# Section I. Program Design and Approach to Service Delivery

# Sub-Section A: Goals

## Additions, deletions, or revisions to your program Goals

None at this time.

## Program Goal Outcomes, Progress, and Challenges

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| **Goal #** | **Long Term Goals** |  **Objectives** | **Outcomes/****Progress** | **Challenges** |
| 1 | Become the provider of choice of families experiencing homelessness with children 3-4 years old.  | Develop a written plan to support children in families experiencing homelessness. | Completed. Updated the recruitment plan with how it will support children in families experiencing homelessness.  | COVID-19 forced many group housing shelters to close. Families were moved to hotels or transitional housing. Identify and recruiting homeless students during COVID-19 was a challenge. Direct referrals from community partners helped some.  |
| Develop or enhance partnerships with various agencies that will be needed to serve children in families experiencing homelessness. | On-going. The program maintains representation on the Big Bend Continuum of Care Board and maintains direct contact with family shelter staff.  |
| Target outreach efforts directed at families experiencing homelessness to facilitate families’ participation in Head Start.  | On-going.The program maintains direct contact with family shelter staff. |
| Increase the number of children in families experiencinghomelessness served. | 2020-2021(Baseline): 6 |

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| 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.  | Identified and received quotes on desired pieces of equipment.Identified funds to begin purchasing outdoor equipment.  | Most of the recent purchases for the centers have focused on promoting safety during the COVID-19 pandemic. Non-essential purchases were deferred to ensure funding was available for health and safety related items during the pandemic. Identifying new facilities has also been a challenge during the pandemic.  |
| Ensure staff receive timely training on environmental health and safety practices.  | Provided access to a variety of training for all staff during COVID-19 quarantine periods through virtual events. Developed a twelve-day curriculum on health and safety was developed.Trained staff and students on the health and safety curriculum. |

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|  |  | Relocate, remodel, or repair facilities, materials, and equipment when needed to model best practices in environmental health and safety.  | Formed a team to identify possible Head Start facilities. Set a sub-goal to have a location to move 4-6 classrooms out of the South City Head Start location by May 2022. |  |
| 3 | Encourage and support staff with continually expanding their knowledge and skills to implement the best practices. | Support the national goal of teaching staff with credentials per the revised Head Start Act Requirements. This includes 50% of Teachers with a bachelor’s degree and 50% of Teacher Assistants with an associate degree. | Recruited teachers with BS degrees, as teachers left for new opportunities or retired.  | Retaining teachers with bachelor’s degrees continues to be a challenge.  |
| Support staff training outside of the agency to enhance employee skills and professional networks.  | Provided access for 100% of teaching staff to virtual training with the opportunity to earn CEUs. |
| Identify and train staff on special topics that are local, regional, and national issues.  | Hosted multiple training events on COVID-19 policies and procedures and staff wellness during the COVID-19 pandemics. |
| 4 | Provide families with the skills needed to transition out of poverty. | Increase parental awareness of program offered educational experience designed to increase their self-sufficiency. | Reimagined Incredible Years and Getting Ahead and Parent Meetings due to COVID-19. |  In-person methods of parental engagement and services had to be redesigned with the spread of COVID-19. |
| Increase the number of parents who participate in agency offered educational experiences.  | Incredible years participation 20-21(baseline):22Getting Ahead Participation 20-21(baseline):4 |
| 5 | Broaden the impact and reach of services provided. | Increase the number of Head Start eligible children we can serve.  | In-progress. Set a sub-goal to have a location to move 4-6 classrooms out of the South City Head Start location by May 2022. | COVID-19 exasperated an already challenging situation with Capital Area Community Action Agency (Community Action) needing to reduce slots to accommodate social distancing. Further, the majority of parents that enroll their students in the extended day or wrap-around care do not allow their students to participate consistently enough to meet the obligations of the program to the wrap-around funders. |

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|  |  | Provide services to ALICE (Asset Limited, Income Constrained, Employed) families and their children who qualify for subsidized care. | In-progress.Provided wrap-around services for 10 families who qualify for Head Start and state funding to extend their day.  |  |
| Establish and consistently offer a set number of full working day slots.  | In-progress.2020-2021 (baseline):10 |
| 6 | Promote healthy families. | Provide structured activities to promote physical and mental wellbeing.  | Ongoing.Continued to offer Titus (private health & fitness consultation services) to students and health information for families.Contracted with a child behavioral and trauma specialist to provide specialized services to children and families. |   |
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## Additions, deletions, or revisions to your program’s school readiness goals

None at this time.

## Additions, deletions, or revisions to your program’s school readiness goals

No changes at this time.

# Sub-Section B: Service Delivery

## Service and Recruitment Area

1. The program serves families in Franklin, Jefferson, and Leon Counties. We are working to reallocate slots based on available space and community needs.
2. In 2018, the zip code 32304 in Leon County was identified as the highest poverty zip code within the state of Florida, by the Internal Revenue Service. As Capital Area Community Action Agency Head Start program (Community Action) works to update the community assessment we continue to be aware that pockets of high poverty including but not limited to 32304 exist in Leon County. The American Community Home Survey also identified five other high poverty zip codes in Leon County.

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| Zip Code | Total Children in Poverty | Percent of Children in Poverty |
| 32304 | 3713 | 48.7 |
| 32305 | 5209 | 34.9 |
| 32301 | 4562 | 27.7 |
| 32310 | 3682 | 41.9 |
| 32303 | 9173 | 22.6 |

 Currently, the program has centers in three out of the five high poverty zip codes (32304, 32301, and 32303). The facilities team is investigating locations in the other two high poverty zip codes (32305 and 32310) that would allow Community Action to have a physical presence in these areas also.

1. No child care partnerships at this time.

## Needs of Children and Families

No updates or changes at this time.

## Chosen Program Option(s) and Funded Enrollment Slots

No updates or changes at this time.

## Centers and Facilities

1. There are no changes to the program’s service locations at this time. However, it is a goal of the program to make Head Start facilities the model for best practice which may involve changes in the future.
2. The program plans to update the playground at one of our facilities which will likely continue to remain a Head Start facility for the next several years. Research has shown outdoor play improves overall behavior, social skills, self-control, attention, social interaction, creativity, mental focus, and collaborative play. Further, as the nation and the world continue to try and curve the COVID-19 pandemic, the program realizes COVID-19 spreads more easily indoors than outdoors.
3. The program is still planning and preparing for a major renovation to the future Franklin County Head Start Center located in Apalachicola, FL (Franklin County).

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

1. There are no changes to the recruitment process at this time. It has always been the mission of Community Action to provide services to those in the greatest need.
2. The program is revisiting the strategies we use to promote regular attendance. New internal data has shown that children need to be in attendance 80% of the time or more to be successful on the Florida Kindergarten Readiness Screener (FLKRS). Though internal data suggest 80% attendance should be sufficient for school readiness the program continues to encourage families to ensure their child attends 85% or more, to receive the full benefit of program services. The Early Childhood Development team and the Family Engagement team are working together to identify students with attendance challenges sooner and help the students’ caregivers set goals or identify supports needed to overcome the barriers to attendance.

## Education and Child Development

1. There are no updates to the curriculum at this time.
2. Capital Area does not have any home-based centers.
3. In addition to other tools we previously used, the program has begun using Renaissance Star Early literacy to assess four-year-old students. Renaissance is the FLKRS selected by the state of Florida. Over the past 5 years, Community Action has been unable to prepare the majority of the programs’ VPK students to score a 500 or above on the FLKRS. Because Community Action VPK students are all Head Start students the program decided to track and measure school readiness as captured by the FLKRS for all four-year-old students. Data on student progress towards kindergarten indicates:
* 51% (26/51) of students with baseline and end of the year data started below grade level.
* 41% (21/51) of four-year-old students scored a 500 (Florida Kindergarten ready) or above.
* Further research is needed on moving students towards grade-level performance and attendance.
1. In an attempt to offer caregivers of both three and four-year-old students an additional opportunity to engage in their child’s education Community Action implemented a program called Hatch Ignite. Hatch Ignite allows students to complete online activities and assessments, in school and at home, that align with the Teaching Strategies Gold curriculum. When students “play” at home data is captured and synced when the device used has an internet connection. Parents and caregivers can also monitor their child’s progress towards kindergarten readiness at home through Hatch and download supplemental materials to reinforce skills taught in the classroom. Ninety-four percent of caregivers registered to access and receive updates about their child’s progress through Hatch Ignite. If families do not have access to the internet, the program has a process in place to support connectivity.

## Health

Due to COVID-19, students were unable to brush their teeth at school. However, the program provided onsite dental cleaning. Additionally, to ensure that children received training on oral health and had access to brush the program partnered with the local Health department and Colgate. Students were provided training in school and received tooth brushing kits for use at home quarterly.

## Family and Community Engagement

No updates or changes at this time.

## Services for Children with Disabilities

No updates or changes at this time.

## Transition

No updates or changes at this time.

## Services to Enrolled Pregnant Women

No updates or changes at this time.

## Transportation

1. The program is looking into providing transportation in Franklin county during the 2021-2022 school year. At this time, the need for service and feasibility is still being determined.
2. The program will continue to work with community agencies to provide public bus passes for families and access to rideshare services where there are no public bus routes available. The program is reevaluating the need to purchase a new bus or transport vehicle and transport students if data indicates there is a need.

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

## Governance

No updates or changes at this time.

## Human Resources Management

1. Capital Area CAA has added a disaster recovery program to the services it provides as a Community Action Agency.
2. No updates or changes at this time.
3. No updates or changes at this time.

## Program Management and Quality Improvement

1. While the COVID-19 pandemic did require a shift in program operations, the pandemic also forced us to implement new technology to assess progress towards school readiness goals and promote sound health practices. We expanded the use of two key pieces of software, Child Plus, and Renaissance Star Early Literacy. Being able to track and aggregate maintenance data in Child Plus along with both internal and external monitoring data helped guide our decision to make improvements to our playgrounds. Being able to layer Child Plus Attendance data and Renaissance Star Early Literacy data allowed us to identify that although we typically meet our ADA, transportation may still be an issue for some of our families; however, we still need to determine if agency provided transportation would be the best solution for our families.

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| Software | Function | Outcome |
| Child Plus Live Reports | Track Maintenance Work Orders | Being able to look at work requests in real-time and historically for trends. |
| Child Plus Attendance | Live Attendance Data | Real-time tracking of student attendance and trends in attendance. |
| Renaissance Star Early Literacy | Measure performance of four-year-old students on the FLKRS | Specific math and literacy data to guide interventions during the school year to help the students who may struggle on the FLKRS  |

Additionally, the program added 1Place compliance software to assist with program administration. 1Place automates forms and checklists which enables managers to see live data.

1. No updates or changes at this time.
2. No updates or changes at this time.

# Section II. Budget and Budget Justification Narrative

## Narrative

## Delegate agency, partnership, and single items >$150,000

None at this time.

## Cost of Living Adjustment (COLA)

None at this time.

## Internal controls to maintain accountability for grant funds

## Source of non-federal match

None at this time.

## Justification for waiver of non-federal match

## Community Action is located in a community adversely affected by the COVID -19 pandemic. A waiver of non-federal share may be necessary if the program is unable to allow volunteers to donate their time for health & safety reasons.

## Waiver of 15% administrative cost

Not at this time.

## Enrollment reeducation request

None at this time.

## Conversions

None at this time.

## Request of funds to purchase, construction, or major renovation of facilities

None at this time.

## Requesting funds for equipment

None at this time.