



**Interoffice Memorandum**

May 30, 2019

**AGENDA ITEM**

TO: Mayor Jerry L. Demings  
-AND-  
Board of County Commissioners

THRU: Lonnie C. Bell, Jr., Director *Lonnie C Bell Jr*  
Community and Family Services Department

FROM: Sonya L. Hill, Manager  
Head Start Division  
**Contact: Khadija Pirzadeh, (407) 836-8912**  
**Sonya Hill, (407) 836-7409**

SUBJECT: **Consent Agenda Item – June 18, 2019**  
Orange County Head Start Program Application for Federal Assistance  
(Continuation – Year 5) FY2019-2020

The Head Start Division requests Board approval of the Application for Federal Assistance between the Department of Health and Human Services, Administration for Children and Families, Office of Head Start and Orange County. The total federal grant request is \$13,456,925 and includes \$156,870 for training and technical assistance. The required non-federal match in the amount of \$3,346,231 is derived from parent volunteerism, donation of goods and services, lease agreements, and County support.

The Head Start Grant will be used to provide comprehensive early childhood development services for 1,536 children and support to their families. Head Start families will receive information and referrals to community resources. Staff will provide case management and follow-up to help families become economically self-sufficient.

The application includes a compendium of required certifications and assurances related to Non-Construction Programs, Certifications regarding Lobbying, Certification regarding Compliance with Compensation Cap (Level II of the Executive Schedule), Certification of Filing and Payment of Federal Taxes and Employee Compensation Cap Compliance Assurance. The Head Start Policy Council approved the continuation grant at their meeting on June 5, 2019.

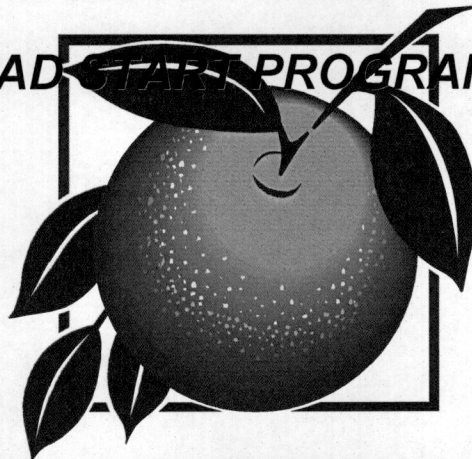
**ACTION REQUESTED:** **Approval of Orange County Head Start Program Application for Federal Assistance (Continuation-Year 5) FY 2019-2020 between Orange County and Department of Health and Human Services, Administration for Children and Families, Office of Head Start in the estimated amount of \$13,456,925 for the continued operation of the Head Start Program; and approval and execution of (1) Certification of Filing and Payment of Federal Taxes and (2) Employee Compensation Cap Compliance Assurance. The required non-federal match in the amount of \$3,346,231 is derived from parent volunteerism, donation of goods and services, lease agreements, and County support.**

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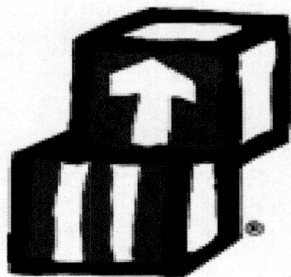
Attachments

c: Randy Singh, Deputy County Administrator  
Cristina Berrios, Assistant County Attorney, County Attorney's Office  
John Petrelli, Director, Risk Management and Professional Standards  
Yolanda Brown, Fiscal Manager, Community and Family Services Department  
Jamilie Clemens, Grants Supervisor, Finance Division  
Nanette Melo, Management & Budget Admr., Office of Management and Budget

**ORANGE COUNTY  
HEAD START PROGRAM**



**APPLICATION FOR  
FEDERAL ASSISTANCE  
(CONTINUATION – YEAR 5)  
FY 2019-2020**



**ADMINISTRATIVE OFFICE**

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<b>Sub-section C. Governance, Organizational and Management Structures</b>	<b>47</b>
<b>Section II. Budget and Budget Justification</b>	<b>54</b>
<b>Appendices:</b> Includes the following:	
Results of Self-Assessment	
Program Improvement Assessment	
Training and Technical Assistance Plan	
Signed Policy Council Statement	
<b>Other Supporting Documents:</b>	
Organizational Chart	
Center (Funded) Enrollment	
Selection Priority Criteria	
Annual Report 2018-19	
Cost Allocation Plan	

**Orange County Head Start Program  
Application for Federal Assistance  
(Continuation-Year 5) FY2019-2020**

**Section 1. Program Design and Approach to Service Delivery**

**Sub-Section A: Goals**

1. There are no additions, deletions, or revisions to Orange County Head Start's (OCHS) Program Goals, Measureable Objectives, and Expected Outcomes that have occurred since last year's application.

**2. a. and b.**

**Goal #1:** OCHS will increase engagement of fathers/males in support of children's school readiness.

Orange County's focus to increase father/male engagement in the Head Start program has been a goal since 2015. Over the five year period the program continues to make progress. OCHS has implemented several strategies to ensure increased engagement by fathers/males. At the end of the 2018-2019 school year an assessment was conducted to determine whether the program demonstrated a commitment in response to the needs of fathers/males. The assessment looked at various indicators that were only geared toward fathers such as: pictures in the classroom, activities planned by the teachers/centers, workshops and training opportunities offered to fathers/males. The results revealed that Orange County's fatherhood responsiveness was low-to- moderate at most sites.

OCHS has made adjustments to not only increase the father/male engagement, but also better equip the staff to engage with fathers/males. The program implemented the *24/7 Dads* curriculum at thirteen Head Start centers. The *24/7 Dads* curriculum is designed to equip fathers with self-awareness, compassion and sense of responsibility for their child's education. The curriculum was facilitated in a group session for six weeks, once a week for 2 hours, with the male Family Service Workers serving as the group facilitators. On Friday April 5, 2019 forty-four (44) Head Start fathers completed the six week session and graduated, as depicted in the photo below.



The results of the Head Start fathers/males assessment helped the program to revise how staff interacts with fathers/males. In addition, the findings helped staff plan how to successfully recruit fathers/males and engage them in Head Start roles such as: representatives of program governance, parent meetings, home visits, parent conferences, advisory boards, school readiness committees and center activities.

As a result of intentional recruitment efforts targeted specifically to fathers/males, OCHS maintained a high level of father/male engagement throughout the year. The father/male engagement numbers increased across- the- board. The program is extremely excited with increased fathers/males' participation in program governance. This year staff gathered and analyzed child outcome data of the children whose fathers/males actively participated in various program activities and roles. OCHS verified substantial growth for children across all five essential domains of learning.

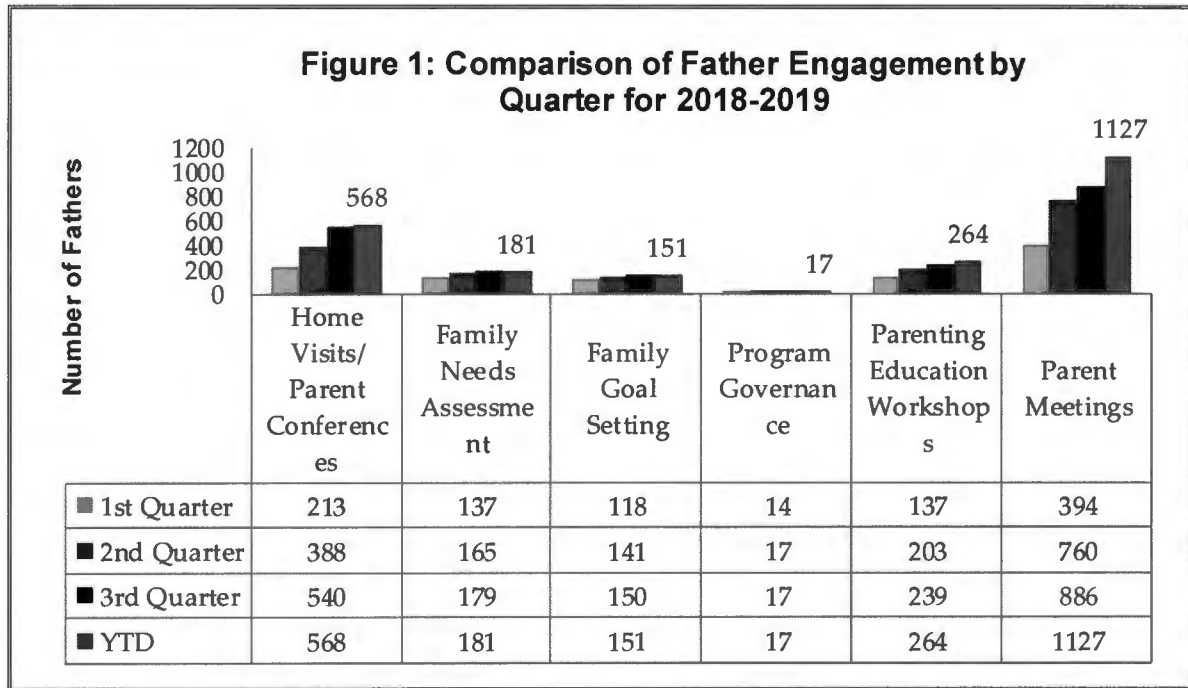
OCHS plans to utilize a few of the same strategies in the upcoming year. OCHS will train Family Service Workers on documentation in the software system regarding events associated with father/male engagement; increase efforts during the family needs assessment and goal setting period; and offer additional trainings to staff related to father/male engagement. Indicators A-F in Table 1 below was used to measure progress towards the program's objectives.

**Table 1: Progress on Father Engagement**

Program Goals	Measurable Objectives	Progress/ Outcomes
<p><b>Goal #1:</b> OCHS will increase engagement of fathers/males in support of children's school readiness</p>	<p><b>1.1</b> Father/male engagement will increase by 10% as measured by the PIR by the fourth quarter of Program Year (PY) 2019.</p>	<p><b>A.</b> <u>33%</u> of fathers/males engaged in ECE Home Visits and Parent Conferences. <i>(Refer to Figure 1)</i></p> <p><b>B.</b> <u>4%</u> of fathers/males engaged in Program Governance, Policy Council, and program advisory committees. <i>(Refer to Figure 1)</i></p> <p><b>C.</b> <u>11%</u> of fathers/males engaged in Family Needs Assessments. <i>(Refer to Figure 1)</i></p> <p><b>D.</b> <u>9%</u> of fathers/males engaged in Family Goal Setting. <i>(Refer to Figure 1)</i></p>

		<p><b>E. <u>16%</u> of fathers/males engaged in Education Workshops. (Refer to Figure 1)</b></p> <p><b>F. <u>1,127</u> fathers/males were present at Parent Meetings.(Refer to Figure 1)</b></p>
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Figure 1 below compares father engagement in home visits/parent conferences; family needs assessments; family goal setting; program governance; parent workshops; and parent meetings cumulatively by quarter for 2018-19.

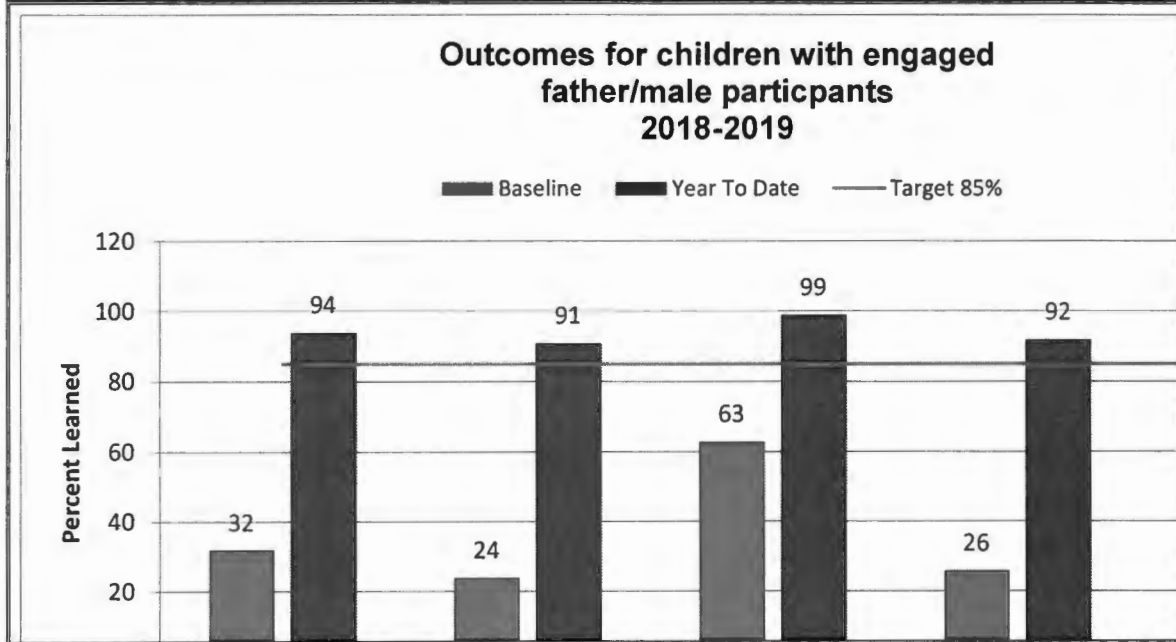


The numbers represented for YTD are as of June 5, 2019.  
 \*\*The numbers represented for each quarter are cumulative.



Figure 1.a below depicts a developmental summary of child outcomes filtered to show only students whose fathers/males actively participated in one or more of the services offered to fathers/males during PY 2018-2019:

**Figure 1.a: Outcomes for Children with Engaged father/male participants PY 2018-2019**



**Challenges:** None

**Goal #2:** OCHS will eliminate barriers to learning by decreasing the number of children with oral health concerns.

After several years of low outcomes for children receiving dental services, OCHS established Goal 2 in 2015. This concern was consistently noted in the self-assessment for many years prior to 2015. Therefore, the program established the goal to eliminate barriers to learning by decreasing the number of children with oral health concerns.

The first year OCHS implemented pre and post oral health assessments to determine the parent's knowledge related to the oral health of preschool children. As expected the parent's knowledge was low and therefore the Head Start nurses presented oral health training at all centers. In addition, the nurses provided information regarding the risks associated with ignoring oral hygiene best practices. The program continued with the pre and post oral health assessments over the next four years, which again resulted in positive growth. After one year of gathering and analyzing the data OCHS did not meet the established program target of 60%. During program planning, OCHS realized in order to report higher dental health outcomes the program would need to work collaboratively across the units. The Early Childhood Education and Development and Medical/Dental Health Units would need to implement strategies in the classrooms and centers to promote higher oral health outcomes. In Year 2, OCHS increased modalities in the classrooms and implemented a monthly educational activity regarding oral health. The program also continued with the Oral Health Assessments. Although program data revealed substantial growth, OCHS again failed to reach the 60% target in the second year. Due to continuously not meeting the target in consecutive years, OCHS provided additional staff trainings, revised the function and goals of the Health Advisory Committee and revised how information was entered and reported in the ChildPlus system. During Year 3 the Medical/Health Unit implemented dental action plans. The dental action plans were for families that did not address dental treatment needs within 30 days after the results were received. As a result of the dental action plans, there was some progress toward meeting its target goal.

In Year 4, OCHS focused its efforts on increasing partnerships with local agencies to provide services for children with barriers to acquiring dental care. OCHS worked collaboratively with Federally Qualified Health Centers (FQHC) towards the establishment of three formal agreements. The purpose of the formal agreements were to ensure all families have medical and dental homes and children had access to quality dental care providers. Although OCHS has made some strides and implemented several strategies that would decrease the number of children with oral health concerns, there were several challenges.

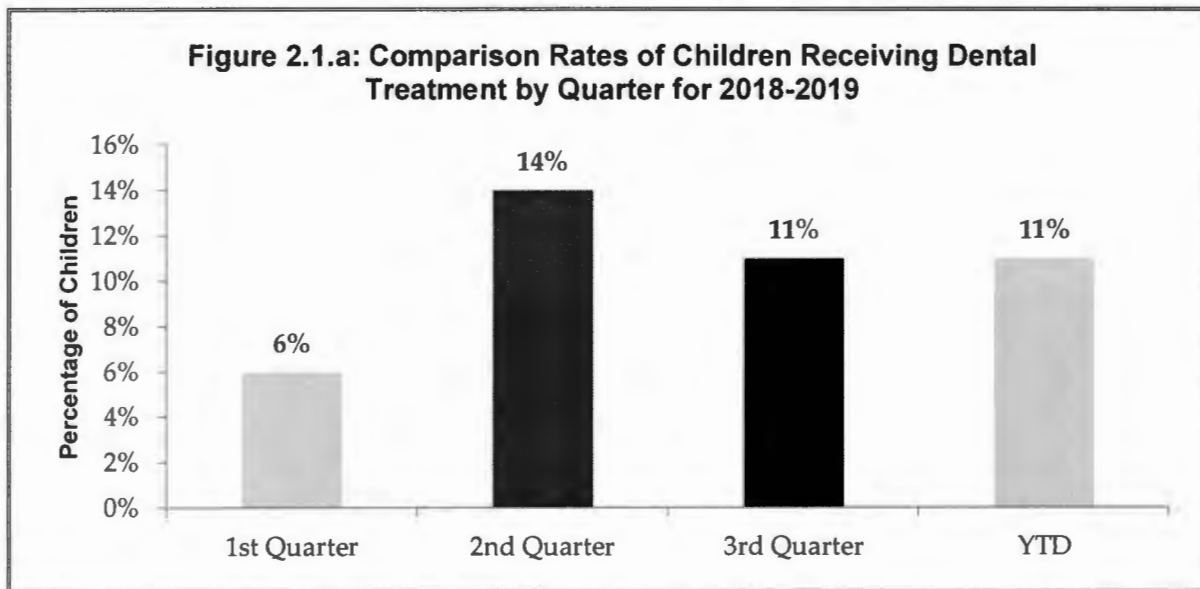
**Challenges:** OCHS faced significant challenges in attempting to reach the goal of decreasing the number of children with oral health needs. OCHS had multiple staff vacancies for a period up to 60 days or more in the Health, Medical/Dental Unit specifically with the Licensed Practical Nurse position. The dental contracts with the FQHC were not executed in a timely manner. Furthermore, OCHS had to adhere to changes in procurement, which adversely affected program purchases using grant dollars. In addition, monitoring reports of the Health, Medical/Dental Unit revealed issues of information in the software not being accurate. During the next school year, OCHS plans to utilize the contracts with FQHC geographically located throughout the county, fill all vacancies, contract services with ChildPlus for a content area expert to provide consultation and training.

Table 2 below describes the program progress related to the decreased number of children with oral health concerns and eliminating barriers to reduce oral health concerns.

**Table 2: Progress on Dental Treatments**

Program Goals	Measurable Objectives	Progress/ Outcomes
<p><b>Goal #2:</b> OCHS will eliminate barriers to learning by decreasing the number of children with oral health concerns.</p>	<p><b>2.1.</b> To increase the number of children who receive dental treatment. 60% of children with dental needs will receive services as measured by child health outcomes by the fourth quarter PY 2019.</p> <p><b>2.2.</b> To increase access to health insurance for underinsured parents by 10 % and 10% each following year.</p>	<p><b>A.</b> Dental treatment needs decreased by <u>47%</u>. (Refer to Table 2.1.b.)</p> <p><b>B.</b> <u>11%</u> Dental treatment compliance. (Figure 2.1a.)</p> <p><b>C.</b> <u>100%</u> Staff and <u>77%</u> families' knowledge of the importance of oral health and its impact on learning increased. (Refer to Table 2.1. a)</p> <p><b>D.</b> <u>24</u> Families of children with dental treatment needs demonstrated gains in oral health literacy. (Refer to Table 2.1.a)</p> <p><b>A.</b> <u>93.6%</u> Increased number of families with access to health and oral health insurance for the entire family. (Refer to Table 2.2.a)</p> <p><b>B.</b> <u>88%</u> Increased number of parents with dental homes. (Refer to Table 2.2.b)</p>

Figure 2.1.a below provides the comparison rates of children receiving dental treatment by quarters for PY2018-19.



\*The numbers represented for Year 4-YTD are as of June 5, 2019.

Table 2.1.a indicates the Head Start Parent Oral Health Pre and Post Survey results that were completed August/September 2018 and March/April 2019 respectively, as follows:

<b>Table 2.1. a: Head Start Parent Oral Health Survey Pre and Post Survey Results for 2018-2019</b>		
<b>Questions</b>	<b>Pre Survey Results</b>	<b>Post Survey Results</b>
Family relationship with a dentist	80%	81%
Frequency of toothbrush replacement	47%	85%
Toothbrush assistance until what age	37%	62%
Tooth cavities and what caused them	80%	79%
Timeframe for dental treatment	62%	68%
Completion of dental exam	79%	85%
Oral health resources	83%	79%
<b>TOTAL</b>	<b>67%</b>	<b>77%</b>

During the annual Professional Development conference, Head Start staff increased their own knowledge of oral health, good oral hygiene practices, and risks associated with poor oral hygiene. As a result, staff provided this information to Head Start families, which increased their awareness regarding the importance of addressing their children's oral health needs. Table 2.1.b below indicates the number of children needing dental treatment was reduced over the grant period as follows:

<b>Table 2.1.b: Dental Treatment Referrals of Head Start Children</b>	
Criteria	Grant Year 2018-2019
Children needing dental treatment	170
Total Percentage (%) reduction	47%

Table 2.2.a below indicates the cumulative enrolled child with and without health insurance. The total percentage of children with insurance is high and the children without health insurance has been relatively low during the grant period as follows:

<b>Table 2.2.a: Head Start Children with and without health insurance</b>	
Criteria	Grant Year 2018-2019
Total Cumulative Enrollment	1,749
a. Of these, number of children with health insurance	1,637
b. Of these, number of children without health insurance	112
<b>Total percentage (%) with insurance</b>	93.6%
<b>Total percentage (%) without insurance</b>	6.4%

The number of children and families with dental insurance has dropped slightly this grant period, compared to last year (1,407), as depicted in Table 2.2.b.

<b>Table 2.2.b: Head Start Children with and without dental insurance</b>	
Criteria	Grant Year 2018-2019
Total Cumulative Enrollment	1,749
Children with dental insurance	1,343
Children without dental insurance	184
<b>Total percentage (%) compliance</b>	<b>88%</b>

**Goal #3:** OCHS will improve child outcomes by strengthening the capacity of parents to become advocates in the lives of the children.

This year, there was a significant gain of parents receiving services, based upon their family's needs. This was due to the numerous training opportunities offered to families during the program year. The program offered *Gettin' Ahead in a Just-Gettin'-By World* for the second time during the five year grant cycle.

*Gettin' Ahead in a Just-Gettin'-By World* is a 16 session research-based parent curriculum that helps low-income individuals build resources for a more prosperous life for themselves, their families, and communities. A total of 21 Head Start parents graduated on May 10, 2019 from the *Getting' Ahead*. Parents also participated in the Jobs in Partnership training program, which is a 12 week Life Skills program. In addition, OCHS offered parents numerous opportunities to participate in program governance throughout the year. Those opportunities including serving on the following committees: Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)

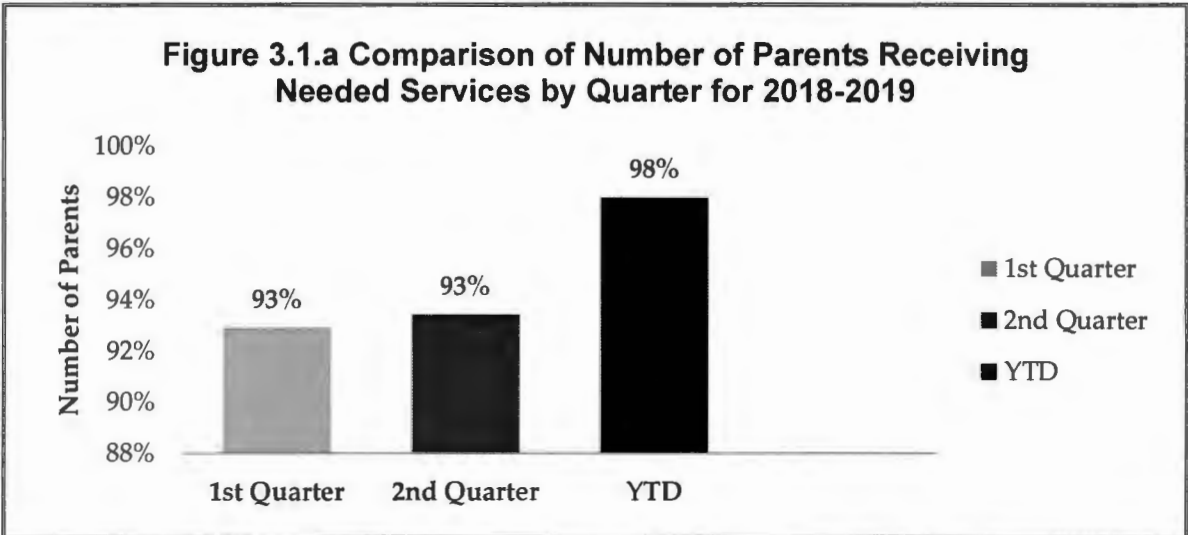
Advisory Committee, Health Services Advisory Committee, School Readiness and Education Planning Committee and Individual Development of the Education Plan. Families also participated in the Individual Services Plan meetings. Parents that seized opportunities to serve on the committees, strengthened their capacity and became child advocates. About 98% of enrolled families have received services in at least one of the services listed on the PIR. The indicators in Table 3 were used to measure progress toward the program's objectives for this year.

**Table 3: Progress on Parent Advocacy for their Children**

<b>Program Goals</b>	<b>Measurable Objectives</b>	<b>Progress/ Outcomes</b>
<p><b>Goal #3:</b> OCHS will improve child outcomes by strengthening the capacity of parents to become advocates in the lives of their children.</p>	<p><b>3.1.</b> Parents will have increased access to needed community resources.</p> <p><b>3.2.</b> Increase the number of parents that are advocates for their children by 10 % and 10% each following year</p>	<p><b>A.</b> <u>98%</u> of enrolled parents received needed services. <i>(Refer to Figure 3.1.a)</i></p> <p><b>A.</b> In-Kind reports indicate <u>32,838</u> volunteer hours by parents. <i>(Refer to Figure 3.2.a)</i></p> <p><b>B.</b> <u>0.2</u> gain in the number of parents in leadership/advocacy roles <i>(Refer to 3.2.b)</i></p>



Figure 3.1.a below demonstrates the program's progress to ensure that families have access to needed services since the beginning of the program term.



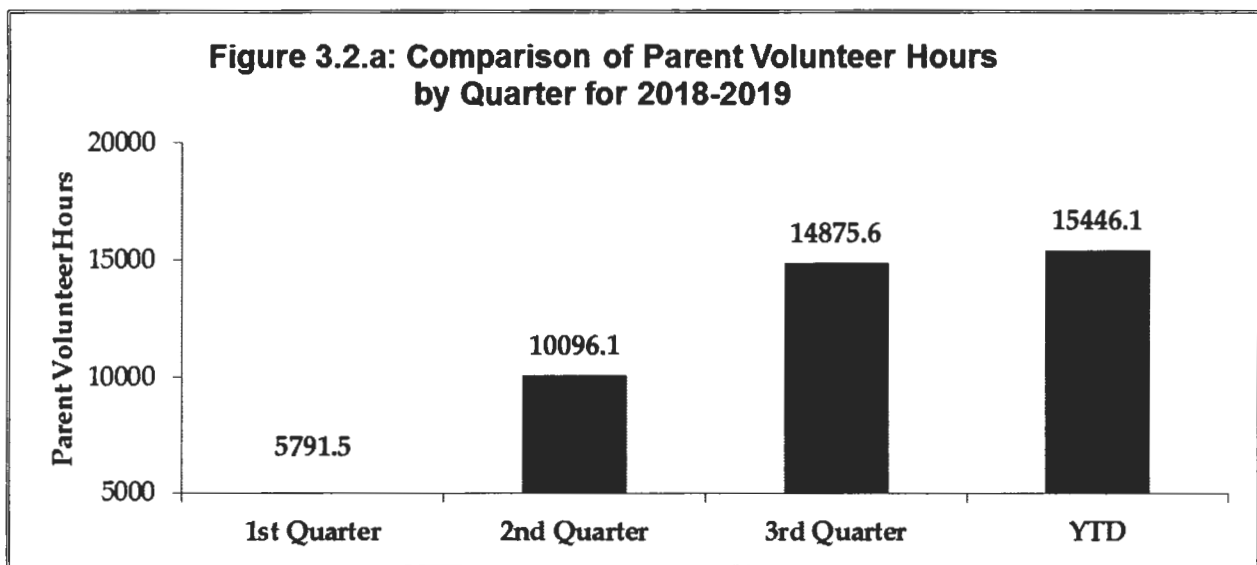
\*The numbers represented for Year 4-YTD are as of June 7, 2019.

**Challenges:** Although there was a significant growth with Goal #3, the program experienced some challenges that will be addressed through program planning for the upcoming year. The program was unable to offer *Abriendo Puertas* (Opening Doors) and *Incredible Years*, which are research-based parenting programs. Both programs are designed to assist parents to become self and child advocates. The program plan is to address this concern by having multiple staff identified as train-the-trainers in the curricula, which will be offered at designated Head Start centers.

OCHS continues to struggle with collecting parent outcomes data. OCHS utilizes ChildPlus to generate reports for the Parent, Family and Community Engagement Service Unit, which continues to be a challenge. OCHS plans engage in consultation/training with ChildPlus to revise data modules for input, collection, and reports related to Parent, Family, and Community Engagement. In addition to accessing

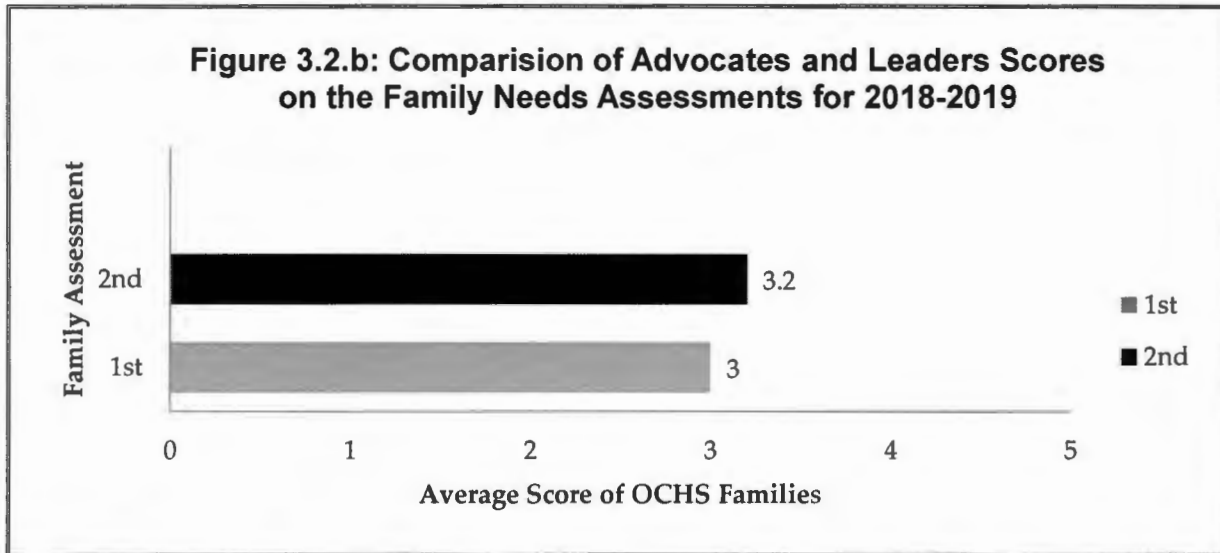
services, more families are taking an active part in their child's education and development.

As shown in Figure 3.2.a below, program data for parent volunteer hours demonstrates a significant increase in the number of parent volunteers in Orange County Head Start Centers each quarter of the current program term.



The numbers represented for Year 4-YTD are as of June 5, 2019

In the area of leadership/advocacy, family assessment data demonstrates a 0.2 gain for families in the family engagement outcome- Advocates and Leaders according to Figure 3.2.b. Based on the Likert scale used for Year 4, families scoring a 3 are actively participating in community organizations, voting when applicable, and have an ongoing awareness of civic issues. The data demonstrates families are moving toward becoming self-advocates, child advocates, and community leaders. Furthermore, families are more involved in civic issues and petitions.



The numbers represented for Year 4-YTD are as of May 10, 2019.

\*\*The number of families completing two assessments (n) = 1,486

**Goal #4:** OCHS will assist families improve their financial wellness.

In 2017 OCHS entered into a formal Agreement with Fifth Third Bank, in its efforts to provide families with financial literacy and other services. This year, the program has made concerted efforts to improve financial wellness among Head Start families through the implementation of Fifth Third Bank's *Empower U* and *For me, For you, For later programs*. The primary objectives of the two programs are 1) to provide families with opportunities to establish an account at banks or other financial institutions, 2) to provide families with knowledge about finances and 3) help families achieve financial wellness. OCHS has implemented several financial curriculums with educational components since the start of the grant period to also include Consumer Federal Protection Bureau (CFPB) financial program.

This year staff increased efforts with Fifth Third Bank by incorporating the E-bus and site financial coaches. As a result of Fifth Third's *Empower U/ E-bus Program* and the

new initiative of the Financial Mentoring, Head Start staff has witnessed significant growth in the number of families participating in financial wellness during the program year. The Fifth Third Bank E-bus, as pictured below, provided outreach services to Head Start families throughout Orange County.



In November 2018, OCHS held a financial wellness event and invited community key note speakers. OCHS provided breakfast for families and guests. In addition, the program provided transportation for those families without resources. More than 100 Head Start families attended this financial wellness event.

A new initiative was established that allows Fifth Third Bank Coaches to provide families with on-site financial literacy services at all Head Start Centers for eight months. The new Fifth Third Coach staff distributed free resources that will help boost Head Start family's financial knowledge. The Fifth Third Bank Coaches encouraged parents to discuss their financial goals. Furthermore, the coaching sessions helped parents build

self-confidence in financial decision making and goal setting. Currently, there are more than 120 new active Head Start participants in the Fifth Third Bank’s Coach Program.

*For me, For you, For later* is a four week program sponsored by PNC Bank and “Sesame Street” Workshop. The program utilizes a two-generational approach and calls for a shared responsibility between Education staff and Family Service Workers. Every day, children are making choices and learning that people, things, and money have value. These concepts help children understand the importance of saving, spending, and sharing. In April 2019, OCHS was also able to continue with *For Me, For You, and For Later*, and more than 100 families participated during PY2018-2019. Table 4 indicates the progress related to families that improved financial wellness.

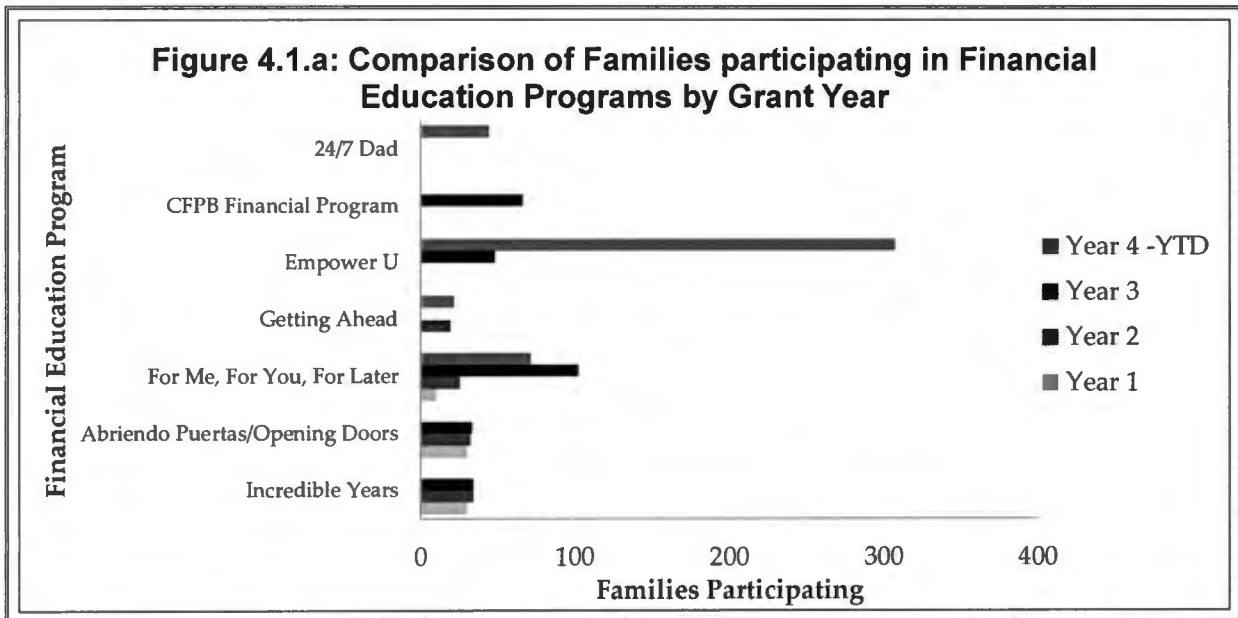
**Table 4: Progress related to Families that improve financial wellness**

Program Goals	Measurable Objectives	Progress/ Outcomes
<p><b>Goal #4:</b> OCHS will assist families improve their financial wellness.</p>	<p><b>4.1</b> Ten percent (10%) of parents will demonstrate an increase in financial literacy and services with a 10% increase each following year.</p>	<p><b>A.</b> The number of parents in financial education programs has increased. (Refer to Figure 4.1a)  <b>B.</b> <u>41%</u> of families received asset building services to enhance their knowledge of financial basics. (Refer to Figure 4.1.b)  <b>C.</b> <u>0.3</u> gain in money management and number of parents with established banking relationships has increased. (Refer to Figure 4.1.c)</p>

	<p><b>4.2</b> Ten percent (10%) of parents will increase their access to training and educational opportunities to enhance employability skills with a 10% increase each following year.</p>	<p><b>D.</b> <u>56%</u> of families received housing assistance and 40 homeless families have acquired housing. (Refer to Figures 4.1.d and 4.1.e.)</p> <p><b>A.</b> <u>0.2</u> gain in number of parents with a High School diploma or equivalent. (Refer to Figure 4.2.a)</p> <p><b>B.</b> <u>0.3</u> gain in the number of employed parents. (Refer to Figure 4.2b)</p> <p><b>C.</b> <u>170</u> parents enrolled in school or job training. (Refer to Figure 4.2.c)</p>
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**Challenges:** None

Table 4.1.a below is a comparison of families participating in Financial Education Programs by Grant Year.



\*For Me, For You, For Later was a pilot program in 2015-2016

\*\*Empower U and CFPB Financial Program were initiated in 2017-2018 with families

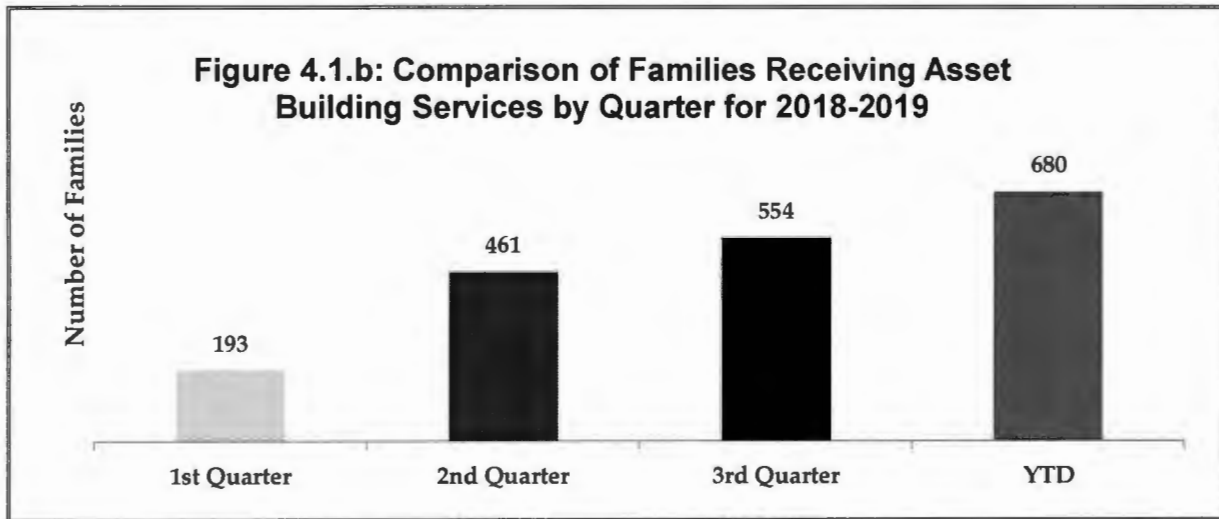
\*\*\*Getting Ahead was initiated in 2016-2017, was re-implemented again until 2018-2019

\*Abriendo Puertas/Opening Doors and Incredible Years will be re-introduce in 2019-2020

\*24/7 Dad was initiated 2018-2019

OCHS has successfully provided families with access to and receiving asset building services. As June 7, 2019, the PIR indicated that 33% of enrolled families identified a need for asset building services. OCHS met the families' need for services, and surpassed the 10% by providing services to an additional 12% of enrolled families. In total, 41% of enrolled families have received asset building services.

A comparison of families that received asset building services by the quarters is depicted in Figure 4.1.b below:

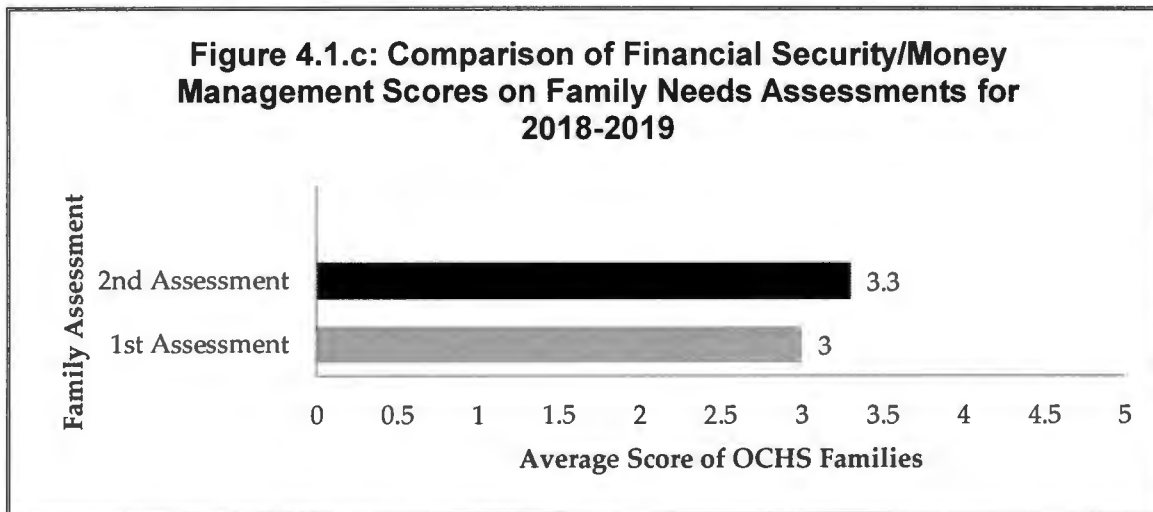


The numbers represented for Year 4-YTD are as of June 7, 2019

As shown in Figure 4.1.c, family assessment data indicates a 0.3 gain in the Family Engagement Outcome-Money Management-Financial Security. Based on the Likert scale used for Year 4, families scoring a 3 are starting to budget, establish checking accounts, paying bills on time, live within their means and opened savings accounts.

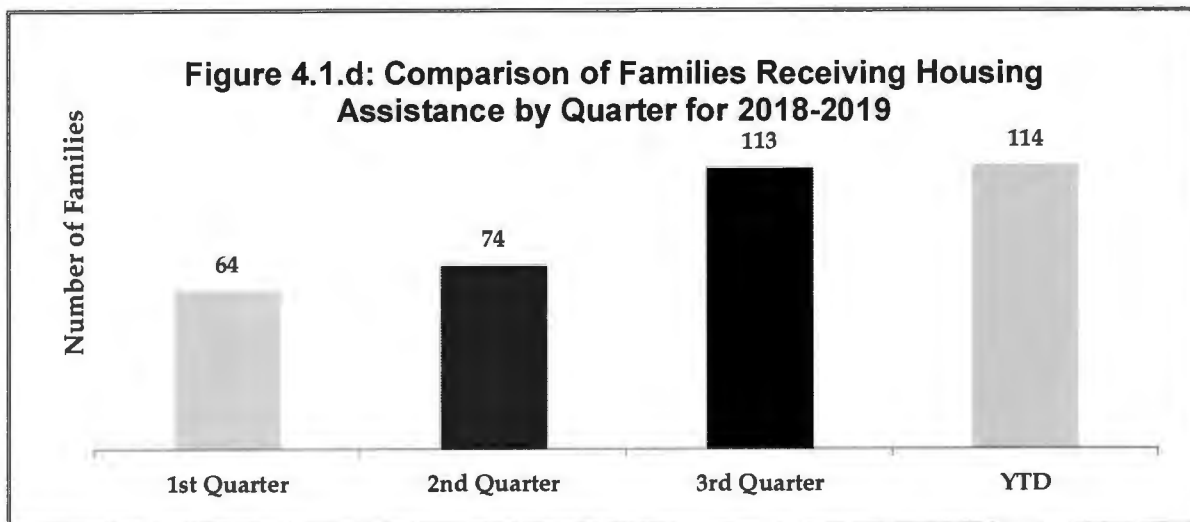


The data demonstrates families are following a household budget, saving, and paying off any debt.



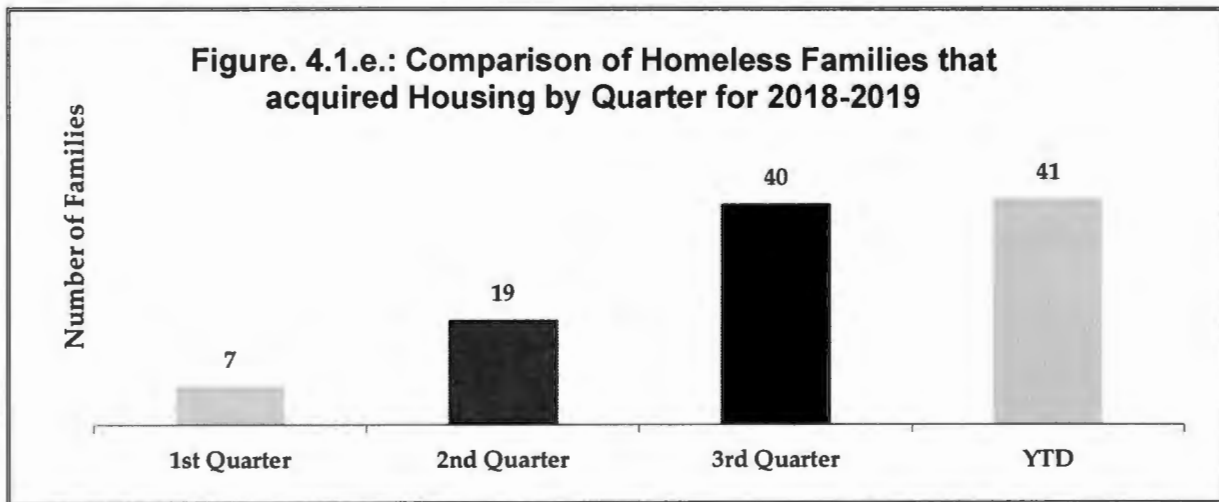
\*The numbers represented for Year 4-YTD are as of June 7, 2019

Figure 4.1.d, below depicts a comparison of families receiving housing assistance for the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> quarters during PY2018-19.



\*The numbers represented for Year 4-YTD are as of June 7, 2019

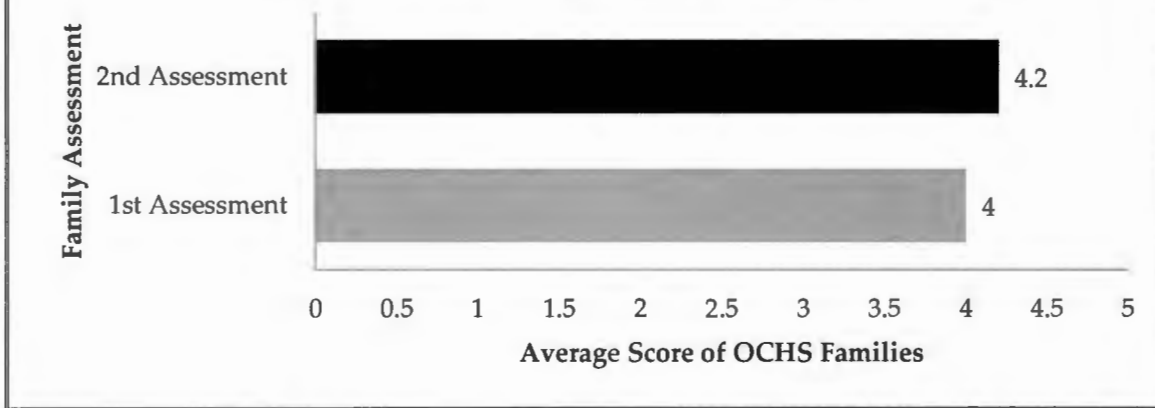
Figure 4.1.e below is a comparison of homeless families that acquired housing for PY2018-19.



\*The numbers represented for Year 4-YTD are as of June 7, 2019

Progress on families' attainment of education and employment is measured by family assessment data for families completing two assessments. As shown in Figure 4.2.a below, family assessment data indicates a 0.2 gain in the Family Engagement Outcome-Lifelong Learners. Based on the Likert scale used for Year 4, families scoring a 3 have a diploma/GED, set goals for higher education and participate in community learning opportunities. The data demonstrates families are moving toward pursuing higher learning and increased participation in other community learning opportunities.

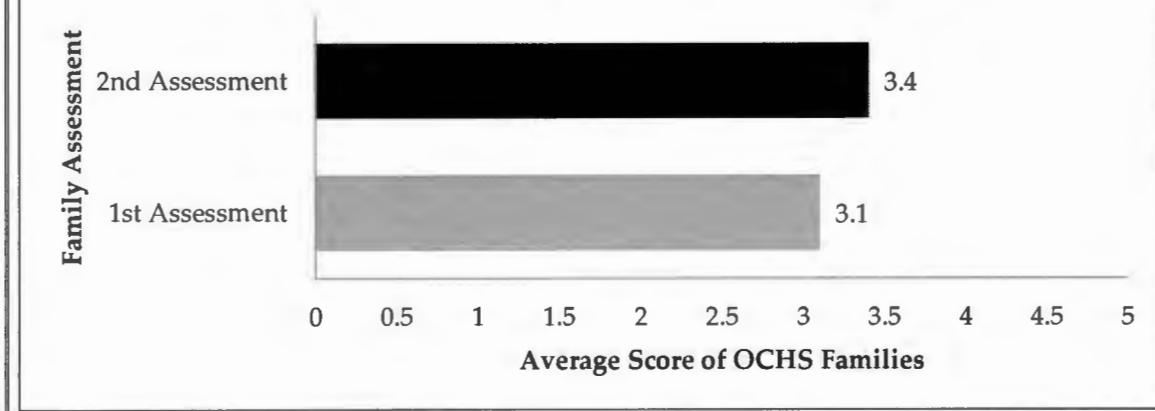
**Figure 4.2.a: Comparison of Education-HS Diploma/GED Scores on Family Needs Assessments for 2018-2019**



The numbers represented for Year 4-YTD are as of May 10, 2019  
\*\*The number of families completing two assessments (n) = 1,486

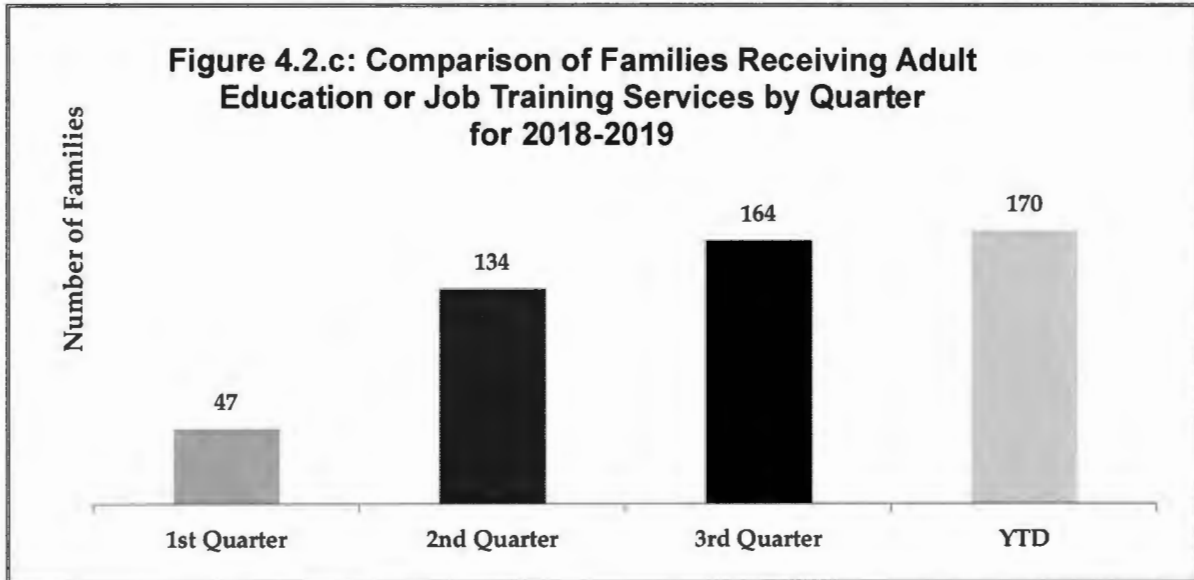
As shown in Figure 4.2.b, family assessment data indicates a 0.3 gain in the Family Engagement Outcome-Employment-Financial Stability. Based on the Likert scale used for Year 4, families scoring a 3 have consistent or permanent employment. The data demonstrates families are moving toward obtaining more ideal employment.

**Figure 4.2.b: Comparison of Employment Scores on Family Needs Assessments for 2018-2019**



The numbers represented for Year 4-YTD are as of May 10, 2019  
\*\*The number of families completing two assessments (n) = 1,486

PIR data was also reviewed to identify progress in families accessing services for adult education or job training. Figure 4.2.c below demonstrates program progress in the support of families accessing these services.



\*The numbers represented for Year 4-YTD are as of June 7, 2019

3. No additions, deletions, or revisions to school readiness goals since last year's application.
4. There are no changes to the Program Goals since last year's application.

#### **Sub-Section B. Service Delivery**

1. OCHS will continue to serve Orange County, Florida. The Head Start Program utilized the 2017 Community Assessment update as a guide for recruitment. These areas include target areas with the highest populations of eligible preschool children from economically challenged families.

OCHS continues to monitor Zip Codes such as: 32810 and 32809, as the populations of eligible children is growing. Eventually, OCHS will need to consider program expansion in these areas.

2. The population growth has skyrocketed over the past year, as 1,000 people per day move to Florida, the "Sunshine State". And it appears this pace will accelerate in the future. Jobs are the No. 1 reason people are attracted to the state. This trend is driven, in part, by the economic challenges in Puerto Rico, as reported by Viva Orlando. Most people are moving to Central Florida, making the Orlando a very attractive place for real estate investors who buy homes to rent on a long term basis to families in need of housing. The population explosion has placed significant burdens on Orange County, as it must provide new residents amenities such as affordable housing, child care, schools, and transportation resources.

There are 21,286 children 0-4 years old in Orange County, as indicated in 2015 American Community Survey (5 year estimate). According to the 2017 Community Assessment, there were an estimated 19,318 children (ages 0-4) living in poverty in Orange County. The Early Learning Coalition of Orange County serves an estimated 25,000 preschool children in its School Readiness and VPK programs.

Currently, an estimated 1,788 preschool children received exceptional education, as indicated by staff reports from OCPS Preschool Diagnostic Intervention Services. Compared to the 2015-16 (1,976) as indicated in the 2017 Community Assessment, there appears to be 9.5% less children in exceptional education. During the current school year, there were 1,621 preschool children screened.

There are 421 early education providers available to serve preschool children, which include: faith-based, private centers, and public schools. According to Enrollment Summary dated 5/15/2019, OCPS served 2,198 VPK and 1,906 Prekindergarten children during the 2018-19 School Year. Of those, there were 383 enrolled in exceptional education.

The rising cost of child care has adversely impacted employed families. Providing Full Day/Full Year services is beneficial to Head Start families for job retention. Data shows that 780 families received services during 2018-2019. More than 60% of those families are employed. The Full Day/Full Year option ensures that families may retain year-round employment.

Staff continues to recruit adults who are experiencing difficulties acquiring employment or advancing their career. Staff refers those families to various job training programs. OCHS serves 147 homeless families, which is a higher number than the previous year (111 homeless), a 32% increase. According to the data of OCHS homeless families, it appears to be a trend of serving more homeless families, year after year.

Family Service Workers (FSW) continues work with community partners to enhance recruitment of preschool children and ensure OCHS is targeting those families with the greatest needs. There has been a 64% increase in the number of families that need English as a Second Language (ESOL), compared to last year's data. There has been a 25% rise in individuals that need GED from last year's data. And a 12% increase of adults that need job training. Staff plans to increase its efforts to secure additional community partners.

As the Hispanic population rises, OCHS works in conjunction with Orange County Human Resources (HR) to ensure that there is a priority regarding recruitment and hiring of bilingual staff. Based on a review from the data, OCHS staff added ESOL as an assessment indicator on the Needs Assessment. It is noteworthy to elaborate on the service and recruitment areas relating to homelessness. In an effort to increase the number of homeless children and families that OCHS serves, staff has enhanced trainings that focus on homelessness. In addition, staff has partnered with the Orange County Public Schools (OCPS) Homeless Liaison to receive referrals for eligible homeless children. OCPS identifies eligible homeless children as defined by the McKinney Vento Act. Currently, OCHS has increased the number of homeless families in the total enrollment from 5% (PY 2017-18) to 11% in PY 2018-19.

3. OCHS will have no changes to the funded enrollment or program options.

4. OCHS plans to add one modular at Ventura Elementary School. This modular will provide office space for the Center Director and Family Social Worker, who will be available on the premises to serve Head Start families. The children at Lila Mitchell Head Start will be relocated to Mount Sinai Missionary Baptist Church to commence during the 2019-20 School Year, due to renovations at the Lila Mitchell Community Center. This move should not cause any hardships among families, as the new location is nearby. The expectation is to begin PY2019-20 at the new location with four (4) classrooms. In addition, OCHS will be relocating the two (2) classrooms of children from Denton Johnson Head Start to Hungerford Elementary School. OCPS offers state-of-the-art facilities for 21<sup>st</sup> Century learning and exceptional security for children. OCHS will continue serving the same area, but relocate the slots in a more effective manner.

5. OCHS has maintained recruitment as its priority, with the intent of reaching the families with the greatest needs. Every month, each site conducts three (3) outreach recruitment campaigns within their own community. In addition, staff engages in monthly activities throughout Orange County. Currently, OCHS maintains forty (40) formal agreements with public, private, not-for profit and faith-based organizations. However, staff will increase its efforts to work closely with the OCPS Homeless Liaison to recruit additional homeless children. Furthermore, staff will continue its working relationship with the BABY Court to recruit preschool children in foster care.

There are some changes to the Selection Criteria for 2019-2020 program year. The points for children with disabilities and IEPs have increased from 200 to 300 points. This revision will ensure the program meets the mandate related to serving at least 10% Special Needs children and serve at least 10% children with IEPs. In addition, the points for foster children decreased from 500 to 400. This will almost guarantee that homeless children will accrue at least 500 points, which will place them as a top priority. These changes were successfully approved by Policy Council and Orange County Board of County Commissioners respectively. The current selection criterion adequately reflects the needs of Head Start children and their families.

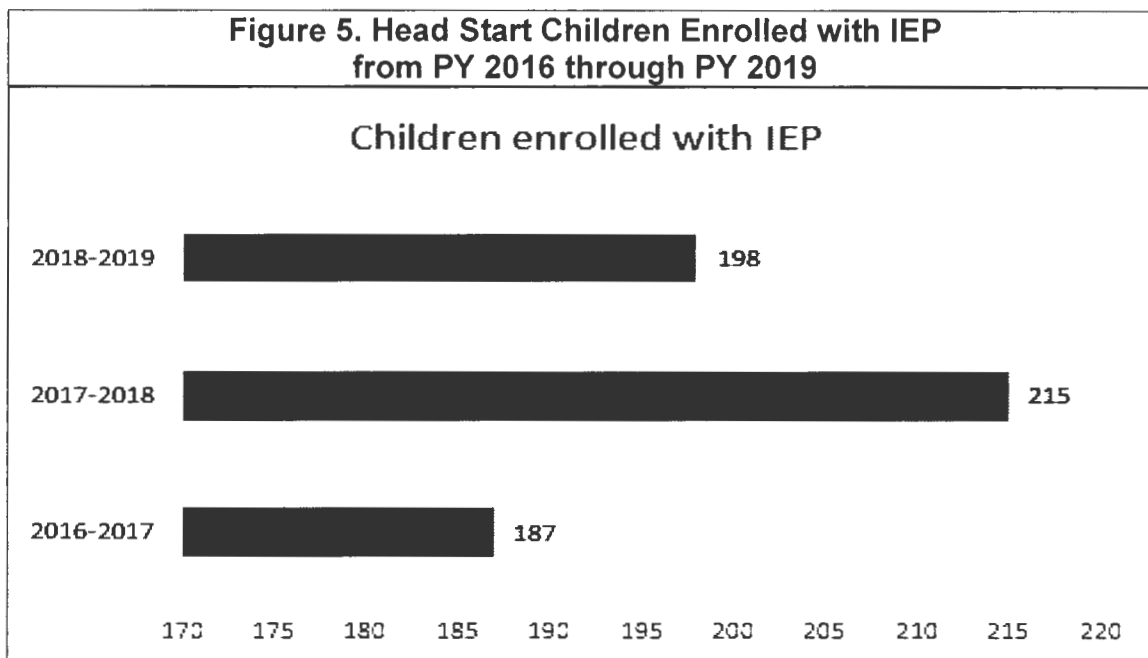
As usual, OCHS has been successfully compliant in meeting the 10% mandate of its total funded enrollment and is comprised of children with IEPs. The outcomes for this year are as follows:

- Average Number of Monthly Enrollment for PY 2018-19 is 99.6% (1,530)
- Average Number of Monthly Disabled Children Enrolled PY 2018-19 is 9.6% (147); Percentage of children enrolled with an IEP for PY 2018-19 is 12% (198)

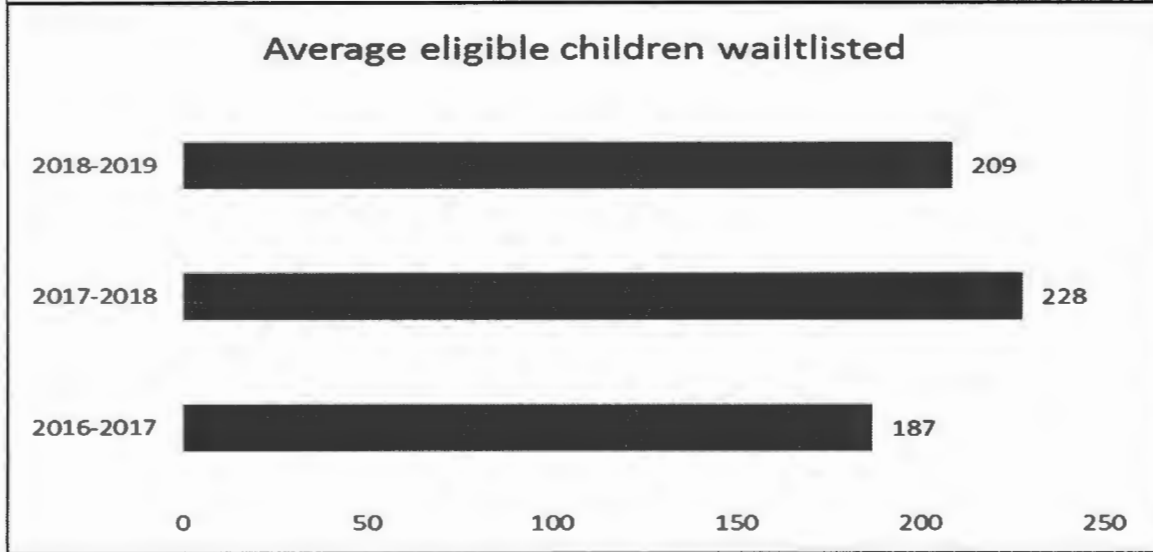


- Percentage of Foster Enrollment increased 22% (11)
- Percentage of Homeless Enrollment Increased 42% (168)
- Average Number of Eligible Children on the Waiting List decreased 8% (209)

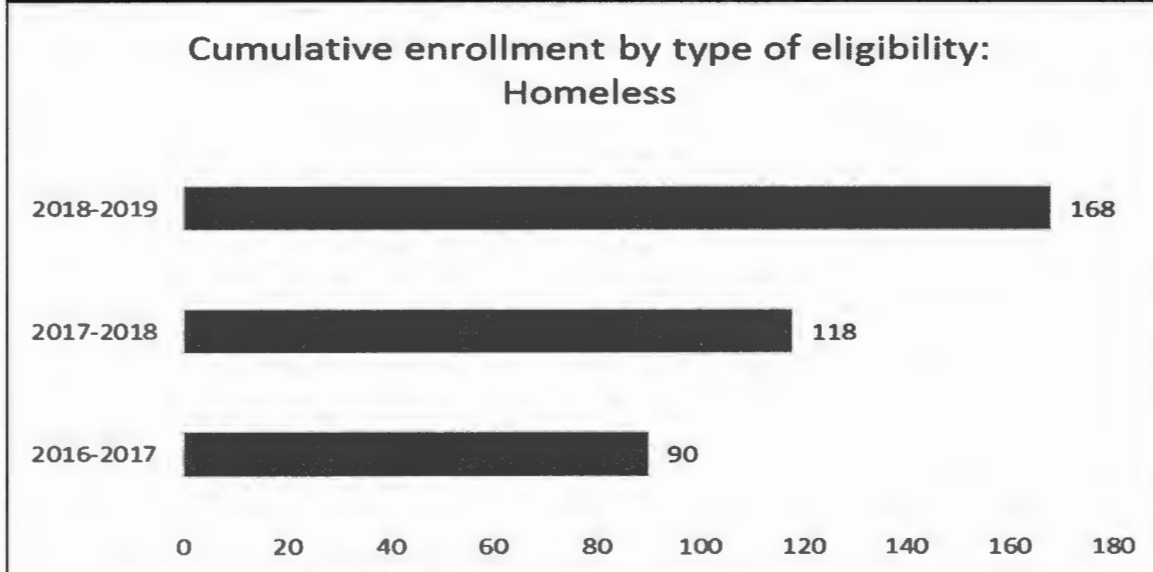
Figures 5 through 8, below, are graphs that show children enrolled with IEP; average children on the waiting list; cumulative enrollment of homeless, and foster care children for the past three years, from PY 2016 through PY 2019.



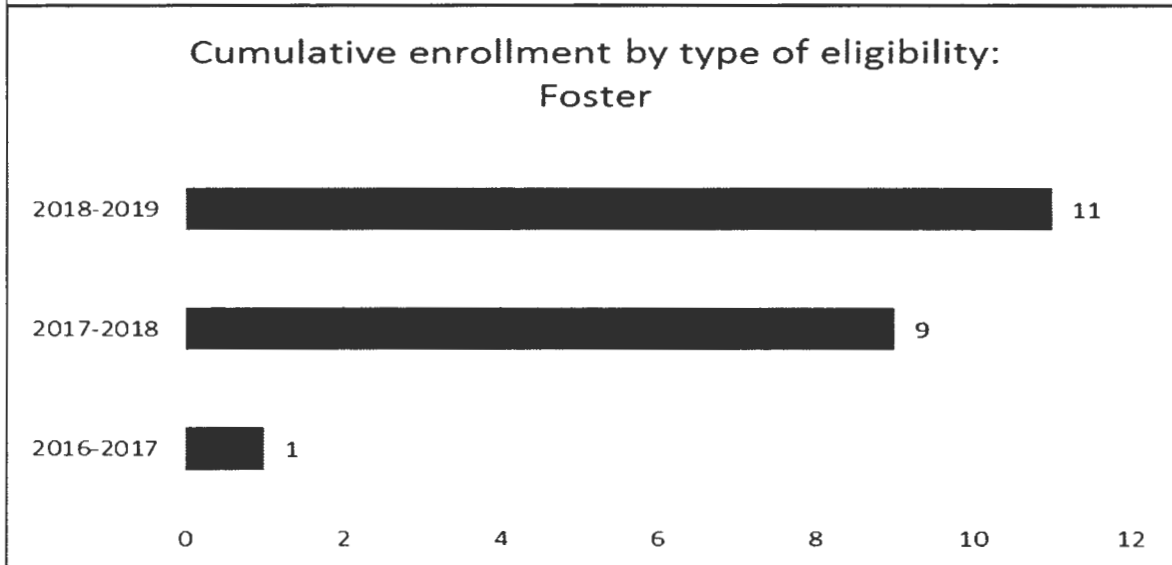
**Figure 6. Average eligible children Waitlisted from PY 2016 through PY 2019**



**Figure 7. Cumulative enrollment by type of eligibility: Homeless from PY 2016 through PY 2019**



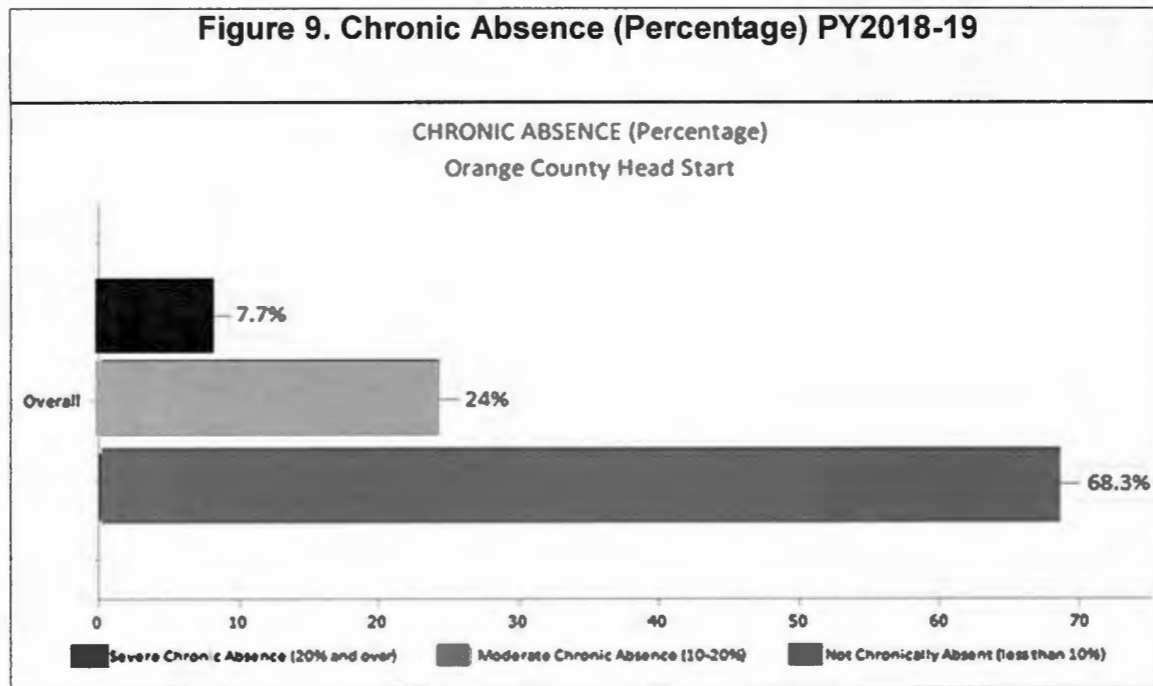
**Figure 8. Cumulative enrollment by type of eligibility: Foster from PY 2016 through PY 2019**



OCHS staff has implemented new strategies to educate families related to chronic absenteeism and promote good attendance among Head Start children. Staff has encouraged families to make sure their child attends all Head Start classes. Staff is utilizing an Attendance Report Card to discuss with parents/legal guardians the attendance of their children in a positive way. Additionally, staff sent letters prior to Thanksgiving to encourage families to bring their children to school. OCHS staff plans to utilize the new strategies and alternatives to promote good attendance on a continuous basis.

Despite the Average Daily Attendance remained at 90% for PY 2018-19, the program's average for good attendance was 68.32% and chronic absenteeism is 31.7%. Although the program has implemented new strategies for continuous improvement, OCHS continues to experience challenges to reduce chronic absenteeism. The primary

reasons that adversely impact attendance have been the following: Illness and/or Doctor's Appointments (43%), No Show/No Calls (24%), and Transportation (8%).



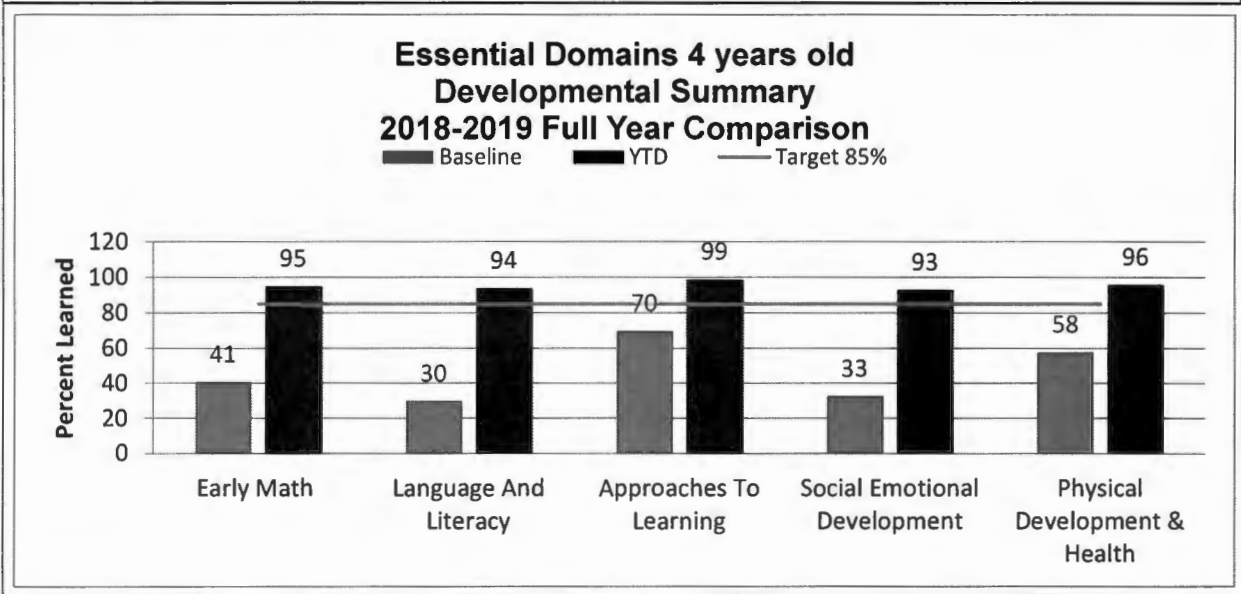
When there is a pattern of chronic absenteeism, staff coordinates and schedules parent conferences and includes nurses if the reason for absenteeism is due to illness. One of the major challenges to meet this criteria is due to a shortage of nurses. The program currently has three vacant nurse positions, which significantly impacts how staff works with plans to assist and support sick children and families. Nevertheless, Center staff continues to reduce the incidence of sickness by cleaning and sanitizing high traffic areas used by children in the classroom. However, despite our best efforts, the children not chronically absent increased from 63% in PY 2017-18 to 68% in PY 2018-19. In other words, the program decreased chronic absenteeism by only 5%, not 7%, as previously planned for the goal during PY 2018-19. As staff continues to better

understand the areas for improvement, staff will continue to expand its strategies and training to ensure reduced chronic absenteeism. Furthermore, staff will continue to educate parents on the adverse consequences of chronic absenteeism and its adverse impact on their child's academic performance in kindergarten, school, and beyond.

6. OCHS School Readiness goals include measurable outcomes that allow staff to analyze and determine trends, strengths, and focus areas for improvement. Based on the findings, a professional development plan was established to support Head Start teachers through developmentally appropriate curriculum, resources, and innovative teaching strategies designed to improve child outcomes.

Figure 10 on the next page represents the developmental summary of school readiness domains for all four years old children entering to kindergarten. The greatest growth, from baseline to the year-to-date, occurred in the developmental domains of Language & Literacy (LL 64%), Early Math (EM 54%) and Social and Emotional Development (SED 60%). The developmental domain that demonstrated the least amount of growth is Physical Health Development (PHD 38%) and Approaches to Learning (APL 29%).

**Figure 10: Essential Domains of 4 years old Children (PY 2018-2019)  
Full Year Comparison**



The overall outcome report indicates the children had growth in every developmental domain. This confirms, in addition to the natural attainments of typical developmental milestones, the extensive exposure to implementing curriculum with fidelity, positive behavior intervention services, and enrichment activities have significantly contributed to the overall development of the children. OCHS continues to focus on increasing and supporting the social and emotional competency of our teachers and their capacity to support the social and emotional development of children. The plan is to continue increasing growth in school readiness which includes: ongoing training, Practice-Based Coaching, and appropriate support in best teaching practices that promotes school readiness.

### **Early Childhood Ongoing Monitoring for continuous improvement**

The Education staff monitored all classrooms and lesson plans based on High Scope in the interest of fidelity to High Scope curriculum. The lesson plan now reflects more aspects of High Scope including greeting time, discussion topics instead of themes, literacy time, and large group with music and movement.

The monitoring data reflects 20% of the classrooms that have some challenges with implementing a variety of modalities for instruction related to High Scope fidelity in the daily routine such as greeting and literacy times. The goal for the PY 2019-2020 school year is: To provide one- on- one technical assistance to teaching staff who are experiencing challenges transitioning to the High Scope curriculum fidelity guidance related to daily routine, literacy time, large group, and plan-do-review. Staff will modify the lesson plans to simplify it and conduct more in-depth staff training to ensure that everyone fully understands all parts of the High Scope Curriculum. In the program's efforts to improve school readiness, OCHS entered into a formal Agreement with the Dr. Phillips Center for the Performing Arts to implement the provision of science and arts education for *Project WoW* (World of Wonder). The *Project WoW* initiative is a collaborative between the Orlando Science Center, OCHS, and Dr. Phillips Center for the Performing Arts. *Project WoW* is a hands-on, new early learning model that focuses on the integration of science and arts across existing curriculum. Its approach is to *mentor* preschool teachers. Dr. Phillips Center for the Performing Arts provided OCHS teachers with two days of training that included 18 lesson plans related to the following topics: scientific inquiry; senses and touch; sight and sound; smell and taste; states of matter; magnets; weight and measures; kitchen chemistry; energy; simple machines;

earth; sun and stars; space-moon; weather; ocean; desert; rainforest; and swamp pond. The professional development training is designed to help teachers encourage students to explore and interpret the world. In addition, Dr. Phillips Center for the Performing Arts provided children with take-home family learning activities to encourage parents to become stewards of their child's education. After the teacher training, a staff member from *Project WoW* worked in the classroom and assisted teachers with implementing the new curriculum. As a result of *Project WoW*, OCHS has increased its capacity to ensure that Head Start children have the critical preschool skills to succeed in kindergarten, school and beyond. Figure 11 represents data collected on all children at Callahan Head Start. It reflects the percentage of 45 children who exceeded the developmental achievement for each learning outcome domains for STEM.

**Figure 11: STEM Learning Outcome Domains Developmental Summary**

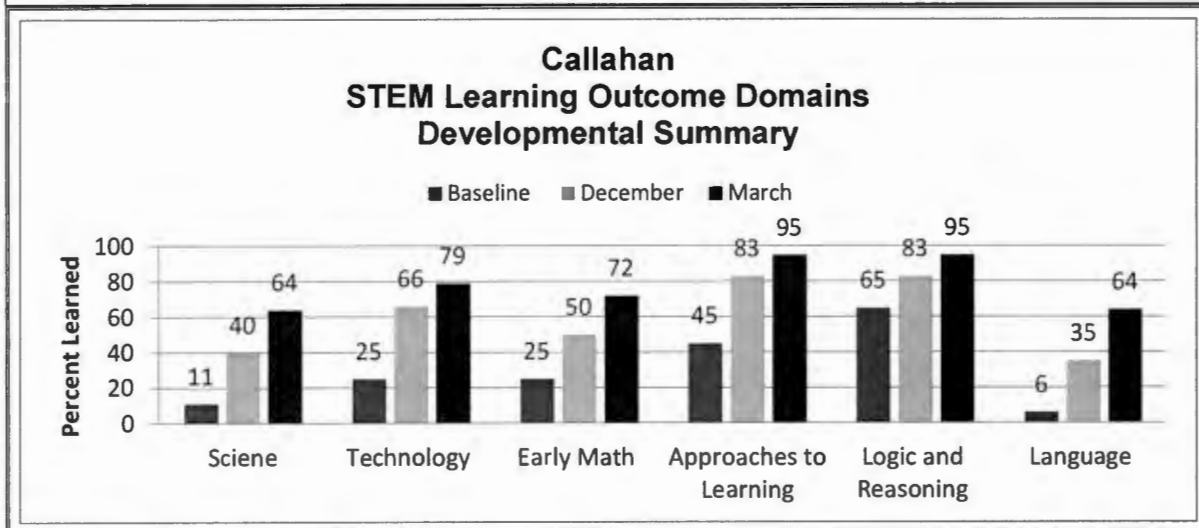
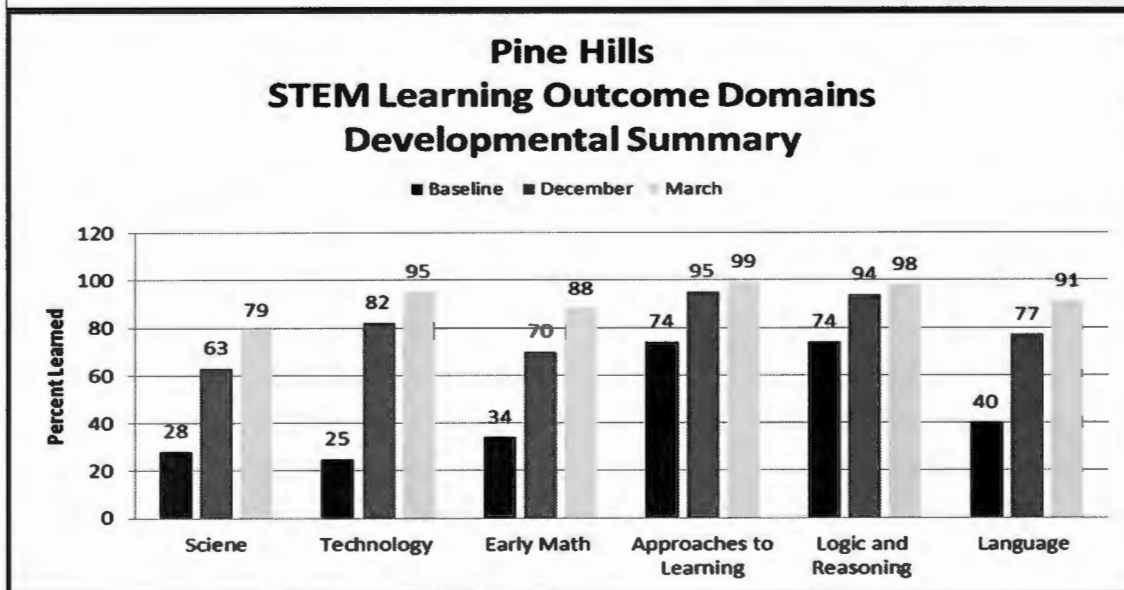




Figure 12 represents all 200 children at the Pine Hills Head Start program. The children made significant progress in relation to their starting points and are extremely well prepared for the next stage of their education. As a result, all children in the early years are making sustained progress that leads to outstanding achievement. The Dr. Phillips *Project WoW* made a significant impact on the children's success in the STEM related domains of early learning.

**Figure 12: STEM Learning Outcome Domains Developmental Summary**



7. Although OCHS has made major changes in the Health area, the program will not see the results of those changes until 2019-2020 School Year. OCHS changes were made to ensure up-to-date child health status, ongoing care, and timely follow-up care. Some of those changes included adding a Registered Nurse (RN) to the organizational structure. However, the RN will not be in place to the 2019-2020 School Year. The RN will have direct oversight of the Licensed Practical Nurses, Sr. Nutrition Coordinator, and Nutrition Coordinators. OCHS has observed that more children are suffering from

obesity as well as asthma, autism, eating disorders, food allergies, and attention deficit hyperactivity disorder (ADHD). The RN will assist the program in taking more of a clinical approach of dealing with these chronic health conditions. The RN will directly supervise staff and ensure children's health records are up- to- date, action plans are implemented and meeting with parents, as serious health conditions occur. The program is hopeful to attain higher child outcomes, more accurate information/data in the software system, and fewer areas for improvement during ongoing monitoring of the Health Unit.

Other changes, which is due to continuous quality improvement, is the full implementation of the incident/accident modular in the Childplus system. During the Self-Assessment pre phase, which is the collection of data, the program was unable to pull data related to the number of children accident/incidents to determine if professional development was needed on health and safety, zoning and other trainings that help to decrease accidents/incidents. Due to the program's inability to produce the required data to make program decisions and continuous improvement, a pilot project was held in which two sites used the software system to record children accidents/incidents in the system. The pilot was successful, and all staff was trained in small groups. The use of the accident/incident modular in Childplus will be used in all 22 Head Start centers next program year.

OCHS introduced Adverse Childhood Experience (ACES) to the staff and parents this year. All staff was trained on ACE's and took the ACE's screener, the result of the screening is that additional training is needed to educate staff on ACE, and good mental

health. OCHS will focus its efforts in the area of social and emotional development and mental health counseling. The staff will attend trainings on trauma informed care, trauma sensitive classrooms and mental health awareness and prevention. OCHS has also provided opportunities for staff mental wellness.

All teaching staff has been trained in the implementation of the HIGH SCOPE 6 steps of Conflict Resolution for the classroom. OCHS has had conversations to collaborate with Orange County's FOCUS program that provides mental health services for older children and adults in the community. Each center has established a wellness challenge for their staff and each In-service Training includes a session on staff wellness. Based on individual center staff needs, training has also been provided in the areas of teamwork, stress management, communication, and relaxation techniques.

8. The Parent, Family and Community Engagement area made several changes as a result of the ongoing oversight and using data for continuous program improvement. There has been a change with the roles and duties of the Sr. Family Service Workers in Parent, Family, and Community Engagement Unit to ensure staff maintains professional development that promotes positive, goal-oriented relationships, reflective practices, workforce development, parents receive services, and builds strong family engagement to improve school readiness outcomes.

Below is a chart that describes each unit within Parent, Family, and Community Engagement and their respective program responsibilities.

<b><u>Parent &amp; Community Engagement</u></b>	<b><u>ERSEA</u></b>	<b><u>Case Management</u></b>
<ul style="list-style-type: none"> <li>➤ Parenting Curriculums</li> <li>➤ Program Governance</li> <li>➤ Train the Trainer</li> <li>➤ Monitoring</li> <li>➤ Outcome Tracking</li> <li>➤ Reporting</li> <li>➤ PIR</li> <li>➤ Development of Community Partnerships</li> <li>➤ Implementation of Community Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>➤ Eligibility, Recruitment, Selection and Enrollment</li> <li>➤ MDT Meetings for Applicant Eligibility</li> <li>➤ Quarterly ERSEA Meetings</li> <li>➤ ERSEA Trainings</li> <li>➤ Support of Attendance</li> <li>➤ Attendance Monitoring, Action Plans and Outcomes</li> <li>➤ Monthly Attendance Reports</li> <li>➤ Outreach Activities</li> <li>➤ ERSEA Monitoring</li> <li>➤ Outcome Tracking/Reporting</li> </ul>	<ul style="list-style-type: none"> <li>➤ Direct Supervision of Family Service Workers</li> <li>➤ Attendance Monitoring</li> <li>➤ Family Needs Assessment</li> <li>➤ Partnership Agreement</li> <li>➤ Medical/Dental Home</li> <li>➤ Training</li> <li>➤ PFCE Training Institute</li> <li>➤ Outcomes Tracking</li> <li>➤ Reporting</li> <li>➤ Monitoring</li> <li>➤ Parent Meetings</li> <li>➤ PIR</li> </ul>

The ERSEA Service Area, which currently has one ERSEA Coordinator, will have an additional staff, a Family Service Worker, who will assist the ERSEA Coordinator with workload overflows and eligibility applications. The PFCE Unit implemented the 24/7 Dads/ Fatherhood curriculum this year. The program expects higher participation from fathers/male figures, and to see more fathers as leaders. The Fatherhood curriculum

builds a relationship, which is an invaluable contribution to the children's well-being and promotes physical, emotional, social, and spiritual development.

The Family Needs Assessment was revised this year, based on the recommendations in the Self-Assessment. The Self-Assessment noted the program was not collecting the family needs related to English as a Second Language (ESOL). This is extremely important in Orange County, due to the growing population of Hispanics/Latino families moving to the area, as indicated in the 2017 Orange County Community Assessment. Other revisions to the needs assessment included adding indicators that allowed the program to assess the families' knowledge of transitions. Although changes were made, the program has not had adequate time to determine if growth occurred in those areas.

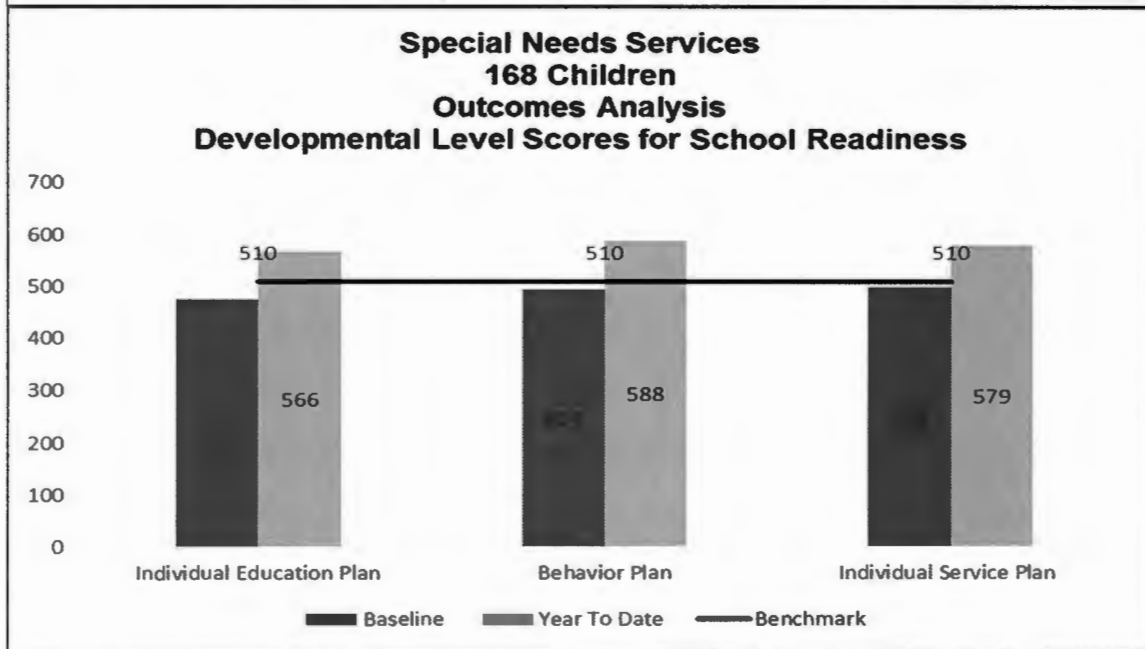
OCHS held its first Health and Resource Fair with over 50 education and social services organizations. The vendors that participated in the resource fair represented the needs of the families, as identified in the family needs assessment. The implementation of the Health & Resource Fair was due to high requests from parents, as indicated on the needs assessment and parent interest survey. Parents requested opportunity for linkages to services that help families become self-reliant. OCHS had six Family Service Workers to complete the Family Services Credential program. The Sr. Family Service Worker selected staff based on the results of staff monitoring, need for more case management training and staff goals from their own professional development plans. The Family Development Credential Program (FDC) is a professional development training that provides frontline staff with the skills and competencies they need to empower families. FDC-trained staff helps families capitalize on their strengths and set

attainable goals. Since the Parent Family and Community Engagement experienced challenges in parent outcomes this training was relevant to help increase parent outcomes.

9. OCHS continues its ongoing collaboration with Orange County Public Schools. Currently, OCPS has an evaluation team assigned to Head Start and have 168 children who are dually enrolled with OCHS and OCPS. Teachers from both programs communicate, at least monthly, to discuss children's progress toward IEP goals and how to best meet the children's needs. In addition, center base training has been provided to enhance the skills for Head Start teachers to individualize and plan activities for children with IEPs or center based therapy services (ISPs and Behavior Plans), based on their goals. Figure 13, below represents the child's developmental level and scores for school readiness, which is the child's position in a path of development, comprised of a series of ordered capabilities outlining a developmental progression for a given developmental area.

Figure 13, on the next page, depicts the outcome analysis for special needs children with benchmark, baseline, and Year-to-Date progress related to their Individual Education Plan (IEP), Behavior Plan (BP) and Individual Service Plan (ISP):

**Figure 13: Special Needs Children Services**



**Mental Health Disability ongoing monitoring for continuous improvement**

The Disability and Mental Health staff monitored all classrooms on three separate occasions during the PY2018-19. The level of compliance increased with each monitoring. Nevertheless, there is still 23% noncompliance. The monitoring data reflects that some of the new social and emotional strategies that were introduced during this school year are not fully implemented with fidelity. OCHS staff is now using High Scope's Six (6) Step Conflict Resolution strategies, which address children's feelings and allows time for children to calm down and begin exploring the problem solving process. The monitoring team has indicated that not all Teachers were using the Six Step Conflict Resolution strategies, and some teachers experienced discomfort during the implementation. The monitoring results also revealed that although staff has a beautiful visual schedule, they are not using it interactively, nor following it throughout

the day. OCHS is aware that the implementation of new changes takes time. However, management encourages all staff to practice the new conflict resolution strategies to help children improve their overall social emotional development outcomes. The goal for the 2019-20 school years is to re-introduce the new social emotional strategies at pre-service and provide additional training at the center level to have more intimate discussions surrounding the pros and cons of these strategies.

10. During the PY2018-19, there were 51 children transitioning from Early Head Start to Orange County Head Start. Staff continues to collaborate with Community Coordinated Care for Children (4C) and Children's Home Society to ensure a seamless transition for children and their families. OCHS will coordinate with public and private schools to ensure the children's relevant records are transferred and shared with their kindergarten school placement for the following year. The parents signed consent to exchange the kindergarten school placement information and all school information is certified and mailed with a Kindergarten School Readiness checklist, which is comprised of the five essential domains, on each child transitioning to kindergarten. The record is very useful in facilitating the continuity of learning and development for Head Start children who are entering Kindergarten the following year. At the commencement of the new school year, all kindergarten teachers/administrators who have Head Start children in their classrooms are surveyed to determine the child's school readiness level. The findings are used to support the successful transition for the newly enrolled children who will be transitioning the following school year. For children receiving special needs services, the program increased its Disability Transition conference schedule from once per year to twice per year. The first transition conference was held in November 2018. More than



60 Head Start families attended the conference. They received training and resources relating to Speech and Language development, Behavior Concerns-Management at Home and School, Americans with Disabilities Act (ADA) Advocacy, Rights and Responsibilities, Trauma, Adverse Childhood Experience (ACEs) and its Effects, and Community Resources- Beyond Head Start. The second conference was held in April 2019 and its focus topic was transitioning to Kindergarten and summer activities to maintain critical preschool skills required to succeed in kindergarten.

11. Not applicable

12. There are no changes in transportation. However, data did reveal that 6% of absenteeism was due to lack of transportation. OCHS is exploring alternative transportation resources.

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

#### **1. Governance**

There have been significant changes related to the Governing Board, due to the local primary and general elections in 2018. Mayor Jerry L. Demings was sworn in on December 4, 2018 as the 5<sup>th</sup> elected Mayor of Orange County and is the first African American to serve in the role.

Mayor Jerry Demings worked as an accountant before beginning a career in law enforcement. He joined the Orlando Police Department in 1981 after certification from the J. C. Stone Memorial Police Academy. In addition, he worked in the department as a detective before he became chief in 1998, serving until his retirement after 21 years

with the department in 2002. In 2002, he was named Director of Public Safety for Orange County, a position in which he served until 2008.

In addition, there were four (4) elected County Commissioners from Districts 2, 3, 4 and District 6 in 2018. The new Commissioners are as follows: District 2 Commissioner Christina Moore, who served 10 years on the OCPS Board; District 3 Mayra Uribe, who served as an aide to U.S Senator Bill Nelson, where she helped the citizens of Florida deal with issues they had with the military, FEMA, immigration, transportation, and labor matters; District 4 Commissioner Maribel Gomez Cordero, who was a former Head Start parent and Policy Council Representative in Puerto Rico; and District 6 Commissioner Victoria P. Siplin was re-elected and she serves on the Policy Council as non-voting member, as a Liaison to the Board of County Commissioners and attends regularly.

Mayor Jerry L. Demings has implemented reorganization of the County's structure to streamline services. As a result of the newly elected Mayor, District Commissioners, and key staff appointments, OCHS has expanded its training for its governing board.

During this past year, nominations and voting occurred for a new slate of officers for the following Policy Council positions: Chairperson, Vice-Chairperson, Treasurer, Parliamentarian and Secretary. The outgoing Executive Committee vacated their seats last year. Two of the new Community Representatives have Law and Finance degrees, respectively. Also, a new Community Representative was added from Fifth Third Bank.

2. The Senior Program Manager for the Childhood Health & Parental Services, who worked in various capacities, retired after 27 years with OCHS. This vacancy provided

an opportunity for the leadership team to review two years of program data and assess gaps in the organizational structure. Based on this data review, it was determined the Head Start structure no longer needed supervision at the level of a Sr. Program Manager. The program needs additional mid-level management staff to ensure persons are in place and develop strategies to achieve program objectives. To that end, OCHS plans to implement structural changes to reduce the span of control between senior level management, middle management and field staff, which will improve program efficiency and effectiveness. Adding mid-level management staff will also ensure that staff acquires information from Senior Program Managers and information is disseminated to field staff. The Program Managers will supervise lower ranked staff and relay information, data, analysis, and details through the organization.

Under the new organizational structure, which includes additional levels of management, the program will reduce its span of control, which effectively supports program service area operations. The realignment will provide greater efficiency both internally for Orange County and external agencies involved with the Head Start Program. More importantly, the new organizational structure will improve service delivery to Head Start children and their families.

The Early Childhood & Developmental Services section is currently the largest unit with over 200 employees. The Mental Health & Disabilities unit was added to the Early Childhood unit, but there were not any mid-level management staff added which impedes the Senior (Sr.) Program Manager's capacity to achieve program objectives. In order to adequately support the large number of employees and responsibilities associated with the unit, it will be clearly advantageous to add a Program Manager. The

Program Manager will support the Sr. Program Manager, so that program outcomes may be fulfilled successfully.

The Childhood Health & Parental Services unit, which has proportionally smaller number of employees, was previously supervised by a Senior Program Manager. After analyzing the continuous program improvement data, and the numerous concerns in the Health unit, OCHS management staff decided to add a Registered Nurse. The Registered Nurse (RN) has direct clinical oversight of health, dental, and nutritional services. The RN will provide overall supervision of employees assigned to the area.

The Parent, Family and Community Engagement Unit is a part of the Childhood Health & Parental Services, which has two existing Sr. Family Service Workers. The Sr. Family Service Workers provide leadership support and oversight within the Childhood Health & Parental services unit, which provides another level of management. The Head Start leadership team is confident that the reclassification of the Sr. Program Manager to a Program Manager, in conjunction with the Registered Nurse and Sr. Family Service Workers, will provide more than adequate supervisory coverage for effective functioning of this service area.

As a result of the reclassification of the Senior Program Manager to Program Manager, proposed changes to staffing and organizational structure, the program will experience an overall cost reduction for supervisory staff. And the savings will mean additional funds for direct services to children and their families.

The responsibility of the Quality Assurance Unit has continued to expand to the point of needing dedicated managerial oversight of the Monitoring and Evaluation Coordinator staff. The job duties of the position and accompanying responsibilities are more closely

aligned to the level of responsibility required to provide oversight of the unit. In order to more adequately support the job duties and responsibilities required of the Monitoring and Evaluation staff, OCHS is requesting authorization to reclassify one (1) of three (3) existing Monitoring & Evaluation Coordinators position to Sr. Monitoring & Evaluation Coordinator, which will affect both the position title and pay grade.

During the past two years, changes were made to align position titles, and add positions that were required in the revised performance standards. Orange County Head Start (OCHS) is now in compliance with all the positions required by the federal standards. The operational changes approved by both the Policy Council and Board of County Commissioners helped the program meet program requirements and increase program outcomes. As the program moves forward with continuous quality improvement, the program took an in-depth look into the gaps in service, workload and best practices across the organizational chart. According to the findings in program data, adding additional positions would help close gaps in services, workload, playground maintenance, monitoring, compliance, checks and balances, service, medical referrals and moving with trends in early childhood education. The following positions were added: *Maintenance Tech* -OCHS determined that one additional full-time Maintenance Tech was needed to cover the increasing work load of facility issues at the 22 Head Start Centers. The maintenance tech position allows the program and its centers to remain in compliance with the Head Start Program Performance Standards section 1302.52(c) and state licensing requirements. This position supports the increasing new requirements implemented by the Department of Children and Families. OCHS staff believes that dividing that work-load geographically will increase efficiency and work-

order completion. *Registered Nurse (RN)*-Florida Statutes requires that all work of a Licensed Practical Nurse (LPN) must be completed under the supervision of a Registered Nurse or Licensed Physician. Furthermore, the Head Start Program Performance Standards 1302.42 requires that "programs must facilitate further diagnostic testing, evaluation, treatment, and follow-up plans, as appropriate, by a licensed or certified professional for each child with a health problem or developmental delay, such as elevated lead levels or abnormal hearing or vision results that may affect the child's development, learning, or behavior". Currently, OCHS has 237 students on health action plans, and 165 on dental action plans. This requires extensive follow-up and supervision by an RN. The RN position will oversee the Licensed Practical Nurses and provide guidance related to new trends in nursing and early childhood education. In addition, the RN will allow the program to take a more clinical approach in providing services and supporting parents of children with serious health conditions. *Family Service Worker* -OCHS plans to add a Family Service Worker to its program to reduce case overload. Research studies indicated that the average caseload of child welfare workers should be between 24-31 families. Currently, the average caseloads of caseworkers are 68-70 with the more seasoned staff at 75. Excessive caseloads have been found to contribute to both secondary traumatization and burnout, which often leads to higher worker turnover. In addition, research indicates that social service programs with higher caseloads see a decline in both the quantity and quality of services provided to clients. The program continues to address this issue by utilizing casual employees; however, it is a short- term solution to a long-term problem.

3. OCHS continues to implement a four-tiered monitoring system, in which staff at each level is using the Internal Monitoring Suite (IMS) to record monitoring results. There have been a few updates to ensure the effectiveness of this system. In addition the IMS staff is required to complete a series of self-monitoring, at the first and second levels of monitoring. During this process, ChildPlus Reports are generated and used to document and track efforts as well as recorded. The monitoring results are summarized and further analyzed during a review process every quarter. In addition to summaries for ongoing monitoring results, summaries of progress toward goals and objectives are developed and reported quarterly. These summaries are used to determine whether non-compliance issues are being resolved and whether performance targets are being met.

Updates to promote effective health and safety practices include improvements to the management and oversight of data regarding accidents/incidents involving children at the centers. The program has recently executed a pilot project, in which designated centers will be required to document accidents/incidents using ChildPlus, rather than a paper format. The program's goal is to improve the availability of accident/incident data so that appropriate decisions can be made to prevent reoccurrences of injuries; particularly when they occur because of materials and/or equipment used by the program. Results of the pilot project will be used to finalize procedures and full implementation is anticipated for the new school year.

## Section II. Budget and Budget Justification Narrative

### 1. Salary Structure Increase

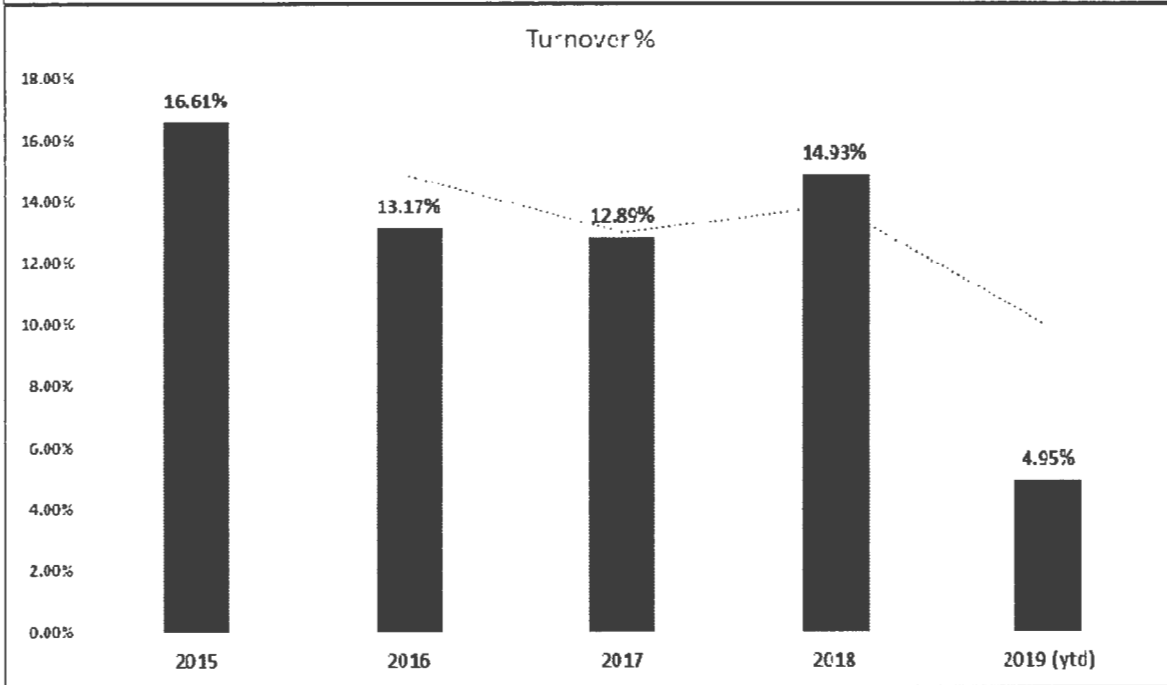
A 4% salary increase has been approved for the 2019-2020 FY. In addition, retirement has increased from 8.2% to 8.47% along with a \$900 increase in insurance per employee. The County's financial contribution of \$1.7 Million will support the Head Start Program's capacity to reward employees with competitive wages. Another 4% will place the program on equal footing with the Teacher salaries of Orange County Public Schools.

It is evident too, within our program that the teachers valued the increase and it showed in the classroom. The teachers were motivated and we saw an improvement in performance. They demonstrated and displayed self-respect, responsibility, motivation and a sense of accomplishment which overall impacted the children learning and development. Another benefit from the increase is a higher percentage of retaining teacher assistants in the program for this school year. Over 60% has committed to continue their education in the hopes to seek more opportunities in the program.

Figure 14, on the next page, indicates that the turnover should be at a five year low in 2019.



**Figure 14. Head Start Employee Turnover from PY2015 through 2019**



## 2. Food Service Contract

The total Food and Dietary costs are estimated over \$2,200,000 for PY 2019-2020. However, the total costs of the current Food Services Contracts are in alignment with the Child Care Food Program (CCFP), which will provide reimbursement of more than \$2 Million for children's meals and snacks. Orange County Public Schools Meal Agreement with OCHS will provide meals for 9 public school locations. The remaining 13 Head Start centers are supported by an approved caterer through the CCFP.

Orange County awarded GA Food Services, Inc., a state certified caterer, a term contract as the vendor for non-school sites in 2017. However, staff recognized that there were many discrepancies with GA Food Services deliveries, temperature, missing items, and overall food quality. The greatest issue was that children were not eating the

meals. As a result of these factors, management staff decided not to renew the GA Food Contract. This year, the County awarded the Food contract to Second Harvest Food Bank. Instantly, the Head Start children appeared to be satisfied with the taste and quality of the meals. Staff reviewed its ordering and receiving processes, attendance, record keeping, and invoicing. This process revealed programmatic issues from receiving the food to payment. As a result, the program decreased waste by 10%. The food service contract will be up for formal bid during the upcoming summer 2019.

#### Orange County School Board Facility and Land Use Agreement

OCPS is anticipating a renewal of Orange County Public Schools (OCPS) Facility and Land Use Agreement, which will provide 10 School Locations and more than 30 classrooms in 2019-2020. This Lease includes land use for modular and permanent classrooms, utilities, janitorial, maintenance and administrative services for the classrooms. Moving forward in PY 2019-2020, OCPS is requiring OCHS to pay for the modular classroom installation/set-up. The installation/set-up cost may be up to \$60,000 per modular building. The County believes that Head Start's presence is necessary to accommodate the growing population of eligible preschool children in the community.

#### 3. COLA Funds

The FY 2018-19 COLA funds, in the amount of \$231,317, is being used to hire a Registered Nurse, Family Service Worker, and Maintenance Tech. Funds will be used increase work weeks for Sr. Family Service Workers and Licensed Practical Nurses from 49 to 52 weeks annually. In addition, Head Start plans to purchase a vehicle for

the Maintenance Team. The remaining funds will be used to purchase technological equipment for tracking daily attendance and soft materials for the playground.

#### 4. Financial and Property Management System

Orange County Government uses financial management software systems Advantage, Web Focus, and PeopleSoft to track grant funds, property, and assets. These digital systems allow staff to collect data related to transactions, expenditures, and revenues and may be viewed, as deemed necessary. These systems support documentation on programs progress, projections, and actual expenditures in specific program areas. This system does not allow for funds outside of Head Start to circulate within grant funding. All funds are overseen independently from each other.

Orange County's Property Accounting Department of the Comptroller's office, uses a management system that records assets and ensures proper use of assets. Annually, the department conducts an inventory check. For vehicles, Orange County Government Fleet oversees vehicle assets and performs regular maintenance and repairs. Orange County Facilities Management oversees county-owned facilities, maintenance, and repairs.

The County has also introduced new Uniform Guidance policies and processes. This has proven to be a challenge in the way Head Start has conducted business. Despite the challenges, the county has been able to strengthen processes along the way. This experience has built a stronger relationship with the county as they learned how unique and important Head Start is in the community.

Among new changes, Orange County Government has new real estate and lease process which has given OCHS much support through negotiation and protection.

OCHS also has the ability to find county space to expand services, events and training for our families and staff. In 2019-2020 OCHS will be working to find a location to open a training center.

In last year's grant application, OCHS indicated that the program needed extra maintenance support. This year, OCHS established a work order system in ChildPlus, which allows staff to track and manage work orders. ChildPlus has improved the consistency and assisted staff to perform maintenance in a timely manner to meet the Head Start Center's needs, as well as plan for spending more efficiently.

OCHS will be launching new warehouse management software called Maximo, which is an electronic software system. Maximo will be used as a tracking station between the warehouse and all 22 Head Start centers. It will also provide staff with consistent accounting of inventory. Once Maximo is instituted, staff may begin to change the internal purchasing procedures. Also, Maximo will be extended to the maintenance work-order system, thereby allowing the program to streamline the system.

#### 5. Non Federal Match

The Non-federal match is supported through several sources including a) Head Start's In-Kind contributions and Volunteer program, b) donations, c) county support, and d) the State of Florida Voluntary Pre-Kindergarten Program. The non-federal match source is as follows :

<b>Source of Non-Federal Match</b>	<b>Estimated Amount</b>	<b>Valuation Methodology</b>
In-Kind and Volunteer Program	\$ 1,900,000	Amount expected to be collected from parent; former parent's and volunteers in the center along with In-Kind donations to the classroom.
Donations	\$ 15,000	Various Donors
County Support	\$ 1,700,000	*Salary Support
FL VPK Program	\$ 1,225,800	Provided by 540 hours per child (700) at rate

Head Start's volunteer program has provided a large amount of support to the program in PY2018-20190. Staff has encouraged parents to donate at least ten (10) hours a month to their child's classroom, supporting not only in-kind but parent development with their children. Former parents and grandparents are also invited to volunteer in our classrooms continuing the relationship after the children have graduated from the Head Start program. Staff has also improved the internal process of data collection. This has been done through training and assigning centers to administrators. As a result of these improvements, staff has been able to collect in-kind hours more accurately, which has led to increasing in-kind contributions.

Head Start has procedures and multiple levels of checks and balances to ensure in-kind is allowable, allocable, and reasonable. Accuracy starts at the center level, is processed at the administrative level, entered into ChildPlus for tracking and sent to Orange County Comptroller for final review.

Orange County has entered into formal agreements with various public, private and non-profit organizations, which provide valuable support to the Head Start Program. The partnership agreements are as follows:

- Adult Literacy League – Reading and literacy for parents
- University of Central Florida – Nurse and Social Work Student Interns
- Florida Transitions – Transition of children from Part C (IDEA) to Part B
- Early Learning Coalition – Coordination of Early Childhood Programs
- Orange County Library System – Story tellers and training for parents
- Urban League – Employability, financial literacy and child abuse prevention workshops
- YMCA of Central Florida – Swimming Lessons
- Goodwill Industries – Job Training for Head Start Parents
- Fifth Third Banks – Financial Literacy
- Children’s Home Society – Transition between Early and Head Start
- Nemours Foundation – Vision and Hearing Screenings
- PNC Bank – Financial Literacy
- Volunteers for Community Impact – Volunteer senior citizens/grandparents

The Volunteers for Community Impact, (formerly Foster Grandparent) supports the classroom through senior citizen volunteers. The VCI program has provided more than 80 grandparent volunteers who have contributed 3,850 hours in the classrooms per year. Orange County provides \$22,280 for this service. As a result of this intergenerational program, the social activity levels of children have increased as well

as social/emotional development. In addition, the senior citizen/grandparents volunteers have also experienced an overall improvement in their health and wellness.

Donations have provided classroom and nutritional supplies, field trips, and other support to the program. An example of support comes from A Gift for Teaching (AGT). Orange County Teachers from eligible high-need schools can shop once at AGT locations. The Gift of Teaching's primary goal is to reach as many teachers they can. This resource has offered the program an alternative resource to acquire free school supplies, so we can help the neediest students.

Smart City, a partner with Orange County Convention Center, has provided OCHS with \$25,000 per year in technology support for children for more than five years, but heard that the funds would be reduced and/or eliminated for PY2018-19. Nevertheless, Smart City pleasantly surprised OCHS when they made a donation of \$20,000 for PY 2018-19. This year, OCHS plans to purchase the "*Learning Alive*" Suite which promotes *3D Augmented Reality learning*, which will help students that experience some difficulty focusing and/or using visual senses for learning.

The County financial support of \$1.7 Million will be used to supplement salaries for Head Start staff. In addition, Orange County support provides services within the county from fiscal to fleet for the department to succeed.

The County provided \$150,000 to renovate the Southwood Head Start playground. This was a part of a 5 year ADA Accessibility Project at the most vulnerable sites. Over the past 5 years, Orange County Government has provided support for 10 playground renovations including: cement connectors, new climbers, safety surfacing, bike paths, turf and removal of trees.

The Florida Voluntary Pre-Kindergarten Program (VPK) is state funded through the Office of Early Learning, Florida Department of Education. Florida guarantees a year of pre-kindergarten preschool education free of charge to every 4-year-old child that resides in the state. All child care providers are required to be licensed through the Department of Children and Families (FL DCF) and must be accredited. The VPK program reimburses OCHS for every 3 instructional hours per day, provided by teachers and teacher assistants at the rate of \$4.54 per hour, at a max of 540 instructional hours per year. The estimated VPK reimbursement amount is \$1,225,800 for 2019 -2020 School Year.

As a result of the 2018 local elections, the County has a new Mayor and Administration staff with a new direction, which has significantly changed Orange County Government. In response to the community's desire for funding children's programs and services, the County earmarked \$20 Million in new funding to support children's initiative. Targeted services will include Juvenile Prevention/Diversion, Mental and Physical Health, Early Childhood Education/Care and Child/Student Homelessness. Currently, OCHS serves nine (9) targeted zip codes. This is an opportunity for OCHS to partner with non-profits in the local area in its efforts to expand its support for families and communities served.

6. No waiver of the non-federal share match is required.
7. No waiver of the 15% limitation on development and administrative costs is proposed.
8. An enrollment reduction is not being requested.
9. No conversion is being requested.
10. No funds outside of prior approvals are being requested.



11. Funds are not being requested for equipment during the 2019-2020 FY. The Procurement procedures followed for the purchase of equipment are as follows: Equipment purchases over \$10,000 requires three (3) quotes, which must be submitted along with back-up documentation to the Orange County Family Services Department Fiscal Division. Back-up documentation may include; scope of work, insurance, W-9 form, departmental memo or approvals. Once items are received, the Fiscal Program Manager will review, ensure funds are available in the Advantage System, and approve. The approval is sent to the Manager for final approval.

Submission of the purchase order is entered into the *Advantage* system through the Fiscal Department and routed to the Procurement Division for the completed purchase order to be sent to the vendor. All equipment over \$2,000 is required to be tagged for inventory through the Property Accounting Department of the Comptroller.

**U.S. DEPARTMENT OF HEALTH AND HUMAN  
SERVICES COMPENDIUM OF REQUIRED  
CERTIFICATIONS AND ASSURANCES**

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**Office of Head Start**

Updated July 29, 2014

**U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF  
REQUIRED CERTIFICATIONS AND ASSURANCE**

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# U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

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## SF424B Assurances – Non-Construction Programs

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

## U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

# U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

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## Certification Regarding Lobbying

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form- LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Regarding Compliance with Compensation Cap (Level II of the Executive Schedule)

Federal funds will not be used to pay any part of the compensation of an individual employed by a Head Start and/or Early Head Start agency if that individual's compensation exceeds the rate payable for Level II of the Executive Schedule.

**U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM REQUIRED CERTIFICATIONS AND ASSURANCE**

**Certification of Filing and Payment of Federal Taxes**

As required by the Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriation Act, 2008 (Public Law 110-161, Division G, Title V, section 523), as a prospective financial assistance recipient entering into a grant or cooperative agreement of more than \$5,000,000, I, as the duly authorized representative of the applicant, do hereby certify to the best of my knowledge and belief, that:

1. The applicant has filed all Federal tax returns required during the three years preceding this certification
2. The applicant has not been convicted of a criminal offense pursuant to the Internal Revenue Code of 1986 (U.S. Code - Title 26, Internal Revenue Code)
3. The applicant has not, more than 90 days prior to this certification, been notified of any unpaid Federal tax assessment for which the liability remains unsatisfied, unless the assessment is the subject of an installment agreement or offer in compromise that has been approved by the Internal Revenue Service and is not in default, or the assessment is the subject of a non-frivolous administrative or judicial proceeding.


**Submission Statement**

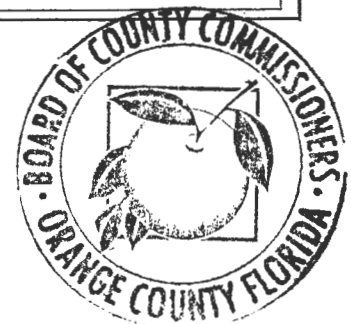
21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:	<input type="text"/>	* First Name:	<input type="text" value="Jerry"/>
Middle Name:	<input type="text" value="L"/>		
* Last Name:	<input type="text" value="Demings"/>		
Suffix:	<input type="text"/>		
* Title:	<input type="text" value="County Mayor"/>		
* Telephone Number:	<input type="text" value="(407) 836-7037"/>	Fax Number:	<input type="text" value="(407) 836-7399"/>
* Email:	<input type="text" value="mayor@ocfl.net"/>		
* Signature of Authorized Representative:			Date Signed: <input type="text" value="18 June 2019"/>
* Submitted by:	<input type="text"/>	Date Submitted:	<input type="text"/>



APPROVED

BY ORANGE COUNTY BOARD  
OF COUNTY COMMISSIONERS

JUN 18 2019

### Employee Compensation Cap Compliance Assurance

Head Start funds do not pay for the salary of the Executive Director either as a direct cost or any proportion as an indirect cost, at a rate in excess of \$192,300.00. Funds are, however, used to pay for the salaries of the Head Start Director, the Fiscal Program Manager, and the Senior Program Early Childhood Education. Those salaries are as follows:

Position	Base Salary	FICA	Retirement	Health	Total
HS Manager	\$100,966	\$7,724	\$8,340	\$12,900	\$103,305
Sr. Program Mgr. Early Childhood Education	\$66,974	\$5,123	\$5,532	\$12,900	\$90,529
Program Mgr. (Fiscal)	\$59,180	\$4,527	\$4,888	\$12,900	\$81,496

### Orange County, Florida

### Employee Compensation Cap Compliance Assurance

Orange County, Florida complies with the Head Start Act, Section 653 (Comparability of Wages), which limits the compensation of Head Start staff. The language precludes use of any Federal funds to pay any part of the compensation of an individual employed by a Head Start agency whose compensation exceeds the rate payable for Level II of the Executive Schedule, which is currently \$192,300. None of the Orange County, Florida staff exceed the employee compensation cap.

Signature: \_\_\_\_\_

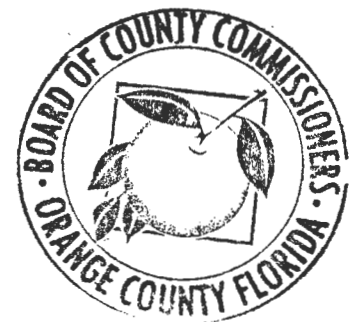
*Jerry L. Demings*

Title: *for* Jerry L. Demings, Orange County Mayor

Organization: Orange County, Florida

Date: \_\_\_\_\_

*18 June 2019*





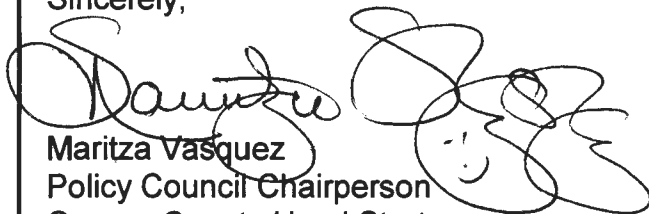


COMMUNITY & FAMILY SERVICES DEPARTMENT  
HEAD START DIVISION  
2100 East Michigan Street ■ Orlando, Florida 32806-4914  
407-836-6590 ■ fax:407-836-8981 ■ <http://www.orangecountyfl.net>

June 5, 2019

On behalf of the Orange County Head Start Policy Council, my signature signifies that the members of the committee have participated in grant participation to include but not limited to the activities such as self-assessment, reviewing the budget and preparing plans included to T/TA, five year plan, and Program Improvement Plan. In a special call meeting, on June 5, 2019, with a full quorum, the Policy Council voted to approve the application to apply for federal assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "Maritza Vasquez", written over a printed name and title. The signature is stylized and includes a small smiley face at the end.

Maritza Vasquez  
Policy Council Chairperson  
Orange County Head Start



**ORANGE COUNTY GOVERNMENT  
HEAD START  
POLICY COUNCIL MEETING**  
*1768 East Michigan Street  
Orlando, Florida 32806*  
**June 5, 2019  
10:00am**



- I. Call to Order – Chairperson or Designee**
- II. Roll Call**
- III. Adoption of Agenda**
- IV. Purpose of Meeting- Sonya L. Hill, Director**
- V. Program Outcomes**
  - a. Goal 1 – Dwayne Horne**
  - b. Goal 2- Shauna Kirby**
  - c. Goal 3- Colette Thomas**
  - d. Goal 4- Sandra Ruff & Dwayne Horne**
- VI. Subsection B**
  - a. Education**
  - b. Health / Dental Services**
  - c. Mental Health / Disabilities**
  - d. Family & Community Engagement**
  - e. ERSEA**
  - f. Quality Assurance**
- VII. Budget Narrative**
- VIII. New Business**
  - a. Five Year Grant Application Update (Vote)**
- IX. Adjourn**



ORANGE COUNTY GOVERNMENT  
 HEAD START  
**POLICY COUNCIL**  
**SPECIAL CALL MEETING**  
**MINUTES**



1718 E. Michigan Street  
 Orlando, FL 32806  
 June 5, 2019

Call to Order by: Lara Urdaneta, Treasurer at 10:00a.m.

Roll Call by: Shakita Preaceley, Secretary

**Attended By:**

Roxanne Williams	Callahan	Representative
Leviticus Henderson	Denton Johnson	Representative
Lara Urdaneta	Dillard Elementary	Treasurer
Cynthia Cedeno	Dover Shores	Representative
Anamaris Rodriguez	East Orange	Parliamentarian
Yessica Hernandez Santos	East Orange	Alternate
Margarita Rodriguez	Engelwood	Alternate
Camisha Jackson	Frontline	Alternate
Shirohn Scott	Hal P. Marston	Representative
Janice Caban	John Bridges	Alternate
Cyndi Salami	Lila Mitchell	Alternate
Gisela Guebely	McCoy Elementary	Alternate
Shakita Preacely	Pine Hills	Secretary
Glenis Hernandez	Southwood	Representative
Johanna Nieves	Taft	Representative
Isis Curry	Three Points	Representative
Jenny Cruz	Ventura	Representative
Pamela Clark	OCPS	Community Rep
Jeneka Lloyd	Past Parent	Community Rep
Steve Martin	5 <sup>th</sup> 3rd Bank	Community Rep

**Visitors**

Ebony Henderson                      Denton Johnson

Quorum Established

**Staff:**

Sonya Hill	Main Office	Division Manager
Yvette Meade	Main Office	Admin Specialist
Khadija Pirzadeh	Main Office	Contract Administrator
Sandra Ruff	Main Office	Fiscal Manager
Dwayne Horne	Main Office	Sr. Family Service Worker

Avis McWhite	Main Office	Sr. Program Manager
Danna Declat	Main Office	Mentor Coach
Gladys Arzon	Main Office	Mentor Coach
Khrislee Garcia	Main Office	Monitoring & Evaluation Coor.
Shauna Kirby	Main Office	Monitoring & Evaluation Coor.
Colette Thomas	Main Office	Sr. Family Service Worker
Sunitha Koorathota	Main Office	Field Operations Supervisor
Teresa Williams	Main Office	Field Operations Supervisor

**Acting Chairperson, Treasurer Lara Urdaneta requested a motion to adopt the Agenda**

Motion: Jeneka Lloyd, Community Representative

Second: Camisha Jackson, Alternate, Frontline

Status: Motion carried with no objections

**Grant Review**

**Purpose of Meeting**

- Sonya Hill, Division Manager provided the group with an overview of the purpose of the meeting. The special call meeting was for the Head Start staff to present the grant, and answer all questions. Highlight accomplishments, challenges and plans for moving forward in year five of the grant. The only action would be voting on the grant, and the meeting would run for approximately 2 – 2.5 hours.

**Program Outcomes**

- Mr. Dwayne Horne presented the program outcomes of Goal 1; OCHS will increase engagement of fathers/males in support of children's school readiness. Mr. Horne provided an overview of pages 4-7. Mr. Horne highlighted the numerous accomplishments made this grant year on engaging fathers.

**Questions:**

Pam Clark questioned if the numbers on pg.6 Figure 1 were correct as it appeared as the program decreased in the third quarter.

Mr. Horne explained the cumulative numbers were gathered at the beginning of the month to prepare for the meeting but will adjust the chart today.

- Ms. Shauna Kirby presented program outcomes for Goal 2; OCHS will eliminate barriers to learning by decreasing the number of children with oral health concerns. Ms. Kirby highlighted pgs. 7-14. Ms. Kirby highlighted accomplishments and challenges. There were no questions.
- Ms. Colette Thomas presented program outcomes for Goal 3; OCHS will improve child outcomes by strengthening the capacity of parents to become advocates in the lives of their children. Ms. Thomas highlighted pgs. 14-16. Ms. Thomas highlighted accomplishments and challenges. There were no questions.
- Mr. Horne presented program outcomes for Goal 4; OCHS will assist families improve their financial wellness. Mr. Horne and Ms. Thomas highlighted pgs. 17-26. Mr. Horne and Ms. Thomas highlighted accomplishments and challenges. There were no questions, however Community Representative Steve Martin from 5/3 Bank provided comments on the partnership and financial mentors being present at each parent meeting.

**Sub-Section B**

Avis McWhite presented Early Childhood Education & Development and Mental Health & Disabilities. Information on STEM outcomes and partnership with Orlando Science Center, highlighted professional development provided to staff and the focus on social and emotional development special projects. Information was also provided on Adverse Childhood Experiences (ACE), and outcomes for children with an Individual Education Plan (IEP).

Statement:

After Ms. McWhite's presentation, Mr. Leviticus Henderson, representative for Denton Johnson, provided information on the Science for All program at the Orlando Science Center.

In the absence of the ERSEA Coordinator, Ms. Sonya Hill, Manager presented the information on ERSEA, and Program Governance.

Ms. Kirby presented information on the quality assurance unit, special projects, accomplishments, challenges and some plans for next year.

**Sandra Ruff, Fiscal Manager (Budget Review)**

Ms. Ruff detailed items that impacted the budget and changes for next year. Mrs. Ruff provided detailed information regarding COLA funds, and the use of COLA funds. Information was provided regarding the increase to insurance and how it impacts the budget. The Policy Council was provided the detailed information of the 1.7 million provided by County Government, and other support from the County. There were no questions

**Acting Chairperson, Treasurer, Lara Urdaneta requested a motion to approve the application for Federal Assistance FY 19-20 to allow staff to make corrections to content and grammar with no changes to the budget narrative or budget section.**

Motion: Isis Curry, Representative, Three Points Elementary  
Second: Leviticus Henderson, Representative, Denton Johnson  
Status: Motion carried with no objections

**Acting Chairperson, Treasurer, Lara Urdaneta requested a motion to adjourn the meeting**

Motion: Shakita Preacely, Secretary  
Second: Leviticus Henderson, Representative, Denton Johnson  
Status: Motion carried with no objections

Meeting Adjourned at 12:05 p.m.

ORANGE COUNTY HEAD START DIVISION  
O H HS GRANT APPLICATION

PART III - BUDGET INFORMATION

PA22 FY 2019 - 2020

SECTION B - BUDGET CATEGORIES

I Personnel (Section B, Line 6a)

Position	Salary	Salary Charged to OHHS	Salary Charged		County Supplement *	Salary Charged To VPK	% Time Work OHHS Grant	# Weeks	# Hrs Per Day	
			to USDA							
1 Head Start Manager	100,966	84,811			16,155		100%	52	8	
1 Administrative Assistant	45,015	37,813			7,202		100%	52	8	
1 Sr. Program Manager	66,974	56,258			10,716		100%	52	8	
4 Administrative Specialist	130,374	109,514			20,860		100%	52	8	
1 VPK Administrative Specialist	31,372	0			0	31,372	100%	52	8	
1 Sr Coordinator Nutrition	49,923	0	49,923		0		100%	52	8	
2 Assistant Nutrition Coord.	72,746	0	72,746		0		100%	52	8	
1 Program Manager	59,180	49,711			9,469		100%	52	8	
1 Business Unit Business System Analyst	46,544	39,097			7,447		100%	52	8	
1 Sr. Fiscal Coordinator	42,604	35,787			6,817		100%	52	8	
2 Monitoring & Evaluation Coordinator	98,857	83,040			15,817		100%	52	8	
1 Sr. Monitoring & Evaluation Coordinator	57,458	48,265			9,193		100%	52	8	
1 Maintenance Supervisor	42,862	36,004			6,858		100%	52	8	
1 Administrative Facilitator	38,514	32,352			6,162		100%	52	8	
1 Contract Administrator	66,306	55,697			10,609		100%	52	8	
2 Mentor Coaches	-	0			0		100%	52	8	*Other Source
<b>22</b>	<b>Total Administration</b>	<b>\$949,695</b>	<b>668,349</b>	<b>\$122,669</b>	<b>127,305</b>	<b>31,372</b>				

Position	Salary	Salary Charged to OHHS	Salary Charged to USDA	Salary		To VPK	% Time Work	# Weeks	# Hrs Per Day
				County Supplement	County				
11 Center Supervisors (1520 Hours w/VPK)	371,504	175,390		59,441		136,673	100%	49	8
2 Program Manager	111,601	93,745		17,856			100%	52	8
7 Center Supervisors (1840 Hours)	232,067	194,936		37,131			100%	46	8
3 Education Coordinators	181,266	152,263		29,003			100%	49	8
1 Registered Nurse	47,534	39,929		7,605			100%	52	8
4 LPN	168,930	141,901		27,029			100%	52	8
2 Cooks	46,036		38,670	0			100%	46	8
4 Food Service Assistant	79,737		66,979	0			100%	46	8
1 ERSEA Coordinator	43,047	36,159		6,888			100%	52	8
4 SR Family Services Worker (7526)	223,978	188,142		35,836			100%	49	8
26 Family Service Worker	988,151	830,047		158,104			100%	49	8
2 Sr Family Service Workers (7528)	89,343	75,048		14,295			100%	52	8
2 Head Start Field Operators	106,434	89,405		17,029			100%	52	8
45 Teacher (46 weeks with VPK)	1,233,299	525,125		197,328	510,846		100%	49	8
40 Teacher (43 Week)	1,479,815	1,308,987		190,952			100%	46	8
15 Teacher Assistant (46 Weeks with VPK)	294,881	113,324		47,181	134,376		100%	46	7.5
43 Teacher Assistants (43 Weeks)	1,125,931	945,782		180,149			100%	49	7.5
55 Teacher Assistants (46 Weeks)	1,515,694	1,273,183		242,511			100%	46	7.5
2 Maintenance Tech	58,578	49,206		9,372			100%	52	8
1 Warehouse Specialist	32,664	27,438		5,226			100%	52	8
Overtime	5,000	4,200		800					
Casual Labor	15,000	15,000							
<b>270</b>	<b>Total Services</b>	<b>8,450,490</b>	<b>6,279,210</b>	<b>105,649</b>	<b>1,283,736</b>	<b>781,895</b>			
<b>292</b>	<b>Grand Total</b>	<b>9,400,185</b>	<b>6,947,559</b>	<b>228,318</b>	<b>1,411,041</b>	<b>813,267</b>			

**II Fringe Benefits (Section B, Line 6b)**

Benefits	Percent/Count	Total Salary	Total	USDA	VPK	OHHS	County Supplement
Retirement Contribution	8.26%	9,406,890	800,939	9,384	62,243	729,312	0
FICA	7.65%	9,406,890	760,890	10,132	67,206	683,552	0
Life and Health	285	9,406,890	3,788,025	35,700	273,819	3,189,547	288,959
Unemployment		0	0	0	0	0	0
Opeb Trust		115,281	111,289	3,992	0	0	0
<b>Total Fringe Benefits</b>			<b>\$5,461,143</b>	<b>\$59,208</b>	<b>\$403,268</b>	<b>\$4,602,411</b>	<b>\$288,959</b>
<b>Total Salary and Fringe Benefits</b>			<b>\$14,861,328</b>	<b>\$287,526</b>	<b>\$1,216,535</b>	<b>\$11,549,970</b>	<b>\$1,700,000</b>





VII Construction (Section B, Line 6h)

None

VIII Other (Section B, Line 6h)

<u>Items</u>	<u>Cost</u>
Field Trips	15,360
Dues and Memberships	8,000
Books CDs Videos and Subscriptions	6,684
Food and Dietary	71,087
Communications	30,000
Maintenance of Building	25,000
Maintenance of Equipment	25,000
Software Licensing / Support Fee	45,300
Other Insurance and bonds	13,000
Contracted Services Not Other Specified	7,500
Graphic Reproduction	1,050
Moving Expense	5,000
Maintenance Computer Equipment	750
License Fee	4,100
Event Meal Reimbursements	9,000
Uniform	200
Equipment	3,250
Contract Services (Traning, Bus, Agency)	50,100
Misc Supplies or Expenses	50
Improvement non-county assets	50
Payment To Other Governments	12,000
Training and Educational Costs	38,000
Toll Charges	2,500
Postage	200
Rental Of Equipment	50,000
Educational Assistance	22,500
Scholarship and Awards	2,000
Self Insurance	250,274
Toll Charges	2,500
Local Travel	1,500
Parent Activity	10,016
Utilities	45,000
Vehicles Maintenance	17,595

-

Total Other

774,566

TOTAL DIRECT CHARGES

\$13,193,726.04

TOTAL FEDERAL FUNDS

\$13,456,925

**IX Indirect Charges - Justification (Section B, Line 6i)**

Indirect Charges is based on Total Salary

Approved rate of % of total budget - part of the difference can be claimed as In-kind

\$106,329

**X Non-Federal Resources (Section C, Line 8)**

A. Volunteers

<u>Type</u>	<u>Total Hrs</u>	<u>Rate</u>	<u>Value</u>
Parents and Former Parents - 1,607	12,419	\$14.22	\$176,598
Foster Grand Parents .	13,000	\$8.49	\$110,370
Fringe Benefits			\$94,699
		<b>Total Volunteers</b>	<u>\$381,668</u>

B. Donation

<u>Type</u>	<u>Amount</u>	<u>Value</u>
Donation of Classroom Supplies, Nutritional Supplies, Field Trips, Et	\$5,006	\$5,006
		<b>Total Donation</b>

Total  
\$386,673.68

C. Applicant

Support provided by Orange County Board of Commissioners

Indirect Cost not charged that is within the 15% limitation	\$0
Personnel	\$982,817
Fringe Benefits	\$717,183
Total Orange County	<u>\$1,700,000</u>

**Total Non-Federal Resources**

\$1,700,000

D. State Voluntary Prekindergarten (VPK) Program

Personnel	\$879,058
Fringe Benefits	\$380,499
<b>Total VPK Program</b>	<u>\$1,259,557</u>

1,259,557

**TOTAL NON-FEDERAL SHARE**

\$3,346,231

XI Computation to Support Certification of Head Start Administration

	\$13,191,629	80%
	<u>\$3,306,401</u>	20%
	\$16,498,030	
	<u>15%</u>	
	\$2,474,705	

<u>Item</u>	<u>Federal Amount</u>	<u>Non-Federal</u>	<u>Total</u>
Administrative Salaries	852,337	\$170,467	\$1,022,804
Administrative Fringe Benefits	337,907	\$67,581	\$405,488
Office Supplies	12,000	\$2,400	\$14,400
Local Travel	5,800	\$1,160	\$6,960
Rental and Maintenance of Equipment	3,500	\$700	\$4,200
Graphics Reproduction	1,500	\$300	\$1,800
Communication	5,000	\$1,000	\$6,000
Software	50	\$10	\$60
Dues and Memberships	8,000	\$1,600	\$9,600
Promotional	50	\$10	\$60
Postage & Messenger Services	500	\$100	\$600
Scholarship-Awards	2,000	\$400	\$2,400
Toll Charges	300	\$60	\$360
Subscription	1,050	\$210	\$1,260
Misc Supply	8,000	\$1,600	\$9,600
Maintenance of Equipment	3,500	\$700	\$4,200
Computer Equipment < \$1,000	4,000	\$800	\$4,800
Education Assistance	500	\$100	\$600
Indirect Cost	106,329	\$21,266	\$127,595
<b>Total</b>	<b><u>\$1,352,323</u></b>	<b><u>\$270,465</u></b>	<b><u>1,622,788</u></b>