

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

For Consideration for meeting dated May 12, 2021

Program Information Summary (PIS) Report: March, 2021 (Attachment 1)

Section A: Agency Profile

Item	Previous Month Report	Current Month Report
Funded Enrollment	50	50
Number Enrolled (Cumulative)		
Number of Children	51	55
Number of Pregnant Moms	3	3
Number in the Waiting list	0	0
Enrollment by Eligibility		
Below 100% Poverty Line	34	26
Categorically Eligible	13	14
Over-Income	7	8

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	54	58
Number of Children with an Ongoing Source of Continuous, Accessible Health Care (Medical Home)	48	51
Number of children up-to-date with well-baby checks	32	35

Number of children with expired well-baby checks	18	16
Number of children with expired well-baby checks 30 days or less	7	4
Number of children who are up-to-date with Immunizations	48	53
Number of children with continuous accessible dental care (Dental Home)	46	47
Number of children who are up-to-date with oral health care	36	40
Number of children with expired oral health care	20	19
Number of children with an IFSP	19	19

Family Partnership Agreements

Item	Previous Month Report	Current Month Report
Total Number of FPA's introduced	50	48
Total Number of FPA's completed	42	46
Total Number of FPA's with an established goal	42	46
Home based services (Month) Visits Completed	172	179
Home based services (year to date) Visits Completed	1289	1469
Number of Socializations (Month)	17	12
Number of Socializations (year to date)	115	127

Monitoring Report:

Financial Reports:

- Attached is the Cost Report for March 2021; the amount requested is **\$43,172.23** – this is **67%** of the budget (**Attachment 2**)
 - Total In-kind to-date is **\$91,898.72 (of \$127,065.00)** – this is **72%**
 - **NOTE: The Basic Budget increased due to COLA of (\$9,623) and Quality Improvement (\$17,500); this also increased the required non-federal match.**
- Attached is the Credit Card Reports for March 2021. (**Attachment 3**)

CACFP Reports:

- The total reimbursement for the month of March 2021 is **\$12,163.63 (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)**
- CACFP Center-Based Program Monitoring Summation Report **(Attachment 6)**

Information Shared:

- **Training Info:** Family and Community Engagement **(Attachment 7)**
- **PC Minutes:** March 2021 **(Attachment 8)**
- **PI:** Updated Coronavirus Disease 2019 (COVID-19) Fiscal and Administrative Flexibilities **(Attachment 9)**
- **PI:** FY 2021 American Rescue Plan Funding Increase for Head Start Programs **(Attachment 10)**

Action Items, For Approval:

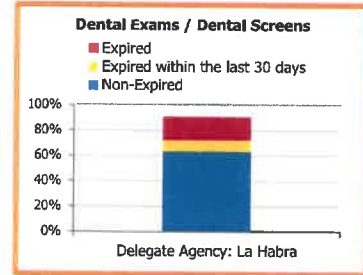
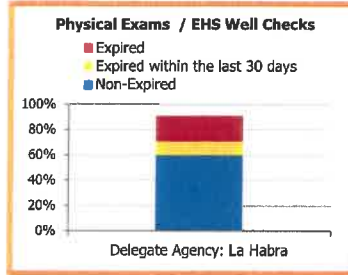
- Monthly Report
- Program Planning Service Area Planning Calendar for 2021-2022 **(Attachment 11)**
- Governance and Leadership Screening Plan for Improvement, validation **(Attachment 12)**
- Program Goals and Objectives, Quarterly Update **(Attachment 13)**
- State Program Self-Evaluation Report **(Attachment 14)**

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

ATTACHMENT 1

Physical Exams / EHS Well Checks

20.0%	11	Expired
10.9%	6	Expired within the last 30 days
60.0%	33	Non-Expired
90.9%	50	Total

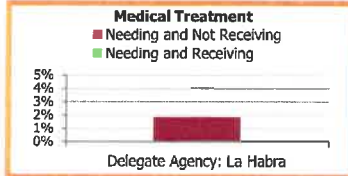


Dental Exams / Dental Screens

18.2%	10	Expired
9.1%	5	Expired within the last 30 days
63.6%	35	Non-Expired
90.9%	50	Total

Medical Treatment

		Needing and Receiving
1.8%	1	Needing and Not Receiving



Dental Treatment

		Needing and Receiving
		Needing and Not Receiving

Access to Health Care

94.5%	52	w/Health insurance
87.3%	48	w/Medical Home
83.6%	46	w/Dental Home

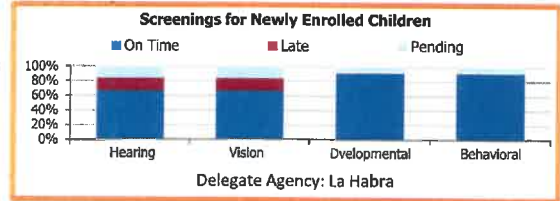


Immunizations

90.9%	50	Immunizations
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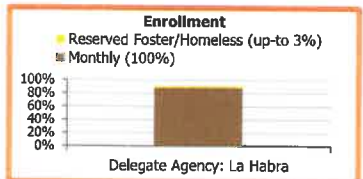
Screenings for Newly Enrolled Children

Hearing	Vision	Developmental	Behavioral	Total Screenings
12	12	12	12	12
66.7%	8	66.7%	8	91.7%
16.7%	2	16.7%	2	11
16.7%	2	16.7%	2	8.3%
		8.3%	1	8.3%
			1	8.3%



Children with Disabilities

28.0%	14	Open IEP/IFSP
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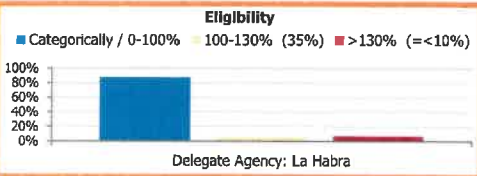


Enrollment

88.0%	44	Monthly (100%)
3.0%	3	Reserved Foster/Homeless (up-to 3%)
	50	Funded Enrollment
	55	Cumulative Enrollment

Eligibility

87.3%	48	Categorically / 0-100%
5.5%	3	100-130% (35%)
7.3%	4	>130% (= <10%)



Attendance

		ADA
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Family Success Plans

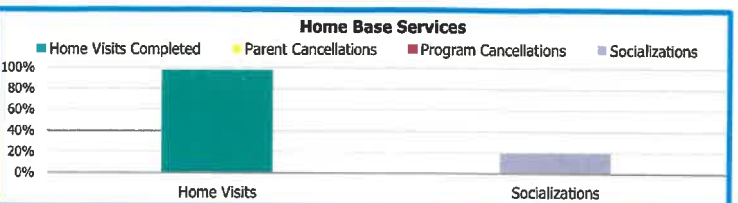
	47	Total number of families
104%	49	Introduced
78.7%	37	Completed
44.7%	21	Received at least one Family Service



Home Base Services

March Benchmark (HV = 4 / Soc = 2)

98%	172	Home Visits Completed
		Parent Cancellations
		Program Cancellations
19.3%	17	Socializations



Monthly Cost Report , FY 2020-21

ATTACHMENT 2

March, 2021

Early Head Start Basic Budget

Major Cost Category	Approved Budget Amount	Cost This Period Amount	Cost to Date Amount Total	Budget Amount Remaining
PERSONNEL	312,253.00	23,541.75	214,585.19	97,667.81
FRINGE BENEFITS	121,640.00	10,099.89	90,136.37	31,503.63
TRAVEL	0.00	0.00	0.00	0.00
EQUIPMENT *	0.00	0.00	0.00	0.00
SUPPLIES	19,465.00	231.26	4,959.98	14,505.02
CONTRACTUAL	25,018.00	3,876.50	8,391.80	16,626.20
CONSTRUCTION	0.00	0.00	0.00	0.00
OTHER COSTS	18,629.00	1,825.83	15,191.42	3,437.58
INDIRECT COSTS	0.00	0.00	0.00	0.00
TOTAL	\$497,005.00	\$39,575.23	\$333,264.76	\$163,740.24

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	2,847.00	2,847.00	6,553.00
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	750.00	1,539.00	311.00
INDIRECT COSTS	0.00	0.00	0.00	0.00
Total	\$11,250.00	\$3,597.00	\$4,386.00	\$6,864.00

Non-Federal Share (In-Kind)

	Approved Budget Amount	Cost This Period Amount	Cost to Date Amount Total	Budget Amount Remaining
EHS Basic	124,252.00	7,995.00	91,898.72	32,353.28
EHS T&TA	2,813.00	0.00	0.00	2,813.00
Total	\$127,065.00	\$7,995.00	\$91,898.72	\$35,166.28
Reimbursement Request Total		\$43,172.23		

**City of La Habra
Child Development Division**

ATTACHMENT 3

Credit Card Expenses

Month Reporting: March, 2021

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)		No Charges for the Month	
Bank of the West Credit Card (A. Morales)	3/2/2021	Walmart: Classroom Supplies for Main	\$115.90
	3/5/2021	Dollar Tree: Class Project Whittier	\$13.90
	3/5/2021	Hobby Lobby: Class Project Whittier	\$79.92
	3/9/2021	Target: Classroom Supplies Whittier	\$167.36
	3/11/2021	Sam's Club: Children's Masks	\$64.60
Bank of the West Credit Card (A. Marceau)	3/16/2021	Every Child: Mental Health Webinar	\$50.00
Bank of the West Credit Card (C. Villanueva)	3/1/2021	Petco: Animal/Class Project	\$61.75
	3/5/2021	USPS: Certified Mail CACFP Provider	\$7.00
Total:			\$560.43

**Child & Adult Care Food Program
Claim For Reimbursement Summary for March 2021**

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
Mar 2021	0	04/08/2021	04/08/2021	04/15/2021	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	421	1.8900	795.69
Reduced	297	1.5900	472.23
Base	185	0.3200	59.20
Total	903		1,327.12

AM Snack			
Free	92	0.9600	88.32
Reduced	65	0.4800	31.20
Base	41	0.0800	3.28
Total	198		122.80

Lunch			
Free	453	3.5100	1,590.03
Reduced	320	3.1100	995.20
Base	199	0.3300	65.67
CIL	972	0.2450	238.14
Total	972		2,889.04

PM Snack			
Free	436	0.9600	418.56
Reduced	308	0.4800	147.84
Base	193	0.0800	15.44
Total	937		581.84

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	513	1.8900	969.57

Reduced	513	1.5900	815.67
Base	384	0.3200	122.88
Total	1,410		1,908.12
Lunch			
Free	609	3.5100	2,137.59
Reduced	609	3.1100	1,893.99
Base	456	0.3300	150.48
CIL	1,674	0.2450	410.13
Total	1,674		4,592.19
PM Snack			
Free	477	0.9600	457.92
Reduced	477	0.4800	228.96
Base	358	0.0800	28.64
Total	1,312		715.52
Claim Reimbursement Total			12,136.63

State Reimbursements

Meal Description	Meals	State Rate	State Earnings
Total Breakfast	1,744	\$0.0000	\$0.00
Total Lunches	1,991	\$0.0000	\$0.00
Total			\$0.00

Agency Claim Reimbursement Totals	Meal Reimbursement	CIL Reimbursement	State Reimbursement	Totals
Current Claim Reimbursement Total	11,488.36	648.27	0.00	12,136.63
Previous Claim Reimbursement Total	0.00	0.00	0.00	0.00
Net Claim Reimbursement Total	11,488.36	648.27	0.00	12,136.63

Created By: LilianaN on: 4/8/2021 1:04:13 PM Modified By: LilianaN on: 4/8/2021 1:20:53 PM

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

ATTACHMENT 5

FOOD REVENUE vs FOOD EXPENDITURES ANALYSIS

Month	School Age CCTR (38501)			State-Preschool CSPP (38502)			Total			Revenue Over/(Under) Expenditure Net Amount
	4702	7114	Net	4702	7114	Net	4702	7114	Food	
	Food Revenue	Food Expense	Amount	Food Revenue	Food Expense	Amount	Food Revenue	Food Expense	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
Jan-21	\$ 5,446.82	\$ 6,009.24	\$ (562.42)	\$ 3,825.12	\$ 4,030.70	\$ (205.58)	\$ 9,271.94	\$ 10,039.94	\$	\$ (768.00)
Feb-21	\$ 5,849.30	\$ 4,727.62	\$ 1,121.68	\$ 3,997.36	\$ 3,249.99	\$ 747.37	\$ 9,846.66	\$ 7,977.61	\$	\$ 1,869.05
Mar-21	\$ 7,215.83	\$ 9,363.12	\$ (2,147.29)	\$ 4,920.80	\$ 5,223.83	\$ (303.03)	\$ 12,136.63	\$ 14,586.95	\$	\$ (2,450.32)
Total	\$ 61,835.10	\$ 57,129.07	\$ 4,706.03	\$ 35,476.90	\$ 37,642.34	\$ (2,165.44)	\$ 97,312.00	\$ 94,771.41	\$	\$ 2,540.59
YTD Cook	\$ -	\$ 27,054.90	\$ (27,054.90)	\$ -	\$ 36,192.85	\$ (36,192.85)	\$ -	\$ 63,247.75	\$	\$ (63,247.75)
Adjusted Total	\$ 61,835.10	\$ 84,183.97	\$ (22,348.87)	\$ 35,476.90	\$ 73,835.19	\$ (38,358.29)	\$ 97,312.00	\$ 158,019.16	\$	\$ (60,707.16)

% of Food expense 92%

106%

97%

**CACFP Centers
Summation Report**

Agency Name: City of La Habra Child Development Division	Vendor Number: 21830Z	CNIPS ID: 04320 CACFP-30-GM-CS	Review ID: 31300
Address: 215 N. Euclid Street	City: La Habra	Zip: 90631-5437	County: Orange County
Contact Person: Catherine Villanueva	Title: Child Development Manager	Telephone: 562-383-4200	
Program Types: <input type="checkbox"/> Adult Care <input type="checkbox"/> At-risk <input checked="" type="checkbox"/> Child Care <input type="checkbox"/> Emergency Shelters <input type="checkbox"/> Head Start <input checked="" type="checkbox"/> School Age			
Type of Review: <input checked="" type="checkbox"/> First <input type="checkbox"/> First Follow-up <input type="checkbox"/> Second Follow-up <input type="checkbox"/> Ninety-day <input type="checkbox"/> Program Assistance			

Areas Reviewed for Compliance

Performance Standard 1: Financial Viability <input type="checkbox"/> 100 Financial Management Performance Standard 2: Administrative Capability <input type="checkbox"/> 200 Procurement Procedures <input type="checkbox"/> 220 Program Resources <input type="checkbox"/> 240 Policies and Procedures <input type="checkbox"/> 280 Pricing Program	Performance Standard 3: Program Accountability <input type="checkbox"/> 300 Enrollment <input type="checkbox"/> 500 Eligibility <input type="checkbox"/> 600 Meal Counts <input type="checkbox"/> 700 Licensing Requirements <input checked="" type="checkbox"/> 800 Meal Requirements <input type="checkbox"/> 900 Fiscal Accountability <input type="checkbox"/> 1000 Training <input type="checkbox"/> 1100 Facility Review <input type="checkbox"/> 1200 Safety and Sanitation <input type="checkbox"/> 1300 Civil Rights
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Place an (R) at the end of all repeat findings.

Summary of Review Findings

Review Month: 12/2021 Review Dates: 4/5/2021

- All areas found to be in compliance. No action is required. This review is closed. Congratulations on an excellent administrative review (AR).
- One or more performance standards (PS) were not in compliance. The noncompliant areas are checked above.
- A **follow-up review** may be conducted because of noncompliance in PS 1, PS 2, or PS 3.
- Serious deficiencies (SD) were found during your AR. If permanent, acceptable corrective action documentation (CAD) is not implemented, the California Department of Education (CDE) will propose to terminate your Child and Adult Care Food Program (CACFP) agreement. If the CACFP agreement is terminated, your organization and responsible parties will be placed on the National Disqualified List (NDL) and will remain on the NDL until such time as the CDE, in consultation with the U.S. Department of Agriculture (USDA) Food and Nutrition Service (FNS) determines that the SDs have been corrected, or until seven years after their disqualification. However, if any debt relating to the SDs has not been repaid, your organization and responsible parties will remain on the NDL until the debt has been repaid. These actions are being taken pursuant to Title 7, *Code of Federal Regulations (7 CFR)*, sections 226.6(c)(3) and (7)(v).

Agency is required to submit CAD by: 4/30/2021

Submit CAD to:

Chertrisse Terrell, Child Nutrition Consultant/Assistant
California Department of Education Nutrition Services Division
7229 Trade Street, Suite 148
San Diego, CA 92121
Phone: 858-689-6541 FAX: 858-689-6542
E-mail: cterrell@cde.ca.gov

The findings of this review are the results of an assessment of a sample of your program records for the current year. All program records must be retained for a period of three years plus the current year.

Signature of Agency Representative:	Date:
Signature of State Representative:	Date:
(Agency signature does not designate agreement with reviewer comments)	

Summation Report

Agency Name: City of La Habra Child Development Division	Vendor Number: 21830Z	CNIPS ID: 04320 CACFP-30-GM-CS	Review ID: 31300
<p>Comments:</p> <p>The reviewer would like to thank City of La Habra Child Development Division and the staff for their courtesy and cooperation during the review. The compliance areas of review are listed on page one of this summation report. The areas out of compliance are marked with an X. The findings, technical assistance, comments, and required correction action with timelines are included throughout this summation report. Please review the technical assistance provided to assist with correcting the findings. The meal observation was conducted at the following site/s:</p> <ul style="list-style-type: none"> • 401 S. Euclid SPS & SA, 3/29/2021, unannounced <p>Resources provided for further guidance on the CACFP:</p> <ul style="list-style-type: none"> • Compliance Area 800: Meal Requirements 			
Signature of Agency Representative:			Date:
Approval Signature of State Representative:			Date:

Summation Report

Agency Name: City of La Habra Child Development Division	Vendor Number: 21830Z	CNIPS ID: 04320 CACFP-30-GM-CS	Review ID: 31300
<p>Performance Standard 3—Program Accountability Compliance Area 800: Meal Requirements</p> <p>Findings:</p> <p>Month and Year of Review: 12/2021</p> <ol style="list-style-type: none"> 1. While reviewing menu documents during the administrative review, the reviewer noted whole grain-rich food items and types of milk, including fat content, were not indicated on menu. <p>Resources Provided:</p> <p>Management Bulletin CACFP-02-2018: Documentation Requirements for the CACFP Meal Patterns; (https://www.cde.ca.gov/ls/nu/cc/mbcacfp022018.asp)</p> <p>Technical Assistance:</p> <p>To assist CACFP operators to determine whether they are meeting the CACFP meal pattern, the CDE Meal Pattern Documentation Checklist (CACFP 89) in CNIPS Download Forms is available.</p> <p>Required Corrective Action: Submit the following CAD by: <u>4/30/2021</u></p> <ul style="list-style-type: none"> • Provide written processes and procedures to ensure menu documentation is permanently corrected, include: <ul style="list-style-type: none"> ○ date of implementation. ○ roles and responsibilities of staff. ○ title of person responsible to ensure the processes/procedures are followed accurately and the frequency of monitoring to prevent reoccurrence of the finding. ○ record retention. • Train all responsible staff on the processes and procedures. Provide a copy of the agenda including topics covered, date, and sign in sheets. 			
<p>Corrective Action(s) Documentation: Complete your response in this box or use separate sheets as needed. Sign and date at the bottom of this page. Return this report with documents to support your response to the reviewer by the date above.</p>			
Signature of Agency Representative:			Date:
Approval Signature of State Representative:			Date:

Head Start Parent, Family, and Community Engagement Framework



What is Parent, Family & Community Engagement (PFCE)?

- **Parent and Family Engagement** in Head Start / Early Head Start (HS/EHS) is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children.
- The Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families.
- The PFCE Framework was developed in partnership with programs, family experts, and the National Center on Parent, Family, and Community Engagement.
- It is a research-based approach to program change that shows how an agency can work together as a whole – across systems and service areas to promote parent and family engagement and children's learning and development.

Family partnerships services, 45 CFR § 1302.52(f)

A program must implement intake and family assessment procedures to identify family strengths and needs related to the family engagement outcomes as described in the Head Start **Parent, Family, and Community Engagement Framework**, including family well-being, parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders.

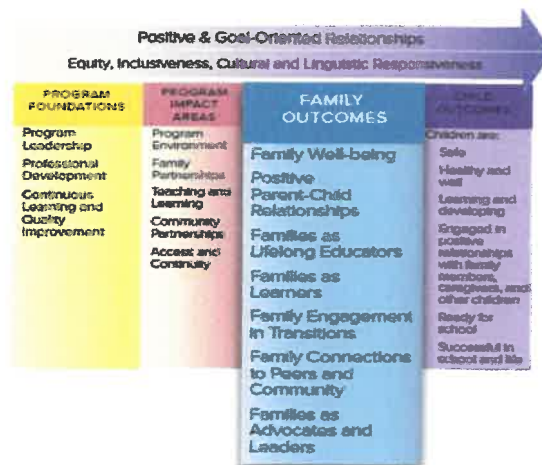
The PFCE Framework

- The PFCE Framework consists of seven (7) Family Engagement Outcomes and the ultimate outcome for the children.

Family Engagement Outcomes	Child Outcomes
1. Family well-being	Promotes school readiness - Children are ready for school and sustain development and learning gains through third grade
2. Positive Parent-Child Relationships	
3. Families as Lifelong Educators	
4. Families as Learners	
5. Family Engagement in Transitions	
6. Family Connections to Peers and Community	
7. Families as Advocates and Leaders	

Family Engagement Outcomes

These outcomes can guide Head Start and Early Head Start staff as they partner with families on the goals parents set for themselves and their children, and as they track progress together toward these goals.



Family Outcomes

- **Family Well-being** - Families are safe, healthy, have opportunities for educational advancement and economic mobility, and have access to physical and mental health services, housing and food assistance, and other family support services.
- **Positive Parent-Child Relationships** - Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's health, development, and learning.
- **Families as Lifelong Educators** - Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, at school, and in their communities.

Family Outcomes

- **Families as Learners** - Parents and families learn about their child's personality, development, and learning style. They also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals.
- **Family Engagement in Transitions** - Parents and families encourage and advocate for their child's learning and development as they transition to new learning environments within and between, Early Head Start, Head Start, early childhood services, early elementary grades, and beyond.

Family Outcomes

- **Family Connections to Peers and Community** - Parents and families form connections with peers, mentors, and other community members in formal or informal social networks. These networks are supportive and educational. They honor and are inclusive of families' home language and culture, and they enhance families' social well-being and community life.
- **Families as Advocates and Leaders** - Parents and families advocate for their children and play leadership roles in Head Start and Early Head Start. They participate in decision-making, policy development, and organizing activities in communities and states to improve children's safety, health, development, and learning experiences.

Why is Parent, Family & Community Engagement Important? *Benefits for Children*

- Higher grades & test scores
- Better school attendance
- Excel in extracurricular activities, sports and clubs
- Decrease the likelihood of children dropping out of school in later years
- They have a more positive attitude about school and other life situations
- Less likely to misbehave and get into trouble
- Sends the message to the child that they are cared for
- Builds up a child's self-esteem
- Develops productive qualities like self-discipline and high aspirations
- Motivated to succeed because they feel good about themselves
- More likely to attend college because they have always been supported with their academics
- Decrease the likelihood of getting involved with drugs and alcohol

Why is Parent, Family & Community Engagement Important? *Benefits for Families*

- Parents increase their interaction and discussion with their children and are more responsive and sensitive to their children's needs.
- Parents are more confident in their parenting and decision-making skills.
- As parents gain more knowledge of child development, there is more use of affection and positive reinforcement and less punishment on their children.
- Parents have a better understanding of the teacher's job and school curriculum.
- When parents are aware of what their children are learning, they are more likely to become more involved in their children's learning activities at home.
- Parents' perceptions of the school are improved and there are stronger ties and commitment to the school.
- Parents are more aware of, and become more active in school and take part in decision making that affects their children's education.

City Of La Habra Early Head Start
Policy Committee Minutes
March 19, 2021

ATTACHMENT 2

I. Call to Order

The virtual meeting was called to order by Vice Chairperson Diana Cabrera, at 10:07 am.

II. Roll call made by: Michelle Garcia (Virtual meeting)

III.

Present

1. Diana Cabrera (Vice Chairperson)
2. Columba Chavez
3. Patty Herrera (Community Representative)
5. Mariela Juarez
5. Sandra Torres (Tardy)

Absent

Jessica Ochoa (Chairperson)

Staff Present:

Michelle Garcia and Rosa Castrejon De Lopez

IV. Approval of Policy Committee Agenda March 19, 2021

Motion to Approve March 19, 2021 Agenda

First Motion made by: Columba Chavez

Seconded by: Mariela Juarez

Record of Voting:

Favor: 3

Against: 0

Abstention: 0

V. Approval of February 26, 2021 Minutes:

Motion to Approve February 26, 2021 Minutes

First Motion made by: Columba Chavez

Seconded by: Mariela Juarez

Record of Voting

Favor: 3

Against: 0

Abstention: 0

VI. Office of Head Start Monitoring Protocols 2021 – Head Start monitoring protocols are used by the Office of Head Start (OHS) to gather data and other information to assess grantee program operation and performance. Monitoring protocols have two focus areas, focus area one and focus area two. Focus area one review is an opportunity for grantees to discuss their program design, management, and governance structure. Focus area two review is an opportunity for grantees to demonstrate their effectiveness in implementing a high-quality program to promote positive outcomes and school readiness for children and their families.

VII. No Chairperson report provided for March 2021.

VIII. Child Development Manager Report: Presented by: Michelle Garcia

Michelle Garcia reviewed December 2020 Reports:

1. Early Head Start Program Monthly Report
2. Early Head Start Information Summary Report
3. Financial Report
4. CACFP Report
5. Commission Meeting Minutes: January 2021
6. PI: 2021 Head Start Funding Increase
7. 2020-2021 Child Outcomes/Child Assessment, 1st Assessment Period Report and Action Plan.

Early Head Start Coordinator, Michelle Garcia, informed PC about updates in EHS Monthly Report, reviewed Information Summary Report, reviewed financial reports, CACFP reports, and Commission Meeting Minutes: January for 2021. No action items to be approved this month.

Community Representative: Community Representative informed parents of the variety of workshops being offered by FRC in the month of March. 6 Sessions, Triple P (Positive Parenting Program), Art for Healing – Expressing through Art ages 6 – 10. Self-esteem/Stress workshop children and pre-teen, ages 9 – 13 years of age.

Open Discussion:

Meeting Adjourn: 10:37 am

SECRETARY: _____





ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-IM-HS-21-01	2. Issuance Date: 04/14/2021
	3. Originating Office: Office of Head Start	
	4. Key Words: Coronavirus Aid; COVID-19; Fiscal Flexibilities; Fiscal Year (FY) 2021	

INFORMATION MEMORANDUM

TO: All Head Start and Early Head Start Agencies and Delegate Agencies

SUBJECT: Updated Coronavirus Disease 2019 (COVID-19) Fiscal and Administrative Flexibilities

INFORMATION:

On May 21, 2020, the Office of Head Start (OHS) issued Information Memorandum (IM) [ACF-IM-HS-20-03 Coronavirus Disease 2019 \(COVID-19\) Fiscal Flexibilities](#). It described how OHS would implement each provision in the Administration for Children and Families' (ACF) IM-ACF-OA-2020-01 ACF Grant Flexibilities in Conducting Human Service Activities Related to or Affected by COVID-19. IM-ACF-OA-2020-01 has been rescinded.

On March 19, 2021, the Office of Management and Budget issued administrative relief guidance, [M-21-20 Appendix 3 – Disaster Relief Flexibilities to Reduce Burden for Financial Assistance](#). It outlines flexibilities and waivers affecting grant applications, no-cost extensions, extension of certain deadlines, procurement, prior approvals, and single audit submissions. The following is an updated list of current flexibilities and information on how OHS is implementing each provision. This IM supersedes ACF-IM-HS-20-03.

Flexibility with System for Award Management (SAM) registration/recertification. [45 CFR §75.205](#); [2 CFR §200.206](#)

OHS will accept applications from entities not having a SAM number. However, within 60 days of the date of application or by the date of award issuance, whichever is sooner, the awardee must have obtained a SAM number. This flexibility will apply to applications submitted and awards made through September 30, 2021, subject to adjustment at the discretion of OHS.

No-cost extensions on expiring awards. [45 CFR §75.308](#); [2 CFR §200.308](#)

Head Start grantees may request no-cost extensions on expiring awards if the requests do not exceed 11 months from the project period end date, inclusive of any previous extensions. Grantees should submit no-cost extension requests to their regional grants management officer as soon as possible to allow time for processing and issuance of a revised Notice of Award.

Approvals of no-cost extensions will also be considered for expiring awards when additional time is necessary to transition program services and assets, including real property, to a replacement grantee designated as a successor to some or all of a grantee's service area resulting from Designation Renewal System (DRS) competition, OHS defunding, or grantee relinquishment of an award.

Allowability of costs not normally chargeable to awards. [45 CFR §75.403](#), [45 CFR §75.404](#), [45 CFR §75.405](#), [45 CFR Part 75 Subpart E – Cost Principles](#); [2 CFR §200.403](#), [2 CFR §200.404](#), [2 CFR §200.405](#), [2 CFR Part](#)

200 Subpart E – Cost Principles

OHS recognizes delivery of Head Start and Early Head Start services, including family supports, during the COVID-19 pandemic is both challenging and complex, especially when many families are isolated and may have experienced job loss, eviction, and food insecurity. OHS understands costs that are necessary and reasonable for the performance of Head Start awards during this unprecedented time may be very different from allowable costs during normal operations. Conditions in local communities may also vary within a state and from state to state. Grantees are expected to exercise prudent judgment, knowledge of service populations, and community data to determine what expenses are necessary and reasonable to maintain comprehensive services and, as soon as feasible, to return to in-person, comprehensive services through reopening centers. Grantees should document the rationale that costs incurred are necessary, reasonable, and allocable to the program's COVID-19 response for enrolled children and their families.

Abbreviated non-competitive continuation requests. 45 CFR §75.309; 2 CFR §200.309

OHS is accepting abbreviated narrative information in support of continuation applications due between April 1 and December 31, 2021. A grantee applying for a non-competitive continuation award during the noted period must complete the budget and schedule tables in the Head Start Enterprise System (HSES) and submit only a budget justification (Section II) for the Application and Budget Justification Narrative document. Applicants must also complete any other applicable tabs in HSES, with supporting documents. Guidance around non-federal match waiver requests, governing body, and Policy Council approvals is covered in the **Waivers and other flexibilities** section of this IM. Submission of the noted information indicates the applicant's intent to resume or restore their project activities and accept the continuation award once issued.

Prior approval waiver requirements. 45 CFR §75.407; 2 CFR §200.407

Grantees may use funds from their current operating awards to respond to and recover from the impacts of COVID-19. All costs charged to federal awards must be consistent with federal cost policy guidelines and the terms of the award, except where specified in this IM. For expenses necessary to respond to COVID-19, OHS grantees may utilize the following waivers of prior approval requirements.

- *Prior approval for the purchase of equipment (45 CFR §75.308(c)(1)(xi)).* Grantees may purchase equipment needed to respond to COVID-19 with a value of up to \$25,000 without prior ACF approval. This waiver applies to purchases made between January 1, 2021, and December 31, 2021.
- *Budget modifications (45 CFR §75.308(e)).* To allow grantees more flexibility to spend funds as needed to respond to COVID-19 and, when possible, quickly move to reopen closed centers, prior approval is waived for budget transfers between direct cost categories for an aggregate amount not to exceed \$1 million between January 1, 2021, and December 31, 2021.
- *Procurement by noncompetitive proposals (45 CFR §75.329(f)(2)).* OHS recognizes that COVID-19 has created a public emergency for all grantees. Competitive solicitations may result in delays that impair a grantee's ability to respond to or recover from COVID-19. OHS is authorizing grantees to engage in sole-source purchasing between January 1, 2021, and December 31, 2021, to obtain goods and services needed for COVID-19 response and recovery.

Exemption of certain procurement requirements. 45 CFR §75.328; 2 CFR §200.319(b)

As appropriate, OHS will waive the procurement requirements related to geographical preferences. Grantees must maintain appropriate records and documentation to support any charges against a federal award.

Extension of financial and other reporting. 45 CFR §75.328, 45 CFR §75.342, 45 CFR §75.342(d)(1); 2 CFR §200.328, 2 CFR §200.329, 2 CFR §200.329(e)(1)

OHS grantees may request to delay submission of financial, performance, and other reports up to three months beyond the normal due date. Grantees may continue to draw down federal funds without the timely submission of these reports. However, these reports must be submitted at the end of the extension period. In addition, grantees must continue to submit open/closed center status reports and enrollment information without postponement.

Extension of closeout. 45 CFR §75.381; 2 CFR §200.344

OHS grantees with project periods ending between April 1 and December 31, 2021, may request a delay of up to one year for submission of any pending financial, performance, or other reports required by the terms of their award. To request an extension, a grantee must submit a written request to its regional grants management officer indicating the financial, performance, or other reports for which an extension is requested and the length of the requested extension. Extensions will generally be given in three-month increments and are effective only when approved in writing by ACF.

OHS will not entertain requests for extension of any closeout reports or other materials needed to transition program services and assets, including real property, to a replacement grantee designated as a successor because of a DRS competition, OHS defunding, or grantee relinquishment of an award.

Extension of single audit submission.

According to the **2020 Compliance Supplement Addendum**, federal awarding agencies must allow recipients and sub-recipients who received COVID-19 funding with original due dates from October 1, 2020, through June 30, 2021, an extension of their single audit submissions up to three months beyond the normal due date. The extension of single audit submission information applies as stated to Head Start grantees.

Flexibility related to Physical Inventories. 45 CFR §75.320(d)(2); 2 CFR §200.313(d)(2)

OHS grantees may request a delay of up to 12 months for the performance of a biennial physical inventory of equipment purchased under its federal award, slated to be completed between January 1, 2021, and December 31, 2021.

OHS will not entertain requests for extension of the completion of physical inventory or other materials needed to transition program services and assets, including real property, to a replacement grantee designated as a successor because of a DRS competition, OHS defunding, or grantee relinquishment of an award.

Waivers and other flexibilities. 45 CFR §1303.4; 45 CFR §1303.5

OHS will continue to ease administrative requirements for waiver requests and governing body approvals. The following provisions are applicable:

- Governing body approvals – At a minimum, a statement must be submitted confirming that governing body and Policy Council members available for contact have given their approval of continuation and post-award amendment applications.
- The Head Start Act recognizes that lack of resources in a community adversely impacted by a major disaster may prevent Head Start grantees from providing all or a portion of their required non-federal contribution. OHS has determined the widespread impact of the coronavirus adversely impacts Head Start grantees. Until further guidance is issued, OHS will continue to approve requests for waivers of non-federal match in applications, including, but not limited to, continuation, COVID-19, and cost-of-living adjustment applications. To request a waiver of non-federal match, place the amount of \$0 in Section C of your SF-424A. No separate waiver request is required. The issuance of a Notice of Award constitutes approval of the requested waiver. If a waiver of match is needed on a previously issued grant award, grantees must go through the formal waiver process.
- If at any time within a given project period, a grantee estimates development and administration costs will exceed 15% of total approved costs, the grantee may submit a waiver request of the requirement. Requests must be submitted via budget revision in the corresponding budget period, explain why costs exceed the limit, and describe what the grantee will do to reduce its development and administrative costs to comply with the 15% limit after the waiver period.

Unless a finite expiration date is noted, these fiscal flexibilities are applicable throughout the duration of the **public health emergency declaration**.

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

/Dr. Bernadine Futrell/

Dr. Bernadine Futrell
Director

Office of Head Start

Office of Head Start (OHS) | 330 C Street, SW | 4th Floor Mary E. Switzer Building | Washington, DC 20201
<https://e-lkc.ohs.acf.hhs.gov> | 1-855-763-6481 | [Contact Us](#)

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<p>ACF Administration for Children and Families</p>	<p>U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES</p>	
	<p>1. Log No. ACF-PI-HS-21-03</p>	<p>2. Issuance Date: 05/04/2021</p>
	<p>3. Originating Office: Office of Head Start</p>	
	<p>4. Key Words: American Rescue Plan (ARP); Appropriations; Fiscal Year (FY) 2021; COVID-19</p>	

PROGRAM INSTRUCTION

TO: Head Start and Early Head Start Grantees and Delegate Agencies

SUBJECT: FY 2021 American Rescue Plan Funding Increase for Head Start Programs

President Biden signed Public Law 117-2, the American Rescue Plan Act, 2021 (ARP), into law on March 11, 2021. The \$1.9 trillion American Rescue Plan includes \$1 billion for Head Start programs. All Head Start, Early Head Start, and Early Head Start-Child Care (EHS-CC) Partnership grantees are eligible to receive additional funds proportionally based on funded enrollment levels.

When combined with the \$750 million in the Coronavirus Aid, Relief, and Economic Security (CARES) Act and the \$250 million in supplemental funds in the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, the Head Start program has received a total of \$2 billion in additional funding to support staff, children, and families during this unprecedented time.

This Program Instruction (PI) provides examples of activities grantees can consider as they continue supporting children and families and investing in safe and high-quality early childhood learning opportunities for children. This PI also describes the application requirements for these funds.

Use of Funding

The Office of Head Start (OHS) strongly encourages grantees to prioritize additional weeks of Head Start and Early Head Start programming with this funding, through summer programs or as extensions of the program year. At this time, Head Start programs are serving one-third fewer children than before the pandemic began. With ARP funding, programs have an opportunity to reach eligible children and families who did not enroll last year, or who did not engage in a full program year, due to the many uncertainties caused by the pandemic. Grantees are encouraged to prioritize programs for rising kindergartners, children with disabilities, children experiencing food or housing insecurity, children that were not able to receive any in-person services this year, or other areas determined by community needs.

Grantees do have flexibility to determine which one-time investments best support the needs of staff, children, and families, while adhering to federal, state, and local guidance. In making these determinations, grantees should consider how the use of the one-time funds could meet both short- and long-term needs and determine whether purchasing; leasing, or contracting for services is more prudent.

Other uses of funding include, but are not limited to, the following:

Reach More Families

- **Enrollment and recruitment.** Now is the time to focus on re-enrollment and enrolling new families. Programs can use funds to purchase services, materials, and technology to ramp up recruitment and

enrollment efforts so that as a program you able to enroll the eligible children and families in your community.

- **Additional weeks of Head Start or Early Head Start programming.** Extending the program year or offering summer programming to increase the time children and families receive services.
- **Family supports.** Addressing families' economic security by partnering with them on employment, education, and career goals. Investing in the development of partnerships with local community colleges, apprenticeship programs, and local employers committed to helping Head Start and Early Head Start families find meaningful employment and career tracks. Assessing families' nutritional, health, and wellness needs more frequently. Ensuring materials and resources are available in languages families understand.
- **Mental health support for children and families.** Employing additional family service workers and mental health consultants to assist families with adverse circumstances, including families who may be experiencing homelessness.
- **Provision of meals and snacks not reimbursed by the U.S. Department of Agriculture,** including purchasing kitchen equipment and supplies to support in-person meal service.
- **Transportation.** Hiring bus drivers and monitors to allow more trips with fewer children per bus. Purchasing buses and other vehicles that support continuity of program service and reaching families most in need of services, including families experiencing homelessness.
- **Partnerships to increase the inclusion of children with disabilities.** Providing more training for teachers and families and more support for families. Remodeling classrooms and playgrounds to be accessible.
- **Partnerships to increase the enrollment of children experiencing homelessness.** Partnering with local shelters and public schools to identify and serve children and families experiencing homelessness.
- **Addressing unique needs within their communities,** such as providing internet access to support extended learning.

Get Facilities Ready for In-person Comprehensive Services

- **Ventilation to reduce risk of indoor transmission and make facilities safer.** Installing new heating, ventilation, and air conditioning (HVAC) systems or other improvements, such as windows that can open with safety measures to prevent falls.
- **Outdoor learning and play.** Purchasing or enhancing outdoor learning spaces, including nature-based learning and outdoor classrooms. Creating play areas and landscape features that promote exploration and discovery in a natural environment, such as plantings, gardens, and "loose parts" (i.e., materials for construction and pretend play), rather than traditional play structures or playgrounds.
- **Cleaning supplies and services.** Purchasing necessary supplies or contracting services to clean and disinfect facilities and vehicles.
- **Renovations or other space modification.** Converting available space into classrooms, modifying current classroom designs with room dividers, or adding well-ventilated modular classrooms.
- **Additional space.** Renting additional classroom space, due to physical distancing, to increase opportunities for more children to return to in-person services. Contracting for slots with child care providers in center-based or family child care settings to deliver comprehensive services.
- **Other locally determined facility, staff, and equipment or partnership actions** that are necessary to safely resume and maintain full in-person program operations.

Support Head Start Employees

- **Planning sessions for staff.** Preparing for a return to in-person comprehensive services starts to ensure everyone has the knowledge, skills, and resources necessary to operate effectively. This funding can be used to invest in planning sessions to prepare for providing services now and in the summer and fall.
- **Staff wellness and mental health support.** Conducting employee wellness surveys or engaging in other data collection to better understand the needs of team members. Increasing access to mental health consultation and therapy services for staff, contracting with an Employee Assistance Program (EAP), and instituting a staff wellness program that includes activities such as mindfulness breaks and opportunity for self reflection.
- **Additional staff.** Hiring additional classroom staff to meet physical distancing requirements or reduce group size. Bringing in full-time floaters to reduce the need to bring in outside substitutes.
- **Professional learning and development for staff.** Providing professional learning experiences on key topics such as equity, diversity, inclusion, bias, economic mobility, trauma-skilled practices, and other topics.

- **Other personnel costs.** Offering fringe benefits and expanding sick leave.
- **Vaccine support.** Providing transportation assistance to vaccination sites and temporary coverage to allow absence from the workplace for vaccination. Offering paid time off, sick leave, or other paid leave for the time spent receiving vaccination and if staff members experience side effects post-vaccination.

Grantees should carefully plan to engage in activities that are one-time or temporary in nature but have a long-term impact. Additional funding cannot be made available to sustain ongoing, long-term, or permanent expenses. For any ongoing activities, grantees would be responsible for sustaining additional costs either within their existing operations budget or securing outside support to continue activities beyond what is allocated through this opportunity.

Application Requirements

All Head Start, Early Head Start, and EHS-CC Partnership grantees are eligible to receive additional funds. Each grantee may apply for a proportionate amount of the \$1 billion based on their total funded enrollment. Funds will be made available through a supplemental application in the Head Start Enterprise System (HSES). The funds will be awarded as supplements to the HE, HA, and HN grants currently used for the \$250 million in CRSSA funds. Additional instructions will be forthcoming. Note that grantees will also be asked to report on the ARP funds in HSES, similar to the fall prior data collection.

Waiver of Non-Federal Match

The COVID-19 pandemic is a national emergency seriously affecting economic conditions in communities throughout the U.S. The Head Start Act recognizes that lack of resources in a community adversely impacted by a major disaster may prevent Head Start grantees from providing all or a portion of their required non-federal contribution. OHS has determined that the widespread impact of the COVID-19 pandemic adversely impacts all Head Start grantees. Consequently, OHS will approve requests for waivers of non-federal match for the funds awarded from the ARP. To request a waiver of non-federal match, enter \$0 in SF-424A Section C of your application. No additional justification of the waiver is required. The issuance of a notice of award constitutes approval of the requested waiver.

Additional Information

Additional information and materials related to the pandemic are available on the [COVID-19 and the Head Start Community](#) webpage on the Early Childhood Learning and Knowledge Center (ECLKC) website. This webpage continues to be updated on a regular basis.

Please direct any questions regarding this PI to your Regional Office.

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

/ Dr. Bernadine Futrell /

Dr. Bernadine Futrell
Director
Office of Head Start

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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**La Habra Early Head Start and State Preschool Programs
Program Planning Calendar
2021-2022**

ATTACHMENT II

July 2021	August 2021	September 2021	October 2021
<ul style="list-style-type: none"> ✚ Signed Contract Due ✚ Monthly Report to PC and Board ✚ Updated SAPPS - Approvals Needed ✚ School Readiness Goals and Action Plan 	<ul style="list-style-type: none"> ✚ Submit final fiscal reports for last program year to grantee ✚ P2 monitoring from OCHS report and CAP ✚ Year-End Report (Completed PIR) ✚ Monthly Report to PC and Board ✚ Child Outcomes data from prior year reviewed and presented to PC, Board, and Staff 	<ul style="list-style-type: none"> ✚ Staff Training Calendar ✚ PIR Report to Council and PC Governance Screener ✚ Health & Safety Screener ✚ Monthly Report to PC and Board ✚ Contract Requirements for Signatures ✚ Updated SAPPS - Approvals Needed ✚ Self-Assessment Timeline proposal 	<ul style="list-style-type: none"> ✚ Present CACFP Application ✚ Parent Interest Survey Report ✚ Parent Activity Calendar Presented ✚ Election of PC members ✚ PC Training ✚ Monthly Report to PC and Board ✚ Community Assessment ✚ Update process ✚ Final School Readiness Goals and Action Plan for Approval
November 2021	December 2021	January 2022	February 2022
<ul style="list-style-type: none"> ✚ Audit (Prior year) due ✚ Report on Child Health Assessments ✚ Monthly Report to PC and Board ✚ Quarterly Goals and Objectives, Update 	<ul style="list-style-type: none"> ✚ Begin grant application process, begin program design, services options and calendars ✚ Monthly Report to PC and Board ✚ Draft ERSEA Plan with Selection Criteria for review and approval ✚ Child Outcomes, 1st assessment ✚ Community Assessment Data, Update Approval ✚ State Program – Refunding Application 	<ul style="list-style-type: none"> ✚ Monthly Report to PC and Board ✚ Refunding Application Approval to PC and Board ✚ If Applicable, Budget Adjustment ✚ Self-Assessment process for approval ✚ P1 Monitoring report and Corrective Action Plan 	<ul style="list-style-type: none"> ✚ Monthly Report to PC and Board ✚ Final ERSEA Plan for Approval
March 2022	April 2022	May 2022	June 2022
<ul style="list-style-type: none"> ✚ Monthly Report to PC and Board ✚ Child outcomes, 2nd assessment ✚ Self- Assessment Findings and Corrective action Plan 	<ul style="list-style-type: none"> ✚ Monthly Report to PC and Board 	<ul style="list-style-type: none"> ✚ Monthly Report to PC and Board ✚ State Program – Annual Self-assessment for approval 	<ul style="list-style-type: none"> ✚ Develop Program Planning Calendar for next fiscal year ✚ City Audit Report ✚ Monthly Report to PC and Board

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

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</p> <p>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>In-process</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>	<p>Began including minutes in the November</p>

Approved By: _____
 Commission Approval Date: November 18, 2020
 PC Approval Date: November 20, 2020

Validation 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>2020 meeting and shared reason for the including minutes in the packets.</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</p> <p>CD Manager</p> <p>CD Manager</p> <p>CD Manager</p> <p>CD Manager</p> <p>EHS Coordinator</p>	<p>October 2020</p> <p>October 2020</p> <p>November 2020</p> <p>When Approved</p> <p>When Approved</p>	<p>In-process</p>

Approved By: _____
 Commission Approval Date: November 18, 2020
 PC Approval Date: November 20, 2020

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

**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
<p>Increase the City of La Habra EHS Program presence in the community and on the internet.</p>	<p>Measure 1: Develop a City of La Habra EHS Program Facebook account in year one, and increase the number of Followers, Likes and Shares on Facebook by 10% each year over the subsequent four years.</p>	<p>Program is using City's social media</p> <p>Child Development created a Facebook account</p> <p>EHS Coordinator has recently posted to increase awareness of program and is Continuing to post in social media to increase awareness of program</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>Child Development created a Facebook account during the 2019-2020SY</p> <p>N/A for EHS</p>
<p>Increase City of La Habra EHS Program collaborations with</p>	<p>Measure 1: Develop a coordinated community referral process in year one, and increase the number of agencies participating in the referral</p>	<p>Regional Center of Orange County has been part of our referral process. Children whom have scored low on ASQ-SE or</p>

<p>community agencies.</p>	<p>process by 50% each year, and the number of 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>Measure 1: In year one, conduct an analysis of current transition and collaborative activities at each City of La Habra EHS Program.</p>	<p>ASQ-3 and or parent has concerned, we actually help the parent make the call for further evaluation through Regional Center.</p> <p>We have been enrolling children whom have been referred by Regional Center & we have referred children to Regional Center due to developmental delays in communication/speech.</p> <p>N/A at this time due to COVID.</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>Flyers regarding the program has been included in the bags distributed at events such as the 5k run, eggstravaganza.</p> <p>The Citrus Fair is planned to take place in June, we will recruit in person.</p>
<p>Strengthen City of La Habra EHS Program</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>ASQ-3 and or parent has concerned, we actually help the parent make the call for further evaluation through Regional Center.</p> <p>We have been enrolling children whom have been referred by Regional Center & we have referred children to Regional Center due to developmental delays in communication/speech.</p> <p>N/A at this time due to COVID.</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>Flyers regarding the program has been included in the bags distributed at events such as the 5k run, eggstravaganza.</p> <p>The Citrus Fair is planned to take place in June, we will recruit in person.</p>

<p>relationships with the school districts.</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>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>High School Students from La Habra have been volunteering in helping the home educators organizing and putting together take-home activities weekly.</p> <p>We have a close collaboration with Regional Center.</p>
<p>Goal #2: Parent and Family Engagement</p>		
<p>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>Increase participation in City of La Habra EHS Program parent</p>	<p>Measure</p> <p>Measure 1: UCLA by 5% each year (Health/Oral Health/Mental Health)</p>	<p>Progress Towards Goal</p> <p>Nursing students will be providing via virtual a presentation to our parents on Health. <i>On hold due to Pandemic.</i></p>

<p>engagement programs:</p>		<p>Month of April; will be providing Domestic Violence & Child Abuse. Month of May will be providing Stress Management Virtual Zoom Workshops.</p>
<p>Develop, implement, and expand a Parent as Educators program (Education)</p>	<p>Measure 2: PNA by 5% each year (Nutrition) Measure 3: SAM by 5% each year (Health and Safety) Measure 1: In years one and two, develop the Parent as Educators program. 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>Provided a Nutrition Workshop in March via Zoom; St. Jude's Move More Eat Healthy</p>
<p>Increase quality of, and participation at, parent committee meetings.</p>	<p>Measure 1: In year one, conduct an analysis of current parent committee practices for the City of La Habra EHS Program. 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; Measure 3: In years three through five, increase parent participation by at least 5% each year.</p>	<p>Provided PC meeting Via Virtual monthly. Provided trainings monthly during PC meetings.</p>

<p>Implement and expand an agency-wide research-based parenting education curriculum.</p>	<p>Measure 1: In year one, conduct an analysis of current parent education programs offered at each City of La Habra EHS Program centers, select one curriculum to be used agency-wide, and develop a comprehensive plan for implementation.</p> <p>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 City of La Habra EHS Program will implement a comprehensive set of practices for recruitment, retention and development of responsive staff.</p>	
<p>Objectives</p>	<p>Measure</p>
<p>Improve personnel recruitment practices.</p>	<p>Measure 1: In year one, develop and implement a strategic recruitment and screening process.</p> <p>Measure 2: 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>Measure 1: 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>Measure 2: In year two, begin implementation of the system agency-wide.</p>
<p>Progress Towards Goal Currently La Habra Early Head Start is fully staffed. Recent interviews were conducted, we have one eligible candidate on waitlist.</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 3:</i> In year three through five-increase effectiveness by at least 10% each year based on data reports and staff survey.</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: _____

**Program Self-Evaluation
ELCD 4000M
Fiscal Year 2020–21**

**FOR REVIEW ONLY. DO NOT SUBMIT TO THE ELCD.
REPORT WILL BE SUBMITTED ONLINE**

Contractor Legal Name (Full Spelling of Legal Name only. Acronyms or site names not accepted): City of La Habra

Four-Digit Vendor Number: (limit to four digits) 2183

Headquarter County: (Include a drop box to select county) Orange

Contract Type(s) held: (Include a drop box) CCTR, CSPP

Executive or Program Director Name (As listed in the Child Development Management Information System [CDMIS]): Jim Sadro

Executive or Program Director Phone Number: (562) 383-4000

Executive or Program Director Email: jsadro@lahabracaca.gov

Statement of Completion:

I certify that an annual plan has been developed and implemented for the Program Self-Evaluation (PSE) that includes the use of the Program Instrument (PI), and the Desired Results Parent Survey or Alternative Payment and/or Resource and Referral Parent Survey, as applicable, and the Desired Results Development Profile and age-appropriate Environment Rating Scales for all applicable contract types, per *California Code of Regulations*, Title 5 (5 CCR), Section 18279.

I also certify that all documents required as part of the PSE have been completed and are available for review and/or for submittal upon request, and:

- The Program Instrument (<https://www.cde.ca.gov/ta/cr/documents/elc1920>) including Items 1 through 20 as applicable to the contract type(s) was used to complete the PSE; and
- Staff and board members were involved in the PSE process

Reminder: All supporting documents required as part of the PSE (see Statement of Completion) are to be kept on site and **shall not be included** with the submission of the PSE.

Program Self-Evaluation

Fiscal Year 2020–21

For Fiscal Year 2020–21 (FY 20–21) contractors will complete a multiple-choice question survey to satisfy the submission requirements for the PSE. The survey will identify how programs successfully responded to the pandemic and identify any challenges in meeting requirements. Along with multiple choice options for each question, contractors will have an opportunity to add their own unique experiences by selecting **other** and adding additional information, if applicable. If you are unable to check any boxes under each question please indicate in **other**, any challenges you had in meeting the requirements.

1. How have staff and board members been involved in the program self-evaluation process (Choose all that apply)?

- Program staff and board members developed a written list of tasks needed to modify the program in order to address all areas that needed improvement
- Held virtual meeting(s) with board and staff to review program self-evaluation process
- Staff reviewed ERS, Environment Self-Certification During Pandemic Conditions, DRDP, Parent Surveys, and Program Instrument and developed an action plan to address areas requiring improvement
- Contractor identified areas that required modification in response to guidance released from CDE, and developed an action plan to respond to any changes in guidance (Examples include newly issued Management Bulletins, COVID-19 webinars, and email communications)
- Presented summary of the PSE process and findings to the board and gathered input from board members
- Other (Add additional information here)

2. How has the program provided staff/providers with training and tools to support distance learning, as applicable (Choose all that apply)?

- This does not apply to **any** of our program's contract type(s) (CAPP, C2AP, C3AP, CMAP, CRRP)
- Teachers/providers were provided with training and best practices for distance learning with infant and toddlers
- Teachers/providers were provided training and best practices for distance learning with preschool children

- Teachers/providers were provided training and best practices for distance learning with school age children
 - Contractor purchased the necessary learning materials to carry out distance learning services (learning packets, curriculum resources, open ended materials, etc.)
 - Staff were provided with the necessary training on the technology and software to carry out distance learning services
 - Program purchased laptops, tablets, digital applications, or internet services for staff and teachers to carry out distance learning services
 - Program provided staff development, or access to professional development through distance learning opportunities for priority topics including, but not limited to, health and safety, child development, supporting resilience and trauma-informed care, implicit bias, effective interactions, and serving children with disabilities.
 - Program utilized professional development resources to provide a variety of staff training opportunities (i.e., California Early Childhood Online [CECO], West Ed, National Association for the Education of Young Children [NAEYC], etc.)
 - Program purchased and provided training on applications to complete Desired Results Developmental Profiles (DRDPs), parent involvement and education, health and social services, etc.
 - Program provided information to staff/providers on the availability and process to access testing and/or vaccines
 - Other (add additional information here) – Program provided in-person care since the beginning of the school year; program shared information with parents through social media, class dojo, or during drop off/pick-up
3. **How have the program support staff responded to modifications in program requirements and provided additional resources to support the changes? (Choose all that apply)** Note: Support staff could include: enrollment coordinators, coaches, trainers, health advocates, nutrition staff, etc.
- Support staff were trained on COVID-19 guidance released through management bulletins, email communications, and webinars for Fiscal Year 20–21
 - Support staff working from home were provided with technology and software to support program staff, providers, and families
 - Program purchased and distributed learning materials and resources to program staff and providers
 - Program supported the enrollment of essential workers in subsidized care

- Other (Add additional information here) program operated center-based program within CDC guidelines

4. How have environment/classroom modifications and/or home schedule adaptations been made to meet the 5 CCR requirements for the Environment Rating Scale while maintaining social distancing (Choose all that apply)?

- This does not apply to **any** of our program's contract type(s) (CAPP, C2AP, C3AP, CMAP, CRRP)
- Did not complete because program was closed for the entire year due to public health or Local Education Agencies (LEA) closure
- Program/Provider ensured that adequate handwashing and sanitary procedures are carried out adequately and in accordance with public health guidance
- Program/Provider purchased additional materials to ensure Personal Care Routines indicators are met during pandemic conditions
- Program/Provider continued to allow free use of materials while considering public health recommendations
- Program/Provider made modifications to the interest areas to ensure social distancing guidelines are met
- Program/Provider continued to be responsive to and involved with the children while maintaining physical (social) distancing guidelines
- Program/Provider continued to offer opportunities for children to engage in small group and large group activities while maintaining physical (social) distancing guidelines
- Other (Add additional information here) - Each child was provided with his/her own supplies of materials which was placed in a container and labeled. These containers were placed by the child's work area and was used as needed. Children did not share materials while working in the classroom, which meant for an activity to occur, the program purchased at least 12 of the same item, for each child to be able to do the activity. If this was not possible, the toys were sanitized prior to the next child using the materials.

5. How has the program partnered with families to support their child's learning and development through use of the Desired Results Developmental Profile (DRDP) (Choose all that apply)?

- This does not apply to **any** of our program's contract type(s) (CAPP, C2AP, C3AP, CMAP, CRRP)

- Teachers/Providers gathered observations in consultation with families participating in hybrid or distance learning services to complete the DRDP
- Teachers/Providers utilized parent observations as a part of the information used to complete the child's DRDP
- Results of the DRDP were used to develop individual activities for each child participating in distance learning, hybrid, or in person services.
- Teachers/Providers met with parents virtually to share DRDP results and developed goals
- Program/Provider ensured families have access to information about their children, through parent engagement and parent-teacher conferences
- Program utilized DRDP Modified Essential View for Fiscal Year 20–21
- Children with an Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP) were assessed using a combination of the measures from the DRDP Access Interim and Modified Essential Views.
- Other (Add additional information here) - Program continued to use the comprehensive view of the DRDP. Children were in the program since the beginning of the school year. Each classroom has a maximum of 14 children who are attending daily and teachers are able to complete the DRDP. Due to the CDC guidelines, program only enrolled the maximum allowable number of children per group (14) for the preschool program. Children enrolled in CCTR (infants and school-age), those whose parents were working, the children were able to attend the program based on the contract hours. Children in the school-age program whose parents are working from home, completed distance learning at home with their parents.

6. How has the program ensured that all enrolled families that are not receiving in-person services have access to learning materials, as applicable. (Choose all that apply)?

- This does not apply to **any** of our program's contract type(s) (CAPP, C2AP, C3AP, CMAP, CRRP)
- Program provided learning materials were provided in the family's preferred language
- Program supplied children participating in distancing learning with a device and access to internet services, as applicable to support full participation in the early learning program in a hybrid or distance learning setting

- Program supplied families with hands on materials for use at home to support full participation in the early learning program in a hybrid or distance learning setting
- Parent orientations, individual conferences, parent meetings, and Parent Advisory Committee meetings were held virtually
- Other (Add additional information here) - Parents were provided with materials and activities to do at home. Teachers provided activities virtually through Class Dojo

7. How has the program ensured that all enrolled families have access to health and social services, community resources, etc. (Choose all that apply)?

- Program contacted each family participating in distance learning a minimum of once (1) per week to keep updated on the child and family.
- Program provided virtual parent meetings to provide resources to families participating in distance learning
- Program identified additional resources within the community to support families through the COVID-19 pandemic and shared information with families
- Program referred child/family to appropriate agencies in the community based on their health and social service needs. What are the most common resources sought by families (list up to three [3] resources)
- Program conducted follow-up procedures via phone, email, text, or virtual meeting to ensure health and social service needs were met
- Program provided information to families on the availability of and process to access testing and/or vaccines
- Other (Add additional information here) – all information was sent via email

8. How has the program collected and utilized feedback from families through the Desired Results Parent Survey or parent survey (Choose all that that apply)?

- Program delivered and collected surveys in a format that is easily accessible and convenient to families (email, software application, etc.)
- Parent surveys were provided in the family's preferred language
- Program added additional questions to capture feedback on the program's hybrid and distance learning services provided in Fiscal Year 20–21

- Program reviewed completed surveys and developed an action plan to respond to feedback provided as a part of the self-evaluation process
 - Program shared parent survey and PSE results with staff, board, and Parent Advisory Committee
 - Program provided information to families on the availability and process to access testing and/or vaccines
 - Other (Add additional information here) program provided parents with various community resources (food giving), training, rental information via email and flyers.
9. **Is there anything else that you would like to share about your program this year (Open ended response)?**

The City of La Habra, closed the center-based programs on March 17, 2020 and re-opened its doors to children whose parents continued to work during the pandemic on April 20, 2020. It took the program about a month to set-up the classrooms, purchase materials for the children, PPE supplies and materials for the teaching staff, provide trainings to the teaching staff regarding new procedures for the health and safety of the children. While planning for this, teachers began distance learning with the children enrolled in the program for the 2019-20 school year. By June 1, 2020 all classrooms were in operation with 14 children in each classroom and siblings were placed in the same rooms, which is how the program began the school year in July.

For the summer months (July-August), the children were placed in the same classrooms with their siblings. Each child had their own box of supplies and materials to use for activities. Children were not allowed to play with other children less than 6ft distance, which made the activities more challenging but at the same time unique. Teachers created activities wherein children were able to social distance but still have learning and interaction with other children. In September, the program began to move the children based on their grade-level; all preschool children were grouped together and the school-age children in separate classrooms. The preschool children continued to work and complete activities with distancing as the main challenge. The school-age children were grouped to prepare them for distance learning with the School District. Only teachers of each classroom were allowed to enter the classrooms, supervisors can only observe from the outside to ensure we keep each classroom safe. Visitors were not allowed at the facilities and can only stay at designated areas to complete any child development business. Parents were kept informed of activities and information regarding the classroom through Class Dojo, which allowed them to view activities occurring in the classrooms. The program has been operating the program, mostly in this manner throughout the school year. The preschool program was able to operate part-day and full-day programs based on COVID capacity. School-age children who are in the centers are based on the parent's need for child care because they are essential workers.

The program is very thankful we were "held harmless" for this school year to be able to provide the services to children under "COVID capacity" as we needed to

increase staff to ensure each cohort was always physically distanced from other cohorts. We were able to purchase materials and supplies for each child, which was needed to operate each classroom.

Although the program was faced with a couple of COVID positive cases, most of the cases reported was due to another family member being infected at their work. The program had to close 4 classrooms due to close contact with positive cases and considering the spike in numbers, the program was able to continue to operate and the staff have been very diligent in practicing health and safety rules with the children and implemented the procedures as planned.

Child Development Manager was in constant contact with the assigned State Consultant throughout this time. Consultant (Richard Miller) was very supportive with any questions we had while operating the program, provided guidance with policies, and provided clarification with questions we had to make the proper decision to continue to operate our programs safely. He also provided us with resources to help make decisions for the program.

Management staff continued to listen to various webinars connected to COVID and made adaptations as needed. Any changes with the procedures, parents were informed immediately and they have been very cooperative throughout this school year.