

Head Start Monthly Report January 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.

A. Monthly Financial Statements including credit card expenditures:

B. Program Information Summary

December marked the beginning of FY 23 for MCHS. With December being a short service month and the holiday season, much focus was targeted towards wellness.

We added one new staff member in December, Kelly Ewing as the IT Secretary. However, we did lose 2 bus drivers to the school district, leaving the program with only 1 bus driver. The Director has informed Policy Council of transportation concerns with the lack of available subs and drivers. The H & S Manager contacted families who would be impacted by transportation changes as well. The Ed Manager did conduct interviews for the Rockford TA positions. Open positions include Family Advocate and Aides.

MCHS held its second Mental Health Wellness Day in December. This event was funded utilizing base grant funds. Staff learned about seasonal affective disorder / depression presented by Momentum counseling in the morning and then enjoyed physical activity at

the YMCA in the afternoon. The event received positive feedback. It is our intention to maintain such an event next program year as well.

District affiliated events Director participated in include: None this month

Community affiliated events Director participated in include: COLT, RAC

External committees / meetings affiliated with Head Start – Weekly Directors meetings, OHSAI Executive Board, OHSAI Futures Group

Internal committees / meetings –Policy Council meetings, Administrative meetings, Recruitment, Staff Activity committee

Trainings provided – Onboarding / Orientation – Family Advocates / IT Secretary, On-going training on referrals and goals with FAs, MH Mgr

Training received – NHSA Parent & Family Engagement Conference

Education – CLASS observations were completed for the program.

Mental Health – 37 students received some form of MH service, 28 students in the month of December.

Disabilities – 15 students currently receiving IEP services, there were more meetings scheduled over the break and upcoming in January.

Health – please see attached report

Family Engagement – MCHS held Christmas program at CHS and DOGS activity at the Ed Complex.

Kinship – MCHS hosted the fist kinship support group of the year this month at the Ed Complex.

C. Enrollment / Attendance

Cumulative Enrollment reported is 114.

Enrollment by Program Option:

Half Day PY Head Start	50
Full Day School Year Ed Complex	50
Full Day School Year Rockford	14

Attendance by Program Option:

Half Day PY Head Start	79%
Full Day School Year Ed Complex	87.25%
Full Day School Year Rockford	86%

D. CACFP report - CACFP claimed meals

Month Served	December 2022
Total Days Attendance	Rockford - 11 Ed Complex PD - 11 Ed Complex FD - 13
Total Breakfast	931
Total Lunches	1099
Total Snacks	792
Total Meals	2822

E. Financial Audit -

F. Annual Self-Assessment

- Planning begins March 2023

G. Community Assessment -

H. Communication and guidance from the Secretary -

Attachments to report:

Recruitment Plan

Health

Respectfully submitted,

Amy Esser

Executive Director

REVENUE

	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING
ARP	189,047.00	-	189,047.00	42,365.92	146,681.08
Federal Revenue - C-5	47,553.00	-	47,553.00	2,595.87	44,957.13
Other Local	-	-	-	-	-
Refund prior year exp	-	-	-	-	-
Board advance	-	-	-	-	-
Total	236,600.00	-	236,600.00	44,961.79	191,638.21

EXPENSES

	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE
Salary	110,296.00	-	110,296.00	42,149.80	-	68,146.20
Fringe Benefits	46,175.00	-	46,175.00	6,431.42	8.62	39,734.96
Programming	7,442.00	-	7,442.00	1,294.96	700.00	5,447.04
Supplies	42,687.00	-	42,687.00	7,710.05	1,715.96	33,260.99
Capital Outlay	30,000.00	-	30,000.00	-	-	30,000.00
Other Expenditures	-	-	-	-	-	-
PA22 subtotal	236,600.00	-	236,600.00	57,586.23	2,424.58	176,589.19
Training & Technical Services						
Training & technical serv (job code 400)	-	-	-	-	-	-
Staff out of town travel	-	-	-	-	-	-
Subtotal Purch Service	-	-	-	-	-	-
Training & Tech Supplies						
Subtotal Supplies	-	-	-	-	-	-
T&TA -PA20	-	-	-	-	-	-
Return of Board Advance	-	-	-	-	-	-
TOTALS	236,600.00	-	236,600.00	57,586.23	2,424.58	176,589.19

TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES (12,624.44)

HEAD START - 2022 GRANT

	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
REVENUE													
Federal Revenue	134,000.00	6,562.77	8,011.23	209,536.16	11,095.82	13,983.40	750,000.00	511.68	230,000.00	220,000.00	120,000.00	1,663,536.16	
CACFP Revenue	-	-	-	7,755.06	-	-	-	-	10,154.82	11,639.13	9,908.96	79,622.67	
Other Local	-	-	-	-	-	-	-	-	-	-	-	-	
Refund prior year exp	-	-	-	-	-	-	-	-	-	-	-	-	
Board advance	-	-	-	-	-	-	-	-	-	-	-	-	
Total	134,000.00	6,562.77	8,011.23	217,291.22	11,095.82	13,983.40	750,000.00	511.68	240,154.82	231,639.13	129,908.96	1,743,158.83	
EXPENDITURES													
Salary	70,133.46	71,290.15	106,618.29	67,790.29	72,257.28	33,858.81	66,793.35	70,195.42	67,636.10	74,732.56	103,022.18	74,641.23	80,895.73
Fringe Benefits	48,398.76	387.95	47,853.30	108,976.68	45,912.51	400.00	90,305.80	69,334.44	12,850.18	80,088.56	56,420.82	16,976.31	1,473.48
Programming	8,046.00	5,344.65	10,881.70	13,748.76	15,818.46	15,975.67	5,736.16	6,223.68	2,313.79	6,750.53	11,968.47	14,474.51	1,544.98
USAS (400's & 800's)	6,378.02	4,039.96	8,012.21	16,648.76	3,333.88	11,524.11	3,992.70	6,213.19	4,635.24	4,802.14	16,251.81	23,058.11	2,905.85
USAS (600)	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Expenditures	1,509.00	621.00	175.00	175.00	979.00	-	-	-	-	-	541.80	1,475.00	5,291.90
PA22 subtotal	134,456.24	81,062.71	174,086.50	207,339.49	138,301.13	61,758.59	166,828.01	151,966.73	87,235.31	166,373.89	188,214.88	130,625.16	86,820.04
Training & Technical Services (job code 400)	-	-	-	-	-	-	-	-	-	-	-	-	-
Training & technical serv (OBJ 419)	-	3,750.00	1,125.00	1,383.25	-	5,400.00	1,095.97	-	410.38	470.50	1,160.00	9,209.96	24,005.06
Staff out of town travel (OBJ 439)	-	116.99	262.95	194.87	134.44	664.54	2,799.09	2,034.73	1,366.70	75.00	388.30	456.27	926.82
Subtotal Purch Service	-	3,866.99	1,387.95	1,578.12	134.44	6,064.54	3,895.06	2,034.73	1,777.08	545.50	1,548.30	9,666.23	926.82
Training & Technical Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-
Training & Tech Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-
T&TA -PA20	-	3,866.99	1,387.95	1,578.12	167.44	6,064.54	3,895.06	2,034.73	1,777.08	545.50	1,548.30	9,807.77	926.82
Return of Board Advance	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTALS	134,456.24	84,828.70	175,474.45	208,917.61	138,468.57	67,823.13	170,723.07	154,001.46	89,012.39	166,919.39	189,763.18	140,432.93	87,746.86
													1,809,688.98

HEAD START - 2022 GRANT

REVENUE							
	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING		
Federal Revenue	2,002,713.00	-	2,002,713.00	1,663,536.16	339,176.84		
CACFP Revenue	-	30,696.00	30,696.00	79,622.67	(48,926.67)		
Other Local	-	-	-	-	-		
Refund prior year exp	-	-	-	-	-		
Board advance	-	-	-	-	-		
Total	2,002,713.00	30,696.00	2,033,409.00	1,743,158.83	290,250.17		
EXPENSES							
	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	As of 12/31/2022 ENCUMBERED/ REQUISITIONS	REMAINING BALANCE
Salary	940,036.00	-	940,036.00	959,864.85	(19,828.85)	-	(19,828.85)
Fringe Benefits	627,205.00	-	627,205.00	579,178.59	48,026.41	-	48,026.41
Programming	195,425.00	-	195,425.00	118,927.46	76,497.54	5,816.12	70,681.42
Supplies	188,306.00	793.00	189,099.00	111,805.98	77,293.02	6,349.52	70,943.50
Capital Outlay	-	29,903.00	29,903.00	-	29,903.00	-	29,903.00
Other Expenditures	10,682.00	-	10,682.00	5,291.80	5,390.20	-	5,390.20
PA22 subtotal	1,961,654.00	30,696.00	1,992,350.00	1,775,068.68	217,281.32	12,165.64	205,115.68
Training & Technical Services							
Training & technical serv (job code 400)	27,605.00	-	27,605.00	24,005.06	3,599.94	200.00	3,399.94
Staff out of town travel	12,258.00	-	12,258.00	9,420.70	2,837.30	1,318.10	1,519.20
Subtotal Purch Service	39,863.00	-	39,863.00	33,425.76	6,437.24	1,518.10	4,919.14
Training & Tech Supplies							
Subtotal Supplies	1,196.00	-	1,196.00	174.54	1,021.46	-	1,021.46
T&TA -PA20	1,196.00	-	1,196.00	174.54	1,021.46	-	1,021.46
T&TA -PA20	41,059.00	-	41,059.00	33,600.30	7,458.70	1,518.10	5,940.60
Return of Board Advance	-	-	-	-	-	-	-
TOTALS	2,002,713.00	30,696.00	2,033,409.00	1,808,668.98	224,740.02	13,683.74	211,056.28

TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES (65,510.15)

HEAD START - 2023 GRANT

525-9923

	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING
Federal Revenue	1,001,357.00	-	1,001,357.00	-	1,001,357.00
CACFP Revenue	-	-	-	-	-
Other Local	-	-	-	-	-
Refund prior year exp	-	-	-	-	-
Board advance	-	-	-	-	-
Total	1,001,357.00	-	1,001,357.00	-	1,001,357.00

EXPENSES

	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	As of 12/31/2022 ENCUMBERED/ REQUISITIONS	REMAINING BALANCE
Salary	918,812.00	-	918,812.00	75,584.14	843,227.86	-	843,227.86
Fringe Benefits	707,924.00	-	707,924.00	61,409.66	646,514.34	400.00	646,114.34
Programming	153,382.00	-	153,382.00	15,961.28	137,420.72	18,918.26	118,502.46
Supplies	177,985.00	-	177,985.00	7,582.57	170,402.43	18,765.66	151,636.77
Capital Outlay	-	-	-	-	-	-	-
Other Expenditures	11,186.00	-	11,186.00	2,000.00	9,186.00	-	9,186.00
PA22 subtotal	1,969,289.00	-	1,969,289.00	162,537.65	1,806,751.35	38,083.92	1,768,667.43

Training & Technical Services

Training & technical serv (job code 400)	419	11,863.00	11,863.00	-	11,863.00	1,070.50	10,792.50
Staff out of town travel	439	19,552.00	19,552.00	-	19,552.00	1,159.43	18,392.57
Subtotal Purch Service		31,415.00	31,415.00	-	31,415.00	2,229.93	29,185.07

Training & Tech Supplies

Subtotal Supplies		2,009.00	2,009.00	-	2,009.00	-	2,009.00
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T&TA -PA20

Return of Board Advance

					33,424.00	2,229.93	31,194.07
					-	-	-
TOTALS			2,002,713.00	162,537.65	1,840,175.35	40,313.85	1,799,861.50

TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES

(162,537.65)

**Mercer County Head Start CLASS Report
2022 – 2023**

EMOTIONAL SUPPORT – Quality Threshold: 6									
POSITIVE CLIMATE		NEGATIVE CLIMATE		TEACHER SENSATIVITY		REGARD FOR STUDENT PERSPECTIVE		TOTALS	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
7.00		7.00		6.67		6.00		6.67	
6.33		7.00		5.67		5.33		6.06	
6.67		7.00		5.67		5.67		6.25	
6.67		7.00		6.67		5.33		6.42	
6.67		7.00		6.67		5.33		6.42	
7.00		7.00		4.67		5.33		6.00	
7.00		7.00		7.00		6.33		6.83	
6.76		7.00		6.15		5.61		6.38	
								TOTALS	
								Fall	Spring

CLASSROOM ORGANIZATION – Quality Threshold: 6									
BEHAVIOR MANAGEMENT		PRODUCTIVITY		INSTRUCTIONAL LEARNING FORMATS		TOTAL			
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
6.00		7.00		5.67		6.22		6.22	
6.67		7.00		5.67		6.45		6.45	
7.00		7.00		6.33		6.78		6.78	
5.33		7.00		4.33		5.55		5.55	
6.33		7.00		7.00		6.78		6.78	
4.67		7.00		5.33		5.67		5.67	
7.00		7.00		6.33		6.78		6.78	
6.14		7.00		5.81		6.32		6.32	
								TOTAL	
								Fall	Spring

INSTRUCTIONAL SUPPORT – Quality Threshold: 3									
CONCEPT DEVELOPMENT		QUALITY OF FEEDBACK		LANGUAGE MODELING		TOTAL			
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
2.00		3.67		2.33		2.67		2.67	
2.67		4.00		3.67		3.45		3.45	
3.67		4.00		4.67		4.11		4.11	
2.33		2.33		2.33		2.33		2.33	
3.67		3.33		3.67		3.56		3.56	
3.00		3.33		3.00		3.11		3.11	
4.00		4.33		3.33		3.89		3.89	
3.05		3.57		3.29		3.30		3.30	
								TOTAL	
								Fall	Spring

Head Start Program Performance Standard Reference	Head Start Act	Performance Standard	Action Plan	Policy / Procedure	Responsibility	Form
Subpart J – Program Management and Quality Improvement						
1302.100 Purpose		A program must provide management and a process of ongoing monitoring and continuous improvement for achieving program goals that ensures child safety and the delivery of effective, high-quality program services.				
1302.101 Management system.		(a) Implementation. A program must implement a management system that: (1) Ensures a program, fiscal, and human resource management structure that provides effective management and oversight of all program areas and fiduciary responsibilities to enable delivery of high-quality services in all of the program services described in parts C,D,E,F,G, and H of this part; and	MCHS develops an organizational chart that ensures all programmatic and operational needs of the program are met. Within that organizational chart, lines of supervision are clearly articulated. Each programmatic area has a specific manager assigned to ensure that the individual with expertise in the area is responsible for oversight of that area. Celina City Schools provides administrative	Job Description	Head Start Director Policy Council Board of Education	Organizational Chart

				support for operational duties specifically in the fiscal, human resources, and maintenance areas.			
				(2) Provides regular and ongoing supervision to support individual staff professional development and continuous program quality improvement;			
				MCHS administrative team is comprised of the Head Start Director, Education Manager, Mental Health Manager, and Health & Safety Manager. Managers report directly to the Head Start Director who provides supervision to the administrative team. The Education Manager supervises and directs all education staff and disabilities staff. The Mental Health Manager supervises and directs the family engagement staff and mental health staff working with parents / families. The Health & Safety Manager supervises and directs nutrition and transportation staff and is responsible for all safety policy & procedure for the program. The Director oversees and Directs all items related to ERSEA.			

		(3) Ensures budget and staffing patterns that promote continuity of care for all children enrolled, allow sufficient time for staff to participate in appropriate training and professional development, and allow for provision of the full range of services described in subparts C,D, E, F, G, and H of this part; and,	MCHS utilizes budget information, community needs assessment, internal and external surveys, and evaluation of program progress to determine staffing needs in all programmatic areas. Included in this evaluation is the review of staff professional development needs, annual training plans, and individual professional development plans. MCHS honors the negotiated agreement with OAPSE #457 when proposing necessary changes and updates to agreed upon contract.	Professional Development	Head Start Director Policy Council Board of Education	Budget
		(4) maintains an automated accounting and record keeping system adequate for the effective oversight.	CCS Schools Treasurer Department provides oversight and implementation of the accounting and record keeping system. (See Fiscal Policy Manual) CCS utilizes the USAS system approved by the State of Ohio.		CCS Treasurer	Fiscal Policy Manual
		(b) Coordinated Approaches. At the beginning of each program year, and on an ongoing basis throughout the year, a program must design and implement	Annually, the MCHS administrative team utilizes program data to develop a coordinate approach to meet the needs of staff individual	Coordinated Approach	Administration	

program-wide coordinated approaches that ensure:

professional development plan(s), agency training plans, support services for dual language learners and their families, children with disabilities, and management of program data. MCHS relies on information uncovered in the community needs assessment to determine specific needs to identified populations. Similarly, MCHS utilizes unique services from community partners to meet the unique needs of these identified specific populations. These strategies are communicated to appropriate staff at agency in-service events. MCHS collects a vast amount of data. Data collection software services must have encrypted technology to protect unique PII for children and families. Staff follow policy and procedure for the use and protection of data as dictated by Celina City Schools Board of

		<p>Education. Information cannot be shared without the expressed written consent of the custodial parent / legal guardian of the child.</p> <p>The coordinated approach strategy occurs @ every quarterly meeting.</p>	<p>MCHS has a professional development plan that supports the competencies of each position in the program to ensure that children and families receive high-quality services. The Director ensures that grant funds are budgeted to cover the costs of ongoing professional development at multiple levels.</p> <p>All Head Start staff receive an annual evaluation. Evaluations are established to reflect the individual employee's ongoing demonstration of competencies specific to their job duties and Head Start core values and mission. IPDPs must be written to support the program's goals and objectives as well as the</p>	<p>Individual Professional Development Plan</p> <p>Annual Evaluations</p>	<p>Administration</p>	<p>Individual Professional Development Plans (IPDPs)</p>
<p>(1) the training and professional development system, as described in 1302.92, effectively supports the delivery and continuous improvement of high-quality services;</p>						

			<p>unique populations served.</p>	<p>Services to DLLs</p>	<p>Staff</p>	
	<p>(2) The full and effective participation of children who are dual language learners and their families, by (i) Utilizing information from the program’s community assessment about the languages spoken throughout the program service area to anticipate child and family needs; (ii) Identifying community resources and establishing ongoing collaborative relationships and partnerships with community organizations consistent with the requirements in 1302.53(a); and, (iii) Systematically and comprehensively addressing child and family needs by facilitating meaningful access to program services, including, at a minimum, curriculum, instruction, staffing, supervision, and family partnerships with bilingual staff, oral language assistance and interpretation, or translation of essential program materials, as appropriate.</p>	<p>At the time of enrollment, families complete the ODE Home Language Survey to establish if the child / family meets the definition of Dual Language Learner as defined by ODE. The community needs assessment addresses the demographics of the service area which identifies the potential for DLL children and families. Likewise, the community needs assessment reveals community service providers who support DLLs if available in the community. MCHS attempts to identify interpreters for the various languages spoken throughout the community. Similarly, MCHS has added language to job ads in search of individuals who speak various languages prominent in the community as well as added questions to the interview process to help</p>	<p>Interpreter Services</p>			

			<p>identify individuals who can be hired who are multi-lingual. MCHS utilizes technological interpretation to support families through application, enrollment, and service delivery.</p>			
	<p>(3) The full and effective participation of all children with disabilities, including but not limited to children eligible for services under IDEA, by providing services with appropriate facilities, program materials, curriculum, instruction, staffing, supervision, and partnerships, at a minimum, consistent with section 504 of the Rehabilitation Act and the Americans with Disabilities Act; and,</p>	<p>MCHS makes every attempt to serve identified children with special needs. Through partnerships with the local ESC and school districts, therapists and itinerants provide onsite services to children for whom the Head Start environment has been identified as the most appropriate placement. For children in which the Head Start environment is not the appropriate placement (meaning that Head Start is not equipped to meet the unique needs of a child) Head Start will confer with the family and LEA team to help the family either identify or transition to a more appropriate placement in which the child and family can be successful.</p>	<p>Services to children with special needs</p>	<p>Head Start Director Education Manager</p>		

		<p>(4) The management of program data to effectively support the availability, usability, integrity, and security of data. A program must establish procedures on data management, and have them approved by the governing body and policy council, in areas such as quality of data and effective use and sharing of data, while protecting the privacy of child records in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws.</p>	<p>MCHS utilizes data at every level of the program. Each data collection entity must provide MCHS with information on how data is protected. MCHS staff are instructed on the importance of protecting data annually. Data cannot be shared without the expressed written consent of the parent / guardian of a child / family. These rules apply to employee personnel records as well.</p>	<p>Data Management & Protection Confidentiality</p>	<p>Board Policy Council Staff</p>	<p>Staff Technology Use Agreement Release of Information Confidentiality</p>
<p>1302.102 Achieving program goals.</p>		<p>Establishing program goals. A program, in collaboration with the governing body and policy council, must establish goals and measurable objectives that include:</p>				
		<p>(1) Strategic long-term goals for ensuring programs are and remain responsive to community needs as identified in their community assessment as described in subpart A of this part;</p>	<p>Head Start leadership (administration) partners with Board members and Policy Council members to strategically plan for the program's future. Utilizing the community needs assessment, being involved in community decision-making, and responding to these needs attributes to MCHS role in the community as</p>	<p>Strategic Planning</p>	<p>Leadership</p>	

			a problem solver and solutions creator.			
			(2) Goals for the provision of educational, health, nutritional, and family and community engagement program services as described in the program performance standards to further promote the school readiness of enrolled children;		<p>Community Needs Assessment</p> <p>Self Assessment</p>	<p>Leadership</p> <p>Grant proposal</p> <p>Community Needs Assessment</p> <p>Self-Assessment</p>
			(3) School readiness goals that are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, state and tribal early learning standards, as appropriate, and requirements and expectations of schools Head Start children will attend, per the requirements of subpart B of part 1304 of this part; and,		<p>School Readiness Goals</p> <p>Curriculum Alignment</p>	<p>Education Manager</p>

			SRG are written to include aligned objectives with HSELOF, TS GOLD, & ODE Standards. SRG are included annually in parent handbook and reported on periodically to PC & Board.			
	(4) Effective health & safety practices to ensure children are safe at all times, per the requirements in 1302.47, 1302.90(b) and ©, 1302.92(c)(1), and 1302.94 and part 1303 subpart F, of this chapter.		The health and safety of all children and staff is priority for the program. Goal development encompasses resources collected from the OHS and <i>Caring for our Children</i> . Policies and procedures are developed and created with Board and Policy Council approval to ensure the importance of safety is conveyed from leadership to direct service staff.	Health and Safety Monitoring Plan	Health & Safety Manager	
	(b) Monitoring program performance. 1. Ongoing compliance oversight and correction. In order to ensure effective ongoing oversight and correction, a program must establish and implement a system of ongoing oversight that ensures effective		Each programmatic and operational sector of the program has a corresponding monitoring tool that is developed and completed by the program administrator assigned to that specific area. Monitoring mechanisms include the item to be monitored, responsibility to monitor,	Continuous Improvement Planning	Administration	Monitoring Plans

		<p>implementation of the program performance standards, including ensuring child safety, and other applicable federal regulations as described in this part, and must:</p> <ul style="list-style-type: none"> (i) Collect and use data to inform the process; (ii) Correct quality and compliance issues immediately, or as quickly as possible; (iii) Work with the governing body and the policy council to address issues during the ongoing oversight and correction process and during federal oversight; and, (iv) Implement procedures that prevent recurrence of previous quality and compliance issues, including previously identified deficiencies, safety incidents, and audit findings. 	<p>reporting of the monitoring, timelines for monitoring, and guidance for corrective actions.</p> <p>Monitoring plan results, plans, actions are reviewed at quarterly data meetings, policy council, and official Board reports.</p>		
	<p>(2) Ongoing assessment of program goals. A program must effectively oversee progress towards program goals on an ongoing basis and annually must:</p>	<p>MCHS reviews progress towards program goals via quarterly data meetings. Each programmatic and operational area reports</p>	<p>Quarterly Data Self Assessment Continuous Improvement Planning</p>	<p>Administration</p>	

		<p>(i) Conduct a self-assessment that uses program data including aggregated child assessment data, and professional development and parent and family engagement data as appropriate, to evaluate the program's progress towards meeting goals established under paragraph (a) of this section, compliance with program performance standards throughout the program year, and the effectiveness of the professional development and family engagement systems in promoting school readiness;</p> <p>(ii) Communicate and collaborate with the governing body and policy council, program staff, and parents of enrolled children when conducting the annual self-assessment; and,</p> <p>(iii) Submit findings of the self-assessment, including information listed in paragraph (b)(2)(i) of this section to the responsible HHS official.</p>	<p>progress or lack thereof towards program goals and objectives.</p> <p>MCHS conducts self-assessment annually in May</p> <p>Self Assessment is uploaded annually with the grant request.</p>		
		<p>(c) Using data for continuous improvement.</p> <ol style="list-style-type: none"> 1. A program must implement a process for using data to identify 	<p>Information gathered from self-assessment and program monitoring tools is aggregated and analyzed in an annual</p>	<p>Continuous Improvement Planning</p>	<p>Administration</p> <p>Policy Council and Board Reports</p>

		<p>program strengths and needs, develop and implement plans that address program needs, and continually evaluate compliance with program performance standards and progress towards achieving program goals described in paragraph (a) of this section.</p>	<p>cycle to inform decision making for continuous improvement planning.</p>		
		<p>(2) This process must:</p> <p>(i) Ensure data is aggregated, analyzed, and compared in such a way to assist agencies in identifying risks and informing strategies for continuous improvement in all program service areas;</p> <p>(ii) Ensure child-level assessment data is aggregated and analyzed 3 times a year, including sub-groups, such as dual language learners and children with disabilities as appropriate, except in programs operating 90 days, and used with other program data described in paragraph ©(2)(iv) of this section to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program</p>	<p>MCHS utilizes the Management Systems wheel when analyzing data to ensure the comprehensive and complex nature of each programmatic area undergoes a thorough review. Data analysis then informs decision-making and future reviews for progress.</p> <p>Child-level assessment data is aggregated and analyzed through the 3 checkpoint periods of the program year. Typically checkpoints fall in November, February, and May. Staff participate in data dialogue meetings with their peers to discuss the comprehensive approach</p>	<p>Continuous Improvement Planning</p> <p>Quarterly Data</p> <p>Data Dialogue</p>	<p>Administration</p>

		<p>design and other program decisions, including changing or targeting scope of services; and,</p>	<p>(education, social services, disabilities, mental health, health, & nutrition) for each child and family. This allows for individual planning for child and family success.</p> <p>Quarterly administration meets to discuss and review all facets of program level data to create, implement, and review existing continuous improvement plans.</p>		
		<p>(iii) For programs operating fewer than 90 days, ensures child assessment data is aggregated and analyzed at least twice during the program operating period, including for subgroups, such as dual language learners and children with disabilities, as appropriate, and used with other program data described in paragraph ©(2)(iv) of this section to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions, including</p>	<p>NA</p>		

		<p>changing or targeting scope of services;</p> <p>(iv) Use information from ongoing monitoring and the annual self-assessment, and program data on teaching practice, staffing and professional development, child-level assessments, family needs assessments, and comprehensive services, to identify program needs, and develop and implement plans for improvement; and</p> <p>(v) Use program improvement plans as needed to either strengthen or adjust content and strategies for professional development, change program scope and services, refine school readiness and other program goals, and adapt strategies to better address the needs of sub-groups.</p>				
		<p>(d) Reporting</p> <ol style="list-style-type: none"> 1. A program must submit: <ol style="list-style-type: none"> (i) Status reports, determined by ongoing oversight data, to the governing body and policy council, at least semi-annually; 	<p>MCHS Director provides a monthly report to the Policy Council and Board of Education. These reports include required information as set forth by the HSPPS.</p>	<p>Director's Report</p>	<p>Head Start Director</p>	

		<p>(ii) Reports, as appropriate, to the responsible HHS official immediately or as soon as practicable, related to any significant incidents affecting the health and safety of program participants, circumstances affecting the financial viability of the program, breaches of the program, personally identifiable information, or program involvement in legal proceedings, any matter for which notification or a report to state, tribal, or local authorities is required by applicable law, including at a minimum:</p> <ul style="list-style-type: none"> A. Any reports regarding agency staff or volunteer compliance with federal, state, tribal, or local laws addressing child abuse and neglect laws governing sex offenders; B. Incidents that require classrooms or centers to be closed for any reason; C. Legal proceedings by any party that are directly related to program operations; and, D. All conditions required to be reported under 1304.12, including disqualification from 	<p>Administration will report any non-compliances or at-risk situations to the proper authorities in a timely manner. Reporting shall be made by the Head Start Director or designee.</p>	<p>Reporting to OHS</p>	<p>Head Start Director</p>	
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	<p>2) Each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the most recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:</p> <p>(A) The total amount of public and private funds received and the amount from each source.</p> <p>(B) An explanation of budgetary expenditures and proposed budget for the fiscal year.</p>	<p>the Child and Adult Care Food Program and license revocation.</p> <p>(2) Annually, a program must publish and disseminate a report that complies with section 644(a)(2) of the Act and includes a summary of a program's most recent community assessment, as described in 1302.11(b) consistent with privacy protections in subpart C of part 1303 of this chapter.</p>	<p>Annually, after the completion of the financial audit, the Head Start Director creates and shares the program's annual report. Whenever possible the annual report is shared in community meetings and other public venues.</p>	<p>Annual report</p>	<p>Head Start Director</p>	
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	<p>(C) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.</p> <p>(D) The results of the most recent review by the Secretary and the financial audit.</p> <p>(E) The percentage of enrolled children that received medical and dental exams.</p> <p>(F) Information about parent involvement activities.</p> <p>(G) The agency's efforts to prepare children for kindergarten.</p>					
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	<p>(H) Any other information required by the Secretary.</p>					
<p>2) QUALITY IMPROVEMENT PLAN-</p> <p>(A) AGENCY AND PROGRAM RESPONSIBILITIES-</p> <p>To retain a designation as a Head Start agency under this subchapter, or in the case of a Head Start program to continue to termination described in paragraph (1), or a Head Start program that is determined to have a deficiency under subsection (d)(2) (excluding an agency required to correct a deficiency immediately or during a 90-day period under clause (i) or (ii) of paragraph (1)(B)) shall--</p>	<p>(3) If the program has had a deficiency identified, it must submit, to the responsible HHS official, a quality improvement plan as required in section 641A(e)(2)31 of the Act.</p>	<p>In the event, the program were to receive a deficiency, the MCHS will follow all prescribed requirements set forth in statute. MCHS will utilize all tools available to develop and implement corrective action plans as well as continuous improvement plans. Program governance as well as administration and key staff will be responsible for the development of the plan.</p>	<p>Corrective Action Plan</p>	<p>Leadership</p>		

(i) develop in a timely manner, a quality improvement plan that shall be subject to the approval of the Secretary, or in the case of a program, the sponsoring agency, and that shall specify--

(I) the deficiencies to be corrected;

(II) the actions to be taken to correct such deficiencies; and

(III) the timetable for accomplishment of the corrective actions specified; and

(ii) correct each deficiency identified, not later than the date for correction of such deficiency specified in such plan (which shall not be later than 1 year after the date the agency or Head Start program that is determined to have a deficiency

received notice of the determination and of the specific deficiency to be corrected).

(B) SECRETARIAL RESPONSIBILITY-

Not later than 30 days after receiving from a Head Start agency a proposed quality improvement plan pursuant to subparagraph (A), the Secretary shall either approve such proposed plan or specify the reasons why the proposed plan cannot be approved.

(C) AGENCY

RESPONSIBILITY-

Not later than 30 days after receiving from a Head Start program a proposed quality improvement plan pursuant to subparagraph (A), the Head Start agency involved shall either approve such proposed plan or specify the

<p>1302.103 Implementation of program performance standards</p>	<p>reasons why the proposed plan cannot be approved.</p>	<p>A current program as of November 7, 2016, must implement a program-wide approach for the effective and timely implementation of the changes to the program performance standards, including the purchase of materials and allocation of staff time, as appropriate.</p> <p>(b) A program's approach to implement the changes included in parts 1301 through 1304 of this chapter must ensure adequate preparation for effective and timely service delivery to children and their families including at a minimum, review of the community assessment data to determine the most appropriate strategy for implementing required program changes, including assessing any changes in the number of children who can be served, as necessary, the purchase of and training on any curriculum, assessment, or other materials, as needed, assessment of program-wide professional development needs, assessment of staffing patterns, the development of coordinated approaches described in</p>	<p>MCHS utilizes staff training, orientation , and onboarding opportunities to fully educate staff on the HSPPS and the full implementation through policy and procedure.</p>	<p>Administration</p>	<p>Administration</p>	<p>New Employee Orientation</p>
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		<p>1302.101(b), and the development of appropriate protections for data sharing; and children enrolled in the program on November 7, 2016 are not displaced during a program year and that children leaving Early Head Start or Head Start at the end of the program year following November 7, 2016 as a result of any slot reductions received services described in 1302.70 and 1302.72 to facilitate successful transitions to other programs.</p>				
		<p>(d) If a program needs to develop or significantly adapt their approach to research-based professional development to better meet the training needs of education staff, such that it does not include the requirements in paragraph (c) of this section, the program must partner with external early childhood education professional development experts. A program must assess whether the adaptation adequately supports staff professional development, consistent with the process laid out in subpart J of this part.</p>				

Fiscal Year (FY) 2023 Focus Area Two

Monitoring Protocol

1302.45(a)(1) and (b)(2) Support with managing challenging behaviors and other social, emotional, and mental health concerns

1302.45(b)(2) Mental health consultants

1302.61(a) Additional services for children with disabilities

1302.70(a) Transitions from Early Head Start

1302.71(a) and (d) Transitions from Head Start to kindergarten

1302.71(d) Learning environment activities

1302.91(e) Staff qualifications

1302.92(b)(5) and (c)(1) Training and professional development

1302.92(c)(1) Coaching

1302.102(a)(3) and (c)(2)(ii–iii) School readiness goals

1302.102(c)(2)(ii–iii) Using data for continuous improvement

What We Want to Learn

Alignment with School Readiness **4**

PM1: School readiness efforts align with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and state early learning standards.

1. The grant recipient will describe how the program's school readiness efforts align with the expectations of receiving schools, the ELOF, and the state early learning standards. 1302.102(a)(3)
2. The grant recipient will explain the expectations of the receiving schools and collaborations to promote successful transitions to kindergarten. 1302.71(a)
3. The grant recipient will demonstrate how the program implements strategies and practices to support successful transitions for children and families out of the Early Head Start program. 1302.70(a)
4. The grant recipient will describe the data used to show that children are ready to meet the expectations of receiving schools. 1302.102(c)(2)(ii–iii) and 1302.33(b)(1)
5. The grant recipient will explain the expectations of the kindergarten readiness assessment of the receiving schools.
6. The grant recipient will discuss if the program obtains kindergarten entry assessment data on Head Start children entering the receiving schools.

Note: The information on kindergarten readiness assessment (questions 5 and 6) is used for OHS data collection purposes only to inform policy and training and technical assistance directions.

Program Governance **3**

PM3: The grant recipient maintains a formal structure of program governance to oversee the quality of services for children and families, and to make decisions related to program design and implementation.

1. The governing body members will demonstrate how they have adopted practices that ensure active, independent, and informed governance of the Head Start agency. 642(c)(1)(E)(ii)
2. The governing body members will demonstrate how they use data—both program data and external information—to oversee the provision of quality services for children and families and to ensure progress toward school readiness. 1301.2(b)(2)
3. The governing body members will discuss how they oversee the agency's progress in carrying out programmatic provisions of the agency's grant application. 642(c)(1)(E)(iv)(V)(bb)

Additional Filtering

Currently Enrolled ▼

Filter

View All

All Agencies ▼

All Sites ▼

All Classes ▼

Agency: All

Currently Enrolled= 116

406 - EPSDT status Report

	Up-To-Date	Not Up-To-Date
Anemia (HCT/HGB) (Mandated)	<u>84</u>	<u>32</u>
Blood Pressure (Mandated)	<u>99</u>	<u>17</u>
Dental	<u>68</u>	<u>48</u>
Growth (Mandated)	<u>108</u>	<u>8</u>
Hearing (Mandated)	<u>111</u>	<u>5</u>
Lead Screening (Mandated)	<u>75</u>	<u>41</u>
Physical (Mandated)	<u>113</u>	<u>3</u>
Vision (Mandated)	<u>110</u>	<u>6</u>

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

Up-To-Date	Not Up-To-Date
<u>58</u>	<u>58</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.