

Capital Area **Community Action** Agency

Board Meeting Agenda

Tuesday, March 27, 2018 – 6:00 pm

Ghazvini Center for Healthcare, 1528 Surgeons Drive, Tallahassee
Conference Call (605) 475-4700; 275857#

- 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 – 1.23.2018
 - 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. Presentation – Update from Mutual of America – Employee Retirement Planning
- VI. Program Updates
 - A. Family Support Services Department
 - B. Head Start
- VII. Chief Executive Officer's Report
- VIII. Chair's Report
 - A. Evaluation of Chief Executive Officer
- IX. Adjournment

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

Next Board of Directors Meeting 5/22/18 – 6:00 pm – Ghazvini Center for Healthcare Education



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Capital Area **Community Action** Agency

**Board of Directors Meeting
Career Source Capital Region
Tuesday, January 23, 2018**

MINUTES

Members in Attendance:

Christy McElroy, Chair
Kara Smith, Treasurer
Derrick Jennings*
Lauren Johnson
Pam Ridley
Debra Peterson*

Staff:

Tim Center
Nina Self
Stephanie Sgouros
Annie McDuffie
Kristin Reshard
Nichele Rolle

Absent: Karen Henry, Harold Ross, Alivia Murphy

*Attended by Phone

The meeting was called to order by the Chair at 6:04 p.m. and a quorum was established. The sign-in sheet was passed out for signatures.

Ms. Ridley made the motion for the approval of the agenda. It was seconded by Ms. Smith and unanimously approved.

Ms. Ridley motioned for the December 5, 2017, minutes to be approved. It was seconded by Ms. Smith and unanimously approved.

HEAD START GOVERNANCE TRAINING

Ms. Rolle and Ms. Johnson presented training on the Head Start Governance for Policy Council and Board Members. After the training there was discussion on how to make our legislators more aware of the Agency and the service it provides in our communities. Ms. Ridley asked when is the Head Start Awareness Day for Congress in Washington, DC. Mr. Center said he would find out and let the Board know the dates. Ms. McElroy said it would be a good idea to have the Head Start children write thank-you notes to our State and Congressional representatives. They could be hand delivered when Board and staff members visit their offices. Ms. Ridley said it would be a good idea to invite them to visit a center.

PROGRAM OVERVIEW

Mr. Center said that at each Board meeting he will have a Program Manager introduce their program to the Board and give an overview of their process and successes to the Board. He began with this meeting by introducing Annie McDuffie, Emergency Services Program Manager. Ms. McDuffie talked about the

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great need for services in the communities we serve, and explained the Low Income Home Energy Assistance Program (LIHEAP) process.

ACTION ITEMS

Fiscal Report

Ms. Sgouros reviewed the Fiscal Report for the Two Months Ending November 30, 2017. She said year-to-date expenses and revenue should be around 17% of the annual budget, with some Head Start expenses at 20%. At month end, the year-to-date actual revenue and expenses are both 18%, with net income of \$29,164. Local non-federal share match is at 23%. She stated that since we will receive less in-kind from Franklin County due to not being located in the school, we must make sure all in-kind gets recorded. If we get supplemental funding for renovations to the proposed Franklin County site it will require match of about \$65,000. School Readiness dollars have been counted as matching funds. Ms. Sgouros noted the variance in Communications due to additional wiring needed for the phones in the new classrooms at South City, and Registration fees due to staff registering for the Region IV Head Start Training Conference. This registration was canceled because it would be held the same week that the Head Start federal monitors would be in the office. We will be issued a credit to use for future trainings in this fiscal year. Ms. Johnson motioned for approval of the fiscal report. It was seconded by Ms. Smith and unanimously approved.

LIHEAP Modification

Mr. Center reported that the Department of Economic Opportunity (DEO) is moving the LIHEAP funding process from an annual contract renewal to once every three years. Amendments would be given as new funds are available during the contract period. The period of the LIHEAP contract was modified to begin April 1, 2017 and extend through September 30, 2020 with the award amount of \$1,936,265.00. This second modification is for FFY2016 Carryover to add \$63,824.00 for an amended total budget amount of \$2,000,089.00. It also gives the approval to move the remaining Weather Related funds into the Home Energy/Crisis line items. Board approval is needed to accept this second contract modification. Ms. Smith moved for the approval of the second LIHEAP contract modification. Ms. Johnson seconded the motion, and it was unanimously approved.

CSBG Modification

Mr. Center reported that the CSBG contract was also modified to a three-year period. This first modification to the contract changes the period of performance to October 1, 2016 – September 30, 2020, with an award amount of \$1,843,710.44. Board approval is needed to accept this contract modification. Ms. Smith moved for approval of the CSBG contract modification. Ms. Johnson seconded the motion, and it was unanimously approved.

Head Start Supplemental Funding Request

Mr. Center said the Franklin County Early Education Task Force held a fundraising luncheon. \$25,000 was raised at the luncheon for renovation project. The estimated cost of the total project is \$255,000. The City of Apalachicola has also earmarked \$25,000 for the project. He talked with Captain Bailis of HHS

to ask about supplemental funding. Captain Bailis said he didn't think there were any funds available, but he could submit a supplemental funding request. He suggested we try USDA because they may have some funding available for such projects. Mr. Center recommended that the Agency submit a supplemental funding request to HHS to fund the proposed Franklin County Early Education Building Project. Ms. Smith moved for approval of the Agency submitting a supplemental funding request to HHS. It was seconded by Ms. Johnson, and unanimously approved.

Nominating Committee Report

Ms. Ridley, Nominating Committee Chair, presented the slate of officers for 2018:

Christy McElroy, Chair
Derek Jennings, Vice Chair
Kara Smith, Treasurer
Harold Ross, Secretary
Lauren Johnson, Member-At-Large

Ms. Smith moved for approval of the 2018 slate of officers presented by the Nominating Committee. Ms. Johnson seconded the motion, and it was unanimously approved.

CEO REPORT

Mr. Center said the Head Start federal monitors would be doing an Agency review the week of February 5 – 9, 2018. During the review they will talk with members of the Board and the Policy Council. The Policy Council will meet with them on Thursday the 8th at 6:00 p.m. He said he will poll the Board members to get a time the majority is available and schedule the meeting. Ms. McElroy said she would be out of town and would not be able to attend in person, but could possibly be available by phone.

Ms. Smith questioned the new Community Human Services Partnership (CHSP) process. Mr. Center said in the past we would do one application to apply for CHSP funds which included the City, County and United Way funds. With the new process there is one application for City and County funds combined, and a separate application for the United Way.

Mr. Center presented the 2018 Board meeting calendar and asked that everyone mark their calendars for the meeting dates.

Mr. Center shared an article that appeared in the Apalachicola and Carrabelle Times regarding the fundraising luncheon for the Early Childhood Education center. He also noted that program updates were in the meeting package for review.

Mr. Center reported that we didn't get the grant from DEO that we wrote in partnership with Career Source Capital Region. The Pensacola Community Action and another group in Central Florida were

recipients of the grant. He said we will still continue to partner with Career Source to establish a dual case management process for monitoring our clients.

CHAIR'S REPORT

Ms. McElroy reported that a copy of the results from the survey completed by the managers on the performance of Tim Center, CEO was distributed to the members. The next step in the review process is to get input from the full Board. She said Ms. Self would send the evaluation document to all Board members for their input. She asked that they return it to her within a two-week time frame so she can summarize into one document. Members also received a copy of the employment contract for the CEO. They were asked to review and note any editions they think should be made. Once the final document is prepared based on the response of the members, it will be shared with Mr. Center.

Ms. McElroy said two letters had been sent to Roger Newsome, the consultant hired by the previous Chair, requesting him to return the funds received for the contract because the Board received no deliverables from him. She said federal funds were used to pay for the contract and we must do our due diligence to ensure we either get deliverables or the funds back for non-compliance. She reminded the members that if anyone on the Board wants to apply for a paid position with the Agency they must disclose it and fill out a Conflict of Interest form.

The meeting was adjourned at 8:44 p.m.

Harold Ross, Secretary

Date Approved

Capital Area Community Action Agency

Capital Area Community Action Agency, Inc. Executive Board Meeting February 20, 2018

Members in Attendance:

Derrick Jennings, Vice Chair
Harold Ross, Secretary*
Kara Smith, Treasurer
Lauren Johnson

CACAA Staff:

Tim Center
Stephanie Sgouros
Nina Self

Absent: Christy McElroy, Chair

*Meeting attended by phone

The meeting was called to order by the Vice Chair at 5:42 pm and a quorum was established.

Mr. Center reported that the Chair was out of town attending to a family matter. He said Alivia Murphy submitted her resignation due to previous obligations didn't leave her enough time to serve on the Board, and he believes Karen Henry has resigned also because she hasn't responded to any communication and has missed the last 3 or 4 meetings.

Mr. Jennings called for the review and approval of the agenda. Ms. Smith moved for approval. It was seconded by Ms. Johnson and unanimously approved.

ACTION ITEMS

Fiscal Report

Ms. Sgouros gave the fiscal report for the period ending December 31, 2017. She stated that we were three months through the fiscal budget year, and we should be at about 25% of the annual budget for revenues and expenditures. Revenues and expenses were at 29% and 28% respectively for the period. Overall year to date net income is \$81,263.

Ms. Sgouros said we are at 26% of meeting the required federal match for the fiscal year ending September 30, 2018. We should be at about 30%. She said we could possibly make up for the shortage with the contributions raised for the Franklin Early Education project. She said that contractual services category was over budget due to more children needing services, and repair and maintenance was over due to the upgrading of the mulch required on the Mabry playground. Ms. Johnson asked who allocates the restricted funds. Ms. Sgouros said staff does, but if it is over 10% it comes to the Board for approval. Mr. Jennings questioned the increased cost in maintenance. Ms. Sgouros said we are doing more



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maintenance to satisfy health and safety requirements. Bigger projects, like the Mabry playground, are being taken care of. Ms. Smith moved for approval of the Fiscal report. Ms. Johnson seconded the motion and it was unanimously approved.

PROGRAM UPDATES

Weatherization

Mr. Center reported that Terry Mulch, Weatherization Program (WAP) Manager, has been appointed to the statewide Weatherization Board. The Agency is expected to complete 60 homes this contract period. Eighteen homes have been processed and inspected, of which three were deferred due to client/dwelling issues. Four homes have been completed and inspected, and eleven homes are either in the bid process or are currently being weatherized. Mr. Center said DEO is moving the WAP contract from annual to every three years, and will be doing the same for LIHEAP and CSBG.

Mr. Center said the Chevy Blazer that is used in the WAP program needs to be replaced with a more fuel efficient vehicle. This vehicle was acquired when we were awarded the Wakulla program. The Indian River WAP program closed, and we may be able to get a vehicle from that program for free. He is working on that with DEO. Calhoun County no longer wants to be the WAP provider, and it was offered to our Agency since Calhoun is one of the counties we serve. That modification is still pending. The contract is for 1.5 houses in Calhoun County. Ms. Smith said she would like to see a chart that compares the actual housing completion numbers to those projected. Mr. Center said we sometimes do more than contracted due to not having to spend the allotted amount on each house.

LIHEAP

The LIHEAP contract ends in March. As of January 31, 2018 we had spent about 78% of the funds allotted for client services. We are anticipating more due to the contract modification that was approved by the Board at the previous meeting. Ms. Smith said she would like to see a more consistent look on the program reports. Ms. Center said he is working on a dashboard that will make them more consistent and reader-friendly. He said DEO will be monitoring our LIHEAP and CSBG programs the first week in April for the contract years 2014/15 and 2015/16. He will inform the Board of the date and time of the entrance and exit interviews once they are scheduled.

CSBG

Getting Ahead classes are continuing in Leon and Jefferson counties. There are currently 30 students participating. There should be a class starting in Calhoun County in April. Currently the Case Manager positions in Jefferson, Gadsden and Wakulla counties are vacant. We are currently reevaluating the position to make sure we are recruiting people with the right skill set needed to be successful. They need to have experience in community outreach for recruitment and building partnerships with the business community, as well as case management experience. We are also taking the LIHEAP responsibilities from the position so they can focus more on the case management and recruitment duties.

Head Start

The federal monitoring is completed. The process was less regulatory and more conversational on our processes. We anticipate receiving the monitoring report by the end of April. Several members of the Jefferson County staff have been ill over the past month so the Education Coordinators have been filling in. The Franklin County Early Education Task Forces is applying for Triumph Funds (from the Deepwater Horizons settlement). We will be working with the City of Apalachicola to see if we can stay in our current location for another year in case renovation of the new space isn't completed by the beginning of the school year.

CEO REPORT

We have completed the interview of the selected candidates for the Administrative Assistant position. We are in negotiation with the chosen candidate and anticipate having her on Board for the next meeting.

Board recruitment needs some serious work. We currently aren't meeting the obligation of our By-laws with only seven Board members. Each county needs to have a low income representative, a public official and a private sector member. We must have a lawyer on the Board. Mr. Center said he would get the Board a matrix of what is needed in each county. He said maybe the Board could have an Open House to invite potential members. Each current Board member could invite some people that they would like to see on the Board. We must remember that we need diversity when recruiting.

Ms. Smith asked about the CHSP/United Way grant process. Mr. Center said staff is currently working on the applications for both grants with the deadline in early March. The applications will be for funding for Head Start and Getting Ahead.

Mr. Jennings suggested that the agency think about generators for the Head Start centers for power outages in preparation for hurricane season and other emergencies. Mr. Center said that when that happens we close the centers. Ms. Johnson said it would help so we wouldn't have to relocate or lose food.

The meeting was adjourned at 6:40 pm.

Harold Ross, Secretary

Date

Tim Center

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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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. *This is expected to continue through the end of the year. Any overage remaining in this category will be covered by unused budget in office supplies, expendable equipment and advertising.*

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.

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

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

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.

Revenue Variances and Explanations

Contributions – The majority of revenue in this category is from unsolicited donations and can be used for any legal purpose of the agency. Unspent revenue can be used in future years.

Contributions – Restricted – The revenue balance in this category are from three major areas: (1) School Readiness/Extended Day parent payments, (2) utility donations, such as TAP and Duke Energy Neighbor, and (3) Getting Ahead/Staying Ahead donations. Unspent revenue can be used in future years.

(Note: Italicized items were requested to be added by the Executive Board at their last meeting.)

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

		Total Current Year Actual	Total Budget Variance - Original	%
	Total Budget - Original			
Revenue				
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%
	Total Revenue	<u>7,412,790</u>	<u>3,190,360</u>	<u>(4,222,430)</u> 43%
Expenditures				
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%
	Total Expenditures	<u>7,410,556</u>	<u>2,768,904</u>	<u>4,641,652</u>	37%
	Excess Revenue over (under) Expenditures	<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
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			
	843,116	306,848	36%	536,268	64%

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 ENGEMNT
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 LOWE'S
Vendor ID LOWES

Account #:

56983
2/15/2018

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

2-1

Days in Billing Cycle	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)
01/17	01/17	14376	STORE 0716 TALLAHASSEE FL	\$38.12
01/20	01/20	09543	STORE 0716 TALLAHASSEE FL	\$27.52
01/20	01/20	10681	STORE 0716 TALLAHASSEE FL	\$21.60
01/21	01/21	06727	STORE 0417 TALLAHASSEE FL	\$17.33
01/22	01/22	06786	STORE 0417 TALLAHASSEE FL	\$96.03
01/24	01/24	53280	STORE 0417 TALLAHASSEE FL	\$321.35
01/24	01/24		STORE 0417 TALLAHASSEE FL <i>Item return</i>	(\$15.60)
01/25	01/25		PAYMENT - THANK YOU	(\$912.36)
01/29	01/29	53723	STORE 0417 TALLAHASSEE FL	\$619.47
01/29	01/29	24600	STORE 0417 TALLAHASSEE FL	\$304.05
01/30	01/30	67003	STORE 0417 TALLAHASSEE FL - for offc plaza	\$71.20
01/30	01/30	67011	STORE 0417 TALLAHASSEE FL	\$56.98
01/30	01/30	53755	STORE 0417 TALLAHASSEE FL	\$64.73
01/30	01/30	53756	STORE 0417 TALLAHASSEE FL	\$42.66
01/31	01/31	20564	STORE 0716 TALLAHASSEE FL	\$210.28
02/01	02/01		STORE 0417 TALLAHASSEE FL <i>Item return</i>	(\$85.30)
02/01	02/01	24430	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. This account is not registered. The authentication code is: EBTT542, 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.

Payee HANCOCK BANK
Vendor ID HANCOCK CC Account

Invoice	Description	Amount
012918-TC	[REDACTED] TIM CENTER	\$1,680.73

Hancock Bank
MAHAN
02/21/18 13:44

Seq: 0038 ID: 101764 CB: 7124

[REDACTED]
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

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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>Holdings</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 16169616 ARRIVAL: 01-07-18 - <i>CAP Conf</i>	M608.19 ✓
01-17	01-17	74270848017100008648890	0000	BRANCH PAYMENT - THANK YOU	M938.47 ✓
01-17	01-16	24431068016026642306503	4816	ADOBE SYSTEMS, INC. 800-833-6687 <i>CAMO Subsc.</i>	M14.99 ✓
01-19	01-17	24226388018370172653580	5300	SAMSCLUB.COM 8887467726 AR - <i>ADMN</i>	M45.00 ✓
01-22	01-19	24493988020286032624331	5734	AATRIX SOFTWARE 701-746-6814 ND - <i>Personnel - 1099's filed</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	[REDACTED]	NEW PURCHASES AND OTHER CHARGES 1,805.73
CUSTOMER SERVICE CALL		NEW CASH ADVANCES .00
Toll Free	1-800-448-8812	CREDITS 938.47
		STATEMENT TOTAL 867.26
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 6,000.00

gc 2/10/18

Payee HANCOCK BANK
Vendor ID HANCOCK CC

57007
2/16/2018

Invoice	Debit	Amount
012918-NR		\$741.66
		\$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

LMP40 M/P CHECK

Rev 1.17

10447 (11/17) J187161

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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	ACCOUNT NUMBER	ACCOUNT SUMMARY
01-29-18		NEW PURCHASES AND OTHER CHARGES 741.66
CUSTOMER SERVICE CALL		NEW CASH ADVANCES .00
		CREDITS 2,177.59
Toll Free 1-800-448-8812		STATEMENT TOTAL 1,435.93 cr
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 2,500.00

Handwritten signature/initials

Payee HANCOCK BANK
Vendor ID HANCOCK CC Ac

Invoice	Description
012918-KJ	[REDACTED]

Amount
\$1,212.64
\$1,212.64

Hancock Bank
MAHAN
02/21/18 13:48

Seq: 0045 ID: 101764 CB: 7124

[REDACTED]
Credit Card Payment \$1,212.64
Posting Date: 02/21/18
Thank you for banking with Hancock

LMP40 MP 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
01-11	01-09	24707808010030034107976	8220	GULF COAST STATE COLLEGE PANAMA CITY FL	M1,023.75 ✓
01-12	01-11	24431068011083756865753	5942	AMAZON MKTPLACE PMTS WWW. WWW.AMAZON.CO WA	M105.98 ✓
01-17	01-17	74270848017100008648841	0000	BRANCH PAYMENT - THANK YOU	M1,593.90
01-26	01-25	24226388026400004284625	5411	WAL-MART #1408 TALLAHASSEE FL	M45.67 ✓
01-29	01-26	24692168026100729620530	5200	LOWES #00417* TALLAHASSEE FL	M37.24 ✓

STATEMENT DATE	ACCOUNT NUMBER	ACCOUNT SUMMARY
01-29-18	[REDACTED]	NEW PURCHASES AND OTHER CHARGES 1,212.64
CUSTOMER SERVICE CALL Toll Free 1-800-448-8812		NEW CASH ADVANCES .00
		CREDITS 1,593.90
		STATEMENT TOTAL 381.26 cr
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 2,000.00

Handwritten signature and date: 2/15/18

CAPITAL AREA COMMUNITY ACTION AGENCY GENE

57004
57004
2/16/2018

Payee HANCOCK BANK
Vendor ID HANCOCK CC

Invoice	Desc	Amount
012918-FO	[REDACTED]	\$0.00
Hancock Bank MAHAN 02/21/18 13:47 Seq: 0044 ID: 101764 CB: 7124 [REDACTED] Credit Card Payment \$1,026.50 Posting Date: 02/21/18 Thank you for banking with Hancock		\$0.00
		\$1,026.5

LMP40 M/P CHECK
Rev 1/17

104471

10447 (1/17) 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	ACCOUNT NUMBER	ACCOUNT SUMMARY
01-29-18	[REDACTED]	NEW PURCHASES AND OTHER CHARGES 1,026.50
CUSTOMER SERVICE CALL		NEW CASH ADVANCES .00
		CREDITS 245.70
Toll Free 1-800-448-8812		STATEMENT TOTAL 780.80
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 2,000.00

[Handwritten signature]

Payee HANCOCK BANK
Vendor ID HANCOCK CC

57003
2/16/2018

Invoice	Des	Amount
012918-DJ	[REDACTED]	\$0.00
		\$417.93

Hancock Bank
MAHAN
02/21/18 13:47

Seq: 0043 ID: 101764 CB: 7124

[REDACTED]

Credit Card Payment \$417.93
Posting Date: 02/21/18
Thank you for banking with Hancock

	\$0.00	\$417.93
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LMP40 MP CHECK

Rev 1/17

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10447 (11/17) J:187161

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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	7427084801710008648916	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 <i>see Dec. Statement</i>	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	[REDACTED]	
CUSTOMER SERVICE CALL		
Toll Free	1-800-448-8812	NEW PURCHASES AND OTHER CHARGES 651.91
		NEW CASH ADVANCES .00
		CREDITS 1,973.52
		STATEMENT TOTAL 1,321.61 cr
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 3,000.00

Handwritten signature/initials

Payee HANCOCK BANK
Vendor ID HANCOCK CC

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

104471

10447 (11/17) J167161

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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 ✓

Missed Ref 2/16/18

STATEMENT DATE	ACCOUNT NUMBER	ACCOUNT SUMMARY
01-29-18	[REDACTED]	NEW PURCHASES AND OTHER CHARGES 5,141.58
CUSTOMER SERVICE CALL 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

02/21/18

Payee HANCOCK BANK
Vendor ID HANCOCK CC

57011
2/16/2018

Invoice	Des
012918-VT	[REDACTED]

Amount	
\$0.00	\$69.32

Hancock Bank
MAHAN
02/21/18 13:44

Seq: 0037 ID: 101764 CB: 7124

[REDACTED]
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	ACCOUNT NUMBER	ACCOUNT SUMMARY
01-29-18	[REDACTED]	
CUSTOMER SERVICE CALL Toll Free 1-800-448-8812		NEW PURCHASES AND OTHER CHARGES 69.32
		NEW CASH ADVANCES .00
		CREDITS 120.93
		STATEMENT TOTAL 51.61 cr
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 4,000.00

De 2/15/18

Rick Scott
GOVERNOR



FILE COPY

Cissy Proctor
EXECUTIVE DIRECTOR

February 13, 2018

Tim Center, Chief Executive Officer
Capital Area Community Action Agency
309 Office Plaza Drive
Tallahassee, Florida 32301

Re: Community Services Block Grant Agreement #16SB-0D-12-00-04-004
Community Services Block Grant Agreement #15SB-0D-12-00-04-004
Low Income Home Energy Assistance Program Agreement #16EA-0F-12-00-04-005
Low Income Home Energy Assistance Program Agreement #15EA-0F-12-00-04-005

Dear Mr. Center:

Department of Economic Opportunity (DEO) has scheduled the monitoring visit to review the agreements identified above for April 2-6, 2018. Ms. Thea Austin will be reviewing the administrative, fiscal and program records for these agreements. The entrance interview will begin at 9:00am on Monday, April 2, 2018. The exit interview is tentatively set for 10:00am on Friday, April 6, 2018. If any of the Community Action Agency or county board members wish to attend the entrance or exit interview, please ensure the meeting is publicly noticed per the CSBG Agreement.

DEO's LIHEAP and CSBG Monitoring Field Manuals are included with this announcement letter as a separate email attachment to help agency staff prepare for the review. This process requires the submission of agency documentation to DEO prior to the on-site visit, as well as documentation to have on-hand during the visit. See both the LIHEAP and CSBG Field Manuals, Part 2, for the checklists of required materials to submit. Please submit the documentation listed in Part 2 for each program by Friday, March 9, 2018, by email or hard copy.

If the agency has any questions regarding this visit, please contact Ms. Austin at (850) 717-8460 or by email at dorothea.austin@deo.myflorida.com.

Sincerely,

A handwritten signature in black ink that reads "Debbie Smiley". The signature is written in a cursive, flowing style.

Debbie Smiley, Chief
Bureau of Economic Self-Sufficiency

DS/ta

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COMMUNITY SERVICES BLOCK GRANT
Technical Assistance Plan (TAP)
FFY 2018 Organizational Standards

PART I - AGENCY INFORMATION

AGENCY:	Capital Area Community Action Agency, Inc.
DATE:	3/14/2018

PART II - OS CHECKLIST

Standard Number	Standard	Met	Not Met	1 st Year/ Repeat	Reason Not Met	Corrective Action Required	Final Due Date
MAXIMUM FEASIBLE PARTICIPATION – Category 1: Consumer Input and Involvement							
1.1	The organization demonstrates low-income individuals' participation in its activities.	X					
1.2	The organization analyzes information collected directly from low-income individuals as part of the community assessment.	X					
1.3	The organization has a systematic approach for collecting, analyzing, and reporting customer satisfaction data to the governing board.	X					
MAXIMUM FEASIBLE PARTICIPATION – Category 2: Community Engagement							
2.1	The organization has documented or demonstrated partnerships across the community, for specifically identified purposes; partnerships include other anti-poverty organizations in the area.	X					
2.2	The organization utilizes information gathered from key sectors of the community in assessing needs and resources, during the community assessment process or other times. These sectors would include at minimum: community-based organizations, faith-based organizations, private sector, public sector, and educational institutions.	X					
2.3	The organization communicates its activities and its results to the community.	X					
2.4	The organization documents the number of volunteers and hours mobilized in support of its activities.	X					
MAXIMUM FEASIBLE PARTICIPATION – Category 3: Community Assessment							
3.1	The organization conducted a community assessment and issued a report within the past 3 years.	X					
3.2	As part of the community assessment, the organization collects and includes current data specific to poverty and its prevalence related to gender, age, and race/ethnicity for their service area(s).	X					

**CSBG Organizational Standards
Technical Assistance Plan**

Standard Number	Standard	Met	Not Met	1 st Year/ Repeat	Reason Not Met	Corrective Action Required	Final Due Date
3.3	The organization collects and analyzes both qualitative and quantitative data on its geographic service area(s) in the community assessment.	X					
3.4	The community assessment includes key findings on the causes and conditions of poverty and the needs of the communities assessed.	X					
3.5	The governing board formally accepts the completed community assessment.	X					
VISION AND DIRECTION – Category 4: Organizational Leadership							
4.1	The governing board has reviewed the organization's mission statement within the past 5 years and assured that: 1. The mission addresses poverty, and 2. The organization's programs and services are in alignment with the mission.	X					
4.2	The organization's Community Action plan is outcome-based, anti-poverty focused, and ties directly to the community assessment.	X					
4.3	The organization's Community Action plan and strategic plan document the continuous use of the full ROMA cycle. In addition, the organization documents having used the services of a ROMA-certified trainer (or equivalent) to assist in implementation.		X	1st year	Standard does not contain a fully CAP signed by a certified ROMA trainer or implementer.	Agency must submit a CAP signed by a certified ROMA trainer or implementer.	Friday, June 29, 2018
4.4	The governing board receives an annual update on the success of specific strategies included in the Community Action plan.		X	1st year	Standard does not contain board minutes within the timeframe which provide the board an update on the strategies included in the CAP.	Agency must submit board minutes showing updates on the success of strategies included in the CAP	Friday, June 29, 2018
4.5	The organization has a written succession plan in place for the CEO/ executive director, approved by the governing board, which contains procedures for covering an emergency/ unplanned, short- term absence of 3 months or less, as well as outlines the process for filling a permanent vacancy.	X					
4.6	An organization-wide, comprehensive risk assessment has been completed within the past 2 years and reported to the governing board.	X					
VISION AND DIRECTION – Category 5: Board Governance							

**CSBG Organizational Standards
Technical Assistance Plan**

Standard Number	Standard	Met	Not Met	1 st Year/ Repeat	Reason Not Met	Corrective Action Required	Final Due Date
5.1	The organization's governing board is structured in compliance with the CSBG Act: 1. At least one third democratically-selected representatives of the low income community; 2. With one-third local elected officials (or their representatives); and 3. The remaining membership from major groups and interests in the community.	X					
5.2	The organization's governing board has written procedures that document a democratic selection process for low-income board members adequate to assure that they are representative of the low- income community.	X					
5.3	The organization's bylaws have been reviewed by an attorney within the past 5 years.	X					
5.4	The organization documents that each governing board member has received a copy of the bylaws within the past 2 years.	X					
5.5	The organization's governing board meets in accordance with the frequency and quorum requirements and fills board vacancies as set out in its bylaws.	X					
5.6	Each governing board member has signed a conflict of interest policy within the past 2 years.	X					
5.7	The organization has a process to provide a structured orientation for governing board members within 6 months of being seated.	X					
5.8	Governing board members have been provided with training on their duties and responsibilities within the past 2 years.	X	X	1st year	The documentation provided indicates board training was conducted more than two years ago.	The agency must submit documentation the board received training within the past two years which includes sign in sheets, board minutes stating training took place, etc.	Friday, June 29, 2018
5.9	The organization's governing board receives programmatic reports at each regular board meeting.	X					
VISION AND DIRECTION – Category 6: Strategic Planning							
6.1	The organization has an agency- wide strategic plan in place that has been approved by the governing board within the past 5 years.	X					

**CSBG Organizational Standards
Technical Assistance Plan**

Standard Number	Standard	Met	Not Met	1 st Year/ Repeat	Reason Not Met	Corrective Action Required	Final Due Date
6.2	The approved strategic plan addresses reduction of poverty, revitalization of low-income communities, and/or empowerment of people with low incomes to become more self-sufficient.	X					
6.3	The approved strategic plan contains family, agency, and/or community goals.	X					
6.4	Customer satisfaction data and customer input, collected as part of the community assessment, is included in the strategic planning process.	X					
6.5	The governing board has received an update(s) on progress meeting the goals of the strategic plan within the past 12 months.	X					
OPERATIONS AND ACCOUNTABILITY – Category 7: Human Resource Management							
7.1	The organization has written personnel policies that have been reviewed by an attorney and approved by the governing board within the past 5 years.	X					
7.2	The organization makes available the employee handbook (or personnel policies in cases without a handbook) to all staff and notifies staff of any changes.	X					
7.3	The organization has written job descriptions for all positions, which have been updated within the past 5 years.	X					
7.4	The governing board conducts a performance appraisal of the CEO/ executive director within each calendar year.	X					
7.5	The governing board reviews and approves CEO/executive director compensation within every calendar year.	X		1st	Standard does not contain board minutes stating approval of ED compensation package dated within the last 12-months; or contract or compensation package signed by ED and board chair within the las 12-months, or agency policy on setting ED compensation.	The agency must submit board minutes stating approval of ED compensation package dated within the last 12-months; or contract or compensation package signed by ED and board chair within the las 12-months, or agency policy on setting ED compensation.	Friday, June 29, 2018
7.6	The organization has a policy in place for regular written evaluation of employees by their supervisors.	X					

**CSBG Organizational Standards
Technical Assistance Plan**

Standard Number	Standard	Met	Not Met	1 st Year/ Repeat	Reason Not Met	Corrective Action Required	Final Due Date
7.7	The organization has a whistleblower policy that has been approved by the governing board.	X					
7.8	All staff participate in a new employee orientation within 60 days of hire.	X					
7.9	The organization conducts or makes available staff development/ training (including ROMA) on an ongoing basis.		X	1st year	Agency did not submit at least one training held within the last 12-months.	The agency must submit a copy of a training agenda, completed sign in sheets (or registration information if offsite event/conference) and training materials.	Friday, June 29, 2018
OPERATIONS AND ACCOUNTABILITY – Category 8: Financial Operations and Oversight							
8.1	The organization's annual audit (or audited financial statements) is completed by a Certified Public Accountant on time in accordance with Title 2 of the Code of Federal Regulations, Uniform Administrative Requirements, Cost Principles, and Audit Requirement (if applicable) and/or State audit threshold requirements.	X					
8.2	All findings from the prior year's annual audit have been assessed by the organization and addressed where the governing board has deemed it appropriate.	X					
8.3	The organization's auditor presents the audit to the governing board.	X					
8.4	The governing board formally receives and accepts the audit.	X					
8.5	The organization has solicited bids for its audit within the past 5 years.	X					
8.6	The IRS Form 990 is completed annually and made available to the governing board for review.	X					
8.7	The governing board receives financial reports at each regular meeting that include the following: 1. Organization-wide report on revenue and expenditures that compares budget to actual, categorized by program; and 2. Balance sheet/statement of financial position.	X					
8.8	All required filings and payments related to payroll withholdings are completed on time.	X					
8.9	The governing board annually approves an organization-wide budget.	X					

**CSBG Organizational Standards
Technical Assistance Plan**

Standard Number	Standard	Met	Not Met	1 st Year/ Repeat	Reason Not Met	Corrective Action Required	Final Due Date
8.10	The fiscal policies have been reviewed by staff within the past 2 years, updated as necessary, with changes approved by the governing board.	X					
8.11	A written procurement policy is in place and has been reviewed by the governing board within the past 5 years.	X					
8.12	The organization documents how it allocates shared costs through an indirect cost rate or through a written cost allocation plan.	X					
8.13	The organization has a written policy in place for record retention and destruction.	X					
OPERATIONS AND ACCOUNTABILITY – Category 9: Data and Analysis							
9.1	The organization has a system or systems in place to track and report client demographics and services customers receive.	X					
9.2	The organization has a system or systems in place to track family, agency, and/or community outcomes.	X					
9.3	The organization has presented to the governing board for review or action, at least within the past 12 months, an analysis of the agency's outcomes and any operational or strategic program adjustments and improvements identified as necessary.	X					
9.4	The organization submits its annual CSBG information survey data report and it reflects client demographics and organization-wide outcomes.	X					

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	2016-17	2017-18	2017-18	2017-18
	Contract Units Completed	Contract Units Completed	Contract Units Projected	Contract Units In progress	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



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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 30th 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
<i>Calhoun</i>	27/59	13/23	24/43	43/94	23/54								130/273
<i>Franklin</i>	22/45	13/32	14/32	12/19	16/29								77/157
<i>Gadsden</i>	69/166	45/118	34/93	65/154	50/99								263/630
<i>Gulf</i>	23/38	11/22	11/26	19/28	14/37								78/151
<i>Jefferson</i>	20/47	18/60	30/84	45/113	57/125								170/429
<i>Leon</i>	279/802	217/562	228/626	284/791	277/674								1,235/3,455
<i>Liberty</i>	11/22	4/9	7/21	16/34	19/45								57/131
<i>Wakulla</i>	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 4th, ending December 2nd 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 1st, 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 1st, 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
RE: Bi-Monthly Board Update – Staying Ahead Summary
DATE: March 21, 2018

Wakulla

- Currently there are no participants in Staying Ahead
- Interviews are ongoing to fill the case manager position

Leon

- Currently there are 9 participants in the Staying Ahead Program
- 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

Jefferson

- Currently there are 4 active participants in Staying Ahead
- 3 of the 4 (75%) are employed
- 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 currently enrolled at Tallahassee Community College – projected date to complete 2019
- 1 of the 3 (33%) is employed full time

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
- 1 of the 2 (50%) has passed her State Boards for her LPN license.



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Capital Area Community Action Agency

MEMORANDUM

TO: Tim Center, Chief Executive Officer
FROM: Melissa Watson
RE: Board Update for March – *Getting Ahead*
DATE: March 22, 2018

Current Enrollments as of 3/21/2018

County	Starting Enrollments	Current Enrollments	*Group A	*Group B	*Group C
Calhoun/Liberty	TBD	-	-	-	-
Gadsden	TBD	-	-	-	-
Jefferson	16	14	4	7	3
Leon	15	13	3	8	2
Wakulla	7	-	0	7	0

**Recruiting criteria are based on the following groups and the applicants are assessed as follows:

Group A

- No GED
- Unemployed
- Entry level employment skills (minimum or none)
- No certificate or degree
- This applicant will approximately spend 2 – 3 years to demonstrate any upward mobility

Group A will be considered for Getting Ahead if:

1. Currently enrolled in GED preparation program
2. Willing to dual enroll in GED while in Getting Ahead
3. TABE tested and scores are on the higher end of the spectrum
4. Demonstrates through Interview process a strong desire to change

** Case Managers will refer other Group A applicants to the local GED/Adult Education Program and encourage them to reapply.



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Group B

- GED/High School Diploma
- Holds a certification (possibly)
- Currently enrolled in post-secondary education
- Working – income eligible for Community Service Block Grant (CSBG 125% or below Federal Poverty Guidelines)
- This applicant will approximately spend 9 – 18 months to demonstrate upward mobility

Group C

- GED/High School Diploma
- College Degree and or certifications
- Employment Skills (advanced)
- Underemployed (income eligible for CSBG)
- Desire to get ahead
- This applicant will demonstrate upward mobility within 3 – 6 months.

Getting Ahead in the following counties:

Calhoun/Liberty

- Recruiting on going
- Anticipated time to start – 1st week April

Gadsden

- Recruiting on going
- 5 applicants have completed the background check
- 6 new applications have been received within the last week. Applicants are going through the Interview process
- Orientation – TBD
- Class anticipated to begin April 26,2018

Jefferson

- Class is currently in Module 8 Community Assessment
- Attendance is consistent
- Recruiting for August 2018 ongoing

- 4/14 (29%) have obtained employment while in Getting Ahead
- 4/14 (29%) have enrolled in post-secondary education while in Getting Ahead
- 2/14 (14%) are actively involved as local community board members while in Getting Ahead
- 1/14 (7%) is now over income
- Transition Ceremony is in April – securing venue – Jefferson County Country Club ??

Leon County

- Class is currently in Module 8 Community Assessment
- Recruiting for the August 2018 ongoing
- 1/13 (8%) has obtained employment while in Getting Ahead
- 1/13 (8%) has obtained an increase in wages (while in Getting Ahead) and was promoted to Supervisor
- Transition Ceremony will be held on April 24, 2018 from 6pm – 8pm at Capital City Country Club

Wakulla

- 6 participants have passed the background screening
- Start date April 23, 2017
- Classes will be held on Monday evenings from 6pm – 8 pm at the local Career Source

Staying Ahead Mentor Program

- Mentor/mentee's match for the active Staying Ahead participants are underway
- Recruiting is ongoing

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.



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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.⁵



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 follows¹:

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.

¹ 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
Positive Climate: Relationships Positive affect Positive communication Respect	6.2	5.82	6.1	5.28	6.14	6.05	5.18	5.91	5.61
Negative Climate: 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
Teacher Sensitivity: Awareness Responsiveness Addresses problems Student comfort	4.3	6.2	6.14	5.86	4.33	5.95	4.45	5.42	5.06
Regard for Student Perspectives: 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
Behavior Management: 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
Productivity: Maximizing learning time Routines Transitions Preparation	6.6	6.58	6.48	6.33	4.47	6.29	4.41	5.97	5.36
Instructional Learning Formats: 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
Concept Development: 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
Quality of Feedback: 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
Language Modeling: 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
Emotional Support	4.0250	4.6600	4.7950	4.4325	3.9750	4.7075	3.7625	4.4350	4.1200
Classroom Organization	5.4333	5.9700	6.0967	5.8363	4.2167	5.8833	4.4500	5.5133	5.1367
Instructional Support	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>Goal: Parents and families are safe, healthy, and have increased financial security.</p> <p>Objectives: Use family partnership assessments as a tool for relationship building and as a basis for ongoing individualized family services. Help families identify their interests, articulate their strengths and needs and accomplish and/or develop goals. Assist families in using resources and systems of support regularly and continuously over a period of time.</p>	<p>Goal: Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.</p> <p>Objectives: Foster meaningful, reciprocal relationships between mother and child, and father and child in a manner that is both culturally receptive and responsive. Help families identify appropriate practices that complement the stages of their developing child. Support parents and families in ensuring the health and safety of their infants, toddlers and preschoolers. Support a father's efforts to connect with and be responsible for his child at all ages and stages of development. Support families in seeking support from mental health consultants or other community agencies when there are parent-child relationship challenges that require additional services. Foster strong co-parenting relationships as appropriate.</p>	<p>Goal: Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school, and in their communities.</p> <p>Objectives: Support relationships between parents and their children as part of the foundation for interactions around early learning. Provide opportunities and support parents in working toward their own literacy goals.</p>	<p>Goal: Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.</p> <p>Objectives: 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.). Follow-up on referrals to ensure that families are enrolled and have the necessary supports to complete their education and/or training. Invite past program parents and community volunteers to share their educational and career experiences with families. Invite families to volunteer or apply for jobs in the program in ways that support their parenting, career or life goals.</p>	<p>Goal: 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>Objectives: Use the family partnership process to help families develop transition plans for themselves and their children. 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). Ensure families know about their rights under federal and state laws, such as under the Individuals with Disabilities Education Act (IDEA)</p>	<p>Goal: 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>Objectives: Facilitate (or refer parents to) parental support and/or educational groups where they can share their concerns (e.g. children's special needs). 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>Goal: 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>Objectives: Provide opportunities for parents to identify their strengths as leaders/advocates and to use them in the program and community. 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>Outcomes: 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. 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. 21% (85/411) of families have been assisted by family advocates in using resources and systems of support such as LI-HEAP regularly and continuously over a period of time.</p>	<p>Outcomes: 66% (8/12) families selected for one of twenty-four slots in 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. 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. 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. 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. 100% (3/3) families who requested support with fostering strong co-parenting relationships as appropriate received support.</p>	<p>Outcomes: 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. 0% (0/411) Provide opportunities and support parents in working toward their own literacy goals.</p>	<p>Outcomes: 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.). 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. 7 past program parents and community volunteers to share their educational and career experiences with families. 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>Outcomes: 0% (0/411) of families have received support using the family partnership process to help families develop transition plans for themselves and their children. 48% (198/411) of parents requested 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). 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>Outcomes: 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)* 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>Outcomes: 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 through Board membership. 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

Preschooler Domains	Central Domains			
	Approaches to Learning	Social and Emotional Development	Language and Literacy	Cognition
	<p>Goal: Children will learn to successfully navigate learning experiences by developing the ability to self-regulate in a variety of situations.</p> <p>Objectives: Follow simple rules and routines with increasing independence (1b) Persists with a difficult or non-preferred activity and seeks help when needed (11b) Uses imagination in play and interactions with others to plan, initiate and complete learning activities (11e)</p>	<p>Goal: 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: Build positive social relationship with peers and adult in a cooperative manner (2a, 2c, 2d) Recognize and use words/expressions of emotion, learn strategies to manage feelings and control impulses with increase independence (1a)</p>	<p>Goal: 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: Listen to, understands and uses increasingly complex language (8a,8b,9a,9b,9c) Utilizes print concepts to understand print (17b) Identify and name letters of the alphabet and their corresponding sounds (16a, b)</p>	<p>Goal: Children will develop reasoning, memory, problem solving and thinking skills to connect experiences and organize their world.</p> <p>Objectives: Uses memory strategies and increased attention (12 a, b) Uses number concepts and operations (20a, b,c) Uses scientific inquiry skills by observing, predicting, comparing and classifying (24)**</p>
<p>Winter 2017-2018 Assessment Period 2 (AP2) Outcomes 09/27/2017- 1/26/2018</p>	<p>Outcomes: 55.7% (209/375) of Head Start students meet or exceed expectations with regards to following simple rules and routines with increasing independence (1b). 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). 70.4% (254/361) of Head Start students meet or exceed expectations with regards to showing flexibility and inventiveness in thinking (11e).</p>	<p>Outcomes: 47.2% (177/375) of Head Start students meet or exceed expectations with regards to forming relationships with adults in class (2a). 64.8% (245/378) of Head Start students meet or exceed expectations with regards to interacting with their peers (2c). 58.7% (222/378) of Head Start students meet or exceed expectations with regards to making friends in class (2d). 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>Outcomes: 48.1% (177/368) of Head Start students meet or exceed expectations with regards to comprehending increasingly complex language (8a) 59.8% (177/368) of Head Start students meet or exceed expectations with regards to following directions (8b). 97.4% (268/368) of Head Start students meet or exceed expectations with regards to using an expanding expressive vocabulary by class (9a). 59.8% (220/368) of Head Start students meet or exceed expectations with regards to speaking clearly (9b). 67.9% (250/368) of Head Start students meet or exceed expectations with regards to conversational grammar (9c). 58.4% (208/356) of Head Start students meet or exceed expectations with regards to using print concepts (17b). 78.1% (278/356) of Head Start students meet or exceed expectations with regards to identifying names and letters (16a). 92.1% (328/356) of Head Start students meet or exceed expectations with regards to using letter sound knowledge (16b).</p>	<p>Outcomes: 54.6% (200/366) of Head Start students meet or exceed expectations with regards to demonstrating gross motor manipulative skills (6). 49.9% (187/375) of Head Start students meet or exceed expectations with regards to taking care of their own needs appropriately (1c). 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>

Preschooler Domains	Social and Emotional Development
	Goal: Children will gain a sense of identity and belonging through social interactions and positive emotional connections in order to experience personal success.
	Objectives: Build positive social relationship with peers and adult in a cooperative manner (2a, 2c, 2d) Recognize and use words/expressions of emotion, learn strategies to manage feelings and control impulses with increase independence (1a)
Winter 2017-2018 Assessment Period 2 (AP2) Outcomes 09/27/2017- 1/26/2018	Outcomes: 47.2% (177/375) of Head Start students meet or exceed expectations with regards to forming relationships with adults in class (2a). 64.8% (245/378) of Head Start students meet or exceed expectations with regards to interacting with their peers (2c). 58.7% (222/378) of Head Start students meet or exceed expectations with regards to making friends in class (2d). 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).

Preschooler Domains	Approaches to Learning
	Goal: Children will learn to successfully navigate learning experiences by developing the ability to self-regulate in a variety of situations.
	Objectives: Follow simple rules and routines with increasing independence (1b) Persists with a difficult or non-preferred activity and seeks help when needed (11b) Uses imagination in play and interactions with others to plan, initiate and complete learning activities (11e)
Winter 2017-2018 Assessment Period 2 (AP2) Outcomes 09/27/2017- 1/26/2018	55.7% (209/375) of Head Start students meet or exceed expectations with regards to following simple rules and routines with increasing independence (1b). 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). 70.4% (254/361) of Head Start students meet or exceed expectations with regards to showing flexibility and inventiveness in thinking (11e).

<p style="text-align: center;">Preschooler Domains</p>	<p>Language and Literacy</p>
	<p style="text-align: center;">Goal:</p> <p style="text-align: center;">Children will learn and develop both receptive and expressive language skills to build a strong emergent literacy foundation to promote school readiness.</p>
<p style="text-align: center;">Winter 2017-2018 Assessment Period 2 (AP2) Outcomes 09/27/2017- 1/26/2018</p>	<p style="text-align: center;">Objectives:</p> <ul style="list-style-type: none"> • Listen to, understands and uses increasingly complex language (8a,8b,9a,9b,9c) • Utilizes print concepts to understand print (17b) • Identify and name letters of the alphabet and their corresponding sounds (16a,b)
	<p style="text-align: center;">Outcomes:</p> <ul style="list-style-type: none"> • 48.1% (177/368) of Head Start students meet or exceed expectations with regards to comprehending increasingly complex language (8a) • 59.8% (177/368) of Head Start students meet or exceed expectations with regards to following directions (8b). • 97.4% (268/368) of Head Start students meet or exceed expectations with regards to using an expanding expressive vocabulary by class (9a). • 59.8% (220/368) of Head Start students meet or exceed expectations with regards to speaking clearly (9b). • 67.9% (250/368) of Head Start students meet or exceed expectations with regards to using conversational grammar (9c). • 58.4% (208/356) of Head Start students meet or exceed expectations with regards to using print concepts (17b). • 78.1% (278/356) of Head Start students meet or exceed expectations with regards to identifying names and letters (16a). • 92.1% (328/356) of Head Start students meet or exceed expectations with regards to using letter sound knowledge (16b).

Preschooler Domains	Cognition
	Goal: Children will develop reasoning, memory, problem solving and thinking skills to connect experiences and organize their world.
	Objectives: Uses memory strategies and increased attention (12 a, b) Uses number concepts and operations (20a,b,c) Uses scientific inquiry skills by observing, predicting, comparing and classifying (24)**
Winter 2017-2018 Assessment Period 2 (AP2) Outcomes 09/27/2017- 1/26/2018	Outcomes: <ul style="list-style-type: none"> • 46.3% (167/361) of Head Start students meet or exceed expectations with regards to using memory strategies to recognize and recall (12a). • 63.2% (228/361) of Head Start students meet or exceed expectations with regards to make connections (12b). • 66.3% (242/365) of Head Start students meet or exceed expectations with regards to counting (20a). • 45.8% (167/365) of Head Start students meet or exceed expectations with regards to quantifying (20b). • 61.6% (225/365) of Head Start students meet or exceed expectations with regards to connecting numerals with their quantities (20c). • 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).

Preschooler Domains	Perceptual, Motor, an Physical Development
	Goal: Children will increase gross and fine motor skills and understand self-care skills to fully function and explore in their environment.
	Objectives: Demonstrates increasing control and strengthen gross motor and small muscles manipulation skills (6) Takes care of own needs appropriately (1c) Demonstrates fine motor strength and coordination with increased success (7 b)
Winter 2017-2018 Assessment Period 2 (AP2) Outcomes 09/27/2017- 1/26/2018	Outcomes: 54.6% (200/366) of Head Start students meet or exceed expectations with regards to demonstrating gross motor manipulative skills (6). 49.9% (187/375) of Head Start students meet or exceed expectations with regards to taking care of their own needs appropriately (1c). 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).

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

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

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

Key Performance Area 1: Management Structure				
INDICATOR: 1.1 Program is structured to provide effective management and oversight of all program areas. 1302.101(a)(1)	1	2	3	4
Notes:				
INDICATOR: 1.2 Fiscal is structured to provide effective management and oversight of all program areas. 1302.101(a)(1)	1	2	3	4
Notes:				
INDICATOR: 1.3 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				
INDICATOR: 2.1 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:				
INDICATOR: 2.2 The program's recordkeeping system facilitates effective oversight of program operations. 1302.101(a)(4)	1	2	3	4
Notes:				
INDICATOR: 2.3 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:				
INDICATOR: 2.4 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				
INDICATOR: 3.1 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:				
INDICATOR: 3.2 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				
INDICATOR: 4.1 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				
Indicator 1.1 The program monitors the effectiveness of teaching practices including curriculum implementation. 1302.102(b)	1	2	3	4
Notes:				
Indicator 1.2 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:				
INDICATOR: 1.3 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:				
INDICATOR: 1.4 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				
INDICATOR: 2.1 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:				
INDICATOR: 2.2 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:				
INDICATOR: 2.3 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				
INDICATOR: 3.1 The program helps parents of children with disabilities in obtaining services. 1302.62	1	2	3	4
Notes:				
INDICATOR: 3.2 The program helps parents understand the referral, evaluation, and services timelines required under IDEA. 1302.62	1	2	3	4
Notes:				
INDICATOR: 3.3 The program supports parents' participation in the Individual Family Service Plan or Individualized Education Plan development process. 1302.62	1	2	3	4
Notes:				
INDICATOR: 3.4 The program helps parents understand the purpose of evaluations and ensuring their child's needs are addressed. 1302.62	1	2	3	4
Notes:				
INDICATOR: 3.5 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				
INDICATOR: 4.1 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:				
INDICATOR: 4.2 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:				
INDICATOR: 4.3 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				
INDICATOR: 5 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				
INDICATOR: 6.1 Teaching practices and learning environments are communication- and language-rich.1302.31(b)(1)(i)	1	2	3	4
Notes:				
INDICATOR: 6.2 Teaching practices and learning environments promote critical thinking and problem solving. 1302.31(b)(1)(i)	1	2	3	4
Notes:				
INDICATOR: 6.3 Teaching practices and learning environments promote children's social, emotional, behavioral, and language development. 302.31(b)(1)(i)	1	2	3	4
Notes:				
INDICATOR: 6.4 Teaching practices and learning environments provide supportive feedback to promote learning. 302.31(b)(1)(i)	1	2	3	4
Notes:				

INDICATOR: 6.5 Teaching practices and learning environments motivate continued effort. 302.31(b)(1)(i)	1	2	3	4
Notes:				
INDICATOR: 6.6 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				
INDICATOR: 7.1 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:				
INDICATOR: 7.2 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:				
INDICATOR: 7.3 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				
INDICATOR: 7.1 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				
INDICATOR: 9.1 Teachers implement the curriculum in the classroom. 1302.31(b)	1	2	3	4
Notes:				
INDICATOR: 9.2 Teachers design individual and group lesson plans based on the curriculum. 1302.31(b)(ii)	1	2	3	4
Notes:				
INDICATOR: 9.3 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:				
INDICATOR: 9.4 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:				
INDICATOR: 9.5 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:				
INDICATOR: 9.6 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:				

INDICATOR: 9.7 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				
INDICATOR: 1.1 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:				
INDICATOR: 1.2 The program identifies and addresses patterns or trends concerning late or missing child health information. 1302.101(a)(4)	1	2	3	4
Notes:				
INDICATOR: 1.3 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:				
INDICATOR: 1.4 The program completes health determinations (i.e., onsite health professionals, community collaborations, etc.). 1302.42(b)	1	2	3	4
Notes:				
INDICATOR: 1.5 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				
INDICATOR: 2.1 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				
INDICATOR: 3.1 – 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:				
INDICATOR: 3.2 –The program has made progress in replacement, renovation, and repair of any facilities identified by the grantee with concerns.	1	2	3	4
Notes:				
INDICATOR: 3.3 –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:				
INDICATOR: 3.4 – 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				
INDICATOR: 4.1 - 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				
Indicator 5.1 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				
INDICATOR: 1.1 The program uses Family partnership services and outcomes data. 1302.52(b)-(c)	1	2	3	4
Notes:				
INDICATOR: 1.2 The program has data that demonstrates improvements in family engagement and support services. 1302.102(b)-(d)	1	2	3	4
Notes:				
INDICATOR: 1.3 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				
INDICATOR: 2.1- 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:				
INDICATOR: 2.2- 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:				
INDICATOR: 2.3- 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:				
INDICATOR: 2.4- The program ensures family services staff meet qualifications. 1302.91 (e)(7)	1	2	3	4
Notes:				

Learning Environment Exploration

Key Performance Area 3: Welcome Environments				
INDICATOR: 3.1 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:				
INDICATOR: 3.2 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:				
INDICATOR: 3.3 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:				
INDICATOR: 3.4 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:				
INDICATOR: 3.5 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				
INDICATOR: 4.1 The program is successful at engaging families in all program services. 1302.50(a)	1	2	3	4
Notes:				
INDICATOR: 4.2 The program is successful at engaging all staff in the family support process. 1302.50(a)	1	2	3	4
Notes:				
INDICATOR: 4.3 The program meets family services staff qualifications. 1302.91(e)(7)	1	2	3	4
Notes:				
INDICATOR: 4.4 the grantee maintains a welcoming environment for parents and parents feel welcomed. 1302.50(b)(2)	1	2	3	4
Notes:				
INDICATOR: 4.4 Parents are engaged as their children's primary teacher and nurturer and the support of that role.	1	2	3	4
Notes:				
INDICATOR: 4.5 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				
INDICATOR: 1.1 Program managers share with the fiscal manager to support development of the annual operating budget? 75.303(b)-(d)	1	2	3	4
Notes:				
INDICATOR: 1.2 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:				
INDICATOR: 1.3 The policy council is involved in budget planning for program expenditures. 642(c)(2)(D)(iv)	1	2	3	4
Notes:				
INDICATOR: 1.4 Budgeted expenditures are support the accomplishment of program objectives. 1302.101(a)(1)	1	2	3	4
Notes:				
INDICATOR: 1.5 Parents are engaged as their children’s primary teacher and nurturer and the support of that role.	1	2	3	4
Notes:				
INDICATOR: 1.6 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				
INDICATOR: 1.1 The program’s fiscal officer primarily responsible for oversight of the Head Start award is qualified. 1302.91(c)	1	2	3	4
Notes:				
INDICATOR: 1.2 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:				
INDICATOR: 1.3 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:				
INDICATOR: 1.4 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:				
INDICATOR: 1.5 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:				
INDICATOR: 1.6 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:				

INDICATOR: 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				
INDICATOR: 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:				
INDICATOR: 2.2 The program’s financial management system supports ongoing fiscal operations 75.302(b)(2)-(3)	1	2	3	4
Notes:				
INDICATOR: 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:				
INDICATOR: 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:				
INDICATOR: 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				
INDICATOR: 3.1 The program has a preventative facility maintenance schedule.	1	2	3	4
Notes:				
INDICATOR: 3.2 The program has an equipment inventory.	1	2	3	4
Notes:				
INDICATOR: 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:				
INDICATOR: 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:				
INDICATOR: 3.5 The facility meets licensing requirements. 1302.47(b)(1)(i)	1	2	3	4
Notes:				
INDICATOR: 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				
INDICATOR: 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:				
INDICATOR: 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:				
INDICATOR: 3.9 There are budgeted resources to support quality safe and healthy learning environments. 1302.47(b)(1)(ix)	1	2	3	4
Notes:				
INDICATOR: 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				
INDICATOR: 1.1 Families' meet one of the following income requirements: <ol style="list-style-type: none"> 1. Income is equal to or below the poverty line, 2. Family or child is receiving or is eligible to receive public assistance (supplemental security income and temporary assistance for needy families), 3. Child is homeless, or 4. Child is in foster care. 	1	2	3	4
Notes:				
INDICATOR: 1.2 No more than ten percent (38 children) of children enrolled in the program are above the income threshold.	1	2	3	4
Notes:				
INDICATOR: 1.3 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:				
INDICATOR: 1.4 Ten percent (35 children) of children enrolled must have disabilities.	1	2	3	4
Notes:				

Key Performance Area 2: Attendance				
INDICATOR: 1.1 The program monitors individual child attendance and the program's monthly average daily attendance.	1	2	3	4
Notes:				
INDICATOR: 1.2 The program ensures children are safe when they do not arrive at school.	1	2	3	4
Notes:				
INDICATOR: 1.3 The program works with parents to support and promote their children's attendance in the program.	1	2	3	4
Notes:				
INDICATOR: 1.4 The program monitors monthly average daily attendance rate data and makes timely changes, where needed, to address systematic issues affective 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
PROGRAM STATUS (Monthly)						
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
FAMILY STATUS						
Number of Family Needs Assessment	15	35	81	56	186	373
Family Partnership Agreement						
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)						

Center	Head Start Enrollment and Attendance		
	Funded	Enrollment on 2/28/18	August Average Daily Attendance (ADA)
Franklin	17	15	82%
Jefferson	35	35	83%
Mabry	81	81	85%
Royal	57	56	90%
South City	188	186	85%
Total	378	373	85%

Family and Community Engagement Manager Monthly Monitoring Report – February 2018

Number of Referrals (Review referrals)	Franklin	Jefferson	Mabry	Royal	South City	Total
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
Parent Meetings/Trainings						
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
Home Visits						
Required Home Visit Follow up (February)	Franklin	Jefferson	Mabry	Royal	South City	
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

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

Transportation	
Field Trips	6
Maintenance	1
Trainings	0

Family and Community Engagement Manager
 Monthly Monitoring Report – February 2018

HEALTH SPECIALIST	Total
PRE-ENROLLMENT REQUIREMENTS	
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
ENROLLMENT	
Number of children with dental home	202
Number of dental home 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
45 DAYS REQUIREMENT	
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

90 DAYS REQUIREMENT	Total
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
NUTRITION	
Number of Breakfast	5,816
Number of Lunch	6,309
Number of PM Snacks	5,689
Number of Children with Special Diets	12
MONITORING ACTIVITIES	
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>Corrective Action and Follow Up</p>
<p>Funded Enrollment.</p> <ul style="list-style-type: none"> • We are in compliance with our funded enrollment number of 378, and vacant slots have been filled within the 30 day requirement. <p>Attendance.</p> <ul style="list-style-type: none"> • 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. • The one hour rule is being implemented at all Head Start Centers, and live attendance is being piloted at Louise B. Royal. <p>Policy and Procedures.</p> <ul style="list-style-type: none"> • Policy and Procedures are being revised for all areas to update to meet new requirements of the Office of Head Start.
<p>Strengths</p>
<ul style="list-style-type: none"> • Continuing to develop new Family Outcomes that will be implemented into the Parent, Family and Community Engagement Framework. • The upkeep of medical records for the children continues to improve. • Documenting children that are unexpectedly absent at each Head Start Center.

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

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.
- Monitoring of the CSBG and LIHEAP programs scheduled for first full week of April.

Impact: Redesigning entitlement programs to toward more independency services.

Communications and Outreach

- Maintain regular meeting schedule with Jim McShane, CareerSource Capital Region.

Impact: Developing the infrastructure necessary to support the Agency mission

Resource Development

- Grant proposals submitted for United Way of the Big Bend and the revised Community Human Services Partnership from City/County. United Way presentation scheduled for April 5, 2018, at 10 AM.
- 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 29-30 – Vacation – Tampa
- April 6 – Vacation – Tampa
- April 18-20 – Vacation – Syracuse, New York
- June 27-29 – Vacation – Tampa

Upcoming Events

- Florida Head Start Association 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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Capital Area
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2018 Board Meeting Calendar Notice

Board of Directors

The volunteer Board meets every 4th Tuesday at 6:00 pm every other month at the TCC Ghazvini Center for Healthcare, 1528 Surgeons Drive, Tallahassee. Meetings are open to the public.

- January 23, 2018
- March 27, 2018
- May 22, 2018
- July 24, 2018
- September 25, 2018
- November 27, 2018

Executive Committee

The Board's Executive Committee meets the 3rd Tuesday monthly at 5:30 PM at the main office 309 Office Plaza Drive, Tallahassee. Meetings are open to the public.

- January 16, 2018
- February 20, 2018
- March 20, 2018
- April 17, 2018
- May 15, 2018
- June 19, 2018
- July 17, 2018
- August 21, 2018
- September 18, 2018
- October 16, 2018
- November 20, 2018
- December 18, 2018



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