



[The Shared Governance Board – PSD \(sbcounty.gov\)](http://sbcounty.gov)

San Bernardino County Head Start Shared Governance Board Meeting Agenda for January 23, 2025

JOE BACA, JR., CHAIR
5th District Supervisor
San Bernardino County Board of Supervisors

TED ALEJANDRE, VICE-CHAIR
County Superintendent
San Bernardino County Superintendent of Schools

JOSH DUGAS
DIRECTOR
SBC Public Health

DR. GEORGINA YOSHIOKA
DIRECTOR
SBC Behavioral Health

ASHLEY BROOKSHER
CHILDREN'S NETWORK OFFICER
SBC Children's Network

EVA SOTA
HEAD START POLICY COUNCIL CHAIR
Chino Head Start
SGB Representative

EFREN ORTIZ
HEAD START POLICY COUNCIL MEMBER
Yucaipa Head Start
SGB Representative

CAROLINA MARTINEZ
HEAD START POLICY COUNCIL MEMBER
Hesperia Head Start
SGB Representative

TIME: 2:00 P.M. to 4:00 P.M.

LOCATION: SBC Preschool Services Administration
662 S. Tippecanoe Avenue
San Bernardino, CA 92415

Interpreters for hearing impaired and Spanish speaking individuals will be made available with forty-eight hours' notice. Please call PSD at (909) 383-2078 to request the service. PSD will accept public comments in person, or in advance of the meeting by email to Sharmaine.Robinson@psd.sbcounty.gov, comments will be distributed to the SGB and read into the record at the Public Comment portion of the meeting. If you wish to address a specific agenda item, please identify the item number in your email. To ensure timely submission, please submit your comments by 12:00 p.m. on Wednesday, January 22, 2025.

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|--|--------------------------------|
| 1. CALL TO ORDER | Supervisor Joe Baca Jr., Chair |
| 2. WELCOME/INTRODUCTIONS | Supervisor Joe Baca Jr., Chair |
| 3. PUBLIC COMMENT | Supervisor Joe Baca Jr., Chair |
| 4. PRESENTATION OF THE AGENDA
Notice of minor revisions to agenda items, items removed or continued. | Shar Robinson, Secretary |
| 5. EXECUTIVE REPORTS/PROGRAM UPDATES
5.1 Receive Office of Head Start Communication | Arlene Molina, Director |

- 5.1.1 Information Memorandum 24-05 – Use of Federal Early Childhood Program Funds to Improve Access to Housing-Related Supports for the Early Childhood Workforce in Tribal Communities
- 5.1.2 Information Memorandum 24-06 – Reporting Child Health & Safety Incidents
- 5.1.3 Information Memorandum 24-07 – Fiscal Year2025 Monitoring Process for Head Start Recipients
- 5.1.4 Program Instruction 24-06 - Final Rule on Supporting the Head Start Workforce and Consistent Quality Programming – Technical Updates
- 5.1.5 Program Instruction 24-07 – Final Rule to Delay Effective Date for Increasing the CLASS Instructional Support Domain Competitive Threshold
- 5.2 Receive Report of Program Updates (Oral Report) Arlene Molina, Director
- 5.3 Receive Final 2023-24 Program Information Report Rodney Barrios, Program Manager
- 5.4 Receive PSD 2024-25 Reports and Updates
 - 5.4.1 Program Information Report Debra Billings-Merlos, Deputy Director
 - 5.4.2 Facilities Report Dina Bunch, Administrative Supervisor II
 - 5.4.3 Enrollment Report Sean Segal, Program Manager
 - 5.4.4 Attendance Report Sean Segal, Program Manager
 - 5.4.5 Performance Measures – Quarter 2 LaTrenda Terrell, Deputy Director
 - 5.4.6 Monitoring Report Jessica Garcia, Deputy Director
- 5.5 Receive Finance Budget to Actual Madeline Tsang, Administrative Manager

6. CONSENT ITEMS

Supervisor Joe Baca Jr., Chair

- 6.1 Approve SGB October 24, 2024 Minutes
- 6.2 Approve Delegate Appointment – Public Health

7. DISCUSSION ITEMS

- 7.1 Vice-Chair Election - 2025
- 7.2 Approve Head Start and Early Head Start Grant Carryover Request Year Four to Program Year Five

Supervisor Joe Baca Jr., Chair
Madeline Tsang, Administrative Manager

8. INFORMATIONAL ITEMS

- 8.1 Next Shared Governance Board Meeting – March 20, 2025

Supervisor Joe Baca Jr., Chair

9. EXECUTIVE COMMENT

Supervisor Joe Baca Jr., Chair

10. ADJOURNMENT

Supervisor Joe Baca Jr., Chair

INFORMATION MEMORANDUM

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No: ACF-OCC-CCDF-IM-24-01, ACF-OHS-IM-24-05, ACF-ECD-THV-IM-24-02	2. Issuance Date: 11/01/2024
	3. Originating Office: Office of Child Care, Office of Head Start, Office of Early Childhood Development	
	4. Key Words: Child Care and Development Fund, CCDF, Tribal Lead Agencies, American Indian and Alaska Native Head Start, Region XI, Tribal Home Visiting, Housing, Workforce	

TO: Tribal Child Care and Development Fund (CCDF) lead agencies, American Indian and Alaska Native (AIAN) Head Start award recipients, and Tribal Maternal, Infant, and Early Childhood Home Visiting (MIECHV) recipients

SUBJECT: Use of Federal Early Childhood Program Funds to Improve Access to Housing-Related Supports for the Early Childhood Workforce in Tribal Communities

REFERENCES: The Child Care and Development Block Grant (CCDBG) Act (42 U.S.C. 9857 *et seq.*), Head Start Act as amended (42 U.S.C. 9801 *et seq.*), Social Security Act, Title V, section 511 (42 U.S.C. 711)

PURPOSE: This Information Memorandum (IM) provides an overview and guidance to Tribal CCDF lead agencies, American Indian and Alaska Native (AIAN) Head Start award recipients, and Tribal MIECHV recipients regarding how CCDF, Head Start, and Tribal MIECHV funds can be used to address challenges recruiting and retaining an effective Tribal early childhood workforce serving Tribal communities where access to affordable housing is limited. This IM does not reflect a change in ACF's interpretation for how CCDF, Head Start, and Tribal MIECHV funds can be used, it clarifies allowable uses of funds to support costs related to increasing the availability of affordable, accessible housing for the early childhood workforce serving Tribal communities.

BACKGROUND: The Administration for Children and Families (ACF) is committed to supporting Tribes in recruiting and retaining an early childhood workforce that meets the needs of children and families in Tribal communities. The Office of Head Start (OHS), Office of Child Care (OCC), and Office of Early Childhood Development (ECD) engages in consultation with Tribal leaders to honor the nation-to-nation relationship and to better understand the unique circumstances and experiences of Tribal early childhood programs. In consultations and other engagements, Tribal leaders and program administrators highlighted ongoing challenges recruiting and retaining a qualified workforce across Head Start, child care, and home visiting programs. Challenges include: recruiting individuals with appropriate qualifications and experience (such as knowledge of or expertise in Native culture and language); providing adequate compensation (including both pay and benefits); competing with pay and benefits offered by other employers and non-Tribal entities; and the high levels of stress experienced by staff due to low wages, insufficient benefits, and working conditions, as well as the challenging nature of providing trauma-informed care to young children.

Many Tribal communities have consistently identified the lack of available, affordable housing for program staff as a significant challenge to recruiting and retaining staff to work in the community. The lack of housing is due to a variety of factors, including excessive rent levels in communities with a high cost of living, insufficient resources for Tribal public housing, and lack of economic and built infrastructure that would facilitate construction of new housing.

ACF has received requests for clarification on whether Tribal early childhood funds can be used to address the lack of available, affordable housing to mitigate this barrier to hiring and retaining program staff. This IM clarifies the flexibilities Tribal Lead Agencies and federal award recipients have in using CCDF, Head Start, and Tribal MIECHV funds to improve access to housing-related supports for early childhood teachers and staff. Each federal early childhood program has unique requirements, and the guidance is only applicable to the program that is being discussed in each section. We recognize that many Tribes have significant housing challenges. This IM addresses specific concerns about housing for early childhood teachers and staff that have been brought to our attention. We acknowledge this will not resolve the complexities of the housing challenges in Tribal communities.

ACF encourages Tribal early childhood programs, within the parameters of federal requirements, to consider the full range of strategies that can be used to address the shortage of early childhood teachers, home visitors, and staff in their communities, including the potential to support housing needs of the early childhood workforce. Promising strategies and additional resources to support the early childhood workforce can be found on [ECD's Workforce Initiative webpage](#).

INFORMATION:

This IM provides information to Tribal communities regarding strategies to identify and improve access to housing-related supports as a recruitment and retention strategy for the early childhood workforce. It offers examples of activities that Tribal communities may implement based on the separate funding source and regulations. Partnering in efforts to increase access to housing in Tribal communities may also be considered in the context of other investments in early care and education facilities, and other efforts to address Tribal housing and facilities issues (such as those supported by the Department of Housing and Urban Development and the Department of Agriculture). This IM encourages Tribal grant recipients to consider how these strategies could align with efforts to use the [Tribal Early Childhood Facilities Combined Application Guide](#), which streamlines administrative requirements and processes for Tribal CCDF and Head Start recipients to braid funds and jointly apply to construct or improve early childhood facilities.

ALLOWABLE ACTIVITIES:

The activities outlined below meet the programmatic purposes and goals of each respective funding source. The following is not a list of required activities, but rather a list of allowable activities that Tribal leaders may consider in addressing the unique circumstances in their communities related to acquiring housing or mitigating excessive housing costs for early childhood teachers and staff (which includes educators in center-based and home-based settings), home visitors, and staff. Investment of program funds to support housing, housing stipends, and all housing related supports for early childhood teachers and staff detailed in this IM must be reasonable, allocable, allowable, and aligned with the goals of the program. This means that investment of program funds would be necessary to meet the goals and objectives of your program and, to be considered reasonable, these costs must not exceed

what a sensible person would pay for housing in any given market condition. Finally, an allocable cost can be directly charged to the grant based on the benefit provided. Additional considerations for reasonableness include:

1. Whether the cost is generally recognized as ordinary and necessary for recipient's operation or proper and efficient performance of the Federal award;
2. Whether the cost is supported by sound business practices, arm-length bargaining, laws and regulations, and terms and conditions of the Federal award;
3. Market prices for comparable costs for the geographic area; and
4. Whether cost represents a deviation from recipient's written policies and procedures for incurring costs.
5. Grant recipient would need to ensure that the revision would not take away from their ability to implement the program at the same level.

In addition to being reasonable, the housing-related support cost must also be necessary for the performance of the Federal award and be allocable. A cost is allocable to a Federal award if it meets any of the following standards:

1. Is incurred specifically for the Federal award;
2. Benefits both the Federal award and other work of the recipient; or
3. Is necessary to the overall operation of the recipient and is assignable in part to the Federal award

Tribes should work with their assigned Program Specialists or Federal Project Officers to determine the allowability of expenditures aligned with this guidance and federal cost principals.

Child Care and Development Fund (CCDF)

OCC administers the CCDF to Tribal governments to provide child care assistance for families with low incomes and improve access to affordable, high-quality child care, including early care and school-age programs. Tribal lead agencies may consider using CCDF funds to provide housing-related supports for the child care workforce if it is clear that such expenditures are related to the ability to implement CCDF activities or contribute to the overall quality of child care. Investment of CCDF funds to support housing for the child care workforce may include the following types of expenditures when reasonable, necessary, allocable, and in alignment with the recipient's written policies. Tribal Lead Agencies should work with their assigned Program Specialist to determine if the expenditure is reasonable, necessary, and allocable.

- **Facility construction or major renovation:** Tribes are exempt from the state and territory CCDF prohibition on use of funds for construction or minor renovation at 42 USC 9858m(c)(6). This allows Tribes to use CCDF "for the construction or renovation of facilities that will be used to carry out such programs."¹ With ACF approval, Tribal CCDF lead agencies can use CCDF to construct or renovate child care facilities. ACF approval is not required for minor renovation. CCDF can also be used to construct or renovate housing or living facilities for child care teachers or staff if the Tribal lead agency demonstrates that (1) adequate housing is not available (such as in a remote area), and (2) housing for child care staff is an integral, but subordinate component of an overall construction or renovation project for a facility whose main purpose is to provide child care services primarily to CCDF-eligible children. In other words, if a Tribal lead agency is

constructing or renovating a child care facility, and teacher or staff housing is not otherwise available, ACF may approve the use of CCDF to construct or renovate staff housing, either connected to the main building or in a separate facility close by, as part of the same construction or renovation project. If a Tribal lead agency needs to construct or renovate housing for child care teachers or staff separate from the construction or renovation of a child care facility (e.g., the Tribe may already have adequate child care facilities), the lead agency may apply for an extraordinary circumstances waiver in accordance with 45 CFR 98.19. ACF will only approve such waivers in narrow circumstances in which a Tribe demonstrates that it has exhausted other federal funds that can be used for housing, and that lack of housing is a central barrier to implementing CCDF. Any construction or major renovation projects to include living quarters for teacher or staff housing require ACF approval.

- **Compensation Strategies:** CCDF requires all lead agencies to set aside funds for activities to improve the quality of child care, defined as “activities ... that are designed to improve the quality of child care services and increase parental options for, and access to, high-quality child care.” (42 USC 9858e(a)(1)) Tribal lead agencies may use CCDF quality dollars to support housing for the child care workforce if the investment is in alignment with the lead agency’s assessment of needs and the investment will directly support higher quality child care options for families. Allowable quality expenditures may include, for example, housing stipends to offset teacher or staff living expenses, or transportation stipends to offset costs for teachers or staff who travel a great distance to work in Tribal communities. Housing stipends are allowable for family child care providers who may need to find housing suitable for caring for children or adapt their home to make it suitable for child care. Tribal lead agencies adopting these strategies should describe these activities in their CCDF Plan. These housing investment strategies for the child care workforce may be used within a compensation package to attract high-quality child care teachers and staff.

Head Start

OHS Region XI administers American Indian and Alaska Native (AIAN) Head Start programs, which provide high-quality, comprehensive early childhood services to young children and their families. Region XI AIAN Head Start programs often integrate Native language and culture into their services, as determined by the recipient. Region XI recipients may use Head Start funds to provide housing-related supports for staff if such expenditures are necessary, reasonable, and allocable to implement Head Start services, and align with the recipient’s written policies. Grant recipients should work with their assigned Program Specialist to determine if the expenditure is reasonable, necessary, and allocable.

- **Compensation strategies:** Head Start funds may be used to support compensation packages that include housing stipends to offset teacher or staff living expenses, or travel stipends to offset costs for teachers or staff who travel a great distance to work in Tribal communities. Programs have flexibility to determine compensation packages for staff, provided that these policies are incorporated into their personnel policies and procedures approved by the governing body and Policy Council or policy committee. Since monetary bonuses likely count as income, recipients should understand income requirements for public benefits to determine how such bonuses may impact staff members’ access to these benefits. At their discretion, programs can decide to require a service commitment as a condition of receiving a bonus or financial incentive. However, any service requirement is solely the responsibility of the recipient to establish, implement, and enforce, as appropriate. All costs must be reasonable, allocable,

and allowable per Uniform Administrative Requirements (45 CFR §§75.430 and 75.445(b)). It is also important to note that these cost principles apply to non-federal match. Grant recipients should work with their assigned Program Specialist to determine if an expenditure is reasonable, necessary, and allocable.

For more information on the cost principles, programs are encouraged to review resources on the Head Start website: [short video titled, Cost Principles That Guide Head Start Grants Management](#); detailed Individualized Professional Development (iPD) course titled, [Financial Essentials Series](#).²

- **Additional services for staff experiencing housing or cost of living challenges:** In [Sec. 636](#) of the Head Start Act, the Head Start purpose is defined, in part, as “the provision to low-income children and their families of health, educational, nutritional, social, and other services that are determined, based on family needs assessments, to be necessary.” As such, programs can offer additional on-site services to staff experiencing housing and/or cost-of-living challenges, if such services are necessary to enable the provision of Head Start services (i.e., the program would otherwise be unable to obtain the staff necessary to provide Head Start services). This may include using Head Start funds to have supports such as laundry, showers, food items, clothing items, and computer or internet access available on-site for staff. Recipients still need to comply with the cost principles in [45 CFR Part 75](#) and any costs incurred need to be necessary and reasonable. Recipients should work with their assigned Program Specialist to determine if costs are reasonable, necessary, and allocable.
- **Facility construction or major renovation:** Head Start grant recipients can, with prior approval, use Head Start funds for facility purchase, construction, or major renovation projects “used to carry out Head Start programs.” (Head Start Act, Section 644(f)(1)). Funds can be used for facilities in which Head Start services are being provided. However, if renovating or constructing living facilities for staff could be demonstrated to be an integral but subordinate part of the Head Start facility, one that was shown to be necessary to carry out Head Start requirements in places with demonstrated lack of housing stock, such as in highly rural or remote areas, it may be justifiable. Additionally, living facilities for staff may be justifiable in instances where local housing costs are exorbitant and prohibit staff from residing in the community, or times when market factors might make it extraordinarily difficult for staff to secure a housing loan. OHS encourages Head Start directors to partner with the Tribal housing authority or other comparable entities to support and oversee housing management and maintenance, ensuring that the complex operational task of managing residential housing is led by those with the most expertise in this area. Head Start funds are prohibited for the sole purpose of constructing teacher, home visitor, or staff housing. As with all construction or major renovation projects, ACF approval is required.

Tribal Maternal, Infant, and Early Childhood Home Visiting (MIECHV)

ECD administers the Tribal MIECHV program, which issues awards to Tribes, Tribal organizations, and urban Indian organizations to develop and implement home visiting programs in AI/AN communities. Recipients have some flexibility in leveraging MIECHV funds to provide housing-related supports for home visitors and staff as long as it is reasonable, necessary, and allocable to carry out the Tribal MIECHV program as well as aligns with the recipient’s written policies.

- **Compensation Strategies:** Tribal MIECHV funds may be used to support compensation packages that include housing stipends to offset home visitor or staff living expenses, or travel stipends to offset costs for home visitors or staff who travel a great distance to work in Tribal communities. Recipients may use MIECHV funds for compensation packages, provided all costs are reasonable, allocable and allowable per Uniform Administrative Requirements (45 CFR §§75.430 and 75.445(b)). Compensation packages could include housing stipends if recipients present justification for the expense, particularly to recruit and retain high-quality staff. Recipients must provide a narrative within the budget/budget amendment should they make a request for a housing allowance as part of a benefits package justifying it as a reasonable expense in the context of the program, particularly if they struggle to hire or retain staff without this benefit. MIECHV programs have flexibility to include housing stipends in compensation packages for staff and should document this in their personnel policies and procedures. ACF is also available to discuss other compensation mechanism options (e.g., increased wages, cost of living increases, recruitment costs, relocation costs) to offset the cost of living.

Tribal MIECHV funds may not be used for facility construction, purchase, and major renovation. The Department of Health and Human Services Grants Policy Statement (HHS GPS) states that construction is allowable only when program legislation specifically authorizes new construction, modernization, or other activities, and then the HHS Operating Division (OPDIV) specifically authorizes the costs in the Notice of Award. The MIECHV legislation (Section 511 of Title V of the Social Security Act) does not specifically authorize use of funds for this purpose and the Notice of Funding Opportunity for the Tribal MIECHV program specifically lists facility purchase, construction, or major renovation as unallowable costs. Tribal MIECHV funds are therefore prohibited for facility construction of staff housing, and any construction would need to be through a separate construction federal award.

Community Partnerships

Early childhood programs can also consider strategies to strengthen existing partnerships and build new ones to increase access to supports and services for staff housing. This can mean leveraging state, Tribal, local, and private initiatives as partners to meet community needs more effectively. Community partners that programs can work with include, but are not limited to:

- [Head Start Collaboration Offices \(HSCOs\)](#)
- [State McKinney-Vento coordinators](#)
- Local continuums of care
- [Public housing authorities](#) and [Section 8 Housing Choice Vouchers](#)
- Tribal housing authorities
- [Low Income Home Energy Assistance Program \(LIHEAP\)](#)
- [Community action](#), faith-based, culture-sensitive, and other nonprofit organizations

Programs can start by reviewing general information about help with rent and housing on the [Consumer Financial Protection Bureau website](#). They can also reach out to their local [Public Housing Agency](#), or [Tribal housing authority](#), to determine whether staff could be eligible for a housing voucher or other resources. Developing and maintaining partnerships with housing agencies and liaisons is one of the best ways to stay up to date on programs, policies, and resources that might be available for staff. This means programs can help staff quickly connect with meaningful resources for which they may be eligible, including rental assistance.

Tribal Early Childhood Facilities Combined Application Guide

ECD, OCC, and OHS recently announced a [Tribal Early Childhood Facilities Combined Application Guide](#). This guide aims to streamline application submission and review process for Tribal CCDF and Tribal Head Start programs that jointly apply to construct, renovate, or improve early childhood facilities. These applications may include facility construction to include staff housing that aligns with allowable activities noted in this IM.

Additional Resources to Support the Tribal Early Childhood Teachers, Home Visitors, and Staff

ACF published [guidance](#) for [CCDF administrators](#) and [Head Start programs](#) that strongly encourages leaders to invest in strategies to recruit and retain a strong, diverse early childhood workforce, including increasing staff compensation, strengthening early childhood professional development and career pathways, and continuing to be bold in strategies that align with their community needs and demonstrate the value of their work.

Questions

Please direct inquiries to the appropriate office:

- Contact the Regional Program Manager in the appropriate OCC Regional Office. Contact information for OCC regions can be found at <https://www.acf.hhs.gov/occ/resource/regional-child-care-program-managers>.
- Contact the OHS Region XI Program Office with any questions.
- Contact your Tribal MIECHV Federal Project Officer with any questions.

/Katie Hamm/

Katie Hamm
Deputy Assistant Secretary
Early Childhood Development

/Ruth Friedman/

Ruth Friedman
Director
Office of Child Care

/Khari M. Garvin/

Khari M. Garvin
Director
Office of Head Start

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-OHS-IM-24-06	2. Issuance Date: 11/07/2024
	3. Originating Office: Office of Head Start	
	4. Key Words: Child Incidents; Reporting; Health and Safety	

Information Memorandum

TO: All Head Start Grant Recipients

SUBJECT: Reporting Child Health and Safety Incidents

INFORMATION:

The Head Start Program Performance Standards (the Performance Standards) at [45 CFR §1302.102\(d\)\(1\)\(ii\)](#), updated on August 21, 2024, require programs to submit reports, as appropriate, to the responsible U.S. Department of Health and Human Services (HHS) official immediately, but no later than seven calendar days, following an incident. This includes reports of any significant incident that affects the health or safety of a child.

This Information Memorandum (IM) clarifies reporting requirements of 45 CFR §1302.102(d)(1)(ii–iii), including:

- The responsible HHS official to whom programs must report
- The reporting timeframe
- Consequences for failure to report during the given timeframe
- Circumstances under which the obligation to submit a report for significant incidents regarding the health and safety of children applies
- Examples of significant child health and safety incidents that must be reported to HHS and the Office of Head Start (OHS)

This IM supersedes ACF-IM-HS-22-07.

Reportable Incidents That Affect the Health and Safety of Children

Grant recipients are required to report all significant incidents that affect the health and safety of a child that occur in a Head Start setting where services are provided (e.g., playground, program-approved transportation, learning setting, bathroom, program-approved excursion, facility

parking lot), **and** involve either 1) a child who participates in a setting that receives Head Start funds **or** 2) a staff, contractor, or volunteer who participates in a setting that receives Head Start funds.

As illustrated in the table below, a reportable incident must meet the “Where” condition in the left column and at least one of the “Who” conditions in the right column.

WHERE		WHO
<p>Any setting where Head Start services are provided.</p> <p>Examples include a learning setting, bathroom, playground, facility parking lot, and program-approved transportation and excursions.</p>	AND	<p>A child that receives services fully or partially funded by a Head Start grant, or a child that participates in a classroom at least partially funded by a Head Start grant.</p>
		OR
		<p>A staff member, contractor, or volunteer that participates in either a Head Start program or classroom at least partially funded by a Head Start grant, regardless of whether the child involved receives Head Start services.</p>

The two examples below further illustrate the kinds of child health and safety incidents that must be reported.

Incident Example 1: An incident occurs on an elementary school playground that is used by a Head Start classroom on site. The incident involved a third-grade teacher using inappropriate discipline with a third-grade student, resulting in the student’s hospitalization. The third-grade teacher involved is not a Head Start volunteer and does not participate in the classroom in any way, nor is the teacher’s position funded by Head Start resources.

Determination: This incident does not require an incident report to OHS. The incident is considered significant, as it required the student to be hospitalized. The incident also met the conditions of the “Where” column, as it occurred in a setting where Head Start services are provided (i.e., the playground used by the Head Start program). However, it did not meet the conditions of the “Who” column, as neither the child nor the teacher involved participated in a program or classroom at least partially funded by a Head Start grant.

Incident Example 2: An incident occurs in a mixed-funded classroom where Head Start services are provided. The incident involved the assistant teacher using inappropriate discipline with a student in the classroom, resulting in the student’s hospitalization. The individual student involved is not funded by a Head Start grant.

Determination: This incident does require an incident report to OHS. The incident is considered significant, as it required the student to be hospitalized. The incident also met the conditions of the “Where” column, as it occurred in a setting where Head Start services are provided (i.e., a mixed-funded Head Start classroom). While the individual child involved is not funded by a Head Start grant, they participate in a classroom at least partially funded by a Head Start grant. Because the child participates in a classroom supported by Head Start resources, that is sufficient to meet the conditions of the “Who” column and would require an incident report to OHS

regardless of the funding source that provides the salary for the adult involved. Furthermore, in this case, the condition of the “Who” column is also met by the adult, as the assistant teacher is a staff member that participates in a classroom at least partially funded by a Head Start grant.

A Note on Mandated Reporting: Both example incidents above may require a mandated report to the state, local, or tribal child protective agency if the inappropriate discipline meets the definitions under the [Federal Child Abuse Prevention and Treatment Act](#). Programs should refer to their state, local, or tribal laws about mandated reporting of child abuse and neglect, including what their definition of abuse is, and use the more stringent definition to determine if a mandated report is warranted. Example 2 requires an incident report to OHS regardless of whether a mandated report is required. Example 1 does not require an incident report to OHS, even if a mandated report is required.

It is important for OHS to receive the appropriate incident reports as the incidents may have broader implications for all children served in the classroom or program. The IM appendix includes a graphic to help clarify the settings and participants that may result in a recipient submitting an incident report.

OHS outlines minimum expectations for reportable incidents that affect the health or safety of a child in 45 CFR §1302.102(d)(1)(iii). These examples are provided to support programs in understanding what OHS considers a “significant incident” that rises to the level of requiring an incident report.

It is not possible to provide an exhaustive list of significant incidents that affect children’s health and safety because OHS cannot predict all incidents that may occur in Head Start settings. However, OHS considers the following types of incidents to require submission of a report. These illustrative examples are designed to provide Head Start grant recipients with an understanding of the types of incidents that require reporting:

- **Any mandated reports regarding agency staff or volunteer compliance with federal, state, tribal, or local laws addressing child abuse and neglect or laws governing sex offenders.** OHS requires an incident report if a program becomes aware of a report of suspected child abuse and neglect to child protective services or law enforcement agencies that identified agency staff or volunteers as a potential perpetrator. Mandated reporting of confirmed or suspected child abuse and neglect in other cases, such as by a parent or caregiver not funded by a Head Start grant in the child’s home, does not need to be reported to OHS.
- **Suspected or known maltreatment or endangerment of a child by staff, consultants, contractors, and volunteers.** Definitions and examples of what OHS considers behaviors that have potential to maltreat or endanger a child are provided under 45 CFR §1302.90(c)(1)(ii).
 - *Corporal punishment or physically abusive behavior* is defined as intentional use of physical force that results in, or has the potential to result in, physical injury. Examples may include, but are not limited to, hitting, kicking, shaking, biting, pushing, restraining, force feeding, or dragging.

- *Sexually abusive behavior* is defined as any completed or attempted sexual act, sexual contact, or exploitation. Examples may include, but are not limited to, behaviors such as inappropriate touching, inappropriate filming, or exposing a child to other sexual activities.
 - *Emotionally harmful or abusive behavior* is defined as behaviors that harm a child’s self-worth or emotional well-being. Examples may include, but are not limited to, using seclusion, exposing a child to public or private humiliation, or name calling, shaming, intimidating, or threatening a child.
 - *Neglectful behavior* is defined as the failure to meet a child’s basic physical and emotional needs, including access to food, education, medical care, appropriate supervision by an adequate caregiver, and safe physical and emotional environments. Examples may include, but are not limited to, leaving a child unattended on a bus, withholding food as punishment, or refusing to change soiled diapers as punishment.
- **Serious harm or injury of a child resulting from lack of preventative maintenance** of a Head Start facility (e.g., in a classroom, bathroom, on a playground), bus, or other approved program transportation.

Serious injuries require immediate professional medical attention, such as hospitalization, including for example:

- Broken bones
 - Severe sprains
 - Chipped or cracked teeth
 - Head trauma
 - Deep cuts
 - Contusions or lacerations
 - Animal bites
- **Serious harm, injury, or endangerment of a child resulting from lack of supervision** while in the care or under the supervision of program staff. Lack of supervision includes leaving a child alone and unattended anywhere on the grounds of a Head Start facility (e.g., in a classroom, bathroom, on a playground), as well as outside the facility in a parking lot, on a nearby street, or on a bus or another program-approved transportation or excursion while under the care of the Head Start program.

As stated above, serious injuries require immediate professional medical attention. This update to the Performance Standards represents a change from the prior policy of reporting all instances when a child has been unsupervised for any length of time. Instead, the requirement is that programs report any incident in which there has been serious harm, injury, or endangerment resulting from the lack of supervision.

Endangerment involves conduct that puts children at reasonable risk of harm and can be considered similar to [supervisory neglect](#) or failure to supervise. Examples of endangerment can include, but are not limited to:

- Leaving children in situations where they have access to dangerous chemicals or toxins, choking hazards, or life-threatening substances
- Unsupervised or unrestricted exposure to vehicular traffic, extreme temperatures, risk of drowning, or risk of leaving the facility alone
- Leaving children alone with access to unknown or unauthorized adults
- Leaving a child unsupervised such that their basic needs are not met
- Knowingly failing to protect a child from maltreatment perpetrated by another caregiver in the program

When determining whether lack of supervision resulted in endangerment, programs should examine each situation on a case-by-case basis and consider factors such as:

- The child's age and developmental needs
- Length of time the child was left unsupervised
- Inherent dangers of the child's unsupervised environment

This policy requires programs to conduct thorough assessments of risk based on the potential harm to children. Programs should be able to demonstrate how they made their determination considering all relevant factors including those described above.

- **Unauthorized release of a child** from a Head Start facility, bus, or other approved program transportation to a person without the permission or authorization of a parent or legal guardian and whose identity had not been verified by photo identification.

“Responsible HHS Official” to Whom Programs Submit Incident Reports

For reporting significant incidents regarding the health and safety of children in settings where Head Start services are provided, the responsible HHS official is the program specialist assigned to the grant or any OHS regional leadership official. OHS regional leadership officials include supervisory program specialists, regional program managers, and regional program directors.

This individual or individuals are referred to as “the responsible HHS official” throughout this IM for ease of reference. It may also be necessary for programs to report these occurrences to other local, state, or tribal entities as required by applicable laws, such as child protective services, law enforcement, or child care licensing agencies.

Incident Reporting Timeframe and Compliance

Programs are required to submit all incident reports, as appropriate, to the responsible HHS official immediately, but no later than seven calendar days following the incident (45 CFR §1302.102(d)(1)(ii)). This timeline must be met regardless of investigations by other entities

such as relevant local, state, tribal, or federal law enforcement. The Appendix includes an illustration of the required reporting timeline.

OHS notes that state, local, and tribal reporting requirements to child welfare agencies are not a substitute for reporting to OHS and programs should not wait to learn the outcome of reports to state, local, or tribal entities before reporting to OHS. Generally, these entities are investigating whether a violation of state or local law occurred, whereas OHS's responsibility is to provide oversight with regard to the Head Start Program Performance Standards. However, programs are encouraged to indicate that an investigation or adjudication is underway when they submit an incident report to OHS.

The required reporting timeframe begins when someone in a program — including any program staff, contractors, or volunteers, including those at a delegate agency of a Head Start grant recipient — learns that an incident occurred or learns of an allegation that an incident occurred. To ensure consistency in implementing this requirement, OHS recognizes the day a program (agency, delegate agency, or partner of a Head Start grant recipient) learns of an incident as “Day 0,” with reporting to the responsible HHS official required no later than seven calendar days following the incident. If a program reports an incident to OHS on or after “Day 8,” the program will not be in compliance with this requirement.

To ensure programs report significant incidents regarding the health and safety of children to their assigned program specialist or OHS regional leadership official, OHS reviews publicly available information and reports from the grant period. If OHS discovers that a program failed to report a significant incident for which a report was required within the required timeframe, the program is subject to receiving a monitoring finding, which may include a deficiency determination.

Information Required in Incident Reports

OHS understands that, in some circumstances, a program may not have all the information at the time an incident is reported. Even still, the priority is to inform OHS of what is known in accordance with the reporting timeframe. Programs are encouraged to update the responsible HHS official with additional information as it becomes available. For example, in the case of ongoing investigations or pending adjudication by other authorities such as local, state, tribal, or federal law enforcement, programs should deliver status changes or determinations related to the incident as permitted.

Programs should not provide OHS with information that could interfere with their compliance with other legal requirements pertaining to confidential or sensitive information, such as requirements pertaining protected health information or direct indicators of personally identifiable information of children.

Next Steps

OHS and Head Start programs share the goal of providing a safe environment where children learn and grow. Promoting health and safety and preventing significant incidents in Head Start programs is everyone's responsibility.

We encourage program leadership and staff to complete freely available online training and professional development courses on the Office of Head Start's [Individualized Professional Development \(iPD\) Portfolio](#). Although these courses are not necessarily specific to OHS incident reporting requirements, they support programs in promoting child safety and preventing significant incidents:

- The [iLookOut for Child Abuse: A Mandated Reporter Training for Head Start Staff](#) course focuses on protecting child safety and preventing and identifying child abuse and neglect in accordance with federal requirements for reporting to child protective services or law enforcement agencies. The course is available in English and Spanish.
- [Preventing Injuries in Early Childhood Programs](#) is a two-part course that will help you make your early childhood program a safe place for children to grow, learn, and explore.
- [Active Supervision in Early Childhood Programs](#) is a two-part course that will help you learn and implement the six strategies of active supervision.

OHS is committed to continuous quality improvement and will continue to provide support and guidance in preventing incidents that jeopardize children's health and safety. If you have any questions regarding this IM, please contact your Regional Office.

By working together to prevent, swiftly identify, report, and correct health and safety incidents, we can better support child health and well-being in Head Start programs. Thank you for your work on behalf of children and families.

/ Khari M. Garvin /

Khari M. Garvin
Director
Office of Head Start

Appendix

Figure 1. Incidents Reporting (The Where and the Who)

Figure 1 illustrates the conditions that determine whether a significant incident that affects the health or safety of a child is required to be reported to OHS.



Figure 2. Significant Health and Safety Incidents

Figure 2 illustrates a decision tree that can be used when determining whether an incident requires an incident report to OHS.

SIGNIFICANT HEALTH AND SAFETY INCIDENTS

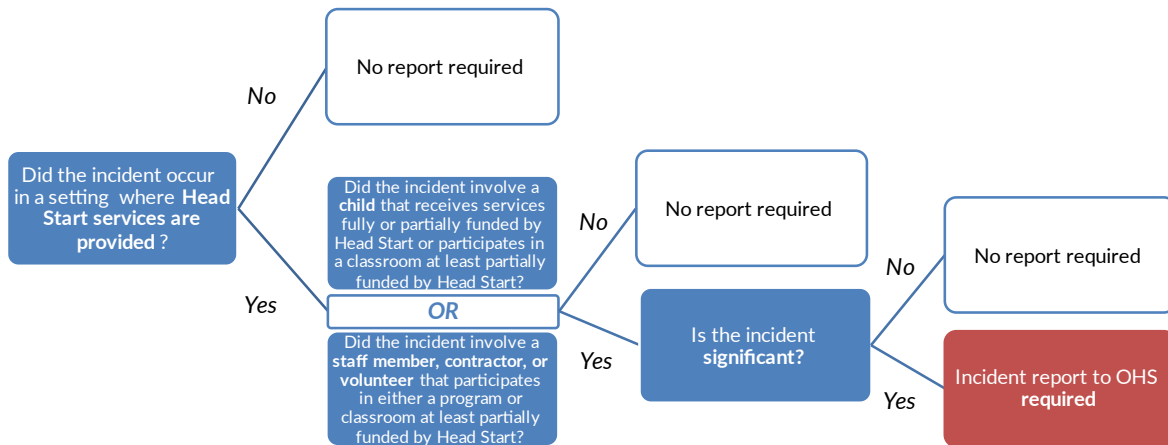


Figure 3. Reporting Timeline Requirements

Figure 3 illustrates the OHS incident reporting timeline requirements. Programs should report incidents to OHS immediately, but no later than seven calendar days following a health or safety incident.

The example illustration shows that the reporting timeline begins on Day 0, or the day of the incident, which is Tuesday the 12th. The last day to report the incident to OHS is on Day 7, which is Tuesday the 19th. On Wednesday the 20th, the report would be considered overdue.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
10	11	12	13	14	15	16
		Day 0 Reporting timeline begins	●	●	●	●
17	18	19	20	21	22	23
●	●	Day 7 Last day to report to OHS	Report Overdue			

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	1. Log No. ACF-OHS-IM-24-07	2. Issuance Date: 11/08/2024
	3. Originating Office: Office of Head Start	
	4. Key Words: Monitoring; FY 2025; CLASS [®]	

INFORMATION MEMORANDUM

TO: All Head Start Recipients

SUBJECT: Fiscal Year 2025 Monitoring Process for Head Start Recipients

INFORMATION:

[Section 641A](#) of the Improving Head Start for School Readiness Act of 2007 (the Act) requires the Office of Head Start (OHS) to implement ongoing monitoring of all programs receiving federal funds.

This Information Memorandum (IM) outlines the OHS monitoring process for fiscal year 2025 (FY25). It describes the types of monitoring reviews that recipients may experience, highlighting Focus Area 1 (FA1), Focus Area 2 (FA2), Classroom Assessment Scoring System (CLASS[®]), Risk Assessment Notification (RAN), and unannounced reviews.

This IM supersedes ACF-OHS-IM-24-02 with updates to the FY25 monitoring implementation format.

FY25 Monitoring Review Types and Start Dates

Review Type*	FY25 Implementation Format	Start Date
FA1	FA1 reviews are conducted through a virtual format.	December 2024
FA2	FA2 reviews are conducted through on-site monitoring.	December 2024
CLASS [®]	CLASS reviews are conducted again this year using either self-recorded videos or on-site formats.	October 2024
Follow-up Reviews	Follow-up reviews are conducted either virtually or on site.	Start dates will coincide with the end of the corrective action period.
RAN	RAN reviews are conducted through a virtual format.	As needed

Other Special reviews may be conducted at any time, on site or virtually, without notice. As needed

** Monitoring reviews may be conducted with or without prior notification to the recipient. OHS reserves the right to conduct unannounced reviews at any time.*

FA1 Reviews

The FA1 review is an opportunity for recipients to describe their approach and plan for providing high-quality services to children and families. It typically occurs in the first or second year of the grant period. This focus area determines if programs are meeting the requirements of the Head Start Program Performance Standards (the Performance Standards), Uniform Guidance, and Head Start Act. The FA1 informs OHS' understanding of each recipient's foundation for program services — staffing structure, program design and governance, education, health and family services, and fiscal infrastructure. The FA1 review also allows OHS to assist recipients in fulfilling application commitments, provide resources to address any identified issues, and support recipients in reaching their goals.

FA2 Reviews

The FA2 review is an opportunity for recipients to demonstrate their implementation of high-quality services to children and families that meet Head Start requirements. It typically occurs in the third or fourth year of a grant period. This focus area broadens OHS' understanding of each recipient's performance and determines if programs are meeting the requirements of the Performance Standards, Uniform Guidance, and Head Start Act.

CLASS® Reviews

Section 641A(c)(2)(F) of the Act requires OHS to assess the quality of teacher–child interactions using a valid and reliable observation measure. For the upcoming FY25 monitoring year, OHS will continue to use the 2008 edition of the Classroom Assessment Scoring System (CLASS®) Pre-K Teacher–Child Observation Instrument. Scores from CLASS observations will count toward Designation Renewal System (DRS) determinations using the competitive thresholds established in the [Final Rule on DRS Changes](#).

For FY25, recipients that are scheduled for a CLASS monitoring review will have the option to self-record and submit their own videos (Video Review) or request a traditional on-site review with certified CLASS observers (On-site Review).

American Indian and Alaska Native (AIAN) Head Start programs have the option to do a self-review for the CLASS. OHS will transmit a letter to AIAN grant recipients with additional information on this option.

All recipients will have the opportunity to attend information sessions specifically developed to discuss FY25 CLASS options, including a group of sessions convened specifically for American Indian and Alaska Native recipients.

RAN Reviews

OHS conducts Risk Assessment Notification reviews, as necessary, to address child health and safety incidents. They are initiated when OHS needs to gather more information about significant incidents affecting program participants' health and safety. These reviews have a specific focus on abuse, neglect, inappropriate conduct, inadequate supervision, or unauthorized releases in Head Start programs.

RAN reviews:

- Ensure prompt and accurate reporting of serious incidents
- Investigate contributing program or management factors
- Communicate necessary corrective actions
- Provide feedback to improve program management and prevent future incidents

Other Reviews

Special reviews are conducted, as needed, to explore concerns outside of the typical FA1 or FA2 schedule. OHS reserves the right to conduct unannounced reviews at any time.

Scheduling

Each year, recipients are required to submit an accurate calendar of availability, which is used to schedule monitoring reviews. The availability calendar also gives recipients a way to inform OHS as to when their program is not operational and when children are not in session. Recipients should immediately update their calendars as changes in program availability occur. Please note that OHS has very limited capacity to accommodate requests to reschedule reviews and can only do so under exceptional circumstances.

Monitoring reviews can also be conducted with or without prior notification to the recipient that it will take place.

Communications

Recipients scheduled to receive a monitoring review in FY25 will receive a notification letter 45 calendar days before the start of the event. They can also expect a planning call with their assigned coordinator to discuss their review. During the initial call, recipients should share their program's current service delivery options. OHS Review Reports are typically issued within 60 calendar days of the monitoring review.

If you have any questions regarding the FY25 monitoring season, please contact your regional office.

Thank you for the work you do on behalf of children and families.

Sincerely,

/Khari M. Garvin/

Khari M. Garvin
Director
Office of Head Start

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-OHS-PI-24-06	2. Issuance Date: 10/31/2024
	3. Originating Office: Office of Head Start	
	4. Key Words: Head Start Workforce; Wages; Benefits; Mental Health; Quality Improvement	

PROGRAM INSTRUCTION

TO: All Head Start Preschool and Early Head Start Grant Recipients

SUBJECT: Final Rule on Supporting the Head Start Workforce and Consistent Quality Programming – Technical Updates

INFORMATION:

On August 21, 2024, the Administration for Children and Families (ACF) published a final rule in the Federal Register, [Supporting the Head Start Workforce and Consistent Quality Programming](#). The rule updates the Head Start Program Performance Standards (the Performance Standards) to increase support and stability for the Head Start workforce. The changes also improve the quality of services Head Start programs provide to children and families.

This Program Instruction (PI) notes a few technical updates to [ACF-OHS-PI-24-05](#), which summarizes the final rule and outlines changes to the Performance Standards. These technical updates are minor corrections for typographic errors or omissions that do not substantively change the policies described in the final rule.

First, this PI clarifies that the final rule effective date was incorrectly listed as the date of publication, August 21, 2024. The effective date should have been October 21, 2024, to comply with the 60-day delay required by the Congressional Review Act.

The notification regarding the effective date does not change any of the compliance dates specified in the rule. Grant recipients may still implement new flexibilities starting from the date of publication, August 21, 2024. This includes the provision that allows programs to adjust a family’s gross income to account for excessive housing costs for the purposes of determining eligibility for Head Start services ([45 CFR §1302.12\(i\)\(1\)\(ii\)](#)), as well as those related to qualification requirements for mental health consultants ([45 CFR §1302.91\(e\)\(8\)\(ii\)](#)) and the annual update to the community assessment ([45 CFR §1302.11\(b\)\(5\)](#)). Programs were able to start using this flexibility from the beginning of the current 2024–2025 program year and this remains unchanged.

This PI also notes two other technical updates to the regulatory text. The final rule inadvertently included an incorrect citation in the requirements for family partnership services, and left out the August 1, 2028, compliance date for staff benefit requirements. A formal correction for both of these issues was published in the [Federal Register](#) on October 31, 2024.

OHS will continue to provide [direction, guidance, and resources](#) that support Head Start programs to understand and implement changes to the Performance Standards.

Thank you for the work you do on behalf of children and families.

Sincerely,

/ Khari M. Garvin /

Khari M. Garvin
Director
Office of Head Start

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-OHS-PI-24-07	2. Issuance Date: 11/06/2024
	3. Originating Office: Office of Head Start	
	4. Key Words: Classroom Assessment Scoring System (CLASS®); Designation Renewal System (DRS); Head Start Program Performance Standards; Competition	

PROGRAM INSTRUCTION

TO: All Head Start Preschool and Early Head Start Grant Recipients

SUBJECT: Final Rule to Delay Effective Date for Increasing the CLASS® Instructional Support Domain Competitive Threshold

INSTRUCTION:

On November 6, 2024, the Administration for Children and Families (ACF) published a final rule in the [Federal Register](#) that delays the effective date for increasing the competitive threshold of the Classroom Assessment Scoring System (CLASS®) Instructional Support domain. The CLASS competitive threshold is one condition used to determine whether a Head Start agency will be subject to an open competition under the Designation Renewal System (DRS).

The effective date in the Head Start Program Performance Standards (the Performance Standards) that raises the CLASS Instructional Support competitive threshold from 2.3 to 2.5 was August 1, 2025. **This final rule officially delays the effective date to August 1, 2027.**

Background

On August 27, 2020, ACF published a final rule on DRS changes to improve how the Office of Head Start (OHS) determines whether a Head Start agency will be subject to an open competition to receive another five-year grant. Among other policy changes, this rule established a new competitive threshold for the CLASS Instructional Support domain, one of the seven conditions requiring a Head Start program to enter open competition. The established competitive threshold for the Instructional Support domain was 2.3, and was set to increase to 2.5 on August 1, 2025.

The graduated approach established by the 2020 final rule was designed to allow sufficient time for grant recipients to make necessary quality improvements. However, the unexpected pause in CLASS observations due to the COVID-19 pandemic shortened the five-year implementation time frame to less than two years. The fiscal year 2024 OHS monitoring cycle (2023–2024) was the first time the 2.3 competitive threshold for Instructional Support was fully implemented.

OHS is publishing this final rule to allow programs ample time before the increased 2.5 competitive threshold goes into effect.

This decision to delay the Instructional Support competitive threshold increase is also based on OHS' anticipated timeline for adopting CLASS 2nd Edition. In 2022, the developer introduced an updated CLASS tool which requires training, technical assistance, and certification procedures for both OHS and Head Start grant recipients. OHS will ensure necessary systems and supports are in place before its monitoring system implements the updated version.

Additionally, the August 2024 publication of the [Supporting the Head Start Workforce and Consistent Quality Programming](#) final rule in the Federal Register changed many requirements in the Performance Standards. Delaying the CLASS Instructional Support competitive threshold increase will allow Head Start programs the time and attention they need to implement the revised Performance Standards.

Please contact your Regional Office with any questions about the extension of the CLASS Instructional Support competitive threshold increase.

Thank you for the work you do on behalf of children and families.

Sincerely,

/ Khari M. Garvin /

Khari M. Garvin
Director
Office of Head Start



Preschool Services Department Administration

2023-2024 PSD PIR Summary

Head Start

Enrollment	
Funded	2,134
Cumulative	1,504
Primary Type of Eligibility	
Public assistance such as TANF, SSI, and SNAP	786
Foster care	111
Homeless	184
Staff	
Total staff for Head Start program	607
Of the total staff, the number who are current or former Head Start parents	148
Health Insurance	
Number of children with health insurance at enrollment	1,491
Number of children with health insurance at end of enrollment year	1,495
Accessible Health Care—Children	
Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	
At enrollment	1,380
At end of enrollment	1,414
Medical Services—Children	
Number of all children who are up-to-date on a schedule of age-appropriate preventative and primary health care, according to the relevant state's EPSDT schedule for well child care	
At enrollment	1,197
At end of enrollment	1,226
Accessible Dental Care—Children	
Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	
At enrollment	1,236
At end of enrollment year	1,296
Disability Services	
Number of children enrolled in the program who have an Individualized Family Service Plan (IFSP), at any time during the enrollment year, indicating they have been determined eligible by the Part C agency to received early intervention services under the Individuals with Disabilities Education Act (IDEA)	198
Number of Families	
Number of two-parent families	534
Number of single-parent families	854

Employment	
Total number of families in which at least one parent/guardian is employed, in job training, or in school <i>at enrollment</i>	940
Total number of families in which at least one parent/guardian is employed, in job training, or in school <i>at end of enrollment</i>	922
Total number of families in which neither/No parent/guardian is employed, in a job training, or school <i>at enrollment</i> (e.g. unemployed, retired, or disabled)	432
Total number of families in which neither/No parent/guardian is employed, in job training, or in school <i>at end of enrollment</i> (e.g. unemployed, retired, or disabled)	422
Family Services	
Number of families received at least one of the services such as emergency/crisis intervention, housing assistance, mental health services, job training, etc. to promote family outcomes	680
Father Engagement	
Number of fathers/father figures who were engaged in the following activities during this program year	
Involvement in child's Head Start child development experience (e.g. home visits, parent-teacher conferences, etc.)	357
Head Start program governance, such as participation in the Policy Council or policy committees	43
Parenting education workshops	90
Homelessness Services	
Total number of families experiencing homelessness that were served during the enrollment year	153
Total number of children experiencing homelessness that were served during the enrollment year	161
Total number of families experiencing homelessness that acquired housing during the enrollment year	31
Foster Care and Child Welfare	
Total number of enrolled children who were in foster care at any point during the program year	118
Total number of enrolled children who were referred to Head Start/Early Head Start services by child welfare agency	8



Preschool Services Department Administration

2023-2024 PSD PIR Summary

Early Head Start and Early Head Start Child Care Partnership Combined

Enrollment	
Funded	550
Cumulative (Includes 13 pregnant women)	552
Primary Type of Eligibility	
Public assistance such as TANF, SSI, and SNAP	252
Foster care	68
Homeless	50
Staff	
Total staff for Head Start program	109
Of the total staff, the number who are current or former Head Start parents	20
Health Insurance	
Number of children with health insurance at enrollment	534
Number of children with health insurance at end of enrollment year	535
Accessible Health Care—Children	
Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	
At enrollment	440
At end of enrollment	458
Medical Services—Children	
Number of all children who are up-to-date on a schedule of age-appropriate preventative and primary health care, according to the relevant state's EPSDT schedule for well child care	
At enrollment	2
At end of enrollment	179
Accessible Dental Care—Children	
Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	
At enrollment	310
At end of enrollment year	352
Disability Services	
Number of children enrolled in the program who have an Individualized Family Service Plan (IFSP), at any time during the enrollment year, indicating they have been determined eligible by the Part C agency to received early intervention services under the Individuals with Disabilities Education Act (IDEA)	60
Number of Families	
Number of two-parent families	178
Number of single-parent families	305

Employment	
Total number of families in which at least one parent/guardian is employed, in job training, or in school <i>at enrollment</i>	342
Total number of families in which at least one parent/guardian is employed, in job training, or in school <i>at end of enrollment</i>	340
Total number of families in which neither/No parent/guardian is employed, in a job training, or school <i>at enrollment</i> (e.g. unemployed, retired, or disabled)	136
Total number of families in which neither/No parent/guardian is employed, in job training, or in school <i>at end of enrollment</i> (e.g. unemployed, retired, or disabled)	127
Family Services	
Number of families received at least one of the services such as emergency/crisis intervention, housing assistance, mental health services, job training, etc. to promote family outcomes	96
Father Engagement	
Number of fathers/father figures who were engaged in the following activities during this program year	
Involvement in child's Head Start child development experience (e.g. home visits, parent-teacher conferences, etc.)	77
Head Start program governance, such as participation in the Policy Council or policy committees	10
Parenting education workshops	35
Homelessness Services	
Total number of families experiencing homelessness that were served during the enrollment year	37
Total number of children experiencing homelessness that were served during the enrollment year	38
Total number of families experiencing homelessness that acquired housing during the enrollment year	5
Foster Care and Child Welfare	
Total number of enrolled children who were in foster care at any point during the program year	72
Total number of enrolled children who were referred to Head Start/Early Head Start services by child welfare agency	6



Preschool Services Department Administration

2023-2024 Easter Seals PIR Summary

Head Start

Enrollment	
Funded	307
Cumulative	273
Primary Type of Eligibility	
Public assistance such as TANF, SSI, and SNAP	48
Foster care	8
Homeless	35
Staff	
Total staff for Head Start program	50
Of the total staff, the number who are current or former Head Start parents	2
Health Insurance	
Number of children with health insurance at enrollment	268
Number of children with health insurance at end of enrollment year	268
Accessible Health Care—Children	
Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	
At enrollment	268
At end of enrollment	268
Medical Services—Children	
Number of all children who are up-to-date on a schedule of age-appropriate preventative and primary health care, according to the relevant state's EPSDT schedule for well child care	
At enrollment	120
At end of enrollment	167
Accessible Dental Care—Children	
Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	
At enrollment	266
At end of enrollment year	266
Disability Services	
Number of children enrolled in the program who have an Individualized Family Service Plan (IFSP), at any time during the enrollment year, indicating they have been determined eligible by the Part C agency to received early intervention services under the Individuals with Disabilities Education Act (IDEA)	61
Number of Families	
Number of two-parent families	63
Number of single-parent families	195

Employment	
Total number of families in which at least one parent/guardian is employed, in job training, or in school <i>at enrollment</i>	207
Total number of families in which at least one parent/guardian is employed, in job training, or in school <i>at end of enrollment</i>	190
Total number of families in which neither/No parent/guardian is employed, in a job training, or school <i>at enrollment</i> (e.g. unemployed, retired, or disabled)	48
Total number of families in which neither/No parent/guardian is employed, in job training, or in school <i>at end of enrollment</i> (e.g. unemployed, retired, or disabled)	39
Family Services	
Number of families received at least one of the services such as emergency/crisis intervention, housing assistance, mental health services, job training, etc. to promote family outcomes	235
Father Engagement	
Number of fathers/father figures who were engaged in the following activities during this program year	
Involvement in child's Head Start child development experience (e.g. home visits, parent-teacher conferences, etc.)	61
Head Start program governance, such as participation in the Policy Council or policy committees	4
Parenting education workshops	14
Homelessness Services	
Total number of families experiencing homelessness that were served during the enrollment year	25
Total number of children experiencing homelessness that were served during the enrollment year	27
Total number of families experiencing homelessness that acquired housing during the enrollment year	2
Foster Care and Child Welfare	
Total number of enrolled children who were in foster care at any point during the program year	8
Total number of enrolled children who were referred to Head Start/Early Head Start services by child welfare agency	1



Preschool Services Department Administration

2023-2024 Easter Seals PIR Summary

Early Head Start

Enrollment	
Funded	104
Cumulative	171
Primary Type of Eligibility	
Public assistance such as TANF, SSI, and SNAP	60
Foster care	8
Homeless	24
Staff	
Total staff for Head Start program	60
Of the total staff, the number who are current or former Head Start parents	4
Health Insurance	
Number of children with health insurance at enrollment	167
Number of children with health insurance at end of enrollment year	168
Accessible Health Care—Children	
Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	
At enrollment	170
At end of enrollment	170
Medical Services—Children	
Number of all children who are up-to-date on a schedule of age-appropriate preventative and primary health care, according to the relevant state's EPSDT schedule for well child care	
At enrollment	9
At end of enrollment	57
Accessible Dental Care—Children	
Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	
At enrollment	137
At end of enrollment year	136
Disability Services	
Number of children enrolled in the program who have an Individualized Family Service Plan (IFSP), at any time during the enrollment year, indicating they have been determined eligible by the Part C agency to received early intervention services under the Individuals with Disabilities Education Act (IDEA)	34
Number of Families	
Number of two-parent families	31
Number of single-parent families	130

Employment	
Total number of families in which at least one parent/guardian is employed, in job training, or in school <i>at enrollment</i>	115
Total number of families in which at least one parent/guardian is employed, in job training, or in school <i>at end of enrollment</i>	109
Total number of families in which neither/No parent/guardian is employed, in a job training, or school <i>at enrollment</i> (e.g. unemployed, retired, or disabled)	46
Total number of families in which neither/No parent/guardian is employed, in job training, or in school <i>at end of enrollment</i> (e.g. unemployed, retired, or disabled)	44
Family Services	
Number of families received at least one of the services such as emergency/crisis intervention, housing assistance, mental health services, job training, etc. to promote family outcomes	111
Father Engagement	
Number of fathers/father figures who were engaged in the following activities during this program year	
Involvement in child's Head Start child development experience (e.g. home visits, parent-teacher conferences, etc.)	44
Head Start program governance, such as participation in the Policy Council or policy committees	7
Parenting education workshops	7
Homelessness Services	
Total number of families experiencing homelessness that were served during the enrollment year	15
Total number of children experiencing homelessness that were served during the enrollment year	16
Total number of families experiencing homelessness that acquired housing during the enrollment year	1
Foster Care and Child Welfare	
Total number of enrolled children who were in foster care at any point during the program year	8
Total number of enrolled children who were referred to Head Start/Early Head Start services by child welfare agency	1



Preschool Services Department

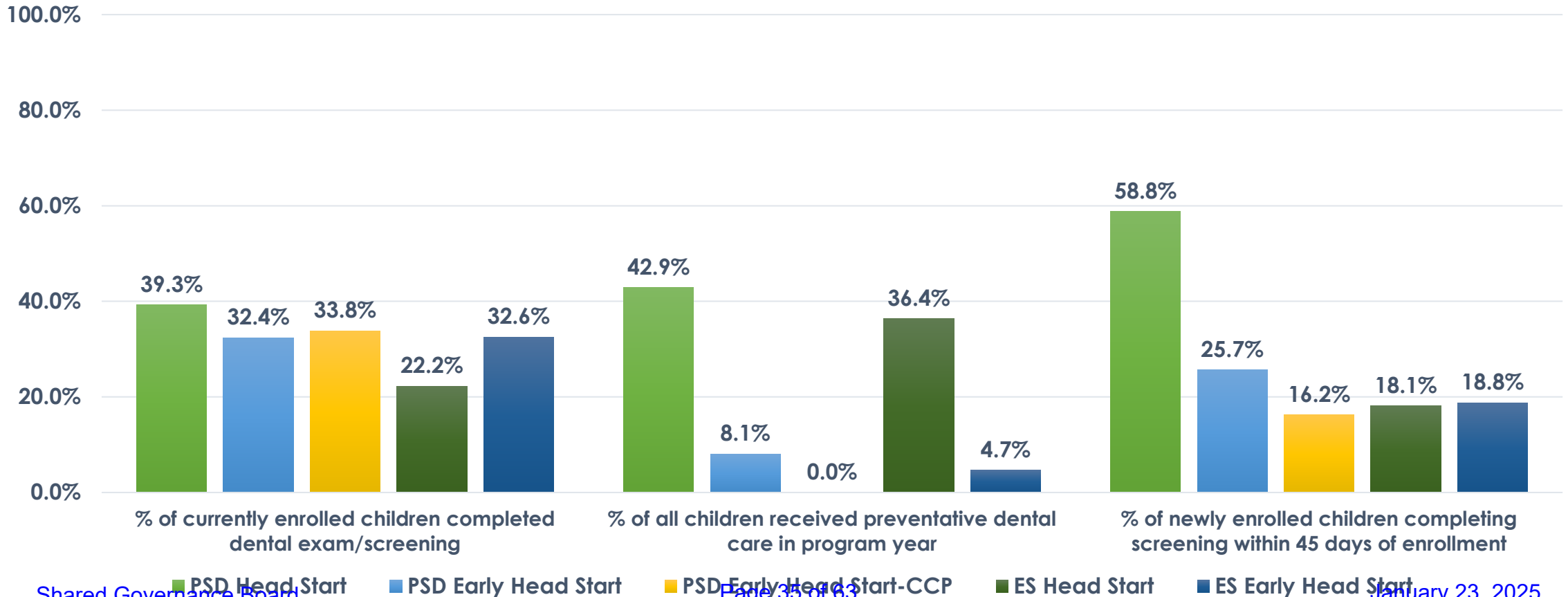
Program Information Report

For Policy Council

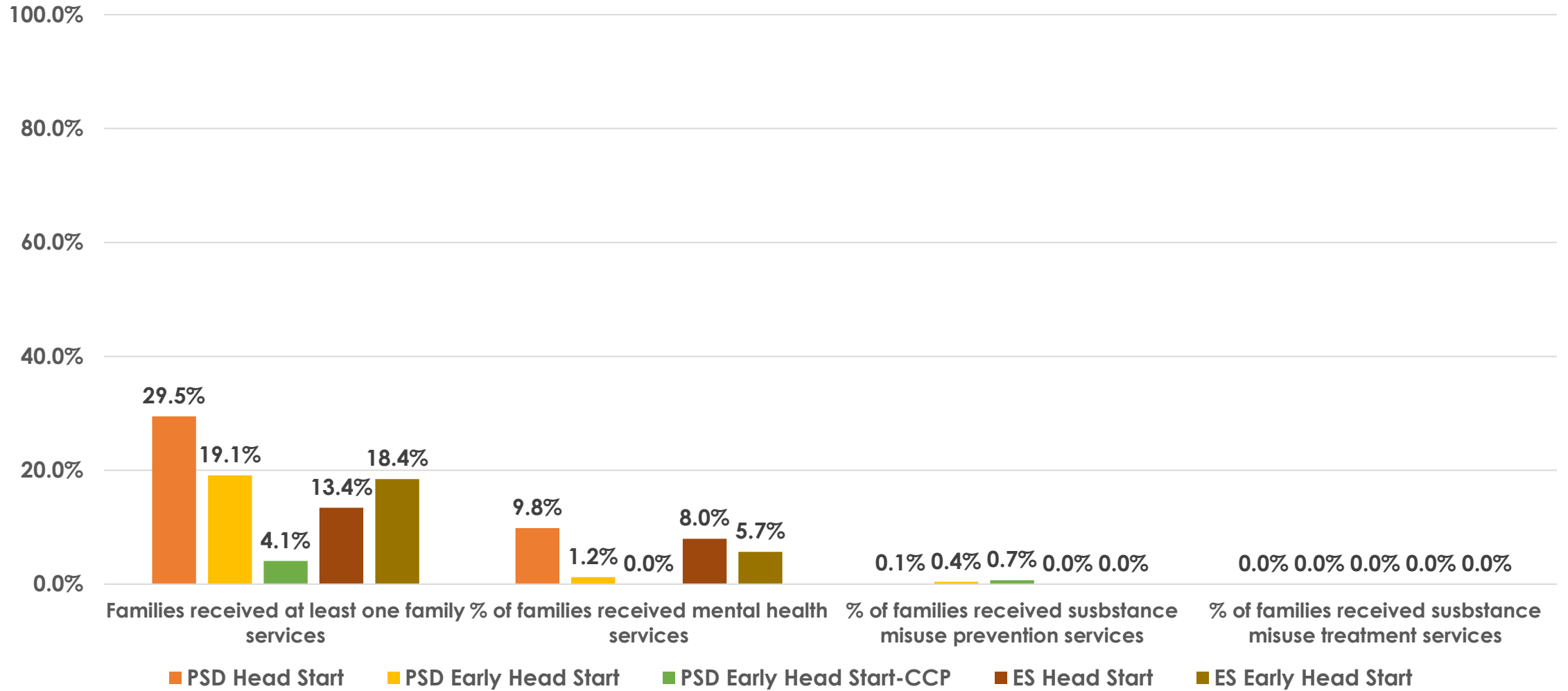
January 2025

All Data Below Collected from Child Plus Database on December 30, 2024

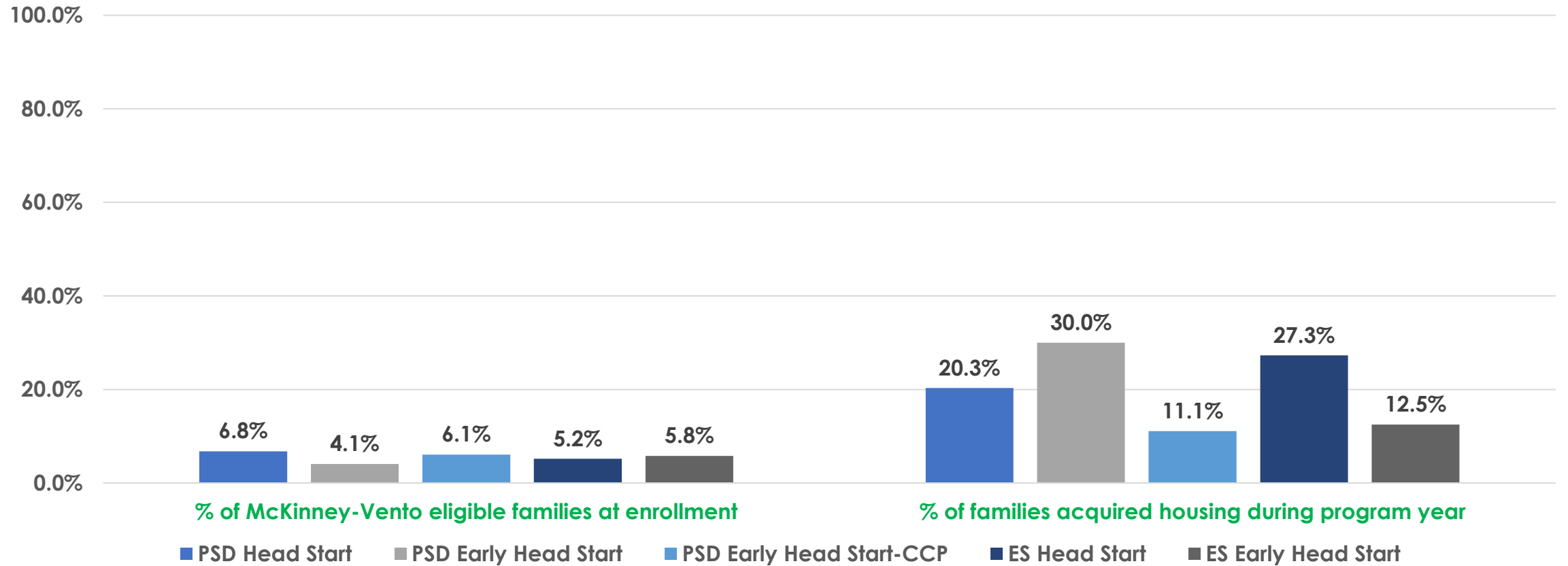
Dental Exams/Screenings, Dental Preventative Care, and 45-Day Screenings for Developmental, Sensory and Behavioral Concerns



Family Services



Homelessness Services



PSD Facilities Project Status Updates
December 2024

A. Work Order Status Last Month

Work Orders Categories	Work Orders Received
Received Tickets	156
Resolved Tickets	152
First Contact Resolution Rate	94.08%
Average First Response Time	1d 6h 41m 36s

B. Maintenance Projects Last Month

1. Fontana Citrus

*Painted exterior perimeter wrought iron fence and gates.

2. Ontario Maple

*Deep cleaned, washed and power washed entire site to include all three buildings.

3. Whitney Young

*Due to vandalism: Rekeyed all classrooms (modulars), gates and cleaned/repared playground areas and walkways.

C. CIP-Projects Status as of Last Month

Project	Descriptive Scope of Work	Estimated Cost	Status	1303 Applications Status
Admin Relocation	Purchase new facility.	\$ 15,761,920	CIP approved, developing Conceptual Plan and Improvement Specifications.	63%
Admin Renovations	Renovate for admin spaces and addition of child development center plus supporting spaces.	\$ 2,209,118	Developing CIP	50%
Victorville Anacapa Acquisition	Purchase existing site.	\$ 1,742,250	CIP approved, developing Conceptual Plan and Improvement Specifications	67%
Upland Site Relocation (St. Marks)	Lease new site with tenant improvements for (2) HS classrooms and (2) EHS classrooms	\$ 1,695,705	Project scope change.	
Whitney Young Lease Expansion	Expand interior leased area with tenant improvement for (2) EHS classrooms and (1) playground.	\$ 2,030,000	CIP submitted.	42%
Mill Center Playground Improvements	Replace existing playground surface with Pour & Play and turf. Install (3) shade structures. Paint new bike path. Add fencing.	\$ 459,313	CIP submitted.	N/A
Del Rosa Site Tenant Improvements	Tenant improvements for (4) classrooms and (2) children's restrooms.	\$ 624,900	Pre-construction	100%.
Easter Seals Upland	Demolition of vacated modular classrooms, backfill and grading of site.		Awaiting plan approval.	N/A
Yucca Valley Roof Replacement	Replace existing built-up roofing system with TPO roofing system.	\$ 349,078	CIP submitted.	N/A
(7) Playground Improvement Projects	Replace existing deteriorating shade structures on (7) playgrounds with new shade structures.	\$ 888,531	CIP's completed. Confirming scopes of work	N/A
Yucaipa Relocation	Relocate existing site to new leased location	\$ 4,237,728	CIP submitted.	46%

**County of San Bernardino Preschool Services Department Enrollment Report
December 2024**

Head Start Sites	HS Funded Slots	Enrolled	Vacancies < 30 Days	Total Vacancies	% Enrolled
Adelanto	31	16	1	15	52%
Apple Valley	46	46	0	0	100%
Arrowhead Grove	32	32	0	0	100%
Baker FLC	32	30	0	2	94%
Barstow Main	32	14	0	18	44%
CA-Colton Bloomington JUSD	32	32	0	0	100%
CA-Colton San Salvador JUSD	112	105	0	7	94%
CA-Needles USD	61	18	0	43	30%
Chino	45	42	1	3	93%
Crestline	15	15	0	0	100%
Cucamonga	43	29	0	14	67%
Del Rosa	32	32	1	0	100%
DA-Easter Seals Montclair	63	56	1	7	89%
DA-Easter Seals Ontario Haven	32	32	0	0	100%
DA-Easter Seals Ontario Mills	84	61	0	23	73%
DA-Easter Seals Ontario Phillips	64	64	0	0	100%
Fontana Citrus	48	46	0	2	96%
Hesperia	48	48	1	0	100%
Highland	32	32	0	0	100%
Las Terrazas	32	22	0	10	69%
Mill CDC	83	64	1	19	77%
Northgate	31	16	0	15	52%
Ontario Maple	16	16	0	0	100%
Redlands Valencia	14	14	0	0	100%
Rialto Eucalyptus	55	39	0	16	71%
Rialto Renaissance	64	29	0	35	45%
Rialto Willow	24	24	0	0	100%
San Bernardino Parks & Rec	30	14	0	16	47%
South Redlands	32	16	0	16	50%
Twenty Nine Palms	15	15	0	0	100%
Upland	32	32	0	0	100%
Victorville	46	32	1	14	70%
Westminster	28	27	1	1	96%
Whitney Young	32	32	0	0	100%
Yucaipa	31	30	1	1	97%
Yucca Valley	16	15	1	1	94%
Total	1465	1187	10	278	81%

Total Reserved Slots		0	
Toal Vacances 30 days or less		10	
End of Month Total Enrollment		1197	82%

**County of San Bernardino Preschool Services Department Enrollment Report
December 2024**

Early Head Start Sites	Funded Slots	Enrolled	Vacancies < 30 Day	Total Vacancies	% Enrolled
DA-Easter Seals Montclair (FD)	24	15	0	9	63%
DA-Easter Seals Ontario Haven	32	28	0	4	88%
DA-Easter Seals Ontario Mills	24	24	0	0	100%
DA-Easter Seals Ontario Phillips	16	11	0	5	69%
DA-Easter Seals Valley View (FD)	40	32	1	8	80%
Apple Valley EHS	34	18	2	16	53%
Barstow Main EHS	27	13	1	14	48%
CA-Fontana USD Admin EHS (FD)	24	22	1	2	92%
Chino EHS	26	24	2	2	92%
Fontana Citrus EHS	19	14	4	5	74%
Hesperia EHS (HB)	27	11	0	16	41%
Mill St (FD)	16	8	1	8	50%
Ontario Maple (FD)	24	8	0	16	33%
Rialto Eucalyptus (FD)	16	8	0	8	50%
South Redlands (HB)	20	20	0	0	100%
Victorville	24	16	1	8	67%
Whitney Young (FD)	8	7	0	1	0%
Yucaipa EHS (HB)	10	9	0	1	90%
Yucca Valley EHS	26	8	0	18	31%
Totals	437	296	13	141	68%

Indicates EHS Expansion Sites	Total Reserved Slots				
* Eight additional slots cannot be filled at this location	Total Vacancies 30 D	13			
	End of Month Total E	309			71%

**County of San Bernardino Preschool Services Department Enrollment Report
December 2024**

Early Head Start - CCP Sites	EHS CCP Funded Slots	Enrolled	Vacancies < 30	Total Vacancies	% Enrolled
Benavides Family	8	8	0	0	100%
Bennett Family	5	5	0	0	100%
Brown (Mayra) Family	3	3	0	0	100%
CA Bouchey FCC	4	3	0	1	75%
CA Gonzalez-Gannon FCC	3	2	0	1	67%
CA Lily Bug's CCC 01	1	1	0	0	100%
CA Lily Bug's CCC 02	4	2	1	2	50%
Campos Family	8	8	0	0	100%
Caring Hearts CDC 01	6	6	0	0	100%
Caring Hearts CDC 02	5	5	0	0	100%
CA Robinson's CCC	4	4	0	0	100%
Castellanos Family	6	6	0	0	100%
Contrereas Family	6	6	0	0	100%
Gore Family	1	1	0	0	100%
Griffin Family	3	3	0	0	100%
Guzman Family	5	5	0	0	100%
Harris Family	1	1	0	0	100%
Heartfelt Day Care 01	7	7	0	0	100%
Heartfelt Day Care 02	6	6	0	0	100%
Ivery FCC	3	3	0	0	100%
Johnson Family	6	6	0	0	100%
Lanre-Orepo Family	10	9	1	1	90%
Matheu Family	8	8	0	0	100%
Oak Tree Learning Center 01	2	2	0	0	100%
Oak Tree Learning Center 02	2	2	0	0	100%
Reyes Family	7	7	0	0	100%
Rodriguez (Cindy) FCC	5	5	0	0	100%
Wade Family	3	3	0	0	100%
Wallace Family	4	4	0	0	100%
Wright Family	4	4	0	0	100%
Zacarias Family	6	6	0	0	100%
Totals	146	141	2	5	97%

Total Reserved Slots	0		
Total Vacancies 30 Da	2		
End of Month Total Er	143		98%

2301 - Average Daily Attendance

Program Term: Head Start 2024-2025 | Preschool Services Department • All Classrooms | Report Dates: 12/01/2024 - 12/31/2024 | Attendance Status: Present - Present: Present Offsite - Neither: Best Interest Day - Neither: Absent - Absent: Excused - Present: Unexcused - Absent: Not Scheduled - Neither: No Class - Neither: Late Pickup - Present: Tardy and Late Pickup - Present | Enrollment Status: All | Flag/Group: Not Filtered | Program Option: All | Responsible Staff: All | Custom Filter: Not...

Preschool Services Department

	Attendance Records			Operating Days	ADA ¹	Funded Enrollment		Actual Enrollment	
	Present ⁵	Absent ⁶	Neither ⁷			Count	% Attendance	Count ²	% Attendance ³
Adelanto	275	12	0	18.00 (avg)	15.28	16	95.49%	15.94	95.82%
Apple Valley	693	24	0	15.67 (avg)	43.85	46	95.19%	45.35	96.65%
Arrowhead Grove	375	9	0	12.00 (avg)	31.25	32	97.66%	32.00	97.66%
Baker FLC	499	41	0	19.00 (avg)	26.31	32	82.07%	28.47	92.41%
Barstow	239	13	0	18.00 (avg)	13.28	16	82.99%	14.00	94.84%
CA-Colton Bloomington JUSD	256	0	0	8.00 (avg)	32.00	32	100.00%	32.00	100.00%
CA-Colton San Salvador JUSD	885	0	0	8.43 (avg)	104.75	112	93.75%	104.75	100.00%
CA-Needles USD	178	0	0	13.00 (avg)	14.00	21	67.42%	14.00	100.00%
Chino	499	1	7	12.00 (avg)	41.59	45	92.41%	41.67	99.80%
Crestline	180	0	0	12.00 (avg)	15.00	15	100.00%	15.00	100.00%
Cucamonga	347	0	1	12.00 (avg)	28.92	29	99.71%	28.92	100.00%
Del Rosa	369	12	0	12.00 (avg)	30.75	32	96.09%	31.75	96.85%
Fontana Citrus	608	29	0	14.00 (avg)	43.31	48	90.48%	45.08	95.45%
Hesperia	756	12	0	16.00 (avg)	47.33	48	98.44%	48.00	98.44%
Highland	397	0	0	12.50 (avg)	31.77	32	99.25%	31.77	100.00%
Las Terrazas	260	5	9	12.50 (avg)	20.86	32	65.00%	21.25	98.11%
Mill CDC	985	35	36	17.00 (avg)	59.38	67	88.50%	61.33	96.57%
Ontario Maple	288	0	0	18.00 (avg)	16.00	16	100.00%	16.00	100.00%
Redlands South	192	0	0	12.00 (avg)	16.00	16	100.00%	16.00	100.00%
Redlands-Valencia Grove	243	0	9	18.00 (avg)	13.50	14	96.43%	13.50	100.00%
Rialto Eucalyptus	575	0	0	14.00 (avg)	39.94	42	95.83%	39.94	100.00%
Rialto Renaissance	364	12	0	12.00 (avg)	30.33	32	94.79%	31.33	96.81%
Rialto Willow	428	0	4	18.00 (avg)	23.78	24	99.07%	23.78	100.00%
S.B. Parks & Rec	167	1	0	12.00 (avg)	13.92	15	92.78%	14.00	99.40%
Twenty-Nine Palms	180	0	0	12.00 (avg)	15.00	15	100.00%	15.00	100.00%
Upland	376	4	3	12.00 (avg)	31.34	32	97.92%	31.67	98.95%
Victorville	532	38	0	18.00 (avg)	29.55	32	92.36%	31.66	93.33%
Victorville Northgate	294	8	0	19.00 (avg)	15.47	16	96.71%	15.89	97.35%
Westminster	332	4	0	12.00 (avg)	27.67	28	98.81%	28.00	98.81%
Whitney Young	342	1	0	11.50 (avg)	29.68	32	92.93%	29.76	99.71%
Yucaipa	352	18	0	12.00 (avg)	29.33	31	94.62%	30.83	95.14%
Yucca Valley	169	12	0	12.00 (avg)	14.08	16	88.02%	15.08	93.37%
Preschool Services Department	12,635	291	69	13.48 (avg)	945.22	1,016	92.87%	963.72	97.75%
Report Totals	12,635	291	69	13.48 (avg)	945.22	1,016	92.87%	963.72	97.75%

1. ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.
2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days
3. Percent Attendance is the Present count divided by the sum of Present and Absent Count
4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.
5. Statuses counted as Present: Present(P), Excused(E), Late Pickup(LP), Tardy and Late Pickup(TLP)
6. Statuses counted as Absent: Absent(A), Unexcused(U)
7. Statuses counted as Neither: Not Scheduled (N), No Class (-)

2301 - Average Daily Attendance

Program Term: EHS 2024-2025 | Preschool Services Department • All Classrooms | Report Dates: 12/01/2024 - 12/31/2024 | Attendance Status: Present - Present: Present Offsite - Neither: Best Interest Day - Neither: Absent - Absent: Excused - Present: Unexcused - Absent: Not Scheduled - Neither: No Class - Neither: Late Pickup - Present: Tardy and Late Pickup - Present | Enrollment Status: All | Flag/Group: Not Filtered | Program Option: All | Responsible Staff: All | Custom Filter: Not Filtered ...

Preschool Services Department

	Attendance Records			Operating Days	ADA ¹	Funded Enrollment		Actual Enrollment	
	Present ⁵	Absent ⁶	Neither ⁷			Count ²	% Attendance	Count ²	% Attendance ³
Apple Valley EHS	182	15	145	19.00 (avg)	9.58	18	53.22%	10.37	92.39%
Barstow EHS	126	24	115	19.00 (avg)	6.63	19	34.90%	7.89	84.00%
CA-Fontana USD Admin EHS	337	7	0	15.00 (avg)	22.46	24	93.61%	22.93	97.97%
Chino EHS	320	0	143	19.00 (avg)	16.84	26	64.78%	16.84	100.00%
Fontana Citrus EHS	137	16	152	19.00 (avg)	7.21	19	37.95%	8.05	89.54%
Hesperia EHS	37	0	167	19.00 (avg)	1.95	11	17.70%	1.95	100.00%
Mill CDC EHS	151	0	0	19.00 (avg)	7.95	8	99.34%	7.95	100.00%
Ontario Maple EHS	141	11	0	19.00 (avg)	7.42	8	92.76%	8.00	92.76%
Redlands South EHS	61	3	305	19.00 (avg)	3.21	20	16.05%	3.37	95.31%
Rialto Eucalyptus EHS	152	0	0	19.00 (avg)	8.00	8	100.00%	8.00	100.00%
Victorville EHS	265	33	0	19.00 (avg)	13.95	16	87.17%	15.68	88.93%
Whitney Young EHS	96	0	0	14.00 (avg)	6.86	8	85.71%	6.86	100.00%
Yucaipa EHS	36	0	145	19.00 (avg)	1.89	10	18.95%	1.89	100.00%
Yucca Valley EHS	146	6	1	19.00 (avg)	7.68	18	42.69%	8.00	96.05%
Preschool Services Department	2,187	115	1,173	18.29 (avg)	121.63	213	55.92%	127.78	95.00%
Report Totals	2,187	115	1,173	18.29 (avg)	121.63	213	55.92%	127.78	95.00%

1. ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.
2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days
3. Percent Attendance is the Present count divided by the sum of Present and Absent Count
4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.
5. Statuses counted as Present: Present(P), Excused(E), Late Pickup(LP), Tardy and Late Pickup(TLP)
6. Statuses counted as Absent: Absent(A), Unexcused(U)
7. Statuses counted as Neither: Not Scheduled (N), No Class (-)

2301 - Average Daily Attendance

Program Term: EHS CCP 2024-2025 | Preschool Services Department • All Classrooms | Report Dates: 12/01/2024 - 12/31/2024 | Attendance Status: Present - Present: Present Offsite - Neither: Best Interest Day - Neither: Absent - Absent: Excused - Present: Unexcused - Absent: Not Scheduled - Neither: No Class - Neither: Late Pickup - Present: Tardy and Late Pickup - Present | Enrollment Status: All | Flag/Group: Not Filtered | Program Option: All | Responsible Staff: All | Custom Filter: Not...

Preschool Services Department

	Attendance Records			Operating Days	ADA ¹	Funded Enrollment		Actual Enrollment	
	Present ⁵	Absent ⁶	Neither ⁷			Count	% Attendance	Count ²	% Attendance ³
Benavides FCC	112	0	8	15.00 (avg)	7.47	8	93.33%	7.47	100.00%
Bennett FCC	93	0	27	24.00 (avg)	3.88	5	77.50%	3.88	100.00%
Brown (Mayra) FCC	60	0	0	20.00 (avg)	3.00	3	100.00%	3.00	100.00%
CA-Bouchey FCC	51	0	0	17.00 (avg)	3.00	4	75.00%	3.00	100.00%
CA-Gonzales-Gannon FCC	38	0	0	19.00 (avg)	2.00	3	66.67%	2.00	100.00%
CA-Lilly Bug's CCC	69	0	0	19.00 (avg)	3.63	5	72.63%	3.63	100.00%
CA-Robinson FCC	57	0	11	17.00 (avg)	3.35	4	83.82%	3.35	100.00%
Campos FCC	167	0	73	30.00 (avg)	5.57	9	61.85%	5.57	100.00%
Caring Hearts CCC	215	0	5	20.50 (avg)	10.51	11	95.56%	10.51	100.00%
Castellanos FCC	90	0	0	15.00 (avg)	6.00	6	100.00%	6.00	100.00%
Contreras FCC	90	0	0	15.00 (avg)	6.00	6	100.00%	6.00	100.00%
Gore FCC	18	0	0	18.00 (avg)	1.00	1	100.00%	1.00	100.00%
Griffin FCC	51	0	0	17.00 (avg)	3.00	3	100.00%	3.00	100.00%
Guzman FCC	62	0	0	15.00 (avg)	4.13	5	82.67%	4.13	100.00%
Harris FCC	17	0	0	17.00 (avg)	1.00	1	100.00%	1.00	100.00%
Heartfelt Day Care CCC	208	0	0	16.00 (avg)	13.00	13	100.00%	13.00	100.00%
Ivery FCC	48	0	0	16.00 (avg)	3.00	3	100.00%	3.00	100.00%
Johnson FCC	114	0	6	20.00 (avg)	5.70	6	95.00%	5.70	100.00%
Lanre-Orepo FCC	156	0	3	16.00 (avg)	9.75	9	108.33%	9.75	100.00%
Matheu FCC	128	0	0	16.00 (avg)	8.00	8	100.00%	8.00	100.00%
Oak Tree Learning Center (New)	76	0	0	19.00 (avg)	4.00	4	100.00%	4.00	100.00%
Reyes FCC	119	0	7	18.00 (avg)	6.61	7	94.44%	6.61	100.00%
Rodriguez (Cindy) FCC	74	0	6	16.00 (avg)	4.62	5	92.50%	4.62	100.00%
Wade FCC	57	0	0	19.00 (avg)	3.00	3	100.00%	3.00	100.00%
Wallace FCC	71	0	5	19.00 (avg)	3.74	4	93.42%	3.74	100.00%
Wright FCC	64	0	0	16.00 (avg)	4.00	4	100.00%	4.00	100.00%
Zacarias FCC	57	0	9	15.00 (avg)	3.80	6	63.33%	3.80	100.00%
Preschool Services Department	2,362	0	160	18.03 (avg)	132.76	146	89.44%	132.76	100.00%
Report Totals	2,362	0	160	18.03 (avg)	132.76	146	89.44%	132.76	100.00%

1. ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.
2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days
3. Percent Attendance is the Present count divided by the sum of Present and Absent Count
4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.
5. Statuses counted as Present: Present(P), Excused(E), Late Pickup(LP), Tardy and Late Pickup(TLP)
6. Statuses counted as Absent: Absent(A), Unexcused(U)
7. Statuses counted as Neither: Not Scheduled (N), No Class (-)

2301 - Average Daily Attendance

Program Term: Head Start 2024-2025 | Easter Seals Child Dev. Center • All Classrooms | Report Dates: 12/01/2024 - 12/31/2024 | Attendance Status: Present - Present: Present Offsite - Neither: Best Interest Day - Neither: Absent - Absent: Excused - Present: Unexcused - Absent: Not Scheduled - Neither: No Class - Neither: Late Pickup - Present: Tardy and Late Pickup - Present | Enrollment Status: All | Flag/Group: Not Filtered | Program Option: All | Responsible Staff: All | Custom Filter: Not...

Easter Seals Child Dev. Center

	Attendance Records			Operating Days	ADA ¹	Funded Enrollment		Actual Enrollment	
	Present ⁵	Absent ⁶	Neither ⁷			Count	% Attendance	Count ²	% Attendance ³
ESSC-HB (Mills)	141	5	695	14.43 (avg)	9.88	84	11.63%	10.23	96.58%
ESSC-Montclair CDC	701	0	0	13.00 (avg)	53.25	63	85.70%	53.25	100.00%
ESSC-Ontario CDC (Haven)	448	0	0	14.00 (avg)	32.00	32	100.00%	32.00	100.00%
ESSC-Phillips North	889	1	0	14.00 (avg)	63.50	64	99.22%	63.57	99.89%
Easter Seals Child Dev. Center	2,179	6	695	13.94 (avg)	158.63	243	64.58%	159.05	99.73%
Report Totals	2,179	6	695	13.94 (avg)	158.63	243	64.58%	159.05	99.73%

1. ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.
2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days
3. Percent Attendance is the Present count divided by the sum of Present and Absent Count
4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.
5. Statuses counted as Present: Present(P), Excused(E), Late Pickup(LP), Tardy and Late Pickup(TLP)
6. Statuses counted as Absent: Absent(A), Unexcused(U)
7. Statuses counted as Neither: Not Scheduled (N), No Class (-)

2301 - Average Daily Attendance

Program Term: EHS 2024-2025 | Easter Seals Child Dev. Center • All Classrooms | Report Dates: 12/01/2024 - 12/31/2024 | Attendance Status: Present - Present: Present Offsite - Neither: Best Interest Day - Neither: Absent - Absent: Excused - Present: Unexcused - Absent: Not Scheduled - Neither: No Class - Neither: Late Pickup - Present: Tardy and Late Pickup - Present | Enrollment Status: All | Flag/Group: Not Filtered | Program Option: All | Responsible Staff: All | Custom Filter: Not Filtered...

Easter Seals Child Dev. Center

	Attendance Records			Operating Days	ADA ¹	Funded Enrollment		Actual Enrollment	
	Present ⁵	Absent ⁶	Neither ⁷			Count	% Attendance	Count ²	% Attendance ³
ESSC-HB (Mills) EHS	66	5	264	14.00 (avg)	4.72	24	19.64%	5.07	92.96%
ESSC-Montclair CDC EHS	211	0	0	14.00 (avg)	15.07	16	94.20%	15.07	100.00%
ESSC-Ontario CDC (Haven) EHS	433	1	0	14.00 (avg)	30.93	32	96.65%	31.00	99.77%
ESSC-Phillips North EHS	110	2	0	14.00 (avg)	7.86	8	98.21%	8.00	98.21%
ESSC-Phillips South EHS	42	0	0	14.00 (avg)	3.00	8	37.50%	3.00	100.00%
ESSC-Valley View EHS	424	0	0	14.00 (avg)	30.29	40	75.71%	30.29	100.00%
Easter Seals Child Dev. Center	1,286	8	264	14.00 (avg)	91.87	128	71.76%	92.43	99.38%
Report Totals	1,286	8	264	14.00 (avg)	91.87	128	71.76%	92.43	99.38%

1. ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.
2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days
3. Percent Attendance is the Present count divided by the sum of Present and Absent Count
4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.
5. Statuses counted as Present: Present(P), Excused(E), Late Pickup(LP), Tardy and Late Pickup(TLP)
6. Statuses counted as Absent: Absent(A), Unexcused(U)
7. Statuses counted as Neither: Not Scheduled (N), No Class (-)

County of San Bernardino
PRESCHOOL SERVICES DEPARTMENT
Performance Measures Report - FY 2024

COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS		Measure	24-25 Target	Acc. Quarter 1	24-25 Quarter 2	24-25 Quarter 3	24-25 Quarter 4
OBJECTIVE	Partner with County and non-County agencies and maximize the use of Federal and State programs and funding to address the public health, safety and social service needs of County residents and move participants to self-sufficiency.	Percentage of children not meeting developmental expectations in literacy skills on the 1st assessment who subsequently meet the standard by the end of the program year, utilizing the Desired Results Developmental Profile (DRDP) 2015 assessment tool.	55%	N/A	N/A		
STRATEGY	Promote school readiness.						
STRATEGY	Support the Countywide Vision Regional Implementation Goal: "Partner with all sectors of the community to support the success of every child from cradle to career."						
STRATEGY	Support the Vision2Read Initiative.						
STRATEGY	Identify the number of Head Start/State Preschool children ages 3 – 5 not meeting developmental expectations based on the Head Start Early Learning Outcomes Framework for their age in Literacy skills on the first quarter's assessment, and reduce this count by 55% by June 30, 2025.						
EXPLANATION	Head Start children are assessed three times a year. The second assessment occurs in January 2025 and will be reported in the 3rd quarter. There is no new data to report at this time. The department expects to meet the target of reducing the number of children established in the baseline (69%) who were not meeting developmental expectations in literacy skills after the first assessment by 55% by June 30, 2025.						

PRESCHOOL SERVICES DEPARTMENT
Performance Measures Report - FY 2024

COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS		Measure	24-25 Target	Acc. Quarter 1	24-25 Quarter 2	24-25 Quarter 3	24-25 Quarter 4
OBJECTIVE	Partner with County and non-County agencies and maximize the use of Federal and State programs and funding to address the public health, safety and social service needs of County residents and move participants to self-sufficiency.						
STRATEGY	Promote school readiness.						
STRATEGY	Support the Countywide Vision Regional Implementation Goal: "Partner with all sectors of the community to support the success of every child from cradle to career."						
STRATEGY	Identify the number of Early Head Start children ages 18 – 36 months not meeting developmental expectations based on the Head Start Early Learning Outcomes Framework for their age in social emotional skills on the first quarter's assessment, and reduce this count by 30% by June 30, 2025.	Percentage of children not meeting developmental expectations in social emotional skills on the 1st assessment who subsequently meet the standard by the end of the program year, utilizing the Desired Results Developmental Profile (DRDP) 2015 assessment tool.	30%	N/A	N/A		
EXPLANATION	Early Head Start children are assessed three times a year. The second assessment occurs in January 2025 and will be reported in the 3rd quarter. There is no new data to report at this time. The department expects to meet the target of reducing the number of children established in the baseline (53%) who were not meeting the developmental expectations in social emotional skills after the first assessment by 30% by June 30, 2025.						

PRESCHOOL SERVICES DEPARTMENT
Performance Measures Report - FY 2024

COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS		Measure	24-25 Target	Acc. Quarter 1	24-25 Quarter 2	24-25 Quarter 3	24-25 Quarter 4
OBJECTIVE	Partner with County and non-County agencies and maximize the use of Federal and State programs and funding to address the public health, safety and social service needs of County residents and move participants to self-sufficiency.	Number of foster children enrolled.	301	130	156		
STRATEGY	Increase the enrollment opportunities for foster children.						
STRATEGY	Enhance the referral process of enrollment with the Children and Family Services Department.						
EXPLANATION	The department enrolled an additional 26 foster children in its various programs in the 2nd quarter. Recruitment efforts are ongoing and the department expects to achieve the target by June 30, 2025.						

PRESCHOOL SERVICES DEPARTMENT
Performance Measures Report - FY 2024

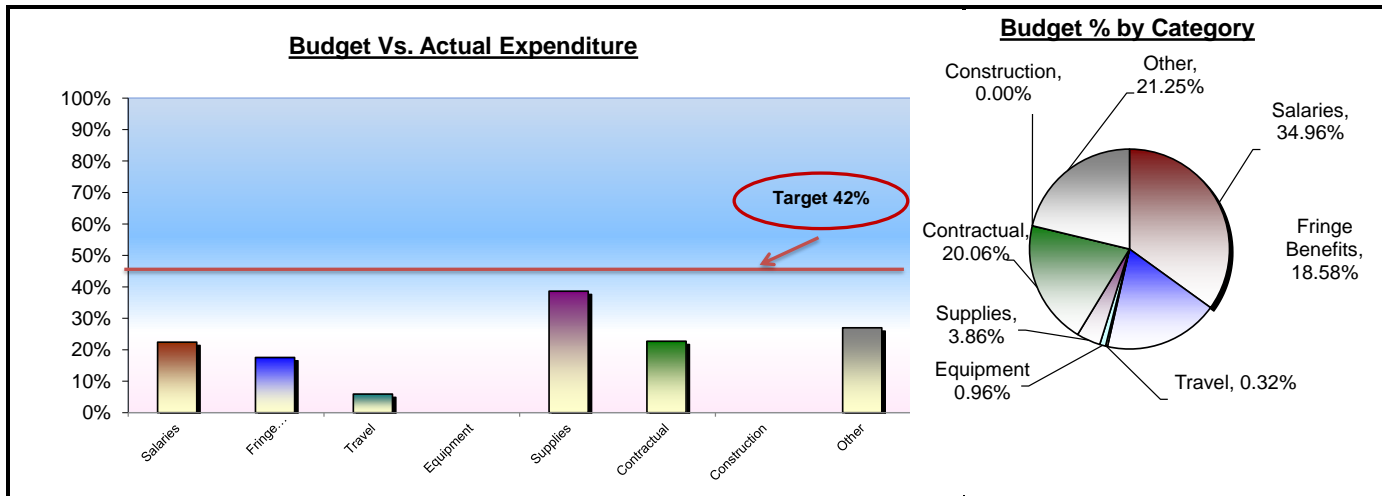
COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS		Measure	24-25 Target	Acc. Quarter 1	24-25 Quarter 2	24-25 Quarter 3	24-25 Quarter 4
OBJECTIVE	Partner with County and non-County agencies and maximize the use of Federal and State programs and funding to address the public health, safety and social service needs of County residents and move participants to self-sufficiency.	Percentage of children identified at the beginning of the year as In Excess of Healthy BMI or Over Healthy BMI whose BMI is reduced.	60%	N/A	47%		
STRATEGY	Identify In Excess of Healthy Body Max Index (BMI) and/or Over Healthy BMI children ages 2-5 years in an effort to promote a healthy lifestyle.						
STRATEGY	Promote nutrition education programs for parents at each school site.						
STRATEGY	Ensure that children receive both nutrition curriculum and physical activity daily within the classroom schedule.						
STRATEGY	Decrease the number of children who are identified as In Excess of Healthy BMI or Over Healthy BMI from the higher level of Body Mass Index (BMI) classification to the next lower level by children's height and weight.						
EXPLANATION	Year round, full-day children are assessed four times a year. After the second assessment, the department identified 69 children as "in excess of healthy Body Mass Index (BMI)" for whom will be provided nutrition counseling and education training throughout the program year; 61 children (47% of the children still enrolled) have improved their BMI classification to the next lower level. The department expects to reach its target goal of lowering the BMI to a healthier classification for 60% of the children identified after the first assessment by June 30, 2025.						

County of San Bernardino Preschool Services Department Budget-To-Actual and Projected Expenditure Report FY 2024-25

As of November 30, 2024

Combined

	(A)	(B)	(C)	(D)	(E)	(F)	(H)
Budget Categories	Modified Budget	Year-To-Date Actual	Available Budget (A) - (B)	Projected Expenditure	Total YTD + PRJ (B) + (D)	Budget Balance (C) - (D)	Budget vs. Actual Exp.% (B) / (A)
Expenditures							
A Salaries	23,086,141	5,176,971	17,909,169.64	11,357,541	16,534,513	6,551,628	22.4%
B Fringe Benefits	12,266,964	2,154,159	10,112,804.55	5,351,993	7,506,152	4,760,812	17.6%
C Travel	211,607	12,544	199,063.10	199,063	211,607	-	5.9%
D Equipment	633,126	-	633,126.00	633,126	633,126	-	0.0%
E Supplies	2,551,729	244,610	2,307,118.93	2,307,119	2,551,729	-	38.6%
F Contractual	13,248,589	579,859	12,668,730.26	12,668,730	13,248,589	-	22.7%
G Construction	-	-	-	-	-	-	0.0%
H Other	14,034,513	3,788,571	10,245,942.45	10,245,942	14,034,513	-	27.0%
Total Direct Costs	66,032,669	11,956,714	54,075,955	42,763,515	54,720,229	11,312,440	18.1%
Percentage (%) Analysis	100.0%	18.1%	81.9%	64.8%	82.9%	17.1%	23.56%



Note: Year to date actual expenditures as of November 30, 2024



**Preschool Services Department
Administration**

Jacquelyn Greene
Director

**Head Start Shared Governance Board
October 24, 2024**

Attendance Sheet

Present:

1. Joe Baca, Jr., San Bernardino County Board of Supervisor, 5th District, Shared Governance Board Chair
2. Ted Alejandro, County Superintendent, San Bernardino County Superintendent of Schools, SGB Vice Chair
3. Josh Dugas, Director, San Bernardino County Department of Public Health
4. Hillary Steenson-Ray, Associate Children’s Network Officer, San Bernardino County Children’s Network
5. Maribel Gutierrez, Senior Program Manager, San Bernardino County Department of Behavioral Health
6. Kari Turner, Policy Council Chair, SGB Representative, 29 Palms Head Start
7. Eva Gutierrez, Policy Council SGB Representative, Boys & Girls Club
8. Kristina Rodriguez, Policy Council SGB Representative, Hesperia Head Start

Absent:

9. Dr. Georgina Yoshioka, Director, San Bernardino County Department of Behavioral Health
10. Ashley Brooksher, Children’s Network Officer, San Bernardino County Children’s Network



Head Start Shared Governance Board
Meeting Minutes

DATE: October 24, 2024
PLACE: Preschool Services Department
662 South Tippecanoe Avenue, San Bernardino, 92415

1. & 2. Call to Order & Welcome/Introductions

The Shared Governance Board (SGB) meeting commenced at 2:00 P.M.

San Bernardino County (SBC) Board of Supervisors (BOS) 5th District Supervisor Joe Baca, Jr., SGB Chair, called the meeting to order and welcomed everyone.

3. Public Comment

There was no public comment requests received.

4. Presentation of the Agenda

4.1 Modification to the Agenda

Shar Robinson, Secretary, announced changes to the agenda as follows:

Presenter Changes:

- Items 5.3.3 and 5.3.4 – Rodney Barrios, Program Manager
- Item 8.1 – Debra Billings-Merlos, Deputy Director

5. Executive Reports/Program Updates

5.1 Administration for Children and Families - Office of Head Start Communications

Arlene Molina, PSD Assistant Director, shared recent communication from the Office of Head Start as follows:

- Information Memorandum 24-03 - Affirming the Use of Indigenous Knowledge to Meet Curricula and Assessment Requirements in American Indian and Alaska Native Head Start Programs
- Program Instruction 24-05 – Final Rule on Supporting the Head Start Workforce and Consistent Quality Programing

Supervisor Baca Jr. inquired about filling PSD staffing vacancies. Arlene replied that many educational agencies have seen a significant decrease in applicants. PSD is working with colleges and SBCSS to recruit employees

and to provide programs to support applicants. Improvement of staffing recruitment is a large part of PSD's 5-year plan and will continue to be part of PSD's communication with the Office of Head Start.

Arlene reported that staff recruitment will be a large part of PSD's 5-year plan and will continue to be part of PSD's communication with the Office of head Start. PSD along with all Head Start programs has been hit hard in the area of workforce as has much of the early education agencies. This has partly been due to the increase in the education requirements and the decrease of new workers in the field. PSD continues to recruit at colleges, high school graduate events and offers programs to assist recruits with education fees. PSD offers internships, student public employee cohorts and has been working with Quality Counts program to pay for education for entry level students and teachers who are interested in applying for Site Supervisor positions.

5.2 Program Updates - Arlene Molina, Assistant Director

PSD Hiring Report

Arlene shared that 18 new staff have been hired which will allow PSD to open 5 new classes and impacts 72 children and families.

Las Terrazas and Whitney Grand Openings

The Grand Openings are scheduled for Las Terrazas on November 6 and Whitney Young on December 10.

Head Start Advocacy Season

October was Head Start Awareness month. A group of parents and PSD staff attended the National Head Start Association's (NHTA) Fall Leadership Institute held in Washington DC. While there they joined with other Head Start agencies and met with Senators and Representatives to advocate for Head Start in several areas including increases in allocations to reach pay parity. There is another NHTA conference scheduled for January.

HUD Community Funding Project - Upland

On October 30, Representative Judy Chu, will be presenting PSD with the Hud Community Funding Project check for Upland Head Start expansion and renovation of classes including an additional Early Head Start (EHS) classroom and EHS playground.

Supervisor Baca Jr. asked about any other sites that are in need of renovations. Arlene responded that PSD is currently focusing on Barstow and Yucaipa renovations.

5.3 PSD Program Year 2024/25 Reports and Updates

5.3.1 Program Information Report – October 2024

Debra Billings-Merlos, Deputy Director, presented the following program information reports:

- Dental Exams/Screenings, Dental Preventative Care, and 45-Day Screenings for Developmental Sensory and Behavioral Concerns
- Family Services
- Homelessness Services

Mr. Dugas thanked Arlene for meeting with him regarding expanding access to dental care services and follow-up care. Supervisor Baca Jr. thanked Mr. Dugas for being available to support the needs of the students.

5.3.2 Facilities Report - September 2024

Dina Bunch, Administrative Supervisor, shared the following updates from the PSD Facilities Project Status Update:

- Work Order Status
- Maintenance Projects Completed

- Capital Improvement Projects Status

Superintendent Alejandre inquired about Yucaipa and Dina replied that the Yucaipa Head Start will be moving to another location in Yucaipa.

5.3.3 Enrollment Report

Rodney Barrios, Program Manager, presented the following enrollment reports for the month of September 2024:

- Head Start (HS) 77%
- Early Head Start (EHS) 69%
- Early Head Start - Child Care Partnership (CCP) 88%

5.3.4 Attendance Report – 2301 Average Daily Attendance – September 2024

Sean presented the following average daily attendance for July 2024:

- Head Start 97%
- Early Head Start 95%
- EHS-CCP 100%
- Easter Seals HS 99%
- Easter Seals EHS 98%

Supervisor Baca Jr. inquired about reasons for absences. Rodney shared that illness is about 50% of all absences.

5.3.5 Quarterly Performance Measures 2024-25 – Quarter 1

LaTrenda Terrell, Deputy Director, presented the following:

GOAL	24-25 Target	Quarter 1
1. Promote school readiness. 2. Support the Countywide Vision Regional Implementation Goal: "Partner with all sectors of the community to support the success of every child from the cradle to career." 3. Support the Vision2Read Initiative. 4. Identify the number of Head Start/State Preschool children ages 3 – 5 not meeting developmental expectations based on the Head Start Early Learning Outcomes Framework for their age in Literacy skills on the first quarter's assessment and reduce this count by 55% by June 30, 2025.	55%	N/A
1. Promote school readiness. 2. Support the Countywide Vision Regional Implementation Goal: "Partner with all sectors of the community to support the success of every child from the cradle to career." 3. Identify the number of Early Head Start children ages 18 – 36 months not meeting developmental expectations based on the Head Start Early Learning Outcomes Framework for their age in social emotional skills on the first quarter's assessment and reduce this count by 30% by June 30, 2025.	30%	N/A
1. Increase enrollment opportunities for foster children. 2. Enhance the referral process of enrollment with the Children and Family Services Department.	301	130

<p>1. Identify in Excess of Healthy Body Max Index (BMI) and/or Over Health BMI children ages 2-5 years in an effort to promote a healthy lifestyle.</p> <p>2. Promote nutrition education programs for patents at each school site.</p> <p>3. Ensure children receive both nutrition curriculum and physical activity daily within the classroom schedule.</p> <p>4. Decrease the number of children who are identified as in excess of healthy BMI or over healthy BMI from the higher level of BMI classification to the next lower level by children's height and weight.</p>	60%	N/A
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5.4 Finance Reports – Budget to Actual Reports Ending August 31, 2024

Madeline Tsang, PSD Administrative Manager, provided the Budget-to-Actual and Projected Expenditure Reports for the Combined Head Start/Early Head Start/Early Head Start-Child Care Partnership as follows:

Combined HS/EHS FY 2023-24	Budget/Balance	Percentage Analysis
Budget	\$91,300,587	
Projected Budget Balance	\$46,136,727	50%
Carryover Scheduled		
Combined HS/EHS FY 2024-25	Budget/Balance	Percentage Analysis
Budget	\$66,032,669	
Projected Budget Balance	\$0	0%
Last year of the 5-year Grant Period		

6. SGB Training/Overviews

6.1 Apprenticeship Orientation

6.1 LaShawn Love-French, Program Manager, presented the Apprenticeship Program overview. Areas highlighted were as follows:

- Background
- Introduction
- Benefits
- Career Options
- Trainers
- Program Requirements
- Family Development Credential Program

6.2 Governance Responsibilities

LaShawn presented the Overview of Governance Responsibilities and highlighted the following:

- SGB Resolution
- SGB Bylaws
- Head Start Governing Body and Tribal Council Certification: Glossary of Documents and Reports

6.3 School Readiness Child Outcomes

Sharri Carroll, Program Manager, presented the Overview of School Readiness and highlighted the following:

- Framework for Programs Serving Preschool Children and Their Families
- Head Start Early Learning Outcomes Framework
- Examples of School Readiness Goals
- Parent, Family, and Community Engagement Framework
- Aggregation of Data
- Domain Comparisons for Fall 2024-2025 Percentage of Children At or Above Foundation Expectations

Superintendent Alejandre inquired about any discussions in early learning regarding lower math test scores and tools to assist students to be at readiness levels.

Arlene responded that the teachers are receiving additional professional development in the areas of math and science to assist them in being more comfortable introducing math concepts and using STEM related materials.

7. Consent Items

The following consent item was approved.

7.1 SGB Minutes – August 22, 2024

7.2 SGB Delegate – Children’s Network

APPROVED

Motion/Second: Josh Dugas/Ted Alejandre

AYES: Supervisor Baca Jr., Superintendent Alejandre, Josh Dugas, Maribel Gutierrez, Hillary Steenson-Ray

ABSENT: Dr. Yoshioka, Ashley Brooksher

ABSTAIN: None

8. Discussion Items

8.1 Approval of PSD Selection Criteria Policy

Debra Billings-Merlos, Deputy Director, presented the updated PSD Selection Criteria policy.

APPROVED

Motion/Second: Ted Alejandre/Josh Dugas

AYES: Supervisor Baca Jr., Superintendent Alejandre, Josh Dugas, Maribel Gutierrez, Hillary Steenson-Ray

ABSENT: Dr. Yoshioka, Ashley Brooksher

ABSTAIN: None

9. Informational Items

9.1 Next SGB Meeting

The next SGB meeting is scheduled for January 23, 2025.

10. Executive Comment

11. Adjournment

The meeting adjourned at 2:56 P.M.

DRAFT



San Bernardino County (SBC) Head Start Shared Governance Board

JOE BACA JR., CHAIR
SBC 5th District Supervisor

TED ALEJANDRE, VICE-CHAIR
SBC Superintendent of Schools

JOSHUA DUGAS, DIRECTOR
SBC Public Health

DR. GEORGINA YOSHIOKA, DIRECTOR
SBC Behavioral Health

ASHLEY BROOKSHER
CHILDREN'S NETWORK OFFICER
SBC Children's Network

EVA SOTA
Head Start Policy Council Chair
Chino Head Start
SGB Representative

EFREN ORTIZ
Head Start Policy Council Member
Yucaipa Head Start
SGB Representative

CAROLINA MARTINEZ
Head Start Policy Council Member
Hesperia Head Start
SGB Representative

Shared Governance Board Delegate Appointment Form

Mail to: PSD | Attn: Shar Robinson | 662 S. Tippecanoe Ave., San Bernardino, CA 92415-0630

Email to: Sharmaine.Robinson@psd.sbcounty.gov

The Head Start Shared Governance Member: Josh Dugas

Title: Director of Public Health

wishes to appoint: Janki Patel to serve as Delegate for a one-year term beginning July 1, 2024 through June 30, 2025 to represent the member in the event the member must be absent from a meeting. The designation must be renewed every twelve months and is subject to disapproval by a majority of the remaining SGB members.

Appointee Title: Assistant Director

By signing below, the Head Start Shared Governance Board Member authorizes the appointee to serve on the Head Start Shared Governance Board in the absence of the Member, and acknowledges the appointee shall act in the capacity of the member for purposes of that meeting, including full voting rights. The member further confirms by signing below that the appointee has consented to this appointment.

[Signature]
Head Start Shared Governance Board Member (signed)

1-16-2025
Date

Josh Dugas
SGB Member (printed)

If you have any questions, please contact Preschool Services Department Administration at 909-383-2005 or Shar Robinson at Sharmaine.robinson@psd.sbcounty.gov . Thank you.

Rev. 1/2025

**COUNTY OF SAN BERNARDINO
 PRESCHOOL SERVICES DEPARTMENT
 Request to Carryover PY 2023-24 Funds to PY 2024-25
 Head Start and Early Head Start Grant - 09CH011719 (PY04 to PY05)**

Introduction

San Bernardino County Preschool Services Department (PSD) operates Head Start (HS), Early Head Start (EHS), Early Head Start – Child Care Partnership (EHS-CCP), and State Preschool programs. PSD serves approximately 2,039 children in locations throughout the San Bernardino County. Due to the complexity of various property purchases and service delays in vendor deliveries on equipment, supplies and facility projects. To complete the outstanding projects and continue providing quality services to enrolled children and families, the department is requesting approval to carryover a total of \$5,953,530 unobligated funds from Head Start (HS) and Early Head Start (EHS) Program Year Four to Program Year Five.

PSD requested a carryover amount of \$40,202,117 and that was approved by the Office of Head Start on 11/22/2024 under grant code 09CH011719-05-02. This carryover request is to carry over the remainder unobligated grant amount from program year (PY) 04 to PY 05 so that PSD would be able to complete all the prior approved projects in the following budget categories:

Head Start Award No. 09CH011719-04	Budget Balance CAN# 4-G094122	1st Approved Carryover CAN # 4-G094122	Remaining Budget Balance	Budget Amendment (#10)	2nd Carryover Request (CAN 4-G094122)
Equipment (D)	6,142,679	4,794,126	1,348,553	(948,553)	400,000
Supplies (E)	4,482,606	4,009,118	473,488	(408,488)	65,000
Contractual (F)	61,583		61,583	(61,582)	
Construction (G)	26,949,743	22,830,466	4,119,277	1,277,499	5,396,776
Other (H)	8,519,037	8,568,407	(49,370)	141,124	91,754
Total Direct Costs	\$46,155,647	\$ 40,202,117	\$ 5,953,530	\$ 0	\$ 5,953,530

Budget Justification

PSD is requesting a total amount of \$5,953,530 from PY 04 funds to complete designated purchases, constructions, minor and major renovations in PY 05. These projects will ensure new and existing classrooms are supported with school supplies, updated equipment and structures that will meet the needs of enrolled children, staff and families. These unobligated funds are available from HS program operations funds (CAN# G094122). The budget summary and justifications are shown as follows:

Location	GABI Code	Description	Amount	HS
New Administration/Child Development Center	G	Building purchase (Additional Amount Required)	728,108	728,108
New Administration/Child Development Center	G	Major renovation for 3 classrooms, Child bathrooms, kitchen, office space, file room, etc.	1,139,881	1,139,881
Arrowhead Grove	G	Major renovation of adjacent property to existing preschool site	1,695,705	1,695,705
Yucaipa	G	Additional cost of Major Renovation due to cost increases	1,833,082	1,833,082
New Administration/Child Development Center	D	Up to 2 shade structures and 2 playground equipment	400,000	400,000
New Administration/Child Development Center	E	Classroom Supplies	65,000	65,000
Hesperia	H	Renovate retaining wall and fence repair to meet safety requirements	91,754	91,754
Total			5,953,530	5,953,530

The carryover request of \$5,953,530 will be utilized as follows:

1. Child Development Center acquisition costs \$728,108
2. Major classroom and office renovation for the Child Development Center cost \$1,139,881

3. Additional Arrowhead Grove renovation costs \$1,695,705. This additional space renovation is due to Upland preschool site lease contract will be ended and the landlord will not renew the contract. PSD is trying to maintain the services for enrolled kids by leasing additional space at Arrowhead Groove to keep two or more classes open
4. Major renovation for Yucaipa preschool site costs additional fund of \$1,833,082 due to cost increase on goods, services and construction materials
5. Up to four shade structures and playground equipment for the new Child Development Center/administration building cost approximately \$400,000
6. Classroom Supplies for the new Child Development Center /administration office cost \$65,000
7. Renovate retaining wall and fence for meeting safety requirements cost \$91,754

PSD is working with the County Purchasing, Real Estate Department and Project Management Division on the above acquisition and major/minor renovation projects for meeting Head Start and county requirements. PSD will submit 1303 applications with supporting documentations to the Office of Head Start for approval in the next few months.

The requested seven projects above are necessary to carry out the HS and EHS program goals, and to provide safe and secured environment for children, families, and staff. This Carryover Request will be presented to the Policy Council and Shared Governance Board at their respective meetings on January 21 and January 23 in 2025 for their approval.