



**Lucas County
Family and Children First Council**

Under the Administrative Agency of the
Board of Lucas County Commissioners

REQUEST FOR APPLICATIONS

for the selection of providers for:

**Early Head Start Child Care Partnership services
August 1, 2015 – July 31, 2016**

Release Date: Friday, June 12, 2015
Information Sessions: Friday, June 19, 2015
9:00-12:00 AM and 1:00-4:00 PM
YWCA Northwest Ohio, 1018 Jefferson
Ave., Toledo OH 43604
Applications Due: Monday, July 6, 2015 by 4:30 pm

The Mission of Lucas County Family and Children First Council is to support strong, nurturing and healthy families by creating and sustaining a collaborative, accessible and effective system of services.

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I. TIMETABLE

RFA Release Date Friday, June 12, 2015
Information Session (optional but highly encouraged) Friday, June 19, 2015
ATTEND ONE: 9:00 AM - 12:00 PM OR 1:00 PM – 4:00 PM
PARKING: Pay parking in lot across from YWCA OR Meter parking on street

YWCA Northwest Ohio
1018 Jefferson Ave.
Toledo, OH 43604

Deadline for Submitting Applications **Monday, July 6 by 4:30 PM**

Late applications will not be accepted

Select one method of submission:

Deliver to: Lucas County Family Council, Rm. 117
2275 Collingwood Blvd., Toledo, OH 43620

Email to: Lori Burket, Early Childhood Program
Assistant, at lburket@nwoca.net

Notification of Awards July 27-31, 2015

Start-Up Period Approximately August 1 – 31, 2015

Program Implementation Approximately September 1, 2015 – July 31, 2016 (possible renewal through 2019 contingent on funding and performance)

II. APPLICATION SUMMARY and GUIDANCE

A. Application Name: Early Head Start-Child Care Partnership

B. Purpose

The Early Head Start-Child Care Partnership (EHS-CCP) program supports low-income, working families through the provision of high-quality, full day, full year early care and education programming for infants and toddlers. Children and their families also receive

the comprehensive education, health, development, and family support services that are required in Early Head Start (EHS). The program is delivered through collaboration between Early Head Start programs and community child care programs to meet requirements of the federal Head Start Program Performance Standards (HSPPS) and the Head Start Act as well as requirements of federal and state child care licensing regulations, the state's Quality Rating Improvement System (SUTQ), Child and Adult Care Food (CACFP) Program, and state Early Learning and Development Standards. EHS-CCP services are delivered through a combination of Head Start funds, child care subsidies, SUTQ enhancement funds, and CACFP reimbursement.

C. Qualified Applicants

Agencies operating in Lucas County, Ohio may apply to be an EHS Child Care Partner in Lucas County if they meet the following criteria:

- Agency is licensed for child care for infants and toddlers from birth to 36 months of age
- Child care center or Type A home
- Agency has a SUTQ rating and has applied for at least a 3 star rating
- The majority of parents of enrolled children are eligible for child care subsidy (parents work or attend school)
- The majority of parents of enrolled children have incomes at or below 100% of poverty or are in one of these categories:
 - Child in foster care (LCCS custody)
 - Parent receives TANF or SSI benefits
 - Family is homeless
- Center receives Child and Adult Care Food Program reimbursement

D. Target Population and Service Area

The target population for the EHS-CCP program in Lucas County is children and families living in the following zip codes: 43604, 43605, 43608, and 43620. Although agencies are not required to be located in one of these zip codes, the agency must be

able to demonstrate that it serves children who live in one or more of the targeted zip codes and is accessible to these families (e.g., by being located on or near a bus line).

E. Number of Contracts and Funds Available

Total funding of up to \$689,472 will be available during the program implementation period. In addition, a total of \$58,125 has been budgeted to support centers during the initial startup phase based on individual needs. It is anticipated that between four and eight awards will be made, based on the capacity of applicants to serve the projected number of children throughout the program period. Services will be provided to a total of 64 children in mixed-age classrooms of no more than eight children with two qualified teachers (1:4 ratio). Lucas County Family Council (LCFC) reserves the right to determine the number and amount of awards.

F. Due Date

Applications including any required forms and required attachments are due Monday, July 6, 2015 by 4:30 pm.

G. Authorization

Authorization of Federal funds for this program is contained in the Catalog of Federal Domestic Assistance (CFDA) Number 93.600, Early Head Start-Child Care Partnerships.

H. Goals & Scope of Services

The goals of the EHS-CCP are to:

1. Expand high quality early learning and development opportunities for infants and toddlers;
2. Establish partnerships with child care providers who agree to meet high standards of quality;
3. Enhance and support early learning settings;
4. Provide new, full-day, comprehensive services that meet the needs of working families; and

5. Prepare children for the transition to preschool.

Agencies that are selected through this Request for Application will contract with the Lucas County Family Council to provide the following services through partnership among LCFC's Early Head Start staff, center staff, families, and community partners:

1. Eligibility, Recruitment, Selection, Eligibility and Attendance: Recruit potentially eligible children from within the child care program and from the target zip codes, assist families in applying for and maintaining child care subsidies, orient families who are selected for the program, and actively encourage daily attendance (goal of 85% average daily attendance) and parent participation.
2. Staffing and Staff Qualifications:
Teachers in EHS classrooms must have at least a CDA credential in infant/toddler, be enrolled in an AA program in early childhood or a related degree with infant/toddler coursework, or be enrolled in an infant/toddler CDA credential program to be completed by July 31, 2016.

A **degree in a related field** is defined as an associate, baccalaureate, or advanced degree in a field other than child development or early childhood education that either includes or is supplemented by six college courses (2-3 semester credits each) in child development or early childhood education focusing on children birth to age five. Note: two quarter credits equal one semester credit.

The **CDA** is a national credential for ECE professionals that is administered by the Council for Early Childhood Recognition. The CDA credential is equivalent to 120 hours of formal early childhood education training in the following areas:

- Planning a safe and healthy learning environment
- Advancing children's physical and intellectual development
- Supporting children's social and emotional development

- Building productive relationships with families
- Managing an effective program operation
- Maintaining a commitment to professionalism
- Observing and recording children's behavior
- Understanding principles of child development and learning

In addition, infant and toddler teachers must have the training and experience necessary to develop consistent, stable and supportive relationships with very young children.

Agencies selected for EHS-CCP contracts must ensure that all teachers working with EHS-enrolled children meet all required qualifications required by HSPPS, state licensing, and SUTQ by July 31, 2016. For new teaching positions, agencies must recruit both qualified staff and those who are culturally and linguistically representative of the families and community served.

Agencies must designate staff to provide supportive/reflective supervision to teaching staff; serve as a communication liaison between the agency and LCFC's EHS management staff; monitor program performance; ensure required data are entered into the ChildPlus and TS Gold data systems; and provide detailed monthly, quarterly, and annual reports to LCFC to meet reporting requirements of LCFC, the grantee (WSOS), and the Office of Head Start.

3. Provide high quality early care and education for one or more groups of eight children with two teachers per group, with mixed ages of infants and toddlers to help ensure continuity of care. Each group of children will be comprised of no more than 4 children who sleep in cribs.
4. Provide comprehensive services that support school readiness, including the components prescribed in the HSPPS and the Head Start Act:

- a. Child health and development, including developmental, social-emotional, and sensory screening; health services; mental health and nutrition;
 - b. Health and safety, including indoor and outdoor environments that are designed to promote health and prevent injury, family-style meals and support for breastfeeding mothers, and hygiene practices that include tooth brushing and hand washing;
 - c. Education and early childhood development, including ongoing assessment, continuity of caregiving, use of Creative Curriculum and individualization to address all domains of development, and daily outdoor learning experiences;
 - d. Family partnerships, including two educational home visits and two parent-teacher conferences each program year, along with monthly parent committee meetings and events;
 - e. Community partnerships, including linking community partners to advisory committees and working with partners to transition children to preschool services;
 - f. Management and fiscal systems and procedures, including systems for supervision, monitoring program performance and budget, record-keeping, reporting, and billing;
 - g. Disabilities services, including working with EHS management staff and Early Intervention providers to ensure that children with disabilities and their parents are full participants of EHS programming.
5. Ensure child health and well-being, including screenings, health and safety, nutrition, and mental health.
 6. Engage families in meaningful ways in the program, support families in setting goals for themselves and their child(ren), and experience smooth transitions into and out of the program.

For more details on Early Head Start and the respective roles of LCFC and the child care partner, see Appendix A, Summary of Selected Head Start Program Performance Standards.

I. Technology Requirements

EHS Child Care Partners will be required to use two data systems for reporting all aspects of service delivery described in Section H and for documenting and tracking ongoing child assessments. Child assessment data are entered into Teaching Strategies Gold's online system (see the TS Gold Touring Guide at http://shop.teachingstrategies.com/content/pageDocs/GOLD-Touring-Guide_5-2013.pdf for more information). All other data are entered into ChildPlus, a software system designed for Head Start programs to support federal reporting, monitoring, and documentation of comprehensive services. For more information on Child Plus, see <http://childplus.com/>.

ChildPlus.net is run best on a Windows powered tablet. TS Gold has an app that works best on Android powered tablets (i.e. Samsung tablets, Kindle Fire HDX, ASUS Transformer Pad, Nexus 7 or Toshiba Excite 7) and Apple Mobile Devices running iOS 6 or newer (i.e. iPhone 6, iPhone 6 plus, iPad Mini, iPad 3rd and 4th generation). Agencies will need a cellular data plan or access to Wi-Fi in order to use the TS Gold App on mobile devices.

J. Program Period and Budget Period

Once the agency has been notified that it has been selected, LCFC and the agency will begin negotiating a formal agreement to identify a start-up budget and timeline. The start-up period will begin July 27, 2015 and include necessary facility improvements, classroom set-up, teacher training, and recruitment of children and families.

Agencies with signed agreements that are determined to be ready to serve Early Head Start children will begin enrollment September 1, 2015. Full enrollment is expected by

November 1, 2015. Contracts may be renewed through the grant project period ending July 31, 2019, contingent on availability of grant funds, program and fiscal performance.

K. Acknowledgment and Late Applications

Written acknowledgment that the application was submitted by the due date will be provided upon submission. Applications submitted late will not be accepted.

L. Successful Applicants

Successful applicants will receive official notification in the form of a letter from the Associate Director of Early Childhood for LCFC. The selected service providers will be required to enter into an agreement outlining the purchase of services(s) and specifying the terms under which funds will be reimbursed. A signed contract with The Board of Lucas County Commissioners as Administrative Agency to the LCFC allows for expenditure of contract funds.

M. Unsuccessful Applicants

Applicants that will not be funded for the program period will receive written notification in the form of a letter from the Associate Director of Early Childhood for LCFC. Final awards/agreements are at the sole discretion of LCFC. There will be no appeal of LCFC's decision.

N. Review Criteria and Selection Process

Child care partners will be selected through a multiple phase process. The first phase of the process will be a review of the application. The application review criteria are provided in Appendix B. Applications will be judged according to the extent to which the applicant agency demonstrates:

- Application format meets requirements of RFA
- Quality child care services
- Ability to recruit, serve, and maintain services to the EHS-CCP target population (ages 6 weeks – 36 months, low income, serve families residing in target zip codes)

- Strong plan for staffing and supervision, including plan for:
 - Meeting educational qualifications no later than July 31, 2016 (see details in Section H, Staffing and Staff Qualifications)
 - Increasing salaries to ensure recruitment and retention of qualified staff
 - Adding staff to ensure continuity of caregiving as well as time for teaching staff to participate in pre-service and ongoing professional development; observe, assess, and document assessments; do lesson planning based on group and individual needs; and participate in IFSP and transition meetings as needed;
- Strong plan for meeting EHS group size and ratio requirements and for the infant/toddler educational program (screening, assessment, curriculum and individualization)
- Strong budget and fiscal model (adequate and stable revenues, fiscal monitoring)
- Ability to partner with community organizations to meet the needs of children and families

The second phase of partner selection will involve a site visit and interview. Agencies that receive a score of 78 points or higher on the application will be contacted to schedule a site visit of the child care center and classroom where EHS-CCP services are proposed to be delivered, along with an interview with the center administrative staff who are most familiar with the proposed services and budget. During this time, LCFC staff will further assess the center's ability to meet the requirements described in this RFA and the applicant agency will have an opportunity to share and obtain additional information that will assist in partner selection.

In the final phase of partner selection, LCFC will select the agencies that will provide EHS-CCP services for 64 infants and toddlers and obtain approvals from the EHS Policy Committee and governing body to enter into contract negotiations with the selected agencies. The purpose of the initial contract negotiation will be to identify each agency's start-up needs, budgets, and timelines. Following the start-up period,

contracted agencies will be reimbursed at a standard rate for operating expenses incurred in the delivery of EHS-CCP services to enrolled children and families.

O. Public Records

All submitted applications are subject to open public records laws. Selected proposals may be reviewed at the LCFC office by appointment only by calling (419) 725-7194.

P. Submission of Application

The following must be submitted to the address or email address below:

1. Cover Sheet with signature (form available on Lucas County website)
2. Copy of management letter from most recent audit (if applicable)
3. Budget and Justification
4. Agency Description and Project Plan
5. EHS/Child Care Center Partnership Selection Guide

Agencies should select one method of submission:

Deliver to: Lucas County Help Me Grow
2275 Collingwood Blvd, Room #117
Toledo, OH 43620

Email to: Lori Burket, Early Childhood Program Assistant lburket@nwoca.net

III. APPLICATION REQUIREMENTS AND FORMAT

A. Formatting Requirements

1. The narrative response portion of the application must be produced on 8-1/2" x 11" plain white paper utilizing 12-point font, 1.5" line spacing and 1" margins. There is no page limit.
2. No binders may be utilized in assembling the application.
3. An individual who is authorized to contractually bind the applicant's organization must sign the cover page of the application.

B. Cover Sheet

Complete the Cover Sheet (**Attachment A**) to clearly identify Agency/organization by:

- a. Name (include dba's or aka's if they exist)
- b. Address
- c. Employer Identification Number (EIN)
- d. Tax exempt status (if applicable)
- e. Date of most recent Equal Opportunity Employment statement
- f. Must be signed by an individual who is authorized to contractually bind the applicant's organization. If submitting by email, cover sheet must be signed and scanned to email or signed electronically.

C. Budget and Finance

The Lucas County Family and Children First Council has budgeted up to \$689,472 for EHS-Child Care Partnership contracts for the initial contract period through July 31, 2016. Additionally, a total of \$58,125 has been budgeted to support centers during the initial startup phase. The following sections (a) – (f) provide information that will be important to help agencies determine how many children/classrooms the agency will propose serving. The budget that the agency prepares for this application will be utilized to gather information about current revenues and projected expenditures to provide an Early Head Start classroom based on the number of children and classrooms that the agency is proposing to serve. This will automatically result in a budget deficit. LCFC is asking the agency to budget in this manner so that LCFC has the information needed to establish a standard unit rate that the agency will use to invoice for each enrolled child per month. This standard rate will be developed based on assumptions related to enrollment, attendance rate, other sources of income including quality improvement dollars and percent of children on childcare subsidy, lost subsidy days, staffing, salary and benefits.

a. Preparation of Budget

As part of the application, the agency will need to complete an annual operational budget. In the budget preparation, the agency will provide **current** information about

annual revenues by source and amount. The template will help the applicant walk through potential revenue sources. The applicant will budget projected expenditures to reflect the total expected costs to run each proposed Early Head Start classroom of 8 children with some specific assumptions about staffing and operational costs related to each classroom (see Budget Template). The budget that the agency submits will be one in which expenditures exceed revenues (deficit budget). As the applicant prepares the budget, make sure to be as accurate and detailed as possible. Include the formulas used to arrive at costs where applicable.

In the Budget Template (provided both in Word and Excel), there are four columns. The first shows the Categories (Revenues, Expenditures, Personnel, Supplies, Equipment, Contracts, Other) and line items (e.g., Teacher Supervisor, Teacher, Diapers and Wipes, etc.). The second column provides further clarification on the definition and/or assumptions related to the specific line item. The third column is where the applicant will record the amounts projected for each line item. In the fourth column, provide a brief narrative description and, in the case of expenditures, a narrative justification for the line item. For example, when budgeting for the required two FTE Teachers for a classroom, explain how the agency arrived at the total amount that it will cost the agency for the two positions. Carefully document justifications for all projected expenditures; this will also be important in establishing a Standard Daily Rate per child.

The applicant should carefully review the budget template. If there are specific questions, submit these along with any programmatic questions the agency has within the specified period of time allowed for the electronic Q & A.

b. Standard Rate Budget (Appendix B – SAMPLE ONLY)

All agencies selected through this Request for Applications (RFA) process will be paid a daily rate per enrolled child to provide Early Head Start services based on a standardized operating budget. As stated above, the information that is provided in

the annualized operating budget will provide LCFC with important and necessary information that will help arrive at a well-supported and effective daily rate per child.

The Standard budget will assume a size of 8 children per classroom as required by federal standards. The Standard Budget also includes assumptions about other sources of revenue, including full-week *Childcare Subsidy*, *Step Up to Quality* enhancement funding, and *Child and Adult Care Food Program* reimbursement. If selected for a contract, the agency will be required to provide quarterly financial reporting that will allow us to closely monitor key assumptions that are built into the standard budget, ensure that all providers are covering all allowable costs, and that EHS funds are being used only to support EHS program requirements.

c. Startup Budget

The LCFC has prorated 2 months of operating budget to support recruitment, orientation and training of new staff, setting up rooms, equipment (copier, computers, etc.), supplies and other related costs necessary to deliver EHS services. This amount will be allocated to contracted agencies at an average rate of \$908.21 per child the provider is contracted to serve.

d. Facility Enhancement Funds

LCFC has allocated \$60,000 in funding to help support necessary improvements to both building and playground. This may include equipment such as a ramp for infant/toddler classroom to meet licensing standards, playground resurfacing, or other facility needs. The allocation of these funds will be determined after providers have been chosen and based on proposed needs.

e. Administrative Costs

The Head Start Act in Section 644(b) and Head Start regulation 45 CFR 1301.32 limit the amount of funds that may be charged as development and administrative costs to 15% of the total costs of the program. Agencies must have a system in place, including adequate procedures, to ensure that the 15% administrative costs

limitation requirement is met to avoid non-compliance. The Standard Rate budget includes an assumption of 7% administrative costs. For further information and definitions related to administrative costs go to the Office of Head Start's Early Childhood Learning & Knowledge Center (ECLKC) at <http://eclkc.ohs.acf.hhs.gov/>, T/TA Resources, PMFO.

f. Non-Federal Share

The Head Start Act requires a 20% non-federal match to funding provided by Head Start. This match can be any combination of cash or in-kind contributions, but must be well documented by the program. There are also very specific requirements related to the valuation of in-kind contributions. One of the largest sources of in-kind contribution is parent time, e.g., participation in Parent Committees, Policy Committee, volunteering in the classroom and time spent with their children on curriculum related activities. If chosen as a provider the LCFC will work with the agency to provide technical assistance and tools for tracking and reporting non-federal match. Further information, clarifying definitions, and audit requirements related to non-federal match may also be found at the Office of Head Start's ECLKC website referred to in the previous section on administrative costs.

D. Agency Description and Project Plan

In order to obtain a comprehensive description of the agency's child care program and enable Lucas County Family Council to select the agencies with the best fit for the EHS-CCP program, please complete the following:

1. EHS-Child Care Center Partnership Selection Guide

If the applicant agency received a copy of the attached guide (**Attachment C**) from Lucas County Family Council at the time of the EHS-CCP grant application, completed and submitted it, review and update the guide based on current information and the information provided in the Request for Applications. If the guide was not received or not completed previously, complete and submit the guide with the agency's application in order to be reviewed.

2. Project Plan

Provide a detailed narrative describing the agency's current child care program, the children and families who are currently served, and the plan for meeting the requirements of the EHS-CCP program described in this Request for Applications and on the EHS National Resource Center website at <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc> . Make sure to address the following areas in the project narrative:

- Organizational description including location and service area;
- Estimated number of enrolled children who reside in the target zip codes: 43604, 43605, 43608, 43620;
- Current licensing, SUTQ and CACFP status;
- Current number of infant and toddler classrooms and number of proposed classrooms of eight infants and toddlers;
- Within proposed classrooms, number of EHS eligible children to be served (based on number living in poverty, receiving TANF or SSI benefits, homeless or in foster care). Requirement is minimum of 8 EHS children per site;
- Plan for ensuring adequate staffing to meet the following requirements: (1) maintaining 1:4 ratio at all times, (2) providing time during work day for screening, assessment, planning and documentation, (3) attending pre-service and ongoing professional development, and (4) conducting two home visits and two parent-teacher conferences with each child's family at times convenient for families;
- Staffing plan for other required functions: (1) direct supervision of teaching staff (including observations, supportive supervision, performance reviews and professional development plans), (2) data entry in both Child Plus and TS Gold systems (see Technology section), (3) monitoring of program performance, and (4) preparation of invoices and fiscal monitoring; and
- Specific experience serving children categorically eligible for EHS: children who are homeless, children with disabilities, children in foster care, parents receiving TANF or SSI.

E. Liability Coverage

Prior to contracting, the agency/organization must demonstrate that it carries reasonable amounts of student accident insurance and liability insurance for accidents on their premises. Certificate of Insurance from the organization's insurance carrier must be submitted with the contract if selected. In addition, Lucas County must be identified as an additional insured for the period August 1 through July 31, 2016.

IV. ATTACHMENTS AND APPENDICES

A. Attachments

1. **Attachment A:** Cover Sheet
2. **Attachment B:** Budget Template
3. **Attachment C:** EHS-Child Care Center Partnership Selection Guide

B. Appendices

1. **Appendix A:** Summary of Selected Head Start Program Performance Standards
2. **Appendix B:** Application Review Form
3. **Appendix C:** Standard Rate Budget

**Appendix A – Center-Based EHS
Summary of Selected
Head Start Program Performance Standards**

Purpose and Goals

Early Head Start (EHS) provides early, continuous, intensive, and comprehensive child development and family support services to low-income pregnant women, infants and toddlers, and their families. The goals of EHS are to:

- ***Provide safe and developmentally enriching caregiving*** which promotes the physical, cognitive, social and emotional development of infants and toddlers, and prepares them for future growth and development;
- ***Support parents*** in their role as primary caregivers and teachers of their children, and families in meeting personal goals and achieving self-sufficiency across a wide variety of domains;
- ***Mobilize communities*** to provide the resources and environment necessary to ensure a comprehensive, integrated array of services and support for families; and
- Ensure the provision of high quality responsive services to families through the development of ***trained and caring staff***.

Head Start Program Performance Standards

Agencies that are contracted with Lucas County Family Council (COUNCIL) for the delivery of Early Head Start (EHS) services are responsible for complying with all applicable provisions of the Head Start Program Performance Standards (HSPPS) located at 45 CFR Chapter VIII, Parts 1304-1308 (available at <http://eclkc.ohs.acf.hhs.gov/hslc/standards/hspps/45-cfr-chapter-xiii>). The HSPPS were established to provide guidance in implementing all requirements of program administration and grants management contained in the Head Start Act. Early Head Start programs must work toward fully implementing the HSPPS as quickly as possible in order to achieve positive outcomes for both children and families.

The current Appendix summarizes and/or paraphrases certain obligations of COUNCIL and PROVIDER. *COUNCIL will provide written plans, policies and forms to accompany these standards as early as possible during the contract period.*

**ELIGIBILITY, RECRUITMENT, SCREENING, ENROLLMENT AND ATTENDANCE
(ERSEA) HSPPS, CFR 45, PART 1305**

The program is responsible for assessing its community and recruiting children and families who are most in need, including families below the poverty line, children with disabilities, families that are homeless, and pregnant women.

The program establishes procedures for verifying eligibility and selecting the children and families to be enrolled in their EHS programs. Programs monitor attendance and conduct appropriate follow-up with families when attendance issues arise.

Recruitment and Selection - The program implements practices to ensure eligible children and pregnant women are recruited and given priority for enrollment.

COUNCIL	PROVIDER
Coordinates and defines overall ERSEA policies, procedures, staff and management tasks for program.	Participates in recruitment and enrollment activities. Coordinates with current programs for pregnant women, infants & toddlers to sustain sufficient recruitment, avoid duplication, and limit confusion.
Establishes selection and priority criteria developed based on community needs. (See Appendix F). The criteria will include child age, family income and categorical eligibility, as well as any locally determined priorities. Determines how the program ensures children who are below the poverty line or are categorically eligible are enrolled before other children. Defines decision making process for enrolling children whose family income is above 100% of poverty. Ensures 10% enrollment of children with disabilities for whole program. Conducts outreach to families of children with disabilities.	Recruits families who fit into priority enrollment categories from within center. Offers priority placement for EHS eligible children when child care slots become available.
Trains PROVIDER staff in recruitment practices for age and income eligible children as needed.	Ensures all staff responsible for recruitment possess skills and knowledge to meet recruitment and enrollment objectives.
Provides recruitment staff, including Spanish speaking staff, to coordinate and engage in ongoing recruitment efforts.	Continues recruitment efforts through the year to help maintain PROVIDER enrollment.
Conducts community outreach to identify underserved populations and ensure eligible children enter the program as vacancies occur.	With consent, provides names and contact information for potentially eligible EHS children to COUNCIL and maintains information in confidential location.

<p>Develops and maintains program’s active waiting list at all times. Uses priority selection criteria to fill vacancies as they occur.</p>	
<p>Eligibility- <i>The program verifies eligibility and enrolls children and pregnant women according to Federal regulations.</i></p>	
<p>Ensures that children who are income- and categorically eligible are enrolled prior to children who are above poverty.</p>	<p>Obtains parents' consent to share EHS enrollment information, health data, developmental screening, and IFSP's with COUNCIL.</p>
<p>Uses income information obtained by PROVIDER for subsidy application to establish EHS income eligibility. Obtains any documents from parents necessary to assure compliance with EHS income guidelines.</p>	<p>Assesses family’s subsidy eligibility status and assists family to secure subsidies.</p>
<p>Enrollment - <i>The program has practices in place to ensure funded enrollment and at least 10% of enrollment of children with disabilities.</i></p>	
<p>Makes final determination for enrollment into EHS. Maintains enrollment records that include verification of family income, birth date of each child and other information.</p> <p>Ensures program meets 100% of its funded enrollment and maintains an active and ranked waiting list at all times, with ongoing activities and community outreach to identify underserved populations and ensure that eligible children enter the program as vacancies occur.</p>	<p>Offers enrollment in EHS classroom after final determination made by COUNCIL.</p> <p>Notifies COUNCIL of anticipated vacancies within two (2) business days of receiving information from family.</p> <p>Works with COUNCIL staff to identify disabilities and suspected delays in EHS enrolled children.</p>

Attendance and participation - <i>The program monitors daily attendance for center-based programs and ensures that no child's enrollment is contingent on payment of a fee.</i>	
Provides access to, training, and ongoing support in using web-based ChildPlus system for entering attendance and other data.	Designates one primary ChildPlus staff person for training and entering attendance data.
<p>Monitors attendance records for verification.</p> <p>Records program's monthly average daily attendance to determine whether it falls below 85 percent.</p> <p>When program's monthly average daily attendance falls below 85%, analyzes the patterns of and causes for absenteeism, and how COUNCIL and PROVIDER support families in instances where children have 4 or more unexcused absences.</p> <p>Contacts parents whose children have 4 or more consecutive unexcused absences to identify reasons for absences and provide family support.</p>	<p>Maintains attendance records showing dates, times, and parent signature for each EHS enrolled child in attendance.</p> <p>Enters all attendance data into ChildPlus by 10:00 AM Monday morning (or the following day if closed Monday) of each week.</p> <p>Maintains an average daily attendance of 85% of enrolled EHS children.</p>
Monitors PROVIDER invoices for fees.	Avoids charging fees to families for the EHS portion of day (late fees, registration fees, money for field trips, etc.). Uses EHS reimbursement to pay for any applicable fees that would be charged.
<p>Develops transportation policy and procedures to ensure parents who experience transportation challenges are provided support in ensuring their child is able to attend program activities.</p> <p>If a parent has transportation challenges, works with family to overcome any challenges to their child's attendance, due to transportation.</p>	Provides assistance to families to ensure children are able to attend program activities outside center hours or away from center location.

EARLY CHILDHOOD DEVELOPMENT AND HEALTH

SUBPART B, 1304.20-.24

The program supports the physical, social, emotional, cognitive, and language development of each child, increasing the odds of healthy overall development. Parenting education and the support of a positive parent-child relationship are critical to this cornerstone.

Education - *The program uses a responsive, age appropriate infant/toddler curriculum which is built on a philosophical foundation that incorporates responsive and sensitive care, and safe, interesting, and developmentally appropriate environments; promotes learning and relationship-building; allows for caregivers to follow the daily individual routines of the child (e.g., feeding, napping, diapering); and integrates parents, family members, and caregivers as central to the curriculum.*

<p>Monitors ratios to ensure compliance.</p> <p>Provides funds to lower child to teacher ratio and maintain throughout day and week.</p>	<p>Maintains low child to teacher ratios of no more than four children to one teacher.</p>
<p>Monitors group size to ensure compliance.</p> <p>Provides funds to lower group size and maintain during EHS hours of day and throughout week.</p>	<p>Maintains small group sizes, limited to no more than 8 children.</p>
<p>Provides training on continuity of care and primary caregiving.</p> <p>Provides resources to assist with mixed age groups and staffing to support continuity of care.</p>	<p>Promotes continuity of care, which aims to expose children to a limited number of consistent teachers during their time in EHS.</p>
<p>Provides staff training and coaching on the Creative Curriculum for Infants, Toddlers and Twos.</p> <p>Monitors classroom's implementation of the Creative Curriculum.</p>	<p>Fully implements the Creative Curriculum for Infants, Toddlers and Twos.</p> <p>Works with COUNCIL staff to make necessary changes in implementing Creative Curriculum.</p>
<p>Provides guidance and support in the development of lesson plans and individualization.</p>	<p>Ensures lesson plans are completed, posted, and implemented on a weekly basis.</p> <p>Demonstrates individualization based on child assessment and other information.</p>
<p>Observes each classroom using an approved observation tool two times per year. Provides staff with results of observations. Assists with setting goals to enhance growth.</p>	<p>Meets with COUNCIL staff to review scores and develop a plan for implementing necessary changes.</p>
<p>Provides guidance to ensure two educational home visits and two parent teacher conferences are completed each year per enrolled child.</p>	<p>Completes two educational home visits and two parent teacher conferences each year per enrolled child.</p>

<p>Developmental Screening and Ongoing Assessment – The program uses standardized screening and assessment tools developed for children birth to three, to ensure early detection and appropriate responses to children’s unique skills and needs.</p>	
<p>Provides ASQ:3 and ASQ-SE screening tools.</p> <p>Monitors to ensure developmental screenings are completed within 45 days of enrollment.</p>	<p>Administers ASQ:3 and ASQ-SE with parents of enrolled EHS children within 45 days of enrollment.</p>
<p>Receives and reviews screenings. Enters results into ChildPlus for record keeping. Ensures referral for evaluation of children identified with concerns.</p> <p>Monitors to ensure results have been shared with families.</p>	<p>Encourage parents to follow through with recommended screenings and referrals. Shares screening results with families. Plans and implements strategies to support child development in areas of need.</p>
<p>Serves as liaison between EHS and Help Me Grow Early Intervention program to ensure teachers are invited to IFSP meetings and services are coordinated.</p> <p>Assists PROVIDER staff in implementing specific IFSP strategies in the classroom/center.</p>	<p>Shares screening and assessment information with IFSP team for planning. Suggests strategies to support functional outcomes on IFSP.</p> <p>Implements specific IFSP strategies in classroom/center to support IFSP outcomes.</p>
<p>Offers PROVIDER staff access to and training on Teaching Strategies GOLD, COUNCIL’s ongoing assessment system.</p>	<p>Documents and enters child assessment data into Teaching Strategies GOLD.</p>

<p>FAMILY & COMMUNITY ENGAGEMENT SUBPART C, 1304.40-.41 SUBPART D, 1304.50</p>	
<p>Family Partnerships: The program engages in a process of collaborative partnership-building with parents to identify family goals, develop individualized family partnership agreements, provide a variety of opportunities for interaction with other families and program staff throughout the year, and access community services and resources. The program provides parent involvement and education activities, welcomes parents to observe and participate in their children’s activities, and provides opportunities for parents to participate as employees or volunteers.</p> <p>Community Partnerships: The program actively engages in community planning, establishing collaborative relationships with community organizations to address health, mental health, nutrition, early intervention, family support, education, child care, and other needs. The program establishes and maintains interagency agreements related to serving children with disabilities; a Health Services Advisory Committee to address health-related needs; and transition procedures to support successful transitions into and from Early Head Start.</p> <p>Program Governance: The program establishes and maintains a formal structure of shared governance through which parents can participate in policy making or in other decisions about the program.</p>	
<p>Ensures effective systems are in place to ac-</p>	<p>Establishes internal system to promote parent</p>

<p>tively engage families in meaningful ways so they both contribute to, and actively participate in, program activities.</p> <p>Provides information and direction in developing systems for promoting partnerships and engagement with families.</p>	<p>engagement in the child care center.</p>
<p>Initiates Family Partnership Agreement (FPA) plan and process with families.</p> <p>Facilitates a strengths-based goal setting process with the parents.</p>	<p>Facilitates communication between Family Advocate and families to assist with FPA process.</p>
<p>Works with PROVIDER to plan and offer a variety of opportunities for parent/family engagement throughout year.</p> <p>Provides annual plan, guidelines, and calendar for:</p> <ul style="list-style-type: none"> • Parent orientation • Parent committees & training • Group socializations • Family events 	<p>Works with COUNCIL to plan and offer a variety of opportunities for parent/family engagement throughout the year. May offer agency sponsored activities as part of PFCE plan and calendar.</p>
<p>Supports involvement of families in all components of EHS through coordination of COUNCIL and PROVIDER staff and activities.</p> <p>Ensures children receive well-child care and immunizations following EPSDT schedule. Obtains records of child's current physical and dental exams, treatment services, and immunizations.</p> <p>Enters health information in ChildPlus.</p>	<p>Provides opportunities for families to participate in the decisions affecting their children at the center.</p> <p>Promotes children's physical and dental health at the center and with families.</p> <p>With parent consent, shares health information obtained for center requirements with COUNCIL to meet EHS requirements and reduce duplication.</p>
<p>Provides and promotes programs and resources that aid families in becoming advocates for their children/family.</p>	<p>Actively works with families to develop their advocacy skills in the context of the center.</p> <p>Shares information about advocacy-related training and resources with families to encourage participation.</p>
<p>Assists in the establishment and continuation of Parent Committee meetings at the center.</p> <p>Provides funds in PROVIDER budget: Parent stipends, snacks, childcare, and supplies for 4 meetings per year (5 parents/ \$20 per parent; Snacks/\$30/meeting; Childcare/\$25 per meeting; Supplies/\$25 per</p>	<p>Hosts Parent Committee meetings monthly with parents of currently enrolled children. Assists with child care, set up and clean up. Encourages parent nominations for Parent Council representatives.</p> <p>Invites all parents from center to have input into center's EHS program and business com-</p>

<p>meeting</p> <p>Assists with process of identifying representatives to LCFC's Policy Committee and linking representatives to Policy Committee meetings.</p>	<p>ponent of meetings.</p>
<p>Establishes an EHS <u>Health Services Advisory Committee (HSAC)</u> and ensures membership includes Early Head Start parents, professionals, and other volunteers from the community.</p> <p>Ensures HSAC informs policy regarding Health services for EHS program.</p>	<p>Assists in recruiting parents and staff members for the HSAC.</p> <p>Follows policies and procedures based on HSAC recommendations as relevant to center-based services.</p> <p>Communicates health-related needs to HSAC representatives or COUNCIL for HSAC to consider.</p>
<p>Establishes ongoing and effective partnerships with agencies and individuals that enhance child and family services, including Part C providers; TA consultants; community mental health agencies; medical and dental providers.</p> <p>Shares information about partner services and resources with PROVIDER.</p>	<p>Engages in partnerships by making referrals for services, coordinating services with partner agency, and sharing PROVIDER information with partners.</p> <p>Distributes information on community resources to each enrolled family as appropriate.</p>
<p>Provides - directly or through referrals - resources and services for families' needs, goals, and interests.</p> <p>Conducts follow-up with families to determine the effectiveness of services received.</p> <p>Promotes use of adult learning principles during planning and implementation of parent meetings, parent teacher conferences, and other activities designed to enhance parents' knowledge and skills.</p>	<p>Ensures parents have opportunities to enhance parenting skills and foster the growth and development of their children.</p> <p>Provides parents with opportunities to share concerns about their child's development.</p> <p>Partners with families to support their children's individual learning experience.</p>
<p>Provides training on cultural diversity.</p> <p>Monitors service delivery for evidence of PROVIDER staff's respect for family's diversity and cultural and ethnic background.</p>	<p>Ensures staff demonstrate respect for EHS families' diversity and cultural and ethnic background.</p>
<p>For parents of children who are Dual Language Learners, provide routine services and information to support their overall development, and their acquisition of English.</p>	<p>For parents of children who are Dual Language Learners, provide routine services and information to support their overall development, and their acquisition of English.</p>
<p>Ensures parents feel welcome in the program and program is respectful of the cultural or</p>	<p>Ensures parents feel welcome in the program and program is respectful of the cultural or</p>

<p>ethnic background of families.</p> <p>Ensures language does not create any barriers to parents' full participation in program activities through program policies, availability of interpreters and materials in multiple languages, recruitment of diverse staff, and professional development addressing linguistic diversity.</p>	<p>ethnic background of families.</p> <p>Ensures language does not create any barriers to parents' full participation in program activities through following program policies, use of interpreters, sharing materials in family's language whenever possible, and participation in professional development on linguistic diversity.</p>
<p>Ensures program provides opportunities to both children and families to increase their access to materials, services, and activities essential to literacy development.</p>	<p>Uses a variety of approaches to develop parent and child literacy skills, including:</p> <ul style="list-style-type: none"> • Daily Classroom early literacy activities • Regular parent/child literacy activities • Parent training on how to be the primary teacher for their children and full partners in child's education • Access to adult literacy programs to increase economic self-sufficiency
Transitions	
<p>Establishes and maintains program procedures to support successful transitions.</p> <p>Represents program in revising and signing Interagency Agreement with LEA's, Part C, other EHS and Head Start programs, and community partners.</p> <p>Participates in transition planning for each child. Assists in carrying out strategies to support transition goals for children and parents.</p> <p>Provides education and training to parents to prepare them to exercise their rights and responsibilities concerning the education of their children.</p>	<p>Participates in training on and follows procedures in Interagency Agreement on transition.</p> <p>Participates in transition planning for each child. Assists in carrying out classroom/center strategies to support transition goals for children and parents.</p> <p>Assists parents in communicating with pre-school teachers and other school personnel and advocating for their children.</p>
<p>Makes determinations as to whether the child should remain in EHS for additional months until he or she can transition into Head Start or another program.</p> <p>Ensures and monitors each of the following in transition planning:</p> <ul style="list-style-type: none"> • Begins at least six (6) months prior to the child's third birthday • Considers child's health status and developmental level • Shares progress made by the child and 	<p>Recommends whether the child should remain in EHS for additional months until he or she can transition into Head Start or another program.</p> <p>Begins transition process with child/family at least six (6) months prior to the child's third birthday</p> <p>With consent, shares information and records to assist in transition planning, including child's health status, developmental level, and progress made by the child while in EHS.</p>

<p>family while in EHS</p> <ul style="list-style-type: none"> • Considers availability of Head Start and other preschool services in the community 	
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<p>CHILD NUTRITION SUBPART B 1304.23</p>	
<p>The program works with families to identify and address children’s individual nutritional needs.</p>	
<p>The program designs and implements a nutrition program that meet nutritional needs and feeding requirements, including those of children with special dietary needs and children with disabilities and taking into account cultural and ethnic preferences. The program provides appropriate snacks and meals during group socialization activities and promotes dental hygiene in conjunction with meals.</p>	
<p>The program provides parent education activities that include assisting families with food preparation and nutritional skills.</p>	
<p>Assists, as needed, with developmentally appropriate nutrition activities and menu planning.</p> <p>Shares current trends in EHS service delivery related to nutrition curriculum, resources and referrals.</p>	<p>Plans to meet between 1/3 to 2/3 of a child's daily nutritional needs.</p> <p>Provides meals and snacks that comply with USDA guidelines and practices in conjunction with participation in CACFP.</p> <p>Completes menus monthly.</p>
<p>Completes a nutritional needs assessment with families.</p> <p>Plans and offers nutrition education to families and children in coordination with PROVIDER.</p>	<p>Plans and offers nutrition education to families and children in coordination with COUNCIL.</p> <p>Encourages participation in nutrition education program for families and children.</p>
<p>Assists in planning family style meals to meet EHS standards.</p>	<p>Provides meals according to family style meal standards.</p>
<p>Monitors the reimbursements from CACFP to ensure PROVIDER is accessing fully.</p>	<p>Secures full reimbursement for cost of food and formula from CACFP.</p>
<p>CHILD HEALTH & SAFETY SUBPART B, 1304.22</p>	
<p>The program ensures child health and safety through (a) establishing conditions of short-term exclusion from group experiences when a child has a short-term injury or contagious illness that poses significant risk to child or others and that cannot be readily accommodated, (b) preventing</p>	

<p>injuries through staff and volunteer training and incorporating safety awareness into child and parent activities, (c) ensuring hygiene through proper hand washing, handling of blood and bodily fluids, diapering and toileting procedures, and (d) providing readily available, well-supplied first aid kits at facilities and on outings.</p>	
<p>Provides direction and guidance in establishing procedures and practices to responding to medical and dental health and child safety.</p>	<p>Establishes and maintains procedures and practices for responding to medical and dental health needs and safety of EHS children.</p> <p>Posts policies and plans for medical, dental, and other emergencies.</p>
<p>Ensures all EHS children have a completed physical exam at time of enrollment or within 30 days of enrollment.</p> <p>Provides training on health requirements and procedures.</p>	<p>Assists with obtaining completed physical exam records. Gives copies to COUNCIL Family Advocate for enrollment and data entry. Maintains original copies of all health records.</p> <p>Participates in COUNCIL training on health requirements and procedures.</p>
<p>Ensures children have all health screenings within 45 days from the date of enrollment.</p> <p>Follows up on health services provided to EHS children within 60 days.</p>	<p>Provides access to a space where health screenings can be conducted as needed.</p>
<p>Provides parents with information on the types of screenings their child will be receiving and the results of the screenings.</p> <p>Where applicable, provides parents with the purpose of any follow up evaluations and the subsequent results of the follow up evaluations.</p>	<p>Involves parents in screening, referral, and evaluation process for their child.</p>
<p>Develops written policy and procedures for administration of medication.</p> <p>Ensures PROVIDER staff receive training on administration of medication.</p>	<p>Follows procedures for administration of medication.</p> <p>Participates in training on administration of medication.</p>
<p>Develop and implement a plan to foster safety awareness for children, staff, parents and volunteers.</p>	<p>Develop and implement a plan to foster safety awareness for children, staff, parents and volunteers.</p>
<p>Provides toothbrushes, toothbrush holders and toothpaste for classes with EHS children.</p>	<p>Ensures daily tooth brushing in conjunction with meals.</p>
	<p>Provides diapers, wipes, and formula during EHS portion of day.</p> <p>Informs parents of what the program will provide and what the responsibility of the</p>

	parents is.
CHILD MENTAL HEALTH SUBPART B, 1304.24	
<p>The program works collaboratively with parents to assess and address children’s mental health needs, including child behavior, separation and attachment, appropriate responses to child behavior, strengthening nurturing, supportive environments and relationships in home and program, and understanding children’s mental health issues.</p>	
<p>The program uses mental health professionals to provide a regular schedule of onsite mental health consultation on program practices, promoting children’s mental wellness/social emotional development, providing special help for children with atypical behavior or development, and utilizing other community mental health resources as needed.</p>	
<p>Secures services of a mental health professional to provide regularly scheduled, ongoing expertise and oversight in the area of mental health services.</p> <p>Supports PROVIDER staff and families in responding to challenging behaviors in children.</p> <p>Coordinates regular schedule of mental health consultations at PROVIDER site. Plans and implements program practices based on consultant recommendations.</p> <p>Through mental health consultation:</p> <ul style="list-style-type: none"> • models relationship-building strategies that encourage connections for child and parent • discusses how to strengthen nurturing supportive environment in home and classroom • helps parents better understand mental health issues • supports parent’s participation in any needed mental health interventions <p>Provides training on social emotional development and mental health issues. Offers parenting education based on the expressed needs of the families.</p> <p>Designs and implements program practices that are responsive to identified behavioral and mental health concerns of individual children.</p>	<p>Conducts first home visit within 45 days of enrollment to complete ASQ-SE with parents and begin to develop relationship with child and family.</p> <p>Shares concerns and observations about challenging behaviors in children with mental health consultant and parents.</p> <p>Posts schedule of on-site mental health consultation for parents.</p> <p>Works collaboratively with mental health consultant and other mental health services.</p> <p>Helps support families in identifying techniques or strategies to address their children’s challenging behaviors and to better understand the topic of child development.</p> <p>Participates in training on social emotional development and mental health.</p> <p>Holds parent teacher conferences including (a) discussion with parents about goals for their child’s development and their developmental progress and (b) parents’ observations of their children.</p> <p>Welcomes parents at all times. Encourages parents to observe and interact with their children as often as possible.</p>

<p>Identifies and shares available community resources with staff and families. Build relationships and develops formal agreements with these agencies.</p>	
<p>Reviews ASQ-SE screening results, conducts observations as needed to help teachers determine whether a referral is needed. Ensures PROVIDER is updated on referral procedures.</p> <p>Conducts follow-up on all referrals to determine whether needed services were delivered and reasons if they were not delivered.</p>	<p>Provides opportunities for staff to discuss with parents observations and plans for working with children.</p> <p>Communicates screening results to parents. Discusses recommendations for referrals as needed.</p>
<p>Provides training for staff on positive guidance and strategies for promoting social-emotional development with infants and toddlers.</p>	<p>Uses only developmentally appropriate, positive guidance in addressing challenging behavior. Promotes social emotional development of children in EHS classrooms.</p>
<p>Ensures a procedure is in place and staff are trained on identifying and reporting Child Abuse and Neglect.</p> <p>Provides training on protective factors that prevent child abuse and neglect, strengthen parenting, and foster child development.</p>	<p>Follows program procedure for identifying and reporting Child Abuse and Neglect.</p> <p>Participates in training on child abuse and neglect prevention, identification and reporting.</p>

DISABILITY SERVICES
PART 1308, SUBPART B, D, F

The program ensures that a minimum of 10% of the total number of children actually enrolled are children with disabilities on an Individualized Family Service Plan (IFSP).

The program develops and updates annually a disabilities service plan providing strategies for meeting the special needs of children with disabilities and their parents to assure: (1) all components of EHS are appropriately involved in the integration of children with disabilities and their parents, (2) resources are used efficiently. The plan must include provisions for children with disabilities to be included in the full range of activities and services normally provided to all Early Head Start children and provisions for any modifications necessary to meet the special needs of the children with disabilities.

The program uses the disabilities service plan as a working document to guide all aspects of the program's effort to serve children with disabilities. This plan must take into account the needs of the children for small group activities, for modifications of large group activities and for any individual special help. The disability service plan must contain:

- (1) Procedures for timely screening;
- (2) Procedures for making referrals to the LEA for evaluation to determine whether there is a need for special education and related services for a child, as early as the child's third birthday;
- (3) Assurances of accessibility of facilities;
- (4) Plans to provide appropriate special furniture, equipment and materials if needed;
- (5) Strategies for the transition of children into Head Start;
- (6) Preparation of staff and parents for the entry of children with severe disabilities into EHS; and
- (7) Services to be provided directly by EHS and those provided by other agencies.

The program arranges or provides special education and related services necessary to foster the maximum development of each child's potential and to facilitate participation in the regular EHS program unless the services are being provided by Early Intervention or another agency.

The program carries out a screening process comprised of (a) screening, (b) developmental assessment, and (c) evaluation. Developmental assessment occurs throughout the year to determine progress and plan program activities. The program ensures coordination between disabilities and health services, including mental health.

The program participates in development, implementation, and review of IFSP's. Nutrition services include (a) provisions to meet special needs, (b) consultation with professionals to assist staff and parents of children with severe disabilities with feeding issues, (c) activities to help children with disabilities participate in meal and snack times with other children, and (d) prevention of disabilities with a nutrition basis.

The program involves parents in their children’s services and transition to Head Start or other preschool programs.	
<p>Develops Interagency Agreements with Head Start, all Local Education Agencies (LEAs) and other agencies within the service areas to include the following:</p> <ul style="list-style-type: none"> • Referrals for evaluations, IFSP & IEP meetings, and placement decisions • Transitions • File and resource sharing 	<p>Participates in training on and follows procedures in Interagency Agreement on transition.</p>
<p>Reviews screening results and conducts observations as needed to help PROVIDER determine whether development delay is suspected.</p> <p>Obtains parent consent to share information with early intervention or preschool program.</p> <p>Assists PROVIDER with referral process as needed.</p>	<p>Ensures staff is available to participate in IFSP meetings.</p> <p>Assists with obtaining parent consent.</p> <p>Makes referrals to early intervention or preschool special education as appropriate.</p>
<p>Provides training and technical assistance on implementing IFSP goals within the classroom.</p>	<p>Imbeds goals and objectives from child’s IFSP plan into lesson plans and classroom routines.</p>
<p>Develops disability service plan and updates annually. Ensures plan includes all of the elements in the HSPPS outlined above.</p> <p>Ensures parents of children with disabilities are Informed of their rights under IDEA and how to advocate to ensure the special needs of their children are met.</p> <p>Provides parents and staff with information to help develop their knowledge about children’s disabilities.</p>	<p>Assists COUNCIL in the development and implementation of the disability service plan.</p> <p>Engages parents in activities and communication to help build their self-confidence, skills and knowledge in accessing resources.</p> <p>Participates in training and other activities to develop knowledge and skills related to serving children with disabilities.</p>

LICENSING/STEP UP TO QUALITY

<p>Monitors PROVIDER annually for evidence of compliance with ODJFS infant toddler child care license.</p>	<p>Maintains current ODJFS infant toddler child care license, without any serious risk non-compliance.</p> <p>Provides a copy of license and most recent licensing report to COUNCIL prior to commencement of the services, and thereafter annually.</p> <p>Reports licensing serious risk non-compliance to COUNCIL within 2 business days of occurrence/notification. Submits copy of corrective action plans to COUNCIL within 2 business days of ODJFS approval.</p>
<p>Provides training and TA to support PROVIDER in meeting licensing and Step Up To Quality requirements.</p>	<p>Participates in training and TA to meet and maintain licensing and SUTQ requirements.</p>
	<p>Maintains at least a 3 star rating through Ohio's Step Up To Quality rating system. Ensures plan is in place to achieve 4 star or maintain 4 or 5 star rating, as applicable.</p>

STAFF REQUIREMENTS AND PROFESSIONAL DEVELOPMENT

PART 1304 SUBPART D
PART 1306 SUBPART B

The program ensures EHS staff have the capacity to develop caring, supportive relationships with both children and families through recruitment, hiring and orientation; on-going training, supervision, and mentoring. The program hires qualified and fairly compensated employees, provides the appropriate degree and scope of EHS training and professional development guidance and resources to advance within the child development/early childhood education career path.

Staff development will be grounded in established "best practices" in the areas of child development, family development, and community building.

The program works to retain staff for more than two years to ensure continuity of care for infants and toddlers and preserve program's investment of time and funds in staff training and development.

<p>Sets minimum salary/wage and salary range for teaching positions, reflecting competitive and fair compensation and fostering retention (Appendix F).</p>	<p>Uses salary ranges to set salaries for EHS positions. Pays teaching staff at least minimum salary/wage set by COUNCIL.</p>
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<p>Provides daily reimbursement rate to enable PROVIDER to pay minimum salary/wage and increase salaries based on career ladder.</p> <p>Provides sample job descriptions for EHS teaching and program management positions.</p> <p>Ensures EHS staff meet qualifications set by Office of Head Start and contract.</p> <p>Provides assistance with recruitment and interviewing as needed.</p>	<p>Increases EHS salaries/wages upon attainment of higher credentials (CDA to AA, AA to BA in early childhood).</p> <p>Uses sample job descriptions to ensure PROVIDER job descriptions address EHS requirements for position.</p> <p>Ensures staff who are hired for EHS program meet qualifications set by Office of Head Start and contract.</p> <p>Notifies COUNCIL of need for assistance with staff recruitment and selection.</p>
<p>Ensures both teachers and teacher assistants are trained and qualified and have, at minimum, an Infant/Toddler CDA credential or its equivalent.</p> <p>NOTE: Teacher Assistants may attain CDA within first year of hire if not held at time hired or assigned to EHS classroom.</p>	<p>Ensures both teachers and teacher assistants are trained and qualified and have, at minimum, an Infant/Toddler CDA credential or its equivalent.</p> <p>NOTE: Teacher Assistants may attain CDA within first year of hire if not held at time hired or assigned to EHS classroom.</p>
<p>Ensures EHS coordinators are familiar with infant/toddler content and knowledge so they may support teachers in creating developmentally-appropriate curricula and enriching experiences for children and families.</p> <p>Provides training and TA on supervisory techniques including reflective supervision to support PROVIDER in allowing staff to learning from their interactions with children and families, better appreciate the impact they have on those in their care, and help alleviate the stress and intensity of working with infants, toddlers, families, and colleagues.</p>	<p>Works collaboratively with EHS Coordinators to provide developmentally-appropriate curricula and enriching experiences for children and families.</p> <p>Participates in training and TA on supervisory techniques including reflective supervision.</p> <p>Provides reflective supervision to teaching staff to allow staff members to learn from their interactions with children and families, better appreciate the impact they have on those in their care, and help alleviate the stress and intensity of working with infants, toddlers, families, and colleagues.</p>
<p>Ensures each staff member has a health examination in accordance with the Head Start Program Performance Standards.</p> <p>Ensures each staff member has a criminal background check in accordance with the Head Start Program Performance Standards and ODJFS licensing requirements.</p>	<p>Ensures each staff member has a health examination in accordance with the Head Start Program Performance Standards.</p> <p>Ensures each staff member has a criminal background check in accordance with the Head Start Program Performance Standards and ODJFS licensing requirements.</p>
<p>Monitors records of certifications, degrees or awards of all persons employed by PROVIDER</p>	<p>Maintains records of certifications, degrees or</p>

to provide proof of qualifications for EHS and child care licensing.	awards of all persons employed by PROVIDER to provide proof of qualifications for EHS and child care licensing. Makes records available to COUNCIL or grantee on request.
Makes Head Start standards of conduct available to PROVIDER. Ensures EHS staff sign standards of conduct statement. Provides training on standards of conduct, professional ethics, confidentiality, and staff-family boundaries.	Ensures employees sign Head Start standards of conduct statement. Participates in training on standards of conduct, professional ethics, confidentiality, and staff-family boundaries.
Develops staff development plan so teaching professionals can continue their education and continuously improve services to families. Ensures teaching staff obtain a minimum of 15 hours of professional development each year. Provides training for PROVIDER staff to participate in across all areas of Early Head Start program operations, standards and regulations.	Participates in all required EHS professional development activities offered by COUNCIL. Ensures teaching staff obtain a minimum of 15 hours of professional development each year. Maintains documentation in staff files.
Provides resources, as available, for PROVIDER staff to obtain CDA (application or renewal fee and books after TEACH scholarship for one staff per year); Associate's or Bachelor's Degree (tuition reimbursement upon completion of course leading to CDA or degree for one staff per year). NOTE: Resources available after TEACH scholarship applied for and if approved, utilized. Provides reimbursement for staff trainings including those required for licensing (first aid/CPR, child abuse, and communicable disease).	Encourages and supports teaching staff in achieving additional coursework in Early Childhood Education up to a BA. Makes teaching staff aware of TEACH and COUNCIL resources available for education. Makes funding request following COUNCIL procedures.
Provides sample performance appraisals and professional development plans. Provides TA on conducting performance appraisals and developing PD plans as needed. Assists teacher supervisors in addressing performance concerns as needed. Monitors performance appraisals and professional development plans.	Completes staff performance appraisals and professional development plans in the 1 st quarter of each calendar year. Conducts annual performance appraisals of EHS staff and makes results available to COUNCIL for review.
Reviews staff retention patterns and provides	Actively works to retain EHS staff through

guidance on improving retention as needed.	supportive/reflective supervision, encouraging professional development/educational opportunities, providing for sufficient planning and training time, and cultivating a positive work climate.
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FACILITIES
PART 1304

The program ensures facilities offer an adequate and safe space for exploration and learning, such as appropriate classroom size, a designated quiet space for cribs and adjustable lighting in infant/toddler rooms, and safe and age-appropriate outdoor space.

<p>Monitor facilities for meeting standards.</p> <p>Provides start up and daily reimbursement rate to assist in meeting facilities standards specific to EHS.</p>	<p>Arranges for and makes changes necessary to meet EHS facilities requirements for both indoor and outdoor environment for EHS children.</p> <p>Provides proper storage of breast milk and formula.</p>
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MANAGEMENT SYSTEMS AND PROCEDURES
PART 1304 SUBPART D

The program develops and implements an ongoing process of program planning, systems of communication, record-keeping and reporting systems, self-assessment and monitoring.

<p>Program Planning: Develops and implements process of program planning including community assessment, program goals and objectives, and written plans.</p>	<p>Participates in program planning.</p> <p>Follows written plans.</p>
<p>Communications: Establishes and implements systems to ensure timely and accurate information provided to parents, policy groups, staff and general community.</p> <p>Provides contract funds for interpreter services and assistance in identifying interpreters.</p> <p>Develops mechanisms for regular communication among COUNCIL and PROVIDER staff to facilitate quality outcomes for children and families.</p> <p>Ensures PROVIDER receives all relevant regulations, policies, and other pertinent communications in a timely manner.</p>	<p>Engages in effective, two-way communication with parents throughout program year in parents' primary or preferred language or through an interpreter, to the extent feasible.</p> <p>Provides information requested by COUNCIL for program and financial reporting to COUNCIL governing body and Policy Committee.</p> <p>Promotes regular communication among staff and with COUNCIL to facilitate quality outcomes for children and families.</p>
<p>Record-Keeping: Establishes and maintains systems to provide accurate and timely information regarding children, families, and staff and ensure appropriate confidentiality of this information.</p>	<p>Follows record-keeping system.</p> <p>Maintains confidentiality of child, family and staff records.</p>

Maintains records such as eligibility and enrollment, and PROVIDER monitoring.	Maintains records such as emergency contact information, including health records, food intolerance and preferences, emergency health providers, signed parental consent for releases, and records related to special health and developmental needs of individual children.
Maintains documentation of services provided by Family Advocate.	Maintains home visit and parent teacher conference documentation.
Establishes and maintains systems for reporting financial status and program operations, annual self-assessment, ongoing monitoring, deficiencies identified and corrective action plans.	Provides COUNCIL with information needed for financial and program reporting. Participates in annual self-assessment and ongoing monitoring processes. Works with COUNCIL to address any deficiencies identified through monitoring, including implementation of corrective action plans as necessary.
Provides report templates and timelines.	Submits all required reports electronically and in paper in a timely manner.
Schedules, plans and facilitates EHS partner meetings.	Attends all scheduled Early Head Start partner meetings.
Conducts an annual Self-Assessment and Quality Improvement Plan.	Participates in the annual Self-Assessment and Quality Improvement Planning.
<p>Inspects and monitors PROVIDER through record review and site visits as necessary to ensure full compliance with grantee contract and Head Start Program Performance Standards, including but not</p> <ul style="list-style-type: none"> • Monthly review of child/family records through ChildPlus • Periodic file review • Regular observations of classroom quality and teacher-child interactions • Health and safety monitoring of PROVIDER's facilities <p>Provides specific training and TA to address any concerns identified during monitoring.</p> <p>Develops corrective action plans to address any serious or ongoing concerns identified through monitoring.</p>	<p>Maintains child/family and personnel records and other documentation related to service delivery.</p> <p>Permits COUNCIL to monitor any and all records and facility required for delegate and grantee oversight.</p> <p>Agrees to rectify any violations or deficiencies identified through monitoring by participating in training and TA and/or implementing corrective action plan as applicable.</p>

STANDARD RATE BUDGET
Early Head Start Standard Classroom of 8
Assumptions and Budget

CENTER STANDARD BUDGET FOR ONE CLASS OF 8 INFANT & TODDLERS Assumes a 6 hour EHS classroom day with subsidies covering a full working day 10 hours

Standard Infant/Toddler Classroom of 8 Budget

ITEM	DESCRIPTION	BASE	FACTOR	
Days of Care	Number of days per year projected to attend	260	90%	250
Percentage of children on subsidy	at any given point in time		85%	
# of Days Covered by Subsidy				213
Estimates for Subsidy Lost				
% of Children Who Fall off of Subsidy			15%	
Estimate for # Days to Cover for Lost Subsidy				38
Estimate # of Days for Total Children for Lost Subsidy				300
Total of all children eligible for SUTQ Enhancement whether on or off subsidy				100%
Projected Enrollment				8
EHS Kids only				8
Classroom #1 (Infants 6wks to 18 mths)	EHS kids only			4
Classroom #2 (Toddlers 18mths to 3yrs)	EHS kids only			4
REVENUES			Daily Rate	
Parent Co-Fees	Factored into full week subsidy			
Other Income/Inkind	Revenue from sources grants, contributions, donations			\$6,146
Child Care Assistance (CCAP)	USDA reimbursement	\$5.33		\$10,660
CCDBG Subsidy Payment - Infant	Rate x % of Subsidy Eligible	\$32.92		\$27,982
CCDBG Subsidy Payment - Toddler	Rate x % of Subsidy Eligible	\$30.10		\$25,585
Step Up to Quality 3 Star - Infant	Quality Enhancement 3 Star Rate for # days/infant	\$4.94	15%	\$4,938
Step Up to Quality - Toddler	Quality Enhancement 3 Star Rate for # days/toddler	\$4.52	15%	\$4,515
SUTQ Annual Quality Award	Flat Annual rate per child	\$450.00	8.00	\$3,600
SUBTOTAL NON EHS REVENUE				\$83,426
EHS Enhancement Funds	For Program and Individual Child			\$67,000
EHS Payment to cover loss of subsidy	Infant	\$32.92	38	\$4,938
EHS Payment to cover loss of subsidy	Toddler	\$30.10	38	\$4,515
TOTAL EHS FUNDS	% of Total Revenue	\$ 38.23	48%	\$76,453
TOTAL REVENUE				\$159,879
EXPENDITURES				
PERSONNEL				
Teacher Supervisor	Expensed within Admin Rate	0.15		\$5,486
Lead Teacher	Associates or higher; 25% of set salary range; EHS enhanced wages	1.00		\$26,883
Assistant Teacher	Infant/toddler CDA Required or enrolled in AA Program or CDA Program; 25% of set salary range; EHS enhanced wages; full-time	2.00		\$46,096
other				
Subtotal PERSONNEL				\$78,466
FRINGE BENEFITS	Includes FICA, Unemployment, Workers Comp, Health/Dental, Retirement or PERS, and life insurance		37%	
Subtotal FRINGE BENEFITS				\$28,875

STANDARD RATE BUDGET
Early Head Start Standard Classroom of 8
Assumptions and Budget

CENTER STANDARD BUDGET FOR ONE CLASS OF 8 INFANT & TODDLERS Assumes a 6 hour EHS classroom day with subsides covering a full working day 10 hours **Standard Infant/Toddler Classroom of 8 Budget**

ITEM	DESCRIPTION	BASE	FACTOR	
TRAVEL (out of town)	Staff travel, mileage, hotel, per diem			\$1,000
EQUIPMENT (over \$5000)				\$0
SUPPLIES			Months	
Office Supplies & Postage	Routine consumable office supplies, computer/printer replacement & supplies & postage	\$125	12	\$1,500
Classroom supplies	Routine educational supplies	\$150	12	\$1,800
Nutritional Food	reimbursement for			\$10,660
Diapers & wipes	\$40/month X 12 mths X 8 Children			\$3,840
Infant Formula	\$22*12*4 infants			\$1,056
Playground equipment	maintenance and replacement costs	\$75	12	\$900
Dues and Subscriptions	educational publications and professional memberships	\$20	12	\$240
Cleaning supplies	routine cleaning supplies	\$20	12	\$240
Training and professional development	routine Quality and licensing training	\$115	12	\$1,380
Subtotal Supplies				\$21,616
CONTRACTUAL	vendors for language interpretation, accounting, legal & other	\$325	12	\$3,900
OTHER			Months	
Substitutes	Est # hours to cover teacher absences for vacation, sick and training	30	12	\$4,653
Substitutes	Est 3 hours for covering teacher doing two home visits per year for EHS children	48	0	\$620
Local Travel	Teacher required EHS home visits (miles x rate x 2 visits per family per year)	160	\$0.56	\$90
Insurance Expense-liability	Routine annual costs	\$100	12	\$1,200
License and Permits	Routine annual costs	\$20	12	\$240
Occupancy	Rent, utilities, maintenance; Classrooms must have minimum of 35 square feet per child.	\$500	12	\$6,000
Telephone & Internet Expense	Routine charges	\$100	12	\$1,200
Computer maintenance and replacements	Routine charges	\$100	12	\$1,200
Advertising and Promotion	Staff and Family Recruitment	\$20	12	\$240
Background checks	Personnel Hiring Requirement	\$10	12	\$120
Sub Total Other				\$15,563
TOTAL DIRECT CHARGES				\$149,420
Admin Fee	fiscal, admin, receptionist support and oversight	7%		\$10,459
GRAND TOTAL				\$159,879
REVENUE OVER COSTS				\$0
Annual Cost Per Child All Costs	Based on TOTAL COSTS			\$19,985
Daily Rate Per Child All Costs	Total Center with EHS Enhancements			\$79.94
Daily Rate for EHS Funds only	Total days / EHS revenue / by child			\$38.23
Annual Cost Per Child EHS Funds only	Based on total EHS Funds and the # of children			\$9,558

	PROVIDER	# of Children	Total Budget
Total Annual Reimbursement Based on Daily Rate	PROVIDER X	8	\$76,460

* NOTE: Due to rounding the on the daily rate, which actually comes out as \$22.2266 the total amount is \$14 less than \$38.23 exactly multiplied by 16 children x 250 days

**Application Review Form
Lucas County Family Council
Early Head Start-Child Care Partnership**

Applicant Organization _____
Submission Date _____ May _____ June

Max. Points	High	Mod High	Ave	Below Ave	Poor	Unaccept
5	5	4	3	2	1	0
Application Format	<i>Cover page signed, format specifications met, and documents named appropriately</i>					
20	20-18	17-14	13-11	10-7	6-4	3-0
Quality Child Care Services	<i>Demonstrated potential for high quality services such as: SUTQ status current and applied for; NAEYC accreditation; teacher qualifications; group size and ratio; family support services.</i>					
10	10-9	8-7	6-5	4-3	2-1	0
Recruitment and Retention	<i>Ability to recruit, serve and maintain services to EHS CCP target population</i>					
20	20-18	17-14	13-11	10-7	6-4	3-0
Staffing and Supervision	<i>Plan for meeting educational qualifications; increasing salaries; and ensuring adequate staffing for continuity of care, professional development, planning, and team meetings.</i>					
20	20-18	17-14	13-11	10-7	6-4	3-0
Group Size, Ratio and Educational Program	<i>Plan for meeting group size and ratio requirements; developmental screening, ongoing assessment, curriculum and individualization.</i>					
20	20-18	17-14	13-11	10-7	6-4	3-0
Budget and Fiscal Model	<i>Budget & budget justification: addressed program requirements adequately; projected revenues adequate for maintaining cost per child; projected costs are reasonable, allowable, and allocable.</i>					
	<i>Partner Selection Guide: Defined funding sources for center operations; utilizes subsidy for majority of enrolled children; able to help families maintain subsidy funding; described cost allocation methods</i>					
20	20-18	17-14	13-11	10-7	6-4	3-0
Community Partnerships	<i>Able to partner with community organizations to meet needs of children and families.</i>					
115 Total Points	115-96	95-78	77-58	57-39	38-20	19-0