

Head Start Monthly Report February 2021

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: \$908.79

1/4/21	\$383.90	Eversign	Program
1/11/21	\$295	Varidesk	MH manager
1/13/21	\$29.99	Adobe	HS Secretary
1/21/21	\$199.90	ZOOM	Program

B. Program Information Summary

Mercer County Head Start welcomed 2 new members of the Admin team. Kim Kramer joins us from FCFC as the new Family Engagement Services Manager and Ashley Koontz is our new Mental Health Manager. Previously, Ashley was with the Van Wert Drug Court. Both ladies, have been working all month long on becoming acclimated to their new positions.

January was filled with multiple in-services - Active Supervision and COVID policies & procedures were provided to all staff. The Director presented updated HSPPS service plans to the Admin and Family Engagement team. The Director presented the new employee

PFCE training to new managers and MCHS Family Engagement Approach to service delivery to the Family Engagement team , HCSM, and MHM. The Director attended a Fiscal presentation offered by OHS TTA.

Internal updates and data reviews include: transitioning children from MCHS to CCS, Dual Language Learners program assessment action plan (correcting data entry for caregiver language info), Education team data survey results (Program Goal objective), and examination of developmental / behavioral screening data collection and action steps.

Fiscal notes for the month include receiving guidance from the regional office specific to carryover requests for dollars unspent from COVID and Quality Improvement funding. The Director met with District Treasurer to discuss carryover request and the intention to sell a bus.

The Director updated MOUs with local social service agencies and school districts. Other external meetings include FCFC Steering Committee, No Wrong Door committee, and meeting with New Horizons pastor about building project during visit to Rockford location. Internally, the director attended the District admin meeting and MCHS admin meeting.

Recruitment officially kicked off this month. Returning student applications begin this month. Administration met to discuss the option of altering current operational plan under COVID restrictions. Administration will continue program calendar as is. A few classrooms where space is available will increase enrollment numbers as needed to meet the needs of the community.

Education – Education staff began HV / PTC in the month of January. Updated Transition Skills Summary to match CCS needs. Finishing 2nd checkpoint early February.

Mental Health – Family Advocates finished Conscious Discipline Book Study. Conscious Discipline coaching begins for selected classrooms. 9 students are open for services through Foundations, 18 students have been referred, 13 family members have been referred, and 10 staff have utilized MHC services thus far this year.

Disabilities – 26 enrolled children have received IEP services. There are (4) more students referred for eval or in process of ETR.

Health – HCSM working on developing program Staff Wellness day. COVID data collection from 1st quarter and 2nd Quarter indicate that instances of COVID illness & quarantine have remained the same.

Family Engagement – Policy Council is welcoming 3 new members, April Ball, Keysha Chilcoat and Diana Patrick.

C. Enrollment / Attendance

Program reporting cumulative enrollment 100.

Enrollment by Program Option:

Half Day PY Head Start	64
Full Day School Year Ed Complex	19

Virtual Ed Complex	7
Full Day School Year Rockford	8
Virtual Rockford	1

Attendance by Program Option:

Half Day PY Head Start	86.16
Full Day School Year Ed Complex	80.83
Virtual Ed Complex	90.21
Full Day School Year Rockford	95
Virtual Rockford	82.35

D. CACFP report - CACFP claimed meals

Month Served	January 2021
Total Days Attendance	Rockford - 15 Part Day programming - 14 Ed Complex Full day Programming - 13
Total Breakfast	654 + 90 virtual = 744
Total Lunches	1053 + 90 virtual = 1143
Total Snacks	706
Total Meals	2593

E. Financial Audit - Finished Dec 2020

F. Annual Self-Assessment

- Begins May 2020
- Expect an invitation from the Director to participate in the process

G. Community Assessment

- Due summer 2021

H. Communication and guidance from the Secretary

The Director is requesting an internal budget revision to move \$10,000 from the Personnel line item to Training line item. (requires Board approval). The purpose of the revision is to cover training costs that must be encumbered prior to the arrival of the remaining grant funds for FY 21. Additional funds are available in personnel line item due to vacant positions.

Attachments to report:

Self - Assessment plan (requires approval)

Family Advocate Home Visit Report

Family Partnership Agreement Report

Parent Teacher Conference Report

Federal Review Report

Respectfully submitted,

Amy Esser

Executive Director

INDIVIDUAL CARDHOLDER ACTIVITY

AMY ESSER 5583-7500-2990-4743	CREDITS \$0.00	PURCHASES \$908.79	CASH ADV \$0.00	TOTAL ACTIVITY \$908.79
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ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
01-04	01-01	82644311002000000808684	STACK* EVERSIGN WIEN DUB	383.90 -
01-11	01-09	75418231008111482117222	VARIDESK* 1800 207 258 800-2072587 TX P.O.S.: 0010b00002JdDT5AA SALES TAX: 0.00	285.00 -
01-13	01-13	55432881013200846460630	ADOBE *800-833-8887 ADOBE.LY/ENUS CA P.O.S.: BL1328328584 SALES TAX: 0.00	29.99
Total Purchasing Activity				\$708.89

Telecommunication Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
01-21	01-20	55428501020637833322166	ZOOM.US 888-799-8666 8887999666 CA	199.90

439 Early Childhood							
439-9921	Salaries 100	Fringes 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Original							
CCIP Budget	31,400.00	20,600.00	-	-	-	-	52,000.00
	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Adjusted							
CCIP Budget	31,400.00	20,600.00	-	-	-	-	52,000.00
Exp thru 9/30	4,924.10	2,737.25					7,661.35
Exp thru 10/31	3,628.40	2,302.86					5,931.26
Exp thru 11/30	3,765.91	672.18					4,438.09
Exp thru 12/31	3,664.74	2,460.65					6,125.39
Exp thru 01/31	3,664.74	3,659.23					7,323.97
Exp thru 02/28							-
Exp thru 03/31							-
Exp thru 04/30							-
Exp thru 05/31							-
Exp thru 06/30	-	-					-
Exp thru 07/31							-
Exp thru 08/31							-
Total Expenditures	19,647.89	11,832.17	-	-	-	-	31,480.06
CCIP Budget							
Remaining	11,752.11	8,767.83	-	-	-	-	20,519.94
CAN SPEND UP TO	34,540.00	22,660.00					
BUDGET PLUS 10%							

REVENUE

	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING
Federal Revenue	962,733.00	-	962,733.00	277,000.00	685,733.00
CACFP Revenue	-	30,696.00	30,696.00	-	30,696.00
Other Local	-	-	-	-	-
Refund prior year exp	-	-	-	-	-
Board advance	-	-	-	-	-
Total	962,733.00	30,696.00	993,429.00	277,000.00	716,429.00

FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/REQUISITIONS	REMAINING BALANCE
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Salary	456,514.00	-	456,514.00	138,107.17	318,406.83	-	318,406.83
Fringe Benefits	313,336.00	-	313,336.00	112,932.29	200,403.71	-	200,403.71
Programming	87,656.00	793.00	88,449.00	13,591.71	74,856.29	64,902.75	9,953.54
Supplies	88,818.00	29,903.00	118,721.00	7,610.50	111,110.50	34,282.89	76,827.61
Capital Outlay	-	-	-	-	-	-	-
Other Expenditures	6,794.00	-	6,794.00	1,000.00	5,794.00	75.00	-
PA22 subtotal	953,117.00	30,696.00	983,813.00	273,241.67	710,571.33	99,280.44	611,310.89
Training & Technical Services							
Training & technical serv (job code 400)	419	-	4,710.00	4,127.00	583.00	4,950.00	(4,367.00)
Staff out of town travel	439	-	3,637.00	-	3,637.00	-	3,637.00
Subtotal Purch Service		-	8,347.00	4,127.00	4,220.00	4,950.00	(730.00)
Training & Tech Supplies							
Subtotal Supplies		-	1,269.00	866.72	402.28	225.65	176.63
T&TA -PA20		-	1,269.00	866.72	402.28	225.65	176.63
Return of Board Advance		-	9,616.00	4,993.72	4,622.28	5,175.65	(553.37)
TOTALS		-	-	-	-	-	-
	962,733.00	30,696.00	993,429.00	278,235.39	715,193.61	104,438.09	610,757.52

(1,235,38)

HEAD START - 2020 GRANT

REVENUE				
	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED
Federal Revenue	2,064,317.00	-	2,064,317.00	1,665,521.85
CACFP Revenue	-	41,583.00	41,583.00	58,001.47
Other Local	-	-	-	1,500.00
Refund prior year exp	-	-	-	-
Board advance	-	-	-	-
Total	2,064,317.00	41,583.00	2,105,900.00	1,725,023.12

EXPENSES

	FEDERAL BUDGET	OTHER SOURCES	TOTAL	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE
Salary	947,636.00	20,505.00	968,141.00	858,917.25	109,223.75	-	109,223.75
Fringe Benefits	634,398.00	-	634,398.00	525,374.02	109,023.98	3,000.00	105,762.58
Programming	180,226.00	793.00	181,019.00	119,625.97	41,393.03	-	41,393.03
Supplies	256,943.00	29,903.00	286,846.00	194,443.91	92,402.09	-	92,402.09
Capital Outlay	14,376.00	-	14,376.00	-	14,376.00	-	14,376.00
Other Expenditures	9,478.00	-	9,478.00	5,111.80	4,364.20	-	4,364.20
PA22 subtotal	2,023,056.00	51,201.00	2,074,256.00	1,703,472.95	370,783.05	3,261.40	367,521.65

Training & Technical Services

Training & technical serv (job code 400)

419

439

Staff out of town travel

439

Subtotal Purch Service

439

Training & Tech Supplies

439

Subtotal Supplies

439

T&TA -PA20

439

Return of Board Advance

439

TOTALS

2,064,317.00	51,201.00	2,115,518.00	1,725,023.12	390,494.88	3,261.40	387,233.48
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TOTAL REVENUE OVERUNDER TOTAL EXPENDITURES

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Outstanding encumbrances represent an amount for unexpended compensation - this will be cancelled as there have been no further assignments since the Summer of 2021.

Non-Federal Match			
FINAL November 2020			
In-Kind	Hours	Rate / hour	Total
Celina City Schools--Administrative / Support Personnel			
Superintendent - \$11,065.60 / year			\$922.13
Treasurer's Office - Treasurer (TS) \$6323.20 / year			\$526.93
Treasurer's Office - Asst Treasurer (CR) \$3952.00 / year			\$329.33
Treasurer's Office - Admin Asst (SB) \$5532.00 / year			\$461.00
Fringe for All(Supt, Treas Office, IT, Speech, ELL, Jen&Jeff) - \$2391.00/yr			\$199.25
Technology Support - (CH) \$7,113.60 / year			\$592.80
Technology Support - (CS) \$2,371.20 / year			\$197.60
Benefits for Speech Therapist & Custodian - \$56,150.00/yr			\$4,679.17
Speech Therapist - \$42,416.00 / (Sept-May)			\$4,712.89
ELL Tutor - \$1,848 / year (Sept-May)			
Itinerant Teachers - \$58,234.04 / (Sept-May) (Classroom) (2)			
Board of Education		\$67.52	\$0.00
ESC Staff-VS		\$58.80	\$0.00
ESC Staff-TN		\$68.78	\$0.00
L.K Itinerant	18	\$30.28	\$545.04
A. A. Itinerant		\$27.74	\$0.00
D. D. Itinerant		\$46.20	\$0.00
Special Ed-Tracey D		\$49.77	\$0.00
Special Ed-Andre W		51.95	\$0.00
Transportation			
		Sub Total	\$13,166.14
Building Usage			
Utilities - \$25,704 / year			\$2,142.00
Custodian - \$65,328 / year + retro amount			\$5,666.92
Maintenance - \$13,575 / year			\$1,131.25
Summer Custodian - July		\$9.75	\$0.00
Custodian / Paper Supplies			
		Sub Total	\$8,940.17
Volunteers (from In-Kind Sheets)			
Cafeteria Helpers		\$11.91	\$0.00
Tri-Star Students		\$17.65	\$0.00
College Students / Interns		\$17.65	\$0.00
Classroom - Parent / Community		\$17.65	\$0.00
At Home Activities	154	\$17.65	\$2,718.10
FA Assistant - Parent / Community		\$17.65	\$0.00
Office Helpers		\$15.23	\$0.00
Bus Aide		\$12.48	\$0.00
Policy Council		\$40.95	\$0.00
Mileage		\$0.580	\$0.00
Miscellaneous Meetings			
		Sub Total	\$2,718.10
Goods & Services			
CJ's Highmarks for Policy Council - 20% discount (Do this calculation for regular price (Amt Pd / .80=Reg Price)		20.0%	\$0.00
Monetary Donation			
Goods & Services Donation			
Conscious Discipline \$10,800 / (8 months Sept 2019-Apr 2020)			
Conscious Discipline \$ / (8 months Sept 2020-Apr 2021)			\$0.00
Foundations Behavioral Health-Discount on MHC fees	51.25	\$25.00	\$1,281.25
Foundations Behavioral Health-Kinship / Speaker		\$100.00	\$0.00
Four-U Office--Discount			\$5,118.53
Misc. Discount on Goods / Services (Jonathan Williams)			\$150.00
Foundations from March 2020		\$25.00	\$0.00
		Sub Total	\$6,549.78
Total This Month			\$31,374.19
In-Kind Needed Each Month: \$37,811.17	Annual required inkind		\$453,734.00
	Inkind needed to date		\$94,180.20

Mercer County Head Start Self- Assessment Plan 2021

The Head Start Program Performance Standards outline the requirement for each grantee to conduct an annual self-assessment.

Ongoing assessment of program goals. A program must effectively oversee progress towards program goals on an ongoing basis and annually must:

- (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;
- (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,
- (iii) Submit findings of the self-assessment, including information listed in paragraph (b)(2)(i) of this section to the responsible HHS official.

In the past, MCHS has conduct self-assessment in March. However, after guidance from TTA, Head Start has proposed a new outline for conducting self-assessment. This new process is conducted at the end of a program year and is a compilation of data reports that have been collected and reviewed throughout the program year.

MCHS admin team meets quarterly to review data collected from monitoring reports. Monitoring reports are the result of data collection and analysis of monitoring tools. Monitoring tools are developed to monitor the "musts" as outlined in the HSPPS along with program goals. These quarterly reports feed the data collection needed for self-assessment.

MCHS proposes the following plan for self-assessment:

Week of May 17- 21, 2021

Collection and aggregate the program data. Completed by MCHS admin.

Week of May 24-28, 2021

Orientation for all self – assessment members. Self-assessment commences throughout the week. Team leaders schedule individual meetings and provide data for analysis.

Self-Assessment report to PC and Board in June.

Agency: All

Currently Enrolled= 98

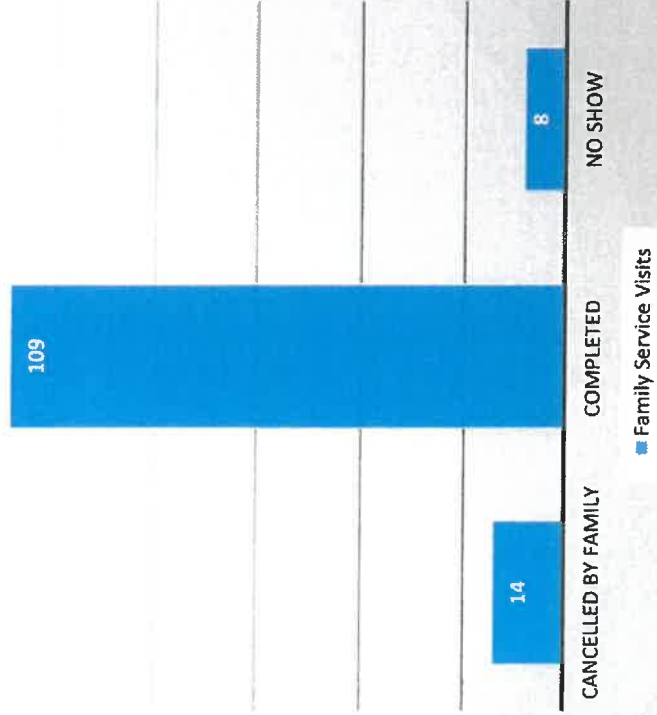
1009S - Family Goals Statistics Report

No.	Goal Category	Complete	Declined	Expected	To Achieve	In Progress	New	Not Accomplished	On-going	TOTAL GOALS OF FAMILIES	UNIQUE #
1	* Adult Education	0	1	0	2	0	0	0	1	4	4
2	* Adult Literacy	0	0	0	0	0	0	0	0	0	0
3	* Advocate & Lead	1	0	0	0	0	1	0	0	2	2
4	* Child Development	4	0	0	0	0	0	0	0	4	4
5	* Discipline	0	0	0	0	0	0	0	0	0	0
6	* Employment / Job Skills	1	0	0	2	1	0	0	0	4	4
7	* ESL Families	0	0	0	0	0	0	0	0	0	0
8	* Financial Security / Budgeting	4	0	0	2	1	0	0	0	7	7
9	* Formal & Informal Social Support / Networks	2	0	0	0	2	0	0	0	4	4
10	* Health	20	0	0	28	8	0	4	60	55	55
11	* Housing	0	0	0	1	0	0	1	2	2	2
12	* Involvement in Education of Child	1	0	0	1	2	0	0	4	4	4
13	* Mental Health	3	0	0	3	0	0	0	6	6	6
14	* Parenting	0	2	0	3	0	0	0	5	5	5
15	* Prenatal Health	0	0	0	0	0	0	0	0	0	0
16	* Relationship Building	0	0	0	0	0	0	0	0	0	0
17	* Safety	0	0	0	0	0	0	0	0	0	0
18	* Substance Abuse	0	0	0	0	0	0	0	0	0	0
19	* Transitions	0	0	0	0	2	0	0	2	2	2
20	Already working with Another Agency	0	0	0	0	0	0	0	0	0	0
21	NO Goal Category	0	0	0	0	0	0	0	0	0	0
TOTAL GOALS		36	3	0	42	16	1	6	104		
UNIQUE # OF FAMILIES		31	3	0	40	16	1	6	83		

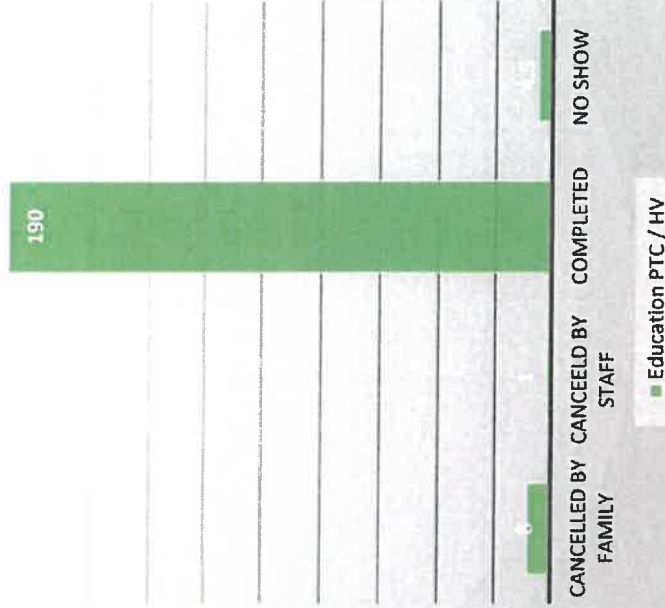
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Mercer County Head Start
Home Visit / Parent Teacher Report
Education & Family Services

Family Service Visits



Education PTC / HV





ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start 4th Floor - Switzer Memorial Building, 330 C Street SW, Washington DC 20024 ecikc.ohs.acf.hhs.gov

Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Mr. Craig Flack

Celina City Schools

585 E Livingston St

Celina City Schools/Mercer County Head Start

Celina, OH 45822 - 1742

From: Responsible HHS Official

Date: 01/22/2021

Ann Linchan

Acting Director, Office of Head Start

From December 14, 2020 to December 18, 2020, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of the Celina City Schools Head Start program. This report contains information about the grantee's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, Improving Head Start for School Readiness Act of 2007.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. The FA1 review allows the OHS to understand how programs are progressing in providing services in the 5-year grant cycle. The report includes the performance measures used to understand grantee progress towards program goals. You can use this report to identify where your program was able to describe progress toward implementing program services that promote quality outcomes for children and families. Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

DISTRIBUTION OF THE REPORT

Ms. Karen McNamara, Regional Program Manager

Dr. Ken Schmiesing, Chief Executive Officer/Executive Director

Ms. Amy Esser, Head Start Director

Glossary of Terms

Opportunity for Continuous Improvement (OCI)	An OCI is identified when the grantee is determined compliant in an area; however, through intentional, continuous improvement strategies, the agency has the opportunity to enhance overall program quality.
Area of Concern (AOC)	An area for which the agency needs to improve performance. These issues should be discussed with the grantee's Regional Office of Head Start for possible technical assistance.
Area of Noncompliance (ANC)	An area for which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the grantee's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Deficiency	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none"> (i) a threat to the health, safety, or civil rights of children or staff; (ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations; (iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management; (iv) the misuse of funds received under this subchapter; (v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or (vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified; <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>



Program Design, Management, and Quality Improvement

Program Design

The grantee's program design and structure takes into account community strengths and needs.

Program Management and Quality Improvement

The grantee has an approach for providing effective management and oversight of all program areas and fiduciary responsibilities.

Program Governance

The grantee maintains a formal structure for program governance that includes a governing body, a policy council (or policy committee for delegates), and parent committees.

Program Design, Management, and Quality Improvement Summary

Celina City Schools Mercer County Head Start (MCHS) utilized community and program data to respond to families' needs in its rural Western Ohio county. The community was home to immigrant families from the Marshall Islands who settled in Ohio to work in poultry processing plants. MCHS invited elders from this population to train staff on their culture and hired a teacher who spoke the native language to provide responsive services to the families. The service area was also home to Hispanic families who spoke Spanish as a first language. MCHS worked with the school district's English as a Second Language program to serve dual language learners. Ohio's struggles with the opioid crisis contributed to an increased demand for mental health services and foster care placements in Mercer County. In response, the program increased the mental health consultant's hours, created a new mental health coordinator position, and trained staff on the Conscious Discipline curriculum. It also partnered with Community Mental Health and Child and Family Services to create a kinship support group and a Kinship Navigator Program to better serve children in out-of-home placements. The program addressed working families' needs by offering full-day services in four classrooms and opening a center in a neighboring town close to eligible families. Finally, the program used state guidelines, data from the school district, and the health department to design services in response to COVID-19. They prioritized openings in socially distanced in-person classes for working families and offered virtual services for those who elected to keep children at home. MCHS adapted and changed its services based on community data.

The program's governance structure resulted in the effective delivery of program services. The elected school board served as the governing body and included community members with experience in education and business, as well as an appointed Head Start liaison whose responsibilities included meeting regularly with the Head Start director and communicating program information to the full school board. The school district provided staff and administrative support in finance, human resources, facilities, nutrition, and services to dual language learners and children with disabilities. The parents and community members on the policy council helped the program to develop goals, monitor program progress, and plan parent and community activities. They also made recommendations to the governing body for approval. To ensure an informed board and policy council, shared governance training occurred every year in January. The governing bodies provided consistent oversight of Head Start program services.



Designing Quality Education and Child Development Program Services

Alignment with School Readiness

The grantee's approach to school readiness aligns with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and state early learning standards.

Effective and Intentional Teaching Practices

The grantee has strategies to ensure teaching practices promote progress toward school readiness.

Supporting Teachers in Promoting School Readiness

The grantee has an approach for ensuring teachers are prepared to implement the curriculum and support children's progress toward school readiness.

Home-based Program Services

Not Applicable.

Designing Quality Education and Child Development Program Services Summary

Celina City Schools Mercer County Head Start (MCHS) promoted progress on its school readiness goals by supporting teachers and providing a responsive educational approach. The program's school readiness goals were aligned with the Head Start Early Learning Outcomes Framework, the Ohio Department of Education Early Learning and Development Standards, and the receiving schools' expectations. Education staff encouraged program and child progress towards these goals by implementing The Creative Curriculum and the Teaching Strategies GOLD (TSG) child assessment tool. The program also worked closely with the receiving schools to ensure Head Start children transitioned to kindergarten with the expected developmental skills. For example, when the schools identified rising social-emotional needs in children, MCHS implemented the Conscious Discipline curriculum and enhanced its mental health services, resulting in a three percent increase in scores within this domain. MCHS also used its internal data to make adjustments to help children continually progress. When math scores were lagging, the program added math materials and activities, and targeted teacher training on this domain. The education manager reviewed and analyzed TSG data with teachers three times per year and guided them on individualizing children's learning experiences. To further support children's learning, all teachers had professional development plans, used classroom data to help identify individual courses and needed training, and participated in Performance-Based Coaching. Training resources for education staff included Teachstone, Conscious Discipline coaching, and the Office of Head Start Training and Technical Assistance network. Teachers also received support from the school district's special education staff to better understand and serve children with disabilities. These educational tools and supportive practices helped teachers prepare children for kindergarten.



Designing Quality Health Program Services

Child Health Status and Care

The grantee has an approach for ensuring the delivery of high-quality health services.

Safety Practices

The grantee implements a process for monitoring and maintaining healthy and safe environments and ensuring all staff have complete background checks.

Designing Quality Health Program Services Summary

Celina City Schools Mercer County Head Start (MCHS) provided health services with the support of staff, community resources, and the Health Services Advisory Committee (HSAC). Staff collected initial and ongoing health data from families and used the COPA software system to monitor needed follow-up care. The family advocates assisted families in locating medical resources, scheduling appointments, and arranging transportation for health care. The program recognized the small number of providers in the community who accepted Medicaid created a barrier to consistent care. In response, it formed a relationship with two local pediatric offices and the health department mobile dental van to provide services for Head Start children. To address the community's mental health needs, MCHS secured a licensed social worker as its full-time mental health consultant. The consultant completed classroom and child observations, provided classroom strategies to teachers, and worked with families to encourage consistency between home and school. The HSAC, including staff, parents, medical professionals, and community representatives, provided additional health supports to the program. When the HSAC identified low rates of immunizations and lead testing in the community, it worked with the program to educate parents and physicians on the importance of immunizations and offered immunization clinics. The impact of these efforts was evident in the five percent increase in enrolled children's immunization rates. Collaborations between staff, community partners, and the HSAC resulted in the delivery of timely health services.

The program protected staff, parents, and children through training, monitoring, and building maintenance. Staff members were trained twice per year on active supervision, child custody, and the child-guided discipline policy. All staff members were also subject to a background check before they were hired and every 5 years during their employment. Safety checklists were completed daily, and any items requiring follow-up were referred to the building facilities department for repair. Each building was also subject to a preventive maintenance schedule and required visitors to be buzzed in and to show identification before entering. The health manager collected all safety checklists, monitored repairs, reviewed all child release information for accuracy, and conducted three unannounced visits per year to each classroom and bus. Policies and practices implemented by the program facilitated the safe delivery of services.



Designing Quality Family and Community Engagement Services

Family Well-being

The grantee has an approach for collaborating with families to support family well-being.

Strengthening Parenting and Parent-Child Supports

The grantee has an approach for providing services that strengthen parenting skills.

Designing Quality Family and Community Engagement Services Summary

Celina City Schools Mercer County Head Start (MCHS) helped families identify needs, set goals, and access resources to improve family well-being. Each family worked with a family advocate to complete a Needs Assessment and establish a goal with measurable action steps. As a result, approximately 80 percent of enrolled families chose to partner with the program. Family advocates talked with families at least every 2 weeks to discuss their progress on their goals and to offer support and resources. Family advocates met more frequently with families to support intensive needs. Families' most critical needs included parenting skills support, child development knowledge, and kinship support services. Program staff worked to identify and cultivate community resources to meet these and other needs by attending community meetings, doing research, and making themselves visible to providers. Through these community resources, families received assistance with housing, food, clothing, educational, and medical needs. Internally, the program offered mental health services to families individually and through referral to a kinship care support group. For parenting skills and child development support, parents could participate in The Incredible Years parenting curriculum. During COVID-19, the mental health consultant transitioned from the on-site parent curriculum classes to providing parent education in family homes. The program also offered meal delivery twice a day and at home parent-child activities for families served in the virtual program option. Identifying family needs and goals allowed the program to provide the resources and supports needed to improve well-being.



Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure

Eligibility, Recruitment, Selection, Enrollment, and Attendance

At least 10% of the grantee's total funded enrollment is filled by children eligible for services under IDEA or the grantee has received a waiver.

The grantee enrolls children or pregnant women who are categorically eligible or who meet defined income-eligibility requirements.

Enrollment Verification

The grantee maintains and tracks full enrollment.

Fiscal Infrastructure, Capacity, and Responsiveness

The grantee's fiscal staff have the qualifications needed to provide oversight of the grant.

The grantee has a budget development and revision process that includes stakeholders and appropriate approvals, and ensures continuous alignment with program design, goals, and objectives.

Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure Summary

Celina City Schools Mercer County Head Start (MCHS) had systems to enroll eligible families. All staff received ERSEA training at the start of the program year, family advocates received refresher training in the spring, and the governing bodies received ERSEA training in January. Training emphasized the accuracy of documents and the avoidance of fraud. All eligibility documents were collected and verified by two separate staff members to ensure determinations were accurate. The program utilized selection criteria to prioritize enrollment for families with the greatest need, meeting the ten percent disability requirement. It also enrolled fewer than ten percent of over-income children. The program had systems in place to ensure it enrolled eligible children with the greatest needs.

Celina City Schools Mercer County Head Start (MCHS) managed its fiscal spending and involved stakeholders in budget development. The school district treasurer served as the fiscal officer and ensured Head Start funds were kept separate from other funding sources. These additional sources included the Child and Adult Care Food Program (CACFP), Coronavirus Aid, Relief, and Economic Security (CARES) Act funding, and occasional small grants for specific projects. The fiscal officer provided a monthly financial report to the Head Start director, who then presented it to the policy council and governing board. The Head Start director had the primary responsibility for budget development and discussed the budget at the management and the policy council meetings. These discussions led to the creation of a draft budget, which the director submitted to the policy council and governing body for input and final approval. Each year the budget was developed to align with program goals and meet the demand for high-needs services such as mental health, supplies, technology, and teacher development. The program received CARES Act funds to address COVID-19 and used them to reopen with a safe environment for children, families, and Head Start staff. The program safeguarded funds and met program needs through responsive budget development.

----- End of Report -----



ADMINISTRATION FOR
CHILDREN & FAMILIES

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

January 26, 2021

Celina City Schools

Re: Grant No. 05CH011273

Dear Head Start Grantee:

The Administration for Children and Families (ACF), Office of Head Start (OHS) recently conducted a monitoring review of your program. The attached report contains information about your agency's performance and compliance with the requirements of the Head Start Program Performance Standards, Public Law 110-134, Improving Head Start for School Readiness Act of 2007, and other applicable regulations.

Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

If the report has findings the corrective action period will begin 72 hours from the time this email was sent.

Sincerely,

OHS Monitoring Team