

CS Meeting Notes – October 14, 2020

Attachment 1: Program Information Summary (PIS)

- Current month's numbers are for the month of August
 - We currently have 42 children enrolled and we are recruiting children for the program.

Attachment 2: Cost Report

- August cost report indicates we have spent 14% of our grant budget
 - NOTE: for the 2020-21 school year, the agreement with OCHS has an increase in COLA and Quality Improvement. Need to submit a line item budget on how this will be allocated. This doesn't include the CARES funding.
- In-kind amount is low, we have not reported all in-kind for July and August.

Attachment 3: Credit Card Purchases

- Detailed report of charges made for the month of August, 2020.

Attachment 4: CACFP Reimbursement Report

- Reimbursement request for the month of August. It looks low because we are only reimbursed for the food of children at the centers which is much less than typical.
 - We would most likely have to charge the salaries of the cooks in the grant budget (which is allocated) for this year since we don't have the number of children we typically have in the program.

Attachment 5: Food Expenditures

- This is the breakdown of food revenue and expenses.

Attachment 6: Fiscal Year 2021 Monitoring Process for Head Start and Early Head Start Grantees

- Policy of the required monitoring from the Office of Head Start for the 2020-21SY which will be conducted virtually.
 - Grantees will receive various types of reviews, based on the year of their grant. Monitoring protocol tools have been released for review and preparation for the monitoring.

Attachment 7: 2019-2020 Program Goals, Quarterly Update

- Progress towards the goals indicates what we have done for the 2019-2020 school year.

Attachment 8: 2019-2020 Self-Assessment Corrective Action Plan, Validation Report

- Status of what we have completed to correct the findings from the self-assessment.

CS Meeting Notes – October 14, 2020

Attachment 9: 2019-2020 Period I Grantee Monitoring Corrective Action Plan, Validation Report

- Status of what we have corrected from the monitoring, some have been corrected and others are still in process.

Attachment 10: 2019-2020 Child Outcome Report

- Status of the children's progress for the 2019-20 school year, as noted due to COVID-19 assessment was not completed for the 3rd period.

Attachment 11: School Readiness Goals for 2020-21

- Update of the School Readiness Goals based on the assessment report of the 2019-2020SY.

**CITY OF LA HABRA
EARLY HEAD START PROGRAM
MONTHLY REPORT
2020-21 FISCAL SCHOOL YEAR**

For Consideration for meeting dated October 14, 2020

Program Information Summary (PIS) Report: August 2020 (Attachment 1)

Section A: Agency Profile

Item	Previous Month Report	Current Month Report
Funded Enrollment	50	50
Number Enrolled (Cumulative)		
Number of Children	42	42
Number of Pregnant Moms	0	1
Number in the Waiting list	0	0
Enrollment by Eligibility		
Below 100% Poverty Line	27	28
Categorically Eligible	9	9
Over-Income	6	6

Section B: Staff and Qualifications

Item	Supervisor	Home Base Educator
Total Number of Child Development Staff by Position	1	3
With a BA Degree	1	2
With an AA Degree	0	1
Without a Degree, enrolled with a Waiver	0	0

Section C: Child and Family Services

Item	Previous Month Report	Current Month Report
Number of Children/ Pregnant Women with Health Insurance	39	43
Number of Children with an Ongoing Source of Continuous, Accessible Health Care (Medical Home)	36	38
Number of children up-to-date with well-baby checks	25	29

Number of children with expired well-baby checks	17	12
Number of children with expired well-baby checks 30 days or less	0	4
Number of children who are up-to-date with Immunizations	21	22
Number of children with continuous accessible dental care (Dental Home)	34	34
Number of children who are up-to-date with oral health care	35	42
Number of children with expired oral health care	23	14
Number of children with an IFSP	15	15

Family Partnership Agreements

Item	Previous Month Report	Current Month Report
Total Number of FPA's introduced	38	40
Total Number of FPA's completed	34	35
Total Number of FPA's with an established goal	36	0
Home based services (Month) Visits Completed	168	166
Home based services (year to date) Visits Completed	168	330
Number of Socializations (Month)	10	22
Number of Socializations (year to date)	10	32

Monitoring Report:

Financial Reports:

- Attached is the Cost Report for August 2020; the amount requested is **\$31,231.68. (Attachment 2)**
 - Total In-kind to-date is **\$2,700.00 (of \$120,283.00)**
- Attached is the Credit Card Reports for August 2020. **(Attachment 3)**

CACFP Reports:

- The total reimbursement for the month of August 2020 is **\$10,681.35 (Attachment 4)**
 - Note:** EHS does not have a CACFP program because it is a home-based program option.*
- Attached is the Food Revenue and Expenditures analysis. **(Attachment 5)**

Information Shared:

- **IM:** Fiscal Year 2021 Monitoring Process for Head Start and Early Head Start Grantees **(Attachment 6)**

Action Items, For Approval:

- 2019-2020 Program Goals, Quarterly Update **(Attachment 7)**
- 2019-2020 Self-Assessment Corrective Action Plan, Validation Report **(Attachment 8)**
- 2019-2020 Period I Grantee Monitoring Corrective Action Plan, Validation Report **(Attachment 9)**
- 2019-2020 Child Outcome Report **(Attachment 10)**
- School Readiness Goals for 2020-21 **(Attachment 11)**

Monthly Program Information Summary Data Collection Worksheet

Delegate La Habra: Early Head Start

* Use ChildPlus Report (9700) and audit reports where noted

Report due on or before the 5th of each month

A. ENROLLMENT & PROGRAM OPTIONS

1. Enrollment Year

	2020					2021						
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

DATA REVIEW 1

- a. Start Date
- b. End Date

7/1	7/1											
6/30	6/30											

FUNDED ENROLLMENT

2. Funded Head Start or Early Head Start Enrollment

- a. Head Start/Early Head Start Funded Enrollment, as identified on NOA

50	50											
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3. Center-based option - 5 days per week

- a. Full-day enrollment
 - 1. Of these, the number available as full-working-day enrollment
 - a. Of these, the number available for the full-calendar-year
- b. Part-day enrollment
 - 1. Of these, the number in double sessions

4. Center-based option - 4 days per week

- a. Full-day enrollment
 - 1. Of these, the number in double sessions
 - b. Part-day enrollment
 - 1. Of these, the number in double sessions
- 5. Home-based option
 - 6. Combination option
 - 7. Family child care option
 - a. Of these, the number available as full-working-day enrollment
 - 1. Of these, the number available for the full-calendar-year
 - 8. Locally Designed Option

CLASSES AND GROUPS

12. Total number of classes operated

- a. Of these, the number of double session classes

Monthly Program Information Summary Data Collection Worksheet

Delegate La Habra: Early Head Start

* Use ChildPlus Report (9700) and audit reports where noted

Report due on or before the 5th of each month

	2020					2021						
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

CUMULATIVE ENROLLMENT

13. Cumulative enrollment by child age (9700/9702):

	AutoSum											
a. Under 1 year	42	42										
b. 1 year old	5	5										
c. 2 years old	18	18										
d. 3 years old	18	18										
e. 4 years old	1	1										
f. 5 years and older												
14. Total cumulative enrollment of pregnant women (EHS programs) (9700/9740)	0	1										

CUMULATIVE ENROLLMENT BY TYPE OF ELIGIBILITY

16. Cumulative enrollment by eligibility (9700/9702):

	AutoSum											
a. Income below 100% of federal poverty line	42	43										
b. Receipt of public assistance such as TANF, SSI	27	28										
c. Status as a foster child - # children only	3	3										
d. Status as a homeless	2	2										
e. Status as homeless	4	4										
f. Over income	4	4										
f. Enrollees exceeding the allowed over income enrollment with family incomes between 100% and 130% of the federal poverty guideline	2	2										

PRIOR ENROLLMENT

18. Enrolled in Head Start or Early Head Start for (9700/9702):

a. The second year	23	23										
b. Three or more years	17	17										

TURNOVER IN ENROLLMENT (9700/9701)

19. Total number of children who dropped out any time after classes or home visits began and did not re-enroll

a. The number of children who were in class less than 45 days												
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TRANSITION AND TURNOVER (EHS programs) (9700/9701)

20. Total number of children who dropped out any time after classes or home visits began and did not re-enroll

a. The number of children who were enrolled less than 45 days	1	1										
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21. Total number of pregnant women who left the program after receiving early head start services but before the birth of their infant, and did not re-enroll (9700/9741)

	0	0										
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Monthly Program Information Summary Data Collection Worksheet

Delegate La Habra: Early Head Start

* Use ChildPlus Report (9700) and audit reports where noted

Report due on or before the 5th of each month

Waitlist (2006) / Enrollment (2007) / Average Daily Attendance (Center-based Programs) (2301)

Number of children on Waitlist
 Monthly Enrollment
 Average Daily Attendance

	2020						2021					
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Number of children on Waitlist	0	0										
Monthly Enrollment	41	0										
Average Daily Attendance												

Monthly Program Information Summary Data Collection Worksheet

Delegate La Habra: Early Head Start

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Report due on or before the 5th of each month

	2020					2021						
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

B. PROGRAM STAFF & QUALIFICATIONS (Agency Preference)

Home Base Educators

9. Total number of child development staff by position

3	3											
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Of B.9, the number with the following degrees:

a. An advanced degree (MA) in:

AutoSum

3	3											
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1. Social work/Licensed clinical social worker (LCSW)/Licensed master social worker (LMSW)

2. Marriage and family therapy/Licensed marriage and family therapist (LMFT)

3. Psychology

4. Sociology

5. Human services (include related areas such as child and family services or social services)

6. Nursing plus Nurse Practitioner (NP) license

7. Early childhood education

8. Other

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b. A Baccalaureate degree (BA) in:

1. Social work

2. Psychology

3. Sociology

4. Human services (include related areas such as child and family services or social services)

5. Nursing plus Registered Nurse (RN) license

6. Early childhood education

7. Other

1	1											
1	1											

c. An associate degree (AA) in:

1. Social work

2. Psychology

3. Sociology

4. Human services (include related areas such as child and family services or social services)

5. Nursing plus Registered Nurse (RN) license

6. Early childhood education

7. Other

1	1											

Monthly Program Information Summary Data Collection Worksheet

Delegate La Habra: Early Head Start

* Use ChildPlus Report (9700) and audit reports where noted

Report due on or before the 5th of each month

	2020					2021						
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

C. Child & Family Services

Health Insurance - children (9700/9706)

1. Number of all children with health insurance

39	42											
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Health insurance - pregnant women (EHS programs) (9700/9716)

3. Number of pregnant women with at least one type of health insurance.

0	1											
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Medical home - children (9700/9707)

5. Number of children with an ongoing source of continuous, accessible health care

Physical Exams / Well Checks (3035)

AutoSum

36	42	38	46									
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Non-Expired Physical Exams / Well-Checks

Expired Physical Exams / Well-Checks

Missing Physical Exams / Well-Checks

Physical Exams / Well-Checks expired 30 days or less

25	17	29	12									
0	0	1										
0	0	4										

Medical services - children (9707)

8. Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care

a. Of these, the number diagnosed by a health care professional with a chronic condition needing medical treatment since last year's PIR was reported

1. Of these, the number who have received or are receiving medical treatment

0	0											
0	0											

Body Mass Index (BMI) - children (HS and Migrant programs) (9700/9760)

10. Number of children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts

a. Underweight (BMI less than 5th percentile for child's age and sex)

b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)

c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)

d. Obese (BMI at or above 95th percentile for child's age and sex)

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Monthly Program Information Summary Data Collection Worksheet

Delegate La Habra: Early Head Start

* Use ChildPlus Report (9700) and audit reports where noted

Report due on or before the 5th of each month

Immunization services - children (9700/9708/9760)

AutoSum

	2020					2021						
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
11. Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	40	40										
12. Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	19	18										
13. Number of children who meet their state's guidelines for an exemption from immunizations	0	0										

Dental home - children (9700/9708)

17. Number of children with continuous, accessible dental care provided by a dentist

Professional Dental Exams (3035) (HS Programs)

- Non-Expired Professional Dental Exams
- Expired Professional Dental Exams
- Missing Professional Dental Exams
- Professional Dental Exams expired 30 days or less

34	34											
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19. Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported (9700/9708)

- a. Of these, the number of children diagnosed as needing treatment since last year's PIR was reported
 - 1. Of these, the number of children who have received or are receiving treatment

Primary Oral Health (3035) (EHS programs)

- Number of children with oral health screens (EHS only)
- Number of children with dental exams (EHS only)
- Primary Oral Health (3035) (EHS programs)
- Non-Expired age-appropriate primary oral health care
- Expired age-appropriate primary oral health care
- Missing age-appropriate primary oral health care
- Age-appropriate primary oral health care expired 30 days or less

Pregnant women dental services (EHS programs) (9700/9740)

21. Of the number of pregnant women served, the number who received a professional dental examination(s) and/or treatment since last year's PIR was reported

22	42											
4	16											
35	42											
6	28											
23	14											
0	0											
6	0											
0	0											

Monthly Program Information Summary Data Collection Worksheet

Delegate La Habra: Early Head Start

* Use ChildPlus Report (9700) and audit reports where noted

Report due on or before the 5th of each month

		2020					2021						
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

IEP/IFSP (3501)

Open IEP/IFSP for the reporting month

		15	15										
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27. Diagnosed primary disability (HS Programs) (9700/9710):

- a. Health impairment (i.e. meeting IDEA definition of "other health impairment")
- b. Emotional/behavioral disorder
- c. Speech or language impairments
- d. Intellectual disabilities
- e. Hearing impairment, including deafness
- f. Orthopedic impairment
- g. Visual impairment, including blindness
- h. Learning disabilities
- i. Autism
- j. Traumatic brain injury
- k. Non-categorical/developmental delay
- l. Multiple disabilities
- m. Deaf-blind

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Monthly Program Information Summary Data Collection Worksheet

Delegate La Habra: Early Head Start

* Use ChildPlus Report (9700) and audit reports where noted

Report due on or before the 5th of each month

	2020					2021						
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

Newly enrolled children with Vision screenings completed (3001)

- On Time (45 days)
- Late
- None Completed

	1	1										
	0	0										
	1	1										
AutoSum	2	2										

Newly enrolled children with Hearing screenings completed (3001)

- On Time (45 days)
- Late
- None Completed

	1	1										
	0	0										
	1	1										
AutoSum	2	2										

Newly enrolled children with Developmental screenings completed (3001)

- On Time (45 days)
- Late
- None Completed

	2	2										
	0	0										
	0	0										
AutoSum	2	2										

Newly enrolled children with Behavioral screenings completed (3001)

- On Time (45 days)
- Late
- None Completed

	2	2										
	0	0										
	0	0										
AutoSum	2	2										

Monthly Program Information Summary Data Collection Worksheet

Delegate La Habra: Early Head Start

* Use ChildPlus Report (9700) and audit reports where noted Report due on or before the 5th of each month

	2020					2021						
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

Screening (9700/9709)

28. Number of all newly enrolled children since last year's PIR was reported

2	2											
1	1											

29. Number of all newly enrolled children who completed routine screenings for developmental, sensory, and behavioral concerns

Number of families (9700/9730/9731)

35. Total number of families

46	37											
10	10											

51. Of these, the number that received at least one of the services listed above

Homelessness Services (9700/9705/9731)

53. Total number of families experiencing homelessness that were served during the enrollment year

4	4											
6	6											
0	0											

54. Total number of children experiencing homelessness that were served during the enrollment year

55. Total number of families experiencing homelessness that acquired housing during the enrollment year

Family Partnership Agreements (Agency Preference)

FPA Introduced	38	40										
FPA Completed	34	35										
FPA with established goal	36											

Monthly Program Information Summary Data Collection Worksheet

Delegate La Habra: Early Head Start

* Use ChildPlus Report (9700) and audit reports where noted

Report due on or before the 5th of each month

	2020					2021						
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

Home Base Services by MONTH (Agency Preference)-HOME VISIT Benchmarks

Based on funded enrollment, the expected number of Home Visits

Based on actual enrollment, the expected number of Home Visits

Home Base Services by MONTH (Agency Preference)-HOME VISIT Services

Number of Home Visits Completed
 Number of Home Visit Parent Cancellations
 Number of Home Visit Program Cancellations (required to be made up)

	AutoSum	Current Month	Current Month	Current Month
Number of Home Visits Completed	164	166	164	166
Number of Home Visit Parent Cancellations	0	0	0	0
Number of Home Visit Program Cancellations (required to be made up)	0	0	0	0

Home Base Services by MONTH (Agency Preference)-SOCIALIZATION Benchmarks

Based on funded enrollment, the expected number of Socializations

Based on actual enrollment, the expected number of Socializations

Home Base Services by MONTH (Agency Preference)-SOCIALIZATION Services

Number of Socializations Attended

	AutoSum	Current Month
Number of Socializations Attended	100	100
	48	42

Home Base Services by YEAR-TO-DATE (Agency Preference)-HOME VISIT Benchmarks

Based on funded enrollment, the expected number of Home Visits

Based on actual enrollment, the expected number of Home Visits

Home Base Services by YEAR-TO-DATE (Agency Preference)-HOME VISIT Services

Number of Home Visits Completed
 Number of Home Visit Parent Cancellations
 Number of Home Visit Program Cancellations (required to be made up)

	AutoSum	Year-To-Date	Year-To-Date	Year-To-Date
Number of Home Visits Completed	164	330	164	330
Number of Home Visit Parent Cancellations	0	0	0	0
Number of Home Visit Program Cancellations (required to be made up)	0	0	0	0

Home Base Services by YEAR-TO-DATE (Agency Preference)-SOCIALIZATION Benchmarks

Based on funded enrollment, the expected number of Socializations

Based on actual enrollment, the expected number of Socializations

Home Base Services by YEAR-TO-DATE (Agency Preference)-SOCIALIZATION Services

Number of Socializations Attended

	AutoSum	Year-To-Date
Number of Socializations Attended	100	100
	48	84

Monthly Cost Report , FY 2020-21

August, 2020

ATTACHMENT 2

Early Head Start Basic Budget

Major Cost Category	Approved Budget Amount	Cost This Period Amount	Cost to Date Amount Total	Budget Amount Remaining
PERSONNEL	316,191.00	18,984.55	41,996.15	274,194.85
FRINGE BENEFITS	110,997.00	8,557.28	18,408.81	92,588.19
TRAVEL	0.00	0.00	0.00	0.00
EQUIPMENT *	0.00	0.00	0.00	0.00
SUPPLIES	17,702.00	1,185.64	1,185.64	16,516.36
CONTRACTUAL	11,500.00	770.00	770.00	10,730.00
CONSTRUCTION	0.00	0.00	0.00	0.00
OTHER COSTS	13,492.00	1,734.21	3,027.21	10,464.79
INDIRECT COSTS	0.00	0.00	0.00	0.00
TOTAL	\$469,882.00	\$31,231.68	\$65,387.81	\$404,494.19

Early Head Start T&TA

Major Cost Category	Approved Budget Amount	Cost This Period Amount	Cost to Date Amount Total	Budget Amount Remaining
PERSONNEL	0.00	0.00	0.00	0.00
FRINGE BENEFITS	0.00	0.00	0.00	0.00
TRAVEL	9,400.00	0.00	0.00	9,400.00
EQUIPMENT *	0.00	0.00	0.00	0.00
SUPPLIES	0.00	0.00	0.00	0.00
CONTRACTUAL	0.00	0.00	0.00	0.00
CONSTRUCTION	0.00	0.00	0.00	0.00
OTHER COSTS	1,850.00	0.00	0.00	1,850.00
INDIRECT COSTS	0.00	0.00	0.00	0.00
Total	\$11,250.00	\$0.00	\$0.00	\$11,250.00

Non-Federal Share (In-Kind)

	Approved Budget Amount	Cost This Period Amount	Cost to Date Amount Total	Budget Amount Remaining
EHS Basic	118,481.26	1,350.00	2,700.00	115,781.26
EHS T&TA	1,801.74	0.00	0.00	1,801.74
Total	\$120,283.00	\$1,350.00	\$2,700.00	\$117,583.00
Reimbursement Request Total		\$31,231.68		

**City of La Habra
Child Development Division**

Credit Card Expenses

Month Reporting: August, 2020

Charge By	Date Charged	Item/ Purpose	Amount
Smart & Final (Non-Food Program)	8/11/2020	State Pre Teacher Training	\$117.25
	8/13/2020	School-Age Teacher Training	\$33.48
Smart & Final (Food Program Items)	8/13/2020	School-Age: Substitutet Food	\$128.15
Total:			\$278.88

Charge By	Date Charged	Item/ Purpose	Amount
Bank of the West Credit Card (M. Garcia)		<i>No Charges for the Month</i>	
Bank of the West Credit Card (A. Morales)	8/6/2020	Dollar Central: Staff Training	\$26.74
	8/7/2020	Michael's: Staff Training	\$163.89
	8/11/2020	Amazon: Classroom Supplies	\$149.16
	8/11/2020	T&S Staff Training Meal	\$164.81
	8/12/2020	Amazon: Classroom Supplies	\$370.53
	8/13/2020	Chick-Fil-A Staff Training Meal	\$196.43
	8/17/2020	CVS: Classroom Supplies	\$20.02
Bank of the West Credit Card (D. Linn)	7/30/2020	CACFP Training	\$298.00
	8/19/2020	Every Child CA Training	\$50.00
Bank of the West Credit Card (A. Marceau)	8/6/2020	Walmart: Classroom Tables/ Supplies	\$460.01
	8/7/2020	Walmart: Classroom Tables/ Supplies	\$835.40
Total:			\$2,734.99

**Child & Adult Care Food Program
Claim For Reimbursement Summary for August 2020**

ATTACHMENT 4

04320-CACFP-30-GM-CS
CITY OF LA HABRA-CHILD DEV DIVISION
 110 E LA HABRA BLVD
 LA HABRA, CA 90631-5436
 Vendor #: 21830Z
 payment address

Month/Year Claimed	Adjustment Number	Date Received	Date Accepted	Date Processed	Reason Code
Aug 2020	0	09/10/2020	09/10/2020	09/17/2020	Original

Child Care

	Free	Reduced	Base	Total
Enrollment Totals	97	54	42	193
Eligibility Percentages	50.26%	27.98%	21.76%	100%

Agency Totals	Meals/Snacks	Federal Rate	Reimbursement Amount
Breakfast			
Free	333	1.8900	629.37
Reduced	186	1.5900	295.74
Base	144	0.3200	46.08
Total	663		971.19
AM Snack			
Free	86	0.9600	82.56
Reduced	48	0.4800	23.04
Base	37	0.0800	2.96
Total	171		108.56
Lunch			
Free	314	3.5100	1,102.14
Reduced	175	3.1100	544.25
Base	135	0.3300	44.55
CIL	624	0.2450	152.88
Total	624		1,843.82
PM Snack			
Free	308	0.9600	295.68
Reduced	171	0.4800	82.08
Base	133	0.0800	10.64
Total	612		388.40

School Age

	Free	Reduced	Base	Total
Enrollment Totals	93	54	29	176
Eligibility Percentages	52.84%	30.68%	16.48%	100%

Agency Totals	Meals/Snacks	Federal Rate	Reimbursement Amount
Breakfast			
Free	700	1.8900	1,323.00
Reduced	407	1.5900	647.13
Base	218	0.3200	69.76

	Total	1,325		2,039.89
Lunch				
Free		773	3.5100	2,713.23
Reduced		449	3.1100	1,396.39
Base		240	0.3300	79.20
CIL		1,462	0.2450	358.19
	Total	1,462		4,547.01
PM Snack				
Free		619	0.9600	594.24
Reduced		360	0.4800	172.80
Base		193	0.0800	15.44
	Total	1,172		782.48
Claim Reimbursement Total				10,681.35

State Reimbursements

Meal Description	Meals	State Rate	State Earnings
Total Breakfast	1,626	\$0.0000	\$0.00
Total Lunches	1,711	\$0.0000	\$0.00
Total			\$0.00

Agency Claim Reimbursement Totals	Meal Reimbursement	CIL Reimbursement	State Reimbursement	Totals
Current Claim Reimbursement Total	10,170.28	511.07	0.00	10,681.35
Previous Claim Reimbursement Total	0.00	0.00	0.00	0.00
Net Claim Reimbursement Total	10,170.28	511.07	0.00	10,681.35

Created By: LillianaN on: 9/10/2020 3:41:18 PM Modified By: catherinev on: 9/10/2020 3:59:41 PM

CITY OF LA HABRA
 CCFP-CENTERS FOOD ALLOCATION
 FOR THE FISCAL YEAR 2020-21

ATTACHMENT 5

FOOD REVENUE vs FOOD EXPENDITURES ANALYSIS

Month	School Age CCTR (38501)			State-Preschool CSPP (38502)			Total			Revenue Over/ (Under)
	4702 Food Revenue	7114 Food Expense	Net Amount	4702 Food Revenue	7114 Food Expense	Net Amount	4702 Food Revenue	7114 Food Expense	Net Amount	
Jul-20	\$ 7,740.43	\$ 6,929.46	\$ 810.97	\$ 1,117.47	\$ 944.94	\$ 172.53	\$ 8,857.90	\$ 7,874.40	\$ 983.50	
Aug-20	\$ 7,369.38	\$ 4,074.38	\$ 3,295.00	\$ 3,311.97	\$ 2,841.27	\$ 470.70	\$ 10,681.35	\$ 6,915.65	\$ 3,765.70	
Total	\$ 15,109.81	\$ 11,003.84	\$ 4,105.97	\$ 4,429.44	\$ 3,786.21	\$ 643.23	\$ 19,539.25	\$ 14,790.05	\$ 4,749.20	
YTD Cook	\$ -	\$ 8,882.68	\$ (8,882.68)	\$ -	\$ 7,544.91	\$ (7,544.91)	\$ -	\$ 16,427.59	\$ (16,427.59)	
Adjusted Total	\$ 15,109.81	\$ 19,886.52	\$ (4,776.71)	\$ 4,429.44	\$ 11,331.12	\$ (6,901.68)	\$ 19,539.25	\$ 31,217.64	\$ (11,678.39)	
% of Food expense			73%			85%			76%	

ATTACHMENT 6



Fiscal Year (FY) 2021 Monitoring Process for Head Start and Early Head Start Grantees

 eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-20-05

[View the Latest Coronavirus Disease 2019 \(COVID-19\) Updates from the Office of Head Start »](#)

Fiscal Year (FY) 2021 Monitoring Process for Head Start and Early Head Start Grantees ACF-IM-HS-20-05

U.S. Department
of Health and Human Services

ACF
Administration for Children and Families

1. **Log Number:** ACF-IM-HS-20-05
2. **Issuance Date:** 09/24/2020
3. **Originating Office:** Office of Head Start
4. **Key Words:** Monitoring; CLASS®; COVID-19; FY 2021

Information Memorandum

To: All Head Start and Early Head Start Grantees

Subject: Fiscal Year (FY) 2021 Monitoring Process for Head Start and Early Head Start Grantees

Information:

Sec. [641A](#) of the Improving Head Start for School Readiness Act of 2007 requires the Office of Head Start (OHS) to implement ongoing monitoring of all programs receiving federal funds. As a result of the coronavirus disease 2019 (COVID-19) pandemic and public health emergency, all monitoring

reviews for the 2020–2021 school year will be conducted virtually. This decision was based on two principles that have driven OHS's decisions and guidance to programs throughout this period: (1) taking decisive actions to support each program's success and (2) keeping the safety of children and staff paramount.

While prevalence or risk of COVID-19 varies from community to community, OHS recognizes that each program's energies are focused on making innovative programmatic changes in a fluid environment to serve as many children and families as safely as possible. OHS does not wish to distract from those critical efforts by adding the burden of planning and accommodating an on-site federal review team. OHS believes a virtual monitoring protocol more appropriately balances the need for monitoring with the on-the-ground challenges to which programs are actively responding at this time. Secondly, and as important, OHS is committed to protecting the health and safety of children and staff in OHS programs. It understands that having outside monitors visit programs, in some locations, may increase the risk of exposure to COVID-19. Limiting visitors to Head Start facilities is consistent with guidance on best practices from the U.S. Centers for Disease Control and Prevention on safely providing child care in group settings during the pandemic. Given the availability of a suitable virtual alternative, on-site OHS monitoring reviews as a general practice present an unnecessary risk at this unique time. However, OHS reserves the right to conduct special off-site or on-site reviews if they are determined to be necessary.

FY 2021 Monitoring Review

Review Type	FY 2021 Implementation	Start Date
Focus Area 1 (FA1)	FA1 reviews will continue to be conducted using a virtual format.	November 2020
Focus Area 2 (FA2)	FA2 reviews will be conducted virtually for the 2020–2021 program year.	January 2021
Classroom Assessment Scoring System (CLASS®)	OHS plans to suspend CLASS® reviews for the 2020–2021 school year.	Not Applicable

Review Type	FY 2021 Implementation	Start Date
Follow-up	Follow-up reviews will be conducted virtually by your Regional Office.	Start dates will coincide with the end of the corrective action period.
American Indian and Alaska Native (AIAN) Reevaluations	AIAN reevaluation reviews will be conducted virtually by the applicable Regional Office.	Start dates will coincide with the Tribal DRS Consultation process and Plan to Improve Quality.

OHS will begin virtual monitoring of grantees in November 2020. Grantees who will receive a monitoring review in FY 2021 will receive a notification letter at least 45 days prior to the start of their review event. Grantees can expect a planning call with their assigned review lead to discuss the virtual schedule. It will include conversations on:

- Program Design and Management.
- Education and Child Development.
- Health Program Services.
- Family and Community Engagement.
- Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA).
- Fiscal Infrastructure.

During the FA1 and FA2 review processes, grantees will be asked questions about the use of Coronavirus Aid, Relief, and Economic Security (CARES) Act funding. They will also be asked about any adjustments made to program service delivery in response to the COVID-19 pandemic. OHS will request information regarding grantee service delivery model (e.g., in-person services, virtual services, or a hybrid of both) with the understanding that these operations may change throughout the program year.

If you have any questions or concerns regarding FY 2021 monitoring, please contact your Regional Office.

Thank you for your work on behalf of children and families.

/ Dr. Deborah Bergeron /

Dr. Deborah Bergeron
Director
Office of Head Start
Office of Early Childhood Development

See PDF Version of Information Memorandum:

[Fiscal Year \(FY\) 2021 Monitoring Process for Head Start and Early Head Start Grantees](#) [PDF, 36KB]

Historical Document

ATTACHMENT 7

**City of La Habra
 Early Head Start Program**

Program Goals 2019-20, Quarterly Update

Goal #1: Community Awareness

City of La Habra EHS Program will increase community awareness of the quality school readiness programs and integrated support services provided to children and families.

Objectives	Measure	Progress Towards Goal
<p>Increase the City of La Habra EHS Program presence in the community and on the internet.</p>	<p>Measure 1: Develop a City of La Habra EHS Program Facebook account in year one, and increase the number of Followers, Likes and Shares on Facebook by 10% each year over the subsequent four years.</p> <p>Measure 2: Redevelop the City of La Habra EHS Program Facebook website in year one, and increase the number of people visiting the website by 5% each year over the subsequent four years.</p> <p>Measure 3: Increase attendance at open house events by 10% each year over the five-year period.</p>	<p>Program is using City's social media</p> <p>Child Development had a FB account</p> <p>N/A for EHS</p>
<p>Increase City of La Habra EHS Program collaborations with community agencies.</p>	<p>Measure 1: Develop a coordinated community referral process in year one, and increase the number of agencies participating in the referral process by 50% each year, and the number of referrals received by 5% each year, over the subsequent four years.</p>	<p>Coordinated with Orange County Regional Center for referrals. EHS Homepage, has children enrolled with IFSP's or have been referred during the month of July – September 2019, due to low scoring or low scores in re-screenings of the ASQ-3</p> <p>As of January 2020, we had 21 children with Individualized Family Service Plans. At the</p>

	<p>Measure 2: Increase the number of City of La Habra EHS Program hosting open house events by at least 25% each year, with full implementation by the end of year five.</p>	<p>end of the school year, there are 15 children with an IFSP. No open house conducted due to COVID19</p>
	<p>Measure 3: Attend at least one community meeting per quarter per Manager to maintain active partnerships, promote, and provide updates and announcements, regarding City of La Habra EHS Program services.</p>	<p>Child Development Manager attends the LA Habra Collaborative Meeting (every other month) and La Habra City School District EDI meetings (monthly)</p>
	<p>Measure 4: Participate in at least two community events within the City by providing an information booth to promote City of La Habra EHS Program services each year over the five-year period.</p>	<p>EHS Staff attended; Back to School Health Fair on August 10 to promote our program. Staff attended the Literacy Fair of La Habra City School District</p>
<p>Strengthen City of La Habra EHS Program relationships with the school districts.</p>	<p>Measure 1: In year one, conduct an analysis of current transition and collaborative activities at each City of La Habra EHS Program.</p> <p>Measure 2: In year one, evaluate and update all current school readiness, Memorandum of Understandings.</p> <p>Measure 3: In years two through five, develop a comprehensive set of MOUs based on the unique characteristics of each school district that Head Start children transition into, and implement the MOUs with at least 25% of school districts per year with full implementation with all school districts by the end of year five.</p> <p>Measure 4: In years two through five, develop a comprehensive plan for collaboration with</p>	<p>Program Collaborates with La Habra City School District. MOU with UCI EyeMobile, Mount St. Mary's, Cal State Fullerton.</p>

	<p>each elementary school based on the unique characteristics of the school district, and implement the plan with at 25% of City of La Habra EHS Program total centers per year with full implementation at all centers by the end of year five.</p>	
<p>Goal #2: Parent and Family Engagement City of La Habra EHS Program will increase parent and family engagement across all program areas and activities to promote family resilience.</p>		
Objectives	Measure	Progress Towards Goal
<p>Increase participation in City of La Habra EHS Program parent engagement programs:</p>	<p>Measure 1: UCLA by 5% each year (Health/Oral Health/Mental Health)</p>	<p>Provided dental screening to our children enrolled in EHS Home Base on August 30 and September 6, 2019. Cal State Fullerton Nursing Student Intern provided a dental workshop; 12/11/19 NAMI – Presented to our parents a on Promoting Positive Mental Health on September 20, 2019. NAMI – Presented to our parents workshops; Consequences for Toddlers 12/6/19 and Strengthening Parent to Child Relationships on 11/8/19. Vision Screening were provided to children enrolled in EHS Home Base on July, 26, 2019.</p>

<p>Develop, implement, and expand a Parent as Educators program (Education)</p>	<p>Measure 2: PNA by 5% each year (Nutrition)</p> <p>Measure 3: SAM by 5% each year (Health and Safety)</p> <p>Measure 1: In years one and two, develop the Parent as Educators program.</p> <p>Measure 2: In years three through five, implement the program and increase</p>	<p>UCI Eye mobile returned on October 22 and provided full exams for children who did not pass the vision screening. Breast and Cervical Cancer Awareness; workshop to parents presented on October 4, 2019.</p> <p>Mental Health Consultant presented to our parents on Child Abuse and Domestic Violence Workshop on 11/1/19.</p> <p>Orange County Department of Education provided a workshop for our parents OC SAFE from the START; A guide to your young child's healthy brain development on 11/22/19.</p> <p>Nursing Students Interning from Cal State Fullerton, presented a workshop to our families on healthy eating and making snack more appetizing to children using my plate portions, parents had the opportunity to make their own snacks (November 20, 2019)</p> <p>Olive Crest will be providing a series on Parenting. Classes will begin on March 4, 2020. Once a week on Wednesdays for 7 consecutive weeks.</p>
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<p>Increase quality of, and participation at, parent committee meetings.</p>	<p>participation by at least 5% each year in years four and five.</p>	<p>For 2019-2020 EHS Home Base School Year, we have 6 PC members including Community Representative and 3 other members as alternates.</p>
<p></p>	<p>Measure 1: In year one, conduct an analysis of current parent committee practices for the City of La Habra EHS Program.</p>	<p>As of January 2020; EHS Home Base has 6 PC members, 1 Community Representative and 1 alternate.</p>
<p></p>	<p>Measure 2: In year two, develop a comprehensive format for implementing parent committee activities to include agency priorities and regulatory requirements, while considering the unique characteristics of each center;</p> <p>Measure 3: In years three through five, increase parent participation by at least 5% each year.</p>	<p>NAMI provided to parent variety of parent workshops; Promoting Academic Success August 2, 2019. Communicating Effectively October 18, 2019.</p>
<p>Implement and expand an agency-wide research-based parenting education curriculum.</p>	<p>Measure 1: In year one, conduct an analysis of current parent education programs offered at each City of La Habra EHS Program centers, select one curriculum to be used agency-wide, and develop a comprehensive plan for implementation.</p>	<p>NAMI – Presented to our parents workshops; Consequences for Toddlers 12/6/19 and Strengthening Parent to Child Relationships on 1/1/8/19.</p> <p>Olive Crest will be providing a Parent Education course to our families enrolled in EHS beginning on March 4 – April 15, the</p>

	<p>Measure 2: Implement the selected curriculum agency-wide.</p> <p>Measure 3: In years three through five, increase parent participation by at least 10% each year.</p> <p>Measure 4: In years three through five, measure the impact of the program through parent survey.</p>	<p>course will be 7 weeks and will be provided here at our site from 6:00 – 8:00 pm.</p> <p>Orange County Department of Education; presented on A Guide to Young Children's Healthy Brain Development (November 22, 2019)</p> <p>Financial Literacy; Banc of California provided presentation on September 27, 2019. Scheduled another presentation on December 6, 2019.</p> <p>Domestic Violence/Child Abuse Presentation was presented to parents in EHS Homebase on November 1, 2019.</p>
<p>Goal #3: Staff Development City of La Habra EHS Program will implement a comprehensive set of practices for recruitment, retention and development of responsive staff.</p>		
<p>Objectives</p>	<p>Measure</p>	
<p>Improve personnel recruitment practices.</p>	<p>Measure 1: In year one, develop and implement a strategic recruitment and screening process.</p> <p>Progress Towards Goal</p>	

<p>Implement a systematic approach to staff training and professional development.</p>	<p><i>Measure 2:</i> Increase the pool of eligible, well-qualified applicants by 5% each year.</p> <p><i>Measure 1:</i> In year one, conduct an analysis of current practices across the agency; develop a system to be used agency-wide; and develop a comprehensive plan for implementation and tracking.</p> <p><i>Measure 2:</i> In year two, begin implementation of the system agency-wide.</p> <p><i>Measure 3:</i> In year three through five-increase effectiveness by at least 10% each year based on data reports and staff survey.</p>	
<p>Establish an agency wide approach for management and leadership, and implement the approach 20% each year with full implementation by the end of year five.</p>	<p><i>Measure 1:</i> In year one, conduct an analysis of current leadership practices across the agency; select a leadership approach to be used agency-wide; and develop a comprehensive plan for implementation.</p> <p><i>Measure 2:</i> In year two, implement the selected leadership approach agency-wide.</p> <p><i>Measure 3:</i> In years three through five, evaluate effectiveness of implementation based on leadership assessments</p>	

Approved By: _____
 Community Service Commission (Sub-Board): _____
 Parent Committee: _____

ATTACHMENT 8

CORRECTIVE ACTION PLAN (CAP) – Validation

City of La Habra _____ June _____ 2020
 Program Name _____ Month _____ Year _____

Reason for the CAP (choose one): Self-Assessment Self-Monitoring Grantee Monitoring Federal Review Other: _____
MANAGEMENT SYSTEMS 2019-2020

HS/EHS Regulation Performance Standard Head Start Act	Potential Area of Non-Compliance	Corrective Action Plan	Person(s) Responsible	Completion Target (Date)	Validation Steps	Validation of completion (Date)
Record-Keeping	Documentation not filed on File Staff completed the forms but was not filed in the family/child file. Various Forms on File (6/20) was not signed by either staff or parent.	<ol style="list-style-type: none"> At the end of each month, staff will file the completed paper-work in the child/family file. Add information in the monitoring form to reflect the files are located in the appropriate files. Complete monitoring on a monthly basis. Inform staff if forms are missing and ensure they are completed and filed accordingly. 	Home-Educators/ FSA CD Manager	Monthly 7/1/2020	Home-Educators have been filing all forms at the Child/Family File at the end of each month.	10/5/2020
Monitoring 1302.102(b)	Inconsistent Schedule of Monitoring - Reports reviewed indicated there is a lack of consistent monitoring of Program Services. Although monitoring was completed, Program services was not consistently monitored in a monthly basis.	<ol style="list-style-type: none"> Update Monitoring timelines for completing monitoring of services. Implement monitoring timelines. Complete monitoring reports and corrective action plan, as needed. Share reports with stakeholders. 	EHS Coordinator CD Manager CD Manager EHS Coordinator CD Manager	As Needed 7/1/2020 Monthly Monthly Monthly	Schedule has been updated and will be implemented for the 2020-21SY.	10/5/2020

ERSEA 1305.2	Enrollment Signature Missing- 3/20 files did not have parent or staff signature for re-enrollments for the 2 nd year (the form used for year 1 enrollment was not updated for with the 2 nd year signature line).	<ol style="list-style-type: none"> Review all files to ensure the correct/appropriate forms for enrollment is used. Completed enrollment forms will be reviewed for completeness and accuracy. Ensure the forms used is the most current. Conduct file monitoring as scheduled on a monthly basis. 	EHS Coordinator EHS Coordinator/ CD Manager CD Manager/ EHS Coordinator	6/30/2020 As needed Monthly	All files for the 2020-21 SY has been reviewed to ensure all forms have completed signatures.	
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EDUCATION

HS/EHS Regulation Performance Standard Head Start Act	Potential Area of Non-Compliance	Corrective Action Plan	Person(s) Responsible	Completion Target (Date)	Validation Steps	Validation of Completion (Date)
1302.33(a)(1)	Child Screening Tool 4/20 files had the wrong age-appropriate screening tool for the ASQ-3 or ASQ:SE	<ol style="list-style-type: none"> When children are enrolled, EHS Coordinator computes the age of the child and determine the appropriate screening tool to be used. Before distributing to the parent, the Home-Educator will compute the child's age for accuracy. Once the screening tool is completed, prior to reviewing the scores, staff will review and compute the birthday of the child to ensure the age-appropriate tool was administered for the child. If the tool was of the wrong age, staff will re-do the screening process. 	EHS Coordinator Home-Educators EHS Coordinator/ FSA EHS Coordinator	As needed 7/30/2020	Child age was computed by the EHS coordinator and provided the appropriate tools. Child's age was verified using the ASQ age calculator online.	10/5/2020
1302.33(a)(3)(i)	Child Screening Follow-up 4/20 files, follow-up of the ASQ-3 and ASQ:SE was completed passed the date indicated to complete the follow-up screening.	<ol style="list-style-type: none"> Staff meeting will be conducted to inform staff of the importance of completing the follow-ups by the indicated date. Follow-up dates will be noted on Child Plus and set-up a reminder for when the follow-up screening needs to be conducted. 	EHS Coordinator EHS Coordinator/ CD Manager	As needed	All ASQ/ASQ:SE was completed for all children enrolled and all follow-up dates have been noted and are being tracked.	10/5/2020

		3. Monitor forms monthly and ensure information and follow-ups are completed on time.	EHS Coordinator/ CD Manager	Monthly		
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FAMILY AND COMMUNITY ENGAGEMENT

Hs/EHS Regulation Performance Standard Head Start Act	Potential Area of Non-Compliance	Corrective Action Plan	Person(s) Responsible	Completion Target (Date)	Validation Steps	Validation of Completion (Date)
1302.52	Timely follow-up of Family Goals 3 of the 30 files reviewed follow-up regarding family goals was completed after the due date.	<ol style="list-style-type: none"> 1. Discuss timelines for completion of each assessment for FSA 2. Record family goals and follow-up in Child Plus. 3. Once requested resources are provided to family FSA will follow up on family satisfaction. 4. FSA will provide an update on the transition process to the EHS Coordinator 5. EHS Coordinator will provide updates to the CD Manager 	<p>EHS Coordinator</p> <p>FSA</p> <p>FSA</p> <p>FSA</p> <p>EHS Coordinator</p>	<p>7/30/2020</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Monthly</p>	<p>Timelines in process.</p>	

Approved by: _____
 Community Service Commission: _____
 Policy Committee: _____

ATTACHMENT 9



Orange County Head Start, Inc.
Empowering Children & Families

ONGOING MONITORING CORRECTIVE ACTION PLAN (CAP)—Period 1

CAP due on April 10, 2020
Corrections due on June 9, 2020

Program Name: City of La Habra

Date: March 11, 2020

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN- To be Completed by Delegate				GRANTEE ONLY		To Be Completed by Delegate		GRANTEE ONLY
Regulation/ SAPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	OCHS Corrective Action Approval (Date)	Validation Steps	Validation of Completion (Date)	OCHS Completion of Corrective Action Approval (Date)	
45 CFR \$1302.15(a) Delegate Agreement Section 12	ERSEA	Non-Compliance	Delegate has not ensured full enrollment based on the City of La Habra's EHS funded enrollment level.	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	La Habra EHS Program was not fully enrolled in the month of February when the children who turned 3 were transitioned out of the program. At that time, children on the waitlist are over-income or aged-out. The program is unable to enroll due to the maximum allowed number of children to be enrolled within the over-income category.	CD Manager EHS Coordinator	6/9/2020		9/23/2020 - Informed Grantee Director of program status. Program is currently not fully-enrolled; we are actively recruiting and enrolling for the 2020-21SY.	10/5/2020		

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN- To be Completed by Delegate			GRANTEE ONLY	To Be Completed by Delegate	GRANTEE ONLY		
Regulation/ SAPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	OCHS Corrective Action Approval (Date)	Validation Steps	Validation of Completion (Date)	OCHS Completion of Corrective Action Approval (Date)
45 CFR §1302.70(b) Delegate Agreement Section 12	ERSEA	Non-Compliance	Delegate did not obtain prior approval from the grantee to continue providing EHS services for children that have turned three years old. As per the Agreement for Delegation of Early Head Start Program Operations, the Grantee will not fund the Subrecipient	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	Children who turned 3 while enrolled in the EHS program was dropped at the end of the month of their 3 rd birthday. These reflected children enrolled passed their 3 rd birthday. This has been the practice of the agency since it was a regulation that children transition out of the program at 3 instead of providing services through the end of the school year. Beginning in April, 2020, children who turn 3 will be dropped on the day of their 3 rd birthday instead of the end of the month to ensure no child is provided services after their 3 rd birthday. Transition will begin at age 2.5yrs to ensure the parents are well prepared to leave the program on their child's 3 rd birthday.	CD Manager EHS Coordinator	6/9/2020		9700 Child Plus report indicates - Program is not providing services for children who are 3 yrs old. (note: on ChildPlus a child appears as being served because she was dropped on her 3 rd birthday)	10/5/2020	

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN- To be Completed by Delegate				GRANTEE ONLY		To Be Completed by Delegate		GRANTEE ONLY	
Regulation/ SAPPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	OCHS Corrective Action Approval (Date)	Validation Steps	Validation of Completion (Date)	Completion of Corrective Action Approval (Date)		
45 CFR \$1302.12(c) (2)	ERSEA	Non- Compliance	Delegate did not ensure enrollment of a maximum of ten percent (10%) children whose family income exceeds one hundred and thirty percent (130%) of the Federal Poverty Guidelines. As per the Agreement for Delegation of Early Head Start Program	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	Program is aware of the over-income guidelines to be able to enroll families in the program. Unfortunately, due to under-enrollment, the number of enrolled children who are over-income is over 10%. (report pulled on 3/23 shows enrolled children 45 and over-income is 5 children which made it 11%. If we are fully-enrolled at 50, the 5 children will be at the 10% allowed over-income bracket).	CD Manager EHS Coordinator	6/9/2020		ChildPlus 9700 Report- As of October 2020, program has 4 children enrolled under this category (this was corrected in April and program continues to monitor family eligibility prior to enrollment)	10/5/2020			
Delegate Agreement Section 12													

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN- To be Completed by Delegate			GRANTEE ONLY	To Be Completed by Delegate		GRANTEE ONLY	
Regulation/ SAPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	OCHS Corrective Action Approval (Date)	Validation Steps	Validation of Completion (Date)	OCHS Completion of Corrective Action Approval (Date)
45 CFR §1302.101(b)(4) Delegate Agreement Sections 12, 14 and 15 OCHS SAPP ER-03 Determining , Verifying and Documentin g Eligibility	ERSEA Record keeping	Non-Compliance	Delegate did not implement a recordkeeping system to effectively ensure the accuracy, completeness, and consistency of ERSEA documentation, primarily due to transitioning pregnant mother paperwork to newborn; and misinterpretat	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	EHS coordinator will track family income and ensure each are determined eligible based on categories. CD Manager will be responsible for the second check of family information to determine eligibility. ChildPlus reports will be collected at the end of each month to determine eligibility is within the guidelines.	CD Manager EHS Coordinator	6/9/2020		Currently working to ensure all paperwork is accurate for the 2020-215Y	10/5/2020	

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN- To be Completed by Delegate				GRANTEE ONLY		To Be Completed by Delegate		GRANTEE ONLY	
Regulation/ SAPPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	OCHS Corrective Action Approval (Date)	Validation Steps Delegate	Validation of Completion (Date)	Completion of Corrective Action Approval (Date)		
45 CFR \$1302.22(c) (1)(i) Delegate Agreement Section 14	Educa- tion	Non- Compliance	Delegate does not have a system in place to ensure that one home visit per week per family is scheduled and completed during periods when the	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	In the month of December, 1 home-educator went on maternity leave and caseload was divided among the other home-educators (now with a temporary case load of 12) and 2 was given to the EHS Coordinator to ensure the maximum caseload given to each home-educator was with the allowed number. The agency was still in compliance. With the emergency departure of a home-educator in February program became over the	CD Manager EHS Coordinator	6/9/2020		Home-Visits have been completed and Home-Educators ensure at least 1 visit a week is conducted with all families enrolled. ChildPlus report - As	10/5/2020			
			ion of new procedures regarding homelessness, and documentation of enrollment date.		Agency will request a copy of the ERSEA Policies and Procedures of the Grantee for 2020-21 to ensure the agency follows the guidelines for enrollment and TA will be requested. TA will be requested from the grantee regarding the enrollment for (1) transitioning pregnant mother to newborn, (2) homelessness category, and (3) all ERSEA forms to be completed. The request will specifically ask for a staff who completes paperwork to provide the TA. Training regarding the ERSEA plan will be provided to staff.								

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN- To be Completed by Delegate			GRANTEE ONLY	To Be Completed by Delegate		GRANTEE ONLY		
Regulation/ SAPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	OCHS Corrective Action Approval (Date)	Validation Steps	Validation of Completion (Date)	OCHS Completion of Correction of Action Approval (Date)	
45 CFR §1302.22(b)	Education	Non-Compliance	Delegate did not ensure a maximum caseload of twelve (12)	CAP due 4/10/20, 30 calendar days from issued date: Correction of Non-Compliance due	<p>allowed caseload. And, the cancelled visits in January was not completed, therefore weekly home-visits was not completed because of the number of make-up visits needed from the cancelled January visits.</p> <p>Program will determine a staff member from the child development division who can assist in the event a home-educator leaves and to take over the caseload. The staff member identified will be informed that she/he will be a substitute home-educator, in emergency situations.</p> <p>With the COVID-19 concern of conducting home-visits in the homes; home-educators are connecting with families more than once a week to make-up the cancelled visits from the months of January and February.</p> <p>EHS Coordinator is tracking visits to ensure make-up visits are completed before the end of the school-year.</p> <p>SAPPs will be updated to reflect procedure.</p>	CD Manager EHS Coordinator	6/9/2020		10/5/2020, all families have had a virtual visit each week.	Home-educator caseloads have been reduced to a maximum	10/5/2020	

ONGOING MONITORING RESULTS - Completed by Grantee Only					CORRECTIVE ACTION PLAN - To be Completed by Delegate								
Regulation/ SAPPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	OCHS Corrective Action Approval (Date)	To Be Completed by Delegate	Validation Steps	Validation of Completion (Date)	OCHS Completion of Corrective Action Approval (Date)	
Delegate Agreement Section 14			families per home visitor.	6/9/20, 90 calendar days from issued date	given to the EHS Coordinator to ensure the maximum caseload given to each home-educator was with the allowed number. The agency was still in compliance. With the emergency departure of a home-educator in February program became over the allowed caseload. Program will determine a staff member from the child development division who can assist in the event a home-educator leaves and to take over the caseload. The staff member identified will be informed that she/he will be a substitute home-educator, in an emergency situation. At this time, teachers from the other Child Development programs have been assisting the home-educators with connecting with the families. Each home-educator has a case load of 12. EHS Coordinator is assisting the staff members to ensure the home-visits and paperwork are completed accurately. Program is actively recruiting to fill the home-educator vacancy. Interviews have been rescheduled until further notice.					of 10 children each. Home- Educator Started 9/14/2020.			

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN - To be Completed by Delegate				GRANTEE ONLY		To Be Completed by Delegate		GRANTEE ONLY
Regulation/ SAPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	OCHS Corrective Action Approval (Date)	Validation Steps	Validation of Completion (Date)	OCHS Completion of Corrective Action Approval (Date)	
45 CFR §1302.102(c)(1)(2)	Educational Data and Evaluation	Non-Compliance	Delegate did not use aggregated child-level assessment data to analyze children's progress in alignment with the Head Start Early Learning Outcomes Framework or the program's School Readiness Goals.	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	Program will use the data from CCR instead of Learning Genie. Program will align completion dates with the grantee to ensure reports are provided in adequate time. Program will use the grantee school readiness goals format to complete the School Readiness goals/ Child Outcome Report instead of the format used in previous year's assessment report.	CD Manager	6/9/20		This has been corrected with the updated report provided by CCR.	10/5/2020		
45 CFR §1302.32(a)(2) §1302.101(b)(4)	Educational Record Keeping	Non-Compliance	Delegate did not implement a recordkeeping system to effectively ensure the accuracy, completeness, and consistency of education	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	A meeting will be conducted with the all the Home-Educators to inform them about completing the planning section for the following home-visit. EHS Coordinator will review all completed home-visit lesson plan forms weekly. Follow-up review will be conducted by the CD Manager, bi-weekly, CD Manager will speak to the home-	CD Manager EHS Coordinator	6/9/2020		Lesson Plans reviewed weekly to ensure completeness and accuracy	10/5/2020		

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN - To be Completed by Delegate								
Regulation/ SAPPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	GRANTEE ONLY	To Be Completed by Delegate	Validation Steps	Validation of Completion (Date)	GRANTEE ONLY
45 CFR §1302.42(b) -(d)	Health Follow- Up	Non- Compliance	Delegate did not ensure timely follow-up and intentionality of health services to children and families, primarily due to insufficient follow-up on dental screenings/exams and vision referrals.	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	educator whose lesson plan forms are not completed accurately to review and complete forms. SAPPS will be updated to reflect procedure.	CD Manager EHS Coordinator FSA	6/9/2020	OCHS Corrective Action Approval (Date)	Follow-up being conducted	10/5/2020	OCHS Completion of Corrective Action Approval (Date)	
Delegate Agreement Section 15					All referrals are listed on a referral log, follow-up will be conducted monthly to							

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN- To be Completed by Delegate				GRANTEE ONLY		To Be Completed by Delegate		GRANTEE ONLY
Regulation/ SAPPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	OCHS Corrective Action Approval (Date)	Validation Steps	Validation of Completion (Date)	OCHS Completion of Corrective Action Approval (Date)	
45 CFR §1302.42(b) - (d) §1302.101(b)(4) Delegate Agreement Sections 14 and 15	Nutritio n Record keeping	Non- Compliance	Delegate did not implement a recordkeeping system to effectively ensure the accuracy, completeness, and consistency of nutrition documentation, primarily due to incomplete data input of growth assessments.	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	When physicals are received from the parent, the Nurse Consultant or FSA will review the form for completeness. If there are information missing, the FSA will contact the doctor's office to request the information. FSA will also inform the parent regarding the missing information and request assistance for obtaining the information. In the compliance measure description mentioned, it was regarding the head circumference information of the child. Because this information was missing, the child's BMI information could not be obtained. If the FSA is unable to receive the information from the doctor's office regarding the head circumference measurement, the nurse consultant will complete the head circumference measurement to be able to complete the BMI. SAPPS will be updated to reflect procedure.	CD Manager EHS Coordinator FSA	6/9/2020		Well-Baby Checks have been reviewed to ensure this information is completed by the doctor.	10/5/2020		

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN - To be Completed by Delegate				GRANTEE ONLY		To Be Completed by Delegate		GRANTEE ONLY	
Regulation/ SAPPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	OCHS Corrective Action Approval (Date)	Validation Steps	Validation of Completion (Date)	OCHS Completion of Corrective Action Approval (Date)		
45 CFR \$1302.52(a)	PFCE	Non- Compliance	Delegate did not ensure Family Success Plans were completed within the required timeline.	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	Delegate follows the PFCE process of the grantee. Delegate will request the timeline information from the grantee to ensure program follows the required timelines. EHS Coordinator will review progress of Family Success Plans and follow-up dates and meet with the FSA to ensure follow-up is within the timelines. TA will be requested from the Grantee regarding the use of the Task List on ChildPlus to ensure we are able to note due dates. SAPPS will be updated to reflect procedure.	CD Manager EHS Coordinator	6/9/2020		Timelines have been updated and follow-up procedure in place for the 2020-21 SY.	10/5/2020			

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN - To be Completed by Delegate				GRANTEE ONLY		To Be Completed by Delegate		GRANTEE ONLY
Regulation/ SAPPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	OCHS Corrective Action Approval (Date)	Validation Steps	Validation of Completion (Date)	OCHS Completion of Corrective Action Approval (Date)	
45 CFR \$1302.52(c) 45 CFR \$1302.101(b)(4)	PFCE Record keeping	Non- Compliance	Delegate did not implement a recordkeeping system to effectively ensure the accuracy, completeness, and consistency of PFCE documentation, primarily due to insufficient documentation to support the assigned indicator on the Family Success Plans.	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non- Compliance due 6/9/20, 90 calendar days from issued date	PFCE will be completed between the parent and FSA. Once the Family Service Plan is completed and scored, FSA will give the plan to the EHS Coordinator to review prior to inputting information on ChildPlus. CD Manager will review plans and scoring. SAPPS will be updated to reflect procedure.	CD Manager EHS Coordinator FSA	6/9/2020		Training from OCHS was conducted in the month of August regarding the new FPA tool that will be utilized for the 2020- 21SY	10/5/2020		

*Non-compliances issued due to not meeting regulation and/or Agency SAPPP requirements.

Signature of Board Chairperson		Signature of Policy Committee Chairperson	
Approval of Corrective Action Plan	Date:	Approval of Corrective Action Plan	Date:
Signature:		Signature:	

Signature of Board Chairperson		Signature of Policy Committee Chairperson	
Approval of Validation of Correction	Date:	Approval of Validation of Correction	Date:
Signature:		Signature:	

2019-2020 Early Head Start (EHS) School Readiness Goals and Action Plan

ATTACHMENT 10

Overall School Readiness Goal:

Children transitioning to Head Start from Early Head Start will be able to demonstrate abilities and knowledge as stated in the expectations described in the Head Start Early Learning Outcomes Framework at the Infant/Toddler level. Below are specific goals for program improvement for school readiness in the areas described: Approaches to Learning, Social and Emotional Development, Language Development, Cognitive Development, and Perceptual Motor and Physical Development? It is expected that at least 90% of the children transitioning to preschool at 36 months old will at Near, at or above age expectations as specified in the California Infant Toddler Learning Foundations in all Domains and specific School Readiness Goals Measures.

Analysis: Overall Domain level results show that all Domains made significant progress and that over 95% of children that transition to Head Start at 3 years old were Near, At or Above expectations according to the CDE Early Learning Infant and Toddler Foundations at 36months. This pattern exists across all agencies with very few differences. At the School Readiness Goal level the same pattern exists with the lowest measure being Expressive Language with 93% of 3 year olds Near, At or Above expectations. The other measures were all over 95% or higher. An overall review of all measures shows that the same patterns exist with no significant differences from past years. Delegate agency data while slightly varied shows similar patterns. As a result there are no proposed changes to the Early Head Start School Readiness Goals measures.

Initial Action Plan:

- For 19-20 school year the Executive Director or designee will work with the delegate agencies to adopt a common Assessment tool as well as data collection system to ensure accurate and reliable aggregated and disaggregated data for more concise data analysis across grantee and delegate data.
- Center Directors will continue to be provided with training and coaching on providing Practice Based Coaching to support teaching staff to ensure effective implementation of developmentally appropriate experiences for children in all Learning Domains utilizing CLASS assessment results and child outcome results.
- Center Directors will observe teaching staff at least monthly with focus on CLASS Instructional Support domain and give feedback to the teaching staff using language from the CLASS tool. HOVRs for Home Based programming
- Center Directors will ensure curriculum fidelity through classroom observation and feedback utilizing High Scope curriculum checklists.
- Rater Reliability exercises and focus groups will be carried out to continue to increase understanding of the DRDP 2015 measures.
- Senior Management Staff are investigating strategies including a parent education App that could increase Parent engagement in all School Readiness as well as Family engagement strategies
- **Anticipated Outcome:** Data that is collected on in a consistent manner agency wide will lead to more effective analysis of the child outcomes. This will allow OCHS to make better informed decision for program improvement for Grantee and Delegate classrooms alike.

2019-2020 Early Head Start (EHS) School Readiness Goals and Action Plan

- More effective Coaching practices for teaching staff both by Center Directors and Education Development coaches will help improve teaching practices according to the CLASS assessment tool promoting better outcomes for children across all Domains.
 - Improved Rater Reliability will improve the reliability of the data used to inform Lesson Planning and aggregated child outcomes for agency wide program improvement.
- Engaging Parents in a more effective way will help improve their ability to support their child's School Readiness Goals and ultimately improve child outcomes across all domains.

Fall Evaluation:

Additional Actions Needed Based on Fall Evaluation and Analysis: YES NO

Additional Actions/Steps to be taken to Supplement Prior Action Plan:

Program will continue to focus on the goals for the children in each domain.

Winter Evaluation:

Additional Actions Needed Based on Winter Evaluation and Analysis: YES NO

Additional Actions/Steps to be taken to Supplement Prior Action Plan:

The 2nd assessment period, the children had a steady progress in their development; therefore, the goals will not be changed. For the beginning of the 3rd assessment period, the COVID19 pandemic changed the way services are provided to the children and home-visits are now conducted over the phone.

Spring (Final) Evaluation:

Additional Actions Needed For the Following Year Based on Spring Evaluation and Analysis: YES NO

Additional Actions/Steps to be taken to Supplement Prior Action Plan:

3rd Assessment was not completed due to the COVID19 pandemic.

2019-2020 Early Head Start (EHS) School Readiness Goals and Action Plan

Domain: Approaches To Learning

Goal 1: Child demonstrates an increasing ability to control feelings and behavior

HSELOF: Goal IT-ATL 1

DRDP-PS: Measure IT ATL 2 – Self Comforting

Analysis: Spring DRDP results show that children made significant progress in this domain with 96% of children Near at or Above expectations.

Goal 2: Child develops the ability to show persistence in actions and behavior.

HSELOF: Goal IT-ATL 4

DRDP-PS: Measure IT ATL 1 – Attention Maintenance

Analysis: Spring DRDP results show that 97% of children were Near at or above expectations. Notably 40% of children were above expectations in spring up from 19% in the Fall.

Initial Action Plan:

- Training and coaching on CSEFEL strategies to focus on encouraging impulse control and self comforting strategies for children.
- Training will also include a focus on helping children label emotions and strategies for children to use to deal with negative emotions.
- Provide training for staff and parents on Trauma Informed practices to support teaching staff in understanding how to support high risk children and families dealing with adverse experiences.
- Inclusion Support Facilitator team will provide specific support and training on Functional Behavior analysis process and specific strategies that teachers will be able to use on the second level of the Pyramid to ensure success for children with challenging behaviors.

- **Anticipated Outcome:** Staff with a better understanding of strategies to support the social and emotional functioning of children in their class will be more effective in fostering impulse control and positive peer interactions. Consistency in implementing the CSEFEL strategies will reduce issues with peer aggression and increase successful participation in classroom activities and routines.
 - Teaching staff understanding the effects of Adverse Experiences for children and practices that support children experiencing Trauma will further help them be more successful with supporting children's social and emotional development.
- Utilizing Functional Behavioral analysis strategies help teaching staff determine why children may be engaging in certain behaviors and help them determine the best intervention strategies.

Fall Evaluation:

Additional Actions Needed Based on Fall Evaluation and Analysis: YES NO

Additional Actions/Steps to be taken to Supplement Prior Action Plan:

Winter Evaluation:

2019-2020 Early Head Start (EHS) School Readiness Goals and Action Plan

Additional Actions Needed Based on Winter Evaluation and Analysis:	YES	NO
Additional Actions/Steps to be taken to Supplement Prior Action Plan:	Continue to provide social-emotional activities for the children in the program.	
Spring (Final) Evaluation:		
Additional Actions Needed For the Following Year Based on Spring Evaluation and Analysis:	YES	NO
Additional Actions/Steps to be taken to Supplement Prior Action Plan:	3 rd Assessment was not completed due to the COVID19 pandemic.	
Domain: Social and Emotional Development		
Goal 1: Child shows interest in, interact with, and develop personal relationships with other children.		
HSELOF: Goal IT-SE 4		
DRDP-PS: Measure IT SED 4 – Relationships with peer		
Analysis: Spring DRDP results show that 98% of children were Near, At or Above expectations in this measure. Unlike other measure no children were above expectations.		
Goal 2: Child uses objects or symbols to represent something else.		
HSELOF: Goal IT-C 12		
DRDP-PS: IT Measure SED5 – Symbolic Play		
Analysis: Spring DRDP results show that 96% of children were Near, At or above expectations in this measure. It is notable that 42% of children were above expectations up from 22 % in the Fall.		
Initial Action Plan:		
<ul style="list-style-type: none"> Center Directors will utilize the High scope Curriculum fidelity checklist to continue to support adult to child interactions that encourage children in interacting and building peer relationships. Center Directors will utilize the Curriculum Fidelity checklist to observe and give feedback on implementing curriculum specific to encouraging and providing opportunities for pretend play throughout the parts of the day. Training will be provided with teachers to support focusing on the stages of play and how teachers can support the development of play intentionally. 		
Anticipated Outcome: Teachers will have a better understanding of the importance or peer relationships and pretend (symbolic) play in the early development of executive functioning skills for children and how those skills impact a child's ability to interact successfully with others. As a result teaching staff will be able to better support children in their class with intentional activities that support peer interactions and pretend play and children will have greater gains in these areas.		
Fall Evaluation:		
Additional Actions Needed Based on Fall Evaluation and Analysis:	YES	NO
Additional Actions/Steps to be taken to Supplement Prior Action Plan:		

2019-2020 Early Head Start (EHS) School Readiness Goals and Action Plan

Winter Evaluation:
Additional Actions Needed Based on Winter Evaluation and Analysis: YES NO
Additional Actions/Steps to be taken to Supplement Prior Action Plan: Home-Educators will continue to provide social-emotional activities to the children and support for the parents to continue to provide the support and guidance to the children.
Spring (Final) Evaluation:
Additional Actions Needed For the Following Year Based on Spring Evaluation and Analysis: YES NO
Additional Actions/Steps to be taken to Supplement Prior Action Plan: 3 rd Assessment was not completed due to the COVID19 pandemic.
Domain: Cognition
Goal 1: Child understands simple patterns.
HSELOF: Goal IT – C 10
DRDP-PS: IT Measure COG 2 - Classification
Analysis: Spring DRDP results show that 97% of children were Near, At, or Above expectations. It is noted that no children were Above expectations in this measure. This will remain a School Readiness Goal for the 19-20 school Year
Initial Action Plan:
<ul style="list-style-type: none"> The Education Management team will provide focused coaching for teachers in providing curriculum that supports classification skills using the High School Numbers Plus Curriculum. Training will be provided on setting up Toddler environments to encourage these skills.
Anticipated Outcome: Teachers will increase their knowledge in skills in implementing the Numbers Plus curriculum specifically for toddlers in providing experiences that support classification. As a result children will be able to show greater gains in this Domain.
Fall Evaluation:
Additional Actions Needed Based on Fall Evaluation and Analysis: YES NO
Additional Actions/Steps to be taken to Supplement Prior Action Plan:
Winter Evaluation:
Additional Actions Needed Based on Winter Evaluation and Analysis: YES NO
Additional Actions/Steps to be taken to Supplement Prior Action Plan: Continue to provide training and support to home-educators. Home-educators will continue to implement sorting and classification activities for the children.
Spring (Final) Evaluation:
Additional Actions Needed For the Following Year Based on Spring Evaluation and Analysis: YES NO
Additional Actions/Steps to be taken to Supplement Prior Action Plan: 3 rd Assessment was not completed due to the COVID19 pandemic.

2019-2020 Early Head Start (EHS) School Readiness Goals and Action Plan

Domain: Language and Literacy – Language and Communication

Goal 1: Child uses increasingly complex language in conversation with others

HSELOF: Goal IT-LC 5

DRDP-PS: IT Measure LLD 3 - Use of Language Expressive

Analysis: DRDP results show that 93% of children were Near, At or Above expectations in this measure. It is noted that no children were above expectations. But, significant gains were made from 83% in Fall.

Goal 2: Child recognizes pictures and some symbols, signs, or words

HSELOF: Goal IT-LC 11

DRDP-PS: IT Measure LLD 5 - Interest in Literacy

Analysis: Spring DRDP results show that 96% of children were Near, At, or Above expectations. It is notable that 42% of children were above expectations up from 22% in the Fall.

Initial Action Plan:

- Center Directors will utilize the High Scope Curriculum fidelity checklist to continue to observe and give coaching support to teaching staff in ensuring language rich environments and specific support for children with language delays. Specifically, teachers will be supported in implementing strategies of Self and parallel talk, as well as Tiered vocabulary supports. These strategies will be employed in a consistent and intentional way to support burgeoning language for children in the program.

Anticipated Outcome: Teachers will learn research based ways to support children in gaining vocabulary and communication skills. As a result children will be able to be better supported in Peer to Peer interactions and language development in the classrooms.

Fall Evaluation:

Additional Actions Needed Based on Fall Evaluation and Analysis: YES NO

Additional Actions/Steps to be taken to Supplement Prior Action Plan:

Winter Evaluation:

Additional Actions Needed Based on Winter Evaluation and Analysis: YES NO

Additional Actions/Steps to be taken to Supplement Prior Action Plan:

Spring (Final) Evaluation:

Additional Actions Needed For the Following Year Based on Spring Evaluation and Analysis: YES NO

Additional Actions/Steps to be taken to Supplement Prior Action Plan:

3rd Assessment was not completed due to the COVID19 pandemic.

Domain: Perceptual Motor and Physical Development

Goal: 1. Child demonstrates healthy behaviors with increasing independence as part of everyday routines

HSELOF: Goal IT-PMP 9

2019-2020 Early Head Start (EHS) School Readiness Goals and Action Plan

DRDP-PS: : IT Measure PDHLTH 6,7,8 – Personal Care Routines hygiene, feeding, dressing
Analysis: DRDP spring results show that 96-99% of children were Near, At or Above expectations on an aggregate in these measures. This is a strength for the EHS children
Goal: 2. Child coordinates hand and eye movements to perform actions.
HSELOF: Goal IT-PMP 6
DRDP-PS: IT Measure PDHLTH 4 - Fine Motor Manipulative skills
Analysis: Spring DRDP results show that 98% of children are Near, AT, or Above expectations. It is notable that this is up from 84% in the Fall and that 44% of children are Above expectations up from 24% in the Fall.
Initial Action Plan:
<ul style="list-style-type: none"> Center Directors for center based program will utilize the Curriculum Fidelity Tool for the Infant and Toddler High Scope Curriculum to ensure that teaching staff are providing interactive opportunities for children to learn Healthy Behaviors and practice self-help skills as well as Fine Motor manipulative skills. Based on the results of the Fidelity observation Center Directors will support staff through coaching and feedback in improving practices in these areas in the classroom. In Home Base, Home Base supervisors will review lesson plans and observe home visits to ensure that Home Educators are working in partnership with parents to support development in these areas.
Anticipated Outcome: Environments that are rich with experiences that support self-help and care skills will provide more opportunities for children to practice these skills. As a result children will be more successful in the areas of self-care and hygiene.
Fall Evaluation:
Additional Actions Needed Based on Fall Evaluation and Analysis: YES NO
Additional Actions/Steps to be taken to Supplement Prior Action Plan:
Winter Evaluation:
Additional Actions Needed Based on Winter Evaluation and Analysis: YES NO
Additional Actions/Steps to be taken to Supplement Prior Action Plan:
Spring (Final) Evaluation:
Additional Actions Needed For the Following Year Based on Spring Evaluation and Analysis: YES NO
Additional Actions/Steps to be taken to Supplement Prior Action Plan:
3rd Assessment was not completed due to the COVID19 pandemic.

Approved by Sub-Board (Community Services Commission): _____
 Approved by Policy Committee: _____

2020-2021 EARLY HEAD START (EHS) SCHOOL READINESS GOALS AND ACTION PLAN

Overall School Readiness Goal:

Children transitioning to Head Start from Early Head Start will be able to demonstrate abilities and knowledge as stated in the expectations described in the Head Start Early Learning Outcomes Framework at the Infant/Toddler level. Below are specific goals for program improvement for school readiness in the areas described: Approaches to Learning, Social and Emotional Development, Language Development, Cognitive Development, and Perceptual Motor and Physical Development? It is expected that at least 90% of the children transitioning to preschool at 36 months old will at Near, at or above age expectations as specified in the California Infant Toddler Learning Foundations in all Domains and specific School Readiness Goals Measures.

Analysis: Overall Winter DRDP results show that across all Domains assessment results showed more than 90% of the children are near at or above expectations. At the Measure level all measures made gains with notable gains in the above category in Expressive Language, Fine motor Coordination and Personal Care. Self Comforting had the lowest result with 86% near at or above 1% lower than Fall but had a higher percentage of children At and Above expectations from Fall to Winter. Specific measure evaluations are below. Delegate Agency results are consistent with the Grantee.

Initial Action Plan:

- Due to the COVID 19 closures plans are being made to provide Home-Educators with professional development opportunities through virtual coaching groups. School Readiness Goals will still be addressed with parents with virtual guidance and specific activities for children to engage in at home using the Learning Genie parent app. Some examples include:
 - Age appropriate Lesson Plans and activities that support all School Readiness Goals will be provided virtually weekly for parents to engage with their children.
 - Weekly calls and contacts will be made with each parent to support them in carrying out the activities and provide individualizing strategies.
 - A backpack with materials for children to utilize at home will be distributed.
 - All above Support will be provided according to the age range of the child.
- EHS Coordinator will continue to be provided with training and coaching on providing Practice Based Coaching to support Home-Educators to ensure effective implementation of developmentally appropriate experiences for children in all Learning Domains utilizing child outcome results.
- EHS Coordinator will observe Home-Educators at least monthly with focus on HOVRs for Home Based programming either in classroom or on Zoom experiences.
- EHS Coordinator will ensure curriculum fidelity through classroom observation or Zoom observation and feedback utilizing High Scope curriculum checklists.
- Rater Reliability exercises and focus groups will be carried out to continue to increase understanding of the DRDP 2015 measures.
- Increase the use of the Learning Genie Parent Engagement app to include daily interactions for children who are attending in class services.

2020-2021 EARLY HEAD START (EHS) SCHOOL READINESS GOALS AND ACTION PLAN

	<ul style="list-style-type: none"> • Anticipated Outcome: • Improved Rater Reliability will improve the reliability of the data used to inform Lesson Planning and aggregated child outcomes for agency wide program improvement. • Engaging Parents in a more effective way will help improve their ability to support their child's School Readiness Goals and ultimately improve child outcomes across all domains.
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Fall Evaluation:	Additional Actions Needed Based on Fall Evaluation and Analysis: YES NO
Additional Actions/Steps to be taken to Supplement Prior Action Plan:	
Winter Evaluation:	
Additional Actions Needed Based on Winter Evaluation and Analysis: YES NO	
Additional Actions/Steps to be taken to Supplement Prior Action Plan:	

	Domain: Approaches To Learning
Goal 1: Child demonstrates an increasing ability to control feelings and behavior	
HSELOF: Goal IT-ATL 1	
DRDP-PS: Measure IT ATTL 2 – Self Comforting	
Goal 2: Child develops the ability to show persistence in actions and behavior.	
HSELOF: Goal IT-ATL 4	
DRDP-PS: Measure IT ATTL 1 – Attention Maintenance	
Analysis: Winter DRDP results show that in the Approaches to Learning Domain School Readiness Goals measures of Self Comforting and Attention Maintenance the 2-year-old children made slight gains with 89% of children near at or above expectations in attention maintenance and 86% of children in this category in self comforting.	
Initial Action Plan:	<ul style="list-style-type: none"> • All observations, feedback and training will be done on a virtual format such a Zoom if not in the classroom or group. • Training and coaching on CSEFEL strategies to focus on encouraging impulse control and self comforting strategies for children. • Training will also include a focus on helping children label emotions and strategies for children to use to deal with negative emotions. • Provide training for staff and parents on Trauma Informed practices to support Home-Educators in understanding how to support high risk children and families dealing with adverse experiences.

2020-2021 EARLY HEAD START (EHS) SCHOOL READINESS GOALS AND ACTION PLAN

<ul style="list-style-type: none"> • Anticipated Outcome: • Staff with a better understanding of strategies to support the social and emotional functioning of children in their class will be more effective in fostering impulse control and positive peer interactions. Consistency in implementing the CSEFFEL strategies will reduce issues with peer aggression and increase successful participation in routines and socializations. • Home-Educators will have a better understanding the effects of Adverse Experiences for children and practices that support children experiencing Trauma will further help them be more successful with supporting children’s social and emotional development. • Utilizing Functional Behavioral analysis strategies help Home-Educators determine why children may be engaging in certain behaviors and help them determine the best intervention strategies.
Fall Evaluation:
Additional Actions Needed Based on Fall Evaluation and Analysis: YES NO
Additional Actions/Steps to be taken to Supplement Prior Action Plan: No changes
Winter Evaluation:
Additional Actions Needed Based on Winter Evaluation and Analysis: YES NO
Additional Actions/Steps to be taken to Supplement Prior Action Plan:

Domain: Social and Emotional Development
Goal 1: Child shows interest in, interact with, and develop personal relationships with other children.
HSELOF: Goal IT-SE 4
DRDP-PS: Measure IT SED 4 – Relationships with peer
Goal 2: Child uses objects or symbols to represent something else.
HSELOF: Goal IT-C 12
DRDP-PS: IT Measure SED5 – Symbolic Play
<p>Analysis: Winter DRDP results for the Social Emotional Domain School Readiness Goals Measures of Symbolic Play and Peer Relationships show that 95% of the 2 year old children were near at or above expectations in both measures. While in Peer Relationships the overall results was the same as fall there were higher percentages of children in the At and Above categories in the Winter. In Symbolic Play the results show an increase of the percentage of children in the near at or above category from 93% to 95% with increases in the At and Above categories as well..</p>
<p>Initial Action Plan:</p> <ul style="list-style-type: none"> • All observations and feedback will be done on a virtual format such a Zoom or from parent input. • EHS Coordinator will utilize the High scope Curriculum fidelity checklist to continue to support adult to child interactions that encourage children in interacting and building peer relationships during socializations

2020-2021 EARLY HEAD START (EHS) SCHOOL READINESS GOALS AND ACTION PLAN

<ul style="list-style-type: none"> EHS Coordinator will utilize the Curriculum Fidelity checklist to observe and give feedback on implementing curriculum specific to encouraging and providing opportunities for pretend play throughout the parts of the day. Training will be provided with Home-Educators to support focusing on the stages of play and how Home-Educators can support the development of play intentionally.

<p>Anticipated Outcome:</p> <ul style="list-style-type: none"> Home-Educators will have a better understanding of the importance of peer relationships and pretend (symbolic) play in the early development of executive functioning skills for children and how those skills impact a child's ability to interact successfully with others. As a result, Home-Educators will be able to better support children in their class with intentional activities that support peer interactions and pretend play and children will have greater gains in these areas.
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<p>Fall Evaluation:</p> <p>Additional Actions Needed Based on Fall Evaluation and Analysis: YES NO</p> <p>Additional Actions/Steps to be taken to Supplement Prior Action Plan: No changes</p> <p>Winter Evaluation:</p> <p>Additional Actions Needed Based on Winter Evaluation and Analysis: YES NO</p> <p>Additional Actions/Steps to be taken to Supplement Prior Action Plan:</p>
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Domain: Cognition
<p>Goal 1: Child understands simple patterns.</p> <p>HSELOF: Goal IT – C 10</p> <p>DRDP-PS: IT Measure COG 2 - Classification</p> <p>Analysis: Winter DRDP results in the Cognition Domain School Readiness Goal measure of Classification shows that there was a gain from 92% to 94% of children near at or above expectations from the Fall to Winter Assessment. There were gains in the percentages of children in the At and Above categories also.</p> <p>Initial Action Plan:</p> <ul style="list-style-type: none"> All observations and feedback will be done on a virtual format such as a Zoom or from parent input. EHS Coordinator will provide focused coaching for Home-Educators in providing curriculum that supports classification skills using the High School Numbers Plus Curriculum. <p>Anticipated Outcome:</p> <ul style="list-style-type: none"> Home-Educators will increase their knowledge in skills in implementing the Numbers Plus curriculum specifically for toddlers in providing experiences that support classification. As a result, children will be able to show greater gains in this Domain. <p>Fall Evaluation:</p> <p>Additional Actions Needed Based on Fall Evaluation and Analysis: YES NO</p>

2020-2021 EARLY HEAD START (EHS) SCHOOL READINESS GOALS AND ACTION PLAN

Additional Actions/Steps to be taken to Supplement Prior Action Plan: No changes
Winter Evaluation:
Additional Actions Needed Based on Winter Evaluation and Analysis: YES NO
Additional Actions/Steps to be taken to Supplement Prior Action Plan:

Domain: Language and Literacy – Language and Communication

Goal 1: Child uses increasingly complex language in conversation with others
HSELOF: Goal IT-LC 5
DRDP-PS: IT Measure LLD 3 - Use of Language Expressive
Goal 2: Child recognizes pictures and some symbols, signs, or words
HSELOF: Goal IT-LC 11
DRDP-PS: IT Measure LLD 5 - Interest in Literacy
Analysis: Winter DRDP results in the Domain of Language and Literacy – Language and Communication School Readiness Goals measures of Expressive Language and Interest in Literacy showed that there were gains in both measures. Expressive Language while very challenging for a lot of our children, increased from 79% to 88% of children near at or above expectations. This is the School Readiness Goal measure showing the greatest gain! Interest in Literacy had a small increase from 93% – 94 % of children near at or above expectations.
Initial Action Plan:
<ul style="list-style-type: none"> • All observations and feedback will be done on a virtual format such a Zoom or from parent input. • EHS Coordinator will utilize the High Scope Curriculum fidelity checklist to continue to observe and give coaching support to Home-Educators in ensuring language rich environments and specific support for children with language delays. Specifically, Home-Educators will be supported in implementing strategies of Self and parallel talk, as well as Tiered vocabulary supports. These strategies will be employed in a consistent and intentional way to support burgeoning language for children in the program.
Anticipated Outcome:
<ul style="list-style-type: none"> • Home-Educators will learn research-based ways to support children in gaining vocabulary and communication skills. As a result, children will be able to be better supported in Peer to Peer interactions and language development in the classrooms.
Fall Evaluation:
Additional Actions Needed Based on Fall Evaluation and Analysis: YES NO
Additional Actions/Steps to be taken to Supplement Prior Action Plan:
Winter Evaluation:
Additional Actions Needed Based on Winter Evaluation and Analysis: YES NO

2020-2021 EARLY HEAD START (EHS) SCHOOL READINESS GOALS AND ACTION PLAN

Additional Actions/Steps to be taken to Supplement Prior Action Plan:

Domain: Perceptual Motor and Physical Development
Goal: 1. Child demonstrates healthy behaviors with increasing independence as part of everyday routines
HSEL OF: Goal IT-PMP 9
DRDP-PS: : IT Measure PDHLTH 6,7,8 – Personal Care Routines hygiene, feeding, dressing
Goal: 2. Child coordinates hand and eye movements to perform actions.
HSEL OF: Goal IT-PMP 6
DRDP-PS: IT Measure PDHLTH 4 - Fine Motor Manipulative skills
Analysis: Winter DRDP results in the Domain of Perceptual Motor and Physical Development School Readiness Goals measures of Self Care Routines and Fine motor coordination showed gains in all measures with Fine motor coordination increasing from 89%-95% of 2 year old children near at or above expectations. Every measure had significant increase in the percentage of children in the Above category.
Initial Action Plan:
<ul style="list-style-type: none"> • All observations and feedback will be done on a virtual format such a Zoom or from parent input. • EHS Coordinator will review lesson plans and observe home visits to ensure that Home Educators are working in partnership with parents to support development in these areas.
Anticipated Outcome:
<ul style="list-style-type: none"> • Environments that are rich with experiences that support self-help and care skills will provide more opportunities for children to practice these skills. As a result, children will be more successful in the areas of self-care and hygiene.
Fall Evaluation:
Additional Actions Needed Based on Fall Evaluation and Analysis: YES NO
Additional Actions/Steps to be taken to Supplement Prior Action Plan:
Winter Evaluation:
Additional Actions Needed Based on Winter Evaluation and Analysis: YES NO
Additional Actions/Steps to be taken to Supplement Prior Action Plan: