audits and participating and providing leadership in planning activities for all HS/EHS/EHS-CCP programs. Prior to joining PSD, Ms. Molina served as the EHS Home-Based and EHS-CCPs Program Manager for the Foothill Family Services grantee. Ms. Molina holds a Dual Bachelor of Arts degree in Psychology and Gender Studies and has more than 10 years of experience managing infant/toddler programs.

Deputy Director – Ms. Debra Billings-Merlos, MSW: Ms. Billings-Merlos has been working with the County of San Bernardino since 1997, beginning her career as a social service practitioner in the Department of Children's Services. She joined PSD in 2019 and is directly responsible for planning, organizing, and directing operations of the HS and State Preschool programs. She is responsible for overseeing the Education service area, as well as managing Enrollment and Attendance and Supportive Services. Ms. Billings-Merlos holds a master of social work degree



from California State University, San Bernardino, as well as advanced executive management training

Program Manager Early Head Start – Dr. LaTrenda Terrell: Dr. Terrell has the direct responsibility of overseeing the existing EHS and EHS-CCP Program. In this role, she works closely with the Child Care Resource Center, TAD and First 5 to ensure the child care providers abide by all policies and procedures. Dr. Terrell has been working with the County for 20 years in various capacities. She holds a doctorate degree in Educational Leadership, a master's degree in Early Childhood Special Education, and has 15 years of experience working with infant/toddler programs.

3.3. Plan to attract, hire, and retain qualified staff

PSD's recruitment, screening, selection and retention process is rigorous, designed to foster responsive and continuous relationships between caregivers and children. All positions hired by PSD follow the County's hiring procedures. Positions are posted on the County's employment website, and interested candidates must submit an online application, list of qualifications, and references. Applicants are pre-screened against minimum educational and work requirements by the County Human Resources Department. Prospective candidates are submitted to PSD for interviews and initial selection. Prior to hiring, extensive criminal background checks, health physicals and tuberculosis clearances are completed. Employment and personal references are also validated prior to hire. All potential new hires are submitted to the PSD Policy Council for approval. New hires are provided extensive training and coaching to ensure adequate knowledge of job responsibilities and regulatory requirements. For the proposed EHS and EHS-CCPs Program, the PSD Program Generalists and teaching staff are the only positions that will require new hires. All other support services, including program oversight, follow-up services,



case management services, and monitoring, will be supported by the existing PSD organizational infrastructure. To retain staff, PSD offers competitive salaries with benefits (medical, dental and retirement), as well as educational incentives. For example, the salary range for a Program Generalist is \$39,977 to \$54,974, and a Teacher II's salary range is \$37,128 to \$51,064 annually. All salaries are either comparable or exceed similar positions across the state. PSD creates positive working environments that are free from any type of discrimination; thus allowing all staff to be successful.

3.4 Career development system/opportunities for staff and partners

PSD has a system in place for ongoing professional development that is based on data derived from child and family outcomes, as well as staff observations/evaluations and family outcomes. Professional development is conducted through a variety of approaches to address specific staff needs, and includes group workshops, peer support, individual coaching-mentoring, and reflective supervision. Ongoing professional development includes pre-service and in-service training, coursework, conferences and webinars. Four professional development days are scheduled annually for staff to include training opportunities as follows: understanding HS performance standards and licensing regulations, promoting school readiness, assessing child/family data, working with vulnerable families, identifying child abuse and neglect, handling blood-borne pathogens, and supporting children with challenging behaviors. Each employee develops individual professional development goals and sets timelines for meeting those goals during the annual performance evaluation.

In addition to these training opportunities, staff receives individual coaching opportunities from PSD Program Supervisors and contracted consultants and/or strategic partners. PSD Program Generalists, for example, receive one-on-one reflective supervision from their Program Supervisor



to ensure families are receiving quality comprehensive services. The purpose of reflective supervision is to foster responsive and continuous relationships between caregivers and children by assessing thoughts, feelings, actions and reactions that are evoked during the course of working closely with families and children. Reflective supervision also provides individualized professional development opportunities for staff. Trends and patterns in the Family Partnership Agreements, data contained in ChildPlus, and job-shadowing results are utilized as a basis for providing ongoing coaching. Please refer to Section 2.7 for more information on coaching.

Through its contractor Child Care Resource Center, PSD ensures that contracted Child Care Providers have ample opportunities for ongoing professional development. Child Care Resource Center leverages existing coaching funds provided by the State of California and First 5 San Bernardino to provide bi-weekly on-site coaching opportunities to Child Care Providers. During these sessions, Child Care Resource Center Professional Development Coaches provide instructional support, mentoring and coaching to the providers. These coaching opportunities include creating successful environments and positive teacher child interactions to promote growth and development in children; implementation of the evidenced- based curriculum; developing effective lesson plans; conducting quality child observations to inform developmental assessments and generating required reports.

In addition to these ongoing professional development opportunities for Child Care Providers, PSD and Child Care Resource Center have entered into a collaborative relationship with the San Bernardino County Local Child Care Planning Council and First 5, which administers the Comprehensive Approaches to Raising Educational Standards (CARES Plus) program. CARES Plus is an initiative funded through the State First 5 program; the purpose of this initiative is to provide educational coaching and stipends to Child Care Providers to further their education, so



as to increase teacher/child interactions and create highly qualified teachers and Child Care Providers. Through the collaborative relationship, the County Local Child Care Planning Council has committed to provide priority enrollment to EHS-CCP Program providers, as well as stipend reimbursements up to \$13,500 to be used for ongoing coaching. The Local Child Care Planning Council has also agreed to offer trainings for Child Care Providers to improve the quality of infant/toddler service provided, based on the specific needs of the program.

3.5. Facilitation of strong staff-child relationships that support children

Plan to ensure staff are prepared to implement curriculum and approach. PSD implements Practiced Based Coaching to ensure staff are prepared to implement curriculum. Please see Sections 2.2 and 2.7 (pp. 30-33 and pp. 42-45) for more information.

Partnering with families in supporting positive child development. Parents work with teaching staff to complete the ASQ-3 and ASQ:SE-2 at the beginning of the Program Year, typically during the first center conference. The results of the screeners are shared with parents during home visits and the first center conference. During the first center conference, teaching staff work with parents to determine the initial goals for their children. Information that is taken into consideration are the current developmental level, strengths and/or areas of improvement for the children, and the family's expected outcomes for their child. Throughout the program year, teaching staff continue to meet with parents during subsequent parent-teacher conferences and home visits where progress on the initial goals are reviewed and new goals are set for children.

Observing teacher/provider practice. As previously mentioned in Section 2.7, PSD implements the CLASS, ITERS, and FCCERS to observe the quality of teacher/provider practice. The ITERS- R and FCCERS-R as part of its process for measuring quality of its infant-toddler and preschool classrooms. These tools specifically emphasize the concepts of space, play materials,

learning experiences and adult-child interactions as measures of quality. The underlying premise of the tool is that learning environments and interactions impact learning in children. The scale uses a rating scale of 1 to 7; with 1 indicating inadequate, 3 indicating meeting minimal standards, 5 reflecting good practice, and 7 reflecting excellent practice. Research has shown that higher scores on these instruments are directly related to better child outcomes. The CLASS (infant and toddler versions) tool measures the quality of teacher/child interactions by reviewing eight dimensions in Emotional and Behavioral Support, and Engaged Support for Learning.

4. Planning and Implementation

Implementation of services. PSD projects a start-up period of 12 months to allow for the addition of leased modular buildings and renovations within the proposed classrooms. All children will be enrolled and served by March 1, 2022; the program will, however, begin serving some children prior to March 1, 2022. Please refer to the Appendices, p. 126 for a detailed timeline.

4.1. Licensing requirements and impact on implementation of timelines

The California Department of Social Services administers the Child Care Licensing Program. Processing of child care center licensing applications take approximately 60-90 days to issue. Applicants must attend an initial orientation, demonstrate staff meet required qualifications, provide organizational background, and meet health/safety standards. At this time, the Child Care Licensing Program issues age-specific licenses, 0-24 months and 24-36 months. The proposed sites and child care providers are all currently licensed. PSD may be required to amend existing licenses for the additional classrooms that will be added through leased modular buildings.

4.2. Availability of appropriate facilities and plan to acquire facilities, when not available

PSD has identified five facilities and nine family child care providers to implement services for 86 slots (Table 19 and 20). PSD has started preliminary discussions with staff at the various



community colleges, such as Chaffey College, Valley College, as well as with private child care centers, like KinderCare, for potential contract slots for the remaining 16 slots.

Table 19: Identified Facilities and Family Child Care Homes

Potential Facilities/Location	Program Type	Implementation Notes	Start Date
Barstow	EHS Expansion-Center-Based	Modular Building to be leased, playground to be modified for toddlers	March 2022
San Bernardino West	EHS Expansion-Center-Based	New lease to be secured. Classrooms and playgrounds to be modified for toddlers	March 2022
Ontario-Maple	EHS Expansion-Center-Based	Empty classroom to be converted to toddler classroom. Playground to be modified for toddlers.	January 2022
Victorville	EHS Expansion-Center-Based	Modular Building to be leased, playground to be modified for toddlers	March 2022
Whitney Young	EHS Expansion-Center-Based	Modular Building to be leased, playground to be modified for toddlers	March 2022

Table 20: Potential Family Child Care Providers

Provider	Existing or New
Bassett Family Child Care Home	Existing
Brown (Ana) Family Child Care Home	Existing
Gore Family Child Care Home	Existing
Griffin Family Child Care Home	Existing
Harris Family Child Care Home	Existing
Meza Family Child Care Home	Existing
Rosie Preschool (Rialto)	Existing
Villanueva Family Child Care Home	Existing
Wade Family Child Care Home	Existing

4.3. Plan for alternative service provision during start-up

PSD does not foresee any issues to implementation during the start-up period; however, PSD is prepared to provide services through a home-based option if issues with renovations surface.

4.4. Ability to recruit, hire, and train qualified staff

PSD does not foresee any issues in the ability to recruit, hire, and train staff impeding the projected start date. For the proposed EHS center-based program option, PSD will operate eight classrooms at existing centers. PSD will hire 20 teaching staff and two Program Generalists for the program. In addition, PSD will operate a home-based program for pregnant women and will hire one home visitor for the program. All other support services, including program oversight, follow-up services, case management services, and monitoring, will be supported by the existing PSD organizational infrastructure funded by its existing EHS/HS/EHS-CCP programs.



4.5. Plan for recruiting eligible children and maintaining enrollment

As a long-time HS/EHS grantee, PSD has the experience and expertise to recruit, select and enroll children with the most need throughout the proposed service area. PSD's existing comprehensive Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) plan will be utilized as the foundation for recruitment, selection and enrollment of children in the proposed EHS Expansion and EHS-CCP programs. Once per year, PSD's Shared Governance Board and Policy Council review the recruitment plan, which is based on data from the community assessment. PSD will be providing services to recruited families as quickly as possible, in an effort to keep them engaged in the process. As previously mentioned, PSD has identified children with subsidies on the waitlist of the existing EHS-CCP program. The expansion of the EHS-CCP program by 22 children, allows PSD to serve those children on the waitlist. In addition, the EHS-CCP program contractor, Child Care Resource Center, manages all state subsidy funds for the state of California across the county. They are instrumental in helping PSD identify eligible children with subsidies.

5. Organizational Infrastructure and Management Systems

5.1. Capacity of senior executive managers and governing body

5.1.1. Effective oversight of program operations and accountability of federal funds

As stated earlier, PSD has been providing early childhood education and family development services to over 5,000 children daily from birth-to-five since 1965 across 62 locations in the service area. PSD will utilize its successful operation of early childhood programs, including its existing HS/EHS/EHS-CCPs programs, as a model to administer the proposed programs. PSD has the experience and expertise to manage complex and multi-site programs, as it currently operates HS, EHS, State Preschool, HVP, and LIFT. The existing programs have demonstrated



substantial gains in outcomes for children and families, as well as proven to be administered in an effective and efficient manner.

The County Board of Supervisors, an elected body, has legal and fiscal responsibility for the PSD HS, EHS and EHS-CCP programs. The Board of Supervisors consists of 5 elected officials representing the entire County. The overarching responsibilities of the Board of Supervisors are to execute all of the powers and duties required relating to the management of the County, its property and conduct of the County's affairs. The Board of Supervisors provides oversight of all PSD operations, in tandem with the Executive Director of PSD, and maintains responsibility for safeguarding the assets of the County. In 2001, the County Board of Supervisors established the Shared Governance Board via charter to carry-out the day-to-day functions of the Head Start and related federal programs. The Shared Governance Board consists of:

- One member of the Board of Supervisors, who serves as the Chair.
- The Network Officer for the Children's Network.
- The Superintendent of County Schools.
- The Director of the Department of Public Health or the County Health Officer.
- The Director of the Department of Behavioral Health, and
- Three advisory representatives of the Policy Council.

The purpose of the Shared Governance Board "is to serve as a representative of and on behalf of the Board of Supervisors of San Bernardino County in the development, participation, and monitoring of Head Start shared-decision-making with the Head Start Policy Council."

As an existing HS grantee, PSD follows 45 CFR Part 75 Subpart D's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for HHS Awards. The PSD Finance Unit is adequately staffed to provide appropriate internal controls, which is headed



by the Deputy Director of Administrative Services, Ms. Cheryl Adams, and includes an Administrative Manager, a Supervising Accountant and an Administrative Supervisor. PSD utilizes the countywide Systems, Applications and Products or SAP accounting system, providing for internal controls associated with the county's centralized processing components. This enables additional checks and balances, especially specific to payroll processing and accounts payable. This system is a fully integrated Financial Management, Grants Management, Budget Preparation, and Fixed Asset Inventory Module system. The system allows for pre-set internal controls with checks and balances features, such as established procurement approval levels and contract payment monitoring.

PSD is audited as part of the Countywide audit. A risk assessment process is initiated by the County Auditor/Controller/Treasurer/Tax Collectors Office. This package, or questionnaire, must be completed, specific to each award, and returned. The Auditor/Controller/Treasurer/Tax Collectors Office follow-up with any specific questions or concerns. The completed package is shared with an Independent Audit Firm. Audit results are shared with the Policy Council Finance Committee, the Policy Council, the Shared Governance Board, and County Board of Supervisors. If there are audit recommendations, a corrective action plan is developed. This plan is then reviewed and monitored by the County Auditor/Controller/Treasurer /Tax Collectors Office.

5.1.2. Policy Council in planning and decision-making process

As a long-standing HS program, PSD has an existing 40+ member Policy Council. The Policy Council consists of elected parent representatives from each grantee site, a representative from each EHS-CCP region, and five community representatives, including businesses and others who are familiar with resources and services for low-income children and families, as well as former HS/EHS parents. The PSD Policy Council consists of elected parent representatives from each



grantee site, as well as at least one representative for each contract partner and delegate agency. The Policy Council has nine “Standing Committees” that meet either monthly, bimonthly, quarterly, biannually or annually. All members of the Policy Council are invited to attend Standing Committee meetings, where detailed programmatic information and data is shared to inform their overall decision-making.

Together, the Policy Council and the Shared Governance Board adopts practices that assure active, independent, and informed governance, which include full participation in the development, planning and evaluation of the program. The responsibilities of the Board and Policy Council include the following:

- establishing procedures and criteria for recruitment, selection, and enrollment of children
- reviewing and approving all major policies of the organization, including financial management, accounting and reporting policies
- approving personnel policies and procedures, including those regarding hiring, evaluation, compensation, and termination
- reviewing all applications for funding and amendments to funding applications
- ongoing monitoring of all fiscal expenditures, through required monthly financial reporting
- annual strategic planning based on data and results from the community assessment
- annual self-assessment of the HS program, considering progress on meeting school readiness goals, long-term goals and short-term objectives, as well as progress on compliance with regulations and requirements
- monitoring monthly reporting of program operations
- reviewing results of child assessments to determine child outcomes on a quarterly basis.



Upon receipt of this award, PSD will continue to comply with all requirements outlined under Section 642(c)(1) of the HS Act.

5.1.3. Representation of diverse community served

Both the Shared Governance Board and the Policy Council are representative of the diverse communities served by PSD. The Shared Governance Board includes representatives from across the county. Please refer to p. 94 of the Appendices for bios.

5.1.4. Set and monitor overall agency priorities and operational systems

As previously stated, the County Board of Supervisors has legal and fiscal responsibility for the HS, EHS, and EHS-CCP programs. Through its regular meetings and the exercise of its fiduciary responsibilities, the Board of Supervisors, the Shared Governance Board, and the Executive Director exercise effective oversight and accountability for Federal, State, and local funds of the PSD.

5.1.5. Systems for communication, record-keeping, reporting, and monitoring

PSD has comprehensive and effective management systems in place that address planning, internal and external communication, record-keeping, reporting, monitoring and self-assessment. Detailed policies and procedures exist that address all areas of management and provision of services. The Board of Supervisors, Shared Governance Board, and the Policy Council meet monthly and receive the required HS reports in advance of every meeting. As a County program, all meetings are open to the public. Please see section 5.3 for more detailed information.

5.1.6. Community assessment, annual self-assessment, and outcomes-based evaluation

As previously mentioned, PSD completed its five-year comprehensive community assessment in January 2020. An outside vendor was secured to collect data, conduct trend analysis, and compile a thorough community assessment report with programmatic implications. The results of



the community assessment were presented to the Shared Governance Board and the Policy Council. In addition, the community assessment report was shared with all key strategic partners. Similarly, PSD conducts an annual self-assessment that reviews compliance with HSPPS, as well as reviews management systems. The annual self-assessment for Program Year 2019-20 was completed in May 2020. Given the unique nature of this Program Year, PSD's annual self-assessment focused on PSD's effectiveness in responding to the most recent COVID-19 Pandemic (see Appendices p. 144). To determine its effectiveness, staff, parents, and community members were interviewed; surveys of all staff were administered, and records/policies/procedures were reviewed. The annual self-assessment findings determined that PSD responded quickly to the pandemic and stay-at-home orders issued by the Governor of California. Staff and parents reported being satisfied with PSD's responsiveness and the level of support that was provided. The results were presented to the Shared Governance Board and Policy Council during the May meetings. Please refer to Section 5.3 for more information on monitoring.

5.2. Ability to plan, constitute and train governing body

The composition of the Shared Governance Board and the Policy Council are consistent with Section 642 of the HS Act of 2007 and the HSPPS. On an annual basis, both bodies receive a comprehensive two-day governance training by an outside, contracted vendor. Topics covered during the training include: History of Head Start, roles and responsibilities of each body per the Head Start Act, purpose of shared and collaborative decision-making, review of HSPPS and other regulations, PSD program overview, eligibility verification process, understanding of reports provided, and by-laws of each body. Given that PSD's governing body consists of elected officials and that membership on the Shared Governance Board is determined by the County Board of Supervisors, the program is assured that no conflict of interest with the program takes place.

PSD has developed a system of shared governance between the Shared Governance Board and the Policy Council. If differences occur between the two bodies, PSD enacts its impasse procedures, which require a Dispute Resolution Committee to be enacted. This committee consists of four members – the Chairs and Vice Chairs of the respective bodies. The Executive Director of the program serves as the convener of the Dispute Resolution Committee. The Committee has ten business days to review the differences, seek additional information, and render a decision. Once a resolution is reached, the decision is presented to the Policy Council and the Shared Governance Board for review, acceptance or rejection. The County Board of Supervisors, as the governing body with legal and fiscal responsibilities, has the final acceptance authority.

5.3. Effective management systems

As previously mentioned, PSD has established effective management systems that are comprehensive in nature and address planning, internal and external communication, ongoing monitoring, self-assessment and recordkeeping/reporting. PSD develops an annual planning calendar, which outline important milestones for management systems. Policies and procedures are in place, which address all areas of management and provision of services, which promote efficiency and effectiveness of the overall program. A summary of the various management systems is provided below.

Record keeping and reporting: PSD believes that an effective record-keeping system safeguards against violations of rights, ensures transparency and accountability on processes and outcomes, and provides clear documentation of policies and procedures that are essential to draw clear lessons from the program and facilitate scaling-up or replication. PSD utilizes six principal automated record-keeping systems, as described below to maintain staff, child and family records.



1. ChildPlus is a web-based database system that houses children and family data across several component areas: ERSEA, Family Services, Health, Disability, Nutrition, Mental Health and Education. Information found in Child Record Files must match data kept in ChildPlus.
2. Learning Genie is a comprehensive web-based assessment tool used on a regular basis to capture, organize, store, track, and retrieve educational and developmental records. Learning Genie is fully aligned with the state early learning standards and the Desired Results Developmental Profile (DRDP), PSD's ongoing assessment tool. Child observation records must match information kept in Learning Genie.
3. Employee Management and Compensation System (EMACS) is a web-based human resources data management system that includes information and approvals regarding terminations, resignations, promotions, transfers, pay increases and allocation changes.
4. ACCESS is a database used to track Non-Federal Share, inclusive of valuation of in-kind contributions, and volunteer hours. The data is used to generate monthly reports to PC and Boards.
5. Systems, Applications and Products (SAP) is a specially developed accounting system developed for the County of San Bernardino, where all financial information is kept.
6. NoHo is a software program for child care administrators in CA to track attendance, manage caseloads, eligibility lists, and referrals. This software system is primarily used by the State funded programs.

In addition to these official record-keeping systems, PSD utilizes Office 365 as its electronic mail (e-mail messages) as a form of documenting communication that exists among staff. Electronic messages are used only as a back-up source of documentation.



Confidentiality: PSD assures the confidentiality and protection of personally identifiable information in child records to ensure the individual rights to privacy for children and families. Information about children, families, and employees is **not** divulged to anyone other than persons who are authorized to receive such information. Therefore, all children's records are locked in a secure cabinet and access to children's records is limited to employees and consultants on an as needed basis.

Ongoing Monitoring: To ensure compliance, PSD has instituted three monitoring tiers, as follows:

- Tier 1 – occurs at the site level with the Site Supervisors conducting daily health and safety inspections of centers, daily staff to child ratio counts, and daily child counts. This ensures compliance with Title 22.
- Tier 2 – occurs from the Program Managers of Education, who are responsible for regular and ongoing monitoring of the centers. Program Managers are responsible for ensuring compliance with Title 22, as well as ensuring curriculum fidelity.
- Tier 3 – occurs from the Monitoring Unit, who conduct regular child file reviews to ensure compliance with eligibility requirements, as well as conduct health and safety inspections. Tier 3 monitoring also involves fiscal accountability.

The results of all monitoring events are provided to the Executive Director of the program for immediate corrective action.

5.4. EHS-CCP: Working with partners & ensuring accountability with HSPPS

As an existing EHS-CCP program, PSD has extensive experience working with child care providers and provides monitoring to ensure accountability for compliance with HSPPS. PSD contracts with Child Care Resource Center to administer the EHS-CCP program, which directly



contracts with family child care and child care providers. The Child Care Resource Center has a dedicated Program Director that oversees coaches and mentors to provide ongoing support to contracted providers (see Appendices p. 108 for resume). In addition, PSD's Quality Assurance Team monitors the implementation of the EHS-CCPs program by conducting on-site visits, reviewing ChildPlus records, and holding regular meetings.

6. Budget and Budget Justification

6.1. Funds budgeted for comprehensive services

PSD is requesting a total of \$3,399,919 in EHS Expansion and EHS-CCP program funding to deliver the services described throughout this proposal. The total request includes \$2,337,722 in Basic Operating costs and \$58,443 in Training/Technical Assistance funds (p. 85 shows the line item budget). In addition, PSD is requesting \$1,003,754 in one-time Start-Up costs for renovations of classrooms, playgrounds, and purchase of materials, supplies and furniture (Table 21). The requests are reasonable and justifiable as all costs directly support program operations. The average cost per child is \$20,873 to operate a combination of full-day, full-year services through center-based, family child care, and home-based services to 112 pregnant women, infants, toddlers and their families throughout the county of San Bernardino.

Table 21: Allocation of Costs by Object Cost Category

Description	Operations	T/TA	Total Federal Budget	Non- Federal Match	Total Combined Budget
Personnel	787,126		787,126	196,782	\$983,908
Fringe Benefits	393,563		393,563	98,391	\$491,954
Travel		34,793	34,793	8,698	\$43,491
Equipment			0	0	\$0
Supplies	290,876		290,876	72,719	\$363,595
Contractual	623,334		623,334	155,833	\$779,167
Facilities/ Construction			0	0	\$0
Other	242,823	23,650	266,474	66,618	\$333,091
Total	\$2,337,722	\$58,443	\$2,396,165	\$599,041	\$2,995,206

**Basic Operating Costs -- \$2,337,722**

As previously stated, PSD is requesting EHS Expansion and EHS-CCP program funds to serve 112 pregnant women, infants, and toddlers.

Personnel Costs -- \$787,126: PSD is allocating 33% of the budget to personnel costs, which represents 23.23 full-time equivalencies (FTEs) (Table 22). PSD intends to hire 23 new staff for the operations of the program; all will provide direct services. These positions include 16 Teacher IIs (or Lead Teachers), one Home Visitor for the pregnant women, teaching staff that will serve as floaters, and two Program Generalists, which will be responsible for supporting health, mental health, and social services. The remaining staff are existing staff that are allocated to the support of this program using PSD's cost allocation plan that takes into account direct benefit to the program. As can be seen by Table 22, PSD wages exceed the standard living wage for the county, which is calculated at \$15.00 per hour.

Table 22: Allocation of Personnel

Title	# of Months	FTE	Annual Salary	Grant Salary	Wage Rates
Teacher IIs	12	16.00	606,029	533,305	18.21
Teacher II (Home Visitor)	12	1.0	37,877	33,332	18.21
Teacher IIs (Floaters)	12	4.00	189,384	166,658	18.21
Generalist	12	2.00	81,536	71,752	19.60
Accountant III	12	0.018	58,427	1,052	28.09
Program Manager	12	0.018	70,990	1,278	34.13
Staff Analyst II	12	0.018	62,858	1,131	30.22
Deputy Director	12	0.018	126,110	2,270	60.63
Administrative Supervisor I	12	0.018	88,629	1,595	42.61
Accounting Technician	12	0.018	54,330	978	26.12
Administrative Manager	12	0.018	92,976	1,674	44.70
Quality Assurance Technician II	12	0.10	54,330	5,433	26.12
Total		23.23		\$787,126	



Fringe Benefits -- \$393,563: Fringe benefits rate is at 50% cost of salary. It consists of required payroll taxes, health/dental/life insurance, retirement, employee assistance program, and vacation accruals. Table 23 reflects the break-down of the fringe benefits.

Table 23: Fringe Benefits Detail

Description	Costs	%
Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI)	\$66,906	17%
Health/Dental/Life Insurance	\$86,584	22%
Retirement	\$236,138	60%
Other Fringe	\$3,936	1%
Total	\$393,563	100%

Travel -- \$0: Travel costs are not associated with Basic Operating funds; all funds are allocated to the T/TA budget, which is described in detail following this section.

Equipment -- \$0: There are no equipment costs allocated to Basic Operating funds; all funds are requested under one-time Start-Up funds.

Supplies -- \$290,876: PSD is requesting funds for the purchase of office, classroom and recruitment supplies (Table 24). Office supplies include consumable materials that include paper, pencils, pens, binders, toners, and file folders. In addition, any software and technology materials are included. Classroom supplies consist of consumable materials for the classrooms, including paper, markers, crayons, art supplies, glue, etc. Recruitment materials consist of folders, paper, toner, and printer cartridges for fliers.

Table 24: Detail of Supplies

Description	Unit Cost	Qty	Operations
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.			
Chromebooks	300	100	30,000
Software for PCs	1,584	2	3,168
Classroom & office supplies			23,808
Recruitment Materials			1,500
Subtotal			58,476
Child & Family Services and Supplies: Supplies include consumable classroom materials, health and safety supplies, Learning materials support as toys and curriculum, classroom furniture and rugs, books, etc.			
Program Supplies- Chromebook, Learning materials (toys and curriculum)			85,200
Diapers, wipes, disposable changing pads, infant formula			64,000
Subtotal			149,200
<i>Food Service Supplies: Kitchen supplies</i>			
Kitchen Supplies			16,000
Subtotal			16,000
<i>Other Supplies: Janitorial & Maintenance supplies needed to clean and maintain site locations; it also includes kitchen supplies</i>			
General Household Expenses			32,000
General Maintenance Supplies			19,200
General Maintenance Equipment			16,000
Subtotal			67,200
Total			290,876

Contractual -- \$623,334: Funds allocated to this budget category include costs for mental health counseling, as well as to directly contract with contracted providers to provide educational services to the 16 contracted slots in EHS Expansion, and to contract with Child Care Resource Center to provide services to the 22 EHS-CCP slots.

Table 25: Contractual Cost Category Detail

Contractor	Description	Costs
Mental Health Counseling	Consultant Contracts to provide counseling services and consultation at Counselor's office, in-home visits, and	\$40,000

	various PSD sites throughout the County of San Bernardino.	
Child Care Resource Center	Partnership with Child Care Resource Center (CCRC) to provide EHS-CCP (22 Slots), budgeted at \$15,351 per slot.	337,718
Contracted Slots	Partnership with other providers to provide EHS (16 Slots); providers will be contracted to provide all educational requirements of HSPPS at a cost of \$15,351 per slot. These funds will account for the reduction in class sizes, additional staff qualification requirements, and educational requirements in the classrooms.	\$245,616
Total		\$623,334

Construction -- \$0: There are no costs for construction requested in this budget.

Other -- \$242,823: Other costs include the ongoing maintenance of work cell phones, printing services for training materials, staff fingerprints, annual County fees to support human resources, interpreter fees, and rent/leases. All costs are allocated to the proposed program using PSD's cost allocation methodology. Table 26 provides the detail of the Other costs.

Table 26: Detail of Other Costs

Item	Description	Costs
Cell Phone ongoing monthly charges	2 phones @ \$405 annual costs	\$810
Printing Services/Training Materials/Copies	Printing services for recruitment materials	3,000
Program Recruitment	Recruitment materials	57,448
Staff Recruitment cost (new hire background checks)	23 staff @ \$124 each	2,852
Human Resources (HRA)	1.80% Percent of annual cost	1,939
CAO Analyst cost	1.80% Percent of annual cost	3,208
Licensing Fees (Increase Capacity)	Community Care Licensing fee	1,835
Interpreter fees	30 hrs. Spanish at \$85 per hr., 30 hrs. Other languages at \$125 per hr.	6,300
Rent/Leases (3 Modulares)	Lease for 3 modulares to be located at Bartow, Victorville and Whitney Young sites, yearly cost \$24,000 for each modular	72,000

Item	Description	Costs
Rent/Leases (SB West)	Yearly cost for renting a site at San Bernardino area.	93,431
Total		\$242,823

T/TA Funds -- \$58,443.

Costs include training on ChildPlus, early childhood education training sessions, and attendance at conferences. Table 27 provides the detail; please note that per federal regulation, training costs under GABI Code C are reflective of costs to travel (e.g., airfare, lodging, etc.). Training costs under GABI Code H reflect the registration fees to attend the conferences.

Table 27: T/TA Costs

GABI Code	Description	Cost
C	Training: Region 9 First 1000 Days Conference in Las Vegas NV, attendees 5 (2 Generalists, 3 Teachers IIs), 3 days, 2 nights. Cost for Flight \$576, Lodging (2 nights) \$326, Meals \$150, Taxi \$68, parking \$48 Total each \$1,168 X 5 = \$5,840	\$5,840
C	Training: Region 9 Early Childhood Steam Institute Sacramento CA, attendees 5 (2 Generalists, 3 Teachers IIs), 5 days, 4 nights. Cost for Flight \$510, Lodging (4 nights) \$808, Meals \$250, Taxi \$52, parking \$80. Total each \$1,700 X 5 = \$8,500	\$8,500
C	Training: Zero to Three in Phoenix AZ, attendees 5 (5 Teachers IIs), 3 days, 2 nights. Cost for Flight \$531.8, Lodging (2 nights) \$460, Meals \$150, Taxi \$30, parking \$48. Total each \$1,219.80 X 5 = \$6,099	\$6,099
C	Training: Teachstone Infant/Toddler Class Observation Training in Long Beach CA, attendees 5 (5 Teachers IIs), 4 days, 3 nights. Cost for Lodging (3 nights) \$543, Meals \$200, Parking \$93. Total each \$915 X 5 = \$4,575	\$4,575
C	Training: Child Plus Scramble in Las Vegas NV, attendees 7 (2 Generalists, 5 Teacher IIs), 4 days, 3 nights. Cost for Flight \$ 576, Lodging (3 nights) \$326, Meals \$150, Parking \$48. Total each \$1,397 X 7 = \$9,779	\$9,779
	Subtotal C	\$34,793
H	Training: Region 9 First 1000 Days Conference in Las Vegas NV, attendees 5 (2 Generalists, 3 Teachers IIs). Training Fee each \$520 x 5 = \$2,600	\$2,600



GABI Code	Description	Cost
H	Training: Region 9 Early Childhood Steam Institute Sacramento CA, attendees 5 (2 Generalists, 3 Teachers IIs). Training fee each \$520 x 5 = \$2,600	\$2,600
H	Training: Zero to Three in Phoenix AZ, attendees 5 (5 Teachers IIs). Training Fee each \$700 x 5 = \$3,500	\$3,500
H	Training: Teachstone Infant/Toddler Class Observation Training in Long Beach CA, attendees 5 (5 Teachers IIs). Training Fees each \$1800 x 5 = \$9,000	\$9,000
H	Training: Child Plus Scramble in Las Vegas NV, attendees 7 (2 Generalists, 5 Teachers IIs). Training fees each \$850 x 7 = \$ 5,950	\$5,950
	Subtotal H	\$23,650
	Total	\$58,443

EHS-CCP: Allocation of funds to child care partners. As noted in the budget descriptions above, a significant percentage (25%) of the budget request is being allocated to fund child care partners and contracted providers. The EHS-CCP portion of the total budget represents 15% of the total request, which will be funded through the Child Care Resource Center. Family child care and private child care providers have direct contracts with the Child Care Resource Center to provide services. Their existing contracts provide them with a monthly stipend of approximately \$500 above and beyond their state subsidy reimbursement. In addition, funds are provided for supplies and any other minor renovations required to comply with contract requirements.

6.2. Justifiable, reasonable & applicable start-up costs

PSD is requesting \$1,003,754 in one-time start-up costs, as reflected in Table 28.

Table 28: Overview of One-Time Start-Up Costs

GABI Codes	Description	Operations	NFM	Total
D	Equipment	260,000	65,000	\$325,000
E	Supplies	351,656	87,914	439,570
F	Contractual	195,000	48,750	243,750
H	Other	197,098	49,275	246,373
	Total	\$1,003,754	\$250,939	1,254,693



The start-up costs include the purchase of equipment for outdoor environments, supplies, installation of outdoor equipment, and other costs. The following tables provide the detail of each of these expenses.

Equipment - \$260,000: PSD intends to purchase playground equipment, shade structures, and chain link fencing for the Barstow, San Bernardino, Victorville, and Whitney Young centers. As noted in Section 4.2 on p. 62, PSD will be leasing modular buildings to use as classrooms at these locations. In order to ensure that the playgrounds are developmentally appropriate, outdoor equipment will need to be purchased, as indicated in Table 29.

Table 29: Start-Up: Equipment Costs

GABI Code	Description	Equipment (Unit Cost)	Qty	Cost
D	Playground Equipment	20,000	4	80,000
D	Shade Structure	25,000	4	100,000
D	Fencing (chain link)	20,000	4	80,000
			Total	\$ 260,000

Supplies – \$351,656: The purchase of supplies for classrooms, offices, and for educational materials will be required during the first year, as noted in Table 30.

Table 30: Start-Up: Supplies

GABI Code	Description	Unit Cost	Qty	Start-Up Cost
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.			
	Desktop Computers	1,795	2	3,590
	Monitors/Keyboard/Mouse	481	2	962
	iPhone Initial Purchase	92	2	184
	iPads	452	21	9,482
	Printers	1,100	2	2,200
	Desk Phones	157	2	314
	Furniture/Cubicles	7,462	2	14,924
E01 Subtotal				\$ 31,656
E02	Child & Family Services and Supplies: Supplies include consumable classroom materials, health and safety supplies, classroom furniture and rugs, books, etc.			
	Consumable classroom materials, Health and Safety supplies, books, furniture, and rugs			320,000
E02 Subtotal				320,000
Total				\$ 351,656

Contractual - \$195,000: Costs for the installation of the playgrounds, shade structures, and fencing at the four new locations. The costs are based on prior costs for installation.

Other - \$197,098: Other direct costs include expenditures for the installation of the proposed equipment, as well as the installation of the leased modular buildings, as described in Section 4.2 on p. 62. Table 31 describes the costs.

Table 31: Start-Up: Other Costs

GABI Code	Item	Description	Start-Up Costs
H	Purchasing Charges	3% for surplus charges from Purchasing Dept on purchases of computers and office cubicles	650
H	Grading, Excavation, Foundation (3)	Costs related to installation of 3 new modular at Barstow, Victorville and Whitney Young sites. \$25,000 each	75,000
H	Hookups (Electrical, Plumbing) (3)	Costs related to installation of 3 new modular at Barstow, Victorville and Whitney Young sites. \$15,000 each	45,000



GABI Code	Item	Description	Start-Up Costs
H	Building Permits (3)	Costs related to installation of 3 new modular at Barstow, Victorville and Whitney Young sites. \$1,000 each	3,000
H	Environmental Site Assessment (SB West)	Costs related to installation of 3 new modular at Barstow, Victorville and Whitney Young sites. \$1666.66 each	5,000
H	PMD Project Management Fee (10%)	10% of total cost related to the installation of 2 modulars: Barstow and Whitney Young \$128,000 times 66%	8,448
H	Pour N Play	4 Pour N Play at \$15,000 each	60,000
		Total	\$ 197,098

6.3 Required non-federal match

PSD will contribute the required \$599,041 in non-Federal share, which represents 25% of the requested Federal share of \$2,396,165 (Table 32). In addition, PSD will contribute \$250,939 in non-federal share toward the one-time start-up request. 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 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 EHS/EHS-CCP Program. All volunteer hours and/or donated services and supplies are recorded on forms specific to the type of donation. All forms and donations are reviewed for allowability, reasonableness, allocability, and whether the donation is necessary for the program’s needs.

PSD determines that the proposed non-Federal match is allowable only if various criteria, including all of the following, are met:



- Contributions/Donations are verifiable from PSD's records
- Contributions/Donations are not included as match for any other federally assisted project or program
- Contributions/Donations are necessary and reasonable for proper and efficient accomplishment of the EHS program goals and objectives
- Contributions/Donations are allowable under the Federal, State and County cost principles and guidance
- Contributions/Donations are not paid by the Federal government under another grant awarded to PSD or any other agency/program

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 possible.

Table 32: Non-Federal Match Sources

Non-Federal Share Categories	Rate/Type	Amount	Percentage
Low-Income First-Time Mothers (LIFT)	A nurse providing services to pregnant mothers year-round; this Memorandum of Understanding (MOU) with the SB County Department of Behavioral Health (DBH) works in tandem with our EHS program.	\$85,571	15%
Community Donations	Donations received from community partnerships, purchasing discounts from local vendors, discounted services from consultants utilized by PSD, health, dental and vision screenings received from local health providers, and donated services from parents that serve on the Policy Council and Shared Governance Board.	\$35,239	6%
Contract Agency	Contract agencies subcontracted by PSD must generate 25% In-Kind as mandated by their contract.	\$129,980	22%
Rent/Leases	Donated space by PSD landlords that includes discounts on playground areas, office and classroom space, maintenance,	\$9,404	2%

Non-Federal Share Categories	Rate/Type	Amount	Percentage
	and parking space. Amounts verified by independent appraisals.		
Volunteers Salaries	The rate of pay of \$14.27/hr. for PSD parent volunteers is based on the hourly rate of a PSD Teacher Aide II/Center Clerk, at range 26A, Step 3.	\$225,898	38%
Volunteers Benefits	The rate of pay of \$14.27/hr. for PSD parent volunteers is based on the hourly rate of a PSD Teacher Aide II/Center Clerk, at range 26A, Step 3.	\$112,949	19%
Total Non-Federal Share Match		\$599,041	100%

Table 33 reflects the non-federal match for the one-time start-up funds.

Table 33: Non-Federal Match for One-Time Start-Up Funds

Non-Federal Share Categories	Amount	Percentage
Low Income First Time Mothers (LIFT)	\$25,760	10%
Low Income First Time Mothers (LIFT)	\$10,086	4%
Community Donations	\$14,761	6%
Delegate/Contract Agency	\$54,449	22%
Rent/Leases	\$3,939	2%
Volunteers Salaries	\$94,629	38%
Volunteers Benefits	\$47,315	19%
\$ 250,939		100%

Table of Contents – Appendices

	Item	Page #
1	Signed Board of Directors Attestation	88
2	Proof of Legal Status of Applicant – Charter of San Bernardino County	89
3	Proof of Shared Governance and Policy Council Approval	93
4	Shared Governance Board Biographies	94
5	Organizational Chart	96
6	Resumes	97
7	Signed Letter of Intent to Partner – Child Care Resource Center	109
8	Third-Party Agreements, if applicable – Child Care Resource Center Contract TOC	110
9	Letters of Support - community	118
10	Oversight of Federal Awards	121
11	Protection of Sensitive and/or Confidential Information	124
12	Timetable of Implementation	126
13	Alignment of Core Standards	127
14	School Readiness Goals and Alignment Grid	136
15	Self-Assessment Summary of Results PY 2019-20	144



Preschool Services Department Administration

Phalos Haire
Director

September 15, 2020

To Whom It May Concern:

I, Curt Hagman, attest that the San Bernardino County's Preschool Services Department (PSD) collaborated with an external grant-writer on the development of the application submitted in response to the funding opportunity announcement. Further I, Curt Hagman, attest that the Shared Governance Board of PSD in collaboration with management staff actively participated in the content development and commitments included in the applicant's proposal. On behalf of PSD, I also confirm that the Shared Governance Board and County Board of Supervisors, and proposed Early Head Start and/or EHS-CC Partnership management staff are fully knowledgeable of the Head Start regulatory requirements.

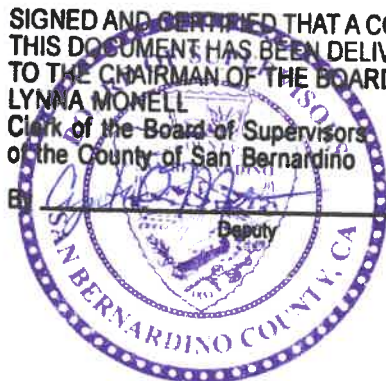
Curt Hagman, Chairman
San Bernardino County Board of Supervisors
County Government Center
385 North Arrowhead Avenue, 5th Floor
San Bernardino, CA 92415-0110

SEP 15 2020

Date

SIGNED AND CERTIFIED THAT A COPY OF
THIS DOCUMENT HAS BEEN DELIVERED
TO THE CHAIRMAN OF THE BOARD
LYNNA MONELL
Clerk of the Board of Supervisors
of the County of San Bernardino

By



BOARD OF SUPERVISORS

ROBERT A. LOVINGOOD
First District

JANICE RUTHERFORD
Second District

DAWN ROWE
Third District

CURT HAGMAN
Chairman, Fourth District

JOSIE GONZALES
Vice Chair, Fifth District

Gary McBride
Chief Executive Officer

CHARTER
of the
County of San Bernardino, California

As amended by Charter Amendments
Adopted through November 6, 2012

CHARTER OF THE COUNTY OF SAN BERNARDINO STATE OF CALIFORNIA

FOREWORD

“Even when laws have been written down, they ought not always to remain unaltered.”
- Aristotle.

The story of San Bernardino County's Charter before 1913 was the campaign for its adoption. The story after 1913 has been one of campaigns for its amendment.

The Charter was framed and adopted in accordance with provisions of Section 7 1/2 of Article XI of the Constitution of California. A board of fifteen freeholders was selected at a special election held May 14, 1912. Drawn up by this board, the Charter was presented to the County electors November 15, 1912. A majority favored adoption. Both houses of the State Legislature voted approval and the Charter was filed with the Secretary of State, April 7, 1913.

Since that time, 36 amendments to the original Charter have been proposed and 27 have been adopted by the voters. Those amendments which have been adopted are:

1. Approved by the Legislature January 30, 1915; published on Page 1726, Statutes and Amendments to the Codes, 1915; election of officers other than Supervisors.
2. Approved March 24, 1919; published on Page 1454, Statutes and Amendments to the Codes, 1919; addition of Article 2 1/2.
3. Approved January 29, 1923; published on Page 1294, Statutes and Amendments to the Codes, 1923; salary of Sheriff fixed.
5. Approved January 27, 1925; published on Page 1185, Statutes and Amendments to the Codes, 1925; traffic officers.
6. Approved January 18, 1927; copied in this book from a copy certified by the Secretary of State and filed in the office of the Clerk of the Board of Supervisors of this County; salaries fixed by Supervisors.
7. Approved January 6, 1943; amends Article I, Sections 1 and 2, election of Supervisors by district, rather than County-wide balloting.
8. Approved January 15, 1945; amends Article I, Section 10; provides salaries of Supervisors to be fixed by legislature.

San Bernardino County - Charter

9. Approved January 15, 1945; amends Article III, Section 1, provides number of officers in Class A Justice Court fixed by general law.
10. Approved January 15, 1945; amends Article VIE, Section 1, Supervisors may suspend provision prohibiting wartime raise in compensation for elective officers.
12. Approved January 25, 1957 amends Article II, Section 9; establishes office of County Counsel.
13. Approved January 25, 1957; amends Article II, Section 10; establishes office of Registrar of Voters.
17. Approved January 25, 1957; amends Article V, Section 2; provides filing of reports by County officers.
18. Approved January 25, 1957; amends Article V, Section 6; provides inspection of books of County and Judicial District Officers by Auditor.
19. Approved January 25, 1957; amends Article VII, Section 1; fixes compensation of elective officers.
20. Approved January 25, 1957; amends Article VII, Section 3; provides biweekly salary payment.
21. Approved January 25, 1957; adds Section 6 to Article 2 1/2; establishes County Board of Education.
22. Approved February 19, 1959; amends Section I to Article IV; establishes office of County Purchasing Agent.
23. Approved February 19, 1959; adds Section 4 1/2 to Article VII; provides for establishment of fixed benefit retirement system for employees ineligible for federal insurance.
24. Approved February 8, 1967; amends Article V relating to reports and accounts.
25. Approved March 15, 1971; amends Articles I, II, III, IV, and VII, and repeals Articles 2 1/2 and VI to eliminate obsolete and unnecessary language and renumber Charter provisions.
26. Approved March 15, 1971; adds Section 1.1 to Article II and repeals Sections 9 and 10 of Article II and Article IV to place all County department heads in the Unclassified Service.
28. Filed and operative December 26, 1974; repeals Section 6 of Article I and Sections 1 and 5 of Article VI, to eliminate obsolete and unnecessary language and bring Charter into conformity with the California Constitution.

Charter**5**

29. Filed and operative December 26, 1974; repeals Section 1.1 of Article II and amends Sections 2, 5, and 10 of Article II to bring Charter into conformity with California Constitution and reflect and provide greater flexibility in the governmental structure and administration of the County.
30. Filed and operative May 2, 1979; adds Section 9 to Article I to provide procedures for and limitations on setting of salaries for supervisors. (Repealed by Amendment 36, filed and operative November 18, 1985).
31. Filed and operative May 2, 1979; adds an unnumbered section to Article VI (Miscellaneous) requiring any increase in compensation of county-elected officers to be approved by the voters. Initiative amendment. (Repealed by Amendment 36, filed and operative November 18, 1985).
33. Filed and operative November 16, 1981; adds Section 3A to Article II to make office of County Clerk appointive rather than elective.
36. Filed and operative November 18, 1985; adds Section I to Article VI to provide procedures for and limitations on setting of salaries for elected officials. Section 9 of Article I is repealed; unnumbered initiative amendment in Article VI is repealed.
37. Filed and operative November 7, 2006; adds Section 5 of Article VI to limit eminent domain and protect property rights.
38. Filed and operative November 7, 2006; amends Section 2 of Article I to limit terms of office and amends Section 1 of Article VI to set salaries for Board of Supervisors.
39. Filed and operative November 4, 2008: adds Section 11 to Article II to establish a higher standard of ethics for staff members of County elected officers.
40. Filed and operative November 6, 2012: amends Section 1 of Article VI to enact a permanent cap on compensation and mandatory transparency for members of the County Board of Supervisors.



Preschool Services Department Administration

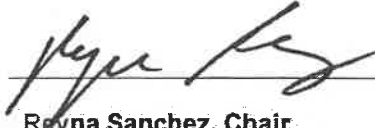
Phalos Haire
Director

RESOLUTION OF THE GOVERNING BODY AND POLICY COUNCIL TO APPROVE THE APPLICATION FOR THE EARLY HEAD START EXPANSION AND EARLY HEAD START-CHILD CARE PARTNERSHIP PROGRAMS

I, Supervisor Josie Gonzales, resolve that the Shared Governance Board of the County of San Bernardino's Preschool Services Department (PSD) met on August 20, 2020 and I, Reyna Sanchez, Chair of the Policy Council resolve that the Policy Council met on August 18, 2020 and unanimously approved the organization's application for Early Head Start Expansion and Early Head Start-Child Care Partnership expansion in response to funding opportunity announcement, HHS-2021-ACF-OHS-HP-1852.

Through this application, we are excited to propose serving 112 low-income infants, toddlers, preschoolers and pregnant women through a center-based, family child care, contracted slots and home-based program options throughout San Bernardino County. The center-based program option will allow PSD to provide children from low-income households with opportunities to learn and develop in an early learning environment. The family child care option will continue to allow us to meet the unique needs of working families. The home-based program option will allow pregnant women and their families to build nurturing relationships with a home visitor that empowers families to be the primary caregivers of their children. Both program options exceed the required service hours and design in the Head Start Program Performance Standards.


San Bernardino County Supervisor Josie Gonzales, Chair
Head Start Shared Governance Board
San Bernardino County Government Center
385 North Arrowhead Avenue, Fifth Floor
San Bernardino, CA 92415-0110


Reyna Sanchez, Chair
Head Start Policy Council
Preschool Services Department
662 S. Tippecanoe Avenue
San Bernardino, CA 92415-0630

08-20-2020
Date

8/20/20
Date

FILE 2: APPENDICES

93

BOARD OF SUPERVISORS

ROBERT A. LOVINGOOD
First District

JANICE RUTHERFORD
Second District

DAWN ROWE
Third District

CURT HAGMAN
Chairman, Fourth District

JOSIE GONZALES
Vice Chair, Fifth District

Gary McBride
Chief Executive Officer

Shared Governance Board – Biographies

Josie Gonzalez, Chair: 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.

Theodore “Ted” Alejandro: San Bernardino County Superintendent of Schools' Ted Alejandro began his first 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 began his second four-year term in Jan. 2019. With more than 30 years of experience in public education, Mr. Alejandro 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. Alejandro 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. Mr. Alejandro is a lieutenant colonel in the Air Force Reserves and served 18 years with the 701ST Combat Operations Squadron. He received his associate degree in Administrative Management from the Community College of the Air Force, his bachelor's degree in Public Administration and master's in Educational Administration from Cal State University, San Bernardino.

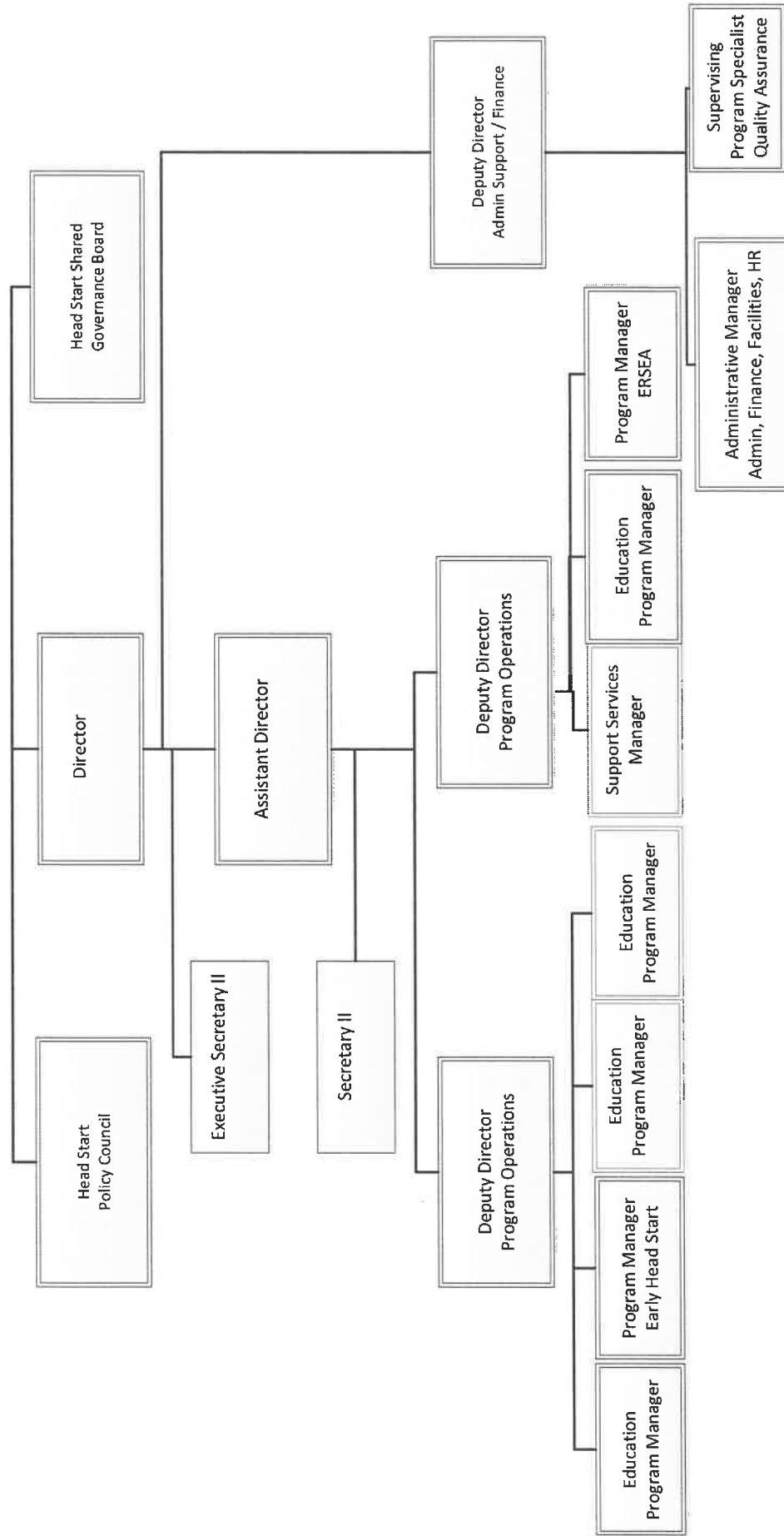
Veronica A. Kelley: Dr. Veronica A. Kelley, DSW, LCSW is the Director for the San Bernardino County Department of Behavioral Health and oversees the daily operations for both Mental Health and Substance Use Disorder Services. Veronica is a member of the Governing Board for the County Behavioral Health Directors Association of California (CBHDA), serving as the President Elect, she sits on the Executive Committee and serves as the Co-Chair for the Substance Abuse Prevention & Treatment (SAPT) 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. In August of 2019 she was appointed by governor as a member of the No Place Like Home Program Advisory Committee. Dr. Kelley is a Professor at Mount St. Marys' 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 doctorate of Social Work (DSW) from Capella University, 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.

Dr. Maxwell Ohikhuare: 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).

Janki Patel: Janki began her career with San Bernardino County Children’s Network in 2013 as Staff Analyst II, promoting to Community Events Coordinator at Children’s Network in 2017. She is committed to improving the communication, coordination, and cooperation among child serving agencies to better serve the children and families of San Bernardino County; making sure each child has the opportunity to grow and flourish. Janki’s areas of expertise include enhancing comprehensive community services to children and youth by improving, coordinating, planning, communicating, and cooperating among youth-serving agencies. She provided administrative and operational oversight to the Children’s Network grants and program.

Throughout her career, Janki has worked collaboratively with community organizations, County Departments, County Officials, and faith-based organizations to build healthier communities by strengthening individuals and families and enhancing the quality of life for residents of San Bernardino County. Janki holds a Master’s degree in Public Health with a concentration in Health Promotion and Education from Loma Linda University and a Bachelor’s degree in Public Health Policy from the University of California, Irvine.



PHALOS B. HAIRE II, MBA

Position: Director, Preschool Services Department

2019 - present

Significant Accomplishments:

In his 15 career with San Bernardino County, Mr. Haire has had in impact that extends throughout the county. His accomplishments include the establishment of the County's Ten Year Plan to End Homelessness, establishing the Preschool Services Department (PSD) Fatherhood Engagement Program, implementing the Early Head Start Child Care Partnership Program, implementing the Extended Duration program allowing children to receive a longer duration of annual services, and oversight of many National Association of Counties (NACo) award-winning programs.

Functions and Duties Currently Performed:

Leader of a workforce of 700 employees, committed to executing the goals of the County and the department. Appointing authority for department decisions and point of contact for the Board of Supervisors, Parent Policy Council, and the PSD Shared Governance Board. Responsible for departmentwide oversight of fiscal, administrative, and program operations. Establish the department budget and implement deliverables through subordinate management staff. Ensure the safety of approximately 6,000 children annually by establishing robust policies and motivating staff to execute the policies. Oversight of an annual budget exceeding \$68 million.

Relevant Professional Experience Previously Performed:

ASSISTANT DIRECTOR 2016 – 2019

County of San Bernardino Preschool Services Department

- ◆ Responsible for all aspects of planning, directing and organizing the activities of the PSD.
- ◆ Direct all administrative and financial activities
- ◆ Responsibility over all program operations including facilities management, real property acquisition & development, and property development funding..

DEPUTY DIRECTOR 2014 – 2016

County of San Bernardino Preschool Services Department

- ◆ Responsible for program planning, implementation, and monitoring through subordinate managers in order to ensure compliance with applicable regulations.
- ◆ Direct all administrative and financial activities.
- ◆ Oversight of Head Start, Early Head Start, Early Head Start – Child Care Partnership, California State Preschool Program, First 5 Full Day Preschool and other programs.

PROGRAM MANAGER 2011 – 2014

County of San Bernardino Preschool Services Department

- ◆ Oversight of the Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) component of the Head Start, Early Head Start, and State Preschool programs.

Education

CALIFORNIA STATE UNIVERSITY SAN BERNARDINO, SAN BERNARDINO, CA
Master of Business Administration, 2019

CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY, LOS ANGELES, CA
Master of Arts – Marriage and Family Therapy, 2012

CALIFORNIA STATE UNIVERSITY FULLERTON, FULLERTON, CA
Bachelor of Science – Human Services, 2004

JACQUELYN GREENE

Position: Assistant Director, Preschool Services Department

2019 - present

Significant Accomplishments:

Over the course of a 22-year career while employed with the County of San Bernardino, Preschool Services Department, Ms. Greene has supported and assisted in the planning and implementation of several early childhood education programs to include the Head Start, Early Head Start, Early Head Start-Child Care Partnership, Low Income First Time Parent Nurse Home Visitation Program (LIFT) and the CalWorks Home Visitation Program (HVP).

Functions and Duties Currently Performed:

As the Assistant Director of Preschool Services Department, Ms. Greene is responsible for assisting the Director in planning, directing and organizing activities of the department to include program, fiscal, personnel and other administrative functions. Ms. Greene directly oversees program operations in the delivery of services for eligible participants countywide. Ms. Greene works with a variety of Subject Matter Experts within the department with expertise in fiscal management, early childhood education, organizational management, and ongoing monitoring.

Relevant Professional Experience Previously Performed:

DEPUTY DIRECTOR

2016 - 2019

San Bernardino County, Preschool Services Department

- ◆ Plan, organize and direct departmental operations for the delivery of services in the Head Start, Early Head Start and State Preschool programs throughout San Bernardino County. Program units include Education, Finance, Human Resources, Monitoring, Eligibility, Recruitment, Selection, Enrollment, Attendance, Health, Disabilities, Mental Health and Nutrition.

PROGRAM MANAGER

2010 – 2016

San Bernardino County, Preschool Services Department

- ◆ Direct staff through subordinate supervisors to coordinate program services in the Head Start, Early Head Start and State Preschool programs throughout San Bernardino County. Coordinate with community agencies to ensure the needs of children and families are identified and met..

SITE SUPERVISOR

2001 - 2010

San Bernardino County, Preschool Services Department

- ◆ Manage and perform administrative duties to ensure compliance of Federal and State guidelines in a Head Start/State Preschool site. Monitor daily operations and direct educational, nutritional, clerical, and custodial staff.

Education

CALIFORNIA STATE UNIVERSITY – SAN BERNARDINO, CA

Bachelor of Arts degree, 2009

SAN BERNARDINO VALLEY COLLEGE – SAN BERNARDINO, CA

Associate of Arts degree, 1995

CHERYL J. ADAMS

Position: Deputy Director, Preschool Services Department

2019 - Present

Functions and Duties Currently Performed:

As Deputy Director, oversee the department's administrative functions, which include finance, human resources, facilities, contracts, procurement, technology, emergency operations, and quality assurance. Manage the department's \$60 million annual budget, and ensure compliance with federal, state, and county laws and regulations.

Relevant Previous Professional Experience:

ADMINISTRATIVE MANAGER 2015 – 2019

Preschool Services Department, San Bernardino County

- Managed the various administrative support functions of the department, such as budgeting, accounting, procurement, contracts, facilities, human resources, technology, and clerical support.
- Functioned as the Chief Financial Officer in accordance with Head Start regulations.

ADMINISTRATIVE SUPERVISOR II 2014 – 2015

Department of Child Support Services, San Bernardino County

- Managed the accounting, procurement, contract administration, accounts payable, facilities, inventory, cashiering, and payroll functions of the department.
- Supervised and monitored the agency's budget, claims, reports, and funding requests, and provided written monthly reports to the Executive Team.

DEPUTY DIRECTOR 2014 – 2014

Department of Child Support Services, San Bernardino County

- Directed the department's centralized administrative support services such as property management, cashiering, fiscal reporting and monitoring, budgeting, procurement, payroll, and claims submission.
- Oversaw the allocation and distribution of child support funds.

ADMINISTRATIVE SUPERVISOR I/II 2011 – 2014

Department of Child Support Services, San Bernardino County

- Managed the accounting, procurement, contract administration, accounts payable, facilities, cashiering, payroll and other functions of the department.
- Supervised and monitored the agency's budget, claims, reports, and funding requests, and provided written monthly reports to the Executive Team.

STAFF ANALYST II 2008 – 2011

Preschool Services Department, San Bernardino County

- Reviewed, recommended, and monitored fiscal procedures to improve agency operations in accordance with state and federal regulations.
- Coordinated federal, state, and other fiscal claims and reporting as required.
- Assisted in preparation of grant applications for new and continued funding.

Education

UNIVERSITY OF ALABAMA AT BIRMINGHAM - BIRMINGHAM, AL
Bachelor of Science in Accounting, 1993

UNIVERSITY OF RIVERSIDE, CALIFORNIA - RIVERSIDE, CA
Certificate in Governmental Accounting and Budgeting, 2007

Christina Aranda

Position: Resource and Referral Professional Development Manager

2015 - present

Significant Accomplishments:

Over the course of a 15-year career in early childhood, Mrs. Aranda has mentored teachers, provider Site supervision to Early Head Start and Head Start Programs, as well as managed an Early Head Start Child Care Partnership program with current agency Childcare Resource Center from the beginning in 2015. She has successfully managed the EHS-CCP program for 5 years allowing for the continuation of the program and partnership with 24 CCP providers, over 100 enrolled EHS Children, and with Preschool Services Department.

Functions and Duties Currently Performed:

As the Manager for EHS-CCP, Mrs. Aranda is responsible for overseeing the overall functions of the CCP program providing strategic leadership and direction. Mrs. Aranda works with a variety of Subject Matter Experts within her agency Childcare Resource Center and with her partner agency Preschool Services Department with expertise in fiscal management, early childhood education, human resources, leadership, and ongoing monitoring.

Relevant Professional Experience Previously Performed:

TEACHER III

2009 - 2015

San Bernardino County Preschool Services Department

- ◆ Serve as an education specialist and attend regular scheduled meetings for the purpose of discussing program challenges, train on new procedures, and receive and give instruction on new or revised program standards.
- ◆ Mentor and train new and current PSD staff on PSD policies and procedures. Visit sites on a rotational basis to support site staff, ensure staff are adhering to Federal and State guidelines, do CLASS observations, and follow up on corrective action plans.
- ◆ Provide coverage as Site Supervisor for EHS and HS Programs. Provide onsite supervision, training, and direction to staff.
- ◆ Assist content area experts to ensure regulatory requirements for children with special needs and challenging behaviors are met. Maintain confidentiality at all times.
- ◆ Obtain information regarding employment, income, family situations and documentation required to determine eligibility for Early Head Start, Head Start and State funded programs.
- ◆ Case management. Maintain confidential file on each family/child, compiling data needed and entering into file/ and or data base. Gather all forms needed such as, physicals, immunization records, enrollment paperwork, etc.
- ◆ Assist with recruitment of possible applicants by going into the community, posting flyers and communicating about the programs offered.
- ◆ Completion of monthly/quarterly reports to develop site level goals and daily data entry into Microsoft programs and database (COPA).

Education

CALIFORNIA STATE UNIVERSITY SAN BERNARDINO – SAN BERNARDINO, CA

Bachelor of Arts Degree Human Development, 2003

Bachelor of Arts Degree Psychology, 2003

Arlene Molina-

Position: Deputy Director, Preschool Services Department

2020 - present

Significant Accomplishments:

During the 15 years that Ms. Molina has been in early education she was a variety of different programs, including Home Based and Child Care Partnership Early Head Start Programs, Parent Education, and Center Based Head Start, Early Head Start, and State Preschool. She has been part of initial development and implementation of California's Quality Rating and Improvement System, through the Race to the Top grant. She has played a pivotal role in the design and renovation of over 20 early care facilities with the goal of creating high quality spaces for underserved populations.

Functions and Duties Currently Performed:

As Deputy Director for Preschool Services Department, Ms. Molina supports a team of managers to ensure the delivery of high quality education and social services. This includes oversight of Comprehensive Services delivery in the areas of Mental Health, Nutrition, Health, and Inclusion to approximately 6,000 children per year. This requires review and analysis of current policy and procedure, analysis of operational data, and monitoring of multiple sites to ensure compliance with local, state, and federal guidelines.

Relevant Professional Experience Previously Performed:

Support Services Manager, Preschool Services Department

2019-2020

- ◆ Oversee the delivery of all Support Services to PSD clients.
- ◆ Assess agency needs in Health, Inclusion, Nutrition, and Parent, Family, and Community Engagement, and make recommendations for Continuous Quality Improvement.
- ◆ Coordinate program operations with other departments organizations to meet client need.

Early Head Start Home Based and Child Care Partnerships Program Manager 2016 – 2018
Foothill Family Services

- ◆ Oversee all aspects of Child Care Partnership Program, including Contracts, Finance, and Service delivery
- ◆ Managed delivery of Education and Family Engagement services for home based program, in coordination with a team of managers providing other support services.

Early Education Support Provider, San Diego County Office of Education 2013-2015

- ◆ Provide coaching, training, and assessment services to teachers and administrators.
- ◆ Participate in roundtables and planning committees pertaining to development of CA Quality Rating and Improvement System.

Education

UNIVERSITY OF CALIFORNIA – RIVERSIDE, CA
Bachelor of Arts degree, 2007

Debra Billings-Merlos, MSW

Position: Deputy Director, Preschool Services Department San Bernardino County 2019 - present

Significant Accomplishments:

In her 23 year career with San Bernardino County, Ms. Billings-Merlos has extensive experience in the operations of social service organizations. She has supported and implemented numerous programs addressing the needs of vulnerable populations from children to seniors.

Functions and Duties Currently Performed:

Plan, organize and direct operations of the delivery of the Head Start and State Preschool Programs. Areas of responsibility include Education for approximately 14 sites, and Enrollment and Attendance, and Supportive Services County wide. Responsibilities include ensuring compliance with Federal and State regulations as well as establishing and carrying out goals and objectives for the department.

Relevant Professional Experience Previously Performed:

DEPUTY DIRECTOR 2013 - 2019

Department of Aging and Adult Services, County of San Bernardino

Plan, organize and direct the delivery of department programs, specifically In Home Supportive Services (IHSS), Adult Protective Services, Senior Information and Assistance, Ombudsman and Quality Assurance/Quality Improvement (QA/QI) and Program Integrity for IHSS, through subordinate management and supervisory staff. Oversight of 120 staff serving approximately 8,000 clients.

DISTRICT MANAGER 2007 – 2013

Department of Aging and Adult Services, County of San Bernardino

Managed QA/QI and Program Integrity for IHSS, as well as multiple Aging programs. Directly supervised 4 Staff Analyst IIs, 2 DAAS Program Supervisors and 1 SSSP. Developed, implemented and monitored program goals.

SUPERVISING SOCIAL SERVICE PRACTITIONER 2002 - 2007

Department of Aging and Adult Services, San Bernardino County

Hired, trained, evaluated, counseled and supervised SSPs, and OA staff as well as MSW interns in the Multipurpose Senior Services and Linkages Programs. Developed and implemented corrective actions plans in response to audit findings from the State. Prepared quarterly reports and communicated with fiscal staff to monitor program costs.

SOCIAL SERVICE PRACTITIONER 1997 – 2002

Department of Children's Services, San Bernardino County

Worked with families and children who have been victims of all types of abuse. Completed assessments, developed treatment plans, referred to community resources, completed required court reports, interfaced with professionals in the community and managed caseloads of 45+

Education

CAL STATE UNIVERSITY – SAN BERNARDINO, CA

Masters of Social Work degree, 1994

UNIVERSITY OF CALIFORNIA – RIVERSIDE, CA

Bachelor of Arts degree, 1992

LaTrenda Terrell, EdD

Position: Program Manager

2018 - present

Significant Accomplishments:

Over the course of a 20-year career in Early Childhood Education, Ms. Terrell has received her Doctorate in Educational Leadership, and has successfully completed all Modules 5 for Program for Infant Toddler Care (PITC) which is essential in the Early Childhood arena. She has lead managed, supervised, monitored and evaluated the Early Head Start(EHS) and Early Child Care Partnership (EHSCCP) Programs. She successfully helped develop and managed the EHS and EHSCCP Program from the beginning. She created and designed the agencies Onboarding Process to ensure all staff experience a successful onboarding into the Program.

Functions and Duties Currently Performed:

As a Manager for San Bernardino County Preschool Services Department, Ms. Terrell is responsible for overseeing the Early Head Start and Early Head Start Child Care Partnership Programs. She ensures the overall functions of the company by providing strategic leadership and direction. She has provided consultation and technical assistance to other agencies for collaboration within the Early Childhood world. She has developed organized and facilitated in-service trainings and activities to ensure that staff are well informed regarding best practices in the field..

Relevant Professional Experience Previously Performed:

SITE SUPERVISOR

2000 - 2018

Preschool Service Department,

- ◆ Oversee various Head Start Sites for the Preschool Services Department
- ◆ Monitor and ensure compliance with all regulatory agencies Federal, State, and Local
- ◆ Train, supervise and evaluate subordinate staff
- ◆ Establish goals, priorities, and systems for the effective delivery of services

CALIFORNIA STATE UNIVERSITY SAN BERNARDINO – SAN BERNARDINO, CA
Educational Leadership degree, 2017

CALIFORNIA STATE UNIVERSITY SAN BERNARDINO – SAN BERNARDINO, CA
Masters of Special Education degree, 2013

Claudia K. Godoy de Cienfuegos

Position: Education Program Manager

2017 - present

Significant Accomplishments:

Mrs. Godoy de Cienfuegos has successfully managed several early childhood education programs, focused on meeting the educational, holistic and individual needs of children enrolled. Mrs. Godoy de Cienfuegos has led efforts regarding coordination of program operations with other departments, agencies and organizations to assure that services are delivered according to federal guidelines and are meeting the needs of the families enrolled in the Program. Mrs. Godoy de Cienfuegos has successfully led the interior and exterior renovation of several school sites by working in collaboration with community resources (Kaiser Permanente, TanGram) to enhance the overall aesthetics of school sites, which also had a remarkable positive outcome that boosted the morale of staff, children and parents. Mrs. Godoy de Cienfuegos has created a positive impact by providing support and resources as needed to children and their families, as well as needs related to personnel, parent associations and community resources.

Functions and Duties Currently Performed:

As an Education Program Manager, Mrs. Godoy de Cienfuegos is responsible for overseeing the overall daily operations of several school sites by providing strategic planning and supportive leadership while working in synergy with assigned Site Supervisors. Mrs. Godoy de Cienfuegos assists in the planning, development, review and implementation of program policies and procedures to determine effectiveness of operations and services; assuring that program goals and legal guidelines are being met. Mrs. Godoy de Cienfuegos has helped to develop and implement new or revised program elements to better meet the needs of program recipients. Mrs. Godoy de Cienfuegos participates in the development of the agency's annual budget; submit program needs assessment to allow costing budget requests and helps monitor program budgets. Mrs. Godoy de Cienfuegos has an active role in representing the department at seminars, conferences and meetings, both as a presenter as well as a participant.

Relevant Professional Experience Previously Performed

Preschool Services Department Site Supervisor

8/07 to 5/17

- Ensuring compliance with program's guidelines, policies and procedures as well as compliance with both State, Federal and Community Care Licensing (CCL) rules and regulations.
- Assessing, reviewing and ensuring proper planning, implementation and documentation of student's progress across all developmental areas; ensuring compliance with all related educational assessments.
- Overseeing the planning and implementation of the school readiness program and comprehensive services to children, to include approval of weekly lesson plans that adhere to curriculum guidelines based on student's individual needs and that are aligned with children's goals.
- Reviewing, approving and monitoring children's status and progress across all developmental domains: Language & Literacy, Cognition & General Knowledge, Approaches to Learning, Physical Well-Being, Motor Development, and Social & Emotional development and developing and implementing action plans for educational assessments.

Education

ASHFORD UNIVERSITY– SAN DIEGO CALIFORNIA

Bachelor of Science Degree, Early Childhood Education Administration 2002

JULIA N. CHUKUMERIJE, MA

Position: Education Program Manager

20007 – present

Significant Accomplishments:

Over the course of a 28 year career in Early Childhood Education Mrs. Chukumerije has worked with high-risk and disadvantaged families while working to maintain regulations related to supervision and operation of high quality child care programs. Mrs. Chukumerije also has overseen sites and programs within PSD and other past affiliated organizations. Furthermore, she has developed and implemented curriculum and assessment tools. She is instrumental in licensing and opening new sites. She collaborated with higher education institutions for career development and staff securing required degree. Mrs Chukumerije also mentored and advised students while an Adjunct at a college environment.

Functions and Duties Currently Performed:

Education Program Manager (May 2007, to present) Preschool Services Department, San Bernardino County

Mrs Chukumerije is responsible for the program operation (field services) of the Preschool Services Department. The agency services over 5,000 low-income, at-risk and disadvantaged children and families with funding from State, Federal, and Local Government. Mrs. Chukumerije directly supervises the Site Supervisors and provides guidance and leadership. She collaborates with other Managers to create and implement a developmental appropriate curriculum and ensures a healthy and safe environment for children, families, and staff of the agency. She participates as part of the management team in the development of policies and procedures, annual budget, monitoring and resolution of issues. She coordinate with other department and organizations to ensure services are delivered according to regulations. She Participates in the agency's annual self-Assessment of our Head Start program and the lead for agency State Annual Program Self Evaluation.

Relevant Professional Experience Previously Performed:

Interim Executive Director (Nov. 2005 to Aug. 2006) Plaza de la Raza Head Start Inc Pico Rivera, Responsible for the operation of the Early Head Start, Head Start, State Preschool, Los Angeles Universal Preschool(LAUP), First 5 LA and other support programs.

Worked closely with the Fiscal and Personnel Officers and directly supervised 5 Content Area Specialists. Inforced administrative policies and procedures in compliance with LACOE Head Start Division Conducted on-site visits at 32 centers with 2,300 children as needed.

Attended Board of Directors, Delegate Directors, various Committee, and Management staff meetings Established a strong partnership with local universities(University of Laverne and East LA college) and created the first student cohort for a BA degree and subsequently a Master level cohort within LACOE

Adjunct Instructor (Fall 2003 to present) East Los Angeles College, Monterey Park, CA

Adjunct Instructor with the Child, Family, & Education Studies Department, teaching Family and Consumer Studies 031(Marriage and Family life), 034 (Child Nutrition). She has also taught Child Development 1, 2, 3, 51, 38, 39, 2, 10, and 11 at both Trade Tech. and East LA College.

Education:

CA STATE UNIVERSITY – LOS ANGELES, CA

MASTERS DEGREE, CHDV - 2002, BACHELOR OF ARTS DEGREE, HOME EC. -1984

LOS ANGELES CITY COLLEGE, LOS ANGELES -A.A .DEGREE -1983

UCLA/LACOE Head Start Leadership Institute Certificate, 2002.

Shannon Rodriguez-Hinojos, MS.

Position: PSD Program Manager

2019 - present

Significant Accomplishments:

Over the course of a 10 year career in early childhood, Ms. Rodriguez-Hinojos has overseen multiple sites, and programs, as well as established a part-time faculty teaching college students. Over the last two years she has developed and overseen the Home Visiting Program, and has successfully met the contractual goal of serving 450 families. Additionally, she has successfully proposed changes to the MOU to change verbiage in order to increase the number of families served. Furthermore, she has made changes to the curriculum to include researched based, developmentally appropriate and specific to home based families to ensure children and families are learning lifelong educational skills necessary for Kindergarten readiness. Lastly, she has promoted multiple times through her career with Preschool Services Department and continues to learn and grow.

Functions and Duties Currently Performed:

Plan, coordinate and manage one or more program segments focused on meeting the educational and family support needs of children enrolled in the Head Start Program. Direct an assigned staff through subordinate supervisors; evaluate subordinate supervisors; investigate complaints regarding program staff and make recommendations regarding appropriate disposition.

Relevant Professional Experience Previously Performed:

Home Visiting Program (formerly known as HVI) Program Manager

PRESCHOOL SERVICES DEPARTMENT

2019- 2019

- ◆ Provide oversight of program content services for San Bernardino Head Start/Early Head Start, and HVI including health and nutrition services, child development, family services, and mental health and disabilities. Provide direct supervision of Program Supervisors, Health Specialist, Behavior Specialist, Generalists, Home Support Workers, and Staff Analyst. Ensure that each program area has developed appropriate goals, monitoring systems and an integrated work plan

Early Head Start Supervisor

2018 – 2019

PRESECHOOL SERVICES DEPARTMENT

- ◆ Oversees EHS health and education program, in cooperation with Delegate Director and EHS staff This includes 10 sites throughout San Bernardino County, 30 EHS staff, 300 children, and 600 families.

Adjunct Professor at Victor Valley College

2016 - Present

VICTOR VALLEY COLLEGE

- ◆ Supervise approximately forty to forty-five adult learners in a classroom forum per class, per semester. Create, distribute, and review course syllabus. Utilize a variety of instructional straggles in order to engage students, including cooperative and experimental learning. Maintains records of student attendance, involvement, and Education.

UNIVERSITY OF LAVERNE - LAVERNE, CA

Masters of Advanced Studies in Child Development, 2014

La Shawn V. Love-French

Position: Education Program Manager

2020 - present

Significant Accomplishments:

Ms. Love-French has been a dedicated educator/administrator for over 24 years and has worked in educational management operations for the County of San Bernardino since 2010. A skilled Child Development Program Director and strong collaborator with instructional design experience, and a recently Elected Board Member, City of Adelanto Elementary School District.

Functions and Duties Currently Performed:

As PSD Education Program Manager for the County of San Bernardino, Ms. Love-French plans, coordinates, and manages program segments focused on meeting the educational and family support needs of children enrolled in the Head Start Program/Early Head Start/California State Preschool Program. Focusing on developing and implementing new or revised program elements to meet the needs of program recipients.

Relevant Professional Experience Previously Performed:

PSD ADELANTO - SITE SUPERVISOR II

2010 - 2020

County of San Bernardino

- Assist in the development of the Early Head Start Program; specifically organize training related to the program guidelines and performance standards.
- Mentor home visitors and center based teachers on child development, screenings/assessments, and working with diverse families.
- Work with program supervisors, managers, and support staff to ensure the agency maintains full enrollment and meets requirements to service children with special needs.
- Provide supervision, training and direction for instructional, food service, clerical and custodial staff to ensure compliance with program guidelines and guarantee the safety and security of participants and employees.

Education

National UNIVERSITY – LOS ANGELES, CA

Bachelor of Arts degree, 2006

Early Childhood Development

SHARRI LYN CARROLL

Position: Education Program Manager

2016 - present

Significant Accomplishments:

- Over the course of a 20-year career in early childhood development, Ms. Carroll has organized programs and activities to align with the County of San Bernardino's mission statement and the Head Start Performance Standards. In addition to developing new programs to support strategic direction of organization, Ms. Carroll works with management to support, mentor and develop agency staff.

Functions and Duties Currently Performed:

- As an Education Program Manager, at Preschool Services Department, Ms. Carroll is responsible for managing site staff with a diverse array of talents and provides strategies to teachers to promote positive behavior in the classroom. Ms. Carroll observes children with certified and suspected disabilities and behavior challenges and supports staff with planning strategies to promote positive child/teacher interaction while imputing case notes. In addition, Ms. Carroll effectively liases with colleagues in agency training projects and site planning.

Relevant Professional Experience Previously Performed:

SITE SUPERVISOR II

1999 - 2016

County of San Bernardino, Preschool Services Department

- ◆ Oversee the safety and supervision of all staff and children at Mill Center Head Start that provides services for over 200 children every year
- ◆ Prepare for both Federal and State reviews
- ◆ Fill in for absent teachers in an emergency and on short and medium term assignments
- ◆ Review of lesson plans with teaching staff and ensure implementation
- ◆ Monitor class for compliance of Head Start and Community Care Licensing regulations
- ◆ Conduct parent meetings and workshops
- ◆ Foster safe, positive and supportive learning environment
- ◆ Maintain CLASS compliance
- ◆ Complete corrective action plans as needed
- ◆ Track each employees performance
- ◆ Complete other duties or projects as assigned

Education

CAMBRIDGE COLLEGE – ONTARIO, CA

Masters of Education, 2012

CAMBRIDGE COLLEGE – ONTARIO, CA

Bachelor of Multidisciplinary Studies, 2010



August 18, 2020

Department of Health and Human Services
Administration for Children and Families
Office of Head Start
Attn: Shawna Pinckney
330 C Street, SW.
Washington, DC 20201
Re: HHS-2020-ACF-OHS-HP-1852

Dear Ms. Pinckney:

This letter of intent is in support of the San Bernardino County Preschool Services Department (PSD) grant application to **Early Head Start Expansion and Early Head Start-Child Care Partnership Grants**. The goals of the program is to enhance and support early learning settings to provide full-day, full-year, comprehensive services that meet the needs of low-income working families; enhance access to high-quality, full-time child care; support the development of infants and toddlers through strong relationship-based experiences; and prepare them for the transition into preschool.

Since 1975, the Child Care Resource Center (CCRC) has provided quality support, development, and education to children and families. Almost 50,000 children, families in the 22,500-square-mile service area receive the benefit of CCRC services monthly. CCRC remains a unique and distinctive leader in the child care industry. The current programs include resource libraries, home visiting, workforce development, family engagement, financial care assistance, Head Start preschool, Early Head Start, Early Head Start – Child Care partnership, Motherhood and much more. We are committed to providing the Coaching and Mentoring component of the Early Head Start – Child Care Partnership program. Additionally, all programs that CCRC administers in San Bernardino County will be made available to eligible families that are enrolled in the Early Head Start Expansion and Early Head Start-Child Care Partnership programs. These services add value and support PSD in meeting the requirements of the Early Head Start and Early Head Start – Child Care Partnership programs.

There is a great need for comprehensive child development services for infants and toddlers in San Bernardino County. PSD's experience in providing Head Start services in San Bernardino County since 1965 and Early Head Start Services since 2009 lends to the expected success of the program.

I fully recommend funding of PSD's request, and I appreciate your consideration of the needs in our region.

Sincerely,

Ellen Cervantes
Vice President & COO
Child Care Resource Center, Inc.

San Fernando Valley Headquarters
Tel 818 717 1000
20001 Prairie Street, Chatsworth, CA 91311



www.ccrcc.org

Antelope Valley Office
Tel 661.789.1200
250 Grand Cypress Avenue, Palmdale, CA 93551

San Bernardino Office
Tel 909.384.8000
1111 East Mill Street, Suite 100, San Bernardino, CA 92408

Victorville Office
Tel 760.245.0770
15456 West Sage Street, Victorville, CA 92392

Sacramento Office
Tel 916.394.7561
1121 L Street, Suite 205, Sacramento, CA 95814

THE INFORMATION IN THIS BOX IS NOT A PART OF THE CONTRACT AND IS FOR COUNTY USE ONLY



Contract Number
10493

SAP Number
4400014518

Preschool Services Department

Department Contract Representative	Jeff D'Avanzo
Telephone Number	(909) 386-8314
Contractor	Child Care Resource Center
Contractor Representative	Cynthia Renteria
Telephone Number	(818) 717-1000, ext. 4650
Contract Term	July 1, 2020 – June 30, 2023
Original Contract Amount	\$4,474,824
Amendment Amount	N/A
Total Contract Amount	\$4,474,824
Cost Center	

IT IS HEREBY AGREED AS FOLLOWS:

WHEREAS, The County of San Bernardino, hereafter referred to as "County", desires to provide Early Head Start-Child Care Partnership subsidy payments, mentoring, and training services; and

WHEREAS, County has been allocated funds by the Federal Administration for Children and Families to provide such services; and

WHEREAS, County finds Child Care Resource Center, hereafter referred to as "Contractor", qualified to provide such services; and

WHEREAS, County desires that such services be provided by Contractor and Contractor agrees to perform these services as set forth below;

NOW THEREFORE, County and Contractor mutually agree to the following terms and conditions:

II. CONTRACTOR SERVICE RESPONSIBILITIES

Contractor shall ensure:

- A. Family child care EHS-CCP Providers and/or center-based child care EHS-CCP Providers perform all activities for the EHS-CCP Program, as approved in the ACF grants to the County, in accordance with the Federal Performance Standards, and/or Community Care Licensing regulations (CCR Title 22), in a satisfactory manner, for the designated service areas below:

1. High Desert area- 68 infants and toddlers.
2. San Bernardino Valley area - 40 infants and toddlers.

- B. The needs of working families are met by providing no less than 1,380 hours of service to children and their families. Service hours are considered direct services to children and do not include home visits, parent-teacher conferences, or professional development days.
- C. Performance ratio meets the following requirements:
1. Center-Based – Classes must have two (2) qualified teachers with no more than eight (8) children or three (3) qualified teachers with no more than nine (9) children. Each teacher must be assigned consistent, primary responsibilities for no more than four (4) children to promote continuity of care for individual children.
 2. Family Child Care (FCC) – If the family child care provider's own children under the age of ten are present, they must be included in the group size.

When there is one (1) family child care provider, the maximum group size is six (6) children and no more than two (2) of the six (6) may be under 24 months of age. When there is a provider and an assistant, the maximum group size is twelve (12) children with no more than four (4) of the twelve (12) children under 24 months of age. One (1) family child care provider may care for up to four (4) children younger than 36 months of age with a maximum group size of four (4) children, and no more than two (2) of the four (4) children may be under 18 months of age. The program must maintain appropriate ratio during all hours of program operation. A program must ensure providers have systems to ensure the safety of any child not within view for any period.
- D. Children and families currently served in Contractor's subsidy programs are identified for potential eligibility in the EHS-CCP program. Enroll children in the EHS-CCP program as appropriate.
- E. Initial eligibility for the EHS-CCP program for families referred by PSD is evaluated and determined.
- F. Continuous recruitment efforts are made to identify potentially qualified families to participate in the EHS-CCP program and meet the enrollment requirements of the grant.
- G. Eligible families are referred to participating EHS-CCP family child care (FCC) Providers or child care centers in a location that meets the needs of each family.
- H. Family files are maintained for continued eligibility.
- I. Monthly payments to EHS-CCP Providers are made based on eligibility to the EHS-CCP.
- J. PSD is notified regarding enrollment and specific eligibility changes in the event of an eligibility change that affects the EHS-CCP enrollment needs. PSD shall be notified within 48 hours of any vacancy that needs to be filled to maintain full enrollment in the EHS-CCP program.
- K. Family child care EHS-CCP Providers/child care centers are recruited to participate in the EHS-CCP program.
- L. Family Child Care providers must have previous early child care experience and, at a minimum, are enrolled in a Family Child Care CDA program or state equivalent, or an associate or baccalaureate degree program in child development or early childhood education prior to beginning services, and the credential or certification must be acquired within eighteen (18) months of beginning to provide services. (45 CFR §1302.91(e)(4)(i))
- A child development specialist, as required for family child care in §1302.23(e), must have, at a minimum, a baccalaureate degree in child development, early childhood education, or a related field. (45 CFR §1302.91(e)(4)(ii))

- M. Professional Development Coaches will provide instructional support, mentoring, and coaching to EHS-CCP Providers.
- N. A coaching/mentoring plan will be created and administered for a total of 720 hours of in-person coaching to occur per program year. Said coaching includes bi-weekly, face-to-face coaching and mentoring for all participating FCC providers or child care centers to meet the EHS-CCP requirements and provide guidance for continuous improvement of the quality standards. These coaching opportunities include creating successful environments and positive teacher child interactions to promote growth and development in children; implementation of the evidenced-based curriculum; developing effective lesson plans; conducting quality child observations to inform developmental assessments, and generating required reports.
- O. EHS-CCP Providers are trained on the curriculum, either Creative Curriculum for Infants, Toddlers, and Two's, and the Creative Curriculum for Preschool.
- P. All trainings and/or mentoring documentation include, but are not limited to, sign-in sheets with names of attendees, date of training, duration of training, and copy of training materials. All professional development trainings and attendance shall be documented in the electronic record keeping system.
- Q. Coordination with PSD for comprehensive services to children and families in the EHS-CCP.
- R. Report program outcomes related to the following requirements:
 - 1. Providers Professional Development
 - 2. Assessments (DRDP)
 - 3. ECERS/ITERS/FCCERS
 - 4. Environment Health & Safety
- S. An outcome of any visit from Community Care Licensing to any provider is reported to PSD by fax within twenty-four (24) hours of the visit.
- T. A report for any known or suspected instances of child abuse or neglect and/or any unusual incident reports shall be provided to PSD within twenty-four (24) hours, but prior to the submission to Community Care Licensing, at:

County of San Bernardino
Preschool Services Department
Attn: Licensing Analyst
Fax: (909) 383-2083
- U. Personnel Records – Prior to entering into an agreement with any family childcare EHS-CCP Providers or childcare centers, Contractor must allow County to review all personnel files on all employees of the child care EHS-CCP Providers and child care centers. Contractor shall maintain records for all child care EHS-CCP Providers and child care centers receiving payment through this Contract to include:
 - 1. Pre-employment physical.
 - 2. Negative Tuberculosis (TB) test that is current:
 - a. Must be completed within the last two (2) years.

- b. Must be within five (5) years for a chest X-ray.
 3. Fingerprint Clearance Verification/Fingerprint Exemption Verification.
 4. Criminal Record Statement LIC 508 (State of California – Health and Human Services Agency).
 5. Infant/Toddler CPR/First Aid certification and shall be Emergency Medical Services Authority (EMSA) certified.
 6. Pursuant to California Senate Bill 792, Contractor will maintain vaccination records for employees, providers and volunteers for influenza (flu), pertussis, and measles. Failure to maintain accurate records will be treated like any other violation of licensing requirements. Proof of pertussis and measles vaccination records must be part of personnel files and available for review by PSD. Influenza (flu) vaccination records must be part of personnel files and have been completed between August 1, 2020 and December 1, 2020, and annually thereafter. An employee, provider or volunteer may qualify for an exemption from the requirements under circumstances specified in the regulation (California Health and Safety Code Section 1596.7995(b)(1)-(4)).
- V. EHS-CCP Providers, both center based and family childcare providers, shall participate in the Child and Adult Care Food Program (CACFP) and provide documentation of said participation, along with food handlers cards for all provider staff that will be serving food.
- W. The following screenings are completed within the established PSD timelines and ensure follow up is completed for any identified concerns:
 1. ASQ-3 for the areas of Cognitive, Communication (expressive and receptive), Social Emotional, Physical (gross and fine motor), and Adaptive Behavior.
 2. ASQ S/E for the area of Social Emotional.
- X. HEALTH
 1. All Center Base Child Care and Family Child Care providers maintain a Health Policy and Procedures Manual. The Manual shall include:
 - a. All health forms currently in use by the provider.
 - b. Procedure on prescription medication for both children and employees, if applicable.
 2. All provider staff receives appropriate training on health items related to the children served at their site.
 3. Medication shall be maintained in a separate locked cabinet/refrigerator for children and employees, and proper documentation is maintained.
 4. EHS-CCP Providers maintain continuous communication with the Program Generalists regarding Health compliance items. EHS-CCP Providers shall collect documentation from parents when appropriate and notify Program Generalist within one (1) day of receiving health documentation. Health documentation to include, but not be limited to:
 - a. Well Baby Exam
 - b. Immunization Record
 - c. TB risk assessment

- d. Hearing screening
- e. Vision screening
- f. Dental exam

Y. NUTRITION

1. PSD procedures are followed when parent/caregiver indicates child has special dietary requirements/allergies to specific foods.
2. The Provider provides information, to the Generalist, about a child's need for a special diet within one working day of receiving the signed doctor's note stating the child requires a special diet.
3. The Provider follows through with any nutritional needs that the PSD Registered Dietitian (RD) has identified and keeps the Generalist informed of any changes.
4. Nutrition curriculum "Color Me Healthy" is implemented and monthly tracking sheets are submitted to PSD by the 5th day of the month.

Z. MENTAL HEALTH

1. Mental health services trainings are conducted for EHS-CCP Providers.
2. Supervisors and Mentor Coach will attend weekly Interdisciplinary Meetings (IDT) at County.
3. A Service Delivery Team Binder is maintained that includes sign-in sheets and notes of discussions about each child and the recommendations from the service delivery team. Update all information regarding mental health referrals in the electronic record keeping system.
4. Opportunities are provided for mental health trainings to families of enrolled children. Documentation of trainings shall be provided to PSD on a monthly basis. Documentation includes, but is not limited to, flyers, sign-in sheets, agendas, and training materials.
5. Provider assists Generalist in obtaining a completed ASQ S/E from the parent(s)/caregiver(s) within thirty (30) days of the child's first day of care to identify any social-emotional concerns.
6. Provider assists Generalist in obtaining a completed ASQ-3 from the parent(s)/caregiver(s) within thirty (30) days of the child's first day of care to identify any social-emotional concerns.

AA. DISABILITIES

1. A medical assessment will be required of all children within thirty (30) days of enrollment into program, and a vision and hearing screening will be required within forty-five (45) days of enrollment.
2. Contractor in collaboration with County will ensure 10% of the total enrolled children with disabilities are met.

BB. FACILITY REQUIREMENTS (HEALTH & SAFETY)

1. All EHS-CCP Providers regularly maintain a space where license information and community and County resources may be accessed by parents.
2. EHS-CCP Providers operate a facility licensed by the California Department of Social Services, Licensing Division. There must be at least 35 square feet of space per child inside the facility, and 75 square feet of space per child outside on the playground. Equipment must meet current safety requirements. No provider shall be funded before a Center is licensed.
3. EHS-CCP Providers arrange the classrooms/areas into distinct functional learning areas that can be recognized by the children and allow for individual activities and social interactions with an appropriate amount and variety of material and equipment for the number of children.
4. EHS-CCP Providers keep facilities, material, and equipment well maintained, clean, and in good repair.
5. EHS-CCP Providers have sufficient age appropriate equipment, toys, materials that are safe and supportive of the abilities and developmental level of each child.
6. EHS-CCP Providers maintain all furniture and materials in good condition (free of sharp edges and loose pieces). Materials shall be stored in labeled containers on shelves that are accessible to children. Classrooms shall be free of clutter and obstructions, and shall be kept clean, neat, and orderly. Provider shall maintain licensing requirements regarding usable indoor square footage per child in the classroom.
7. EHS-CCP Providers maintain a "soft, cozy, and quiet" area for children. For centers, each classroom must have a "soft, cozy and quiet" area. This area can be accomplished with the use of small area rugs, pillows, stuffed animals, fabric on the walls, curtains, plants, etc.
8. All EHS-CCP Providers are given training on the Environmental Rating Scale appropriate for their program type: ITERS or FCCERS.
9. EHS-CCP Providers conduct and document Fire and Earthquake Drills monthly as per the PSD timelines.
10. EHS-CCP Providers conduct and document Daily Safe Environment checks of all classrooms and facility areas, including office, kitchen, bathroom, and playground.

CC. EDUCATION

1. EHS-CCP Providers develop, with the input from the parent(s)/caregiver(s), individual goals for each child that are properly documented, per Head Start Performance Standards and PSD timelines.
2. EHS-CCP Providers document and record ongoing observations of children's strengths, concerns, interests, and progress in a child's portfolio, per Head Start Performance Standards and PSD timelines.
3. Weekly Lesson Plans are developed based on observations of children's interests, goals, and parent input, such as "My Daily Report," a daily report for eating habits and a diapering schedule.
4. EHS-CCP Providers complete a DRDP 2015 assessment at Learning Genie, for each child enrolled based on the established PSD timelines. Following the finalization of each

DRDP assessment, a designated Individual Child Report will be printed and filed in the Child's file.

5. EHS-CCP Providers engage parents in school to home activities to maximize Non-Federal Share reporting.
 6. EHS-CCP Providers are trained on the CLASS tool and a professional development plan is created with each provider based on their CLASS scores and individual needs.
 7. EHS-CCP Providers complete a DRDP assessment Summary of Findings for each classroom per the PSD timelines including social-emotional development approaches to learning (visual and performing arts/initiative, cooperation, and curiosity), language and literacy, English language development, cognition, and general knowledge (history/social science, science, mathematics), physical development, and health.
 8. EHS-CCP Providers complete a DRDP Site Action plan within one week of the Summary of Findings, including Parent Surveys, ITERS, FCCERS, and CLASS scores, if applicable.
 9. EHS-CCP Providers work with PSD teachers to complete a transition plan for each child 6 months prior to the child turning 3 years of age. The transition plan shall be reviewed with the parent a minimum of two (2) times prior to the child's transition into any program the child may transition into that meets the needs of the family.
 10. EHS-CCP Providers assist with completion of an additional ASQ-3 within thirty (30) days of the child's third birthday, if a child has an IFSP, for transition from IRC to the LEA.
 11. EHS-CCP Providers post the current Weekly Lesson Plan in the classroom on Monday morning of each week. The Lesson Plan must include both indoor and outdoor activities and individual children's goals.
 12. Provider/Mentor Coach will conduct at least two (2) parent conferences and two (2) home visits per program year to engage the parents in the child's learning and development, except that such visits may take place at a program site or another safe location that affords privacy at the parent's request, or if a visit to the home presents significant hazard for staff; it shall be documented in the County electronic record keeping system. Each contact shall be documented on a DRDP Child Development Form.
 13. Mentor Coaches shall attend the bi-annual Health Advisory meeting. The Health Education Specialist will notify Contractor by formal invitation.
 14. Contractor mentors attend the monthly scheduled Planning and Communication (PAC)/Program Services/Site Supervisor meetings held the 2nd Friday of each month at the Behavioral Health Resource Center, 850 E. Foothill Boulevard, Rialto, CA 92376. Should the location or date of the meeting change, contractor shall be notified within one (1) week of scheduled meeting.
 15. Monthly staff meetings are conducted based on the PSD timelines.
- DD. Contractor shall submit such reports as may be required by ACF Head Start Performance Standards or by the County, according to, but not limited to, the following schedule:
1. Attendance Reports – Due the 5th calendar day of each month. Attendance reports shall include submission of daily classroom sign in/out sheets. The attendance reports shall be fully reviewed by the Site Supervisor/Manager to ensure that attendance accurately agrees with the classroom sign in/out sheets.

XII. CONCLUSION

- A. This Contract, consisting of thirty-one (31) pages and Attachments A through C, is the full and complete document describing services to be rendered by Contractor to County, including all covenants, conditions, and benefits.
- B. The signatures of the Parties affixed to this Contract affirm that they are duly authorized to commit and bind their respective institutions to the terms and conditions set forth in this document.
- C. This Contract may be executed in any number of counterparts, each of which so executed shall be deemed to be an original, and such counterparts shall together constitute one and the same Contract. The parties shall be entitled to sign and transmit an electronic signature of this Contract (whether by facsimile, PDF or other email transmission), which signature shall be binding on the party whose name is contained therein. Each party providing an electronic signature agrees to promptly execute and deliver to the other party an original signed Contract upon request.
- D. IN WITNESS WHEREOF, the Board of Supervisors of the County of San Bernardino has caused this Contract to be subscribed to by the Clerk thereof, and Contractor has caused this Contract to be subscribed in its behalf by its duly authorized officers, the day, month, and year written.

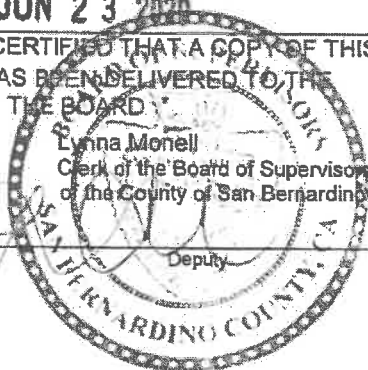
COUNTY OF SAN BERNARDINO


 Curt Hagman, Chairman, Board of Supervisors

Dated:

JUN 23 2020

SIGNED AND CERTIFIED THAT A COPY OF THIS
 DOCUMENT HAS BEEN DELIVERED TO THE
 CHAIRMAN OF THE BOARD


 Lynna Monell
 Clerk of the Board of Supervisors
 of the County of San Bernardino
 Deputy

By

Child Care Resource Center

(Print or type name of corporation, company, contractor, etc.)

By

(Authorized signature - sign in blue ink)

Name

Dr. Michael Olenick

(Print or type name of person signing contract)

Title

Chief Executive Officer

(Print or Type)

Dated:

June 16, 2020

Address

20001 Prairie Street

Chatsworth, CA 91311

FOR COUNTY USE ONLY

Approved as to Legal Form

DocuSigned by:


 Adam Ebright, County Counsel

Date

June 16, 2020

Reviewed for Contract Compliance

DocuSigned by:


 Jennifer Mulhall-Daudel, Contracts Manager

Date

June 16, 2020

Reviewed/Approved by Department

DocuSigned by:


 Phalos Haire, Director
 Preschool Services Department

Date

June 18, 2020



Behavioral Health Administration

Dr. Veronica Kelley, DSW, LCSW
Director

Michael Knight, MPA
Assistant Director

August 19, 2020

Department of Health and Human Services
Administration for Children and Families - Office of Head Start
Attn: Shawna Pinckney
330 C Street, SW.
Washington, DC 20201

Re: HHS-2020-ACF-OHS-HP-1852

Dear Ms. Pinckney:

On behalf of the San Bernardino County (SBC) Department of Behavioral Health (DBH) this letter is in support of the SBC Preschool Services Department (PSD) grant application to **Early Head Start Expansion and Early Head Start-Child Care Partnership Grants**. The goals of the program is to enhance and support early learning settings to provide full-day, full-year, comprehensive services that meet the needs of low-income working families; enhance access to high-quality, full-time child care; support the development of infants and toddlers through strong relationship-based experiences; and prepare them for the transition into preschool.

DBH is responsible for providing mental health and substance use disorder services to county residents who are experiencing major mental illness or substance abuse issues. DBH provides mental health/substance use disorder treatment to all age groups, with a primary emphasis placed on treating children/youth who may be seriously emotionally disturbed, adults who are experiencing a serious and persistent mental illness, and individuals who are experiencing substance use disorders. DBH also provides an array of prevention and early intervention services for both mental health and substance. These services add value and support PSD in meeting the requirements of the Early Head Start and Early Head Start – Child Care Partnership programs.

There is a great need for comprehensive child development services for infants and toddlers in San Bernardino County. PSD's experience in providing Head Start services in San Bernardino County since 1965 and Early Head Start Services since 2009 lends to the expected success of the program. I fully recommend funding of PSD's request, and I appreciate your consideration of the needs in our region.

Sincerely,

Veronica Kelley, DSW, LCSW
Director

cc: Executive Management Team, Behavioral Health

BOARD OF SUPERVISORS

ROBERT A. LOVINGOOD
First District

JANICE RUTHERFORD
Second District

DAWN ROWE
Third District

CURT HAGMAN
Chairman, Fourth District

JOSIE GONZALES
Vice Chair, Fifth District

Gary McBride
Chief Executive Officer



August 18, 2020

Commissioners
Department of Health and Human Services
Administration for Children and Families
Office of Head Start
CaSonya Thomas
Chair
Attn: Shawna Pinckney
330 C Street, SW.
Washington, DC 20201

Elliot Weinstein,
M.D.
Vice-Chair
Re: HHS-2020-ACF-OHS-HP-1852

Dear Ms. Pinckney:

Jorge E. Escalante
Commissioner
This letter is in support of the San Bernardino County Preschool Services Department (PSD) grant application to **Early Head Start Expansion and Early Head Start-Child Care Partnership Grants**.

Josie Gonzales
Commissioner
The goals of the program is to enhance and support early learning settings to provide full-day, full-year, comprehensive services that meet the needs of low-income working families; enhance access to high-quality, full-time child care; support the development of infants and toddlers through strong relationship-based experiences; and prepare them for the transition into preschool.

Margaret Hill
Commissioner
The Children and Families Commission for San Bernardino County (First 5 San Bernardino) was created in December 1998 in order to realize the benefits of Proposition 10 (California Children and Families Act) for the County's youngest residents and their families. The act created a program for the purpose of promoting, supporting, and improving the early development of children from the prenatal stage to five years of age, under the guidance of the Children and Families Commission for San Bernardino, and in collaboration with the community and agencies providing services to children. Our mission is to "Promote, support and enhance the health and early development of children prenatal through age five and their families and communities." The programs First 5 San Bernardino funds in San Bernardino County will be made available to eligible families that are enrolled in the Early Head Start Expansion and Early Head Start-Child Care Partnership programs. These services add value and support PSD in meeting the requirements of the Early Head Start and Early Head Start

Gary C. Ovitt
Commissioner

Corwin Porter
Commissioner

CHILDREN AND FAMILIES COMMISSION FOR SAN BERNARDINO COUNTY

735 EAST CARNEGIE DRIVE, SUITE 150, SAN BERNARDINO, CALIFORNIA 92408

909.386.7706 FAX 909.386.7703 WWW.FIRST5SANBERNARDINO.ORG

– Child Care Partnership programs. There is a great need for comprehensive child development services for infants and toddlers in San Bernardino County. PSD's experience in providing Head Start services in San Bernardino County since 1965 and Early Head Start Services since 2009 lends to the expected success of the program.

I fully recommend funding of PSD's request, and I appreciate your consideration of the needs in our region.

Respectfully,

A handwritten signature in black ink, appearing to read "Karen E. Scott". The signature is written in a cursive, flowing style.

Karen E. Scott
Executive Director

KES/AMC

OVERSIGHT OF FINANCIAL AWARD

As an existing HS grantee, PSD follows 45 CFR Part 75 Subpart D's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for HHS Awards. The PSD Finance Unit is adequately staffed to provide appropriate internal controls, which is headed by the Deputy Director of Administrative Services, Ms. Cheryl Adams, and includes an Administrative Manager, a Supervising Accountant and an Administrative Supervisor. PSD utilizes the countywide Systems, Applications and Products or SAP accounting system, providing for internal controls associated with the county's centralized processing components. This enables additional checks and balances, especially specific to payroll processing and accounts payable. This system is a fully integrated Financial Management, Grants Management, Budget Preparation, and Fixed Asset Inventory Module system. The system allows for pre-set internal controls with checks and balances features, such as established procurement approval levels and contract payment monitoring.

PSD maintains effective fiscal management through clear policies, procedures, and practices over budgeting, accounting, financial reporting, and on-going monitoring. Fiscal processes ensure that the acquisition and use of financial resources are properly planned, directed, and controlled. PSD's Fiscal and Program staff, along with the Policy Council Finance Subcommittee, collaborate to prepare the annual program budget. It is then reviewed and approved by the Policy Council, the Shared Governance Board, and the San Bernardino County Board of Supervisors.

The budget-to-actual financial report is presented to and reviewed by the Policy Council, and the Shared Governance Board on a monthly basis. In addition, PSD's assigned County Finance Analyst reviews the agency's monthly Year End Estimates, which is the budget-to-actual financial

report for the county. The agency's management team regularly meets to discuss and revise the budget to ensure that resources are being used appropriately. This entails comparing revenues and expenditures against the current modified budget as well as against the prior month's projections. Staff are required to identify reasons for variances and recommend budget amendments and or transfers when deemed necessary.

In addition, PSD maintains strong financial controls by utilizing the County's *Enterprise Financial Management System* (EFMS) for recording all financial transactions. The system has checks and balances in place to safeguard the integrity of the data used to produce adhoc, monthly, quarterly, semi-annual, and annual reports. The EFMS setup complies with applicable requirements, such as 45 CFR 75. Specific procedures to carry out these standards are addressed in appropriate County procedure manuals, such as the County's *Internal Controls and Cash Manual*. PSD's financial transactions are audited as part of the annual Single Audit and the California State Department of Education review of transactions. These audits examine cash management, 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 promote reliable financial reporting and effective and efficient operations that work to ensure proper accountability. Furthermore, PSD utilizes internal practices and County policies to ensure appropriate fiscal management related to receipts, disbursements, petty cash, payroll, and cash handling. Due to this structure, management has reasonable assurance that the objective of accountability is met in a supportive, transparent control environment.



PSD is in compliance with 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. Adherence to Federal guidelines and appropriate internal controls require the Department hire competent, trustworthy employees, develop and implement proper procedures for authorizing transactions, and establish physical control of assets. In addition, financial processes are reviewed to ensure adequate separation of duties so that no one person has complete control over any transaction.

For equipment procurement, multiple levels of approval are required, including dual signatures on the initial requisition (003) form. There are also several approval levels through the EFMS, with authorization based on product price points. Management approval is required on all payment documents. Additionally, purchases are reviewed during the annual self-assessment and the annual audit on a sample basis. The purchase and tracking of sensitive equipment, including electronic devices (cellphones, copiers) with lease fees, portable personal digital and telecommunications equipment, computer equipment, and other tools and small equipment are inventoried on an annual basis and the results filed with the County Clerk's Office, complying with 45 CFR 75.320.

PSD is audited as part of the Countywide audit. A risk assessment process is initiated by the County Auditor/Controller/Treasurer/Tax Collectors Office. This package, or questionnaire, must be completed, specific to each award, and returned. The Auditor/Controller/Treasurer/Tax Collectors Office follow-up with any specific questions or concerns. The completed package is shared with an Independent Audit Firm. Audit results are shared with the Policy Council Finance Committee, the Policy Council, the Shared Governance Board, and County Board of Supervisors. If there are audit recommendations, a corrective action plan is developed. This plan is then reviewed and monitored by the County Auditor/Controller/Treasurer /Tax Collectors Office.

 <p style="text-align: center;">HS POLICY AND STANDARD PRACTICE MANUAL</p> <p style="text-align: center;">Policy</p>	<p>Section: 15-1 Page 1 of 2</p> <p>Original: April 1, 2010</p> <p>Last revision: March 27, 2017</p>
<p>SUBJECT:</p> <p>Privacy and Security of Personally Identifiable Information (PII) – Policy</p>	<p>APPROVED:</p> <p>Signature on file</p>

Introduction

Policy

It is the policy of Human Services (HS) to protect the privacy, confidentiality, and integrity of the information collected, used, maintained, or transmitted. Federal and state laws govern the protection of Personally Identifiable Information (PII), such as:

- Name,
- Social Security Number,
- Date of Birth (DOB),
- Address,
- Driver's License,
- Photo Identification,
- Identifying number/document (e.g., case number, Client Index Number (CIN)).

PII can be used alone or in conjunction with other personal or identifying information, which is linked or linkable to a specific individual. HS utilizes various administrative, physical, and technical safeguards to protect this information.

Departments/Divisions have a responsibility to ensure staff understand and utilize necessary safeguards to protect and secure PII from unauthorized or unlawful access, use, and/or disclosure. HS employees, contractors, volunteers, and others granted authorized access to HS facilities or resources are responsible for having knowledge of, and being in compliance with, this and related privacy and security policies.

Note: Behavioral Health (DBH) and Public Health (DPH) comply with the highest standards of privacy protection requirements, per State/Federal mandates, such as the Health Insurance Portability and Accountability Act (HIPAA), etc. Therefore, these departments are not included in Section 15.1 and 15.2 of the Human Services Policy and Standard Practice (HSPSP) manual. DBH and DPH staff should refer to department policies and standard practices for specific requirements.

Continued on next page



HS POLICY AND STANDARD PRACTICE MANUAL

Policy

Section: 15-1

Page 2 of 2

Original: April 1, 2010

Last revision: March 27, 2017

Introduction, Continued

Amplification

HS relies on computer systems for storage, processing, and transmission of PII to serve our community and provide quality customer service. This reliance, along with changes in federal and state regulations, requires implementation of enhanced safeguards to ensure such information is protected from loss, theft, and/or damage.

Individual departments/divisions may need to develop or modify existing policies/practices to comply with these requirements. However, such policies may be more restrictive, but must not conflict with the requirements as outlined in this section.

Policy exception requests

If a department/division determines it is financially or otherwise impractical to protect and secure PII or confidential information as outlined in this section, then an exception request must be submitted to the HS Privacy and Security Officer detailing:

- Policy areas where compliance cannot be achieved,
- The reason why the policy requirements cannot be met, and
- The alternative measures to be taken to adequately secure the PII or confidential information, system, and/or area.

The exception request will be reviewed by the Privacy and Security Compliance (PSC) Team for approval/recommendation. As determined necessary, may be submitted to the HS Executive Team for final approval.

References

The use, access, and/or disclosure of PII is primarily governed by the following laws and regulations:

- Department of Health Care Services (DHCS) and California Department of Social Services (CDSS) Medi-Cal Data Privacy and Security Agreement (PSA)
 - Social Security Administration (SSA) Information Exchange Agreement
 - Department of Homeland Security Computer Matching Agreement
- Health Insurance Portability and Accountability Act (HIPAA)
- Confidentiality of Medical Records Act
- Patients Access to Health Records Act (PAHRA)
- Health and Safety Code, Division 109
- Welfare and Institutions Code
- Internal Revenue Code
- California Family Code

PSD EHS Expansion Program Implementation Table

Activity	Estimated Time Frame
Notice of Award	Mar-21
Present the award to the Shared Governance Board and Policy Council	Mar-21
County Board of Supervisors approves the Award	Apr-21
Services to Pregnant Women - 10 EHS Expansion Slots	
Recruit new home visiting staff person	Apr-21
Hire new home visiting staff person	May-21
Onboard new home visitor: New employee orientation, HSPPS training, policies/procedures training	Jun-21
Recruit and enroll 10 pregnant women	Jun-21
Begin services to pregnant women	By August 2021
Contract with Child Care Resource Center for the 22 EHS-CCP slots.	May-21
Identify children on existing waitlists at family child care centers	Jun-21
Contract with providers for additional children	Jun-21
Determine eligibility for children on existing wait lists with subsidies	Jul-21
Enroll eligible children for EHS-CCP program	Jul-21
Begin services to EHS-CCP program children	By August 2021
Contracted services for the 16 EHS Expansion slots	
Meet with potential partners at the community colleges to determine interest and ability to partner	May-21
Identify potential FCC providers interested in directly contracting with PSD	May-21
Present potential partners and contracts to County procurement	Jun-21
Contract with new partners	Jul-21
Recruit children for EHS Expansion program in FCCs	Aug-21
Determine eligibility for children for EHS Expansion program	August/Sept 2021
Enroll eligible children for EHS Expansion program in contracted programs	Sep-21
Begin services to EHS Expansion program in contracted programs	Sep-21
EHS Expansion Center-Based - 64 slots	
Identify modular buildings to lease as well as study renovation projects	April/May 2021
Complete and submit County Construction Improvement Plans to Program Management Department	May-21
Begin process of leasing modular buildings	Jul-21
Begin renovations at the five locations after receiving approval from the County	July-August 2021
Complete renovations at proposed sites for EHS Expansion sites	Dec. 2021-Jan. 2022
Submit licensing amendment applications for new proposed sites	Dec-21
Recruit, hire, onboard, and train staff for proposed sites for EHS Expansion	Dec. 2021-Jan. 2022
Recruit children for EHS Expansion program in center-based	Jan. 2022
Determine eligibility for children for EHS Expansion program	Jan./Feb. 2022
Enroll children for EHS Expansion center-based program options	Feb. 2022
Begin services at EHS Expansion center-based program options	Mar-22

Preschool Services Department
Preschool Services Department
School Readiness Comparison
Education and Family Engagement

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (By Central Domain)	CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS (Framework Domain)	DRDP (2015) Preschool Essential View	KINDERGARTEN CONTENT STANDARDS (Common Core)	CLASSROOM ASSESSMENT SCORING SYSTEM (C.L.A.S.S.)	HEAD START PARENT, FAMILY, AND COMMUNITY (Family Engagement Outcomes)
Preschoolers: <u>Approaches to Learning</u> <ul style="list-style-type: none"> Emotional and Behavioral Self-Regulation Cognitive Self-Regulation (Executive Functioning) Initiative and Curiosity Creativity Infant/Toddler: <u>Approaches to Learning</u> <ul style="list-style-type: none"> Emotional and Behavioral Self-Regulation Cognitive Self-Regulation (Executive Functioning) Initiative and Curiosity Creativity 	VOLUME 1 Social and Emotional Development <ul style="list-style-type: none"> Self: 2.0 Self-Regulation, 5.0 Initiative in Learning Social Interaction: 2.0 Interactions with Peers, 3.0 Group Participation Relationships: 3.0 Friendship Math Development <ul style="list-style-type: none"> Algebra and functions: 1.0 Children expand their understanding of sorting and classifying objects in their everyday environment Mathematical Reasoning: 1.0 Children use mathematical thinking to solve problems that arise in their everyday environment VOLUME 2 Visual and Performing Arts <ul style="list-style-type: none"> Visual Art: 1.0 Notice, Respond and Engage 	Domain: Approaches to Learning – (ATL) Self-Regulation (ALT-REG) APPROACHES TO LEARNING <ul style="list-style-type: none"> Curiosity and Initiative in Learning SELF REGULATION <ul style="list-style-type: none"> Self-Control of Feelings and Behavior Engagement and Persistence Shared Use of Space and Materials Infant/Toddler ATL-REG <ul style="list-style-type: none"> Attention Maintenance Self-Comforting Imitation Curiosity and Initiative in Learning Self-Control of Feelings and Behavior 	Language Arts & Literacy Reading Standards for Literature: <ul style="list-style-type: none"> RL.1: With prompting and support, ask and answer questions about key details in a text. RL.4: Ask and answer questions about unknown words in a text RL.10: Actively engage in group reading activities with purpose and understanding Reading Standards for Informational Text: <ul style="list-style-type: none"> RI.1: With prompting and support, ask and answer questions about key details in a text. RI.4: With prompting and support, ask and answer questions about unknown words in a text RI.10: Actively engage in group reading activities with purpose and understanding Writing Standards	Emotional Support Positive Climate, Teacher Sensitivity, and Regard for Student Perspectives Classroom Organization: Behavior Management, Productivity, and Instructional Learning Formats Instructional Support: Concept Development, Quality of Feedback, Language Modeling and Literacy Focus Toddler Emotional and Behavioral Support: <ul style="list-style-type: none"> Positive Climate Negative Climate Teacher Sensitivity Regard for Child Perspective Behavior Guidance Engaged Support for Learning:	Positive Parent – Child Relationships <ul style="list-style-type: none"> Beginning with the transition to parenthood, parents and families develop warm relationships that nurture their child's health, development, and learning. Families as Learners <ul style="list-style-type: none"> Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities. Families as Advocates and Leaders <ul style="list-style-type: none"> Parents and families advocate for their children and take on leadership roles in Head Start and Early Head Start They participate in decision-making, policy development, and organizing activities in communities and states to improve children's safety, health, development, and learning experiences.

<ul style="list-style-type: none"> • Music: 3.0 Create, Invent and Express through Music • Drama: 2.0 Develop skills to Create, Invent and Express through Drama • Dance: 3.0 Create, Invent and Express through Dance <p>Physical Development</p> <ul style="list-style-type: none"> • Active Physical Play: <ul style="list-style-type: none"> 1.0 Active Participation, 2.0 Cardiovascular Endurance, 3.0 Muscular Strength, Muscular Endurance and Flexibility <p>Health</p> <ul style="list-style-type: none"> • Nutrition: 3.0 Self-Regulation of Eating <p>VOLUME 3</p> <p>History – Social Science</p> <ul style="list-style-type: none"> • Self and Society: 2.0 Relationships • Becoming a Preschool Community Member: <ul style="list-style-type: none"> 1. 0 Skills for Democratic Participation, 2.0 Responsible Conduct <p>Science</p> <ul style="list-style-type: none"> • Scientific Inquiry: 1.0 Observation and Investigation • Life Sciences: 2.0 Changes in Living Things • Physical Sciences: <ul style="list-style-type: none"> 1.0 Properties and Characteristics of Nonliving Objects and Materials 		<ul style="list-style-type: none"> • W1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book • W7: Participate in shared research and writing projects <p>Speaking and Listening</p> <ul style="list-style-type: none"> • SL.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <p>Language Standard</p> <ul style="list-style-type: none"> • L5: With guidance and support from adults, explore word relationships and nuances in word meanings. <p>Mathematics</p> <p>Counting and Cardinality</p> <ul style="list-style-type: none"> • K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality <p>Geometry</p> <ul style="list-style-type: none"> • KG.6: Compose simple shapes to form larger shapes 	<ul style="list-style-type: none"> • Facilitation of Learning and Development • Quality of Feedback • Language Modeling 	
--	--	--	--	--

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (By Domain)	CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS (Framework Domain)	DRDP (2015)	KINDERGARTEN CONTENT STANDARDS (Common Core)	CLASSROOM ASSESSMENT SCORING SYSTEM (C.L.A.S.S.)	HEAD START PARENT, FAMILY, AND COMMUNITY (Family Engagement Outcomes)
<p>Preschoolers: Social and Emotional Development</p> <ul style="list-style-type: none"> Relationships with Adults Relationships with Other Children Emotional Functioning Sense of Identity and Belonging <p>Infant/Toddler: Social and Emotional Development</p> <ul style="list-style-type: none"> Relationships with Adults Relationships with Other Children Emotional Functioning Sense of Identity and Belonging 	<p>VOLUME 1 Social and Emotional Development</p> <ul style="list-style-type: none"> Self: 1.0 Self-awareness, 2.0 Self-Regulation, 3.0 Social and Emotional Awareness, 4.0 Empathy and Caring, 5.0 Initiative in Learning Social Interaction: 1.0 Interaction with familiar adults and peers, 2.0 Interactions with Peers, 3.0 Group Participation, 4.0 Cooperation and Responsibility Relationships: 1.0 Attachment to parents, 2.0 Close Relationships with Teachers and Caregivers, 3.0 Friendships <p>VOLUME 3 History-Social Science</p> <ul style="list-style-type: none"> Self and Society: 2.0 Relationships Becoming a Preschool Community Member: 3.0 Fairness and Respect for Other People 	<p>Domain: Social and Emotional Development (SED)</p> <ul style="list-style-type: none"> Identity of Self in Relation to Others Social and Emotional Understanding Relationships and Social Interactions with Familiar Adults Relationships and Social Interactions with Peers <p>Infant/Toddler SED</p> <ul style="list-style-type: none"> Identity of Self in Relation to Others Social and Emotional Understanding Relationships and Social Interactions with Familiar Adults Relationships and Social Interactions with Peers 	<p>Language Arts & Literacy Reading Standards for Literature:</p> <ul style="list-style-type: none"> RL.10: Actively engage in group reading activities with purpose and understanding <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> RI.10: Actively engage in group reading activities with purpose and understanding 	<p>Emotional Support Positive Climate, Teacher Sensitivity, and Regard for Student Perspectives</p> <p>Classroom Organization: Behavior Management, Productivity, and Instructional Learning Formats</p> <p>Instructional Support: Concept Development, Quality of Feedback, Language Modeling and Literacy Focus</p> <p>Toddler Emotional and Behavioral Support:</p> <ul style="list-style-type: none"> Positive Climate Negative Climate Teacher Sensitivity Regard for Child Perspective Behavior Guidance <p>Engaged Support for Learning:</p> <ul style="list-style-type: none"> Facilitation of Learning and Development Quality of Feedback Language Modeling 	<p>Positive Parent – Child Relationships</p> <ul style="list-style-type: none"> Beginning with the transition to parenthood, parents and families develop warm relationships that nurture their child's health, development, and learning. <p>Family as Learners</p> <ul style="list-style-type: none"> Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities <p>Family Connections to Peers and Community</p> <ul style="list-style-type: none"> 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

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (By Domain)	CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS (Framework Domain)	DRDP (2015)	KINDERGARTEN CONTENT STANDARDS (Common Core)	CLASSROOM ASSESSMENT SCORING SYSTEM (C.L.A.S.S.)	HEAD START PARENT, FAMILY, AND COMMUNITY (Family Engagement Outcomes)
<p>Preschoolers: Language and Communication</p> <ul style="list-style-type: none"> Attending and Understanding Communicating and Speaking Vocabulary <p>Literacy</p> <ul style="list-style-type: none"> Phonological Awareness Print and Alphabet Knowledge Comprehension and Text Structure Writing <p>Infant/Toddlers: Language and Communication</p> <ul style="list-style-type: none"> Attending and Understanding Communicating and Speaking Vocabulary Emergent Literacy 	<p>VOLUME 1 Language and Literacy</p> <ul style="list-style-type: none"> Listening and Speaking: 1.0 Language Use and Conventions, 2.0 Vocabulary, 3.0 Grammar Reading: 1.0 Concepts about Prints, 2.0 Phonological Awareness, 3.0 Alphabetic and Word/Print Recognition, 4.0 Comprehension and Analysis of Age Appropriate Text, 5.0 Literacy Interest and Response Writing: 1.0 Writing Strategies, <p>VOLUME 2 Visual and Performing Arts</p> <ul style="list-style-type: none"> Drama: 1.0 Notice, Respond and Engage <p>VOLUME 3 History-Social Science</p> <ul style="list-style-type: none"> Self and Society: 2.0 Relationships, 3.0 Social Roles and Occupations Scientific Inquiry: 1.0 Observation and Investigation 	<p>Domain: Language and Literacy Development (LLD)</p> <p>LANGUAGE</p> <ul style="list-style-type: none"> Understanding of Language (Receptive) Communication and Use of Language (Expressive) Reciprocal Communication and Conversation <p>LITERACY</p> <ul style="list-style-type: none"> Comprehension of Age Appropriate Text Phonological Awareness Letter and Word Knowledge Emergent Writing <p>Infant/Toddler LLD</p> <ul style="list-style-type: none"> Understanding of Language (Receptive) Responsiveness to Language Communication and Use of Language (Expressive) Reciprocal Communication and Conversation Interest in Literacy 	<p>Language Arts & Literacy Reading Standards for Literature:</p> <ul style="list-style-type: none"> RL.1: With prompting and support, ask and answer questions about key details in a text. RL.2: With prompting and support, retell familiar stories, including key details RL.5: Recognize common types of texts RL.7: With prompting and support, describe the relationship between illustrations and the story in which they appear <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> RI.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.7: With prompting and support, describe the relationship between illustrations and the text in which they appear <p>Reading Standards for Foundational Skills:</p> <ul style="list-style-type: none"> RF.1: Demonstrate understanding of the 	<p>Emotional Support Positive Climate, Teacher Sensitivity, and Regard for Student Perspectives</p> <p>Classroom Organization: Behavior Management, Productivity, and Instructional Learning Formats</p> <p>Instructional Support: Concept Development, Quality of Feedback, Language Modeling and Literacy Focus</p> <p>Toddler Emotional and Behavioral Support:</p> <ul style="list-style-type: none"> Positive Climate Negative Climate Teacher Sensitivity Regard for Child Perspective Behavior Guidance <p>Engaged Support for Learning:</p> <ul style="list-style-type: none"> Facilitation of Learning and Development Quality of Feedback Language Modeling 	<p>Positive Parent – Child Relationships</p> <ul style="list-style-type: none"> Beginning with the transition to parenthood, parents and families develop warm relationships that nurture their child's health, development, and learning. <p>Families as Life Long Educators</p> <ul style="list-style-type: none"> Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities. <p>Families as Learners</p> <ul style="list-style-type: none"> Parents and families learn about their child's personality, development, and learning style. Families also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals

				<ul style="list-style-type: none">organization and basic features of printRF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)RF.3: Know and apply grade-level phonics and word analysis skills in decoding words in isolation n din text.		
HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (By Domain)	CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS (Framework Domain)	DRDP (2015)	KINDERGARTEN CONTENT STANDARDS (Common Core)	CLASSROOM ASSESSMENT SCORING SYSTEM (C.L.A.S.S.)	HEAD START PARENT, FAMILY, AND COMMUNITY (Family Engagement Outcomes)	
VOLUME 1 English-Language Development <ul style="list-style-type: none">Listening: 1.0 Children Listening with UnderstandingSpeaking: 1.0 Children use nonverbal and verbal strategies to communicate with others, 2.0 Children begin to understand and use social conventions in English, 3.0 Children use language to create oral narratives about their personal experiencesReading: 1.0 Children demonstrate an appreciation and enjoyment of reading and literature, 2.0 Children show an increasing understanding of book	Domain: English Language Development (ELD) <ul style="list-style-type: none">Comprehension of English (Receptive English)Self –Expression of English (Expressive English)Understanding and Response to English Literacy ActivitiesSymbol, Letter, and Print Knowledge in English	Language Arts & Literacy Reading Standards for Literature: <ul style="list-style-type: none">RL.1: With prompting and support, ask and answer questions about key details in a text.RL.2: With prompting and support, retell familiar stories, including key detailsRL.5: Recognize common types of textsRL.7: With prompting and support, describe the relationship between illustrations and the story in which they appear Reading Standards for Informational Text: <ul style="list-style-type: none">RI.3: With prompting and support, describe the connection between two individuals, events,	Instructional Support: Concept Development, Quality of Feedback, Language Modeling and Literacy Focus Toddler Emotional and Behavioral Support: <ul style="list-style-type: none">Positive ClimateNegative ClimateTeacher SensitivityRegard for Child PerspectiveBehavior Guidance Engaged Support for Learning: <ul style="list-style-type: none">Facilitation of Learning and DevelopmentQuality of FeedbackLanguage Modeling	Family Connection to Peers and Community <ul style="list-style-type: none">Parents and families form connections with peers, mentors, and other community members in formal and informal social networks. These networks are supportive and educational. They honor and are inclusive of families' home languages and cultures. They also enhance families' social well-being and community life		

	<p>reading, 3.0 Children demonstrate an understanding of print conventions, 4.0 Children demonstrate awareness that print carriers meaning, 5.0 Children demonstrate progress in their knowledge of the alphabet in English, 6.0 Children demonstrate phonological awareness</p> <p>Writing:</p> <ul style="list-style-type: none">1.0 Children use writing to communicate their ideas		<ul style="list-style-type: none">ideas, or pieces of information in a text.RI.7: With prompting and support, describe the relationship between illustrations and the text in which they appear <p>Reading Standards for Foundational Skills:</p> <ul style="list-style-type: none">RF.1: Demonstrate understanding of the organization and basic features of printRF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)RF.3: Know and apply grade-level phonics and word analysis skills in decoding words in isolation n din text.		
HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (By Domain)	CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS (Framework Domain)	DRDP (2015)	KINDERGARTEN CONTENT STANDARDS (Common Core)	CLASSROOM ASSESSMENT SCORING SYSTEM (C.L.A.S.S.)	HEAD START PARENT, FAMILY, AND COMMUNITY (Family Engagement Outcomes)
<p>Preschoolers: Cognition</p> <p>Mathematic Development</p> <ul style="list-style-type: none">Counting and CardinalityOperations and Algebraic ThinkingMeasurementGeometry and Spatial Sense	<p>VOLUME 1</p> <p>Mathematics</p> <ul style="list-style-type: none">Number sense: 1.0 Children understand and expand numbers and quantities in their everyday environment2.0 Children understand and expand number relationships	<p>Domain: Cognitive Development (COG)</p> <p>MATHEMATICS DEVELOPMENT</p> <ul style="list-style-type: none">ClassificationNumber Sense of QuantityNumber Sense of Math Operations	<p>Mathematics</p> <p>Counting and Cardinality</p> <ul style="list-style-type: none">K.CC.4: Understand the relationship between numbers and quantities, connect counting to cardinalityK.CC.5: Count to answer how many	<p>Emotional Support</p> <p>Positive Climate, Teacher Sensitivity, and Regard for Student Perspectives</p> <p>Instructional Support:</p> <p>Concept Development, Quality of Feedback,</p>	<p>Positive Parent – Child Relationships</p> <ul style="list-style-type: none">Beginning with the transition to parenthood, parents and families develop warm relationships that nurture their child's health, development, and learning. <p>Families as Life Long Educators</p>

<p>Scientific Reasoning</p> <ul style="list-style-type: none"> Scientific Inquiry Reasoning and Problem Solving <p>Infant/Toddlers:</p> <ul style="list-style-type: none"> Exploration and Discovery Memory Reasoning and Problem Solving Emergent Mathematical Thinking Imitation and Symbolic Representation and Play 	<p>and operations in their everyday environment</p> <ul style="list-style-type: none"> Algebra and Functions: 1.0 Children begin to sort and classify objects in their environment 2.0 Children learn to recognize and expand on simple repeating patterns Measurements: 1.0 Children expand their understanding of comparing, ordering and measuring objects Geometry: 1.0 Children begin to identify common shapes and a variety of shapes in their environment <p>VOLUME 3 History – Social Science</p> <ul style="list-style-type: none"> Market Place (Economics): 1.0 Exchange <p>Science:</p> <ul style="list-style-type: none"> Scientific Inquiry :1.0 Observation and Investigation, 2.0 Documentation and Communication 	<ul style="list-style-type: none"> Measurement Patterning Shapes <p>Infant/Toddler COG</p> <ul style="list-style-type: none"> Spatial Relationships Classification Number Sense of Quantity Cause and Effect 	<ul style="list-style-type: none"> K.CC.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group <p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> K.OA 2: Solve addition and subtraction word problems, and add subtraction with in 10 by using objects or drawings to represent the problem K.OA 3: Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings, and record each decomposition by drawing or equation <p>Measurement and Data</p> <ul style="list-style-type: none"> K.MD 1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. K.MD 2: Directly compare two objects with a measurable attribute in common, to see which object has more or less K.MD 3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count 	<p>Language Modeling and Literacy Focus</p> <p>Toddler Emotional and Behavioral Support:</p> <ul style="list-style-type: none"> Positive Climate Negative Climate Teacher Sensitivity Regard for Child Perspective Behavior Guidance <p>Engaged Support for Learning:</p> <ul style="list-style-type: none"> Facilitation of Learning and Development Quality of Feedback <p>Language Modeling</p>	<ul style="list-style-type: none"> Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities. <p>Families as Learners</p> <ul style="list-style-type: none"> Parents and families learn about their child's personality, development, and learning style. Families also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals.
--	--	--	---	---	---

			Geometry <ul style="list-style-type: none"> K.G.1: Identify objects in the environment using names of shapes K.G.2: Correctly name shapes regardless of their orientations or overall size K.G.3: Identify shapes as two-dimensional or three dimensional 		
HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (By Domain)	CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS (Framework Domain)	DRDP (2015)	KINDERGARTEN CONTENT STANDARDS (Common Core)	CLASSROOM ASSESSMENT SCORING SYSTEM (C.L.A.S.S.)	HEAD START PARENT, FAMILY, AND COMMUNITY (Family Engagement Outcomes)
Preschoolers: <u>Perceptual, Motor, and Physical Development</u> <ul style="list-style-type: none"> Perception Gross Motor Fine Motor Health, Safety, and Nutrition Infant/Toddlers: <ul style="list-style-type: none"> Perception Gross Motor Fine Motor Health, Safety, and Nutrition 	VOLUME 2 Visual and Performing Arts <ul style="list-style-type: none"> Dance: 1.0 Notice, respond and Engage 2.0 Develop skills in Dance 3.0 Create, Invent and Express Through Dance Physical Development <ul style="list-style-type: none"> Fundamental Movement Skills: 1.0 Balance. 2.0 Locomotor Skills, 3.0 Manipulative skills Active physical play: 1.0 Active Participation, 2.0 Cardiovascular Endurance 3.0 Muscular Strength, Muscular Endurance and Flexibility 	Domain: Physical Development (PD) PHYSICAL DEVELOPMENT <ul style="list-style-type: none"> Perceptual-Motor Skills and Movement Concepts Gross Locomotor Movement Skills Gross Motor Manipulative Skills Fine Motor Manipulative Skills Infant/Toddler PD-HLTH <ul style="list-style-type: none"> Perceptual-Motor Skills and Movement Concepts Gross Locomotor Movement Skills Gross Motor Manipulative Skills Fine Motor Manipulative Skills Safety 	Language Arts & Literacy Writing Standards <ul style="list-style-type: none"> W.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .) W.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.3: Use a combination of drawing, dictating, and writing to narrate a 	Emotional Support Positive Climate, Teacher Sensitivity, and Regard for Student Perspectives Classroom Organization: Behavior Management, Productivity, and Instructional Learning Formats Instructional Support: Concept Development, Quality of Feedback, Language Modeling and Literacy Focus Toddler Emotional and Behavioral Support: <ul style="list-style-type: none"> Positive Climate Negative Climate Teacher Sensitivity Regard for Child Perspective 	Family Well-Being <ul style="list-style-type: none"> Families are safe and healthy. They also have opportunities for educational advancement and economic mobility. Programs also ensure families have access to physical and mental health services, housing and food assistance, and other support services. Family as Life Long Educators <ul style="list-style-type: none"> Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities

			<p>single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p>	<ul style="list-style-type: none">• Behavior Guidance <p>Engaged Support for Learning:</p> <ul style="list-style-type: none">• Facilitation of Learning and Development• Quality of Feedback• Language Modeling	
--	--	--	--	--	--

SCHOOL READINESS STANDARDS

2019-2020

Head Start

School Readiness Defined: Children are ready for school, families are ready to support their children's learning, and schools are ready for children.
Performance Standard 1302.102

DOMAIN	CHILDREN'S GOALS	DATA SOURCES
APPROACHES TO LEARNING – SELF-REGULATION	<p>Children will :</p> <ol style="list-style-type: none"> Curiosity And Initiative In Learning <ul style="list-style-type: none"> Explore the environment in increasingly focused ways to learn about people, things, materials, and events Self-Control Of Feelings And Behavior <ul style="list-style-type: none"> Increasingly develop strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time Engagement And Persistence <ul style="list-style-type: none"> Persist in understanding or mastering activities, even if challenging or difficult Shared Use Of Space And Materials <ul style="list-style-type: none"> Develop the capacity to share the use of space and materials with others 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> Utilize DRDP (2015): Preschool Essential Review - Approaches to Learning – Self-Regulation ASQ-3: Communication, Gross Motor, Fine Motor, Problem Solving & Personal-Social Utilize CLASS in: <ol style="list-style-type: none"> Emotional Support: Teacher Sensitivity and Regard for Student Perspective Classroom Organization: Behavior Management, Productivity and instructional learning formats Instructional Support: Concept Development and Quality of Feedback Utilize ECER's scores in Interaction subscales #29-33 and Program Structure # 34-36 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 DEVELOPMENT	<p>Children will :</p> <ol style="list-style-type: none"> Identity Of Self In Relation To Others <ul style="list-style-type: none"> Show increasing awareness of self as distant from others and also related to others Social and Emotional Understanding <ul style="list-style-type: none"> Show developing understanding of people's behaviors, feelings, thoughts, and individual characteristics Relationships and Social Interactions with Familiar Adults <ul style="list-style-type: none"> Develop relationships with one or more familiar adults (including family members) and interact in an increasingly competent and cooperative manner with familiar adults Relationships and Social Interactions with Peers <ul style="list-style-type: none"> Become increasingly competent and cooperative in interactions with peers and develops friendships with several peers 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> Utilize DRDP (2015): Preschool Essential Review - Social & Emotional Development ASQ-3 : Communication, Fine Motor & Personal-Social Utilize CLASS in: <ol style="list-style-type: none"> Emotional Support: Positive Climate and Teacher Sensitivity Classroom Organization: Behavior Management Instructional Support: Regard for student perspectives Utilize ECER's scores in Personal Care Routines subscale #9, Interaction subscales #29-33 and Program Structure # 34-36 Utilize parent conferences and home visits to help involve parents in their child's success Use Incredible Years curriculum that supports social and emotional development Use of Creative Curriculum

SCHOOL READINESS STANDARDS

2019-2020

DOMAIN	CHILDREN'S GOALS	DATA SOURCES
LANGUAGE AND LITERACY DEVELOPMENT	<p>Children will:</p> <ol style="list-style-type: none"> Understanding of Language (Receptive) <ul style="list-style-type: none"> Understand increasingly complex communication and language Communication and Use of Language (Expressive) <ul style="list-style-type: none"> Develop from nonverbal communication to using language with increasingly complex words and sentences Reciprocal Communication and Conversation <ul style="list-style-type: none"> Engage in back-and-forth communication that develops into increasingly extended conversations Comprehension of Age-Appropriate Text <ul style="list-style-type: none"> Develop capacity to understand details and ideas from age-appropriate text presented by adults Phonological Awareness <ul style="list-style-type: none"> Develop capacity to understand details and ideas from age-appropriate text presented by adults Letter and Word Knowledge <ul style="list-style-type: none"> Show awareness of letters in the environment and their relationship to sound, including that letters make up words Emergent Writing <ul style="list-style-type: none"> Show awareness of letters in the environment and their relationship to sound, including that letters make up words 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> Utilize DRDP (2015): Preschool Essential Review - Language and Literacy ASQ-3: Communication Utilize CLASS in: <ol style="list-style-type: none"> Emotional Support: Positive Climate and Regard for Student Perspective Classroom Organization: Productivity and Instructional Learning Formats Instructional Support: Concept Development, Quality of Feedback, Language Modeling and Literacy Focus Utilize ECER's scores in Language-Reasoning subscale #15-18 Utilize parent conferences and home visits to help involve parents in their child's success Use of Creative Curriculum California Preschool Learning Foundations Use of Foot Steps 2 Brilliance
ENGLISH LANGUAGE DEVELOPMENT	<p>Children who are DLLs may switch between their languages.</p> <p>Children will:</p> <ol style="list-style-type: none"> Comprehension of English (Receptive English) <ul style="list-style-type: none"> Children will show increasing progress toward fluency in understanding English Self-Expression in English (Expressive English) <ul style="list-style-type: none"> Children will show increasing progress toward fluency in speaking English Understanding and Response to English Literacy Activities <ul style="list-style-type: none"> Show understanding of and respond to books, songs, and poems presented in English Symbol, Letter, and Print Knowledge in English <ul style="list-style-type: none"> Show an increasing understanding that print in English carries meaning 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> Utilize DRDP (2015): Preschool Essential Review - English Language Development ASQ-3: Communication Agency offers bi-lingual staff to assist with ELD children Utilize CLASS in: <ol style="list-style-type: none"> Emotional Support: Positive Climate, Teacher Sensitivity and Regard for Student Perspective Classroom Organization: Productivity and Instructional learning format Instructional Support: Concept Development, Quality of feedback, Language Modeling and Literacy Focus Utilize ECER's scores in Language-Reasoning #15-18

SCHOOL READINESS STANDARDS 2019-2020

DOMAIN	CHILDREN'S GOALS	DATA SOURCES
		<ul style="list-style-type: none"> Utilize parent conferences and home visits to help involve parents in their child's success Use of Creative Curriculum California Preschool Learning Foundations Use of Foot Steps 2 Brilliance
COGNITION, INCLUDING MATH AND SCIENCE	<p>Children will:</p> <ol style="list-style-type: none"> Classification <ul style="list-style-type: none"> Show an increasing ability to compare, match, and sort objects into groups according to their attributes Number Sense of Quantity <ul style="list-style-type: none"> Show developing understanding of number and quantity Number Sense of Math Operations <ul style="list-style-type: none"> Show the ability to add and subtract small quantities of objects Measurement <ul style="list-style-type: none"> Show increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties Patterning <ul style="list-style-type: none"> Show an increasing ability to recognize, reproduce, and create patterns of varying complexity Shapes <ul style="list-style-type: none"> Show knowledge of shapes and their characteristics 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> Utilize DRDP (2015): Preschool Essential Review – Cognition Including Math and Science ASQ-3 : Problem Solving Utilize CLASS in: <ol style="list-style-type: none"> Emotional Support: Positive Climate and Regard for Student Perspective Classroom Organization: Productivity and Instructional Learning Formats Instructional Support: Concept Development, Quality of Feedback, Language Modeling Utilize ECER's scores in Activities subscales #19-28 Utilize parent conferences and home visits to help involve parents in their child's success Use of Creative curriculum California Preschool Learning Foundations
Physical Development-Health	<p>Children will:</p> <ol style="list-style-type: none"> Perceptual-Motor Skills and Movement Concepts <ul style="list-style-type: none"> Show the ability to move body and interactions with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness Gross Locomotor Movement Skills <ul style="list-style-type: none"> Show increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping) Gross Motor Manipulative Skills <ul style="list-style-type: none"> Show increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching) Fine Motor Manipulative Skills <ul style="list-style-type: none"> Show increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks* 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> Utilize DRDP (2015): Preschool Essential Review - Physical Development – Health ASQ-3: Gross Motor, Fine Motor & Personal-Social Utilize CLASS in: <ol style="list-style-type: none"> Emotional Support: Regard for Student Perspective Classroom Organization: Productivity and Instructional Learning Formats Instructional Support: Concept Development and Quality of Feedback Utilize ECER's scores in Space and Furnishing #7-8, Activities #19-22, Interaction #29 Use of Creative curriculum California Preschool Learning Foundations

SCHOOL READINESS STANDARDS

2019-2020

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Parent, Family, and Community Engagement (PFCE): is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and the children (Head Start Resource Center, 2011)

DOMAIN	FAMILY GOALS	DATA SOURCES
FAMILY WELL-BEING	<p>Family's will:</p> <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 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 	<p>Support Staff will:</p> <ul style="list-style-type: none"> Utilize Family Partnership Agreement for building relationships with families Utilize the agency Parent Survey & Family Services Assessment as a tool to recognize family needs Provide support and community resources that support family and home safety Link families to community organizations that offer financial trainings and to develop personal and family goals Offer nutritional classes based on Parent Survey Utilize parent conferences and home visits to help involve parents in their child's success
POSITIVE PARENT-CHILD RELATIONSHIPS	<p>Family's will:</p> <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 	<p>Support Staff will:</p> <ul style="list-style-type: none"> Utilize Family Partnership Agreement for building relationships with families Engage trainings from community support based on Family Partnership Agreements for teenage and first time parents Utilize the agency Parent Survey as a tool that recognized the need for training child development stages Support families in seeking appropriate practices as being the primary child's teacher and engaging them into transition Develop a relationship with local LEA's and Regional Centers as support for families with challenging behaviors Utilize parent conferences and home visits to help involve parents in their child's success

SCHOOL READINESS STANDARDS

2019-2020

DOMAIN	FAMILY GOALS	DATA SOURCES
FAMILY AS LIFE LONG EDUCATORS	<p>Family's will:</p> <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 	<p>Support Staff will:</p> <ul style="list-style-type: none"> Utilize Family Partnership Agreement for building relationships with families Engage trainings from community support based on Family Partnership Agreements for teenage and first time parents Utilize the agency Parent Survey as a tool that recognized the need for training child development stages Support families in seeking appropriate practices as being the primary child's teacher and engaging them into transition Utilize parent conferences and home visits to help involve parents in their child's success
FAMILIES AS LEARNERS	<p>Families will:</p> <ul style="list-style-type: none"> Show the ability to identify their strengths as learners, life interests, and careers 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 	<p>Support Staff will:</p> <ul style="list-style-type: none"> Utilize Family Partnership Agreements for building relationships with families Provide information and trainings going back to college/GED Utilize parent conferences and home visits to help involve parents in their child's success Utilize the agency Parent Survey as a tool to recognize family needs Provide training for transitions 3 times a year that includes <ol style="list-style-type: none"> Parents as Advocates Parent-child interactions / How children learn Parents as Primary Educators (Home and School)
FAMILY ENGAGEMENT IN TRANSITION	<p>Family's 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 	<p>Support Staff will:</p> <ul style="list-style-type: none"> Utilize Family Partnership Agreements for building relationships with families Utilize the agency Parent Survey as a tool to recognize family needs Utilize school district STAR & API scores and inter-district transfers process to inform parents Provide training for transitions 3 times a year that includes <ol style="list-style-type: none"> Parents as Advocates Parent-child interactions / How children learn Parents as Primary Educators (Home and School) Utilize parent conferences and home visits to help involve parents in their child's success
FILE 2: APPENDICES	Be encouraged as a parent leader and advocacy by having the opportunity to interact with other parents	

SCHOOL READINESS STANDARDS

2019-2020

DOMAIN	FAMILY GOALS	DATA SOURCES
FAMILY CONNECTIONS TO PEERS AND COMMUNITY	<p>Family's 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 	<p>Support Staff will:</p> <ul style="list-style-type: none"> • Utilize Family Partnership Agreements for building relationships with families • Utilize the agency Parent Survey as a tool to recognize family needs • Utilize Community Assessment for school district STAR & API scores and inter-district transfers • Have knowledge to facilitate trainings on educational, formal and informal social networks, and strengthen family's role as the primary educator • Offer an environment to encourage parent participation • Utilize parent conferences and home visits to help involve parents in their child's success
FAMILY AS ADVOCATES AND LEADERS	<p>Families 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 	<p>Support Staff will:</p> <ul style="list-style-type: none"> • Utilize Family Partnership Agreements for building relationships with families • Utilize the agency Parent Survey as a tool to recognize family needs • Utilize Community Assessment for school district STAR & API scores and inter-district transfers • Offer an environment to encourage parent participation • Utilize parent conferences and home visits to help involve parents in their child's success

SCHOOL READINESS STANDARDS

2019-2020

Early Head Start

School Readiness Defined: ‘An increasing degree of self-regulation, the ability to pay attention, the development of memory, comfort & skills in maintaining relationships, curiosity, and confidence.’ (EHS National Resource Center)

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>Teaching Staff will:</p> <ul style="list-style-type: none"> Ages & Stages Questionnaire – Social/Emotional (ASE-SE) Utilize Developmental Assessment of Young Children-Second Edition (DAYC-2) Utilize CLASS 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 ITER’s – R 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 Developmental Assessment of Young Children-Second Edition (DAYC-2) Utilize CLASS 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 ITER’s – R 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
FILE 2: APPENDICES		142

SCHOOL READINESS STANDARDS

2019-2020

DOMAIN	CHILDREN'S GOAL	DATA SOURCES
Approaches Toward Learning Development	<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 Developmental Assessment of Young Children-Second Edition (DAYC-2) Utilize CLASS 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 ITER's – R scores in subscales 5,9,10,18,22,24,28,3 Utilize parent conferences and home visits to help involve parents in their child's success
Cognition and General Knowledge Development	<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 Developmental Assessment of Young Children-Second Edition (DAYC-2) Utilize CLASS 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 ITER's – R scores in subscales 5,9,10,18,22,24,28,3 Utilize parent conferences and home visits to help involve parents in their child's success
Physical Well-Being and Motor Development	<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 Developmental Assessment of Young Children-Second Edition (DAYC-2) Utilize CLASS 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



Preschool Services Department

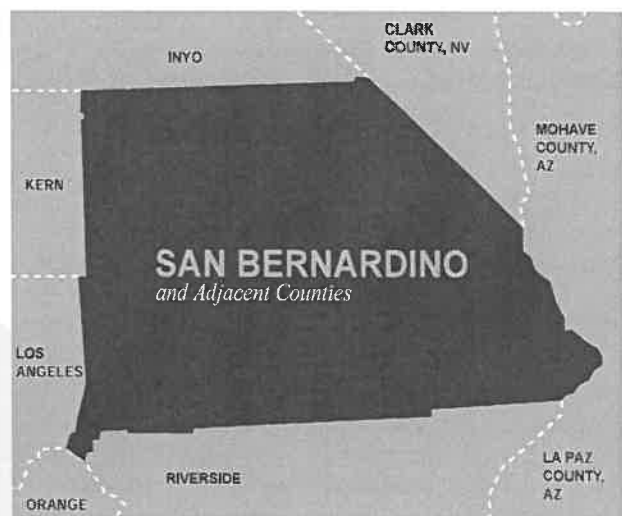
COUNTY OF SAN BERNARDINO PRESCHOOL SERVICES DEPARTMENT

RESULTS OF THE ANNUAL HEAD START SELF-ASSESSMENT — PY 2019-20

Purpose:

Head Start programs are required to conduct an annual self-assessment per federal regulation. The self-assessment process should be systemic in nature and determine the program's overall effectiveness in meeting goals and objectives, compliance, professional development and family engagement systems. Given that the country has entered into unprecedented times by being affected by a world-wide pandemic, this year's self-assessment focused on the program's responsiveness to meeting the health and safety needs of children, families, and staff.

The underlying question undertaken was:



How was the County of San Bernardino Preschool Services Department's (PSD) effectiveness in responding to the most recent COVID-19 Pandemic?

Methodology:

To test this effectiveness, three modes of inquiry were used:

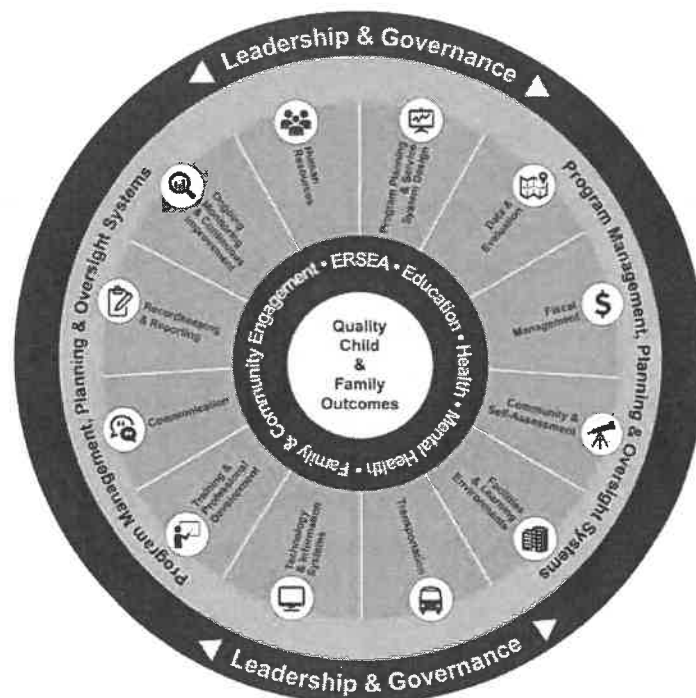
- Review of nine extensive workplans and policies/procedures produced by PSD, as well as the County's Emergency Operations Plan.
- Staff survey through a web-based portal to determine satisfaction with PSD's handling of the emergency response time.
- Extensive management level interviews of a cross section of staff and parents.

The self-assessment process occurred over several weeks, beginning on April 13th and concluding on May 8th of 2020.

Overall Results:

Overwhelmingly, PSD responded quickly to the pandemic and stay-at-home orders issued by the governor of California. Staff reported being very satisfied with PSD's response to the pandemic. A small percentage of staff reported some concerns about the timeliness to respond at the outset, specifically around requiring staff to continue to work for a short period of time after the program was closed to children and families. Some of these concerns were in direct correlation to local school districts being closed. It was determined, however, that the PSD did not have the authority to allow for virtual work.

PSD is to be commended for the expeditious and comprehensive services provided to children and parents enrolled in the program, and their genuine concern and support for staff in the program. PSD implemented various segments of the Head Start Management Wheel to ensure a very systematic response to the COVID-19 Pandemic.



Communication

Both staff and parents indicated that PSD's efforts to communicate initially through email, text, telephone and web-conferencing were invaluable. These efforts continue weekly, if not daily! The strategy to provide ongoing communication among program leadership, staff, and families through a variety of social media and other multimedia platforms was praised during interviews with staff and Policy Council members alike, who described communications as vital to their connection with the program and pandemic resources.

As previously stated, some staff reported concerns about the initial communication that was shared; however, overwhelmingly, staff reported that all communication has been timely, clear, and coordinated.



Data & Evaluation

At the start of virtual services, PSD assessed staff and family technology needs to ensure that everyone had the ability to access resources effectively. Staff and parents were surveyed on the best platforms to use; connectivity issues, and devices available. The leadership team analyzed this data and responded immediately by creating plans of action to purchase additional equipment that could be shared with staff and parents. Through all of their efforts, PSD worked diligently to meet families and staff where they are.



Technology & Information Systems

PSD's I/T department responded nimbly to the varied requests and to the changing environments. The I/T department quickly made changes to the infrastructure and databases to allow seamless ongoing services and communication.



Human Resources

From the beginning of the emergency, staff demonstrated a positive, 'can-do' attitude when encountering barriers that may have stopped others from continuing services during the pandemic. PSD should be recognized for the precise attention they paid to the health and emotional well-being of staff, parents and children throughout the course of the pandemic.

Continuous, sincere contact and communications between staff members from all levels resulted in a strong feeling of support that assisted staff in developing coping strategies so they could manage their own needs as well as support children and families.



Recordkeeping & Reporting

Within a short time period of virtual work, all staff were given access to the required database systems. The fiscal department was able to access all fiscal databases remotely and new codes were assigned to easily track all expenses to the COVID-19 Pandemic. The human resources department received access to all County personnel records and continued to track professional development hours. Management and direct service staff were provided with remote access to ChildPlus and Learning Genie, which allowed them to document services provided, as well as to continue their communication with parents.

While record-keeping has continued, it has been a steep learning curve for some staff, requiring that they track services and activities in new platforms. It was also evident that the program's extensive operating plans, well detailed for program operations, need to be revised to include lessons learned through this experience. The PSD leadership team is keenly aware of these issues and have put action steps in place to support staff in their documentation.



Ongoing Monitoring & Continuous Improvement

Through the implementation of services, PSD's Quality Assurance unit and the Level 1 Management Team have developed systems to evaluate the effectiveness of its response, as well as its service delivery. Through ongoing evaluation of services, the PSD Management Team has begun capturing lessons learned and making plans to streamline services and strategies moving forward.

**Training &
Professional
Development**

PSD has implemented virtual coaching models for all staff and family child care providers. Staff have the opportunity to attend webinars and enhance their own professional development through active participation on national, state and local webinars. Through this crisis, PSD has learned the importance of having more training on crisis management.

**Program Planning &
Service System Design**

PSD quickly implemented innovative services to continue serving children and families. Virtual classroom experiences, home visits, activities, and group socialization activities have taken place. In addition, healthy food and diaper distributions were enacted that include take-home activities for parents.

The program's Footsteps2brilliance application was featured on the county's daily communication to all county residents.



A running theme through PSD's COVID-19 Pandemic response was one of servant leadership, which was clearly exemplified through the continued contact with staff and families of the program. PSD's strong and successful response to the pandemic was evident through all interviews and staff survey. Staff report being optimistic about the changes and empowered in their roles to provide input and feedback to this planning.

In the words of parents and staff alike:

"PSD is the best of the best. The whole staff and chemistry; everyone works. You can't tell who the janitor is and who the director is; all take care of what has to happen. The spirit is high; the spirit is beautiful!"

Considerations for the Future:

As PSD begins planning for re-opening, it will need to continue to seek guidance from its regulators, such as the Office of Head Start and the State's various departments. It will also need to enact procedures that are in line with the Center for Disease Control and Prevention and the County's Department of Health. PSD has streamlined many of its operations to continue to provide seamless services. It will be in the program's best interest to continue practicing some of these new practices, such as continuing virtual meetings and providing families with more opportunities for home-to-school activities.