

## Head Start Monthly Report June 2020

### Conduct of Responsibilities –

Each Head Start agency shall ensure the sharing of accurate and regular information for use by the **Governing Body and Policy Council**, about program planning, policies, and Head Start agency operations, including:

- (A) Monthly financial statements, including credit card expenditures;
- (B) Monthly program information summaries
- (C) Program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency;
- (D) Monthly reports of meals and snacks provided through programs of the Department of Agriculture;
- (E) The financial audit;
- (F) The annual self-assessment, including any findings related to such assessment;
- (G) The communitywide strategic planning and needs assessment of the Head Start agency, including any applicable updates;
- (H) Communication and guidance from the Secretary;

### In accordance with the New Head Start Performance Standards that went into effect on November 7, 2016:

1301.2 (b) Duties & Responsibilities of the Governing Body -

(1) The governing body is responsible for activities specified at section 642©(1)€ of the Head Start Act.

(2) The governing body must use ongoing monitoring results, data on school readiness goals, and other information described in 1302.102, and information described at section 642(d)(2) of the Act to conduct its responsibilities.

Please see Program Information Summary & attachments to this monthly report for monitoring reports.

#### A. Monthly Financial Statements including credit card expenditures:

**Credit Card: \$245.41**

5/14/20	Zoom	\$14.49	Credit
5/19/20	Venetian Gardens	\$60.00	C Joliff funeral
5/21/20	ZOOM	\$199.90	Program

#### Program Information Summary

Due to COVID 19 normal operations for MCHS was modified entirely. All meetings including PC and Board were conducted virtually. All community meetings were conducted virtually. MCHS admin conducted self – assessment partially virtually & in-person with safeguards.

During the month of May, the Office of Head Start conducted numerous webinars in response to the CARES Act funding made available to Head Start programs nationwide. Because each state and locality developed safeguards & guidance to COVID in unique ways, the federal government and its entities was unable to make “blanket” requirements or suggestions on how CARES Act funding was to be spent. As time passed, the Office of Head

Start recognized that there may have been a substantial amount of programs who were unable (due to local restrictions) to develop and implement summer programming for children transitioning to kindergarten. As of early May, Mercer County Head Start had opted not to develop and or implement the summer transition program due to the numerous restrictions on licensing, safeguards, and lack of staff interest at that point.

Later in May, the Office of Head Start had "recaptured" grant requests for COVID dollars through the CARES Act funding and reallocated those dollars to grantees on a per child basis. Head Start programs were now receiving funding at \$875 per funded enrollment. For MCHS the total was approximately \$134,000. The Executive Director went back to the administrative team to develop a plan for summer programming. The plan is attached to this report for approval.

The Executive Director serves on the executive board for Ohio Head Start Association. The Executive Director participated in numerous meeting this month on behalf of that board.

The program conducted the annual self-assessment. That report and plan is attached to this report for approval as well.

Due to the numerous cancellations of events in the area, recruitment for the program will need to be modified. Staff report families are concerned with sending children to school if they have to wear a mask.

**Education** – EM met with education members who are willing to work summer programming. 7 staff have committed to the program with 1 sub on standby.

**Mental Health** – No additional MH report this month.

**Disabilities** – Emily Schiavone has taken a position with the district.

**Health** - The Health Manager has been developing policy & procedure to safeguard children, families, and staff.

**ERSEA** - Reported 154 children enrolled / 97%

**Family Engagement** –No family engagement events in the month of May

## **B. Enrollment / Attendance**

**154 children are currently enrolled.**

**Enrollment by Program Option:**

Half Day PY Head Start	65
Full Day School Year Ed Complex	69
Full Day School Year Rockford	20

**Attendance by Program Option:**

Half Day PY Head Start	0
Full Day School Year Ed Complex	0
Full Day School Year Rockford	0

## **C. CACFP report – CACFP claimed meals**

<b>Month Served</b>	<b>May 2020</b>
<b>Total Days Attendance</b>	<b>0</b>
<b>Total Breakfast</b>	<b>0</b>
<b>Total Lunches</b>	<b>0</b>
<b>Total Snacks</b>	<b>0</b>
<b>Total Meals</b>	<b>0</b>

- D. Self-Assessment – Report attached
- E. Community Assessment
- F. Communication and guidance from the Secretary

Head Start Director is asking for an approval Self - Assessment Report.

Head Start Director is asking for approval of COVID 19, 1-time funding opportunity.

Head Start Director is asking for approval of addendum to Compensation policy for those individuals directly working with COVID 19 operations.

Head Start Director is asking for approval of student calendars for PY 20/21.

Head Start Director is asking for approval to purchase the ZONO sanitizing machine not to exceed \$24,999.

**Attachments to report:**

ACF-IM-HS-20-03

ACF-IM-HS-20-04

Respectfully submitted,

Amy Esser

Executive Director

## REVENUE

EXPENSES

## Training & Technical Services

Staff out of town travel

Subtotal SuppliesT&TA-PA20Return of Board AdvanceTOTALS80.06TOTALS



**439 Early Childhood**

439-9920	Salaries 100	Fringes 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Original CCIP Budget	31,400.00	20,600.00	-	-	-	-	52,000.00
	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Adjusted CCIP Budget	31,400.00	20,600.00	-	-	-	-	52,000.00
Exp thru 9/30	3,781.79	2,153.86					5,935.65
Exp thru 10/31	3,634.26	2,049.45					5,683.71
Exp thru 11/30	3,697.49	2,140.84					5,838.33
Exp thru 12/31	3,556.96	2,271.36					5,828.32
Exp thru 01/31	3,642.10	3,655.68					7,297.78
Exp thru 02/28	3,982.66	2,357.59					6,340.25
Exp thru 03/31	3,776.91	2,325.80					6,102.71
Exp thru 04/30	3,755.62	2,204.13					5,959.75
Exp thru 05/31	1,572.21	1,441.29					3,013.50
Exp thru 06/30							-
Exp thru 07/31							-
Exp thru 08/31							-
Total Expenditures	31,400.00	20,600.00	-	-	-	-	52,000.00

CCIP Budget							
Remaining	-	-	-	-	-	-	-

**CAN SPEND UP TO** 34,540.00 22,660.00  
**BUDGET PLUS 10%**

Non-Federal Match			
*FINAL* March 2020			
In-Kind	Hours	Rate / hour	Total
<b>Celina City Schools--Administrative / Support Personnel</b>			
Superintendent - \$11,065.60 / year			\$922.13
Treasurer's Office - Treasurer (TS) \$6323.20 / year			\$526.93
Treasurer's Office - Asst Treasurer (CR) \$3952.00 / year			\$329.33
Treasurer's Office - Admin Asst (SB) \$5532.00 / year			\$461.00
Fringe for All(Supt, Treas Office, IT, Speech, ELL, Jen&Jeff) - \$2391.00/yr			\$199.25
Technology Support - (CH) \$7,113.60 / year			\$592.80
Technology Support - (CS) \$2,371.20 / year			\$197.60
Benefits for Speech Therapist & Custodian - \$56,150.00/yr			\$4,679.17
Speech Therapist - \$42,416.00 / (Sept-May)			\$4,712.89
ELL Tutor - \$1,848 / year (Sept-May)			\$205.33
Itinerant Teachers - \$58,234.04 / (Sept-May) (Classroom) (2)			\$6,470.45
Board of Education		\$57.07	\$0.00
ESC Staff-VS		\$58.80	\$0.00
ESC Staff-TN		\$68.78	\$0.00
ESC Staff-SG		\$34.35	\$0.00
A. A. Itinerant	3	\$27.74	\$83.22
D. D. Itinerant		\$46.20	\$0.00
Special Ed- Tracey D		\$49.77	\$0.00
Special Ed- Andre W		\$1.95	\$0.00
Transportation			
		<b>Sub Total</b>	<b>\$19,380.10</b>
<b>Building Usage</b>			
Utilities - \$17,136 / year			\$1,428.00
Custodian - \$65,328 / year + retro amount			\$5,666.92
Maintenance - \$13,575 / year			\$1,131.25
Summer Custodian - July		\$9.75	\$0.00
Custodian / Paper Supplies			
		<b>Sub Total</b>	<b>\$8,226.17</b>
<b>Volunteers (from In-Kind Sheets)</b>			
Cafeteria Helpers	14	\$11.91	\$166.74
Tri-Star Students	23.25	\$17.65	\$410.36
College Students / Interns		\$17.65	\$0.00
Classroom - Parent / Community	7.75	\$17.65	\$136.79
At Home Activities	43.75	\$17.65	\$772.19
FA Assistant - Parent / Community		\$17.65	\$0.00
Office Helpers		\$15.23	\$0.00
Bus Aide		\$12.48	\$0.00
Policy Council	9	\$40.95	\$368.55
Mileage		\$0.580	\$0.00
Miscellaneous Meetings			\$268.00
		<b>Sub Total</b>	<b>\$2,122.63</b>
<b>Goods &amp; Services</b>			
CJ's Highmarks for Policy Council - 20% discount (Do this calculation for regular price (Amt Pd / .80=Reg Price)		20.0%	\$0.00
Monetary Donation			
Goods & Services Donation			\$409.28
Conscious Discipline \$10,800 / (8 months Sept 2019-Apr 2020)			\$1,350.00
Conscious Discipline \$ / (8 months Sept 2020-Apr 2021)			\$0.00
Foundations Behavioral Health-Discount on MHC fees		\$25.00	\$0.00
Foundations Behavioral Health- Kinship / Speaker	1	\$100.00	\$100.00
Four-U Office--Discount			
Misc. Discount on Goods / Services			
		<b>Sub Total</b>	<b>\$1,859.28</b>
<b>Total This Month</b>			<b>\$31,588.18</b>
In-Kind Needed Each Month: \$37,811.17	Annual required inkind		\$453,734.00
	Inkind needed to date		\$315,868.17

## MERCER COUNTY SELF-ASSESSMENT 2019-2020

### Methodology

Mercer County Head Start began the self-assessment process in May 2020. The Executive Director utilized tools and processes provided by the Office of Head Start. Internally, these resources include the quarterly data reports, program goals, program training plan, community needs assessment, individual professional development plans, budget, and Head Start program performance Standards. Additionally, the grantee employed the data resources available to the grantee through the use of reports (TSGOLD, COPA, EDECA, Parent Gauge) and interviews with stakeholders. The Executive Director identified (5) five teams and team leaders. These individuals included: Executive Director, Education Manager, Family Engagement Services Manager, and Health & Community Services Manager.

Training on the self-assessment process and tool began in January with follow-up trainings provided to individual team leaders throughout the month of May. Self-Assessment trainings on the process were given to all participants via ZOOM meetings during the month of May as well. Policy Council reviewed the self-assessment process and tool during the April meeting. The Board of Education was informed of the process in April.

Team leaders were assigned areas of focus. The assignment of areas of focus was very intentional; assuring that management staff and direct service staff were responsible to review areas that they directly supervise or work. Current staff, community members, Policy Council members, Board of Education members and parents were asked to participate. At all times, confidentiality of children, family, and personnel information were safeguarded to protect their rights to privacy in accordance with state and federal mandates as well as the OAPSE #457 contract. In all (5) teams specific areas of focus were identified and the same relevant questions were asked in each team.

- 1). Does the program training plan reflect needs identified on IPDPS and program goals?
- 2). What progress has been made in the past year?
- 3). What have we done to improve the past year?
- 4). What may have caused specific incidents / progress / events?
- 5). How effective are our systems?

Self-Assessment began on May 21<sup>st</sup> and concluded on May 28<sup>th</sup>. During the one-week period, staff participated in review of agency reports, data, and plans. On June 1<sup>st</sup>, the self-assessment leadership team submitted overall reports to Executive Director for review. At that time areas of strength, areas of opportunity, and beginning stages of planning were documented.

## Areas of Strength

<u>The 12 Systems</u>	<u>Comments / Evidence</u>
Human Resources	<ul style="list-style-type: none"> <li>• Turnover in 19/20 decreased</li> <li>• Additional staff have supported retention</li> <li>• Required training expectations met</li> <li>• Job Descriptions &amp; Evaluation tools compliment each other</li> <li>• Onboarding checklist created</li> <li>• Many new hires are result of referral by existing employee</li> </ul>
Program Planning & Service System Design	<ul style="list-style-type: none"> <li>• Program Goals &amp; Objectives reflect needs of community as derived by the Community Needs Assessment.</li> <li>• Progress has been made towards goal achievement</li> <li>• Mixed age – group had highest child outcomes with least amount of MH referrals</li> <li>• Response to MH data was to increase supports and improve design of service delivery</li> </ul>
Data & Evaluation	<ul style="list-style-type: none"> <li>• Ample Data</li> <li>• Increase in SEL from 18/19 to 19/20 by 3%</li> <li>• Children are progressing from checkpoint to checkpoint</li> <li>• TSGOLD system, EDECA, Parent Gauge, COPA</li> </ul>
Fiscal Management	<ul style="list-style-type: none"> <li>• Budget supports needs of program operations</li> <li>• From 2015 to 2020 – Grant base has grown 77%</li> </ul>
Community & Self-Assessment	<ul style="list-style-type: none"> <li>• Self-Assessment process and participants</li> <li>• Positive parent perception</li> <li>• Numerous collaborations – Grew Mental Health partnerships</li> </ul>
Facilities & Learning Environments	<ul style="list-style-type: none"> <li>• Monitoring reports show that health &amp; safety checklists are being adhered to.</li> <li>• Teacher / child ratios maintained &amp; exceeded</li> </ul>
Transportation	<ul style="list-style-type: none"> <li>• Transportation staff received positive reports from families utilizing service.</li> <li>• Drivers and aides have extensive amount of information on students that ensures child safety.</li> <li>• New bus purchased w/ child safety seats built in</li> </ul>
Technology & Information Systems	<ul style="list-style-type: none"> <li>• COPA</li> <li>• Vast technology resources for the program</li> <li>• Parent Gauge</li> <li>• EDECA</li> </ul>
Training & Professional Development	<ul style="list-style-type: none"> <li>• Coaching &amp; Professional Development Support</li> <li>• Ample professional development opportunities for staff</li> <li>• Exceeded objective benchmarks for Conscious Discipline training for staff</li> <li>• Staff self-identified need for more training</li> </ul>

	<ul style="list-style-type: none"> <li>related to Mental Health &amp; Trauma</li> <li>Wellness Day for staff</li> </ul>
Communication	<ul style="list-style-type: none"> <li>Maintained connection with families throughout COVID</li> <li>Staff receive communication through various modalities including: face to face meetings, email, newsletters</li> </ul>
Record Keeping & Reporting	<ul style="list-style-type: none"> <li>Health data shows achievement or progress towards goals</li> </ul>
Ongoing Monitoring & Continuous Improvement	<ul style="list-style-type: none"> <li>Monitoring tools</li> <li>Strict adherence to federal mandates</li> <li>Data Dialogue process</li> <li>CIP team</li> </ul>

### Areas of Opportunity

<b>The 12 Systems</b>	<b>Comments / Evidence</b>
Human Resources	<ul style="list-style-type: none"> <li>Personnel files are incomplete &amp; do not have all required documents in one location</li> <li>Unclear need for licensure for education staff</li> <li>Not all evals / IPDPs done according to timeline</li> </ul>
Program Planning & Service System Design	<ul style="list-style-type: none"> <li>Policy &amp; Procedure for referrals (child, mental health, family, etc.) are constantly changing leading to slow delivery of services</li> <li>Need for additional oversight &amp; management of Mental Health area identified</li> </ul>
Data & Evaluation	<ul style="list-style-type: none"> <li>Lack of knowledge regarding child developmental milestone and how to use data to plan</li> <li>Lack of understanding of curricula and how data supports planning</li> <li>Data not used when planning Family Engagement, or FPAs</li> <li>Decrease inaccurate data collection &amp; recording</li> </ul>
Fiscal Management	<ul style="list-style-type: none"> <li>NONE</li> </ul>
Community & Self - Assessment	<ul style="list-style-type: none"> <li>Last year's self-assessment objectives not all met</li> <li>Need to increase parent participation</li> </ul>
Facilities & Learning Environments	<ul style="list-style-type: none"> <li>Active Supervision protocol &amp; procedure not being followed – 2 incidents this year</li> <li>Work order system is not sufficient</li> <li>Lack of curricula understanding</li> </ul>
Transportation	<ul style="list-style-type: none"> <li>NONE</li> </ul>
Technology & Information Systems	<ul style="list-style-type: none"> <li>Staff struggle with technology</li> <li>COPA is not specifically designed for Head Start causing problems with tracking &amp; report development</li> </ul>
Training & Professional Development	<ul style="list-style-type: none"> <li>Generally speaking, IPDPs do not reflect program goals, child outcomes, or identified needs</li> <li>IPDPs are not intentional or specific to skill development</li> <li>IPDPs are missing from personnel file</li> </ul>

	<ul style="list-style-type: none"> <li>No specific training identified for DLLs or cultural diversity even though 18% of population is not White Caucasian</li> </ul>
Communication	<ul style="list-style-type: none"> <li>Not all staff are utilizing email system on a regular basis</li> <li>Communication within teaching teams is minimal</li> <li>Need a “quicker” response to scheduling case conferences</li> <li>Need to build better relationships with families</li> </ul>
Recordkeeping & Reporting	<ul style="list-style-type: none"> <li>Attendance did not meet 85% threshold</li> <li>Chronic absenteeism increased instead of decreased</li> <li>Inaccurate data reporting due to data entry errors</li> <li>Errors in emergency transport paperwork</li> </ul>
Ongoing Monitoring & Continuous Improvement	<ul style="list-style-type: none"> <li>Build coordinated approach to data analysis</li> <li>All components of monitoring tools were not completed as designed</li> </ul>

### Analysis and Conclusion

The Self-Assessment Leadership team met to review all the data and findings. Each team leader was able to provide a synopsis of their review and share specific items that were of significant strength or opportunities to improve. The team synthesized data with the intention of determining what areas of growth would be supported by the areas of strength, and which areas of growth directly impacted each other.

Teams reported this methodology for self -assessment was better than years passed.

Recommendation from participants was to have more time to review data.

### Items in Need of Immediate Planning

1. Recordkeeping and Reporting / ERSEA – Absenteeism / Chronic Absenteeism
2. On-going Monitoring / Data & Evaluation– A systematic approach to developing & maintaining a program coordinated approach to utilizing data. This coordinated approach provides a clear process for decision-making. Ensure staff have the skill set & tools to use data to drive decision – making and planning in every programmatic area.
3. Facilities & Learning Environment / Ongoing Monitoring & Continuous Improvement / Recordkeeping & reporting – Ensure that children are kept safe at all times utilizing redundant & repetitive policies & protocols with oversight / monitoring, and individualized training.
4. Human Resources / Training & Professional Development– Improve the development, implementation, and monitoring of staff individual professional development plans.
5. Program Planning & Service System Design / Communication – Ensure that policy & procedure is reviewed and updated as needed and that information is communicated to all

staff. Staff who require training or specific communication about policy & procedure will receive that information. Staff will be directed to review policy & procedure when problem solving and held accountable to know, implement, & demonstrate knowledge.

#### Items to be addressed in Long-Term Planning

1. Training & Professional Development / Communication – Relationship-Based Competencies
2. Technology & Information Systems – COPA software system development
3. Facilities & Learning Environments – Work order system & preventative maintenance system

#### Review of Previous Year's Progress

The program identified mental health as an area of focus. This included mental health support for children, families, and staff. Self-assessment goals and program goals specifically identified for mental health were met and in some cases exceeded. The adoption of Conscious Discipline as a guide for building a positive school climate has made significant progress as there is more staff “buy-in”. The implementation of a staff Wellness Day and the addition of the mental health consultant on-site are significant supports to staff.

Data in all aspects (correctness, currency, completeness, & consistency) continues to be an area of growth & development for the grantee. Once this this stage of data is mastered, the ability to analyze and apply knowledge gained from data will surface.



Programmatic / Service Area	Description of Concern(s)	Desirable Outcome	Action Steps	Person(s) responsible	Timelines	Actual Outcomes
Recordkeeping & Reporting / ERSEA	Program did not meet 85% threshold for attendance. Individual classrooms / sites met the threshold while others did not.	The program will meet and exceed the 85% threshold for attendance.	<ol style="list-style-type: none"> <li>1. FESM will monitor attendance daily through ERSEA reports in COPA.</li> <li>2. FESM will monitor attendance weekly through ERSEA reports provided by FAs and COPA.</li> <li>3. FESM will report to admin team detailed absenteeism report monthly at admin mtg.</li> <li>4. FESM will review current policy &amp; procedure related to attendance &amp; attendance strategies.</li> <li>5. If needed, FESM will updated policy, procedure, &amp; forms to support consistent attendance and submit to Executive Director for final review &amp; approval.</li> <li>6. FESM will develop an attendance strategy for PY 19/20</li> <li>7. FESM will ensure staff (Admin, Ed, FA, &amp; Trans) receive training &amp; guidance related to attendance strategy for PY 20/21.</li> <li>8. FESM will coordinate with other managers to ensure all staff (above) are working towards progress on attendance strategy.</li> <li>9. Staff will be held accountable for lack of student attendance (those in which student attendance is specifically mentioned in their job description, IPDP).</li> </ol>	<p>FESM</p> <p>FESM Exec Dir</p> <p>FESM</p> <p>FESM Admin Ed FA Trans Admin</p>	<ol style="list-style-type: none"> <li>1. Ongoing Aug - May</li> <li>2. Ongoing Aug - May</li> <li>3. Ongoing Aug - May</li> <li>4. July 2020</li> <li>5. July 2020</li> <li>6. July 2020</li> <li>7. August 2020</li> <li>8. Ongoing August – May</li> <li>9. Ongoing Aug - May</li> </ol>	
	Program did not decrease chronic absenteeism,	The program will decrease chronic absenteeism by 1% each month.	<ol style="list-style-type: none"> <li>10. FESM will utilize data to identify possible causes of chronic</li> </ol>	See above FESM	See above 10. Ongoing Aug – May	

	actually increased		absenteeism (illness, mental health, transportation, etc.) 11. FESM will ensure that all policy & procedures accurately reflect steps to support families to mitigate absenteeism. If updates are needed, FESM will seek review & approval from Exec Dir. 12. FE team will ensure a substantial wait list to replace any children who are withdrawn due to chronic absenteeism.	FESM Exec Dir  FE team	11. July 2020  Ongoing July - May	
Active Supervision	Emergency contact information does not match COPA and paper file	Emergency contact information will match in all places (COPA, child file, emergency files, transportation)	<p>1. Family Advocates will follow current policy &amp; procedure specific to child release information.</p> <p>2. HCSM will schedule 3 internal peer reviews to check for compliance.</p> <p>3. HCSM to develop "Sign-out" sheets for classrooms.</p> <p>4. FESM &amp; HCSM to review policy &amp; procedure related to emergency contact information, release of children, and requirements of paperwork. If deemed necessary, FESM &amp; HCSM will develop updates &amp; submit to Exec Dir for review &amp; approval.</p> <p>5. HCSM to train all staff on release of children, proper documentation requirements.</p> <p>6. All staff to be held accountable for breach of safety of children</p>	<p>Family Advocates</p> <p>HCSM</p> <p>HCSM</p> <p>FESM HCSM Exec Dir</p> <p>HCSM</p> <p>Admin</p>	<p>1. Ongoing July – May</p> <p>2. As determined by Health &amp; Safety monitoring protocol</p> <p>3. August 2020 (prior to school start)</p> <p>4. July 2020</p> <p>5. August 2020</p> <p>6. Ongoing</p>	

				and / or release of children including inaccurate or untimely paperwork.			
Professional Development	IPDPS do not reflect program goals, child outcomes, or identified needs	IPDPS are individualized to meet the growth needs of each staff member. IPDPS are connected to program goals and child / family outcomes.	1. Exec Dir will provide TTA to Managers on how to complete the form, expectations, and follow up throughout the year. 2. Managers will "re-write" current staff IPDPS for PY 20/21 with support of Exec Dir. Managers will review IPDPS with staff through individualized meetings within first 30 days of call-back. 3. Managers will review IPDPS at least twice in PY 20/21 with one of those times being at the end of year evaluation. 4. Staff will complete an end of year survey addressing IPDP satisfaction / progress.	Exec Dir Managers	1. Aug 2020 2. September 2020 3. May 2021 4. May 2021		
	No monitoring system for PD	A monitoring system in place that tracks individual staff professional development hours and experiences.	1. The Exec Dir and IT Secretary will develop a monitoring system that incorporates tracking PD. 2. The Director will write policy that supports the process for PD tracking system. 3. Managers will be trained on the processes of PD monitoring system. 4. Managers will train respective staff on PD monitoring processes.	Exec Dir IT Secretary Managers	1. Aug 2020 2. Aug 2020 3. Aug 2020 4. Oct 2020		
DLLs	No professional development addressing DLLs or cultural diversity with 1	Education Staff, Family Engagement Staff, Transportation Staff, Secretaries, and Admin will develop skill sets and understanding of the cultures served by	1. Each manager will locate a DLL and / or cultural diversity training opportunity that specifically addresses the DLL community.	Admin Exec Dir	1. Oct 2020 2. Dec 2020 3. Dec 2020 – ongoing thereafter		

	in every 5 children identified as DLL.	MCHS and the uniqueness of DLLs and how they learn.	2. Exec Director will ensure funding is available in TTA budget to support DLL training and or cultural diversity training. 3. Each manager will ensure that DLL and or cultural diversity is addressed in IPDP development. 4. Monitor DLL outcomes in TSGOLD and EDECA for variances.	Admin  Exec Dir Ed Mgr	4. May 2021	
Data & Evaluation	The program lacks a systematic approach to data analysis. Data collection is conducted by all staff; however, data analysis and decision-making are made at the admin level.	The program will embrace a data-rich culture. Staff will utilize data to drive decision-making in all programmatic areas.	1. Exec Dir will provide TTA on the 4C's of data to managers. 2. Admin staff will incorporate the 4C's of data in all meeting with staff (correctness, currency, completeness, consistency). 3. Staff will utilize data collection tools with fluency, anti-bias, and integrity. 4. Admin will support staff in the analysis of data with decreasing support throughout the program year. 5. Admin will identify staff who "struggle" or choose not to use data in decision-making / planning / development. 6. For those identified, individual TTA will be provided. 7. All staff will be held accountable for the use of data in decision-making & planning for program, family, and child outcomes.	Exec Dir  Admin  Staff  Admin   Admin  Staff  Staff / Admin	1. Sept 2020 2. Oct 2020 – ongoing thereafter 3. Feb 2021 – ongoing thereafter 4. Feb 2021 – ongoing thereafter 5. May 2021 6. Summer 2021  7. Sept 2021 – ongoing thereafter	
	Child assessment – lack of understanding of DAP /	Education will demonstrate fluent knowledge of developmental milestones & DAP in the preschool setting.	1. EM will locate TTA to address developmental milestones / DAP for preschool setting.	Education Manager Education staff Exec Dir	1. Sept 2020 2. Sept 2020 3. August 2020	



milestones and how to connect to lesson plan development or individualized planning		<p>2. EM will locate TTA to address curricula &amp; assessment for preschool teachers.</p> <p>3. EM will modify education monitoring tool to ensure that DAP is conducted in classrooms that specifically correlate to developmental milestones &amp; progressions.</p> <p>4. EM will work individually with Education teams on expectations for lesson plan development &amp; implementation</p> <p>5. Exec Dir will develop budget to ensure that TTA dollars available for trainings mentioned above.</p> <p>6. Exec Dir will develop program calendar that allows planning time for teaching teams.</p>		<p>4. September – ongoing thereafter 5. Dec 2020 6. July 2020</p>	
CLASS – Instructional Support scores dropped from PY 18/19 to 19/20	Instructional Support scores will exceed the National bottom average (2.33) Agency goal 2.5 or higher collectively	<p>1. EM will identify teachers (teams) whose IS score fell below 2.33 for PY 19/20. Those individuals will be assigned PBC for PY 20/21 with increased IS as their goal.</p> <p>2. Program will ensure TTA tools (technological) available for in-house Professional Development.</p> <p>3. EM will conduct CLASS observation 2X per year as directed in education monitoring tool.</p> <p>4. EM will identify those teaching teams with CLASS IS scores below 2.5 and develop an intervention training plan to supplement the already existing IPDP.</p> <p>5. Education staff with IS scores falling below program defined</p>	<p>Education Manager Coach</p> <p>Exec Dir</p> <p>Education Manager</p> <p>Ed Staff Education Manager</p>	<p>1. August 2020 2. August 2020 3. Ongoing as directed by Education Monitoring tool 4. Follows first observation</p> <p>5. May 2021</p>	

			benchmarks will be held accountable on IPDPs and evaluative tools.			
	Family Engagement is not directed by data informed decision-making.	Family Engagement planning and service-delivery will be developed and implemented through the careful use of data analysis.	1. FESM will use FE monitoring tool as designed. 2. FE team will develop FE program plan based upon data received from families through application & enrollment. 3. FE team will ensure surveys are developed, distributed, collected, and analyzed following each FE event. 4. FESM to shorten timelines for Parent Gauge completion to ensure data is available for planning.	FESM  FE team  FE team  FE Team	1. July – ongoing thereafter 2. August 2020 3. After each FE event 4. August 2020	
Facilities & Learning Environments	There were (2) incidents that endangered the safety of children.	The program will utilize safety monitoring protocols as designed to ensure thorough oversight of active supervision and release of children mechanisms.	1. HCSM will utilize safety monitoring tools and adhere to strict timelines. 2. HCSM will immediately address any concerns noted in the safety monitoring tool (anything not meeting 100% compliance) with the individual(s). A follow up email and or meeting with the individual and direct supervisor to be conducted within 48 business hours of observed event. 3. HCSM will develop Active Supervision and other safety training for program planning calendar to be conducted throughout the program year. HCSM will submit to Exec Dir for review & approval.	HCSM          Exec Dir	1. Aug – ongoing thereafter 2. Aug – ongoing thereafter 3. July 2020	

	ECERS was used incorrectly.	ECERS tool will be used with fidelity. The program utilizes ECERS to meet self-assessment requirement for SUTQ.	<ol style="list-style-type: none"> <li>1. Exec Dir, EM, &amp; Coach to complete ECERS training.</li> <li>2. EM to assign ECERS observations to Exec Dir, EM, &amp; Coach (classrooms &amp; timelines)</li> <li>3. EM to utilize data to support IPDP objectives &amp; goals.</li> <li>4. Ed staff to be held accountable for ECERS scores &amp; improvement plans.</li> </ol>	<p>Exec Dir EM Coach EM</p>	<ol style="list-style-type: none"> <li>1. July 2020</li> <li>2. August 2020</li> <li>3. Sept 2020</li> <li>– ongoing thereafter to compliment IPDP cycle</li> <li>4. May 2021</li> </ol>	
	Behavioral issues had a negative impact on CLASS scores & child attendance. The referral process for MHC is constantly changing and managed by multiple managers and staff.	The program will streamline the MH referral process and assign specific duties & responsibilities to 1 individual. The process will “speed up” thereby decreasing negative behaviors in the classroom and increasing attendance.	<ol style="list-style-type: none"> <li>1. Continue to engage program staff in ongoing development of Conscious Discipline.</li> <li>2. Exec Dir to create a MH Manager role to support mental health program initiatives.</li> <li>3. Exec Dir to budget dollars to support MH Manager position.</li> <li>4. Exec Dir, Admin team, &amp; IT Secretary to develop referral process including steps for COPA entry.</li> <li>5. Exec Dir to meet with MHC to review policy &amp; procedure to update process</li> </ol>			
Program Planning & Service System Design / Communication	Policy & Procedure (in some areas) are not reviewed and updated as changes are made. Communication of changes and updates has	Policy & Procedure will be updated on a regular basis to reflect current practices. Communication of changes in P & P will be systematic.	<ol style="list-style-type: none"> <li>1. Admin team will develop a process to review &amp; update policy and procedure monthly.</li> <li>2. Admin team will develop a system of communication to ensure that all staff receive P &amp; P updates as they are made.</li> <li>3. Staff will be responsible to read, understand, &amp; implement P &amp; P as</li> </ol>	<p>Admin  Admin  Staff</p>	<ol style="list-style-type: none"> <li>1. December 2020</li> <li>2. December 2020</li> <li>3. December 2020 and ongoing thereafter</li> <li>4. December 2020 and ongoing thereafter</li> </ol>	



	not been effective.		designed to support the mission of the Head Start program. 4. All staff are expected to carry out P & P as written.	Staff		
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## MERCER COUNTY HEAD START SUMMER TRANSITION PROGRAMMING

**Purpose:** The Coronavirus Aid, Relief, and Economic Security (CARES) Act includes \$750 million for programs under the Head Start Act to support preventative, preparedness, and responsive activities during the coronavirus pandemic. Of this amount, up to \$500 million is available for programs to operate supplemental summer programs and about \$250 million is available for one-time activities in response to COVID-19.

**MCCHS Mission Statement:** *Mercer County Head Start is committed to providing comprehensive, holistic services, designed to enrich, nurture, empower, and positively impact the lives of children and their families.*

**Operations:** 16 children will be served. Group A comprised of 8 children will be served in the Starboard Sea Captains classroom. Group B comprised of 8 children will be served in the Lakeside Learners classroom. These classrooms afford the most space ensuring 6 feet social distancing is available.

3 education staff will be assigned to each classroom. Two educators at a time will be responsible for direct learning of the children, while the third educator is responsible for the necessary safety & cleaning requirements of the space and children. One education staff is assigned to oversight, orchestrating schedules of learning space, supplies, and attendance of children.

1 cook is responsible for the nutritional needs of the children.

Administration is responsible for the development, implementation, and oversight of the 4-week program.

Children will arrive daily at 8 am. Health & safety screens are completed by education staff. Children will leave at 1 pm. The program is Monday – Thursday. A child with perfect attendance will receive 75 hours of PreK experience.

Summer programming is self-transport only. Parents will drop off and receive their children outside of the building at designated locations.

**Supply:** Education staff have chosen a summer camp theme. Supplies for both indoor and outdoor classroom learning have been ordered. Intentional purchases that support individual learning were made (i.e. each child has a school box with supplies, no “central” art supply area in the classroom. Multiple “like” items to reduce sharing. “Yuck” buckets in classroom for frequently used items to be cleaned.

## MERCER COUNTY HEAD START SUMMER TRANSITION PROGRAMMING

PPE purchased for staff including masks, gloves, face shields, and smocks. Hand sanitizer and other sanitizing agents for frequent cleaning. No toothbrushing in classrooms currently.

Classroom design to incorporate “cafeteria- style dining” and not “family-style dining”.

Training: Staff are scheduled for the week of June 22 – 26 to complete training with HCSCM on proper safety and cleaning procedures.

Staff are afforded planning time prior to summer programming beginning.

Educational Focus: Specific focus on PreK early K skills.

Budget:	Personnel	\$45,236
	Fringe	\$7,110
	Supply	\$59,507
	Equipment	\$24,999
	Contract	\$2000

Note that not all expenses from CARES Act will directly impact summer transition programming. Supplies and equipment purchases as well as contractual expenses impact school year 20/21.

All CARES Act funding must be tracked separately from base grant, quality grant, and COLA increases.

Because the COVID 1 – time funding is in response to extraordinary events, MCHS is requesting to pay direct service staff (identified individuals) \$20 / hour. Administrative staff will be compensated utilizing a per child cost formula in the amount of \$1,160. Total amounts are reflected in the budget above.

## Mercer County Head Start Policies and Procedures

<b>P/P Topic:</b>	Compensation addendum	<b>P/P #:</b>	
<b>Part:</b>	1302	<b>PC Approval Date:</b>	6/11/2020
<b>Subpart:</b>	<i>I Human Resources</i>	<b>Last Reviewed Date:</b>	
<b>Section Title(s):</b>	<i>Personnel Policies</i>	<b>Implementation Responsibility:</b>	District Treasurer
<b>Related Performance Standard(s):</b>	1302.90	<b>Monitoring Responsibility:</b>	CCS Board

<b>(A) Policy</b>	A program must establish written personnel policies and procedures that are approved by the governing body and policy council and that are available to staff.
<b>(B) Responsibility</b>	District Treasurer
<b>(C) Procedure</b>	<p>Unique circumstances arise periodically in the context of federally-funded programming (i.e. state of emergencies). Allocated federal funds may be awarded inasmuch the grantee may provide incentive compensation to employees.</p> <p>The grantee determines the amount and the recipients of the incentive compensation. Hourly employees will receive hourly compensation. Administrative employees will receive compensation via a formula related to cost per child.</p> <p>Compensation must be reasonable.</p> <p>Compensation can only be distributed to those individuals affiliated with the federal fund award / allocation.</p> <p>The grantee must receive PRIOR approval before allocating / awarding any incentive / compensatory funds.</p> <p>Reference: Head Start Act - Sections 640 &amp; 653, OMB Circulars A-87 &amp; A-122 Employee Compensation</p>



ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-IM-HS-20-03	2. Issuance Date: 05/21/2020
	3. Originating Office: Office of Head Start	
	4. Key Words: Coronavirus Aid; COVID-19; Fiscal Flexibilities; Fiscal Year (FY) 2020	

## INFORMATION MEMORANDUM

**TO:** All Head Start and Early Head Start Agencies and Delegate Agencies

**SUBJECT:** Coronavirus Disease 2019 (COVID-19) Fiscal Flexibilities

### INFORMATION:

On March 30, 2020, the Administration for Children and Families (ACF) issued IM-ACF-OA-2020-01 ACF Grant Flexibilities in Conducting Human Service Activities Related to or Affected by COVID-19. It provides guidance related to fiscal flexibilities and waivers affecting grant applications, no-cost extensions, allowable costs, extension of certain deadlines, procurement, prior approvals, indirect cost rates, and single audit submissions.

This Information Memorandum (IM) describes how the Office of Head Start (OHS) is implementing each item from the ACF Memorandum. Please note that some items are implemented by OHS as issued by ACF and others are implemented with noted program-specific guidance.

#### **1. Flexibility with System for Award Management (SAM) registration.** (45 CFR §75.205; 2 CFR §200.205)

ACF is relaxing the requirement for active SAM registration at the time of application in order to expeditiously issue funding. However, Federal awarding agency review of risk posed by applicants at the time of award continues to apply. Current registrants in SAM with active registrations expiring before May 16, 2020, will be afforded a one-time extension of 60 days.

*OHS will accept applications from entities not having a SAM number. However, within 60 days of the date of application or by the date of award issuance, whichever is sooner, the awardee must have obtained a SAM number. This flexibility will apply to applications submitted and awards made through September 30, 2020 subject to adjustment at the discretion of OHS.*

## **2. Flexibility with application deadlines.** (45 CFR §75.202; 2 CFR §200.202)

ACF is providing flexibility with regard to the submission of competing applications in response to specific announcements. As appropriate, ACF will post specific guidance on its websites and/or provide a point of contact for an Agency program official.

*There are currently no OHS-specific flexibilities with regard to application deadlines. Applicants should continue to submit them on their scheduled due dates. One-time applications, such as those needed to address facility health and safety concerns, will continue to be accepted for consideration. An applicant/grantee must contact their Regional Grants Management officer in the event it is unable to meet a scheduled due date.*

## **3. No-cost extensions on expiring awards.** (45 CFR §75.308; 2 CFR §200.308)

To the extent permitted by law and at the respective Program Office's discretion, ACF will consider no-cost extension requests for awards active as of March 31, 2020, and scheduled to expire up to December 31, 2020, for a period of up to twelve (12) months. This will allow time for grantee/recipient assessments, resumption of individual projects, and a report on program progress and financial status to ACF staff. See Item 9 regarding financial, performance, and other reporting.

*Grantees with Head Start awards active as of March 31, 2020 and scheduled to end on or before December 31, 2020 may, at the discretion of OHS, receive a no-cost extension of the project period of their award for up to 12 months, inclusive of any previous extensions. Grantees with awards active during the designated period of March 31, 2020 through December 31, 2020 who require no-cost extensions should submit their extension request to the Regional Grants Management officer as soon as possible to allow time for processing and issuance of a revised notice of award.*

*OHS will address on a case-by-case basis the need for no-cost extensions for project periods to transition program services and assets, including real property, to a replacement grantee designated as a successor to some or all of a grantee's service area because of a designation renewal system competition, OHS de-funding, or grantee relinquishment of an award.*

## **4. Abbreviated non-competitive continuation requests.** (45 CFR §75.308; 2 CFR §200.308)

For continuation requests scheduled to come in from April 1, 2020 to December 31, 2020, from projects with planned future support, ACF will accept a brief statement from grantees/recipients to verify that they are in a position to: 1) resume or restore their project activities; and 2) accept a planned continuation award. ACF will post any specific instructions on our website at <https://www.acf.hhs.gov/coronavirus>. ACF will examine the need to extend this approach on subsequent continuation award start dates as grantees/recipients have an opportunity to assess their situations.

*OHS is accepting abbreviated narrative information in support of continuation applications due between April 1 and December 31, 2020. A grantee submitting an application for a non-competitive continuation award during the noted period must complete the budget and schedule tables within the Head Start Enterprise System (HSES), and submit only a budget justification (Section II) for the Application and Budget Justification Narrative document. Applicants must also complete any other applicable tabs in HSES, with supporting documents. Previously published guidance around non-federal match waiver requests and governing body and Policy Council approvals is also applicable to continuation applications. Submission of the noted information indicates the applicant's intent to resume or restore their project activities and accept the continuation award once issued.*

**5. Allowability of salaries and other project activities.** (45 CFR §75.403, 45 CFR §75.404, 45 CFR §75.405, 45 CFR §75.430, 45 CFR §75.431, 45 CFR Part 75 Subpart E – Cost Principles; 2 CFR §200.403, 2 CFR §200.404, 2 CFR §200.405, 2 CFR §200.430, 2 CFR §200.431, 2 CFR Part 200 Subpart E – Cost Principles)

To the extent permitted by law, ACF will allow grantees/recipients to continue to charge salaries and benefits to their currently active awards consistent with the grantees'/recipients' policy of paying salaries (under unexpected or extraordinary circumstances) from all funding sources, Federal and non-Federal. Grantees/recipients will be permitted to amend/create emergency policies in order to put emergency contingencies in place. ACF will allow other allowable costs (e.g., program-related, allocable, reasonable) that are necessary to resume activities supported by the award to be charged to their awards, consistent with applicable Federal cost principles and the benefit to the project. ACF will evaluate the grantee's/recipient's ability to resume the project activity in the future and the appropriateness of future funding, as done under normal circumstances based on subsequent progress reports and other communications with the grantee/recipient. ACF will require grantees/recipients to maintain appropriate records and cost documentation as required by 45 CFR §75.302 (2 CFR §200.302) (financial management) and 45 CFR §75.361 (2 CFR §200.333) (record retention), to substantiate the charging of any salaries and other project activities costs related to interruption of operations or services. Grantees/Recipients are prohibited from using grant funds for costs that are reimbursed or compensated by other federal or state programs that provide for such benefits, including but not limited to the Small Business Administration's Paycheck Protection Program, the \$100 billion in the Public Health and Social Services Emergency Fund, or unemployment compensation.

*OHS has previously issued guidance related to ongoing payment of salary and benefits to employees during the COVID-19 outbreak and related center closures. Review:*

- *COVID-19: Staff Wages and Benefits*
- *Update to Wages and Benefits Flexibility During the COVID-19 Pandemic*
- *Responding to Head Start Grantee Questions on COVID-19*

*In summary, OHS has directed grantees to continue to pay regularly scheduled wages and benefits to employees unable to report to their usual work location because of COVID-19. Continued pay and benefits assures that families and children receive services to the full extent possible during center closures and employees are ready to report to work when centers re-open.*



*This flexibility does not extend to non-COVID-19 related closures during which employees would not otherwise be paid, such as summer breaks.*

**6. Allowability of costs not normally chargeable to awards.** (45 CFR §75.403, 45 CFR §75.404, 45 CFR §75.405, 45 CFR Part 75 Subpart E – Cost Principles; 2 CFR §200.403, 2 CFR §200.404, 2 CFR §200.405, 2 CFR Part 200 Subpart E – Cost Principles)

To the extent permitted by law, ACF will allow grantees/recipients who incur costs related to the cancellation of events, travel, and/or other activities necessary and reasonable for the performance of the award, or the pausing and restarting of grant funded activities **due to the public health emergency**, to charge these costs to their award without regard to allowability of costs, reasonable costs, and allocable costs. ACF will allow grantees/recipients to charge the full cost of cancellation when the event, travel, and/or other activities are conducted under the auspices of the grant. **Grantees/recipients should not assume additional funds will be available should the charging of cancellation or other fees result in a shortage of funds to eventually carry out the event, travel, and/or other activities.** ACF will require grantees/recipients to maintain appropriate records and cost documentation as required by 45 CFR §75.302 (2 CFR §200.302) (financial management) and 45 CFR §75.361 (2 CFR §200.333) (record retention), to substantiate the charging of any cancellation or other fees related to interruption of operations or services **due to the public health emergency**. As appropriate, ACF will post additional guidance on specific types of costs on its websites and/or provide a point of contact for an Agency program official.

*OHS recognizes that delivery of Head Start and Early Head Start services and family supports during the COVID-19 outbreak is both challenging and complex, especially when many families are isolated within their homes and may have experienced changes in life circumstances, such as job layoffs. In this unprecedented service environment, OHS understands costs that are necessary and reasonable for the performance of a Head Start award may be very different from allowable costs during normal operations. Circumstances in local communities may also vary significantly from state to state and within geographic areas. Grantees are expected to use prudent judgment and their knowledge of service populations and community circumstances to determine what expenses are necessary and reasonable to maintain services and, when possible, re-open centers. It will be important for grantees to document that costs incurred are necessary, reasonable, and allocable to the program's COVID-19 response for enrolled children and their families.*

**7. Prior approval requirement waivers.** (45 CFR §75.407; 2 CFR §200.407)

To the extent permitted by law and at the respective Program Office's discretion, ACF will waive existing requirements to seek prior approval for allowable costs within program-specific authorities to effectively address the public health emergency response. However, grantees/recipients may continue to seek prior approval to avoid any potential disallowance or dispute based on unreasonableness or allocability for the allowable cost proposed or charged to the Federal award related to COVID-19. Grantees/recipients should remain in communication with Office of Grants Management (OGM) and must continue to act within existing guidelines for use of Federal funds. This temporary flexibility does not make unallowable expenses

allowable under a Federal award. **For those selected items of cost that are not directly related to COVID-19, the prior approval requirements remain in effect.** All costs charged to Federal awards must be consistent with Federal cost policy guidelines and the terms of the award, except where specified in this memorandum. ACF is requiring grantees/recipients to maintain appropriate records and cost documentation as required by 45 CFR §75.302 (2 CFR §200.302) (financial management) and 45 CFR §75.361 (2 CFR §200.333) (record retention), to substantiate the charging of any cancellation or other fees related to interruption of operations or services. As appropriate, ACF will post additional guidance on specific types of costs being allowed (or not allowed) on its websites and/or will provide a point of contact for an ACF program official.

*Grantees may use funds from their current operating awards to respond to and recover from the impacts of COVID-19. For expenses necessary to respond to COVID-19, OHS grantees may utilize the following waivers of prior approval requirements. These waivers do not apply to COVID-specific summer program awards.*

- a. *Prior approval for the purchase of equipment (45 CFR §75.308(c)(1)(xi)). Grantees may purchase equipment needed to respond to COVID-19 with a value of up to \$25,000 without prior ACF approval. This waiver applies to purchases made between January 20, 2020 and December 31, 2020.*
- b. *Budget modifications (45 CFR §75.308(e)). In order to allow grantees more flexibility to spend funds as needed to respond to COVID-19 and, when possible, quickly move to re-open closed centers, prior approval is waived for budget transfers between direct cost categories for an aggregate amount not to exceed \$1 million between January 20, 2020 and December 31, 2020.*
- c. *Procurement by noncompetitive proposals (45 CFR §75.329(f)(2)). OHS recognizes that COVID-19 has created a public emergency for all grantees. Competitive solicitations may result in delays that impair a grantee's ability to respond to or recover from COVID-19. OHS is authorizing grantees to engage in sole source purchasing between January 20, 2020 and December 31, 2020 to obtain goods and services needed for COVID-19 response and recovery.*

**8. Exemption of certain procurement requirements.** (45 CFR §75.328, 45 CFR §75.330; 2 CFR §200.319(b), 2 CFR §200.321)

As appropriate, ACF will waive the procurement requirements related to geographical preferences and contracting with small and minority businesses, women's business enterprises, and labor surplus area firms.

*OHS does not have Head Start-specific guidance associated with this flexibility. The exemption of certain procurement requirements noted above applies as stated to Head Start grantees.*

**9. Extension of financial, performance, and other reporting.** (45 CFR §75.341, 45 CFR §75.342, 45 CFR §75.343; 2 CFR §200.327, 2 CFR §200.328, 2 CFR §200.329)

ACF will allow grantees to delay submission of financial, performance and other reports up to three (3) months beyond the normal due date. Grantees will be allowed to continue to draw down Federal funds without the timely submission of these reports. However, these reports must be submitted at the end of the postponed period. In addition, ACF will waive the requirement for recipients to notify the agency of problems, delays or adverse conditions related to COVID-19 on a grant by grant basis (45 CFR §75.342(d)(1); 2 CFR §200.328(d)(1)).

*The extension of financial performance and other reporting noted above applies as stated to Head Start grantees, except that grantees must continue to submit open/closed center status reports and enrollment information without postponement.*

**10. Extension of currently approved indirect cost rates.** (45 CFR §75.414.(c); 2 CFR §200.414(c))

The flexibility to extend currently approved indirect cost rates is the responsibility of the HHS Program Support Center, Cost Allocation Services (PSC/CAS). Grantees/recipients are instructed to contact PSC/CAS with any cost allocation and indirect cost rate questions. The contact information for PSC/CAS is available at <https://rates.psc.gov/fims/dca/map1.html>. Visit the disclaimer page. As a courtesy, grantees/recipients are encouraged to copy their respective assigned OGM specialist.

*OHS does not have Head Start-specific guidance associated with this flexibility and the extension of currently approved indirect cost rates noted above applies as stated to Head Start grantees.*

**11. Extension of closeout.** (45 CFR §75.381; 2 CFR §200.343)

ACF will allow the grantee/recipient to delay submission of any pending financial, performance, and other reports required by the terms of the award for the closeout of expired projects, provided that proper notice about the reporting delay is given by the grantee/recipient to the Agency. This delay in submitting closeout reports may not exceed one year after the award expires.

*OHS grantees with project periods ending between April 1 and December 31, 2020 may request a delay of up to one year for submission of any pending financial, performance, or other reports required by the terms of their award. To request an extension, a grantee must submit a written request to its Regional Grants Management officer indicating the financial, performance, or other reports for which an extension is requested and the length of the requested extension. Extensions will generally be given in three-month increments and are effective only when approved in writing by ACF.*

*OHS will not entertain requests for extension of any closeout reports or other materials needed to transition program services and assets, including real property, to a replacement grantee designated as a successor because of a designation renewal system competition, OHS de-funding, or grantee relinquishment of an award.*

**12. Extension of Single Audit submission.** (45 CFR §75.512; 2 CFR §200.512)

As permitted under the OMB M-20-17 memo, ACF will allow grantees/recipients and subrecipients that have not yet filed their single audits with the Federal Audit Clearinghouse as of the date of the issuance of this memorandum and that have fiscal year-ends through June 30, 2020, to delay the completion and submission of the Single Audit reporting package, as required under Subpart F of 45 CFR §75.501 (2 CFR §200.501) (audit requirements), to six (6) months beyond the normal due date. This extension does not require individual grantees/recipients and subrecipients to seek approval for the extension by ACF or oversight agency for audit; however, grantees/recipients and sub-recipients should maintain documentation of the reason for the delayed filing. Grantees/recipients and subrecipients taking advantage of this extension would still qualify as a "low-risk auditee" under the criteria of 45 CFR §75.520(a) (2 CFR §200.520(a)) (low-risk auditee criteria).

*OHS does not have Head Start-specific guidance associated with this flexibility. The extension of single audit submission information noted above applies as stated to Head Start grantees.*

Thank you for your work on behalf of children and families.

/ Dr. Deborah Bergeron /

Dr. Deborah Bergeron  
Director  
Office of Head Start  
Office of Early Childhood Development

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-PI-HS-20-04	2. Issuance Date: 05/21/2020
	3. Originating Office: Office of Head Start	
	4. Key Words: Coronavirus Aid, Relief, and Economic Security Act; Appropriations; Fiscal Year (FY) 2020; COVID-19	

## PROGRAM INSTRUCTION

**TO:** Head Start and Early Head Start Grantees and Delegate Agencies

**SUBJECT:** Update to Funding for FY 2020 Supplemental Funds in Response to the Coronavirus Disease 2019 (COVID-19)

### INSTRUCTION:

The Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 (P.L. 116-136), makes available \$750 million for programs under the Head Start Act, which includes up to \$500 million for the purpose of operating supplemental summer programs.

The Office of Head Start (OHS) published Program Instruction (PI) [ACF-PI-HS-20-03](#) on April 14, 2020 with information on applying for funding made available under the CARES Act. Due to the continued fluidity of the coronavirus disease 2019 (COVID-19) pandemic, this PI supersedes ACF-PI-HS-20-03.

In this PI, OHS updates funding instructions to provide greater flexibility so all grantees can respond to the unique and constantly evolving circumstances within their communities during the COVID-19 pandemic. It provides updated guidance and a simplified process for applying for all funds under the CARES Act. All CARES Act funding, including funds for voluntary summer programs, will be distributed as one-time funding by formula based on each grantee's funded enrollment.

### Updated Funding Guidance

Many states and localities implemented stay-at-home or shelter-in-place orders to combat the spread of COVID-19 in March, April, and May, resulting in an unprecedented closure of Head Start programs across the country. Federal, state, and local officials are issuing new guidance on how communities will reopen in the coming weeks and months, and decisions could shift based on emerging data. OHS recognizes grantees will need flexibility to carefully plan reopening Head Start and Early Head Start programs while adhering to state and local guidance. Even with the best of planning, grantees may not be able to anticipate all needs and challenges that will arise over time.

Because grantees cannot predict with certainty when programs can safely open, OHS wants to ensure CARES Act funds are awarded in a manner that supports grantees' operation of supplemental summer programs while maintaining flexibility to repurpose those funds for other

one-time activities related to COVID-19, if needed. To achieve this, OHS has updated the funding guidance to fully distribute CARES Act funds by formula based on each grantee's funded enrollment. This will allow all grantees to be nimble and modify their spending plans as necessary based on state and local guidance. It will also mitigate the risk of either a substantial delay or unbalanced distribution of funding if a significant portion is separately awarded for the sole purpose of summer programs and some grantees are not able to operate during the summer as intended.

Grantees planning to operate summer programs are expected to continue to move forward with those plans if able to do so. Further, grantees that were not planning to operate summer programs now have the flexibility to do so. Summer programs are critical to offset losses in learning opportunities and comprehensive services due to program closures resulting from COVID-19. Grantees that are able to operate should continue to make every effort to prioritize (1) enrolled children who are projected to enter kindergarten at the beginning of the 2020–2021 school year and (2) enrolled children with an Individualized Education Program (IEP). Summer programs are still expected to provide the full range of comprehensive services to the extent possible, with a focus on preparing children for the coming school year.

Most grantees will receive sufficient funding to implement a summer program as planned. Others may need to revise their original plans to align with the adjusted one-time funding amount by formula, based on each grantee's funded enrollment. Grantees will have the flexibility to make programmatic changes or implement innovative approaches to adhere to state and local guidance. In addition, this simplified approach allows grantees the opportunity to use those funds for other one-time activities in response to COVID-19 if a summer program cannot operate.

To implement this updated funding approach, Supplement – COVID-19 One-Time applications already in progress will be amended to reflect adjusted amounts made available by formula. Programs no longer need to submit the separate 2020 Summer Supplement application.

### **Additional Information**

Additional information and materials on COVID-19, including summer programing, are available on the [Responding to COVID-19](#) page on the Early Childhood Learning and Knowledge Center (ECLKC) website. This webpage continues to be updated on a regular basis.

Please direct any questions regarding this PI to your Regional Office.

Thank you again for your work on behalf of children and families.

/ Dr. Deborah Bergeron /

Dr. Deborah Bergeron  
Director  
Office of Head Start  
Office of Early Childhood Development



## PY 19/20 Family Engagement Data

Midway through PY 19/20, MCHS began utilizing Parent Gauge, a research-based tool that measures parent engagement in Head Start programs. On a scale from 1-5, MCHS parents rated themselves as 4.4 and rated the program as 4.2. Due to COVID 19 the completion of the second round of questionnaires was not completed at the time of this report.

COVID impacted parent events to be held in spring. However, data does indicate the following statements: There is minimal support from parents serving on Policy Council, Parents often do not attend small parent events offered, specifically during the school day, Dads are more likely to attend events offered to them as opposed to Moms.

## PY 19/20 Health Data

99% of all students had a medical home

98% of all students had medical coverage

99% of all students had a physical

97% of all students had a vision screening

95% of all students had a hearing screening

79% of all students had a hemoglobin screening

81% of all students had a lead screening

84% of all students had a dental exam

30% of all students requiring dental exam follow-up completed

177 children served were either up to date for age or received all immunizations as possible at this time. Increased completion by 5% from PY 18/19.



# 2019 - 2020 CALENDAR Full-Day Student

C First Day For Students  
L Last Day For Students  
N No School  
T Teacher In-Service Day, No School  
D Scheduled 2-hr delay

**October**

M	T	W	T	F
			1	
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

**January**

M	T	W	T	F
	5	6	7	8
11	12	13	14	15
19	20	21	22	23
25	26	27	28	29

C Christmas Break  
L Martin Luther King Day

**April**

M	T	W	T	F
	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

L Easter Break

**July**

M	T	W	T	F

**August**

M	T	W	T	F

**November**

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	
23	24			
30				

L Thanksgiving Break

**February**

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
16	17	18	19	
22	23	24	25	

L President's Day

**May**

M	T	W	T	F
3	4	5	6	7
11	12	13	14	15
17	18	19		

C

**September**

M	T	W	T	F
		2	3	4
	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

L Labor Day

**December**

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22			

L Christmas Break

**March**

M	T	W	T	F
1	2	3	4	5
8	9	10	11	
15	16	17	18	19
22	23	24	25	
29	30	31		

**June**

M	T	W	T	F

Scheduled 2-hr delays:

1  
 9  
 10  
 9  
 4  
 164

# 2020 - 2021 CALENDAR Part-Day Student

136

F	First Day For Students
L	Last Day For Students
N	No School
T	Teacher In-Service Day, No School
D	Scheduled 2-hr delay

October				
M	T	W	T	F
			1	
5	6	7	8	
9	10	11	12	
19	20	21	22	
26	27	28	29	

November				
M	T	W	T	F
2	3	4	5	
9	10	11	12	
16	17	18	19	
23	24			
30				

December				
M	T	W	T	F
	1	2	3	
7	8	9	10	
14	15	16	17	
21	22			

August				
M	T	W	T	F

September				
M	T	W	T	F
		9	10	
14	15	16	17	
21	22	23	24	
28	29	30		

January				
M	T	W	T	F
	5	6	7	
11	12	13	14	
19	20	21	22	
25	26	27	28	

February				
M	T	W	T	F
1	2	3	4	
8	9	10	11	12
16	17	18	19	
22	23	24	25	

March				
M	T	W	T	F
1	2	3	4	
8	9	10	11	
15	16	17	18	
22	23	24	25	
29	30	31		

April				
M	T	W	T	F
	6	7	8	
12	13	14	15	
19	20	21	22	
26	27	28	29	

May				
M	T	W	T	F
3	4	5	6	
10	11	12	13	

June				
M	T	W	T	F

Easter Break

President's Day

Labor Day

Christmas Break

Scheduled 2-hr delays:

July				
M	T	W	T	F

Thanksgiving Break

Christmas Break

Labor Day

Christmas Break

135

# 2020 - 2021 CALENDAR

## Rockford Student

136

F	First Day For Students
L	Last Day For Students
N	No School
T	Teacher In-Service Day, No School
D	Scheduled 2-hr delay

October						
M	T	W	T	F		
			1	8		
5	6	7				
12	13	14	15			
19	20	21	22			
26	27	28	29			

November						
M	T	W	T	F		
2	3	4	5			
9	10	11	12			
16	17	18	19			
23	24					
30						

September						
M	T	W	T	F		
7		9	10	11		4
14	15	16	17			4
21	22	23	24			4
28	29	30				4

Thanksgiving Break

Labor Day

8  
12  
12  
8  
5

January						
M	T	W	T	F		
	5	6	7	8		
11	12	13	14			
19	20	21	22			
25	26	27	28			

February						
M	T	W	T	F		
1	2	3	4			
8	9	10	11	12		
16	17	18				
22	23	24	25			

March						
M	T	W	T	F		
1	2	3	4			8
8	9	10	11			13
15	16	17	18	19		12
22	23	24	25			12
29	30					6

Christmas Break

President's Day

Christmas Break

April						
M	T	W	T	F		
	6	7	8	9		
12	13	14	15			
19	20	21	22			
26	27	28	29			

May						
M	T	W	T	F		
3	4	5	6			
10	11	12				

June						
M	T	W	T	F		
						4
						8
						4
						4

Easter Break

Scheduled 2-hr delays:

136

July				
M	T	W	T	F