

Head Start Monthly Report August 2017

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:

- August 2017 – Credit Card statement - \$181.80
7/19/17 \$181.80 Franklin Covey Inserts

B. Program Information Summary

The month of July was filled with recruitment, enrollment, administrative, & personnel tasks. The Family Engagement staff along with other Head Start staff and families participated in WIC's Healthy Kids Day and the Lake Festival parade. The new billboard advertising Mercer County Head Start is located near McDonalds on SR 29 and will be up through August. The Director and Managers have been working with the maintenance & custodial staff to ensure the building is ready for students on the first day of school. Three head teachers have resigned their positions with the program. Kathy Fleagle, retired after 25 years of service to Mercer County Head Start. Two additional teachers opted to find other employment that met the needs of their personal family situations. The Health Manager and Director have been busy notifying and educating staff about the new background check requirements by the HSPPS.

The Director continues to work towards completion of the Continuation Grant due September 1st. The Grantee's program Information Report is due August 31st. The grantee purchased a shadow database to access the previous year's COPA data required to complete the PIR. The Director entered into contractual agreements with Loving Guidance for continued Conscious Discipline coaching and Jeanne Poepelman for Practice - based Coaching for PY 17/18.

Jenny Buehler, the grantee's TTA specialist through STG International provided the annual Training and Technical Assistance plan (see attached).

The Director completed the agency program Planning Calendar.

The Education Manager developed a training for Education staff with Teaching Strategies. The training will be held in August.

Two teachers, Sue Stachler and Ashley Klingshirn will be attending Conscious Discipline training for 2 days in August. The training is provided by OHSAL.

The Health Manager, Angie Stephenson attended CACFP training provided by ODH.

Angie Stephenson and Vicky Nuding will be attending the Transportation Day training in August provided by OHSAL.

The program's Parent Ambassador, Forrest Shannon will be attending parent training in August as well.

The Director attended the Fatherhood Initiative meeting in July. The subcommittee is a derivative of the COLT group. The Director provided the group with information on efforts made by Head Start to reach out to fathers. The committee would like to partner with Head Start's Cardboard Challenge event in October.

The Director emailed and mailed updated MOU to New Horizon's Community Church for the site in Rockford. As of this report, the Pastor of the church has not returned the MOU. The Health Manager met with the pastor in early August requesting the MOU as soon as possible.

Education – no report

Mental Health – Updated contract with Conscious Discipline coach

Disabilities – Education Manager collaborates with ESC Preschool Supervisor on combined classroom

Health –Over 40 families attended Head Start Health screening day. We continue to serve our highest at-risk population of the summer months supporting them with health needs and follow up services.

ERSEA – 86 Head Start children have been accepted. The Full Day program at Ed Complex is full. Twenty slots were available and over 40 families requested the program. 8 children have been accepted into the ECE – funded slots.

Family Engagement - Director updated contract with Foundations to include parenting classes for Head Start families to ensure compliance with HSPPS.

C. Enrollment / Attendance

No information to report.

Enrollment by Program Option:

Half Day PY Head Start	N/A
Full Day School Year (6 hour day)	N/A

Attendance by Program Option:

Half Day PY Head Start	N/A
------------------------	-----

Full Day School Year	N/A
----------------------	-----

D. CACFP report - CACFP claimed meals

Month Served	July 2017
Total Days Attendance	Rockford - 0 Franklin 0
Total Breakfast	0
Total Lunches	0
Total Snacks	0
Total Meals	0

E. Financial Audit - N/A

F. Annual Self-Assessment

- Completed March 2017

G. Community Assessment

- Completed December 2016

H. Communication and guidance from the Secretary

- PIs, IMs (see attached)

Attachments to report:

Update on Long-term and short-term grant goals (attached)

Practice-based Coaching Policy (attached)

T/TA plan

Request for approval of the submission of Head Start Continuation grant. Requesting the approval to submit the Continuation grant request for PY 17/18 (December 1, 2017 – November 30, 2018) in the amount of \$1,393,105. The Consolidated Appropriations Act of 2017 enacted May, 2017, established the appropriation for the Head Start program for Fiscal Year 2017. The appropriation for the Head Start program included an increase for a cost of living adjustment (COLA) of 1 percent, depending on final funding decisions. This application asks for the continuation of Head Start services for Mercer County, Ohio serving 158 children. \$1,373,873 is designated for Head Start operations, and \$19,232 is designated for training and technical services.

Request approval for the Mercer County Head Start Family Handbook.

Respectfully submitted,

Amy Esser
Executive Director

ACCOUNT ACTIVITY (CONTINUED)

Date of Transaction	Merchant Name or Transaction Description	\$ Amount
07/19	FRANKLINCOVEYPRODUCTS 800-819-1812 UT AMY ESSER TRANSACTIONS THIS CYCLE (CARD 5223) \$181.80	181.80
07/13	Payment Thank You - Web	-9,624.62
07/17	Ohio Association of Sc 6144319116 OH THOMAS S SOMMER TRANSACTIONS THIS CYCLE (CARD 4245) -\$9,021.62 INCLUDING PAYMENTS RECEIVED	603.00

2017 Totals Year-to-Date	
Total fees charged in 2017	\$0.00
Total interest charged in 2017	\$0.00

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

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	14.24% (v)(d)	-0-	-0-
CASH ADVANCES			
Cash Advances	20.24% (v)(d)	-0-	-0-
BALANCE TRANSFERS			
Balance Transfer	14.24% (v)(d)	-0-	-0-

(v) = Variable Rate

(d) = Daily Balance Method (including new transactions)

(a) = Average Daily Balance Method (including new transactions)

30 Days in Billing Period

Please see Information About Your Account section for the Calculation of Balance Subject to Interest Rate, Annual Renewal Notice, How to Avoid Interest on Purchases, and other important information, as applicable.

HEAD START - 2017 GRANT

REVENUE								
	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING			
Federal Revenue	552,920.00	0.00	552,920.00	642,000.00	-89,080.00			
CACFP Revenue	0.00	88,230.00	88,230.00	41,019.45	47,210.55			
Other Local	0.00	0.00	0.00	1,910.02	-1,910.02			
Refund prior year exp	0.00	0.00	0.00	0.00	0.00			
Board advance	0.00	50,000.00	50,000.00	0.00	50,000.00			
Total	552,920.00	138,230.00	691,150.00	684,929.47	6,220.53			
EXPENSES								
	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE	ANTICIPATED ACCRUAL
Salary	558,908.00	0.00	558,908.00	378,870.33	180,037.67		180,037.67	
Fringe Benefits	281,236.00	0.00	281,236.00	218,814.24	62,421.76		62,421.76	
Programming	49,464.00	4,230.00	53,694.00	25,101.69	28,592.31	18,559.12	10,033.19	
Supplies	78,500.00	84,000.00	162,500.00	35,097.85	127,402.15	5,549.82	121,852.33	
Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Expenditures	94,000.00	0.00	94,000.00	1,805.00	92,195.00	0.00	92,195.00	
PA22 subtotal	1,062,108.00	88,230.00	1,150,338.00	659,689.11	490,648.89	24,108.94	466,539.95	
Training & Technical Services								
Training & technical serv (job code 400)	419	0.00	12,500.00	12,082.43	417.57	6,660.50	-6,242.93	
Staff out of town travel	439	0.00	11,000.00	8,178.19	2,821.81	1,448.00	1,373.81	
Subtotal Purch Service			23,500.00	20,260.62	3,239.38	8,108.50	-4,869.12	
Training & Tech Supplies			1,000.00	581.89	418.11	425.50	-7.39	
Subtotal Supplies			1,000.00	581.89	418.11	425.50	-7.39	
T&TA -PA20		0.00	24,500.00	20,842.51	3,657.49	8,534.00	-4,876.51	
Return of Board Advance		0.00	50,000.00	0.00	50,000.00	0.00	50,000.00	
TOTALS	1,086,608.00	138,230.00	1,224,838.00	680,531.62	544,306.38	32,642.94	511,663.44	

TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES \$ 4,397.85

June, July, August 2017

In-Kind	Hours	Amount per hour	Total
Support Personnel			
Beth Smalley		\$51.00	\$0.00
Pam Dorsten		\$48.85	\$0.00
Steph Will		\$39.85	\$0.00
Summer Custodians (2)	640	\$11.26	\$7,206.40
Andrea Hemmert		\$29.38	\$0.00
Custodian Monthly & Uniform	Monthly \$5002.36	Uniform \$23.40	\$5,025.76
OT/PT Assistant		\$40.50	\$0.00
PT/OT		\$62.20	\$0.00
ELL		\$27.70	\$0.00
Speech-Shelly Grothause		Monthly \$6339.75	
Speech		\$52.00	\$0.00
		Sub Total	\$12,232.16
Building Usage			
Utilities	electric, sewage, trash, snow/mow, phone		\$3,461.33
Maintenance		\$519.13 per month	\$519.13
Treasurer's Office Personnel		1131.29 per month	\$1,131.29
		Sub Total	\$5,111.75
Volunteer			
Cafeteria Assistants		\$16.10	\$ -
Tri Star / WSU Volunteers		\$16.10	\$0.00
Librarian		\$19.75	\$0.00
		Sub Total	\$0.00
Goods & Services			
		Total	
CJ Highmarks for PC	20%discount		\$11.90
At Home Activities		\$16.10	\$0.00
Parent Classroom Volunteer/POP's		\$16.10	\$0.00
Perry Pro Tech shipping			\$8.06
Policy Council / HSAC	7.25	35.28	\$255.78
		Sub Total	\$275.74
Mileage			
	Total Miles	Amount Per Mile	
PC members	36	0.555	\$19.98
Total This Month			\$17,639.63
In-Kind Needed Each Month:			
\$28,195			
		Annual required inkind	\$321,657.00
		Inkind needed to date	\$101,300.32

Mercer County Head Start Policies and Procedures

P/P Topic:	Coaching	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	
Subpart:	<i>I. Human Resources</i>	Last Reviewed Date:	
Section Title(s):	<i>Staff qualifications and competency requirements & Training and professional development</i>	Implementation Responsibility:	Education Manager
Related Performance Standard(s):	1302.91(f) 1302.92(c)	Monitoring Responsibility:	Director

(A) Policy	<p>(f). Coaches – A program must ensure coaches providing the services described in 1302.92(c) have a minimum of a baccalaureate degree in early childhood education or a related field.</p> <p>(c). A program must implement a research-based, coordinated coaching strategy for education staff that:</p> <ol style="list-style-type: none"> 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 opportunity 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: <ol style="list-style-type: none"> (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
------------	---

	<p>coaching strategies aligned with program performance goals;</p> <p>(iii). Provide ongoing communication between the coach , program director, education director, and any other relevant 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</p> <p>5. Established 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>
(B) Responsible Party	Education Manager
(C) Procedure	<p>Please see the job description for Educational Coach.</p> <p>Mercer County Head Start utilizes <i>Practice-Based Coaching</i>, as the approved research-based coaching strategy.</p> <ul style="list-style-type: none"> • The Education Manager utilizes a matrix of information including but not limited to: CLASS observations, classroom observations, TSGOLD data, school readiness indicators, and mental health observations to assess each individual teacher’s skill set, strengths and areas of growth. • The Education Manager reviews assessment findings with Head Start Director to determine which teacher(s) are in need of intensive coaching and which teacher(s) may benefit from less intensive support. • Intensive Coaching plans allow for (2) observations a month conducted by the coach with protected time to immediately follow (barring no unforeseen complications) to discuss observation, plan, and receive feedback. Additionally, the coach will provide additional assistance through email and phone contact. The coach and coachee will discuss and mutually agree to a variety of modeling and mentoring experiences so that the coachee benefits from a variety of resources. • Staff identified as needed additional support but not at the level of intensive coaching, may receive coaching from the PBC coach on a less intense basis. Less intense basis is defined as fewer contacts and observations and more informal arrangements as discussions and the use of resources identified by the

	<p>program and Head Start.</p> <ul style="list-style-type: none">• Coaching goals are directly tied to the program's school readiness goals and overarching programmatic goals. Coaching goals are then embedded in an employee's individual professional development plan.• The job description and requirements of the coach are such that the individual has vast experience in working with education staff in a variety of models as well as significant experience in Head Start, understands the HSELOF, and is trained in the PBC strategy.• Mercer County Head Start education monitoring plan & practice-based coaching plan includes regularly scheduled meetings between the Education Manager and the coach as well as with the Director, and other coaches to provide a comprehensive coordinated approach.• Staff receiving coaching must not assume that the coaching process is punitive in nature, but as a resource to professional development. The coach and Education Manager will provide the coachee with regular updates as to progress. If at any time, progress becomes negative in nature, further discussions will occur with the employee, supervisor, and Director (if warranted) to discuss further steps. The coach will not be a part of the discussion. Any disciplinary actions will follow in accordance to the OAPSE Negotiated Contract.
--	--

Having trouble reading this email? Try the web version



**ADMINISTRATION FOR
CHILDREN & FAMILIES**
Office of Head Start

Dear Head Start and Early Head Start Programs:

As Fiscal Year (FY) 2017 draws to a close, I want to acknowledge the hard work and tremendous efforts programs have made toward understanding and implementing the Head Start Program Performance Standards (HSPPS) published on September 6, 2016. Federal staff, along with our National Training and Technical Assistance (T/TA) Centers and Regional T/TA Networks, have devoted the last 10 months to providing learning opportunities and materials to support local programs as you assessed the changes necessary to meet the new HSPPS. This past year has been a learning experience for us all and we have gleaned so much insight from the questions that you have asked us along the way.

The Office of Head Start (OHS) continues to receive positive feedback about the organization, clarity, and increased flexibility of the HSPPS. At the same time, we also recognize that some requirements need additional guidance to support implementation. To that end, OHS is working with the National T/TA Centers to develop and disseminate resources and suggestions to support programs' ongoing implementation efforts. We are enhancing information provided through our website, the Early Childhood Learning and Knowledge Center (ECLKC), as well as sponsoring MyPeers communities where many of you are regularly communicating with other program staff across the country about the Performance Standards and other topics.

As a result of the new HSPPS, OHS has revised its monitoring protocols and processes to align with the new standards. OHS will begin a formal roll-out of the aligned system in early September. We have received many questions about which standards will be included in this upcoming monitoring season, so I want to share with you the HSPPS that will not be included in FY 2018 monitoring.

Most standards became effective on November 7, 2016; 60 days after the HSPPS were published in the Federal Register. However, several standards have effective dates after November 7, 2016 and those are listed in the compliance table at the end of the HSPPS. These standards will not be included in the fiscal year (FY) 2018 monitoring protocols, with two exceptions. The two exceptions will be for the longstanding requirements on curriculum (45 CFR § 1302.32(a)) and assessment (45 CFR § 1302.33(b)) that are included in the compliance table because of some additions to the earlier requirements. For these standards, monitoring this year will only focus on the longstanding provisions from the Head Start Act on curriculum and the previous section 1307 (now 45 CFR § 1304.11(b)) on assessment. However, we expect that programs will continue to work toward full implementation of all the regulations in the compliance table by the effective dates.

Many years ago, we would close a letter written in July with wishes for a restful summer, but we know that summers are now filled with program planning, professional development, and for many, ongoing program operations. I encourage you to take some time to reflect with your staff on how much of a difference your program makes in the lives of young children and families every day.

Thank you for the work you do.

Sincerely,

Ann Linehan
Acting Director
Office of Head Start



HEAD START

Regional T/TA Network

TECHNICAL ASSISTANCE SERVICE PLAN

Date of Request/Revision(s): May 24, 2017

Grantee Agency: Celina City Schools

Contact Information		Grant #:	05CH8467
Address:	585 E. Livingston St. Celina, Ohio 45822		Funded Enrollment:
			158
Phone:	(419) 268-0301		Head Start
Website:	www.mercerheadstart.org		Early Head Start
Executive Director:	Dr. Ken Schmiesing	Fiscal Director:	Mr. Tom Sommer
Email Address: ken.schmiesing@celinaschools.org		Email Address: tom.sommer@celinaschools.org	
Head Start Director:	Ms. Amy Esser	Education Coordinator:	Ms. Sandy Stammen
Email Address: amy.esser@CelinaSchools.org		Email Address: sandy.stammen@celinaschools.org	
Program Specialists:	Michael Butler	Grants Management Specialist	Erin Wright
Email Address: Michael.butler@acf.hhs.gov		Email Address: erin.wright@acf.hhs.gov	
Supervisory Program Specialist:	Karen McNamara		
Email Address: karen.mcnamara@acf.hhs.gov			
EC Specialist:	Jennifer Buehler	Grantee Specialist:	N/A
Email Address: jbuehler@etas.stginternational.com		Email Address:	
Reason for Services		TSP Date:	
Monitoring		Monitoring Citations/TTA Areas (List)	
Deficiency:	N/A (Date)	N/A	
Noncompliance:	N/A (Date)		
Area of Concern			
Regional Office Concern	N/A		
Promoting/Sustaining Program Quality	N/A		
Other:			
New Director		New Grantee	
New CFO		Other	

Data Reviewed:

HSES- Monitoring data; PIR data, Grantee Application, Grantee Interview/ joint internal data review
3/6/17-3/7/17- ERSEA Review conducted; no area of non-compliance found
4/26/16- EnvHS review conducted: no area of non-compliance found

Data Analysis/Summary:

Coaching- the Grantee attended the OH PBC-LA in 2016. Beginning in the 2016 school year the Grantee provided intensive coaching through a contracted coach to 3 classrooms. The Grantee utilizes the PBC model to provide coaching.

CLASS Scores (most current OHS Monitoring)
previous DRS due to CLASS; Update 10/6/2015

Federal Review Date: Recent Fed Review: 03/11/2012;

PC	NC	TS	RSP	BM	P	ILF	CD	QF	LM	ES	CO	IS
6.43	1.00	5.86	6.14	5.93	6.07	5.79	2.07	2.29	2.29	6.3571	5.9286	2.09
6.06	1.28	5.44	5.44	5.67	6.22	5.17	1.89	2.28	3.28	5.9167	5.6852	2.2815

Grantee Interview:

2 staff reliable in CLASS: Director reliability date in January, Education Manager in March. Ongoing need of teachers for Instructional Support and understanding the effective practices measured. Begin to use the CLASS video library as an ongoing source of PD for teachers. Identify that teachers need support for using those higher order thinking skills and open ended questions.

Internal CLASS data: Found that all scores went up through the school year from Fall to Spring.

Spring Internal scores (average of 6 classrooms)- PC- 6.57, NC- 1.00, TS- 5.93, RSP- 5.10, BM-5.89, P- 6.18, ILF- 5.51, CD- 3.64, QF- 3.22, LM- 3.5

Implementation of ELOF-

- teaching staff have the ELOF resources so
- familiar with the domains and sub domains
- plans for the 2017-2018 school year to ensure that the ELOF, ODE, TS GOLD standards are addressed through lesson planning
- Ongoing need for a continued focus in using ELOF and effective teaching practices to guide instruction and planning.

Different service options will be offered for the 2017-2018 school year including duration (full day), co-teaching classroom with a focus on special needs, slots in a public preschool classroom, and extended day classrooms.

Ongoing assessment-

- impacted due to OH requirements of ODE and Step Up to Quality expectations for implementation of required ELA (Early Learning Assessment)
- double requirement of teachers to input and complete assessment system
- Potential need for alignment of the two systems to help support the teachers in completing

Active Supervision-

- A training was provided in 2016
- newer staff did not receive the training
- Planning to cut down on number of transitions
- Due to move of the Program to new location, new zoning maps and transition routes will need to be considered
- Ongoing monitoring occurs formally at least once a year and informal observations ongoing.
- Potential need to reduce a paperwork process related to AS in order to better monitor children

SR DATA/ Outcomes-

- Math continues to be a focus of PD needs
- Math and literacy are lowest areas of growth
- Expected outcomes of SR were achieved in all areas of SR goals except for 16b- Uses letter sound knowledge and 21 quantifies (both for 3 year olds)
- Ongoing focus of PD on teaching practice related to math and literacy
- Review of SR data shows that Social Emotional growth was highest which grantee contributes to implementation of Conscious Discipline

Through internal data analysis by exploring gender, attendance, teacher, family situation, age, and number of years in Program the Grantee can point the Program to which teachers may qualify for coaching and ongoing PD support. Identified that children in full day services continue to obtain higher outcomes. Teachers need ongoing support to understand the data and the reports they have access to that may inform classroom instruction.

Coaching-

- Used SR, CLASS, and Conscious Discipline data to determine impacts of coaching
- Identified that factors that contributed to children not reaching benchmarks in other classrooms were not seen in those classrooms where coaching was provided
- Continue to identify the types of data that will inform coaching needs
- Continues to work with Conscious Discipline coach and plans developed with that coach to support implementation

DLL-

- Serve a population of Marshallese families, representing about 7% of enrollment
- receive weekly services provided by the school district for ongoing language support for children who speak languages other than English
- Support from school for teachers is provided to increase skills in teaching DLL children
- Grantee seeks ongoing support for implementation of the Big Five to support DLLs as well as increase practices for supporting all children with language and literacy development.

Family Services-

- Family advocates develop effective and positive relationships with families
- Grantee identified that more consistent home visits will support a more intentional goal setting process
- Recognize that chronic attendance problems are an overall program issue
- identifies the lack of resources in the county to support the high percentage of families in need of mental health services and drug abuse services.
- Identifies a need to connect family outcomes data to the 7 FEO.

Health Services-

- obtaining lead tests/ partnering with Health Services to gain onsite lead services
- Local physicians do not always cooperate with the testing.
- No pediatric dental providers in local areas so dental follow ups a challenge.
- Vaccinations, hearing, and vision screenings all up to date
- Focus on ongoing implementation of IMIL to help combat the high obesity rate of 43% of children being overweight or obese

Outcomes/Impacts	TTA Strategies/Activities	TTA Dates	Outputs	Inputs
<p>Deepen education staff's understanding of the correlation between various educational expectations on child outcomes.</p>	<p>Provide TA to connect effective practices to the ELOF, curriculum, ODE Standards, and TS GOLD standards</p>	<p>November 8, 2017</p>	<p>Documents created to support a connection between coaching, teaching practices, and educational standards (ELOF, ODE, TS GOLD)</p>	<p>NCEDTL Effective Practice Guides ELOF Implementation Guides ELOF TS GOLD Objectives Director and Education Manager</p>
<p>Create a streamlined assessment process that decreases the time teachers spend on ongoing child assessment.</p>	<p>Provide TA to assist in creation of a document which aligns content of the OH ELA and TS GOLD ongoing assessment objectives</p>	<p>November 8, 2017</p>	<p>Alignment document created to connect OH ELA and TS GOLD</p>	<p>OH ELA document TS GOLD objectives resource Director and Education Manager</p>
<p>Provide a reliable system for monitoring effective adult-child interactions</p>	<p>Provide TA to conduct CLASS Reliable Observers tandem coding</p>	<p>November 30, 2017</p>	<p>Grantee will complete CLASS tandem coding reliably.</p>	<p>Teachstone eBooks CLASS Manual CLASS Dimensions Guide Head Start Director Education Manager</p>
<p>Utilize effective teaching practices that support high quality interactions and effective math teaching practices.</p>	<p>Provide training to connect effective interactions and effective teaching practices that support higher level thinking and improved cognitive skills.</p>	<p>September 8, 2017</p>	<p>Connect effective teaching practices to math teaching and effective interactions practices.</p>	<p>NCQTL Suites CLASS Video Library Effective Practice Guides CLASS Video Library Companion Math Toolkit Education Staff and Education Manager</p>
<p>Create a more streamlined process for active supervision</p>	<p>Provide TA to conduct side by side monitoring of transitions to bus/school. Conduct side by side monitoring of active supervision with a focused on transitions.</p>	<p>September 7, 2017</p>	<p>Review Active Supervision monitoring practices to determine where improvements may be needed.</p>	<p>Active Supervision Implementation Form Tools for Supervisors- Zoning and Transitions Health Coordinator</p>

Support education staff's understanding of effectively collecting and using child outcome data	Provide TA to support development of an assessment guidance document that guides child observations, data collection, and analysis	November 8, 2017	Create a rough draft of an assessment guidance document	Measuring what Matters Exercises in Data Management TS GOLD Reports Resource Foundations of Excellence 4 Data Activities
Utilize data to inform PD strategies for education staff.	Provide TA to develop a coaching impact data and teacher assessment monitoring tool which will help to inform PD planning.	February 22, 2018	Create monitoring tool that tracks teacher monitoring data and PD needs.	Director and Education Manager PBC Leaders Guide TS GOLD Reports Resource Effective Practice Guides Gathering Information to Evaluate Implementation of PBC Director Education Manager Coach
Build capacity to deliver training on effective language and literacy practices.	Provide Training resources to build a training for education staff on the big five to support language and literacy development for all children with a focus on DLLs.	March 28, 2018	Plan and create Big Five Training	Big Five Resources Language Modeling Suite and Resources
Utilize data on family needs and progress to inform Program planning and services.	Provide TA to support the development of a data collection system that connects family goals and outcomes.	November 8, 2017	Identify how to connect family outcome data to the 7 family engagement outcomes	Education Manager Measuring What Matters Goal Setting with Families 4 Data Activities PFCE Manager
Provide consistent movement and nutrition activities to children's daily learning.	Provide TA to support development of an implementation plan and expectations for IMIL implementation.	August 8, 2017	Create an implementation plan that highlights expectations for daily IMIL experiences.	IMIL Resources Health Coordinator Education Manager

Section 1. Program Design and Approach to Service Delivery

Sub – Section A: Goals

1. No updates or changes have occurred in the Long Term Goals, Short Term Objectives and Expected Outcomes since submission of the baseline application. Areas identified for program improvement are noted on the Agency Self-Assessment Plan of Action. The progress achieved to date is indicated below each goal.
2. Long-term program goals include: fiscal integrity, quality comprehensive school readiness, family engagement, community partnerships, and hiring and maintaining highly qualified staff. Progress towards reaching program goals throughout year three are outlined in the following narrative:

Goal 1: Clearly described and fully compliant fiscal management and oversight

Objective 1: New Head Start Director and Treasurer participated in T/TA with grantee specialist assigned through Region V to develop working knowledge of fiscal oversight, requirements of fiscal integrity, and local, state, and federal requirements.

PROGRESS: This objective was met. Celina City Schools hired a new District Treasurer in August, 2016. The new District Treasurer and Head Start Director attended a three – day Fiscal Institute provided by Region V in Chicago, Illinois, in November, 2016. Additionally, the Head Start Director attended fiscal training sessions Ohio Head Start Association’s June Leadership Conference in 2016. Continuation of training on UAR and reporting procedures will be necessary to obtain goal of full compliance. The Head Start Director and the District Treasurer’s office continue to update and review the program’s fiscal policy manual ensuring that federal guidelines as well as school district

policy and procedures are clearly written and communicated to staff with a goal of fiscal integrity.

Goal 2: Children gain competency in key elements of school readiness

Objective 1: Teachers use school readiness teaching strategies

PROGRESS: This objective was met. After a complete and thorough review of school readiness data, the management team targeted professional development activities throughout the program planning calendar to ensure school readiness achievement. During the program's pre – service training, *Teaching Strategies* provided education staff with a complete review and implementation training on the use of *Creative Curriculum, 5th Edition* and all of the materials associated with the curriculum including *Mighty Minutes* and *Study Guides*. A certified *Loving Guidance, Conscious Discipline* instructor and coach provided training on the seven skills and seven supports during pre-service training as well. In January 2017, education staff was provided *High 5 Mathematize Training* through regional TTA. Periodically throughout the year, the Education Manager provided individualized training utilizing the National Centers on Quality Teaching and Learning in-service suites. The use of various school readiness teaching strategies was monitored through the use of the Educational Monitoring plan, which in summary consists of various observations occurring throughout the year by a variety of observers (Education Manager, Director, coaches, Mental Health Consultant). The Education Plan incorporates observations with feedback and follow up in order to ensure teachers understand what course corrections are needed to make immediate impacts.

Objective 2: Teachers will attend CLASS reliability training as available

PROGRESS: This objective was modified. The Head Start Director and the Education Manager are certified CLASS observers. This decision was made to maintain fiscal stewardship of the grant. Together, the Head Start Director and Education Manager observe each classroom two times per year. *Teachstone*, provides a library of resources which can be incorporated into in-service trainings for staff. This support in conjunction with support from the regional TTA specialist will provide ample opportunities for education staff.

Objective 3: Teachers are trained in strategies to teach phonological awareness and math skills.

PROGRESS: This objective was partially met. In review of school readiness data over the past years, it is evident that the area of mathematics is an area in need of improvement consistently for all demographics. In meeting with education staff about their professional development needs, education staff identified mathematics as their biggest need. Phonological awareness was identified as a need in specific age groups and not consistently over time. For that reason, it was determined that in Program Year 16/17, the program would target professional development opportunities on mathematics. The Education Manager and the Head Start Director will continue to monitor phonological awareness progression for students and provide professional development opportunities, “The Big Five of Language” in year four. In regards to mathematics, the Education Manager is a previous elementary math teacher and will be providing one on one support to education staff to increase mathematic learning opportunities in the classroom.

Objective 4: New strategies derived from above trainings are embedded into the curriculum, monitored for on-going implementation.

PROGRESS: This objective was met. The Education Manager developed the educational monitoring tool which consists of expectations within the classroom, lesson plans, documentation, individualization, parent engagement, curriculum requirements, and social emotional requirements. Additionally, new policies and procedures were developed incorporating expectations with the requirements within the new Head Start program Performance Standards (HSPPS). The monitoring tool is designed to provide immediate feedback both written and verbal to education staff. Additionally, any areas that are seen as possible performance opportunities will be documented and addressed on the employee's individual professional development plan.

Goal 3: Staff demonstrates competence in Parent Family Community Engagement

Objective 2: Family Assessment data collected, analyzed and outcomes reported.

PROGRESS: This objective was met. With the incorporation of the family engagement monitoring tool and the COPA software system, data is collected and analyzed on a regular routine basis. Outcomes are revisited with staff to ensure progress is being made. Family engagement staff is able to connect individual goals with program goals and outcomes tied to all programmatic components. This allows the synthesizing of information from education, health, disabilities, mental health, and social services to work together in a more productive way.

Objective 3: Develop PFCE monitoring tool, conduct monitors, and analyze report outcomes.

PROGRESS: This objective was met. The Family Engagement Services Manager developed a monitoring plan / tool for the overall PFCE framework. As mentioned in

objective two, the monitoring plan works in concert with other programmatic monitoring plans and the COPA software system. This on-going review of data permits the Family Engagement Services Manager to make any immediate course corrections, plan for staff professional development, and be flexible to meet the needs of individual families.

Objective 4: Model curriculum and resources developed to include parenting training, family literacy, etc. for family advocate staff to support PFCE framework.

PROGRESS: This objective was modified. After considerable research and review of the program budget, the Family Engagement Manager and Head Start Director determined that the program would extend the partnership with Foundations Behavioral Health Services to provide parenting classes for Head Start families (Appendix). Foundations Behavioral Health Services currently provides mental health consultation to the program. They utilize *Incredible Years* parenting curriculum at a minimum three times a year. The *Incredible Years* is an evidence-based, proven child training programs for strengthening children's social skills, and emotional self-regulation and problem solving. The Head Start Director will continue to review parenting curricula and budget modifications to ensure the program remains in compliance with HSPPS 1302.51(b). CCS Head Start continues our partnership with Mercer County libraries promoting family literacy by sharing the community calendar and encouraging families to obtain library cards. During a parent engagement event, the Mercer County Librarian spoke with families and assisted them with obtaining a library card. The children's librarian visits our centers on a monthly basis.

Objective 5: PFCE curricula and activities systematically integrated and implemented at centers and across program areas.

PROGRESS: This objective was partially met. The Family Engagement Services Manager, Health and Community Services Manager, and Education Manager collaborated to create four prescribed Parent, Family, and Community Engagement activities to be conducted periodically throughout the school year. Activities are designed to complement the educational curriculum being delivered within the classroom setting. The four prescribed activity topics include 1). The Value of Play, 2). Mental Health, 3). Budget and Nutrition, and 4). Kindergarten Transition. The management team acknowledges that individual classrooms, children, and families have specific needs and / or interests. The education team and family engagement team meet monthly to plan, develop, and implement individualized PFCE activities during center team meetings. In years four and five of the grant cycle, the management team will collect, analyze, and report on PFCE outcomes.

Goal 4: Parents are actively engaged in their child’s education.

Objective 1: Parents are trained and supported in school readiness activities, such as reading with their child daily.

PROGRESS: This objective was met. Education staff continues to provide parents / guardians with various opportunities to read to their children daily through at-home activities. The grantee transformed the lobby area of the facility into a “pseudo – library” complete with rocking chairs, mats, and bookshelves filled with developmentally appropriate reading materials for families to use while waiting to meet with staff, self – transport families, and families waiting to enroll in the program. Additionally, CCS Head Start provided a “book swap” day allowing families to exchange books in their home for books available at the site. Several times through the program year, CCS Head Start

encouraged families to participate in an “unplugged” day in which they “unplugged” from technology and spent time reading and engaging with their children.

Objective 2: Parents will be offered workshops on topics such as: mental health, self-sufficiency, finance, and health

PROGRESS: This objective was partially met. This objective partners with objective 5 under goal 3. Parents completed an interest-survey at the time of enrollment. Based on the data gleaned from that survey, parent meetings / trainings were scheduled throughout the program year, at various locations, collaborating with local community providers such as WIC, SNAP-ED, and Job & Family Services. According to data collected, it is apparent that parents / guardians are more apt to attend an event directly connected to their child’s education. Armed with this information education staff and family engagement staff is partnering to create more attractive events for families while providing critical information to parents. Parents / guardians also indicated that the time of some events made it difficult for them to attend due to work schedules and other priorities. This information was taken into consideration when developing the program planning calendar for PY 17/18.

Goal 5: Increase Community Awareness and Community Partnerships

Objective 1: Active involvement in Family and Children First Council (FCFC), Community Organizations Linking Together (COLT), Mercer County Educational Service Center (MCESC) activities and planning, and communication with Lead Education Associations.

Objective 2: Strengthen connections with public schools for successful transitions through the School Transitions and Readiness meetings.

PROGRESS: These objectives were met. Agency involvement in FCFC remains quite strong. The Family Engagement Services Manager (FESM) sits on the FCFC executive board as the mandated Head Start member. The Head Start Director and FESM both attend COLT meetings regularly. The Head Start Director and the Education Manager co-lead the Mercer County Education Task Force. This sub-committee was designed to ensure all early childhood agencies / programs are working towards the common goal of school readiness for all children in Mercer County. The Head Start Director met with all county principals to discuss school readiness skills for children. Further collaborations were developed with Coldwater Local Schools for enhanced kindergarten transition activities. The kindergarten transition plan between Celina City Schools and Mercer County Head Start continues to strengthen as kindergarten transition activities in PY 16/17 focused on teacher / teacher conferences for individual children transitioning from preschool to kindergarten. During PY 17/18, kindergarten transition will focus on parent involvement in the process. Mercer County Head Start is conducting all kindergarten transition activities including conferences in the Celina City School Primary Building. This action is to introduce parents to the public school system earlier, allowing them to become familiar and comfortable with the physical setting and staff.

Objective 3: Analyze community assessment, self-assessment, PIR, and internal data regarding service delivery and program options / locations.

PROGRESS: These objectives were met. A thorough analysis of program-delivery options was completed during the community assessment. In regards to center locations it is evident that the two most significant areas of need based on income remain the city of Celina and the Village of Rockford. Celina City Schools reports 43% of their student population receive free and reduced meals. Parkway Schools located in Rockford, Ohio has reported that 32% of their student population qualifies for the free and reduced meal program. A significant number of parents reported that they are employed. Over 40% of parents responding to the annual parent survey stated they would benefit from a full-day programming option. During PY 15/16, enrollment in the home-based option was minimal (3 students) and in PY 16/17, there were no children enrolled in the program, and no interest from parents in the program. As a result, the grantee allocated the eight slots designated for home base to center-based programming to better serve working families. Mercer County, like many other counties in Ohio, is combatting the opioid epidemic that has plagued our state. Unfortunately, Ohio ranks number one in the nation for opioid addiction / abuse. CCS Head Start has partnered with Mercer County Department of Job & Family Services as well as Foundations Behavioral Health to provide a kinship support group to those individuals who are providing care to children whose parents are unable to care for them at this time.

Objective 4: Create an older 4-year old / young 5-year old class at Franklin site in support of school readiness.

PROGRESS: This objective was met. In PY 16/17, CCS Head Start implemented a classroom strictly for children age-eligible for kindergarten. Education staff in this classroom received additional supports through *Practice-based Coaching* and *Conscious*

Discipline coaching. Each child enrolled will be transitioning to Kindergarten in the fall, 2018. Based upon the positive feedback received from parents and staff, and the estimated number of children who will be kindergarten-age eligible for PY 17/18, CCS Head Start will be expanding the PreK option through the extended duration grant awarded to the grantee. Furthermore, in school readiness / transition discussions with the Kindergarten Principals the focused methodology in the classroom design showed positive outcomes for children in their overall school readiness.

Goal 6: The agency will employ skilled, qualified staff in all positions.

Objective 1: Teachers are provided a mentor coach to support training and ongoing support.

PROGRESS: This objective was met. CCS Head Start contracts with a coach who has been trained in *Practice – based Coaching* and an extensive history in education in Head Start. Coaching was provided to two teachers during PY 16/17. Coaching was determined based up data collected from the education monitoring tool and the focus / design of the classroom. Coaching was automatically afforded to the PreK classroom. The additional coaching support benefited teacher performance thereby directly and positively impacted student outcomes for school readiness. For PY 17/18, coaching will be provided to two teachers on a regular routine basis with a third receiving less intense intermittent coaching.

Objective 2: Improve new employee training process to include ECKLC, software systems, social services, etc.

PROGRESS: This objective was partially met. In November 2016, the new HSPPS were implemented. Within the HSPPS, several new mandates were imposed upon grantees. The Head Start Director and management team have continued to update new employee training and orientation processes to include these new and revised requirements. The Head Start Director and Managers utilize the HSPPS showcase, PFCE resources, NCQTL suites, and Health competencies when training new staff. The development of a comprehensive training on the COPA system is being constructed.

Objective 3: Staff access webinars for on-site and / or small group trainings.

PROGRESS: This objective was partially met. The Head Start Director, Managers, and Family Engagement Staff utilize webinars that pertain to their specific position or topic directly connected to a program goal. Unfortunately, education staff has difficulty benefitting from webinars as many are conducted during instructional time with children. Education staff access archived webinars during staff meetings with the Education Manager.