

Head Start Monthly Report December 2023

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.

November marks the end of our first quarter of service delivery in the program year. Data collection results in analysis and continuous improvement planning. The education team reviewed school readiness data, ECERS, and CLASS data to make plans for the remaining part of the school year. Family Engagement data reflects information gathered about parental involvement, follow up on referrals / goals, and attendance. Health & Safety data reviews health & safety incidents, absentee reasons, and health issues found and resolved. Mental Health data reviews the number of children referred for mental health consultation, behavioral screening growth, and staff wellness. Human Resources data review includes vacant positions, professional development planning, and budgetary alignment. The administrative team reviewed data throughout the program to feed the self- assessment system and make course corrections for the remaining part of the year.

The program completed the required annual lockdown drill.

New staff added to our school family include Jess McCollum as the new Family Advocate. Open positions include Head Teacher, Drivers, and Aides.

District affiliated events Director participated in include: brief meeting with Interim Superintendent

Community affiliated events Director participated in include:

External committees / meetings affiliated with Head Start – Weekly Directors meetings, OHSAI Executive Board, OHSAI Futures Group, OHSAI quarterly meeting, Air quality sensor and safety camera discussions with IT Director and Verkada company, mtg w/ Cooper Farms discussion about services to Marshallese and other employees, Meeting with District AD to discuss security concerns in EC, Mtg w/ District Curriculum Director to discuss Kready system for ECE, DCYS monthly meeting

Internal committees / meetings – Policy Council meetings, Administrative meetings, Quarterly Data meeting, MH Mgr annual evaluation, Part day PM session opening at EC discussions, mtgs to discuss a child of concern, staff concerns, father of a child in the program, Inventory (preparing for the end of project period), Mtg w/ ESC superintendent to discuss special ed services and future collaboration,

Trainings provided – Onboarding / Orientation – Family Advocates, Onboarding for FA, Transition training with classroom,

Coaching provided –

Training received – OHS TTA topic on coaching completed with ECSD, Executive Leadership Credential, NPRM discussions with NHSA, Table Top exercise

A. Monthly Financial Statements including credit card expenditures: \$802.80

11/10/23	\$407.54	Webstaurant	Kitchen
11/13/23	\$6.93	Apple	Education
11/14/23	\$147.87	Wal Mart	Family Engagement
11/20/23	\$36.00*	Cakes by Design	Staff Sunshine Fund
11/29/23	\$87.51	Teachstone	Education

*Not Head Start Funds

B. Program Information Summary

Education –Conducted first Data Dialogue day with education staff. Reviewed school readiness goals with education staff through first data checkpoint.

Mental Health – 50 children have been referred for screening, assessment, or ongoing services.

Health – see attached report

Disabilities – 10 students receiving IEP services (1 student finished their IEP)

Family Engagement – MOMs group. DOGS group, Winter Program for families

C. Enrollment / Attendance

November cumulative enrollment was reported at 122. Actually enrolled and served 130 children this year.

Enrollment by Program Option:

Half Day PY Head Start	48
Full Day School Year Ed Complex	65
Full Day School Year Rockford	12

Attendance by Program Option:

Half Day PY Head Start	79.99%
Full Day School Year Ed Complex	84.37%
Full Day School Year Rockford	95%

D. CACFP report – CACFP claimed meals

Month Served	November 2023
Total Days Attendance	Rockford - 15 Part Day - 16 Full Day - EC - 18
Total Breakfast	1400
Total Lunches	1602
Total Snacks	1193
Total Meals	4195

E. Financial Audit -

F. Annual Self-Assessment

- Completed May 2023

G. Community Assessment

H. Communication and guidance from the Secretary - see attached

Attachments to report: NOA, NPRM, Underenrollment letter, HSPPS Service Plans Subpart C

School Readiness

Health Report

Respectfully submitted,

Amy Esser
Executive Director

AMY ESSER			CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
5563-7580-0004-9768			\$0.00	\$802.80	\$0.00	\$802.80
ACCOUNTING CODE:						
Purchasing Activity						
Post Date	Tran Date	Reference Number	Transaction Description			Amount
11-10	11-09	02653903314600070601264	THE WEBSTAIRANT STORE 717-3927472 PA P.O.S.: 91699512 SALES TAX: 27.55			407.54 -
11-13	11-10	55131583314828311737924	APPLE.COM/BILL CUPERTINO CA			6.93 -
11-14	11-13	05416013317141002160075	WAL-MART #1433 CELINA OH			147.87 -
11-20	11-17	55506293321400985000122	CAKES BY DESIGN CELINA OH			36.00 -
11-29	11-28	82711163332000026784341	TEACHSTONE TRAINING CHARLOTTESVIL VA			87.51 -
Total Purchasing Activity						\$685.85
Travel Activity						
Post Date	Tran Date	Reference Number	Transaction Description			Amount
11-15	11-14	22303803318001027019249	LA CARRETA CELINA OH			116.95 -
Total Travel Activity						\$116.95

Category	Rate	Hours	Total	Comments
Policy Council	45.98	4	183.92	
At-home Activities				
Anchors Away	19.76	2	39.52	
Captain's Crew	19.76	4.5	88.92	
Lakeside Learners	19.76	5.75	113.62	
Lighthouse Leaders				
Rockford				
Starboard Seacaptains				
Turtle Troop				
Total			242.06	
HSAC				
Nursing Students				
Kitchen				
Parent Vol				
Comm Vol	1.5	17.06	25.59	
Total				
Four U				
Donated Goods				
Total				
ECE			4333.34	
Utilities			2142	
Total			6475.34	
CCS Personnel				
IT			737.74	
Asst. Treasurer I			506.34	
Asst. Treasurer II			373.09	
Supt. Sec			444.17	
Custodial			2520.25	
Maintenance			1261	
Total			5,842.59	
CCS Fringe			524.17	
CCS Benefits			6359.95	
			6884.12	
Speech Therapist				
Momentum			150.00`	
Total			19,803.62	
YTD Total			245,806.58	

HEAD START - 2023 GRANT

525-9923

	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING
Federal Revenue	2,002,713.00	-	2,002,713.00	1,444,000.00	558,713.00
CACFP Revenue	-	115,000.00	115,000.00	72,983.22	42,016.78
Other Local	-	-	-	-	-
Refund prior year exp	-	-	-	-	-
Board advance	-	-	-	108,899.68	(108,899.68)
Total	2,002,713.00	115,000.00	2,117,713.00	1,625,882.90	491,830.10

EXPENSES

	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE
Salary	989,588.00	-	989,588.00	913,771.56	75,816.44	-	75,816.44
Fringe Benefits	746,723.00	-	746,723.00	546,687.73	200,035.27	2,743.75	197,291.52
Programming	184,655.00	-	184,655.00	113,679.01	70,975.99	37,947.94	33,028.05
Supplies	192,929.00	-	192,929.00	111,513.34	81,415.66	60,471.52	20,944.14
Capital Outlay	-	-	-	-	-	-	-
Other Expenditures	11,186.00	-	11,186.00	5,655.80	5,530.20	-	5,530.20
PA22 subtotal	2,125,081.00	-	2,125,081.00	1,691,307.44	433,773.56	101,163.21	332,610.35
Training & Technical Services							
Training & technical serv (job code 400)	11,863.00	-	11,863.00	11,250.20	612.80	985.00	(372.20)
Staff out of town travel	19,552.00	-	19,552.00	12,415.00	7,137.00	1,926.06	5,210.94
Subtotal Purch Service	31,415.00	-	31,415.00	23,665.20	7,749.80	2,911.06	4,838.74
Training & Tech Supplies	2,009.00	-	2,009.00	1,371.42	637.58	159.75	477.83
Subtotal Supplies	2,009.00	-	2,009.00	1,371.42	637.58	159.75	477.83
T&TA -PA20	33,424.00	-	33,424.00	25,036.62	8,387.38	3,070.81	5,316.57
Return of Board Advance	-	-	-	108,899.68	(108,899.68)	-	(108,899.68)
TOTALS	2,158,505.00	-	2,158,505.00	1,825,243.74	333,261.26	104,234.02	229,027.24

TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES (199,360.84)



ADMINISTRATION FOR
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Office of Head Start | Region 5 | 233 North Michigan Avenue, Suite 400, Chicago IL 60601 | eclkc.ohs.acf.hhs.gov

December 5, 2023

Mr. Bill Sell, President/Celina City Schools, Board of Education
Celina City Board of Education
585 E Livingston St
Celina City Schools/Mercer County Head Start
Celina, OH 45822-1742

Re: Grant No. 05CH011273

Dear Mr. Sell,

This letter is to inform you that, pursuant to Section 641A(h)(3) of the Head Start Act, Celina City Schools is required to develop a plan in collaboration with the Office of Head Start (OHS) to address its current underenrollment status. OHS recognizes the challenges that the pandemic has created for Head Start recipients and the impacts on program operations including, but not limited to, enrollment.

Full Enrollment Requirements

Section 641A(h)(3) of the Head Start Act requires OHS to determine which Head Start agencies have operated with an actual enrollment that is less than full funded enrollment for at least four consecutive months. OHS is also required to collaborate with such agencies on the development of a plan and timetable for reducing or eliminating underenrollment.

Based on the Head Start enrollment level reported by your agency, Celina City Schools, will be given 12 months to achieve at least 97 percent enrollment, as described in Section 641A(h)(5) of the Head Start Act. The 12-month period goes into effect 10 days following the date of this letter. During the 12-month period, OHS would like to partner with your agency to ensure that you have a plan and the technical assistance support necessary to reach full enrollment. The 12-month period will conclude not later than December 15, 2024.

OHS requests a meeting with your agency leadership within the next 30 days to collaborate on the development of a plan for reaching at least 97% funded enrollment. OHS requests the Board Chair and/or a Governing Body Official be present during the meeting.

In preparation for the meeting, your organization should review available data and information including the community assessment as well as the factors outlined in Section 641A(h) of the Head Start Act (included as Attachment A). This review should help guide your agency in identifying the factors which may be contributing to your program's underenrollment.

Your assigned Program Specialist, Lisa Russell, will contact you to schedule the meeting.

Underenrollment Reporting Requirements

During the 12-month period, the following is required:

- **Center Level Enrollment Reporting** –Monthly enrollment **must be** reported by center and program option using the Center Level Reporting Spreadsheet. A webinar training on this requirement is available in the Head Start Enterprise System. Please watch, "Training –Center Level Reporting Spreadsheet", under the Enrollment tab of the Resources page to learn how to download, complete, and upload this spreadsheet when reporting monthly enrollment.
- **Enrollment Plan Submission** –Your organization must develop, in collaboration with the Regional Office, a plan and timetable for reducing or eliminating underenrollment. A working plan to reduce underenrollment **must be** submitted to the Regional Office within 30 days of the meeting. Please note, the Regional Office does not formally approve plans; however, the plan will be used to support and facilitate conversations during the 12-month period.

Next Steps and Potential Actions

If your agency reaches at least 97 percent enrollment at the end of the 12-month period, then OHS will continue to evaluate enrollment to ensure your program maintains at least 97 percent enrollment for the next six consecutive months. If this is achieved, a Completion Letter at the end of the six consecutive months will be issued as formal recognition of satisfactory completion of the underenrollment plan.

If your agency does not reach at least 97 percent enrollment at the end of the 12-month period, then your program may be designated “chronically underenrolled” by OHS, consistent with Section 641A(h)(5)(A)(i) of the Head Start Act, and subject to the recapture, withholding, or reduction of your base grant. Any reduction in funding would lead to an adjustment of your funded enrollment to be consistent with the historical, actual enrollment level.

Based on your most recently reported enrollment levels, your Head Start program is underenrolled by 38 slots. If OHS were to decrease your funded enrollment according to this figure, it would equate to recapturing \$513,426 from your Head Start base grant. Please note, OHS is **not** recapturing any funds from your agency at this time and the figures presented in this letter are provided to you for informational purposes only based on current data.

We look forward to working with you as you evaluate your community, plan strategically, and implement your plan to reach full enrollment. For more information about the Full Enrollment Initiative, please see [ACF-PI-HS-18-04](#).

Sincerely,

/Karen McNamara/

Regional Program Manager
Office of Head Start, Region 5

ATTACHMENT A

Sec. 641A Standards; Monitoring of Head Start Agencies and Programs

...

(h) Reduction of Grants and Redistribution of Funds in Cases of Underenrollment-

(1) DEFINITIONS- In this subsection:

(A) ACTUAL ENROLLMENT- The term 'actual enrollment' means, with respect to the program of a Head Start agency, the actual number of children enrolled in such program and reported by the agency (as required in paragraph (2)) in a given month.

(B) BASE GRANT- The term 'base grant' has the meaning given the term in section 640(a)(7).

(C) FUNDED ENROLLMENT- The term 'funded enrollment' means, with respect to the program of a Head Start agency in a fiscal year, the number of children that the agency is funded to serve through a grant for the program during such fiscal year, as indicated in the grant agreement.

(2) ENROLLMENT REPORTING REQUIREMENT- Each entity carrying out a Head Start program shall report on a monthly basis to the Secretary and the relevant Head Start agency

(A) the actual enrollment in such program; and

(B) if such actual enrollment is less than the funded enrollment, any apparent reason for such enrollment shortfall.

(3) SECRETARIAL REVIEW AND PLAN- The Secretary shall

(A) on a semiannual basis, determine which Head Start agencies are operating with an actual enrollment that is less than the funded enrollment based on not less than 4 consecutive months of data;

(B) for each such Head Start agency operating a program with an actual enrollment that is less than its funded enrollment, as determined under subparagraph (A), develop, in collaboration with such agency, a plan and timetable for reducing or eliminating underenrollment taking into consideration--

(i) the quality and extent of the outreach, recruitment, and communitywide strategic planning and needs assessment conducted by such agency;

(ii) changing demographics, mobility of populations, and the identification of new underserved low-income populations;

(iii) facilities-related issues that may impact enrollment;

(iv) the ability to provide full-working-day programs, where needed, through funds made available under this subchapter or through collaboration with entities carrying out other early childhood education and development programs, or programs with other funding sources (where available);

(v) the availability and use by families of other early childhood education and development options in the community served; and

(vi) agency management procedures that may impact enrollment; and

(C) provide timely and ongoing technical assistance to each agency described in subparagraph (B) for the purpose of assisting the Head Start agency to implement the plan described in such subparagraph.

(4) IMPLEMENTATION- Upon receipt of the technical assistance described in paragraph (3)(C), a Head Start agency shall immediately implement the plan described in paragraph (3)(B). The Secretary shall, where determined appropriate, continue to provide technical assistance to such agency.

(5) SECRETARIAL REVIEW AND ADJUSTMENT FOR CHRONIC UNDERENROLLMENT-

(A) IN GENERAL- If, after receiving technical assistance and developing and implementing the plan as described in paragraphs (3) and (4) for 12 months, a Head Start agency is operating a program with an actual enrollment that is less than 97 percent of its funded enrollment, the Secretary may--

- (i) designate such agency as chronically underenrolled; and
- (ii) recapture, withhold, or reduce the base grant for the program by a percentage equal to the percentage difference between funded enrollment and actual enrollment for the program for the most recent year for which the agency is determined to be underenrolled under paragraph (3)(A).

(B) WAIVER OR LIMITATION OF REDUCTIONS- The Secretary may, as appropriate, waive or reduce the percentage recapturing, withholding, or reduction otherwise required by subparagraph (A), if, after the implementation of the plan described in paragraph (3)(B), the Secretary finds that--

- (i) the causes of the enrollment shortfall, or a portion of the shortfall, are related to the agency's serving significant numbers of highly mobile children, or are other significant causes as determined by the Secretary;
- (ii) the shortfall can reasonably be expected to be temporary; or
- (iii) the number of slots allotted to the agency is small enough that underenrollment does not create a significant shortfall.

(6) REDISTRIBUTION OF FUNDS-

(A) IN GENERAL- Funds held by the Secretary as a result of recapturing, withholding, or reducing a base grant in a fiscal year shall be redistributed by the end of the following fiscal year as follows:

- (i) **INDIAN HEAD START PROGRAMS-** If such funds are derived from an Indian Head Start program, then such funds shall be redistributed to increase enrollment by the end of the following fiscal year in 1 or more Indian Head Start programs.
- (ii) **MIGRANT AND SEASONAL HEAD START PROGRAMS-** If such funds are derived from a migrant or seasonal Head Start program, then such funds shall be redistributed to increase enrollment by the end of the following fiscal year in 1 or more programs of the type from which such funds are derived.
- (iii) **EARLY HEAD START PROGRAMS-** If such funds are derived from an Early Head Start program in a State, then such funds shall be redistributed to increase enrollment by the end of the following fiscal year in 1 or more Early Head Start programs in that State. If such funds are derived from an Indian Early Head Start program, then such funds shall be redistributed to increase enrollment by the end of the following fiscal year in 1 or more Indian Early Head Start programs.
- (iv) **OTHER HEAD START PROGRAMS-** If such funds are derived from a Head Start program in a State (excluding programs described in clauses (i) through (iii)), then such funds shall be redistributed to increase enrollment by the end of the following fiscal year in 1 or more Head Start programs (excluding programs described in clauses (i) through (iii)) that are carried out in such State.

(B) ADJUSTMENT TO FUNDED ENROLLMENT- The Secretary shall adjust as necessary the requirements

relating to funded enrollment indicated in the grant agreement of a Head Start agency receiving redistributed funds under this paragraph.



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Office of Head Start | 330 C St., SW, 4th Floor, Washington DC 20201 | eclkc.ohs.acf.hhs.gov

From: Lisa Russell (Lisa.Russell@acf.hhs.gov)

Grant Number: 05CH011273

Grantee Name: Celina City Board of Education

Good Afternoon,

Per the attached letter, sent to CELINA CITY BOARD OF EDUCATION via the Head Start Enterprise System (HSES) on 12/5/2023, the Office of Head Start (OHS) is inviting you to a meeting to collaborate on the development of a plan for reaching funded enrollment. The OHS requests the Board Chair and/or a Governing Body Official also be present during the meeting.

Full Enrollment Initiative (FEI) Meetings will be held on **Friday, December 15 at 10AM CST/11AM EST and Monday, December 18 at 3PM CST/4PM EST** via Zoom. Please note, the OHS requests that you participate in one of these meetings. We highly recommend you participate as a team or join the same meeting virtually. Registration links are below.

December 15, 2023 at 10AM CST / 11AM EST https://acf-hhs-gov.zoomgov.com/webinar/register/WN_T60Cv8b3T0qxbvgxXRWSyA

December 18, 2023 at 3PM CST / 4PM EST https://acf-hhs-gov.zoomgov.com/webinar/register/WN_Qzznmj6xS_GmCqUdPG7KRQ

Please feel free to reach out to me with any questions.

Best,

Lisa J. Russell

Project Manager / Program Support Specialist

Attachments: There are (1) attachment(s) related to this message available to be viewed or downloaded in HSES.

Please login to HSES (<https://hses.ohs.acf.hhs.gov/>) to view and respond.



Notice of Proposed Rulemaking (NPRM) on Supporting the Head Start Workforce and Consistent Quality Programming – Public Comment Period

 eclkc.ohs.acf.hhs.gov/policy/pi/acf-pi-ohs-23-04

Notice of Proposed Rulemaking (NPRM) on Supporting the Head Start Workforce and Consistent Quality Programming – Public Comment Period ACF-PI-OHS-23-04

U.S. (United States) Department
of Health and Human Services

ACF
Administration for Children and Families

1. **Log Number:** ACF-PI-OHS-23-04
2. **Issuance Date:** 11/20/2023
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 and Early Head Start Grant Recipients

Subject: Notice of Proposed Rulemaking (NPRM) on Supporting the Head Start Workforce and Consistent Quality Programming – Public Comment Period

Instruction:

The Office of Head Start (OHS) has a Notice of Proposed Rulemaking (NPRM) in the Federal Register, [Supporting the Head Start Workforce and Consistent Quality Programming](#). The publication opens a 60-day public comment period. OHS is soliciting feedback on these proposed changes and will use comments submitted by the public in making decisions for the final rule.

This NPRM proposes new and enhanced changes to the Head Start Program Performance Standards (HSPPS) in three main areas: workforce supports, mental health, and other quality improvements. The proposed revisions would ensure OHS provides clear federal requirements for:

- Wages and benefits to support the Head Start workforce
- Better integration of mental health into all levels of Head Start programming
- Enhanced standards in other service areas to promote quality improvement and clarity of requirements

The current HSPPS remain in effect until a final rule is issued.

Workforce

This NPRM proposes standards for staff compensation that require programs to promote competitive wages for staff by August 2031. More specifically, the proposed standards would require programs to pay education staff annual salaries that are comparable to public school preschool teachers. This represents progress towards an ultimate goal of pay parity for Head Start education staff with kindergarten through third grade teachers. The NPRM also proposes to require programs to pay all staff a wage that is at least sufficient to cover basic costs of living. Finally, it proposes to require programs to provide or facilitate access to comprehensive benefits for full-time staff, including health insurance, paid leave, and short-term behavioral health services.

The diverse Head Start workforce has long subsidized the cost of Head Start services through low wages. This NPRM supports Head Start programs in maintaining a diverse and well-qualified workforce by ensuring staff are more fairly compensated, which in turn promotes more stable, high-quality services for enrolled children and families.

Mental Health

The revisions in the NPRM would enhance existing requirements to integrate mental health more intentionally and consistently across program systems to support children, families, and staff. The proposal also includes new and updated requirements for a multidisciplinary team that is responsible for addressing mental health, reducing barriers to obtaining mental health consultation, and ensuring a proactive and preventative approach to identifying and supporting children's mental health needs.

Other Quality Improvements

The changes in the NPRM enhance and clarify requirements in other service areas to promote consistent high-quality programming and support child well-being. These proposed changes include a cap for family service worker caseloads; enhancements to promote child safety in Head Start programs; and requirements for testing and addressing the presence of

lead in water and paint of Head Start facilities. The NPRM includes revisions to the community assessment process, as well as new requirements for programs to identify barriers to program attendance, such as lack of transportation.

These changes will also help address some of the inequities perpetuated among the children and families served in Head Start programs. For instance, proposed changes clarify and update the definition of income used to determine a child's eligibility for services. Families in low-income communities and communities of color have underdeveloped infrastructure and are disproportionately exposed to related health and wellness risks. New proposed requirements to test Head Start facilities for lead in water and paint would help address these types of inequities.

Submit Your NPRM Comments

Please read the full [Notice of Proposed Rulemaking](#) and submit your comments by January 19, 2024. The Office of Head Start must consider all the comments submitted before finalizing any changes to the HSPPS.

To submit comments, follow the "Submit a comment" instructions in the Federal Register. To ensure OHS can most effectively respond to your comments, clearly identify the issues on which you are commenting. Please be as specific as possible in your comments. Provide the page number, identify the column, and cite the paragraph from the Federal Register document (e.g., page 10999, second column, 45 CFR §1305.6(a)(1)(i)). If you wish to comment anonymously, please enter "NA" in the required fields.

If electronic submission is not possible, you may send comments via the U.S. Postal Service to the address indicated in the Federal Register. In accordance with the instructions in the Federal Register, OHS reminds all interested stakeholders to submit comments in response to the proposed changes within 60 days of the NPRM's publication date.

Thank you for your work on behalf of children and families. We look forward to receiving your comments.

Sincerely,

/ Khari M. Garvin /

Khari M. Garvin
Director
Office of Head Start

See PDF Version of Program Instruction:

[Notice of Proposed Rulemaking \(NPRM\) on Supporting the Head Start Workforce and Consistent Quality Programming – Public Comment \(322.49 KB\)](#)

BRIGANCE Online Management System

[My Students](#) [My Account](#) [Group Reports](#) [Resources](#)

Group Screening Summary Report

Report Options

School/Class:

Filter by date

Start Date:

End Date:

Gender:

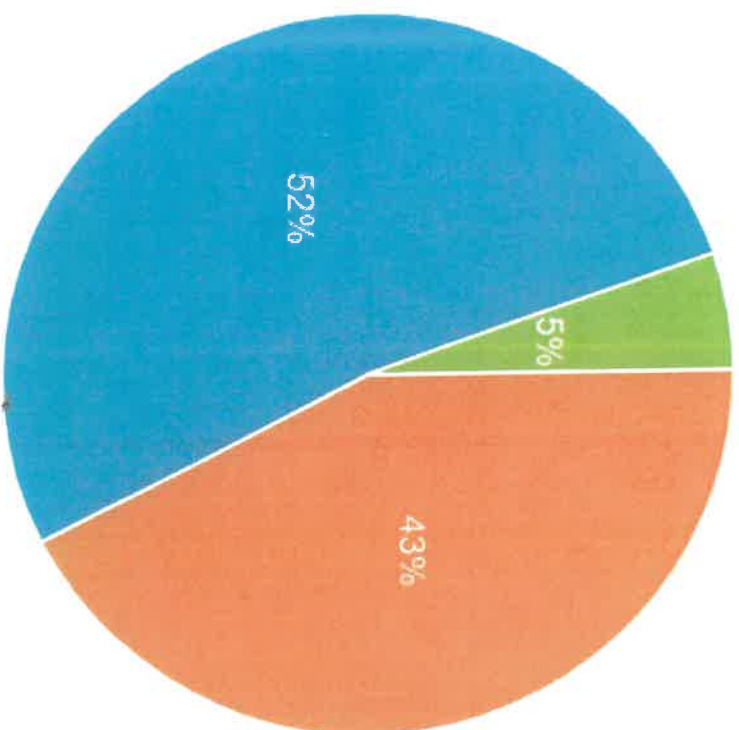
Ethnicity:

Language:

Free/Reduced Lunch:

Include only the most recent

Include inactive students

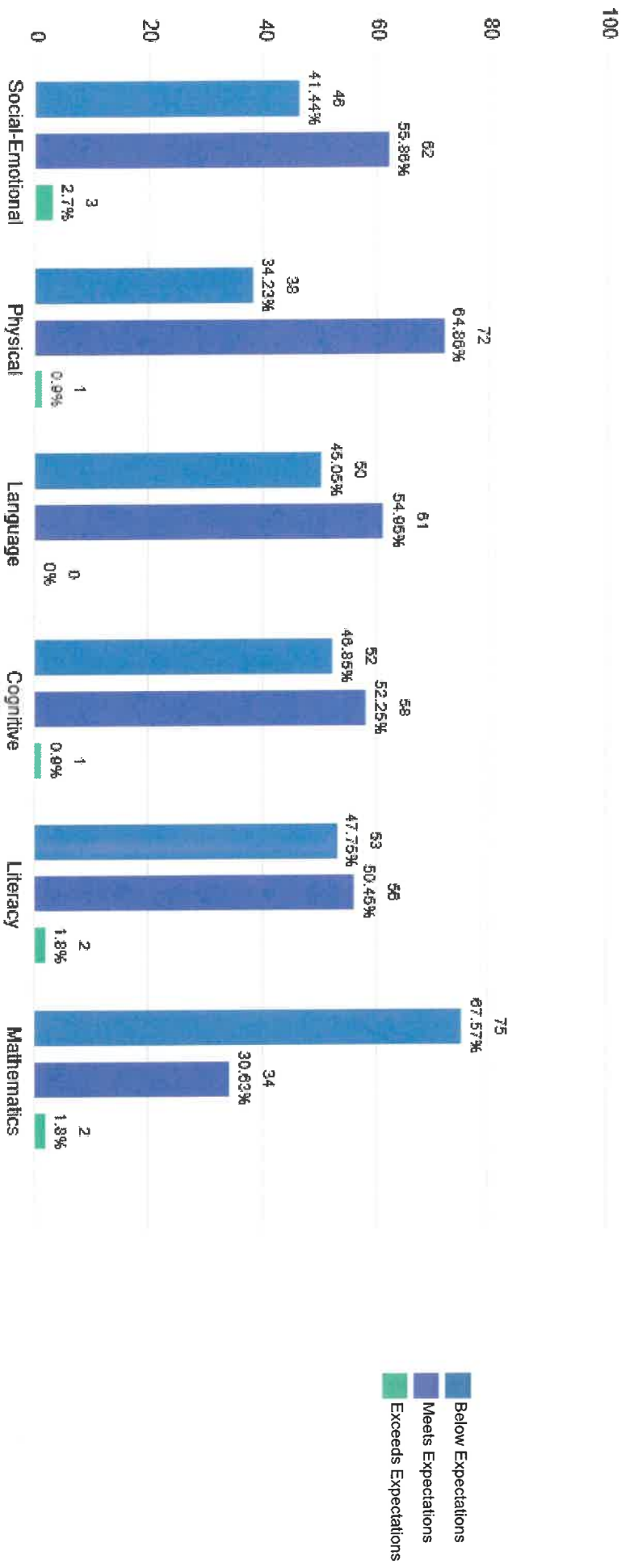


■ Below Delays Cutoff ■ Within Normal Limits ■ Above Gifted Cutoff

Export as CSV

- Mercer County Head Start

Fall 2023/2024 - Widely Held Expectations



Social Emotional Baseline Screening

DECA completed by Teacher

DECA is based on the theory of resilience. Each of us is comprised of 3 different categories of protective factors, these include Initiative, Self Regulation, and Attachment / Relationship Building. The more protective factors or skills we build the more resilient we are. Resiliency allows us to face adversity and builds in perseverance.

This report reflects baseline scoring of 72 children in our full-day programming.

The DECA is completed by the teaching staff once a child has been enrolled for 30 days. We utilize this data to determine referrals for mental health consultation, classroom intervention strategies, and supports to staff.

INITIATIVE – 73% of our children scored in the typically developing category

17% of our children scored in the area of need category

12% of our children scored on the strength category

SELF REGULATION – 70% of our children scored in the typically developing category

17% of our children scored in the area of need category

14% of our children scored in the strength category

ATTACHMENT / RELATIONSHIP

78% of our children scored in a typically developing category

17% of our children score in the area of need category

6% of our children score in the strength category

BEHAVIOR CONCERNS

93% of our children scored in the typically developing category

7% of our children scored in the area of need category

Head Start Program Performance Standard Reference 1302 Program Operations	Head Start Act	Performance Standard	Action Plan	Policy / Procedure	Responsibility	Form
<p>1302.1 – Overview</p>	<p>641A - 1) CONTENT OF STANDARDS- The Secretary shall modify, as necessary, program performance standards by regulation applicable to Head Start agencies and programs under this subchapter, 645 - The Secretary shall by regulation prescribe eligibility for the participation of persons in Head Start programs assisted under this subchapter 648 - Staff Qualifications and Development</p>	<p>This part implements these statutory requirements in Sections 641A, 645, 645A, and 648A of the Act by describing all of the program performance standards that are required to operate Head Start, Early Head Start, American Indian and Alaska Native and Migrant or Seasonal Head Start programs. The part covers the full range of operations from enrolling eligible children and providing program services to those children and their families, to managing programs to ensure staff are qualified and supported to effectively provide services. This part also focuses on using data through ongoing program improvement to ensure high-quality service. As required in the Act, these provisions do not narrow the scope or quality of services covered in</p>				

		<p>previous regulations. Instead, these regulations raise the quality standard to reflect science and best practices, and streamline and simplify requirements so programs can better understand what is required for quality services.</p>				
<p>Subpart C – Education and Child Development Program Services</p>			<p>.</p>			
<p>1302.30 Purpose</p>		<p>All programs must provide high-quality early education and child development services, including for children with disabilities, that promote children’s cognitive, social, and emotional growth for later such in school. A center-based or family child care program must embed responsive and effective teacher-child interactions. A home-based program must promote secure parent-child relationships and help parents provide high-quality early learning experiences. All programs must implement a research-based curriculum, and screening and assessment</p>	<p>MCHS provides high quality early childhood education services. MCHS provides these services to children with disabilities, ensuring that at a minimum 10% of the total enrollment is identified as having a disability. MCHS ensures that responsive and effective child-teacher interactions by completing 2 CLASS observations throughout the program year. MCHS implements the <i>Creative Curriculum</i>, ASQ-3 & ASQ-SE2, Brigance, and DECA for screening, and Teaching</p>	<p>Enrollment Education Monitoring Tool Curriculum Implementation Screenings & Behavioral Screenings Child Assessment</p>	<p>Executive Director Early Childhood Services Director Early Childhood Services Director</p>	<p>CLASS Observation score sheet ASQ – 3 ASQ-SE2 Brigance DECA</p>

<p>1302.31 Teaching and Learning Environment</p>		<p>procedures that support individualization and growth in the areas of development described in the <u>Head Start Early Learning Outcomes Framework: Ages Birth to Five</u> and support family engagement in children’s learning and development. A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social, and emotional functioning, approaches to learning science, physical skills, and creative arts. To deliver such high-quality early education and child development services, a center-based or family child care program must implement, at a minimum the elements contain in 1302.31 through 1302.34, and a home-based program must implement at a minimum, the elements in 1302.33 and 1302.35</p>	<p>Strategies GOLD as the assessment tool. <i>Creative Curriculum</i> and TS GOLD are aligned with the HSELOF. Individualization for children occurs at a minimum one time per week. Lesson plan format includes opportunities for daily experiences in language, literacy, mathematics, social, and emotional, approaches to learning, sciences, physical skills, & creative arts.</p>	<p>Curriculum Alignment Lesson Plan</p>	<p>Early Childhood Services Director Education Staff</p>	<p>TSGOLD reports Alignment Tool Lesson plan</p>
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		<p>(a). Teaching and the learning environment. A center-based and family child care program must ensure teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children’s skill growth aligned with the Head Start Early Learning Outcomes Framework: <u>Ages Birth to Five</u>, including for children with disabilities. A program must also support implementation of such environment with integration of regular and ongoing supervision and a system of individualized and ongoing professional development, as appropriate. This includes, at a minimum, the practices described in paragraphs (b) through € of this section.</p>	<p>MCHS utilizes the <i>Creative Curriculum</i>. <i>Creative Curriculum</i> is aligned with HSELOF. MCHS implements a system of monitoring that evaluates all components of responsive caregiving, effective teaching, and organized learning environments that is linked to individual professional development.</p>	<p>Curriculum alignment Education Monitoring Tool</p>	<p>Early Childhood Services Director</p>	<p>HSELOF Alignment with <i>Creative Curriculum</i> Education monitoring tool</p>
		<p>b) Effective teaching practices. (1) Teaching practices must: (i) Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security, are communication and language rich; promote critical thinking</p>	<p>Teaching staff will : demonstrate and / or produce a nurturing and responsive environment continuous and positive interactions with each individual in the classroom, an environment that expands and enriches children’s</p>	<p>Lesson plan Education Monitoring Tool</p>	<p>Teaching Staff</p>	<p>Lesson plans Observations CLASS</p>

		<p>and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning, motivate continued effort; and support all children’s engagement in learning experiences and activities.</p>	<p>language development, this includes but is not limited to language reflective of the children enrolled in the classroom, children’s written language, alphabet and numbers, every interest area is to be labeled with the word and photo of the item, print language supporting the objectives of the lesson plan, and children’s names, teacher’s voices should model a calm tone and support problem-solving through verbal communication, teaching staff will consistently support concept development, quality of feedback by scaffolding and creative enrichment of problem solving situations and activities.</p>	<p>Curriculum Alignment Lesson Plan</p>	<p>Early Childhood Services Director Teaching Staff</p>	<p>Alignment tool Lesson Plan</p>
		<p>(ii) Focus on promoting growth in the developmental progressions described in the <u>Head Start Early Learning Outcomes Framework: Ages Birth to Five</u> by aligning with and using the Framework and the curricula as described in 1302.32 to direct planning of organized activities, schedules, lesson plans, and</p>	<p>MCHS has aligned the <i>Creative Curriculum</i> with the HSELOF. Teaching staff utilize the <i>Creative Curriculum</i> and HSELOF to develop and implement lesson plans. Teaching staff are guided to utilize the NCQTL suites as supportive training on how to create high-quality early</p>			

			childhood education environments.			
	the implementation of high-quality early learning experiences that are responsive to and build upon each child’s individual pattern of development and learning;		MCHS utilizes TSGOLD reports to support intentional lesson planning for individuals and groups within the classroom. Teaching staff run reports on children assigned to the classroom on a regular and routine basis. Periodically throughout the year, teaching staff will be provided TSGold reports along with other data reports to support short – term and long-term lesson planning to reach established goals.	Lesson Plan Data Dialogue	Teaching Staff Teaching Staff Early Childhood Services Director	Lesson Plan TSGOLD reports Data Dialogue
	(iii)Integrate child assessment data in individual and group planning; and,			Lesson Plan	Teaching staff	Lesson Plan
	(iv))Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math science, social studies, creative arts, and physical development that are focused toward achieving progress outlined in the <u>Head</u>		Educational lesson plans will include daily experiences for: Language, literacy, social & emotional development, math, science, social studies, creative arts, and physical development. A minimum of 20 minutes of structured	Lesson Plan	Teaching staff	Lesson Plan

				physical gross motor activity will be implemented daily.			
		Start Early Learning Outcomes Framework: <u>Ages Birth to Five.</u>		During enrollment, family advocates ask parent / guardian what is the child's home language and what language they speak predominantly in the home.	Services to DLL	Family Advocate	COPA Application / enrollment
		(2)For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. These practices must:					
		(i)For an infant or toddler dual language learner, include teaching practices that focus on the development of the home language, when there is a teacher with appropriate language competency, and experiences that expose the child to English;					
		(ii)For Preschool age dual language learner, include teaching practices that focus on both English language acquisition and the continued development of the home language; or,		Teaching staff will work with the child's parent / guardian on supplying the classroom with written language in the child's predominant language. If an interpreter is available, teaching staff will work with the interpreter to spend time in the classroom. Teaching staff will participate in professional development opportunities to enrich their	Interpreter Services		

		<p>(iii) If staff does not speak the home language of all children in the learning environment, include steps to support the development of the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies. Programs must work to identify volunteers who speak children’s home language /s who could be trained to work in the classroom to support children’s continued development of the home language.</p>	<p>understanding of DLLs in the classroom and family dynamics.</p> <p>Teaching staff will ensure that the child’s home language is available through postings, labels, and other reading materials. In addition, culturally significant materials will be available throughout all the interest areas.</p> <p>Staff will work diligently to identify possible volunteers in the community to help interpret in the classroom.</p>	<p>Daily Routine Interpretive Services Volunteer</p>	<p>Teaching Staff</p>	<p>CLASS ECERS</p>
	<p>(c) Learning environment. A program must ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play exploration, and experimentation among a</p>	<p>MCHS ensures that classroom space both indoor and outdoor is in compliance with ODE licensing guidance. Education staff ensures that all classrooms have required interest areas identified and labeled, as well as stocked with educational and interesting items that encourage children’s natural curiosity and</p>	<p>Lesson Plan Daily Routine</p>	<p>Teaching Staff</p>	<p>CLASS ECERS</p>	

		<p>variety of learning, sensory, and motor experiences and:</p>	<p>exploration. Lesson plans are written to balance both teacher driven and child focused activities. Activities are to incorporate times of individual, small group, and large group times as well as times for quiet activities and more active activities. Lesson plans are written to incorporate standards and objectives supportive of school readiness skills for all children.</p>			
		<p>(1) For infants and toddlers, promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences; and,</p>				
		<p>(2) For preschool age children, include teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.</p>	<p>Teaching staff follow the guidance provided by Creative Curriculum when developing the classroom daily routine that clearly articulates the balance of child-directed & teacher-directed expectations in classrooms. The classroom environment is designed to provide activities that</p>	<p>Daily Routine Lesson Plan</p>	<p>Teaching Staff</p>	<p>ECERS CLASS</p>

			<p>children can do alone, with small groups, and with large groups. The classroom environment is to have spaces where children may work quietly and other spaces where children can work noisily. Teaching staff can utilize pages 48-61 of Creative Curriculum for guidance.</p>			
	<p>(d)Materials and space for learning. To support implementation of the curriculum and the requirements described in paragraphs (a), (b), (c), and (e) of this section a program must provide age-appropriate equipment, materials, supplies, and physical space for indoor and outdoor learning environments, including functional space. The equipment, materials, and supplies must include any necessary accommodations and the space must be accessible to children with disabilities. Programs must change materials intentionally and periodically to support children’s interests, development, and learning.</p>	<p>MCHS ensures that all learning spaces will be accommodating for children with disabilities. Teaching staff are to change materials on a regular routine basis to reflect the interests of the children and lesson plan objectives. Classroom learning environments shall reflect the study identified on the lesson plan. This includes all areas of the classroom. Teaching staff are to ensure that reading materials reflect the study topic throughout the learning environment. Teaching staff must ensure that the environment has tools and materials that reflect children and families of all abilities.</p>	<p>Lesson Plan</p>	<p>Teaching Staff</p>	<p>ECERS CLASS Walk Through Observations Mental Health Observations</p>	

		<p>(e) Promoting learning through approaches to rest, meals, routines, and physical activity.</p>		<p>Daily Routine Lesson Plan Active Supervision Individualization Rest / Nap time</p>	<p>Teaching Staff</p>	<p>ODE Licensing Lesson Plan Daily Routine</p>
		<p>(1) A program must implement an intentional, age appropriate approach to accommodate children's need to nap or rest, and that for preschool age children in a program that operates for 6 hours or longer per day provides a regular time every day at which preschool age children are encouraged but not forced to rest or nap. A program must provide alternative quiet learning activities for children who do not need or want to rest or nap.</p>	<p>Classrooms that provide instruction for a minimum of 6 hours will have cots available for each child enrolled to nap. Nap time / rest time will be designated as a part of the daily routine. Children who do not want or need to nap will be provided instructional materials / time with teaching staff. Teaching staff will utilize this time to work on individual goals with children. ODE licensing regulations will be maintained at all times.</p>			
		<p>(2) A program must implement snack and meal times in ways that support development and learning. For bottle-fed infants, this approach must include holding infants during feeding to support socialization. Snack and meal times must be structured and used as learning opportunities that support teaching staff-</p>	<p>MCHS provides breakfast and lunch for the am session, lunch and a snack for the pm session, and breakfast, lunch, and snack for programs over 6 hours. MCHS does not implement an infant toddler program. MCHS utilizes family style dining with meal times. Children are encouraged to participate in</p>	<p>Daily Routine Family-style Dining Child Guidance & Discipline Policy CACFP guidance</p>	<p>Teaching Staff Cafeteria Staff HCSM</p>	<p>Daily Routine CACFP observation</p>

		<p>child interactions and foster communications and conversations that contribute to a child's learning, development, and socialization. Programs are encouraged to meet this requirement with family style meals when developmentally appropriate. A program must also provide sufficient time for children to eat, not to use food as a reward or punishment, and not force children to finish their food.</p>	<p>all aspects of meal service including cleaning tables, setting tables, serving themselves food. Teaching staff are to support this process by modeling appropriate table manners and conversations. Children are encouraged to serve themselves all components of the meal provided but are not forced to eat all components. MCHS follows are required guidelines of the CACFP grant which includes mandatory timelines for when food may be served. MCHS discipline policy specifically indicates that food is not to be used as a reward or punishment.</p>			
	<p>(3) A program must approach routines, such as handwashing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth.</p>		<p>Teaching staff are to ensure that handwashing and transitions are identified on daily routines and lesson plans. Appropriate handwashing techniques are to be taught to each individual child upon entry into the classroom. Educational staff will assist children with handwashing as needed.</p>	<p>Handwashing Transition Lesson Plan</p>	<p>Teaching Staff</p>	<p>Lesson Plan</p>

			<p>Transitions will be intentional and purposeful throughout the day. Teaching staff will ensure transitional strategies are listed on lesson plans. Teaching staff will utilize an arsenal of resources including <i>Mighty Minutes</i> through <i>Teaching Strategies</i> to support transitions in and out of the classroom. Handwashing posters shall be posted in all environments where students and adults may wash hands. Teaching staff shall keep transitional activities posted in areas where transitions happen or on their person in their teacher “aprons”.</p>		
	<p>(4) A program must recognize physical activity as important to learning and integrate intentional movement and physical activity into curricular activities and daily routines in ways that support health and learning. A program must not use physical activity as a reward or punishment.</p>		<p>Teaching staff will ensure that at a minimum 20 minutes of each daily schedule is dedicated to physical activity. Teaching staff are to utilize <i>I am Moving I am Learning</i> techniques. Teaching staff are to ensure that physical activity is implemented regardless of indoor or outdoor environment. MCHS Staff is not to utilize physical activity as a reward or a punishment.</p>	<p>Lesson Plan Daily Routine</p>	<p>Lesson Plan Daily Routine</p>

1302.32 Curricula		<p>(a) Curricula (1) Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula , including additional curricular enhancements, as appropriate that:</p> <p>(i) Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation;</p> <p>(ii) Are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and,</p> <p>(iii). Have an organized developmental scope and sequence that include plans</p>	<p>MCHS implements <i>Creative Curriculum</i>, which is research-based.</p>	Teaching Staff	Creative Curriculum	
			<p>MCHS has created an alignment tool between <i>Creative Curriculum</i> and HSELOF and ODE Standards.</p>	Curriculum Alignment	Early Childhood Services Director	Alignment Tool
			<p><i>Creative Curriculum</i> along with its assessment tool,</p>	Child Assessment	Education Staff	TS Gold

		<p>and materials for learning experiences based on developmental progressions and how children learn.</p>	<p>TSGOLD is based on developmental progressions.</p>	<p>Education Monitoring Tool</p>	<p>Early Childhood Services Director</p>	<p>Education Monitoring Tool</p>
	<p>(2) A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.</p>	<p>MCHS has an educational monitoring tool that ensures that teachers receive regular monitoring through observations, feedback, and professional development. Throughout the program year, education staff will receive 2 CLASS observations, 2 classroom mental health observations, 2 classroom observations completed by the Early Childhood Services Director. To support the fidelity of the use of <i>Creative Curriculum & TSGOLD</i>, each teacher must complete and pass the inter-rater reliability annually.</p>	<p>MCHS has no adaptations to the curriculum.</p>	<p>Education Monitoring Tool</p>	<p>Early Childhood Services Director</p>	<p>Education Monitoring Tool</p>
	<p>(b) Adaptation. A program that chooses to make significant adaptations to a curriculum or a curriculum enhancement described in paragraph (a)(1) of this section to better meet the needs of one or more specific populations must use an external early childhood education curriculum or</p>					

		<p>content area expert to develop such significant adaptations. A program must assess whether the adaptation adequately facilitates progress toward meeting school readiness goals, consistent with the process described in 1302.102(b) and (c). Programs are encouraged to partner with outside evaluators in assessing such adaptations.</p>					
<p>1302.33 Child Screenings and assessments</p>		<p>(a) Screening</p>	<p>(1) In collaboration with each child's parent and with parental consent, a program must complete or obtain developmental screening to identify concerns regarding a child's development, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program, or for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or</p>	<p>During enrollment, Family Advocates provide parents with the ASQ-3 and ASQ-SE to complete. Both tools cover screenings for child development, behavioral, motor, language, social, cognitive, and emotional skills. These screening tools are designed to be age-appropriate and garner input from the parent. If a parent fails to provide a completed ASQ – 3 and ASQ-SE within the first 30 days of the child's enrollment, the child's primary teacher will be</p>	<p>Developmental Screening & Behavioral Screening</p>	<p>Family Advocates Teaching Staff D & Q Secretary</p>	<p>ASQ-3 ASQ-SE Brigance DECA</p>

		<p>obtain a current developmental screening within 30 calendar days of when the child first attends the program.</p>	<p>responsible to complete both the ASQ-3 and ASQ-SE by the 45 day deadline.</p> <p>Teaching staff also complete the Brigance and DECA screenings once the child is enrolled in the program for 30 days. These screening tools MUST be completed before the 45- day deadline.</p> <p>Utilizing multiple screening tools with both parent and teacher input provides a complete developmental picture of the child's abilities and affords more meaningful referrals and assessment data.</p> <p>The D & Q Secretary enters data into the COPA database.</p>			
		<p>(2) A program must use one or more research-based developmental standardized screening tools to complete the screening. A program must use as part of the screening additional information from family members, teachers, and relevant staff familiar with the child's typical behavior.</p>	<p>MCHS utilizes the ASQ – 3 and ASQ-SE. Both tools are research-based. Both tools utilize information garnered from the parent (parent-report) and secondly information from the teaching staff.</p> <p>MCHS utilizes Brigance & DECA as screening tools.</p>	<p>Developmental Screening & Behavioral Screening</p>	<p>Family Advocates Teaching Staff</p>	<p>ASQ-3 ASQ-SE Brigance DECA</p>

		<p>(3) If warranted through screening and additional relevant information and with direct guidance from a mental health or child development professional a program must, with parent’s consent, promptly and appropriately address any needs identified through:</p> <p>i.(i). Referral to the local agency responsible for implementing IDEA for a formal evaluation to assess the child’s eligibility for services under IDEA as soon as possible, and not to exceed timelines required under IDEA; and,</p> <p>(ii). Partnership with the child’s parents and the relevant local agency to support families through the formal evaluation process.</p>	<p>Both are research and or evidence-based.</p> <p>Once screening information is completed and received, if there are any children who score in the suspected or concern area on either tool, the Early Childhood Services Director will have further discussions with the child’s primary teacher to discuss observations. In the event that a mental health consultant had observed the child during the 45 day screening period and found that the child may need further evaluation, the mental health consultant is to communicate that information immediately to the Early Childhood Services Director. The Early Childhood Services Director will communicate findings with the parent. Parental consent will be obtained to refer the child to the local ESC / LEA for further evaluation. MCHS staff will support the families as they navigate the IDEA system.</p>	<p>Developmental Screening Behavioral Screening Referral for ETR</p>	<p>Teaching Staff Early Childhood Services Director Mental Health Consultant</p>	<p>ASQ-3 ASQ-SE Brigance DECA MH Observation</p>
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		<p>(4) If a child is determined to be eligible for services under IDEA, the program must partner with parents and the local agency responsible for implementing IDEA, as appropriate, and deliver the services in subpart F of this part.</p>	<p>MCHS will participate in meetings, per parental request throughout the ETR process. If it is in the best interest of the child, MCHS will advocate that the child remain in the Head Start program with supportive services provided by the local LEA. MCHS will incorporate all aspects of the IEP into the child's services provided by the program. MCHS teaching staff will partner with LEA staff to ensure that the child is receiving required services of IEP.</p>	<p>Collaborative Services with ESC</p>	<p>Early Childhood Services Director Teaching Staff Family Advocate Itinerant</p>	<p>Lesson Plan Individualized Education Plan County IAG</p>
		<p>(5). If, after the formal evaluation described in paragraph (a)(3)(i) of this section, the local agency responsible for implementing IDEA determines the child is not eligible for early intervention or special education and related services under IDEA, the program must: (i). Seek guidance from a mental health or child developmental professional to</p>	<p>In the event that a child referred for an ETR, is deemed by the local ESC / LEA to not qualify for services, but the teacher or parent feels that there is a significant concern about the child's development, MCHS will request a copy of the child's ETR assessment, with parental permission, to review with the parent and the mental health consultant.</p>			

		<p>determine if the formal evaluation shows the child has a significant delay in one or more areas of development that is likely to interfere with the child's development and school readiness; and, (ii).If the child has a significant delay, partner with parents to help the family access services and supports to help address the child's identified needs.</p>	<p>MCHS will provide families with additional resources within and outside the community to possibly obtain additional assessment and resources to meet the needs of the child. MCHS will provide services to any child who is deemed eligible for services within the means of the program. MCHS staff will assist families in navigating the financial and insurance systems needed to support possible additional resources and services to families.</p>		
<p>(a) Promulgation of rules and regulations No otherwise qualified individual with a disability in the United States, as defined in <u>section 705 (20)</u> of this title, shall, solely by reason of his or her disability, be excluded from the participation in, be denied the</p>		<p>A. Such additional services and supports may be available through a child's health insurance or it may be appropriate for the program to provide needed services and supports under section 504 of the Rehabilitation Act if the child satisfies the definition of disability in 29 U.S.C. section 705(9)(b) of the Rehabilitation Act, to ensure that the child who satisfies the definition of disability in 29 U.S.C. 705(9)(b) of the Rehabilitation Act is not</p>		<p>Suspected Developmental Delay</p>	<p>Teaching Staff Family Advocate Early Childhood Services Director Mental Health Consultant Mental Health Manager</p> <p>Referral Release of Information Case Conference</p>

	<p>benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service. The head of each such agency shall promulgate such regulations as may be necessary to carry out the amendments to this section made by the Rehabilitation, Comprehensive Services, and Development Disabilities Act of 1978. Copies of any proposed regulations shall be submitted to appropriate</p>	<p>excluded from the program on the basis of disability.</p>				
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	<p>authorizing committees of the Congress, and such regulation may take effect no earlier than the thirtieth day after the date of which such regulation is so submitted to such committees.</p> <p>(b) "Program or activity" defined</p> <p>For the purposes of this section, the term "program or activity" means all of the operations of --</p> <p>(1)(A) a department, agency, special purpose district, or other instrumentality of a State or of a local government; or</p> <p>(B) the entity of such State or local government that distributes such assistance</p>					
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	<p>and each such department or agency (and each other State or local government entity) to which the assistance is extended, in the case of assistance to a State or local government;</p> <p>(2)(A) a college, university, or other postsecondary institution, or a public system of higher education;</p> <p>or</p> <p>(B) a local educational agency (as defined in section 8801 of Title 20), system of vocational education, or other school system;</p> <p>(3)(A) an entire corporation, partnership, or other private organization, or</p>					
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	<p>an entire sole proprietorship -- (i) if assistance is extended to such corporation, partnership, private organization, or sole proprietorship as a whole; or (ii) which is principally engaged in the business of providing education, health care, housing, social services, or parks and recreation; or (B) the entire plant or other comparable, geographically separate facility to which Federal financial assistance is extended, in the case of any other corporation, partnership, private</p>					
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	<p>organization, or sole proprietorship; or (4) any other entity which is established by two or more of the entities described in paragraph (1), (2) or (3); any part of which is extended Federal financial assistance.</p> <p>(c) Significant structural alterations by small providers Small providers are not required by subsection (a) to make significant structural alterations to their existing facilities for the purpose of assuring program accessibility, if alternative means of providing the services is available. The terms used in this</p>					
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	<p>subsection shall be construed with reference to the regulations existing on March 22, 1988.</p> <p>(d) Standards used in determining violation of section</p> <p>The standards used to determine whether this section has been violated in a complaint alleging employment discrimination under this section shall be the standards applied under title I of the Americans with Disabilities Act of 1990 (42 U.S.C. 12111 et seq.) and the provisions of sections 501 through 504, and 510, of the Americans with</p>					
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	<p>Disabilities Act of 1990 (42 U.S.C. 12201-12204 and 12210), as such sections related to employment.</p>					
	<p>B. A program may use program funds for such services and supports when no other sources of funding are available.</p>	<p>In the event that families have no personal access to financial and insurance resources needed to receive services for children, MCHS will support the family obtaining community resources. As a last resort, MCHS may be the payor of last resort if funding is available.</p>	<p>Payor of Last Resort</p>	<p>Payor of Last Resort</p>	<p>Early Childhood Services Director MH Manager Executive Director</p>	<p>Payor of Last Resort</p>
		<p>(b). Assessment for individualization</p>				
	<p>(1). A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the <u>Head Start Early Learning Outcomes Framework: Ages</u></p>	<p>MCHS utilizes Teaching Strategies GOLD as the assessment mechanism. TSGOLD is aligned with Creative Curriculum and the Head Start Early Learning Outcomes Framework. Teaching staff utilize observations, portfolios (examples of children's work), observations conducted by</p>	<p>Child Assessment</p>	<p>Child Assessment</p>	<p>Teaching Staff</p>	<p>GOLD Lesson Plan Assessment Documentation System</p>

		<p><u>Birth to Five</u>. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.</p>	<p>other professionals and parents to assess children. Information is entered into the TSGOLD software system on a regular and routine basis. Education staff is to enter at a minimum of 4 observations per child per week.</p>			
		<p>(2). A program must regularly use information from paragraph (b) (1) of this section along with informal teacher observations and additional information from family and staff, as relevant to determine a child's strengths and needs, inform and adjust strategies to better support individualized learning and improve teacher practices in center-based and family child care settings, and improve home visit strategies in home-based models.</p>	<p>GOLD reports are utilized on a weekly basis to support teaching staff in developing classroom and individual lesson plan and activities to ensure the trajectory of growth for each child is maintained following a scope & sequence as outlined in the HS ELOF and chosen curricula. Management staff runs program-wide and classroom reports to support program improvements periodically throughout the year.</p>	<p>Child Assessment Data Dialogue</p>	<p>Teaching Staff Early Childhood Services Director</p>	<p>GOAL Reports Assessment Portfolios Assessment Documentation System Classroom Implementation Plans</p>
		<p>(3). If warranted from the information gathered from paragraphs (b)(1)(2) of this section and with direct guidance from a mental health</p>	<p>MCHS utilizes information from TSGOLD system along with other information (observations and reports) from other professionals and</p>	<p>Referral for ETR</p>	<p>Teaching Staff Early Childhood Services Director</p>	<p>Referral for ETR</p>

			<p>or child development professional and a parent’s consent, a program must refer the child to the local agency responsible for implementing IDEA for a formal evaluation to assess a child’s eligibility for services under IDEA.</p>	<p>parents to support the decision to or not to make referral to LEA for formal evaluation.</p>		MH Manager	
			<p>(c).Characteristics of screenings and assessments.</p> <p>(1). Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed.</p> <p>(2)If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to: (i) Assess skills in language skills in English and in the child’s home language. To assess both the child’s progress in the home</p>			<p>ASQ-3 ASQ-SE Brigance DECA</p>	
					<p>ASQ – 3, ASQ-SE, Brigance, & DECA as well as TSGOLD are research-based tools. Staff members who utilize tool and conduct scoring assessments are trained for that purpose. All tools lack cultural bias.</p>	<p>Teaching Staff Early Childhood Services Director</p>	
					<p>Services to DLL</p>	<p>Early Childhood Services Director FESM</p>	<p>Contracts Job Descriptions</p>
					<p>MCHS puts forth due diligence to hire staff or contract staff who are fluent in the primary languages of children enrolled in the program. According to MCHS most recent Community Needs Assessment, the second</p>		

		<p>language and in the English language acquisition: (ii) Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain; and, (iii) Ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's response, interactions, and communications.</p>	<p>most prevalent language in the area is Marshallese. MCHS collaborates with Celina City Schools to locate qualified bilingual staff, contractors and consultants. MCHS contracts with Propio for interpreter and translation services.</p>		
	<p>(3) If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction with qualified staff person to conduct screenings and assessments as described in paragraphs ©(2)(i) through (iii) of this section.</p>	<p>In the event Children are identified as DLL or ESOL through enrollment, the Family Advocate will work to locate an interpreter who is able to support the screening and assessing of children in their home language. If applicable, identified children will receive screening and assessment in BOTH their home language and English.</p>	<p>Services to DLL</p>	<p>Family Advocate</p>	<p>Contracts</p>

			<p>ASQ-3, ASQ-SE, Brigance, DECA, & TSGOLD promotes anti-bias screening & assessment. When contracting with an interpreter, it is preference that the interpreter is of the child's culture and racial and ethnic identity.</p>		
	<p>(4). If a program serves a child who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter, then screenings and assessments may be conducted in English. In such a case, a program must also gather and use other information, including structured observations over time and information gathered in a child's home language from the family, for use in evaluating the child's development and progress.</p>	<p>In the event that no interpreter is available to complete screening and assessment in a child's home language, teaching staff can conduct the screening and assessment in English. Teachers do not rely solely on verbal feedback provided by the child. Teachers are to utilize observations conducted in the classroom as well as any information provided by the parents or other individuals who are trained in child observations.</p>	<p>Services to DLL</p>	<p>Teaching Staff Early Childhood Services Director</p>	<p>ASQ-3 ASQ-SE Brigance DECA</p>
	<p>(d) Prohibitions on use of screening and assessment data. The use of screening and assessment items and</p>	<p>Screening and assessment data are used to determine what individual and group activities are warranted to</p>		<p>Teaching Staff Early Childhood</p>	

		<p>data on any screening or assessment authorized under this subchapter by any agent of the federal government is prohibited for the purpose of ranking, comparing, or otherwise evaluating individual children for purpose other than research, training, or technical assistance, and is prohibited for the purpose of providing rewards or sanctions for individual children or staff. A program must not use screening or assessments to exclude children from enrollment or participation.</p>	<p>ensure that each child remain on a developmental progression unique to each individual child. Additionally, screening & assessment data are utilized to determine if a child may need further evaluation. MCHS does not rank children. MCHS does not use screening or assessment data to determine eligibility or enrollment.</p>	<p>Services Director</p>	
<p>1302.34 Parent and Family engagement in education and child development services</p>		<p>(a) Purpose. Center-based and family childcare programs must structure education and child development services to recognize parent’s role as children’s lifelong educators, and to encourage parents to</p>	<p>MCHS supports the idea that parents are a child’s first and primary teacher. This idea is supported through our mission statement as well as our Family Engagement plan.</p>		

		<p>engage in their child's education.</p> <p>(b) Engaging parents and family members. A program must offer opportunities for parents and family members to be involved in the program's education services and implement policies to ensure:</p> <ol style="list-style-type: none"> (1). The program's settings are open to parents during all program hours; (2). Teachers regularly communicate with parents to ensure they are well-informed about their child's routines, activities, and behavior; (3). Teachers hold parent conferences, as needed, but no less than two times per program year, to enhance the knowledge and understanding of both staff parents of the child's education and developmental progress and activities in the program; (4). Parents have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program; (5). Parents and family members have opportunities 	<p>MCHS encourages parent involvement in every aspect of the program.</p> <p>MCHS maintains an open door policy for parents and encourages them to be a regular volunteer. In the event of a natural disaster or state of emergency it is the grantee's discretion on to suspend open door policies.</p> <p>Teaching staff regularly communicate with parents through newsletter, email, phone calls, and conferences.</p> <p>Teaching staff have scheduled parent teacher conference 2 times a year. These typically occur between October and January 1, and April thru May each year annually. During PT conferences & HVs staff are addressing the child's developmental progression and seeking input from</p>	<p>Volunteer Parent Teacher conference / Home Visits Family Engagement Services Plan</p>	<p>Teaching Staff Family Advocates</p>	<p>Volunteer Packet PTC / HV report COPA Case notes COPA Parent Handbook</p>
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		<p>to volunteer in the class and during group activities; (6). Teachers inform parents, about the purposes of and the results from screening and assessments and discuss their child's progress; (7). Teachers, except those described in paragraph (b)(8) of this section, conduct at least two home visits per program year for each family including one before the program year begins, if feasible, to engage the parents in the child's learning and development, except that such visits may take place at a program site or another safe location that affords privacy at the parent's request, or if a visit to the home presents significant safety hazards for staff; and, (8). Teachers that serve migrant or seasonal families make every effort to conduct home visits to engage the family in the child's learning and development.</p>	<p>parents about their child's development in the home. All parents are members of the parent committee and are encouraged to share ideas about the curricula and educational activities that are suitable for the program. MCHS has ample opportunity for parents and family members to volunteer in the program (i.e. Classroom aide, kitchen aide, bus aide, office aide, community advocate, Policy Council, and parent committee). MCHS supports volunteers via the volunteer packet (mission statement, child discipline, child abuse & neglect awareness, background check, and physical if required). Teaching staff meet with the parent within 30 days of screening completion to discuss screening and assessment findings with the parent. All information is documented on the PT conference / Home visit form and then entered into the COPA system.</p>			
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			<p>Home visits are conducted in a mutually agreed upon location by parent and staff member. The preference is to meet the family in their home, but when safety is an issue or the parent prefers another location, the teaching staff is to inform their supervisor and ensure that information is documented in case notes. Home visits are conducted two times a year. The first home visit is completed prior to the child entering the program when feasible. The second home visit is conducted between January 1 and March 30, annually. All conferences are documented on the PTC / HV form and also in the COPA system.</p>		
<p>1302.35 Education in home-based programs.</p>					
		<p>(a). Purpose. A home-based program must provide home visits and group socialization activities that promote secure parent-child relationships and</p>			

	help parents provide high-quality early learning experiences in language, literacy, mathematics, social and emotional functioning. A program must implement a research-based curriculum that delivers developmentally, linguistically, and culturally appropriate home visits, and group socialization activities that support’s children’s cognitive, social, and emotional growth for later success in school.						
	(b). Home-based design. A home-based program must ensure all home visits are:						
	(1). Planned jointly by the home visitor and parents, and reflect the critical role of parents in the early learning and development of their children, including that the home visitor is able to effectively communicate with the parent, directly or through an interpreter,	MCHS Home Visitor will partner with parents to develop a lesson plan that individualizes activities for the child to ensure the child continues to develop on a positive trajectory	Home-based Lesson Plan	Home Visitor	Home-based Lesson Plan	Home-based Lesson Plan	Home-Based Lesson Plan GOLD
	(2). Planned using information from ongoing assessments	Home Visitors partner with parents in collecting on-going assessment information and	Home-based Lesson Plan Assessment	Home Visitor	Home-based Lesson Plan Assessment	Home-Based Lesson Plan GOLD	

			then apply findings to lesson plan development.	Home-based Lesson Plan	Home Visitor	Home-based Lesson Plan	Home-based Lesson Plan
	that individualize learning experiences;	(3). Scheduled with sufficient time to serve all enrolled children in the home and conducted with parents are not conducted when only babysitters or other temporary caregivers are present;	When (1) child is enrolled in the program the home visit must be 1.5 hours, when (2) or more children are enrolled the home visit must be 2 hours long. Home visits are to be conducted with the parent / guardian or child's primary caregiver (individual responsible for primary care 51% or more of the child's waking hours). When conducting HVs with Primary Caregiver who is not parent / guardian, the Home Visitor must meet with the parent / guardian once a month.	Home-based Lesson Plan	Home Visitor	Home-based Lesson Plan	Home-based Lesson Plan
		(4). Scheduled with sufficient time and appropriate staff to ensure effective delivery of services described in subparts D, E, F, and G of this part through home visiting, to the extent possible.	30 minutes of each home visit will focus on the family's social service needs including health, mental health, and nutrition.	Home-based lesson Plan	Home Visitor	Home-based lesson Plan	Home-based Lesson Plan
		(c). Home visit experiences. A program that operates the home-based option must ensure all home visits focus on promoting high-	MCHS utilizes a Home-based curriculum that is complimentary to the center-based curricula and ensures alignment with HS ELOF as	Alignment	Home Visitor	Alignment	Home-based lesson plan

		<p>quality early learning experiences in the home and growth towards the goals described in the <u>Head Start Early Learning Outcomes Framework: Ages Birth to Five</u> and must use such goals and the curriculum to plan home visit activities that implement:</p> <ol style="list-style-type: none">1. Age and developmentally appropriate, structures child-focused learning experiences;2. Strategies and activities that promote parent's ability to support the child's cognitive, social, emotional, language, literacy, and physical development.3. Strategies and activities that promote the home as a learning environment that is safe, nurturing, responsive, and language, and communication rich;4. Research-based strategies and activities for children	well as child assessment tools.			
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		<p>who are dual language learners that recognize bilingualism and biliteracy as strengths, and;</p> <p>i. For infants and toddlers, focus on the development of the home language, while providing experiences that expose both parents and children to English; and,</p> <p>ii. For preschoolers, focus on both English language acquisition and the continued development of the home language; and,</p> <p>5. Follow-up with the families to discuss learning experiences provided in the home between each visit, address concerns, and inform strategies to promote progress toward school readiness goals.</p>				
		<p>(d). Home-based curriculum. A program that operates the home-based option must:</p> <p>(1). Ensure home-visiting and group socializations implement a developmentally appropriate research-based early childhood home-based curriculum that:</p>	<p>MCHS utilized a research-based curriculum that aligns with HS ELOF. The curriculum will support the role of the parent as the child's primary educator and supports the family's unique culture. The curricula must have an organized scope & sequence and align with given</p>	<p>Curriculum Alignment</p>	<p>Teaching Staff Early Childhood Services Director</p>	

		<p>(i). Promotes the parent’s role as the child’s teacher through experiences focused on the parent-child relationship and, as appropriate, the family’s traditions, culture , values, and beliefs; (ii). Aligns with the <u>Head Start early Learning Outcomes Framework, Birth to Five</u> and as appropriate, state early learning standards, and, is sufficiently content-rich within the Framework to promote measurable progress towards goals outlined in the Framework ; and, (iii). Has an organized developmental scope and sequence that includes plans and materials for learning experiences based on developmental progressions and how children learn. (2). Support staff in the effective implementation of the curriculum and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through a system of training and professional development.</p>	<p>assessment tool. The curricula developers shall provide training & on-going guidance for staff to ensure the fidelity of the implementation of curricula. MCHS does not make adaptations to curricula.</p> <p>Parents are encouraged to give feedback on curricula during home visits, parent teachers conference, and or other meetings.</p>			
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		<p>(3). If a program chooses to make significant adaptations to a curriculum or curriculum enhancement to better meet the needs of one or more specific populations, a program must:</p> <ul style="list-style-type: none"> (i). Partner with early childhood education curriculum content experts; and, (ii) Assess whether the adaptation adequately facilitates progress towards meeting school readiness goals consistent with the process described in 1302.102(b) (c). <p>4. Provide parents with an opportunity to review selected curricula and instructional materials used in the program.</p>	<p>MCHS ensures that socialization experiences are made available to children enrolled in the home-based program.</p> <p>Socialization experiences shall be conducted in the center classrooms unless field trips that are representative and meaningful to DAP and</p>	<p>Home-based Group Socializations</p>	<p>Home Visitors</p>	<p>Lesson Plan</p>
		<p>(e). Group socialization.</p> <p>(1). A program that operates the home-based option must ensure group socializations are planned jointly with families, conducted with both child and parent participation, occur in a classroom, community facility, home or field trip setting , as appropriate.</p>				

		<p>(2). Group socializations must be structured to :</p> <p>(i). Provide age appropriate activities for participating children that are intentionally aligned to school readiness goals, the <u>Head Start Early Learning Framework: Birth to Five</u> and the home-based curriculum; and,</p> <p>(ii). Encourage parents to share experiences related to their children’s development with other parents in order to strengthen parent-child relationships and to help promote parents understanding of child development.</p>	<p>child interests are approved through the Early Childhood Services Director.</p> <p>Group socializations will be 3.5 hours long and include all aspects of the part-day preschool program.</p>		
		<p>(f). Screening and assessments. A program that operates the home-based option must implement provisions in 1302.33 and inform parents about the purpose of and the results from screenings and assessments and discuss their child’s progress.</p>	<p>Home visitors are required to meet all the deadlines and requirements as set forth in 1302.33 the same as center-based teachers and family advocates</p>	<p>Developmental Screening & Behavioral Screening</p> <p>Home Visitors</p>	<p>ASQ – 3 ASQ – SE Brigance DECA TS GOLD</p>
<p>1302.36 Tribal language preservation</p>		<p>A program that serves American Indian and Alaska Native children may integrate efforts to preserve, revitalize,</p>	<p>MCHS does not serve AIAN.</p>		

<p>and revitalization.</p>		<p>restore, or maintain the tribal languages for these children into program services. Such language preservation and revitalization efforts may include full immersion in the tribal language for the majority of the hours of planned class operations. If children's home language is English, exposure to English as described in 1302.31(b) (2) (i) and (ii) is not required.</p>				
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Additional Filtering

Agency: All Currently Enrolled= 118

406 - EPSDT status Report		
	Up-To-Date	Not Up-To-Date
Anemia (HCT/HGB) (Mandated)	<u>69</u>	<u>49</u>
Blood Pressure (Mandated)	<u>88</u>	<u>30</u>
Dental	<u>63</u>	<u>55</u>
Growth (Mandated)	<u>104</u>	<u>14</u>
Hearing (Mandated)	<u>111</u>	<u>7</u>
Lead Screening (Mandated)	<u>79</u>	<u>39</u>
Physical (Mandated)	<u>116</u>	<u>2</u>
Vision (Mandated)	<u>112</u>	<u>6</u>

Up-to-Date / Not Up-to-Date on ALL Mandated Exams

Up-To-Date	Not Up-To-Date
<u>48</u>	<u>70</u>

Notes:

- 1- Numbers do not include unborn children
- 2- For Currently Terminated children, Up To Date status is calculated based on Termination Date (instead of Today's date). These children are marked with a RED asterisk in sub-reports.
- 3- If Class End Date is prior to Today's date, Up To Date status is calculated based on Class End Date (instead of Today's date). These children are marked with two RED asterisks in sub-reports.