

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

For Consideration for meeting dated February 10, 2021

Program Information Summary (PIS) Report: December,2020 (Attachment 1)

Section A: Agency Profile

Item	Previous Month Report	Current Month Report
Funded Enrollment	50	50
Number Enrolled (Cumulative)		
Number of Children	50	50
Number of Pregnant Moms	2	2
Number in the Waiting list	0	0
Enrollment by Eligibility		
Below 100% Poverty Line	33	33
Categorically Eligible	12	12
Over-Income	7	7

Section B: Staff and Qualifications

Item	Supervisor	Home Base Educator
Total Number of Child Development Staff by Position	1	5
With a BA Degree	1	3
With an AA Degree	0	1
Without a Degree, enrolled with a Waiver	0	1

Section C: Child and Family Services

Item	Previous Month Report	Current Month Report
Number of Children/ Pregnant Women with Health Insurance	52	52
Number of Children with an Ongoing Source of Continuous, Accessible Health Care (Medical Home)	46	46
Number of children up-to-date with well-baby checks	33	31

Number of children with expired well-baby checks	12	16
Number of children with expired well-baby checks 30 days or less	1	6
Number of children who are up-to-date with Immunizations	47	47
Number of children with continuous accessible dental care (Dental Home)	43	43
Number of children who are up-to-date with oral health care	37	34
Number of children with expired oral health care	5	11
Number of children with an IFSP	16	18

Family Partnership Agreements

Item	Previous Month Report	Current Month Report
Total Number of FPA's introduced	44	46
Total Number of FPA's completed	2	11
Total Number of FPA's with an established goal	0	11
Home based services (Month) Visits Completed	142	135
Home based services (year to date) Visits Completed	810	945
Number of Socializations (Month)	12	6
Number of Socializations (year to date)	75	82

Monitoring Report:

Financial Reports:

- Attached is the Cost Report for December 2020; the amount requested is **\$36,548.56** – this is **43%** of the budget (**Attachment 2**)
 - Total In-kind to-date is **\$56,715.28 (of \$120,283.00)**
- Attached is the Credit Card Reports for December 2020. (**Attachment 3**)

CACFP Reports:

- The total reimbursement for the month of December 2020 is **\$8,794.82** (**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:** Exploring the Head Start Program Performance Standards **(Attachment 6)**
- **PC Meeting Minutes:** December 2020 **(Attachment 7)**
- **Office of Head Start:** HHS Poverty Guidelines for 2021 **(Attachment 8)**

Action Items, For Approval:

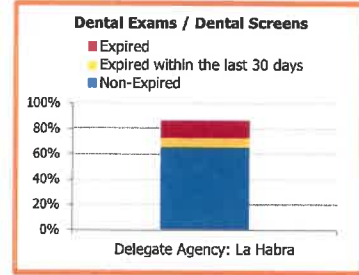
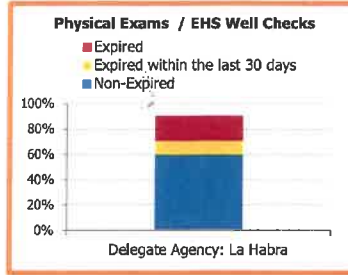
- Monthly Report
- 2020-21 Child Outcomes/ Child Assessment, 1st Assessment Period Report and Action Plan **(Attachment 9)**

2020-2021 Program Information Summary
Delegate Agency: La Habra
December 2020

ATTACHMENT 1

Physical Exams / EHS Well Checks

19.2%	10	Expired
11.5%	6	Expired within the last 30 days
59.6%	31	Non-Expired
90.4%	47	Total



Dental Exams / Dental Screens

13.5%	7	Expired
7.7%	4	Expired within the last 30 days
65.4%	34	Non-Expired
86.5%	45	Total

Medical Treatment

1.9%	1	Needing and Receiving
		Needing and Not Receiving



Dental Treatment

		Needing and Receiving
		Needing and Not Receiving

Access to Health Care

96.2%	50	w/Health insurance
88.5%	46	w/Medical Home
82.7%	43	w/Dental Home

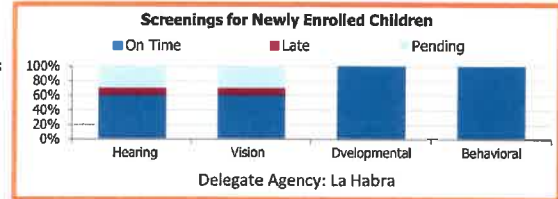


Immunizations

90.4%	47	Immunizations
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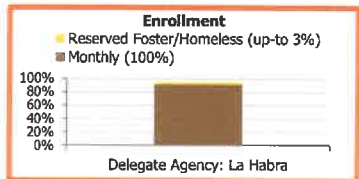
Screenings for Newly Enrolled Children

Hearing	Vision	Developmental	Behavioral	Total Screenings
10	10	10	10	10
60.0%	60.0%	100.0%	100.0%	On Time
10.0%	10.0%			Late
30.0%	30.0%			Pending



Children with Disabilities

28.0%	14	Open IEP/IFSP
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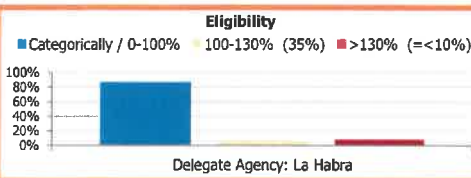


Enrollment

92.0%	46	Monthly (100%)
3.0%	1	Reserved Foster/Homeless (up to 3%)
	50	Funded Enrollment
	52	Cumulative Enrollment

Eligibility

86.5%	45	Categorically / 0-100%
5.8%	3	100-130% (35%)
7.7%	4	>130% (= <10%)



Attendance

		ADA
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Family Success Plans

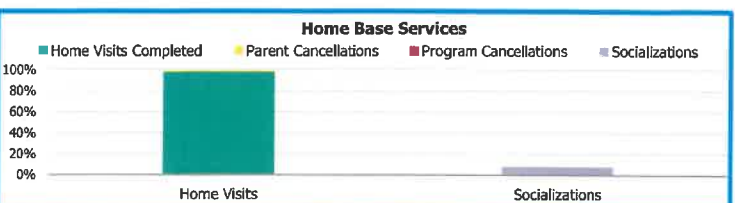
	44	Total number of families
105%	46	Introduced
25.0%	11	Completed
29.5%	13	Received at least one Family Service



Home Base Services

December Benchmark (HV = 3 / Soc = 2)

97.8%	135	Home Visits Completed
0.7%	1	Parent Cancellations
		Program Cancellations
7.6%	7	Socializations



Monthly Cost Report , FY 2020-21
 December, 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	25,012.81	132,099.67	184,091.33
FRINGE BENEFITS	110,997.00	9,905.77	54,574.98	56,422.02
TRAVEL	0.00	0.00	0.00	0.00
EQUIPMENT *	0.00	0.00	0.00	0.00
SUPPLIES	17,702.00	128.27	4,436.30	13,265.70
CONTRACTUAL	11,500.00	0.00	825.00	10,675.00
CONSTRUCTION	0.00	0.00	0.00	0.00
OTHER COSTS	13,492.00	1,501.71	9,692.36	3,799.64
INDIRECT COSTS	0.00	0.00	0.00	0.00
TOTAL	\$469,882.00	\$36,548.56	\$201,628.31	\$268,253.69

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	56,871.72	63,567.72	54,913.54
EHS T&TA	1,801.74	0.00	0.00	1,801.74
Total	\$120,283.00	\$56,871.72	\$63,567.72	\$56,715.28
Reimbursement Request Total		\$36,548.56		

**City of La Habra
Child Development Division**

ATTACHMENT 3

Credit Card Expenses

Month Reporting: December, 2020

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

Charge By	Date Charged	Item/ Purpose	Amount
Bank of the West Credit Card (M. Garcia)	12/8/2020	Amazon: COVID Supplies	\$194.76
	12/14/2020	USPS: FCCH Mail (City Closure)	\$22.00
Bank of the West Credit Card (A. Morales)		<i>No charges for the Month</i>	
Bank of the West Credit Card (A. Marceau)	12/9/2020	Staples: Classroom/Office Supplies	\$389.17
Bank of the West Credit Card (C. Villanueva)		<i>No charges for the Month</i>	
Total:			\$605.93

**Child & Adult Care Food Program
Claim For Reimbursement Summary for December 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
Dec 2020	0	01/08/2021	01/08/2021	01/14/2021	Original

Child Care

	Free	Reduced	Base	Total
Enrollment Totals	34	24	15	73
Eligibility Percentages	46.58%	32.88%	20.54%	100%

Agency Totals	Meals/Snacks	Federal Rate	Reimbursement Amount
Breakfast			
Free	276	1.8900	521.64
Reduced	195	1.5900	310.05
Base	122	0.3200	39.04
Total	593		870.73
AM Snack			
Free	65	0.9600	62.40
Reduced	46	0.4800	22.08
Base	28	0.0800	2.24
Total	139		86.72
Lunch			
Free	315	3.5100	1,105.65
Reduced	222	3.1100	690.42
Base	139	0.3300	45.87
CIL	676	0.2450	165.62
Total	676		2,007.56
PM Snack			
Free	303	0.9600	290.88
Reduced	214	0.4800	102.72
Base	134	0.0800	10.72
Total	651		404.32

School Age

	Free	Reduced	Base	Total
Enrollment Totals	32	32	24	88
Eligibility Percentages	36.36%	36.36%	27.28%	100%

Agency Totals	Meals/Snacks	Federal Rate	Reimbursement Amount
Breakfast			
Free	405	1.8900	765.45

Reduced	405	1.5900	643.95
Base	304	0.3200	97.28
Total	1,114		1,506.68
Lunch			
Free	450	3.5100	1,579.50
Reduced	450	3.1100	1,399.50
Base	338	0.3300	111.54
CIL	1,238	0.2450	303.31
Total	1,238		3,393.85
PM Snack			
Free	350	0.9600	336.00
Reduced	350	0.4800	168.00
Base	262	0.0800	20.96
Total	962		524.96
Claim Reimbursement Total			8,794.82

State Reimbursements

Meal Description	Meals	State Rate	State Earnings
Total Breakfast	1,281	\$0.0000	\$0.00
Total Lunches	1,437	\$0.0000	\$0.00
Total			\$0.00

Agency Claim Reimbursement Totals	Meal Reimbursement	CIL Reimbursement	State Reimbursement	Totals
Current Claim Reimbursement Total	8,325.89	468.93	0.00	8,794.82
Previous Claim Reimbursement Total	0.00	0.00	0.00	0.00
Net Claim Reimbursement Total	8,325.89	468.93	0.00	8,794.82

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

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		
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)	
Oct-20	\$ 7,728.23	\$ 6,079.98	\$ 1,648.25	\$ 5,518.13	\$ 4,319.04	\$ 1,199.09	\$ 13,246.36	\$ 10,399.02	\$ 2,847.34	
Nov-20	\$ 6,405.77	\$ 6,817.00	\$ (411.23)	\$ 4,469.89	\$ 7,153.77	\$ (2,683.88)	\$ 10,875.66	\$ 13,970.77	\$ (3,095.11)	
Dec-20	\$ 5,425.49	\$ 4,089.43	\$ 1,336.06	\$ 3,369.33	\$ 3,532.18	\$ (162.85)	\$ 8,794.82	\$ 7,621.61	\$ 1,173.21	
Total	\$ 43,323.15	\$ 37,029.09	\$ 6,294.06	\$ 22,733.62	\$ 25,137.82	\$ (2,404.20)	\$ 66,056.77	\$ 62,166.91	\$ 3,889.86	
YTD Cook	\$ -	\$ 16,110.36	\$ (16,110.36)	\$ -	\$ 23,201.34	\$ (23,201.34)	\$ -	\$ 39,311.70	\$ (39,311.70)	
Adjusted Total	\$ 43,323.15	\$ 53,139.45	\$ (9,816.30)	\$ 22,733.62	\$ 48,339.16	\$ (25,605.54)	\$ 66,056.77	\$ 101,478.61	\$ (35,421.84)	

85%

111%

94%

ATTACHMENT 6



EXPLORING THE HEAD START PROGRAM PERFORMANCE STANDARDS



WHAT ARE HEAD START PROGRAM PERFORMANCE STANDARDS?

- The Head Start Program Performance Standards are the foundation for Head Start's mission – they provide the roadmap to delivering comprehensive, high quality individualized services for Head Start children and families and to supporting the school readiness and healthy development of children from low-income families.
- This is the first comprehensive revision of the Head Start Program Performance Standards since they were originally published in 1975, and comes alongside a landmark expansion of Head Start and improvements to the program by the Obama Administration.
- The Head Start Program Performance Standards set forth the requirements local grantees must meet to support the healthy cognitive, social, emotional, and physical development of children from birth to age 5. They encompass requirements to provide education, health, mental health, nutrition, and family and community engagement services, as well as standards for local program governance and aspects of federal administration of the program.



HEAD START PROGRAM PERFORMANCE STANDARDS

- Head Start agencies that provide services to children and families **must meet** the Head Start Program Performance Standards and the requirements set forth in the Head Start Act of 2007.
 - The Office of Head Start (OHS) also offers direction through Program Instructions (PIs) and Information Memorandums (IMs). More guidance is available to grantees through their federal program specialist.
- These regulations that govern Head Start programs.



CHANGES TO THE CURRENT PERFORMANCE STANDARDS

- The Improving Head Start for School Readiness Act of 2007 required the U.S. Department of Health and Human Services (HHS) to revise and establish new Head Start Program Performance Standards. The reauthorization law explicitly directed HHS to develop “scientifically based and developmentally appropriate education performance standards related to school readiness.”
- These new Performance Standards:
 - Continue to improve Head Start quality, building on advances in our knowledge about what works to support early healthy child development
 - Uphold the important role of parents, families, and communities in contributing to the success of Head Start
 - Significantly reduce bureaucratic requirements
 - Incorporate the best research and science of early childhood education and development to enable Head Start to help communities focus on first-rate learning opportunities and achieve strong child outcomes






HEAD START PROGRAM PERFORMANCE STANDARDS, 2016

HEAD START PROGRAM PERFORMANCE STANDARDS


- For the reasons set forth in the preamble, under the authority at 42 U.S.C. 9801 et seq., subchapter B of 45 CFR chapter XIII is revised to read as follows:
 - Part 1301—Program Governance
 - Part 1302—Program Operations
 - Part 1303—Financial and Administrative Requirements
 - Part 1304—Federal Administrative Procedures
 - Part 1305—Definitions



PART 1301 — PROGRAM GOVERNANCE


- 1301.1 Purpose.
 - 1301.2 Governing body.
 - 1301.3 Policy council and policy committee.
 - 1301.4 Parent committees.
 - 1301.5 Training.
 - 1301.6 Impasse procedures.
- 

PART 1302 — PROGRAM OPERATIONS

- **Subpart A—Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)**
 - 1302.10 Purpose.
 - 1302.11 Determining community strengths, needs, and resources.
 - 1302.12 Determining, verifying, and documenting eligibility.
 - 1302.13 Recruitment of children.
 - 1302.14 Selection process.
 - 1302.15 Enrollment.
 - 1302.16 Attendance.
 - 1302.17 Suspension and expulsion.
 - 1302.18 Fees.
- 


PART 1302 — PROGRAM OPERATIONS

▪ Subpart B—Program Structure

- 1302.20 Determining program structure.
 - 1302.21 Center-based option.
 - 1302.22 Home-based option.
 - 1302.23 Family child care option.
 - 1302.24 Locally-designed program option variations.
- 


PART 1302 — PROGRAM OPERATIONS

▪ Subpart C — Education and Child Development Program Services

- 1302.30 Purpose.
 - 1302.31 Teaching and the learning environment.
 - 1302.32 Curricula.
 - 1302.33 Child screenings and assessments.
 - 1302.34 Parent and family engagement in education and child development services.
 - 1302.35 Education in home-based programs.
 - 1302.36 Tribal language preservation and revitalization.
- 


PART 1302 — PROGRAM OPERATIONS

▪ Subpart D—Health Program Services

- 1302.40 Purpose.
 - 1302.41 Collaboration and communication with parents.
 - 1302.42 Child health status and care.
 - 1302.43 Oral health practices.
 - 1302.44 Child nutrition.
 - 1302.45 Child mental health and social and emotional well-being.
 - 1302.46 Family support services for health, nutrition, and mental health.
 - 1302.47 Safety practices.
- 


PART 1302 — PROGRAM OPERATIONS

▪ Subpart E—Family and Community Engagement Program Services

- 1302.50 Family engagement.
 - 1302.51 Parent activities to promote child learning and development.
 - 1302.52 Family partnership services.
 - 1302.53 Community partnerships and coordination with other early childhood and education programs.
- 


PART 1302 — PROGRAM OPERATIONS

▪ Subpart F—Additional Services for Children with Disabilities

- 1302.60 Full participation in program services and activities.
 - 1302.61 Additional services for children.
 - 1302.62 Additional services for parents.
 - 1302.63 Coordination and collaboration with the local agency responsible for implementing IDEA.
- 

PART 1302 — PROGRAM OPERATIONS

▪ Subpart G—Transition Services

- 1302.70 Transitions from Early Head Start.
 - 1302.71 Transitions from Head Start to kindergarten.
 - 1302.72 Transitions between programs.
- 

PART 1302 — PROGRAM OPERATIONS

▪ Subpart H—Services to Enrolled Pregnant Women

- 1302.80 Enrolled pregnant women.
- 1302.81 Prenatal and postpartum information, education, and services.
- 1302.82 Family partnership services for enrolled pregnant women.



PART 1302 — PROGRAM OPERATIONS

▪ Subpart I—Human Resources Management

- 1302.90 Personnel policies.
- 1302.91 Staff qualification and competency requirements.
- 1302.92 Training and professional development.
- 1302.93 Staff health and wellness.
- 1302.94 Volunteers.



PART 1302 — PROGRAM OPERATIONS

- **Subpart J — Program Management and Quality Improvement**
 - 1302.100 Purpose.
 - 1302.101 Management system.
 - 1302.102 Achieving program goals.
 - 1302.103 Implementation of program performance standards.



PART 1303 — FINANCIAL AND ADMINISTRATIVE REQUIREMENTS

- **Subpart A—Financial Requirements**
 - 1303.2 Purpose.
 - 1303.3 Other requirements.
 - 1303.4 Federal financial assistance, non-federal match, and waiver requirements.
 - 1303.5 Limitations on development and administrative costs.




PART 1303 — FINANCIAL AND ADMINISTRATIVE REQUIREMENTS

▪ Subpart B—Administrative Requirements


- 1303.10 Purpose.
- 1303.11 Limitations and prohibitions.
- 1303.12 Insurance and bonding.

▪ Subpart C—Protections for the Privacy of Child Records

- 1303.20 Establishing procedures.
 - 1303.21 Program procedures – applicable confidentiality provisions
 - 1303.22 Disclosures with, and without, parental consent.
 - 1303.23 Parental rights.
 - 1303.24 Maintaining records.
- 

PART 1303 — FINANCIAL AND ADMINISTRATIVE REQUIREMENTS

▪ Subpart D—Delegation of Program Operations

- 1303.30 Grantee responsibility and accountability.
 - 1303.31 Determining and establishing delegate agencies.
 - 1303.32 Evaluations and corrective actions for delegate agencies.
 - 1303.33 Termination of delegate agencies.
- 

PART 1303—FINANCIAL AND ADMINISTRATIVE REQUIREMENTS

• Subpart E — Facilities

- 1303.40 Purpose.
- 1303.41 Approval of previously purchased facilities.
- 1303.42 Eligibility to purchase, construct, and renovate facilities.
- 1303.43 Use of grant funds to pay fees.
- 1303.44 Applications to purchase, construct, and renovate facilities.
- 1303.45 Cost-comparison to purchase, construct, and renovate facilities.
- 1303.46 Recording and posting notices of federal interest.
- 1303.47 Contents of notices of federal interest.
- 1303.48 Grantee limitations on federal interest.
- 1303.49 Protection of federal interest in mortgage agreements.
- 303.50 Third party leases and occupancy arrangements.
- 1303.51 Subordination of the federal interest.
- 1303.52 Insurance, bonding, and maintenance.
- 1303.53 Copies of documents.
- 1303.54 Record retention.
- 1303.55 Procurement procedures.
- 1303.56 Inspection of work.




PART 1303—FINANCIAL AND ADMINISTRATIVE REQUIREMENTS

• Subpart F—Transportation


- 1303.70 Purpose.
- 1303.71 Vehicles.
- 1303.72 Vehicle operation.
- 1303.73 Trip routing.
- 1303.74 Safety procedures.
- 1303.75 Children with disabilities.



PART 1304 — FEDERAL ADMINISTRATIVE PROCEDURES

- **Subpart A—Monitoring, Suspension, Termination, Denial of Refunding, Reduction in Funding, and their Appeals**
 - 1304.1 Purpose.
 - 1304.2 Monitoring.
 - 1304.3 Suspension with notice.
 - 1304.4 Emergency suspension without advance notice.
 - 1304.5 Termination and denial of refunding.
 - 1304.6 Appeal for prospective delegate agencies.
 - 1304.7 Legal fees.
- 

PART 1304—FEDERAL ADMINISTRATIVE PROCEDURES

- **Subpart B—Designation Renewal**
 - 1304.10 Purpose and scope.
 - 1304.11 Basis for determining whether a Head Start agency will be subject to an open competition.
 - 1304.12 Grantee reporting requirements concerning certain conditions.
 - 1304.13 Requirements to be considered for designation for a five-year period when the existing grantee in a community is not determined to be delivering a high-quality and comprehensive Head Start program and is not automatically renewed.
 - 1304.14 Tribal government consultation under the Designation Renewal System for when an Indian Head Start grant is being considered for competition.
 - 1304.15 Designation request, review and notification process.
 - 1304.16 Use of CLASS: Pre-K instrument in the Designation Renewal System.
 - 1304.17 Flexibility for Head Start Designation Renewal determinations in certain emergencies.
- 

PART 1304—FEDERAL ADMINISTRATIVE PROCEDURES

- **Subpart C—Selection of Grantees through Competition**
 - 1304.20 Selection among applicants.
- **Subpart D—Replacement of American Indian and Alaska Native Grantees**
 - 1304.30 Procedure for identification of alternative agency.
 - 1304.31 Requirements of alternative agency.
 - 1304.32 Alternative agency—prohibition.
- **Subpart E—Head Start Fellows Program**
 - 1304.40 Purpose.
 - 1304.41 Fellows Program.



PART 1305—DEFINITIONS

- 1305.1 Purpose.
- 1305.2 Terms.





UPDATES TO THE HEAD START PROGRAM PERFORMANCE STANDARDS

UPDATES TO THE HEAD START PROGRAM PERFORMANCE STANDARDS

- The Office of Head Start (OHS) has made some changes to the Head Start Program Performance Standards (HSPPS) since they were published in 2016.
 - Explore the updates to the standards, as well as any related requests for comment or notices of proposed rule-making.
 - The HSPPS posted on the Early Childhood Learning and Knowledge Center (ECLKC) are up-to-date, accounting for any changes that have been finalized.



UPDATES TO THE HEAD START PROGRAM PERFORMANCE STANDARDS

- [Flexibility for Head Start Designation Renewals in Certain Emergencies](#)
 - This interim final rule adds a new provision to the HSPPS to establish parameters by which the Administration for Children and Families may make designation renewal determinations during a federally declared major disaster, emergency, or public health emergency and in the absence of all normally required data. OHS solicits comments from the Head Start community about the addition of the new standard at 45 CFR §1304.17 until February 5, 2021.



UPDATES TO THE HEAD START PROGRAM PERFORMANCE STANDARDS

- [Designation Renewal Changes in 2020](#)
 - These DRS revisions ensure the conditions for competitive designation target grantees with lower performance or systemic problems. They also support continuous quality improvement of teacher-child interactions.



UPDATES TO THE HEAD START PROGRAM PERFORMANCE STANDARDS

- **2020 Secretarial Determination to Lower Head Start Center-based Service Duration Requirement**
 - The Secretary exercised the authority granted in the HSPPS to lower the Head Start center-based service duration requirement from 100% to 45% (45 CFR §1302.21(c)(3)(ii) and (c)(2)(iii)).



UPDATES TO THE HEAD START PROGRAM PERFORMANCE STANDARDS

- **2019 Delay in Compliance Date for Background Checks and QRIS**
 - Programs have until Sept. 30, 2021 to comply with the comprehensive background check procedures and state or local quality rating and improvement systems (QRIS) in HSPPS 45 CFR §§1302.90(b) and 1302.53(b)(2). OHS also requests comments on the issues set out in this final rule.



City Of La Habra Early Head Start
Policy Committee Minutes

ATTACHMENT 7

December 18, 2020

I. Call to Order

The virtual meeting was called to order by Room Representative, Sandra Torres, at 10:20 am.

II. Roll call made by: Catherine Villanueva (Virtual meeting)

III.

Present

1. Sandra Torres
2. Patty Herrera (Community Representative)
3. Mariela Juarez
4. Columba Chavez

Absent

- Diana Cabrera (Vice Chairperson)
Jessica Ochoa (Chairperson)

Staff Present:

Catherine Villanueva, Michelle Garcia and Rosa Castrejon De Lopez

IV. Approval of Policy Committee Agenda December 18, 2020

Motion to Approve December 18, 2020 Agenda

First Motion made by: Patty Herrera Seconded by: Mariela Juarez

Record of Voting:

Favor: 2

Against: 0

Abstention: 0

V. Approval of November 20, 2020 Minutes:

Motion to Approve November 20, 2020 Minutes

First Motion made by: Mariela Juarez Seconded by: Patty Herrera

Record of Voting

Favor: 2

Against: 0

Abstention: 0

From: Office of Head Start <no-reply@hsicc.org>
Sent: Monday, February 1, 2021 10:30 AM
To: Catherine Villanueva
Subject: HHS Poverty Guidelines for 2021



HHS Poverty Guidelines for 2021

On behalf of the U.S. Department of Health and Human Services (HHS), the Office of the Assistant Secretary for Planning and Evaluation has prepared [new poverty guidelines](#). Many programs across the federal government, as well as state governments and nonprofit organizations, rely on these guidelines to determine family eligibility for systems and services. The 2021 poverty guidelines are calculated by taking the 2019 Census Bureau’s poverty thresholds and adjusting them for price changes between 2019 and 2020 using the Consumer Price Index (CPI-U).

Select the link for the guidelines and additional information:

<https://aspe.hhs.gov/poverty-guidelines>

Office of Head Start (OHS) | 330 C Street, SW | 4th Floor Mary E. Switzer Building | Washington, DC 20201 | <https://eclkc.ohs.acf.hhs.gov> | 1-866-763-6481 | [Contact Us](#)

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OFFICE OF THE ASSISTANT SECRETARY
FOR PLANNING AND EVALUATION

POVERTY GUIDELINES 01/15/2021

[HOME](#) • [TOPICS](#) • [POVERTY](#) • [POVERTY GUIDELINES](#)

U.S. FEDERAL POVERTY GUIDELINES USED TO DETERMINE FINANCIAL ELIGIBILITY FOR CERTAIN FEDERAL PROGRAMS

HHS POVERTY GUIDELINES FOR 2021

The 2021 poverty guidelines are in effect as of January 13, 2021
Federal Register Notice, February 1, 2021 - Full text.

2021 POVERTY GUIDELINES FOR THE 48 CONTIGUOUS STATES AND THE DISTRICT OF COLUMBIA

PERSONS IN FAMILY/HOUSEHOLD	POVERTY GUIDELINE
For families/households with more than 8 persons, add \$4,540 for each additional person.	
1	\$12,880
2	\$17,420
3	\$21,960
4	\$26,500
5	\$31,040
6	\$35,580
7	\$40,120
8	\$44,660

2021 POVERTY GUIDELINES FOR ALASKA

PERSONS IN FAMILY/HOUSEHOLD

POVERTY GUIDELINE

For families/households with more than 8 persons, add \$5,680 for each additional person.

1	\$16,090
2	\$21,770
3	\$27,450
4	\$33,130
5	\$38,810
6	\$44,490
7	\$50,170
8	\$55,850

2021 POVERTY GUIDELINES FOR HAWAII

PERSONS IN FAMILY/HOUSEHOLD

POVERTY GUIDELINE

For families/households with more than 8 persons, add \$5,220 for each additional person.

1	\$14,820
2	\$20,040
3	\$25,260
4	\$30,480
5	\$35,700
6	\$40,920
7	\$46,140
8	\$51,360

RESOURCES

- Prior Poverty Guidelines and Federal Register References Since 1982
- A chart with percentages (e.g., 125 percent) of the guidelines (PDF)
- Frequently Asked Questions (FAQs) on the Poverty Guidelines and Poverty
 - Poverty guidelines — gross or net income
 - The poverty line for a state or city
 - The number of poor people in a state or city
 - How the poverty line was developed
- Further Resources on Poverty Measurement, Poverty Lines, and Their History
- Mollie Orshansky's career, achievements, and publications
- ASPE research on poverty
- The Census Bureau's Poverty Home Page

The separate poverty guidelines for Alaska and Hawaii reflect Office of Economic Opportunity administrative practice beginning in the 1966-1970 period. Note that the poverty thresholds — the original version of the poverty measure — have never had separate figures for Alaska and Hawaii. The poverty guidelines are not defined for Puerto Rico, the U.S. Virgin Islands, American Samoa, Guam, the Republic of the Marshall Islands, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, and Palau. In cases in which a Federal program using the poverty guidelines serves any of those jurisdictions, the Federal office which administers the program is responsible for deciding whether to use the contiguous-states-and-D.C. guidelines for those jurisdictions or to follow some other procedure.

The poverty guidelines apply to both aged and non-aged units. The guidelines have never had an aged/non-aged distinction; only the Census Bureau (statistical) poverty thresholds have separate figures for aged and non-aged one-person and two-person units.

Programs using the guidelines (or percentage multiples of the guidelines — for instance, 125 percent or 185 percent of the guidelines) in determining eligibility include Head Start, the Supplemental Nutrition Assistance Program (SNAP), the National School Lunch Program, the Low-Income Home Energy Assistance Program, and the Children's Health Insurance Program. Note that in general, cash public assistance programs (Temporary Assistance for Needy Families and Supplemental Security Income) do NOT use the poverty guidelines in determining eligibility. The Earned Income Tax Credit program also does NOT use the poverty guidelines to determine eligibility. For a more detailed list of programs that do and don't use the guidelines, see the Frequently Asked Questions (FAQs).

The poverty guidelines (unlike the poverty thresholds) are designated by the year in which they are issued. For instance, the guidelines issued in January 2021 are designated the 2021 poverty guidelines. However, the 2021 HHS poverty guidelines only reflect price changes through calendar year 2020; accordingly, they are approximately equal to the Census Bureau poverty thresholds for calendar year 2020. (The 2020 thresholds are expected to be issued in final form in September 2021; a preliminary version of the 2020 thresholds is now available from the Census Bureau.)

The poverty guidelines may be formally referenced as “the poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services under the authority of 42 U.S.C. 9902(2).”

There are two slightly different versions of the federal poverty measure: poverty thresholds and poverty guidelines.

The **poverty thresholds** are the original version of the federal poverty measure. They are updated each year by the **Census Bureau**. The thresholds are used mainly for **statistical** purposes — for instance, preparing estimates of the number of Americans in poverty each year. (In other words, all official poverty population figures are calculated using the poverty thresholds, not the

guidelines). Poverty thresholds since 1973 (and for selected earlier years) and weighted average poverty thresholds since 1959 are available on the Census Bureau's Web site. For an example of how the Census Bureau applies the thresholds to a family's income to determine its poverty status, see "How the Census Bureau Measures Poverty" on the Census Bureau's web site.

The **poverty guidelines** are the other version of the federal poverty measure. They are issued each year in the Federal Register by the **Department of Health and Human Services (HHS)**. The guidelines are a simplification of the poverty thresholds for use for **administrative** purposes — for instance, determining financial eligibility for certain federal programs.

The poverty guidelines are sometimes loosely referred to as the "federal poverty level" (FPL), but that phrase is ambiguous and should be avoided, especially in situations (e.g., legislative or administrative) where precision is important.

The key differences between poverty thresholds and poverty guidelines are outlined in a table under Frequently Asked Questions (FAQs). See also the discussion of this topic on the Institute for Research on Poverty's web site.

The January 2021 poverty guidelines are calculated by taking the 2019 Census Bureau's poverty thresholds and adjusting them for price changes between 2019 and 2020 using the Consumer Price Index (CPI-U). The poverty thresholds used by the Census Bureau for statistical purposes are complex and are not composed of standardized increments between family sizes. Since many program officials prefer to use guidelines with uniform increments across family sizes, the poverty guidelines include rounding and standardizing adjustments.

+1 202.690.7858

ATTACHMENT 9

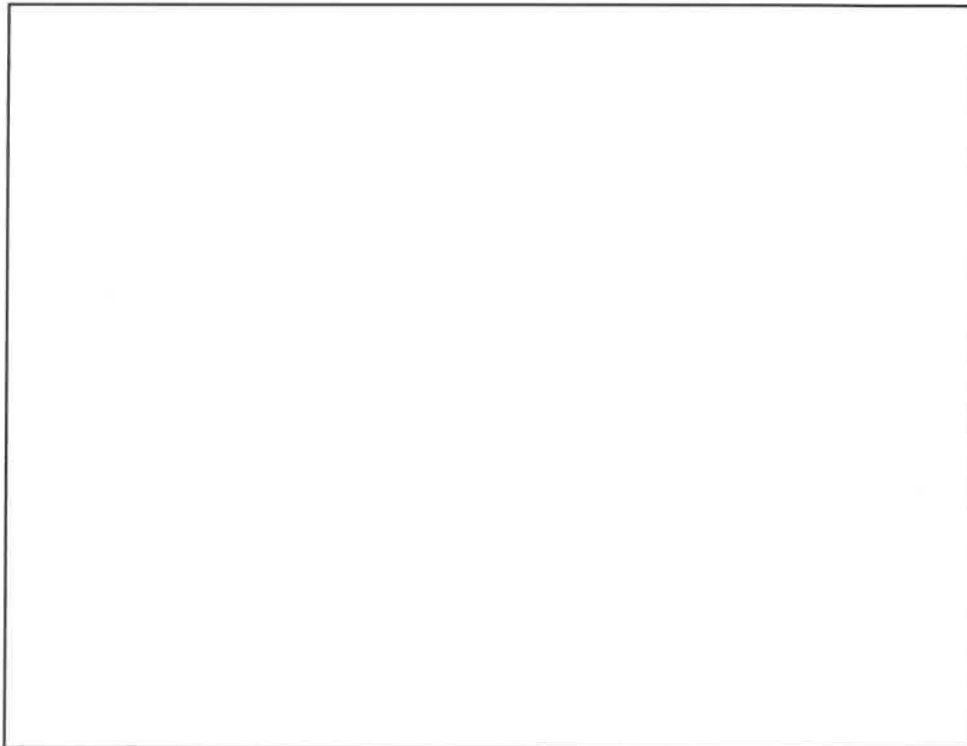
Desired Results Development Profile Summary Report

Fall Assessments for School Year 2020-2021

La Habra Early Head Start



Prepared By:



Presentation Overview Descripción de la Presentación

- About the Desired Results Developmental Profile (DRDP)
 - DRDP (2015) Results
 - Action Plan
-
- Sobre el Perfil de Desarrollo de Resultados Deseados (DRDP)
 - Resultados del DRDP (2015)
 - Plan de Accion

About the Desired Results Developmental Profile (DRDP 2015)

Sobre el Perfil de Desarrollo de Resultados Deseados (DRDP 2015)



Why Do We Assess Children?

- **For Teachers** -- Regularly assessing children helps teachers to identify strengths and needs allowing them to better target activities to meet children's needs.
- **For Program Management** -- Analysis of child assessment data helps to identify patterns that can inform training plans, curriculum planning, supply acquisition, and organizational goals.
- **For Best Practices** -- The regular assessment of children is widely acknowledged as a best practice in the field of early education.
- **For Funding Requirements** -- Regular child assessments are a required condition of state and federal funding.

¿Por Qué Evaluamos a los Niños?

- **Para Maestros** – Evaluando a los niños regularmente ayuda a los maestros a identificar fortalezas y necesidades y les permite a seleccionar mejores actividades para encarecer las necesidades de los niños.
- **Para los Gerentes del Programa** -- El análisis de la información de las evaluaciones de los niños ayuda a identificar patrones que pueden informar planes de capacitación, planeamiento del currículo, adquisición de materiales y las metas de la organización.
- **Para Mejores Practicas** -- La frecuente evaluación de niños es ampliamente reconocida como una mejor practica en la rama de educación temprana.
- **Para los Requerimientos al Solicitar Fondos** -- Evaluaciones frecuentes de niños son un requerimiento de los fondos estatales y federales.

How Do We Assess Children?

- **Observation Based** -- Teachers observe children over a period of weeks. These observations can include notes on child behavior & interactions, samples of art work, pictures, or videos.
- **Teacher Assessments** -- At the end of an assessment period, teachers review their observations and compare them to a detailed framework of child development.
- **Authentic Assessments** -- Assessments based on the observations of children in real settings are considered more authentic than assessments based on tests conducted in artificial environments.
- **Not a Test** -- The DRDP child assessment is not a test where children are asked to demonstrate specific skills or knowledge at a specific time.

¿Cómo Evaluamos a los Niños?

- **Basado en Observaciones** -- Maestros observan a los niños durante el período de semanas. Estas observaciones pueden incluir notas en el comportamiento y interacción, ejemplos de trabajos de arte, fotografías o videos.
- **Evaluaciones de los Maestros** -- Al final del periodo de evaluación, los/las maestros/as repasan sus observaciones y las comparan a una estructura detallada del desarrollo de niño.
- **Evaluaciones Autenticas** -- Se consideran más las evaluaciones basadas en observaciones de los niños en ambientes reales que las evaluaciones basadas en exámenes administrados en ambientes artificiales.
- **No Es Un Examen** -- La evaluación del niño del Perfil de Desarrollo de Resultados Deseados no es un examen donde se le pide al niño que demuestre habilidades específicas o conocimiento en un tiempo específico.

The DRDP (2015) Assessment Is Very Broad

The DRDP (2015) seeks to assess child development across a comprehensive set of developmental domains. Here are the developmental domains that are assessed:

- 01 Approaches to Learning: Self-Regulation
- 02 Social & Emotional Development
- 03 Language & Literacy Development
- 05 Cognition, Including Math & Science
- 06 Physical Development - Health

Es muy extenso la evaluación del Perfil de Desarrollo de Resultados Deseados (DRDP 2015)

El Perfil de Desarrollo de Resultados Deseados (DRDP 2015) busca evaluar el desarrollo del niño a través de un conjunto comprehensivo de áreas de desarrollo . Aquí están las áreas de desarrollo que se evalúan:

- Desarrollo cognitivo, incluyendo Matemática y Ciencias
- Desarrollo del lenguaje y la alfabetización
- Desarrollo físico-Salud
- Desarrollo social y emocional
- Enfoques al aprendizaje: Auto-regulación

Understanding the Data

- In order to meaningfully interpret the assessment results, the DRDP 2015 was aligned to the CA Early Learning Foundations.
- The CA Early Learning Foundations define developmental milestones for key ages in a child's development.
- The alignment allows us to understand a child's development within an age appropriate context and to meaningfully compare results across the DRDP domains and sub-domains. More can be found on the alignment here, www.ccr-analytics.com/presentations/
- The graphs on the following slides show the percentage of children who meet or exceed their age specific developmental milestones.
- As children age over the course of the year, developmental expectations increase. For this reason you will not see huge increases between assessment periods.

Comprendiendo la Información

- Para interpretar la información de los resultados de las evaluaciones en una manera significativa, el Perfil de Desarrollo de Resultados Deseados 2015 fue alineado con los Fundamentos del Aprendizaje Pre-escolar de California.
- Los Fundamentos del Aprendizaje Pre-escolar de California define las etapas de desarrollo para edades importantes en el desarrollo del niño.
- La alineación nos permite comprender el desarrollo del niño dentro un contexto apropiado basado en la edad y comparar de una forma significativa los resultados a través de las áreas y sub áreas de desarrollo del Perfil de Desarrollo de Resultados Deseados. Se puede ver más sobre la alineación en el link, www.ccr-analytics.com/presentations/
- Las gráficas en los siguientes diapositivas demuestran el porcentaje de niños que cumplieron o superaron sus específicas etapas de desarrollo basado en su edad.

How Much Does The Program Contribute to the Development of Children?

- It is fundamental that programs be able to demonstrate the impact they have on child development. Its not just about how much they grew, but how much the program contributed to that growth.
- One method for estimating program impact is to compare child assessment scores between children enrolled in the program last year and children newly enrolled -- **while controlling for age** and other demographic variables.
- The following pages compares the results of these two groups and shows how confident we are that the difference between the two groups is statistically significant (controlling for age and other demographic variables).

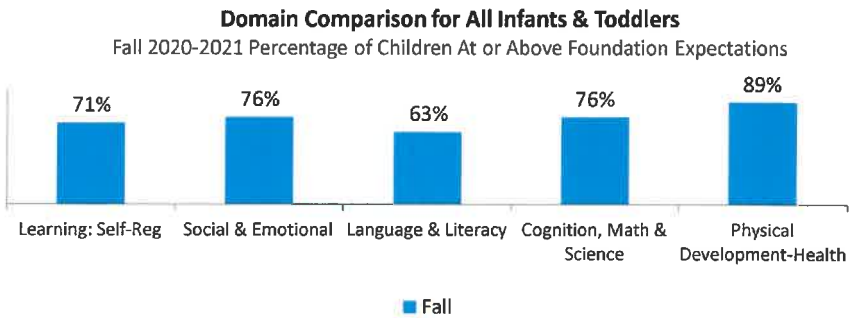
¿Cuanto Contribuye el Envolvimiento de la Programa al Desarrollo de Niños?

- Es importante que los programas puedan demostrar el impacto que tienen en el desarrollo del niño. No solamente es sobre cuanto se desarrollaron, pero cuanto contribuyó el programa a ese desarrollo.
- Un método para estimar el impacto del programa es comparar los resultados de evaluaciones entre niños matriculados en el programa el año pasado y los niños recién matriculados- **mientras tomando en consideración la edad** y otros variables demográficos.
- La siguiente paginas compara los resultados de estos dos grupos y demuestra lo seguro que estamos que la diferencia entre los dos grupos es significativa estadísticamente (tomando en consideración la edad y otros variables demográficos).

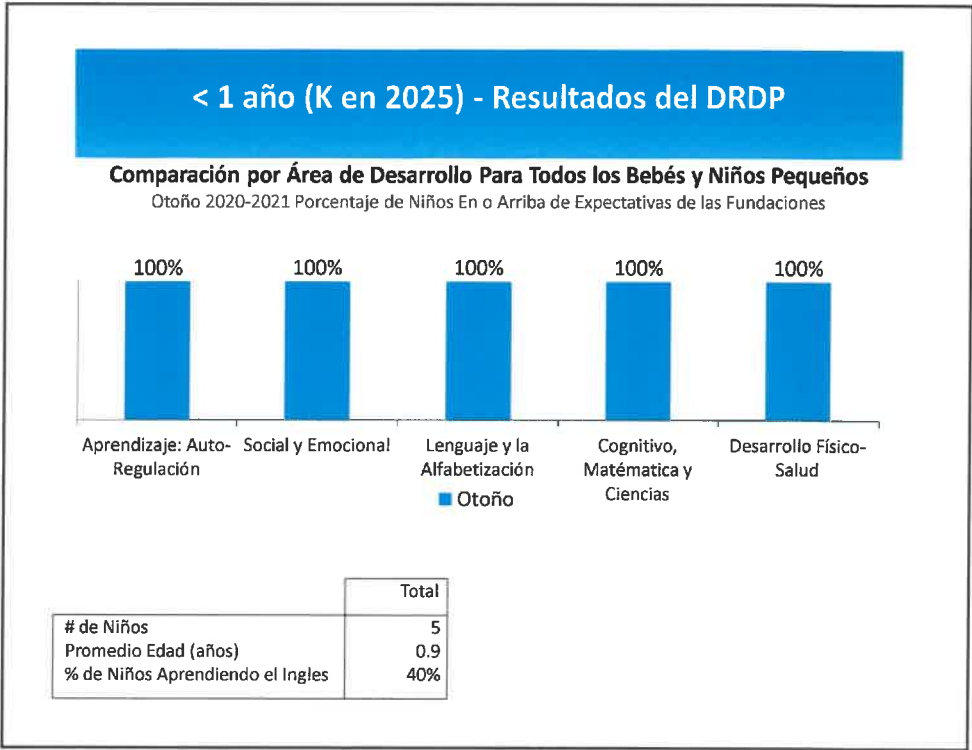
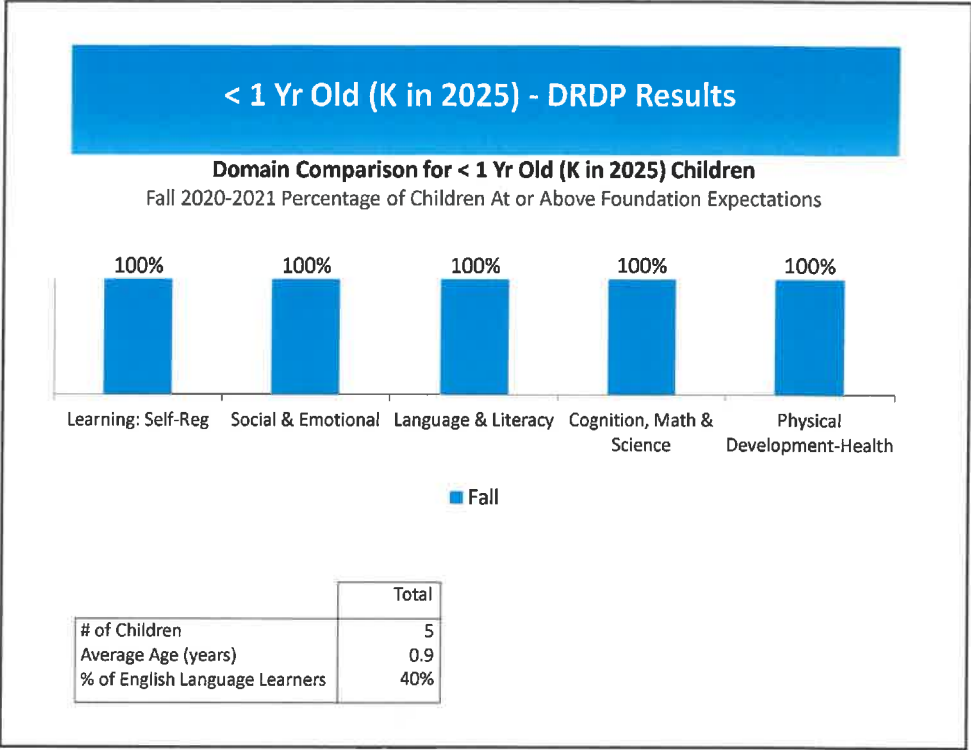
Infants & Toddlers Results Resultados del Bebés y Niños Pequeños



DRDP Results for Infants & Toddlers Resultados del DRDP Para Bebés y Niños Pequeños



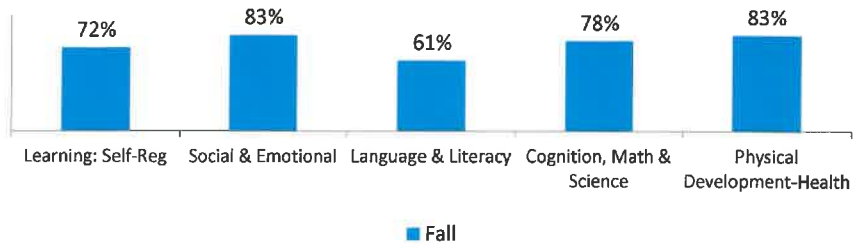
	Total
# of Children	38
Average Age (years)	1.9
% of English Language Learners	50%



1 Yr Old (K in 2024) - DRDP Results

Domain Comparison for 1 Yr Old (K in 2024) Children

Fall 2020-2021 Percentage of Children At or Above Foundation Expectations

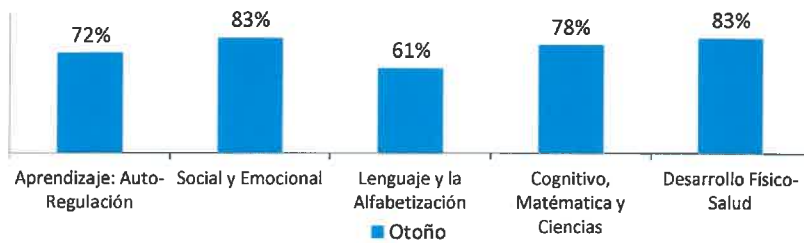


	Total
# of Children	18
Average Age (years)	1.7
% of English Language Learners	33%

1 año (K en 2024) - Resultados del DRDP

Comparación por Área de Desarrollo Para Todos los Bebés y Niños Pequeños

Otoño 2020-2021 Porcentaje de Niños En o Arriba de Expectativas de las Fundaciones

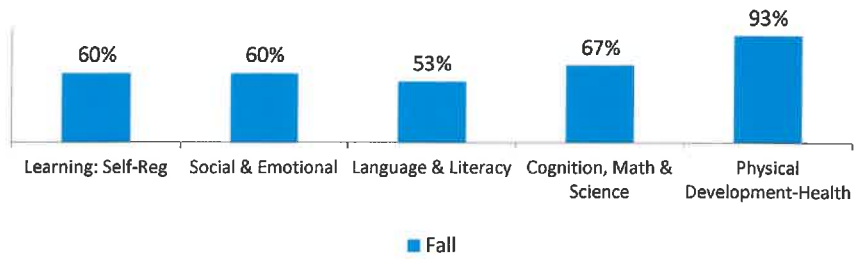


	Total
# de Niños	18
Promedio Edad (años)	1.7
% de Niños Aprendiendo el Ingles	33%

2 Yr Old (K in 2023) - DRDP Results

Domain Comparison for 2 Yr Old (K in 2023) Children

Fall 2020-2021 Percentage of Children At or Above Foundation Expectations

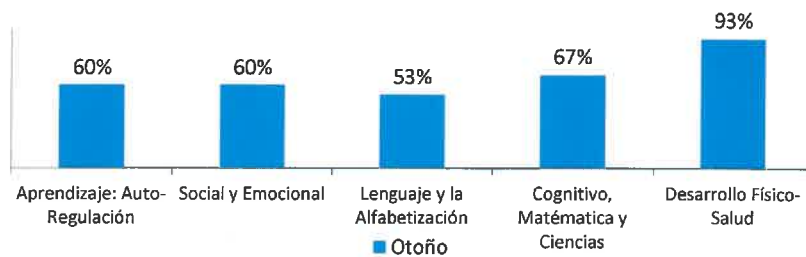


	Total
# of Children	15
Average Age (years)	2.6
% of English Language Learners	73%

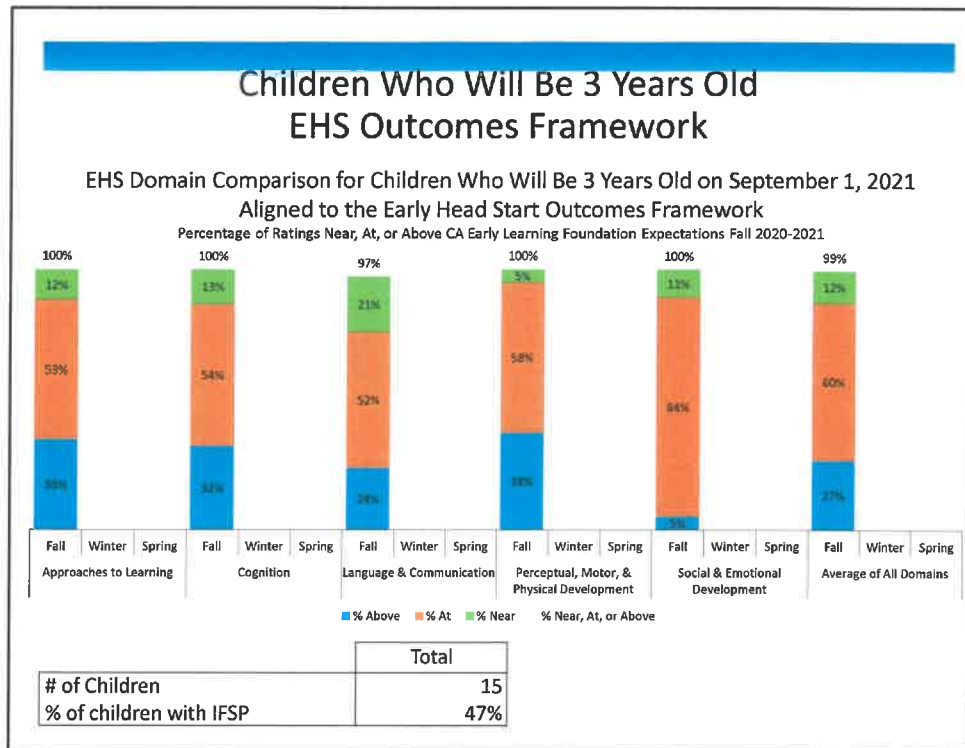
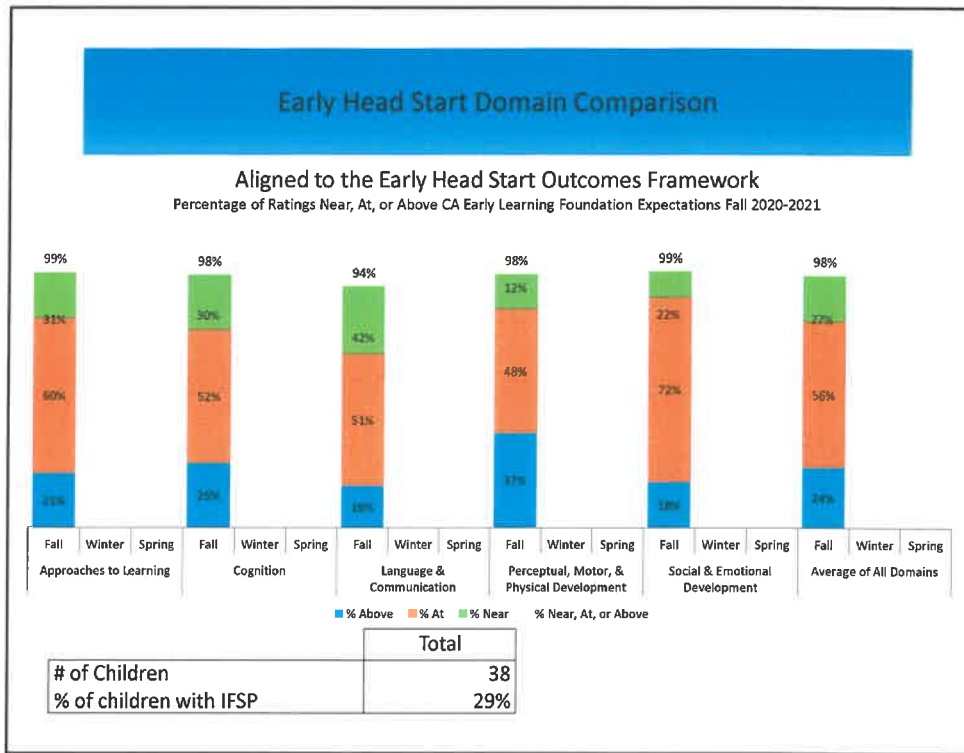
2 años (K en 2023) - Resultados del DRDP

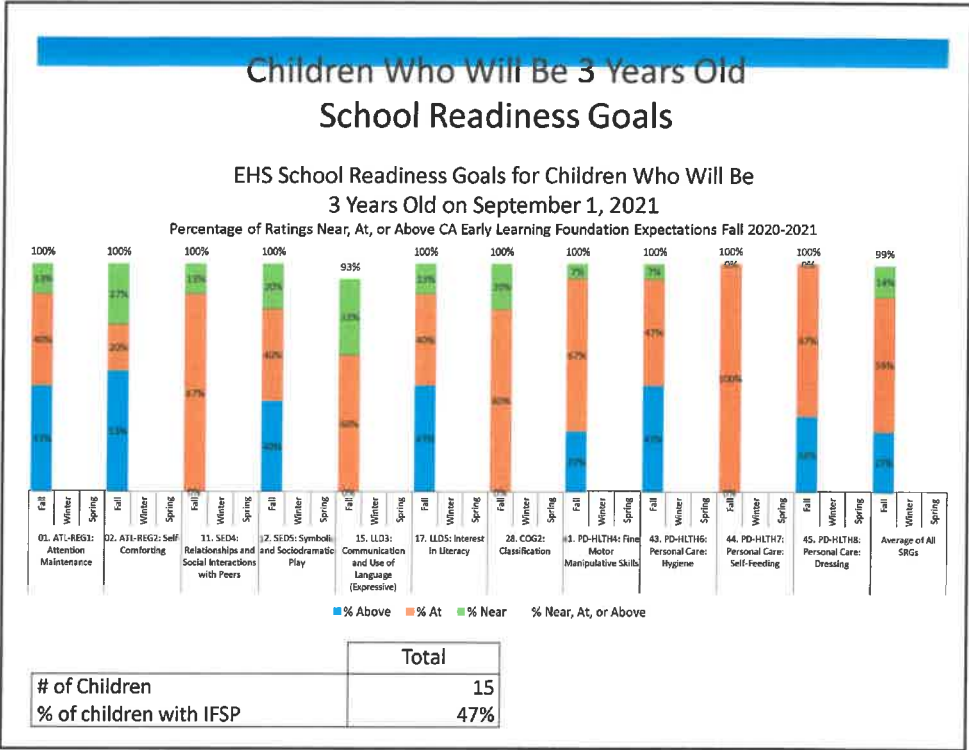
Comparación por Área de Desarrollo Para Todos los Bebés y Niños Pequeños

Otoño 2020-2021 Porcentaje de Niños En o Arriba de Expectativas de las Fundaciones



	Total
# de Niños	15
Promedio Edad (años)	2.6
% de Niños Aprendiendo el Ingles	73%





Actions: Do we need to make any changes based on the findings?



- **What are the three key findings?**
 - Majority of the Children are at the expected developmental level
 - Not all children are at the developmental in language/communication
- **Are there areas where we are doing great?**
 - 84% of the 3years old children are at the developmental level for Social-Emotional Development
 - 60% of the children are at the developmental level for Approaches to Learning
- **Are there any areas where we could improve?**
 - Language and Communication is an area where we can improve

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

Overall School Readiness Goal:

Children transitioning to 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 Fall 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 more than 90% are above, at, or near the expectation, in particular 100% of the children are above, at, or near expectations for Attention Maintenance, Self-Comforting, Social Interactions, Expressive Language, Interest in Literacy, Classification, Fine motor Coordination and Personal Care. Expressive Language had the lowest result with 93% near at or above.

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 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.
Fall Evaluation:
Additional Actions Needed Based on Fall Evaluation and Analysis: YES NO
Additional Actions/Steps to be taken to Supplement Prior Action Plan: Additional support to be provided to Home-Educators who continue to conduct home-visits virtually.
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:

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
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: Fall 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 100% of children near at or above expectations in attention maintenance and in the measure 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.

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

- 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.
- 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 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:

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:

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

Analysis: Fall DRDP results for the Social Emotional Domain School Readiness Goals Measures of Symbolic Play and Peer Relationships show that 100% of the 2-year-old children were near at or above expectations in both measures.

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

Initial Action Plan:

- All observations and feedback will be done on a virtual format such as 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
- 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.

Anticipated Outcome:

- Home-Educators 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, 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.

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:

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:

Domain: Cognition

Goal 1: Child understands simple patterns.

HSELOF: Goal IT – C 10

DRDP-PS: IT Measure COG 2 - Classification

Analysis: Fall DRDP results in the Cognition Domain School Readiness Goal measure of Classification shows that 100% of children near at or above expectations in the Fall Assessment. .

Initial Action Plan:

- All observations and feedback will be done on a virtual format such as a Zoom or from parent input.

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

<ul style="list-style-type: none"> 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>
<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>
<p>Spring (Final) Evaluation:</p>
<p>Additional Actions Needed For the Following Year Based on Spring Evaluation and Analysis: YES NO</p>
<p>Additional Actions/Steps to be taken to Supplement Prior Action Plan:</p>

<p>Domain: Language and Literacy -- Language and Communication</p>
<p>Goal 1: Child uses increasingly complex language in conversation with others</p>
<p>HSELOF: Goal IT-LC 5</p>
<p>DRDP-PS: IT Measure LLD 3 - Use of Language Expressive</p>
<p>Goal 2: Child recognizes pictures and some symbols, signs, or words</p>
<p>HSELOF: Goal IT-LC 11</p>
<p>DRDP-PS: IT Measure LLD 5 - Interest in Literacy</p>
<p>Analysis: Fall 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, indicates 93% of the children near at or above expectations. Interest in Literacy has 100% of children near at or above expectations.</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 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

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<p>vocabulary supports. These strategies will be employed in a consistent and intentional way to support burgeoning language for children in the program.</p> <p>Anticipated Outcome:</p> <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. <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> <p>Spring (Final) Evaluation:</p> <p>Additional Actions Needed For the Following Year Based on Spring Evaluation and Analysis: YES NO</p> <p>Additional Actions/Steps to be taken to Supplement Prior Action Plan:</p>
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<p>Domain: Perceptual Motor and Physical Development</p> <p>Goal: 1. Child demonstrates healthy behaviors with increasing independence as part of everyday routines</p> <p>HSELOF: Goal IT-PMP 9</p> <p>DRDP-PS: IT Measure PDHLTH 6,7,8 – Personal Care Routines hygiene, feeding, dressing</p> <p>Goal: 2. Child coordinates hand and eye movements to perform actions.</p> <p>HSELOF: Goal IT-PMP 6</p> <p>DRDP-PS: IT Measure PDHLTH 4 - Fine Motor Manipulative skills</p> <p>Analysis: Fall DRDP results in the Domain of Perceptual Motor and Physical Development School Readiness Goals measures of Self Care Routines and Fine motor coordination showed 100% of 2 year old children near at or above expectations.</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 review lesson plans and observe home visits to ensure that Home Educators are working in partnership with parents to support development in these areas. <p>Anticipated Outcome:</p> <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.

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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: 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:
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:

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