





Interoffice Memorandum

AGENDA ITEM

April 15, 2020

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

THROUGH: Lonnie C. Bell, Jr., Director 
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 – May 5, 2020**
Application for Federal Assistance related to
Quality Improvement FY 2019-2020

The Head Start Division requests Board approval of the Application for Federal Assistance related to Quality Improvement between the Department of Health and Human Services, Administration for Children and Families, Office of Head Start and Orange County. A portion of the grant funds will be used to increase the hours of Teacher Assistants from 37.5 to 40 hours per week. Quality Improvement grant funds will be used to create Special Education Resource Rooms, which will be located in the western and eastern parts of Orange County. The rooms will provide children with a "Safe Space", where they may receive one-on-one specialized therapies such as speech and language, occupational therapy and behavioral intervention services.

The total Quality Improvement funds in the estimated amount of \$408,576, includes \$242,951 that will be used to cover the cost of salaries, FICA, retirement and insurance costs for Teacher Assistants; and \$20,278 will be used to purchase furniture and materials for the Special Education Resource Rooms. The remaining funds, includes \$145,347, which will cover the costs of salaries, FICA, retirement and insurance for the two additional positions: Early Childhood Behavioral Specialist and Quality Assurance Coordinator. The non-federal match of \$102,144 is derived from donations of goods and services and in-kind contributions from the County.

Consent Agenda Item – May 5, 2020

Application for Federal Assistance related to Quality Improvement FY 2019-2020

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The Application for Federal Assistance includes a Compendium of required Certifications and Assurances for non-construction programs: Certifications regarding Lobbying for Contracts, Grants, Loans and Cooperative Agreements; 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 term of the grant is from October 1, 2019 through September 30, 2020. The Head Start Policy Council approved the Quality Improvement grant at their meeting on April 13, 2020.

ACTION REQUESTED: Approval of Orange County Head Start Application for Federal Assistance related to Quality Improvement FY 2019-2020 in the estimated amount of \$408,576; approval of additional one-time funds, as a part of the Coronavirus Aid Relief, and Economic Security (CARES) Act, which will be used to prevent, prepare, and respond to the pandemic; and approval and execution of (1) Certification of Filing and Payment of Federal Taxes and (2) Employee Compensation Cap Compliance Assurance. An in-kind match of \$102,144 is required.

SH/kp:jam

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, Manager, Fiscal Division, Community and Family Services
Jamille Clemens, Grants Supervisor, Finance Division
Nanette Melo, Assistant Manager, Office of Management and Budget
Auria Oliver, Management and Budget Advisor, Office of Management and Budget

APPROVED BY ORANGE
COUNTY BOARD OF COUNTY
COMMISSIONERS

BCC Mtg. Date: May 5, 2020

Orange County Head Start
Application for Federal Assistance
related to
Quality Improvement FY2019-2020

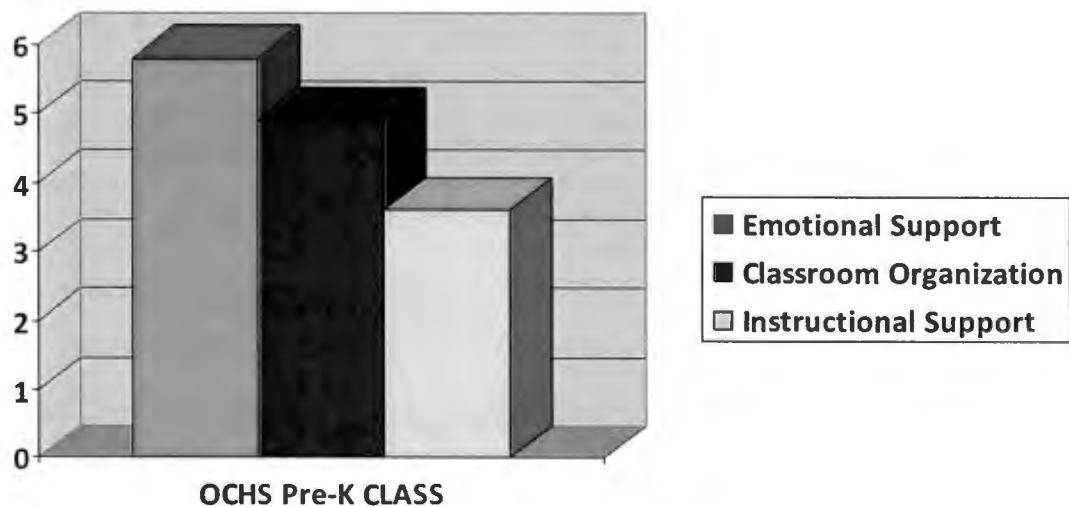
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I. Quality Improvement Narrative

Orange County is proposing to invest Quality Improvement grant funds in areas identified as a need based on program data. The proposed investments will provide ongoing quality improvement in areas identified in the program data and community assessment. Orange County Head Start (OCHS) plans to see return on the investments listed in this application for years to come. The goals are to; 1) expand mental health wellness and services, 2) increase classroom quality, 3) support a trauma-informed workforce, and 4) provide ongoing self-assessment and monitoring to track program improvement.

OCHS continues to invest a great deal of training dollars in the areas of social and emotional development and mental health & disabilities, to ensure staff are aware of the trends and best practices associated with early childhood mental wellness. The CLASS data along with observations by the Mental Health & Disabilities Coordinators exposed the need for continuous training for program staff. Below is the OCHS Pre-K CLASS Score Chart for 8/12/2019 to 4/10/2020.



Over the last three years, Orange County Head Start has seen an increase in the number of children with diagnosed disabilities and mental health concerns. The number of children with a diagnosed disability averaged 230 children annually, and has been increasing each year. The number of children with mental health concerns and receiving mental health therapy annually averages about 275, and increases annually.

Quality Improvement grant funds will be used to increase mental health wellness of children. OCHS plans to address the developmental needs of the whole child by intentionally providing opportunities for physical, cognitive, communicative, social/emotional, and sensory development for special need children.

Special Education Resource Rooms

During recent years, OCHS has experienced an increase in the number of children displaying aggression, impulsivity and having difficulty engaging in social and peer interactions. Some of their families may be experiencing financial crisis, homelessness, unhealthy interpersonal relationships and the lack of affordable housing all which are noted on the Adverse Childhood Experiences Screener (ACES). To that end, children will experience trauma and carry an “invisible backpack” which may result in language and/or developmental delays and regression.

OCHS is requesting funds in the amount of \$20,278 which will be used to create Special Education Resource Rooms for students, teachers, and parents. OCHS will develop Special Education Resource Rooms, which will be a safe, comfortable space for children. Schools have an important role to play in providing stability and safe spaces for children and connecting them to caring adults. The rooms will be multiple-use spaces for students, teachers, and parents. The rooms will be called “My Safe Space” and allow students to have one-on-one specialized therapy such as occupational, speech and language therapy as well as behavior intervention services. The rooms will be used to meet with parents when developing Individual Education

Plans (IEP) and when parents are experiencing trauma and need a safe space to meet with professionals. The rooms will support children's social and emotional development, and be a safe place for students that have experienced or are experiencing trauma. It is estimated that one half to two-thirds of children experience trauma.

The Special Education Resource Rooms will be for both students who qualify for special education services or for general education students who need some added support to be successful in either an individualized or small group setting. Individual needs will be supported in the resource rooms as defined by the student's Individual Education Plan (IEP), as well as students with an Individual Service Plan (ISP).

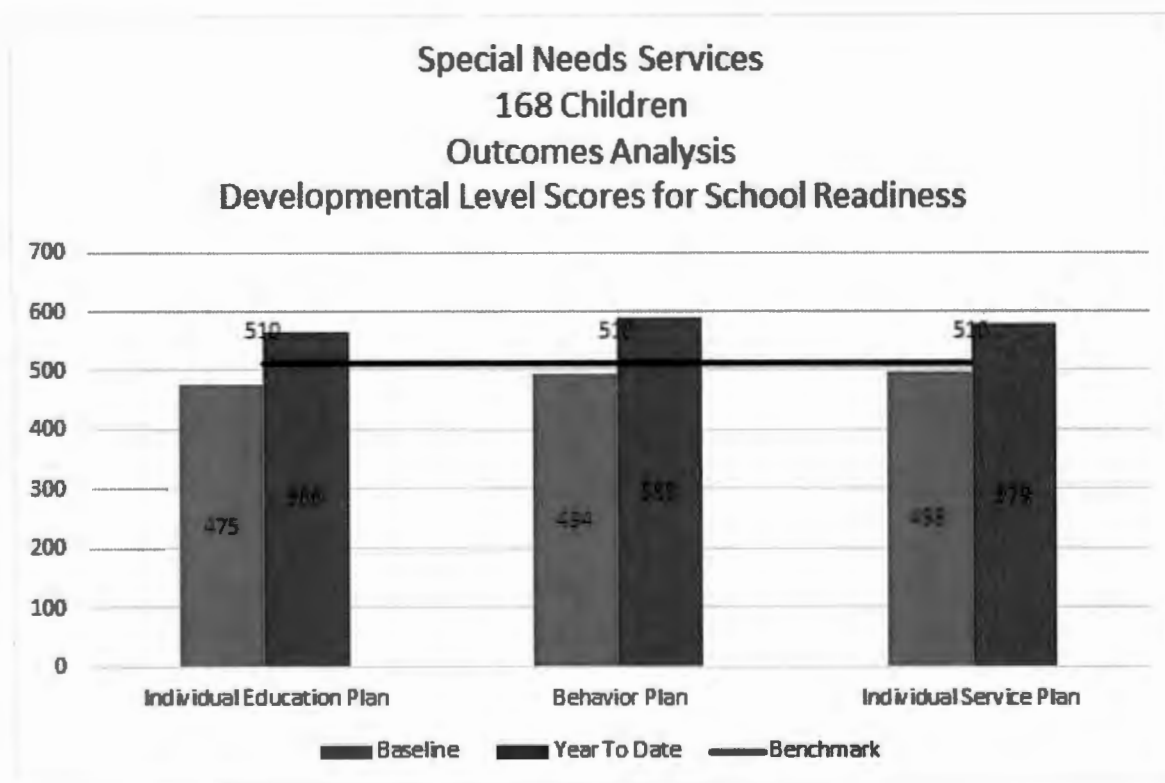
Childhood trauma can have a direct, immediate, and potentially overwhelming impact on the ability of a child to learn. It is well documented that a child's reaction to trauma can "commonly" interfere with brain development, learning, and behavior -- all of which have a potential impact on a child's academic success as well as the overall school environment. By understanding and responding to trauma, school administrators, teachers, and staff can help reduce its negative impact, support critical learning, and create a more positive school environment.

The rooms will be equipped with materials that support special needs children, sensory items, positive behavior support items and disability-friendly equipment. The Special Education Resource Room will be flexible enough to support various classroom activities (small group, whole group, centers, etc.), and provide easy movement for the teacher, therapist, and parents.

The Special Education Resource Rooms will provide multiple-use space for teachers. Teachers can support their students, obtain support from a Behavior Analyst and meet with parents. Orange County Head Start plans to develop two Special Education Resource rooms, one in the western portion of the county and the other in the eastern portion of the county. It is the goal of Orange County Head Start to create a safe space where teachers, therapist and

parents can work in partnership to provide services to children and combat the challenges faced by children with special needs and dealing with trauma.

Special Education Resource Rooms will allow teachers to help children adjust to their misfortune or change and teach them to find ways to better cope with their trauma. The classrooms create a nurturing, inclusive environment for children, a place where they may express their emotions without punishment. The chart below represents the developmental level of children with IEP, ISP and Behavior plans for the end of the 2019 school year.



Teacher Assistants

In 2017, Orange County Human Resources conducted a wage analysis study and reviewed the salaries of Teacher Assistants in Orange County to the salaries of those in labor market. In October 2017, it was determined that the teacher assistant positions would be upgraded from a pay grade 10 to 11. At the time of the change 97 Teacher Assistants were

granted the 7.5% increase, the remaining 15 Assistants was going through the onboarding process, and started with new salary plan. Employees hired thereafter started at the pay grade 11. In order to comply with the last recommendation of the wage study, Orange County Head Start would like to move the teacher assistants from 37.5 hours a week to a 40 hour work week. Over the past few years, there has been a significant increase with children who experience disabilities and behavioral issues. With this increase, the programs can no longer schedule teachers with varying schedules just to cover operations.

OCHS would like to request funds in the amount of \$242,951 to increase Teacher Assistant hours to 40 hours per week. Of the 112 Teacher Assistants, 100% met or exceed section 648A (ii) of the Head Start Act. OCHS plans to create a more productive work place and happier environment by increasing hours of Teacher Assistants. For many years, OCHS was experiencing consistent turnover for Teacher Assistants, since many were leaving to work for Orange County Public Schools. The salary increase has attracted new Teacher Assistants and also retained previous employees indicating that the salary increase is attractive. For the first time in many years the program experienced full employment, and most vacancies were associated with program promotion.

Childhood Behavioral Specialist

OCHS would like to request funds in the amount of \$80,163 to hire an Early Childhood Behavioral Specialist. For more than three years, OCHS has experienced substantial growth in the number of children with severe behavior problems. These behaviors are extremely disruptive to the classroom. It often times slows down the day- to- day operations, as the Head Start Center Manager is tasked with providing one-on-one care for students. The increasing problem has also caused an increase in the number of child on child related injuries, staff related injuries, and students needing individual intervention. There has been an average of 275 children needing behavior therapy during the past three years.

Orange County Head Start plans to hire an Early Childhood Behavioral Specialist, who will provide assessments of children with behavioral or mental health issues. An Early Childhood Behavioral Specialist usually works in the special education department of a preschool or school district and deals with students who have behavior problems. The Behavioral Specialist provides case management and develops behavior plans for students receiving special education services.

An Early Childhood Behavioral Specialist is responsible for assessing preschool students with behavior issues, collecting data on the students, working with teachers, counselors and school psychologists to devise a behavior plan for the student and evaluating the effectiveness of the plan.

The addition of the Early Childhood Behavioral Specialist will increase mental health wellness of children and support staff. The increase of Teacher Assistant hours will provide additional coverage to ensure adequate child-staff ratios in the classrooms, so the program will be in full compliance with state licensing laws. Furthermore, the new mental health position, additional hours for Teacher Assistants and therapy comfort rooms supports a trauma-informed workforce. The Early Childhood Behavioral Specialist will oversee the Special Education Resource Room.

Quality Assurance Coordinator

OCHS would like to request funds the amount of \$65,184 to hire a Quality Assurance Coordinator. OCHS plans to utilize Quality Improvement grant funds to hire a Quality Assurance Coordinator to increase monitoring efforts for compliance and continuous program improvement. Currently, the program has a well-established Quality Assurance (QA) Unit, which consists of the following staff: one Senior Monitoring and Evaluation Coordinator and two (2) Monitoring and Evaluation Coordinators. The QA Unit staff is responsible for monitoring and evaluating programs and services to assure compliance with federal performance standards,

state licensing, and local laws and regulations. QA staff is involved in program planning, processing improvement efforts, data management, and emergency preparedness. QA staff also manages the OCHS Standard Operating Procedures (SOPs), documents/processes, audits, health and safety, safe environments, and/or other special projects.

Recently, there has been a great emphasis placed on continuous improvement at the management level to strengthen systems for ongoing monitoring and oversight, data and evaluation and recordkeeping and reporting, which has been the primary focus of the QA Unit during the past year. As a result, some aspects of quality and ongoing monitoring have been enforced solely by the operational units/service areas directly responsible for service delivery.

The Quality Assurance staff responsibilities have greatly expanded in order to align with the evolving needs of the program and modifications to the Head Start Performance Standards, as set forth by the Office of Head Start. During the last year, OCHS has discovered that there is a need for additional staff to support efforts and ensure effective quality and monitoring oversight at all levels; specifically at the service area and center levels.

The addition of a QA Coordinator will increase the Unit's capacity to effectively provide oversight related to the implementation of quality standards throughout the program. This enhanced monitoring and oversight will ensure that children and their families receive the highest quality of services. Furthermore, it will provide an additional level of monitoring quality from a centralized location within the program, which helps the program to achieve and maintain the desired level of quality across all areas.

The agency's immediate plan is to align the Quality Assurance Unit's monitoring process more closely with the Federal Head Start Monitoring System focusing on performance, progress, compliance and continuous improvement. The addition of the Quality Assurance Coordinator position will provide an additional content expert for the monitoring and oversight of service areas and centers in support of compliance and continuous improvement.

The Quality Assurance Coordinator position will be a vital role in ensuring compliance and continued quality improvement in the Head Start Program. The position will help the program better ensure standards of quality are maintained by all service areas. This position will also be vital in supporting the implementation of a program-wide trauma informed environment by conducting ongoing monitoring activities that will provide both qualitative and quantitative data to be used, in conjunction with other sources of data, during quarterly reviews and the annual self-assessment to track program improvements.

III. Budget Justification for Quality Improvement

Below is a list of budget items related to the additional positions, increase in hours for Teacher Assistants and furniture and materials for the inclusive Special Education Rooms.

Early Childhood Behavioral Specialist

Base Salary	FICA	Retirement	Insurance	Total
\$57,082	\$4,367	\$4,715	\$14,000	\$80,163

Quality Assurance Coordinator

Base Salary	FICA	Retirement	Insurance	Total
\$44,158	\$3,378	\$3,647	\$14,000	\$65,184

Teacher Assistants 37.5 to 40 hours per week

Base Salary	FICA	Retirement	Total
\$209,603	\$16,035	\$17,313	\$242,951

Special Education Resource Rooms

Description	Item	Cost
Safe Place Furniture and Materials for Children	Privacy Nook, soft table, benches, pillows etc.	\$10,000
Parent Support Area	Conference table, chairs, partition etc.	\$10,278
	Total	\$20,278

In-Kind match

The total In-Kind match for Quality Improvement funds for the OCHS program is \$102,144. OCHS will provide the requested non-federal share in the amount of \$102,144 through donations of goods and services, in-kind service and services from the Board of County Commissioners.



**COMMUNITY AND FAMILY SERVICES DEPARTMENT
HEAD START DIVISION**

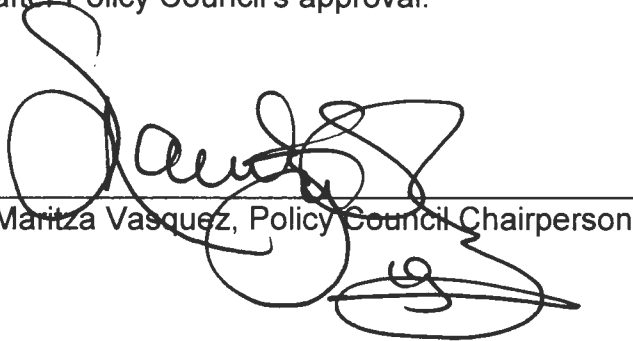
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407-836-6590 • Fax: 407-836-8981 • <http://www.orangecountyfl.net>

April 13, 2020

The Orange County Policy Council approved the Quality Improvement Application FY 2019 - 2020 at its Policy Council meeting held on April 13, 2020 in anticipation of a Notice of Award letter for Head Start.

Funds in the amount of \$408,576 will be used to assist with salaries for Teacher Assistants, an Early Childhood Behavioral Specialist, Quality Assurance Coordinator and special education resource rooms for the Head Start Program.

Special Note: Minor changes are permitted to content and grammar of the Application after Policy Council's approval.



Maritza Vasquez, Policy Council Chairperson

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

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

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

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 OF REQUIRED CERTIFICATIONS AND ASSURANCE

APPROVED BY ORANGE COUNTY BOARD OF COUNTY COMMISSIONERS

Certification of Filing and Payment of Federal Taxes

BCC Mtg. Date: May 5, 2020

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:	Hon.	* First Name:	Jerry
Middle Name:	L.		
* Last Name:	Demings		
Suffix:			
* Title:	Mayor		
* Telephone Number:	(407) 836-7037	Fax Number:	
* Email:	Nadine.Erickson@ocfl.net		
* Signature of Authorized Representative:			* Date Signed:
		MAY 0 5 2020	
* Submitted by:		Date Submitted:	



BCC Mtg. Date: May 5, 2020

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 \$197,300.00. 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	\$101,462	\$7,366	\$8,380	\$14,000	\$131,209
Sr. Program Mgr. Early Childhood Education	\$67,288	\$4,885	\$5,558	\$14,000	\$91,731
Program Mgr. (Fiscal)	\$59,467	\$4,317	\$4,912	\$14,000	\$82,696

Orange County, Florida

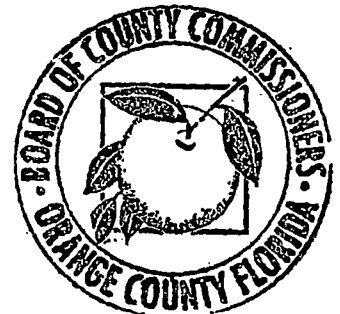
Employee Compensation Cap Compliance Assurance

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 \$197,300. 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: MAY 0 5 2020





ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 330 C St., SW, 4th Floor, Washington DC 20201 | eclkc.ohs.acf.hhs.gov

March 13, 2020

Grant No. 04CH010230

Dear Head Start Grantee:

The Further Consolidated Appropriations Act, 2020, contains an increase of approximately \$550 million for programs under the Head Start Act for Fiscal Year (FY) 2020. The increase provides \$193 million for a cost-of-living adjustment (COLA) and \$250 million for Quality Improvement investments for Head Start. The COLA supports an increase of two percent for each grantee to increase staff salaries and fringe benefits, and offset higher operating costs. COLA funds are effective at the start of the FY 2020 budget period and are retroactive if this period has already begun. Quality Improvement funds are allocated proportionately based on federal funded enrollment, with additional consideration given to small grantees to allow for a meaningful investment, as permitted by the Act.

The following table reflects the COLA and Quality Improvement increases available for FY 2020.

Funding Type	Head Start
Cost-of-Living Adjustment (COLA)	\$266,001
Quality Improvement (QI)	\$408,576
Total Funding	\$674,577

The table provides projected amounts for each program, Head Start and/or Early Head Start. The Quality Improvement allocation above was calculated on Head Start and/or Early Head Start funded slots; however, grantees operating both programs have flexibility to use any amount of funding on either program, based on community needs, and not to exceed the total amount available. This flexibility does not extend to COLA allocations. Please note, allocations in the table are based on annual funding and enrollment levels by program as of February 2020, and may be subject to change if there are adjustments to these levels.

Submission Requirements

The supplemental application is due **May 15, 2020** and must be submitted in the Head Start Enterprise System (HSES). To apply, please select the **Financials** tab, **Grant Application** tab, **Fiscal Year 2020**, and add the **'Supplement – COLA and Quality Improvement'** amendment type. No other application type for these funds will be accepted.

Content of 'Supplement – COLA and Quality Improvement' Application

Applications must include separate narratives and detailed budget justifications for each funding type, COLA and Quality Improvement, and by program, Head Start and/or Early Head Start. Each narrative must begin with a Table of Contents, use 12 point font, and not exceed 10 pages. All narratives, budget justifications, and other supporting documentation must be uploaded into respective folders within the **Documents** tab of the application.

COLA Narrative and Budget Justification

Grantees must demonstrate:

- An increase of no less than two percent of the current pay scale for Head Start/Early Head Start employees, including unfilled vacancies, subject to the provisions of Sections 653 and 640(j) of the Head Start Act;
- The rationale and documentation detailing agency policies and procedures if employees are receiving less than the two percent COLA or differential COLA increases;
- The provision of a no less than two percent increase to all delegate agencies and partners or justification if less than two percent or differential increases are provided to delegate agencies and partners;
- The planned uses for the balance of the COLA funds to offset higher operating costs.

Sections [653](#) and [640\(j\)](#) of the Head Start Act provide further guidance on the uses and limitations of COLA funds. Sec. 653 restricts compensation to a Head Start employee that is higher than the average rate of compensation paid for substantially comparable services in the area where the program is operating. Sec. 640(j) of the Act requires compensation of Head Start employees must be improved regardless of whether the agency has the ability to improve the compensation of staff employed by the agency that do not provide Head Start services. Grantees with concerns that staff salaries cannot be increased due to wage comparability issues should ensure public school salaries for kindergarten teachers are included in their considerations.

Quality Improvement Narrative and Budget Justification

Grantees must demonstrate:

- Investments are consistent with Sec. 640(a)(5) of the Act (except programs are not bound by the requirements that at least 50 percent of the funds be used for staff compensation or that no more than 10 percent of funds be used on transportation. For more information on allowable activities as outlined in the Act, please see Attachment A);
- Investments made in Quality Improvement will be ongoing;
- How investments support children, families, and staff impacted by trauma; or justify the reasoning for investing in an activity not directly related to addressing trauma (For specific examples, please see Attachment B or the following resource on [Implementing a Trauma-Informed Approach](#).)
- For programs using flexibility in the proportional share of the funding for Head Start and Early Head Start, justify how that approach fully supports the greatest needs of communities.

Grantees are strongly encouraged to invest this funding into program efforts and activities that help better incorporate a trauma-informed approach that will support children, families, and staff impacted by adverse experiences. **For more information on trauma and implementation of trauma-informed approaches in Head Start and Early Head Start programs, including specific examples, please see Attachment B or the following resource on [Implementing a Trauma-Informed Approach](#).** However, grantees do have the flexibility to use these Quality Improvement funds to meet grantees' most pressing local needs, consistent with Section 640(a)(5) of the Act. With this funding, grantees should plan for ongoing, sustained investments in quality improvements, while also acknowledging one-time investments in FY 2020 year may be necessary to sustain ongoing quality improvement.

Budget Requirements

The data entered on the budget tab within the application populates the SF-424A. Grantees are required to include funds for both COLA and Quality Improvement, and within the appropriate program, Head Start or Early Head Start.

Non-Federal Share

The budget and detailed budget justification must include each source of non-federal match, including estimated amount per source and the valuation methodology. A detailed justification that conforms with the criteria under Section 640(b)(1)-(5) of the Head Start Act must be submitted if the application proposes a waiver of any portion of the non-federal match requirement.

Supporting Documents

Signed statements of the Governing Body and Policy Council Chairs along with Governing Body and Policy Council minutes documenting each group's participation in the development and approval of the supplemental application for COLA and Quality Improvement must be provided.

The application must be submitted on behalf of the Authorizing Official registered in the HSES. **Incomplete applications will not be processed.**

Please ensure the application contains all of the required information. If you have any questions or need assistance, please contact Sherice Horton, Head Start Program Specialist, at 404-562-2822 or sherice.horton@acf.hhs.gov or James Youngs, Grants Management Specialist, at 404-562-2921 or james.youngs@acf.hhs.gov.

For technical assistance in preparing the application, please contact the HSES Help Desk at help@hsesinfo.org or 1-866-771-4737.

Sincerely,
The Office of Head Start

Attachment A

Allowable Uses of Quality Improvement Funds

The language in this document comes directly from Sec. 640(a)(5) of the Head Start Act, except that language has been removed from no. 1 specifying that at least 50 percent of the funds must be used for staff compensation and language has been removed from no. 8 specifying that no more than 10 percent of the funds can be used on transportation to align with the FY 2020 enacted appropriation language.

1. To improve the compensation (including benefits) of educational personnel, family service workers, and child counselors, as described in Sections 644(a) and 653 of the Head Start Act, in the manner determined by the Head Start agencies (including Early Head Start agencies) involved, to—
 - ensure that compensation is adequate to attract and retain qualified staff for the programs involved in order to enhance program quality;
 - improve staff qualifications and assist with the implementation of career development programs for staff that support ongoing improvement of their skills and expertise; and
 - provide education and professional development to enable teachers to be fully competent to meet the professional standards established under Sec. 648A(a)(1) of the Act, including—
 - providing assistance to complete postsecondary course work;
 - improving the qualifications and skills of educational personnel to become certified and licensed as bilingual education teachers, or as teachers of English as a second language; and
 - improving the qualifications and skills of educational personnel to teach and provide services to

children with disabilities

2. To support staff training, child counseling, and other services necessary to address the challenges of children from immigrant, refugee, and asylee families; homeless children ; children in foster care; limited English proficient children; children of migrant or seasonal farmworker families; children from families in crisis; children referred to Head Start programs (including Early Head Start programs) by child welfare agencies; and children who are exposed to chronic violence or substance abuse.
3. To ensure that the physical environments of Head Start programs are conducive to providing effective program services to children and families, and are accessible to children with disabilities and other individuals with disabilities.
4. To employ additional qualified classroom staff to reduce the child-to-teacher ratio in the classroom and additional qualified family service workers to reduce the family-to-staff ratio for those workers.
5. To ensure that Head Start programs have qualified staff that promote the language skills and literacy growth of children and that provide children with a variety of skills that have been identified, through scientifically based reading research, as predictive of later reading achievement.
6. To increase hours of program operation, including—
 - conversion of part-day programs to full-working day programs; and
 - increasing the number of weeks of operation in a calendar year.
7. To improve communitywide strategic planning and needs assessments for Head Start programs and collaboration efforts for such programs, including outreach to children described in no. 2 above.
8. To transport children in Head Start programs safely.
9. To improve the compensation and benefits of staff of Head Start agencies, in order to improve the quality of Head Start programs.

Attachment B

Office of Head Start Guidance on Implementing a Trauma-Informed Approach

Trauma occurs when frightening events or situations overwhelm a child or adult's ability to cope or deal with what has happened. These kinds of experiences cause an extended stress response and lasting effects on the physical and mental health of the individual. Trauma can occur in the form of a single event (e.g., a natural disaster or death of a close family member) or as a series of events or chronic condition (e.g., substance misuse, domestic and community violence, child abuse and neglect, extended homelessness, or food insecurity). Exposure to trauma is more common than most people believe. It is also multi-layered, with individual, community, and historical experiences. In addition to enrolled children and families, Head Start staff may experience trauma as well, along with stress associated with their role in supporting children and families impacted by trauma. That said, not everyone exposed to adverse experiences is traumatized.

Head Start and Early Head Start programs play a critical role in buffering the impact of trauma by promoting resilience for children, families, and staff. The effects of trauma are lessened by protective factors such as strong parent-child relationships; relationships between staff, children, and families in Head Start and Early Head Start

programs; and through relationships and supports within the community. Supporting staff wellness is a critical part of any trauma-informed approach in Head Start programs.

The Substance Abuse and Mental Health Services Administration (SAMHSA) defines a trauma-informed approach as one that: 1) **realizes** the widespread impact of trauma and understands potential paths for recovery; 2) **recognizes** potential signs and symptoms of trauma; 3) **responds** by fully integrating knowledge about trauma into program policies, procedures, and practices; and 4) **resists** re-traumatization of impacted individuals. For more information, please see [SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach](#).

Head Start Considerations for Funding Trauma-Informed Approaches

There are many ways Head Start and Early Head Start programs can use Quality Improvement funds to implement a comprehensive, ongoing trauma-informed approach. The following includes a limited, non-exhaustive list of examples:

Expand Mental Health Services

- Improve preventive mental health screening, assessment, and interventions
- Enhance mental health consultation for staff support and organizational improvement to help identify signs and symptoms of trauma and integrate supports and services to assist in healing
- Ensure mental health consultation and other related intervention services include a trauma-informed approach and are integrated at intake and orientation
- Build and/or enhance collaborative services with local substance abuse and mental health treatment programs, domestic violence service providers, disaster response programs, child welfare agencies, and others

Increase Classroom Quality

- Hire additional qualified education staff to lower classroom ratios, enhance caregiver-child relationships
- Provide ongoing coaching and support to education staff to address secondary stress and related turnover
- Hire behavioral specialists to support children, classroom staff, and parents
- Improve physical environments and learning spaces throughout the facility to help address the multiple domains of development and learning that are impacted by trauma
- Invest in professional development and staffing patterns that foster continuity of care, and consistent, predictable, and nurturing environments

Strengthen Family Services

- Enhance services that strengthen families, promote relationships, decrease parental stress, and improve family safety and financial security
- Strengthen service provision related to housing access and stability
- Provide enhanced job training, employment, education, and career services
- Help families better access healthcare and nutrition services
- Enhance transportation services to promote more regular participation by children and families in services designed to support development and learning and address trauma
- Improve collaboration efforts and alignment with family-serving agencies to lessen family confusion and stress in dealing with multiple agencies

Support a Trauma-Informed Workforce

- Provide training on trauma-informed approaches to all staff, governing boards, and Policy Councils, and ensure training is accompanied with coaching and opportunities for reflective practice and supervision
- Support staff capacity with salary increases and additional benefits, such as employee assistance services and break times
- Decrease family service staff and/or home visitor caseloads through hiring of additional qualified staff or other strategies

Create a Program-Wide Trauma-Informed Environment

- Ensure any trauma-informed training implemented at the management-, governing-, or policy-level includes oversight to examine how the approach is being implemented
- Conduct ongoing self-assessment to track program improvements related to integrating a trauma-informed approach over time
- Expand Health Services Advisory Committee efforts to better support health and mental health services for children and families by implementing trauma-informed approaches