

Head Start Monthly Report November 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: \$1,680.76

10/6/23	\$103.84	Friendly Market	Policy Council
10/16/23	\$129.32	Cbus Marriott	A Esser
10/16/23	\$122.00	Cbus Marriott	S Stammen
10/16/23	\$122.00	Cbus Marriott	A Stephenson
10/16/23	\$122.00	Cbus Marriott	A Searight
10/16/23	\$122.00	Cbus Marriott	M Jett
10/17/23	\$7.32*	CREDIT	Cbus Marriott
10/25/23	\$483.46	SW Airlines	A Esser
10/25/23	\$483.46	SW Airlines	A Searight

B. Program Information Summary

October was Head Start awareness month.

Internal district related meetings consisted of the Superintendent's monthly admin mtg, monthly Board meeting, and meetings with Treasurer's office related to various personnel issues.

Internal Head Start meetings consisted of multiple meetings with fiscal consultant, monthly call with OHS, Policy Council, interviews for Family Advocate position, Admin, enrollment meeting with FE Team.

External meetings directly related to MCHS include HMG partner meeting, mtg w/ District Leader from Congressman Jordan's office, mtg with DCYS director.

External meetings attended OHSAI community of Learners, Directors weekly call, Futures Group mtg, OHSAI Board, and Exec Board, NHSA think tank.

Presentations for the month include OHSAI Directors Community of Learners and OHSAI Board of Directors.

Projects currently working on: 1303 Building project.

Time in October was spent preparing for the possible government shutdown and ensuring continuation of services in Mercer County. The program held the annual Fall Festival.

Education – ECERS reviews almost completed. There is an increase in the number of children who are being served through modified schedules.

Social Services – The DOGS group has grown tremendously providing dads and other male role models an environment to interact and learn with their children. The MOMs group has been introduced this year. We are experiencing high transient mobility in families.

Health – see attached report

Mental Health – 33 children were referred to MHC. Of those 15 have been served and closed.

Disabilities – 13 children currently enrolled receive IEP services. 54% of them also receive mental health services.

C. Enrollment / Attendance

Turtle Troop PM won the class attendance award for the month of October!

120 reported for cumulative enrollment. 133 children have been actually enrolled in the program thus far this year.

Enrollment by Program Option:

Half Day PY Head Start	45
Full Day School Year Ed Complex	63
Full Day School Year Rockford	12

Attendance by Program Option:

Half Day PY Head Start	83%
Full Day School Year Ed Complex	87%
Full Day School Year Rockford	85%

D. CACFP report – CACFP claimed meals

Month Served	October 2023
Total Days Attendance	Rockford - 18 Ed Complex / PD - 18 Ed Complex / FD - 20
Total Breakfast	1514
Total Lunches	1753
Total Snacks	1336
Total Meals	4603

E. Financial Audit – 2022 Completed

F. Annual Self-Assessment

- Completed May 2023

G. Community Assessment

- Underway

H. Communication and guidance from the Secretary

- PIs, IMs

Asking for approval of the updated Retention / Incentive Policy,

Asking for the approval of 2% increase to the Head Start Administrator's Compensation Plan / Scale effective 12/1/2023.

Asking for the approval of updated HSPPS Service Plans and related policies Subpart B ERSEA, Program Schedule, Active Supervision, Daily Routine (attached)

Attachments to report:

ACF-IM-HS-22-09

Health Screening Reports

Respectfully submitted,

Amy Esser

Executive Director

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	1,304,000.00	698,713.00
CACFP Revenue	-	115,000.00	115,000.00	72,983.26	42,016.74
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	1,485,882.94	631,830.06

EXPENSES

	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	As of 10/31/2023 ENCUMBERED/ REQUISITIONS	REMAINING BALANCE
Salary	989,588.00	-	989,588.00	795,167.60	194,420.40	-	194,420.40
Fringe Benefits	746,723.00	-	746,723.00	523,005.81	223,717.19	2,743.75	220,973.44
Programming	184,655.00	-	184,655.00	79,436.10	105,218.90	47,661.60	57,557.30
Supplies	192,929.00	-	192,929.00	90,548.48	102,380.52	39,662.63	62,717.89
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	1,493,813.79	631,267.21	90,067.98	541,199.23
Training & Technical Services							
Training & technical serv (job code 400)	11,863.00	-	11,863.00	9,074.20	2,788.80	2,416.00	372.80
Staff out of town travel	19,552.00	-	19,552.00	11,448.08	8,103.92	2,892.98	5,210.94
Subtotal Purch Service	31,415.00	-	31,415.00	20,522.28	10,892.72	5,308.98	5,583.74
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	21,893.70	11,530.30	5,468.73	6,061.57
Return of Board Advance	-	-	-	108,899.68	(108,899.68)	-	(108,899.68)
TOTALS	2,158,505.00	-	2,158,505.00	1,624,607.17	533,897.83	95,536.71	438,361.12

TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES (138,724.23)

Category	Rate	Hours	Total	Comments	23-Jul
Policy Council	43.37	6.25	\$271.07		
At-home Activities				Class not in session	
Anchors Away					
Captains Crew					
Lakeside Learners					
Lighthouse Leaders					
Rockford					
Starboard SeaCaptains					
Turtle Troop					
Total					
HSAC					
Nursing Students					
Kitchen					
Parent Vol					
Community Vol					
Total					
Four U					
Donated Goods					
Total					
ECE			4333.34		
Utilities			2142		
Total			6475.35		
CCS Personnel Support					
IT			737.74		
Asst. Treasurer I			506.34		
Asst . Treasurer II			373.09		
Supt. Sec			444.17		
Custodial			2520.25		
Maintenance			1261		
Total			5859.02		
CCS Fringe			524.17		
CCS Benefits			6359.95		
			6919.76		
Speech Therapist					
Momentum					
Total			19,525.20		
YTD Total			226,002.96		

AMY ESSER
5563-7580-0004-9768

CREDITS
\$7.32

PURCHASES
\$1,688.08

CASH ADV
\$0.00

TOTAL ACTIVITY
\$1,680.76

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-06	10-05	05140483278720212105585	FRIENDLY MARKET CELINA OH	103.84
Total Purchasing Activity				\$103.84

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-16	10-11	55432863286201503076129	COLUMBUS MARRIOTT NW DUBLIN OH M28754 ARRIVAL: 10-11-23	129.32
10-16	10-12	55432863287201832625496	COLUMBUS MARRIOTT NW DUBLIN OH M28801 ARRIVAL: 10-12-23	122.00
10-16	10-12	55432863287201832625504	COLUMBUS MARRIOTT NW DUBLIN OH M28802 ARRIVAL: 10-12-23	122.00
10-16	10-12	55432863287201832625512	COLUMBUS MARRIOTT NW DUBLIN OH M28803 ARRIVAL: 10-12-23	122.00
10-16	10-12	55432863287201832625520	COLUMBUS MARRIOTT NW DUBLIN OH M28804 ARRIVAL: 10-12-23	122.00

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Continued on next page

Post Date	Tran Date	Reference Number	Transaction Description	Amount
10-17	10-16	55432863290202617603703	COLUMBUS MARRIOTT NW DUBLIN OH M29042 ARRIVAL: 10-16-23	7.32 CR
10-25	10-23	55432863297204873533841	SOUTHWES 5262216688281 800-435-9792 TX SEARIGHT/ASHLEY DEPART: 12-04-23 P.O.S.: SALES TAX: \$0.00 CMH WN G HOU WN G MSY WN C CMH	483.46
10-25	10-23	55432863297204873533858	SOUTHWES 5262216688282 800-435-9792 TX ESSER/AMY DEPART: 12-04-23 P.O.S.: SALES TAX: \$0.00 CMH WN G HOU WN G MSY WN C CMH	483.46
Total Travel Activity				\$1,576.92

Additional Filtering

Currently Enrolled ▼

Filter

View All

Mercer County Head Start ▼

All Sites ▼

All Classes ▼

Agency: Mercer County
Head Start

Site: All

Currently Enrolled= 120

406 - EPSDT status Report

	Up-To-Date	Not Up-To-Date
Anemia (HCT/HGB) (Mandated)	65	55
Blood Pressure (Mandated)	88	32
Dental	63	57
Growth (Mandated)	103	17
Hearing (Mandated)	113	7
Lead Screening (Mandated)	80	40
Physical (Mandated)	115	5
Vision (Mandated)	113	7

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

Up-To-Date	Not Up-To-Date
48	72

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.

Mercer County Head Start Policies and Procedures

P/P Topic:	Incentive – Retention	P/P #:	
Part:	45CFR 75.430(f)	PC Approval Date:	11/16/23
Subpart:		Last Reviewed Date:	
Section Title(s):		Implementation Responsibility:	CFO
Related Performance Standard(s):	ACF-IM-HS-22-04	Monitoring Responsibility:	HS Director

(A) Policy	This Information Memorandum describes providing competitive financial incentives with existing grant funds as a short-term strategy to invest in the Head Start workforce and promote retention of current staff, as well as recruitment of new staff to fill vacant positions. This policy applies to Mercer County Head Start employees only.
(B) Responsibility	District Treasurer's Office
(C) Procedure	<p>High-retention workplaces tend to employ more engaged workers invested in the mission and vision of the program. Employee retention promotes the health and success of the program. Seasoned employees maintain and demonstrate institutional knowledge.</p> <p>While employee retention is important in all work environments, it is especially relevant and detrimental to the unique services Head Start staff / programs provide to enrolled children and families.</p> <p>For all Head Start employees who remain employed at the time this incentive is scheduled (hire date with Mercer County Head Start must be effective on or before 10/1/23) to be distributed, that employee shall receive a one-time payment in the amount of 5% of their budgeted salary (as of the approval of this policy).</p> <p>*The incentive payment will be distributed on the scheduled 2nd payroll distribution November 2023.</p> <p>The MCHS employee must have been employed in FY 23 and remain employed at MCHS to receive any retention incentive payments as scheduled. All pending or potential incentive payments will be forfeited by the employee upon termination, regardless of the reason(s) for separation of employment.</p> <p>This policy meets the definition of reasonableness per the IM narrative address workforce shortages and allowable per the IM directing grant recipients to utilize ARP, COVID related funds,</p>

	<p>and base grant funds.</p> <p>This policy will remain in effect provided grant funds are available.</p>
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ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-IM-HS-22-06	2. Issuance Date: 09/12/2022
	3. Originating Office: Office of Head Start	
	4. Key Words: Head Start Workforce; Compensation; Wages; Benefits; Bonuses; Recruitment and Retention; Apprenticeship; Career Pathways; Teacher Qualifications Waiver	

INFORMATION MEMORANDUM

TO: All Head Start and Early Head Start Grant Recipients

SUBJECT: Strategies to Stabilize the Head Start Workforce

INFORMATION:

The federal Head Start program is a nationally recognized leader in the field of early childhood education for providing innovative, high-quality services to the children and families who will most benefit from early education and comprehensive services. In this memo, “Head Start” refers to Head Start, Early Head Start, Migrant and Seasonal Head Start, and American Indian and Alaska Native Head Start programs, services, and staff, unless otherwise specified. The credentials and qualifications of Head Start staff have significantly increased over the past decade, while their compensation has been persistently low. Stagnant wages and lack of comprehensive benefits and wellness supports make it difficult to recruit and retain staff, which contributes to classroom closures and high caseloads for current staff. A well-compensated and supported workforce is essential to providing high-quality services to promote children’s optimal development and family well-being. The Office of Head Start (OHS) draws upon the legacy of Head Start leadership in the early childhood field to encourage programs to appropriately compensate and support their staff.

Head Start staff are deeply committed to the mission of the program and are highly qualified professionals. OHS encourages programs to look holistically at their organizational structure and identify sustainable ways to support and compensate staff accordingly. As needed, OHS encourages grant recipients to consider restructuring their programs as a sustainable mechanism for providing increased compensation and other necessary supports to staff. This requires a balance of effectively providing high-quality, comprehensive services to the highest need children and families while improving staff compensation and supports. This may include consolidating grants, restructuring management or organizations, or requesting a reduction in the overall number of funded slots while continuing to prioritize services to the children and families who are most in need.

During this process, we encourage programs to consider equity issues in pay and benefits for staff. Research shows that, like other fields, there are ethnic and racial pay disparities in early childhood education. We understand these are difficult decisions that will take time and careful consideration of local wages, cost of living, data on current enrollment and staffing, and other relevant information.

If a program requests an enrollment reduction to increase staff compensation, the request should focus on those positions for which staffing challenges are most pressing and are impeding the program from fully serving children and families. We encourage programs to take the time needed to make such decisions through thoughtful, data-informed strategic planning, while not reducing the quality of services for children and families. All enrollment reduction requests must be submitted via the Head Start Enterprise System (HSES). Regional Offices will carefully review each request to determine whether it can be approved.

This Information Memorandum (IM) highlights strategies to support the Head Start workforce that grant recipients can begin working toward immediately.

Increase Compensation and Financial Supports for Head Start Staff

Permanently Increase Compensation

OHS strongly encourages Head Start grant recipients to permanently increase compensation, which is the most effective strategy in retaining and recruiting qualified staff. When considering an increase in staff compensation, OHS encourages programs to use findings from their [wage comparability study](#) to help support their decisions. Programs can consider elementary school settings for purposes of wage comparability, including neighboring school districts. OHS also urges programs to consider benefits that might be critical to recruit and retain a qualified, diverse workforce — such as health care, retirement, and paid leave benefits — and compete with other employers providing comparable services in their local job market. Additionally, the [Financial Essential Series](#) may help programs in restructuring existing budgets to align with program goals and support high-quality program services.

Offer Bonuses, Short-term Pay Increases, or Other Financial Incentives

As detailed in [ACF-IM-HS-22-04 Competitive Bonuses for the Head Start Workforce](#), programs can use American Rescue Plan (ARP), other COVID-19 relief, or base grant funds to provide retention bonuses, hiring bonuses, or other financial incentives to staff to support their workforce in the short-term. OHS encourages programs to prioritize bonuses or incentives for staff who have an established tenure with the program, and to consider distributing any hiring bonuses out over time rather than in one lump sum. OHS also strongly urges programs to use their own data on the workforce to determine for which positions bonuses might be most impactful. OHS reminds programs that any bonuses or incentives for staff must be incorporated into their personnel policies and procedures approved by the governing body and Policy Council or policy committee. Since monetary bonuses likely count as income, grant recipients should understand income requirements for public benefits to determine how such bonuses may impact staff members' access to these benefits.

At their discretion, programs can decide to require a service commitment as a condition of receiving a bonus or financial incentive. However, any service requirement is solely the responsibility of the grant recipient to establish, implement, and enforce as they see fit.

Compensate Staff During Closures and Transitions

OHS reminds programs that when centers are closed or in-person home visits are temporarily suspended due to a disaster, they can continue to provide compensation for up to two weeks to those staff who are unable to engage in employment activities as described in [ACF-IM-HS-19-01](#). Programs also may continue to pay health insurance premiums for up to 90 days for staff subject to furlough, such as during a summer break ([ACF-IM-HS-21-02](#)).

Public Service Loan Forgiveness (PSLF)

Programs can provide information to their staff about federal programs that could help make student loans easier to pay back and lead toward loan forgiveness, such as the [PSLF program](#). The Department of Education is offering a [time-limited waiver for PSLF](#) so borrowers can count additional payments toward forgiveness. Watch this [webinar](#) for additional information. The waiver expires October 31, 2022. After that, normal PSLF rules will be in effect. Staff who wish to take advantage of the time-limited changes are encouraged to apply for PSLF as soon as possible to ensure they complete the required paperwork prior to the deadline.

Additional Supports and Flexibilities for the Head Start Workforce

Promoting a Positive and Empowering Work Environment

A healthy and supportive work environment is critical for recruiting and retaining staff, as well as providing high-quality services to children and families. Programs are encouraged to consider strategies to promote the mental health and well-being of their workforce. This may include providing staff with regularly scheduled breaks, brief unscheduled wellness breaks, reflective supervision, and access to employee assistance programs. These and other strategies are described in [ACF-IM-HS-21-05 Supporting the Wellness of All Staff in the Head Start Workforce](#).

Additionally, programs can consider how personnel management could be improved to foster a satisfying and engaging work environment, including through:

- Effective communication and feedback with staff (e.g., two-way instead of top-down)
- Improved orientation or onboarding practices
- Clear personnel policies and procedures
- Ample professional development, coaching, and mentoring opportunities that value the work staff perform and help them improve and move forward in their careers

Recognizing Head Start staff as professionals, inviting innovative practices and ideas, and including staff input in the program's plans and operation contributes to job satisfaction and employee retention.

Supports for Educational Attainment and Career Advancement

Head Start programs have a unique opportunity to invest in their communities by supporting the career development of their staff. Programs may advertise and encourage existing staff to use educational benefits, such as tuition and fee support, and opportunities for career growth that are associated with increased educational attainment.

Apprenticeship programs are a strategy to support educational growth and provide consistent pools of staff. Apprenticeship models recruit people who have interest and talent in working in early childhood settings and support them in obtaining required credentials and employment with Head Start programs. This includes, for example, starting as paid substitutes, floaters, or bus monitors, and then moving into other positions as they obtain required degrees or credentials. Increases in compensation typically accompany increases in qualifications and responsibilities. Watch this [webinar](#) for resources on how to build and execute a successful registered apprenticeship program. Grants to support apprenticeship programs are often available from the U.S. Department of Labor.

Programs can also create partnerships with high schools, community colleges, and other higher education institutions that are available to multiple staff and designed to promote successful completion of degree or credential requirements (e.g., courses offered at times that accommodate full-time workers or taught in non-English languages). Further, creating cohorts of staff enrolled in the same education or credentialing program can facilitate shared support systems.

Costs associated with supporting educational attainment and development of career pathways for staff, such as tuition and fees for obtaining a degree or credential or costs associated with developing an apprenticeship program, can be paid for using Head Start base grant, ARP, or other COVID-19 relief funds. If a program uses funds from the Coronavirus Relief and Response Supplemental Appropriations or Coronavirus Aid, Relief, and Economic Security Acts, they must document and justify that the expense is directly supporting their response to the COVID-19 pandemic.

Qualification Waiver for Head Start Preschool Teachers

A program that has attempted unsuccessfully to recruit a qualified teacher for a Head Start preschool classroom may submit to their Regional Office a request for a waiver of up to three years for the position's qualification requirements ([Sec. 648A\(a\)\(4\)\(B\)](#)). To be considered for the waiver, the program must demonstrate that the Head Start preschool teacher is 1) enrolled in a program that grants a qualifying degree and such degree will be completed in a reasonable time not to exceed three years; and 2) has at least a current center-based preschool Child Development Associate® (CDA) credential or a state-awarded certificate that meets or exceeds the CDA credential.

As outlined in the Head Start Act, a qualifying degree includes an associate or bachelor's degree in early childhood education, or in a related field with coursework equivalent to an early childhood education major along with experience teaching preschool-age children. A waiver request must also adequately describe how the program's attempts to recruit qualified individuals were unsuccessful. The Regional Office will review each waiver request and determine whether to grant the waiver. Programs could consider using the waiver process to promote a strong assistant teacher to a lead teacher role, ensuring that teacher will receive the necessary degree in a reasonable timeframe as described above.

OHS will continue to work with programs as they support a strong, qualified workforce that is highly valued, healthy, and committed to the Head Start mission. Please direct any questions about the content of this IM to your OHS Regional Office.

Thank you for all you do on behalf of children and families.

Sincerely,

/ Katie Hamm /

Katie Hamm
Acting Director
Office of Head Start

Head Start Program Performance Standard Reference 1302 Program Operations	Head Start Act	Performance Standard	Action Plan	Policy / Procedure	Responsibility	Form
1302.1 – Overview	<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,</p> <p>645 - The Secretary shall by regulation prescribe eligibility for the participation of persons in Head Start programs assisted under this subchapter</p> <p>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 previous regulations. Instead, these regulations raise the quality</p>				

			standard to reflect science and best practices, and streamline and simplify requirements so programs can better understand what is required for quality services.				
Subpart B – Program Structure							
1302.20 Determining Program Structure			(a) <u>Choose a program option</u>				
			(1) A program must choose to operate one or more of the following program options: center-based, home-based, family child care, or an approved locally-designed variation as described in 1302.24. The program option(s) chosen must meet the needs of children and families based on the community assessment described on 1302.11(b). A Head Start program serving preschool-aged children may not provide only the option described in 1302.22(a) and (c)(2)	Mercer County Head Start (MCHS) utilizes the community needs assessment and updates to determine the program option(s) most appropriate to meet the needs of eligible children and families. MCHS will only offer home-based services if center-based services are also an option for families and children.	Community Needs Assessment	Executive Director	Community Needs Assessment

		<p>(2) To choose a program option and develop a program calendar, a program must consider in conjunction with the annual review of the community assessment described in 1302.11(b) (2), whether it would better meet child and family needs through conversion of existing slots to full day or full working day slots, extending the program year, conversion of existing Head Start slots as described in paragraph (c) of this section, and ways to promote continuity of care and services. A program must work to identify alternate sources to support full working day services. If no additional funding is available, program resources may be used.</p>	<p>MCHS utilizes the community needs assessment to determine what program options will best serve eligible children and families in the community.</p> <p>Areas to be considered: length of service day (part day vs full day), length of program year (part year / school year / full year)</p> <p>For full-day service days, considered full-day “working” days, Head Start should not be the only funding source. MCHS will research additional / alternate resources for funding in the community.</p>	Community Needs Assessment	Director Board of Education Policy Council	Community Needs Assessment	MOUs with Community members
		<p>(b) Comprehensive Services – All program options must deliver the full range of services, as described in subparts C,D,E,F, and G of this part, except that through 1302.32 and 1302.34 do not apply to home-based options.</p>	<p>MCHS delivers Education, Child Development, Health, Family & Community Engagement, Disabilities, and Transition services.</p>		Board of Education Policy Council Director Managers		Head Start Service Plans
(5)(A) Upon written request and pursuant to the requirements of	(5)(A) Upon written request and pursuant to the requirements of	<p>(c) Conversion</p> <p>1. Consistent with section 645(a) (5) of the Head Start Act, grantees may</p>	<p>MCHS will utilize the community needs assessment to determine if the program needs to serve children &</p>	Grant Submission	Board of Education Policy Council	Grant Submission	Amendment to Grant Application - HSES

<p>this paragraph, a Head Start agency may use funds that were awarded under this subchapter to serve children age 3 to compulsory school age, in order to serve infants and toddlers if the agency submits an application to the Secretary containing, as specified in rules issued by the Secretary, all of the following information:</p> <p>(i) The amount of such funds that are proposed to be used in accordance with section 645A (b).</p> <p>(ii) A communitywide strategic planning and needs assessment demonstrating how the use of such</p>	<p>request to convert Head Start slots to Early Head Start slots through the re-funding application process or as a separate grant amendment.</p>	<p>families prenatal through 3 years old.</p> <p>This assessment must target eligible pregnant mothers and children ages birth through 3 years old. Additionally, this assessment must address if there are other comparable services in the area.</p> <p>Policy Council will participate in the assessment process and assist with the determination of the programmatic option change.</p> <p>MCHS will submit an amendment to the current approved grant to the Office of Head Start.</p> <p>The request for conversion must be comprehensive ensuring training, start up, and on-going costs are accounted for.</p>	<p>Director</p>	
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	<p>funds would best meet the needs of the community.</p> <p>(iii) A description of how the needs of pregnant women, and of infants and toddlers, will be addressed in accordance with section 645A (b), and with regulations prescribed by the Secretary pursuant to section 641A in areas including the agency's approach to child development and provision of health services, approach to family and community partnerships, and approach to program design and management.</p> <p>(iv) A description of how the needs of eligible children will be met in the community.</p>					
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	<p>(v) Assurances that the agency will participate in technical assistance activities (including planning, start-up site visits, and national training activities) in the same manner as recipients of grants under section 645A.</p> <p>(vi) Evidence that the agency meets the same eligibility criteria as recipients of grants under section 645A.</p> <p>(B) An application that satisfies the requirements specified in subparagraph (A) shall be approved by the Secretary unless the Secretary finds that--</p>					
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	<p>(i) the agency lacks adequate capacity and capability to carry out an effective Early Head Start program; or</p> <p>(ii) the information provided under subparagraph (A) is inadequate.</p> <p>(C) In approving such applications, the Secretary shall take into account the costs of serving persons under section 645A.</p> <p>(D) Any Head Start agency with an application approved under subparagraph (B) shall be considered to be an Early Head Start agency and shall be subject to the same rules, regulations, and conditions as apply to recipients of grants under</p>					
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	section 645A, with respect to activities carried out under this paragraph.						
		(2) Any grantee proposing a conversion of Head Start services to Early Head Start services must obtain policy council and governing board approval and submit the request to their regional office.	MCCHS will obtain Policy Council and Board of Education approval prior to submission of the amendment to the Grant application.	Grant Submission	Director	PC minutes Board minutes	
	b) SCOPE AND DESIGN OF PROGRAMS.--In carrying out a program described in subsection (a), an entity receiving assistance under this section shall-- (1) provide, either directly or through referral, early, continuous, intensive, and comprehensive child development and family support services that will	(3) With the exception of American Indian and Alaska Native grantees as described in paragraph ©(4) of this section, the request to the regional office must include: (i) A grant application budget and budget narrative that clearly identifies the funding amount for the Head Start and Early Head Start programs before and after the proposed conversion: (ii) The results of the community assessment demonstrating how the proposed use of funds would best meet the needs of the community, including a description of how the needs of eligible Head Start children will	The grant amendment request will include: grant application budget, budget narrative (demonstrating the fiscal amount difference before conversion in comparison to after the possible conversion) The community needs assessment will demonstrate the need for the conversion, how funds would support the needs identified, and how the conversion meets the needs of the families eligible.	Grant Submission	Director	Grant Amendment Policy Council recommendations Board of Education meeting minutes	

enhance the physical, social, emotional, and intellectual development of participating children;	be met in the community when the conversion takes place; (iii). A revised program schedule that describes the program option(s) and the number of funded enrollment slots for Head Start and Early Head Start programs before and after the proposed conversion;	Program schedule updates		
(2) ensure that the level of services provided to families responds to their needs and circumstances;	(iv). A description of how the needs of pregnant women, infants, and toddlers will be addressed;			
(3) promote positive parent-child interactions;	(v). A discussion of the agency's capacity to carry out an effective Early Head Start program in accordance with the requirements of section 645A(b) of the Head Start Act and all applicable regulations;	Summative proposal of how needs for pregnant, women, infant, and toddlers will be supported. Examples include: program option, family engagement services, education services, disability services, and transition services.		
(4) provide services to parents to support their role as parents (including parenting skills training and training in basic child development) and services to help the families move toward self-sufficiency (including educational and employment	(vi). Assurances that the agency will participate in training and technical assistance activities required of all Early Head Start grantees;			
	(vii). A discussion of the qualifications and competencies of the child development staff proposed for the Early Head Start program, as well as a description of the facilities and program infrastructure that will be used to support the new or expanded Early Head Start program;	A Training & Technical Assistance Plan will		

	<p>services, as appropriate);</p> <p>(5) coordinate services with services provided by programs in the State (including home-based services) and programs in the community (including programs for infants and toddlers with disabilities and programs for homeless infants and toddlers) to ensure a comprehensive array of services (such as health and mental health services and family support services);</p> <p>(6) ensure that children with documented behavioral problems, including problems involving behavior related to</p>	<p>(viii). A discussion of any one-time funding necessary to implement the proposed conversion and how the agency intends to secure such funding' and,</p> <p>(ix). The proposed time table for implementing this conversion, including updating school readiness goals as described in subpart J of this part.</p>	<p>demonstrate all requirements dictated by Early Head Start.</p> <p>Child Development Staff will have all requirements established by Early Head Start.</p> <p>MCHS will ensure that an infrastructure is in place to secure all requirements of the Early Head Start are fully supported and implemented.</p> <p>Startup funds and implementation plans must be considered and communicated to the Program Specialist per recommendations by the grantee, Policy Council, and Board of Education.</p>		
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	<p>prior or existing trauma, receive appropriate screening and referral;</p> <p>(7) ensure formal linkages with local Head Start programs in order to provide for continuity of services for children and families;</p> <p>(8) develop and implement a systematic procedure for transitioning children and parents from an Early Head Start program to a Head Start program or other local early childhood education and development program;</p> <p>(9) establish channels of</p>					
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	communication between staff of the Early Head Start program, and staff of a Head Start program or other local providers of early childhood education and development programs, to facilitate the coordination of programs;					
	(10) in the case of a Head Start agency that operates a program and that also provides Head Start services through the age of mandatory school attendance, ensure that children and families participating in the program receive such services through such age;					
	(11) ensure formal linkages with providers of early					

	<p>intervention services for infants and toddlers with disabilities under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), with the State interagency coordinating council, as established in part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.), and with the agency responsible for administering section 106 of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5106a); and</p> <p>(12) meet such other requirements concerning design and operation of the program described in subsection (a) as the Secretary may establish.</p>					
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	<p>(3) Notwithstanding any other provision of this Act, an Indian tribe or tribes that operates both an Early Head Start program under section 645A and a Head Start program may, at its discretion, at any time during the grant period involved, reallocate funds between the Early Head Start program and the Head Start program in order to address fluctuations in client populations, including pregnant women and children from birth to compulsory school age. The reallocation of such funds between programs by an Indian tribe or tribes during a year</p>	<p>(4) Consistent with section 645(d)(3) of the Act, any American Indian and Alaska Native grantee that operates both an Early Head Start program may reallocate funds between the programs at its discretion and at any time during the grant period involved, in order to address fluctuations in client populations. An American Indian and Alaska Native program that exercises this discretion must notify the regional office.</p>	<p>MCHS does not operate and American Indian / Alaska Native program.</p>						

	shall not serve as the basis for the Secretary to reduce a base grant (as defined in section 640(a) (7)) for either program in succeeding years.						
		d) Source of funding. A program may consider hours of service that meet the Head Start Program Performance Standards, regardless of the source of funding, as hours planned class operations for the purposes of meeting the Head Start and Early Head Start service duration requirements.	Program design allocates / affords to ensure that classroom operations meet the service duration requirements.	Program Schedule	Director School District Treasurer	Grant application / program schedule	
1302.21 Center-based option		(a) Setting. The center-based option delivers the full range of services, consistent with 1302.20(b). Education and child dev elopement services are delivered primarily in classroom settings.	MCHS operates center-based programming for eligible children.		Board of Education Policy Council Director	Program Schedule	
		(b) Ratios and group size. (1) Staff-child ratios and group size maximums must be determined by the age of the majority of children in a class at the start of the year and may adjust this determination during the program year, if	MCHS recognizes and follows the child-teacher ratios identified by the OHS and Ohio Department of Education.	Active Supervision	Early Childhood Services Director	ODE Licensing regulations	

		<p>necessary. Where state and local licensing requirements are more stringent than the teacher-child ratios and group size specifications in this section, a program must meet the stricter requirements. A program must maintain appropriate ratios during all hours of program operations except:</p> <p>(i) For brief absences of a teaching staff member for no more than 5 minutes; and,</p> <p>(ii) During nap time, one teaching staff member may be replaced by one staff member or trained volunteer who does not meet the teaching qualifications for the age.</p>	<p>ODE ratios are currently established at a minimum of 12 children to 1 teacher.</p> <p>Step Up to Quality guidance references that high-quality programs exercise a lower teacher / child ratio (1 to 10).</p>			
		<p>(2) An Early Head Start or Migrant or Seasonal Head Start class that serves children under 36 months old must have 2 teachers with no more than eight children, or 3 teachers with no more than 9 children. Each teacher must be assigned consistent, primary responsibility for no more than four children to promote continuity of care for individual children. A program must minimize teacher changes throughout a child's</p>	<p>MCHS does not currently operate an EHS program.</p>			

		enrollment, whenever possible, and consider mixed age group classes to support continuity of care.					
		(3) A class that serves a majority of children who are 3 years old must have no more than 17 children with a teacher and a teaching assistant or two teachers. A double session class that serves a majority of children who are 3 years old must have no more 15 children with a teacher and teaching assistant or two teachers.	In a full day program, where the population is predominantly 3 year old children, the classroom size will not exceed 17 children with 2 teachers (1 Head Teacher, 1 Teacher Assistant) In a part day program, where the population is predominantly 3 year old children, the classroom size will not exceed 15 children with 2 teachers(1 Head Teacher, 1 Teacher Assistant)	Program Schedule	Early Childhood Services Director	Attendance Record	
		(4) In a full day program, where the population is predominantly 3 year old children, the classroom size will not exceed 17 children with 2 teachers (1 Head Teacher, 1 Teacher Assistant) In a part day program, where the population is predominantly 3 year old children, the classroom size will not exceed 15 children with 2 teachers(1 Head Teacher, 1 Teacher Assistant)	In a full day program, where the population is predominately 4 or 5 year old children, the classroom size will not exceed 20 children with 2 teachers (1 Head Teacher, 1 Teacher Assistant) In a part day program, where the population is predominately 4 or 5 year old children, the classroom size will not exceed 17 children with 2 teachers (1 Head Teacher, 1 Teacher Assistant)	Program Schedule	Early Childhood Services Director	Attendance Record	

		(c) Service Duration				
		<p>1. Early Head Start</p> <p>(i). By August 1, 2018, a program must provide 1,380 annual hours of planned class operations for all enrolled children.</p> <p>(ii). A program that is designed to meet the needs of young parents enrolled in school settings may meet the service duration requirements in paragraph ©(1)(i) of this section if it operates a center-based program schedule during the school year aligned with its local education agency requirements and provides regular home-based services during the summer break.</p>	MCHS does not currently operate EHS services.			
		<p>2) Head Start</p> <p>(i). Until a program is operating all of its Head Start center-based funded enrollment at the standards prescribed in paragraph © (@) (iv) or (v) of this section, a program must provide, at a minimum, at least 160 days per year of planned class operations if it operates for five days per week, or at least 128 days per year if it operates 4 days per week. Classes must</p>	<p>MCHS provides 3.5 hours of service per day, 4 days per week, 133 days per year, for part day programming.</p> <p>MCHS provides 6.5 hours of service per day, 5 days per week, 157 days per year for full day programming.</p>	Daily Routine	Board of Education Policy Council Director	Program Schedule

		<p>operate for a minimum of 3.5 hours per day.</p> <p>(ii). Until a program is operating all of its Head Start center-based funded enrollment at the standards described in paragraph ©(2)(iv) or (v) of this section, if a program operates a double session variation, it must provide classes for 4 days per week for a minimum of 128 days per year and 3.5 hours per day. Each double session class staff member must be provided adequate break time during the course of the day. In addition, teachers, aides, and volunteers must have appropriate time to prepare for each session together, to set up the classroom environment, and to give individual attention to children entering and leaving the center.</p> <p>(iii). By August 1, 2019, a program must provide 1,020 annual hours of planned class operations over the course of at least 8 months per year for at least 50% of its Head Start center-based funded enrollment.</p> <p>(iv). By August 1, 2021, a program must provide 1,020 annual hours of planned class</p>	<p>The agency program planning calendar and the individual teacher contracts established through the Local OAPSE #457, teaching staff is afforded break time each day, planning time, and time to greet and dismiss children and families each day at the center.</p> <p>MCHS will provide full day services (1,020 hours) to at a minimum 50% of the total funded enrollment by designated date.</p> <p>MCHS will provide full day services (1,020 hours) to</p>	<p>Community Needs Assessment</p>	<p>Early Childhood Services Director Education Staff</p>	<p>Program Planning Calendar OAPSE Local #457 Negotiated Agreement Classroom Daily Routine</p>
						<p>Program Planning Calendar Program Schedule</p>

		operations over the course of at least 8 months per year for its entire Head Start center-based funded enrollment. (v). A Head Start program providing fewer than 1,020 annual hours of planned class operations or fewer than 8 months of services is considered to meet the requirements described in paragraphs © (2) (iii) and (iv) of this section if its program schedule aligns with the annual hours required by its local education agency for grade one and such alignment is necessary to support partnerships for service delivery.	100% of funded enrollment by designated date.	Board of Education Policy Council Director	
		3. Secretarial determination. (i) On or before February 1, 2018, the Secretary may lower the required percentage described in paragraph ©(2)(iii) of this section, based on an assessment of the availability of sufficient funding to mitigate a substantial reduction in funded enrollment; and, (ii). On or before February 1, 2020, the Secretary may lower the required percentage described in paragraph© (2) (iv) of this section, based on an assessment of the availability of	MCHS will follow guidance provided by the Secretary in regards to funded enrollment requirements	Board of Education Policy Council Director	Program Planning Calendar Strategic Planning

		sufficient funding to mitigate a substantial reduction in funded enrollment.					
		<p>4. Extension. If an extension is necessary to ensure children enrolled in the program on November 7, 2016 are not displaced from the Early Head Start or Head Start program, a program may request a one-year extension from the responsible HHS official of the requirements outlined in paragraphs ©(1) and ©(2)(iii) of this section.</p> <p>5. Exemption for Migrant or Seasonal Head Start programs. A Migrant or Seasonal program is not subject to the requirements described in 1302.21© (1) or (2), but must make every effort to provide as many days and hours of service as possible to each child and family.</p>	MCHS will ensure no children enrolled by November 7, 2016, are displaced due to extended duration requirements.	Executive Director	Enrollment		
		<p>6. Calendar planning. A program must:</p> <p>(i). Plan its year using a reasonable estimate of the number of days during a year that classes may be closed due to problems such as inclement weather; and,</p>	MCHS plans 133 days of service. This exceeds the minimum requirement of 128 days.	Director	Program Calendar	Program Schedule	
			In the event of closures due to inclement weather, MCHS				

		(ii). Make every effort to schedule makeup days using existing resources if hours of planned class operations fall below the number required per year.	will utilize the make-up days predetermined by program planning calendar. In the event that cancellation days exceeds the extra 5 days pre-planned and all make-up days scheduled by MCHS, the program MAY opt to extend the school year beyond its pre-planned end date to ensure all service days are delivered if the budget permits.	Policy Council Board of Education Treasurer	
		(d) Licensing and square footage requirements. (1) The facilities used by a program must meet state, tribal, or local licensing requirements, even if exempted by the licensing entity. When state, tribal, or local requirements vary from Head Start requirements, the most stringent provision takes precedence.	MCHS follows ODE licensing requirements for square footage per child.	Early Childhood Services Director	ODE Preschool Licensing
		(2) A center-based program must have at least 35 square feet of usable indoor space per child available for the care and use of children (exclusive of bathrooms, halls, kitchen, staff rooms, and storage places) and	MCHS classroom space exceeds the minimum licensing requirement of 35 square feet per child. MCHS exceeds the minimum requirement of 75 square feet	Early Childhood Services Director	ODE Preschool Licensing

		at least 75 square feet of usable outdoor play space per child.	of usable outdoor play space per child.			
		(3)A program that operates two or more groups within an area must ensure clearly defined, safe divisions to separate groups. A program must ensure such spaces are learning environments that facilitate the implementation of the requirements in subpart C of this part. The divisions must limit noise transfer from one group to another to prevent disruption of an effective learning environment.	Not applicable under current facility arrangements.			
1302.22 Home-based option		(a) Setting. The home-based option delivers the full range of services, consistent with 1302.20(b), through visits with the child's parents, primarily in the child's home and through group socialization opportunities in a Head Start classroom, community facility, home, or on field trips. For Early Head Start programs, the home-based option may be used to deliver services to some or all of a program's enrolled children. For Head Start programs, the home-based option may only be used	<p>MCHS Home-based services ensure that all comprehensive services are provided to each enrolled child and family.</p> <p>While the home visitor will make every effort to provide services to the child in their home, MCHS does respect a family's right to request an alternative location for home visits as long as this is not conducted on a frequent / regular basis.</p> <p>Group Socializations are to be scheduled and conducted</p>		<p>Early Childhood Services Director Home Visitor</p>	<p>Program Schedule Program Options</p>

		to deliver services to a portion of a program's enrolled children.	primarily in the center-based facility. Group socializations are to be no less than 2 hours in length and no more than 3.5 hours in length to ensure that the children experience a typical preschool day experience. Group Socializations may be scheduled / conducted off site in the event of a field trip.			
		(b). Caseload. A program that implements a home-based option must maintain an average caseload of 10 to 12 families per home visitor with a maximum of 12 families for any individual home visitor.	A home visitor may be assigned no more than 12 enrolled families.		Early Childhood Services Director	Program Schedule
		(C) Service Duration. 1. Early Head Start. By August 1, 2017, an Early Head Start home-based program must: (i). Provide 1 home visit per week per family that lasts at least 1 ½ hours and provide a minimum of 46 visits per year; and, (ii). Provide, at a minimum, 22 group socializations activities distributed over the course of the program year.	MCHS does not operate an Early Head Start program.			

		(2)Head Start. A Head Start home-based program must:				
		(i). Provide one home visit per week per family that lasts at least an hour and a half and provide a minimum of 32 home visits per year; and, (ii). Provide, at a minimum, 16 group socializations activities distributed over the course of the program year.	<p>The program planning calendar ensures that there is the opportunity to provide 32 home visits throughout the program year.</p> <p>Home visits are not conducted when center-based programming is NOT in session.</p> <p>The program planning calendar ensures that there is the opportunity to provide 16 group socializations throughout the program year.</p> <p>Group Socializations are scheduled on Fridays, when center-based classrooms are available.</p>	Home Visitor Early Childhood Services Director	Program Calendar	
		(3)Meeting Minimum requirements. A program that implements a home-based option must: (i)Make up planned home visits or scheduled group socialization activities that were canceled by the program, and to the extent possible attempt to make up planned home visits canceled by	<p>Any cancelled home visits or group socializations by the program will be made up with the pre-planned program calendar.</p> <p>The home visitor will utilize due diligence to ensure any and all home visits cancelled by the family will be</p>	Home Visitor	Program Option -- Home Base	

		<p>the family, when this is necessary to meet the minimums described in paragraphs ©(1) and (2) of this section; and,</p> <p>(ii) Not replace home visits or scheduled group socialization activities for medical or social service appointments for the purposes of meeting the minimum requirements described in paragraphs ©(1) and (2) of this section.</p>	<p>rescheduled and completed. The home visitor will document all efforts in the child's files. The home visitor will conference with the Mental Health Manager in regards to attendance issues with a family.</p> <p>Medical and social service appointments CANNOT be utilized to be counted in attendance for home visits or socializations.</p>		Home Visitor	Program option – Home-Based
		<p>(d) Safety requirements. The areas for learning, playing, sleeping, toileting, preparing food, and eating in facilities used for group socializations in the home-based option must meet the safety standards described in 1302.47(1) (ii) through (viii).</p>	<p>Group socializations are conducted in the center-based classrooms within the Head Start facility with the exception of field trip experiences.</p>			
1302.23 Family Child Care Option	<p>(a) Setting. The family child care program option delivers the full range of services, consistent with 1302.20(b). Education and child development services are primarily delivered by a family child care provider in their home or other family-like setting. A program may choose to offer the family child care option if:</p> <p>(1) The program has a legally binding agreement with one</p>	<p>MCHS does not currently operate any family child care options.</p>				

		or more family child care provider(s) that clearly defines the roles, rights, and responsibilities of each party, or the program is the employer of the family child care provider, and ensures children and families enrolled in this option receive the full range of services described in subparts C,D,E,F, and G of this part; and, (2) The program ensures family child care homes are available that can accommodate children and families with disabilities.				
		(b) Ratios & Group size. (1) A program that operates the family child care option her Head Start children are enrolled must ensure group size does not exceed the limits specified in this section. If the family child care provider's own children under the age of 6 are present, they must be included in the group size.				
		(2) When there is one family child care provider, the maximum group size is six				

		children and no more than two of the six may be under 24 months of age. When there is a provider and an assistant, the maximum group size is twelve children with no more than four of the twelve children under 24 months of age.				
		(3) One family child care provider may care for up to four children younger than 36 months of age with a maximum group size of four children, and no more than two of the four children may be under 18 months of age.				
		4)A program must maintain appropriate ratios during all hours of program operation. A program must make substitute staff and assistant providers available with the necessary training and experience to ensure quality services to children are not interrupted.				
		(C) Service Duration. Whether family child care option services are provided directly or via contractual arrangement, a program must ensure family child care providers operate sufficient hours to meet the child care needs of families and				

		not less than 1,380 hours per year.					
		(d) Licensing requirements. A family child-care provider must be licensed by the state, tribal, or local entity to provide services in their home or family-like setting. When state, tribal, or local requirements vary from Head Start requirements, the most stringent provision applies.					
		(E) Child development specialist. A program that offers the family child care option must provide a child development specialist to support child care providers and ensure the provision of quality services at each family child care home. Child development specialists must:					
		<ol style="list-style-type: none"> 1. Conduct regular visits to each home, some of which are unannounced, not less than once every two weeks; 2. Periodically verify compliance with either contract requirements or agency policy; 3. Facilitate ongoing communication between program staff, family child 					

					care providers, and enrolled families; and, 4. Provide recommendations for technical assistance and support the family child care provider in developing relationships with other child care professionals.				
1302.24 Locally- designed program option variations									
					(a). Waiver option. Programs may request to operate a locally-designed program option, including a combination of program options, to better meet the unique needs of their communities or to demonstrate or test alternative approaches for providing program services. In order to operate a locally-designed program option, programs must seek a waiver as described in this section and must deliver the full range of services, consistent with 1302.20(b), and demonstrate how any change to their program design is consistent				

		group size for center-based services would better meet the needs of children and families in a community, the group size may not exceed the limits below:				
		(i). A group that serves children 24 to 36 months of age must have no more than ten children; and,	MCHS currently does not operate a program with children ages 24 – 36 months of age.			
		(ii). CCS Head Start currently does not operate a program with children ages 24 – 36 months of age.	MCHS currently enrolls no more than 20 children in a full-day program option.			
		(iii). A group that serves predominantly four-year old children must have no more than twenty-four children.				
		(3). If the responsible HHS official approves a waiver to allow a program to operate below the minimums described in 1302.21© (2) (iii) or (iv), a program must meet the requirements described in 1302.21© (2) (i), or in the case of a double session variation, a program must meet the requirements described in 1302.21© (2) (ii).				
		(4) In order to receive a waiver under this section, a program				

		must provide supporting evidence that demonstrates the locally-designed variation effectively supports appropriate development and progress in children's early learning outcomes.				
		(5) In order to receive a waiver of service duration, a program must meet the requirement in paragraph © (4) of this section, provide supporting evidence that it better meets the needs of parents than the applicable service duration minimums described in 1302.22©, or 1302.23©, and assess the effectiveness of the variation in supporting appropriate development and progress in children's early learning outcomes.				
		(d). Transition from previously approved program options. If before November 7, 2016, a program was approved to operate a program option that is no longer allowable under 1302.21 through 1302.23, a program may continue to operate that model until July 31, 2018.	N/A			

Mercer County Head Start Policies and Procedures

P/P Topic:	Program Schedule	P/P #:	
Part:	Program Operations	PC Approval Date:	11/16/23
Subpart:	<i>B – Program Structure</i>	Last Reviewed Date:	
Section Title(s):	<i>Determining program structure</i>	Implementation Responsibility:	Executive Director
Related Performance Standard(s):	1302.20(a) 1302.21 1302.22	Monitoring Responsibility:	Policy Council

(A) Policy	<p>A program must choose to operate one or more of the following program options: center-based, home-based, family child care, or an approved locally-designed variation as described in 1302.24. The program option(s) chosen must meet the needs of children and families based on the community assessment.</p> <p>Staff-child ratios and group size maximums must be determined by the age of the majority of children and the needs of children present. A program must determine the age of the majority of children and the needs of children in a class at the start of the year and may adjust this determination during the program year if necessary.</p> <p>Until a program is operating all of its Head Start center-based funded enrollment at the standard prescribed in paragraph (c)(2)(iv) or (v) of this section, a program must provide at a minimum, at least 160 days per year of planned class operations if it operates for 5 days per week, or at least 128 days per year if it operates 4 days per week. Classes must operate for a minimum of 3.5 hours per day.</p> <p>The facilities used by a program must meet state, tribal, or local licensing requirements, even if exempted by the licensing entity. When state, tribal, or local requirements vary from Head Start requirements, the most stringent provision takes precedence.</p> <p>The home-based option delivers the full range of services consistent with 1302.20(b), through visits with the child's parents, primarily in the home and through group socialization opportunities in a Head Start classroom, community facility, home, or on field trips.</p>
(B) Responsibility	Director

(C) Procedure	<p>The Director, in conjunction with the administrative team and approved by Policy Council, develops the program schedule for the program year and program project period.</p> <p>To determine which program options best meet the needs of the children and families of Mercer County, the Director consults the community needs assessment.</p> <p>When and if the center-based option is chosen, the Director in consultation with the administrative team determines the number of students / classrooms to be designated as full-day school year programming, and part – day / part year programming. Similarly, the amount of children in classrooms is determined by following HSPPS 1302.21(b) [established on the first day of classes for reporting purposes] and assessing the individual needs of children. This includes any information garnered at the time of enrollment for IEP needs, behavioral needs, and medical needs. Staffing arrangements and classroom ratios may differ classroom to classroom.</p> <p>Classroom service days are scheduled on a calendar within the framework of the Celina City School district operating calendar. Service days vary upon guidance provided by the FOAs and project period design.</p> <p>Celina City Schools is a public education facility. As such, the licensing agent is the Ohio Department of Education. Reference the preschool licensing handbook for specific licensing guidelines.</p> <p>Home-based options provide all the same services as center-based. When extenuating circumstances present themselves (i.e. natural disasters, local / state / national emergencies, long-term vacancies in the program, severe disruptive behaviors) leadership must determine if home-based services ensure the continuity of services for families in need. These decisions are made on a case by case basis. When home-based preschool programming is not an approved program option within the approved 5 year project period / continuation grant, local leadership may opt to provide this deliver option on a short-term basis by qualified staff.</p>
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Mercer County Head Start Policies and Procedures

P/P Topic:	Active Supervision	P/P #:	
Part:	Program Operations	PC Approval Date:	11/16/23
Subpart:	<i>D. Health Program Services</i>	Last Reviewed Date:	3/10/22
Section Title(s):	Safety Practices	Implementation Responsibility:	All staff
Related Performance Standard(s):	1302.47(b)(5)(iii)	Monitoring Responsibility:	Health & Safety Mgr, Early Childhood Services Director

(A) Policy	<p>All staff and consultants follow appropriate practices to keep children safe during activities including at a minimum:</p> <p>Appropriate indoor and outdoor supervision of children at all times</p>
(B) Responsibility	All staff
(C) Procedure	<p>Active supervision is a set of strategies for supervising infants, toddlers, and preschool children in the following areas: grantee, delegate, and partner classrooms; field trips and socializations; family child care homes; and on playgrounds and school buses. Grantees should include action steps to implement each active supervision strategy in their child supervision plans. These six strategies work together to create an effective approach to child supervision.</p> <ul style="list-style-type: none"> • Set up the environment to supervise children at all times. This may include developing and posting a daily classroom schedule for children, teachers, substitutes, and volunteers to follow that helps to keep the day predictable. The height and arrangement of classroom furniture and outdoor equipment should be considered to allow effective monitoring and supervision of children at all times. • Position staff to see and reach children at all times. Plans can include staffing charts that identify the teacher responsible for each area or activity and his or her duties during transitions before and after an activity. • Scan the environment, including assigned areas of the classroom or outdoor area, and count the children. Staff need to communicate with each other so everyone knows where each child is and what each one is doing. This is especially important in play areas and on the playground when children are constantly moving. • Listen closely to children and the environment to identify signs of potential danger immediately. Listen to and talk with team members, especially when a staff person or a

child has to leave the area, so that staff knows where other staff are located.

- Anticipate children's behavior to give children any needed additional support, especially at the start of the school year and during transitions. Children who wander off or lag behind are more likely to be left unsupervised.
- Engage and redirect when children are unable to solve problems on their own. Offer different levels of assistance according to each individual child's needs.
- Develop specific plans for regular routines, such as drop-off and pick-up times, including staff assignments (who will monitor the door, etc.).
- Ensure teachers, teachers' aides, and volunteers know when transitions will take place and are in position to provide constant supervision.
- Discuss how the team will adjust to maintain appropriate adult-to-child ratios at all times, including when a teacher needs to leave the room.
- Ensure parents understand their responsibilities during drop-off and pick-up of their child, and be alert to and communicate potential child wanderings as needed.
- Limit the amount of time children are waiting in line to transition.
- Reaffirm to children what adults expect during transitions.
- Include plans for irregular times, such as when a center closes early due to weather or an outside door is open to allow the delivery of supplies.

MCCHS staff, contractors, consultants, and volunteers are to communicate the number and whereabouts of children through every aspect of the Head Start day beginning with the child entering the classroom and / or boarding the school bus to the parent / guardian picking the child up from the center or collecting them from the bus.

MCCHS staff, contractors, consultants, and volunteers are to always have children in clear vision and within hearing distance. When traveling in transitions staff are to walk with children in their direct vision (which may mean staff are walking backwards), children are to be accounted for at every transition. Counting is to be out loud and preferably with a physical count (tapping each child on the shoulder). Staff in custody of children are to openly communicate the number of children present and if children leave and the child's whereabouts. For example, speech therapist comes to classroom to take child for therapy. The speech therapist is to verbally inform teacher child is leaving the room. The teacher is then to verbally inform all other staff / volunteer/ contractor in room of child's

	<p>departure and new physical attendance number in the room. Staff are to maintain a 1:10 teacher student ratio at all times.</p> <p>All staff regardless of job classification or duty are responsible to safeguard the well being of children at all times. Any staff member can and will be called to assist in classrooms, on buses, in transitions, on-site, off – site to ensure that children are accounted for at all times.</p> <p>Any staff member who witnesses a breach of this policy is to report the incident to their direct supervisor immediately.</p>
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Signature

Date

Mercer County Head Start Policies and Procedures

P/P Topic:	Daily Routine	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	11/16/23
Subpart:	<i>C. Education and Child Development Program Services</i>	Last Reviewed Date:	
Section Title(s):	<i>Teaching and learning environment</i>	Implementation Responsibility:	Teaching Staff
Related Performance Standard(s):	1302.31(a)(b)(c)(2)(d)€	Monitoring Responsibility:	Early Childhood Services Director

(A) Policy	<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: Ages Birth to Five, 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>(b) Effective teaching practices.</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 variety of learning, sensory, and motor 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>(d) Materials and space for learning</p> <p>(e). Promoting learning through approaches to rest, meals, routines, and physical activity.</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</p>
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	<p>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>(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-child interactions and foster communication 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 use food as a reward or punishment, and not force children to finish their food.</p> <p>(3) A program must approach routines, such as hand washing and diapering and transitions between activities, as opportunities for strengthening development, learning, and skill growth.</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 reward or punishment.</p>
(B) Responsibility	Teaching Staff
(C) Procedure	<ul style="list-style-type: none"> • Daily schedule will be completed by the teaching staff of each classroom. The Head Teacher will review the daily routine with the Early Childhood Services Director for approval prior to parent orientation. • A daily routine, complete with teachers will be posted at the child's level, ensuring that children can visually see the schedule at all times. • A consistent daily schedule will provide the children a sense of order and stability by allowing them to know what comes next and what is expected during each segment of the day. • Consistency will be expected and practiced to ensure children's sense of trust, predictability, and repetition. • Daily Schedule will be posted in each preschool classroom and given to parent / guardian at the time of orientation. • Daily activities will be developed to allow time for child-initiated activities with staff support as well as staff-

initiated activities.

- Daily schedule will designate blocks of time that encourage and enhance children's abilities to make plans, carry out tasks and bring activities to completion in an unhurried manner.
- Daily schedules will reflect both active and quiet periods of the day, allowing for child self-choice and staff initiated / directed activities.
- Children's individual routines and rhythms will be recognized and respected by adults who respond sensitively to children's cues and developmental changes.
- Preschool daily schedule will include: greeting children, attendance (taken as children cross the threshold), hand washing, tooth brushing, work time, small and large group times, meal time, and outdoor time. If weather conditions prohibit staff from taking children outside, then planned, structured physical activity will take place inside. Full day schedule will also include nap / rest time, and extended activities in the afternoon.
- Children and families will be greeted with acceptance upon arrival.
- Children will be handled, cradled, and comforted in a gentle and culturally sensitive manner.
- Greeting time will be planned for connecting with children and families, building relationships, I Love You rituals, the day's happenings, and interaction with peers.
- Staff will physically interact and engage children through the offering and changing of materials to stimulate all senses and enhance natural curiosity and wonder.
- Group times for children will be planned to include literacy activities, music & movement activities, recording ideas, writing experience stories, project work, and children sharing about their day.
- Small group times for children will include a variety of intentionally planned activities that provide hands on learning opportunities that build on children's skill and interest.
- Activities within the daily schedule will provide an opportunity for children to relate meaningful experiences to their peers and teachers.
- Daily schedule will reflect adequate time and opportunities for the development of fine motor skills, both child and adult initiated.
- Language activities will be provided daily, such as reading to children, singing, conversing with children, children dictating to adults their comments and stories, writing and spelling children's names, graphs, charts, etc.
- The daily schedule will provide ample opportunities for use and development of language, books, music, songs, games,

	<p>and puppets to support emerging literacy & communication.</p> <ul style="list-style-type: none"> • Time and opportunities will be provided daily for children to be introduced to and use new and interesting vocabulary. • Staff will provide daily opportunities through materials and activities that encourage sensory and motor experiences both indoors and outdoors. • All centers daily schedules will provide at a minimum 20 minutes, indoor and / or outdoor time for physical development activities. Children will be involved in making outdoor safety rules. Staff will help children understand the reasons for such rules. • Staff will be engaged while actively supervising during periods of physical activity both inside and outside. • Any child in attendance 6 hours or more will be provided a rest time. Please reference the Rest / Naptime Policy. • Meals will be served family style to enable the children to serve themselves and foster independent self-help skills. Mealtime conversation encourages language use and development. • Meals are served in a relaxed family style atmosphere, which includes conversation relating to a wide variety of topics, children setting and clearing the table, children serving themselves, increasing self-help skills, and encouraging the use of table manners. • Extra silverware, napkins, and a container of soapy water with dish cloth or sponge will be placed near eating area for use when needed. • Adjustments for mealtimes will be made for children with disabilities / developmental delays when necessary. • Staff will encourage and foster children's responsibilities to the classroom environment (i.e. job helpers) • Transitions will happen with purpose and waiting time will be minimal. • Efforts will be made to communicate with children in their home language. • Staff will respond to children's attempts to interact through English and or their home language by being physically at children's level and verbally acknowledging all efforts made by children. • Children's voices will be predominant in the learning environment. • Staff will role model for children using soft voices, and consistent, kind words. • Program environment will be assessed to respond to children's developmental needs, abilities and modes of learning. Additional materials and activities will be incorporated depending on individual needs. • Daily schedule and lesson plan may be altered to enhance
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	children's development based on spontaneous opportunities and discoveries. Changes to the lesson plan will be documented on the lesson plan form.
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