

Capital Area Community Action Agency

Head Start Policy Council Meeting
2813 South Meridian Street, Tallahassee
Zoom ID# 999.038.9957 Code 642453
November 18, 2021
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. Head Start 101: Monitoring
8. Head Start Early Learning Outcomes Framework (HSELOF)
9. Center Updates- What's Working and What's Not
10. Office of Head Start Updates
11. Chairperson's Report
12. Other Business
13. Meeting Adjourned

Next Meeting: To Be Determined



309 Office Plaza Drive • Tallahassee, Florida • 32301 • 850.222.2043
www.CapitalAreaCommunityAction.org



Head Start Policy Council Meeting

Minutes

October 21, 2021

6:00 pm

1. Meeting called to order at 6: 08pm
2. Roll call was taken by Nichele Rolle. Representatives present included the following: Ryneshia Bruce, Melissa Miller, Asia Crawford, Alexis James, Crystal Ealey, Samantha Jagwansingh, Quineildra Jackson, and Sheena Salter.

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

3. Quorum was established.
4. Policy Council new Member training

Tim Center did an introduction to Head Start Policy Council, what is expected, how to follow the agenda, and how to conduct a meeting using Roberts Rule of Order. Nichele conducted a new member training for Policy Council members including a history of Head Start, the governance role of parents and staff, services offered, how Head Start works as a system, our goals, reports and documents that will be reviewed/discussed throughout the year, etc. In depth fiscal training was completed by Cynthia Valencic.

5. Officer Elections

Nichele explained the roles of officers and asked for nominations/ volunteers from the council to fill the open positions. Former members discussed their experience serving in a leadership capacity. Melissa Miller volunteered to be Policy Council Chairperson; Asia Crawford volunteered to be Policy council vice Chairperson; and Crystal Ealey volunteered to be Policy Council Secretary for the 2021-2022 Head Start school year.

A vote was taken to approve the Officers mentioned above in their respective roles for the 2021-2022 Policy Council. All members in favor and none opposed. Vote passed.

6. Consent

- a. Minutes- The minutes were reviewed by members of Policy Council. Minutes were adopted as written.

7. Action Items

- a. Financial Report- Cynthia Valencic provided an in depth fiscal training and explained the purpose of line items on the report and general ledger code descriptions. Cynthia discussed how to read and understand the narrative as well as the credit card statements and budget. Cynthia Valencic reviewed the financial report and the attached Financial Statement Narrative (see attached). Revenue and expenditures are at 85% and 78% respectively. Non-federal share match is at 85%. Office supplies are over budget benchmark due to COVID and needed items for safety and precaution. Medical/ dental supplies are over budget benchmark as well as postage. Repairs and maintenance is on budget. Cynthia explained that some line items are over budget benchmark due to front loading cost at the beginning of the school year. Parent activity fee was also explained to members. Tim explained how the funds are allocated to each program and what happens if money is not spent during the program year.

A motion to accept the fiscal report was made by Quineldra Jackson and seconded by Asia Crawford. Vote taken and all in favor. Motion passed and approved.

- b. Personnel Actions- Personnel actions for a new hire Korpo Sumo was brought to the Council by Darrel James. Ms. Sumo will be a Family Advocate for South City Head Start pending background check.

A motion to approve Korpo Sumo as Family Advocate was made by Ryneshia Bruce. There were no objections to the motion. Motion passed and approved.

- c. By-Laws- Nichele reviewed the By-Laws and asked if members would like to amend the By- Laws. Nichele discussed the meeting day and time and no changes were made. Members understand that each member has 1 vote, a letter must be submitted if they would like to resign from the council, 3 missed meetings is terms for termination from the council, and that each member can serve a total of 5 (1) year terms if elected. There were no questions or concerns about the By-Laws.

A motion to accept the By- laws for the 2021-2022 Policy Council year was made by Asia Crawford and second by Quineldra Jackson. Vote taken. Motion accepted and approved.

8. Director's Report- Tim reviewed the attached report (see attached). Tim explained that not only our Head Start but also nationwide there is a shortage of teachers. We are still striving for full enrollment, which requires us to find and hire new teachers. Tim explained the requirements to work as a teacher for Head Start and encouraged the members to refer anyone who may be interested and qualified. Franklin County is still being renovated and hopes to open in January 2022. Tim discussed the mandate regarding COVID vaccination. Tim stated that staff has signed a declaration disclosing their Vaccination status and it will be kept confidential. Tim will keep the Council updated on any new policy procedures.

9. Star Renaissance- Kristin Reshard explained and discussed the purpose of the Star Renaissance to the Council. It is used to assess our 4 year olds and the screener students take entering into Kindergarten to assess their readiness. 60% of students were tested and majority scored on grade level for the baseline scores. Student with birthdays in September- November tend to perform better. HATCH can be used to work with students at home to improve their scores. Kristin showed screenshots of what HATCH is and what it tracks. HATCH also reports the scores back to the teacher to continue the extra help at school.

10. Center Updates- Melissa Miller stated everything is going fine at Mabry. Quineldra Jackson stated everything has been fine at South City, however her students class had to class down for a few days for COVID. She appreciates the teachers for taking extra time with her student. She thanked Mr, James for helping her secure internet services. Ryneshia Bruce stated everything is going well and her student loves school at South City. Alexis James stated her child was recently moved to the 4 year old class. She appreciates Ms. Jones and Ms. Kumba for their patience. Sheena Salter stated everything is going well at her center South City. She noticed the weather is getting cooler and some of the students don't have the appropriate clothing; wanted to know if we can do anything to help. Nichele informed the council that Mr. Brown, family advocate, has a cabinet full of clothes to assist those in need and Nichele will also remind parents to switch out their child clothes. Asia Crawford stated everything is going well and no concerns. Samantha Jagwansingh stated everything is fine but she did have concerns about her child at the beginning of the school year. Ms. Robinson uses the Dojo app and post pictures and notes. All of her concerns have been addressed. Crystal Ealey stated everything is going well but she would like to see a little more communication from the classroom since the parents are unable to come into the classroom. Nichele will inform Ms. Treadwell of the concern.

11. Office of Head Start Updates: Nichele briefly discussed the memorandum from the Office of Head Start regarding Mental and Health Wellness. Tim also explained some of the initiatives our program has taken regarding wage increases, 401k program and other benefits. Staff are also encouraged to meet via zoom with our therapist for mental health wellness.

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

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

14. The meeting was adjourned 7:53 p.m.

**Head Start Financial Statement Narrative
For the Twelve Months Ending September 30, 2021
Capital Area Community Action Agency**

As of September 30, 2021, we have completed the fiscal year and, as a benchmark, we would expect the year-to-date actual expenses and revenue to be around 100%. At month end, the Year to Date Actual Revenue and Expenses are 103% and 98% respectively with a mostly restricted income of \$220,630. **Please note, September 30th is the Agency's fiscal year end. As such, there are many more and complex transactions required to close out the year than to close out a month. Therefore, these documents should be viewed considering that information.**

Year to Date Non-Federal Share (NFS) Match reported totals \$486,398 of the \$512,345 total match required for the grant period ending September 30, 2021. **This report has not been finalized and is expected to be amended.**

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.

Medical / Dental Supplies – is over budget due to a purchase of needed supplies. While the percentage is high, the original budget was only \$500 so the overage is \$395.

Postage and Delivery Expense- is over budget with a number of start of the school year mailings.

Contractual Services – Health / Disabilities – is over budget due to a number of services required at the beginning of the school year.

Repairs & Bldg Maintenance – Recurring – is over benchmark budget but when combined with nonrecurring, the total is at 82% and under budget.

Fees, Licenses, and Permits – is over budget due to a license for HATCH early learning technology.

Dues and Subscriptions – is over budget due to a number of subscription expenses necessary in response to Covid.

**Head Start Financial Statement Narrative
For the Twelve Months Ending September 30, 2021
Capital Area Community Action Agency**

Equipment (\$5,000 or More) – is over budget due to the purchase of playground equipment which was not anticipated when the original budget was drafted.

Meetings / Workshops / Trainings and Training/Staff Development - are over budget due to a number of training opportunities.

Advertising – is over budget primarily due to an advertising campaign to attract new students to the program.

Capital Area Community Action Agency
Head Start Programs - Statement of Revenues and Expenditures
For the Twelve Months Ended 9/30/2021

		Total Budget -	Current Year Actual	Total Budget Variance -	Original %
		Original		Original	
Revenue					
Government Contracts - FEDERAL - DIRECT	4000	\$3,872,459	\$3,872,459	\$0	100%
Government Contracts - STATE	4010	\$360,664	\$296,205	(\$64,459)	82%
Government Contracts - LOCAL	4020	\$55,000	\$60,000	\$5,000	109%
Other Revenue	4995	\$0	\$448	\$448	100%
Total Revenue		<u>\$4,088,123</u>	<u>\$4,229,111</u>	<u>\$140,988</u>	103%
Expenditures					
Salaries & Wages	6010	\$1,905,401	\$1,784,494	\$120,907	94%
Fringe	6110	\$552,185	\$517,241	\$34,944	94%
Staff Screenings	6180	\$2,876	\$1,259	\$1,617	44%
Indirect Costs	6210	\$446,303	\$418,281	\$28,022	94%
Travel - In Area	6310	\$4,000	\$2,299	\$1,701	57%
Office Supplies	6410	\$11,337	\$11,355	(\$19)	100%
Program Supplies	6415	\$29,275	\$24,532	\$4,743	84%
Classroom Supplies	6420	\$60,819	\$20,363	\$40,456	33%
Kitchen Supplies	6430	\$30,604	\$12,835	\$17,769	42%
Medical/Dental Supplies	6440	\$500	\$895	(\$395)	179%
Copies/Printing/Copier	6510	\$20,999	\$13,470	\$7,529	64%
Postage and Delivery Expense	6600	\$1,500	\$1,763	(\$263)	118%
Contractual Services/Professional	6710	\$47,500	\$29,048	\$18,453	61%
Contractual Services – Health/Disabilities	6715	\$175,866	\$182,066	(\$6,200)	104%
Rent/Space Cost	6810	\$216,826	\$193,550	\$23,276	89%
Utilities	6820	\$89,120	\$87,782	\$1,338	98%
General Liability and Property Insurance	6830	\$30,000	\$19,166	\$10,834	64%
Communications	6840	\$56,723	\$52,604	\$4,119	93%
Repairs & Bldg Maintenance- Recurring	6850	\$97,200	\$131,123	(\$33,923)	135%
Repairs & Bldg Maintenance -	6855	\$108,972	\$39,455	\$69,517	36%
Equipment Maintenance	6910	\$19,000	\$17,624	\$1,376	93%
Vehicle Expense	6920	\$31,500	\$19,756	\$11,744	63%
Equipment Lease	6930	\$10,600	\$5,184	\$5,416	49%
Technology	6940	\$17,145	\$12,869	\$4,277	75%
Fees, Licenses, and Permits	7010	\$5,250	\$9,389	(\$4,139)	179%
Dues/Subscriptions	7020	\$2,600	\$10,215	(\$7,615)	393%
Special Events	7110	\$2,000	\$0	\$2,000	0%
Equipment (\$5,000 or more)	7310	\$7,696	\$137,608	(\$129,912)	1788%
Expendable Equipment	7320	\$19,800	\$26,171	(\$6,371)	132%
Meetings/Workshops/Training	7420	\$2,000	\$5,375	(\$3,375)	269%
Training/Staff Development	7430	\$56,617	\$66,685	(\$10,068)	118%
Advisory/Board Member Expenses	7440	\$2,500	\$0	\$2,500	0%
Advertising	7450	\$4,598	\$6,125	(\$1,527)	133%
Parent Activities	7460	\$1,200	\$0	\$1,200	0%
Raw Food Cost	7510	\$217,611	\$147,898	\$69,713	68%
Total Expenditures		<u>\$4,088,123</u>	<u>\$4,008,481</u>	<u>\$79,642</u>	98%
Excess Revenue over (under) Expenditures		<u>\$0</u>	<u>\$220,630</u>	<u>\$220,630</u>	

Capital Area Community Action Agency, Inc.
 Head Start NFS Match Requirements
 For the Month Ending September 30, 2021

Match Source	Total Needed	YTD	YTD %	Remaining	Remaining %
Government Contracts - Local		55,000			
Grants - Other Not for Profits		-			
In-Kind Revenue		412,532			
VPK/SR		18,866			
	512,345	486,398	95%	25,947	5%

Head Start CC Expenses September 2021

Vendor ID	Fund Code	GL Code	Activity Code	Effective Date	Expenses Transaction Description
HANCOCK CC	1064	6410	255	9/27/2021	25.98 #8812, FATIMA ALEXANDER, VISA, 9/27/2021, BATTERIES
HANCOCK CC	1064	6920	255	9/27/2021	44.01 #4466, DARREL JAMES, VISA, 9/27/2021, GAS HS VEHICLE
HANCOCK CC	1064	6920	255	9/27/2021	46.00 #4466, DARREL JAMES, VISA, 9/27/2021, GAS HS VEHICLE
HANCOCK CC	1064	6920	255	9/27/2021	46.50 #4466, DARREL JAMES, VISA, 9/27/2021, GAS HS VEHICLE
HANCOCK CC	1064	7020	255	9/27/2021	199.90 #4466, DARREL JAMES, VISA, 9/27/2021, ZOOM SUBSCRIPTION
HANCOCK CC	1064	7430	255	9/27/2021	217.69 #4466, DARREL JAMES, VISA, 9/27/2021, HOTEL A. MCCOY
HANCOCK CC	1064	7430	255	9/27/2021	285.72 #4466, DARREL JAMES, VISA, 9/27/2021, HOTEL D. JAMES
HANCOCK CC	1064	7430	255	9/27/2021	217.69 #4466, DARREL JAMES, VISA, 9/27/2021, HOTEL P. JACKSON
HANCOCK CC	1064	7430	255	9/27/2021	300.70 #4466, DARREL JAMES, VISA, 9/27/2021, RENTAL CAR
HANCOCK CC	1064	7430	255	9/27/2021	407.40 #8165, NICHELE ROLLE, VISA, 9/27/2021, AIRFARE, D. JAMES
HANCOCK CC	1064	7430	255	9/27/2021	407.40 #8165, NICHELE ROLLE, VISA, 9/27/2021, AIRFARE, P. JACKSON
HANCOCK CC	1064	7430	255	9/27/2021	<u>407.40</u> #8165, NICHELE ROLLE, VISA, 9/27/2021, AIRFARE, A. MCCOY

Total 2,606.39



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

Visa BusinessCard
Statement of Account
Issued by Hancock Whitney Bank

MEMO STATEMENT

Account Number
Statement Date
09-27-21

0014KCAA - 005157 - 0001 - 0001 - 2

FATIMA OLEABHIELE
CAPITAL AREA CAA
309 OFFICE PLAZA DR
TALLAHASSEE, FL 32301-2729
**N0005357

STATEMENT MESSAGES

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TRANSACTION DETAIL

Post Date	Trans Date	Reference Number	MCC	Transaction Description	Amount
08-30	08-27	24137461239300702452506	5310	BIG LOTS #5327 TALLAHASSEE FL	M25.98

h/c
10/3/21

STATEMENT DATE	ACCOUNT NUMBER	ACCOUNT SUMMARY
09-27-21		NEW PURCHASES AND OTHER CHARGES 25.98
CUSTOMER SERVICE CALL		NEW CASH ADVANCES .00
		CREDITS .00
		STATEMENT TOTAL 25.98
Toll Free 1-800-448-8812		TOTAL IN DISPUTE .00
		CREDIT LIMIT 2,000.00



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

Visa BusinessCard
 Statement of Account
 Issued by Hancock Whitney Bank

0014KKAA-006441-0001-0001-2

MEMO STATEMENT

Account Number
 ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Statement Date

09-27-21



DARREL JAMES
 CAPITAL AREA CAA
 309 OFFICE PLAZA DR
 TALLAHASSEE, FL 32301-2729

**N000644J

STATEMENT MESSAGES

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TRANSACTION DETAIL

Post Date	Trans Date	Reference Number	MCC	Transaction Description	Amount
09-03	09-01	24692161245100129572497	5542	GATE 1194 Q80 TALLAHASSEE FL	M46.00 ✓
09-07	09-06	24011341249000045507403	4814	ZOOM.US 888-799-9666 WWW.ZOOM.US CA	M199.90 ✓
09-10	09-08	24692161252100438352383	5542	GATE 1194 Q80 TALLAHASSEE FL	M44.01 ✓
09-13	09-10	24137461254001554550666	5912	CVS/PHARMACY #01256 TALLAHASSEE FL	M54.95 ✓
09-13	09-10	24137461254001554550583	5411	PUBLIX #1051 TALLAHASSEE FL	M84.69 ✓
09-15	09-13	24943001257006233319966	3771	CAESARS PLACE ADV RSVN 8662094732 NV	M217.69 ✓
				00122485718662094732 ARRIVAL: 09-12-21	
09-15	09-13	24943001257006233319990	3771	CAESARS PLACE ADV RSVN 8662094732 NV	M217.69 ✓
				00122485728662094732 ARRIVAL: 09-12-21	
09-15	09-13	24943001257006233319941	3771	CAESARS PLACE ADV RSVN 8662094732 NV	M285.72 ✓
				00122485688662094732 ARRIVAL: 09-12-21	
09-15	09-14	24692161257100607328573	4722	PRICELN*THRIFTY CAR R 800-774-2354 CT	M300.70 ✓
09-16	09-15	24137461259001452407352	5411	PUBLIX #1051 TALLAHASSEE FL	M100.00 ✓
09-20	09-17	24692161261100323110788	5542	GATE 1194 Q80 TALLAHASSEE FL	M46.50 ✓

Handwritten signature
 10/3/21

STATEMENT DATE	ACCOUNT NUMBER	ACCOUNT SUMMARY
09-27-21	■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■	NEW PURCHASES AND OTHER CHARGES 1,597.85
CUSTOMER SERVICE CALL		NEW CASH ADVANCES .00
		CREDITS .00
Toll Free 1-800-448-8812		STATEMENT TOTAL 1,597.85
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 5,000.00



**HANCOCK
WHITNEY**

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

Visa BusinessCard
Statement of Account
Issued by Hancock Whitney Bank

*AC
PBIW*

0014KXCAA - 005871 - 0001 - 0001 - 2



NICHELE RICHARDS
CAPITAL AREA CAA
309 OFFICE PLAZA DR
TALLAHASSEE, FL 32301-2729

**N0005871

MEMO STATEMENT

Account Number

Statement Date

09-27-21

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STATEMENT MESSAGES

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TRANSACTION DETAIL

Post Date	Trans Date	Reference Number	MCC	Transaction Description	Amount
09-13	09-10	24137461254001554549114	5411	PUBLIX #1656 TALLAHASSEE FL	M46.86
09-14	09-13	24943001257634001129232	3001	AMERICAN AIR0012401104160 FORT WORTH TX DARREL JAMES DEPARTURE: 09-27-21	M407.40
09-14	09-13	24943001257634001129240	3001	AMERICAN AIR0012401104159 FORT WORTH TX DARREL JAMES DEPARTURE: 09-27-21	M407.40
09-14	09-13	24943001257634001129257	3001	AMERICAN AIR0012401104162 FORT WORTH TX DARREL JAMES DEPARTURE: 09-27-21	M407.40
09-24	09-23	24692161266100427682182	5818	PRIME VIDEO*2C07X33N1 888-802-3080 WA	M6.85

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STATEMENT DATE	ACCOUNT NUMBER	ACCOUNT SUMMARY
CUSTOMER SERVICE CALL AND Toll Free	1-800-448-8812	NEW PURCHASES
		OTHER CHARGES 1,275.91
		NEW CASH ADVANCES .00
		CREDITS .00
		STATEMENT TOTAL 1,275.91
		TOTAL IN DISPUTE .00
		CREDIT LIMIT 2,500.00





PO Box 4019
 Gulfport, MS 39502-4019
 Return Service Requested



Page: 1 of 1

Statements Dates
 09/01/2021 - 09/30/2021

Account Number:

283 000000 001
**CAPITAL AREA COMMUNITY ACTION AGENCY
 HEAD START POLICY COUNCIL
 PARENT ACTIVITY FUND
 309 OFFICE PLAZA DR
 TALLAHASSEE FL 32301**

Images:

0

***ZERO CHECKS* E0**

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 TO ENROLL IN ONLINE BANKING WITH ESTATEMENTS**

Checking Account Summary

PREVIOUS BALANCE	1,056.70	AVERAGE BALANCE	
+ 0 CREDITS	.00		1,056.70
- 0 DEBITS	.00	YTD INTEREST PAID	.00
- SERVICE CHARGES	.00		
+ INTEREST PAID	.00		
ENDING BALANCE	1,056.70		

● **Balance By Date**

Date	Balance	Date	Balance	Date	Balance
08/31	1,056.70				



00000001

Handwritten signature and date: 10/10/21

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: November 15, 2021

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

Staffing

COVID-19 continues to drive the economy and staffing issues. We have a few teaching vacancies that are hard to fill. We have open slots not yet filled to give teachers job where we can open new classrooms.

Facilities

Once finalized, Franklin renovations will commence once a lease is signed. A new playground will go in at Franklin's location. A recent meeting with the contractor and City Manager provide an positive outlook to beginning work on the project soon.

Curriculum

Implementation of the Creative Curriculum indicates positive outcomes for students with a significant majority showing kindergarten readiness for the four-year old students. Staff shared HATCH login information with all families to encourage learning at home. This has been very helpful for quarantined families.

Enrollment

Staff continue to enroll and registering students for the coming year. There are nearly 100 slots still available to register students.

Federal and State Regulations

Community Action Head Start continues to work with and follow local health and education regulations. Head Start issued a directive following the President's Executive Order requiring all Head Start staff to be vaccinated for COVID-19 by January 4.



309 Office Plaza Drive • Tallahassee, Florida • 32301 • 850.222.2043
www.CapitalAreaCommunityActionAgency.org



Family and Community Engagement Manager

Monthly Monitoring Report – October 2021

Program Status

- Total number of enrollments for the **2021-22** school year:
 1. Franklin County Head Start - **16 of 36** families enrolled
 2. Jefferson County Head Start - **30 of 33** families enrolled
 3. Louise B. Royal Head Start - **52 of 57** families enrolled
 4. Mabry Street Head Start - **64 of 64** families enrolled
 5. South City Head Start - **113 of 188** families enrolled
- **275 of 378** families have been enrolled for Head Start for the **2020-21 school year**
 - All Head Start programs are required to return to full enrollment (**378**) for the 2021-22 school year

Policy Council

- 8 participants were in attendance for Policy Council

Volunteers

- 8 participants completed 8 hours

Family and Community Engagement Activities

- 1 staff meeting

Transportation

- The bus purchase for Franklin County is still on hold.
- No field trips for the month.
- No maintenance issues with vehicles, only cleaning

Children Health Requirements

Immunizations and Physical examinations	243 Immunizations 238 Physical Examinations
Established medical homes	261
Established dental homes and received dental exams	179 Dental Homes 99 Dental Exams
Hearing screenings	141
Vision screenings	225
Vision Referrals	0

- Number of Breakfast 3,538
- Number of Lunch 3,509
- Number of PM Snack 3,453
- Number of Children with Special Diets 30

Family and Community Engagement

- 8 volunteers were active for October

- 9 hours of In-Kind was reported for October

Corrective Action and Follow Up

- **COVID-19 Policy and Procedure:** The Head Start Management Team discuss all COVID classroom cases with the Department of Children and Families before any decision is made to close classroom with COVID cases, or to keep them open.
- **Funded Enrollment:** Family Advocates are working daily to register families for open slots in the program. There is a Wait List building but currently all classrooms are not staffed and children cannot be moved off the Wait List into classrooms that are not staffed.
- **Extended Day:** After School slots are available at Louise B. Royal, Mabry, and South City. School Readiness and Volunteer Prekindergarten children are receiving extended day services. Some families are requesting private pay for the extended day program.
- **Family Engagement:** Parent meetings and Policy Council has begun and parents are participating. Male Engagement activities will begin in November.
- **Vacant Family Advocate Position:** The Family Advocate position at South City has been filled and the candidate will begin work on or before November 15, 2021.
- **File Reviews:** The Family Engagement Team will begin reviewing Family Files during the month of November at all Head Start Centers.

Training

- The Family and Community Engagement Manager, Family Services Specialist, and Education Assistant attended Child Plus training in September.
- Child Plus updates will be given to other staff.

Strengths

- All Leon County centers now offer extended day services.
- Program makes use of Zoom and ChildPlus to keep families engaged with the program
- Although classrooms have to be closed, families and students are still kept engaged with the program.
- Partnership with Comcast to offer discounted internet services to families without internet.
- The Education Team is interviewing to fill classroom slots so children can be moved from the Wait List.

Areas of Concern

- Opening of new facility in Franklin County
- Filling and additional 20 slots in Franklin County in January.
- Staffing issues and being able to fill all classrooms

Fiscal Year (FY) 2022 Focus Area One Monitoring Protocol



Purpose

Focus Area 1 (FA1) is an opportunity for recipients to discuss their program design, management, and governance structure. Recipients will describe the program's approaches to staffing structure, program design, education, health services, family services, fiscal infrastructure, and program governance.



Approach

The FA1 review is an off-site interview. The review begins with the reviewer conducting a document review using data and reports from the Head Start Enterprise System (HSES) and other sources to learn about the recipient's program design and understand the needs of the children and families the program serves. Prior to the call with the recipient, the reviewer will speak with the recipient's regional program and fiscal specialists for additional context about the program.

Following the document review, the reviewer will conduct a series of off-site telephone interviews with the recipient that occur during a one-week period. These discussions will provide an understanding of the program's design and plans for implementing and ensuring comprehensive, high-quality services that meet the needs of children and families.



Methodology

Document Review. The reviewer will focus on the following listed documents located in the HSES or other available sources:

- Grant application/goals, including the budget
- Program Information Report data
- Community Assessment summary
- Past monitoring data
- Self-Assessment data
- Annual Report
- Audits

Virtual Discussions. The reviewer will work with the recipient to identify the appropriate individuals to participate in the off-site discussions (e.g., the governing body, the policy council, managers, and direct service staff).

Road Map to the FY 2022 Focus Area One Monitoring Protocol

This protocol will guide the discussions between the recipient and the reviewer during the FA1 review. It includes the topic areas for discussion, specific performance areas for assessment, and the federal regulations associated with each area of performance. The protocol is divided into the following five topic areas:

- Program design, management, and quality improvement
- Designing quality education and child development program services
- Designing quality health program services
- Designing quality family and community engagement program services
- Developing effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) strategies and fiscal infrastructure

Outcomes

Recipients will **explain the types of data** collected to measure outcomes for each program area during the FA1 review. The Focus Area 2 (FA2) review event will provide recipients with the opportunity to **share these data** and discuss how the information is used for continuous improvement. During the FA2 review, recipients will demonstrate how the program uses data described in the FA1 review to drive child, family, and programmatic outcomes.

Federal Regulations

Each section of the protocol includes a list of the federal regulations grounding the discussions. This list ensures transparency regarding the regulations used when assessing program performance. Recipients should note that they remain accountable for all of the Head Start Program Performance Standards (HSPPS) and other federal, state, and local regulations guiding program operations, management, and oversight.

What We Want to Learn

This section of the protocol outlines the topics for discussions between the reviewer and recipient. We designed the statements and questions listed in this section to stimulate a meaningful discussion that provides recipients with an opportunity to describe the intentionality behind: their program design, decisions, and operations; their challenges and strengths; their strategies for continuous program improvement; and their strategies for creating a workplace culture that promotes diversity, belonging, and inclusion. In addition to learning about recipients' strategies for the next five years, the Office of Head Start (OHS) also wants to learn about how programs are responding and adapting throughout the COVID-19 pandemic.

Questions and statements in the *What We Want to Learn* section are not intended to be exhaustive or to limit discussion. Using these sections as a guide, the reviewer and recipient may engage in discussion beyond the questions included in the protocol.

Program Design, Management, and Quality Improvement

Overview

Purpose

Each recipient must design a program that meets the community's needs and ensures a program, fiscal, and human resources structure that provides effective management and oversight of all program areas. This section focuses on the intentionality of the recipient's program design and its ability to address the characteristics, strengths, and needs of children and families they serve. The purpose of this section is to gain a foundational knowledge of the recipient's program design and structure.

Approach

The recipient will have the opportunity to share what it has learned about the needs of children and families in its community and how the program design is responsive to those needs and promotes school readiness. The governing body, policy council, and Management Team should be prepared to share lessons learned from the program's internal and external data and how the information ensures quality program services. This section contains three areas for discussion: *the program's understanding of the needs within the community; the program's approach to providing effective management and oversight; and how the policy council and the governing body fulfill their roles and responsibilities.*

Program Outcomes

Recipients use data learned from the Community Assessment to inform the grant application based on the needs of the community. However, the community changes over time. OHS is interested in understanding the type of data the recipient collects to understand these changing needs (e.g., natural shifts in the community, natural disasters, public health crises). How does the recipient use that information to adjust its services (e.g., are new services offered; new hours)? As recipients make changes to the program design, how does the program ensure the staffing structure continues to allow for effective oversight and to provide quality services that produce strong outcomes? In addition, the governing body will describe how they use data — both program data and external information — to oversee the provision of quality services for children and families and to ensure progress toward school readiness.

Federal Regulations

- 1301.2(a-b) Governing body
- 1301.3(b-c) Policy council and policy committee,
- 1301.5 Training
- 1302.11(b) Determining community strengths, needs, and resources
- 1302.20(a) Determining program structure,
- 1302.101(a-b) Management system
- 1302.102(a-d) Establishing program goals
- 1302.102(b) Monitoring program performance
- 1302.102(c) Using data for continuous improvement
- 1302.102(d) Reporting

What We Want to Learn

Program Design

Performance Measure 1 (PM1): The recipient's program structure and design is informed by the community's strengths and needs.

1. The recipient will describe how the program took into account various characteristics, such as ethnicity, language, disabilities, mental health, children in foster care, homelessness, and working families, when designing the program. 1302.11(b)(1)
2. The recipient will discuss their agency's strategies for addressing inequities and promoting diversity, belonging, and inclusion among staff, families, and children.
3. The recipient will describe how the program selected program option(s) and program location to meet the needs of children and families. 1302.20(a)(1)
4. The recipient will describe how the program maintains full and effective participation of children who are dual language learners and their families. 1302.101(b)(2)

Management and Quality Improvement

PM2: The recipient has an approach to providing effective management and oversight of all program areas and fiduciary responsibilities.

1. The recipient will discuss how the program, in collaboration with the governing body and the policy council, develops goals for the provision of program services. 1302.102(a)
2. The recipient will describe the process for monitoring program performance and using program data to evaluate progress and risk, and to inform continuous improvement in all program service areas. 1302.102(b)
3. The recipient will discuss how the program plans to supervise staff and provide feedback to inform professional development opportunities and continuous program improvement. 1302.101(a)(2)
 - a. The recipient will share how much of their budget is dedicated toward investing in professional development opportunities for staff.
 - b. The recipient will share the number of staff that have participated in professional development opportunities related to continued education (e.g., credentialing, certificate, and degree programs).
 - c. The recipient will describe what percentage of staff received a compensation increase after obtaining a new credential, certification, or degree.
 - The recipient will share the average compensation increase provided for educational advancements.
4. The recipient will describe the process for using child-level assessment data and other program data to direct ongoing program improvement. 1302.102(c)(2)(ii)
5. The recipient will discuss how program leadership communicates to the program staff, the policy council, and the governing body about program progress. 1302.102(d)
6. The recipient will discuss how the program ensures staffing patterns support the provision of a full range of services. 1302.101(a)(3)

Program Governance

PM3: The recipient maintains a formal structure for program governance that includes a governing body, a policy council (or policy committee for delegates), and parent committees.

1. The recipient will describe the composition of the governing body and the policy council, and the recipient's strategy for how the members of these bodies support the program. 1301.2(a-b) and 1301.3(b-c)
2. The recipient will describe how the governing body and the policy council are equipped to meet their roles and responsibilities, and to provide effective oversight. 1301.5

Designing Quality Education and Child Development Program Services**Overview****Purpose**

This section focuses on the program's approach to providing high-quality early education and child development services that promote the cognitive, social, and emotional growth of children, including those with disabilities, for later success in school.

Approach

The recipient will have the opportunity to describe its strategy for designing and implementing effective teaching practices and implementing safe, well-organized learning environments (and group socialization opportunities in home-based programs) that meet each child's needs. This section contains four areas for discussion: *how the program aligns with school readiness; the program's strategies for ensuring effective teaching practices; how the program supports teachers in promoting school readiness; and how the home-based program option helps parents provide high-quality learning experiences.*

Program Outcomes

The recipient will describe the data used to assess progress toward meeting the program's school readiness goals and the data used to understand, track, and address children's individual needs. The recipient will also describe how the data are used to inform continuous improvement related to curriculum selection, instruction, and professional development.

Note: *Receiving schools refers to schools and programs where enrolled children will attend upon completing the Head Start or Early Head Start program.*

Federal Regulations

- 642(f)(3) Curriculum
- 1302.31(b) Effective teaching practices
- 1302.34(a) Parent and family engagement in education and child development services
- 1302.35(a) Education in home-based programs
- 1302.61(a) Additional services for children with disabilities
- 1302.70(a) Transitions from Early Head Start
- 1302.71(a) Transitions from Head Start to kindergarten
- 1302.91(a) Staff qualifications and competency requirements
- 1302.92(b-c) Training and professional development
- 1302.102(a)(3) School readiness goals

What We Want to Learn

Alignment with School Readiness

PM1: The recipient's approach to school readiness aligns with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (ELOF), and state early learning standards.

1. The recipient will describe how the program plans to align with the expectations of receiving schools, the ELOF, and the state early learning standards. 1302.102(a)(3)
2. The recipient will describe how the program plans to support successful transitions for children and their families transitioning out of Early Head Start and Head Start programs 1302.70(a) and 1302.71(a)
3. The recipient will describe why the program chose its curriculum, how it is responsive to the needs of the children, and how the curriculum will help the program meet school readiness goals. 642(f)(3)
4. The recipient will describe how the program supports parents as their children's lifelong educators. 1302.34(a)

Effective and Intentional Approach to Teaching Practices

PM2: The recipient has strategies to ensure teaching practices promote progress toward school readiness.

1. The recipient will describe the program's strategies for ensuring teaching practices are responsive to and build on the developmental progressions of children. 1302.31(b)(1)(ii)
2. The recipient will discuss the program's strategies for providing nurturing and responsive environments for children, including ensuring environments are communication and language rich; promote critical thinking and problem solving; and encourage children's engagement. 1302.31(b)(1)(i)
3. The recipient will describe how education staff provide services for children with disabilities, including making referrals and coordinating evaluations. 1302.61(a)

Supporting Teachers in Promoting School Readiness

PM3: The recipient has an approach for ensuring teachers are prepared to implement the curriculum and support children's progress toward school readiness.

1. The recipient will describe the qualifications required for managers and staff, and if staff currently meet those requirements. 1302.91(a)
2. The recipient will describe how the program assists education staff in using data to individualize learning experiences to improve outcomes for all children. 1302.92(b)(5)
3. The recipient will describe how the program identifies strengths, areas of needed support, and determines which staff would benefit from intensive coaching for all education staff. 1302.92(c)(1)

Home-based Program Services

PM4: The recipient has strategies to ensure home-based program services help parents to provide high-quality learning experiences.

1. The recipient will discuss the strategies for promoting secure parent-child relationships and helping parents provide high-quality learning experiences. 1302.35(a)

Designing Quality Health Program Services

Overview

Purpose

This section focuses on how the recipient provides high-quality health, oral health, mental health, and nutrition services that are developmentally, culturally, and linguistically appropriate and are supportive of each child's growth and school readiness. This section also focuses on the program's approach for maintaining a system of health and safety practices and how the program provides quality services for expectant families.

Approach

The reviewer will conduct an off-site interview with the Management Team responsible for ensuring the delivery of high-quality health, oral health, mental health, and nutrition services. The reviewer will also ask how the recipient ensures children's safety.

Program Outcomes

The recipient will share the type of data used to understand child health outcomes and describe how the data are used along with the expertise of the Health Services Advisory Committee (HSAC) to inform continuous improvement.

Federal Regulations

1302.40(b) Health Services Advisory Committee (HSAC)

1302.42(a-d) Child health status and care

1302.45(b)(1-3) Mental health consultants

1302.47(b)(1-4) Safety practices

648A(g)(3) Staff recruitment and selection procedures: criminal record checks

1302.90(c) Standards of Conduct

1302.17(a)(1-4) and (b)(1-3) Suspension and expulsion

What We Want to Learn

Child Health Status and Care

PM1: The recipient has an approach to ensuring delivery of high-quality health services.

1. The recipient will describe the program's strategy for effectively monitoring and maintaining timely information on children's health status and care, including ongoing sources of health care, preventive care, and follow-up.
2. The recipient will discuss the approach to ensuring children have continuous ongoing health care. 1302.42(a)
3. The recipient will discuss the approach to ensuring children are up to date on a schedule of age-appropriate preventive and primary medical and oral health care. 1302.42(b)(1)(i)
4. The recipient will discuss the approach to ensuring ongoing care and extended follow-up care. 1302.42(c-d)

5. The recipient will describe how the program leverages expertise of the HSAC, including Head Start parents, health professionals, and community members, to learn about and support each child's health and mental health needs. 1302.40(b)
6. The recipient will describe how the program secures a mental health consultant to implement strategies to support children with mental health and social and emotional concerns. 1302.45(b)(1)
7. The recipient will describe how they use the mental health consultant to support children, staff, and families in meeting mental health and social and emotional needs. 1302.45(b)(3)
8. Does the program prohibit or severely limit the use of suspension due to a child's behavior? 1302.17(a)(1-4) and (b)(1-3)

Health and Safety Practices

PM2: The recipient has strategies for maintaining healthy and safe environments and for ensuring all staff have complete background checks.

1. The recipient will describe their approach to mitigating the spread of COVID-19 within their program (e.g., ventilation, sharing resources on vaccinations).
2. The recipient will describe the program's approach to ensuring safe learning environments (e.g., indoor and outdoor facilities, equipment, materials are safe and free of environmental toxins). 1302.47(b)(1)(ix) and (b)(2)(v)
3. The recipient will describe their process for lead inspections.
4. The recipient will describe the program's strategy for training staff on safety practices and procedures. 1302.47(b)(4)
5. The recipient will describe how they plan to ensure all staff abide by the program's Standards of Conduct. 1302.90(c)
6. The recipient will describe the program's process for ensuring all staff have background checks, including the timeliness of the background checks. 648A(g)(3)

Designing Quality Family and Community Engagement Program Services**Overview****Purpose**

The recipient must integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children's learning and development. Programs are encouraged to develop innovative two-generation approaches that address prevalent needs of families across their program and leverage community partnerships or other funding sources.

Approach

During the off-site interview, the program will provide information about its strategy for integrating high-quality family engagement services into all areas of programming that are responsive to the needs of families. The recipient will have the opportunity to discuss the expected outcomes for families and how the program design supports achieving those outcomes. This section contains two areas for discussion: *the program's approach for collaborating with families* and *for providing services that strengthen parenting skills*.

Recipient Outcome

The recipient will describe how the program determines the resources needed to support family well-being, either within the program or through community partnerships. This includes sharing how the program measures the impact of family support services.

Federal Regulations

1302.51(a-b) Parent activities to promote child learning and development

1302.52(c) Family partnership services

1302.53(a)(1) Community partnerships

What We Want to Learn**Family Well-Being**

PM1: The recipient has an approach for collaborating with families to support family well-being.

1. The recipient will describe any lessons learned or enhancements the program has made and maintained during the pandemic to foster family engagement throughout the COVID-19 pandemic.
2. The recipient will describe the approach to supporting family goal-setting and tracking family strengths, needs, and progress toward goals. 1302.52(c)(3)
 - a. The recipient will quantify the number of families that have worked with the program to develop a family partnership goal in the following categories within the last 12 months:

- Education
- Housing assistance
- Employment opportunities/job training
- Other
- Parenting education
- Health education
- Financial education

- b. The recipient will describe the goals families are working to achieve and share how many families have completed at least one goal.
3. The recipient will describe the strategies for obtaining resources that support family well-being, either within the program or through community partnerships. 1302.53(a)(1)
4. The recipient will describe the program's approach to addressing food insecurities, including barriers and partnerships.
5. The recipient will describe the program's most impactful community partnership and describe how that partnership has positively influenced the community they serve.

Strengthening Parenting and Parent-Child Supports

PM2: The recipient has an approach to providing services that strengthen parenting skills.

6. The recipient will describe how the program plans to support parents in strengthening parenting skills. 1302.51(a)
7. The recipient will describe how the program is implementing a parenting curriculum. 1302.51(b)

Developing Effective ERSEA Strategies and Fiscal Infrastructure**Overview****Purpose**

In this section, the recipient will describe how the program's recruitment and selection strategies are responsive to the needs of the community's eligible children and families, and the strategy for maintaining their funded enrollment level. The recipient will also provide information about the program's fiscal capacity and financial infrastructure.

Approach

The reviewer will discuss the program's strategy for recruiting and selecting eligible children and families. The program will describe the process for maintaining enrollment and for ensuring children and families meet eligibility requirements. The recipient will describe how the program ensures its own internal monitoring against fraud, waste, and abuse. The fiscal representative will also discuss how the program supports the accomplishment of program goals and effectively oversees program funds and property through qualified fiscal personnel and a responsive budget.

Outcomes

The recipient will share information about ERSEA practices and how data are used to ensure the program maintains funded enrollment based on eligibility criteria. The recipient will describe what data are used and how to inform the development and refinement of the program's budget. The recipient will also share how the program uses data to determine the effectiveness of the program's fiscal infrastructure.

Federal Regulations

1302.12 Determining, verifying, and documenting eligibility

1302.13 Recruitment of children

1302.14(a) and (c) Selection process and children eligible for services under the Individuals with Disabilities Education Act (IDEA)

1302.15(a) Funded enrollment

1302.91(a) and (c) Staff qualifications and competency requirements

1302.102(d)(i) Status reporting to governing body and policy council

75.308 Revision of budget and program plans

642(c)(1)(E)(iv)(VII)(aa-bb) Governing body responsibilities

642(c)(2)(D)(iii-iv) Policy council responsibilities

What We Want to Learn**Eligibility, Recruitment, Selection, Enrollment, and Attendance**

PM1: The recipient enrolls children or expectant families who are categorically eligible or who meet defined income-eligibility requirements.

1. The recipient will describe how staff verify eligibility and how the program maintains eligibility records, including:
 - o How copies of any documents or statements, including declarations, that are necessary to verify eligibility are collected and maintained. 1302.12(k)(2)(i)
 - o How program staff make reasonable efforts to verify eligibility by conducting either an in-person or telephone interview with the family. 1302.12(k)(2)(ii)
 - o How program staff collect statements that identify whether the family or expectant family meets the following eligibility requirements. 1302.12(c)(1-2), (d)(1), and (e)(1)(iii)
 - Income is equal to or below the poverty line
 - Receiving or is eligible to receive public assistance (Supplemental Security Income and Temporary Assistance for Needy Families)
 - Experiencing homelessness
 - In foster care
 - Included in the 10% of children enrolled in the program above the income threshold
 - Included in the 35% of children who are not categorically eligible whose family income is between 100% and 130% of poverty

Note: For tribal programs, there are additional allowances provided under 1302.12(e).

2. The recipient will describe how the program ensures staff verifies and reviews all of the documents available for determining eligibility. 1302.12(a)(ii)
3. The recipient will discuss the procedure for managing over-income applicants.
4. The recipient will describe the process for validating the accuracy of the initial determination of eligibility.
5. The recipient will describe how the program ensures staff receive ERSEA training and comply with eligibility determination regulations, including having policies and procedures in place to describe actions taken against staff who violate these regulations. 1302.12(l-m)

PM2: At least 10% of the recipient's funded enrollment is filled by children eligible for services under Individuals with Disabilities Education Act (IDEA) or the recipient has received a waiver.

1. The recipient will share the percentage of children enrolled under IDEA, or that the recipient has received a waiver. 1302.14(b)(1)

Enrollment Verification

PM3: The recipient maintains and tracks full enrollment for all enrolled participants.

1. The recipient will describe the process for determining when a slot is vacant.
2. The recipient will describe the process for removing children or expectant mothers whose slot is determined vacant from the enrollment numbers reported in the HSES. 1302.15(a)
3. The recipient will describe the process for filling slots that have been vacant for 30 days and will provide data on the number of vacant slots, the length of time vacant, and the reason why the slot is vacant. 1302.15(a)
4. The recipient will describe the availability and use of a waitlist that ranks children according to the selection criteria. 1302.14(c)
5. The program will describe their process for tracking interactions with expectant families, including the services expectant mothers and their families may receive from community partners.

Fiscal Infrastructure, Capacity, and Responsiveness

PM1: The recipient's fiscal staff have the qualifications needed to provide oversight of the grant.

1. The recipient will describe the fiscal complexity of the program and applicable financial management requirements, including the existence of multiple funding sources.
2. The recipient will describe the process for staffing fiscal responsibilities and how the staffing meets the financial management needs of the organization. 1302.91(a)
3. Does the fiscal officer have the required qualifications if hired after November 2016? 1302.91(c)
4. The recipient will describe how the staff develop and deliver usable financial information to the governing body and the policy council to inform their fiscal decision-making. 1302.102(d)(1)(i)
5. The recipient will describe the program's process for assuring that funds awarded to prevent, prepare for, and respond to COVID-19 (e.g., Coronavirus Aid, Relief, and Economic Security Act and Coronavirus Response and Relief Supplemental Appropriations Act) are used only for their appropriated purposes.

PM2: The recipient has a budget development and revision process that includes stakeholders and appropriate approvals, and ensures continuous alignment with program design, goals, and objectives.

6. The recipient will describe the budget development process, including:
 - o Who is involved. 642(c)(1)(E)(iv)(VII)(aa-bb) [governing body] and 642(c)(2)(D)(iii-iv) [policy council]
 - o How the budget aligns with the program's design and goals. 1302.101(a)(3)
 - o The recipient's process for tracking the budget, making revisions, and obtaining required approvals in compliance with federal regulations. 75.308; 642(c)(1)(E)(iv)(VII)(aa)