



Interoffice Memorandum

June 4, 2020

AGENDA ITEM

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

THRU: 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

U Brown for Lonnie

SUBJECT: **Consent Agenda Item – June 23, 2020**
Orange County Head Start Program Application for Federal Assistance
Five Year Grant (Year 1) FY 2020-2021

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 \$14,131,502 and includes \$156,870 for training and technical assistance. The required non-federal match in the amount of \$3,531,376 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.

ACTION REQUESTED: Approval of Orange County Head Start Program Application for Federal Assistance Five Year Grant (Year 1) FY 2020-2021 between Orange County and Department of Health and Human Services, Administration for Children and Families, Office of Head Start in the estimated amount of \$14,131,502 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 \$3,532,376 is derived from parent, volunteerism, donation of goods and services, lease agreements, and County support.

SH/kp:jam

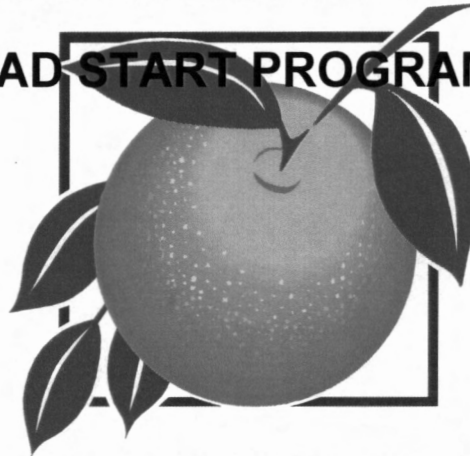
Attachments

- 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

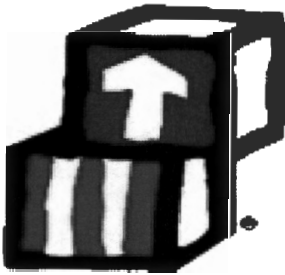
APPROVED BY ORANGE
COUNTY BOARD OF COUNTY
COMMISSIONERS

BCC Mtg. Date: June 23, 2020

**ORANGE COUNTY
HEAD START PROGRAM**



***APPLICATION FOR
FEDERAL ASSISTANCE
FIVE YEAR GRANT (YEAR 1)
FY 2020-2021***



ADMINISTRATIVE OFFICE

Sonya L. Hill, Head Start Manager
Community and Family Services Department
Head Start Division
2100 E. Michigan Street
Orlando, FL 32806
Phone: (407) 836-6590 Fax: (407) 836-1921

TABLE OF CONTENTS

Section I. Program Design and Approach to Service Delivery	3
Sub-Section A. Goals	3
Sub-section B. Service Delivery	9
Sub-section C. Governance, Organizational and Management Structures	42
Section II. Budget and Budget Justification	55
Appendices: Includes the following:	
Results of Self-Assessment	
Program Improvement Assessment	
Training and Technical Assistance Plan	
Signed Policy Council Statement	
Other Supporting Documents:	
Organizational Chart	
Center (Funded) Enrollment	
Selection Priority Criteria	
Annual Report 2019-20	
Cost Allocation Plan	

**ORANGE COUNTY HEAD START
Five -Year Grant (Year 1)
FY2020-2021**

Section I. Program Design and Approach to Service Delivery

Sub-Section A: Goals

1.a.b.c.(i.-iv.) The Orange County Head Start, OCHS, Program Goals and Measurable Objectives are as follows:

Program Goals	Measurable Objectives Description
<p>Goal 1: Orange County Head Start will be a learning organization in which staff engages in continuous improvement to reach their potential and improve children and family outcomes.</p>	<p>A. To institute a professional development program that will ensure staff training needs are addressed and ensure compliance with regulatory and programmatic requirements.</p> <ul style="list-style-type: none"> i. To increase and strengthen teacher knowledge, subject/content matter and classroom management skills in order to ensure that all reach academic achievement. ii. To increase and strengthen relationship based competencies for all staff that work with children and families. iii. To put into practice monitoring and evaluation strategies for the effectiveness of trainings provided by the program. <p>B. Increase child and family outcomes for all children and families by the successful implementation of Professional Learning Communities (PLC) that are high functioning collaborative learning teams.</p> <ul style="list-style-type: none"> i. To increase ongoing collaboration within Head Start Centers and staff with emphasis on collaborative thematic unit development and alignment of resources. ii. To put into practice research-based instructional strategies that are monitored and evaluated for

	<p>effectiveness.</p> <p>iii. To increase the sharing of child and family outcomes data within Head Start Centers and staff in order to encourage collaboration and engage in strategic efforts to improve outcomes.</p>
<p>Goal 2: Orange County Head Start will enhance learning experiences for children who are dual language learners and their families by ensuring multicultural programming that promotes cultural awareness and supports that diversity is integrated within all program systems and services.</p>	<p>A. Teachers will learn how to teach and support children who are dual language learners garner higher child outcomes.</p> <p>B. Through professional development opportunities, school personnel will receive training and coaching in cultural competency strategies and approaches aligned with best practice for English Language Learners.</p> <p>C. OCHS will develop a process for data sharing between the Early Childhood Development and Childhood Health & Parental Services Units. These two Units will share data about family home language and child and family progress on language and literacy development in both the family’s home language and English by the end of year one.</p> <p>D. Using the Dual Language Learner’s Program Assessment, increase the full and effective participation of DLL’s and their families.</p>
<p>Goal 3: Orange County Head Start will enhance the physical health and mental wellness of staff, children and families by developing a comprehensive wellness approach.</p>	<p>A. Expand on the current employee wellness program to include mental health and wellness activities and resources during in-services.</p> <p>B. Provide additional staff coverage in the classrooms with a higher number of special needs children to ensure adequate staff-child ratios and teacher support.</p> <p>i. Increase teacher assistant work hours to 40 hours per week.</p>

	<p>C. Increase the capacity of the program to become a trauma-informed workforce.</p> <ul style="list-style-type: none"> i. Utilize resource rooms to assist staff provide appropriate and effective services to children with mental wellness and behavioral concerns. <ul style="list-style-type: none"> a. Secure resources and materials needed by end of year one b. Establish and implement the use of resource rooms by end of year two ii. Hire a Behavioral Specialist to assess children with behavioral concerns, develop behavior plans and work with staff and families to address concerns.
<p>Goal 4: Orange County Head Start will design and build a technology infrastructure that will provide students, families and staff with access to resources and education to increase children's achievement of the skills needed to thrive in a globally connected world.</p>	<ul style="list-style-type: none"> A. Increase access for students, educators, parents, and other community members to information technology resources that can enhance children's learning. B. Increase staff proficiency in using technology more effectively to enhance children's learning and business operations in the Head Start program in support of program outcomes. <ul style="list-style-type: none"> i. Increase effectiveness in <u>instructional</u> uses of technology to address school readiness goals and outcomes by end of year one. a. ii. Increase effectiveness in <u>administrative</u> uses of technology to address school readiness outcomes and manage business operations by end of year two.

Example: Goal 1 - Measureable Objective B

Goal: Orange County Head Start will be a learning organization in which staff engages in continuous improvement to reach their potential and improve children and family outcomes.

Objective: Increase child and family outcomes for all children and families by the successful implementation of Professional Learning Communities (PLC) that are high functioning collaborative learning teams.

Expected Outcomes:

- D. Improved child outcomes and family outcomes
- E. Improved teacher performance
- F. A support network of colleagues/peers where teaching staff and family service workers can share results and learn from each other
- G. Stronger relationships amongst teams and more interconnectivity amongst staff
- H. Learning communities that create innovative teaching/mentoring opportunities and promote collaboration between management, staff, families and children

Expected Challenges:

- C. Improper implementation
- D. It is a process and not a program
- E. Staff buy-in may impact how swiftly and effectively the strategy is implemented
- F. Full implementation of PLC's may take more than one program year; yet, management will still need to ensure staff's professional development needs and requirements are met

Action Steps	Data, Tools, or Methods for Tracking Progress
<ul style="list-style-type: none"> • <u>Coordinate study with Field Operations Supervisors, Center Supervisors and teaching staff to effectively provide topics of study about effective teaching and learning.</u> 	<ul style="list-style-type: none"> • <u>Data</u> sought from management and staff for professional development meetings and opportunities for teachers to participate in workshops and courses face to face or Webex. • <u>Meeting</u> agenda and minutes
<ul style="list-style-type: none"> • <u>Provide administrative support</u> for professional learning groups regarding best practice and subsequent supporting school wide change. 	<ul style="list-style-type: none"> • <u>Reflective supervision</u> sign in sheets, agendas and notes • <u>Chart</u> the number of staff participating in

	PD opportunities <ul style="list-style-type: none"> • Post training summaries of conferences, grants, and workshops attended
<ul style="list-style-type: none"> • Develop educational evaluation plan to include components of self-evaluation, administrator collaboration, and ongoing assessment of student growth and progress. 	Evaluation Instrument to assess PLC implementation
<ul style="list-style-type: none"> • Monitor differentiation from curriculum through child assessment and individual child learning and goal setting. 	<ul style="list-style-type: none"> • Results of PLC evaluation

d. **Only for grantees applying for non-competitive new grant:** Describe how your actual outcomes from the prior project period informed the above. **(Pending info from Sonya Hill)**

2. The Orange County Head Start School Readiness Goals articulates high expectations for children and families' progress aligned with the Parent Family Community Engagement Framework (PFCE), Head Start Early Learning Outcomes Framework (HSELOF), Galileo School Readiness Assessment Scale (G3) and the Florida Early Learning and Development Standards Birth to Kindergarten. The Galileo G3 Assessment Scale (School Readiness) encompasses the benchmarks in the Florida State Standards for four year olds transitioning to Kindergarten and is aligned with the local education agency expectations. The alignment of Head Start Early Learning Outcomes Framework & Florida Early Learning Development Standards enables administrators, staff, families, community partners, policy council and board members to:

- Link the connections among local, state and federal expectations for children prior to entering kindergarten.

- Provide clarity and a shared vision of the program's school readiness approach.
- Focus on school readiness that addresses children's and families strengths and needs.

The School Readiness Plan assists staff to:

- Use ongoing experiences in practical goal setting for each child.
- Increase individualized strategies for all children including those with special needs (nutrition, medical, dental, mental health and disabilities) to support their maximum progress in each developmental domain.
- Evaluate their own implementation of learning experiences in their classrooms and teacher-child interactions, in order to guide the planning of future activities.
- Make critical decisions about how to implement the curriculum and to improve their classroom environment to maximize learning.
- Support families to actively engage in their child's learning and overall development.

3. Orange County Head Start (OCHS) ensures the involvement of the governing board, policy council and parents in the development of all program goals. Information is gathered and shared on a monthly basis through policy council and parent meetings. The program also holds school readiness and educational planning committee meetings quarterly. The committees are comprised of at least 22 parents.

The Health Advisory Committee convenes meetings twice per year to provide program data to parents, partners, and staff. The meetings are opportunities to share data and take steps toward the development of program goals and objectives.

The Policy Council meets monthly nearby the main office. During the meetings, the council receives monthly data tours of the outcomes of children, families, and staff. Although the information is shared on hard copies, the reports are generated from the software data collection system. During this time, content area experts provide data outcomes and progress. Parents are allowed the opportunity to ask questions as well as provide feedback on course

correction in the areas that are needed. If an item needs the approval of the council, voting takes place. The data regarding outcomes of children and families are also shared with the governing board on a monthly basis. Members of the governing board are also offered one-on-one meetings with the Head Start Director related to information presented in the monthly packets. The one-on-one meeting serves as an opportunity for the governing board to understand the process and ask questions, if needed. The monthly packets are presented to the governing board members during the consent agenda process for a vote. The policy council and governing board are proactively involved in developing, implementing and monitoring program goals through engagement and involvement in all aspects of the program such as: reviewing the Self-assessment and Community Assessment, analyzing program data, and working as partners with staff to develop program goals.

Sub-Section B: Service Delivery

1. a. The geographic service and recruitment area for the proposed for program operations is Orange County, Florida. There is an estimated 20,617 (25.4%) children under age 5 are in living in poverty in Orange County, Florida according to the 2018 American Community Survey Zip Codes (5 year estimate).

b. The targeted recruitment areas that have the highest concentration of children in poverty are located nine (9) zip codes as follows: 32808, 32805, 32839, 32811, 32818, 32810, 32801, 32822 and 32703. These areas have the highest number of children living in poverty, juvenile arrests, abuse neglect, teen pregnancy child abuse and neglect and infant mortality.

Pine Hills (32808 and 32818 Zip Codes) had over 40% children living in poverty, according to the Orlando Sentinel article dated January 29, 2019 entitled *Orange County to*

spend an extra \$20Million on kids in 9 zip codes with highest level of poverty, juvenile crime, abuse.

According to the 2020 Orange County Head Start Community Assessment, the greatest number of children are located in the **center** of the county, home to 12,773 children (ages 0-4) living in poverty, according to the Census County Divisions (CCD). This area is followed by Union Park CCD, with 2,678 children and southwest CCD with 1,808 children.

c. Not applicable

2. a. Eligible Children Under Age 5

The total population of Orange County is 1,393,452, according to 2018 U.S. Census. There is an estimated 217,378 or (15.6%) individuals living in poverty. About 20,617 (25.4%) children under age 5 are in living in poverty in Orange County, according to the 2018 American Community Survey Zip Codes (5 year estimate). More than 8,000 children are age eligible (3 and 4 years of age) for the Head Start Program.¹

Pregnant Women

The number of pregnant women data was not readily available. However, the Florida Department of Vital Statistics, 2018 Florida Health Charts indicated that there were 16,914 live births in Orange County.

Race and Ethnicity

Based on the 2020 Community Assessment, the total overall poverty rate for all ages were 13.9 % (White); 21.5% (Black or African American); 13% (Asian), and 14% (two or more races), ethnicity is 20.70% Hispanic/Latinos. The 2019 OCHS Program Information Report

¹ Orange County Head Start (OCHS) Community Assessment, Nolo Consultants, April 2020, pg. 73.

(PIR) indicated that 62.3% of families were non-Hispanic and 37.7% of families were Hispanic/Latino. ²

Spoken Language

In Orange County, 52% of children speak English only; one in three children (36%), ages 5 to 17, living in poverty speak Spanish, which is higher than the State of Florida (28.5%); (8.6%) children speak other Indo-European languages and 1.9% of children speak Asian and Pacific Islander languages and 1.6% of children speak other languages.³ The 2019 PIR indicated that 59% of children and families speak English and 30.5% speak Spanish. ⁴

Children Experiencing Homelessness

The new numbers, released Monday April 29, 2019, according to the Orlando Sentinel report, Central Florida Homeless numbers are down. The most recent census findings, comes from a single-day count in January, which determined the total homeless population in Orange, Osceola and Seminole counties to be an estimated 2,010 people — including those living in shelters, cars and the woods as well as on the streets. In 2017, there were 6,130 homeless students in Orange County, as indicated in the Institute for Children, Poverty and Homelessness.

⁵ Orange County Public Schools, OCPS, served 44 children that were experiencing homelessness in 2019, according to recent enrollment reports.

Foster Care

In Florida there were 40,462 children in foster care according to Florida Department of Children and Families “point- in- time” count in March, 2019. In Orange County, there were

² OCHS Community Assessment (CA), Nolo Consultants, April 2020, pg. 74.

³ OCHS CA, Nolo Consultants, April 2020, pg. 20.

⁴ OCHS CA, Nolo Consultants, April 2020, pg. 75.

⁵ OCHS CA, Nolo Consultants, April 2020, pg. 44.

about 2,061 children in foster care, based on the 2020 Community Assessment.⁶ According to the Kids Count Data Center, roughly 40% of children in foster care are under age 5.

Dual Language Learners

Based on the 2020 Community Assessment, regarding spoken languages, approximately 48% of children, ages 5 to 17 years, are considered dual language learners.⁷ The 2019 OCHS PIR indicates that more than 30% of children are considered dual language learners.

Children with disabilities

There were an estimated 2,376 preschool children diagnosed with disabilities, as indicated by OCPS staff. The types of disabilities are listed in Table 1:

Table 1. OCPS Preschool Children with disabilities and types of disability	
<i>Types of Disabilities</i>	<i>Number of children</i>
Autism Spectrum Disorder	104
Deaf or Hard of Hearing	34
Developmentally delayed	1,441
Established conditions	6
Language impaired	50
Orthopedically impaired	9
Speech Impaired	58
Other health impaired	33
Traumatic Brain injured	1
Visually impaired	3
<i>Total children</i>	<i>2,376</i>

OCPS Preschool Diagnostic Intervention Services (PDIS) children evaluated 106 children and 93 of the children met eligibility for Exceptional Special Education (ESE) services, as indicated in a report dated April 4, 2020.

⁶ OCHS CA, Nolo Consultants, April 2020, pg. 61.

⁷ OCHS CA, Nolo Consultants, April 2020, pg.20.

b. Education

About 50% of adult Head Start parents have a High School Diploma or GED, 13% earned an AA degree and 11.5% earned a Bachelor's and/or Master's Degree. However, 20% of adult Head Start parents have less than a High School Diploma and only 6.4% of adults are enrolled in school or training programs.⁸

Health and Nutrition

Food insecurity and access to mental health services and health care are three areas that need immediate attention and investment in Central Florida, according to the 2019 Community Health Needs Assessment compiled by local nonprofit hospitals, health departments and community health centers. Nearly 60% of more than 2,700 people who were surveyed for the assessment said they struggled with hopelessness and depression. This information was noted in the Orlando Sentinel article on November 1, 2019, *Central Florida still struggling with access to health care, mental health services*.

The assessment, released in November 2019, is conducted every three years and has been required by the Affordable Care Act since 2013. In its third iteration, the collaborative expanded its pool of partners, this time adding four local community health centers also known as federally quality health centers. The partners also identified other health-care areas that needed improvement, including childhood immunization, chronic diseases, HIV/AIDS, and substance abuse.

Child Care and Parent Schedules

The rising cost of child care continues to burden families. More than 49.7% of Head Start families are employed full time and work from 8:00 am to 5:00 pm. About 20.4% families are

⁸ OCHS CA, Nolo Consultants, April 2020, pg. 76.

employed part-time. Head Start offers the Full Day/ Full Year option, which ensures that working families maintain year-round employment.

Social Services and Other service needs of families

According to the Community Assessment Parent Survey the **top five most significant problems** are as follows:

- 1) Low wages
- 2) High utility costs
- 3) Availability of affordable housing
- 4) Availability of jobs and
- 5) Public safety and crime⁹

Based on a recent parent survey conducted by Nolo Consultants, families indicated that the **top three needs** are 1) English as a Second Language (ESOL), 2) classes to get a better job and 3) job placement services.

The Parent, Family and Community Engagement (PFCE) team continues to work with establishing community partnership agreements to enhance services for Head Start families.

Other Services

The majority of the Head Start families have some form of health insurance for their children, either through Medicaid, CHIP or private insurance. However, based on the Parent Survey, 46% of Head Start families needed to see a dentist but could not afford it. Other programs that Head Start families use are ACCESS Florida, WIC, Medicaid, and 4C (Community Coordinated Care for Children), which is subsidized child care. Additional

⁹ OCHS CA, Nolo Consultants, April 2020, pg . 79.

programs include the library, Catholic Charities, Goodwill Industries, Boys and Girls Club and The Low Income Heating and Energy Assistance Program, LIHEAP.¹⁰

c. There are about 282 child care facilities available to serve children, (0-school age) that include: private centers, faith based and public schools. According to the OCPS Enrollment Summary dated December 2019, OCPS served 3,978 preschool children. The Early Learning Coalition of Orange County served about 13,386 preschool children in its School Readiness and VPK programs. In Orange County there were 63,229 children under age 6 that needed child care.¹¹

3. a. Orange County, the non-federal entity, funded enrollment includes 1,536 children and proposes to implement the Center-based program option. OCHS will provide high quality comprehensive early childhood development in the part-day, part-year program option. The total funded enrollment includes 756 in the part –day, part-year traditional program. Seven hundred eighty (780) children will be enrolled in the full-day, full-year program to accommodate working Head Start families.

b. Not applicable

c. More than 60% of Head Start adults work full time or part time. The families usually own their own vehicle or use public and/or private transportation resources

d. Orange County has no changes in the funded enrollment slots.

4. a. OCHS is geographically located throughout Orange County in the areas that were identified in the Community Assessment with the most vulnerable population. During the 2019-2020 school year, OCHS temporarily relocated the children from the Lila Mitchell Head Start to the Mills Development Center, while Lila Mitchell received repairs and renovations. In the 2020-

¹⁰ OCHS CA, Nolo Consultants, April 2020, pg. 72

¹¹ OCHS CA, Nolo Consultants, April 2020, pg. 67.

2021 school year, OCHS will move back to the permanent location of Lila Mitchell. This will be the only location and site change for the 2020-2021 school year.

OCHS will not open or close other sites during the first year of the five year grant cycle. However, OCHS will change the funded enrollment per Head Start location to ensure that the funded enrollment is geographically based on the number of children living in poverty within the area. OCHS will decrease the number of slots in the western portion of Orange County, which include zip codes 32805, 32811 and a small portion of 32808. The slots will be transitioned to Zip Codes 32822 and 32807, which are located in the eastern portion of the County and Zip Code 32703, which is the northern portion of the county. Relocating the slots will ensure OCHS is serving the areas with the most growth, as the program continues to serve the children and their families with the greatest need.

OCHS will also work with Orange County Real Estate to explore the possibility of moving into more County-owned properties, thereby decreasing the number of leased properties. This would be extremely beneficial to find larger buildings and decrease the number of small 2 and 3 classroom sites. Reducing classroom size will also be beneficial, as smaller classroom size is considered an enhancement to the learning environment.

OCHS plans to submit an application for the disaster recovery grant. The funds will be used for minor repairs and renovations to playground and buildings that were damaged during the 2018 hurricane events.

b. Non-applicable

c. As OCHS continues to provide quality services to children and families, it is the program's intention to apply for the 1303, Subpart E. application for purchase and construction

of a building during the 2021-2025 five year grant period. The program staff has commenced to research and satisfy the 1303 application requirements.

5. a.i. Although, the program's recruitment activities occurs throughout the school year, OCHS conducts its outreach recruitment campaign annually to identify eligible Head Start children from economically challenged families with the greatest need. The target populations may change, depending upon the influx of new residents and dynamics within Orange County.

The recruitment strategies are based on the findings of the Community Assessment to ensure that community needs drive the program. As the targeted population change from year to year, staff adjusts their outreach campaign to identify underserved, disenfranchised populations. The OCHS Eligibility, Recruitment, Selection, Enrollment, and Attendance (ESREA) Unit recruitment plan will develop outreach strategies to recruit the neediest children as follows:

- ✓ Review the community assessment to identify targeted areas that include high populations of age and income eligible children.
- ✓ Staff will generate reports of currently enrolled children and include siblings that are age eligible for the Head Start Program.
- ✓ Identify and recruit children experiencing homelessness, children with disabilities, living in foster care and at/ or below the 100% Poverty Income Guideline.
- ✓ Focus on giving priority to families experiencing homelessness, children in foster care homes and families whose income falls within the 100% federal poverty guidelines.
- ✓ Develop informational fliers and brochures about the program and disseminate to all agencies that serve eligible preschool children.
- ✓ Public announcements will be made on Orange TV. Staff will contact community partners and distribute Head Start fliers to the following: OCPS (front offices), public

libraries, Section 8 Housing and public housing authority, homeless shelters, churches, behavior centers, local Florida Department of Health WIC offices, Early Head Start programs such as Children's Home Society, Community Coordinate Care for Children (4C), Florida Dept. of Revenue Child Support Enforcement, Health Care Center for the Homeless, OCPS Prediagnostic Intervention Services (PDIS) and community centers.

- ✓ In efforts to recruit homeless children, staff will distribute fliers to the Homeless Services Network of Central Florida, Shepherd's Hope, Coalition for the Homeless, Orlando Union Rescue Mission, and Orange Blossom Family Health. Foster children will be recruited from Kinship Care, Florida Department of Children and Families, and the Children's Home Society.
- ✓ Family Service Workers will collect the required information from parents to ensure families who qualify meet eligibility requirements.
- ✓ Staff will participate in community events such as Health and Resource Fairs, which boosts recruitment of the most vulnerable families in designated communities.
- ✓ Monitor recruitment efforts through Head Start enrollment reports and actual enrollment of children.

The Eligibility Priority Selection Criteria is updated annually and priority is based on risk factors and family circumstances such as the age of a child, foster care, children with disabilities, families living below the poverty guideline, families receiving public assistance, children in protective services (i.e. abuse, neglect and abandonment), and homeless families. Homeless families, as defined by McKinney-Vento Act, are prioritized and additional points are provided for agency referrals from the Florida Department of Children and Families and/or court referrals,

and Early Head Start. The priority and selection criteria are in full compliance with the federal performance standards.

In order to maintain the OCHS waiting list and full enrollment, applications are taken throughout the school year. All applications are taken in person at the most convenient time slot for families. Staff is available to assist families who are non-English speaking to ensure the accuracy of the applications.

OCHS has a formal agreement with Early Head Start providers, which include Children's Home Society and Community Coordinated Care for Children (4C). The Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) unit provides transition activities that foster the enrollment of children with disabilities. Furthermore, OCHS has a formal Agreement with OCPS, the local education agency (LEA). The staff of OCPS processes children through Part B and refers eligible children to the Head Start Program. The eligibility priority and selection criteria identifies children with suspected or diagnosed disabilities and assign points to ensure that 10% of the enrolled children are those with disabilities.

b. Regular attendance of children is encouraged by all staff, as it plays an important factor in school readiness success. Providing support to parents is the ERSEA's Unit's first goal, to ensure perfect attendance. Staff must ensure that families fully understand the importance and benefits of their child's attendance to be successful from Pre K through grade 12.

Parents are provided several opportunities to learn about the importance of attendance at enrollment, parent orientation, Open House, parent meetings, etc. OCHS will use a variety of activities and strategies to promote regular attendance and eliminate chronic absenteeism for children. If there are signs that attendance is beginning fall, staff has the opportunity to work with the parent by providing an attendance awareness letter.

Other strategies to promote regular attendance includes the following: within one hour of schools arrival time families are contacted to verify that the child will attend, Teachers, Family Service Workers and Center Managers take daily attendance, add daily attendance and contacts to parents in ChildPlus, while ERSEA monitors attendance weekly and provides reports to the assigned Family Social Worker (FSW) and Center Managers. In addition, staff creates individual action plans for families, attendance action plans/strategies for site locations, and attendance report cards for parents. Staff awards ribbons to children with perfect attendance, and sends attendance awareness letters for children attending below 10% and attendance actions plans for children with an attendance 20% or higher.

Monitoring attendance of children experiencing homelessness provides an opportunity to meet with the family and ensure that they have all the services necessary to advance their situations. All efforts to resolve low attendance and promote regular attendance include home visits, and referrals to community agencies. One-on-one action plans are developed with families experiencing extenuating circumstances with attendance issues. The plans are designed to help children successfully return to school.

6. a.i. OCHS utilizes a modified preschool educational curriculum, which consists of the “*High Scope*” and supplemental curricula such as: *Developmental Learning Materials (DLM) Express Curriculum*, *Nemours BrightStart*, among others. *High Scope* is a research-based model of preschool educational curriculum that is widely used in the Head Start program. Its foundation of ideas and practices are focused on the natural development of young children. It is based on The children’s development ideas and views children as active learners, who learn best from activities that they plan, carryout, and reflect upon. The *High Scope Preschool Curriculum*

provides an approach characterized by children's active participatory learning, the plan-do-review process, developing children's conflict resolution skills, and adult scaffolding.

The “*High Scope*” curriculum promotes research-based teaching practices that support children's development and learning in all Head Start Early Learning Outcomes Framework (ELOF) domains. It promotes ongoing observation, planning, and scaffolding based on children's developmental levels. Its comprehensive standardized training and materials support implementation through the following: promotes active, hands-on exploration and specific guidance on how to establish well-organized and engaging indoor and outdoor environments. The curriculum provides specific adaptations for children with disabilities, suspected delays, or other special needs and promotes individualization based on children’s interests, strengths, and needs. The curriculum moderately aligns to the ELOF, but supplemental curriculums are used to support each ELOF domain (e.g. *High Scope Nemours Bright Start!* (Literacy), *DLM Early Childhood Express* (English language learner)).

The *High Scope* Curriculum uses a process —called “active learning” to achieve powerful, positive outcomes. Active learning, whether planned by adults or initiated by children, is the central element of the *High Scope Preschool Curriculum*. Children learn through direct, hands-on experiences with people, objects, events, and ideas.

6. ii. *High Scope Preschool Curriculum*, *DLM Early Childhood Express* and *Nemours BrightStart! Complete Program for Early Literacy Success* are appropriate curricula for the ages and backgrounds of the children served in OCHS. The curricula are research based and have organized developmental scope and sequence as follows:

Scope

The *High Scope Preschool Curriculum* clearly identifies eight content areas: Approaches to Learning, Social and Emotional, Mathematics, Science and Technology; Language, Literacy,

and Communication, Social Studies, Creative Arts, and Physical Development and Health. In each of the content areas, the curriculum provides a domain-specific book that identifies children's developmental progressions and ways to scaffold children's development and learning.

Sequence

The curriculum provides guidance on how to support children as they move through the developmental progressions in each of the *Early Learning Outcomes Framework (ELOF) : Ages Birth to Five* preschool domains. The *Key Developmental Indicators (KDIs)* and learning experiences offer support for children at earlier, middle, and later stages of development. Teachers can use these resources to provide multiple, related learning opportunities that progressively build upon the children's knowledge and skills.

DLM Express

The *DLM Early Childhood Express* offers learning experiences and materials to foster children's social and emotional, intellectual, and physical development. The curriculum is organized in eight thematic units and includes weekly lesson plans and daily planners consisting of teacher-directed lessons, large and small group activities, and learning centers. There are specific learning goals throughout all curriculum materials and lesson plans to support children in making progress toward learning goals. It also provides a variety of strategies and resources to support parent and family engagement.

The DLM curriculum provides guidance to scaffold the development and learning of children who are dual language learners (DLLs) and offers specific adaptations of learning activities for children with disabilities, suspected delays, or other special needs. However, it lacks guidance on how to ensure the physical environment is accessible. The DLM promotes

individualization based on the children's strengths and needs. It includes research-based teaching practices to support children's development and learning.

Nemours Bright Start!

The *Nemours BrightStart! Complete Program for Early Literacy Success* provides teachers with cutting-edge early literacy best practices with an exciting new approach to building reading readiness skills for struggling learners. This unique program is specifically designed for teaching early literacy skills to small groups such as at-risk four- and five-year-old children.

Nemours BrightStart! curriculum promotes early literacy skills to help prevent reading failure.

6.iii. The OCHS Curricula is aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five as follows:

High Scope Preschool Curriculum

A thorough review of all the curriculum materials in relation to the ELOF domains and sub-domains indicates that the *High Scope Preschool Curriculum* is primarily aligned with the ELOF. The domain-specific books, as well as *Essentials of Active Learning* and *KDI Scaffolding Charts*, provide best teaching practices that support children's learning and development in the majority of ELOF sub-domains. Furthermore, the curriculum includes several books with activities to support children in the domains of Language and Communication, Literacy, Mathematics Development, Scientific Reasoning, and Physical Development. However, the curriculum only partially addresses the ELOF sub-domain of Health, Safety, and Nutrition.

DLM Express

The DLM aligns with the Head Start Early Learning Outcomes Framework (ELOF), primarily in relation to the domains of Language and Communication, Literacy, and Mathematics.

Nemours Bright Start!

Nemours Bright Start! Curriculum is aligned with the Head Start Early Learning Outcomes Framework (ELOF) in relation to the domains of Language and Literacy

6. iv. Teachers and supervisors monitor the effectiveness of the Head Start classroom through ongoing evaluation with child and program assessment tools. These tools collect information on what is happening daily in the classroom and assessment contributes directly to teachers' lesson planning. A range of staff development options are available to help teachers and administrators make improvements based on identified needs. OCHS staff use the monitoring data results to identify strengths and make improvements. For example, the results of the data can be used to determine whether teachers need additional training and/or to identify gaps in children's learning experiences.

b. Not Applicable

c. Acuscreen is a 45-day developmental screening, which is research-based designed to determine whether or not a child should be referred for diagnostic testing aimed at determining the child's eligibility for special services. When used with Galileo Pre-K Online, Acuscreen data can be stored, aggregated, and used to generate analytical report information. Staff can utilize the Acuscreen booklet instead of relying on the Acuscreen report printed out of Galileo. The booklet provides directions on administering the assessment. It has two pages of referenced images, and includes places to note anecdotal information. The Acuscreen can be administered in the child's home language. Acuscreen Booklets are available in either English or Spanish. Staff must be sure to check the child's primary language for assessment interpretation purposes. OCHS makes every effort to provide a staff or volunteer that speaks the children's primary language. If staff

who speak the children's language is not available, parents are asked to help with screenings/assessments in home language.

OCHS has many ELL preschoolers that will develop skills in both languages without demonstrating the same skills in both languages. Whenever possible, the program has teaching staff in the classroom who speaks the child's home language. This will help to accurately assess what the child knows, based on their demonstration of capabilities in English and their home language. The Galileo Assessment software is utilized for the purposes of assessment, if the children demonstrate capabilities in a language other than English, this should be considered an appropriate demonstration of the skills and therefore it can be checked off in the appropriate Galileo G3 Assessment Scale.

Galileo does have the English Language Acquisition assessment scale for ELLs which will help monitor the progress of the children's English language skill development. In addition, Galileo includes a story teller assessment component that can be utilized with Spanish speaking children to assess their knowledge in the area of language and literacy.

d. Involving children's family in their classroom experiences may facilitate learning in all domains, including the children's acquisition of English. Staff invites families to share their language and culture with the class through the Child Interest Survey. Staff asks families for suggestions of activities on lesson plans, which represent their culture so they may share with the children in classroom. These activities may incorporate culturally specific items such as food, dance, music, games or stories. Also, parents are invited to attend the Education Planning Committee (EPC) and School Readiness meeting to contribute in selecting appropriate curriculum materials and resources for the classrooms. They give input by sharing resources and expectations for the children's learning in classrooms.

Activities are offered in the classroom to promote volunteers such as reading to students, sharing information based on culture/ethnicity, translating for a student who speaks a different language, engaging in STEM activities, and learning about the arts.

e. **Not Applicable**

7. a. Oral Health

During the enrollment process, staff will assess whether children and families are insured and/or have a medical/dental home. All families that lack medical/dental coverage and medical/dental homes will be referred to community partners, community health departments, and free and low fee health care providers, depending on the family's needs.

Family Service Workers and LPN's will link the family to resources. Families are invited to attend OCHS Open Enrollment event which is for two months to obtain medical/dental coverage or medical/dental homes. All contact and services will be documented and tracked in the ChildPlus system by Family Services and Health Services staff. The Childhood Health and Parental Services Program Manager will ensure information linked to medical/dental coverage and homes are provided to health services staff to ensure families understand the importance of health and dental homes. If needed, the Family Services and Health staff will assist families with completing applications to obtain needed medical dental insurance coverage.

Health (medical)

OCHS has developed formal agreements with well-established and reputable organizations that provide dental and medical health services. OCHS staff will continue to build relationships with internal and external agencies to provide more effective services and resources for children and their families. Any services provided through partnerships will be considered as a referral or link to the program.

The Head Start Registered Nurse will develop the Health Advisory Committee, which will be comprised of staff, parents, and community providers. The Health Advisory Committee will play a critical role in planning and resources, understanding the changes in the needs of families and their communities. To assist with meeting the 90 day dental exam mandate, OCHS has partnered with Orange Blossom Family Health Center. The OB Family Health Center will provide children with dental exams and treatment, lead, vision screenings, and follow-up consultations. OCHS staff will promote the importance of good hygiene and oral health through workshops for families. Staff will provide children with learning activities in the classroom, role modeling, and daily teeth brushing.

Nutrition

The Childhood Health and Parental Services Program Manager provide oversight of the nutrition service area to ensure training and professional development are provided to staff and parents. The Sr. Nutrition Coordinators, Nutrition Coordinator, Registered Dietitian, Registered Nurse and LPN's will provide support to families and assist with scheduling of appointments, providing required health information, WIC Services, dental services, whether on-site or at dental facilities and accompany parents to appointments, as needed.

Head Start parents are encouraged to be involved in all aspects of their child's health. A Registered Nurse, Licensed Practitioners, Nutrition Coordinators, Consultants and health providers will provide support to staff and parents by observing children, completing screenings, and assisting with strategies for parents with identified health and nutritional needs. Any identified needs are shared with appropriate service areas for intervention. If staff or parents identify any recurring or new health and nutritional concerns for the children, referrals will be made with parental consent.

Orange County Head Start's Health Services staff will work with local clinics, doctors' offices, and health departments to ensure that all health screenings are completed in a timely manner. Health and nutrition staff will coordinate the complete screenings onsite within the 45/90 day deadline of a child entering the Orange County Head Start Program. Service area staff is highly trained to conduct blood pressure, vision, heights and weights and hearing screenings on enrolled children.

The Nutrition Unit is comprised of one (1) Senior Nutrition Coordinator and two (2) Nutrition Coordinators. The Senior Nutrition Coordinator is responsible for USDA-Florida Department of Health, Child Care Food Program, which includes meals for adults in the classroom, and health and safety components of the nutrition program.

The Nutrition Coordinators are responsible to ensure all staff and parents are educated and trained on making nutritious choices, so they may live a healthy lifestyle. All children's nutritional needs are assessed at enrollment throughout the school year. The Senior Nutrition Coordinator will work with USDA – Florida Department of Health, Child Care Food Program staff to ensure children receive healthy foods that are low in sugar, fats, and salt. The Nutrition Coordinators will work with OCHS staff and OCPS sites to ensure children are being served USDA approved meals and using "family- style dining" in the classroom and school cafeterias.

The Nutrition Coordinators conduct growth assessments of all enrolled children in the program within the first 90 days of school and during the school year of newly enrolled children. The assessments include heights and weights in order to obtain the child's Body Mass Index (BMI). If the child falls under an unhealthy BMI, the Nutrition Coordinators will conduct a second growth assessment in the month of February. After the assessments have been completed to verify BMI, the Nutrition Coordinators will work with parents whose children are over or

underweight. If there are signs of concerns, strategies will be provided to help families promote healthy eating and exercise at home. The Nutrition Coordinators will update the children's special diet list of their respective center and provide special diets items and/ or modifications as needed. Staff will maintain communication with parents and medical personnel for any diet change(s).

Recently, OCHS program has hired a certified dietitian. He or she will review all menus and substitute menus to ensure all meals are well-balanced and meets the requirements for children's identified allergies and intolerances to different foods. For all children exhibiting signs of obesity and underweight concerns, the dietitian will develop a prevention plan. The plan will provide input, suggestions and guidance to staff, parents and programs. All strategies provided by the dietitian must include trainings for staff on how to implement the strategies provided. *I'm Moving, I'm Learning* (IMIL) and other approved activities to help decrease childhood obesity. These strategies will be implemented in the classroom to help parents/staff support efforts to improve children's knowledge related to nutrition and health.

The Nutrition Unit, Warehouse and Food vendors have developed a new process for delivering special diets. OCHS staff is currently working with its food vendor, Second Harvest, so they will deliver the majority of special diets, including almond milk to the children who require special milk. This process will save Nutrition Coordinators an average of 23 minutes of travel time to deliver the products to the Head Start centers. As a result, Nutrition Coordinators will have more time to work on nutritional activities that are beneficial for the children's educational development. This will allow staff to observe the eating practices and develop solutions for referrals and diet modifications. The Health Unit has built a partnership with the American Heart Association to implement a "Mobil Kitchen" that will empower families to learn

new skills, save money and spend quality time together. This initiative supports the program goal of families eating healthy and the reduction of obesity related illness.

Mental Health and Social and Emotional Well -being of Head Start children

- Children are initially screened within the first 45 days of enrollment. The program uses the *Acuscreen* tool as a part of the *Galileo Assessment System*. This screener is performed in the child's primary language and is one factor in determining further needs for children. The *Acuscreen* is scored and follow- up is provided for teachers and parents to determine the social and emotional well-being of all Head Start students.
- *Positive Behavioral Intervention Support (PBIS) Curriculum* is in place to address social – emotional needs of the students. Training is provided annually as a refresher course for staff and as periodic and center level training for new hires.
- Parents may contact Mental Health staff with concerns or needs. Staff will provide resources, referrals, and consultation services.
- Mental Health staff works with parents and staff to secure services for children with any social-emotional or behavioral concerns through the OCHS contracted provider.
- Mental Health staff provides training at parent meetings, which are held at Head Start centers to address issues such as the use of Positive Discipline Adverse Childhood Experiences; and Social Emotional well-being.
- A Special Needs Conference is held twice a year for all parents of children with any concerns, services or disability. The first conference is held in November and discusses topics such as: behavior challenges at home, speech and language development for children ages 3-5, community resources, etc. The second conference which is held in

April and deals with the transition of children into public schools. OCPS, the LEA, is invited to conduct a presentation for all parents and to provide transition packets to each family.

- Focus will be placed on staff wellness and training for the program on such topics as Mindfulness, How to Deal With Stress and Anxiety, ACE's, Dealing with Trauma in young children, among others.
- Crisis Prevention Institute (CPI) training was completed by the Mental Health staff and the Mentor Coaches and they are certified as "Train- the -Trainer". These six staff will be training all the Teachers and Center Managers to become certified in CPI, which will provide staff with knowledge and expertise in dealing with children who are verbally or physically aggressive. Twenty eight (28) Teachers have been trained and certified. During the 2020-21 school year, the program will focus on training the remaining staff.

7. i. The Childhood Health and Parental Services Program Manager is responsible for directing health services. All service areas will work in a collaborative effort to ensure services in health (medical, dental and nutrition) are provided to children and their families. During the screening and enrollment process the needs of Head Start families are addressed as well as throughout the year. The Nutrition Coordinators will provide referrals as appropriate for each family and will provide continuous follow-up to ensure that services have been provided throughout the year.

Orange County Head Start follows the requirements for immunizations and child well-care for Head Start Performance Standards, Early and Periodic Screening Diagnostic and Treatment (EPSDT) guidelines, The Center for Disease Control and Prevention (CDC) as well as State Guidelines to ensure all Children have up to date medical records. All data collected is in

an effort to maintain the child's immunizations, physicals, lead, dental, Well-Care insurance and medical home, will be entered and tracked in the ChildPlus data system to monitor all updates.

7. ii. A Therapist is assigned at each Head Start site and works with children and parents who have been identified and referred for services from the contracted provider. There is a regular schedule of ongoing visitation by each Therapist. The therapist works individually with students as well as with the Teacher in the classroom setting.. The Therapist also maintains ongoing communication and face- to- face contact with the child's parents.

Students receiving services who exhibit behavioral challenges are observed and provided therapy for 30 days. The therapist uses this time to build rapport with the student, meet with the teachers, and identify challenges, concerns and needs of the children to be addressed. Once this initial 30 days is completed, the therapist develops a behavioral plan, which is shared with the parent and teachers. Teachers are responsible for implementing the individualized strategies with their students under the social-emotional domain. Therapists have ongoing communication with the teachers in each classroom to discuss progress, changes in behaviors as well as changes in goals for the students.

A pilot project was developed and implemented during the 2019-20 school year for Mental Health Consultation at four (4) Head Start Centers. An additional therapist was assigned to four schools. The therapist provided ongoing observation and care to the entire school. The therapist attended staff meetings, provided wellness to individual staff, observed classrooms and provided feedback. In addition, the therapist attended parent meetings, conducted training sessions, and provided guidance to staff for supporting behavioral or trauma related care. The

therapist has been a tremendous resource and asset to the schools, based on feedback from staff. During the next two year, OCHS plans to replicate this concept at more Head Start Centers.

8.a. OCHS will build a trusting and respectful relationship with families. Building trusting and respectful relationships affords opportunities for Family Service Workers to talk with families, learn about their strengths, challenges, aspirations and their expectations from the program. Staff will continue intensive family support services and offer training to improve parenting skills, parent-child relationships and child advocacy. Family Services Workers (FSW) will assess the needs of families to help them establish personal and career goals, so they may become economically self-sufficient.

OCHS will utilize the Parent Family and Community Engagement Framework to guide service delivery to children and their families. PFCE staff will provide activities that focus on family well-being, advocates as leaders, positive child relationships, families as lifelong learners, families in transitions, and connections to peers and the community.

OCHS utilizes two-way communication to engage families effectively. Center staff will continue trainings related to communication. This ongoing communications training will ensure that staff is respectful each other and Head Start families. The OCHS staff members are ethnically and culturally diverse. Typically, staff will engage with families to create a welcoming environment, from morning through the afternoon, as they enter and exit the facilities. The program's foundation is built upon respecting the culture, gender, language, ethnicity and composition of Head Start families. The constant use of relationship-based competencies ensures staff understands the importance of being culturally and linguistically responsive to families.

8. b. Staff recognizes parents as the children's primary caregiver as well as promotes positive parent-child interactions. OCHS Parent Family Community Engagement (PFCE) staff will

achieve outcomes through parent conferences, parenting programs and activities, special initiatives, and referrals to community partners. Referrals will be provided based on identified needs and goals established for each family, as documented in the Family Needs Assessment.

Staff will link families as a priority to available and accessible community agencies within Orange County. PFCE staff will provide support services to families to prevent potential barriers and overcome obstacles, so they may achieve economic independence. The support services will be based on the findings from the self-assessment, family outcomes, parent surveys community assessment, and parent needs assessments.

The classrooms and program environments are open to all parents on a daily basis, which reflects inclusiveness of all families. OCHS staff provides materials and postings that reflect diverse families. The environments are inviting and staff encourages responsible fatherhood engagement and male involvement in the classrooms. The materials provided are multi-cultural and multi-generational for both children and families. The materials for families are translated into different languages for use by staff, volunteers, and foster grandparents.

8. c. The OCHS Fatherhood/male engagement program *24/7 Dads* is one of the support programs that is available for fathers and/or male figures in the children's life. The program is supported and facilitated by male employees of OCHS. The *24/7 Dads* program promotes building relationships with staff, fathers, mothers, and children. The program provides support from staff and peers with resources, group interaction opportunities and fellowship to talk about parenting their children and how they may become more involved in their children's education.

OCHS addresses the unique needs of families through such special initiatives as: *Opening Doors, Getting Ahead, For Me For you For Later, Incredible Years and 24/7 Dads*. These parenting curricula and related programs enables OCHS to obtain a better view of the barriers

that may exist for families and ways to change the multi-generational mind-set in learning how to overcome these identified barriers. OCHS will implement these research-based parenting curricula through the utilization of one-on-one interviews with our families' during the application process, parenting surveys, needs assessment, and parent meetings. These venues will allow staff to collect data and identify specific needs of Head Start families.

Family Service Workers (FSW) are assigned to caseloads at the beginning of each school term. The FSW's will assist each family in achieving their goals and connect with community resources such as financial assistance, educational opportunities, career advancement, and training interests.

8. d.i.,ii. The FSW's will complete a family assessment twice a year to assess the strengths, needs and aspirations of each family to gain information knowledge of their family's situation. The tool captures the 7 outcomes and a rating indicator from 1-5, with 5 being the highest score. This allows the workers to assess the status of the family and to provide intentional support services. If a family is in a crisis or an emergency situation, the assessment provides for immediate relief. The assessments are aligned with parents established goals.

8. e. Staff strongly encourages family members including parents, fathers/males, and caregivers to volunteer and participate in parenting skills training and activities at the centers and/or community agencies. There will be monthly parent meetings and each meeting provides training related to the interests of families. Example of training topics include: financial wellness, job skills, school readiness, social emotional, nutritional, home ownership and transitioning to kindergarten. Additional activities are offered in the classroom to promote volunteers in educational activities. The program provides child care for parent meetings to promote and ensure parent participation.

OCHS has developed formal agreements and maintains collaborative partnerships with the community in order to engage and empower families. In addition, OCHS collaborates with citizens, and interest groups on various projects. The community partners provide critical resources and enhance services to improve the quality of life for children and families.

OCHS has developed formal and informal agreements with community organizations that include Community Coordinated Care for Children (4C), Children's Home Society, Community Health Centers, Coalition for Homeless, Florida Department of Revenue, Child Support Enforcement, Goodwill Industries, Nemours Foundation, Fifth Third Bank, Health Care Centers for the Homeless, Homeless Services Network, Jobs Partnership of Florida, UCF Project Harmony, Shepherd's Hope, and Urban League of Central Florida. These collaborative efforts will create a *safety net* that enhances services and support for families. The community partners have formulated a systematic approach to ensure Head Start goals are achieved. Services include health (medical and dental care), housing assistance, nutritional meals, development of soft skills for employment and financial wellness for our families.

9. a. OCHS has established formal agreements with Speech, Language, Occupational and Physical Therapy vendors to provide services for children that are pending assessment from OCPS or who do not meet eligibility for ESE services. Teachers create individualized lesson plans for children receiving services for special needs.

Teachers match children's goals to specific skills under one of the HSELOF domains. Training is provided for staff related to specific disabilities and how to develop individualized lessons for children with special needs. Materials are provided for classrooms to accommodate children with disabilities. Activities are represented in a positive way in books, posters, dolls and other age-appropriate toys. If needed, materials are provided to address children's individual

needs and goals. Playgrounds have been renovated to enable children with various abilities to engage outdoor activities while maintaining Americans with Disabilities Act (ADA) compliance

9. b. OCHS has a formal collaborative partnership agreement with Orange County Public Schools, the Local Education Agency (LEA). OCPS has assembled a team to evaluate children at the Head Start sites. This venue provides children and their parents with a familiar and comfortable place for assessments. OCHS has allocated approximately 20 evaluations per month and scheduling is completed by OCHS in coordination with the parents. The team consists of an educational diagnostician and speech/language pathologists. Other assessment team members such as Psychologists and Vision and Hearing Impairment Specialists are available, as needed. Qualified Staff develop Individual Educational Plans, IEPs, at the OCPS – Part B office.

Children with IEPs are eligible for dual enrollment between the LEA and OCHS. Children attend part of the day in their ESE placement and part of the day in Head Start. The Head Start teacher and OCPS ESE teacher communicate to discuss children's progress, needs, and plans for achieving children's identified goals.

OCHS will host two special needs conferences per year. The fall conference will focus on helping families support their children with special needs. The topics will include Speech/Language Development, Behavior Management, Fine and Gross Motor Development and IDEA rights. The spring conference will focus on the transition to Kindergarten. The topics will include Kindergarten Expectations, Scholarship opportunities for children with special needs and Advocacy.

Training is also provided at Center Committee meetings to discuss topics such as Head Start program services and community resources, how to support the attainment of their child's goals, and targeted information related to specific disabilities.

10. OCHS staff will collaborate within all service areas to provide high quality transitional services for children that will enter, transition through, and exit the Head Start program. Family Service Workers, Center Supervisors, and Teachers will encourage parents to advocate for their children. All families attend an informative parent orientation upon entering Head Start. The information includes information related to OCHS daily operations, meeting and familiarizing themselves with staff, policies/procedures and completing any additional paperwork, including health documents, special diets, and medication orders, before the first day of school.

Parents will attend an open house prior to children transitioning into the program, visit their classrooms and meet with teachers and complete any additional classroom information to ensure the safety of their children while in care of the Head Start program. Prior to parent orientations and open house, FSWs will make individual contacts to inform parents of missing or expired documents. Parents are afforded the opportunity to gather the proper documents and provide them either before or during parent orientation while building their staff/parent relationships.

During the eligibility application process some parents may already have IEP's in place. The ERSEA unit informs the Sr. Program Manager who in turn will inform the Sr. FSW for Disability Mental Health of the LEA document. If the document has been provided by another county or state, parents are informed to update the document in their respective county and/or state. If a family provides an -IEP to the FSW, parents are advised to schedule an appointment to update the evaluation within the appropriate timeframes.

10.a. Children enrolled in Early Head Start are referred to OCHS to complete the eligibility process. Staff awards extra points for those children who qualify to ensure continuity of child care for the family. Parents may complete the application process on the day their child turns 3

years of age, as part of their transition with the Early Head Start Program. A transition fair is established for parents to attend an orientation. At parent orientation, information is provided regarding required documents to register, visit their designated Head Start schools as well as how to complete their children's application.

10.b. For parents whose children will be transitioning out of the Orange County Head Start Program, staff will provide copies of their children's documents or referrals, upon request, for another program or kindergarten transition. If the parent requests transition permission, the FSW or Senior FSW may assist parents with the transition process.

Transitions may occur within the Head Start program visa classroom-to-classroom or center-to-center. Parents must send the FSW a written request to transfer. The FSW will request a multidisciplinary team meeting to discuss the transfer request. If a transfer is warranted, the transfer request will be submitted to the Program Manager for ERSEA for approval, depending on the situation, or Senior FSW for children with disability/mental health concerns. If the transition request is approved, the change of status is completed and forwarded to the ERSEA Coordinator for completion. The ERSEA coordinator will inform the FSW that the request has been approved, so the transfer of the children's file will take place along with ensuring coordination takes place with the other transitioning classroom or center

Transition plans are developed and reviewed annually to assist staff and parents with the transition to kindergarten. Staff works with educational institutions to schedule transition field trips and educational institutions to meet with Head Start Parents during the kindergarten transition orientation. This meeting will allow parents to discuss the expectations for public or private schools. Parents will also receive a transitional packet that will include how to register children for kindergarten. During the transitioning process, the following events occur:

- OCHS Education staff conducts a mandatory school readiness parent meeting for all Head Start sites to ensure families are well informed of school readiness goals and how the program works with children toward these goals during the school year.
- Teachers provide parents/legal guardian with access to *Galileo* and encourages them to check their children's progress throughout the program year, including during transition.
- OCHS education staff collaborates with parents, public, private and charter schools at school readiness committee meetings, which are held biannually to secure a seamless transition from Head Start to kindergarten.
- OCHS will invite educational staff from various schools in the community to present information to families during parent meetings and share the kindergarten school calendar, registration packages, and events.
- Teaching staff will implement learning activities in the classroom to foster children's successful transition to kindergarten.
- Teachers coordinate field trips to Kindergarten schools and invite Kindergarten administrators/teachers to OCHS Classrooms to share with children and families.
- OCHS ensures kindergarten teachers receive Head start children school readiness outcomes report. The report can be used in facilitating the continuity of learning and development for the Head start students who are starting kindergarten.

10. c. OCHS has agreements for the transition of children from part C of the Individuals with Disabilities Education Act (IDEA) to Part B with the following agencies:

- Central Florida Early Steps (LES),
- Children's Home Society (Early Head Start)
- Community Coordinated Care for Children (4-C Early Head Start)
- Florida Head Start Division, Florida Diagnostic and Learning resources System (FDLRS) Action

- Orange County Public Schools (OCPS-Preschool Diagnostic and Intervention Services (PDIS) (Part B)).

The purpose of the agreements will assure seamless transitions for eligible children served by all programs above. Transition is a collaborative of the children's progression from one environment or program to another. Transition options are acknowledged and planned throughout the children's participation in the programs. Prior planning for changes in service providers is facilitated, which lessens any potential stress for the children/families and assists in continued progress toward achieving desired outcomes.

- OCHS Disabilities team facilitates transition from OCPS-Preschool Diagnostic and Intervention Services (PDIS) to Head Start.
- OCHS Disabilities team meets with families at parent orientation to discuss children special needs prior to first day of school
- OCHS Disabilities team hosts two transition fairs for parents of children with special needs. At the transition fairs, staff helps parents identify kindergarten transition options and discuss scholarship opportunities/expectations. Staff also provides information to parents/legal guardian of children with disabilities to inform the receiving school of the services the child is currently receiving.

The Parent, Families, and Community Engagement (PFCE) staff provide parents with the following items/activities, so that children may successfully transition to kindergarten:

- Transition Letters
- Kindergarten transition field trips/tours
- Kindergarten transition meetings with presenters from other educational institutions
- Early Head Start Transition fairs/tours
- Mental Health/Disability Conferences
- HS open enrollment/registration

- Transition sessions at parent meetings during end of school year to include presentation by school principals or designee.

11. **Not applicable**

12. a. Currently, OCHS has a walk-in Center-based program and we do not offer transportation for children.

b. Although, OCHS does not have a transportation system in place, staff solicited a Request for Proposal (RFP) to procure bus services through a reputable private company. This has allowed the program to be more proactive in its approach to provide services and learning experiences for children. For example the County entered into a formal agreement with Orange Blossom Family Health, which provided a Dental Bus, so that children from several locations could receive dental exams and services, which would have otherwise been challenging and costly. Center Managers and Teaching staff have also worked with many area attractions such as the zoo, Sea World, and wildlife centers to organize educational visits at a discounted rate.

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

Structure

1. a. Orange County Head Start (OCHS) is exempt from the requirements of the Head Start Act section 642(C) (1) (D). OCHS assessed the skills and identified the member of the Board with expertise that supports the requirements. For the first time in the history of Orange County, the elected Mayor is an African American and all six County Commissioners are female. The Board is now more diverse than ever with two Hispanic/Latina commissioners and one African American.

b. Since 1990, Orange County has operated as a “strong mayor” form of charter government—a reflection of the County’s urban character and driving economy. Under this

structure, the Orange County Mayor serves as Chair of the Board of County Commissioners. Members of the Orange County Board of County Commissioners are independently-elected from six districts, and serve in a legislative capacity.

The Mayor is responsible for all County operations, including more than 8,000 employees and the County's \$4.4 billion budget. The Mayor oversees public safety operations for residents; more than 75 million annual visitors, budget allocations for the Orange County Public Library System, the Sheriff's Office and other constitutional offices. The Mayor is elected by all citizens of Orange County.

Although OCHS is exempt from the requirements of Head Start Act section 642, Orange County Board of County Commissioners/Governing Board member's background aligns with the requirements. Commissioner Christine Moore of District 2 served the local education agency as a School Board member for 10 years with Orange County Public Schools. County Commissioner Maribel Gomez-Cordero of District 3 served as a Head Start parent, and served on the Policy Council in Puerto Rico. Commissioner Victoria Siplin of District 6 is the general manager and paralegal of Siplin law firm. While the other three members experience and skills are different, each has a focus on community service.

I. e. OCHS Policy Council is comprised of 51% parents, and 49% of community representatives. The Policy Council has two parent representatives from each center; a representative and an alternate representative. The community representatives are made up of past parents and community residents. The program works hard to send a slate of members for nomination that are diverse and possess skills aligned with the requirements of governing board members in the Head Start Act. Although this is not a requirement, it is a practice to ensure the Policy Council is strong, and can lead the program to adhere to the regulations.

Processes

a. The Orange County Head Start governing board is comprised of elected officials. The communication style between OCHS management, policy council and the governing board is a formal process as interactions are bound by the regulations of the Sunshine Law. Orange County Head Start has written standard operating procedures (refer to appendices) in place to ensure all required information are shared with the Governing Board. Monthly the governing board receives a monthly program information report update. The program information report includes a budget summary to include the credit card monthly expenditures, human resources report, child and family outcomes, monitoring results, nutrition, attendance and health monthly reports. The report is shared through the consent agenda (procedure below) process which is how the governing board reviews and votes to approve information during board meetings. In addition, a member of the governing board acts as the liaison between the Head Start program and the governing board. The District 6, County Commissioner, Victoria Siplin, is the identified liaison. If there is a scheduling conflict and she is unable to attend, then the district aide which serves as the community representative alternate will attend on her behalf to ensure grantee and governing board alignment. Additional processes are in place to ensure ongoing communication between the governing board and the grantee. The Head Start Director provides an opportunity for a one-on-one briefing to members of the governing board if additional information is needed regarding any consent agenda items. The one-on-one briefings are exempt from the Sunshine Law, as it is only the one board member and the Head Start Director. Annually information is presented during the Board of County Commissioners (BCC) meeting and the Head Start program updates are shared annually, generally during Head Start Awareness month. There are several methods in

place to ensure on going communication. OCHS utilizes the consent agenda process, face-to-face briefings, and a member of the governing board performs a liaison

b. Not Applicable.

c. Head Start Policy Council members are culturally and ethnically diverse and is reflective of the community served. Policy Council is involved in all aspects of planning and policy making that affects the Head Start Program. On a monthly basis, Head Start staff provides the Policy Council with Standard Operating Procedures, Monthly Program Reports, Fiscal reports that includes credit card expenditures, and recommendations for hire, vacancies, terminations and separations. In addition, Policy Council is provided with Head Start Bylaws, monthly Policy Council minutes, and grants. All childcare licenses and leases are approved by the Policy Council. Policy Council participates in planning, self-assessment, and community assessment. Members of the Policy Council serve on the Health Advisory Committee, Education Planning Committee, and School Readiness Committee. Currently the Policy Council Chair serves as the Parent Representative on the Region IV and National Head Start Association Board.

d.,e. During parent orientation, the Family Services Workers (FSWs) will inform parents/legal guardians about the parent committee and the expectations set forth by the program for attendance and engagement. In addition, parents/legal guardians will be informed of the opportunity to serve on the program's Policy Council and the election process.

During the month of September, parents will attend the first parent committee and elect officers for the committee to include their parent representative and alternate for the policy council. FSWs will ensure all parents in attendance are accounted for on the sign in sheet. FSWs will also ensure the secretary for the parent committee completes the meeting minutes at the end

of each meeting. Records of all parent committee meetings will be maintained in the Center Supervisor's office.

The Parent Committee will work with the Policy Council and management staff to encourage parent participation in a variety of activities for parents, including educational workshops and self-sufficiency trainings. The Parent Committee will assist in the implementation of program activities for their center. Policy Council members will attend the parent committee meetings to provide monthly Policy Council Reports

Relationships

a. The Division Manager, or designee, will coordinate an annual training for both the BCC and the Policy Council to ensure members are able to fulfill their role as part of the Orange County Head Start governance. These trainings include: 1)The history, vision, philosophy, mission statement, goals, and organizational & program structure of the program. 2). Internal standard operating procedures 3).Program governance and the duties and responsibilities of each member of the governance system 4). The required reports that must be shared and the purpose of each report. 5). Child outcomes from the most recent year.

Within 180 days of their term, the newly elected BCC and Policy Council members will receive a training on federal regulations and program policies and procedures of program eligibility of services 1302.12 (m). The Policy Council will receive additional training in Advocacy and Leadership, Parliamentary Procedures, Guidance and direction for planning, procedures, and Human Resources Management, Review and Analyze Reports, and Sunshine Laws. Annually. The BCC and Policy Council members will receive training and technical assistance as needed to ensure effective participation in program oversight and continuous improvement.

b. The Orange County Administrative Regulations, Section 2.08.01 indicates that on July 8, 2008, the Board of County Commissioners enacted a comprehensive local code of ethics for County officers and employees at Article XIII, Chapter 2 of the Orange County Code. It requires that all elected officials and employees to file annual financial disclosures pursuant to §112.3145, Florida Statutes. This prevents conflicts of interests for its governing body members.

c. The Head Start management team regularly attends policy council meetings in order to share information on program activities. A member of the BCC, or their designee, will serve as a liaison to the policy council to provide general updates on governing body activities. The Policy Council and BCC are provided information about the program, to include the following: Program plans, Fiscal Reports, which includes credit card expenditures, Monthly Program Operations Reports, Program Information Reports, Ongoing Monitoring results, school readiness data, and other program data used for continuous improvement, Self-Assessment, Community Assessment, Yearly Selection Criteria and Annual Report.

2. a. **(See Appendices for Organizational Chart)**

b. OCHS requires all applicants applying for employment, consultants, or contractors/vendors, to undergo a criminal background check prior to hiring. All potential applicants for employment go through an interview process and references are verified. Selected applicant(s), consultants, and contractors/vendors must undergo a Level II background screening. The criminal background screening process requires electronic fingerprinting via a Florida State approved Live Scan vendor. In addition, a local law background check is conducted for the county, the applicant, consultant, contractor/vendor currently residing locally. The applicant must sign a Florida Department of Children and Families (FL DCF), Affidavit of Good Moral

Character form, attesting that they have or have not been convicted of any disqualifying offenses listed on the form.

FL DCF will return the Final Results Letter and Florida Public Record, send notice of disqualification, or send the applicant/employer a letter requesting additional information to FL DCF by the applicant. The letters are emailed to the approved recipients and can be viewed electronically and printed. Results are valid for five (5) years and are input into Child Plus for all employees. ChildPlus is the database by Head Start for the purpose of tracking information.

c. All persons that are hired by Orange County Government must complete an extensive onboarding process. Once the process is completed, the candidate is scheduled for orientation. The Human Resources Department hosts a full 8 hour orientation for each employee on the first day of employment. Orientation includes a full overview on the daily operations of Orange County, its structure and history. Employees are greeted by the Mayor and or an Orange County Commissioner in person, if available.

Several Orange County videos are played that provide additional information regarding the county operations. Employees receive their employee ID number, picture badge, and other forms of access as an Orange County employee. During the orientation, a major focus is placed on staff's physical health and mental wellness, with an emphasis on the insurance and benefits available to the employee. The County offers several amenities to employees and this information is also provided during orientation.

On the second day of employment, the employee reports to their assigned division. OCHS's process is for each employee to report to their assigned Head Start site for the first 30-60 days in which the center supervisor starts the 2nd phase of the onboarding process. Orange County Head Start utilizes a new employee check list to guide the process. The new employee

checklist provides a list of all the mandatory trainings the employee must take within the first ninety days of employment. The new employee checklist requires the supervisor to review the essential job functions, teacher priority ranking criteria, and performance evaluation. During this time in a collaborative meeting, the employee and supervisor will complete the professional development plan. After 60 days, but no longer than 90 days, the employee will attend an OCHS orientation.

OCHS believes the orientation process to be more effective after the employees have been at least 60 days of on the job. It allows the employee to effectively understand and ask questions on procedures that are being completed differently than the process presented in orientation. The orientation is a mixed group of employees. All units are on the agenda to present and provide an overview of unit's responsibility and how the unit implements services that are aligned with the Head Start Program Performance Standards, and Department of Children & Families state licensing laws and regulations. All the trainings provided are entered into the professional development system.

Volunteers are provided an orientation and training at the center level by the Center Director. The orientation provided to the volunteers is in accordance with the requirements noted in the Florida State standards, as required by the Department of Children & Families. Center Directors provide a list of expectations and have each volunteer read and sign the OCHS Code of Conduct. Volunteers are required to complete an application to volunteer with OCHS. The applications are entered into the ChildPlus system, and volunteers are provided with a volunteer number. The number is used on all volunteer forms to ensure the program keeps track of the number of volunteer hours. Volunteers are closely monitored and never left alone with the children but provide needed support. OCHS is committed to ensuring all persons that work

and/or volunteer are provided with the resources needed to serve the Head Start children and their families.

d. OCHS focuses its effort in recruitment and hiring ethnically diverse, highly qualified candidates that represent all cultures enrolled. Staff recruitment includes bilingual candidates. Childhood Health and Parental Services provides a hiring process that is comprehensive for new employees. The steps in the hiring process is to ensure that all hired staff receives Level 2 background checks which includes the state and local law enforcement checks prior to entrance into the Head Start program. The background screenings are completed through the Human Resources Department. After staff has completed all background screenings and passes all screening requirements, then the hired staff may commence work at OCHS.

Childhood Health and Parental Services begins the recruitment and hiring process with Human Resources. OCHS new employee orientation is provided by Childhood Health and Parental Services or designee experts. The newly hired staff is provided with details of their job descriptions, roles and expectations, basic knowledge of their assigned unit, content area information, policies/procedures when working with children and families, Performance Standards, Head Start Act, core values, and code of conduct. Even though the staff is not working in the classroom, they are provided the basic knowledge of active supervision. All required trainings that are needed are completed before starting their respective positions, which includes OC government training (MYOCLearn topics), FEMA, and Defensive Driving.

The newly hired employees are provided with a substantial training and technical assistance to ensure they have the professional skills to start working with the HS children and families. All staff complete a professional development plan, which will be used throughout the school year to enhance their skills. Staff receive training during monthly meetings to ensure they

will provide the best quality services to Head Start families. The training may be for a full day, half day, or in small groups for greater comprehension.

Staff will establish a professional development plan, performance goals, and undergo performance evaluation on an annual basis. All staff training is entered in the ChildPlus data base system and monitored to determine the trainings that are needed. Staff is provided with continuous elective training, based on interest as well as assigned mandatory training. The training includes webinars, conferences, workshops (local or national) and ChildPlus. Staff will undergo ongoing monitoring of their work, which will assist in developing their skills. If staff is not performing, they are placed on a training plan or Program Improvement Plan to assist in closing performance gaps.

The OCHS Program has been using the Practice-Based Coaching (PBC) model since the Head Start Program Performance Standard (HSPPS) required them to implement a research-based coordinated coaching strategy in August 2017, in accordance with 45 CFR §1302.92(c)(1)–(5). Orange County selected PBC due to its research-based foundation, and it is attuned with the program's training and professional development design and well suited for the program's budget. Staff were pleased to find that PBC has resources available, such as those posted on the Early Childhood Learning and Knowledge Center's (ECLKC) website. Staff will continue to participate in PBC trainings and support, which is provided by the regional training and technical assistance system.

OCHS uses CLASS scores, classroom observations, monitoring data and strengths/interests/needs assessment surveys to identify staff who would benefit most from intensive coaching. Staff members could choose to participate in coaching or were chosen to participate if they: 1) were relatively new to their position; 2) showed interest in fine-tuning

skills or 3) learning new teaching practices; 4) needed help fine-tuning or implementing new practices; or 5) had concerns about child outcomes based on data collected.

The team used PBC materials and resources to clearly define the practice and identify data that helped staff track the fidelity and effectiveness of PBC implementation. The team worked with their regional technical assistance provider and requested support on PBC. The team also agreed on program-wide communication processes and schedules to gather ongoing feedback to use in their next steps. With a plan in place, the program implemented their research-based, coordinated coaching strategy, knowing there would be lessons learned along the way. The team is hopeful that this approach to professional development will have positive results in effective teaching practices and higher quality environments.

3. a. OCHS implements a multi-layered system of ongoing monitoring to ensure the effective oversight, correction, assessment of progress toward program goals, effective teaching practices, and health and safety practices. The multiple layers of ongoing-monitoring include monitoring at the center level, service area level, and management, or agency level. At each layer, the Plan-Do-Check-Act (PDCA) cycle, is implemented to support compliance and continuous improvement of program services, teaching practices, and health and safety practices. Monitoring is carried out in a variety of methods, which includes: interviews, observations, surveys, and reviews of documentation.

The program uses the ChildPlus Internal Monitoring Suite to record and manage monitoring results, corrective action plans, follow-up reviews relevant to effective teaching practices, and health and safety practices. Statistical reports are generated on a quarterly basis to complete a summary of ongoing monitoring results, in order to identify areas of strengths, concerns, and issues for tracking. ChildPlus Reports and staff level reports are used to monitor

progress toward achievement of program goals. These reports are used to complete a summary report of progress toward goals and objectives on a quarterly basis. Both summary reports are reviewed and discussed by management during a quarterly program performance review meeting. The intent is to assess compliance, progress toward program goals and objectives and proactively address reoccurring issues. As a result, a second level of corrective action, known as a performance improvement plan, is implemented to address any non-compliance item or challenges that were not resolved through the first level corrective action process.

Although each layer of the ongoing monitoring system incorporates monitoring, the approach is implemented by the program to ensure effective teaching and health and safety practices. These health and safety practices are also evaluated during the program's annual Self-Assessment. Any issues concerning the effectiveness of implementing these practices or the approach taken by the program are addressed in the Program Improvement Plan, which is the formal action plan developed as a result of the Self-Assessment.

3. b. One key feature of the program's management process is to ensure continuous improvement by addressing staff's individual professional development needs. This is a collaborative approach in which staff and supervisors work together to address professional development needs. Direct supervisors in conjunction with their employees, develop a professional development plan which includes not only required trainings to meet staff qualifications, but also trainings to support the interests of staff. On a quarterly and annual basis, the professional development plan is reviewed to assess staff's progress in completing trainings. Staff is then evaluated for performance improvement through various methods of monitoring and reflective supervision.

Another key review feature is that the program utilizes child assessment data, family engagement data and data identifying the progress toward goals and objectives to determine staff's training needs. Disaggregating the data makes the approach more intentional to ensure that the individual training needs of staff are considered when planning and scheduling professional development trainings. It also ensures that the trainings support continuous improvement in the areas where it's most needed.

3. c. Staffing patterns are designed to ensure that there is qualified staff during all hours of operation and that appropriate staff-child ratios are maintained at all times. The specific number of staff needing to be present is determined at the center level and is based on the individual needs of each center. Trainings and professional development are generally planned during hours of the day when children are not present. If training or professional development is required during child care hours, the appropriate coverage must be ensured prior to the staff being able to participate.

OCHS is working toward increasing the hours for teacher assistants from 37.5 hours to 40 hours to better ensure continuity of care and that the staff-child ratios are maintained throughout the day.

Section II. Budget and Budget Justification Narrative

Justify the budget by addressing the following:

1. *Staffing.*

The OCHS staffing structure is separated into several units; Administration, Education, Health & Dental, Mental Health & Disabilities, and Parent Family and Community Engagement. This helps to provide oversight of expenditures in each area as well as to ensure proper planning and management of fiscal resources. This upcoming year, the program will be adding a Facilities Unit. Facilities and Education were combined for years to represent operations. This separation will allow the managers to leverage dollars more efficiently and in more defined areas. This will help OCHS better understand spending trends to contain costs and use funds to cover specific needs with verifiable and substantiated support.

Salary Structure Increase

A 4% salary increase was introduced for 2020-2021, but due to COVID-19, the increase has been turned down. Retirement has increased from 8.47% to 10% along with a \$1,200 increase in insurance. County financial support in the amount of \$2M contribution from general funds will help the program continue to reward employees with competitive wages. In 2018, the 7.5% increase helped the program to retain teachers and teacher's aides considerably in comparison to years prior. In 2019, OCHS increased the hours of Teacher Aides from 37.5 to 40. In 2020, the program hopes to sustain as many employees as the program adjusts to the new COVID-19 social distance learning.

Travel and Training

Travel out of county for 2019-2020 had to be cancelled starting March moving forward due to COVID-19. The pandemic has forced OCHS to re-think and organize the way it provides

training and professional development to staff. The program views this challenge as an opportunity. Over the next five years, OCHS is going to be moving towards more programs, such as train-the-trainer, where staff can provide leadership in training their peers on various topics. Also, bringing trainers to the sites and the program will provide more one-on-one opportunities for staff to become more familiar with the topics that are relevant to Head Start.

General Operations

COVID-19 has taught the program about responding to quick changes in learning and how it provides services to Head Start children and families. This experience showed how unprepared the program was to supply a program outside of the centers. OCHS staff has managed to overcome these challenges by using the resources available, but with understanding that preparedness is key to future challenges. OCHS is working on a “Consumable and Classroom” Request for Proposal. This proposal will leverage the best pricing available by using economies of scale to reduce costs. This contract will begin in the 2021 FY.

2. *Food Service Contract*

Food and Dietary total is estimated to be over \$2,200,000 in 2020-2021. Contractual agreements are in conjunction with the Child Care Food Program (CCFP) which will provide over \$2 Million in reimbursement funds to the program. Orange County Public Schools contracts with OCHS will provide meals for 9 public school locations. The remaining 13 centers are supported by an approved caterer through the CCFP.

Second Harvest Food Bank (SHFB), the Head Start state certified food vendor, has offered a long-term partnership with the program. Some of the highlights include a paid food handler program for parents who want to gain skills for the service industry here in Central Florida. The parents who complete the 14 week program receive a certificate and job placement

services and upon graduation, will be provided jobs. SHFB has also provided training to all staff on food safety, healthy food, meal plans and other resources that support families at the Orange County School Board, Frontline Outreach and Mt. Sinai Head Start.

OCHS currently has a Lease with Orange County Public Schools (OCPS) to operate at 10 sites on school campuses, which consist of more than 30 classrooms in the 2020-2021 school year. The lease includes classroom space, electricity, janitorial, maintenance and administrative services for the classrooms. OCHS will be continuing to stay at Frontline Outreach.

Frontline Outreach serves 70 families in west Orlando. The relationship with Frontline is unique, as it also not houses OCHS, but also the Early Head Start. Frontline is a faith-based organization that serves Head Start families and provides various services such as after-school programs, tutoring and mentoring programs, college bound programs, youth crisis intervention, career, GED programs and an on-site food pantry. Frontline Outreach is a valuable resource and has provided robust support to the program and community.

In the 2020 FY, the children at Lila Mitchell Head Start were relocated to Mt. Sinai while HVAC renovations were being completed. OCHS will be moving the children back to Lila Mitchell Head Start by November. Prior to the return, Head Start staff will be working with Orange County to renew classrooms and common areas. This will include fresh paint, new floorboards, and updated bathrooms for the children. Mt. Sinai campus was enjoyed by the students and parents. OCHS will ensure the facility will have a new and fresh look, so the acclimation back to the center will be an enjoyable and welcoming experience for children.

OCHS staff has received numerous trainings related to facilities over the past year. OCHS management staff recognizes that the program has the ability to start moving towards more independent spaces. It is the program's intent to apply for the 1303 application to start

exploring construction of County owned facilities and relying less on leased property. The County is supportive of the OCHS program. The program can utilize more land and space to operate its program. Emphasis will be placed on designing technologically advanced, state-of-the-art centers. The programs goal is to design environments to be more inviting and welcoming to families than the typical community center design.

In addition to its efforts to move towards new innovative building plans, OCHS has applied for the 2018 Disaster Recovery grant funds for communities affected by named hurricanes.. These funds will support the program's efforts to provide new playgrounds for children. The John Bridges Head Start will be building new classrooms to pilot new and exciting classrooms. As these opportunities arise, the program will continue to apply for additional grant funds, so that OCHS will become a world class early learning program.

3. The use of COLA funds in 2019-2020 in the amount of \$266,001 will be used to hire a Nutrition Consultant and support an increase of salaries. A Nutrition Consultant was necessary, as FL Department of Health, WIC, will no longer support the program, as of August 2019. During this time, the program supported one Nutrition Coordinator to obtain their license to provide children with nutritional support. OCHS will now be able to have a full time employee who can support children's needs, but also work with the families to improve outcomes. In addition, this employee will be able to build the community partnerships needed to support children with healthy eating habits, nutritional counseling, and physical health.

4. Orange County Government uses financial management software systems such as Advantage, Web Focus and PeopleSoft to account for grant funds, property, and assets. These systems allow gathering of transactions, expenditures and revenues to be viewed as necessary. These systems support documentation on programs progress, projections and spending in the

program areas. This system does not allow for funds outside of Head Start to be circulated 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. Annually, the department conducts an inventory check. For vehicles, Orange County Government Fleet oversees vehicle assets and conducts maintenance and repairs. Orange County Facilities Management oversees county 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 due to the many restrictions involved. 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 families and staff. In 2019-2020 OCHS will be working to find a location to open a training center.

Internally, OCHS has successfully launched a new warehouse management software called Maximo. Maximo now tracks purchases from order to warehouse and back into field. Management and Center Managers will easily be able to request and receive items needed in the classroom without the lapse in paperwork. This streamlined system is the first phase of three. The second phase will be a work-order system where work orders in the field will be tracked and followed through the process. Currently, OCHS is using Childplus, but this phase will allow a

connection between work-orders and procurement. The final stage will be procurement. At the Center level, managers will be able to request items to be purchased.

5. The Non-federal match is supported through several sources including a) Head Start’s In-Kind and volunteer program, b) donations, c) County support, and d) the State of Florida Voluntary Pre-Kindergarten Program.

Source of Non-Federal Match	Estimated Amount	Valuation Methodology
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	\$ 2,000,000	*Salary Support
FS 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 2020-2021 OCHS will continue to encourage parents to donate ten 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 left Head Start.

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 and is processed at the administrative level, where it is entered into ChildPlus for tracking and sent to Orange County Comptroller for final review.

POCHS has formal agreements that supports the program, which includes the following:

- Adult Literacy League – Reading and literacy for parents
- University of Central Florida – Nurse and Social Work 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
- Florida Department of Revenue – Child Support Services
- YMCA of Central Florida – Swimming Lessons
- Goodwill Industries – Job Training for Head Start Parents
- Swimming for Life/Straightforward Ministries – Swimming Lessons
- Fifth Third Bank – Financial Literacy
- Children’s Home Society – Transition between Early and Head Start
- Nemours Foundation – Vision and Hearing Screenings
- PNC Bank – Financial Literacy

The Foster Grandparent program supports the classrooms by providing senior volunteers. This program has provided over 3,850 hours with over 80 grandparent volunteers in our classrooms per year. The county contributes \$22,280 for this service annually. This program not only supports education in the classroom, but has increased activity levels through social activity and improved health of their volunteers.

Donations have provided classroom supplies, nutritional supplies, field trips and other support to Head Start. 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. Their goal is to reach as many teachers as they can, therefore offering several ways to get no-cost to the program school supplies so the program can impact students in need.

Orange County Government contributes \$2M for the program, which is used to supplement salaries for Head Start staff. In addition to personnel support, Orange County provides services from fiscal to fleet for the Head Start Division to succeed.

The State of Florida Voluntary Pre-Kindergarten Program (VPK) is funded by the Florida Department of Education. The State of Florida guarantees a year of pre-kindergarten preschool education free of charge to Florida Department of Children and Families (DCF) Child Care Regulations, and accredited providers. The VPK program reimburses Head Start 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 amount for 2020 -2021 School Year is \$1,225,800. VPK was an essential part of assisting the program with in-kind support during the COVID-19 crisis. The program still provided funding for Head Start enrollment of 700 children regardless of distance learning.

Mayor, Jerry L. Demings has supported Orange County Government and Head Start during his first year. Mayor Demings has highlighted the Head Start program multiple times during Board Meetings, on Public Media and recently recognized the program for Head Start's 55th Anniversary. The new administration is attentive to the program through responsive, signatures as needed. Also, County Commissioner Victoria Siplin sits on the Head Start Policy Council and supports the program and its budget.

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.a.b.c. **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 2020-2021 FY. Procurement procedures followed for the purchase of equipment are as follows:

Equipment purchases over \$10,000 requires three (3) quotes to 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 keyed into the Advantage system through the Fiscal Department and routed to purchasing 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.



ADMINISTRATION FOR
CHILDREN & FAMILIES

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

March 17, 2020

Grant No. 04CH010230

Dear Head Start Grantee:

A grant application must be completed for the upcoming budget period. The application for the Head Start grant is due July 1, 2020.

The following table reflects the annual funding and enrollment levels for your grant.

Funding Type	Head Start
Program Operations	\$13,974,632
Training and Technical Assistance	\$156,870
Total Funding	\$14,131,502

Program	Head Start
Federal Funded Enrollment	1,536

Period of Funding: 10/01/2020 - 09/30/2021

Application Submission Requirements

The application must be prepared and submitted in accordance with the *Head Start Grant Application Instructions with Guidance, Version 3 (Application Instructions)* for a baseline application. It must be submitted on behalf of the Authorizing Official registered in the HSES.

Incomplete applications will not be processed.

The *Application Instructions* are available on the home page of HSES. Please review the instructions carefully prior to preparing the application. Submission guidance can be found in the "Instructions" section of the HSES.

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 with questions regarding the Application Instructions.

For assistance submitting the application in HSES, contact help@hsesinfo.org or 1-866-771-4737.

Funding is contingent upon the availability of federal funds and satisfactory performance under the terms and conditions of the Head Start grant in the current budget period.

Thank you for your cooperation and timely submission of the grant application.

Sincerely,

/Dr. Calvin Moore/

Dr. Calvin Moore
Regional Program Manager
Office of Head Start

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

Office of Head Start

Updated July 29, 2014

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

Table of Contents

SF424B, Assurances	1
Certification Regarding Lobbying	3
Certification Regarding Level II of the Executive Schedule	3
Certification of Filing and Payment of Federal Taxes	4

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: June 23, 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: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: *[Signature]* * Date Signed:

* Submitted by: Date Submitted:



BCC Mtg. Date: June 23, 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

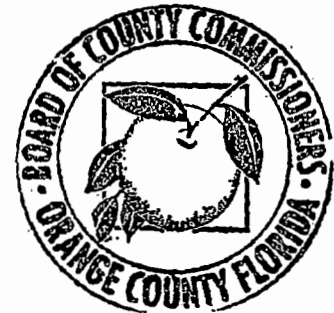
Orange County, Florida

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: JUN 23 2020



ORANGE COUNTY HEAD START DIVISION
O H HS GRANT APPLICATION

PART III - BUDGET INFORMATION

PA22 FY 2020-2021

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	# Hrs Per Day
			to USDA	to OHHS				
1 Head Start Manager	101,462	84,213			17,249		100%	8
1 Administrative Assistant	45,240	37,549			7,691		100%	8
1 Sr. Program Manager	67,288	55,849			11,439		100%	8
4 Administrative Specialist	135,221	112,233			22,988		100%	8
1 VPK Administrative Specialist	30,805	0	-		0	30,805	100%	8
1 Sr Coordinator Nutrition	50,170	0	50,170		0		100%	8
2 Assistant Nutrition Coord.	75,899	0	75,899		0		100%	8
1 Program Manager	59,467	49,358			10,109		100%	8
1 Business Unit Business System Analyst	46,758	38,809			7,949		100%	8
1 Sr. Fiscal Coordinator	42,806	35,529			7,277		100%	8
2 Monitoring & Evaluation Coordinator	100,048	83,040			17,008		100%	8
1 Sr. Monitoring & Evaluation Coordinator	58,302	48,391			9,911		100%	8
1 Quality Assurance Coordinator	44,128	36,626			7,502		100%	8
1 Maintenance Supervisor	43,930	36,462			7,468		100%	8
1 Administrative Facilitator	37,358	31,007			6,351		100%	8
1 Contract Administrator	66,622	55,296			11,326		100%	8
2 Mentor Coaches	-	0			0		100%	8
23	Total Administration	\$1,005,504	\$704,363	\$126,069	\$144,267	\$30,805		

*Other Source

Position	Salary	Salary Charged to OHHS	Salary Charged		County Supplement	Salary Charged To VPK	% Time Work OHHS Grant	# Hrs Per Day	
			to USDA	to OHHS					
18 Center Supervisors	603,759	363,177			102,639	137,943	100%	8	
4 Center Supervisors	0	0			0		100%	8	
1 Education Program Manager	58,302	48,391			9,911		100%	8	*Other Source
3 Education Coordinators	180,502	149,817			30,685		100%	8	
1 Early Childhood Behavioral Specialist	57,075	47,372			9,703		100%	8	
1 Registered Nurse	58,240	48,339			9,901		100%	8	
4 LPN	164,549	136,576			27,973		100%	8	
1 Nutrition Consultant	51,979	43,143			8,836		100%	8	
2 Cooks	42,652	0	42,652		0		100%	8	
4 Food Service Assistant	80,096	0	80,096		0		100%	8	
1 Family Services Program Manager	58,302	48,391			9,911		100%	8	
3 Sr Family Service Worker (ERSEA inc)	134,992	112,043			22,949		100%	8	
4 SR Family Services Worker (Health & Dis.)	222,519	184,691			37,828		100%	8	
26 Family Service Worker	1,061,466	881,017			180,449		100%	8	
2 Head Start Field Operators	106,993	88,804			18,189		100%	8	
85 Teachers	2,630,338	1,677,574			447,157	505,607	100%	8	
113 Teacher Assistants	3,112,916	2,520,038			529,196	63,682	100%	8	
2 Maintenance Tech	59,446	49,340			10,106		100%	8	
1 Warehouse Specialist	32,656	27,104			5,552		100%	8	
Overtime									
Casual Labor	20,000	20,000							
276	Total Services	8,756,782	6,465,816	122,748	1,464,186	707,232			
299	Grand Total	9,762,286	7,170,179	248,817	1,608,453	738,037			

II Fringe Benefits (Section B, Line 6b)			Total Salary	Total	USDA	VPK	OHHS	County Supplement
Benefits	Percent/Count							
Retirement Contribution	10.00%		9,762,286	1,031,411	19,034	73,804	938,573	0
FICA	7.65%			789,030	24,882	56,460	707,688	0
Life and Health	14,000			4,039,484	169,916	415,721	3,236,480	391,547
			Total Fringe Benefits	\$5,859,925	\$169,916	\$415,721	\$4,882,741	\$391,547
			Total Salary and Fringe Benefits	\$15,622,211	\$418,733	\$1,153,758	\$12,052,920	\$2,000,000

III Travel (Section B, Line 6c)

None

Cost

IV Equipment (Section B, Line 6D)

None

Total Equipment \$0

V Supplies (Section B, Line 6e)

Janitorial Supplies	40000
Office Supplies	45000
Misc Operating Supplies	120000
Computer Equipment < 500	250
Medical & Surg. Supplies	4100
Equipment < 1000	24700
	\$234,050

Total Supplies \$234,050

VI Contractual (Section B, Line 6f)

<u>Name of Organization</u>	<u>Purpose</u>	<u>Period</u>	<u>Cost</u>
Mt. Sanai (Lila Mitchell Rebuild	Facility Use	12 Months	\$44,880
Frontline	Facility Use	12 Months	\$122,570
Rental For training facilities	Facility Use	12 Months	\$3,370
Orange County School Board	Facility Use	12 Months	\$230,030
			<u>\$400,850</u>
			Total Facilities Contracts
Pamela Rowe	Speech Lang &Occupational Therapy		\$15,000
Kinder Consulting	Mental Health Therapy	12 Months	\$15,000
Therapy Essentials	Speech Lang &Occupational Therapy	12 Months	\$15,000
			<u>\$45,000</u>
			Total Other Contracts
			<u>\$445,850</u>
			Total Contracts

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	5,700
Food and Dietary	296,801
Communications	32,380
Maintenance of Building	60,000
Maintenance of Equipment	33,600
Software Licensing / Support Fee	45,000
Other Insurance and bonds	10,100
Contracted Services Not Other Specified	2,500
Graphic Reproduction	5,000
Tools and Small Tool Implements	5,000
Promotional Expenses	50
Contract Service Training	50,000
Moving Expense	13,000
License Fee	4,600
Event Meal Reimbursements	9,000
Uniform	400
Equipment	5,250
Contract Services Medical	1,000
Contract Services (Bus, Agency)	38,000
Out of County Travel	38,000
Misc Supplies or Expenses	600
Improvement non-county assets	100
Payment To Other Governments	23,000
Training and Educational Costs	38,000
Toll Charges	2,400
Postage	100
Rental Of Equipment	45,000
Educational Assistance	19,500
Scholarship and Awards	1,500
Self Insurance	240,274
Local Travel	23,700
Parent Activity	9,716
Utilities	33,257
Vehicles Maintenance	17,595
	-

Total Other

1,133,483

TOTAL DIRECT CHARGES

\$13,866,303.12

TOTAL FEDERAL FUNDS

\$14,129,502

14,129,502.00

(0.12)

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	10,810	\$14.22	\$153,718
Foster Grand Parents .	9,000	\$8.49	\$76,410
Fringe Benefits			<u>\$75,942</u>
		Total Volunteers	<u>\$306,071</u>

B. Donation

<u>Type</u>	<u>Amount</u>	<u>Value</u>
Donation of Classroom Supplies, Nutritional Supplies, Field Trips, Et	\$505	<u>\$505</u>
		Total Donation
		<u>\$505</u>

C. Applicant

Support provided by Orange County Board of Commissioners

Indirect Cost not charged that is within the 15% limitation	\$0
Personnel	\$1,608,453
Fringe Benefits	<u>\$391,547</u>
Total Orange County S	\$2,000,000

Total Non-Federal Resources

\$2,000,000

D. State Voluntary Prekindergarten (VPK) Program

Personnel	\$738,037
Fringe Benefits	\$415,721
Operations	<u>72,042</u>
Total VPK Program	\$1,225,800

1,225,800

TOTAL NON-FEDERAL SHARE

\$3,532,376

XI Computation to Support Certification of Head Start Administration

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

<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
Compter Equipment < \$1,000	4,000	\$800	\$4,800
Education Assistance	500	\$100	\$600
Indirect Cost	106,329	\$21,266	\$127,595
Total	<u>\$1,352,323</u>	<u>\$270,465</u>	<u>1,622,788</u>