

## Head Start Monthly Report November 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:

<b>Doublet Tree Worthington Ohio</b>	<b>\$107.00</b>	<b>Parent Ambassador</b>
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#### B. Program Information Summary

The Continuation Grant was resubmitted to the Regional office for approval. Currently, the grant is under review in the Treasury Department.

The bi-annual Region V conference was held in Chicago last month. Attached to this report is a summary provided by the managers for the sessions they attended.

With the release of new HSPPS, new monitoring tools have been released. OHSAI along with Region V intends to offer numerous trainings for grantees to participate in learning how to use the new tools. Celina City Schools did receive notification that there would not be a monitoring event this year.

The administrative team has been working on integrating conscious Discipline into the program framework. A new subcommittee made up of staff for the "school family" meets monthly to discuss ways to develop and provide a positive school family atmosphere. Managers have interviewed and filled several positions. At the end of October, positions were still open in transportation and teacher assistants.

**Education** – The first “checkpoint” was on October 27<sup>th</sup>. This checkpoint was established to pull baseline data on children’s progress since the beginning of the program year. Please see the attached TSGold report that reflects the program as a whole.

**Family Engagement** – October 4<sup>th</sup> Head Start had its second Cardboard Challenge event. The event was held in the evening. Families were provided resources and materials to create anything out of cardboard. Families were very engaged and created boats, tanks, tractors, and fire truck. Head Start opened this event to the public and was pleased to see families from various programs in attendance.

**Health** – October is an extremely busy month for Head Start monitoring. Within 30 days of entry each child must have a physical examination. Within 45 days of entry each child must have a vision, dental, developmental, & social emotional screening. Please see attached monitoring results. The Dental Van is scheduled for November.

**Mental Health** – 1 request for individual observations have been submitted for further services to children and families. Head Start has contracted with a Conscious Discipline coach to support teachers in the classroom.

**Disabilities** – We are currently serving 11 children with IEPs.

### C. Enrollment / Attendance

**144 children are currently enrolled. Future strategic planning discussions will need to occur to discuss any possible modifications to the program.**

#### Enrollment by Program Option:

Half Day PY Head Start	94
Full Day School Year Ed Complex	20
Full Day School Year Rockford	17
ECE – State – funded (CPPS)	13

#### Attendance by Program Option:

Half Day PY Head Start	74%
Full Day School Year Ed Complex	94%
Full Day School Year Rockford	91%
CPPS	96%

### D. CACFP report – CACFP claimed meals

<b>Month Served</b>	<b>October 2017</b>
<b>Total Days Attendance</b>	<b>Rockford &amp; Part Day programming - 17 Ed Complex Full day Programming - 21</b>
<b>Total Breakfast</b>	<b>1193</b>

<b>Total Lunches</b>	<b>2020</b>
<b>Total Snacks</b>	<b>2040</b>
<b>Total Meals</b>	<b>5,253</b>

**E. Financial Audit – N/A**

**F. Annual Self-Assessment**

- Completed March 2017

**G. Community Assessment**

- Completed

**H. Communication and guidance from the Secretary**

- ACF-IM-HS-10-01 – Expulsion & Suspension Policy Statement

**Attachments to report:**

Required Screenings Report

School Readiness Data Report

Respectfully submitted,

Amy Esser

Executive Director

**BUSINESS CARD STATEMENT**

Manage your account online:  
[www.chase.com/ink](http://www.chase.com/ink)



Customer Service:  
 1-800-945-2028



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**ACCOUNT ACTIVITY**
**(CONTINUED)**

Date of Transaction	Merchant Name or Transaction Description	\$ Amount
09/25	NO TEARS LEARNING INC 03012632700 MD	1,574.10
09/27	JOHN R GREEN CO 800-252-3811 PA	5,130.84
09/27	DAVIS AND NEWCOMER ARCADIA OH	385.63
09/27	JOHN R GREEN CO 800-252-3811 PA	117.18
09/27	Scholastic Education 573-632-1834 MO	545.00
09/27	Really Good * 800-366-1920 CT	17.43
09/27	DECKER EQUIPMENT 800-7624899 MI	912.88
09/28	FEDEX 810692445978 MEMPHIS TN	22.16
09/28	PRO ED INC 05124513246 TX	54.89
09/25	CROWNE PLAZA COLUMBUS COLUMBUS OH	144.53
10/05	KIDBLOG INC. 8778877815 MN	44.00
10/05	KIDBLOG INC. 8778877815 MN	44.00
10/06	HERFF JONES SCHOL 7900 03176123583 IN	2,509.26
10/04	YOU CAN BOOK ME 441234245538 GBR	4.80
10/06	Scholastic Magazines 573-632-1834 MO	4,152.19
10/06	APL* ITUNES.COM/BILL 866-712-7753 CA	149.40
10/06	JOHN R GREEN CO 800-252-3811 PA	201.49
10/07	APL* ITUNES.COM/BILL 866-712-7753 CA	1.99
10/10	APL* ITUNES.COM/BILL 866-712-7753 CA	.99
10/11	APL* ITUNES.COM/BILL 866-712-7753 CA	62.25
10/12	CARDINAL BUS SALES AND 419-2255552 OH	115.80
10/12	TREND ENTERPRISES INC 651-6312850 MN	70.03
	CONNIE ROSE	
	TRANSACTIONS THIS CYCLE (CARD 5536) \$23,013.54	
09/20	WAL-MART #1433 CELINA OH	28.09
10/12	WAL-MART #1433 CELINA OH	39.61
10/12	SUBWAY 03062031 CELINA OH	55.99
10/18	WAL-MART #1433 CELINA OH	35.81
	KENNETH SCHMIESING	
	TRANSACTIONS THIS CYCLE (CARD 4374) \$159.50	
10/06	DOUBLETREE BY HILTON C WORTHINGTON OH	107.00
	AMY ESSER	
	TRANSACTIONS THIS CYCLE (CARD 5223) \$107.00	
10/13	Payment Thank You - Web	-55,276.89
09/20	DRAPHIX/TEACHER DIRECT 205-226-0830 AL	68.08
09/20	DRAPHIX/TEACHER DIRECT 205-226-0830 AL	103.36
09/20	DRAPHIX/TEACHER DIRECT 205-226-0830 AL	53.60
09/20	DRAPHIX/TEACHER DIRECT 205-226-0830 AL	58.52
09/20	DRAPHIX/TEACHER DIRECT 205-226-0830 AL	136.98
	THOMAS S SOMMER	
	TRANSACTIONS THIS CYCLE (CARD 4245) -\$54,856.15	
	INCLUDING PAYMENTS RECEIVED	
10/12	CROWNE PLAZA COLUMBUS COLUMBUS OH	119.00
10/13	CROWNE PLAZA COLUM-DUB DUBLIN OH	109.00
	TIM BUSCHUR	
	TRANSACTIONS THIS CYCLE (CARD 2946) \$228.00	

Head  
Start

**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.

HEAD START - 2017 GRANT

REVENUE						
FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING		
1,270,106.00	-	1,270,106.00	916,000.00	354,106.00		
-	88,230.00	88,230.00	50,083.28	38,146.72		
-	-	-	1,910.02	(1,910.02)	(This was auction proceeds)	
-	-	-	-	-		
1,270,106.00	88,230.00	1,358,336.00	967,993.30	390,342.70		
EXPENSES						
FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE
644,051.00	-	644,051.00	537,130.48	106,920.52		106,920.52
341,347.00	-	341,347.00	296,718.32	44,628.68		44,628.68
141,109.00	4,230.00	145,339.00	51,460.49	93,878.51	21,492.25	72,386.26
102,774.00	84,000.00	186,774.00	53,517.36	133,256.64	41,931.04	91,325.60
-	-	-	-	-	-	-
8,500.00	-	8,500.00	1,942.00	6,558.00	1,029.00	5,529.00
1,237,781.00	88,230.00	1,326,011.00	940,768.65	385,242.35	64,452.29	320,790.06
USAS (400's)						
11,648.00	-	11,648.00	17,764.43	(6,116.43)	100.00	(6,216.43)
7,584.00	-	7,584.00	9,496.22	(1,912.22)	3,244.00	(5,156.22)
19,232.00	-	19,232.00	27,260.65	(8,028.65)	3,344.00	(11,372.65)
USAS (500)						
13,093.00	-	13,093.00	991.69	12,101.31	133.87	11,967.44
13,093.00	-	13,093.00	991.69	12,101.31	133.87	11,967.44
32,325.00	-	32,325.00	28,252.34	4,072.66	3,477.87	594.79
-	-	-	-	-	-	-
1,270,106.00	88,230.00	1,358,336.00	969,020.99	389,315.01	67,930.16	321,384.85
TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES						
			(1,027.69)			

TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES (1,027.69)

Agency: All

Currently Enrolled= 141

**406 - EPSDT status Report**

	Up-To-Date	Not Up-To-Date
Dental	<u>116</u>	<u>25</u>
Growth Assessment	<u>134</u>	<u>7</u>
HCT or HGB	<u>108</u>	<u>33</u>
Hearing	<u>135</u>	<u>6</u>
Lead Screening (Mandated)	<u>107</u>	<u>34</u>
Vision	<u>136</u>	<u>5</u>

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

Up-To-Date	Not Up-To-Date
<u>107</u>	<u>34</u>

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6 children not up to date for physicals

all developmental assessments were  
completed within 45 days.

# Mercer County Head Start 2017-18

## Social and Emotional Development School Readiness Goal

**Goal:** Children will develop skills that enable them to form & participate in positive and meaningful relationships with others.

**Objective: 2a.** Forms relationships with adults.

**Preschool: 2a.** The child will manage separations without distress and engage with trusted adults. (Green band) The child will engage with trusted adults as resources and to share mutual interests. (Blue band)

**Evidence:** Embedding of Conscious Discipline in classrooms. Opportunities for children to have meaningful roles / jobs in classrooms. Incorporation of Family Style Dining at all meal times ensuring opportunities for relationship building. Child separates from parent in a positive way while attending school. Child is able to continue to be engaged in activities when a teacher / primary caregiver leaves the environment for periods of time. Talks with teacher / primary caregiver daily about mutual interests (pets, family, hobbies)

**Family Engagement:** Parents will volunteer in the classroom on a regular basis. Parents will work with their children on at-home activities strengthening the bond with their child(ren).

**Measurement:** The agency overall growth rate will be .3 (meeting average mean) for each observation period.

### Alignments

**ELOF – P-SE 1 –** Child engages in & maintains positive relationships and interactions with adults.

**ODE Standards –** Seek security & support from familiar adults in anticipation of challenging situations. Separates from familiar adults in a familiar setting with minimal distress.

**PFCE –** Positive Parent – Child Relationships

Mercer County Head Start  
2017-18

**Language & Literacy Knowledge School Readiness Goal**

**Goal:** Children will develop oral language skills to communicate needs effectively.

**Objective: 8a.** Comprehends language

**Preschool: 8a.** Child will respond in conversation to others demonstrating his / her comprehension of language. Child will respond appropriately to specific vocabulary and simple statements, questions, and stories.(Green Band) Child will respond appropriately to complex statements, questions, vocabulary, and stories.(Blue band)

**Evidence:** Teachers will engage in a variety of oral communication / conversations with children – talking, chanting, singing, reading books. Teachers will provide children with supportive prompts within the classroom setting that encourages conversations between peers and others.

**Family Engagement:** Parents will commit to reading to their children a minimum of 20 minutes per day.

**Measurement:** The agency overall growth rate is .3 (mean average) points per observation period.

**Alignments**

**ELOF – P-LC 2 –** Child understands and responds to increasingly complex communication and language from others.

**ODE Standards –** With modeling and support follow typical patterns when communicating with others (e.g. listens to others, takes turns talking, & speaks about the topic or text being discussed)

**PFCE -** Families as Lifelong Educators / Positive Parent Child Relationships

Mercer County Head Start  
2017-18

**Language & Literacy Knowledge School Readiness Goal**

**Goal:** Children will differentiate sounds of letters thereby understanding how words are made of different sounds.

**Objective: 16b.** Uses letter-sound knowledge

**Preschool: 16b.** Children will identify the sounds of letters increasing from a few to 20. (Green band) Child will show an understanding that a sequence of letters represents a sequence of spoken sounds. (Blue Band)

**Evidence:** Teachers will engage in a variety of oral communication / conversations with children – talking, chanting, singing, reading books. Teachers will provide children the opportunity to identify sounds made from letters through a variety of small group and large group time activities.

**Family Engagement:** Parents will utilize literacy resources provided by the program through at-home activities. Parents will commit to obtaining a library card for the family & utilize the library resource at a minimum twice a program year.

**Measurement:** The agency overall growth rate is .3 (mean average meeting) points per observation period.

**Alignments**

**ELOF - P – LIT 3 –** Child identifies letters of the alphabet and produces correct sounds associated with letters.

**ODE Standards –** With modeling & support, demonstrates an understanding that alphabet letters are a special category of symbols that can be named & identified.

**PFCE -** Families as Lifelong Educators / Parents as Lifelong Learners

Mercer County Head Start  
2017-18

**Physical Development & Health Knowledge School Readiness Goal**

**Goal:** Children will demonstrate positive growth and behaviors associated with motor / muscle development, and over-all physical well-being.

**Objective:** 5 Demonstrates balancing skills

**Preschool:** 5. Children will sustain balance during simple movement experiences.

**Evidence:** Teachers will provide children ample opportunities both for indoor & outdoor activities in which the child must balance to complete the task.

**Family Engagement:** Families will encourage a variety of movement in the home & community environments. Families will engage in Health Active Living activities provided in their communities. Parents will demonstrate positive health & well-being by ensuring children receive EPSDT examinations & oral health screenings, including any follow-up care.

**Measurement:** The agency overall growth rate is .3 (mean average meeting) points per observation period.

**Alignments**

**ELOF – P-PMP 1 –** Child demonstrates control, strength, and coordination of large muscles.

**ODE Standards –** Demonstrates locomotor skills with control, coordination, and balance during active play

**PFCE -** Family Well-Being

Mercer County Head Start  
2017-18

**Approaches to Learning School Readiness Goal**

**Goal:** Children will demonstrate a desire to learn through their interests, persistence, and attention as creative independent learners through a variety of topics.

**Objective: 11c.** Solves Problems

**Preschool: 11c.** Children will observe & imitate how other people solve problems; asks for a solution and uses it. (Green band) Children will solve problems without having to try every possibility. (Blue Band)

**Evidence:** Teachers will provide children ample opportunities for problem solving through deliberate activities, science & math reasoning, and social emotional lessons.

**Family Engagement:** Families will encourage a variety of problem-solving activities and opportunities in the home & community environments. Parents will develop the skill of allowing children to problem solve on their own.

**Measurement:** The agency overall growth rate is .3 points (mean average meeting) per observation period.

**Alignments**

**ELOF –P-ATL 9 –** Child demonstrates flexibility in thinking & behavior.

**ODE Standards –** Seek more than one solution to a question, problem, or task

**PFCE -** Family Well-Being

Mercer County Head Start  
2017-18

**Cognitive & General Knowledge School Readiness Goal**

**Goal:** Children will develop thinking skills through exploration & discovery of math concepts in every day routines.

**Objective: 20b.** Quantifies

**Preschool: 20b.** Children will recognize and names the number of items in a small set (up to five) instantly; combines and separates up to 5 objects and describes the parts. (Green band)  
Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same; counts all or counts on to find out how many.(Blue band)

**Evidence:** Teachers will provide children ample opportunities for counting in a variety of ways. Opportunities to build sets for comparison will be evident in classroom areas and small group activities.

**Family Engagement:** Families will encourage counting utilizing at-home math kits and in everyday life opportunities. For example, counting apples and oranges and comparing which group has more.

**Measurement:** The agency overall growth rate is .3 points (mean average meeting) per observation period.

**Alignments**

**ELOF – P-MATH 4 –** Child compares numbers

**ODE Standards –** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group to 10.

**PFCE -** Family as Lifelong Educators

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-IM-HS-17-02	2. Issuance Date: 09/21/17
	3. Originating Office: Office of Head Start	
	4. Key Words: Disaster Relief; Recovery Efforts; Displaced Families; Homeless; Hurricanes Harvey, Irma, Jose, and Maria; Natural Disaster	

## INFORMATION MEMORANDUM

**TO:** All Head Start and Early Head Start Agencies and Delegate Agencies in Areas Affected by the 2017 Hurricanes and Related Recovery Efforts

**SUBJECT:** Disaster Recovery from 2017 Hurricanes

### INFORMATION:

The Administration for Children and Families (ACF) and the Office of Head Start (OHS) are very concerned about the devastation resulting from recent disasters affecting large numbers of Head Start programs, children, families, and staff. OHS is removing barriers to make it easier for Head Start agencies to meet the needs of those children and families affected by disasters, especially newly homeless children and families. Head Start programs serve a critical role in the recovery of impacted communities.

First, Head Start programs are urged to begin taking steps to resume services. Even if facilities are inoperable, program staff can support families in meeting their basic needs, including nutrition, health and mental health support, and alternative care for their children. Second, programs that have operable facilities are encouraged to allow displaced Head Start families supervised access to those facilities, including kitchens, rest/napping areas, computer labs, bathrooms, laundry, and power sources for re-charging phones and other communication devices. Grantees are encouraged to support families in accessing local, state, and federal relief and leveraging their community partnerships and resources to support other relief efforts.

### Serving Other Eligible Head Start Families

Grantees near impacted areas are encouraged to assess how their services and resources might be used or shared to assist others affected by these disasters. Please consider your physical resources (e.g., facilities, equipment, supplies) and your human assets (e.g., staff, physicians, social workers, mental health personnel) that might be of assistance. In some cases, Head Start eligible children and their families might relocate to your community from other communities or close by states that were devastated by disasters. Finding creative ways to reach out and serve these families is encouraged.

### Administrative Flexibility

OHS will rely on the judgment of governing bodies and program administrators at the community level to determine the most expeditious steps necessary to resume services. Individual states may waive some aspects of licensing requirements post-disaster, and programs are encouraged to contact their state licensing representative or Regional Office for guidance.

In some circumstances, if a grantee is unable to comply with a Head Start standard as a direct result of a disaster, OHS will consider waiver of that standard. However, no Head Start standard or requirement will be waived where failure to comply endangers the health and safety of children or constitutes fraud or misuse of federal funds. Grantees must, at all times, be able to assure the safety of children and financial accountability for funds and property.

### **Eligibility, Recruitment, Selection, and Enrollment**

Grantees that offer both Head Start and Early Head Start may serve eligible impacted children ages birth to 5 within their overall funded enrollment and are not restricted to the current funded enrollment slots assigned to each program. Grantees that do not currently offer Early Head Start but that have appropriate space and staff qualified to serve infant and toddlers may contact their Regional Office about the potential to serve displaced infants and toddlers. Head Start programs that do not have qualified infant and toddler staff are encouraged to work with local programs that may have space for infants and toddlers or offer home visiting programs. As we work together to serve affected children and families, we must do so in ways that do not put children at risk.

Any age-eligible child from a family that has had to abandon their home because of the disaster should be considered homeless under the definition of "homeless children" in the McKinney-Vento Homeless Assistance Act. These children are eligible for Head Start services due to loss of housing or the fact they are living in emergency shelters or sharing housing with family or friends.

If a displaced family does not have the eligibility documentation in-hand, programs should be flexible in accepting signed statements from the family attesting to necessary eligibility information. Migrant and Seasonal Head Start programs can consider serving displaced children and families without regard to their income primarily coming from agricultural work if they have the space and resources to do so without diminishing services to children of agricultural workers.

### **Program Options and Hours of Program Operations**

OHS will, for the remainder of the school year, allow any grantee to serve impacted or displaced children in any program option or options without obtaining advance approval. This applies to a conversion of a program segment, such as a center, to another program option so programs can accommodate as many children as possible. This time-limited exception to required procedures for obtaining OHS permission to convert services to a different program option as a "change to the scope or objectives of a program" under 45 CFR § 75.308(c)(1)(i) is based on the need for programs to act quickly in response to this large-scale and widespread emergency situation to ensure children's safety and well-being. Also for the remainder of this school year, affected programs may add or reduce hours or days of program operations without obtaining prior approval as long as these changes can be justified.

Grantees are required to notify their Regional Office of the action(s) taken as soon as it is practical to do so, using Head Start Enterprise System (HSES) correspondence.

### **Space, Class Size, and Ratios**

Adequate classroom space may be a challenge post-disaster as programs strive to serve children displaced by the disaster. To allow grantees to be as responsive as possible to these children and their families, this communication constitutes waiver approval, for grantees in areas affected by large-scale disasters, as described under 45 CFR § 1302.24(c)(1) and (2) to exceed the class size/group size requirements of 45 CFR § 1302.21(b) and 1302.23(b) as long as grantees maintain appropriate adult to child ratios and comply with state and local licensing requirements, except when the state or local licensing agency waives these requirements, in which case grantees would not need to comply with the waived requirements. In cases where grantees cannot comply with square footage requirements for centers in 45 CFR Part § 1302.21(d)(2) during a temporary recovery period, compliance with a less stringent state or local standard will be regarded by OHS as evidence of a good faith effort to comply with the Head Start standard to the degree possible.

Grantees are required to notify their Regional Office of the action(s) taken as soon as it is practical to do so, using HSES correspondence.

### **Additional Classroom Staffing and Teacher Credentials**

Using funds from existing operating budgets, programs may temporarily open additional classrooms to serve displaced children now considered homeless under the McKinney-Vento Act or children whose Head Start programs have closed due to damage. In addition, programs are encouraged to give priority to hiring staff displaced from other programs when hiring new classroom staff to cover classrooms. All staff working directly with children must be eligible for employment under applicable criminal background check requirements under the Head Start Act and state child care licensing requirements.

### **Safe Environments**

Floodwater carries a wide variety of contaminants that can cause illness to young children. Contaminants can also aggravate existing medical conditions and accelerate the progress and severity of infections. Grantees are cautioned to be sure services are resumed only when children can be safely served in their centers and outdoor play areas. If centers or playgrounds were flooded, grantees should test indoor air quality and playground soil to be sure that contaminant levels are safe for children birth through age 5. Porous objects (e.g., wood, paper, bedding, books, etc.) should be carefully cleaned and inspected to assure they do not harbor contaminants that pose a danger to children. All state child care licensing requirements related to re-opening centers post-disaster must also be met before service in centers is resumed. Consult local and state health authorities for further information and be aware of flood recovery information available from the Centers for Disease Control and Prevention, which includes information and helpful links to other resources: <https://www.cdc.gov/features/flood-safety/index.html>.

### **Health and Mental Health Services**

Addressing the health and mental health of children, families, and staff impacted by a disaster is critical to the recovery process. Children, families, and Head Start staff may experience stress and even trauma related to a hurricane or other disaster. These effects can be short-term or long-term and responses may vary across individuals. Grantees are encouraged to work with local agencies and partners to assure that all affected children receive needed health and mental health services as quickly as possible. When enrolling newly homeless children, programs must make best efforts to ascertain children's health status and immediate needs. Programs are also encouraged to work cooperatively to share children's records with health care providers locally and those who may be serving displaced children in other locations.

The following resources are available to assist programs in responding to a disaster as well as preparing for any future emergencies.

[The Head Start Emergency Preparedness Manual](#) addresses response and recovery as well as preparation. The Head Start Emergency Preparedness Manual addresses response and recovery as well preparation.

[Psychological First Aid](#) is an evidence-informed approach for assisting children, adolescents, adults, and families in the aftermath of disaster. The field manual includes handouts for parents, caregivers, as well as children birth to 5.

[Children's Responses to Crises and Tragic Events](#) is a tip sheet identifying what behaviors young children may display after a tragic event. Knowing what to look for can help programs determine when to get children the support they need.

[Helping Your Child Cope After a Disaster](#) is a tip sheet that provides families and staff with tools to help a child after a disaster or crisis. Children benefit when adults assure them that they are safe and help them learn how to cope effectively.

## **Nutrition**

The U.S. Department of Agriculture (USDA) Food and Nutrition Services (FNS) has provided additional flexibilities for Child Nutrition Programs, including the Child and Adult Care Food Program (CACFP). For example, on August 29, 2017, FNS approved a request from Texas for waivers or program flexibilities for CACFP that will allow all schools and child care institutions and facilities in declared disaster counties to waive meal pattern requirements through September 30, 2017. Additionally, on September 3, 2017, FNS approved a request from Texas to substitute certain Women, Infants, and Children (WIC) approved food items (e.g., fluid milk, bread, and eggs) through September 24, 2017, due to regional demand and supply chain disruptions caused by Hurricane Harvey. For the latest information on disaster-related flexibilities in your service area, please visit <https://www.fns.usda.gov/disaster/>.

## **Children with Disabilities**

When serving displaced children, programs should, where possible, acquire the Individualized Education Plans (IEPs) or Individual Family Service Plans (IFSPs) to assure the least possible disruption of these critical services.

## **Fiscal Management**

**Recovery Costs:** Grantees are expected to seek out and apply for all available national, state, and local disaster recovery funding. Insurance policies should be carefully reviewed to determine the extent to which losses may be covered. Insurance claims should be submitted promptly with regular follow-up on claims status. Insurance proceeds received on account of losses related to Head Start-funded property are related program income which must be spent on allowable program and recovery expenses.

If necessary, affected grantees may use funds already awarded for program operations and training and technical assistance (T/TA) to support needed recovery efforts (see Budget Modifications below). If OHS receives disaster relief funding, that funding may be used to replace program operation and T/TA funds re-directed to post-disaster recovery and resumption of services. Grantees should be mindful of budget consequences when using program and T/TA funds for recovery activities to assure that sufficient program operations and T/TA funding remains available for ongoing provision of services.

**Budget Modifications:** It is anticipated that funds awarded for program operations may need to be re-directed to different budget categories to address post-disaster clean-up, repairs, health and safety issues, replacement of damaged equipment, furnishing and supplies, and other costs associated with resumption of services. Within a fiscal year, grantees may re-budget up to the lesser of \$250,000 or 25 percent of their annual funding between budget categories without prior written approval. In the event that re-budgeting in excess of the noted amount is needed, a revised SF-424 and prior written approval is required per 45 CFR § 75.308(b)(v).

**Staffing and Wages:** Program staff and volunteers may have suffered personal and property losses on account of the disaster. Employees may not be able to reach their work locations and centers may be closed for extended periods of time. Grantees should consider federal and state labor laws to determine whether they are required to compensate staff unable to work on account of inclement weather. The U.S. Department of Labor website provides helpful information about disaster related benefits and support: <https://www.dol.gov/general/hurricane-recovery>.

Laid-off employees should be encouraged to apply for unemployment compensation benefits and any other financial assistance available to support dislocated workers. If there are tasks that can be performed offsite, employees may be allowed to temporarily work from home during the disaster recovery period. Employees who take on new job responsibilities during the disaster recovery period, such as contacting parents or cleaning up centers, can be paid their regular wages for such work. Reasonable amounts of overtime may be paid if necessary to support recovery activities. Employees and volunteers should engage in clean-up and other onsite recovery activities only with appropriate

supervision and safety gear.

To facilitate the retention and availability for recall of employees when services resume, employees laid off on account of the disaster may be paid their regular wages (allocated for shared employees) from Head Start funds for up to two weeks (80 hours for hourly employees, one half of the regular monthly salary for salaried employees) if they are unable to engage in other employment activities, such as those noted above.

**Equipment:** Replacement of equipment needed for classroom operations, transportation and nutrition services is critical to resumption of services in affected areas. Grantees in the affected areas are hereby given ACF approval under 45 CFR § 75.308(c)(1)(xi) to purchase equipment needed to replace damaged or destroyed items at a per-unit cost of up to \$25,000. As soon as possible following purchase, grantees are required to inform their Regional Office of the equipment purchased, the equipment it replaced, and the cost of the purchased items. Prior written approval is required for replacement of equipment with a per-unit cost of more than \$25,000.

**Procurement:** Programs may experience post-disaster scarcity of materials and labor needed for recovery, particularly construction services. Grantees are encouraged to seek out reputable, licensed, local contractors to assist in recovery efforts. In consideration of the emergency and the pressing need to move forward with recovery activities, vehicle replacement, equipment, furnishing, materials, supplies and minor repairs and renovations related to these disasters which do not require compliance with 45 CFR § 1303-Subpart E may be undertaken by noncompetitive proposals as allowed in 45 CFR § 75.329(f)(2) for up to 12 months following the date of this Information Memorandum (IM). Procurement requirement as noted in 45 CFR §§ 75.329–75.335 must be followed and a complete application using SF-429 and Attachment B in compliance with 45 CFR § 1303-Subpart D must be submitted for purchase, construction, or major renovations as defined in 45 CFR § 1305.2. Grantees are reminded of the need to retain adequate documentation of all disaster recovery expenses noting their relationship to post-disaster recovery.

**Davis-Bacon Act:** Unless waived in disaster relief legislation passed by Congress, the Davis-Bacon Act applies to covered construction activities in excess of \$2,000. Davis-Bacon Act compliance information may be found at: <https://www.dol.gov/whd/govcontracts/dbra.htm>.

### **Information on Damage and Recovery**

Collecting accurate data on damages and recovery costs is critical. Head Start facilities that have been damaged should be inspected as soon as it is safe to do so. Grantees should prioritize those repairs that must be completed before the facilities can reopen. Your Regional Office will be in close communication with you about your recovery efforts and it is very important that you submit accurate data as soon as you have determined the scope and projected costs of these repairs. The following information will be particularly helpful:

- Did the center experience flooding or other damage?
- Was the structure of the center damaged (e.g., windows blown out, serious roof damage, exterior walls damaged, foundation settled, floodwater more than 2 feet in depth at highest point)?
- What non-structural damage did the center experience (e.g., playground flooded, soaked flooring, minor roof damage, floodwater less than 2 feet in depth at highest point, some windows broken)?
- Were supplies and furnishings damaged at the center?
- Were buses or other vehicles at the center damaged directly or submerged over wheel depth in water? How many?

While we do not have information on the potential recovery funds for Head Start, having accurate information as soon as possible will help to inform federal recovery efforts. Given the extensive power outages, OHS will also grant extensions to those grantees affected by the recent disaster and recovery efforts in submitting SF-425s, SF-429s, End of Month Enrollment Data, and refunding applications due October 1, 2017. As soon as practical, please notify your Regional Office of the need for such an extension.

## **Next Steps**

OHS recognizes the incredible commitment and strength of program staff across the country, even as we know many staff are themselves personally affected when a disaster strikes a community. ACF and OHS will assist and support you in every way possible. National and Regional ACF staff will be available to help coordinate services among the Head Start programs in neighboring communities and in your state, as well as the federal, state, and local entities with which you partner. If programs encounter other barriers to responding to children and families in need or to partnering with local education agencies or child care agencies, aside from those included in this IM, please let your Regional Office know so we can work together to resolve those barriers. Additionally, fiscal year 2018 monitoring schedules will be adjusted, as necessary, for programs impacted by the disaster.

Lastly, this IM focuses on what you can do now with the funding you have or can leverage through other sources. If Congress appropriates recovery funds for Head Start, OHS is committed to work as expeditiously as possible to communicate the process for applying for relief funding.

Thank you so much for doing all you can to help children, families, and staff who have experienced such disruption and loss.

/ Ann Linehan /

Ann Linehan  
Acting Director  
Office of Head Start

# MyTeachingStrategies™

## Merger County Head Start

	Below	Meeting	Exceeding
1a Manages feelings	91	52	0
1b Follows limits and expectations	81	62	0
1c Takes care of own needs appropriately	79	64	0
2a Forms relationships with adults	82	61	0
2b Responds to emotional cues	73	70	0
2c Interacts with peers	59	84	0
2d Makes friends	93	46	4
3a Balances needs and rights of self and others	46	97	0
3b Solves social problems	89	53	0

	Below	Meeting	Exceeding
4 Demonstrates traveling skills	43	100	0
5 Demonstrates balancing skills	67	76	0
6 Demonstrates gross motor manipulative skills	101	42	0

7a Uses fingers and hands	94	65.73%	49	34.27%	0	0%
7b Uses writing and drawing tools	63		80		0	

		46.03%		55.94%		0%
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	Below		Meeting		Exceeding	
8a Comprehends language	95	66.43%	48	33.57%	0	0%
8b Follows directions	70	48.95%	73	51.05%	0	0%
9a Uses an expanding expressive vocabulary	61	42.66%	82	57.34%	0	0%
9b Speaks clearly	72	50.35%	71	49.65%	0	0%
9c Uses conventional grammar	54	37.76%	89	62.24%	0	0%
9d Tells about another time or place	123	86.01%	20	13.99%	0	0%
10a Engages in conversations	95	66.43%	48	33.57%	0	0%
10b Uses social rules of language	80		63		0	0%

		55.76%		44.93%		0%
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	Below		Meeting		Exceeding	
11a Attends and engages	85	59.44%	58	40.56%	0	0%
11b Persists	109	76.22%	30	20.98%	4	2.8%
11c Solves problems	73	51.05%	70	48.95%	0	0%
11d Shows curiosity and motivation	90	62.94%	53	37.06%	0	0%
11e Shows flexibility and inventiveness in thinking	91	63.64%	52	36.36%	0	0%
12a Recognizes and recalls	115	80.42%	28	19.58%	0	0%
12b Makes connections	91	63.64%	52	36.36%	0	0%
13 Uses classification skills	62	43.36%	81	56.64%	0	0%
14a Thinks symbolically	64	44.76%	79	55.24%	0	0%

14b Engages in sociodramatic play

53

90

0

	Below	Meeting	Exceeding
15a Notices and discriminates rhyme	110	33	0
15b Notices and discriminates alliteration	95	48	0
15c Notices and discriminates discrete units of sound	71	72	0
15d Applies phonics concepts and knowledge of word structure to decode text	0	142	1
16a Identifies and names letters	78	57	8
16b Identifies letter-sound correspondences	105	38	0
17a Uses and appreciates books and other texts	61	82	0
17b Uses print concepts	87	56	0
18a Interacts during reading experiences, book conversations, and text reflections	76	67	0
18b Uses emergent reading skills	104	38	0
18c Retells stories and recounts details from informational texts	42	101	0
18d Uses context clues to read and comprehend texts	0	107	36
18e Reads fluently	0	134	11
19a Writes name	71	55	17
19b Writes to convey ideas and information	122	21	0
19c Writes using conventions	0	136	9

Below

Meeting

Exceeding

20a Counts	92	64.34%	48	33.57%	3	2.1%
20b Quantities	93	65.03%	50	34.97%	0	0%
20c Connects numerals with their quantities	97	67.83%	42	29.37%	4	2.8%
20d Understands and uses place value and base ten	0	0%	144	99.31%	1	0.69%
20e Applies properties of mathematical operations and relationships	0	0%	145	100%	0	0%
20f Applies number combinations and mental number strategies in mathematical operations	0	0%	128	88.28%	17	11.72%
21a Understands spatial relationships	90	62.94%	53	37.06%	0	0%
21b Understands shapes	97	68.79%	43	30.5%	1	0.71%
22a Measures objects	97	67.83%	46	32.17%	0	0%
22b Measures time and money	27	18.88%	113	79.02%	3	2.1%
22c Represents and analyzes data	94	65.73%	49	34.27%	0	0%
23 Demonstrates knowledge of patterns	97		46		0	

67.83% Spanish Language

	Below	Meeting	Exceeding
S8a Comprende el lenguaje	0	0	0
S8b Sigue instrucciones	0	0	0
S9a Usa un vocabulario cada vez más rico y expresivo	0	0	0
S9b Habla con claridad	0	0	0
S9c Usa la gramática convencional	0	0	0
S9d Habla acerca de otro momento o lugar	0	0	0
S10a Participa en conversaciones	0	0	0
S10b Sigue las reglas sociales del lenguaje	0	0	0