



Management Acceleration Program

Introduction to Facilities, Materials, and Equipment

Self Study Guide

This training self study guide was developed by: Head Start State Based TTA Offices, Region VII GPSS TA System; ICF International in partnership with OHS Region VII Office of Head Start and the Region VII Head Start Association.

6/2010

Learning Outcomes

- **Increase knowledge of Head Start Performance Standards pertaining to Facilities, Materials and Equipment**
- **Strengthen awareness of providing safe, appropriate, accessible, and welcoming program environments**
- **Gain introductory knowledge on requirements and facilities options for purchase, construction, and major renovations**

Comments on the slide:

- Performance Standards will continue to be critical of these presentations. We will continually be returning to the Head Start Performance Standards. “What do the standards say?” This should be a question that is asked over and over again, not just during this training, but as you continue to operate your Head Start and/or Early Head Start program.
- For the purpose of this training and for all MAP training this information is not an interpretation of the Performance Standards just an attempt to identify the standards related to this topic and to provide you with information and clarifications that have been provided by the Regional Office as well as the National Office through information on ECLKC.
- Taking a look at the foundation of the Performance Standards as participants apply to Facilities, Materials and Equipment (here after know as FME) requires many of us to step outside our “normal” role, and for some of us, our comfort zone because of all the intricacies of the world of facilities.
- Although “safe, appropriate, and accessible” may seem obvious, it is easier said than done. The same can be said of ensuring the program environments are “welcoming.”

Participant:

Thinking of the identified outcomes of this training are there other issues you have at this time on data that you would like addressed? If so write it here, following completion of the training come back and see if your needs were addressed.

Key Points

- **Head Start Performance Standards**
- **Safe, Appropriate, Accessible and Welcoming Environments**
- **Purchases, Construction, Major Renovations**
- **Monitoring**
- **Emergency Preparedness**

Management Accreditation Program (MAPP) 2008, Introduction to Facilities, Materials and Equipment

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Comments from the slide:

- **Head Start Performance Standards:** mention that it will always come back to the Standards. “What do the Standards say?”
- **Safe, Appropriate, Accessible and Welcoming Environments:** Inside and outside the classrooms, in all program space, both programmatic and administrative.
- **Purchases, Construction, Major Renovations:** we will touch lightly on this topic. It will not be as in-depth, but should give you enough information if you need to dig further into this topic at a later date; you have a basic foundation from which to start.
- **Monitoring:** We often think of monitoring as for classroom and services, but monitoring is just as critical with facilities, materials, and equipment. How will you know that facilities, including classrooms and office spaces (all program space) are what they should be? Only through monitoring will you have an accurate idea of the status of your facilities. The same applies to materials and equipment.
- **Emergency Preparedness:** Recent disasters have brought a heightened awareness to being prepared for emergencies (think of Hurricane Katrina, or the shootings at the University of Virginia). Programs have a responsibility and a requirement to be prepared for emergencies. What is your program’s plan?

Key Points (cont.)

- **Facilities, Materials and Equipment**
- **Accessibility**
- **Purchases**
- **Construction**
- **Major Renovations**

Comments on the slide:

- The Head Start Performance Standards for Facilities, Materials, and Equipment are essentially woven throughout the entire book of Standards, and encompass several major categories, including:
- Facilities, materials and equipment: the bulk of these standards are found in 1304.53, but other related standards can be found in other sections.
- Accessibility: many of these requirements are found in 1308 (services for children with disabilities), and 1304.53 (facilities, materials, and equipment).
- Purchases, Construction
- Major Renovations: almost all of these standards are covered in 1309.

Facilities, Materials and Equipment

- **Physical Environment and Facilities**
- **Equipment, Toys, Materials and Furniture**

[Refer to 1304.53]

Additional comments on the slide:

This entire section of the Performance Standards is broken down into two major categories:

- **Physical Environment and Facilities:** meaning the actual rooms and outdoor environments (such as playgrounds and other play areas) where program operations occur.
- **Equipment, toys, materials and furniture** (Items found within the physical environments and facilities)

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Physical Environment and Facilities

Conducive to learning

- Reflective of different stages of each child (physical, cognitive, social and emotional)
- Center space has recognizable functional areas
- Inside space - 35 square feet *minimum* per child (not counting bathrooms, halls, kitchen, storage, etc.)
- Outside space - 75 square feet *minimum* usable outdoor play space per child
- Mobile infants and toddlers must be separated from general walkways and areas used by preschoolers

[Refer to 1304.53(a)]

Management Accreditation Program (MAPP) 2008, Introduction to Facilities, Materials and Equipment

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Additional comments on the slide:

A. Begin going through the bulleted points, stopping to comment on some individual points as needed, such as:

- Center space has recognizable functional areas: This can be achieved by using child-sized, developmentally appropriate shelving, low walls, large pillows, mats, or platforms to separate the different areas. Spaces should be arranged to serve a variety of large group, small group, and individual activities. Separate active or noise areas from inactive, quiet spaces. Place activity areas near necessary resources. Design indoor traffic patterns that will allow children to easily move from one area to another (but discourages and prevents running!).
- Remember that outdoor space is an extension of the classroom, and therefore is considered center space. Playgrounds should be designed with clearance space from walkways, buildings (or other structures), and need to avoid crowding in any one area. Try to have separate spaces for each type of activity (throwing/kicking balls, climbing, digging, and using stationary playground equipment).
- Inside and outside space square feet requirements: These numbers are per child and mean usable space (35 square feet inside/75 square feet outside).

- Usable space does not include bathrooms, hallways, kitchen, staff rooms or staff areas, storage places, etc.

- Early Head Start cribs must be 3 feet apart from each other.

Physical Environment and Facilities (cont.)

Center-based and combination programs must meet state and local licensing requirements

- If state or local requirements differ from the HS standards, use the more stringent requirements

[Refer to 1304.53(a); 1306.30(c)]

Additional comments on the slide:

If state or local licensing requirements are different from the Head Start Performance Standards, programs need to use the strictest regulation. Many times the Head Start standards are the most stringent, but not always, so become familiar with your local and state regulations

Physical Environment and Facilities (cont.)

Maintained, repaired, safe and secure

- **Free from toxins (indoor and outdoor)**
- **Outdoor play areas arranged to prevent any child from leaving the premises and/or getting into unsafe or unsupervised areas**
- **Annual safety inspection (minimum) of space, light, ventilation, heat and other physical arrangements**
 - **Note: This does not replace ongoing monitoring and maintenance of facilities!**

[Refer to 1304.53(a)]

Management, Accreditation Program (MAPP) 2008, Information for Facilities, Materials and Equipment

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Additional comments on the slide:

Continue with the bullet points:

- Toxins can include cigarette smoke*, lead, pesticides, herbicides, and other air pollutants. Also soil and water contaminants. No child should be present during pesticide or herbicide spraying, and they should not return to the area until it is safe to do so.
- *Program Instruction ACYF-PI-HS-95-04 addresses establishing a smoke-free environment in Head Start programs.
- Arranging outdoor play areas so that no child can leave the areas or get into unsafe or unsupervised areas can be done in several ways, such as fencing, but also staff must be stationed in areas so that no child is unseen or unattended on the playground at any time.
- Annual safety inspections are required once a year at a minimum. Keep documentation of all safety inspections, as well as documentation of any issues that were addressed and/or corrected as a result of the inspection. Annual inspections do not replace ongoing monitoring performed by program staff.

Physical Environment and Facilities (cont.)

- If needed, safe and effective heating/cooling systems (all must be protected from potential burns)
- No highly flammable items (decorations, furnishings) or materials that emit toxic fumes
- Flammable, potentially poisonous or otherwise dangerous materials are locked separately from medications and food, accessible only to authorized staff
- All medications (for children, staff, volunteers) must be:
 - Labeled
 - Kept Out of Children's Reach
 - Locked
 - Refrigerated if necessary

[Refer to 1304.53(a)]

Illinois Department of Children and Family Services (IDCFS) 2008, Information for Facilities, Materials and Equipment

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Additional comments on the slide:

Continuing with the bullet points:

- In climates where it is needed, heating/cooling systems need to be used that are safe and effective. Precautions must be taken to ensure children and staff are not at risk of being burned (i.e. – screening or wrapping radiators, hot water pipes, keeping baseboard heaters that are hotter than 100 degrees Fahrenheit inaccessible from children, etc.). All heating/cooling equipment must meet any application local and/or state laws as well, and should be inspected annually (or immediately, if there is a problem). The inspection should be documented, and verify in writing that the equipment is properly installed, cleaned, and maintained.
- All medications are labeled, locked, kept out of children's reach, and refrigerated if necessary. This includes medications for children and adults who are at the program.

Physical Environment and Facilities (cont.)

- **Well-lit rooms with emergency lighting**
- **Approved and working fire extinguishers**
 - **Serviced annually**
- **Adequate number of installed and regularly tested smoke detectors**
- **Clearly visible exits – evacuation routes marked and posted**

[Refer to 1304.53(a)]

Additional comments on the slide:

This slide closely relates to emergency preparedness, which will be covered later in the presentation. Additional comments will be given later. Bullets just continue with identifying what is required.

Physical Environment and Facilities (cont.)

- **Indoor and outdoor premises cleaned daily and kept free of undesirable and/or hazardous materials and conditions**
- **Paint free of hazardous quantities of lead (interior and exterior – wherever children are)**
- **Playground surface and equipment are safe**
- **Electrical outlets have child-resistant covers**

[Refer to 1304.53(a)]

Additional comments on the slide:

- Programs should have procedures (ideally written) for daily indoor and outdoor safety inspections. Keep written documentation that daily safety checks have been performed.
- Cleaning and sanitation schedules must be put in place, such as:
 - Vacuuming or sweeping and mopping uncarpeted floors with a sanitizing solution at least daily (and when dirty/soiled)
 - Sanitizing mops before and after a day's use
 - Vacuuming carpeted areas and rugs daily, clean them regularly (and whenever soiled or contaminated with bodily fluids) – use only hypoallergenic products for cleaning
 - Clean and sanitize all kitchen equipment; ensure they are maintained in good condition
- Clean and sanitize toilet rooms at least daily - 1304.22(e)(6) addresses cleaning potties that are used for toilet training (must be emptied into the toilet and cleaned and disinfected after each use in a utility sink used for this purpose). Testing interior and exterior surfaces that were painted before 1978 is encouraged (testing should be done by qualified professionals), and if needed, (professionally) remove the lead contaminated paint or refinish the area with lead-free, encapsulate paint (or other locally approved, non-toxic material)
 - Side note: ACF-IM-HS-08-07 contains a lot of relevant information pertaining to lead screening (although this session is about facilities, it is worth mentioning)

There have been many recent recalls of children's toys due to the presence of lead in those toys. Programs need to stay current with those recalls and remove and replace toys or other equipment accordingly.

Physical Environment and Facilities (cont.)

- **Safe windows and glass doors**
- **Water sources approved by local or state health authorities**

[Refer to 1304.53(a)]

Additional comments on the slide:

These last two bullets continue with identifying what is required.

Physical Environment and Facilities (cont.)

- **Clean, adequate toileting and hand washing facilities are easily reached by all children**
- **Toileting and diapering areas separated from cooking, eating, or children's activity areas**
- **Toilet training equipment provided for children**
- **Locally approved sewer systems**
- **Safe and sanitary garbage/trash storage**

[Refer to 1304.53(a)]

Additional comments on the slide:

Be sure and check with your licensing regulations on types of hand washing facilities some do not allow self contained changing and hand washing units in Infant/toddler classrooms.

Classroom Environment and Size

Considerations for determining room size, structure, and set-up

- **Must allow for optimal supervision ratio between staff and children**
- **Head Start classes staffed by a teacher and aide or two teachers and, when possible, a volunteer**
- **Maximum staff-to-child ratio as determined by state licensing regulations**
- **Early Head Start teacher ratios are 1:4. EHS group sizes are limited to 8 children**

Additional Comments from the Slide:

- The number of children assigned to classrooms has a significant bearing on the classroom environment with relationship to facilities, materials, and equipment. The numbers of children in each classroom plus the minimum number of staff required for ratio compliance (plus any additional volunteers) should be considered when determining room size, structure, and set up.
- Head Start classrooms must be staffed by a teacher and an aide (or two teachers), and a volunteer(s) whenever possible.
- For Head Start, the maximum staff to child ratio is 1:10 with class sizes of fewer than 20 children (there will be no Head Start classes of more than 20 children). If local requirements require more staff, programs need to adhere to the most stringent regulation.
- For Early Head Start, the staff to child ratio is 1 :4, with group sizes limited to 8 children (meaning there would be at least two staff persons attending to the children). Again, if local requirements require more staff, programs need to adhere to the most stringent regulation.

Classroom Environment and Size

Ages	Class Size
4 and 5 years old	Program average of 17-20 children enrolled per class. No more than 20 children enrolled in any class
4 and 5 years old in double session	Program average of 15-17 children enrolled per class. No more than 17 children enrolled in any class.
3 year olds	Program average of 15-17 children enrolled per class. No more than 17 children enrolled in any class.
3 year olds in double session	Program average of 13-15 children enrolled per class in these classes. No more than 15 children enrolled in any class.

Michigan State Department of Education Program (MDE) 1306, Intentional Infant, Toddler and Preschool

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Additional Comments on the slide:

1306.32 for center-based program options have very specific requirements about the number of children in a classroom, and the ages of those children. Refer to the chart on the slide to discuss the allowable funded class size.

Outdoor Space

- **Minimum of 75 square feet of usable outdoor play space per child** *[Refer to 1304.53(a)(5)]*
- **Must be arranged so that no child is able to leave the premises and/or get into an unsafe and or unsupervised area** *[Refer to 1304.53(a)(9)]*
- **Children must not be exposed to vehicular traffic without supervision to and from play areas** *[Refer to 1304.53(a)(9)]*

Comments on the slide:

- A brief return to outdoor space, emphasizing the requirement of a minimum of 75 square feet of usable outdoor play space per child.
- The outside space must be arranged to that all children are supervised and seen at all times, and that no child is able to leave the premises and/or get into an unsafe or unsupervised area.
- All children must be supervised at all times when walking to/from play areas, and kept safe from vehicular traffic.
- Indoor and outdoor space in EHS or HS centers in use by mobile infants and toddlers must be separate from general walkways and from areas in use by preschoolers.

Local and State Licensing

- All Head Start programs must comply with local licensing and zoning regulations
- Always follow the most stringent regulations



Additional comments on the slide:

- One last reminder: All Head Start programs must comply with local licensing and zoning regulations [1304.53(a)(6) and 1306.30(c)]
- If any of the regulations differ, follow the most stringent regulation.

Equipment, Toys, Materials and Furniture

- **Supportive of specific educational objectives**
- **Reflective of culture and ethnicity of children and families**
- **Age-appropriate, safe, and supportive of developmental levels of each child**
- **Accessible, attractive, inviting**
- **Conducive to child learning environments**

[Refer to 1304.53(b)]

Additional comments on the slide:

- Recognize that toys are not just toys, but that all equipment, toys, materials, and furniture have a direct impact on children's cognitive, emotional, social, and physical skills.
- Toys and materials should support specific educational objectives, not be there just because they are "fun" or "cute," but because they serve a specific and intentional purpose.
- Be respectful of families' cultural and ethnic backgrounds by establishing environments that are supportive of their cultures. Use materials and toys that show acceptance of each child's gender, family, race, language, and culture.
- Make sure that equipment is age and developmentally appropriate for each child served – and make adaptations for children with disabilities when needed. Select child-sized equipment, toys, materials, and furniture carefully so that it is appropriate for the age and developmental group using them.
- Rooms and the materials in them need to be not only attractive and inviting to children, but accessible. Put children's materials on low shelves (or other areas where they can easily access the materials) so that they can explore by themselves. Select equipment and materials so that children have choices.

Equipment, Toys, Materials and Furniture (cont.)

- **Kept in good condition, safe and durable**
- **Safely and orderly stored when not in use**
- **Infants and toddlers**
 - **Toys and materials must be non-toxic and sanitized after each use**
 - **Infant sleeping arrangements must use firm mattresses (avoid soft bedding materials) – cribs at least 3 feet apart**

[Refer to 1304.53(b)]

Additional comments on the slide:

- Just as the facilities need to be checked and inspected, the equipment, materials, toys and furniture also need to be regularly inspected to make sure they are all in good condition, safe and durable. Repair or replace broken, damaged, or unsafe items immediately!

- Keep items stored safely and orderly when not in use.

- For infants and toddlers:

- o Toys must be made of non-toxic materials and sanitized regularly.

- o Infant sleeping arrangement (i.e. – cribs) must use firm mattresses (not soft bedding materials), and cribs need to be at least 3 feet apart.

Cribs and cots = 3 feet apart – highlight this – cribs take up considerable space Reference SIDS and the last bullet.

Disabilities

- **Ensure accessibility of facilities** *[Refer to 1308.4(f)(3)]*
- **Provide appropriate special furniture, equipment and materials if needed** *[Refer to 1308.4(f)(4)]*
- **Provisions made for children, families and staff to ensure safety, comfort and full participation** *[Refer to 1304.53(a)(10)(xvii) and ADA]*
- **Special equipment and materials – must make assistive devices available to child as necessary (purchasing/leasing of special equipment and materials is an allowable program expense)** *[Refer to 1308.4(o)(6)]*

Additional comments on the slide:

- Programs must have a disabilities service plan that addresses how the program will ensure that facilities are accessible. The plan should include a renovation of space and facilities that may be needed to ensure the safety of the children or to promote learning.
- Head Start programs must be accessible to persons with disabilities, including staff, parents and children. From the Performance Standards guidance: “This does not mean that every building or every part of a building must be physically accessible, but the program services as a whole must be accessible. Structural changes to make the program services available are required if alternatives such as reassignment of classes or moving to different rooms are not possible.”
- Children with physical disabilities should have chairs and other furniture that are the correct size and type for their individual needs. As the children grow, their individual furniture and equipment should be changed out accordingly. Consult with experts, such as a physical therapist, to make sure the piece is a correct fit for the child; otherwise, it could be harmful for the child.
- Every effort should be made to use furniture in a manner so that children with disabilities are placed at the same level as their classmates whenever possible.
- Fiscally, special equipment and materials for children for use in the program and home is an allowable program expense. Programs are required to make assistive devices available when needed for a child to move, communicate, improve functioning, or address IEP objectives [1 308.4(o)(6)].
- Similarly, eliminating architectural barriers which affect the participation of children with disabilities is also an allowable cost. Removing physical barriers in existing facilities is required when the

removal is readily achievable (i.e. – relatively easy to do without must difficulty or expense). If not, alternative methods of providing the service must be offered, if those methods are readily available [1308.4(o)(4)].

Facilities – Basic Definitions

- **Construction:** new buildings (excludes renovations, alterations, additions, or work of any kind to existing buildings)
- **Facility:** structure such as a building or modular unit appropriate for use by a Head Start grantee
- **Incidental alterations and renovations:** improvements to facility which do not meet the definition of major renovation

[Refer to 1309]

Additional comments on the slide:

- Note that there were revisions to section 1309 (Facilities Purchase) in May of 2003. Programs need to make sure that they have the updated revisions, and not just those from 1999.
- Construction: new buildings (excludes renovations, alterations, additions, or work of any kind to existing buildings)
- Facility: structure such as a building or modular unit appropriate for use by a Head Start grantee to carry out a Head Start program.
- Incidental alterations and renovations: improvements to facility which do not meet the definition of major renovation.

Facilities – Basic Definitions (cont.)

- **Major renovation:** structural change or extensive alteration of an existing facility
- **Purchase:** to buy an existing facility, either outright or through a mortgage

[Refer to 1309]

Additional comments on the slide:

Major renovation:

- Structural change to the foundation, roof, floor, or exterior or load-bearing walls of a facility, or extension of an existing facility to increase its floor area, or,
- Extensive alteration of an existing facility, such as to significantly change its function and purpose, even if such renovation does not include any structural change to the facility, or,
- A renovation of any kind which has a cost exceeding the lesser of \$200,000, adjusted annually to reflect the percentage change in the Consumer Price Index for All Urban Consumers (issued by the Bureau of Labor Statistics) beginning one year after June 2, 2003, or 25 percent of the total annual direct costs approved for the grantee by ACF for the budget period in which the application is made.

Purchase:

- To buy an existing facility, either outright or through a mortgage.
- Also refers to an approved use of Head Start funds to continue paying the cost of purchasing facilities begun after December 31, 1986 as permitted by the Head Start Act and by Sec. 1309.2.

Construction Eligibility

Programs that want to construct or alter a facility

- **Must contact Regional Office prior to application**
 - **Meet criteria to ensure eligibility**
 - **Applications to use grant funds for purchases, construction or major renovation, requests must be submitted to the Office of Head Start**
 - **Requirements and process are very detailed and precise – be thorough and discuss timeline with Regional Office for preparing required documents**

[Refer to 1309.4, 1309.5 and 1309.10]

Comments on the slide:

If programs want to construct a facility, there are eligibility requirements which a grantee must meet before receiving approval to use Head Start funds to finance the construction. These requirements include:

- o The program must apply to do so (there is a standard application and process), and
 - o The program must be serving an Indian Tribe or a rural or low-income community, and
 - o The program must demonstrate that there is a lack of suitable buildings/facilities (including public school buildings).
- Programs need to back up their proof of eligibility with documentation (letters, assessments, community data, etc.)

Monitoring

- **Systems in place to ensure ongoing monitoring of all program space**
 - **Daily classroom/playground safety checklists**
 - **Routine observations of facilities conducted by staff**
 - **Spot-checking by all staff**
- **Document monitoring activities and results**
- **Act immediately on any facilities issue that need to be addressed**

Additional Comments on the slide:

- Systems and procedures need to be in place that defines how the program will ensure that ongoing monitoring is conducted of all program space, including indoor and outdoor, program and administrative spaces. These systems will ideally be written and part of the operating procedures.
- Some tools and methods that can be used in the ongoing monitoring of facilities, materials and equipment include:
 - o Daily classroom and playground safety checklists (usually classroom staff administer these safety checklists on a daily basis, and record the results to be kept on file)
 - o Routine observations of facilities (conducted by supervisory and/or management staff)
 - o Documentation of the monitoring actions, results, and any corrective actions should be written and kept on file.
- Don't wait on any facilities issue that need attention. Give it immediate attention and action. Waiting to fix, repair, replace, or remove could result in someone being injured.
- Considerations for your program's facilities monitoring:
 - o Who? For daily and ongoing? For routine spot-checks?
 - o When? How frequently? What are the allowable timeframes?
 - o How? Will the monitoring results be used? What action plans will result from the monitoring results? How will those plans be followed up on to ensure corrections are made and safe environments sustained?
 - o Recordkeeping? Where will the documentation be kept?

Emergency Preparedness

- **Emergency evacuation routes and other safety procedures must be:**
 - **Posted in a visible places showing an unmistakable path to safety** [1304.53(a)(1)(vi)]
 - **Plan at least two exit routes from every location in every building**
 - **Practice at least monthly and at different times of day**
 - **Keep records of evacuation drills**

[Refer to 1304.22 (a)(3)]

Additional comments on the slide:

- All classrooms must have evacuation routes and other safety procedures posted in a visible place (most posted on the doors of the classrooms or wall next to the exits) and these must show an unmistakable path to safety.
- There must be at least two routes from every location and in every building
- It must be practiced at least monthly, different times and different days and both routes must be practiced throughout the year. (Using the primary exit all the time does not prepare the children if the event that the alternate route is the safest route to take.)
- Records must be kept of all evacuation drills. (in some states the must be posted in the classroom as well)
- Evacuation cribs for infants, and evacuation cribs or strollers for toddlers
- Assign other staff to also assist with children under three years
- Emergency provisions should include formula, water, diapers, wipes, gloves, and trash bags

Emergency Preparedness

Emergencies may be rare, but DO happen

- **Must have emergency policies, procedures, provisions, and training that comply with Head Start Program Performance Standards and state and local regulations**
- **All staff must have access to and be trained on all policies and procedures**
 - **Written**
 - **New staff orientation**
 - **Periodic updates**

Be prepared!

Head Start Program Performance Standards (HSPPS) 2003b, Introduction for Facilities, Module 10: Emergency

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Additional comments from the slide:

- As horrific as it can be to think about “worst-case scenarios,” we are required to do so to ensure that we are ready to act in case of a catastrophic emergency, whether it is weather-related, or otherwise. Recent crises, such as Katrina, or the shootings at Virginia University, devastating tornados, etc. have heightened all of our awareness of the importance of having an Emergency Preparation plan in place and ready for implementation.
- All staff must have and be trained on all policies and procedures. The policies should be written, and included in new staff orientation, with periodic updates being provided to all staff on a regular basis.
- Staff, children, and regular volunteers should be provided opportunities to practice the emergency plan actions through drills – planned and unplanned.

Emergency Preparedness

- **Supervision**
- **Safety surveillance**
- **Medication administration**
- **Medical emergencies**
- **Dental emergencies**
- **First aid**
- **Blood-borne pathogens precautions**
- **Emergency contacts (e.g., police, fire, ambulance, poison control, child protective services)**

Emergency Policies & Procedures should include all of these items.

Additional comments from the slide:

Emergency policies and procedures need should include:

- Supervision
- Safety surveillance
- Medication administration
- Medical emergencies
- Dental emergencies
- First aid
- Blood-borne pathogens
- Emergency contacts and phone numbers: police, fire, ambulance, poison control, child protective services, etc

Emergency Preparedness

- **Notifying parents**
- **Transporting children**
- **Exclusion guidelines**
- **Evacuation of the site and emergency shelter (e.g., for fire, storm, earthquake, bomb threat, power failure)**
- **Inflicted injuries (e.g., biting, hitting)**
- **Child abuse and neglect**
- **Dangerous situations (e.g., non-custodial parent, intoxication, threat of violence, unauthorized person)**

Emergency Policies & Procedures should include all of these items.

Additional comments from the slide:

Emergency policies and procedures also need to include:

- How parents will be notified
- Transporting children out of the emergency situation
- Exclusion guidelines
- Evacuation of the site and emergency shelter for fire, storm, tornado, flooding, earthquake, bomb threat, power failure, etc.
- Inflicted injuries, whether from biting/hitting from another child, or caused by the catastrophic event
- Child abuse and neglect
- Dangerous parent or other adult situations such as non-custodial parent, intoxication, threat of violence, unauthorized person, etc.

Emergency Preparedness

- **Written plans define who is responsible and what will be done in case of emergency**
- **Readily accessible with key information posted, such as emergency telephone numbers and exit routes**
- **Emergency supplies should be prepared and restocked as needed (first aid kit and three-day supply of food or formula, water, clothes, diapers, blankets, flashlight, batteries, medications, trash bags, etc.)**
- **First aid kit and children's emergency individual information must be accessible to indoor and outdoor areas in the program as well as on busses and on field trips**

Additional comments on the slide:

- Plans should be written, and describe in detail who is responsible and what will be done in case of emergency.
- Keep key information posted and readily accessible – emergency phone numbers and exit routes.
- Keep a three-day (minimum) supply of emergency provisions (first aid kit, three-day supply of food or formula (for babies), water, clothes, diapers, blankets, flashlights, batteries, medications, etc.
- Make sure the first aid kit and children's emergency individual information must be accessible to indoor and outdoor areas in the program as well as transportation and on field trips.
- Side note: Although this information is aimed at the Head Start programs, we might give some thought as to how we are preparing parents for emergency preparation, so that they themselves can act in case of emergency (potential family partnership agreement objective?)

Tools and Resources

- **Head Start Early Childhood Learning and Knowledge Center (ECLKC)**
 - <http://eclkc.ohs.acf.hhs.gov/hslc>
- **The National Head Start Facilities Assistance Desk**
 - 800-303-0705 (8:00 a.m. - 4:30 p.m. ET)
 - Listed in the 'Procurement Standards' under 'Program Design and Management' on ECLKC
- **Head Start Center Design Guide – 2nd Ed. 2005**
 - The guide can be ordered by logging on to the ECLKC website
- **Head Start Federal Performance Standards and Head Start Act 2007**
 - The Standards and Act are available on the ECLKC website

Additional comments on the slide:

Note that there are many resources to help you learn further about Head Start and data collection. Besides the Performance Standards ECLKC is an excellent place to start. Remember you also have access to your programs GPSS (Grantee Program Support Specialist) you can e-mail questions or requests for further information as well as your State Based Training Office and as always your Regional Program Specialist and Grants Specialist.

You may want to request training on your programs data base system if you have responsibility for input of data as well as understanding that will allow you to request reports to be run.

Participant:

Review the comments and questions noted as you read through this material.

Think of who and/or what resources you might access to answer the questions and/or learn more. Go back and note who and/or what within this document.

In the space below develop a goal to address your questions and/or further information seeking. Be sure and allow for a reasonable amount of time to complete your independent work.

Upon completion of this work return it to the Executive Director of the Region VII Head Start Association for training credit.

SUPPLEMENTAL MATERIAL:

FEDERAL INTEREST

Facilities – Basic Definitions (continued), Slide 22

45 CFR 1309.20 Title

Title to facilities acquired with grant funds vests with the grantee upon acquisition, subject to the provisions of this part.

45 CFR 1309.21 Recording of Federal Interest and Other Protection of Federal Interest

Head Start program directors and fiscal managers should reference the standard when using grant funds for renovations and constructions.

(a) The Federal government has an interest in all real property and equipment acquired or upon which major renovations have been undertaken with grant funds for use as a Head Start facility. The responsible HHS official may subordinate the Federal interest in such property to that of a lender, which financed the acquisition or major renovation costs subject to the conditions set forth in paragraph (f) of this section.

(b) Facilities acquired with grant funds may not be mortgaged or used as collateral, or sold or otherwise transferred to another party, without the written permission of the responsible HHS official.

(c) Use of the facility for other than the purpose for which the facility was funded, without the express written approval of the responsible HHS official, is prohibited.

(d)

(1) A grantee receiving funds to acquire or make major renovations to a facility that is or will be sited on land not owned by the grantee must have a lease or other arrangement which protects the Federal interest in the facility and ensures the grantee's undisturbed use and possession of the facility. The lease or document evidencing another arrangement shall include provisions to protect the right of the grantee, or some other organization designated by ACF in the place of the grantee, to occupy the facility for the term of the lease or other arrangement and such other terms required by the responsible HHS official. The designation of an alternate tenant or occupant of the facility by ACF shall be subject to approval by the Leaser, which will not be withheld except for good reason, not including the willingness of another party to pay a higher rent. A grantee receiving funds for the major renovation or acquisition of a facility, on land belonging to another party, must have a land lease or other similar interest in the underlying land which is long enough to allow the Head Start program to receive the full value of those permanent grant-supported improvements.

(2) Except as required under Sec. 1309.31 for certain modular units, the grantee must record the Notice of Federal Interest in the appropriate official records for the jurisdiction where a facility is or will be located immediately upon: purchasing a facility or land on which a facility is to be constructed; receiving permission to use funds to continue purchase of a facility; commencing major renovation of a facility or construction of a facility. In the case of a leased facility undergoing major renovations, the Notice of Federal Interest shall be a copy of the executed lease and all amendments. In the case of a facility now sited or to be constructed on land not owned by the grantee, the Notice of Federal Interest shall be the land lease or other document protecting the Federal interest. The lease or other document must ensure

the right of the grantee to have undisturbed use and possession of the facility. In the event that filing of a lease is prohibited by State law, the grantee shall file an affidavit signed by the representatives of the grantee and the Lesser stating that the lease includes terms which protect the right of the grantee, or some other organization designated by ACF in the place of the grantee, to occupy the facility for the term of the lease.

(3) The Notice of Federal Interest for property sited on land not owned by the grantee shall include the following information:

(i) The date of the award of grant funds for the acquisition or major renovation of the property to be used as a Head Start facility, and the address and legal description of the property to be acquired or renovated;

(ii) That the grant incorporated conditions which included restrictions on the use of the property and provide for a Federal interest in the property;

(iii) That the property may not be used for any purpose inconsistent with that authorized by the Head Start Act and applicable regulations;

(iv) That the property may not be mortgaged or used as collateral, sold or otherwise transferred to another party, without the written permission of the responsible HHS official;

(v) That these grant conditions and requirements cannot be altered or nullified through a transfer of ownership; and

(vi) The name (including signature) and title of the person who completed the Notice for the grantee agency, and the date of the Notice.

(4) A lease, serving as a Notice of Federal Interest, an affidavit filed in the land records as a substitute for the lease, or other document protecting the Federal interest in a facility acquired with grant funds and sited on land not owned by the grantee, shall include the following information:

(i) The address and legal description of the property;

(ii) That the grant incorporated conditions which include restrictions on the use of the property and provide for a Federal interest in the property for the term of the lease or other arrangement; and

(iii) That the property may not be used for any purpose during the lease or other arrangement that is inconsistent with that authorized by the Head Start Act and applicable regulations.

(e) Grantees must meet all of the requirements in 45 CFR parts 74 or 92 pertaining to the purchase and disposition of real property, or the use and disposal of equipment, as appropriate.

(f) In subordinating its interest in a facility acquired or upon which major renovations have been undertaken with grant funds, the responsible HHS officials does not waive application of paragraph (d) of this section and Sec. 1309.22. A written agreement by the responsible HHS official to subordinate the Federal interest must provide:

(1)

(i) The lender shall notify the Office of the Regional Administrator, Administration for Children and Families, the Office of the Commissioner, Administration on Children, Youth and Families, Washington, D.C., and the Office of the General Counsel, Department of Health and Human Services, Washington, DC, or their successor agencies, immediately, both telephonically and in writing of any default by the Head Start grantee;

(ii) Written notice of default must be sent by registered mail return receipt requested; and,

(iii) The lender will not foreclose on the property until at least 60 days after the required notice by the lender has been sent.

(2) Such notice will include:

(i) The full names, addresses, and telephone numbers of the lender and the Head Start grantee;

(ii) The following statement prominently displayed at the top of the first page of the notice: "The Federal Interest in certain real property or equipment used for the Head Start Program may be at risk. Immediately give this notice to the appropriate government official";

- (iii) The date and nature of the default and the manner in which the default may be cured; and
 - (iv) In the event that the lender will be exercising its remedy of foreclosure or other remedies, the date or expected date of the foreclosure or other remedies.
- (3) Head Start grantees which purchase facilities with respect to which the responsible HHS official has subordinated the Federal Interest to that of the lender must keep the lender informed of the current addresses and telephone numbers of the agencies to which the lender is obligated under paragraph (b) of this section to give notice in the event of a default.

45 CFR 74.33 Federally-Owned and Exempt Property

This regulation focuses on inventory that is considered the property of the federal government. Grantee and delegate agencies must submit a listing of federal property annually. Upon completion of their award or when the property is no longer needed, the recipient shall report the property to the awarding agency for further utilization.

For further information: ECLKC – Fiscal – Property Management