HEAD START STAFFING PATTERNS AND PROGRAM OPTIONS
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PART 1306.2   HEAD START STAFFING PATTERNS AND PROGRAM OPTIONS

SUBPART A - Purpose and Scope
This Part sets forth requirements for Early Head Start and Head Start program staffing and program options that all Early Head Start and Head Start grantee and delegate agencies, with the exception of Parent Child Center programs, must meet. The exception for Parent Child Centers is for fiscal years 1995, 1996, and 1997 as consistent with section 645A (e) (2) of the Head Start Act, as amended. These requirements, including those pertaining to staffing patterns, the choice of the program options to be implemented and the acceptable ranges in the implementation of those options, have been developed to help maintain and improve the quality of Early Head Start and Head Start and to help promote lasting benefits to the children and families being served. These requirements are to be used in conjunction with the Head Start Program Performance Standards at 45 CFR Part 1304, as applicable.

SUBPART B - Head Start Program Staffing Requirements

<table>
<thead>
<tr>
<th>Head Start Performance Standard Number</th>
<th>Who is Responsible</th>
<th>Who Implements</th>
<th>Timelines or On Going</th>
<th>Form Name</th>
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<tr>
<td>1306.20 (a) (b) (c) (d) (e)</td>
<td>Coordinators</td>
<td>Teachers</td>
<td>Ongoing</td>
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PROGRAM STAFFING PATTERNS

Rules & Regulations:

(a) Grantees must meet the requirements of 45 CFR 1304.52(g), Classroom staffing and home visitors, in addition to the requirements of this section.
(b) Grantees must provide adequate supervision of their staff.
(c) Grantees operating center-based program options must employ two paid staff persons (a teacher and a teacher aide or two teachers) for each class. Whenever possible, there should be a third person in the classroom who is a volunteer.
(d) Grantees operating home-based program options must employ home visitors responsible for home visits and group socialization activities.
(e) Grantees operating a combination program option must employ, for their classroom operations, two paid staff persons, a teacher and a teacher aide or two teachers, for each class. Whenever possible, there should be a third person in the classroom who is a volunteer. They must employ staff for home visits who meet the qualifications the grantee requires for home visitors.
(f) Classroom staff and home visitors must be able to communicate with the families they serve either directly or through a translator. They should also be familiar with the ethnic background of these families.

The Home Based Teachers in both Head Start and Early Head Start are supervised by the Home Based Education Coordinator. The Center Based Teachers, Teacher Aides, Bus Monitors, and Cooks at Pittsfield, Beardstown, Carthage, Camp Point, and Macomb Centers are supervised by Site Supervisors.
Family Advocates are supervised by the Social Service Coordinator and Center Based Transporters are supervised by the Parent Involvement Coordinator.

The Site Supervisors are responsible for the day to day operations and programming of the centers, and they are supervised by the Education Operations Coordinator.

Education Coordinators and Site Supervisors train, supervise, and evaluate performance of assigned educational staff to ensure quality programming. Teachers on permanent status will be observed and record monitored a minimum of two (2) times during the program year. New teaching staff on probationary status will be observed and record monitored a minimum of three (3) times during the probationary period.

Each Head Start Home Based Teacher (home visitor) visits 10 assigned families (10-11 children) once each week for 1 ½ hours, 32 weeks per year, and provides sixteen (16) group socialization activities. Center Based Teachers and Teacher Aides conduct classroom program 4 to 5 days per week for 3 ½ to 10 1/2 hours each day. Whenever possible, a parent or community volunteer participates in classroom activities. The Center Based Teacher holds home visits with assigned families, a minimum of twice per year.

Each Home Based teacher, for Early Head Start, (Home Visitor) visits 10 assigned families/pregnant women (10-11 children) once each week for a minimum of 1 ½ hours, 48 weeks per year, and provides 24 socializations. Frequency and duration of visits for prenatal or newborns may vary according to family needs. Center Based EHS Teachers will conduct classroom program 5 days per week with care available for Children up to 10 ½ hours each day. A Center Based Teacher for EHS will carry a maximum of 4 children in their caseload. The EHS CB Teacher holds home visits with assigned families, a minimum of two per year.

Classroom staff, Family Advocates, and Home Based Teachers must be able to communicate with the families they serve. In the event that a family is enrolled that speaks another language, every attempt will be made to provide on a regular basis, a translator who speaks the family’s primary language. Educational materials will be provided to help staff become familiar with the ethnic background of these families.

<table>
<thead>
<tr>
<th>Head Start Performance Standard Number</th>
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<th>Form Name</th>
</tr>
</thead>
</table>

**STAFF QUALIFICATION REQUIREMENTS**

Rules & Regulations:

Head Start programs must comply with section 648 of the Head Start Act and any subsequent
amendments regarding the qualifications of classroom teachers.

Head Start Act Section 645A. Early Head Start Programs
(h) Center-Based Staff
(1) Not later than September 30, 2010, all teachers providing direct services to children and families participating in Early Head Start programs located in Early Head Start centers, must have a minimum of a child development associate credential and have been trained (or have equivalent coursework) in early childhood development; and
(2) establish staff qualifications goals to ensure that not later than September 30, 2012, all such teachers have been trained (or have equivalent coursework) in early childhood development with a focus on infant and toddler development.

PACT EHS Center Base Teachers must currently have an Associate, Bachelor or advanced degree in Early Childhood Education or a CDA for infants and toddlers, with 12 semester credit hours in courses directly related to child care and/or child development from birth to age six, and proof of two years experience (3120 clock hours) in a nursery school, kindergarten, or licensed child care center.

Head Start Act, Section 648A. Staff Qualifications and Development
(a) Classroom Teachers-
(1) Professional Requirements-Each Head Start classroom in a center based program must be assigned 1 teacher who has demonstrated competency to perform functions that include—
   (A) planning and implementing learning experiences that advance the intellectual and physical development of children, including improving the readiness of children for school y developing their literacy, phonemic, and print awareness, their understanding and use of language, their understanding and use of increasingly complex and varied vocabulary, their appreciation of books, their understanding of early math and early science, their problem solving abilities and their approaches to learning
   (B) establishing and maintaining a safe, healthy learning environment;
   (C) supporting the social and emotional development of children; and
   (D) encouraging the involvement of the families of the children in a Head Start program and supporting the development of relationships between children and their families.

(2) Degree Requirements-
   (A) No later than September 30, 2013, at least 50 percent of Head Start teachers nationwide in a center based program must have
      (i) a baccalaureate or advanced degree in early childhood education; or
      (ii) a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children.

   (3) Alternative Credentialing and Degree Requirements
for center based programs, each Head Start classroom that does not have a teacher who meets the qualifications described in clause (i) or (ii) of paragraph (2)(A) is assigned one teacher who has the following during the period specified:
   (A) Through September 30, 2011-
      (i) a child development associate credential that is appropriate to the age of the children being served in center based programs;
(ii) a state-awarded certificate for preschool teachers that meets or exceeds the requirements for a child development associate credential;
(iii) an associate degree in early childhood education;
(iv) an associate degree in a related field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool age children; or
(v) a baccalaureate degree and has been admitted into the Teach for America program, passed a rigorous early childhood content exam, such as the Praxis II, participated in a Teach for America summer training institute that includes teaching preschool children, and is receiving ongoing professional development and support from Teach for America’s professional staff.

(B) As of October 1, 2011-

(i) an associate degree in early childhood education;
(ii) an associate degree in a related field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool age children; or
(iii) a baccalaureate degree and has been admitted into the Teach for America program, passed a rigorous early childhood content exam, such as the Praxis II, participated in a Teach for America summer training institute that includes teaching preschool children, and is receiving ongoing professional development and support from Teach for America’s professional staff.

(4) Waiver—on request, the Secretary shall grant—

(A) through Sept. 30, 2011, a 180 day waiver ending on or before September 30, 2011, of the requirements of paragraph (3)(A) for a Head Start agency that can demonstrate that the agency has attempted unsuccessfully to recruit an individual who has the qualifications described in any of clauses (i) through (iv) of paragraph (3)(A) with respect to an individual who—

(i) is enrolled in a program that grants a credential, certificate, or degree described in clauses (i) through (iv) of paragraph (3)(A) and

(ii) will received such credential, certificate or degree under the terms of such program not later than 180 days after beginning employment as a teacher with such agency; and

(B) as of October 1, 2011, a 3 year waiver of the requirements of paragraph (3)(B) for a Head Start agency that can demonstrate that—

(i) the agency has attempted unsuccessfully to recruit an individual who has the qualifications described in clause (i) or (ii) of such paragraph and will receive such degree in a reasonable time; and

(ii) each Head Start classroom has a teacher who has, at a minimum—

(I) a child development association credential that is appropriate to the age of the children being served in a center based program; or

(II) a State-awarded certificate for preschool teachers that meets or exceed the requirements for a child development associate credential.

(6) Service Requirements—
The secretary shall establish requirements to ensure that, in order to enable Head Start agencies to comply with the requirements of paragraph (2)(A), individuals who receive financial assistance under this subchapter to pursue a degree described in paragraph (2)(A) shall—

(A) teach or work in a Head Start program for a minimum of 3 years after receiving the degree; or

(B) repay the total or prorated amount of the financial assistance received based on the length of service completed after receiving the degree.
(7) Use of Funds-
The secretary shall require that any Federal funds provided directly or indirectly to comply with paragraph (2)(A) shall be used toward degrees awarded by an institution of higher education, as defined by section 101 or 102 of the Higher Education Act of 1965 (20 U.S.C.1001,1002).

Upon receiving a recommendation for hire from the Education Operations Coordinator, the Executive Director will complete a Transcript Review Form to determine what classes meet the Early Childhood requirement and to determine if the applicant meets these qualifications. The Transcript Review form is signed by the Supervisor and the employee and retained in the employee personnel file.

It is the responsibility of the Education Operations Coordinator to maintain a list of all classroom employees and their qualifications and determine if they meet the 2010, 2011 and/or 2013 requirements. Professional Development Plans are written with staff on an annual basis to assist them in planning to meet upcoming requirements. The Education Operations Coordinator will review each classroom to ensure that every classroom meets the requirements of the Head Start Act, Section 648A.

Head Start Act, Section 648A. Staff Qualifications and Development

(2)(B) Additional Staff-the secretary shall ensure that, no later than September 30, 2013, all--
(ii) Head Start teaching assistants nationwide in center based programs have—
(I) at least a child development associate credential;
(II) enrolled in a program leading to an associate or baccalaureate degree; or
(III) enrolled in a child development associate credential program to be completed within 2 years

Current PACT requirements for center based teacher aides are:
education equivalent to the completion of the 12th grade, be 19 years of age or older, and meet one of three requirements:

A) Associate or Bachelor’s Degree with 6 hours in ECE; or
B) Enrolled in a program leading to Associate’s or Bachelor’s Degree, having completed at least 30 semester hours with 6 hours in ECE and one year (1560) clock hours of child development experience in nursery school, kindergarten, or licensed day care center; or
C) Completion of or enrollment in Child Development Associate Credential to be completed within two years of hire

Each newly-hired center based teacher aide that does not meet (2)(B)(ii)(I) or (II) will be enrolled in CDA at the time of hire and will continue in the process to be completed within 2 years of date of hire.

<table>
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<tr>
<th>Head Start Performance Standard Number</th>
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<th>Who Implements</th>
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VOLUNTEERS
Rules & Regulations:

a. **Head Start programs must use volunteers to the fullest extent possible.** Head Start grantees must develop and implement a system to actively recruit, train and utilize volunteers in the program.

b. **Special efforts must be made to have volunteer participation, especially parents, in the classroom and during group socialization activities.**

See 1304.40 (d) (2) (3) & 1304.41 (a) (3) in the Family and Community Partnerships section.

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**TRAINING**

Rules & Regulations:

a. **Head Start grantees must provide pre-service training and in-service training opportunities to program staff and volunteers to assist them in acquiring or increasing the knowledge and skills they need to fulfill their job responsibilities.** This training must be directed toward improving the ability of staff and volunteers to deliver services required by Head Start regulations and policies.

b. **Head Start grantees must provide staff with information and training about the underlying philosophy and goals of Head Start and the program options being implemented.**

See 1304.52 (k) (1) (3) (i) (ii) Training & Development in the Program Design and Management section.

**Head Start Act, Section 648A. Staff Qualifications and Development**

(5) **Teacher Inservice Requirement**

Head Start teachers will attend not less than 15 clock hours of professional development per year. Such professional development shall be high-quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom, and regularly evaluated by the program for effectiveness.

The Head Start Education Operations Coordinator and Administrative Assistant will track in-service and outside training hours to ensure Teachers obtain their 15 minimum training hours annually leading to professional growth in child development, curriculum, and on-going assessment to improve instruction and learning. For Macomb Center’s Teachers, Aides, and any Staff counted in Staff/Child ratio, 20 hours of annual training are needed and tracked to meet NAC Standard A10, in the area of early childhood/child development.
The Head Start Teacher training will enhance early language and literacy development of children in Head Start programs, and to provide the children with high-quality oral language skills and with environments that are rich in literature in which to acquire language and early literacy skills.

The literacy training will be tailored to the early childhood literacy background and experience of the classroom teachers involved in the training.

**SUBPART C - Head Start Program Options**

<table>
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<th>Head Start Performance Standard Number</th>
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**PROVISIONS OF COMPREHENSIVE CHILD DEVELOPMENT SERVICES**

Rules & Regulations:

(a) All Head Start grantees must provide comprehensive child development services, as defined in the Head Start Performance Standards.

(b) All Head Start grantees must provide classroom or group socialization activities for the child as well as home visits to the parents. The major purpose of the classroom or socialization activities is to help meet the child’s development needs and to foster the child’s social competence. The major purpose of the home visits is to enhance the parental role in the growth and development of the child.

(c) The facilities used by Head Start grantees for regularly scheduled center-based and combination program option classroom activities or home-based socialization activities must comply with State and local requirements concerning licensing. In cases where these licensing standards are less comprehensive or less stringent than Head Start regulations, or where no State or local licensing standards are applicable, grantees are, at a minimum, required to assure that their facilities are in compliance with Head Start Performance Standards related to health and safety found in 45 CFR 1304.2-3.

(d) All grantees must identify, secure, and use community resources in the provision of services to Head Start children and their families prior to using Head Start funds for these services.

Paragraph (c) is revised to read:

(c) The facilities used by Early Head Start and Head Start grantee and delegate agencies for regularly scheduled center-based and combination program option classroom activities or home-based group socialization activities must comply with State and local requirements concerning licensing. In cases where these licensing standards are less comprehensive or less stringent than the Head Start regulations, or where no State or local licensing standards are applicable, grantee and delegate agencies are, at a minimum, required to assure that their facilities are in compliance with the Head Start Program Performance Standards related to the safety of facilities found in 45 CFR 1304.53 (a), Physical environment and facilities.
HEAD START:
The education curriculum is a comprehensive child development plan for learning. The education curriculum includes everything that children participate in and everything planned as part of their educational experience. The education curriculum includes the goals for children’s development and learning, the experiences through which children will achieve these goals, what staff and parents do to help children achieve their goals, and the materials needed to support the implementation of PACT’s written plan for each child.

The Center Based program and Home Based socializations shall provide a supportive social and emotional climate which enhances a child's self-concept, provides opportunities for success and establishes an atmosphere of acceptance. A child's accomplishments and efforts, no matter how small, shall be recognized in order to affirm worthiness and potential. Children shall be respected for who they are and their individual rights shall be protected. Instilling ethnic/racial pride and acceptance of whether visible or invisible shall be basic to our efforts to convey basic human values such as trust, honesty, and caring for others.

In the Center Based program, the children attend classes 4 to 5 days a week. Half-day classes are held in the morning or afternoons. Full-day center based classes operate from 7 a.m. to 5:30 p.m. (Macomb Center until 6:00 p.m.) Hours may vary depending upon the needs of the families enrolled. “Core” Head Start hours are from 8:00 a.m. to 3:30 p.m. with wrap-around services provided before and after. Wrap-around services are funded through a contract with Illinois Department of Human Services.

In the Home Based program the children attend group socialization twice per month. The children are offered a developmentally appropriate program emphasizing hands-on experiences, child-directed activities and language acquisition. In the Home Based program the home visits are held weekly.

EHS:
In EHS Home Based program, the child and parents attend group socializations approximately twice a month. The families are offered activities that support child development by strengthening parent/child relationships. In the home based program, home visits are held weekly.

In the Center Based program, home visits are held 2 times a year at a minimum. The Teacher will assess, with parent input, the child’s current skills and development. Parent education is provided primarily by monthly handouts and workshops. The parents receive training in the observation of growth and development of their children in the home environment and identification of and handling special developmental needs. The parents receive training on activities that can be used in the home to reinforce learning and development of their children.

All Center Based classrooms are licensed by the Department of Children and Family Services. The office of the Illinois State Fire Marshall has the responsibility of ensuring fire safety. A cooperative agreement with the Department of Children and Family Services requires the office of the State Fire Marshall to conduct yearly fire inspections.

Home Based group socializations are conducted in licensed facilities where possible. Otherwise the socialization sites are donated spaces within the community where the parent and the child reside. The
sites are selected to meet the Head Start requirement for facilities. Head Start funds are utilized if no other community resources are available.

Refer to 1304.20 (c) (5) in Early Childhood Development and Health Service section. Also refer to 1304.40 (b) (1) (i) in the Family and Community Partnerships section.

<table>
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<tr>
<th>Head Start Performance Standard Number</th>
<th>Who is Responsible</th>
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<td>Exec. Director, Board, Policy Council</td>
<td>All staff</td>
<td>As indicated</td>
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</tbody>
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**CHOOSING A HEAD START PROGRAM OPTION**

Rules & Regulations:

(a) Grantees may choose to implement one or more than one of three program options: a center-based option, a home-based option, or a combination program option.
(b) The program option chosen must meet the needs of the children and families as indicated by the community needs assessment conducted by the grantee.
(c) When assigning children to a particular program option, Head Start grantees that operate more than one program option must consider such factors as the child’s age, developmental level, disabilities, health or learning problems, previous preschool experiences, and family situation. Grantees must also consider parents’ concerns and wishes prior to making final assignments.

PACT Head Start operates center based and home based programs. For details regarding the community assessment, see 1305.3 (a) (b) (c) (d) in Eligibility, Recruitment, and Selection section.

Varying program options are provided within PACT’s geographical service area. Program options and schedules are based on family needs within a designated service area and the feasibility of implementing a specific program option in the area. Family needs are determined through an annual Community Assessment and/or update. The Community Assessment process includes parent surveys, community partner questionnaires, and county, regional, and state statistics.

PACT’s Head Start program options and geographical service areas are reviewed annually by the Parent Policy Council and staff to determine feasibility of program options and to establish short- and long-term program goals.

When there is more than one program option available in a specific geographical service area, the child’s age, developmental level, disabilities, learning or health problems, previous preschool experience, and family concerns and wishes are taken into consideration when assigning a child to a program option.
Rules & Regulations:

(a) **Class size:**
(1) Head Start classes must be staffed by a teacher and an aide or two teachers and, whenever possible, a volunteer.
(2) Grantees must determine their class size based on predominant age of the children who will participate in the class and whether or not a center-based double session variation is being implemented.
(3) For classes serving predominantly four and five-year-old children, the average class size of that group of classes must be between 17 and 20 children, with no more than 20 children enrolled in any one class.
(4) When double session classes serve predominantly four or five-year-old children, the average class size of that group of classes must be between 15 and 17 children. A double session class for four or five-year-old children may have no more than 17 children enrolled.
(5) For classes serving predominantly three-year-old children, the average class size of that group of classes must be between 15 and 17 children, with no more than 17 children enrolled in any one class.
(6) When double session classes serve predominantly three-year-old children, the average class size of that group of classes must be between 13 and 15 children. A double session class for three-year-old children may have no more than 15 children enrolled.
(7) It is recommended that at least 13 children be enrolled in each center-based option class where feasible.
(8) A class is considered to serve predominantly four- or five-year-old children if more than half of the children in the class will be four or five years old by whatever date is used by the State or local jurisdiction in which the Head Start program is located to determine eligibility for public school.
(9) A class is considered to serve predominantly three-year-old children if more than half of the children in the class will be three years old by whatever date is used by the State or local jurisdiction in which Head Start is located to determine eligibility for public school.
(10) Head Start grantees must determine the predominant age of children in the class at the start of the year. There is no need to change that determination during the year.
(11) In some cases, State or local licensing requirements may be more stringent than these class requirements, preventing the required minimum numbers of children from being enrolled in the facility used by Head Start. Where this is the case, Head Start grantees must try to find alternative facilities that satisfy licensing requirements for the numbers of children cited above. If no alternative facilities are available, the responsible HHS official has the discretion to approve enrollment of fewer children than required above.
(12) The chart below may be used for easy reference:
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<thead>
<tr>
<th>Predominant age of children in the class</th>
<th>Funded class size (funded enrollment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 and 5 year olds</td>
<td>Program average of 17-20 children enrolled per class in these classes. No more than 20 children enrolled in any class.</td>
</tr>
<tr>
<td>4 and 5 year olds in double session classes</td>
<td>Program average of 15-17 children enrolled per class in these classes. No more than 17 children enrolled in any class.</td>
</tr>
<tr>
<td>3 year olds</td>
<td>Program average of 15-17 children enrolled per class in these classes. No more than 17 children enrolled in any class.</td>
</tr>
<tr>
<td>3 year olds in double session classes</td>
<td>Program average of 13-15 children enrolled per class in these classes. No more than 15 children enrolled in any class.</td>
</tr>
</tbody>
</table>

(b) **Center-based program option requirements:**

1. Classes must operate for four or five days per week or some combination of four and five days per week.
2. Classes must operate for a minimum of three and one-half to a maximum of six hours per day with four hours being optimal.
3. The annual number of required days of planned class operations (days when children are scheduled to attend) is determined by the number of days per week each program operates. Programs that operate for four days per week must provide at least 128 days per year of planned class operations. Programs that operate for five days per week must provide at least 160 days per year of planned class operations. Grantees implementing a combination of four and five days per week must plan to operate between 128 and 160 days per year. The minimum number of planned days of service per year can be determined by computing the relative number of four and five day weeks that the program is in operation. All center-based program options must provide a minimum of 32 weeks of scheduled days of class operations over an eight or nine month period. Every effort should be made to schedule makeup classes using existing resources if planned class days fall below the number required per year.
4. Programs must make a reasonable estimate of the number of days during a year that classes may be closed due to problems such as inclement weather or illness, based on their experience in previous years. Grantees must make provisions in their budgets and program plans to operate makeup classes and provide these classes, when needed, to prevent the number of days of service available to the children from falling below 128 days per year.
5. Each individual child is not required to receive the minimum days of service, although this is to be encouraged in accordance with Head Start policies regarding attendance. The minimum number of days also does not apply to children with disabilities whose individualized education plan may require fewer planned days of service in the Head Start program.
6. Head Start grantees operating migrant programs are not subject to the requirement for a minimum number of planned days, but must make every effort to provide as many days of service as possible to each migrant child and family.
7. Staff must be employed for sufficient time to allow them to participate in pre-service training, to plan and set up the program at the start of the year, to close the program at the end of the year, to conduct home visits, to conduct health examinations, screening and immunization activities, to maintain records, and to keep service component plans and activities current and relevant. These
activities should take place outside of the time scheduled for classes in center-based programs or home visits in home-based programs.

(8) Head Start grantees must develop and implement a system that actively encourages parents to participate in two home visits annually for each child enrolled in a center-based program option. These visits must be initiated and carried out by the child’s teacher. The child may not be dropped from the program if the parents will not participate in the visits.

(9) Head Start grantees operating migrant programs are required to plan for a minimum of two parent-teacher conferences for each child during the time they serve that child. Should time and circumstance allow, migrant programs must make every effort to conduct home visits.

(c) Double session variation:

(1) A center-based option with a double session variation employs a single teacher to work with one group of children in the morning and a different group of children in the afternoon. Because of the larger number of children and families to whom the teacher must provide services, double session program options must comply with the requirements regarding class size explained in paragraph (a) of this section and with all other center-based requirements in paragraph (b) of this section with the exceptions and additions noted in paragraphs (c)(2) and (3) of this section.

(2) Each program must operate classes for four days per week.

(3) Each double session classroom staff member must be provided adequate break time during the course of the day. In addition, teachers, aides, and volunteers must have appropriate time to prepare for each session together, to set up the classroom environment and to give individual attention to children entering and leaving the center.

(d) Full day variation:

(1) A Head Start grantee implementing a center-based program option may operate a full day variation and provide more than six hours of class operations per day using Head Start funds. These programs must comply with the requirements regarding the center-based program option found in paragraphs (a) and (b) of this section with the exception of paragraph (b)(2) regarding the hours of service per day.

(2) Programs are encouraged to meet the needs of Head Start families for full day services by securing funds from other agencies. Before implementing a full day variation of a center-based option, a Head Start grantee should demonstrate that alternative enrollment opportunities or funding from non-Head Start sources are not available for Head Start families needing full-day child care services.

(3) Head Start grantees may provide full day services only to those children and families with special needs that justify full day services or to those children whose parents are employed or in job training with no caregiver present in the home. The records of each child receiving services for more than six hours per day must show how each child meets the criteria stated above.

(e) Non-Head Start services. Grantees may charge for services which are provided outside the hours of the Head Start program.

For Head Start, double session center based classes will operate in Camp Point, Pittsfield, Macomb, and Beardstown. Classes will be in operation four days per week for at least 128 days. Beginning and ending hours of class will vary among the sites, depending upon the needs of the families and the community, however each class session will operate for 3 ½ hours.
The Pittsfield, Beardstown and Macomb centers will offer full-day sessions for children and families with special needs that justify full-day services or to children whose parents are employed or in job training with no caregiver present in the home. Full-day services will be available from 7:00 a.m. to 5:30 p.m. (6:00 p.m. in Macomb) five days per week. (Hours may vary based on needs of enrolled families.) Hours before 8:00 a.m. and after 3:30 p.m. are funded through subsidized child care from the Illinois Department of Human Services and/or private pay. Parents may also be responsible for a co-payment according to guidelines set by DHS. Full day classrooms operate for 34 weeks per year.

Double session classes are staffed by two teachers. Single session classes have one teacher and one part-time aide; extended sessions have one teacher and one aide. The full-day classroom is staffed by two full-time teachers and two part-time aides. The two teachers have staggered schedules, with overlap time in the middle of the day.

Center Based Teachers are employed for 37 weeks per year to allow them to participate in pre-service training, to plan and set up classroom at the start of each year, to close program at end of the year, to conduct home visits and parent-teacher conferences, to maintain records, and to attend staff development training.

Teachers plan and conduct a minimum of two home visits per year. Children may not be dropped from the program if parents do not participate in the visits.

The Macomb, Carthage, Camp Point and Pittsfield centers will offer Early Head Start sessions for children whose parents are employed or in job training with no caregiver present in the home. EHS is a full day/full year program operating from 7:00 a.m. to 5:30 p.m. (6:00 p.m. in Macomb) 5 days per week. Hours before 8:00 a.m. and after 3:30 p.m. are funded through subsidized child care through the IL Department of Human Services. Parents are responsible for a co-payment according to guidelines set by DHS if children utilize the before and after school child care.

Each EHS classroom will have 2 teachers and no more than 8 EHS children per class.

Criteria for Full Day Services

Children and families are eligible for Full Day Head Start services if:
1. Parents are employed or in job training.
2. Children and or families have special needs that justify full day service.

Guidelines for special needs that justify full day enrollment for families not working or in job training:
1. Parent is receiving SSI due to a disability. The disability must indicate that additional assistance is needed to ensure the health and safety of the applicant.
2. DCFS refers a family because a child needs to be out of the home environment.
3. Doctor recommends a child for full day services because of parent’s current health conditions.
4. Families who are non-English speaking.
5. Under the recommendation of the, PACT Mental Health and/or Disabilities Consultant.
HOME-BASED PROGRAM OPTION

Rules & Regulations:

(a) Grantees implementing a home-based program option must:
(1) Provide one home visit per week per family (a minimum of 32 home visits per year) lasting for a minimum of 1 and ½ hours each.
(2) Provide, at a minimum, two group socialization activities per month for each child (a minimum of 16 group socialization activities each year).
(3) Make up planned home visits or scheduled group socialization activities that were canceled by the grantee or by program staff when this is necessary to meet the minimums stated above. Medical or social service appointments may not replace home visits or scheduled group socialization activities.
(4) Allow staff sufficient employed time to participate in pre-service training, to plan and set up the program at the start of the year, to close the program at the end of the year, to maintain records, and to keep component and activities plans current and relevant. These activities should take place when no home visits or group socialization activities are planned.
(5) Maintain an average caseload of 10 to 12 families per home visitor with a maximum of 12 families for any individual home visitor.

(b) Home visits must be conducted by trained home visitors with the content of the visit jointly planned by the home visitor and the parents. Home visitors must conduct the home visit with the participation of parents. Home visits may not be conducted by the home visitor with only babysitters or other temporary caregivers in attendance.
(1) The purpose of the home visit is to help parents improve their parenting skills and to assist them in the use of the home as the child’s primary learning environment. The home visitor must work with parents to help them provide learning opportunities that enhance their child’s growth and development.
(2) Home visits must, over the course of a month, contain elements of all Head Start program components. The home visitor is the person responsible for introducing, arranging and/or providing Head Start services.

Head Start Home Based
A minimum of 32 home visits are offered to each family, lasting 1 ½ hours per week. When visits are missed because of the staff or program, a make-up visit is scheduled. There are 16 socialization activities planned and, if canceled for any reason, they are rescheduled at a later date. At the beginning of the year, staff attend Pre-service training and are allowed time to plan and set up their schedule. At the end of the program year, staff complete records and turn them in to the Central Office. A caseload of 10 families is maintained by each trained Home Based Teacher (Home Visitor).

Home Based Teachers are trained and certified in the Parent as Teachers curriculum, and are required to attend a minimum number of in services hours yearly to remain certified. In addition to this training
teacher receive training through various workshops in and outside the agency. The Teachers without a degree are required to obtain a CDA within 2 years of being hired. There is some money available for college reimbursement of Early Childhood classes.

Visits are planned and conducted with parent participation to improve parenting skills and to provide learning opportunities utilizing the home environment. Home Based Teachers are responsible for implementing all components during home visits over the course of each month. See Home Based Home Visiting Training Guide.

**EHS HOME BASED:**
A minimum of 48 home visits are offered to each family, lasting 1 ½ hours per week. When visits are missed because of the staff or program, a make-up visit is scheduled. There are 24 socialization (group) activities planned, and if canceled for any reason, they are rescheduled at a later date. Staff will attend yearly pre-service training and be allowed time to plan and set up their schedule. An average caseload of 10-11 pregnant women and/or infants/toddlers up to age three will be maintained by each trained Home Based Teacher (Home Visitor).

Home visits with families with newborns may be initiated with a reduced frequency and duration to respect the family’s need for rest and the adjustment to new routines.

Home visits with prenatal families may also be decreased or increased in frequency, depending on the needs of the family. The parent and the teacher will work together to decide if the prenatal schedule will be:

- **INTENSE** - Visits weekly from enrollment to time of delivery
  - or
- **MODERATE** - Visits conducted monthly during the first trimester (0-3 months) of pregnancy
  - Visits conducted bi-weekly during the 4th, 5th, & 6th month of pregnancy
  - Visits conducted weekly from 7th months of pregnancy until time of delivery

The visits will be a minimum of 1 ½ hours unless parent needs indicate otherwise.

The families that have been receiving prenatal services will have the option to transition into the Home Based program option with their infant and will receive weekly visits.

Home Based Teachers are trained and certified in the Parents as Teachers curriculum, and are required to attend a minimum number of in service hours yearly to remain certified. In addition to this training, teachers without a degree in early childhood are required to obtain a Home Visitor CDA within 2 years of being hired. If a teacher has a degree not related to Early Childhood, they are required to take four classes in child growth and development within one year from date of hire.

Early Head Start home visits provide comprehensive services to support and strengthen the relationships between infants, toddlers, and their parents. Parents are encouraged and supported to later recreate and build on the activities that are introduced during the home visit. The visits are planned collaboratively with the parents to support the parents in their roles as primary caregivers of the child and to facilitate the child’s optimal development.

Home visits in the home based program are conducted with the parent, step-parent, foster parent, or
relative that is the primary caregiver.

**HBT- Long Term Absences**
The following steps outline procedures for ensuring HB services continue should a HB teacher need to take an extended leave of absence:

- At the beginning of every program year Site Supervisors will be asked to submit names and contact information of staff that are available for and interested in being a substitute for a HB teacher. This information will be requested by the HB Education Coordinator.
- The HB Education Coordinator will also contact the Administrative Assistant for contact information of parents interested in subbing for HBT as indicated on the *Parent Employment Opportunity Survey*.
- The HB Education Coordinator will then contact the interested staff and parents to go over job descriptions and training the staff will need to be complete before assuming the duties of the absent HBT.

When the need arises for a HBT substitute the following items will be completed by the HB Education Coordinator that supervises the staff requesting leave:

- Identify length of absence and dates. If the leave time requested is less than three weeks for EHS and less than six weeks for HS, a substitute will not be hired. The HBT will be required to make up missed visits through extra weeks of service or conducting more than one visit per family each week until all required weeks of service have been offered. The HBT and Supervisor will discuss plans and options for ensuring optimal services to enrolled families.
- After length of absence has been determined, the teacher or HB Education Coordinator will send a letter or call enrolled families to communicate the plan.
- The HB Education Coordinator will gather names of all possible substitutes including discussing with staff in or close to the HB area, any possibilities including past staff, or other qualified EC personnel.
- The HB Education Coordinator will compare all possible substitutes from parents, staff, and community for the best fit.
- The top candidate will be chosen and a timeline for training and meeting families will be established.
- The HB Education Coordinator will contact the Executive Director for a contract and rate of pay for the substitute.
- The HB Education Coordinator will informally monitor the temporary HBT through observations and record monitors to ensure ongoing quality of service provision.

<table>
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<tr>
<th>Head Start Performance Standard Number</th>
<th>Who is Responsible</th>
<th>Who Implements</th>
<th>Timelines or On Going</th>
<th>Form Name</th>
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<td>1306.33 (c) (1)(2)(3)</td>
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Rules & Regulations:
(c) Group socialization activities must be focused on both the children and parents. They may not be conducted by the home visitor with babysitters or other temporary caregivers.

(1) The purpose of these socialization activities for the children is to emphasize peer group interaction through age appropriate activities in a Head Start classroom, community facility, home, or on a field trip. The children are to be supervised by the home visitor with parents observing at times and actively participating at other times.

(2) These activities must be designed so that parents are expected to accompany their children to the group socialization activities at least twice each month to observe, to participate as volunteers or to engage in activities designed specifically for the parents.

Section 1306.33 is amended by revising paragraph (c) (3) to read as follows:

(3) Grantees must follow the nutrition requirements specified in 45 CFR 1304.23 (b) (2) and provide appropriate snacks and meals to the children during group socialization activities.

Socialization Activities
Socialization activities are designed to allow for success by the child. Each child and his family members are respected as unique individuals. Socialization provide a supplement to the home visit activities with emphasis on parents and children:

- Improving socialization skills and emotional development
- Providing a variety of large motor activities
- Broadening the experience base for children
- Enhancing the child’s self image and understanding of themselves and others
- Developing communication skills among children
- Providing an opportunity for parents to observe their children in a group setting and participate as volunteers
- Increase literacy/language skills

Home based HS Group Socialization Activities
Teachers must plan and conduct group socialization activities with parents and for parents and children. The purpose of group socialization activities is to emphasize peer group interaction for the children through age appropriate activities and for parents to observe, participate as volunteers, or engage in activities by them and specifically for them. At group socialization settings the children are learning all the time, and they learn best through play-play with equipment and materials, play with other children, and play with adults. Adults facilitate children’s play by interacting with them. Teachers and parents should allow some time to observe children at play without becoming involved. At other times, parents and teacher should join in children’s play. Parents can use group socialization activities as opportunities for discussing parenting, programmatic, and other relevant issues. Many opportunities are provided for children to use large and small muscles to increase physical skills. Socialization activities emphasize large motor coordination as well as rhythm and movement. Small muscle activities include puzzles, scissors, games, and manipulatives.

Home Based EHS Group Socialization Activities
The purpose of EHS socialization experiences for infants and toddlers is to support child development by strengthening the parent/child relationship. The group experiences reflects this emphasis and incorporates the goals of the program and participating families such as: helping parents to better understand child development; encouraging parents to share their parenting challenges and joys with one another; providing activities for parents and children to enjoy together; offering structured and
unstructured learning opportunities of both children and parents; and modeling successful strategies for engaging children and supporting their development. Parents must accompany their infant and/or toddler to the socialization. Refer to 1304.23 (b) (2) in Early Childhood Devel. and Health Services section for procedures regarding snacks and meals served at socializations. If socializations are held at a center, the meal may be provided by the center Cook.

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<tr>
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<th>Form Name</th>
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**COMBINATION PROGRAM OPTION**

Rules & Regulations:

(a) **Combination program option requirements:**
(1) Grantees implementing a combination program option must provide class sessions and home visits that result in an amount of contact with children and families that is, at a minimum, equivalent to the services provided through the center-based program option or the home-based program option.
(2) Acceptable combinations of minimum number of class sessions and corresponding number of home visits are shown below. Combination programs must provide these services over a period of 8 to 12 months.

PACT does not provide a combination-option program.

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<tr>
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<th>Timelines or On Going</th>
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Rules & Regulations:

(b) **Requirements for class sessions:**
(1) Grantees implementing the combination program option must comply with the class size requirements contained in 1306.32 (a).
(2) The provisions of the following sections apply to grantees operating the combination program option: 1306.32 (b) (2), (5), (6), (7), and (9).
(3) If a grantee operates a double session or a full day variation, it must meet the provisions concerning double-sessions contained in 1306.32 (c) (1) and (3) and the provisions for the center-based program option’s full day variation found in 1306.32 (d).
Rules & Regulations:

(c) **Requirements for home visits:**
(1) Home visits must last for a minimum of 1 and ½ hours each.
(2) The provisions of the following section, concerning the home-based program option, must be adhered to by grantees implementing the combination program option: 1306.33 (a) (4) and (5); and 1306.33 (b).

**ADDITIONAL HEAD START PROGRAM OPTION VARIATIONS**

Rules & Regulations:

In addition to the center-based, home-based, and combination program option defined above, the Commissioner of the Administration on Children, Youth and Families retains the right to fund alternative program variations to meet the unique needs of communities or to demonstrate or test alternative approaches for providing Head Start services.

Alternative program variations are not applicable at this point.

**COMPLIANCE WAIVER**

Rule & Regulations:

An exception to one or more of the requirements contained in 1306.32 through 1306.34 of subpart C will be granted only if the Commissioner of the Administration on Children, Youth, and
Families determines, on the basis of supporting evidence, that the grantee made a reasonable effort to comply with the requirement but was unable to do so because of limitations or circumstances with a specific community or communities served by the grantee.

All supporting evidence and effort to meet the Head Start guidelines and policies will be documented, because an exception to one or more of the requirements contained in combination program option or home-based program option may be granted a waiver on the basis of supporting evidence, with documentation showing a reasonable effort to comply with the requirement but was unable to do so because of limitations or circumstances with a specific community or communities served by PACT.