

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

For Consideration for meeting dated November 18, 2020

Program Information Summary (PIS) Report: September 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	49
Number of Pregnant Moms	1	1
Number in the Waiting list	0	0
Enrollment by Eligibility		
Below 100% Poverty Line	28	32
Categorically Eligible	9	11
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	43	45
Number of Children with an Ongoing Source of Continuous, Accessible Health Care (Medical Home)	38	35
Number of children up-to-date with well-baby checks	29	29

Number of children with expired well-baby checks	12	1
Number of children with expired well-baby checks 30 days or less	4	4
Number of children who are up-to-date with Immunizations	40	40
Number of children with continuous accessible dental care (Dental Home)	34	34
Number of children who are up-to-date with oral health care	42	42
Number of children with expired oral health care	14	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	40	49
Total Number of FPA's completed	35	35
Total Number of FPA's with an established goal	0	0
Home based services (Month) Visits Completed	166	165
Home based services (year to date) Visits Completed	330	495
Number of Socializations (Month)	22	10
Number of Socializations (year to date)	32	42

Monitoring Report:

Financial Reports:

- Attached is the Cost Report for September 2020; the amount requested is **\$32,130.94 (Attachment 2)**
 - Total In-kind to-date is **\$4,050.00 (of \$120,283.00)**
- Attached is the Credit Card Reports for September 2020. **(Attachment 3)**

CACFP Reports:

- The total reimbursement for the month of September 2020 is **\$13,600.68 (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:

- **Training Info:** Introduction to Head Start Governance **(Attachment 6)**
- **PI:** Administrative Simplification for Consolidating Head Start Grants, Including Early Head Start-Child Care Partnerships **(Attachment 7)**

Action Items, For Approval:

- 2020-21 Program Goals, Quarterly Update **(Attachment 8)**
- Governance and Leadership Capacity Screener, Plan for Improvement and Training Topics for 2020-21SY **(Attachment 9)**

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

A. ENROLLMENT & PROGRAM OPTIONS

1. Enrollment Year

a. Start Date	7/1	7/1	7/1									
b. End Date	6/30	6/30	6/30									

DKI REPORT 1

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	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												
b. Part-day enrollment												
1. Of these, the number in double sessions												
5. Home-based option	50	50	50									
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

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CLASSES AND GROUPS

12. Total number of classes operated												
a. Of these, the number of double session classes												

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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

CUMULATIVE ENROLLMENT

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

- a. Under 1 year
- b. 1 year old
- c. 2 years old
- d. 3 years old
- e. 4 years old
- f. 5 years and older

14. Total cumulative enrollment of pregnant women (EHS programs) (9700/9740)

CUMULATIVE ENROLLMENT BY TYPE OF ELIGIBILITY

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

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

PRIOR ENROLLMENT

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

- a. The second year
- b. Three or more years

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

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

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)

	AutoSum	42	43	49								
	42	42	48									
a.	27	28	32									
b.	3	3	3									
c.	2	2	2									
d.	4	4	6									
e.	4	4	4									
f.	2	2	2									
	23	23	23									
	17	17	17									
	1	1	1									
	1	1	1									
	0	0	0									

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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	0									
Monthly Enrollment	41	0	42									
Average Daily Attendance												

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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

d. License, certification, or credential held:

1. Nursing, non-RN, i.e. LPN, CNA, etc.
2. Family development credential (FDC)
3. Child development associate credential (CDA)
4. State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option
5. Other

		1									

e. Of the child development staff by position, the number who do not have the qualifications listed in B.9.a through B.9.d

Of those in B.9.e, the number enrolled in:

1. An advanced degree or license
2. A baccalaureate degree
3. An associate degree
4. Studies leading to a non-degree license, certificate, or credential

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

C. Child & Family Services

Health Insurance - children (9700/9706)

1. Number of all children with health insurance

2020												2021					
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun						
39	42	45															

Health Insurance - pregnant women (EHS programs) (9700/9716)

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

0	1	0															
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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)

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

Medical services - children (9707)

	36	38	35														
AutoSum	42	46	30														
Non-Expired Physical Exams / Well-Checks	25	29	29														
Expired Physical Exams / Well-Checks	17	12	1														
Missing Physical Exams / Well-Checks	0	1	0														
Physical Exams / Well-Checks expired 30 days or less	0	4	4														

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

0	0	0															
0	0	0															

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

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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Report due on or before the 5th of each month

	2020					2021						
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
11. Immunization services - children (9700/9708/9760)	AutoSum											
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	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	21	22	22									
13. Number of children who meet their state's guidelines for an exemption from immunizations	19	18	18									
Dental home - children (9700/9708)	0	0	0									

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

0	0	0										
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Report due on or before the 5th of each month

IEP/IFSP (3501)

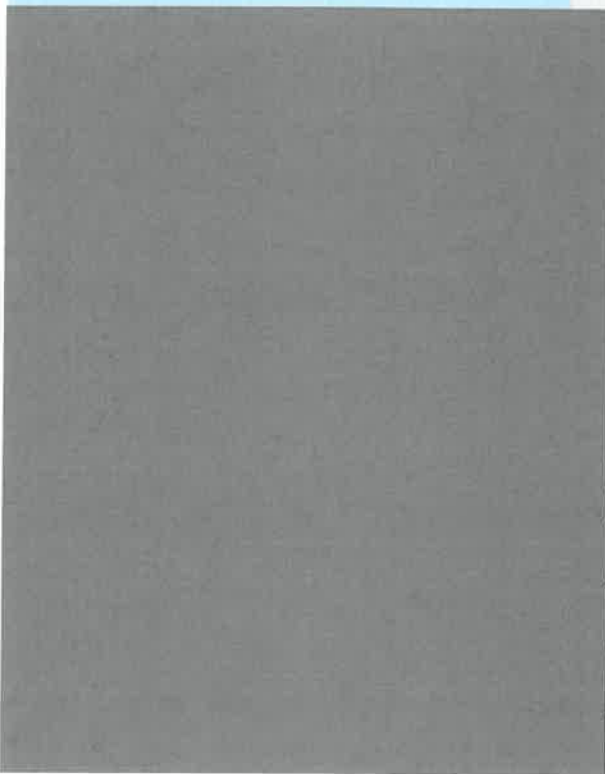
Open IEP/IFSP for the reporting month

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

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

15	15	15									
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Monthly Program Information Summary Data Collection Worksheet

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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

Newly enrolled children with Vision screenings completed (3001)

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

	1	1	1									
	0	0	0									
	1	1	1									
AutoSum	2	2	2									

Newly enrolled children with Hearing screenings completed (3001)

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

	1	1	1									
	0	0	0									
	1	1	1									
AutoSum	2	2	2									

Newly enrolled children with Developmental screenings completed (3001)

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

	2	2	2									
	0	0	0									
	0	0	0									
AutoSum	2	2	2									

Newly enrolled children with Behavioral screenings completed (3001)

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

	2	2	2									
	0	0	0									
	0	0	0									
AutoSum	2	2	2									

Monthly Program Information Summary Data Collection Worksheet

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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

Screening (9700/9709)

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

2	2	2										
1	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	37										
10	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	4										
6	6	6										
0	0	0										

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

38	40	49										
34	35	35										

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

FPA Introduced												
FPA Completed												
FPA with established goal	36	0	0									

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

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

	AutoSum	Current Month	Current Month	Current Month
Number of Home Visits Completed	164	166	165	
Number of Home Visit Parent Cancellations	164	166	165	
Number of Home Visit Program Cancellations (required to be made up)	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

	Current Month	Current Month	Current Month
Number of Socializations Attended	10	22	10

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

	AutoSum	Year-To-Date	Year-To-Date	Year-To-Date
Number of Home Visits Completed	164	330	495	
Number of Home Visit Parent Cancellations	164	330	495	
Number of Home Visit Program Cancellations (required to be made up)	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

	Year-To-Date	Year-To-Date	Year-To-Date
Number of Socializations Attended	10	32	42

Monthly Cost Report , FY 2020-21

September, 2020

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	19,872.41	61,868.56	254,322.44
FRINGE BENEFITS	110,997.00	8,853.47	27,262.28	83,734.72
TRAVEL	0.00	0.00	0.00	0.00
EQUIPMENT *	0.00	0.00	0.00	0.00
SUPPLIES	17,702.00	1,331.26	2,516.90	15,185.10
CONTRACTUAL	11,500.00	0.00	770.00	10,730.00
CONSTRUCTION	0.00	0.00	0.00	0.00
OTHER COSTS	13,492.00	2,073.80	5,101.01	8,390.99
INDIRECT COSTS	0.00	0.00	0.00	0.00
TOTAL	\$469,882.00	\$32,130.94	\$97,518.75	\$372,363.25

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	4,050.00	114,431.26
EHS T&TA	1,801.74	0.00	0.00	1,801.74
Total	\$120,283.00	\$1,350.00	\$4,050.00	\$116,233.00
Reimbursement Request Total		\$32,130.94		

**City of La Habra
Child Development Division**

Credit Card Expenses

Month Reporting: September, 2020

Charge By	Date Charged	Item/ Purpose	Amount
Smart & Final (Non-Food Program)		<i>No charges made</i>	\$0.00
Smart & Final (Food Program Items)			
Total:			\$0.00

Charge By	Date Charged	Item/ Purpose	Amount
Bank of the West Credit Card (M. Garcia)	9/16/2020	Amazon - Laptop bags for Home-Ed	\$23.80
Bank of the West Credit Card (A. Morales)	8/25/2020	Amazon - Outdoor Supplies for FD	\$108.22
	8/27/2020	Amazon - Outdoor Supplies for FD	\$171.02
	9/2/2020	Amazon - Classroom Supplies FD/PD	\$146.72
	9/8/2020	Books for Teachers	\$135.60
	9/17/2020	Target - Cleaning Supplies	\$48.49
Bank of the West Credit Card (D. Linn)		<i>No Charges Made</i>	
Bank of the West Credit Card (A. Marceau)	8/31/2020	Stater Bros - School-Age Meals	\$141.58
	9/4/2020	Walmart - Classrooms Supplies	\$183.12
Total:			\$958.55

ATTACHMENT 4

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

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
Sep 2020	0	10/12/2020	10/12/2020	10/15/2020	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	447	1.8900	844.83
Reduced	249	1.5900	395.91
Base	193	0.3200	61.76
Total	889		1,302.50
AM Snack			
Free	116	0.9600	111.36
Reduced	65	0.4800	31.20
Base	50	0.0800	4.00
Total	231		146.56
Lunch			
Free	492	3.5100	1,726.92
Reduced	274	3.1100	852.14
Base	213	0.3300	70.29
CIL	979	0.2450	239.86
Total	979		2,889.21
PM Snack			
Free	482	0.9600	462.72
Reduced	269	0.4800	129.12
Base	209	0.0800	16.72
Total	960		608.56

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	856	1.8900	1,617.84
Reduced	497	1.5900	790.23
Base	267	0.3200	85.44

	Total	1,620		2,493.51
Lunch				
Free		890	3.5100	3,123.90
Reduced		517	3.1100	1,607.87
Base		278	0.3300	91.74
CIL		1,685	0.2450	412.83
	Total	1,685		5,236.34
PM Snack				
Free		731	0.9600	701.76
Reduced		425	0.4800	204.00
Base		228	0.0800	18.24
	Total	1,384		924.00
Claim Reimbursement Total				13,600.68

State Reimbursements

Meal Description	Meals	State Rate	State Earnings
Total Breakfast	2,049	\$0.0000	\$0.00
Total Lunches	2,173	\$0.0000	\$0.00
Total			\$0.00

Agency Claim Reimbursement Totals	Meal Reimbursement	CIL Reimbursement	State Reimbursement	Totals
Current Claim Reimbursement Total	12,947.99	652.69	0.00	13,600.68
Previous Claim Reimbursement Total	0.00	0.00	0.00	0.00
Net Claim Reimbursement Total	12,947.99	652.69	0.00	13,600.68

Created By: catherinev on: 10/12/2020 10:00:31 AM Modified By: catherinev on: 10/12/2020 10:02:46 AM

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) Expenditure Net Amount
	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	
Sep-20	\$ 8,653.85	\$ 9,038.84	\$ (384.99)	\$ 4,946.83	\$ 6,346.62	\$ (1,399.79)	\$ 13,600.68	\$ 15,385.46	\$ (1,784.78)	
Total	\$ 23,763.66	\$ 20,042.68	\$ 3,720.98	\$ 9,376.27	\$ 10,132.83	\$ (756.56)	\$ 33,139.93	\$ 30,175.51	\$ 2,964.42	
YTD Cook	\$ -	\$ 10,575.10	\$ (10,575.10)	\$ -	\$ 12,160.97	\$ (12,160.97)	\$ -	\$ 22,736.07	\$ (22,736.07)	
Adjusted Total	\$ 23,763.66	\$ 30,617.78	\$ (6,854.12)	\$ 9,376.27	\$ 22,293.80	\$ (12,917.53)	\$ 33,139.93	\$ 52,911.58	\$ (19,771.65)	

% of Food expense

84%

108%

91%

City of La Habra Early Head Start Program

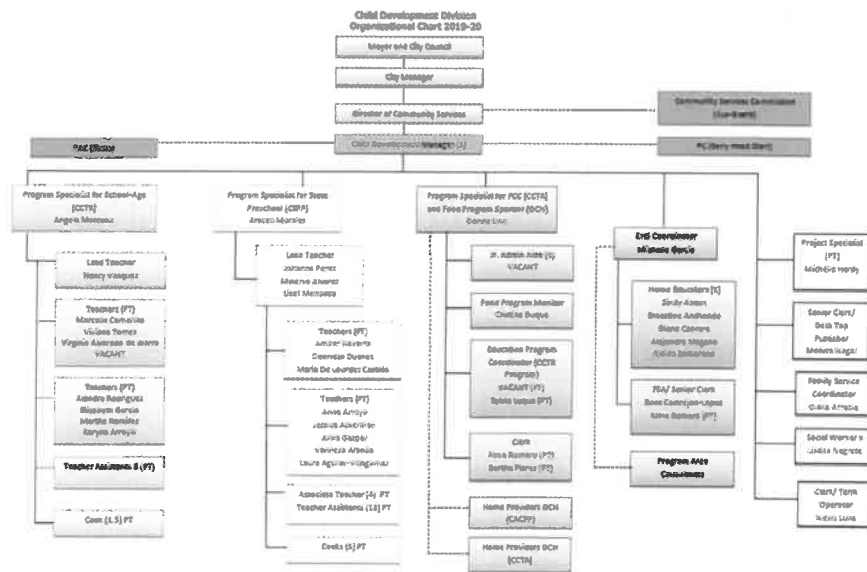
Our Mission

- The City of La Habra strives to enrich the quality of life in our Community.

Our Purpose

The Purpose of the City of La Habra Child Development Division is to provide a positive and nurturing experience in a safe, supportive and active learning environment. The needs of the children are met with regard to their level of development, their individuality, and the cultural diversity among them. Children are encouraged to make choices. They learn to solve problems, and to be responsible.

Child Development Organizational Chart



Head Start Program Governance

Building Skills of Head Start Leaders

You Are a Head Start Leader

As a member of a Head Start Policy Council, Governing Body, or Tribal Council, you are an important leader in your Head Start program.

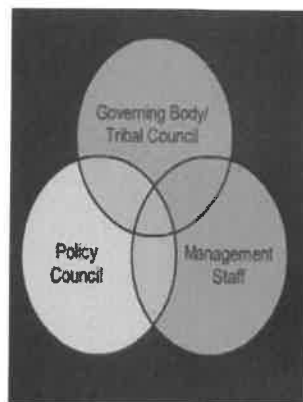
Your past education, professional experiences, and leadership skills prepare you well for your role in Head Start governance. You have a lot to offer, and children and families in your community benefit from your knowledge and dedication.

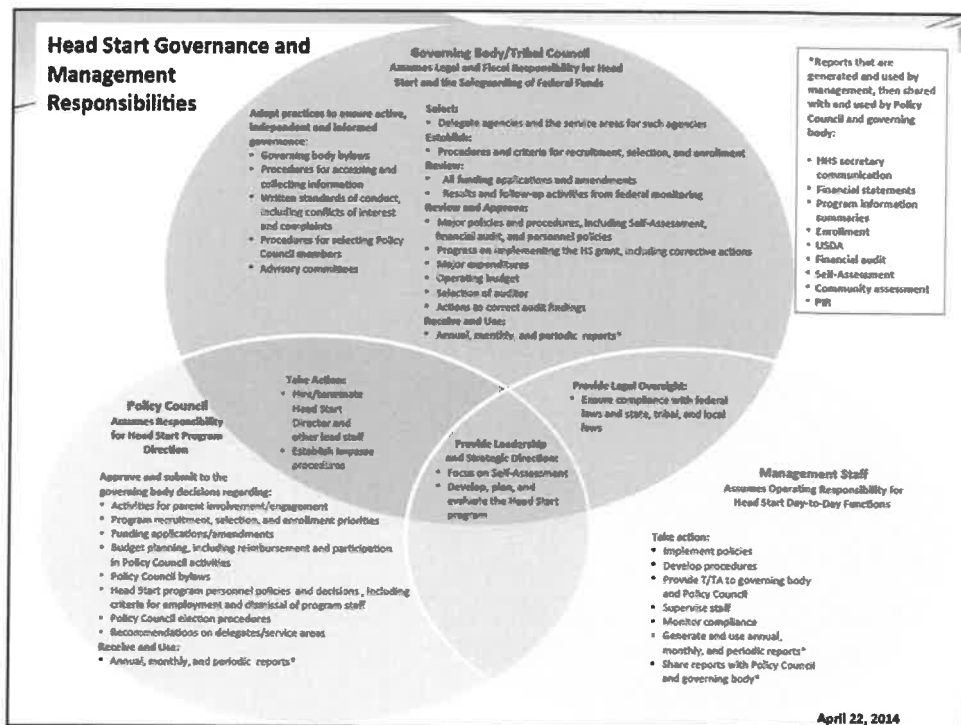
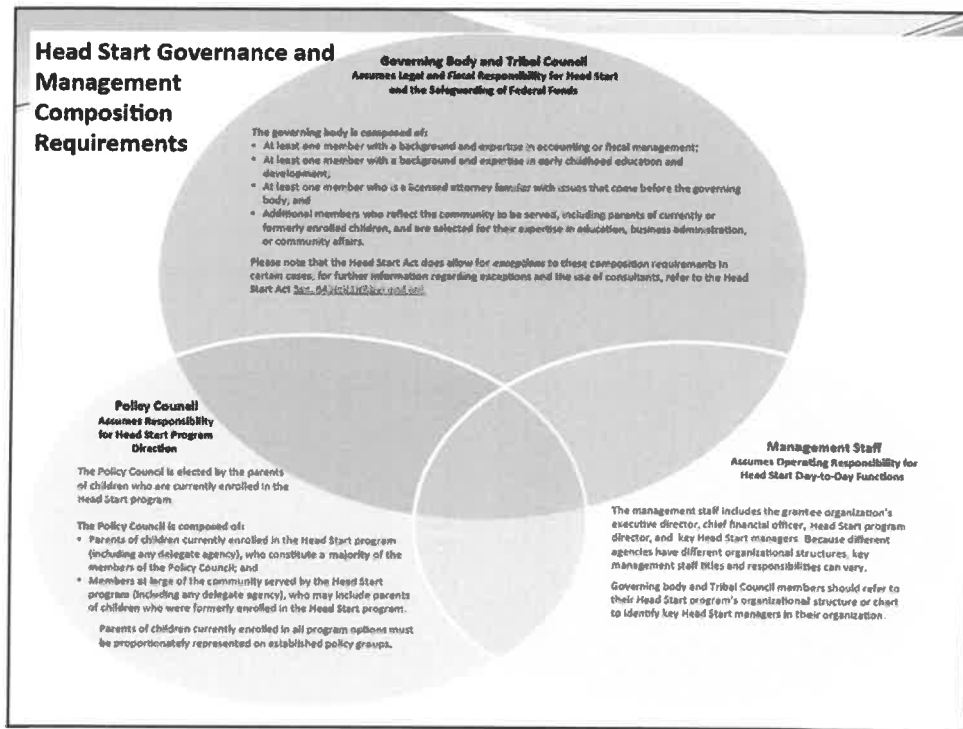
Fulfill Your Role

- Do you want to learn more about your Head Start leadership role?
- Effective Policy Council, Tribal Council, and governing body members understand their distinct roles and the roles of others with governance responsibilities. They recognize the different talents, viewpoints, and expertise within the team, and show a growing confidence in their unique contributions. They also think about their role, tap into resources for learning, and set personal leadership goals.

Know Your Role

- When you become part of Head Start governance, you join a dynamic organization. Head Start thoughtfully created a governance structure that allows for broad representation and strong oversight.
- The structure includes three distinct entities that come together to form a solid whole. Members of each entity bring a unique and vital perspective that contributes to the effective running of the Head Start program.
- These three entities are:
 - Governing body and Tribal Council
 - Policy Council/ Policy Committee
 - Management staff





A Worthwhile Challenge

- Most nonprofit organizations are led by two entities: a governing body or board of directors and management staff, which includes the executive director.
- While adding the Policy Council as a third entity can make coordination more challenging, the addition helps to ensure that all voices are heard in the decision-making process. By engaging both the governing body and Policy Council in governance, you create a system of checks and balances and strengthen your program's ability to proactively mitigate risks. You also broaden the vision, mission, and goals for your program.
- Each entity in the Head Start governance system plays a distinct and important role; it also shares a number of roles with partners in other entities. Although learning your role takes time, when all members learn and fulfill their particular responsibilities, low-income children and families in your community will benefit enormously.

A Single Mission

- All three entities in the governance system focus on a single mission, the Head Start mission. Working together, they promote the school readiness of low-income children by enhancing their cognitive, social, emotional, and physical development.
- To accomplish your mission, members from the governing body, Policy Council, and management staff need to understand and carry out their own roles and respect the roles of others. They also need to view places where roles overlap as opportunities for partnership and collaboration.

Activity: A Single Mission

- To achieve your mission of preparing your community's low-income children for success in school, you will need help from many people who serve Head Start in a variety of ways.
- In this activity, you will explore ways that different members of your Head Start program's governance system contribute to the mission. You will meet three team members and review a variety of governance-related duties. Your task is to assign each duty to the right individual to keep things moving smoothly.

Meet Your Team Members



G.B. Oversee



P.C. Direction



M.S. Day-to-Day

G.B. Oversee



G.B. Oversee is a member of your organization's **governing body**.

He has a degree in psychology and has done research in early child development. He is eager to lend her support and expertise to help your program achieve its school readiness goals.

As a governing body member, His primary role is to provide **oversight** and ensure that the program meets its **legal and fiscal responsibilities** and **safeguards federal funds**.

P.C. Direction



- P.C. Direction is in his second year serving on your Early Head Start program's **Policy Committee**.
- He is the father of 2-year-old twin boys. The boys are in their second year with your program. P.C. is studying at the community college to be an accountant.
- As a Policy Council member, his primary role is to **represent parents and the community** and make sure the decision makers consider their views about the program's **direction and future**.

M.S. Day-to-Day

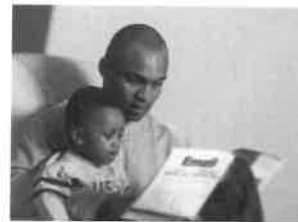


- M.S. Day-to-Day has been your organization's **Early Head Start director** for three years.
- She began her career as a dietician and joined your Early Head Start program 10 years ago as manager of nutrition services. She took night classes to earn her master's degree in business administration (MBA), and she has a keen interest in staff professional development.
- As a member of your program's **management staff**, her primary role is to manage the **day-to-day operations** of your Early Head Start program.

Make Your Assignments



G.B. Oversee



P.C. Direction



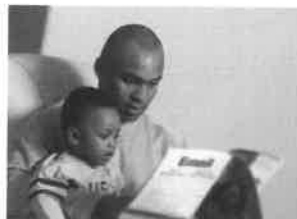
M.S. Day-to-Day

Make Your Assignments

Task 1: Supervise Head Start program staff.



G.B. Oversee



P.C. Direction



M.S. Day-to-Day

- **Correct Assignment:** M.S. Day-to-Day
- **Correct Feedback:** You're right! Supervising program staff is definitely a job for a member of the management staff.



In general, your Head Start managers are responsible for day-to-day operations in your program. Their responsibilities include supervising staff, developing procedures, generating and using data, and monitoring how well your program complies with Head Start regulations. While governing body members oversee the program and need to be told about any problems, they should be careful not to micromanage daily activities.

Make Your Assignments

Task 2: Approve activities to support parent involvement and engagement.



G.B. Overseer



P.C. Direction



M.S. Day-to-Day

- **Correct Assignment:** P.C. Direction
- **Correct Feedback:** Excellent! Approving activities that support parent involvement and engagement is certainly a job for the Policy Council.



Policy Council members are elected by parents of currently enrolled children to represent them and the community in program decision-making and planning. Policy Council members lend their voice and perspective to many decisions, including those related to parent involvement; program recruitment, selection, and enrollment; funding applications and amendments; Policy Council election procedures; program personnel policies; and the selection of delegate agencies and service areas.

Make Your Assignments

Task 3: Select an auditor.



G.B. Oversee



P.C. Direction



M.S. Day-to-Day

- **Correct Assignment:** G.B. Oversee
- **Correct Feedback:** You're right! It is the governing body's job to select an independent financial auditor each year.



Selecting an auditor is just one of many fiscal responsibilities that lie with governing body members. They also review and approve the program's annual operating budget, all major expenditures, the annual audit report, and all actions to correct audit findings. As well, they receive and review monthly financial statements, including credit card expenses.

Make Your Assignments

Task 4: Approve policies for financial reimbursement and participation in Policy Committee activities, and then submit them to the governing body.



G.B. Overseer

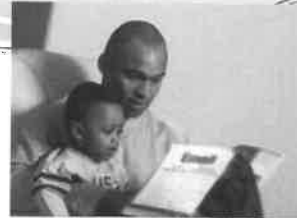


P.C. Direction



M.S. Day-to-Day

- **Correct Assignment:** P.C. Direction
- **Correct Feedback:** You're right! Policy Council members approve and then submit to the governing body decisions about policies for reimbursement and participation in Policy Council activities.



Since many Policy Council activities happen in the evenings or on weekends, some parents need to pay for child care in order to attend. Every Head Start program develops its own policies for covering parents' costs to attend activities. These reimbursement policies help more parents engage with and learn from Head Start services.

Make Your Assignments

Task 5: Adopt written standards of conduct, including those for disclosing, addressing, and resolving conflicts of interests and complaints.



G.B. Oversee



P.C. Direction



M.S. Day-to-Day

- **Correct Assignment:** G.B. Oversee
- **Correct Feedback:** Excellent! Adopting written standards of conduct is definitely a job for the governing body.



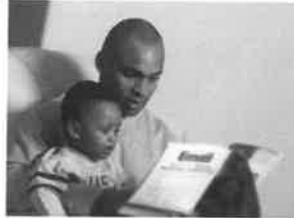
As part of its responsibility to oversee the Head Start program, the governing body adopts practices to ensure active, independent, and informed governance. Members document these practices in governing body bylaws that comply with the Head Start Act; standards of conduct that address, at a minimum, conflicts of interest and complaints; and impasse policies. They also establish advisory committees to oversee key responsibilities related to program governance.

Make Your Assignments

Task 6: Generate and share accurate and regular reports about the Head Start program's planning, policies, and operations.



G.B. Oversee



P.C. Direction



M.S. Day-to-Day

- **Correct Assignment:** M.S. Day-to-Day
- **Correct Feedback:** Great job! One of the management staff's most important jobs is to generate and share with the governing body and Policy Council accurate and regular information about the Head Start program.



These reports include monthly financial statements, program information summaries, enrollment and attendance reports, the annual Self-Assessment, and more. Policy Council and governing body members review and analyze the information to make recommendations and decisions about program operations and planning.

These reports include monthly financial statements, program information summaries, enrollment and attendance reports, the annual Self-Assessment, and more. Policy Council and governing body members review and analyze the information to make recommendations and decisions about program operations and planning.

Responsibilities: Governing Body/Tribal Council

- Assumes legal and fiscal responsibility for Head Start and the safeguarding of federal funds.
- **Adopt practices to ensure active, independent, and informed governance:**
 - Governing body bylaws
 - Procedures for accessing and collecting information
 - Written standards of conduct, including conflicts of interest and complaints
 - Procedures for selecting Policy Council members
 - Advisory committees
- **Select:**
 - Delegate agencies and the service areas for such agencies
- **Establish:**
 - Procedures and criteria for recruitment, selection, and enrollment

Responsibilities: Governing Body/Tribal Council

- **Review:**
 - All funding applications and amendments
 - Results and follow-up activities from federal monitoring
- **Review and Approve:**
 - Major policies and procedures, including Self-Assessment, financial audit, and personnel policies
 - Progress on implementing the Head Start grant, including corrective actions
 - Major expenditures
 - Operating budget
 - Selection of auditor
 - Actions to correct audit findings
- **Receive and Use:**
 - Annual, monthly, and periodic reports

Responsibilities: Management Staff

- Assumes operating responsibility for Head Start day-to-day functions.
- **Take Action:**
 - Implement policies
 - Develop procedures
 - Provide T/TA to governing body and Policy Council
 - Supervise staff
 - Monitor compliance
 - Generate and use annual, monthly, and periodic reports
 - Share reports with Policy Council and governing body

Responsibilities: Policy Council

- Assumes responsibility for Head Start program direction.
- **Approve and submit to the governing body decisions regarding:**
 - Activities for parent involvement and engagement
 - Program recruitment, selection, and enrollment priorities
 - Funding applications and amendments
 - Budget planning, including reimbursement and participation in Policy Council activities
 - Policy Council bylaws
 - Head Start program personnel policies and decisions, including criteria for employment and dismissal of program staff
 - Policy Council election procedures
 - Recommendations on delegates and service areas
- **Receive and Use:**
 - Annual, monthly, and periodic reports

Responsibilities: Governing Body/Tribal Council and Policy Council

- **Take Action:**
 - Hire and terminate Head Start director and other lead staff
 - Establish impasse procedures
- **Provide Legal Oversight:**
 - Ensure compliance with federal laws and state, tribal, and local laws
- **Provide Leadership and Strategic Direction:**
 - Focus on Self-Assessment
 - Develop, plan, and evaluate the Head Start program

Flow of Reports

- The Head Start Act requires management staff to regularly generate and share particular reports and information. These reports help you understand what is happening in the program and make important decisions in a timely manner.
- Many programs present information first to the Policy Council for review and recommendations, and then to the governing body or Tribal Council. In this way, the governing body benefits from the Policy Council's insights before making decisions and taking action.
- Occasionally, the governing body will want additional information to fully understand the Policy Council's recommendations. Your organization should have a process in place for such situations. With a strong process in place, you can feel confident that good decisions will be made.

Required Reports

- Communications from the secretary of the U.S. Department of Health and Human Services (HHS)
- Financial statements, including credit card expenditures
- Program information summaries
- Enrollment reports
- U.S. Department of Agriculture (USDA) meal reports
- Financial audit
- Self-Assessment
- Community assessment
- Annual Program Information Report (PIR)

Fulfill Your Role

- The success of Head Start governance comes from synergy. The combined energy from each of the entities in the governance system leads to effective decision-making. As individuals fulfill their roles, each entity thrives. In turn, as each entity thrives, the entire team succeeds.
- Collaborative governance team members:
 - Know what is required of them and carry out their actions with passion and integrity
 - Know what is required of others and do what they can to offer support and promote accountability
- By working together, you can accomplish your mission and improve the lives and opportunities for low-income children and families in your community.

[View the web version](#)



ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-PI-HS-20-06	2. Issuance Date: 10/28/2020
	3. Originating Office: Office of Head Start	
	4. Key Words: Administrative Simplification; Consolidating Grants; Combining Grants	

PROGRAM INSTRUCTION

TO: Head Start and Early Head Start Grantees

SUBJECT: Administrative Simplification for Consolidating Head Start Grants, Including Early Head Start-Child Care Partnerships

INSTRUCTION:

On December 19, 2019, the Office of Head Start (OHS) published [ACF-PI-HS-19-02 Administrative Simplification for Consolidating Head Start Grants](#). That Program Instruction informed grantees operating multiple Head Start grants of their ability to request to consolidate all of their grants into one grant or, at a minimum, consolidate two or more grants. The goal of that Program Instruction was to reduce the administrative and financial burden associated with managing multiple grants. It also described the benefits and risks of consolidating multiple grants.

This instruction expands on ACF-PI-HS-19-02 by providing an additional option for consolidation. The option is intended primarily for grantees that have both a traditional Head Start or Early Head Start grant and an Early Head Start-Child Care (EHS-CC) Partnership grant.

Background

Prior to fiscal year 2020, grantees requesting to consolidate multiple Head Start grants were limited to consolidating those that shared the same project code. These project codes include CH, CI, or CM for grant award numbers that operate traditional Head Start or Early Head Start programs, and HI, HM, or HP for grant award numbers that operate EHS-CC Partnership and Early Head Start Expansion programs.

Since the inception of the EHS-CC Partnership and Early Head Start Expansion programs, each appropriation set aside funding specifically for these programs. This required accounting of the program funding separate from the grant award funding associated with traditional Head Start and Early Head Start programs. The Further Consolidated Appropriations Act, 2020 (Public Law 116-94) provided greater flexibility by not delineating all of the funding for the EHS-CC Partnership and Early Head Start Expansion programs separately. This appropriation only delineated new funding of \$100 million specifically for EHS-CC Partnership and Early Head Start Expansion programs *for new awards scheduled to be made in the winter of 2021*.

Effective immediately, grantees may include multiple Head Start grants across all project codes in their consolidation requests. It is now possible for a grantee to have one grant for the operation of all of its programs, including Head Start, Early Head Start, and EHS-CC Partnerships. In these cases, the primary grant that assumes all approved funding, slot levels, service areas, and options will remain with the traditional Head Start grant or award number with project codes of CH, CI, or CM.

During the grant consolidation process, project period end dates are subject to change. The grant with the oldest project period — typically the grant scheduled to end the soonest — becomes the primary grant. If this grant is that of the EHS-CC Partnership, the traditional project will assume the project period end date of the EHS-CC Partnership grant, along with all approved funding, slot levels, service areas, and options included in the consolidation.

To further explain, take for example a consolidation between a CH project scheduled to end June 30, 2025, and an HP project scheduled to end June 30, 2024. During the consolidation, the CH project becomes the primary grant. However, the project end date will be adjusted to June 30, 2024, to prevent any component of the consolidated award from exceeding the five-year limit on a grant.

Early Head Start-Child Care Partnership Slots

If EHS-CC Partnership grants are consolidated with other grants, grantees will be required to document the number of EHS-CCP slots in the annual applications. For end-of-month enrollment reporting in the Head Start Enterprise System (HSES), grantees will continue to include partnership slots in the total count for Early Head Start.

Request to Consolidate Grants

Grantees interested in consolidating multiple Head Start or EHS-CC Partnership grants should contact their Regional Office to learn more about the options available. Along with the many benefits that come with consolidating multiple grants, grantees will continue to assume some risks that accompany the decision to operate under one award. These benefits and risks are further described in [ACF-PI-HS-19-02](#).

Right of Refusal

The Administration for Children and Families continues to reserve the right to deny or delay approval of requests to consolidate Head Start or EHS-CC Partnership grants.

Please contact your Regional Office should you have questions about requesting to consolidate grants.

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

Office of Head Start (OHS) | 330 C Street, SW | 4th Floor Mary E. Switzer Building | Washington, DC 20201
<https://eclkc.ohs.acf.hhs.gov> | 1-866-763-8481 | [Contact Us](#)

You are receiving this email because you are signed up for Office of Head Start communications. If you prefer not to receive emails of this sort in the future, you can unsubscribe [here](#). You also may modify your ECLKC email subscriptions. Recipients subscribed through the Head Start Enterprise System (HSES) must be removed from HSES by their program or office.

Please do not reply to this email. Contact customer service for additional support.

ATTACHED 8

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

Program Goals 2020-21, 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
Increase the City of La Habra EHS Program presence in the community and on the internet.	<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>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</p>	<p>Program is using City's social media</p> <p>Child Development created a Facebook account</p> <p>EHS Coordinator has posted recently post to increase awareness of program</p> <p>Child Development created a Facebook account during the 2019-2020SY</p> <p>N/A for EHS</p>
Increase City of La Habra EHS Program collaborations with	<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</p>	Regional Center of Orange County has been part of our referral process. Children whom have scored low on ASQ-SE or ASQ-3 and or parent has concerned, we

<p>community agencies.</p>	<p>referrals received by 5% each year, over the subsequent four years.</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>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>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>actually help the parent make the call for further evaluation through Regional Center.</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>Child Development Manager attends the LA Habra Collaborative Meeting (every other month) and La Habra City School District EDI meetings (monthly)</p> <p>Due to COVID-19 policies and procedures all event in La Habra have been cancelled.</p> <p>Program Collaborates with La Habra City School District.</p> <p>MOU with UCI EyeMobile, Mount St. Mary's, Cal State Fullerton.</p> <p>Nursing students from Cal State Fullerton have been attending as interns to assist in program duties.</p>

	<p>Measure 4: In years two through five, develop a comprehensive plan for collaboration with 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>		
<p>Objectives</p>	<p>Measure</p>	<p>Progress Towards Goal</p>
<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>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 participation by at least 5% each year in years four and five.</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>Nursing students will be providing via virtual a presentation to our parents on Health.</p>
<p>Develop, implement, and expand a Parent as Educators program (Education)</p>		
<p>Increase quality of, and participation at,</p>		

parent committee meetings.	<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>	
Implement and expand an agency-wide research- based parenting education curriculum.	<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>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>Goal #3: Staff Development</p>		
<p>City of La Habra EHS Program will implement a comprehensive set of practices for recruitment, retention and development of responsive staff.</p>		
Objectives	Measure	Progress Towards Goal
Improve personnel recruitment practices.	<p><i>Measure 1:</i> In year one, develop and implement a strategic recruitment and screening process.</p>	

	<p><i>Measure 2:</i> Increase the pool of eligible, well-qualified applicants by 5% each year.</p>	
<p>Implement a systematic approach to staff training and professional development.</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 9
CITY OF LA HABRA
EARLY HEAD START PROGRAMS

**GOVERNANCE AND LEADERSHIP CAPACITY SCREENER
PLAN FOR IMPROVEMENT**

Program: City of La Habra

Program Year: 2020-21

Area	Corrective Action Plan/ Questions/ Clarification discussed	Person(s) Responsible	Completion Target (Date)	Validation Steps
<p>Head Start program has established a parent committee comprised exclusively of parents of currently enrolled children as early in the program year as possible. The committee is established at the center level for center-based program and at the local program level for other program options</p> <p>Comment: This practice needs to be established since in the past everything was discussed with PC.</p>	<ol style="list-style-type: none"> 1. Establish a parent committee that will only be comprised of parents of currently enrolled children in the program. 2. Establish a meeting schedule for parent committee. 3. Determine items for discussion for these meetings. 4. Conduct meetings as planned 	<p>EHS Coordinator CD Manager</p> <p>EHS Coordinator EHS Coordinator CD Manager</p> <p>EHS Coordinator</p>	<p>November 2020</p> <p>November 2020</p> <p>November 2020</p> <p>Monthly</p>	
<p>The Policy Council approve and submit to the governing body decisions about each of the following activities of program operations</p>	<ol style="list-style-type: none"> 1. Include in the meeting packets minutes from the previous month's meeting from each body to share. 	<p>CD Manager</p>	<p>November 2020</p>	

Approved By: _____

Commission Approval Date: _____

PC Approval Date: _____

<p>Comment: Ensure there is communication between the Community Services Commission and Policy Committee regarding decisions about the program.</p>	<p>2. Inform group regarding the information from the meeting especially regarding program decisions.</p>	<p>CD Manager</p>	<p>Monthly</p>	
<p>The Policy Council approve and submit to the governing body decisions about each of the following activities of program operations: Activities to support the active engagement of families in the program.</p> <p>Comment: Program can improve in this practice to involve parents in the planning of how to engage families in the program.</p>	<ol style="list-style-type: none"> 1. CD Manager will meet with EHS staff to determine the current practice in place. 2. CD Manager will seek suggestions from the Policy Committee to determine how to engage more parents in the families. 3. Present to the Policy Committee the compilation of information for approval. 4. When approved by PC, present the information to the Community Services Commission for approval. 5. Implement as approved. 	<p>CD Manager EHS Coordinator CD Manager CD Manager EHS Coordinator</p>	<p>October 2020 October 2020 November 2020 When Approved When Approved</p>	

Approved By: _____
 Commission Approval Date: _____
 PC Approval Date: _____



**CITY OF LA HABRA
CHILD DEVELOPMENT DIVISION
EARLY HEAD START PROGRAMS**



TRAINING TOPICS 2020-21

MONTH	TOPIC
November	Introduction to Head Start How to Conduct a Meeting
December	Head Start Management Systems & Program Goals
January	Head Start Fiscal Management
February	Head Start Service Areas
March	Education Services/ Curriculum
April	School Readiness Goals/ DRDP
May	Family and Community Engagement
June	Health Services
July	Nutrition Services
August	Mental Health Services
September	Disabilities Services

Approved By: _____
Commission Approval Date: _____
PC Approval Date: _____