

Head Start Monthly Report March 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:

Credit Card: \$1,564.28

- | | |
|---------------------|----------|
| • KPANA | \$79.00 |
| • American Airlines | \$25.00 |
| • American Airlines | \$25.00 |
| • Hilton Capital | \$296.56 |
| • SPL Taxi | \$13.60 |
| • Hilton Capital | \$696.16 |
| • DC Taxi | \$20.40 |
| • Hilton Capital | \$296.56 |
| • Airport parking | \$62.00 |
| • American Airlines | \$25.00 |
| • American Airlines | \$25.00 |

All expenses incurred by Amy Esser & Karla Kessler for NHTA Winter Leadership Institute.

B. Program Information Summary

The month of February was filled with many planning activities. First and foremost, management staff was preparing for the upcoming self-assessment. The Annual Report was completed for program year 15-16. The Community Assessment update for program year 15-16 was completed. Several planning meetings occurred to discuss upcoming changes with the duration grant.

The Director presented and co-facilitated the Community No Wrong door event in February. The committee reconvened in February to discuss future plans. The Director & FESM attended the community Trauma Informed Care group hosted by Foundations. Head Start along with DJFS and Foundations are co-sponsoring a kinship care support group. All parties participated in an interview with the Daily Standard.

Head Start had make-up days on February 20th & 24th for cancellations occurring previously due to poor weather condition.

The Director met with the Superintendent several times to plan for the upcoming moving to the Education Complex.

SUTQ application begun for the Rockford location.

Director is in the process of updating MOUs with community partners and school districts.

Education –Data Dialogue was conducted with education staff to work on classroom implementation plans to meet school readiness goals and objectives. Two areas that repeatedly come up as concerns are literacy & math. Education Manager attended CLASS certification training through OHSAL. Director passed CLASS re-certification for the year. Education Manager and Director host the Early Childhood Education Task Force. Upcoming activities include a county-wide kindergarten entrance expectations checklist for parents, and a possible county-wide Week of the Young Child Event.

Mental Health –Conscious Discipline behavior coaching continues for classrooms to support children with increasing social emotional needs. Head Start intends to participate in Trauma Informed Care groups hosted by Foundations. Classroom observations were completed for the second time this year. Head Start is currently covering partial cost of one child's services due to a parent's inability to pay.

Disabilities – 21 current IEPs

Health – Health Manager attended training at OHSAL. Health Manager is currently working to ensure all children's immunizations are up to date. With new Performance Standards, there are specific requirements for training with deadlines, the Health Manager is working with new employees to make sure they receive these trainings.

ERSEA – CCS Head Start has been under enrolled all year. A Risk Management call was completed with management team and OHS staff in Chicago. A plan was developed to cover the next 12 months. Director and FESM received ERSEA federal review call from DANYA, review to take place March 6 & 7.

Family Engagement – February's parent engagement activity included the Teddy Bear clinic where children learned not to be afraid at the doctor's office.

C. Enrollment / Attendance

132 children are currently enrolled. HS Director and management team participated in ERSEA risk management phone call with Chicago. CCS head Start is now officially on a risk management plan with the Office of Head Start.

Enrollment by Program Option:

Half Day PY Head Start	112
Full Day School Year (6 hour day)	20

Attendance by Program Option:

Half Day PY Head Start	83%
Full Day School Year	77%

D. CACFP report – CACFP claimed meals

Month Served	February 2017
Total Days Attendance	Rockford – 16 Franklin 16
Total Breakfast	725
Total Lunches	1671
Total Snacks	633
Total Meals	3029

E. Financial Audit – N/A

F. Annual Self-Assessment

- Planning begins February 2017

G. Community Assessment

- Completed February 2017

H. Communication and guidance from the Secretary

Attachments to report:

Self-Assessment Plan

School Readiness Report – Winter 16-17

Required Health Screening Report

Annual Report (Handout at meeting)

Policies: Transition Services, Child Screening & Assessment, Child Assessment, Behavior Plans

Respectfully submitted,

Amy Esser
Executive Director

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	216,000.00	336,920.00			
CACFP Revenue	0.00	88,230.00	88,230.00	19,383.79	68,846.21			
Other Local	0.00	0.00	0.00	0.00	0.00			
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	235,383.79	455,766.21			
EXPENSES								
	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE	ANTICIPATED ACCRUAL
Salary	344,153.00	0.00	344,153.00	141,928.52	202,224.48		202,224.48	
Fringe Benefits	194,409.00	0.00	194,409.00	79,656.23	114,752.77	533.72	114,219.05	
Programming	36,541.00	4,230.00	40,771.00	11,794.88	28,976.12	10,631.51	18,344.61	
Supplies	62,550.00	84,000.00	146,550.00	10,646.57	135,903.43	20,707.34	115,196.09	
Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Expenditures	59,375.00	0.00	59,375.00	0.00	59,375.00	1,005.00	58,370.00	
PA22 subtotal	697,028.00	88,230.00	785,258.00	244,026.20	541,231.80	32,877.57	508,354.23	
Training & Technical Services								
Training & technical serv (job code 400)	0.00	0.00	0.00	5,637.84	-5,637.84	5,594.75	-11,232.59	
Staff out of town travel	9,292.00	0.00	9,292.00	1,478.95	7,813.05	4,433.00	3,380.05	
Subtotal Purch Service	9,292.00	0.00	9,292.00	7,116.79	2,175.21	10,027.75	-7,852.54	
Training & Tech Supplies	0.00	0.00	0.00	30.00	-30.00	269.90	-299.90	
Subtotal Supplies	0.00	0.00	0.00	30.00	-30.00	269.90	-299.90	
T & TA -PA20	9,292.00	0.00	9,292.00	7,146.79	2,145.21	10,297.65	-8,152.44	
Return of Board Advance	0.00	50,000.00	50,000.00	0.00	50,000.00	0.00	50,000.00	
TOTALS	706,320.00	138,230.00	844,550.00	251,172.99	593,377.01	43,175.22	550,201.79	

TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES \$ (15,789.20)

ACCOUNT ACTIVITY (CONTINUED)

Date of Transaction	Merchant Name or Transaction Description	\$ Amount
KENNETH SCHMIESING TRANSACTIONS THIS CYCLE (CARD 4374) \$64.35		
01/22	KPANA WOODBRIDGE VA	79.00 -
01/22	AMERICAN 0010271645864 DAYTON OH	25.00 -
	1 Y EBC FEE	
	2 0000 0000	
01/22	AMERICAN 0010271646628 DAYTON OH	25.00 -
	1 Y EBC FEE	
	2 0000 0000	
01/24	HILTON CAPITAL WASHINGTON DC	296.56 -
01/24	SPL TAXICHARGE - WASH WASHINGTON DC	13.60 -
01/26	HILTON CAPITAL WASHINGTON DC	696.16 -
01/26	DC TAXI F756 WASHINGTON DC	20.40 -
01/27	HILTON CAPITAL WASHINGTON DC	296.56 -
01/26	AIPRT PRKING MAIN LT L VANDALIA OH	62.00 -
01/26	AMERICAN 0010271909434 WASHINGTON NA DC	25.00 -
	1 Y EBC FEE	
	2 0000 0000	
01/26	AMERICAN 0010271909439 WASHINGTON NA DC	25.00 -
	1 Y EBC FEE	
	2 0000 0000	
AMY ESSER TRANSACTIONS THIS CYCLE (CARD 5223) \$1,564.28		
02/13	Payment Thank You - Web	-10,446.30
02/08	TOS/CPIM 614-466-2000 OH	100.00 -
	THOMAS S SOMMER	
	TRANSACTIONS THIS CYCLE (CARD 4245) -\$10,346.30	
	INCLUDING PAYMENTS RECEIVED	

\$1,564.28

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	13.74% (v)	-0-	-0-
CASH ADVANCES			
Cash Advances	19.74% (v)	-0-	-0-
BALANCE TRANSFERS			
Balance Transfer	13.74% (v)	-0-	-0-

(v) = Variable Rate 31 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.

February 2017

In-Kind	Hours	Amount per hour	Total
Support Personnel			
Beth Smalley	32	\$51.00	\$1,632.00
Pam Dorsten	26.75	\$48.85	\$1,306.74
Steph Will	1.75	\$39.85	\$69.74
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	6	\$62.20	\$373.20
ELL	6	\$27.70	\$166.20
Speech-Shelly Grothause		Monthly \$6339.75	\$6,339.75
Speech		\$52.00	\$0.00
		Sub Total	\$14,913.39

Building Usage

Franklin Utilities	electric, sewage, trash, snow/mow, phone		\$5,955.73
Maintenance		\$519.13 per month	\$519.13
Treasurer's Office Personnel		1131.29 per month	\$1,131.29
		Sub Total	\$7,606.15

Volunteer

Cafeteria Assistants	20	\$16.10	\$ 322.00
Tri Star / WSU Volunteers	121	\$16.10	\$1,948.10
Librarian	4	\$19.75	\$79.00
Community/Nurse(teddy bear clinic)	1	\$30.00	\$ 30.00
		Sub Total	\$2,379.10

Goods & Services

Foundations			\$75.00
Family Activities/POP's		\$16.10	\$0.00
At Home Activities	11.75	\$16.10	\$189.18
Parent Classroom Volunteer	24.45	\$16.10	\$393.65
Parent Committee Meeting	1	\$16.10	\$16.10
Policy Council / HEAC	5	35.28	\$176.40
		Sub Total	\$850.32

Mileage

	Total Miles	Amount Per Mile	
	80	0.555	\$ 44.40
			\$25,793.36

Total This Month

In-Kind Needed Each Month:
\$22,639

Annual required inkind **\$271,657.00**
Inkind needed to date **\$200,666.62**

Celina City Schools Mercer County Head Start

Self-Assessment Plan 2016-2017

<u>January 19, 2017 -</u>	Self-Assessment Team leads assigned during Administrative Team meeting
<u>February 3, 2017 -</u>	Self-Assessment Training for Managers
<u>February 16, 2016 -</u>	Self-Assessment Plan approval by Policy Council – volunteer for teams
<u>February 27, 2017 -</u>	Board approves Self-Assessment Plan, team leads to have complete Self-Assessment teams
<u>February 28, 2017 -</u>	Self-Assessment begins
<u>March 17, 2017 -</u>	Self-Assessment ends
<u>March 22, 2017 -</u>	Self-Assessment reports due to Director
<u>March 22, 2017 -</u>	Team leads meeting / summarize findings
<u>March 29, 2017 -</u>	Self-Assessment report of findings & Program Improvement Plan delivered to management team & Superintendent
<u>April 13, 2017 -</u>	Self – Assessment report approved by Policy Council
<u>April 17, 2017 -</u>	Self-Assessment report approved by Board

Teaching Strategies GOLD® Goals Report

Goal Set Name: 3 YO SR Revised 1617
 Checkpoint Period: Winter 2016/2017
 Checkpoint Types: Finalized Checkpoint ratings
 Age or Class/Grade at Checkpoint Period: Preschool 3 class/grade (Green)
 Report Level: Program, Sites, and Classes
 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

	Custom Goal Expectations	Winter 2016/2017					
		# Children	Average	# Children Meeting	% Children Meeting	# Children Not Meeting	% Children Meeting
2a. Forms relationships with adults							
Mercer County Head Start	6	26	6.2	6	23.1%	20	76.9%
Mercer County Head Start	6	26	6.2	6	23.1%	20	76.9%
Lakeside Learners AM	6	3	6.3	1	33.3%	2	66.7%
Lakeside Learners PM	6	7	4.7	5	71.4%	2	28.6%
Lighthouse Leaders PM	6	2	8.0			2	100.0%
Lighthouse Leaders AM	6	1	6.0			1	100.0%
Rockford Classroom	6	2	6.0			2	100.0%
Turtle Troop AM	6	5	6.4			5	100.0%
Turtle Troop PM	6	6	7.0			6	100.0%
5. Demonstrates balancing skills							
	Custom Goal Expectations	# Children	Average	# Children Meeting	% Children Meeting	# Children Not Meeting	% Children Meeting

Mercer County Head Start	5	27	4.6	6	22.2%	21	77.8%
Mercer County Head Start	5	27	4.6	6	22.2%	21	77.8%
Lakeside Learners AM	5	3	5.0			3	100.0%
Lakeside Learners PM	5	7	3.1	5	71.4%	2	28.6%
Lighthouse Leaders PM	5	3	5.0	1	33.3%	2	66.7%
Lighthouse Leaders AM	5	1	5.0			1	100.0%
Rockford Classroom	5	2	5.0			2	100.0%
Turtle Troop AM	5	5	5.2			5	100.0%
Turtle Troop PM	5	6	5.2			6	100.0%

8a. Comprehends language	Custom Goal Expectations	# Children	Average	Winter 2016/2017			
				# Children Meeting	% Children Meeting	# Children Not Meeting	% Children Meeting
Mercer County Head Start	5	26	4.8	9	34.6%	17	65.4%
Mercer County Head Start	5	26	4.8	9	34.6%	17	65.4%
Lakeside Learners AM	5	3	4.0	3	100.0%		
Lakeside Learners PM	5	7	2.9	6	85.7%	1	14.3%
Lighthouse Leaders PM	5	2	6.0			2	100.0%
Lighthouse Leaders AM	5	1	6.0			1	100.0%
Rockford Classroom	5	2	5.0			2	100.0%
Turtle Troop AM	5	5	5.8			5	100.0%
Turtle Troop PM	5	6	5.8			6	100.0%

11c. Solves problems	Custom Goal Expectations	# Children	Average	Winter 2016/2017			
				# Children Meeting	% Children Meeting	# Children Not Meeting	% Children Meeting
Mercer County Head Start	4	25	4.4	3	12.0%	22	88.0%
Mercer County Head Start	4	25	4.4	3	12.0%	22	88.0%
Lakeside Learners AM	4	3	4.7			3	100.0%
Lakeside Learners PM	4	7	3.9	3	42.9%	4	57.1%
Lighthouse Leaders PM	4	2	5.0			2	100.0%
Lighthouse Leaders AM	4	1	5.0			1	100.0%
Rockford Classroom	4	2	4.0			2	100.0%
Turtle Troop AM	4	4	4.5			4	100.0%

11c. Solves problems		Winter 2016/2017				
Custom Goal Expectations	# Children	Average	# Children Not Meeting	% Children Not Meeting	# Children Meeting	% Children Meeting
4	6	4.8			6	100.0%
Turtle Troop PM						

16b. Uses letter-sound knowledge		Winter 2016/2017				
Custom Goal Expectations	# Children	Average	# Children Not Meeting	% Children Not Meeting	# Children Meeting	% Children Meeting
1	26	0.8	8	30.8%	18	69.2%
Mercer County Head Start						
1	26	0.8	8	30.8%	18	69.2%
Mercer County Head Start						
1	3	0.0	3	100.0%		
Lakeside Learners AM						
1	7	0.4	4	57.1%	3	42.9%
Lakeside Learners PM						
1	2	2.0			2	100.0%
Lighthouse Leaders PM						
1	1	2.0			1	100.0%
Lighthouse Leaders AM						
1	2	1.0			2	100.0%
Rockford Classroom						
1	5	0.8	1	20.0%	4	80.0%
Turtle Troop AM						
1	6	1.0			6	100.0%
Turtle Troop PM						

20b. Quantifies		Winter 2016/2017				
Custom Goal Expectations	# Children	Average	# Children Not Meeting	% Children Not Meeting	# Children Meeting	% Children Meeting
3	25	2.9	8	32.0%	17	68.0%
Mercer County Head Start						
3	25	2.9	8	32.0%	17	68.0%
Mercer County Head Start						
3	3	3.7			3	100.0%
Lakeside Learners AM						
3	7	3.3	2	28.6%	5	71.4%
Lakeside Learners PM						
3	2	2.5	1	50.0%	1	50.0%
Lighthouse Leaders PM						
3	1	2.0	1	100.0%		
Lighthouse Leaders AM						
3	2	2.0	2	100.0%		
Rockford Classroom						
3	4	2.5	2	50.0%	2	50.0%
Turtle Troop AM						
3	6	3.0			6	100.0%
Turtle Troop PM						

Teaching Strategies GOLD Goals Report

Goal Set Name: PreK 1617 SR Revised
 Checkpoint Period: Winter 2016/2017
 Checkpoint Types: Finalized Checkpoint ratings
 Age or Class/Grade at Checkpoint Period: Pre-K 4 class/grade (Blue)
 Report Level: Program, Sites, and Classes
 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	Average	Winter 2016/2017			
				# Children Not Meeting	% Children Not Meeting	# Children Meeting	% Children Meeting
Mercer County Head Start	7	97	7.1	19	19.6%	78	80.4%
Mercer County Head Start	7	97	7.1	19	19.6%	78	80.4%
Captain's Crew AM	7	14	7.2	3	21.4%	11	78.6%
Captain's Crew PM	7	15	7.3			15	100.0%
Lakeside Learners AM	7	7	5.4	6	85.7%	1	14.3%
Lakeside Learners PM	7	6	5.7	5	83.3%	1	16.7%
Lighthouse Leaders PM	7	12	8.0			12	100.0%
Lighthouse Leaders AM	7	11	7.8			11	100.0%
Rockford Classroom	7	17	7.3	1	5.9%	16	94.1%
Turtle Troop AM	7	6	6.8	2	33.3%	4	66.7%
Turtle Troop PM	7	9	7.0	2	22.2%	7	77.8%

5. Demonstrates balancing skills

Winter 2016/2017

5. Demonstrates balancing skills	Custom Goal Expectations	# Children	Average	Winter 2016/2017		# Children Meeting	% Children Meeting
				# Children Meeting	% Children Meeting		
Mercer County Head Start	6	98	6.2	18	18.4%	80	81.6%
Mercer County Head Start	6	14	6.4			14	100.0%
Captain's Crew AM	6	16	6.6			16	100.0%
Captain's Crew PM	6	7	4.9	5	71.4%	2	28.6%
Lakeside Learners AM	6	6	5.8	2	33.3%	4	66.7%
Lakeside Learners PM	6	12	7.1			12	100.0%
Lighthouse Leaders PM	6	11	6.1	1	9.1%	10	90.9%
Lighthouse Leaders AM	6	17	6.0	3	17.6%	14	82.4%
Rockford Classroom	6	6	5.8	3	50.0%	3	50.0%
Turtle Troop AM	6	9	5.6	4	44.4%	5	55.6%
Turtle Troop PM	6						

8a. Comprehends language	Custom Goal Expectations	# Children	Average	Winter 2016/2017		# Children Meeting	% Children Meeting
				# Children Meeting	% Children Meeting		
Mercer County Head Start	6	96	5.9	17	17.7%	79	82.3%
Mercer County Head Start	6	96	5.9	17	17.7%	79	82.3%
Captain's Crew AM	6	13	6.1	2	15.4%	11	84.6%
Captain's Crew PM	6	15	6.0			15	100.0%
Lakeside Learners AM	6	7	4.3	7	100.0%		
Lakeside Learners PM	6	6	5.7	3	50.0%	3	50.0%
Lighthouse Leaders PM	6	12	6.0			12	100.0%
Lighthouse Leaders AM	6	11	6.0			11	100.0%
Rockford Classroom	6	17	6.3	1	5.9%	16	94.1%
Turtle Troop AM	6	6	6.2	2	33.3%	4	66.7%
Turtle Troop PM	6	9	6.1	2	22.2%	7	77.8%

11c. Solves problems	Custom Goal Expectations	# Children	Average	Winter 2016/2017		# Children Meeting	% Children Meeting
				# Children Meeting	% Children Meeting		
Mercer County Head Start	5	97	5.4	12	12.4%	85	87.6%
Mercer County Head Start	5	97	5.4	12	12.4%	85	87.6%
Captain's Crew AM	5	13	4.8	3	23.1%	10	76.9%

11c. Solves problems		Winter 2016/2017					
	Custom Goal Expectations	# Children	Average	# Children Meeting	% Children Meeting	# Children Meeting	% Children Meeting
Captain's Crew PM	5	16	5.1			16	100.0%
Lakeside Learners AM	5	7	4.9	2	28.6%	5	71.4%
Lakeside Learners PM	5	6	5.8			6	100.0%
Lighthouse Leaders PM	5	12	5.8	1	8.3%	11	91.7%
Lighthouse Leaders AM	5	11	6.0			11	100.0%
Rockford Classroom	5	17	5.7			17	100.0%
Turtle Troop AM	5	6	5.2	2	33.3%	4	66.7%
Turtle Troop PM	5	9	4.8	4	44.4%	5	55.6%

16b. Uses letter-sound knowledge		Winter 2016/2017					
	Custom Goal Expectations	# Children	Average	# Children Meeting	% Children Meeting	# Children Meeting	% Children Meeting
Mercer County Head Start	4	93	1.6	87	93.5%	6	6.5%
Mercer County Head Start	4	93	1.6	87	93.5%	6	6.5%
Captain's Crew AM	4	13	0.4	13	100.0%		
Captain's Crew PM	4	15	1.5	13	86.7%	2	13.3%
Lakeside Learners AM	4	7	0.6	7	100.0%		
Lakeside Learners PM	4	6	1.5	6	100.0%		
Lighthouse Leaders PM	4	12	2.0	12	100.0%		
Lighthouse Leaders AM	4	11	2.0	11	100.0%		
Rockford Classroom	4	17	2.9	13	76.5%	4	23.5%
Turtle Troop AM	4	4	1.5	4	100.0%		
Turtle Troop PM	4	8	1.1	8	100.0%		

20b. Quantifies		Winter 2016/2017					
	Custom Goal Expectations	# Children	Average	# Children Meeting	% Children Meeting	# Children Meeting	% Children Meeting
Mercer County Head Start	4	93	3.7	39	41.9%	54	58.1%
Mercer County Head Start	4	93	3.7	39	41.9%	54	58.1%
Captain's Crew AM	4	13	4.2	4	30.8%	9	69.2%
Captain's Crew PM	4	15	4.3	3	20.0%	12	80.0%
Lakeside Learners AM	4	7	3.3	4	57.1%	3	42.9%

20b. Quantities		Winter 2016/2017						
	Custom Goal Expectations	# Children	Average	# Children Not Meeting	% Children Not Meeting	# Children Meeting	% Children Meeting	
Lakeside Learners PM	4	6	3.8	2	33.3%	4	66.7%	
Lighthouse Leaders PM	4	12	3.0	9	75.0%	3	25.0%	
Lighthouse Leaders AM	4	11	3.4	6	54.5%	5	45.5%	
Rockford Classroom	4	17	4.4			17	100.0%	
Turtle Troop AM	4	5	3.0	4	80.0%	1	20.0%	
Turtle Troop PM	4	7	2.9	7	100.0%			

Celina City Schools Mercer County Head Start

Self-Assessment Plan 2016-2017

<u>January 19, 2017 -</u>	Self-Assessment Team leads assigned during Administrative Team meeting
<u>February 3, 2017 -</u>	Self-Assessment Training for Managers
<u>February 16, 2016 -</u>	Self-Assessment Plan approval by Policy Council – volunteer for teams
<u>February 27, 2017 -</u>	Board approves Self-Assessment Plan, team leads to have complete Self-Assessment teams
<u>February 28, 2017 -</u>	Self-Assessment begins
<u>March 17, 2017 -</u>	Self-Assessment ends
<u>March 22, 2017 -</u>	Self-Assessment reports due to Director
<u>March 22, 2017 -</u>	Team leads meeting / summarize findings
<u>March 29, 2017 -</u>	Self-Assessment report of findings & Program Improvement Plan delivered to management team & Superintendent
<u>April 13, 2017 -</u>	Self – Assessment report approved by Policy Council
<u>April 17, 2017 -</u>	Self-Assessment report approved by Board

406 - EPSDT status Report

	Up-To-Date	Not Up-To-Date
Dental	<u>115</u>	<u>17</u>
Growth Assessment	<u>103</u>	<u>29</u>
HCT or HGB	<u>98</u>	<u>34</u>
Hearing	<u>132</u>	<u>0</u>
Lead Screening (Mandated)	<u>93</u>	<u>39</u>
Vision	<u>120</u>	<u>12</u>

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

Up-To-Date	Not Up-To-Date
<u>93</u>	<u>39</u>

Physicals 114

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Mercer County Head Start Policies and Procedures

P/P Topic:	Transition	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	
Subpart:	<i>G. Transition Services</i>	Last Reviewed Date:	
Section Title(s):	<i>Transition from Head Start to Kindergarten</i>	Implementation Responsibility:	Education Staff, Family Engagement Staff
Related Performance Standard(s):	1302.71, 1302.72	Monitoring Responsibility:	Education Manager

(A) Policy	<p>(a). A program that serves children who will enter kindergarten in the following year must implement transition strategies to support successful transition to kindergarten.</p> <p>(1). A program must collaborate with parents of enrolled children to implement strategies and activities that will help parents advocate for and promote successful transitions to kindergarten for their children, including their continued involvement in the education and development of their child.</p> <p>(a) For families and children who move out of the community in which they are currently served, including homeless families and foster children, a program must undertake efforts to support effective transitions to other Early Head Start or Head Start programs. If Early Head Start or Head Start is not available, the program should assist the family to identify another early childhood program that meets their needs.</p> <p>(b) A program that serves children whose families have decided to transition them to other early childhood education programs, including public pre-kindergarten, in the year prior to kindergarten entry must undertake strategies and activities described in 1302.71(b) and (c)(1) and (2), as practicable and appropriate.</p>
(B) Responsibility	Education staff, Family Engagement staff
(C) Procedure	<p>With the traditional start of the school year: (Parent / Guardian of children transitioning into new programs will be provided with information about the new program, expectations, enrollment requirements, and other relevant information.)</p> <ul style="list-style-type: none"> • Teachers plan an orientation day for parents prior to the first day of school to transition families into the

program. This allows parents and children to be familiar with the facility, classroom, and staff.

When children begin the school year at any other time:

- Family Engagement staff will introduce the child and parent to the child's teacher and classroom (when available) prior to the child's first day of school, typically during the enrollment visit in the facility.

Parent / guardian and staff will collaboratively develop transition plans for children. Transition plans should be initiated 6 months prior to transition or as early as possible based on entry date and or need.

Teachers will complete a Transition Plan document with each family outlining any special needs or circumstances to help support children in successful transitions.

In the event that children need to transition from one class or one session to another the following will occur:

- Transitions between classrooms and or programs will be made where the best interest of the child is always the optimum goal.
- When needed a cross-section team will be convened to develop transition plan.
- If an emergency transition is needed, staff will make every effort to meet with the parent / guardian, document transition discussions, make reasonable efforts to allow the child / family to greet / say good-bye to students and staff.
- The teacher will provide the child and classroom peers the opportunity to say good-bye through age appropriate activities.
- The teacher transitioning the child to a new classroom will take the child to the new classroom and introduce the child to the new teacher as well as new children in the classroom.
- The teaching staff will work together to transition all the child's information through the TSGOLD system, COPA system, and child's classroom portfolio.

In the event that the child leaves the program abruptly during the program year:

- The Family Advocate will make every attempt to communicate with the family to provide them with the child's belongings that may be at the facility.
- The Family Advocate will assist the family with locating an early childhood education provider that meets their needs and with parental permission provide that agency / program with the child's information.
- Teaching staff will provide enrolled peers of the classroom opportunities to say good-bye in the classroom.

When children transition to kindergarten from Head Start:

	<ul style="list-style-type: none"> • Teaching staff will provide an array of kindergarten transition activities in the classroom • Kindergarten age-eligible children will take a field trip to a kindergarten classroom <p>When parents transition to public schools from Head Start:</p> <ul style="list-style-type: none"> • Parents will be provided transition information via newsletter, flyers, and informational pamphlets. • Parents will attend a kindergarten transition parent meeting to meet with principals and teachers on the expectations of kindergarten entry. <p>Head Start staff will notify parents of any and all kindergarten registrations in the county.</p>

Mercer County Head Start Policies and Procedures

P/P Topic:	Child Assessment	P/P #:	
Part:	Program Operations	PC Approval Date:	
Subpart:	<i>C – Education and Child Development program Services</i>	Last Reviewed Date:	
Section Title(s):	<i>Child Screening & Assessments</i>	Implementation Responsibility:	Education Staff
Related Performance Standard(s):	<i>1302.33(b)</i>	Monitoring Responsibility:	Education Manager

(A) Policy	<p>(b) Assessment for individualization.</p> <p>(1) A program must conduct standardized and structured assessments, which may be observations-based or direct, for each child that provide ongoing information to evaluate the child’s developmental level and progress in outcomes aligned to the goals described in the <u>Head Start Early learning Outcomes Framework: Ages Birth to Five</u>. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.</p>
(B) Responsibility	Education Staff
(C) Procedure	<p>Teaching staff utilize information received from parents, professionals, and screenings through direct assessment tools or observations from the time of entry throughout the duration of the child’s enrollment in the program for overall assessment of the child’s developmental progress.</p> <p>CCS Head Start utilizes Teaching Strategies GOLD as the assessment system. It is a licensed research-based software system.</p> <p>TSGOLD is aligned with <i>Creative Curriculum</i>, <u>Head Start Early Learning Outcomes Framework: Ages Birth to Five</u>, and ODE’s Standards.</p> <p>Curriculum supports the individual interests and learning styles of children, and allows for flexibility of use enabling children to develop emerging skills and practice existing skills at their own individual rates.</p> <p>Curriculum and assessment system provides a variety of activities for families to use in the home to develop and strengthen the child’s skills.</p>

Emerging skills in the areas of early literacy, early numeracy, reasoning, problem solving, choice, and decision making will be supported throughout the day by providing materials, activities, stimulating environment and adult interaction based on the developmental level of each child.

Staff will encourage children to interpret and represent their experiences, understandings, and ideas through drawing, writing, and other art media; language, and movement, and music activities.

Staff will record a minimum of two observation notes per child per week. This does NOT include group / batch notes.

Dated and initialed observation notes will be clear, concise, objective, and adequately describe the skill of the child.

These recorded observations will be used as supporting documentation on assessments and to determine school readiness goals for each child in partnership with parent / guardian.

A variety of children's work (i.e. writing samples, art, photographs of child, etc.) will be kept in a portfolio for each child and used as documentation of the child's progress and interests. These portfolios will be shared throughout the year with parents, and Education Manager.

Individual Child Report will identify child growth and developmental progress in the classroom. The IT Secretary will run these reports for the teaching staff to review every 2 weeks. Teaching staff will utilize these reports to determine individualization and group needs. Teachers will ensure that parent / guardian has an individual child report at each parent teacher conference / home visit.

Program environment will be assessed to respond to children's developmental needs, abilities, and modes of learning. Additional materials and activities will be incorporated depending on individual needs.

Mercer County Head Start Policies and Procedures

P/P Topic:	Child Assessment	P/P #:	
Part:	Program Operations	PC Approval Date:	
Subpart:	1310.10	Last Reviewed Date:	
Section Title(s):	<i>C – Education and Child Development program Services</i>	Implementation Responsibility:	Education Staff IT Secretary
Related Performance Standard(s):	1302.33 (b)(2)	Monitoring Responsibility:	Education Manager

(A) Policy	<p>(2) A program must regularly use information from paragraph (b)(1) of this section along with informal teacher observations and additional information from family and staff, as relevant to determine a child’s strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings, and improve home visit strategies in home-based models.</p>
(B) Responsibility	Education Staff
(C) Procedure	<p>TSGold provides an array of reports that deliver information regarding individual child, classroom, and program progression.</p> <p>Throughout the program year data check points are established. For planning purposes these checkpoints occur in October (fall), February (winter), and May (spring).</p> <p>Reports are analyzed after each checkpoint period to determine how well children are meeting developmental and school readiness goals according to the Ohio Department of Education Early Learning and Development Standards and Head Start Early Learning Outcomes Framework through the Teaching Strategies GOLD Objectives for Development and Learning.</p> <p>Teaching staff have the responsibility to analyze data on a regular routine basis, on child outcomes that focus on patterns of progress for groups of children over times as they receive services through the program year to address school readiness.</p> <p>Fall data is used to determine the baseline for students. The emphasis is to determine child entry status in terms of being below, meeting, or exceeding widely held expectations (WHE) for all TSG dimensions, particularly those that align to the program wide school readiness goals. It would be expected that many children may fall below the WHE if teaching and learning in the</p>

	<p>Head Start environment have not yet occurred.</p> <p>Education staff meet collectively with the Education Manager two times during the program year to review data. This session is referred to as Data Dialogue.</p> <p>Education staff are provided data reports that include demographic information about their enrolled children, as well, as attendance, and any other mitigating factors (MH referrals, IEPs) to provide a complete picture of the whole child and whole classroom.</p> <p>Education staff utilize classroom implementation plans to develop improvement plans for intentional strategies to increase children's abilities in areas identified to be falling below expectations.</p> <p>The Education Manager works with individual teachers to ensure goals established on implementation plans are successful.</p> <p>Strategies incorporated in classroom implementation plans may be utilized in individual professional development plans or practice-based coaching approach.</p>
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Mercer County Head Start Policies and Procedures

P/P Topic:	Program Operations	P/P #:	
Part:	1302	PC Approval Date:	2/16/17
Subpart:	B	Last Reviewed Date:	
Section Title(s):	<i>Suspension & Expulsion, Child mental health & social well-being</i>	Implementation Responsibility:	Teaching Staff, Family Advocates, MH Consultant
Related Performance Standard(s):	1302.17(b)(2)(3) 1302.45(a)(1)(b)(1)(2)(3)(4)(5)(6)	Monitoring Responsibility:	Education Manager

(A) Policy	<p>(b)(2). When a child exhibits persistent and serious challenging behaviors, a program must explore all possible steps and document all steps taken to address such problems, and facilitate the child's safe participation in the program. Such steps must include, at a minimum, engaging a mental health consultant, considering the appropriateness of providing appropriate service and supports under section 504 of the Rehabilitation Act is not excluded from the program on the basis of disability, and consulting with the parents and the child's teacher,</p> <p>(a)(1). Provide supports for effective classroom management and positive learning environments; supportive teacher practices; and strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns;</p> <p>(b)(1). The program to implement strategies to identify and support children with mental health and social and emotional concerns;</p> <p>(2). Teachers, including family childcare providers, to improve classroom management and teacher practices through strategies that include using classroom observations and consultations to address teacher and individual child needs and creating physical and cultural environments that promote positive mental health and social and emotional functioning;</p> <p>(3). Other staff, including home visitors, to meet children's mental health and social and emotional needs through strategies that include observations and consultations;</p> <p>(4). Staff to address prevalent child mental health concerns, including internalizing problems such as appearing withdrawn and externalizing problems such as challenging behaviors; and,</p> <p>(5). In helping both parents and staff to understand mental health and access mental health interventions, if needed.</p> <p>(6). In the implementation of the policies to limit suspension and prohibit expulsion as described in 1302.17</p>
(B) Responsibility	Education Staff, PFCE staff, Ed Manager

<p>(C) Procedure</p>	<p><u>Process for Classroom Intervention Strategies</u></p> <p>When children begin displaying behaviors of concern or who verbalize comments (threats to self or others) and cannot be redirected by typical classroom intervention strategies the following procedure will be followed:</p> <p>In some circumstances, teaching strategies and classroom environment structure contribute to children’s social emotional / behavioral issues. When this occurs the following process will happen:</p> <ol style="list-style-type: none"> 1. The MHC will conference with the EM to discuss classroom observation and individual child observation. During this conference, a meeting will be scheduled to meet with the teacher. 2. During the meeting with the MHC, EM, and Teacher, the MHC will review the classroom observations. The <u>Behavioral Contract Teacher Worksheet</u> is to be completed. 3. In the Action Plan section of the <u>Behavioral Contract Teacher Worksheet</u> actions, responsibilities, and resources are established to support the teacher and the classroom environment. 4. Items noted on the <u>Behavioral Contract Teacher Worksheet</u> are to be incorporated into the Individual Professional Development Plan. 5. No more than 30 days and no less than 45 days from the contract establishment, the EM and or the MHC will conduct a classroom observation and conference with the teacher to discuss progress. <p>In some circumstances, children require some additional supports or modifications within the classroom to assist the child with social emotional / behavioral techniques. When this occurs the following process will happen:</p> <ol style="list-style-type: none"> 1. The MHC will conference with the EM to discuss classroom observation and individual child observations. During this conference, a meeting will be scheduled to meet with the teaching staff. 2. During the meeting with the MHC, EM, and teaching staff, observations will be discussed. The <u>Targeted Intervention Planning Form</u> is completed. 3. While this form is being completed, the focus must be on helping the child feel safe and be successful in the classroom setting. 4. In the Action Plan section of the <u>Targeted Intervention Planning Form</u>, actions and resources are to be focused on the child, responsibility falls to teaching staff. 5. During the completion of this form, it may become apparent that teaching staff are in need of additional professional development to support children. In that event the <u>Behavioral Contract Teacher Worksheet</u> and or Individual Professional Development Plan may be completed or modified. 6. Because this plan is designed to support the child in the classroom, parents are to be informed and provided a copy of the plan within 5 business days. <p>In some circumstances, children require additional supports or modifications within the classroom and outside of the classroom setting. When this occurs the following process will happen:</p> <ol style="list-style-type: none"> 1. The MHC will conference with the EM to discuss classroom observation and individual observation, a meeting will be schedules to meet with the teaching staff and family advocate. 2. During the meeting with the MHC, EM, teaching staff, and family advocate, the person with the strongest relationship with the parent will be identified. That person will be responsible to
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	<p>contact the parent and schedule a case conference within 5 business days. A case conference will be scheduled at the convenience of the parent. Education and family advocate attendance is required.</p> <ol style="list-style-type: none">3. At the time of the case conference, the EM will introduce everyone at the meeting and provide the purpose of the meeting. The EM will introduce the MHC.4. The MHC will remind the parent of the permission for individual observation form and provide role in the Head Start program. The MHC will then provide the parent with a synopsis of the child's observation. The child's teacher may want to supplement the information with classroom specific information.5. The Family Advocate is responsible to complete the <u>Family / Child Support Plan</u> and mediate the meeting ensuring the focus remains positive and supportive to child and family.6. The Recommendations for follow-up may include referrals outside of the Head Start program.7. The Strategies Section includes supports added into the classroom and duplicated in the home.8. The Safety Section is utilized if the child becomes a harm to him / herself, others, or property.9. The Connection section is for supports in the classroom and then duplicated in the home.10. The MHC will inform the parent that strategies will be monitored in the classroom no less than every 15 days from plan onset.11. The Family Advocate is to follow up with the parent during a home visit to discuss strategies in the home no less than 15 days from the plan onset.12. All members of the case conference will determine a follow up case conference date.13. Approved strategies are to be utilized from Conscious Discipline and DECA.14. If the recommendation is made as a consensus of the MHC and EM that the child's day needs to be shortened or altered a case conference must include the Director for approval.15. If after all possible interventions are exhausted and the child continues to pose a threat to the safety and well-being of self or others a referral for an ETR will occur.
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