

MINUTES

COMMUNITY SERVICES COMMISSION OF THE CITY OF LA HABRA

Wednesday, May 11, 2016

FINAL: These Minutes were approved at the June 8, 2016 Commission meeting.

The Community Services Commission of the City of La Habra met at La Habra City Hall at 201 E. La Habra Boulevard, La Habra on Wednesday, May 11, 2016 at 6:30 PM.

COMMISSIONERS PRESENT: Badillo, Brown, Drake, Faith, Felix, Musser and Surich.

COMMISSIONERS ABSENT: None

OTHER OFFICIALS PRESENT: Mayor James Gomez, Director of Community Services Sal Failla, Director of Community and Economic Development Andrew Ho, Housing Specialist Daisy Perez, Child Development Manager Catherine Villanueva and Administrative Analyst Kimberly Albarian.

PLEDGE OF ALLEGIANCE: Commissioner Badillo

PUBLIC COMMENTS There were no public comments.

CONSENT CALENDAR

MOVED by Commissioner Drake, seconded by Commissioner Musser, and CARRIED 7-0, TO APPROVE THE COMMUNITY SERVICES COMMISSION MINUTES OF APRIL 13, 2016.

PROCLAMATIONS/PRESENTATIONS

The Community Services Commission and Mayor Gomez thanked Commissioners Badillo, Drake, and Musser for their years of service on the Community Services Commission and commitment to the La Habra Community. Each retiring Commissioner received a plaque and Commission proclamation celebrating their years of service.

OATH OF OFFICE: The oath of office was administered to Commissioners Casanas, Hughes, and Praster by Mayor Gomez.

CONSIDERATION ITEMS

A. HEAD START

The Commission reviewed the Child Development Manager's Monthly Status Report, the Head Start Cost Reimbursement Report, the Monthly Program Report, and the CACFP Report.

The Commission then took the following action;

MOVED by Commissioner Faith, seconded by Commissioner Felix, and CARRIED 7-0, TO APPROVE THE APRIL 2016 MONTHLY REPORT.

B. REORGANIZATION

Director Failla opened nominations for the position of Chair Pro-Tem. Commissioner Faith nominated Commissioner Brown as Chair Pro-Tem, seconded by Commissioner Hughes. Commissioner Casanas moved to close the nominations seconded by Commissioner Hughes; and CARRIED 7-0 TO CLOSE NOMINATIONS AND CAST A UNANIMOUS BALLOT TO ELECT COMMISSIONER BROWN AS CHAIR PRO-TEM.

C. YOUTH COMMITTEE

The Youth Committee is currently recruiting new members. Updated applications and program flyers have been distributed for the 2016-2017 school year. The committee is looking for new ideas for youth development and speaking engagements. The Youth Committee participated in the Love La Habra Community Service Day and helped clean and renovate the children's play area at the Children's Museum.

D. COMMUNITY DEVELOPMENT BLOCK GRANT (CDBG) PROGRAM

Daisy Perez, Housing Specialist gave a brief overview on the proposed substantial amendment to the City of La Habra's Action Plan for FY 2015-16, FY 2016-17, and Consolidated Plans for FY 2015-2015 and FY 2015-2020 to amend the budget, correct prior overstated goals and modify various projects to be undertaken. The Commission took the following action;

MOVED by Commissioner Felix, seconded by Commissioner Praster, and CARRIED 7-0 TO AMEND THE BUDGET BASED ON RECOMMENDED FUNDING AND PRIORITIZED LIST FOR CAPITAL IMPROVEMENT PROJECTS. (See attached list)

MOVED by Commissioner Brown, seconded by Commissioner Hughes, and CARRIED 7-0 TO AMEND AND APPROVE THE REVISED CDBG GOALS FOR 2016-2016.

ADMINISTRATIVE MATTERS – Director Sal Failla

- La Habra Chamber of Commerce Fundraiser Dinner at Senior Campos on Tuesday, May 24th from 5 – 9 p.m. All proceeds benefit local high school scholarships and the Meals on Wheels program.
- Invited the Commission to attend the Veterans Memorial Hall Rededication Ceremony on Saturday, May 28, 2016 at 10:00 a.m.

DISCUSSION ANY COMMISSIONER MAY WISH TO PRESENT

On a motion by Commissioner Hughes, seconded by Commissioner Praster, the Commission unanimously adjourned the meeting at 8:28 P.M. to Wednesday, June 8, 2016 at 6:30 PM.

The Commission meeting will be held at La Habra City Hall, 201 E. La Habra Blvd., La Habra, California.

Respectfully submitted,

Sal Failla, Secretary

APPROVAL: This is to certify that these Minutes were approved by the La Habra City Council on November 7, 2016.

Tamara D. Mason, MMC, City Clerk

**CITY OF LA HABRA
HEAD START AND EARLY HEAD START PROGRAM
MONTHLY REPORT
2015-16 FISCAL SCHOOL YEAR**

For Consideration for meeting dated May 11, 2016

MONTH REPORTING: APRIL 2016

Program Information Summary (PIS) Report:

Early Head Start: (Attachment 1)

Section A: Agency Profile

Item	Current Month Report	Previous Month Report
Funded Enrollment	30	30
Number Enrolled (Cumulative)		
Number of Children	36	36
Number of Pregnant Moms	0	0
Number in the Waiting list	1	1
Enrollment by Eligibility		
Below 100% Poverty Line	30	30
Categorically Eligible	4	4
Over-Income	2	2

Section B: Staff and Qualifications

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

Section C: Child and Family Services

Item	Current Month Report	Previous Month Report
Number of Children/ Pregnant Women with Health Insurance	35	35
Medical Home	32	32
Number of children up-to-date with well-baby checks	32	32
Number of children who are up-to-date with Immunizations	16	16

Number of children with continuous accessible dental care	32	32
Number of children who are up-to-date with oral health care	13	13
Number of children with an IFSP	2	2

Family Partnership Agreements

Item	Current Month Report	Previous Month Report
Total Number of FPA's introduced	36	36
Total Number of FPA's completed	29	29
Total Number of FPA's with an established goal	24	24

Head Start: (Attachment 2)

Section A: Agency Profile

Item	Current Month Report	Previous Month Report
Funded Enrollment	214	214
Number Enrolled for the Month		
2 years old	2	2
3 years Old	99	99
4 Years Old	138	138
Number in the Waiting list	2	2
Enrollment by Eligibility		
Below 100%	190	190
Categorically Eligible: Public Assistance	21	21
Foster Child	6	6
Homeless	2	2
Over-Income	20	20
Average Daily Attendance	89.11%	86.13%

Section B: Staff and Qualifications

Item	Supervisors	Teachers	Teacher Assistants
Total Number of Child Development Staff by Position	2	9	8
With a BA Degree	2	6	0
With an AA Degree		3	2
With a CDA Credential	n/a		6

- 2 Teacher and 1 TA vacancy

Section C: Child and Family Services

Item	Current Month Report	Previous Month Report
Number of Children with Health Insurance	237	237
Medical Home	234	232
Number of children up-to-date with physical exam	233	228
Number of children who are up-to-date with Immunizations	233	234
Number of children with continuous accessible dental care	232	230
Number of children who are up-to-date with oral health care	225	221
Number of children with an IEP	26	26

Family Partnership Agreements

Item	Current Month Report	Previous Month Report
Total Number of FPA's introduced	237	237
Total Number of FPA's completed	201	199
Total Number of FPA's with an established goal	201	194

Monitoring:

- Attached is the internal monitoring for the month of March 2016. (Attachment 3)

Financial Reports:

- Attached is the Cost Report for March 2016 and the amount requested is **\$134,983.39** (Attachment 4)
 - Total In-kind to-date is **\$325,949.00 (of \$402,496.00)**
- Attached is the Credit Card Reports for March 2016. (Attachment 5)

CACFP Reports:

- The total reimbursement for the month of March 2016 is **\$28,374.79** (Attachment 6)
 - Attached is the Food Revenue and Expenditures analysis thru March 2016. (Attachment 7)

Information Sharing:

- USDA Announces Effort to Strengthen Nutrition among Young Children, Create Healthy Habits Early (Attachment 8)

- PI: 16-02 Supplemental Funds Available to Extend Duration of Services in Head Start and Early Head Start (Attachment 9)
- PI: FY 2016 Head Start Funding Increase (Attachment 10)
- CAHSA – CDA Requirements for Teaching Staff (Attachment 11)

Action Items, For Approval:

Delegate Agency Data Collection Worksheet												
2016												
2015												
LA HABRA (EHS) / Section C												
Reports due by the 5th of each month / Received:												
Reports	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
	8/3/15	9/3/15	10/5/15	11/4/15	12/3/15	1/5/16	2/3/16	3/4/16	4/4/16			
	CHILD AND FAMILY SERVICES											
	PIR											
9700	30	30	30	30	31	31	31	34	35	35		
9700	30	30	30	30	30	30	30	31	32	32		
3035	13	16	16	26	28	30	30	32	32	32		
3035			6	6	9	8	14	11	11	13		
9700												
9700												
9700	10	13	11	14	15	15	15	15	16	16		
9700	14	12	10	10	11	11	11	12	12	11		
9700												
9700	30	30	30	30	30	30	30	31	32	32		
9700	13	16	2	2	3	6	7	8	13	13		
9700												
3501	3	5	4	3	4	4	4	3	2	2		
3001	13	30										
3001	13	30	1	2	3	5	5	6	7	7		
9700			13	16	17	17	18	19	19	19		
9700												
9700	28	28	28	31	32	32	33	34	34	34		
9700	1	1	1	3	4	4	8	8	8	9		
9700												
9700												
Agy Pref	28	28	30	33	34	34	35	36	36	36		
Agy Pref			2	12	17	17	29	29	29	29		
Agy Pref			2	11	16	17	23	23	24	24		

Delegate Agency Data Collection Worksheet										2015				2016						
LA HABRA (HS) / Section A										SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	
Reports due by the 5th of each month / Received:										10/5/15	11/4/15	12/3/15	1/5/16	2/3/16	3/4/16	4/4/16				
AGENCY PROFILE										PIR										
Grant	Funded Head Start or Early Head Start Enrollment																			
Grant	ACF Funded Head Start or Early Head Start Enrollment										214	214	214	214	214	214	214	214	214	
Grant	Center-based program - 5 days per week																			
Grant	Full-day enrollment (6 hours or more per day)																			
Grant	Of these, full-working-day enrollment (not less than 10 hrs/day)																			
Grant	Of these, the number available for the full-calendar-year																			
Grant	Part-day enrollment (less than 6 hours per day)										214	214	214	214	214	214	214	214	214	
Grant	Of those children reported in 3 b, those in double sessions																			
Grant	Center-based program - 4 days per week																			
Grant	Full-day enrollment (6 hours or more per day)																			
Grant	Part-day enrollment (less than 6 hours per day)																			
Grant	Of those children reported in 4 b, those in double sessions																			
Grant	Home-based option																			
Grant	Total number of classes operated										11	11	11	11	11	11	11	11	11	
Grant	Of these, the number of double session classes																			
Reports	CUMULATIVE ENROLLMENT (by age)										PIR									
9700	2 years old																			
9700	3 years old										85	86	87	90	92	97	99	99	99	2
9700	4 years old										132	136	136	136	136	137	138	138	138	
9700	5 years and older																			
Reports	CUMULATIVE ENROLLMENT (by eligibility criteria)										PIR									
9700	Income below 100%										173	177	179	181	183	187	190	190	190	
9700	Public assistance such as TANF, SSI										22	21	20	21	21	21	21	21	21	
9700	Status as a foster child										4	5	5	5	5	5	6	6	6	
9700	Status as homeless										1	2	2	2	2	2	2	2	2	
9700	Over income										11	11	11	11	11	13	14	14	14	
9700	Incomes between 100% and 130%										6	6	6	6	6	6	6	6	6	
9700	Enrolled 2nd Year										62	62	62	62	62	62	62	62	62	
9700	Enrolled 3 or more years										1	1	1	1	1	1	1	1	1	
9700	Dropped and did not re-enroll										4	9	11	13	19	23	25	25	25	
9700	In class less than 45 days										3	8	8	8	8	8	8	8	8	
Reports	MONTHLY ENROLLMENT SNAPSHOT										PIR									
2001	Waitlisted										2	6	7	9	7	2	2	2	2	
2001	Total Enrolled										220	218	214	215	215	216	217	214	214	
2301	Average Daily Attendance (ADA)										92.32%	88.37%	87.74%	87.18%	82.65%	86.16%	86.13%	89.11%	89.11%	

ATTACHMENT 2

Delegate Agency Data Collection Worksheet

LA HABRA (HS) / Section B

Reports due by the 5th of each month / Received:

CHILD DEVELOPMENT STAFF QUALIFICATIONS

(1)=Teachers / (2)=Asst. Teachers / (3)=Supervisors

PIR B.5

MASTERS DEGREE

B.S.a.1 Early childhood education

B.S.a.2 Any field and coursework equivalent

BACCAUREATE DEGREE

B.S.b.1 Early childhood education

B.S.b.2 Any field and coursework equivalent

B.S.b.3 Any field and admitted into Teach for America program

ASSOCIATE DEGREE

B.S.c.1 Early childhood education

B.S.c.2 Any field and coursework equivalent

Of those in B.S.c.1 and B.S.c.2

those enrolled in a BA or MA

CDA CREDENTIAL

B.S.d Child Development Associate (CDA) credential

Of those with CDA

those enrolled in a AA, BA or MA

NO QUALIFICATIONS

Who do not have qualifications as listed above

of those in B.5.e, those enrolled in

a BA in ECE or any field and coursework equivalent

B.5.e.1 an AA in ECE or related field and coursework equivalent

B.5.e.2 any type of Child Development Associate (CDA) credential

B.5.e.3

WITH WAIVER

Number of center-based option classes

B.6

Of those in B.6, those in which use teacher has the following

B.7

* a MA or BA in ECE or any field and coursework equivalent

** a BA and has been admitted into Teach for America program

*** an AA in ECE or related field and coursework equivalent

2015

2016

Reports	Agy Pref	2015												2016											
		SEP 10/5/15	OCT 11/4/15	NOV 12/3/15	DEC 1/5/16	JAN 2/3/16	FEB 3/4/16	MAR 4/4/16	APR	MAY	JUN	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN				
CHILD DEVELOPMENT STAFF QUALIFICATIONS		(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)				
(1)=Teachers / (2)=Asst. Teachers / (3)=Supervisors		10 9 2	10 9 2	10 9 2	10 9 2	11 9 2	10 8 2	10 8 2	11 9 2	10 8 2	10 8 2	10 8 2	11 9 2	10 8 2	10 8 2	10 8 2	10 8 2	10 8 2	11 9 2	10 8 2	10 8 2				
MASTERS DEGREE																									
B.S.a.1 Early childhood education																									
B.S.a.2 Any field and coursework equivalent																									
BACCAUREATE DEGREE																									
B.S.b.1 Early childhood education		1 3	1 3	1 3	1 3	1 3	1 4	1 4	1 3	1 4	1 4	1 3	1 3	1 3	1 3	1 4	1 4	1 3	1 3	1 3	1 3				
B.S.b.2 Any field and coursework equivalent		1 1	1 1	1 1	1 1	1 1	1 3	1 3	1 3	1 3	1 3	1 3	1 3	1 3	1 3	1 3	1 3	1 3	1 3	1 3	1 3				
B.S.b.3 Any field and admitted into Teach for America program																									
ASSOCIATE DEGREE																									
B.S.c.1 Early childhood education		3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2	3 2				
B.S.c.2 Any field and coursework equivalent																									
Of those in B.S.c.1 and B.S.c.2																									
those enrolled in a BA or MA		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
CDA CREDENTIAL																									
B.S.d Child Development Associate (CDA) credential		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6				
Of those with CDA																									
those enrolled in a AA, BA or MA		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5				
NO QUALIFICATIONS																									
Who do not have qualifications as listed above																									
of those in B.5.e, those enrolled in																									
a BA in ECE or any field and coursework equivalent																									
B.5.e.1 an AA in ECE or related field and coursework equivalent																									
B.5.e.2 any type of Child Development Associate (CDA) credential																									
B.5.e.3																									
WITH WAIVER																									
Number of center-based option classes		11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11				
Of those in B.6, those in which use teacher has the following		10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10				

* a MA or BA in ECE or any field and coursework equivalent
 ** a BA and has been admitted into Teach for America program
 *** an AA in ECE or related field and coursework equivalent

Delegate Agency Data Collection Worksheet											
LA HABRA (HS) / Section C											
Reports due by the 5th of each month / Received:											
Reports	CHILD AND FAMILY SERVICES										
	PIR	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
	10/5/15	11/4/15	12/3/15	1/5/16	2/3/16	3/4/16	4/4/16				
9700	C-1	215	221	222	225	227	232	237	237		
9700	C-5	208	221	221	225	227	229	232	234		
3035		191	212	214	217	221	224	228	233		
3035		6	2	8	3	17	29	30	29		
9700	C.8.a	3	6	9	11	14	15	18	23		
9700	C.8.a.1		5	8	8	10	10	13	16		
9700	C.10.a-d	177	210	213	216	219	225	228	233		
9700	C.10.c	26	32	33	33	34	37	38	38		
9700	C.10.d	43	47	45	46	47	48	48	49		
9700	C.11	212	218	218	221	224	228	234	233		
9700	C.12	1	1	1	1	2	2	2	2		
9700	C.13					0	0	0	1		
9700	C.17	209	220	220	223	225	227	230	232		
3035		182	194	202	209	215	219	221	225		
3035		11	13	12	8	6	8	12	18		
9700	C.19	181	193	201	208	214	218	220	224		
9700	C.19.a	21	32	37	44	46	47	52	54		
9700	C.19.a.1	2	6	13	22	28	29	32	33		
3501		23	24	23	24	24	25	26	26		
9700	C.27.a										
9700	C.27.b										
9700	C.27.c	20	20	20	21	21	22	25	25		
9700	C.27.d										
9700	C.27.e	1	1	1	1	1	1	1	1		
9700	C.27.f										
9700	C.27.g										
9700	C.27.h										
9700	C.27.i	3	3	3	3	3	3	3	3		
9700	C.27.j										
9700	C.27.k										
9700	C.27.l										
9700	C.27.m										
3001			9	10	10	10	11	12	12		
3001			12	14	14	14	15	16	16		
3001						0	0	0	0		
3001			15	17	17	17	18	19	19		
9700	C.28	148	153	154	157	159	165	170	170		
9700	C.29	11	45	46	48	50	55	104	109		
9700	C.35	205	210	211	214	216	222	227	227		
9700	C.47	1	4	5	12	56	56	56	59		
9700	C.49	1	3	3	3	4	4	4	4		
9700	C.50	1	3	3	3	4	4	4	4		
9700	C.51		1	1	2	3	3	3	3		
Agy Pref		214	220	222	225	226	231	237	237		
Agy Pref		12	83	105	181	197	199	201	201		
Agy Pref		9	71	98	173	188	192	194	201		

With health insurance
With ongoing source of care (Medical Home)
Completed Physical Exams / Well Baby Checks
Expired Physical Exams / Well Baby Checks
Needing medical treatment
Receiving medical treatment
Completed growth assessment (HS Only)
Overweight (HS only)
Obese (HS only)
Up-to-date on immunizations
Immunizations as up-to-date as possible
immunization exemptions
Ongoing source of dental care (Dental Home)
Completed professional dental exam (HS only)
Expired professional dental exam (HS only)
Completed dental exam since last PIR reported (HS only)
Need dental treatment (HS only)
Received dental treatment (HS only)
Valid and active IEP for the reporting month
DIAGNOSIS: Health impairment
DIAGNOSIS: Emotional/behavioral disorder
DIAGNOSIS: Speech or language impairments
DIAGNOSIS: Intellectual disabilities
DIAGNOSIS: Hearing impairment, including deafness
DIAGNOSIS: Orthopedic impairment
DIAGNOSIS: visual impairment, including blindness
DIAGNOSIS: Learning disabilities
DIAGNOSIS: Autism
DIAGNOSIS: Traumatic brain injury
DIAGNOSIS: Non-categorical/developmental delay
DIAGNOSIS: Multiple disabilities
DIAGNOSIS: Deaf-blind
Newly enrolled with vision screenings completed after 45 days (HS only)
Newly enrolled with hearing screenings completed after 45 days (HS only)
Newly enrolled with day and behavioral screenings completed after 45 days
Newly enrolled children with all screenings completed after 45 days
Number of newly enrolled children
Total number of families
Families that received at least one family service
Families experiencing homelessness
Children experiencing homelessness
Homeless acquiring housing
FPA introduced
FPA completed
FPA with established goal

INTERNAL MONITORING REPORT

REPORTING MONTH: MARCH, 2016

Planning

- ✓ Staff has completed the 2nd DRDP Assessment.
 - Corrections have been made in assessment that needed more information.
- ✓ Parent-Teacher Conferences were scheduled in the month of Feb-March and most are completed as planned.
- ✓ Progress in being made in CLASS scores, especially in the area of emotional support, which increased. The domain of Instructional Support continues to be a concern. Program Specialist and Lead Teacher continue to work with the teaching staff in providing feedback on ways to increase scores.
- ✓ The Family Service Advocates are currently working closely with parents to support their goals and the 2nd assessment of the FPA.
 - Social Worker II continues to provide feedback to the FSA regarding the indicators/ rating the families where further clarification was needed and continues to monitor staff progress.
- ✓ Head Start/EHS Program Goals for 2015-2019 were updated.
- ✓ Dr. Seuss Reading Day occurred in all the sites and parents were invited to come and read to the children in the class.

Communication

Meetings Scheduled/Attended:

- ✓ Parent meetings were conducted in the month of March. Focus of the meeting was transition to Kinder, parent-teacher conferences, Eggstravaganza, and workshops.
- ✓ Socialization activities for EHS occurred as planned. Topics during Socialization included pedestrian safety, flannel board rhymes, and a guest speaker from Boystown (Child Psychologist who guided parents with activities they can do with their child).
- ✓ FSA Workshop occurred in the month of March. This is the beginning of the recruitment planning for the 2016-17 school year.
- ✓ Curriculum Workshops were also provided to the parents.

Record-Keeping and Reporting:

- ✓ Ran *Child Plus* reports to complete the Program Information Summary and was submitted to OCHS.
 - Concerns that were identified were low waitlist. The need for recruitment was identified, FSA's to recruit.
 - Physicals that are expired or will be expiring. A List of children whose physicals are expired or expiring was given to the FSAs to follow-up with parents.

City of La Habra Child Development Division

- ✓ Lesson plans were reviewed to ensure activities were implemented and are connected to the Individual Development Plan of each child.
 - Observations of children need to be recorded immediately (documentation for assessments).
- ✓ Rate of completion record was completed for the EHS home-educators

Ongoing Monitoring:

- ✓ EHS Supervisor reviewed files and identified some inconsistencies with Child Plus and file.
 - EHS DRDP Assessments were reviewed for completion.
- ✓ HS lead teacher reviewed education files, lesson plans and individualization plan. Identified some observations and individualizations did not have dates. Some lesson plans missing measures. These were discussed with the teaching staff to correct. Follow-up was conducted to ensure items were corrected and completed.
- ✓ Classroom observation was conducted which focused on CLASS and Education observations.
 - Items that was identified as a concern was discussed with the teachers.
 - Lead Teacher and Program Specialist continue to work with the teachers to increase CLASS scores.
 - Emotional Support rating at CLASS scores were higher than last school year.
- ✓ Tracking sheets were utilized to ensure all requirements are completed within the timelines.
- ✓ Program Specialist met with the consultants to ensure reports are consistent and the process for completing what is needed is accounted for. Consultants complete the reports and forward all information to the Program Specialist.
- ✓ Social Worker II reviewed the completion of the Family Partnership Agreement, 2nd assessment.

Enrollment:

- ✓ Both programs are fully enrolled but recruitment is needed. In the last couple of months, there have been a number of children who are dropping from both programs. Most of the families are moving out of the city.
 - Recruitment planning for the 2016-17 school year was discussed with the FSAs.
- ✓ FSA, Social Worker II and Program Specialist began recruiting for the program to ensure there is an active waitlist especially with the concern of children dropping from the program.
 - According to parents of the children who dropped from the program, they moved out of the city.

Facilities, Materials, and Supplies:

- ✓ At the Euclid CDC site the playground surface is soft in some are and the staff restroom tiles are broken.

City of La Habra
Child Development Division

- ✓ Work Orders were generated and sent to Maintenance for concerns identified at each of the sites after the Self-Assessment was conducted.
 - ✓ Staff was busy working on corrections identified during Self-Assessment.
 - ✓ Soft Surface concern was identified at CDC; this was reported to the Maintenance Manager for correction.

Identified Strengths:

- ✓ Teachers are assisting in covering for the classroom wherein there is no staff or when staff is absent. These teachers still manage to complete required work.
- ✓ Supervisors are working together to support each other and other staff.
- ✓ Week of the Young Child, April 11-15. Most of the Children and Staff participated in the planned daily activities. Children enjoyed dressing-up in favorite storybook characters and sports jersey, and, they also had a cowboy day.

Monthly Cost Report

ATTACHMENT 4

March 2016

Head Start Basic Budget

Major Cost Category	Approved Budget Amount	Cost This Period Amount	Cost to Date Amount Total	Budget Amount Remaining
PERSONNEL	889,895.00	79,371.34	661,726.82	228,168.18
FRINGE BENEFITS	309,599.00	25,459.85	208,679.52	100,919.48
TRAVEL	2,426.00	0.00	0.00	2,426.00
EQUIPMENT *	0.00	0.00	0.00	0.00
SUPPLIES	27,257.00	398.61	9,780.30	17,476.70
CONTRACTUAL	51,113.00	4,809.83	56,105.10	-4,992.10
CONSTRUCTION	0.00	0.00	0.00	0.00
OTHER COSTS	56,939.00	5,473.40	55,326.96	1,612.04
INDIRECT COSTS	0.00			0.00
TOTAL	\$1,337,229.00	\$115,513.03	\$991,618.70	\$345,610.30

Head Start T&TA

Major Cost Category	Approved Budget Amount	Cost This Period Amount	Cost to Date Amount Total	Budget Amount Remaining
PERSONNEL				
FRINGE BENEFITS				
TRAVEL	7,987.00	0.00	1,974.02	6,012.98
EQUIPMENT *				
SUPPLIES	900.00	0.00	0.00	900.00
CONTRACTUAL				
CONSTRUCTION				
OTHER COSTS	2,650.00	0.00	710.00	1,940.00
INDIRECT COSTS				
Total	\$11,537.00	\$0.00	\$2,684.02	\$8,852.98

Early Head Start Basic Budget

Major Cost Category	Approved Budget Amount	Cost This Period Amount	Cost to Date Amount Total	Budget Amount Remaining
PERSONNEL	168,965.00	13,800.77	130,784.84	38,180.16
FRINGE BENEFITS	60,120.00	4,734.88	43,341.42	16,778.58
TRAVEL	3,400.00	0.00	0.00	3,400.00
EQUIPMENT *	0.00	0.00	0.00	0.00
SUPPLIES	8,586.00	19.33	1,733.77	6,852.23
CONTRACTUAL	9,100.00	316.67	4,766.34	4,333.66
CONSTRUCTION	0.00	0.00	0.00	0.00
OTHER COSTS	4,800.00	598.71	3,998.16	801.84
INDIRECT COSTS	0.00	0.00	0.00	0.00
TOTAL	\$254,971.00	\$19,470.36	\$184,624.53	\$70,346.47

Early Head Start T&TA

Major Cost Category	Approved Budget Amount	Cost This Period Amount	Cost to Date Amount Total	Budget Amount Remaining
PERSONNEL				
FRINGE BENEFITS				
TRAVEL	5,497.00	0.00	0.00	5,497.00
EQUIPMENT *				
SUPPLIES				
CONTRACTUAL				
CONSTRUCTION				
OTHER COSTS	750.00	0.00	0.00	750.00
INDIRECT COSTS				
Total	\$6,247.00	\$0.00	\$0.00	\$6,247.00

Non-Federal Share (In-Kind)

	Approved Budget Amount	Cost This Period Amount	Cost to Date Amount Total	Budget Amount Remaining
Head Start Basic	334,307.00	37,856.00	264,034.00	70,273.00
Head Start T&TA	2,884.25	0.00	2,884.25	0.00
EHS Basic	63,743.00	2,402.00	57,469.00	6,274.00
EHS T&TA	1,561.75	0.00	1,561.75	0.00
Total	\$402,496.00	\$40,258.00	\$325,949.00	\$76,547.00
Reimbursement Request Total		\$134,983.39		

**City of La Habra
Child Development Division**

ATTACHMENT 5

Credit Card Expenses

Month Reporting: March 2016

Charge By	Date Charged	Item/ Purpose	Amount
Smart & Final (Non-Food Program)	3/1/2016	Food Experience (HS)	\$25.17
	3/8/2016	PC & Executive Mtg	\$41.17
	3/8/2016	Food Experience (HS)	\$122.31
	3/11/2016	DCH Providers	\$242.77
Smart & Final (Food Program Items)	3/15/2016	Milk Substitute	\$10.37
	3/15/2016	Milk Substitute	\$3.99
		Total:	\$445.78

Charge By	Date Charged	Item/ Purpose	Amount
Bank of the West Credit Card (M. Garcia)	3/7/2016	Albertson's: Milk Substitute	\$7.98
	3/23/2016	Target: Supplies	\$88.76
Bank of the West Credit Card (A. Morales)	3/25/2016	Target: HS Classroom Supplies	\$19.51
	3/25/2016	Target: Recruitment	\$24.87
Bank of the West Credit Card (A. Marceau)	3/22/2016	Target: School-Age Supplies	\$36.84
	3/22/2016	Target: Milk Substitute	\$47.58
Bank of the West Credit Card (D. Mejico)	3/2/2016	Stater Brothers: Milk Substitute	\$12.57
		Total:	\$238.11

ATTACHMENT 6

**Child & Adult Care Food Program
Claim For Reimbursement Summary for March 2016**

04320-CACFP-30-GM-CS
CITY OF LA HABRA-CHILD DEV DIVISION
201 E LA HABRA BLVD
LA HABRA, CA 90631-5437
Vendor #: 218300
payment address

Month/Year Claimed	Adjustment Number	Date Received	Date Accepted	Date Processed	Reason Code
Mar 2016	0	04/11/2016	04/11/2016	04/14/2016	Original

Child Care

	Free	Reduced	Base	Total
Enrollment Totals	119	42	25	186
Eligibility Percentages	63.98%	22.58%	13.44%	100%

Agency Totals	Meals/Snacks	Federal Rate	Reimbursement Amount
Breakfast			
Free	1,155	1.6600	1,917.30
Reduced	408	1.3600	554.88
Base	243	0.2900	70.47
Total	1,806		2,542.65

AM Snack			
Free	765	0.8400	642.60
Reduced	270	0.4200	113.40
Base	160	0.0700	11.20
Total	1,195		767.20

Lunch			
Free	1,310	3.0700	4,021.70
Reduced	462	2.6700	1,233.54
Base	276	0.2900	80.04
CIL	2,048	0.2375	486.40
Total	2,048		5,821.68

PM Snack			
Free	1,537	0.8400	1,291.08
Reduced	542	0.4200	227.64
Base	323	0.0700	22.61
Total	2,402		1,541.33

School Age

	Free	Reduced	Base	Total
Enrollment Totals	85	34	2	121
Eligibility Percentages	70.25%	28.1%	1.65%	100%

Agency Totals	Meals/Snacks	Federal Rate	Reimbursement Amount
Breakfast			
Free	1,230	1.6600	2,041.80
Reduced	492	1.3600	669.12
Base	29	0.2900	8.41
Total	1,751		2,719.33

Lunch			
Free	333	3.0700	1,022.31
Reduced	133	2.6700	355.11
Base	8	0.2900	2.32
CIL	474	0.2375	112.58
Total	474		1,492.32

PM Snack			
Free	1,380	0.8400	1,159.20
Reduced	552	0.4200	231.84
Base	32	0.0700	2.24
Total	1,964		1,393.28

Head Start

Agency Totals	Meals/Snacks	Federal Rate	Reimbursement Amount
Breakfast			
Free	1,924	1.6600	3,193.84
Reduced	0	1.3600	0.00
Base	0	0.2900	0.00
Total	1,924		3,193.84

AM Snack			
Free	1,532	0.8400	1,286.88
Reduced	0	0.4200	0.00
Base	0	0.0700	0.00

	Total	1,532		1,286.88
Lunch				
Free		1,920	3.0700	5,894.40
Reduced		0	2.6700	0.00
Base		0	0.2900	0.00
CIL		1,920	0.2375	456.00
	Total	1,920		6,350.40
PM Snack				
Free		1,507	0.8400	1,265.88
Reduced		0	0.4200	0.00
Base		0	0.0700	0.00
	Total	1,507		1,265.88
Claim Reimbursement Total				28,374.79

State Reimbursements

Meal Description	Meals	State Rate	State Earnings
Total Breakfast	5,209	\$0.0000	\$0.00
Total Lunches	4,158	\$0.0000	\$0.00
Total			\$0.00

Agency Claim Reimbursement Totals	Meal Reimbursement	CIL Reimbursement	State Reimbursement	Totals
Current Claim Reimbursement Total	27,319.81	1,054.98	0.00	28,374.79
Previous Claim Reimbursement Total	0.00	0.00	0.00	0.00
Net Claim Reimbursement Total	27,319.81	1,054.98	0.00	28,374.79

Created By: cynthiah on: 4/11/2016 9:46:42 AM Modified By: cynthiah on: 4/11/2016 9:55:26 AM

CITY OF LA HABRA
 CCFP-CENTERS FOOD ALLOCATION
 FOR THE FISCAL YEAR 2015-16

ATTACHMENT 7

FOOD REVENUE vs FOOD EXPENDITURES ANALYSIS

Month	School Age CCTR (138151)			State-Preschool CSPP (138254)			Head Start (138411)			Total			Revenue Over/ (Under) Expenditure Net Amount
	4702 Food Revenue	7114 Food Expense	Net Amount	4702 Food Revenue	7114 Food Expense	Net Amount	4702 Food Revenue	7114 Food Expense	Net Amount	4702 Food Revenue	7114 Food Expense	Net Amount	
Jul-15	\$ 4,769.83	\$ 4,996.92	\$ (227.09)	\$ 10,285.44	\$ 10,775.13	\$ (489.69)	\$ -	\$ -	\$ -	\$ 15,055.27	\$ 15,772.06	\$ (716.78)	\$
Aug-15	\$ 6,242.50	\$ 3,998.95	\$ 2,243.55	\$ 9,414.05	\$ 6,030.66	\$ 3,383.39	\$ -	\$ -	\$ -	\$ 15,656.55	\$ 10,029.61	\$ 5,626.94	\$
Sep-15	\$ 4,000.53	\$ 3,030.79	\$ 969.74	\$ 10,182.02	\$ 7,713.89	\$ 2,468.13	\$ 11,490.07	\$ 8,704.88	\$ 2,785.19	\$ 25,672.62	\$ 19,449.56	\$ 6,223.06	\$
Oct-15	\$ 4,159.16	\$ 2,671.24	\$ 1,487.92	\$ 11,006.45	\$ 7,068.95	\$ 3,937.50	\$ 13,404.36	\$ 8,609.01	\$ 4,795.35	\$ 28,569.97	\$ 18,349.20	\$ 10,220.77	\$
Nov-15	\$ 4,254.42	\$ 3,873.87	\$ 380.55	\$ 8,597.60	\$ 7,828.57	\$ 769.03	\$ 9,870.63	\$ 8,987.70	\$ 882.93	\$ 22,722.65	\$ 20,690.14	\$ 2,032.51	\$
Dec-15	\$ 4,939.03	\$ 2,330.73	\$ 2,608.30	\$ 7,427.30	\$ 3,504.93	\$ 3,922.37	\$ 8,825.84	\$ 4,164.91	\$ 4,660.93	\$ 21,192.17	\$ 10,000.57	\$ 11,191.60	\$
Jan-16	\$ 3,656.44	\$ 2,872.83	\$ 783.61	\$ 8,980.30	\$ 7,055.71	\$ 1,924.59	\$ 9,640.10	\$ 7,574.10	\$ 2,066.00	\$ 22,276.84	\$ 17,502.64	\$ 4,774.20	\$
Feb-16	\$ 3,671.75	\$ 2,754.53	\$ 917.22	\$ 9,240.87	\$ 6,932.46	\$ 2,308.41	\$ 12,499.93	\$ 9,332.41	\$ 3,107.52	\$ 25,352.55	\$ 19,019.40	\$ 6,333.15	\$
Mar-16	\$ 5,604.93	\$ 3,742.28	\$ 1,862.65	\$ 10,672.86	\$ 7,126.03	\$ 3,546.83	\$ 12,097.00	\$ 8,076.89	\$ 4,020.11	\$ 28,374.79	\$ 18,945.20	\$ 9,429.59	\$
Apr-16	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$
May-16	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$
Jun-16	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$
Total	\$ 41,298.59	\$ 30,272.14	\$ 11,026.45	\$ 85,806.89	\$ 64,036.33	\$ 21,770.56	\$ 77,767.93	\$ 55,449.90	\$ 22,316.03	\$ 204,673.41	\$ 149,758.37	\$ 55,115.04	\$
YTD Cook	\$ -	\$ 15,905.31	\$ (15,905.31)	\$ -	\$ 28,995.16	\$ (28,995.16)	\$ -	\$ 45,028.53	\$ (45,028.53)	\$ -	\$ 89,929.00	\$ (89,929.00)	\$
Adjusted Total	\$ 41,298.59	\$ 46,177.45	\$ (4,878.86)	\$ 85,806.89	\$ 93,031.49	\$ (7,224.60)	\$ 77,767.93	\$ 100,478.43	\$ (22,710.50)	\$ 204,673.41	\$ 239,687.37	\$ (34,813.96)	\$
% of Food expense		73%			75%			71%			73%		



United States Department of Agriculture

Food and Nutrition Service

3101 Park Center Drive,
Alexandria, VA 22304
Web: <http://www.fns.usda.gov>

News Release

USDA Announces Effort to Strengthen Nutrition among Young Children, Create Healthy Habits Early

FNS 0006.16

Contact:

Contact: USDA Office of Communications (202) 720-4623

ORLANDO, Fla. April 22, 2016 – Today Agriculture Undersecretary Kevin Concannon announced strengthened nutrition standards for food and beverages served to young children and others in day care settings at the annual conference of the National Child and Adult Care Food Program (CACFP) Sponsors Association. Young children and adults in day care will now receive meals with more whole grains, a greater variety of vegetables and fruits, and less added sugars and solid fats. The science-based standards introduced in this [final rule](#) will elevate the nutritional quality of meals and snacks provided under the CACFP to better align with the Dietary Guidelines for Americans and to be consistent with the meals children receive as part of the National School Lunch Program (NSLP) and School Breakfast Program (SBP).

“Research indicates that America's obesity problem starts young, with obesity rates in preschoolers more than doubling over the last three decades and one in eight preschoolers classified as obese,” said Concannon. “Since taste preference and eating habits develop early in life, CACFP could play a crucial role in the solution. This final rule marks another important step toward ensuring young children have access to the nutrition they need and develop healthy habits that will contribute to their well-being over the long term.”

The new meal patterns will improve access to healthy beverages, including low-fat and fat-free milk and water, and encourage breastfeeding for the youngest program participants. These standards reflect the nutritional improvements seen in children across the country since the

passage of the Healthy, Hunger-Free Kids Act of 2010.

CACFP provides aid to child and adult care institutions and family or group day care homes for the provision of nutritious foods that contribute to the growth and development of children and the health and wellness of older adults and chronically impaired disabled persons. Through the CACFP, over 4 million children and nearly 120,000 adults receive nutritious meals and snacks each day as part of the care they receive.

This is the first major revision of the CACFP meal patterns since the program's inception in 1968 and will require meals and snacks provided through the CACFP to better reflect the Dietary Guidelines for Americans and the nutritional issues facing young children and adults today. These changes are a meaningful first step in improving CACFP participants' access to nutritious foods. Since the inception of CACFP, the most prevalent nutrition-related health problems among participants have shifted from malnutrition to overconsumption, including calories, saturated fats, added sugar, and sodium. These vulnerable populations also tend to under consume of fiber and other essential nutrients.

The new standards were carefully designed to make significant, achievable, and cost-neutral improvements to the nutritional quality of the meals and snacks served through CACFP. USDA focused on incremental changes that balance the science behind the nutritional needs of the diverse CACFP participants and the practical abilities of participating centers and day care homes to implement these changes. By setting an implementation date of October 1, 2017, the final rule provides ample lead time for centers and day care homes to learn and understand the new meal pattern standards before they are required to be in full compliance. USDA will provide in-person and online trainings and is developing new resources and training materials, such as menu planning tools, new and updated recipes, and tip sheets, to ensure successful implementation of the new nutrition standards.

This announcement is part of USDA's continued commitment to ensuring children and families have access to a healthy diet. Over the past seven years, USDA has enhanced federal nutrition programs, providing a critical safety net for millions of American children and families. Some examples include, updated nutrition standards for school nutrition, the updated WIC package to include whole grains, low-fat dairy, fruits and vegetables, expanding the scope of the SNAP nutrition education program, and supporting an unprecedented growth in the number of farmers markets that accept SNAP and WIC benefits. By expanding access to nutritious foods and increasing awareness about the benefits of a healthy lifestyle, USDA programs have made a real difference in the lives of many, promising a brighter, healthier future for our nation.

The Child and Adult Care Food Program is one of USDA's Food and Nutrition Service's 15 nutrition assistance programs, which also include the [National School Lunch Program](#), [Summer Food Service Program](#), the [Supplemental Nutrition Program for Women, Infants, and Children \(WIC\)](#), and [Supplemental Nutrition Assistance Program](#). Together, these programs comprise America's nutrition safety net.

##

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Secretary for Civil Rights, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, S.W., Stop 9410, Washington, DC 20250-9410, or call toll-free at (866) 632-9992 (English) or (800) 877-8339 (TDD) or (866) 377-8642 (English Federal-relay) or (800) 845-6136 (Spanish Federal-relay).

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ATTACHMENT 9


eclkc.ohs.acf.hhs.gov
http://eclkc.ohs.acf.hhs.gov/hslc/standards/pi/2016/resour_pri_002_042516.html

PI 16-02 Supplemental Funds Available to Extend Duration

Supplemental Funds Available to Extend Duration of Services in Head Start and Early Head Start ACF-PI-HS-16-02

U.S. DEPARTMENT
OF HEALTH AND HUMAN SERVICES

ACF
Administration for Children and Families

1. Log No. ACF-PI-HS-16-02
2. Issuance Date: 04/25/2016
3. Originating Office: Office of Head Start
4. Key Words: Extend Duration of Services; Continuous Services Supplemental Funds; Application; Eligibility

PROGRAM INSTRUCTION

TO: All Head Start and Early Head Start Grantees, Including Delegate Agencies, Early Head Start-Child Care Partnership Grantees, and State Collaboration Grantees

SUBJECT: Supplemental Funds Available to Extend Duration of Services in Head Start and Early Head Start

INSTRUCTION:

The Office of Head Start (OHS) announces the availability of approximately \$294 million to be awarded for the purpose of increasing the total annual hours of high-quality early education services offered to children enrolled in Head Start and Early Head Start center-based and family child care programs. This supplemental funding is being made available under the Consolidated Appropriations Act of 2016 (Pub.L. 114-113). OHS solicits applications from existing Head Start and Early Head Start grantees that do not provide services equivalent to a full school day and full school year for 40 percent or more of their Head Start center-based participants, do not provide continuous services for all of their family child care participants or Early Head Start center-based participants, or wish to convert slots from locally designed or combination options to center-based program schedules for longer service duration. Over 90 percent of existing grantees that currently do not serve all of their Head Start children for at least 1,020 hours are eligible to apply for these funds. The U.S. Department of Health and Human Services (HHS) expects to award funds to grantees eligible under this Program Instruction in each of the 50 states and the District of Columbia, and the U.S. territories, pending a fundable application. Subject to appropriations, funds awarded would become part of a grantee's base funding in future years.

Background

Decades of scientific research documents the strong and lasting impact of high-quality early learning experiences on child outcomes. Head Start's mission is to promote the school readiness of young children from low-income families. Research suggests that having high-quality, full school day and full school year care is particularly important for low-income children to succeed in kindergarten and beyond. Based on this research, OHS is working to expand the number of children who participate in full school day and full school year or continuous programs.

Specifically, research on extended day programs for young children, full school day preschool, full school day kindergarten, and effective teaching and curricular practices strongly point to the inadequacy of program schedules that offer the current Head Start minimum of 448 annual hours in achieving meaningful child outcomes. Head Start children need more learning time in high quality programs than is provided by the Head Start minimum duration standards in order to prepare them for success later in school and in life. It is very difficult for half-day programs to provide sufficient time for teachers to conduct learning activities and intentional instruction in small group and one-on-one interactions in the areas of skill development experts believe are important to later school success. Extending the duration of Head Start programs also enables greater alignment to full school day/full school year kindergarten and the growing number of full school day/full school year state preschool programs.

In addition, research on summer learning loss and attendance demonstrates the importance of extending the number of annual hours provided in early childhood education settings, including Head Start. Learning loss can be even greater for children from low-income families.

Although research does not indicate a specific threshold of hours per day or days per year, there is strong and mounting evidence that Head Start children need greater exposure to high-quality early learning experiences than is provided under Head Start minimum duration standards in order to support strong outcomes.

Additionally, research indicates that consistent and uninterrupted relationships with responsive and sensitive caregivers is critical to healthy social and emotional development. This is particularly true for infants and toddlers. While most Early Head Start programs provide this longer duration, increasing the number of annual hours provided in all Early Head Start programs will promote secure adult-child attachment for more children to enable learning in the earliest years.

Extending the number of annual hours provided in early childhood education settings—whether Head Start or Early Head Start—also yields important benefits to working families.

Purpose

The purpose of this funding is to provide access to full school year and full school day programming in all Head Start communities, and continuous services for all Early Head Start families, by supporting grantees in extending the program day and/or year for more children.

These funds can be used to support a myriad of center-based program models with varying hours per day and days per year, as long as the program provides services for 1,020 hours of planned class operations over the course of a minimum of eight months per year for Head Start and 1,380 hours of planned class operations per year for Early Head Start.

Additionally, grantees may increase service duration for their Head Start and Early Head Start family child care slots to 1,380 hours of planned class operations. "Hours of planned class operations" is defined as hours when children are scheduled to attend. Professional development, trainings, orientations, teacher planning, data analysis, parent-teacher conferences, home visits, classroom sanitation, and transportation do not count toward the hours of planned class operations.

The goal of these funds is to increase the proportion of a grantee's Head Start center-based slots operating for 1,020 annual hours, Early Head Start center-based slots operating for 1,380 annual hours, and Head Start and Early Head Start family child care slots operating for 1,380 annual hours. Head Start grantees may apply for funding to increase the

share of Head Start center-based slots that meet the 1,020 hours annual threshold to up to 40 percent of their center-based slots, though available funding may mean that the grantee will be awarded funding to increase service duration for a somewhat smaller share. Grantees with Early Head Start center-based slots and with Head Start and Early Head Start family child care slots may apply for funding to increase the duration of all of these slots to the 1,380 hours threshold.

Voluntary Application

Grantees that receive these funds must provide high-quality, comprehensive, and continuous early care and education for preschoolers and/or infants and toddlers in center-based and family child care settings. These funds cannot be used for expansion of Head Start or Early Head Start enrollment.

Application for these funds is voluntary.

Eligibility

Determining Eligibility

Eligibility criteria for Head Start and Early Head Start grantees, including American Indian and Alaska Native (AIAN) grantees and Migrant and Seasonal Head Start (MSHS) grantees, are described in this section. For all grantees, eligibility according to these criteria will be determined using the data submitted by the grantee in the Program Schedule tab of the most recent annual Grant Application in the Head Start Enterprise System (HSES). Eligibility for grantees that successfully competed and received awards since July 1, 2015 and have not yet submitted an annual continuation application will be determined based on the level of services approved in the competitive application.

Grantees Eligible for Funding

Head Start. Head Start grantees that operate less than 40 percent of their center-based funded enrollment for a full school day and full school year schedule (1,020 hours of planned class operations over the course of a minimum of eight months per year) are eligible to apply. Applicants must propose to provide 1,020 annual hours of planned class operations for up to the number of slots needed to operate 40 percent of their Head Start center-based funded enrollment for this service duration. For example, a grantee that currently operates 20 percent of its center-based funded enrollment for a full school day and full school year (1,020 hours of planned class operations) may apply to operate up to an additional 20 percent of its funded enrollment at this service level. Applications to provide services for fewer than eight months per year will not be approved.

These funds may be used to convert Head Start slots from combination or locally designed program options to a center-based option and a full school day and full school year schedule (1,020 annual hours of planned class operations). If any current combination or locally designed option Head Start slots are proposed for conversion, these slots will be counted toward the grantee's Head Start center-based funded enrollment for the purposes of determining the percentage of center-based slots proposed to operate at 1,020 annual hours. For example, if a grantee currently has 70 center-based slots and 30 combination option slots and proposes to convert all 30 combination slots to center-based and 1,020 annual hours, then—if none of its 70 existing center-based slots currently operate for 1,020 annual hours—the grantee could also apply to increase duration for as many as 10 of its current center-based slots to 1,020 hours so that 40 center-based slots would operate for 1,020 hours out of a total of 100 center-based slots, equaling 40 percent.

Funds may also be used to increase service duration to 1,380 annual hours of planned class operations for up to 100 percent of grantees' Head Start family child care-funded enrollment. We are allowing funds to be used to increase service duration to this higher threshold for Head Start-funded children in family child care because this program option serves children in mixed age groups that include infants and toddlers who attend for a longer duration. Head Start family child care slots are not counted toward a grantee's center-based funded enrollment for the purposes of determining the percentage of Head Start center-based slots proposed to operate at 1,020 annual hours.

AIAN and MSHS grantees are eligible to apply under the same conditions described above. However, MSHS grantees may apply to provide services for fewer than eight months per year.

Early Head Start. Early Head Start grantees that operate less than 100 percent of their center-based funded enrollment at 1,380 annual hours of planned class operations are eligible to apply. Funding may be used to lengthen services for up to 100 percent of Early Head Start center-based slots not currently operating for 1,380 annual hours of planned class operations. Grantees wishing to apply must propose to provide 1,380 annual hours of planned class operations.

These funds may be used to convert Early Head Start slots from combination or locally designed program options to continuous Early Head Start center-based services (1,380 annual hours of planned class operations). See the description in the Head Start section above for more information.

Funds may also be used to increase service duration to 1,380 annual hours of planned class operations for Early Head Start family child care funded enrollment.

AIAN and MSHS grantees are eligible to apply under the same conditions described above.

Grantees Not Eligible for Funding

Due to the limited funding available, Head Start grantees currently operating 40 percent or more of their center-based funded enrollment at 1,020 annual hours of planned class operations, Early Head Start grantees currently operating 100 percent of their center-based funded enrollment at 1,380 annual hours of planned class operations, and Head Start and Early Head Start grantees currently operating 100 percent of their family child care funded enrollment at 1,380 annual hours of planned class operations are not eligible to apply for these funds. The president's fiscal year (FY) 2017 budget requests funding to continue expanding the number of children who can attend Head Start for a full school day and year. If that funding is provided, then in the future, a larger set of grantees will be able to continue to increase their full school day and year and/or continuous program offerings.

How to Apply

HSES Duration Supplement Amendment

Applicants must complete the Duration Supplement Amendment in HSES. Additional technical guidance is available on the relevant pages of the amendment.

Content of Applications

Applicants must address the following requirements in their application. The Application and Budget Justification Narrative should not exceed 20 pages, double-spaced in Times New Roman, 12-point font. Applications should include a Table of Contents.

Application Narrative. All applicants must describe the number of center-based and/or family child care program schedules they currently operate, as well as the annual hours of planned class operations provided (as defined in the Purpose section), the number of classrooms, and the number of children (funded enrollment) served in each program schedule.

Current Operations. Applicants must provide evidence of the total proportion of currently funded slots meeting the equivalent of 1,020 hours per year for Head Start center-based programs, 1,380 hours per year for Early Head Start center-based programs, and Head Start and Early Head Start family child care programs by number and percentage.

Approach. Head Start center-based grantees should use their community assessment and current program schedules to propose an approach that transitions an appropriate proportion (for a total of up to 40 percent) of their current Head Start center-based funded enrollment to a full school day and full school year program schedule (1,020 annual hours and a minimum of eight months per year) by extending the program day and/or year.

Early Head Start center-based and Head Start and Early Head Start family child care grantees should use their community assessment and current program schedules to propose an approach that transitions up to 100 percent of these slots that are not currently receiving 1,380 annual hours of planned class operations to a continuous program providing 1,380 annual hours.

Implementation Plan. Applicants must include an implementation plan that describes their proposed process for transitioning program operations, staff, and families to a longer service duration. This implementation plan must include a timeline to be fully operational. OHS expects that all applicants will be fully operational at the increased service duration no later than the beginning of the 2017-2018 program year, if not sooner.

Budget and Budget Justification. Applicants must include a detailed 12-month budget (in the HSES Budget tab) and a narrative budget justification that estimate **only the supplemental funds** necessary to support the incremental ongoing operating costs for the additional hours of service for the funded enrollment for which they propose to increase service duration. The budget justification must describe the intended use of the requested funding. Applicants should only include costs associated with extending services offered to the proportion of their slots transitioning to full school day and full school year and/or continuous services. OHS understands that scale-up activities may be necessary prior to full implementation of the increased duration. Applicants must ensure the funding level requested is adequate to support the full array of staffing and infrastructure for successful implementation of full school day and full school year and/or continuous services.

Reasonable and Allowable Costs. Examples of reasonable and allowable costs include the purchase, renovation, rental, and maintenance of additional facilities; ongoing purchases of classroom supplies; expenses for staff providing increased service duration; and professional development to support staff transitioning to a longer service duration.

These grant funds cannot be used to cover other program costs not associated with extending services offered for the proportion of slots they intend to transition to full school day and full school year services. **These funds cannot be used for expansion of Head Start or Early Head Start enrollment.** These funds cannot be used to provide home-based services or to convert home-based slots to center-based services. Costs incurred for grant application preparation are not considered an allowable use of funds and may not be included in the project budget or budget justification.

Funds awarded to increase the total annual hours of planned class operations must not supplant existing subsidies or other funding.

Start-up Costs. Start-up costs may be requested by an applicant in addition to the base operating supplemental funds. Examples of start-up activities are facility renovations or purchase, initial purchase of classroom supplies, licensing, background checks for additional staff, etc. Estimates for start-up costs must be easily identified as a separate budget in the Budget and Budget Justification section of the application. Applicants requesting start-up funds in addition to the 12-month budget must include start-up costs in the duration supplemental amendment application SF-424A.

Approval of start-up costs is not guaranteed; they are negotiated at the time of award and are based on reasonableness, necessity, and the availability of funds. The incurrence of start-up costs in anticipation of an award is done at the applicant's own risk and imposes no obligation on OHS either to make an award or to increase the amount of the approved budget if an award is made for less than the amount anticipated and is inadequate to cover the start-up costs incurred. It is possible that OHS may honor start-up costs by reducing the base amount of the award to include these costs.

Training and Technical Assistance.

Grantee training and technical assistance (TTA) set-asides will not increase under this appropriation. However, consistent with current budgeting authority, grantees may elect to use a portion of operational funding, both in start-up and ongoing costs, for TTA purposes.

Deadline

All applications must be submitted in HSES no later than Friday, June 24, 2016.

Please direct any questions regarding this Program Instruction to your Regional Office.

Thank you for the work you do on behalf of children and families.

/Blanca Enriquez/

Blanca Enriquez
Director
Office of Head Start

See PDF Version of Program Instruction:

[Supplemental Funds Available to Extend Duration of Services in Head Start and Early Head Start](#) [PDF, 123KB]

Supplemental Funds Available to Extend Duration of Services in Head Start and Early Head Start. ACF-PI-HS-16-02. HHS/ACF/OHS. 2016. English.



Required Viewers:

This is a Historical Document.

Other "2016" Resources

- [PI 16-02 Supplemental Funds Available to Extend Duration](#)
- [PI 16-01 Changes in Federal Reporting](#)

ATTACHMENT 10

[View the web version](#)[Go to ECLKC](#)

U.S. Department of Health & Human Services & Administration for Children & Families

OFFICE OF HEAD START

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-PI-HS-16-03	2. Issuance Date: 04/27/2016
	3. Originating Office: Office of Head Start	
	4. Key Words: Consolidated Appropriations Act; Appropriations; Fiscal Year (FY) 2016; Funding Increase; Cost of Living Adjustment (COLA)	

PROGRAM INSTRUCTION

TO: All Head Start and Early Head Start Grantees, Including Delegate Agencies, Early Head Start-Child Care Partnerships, and State Collaboration Grantees

SUBJECT: FY 2016 Head Start Funding Increase

INSTRUCTION:

President Obama signed Public Law 114-113, the Consolidated Appropriations Act of 2016, on December 18, 2015. This Act includes \$9,168,095,000 for programs under the Head Start Act, which is an increase of approximately \$570 million over the fiscal year (FY) 2015 funding level.

The approximately \$570 million increase provides grantees a 1.8 percent cost of living adjustment (COLA), depending on final funding decisions. The FY 2016 funding level also includes \$294 million to support programs in lengthening their day and year, and \$135 million for Early Head Start-Child Care (EHS-CC) Partnerships and Early Head Start (EHS) Expansion. We will provide more information in the coming weeks about how to apply for these funds.

This Program Instruction (PI) provides information about the additional funds that are available to Head Start and Early Head Start grantees in FY 2016 for the COLA and describes the requirements for applying for these funds. Grantees that already received partial funding for FY 2016 are eligible to receive a supplemental award for the COLA. Grantees that are subject to competition for continued funding through the Designation Renewal System are also eligible to receive the COLA. State Collaboration grants are not eligible for the COLA due to the statutory cap on their funding in the Head Start Act.

FY 2016 COLA

Each grantee, including those with EHS-CC Partnership funding, may apply for a COLA increase of 1.8 percent of the FY 2015 base funding level. Base funding excludes training and technical assistance (T/TA) funds and any one-time funding grantees may have received in FY 2015. COLA funds are to be used to increase staff salaries and fringe benefits and to pay for higher operating costs.

Programs that use COLA funds to increase staff salaries should increase the hourly rate of pay and permanently increase the Head Start pay scale rather than only increase the salaries of current employees. Sections 653 and 640(j) of the Head Start Act provide further guidance on the uses and limitations of the COLA funds. Section 653 of the Act restricts compensation to a Head Start employee that is higher than the average rate of compensation paid for substantially comparable services in the area where the program is operating. Section 653 also prohibits any Head Start employee from being compensated at a rate higher than that of an Executive Schedule Level II position. Section 640(j) of the Act requires that the compensation of Head Start employees must be improved

regardless of whether the agency has the ability to improve the compensation of staff employed by the agency that do not provide Head Start services.

Each grantee, as specified in 45 CFR 1301.31 of the Head Start Program Performance Standards, is required to have personnel policies that specify salary rates and fringe benefits. Any grantee proposing differential COLA increases to staff, delegates, or partners must justify its rationale in its budget narrative.

Funds remaining after providing the COLA increase in the hourly rate of pay may be used to offset increased operating costs in other areas of the budget. This includes increased costs in rent, utilities, facilities maintenance and insurance, contractual arrangements, vehicle fuel, and maintenance, supplies, and equipment.

Application Requirements

Grantees are required to request these funds through a grant application. Your Regional Office will send a Funding Guidance Letter to provide information on the amount of funds available to your agency this year and to offer further guidance on the application requirements. Grantees must submit a grant application or supplemental application in the Head Start Enterprise System (HSES) that includes:

- SF-424 Application for Federal Assistance
- Program narrative
- Budget and budget narrative
- Signed statements of the governing body and Policy Council chairs and minutes documenting each group's participation in the development and approval of the application

As always, grantees encountering one-time needs, especially related to health and safety concerns, should contact their Regional Office throughout the year.

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

Thank you for the work you do on behalf of children and families.

/ Blanca Enriquez /

Blanca Enriquez
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> | 1-866-763-6401 | [Contact Us](#)

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CALIFORNIA HEAD START ASSOCIATION

A voice for at-risk young children and families

April 20, 2016

Dear Head Start Directors,

The Office of Head Start is no longer determining what is equivalent to a CDA, so the California Head Start Association has worked with state and federal agencies to determine the equivalency of the National CDA to California's requirements. The attached document spells out the coursework and work experience requirements and equivalencies.

Minimally, all staff working in Early Head Start/Head Start programs must meet the standard for a "fully qualified teacher" as defined by Community Care Licensing (12 units of core early childhood education classes). In addition, for EHS programs, 3 of those units must be in infant/toddler development.

We hope this document is helpful to your program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Pamm Shaw".

Pamm Shaw, President
California Head Start Association

California Equivalency to CDA, 2016

Early/Head Start Staff Qualifications for Center-Based and Family Child Care Options

The purpose of this document is to assist Head Start programs to determine staff qualifications in meeting CDA equivalency. This document is based on the California Commission for Teacher Credentialing Associate Teacher Permit requirements, and has been vetted as equivalent to CDA. CDA requires 120 hours of formal education and 480 hours of work experience (within the last 3 years). A current and valid Associate Teacher Permit (12 semester units in the Core classes) meets the Preschool CDA or Family Child Care CDA requirements. A current and valid Associate Teacher Permit with an additional 3 units in infant/toddler development meets the Infant/Toddler CDA. Sixty (60) days of full-time work experience (8 hours/day) meets the CDA work experience requirement. Community Care Licensing requires four (4) Core classes, 3 units of which must include infant/toddler development (total of 12 units). This also exceeds the 120 hours required by CDA. REMINDER - it is not only the permit that determines competency. All staff must have current professional development plans.

FORMAL EDUCATION

	CDA Requirement by Age Group and Setting		California Commission on Teacher Credentialing Associate Teacher Permit		CA Department of Social Services Community Care Licensing Division		
	Min Hours		CA Equivalent - Community College Courses	Semester units required	Hour Equivalency*	Semester units required	Hour Equivalency*
Preschool CDA (center-based, 3-5 year olds)							
Infant/Toddler CDA (center-based, 0-3 year olds)							
Family Child Care CDA (group setting, 0-5 year olds)							
1 Planning a safe and healthy learning environment	10		Program/Curriculum	6	108	3	54
2 Advancing children's physical and intellectual development	10		Child Growth & Development	3	54	3	54
3 Supporting children's social and emotional development	10		Child Growth & Development	incl	incl	3	54
4 Building productive relationships with families	10		Child Family and Community	3	54	3	54
5 Managing an effective program operation	10		Program/Curriculum	incl	incl		
6 Maintaining a commitment to professionalism	10		Program/Curriculum	incl	incl		
7 Observing and recording children's behavior	10		Program/Curriculum	incl	incl		
8 Understanding principles of child development and learning	10		Child Growth & Development	incl	incl		
9 Any of the above categories based on the age group and setting.	40		Infant/Toddler Care and Development	3	54		
TOTAL	120			15	270	12	216

* CCC Chancellor's Office Program and Course Approval Handbook, 5th Edition, p 80.

WORK EXPERIENCE

CDA requires 480 hours within last 3 years	480	Associate Teacher permit requires 50 days x 3 hours within 2 years which = 150 hours	Community Care Licensing requires 6 months experience with children under 5 years of age.
Based on the age group and setting:			
Preschool CDA (center-based, 3-5 year olds)		3 hours/day to meet 480 hours =	160 days
Infant/Toddler CDA (center-based, 0-3 year olds)		6 hours/day to meet 480 hours =	80 days
Family Child Care CDA (group setting, 0-5 year olds)		8 hours/day to meet 480 hours =	60 days



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start 330 C St., SW, 4th Floor, Washington DC 20201 | eclkc.ohs.acf.hhs.gov

November 3, 2015

Ms. Pamm Shaw
California Head Start Association
107 9th Street, Suite 810
Sacramento, CA 95814

Dear Ms. Shaw:

Thank you for your letter to the Office of Head Start (OHS) regarding the equivalency of the California (CA) Associate Teacher permit for infant and toddler center-based teachers.

In July 2010, OHS sent correspondence to the California Head Start Association (CHSA) stating that we considered the CA Associate Teacher Permit a comparable certificate to the national Child Development Associate (CDA) credential for infant and toddler teachers when it includes six units of infant toddler course work. You asked OHS to reconsider the CA Associate Teacher permit as a suitable proxy for infant and toddler center-based CDA when teachers have taken a minimum of 3 semester units or 4 quarter units with infant toddler course work rather than the six units.

OHS no longer makes the determination of equivalency because there are so many increasing and diverse early childhood credentials available. Grantees now have the responsibility to determine and demonstrate how alternate credentials meet or exceed the requirements for the national CDA credential. While OHS will continue to accept the original letter, please know that there are other ways for grantees to document that an infant/toddler teacher's credential meets or exceeds the national CDA requirements.

The national infant/toddler center-based CDA issued by the Council for Professional Recognition includes completing a minimum of 120 hours of formal early childhood education training or coursework that covers the growth and development of children aged from birth to 3 years. Grantees must have evidence (transcript, course, or training descriptions, etc.) that the coursework or training required for an alternate certificate meets a minimum of 120 hours. OHS recommends that grantees ensure each of their individual staff professional development plans note action steps and progress in renewing credentials and attaining degrees. Additionally, we recommend that grantees maintain evidence of the state standards that denote the acceptability of the CA Associate Teacher permit within licensing, including the acceptability of permits that are expired.

Page Two – Ms. Pamm Shaw

As you mentioned in your letter, the 2007 Head Start Act specifies the requirements for teacher credentials. Infant and toddler center-based teachers must have at least a CDA credential and be trained (or have equivalent coursework) in early childhood development with a focus on infant and toddler development. Therefore, OHS requires that teachers hold a credential or degree and does not accept coursework in lieu of a credential or degree.

The California Head Start Association can assist grantees by providing a crosswalk between the CA Associate Teacher Permit for infant and toddler teachers and the national CDA credential.

OHS supports your efforts to enhance the professional development of your State's early childhood work force. Thank you for your contributions to the field of professional development and early childhood.

Sincerely,

A handwritten signature in blue ink that reads "Blanca E. Enriquez". The signature is fluid and cursive, with a large, stylized "D" at the end.

Blanca E. Enriquez
Director
Office of Head Start

cc: Jan Len, Regional Program Manager, Office of Head Start, Region IX