Head Start Monthly Report
November 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;

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:**
   - **Total of $7,958.54**
   - **$ 3253.80 Teaching Strategies – On-Line Assessment system**
   - **$3,763.72 - Child Safety Seats for buses**
   - **$689.55 – Embassy Suites – COPA Training – Maryland**
   - **$123.39 – Doubletree – CLASS Training Columbus**
   - **$128.08 – Homewood Suites – October OHSAI Meeting**

B. **Program Information Summary**
   The New Head Start Performance Standards went into effect November 7, 2016. OHSAI and the Regional office are providing trainings and conference to help grantees maintain compliance with new regulations.
   Both the Continuation Grant and Duration Grant were resubmitted to the Regional office for approval. Celina city Schools was awarded the Continuation Grant. Please see attachment for the Notice of Award. The Regional Office did contact the Head Start Director and commented that Duration awards would be distributed by December 31st. They did not indicate if we were awarded during the phone call.

Head Start Director met with ESC Superintendent to discuss future collaborative opportunities between the two programs and to discuss the development of an interagency agreement so that all parties are aware of requirements, standards, and regulations for services.

Head Start Director led the ECE Task Force meeting and established vision for the committee under COLT.

Head Start participated in Picture Day during the month of October.

Education – The first "checkpoint" was on October 28th. This checkpoint was established to pull baseline data on children's progress since the beginning of the program year. Please see the attached TSGold report that reflects the program as a whole.

Family Engagement – October 4th Head Start had its first Cardboard Challenge event. The event was held in the evening. Families were provided resources and materials to create anything out of cardboard. Families were very engaged and created boats, tanks, tractors, and fire truck. Parents were given information on the Value of Play and how children learn. Parents were also educated on Bus & Pedestrian safety. This is a mandate that must be completed within 30 days of entry to the program.

Health – October is an extremely busy month for Head Start monitoring. Within 30 days of entry each child must have a physical examination. Within 45 days of entry each child must have a vision, dental, developmental, & social emotional screening. Please see attached monitoring results. The Dental Van came during the month of October and provided dental screening services to 39 children. An additional Dental Van day is scheduled for November.

Mental Health – Classroom observations were completed during the month of October. 4 requests for individual observations have been submitted for further services to children and families. Head Start has contracted with a Conscious Discipline coach to support teachers in the classroom.

Disabilities – We are currently serving 15 children with IEPs. There are several more ETRS scheduled in the next few weeks. Head Start serves 1 child with a Medical Plan of Action and 1 child with a dietary plan of action.

C. **Enrollment / Attendance**

115 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	98
Full Day School Year (6 hour day)	17

Attendance by Program Option:

Half Day PY Head Start	90.12%
Full Day School Year	91.94%

D. CACFP report – CACFP claimed meals

Month Served	October 2016
Total Days Attendance	Rockford – 17 Franklin 17
Total Breakfast	901
Total Lunches	1684
Total Snacks	602
Total Meals	3187

E. **Financial Audit** – N/A
F. **Annual Self-Assessment**
   - Completed March 2016
G. **Community Assessment**
   - Completed
H. **Communication and guidance from the Secretary**
   - ACF-IM-HS-10-01 – Expulsion & Suspension Policy Statement

Attachments to report:
Numerous Policies for review & approval – 3 areas
Human Resources – Interviews, Hiring of personnel, Provisional Status, Internal Investigations, Disciplinary Procedures
ERSEA – Community Assessment, Recruitment, Selection
Program Governance – Grant Submission, Policy Council Nomination / Election, Conflict of Interest, Director's Report, Self-Assessment, Notification to the Regional Office, Monitoring Results, Code of Conduct, Code of Conduct & professional Ethics
Selection Criteria for PY 2016-17
OHS IM
Monitoring Review Schedule Official Letter
Required Screenings Report
School Readiness Data Report

Respectfully submitted,

Amy Esser
Executive Director

REVENUE

	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING
Federal Revenue	1,086,608.00	0.00	1,086,608.00	855,500.00	231,108.00
CACFP Revenue	0.00	63,000.00	63,000.00	64,712.50	-1,712.50
Other Local	0.00	2,000.00	2,000.00	0.00	2,000.00
Refund prior year exp	0.00	2,000.00	2,000.00	0.00	2,000.00
Board advance	0.00	50,000.00	50,000.00	50,000.00	0.00
Total	1,086,608.00	117,000.00	1,203,608.00	970,212.50	233,395.50

EXPENSES

		FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE	ANTICIPATED ACCRUAL
Salary		554,972.00	0.00	554,972.00	502,219.18	52,752.82	0.00	52,752.82	
Fringe Benefits		324,061.00	0.00	324,061.00	284,795.30	39,265.70	79.52	39,186.18	
Programming	USAS (400's)	45,476.00	4,000.00	49,476.00	47,284.02	2,191.98	9,949.80	-7,757.82	
Supplies	USAS (500)	78,099.00	63,000.00	141,099.00	66,322.46	74,776.54	26,205.71	48,570.83	
Capital Outlay		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Expenditures		84,000.00	0.00	84,000.00	3,086.50	80,913.50	500.00	80,413.50	
PA22 subtotal	USAS (800's)	1,086,608.00	67,000.00	1,153,608.00	903,707.46	249,900.54	36,735.03	213,165.51	
Training & Technical Services									
Training & technical serv (job code 400)	419	12,000.00	0.00	12,000.00	11,671.35	328.65	9,484.50	-9,155.85	
Staff out of town travel	439	7,232.00	0.00	7,232.00	3,118.95	4,113.05	8,110.06	-3,997.01	
Subtotal Purch Service	USAS (400's)	19,232.00	0.00	19,232.00	14,790.30	4,441.70	17,594.56	-13,152.86	
Training & Tech Supplies	USAS (500)	0.00	0.00	0.00	1,552.51	-1,552.51	0.00	-1,552.51	
Subtotal Supplies		0.00	0.00	0.00	1,552.51	-1,552.51	0.00	-1,552.51	
T&TA -PA20		19,232.00	0.00	19,232.00	16,342.81	2,889.19	17,594.56	-14,705.37	
Return of Board Advance		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	970,050.27	252,789.73	54,329.59	198,460.14	

REVENUE

	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16
Federal Revenue	28,500.00	45,000.00	122,000.00	70,000.00	70,000.00	119,000.00	71,000.00	77,000.00	67,000.00	77,000.00	109,000.00	0.00	0.00
CACFP Revenue	0.00	17,018.80	6,633.44	7,248.32	0.00	8,949.32	15,713.18	9,149.44	0.00	0.00	0.00	0.00	0.00
Other Local	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Refund prior year exp	0.00	0.00	0.00	0.00	0.00	0.00	50,000.00	0.00	0.00	0.00	0.00	0.00	0.00
Board advance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	28,500.00	62,018.80	128,633.44	77,248.32	70,000.00	127,949.32	136,713.18	86,149.44	67,000.00	77,000.00	109,000.00	0.00	0.00

EXPENDITURES

	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16
Salary	11,052.31	48,582.80	56,589.93	52,182.86	53,544.77	46,395.58	52,415.46	43,156.50	41,089.09	47,509.63	49,700.25	0.00	0.00
Fringe Benefits	24,620.11	25,890.94	25,931.31	29,056.26	27,063.87	27,370.86	29,116.76	25,113.44	23,153.12	23,005.68	24,472.95	0.00	0.00
Programming	7,792.05	3,323.05	423.08	1,925.93	1,771.74	6,246.17	2,660.97	6,246.39	5,225.64	10,045.46	1,623.54	0.00	0.00
Supplies — USAS (400's & 800's)	1,725.60	8,181.14	4,512.45	9,795.66	5,676.54	4,636.66	2,016.49	158.93	11,197.72	6,782.62	11,638.65	0.00	0.00
Capital Outlay — USAS (500)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Expenditures	950.00	0.00	136.50	0.00	2,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PA22 subtotal	46,140.07	85,977.93	87,593.27	92,960.71	90,056.92	84,649.27	86,209.68	74,675.26	80,665.57	87,343.39	87,435.39	0.00	0.00
Training & Technical Services (job code 400)													
Training & technical serv (OBJ 419)	0.00	0.00	1,415.80	1,700.07	855.00	1,371.87	838.50	2,679.55	440.58	1,333.50	1,036.48	0.00	0.00
Staff out of town travel (OBJ 439)	0.00	0.00	0.00	0.00	238.16	144.20	0.00	0.00	0.00	658.43	2,078.16	0.00	0.00
Subtotal Purch Service	0.00	0.00	1,415.80	1,700.07	1,093.16	1,516.07	838.50	2,679.55	440.58	1,991.93	3,114.64	0.00	0.00
Training & Technical Supplies													
Training & Tech Supplies	0.00	149.32	724.32	232.54	374.95	0.00	41.89	29.49	0.00	0.00	0.00	0.00	0.00
Subtotal Supplies	0.00	149.32	724.32	232.54	374.95	0.00	41.89	29.49	0.00	0.00	0.00	0.00	0.00
T&TA -PA20	0.00	149.32	2,140.12	1,932.61	1,468.11	1,516.07	880.39	2,709.04	440.58	1,991.93	3,114.64	0.00	0.00
Return of Board Advance							50,000.00						
TOTALS	46,140.07	86,127.25	89,733.39	94,893.32	91,525.03	86,165.34	87,090.07	127,384.30	81,106.15	89,335.32	90,550.03	0.00	0.00

...ESS CARD STATEMENT

Manage your account online:
www.chase.com/ink

Customer Service:
1-800-945-2028

Mobile: Visit chase.com
on your mobile browser

ACCOUNT ACTIVITY   (CONTINUED)

Date of

10/05	TEACHING STRATEGIES 301-6340818 MD	3,253.80 — HS

Date	Description	Amount	
09/28	TRANSPORTATION ACCESSO 740-967-2522 OH	3,763.72 —	HS
10/01	EMBASSY SUITES BALTIMO BALTIMORE MD	689.55 —	HS
10/08	DOUBLETREE BY HILTON C WORTHINGTON OH	123.39 —	HS
10/08	HOMEWOOD SUITES COLOMB COLUMBUS OH	128.08 —	HS
	AMY ESSER		HS
	TRANSACTIONS THIS CYCLE (CARD 5223) $4,704.74		

2016 Totals Year-to-Date	
Total fees charged in 2016	$0.00
Total interest charged in 2016	$0.00

Year-to-date totals do not reflect any fee or interest refunds
you may have received.

*HS Total
Verified 11/11/16
w/Connie Rose
$7,958.54*

INTEREST CHARGES

Your **Annual Percentage Rate (APR)** is the annual interest rate on your account.

Balance Type	Annual Percentage Rate (APR)	Balance Subject To Interest Rate	Interest Charges
PURCHASES			
Purchases	13.49% (v)	-0-	-0-
CASH ADVANCES			
Cash Advances	19.49% (v)	-0-	-0-

In-Kind	Hours	Amount per hour	Total
Support Personnel			
Itinerant Teachers	22.5	$37.21	$837.23
Custodian Monthly & Uniform	Monthly $5002.36	Uniform $23.40	$5,025.76
OT	1	$40.10	$40.10
PT		$61.60	$0.00
ELL		$27.70	$0.00
Speech-Shelly Grothause		Monthly $6339.75	$6,339.75
Speech	4	$52.00	$208.00
		Sub Total	**$12,450.84**
Building Usage			
Franklin Utilities	electric, sewage, trash, snow/mow, phone		$2,552.10
Maintenance		$519.13 per month	$519.13
Treasurer's Office Personnel		1131.29 per month	$1,131.29
		Sub Total	**$4,202.52**
Volunteer			
Cafeteria Assistants	28	$15.82	442.96
Tri Star / WSU Volunteers	188.25	$15.82	$2,978.12
Community/ Other	16.25	$15.82	257.075
		Sub Total	**$3,678.15**
Goods & Services		Total	
Family Activities		$15.82	$0.00
At Home Activities		$15.82	$0.00
Parent Classroom Volunteer	9.25	$15.82	$146.34
Parent Committee Meeting		$15.82	$0.00
Policy Council / HEAC	**14**	61.54	$861.56
		Sub Total	**$1,007.90**
Mileage	Total Miles	Amount Per Mile	
	133	0.555	73.815
Total This Month			**$21,413.22**
In-Kind Needed Each Month: $22,639			
		Annual required inkind	$271,657.00
		Inkind needed to date	#REF!

Level 1 TA
($15.82= $10.55 + $5.27
Fringe=50%

Mercer County Head Start Policies and Procedures

P/P Topic:	Interviews	**P/P #:**	
Part:	Human Resources Management	**PC Approval Date:**	
Subpart:	*Personnel Policies*	**Last Reviewed Date:**	
Section Title(s):	*1302.90*	**Implementation Responsibility:**	Management Team Policy Council
Related Performance Standard(s):	*1302.91*	**Monitoring Responsibility:**	Governing Body

(A) Policy	(a) Establishing personnel policies and procedures. A program must establish written personnel policies and procedures that are approved by the governing body & policy council or policy committee and that are available to staff. (a) Purpose. A program must ensure all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training, and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery in accordance with the program performance standards. A program must provide ongoing training and professional development to support staff in fulfilling their roles and responsibilities.
(B) Responsibility	Policy Council & Director
(C) Procedure	Establishing an interview team: • The Director and Managers are responsible for direct supervision and oversight of all positions within their respective areas for the entire Head Start program. • The "Hiring Manager" will be defined as the individual under whom the vacancy exists. (ie. Head Teacher reports to Education Manager) • The Hiring Manager is responsible to organize the interview team. The interview team is to consist of at a minimum one other management team member. Neither of the participants can have a conflict of interest with any of the interviewees. • A conflict of interest is defined as: a relationship in which nepotism could be found (family member, close personal friend) • In the case where a current employee is an interviewee, a member of policy council will be asked to join the interview team. • The Hiring Manager is responsible to organize all aspects of the interview. (Reference the Vacancies section of the OAPSE #457 negotiated agreement)

	Establishing interview questions:
	• Interview questions are established following criteria established within the program standards
	• Each interviewee is to be asked the exact same questions
	Establishing interview candidates:
	• All candidates must meet at least all minimum requirements for the job.
	• Any current employee will be granted an interview
	• No candidate will be interviewed who did not meet established timelines for job postings
	Establishing timelines for interviews.
	• The program has a vested interest in filling vacancies as soon as possible to ensure the continuation of services to children and families; however, there are in some cases unforeseen circumstances in which could delay the interview process.
	• As a result, there are no established timelines for interviews.

Mercer County Head Start Policies and Procedures

P/P Topic:	Hiring of Personnel	P/P #:	
Part:	Human Resources Management	PC Approval Date:	
Subpart:	*Personnel Policies*	Last Reviewed Date:	
Section Title(s):	*1302.90*	Implementation Responsibility:	Management Team Policy Council
Related Performance Standard(s):	*1302.91*	Monitoring Responsibility:	Governing Body

| **(A)** Policy | (a) Establishing personnel policies and procedures. A program must establish written personnel policies and procedures that are approved by the governing body & policy council or policy committee and that are available to staff.

(a) Purpose. A program must ensure all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training, and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery in accordance with the program performance standards.

Celina City Schools Head Start will make a conscientious effort to hire individuals who accept the goals, principles, and core values of the agency. The Celina City Schools Board of Education will select and hire a Head Start Director. The Head Start Director will be responsible for either hiring or designating the person(s) responsible for hiring all employees. |
|---|---|
| **(B)** Responsibility | Management Team |
| **(C)** Procedure | Open positions will be posted on at a minimum the school district's website and the parent information board at each location.
• When a job vacancy or vacancies occur within bargaining unit, the Board will post an announcement of such vacancy or vacancies on the District website and email the posting to all employees. Said vacancies shall then remain unfilled and stay posted for five (5) working days. The announcement shall contain the job title, a brief job description, work site, rate of pay, and number of hours of work. Summer notification will be sent to the President of OAPSE Local #457. Where two or more vacancies in different classifications have been posted and no qualified employees have applied, the Board may repost the positions as one vacancy to be offered to one candidate.
• Any employee in the classification wishing to apply for the |

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posted vacancy may sign an official bid sheet located in the Central office. Any other employee or interested party must submit a letter of interest to the Central Office located at the Ed Complex, which will be kept with the official bid sheet. A copy of the list and letters of interest for the posted job will be sent to OAPSE Local #457 president.

- The most senior qualified employee in years of service and currently within the classification shall be awarded the vacant position for up to sixty (60) calendar day probationary period.
- In the event of a vacancy, an employee who was displaced from a previously held classification and in accordance with his / her seniority may return to the classification. This is a one time, per displacement, option to return to the classification from which s/he was displaced. This employee may sign the bid sheet without a letter of interest.
- If more than one qualified employee applies for a vacancy outside their classification, the vacancy, shall be awarded to the employee who has the highest degree of qualifications, skill, experience and ability to perform the work in question. If the qualifications, skill, experience, and ability of the two or more qualified applicants are substantially equal, seniority shall govern. In accordance with 45 CFR 1302.90(b)(6), current and former Head Start parents must receive preference for employment vacancies for which they are qualified.
- An employee who is awarded a new job title shall be required to satisfactorily complete a sixty (60) calendar day probationary period. S/he will be considered to have qualified on the new job when s/he satisfactorily performs the required duties with no more supervision than is required of other employees on the same or similar jobs, and when his / her record as to quality and quantity of work meets the standards applicable to the job. If, during the probationary period, it is determined that the employee cannot satisfactorily perform the new job, s/he will be returned to his/her previously held position at his /her prior rate of pay.
- If no applications are received or if the Board / Head Start Executive Director determines that none of the applicants are qualified for the job, the Board / Head Start Executive Director may fill the job by hiring a qualified new employee from outside the bargaining unit
- An employee awarded a higher paying job under this Article shall be paid the rate of pay in the salary schedule for the new job that is equal to or next greater than his / her existing position.
- Definition of seniority shall be elapsed time from date of initial Board action of hiring to present time.
- Within thirty calendar days when a vacancy occurs, the

	position is to be posted in each building.
	(Above documentation is Article XV of the negotiated agreement with OAPSE Local #457)
	During all interviews, the interview committee will take notes and complete an Interview Rating Sheet, and if a candidate is selected, a Recommendation for Hiring.
	In the event that criteria are met equally by more than one applicant, priority will be given to current or former Early Head Start or Head Start parents.
	All interview notes and information must be submitted to the Hiring Manager.
	The Head Start Director must approve all job offers and only the Head Start Director or Hiring Manager may make a job offer.
	All wages are approved by the Board of Education in accordance with the OAPSE Local #457 negotiated contract.
	The Head Start Policy Council and Board of Education must approve all hires.
	All candidates interviewed and not selected will be notified by letter.

Mercer County Head Start Policies and Procedures

P/P Topic:	Provisional Status	P/P #:	
Part:	Human Resources Management	PC Approval Date:	
Subpart:	*Personnel Policies*	Last Reviewed Date:	
Section Title(s):	*1302.90*	Implementation Responsibility:	Management Team Policy Council
Related Performance Standard(s):		Monitoring Responsibility:	Governing Body

| (A) Policy | (a) Establishing personnel policies and procedures. A program must establish written personnel policies and procedures that are approved by the governing body & policy council or policy committee and that are available to staff.

(a) Purpose. A program must ensure all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training, and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery in accordance with the program performance standards.

A 60-day provisional status period will be used to ensure that employees are thoroughly and regularly evaluated to determine whether they understand and have the correct resources to succeed with the Agency in their assigned positions. |
|---|---|
| (B) Responsibility | Management Team |
| (C) Procedure | New or transferred employees will be considered provisional for a period of sixty (60) calendar days.
A performance evaluation will be completed prior to the commencement of the 60 calendar days. The provisional evaluation tool is provided by the Celina City Schools Superintendent / Assistant Superintendent's office.
At the end of the provisional period, the supervisor will either recommend that the employee be removed from provisional status (recommended to be hired by the Board of Education), receive an extended provisional time, or terminated.
A Plan of Action may accompany an extended provisional status request.
OAPSE Local #457 negotiated agreement Article XV – Vacancies
F. An employee who is awarded a new job title shall be required to satisfactorily complete a 60 calendar day probationary period. S/he will be considered to have qualified on the new job when s/he satisfactorily performs the required duties with no more |

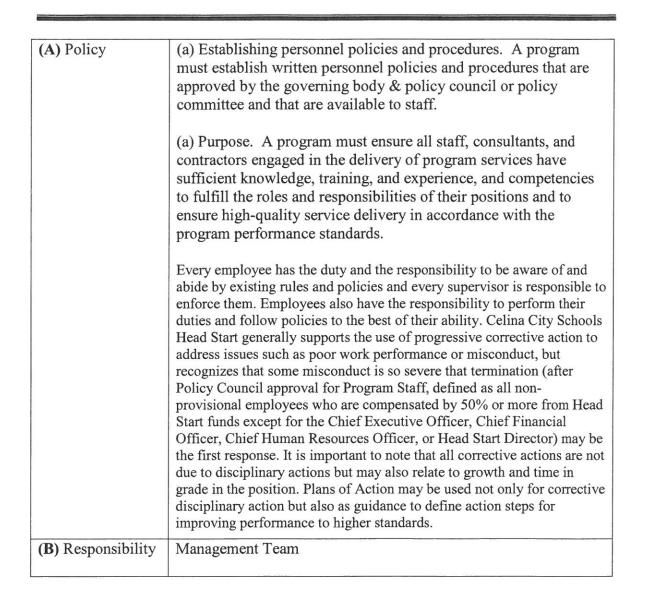|	supervision than is required of other employees on the same or similar jobs, and when his / her record as to quality and quantity of work meets the standards applicable to the job. If, during the probationary period, it is determined that the employee cannot satisfactorily perform the new job, s/he will be returned to his / her previously held position at his / her prior rate of pay. While on provisional status, an employee will not have access to the agency's training funds for any class or workshop which exceeds $50.00 unless required by the Agency, regulatory, or grant requirements. The Head Start Director may override this policy if deemed necessary for the on-going operations of the program.

Mercer County Head Start Policies and Procedures

P/P Topic:	Human Resources	P/P #:	
Part:	Personnel Policies	PC Approval Date:	
Subpart:	*Internal Investigations*	Last Reviewed Date:	
Section Title(s):	*1302.9*	Implementation Responsibility:	Management Team
Related Performance Standard(s):	*1302.9(a)*	Monitoring Responsibility:	Head Start Director

(A) Policy	(a) Establishing personnel policies and procedures. A program must establish written personnel policies and procedures that are approved by the governing body and policy council or policy committee and that are available to all staff.
(B) Responsibility	Management Team
(C) Procedure	In the event that a member of the management team receives a(n) concern / complain / allegation against a Head Start employee the following procedure may occur: - The supervising manager and Head Start Director are to be made aware immediately. - A consultation will occur between the supervising manager and Director to determine the severity / programmatic consequences and next steps. - If the concern / complaint / allegations against the employee are in regards to possible Child Abuse and Neglect, the employee must be removed / suspended from job duties (with pay) immediately until a complete investigation has occurred. - The Head Start Director will notify the Superintendent or in his / her absence the Assistant Superintendent will be notified. - Proper notifications to the OAPSE Local #457 representative will be made to ensure the employee has proper union representation. - A conference between the employee, union representative, and Superintendent will take place at the most immediate time available to inform the employee of the removal / suspension. - A complete investigation will include: statements from any and all person(s) involved in the incident, including the employee, reference to the Head Start Act and Performance Standards, any federal / state / local laws, any reporting requirements governed by the mandated reporter laws - If warranted the Superintendent will notify any legal authorities if necessary.

	- At the completion of the investigation the employee will receive notifications of the findings. - Findings may result in a return to work or possible action listed under the Disciplinary Procedures in the OAPSE Local #457 negotiated agreement. - If the concern / complaint / allegations against the employee are in regards to a performance issue then the Parent / Community Concern Policy will be implemented. - The employee will be made aware of the concern and asked to respond to the concern in writing. - The supervising manager will work with the employee to rectify / correct any possible issues. This may lead to employee developing an improvement plan. - As with any information about a student, parent, or staff member all information is to be treated with the upmost respect to confidentiality.

Mercer County Head Start Policies and Procedures

P/P Topic:	Disciplinary Procedures	P/P #:	
Part:	Human Resources Management	PC Approval Date:	
Subpart:	*Personnel Policies*	Last Reviewed Date:	
Section Title(s):	*1302.90*	Implementation Responsibility:	Management Team Policy Council
Related Performance Standard(s):	*1302.90(3)*	Monitoring Responsibility:	Governing Body

(A) Policy	(a) Establishing personnel policies and procedures. A program must establish written personnel policies and procedures that are approved by the governing body & policy council or policy committee and that are available to staff. (a) Purpose. A program must ensure all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training, and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery in accordance with the program performance standards. Every employee has the duty and the responsibility to be aware of and abide by existing rules and policies and every supervisor is responsible to enforce them. Employees also have the responsibility to perform their duties and follow policies to the best of their ability. Celina City Schools Head Start generally supports the use of progressive corrective action to address issues such as poor work performance or misconduct, but recognizes that some misconduct is so severe that termination (after Policy Council approval for Program Staff, defined as all non-provisional employees who are compensated by 50% or more from Head Start funds except for the Chief Executive Officer, Chief Financial Officer, Chief Human Resources Officer, or Head Start Director) may be the first response. It is important to note that all corrective actions are not due to disciplinary actions but may also relate to growth and time in grade in the position. Plans of Action may be used not only for corrective disciplinary action but also as guidance to define action steps for improving performance to higher standards.
(B) Responsibility	Management Team

(C) Procedure	For disciplinary actions, ~~Council~~ may combine steps or skip the progressive discipline process depending on the facts of each situation and the nature of the offense. The level of disciplinary intervention may also vary. Some of the factors that will be considered are whether the offense is repeated despite coaching, counseling and/or training; the employee's work record; severity of the conduct; and the potential or actual impact the conduct and performance issues have on our organization or the people we serve.

ARTICLE XIII – Disciplinary Procedures (OAPSE #457 Contract)

Progressive Discipline

1. Verbal Warning – Documented in personnel file and copy to employee.
2. Written Reprimand – Copy of letter placed in personnel file and copy to employee.
3. Disciplinary – (Up to (3) day) suspension without pay – copy of letter placed in personnel file and copy to employee.
4. Termination may result
5. Other Disciplinary Procedures: Employees involved in serious acts of omission or commission may be suspended, reduced in pay or position, permanently transferred, or terminated, due to an act or acts which would include but not limited to incompetency, inefficiency, dishonesty, drunkenness, immoral conduct, insubordination, discourteous treatment of the public, neglect of duty, and / or violations of reasonable rules and regulations of the Board. In such cases of a serious nature, the progressive discipline procedure need not be followed by the Board / Superintendent prior to suspension and / or termination of the employee.

1302.90(b)(3)
A program must review the information found in each employment application and complete background check to assess the relevancy of any issue uncovered by the complete background check including any arrest, pending criminal charge, or conviction and must use Child Care & Development Fund (CCDF) disqualification factors described in 42 U.S.C. 9858f©(1)(D) and 42 U.S.C. 9858(h)(1) or tribal disqualifications factors to determine whether the prospective employee can be hired or the current employee MUST be terminated.
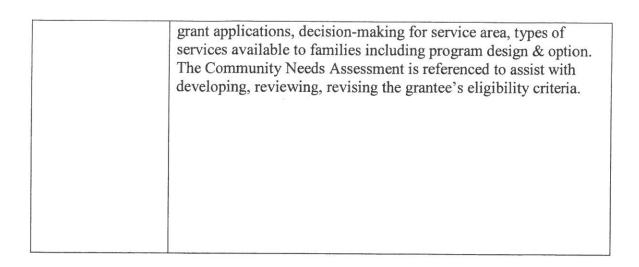
Examples of incidents / allegations that warrant immediate disciplinary action include but are not limited to: Violation of the Standards of Conduct, Report of Child Abuse or Neglect against an employee, Violation of the Confidentiality Policy,

Mercer County Head Start Policies and Procedures

P/P Topic:	*Community Assessment*	**P/P #:**	
Part:	Eligibility Recruitment Selection Enrollment & Attendance	**PC Approval Date:**	
Subpart:	*Determining community strengths, needs, and resources*	**Last Reviewed Date:**	
Section Title(s):	*Community wide strategic planning and needs assessment*	**Implementation Responsibility:**	Family Engagement Services Manager
Related Performance Standard(s):	*1302.11(b)(1)(2)(3)*	**Monitoring Responsibility:**	Director Policy Council Board of Education

(A) Policy	(b) Community wide strategic planning and needs assessment (community assessment). (1) To design a program that meets community needs, and builds on strengths and resources, a program must conduct a community assessment at least once over the five-year grant period. The community assessment must use data that describes community strengths, needs, and resources and include at a minimum: (i) the number of eligible infants, toddlers, preschool age children, and expectant mothers, including their geographic location, race, ethnicity, and language they speak, including: (A) Children experiencing homelessness in collaboration with, to the extent possible, McKinney – Vento Local Education Agency Liaisons (42 U.S.C. 11432 (6)(A)); (B) Children in foster care; and © Children with disabilities, including types of disabilities and relevant services and resources provided to these children by community agencies; ii. The education, health, nutrition, and social service needs of eligible children and their families, including prevalent social or economic factors that impact their well-being; (i) Typical work, school, and training schedules of parents with eligible children: (ii) Other child development, child care centers, and family child care programs that serve eligible children, including home visiting, publicly funded state and local preschools, and the approximate number of eligible children served;

	(iii) Resources that are available in the community to address the needs of eligible children and their families; and, (iv) Strengths of the community. (2) A program must annually review and update the community assessment to reflect any significant changes including increased availability if publicly-funded pre-kindergarten (including an assessment of how the pre-kindergarten available in the community meets the needs of the parents and children served by the program, and whether it is offered for a full school day), rates of family and child homelessness, and significant shifts in community demographics and resources (3) A program must consider whether the characteristics of the community allow it to include children from diverse economic backgrounds that would be supported by other funding sources, including private pay, in addition to the program's eligible funded enrollment. A program must not enroll children from diverse economic backgrounds if it would result in a program serving less that its eligible funded enrollment
(B) Responsibility	Family Engagement Services Manager

(C) Procedure	At a minimum, once during the 5-year grant cycle, the Family Engagement Services Manager will complete a thorough Community Needs Assessment as prescribed by the Performance Standards.
	In addition, the FESM will update the Community Needs Assessment annually, providing the grantee with any NEW information pertinent to services in the community that would directly impact the grantee's service area, targeted population, or ability to provide adequate services to eligible families.
	To complete the Community Needs Assessment the FESM will:
	    • Develop a committee to gather required information
	    • The committee consists of staff, parents, & community providers
	    • Information gathering includes but is not limited to: surveys from parents, staff, community stakeholders, interviews with aforementioned populations, data resources (ACF, ODH, ODE, ODJFS, Child Count, etc), other community assessment reports
	    • The Community Needs Assessment is to be <u>completed</u> each December.
	    • The grantee may opt to contract with a local provider, such as a university to assist with data collection & assessment.
	    • Once the report is completed it is provided to all staff members, Policy Council, Board of Education, and any & all other stakeholders
	The Community Needs Assessment will be used to support any

	grant applications, decision-making for service area, types of services available to families including program design & option. The Community Needs Assessment is referenced to assist with developing, reviewing, revising the grantee's eligibility criteria.

Mercer County Head Start Policies and Procedures

P/P Topic:	ERSEA	P/P #:	
Part:	Recruitment	PC Approval Date:	
Subpart:		Last Reviewed Date:	
Section Title(s):	1302.13	Implementation Responsibility:	FESM Family Advocates
Related Performance Standard(s):	1302.13	Monitoring Responsibility:	Director

(A) Policy	In order to reach those most in need of services, a program must develop and implement a recruitment process designed to actively inform all families with eligible children within the recruitment area of the availability of program services, and encourage & assist them in applying for admission to the program. A program must include specific efforts to actively locate and recruit children with disabilities and other vulnerable children, including homeless and children in foster care.
(B) Responsibility	All Staff
(C) Procedure	The FESM is responsible to develop a recruitment plan for the agency. The recruitment plan should utilize data from the community needs assessment, internal enrollment & attendance data derived from COPA, local trends and patterns within the community. The recruitment plan is due for governing board (PC & Board) revision and review the month of December, annually. In January, agency will hold the annual kick off meeting. ♦ Recruitment plans will be shared/developed with social service staff each year in January ♦ 2nd and 3rd year returning students will be identified each February. ♦ Sibling applications and acceptance of 2nd and 3rd year returning students, as well as siblings, will be completed by March 31st annually. In order to recruit those children most in need of Head Start services, agency will adhere to the following: ♦ Staff will actively recruit program eligible families 12 months a year. ♦ Head Start services will be advertised through the media on a regular basis including services to children with disabilities. ♦ Recruitment tasks will include but are not limited to the following methods: • Electronic media, email, Facebook, Twitter, etc.; • Presentations to community agencies and organizations; • News releases of major recruitment dates, specific activities, and program services;

	• Radio announcements and public service announcements; • Placing flyers, brochures, and posters in target areas; • Canvassing door to door; • Family referrals and referrals from other agencies (i.e. Family and Children First Councils/Committees, Early Intervention, WIC, DD, Parents). ♦ All recruitment efforts will be documented. To ensure that all efforts are made to recruit the "neediest of the needy" and any/all Head Start/Early Head Start families, the completion of annual recruitment for the beginning of each school year will end with acceptance into program no later than August 15th, annually.

Mercer County Head Start Policies and Procedures

P/P Topic:	ERSEA	**P/P #:**	
Part:	Selection	**PC Approval Date:**	
Subpart:	*1302.14*	**Last Reviewed Date:**	
Section Title(s):		**Implementation Responsibility:**	Head Start Director FESM
Related Performance Standard(s):	*1302.14 (a)(b)(c)*	**Monitoring Responsibility:**	Governing Body

(A) Policy	A program must annually establish selection criteria that weigh the prioritization of selection of participants, based on community needs identified in the community needs assessment as described in 1302.11(b), and including family income, whether the child is homeless, whether the child is in foster care, the child's age, whether the child is eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (IDEA)(20 U.S.C. 1400 et.seq.) and, other relevant family or child risk factors
(B) Responsibility	FESM
(C) Procedure	Annually, the FESM will review the community needs assessment, community trends and patterns, and enrollment trends and patterns. The FESM will meet with the Head Start Director and management team to review findings. The FESM will then draft out a selection criteria that represents the children and families most in need of Head Start services in the service area. The FESM will review and present the proposed selection criteria to the Policy Council for comment, review, and approval. The Head Start Director will then present the proposed selection criteria to the Board of Education for comment, review, and approval.

P/P Topic:	Grant Submission	P/P #:	
Part:	Program Governance	PC Approval Date:	
Subpart:	*1301.2*	Last Reviewed Date:	
Section Title(s):	*Head Start Act 642©(1)(E0*	Implementation Responsibility:	Head Start Director
Related Performance Standard(s):	*1301.2(b)(1)*	Monitoring Responsibility:	Governing Board

(A) Policy	E- RESPONSIBILITIES – The governing body shall – (i) Have legal and fiscal responsibility for administering and overseeing programs under this subchapter, including safeguarding of Federal funds; (III) reviewing all applications for funding and amendments to applications for funding for programs under this subchapter;
(B) Responsibility	Governing Body, Head Start Director
(C) Procedure	The Head Start Director is notified of funding opportunities through: 1). Correspondence with the Program Specialist at the Regional office 2). Grant Solutions with the Office of Head Start 3). Correspondence from the Office of Head Start Upon notification of FOA (Funding Opportunity Announcement) the Director shall: - Contact the Superintendent of Celina City Schools for purposes of notification - Consult with the management team and review the program's community needs assessment - Consult with Policy Council and provide information in regards of support for and / or against the FOA opportunity. - Develop a proposal for presentation to Policy Council and Board of Education. - Develop and write the grant reflective of FOA description and program needs - Obtain approval from Policy Council and Board of Education - Consult regularly with Program Specialist at Regional Office. - Submit grant proposal via the Head Start Enterprise system

Mercer County Head Start Policies and Procedures

P/P Topic:	Policy Council Nomination / Election	P/P #:	
Part:	Program Governance	PC Approval Date:	
Subpart:	*Policy Council & Policy Committee*	Last Reviewed Date:	
Section Title(s):	*1301.3*	Implementation Responsibility:	FESM
Related Performance Standard(s):	*1301.3(a)(b)*	Monitoring Responsibility:	Head Start Director

(A) Policy	Each agency must establish and maintain a policy council responsible for the direction of the Head Start program at the agency level, and a policy committee at the delegate level. A program must establish a policy council in accordance with section 642©(2)(B) of the Act, or a policy committee at the delegate level in accordance with section 642(c)(3) of the Act, as early in the program year as possible. Parents of children currently enrolled in each program option must be proportionately represented on the policy council and on the policy committee at the delegate level.
(B) Responsibility	FESM, Family Advocates
(C) Procedure	Celina City Schools Head Start program informs parents at the time of enrollment about the opportunity of participating in the policy council. Parents who indicate they are interested in being on policy council are provided a *Policy Council Candidate Information Form.* An election ballot is then provided to all parents of enrolled children for voting purposes. Parents receiving the most votes are elected by their peers to serve on policy council for the year. (Parents can serve up to 5 years but must be re-elected each year.) Six seats on policy council are reserved for parents of currently enrolled children. Five seats are reserved for community members, totaling 11 members on policy council. Elections are completed by October each year annually.

Mercer County Head Start Policies and Procedures

P/P Topic:	Conflict of Interest	P/P #:	
Part:	Program Governance	PC Approval Date:	
Subpart:	*Governing Body*	Last Reviewed Date:	
Section Title(s):		Implementation Responsibility:	FCSM
Related Performance Standard(s):	*1301.2 Head Start ACT 642©(1)©*	Monitoring Responsibility:	Director

(A) Policy	Agencies must ensure members of the governing body do not have a conflict of interest.
(B) Responsibility	Governing Body members
(C) Procedure	CONFLICT OF INTEREST – members of the governing body shall – (i) Not have a financial conflict of interest with the Head Start agency(including any delegate agency); (ii) Not receive compensation for serving on the governing body or for providing services to the Head Start agency; (iii) Not be employed, nor shall members of their immediate family be employed, by the Head Start agency (including any delegate agency); and (iv) Operate as an entity independent of staff employed by the Head Start agency.

P/P Topic:	Director's Report	P/P #:	
Part:	Head Start Act	PC Approval Date:	
Subpart:		Last Reviewed Date:	
Section Title(s):	*642(d)(2)*	Implementation Responsibility:	Director
Related Performance Standard(s):	*1301.2*	Monitoring Responsibility:	Governing Body

(A) Policy	(d)(2) program Governance Administration –
	Conduct of Responsibilities – Each Head Start agency shall ensure the sharing of accurate and regular information for use by the 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 community wide strategic planning and needs assessment of the Head Start agency, including any applicable updates;
	(h) Communication and guidance from the Secretary; and
	(i) The program information reports.
	In addition to these responsibilities, the Director and management team must also make available at a minimum ongoing monitoring results, data on school readiness goals, strategic long-term goals, goals for the provision of education, health, nutritional, and family & community engagement services.
(B) Responsibility	Head Start Director

(C) Procedure	Each month the Head Start Director prepares the Policy Council and Board Report. Monthly, the Director's Report consists of each of the items required under (d)(2). Throughout the year, in accordance with the program planning calendar, additional reports are provided to the Board and Policy Council for review and decision making. November – report on required 30 day & 45 day screenings. December – report on required 60 day & 90 day screenings, School Readiness update January – report on Recruitment plan, Parent Engagement, Report on children with Disabilities February – report on HVs and FPA goals, PT conferences March – report on School Readiness April – report on Health Active Living initiatives, transitions to kindergarten May – Report on Recruitment June – Report on overall Family Engagement Outcomes, Health Outcomes July – Report on overall School Readiness Outcomes August – Report on long-term & short – term programmatic goals & outcomes, Recruitment September – Report on School Readiness October – Report on Recruitment, Community Partnerships Board report is due to the Superintendent's secretary the Wednesday prior to the Board meeting. Policy Council report is due to the FESM the Monday prior to the Policy Council meeting. While the Director is responsible for the compilation of the report, managers are encouraged to provide their own data reports to governing bodies.

P/P Topic:	Self-Assessment	P/P #:	
Part:	Program management & Quality Improvement	**PC Approval Date:**	
Subpart:	*Achieving program Goals*	**Last Reviewed Date:**	
Section Title(s):	*1302.102(b)(2)*	**Implementation Responsibility:**	Director
Related Performance Standard(s):		**Monitoring Responsibility:**	Governing Body

(A) Policy	(2) Ongoing Assessment of Program Goals. A program must effectively oversee progress towards program goals on an ongoing basis and annually must: (i) Conduct a self-assessment that uses program data including aggregated child assessment data, and professional development and parent and family engagement data as appropriate, to evaluate the program's progress towards meeting goals established under paragraph(a) of this section, compliance with program performance standards throughout the program year, and the effectiveness of the professional development and family engagement systems in promoting school readiness; (ii) Communicate and collaborate with the governing body and policy council, program staff, and parents of enrolled children when conducting the annual self-assessment; and, (iii). Submit findings of the self-assessment, including information listed in paragraph(b)(2)(i) of this section to the responsible HHS official.
(B) Responsibility	Head Start Director
(C) Procedure	Any T/TA for self-assessment is conducted prior to February, each year. Annually, beginning in February the Director and Management team develop the program's self-assessment plan. The plan is then submitted to the governing bodies for review / comment / and approval in February. Once approval has been obtained, self-assessment teams are developed under the guidance of the management team. • Teams are comprised of staff, parents of enrolled children, Policy Council member, Board members, and community stakeholders Self-Assessment begins March 1st and is completed no later than

	the beginning of the third week of March.
	The management team reviews all data gleaned from the self-assessment and develops a plan of action.
	The Self-Assessment report and Plan of Action is then reviewed with the governing bodies and approval is obtained.
	The management team utilizes the months of May and June to develop a T/TA strategy to inform staff for the upcoming program year.
	Self-Assessment information is utilized for the overall planning of the program, strategic planning, and development of short-term objectives and long-term goals.
	The Self-Assessment plan is required to be submitted with the program's Continuation Grant each year.

Mercer County Head Start Policies and Procedures

P/P Topic:	Notification to the Regional Office	P/P #:	
Part:	Program Governance	PC Approval Date:	
Subpart:	*Governing Body*	Last Reviewed Date:	
Section Title(s):	*1301.2*	Implementation Responsibility:	Board of Education
Related Performance Standard(s):	*1302.2©*	Monitoring Responsibility:	Head Start Director

(A) Policy	The governing body has a right under specific provision of the head Start Act and performance Standards to NOTIFY the Regional office of the intent of specific actions.
(B) Responsibility	Board of Education
(C) Procedure	When the Celina City Schools chooses to exercise the right to notify the Regional Office of the Board's intent to conduct a specific action afforded to the Board under the Head Start Act and performance standards the Board president will communicate the Board's desire to do so to the Head Start Director. The Head Start Director will assist with the facilitation of notification through any and all communication mechanisms deemed appropriate by the Board. All communication records will be kept by Board and Head Start Director.

P/P Topic:	Monitoring Results	P/P #:	
Part:	Monitoring, Suspension, Termination, Denial of Refunding, Reduction in Funding , and their Appeals	PC Approval Date:	
Subpart:	*Monitoring*	Last Reviewed Date:	
Section Title(s):	*1304*	Implementation Responsibility:	Governing Body
Related Performance Standard(s):	*1304.2*	Monitoring Responsibility:	Head Start Director

(A) Policy	(a) Section 641A(c) of the Act requires the Secretary to monitor whether a grantee meets program governance, program operations, and financial and administrative standards described in this regulation and to identify areas for improvement and areas of strength as part of the grantee's ongoing self-assessment process.
(B) Responsibility	All staff
(C) Procedure	The OHS has developed a systematic approach to ensure monitoring occurs over the course of a grantee's 5 year grant cycle. Grantee's are notified via mail or email of the intent to conduct a monitoring review. Typically, grantees are provided a 45-day notice. This notification is referred to an invitation to an event. The grantee is provided contact information for the event coordinator who is in charge of the event and the monitoring team. Monitoring reviews can occur on-site or desk review via submission of required documentation. Grantees are provided feedback in writing from the Regional office as to the results of the monitoring review. If any areas of non-compliance or deficiency are indicated, the grantee is responsible to complete a quality improvement plan. The OHS does reserve the right to: suspend with notice, emergency suspension without advance notice, termination or denial of refunding, or assign the grantee to participate in the Designation Renewal System.

	The Head Start Director receives correspondence on behalf of the grantee. The Head Start Director will provide any and all correspondence received in regards to a monitoring review to the Celina City Schools Superintendent, Board of Education, and the program Policy Council.

Mercer County Head Start
Code of Conduct for Policy Councils and Governing Bodies

POLICY

Celina City School's Head Start program recognizes that persons involved in governance activities (Policy Council and Board of Directors) at Mercer County Head Start are leaders, models, and representatives of the organization. All members will be expected to conduct themselves such that their personal and professional conduct does not have a negative effect on services or reflect badly on Mercer County Head Start's public image, reputation, or credibility.

PROCEDURES

Acceptable standards of conduct will be established and periodically revised by the Celina City School's Head Start Administrative Team for both Council and Board members.

1. All Council and Board members will be informed of the established standards of conduct.
2. Celina City School's Head Start Administrative Team in its entirety will be responsible, with a simple majority vote of members present for a regularly scheduled or appropriately called special meeting, for reprimanding or removing any representative from the Council or Board due to conduct violations.

CODE of CONDUCT

Mercer County Head Start Policy Council and Celina City School's Board of Education members:

1. Will respect and promote the unique identity of each child, family, employee, Policy Council and Board of Education member and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability.

2. Must uphold the agency's confidentiality guidelines stated as follows:
   a. No information regarding children and families of children enrolled with Mercer County Head Start is to be discussed outside of the work setting or Policy Council/Board of Education meetings;
   b. Information is to be discussed within the work setting and at Policy Council/Board of Education meetings only as is necessary and related to program operations/business or decision-making;
   c. No information learned at Policy Council/Board of Education meetings or while conducting Policy Council/Board of Education business may be discussed or used in any way outside of Policy Council/Board of Education activities.

3. Will support and participate in a TEAMWORK approach to decision making.

4. Will behave and interact respectfully while participating on Policy Council/Board of Education or representing the organization within the community.

5. Must have an interest and concern for children and their families.

6. May not accept gifts and/or gratuities as stated in the Celina City School's and Mercer County Head Start's Operating Guide/Policy Manuals.

7. Are prohibited from using their position on Policy Council/Board of Education for purposes which are, or give the appearance of being, motivated by a desire for private gain for themselves or others, such as those with family, business or other ties.

8. Must not make public statements under the auspices of any agency title without the Celina City School's Head Start Administrative Team approval.

9. Will follow all Mercer County Head Start's general operating procedures.

10. Will respect and uphold the legal authority of the Celina City School's Head Start Administrative Team to establish, review, or revise the standards of conduct for individuals participating on the Policy Council/Board of Education.

Signature: _____   Date: _____

Check One:

___Policy Council Member

___Celina City School's Board of Education member

Code of Conduct and Professional Ethics Policy

All staff and volunteers are required at time of hire or placement to understand and abide by the codes of conduct as set forth in the Federal Performance Standards 45 CFR 304.52 (i) (1-3). The following standards specify that:

1. I will respect and promote the unique identity of each child and family and refrain From stereotyping on the basis of gender, race, ethnicity, culture, religion or disability.

2. Maintaining confidentiality is important to the success of our mission, our reputation in the community and the privacy of clients and staff. Family files, personnel records, financial information, client information and other related information is considered confidential. I am required to protect this information by safeguarding it when in use, filing it properly when not in use, and discussing it only with those who have a legitimate need to know. If approached by members of the news media requesting information regarding Mercer County Head Start operations I will refer requests to the Executive Director.

3. I understand that no child shall be left alone or unsupervised while under my care. I will use positive methods of child guidance that do not engage in corporal punishment, emotional or physical abuse, humiliation, isolation or the use of food as punishment or reward or the denial of basic needs.

4. I understand that no child may be removed from the presence of staff other than a child's own parent or guardian or other authorized person.

5. I will not solicit or accept gratuities, favors, or anything of significant value for personal use or enrichment from contractors/vendors or potential contractors/vendors who have been awarded contracts or provide services or materials for Mercer County Head Start.

6. I understand this document shall be placed in my personnel file and that any violation of these codes shall result in disciplinary action as indicated in Article XIII- "Disciplinary Procedures" in the OAPSE #457 negotiated agreement.

This policy complies with Head Start Performance Standard 1302.90 (c)(1)(2).

Signature: _____ Date: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

Proposed Changes to Selection Criteria 2016-2017

Current Criteria	Points	Proposed Criteria	Points	
Income/Categorical		**Income/Categorical**		
Income-Poverty Level	10	Income-Poverty Level	10	
Foster	10	Over Income 101-130%	8	
Homeless	10	Over Income 131-150%	7	
Kinship	10	Over Income 151-175%	6	
Family Needs		Over Income 176-200%	5	
Single Parent Unemployed	10	Foster	10	
Two Parents both unemployed	10	Homeless	10	
Two parents one unemployed	7	Kinship	9	
Death of Significant Family Member	10	**Family Needs**		
Parent Ed less than HS	10	Single Parent Unemployed	10	
Sibling Enrolled	9	Two Parents both unemployed	10	
4 yrs old by Aug 1 of current year	10	IEP	10	
3 yrs old by Aug 1 of current year	9	4 yrs old by Aug 1 of current year	10	
3 yrs old after Aug 1 of current year	7	Suspected IEP	9	
Single Parent	7	Less than HS Diploma	9	
Social Service Needs		Two parents one unemployed	9	
Referral from SS agency	10	3 yrs old by Aug 1 of current year	9	
Child Protective Services	9	Sibling Enrolled	8	
Parent Incarcerated	10	DLL/EL student	8	
Drug/Alcohol abuse in the family	10	Returning Student	8	
		3 yrs old after Aug 1 of current year	8	
		Teen Pregnancy	8	
		Social Service Needs		
		Incarcerated Parent	10	
		Lack of Transportation	10	
		Multiple Services	10	
		Referral from SS agency	10	
		Drug/Alcohol abuse in the family	9	
		Transition from HMG/EHS	8	

	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
ACF Administration for Children and Families	1. Log No: ACF-IM-HS-16-01	2. Issuance Date: 11/07/2016
	3. Originating Office: Office of Head Start (OHS); Office of the Deputy Assistant Secretary's Office on Early Childhood Development	
	4. Key Words: Head Start; Expulsion and Suspension; Social, Emotional, and Behavioral Development	

INFORMATION MEMORANDUM

To: Head Start and Early Head Start Grantees and Delegates, and Other Interested Parties

Subject: Expulsion and Suspension Policy Statement

References:

- Improving Head Start for School Readiness Act of 2007
- Head Start Program Performance Standards (2016)
- U.S. Departments of Health and Human Services and Education Policy Statement on Expulsion and Suspension in Early Childhood Settings (2014)[1]

Purpose:

This Information Memorandum highlights new requirements in the **Head Start Program Performance Standards** related to expulsion and suspension. It also encourages Head Start grantees and delegates to adopt practices set forth in the **Policy Statement on Expulsion and Suspension in Early Childhood Settings** issued by the U.S. Department of Health and Human Services (HHS) and the U.S. Department of Education (ED). Appendices 1 and 2 offer free resources grantees can use in their implementation efforts.

Background:

The Head Start Program Performance Standards (2016) prohibit programs from expelling or un-enrolling children from Head Start because of a child's behavior in **45 CFR §1302.17**. These Standards also require programs to prohibit or severely limit the use of suspension due to a child's behavior. Programs are required to partner with families, consult with specialists, help the child and family obtain additional services as appropriate, and take all possible steps to ensure the child's successful participation in the program.

Aligned with the Head Start Program Performance Standards, HHS and ED released a **joint policy statement** with state and local recommendations to address expulsion and suspension in early learning settings, including in Head Start programs. The policy statement affirms the Departments' efforts to prevent and eventually eliminate expulsion and suspension in all early childhood settings and support young children's social, emotional, and behavioral development. The policy statement also provides information about resources that are available at no cost to programs.

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[1] U.S. Department of Health and Human Services and Education Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings (2014). ODAS, ECD-ACF-PS-2016-01. https://www.acf.hhs.gov/sites/default/files/ecd/expulsion_ps_numbered.pdf

Neuroscientists agree that the first five years of a child's life are critical for building the foundation of learning, health, and wellness needed for success in school and later in life. While access to high-quality early learning can have important benefits on children's development and learning, expulsion and suspension from such programs can have detrimental effects, particularly on children's social and emotional development and learning outcomes. Expulsion and suspension are stressful and negative experiences for children, their families, and their teachers and can negatively affect child development and outcomes. Research indicates that expulsion and suspension early in a child's life predicts expulsion and suspension later in school. Children who are expelled or suspended from school are as much as 10 times more likely to drop out of high school, experience academic failure, hold negative school attitudes, and face incarceration than those who were never suspended or expelled.

Furthermore, data consistently show racial disparities in expulsion and suspension. For example, recent data from ED's Office of Civil Rights indicate that African-American boys make up 19 percent of preschool enrollment, but 45 percent of preschoolers suspended. African-American girls represent 20 percent of female preschool enrollment, but 54 percent of female preschoolers suspended.[2]

Though each case is different, suspensions and expulsions may be products of misguided or absent policies and/or insufficient training and support services for staff, especially in managing challenging behavior, recognizing trauma, and promoting social and emotional development. Research indicates that disparities in these practices may be influenced by implicit biases, uneven implementation of discipline policies, and under-resourced, inadequate education and training for teachers, especially in self-reflective strategies to identify and correct potential biases in perceptions and practice.

Guidance:

Aligned with the new requirements on expulsion and suspension found at **45 CFR §1302.17** of the Head Start Program Performance Standards, grantees are encouraged to implement the following recommendations included in the HHS and ED federal policy statement. A brief summary of program-level recommendations is below, but we urge grantees to **read the Policy Statement on Expulsion and Suspension in Early Childhood Settings** in its entirety.

1. **Develop and Clearly Communicate Preventive Guidance and Discipline Practices:** Programs should establish developmentally appropriate social, emotional, and behavioral health promotion practices, as well as discipline and intervention procedures. These practices and procedures should be clearly communicated to all staff, families, and community partners, and implemented consistently and without bias or discrimination. Preventive and discipline practices should be used as learning opportunities to guide children's appropriate behavioral development, and distinct attention should be paid to the developmental appropriateness of both behavioral expectations and consequences for challenging behavior.

2. **Develop and Clearly Communicate Expulsion and Suspension Policies:** Head Start grantees and delegates are required to implement expulsion and suspension policies consistent with the Head Start Program Performance Standards at **45 CFR §1302.17**, such that expulsions are prohibited and suspensions are prohibited or severely restricted.

3. **Access Technical Assistance and Workforce Development to Prevent Expulsion and Suspension:** All program staff should have a strong set of skills to support children's social, emotional, and behavioral development. Programs should also ensure that teachers have support from specialists or consultants, such as early childhood mental health consultants, behavioral coaches, school counselors, or special educators. Head Start programs should also promote teacher health and wellness and ensure that teachers work reasonable hours with breaks and have access to social services, health, and mental health supports, as needed.

4. **Set Goals for Improvement and Analyze Data to Assess Progress:** Programs should set goals to optimally support children's social, emotional, and behavioral development, monitor

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[2]U.S. Department of Education Office for Civil Rights (2016). A First Look: Key data highlights on equity and opportunity gaps in our nation's public schools.

data to assess progress, and modify their practices and investment, as needed, to reach their goals.

5. **Access Free Resources to Develop and Scale Best Practices:** Programs should access free resources to assist in eliminating suspensions and expulsions in early childhood settings. The Administration for Children and Families' (ACF) new **Training and Technical Assistance System** provides resources and training on a variety of issues, including those related to suspension and expulsion; children's health and well-being; and development, teaching, and learning. Many of those resources can be found on the **Early Childhood Learning Knowledge Center (ECLKC)** website. Additional resources to support children's social and emotional development can also be found at the **Center on the Social and Emotional Foundation for Early Learning** and at the **Technical Assistance Center on Social Emotional Intervention** websites. The HHS-funded **Center of Excellence for Infant and Early Childhood Mental Health Consultation** website will offer a comprehensive toolkit on building early childhood mental health consultation systems in the fall of 2016. Appendices 1 and 2 provide several free resources that programs and families can access to address expulsion and suspension practices.

Please contact your Office of Head Start Regional Office for more information.

/ Blanca E. Enriquez /

Blanca E. Enriquez
Director
Office of Head Start

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Appendix 1: Resources for Parents and Families

Preventing expulsion and suspension requires a strong partnership with families. Programs should treat families as the foremost experts on their children, and as such, exchange information relevant to the child's culture, social, emotional, and behavioral strengths and concerns, approaches to learning, and strategies that work at home. At a minimum, programs should ensure families have information on:

- Their child's health, behavior, and development, especially social and emotional development, during the hours they are in their early learning setting
- Developmental milestones, healthy development and behavior, and places to go for help
- Identifying a high-quality early learning program
- Communicating with program or school personnel and advocating for their child

Below are resources to share with families to facilitate this partnership and information-sharing:

- **Child learning and social, emotional, and behavioral development:**
  - **Parenting Your Child**
    https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/for-families/parenting/parenting-child.html
  - **Fostering Children's Social and Emotional Foundations for Early Learning**
    http://csefel.vanderbilt.edu/resources/family.html
  - **Backpack Connection Series**
    http://challengingbehavior.fmhi.usf.edu/do/resources/backpack.html
  - **Essentials for Parenting Toddler and Preschoolers**
    http://www.cdc.gov/parents/essentials/

- **Developmental and behavioral milestones, monitoring, and screening:**
  - **Milestones Moments**
    http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/milestonemomentseng508.pdf
  - **Free Tools to Track Your Child's Development**
    http://www.cdc.gov/features/trackmilestones/
  - **Birth to 5: Watch Me Thrive – Families**
    http://www.acf.hhs.gov/programs/ecd/child-health-development/watch-me-thrive/families
  - **Birth to 5: Watch Me Thrive! Developmental and Behavioral Screening Passport**
    https://www.acf.hhs.gov/sites/default/files/ecd/screening_passport.pdf
  - **If You're Concerned:**
    http://www.cdc.gov/ncbddd/actearly/concerned.html
  - **Center for Parent Information and Resources**
    http://www.parentcenterhub.org/
  - **Parent Training and Information Centers for Parents of Children with Disabilities**
    http://www.parentcenterhub.org/find-your-center/

- **Identifying a high-quality early learning program:**
  - **Child Care Aware**
  - http://www.childcareaware.org/

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Appendix 2: Resources for Programs, Schools, and Staff

The following resources offer support for superintendents, program directors, principals, teachers, providers, and other staff to prevent and eliminate expulsions and suspensions in early childhood settings.

- **Social, emotional, and behavioral health:**
  - **Center on the Social and Emotional Foundations for Early Learning**
    http://csefel.vanderbilt.edu/
  - **Technical Assistance Center on Social Emotional Intervention**
    http://challengingbehavior.fmhi.usf.edu/
  - **Positive Behavioral Interventions and Supports**
    https://www.pbis.org/
  - **Center for Early Childhood Mental Health Consultation**
    http://www.ecmhc.org/
  - **National Center on Early Childhood Health and Wellness**
    http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health

- **Universal developmental and behavioral screenings:**
  - **Watch Me! Celebrating Milestones and Sharing Concerns - Training for Teachers**
    http://www.cdc.gov/ncbddd/watchmetraining/index.html
  - **Birth to 5: Watch Me Thrive!**
    http://www.acf.hhs.gov/programs/ecd/child-health-development/watch-me-thrive
  - **Learn the Signs. Act Early.**
    http://www.cdc.gov/ncbddd/actearly/index.html

- **Partnering with community service providers:**
  - **Birth to 5: Watch Me Thrive! A Community Guide for Developmental and Behavioral Screening**
    https://www.acf.hhs.gov/sites/default/files/ecd/communities_guide_march2014.pdf
  - **Legacy for Children™ Parenting Intervention**
    http://www.cdc.gov/ncbddd/childdevelopment/legacy.html
  - **Early Childhood Technical Assistance Center**
    http://ectacenter.org/
  - **Association of University Centers on Disabilities**
    http://www.aucd.org/directory/directory.cfm?program=UCEDD

- **Forming strong relationships with parents and families:**
  - **National Center on Parent, Family, and Community Engagement: Resources A-Z**
    http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/resources.html
  - **Family and Provider/Teacher Relationship Quality Measures: Updated User's Manual**
    http://www.acf.hhs.gov/programs/opre/resource/family-and-provider-teacher-relationship-quality-measures-users-manual
  - **National Association for the Education of Young Children: Engaging Diverse Families**
    http://www.naeyc.org/familyengagement

- **Nondiscriminatory discipline:**
  - **U.S. Department of Education Office of Civil Rights Data Collection**
    http://www.ocrdata.ed.gov
  - **U.S. Departments of Education and Justice Notice of Language Assistance: Dear Colleague Letter on Nondiscriminatory Administration of School Discipline** [PDF, 5MB]
  - http://www.ed.gov/ocr/letters/colleague-201401-title-vi.pdf

October 31, 2016

TO: BOARD CHAIRPERSON
Mr. Bill Sell
Celina City Schools / 05CH8467
Mercer County Head Start
6731 State Route 219
Celina, OH 45822

Dear Mr. Sell,

This letter is to notify you that your program will receive an Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) review in FY2017. DLH Danya will send you written notification of your review dates 45 days prior to the start of the review. The monitoring schedule for your program is indicated below.

Monitoring Review Schedule for Fiscal Year 2017*

05CH8467	Eligibility, Recruitment, Selection, Enrollment, and Attendance

* The OHS may conduct Follow-Up and Targeted reviews as necessary

You will be assigned a Monitoring Event Coordinator as your partner and primary point of contact. Your assigned Monitoring Event Coordinator will be in touch with you in the next few weeks. If you have immediate questions please contact us at hsreviewplanning@danya.com. We will answer any questions you may have.

Sincerely,

DLH Danya Scheduling Team

cc: Ms. Amy Esser
       Dr. Ken Schmiesing

Agency: Mercer County Head Start

Site: All

Currently Enrolled= 115

406 - EPSDT status Report

	Up-To-Date	Not Up-To-Date
Dental	99	16
Growth Assessment	87	28
HCT or HGB	73	42
Hearing	115	0
Lead Screening (Mandated)	78	37
Vision	110	5

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

Up-To-Date	Not Up-To-Date
78	37

Physicals   74   41

Justification of Teaching Strategies GOLD Snapshot Report

Teaching Strategies GOLD is the on-line software assessment system utilized by Celina City Schools Head Start program.

By mandate, the program is required to have 3 data pulls to analyze children's progress.

Celina City Schools Head Start first data pull date was October 28th. The information from this data draw serves as our program's baseline data. We will analyze and monitor children's growth rates during the next two data draws, February and May.

As the year progresses, we will see children migrate from below and meeting to meeting and exceeding.

Justification of Teaching Strategies GOLD Goals Report

Head Start programs must establish specific school readiness goals to ensure that when children enter kindergarten they are ready to learn. Teaching Strategies GOLD is aligned with the federal Head Start Early Learning Outcomes Framework as well as Ohio Department of Education ELA.

The goals report you are viewing demonstrates how children are progressing to achieve the Celina City Schools school readiness goals.

As the year progresses, we will see children migrate from not meeting to meeting and exceeding.

Demonstrating & Implementing

Celina City Schools Head Start has 3 periods of data collection that culminate in a data pull date. These are referred to as "checkpoints". Teachers are provided guidance on the amount of data they are to gather on each child weekly in their classrooms. Once their data is "finalized" the system allows the administrator to "draw down data". Many reports can be run for examination. These include individual child, classroom, site, and program. These reports are crucial to program planning. After each checkpoint date, there is a Data Dialogue scheduled in which teaching staff are provided with data reflective of their classroom. This data packet includes TSGOLD reports, attendance reports, health reports, and special population reports. The purpose is to ensure that when teachers are writing implementation plans to achieve school readiness objectives that they plan for the "whole child", the "whole family" the "whole class" and the "whole program".

Teaching Strategies

Teaching Strategies GOLD® Goals Report

Goal Set Name: Fall 2016 3 year old SR Goals
Checkpoint Period: Fall 2016/2017
Checkpoint Types: Finalized Checkpoint ratings
Age or Class/grade at Checkpoint Period: Program
Report Level: Program
Demographics
Gender: All
Race: All
Ethnicity: All
Primary Language: All
Funding Source(s): All
Custom Questions: All
Birth Date: any
First Day In Program: any

2a. Forms relationships with adults

		Fall 2016/2017			
	Custom Goal Expectations	# Children	Average	# Children Not Meeting	% Children Not Meeting	# Children Meeting	% Children Meeting
Mercer County Head Start	6	19	5.1	9	47.4%	10	52.6%

5. Demonstrates balancing skills

		Fall 2016/2017			
	Custom Goal Expectations	# Children	Average	# Children Not Meeting	% Children Not Meeting	# Children Meeting	% Children Meeting
Mercer County Head Start	5	19	4.3	8	42.1%	11	57.9%

8a. Comprehends language

		Fall 2016/2017			
	Custom Goal Expectations	# Children	Average	# Children Not Meeting	% Children Not Meeting	# Children Meeting	% Children Meeting
Mercer County Head Start	5	19	4.0	11	57.9%	8	42.1%

11c. Solves problems

	Custom Goal Expectations	# Children	Average	Fall 2016/2017			
				# Children Not Meeting	% Children Not Meeting	# Children Meeting	% Children Meeting
Mercer County Head Start	4	19	3.1	11	57.9%	8	42.1%

16b. Uses letter-sound knowledge

	Custom Goal Expectations	# Children	Average	Fall 2016/2017			
				# Children Not Meeting	% Children Not Meeting	# Children Meeting	% Children Meeting
Mercer County Head Start	1	18	0.5	9	50.0%	9	50.0%

20b. Quantifies

	Custom Goal Expectations	# Children	Average	Fall 2016/2017			
				# Children Not Meeting	% Children Not Meeting	# Children Meeting	% Children Meeting
Mercer County Head Start	3	18	1.6	13	72.2%	5	27.8%

Teaching Strategies

Teaching Strategies GOLD® Goals Report

Goal Set Name: Fall 2016 PreK SR Goals
Checkpoint Period: Fall 2016/2017
Checkpoint Types: Finalized Checkpoint ratings
Age or Class/Grade at Checkpoint Period: Pre-K 4 class/grade (Blue)
Report Level: Program
Demographics
Gender: All
Race: All
Ethnicity: All
Primary Language: All
Funding Source(s): All
Custom Questions: All
Birth Date: any
First Day In Program: any

2a. Forms relationships with adults

| | Custom Goal Expectations | # Children | Fall 2016/2017 | | | | |
			Average	# Children Not Meeting	% Children Not Meeting	# Children Meeting	% Children Meeting
Mercer County Head Start	7	92	6.0	49	53.3%	43	46.7%

5. Demonstrates balancing skills

| | Custom Goal Expectations | # Children | Fall 2016/2017 | | | | |
			Average	# Children Not Meeting	% Children Not Meeting	# Children Meeting	% Children Meeting
Mercer County Head Start	6	91	5.5	36	39.6%	55	60.4%

8a. Comprehends language

| | Custom Goal Expectations | # Children | Fall 2016/2017 | | | | |
			Average	# Children Not Meeting	% Children Not Meeting	# Children Meeting	% Children Meeting
Mercer County Head Start	6	91	5.2	46	50.5%	45	49.5%

11c. Solves problems

	Custom Goal Expectations	# Children	Average	Fall 2016/2017		
				# Children Not Meeting	% Children Not Meeting	# Children Meeting	% Children Meeting
Mercer County Head Start	5	91	4.5	41	45.1%	50	54.9%

16b. Uses letter-sound knowledge

	Custom Goal Expectations	# Children	Average	Fall 2016/2017		
				# Children Not Meeting	% Children Not Meeting	# Children Meeting	% Children Meeting
Mercer County Head Start	3	89	1.0	86	96.6%	3	3.4%

20b. Quantifies

	Custom Goal Expectations	# Children	Average	Fall 2016/2017		
				# Children Not Meeting	% Children Not Meeting	# Children Meeting	% Children Meeting
Mercer County Head Start	4	91	2.9	61	67.0%	30	33.0%

Mercer County Head Start

Teaching Strategies GOLD® Snapshot Report

November 11, 2016

Overview

The Snapshot Report shows the scores of an individual child or group of children at one point in time, like a photograph. You can generate one graph to show that a child is or a group of children are below, meeting, or exceeding expectations for an area of development and learning; an objective; a dimension; or another outcome, such as a Head Start performance standard or state early learning standard. Another graph shows each child's developmental level for only a particular objective or dimension. These graphs enable a teacher or administrator to see at a glance the status of each child or group of children.

This report helps you understand how you can best support children. Consider whether a child is younger or older than most of the children in the group or grade, whether the child recently entered the program or school, whether the child has a disability, or whether there are family or language issues to explore.

Profile of Children

Out of **113** possible children, **110** children have enough *GOLD* data in **Fall 2016/2017** to be included in this report.

The **110** children included in this report are in **9** classes in **1** sites and have the following demographics:

Gender:	Male: **50%** Female: **50%**
Race:	White: **86%** Black or African American: **2%** Other Asian: **1%** Other Pacific Islander: **7%** White and Black or African American: **2%** All other combinations: **2%**
Ethnicity:	Not Spanish/Hispanic/Latino: **94%** Mexican: **3%** Unknown Hispanic: **1%** Other Hispanic: **1%** Unknown: **2%**
IFSP/IEP Status:	Children Without IFSP: **100%** Children With IFSP: **0%** Children Without IEP: **92%** Children With IEP: **8%**
Funding Source(s):	Head Start: **105**
Age or Class/Grade:	Preschool 3 class/grade (Green): **17%** Pre-K 4 class/grade (Blue): **83%**
Primary Language:	English: **94%** Spanish: **1%** Unknown: **2%** Other: **4%**

Note: At the beginning of the year, it is appropriate for a student's skills and abilities to fall below widely held expectations for his age or class/grade because he may not have received instruction for that level. In Kindergarten, for example, we would expect him to come into Kindergarten with those skills represented just before the purple color band begins, or where blue meets purple but doesn't overlap.

Table 1: Social-Emotional by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Mercer County Head Start	62	56%	34.8	48	44%	46.9			

Table 2: Physical - Gross Motor by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Mercer County Head Start	61	56%	14.6	48	44%	17.9			

Table 3: Physical - Fine Motor by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Mercer County Head Start	33	30%	8.1	76	69%	11.5	1	1%	16.0

Table 4: Language by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Mercer County Head Start	58	53%	33.2	52	47%	44.7			

Table 5: Cognitive by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Mercer County Head Start	55	50%	35.0	55	50%	47.0			

Table 6: Literacy by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Mercer County Head Start	60	56%	21.3	48	44%	38.1			

Table 7: Mathematics by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Mercer County Head Start	82	75%	19.2	27	25%	32.7			