

Capital Area  
**Community Action**  
Agency

**Head Start Policy Council Meeting**

Zoom ID # 861.5838.7288 Code 642453

September 17, 2020

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
6. Director's Report
7. Budget Narrative
8. Program Design
9. Center Updates
10. Office of Head Start Updates
11. Chairperson's Report
12. Other Business
13. Meeting Adjourned

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**Next Meeting: Scheduled for October 15, 2020**



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



# Head Start Policy Council Meeting

## Minutes

August 27, 2020

6:00 pm

1. Meeting called to order at 6: 15pm
2. Roll call was taken by Nichele Rolle. Representatives present included the following: Lauren Johnson, Tiffany Similien, Katisa Donaldson, Kim Wilson, Yolandra Ervin, Ashley Moore, and Sheila Hicks.

Capital Area Community Action Agency staff present included the following people: Tim Center, Venita Treadwell, Kristin Reshard, Darrel James, Nichele Rolle, and Cynthia Valencic.

3. No Quorum was established.

4. Consent

- a. Minutes- The minutes were reviewed by all members of Policy Council. Members consent to accept the minutes as written.

5. Action Items

- a. Financial Report- Cynthia Valencic reviewed the financial report and the attached Financial Statement Narrative through June 30th (see attached). We are operating on a 9 month budget. Revenue and expenditures are at 99% and 97% respectively. Non-federal share match is at 89%. Due to the PPE loan received salaries stayed under the budget. Contractual services and utilizes were slightly over budget.

A motion to approve the financial budget was made by Tiffany Similien and seconded by Yolandra Ervin. Motion passes

- b. Personnel Actions- No Personnel actions at this time.
- c. Refunding Application – Tim received an email stating the refunding application was due July 1<sup>st</sup> but didn't expect to turn it in this year due to the recompetiton grant we recently completed during the year. We need to submit our refunding application in a different format and also request to HHS to submit it late.

A motion to approve the submission of the refunding application and request HHS to let us file the application late was made by Katisa Donaldson and seconded by Tiffany Similien. Vote was taken and all in favor; none opposed. Motion passes.

6. Director's Report

Tim reviewed the attached report. Teachers started preservice via Zoom on August 12<sup>th</sup>. Tim explained the new program we will be using called HATCH. Tim stated health care screenings will be conducted for both staff and students each day. Kim Wilson asked if the sanitation stations arrive yet. Tim stated the Zonos are not in yet due to an issue with the company, however all centers do have sanitation fogger wands that are being used. Hand sanitizing stations are set up at all centers. Mrs. Treadwell stated the Zonos should arrive mid-September. Lauren asked were there any changes to the refunding application. Tim stated it is basically what we submitted last November and there are no major changes but he will provide a copy. Kristin provided a few of the minor changes.

7. Self-Assessment- Kristin provided a review of the Self-Assessment (See the attached Quality Improvement Plan).

8. Stay at Home Updates

All families are doing well and are preparing their children for the upcoming school year both with Head Start and Leon County Schools.

9. Office of Head Start Updates: Darrel stated we are 97 students at South City but hopes we will be fully enrolled by the first week of school. All other centers are full however all students did not report on the first day of school in Franklin and Jefferson. Tim stated HHS released new standards today mainly regarding Health and Safety. Tim will provide an overview.

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

11. Other Business: No other business at this time.

12. The meeting was adjourned at 7:10 p.m.

**Head Start Financial Statement Narrative  
For the Ten Months Ending July 31, 2020  
Capital Area Community Action Agency**

As of July 31, 2020, we have completed ten months of the fiscal year and, as a benchmark, we would expect the year-to-date actual expenses and revenue to be near 83%. At month end, the Year to Date Actual Revenue and Expenses are 78% and 76% respectively with mostly restricted net income of \$81,841. This mostly restricted net income is expected to be completely spent prior to grant end.

Year to Date Non-Federal Share (NFS) Match reported totals \$25,359, which is 12% of the \$206,847 total match required for the 3 month grant period ending September 30, 2020. A waiver for the shortfall is expected due to adverse effects from the pandemic.

**Expenditure Variances and Explanations**

The Head Start 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 ninth of every budget item is not necessarily paid each month. Therefore, when there is a significant variance, 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.

Contractual Services/Health-Disabilities – is over the budget and depending on the services required at the beginning of the school year, it may go over budget.

Repairs & Building Maintenance – Recurring – is over the benchmark budget and is forecast to be over budget by \$14,000 at the current average spending of \$9200 per month.

Equipment Lease - copy overages of nearly \$3000 have been charged here instead of to Copies/Printing/Copier Maintenance/Paper/Toner which is well under budget. Fiscal will work with Head Start to make corrections on the AFPs and move with a journal entry.

Technology – is over budget because Staff was able to purchase new technology due to fund availability at the end of the 9 month grant period.

Dues and Subscriptions- is over budget due to a prior year adjustment that was moved from 9/19 to 10/19 and the NHSA dues.

Expendable Equipment- is over the budget due to kitchen equipment purchases made due to fund availability at the end of the 9 month grant period.

**Training /Staff Development – is over budget but combined with Training and Technical Assistance, it is right on target.**

**Capital Area Community Action Agency  
Head Start Programs Statement of Revenues and Expenditures  
For the 10 Months Ended 7/31/2020**

		Total Budget - Original	Current Period Actual	Total Budget Variance - Original	%
<b>Revenue</b>					
Government Contracts - FEDERAL - DIRECT	4000	3,578,628	2,818,500	(760,128)	79%
Government Contracts - STATE	4010	572,159	396,954	(175,205)	69%
Government Contracts - LOCAL	4020	53,500	44,379	(9,121)	83%
Grants - Other Not-for-Profits	4100	4,560	14,560	10,000	319%
Contributions- Restricted	4210	0	279	279	
Commissions-Vending/Photo	4320	0	1,444	1,444	
<b>Total Revenue</b>		<u>4,208,847</u>	<u>3,276,117</u>	<u>(932,730)</u>	78%
<b>Expenditures</b>					
Salaries & Wages	6010	1,985,337	1,447,102	538,235	73%
Fringe	6110	574,652	469,236	105,416	82%
Staff Screenings	6180	3,400	472	2,928	14%
Indirect Costs	6210	465,509	379,255	86,254	81%
Travel - In Area	6310	4,000	1,313	2,687	33%
Office Supplies	6410	8,439	4,100	4,339	49%
Program Supplies	6415	29,985	15,822	14,163	53%
Classroom Supplies	6420	55,500	40,666	14,834	73%
Kitchen Supplies	6430	34,189	13,830	20,359	40%
Medical/Dental Supplies	6440	1,575	724	851	46%
Copies/Printing/Toner/Paper	6510	15,000	6,344	8,656	42%
Postage and Delivery Expense	6600	1,200	555	645	46%
Contractual Services/Professional	6710	34,000	13,294	20,706	39%
Contractual Services – Health/Disabilities	6715	141,334	132,968	8,366	94%
Rent/Space Cost	6810	211,862	162,111	49,751	77%
Utilities	6820	83,552	68,671	14,881	82%
General Liability and Property Insurance	6830	28,000	21,133	6,867	75%
Communications	6840	52,000	41,413	10,587	80%
Repairs & Bldg Maintenance- Recurring	6850	94,000	92,341	1,659	98%
Repairs & Bldg Maintenance -	6855	34,205	28,536	5,669	83%
Equipment Maintenance	6910	19,000	15,191	3,809	80%
Vehicle Expense	6920	28,000	21,645	6,355	77%
Equipment Lease	6930	8,600	7,651	949	89%
Technology	6940	21,240	38,766	(17,526)	183%
Fees, Licenses, and Permits	7010	1,500	697	803	46%
Dues/Subscriptions	7020	2,500	2,982	(482)	119%
Special Events	7110	2,000	630	1,370	32%
Client Assistance	7210	2,400	95	2,305	4%
Expendable Equipment	7320	3,000	7,945	(4,945)	265%
Meetings/Workshops/Training	7420	3,160	1,688	1,472	53%
Training/Staff Development	7430	31,376	31,449	(73)	100%

**Capital Area Community Action Agency  
Head Start Programs Statement of Revenues and Expenditures  
For the 10 Months Ended 7/31/2020**

Training and Technical Assistance	7435	9,622	0	9,622	0%
Advisory/Board Member Expenses	7440	1,500	577	923	38%
Advertising	7450	4,500	2,630	1,870	58%
Parent Activities	7460	1,200	132	1,068	11%
Raw Food Cost	7510	<u>211,510</u>	<u>122,309</u>	<u>89,201</u>	58%
Total Expenditures		<u>4,208,847</u>	<u>3,194,276</u>	<u>1,014,571</u>	76%
Excess Revenue over (under) Expenditures		<u>0</u>	<u>81,841</u>	<u>81,841</u>	

**Capital Area Community Action Agency**  
**Head Start Statement of Revenues and Expenditures**  
**For the Month Ending July 31, 2020**

1064 - Head Start

		Total Budget - Original	Current Year Actual	Total Budget Variance - Original	%
Revenue					
Government Contracts - FEDERAL - DIRECT	4000	<u>827,387</u>	<u>67,259</u>	<u>(760,128)</u>	8%
Total Revenue		<u>827,387</u>	<u>67,259</u>	<u>(760,128)</u>	8%
Expenditures					
Salaries & Wages	6010	410,662	0	410,662	0%
Fringe	6110	119,010	16,988	102,022	14%
Staff Screenings	6180	2,237	179	2,058	8%
Indirect Costs	6210	96,188	13,730	82,458	14%
Travel - In Area	6310	875	225	650	26%
Office Supplies	6410	2,735	967	1,768	35%
Program Supplies	6415	8,746	0	8,746	0%
Classroom Supplies	6420	17,125	50	17,075	0%
Medical/Dental Supplies	6440	815	0	815	0%
Copies/Printing/Toner/Paper	6510	1,800	790	1,010	44%
Postage and Delivery Expense	6600	300	194	106	65%
Contractual Services/Professional	6710	4,000	1,232	2,768	31%
Contractual Services – Health/Disabilities	6715	10,059	0	10,059	0%
Rent/Space Cost	6810	40,862	9,599	31,263	23%
Utilities	6820	23,888	5,235	18,653	22%
General Liability and Property Insurance	6830	0	1,521	(1,521)	100%
Communications	6840	13,000	3,670	9,330	28%
Repairs & Bldg Maintenance- Recurring	6850	25,750	10,674	15,076	41%
Repairs & Bldg Maintenance - Nonrecurring	6855	10,750	0	10,750	0%
Equipment Maintenance	6910	4,750	1,460	3,290	31%
Vehicle Expense	6920	7,000	1,136	5,864	16%
Equipment Lease	6930	2,150	577	1,573	27%
Technology	6940	7,560	0	7,560	0%
Fees, Licenses, and Permits	7010	375	0	375	0%
Dues/Subscriptions	7020	625	195	430	31%
Special Events	7110	500	0	500	0%
Expendable Equipment	7320	750	0	750	0%
Meetings/Workshops/Training	7420	100	0	100	0%
Training and Technical Assistance	7435	9,622	0	9,622	0%
Advisory/Board Member Expenses	7440	375	0	375	0%
Advertising	7450	1,875	0	1,875	0%
Parent Activities	7460	300	0	300	0%
Raw Food Cost	7510	<u>2,603</u>	<u>0</u>	<u>2,603</u>	0%
Total Expenditures		<u>827,387</u>	<u>68,420</u>	<u>758,967</u>	8%
Excess Revenue over (under) Expenditures		<u>0</u>	<u>(1,161)</u>	<u>(1,161)</u>	

Capital Area Community Action Agency, Inc.  
 Head Start NFS Match Requirements  
 For the Month Ending July 31, 2020

Match Source	Total Needed	YTD	YTD %	Remaining	Remaining %
Government Contracts - Local		3,423			
Grants - Other Not for Profits		-			
In-Kind Revenue		21,936			
VPK		-			
	<b>206,847</b>	<b>25,359</b>	<b>12%</b>	<b>181,488</b>	<b>88%</b>



Capital Area Community Action Agency  
 Vendor Activity  
 From 7/1/2020 Through 7/31/2020

July 2020 Head Start CC Expenses

Vendor ID	Fund Code	GL Code	Activity Code	Effective Date	Expenses	Transaction Description
HANCOCK CC	1064	6920	255	7/27/2020	43.18	#4466, DARREL JAMES, VISAS, 7/27/2020, GAS HS VEHICLE
HANCOCK CC	1064	7020	255	7/27/2020	150.00	#4466, DARREL JAMES, VISAS, 7/27/2020, LDSHP TAL ANNUAL DUES
HANCOCK CC	1064	7020	255	7/27/2020	14.99	#4466, DARREL JAMES, VISAS, 7/27/2020, MTHLY ZOOM SUBSCRIPT
HANCOCK CC	1064	7020	255	7/27/2020	5.19	ACCT#: 8165, NICHELE RICHARDS ROLLE, FB SUBSCRIPTION
HANCOCK CC	1064	7020	255	7/27/2020	25.00	ACCT#: 8165, NICHELE RICHARDS ROLLE, FB SUBSCRIPTION
HANCOCK CC	1064	6180	250	7/27/2020	1.41	ACCT#: 5810, VENITA TREADWELL, 7/27/20, BACKGROUND -
HANCOCK CC	1064	6180	250	7/27/2020	43.25	ACCT#: 5810, VENITA TREADWELL, 7/27/20, BACKGROUND -
HANCOCK CC	1064	6180	255	7/27/2020	1.41	ACCT#: 5810, VENITA TREADWELL, 7/27/20, BACKGROUND-
HANCOCK CC	1064	6180	255	7/27/2020	43.25	ACCT#: 5810, VENITA TREADWELL, 7/27/20, BACKGROUND-
HANCOCK CC	1064	6180	256	7/27/2020	1.41	ACCT#: 5810, VENITA TREADWELL, 7/27/20, BACKGROUND - JANNEH
HANCOCK CC	1064	6180	256	7/27/2020	43.25	ACCT#: 5810, VENITA TREADWELL, 7/27/20, BACKGROUND - JANNEH
HANCOCK CC	1064	6180	256	7/27/2020	1.41	ACCT#: 5810, VENITA TREADWELL, 7/27/20, BACKGROUND - S JONES
HANCOCK CC	1064	6180	256	7/27/2020	43.25	ACCT#: 5810, VENITA TREADWELL, 7/27/20, BACKGROUND - S JONES

Report

417.00



HANCOCK WHITNEY BANK  
 PO BOX 61750  
 NEW ORLEANS LA 70161-1750

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16327090-006921-0001-0001-2

DARREL JAMES  
 CAPITAL AREA CAA  
 309 OFFICE PLZ  
 TALLAHASSEE FL 32301-2729

\*\*N0006923

**MEMO STATEMENT**

Account Number  
 \_\_\_\_\_  
 Statement Date  
 07-27-20

**STATEMENT MESSAGES**

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**TRANSACTION DETAIL**

Post Date	Trans Date	Reference Number	MCC	Transaction Description	Amount
07-01	06-30	24013390182000001947324	8641	TALLHASSEE CHAMBER OF COM HTTP://TALCHA FL	M150.00
07-01	06-30	24492150182852791442181	5331	PAYPAL *POSITIVEPIN 402-935-7733 OK	M358.25
07-01	06-30	24141660182017114248094	7333	FASTSIGNS TALLAHASSEE FL	M750.00
07-07	07-06	24493980189026454078325	5968	ZOOM.US 888-799-9666 CA	M14.99
07-13	07-09	24892160192100353786735	5542	GATE 1194 Q80 TALLAHASSEE FL	M43.18

*Handwritten signature and date: 8/4/20*

STATEMENT DATE	ACCOUNT NUMBER	ACCOUNT SUMMARY
07-27-20	_____	
<b>CUSTOMER SERVICE CALL</b>  Toll Free 1-800-448-8812		NEW PURCHASES AND OTHER CHARGES 1,316.42
		NEW CASH ADVANCES .00
		CREDITS .00
		<b>STATEMENT TOTAL</b> 1,316.42
		TOTAL IN DISPUTE .00
		<b>CREDIT LIMIT</b> 3,000.00



**HANCOCK  
WHITNEY**

HANCOCK WHITNEY BANK  
PO BOX 61750  
NEW ORLEANS LA 70161-1750

*Visa BusinessCard*  
**Statement of Account**  
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1632090-006101-0001-0001-2

NICHELE RICHARDS  
CAPITAL AREA CAA  
309 OFFICE PLZ  
TALLAHASSEE FL 32301-2729

\*\*N0006101

**MEMO STATEMENT**

Account Number

Statement Date

07-27-20

**STATEMENT MESSAGES**

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**TRANSACTION DETAIL**

Post Date	Trans Date	Reference Number	MCC	Transaction Description	Amount
07-13	07-12	24204290194000327383730	7311	FACEBK NEFCWUNSJ2 650-5434800 CA	M25.00
07-20	07-19	24204290201000189577244	7311	FACEBK TN7QWUJTJ2 650-5434800 CA	M5.19

*SR*  
*8/4/20*

STATEMENT DATE	ACCOUNT NUMBER	ACCOUNT SUMMARY
07-27-20	[REDACTED]	
<b>CUSTOMER SERVICE CALL</b>		NEW PURCHASES AND OTHER CHARGES 30.19
Toll Free	1-800-448-8812	NEW CASH ADVANCES .00
		CREDITS .00
		<b>STATEMENT TOTAL 30.19</b>
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 2,500.00



HANCOCK WHITNEY BANK  
 PO BOX 61750  
 NEW ORLEANS LA 70161-1750

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 Statement of Account  
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1632090-008839-0001-0001-2

VENITA TREADWELL  
 CAPITAL AREA CAA  
 309 OFFICE PLZ  
 TALLAHASSEE FL 32301-2729

\*\*N0008639

**MEMO STATEMENT**

Account Number

Statement Date

07-27-20

**STATEMENT MESSAGES**

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**TRANSACTION DETAIL**

Post Date	Trans Date	Reference Number	MCC	Transaction Description	Amount
07-14	07-13	24431060196400675000110	9399	AHCA *SERVICE FEE BILLERPAYMENT FL	M1.41 ✓
07-14	07-13	24431060196400675000128	9399	AHCA *SERVICE FEE BILLERPAYMENT FL	M1.41 ✓
07-14	07-13	24431060196400675000136	9399	AHCA *SERVICE FEE BILLERPAYMENT FL	M1.41 ✓
07-14	07-13	24431060196400675000144	9399	AHCA *SERVICE FEE BILLERPAYMENT FL	M1.41 ✓
07-14	07-13	24431060195400559000282	9399	AGENCY FOR HEALTHCARE AD BILLERPAYMENT FL	M43.25 ✓
07-14	07-13	24431060195400559000290	9399	AGENCY FOR HEALTHCARE AD BILLERPAYMENT FL	M43.25 ✓
07-14	07-13	24431060195400559000316	9399	AGENCY FOR HEALTHCARE AD BILLERPAYMENT FL	M43.25 ✓
07-14	07-13	24431060195400559000324	9399	AGENCY FOR HEALTHCARE AD BILLERPAYMENT FL	M43.25 ✓

*See p14/20*

STATEMENT DATE	ACCOUNT NUMBER	ACCOUNT SUMMARY
07-27-20	[REDACTED]	
<b>CUSTOMER SERVICE CALL</b>		NEW PURCHASES AND OTHER CHARGES 178.64
Toll Free	1-800-448-8812	NEW CASH ADVANCES .00
		CREDITS .00
		<b>STATEMENT TOTAL 178.64</b>
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 4,000.00



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 Return Service Requested



Page: 1 of 2

Statements Dates  
 07/01/2020 - 07/31/2020

Account Number:

3371 000000 002  
 CAPITAL AREA COMMUNITY ACTION AGENCY  
 HEAD START POLICY COUNCIL  
 PARENT ACTIVITY FUND  
 309 OFFICE PLAZA DR  
 TALLAHASSEE FL 32301

Images:

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\* IMAGE \* E0

TEMPORARY COVID-19 WAIVERS WILL EXPIRE ON 7/15/2020.  
 LEARN MORE AT WWW.HANCOCKWHITNEY.COM/COVID-19-POLICY-UPDATE.

**Checking Account Summary**

PREVIOUS BALANCE	1,187.68	AVERAGE BALANCE	
+ 0 CREDITS	.00		1,059.95
- 1 DEBITS	131.98	YTD INTEREST PAID	
- SERVICE CHARGES	.00		.00
+ INTEREST PAID	.00		
ENDING BALANCE	1,055.70		

\*\*\*\*\* CHECKING ACCOUNT TRANSACTIONS \*\*\*\*\*

● **Other Debits**

Date	Amount	Description	Date	Amount	Description
07/02	131.98	MISC. DEBIT			F200702053502311510C

● **Balance By Date**

Date	Balance	Date	Balance	Date	Balance
06/30	1,187.68	07/02	1,055.70		



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*Handwritten signature*  
 07/1/20

Capital Area  
**Community Action**  
Agency

**MEMORANDUM**

**TO:** Head Start Policy Council and Board of Directors  
**FROM:** Tim Center, CEO and Head Start Director  
**RE:** Head Start Director's Report  
**DATE:** September 14, 2020

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

**Staffing**

Centers opened and most staff reported to work. We closed one classroom temporarily in South City based on reduced staff capacity. Two weeks after the beginning of pre-services, a classroom staff member tested positive for COVID-19 at Mabry Head Start. That employee is doing well and is at home. The co-teacher tested positive. Both are quarantined. They will return after 14 days and no symptoms.

At Royal Head Start, a parent tested positive and the student had been in class. Therefore, all staff and students are under a 14-day quarantine and were encouraged to be tested by the Department of Health.

**Facilities**

There are no facility updates.

**Curriculum**

The iPads have been set up and are slowly being deployed to permit attendance and management reports be tracked in real-time. Also, the iPads can be used in the classroom to enhance the curriculum. Backpacks are being distributed to the families with quarantined students. These backpacks will re-enforce the curriculum and permit data tracking. Teachers are working on home support and contact for the quarantined students.

**Enrollment**

South City still has capacity. Attendance has not reached 100% at all the Centers. Staff continue to work with families to encourage attendance and educate families about safety steps being implemented.



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## **Federal and State Regulations**

Community Action Head Start continues to work with and follow local health and education regulations.

**Capital Area Community Action Agency**  
**Budget Justification Narrative**  
**October 1, 2020- September 30, 2021**

Capital Area Community Action Agency, Inc. is applying for **\$3,695,531** to provide Head Start services to 378 children residing in Leon, Jefferson and Franklin Counties, Florida. The budget that follows reflects the costs necessary to operate the program for the grant year of July 1, 2020 – June 30, 2021. The Head Start program will continue to operate for 180 days.

**Salaries & Wages – \$1,783,812 48% of Budget**

All applicable salaries and benefits are blended with funds from Voluntary Pre-kindergarten (VPK), School Readiness (SR) Childcare Food Program (CCFP) and Community Human Services Program (CHSP). All employees are compensated according to a salary scale approved by the Governing Board and Policy Council. No staff member receives compensation in excess of \$179,700. The program will employ 75 full-time and 4 part-time employees. Part-time staff include Substitutes to ensure all classrooms are fully staffed when someone is absent from work, allowing the program to maintain proper coverage and stay in ratio, and staff for the revised Extended Day program which is funded in total by VPK and SR dollars. Personnel costs are broken down according to the position specifications in the salary schedule of the budget. **\$1,783,812.**

**Fringe Benefits –\$516,949 14% of Budget**

Capital Area Community Action Agency provides mandated federal and state benefits in addition to health benefits and retirement contributions. The line item total for fringe benefits is **\$516,949**. The Agency matches employee contributions up to 3% of their annual salary in a 401k Retirement Plan. The Agency provides health insurance with prescription coverage to all full-time employees, and contributes up to 86% of the premium. The Agency also provides life, accident and short-term disability coverage to all full-time employees at no cost to the employee.

**Indirect – \$417,818 12% of Budget**

The grantee's indirect cost rate is negotiated between Capital Area Community Action Agency and the funder. Current rate is 18.16%. **\$417,818**

**Travel In Area \$ 4,000 1% of Budget**

Staff travel funds totaling **\$4,000** are budgeted for staff travel to and from centers and administration office at a rate of \$.445/mile, as well as to meetings. Travel costs related to Training and Staff Development are covered in the Training and Technical Assistance section.

**Supplies – \$ 80,497 2% of Budget**

Supplies will be purchased in the amount of **\$80,497** to enable the program to implement vital elements of the HS program. The requested amount will support the attainment of program goals and ensure facilities are developmentally appropriate and safe for children.

- **Program Supplies:** Supplies to ensure the services to children and families are of a high quality and to ensure centers function properly. **\$26,935.**
- **Classroom Supplies:** The Classroom Supply budget is used to ensure the provision of well-stocked classrooms and resource room that provides staff with adequate developmentally appropriate materials including consumables, toys, props and books to fully implement the Creative Curriculum studies in a meaningful way for all students. In addition funds are used to re-stock both consumable materials and classroom materials



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and equipment to ensure quality of care and positive educational experiences are provided for all children. **\$44,847.**

- **Medical and Dental Supplies** budget is used to purchase toothbrushes, Band-Aids, first aid supplies, and other materials to ensure children's needs are met. Funding for disabilities and mental health supplies is provided through the Community Human Service Partnership (CHSP) grant and includes adaptive equipment and materials to support child problem solving and nurturing environments. **\$500**
- **Parent Activity Supplies:** Funding of supplies for these activities and events are covered through from HS and non-federal share funds from the CHSP grant. Supplies include parent education materials such as books, handouts, and other small items that will support activities such as Policy Council meetings and male engagement activities. Parent meetings and workshop topics will be decided by parents at the beginning of the year and will be based on the needs of enrolled families and the community. Parent education, activity supplies, and family literacy materials are also supported by this account and include: educational materials such as books and other family partnership supplies such as materials for use during male engagement events. Non-federal share dollars from CHSP will also be used to support parent activities. **\$1,200**
- **Kitchen Supplies:** Supplies are needed for the kitchen to enable the program to serve a nutritious breakfast, lunch and afternoon snack daily. This includes cookware, small and large appliances, utensils and other items necessary to run a commercial kitchen as required by the state guidelines. **\$7,015**

**Contractual – \$190,139 5% of Budget**

- **Administrative services:** **\$31,000** is budgeted for administrative services (legal services, audited financial statements and OMB reports)
- **Mental Health and Disabilities Services:** **\$159,139** The program uses licensed consultants to support classroom staff by observing children and making recommendations, and by meeting with families and making referrals to other agencies. The consultants charge the program a reduced rate and in-kind the remainder of the usual rate. Costs are allocated among classroom observation family consultation and therapeutic services. The program partners with TITUS Sports Academy to implement a program to support obesity prevention; a serious nationwide issue. In addition to the budgeted amount, in-kind services provided are by this partner. The program contracts with Gaye Harper for Speech and Language Services at a rate of \$48 per hour to cover therapy deemed necessary by the program but covered by the Local Education Agency (LEA). Ms. Harper donates 10% of her services as in-kind donation. Services not covered by the LEA are funded through CHSP (\$18,625) in Leon County.

**Construction: N/A**

**Other – \$ 661,318 18% of Budget**

- **Telephone/Internet/Utilities:** The **budget** is based on actual costs of Head Start-dedicated telephone lines, internet services and utilities. **\$124,612.**
- **Vehicle Expenses** include all maintenance and repair of the Head Start vans and buses. Vans are used by staff for home visits, training, visits to outlying centers, etc. Buses are

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used for field trips. Leon County Schools donated a bus to the program which will increase the overall vehicle expenses from the previous year. **\$30,000**

- **Dues and Subscriptions:** These funds will cover the costs of dues for NHSA, FHSA, Region IV HSA, and accreditation. **\$2,600**
- **Staff Screening:** The cost of any rescreening needed for staff is covered with these funds. Initial screenings are paid for by new hires. **\$2,500**
- **Fees, Licenses, Permits:** The cost of child care licenses through the State of Florida, building permits and business licenses. **\$2,500**
- **Postage and Delivery:** A budget is designated for postage which allows the program to communicate with the staff, community and funders. **\$1,500**
- **Expendable Equipment:** Funds will be used to replace playground equipment and support replacement of computer hardware, monitors, keyboards, etc. on an as-needed basis. **\$5,000**
- **Equipment Lease:** One copier/scanner/fax/printer will be leased for the administration office. **\$9,600**
- **Printing and Duplication:** Funds will be used to pay for printing the annual report, parent handbooks, forms and business cards. **\$20,000**
- **Building Repairs and Maintenance:** A budget is established for pest control, security services, lawn services, custodial services, signage, repairs and maintenance will also be required to support general program operations. The agency owns two of the properties and leases the three other locations. All facilities, (with the exception of the Royal Center which was remodeled two years ago), are older structures that require frequent maintenance to the buildings and playgrounds. **\$129,772**
- **Rent:** Two centers in Leon County and one in Franklin County are leased. VPK, USDA and School Readiness contribute additional funds that cover a portion of rent, maintenance and other expenses. **\$207,589**
- **Building and Child Liability Insurance:** **\$28,000**
- **Advisory Board Expenses:** Food and related expenses will be covered for Advisory Committee meetings (Health Services, Disabilities and Mental Health, School Readiness and ERSEA and Family Engagement). **\$2,500**
- **Technology/Software:** The budget includes online tracking/reporting services such as ChildPlus and Teaching Strategies Gold. Included is a Child Plus subscription for monitoring purposes, and Teaching Strategies Gold which supports child assessment. The total budget is **\$18,241**.
- **Equipment Maintenance:** Repairs and maintenance to equipment such as computers, printers and phones. **\$18,000**
- **Advertising:** Funds will cover the cost of brochures, flyers, vehicle magnets, flyers, banners, newspaper and radio and television advertisements. Public Service Announcements will be used whenever possible. Funds will also be used to cover advertisements for vacant positions. **\$4,000**.
- **Office Supplies:** Office supplies include paper, file supplies, writing utensils, ink cartridges, and other general items used to maintain an office. **\$7,500**.
- **Staff Development and Trainings/Meetings/Workshops:** This is for additional meetings that may be required by Agency partners and/or funders that aren't covered in the T&TA plan. **\$2,665**.

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- **Raw Food:** Students meals and snacks are served family style. Teachers and Teacher Assistants eat with the children. Their meals aren't reimbursed by the Child Care Food Program so it is a Head Start expense. **\$42,739**
- **Special Events:** Each of the 21 classrooms are allowed one special field trip annually that may require a fee. **\$2,000**

**Training and Technical Assistance Plan – \$40,998 >1% of Budget:** Training and Technical Assistance dollars of \$40,998 will be used to support the annual Staff Development Plan. The allocation of these dollars is reflected in the attached narrative and plan. A summary of anticipated activities includes:

Activity	Amount
CLASS, Teaching Strategies Gold and the Creative Curriculum	1,000
ChildPlus	3,050
Parent, Family and Community Engagement	8,169
In-service and pre-service training	2,711
First Aid and CPR	1,350
Health Managers/Comprehensive Health Care Trainings	1,900
Training for Center Directors	6,000
Higher Education for Staff through Florida TEACH program	5,000
FL Head Start Assoc Region IV Staff Trainings	3,000
ServSafe Manager Training for Cooks and Health Services Coordinator	1,000
State of Florida mandated training for teaching staff	100
Renaissance Star Early Literacy Training	1,350
Region IV 2020 Leadership Summit	3,000
Unanticipated Training Opportunities	868
Facilities Management Training	2,500
<b>TOTAL</b>	<b>40,998</b>

**NON-FEDERAL CONTRIBUTION – \$822,239 20% of Budget**

Capital Area Community Action Agency, Inc. has always strived to meet the non-federal share requirement which is 20% of the total budget. This match includes the VPK, School Readiness and CHSP grants, as well as the In-Kind Contributions. This budget period, due to the COVID-19 pandemic, several sources of in-kind revenue have been diminished, or eliminated entirely. The Nonfederal budget narrative details the required federal match and the anticipated grantee and community contribution funds.

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**VPK, School Readiness and CHSP Contribution - \$194,845**

**Personnel: \$61,159**

- Teaching Staff: Salary for teaching staff assigned to Extended Day Program: VPK (\$19,175); School Readiness ((\$20,478) -
- Other Staff: CHSP Parent Engagement Coordinator 38% (\$16,630), and 10% of PFCE Manager for Male Engagement (\$4,876).

**Fringe Benefits: \$17,724**

- Fringe Benefits include Health/Dental/Life Insurance, Social Security Tax, Worker's Compensation/Unemployment, Retirement and Medicare expenses. Funds from CHSP, SR and VPK cover the cost of Fringe Benefits for the portions of positions paid for by those funders. (\$17,724)

**Indirect Costs: \$14,325**

- Indirect Cost Rate of 18.16% to cover the portions of positions paid for by VPK, SR and CHSP. (\$14,325)

**Repairs and Maintenance Expense: \$6,200**

- VPK and SR funds support the repairs and maintenance costs at the centers. (\$6,200)

**Rent/Space Cost and Utilities: \$12,035**

- School Readiness, VPK and CCFP dollars support the cost of rent (\$7,250) and utilities (\$4,785) at centers that have Extended Day Program. (\$12,035)

**Child Services Consultants: \$18,625**

- Mental Health, Disabilities Services and Obesity Prevention Services are provided through the CHSP Grant (\$18,625).

**Other Non-Federal Share Expenses: \$64,777**

- The following are additional expenses covered by the VPK, CHSP and SR grants: Staff screenings (\$376); Office supplies (\$1,000); Program supplies (\$2,250); Classroom supplies (\$5,500); Kitchen supplies (\$2,500); Copies/Printing (\$999); Raw Food cost (\$32,204); Audit services (\$3,000); Property Insurance (\$2,000); Telephone/internet (\$3,000); Equipment Maintenance (\$1,000); Vehicle Expense (\$1,500); Equipment Lease (\$1,000); Technology (\$3,000); Fees (\$250); Client Assistance (\$600); Expendable Equipment (\$4,000) and Advertising (\$598).

**IN-KIND CONTRIBUTIONS: \$194,845**

**Rent Differential: \$132,000**

Center	Market Rent	Actual Rent	Difference	Square Feet	In-kind Amount (Monthly)	Annual In-kind
Franklin	6.36	2.67	3.69	1,800	553.50	6,642.00
Jefferson	7.40	0	7.40	3,160	1948.67	23,384.00
Mabry	14.69	5.27	9.42	6,312	4,954.92	59,459.04
South City	9.06	6.79	2.27	14,849	2,808.94	33,707.23
Main Office	N/A	1.42		6,179	733.98	8,807.73
<b>Total</b>						<b>132,000.00</b>

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**Child Services Consultants: \$215,000**

- Professionals providing Mental Health, Disabilities Services and Obesity Prevention Services discount contracted services to the program (\$215,000)

**Volunteers: \$9,500**

- The program usually has many volunteers who provide assistance in the classroom, labor for maintenance, and helping with special events. Due to the COVID-19 policy and procedures the program can't use outside volunteers at this time. It is anticipated that this will be the case for most of the school year. There may be an opportunity toward the end of the school year for parent volunteers. (\$175). Policy Council members will continue to volunteer time by meeting monthly by Zoom. (\$9,325)

**Other In-Kind: \$65,000**

- Vendor discounts (\$34,000); Community partnerships (\$6,000); Special events (\$12,500) and cash donations (\$12,500)

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<b>TOTAL NON-FEDERAL CONTRIBUTION</b>	<b>\$597,845</b>
<b>Less: Required 20%</b>	<b><u>( 881,331)</u></b>
<b>Projected Deficit</b>	<b>(\$283,486)</b>

The program anticipates it will be submitting a waiver for Non-Federal Share Contribution because of loss of enrollment of fewer students in the program and extended day, and lack of opportunity for volunteers due to the COVID-19 pandemic.

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## Section I. Program Design and Approach to Service Delivery

### Sub-Section A: Goals

#### 1. Program Goals

Goal #	Long Term Goals	Objectives	Expected Outcomes	Measure
1	Become the provider of choice for families experiencing homelessness with children 3-4 years old.	Develop a written plan to support children in families experiencing homelessness.	Increase the number of children in families experiencing homelessness served.	PIR Count
Develop or enhance partnerships with various agencies that will be needed to serve children in families experiencing homelessness.				
Target outreach efforts directed at families experiencing homelessness to facilitate families' participation in Head Start.				
Increase the number of children in families experiencing homelessness served.				

2	Make Head Start facilities the model for best practice early childhood safety.	Develop a plan to regularly update indoor and outdoor materials and equipment to comply with best practices.	Increase the quality of Head Start facilities to set a solid foundation for success for children and their families.	DCF Inspection Reports
		Ensure staff members receive timely training on environmental health and safety practices.		Incident/Accident Report Data
		Relocate, remodel, or repair facilities, materials, and equipment when needed to model best practices in environmental health and safety.		
3	Encourage and support staff in continually expanding their knowledge and skills to implement the best practices.	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.	Increase positive student outcomes.	Child Assessment Data
		Support staff training outside of the agency to enhance skills and professional networks.		



		Identify and train staff of special topics that are local, regional, and national issues.		
4	Provide families with the skills needed to transition out of poverty.	<p>Increase parental awareness of program offered educational experience designed to increase their self-sufficiency.</p> <p>Increase the number of parents whom participate in agency offered educational experiences.</p>	Increase positive family outcomes.	Family Outcomes Tool
5	Broaden the impact and reach of services provided.	<p>Increase the number of Head Start eligible children we can serve.</p> <p>Provide services to ALICE (Asset Limited, Income Constrained, and Employed) families and their children who qualify for subsidized care.</p> <p>Establish and consistently offer a set number of full working day slots.</p>	Increase positive student and family outcomes.	<p>Child Outcomes</p> <p>PIR Subsidized Care Data</p>

6	Promote healthy families.	Provide structured activities to promote physical and mental wellbeing.	Increase positive student outcomes.	Incident/Accident Report Data
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## 2. School Readiness Goals

As seen on the Head Start Early Childhood Learning & Knowledge Center website

(<https://bit.ly/33IPaUW>), The Creative Curriculum for Preschool fully aligns to the Head Start Early Learning Outcomes Framework (HSELOF) domains and sub-domains. The Creative Curriculum for Preschool also aligns with the Florida Early Learning and Developmental Standards for Birth- 5. The tables below give a sample of the evidence available to show how elements in the curriculum support children’s development in each domain. Detailed evidence of teaching strategies is available on the website referenced within the table.

### Alignment of Creative Curriculum for Preschool with HSELOF: Ages Birth to Five

DOMAIN	HS.ATL.36-48	Approaches to Learning (36-48 months)
SUB-DOMAIN		SUB-DOMAIN: Cognitive Self-Regulation (Executive Functioning)
GOAL	P-ATL7.	Child Persist in task.
INDICATOR	P-ATL 7.1	Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.  Balls Study  p. 38 Investigation 2 Day 2 Large Group 17

		<p>p. 69 Investigation 5 Day 4 Large Group Roundup</p> <p>p. 69 Investigation 5 Day 4 Small Group</p> <p>p. 70 Investigation 5 Day 5 Large Group</p> <p>p. 68 Investigation 5 Day 4 Large Group</p> <p>p. 70 Investigation 5 Day 5 Choice Time</p>
<p>Full Alignment available at</p> <p><a href="https://teachingstrategies.sharefile.com/share/view/s0cb34e67a8248ce8">https://teachingstrategies.sharefile.com/share/view/s0cb34e67a8248ce8</a></p>		

**Alignment of Teaching Strategies Gold Objectives for Development & Learning: Birth through Kindergarten with Florida Early Learning and Developmental Standards for Birth-5**

Social and Emotional Development	
<p>1. Demonstrates increasing emotional regulation</p>	<p>1. Regulates own emotions and behaviors</p> <p>1a. Manages feelings</p> <p>Comforts self by seeking out special objects or person</p> <p>1. Regulates own emotions and behaviors</p> <p>1b. Follows limits and expectations</p> <p>Accepts redirection from adults</p>
<p>2. Increasing behavior regulations</p>	<p>1. Regulates own emotions and behaviors</p> <p>1a. Manages feelings</p> <p>Comforts self by seeking out special objects or person</p> <p>1. Regulates own emotions and behaviors</p> <p>1b. Follows limits and expectations</p> <p>Accepts redirection from adults</p>

<p>3. Demonstrates increasing social problem solving</p>	<p>3. Participates cooperatively and constructively in group situations</p> <p>3a. Balances needs and rights of self and others</p> <p>2. Responds appropriately to others' expressions of wants</p> <p>3. Participates cooperatively and constructively in group situations</p> <p>3b. Solves social problems</p> <p>3. Emerging to 4. Seeks adult help to resolve social problems</p>
<p>Full Alignment available at <a href="https://teachingstrategies.com/wp-content/uploads/2017/03/FL-EarlyLearning-GOLD-Alignment-Birth-5-2012.pdf">https://teachingstrategies.com/wp-content/uploads/2017/03/FL-EarlyLearning-GOLD-Alignment-Birth-5-2012.pdf</a></p>	

**3. Governing Body, Policy Council, and Parents Involvement with Program Goals**

In keeping with the Head Start Act and the Head Start Program Performance Standards (HSPPS), Capital Area Community Action Agency's program leadership collaborates with the Governing Body (Board of Directors) and Policy Council to establish strategic long-term Program Goals and School Readiness Goals with measurable objectives through the following techniques: invitations to attend agency planning meetings, presenting at publicly noticed meetings, asking Policy Council representatives to consult with other parents at the program, and by using their comments and votes to shape the formation of goals and the direction of the program.

## Sub-Section B: Service Delivery

### 1. Service and Recruitment Area

#### a. Capital Area Community Action Agency Head Start's (Community Action Head Start)

current service and recruitment area includes Franklin, Jefferson, and Leon Counties.

Within these counties, the agency offers programs in Apalachicola (Franklin), Monticello (Jefferson) and Tallahassee (Leon), Florida.

- #### b. According to the most recent Community Assessment, the poverty rates for children less than five years of age are well documented in these counties located in the Florida Panhandle. Data published online (U.S. Census Bureau, 2018) reveals 18% of persons living in Leon County, 17.7% living in Jefferson County, and 21.3% in Franklin County report being unable to afford a survival budget. The Community Action Head Start centers are located within each city nearest the highest percentage of families with children living in poverty.

There are three Community Action Head Start centers located in Tallahassee, the capital city of Florida. The 32304 zip code has the highest poverty rate in the state. Some of the most impoverished families in the city, as well as the state, live within blocks of Community Action Head Start Centers. Consider that 16,834 households live in the 32304-zip code. Researchers estimate that half of the children living in the 32304 zip code, an estimated 1,837, live below the Federal Poverty Level (FPL).

- #### c. None Proposed.

## 2. Needs of Children and Families

- a. The HSPPS encourages programs to give special consideration to homeless children, children in foster care, dual language learners, and students with disabilities. Outside of the parameters that are strongly encouraged, another factor that receives strong consideration in the Community Action Head Start selection criteria is the age of the child to be enrolled. From 2016-2019 in our service area: Franklin (~500 children), Jefferson (~700 children), and Leon (~15,000 children) counties the number of children under five has stayed about the same, but the number of early childhood slots has decreased. Hence the program gives preference to children who are four years old, so they have the opportunity to establish or grow the early literacy and math skills need to be successful in kindergarten.
- b. An important part of the community assessment process is data from the parents of enrolled students. Parents desire for continuing education and parent schedules influence the program's design. Over the past five years parent surveys have indicated a need for extended day services. The program braids funding streams to offer extended day services to families who are working or going to school.
- c. Child Care Availability

County	Number of Providers	Number of Slots
Franklin	5	~186
Jefferson	8	~339
Leon	104	~6950

## 3. Proposed Program Option(s) and Funded Enrollment Slots

- a. Community Action Head Start plans to traditionally operate five center-based sites for a total of 378 students for a minimum of 160 days per year. The program will maintain a

maximum ratio of 2:17 for three year classrooms, 2:20 for four year old classrooms and 2:20 for mixed classrooms when the majority of students are four. There will not be more than one group in a classroom. All classrooms will meet Florida Department of Children and Families licensing requirements.

Due to COVID-19 pandemic for the 2020-2021 school year Community Action Head Start plans to operate five center-based sites for a total of 278 students for a minimum of 160 days during the 2020-2021 school year. In line with CDC recommendations for social distancing, the program will increase the available square feet per child from 35 square feet to 54 square feet as recommended in Caring for Our Children fourth edition decreasing ratios. There will not be more than one group in a classroom. All classrooms will meet Florida Department of Children and Families licensing requirements.

- b. Not applicable.
- c. Community Action Head Start implements comprehensive services to meet the need of the children and families we serve in Franklin, Jefferson, and Leon counties. Slots are distributed throughout the service area with the most slots allocated in geographic areas with the highest need, allowing children and families from unincorporated areas to attend the closest centers which contribute to accessibility of service. Further due to the COVID-19 pandemic, recent statistics released from the Florida Department of Children and Families (DCF) point to a decrease in the number of licensed child care providers in all three counties. One hundred percent

of Community Action Head Start’s center based slots are licensed and strive to comply with best practice.

- d. The funded enrollment for Community Action Head Start is 378. In order to implement social distancing, in response to the COVID -19 pandemic, Community Action Head Start will increase the available square feet per child. Thus, resulting in a reduction in class size and a 33% (278) decrease in our enrollment for the 2020-2021 school year.
  - i. Traditional enrollment is 378. Reduced enrollment will be 278.
  - ii. All 278 slots will be head start.
  - iii. Not applicable.

**4. Centers and Facilities**

a. Service Locations

Name	Address	Reason for Change
Franklin County Head Start	222 6 <sup>th</sup> Street Apalachicola, FL 32328	Baseline Application Addition
Jefferson County Head Start	950 Mamie Scott Drive Monticello, FL 32344	Baseline Application Addition
Louise B. Royal Head Start	1124 N. Duval Street Tallahassee, FL 32301	Baseline Application Addition
Mabry Street Family Enrichment Center	240 Mabry Street Tallahassee, FL 32034	Baseline Application Addition
South City Head Start	2813 South Meridian Street Tallahassee, FL 32301	Baseline Application Addition

- b. None.
- c. None.



## 5. Eligibility, Recruitment, Selection, Enrollment, and Attendance

- a. The Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) processes are integral to work done by the Family and Community Engagement Team, Policy Council members, enrolled parents, Program Managers, other staff, and community stakeholders to reach and serve the most vulnerable children living in the service and recruitment area. The Board of Directors, Policy Council, and Program Management consider data collected in the Community Assessment to gain a clear picture of current community strengths, needs, and resources when making ERSEA decisions.

Last year, Community Action Head Start children, with the help of Cumulus Media, created a commercial set to the popular country song, Old Town Road. The commercial help generate increased interest in and enthusiasm for the Head Start program. The Cumulus Media partnership also provided Community Action Head Start staff with an opportunity to attend and advertise at Tallahassee’s “What Women Want” Expo, a free event with over 100 vendors and 4,000 attendees that features vendors for health and wellness, fashion, 15 and more. Non-traditional venues such as these provide staff with an opportunity to connect with diverse segments of the community. More traditional methods of recruitment in each community include the following: social media posts and advertisements, enrollment banners at all Community Action Head Start Centers, recruitment letters to nearby Early Head Start programs, applications placed with community leaders such as pediatricians, dentists, neighborhood churches, yard signs

posted in high traffic areas, and flyers displayed in public schools, clinics, housing communities, community centers, and frequented local businesses.

- i. Every effort is made to recruit the children and families most at risk. One of the avenues for outreach to vulnerable families is through collaborative relationships with various community partners like Parents of the Panhandle Information Network (POPIN). POPIN helps locate and serve parents of children with disabilities. In keeping with the Head Start Program Performance Standards, Community Action Head Start ensures at least ten percent of its total funded enrollment is filled by children eligible for services under the Individuals with Disabilities Education Act (IDEA). Community Action Head Start coordinates with local school districts and Child Find Specialists to locate and serve children who have or are at risk of developing disabilities. Community Action is now in the process of developing a partnership with the Florida Department of Children and Families to design recruitment tools that will give Head Start direct access to the children and families served by this department in the areas of Temporary Assistance for Needy Families (TANF), foster care, and homeless children. All of these categories are automatic qualifiers for the Head Start program and would boost recruiting.
- b. The program's strategy to promote regular attendance includes empowering the teachers with family engagement training to broaden their understanding of the area and help them build on the great relationships they already have with their parents. Children come to school wanting to see their teacher, so if the relationship between the child, teacher and family is positive all children will want to come to school daily. The

Family and Community Engagement team will also increase communication with the Education team to increase regular student attendance and family engagement in the program. Family Advocates and teachers will discuss attendance daily, with special efforts to students and their families who do not show up to school and did not give prior notice, chronic absences, and students with excessive late arrivals. Children who do not show up to school and did not give prior notice will receive telephone calls from their Family Advocate to check on their status, and all telephone calls will be appropriately documented.

## 6. Education and Child Development

- a. Center-based or family Child Care programs:
  - i. The program will use Creative Curriculum by Teaching Strategies and Conscious Discipline developed by Dr. Becky Baily.
  - ii. Creative Curriculum-To promote school readiness goals for children, Community Action Head Start will continue to use the Creative Curriculum for Preschool, 6th Edition because Creative Curriculum, which is a developmentally appropriate and comprehensive curriculum which incorporates current research on the best ways to help children with diverse backgrounds and skill levels succeed.

Conscious Discipline-The evidence-based Conscious Discipline curriculum integrates social and emotional learning and classroom management. Teachers use this curriculum to create routines, rituals, and structures to build a healthy school family.

The curriculum materials include songs and routines that facilitate a connection between teachers and students that help children feel safe and ready to learn.

- iii. Creative Curriculum- Please see sub Section A section two for the Alignment of Creative Curriculum for Preschool with HSELOF: Ages Birth to Five.

Conscious Discipline-

Doman	HS. ATL 36-48	Approaches to Learning (36 to 48 Months)
Sub-Domains	Cognitive Self-Regulation (Executive Functioning) Social Emotional Development	
Goal	P-ATL 1 P-SE 8	Child Manages emotions with increasing independence.
Indicator	P-ATL 7.1 P-SE 8.1  Conscious Discipline Resources, Routines & Structures that Support Goal	Expresses feelings in ways that are appropriate to the situation.  Safe Place Rock 'n Roll cube Breathing Commitments Job Chart

	and Indicator	Greetings I Love You Rituals Feeling Buddies 2 Clear Choices Baby Doll Circle Time
Full Alignment available at <a href="https://teachingstrategies.sharefile.com/share/view/s0cb34e67a8248ce8">https://teachingstrategies.sharefile.com/share/view/s0cb34e67a8248ce8</a>		

- iv. A system of support is in place to develop teaching staff’s knowledge and skills to implement the curriculum fully. The program provides teaching staff training on the curriculum. The teaching staff participates in interactive training, where there are opportunities to ask questions and gain hands-on experience using the Teaching Strategies GOLD online tools. It is also a chance for teachers to collaborate and discuss teaching and lesson planning strategies with experts and colleagues.

The program has one curriculum coach and two practice-based coaches. Teachers receive support and feedback from a Curriculum Coach who uses The Creative Curriculum Preschool Coaching to Fidelity Tool to assess implementation. After observing, the Curriculum Coach provides teachers with a Teacher Checklist so they can better incorporate new practices into their planning and implementation. The Practice-Based Coach also assesses

the implementation of the Conscious Discipline curriculum and helps teachers integrate the materials into the classroom environment and daily routines.

b. Not Applicable

c. To provide seamless coordination with the Local Education Agency (LEA), Community Action Head Start uses the research-based developmental screening tools used by the LEA in that community to screen children. In collaboration with parents and with prior informed consent, staff located in Jefferson and Franklin Counties complete a developmental screening using the Battelle Developmental Inventory, Second Edition (BDI-2), within the first 45 days of the child's enrollment. The BDI-2 is norm-referenced and meets research-based developmental screening requirements as set in the Head Start Program Performance Standards (HSPPS). Children living in Leon County are screened using the Developmental Indicators for the Assessment of Learning, Fourth Edition (DIAL-4). Pearson describes the DIAL-4 as a "global screener designed to assess groups of children quickly and efficiently." Like the BDI-2, the DIAL-4 helps parents and teachers decide if a child is in need of early intervention and what course of action to take in planning a child's educational needs.

Community Action Head Start preschool teachers also assess and monitor children's progress. Assessments are used to track gains and to better individualize teaching practices to improve child outcomes. Community Action Head Start uses the Teaching Strategies GOLD Assessment System to assess

students. Teaching Strategies describes this tool as “research validated and reliable,” it also “provides specific strategies and resources for every type of learner, including dual language learners and those with special needs (<https://teachingstrategies.com/solutions/assess/gold/>, 2019).”

Ensuring Full Participation for Children with Disabilities Educational Staff, Special Services, and Center Directors ensure full participation for all enrolled children, including children with disabilities, by individualizing instruction. Through the screening and assessment process (completed within the first 45 days of enrollment), teaching staff get to know each child's interests, needs, and abilities. The educational team partners with parents to create opportunities for learning in the Least Restrictive Environment (LRE). The goal is to build on each child's interest, scaffold learning through supportive interactions, and monitor progress toward goals to support a positive outcome.

Special Needs Population: Children in Welfare system, Dual Language Learners and Homeless Children Capital Area Head Start will meet the needs of our targeted population, including preschoolers in the child welfare system, dual language learners, and homeless children with a coordinated approach to services for families. The program implements several elements to support effective teaching and responsive care for our special needs population. The program uses a research-based curriculum as well as screening and assessment tools that are culturally and linguistically responsive. Teachers provide welcoming classrooms that reflect diversity through books and materials. Family

Advocates are also located at each center to serve as a resource for families who have self-identified needs or needs identified by other staff.

- d. Community Action Head Start takes a number of steps to engage parents.

Parents receive access to the Teaching Strategies Parent Portal and are shown how to use the website to view lesson plans and check on their child's progress.

This tool increases communication and transparency between teachers and families. Additionally, there are multiple avenues for parents and caregivers to participate in their child's education, including an annual Meet and Greet. At the Meet and Greet, parents can meet their child's current preschool teacher and tour the classroom. Parents can also provide input by volunteering in their child's classroom, attending special events, and participating in monthly Parent Meetings. Parent participation in parent engagement opportunities generates valuable suggestions for improvement, ideas for innovation, cultivate relationships among other enrolled parents, and assist parents in developing leadership skills.

In keeping with the Head Start Act and the Head Start Program Performance Standards (HSPPS), Capital Area Community Action Agency's program leadership collaborates with the Governing Body (Board of Directors) and Policy Council to establish strategic long-term Program Goals and School Readiness Goals with measurable objectives. These strategic goals support the next cycle of growth for Capital Area Community Action Agency's Head Start program. Key stakeholders



consider program values, data from the community assessment, annual self-assessment results, as well as child and family data in the planning cycle.

e. Not Applicable

## 7. Health

Staff partners with parents to meet each child's health needs along with building positive, goal oriented relationships with parents. The Health Services Coordinator and Family Advocates are responsible for collecting, entering, tracking and monitoring health data into a secure encrypted database.

### Oral Health

Capital Area Community Action Agency partners with the Florida Department of Health Leon County Dental Clinic-Molar Express (serving Leon and Jefferson Counties) and PanCare Mobile Dental Unit to provide preventative oral health at each of the Community Action Head Start Centers. Children with written parent consent receive dental cleaning and fluoride treatment from licensed dental health staff. Families receive results and a description of recommended follow-up care. Program staff is available to aid with transportation and scheduling to ensure children receive the recommended care.

### Nutritional

The Health Services Coordinator and Registered Dietitian provide culturally relevant nutritional services to support families. This process initially takes the form of an in-person interview with parents to gather information as to the child's general health, eating habits,

individual, cultural and religious preferences, and allergies. The program also contract with a local sports academy to provide structured physical activity.

### Mental Health and Social Emotional Well-being

The program provides a multifaceted approach to children’s social and emotional well-being as well as their mental health needs. We communicate with parents at registration about the mental health resources in the program. These resources include a Mental Health Consultant and a Multidisciplinary Team comprised of teaching staff, a family advocate, and a mental health consultant.

Within 30 days of enrollment, staff determines the health status of each child as described in HSPPS 1302.42. If a child does not have access to care, the Family and Community Engagement Team assists families in accessing coverage and care, as soon as possible. Program procedures ensure that the health requirements are met within mandated timelines. Families whose child may have additional medical or oral health needs receive individualized support to ensure their child receives the treatment and care recommended by a healthcare professional. Support may take the form of referrals, scheduling and arranging transportation to healthcare or oral healthcare appointments, obtaining prescribed medication and equipment, or providing funding for care when no other source of funding is available.

ii. Teaching staff receive support for effective classroom management and creating positive learning environments by way of practice-based coaching and through regularly scheduled support from the Mental Health Consultant. As a matter of practice, parents are informed about the mental health consultation services during the registration process. The Mental Health Consultant performs weekly observations and provides consultation services in the home if needed. Referrals to outside mental health resources and services are provided as necessary. Biweekly self-care exercises and activities are available to educators. Exercises are provided by the Special Services Coordinator and Mental Health therapists.

## **8. Family and Community Engagement**

a. Our Parent, Family and Community Engagement Framework is designed to build trusting and respectful relationships with families by engaging parents to be active in their child's social, emotional and physical well-being beginning in the Head Start program and throughout their child's years in school. A Family Engagement Plan that welcomes and includes the entire family has been created. Our Head Start program provides classroom and center environments that is welcoming to all races, nationalities, and that is not gender bias. Community Action Head Start even goes out of its way with our Male Engagement component to welcome all fathers, step-fathers, boyfriends, grandfathers, uncles, brothers, and any other males playing significant roles into the lives of our children into our Head Start program. Extra funding through the local County Human Services Partnership grant (CHSP) helps support activities that welcomes families members into the Head Start program. Parent meetings, trainings, workshops, family fun days, and activities are all a part of the robust Family Engagement Plan. Head Start is the

catalyst in building the relationship between the child's family and school. In our model, we train the parents to become their child's first teacher. Everyone in the program, Policy Council, management, instructional staff, health, and family services personnel, play a role in promoting and engaging families. Teachers provide parents with strategies to use with their child at home as well as timely tips (benefits of regular attendance, pedestrian safety) in a monthly handout called Parents Point of Interest, weekly classroom newsletters, and the Parent Engagement Coordinator produces monthly newsletters for parents. The online *Teaching Strategies Gold Parent Portal* connects parents to what's going on in the classroom, along with our *Ready Rosie* active family engagement system. *Ready Rosie* allows families to extend the learning environment into their home through modeled-moment videos which provide simple to use tools and support.

- b. Family engagement activities that support parent-child relationships are our parent meetings, Male Engagement program, Policy Council, Board meetings, field trips, transition ceremonies, fun days at the Head Start Centers and our parents volunteering in the classrooms. Child development activities include curriculum nights, progress meetings with children, and our interactive family engagement programming such as our Ready Rosie program. Family literacy programming includes parent workshops, our Getting' Ahead and Staying Ahead programs, and financial literacy programs offered through our agency, Community Action. One of our Education Coordinators doubles as a Dual

Language provider and works to support language development including bilingualism and biliteracy.

- c. About five years ago our Head Start program had our Parent Engagement Coordinator, Special Services Coordinator, and some Family Advocates trained in Incredible Years, a research-based parenting curriculum. We use grant funds from CHSP to incorporate this parenting curriculum into the program. Parents can refer themselves into the program, or be referred by their Family Advocates, or their child's Head Start teacher. This parenting program is a 14 week program offered twice a year, and parents receive meals, incentives and child care as an incentive to participate. With input from enrolled parents and the Policy Council, we selected the research-based Incredible Years parenting curriculum. This curriculum teaches parents how to build school readiness skills, practice these skills, and partner with teachers. Skills include learning to give sufficient praise, establishing predictable routines and boundaries to promote responsibility, and strategies to manage negative behaviors.
- d. The Agency's Parent, Family and Community Engagement Framework (PFCE) aligns with the school readiness goals of the agency. Parent and family engagement in Head Start is about building relationships with families that support family well-being; supporting strong relationships between parents and their children; and nurturing ongoing learning and development for both parents and children. The Family and Community Engagement Team are responsible for starting this relationship during the recruitment process, especially during the

registration process where data for the family assessment is received. From the data received from the Family Assessment the Family Partnership Agreement process begins with the family. During the year the Family Advocate tracks the progress of each family towards meeting the goals written on their Family Partnership Agreement. They may not be aware of the critical role that they, as parents and caregivers, play in the success of their children. At Community Action Head Start, we begin showcasing the significance of their role in the Family Partnership Agreement process. Using a two-generational approach, we assess the enrolled child and family's strengths, needs, and interests. We build relationships with families incrementally through a series of positive interactions that are culturally and linguistically responsive. Initially, these exchanges include how we answer the phone, greet families, and create inclusive environments in which they feel safe.

- e. A few examples of community partnerships that help to facilitate access to services or resources in the community to help our families meet their Family Partnership Agreement goals are: our partnerships with Community Actions Self Sufficiency Program, our Local Education Authority (Leon County Schools), our homeless community (Big Bend Homeless Community), the Early Learning Coalition, and with the speech therapist and occupational therapist we contract with to help meet the needs of our children. We have experienced challenges with obtaining Individual Education Plans for children through our Local

Education Authority, but management has increased the meetings with Leon County Schools to address this area.

## 9. Services for Children with Disabilities

- a. For children with identified disabilities, teachers follow the

Individualized Education Plan (IEP) set forth by the Local Educational Agency (LEA); and staff members participate in IEP conferences as part of the child's multidisciplinary team to ensure all needs and services are provided appropriately. These services are not limited to those eligible for services under IDEA, provided parents give written consent to their child receiving special services.

There is no wrong door to begin the assessment and referral process. Any child suspected of a developmental delay or Specific Learning Disability (SLD) under IDEA may be referred for further evaluation upon prior written parental consent. Services may include but are not limited to, speech therapy and occupational therapy. Community Action Head Start ensures that the individualized needs of all children are met so that they may participate in the full range of activities available in the program.

- b. Community Action Head Start preschool teachers also assess and monitor children's progress. Assessments are used to track gains and to better individualize teaching practices to improve child outcomes. Community Action Head Start uses the *Teaching Strategies GOLD Assessment System to assess students*. Teaching Strategies describes

this tool as “research validated and reliable,” it also “provides specific strategies and resources for every type of learner, including dual language learners and those with special needs (<https://teachingstrategies.com/solutions/assess/gold/>, 2019).” The structured assessments (Teaching Strategies GOLD) are given three times each year to all enrolled children. Teachers share results with parents through the Teaching Strategies GOLD online parent portal, at home visits, or at parent conferences.

## 10. Transition

- a. Community Action does not offer Early Head Start. In order to transition children into our program from Early Head Start providers in our service area, we work with their Family and Community Engagement Team to be involved with the families they serve. We hold monthly meetings with the Early Head Start providers in our areas, we attend community functions with them, we are participants at their parent meetings, and we always speak to their families during their transitional ceremonies. Families from Early Head Start providers receive points on our selection criteria to support them in being selected into our program.
- b. Teachers, parents, and community members all play a role in helping children succeed across systems. On an administrative level, Community Action Head Start school readiness goals align with state early learning guidelines and the requirements set by local schools. Aligned preschool and kindergarten expectations mean children leave Community Action Head Start ready for school. We use several strategies to support children and families through transitions. Transitioning from preschool to kindergarten begins in the fall when parents receive a questionnaire designed to increase their



knowledge of the skills their child needs to succeed in elementary school. Teachers provide additional information to parents throughout the year and give them practical ways they can prepare their children. In the classroom, the two curriculums teachers use are the Creative Curriculum’s “Getting Ready for Kindergarten” and Ready Rosie. The Ready Rosie modules include materials that are given to families to use at home to lend additional support in the upcoming transition. Whenever possible, teachers arrange for the children to visit the school and transitioning classrooms to which they will attend.

Children receiving services through a LEA under IDEA receive additional support from the Special Services Coordinator. These children and families transition according to a timeline that includes collaboration activities with the school district specialists.

Transitions are designed to promote positive relationships and prepare both the child and family for the new setting and services.

- c. Transitions between programs are seamless since Community Action begins work with Early Head Start and our Local Education Authorities early and often to ensure children can transition smoothly between programs.

## **11. Services to Enrolled Pregnant Women – Not Applicable**

## **12. Transportation**

- a. The level of need for child transportation services in our service area is moderate. All of our Head Start centers in Leon County are on the city bus routes and located within neighborhoods that some families can access by walking. In the rural counties, families are either able to drive, walk, or pool rides with other Head Start participants.

- b. The centralized location of the Head Start centers in Franklin, Jefferson, and Leon counties allow easy access for families. All Leon County centers are located on the city bus route, and bus passes are available to Head Start parents. Family Advocates work with families who have transportation issues to ensure students will be available for school. Transportation is coordinated with vendors such as Star Metro, and Dial-A-Ride. Funds are allocated in the budget to provide transportation to program events, appointments, and critical activities for all families. The Agency has a bus driver and substitute bus driver on staff to transport children, families and staff to field trips and other necessary activities on buses provided by the program. The Agency also has vans available to transport families to appointments and family engagement activities. The program is looking for creative ways to offer transportation as a means of strengthening attendance.

### **Sub-Section C: Governance, Organizational, and Management Structures**

#### **1. Governance**

##### Structure

##### Process

##### **Governing Body**

- a. The governing body receives key program information through monthly reports from the Head Start Director and program managers. Quarterly the board receives reports with aggregated data. Annually both the Board and Policy Council are invited to participate in

self –assessment. Reports are posted online, provide through email link, and print copies are available when we meet in person or by request for virtual meetings.

- b. The Board delegates some roles and responsibilities related to Head Start program governance and improvement to the following committees:

Executive Committee-The Executive Committee, made up of the Chairman, Vice-Chairman, Secretary, Treasurer, and Member-at-Large, shall act for the full Board in between regular meetings and/or at times when it is inconvenient to convene the full Board and shall perform the following functions:

1. Resolve all issues that do not necessarily require the attention of the full Board;
2. Provide temporary approval on items that do require actions of the full Board;
3. By the above actions, make it easier for the Board to transact its regular business; and, report to the full Board.

Repeat absences of an Executive Committee member will require a letter being sent after four (4) Executive Committee absences and removal after a missed fifth (5th) meeting in a Board year.

Personnel Committee - The Personnel Committee shall be made up of at least three members and shall have as its objective:

1. To review that agency personnel policies and procedures are developed and implemented in accordance with local, state and federal law;

2. To assure that equal employment opportunities are available to all interested individuals;
3. To review implementation of all applicable equal opportunity laws, executive orders and rules and regulations; monitor, supervise, and evaluate the Agency;
4. To review that the Agency pay structure and schedule is developed and implemented with accordance with local, state and federal law.
5. To receive, review, and act on all complaints of discrimination; and
6. To make recommendations and, reports to the full Board for final consideration.

The Program Planning and Oversight Committee- shall be made up of a representative of the Executive Committee and other Board members as appointed by the Vice Chairman. The Directors of Head Start and Family Services shall serve as ex-officio members of the Committee. The objectives of this committee shall be:

1. To oversee and guide all program planning undertaken or to be undertaken by the agency making sure that all agency programs meet the needs of economically disadvantaged residents of all participating counties;
2. To review overall program performance and compliance with local, state, and federal funders; and
3. To propose to the full Board for final consideration new programs or revisions of programs based on community needs.

Public Relations/Fund Development Committee- The Public Relations/Fund Development

Committee shall be made up of at least three members, appointed by the Chair, and shall have as its objectives:

1. The development and distribution of materials and documents relating to public relations; and
2. Development of strategies for Board leadership on community fundraising efforts on behalf of the Agency.

Budget and Finance Committee - The Budget and Finance Committee shall be made up of at least three members, appointed by the Chair. Its objectives shall be:

1. To provide assurance that all budgets proposed to finance programs are adequate to meet programmatic needs and to ensure that all funds expended are done so in a manner in keeping with approved programs;
2. To recommend budgets to full Board for final consideration;
3. To supervise development and revision of the budget;
4. To report to the Board on a quarterly basis the financial status of the agency as a whole;
5. To assist in local, and state fund-raising activities; and
6. To develop, maintain, and supervise the internal fiscal control and accounting procedure.

**Policy Council and Policy Committee**

- c. The governing body receives key program information through monthly reports from the Head Start Director and program managers. Quarterly the board receives reports with aggregated data. Annually both the Board and Policy Council are invited to participate in

self–assessment. Reports are posted online, provide through email link, and print copies are available when we meet in person or by request for virtual meetings.

### **Parent Committees**

- d. Parent Committees meet monthly at the centers or virtually. Parent Committees share their feedback with their Policy Council representative. Policy Council representatives share their feedback back with staff and the Policy Council Chair at the Policy Council meeting. The Policy Council Chair also serves on the Board and shares the Policy Councils feedback with the Board.
- e. Please see above.

### **Relationships**

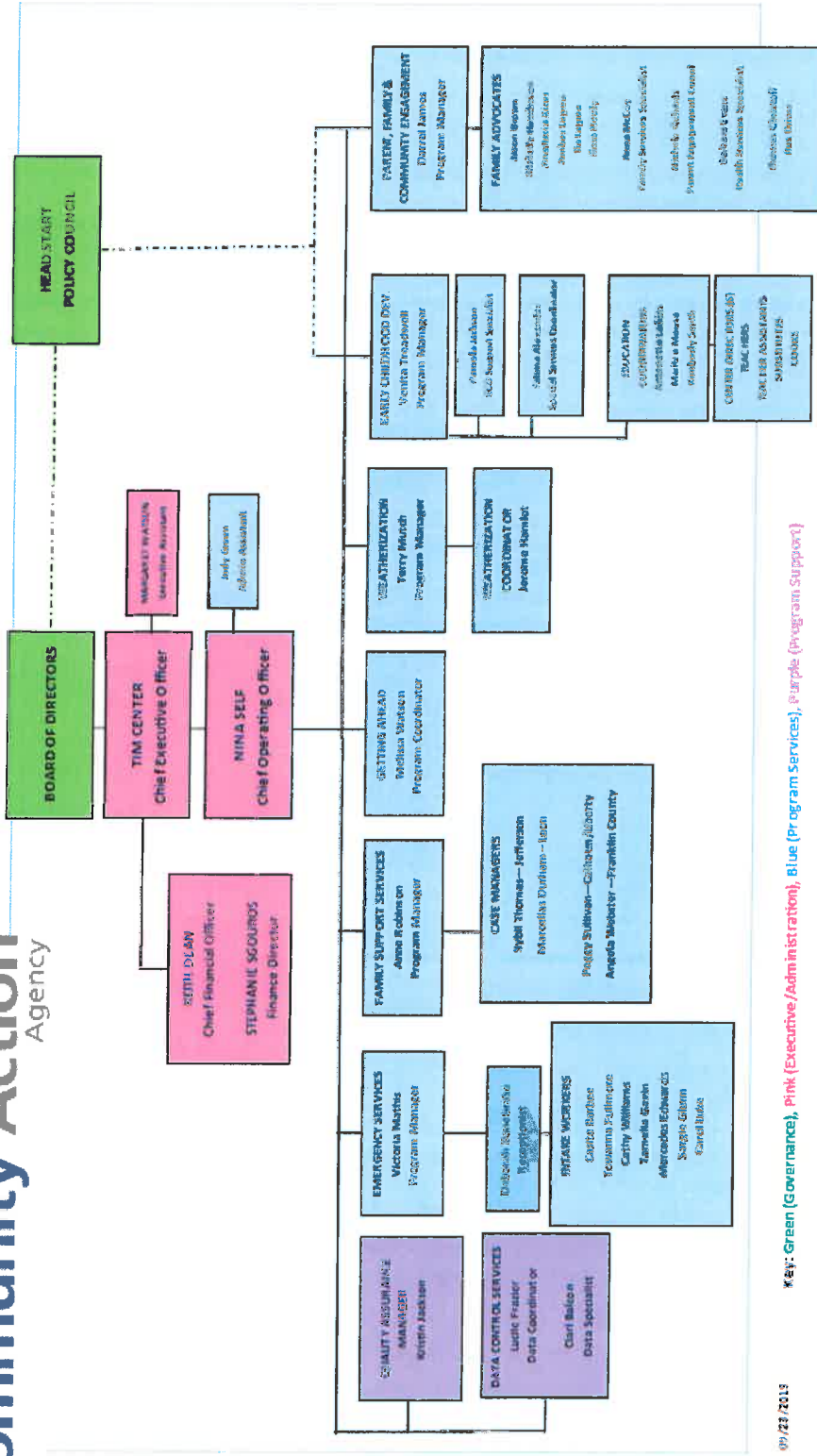
- a. Training and orientation sessions for the Board and Policy Council are planned annual and scheduled for when the program gains new members. Additional training is provided upon request.
- b. Board and Policy Council members sign a conflict of interest statement. Exceptions include:
  - Purchases or rentals of goods space and services from the same supplier at a total cost of less than \$ 200 within any 12 month period;
  - Purchases or rental of goods or services if there is no other supplier in the community served by the program or within a radius of 50 miles, which is larger;
  - Purchases or rentals of goods, services or space from the lowest bidder in accordance with rules for advertised competitive bidding under seal;

- Purchase or rentals of standardized goods at the lowest price offered after all local suppliers in the community have been contacted for quotation; or
  - Purchase of services or rental of goods of space from public or private non-profit organizations at cost or at general rates previously established by those organizations.
- c. The Governing Body and Policy Council each have a member on the others board to ensure meaningful consultation and collaboration around their joint decisions.

2. Human Resources Management

a. Organizational Chart

Capital Area  
**Community Action**  
Agency



Updated: 09/23/2019

Key: Green (Governance), Pink (Executive/Administration), Blue (Program Services), Purple (Program Support)



- b. All employment offers are made and approved by the Policy Council pending background check clearance. All agreements are also made with consultants and contractors pending background approval.
- c. New staff, consultants, and volunteers are trained during pre-service, at the beginning of the year. Mid-year training that is a condensed version of pre-service training is provided to new staff and consultants who begin mid-year. Volunteers who start mid-year are trained before or after parent meetings.
- d. Data is used to inform staff training and professional development. Under the ECD Manager, the program also implements a researched-based coordinated coaching strategy. The ECD Manager supervises the three Education Coordinators ensure that effective, engaging interactions between instructional staff and students are the key to providing a healthy context for learning. These Coordinators are CLASS certified observers, have been through practice based coaching, and coaching to fidelity training on the Creative Curriculum to aid instructional staff. The Coordinators assign staff to and use a Response to Intervention (RTI) tiered pyramid to determine the dose of coaching needed.

### **3. Program Management and Quality Improvement**

- a. The program has a Quality Assurance Manager for assisting the other managers with oversight, correction, and assessment of progress towards your program's identified goals. The Quality Assurance Manager Aggregates and reports out data on CLASS, student outcomes, health/ safety, and Parent Family Engagement.

- b. Program managers monitor their data. The Quality Assurance manager serves as a second set of eyes on the data or a helping hand when more detailed data analysis is needed. The program managers meet bi-weekly with the CEO/Head Start Director and/or the COO to discuss program performance.
- c. Community Action Management uses data received throughout the program year to drive programmatic decisions to meet current program needs, goals, and objectives. The budget is closely monitored by management staff to ensure that staffing patterns promote continuity of care, provide sufficient time for staff participation in training and professional development, and allow for a full range of services.

A successful cost-saving strategy has been to partner with other childhood education stakeholders in the community to provide high-quality training opportunities on relevant topics such as trauma-informed care, Creative Curriculum, and others. These community partners include Early Learning Coalition of the Big Bend, Whole Child Leon, Leon School District, United Partners for Human Services, Florida Head Start Association, Region IV Head Start Association, and our HHS Regional Program Manager Specialist.



## Final Rule on Designation Renewal System Changes

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 [eclkc.ohs.acf.hhs.gov/policy/pi/acf-pi-hs-20-05](https://eclkc.ohs.acf.hhs.gov/policy/pi/acf-pi-hs-20-05)

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## Final Rule on Designation Renewal System Changes ACF-PI-HS-20-05

U.S. Department  
of Health and Human Services

ACF  
Administration for Children and Families

- 1. Log Number:** ACF-PI-HS-20-05
- 2. Issuance Date:** 08/27/2020
- 3. Originating Office:** Office of Head Start
- 4. Key Words:** Designation Renewal System (DRS); Head Start Program Performance Standards (HSPPS); Revision; Final Rule; Regulation; Head Start; Competition; Classroom Assessment Scoring System (CLASS®); Monitoring; Deficiency; Fiscal; Audit

### Program Instruction

**To:** Head Start and Early Head Start Grantees and Delegate Agencies

**Subject:** Final Rule on Designation Renewal System Changes

**Instruction:**

The Office of Head Start (OHS) announced in the [Federal Register](#) a final rule updating the Designation Renewal System (DRS). In the Improving Head Start for School Readiness Act of 2007, Congress required the U.S. Department of Health and Human Services (HHS) to both establish a DRS and to periodically review the system. HHS first established the DRS through a final rule in 2011, and has been regularly analyzing data on the implementation of the system and on the grantees required to compete. OHS is confident the DRS has driven increases in the quality of Head Start and Early Head Start services, but believes improvements can be made to the system.

This final rule includes revisions to three of the seven conditions of the DRS: the deficiency condition, the condition related to the Classroom Assessment Scoring System (CLASS<sup>®</sup>), and the fiscal condition related to audit findings. These changes will ensure OHS identifies those grantees where competition is the most warranted and more effectively holds grantees accountable, while also making the DRS more transparent.

## **Key Changes from the Prior DRS Rule**

### *Deficiency Condition*

Under this final rule, the DRS no longer requires competition for grantees with a single deficiency during their project period. While all deficiencies are serious and substantial or systemic, changing the condition to require competition if a grantee receives two deficiencies during the project period better reflects significant quality failures of an agency. Additionally, the change will appropriately put the focus on grantees having systems in place to ensure health and safety incidents do not occur or are quickly identified and rectified and on financial and human resource systems that support ongoing, high-quality operations.

### *CLASS<sup>®</sup> Condition*

For the CLASS<sup>®</sup> condition, the final rule facilitates the use of CLASS<sup>®</sup> as a quality improvement tool and promotes greater transparency for grantees. To achieve this, the final rule removes the lowest 10% criterion, while simultaneously establishing quality thresholds and raising the competitive thresholds (formerly minimum thresholds) for each domain of the CLASS<sup>®</sup>.

The quality thresholds are as follows: 6 for Emotional Support, 6 for Classroom Organization, and 3 for Instructional Support. These new thresholds represent the expectations of OHS for the quality of the learning environment in every Head Start program. These thresholds do not relate to competition, but instead reflect a quality improvement focus in teacher-child interactions, with support from OHS. For any grantee with a score below one or more of the quality thresholds, OHS will provide support for quality improvement. OHS will help ensure the grantee's coordinated approach to training and professional development is targeting those areas of teaching practices and teacher-child interactions that most need improvements. The establishment of quality thresholds is intended to build on existing program quality improvement efforts to enhance classroom interactions beyond any set floor and will include more intentional OHS support for such efforts through training and technical assistance supports across a variety of platforms.

The final rule also sets more rigorous competitive thresholds for all three CLASS<sup>®</sup> domains and represents the floor for quality in terms of teacher-child interactions. Any grantee with a CLASS<sup>®</sup> score below one or more of the competitive thresholds will be designated for competition. Specifically, the competitive threshold for Classroom Organization is raised from 3 to 5 and Emotional Support is raised from 4 to 5. These competitive thresholds increase the minimum standard of quality and set the expectation for programs to work toward moving into the high-quality range. Because Instructional Support is a domain in which grantees tend to score lower, but is nonetheless important for ensuring high-quality teacher-child interactions, we take a graduated approach to increasing the threshold for this domain. More specifically, the competitive threshold for

Instructional Support is initially raised from 2 to an interim threshold of 2.3, for all CLASS® reviews conducted through July 31, 2025. For all CLASS® reviews conducted on or after August 1, 2025, the competitive threshold for this domain raises to 2.5. This approach recognizes where most grantees currently score in this domain and will allow sufficient time for grantees to make necessary quality improvements and gradually move to higher quality.

### *Fiscal Condition*

For the fiscal condition, the final rule retains the requirement to compete if a going concern is identified in an audit report. It also adds a second criterion that requires competition if a grantee has a total of two or more audit findings of material weakness or questioned costs related to their Head Start funds in audit reports for a financial period within the current project period. This change results in a fiscal condition that better detects risks to fiscal management and oversight.

### **Effective Date**

The new DRS conditions will be effective on October 27, 2020. The prior DRS conditions will apply to all programs until the effective date of this final rule. In general, grantee performance before the effective date of the final rule is subject to the prior DRS conditions and grantee performance after the effective date is subject to the revised DRS conditions. There will be no retroactive implementation of the revised conditions, to ensure grantees are not designated for competition based a condition on which they did not know they would be judged.

For all grantees that have been designated for competition under the prior conditions and a funding opportunity announcement (FOA) has not been posted, OHS will reexamine the existing data to determine if they also meet the revised conditions. The new second criterion added to the fiscal condition will not be considered. These grantees will be required to compete if they would also be required to compete under the revised conditions. OHS will send redetermination letters to this group of grantees either reconfirming their competitive status or notifying them of preliminary eligibility for non-competitive funding.

Preliminary non-competitive decisions made prior to the effective date of this final rule will not be revisited under the revised DRS conditions; these grantees will continue to be eligible for a noncompetitive new grant. Only in the rare case that such a grantee receives two or more deficiencies, a license revocation, suspension, debarment from any federal or state funds, disqualification from the Child and Adult Care Food Program, or an audit finding of a going concern before receiving their non-competitive 5-year grant award would the grantee be required to compete. This would also have happened under the prior regulation, with the only difference being the number of deficiencies requiring competition.

### **Next Steps**

Programs are urged to take the time to read the final rule in its entirety, including the preamble and the text of the regulation. OHS will continue to provide direction, guidance, and resources that support our mission to prepare Head Start children and families for school and beyond.

Thank you for the work you do on behalf of children and families.

/ Dr. Deborah Bergeron /

Dr. Deborah Bergeron

Director

Office of Head Start

Office of Early Childhood Development

See PDF Version of Program Instruction:

[Final Rule on Designation Renewal System Changes](#) [PDF, 58KB]

Historical Document