

# Capital Area **Community Action** Agency

## EXECUTIVE COMMITTEE

### Agenda

Tuesday, March 20, 2018 – 5:30 pm  
309 Office Plaza Drive, Tallahassee  
Conference Call 605.475.4700 - 275857

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- I. Call to Order Christy McElroy, Chair
- II. Agenda Approval
- III. Sign-in/Attendance/Introductions
- IV. Action – Recommendation for Review and Approval
  - A. Approval of Minutes
  - B. Board Member Resignation – Alivia Murphy
  - C. Affidavit – Department of Children and Families
  - D. Conflict of Interest Disclosure – FY 2017-18
  - E. Fiscal Report
    - Narrative
    - Revenue & Expenditures Agency - 2 page
    - Balance Sheet
    - Credit Card Activity Spreadsheet
    - Credit Card Statements
    - Revenue & Expenditures by program
    - Head Start Match
- V. Program Updates
  - A. Family Support Services Department
  - B. Head Start
- VI. Chief Executive Officer's Report
- VII. Chair's Report
  - A. Evaluation of Chief Executive Officer
- VIII. Adjournment

**Next Executive Committee Meeting 4/17/18 – 5:30 pm – 309 Office Plaza Drive**

**Next Board of Directors Meeting 3/27/18 – 6:00 pm – Ghazvini Center for Healthcare Education**



309 Office Plaza Drive • Tallahassee, Florida • 32301 • 850.222.2043  
[www.CapitalAreaCommunityActionAgency.com](http://www.CapitalAreaCommunityActionAgency.com)



## Tim Center

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**From:** Alivia Myrphy <aliviamurphy1@gmail.com>  
**Sent:** Tuesday, February 20, 2018 8:47 AM  
**To:** Tim Center; to: John Grant; Alivia Murphy; Christy McElroy; Cynthia Valencic; Dan Stengle; Darrel James; Deborah Peterson; Derrick Jennings; Diane Haggerty; Harold Ross (hross@mywakulla.com); Judy Green; Kara Palmer; Karen Henry; Keith Dean; Ken Mayo; Kristin Reshard; Lauren Johnson; Nina Self; Pamela Ridley; Stephanie Sgouros; Venita Treadwell; cc: Kara Palmer Smith  
**Subject:** Resignation

Good Morning to the Board of the Community Action,

I was very pleased to serve as a board member for Capital Area Community Action Gadsden county representative. Unfortunately, I will have to resign from this position. When I am given a task, I like to complete it to the fullest and know that I am not able to with graduate school being my main focus. I do thank you for this opportunity.

Sincerely,

--

*Alivia P. Murphy*



## NON-ACTIVE MEMBER AFFIDAVIT (CORPORATION/LIMITED LIABILITY COMPANY)

Before me this day personally appeared \_\_\_\_\_ who, being duly sworn, deposes and says:  
(Print Name)

As a member (Office, Director, and/or Registered Agent) of \_\_\_\_\_  
(Corporation/Limited Liability Company Name)

that is the owner of \_\_\_\_\_  
(Child Care Facility/Home Name)

I affirm and attest under penalty of perjury that I have a non-active role at the child care program.

I understand that a non-active corporate or limited liability company member means an individual who does not have contact with the children, does not go onsite of the program operation during operating hours, and whose role does not involve the day- to-day operation of the child care program.

Further, I understand that I must immediately notify the licensing authority at any time in the future my role changes to an active role and complete background screening pursuant to s.402.302, 402.305, and 402.3055, Florida Statutes.

SIGNATURE OF AFFIANT: \_\_\_\_\_

Sworn to and subscribed before me this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
SIGNATURE OF NOTARY PUBLIC, STATE OF FLORIDA

\_\_\_\_\_  
(Print, Type, or Stamp Commissioned Name of Notary Public)

(Check one)

☐ Affiant personally known to notary

OR

☐ Affiant produced identification  
Type of identification produced: \_\_\_\_\_

Capital Area  
**Community Action**  
Conflict of Interest Disclosure Agency  
*Fiscal Year 2017-18*

Unless otherwise stated, these questions pertain to Community Action's tax year October 1, 2017 – September 30, 2018. Please respond truthfully to these questions:

1. Are you an independent voting member of the board? \_\_\_\_\_ Yes  
\_\_\_\_\_ No
2. Did you engage in an excess benefit transaction with Community Action during this tax year? \_\_\_\_\_ Yes \_\_\_\_\_ No
3. Do you have a direct business relationship with Community Action, or an indirect business relationship through ownership of more than 35% (individually or collectively), in another entity with another person who is an officer, director, trustee, independent contractor, or a key employee (e.g., Chief Executive Officer Tim Center) of Community Action? \_\_\_\_\_ Yes \_\_\_\_\_ No
4. Do you have a family member who has a direct or indirect business relationship with Community Action? \_\_\_\_\_ Yes \_\_\_\_\_ No
5. Do you serve as an officer, director, trustee, key employee, partner or member of an entity that does business with Community Action? \_\_\_\_\_ Yes \_\_\_\_\_ No
6. Do you have a family relationship or a business relationship with any officer, director, trustee, or key employee of Community Action? \_\_\_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name



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[www.CapitalAreaCommunityActionAgency.com](http://www.CapitalAreaCommunityActionAgency.com)





## Glossary

**Independent voting member of governing body** – only if all three below were true during the time specified:

- Not compensated as officer or employee of Community Action including Head Start
- Did not receive compensation from Community Action or a related organization
- Neither you nor any family member (see definition below) –
  - Was involved in an excess benefit transaction with Community Action (definition below)
  - Received a loan from Community Action including Head Start
  - Received a grant or other assistance from Community Action (including scholarships, internships, prizes or awards)
  - Was involved in a business transaction with Community Action

**Related organization** – Community Action does not have any related organizations.

**Family member** – includes spouse; ancestors; brothers or sisters (whole or half-blood) and their spouses; children (natural or adopted); grandchildren; great grandchildren and their spouses.

**Excess Benefit Transaction** – a transaction in which you received a benefit with a value exceeding the value of the consideration received by Community Action.

**Business relationship** is defined as:

- a. One person is employed by the other in an organization with which the other is a trustee, director, officer, key employee or greater –than-35% owner;
- b. One person is transacting business with another in some manner other than the ordinary course of either party's business on the same terms as generally offered to the public;

Two persons are each a director, trustee, officer, or greater-than-10% owner in the same business or investment entity.

**Financial Statement Narrative  
For the Four Months Ending January 31, 2018  
Capital Area Community Action Agency**

As of January 31, 2018, we have completed four months of the fiscal year and, as a benchmark, we would expect the year-to-date actual expenses and revenue to be around 33% of the annual budget, with some Head Start expenses closer to 40%. At month end, the Year to Date Actual Revenue and Expenses are 43% and 37% respectively, with net income of \$421,456, of which over half is from Prior Year 2016-17 carryforwards.

Year to Date in-kind and non-Federal share match totals \$306,848, which is 36% of the \$843,116 total match required for the fiscal year ending September 30, 2018.

**Expenditure Variances and Explanations**

The Statement of Revenue and Expenditures tracks year-to-date progress by budget line item. Actual revenues and expenditures are compared to the original budget for each budget line item by amount and percentage. Some budget line items may be below or above the expected percentage at any given point in the year. This can be caused by something as innocuous as the revenue or expense occurring unevenly at different points of time during the year, such as a one-time insurance payment. In other words, one twelfth of every budget item is not necessarily paid each month. Therefore, when there is a significant variance, the following explanations are provided. It is important to note that, while a specific line item may be over budget, the overall Agency budget should not be over budget. Adjustments are often made at the end of a grant or fiscal year to ensure that all budgets are balanced.

General Liability and Property Insurance – is over the budget benchmark due to the deposit and first payment of insurance. This line item is paid over the first eight months of the year so will even out over the course of the year.

Communications – is slightly over the percentage desired due to a number of maintenance issues.

Vehicle Expense – is currently over benchmark budget due to a reallocation of car insurance but will even out over the rest of the year.

Technology - is for renewals of technology for various programs which are paid at the beginning of the fiscal year. Overages in this category will be covered with unspent funds in expendable equipment.

Dues and Subscriptions – is over the budget benchmark but is made up mostly of expenses that mostly occur at the beginning of the fiscal year.

Client Assistance - is slightly over benchmark budget due to timing of the various grant periods.

**Financial Statement Narrative  
For the Four Months Ending January 31, 2018  
Capital Area Community Action Agency**

Registration Fees – is a front-loaded annual expense as well that will even out over the course of the year.

Raw Food Cost – is slightly over budget but is expected to fall back in-line with budget as a result of the implementation of the newly rented kitchen.

Capital Area Community Action Agency  
Statement of Revenue and Expenditures  
For the 4 Months Ended 1/31/18

		Total Budget	Current Year	Total Budget Variance - Original	%
		- Original	Actual		
<b>Revenue</b>					
4000	Government Contracts - FED	3,372,460	1,249,862	(2,122,598)	37%
4010	Government Contracts - STATE	2,491,376	1,256,546	(1,234,830)	50%
4020	Government Contracts - LOC	122,000	71,841	(50,159)	59%
4100	Grants - Other Not-for-Profits	24,098	6,536	(32,562)	27%
4200	Contributions	3,500	12,038	8,538	344%
4210	Contributions- Restricted	15,000	40,510	40,510	270%
4320	Commissions-Vending/Photo	2,000	1,052	(948)	53%
4960	Fringe Pool Revenue	744,738	311,490	(433,248)	42%
4970	Indirect Pool Revenue	627,868	228,781	(399,087)	36%
4995	Other Revenue	<u>9,750</u>	<u>11,704</u>	<u>1,954</u>	120%
<b>Total Revenue</b>		<u>7,412,790</u>	<u>3,190,360</u>	<u>(4,222,430)</u>	43%

<b>Expenditures</b>					
6010	Salaries & Wages	2,525,093	922,823	1,602,271	37%
6110	Fringe	711,335	262,345	448,989	37%
6120	FICA	187,738	62,590	125,148	33%
6130	Unemployment	50,000	13,195	36,805	26%
6140	Workers Compensation	42,000	15,916	26,084	38%
6150	Health Insurance	385,000	93,338	291,662	24%
6160	Life Insurance	30,000	9,075	20,925	30%
6170	Retirement	35,000	11,140	23,860	32%
6180	Staff Screenings	4,013	572	3,441	14%
6210	Indirect Costs	608,097	231,572	376,525	38%
6310	Travel - In Area	16,035	4,230	11,805	26%
6315	Travel - Out of Area	11,087	0	11,087	0%
6410	Office Supplies	16,173	3,547	12,626	22%
6415	Program Supplies	22,650	9,510	13,140	42%
6420	Classroom Supplies	43,270	8,857	34,413	20%
6430	Kitchen Supplies	35,000	7,422	27,578	21%
6440	Medical/Dental Supplies	1,000	107	893	11%
6510	Copies/Printing/Copier	21,148	5,570	15,578	
	Maintenance/Toner/Paper				26%
6600	Postage and Delivery Expense	4,237	596	3,641	14%



Capital Area Community Action Agency  
Statement of Revenue and Expenditures  
For the 4 Months Ended 1/31/18

6710	Contractual Services/Professional	313,099	62,325	250,773	20%
6715	Contractual Services – Health/Disabilities	171,188	70,195	100,993	41%
6810	Rent/Space Cost	246,702	93,684	153,017	38%
6820	Utilities	69,376	26,328	43,049	38%
6830	General Liability and Property Insurance	43,791	30,985	12,805	71%
6840	Communications	55,029	23,530	31,499	43%
6850	Repairs and Maintenance-Building	150,617	57,706	92,911	38%
6910	Equipment Maintenance	20,538	8,427	12,111	41%
6920	Vehicle Expense	48,571	25,298	23,273	52%
6930	Equipment Lease	13,190	4,273	8,917	32%
6940	Technology	21,238	22,515	(1,276)	106%
7010	Fees, Licenses, and Permits	5,041	1,714	3,328	34%
7020	Dues/Subscriptions	15,930	8,054	7,876	51%
7210	Client Assistance	1,180,216	567,886	612,330	48%
7320	Expendible Equipment	14,113	2,410	11,703	17%
7410	Registration Fees	7,243	3,073	4,170	42%
7420	Training/Meetings/Workshops	49,647	13,373	36,273	27%
7430	Staff Development	37,520	3,910	33,610	10%
7440	Advisory/Board Member Expenses	7,500	508	6,992	7%
7450	Advertising	7,079	177	6,903	2%
7460	Parent Activities	1,200	87	1,113	7%
7510	Raw Food Cost	172,351	78,756	93,595	46%
7610	Interest Expense	7,000	122	6,878	2%
7630	Bank Service Charges	<u>3,500</u>	<u>1,161</u>	<u>2,339</u>	33%
<b>Total Expenditures</b>		<u>7,410,556</u>	<u>2,768,904</u>	<u>4,641,652</u>	37%
<b>Excess Revenue over (under) Expenditures</b>		<u>2,234</u>	<u>421,456</u>	<u>419,222</u>	

Capital Area Community Action Agency  
Balance Sheet  
For the Four Months Ended 1/31/18

	Current Period Balance
<hr/>	
Assets	
Petty Cash	510
Cash Operating Hancock Bank	306,493
Cash-Bank Restricted	77,740
Grants Receivable	900,176
Building	245,000
Accumulated Depreciation - Building	(70,795)
Equipment	76,691
Total Assets	<u>1,535,815</u>
Liabilities and Net Assets	
Liabilities	
Accounts Payable	6,205
Accrued Leave	59,615
Accrued Wages	58,749
Accrued Fringe Benefits	11,451
Accrued Taxes	9,258
Contract Advances	329,729
Due to Grantor	0
Contingent Liab Sunshine St Micro Unobligated	22,993
Liability- Head Start Parent Activity	3,605
Notes Payable	<u>138,473</u>
Total Liabilities	640,078
Net Assets	
Beginning Net Assets	
Unrestricted Net Assets	149,383
Invested Property and Equipment	<u>324,898</u>
Total Beginning Net Assets	474,281
Current Net Income	<u>421,456</u>
Total Net Assets	<u>895,737</u>
Total Liabilities and Net Assets	<u>1,535,815</u>

Capital Area Community Action Agency, Inc.  
Head Start NFS Match Requirements  
For the Month Ending January 31, 2018

Match Source	Total Needed	YTD	YTD %	Remaining	Remaining %
Government Contracts - Local		31,191			
Grants - Other Not for Profits		7,454			
In-Kind Revenue		122,925			
VPK/SR		145,278			
	<b>843,116</b>	<b>306,848</b>	<b>36%</b>	<b>536,268</b>	<b>64%</b>

Payee LOWE'S  
Vendor ID LOWES

Account #:

56983  
2/15/2018

Invoice	Description	Discount	Amount
013118LOWES	AN 2018/SUPPLIES, TOOLS OR JANIT...	\$0.00	\$2,649.51
Total :		\$0.00	\$2,649.51

1-2

Days in Billing Cycle

02/02/2018  
31

## Transaction Summary

Tran Date	Post Date	Reference Number/ Invoice Number	Description of Transaction or Credit	Amount
01/02	01/03	09235	STORE 0716 TALLAHASSEE FL	✓ \$54.80
01/02	01/03	10735	STORE 0716 TALLAHASSEE FL	✓ \$82.11
01/05	01/05	08495	STORE 0417 TALLAHASSEE FL	✓ \$107.25
01/06	01/06	08821	STORE 0417 TALLAHASSEE FL	✓ \$211.82
01/08	01/08	07573	STORE 0417 TALLAHASSEE FL	✓ \$7.08
01/08	01/08	08084	STORE 0417 TALLAHASSEE FL	✓ \$26.96
01/09	01/09		PAYMENT - THANK YOU	(\$752.11)
01/10	01/10	24889	STORE 0417 TALLAHASSEE FL	✓ \$118.64
01/11	01/11		*INTEREST CHARGE* PURCHASES REFUND	(\$36.01)
01/16	01/16	27333	STORE 0417 TALLAHASSEE FL	✓ \$10.97
01/17	01/17	10989	STORE 0417 TALLAHASSEE FL - for offc. Plaza	✓ \$5.94
01/17	01/17		STORE 0417 TALLAHASSEE FL	*(\$30.58)
01/20	01/20	09543	STORE 0716 TALLAHASSEE FL	✓ \$38.12
01/20	01/20	10681	STORE 0716 TALLAHASSEE FL	✓ \$27.52
01/21	01/21	06727	STORE 0417 TALLAHASSEE FL	✓ \$21.60
01/22	01/22	06786	STORE 0417 TALLAHASSEE FL	✓ \$17.33
01/24	01/24	53280	STORE 0417 TALLAHASSEE FL	✓ \$96.03
01/24	01/24		STORE 0417 TALLAHASSEE FL	✓ \$321.35
01/25	01/25		STORE 0417 TALLAHASSEE FL Item return	✓ (\$15.60)
01/29	01/29	53723	PAYMENT - THANK YOU	(\$912.38)
01/29	01/29	24600	STORE 0417 TALLAHASSEE FL	✓ \$619.47
01/30	01/30	67003	STORE 0417 TALLAHASSEE FL	✓ \$304.05
01/30	01/30	67011	STORE 0417 TALLAHASSEE FL for offc. plaza	✓ \$71.20
01/30	01/30	53755	STORE 0417 TALLAHASSEE FL	✓ \$56.98
01/30	01/30	53756	STORE 0417 TALLAHASSEE FL	✓ \$64.73
01/31	01/31	20564	STORE 0417 TALLAHASSEE FL	✓ \$42.66
02/01	02/01		STORE 0716 TALLAHASSEE FL	✓ \$210.28
02/01	02/01	24430	STORE 0417 TALLAHASSEE FL Item return	✓ (\$85.30)
			STORE 0417 TALLAHASSEE FL	✓ \$310.66

\* See extended note in summary of bill - shows that  
are sales tax corrections made that equal 30.58

**CUSTOMER SERVICE:** For Account Information log on to [www.lowes.com/credit](http://www.lowes.com/credit). This account is not registered. The authentication code is: EBT542, or call toll-free 1-800-444-1408.

**PAYMENT DUE BY 5 P.M. (ET) ON THE DUE DATE.**

**NOTICE:** We may convert your payment into an electronic debit. See reverse for details, Billing Rights Information and other important information.



Head Start CC Purchases Jan 2018

Vendor Name	Expenses	Document Date	GL Code	Fund Code	Effective Date	Transaction Description
HANCOCK BANK	82.43	1/29/2018	6415	1064	1/29/2018	BOOK- AID FOR TEACHERS
HANCOCK BANK	65.22	1/29/2018	6415	1064	1/29/2018	PROG SUPPLY- SC CNTR
HANCOCK BANK	45.67	1/29/2018	6415	1064	1/29/2018	PROGRAM SUPPLIES FOR SC CNTR
HANCOCK BANK	4.10	1/29/2018	6420	1064	1/29/2018	CLASSROOM SUPPLIES FOR SC CNTR
HANCOCK BANK	20.00	1/29/2018	6715	1064	1/29/2018	PHYSICAL FOR STUDENT- FAUST
HANCOCK BANK	5.00	1/29/2018	6850	1064	1/29/2018	MARPAN DUMPING FEE FROM CLEANING BROKEN SUPPLIES
HANCOCK BANK	4,000.00	1/29/2018	6850	1064	1/29/2018	PLAYGROND RUBBER MULCH
HANCOCK BANK	37.24	1/29/2018	6850	1064	1/29/2018	SC PLAYGROUND
HANCOCK BANK	7.00	1/29/2018	6920	1064	1/29/2018	FUEL FOR CAR RENTAL AT T/TA CONF.
HANCOCK BANK	155.01	1/29/2018	6920	1064	1/29/2018	FUEL FOR CO VEHICLE
HANCOCK BANK	49.94	1/29/2018	6920	1064	1/29/2018	FUEL FOR CO VEHICLE
HANCOCK BANK	59.59	1/29/2018	7420	1064	1/29/2018	FOOD AT T/TA CONF.
HANCOCK BANK	121.27	1/29/2018	7420	1064	1/29/2018	FOOD FOR HEALTH ADVISORY MTG
HANCOCK BANK	877.48	1/29/2018	7420	1064	1/29/2018	HOTEL/AIR FARE- HEADSTART T/TA CONF
HANCOCK BANK	4.29	1/29/2018	7420	1064	1/29/2018	WATER FOR HEALTH ADVISORY TG
HANCOCK BANK	105.98	1/29/2018	7430	1064	1/29/2018	BOOKS FOR GULF COAST COLLEGE- MYERS
HANCOCK BANK	1,123.29	1/29/2018	7430	1064	1/29/2018	CLASSESS NOT COVERED BY T.E.A.C.H.- S. RYLES
HANCOCK BANK	377.57	1/29/2018	7430	1064	1/29/2018	RM RENTAL- IN SERVICE TRNG TO PREP FOR MONITORING
HANCOCK BANK	1,023.75	1/29/2018	7430	1064	1/29/2018	TUITION FOR MYERS AT GULF COAST COLLEGE
HANCOCK BANK	186.36	1/29/2018	7440	1064	1/29/2018	FOOD- POLICY COUNCIL
HANCOCK BANK	<u>86.99</u>	1/29/2018	7460	1064	1/29/2018	SUPPLIES FOR EDUC. TRAINING-PARENT ENGAGEMNT
Total HANCOCK	<u>8,438.18</u>					
LOWE'S	587.28	1/31/2018	6415	1064	1/31/2018	TOOLS AND SUPPLIES
LOWE'S	<u>2,062.23</u>	1/31/2018	6850	1064	1/31/2018	TOOLS AND SUPPLIES
Total LOWES -	<u>2,649.51</u>					
Report Transaction Totals	<u>11,087.69</u>					

Payee HANCOCK BANK  
Vendor ID HANCOCK CC

Account

57009

57009

2/16/2018

Invoice	Description
012918-TC	TIM CENTER

Amount
\$1,680.73

Hancock Bank  
MAHAN  
02/21/18 13:44

Seq: 0038 ID: 101764 CB: 7124

Credit Card Payment \$1,805.73  
Posting Date: 02/21/18  
Thank you for banking with Hancock

\$1,680.7

LMP40 M/P CHECK

Rev 1/17



104471

10447 (11/17) J187161

Save time and money. Automatically. For hassle-free details and to start saving with your eligible Hancock Business Credit Card for FREE today, visit [visasavingsedge.com](http://visasavingsedge.com).

## TRANSACTION DETAIL

Post Date	Trans Date	Reference Number	MCC	Transaction Description	Amount
01-08	01-05	24431068005091077010031	9399	DEPT OF BUS AND PROF R BILLERPAYMENT FL - <i>Holding</i>	M125.00 ✓
01-09	01-07	24869488008263019630493	4121	TAXI SVC HOUSTON HOUSTON TX - <i>CAP Conf</i>	M38.24 ✓
01-12	01-10	24431068011722466256742	3640	HYATT REGENCY HOUSTON HOUSTON TX - <i>CAP Conf</i>	M608.19 ✓
			16169616	ARRIVAL: 01-07-18	
01-17	01-17	74270848017100008648890	0000	BRANCH PAYMENT - THANK YOU	M938.47 ✓
01-17	01-16	24431068016026642306503	4816	ADOBE SYSTEMS, INC. 800-833-6687 CAMO. <i>Subsc.</i>	M14.99 ✓
01-19	01-17	24226388018370172653580	5300	SAMSLUB.COM 8887467726 AR - <i>ADMN</i>	M45.00 ✓
01-22	01-19	24493988020286032624331	5734	AATRIX SOFTWARE 701-746-6814 ND - <i>Personnel</i>	M97.51 ✓
01-23	01-22	24692168022100835844937	5968	GAN*1558TALLHDEMOCIRC 888-426-0491 IN- <i>mo. Subsc.</i>	M48.23 ✓
01-24	01-23	24224438024103015705961	5812	NEWK'S EXPRESS CAF TALLAHASSEE FL - <i>BD MTG</i>	M91.00 ✓
01-24	01-23	24906418023049968480458	5968	SMK*SURVEYMONKEY.COM 971-2445555 CA - <i>Personnel</i>	M360.00 ✓
01-29	01-27	24330668028900018009054	5812	CAPITAL CITY COUNTRY CLUB TALLAHASSEE FL - <i>Wed fees</i>	M377.57 ✓

STATEMENT DATE	ACCOUNT NUMBER	ACCOUNT SUMMARY
01-29-18	<del>XXXXXXXXXXXX</del>	
CUSTOMER SERVICE CALL		NEW PURCHASES AND OTHER CHARGES 1,805.73
Toll Free 1-800-448-8812		NEW CASH ADVANCES .00
		CREDITS 938.47
		STATEMENT TOTAL 867.26
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 6,000.00

57007

Payee HANCOCK BANK  
Vendor ID HANCOCK CC

57007  
2/16/2018

Invoice  
012918-NR

De

it	Amount
\$0.00	\$741.66

Hancock Bank  
MAHAN

02/21/18 13:43

Seq: 0036 ID: 101764 CB: 7124

Credit Card Payment \$741.66  
Posting Date: 02/21/18

Thank you for banking with Hancock

\$0.00	\$741.66
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LMP40 M/P CHECK

Rev 117

10447 (11/17) J187161

Save time and money. Automatically. For hassle-free details and to start saving with your eligible Hancock Business Credit Card for FREE today, visit [visasavingsedge.com](http://visasavingsedge.com).

## TRANSACTION DETAIL

Post Date	Trans Date	Reference Number	MCC	Transaction Description	Amount
01-11	01-10	24445008011000960432451	5411	PUBLIX #1051 TALLAHASSEE FL	✓ M29.47 ✓
01-11	01-10	24445008011000960432527	5331	DOLLAR TREE TALLAHASSEE FL	✓ M44.22 ✓
01-11	01-10	24269798011001067589564	5814	JIMMY JOHNS - 170 - MO 850-942-9929 FL	✓ M94.98 ✓
01-17	01-17	74270848017100008648932	0000	BRANCH PAYMENT - THANK YOU	✓ M2,177.59 ✓
01-18	01-17	24445008018000836791182	5411	PUBLIX #1051 TALLAHASSEE FL	✓ M17.34 ✓
01-19	01-18	24445008019000922026708	5411	PUBLIX #1051 TALLAHASSEE FL	✓ M13.86 ✓
01-19	01-17	24692168018100764257230	5814	ZAXBY'S #18601 TALLAHASSEE FL	✓ M60.99 ✓
01-19	01-17	24692168018100764257206	5814	ZAXBY'S #18601 TALLAHASSEE FL	✓ M75.98 ✓
01-19	01-19	24231688019083753872710	5811	MOE'S SW GRILL #373 OLO TALLAHASSEE FL	✓ M172.50 ✓
01-25	01-24	24445008025000936128443	5411	PUBLIX #887 TALLAHASSEE FL	✓ M4.58 ✓
01-26	01-24	24431068025400418000526	5812	OLIVE GARDEN 0021236 TALLAHASSEE FL	✓ M140.75 ✓
01-29	01-26	24226388027400005260672	5411	WAL-MART #4427 TALLAHASSEE FL	✓ M5.00 ✓
01-29	01-26	24445008027400127974332	5411	WM SUPERCENTER #4520 TALLAHASSEE FL	✓ M12.99 ✓
01-29	01-26	24445008027400127974258	5411	WM SUPERCENTER #1077 TALLAHASSEE FL	✓ M69.00 ✓

STATEMENT DATE  
01-29-18

ACCOUNT NUMBER

ACCOUNT SUMMARY

CUSTOMER SERVICE CALL

Toll Free

1-800-448-8812

NEW PURCHASES AND OTHER CHARGES	741.66
NEW CASH ADVANCES	.00
CREDITS	2,177.59
<b>STATEMENT TOTAL</b>	<b>1,435.93 cr</b>
TOTAL IN DISPUTE	.00
<b>CREDIT LIMIT</b>	<b>2,500.00</b>





## CAPITAL AREA COMMUNITY ACTION AGENCY GENE

57004

Payee HANCOCK BANK  
Vendor ID HANCOCK CC

57004  
2/16/2018

Invoice Description  
012918-FO [REDACTED]

Amount	
\$0.00	\$1,026.50

Hancock Bank  
MAHAN  
02/21/18 13:47

Seq: 0044 ID: 101764 CB: 7124

Credit Card Payment \$1,026.50

Posting Date: 02/21/18

Thank you for banking with Hancock

\$0.00	\$1,026.5
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LMP40 M/P CHECK

Rev 1/17

104471

10447 (11/17) J187161

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## TRANSACTION DETAIL

Post Date	Trans Date	Reference Number	MCC	Transaction Description	Amount
01-08	01-05	24692168005100803339028	4722	ORBITZ*7320194307479 ORBITZ.COM WA	M877.48 ✓
01-09	01-08	24445718008300403378231	5411	KROGER #339 LOUISVILLE KY	M5.04 ✓
01-10	01-09	24427338009720007111746	5814	PANERA BREAD # 607002 LOUISVILLE KY	M3.79 ✓
01-10	01-09	24224438010103006094082	5812	JASON'S DELI - KLT LOUISVILLE KY	M10.79 ✓
01-10	01-08	24445008009500477531947	5812	MARKS FEEDSTORE BARD LOUISVILLE KY	M19.06 ✓
01-12	01-10	24316058011548593042825	5542	SHELL OIL 57444021703 LOUISVILLE KY - fuel car rental	M7.00 ✓
01-12	01-10	24692168011100471502081	5812	COAL'S ARTISAN PIZ SDF LOUISVILLE KY	M20.91 ✓
01-17	01-17	74270848017100008649013	0000	BRANCH PAYMENT - THANK YOU	M245.70 ✓
01-19	01-17	24445008018100176386195	5942	BARNES & NOBLE #2849 TALLAHASSEE FL	M26.37 ✓
01-19	01-19	24692168019100131815222	5942	AMAZON.COM AMZN.COM/BILL WA	M56.06 ✓

STATEMENT DATE 01-29-18	ACCOUNT NUMBER [REDACTED]	ACCOUNT SUMMARY
<b>CUSTOMER SERVICE CALL</b>  Toll Free 1-800-448-8812		NEW PURCHASES AND OTHER CHARGES 1,026.50
		NEW CASH ADVANCES .00
		CREDITS 245.70
		<b>STATEMENT TOTAL 780.80</b>
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 2,000.00

9/10/18

Payee HANCOCK BANK  
Vendor ID HANCOCK CC

57003  
2/16/2018

Invoice	Des	Amount
012918-DJ		\$0.00 \$417.93
<p>Hancock Bank MAHAN 02/21/18 13:47</p> <p>Seq: 0043 ID: 101764 CB: 7124</p> <p>Credit Card Payment \$417.93 Posting Date: 02/21/18 Thank you for banking with Hancock</p>		
		\$0.00 \$417.93

LMP40 M/P CHECK

Rev 1/17

104471

10447 (11/17) J187151

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## TRANSACTION DETAIL

Post Date	Trans Date	Reference Number	MCC	Transaction Description	Amount
01-03	01-02	24445008003000966305461	5411	PUBLIX #610 TALLAHASSEE FL	M29.52
01-03	01-02	24445008003000966305537	5411	PUBLIX #782 TALLAHASSEE FL	M37.90
01-04	01-02	24692168003100674454080	5542	GATE 1194 Q80 TALLAHASSEE FL	M50.01
01-09	01-08	24445008009000825433649	5411	WINN-DIXIE #0086 TALLAHASSEE FL	M4.29
01-09	01-08	24427338008720007077187	5814	PANERA BREAD #00984 TALLAHASSEE FL	M17.58
01-10	01-08	24445008009500477530386	5411	PUBLIX #1051 TALLAHASSEE FL	M73.19
01-11	01-09	24427338010710010806918	5814	CHICK-FIL-A #01370 TALLAHASSEE FL	M30.50
01-11	01-09	24316058010548405036594	5542	SHELL OIL 50988950122 TALLAHASSEE FL	M52.00
01-17	01-17	74270848017100008648916	0000	BRANCH PAYMENT - THANK YOU	M1,721.93
01-17	01-16	24210738016207771700030	8041	TLC CHIROPRACTIC, INC. 850-222-5700 FL	M20.00
01-18	01-16	74445748017100200561893	5943	OFFICE DEPOT #108 TALLAHASSEE FL	M251.53 cr
01-18	01-16	24445748017100200561716	5943	OFFICE DEPOT #108 TALLAHASSEE FL	M233.92
01-22	01-18	24692168019100217996599	5542	GATE 1194 Q80 TALLAHASSEE FL	M50.00
01-29	01-26	24692168027100064985927	5542	GATE 1194 Q80 TALLAHASSEE FL	M53.00

\* This is a full refund/return  
of purchase made to remove  
sales tax

STATEMENT DATE	ACCOUNT NUMBER	ACCOUNT SUMMARY
01-29-18		NEW PURCHASES AND OTHER CHARGES 651.91
CUSTOMER SERVICE CALL  Toll Free 1-800-448-8812		NEW CASH ADVANCES .00
		CREDITS 1,973.52
		STATEMENT TOTAL 1,321.61 cr
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 3,000.00

Payee HANCOCK BANK  
Vendor ID HANCOCK CC

57008

57008  
2/16/2018

Invoice  
012918-NS

Amount	Amount
\$0.00	\$5,141.58

Hancock Bank  
MAHAN  
02/21/18 13:46

Seq: 0041 ID: 101764 CB: 7124

Credit Card Payment \$5,141.58  
Posting Date: 02/21/18  
Thank you for banking with Hancock

\$0.00 \$5,141.58

LMP40 M/P CHECK

Rev 1/17

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10447 (11/17) J187161

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## TRANSACTION DETAIL

Post Date	Trans Date	Reference Number	MCC	Transaction Description	Amount
01-12	01-11	24445008012000966709141	9402	USPS PO 1188920683 TALLAHASSEE FL	M6.59 ✓
01-17	01-17	74270848017100008648874	0000	BRANCH PAYMENT - THANK YOU	M30.59
01-18	01-16	24388948017432530041688	8220	FLORIDA INT'L UNIVERSI 800-3398131 CT	M22.03 ✓
01-18	01-16	24388948017432530041670	8220	FLORIDA INT'L UNIVERSI 800-3398131 CT	M1,101.26 ✓
01-23	01-22	24445008023000916703985	9402	USPS PO 1188920683 TALLAHASSEE FL	M6.70 ✓
01-24	01-22	24071058023627192062136	5251	MARPAN RECYCLING LLC TALLAHASSEE FL	M5.00 ✓
01-26	01-25	24692168025100331829686	5399	IN *NICCO 713-4600999 TX	M4,000.00 ✓

*Anna Ref 2/6/18*

STATEMENT DATE	ACCOUNT NUMBER	ACCOUNT SUMMARY
01-29-18		
CUSTOMER SERVICE CALL		NEW PURCHASES AND OTHER CHARGES 5,141.58
Toll Free 1-800-448-8812		NEW CASH ADVANCES .00
		CREDITS 30.59
		STATEMENT TOTAL 5,110.99
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 6,000.00

*6c 2/15/18*

Payee HANCOCK BANK  
Vendor ID HANCOCK CC

57011  
2/16/2018

Invoice	Des
012918-VT	

Amount
\$0.00
\$69.32

Hancock Bank  
MAHAN  
02/21/18 13:44

Seq: 0037 ID: 101764 CB: 7124

Credit Card Payment \$69.32  
Posting Date: 02/21/18  
Thank you for banking with Hancock

\$0.00	\$69.3
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LMP40 M/P CHECK

Rev 1/17

104471

10447 (11/17) J187161

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### TRANSACTION DETAIL

Post Date	Trans Date	Reference Number	MCC	Transaction Description	Amount
01-08	01-05	24445008006400124501992	5411	WM SUPERCENTER #1077 TALLAHASSEE FL	M3.10
01-08	01-05	24226388006091001637198	5411	WAL-MART #1077 TALLAHASSEE FL	M66.22
01-17	01-17	74270848017100008649039	0000	BRANCH PAYMENT - THANK YOU	M120.93

STATEMENT DATE  
01-29-18

ACCOUNT NUMBER  
[REDACTED]

### ACCOUNT SUMMARY

### CUSTOMER SERVICE CALL

Toll Free 1-800-448-8812

NEW PURCHASES AND OTHER CHARGES	69.32
NEW CASH ADVANCES	.00
CREDITS	120.93
<b>STATEMENT TOTAL</b>	<b>51.61 cr</b>
TOTAL IN DISPUTE	.00
CREDIT LIMIT	4,000.00



# Capital Area **Community Action** Agency

## **MEMORANDUM**

**TO:** Head Start Policy Council and Board of Directors  
**FROM:** Tim Center, CEO and Head Start Director   
**RE:** Head Start Director's Report  
**DATE:** March 14, 2018

---

The following memo serves as my update to the Community Action Head Start Policy Council and Board of Directors.

### **Staffing**

In Service Training was held the Monday after Spring Break. To improve employee morale and chances for retention, staff are evaluating performance bonus opportunities to reward regular attendance at work and completing the school year. Additionally, staffing needs in floaters and substitutes are evidently causing some employee burnout and stress. We need ideas for recruitment and training of new staff.

### **Facilities**

Franklin County will need major renovations and HHS Region IV has directed us to reach out to the US Department of Agriculture for assistance.

### **Curriculum**

No new reports on curriculum issues. The focus with staff is in documenting in the online portal the individualized educational metrics about the students.

### **Enrollment**

Centers are fully enrolled with waiting lists for all but Franklin County.

### **Federal and State Regulations**

Federal monitoring took place and monitors met with Policy Council representatives. The monitoring visit altered the management team to areas for improvement. A formal monitoring report will be available in three to four months.

CLASS monitoring results have been delivered and offer an opportunity for improvement.



309 Office Plaza Drive • Tallahassee, Florida • 32301 • 850.222.2043  
[www.CapitalAreaCommunityAction.org](http://www.CapitalAreaCommunityAction.org)



Self-Assessment is an ongoing tool to foster data collection and improvement of the Head Start program. The proposed Self-Assessment timeline is attached for consideration.

### **Budget**

All looks good regarding the program budget at this time. A slight amendment may be necessary to cover some ongoing maintenance matters.<sup>5</sup>



# ADMINISTRATION FOR CHILDREN & FAMILIES

Office of Head Start | 4th floor Switzer Memorial Building, 330 C Street SW, Washington DC | [eclkc.ohs.acf.hhs.gov](http://eclkc.ohs.acf.hhs.gov)

**To: Board Chairperson**

*Mr. Christy McElroy*  
*Board Chairperson*  
*Capital Area Community Action Agency, Inc.*  
*309 Office Plz*  
*Tallahassee, FL 32301-2729*

**From: Responsible HHS Official**

*Ms. Ann Linehan*  
*Acting Director, Office of Head Start*

  
02/21/2018

## Results from CLASS® Observations

Thank you for your support during the recent Office of Head Start onsite CLASS® review conducted from **02/06/2018** to **02/08/2018** of your Head Start program. Grant **04CH10135**.

Observations were conducted in preschool center-based classrooms using the Pre-K Classroom Assessment Scoring System (CLASS®). The CLASS® tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven point scale. Please share these results with the appropriate governing board, policy council, management, staff and stakeholders.

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	5.6042	Classroom Organization	5.1389	Instructional Support	2.1944

DIMENSIONS					
Positive Climate	5.61	Behavior Management	5.36	Concept Development	1.78
Negative Climate*	1.03	Productivity	5.36	Quality of Feedback	2.17
Teacher Sensitivity	5.06	Instructional Learning Formats	4.69	Language Modeling	2.64
Regard for Student Perspectives	4.78				

\*Note: To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspective scores, then divide by 4.

For more information on CLASS® domains and dimensions, please see the attached description and visit the Early Childhood Learning and Knowledge Center, National Center on Quality Teaching and Learning at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching>.

If you have any questions, please contact your Regional Office.

cc: *Mr. Robert Bialas*, Regional Program Manager  
*Ms. Shantell Freeman*, Policy Council Chairperson  
*Mr. Tim Center*, CEO/Executive Director  
*Mr. Tim Center*, Head Start Director

## About CLASS®

The Improving Head Start for School Readiness Act of 2007 requires that the Office of Head Start (OHS) include in the monitoring reviews of Head Start agencies a valid and reliable research-based observational instrument that assesses classroom quality, including the assessment of multiple dimensions of teacher-child interactions that are linked to positive child outcomes and later achievement.

CLASS® assesses interactions between children and teachers in three broad domains of classroom quality: Emotional Support, Classroom Organization, and Instructional Support. The Office of Head Start believes that the domains of quality measured by CLASS® remain central to its approach to child development and education and serve as important indicators of the future school readiness of all Head Start children.

For all dimensions\*, the scoring principles are as follows<sup>1</sup>:

### **Low range score**

*1—The low range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the low range are present.*

*2—The low range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators that are in the middle range.*

### **Middle range score**

*3—The middle range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the low range.*

*4—The middle range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the middle range are present.*

*5—The middle range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the high range.*

### **High range score**

*6—The high range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the middle range.*

*7—The high range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the high range are present.*

\*Note: The Negative Climate dimension is inversely scored with a higher score indicating lower quality. For all other dimensions and domains, a higher score indicates higher quality.

The scores from each class observation are averaged across the grantee to result in **grantee-level** dimension scores. The grantee dimension scores are then used to calculate the grantee-level domain scores.

The scores from CLASS® observations can be used for a variety of purposes, including professional development, program improvement, policy, goal-setting and monitoring. The Office of Head Start began using the CLASS® for monitoring purposes in FY2010 to collect information on the experiences of children at each grantee.

In FY2012, OHS refined the use of the CLASS® in monitoring to include the use of a randomly selected sample of center-based preschool classes for observations, a clearly articulated methodology followed by CLASS® reviewers, and additional support for the CLASS® reviewer pool. For each preschool class selected in the sample, trained and certified CLASS reviewers conduct two 20 minute observations and score at the dimension level using a 7-point scale at the end of each observation cycle.

<sup>1</sup> Pianta R, La Paro K, Hamre, B. *Classroom Assessment Scoring System Manual—Pre-K*, Paul H. Brookes Publishing Co., 2008.



Capital Area Community Action Historical Class Performance

Dimensions	HHS Winter 2013	Winter 2016 E	Spring 2016 E	Fall 2016 A	Winter 2017 I	Spring 2017 E	Fall (1) 2017 E	Fall (2) 2017 I	HHS Winter 2018
<b>Positive Climate:</b> Relationships Positive affect Positive communication Respect	6.2	5.82	6.1	5.28	6.14	6.05	5.18	5.91	5.61
<b>Negative Climate:</b> Negative affect Punitive control Sarcasm/disrespect Severe negativity	1	1.04	1.04	1.08	1.19	1.13	1.12	1.03	1.03
<b>Teacher Sensitivity:</b> Awareness Responsiveness Addresses problems Student comfort	4.3	6.2	6.14	5.86	4.33	5.95	4.45	5.42	5.06
<b>Regard for Student Perspectives:</b> Flexibility and student focus Support for autonomy and leadership Student expression Restriction of movement	4.6	5.58	5.9	5.51	4.24	5.7	4.3	5.38	4.78
<b>Behavior Management:</b> Clear behavior expectations Proactive Redirection of misbehavior Student behavior	4.4	6.46	6.17	6.159	4.29	6.06	4.7	5.69	5.36
<b>Productivity:</b> Maximizing learning time Routines Transitions Preparation	6.6	6.58	6.48	6.33	4.47	6.29	4.41	5.97	5.36
<b>Instructional Learning Formats:</b> Effective facilitation Variety of modalities and materials Student interest Clarity of learning objectives	5.3	4.87	5.64	5.02	3.89	5.3	4.24	4.88	4.69
<b>Concept Development:</b> Analysis and reasoning Creating Integration Connections to the real world	2.5	1.62	2.78	1.9	2.98	2.56	3.54	2.88	1.78
<b>Quality of Feedback:</b> Feedback loops Prompting thought processes Providing information Encouragement and affirmation	3	2.94	4.17	3.25	3.2	3.46	3.59	3.42	2.17
<b>Language Modeling:</b> Frequent conversation Open-ended questions Repetition and extension Self- and parallel talk Advanced language	2.3	3.54	4.8	3.89	3.02	4.42	3.53	4.89	2.64

Domain	HHS Winter 2013	Winter 2016 E	Spring 2016 E	Fall 2016 A	Winter 2017 I	Spring 2017 E	Fall (1) 2017 E	Fall (2) 2017 I	HHS Winter 2018
<b>Emotional Support</b>	4.0250	4.6600	4.7950	4.4325	3.9750	4.7075	3.7625	4.4350	4.1200
<b>Classroom Organization</b>	5.4333	5.9700	6.0967	5.8363	4.2167	5.8833	4.4500	5.5133	5.1367
<b>Instructional Support</b>	2.6000	2.7000	3.9167	3.0133	3.0667	3.4800	3.5533	3.7300	2.1967

Codes  
 External=E  
 External+Internal=A  
 Internal=I  
 Red Numbers= Lowest  
 10% for that year



# Capital Area Community Action Agency, Inc. Head Start Parent, Family, Community Engagement (PFCE) Goals & Outcomes

Central PFCE Domains						
Family Well Being	Positive Parent Child Relationships	Family as Life Long Educators	Families as Learners	Family Engagement in Transitions	Family Connections to Peers and Community	Families as Advocates and Leaders
<p><b>Goal:</b></p> <p>Parents and families are safe, healthy, and have increased financial security.</p> <p><b>Objectives:</b></p> <p>Use family partnership assessments as a tool for relationship building and as a basis for ongoing individualized family services.</p> <p>Help families identify their interests, articulate their strengths and needs and accomplish and/or develop goals.</p> <p>Assist families in using resources and systems of support regularly and continuously over a period of time.</p>	<p><b>Goal:</b></p> <p>Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.</p> <p><b>Objectives:</b></p> <p>Foster meaningful, reciprocal relationships between mother and child, and father and child in a manner that is both culturally receptive and responsive.</p> <p>Help families identify appropriate practices that complement the stages of their developing child.</p> <p>Support parents and families in ensuring the health and safety of their infants, toddlers and preschoolers.</p> <p>Support a father's efforts to connect with and be responsible for his child at all ages and stages of development.</p> <p>Support families in seeking support from mental health consultants or other community agencies when there are parent-child relationship challenges that require additional services.</p> <p>Foster strong co-parenting relationships as appropriate.</p>	<p><b>Goal:</b></p> <p>Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school, and in their communities.</p> <p><b>Objectives:</b></p> <p>Support relationships between parents and their children as part of the foundation for interactions around early learning.</p> <p>Provide opportunities and support parents in working toward their own literacy goals.</p>	<p><b>Goal:</b></p> <p>Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.</p> <p><b>Objectives:</b></p> <p>Use the family partnership process to assist families with their education and training goals, and provide referrals to educational resources (GED, adult education, ESL, employment opportunities, workplace literacy, parenting skills, job training, job preparation skills, etc.).</p> <p>Follow-up on referrals to ensure that families are enrolled and have the necessary supports to complete their education and/or training.</p> <p>Invite past program parents and community volunteers to share their educational and career experiences with families.</p> <p>Invite families to volunteer or apply for jobs in the program in ways that support their parenting, career or life goals.</p>	<p><b>Goal:</b></p> <p>Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS and HS to Kindergarten through Elementary School.</p> <p><b>Objectives:</b></p> <p>Use the family partnership process to help families develop transition plans for themselves and their children.</p> <p>Provide families with information, training and connections to future early care and educational settings to help facilitate the transition process for parents and children (e.g., information about what families might expect of K-12 instruction and training about how to deal with disagreements between parent and teacher).</p> <p>Ensure families know about their rights under federal and state laws, such as their rights under the Individuals with Disabilities Education Act (IDEA)</p>	<p><b>Goal:</b></p> <p>Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.</p> <p><b>Objectives:</b></p> <p>Facilitate (or refer parents to) parental support and/or educational groups where they can share their concerns (e.g. children's special needs).</p> <p>Talk with parents about the formal and informal social networks (support, amusement, help, education, etc.) they have and explore interests or needs in forming new (or renewed) social connections.</p>	<p><b>Goal:</b></p> <p>Families participate in leadership development, decision-making, program policy development, or community and state organizing activities to improve children's development and learning experiences.</p> <p><b>Objectives:</b></p> <p>Provide opportunities for parents to identify their strengths as leaders/advocates and to use them in the program and community.</p> <p>Share information with families about existing parent-to-parent organizations, family peer networks and/or parent-initiated school-community efforts in order to foster continuity in leadership and advocacy roles beyond Head Start.</p>
<p><b>Outcomes:</b></p> <p>61% (252/411) of Head Start families worked with the family advocate on family partnership assessments to build a relationship with one another and as a basis for ongoing individualized family services.</p> <p>100% (411/411) of families are assisted by family advocates with identifying their interests, articulating their strengths, needs, and accomplishments and/or developing goals as a part of the family needs assessment process.</p> <p>21% (85/411) of families have been assisted by family advocates in using resources and systems of support such as LHEAP regularly and continuously over a period of time.</p>	<p><b>Outcomes:</b></p> <p>66% (8/12) families selected for one of twenty-four slots in incredible years successfully complete the program equipping themselves with the tools to foster meaningful, reciprocal relationships between mother and child, or father and child in a manner that is both culturally receptive and responsive.</p> <p>100% (378/378) are offered the opportunity to participate in pedestrian safety with in the first 30 days of school an quarterly health trainings at parent meetings to support parents and families in ensuring the health and safety of their infants, toddlers and preschoolers.</p> <p>21% (85/411) of fathers currently participated in the Head Start Male Engagement program and are supported in their efforts to connect with and be responsible for their child at all ages and stages of development by the PFCE Manager and one another.</p> <p>100% (12/12) Families who requested or were referred and were open to receiving help are receiving services from Head Start mental health consultants or other community agencies when there are parent-child relationship challenges that require additional services.</p> <p>100% (3/3) families who requested support with fostering strong co-parenting relationships as appropriate received support.</p>	<p><b>Outcomes:</b></p> <p>21% (85/411) through participation in program sponsored activities have received coaching on building supportive relationships between parents and their children as part of the foundation for interactions around early learning.</p> <p>0% (0/411) Provide opportunities and support parents in working toward their own literacy goals.</p>	<p><b>Outcomes:</b></p> <p>85% (349/411)Use the family partnership process to assist families with their education and training goals, and provide referrals to educational resources (GED, adult education, ESL, employment opportunities, workplace literacy, parenting skills, job training, job preparation skills, etc.).</p> <p>14% (56/411) Follow-up on referrals to ensure that families are enrolled and have the necessary supports to complete their education and/or training.</p> <p>7 past program parents and community volunteers to share their educational and career experiences with families.</p> <p>100% (411/411) of families have been invited to volunteer or apply for jobs in the program in ways that support their parenting, career or life goals through monthly posting on the parent board.</p>	<p><b>Outcomes:</b></p> <p>0% (0/411) of families have received support using the family partnership process to help families develop transition plans for themselves and their children.</p> <p>48% (198/411) of parents requested and were assisted with additional information, training and connections to future early care and educational settings to help facilitate the transition process for parents and children (e.g., information about what families might expect of K-12 instruction and training about how to deal with disagreements between parent and teacher).</p> <p>100% (27/27) of parents with students with IEPs or ISP have been provided information verbally and in print about their rights under federal and state laws, such as their rights under the Individuals with Disabilities Education Act (IDEA).</p>	<p><b>Outcomes:</b></p> <p>0% (0/411) of parents have needed the program to facilitate (or refer parents to) parental support and/or educational groups where they can share their concerns (e.g. children's special needs)**</p> <p>83% (5/6) parents who were open to receiving additional information about the formal and informal social networks (support, amusement, help, education, etc.) they have and exploring interests or needs in forming new (or renewed) social connections received assistance through the Getting Ahead Program.</p>	<p><b>Outcomes:</b></p> <p>4% (19/411) take advantage of program offered opportunities for parents to identify their strengths as leaders/advocates and to use them in the program and community through participation in parent committees, policy council, policy committees, or though Board membership.</p> <p>100% (411/411) of parents have received information about existing parent-to-parent organizations, family peer networks and/or parent-initiated school-community efforts in order to foster continuity in leadership and advocacy roles beyond Head Start through the parent handbook and postings on parent boards.</p>



# School Readiness Goals

## Capital Area Community Action Agency, Inc. in the Head Start Early Learning Outcome Framework

Central Domains				
Preschooler Domains	Approaches to Learning	Social and Emotional Development	Language and Literacy	Cognition
	<p>Goal:</p> <p>Children will learn to successfully navigate experiences by developing the ability to self-regulate in a variety of situations.</p> <p>Objectives:</p> <p>Follow simple rules and routines with increasing independence (1b)</p> <p>Persists with a difficult or non-preferred activity and seeks help when needed (11b)</p> <p>Uses imagination in play and interactions with others to plan, initiate and complete learning activities (11e)</p>	<p>Goal:</p> <p>Children will gain a sense of identity and belonging through social interactions and positive emotional connections in order to experience personal success.</p> <p>Objectives:</p> <p>Build positive social relationship with peers and adult in a cooperative manner (2a, 2c, 2d)</p> <p>Recognize and use words/expressions of emotion, learn strategies to manage feelings and control impulses with increase independence (1a)</p>	<p>Goal:</p> <p>Children will learn and develop both receptive and expressive language skills to build a strong emergent literacy foundation to promote school readiness.</p> <p>Objectives:</p> <p>Listen to, understands and uses increasingly complex language (8a,8b,9a,9b,9c)</p> <p>Utilizes print concepts to understand print (17b)</p> <p>Identify and name letters of the alphabet and their corresponding sounds (16a,b)</p>	<p>Goal:</p> <p>Children will develop reasoning, memory, problem solving and thinking skills to connect experiences and organize their world.</p> <p>Objectives:</p> <p>Uses memory strategies and increased attention (12 a, b)</p> <p>Uses number concepts and operations (20a,b,c)</p> <p>Uses scientific inquiry skills by observing, predicting, comparing and classifying (24)**</p>
	<p>Goal:</p> <p>Children will increase gross and fine motor skills and understand self-care skills to fully function and explore in their environment.</p> <p>Objectives:</p> <p>Demonstrates increasing control and strengthen gross motor and small muscles manipulation skills (6)</p> <p>Takes care of own needs appropriately (1c)</p> <p>Demonstrates fine motor strength and coordination with increased success (7 b)</p>			
<p><b>Winter 2017-2018</b></p> <p><b>Assessment Period 2</b></p> <p><b>(AP2)</b></p> <p><b>Outcomes</b></p> <p><b>09/27/2017- 1/26/2018</b></p>	<p>55.7% (209/375) of Head Start students meet or exceed expectations with regards to following simple rules and routines with increasing independence (1b).</p>	<p>Outcomes:</p> <p>47.2% (177/375) of Head Start students meet or exceed expectations with regards to forming relationships with adults in class (2a).</p>	<p>Outcomes:</p> <p>48.1% (177/368) of Head Start students meet or exceed expectations with regards to comprehending increasingly complex language (8a)</p>	<p>Outcomes:</p> <p>46.3% (167/361) of Head Start students meet or exceed expectations with regards to using memory strategies to recognize and recall (12a).</p>
	<p>44.6% (161/361) of Head Start students meet or exceed expectations with regards to persisting with difficult or non-preferred activities and seeks help when needed (11b).</p>	<p>64.8% (245/378) of Head Start students meet or exceed expectations with regards to interacting with their peers (2c).</p>	<p>59.8% (177/368) of Head Start students meet or exceed expectations with regards to following directions (8b).</p>	<p>63.2% (228/361) of Head Start students meet or exceed expectations with regards to make connections (12b).</p>
	<p>70.4% (254/361) of Head Start students meet or exceed expectations with regards to showing flexibility and inventiveness in thinking (11e).</p>	<p>58.7% (222/378) of Head Start students meet or exceed expectations with regards to making friends in class (2d).</p>	<p>97.4% (268/368) of Head Start students meet or exceed expectations with regards to using an expanding expressive vocabulary by class (9a).</p>	<p>66.3% (242/365) of Head Start students meet or exceed expectations with regards to counting (20a).</p>
		<p>64.5% (242/375) of Head Start students meet or exceed expectations with regards to recognizing and using words/expressions of emotion use strategies to manage feelings and control impulses with increased independence (1a).</p>	<p>59.8% (220/368) of Head Start students meet or exceed expectations with regards to speaking clearly (9b).</p> <p>67.9% (250/368) of Head Start students meet or exceed expectations with regards to using conversational grammar (9c).</p> <p>58.4% (208/356) of Head Start students meet or exceed expectations with regards to using print concepts (17b).</p> <p>78.1% (278/356) of Head Start students meet or exceed expectations with regards to identifying names and letters (16a).</p> <p>92.1% (328/356) of Head Start students meet or exceed expectations with regards to using letter sound knowledge (16b).</p>	<p>45.8% (167/365) of Head Start students meet or exceed expectations with regards to quantifying (20b).</p> <p>61.6% (225/365) of Head Start students meet or exceed expectations with regards to connecting numerals with their quantities (20c).</p> <p>79.2% (300/379) of Head Start students meet or exceed expectations with regards to using scientific inquiry skills by observing, predicting, comparing and classifying (24).</p>
				<p>Outcomes:</p> <p>54.6% (200/366) of Head Start students meet or exceed expectations with regards to demonstrating gross motor manipulative skills (6).</p> <p>49.9% (187/375) of Head Start students meet or exceed expectations with regards to taking care of their own needs appropriately (1c).</p> <p>69.1% (253/366) of Head Start students meet or exceed expectations with regards to demonstrating fine motor strength and coordination with increased success (7b).</p>



## Self- Assessment Timeline

Date	Topic	Individuals Involved
March 21, 2017	Self- Assessment Discussion and Plan Approval	CEO COO HS Management Team
March 21, 2017	Self- Assessment Discussion and Plan Approval	Executive Board
March 22, 2017	Self- Assessment Discussion and Plan Approval	Policy Council
March 27, 2017	Self- Assessment Discussion and Plan Approval	Full Board
March 28, 2018	Self-Assessment Team Leads Report Training Day and Team Selections to QAM	Team Leads QAM CEO COO
March 28-April 6, 2018	Self- Assessment Team Training	Team Leads, Trainers and Participants
April 9-20, 2018	Self-Assessment	Self-Assessment Teams
April 11, 2018	Self- Assessment Discussion and Progress update	Head Start Team Update
April 18, 2018	Self- Assessment Discussion and Progress update	Executive Board
April 26, 2018	Self- Assessment Discussion and Progress update	Policy Council Update
April 23-27, 2018	Work on Team Summaries	Self-Assessment Teams
April 30- May 4, 2018	Work on Agency Self-Assessment Final Report	COO Family and Community Engagement Manager Quality Assurance Manager
May 7-8, 2018	Report to CEO and COO for Review	Quality Assurance Manager
May 9, 2018	Corrections Made	Quality Assurance Manager
May 9, 2018	Final Report sent to Tim and Nichele for Board and Policy Council Packets	Quality Assurance Manager
May 16, 2018	Board Review and Acceptance of the Self-Assessment Report	Executive Board
May 22, 2018	Board Review and Acceptance of the Self-Assessment Report	Full Board
May 24, 2018	Policy Council Review of the Self-Assessment Report	Policy Council

## Self- Assessment Team Assignment Worksheet

Team Title	Perspectives to Review	Guides to Review	Team Leader
Program Design and Management	<ul style="list-style-type: none"> <li>Program, fiscal, and human resource management structure</li> <li>How the program oversees and evaluates progress toward meeting program goals</li> <li>How the governing body uses data to administer and oversee the program</li> <li>How the policy council uses program data to support ongoing program improvement</li> </ul>	Focus Area 2 Monitoring Protocol <a href="https://goo.gl/QXZfBz">https://goo.gl/QXZfBz</a>	Fatima Oleabhielle Alexander
Monitoring and Implementing Quality Education and Child Development Services	<ul style="list-style-type: none"> <li>Data use to ensure oversight and ongoing program improvement and to improve service delivery, child outcomes, and school readiness</li> <li>How staff individualizes services for each child, integrating child assessment data into individual and group planning</li> <li>How families of children with disabilities are engaged in their children's learning and development and are supported in becoming advocates</li> <li>How the program budgets, staffing resources, and professional development funds support quality education services</li> </ul>	Focus Area 2 Monitoring Protocol <a href="https://goo.gl/QXZfBz">https://goo.gl/QXZfBz</a>	Darrel James

Monitoring and Implementing Quality Health Program Services	<ul style="list-style-type: none"> <li>• How the program monitors and maintains timely information on children's health status</li> <li>• How the program uses its data—to provide feedback to staff and inform stakeholders (e.g., governing body, policy council) of progress and issues</li> <li>• How the program ensures children are safe</li> <li>• Sources have been budgeted to support quality health program services and safe and healthy learning environments</li> <li>• A program-wide culture that promotes children's mental health, social, and emotional well-being</li> </ul>	Focus Area 2 Monitoring Protocol <a href="https://goo.gl/QXZfBz">https://goo.gl/QXZfBz</a>	Nichele Rolle
Monitoring and Implementing Quality Family and Community Engagement Services	<ul style="list-style-type: none"> <li>• The program uses data related to family engagement and support services to strengthen parent and family outcomes.</li> <li>• The program implements a systematic approach to staff supervision, training, and professional development</li> <li>• The program creates a welcoming program environment</li> </ul>	Focus Area 2 Monitoring Protocol <a href="https://goo.gl/QXZfBz">https://goo.gl/QXZfBz</a>	Barbara Evans
Monitoring and Implementing Fiscal Infrastructure	The grantee's preventative facility maintenance schedule, equipment inventory and most recent licensing report for each of the grantee's facilities	Focus Area 2 Monitoring Protocol <a href="https://goo.gl/QXZfBz">https://goo.gl/QXZfBz</a>	Venita Treadwell

Monitoring ERSEA: Eligibility and Attendance	<ul style="list-style-type: none"> <li>• Determining, verifying, and documenting eligibility</li> <li>• Attendance</li> </ul>	Focus Area 2 Monitoring Protocol <a href="https://goo.gl/QXZfBz">https://goo.gl/QXZfBz</a>	Judy Green
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## 5 Program Design and Management

Key Performance Area 1: Management Structure				
<b>INDICATOR: 1.1</b> Program is structured to provide effective management and oversight of all program areas. 1302.101(a)(1)	1	2	3	4
Notes:				
<b>INDICATOR: 1.2</b> Fiscal is structured to provide effective management and oversight of all program areas. 1302.101(a)(1)	1	2	3	4
Notes:				
<b>INDICATOR: 1.3</b> Human Resource is structured to provide effective management and oversight of all program areas. 1302.101(a)(1)	1	2	3	4
Notes:				
Key Performance Area 2: Program Progress Toward Meeting Program Goals				
<b>INDICATOR: 2.1</b> The program uses Self-Assessment data to evaluate progress toward program goals and school readiness. 1302.102(b)(2)(i)	1	2	3	4
Notes:				
<b>INDICATOR: 2.2</b> The program's recordkeeping system facilitates effective oversight of program operations. 1302.101(a)(4)	1	2	3	4
Notes:				
<b>INDICATOR: 2.3</b> The program has systems in place for monitoring program improvement and the prevention of recurrences of previously identified quality and compliance issues. 1302.102(b)(1)	1	2	3	4
Notes:				
<b>INDICATOR: 2.4</b> Managers have strategies in place to facilitate the supervision and support of individual staff professional development and continuous program quality improvement. 1302.101(a)(2)	1	2	3	4
Notes:				



Key Performance Area 3: Governing Body Data Use				
<b>INDICATOR: 3.1</b> The governing body uses ongoing monitoring, fiscal, school readiness, and other data such as audits, self-assessment, and monitoring monthly reports to participate fully in the oversight, planning, and evaluation of the program. 1301.2(b)(2); 1302.102(b)-(d); 642(c)(1)(E); 642(d)(2)	1	2	3	4
Notes:				
<b>INDICATOR: 3.2</b> Governing body members are able to their system for ongoing financial oversight including approval of major expenditures, approval of the operating budget, selection of the auditor, and monitoring the program's actions to correct any audit findings.642(c)(1)(E)(iv)(VII)–(VIII)	1	2	3	4
Notes:				
Key Performance Area 4: Policy Council Data Use				
<b>INDICATOR: 4.1</b> The policy council is able to describe how it uses program data to support ongoing program improvement. 1301.3(c)(2); 642(c)(2)(D); 1302.102	1	2	3	4
Notes:				

## Quality Education and Child Development Services

### Data

Key Performance Area 1: Data and Service Delivery, Child Outcomes, and School Readiness				
<b>Indicator 1.1</b> The program monitors the effectiveness of teaching practices including curriculum implementation. 1302.102(b)	1	2	3	4
Notes:				
<b>Indicator 1.2</b> The program uses aggregated child-level assessment data to identify training needs and professional development opportunities. 1302.102(c)-(d); 1304.11(b)(2)(i)	1	2	3	4
Notes:				
<b>INDICATOR: 1.3</b> The program uses information from ongoing monitoring data for continuous improvement including strengthening, adjusting, and adapting services, strategies, and goals to inform program decisions including changing or targeting scope of services.1302.102(c)-(d)				
Notes:				
<b>INDICATOR: 1.4</b> The program has data supporting progress in achieving school readiness goals. 1302.102(c)	1	2	3	4
Notes:				
Key Performance Area 2: Individualized Services for Each Child				
<b>INDICATOR: 2.1</b> The grantee analyzes and uses individual and aggregated child assessment data and input from parents and staff to individualize learning experiences, lesson plans, teaching strategies, and services to best support each child. 1302.31(b)(ii); 1302.31(b)(1)(iii); 1304.11(b)	1	2	3	4
Notes:				
<b>INDICATOR: 2.2</b> The grantee analyzes and uses individual and aggregated child assessment data and input from parents and staff to determine individual and group progress toward school readiness. 1302.31(b)(ii); 1302.31(b)(1)(iii); 1304.11(b)	1	2	3	4
Notes:				
<b>INDICATOR: 2.3</b> Parents learn about their child's development and progress and about the purpose and results of screenings and assessments. 1302.34(b)(6)	1	2	3	4
Notes:				

Key Performance Area 3: Families of Children with Disabilities are Engaged and Supported				
<b>INDICATOR: 3.1</b> The program helps parents of children with disabilities in obtaining services. 1302.62	1	2	3	4
Notes:				
<b>INDICATOR: 3.2</b> The program helps parents understand the referral, evaluation, and services timelines required under IDEA. 1302.62	1	2	3	4
Notes:				
<b>INDICATOR: 3.3</b> The program supports parents' participation in the Individual Family Service Plan or Individualized Education Plan development process. 1302.62	1	2	3	4
Notes:				
<b>INDICATOR: 3.4</b> The program helps parents understand the purpose of evaluations and ensuring their child's needs are addressed. 1302.62	1	2	3	4
Notes:				
<b>INDICATOR: 3.5</b> The program assists parents in learning more about their children's disabilities and supporting the child's development. 1302.62	1	2	3	4
Notes:				
Key Performance Area 4: Program Budgets, Staffing Resources, and Professional Development Funds Support Quality Education Services				
<b>INDICATOR: 4.1</b> The education manager and disabilities manager are involved in the development of the annual operating budget. 1302.101(a)(3)	1	2	3	4
Notes:				
<b>INDICATOR: 4.2</b> The program has a process in place to make sure financial resources are available or adjusted to implement quality education services as a result of the changing needs of the staff, children, and families. 1302.101(a)(3)	1	2	3	4
Notes:				
<b>INDICATOR: 4.3</b> The program ensures education staff meets qualifications.1302.91(e)(1)-(6)	1	2	3	4
Notes:				



## Learning Environment Exploration

Key Performance Area 5: Evaluating Performance and Stimulating Ongoing Improvement				
<b>INDICATOR: 5</b> The program's indoor and outdoor learning environments contain age-appropriate equipment, materials, supplies, physical space, and accommodations for children with disabilities which supports implementation of the curriculum. 1302.31(d)	1	2	3	4
Notes:				
Key Performance Area 6: Evaluating Performance and Stimulating Ongoing Improvement				
<b>INDICATOR: 6.1</b> Teaching practices and learning environments are communication- and language-rich.1302.31(b)(1)(i)	1	2	3	4
Notes:				
<b>INDICATOR: 6.2</b> Teaching practices and learning environments promote critical thinking and problem solving. 1302.31(b)(1)(i)	1	2	3	4
Notes:				
<b>INDICATOR: 6.3</b> Teaching practices and learning environments promote children's social, emotional, behavioral, and language development. 302.31(b)(1)(i)	1	2	3	4
Notes:				
<b>INDICATOR: 6.4</b> Teaching practices and learning environments provide supportive feedback to promote learning. 302.31(b)(1)(i)	1	2	3	4
Notes:				

<b>INDICATOR: 6.5</b> Teaching practices and learning environments motivate continued effort. 302.31(b)(1)(i)	1	2	3	4
Notes:				
<b>INDICATOR: 6.6</b> Teaching practices and learning environments support children's engagement in learning experiences and activities. 1302.31(b)(1)(i)	1	2	3	4
Notes:				

#### Incident/Accidents Reported (Annual)

Center	Enrollment	# of Incident/Accidents	# of Student Involved	% of Students Involved
Franklin				
Jefferson				
Royal				
Mabry				
South City				
Total				

Key Performance Area 7: Appropriate Learning Experiences				
<b>INDICATOR: 7.1</b> The grantee provides learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of developmentally appropriate learning, sensory, and motor experiences. 1302.31(c)	1	2	3	4
Notes:				
<b>INDICATOR: 7.2</b> The grantee intentionally promotes learning and recognizes the importance of all activities, including rest, meals, routines, and physical activity, as opportunities for learning and development. 1302.31(e)	1	2	3	4
Notes:				
<b>INDICATOR: 7.3</b> Teaching include research-based strategies and activities for children who are dual language learners that recognize bilingualism and bi-literacy as strengths. 1302.31(b)(2)	1	2	3	4
Notes:				
Key Performance Area 8: Child Assessment Data and Lesson Planning				
<b>INDICATOR: 7.1</b> The grantee provides learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of developmentally appropriate learning, sensory, and motor experiences. 1302.31(c)	1	2	3	4
Notes:				

Key Performance Area 9: Teachers				
<b>INDICATOR: 9.1</b> Teachers implement the curriculum in the classroom. 1302.31(b)	1	2	3	4
Notes:				
<b>INDICATOR: 9.2</b> Teachers design individual and group lesson plans based on the curriculum. 1302.31(b)(ii)	1	2	3	4
Notes:				
<b>INDICATOR: 9.3</b> Teachers are provided feedback to inform their ongoing development and improvement in their teaching practices. 1302.101(a)(2); 1302.101(b)	1	2	3	4
Notes:				
<b>INDICATOR: 9.4</b> Teachers receive support in effective classroom management, (include strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns). 1302.45(a)(1); 1302.45(b)(2)	1	2	3	4
Notes:				
<b>INDICATOR: 9.5</b> Teachers receive training to help them plan individual and group lessons, activities, and schedules that align with the HSELOF and the curricula. 1302.31(c); 1302.92(b)	1	2	3	4
Notes:				
<b>INDICATOR: 9.6</b> Teachers, Family Advocates, and parents are involved in sharing and using information on individual children to ensure children and families receive the necessary support to ensure progress toward school readiness. 1302.50(b)(6)	1	2	3	4
Notes:				



<b>INDICATOR: 9.7</b> The program meets the individualized needs of children with disabilities and providing all children access to and participation in the full range of services. 1302.61(a)	1	2	3	4
Notes:				

## Monitoring and Implementing Quality Health Program Services

### Child Health Status and Care

Key Performance Area 1: Monitoring And Maintaining Information on Children's Health Status				
<b>INDICATOR: 1.1</b> The program uses our recordkeeping system to collect and track child health data. 1302.42(a)-(d); 1302.101(a)(4)	1	2	3	4
Notes:				
<b>INDICATOR: 1.2</b> The program identifies and addresses patterns or trends concerning late or missing child health information. 1302.101(a)(4)	1	2	3	4
Notes:				
<b>INDICATOR: 1.3</b> The program educates, supports, and collaborates with parents to ensure their child's health and well-being. 1302.41; 1302.46	1	2	3	4
Notes:				
<b>INDICATOR: 1.4</b> The program completes health determinations (i.e., onsite health professionals, community collaborations, etc.). 1302.42(b)	1	2	3	4
Notes:				
<b>INDICATOR: 1.5</b> The program implements and monitors its system for promoting effective oral health hygiene and nutrition services. 1302.43; 1302.44(a)	1	2	3	4
Notes:				
Key Performance Area 2: Progress, Issues, and Continuous Quality improvement in Health Services				
<b>INDICATOR: 2.1</b> The program uses the information about patterns or trends in children's health needs, including their medical, oral health, mental health, and nutritional needs, as well as the need for ongoing and follow-up care.1302.102(b)-(d)	1	2	3	4
Notes:				

## Safety Practices

Key Performance Area 3: How the Program Ensures Children are Safe				
<b>INDICATOR: 3.1</b> – The program analyzes and uses data from internal and external (such as licensing data) sources to understand program performance and ensure continuous improvement. 1302.47(b)	1	2	3	4
Notes:				
<b>INDICATOR: 3.2</b> –The program has made progress in replacement, renovation, and repair of any facilities identified by the grantee with concerns.	1	2	3	4
Notes:				
<b>INDICATOR: 3.3</b> –The program trains, supports, and monitors staff to ensure staff practice active supervision and abide by Head Start’s standards of conduct	1	2	3	4
Notes:				
<b>INDICATOR: 3.4</b> – The program ensures completion of background checks on all staff in accordance with requirements (the reviewers will conduct a record check on a sample of staff files). Sec. 648A(g)(3)	1	2	3	4
Notes:				
Key Performance Area 4: Budget to Support Quality				
<b>INDICATOR: 4.1</b> - Resources are budgeted to support quality health program services and safe/ healthy learning environments. 1302.101(a)(3)	1	2	3	4
Notes:				
Key Performance Area 5 : Health Culture				
<b>Indicator 5.1</b> The program effectively utilizing mental health consultation to support education staff and other staff in meeting children’s mental health and social and emotional needs. 1302.45(a)-(b)	1	2	3	4
Notes:				



## Quality Family and Community Engagement Services

### Data

Key Performance Area 1: Supporting Services and Strengthening PFCE Outcomes				
<b>INDICATOR: 1.1</b> The program uses Family partnership services and outcomes data. 1302.52(b)-(c)	1	2	3	4
Notes:				
<b>INDICATOR: 1.2</b> The program has data that demonstrates improvements in family engagement and support services. 1302.102(b)-(d)	1	2	3	4
Notes:				
<b>INDICATOR: 1.3</b> The program implements procedures for teachers, family advocates and family support staff to ensure a coordinated family engagement strategy. 1302.50(b)(6)	1	2	3	4
Notes:				
Key Performance Area 2: Staff Supervision, Training, and Professional Development				
<b>INDICATOR: 2.1-</b> The program trains staff on best practices in the implementation of family engagement strategies and support. 1302.92(b)(3)	1	2	3	4
Notes:				
<b>INDICATOR: 2.2-</b> The program uses data collected through ongoing supervision to provide feedback to staff to support their professional development. 1302.101(a)(2)	1	2	3	4
Notes:				
<b>INDICATOR: 2.3-</b> The program ensures that staff, consultants, or contractors are familiar with ethnic backgrounds and heritages, and are able to communicate effectively with families. 1302.90 (d)(1)	1	2	3	4
Notes:				
<b>INDICATOR: 2.4-</b> The program ensures family services staff meet qualifications. 1302.91 (e)(7)	1	2	3	4
Notes:				

## Learning Environment Exploration

Key Performance Area 3: <b>Welcome Environments</b>				
<b>INDICATOR: 3.1</b> The program creates a welcoming program environment that incorporates the unique cultural, ethnic, and linguistic background of families. 1302.50(b)(2)	1	2	3	4
Notes:				
<b>INDICATOR: 3.2</b> The program creates a welcoming program environment that offers opportunities for ongoing two-way communication between staff and parents. 1302.50(b)(2)	1	2	3	4
Notes:				
<b>INDICATOR: 3.3</b> The program creates a welcoming program environment that promotes intentional strategies to engage parents in their children's learning and development and engages fathers. 1302.50(b)(1)	1	2	3	4
Notes:				
<b>INDICATOR: 3.4</b> The program creates a welcoming program environment that Provides parents with the opportunity to participate in the program. 1302.50(b)(4)	1	2	3	4
Notes:				
<b>INDICATOR: 3.5</b> The program creates a welcoming program environment that provides family engagement and support services in the family's preferred language, using interpreters to the extent possible. 1302.50(b)(5)	1	2	3	4
Notes:				

## Family Services Staff and Parents Discussions

Key Performance Area 5: Family Services Staff and Parents				
<b>INDICATOR: 4.1</b> The program is successful at engaging families in all program services. 1302.50(a)	1	2	3	4
Notes:				
<b>INDICATOR: 4.2</b> The program is successful at engaging all staff in the family support process. 1302.50(a)	1	2	3	4
Notes:				
<b>INDICATOR: 4.3</b> The program meets family services staff qualifications. 1302.91(e)(7)	1	2	3	4
Notes:				
<b>INDICATOR: 4.4</b> the grantee maintains a welcoming environment for parents and parents feel welcomed. 1302.50(b)(2)	1	2	3	4
Notes:				
<b>INDICATOR: 4.4</b> Parents are engaged as their children's primary teacher and nurturer and the support of that role.	1	2	3	4
Notes:				
<b>INDICATOR: 4.5</b> Parents are engaged in health services and their ability to fully support their family's health and well-being.	1	2	3	4
Notes:				



## Monitoring and Implementing Fiscal Infrastructure

### Financial Infrastructure

Key Performance Area 1: Financial Infrastructure				
<b>INDICATOR: 1.1</b> Program managers share with the fiscal manager to support development of the annual operating budget? 75.303(b)-(d)	1	2	3	4
Notes:				
<b>INDICATOR: 1.2</b> Data is shared with the governing body and the governing body approves the annual operating budget. 642(c)(1)(E)(iv)(VII)(bb)	1	2	3	4
Notes:				
<b>INDICATOR: 1.3</b> The policy council is involved in budget planning for program expenditures. 642(c)(2)(D)(iv)	1	2	3	4
Notes:				
<b>INDICATOR: 1.4</b> Budgeted expenditures are support the accomplishment of program objectives. 1302.101(a)(1)	1	2	3	4
Notes:				
<b>INDICATOR: 1.5</b> Parents are engaged as their children's primary teacher and nurturer and the support of that role.	1	2	3	4
Notes:				
<b>INDICATOR: 1.6</b> There are staff and internal controls that support the grantee's financial management system. 1302.91(c);75.303	1	2	3	4
Notes:				



## Fiscal Capacity

Key Performance Area 2: Fiscal Capacity				
<b>INDICATOR: 1.1</b> The program's fiscal officer primarily responsible for oversight of the Head Start award is qualified. 1302.91(c)	1	2	3	4
Notes:				
<b>INDICATOR: 1.2</b> The program has a designated individual with a background and expertise in fiscal management or accounting 642(c)(1)(B)(i)	1	2	3	4
Notes:				
<b>INDICATOR: 1.3</b> The program has a member of or advisor to the governing body with a background and expertise in fiscal management or accounting. 642(c)(1)(B)(i)	1	2	3	4
Notes:				
<b>INDICATOR: 1.4</b> The program has process for engaging an auditor, implementing audit recommendations, and sharing audit results with the governing body and other stakeholders. 642(c)(1)(E)(iv)(VII)(cc); 647(a)	1	2	3	4
Notes:				
<b>INDICATOR: 1.5</b> The program has structured compensation, benefits, and professional development opportunities to recruit and retain qualified program and fiscal staff. 75.430; 75.431	1	2	3	4
Notes:				
<b>INDICATOR: 1.6</b> The program has a system in place to manage the budget in areas such as personnel compensation, shared costs, non-Federal match, indirect, and administrative costs? 75.405(a)(2); 75.405(b); 75.414; 1303.5(a)	1	2	3	4
Notes:				

<b>INDICATOR:</b> 1.7 The program ensure protection of the Federal interest in real property and equipment purchased in whole or in part with Federal funds. 1303.46	1	2	3	4
Notes:				

## Implementation of Fiscal Management Systems

Key Performance Area 2: Fiscal Management Systems				
<b>INDICATOR:</b> 2.1 The program's financial management system, accounting, and reporting practices ensure compliance with laws, regulations, grant terms and conditions, reporting, and audit requirements. 75.302(b)(1-7); 1302.101(a)(4)	1	2	3	4
Notes:				
<b>INDICATOR:</b> 2.2 The program's financial management system supports ongoing fiscal operations 75.302(b)(2)-(3)	1	2	3	4
Notes:				
<b>INDICATOR:</b> 2.3 The program has a system for determining whether individual expenses are necessary, reasonable, allocable, and adequately documented. 75.302(b)(7)	1	2	3	4
Notes:				
<b>INDICATOR:</b> 2.4 The program ensures payment of allowable program expenses promptly and within the appropriate budget period. 75.305(b)(1); 75.302(b)(4)	1	2	3	4
Notes:				
<b>INDICATOR:</b> 2.5 The program has a process to identify risks and obtain cost-effective insurance for those identified risks. 1303.12; 1303.52(b); 75.317	1	2	3	4
Notes:				

## Facilities Exploration

Take pictures and make notes of concerns.

Key Performance Area 3: Facilities Exploration				
<b>INDICATOR:</b> 3.1 The program has a preventative facility maintenance schedule.	1	2	3	4
Notes:				
<b>INDICATOR:</b> 3.2 The program has an equipment inventory.	1	2	3	4
Notes:				
<b>INDICATOR:</b> 3.3 Facilities are ageing or have concerns that include obvious or reported structural damage, cracks in walls or foundations, plumbing or ceiling leaks, gaps around windows and doors, and inadequate heating, cooling, lead, mold, etc	1	2	3	4
Notes:				
<b>INDICATOR:</b> 3.4 There are facilities, or areas of facilities, where it appears children should not receive services due to dangerous or hazardous environmental or structural conditions that threaten their well-being or ability to learn and develop successfully.	1	2	3	4
Notes:				
<b>INDICATOR:</b> 3.5 The facility meets licensing requirements. 1302.47(b)(1)(i)	1	2	3	4
Notes:				
<b>INDICATOR:</b> 3.6 Ongoing and routine maintenance is adequate (clean and free of pests and pollutants, and prevents injury). 1302.47(b)(1)(ii)–(viii)	1	2	3	4
Notes:				



Key Performance Area 3: Facilities Exploration				
<b>INDICATOR:</b> 3.7 Based on the facility maintenance schedule and inventory there are large and/ or unusual maintenance costs. 1302.47(b)(1)(ix)	1	2	3	4
Notes:				
<b>INDICATOR:</b> 3.8 The program has facilities and equipment (kitchen equipment, heating and cooling systems, hot water heater) that are near the end of their useful life or require ongoing maintenance (Note information about facilities that need replacement or major repair below). 1302.47(b)(1)(ix)	1	2	3	4
Notes:				
<b>INDICATOR:</b> 3.9 There are budgeted resources to support quality safe and healthy learning environments. 1302.47(b)(1)(ix)	1	2	3	4
Notes:				
<b>INDICATOR:</b> 3.10 The program ensured sufficient staffing and resources to ensure facilities, equipment and materials are safe, including providing routine monitoring for compliance and correction of any safety risks or concerns. 1302.47(b)(1)(ix)	1	2	3	4
Notes:				

## Monitoring ERSEA Eligibility and Attendance

### Determining, verifying, and documenting eligibility

Key Performance Area 1: Eligibility				
<b>INDICATOR: 1.1</b> Families' meet one of the following income requirements: <ol style="list-style-type: none"> <li>1. Income is equal to or below the poverty line,</li> <li>2. Family or child is receiving or is eligible to receive public assistance (supplemental security income and temporary assistance for needy families),</li> <li>3. Child is homeless, or</li> <li>4. Child is in foster care.</li> </ol>	1	2	3	4
Notes:				
<b>INDICATOR: 1.2</b> No more than ten percent (38 children) of children enrolled in the program are above the income threshold.	1	2	3	4
Notes:				
<b>INDICATOR: 1.3</b> No more than an additional 35 percent (132 children) of children who are not categorically eligible may be from families whose income is between 100 and 130 percent of poverty.	1	2	3	4
Notes:				
<b>INDICATOR: 1.4</b> Ten percent (35 children) of children enrolled must have disabilities.	1	2	3	4
Notes:				

Key Performance Area 2: <b>Attendance</b>				
<b>INDICATOR: 1.1</b> The program monitors individual child attendance and the program's monthly average daily attendance.	1	2	3	4
Notes:				
<b>INDICATOR: 1.2</b> The program ensures children are safe when they do not arrive at school.	1	2	3	4
Notes:				
<b>INDICATOR: 1.3</b> The program works with parents to support and promote their children's attendance in the program.	1	2	3	4
Notes:				
<b>INDICATOR: 1.4</b> The program monitors monthly average daily attendance rate data and makes timely changes, where needed, to address systematic issues affecting children's attendance in the program.	1	2	3	4
Notes:				

# Family and Community Engagement Manager Monthly Monitoring Report – February 2018

Requirement	Franklin	Jefferson	Mabry	Royal	South City	Total
<b>PROGRAM STATUS (Monthly)</b>						
Number of Students Enrolled for Month	15	35	81	56	186	373
Number of Student Withdrawals for Month	0	0	1	1	3	5
Number of Vacancies	2	0	0	1	2	5
Number of Students on Wait List	0	1	13	31	29	74
Number of VPK Students Enrolled	0	12	20	31	79	142
Number of School Readiness Students Enrolled	0	2	11	12	31	56
<b>FAMILY STATUS</b>						
Number of Family Needs Assessment	15	35	81	56	186	373
<b>Family Partnership Agreement</b>						
Number of FPA Initiated (45)	15	35	81	56	186	373
Number of FPAs in progress (February)	15	35	81	56	186	373
Number of FPAs completed (May)						

Head Start Enrollment and Attendance		
Center	Funded	Enrollment on 2/28/18
Franklin	17	15
Jefferson	35	35
Mabry	81	81
Royal	57	56
South City	188	186
Total	378	373
		85%



# Family and Community Engagement Manager

## Monthly Monitoring Report – February 2018

<b>Number of Referrals (Review referrals)</b>	<b>Franklin</b>	<b>Jefferson</b>	<b>Mabry</b>	<b>Royal</b>	<b>South City</b>	<b>Total</b>
Emergency Assistance (Food, shelter, clothing)	2	4	7	8	11	32
Domestic Violence Referrals	0	0	0	0	1	1
Substance Abuse Referrals (prevention or treatment)	1	2	0	1	1	5
Child Abuse or Neglect Referrals	0	0	1	1	1	3
Assistance for incarcerated Family Members	3	2	0	1	1	7
Education Referral	0	2	3	3	3	11
Employment	0	1	2	1	4	8
<b>Parent Meetings/Trainings</b>						
Parent Committee Meetings	1	0	0	0	0	1
Number of Parents at the Parent Committee Meetings	3	0	0	0	0	3
Number of Male Parents at Parent Committee Meetings	0	0	0	0	0	0
Number of parents Committee meetings attended (Family Advocate)	1	0	0	0	0	1
Number of Parents Committee meetings attended (Parent Engagement Coordinator)	1	0	0	0	0	1
Number of Parents in attendance on Policy Council	1	0	2	1	1	5
Number of Coordinated Trainings for Policy Council	0	0	0	0	0	0
Number of Parenting Classes	0	0	0	0	0	2
Number of Family Activities/Events Coordinated	0	0	0	0	0	0
Number of Family Activities Specific to Male Engagement						0
Number of Parent Trainings Conducted						0
Number of Volunteer Orientations						0
<b>Home Visits</b>	<b>Franklin</b>	<b>Jefferson</b>	<b>Mabry</b>	<b>Royal</b>	<b>South City</b>	
Required Home Visit Follow up (February)						
Number of Additional Home Visits/Meetings						
Number of Contacts documented in Case Notes	9	14	17	21	62	123
Number of Contacts documented per absenteeism	3	5	4	4	13	29

# Family and Community Engagement Manager Monthly Monitoring Report – February 2018

<b>Number of Files Reviewed</b>	<b>75</b>
<b>Review of Parent Board</b>	<b>6</b>
<b>Volunteers (PEC)</b>	
Number of Volunteers	<b>63</b>
Total of Program In kind	<b>89 hours</b>
<b>FAMILY AND COMMUNITY</b>	
Family Advocate Workers Meetings	<b>2</b>
Family Advocate Workers Trainings	<b>0</b>
Community Meetings	<b>0</b>

<b>Transportation</b>	
Field Trips	<b>6</b>
Maintenance	<b>1</b>
Trainings	<b>0</b>

Family and Community Engagement Manager  
Monthly Monitoring Report – February 2018

HEALTH SPECIALIST	Total
<b>PRE-ENROLLMENT REQUIREMENTS</b>	
Up to date immunizations	366
Expired/Missing immunizations	3
Up to date Physicals	361
Expired/Missing Physicals	8
Number of individual Health Care Plan	14
Number of Children with Health Insurance	346
<b>ENROLLMENT</b>	
Number of children with dental home	202
Number of dental homes referrals	0
Completed dental exams	247
Incomplete dental exams	180
Needed dental treatment	26
Receiving dental treatment	16
Completed dental treatment	9
Number of medical home	351
Number of medical home referrals to Advocates	0
<b>45 DAYS REQUIREMENT</b>	
Vision screenings	344
Vision referrals	0
Hearing screenings	301
Hearing Referrals	0
Growth Assessment	351
BMI Referrals	0

Family and Community Engagement Manager  
Monthly Monitoring Report – February 2018

<b>90 DAYS REQUIREMENT</b>		<b>Total</b>
Number of dental home established		202
Number of dental exams		247
Number of children requiring dental treatment		26
Number of completed dental treatment		9
Number of medical homes established		369
Hematocrit/Hemoglobin		174
Blood lead		185
Blood Pressure		309
<b>NUTRITION</b>		
Number of Breakfast		5,816
Number of Lunch		6,309
Number of PM Snacks		5,689
Number of Children with Special Diets		12
<b>MONITORING ACTIVITIES</b>		
Health Files Review		75
Child Care Food Program Tool		2
Kitchen Inspection Tool		2



## Family and Community Engagement Manager Monthly Monitoring Report – February 2018

<p><b>Corrective Action and Follow Up</b></p>	<p><b>Funded Enrollment.</b></p> <ul style="list-style-type: none"> <li>• We are in compliance with our funded enrollment number of 378, and vacant slots have been filled within the 30 day requirement.</li> </ul> <p><b>Attendance.</b></p> <ul style="list-style-type: none"> <li>• We met the required Average Daily Attendance of 85% as a program for the month of February. Although as a program we met the required ADA for February as a program, Franklin County (82%) and Jefferson County (83%) did not meet the required ADA. Children were out to illness and transportation issues.</li> <li>• The one hour rule is being implemented at all Head Start Centers, and live attendance is being piloted at Louise B. Royal.</li> </ul> <p><b>Policy and Procedures.</b></p> <ul style="list-style-type: none"> <li>• Policy and Procedures are being revised for all areas to update to meet new requirements of the Office of Head Start.</li> </ul>
<p><b>Strengths</b></p>	<ul style="list-style-type: none"> <li>• Continuing to develop new Family Outcomes that will be implemented into the Parent, Family and Community Engagement Framework.</li> <li>• The upkeep of medical records for the children continues to improve.</li> <li>• Documenting children that are unexpectedly absent at each Head Start Center.</li> </ul>

## Family and Community Engagement Manager Monthly Monitoring Report – February 2018

Areas of Concerns and Barriers	
Building and obtaining wait lists in Franklin and Jefferson counties.	
Obtaining lead, hemoglobin, hematocrit and dental exams from families.	
Entering data into ChildPlus in a timely manner	
Filing documents at centers, maintaining files at the centers	
Professional Development	
Bi-weekly management and team meetings	
Management Team Meetings	

## Family and Community Engagement Manager Monthly Monitoring Report – February 2018

Manager Monitoring Activities
Verifying Head Start eligibility for all families enrolling in the program for the 2017-18 school year.
Ensuring documentation in ChildPlus is current to children enrolled.
Reviewing Child Care Food Program renewal.
Reviewing children files at all centers

**Submitted by:** Darrel James

**Date:**

# Capital Area Community Action Agency

## MEMORANDUM

**TO:** Tim Center, Nina Self  
**FROM:** Terry Mutch  
**RE:** Weatherization Assistance Program  
**DATE:** March 14, 2018

Work began on the 2017-18 weatherization contract as of November 1, 2017. To date, 30 homes have been processed and inspected. Of those 30 homes, 7 homes have been deferred due to client/dwelling issues, 10 homes have been completed and inspected, and 13 homes are currently in the bid process or are currently in the process of being weatherized.

We are still awaiting contract modifications from DEO outlining the reallocation of the remaining funds from the 2016-2017 contract as well as the revised contract completion date. This information will be updated as soon as it is available.

### Weatherization at a Glance

County	2015-16 Contract Units Completed	2016-17 Contract Units Completed	2017-18 Contract Units Projected	2017-18 Contract Units In progress	2017-18 Contract Units Completed
Calhoun*	-	-	-		
Franklin	2	0	4	0	0
Gadsden	11	4	10	1	2
Gulf	2	2	2	0	0
Jefferson	2	3	3	1	0
Leon	51	36	36	11	7
Liberty**	-	0	2	0	0
Wakulla	4	2	3	0	1
Total	72	47	60		

\*Modification for Calhoun County has not been finalized so projections aren't available currently



# Capital Area Community Action Agency

## MEMORANDUM

**TO:** Tim Center, Chief Executive Officer  
**FROM:** Annie McDuffie, Program Manager, Crisis Program  
**RE:** Board Update for March – *Emergency Services*  
**DATE:** March 13, 2018

### *National Performance Indicator*

*Goal 6: Low-Income People, Especially Vulnerable Populations, Achieve Their Potential By Strengthening Family and Other Supportive Environments. This report started October 1st 2017 and will end September 30<sup>th</sup> 2018.*

### *Low Income Home Energy Assistance Program*

Below is the total unduplicated number of households/individuals served for February 2018.

County	Oct 2017	Nov 2017	Dec 2017	Jan 2018	Feb 2018	Mar 2018	Apr 2018	May 2018	June 2018	July 2018	Aug 017	Sept. 2018	Total
Calhoun	27/59	13/23	24/43	43/94	23/54								130/273
Franklin	22/45	13/32	14/32	12/19	16/29								77/157
Gadsden	69/166	45/118	34/93	65/154	50/99								263/630
Gulf	23/38	11/22	11/26	19/28	14/37								78/151
Jefferson	20/47	18/60	30/84	45/113	57/125								170/429
Leon	279/802	217/562	228/626	284/791	277/674								1,235/3,455
Liberty	11/22	4/9	7/21	16/34	19/45								57/131
Wakulla	21/50	11/37	8/25	21/51	27/56								88/219
Totals	472/1,229	332/863	356/950	505/1,284	433/1,119								2,098/5,445

Due to the impact of hurricane Irma, the State of Florida Office Of The Governor has released an approved the release of the FY 2017-2018

Low Income Home Energy Assistance Weather-Related/Supply-Shortage funds to assist low-income households in counties affected by weather. Total amount \$38,725 to be divided between the 8 counties. Start date September 4<sup>th</sup>, ending December 2<sup>nd</sup> 2017.



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Community Action has submitted a modification to Department of Economic Opportunity to spend the \$38,725 released for Low Income Home Energy Assistance Weather-Related/Supply-Shortage funds, in addition to other Low Income Home Energy Assistance funding.

Starting October 1<sup>st</sup>, Low Income Home Energy Assistance funds can also assist with purchasing Propane.

Emergency Services / Donated Funds – Rentals Assistance For the month of September 2017,  
Total Served 20 households.

Starting October 1<sup>st</sup>, Low Income Home Energy Assistance funds can also assist with purchasing Propane.

# Capital Area **Community Action** Agency

## MEMORANDUM

**TO:** Tim Center, Chief Executive Officer  
**FROM:** Anne Robinson, Case Manager Supervisor  
**RE:** Board Update for March – Staying Ahead County Summary  
**DATE:** March 14, 2018

---

### Wakulla

- Currently there are no participants in Staying Ahead
- The reports/files that were in Wakulla, were found not completed nor was the information entered into the Cm Tools database
- The identified participants were contacted. The first participant stated that she was not able to maintain her goals due to some serious family issues. Attempts are being made to reach the second participant to determine her continued interest.

### Leon

- Currently there are 11 participants in the Staying Ahead Program
- 2 of the 11 (18%) within the last 30 days, have completed their 18 month Staying Ahead contract. They will be recognized at the upcoming Getting Ahead Transition Ceremony. Date of ceremony TBD in April 2018. Graduates will be monitored for a minimum of six months. Final contact will be made one year from completion date to assess current status.
- As a result of the Staying Ahead Program; 1 of the 11 (9%) increased their income by 51% (from \$7,332.00 - \$14,364.48) upon completion of the program.
- 9 participants are active
- 5 of the 9 (55%) are currently enrolled in Post- Secondary education and will receive degree's and or certifications within their 18 month contract for Staying Ahead
- 1 of the 9 (11%) obtained employment which increased their annual income from \$9,100.10 - \$28,478.32 (320%). The participant is working with Apple Inc. as a Data Processor. She has requested assistance to enroll in a class to obtain her state license as an Insurance Adjuster. The annual income projected for this position in Leon County is \$52,785.00
- 6 of the 9 (66%) Staying Ahead participants are employed earning above Florida minimum wage

- The remaining 3 of the 9 (33%) are in the process of working to complete their goals

### **Jefferson**

- Currently there are 4 active participants in Staying Ahead
- 3 of the 4 (75%) are employed
- The remaining one participant has just suffered the loss of her son, and has requested time to heal
- The current Getting Ahead class which has 16 investigators is projected to enter Staying Ahead no later than April 2018.

### **Gadsden**

- Currently there are 3 active participants in Staying Ahead
- 1 of the 3 (33%) is enrolled at Tallahassee Community College – projected date to complete 2019
- 1 of the 3 (33%) is employed full time
- The remaining participant is preparing to enter Culinary Arts School

### **Blountstown**

- Currently there are 2 active participants in Staying Ahead
- 1 of the 2 (50%) are currently enrolled in Post-Secondary School for Nursing. The projected completion date is March 2018
- The second participant is currently studying to take her State Boards to obtain her LPN licensing



# Capital Area **Community Action** Agency

## CHIEF EXECUTIVE OFFICER REPORT MARCH 2018

### **Administrative**

- Margaret “Margie” Watson has been hired as the executive assistant to the CEO and COO. Her role will include Board liaison, office manager and will eventually handle some Personnel/HR tasks.

***Impact: Better benefits for staff. Better fiscal accountability.***

### **Programmatic**

- *Getting Ahead in a Just-Gettin’-By World/Staying Ahead*
  - Leon Getting Ahead Transition Ceremony – April 24, 2018, at Capital City Country Club.
  - Jefferson County Transition Ceremony TBA
- Case Management – vacancies in our case management ranks are being filled. Staff are trying to better identify the skill set needed for the role or recruiter, promoter, case manager and office manager.
- Head Start
  - Franklin County program now looking to USDA on recommendation from HHS Region IV for funding. CLASS monitoring results provide some opportunity for improvements..

***Impact: Redesigning entitlement programs to toward more independency services.***

### **Communications and Outreach**

- Grant proposals were submitted for United Way of the Big Bend and the revised Community Human Services Partnership from City/County.
- Maintain regular meeting schedule with Jim McShane, CareerSource Capital Region.

***Impact: Developing the infrastructure necessary to support the Agency mission***

### **Resource Development**

- Need serious focus on Board member recruitment.

***Impact: Broaden the community network supporting the Agency efforts and services.***



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**Florida Association for Community Action Board**

- FACA Annual Conference – May 13-18 - Tampa

**Out of Office**

- March 29 – Vacation – Tampa
- April 6 – Vacation - Tampa
- June 27-30 – Vacation – Tampa

**Upcoming Events**

- Leadership Florida Annual Meeting – June 14-17 – Sarasota
- CAPLAW Annual Conference – June 20-22 – Albuquerque
- Annual Community Action Partnership Conference – August 27-31 - Denver

# Capital Area **Community Action** Agency

## TRAINING OR CONFERENCE/WORKSHOP ATTENDEE REPORT

**Employee Name** Tim Center

**Department** \_\_\_\_\_ **Job Title** CEO

**Conference Attended** FACA Board Planning Retreat and Board Meeting

**Date(s) of Conference** March 7-8, 2018

**Conference Organizer/Host** Florida Association for Community Action

**Workshop(s) attended:**

1. All was Plenary

2. Chairing the Legislative Committee

3.

**Describe the benefits you feel you gained personally.**

Good to work on the work of the organization and consider goals for the year

**Describe the benefits you feel you gained professionally.**

Great to connect with fellow directors and share best practices and understand how we can work best together.

**Do you feel that this conference/workshop was  
valuable to your role with this Agency?**

☒ Yes  
☐ No

**If no, please provide an explanation.**

**Would you attend other conferences/Workshops  
presented by this organization?**

☒ Yes  
☐ No

(Return this form with your Travel Reimbursement form and send a copy to the Chief Operating Officer for placement in Personnel File.)



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