

Capital Area **Community Action** Agency

Head Start Policy Council Meeting
2813 South Meridian Street, Tallahassee
Conference Call # 712.770.5505 Code 598472
June 27, 2019
6:00 p.m.

1. Call to Order
2. Sign-in/Attendance
3. Establish a Quorum
4. Consent
 - a. Policy Council Minutes
5. Action
 - a. Financial Report
 - b. Personnel Actions
 - c. 2019-2020 School Calendar
 - d. Self- Assessment
 - e. 2019-2020 Head Start Budget
6. Director's Report
7. Office of Head Start Updates
8. Chairperson's Report
9. Other Business
10. Meeting Adjourned

Next Meeting: Scheduled for July 18, 2019



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www.CapitalAreaCommunityAction.org



Head Start Policy Council Meeting

Minutes

May 16, 2019

6:00pm

1. Meeting called to order at 6: 14 pm
2. Roll call was taken by Lakeisha Lloyd. Representatives present included the following: Lauren Johnson (CR), Kim Wilson (R), Lakeisha Lloyd (R), Tiffany Similien (CR), and Luciana Brown (CR).
Capital Area Community Action Agency staff present included the following people: Nina Self, Nichele Rolle, Darrel James, and Cynthia Valencic.
3. Quorum was not established. All action items will be tabled until June's meeting.

4. Consent

- a. Minutes- The minutes were reviewed by all members of Policy Council. Members consent to accept the minutes as typed. There were no corrections to be made.

5. Action Items

- a. Financial Report- Cynthia Valencic reviewed the financial report and attached Financial Statement Narrative. Lauren asked why were registration fees and dues so high and will we be doing more trainings at the beginning of the year. Kristin explained how Stephanie will adjust the line item but can't do it until the end of the year. Kristin also plans to budget more in the new budget. Cynthia explained that staff and teacher training are budgeted under a different line item (7430). Lauren was concerned about the amount being spent on classroom supplies. According to her calculations based on the financial report, we only spent \$3700 in 6 months. Nina explained that the majority of school supplies are ordered in bulk in the summer but staff will start purchasing in increments throughout the school year. Cynthia projected we will probably be over budget in repairs and will need to allot more funds to the line item in the next budget.

No quorum present and financial report will be approved at next meeting.

- b. Personnel Actions- No personnel actions at this time.
6. Director's Report: Nina stated Tim is unavailable due to a presentation. The 17-18 School Readiness scores were received and they were low. The governor noticed scores statewide were low and asked the Education Secretary to do a task force to find out the reason; we hope to be a part of the task force. Nina stated we will also vote on the budget at the next meeting.

7. Center Updates:

Kim (LBR)- Everything is going ok at Louise B. Royal. Kim asked if a parent does not want their child eating/drinking something that we provide at Head Start is a signed document needed from a health professional. Darrel stated yes a form provided by CCFP (Child Care Food Program) has to be signed by a doctor. We have to show proof to CCFP as to why we are not following our menu or we will not be reimbursed. We are not required to make a substitution but we do. It also has to be approved by the nutritionist Lynn James.

Lakeisha (Mabry)- Lakeisha reported that everything seems to be going well at her center. There was an issue with the handle on the door being broke; however it was repaired in the same week.

8. Program Updates: Darrel stated we will not offer school readiness for 19-20 school year. Lauren asked how this will affect the funding for Head Start. Darrel stated it may actually increase the funding because we did not have many enrolled (11) and this will allow us to accept more VPK. Darrel also checked to see if parents were enrolled in Ready Rosie. Kim stated she can tell the educational difference in the children who stay for the VPK program. Lauren asked who sets the goals and who is responsible for tracking the goals. Kristin responded it is a joint effort between managers and overall she tracks the process. The goals are included in the grant and will change with the new grant application. Lauren asked why we are out of compliance with disability services. Kristen explained that Leon County Schools is slow in providing IEP's and also because parents are not showing up for the meetings. Kristin explained the process.

9. Office of Head Start Updates: No office of Head Start Updates at this time.

10. Chairperson's Report: No chairperson's report at this time.

11. Other Business: No other business

12. The meeting was adjourned at 7:26 p.m.

**Head Start Financial Statement Narrative
For the Seven Months Ending April 30, 2019
Capital Area Community Action Agency**

As of April 30, 2019, we have completed seven months of the fiscal year and, as a benchmark, we would expect the year-to-date actual expenses and revenue to be around 58% of the annual budget with some Head Start expenses closer the 70%. At month end, the Year to Date Actual Revenue and Expenses are 72% and 67% respectively, with income of \$165,985. This income includes deferred revenues of \$63,499 from the prior fiscal and the revenue from this year's VPK. These funds are earmarked for expected expenses later in the year for restocking of program and classroom supplies.

Year to Date Non-Federal Share (NFS) Match totals \$440,745, or 59% of the \$881,324.25 total match required for the fiscal year ending September 30, 2019. At this point in the year, we would expect to be between 65-70%.

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.

Travel – In Area- is slightly over the benchmark budget due to the delivery costs for the Franklin County HeadStart Center. These delivery costs were not anticipated at the beginning of the school year and therefore were not budgeted. Any overages here will either come from Contractual Services or Office Supplies.

Program Supplies-is slightly over benchmark budget primarily due to the addition of bottled water in our centers. The difference in the amount from last fiscal year and this year is the difference in adding Artezia to the other centers.

Kitchen Supplies – is over the budget but in line with the numbers from prior year. The total spent in 2017-2018 was \$23,432.85 – almost twice the budgeted amount.

Contractual Services – Health/Disabilities – is slightly above the budget benchmark, but this is expected and should even out over the year.

Rent/Space Cost – is over the benchmark budget. Unless changed, this item will exceed budget by approximately \$105,000 by year end.

**Head Start Financial Statement Narrative
For the Seven Months Ending April 30, 2019
Capital Area Community Action Agency**

Utilities – are over benchmark budget and will be over budget for the year. The South City location's utilities are over double the amount of prior year. This is a set amount and doesn't fluctuate with usage. It is anticipated that this budget line will be over by \$30,000 by year end.

General Liability and Property Insurance – is over benchmark budget after the 25% down payment and first month payment. This expense is charged over 10 months and much is expended upfront.

Communications – is currently over the benchmark budget with only a couple of repairs in the expenses. This item is forecast to be over budget by year end, unless changes are made.

Repairs and Maintenance – Recurring and Non-recurring – These are both over the budget benchmark (63% combined). Adjustments to the overall budget should be made to accommodate these expenses.

Equipment Maintenance – is currently over the benchmark budget but in line with prior year. Our contracted maintenance is \$14,500 without any unexpected issues so this budget line is forecasted to be over by \$2500.

Technology and Dues and Subscriptions – reflects a number of yearly expenses paid in October so it is over the benchmark budget currently but should even out over the course of the year.

Registrations and Meetings/Workshops/Training – are over the benchmark budget with expenses mostly attributed to the FHSA conference. However, when combined with the budget currently in Training/Staff Development, the three are more in line with what would be expected. Management should continue to monitor these three lines items together to ensure that they are brought to within budget before year end.

Raw Food Cost – is slightly over the budget benchmark. Part of this is due to some charges being miscoded here and part is due to loss associated with Hurricane Michael. Management will continue to monitor this situation and adjust as necessary.

Revenue Variances and Explanations

Government Contracts - State - is over benchmark budget due to both an increase in the payments from VPK and to deferred revenues from the prior fiscal year, which are not included in the budget. Hopefully, the trend will continue.

Capital Area Community Action Agency
Head start Programs - Statement of Revenue and Expenditures
For the 7 Months Ended 4/30/19

		Total Budget - Original	Current Year Actual	Total Budget Variance - Original	%
Revenue					
4000	Government Contracts - FEDERAL - DIRECT	3,525,297	2,326,871	(1,198,426)	66%
4010	Government Contracts - STATE	426,240	509,901	83,661	120%
4020	Government Contracts - LOCAL	53,500	28,468	(25,032)	53%
4100	Grants - Other Not-for-Profits	13,000	7,585	(5,415)	58%
4210	Contributions- Restricted	0	1,509	1,509	
	Total Revenue	4,018,037	2,874,334	(1,143,703)	72%
Expenditures					
6010	Salaries & Wages	1,975,376	1,277,079	698,297	65%
6110	Fringe	562,588	355,939	206,649	63%
6180	Staff Screenings	2,500	147	2,353	6%
6210	Indirect Costs	520,986	320,906	200,080	62%
6310	Travel - In Area	3,500	2,674	826	76%
6315	Travel - Out of Area	500	35	465	7%
6410	Office Supplies	7,500	3,613	3,887	48%
6415	Program Supplies	24,017	20,763	3,254	86%
6420	Classroom Supplies	38,246	5,765	32,481	15%
6430	Kitchen Supplies	12,721	15,104	(2,383)	119%
6440	Medical/Dental Supplies	500	270	230	54%
6510	Copies/Printing/Copier	12,000	7,957	4,043	66%
6600	Postage and Delivery Expense	1,200	552	648	46%
6710	Contractual Services/Professional	15,000	1,124	13,876	7%
6715	Contractual Services – Health/Disabilities	170,837	141,217	29,620	83%
6810	Rent/Space Cost	150,000	146,048	3,952	97%
6820	Utilities	62,500	54,982	7,518	88%
6830	General Liability and Property Insurance	21,000	21,523	(523)	102%
6840	Communications	37,530	30,528	7,002	81%
6850	Repairs & Bldg Maintenance- Recurring	75,000	56,781	18,219	97%
6855	Repairs & Bldg Maintenance - Nonrecurring	0	16,079	(16,079)	
6910	Equipment Maintenance	14,000	10,635	3,365	76%
6920	Vehicle Expense	37,350	16,628	20,722	45%
6930	Equipment Lease	8,500	4,392	4,108	52%
6940	Technology	12,500	11,619	881	93%
7010	Fees, Licenses, and Permits	1,500	684	816	46%
7020	Dues/Subscriptions	2,500	2,269	231	91%
7320	Expendable Equipment	5,000	2,412	2,588	48%
7410	Registration Fees	2,000	4,313	(2,313)	216%
7420	Meetings/Workshops/Training	14,850	12,016	2,834	81%
7430	Training/Staff Development	40,998	12,740	28,258	31%
7440	Advisory/Board Member Expenses	2,000	1,216	784	61%
7450	Advertising	2,000	139	1,862	7%
7460	Parent Activities	1,200	0	1,200	0%
7510	Raw Food Cost	180,139	150,203	29,936	83%
	Total Expenditures	4,018,037	2,708,349	1,309,688	67%
	Excess Revenue over (under) Expenditures	0	165,985	165,985	

April 2019 Head start CC Expenses

Vendor Name	GL Code	Transaction Description	Document Description	Effective Date	Expense s
HANCOCK WHITNEY BANK	6410	MICROPHONE FOR SPEAKER SYSTEM USED AT	ACCT#XXXX6700-TIM CENTER	4/27/2018	21.49
HANCOCK WHITNEY BANK	6410	ACCESSORY FOR PROJECTOR	ACCT# XXXX7303- KRISTIN JACKSON	4/27/2018	24.99
HANCOCK WHITNEY BANK	6420	CREDIT FOR BOOK RETURN (PREVIOUS STATMENT)	ACCT# XXXX7303- KRISTIN JACKSON	4/27/2018	(58.55)
HANCOCK WHITNEY BANK	7430	ONLINE COURSE FOR V. TREADWELL	ACCT# XXXX7303- KRISTIN JACKSON	4/27/2018	10.00
HANCOCK WHITNEY BANK	7430	ONLINE COURSE FOR V. TREADWELL	ACCT# XXXX7303- KRISTIN JACKSON	4/27/2018	10.00
HANCOCK WHITNEY BANK	6715	STUDENT PHYSICAL - A. RUSSELL	ACCT#XXXX6623- DARREL JAMES	4/27/2018	45.00
HANCOCK WHITNEY BANK	6715	STUDENT PHYSICAL - R. RUSSELL	ACCT#XXXX6623- DARREL JAMES	4/27/2018	45.00
HANCOCK WHITNEY BANK	6715	STUDENT PHYSICAL- DEBIQUE	ACCT#XXXX6623- DARREL JAMES	4/27/2018	20.00
HANCOCK WHITNEY BANK	6920	FUEL FOR CO. CAR	ACCT#XXXX6623- DARREL JAMES	4/27/2018	38.25
HANCOCK WHITNEY BANK	6920	FUEL FOR CO. CAR	ACCT#XXXX6623- DARREL JAMES	4/27/2018	53.00
HANCOCK WHITNEY BANK	7420	HOTEL- B. EVANS-MANANGING	ACCT#XXXX6623- DARREL JAMES	4/27/2018	1,130.61
HANCOCK WHITNEY BANK	6415	I.D. BADGES	ACCT#XXXX6982- FATIMA	4/27/2018	91.16
HANCOCK WHITNEY BANK	6920	SUN PASS FOR CO. CAR	ACCT#XXXX6982- FATIMA	4/27/2018	19.99
HANCOCK WHITNEY BANK	7010	INTERNATIONAL FEE FOR A/C ADAPTER ORDERED	ACCT#XXXX6982- FATIMA	4/27/2018	0.58
HANCOCK WHITNEY BANK	7440	FOOD FOR ADVISORY MEETING	ACCT#XXXX6982- FATIMA	4/27/2018	36.45
HANCOCK WHITNEY BANK	7440	FOOD FOR POLICY COUNCIL	ACCT#XXXX6706- NICHELE	4/27/2018	179.85
HANCOCK WHITNEY BANK	7430	3 REGISTRATIONS FOR	ACCT#XXXX7366- NINA SINGLETON	4/27/2018	1,480.00
HANCOCK WHITNEY BANK	6420	ORDERED CLASS SUPPLIES	ACCT#XXX5810- VENITA TREADWELL	4/27/2018	440.32
HANCOCK WHITNEY BANK	6420	TALLAHASSEE MUSEUM	ACCT#XXX5810- VENITA TREADWELL	4/27/2018	372.00
HANCOCK WHITNEY BANK	6420	TALLAHASSEE MUSEUM	ACCT#XXX5810- VENITA TREADWELL	4/27/2018	372.00
HANCOCK WHITNEY BANK	6420	TALLAHASSEE MUSEUM	ACCT#XXX5810- VENITA TREADWELL	4/27/2018	372.00
HANCOCK WHITNEY BANK	6420	TALLAHASSEE MUSEUM	ACCT#XXX5810- VENITA TREADWELL	4/27/2018	422.00
HANCOCK WHITNEY BANK	6420	TALLAHASSEE MUSEUM	ACCT#XXX5810- VENITA TREADWELL	4/27/2018	454.00

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Summary of Account Activity

Previous Balance	\$183.75
- Payments	\$183.75
- Other Credits	\$0.00
+ Purchases/Debits	\$535.32
+ Fees Charged	\$0.00
+ Interest Charged	\$0.00
New Balance	\$535.32
Credit Limit	\$11,000.00
Available Credit	\$10,464.00
Statement Closing Date	05/02/2019
Days in Billing Cycle	30

Payment Information

New Balance	\$535.32
Total Minimum Payment Due	\$25.00
Payment Due Date	05/28/2019

Doc
5/6/19

Transaction Summary

Tran Date	Post Date	Reference Number/ Invoice Number	Description of Transaction or Credit	Amount
04/08	04/08	24232		
04/09	04/09	24529	STORE 0417 TALLAHASSEE FL	\$67.96
04/11	04/11	24110	STORE 0417 TALLAHASSEE FL	\$44.96
04/12	04/12	24342	STORE 0417 TALLAHASSEE FL	\$22.76
04/15	04/15	24996	STORE 0417 TALLAHASSEE FL	\$70.72
04/17	04/17	26542	STORE 0417 TALLAHASSEE FL	\$20.87
04/17	04/17	14669	STORE 0716 TALLAHASSEE FL	\$49.84
04/20	04/20		PAYMENT - THANK YOU	\$211.10
04/23	04/23	67229	STORE 0417 TALLAHASSEE FL	(\$183.75)
04/25	04/25	01332	STORE 0716 TALLAHASSEE FL	\$9.49
				\$37.62

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Capital Area Community Action Agency, Inc.
Head Start NFS Match Requirements
For the 7 Months Ending April 30, 2019

Match Source	Total Needed	YTD	YTD %	Remaining	Remaining %
Government Contracts - Local		39,045			
Grants - Other Not for Profits		7585			
In-Kind Revenue		325,494			
VPK/SR		150,537			
	881,324	522,661	59%	358,663	41%



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Statements Dates
04/01/2019 - 04/30/2019

Account Number:
4620332

Images:
0

***ZERO CHECKS* E0**

330 010000 001
CAPITAL AREA COMMUNITY ACTION AGENCY
HEAD START POLICY COUNCIL
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Checking Account Summary

PREVIOUS BALANCE	1,187.68	AVERAGE BALANCE	
+ 0 CREDITS	.00		1,187.68
- 0 DEBITS	.00	YTD INTEREST PAID	.00
- SERVICE CHARGES	.00		
+ INTEREST PAID	.00		
ENDING BALANCE	1,187.68		

● Balance By Date

Date	Balance	Date	Balance
03/31	1,187.68		



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5/7/19

Capital Area Community Action Agency
2018-2019 Annual Self- Assessment

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2018-2019 Annual Self- Assessment Process Overview

The self-assessment process assists with determining whether the management systems and program services currently in place are being properly administered. The annual self-assessment is mandated by rules and regulations established by the following Head Start Act and Head Start Program Performance Standards provisions:

- 1) Pursuant to 42 USC§9837 the Grantee must review and approve all major policies of the Head Start Program, including but not limited to the annual self-assessment; and
- 2) Pursuant to 45 CFR Ch. XIII Subchapter B § 1302.102(b)(2)(i) that at least once each program year, the Grantee must conduct a self- assessment to determine the effectiveness and progress of implementing the goals and objectives of the Head Start program. In addition, the self-assessment is to be performed in accordance with federal regulations and include participation from Policy Council and community members.

The process involved an analysis of a wide array of information including, but not limited to, conducting interviews with parents, teachers, reviewing family files, lesson plans, manuals, records, and reports, classroom observations, and facility observations.

In order to ensure the annual self-assessment was performed in the most effective and efficient manner, self-assessment teams were established and trained. These teams were composed of Head Start staff and parents. Self-assessment teams were asked to assess Capital Area Community Action Agency Head Start performance based on the Focus Area Two Monitoring Protocol developed by the Office of Head Start. Each Key Performance Area and their indicators of performance were scored using the following metrics.

Self-assessment Performance Metrics

Performance Level

Strength (4) - The majority of the time Community Action consistently exceeds the INDICATOR: in terms of compliance and/or quality.

Opportunity (3) – The majority of the time Community Action meets the INDICATOR: in terms of compliance and/or quality, but this area would be stronger if...

Weakness (2) - The majority of the time Community Action struggles to consistently meet the minimum standards for this INDICATOR: in terms of compliance and/or quality.

Threat (1)- Community Action does not meet this INDICATOR./ Community Action has not implemented the requirements of this INDICATOR.

2018-2019 Self-Assessment Findings

During the 2018-2019 self-assessment process the Community Action self-assessment team evaluated the program on six different domains. The domains were as follows:

- Program Design and Management (3.775),
- Quality Education and Child Development Services (2.898),
- Monitoring and Implementing Quality Health Program Services (3.31),
- Quality Family and Community Engagement Services (3.125),
- Monitoring and Implementing Fiscal Infrastructure (3.83), and
- Monitoring ERSEA Eligibility and Attendance (3.75).

The self- assessment resulted in Community Action identifying multiple areas with opportunity for improvement. There were no overall domains which the self-assessment team found the majority of time Community Action did not meet an indicator or had not implemented the requirements of a performance indicator.

However, within five of the six domains measured, the self-assessment team found indicators that the majority of time Community Action met the indicator in terms of compliance and/or quality, but this area would be stronger if something was done differently. One of the six domains, Quality Education and Child Development Services (2.898), was found to be an area of weakness. The self-assessment team found the majority of the time Community Action struggled to consistently meet the minimum standards for delivering a quality education or quality services in a child development program.

Corrective action plans have been completed for the indicators that were identified as weakness. Further in line with a comment to quality, the program has re-evaluated program practices to strengthen even the domains in which our self-assessment teams identified there is not a definitive weakness, but an opportunity to provide higher quality service to clients.

Self-Assessment Domain Scores

Strengths (4)	Opportunities (3)	Weakness (2)	Threats (1)
	Program Design and Management (3.775)	Quality Education and Child Development Services (2.898)	
	Monitoring and Implementing Quality Health Program Services (3.31)		
	Quality Family and Community Engagement Services (3.125)		
	Monitoring and Implementing Fiscal Infrastructure (3.83)		
	Monitoring ERSEA Eligibility and Attendance (3.75)		

Program Design and Management

Key Performance Area 1: Management Structure				4
INDICATOR: 1.1 Program is structured to provide effective management and oversight of all program areas. 1302.101(a)(1)	1	2	3	X
Notes:				
INDICATOR: 1.2 Fiscal is structured to provide effective management and oversight of all program areas. 1302.101(a)(1)	1	2	3	X
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	X
Notes:				
Key Performance Area 2: Program Progress Toward Meeting Program Goals				3.6
INDICATOR: 2.1 The program uses Self-Assessment data to evaluate progress toward program goals and school readiness. 1302.102(b)(2)(i)	1	X	X	4
Notes:				
INDICATOR: 2.2 The program's recordkeeping system facilitates effective oversight of program operations. 1302.101(a)(4)	1	2	3	X
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	X
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	X
Notes:				

Key Performance Area 3: Governing Body Data Use					3.7
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	X	X	
			3.6		
Notes: "I Believe that we still have a lot of work to do to make this a high function board along with being transparent about issues that are pertinent to be advised about and plans to address issues problems or concerns," (Survey Respondent, 02/19/2019 @1941 hours). "Some of the questions were beyond what I think may be beyond the board's scope," Survey Respondent," 02/13/2019 @1101 hours).					
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	X	X	
			3.8		
Notes:					
Key Performance Area 4: Policy Council Data Use					3.8
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	X	X	
			3.8		
Notes: "Always going the extra mile to make sure our children are happy and educated," (Survey Respondent, 02/18/2019 @ 1300hours). "From my view as a parent my daughter is learning effectively, thanks to the teachers," (Survey Respondent, 02/17/2019 @ 1254 hours). "I am very thankful to be a part of the Head Start program. My children have highly benefited from this resource. I refer the service to all parents," (Survey Respondent, 02/14/2019 @ 1945 hours). "It appears that the program curriculum is still somewhat lacking...Also the goals and plans to reach the goals are not clearly communicated... The budget can be confusing to understand. I am not sure who is over the program, but the CEO comes to the meeting...More could be done to make sure that our children are ready for school and the parents are well informed," (Survey Respondent, 02/14/2019 @ 1514 hours).					

Quality Education and Child Development Services

Data

Key Performance Area 1: Data and Service Delivery, Child Outcomes, and School Readiness				2.5
Indicator 1.1 The program monitors the effectiveness of teaching practices including curriculum implementation. 1302.102(b)	1	X	3	4
Notes: The Center Directors monitor lesson plans weekly. The Education Team visits and observes all classrooms regularly. The Education Team monitors three times a year (Fall, Winter, Spring) using the CLASS Monitoring Instrument to assist them in determining needs and areas of weakness. Staff receives coaching from Education Team in areas of interest and need. Early Childhood Team met with ICF T/TA Specialist January 2019. She suggested the program implement a process for monitoring Curriculum Fidelity, by utilizing and training Center Managers, supported by the Coaches. Training will be provided on Curriculum Fidelity in March 2019. (see attached documentation)				
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	X	4
Notes: With the help of the Quality Assurance Manager, information is analyzed and aggregated. The data is then used to identify training needs and professional development opportunities at the center and administrative level. Training is provided to staff based on areas of need, classroom observations, monitoring data, VPK and CLASS assessment results.				
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)	1	2	X	4
Notes: Ongoing monitoring data is used to improve educational services. Staff make adjustments, adapt services and strategies to make improvements and strengthen the program. This school year, staff work schedules were changed in hopes to make a difference in CLASS scores.				
INDICATOR: 1.4 The program has data supporting progress in achieving school readiness goals. 1302.102(c)	1	X	3	4
Notes: School readiness goals are aggregated quarterly. Last year, the program did not meet the school readiness goals set by the state. To date, the program has not received their results.				
Key Performance Area 2: Individualized Services for Each Child				3
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	X	4
Notes: The program has individualization specialists that works with teachers to individualize experiences, lessons, and strategies. (See copy of lesson plans attached)				

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	X	4
Notes: Information is analyzed and aggregated into data that can be used to access progress toward school readiness. Child assessment data comes from any combination of the following: VPK Assessments (three times a year); Teaching Strategies Assessment (three times a year), DIAL testing (three years only), physical growth data from TITUS Sports Academy, initial and final home visits, parent conferences and anecdotal records.				
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	X	4
Notes: Parents receive two home visits and parent conferences per year, one at the beginning of the school year and one at the end of the school year. Teachers share child's screening and assessment results during their visits with parents.				
Key Performance Area 3: Families of Children with Disabilities are Engaged and Supported				3.4
INDICATOR: 3.1 The program helps parents of children with disabilities in obtaining services. 1302.62	1	2	X	4
Notes: The Mental Health Coordinator/ Special Services Coordinator meet with parents of children with disabilities, to identify needs and explain services. Parents are referred to appropriate community provider(s) such as Children Medical Services, Florida Therapy, FSU Center for Autism Related Disorders, Parents of the Panhandle Information Network, etc. The program also receives extra grant funds from the local Community Human Services Partnership and United Way Program to assist with serving children enrolled in the program with disabilities.				
INDICATOR: 3.2 The program helps parents understand the referral, evaluation, and services timelines required under IDEA. 1302.62	1	2	3	X
Notes: The program helps parents navigate through Individual Education Plan and Transition meetings, parent conferences, and progress reports. The Local Education Agency and the program's Special Services Coordinator train the parents on their rights.				
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	X
Notes: The program supports parent's participation by having individual meetings, parent/staff conferences, sharing progress reports and on-going networking. The program has developed a Multi-Disciplinary Team to help parents participate on their Families' Individual Service Plan.				

INDICATOR: 3.4 The program helps parents understand the purpose of evaluations and ensuring their child's needs are addressed. 1302.62	1	2	X	4
Notes: The program completes screenings and assessments on each child within 45 days of their enrollment. Staff shares results, outcomes, and progress reports with parents. This information is explained to parents, during meetings, parent/staff conferences. Parents are given an opportunity to ask questions. They are informed of any services, if further testing is needed for their child and what to expect from those services.				
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	X	4
Notes: The program assists parents in learning more about their child's disability and supporting their development through sharing information during their Individual Education Plan meetings, results of evaluations and progress reports. Information is also shared with parents at parent/teacher conferences and trainings.				
Key Performance Area 4: Program Budgets, Staffing Resources, and Professional Development Funds Support Quality Education Services				2.5
INDICATOR: 4.1 The education manager and disabilities manager are involved in the development of the annual operating budget. 1302.101(a)(3)	1	X	3	4
Notes: Budget reports are shared with Managers monthly. The Education Manager and Disabilities Coordinator meet with the Chief Operating Officer to give their input on any needs for their services areas. The Quality Assurance Manager also assists in this process.				
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	X	X	4
Notes: The budget has line items that address educational needs such as training, workshops, meetings, staff and professional development. The Education Manager works with the Chief Operating Officer to plan and meet the changing needs of the classroom and teaching staff. If the need arises for changes to line items in the budget the Chief Operating Officer and Education Manger will discuss and make adjustments.				
A budget meeting/training is scheduled for February 19, 2019 to assist with having a better understanding of budget planning.				
INDICATOR: 4.3 The program ensures education staff meets qualifications.1302.91(e)(1)-(6)	1	2	X	4
Notes: The Teachers have an Associate Degree in Early Childhood Education or Child Development or are enrolled in a program that will lead to an Associate Degree or equivalent coursework. Teaching staff receive individual coaching, training during Pre-Service, In-Service and workshops on such topics as assessment tools, outcomes and curriculum to name a few.				

Learning Environment Exploration

Key Performance Area 5: Evaluating Performance and Stimulating Ongoing Improvement				3
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	X	4
Notes: The program's indoor and outdoor learning environment contains age appropriate equipment. However, the program is working on updating ramps, lowering tables to accommodate children with disabilities.				
Key Performance Area 6: Evaluating Performance and Stimulating Ongoing Improvement				3.25
INDICATOR: 6.1 Teaching practices and learning environments are communication- and language-rich.1302.31(b)(1)(i)	1	2	3	X
Notes: The learning environment and teaching practices are language and communication rich. Furniture and toys are labeled with words. Posted materials on the walls are also language rich. Communication is on-going throughout the day during classroom activities and meal times.				
INDICATOR: 6.2 Teaching practices and learning environments promote critical thinking and problem solving. 1302.31(b)(1)(i)	1	2	X	4
Notes: Autotomy is encouraged by the Teachers. *** See CLASS Data***				
INDICATOR: 6.3 Teaching practices and learning environments promote children's social, emotional, behavioral, and language development. 302.31(b)(1)(i)	1	2	X	X
			3.5	
Notes: Teachers review classroom rules with the children, they have jobs and follow the daily schedules. Children are taught through conversation, to be responsible in the classroom toward their peers, to share and take turns, pass their food during meal times and to use their words when someone hits them. *** See CLASS Data***				

INDICATOR: 6.4 Teaching practices and learning environments provide supportive feedback to promote learning. 302.31(b)(1)(i)	1	2	X	4
Notes: Teachers are respectful, engaging and give positive feedback to the children throughout each activity and during transiting. The staff supports the children's play through scaffolding. Children and staff engage in conversation during mealtimes. *** See CLASS Data***				
INDICATOR: 6.5 Teaching practices and learning environments motivate continued effort. 302.31(b)(1)(i)	1	2	X	4
Notes: Teaching practices motivates students and each other through positive encouragement. Teachers encourage students with positive reinforcement. 43 % of the children in the program met or exceeded expectations with regards to persisted with a difficult or non- preferred activity, as of Jan 2019. See HSELOF Approaches to Learning Scores. *** See CLASS Data***				
INDICATOR: 6.6 Teaching practices and learning environments support children's engagement in learning experiences and activities. 1302.31(b)(1)(i)	1	2	X	4
Notes: Teachers encourage students to actively participate and explore all learning experiences.				

Incident/Accidents Reported (Annual) ***

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

*** Data currently unavailable in Child Plus.

Key Performance Area 7: Appropriate Learning Experiences				3
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	X	4
Notes: The grantee provides a variety of learning experiences that provides opportunities for choice, play, center and outside time.				
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	X	4
Notes: The children have an opportunity for physical activity during outdoor times and during visits from the TITUS Fitness Professionals. The Teachers follow a daily schedule which incorporates rest, mealtimes, and other daily routines. (See documentation-copy of Daily Schedule)				
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	X	4
Notes: There is a dual language staff person who visits classrooms regularly. She shares with the Teachers simple Spanish lessons and greetings to welcome the students. The curriculum is research based and is Spanish and English.				
Key Performance Area 8: Child Assessment Data and Lesson Planning				2.5
INDICATOR: 8.1 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	X	X	4
		2.5		
Notes: Teacher's lesson plans were selected at random for review. (3 samples) Only one Teacher had an in depth individualized lesson plans. (See attached Lesson Plans)				

Key Performance Area 9: Teachers				2.93
INDICATOR: 9.1 Teachers implement the curriculum in the classroom. 1302.31(b)	1	X	X	4
		2.5		
Notes: The curriculum is researched, play based. Teachers develop and implement lesson plans and activities based on the curriculum. (See copies of selected lesson plans Area 8.1)				
INDICATOR: 9.2 Teachers design individual and group lesson plans based on the curriculum. 1302.31(b)(ii)	1	2	X	4
Notes: Individual and group lesson plans are designed for children based on the curriculum.				
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	X	4
Notes: The Education Manager and Education Coordinator provide ongoing feedback to Teaching staff on their teaching practices, strengths, improvement and professional development.				
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	X	X	4
		2.5		
Notes: Teachers receive assistance, support, training and strategies for supporting children with challenging behaviors. Most Teachers are unable to implement Conscious Discipline and will need additional support and training.				
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	X	4
Notes: During Pre-Service and In-Service, Teachers receive training to help them with planning group and individual lesson plans, activities and schedules that align with the curriculum.				

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	X	X	4
Notes: Teachers, parents and Family Advocates are involved in the process of individualizing for each child to ensure their success towards school readiness. Random individual Lesson Plans had the same activity for all students as students without an IEP.				
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	X
Notes: Classrooms are inclusive. Children with disabilities are provided access to and participated in a full range of services. They are screened within 45 days of entering the program. Children who need special services will be referred to appropriate provider for services. Services are provided include Occupational Therapy, Speech, Behavior Management, and Mental Health Services.				

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				3.8
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	X
Notes: Child Plus is the recordkeeping system used for tracking health data weekly. Reports are monitored are printed to guarantee no health documents are out of compliance.				
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	X
Notes: Yes, the data and reports are useful in monitoring late or missing health information. Have the capability to communicate to the parents via email through Child Plus, verbal notices, emails and letters. Parents are also informed in the monthly newsletters and flyers that are posted at the centers.				
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	X
Notes: Workshops regarding health and well-being are built into during parent meetings, meetings with teachers and the advocates. According to the family's needs during their assessment at registration and during the course of the school year community partnerships are utilized. The parents are also supported be providing up to date information by letters/ follow letters regarding their child's health.				
INDICATOR: 1.4 The program completes health determinations (i.e., onsite health professionals, community collaborations, etc.). 1302.42(b)	1	2	3	X
Notes: There are several partnerships and health professionals are in collaboration for completing the health determinations such as Florida WIC, ELC for hearing and vision, Molar express for dental, Impact America-Focus First for vision, Lynn James, a registered dietician and Titus Sports Academy for physical fitness/ height and weight.				

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	X	4
Notes: Pancare (Franklin), Molar Express (Leon), and Jefferson County dental clinic (Jefferson) are utilized for providing dental treatment and examinations. Parents in the program sign a consent form permitting the child to be evaluated by qualified professionals from the above mentioned places. Teachers and children brush their teeth daily in classroom. When eating family style meals they integrate nutrition education. Cooking activities are prepared by the teaching staff and the cooking staff.				
Key Performance Area 2: Progress, Issues, and Continuous Quality improvement in Health Services				3
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	X	4
Notes: The program uses screenings and evaluations are used to increase knowledge of any medical, oral, and mental health needs; also through working with the families. The patterns and trends are also used to guide the formation of new partnerships. The data gathered helps with community assessment which is from the families that we served.				

Safety Practices

Key Performance Area 3: How the Program Ensures Children are Safe				3.75
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	X
Notes: Data is used on an continuous basis to ensure the program is in compliance and the performance constantly advances. Data is also shared with governing board and Policy Council to integrate their recommendations.				
INDICATOR: 3.2 –The program has made progress in replacement, renovation, and repair of any facilities identified by the grantee with concerns.	1	2	X	4
Notes: Updated the on preventative maintenance checklist; updated the way work orders are tracked; The progress has improved the speed and quality of repairs. It has reduced repetitive work orders and allows for more follow-up and overseeing is happening.				

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	X
Notes: The teaching staff received training in preservice, in-service that focused solely on active supervision. Education Coordinators provide individualized training to the teaching staff at the centers who may need additional support in active supervision.				
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	X
Notes: A sample of staff files was reviewed.				
Key Performance Area 4: Budget to Support Quality				3
INDICATOR: 4.1 - Resources are budgeted to support quality health program services and safe/ healthy learning environments. 1302.101(a)(3)	1	2	X	4
Notes: Resources are budgeted however more funds need to be budgeted for mental health services.				
Key Performance Area 5 : Health Culture				3
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	X	4
Notes: Mental Health therapists are accessible to staff, parents, and children weekly. Services are also available via phone. Therapist report to teachers any issues/ concerns with their child; teachers are involved in multi-disciplinary meetings to ensure proper techniques to support the child in class. Outside community resources are also available.				

Quality Family and Community Engagement Services

Data

Key Performance Area 1: Supporting Services and Strengthening PFCE Outcomes				3.0
INDICATOR: 1.1 The program uses Family partnership services and outcomes data. 1302.52(b)-(c)	1	2	X	4
Notes: A Needs Assessment is completed prior to the Family Partnership Agreement to determine the needs of the family. Family needs are tracked in ChildPlus as PIR data. Family Partnership Agreements are initiated within 90 days after the child's enrollment. Staff works with the family throughout the school year to complete the agreement. Outcomes are included on the Parent, Family and Community Engagement Framework.				
INDICATOR: 1.2 The program has data that demonstrates improvements in family engagement and support services. 1302.102(b)-(d)	1	2	X	4
Notes: The Parent, Family and Community Engagement Framework was changed from a 3 tier to a 5 tier rating system this year. One evaluation has been done this year and the final will be done at the end of the school year.				
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	X	4
Notes: Multi-disciplinary team meetings were held which included teachers, family advocates, and family support staff. This ensured that all areas were working together to provide services to the families we serve. Need to work more on the close-out process to make sure all areas of concern are addressed and followed through to closure.				
Key Performance Area 2: Staff Supervision, Training, and Professional Development				3.25
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	X	4
Notes: Family Engagement strategies and support is offered in bi-weekly staff meetings/trainings. Family Advocates attended several trainings throughout the year, and joint meetings were held with the Education team for more collaboration and cross-training.				
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	X	3	4
Notes: The ongoing supervision process to support staff's professional development can improve. Professional Development plans need to be developed for all staff. Annual evaluations with staff's input need to be given on a more timely basis for feedback so goals can be adjusted for a more positive outcome.				

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	X
Notes: The program does a good job ensuring that staff, consultants, and contractors are familiar with ethnic background and heritages, and ensuring that they are able to communicate effectively with the families we serve. The program has families of various ethnicities including Vietnamese and several Spanish speaking families. A Dual Language Learner staff position was created to work with families of other cultures to ensure they receive the same attention and services as those who speak English. Certain materials have also be translated and printed in Spanish. .				
INDICATOR: 2.4- The program ensures family services staff meet qualifications. 1302.91 (e)(7)	1	2	3	X
Notes: All family services staff meet or exceed minimum qualifications for the position.				

Monitoring and Implementing Fiscal Infrastructure

Financial Infrastructure

Key Performance Area 1: Financial Infrastructure				3.50
INDICATOR: 1.1 Program managers share with the fiscal manager to support development of the annual operating budget? 75.303(b)-(d)	1	2	X	4
Notes: Program managers meet with the COO. The COO takes to Fiscal.				
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	X
Notes: The Governing Board has an opportunity to give input and approves the annual operating budget. In the event of a significant change, the operating budget may be reviewed.				
INDICATOR: 1.3 The policy council is involved in budget planning for program expenditures. 642(c)(2)(D)(iv)	1	2	X	4
<p>Notes:</p> <p>The Policy Council members are made aware of the operating budget and program expenditures during their monthly meetings. They are also given an opportunity to give input to the budget, but may not know how the budget works. Additional training is needed in this area.</p> <p>A Fiscal Team member attends the Policy Council Meetings to present the budget and answer any questions pertaining to the budget.</p> <p>Policy Council approves the budget before it goes to the board.</p>				
INDICATOR: 1.4 Budgeted expenditures support the accomplishment of program objectives. 1302.101(a)(1)	1	2	X	4
Notes: The supporting documents used to give proof that program objectives are accomplished include invoices, budgets, monthly expenditures reports and individual ad hoc reports. GL Codes and line items support needs, goals and objectives; for example, health and disabilities. Also, a T/TA will be conducted on February 19, 2019 to offer clarification to managers.				
INDICATOR: 1.5 The fiscal officer relies on data/information to determine whether budgeted expenditures are supporting the accomplishment of program objectives. 1302.101(a)(1)	1	2	X	4
Notes: : Invoices, budgets, meetings, conference agendas, etc. are used as supporting information to determine whether budgeted expenditures are supporting the accomplishment of the program objectives.				

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	X
Notes: The financial management system is supported by staff and internal controls. It includes checks and balances, invoices, Authorization For Payment (AFPs), Authorized Signatures, and policies which are approved by the Board of Directors.				

Fiscal Capacity

Key Performance Area 2: Fiscal Capacity				4
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	X
Notes: The Fiscal Department has qualified and experienced staff responsible for oversight of the Head Start award. The staff is comprised of following: Keith Dean, CPA, CEO-Contracted Consultant Company Stephanie Sgouros, Finance Director, CPA Laura Ward, Fiscal Assistant, Degree in Accounting Two Fiscal Specialists, Bachelor degrees, budget experience				
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	X
Notes: The Chief Finance Officer and Finance Director are Certified Public Accountants, with experience in working with state and federal audits and non-profit organizations.				
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	X
Notes: Keith Dean, CPA, CFO and/or Stephanie Sgouros, CPA, Finance Director, regularly attends and advises the Executive Board members, at their monthly meetings.				
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	X
Notes: The auditing procurement process is outlined in the Financial Management Policies and Procedures Manual. An audit is conducted once a year. The audit results are shared by the Financial staff and external auditors with the Program Managers and Executive Board members. Any recommendations from the audit are implemented by the Program Managers, Finance staff, and/or Senior management. Every three years there is a bid for contract. Proposals go to Board for final decision. One of the CPA's attends Board Meetings and makes a presentation of the audit proposals.				

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	X	4
Notes: All staff receives compensation based on job descriptions and experience. Benefits are time activated and professional development opportunities are offered, as the need arises or is required for certification. Retention of qualified program staff is maintained by COO. Fiscal staff compensation is set by the contracted Accounting Services consultant who also handles recruitment and retention, etc.				
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	X
Notes: The program uses fund codes, general ledger codes, cost allocation plans, administrative funds and indirect costs to organize and manage prospective personnel compensation and shared costs. There is a separate ledger for non-federal match, which are tracked monthly.				
INDICATOR: 1.7 The program ensures protection of the Federal interest in real property and equipment purchased in whole or in part with Federal funds. 1303.46	1	2	3	X
Notes: The federal interest for real property is recorded in the county records. Any equipment over \$5,000.00 has to be capitalized and depreciation has to be recorded. All property over \$500.00 is tracked on an Agency Inventory List to ensure protection of federal interest. Any requisition for purchase over \$500.00 must have two quotes and over \$5,000.00 must have three bids. Extra Information: Louise B. Royal Head Start was purchased with federal funds; federal interest was recorded in Leon County with the Clerk of Court.				

Implementation of Fiscal Management Systems

Key Performance Area 2: Fiscal Management Systems				4
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	X
Notes: Fiscal management systems, accounting, reporting practices, grant terms, conditions, reporting and audit requirements are outlined in the Financial Management Policies and Procedures Manual. (See attachment)				
INDICATOR: 2.2 The program's financial management system supports ongoing fiscal operations 75.302(b)(2)-(3)	1	2	3	X
Notes: MIP is the financial accounting system used to manage ongoing fiscal operations.				
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	X
Notes: The program reviews the budget. Creates AFP's-Authorization for Payment. Forward AFP's to the Executive staff for approval and signature then AFP's come to the Fiscal Department. Fiscal cuts a check which then goes to Exec. Staff/Board for signature.				
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	X
Notes: Payment of allowable program expenses is based on whatever the contract, grant terms or program agency requires, whichever is more stringent. Most payments are made within 2 week of receipt in the Fiscal Department.				
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	X
Notes: The grants terms are reviewed to determine what is contractually mandated. (Example: errors, omissions, and general liability insurance).				

Monitoring ERSEA Eligibility and Attendance

Determining, verifying, and documenting eligibility

Key Performance Area 1: Eligibility				4
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	X
Notes: Majority (95%) of our clients meet the above income requirements. Most are equal or below the poverty guidelines.				
INDICATOR: 1.2 No more than ten percent (38 children) of children enrolled in the program are above the income threshold.	1	2	3	X
Notes: 95% which is the majority of our children are equal to or below the income threshold.				
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	X
Notes: The only time children are enrolled from this category is when we struggle in our rural communities and all eligible children have been enrolled.				
INDICATOR: 1.4 Ten percent (35 children) of children enrolled must have disabilities.	1	2	3	X
Notes: To assess the children with disabilities we have two tools that are used. They are the BDI and they are used in Jefferson and Franklin Counties and the DIAL 4 which is used in Leon County. Some students are referred for a LEA for more testing.				

Key Performance Area 2: Attendance				3.5
INDICATOR: 1.1 The program monitors individual child attendance and the program's monthly average daily attendance.	1	2	3	X
Notes: Attendance is monitored on a daily basis by Family Advocates. Advocates no call parents when children have an unexpected absent within an hour after attendance is monitored. The Family Support Coordinator also monitors attendance on a daily, weekly and monthly basis by using Child Plus and paper attendance.				
INDICATOR: 1.2 The program ensures children are safe when they do not arrive at school.	1	2	3	X
Notes: Family Advocates now call parents within an hour after child is not in attendance when school starts and the parent has not called in.				
INDICATOR: 1.3 The program works with parents to support and promote their children's attendance in the program.	1	2	X	4
Notes: Family Advocates meet with parents to discuss the attendance policy. They also encourage parents to bring their children to school and see how they may be able to help them with getting them to school.				
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	X	4
Notes: The biggest issue that some parents have is transportation. They sometimes can provide bus passes for parents to help them get the children to school.				

Corrective Action Plans

QUALITY IMPROVEMENT PLAN (QIP)

DOMAIN: FACILITIES EXPLORATION

Findings/Concerns (Include Regulation)	SMART Goals (Expected Outcomes)	Action Steps to Accomplish Goal	T/TA Needs	Staff Responsible	Time Frame	Goal Completion Date
3.3.0.1 Routine cleaning, sanitizing, and disinfecting / 5.2.9.1 Use and Storage of Toxic Substances	Cleaning, sanitizing, and disinfecting products must be inaccessible and out of children's reach	All teachers will receive training on cleaning, sanitizing, and disinfecting with chemicals.	In-Service	Early Childhood Manager, Education Coordinator, Quality Assurance Manager	Mar-19	Mar-19
3.5.0.1 Care Plan for Children with Special Health Care Needs	Health Care Plans must be completed before the child is enrolled in school.	Family Advocates will be trained on completing the Health Care Record. Family Advocates will be trained on when a Health Care Plan is required.	None required	Family and Community Engagement Manager, Health Services Coordinator, Family Services Specialist	19-May	19-May
3.6.3.3 Training of Caregivers/Teachers to Administer Medication	A skill and competency assessment will be developed for teachers who administer medication.	Teachers will receive a skill and competency assessment after receiving training for administering medication.	In-service	Health Services Coordinator, Early Childhood Manager	12-Aug	12-Aug

QUALITY IMPROVEMENT PLAN (QIP)

DOMAIN: FACILITIES EXPLORATION

Findings/Concerns (Include Regulation)	SMART Goals (Expected Outcomes)	Action Steps to Accomplish Goal	T/TA Needs	Staff Responsible	Time Frame	Goal Completion Date
4.2.0.3 Use of U.S. Department of Agriculture (USDA), Child and Adult Care Food Program (CACFP) Guidelines	Health Care Plans must be routinely carried on field trips or transport out of their child care setting.	Family Advocates must complete Health Care Plans for children that require them. Center Directors will ensure a copy of the care plan is carried on field trips or when transporting away from the center.	None required	Health Services Coordinator, Family Services Specialist, Family and Community Engagement Manager, Family Advocate, Center Director	8/12/2019	8/12/2019
6.1.0.6/6.1.0.8/6.3.1.1 Location of Play Areas near Bodies of Water / Enclosures for Outdoors Play Areas / Enclosure of Bodies of Water	The outdoor play area must be enclosed with a fence that is in good condition and conforms to applicable local building codes in height and construction.	Maintenance must check the height and condition of the fences at Jefferson and Louise B. Royal to ensure that no gaps are present due to drainage.	None required	Maintenance Tech, Administrative Assistant	on-going	on-going

QUALITY IMPROVEMENT PLAN (QIP)

DOMAIN: PROGRAM DESIGN AND MANAGEMENT

[illegible]

QUALITY IMPROVEMENT PLAN (QIP)

DOMAIN: QUALITY EDUCATION CHILD DEVELOPMENT

Findings/Concerns (Include Regulation)	SMART Goals (Expected Outcomes)	Action Steps to Accomplish Goal	T/TA Needs	Staff Responsible	Time Frame	Goal Completion Date
1302.102(b) The program monitors the effectiveness of teaching practices including curriculum implementation. (1.1)	Teachers will implement the Creative Curriculum to Fidelity as measured by the Creative Curriculum Fidelity Tool during the 2018-2019 school year.	1) Train Administrative Staff, Coaches, and Center Directors on the Creative Curriculum Fidelity Tool 2) Train Teachers on the Creative Curriculum 3) Train Teachers on what to expect from fidelity monitoring 4) Monitor 5) Train teachers on how to correct any findings in their classroom	1) Training administrators, staff, coaches, and directors on Curriculum Fidelity Tool Implementation 2) Train Teachers on the Creative Curriculum (Objectives for Development and Learning, 10-hour online course • Getting to Know The Creative Curriculum® for Preschool, 2-hour online course) 3) Train Teachers on what to expect from fidelity monitoring	ECDM and Directors	March 2019- May 2020	May-20

QUALITY IMPROVEMENT PLAN (QIP)

DOMAIN: QUALITY EDUCATION CHILD DEVELOPMENT

Findings/Concerns (Include Regulation)	SMART Goals (Expected Outcomes)	Action Steps to Accomplish Goal	T/TA Needs	Staff Responsible	Time Frame	Goal Completion Date
1302.102(c) The program has data supporting progress in achieving school readiness goals.	The 2020-2021 VPK scores will demonstrate children are ready for kindergarten as measured by the center's school readiness rates.	1) Ensure teachers are reliable assessors of student achievement. 2) Ensure teachers teach to the curriculum to fidelity	1) Train teachers on interrater reliability 2) Train teachers on curriculum implementation.	ECDM and Directors	March 2019- May 2020	May-20
1302.101(a)(3) The education manager and disabilities manager are involved in the development of the annual operating budget. (4.1)	The education manager and disabilities manager will become more involved in the development of the annual operating budget.	As outlined in the Program Management section, all program managers will receive training in budget management at least quarterly, and will be involved with the CFO, COO and CEO in the development of their program budget.	Budget training	CEO, COO, CFO ECDM, SSC	Ongoing	Ongoing
102.101(a)(3) 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. (4.2)	The education manager will work with fiscal prior to the development of the 2019-2020 budget to ensure actual expenses as well as projected non-recurring expenses are included in the upcoming budget.	1) The education manager will project non-recurring needs or new expenses for 2019-2020 2) The Education manager will meet with fiscal to determine 2018-2019 total expenditures and adjustments that should be made for 2019-2020 to come up with proposed need 3) The education manager will share proposed need with COO for addition to the 2019-2020 budget		ECDM, COO	March 2019-May 31, 2019	Jul-19

QUALITY IMPROVEMENT PLAN (QIP)

DOMAIN: QUALITY EDUCATION CHILD DEVELOPMENT

Findings/Concerns (Include Regulation)	SMART Goals (Expected Outcomes)	Action Steps to Accomplish Goal	T/TA Needs	Staff Responsible	Time Frame	Goal Completion Date
1302.31(c)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. (8.1)	Teacher will create and follow lesson plans with individualizations for each child in their classroom weekly.	1) Teachers will receive training if needed on lesson planning or individualization 2) Lesson plans and implementation will be monitored	Teacher training if needed on lesson planning or individualization	ECDM, SSC, SSA, Directors	Ongoing	Ongoing

QUALITY IMPROVEMENT PLAN (QIP)

DOMAIN: QUALITY EDUCATION CHILD DEVELOPMENT

Findings/Concerns (Include Regulation)	SMART Goals (Expected Outcomes)	Action Steps to Accomplish Goal	T/TA Needs	Staff Responsible	Time Frame	Goal Completion Date
1302.31(b) Teachers implement the curriculum in the classroom. (9.1)	Teachers will implement the Creative Curriculum to Fidelity as measured by the Creative Curriculum Fidelity Tool during the 2018-2019 school year.	1) Train Administrative Staff, Coaches, and Center Directors on the Creative Curriculum Fidelity Tool 2) Train Teachers on the Creative Curriculum 3) Train Teachers on what to expect from fidelity monitoring 4) Monitor 5) Train teachers on how to correct any findings in their classroom	1) Training administrators, staff, coaches, and directors on Curriculum Fidelity Tool Implementation 2) Train Teachers on the Creative Curriculum (Objectives for Development and Learning, 10-hour online course • Getting to Know The Creative Curriculum® for Preschool, 2-hour online course) 3) Train Teachers on what to expect from fidelity monitoring	ECDM and Directors	March 2019- May 2020	May-20

QUALITY IMPROVEMENT PLAN (QIP)

DOMAIN: QUALITY EDUCATION CHILD DEVELOPMENT

Findings/Concerns (Include Regulation)	SMART Goals (Expected Outcomes)	Action Steps to Accomplish Goal	T/TA Needs	Staff Responsible	Time Frame	Goal Completion Date
1302.45(a)(1); 1302.45(b)(2) Teachers receive support in effective classroom management, (include strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns). (9.4)	Coaches will provide teachers will support in effective classroom management as determined by teacher request or demonstrated need as reflected by the teachersw class scores.	1) Coaches are trained in concious discipline and other behavior management strategies 2) Teachers are CLASS assessed 3) Teachers are given training 4) Teachers are reassessed	1) Concious Discipline for Coaches 2) CLASS Observations for Teachers 3) Coaching as needed/requeste d 4) CLASS assessed again	ECDM & Coaches	Ongoing	Ongoing
1302.50(b)(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. (9.6)	Continue multidisciplinary team meetings to provide services to families. Work on the close-out process to ensure all areas of concern are address and followed through to closure	Designate the lead person for each issue to ensure team members report the outcome of each task suggested by the team. Follow up with the family on a periodic basis to ensure the changes are working for them.	In-service	FCEM, ECDM, SSC	Ongoing	Ongoing

QUALITY IMPROVEMENT PLAN (QIP)

DOMAIN: MONITORING AND IMPLEMENTING QUALIT HEALTH PROGRAM SERVICES

[illegible]

QUALITY IMPROVEMENT PLAN (QIP)

DOMAIN: QUALITY FAMILY AND COMMUNITY ENGAGEMENT SERVICES

[illegible]

QUALITY IMPROVEMENT PLAN (QIP)

DOMAIN: MONITORING AND IMPLEMENTING FISCAL INFRASTRUCTURE

[illegible]

Capital Area Community Action Agency
Proposed Head Start Budget
Fiscal Year 10/1/19 - 9/30/20

		Federal Funding			Non-Federal Funding				PROPOSED HEAD START BUDGET (All Funding Sources)
		HEAD START	CCFP	TOTAL PROGRAM FUNDING	CHSP	VPK	UW	Total Other Funding Sources	
Revenue									
Government Contracts - FEDERAL	4000	3,525,297		3,525,297				-	3,525,297
Government Contracts - STATE & LOCAL			336,240	336,240	53,500	239,896	-	293,396	629,636
Other		-	-	-	-	-	-	-	-
Total Revenue		3,525,297	336,240	3,861,537	53,500	239,896	-	293,396	4,154,933
Expenditures									
Salaries & Wages - Head Start	6010	1,749,563	90,181	1,839,744	28,625	139,416	-	168,041	2,007,785
Fringe - Head Start	6110	498,276	25,684	523,960	8,152	39,706		47,858	571,818
Staff Screenings	6180	1,150		1,150		250		250	1,400
Indirect Costs - Head Start	6210	449,567	23,173	472,740	7,355	35,824		43,179	515,919
Travel - In Area	6310	3,500	500	4,000		500		500	4,500
Office Supplies	6410	5,500		5,500		500		500	6,000
Program Supplies	6415	26,985	-	26,985		1,000		1,000	27,985
Classroom Supplies	6420	25,000	-	25,000		2,000	-	2,000	27,000
Kitchen Supplies	6430	10,000	3,043	13,043		10,000		10,000	23,043
Medical/Dental Supplies	6440	750		750		10		10	760
Copies/Printing/Copier Maintenance/Toner/Paper	6510	13,000		13,000		1,000		1,000	14,000
Postage and Delivery Expense	6600	950		950				-	950
Contractual Services/Professional	6710	12,000		12,000				-	12,000
Contractual Services – Health/Disabilities	6715	145,000		145,000	9,367			9,367	154,367
Rent/Space Cost	6810	207,862	13,000	220,862		-		-	220,862
Utilities	6820	83,000	3,000	86,000		-		-	86,000
General Liability and Property Insurance	6830	26,000		26,000				-	26,000
Communications	6840	46,000		46,000				-	46,000
Repairs and Maintenance- Building - Recurring	6850	86,000		86,000				-	86,000
Repairs and Maintenance- Building - Non-Recurring	6855	13,996		13,996				-	13,996
Equipment Maintenance	6910	16,000		16,000				-	16,000
Vehicle Expense	6920	26,000		26,000				-	26,000
Equipment Lease	6930	8,600		8,600				-	8,600
Technology	6940	15,000		15,000				-	15,000
Fees, Licenses, and Permits	7010	1,500		1,500				-	1,500
Dues/Subscriptions	7020	2,500		2,500				-	2,500
Special Events	7110	2,000		2,000				-	2,000
Expendable Equipment	7320	3,000	910	3,910				-	3,910
Registration Fees	7410	13,134	-	13,134				-	13,134
Meetings/Workshops/Training	7420	400							
Staff Development	7430	27,864		27,864				-	27,864
Advisory/Board Member Expenses	7440	2,000		2,000				-	2,000
Advertising	7450	2,000		2,000				-	2,000
Parent Activities	7460	1,200		1,200				-	1,200
Raw Food Cost	7510	-	176,750	176,750		9,690		9,690	186,440
Total Expenditures		3,525,297	336,240	3,861,137	53,500	239,896	-	293,396	4,154,533

Family and Community Engagement Manager

Monthly Monitoring Report – May 2019

Requirement	Franklin	Jefferson	Mabry	Royal	South City	Total
PROGRAM STATUS (Monthly)						
Number of Students Enrolled	17	33	83	56	188	377
Number of Student Withdrawals for Month	0	0	0	1	0	1
Number of Vacancies	0	0	0	0	0	0
Number of Students on Wait List	0	0	20	17	20	57
Number of VPK Students Enrolled	N/A	N/A	N/A	16	69	85
Number of School Readiness Students Registered	N/A	N/A	N/A	6	9	15
FAMILY STATUS						
Number of Family Needs Assessment	17	33	83	56	188	377
Family Partnership Agreement						
Number of FPA Initiated (45)	17	33	83	56	188	377
Number of FPAs in progress (February)	17	13	83	57	186	353
Number of FPAs completed (May)	17	13	83	57	188	378

Head Start Enrollment and Attendance			
Center	Funded	Enrollment on 5/31/19	Average Daily Attendance (ADA)
Franklin	17	17	77.78%
Jefferson	33	33	77.78%
Mabry	83	83	73.32%
Royal	57	56	75.93%
South City	188	188	80.73%
Total	378	377	78%

Family and Community Engagement Manager

Monthly Monitoring Report – May 2019

Number of Referrals (Review referrals)	Franklin	Jefferson	Mabry	Royal	South City	Total
Emergency Assistance (Food, shelter, clothing)	1	3	7	4	12	27
Domestic Violence Referrals	0	0	0	0	0	0
Substance Abuse Referrals (prevention or treatment)	0	0	0	0	0	0
Child Abuse or Neglect Referrals	0	0	0	0	0	0
Assistance for incarcerated Family Members	1	0	2	0	3	6
Education Referral	0	0	0	0	0	0
Employment	0	0	0	0	0	0
Parent Meetings/Trainings						
Parent Committee Meetings	0	0	0	0	0	0
Number of Parents at the Parent Committee Meetings	0	0	0	0	0	0
Number of Male Parents at Parent Committee Meetings	0	0	0	0	0	0
Number of parents Committee meetings attended (Family Advocate)	0	0	0	0	0	0
Number of Parents Committee meetings attended (Parent Engagement Coordinator)	0	0	0	0	0	0
Number of Parents in attendance on Policy Council	1	0	1	1	1	4
Number of Coordinated Trainings for Policy Council	0	0	0	0	0	0
Number of Parenting Classes						0
Number of Family Activities/Events Coordinated	1	2	1	1	1	6
Number of Family Activities Specific to Male Engagement	0	0	0	0	0	0
Number of Parent Trainings Conducted	0	0	0	0	0	0
Number of Volunteer Orientations	0	0	0	0	0	0
Home Visits						
Required Home Visit Follow up (February)	0	0	0	0	0	0
Number of Additional Home Visits/Meetings	0	0	0	0	0	0
Number of Contacts documented in Case Notes	10	0	30	21	47	98
Number of Contacts documented per absenteeism	0	0	12	15	18	45

Family and Community Engagement Manager

Monthly Monitoring Report – May 2019

Number of Files Reviewed	0
Review of Parent Board	0
Volunteers (PEC)	
Number of Volunteers	85
Total of Program In kind	151 hours
FAMILY AND COMMUNITY	
Family Advocate Workers Meetings	1
Family Advocate Workers Trainings	0
Community Meetings	0

Transportation	
Field Trips	4
Maintenance	2
Trainings	1

Family and Community Engagement Manager

Monthly Monitoring Report – May 2019

HEALTH SPECIALIST		Total
PRE-ENROLLMENT REQUIREMENTS		
Up to date immunizations		367
Expired/Missing immunizations		10
Up to date Physicals		367
Expired/Missing Physicals		10
Number of individual Health Care Plan		11
Number of Children with Health Insurance		348
ENROLLMENT		
Number of children with dental home		295
Number of dental home referrals		0
Completed dental exams		172
Incomplete dental exams		205
Needed dental treatment		46
Receiving dental treatment		13
Completed dental treatment		2
Number of medical home		377
Number of medical home referrals to Advocates		0
45 DAYS REQUIREMENT		
Vision screenings		341
Vision referrals		0
Hearing screenings		308
Hearing Referrals		0
Growth Assessment		361
BMI Referrals		0

Family and Community Engagement Manager

Monthly Monitoring Report – May 2019

90 DAYS REQUIREMENT		Total
Number of dental/medical home established		295/377
Number of dental exams		172
Number of children requiring dental treatment		46
Number of completed dental treatment		2
Number of dental cleaning / fluoride treatment		332
Hematocrit / Hemoglobin		176
Blood Lead		196
Blood Pressure		336
NUTRITION		
Number of Breakfast		4,429
Number of Lunch		5,275
Number of PM Snacks		4,199
Number of Children with Special Diets		23
MONITORING ACTIVITIES		
Health Files Review		3
Child Care Food Program Tool		4
Kitchen Inspection Tool		4

Family and Community Engagement Manager Monthly Monitoring Report – May 2019

Corrective Action and Follow Up	
Funded Enrollment	<ul style="list-style-type: none"> The program did not meet the required funded Average Daily Attendance requirement for May.
Extended Day	<ul style="list-style-type: none"> VPK will be offered as Extended Day at South City, Mabry and Royal for the 2019 – 2020 school year.
Referrals	<ul style="list-style-type: none"> Referral training will continue with pre-service training.
Strengths	
	<ul style="list-style-type: none"> The Family Engagement Team continues to recruit families for the 2019-20 school year. The Family Engagement Team is working with local professionals to improve the participation of families with the program. Families are submitting VPK certificates for next school term.

Family and Community Engagement Manager

Monthly Monitoring Report – May 2019

Areas of Concerns and Barriers	
	<p>The local school system will be providing VPK to 106 additional students next school term.</p> <p>Filling the 188 slots at the South City location.</p>
Professional Development	
	<p>Bi-weekly Management Team Meetings</p> <p>Monthly Team Meetings</p>

Family and Community Engagement Manager Monthly Monitoring Report – May 2019

Manager Monitoring Activities
Verifying Head Start eligibility for all families enrolling in the program for the 2019-20 school year
Ensuring documentation in ChildPlus is current to ensure PIR information is correct
Reviewing Child Care Food Program monthly reports
Monitoring Recruitment Activities

Submitted by:

Darrel James

Date: 6-13-19

Quality Counts

May 2019



Vital Statistics

(Pulled June 13, 2019 beginning @ 2427 hours for May 1-31, 2019)

Enrollment

Compliance

NO

Current Enrollment

372

Cumulative Enrollment

434

Disability Services

(Reports 2001 & 2005)

Compliance

NO

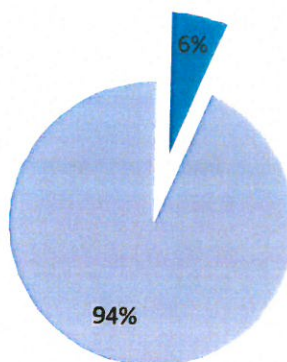
Disability Services

Students with Disabilities

26

Students with Concerns

42



- Cumulative Enrollment Receiving Services for a Disability
- Funded Enrollment

NOTES:

Per the 2016 Head Start ERSEA review protocol, programs are expected to reach the 10 percent requirement at any point during the program year. For reviews occurring between October and December, the program must have reached 10 percent at some time during the previous program year. For reviews occurring between January and September, the program must have reached 10 percent at some time during the current program year.

May 2019

Attendance

Compliance

NO

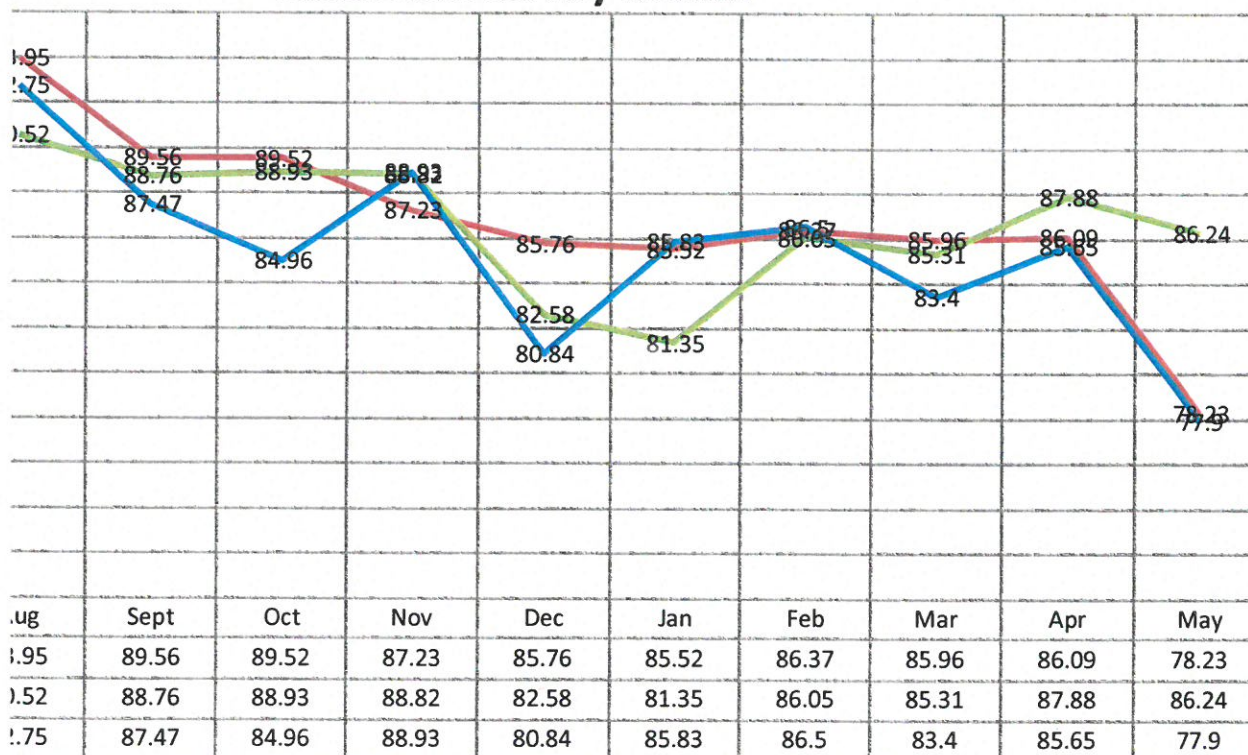
Funded Attendance

77.9

Actual Attendance

77.9

Historical ADA by Month



NOTES:

- 2018-2019 May attendance was lower than the historical average for this 5 year grant cycle.
- At this point in the school year 220 students have been absent for between 10% and 20% of the days offered to them and are at risk of missing 10% of the program.
- At this point in the school year 109 students have been absent for more than 20% of the days offered to them and are at risk of missing 20% of the program. (Report 2336 or 2306).

(Pulled May 14, 2019 beginning @ 2430 hours for January 1-31, 2019)



2018-2019 Goals Progress



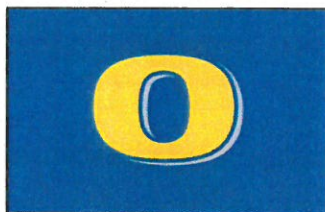
Long Term Goals	Short Term Objectives	Activities/Outcomes
Reduce the caseloads of Family Advocates to allow for more direct services to families.	Research ways that caseloads can be reduced. This includes a time study to see where they are currently focusing their efforts, and a possible redistribution of the workload.	The average case load has been reduced to 47.25. The mode is 54.
Develop partnerships with various agencies that will enable us to identify and serve the homeless population more effectively.	Partner with the Big Bend Homeless Coalition to enroll students of homeless families that are housed in local shelters.	Focus group has been postponed until June.
Relocate all Head Start centers to state of the art facilities.	As leases expire on current facilities renegotiate to renovate, or relocate better facilities to lease or purchase as funding permits.	Progress continues to be made on the Franklin County Early Education Center.
Create a more robust Family Engagement Plan and increase family involvement.	Increase family involvement to 10% the first year, and an additional 5% each year thereafter.	Ready Rosie has 144 registered users . Parents are using RR to improve their abilities in relationships, as educators, and as learners
Establish a consolidated service center on the south side of Leon County to make services more accessible.	Offer expanded services at the South City Head Start location.	LIHEP services are offered at centers for families.
Restructure our organization to allow for seamless delivery of services.	Design an plan for a "one stop shop" for Agency services for all clients that seek us for any type of assistance.	Currently we have six Head Start team member that participated in Getting Ahead and have used the knowledge learned to better their employment. We also have one Head Start parent enrolled in Getting Ahead.
Increase the number of Head Start eligible children we can serve as well as provide services to children who qualify for subsidized care.	Create opportunities to provide services to children of families in targeted areas who aren't eligible for Head Start.	We are currently unable to progress towards this goal due to limited space and inability to find staff.
The Agency will support a teaching staff with credentials in accordance with the revised Head Start Act Requirements. This includes 50% of Teachers with a bachelor degree and 50% of Teacher Assistants with associate degree.	At least 50% of Teachers will have a bachelor degree and at least 50% of Teacher Assistants will have an associate degree.	The Agency is currently supporting 11 staff on increasing their education (4= BS, 3=AA, 3= CDA).
Expand our Little Champions obesity prevention program to include Jefferson and Franklin counties.	Provide exercise activity to students enrolled in Franklin and Jefferson counties.	We are currently researching alternative programs, as the cost to train Franklin staff on Little Champions is prohibitive.

Depart of Children & Families Violations

Inspections This Month



Violations This Month



Cumulative 18-19 Violations



(DCF Inspection Reports)

During the 2018 Legislative Session, House Bill 1079 was passed by the legislature and signed into law by the governor. This law became effective on July 1, 2018.

Distracted Adult HB1079 amended s. 402.305(9), F.S. requiring operators of child care facilities and homes must provide parents with information pertaining to the dangers of leaving a child in a vehicle and tips for prevention during the months of April and September. Providers may create their own flyer or use the one created by the Department.

To ensure that we are in compliance flyers were placed at the centers and parents were asked to sign a sheet indicating they are aware of the new legislation.

School Readiness Goals

Capital Area Community Action Agency School Readiness Goals in the Head Start Early Learning Outcome Framework

Preschooler Domains	Central Domains				
	Approaches to Learning	Social and Emotional Development	Language and Literacy	Cognition	Perceptual, Motor, and Physical Development
	<p>Goal: Children will learn to successfully navigate 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>Goal: Children will increase gross and fine motor skills and understand self-care skills to fully function and explore in their environment.</p> <p>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)</p>
<p>Spring 2018-2019 Assessment Period 3* (AP3*) Outcomes 02/02/2019-04/26/2019</p>	<p>Outcomes: 72% (276/382) of Head Start students meet or exceed expectations with regards to following simple rules and routines with increasing independence (1b). 68% (258/381) of Head Start students meet or exceed expectations with regards to persisting with difficult or non-preferred activities and seeks help when needed (11b). 93% (353/381) of Head Start students meet or exceed expectations with regards to showing flexibility and inventiveness in thinking (11e).</p>	<p>Outcomes: 82% (312/382) of Head Start students meet or exceed expectations with regards to forming relationships with adults in class (2a). 91% (344/380) of Head Start students meet or exceed expectations with regards to interacting with their peers (2c). 89% (341/383) of Head Start students meet or exceed expectations with regards to making friends in class (2d). 82% (312/382) 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: 88% (335/381) of Head Start students meet or exceed expectations with regards to comprehending increasingly complex language (8a). 85% (324/381) of Head Start students meet or exceed expectations with regards to following directions (8b). 89% (340/381) of Head Start students meet or exceed expectations with regards to using an expanding expressive vocabulary by class (9a). 90% (341/381) of Head Start students meet or exceed expectations with regards to speaking clearly (9b). 90% (341/381) of Head Start students meet or exceed expectations with regards to using conversational grammar (9c). 70% (266/381) of Head Start students meet or exceed expectations with regards to using print concepts (17b). 93% (354/381) of Head Start students meet or exceed expectations with regards to identifying names and letters (16a). 97% (371/381) of Head Start students meet or exceed expectations with regards to using letter sound knowledge (16b).</p>	<p>Outcomes: 78% (296/381) of Head Start students meet or exceed expectations with regards to using memory strategies to recognize and recall (12a). 87% (331/381) of Head Start students meet or exceed expectations with regards to make connections (12b). 86% (329/381) of Head Start students meet or exceed expectations with regards to counting (20a). 75% (284/381) of Head Start students meet or exceed expectations with regards to quantifying (20b). 80% (303/381) of Head Start students meet or exceed expectations with regards to connecting numerals with their quantities (20c). 45% (172/382) of Head Start students meet or exceed expectations with regards to using scientific inquiry skills by observing, predicting, comparing and classifying (24).</p>	<p>Outcomes: 94% (356/380) of Head Start students meet or exceed expectations with regards to demonstrating gross motor manipulative skills (6). 82% (314/382) of Head Start students meet or exceed expectations with regards to taking care of their own needs appropriately (1c). 92% (349/380) of Head Start students meet or exceed expectations with regards to demonstrating fine motor strength and coordination with increased success (7b).</p>