

Head Start Monthly Report October 2016

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;

A. Monthly Financial Statements including credit card expenditures:

- **Total of \$963.21**
- **2 charges of \$354.08 for airline fares – COPA conference**
- **\$38.01 – Gas**
- **\$217.04 – Hotel – Pickerington – ODH Nurse Conference**

B. Program Information Summary

Director and Management team provided in-service training to staff on September 1st & 2nd. Classes began on September 6th. The Health & Community Services Manager attended School Nurses training provided by ODH. Education Manager attended ELA training in Wapakoneta. Family Engagement Manager & IT Secretary attended COPA training / conference in Baltimore Maryland. Cook aid attended Serve Safe training. Conducted annual CACFP training with staff. Desk review for SUTQ has been completed & revisions have been re-submitted.

The new Head Start Performance Standards were released on September 1st. Attached with this report is a timeline for implementation. The Standards go into effect on December 7, 2016. Head Start Director is currently re-writing service plans for Mercer County Head Start.

The 2017 Continuation Grant has been returned to Director for corrections and resubmitted.

The Education Task Force group has been approved as a subcommittee of COLT.

Policy Council nominations have been sent out and voting is taking place for members.

C. Enrollment / Attendance

111 children are currently enrolled. There is a trend developing in children withdrawing from the program for childcare. Further discussions with local ESC and school systems need to be scheduled to ensure that children who qualify for Head Start services are referred to Head Start to ensure that needs are being met. Future strategic planning discussions will need to occur to discuss any possible modifications to the program.

Enrollment by Program Option:

Half Day PY Head Start	95
Full Day School Year (6 hour day)	16

Attendance by Program Option:

Half Day PY Head Start	89.35%
Full Day School Year	88.75%

D. CACFP report - CACFP claimed meals

Month Served	September 2016
Total Days Attendance	Rockford - 15 Franklin 15
Total Breakfast	862
Total Lunches	1462
Total Snacks	599
Total Meals	2923

E. Financial Audit - N/A

F. Annual Self-Assessment

- Completed March 2016

G. Community Assessment

- Completed

H. Communication and guidance from the Secretary

- None this month

Attachments to report:

Implementation Timeline for the new Performance Standards. The Office of Head Start has established specific timelines for certain aspects of the Standards to be fully implemented by each grantee. Performance Standards go into effect December 7, 2017.

Policies to Review:

Training & Professional Development (require Board of Education Approval)

Director is seeking individuals to participate on the School Readiness Committee. Anyone interested please email your interest to Amy Esser.

Respectfully submitted,

Amy Esser
Executive Director

REVENUE

FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING
1,105,840.00	0.00	1,105,840.00	746,500.00	359,340.00
0.00	63,000.00	63,000.00	64,712.50	-1,712.50
0.00	2,000.00	2,000.00	0.00	2,000.00
0.00	2,000.00	2,000.00	0.00	2,000.00
0.00	50,000.00	50,000.00	50,000.00	0.00
1,105,840.00	117,000.00	1,222,840.00	861,212.50	361,627.50

EXPENSES

FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/REQUISITIONS	REMAINING BALANCE	ANTICIPATED ACCRUAL	
554,972.00	0.00	554,972.00	452,518.93	102,453.07		102,453.07		
324,061.00	0.00	324,061.00	280,322.35	63,738.65	0.00	63,738.65		
45,476.00	4,000.00	49,476.00	45,660.48	3,815.52	3,840.19	-24.67		
78,099.00	63,000.00	141,099.00	54,683.81	86,415.19	26,485.18	59,930.01		
0.00	0.00	0.00	0.00	0.00	0.00	0.00		
84,000.00	0.00	84,000.00	3,086.50	80,913.50	500.00	80,413.50		
1,086,608.00	67,000.00	1,153,608.00	816,272.07	337,335.93	30,825.37	306,510.56		
Training & Technical Services								
Training & technical serv (job code 400)	419	12,000.00	0.00	12,000.00	10,634.87	1,365.13	4,959.50	-3,594.37
Staff out of town travel	439	7,232.00	0.00	7,232.00	1,040.79	6,191.21	3,659.25	2,531.96
Subtotal Purch Service		19,232.00	0.00	19,232.00	11,675.66	7,566.34	8,618.75	-1,062.41
Training & Tech Supplies								
Subtotal Supplies		0.00	0.00	0.00	1,552.51	-1,552.51	0.00	-1,552.51
T&T - PA20		0.00	0.00	0.00	1,552.51	-1,552.51	0.00	-1,552.51
Return of Beard Advance		19,232.00	0.00	19,232.00	13,228.17	6,003.83	8,618.75	-2,614.92
		0.00	50,000.00	50,000.00	50,000.00	0.00	0.00	0.00
TOTALS		1,105,840.00	117,000.00	1,222,840.00	879,500.24	343,339.76	39,444.12	303,895.64

Mercer County Head Start
In-Kind Tracking Form

September 2016

In-Kind	Hours	Amount per hour	Total
Support Personnel			
Itinerant Teachers		\$37.21	\$0.00
	Monthly \$5002.36	Uniform \$23.40	
Custodian Monthly & Uniform			\$5,025.76
OT		\$40.10	\$0.00
PT		\$61.60	\$0.00
ELL		\$27.70	\$0.00
Speech-Shelly Grothouse		Monthly \$6339.75	\$6,339.75
Speech	4	\$52.00	\$208.00
		Sub Total	\$11,573.51
Building Usage			
Franklin Utilities	electric, sewage, trash, snow/mow, phone		
Maintenance		\$519.13 per month	\$519.13
Treasurer's Office Personnel		1131.29 per month	\$1,131.29
		Sub Total	\$1,650.42
Volunteer			
Cafeteria Assistants		\$15.82	0
Tri Star / WSU Volunteers		\$15.82	\$0.00
Community/ Other	16.25	\$15.82	257.075
		Sub Total	\$257.08
Goods & Services		Total	
Family Activities		\$15.82	\$0.00
At Home Activities		\$15.82	\$0.00
Parent Classroom Volunteer		\$15.82	\$0.00
Parent Committee Meeting		\$15.82	\$0.00
Policy Council / HEAC		61.54	\$0.00
		Sub Total	\$0.00
Mileage	Total Miles	Amount Per Mile	
		0.555	0
Total This Month			\$13,481.01
In-Kind Needed Each Month: \$22,639			
		Annual required inkind	\$271,657.00
		Inkind needed to date	\$29,934.49

Head Start Program Performance Standards

45 CFR Chapter XIII
RIN 0970-AC63

Compliance Table

Department of Health and Human Services
Administration for Children and Families



Table I: Compliance Table

Performance Standard	Compliance Date
<p style="text-align: center;">Early Head Start center-based service duration (unless granted a waiver under §1302.24)</p> <p><u>§1302.21(c)(1):</u></p> <p>By August 1, 2018, a program must provide 1,380 annual hours of planned class operations for all enrolled children.</p> <p>A program that is designed to meet the needs of young parents enrolled in public school settings may meet the service duration requirements in §1302.21(c)(1)(i) 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>	<p>August 1, 2018</p>
<p style="text-align: center;">Head Start center-based service duration: 50 percent at 1,020 annual hours (unless granted a waiver under §1302.24)</p> <p><u>§1302.21(c)(2)(iii) and (v):</u></p> <p>By August 1, 2019, a program must provide 1,020 annual hours of planned class operations over the course of at least eight months per year for at least 50 percent of its Head Start center-based funded enrollment.</p> <p>A Head Start program providing fewer than 1,020 annual hours of planned class operations or fewer than eight months of service is considered to meet the requirements described in paragraphs §1302.21(c)(2)(iii) and (iv) 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.</p>	<p>August 1, 2019</p>

<p style="text-align: center;">Head Start center-based service duration: 100 percent at 1,020 annual hours (unless granted a waiver under §1302.24)</p> <p><u>§1302.21(c)(2)(iv):</u></p> <p>By August 1, 2021, a program must provide 1,020 annual hours of planned class operations over the course of at least eight months per year for all of its Head Start center-based funded enrollment.</p>	<p>August 1, 2021</p>
<p style="text-align: center;">Early Head Start home-based service duration (unless granted a waiver under §1302.24)</p> <p><u>§1302.22(c)(1):</u></p> <p>By August 1, 2017, an Early Head Start home-based program must provide one home visit per week per family that lasts at least an hour and a half and provide a minimum of 46 visits per year; and, provide, at a minimum, 22 group socialization activities distributed over the course of the program year.</p>	<p>August 1, 2017</p>
<p>Curricula for center-based and family child care programs</p> <p><u>§1302.32(a)(1)(ii) and (iii):</u></p> <p>Implement curricula that are aligned with the <u>Head Start Early Learning Outcomes Framework: Ages Birth to Five</u> and, as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and, have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.</p> <p><u>§1302.32(a)(2):</u></p> <p>A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.</p>	<p>August 1, 2017</p>

§1302.32(b):

A program that chooses to make significant adaptations to a curriculum or a curriculum enhancement described in §1302.32(a)(1) to better meet the needs of one or more specific populations must use an external early childhood education curriculum or content area expert to develop such significant adaptations. A program must assess whether the adaptation adequately facilitates progress toward meeting school readiness goals, consistent with the process described in §1302.102(b) and (c).

Assessment

§1302.33(b)(1) through (3):

A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.

A program must regularly use information from §1302.33(b)(1) along with informal teacher observations and additional information from family and staff, as relevant, to determine a child's strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings, and improve home visit strategies in home-based models.

If warranted from the information gathered from §1302.33(b)(1) and (2) and with direct guidance from a mental health or child development professional and a parent's consent, a program must refer the child to the local agency responsible for implementing IDEA for a formal evaluation to assess a child's eligibility for services under IDEA.

§1302.33(c)(2) and (3):

If a program serves a child who speaks a language other than English a program must use qualified bilingual staff, contractor, or consultant to:

- Assess language skills in English and in the child's home language, to assess both the child's progress in the home language and in English language acquisition;

August 1, 2017

<ul style="list-style-type: none"> ● Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child’s development and skills in the specific domain; and, ● Ensure those conducting the screening or assessment know and understand the child’s language and culture and have sufficient skill level in the child’s home language to accurately administer the screening or assessment and to record and understand the child’s responses, interactions, and communications. <p>If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able conduct screenings and assessments, a program must use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments as described in §1302.33(c)(2)(i) through (iii).</p>	
<p style="text-align: center;">Curriculum for home-based programs</p> <p><u>§1302.35(d)(1) through (3):</u></p> <p><i>A program that operates the home-based option must:</i></p> <ul style="list-style-type: none"> ● Ensure home-visiting and group socializations implement a developmentally appropriate research-based early childhood home-based curriculum that: <ul style="list-style-type: none"> ○ Promotes the parent’s role as the child’s teacher through experiences focused on the parent-child relationship and, as appropriate, the family’s traditions, culture, values, and beliefs; ○ Aligns with the <u>Head Start Early Learning Outcomes Framework: Ages Birth to Five</u> and, as appropriate, state early learning standards, and, is sufficiently content-rich within the Framework to promote measurable progress toward goals outlined in the Framework; and, ○ Has an organized developmental scope and sequence that includes plans and materials for learning experiences based on developmental progressions and how children learn. ● Support staff in the effective implementation of the curriculum and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development. 	<p style="text-align: right;">August 1, 2017</p>

<ul style="list-style-type: none"> ○ If a program chooses to make significant adaptations to a curriculum or curriculum enhancement to better meet the needs of one or more specific populations, a program must partner with early childhood education curriculum or content experts; and, assess whether the adaptation adequately facilitates progress toward meeting school readiness goals consistent with the process described in §1302.102(b) and (c). 	
<p style="text-align: center;">Quality Rating and Improvement Systems (QRIS) and Data Systems</p> <p>§1302.53(b)(2):</p> <p>A program, with the exception of American Indian and Alaska Native programs, must participate in its state or local Quality Rating and Improvement System (QRIS) if:</p> <ul style="list-style-type: none"> ● Its state or local QRIS accepts Head Start monitoring data to document quality indicators included in the state's tiered system; ● Participation would not impact a program's ability to comply with the Head Start Program Performance Standards; and, ● The program has not provided the Office of Head Start with a compelling reason not to comply with this requirement. <p>§1302.53(b)(3): Data systems.</p> <p>A program, with the exception of American Indian and Alaska Native programs unless they would like to and to the extent practicable, should integrate and share relevant data with state education data systems, to the extent practicable, if the program can receive similar support and benefits as other participating early childhood programs.</p>	<p>August 1, 2017</p>
<p style="text-align: center;">Complete background check procedures</p> <p>§1302.90(b)(2):</p> <p>A program has 90 days after an employee is hired to complete the background check process by obtaining whichever check listed in §1302.90(b) (1) was not obtained prior to the date of hire; and, child abuse and neglect state registry check, if available.</p>	<p>August 1, 2017</p>

<p><u>§1302.90(b)(4):</u></p> <p>A program must ensure a newly hired employee, consultant, or contractor does not have unsupervised access to children until the complete background check process described in §1302.90(b)(1) through (3) is complete.</p> <p><u>§1302.90(b)(5):</u></p> <p>A program must conduct the complete background check for each employee, consultant, or contractor at least once every five years which must include each of the four checks listed in §1302.90(b)(1) and (2), and review and make employment decisions based on the information as described in §1302.90(b)(3), unless the program can demonstrate to the responsible HHS official that it has a more stringent system in place that will ensure child safety.</p>	
<p style="text-align: center;">Child Development Specialist staff qualification</p> <p><u>§1302.91(e)(4)(ii):</u></p> <p>By August 1, 2018, a child development specialist, as required for family child care in §1302.23(e), must have, at a minimum, a baccalaureate degree in child development, early childhood education, or a related field.</p>	<p>August 1, 2018</p>
<p style="text-align: center;">Home visitor staff qualifications</p> <p><u>§1302.91(e)(6)(i):</u></p> <p>A program must ensure home visitors providing home-based education services have a minimum of a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's or bachelor's degree.</p>	<p>August 1, 2018</p>
<p style="text-align: center;">Coordinated coaching strategy and coaching staff qualifications</p> <p><u>§1302.92(c):</u></p> <p>A program must ensure coaches meet staff qualifications in §1302.91(f) and must implement a research-based, coordinated coaching strategy for education staff as described in §1302.92(c).</p>	<p>August 1, 2017</p>

Management of program data

§1302.101(b)(4):

At the beginning of each program year, and on an ongoing basis throughout the year, a program must design and implement program-wide coordinated approaches that ensure the management of program data to effectively support the availability, usability, integrity, and security of data.

A program must establish procedures on data management, and have them approved by the governing body and policy council, in areas such as quality of data and effective use and sharing of data, while protecting the privacy of child records in accordance with subpart C of part 1303 and applicable federal, state, local, and tribal laws.

August 1, 2017

Mercer County Head Start Policies and Procedures

P/P Topic:	Professional Development	P/P #:	
Part:	Program operations	PC Approval Date:	
Subpart:		Last Reviewed Date:	
Section Title(s):	1302	Implementation Responsibility:	Mgmt team
Related Performance Standard(s):	<i>1302.92 Training and professional development.</i>	Monitoring Responsibility:	Director, Treasurer

<p>(A) Policy</p>	<p>(a) A program must provide to all new staff, consultants, and volunteers an orientation that focuses on, at a minimum, the goals and underlying philosophy of the program and on the ways they are implemented.</p> <p>(b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate. At a minimum, the system must include</p> <p>(1) Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such professional development must meet the requirements described in section 648A(a)(5) of the Act.</p> <p>(2) Training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, local, and tribal laws;</p> <p>(3) Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way, as described throughout this part;</p> <p>(4) Training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes; and,</p>
--------------------------	---

(5) Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions (as described in subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children.

(c) A program must implement a research-based, coordinated coaching strategy for education staff that:

(1) Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;

(2) At a minimum, provides opportunities for intensive coaching to those education staff identified through the process in paragraph (c)(1) of this section, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals;

(3) At a minimum, provides opportunities for education staff not identified for intensive coaching through the process in paragraph (c)(1) of this section to receive other forms of research-based professional development aligned with program performance goals;

(4) Ensures intensive coaching opportunities for the staff identified through the process in paragraph (c)(1) of this section that:

(i) Align with the program's school readiness goals, curricula, and other approaches to professional development;

(ii) Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals;

(iii) Provide ongoing communication between the coach, program director, education director, and any other relevant

	<p>staff; and,</p> <p>(iv) Include clearly articulated goals informed by the program's goals, as described in §1302.102, and a process for achieving those goals; and,</p> <p>(5) Establishes policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.</p> <p>d) If a program needs to develop or significantly adapt their approach to research-based professional development to better meet the training needs of education staff, such that it does not include the requirements in paragraph (c) of this section, the program must partner with external early childhood education professional development experts. A program must assess whether the adaptation adequately supports staff professional development, consistent with the process laid out in subpart J of this part.</p>
(B) Responsibility	All Staff
(C) Procedure	<p>With some exceptions (set forth below) written approvals are required for specific training from the Director; however, managers will be consulted regularly to ensure that the strategic goals for education in the program affected are being fulfilled and the funding budget is being apportioned appropriately. Staff should consult with their supervisor when mapping out their education plans to ensure that selected course work is relevant to their positions and connects to their Individual Professional Development Plan (IPDP).</p> <p>Generally, employees must complete their provisional period before they are eligible to attend training, but exceptions may be made where training is deemed necessary sooner (ie RESA). All teachers and teaching assistants need to complete (20) hours of Ohio Approved (SUTQ) training every two years. Depending on the amount of the training and the form of payment required, employees MAY have to be reimbursed for training.</p> <p>All requests to enroll in college or university level classes or workshops must be submitted to the Director. Please reference the Master Agreement between the Celina City School District Board of Education & Celina Education Association Article</p>

24.00 Professional Growth for further clarification.

Steps for Training / Seminar / Conference Approval:

- 1). Employee meets with their Supervisor to discuss the request for training / professional development. (Request for training paperwork is to be completed.)
- 2). The supervisor verifies the training / seminar / conference meets the employee's IPDP and or SUTQ needs and recommends approval or denies the request.
- 3). Supervisor presents requests at weekly Admin meeting for management team & Director review.
- 4). Required paperwork will be completed and sent to the Superintendent's office (of required) for final approval.
- 5). Purchase Orders are completed by the Director, with all required paperwork & submitted to the head Start Secretary for processing.
- 6). The Head Start Secretary will complete all registration for trainings / seminars / conferences; unless the registration requires the registrant complete him / herself.
- 7). Approval & compensation paperwork will be returned to employee for any possible reimbursements.
- 8). All mileage reimbursements follow the agency approved fiscal policies & guidelines.
- 9). Required paperwork: Professional Meeting Request Form
- 10). Time allocation must be submitted under professional leave in KIOSK.
- 11). Approval for any & all trainings / conferences / seminars / etc are contingent on available funds.