



Interoffice Memorandum

AGENDA ITEM

June 7, 2017

TO: Mayor Teresa Jacobs
and
Board of County Commissioners

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

FROM: Sonya L. Hill, Manager *Sonya L Hill*
Head Start Division
Contact: Khadija Pirzadeh, (407) 836-8912
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SUBJECT: Application for Federal Assistance related to the
Head Start Program FY2017-2018
BCC Meeting 06/20/17 Consent Agenda/All Districts

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 \$12,860,452 and includes \$122,891 for training and technical assistance. The required non-federal match in the amount of \$3,215,112 is derived from parent volunteerism, donation of goods and services, lease agreements, and County support.

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

The application includes a compendium of required certifications and assurances related to Non-Construction Programs, Certifications regarding Lobbying, Certification regarding Compliance with Compensation Cap (Level II of the Executive Schedule), Certification of Filing and Payment of Federal Taxes and Employee Compensation Cap Compliance Assurance. The Head Start Policy Council approved the five year grant at their meeting on June 5, 2017.

Application for Federal Assistance related to the Head Start Program

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June 7, 2017

ACTION REQUESTED: Approval of Orange County Head Start Program Application for Federal Assistance (Continuation-Year 3) FY 2017-18 between Orange County and Department of Health and Human Services, Administration for Children and Families, Office of Head Start in the estimated amount of \$12,860,452 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 total non-federal match in the amount of \$3,215,112 is derived from parent volunteerism, donation of goods and services, lease agreements, and Orange County support.

SH/kp
Attachments

C: Randy Singh, Assistant County Administrator
Wanzo Galloway, Assistant County Attorney, County Attorney's Office
John Petrelli, Manager, Risk Management Division
Yolanda S. Brown, Manager, Fiscal Division, Family Services Department
Jamilie Clemens, Grants Supervisor, Finance Division
Patria Morales, Grants Coordinator, Office of Management & Budget

APPROVED BY ORANGE
COUNTY BOARD OF COUNTY
COMMISSIONERS

BCC Mtg. Date: June 20, 2017



***APPLICATION FOR
FEDERAL ASSISTANCE
(CONTINUATION - YEAR 3)
FY 2017-18***



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Organizational Chart	
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Orange County Head Start
FY2017-18
Application for Federal Assistance
(Continuation-Year 3)

Section 1. Program Design and Approach to Service Delivery

Sub-section A. Goals

1. If applicable, list any additions, deletions, or revisions to your program's Long-Term Goals, Short Term Objectives, and Expected Outcomes that have occurred since last year's application. If no updates or changes have occurred, include a sentence to that effect.

Orange County Head Start (OCHS) has made revisions to the program's eight long term goals, short term objectives, and expected outcomes since last year's application, according to the results of the program's data. The eight goals have been consolidated into four (4) broad goals with revisions to the objectives and expected outcomes.

Additions: There are three overall additions. The first is related to goal #2 which states that OCHS will eliminate barriers to learning by decreasing the number of children with oral health concerns. A second objective has been added for this goal, which states "Underinsured parents will increase their access to health insurance by 10% and 10% each following year." This objective will help to focus efforts toward addressing the situational issue discovered as a result of the number of underinsured families in Orange County.

In addition to a second objective, a new expected outcome was also added. The new expected outcome is "The number of children with dental treatment needs will demonstrate gains in oral health literacy." The program has witnessed an increase of knowledge related to oral health literacy of families overall, with the completion of the oral health assessments. The program plans to strengthen its approach to dental treatment compliance by further assessing and analyzing oral health literacy outcomes for families of parents whose children have dental treatment needs.

A new expected outcome has been added to the program's goal regarding financial wellness of families. The new outcome to be added is "Number of parents in financial education programs". This new outcome will help the program measure the number of parents it has been able to successfully engage in financial education to help increase their financial stability.

Deletions: There are two (2) goals that have been removed from the program's long term plan and have been transferred to other areas. Goal #3 which states "Orange County Head Start will be a learning organization that builds the capacity, capability, and competency of key staff to enhance service delivery" and Goal #4, which states "Orange County Head Start will be an organization of continuous quality improvement aspiring for high performance through the establishment of a learning culture which utilizes data to examine all levels of the organization". Goal #3 has been relocated to the Training and Technical Assistance Plan (Refer to Appendices), to strengthen the program's commitment to training and professional development will be relocated to the Data Action Plan. Goal 4 will be transferred to the Data Action Plan (Refer to Appendices), which seeks to strengthen internal record keeping and reporting processes that will be used to demonstrate positive program outcomes.

Revisions. The chart below is a summary of the revisions to the goals, objectives and outcomes.

Goals	Objectives	Outcomes
Goal 1		<ul style="list-style-type: none"> • Number of fathers engaged in Early Childhood Education Home Visits and Parent Conferences • Number of fathers engaged in Program Governance and policy committees • Family Needs Assessment • Family Goal Setting • Education Workshops/Parent Meetings
Current Goals 5 and 6 were combined to establish program Goal 3 for 2017-18.	3.1 Parents will have increased access to needed community resources. 3.2 Increase the number of parents that are advocates for their children by 10 percent and 10 percent each following year.	<ul style="list-style-type: none"> • Number parents who received needed services • Volunteer hours by parents • Number of parents in leadership/advocacy roles
Current Goals 7 and 8 were combined to establish program Goal 4 for 2017-18.	Old Objective 8, New Objective 4.1 Ten percent (10%) of parents will demonstrate an increase in financial literacy and services with a 10% increase each following year. 4.2 Ten percent (10%) of parents will increase their access to training and educational opportunities to enhance employability skills.	<ul style="list-style-type: none"> • Number of parents in financial education programs • Number of families with knowledge of financial basics • Number of families with established banking relationships • Number of families receiving housing services

2. For each program Long Term Goal, describe your progress this year toward meeting your Short Term Objectives and Expected Outcomes. In your discussion, you may use the Data, Tools, or Methods for tracking Progress identified in your baseline application, or additional Data, Tools, or Methods identified since then.

The following includes actual data and progress toward short-term objectives and expected outcomes during Year 2 of the Five Year Grant.

Goal #1: Orange County Head Start will increase engagement of fathers/males in support of children's school readiness.

Objective: To increase fathers/males understanding of the importance of their role in their children's school readiness. Father/male engagement will increase by 10% as measured by the PIR by the fourth quarter of Program Year (PY) 2017.

Outcomes:

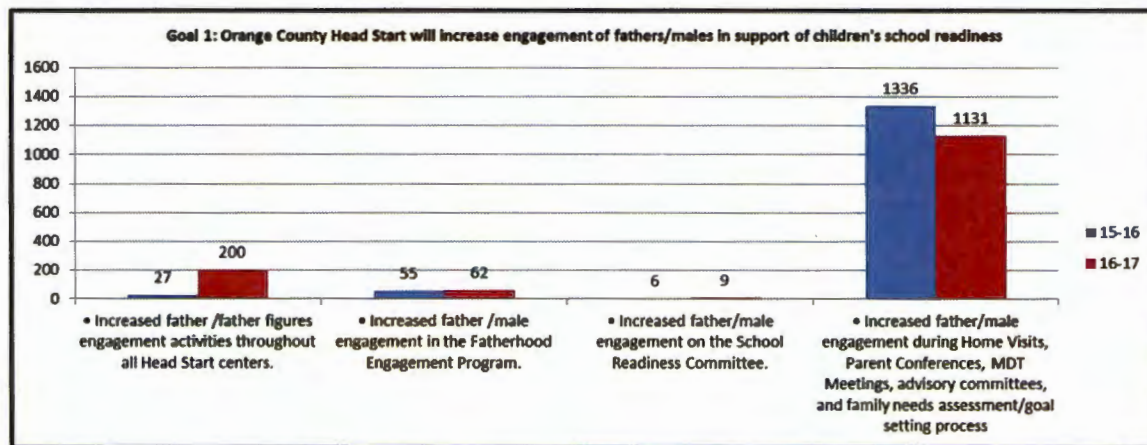
- Increased father /father figures engagement activities throughout all Head Start centers.
- Increased father /male engagement in the Fatherhood Engagement Program.
- Increased father/male engagement on the School Readiness Committee.
- Increased father/male engagement during Home Visits, Parent Conferences, MDT Meetings, advisory committees, and family needs assessment/goal setting process.

As a result of program efforts to increase father/male involvement engagement throughout all OCHS centers, program data demonstrates that five (5) centers experienced high monthly participation during father engagement activities. These activities included: monthly educational activities to understand the importance of their role in children's School Readiness, A Father Daughter Dance to promote Positive Parent-Child relationships, and a Fatherhood Breakfast to promote awareness of the importance of school ready children. Father participation on the School Readiness Committee increased with an additional 3 fathers joining the committee this year.

While participation in program activities has increased, OCHS continues to face challenges in engaging fathers to participate in individualized family engagement activities such as the Family Needs Assessments, family goal setting, MDT meetings and home visits. To combat these challenges, the program plans to implement Fatherhood Development Curriculum from the National Partnership for Community Leadership. Two OCHS staff has attended the Master Trainer Institute and have become licensed Master Trainers in the use and distribution of

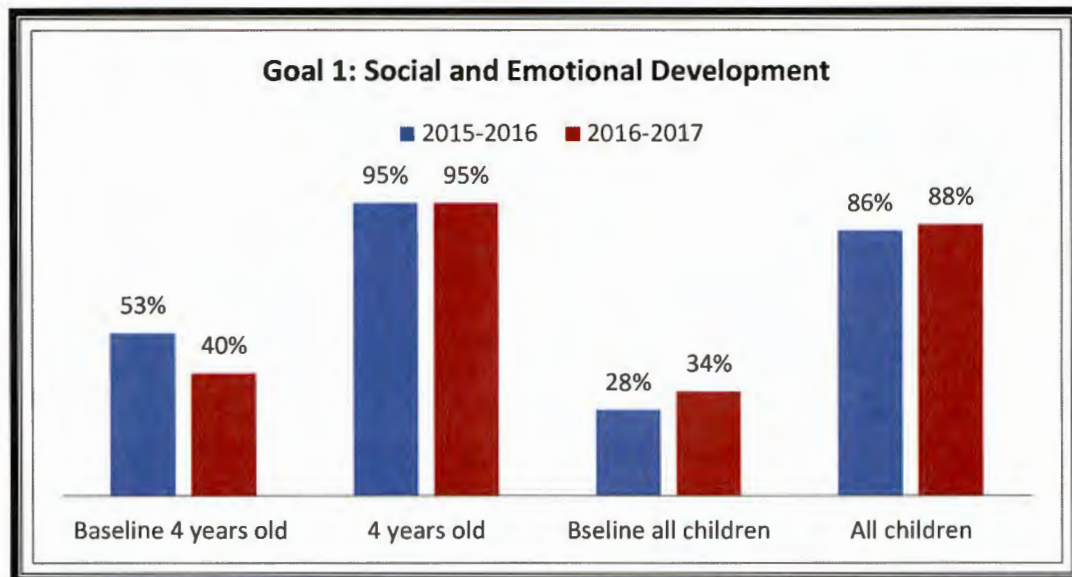
the Fatherhood Development Curriculum. These two staff will lead the agency's training efforts of all Family Service Workers on how to implement the Fatherhood Development Curriculum.

There has also been an increase in father participation in the Head Start classrooms, including activities related to Early Childhood Development and School Readiness. The graph below further demonstrates the program progress toward fatherhood engagement in support of school readiness:



The program has seen an increase across all domains of learning and development. OCHS believes the increase in fathers engaged with children has prompted improvement in children's social and emotional development domains. The program will continue to work together with fathers to promote their child's development and learning through positive interactions and effective learning experiences.

The graph below shows 95% of four year old children achieved skills in social and emotional development which demonstrated an increase of 55% from the baseline level of 40%. And compared to last year, there has been a 2% increase, from 86% to 88%.



Goal #2- Orange County Head Start will eliminate barriers to learning by decreasing the number of children with oral health concerns.

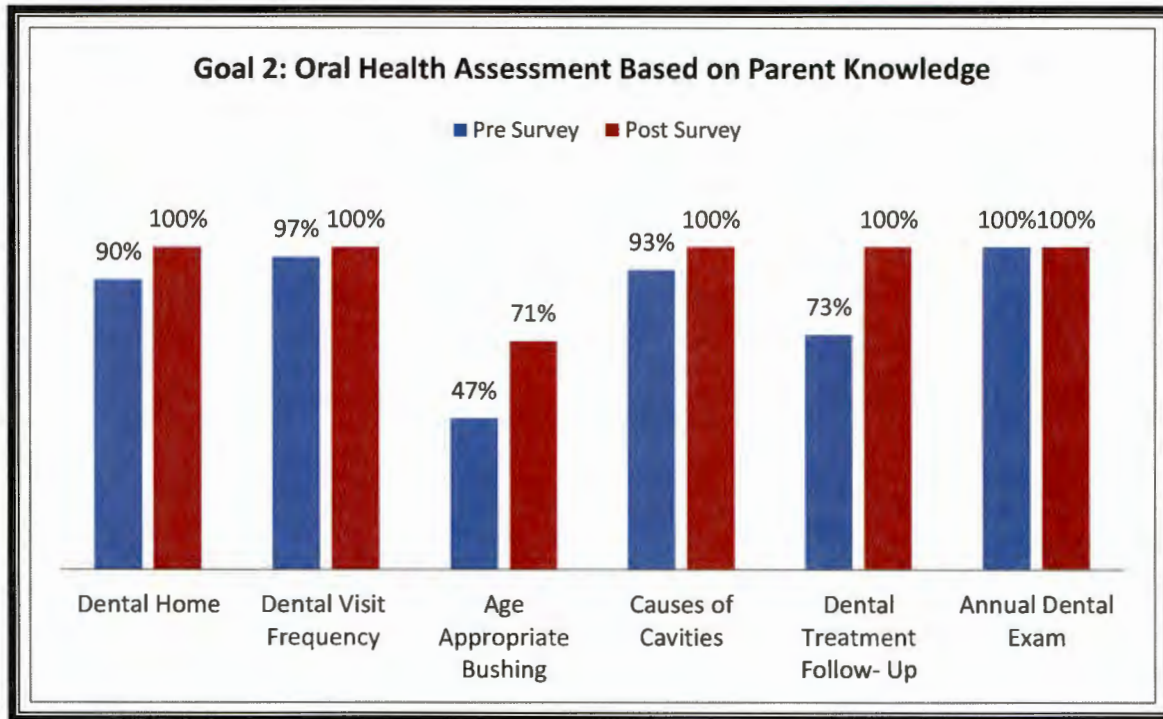
Objective: To increase the number of children who receive dental treatment. Sixty percent of children with dental needs will receive services as measured by child health outcomes by the fourth quarter Program Year (PY2017).

Outcomes:

- Dental treatment needs will decrease.
- Dental treatment compliance will increase.
- Staff and families knowledge of the importance of oral health and its impact on learning will increase.

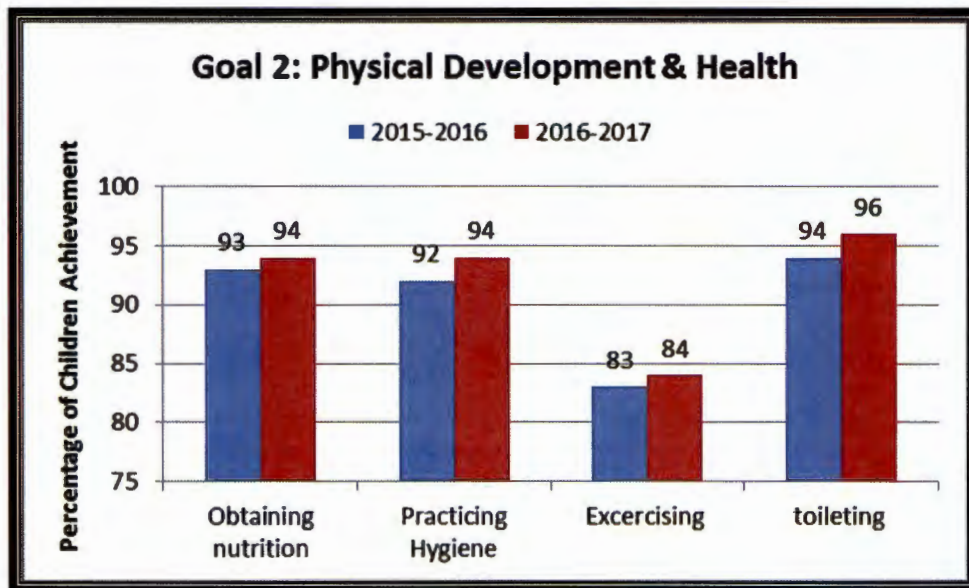
In order to identify the knowledge parents/guardians had about dental care, staff conducted pre- and post-assessments during the fall and spring. Head Start nurses conducted 24 Oral Health workshops based on the pre-survey results, which included areas of limited knowledge related to dental care. The data of the pre- and post-assessments were aggregated and analyzed for comparison. The findings indicated an increase of knowledge related to oral health across all Head Start centers.

The graph below illustrates the improvement of parent knowledge related to oral health, through pre- and post- assessments and its impact on learning:



The Health Services staff revised the Dental Action Plan form in January 2017. The form is to be used as a connection for parents to bring into perspective the children's dental need. As a result of implementing the dental form, face-to-face contact occurred, parents were assisted with scheduling appointment and follow-up, therefore more children received and completed dental treatment. One of the challenges was locating pediatric dentists that accept insurance of Head Start families.

The child assessment data shows children are demonstrating improvements in personal hygiene and self-care, which includes information and skills that help them select more nutritious food and leads to healthy eating habits, as noted in the graph below.



Goal #3: Orange County Head Start will be a learning organization that builds the capacity, capability, and competency of key staff to enhance service delivery.

Objective: To institute a professional development program that will ensure compliance with regulatory and programmatic requirements by the fourth quarter Program Year (PY2017).

Outcomes:

- Higher qualified and competent staff.
- Staff will pursue higher education.
- Decrease the number of threats to non-compliance.

The Training and technical assistance needs for staff were identified through ongoing monitoring and oversight. Meeting the development needs of staff will result in higher quality educational instruction, enhance children's learning and improve school readiness. The program sought to re-establish its professional development program this year starting with staffs' fundamental understanding of how integration of comprehensive child development and family engagement lead to school readiness for children. All staff received Foundations of School Readiness training during the beginning of the year. After each assessment period for child outcomes, staff received the results of the program's progress toward

meeting expected child outcomes. Professional development will ensure children receive the highest quality child development services. Staff has completed an average of 28 hours of relevant training that has been found to be effective and have a positive impact on program outcomes.

All teachers (84 classrooms) meet the degree/credential requirements of Associate Arts or higher in Early Childhood Education or related fields. More than 78% of teachers have Bachelor or Master degrees in Early Childhood Education or related fields. Over 25% of teachers are pursuing higher education in ECE, which will increase their self-confidence, improve their understanding of child development and age-appropriate curricula. Institutions of higher education expose students to current early learning theories, innovative instructional strategies and best practices. Thus, teachers attending colleges or universities will apply what they have learned in the Head Start classroom. Highly educated, credentialed, professionals will enhance children's learning through better instruction and help children attain the critical preschool skills for achieve academic success in kindergarten.

The new performance standards require a research-based, coordinated coaching strategy for education staff. The program has implemented the *Practice Based Coaching* as its professional development strategy for teaching staff, which will ensure compliance with performance standards.

OCHS has seven staff who received *Practice Base Coaching* Training and one staff who attended the Teachers Learning and Collaboration Training. To date, the program has designated two teachers to mentor coaches who have one coachee each. The Practice Base Coaches were selected based on their qualifications and professional recommendations. Their level of job knowledge makes them highly qualified to complete the required duties and trainings related to curriculum implementation, team work, classroom management, and CLASS. The coaches provide mentoring and support to their peers to support effective teaching practices. They provide children and families with warm and nurturing learning environments that support social, intellectual, physical, and emotional development. For the next school year 2017-2018,

OCHS will add two new Mentor Coach Positions. The overall function of the mentor coaches is to give intensive coaching to staff in alignment with the program school readiness goals, curricula, and other approaches to professional development.

OCHS has developed an environment that is cultivated through continuous training opportunities for all services areas. Opportunities that promote higher learning include the PFCE Training Institute, which meets two times monthly to provide training for the Family Services staff and once a month to train Site Managers. The Education Planning Committee is a group of educational staff and parents who works to improve the operation and educational services offered to the Head Start children and their families. This committee meets quarterly to review the progress of school readiness plan, curriculum and its implementation, as well as research innovative and best practices in early childhood education. Committee members are dedicated to train others in their respective areas of expertise, provide information, ideas, and research to improve operations. In addition, they are willing to pilot projects in the classrooms and work in addition to their normally assigned duties within the scope of the committee.

The PFCE unit provided Family Services staff with the following trainings: ERSEA Final Rule, ChildPlus, Relationship Based Competencies, *Abriendo Puertas/Opening Doors*, *Getting Ahead*, New Performance Standards, Fatherhood, Goal Setting, Transition, Engage families on School Readiness, *For me, for You, For Later, Incredible Years*, Community Partnership Building, and Job Partnership Training. As a result of these trainings staff became more equipped to facilitate trainings that support needs and goals of families.

Although 23 out of 24 Family Services Staff have bachelor's degrees, they continue to struggle with consistent follow up and documentation related to family progress. This could be attributed to high caseloads, need for additional staff, and additional case management training. OCHS plans to provide support to Family Services staff to assist with timely documentation and follow up. The staff will attend the University of Central Florida Case Management Academy training during Year 3 to enhance Family

Services staff's case management skills. In addition, PFCE plans to revise procedures and the Family Needs Assessment with the Family Goal Setting process.

In the program's quest to become a data driven organization, OCHS has provided training related to the continuous improvement process to middle management supervisors, coordinators, center managers, and family service workers. The training consisted of 3 hours trainings, which was held on three separate days, that provided information on using a continuous improvement model, using data for internal program improvement, and sharing data with staff, parents, and stakeholders. The program is still in process of aligning the standard operation procedures with new record keeping formats and processes and establishing a revised reporting structure. The PFCE unit continues to work towards improvements in qualitative and quantitative methods for reporting family outcomes within the unit. The program overall is working towards revising record keeping and reporting formats. The training and other efforts have helped the program work towards higher outcomes in the various service areas of child development, health, mental health, disabilities, nutrition, and family engagement.

The Nutrition Unit provided trainings will improve health/nutrition and awareness among Head Start children and families. A plan was developed following: "I am moving and Learning curriculum", which was used in the lesson plans for teachers to improve children physical activity, at every transition period (i.e. music, body movement). Teachers were trained on physical fitness and healthy eating habits to benefit themselves and children. The Nemours, *Healthy Habits for Life* was implemented into the lesson plans.

Goal #4: Orange County Head Start will be an organization of continuous quality improvement, aspiring for high performance through the establishment of a learning culture which utilizes data to examine all levels of the organization.

Objective: To enhance the program's capacity to measure program outcomes and make proactive programmatic decisions by the fourth Program Year (PY2017).

Outcomes:

Higher quality service delivery.

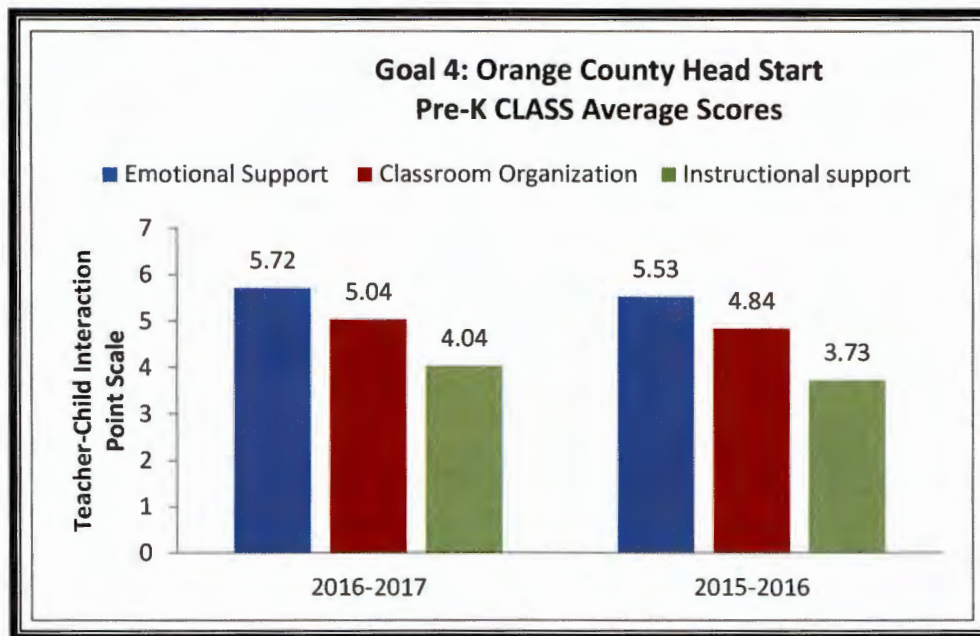
Increased staff performance and productivity.

Higher program outcomes.

Higher CLASS scores.

The success of children is attributed to several organizational factors that include: initiatives for higher staff qualifications and credentials, training and technical assistance, ongoing monitoring, CLASS observations, regular scheduled meetings with key staff and stakeholders, implementation of research and evidence based curriculum, and PFCE initiatives such as *Abriendo Puertas*, *Getting Ahead*, and *Incredible Years*.

Staff training has led to higher achievement in domains of learning and development, thereby increasing CLASS scores. The 2016-2017 CLASS scores showed a slight increase in all domains, compared to last year 2015-2016 CLASS scores. (See graph below). OCHS has its own National Certified CLASS Trainer, which allowed the program to train and establish 25-30 CLASS Reliable Observers on a continuous basis. Presently, OCHS has 29 reliable observers, which focuses on the effectiveness of classroom interactions between teachers and children in the following domain areas: Emotional Support, Classroom Organization, and Instructional Support. The increase is also attributed to the trainings and meetings such as: CLASS Improvement Planning Sessions, Making the Most of Classroom Interactions, Concept Development, and The Importance of Child Observations.



In the area of Health, the overall percentage of health requirements completed for all 22 sites was 92%. The percentage completed for each health requirements were as follows: Physical: 98%;Dental: 90% and Lead: 88%.

The Childhood Health and Developmental Services Unit (Disabilities, Medical, Dental, Mental Health and Nutrition) offered high quality service delivery to staff and families. Forty-two percent (42%) of the children that were identified with nutritional needs related to their BMI, as over/underweight or obese improved their growth assessment. Twenty-nine percent (29%) of the children remained the same, with no changes or adverse impact to their growth. For the remaining children, Nutrition Coordinators continued working with children to improve their growth assessment through counseling with dietitians from the FL WIC program.

The Nutrition Coordinators implemented new activities for children to have on hand healthy eating snacks. During National Nutrition Month in March, a week of physical activities and healthy eating habits was implemented for the children. During meeting presentations parents were given information about Healthy

Eating, low sodium, low sugar, low fat, the importance of drinking water, and Nemours-5-2-1-0, which recommends to eat at least 5 fresh fruits and vegetables every day; keep screen time to 2 hours or less; get 1 hour or more of physical activity daily; and drink 0 sugar-sweetened drinks; replace soda pop, sports drinks and even 100% fruit juice with milk or water.

OCHS partnered with OC Cooperative Extension to offer "*Cooking Matters*" at parents meeting, which taught parents how to spend money on a budget and how to incorporate healthier foods into their daily routine of cooking. Nutrition counseling was offered to parents for children who needed to improve their BMI. If counseling was accepted they were referred to WIC. Nemours provided tools and assistance for centers to grow a garden. This helped children to understand the importance of growing and eating fresh produce.

The outcomes related to the health of children include: Forty two percent (42%) of the children that were identified with nutritional needs related to their BMI, as over/underweight or obese improved their growth assessment. Twenty-nine percent (29%) of the children remained the same, with no changes or adverse impact to their growth. For the remaining children, Nutrition Coordinators continued working with children to improve their growth assessment through nutrition counseling through the FL WIC Program.

In the beginning of the school year a total of 473 children were identified as being under weight, overweight, or obese. Due to the provision of healthy meals, educational and physical fitness activities, and nutritional counseling services provided to parents. The Nutrition Services Area staff were able to make an impact in the children's life by either reducing/increasing their BMI to a healthy weight.

The chart below shows 473 children who were identified at the beginning of the school year and the how they improved at the end of the year. The data was retrieved from ChildPlus.

	Underweight	Overweight	Obese
# Children identified at beginning of school year	130	169	174
# Children who increased their BMI percentage to a healthy weight	55	70	71
# Children who did not change their BMI percentage impacting their growth	48	43	46
# Children who did not improve their BMI percentage	27	56	57

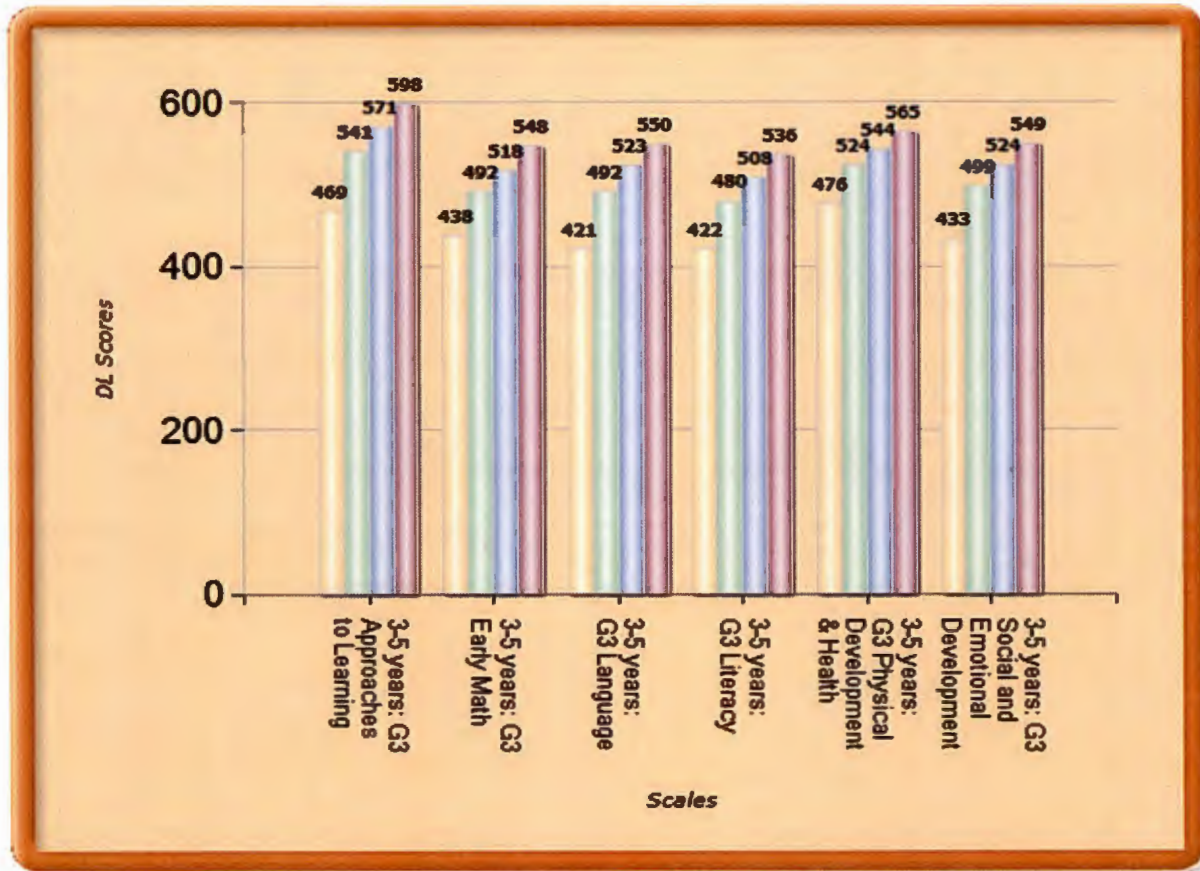
To ensure the Childhood Health & Developmental Services Unit (Disabilities, Medical, Dental, Mental Health, and Nutrition Service Areas) was offering high quality service delivery, each area conducted trainings for staff and families, completed referrals, and provided direct services to children to meet their health needs.

The Disabilities and Mental Health Team provided training for all teaching staff during pre-service on "Making appropriate referrals", "Conducting quality screenings" and "Transition." The initial monitoring in January 2017 indicated only 50% of teachers were able to articulate the goals on the children's IEPs and provide individualization. Staff provided training to all teaching staff in March 2017 on how to individualize for students with Individual Education plans. In addition, staff provided training on working with children with special needs to include challenging behaviors.

As a result, the program experienced an improvement in the monitoring of each classroom related to the articulation of children's goals and daily individualization. The second monitoring report, May of 2017, reflected that 91% of teachers were able to articulate the goals on the children's IEPs. This reflects increased staff performance and productivity as well as higher quality service delivery to our children.

OCHS's relationship with Orange County Public Schools, the Local Education Agency (LEA), facilitates referrals, evaluations, and service delivery to Head Start students. One hundred twenty eight (128) students began the program year with an IEP. An additional 98 students were diagnosed and received IEPs during the program year, exceeding the mandate by 5%. The primary diagnoses of Head Start students included: Developmentally Delayed (181), Speech or Language Impaired (37), Autism (7) and Hearing Impaired (1). The following graph shows the Outcomes Analysis report for all children with an IEP in the five essential domains.

The graph indicates an average growth of 114.66 points in all areas combined. These scores represent higher program outcomes.



For the past year, Family Services staff has worked closely with a ChildPlus consultant to redesign the system to accurately capture data on Head Start families. Staff has been trained on the new process and information is more accessible to all service areas. The training provided equipped staff to document more consistently and to monitor the goal achievement/progress of their families and to measure outcomes. This process also includes obtaining electronic signatures and eliminating paper documents.

In the area of Administration, which includes finance, contracts, and management, Finance offered several trainings related to finance, contracts, and management and the interpretation and guidelines for OMB's new "Super Circular" 2 CFR Part 200. These trainings provided high quality service and improved

staff performance. In addition, Orange County Government has participated in trainings and implemented new procedures related to the new guidelines for procurement. Checklists have been created to submit with Purchase Orders, both to determine Subrecipient/Contractor Status and to include contract provisions. Orange County Head Start has created and updated its internal policies and procedures to streamline rules governing the allocation of funds. Additional training will be provided to share the processes at all levels of staff to ensure compliance for accountability.

Goal #5: Orange County Head Start will enhance its relationships with partners in the community to improve access to services for families.

Objective: To strengthen the connection with families to a variety of community partners and services as measured by the program's tracking system. The number of community partnerships will increase by 5% by the fourth quarter Program Year (PY) 2017 and 5% each subsequent year.

Outcomes:

- Family will have greater access to services while their child is in Head Start.
- Families will be able to connect with community services on their own.

OCHS currently has 37 formal collaborative agreements, thereby exceeding its objective to increase partnerships by 5% by the end PY 2017. OCHS also submitted letters of support for grants that benefit Head Start children. The letters of support included: Orlando Science Center, Nemours, and University of Central Florida. The highest needs of families are related to Family Well-Being which includes financial security, employment, and housing. OCHS has developed partnership agreements with Urban League of Central Florida and Fifth Third Bank to address these concerns.

Fifth Third Bank's "Empower U" is a significant financial education program conducted by a dedicated team of leading experts that leverage trusted local resources and proven step-by-step methods to

equip staff and families with the tools necessary to make rewarding and sound fiscal decisions. The program was designed to empower individuals with a wealth of industry knowledge, best practices, and fundamental skills required to better manage their own finances. The *Empower U* Education Series is a thirteen (13) week course that includes various topics related to financial literacy.

Currently, Head Start and Orange County Community Action have developed a joint partnership by facilitating the *Getting Ahead in a Just-Gettin'-By World*, which is a 45-hour research-based curriculum. The curriculum is designed to help economically challenged individuals build their resources to create a prosperous life for their families and communities. This partnership has yielded positive outcomes for Head Start families related to employment, rebuilding healthy marriages, and enrollment in higher education/vocational training. Nineteen (19) parents graduated from the *Getting Ahead in Just-Getting'By World* in May 2017. During the current year 19 parents graduated from the 1st class of *Getting Ahead*. Also, the *PNC Grow Up Great Grant For Me, For You, For Later* was completed this year. In the current year 25 families completed the workshop.

OCHS continues to enhance services provided to children and families through continued partnerships with community organizations such as: Jobs Partnership of Orlando-Pre Employment and Life Skills training; Early Head Start-services for families who have children from 0-3; and New Moves-permanent housing for homeless families. Families continue to connect with community services on their own.

Although OCHS and University of Central Florida has an existing partnership, it was expanded this school year to include interns working on a Bachelors of Education in Early Childhood Education. Orange County Head Start also participated on a High Needs population Special Interest group that dealt with innovative ways to provide services to children and families in Orange County.

During the past three years, Orange County Head Start has partnered with PNC Bank/*Grow – Up Great Program*, Dr. Phillips Center for the Performing Arts, and Orlando Science Center. These partnerships allow the program to expose Head Start children to educational activities where science, technology, engineering and mathematics concepts are applied. Project W.O.W. (World of Wonder) established learning objectives which combined science with the performing arts. The project was implemented at Washington Shores at the Hope Head Start Center, where a total of 105 preschool children were able to interact and connect educational activities with real-world lessons. Each year there has been an increase in the children's developmental level scores in the nature and science domain. The children's natural curiosity about the world allowed them to develop their scientific inquiry skills, which will in turn produce a future generation of higher level thinkers, explorers, and scientists.

The partnership with Orlando Science Center Project WOW was so successful that Orlando Science Center was awarded two new grants and will implement the grants in Head Start, its beneficiary. The Orlando Magic Youth Foundation and Boeing Company for the 2017-2018 School Year. The Boeing grant focuses on Science, STEM, mathematics, and coding. It will provide five teacher professional development workshops, a family engagement science night for children and parents, six in-classroom modeling workshops, and family take home kits. Similarly, the Orlando Magic grant also focuses on Science and STEM providing 18 in-classroom modeling workshops, a celebration science night at the Orlando Science Center, and family take home kits. The implementation will focus on the whole child incorporating project-based learning and the inquiry method. Through the project-based approach, children will learn to apply subject matter to real world problems relevant to their age and community. Teachers will use effective questioning and facilitation of thoughtful dialogue that will guide children through the scientific inquiry and the engineering design process. Children will gain proficiency in these domains through repeated exposure and repetition.

OCHS, in partnership with the Nemours National Early Care and Education Learning Collaborative and the University of Florida/Cooperative Extension Program, established vegetable school gardens for all centers and were assigned master gardeners for all Head Start centers. The vegetable garden curriculum provided opportunities for Head Start children to interact with the environment by observing, discovering, experimenting, nurturing, and learning how vegetables grow. These gardens encouraged children to consume more vegetables, increase parent engagement and support, and improve children's enthusiasm about school. The master gardeners visited Head Start classrooms once a month for training and technical assistance for the children and teachers to sustain successful gardens for this school year.

In addition OCHS's long-term successful collaboration with the LEA, the program continues to see families have greater access to services. A dedicated evaluation team has been assigned to OCHS to complete evaluations at the Head Start centers, thus eliminating transportation barriers for families to accessing services. Although a new partnership was not developed OCHS strengthen its relationship with the Florida Head Start Association by presenting at the FHSA Conference.

The Disabilities team co-presented with the LEA partner to provide training at the 2017 Florida Head Start Association Conference. The session was titled: "Successful LEA Partnerships." Participants were able to gain knowledge in: establishing a more effective partnership with your Local Education Agency (LEA); securing timely evaluations for Head Start students; improving coordination of services for children with Individual Educational Plans (IEPs); reaching 10% mandate; and developing strategies to ensure smooth transitions into Head Start and to Kindergarten.

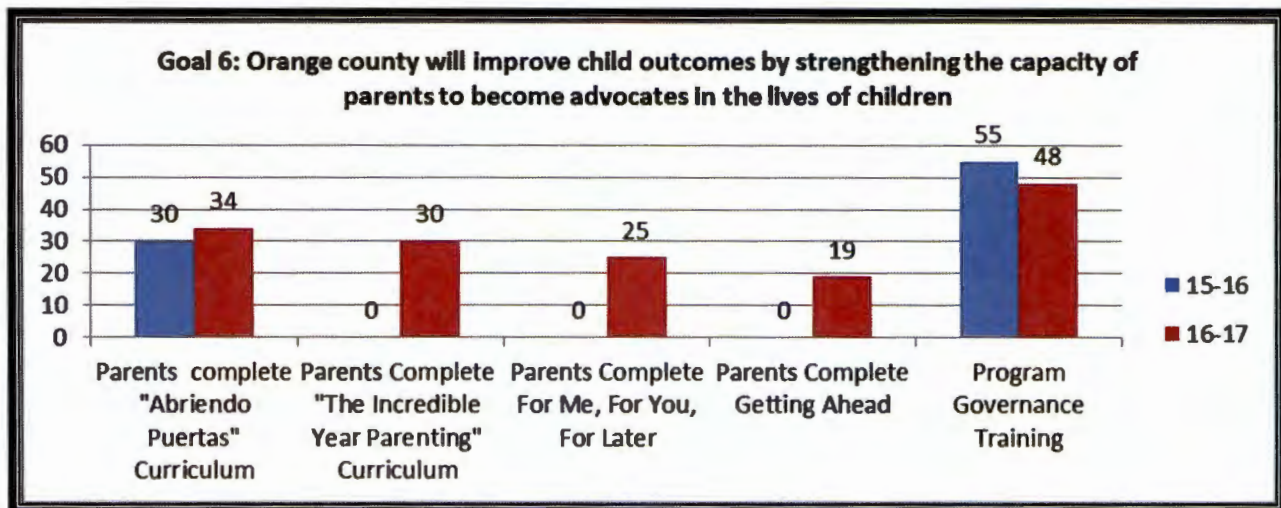
Goal #6: Orange County will improve child outcomes by strengthening the capacity of parents to become advocates in the lives of their children.

Objective: To institute a program to support the successful transition of families migrating to Orange County.

Outcomes:

- Acculturated families.
- Higher outcomes in family well-being.
- Higher number of parents in leadership/advocacy roles.
- Higher child outcomes in social and emotional development.

OCHS met this objective as more families completed programs that promoted Families as Advocates and Leaders. OCHS staff conducted a series of trainings to include: *Abriendo Puertas/Open Doors*, *Incredible Years*, *For Me, For You, For Later*, *Getting Ahead*, and Program Governance. (See graph below)



OCHS continues to support and help the Hispanic population to become advocates in the lives of their children. In the current year, five (5) sites were identified with the highest concentration of Hispanic families. Seven (7) parents served as mentors to provide training to parents in conjunction with staff. As a result, 34 families completed the *Abriendo Puertas/Open Doors* Parenting Curriculum.

OCHS has also experienced an increase in parent in leadership and advocacy roles in a variety of committees to include: Participation in PFCE Advisory Committee, School Readiness Committee, Fatherhood Committee, Mommy Moments-Parent Committees, and Program Governance training. Also, OCHS's Policy Council Chairperson served on the Community Action Board and the Policy Council Vice Chairperson served on the Florida Head Start Association committee, and member of the Executive Board.

In addition, as a result of parent trainings and case management, families are excelling in areas of Family Well-being, to include obtaining housing, transportation, and financial security. OCHS will continue to provide a variety of opportunities for families so they may develop advocacy and leadership skills.

The Disabilities and Mental Health team piloted a conference to strengthen the capacity of parents to become advocates for their children with disabilities entitled, "Encouraging, Educating and Empowering Families of Children with Special Needs." The training topics included: Parent Rights/Responsibilities/Advocacy and What to Expect in Kindergarten; Positive Behavior-Management at Home and School; Enhancing School Readiness through Parent-Child Reading; and Speech and Language Skill Building. Twenty-five (25) parents attended the training and the pre and post tests indicated that parents gained knowledge in all topics increasing their ability to advocate for their children.

Goal #7: Orange County Head Start families will be striving toward self-sufficiency and career development.

Objective: To assist single parent females obtain employment, job training, and career development that will lead to self-sufficient families and school ready children.

Outcomes:

- Increased number of parents with a High School diploma or equivalent.
- Increased number of employed parents.
- Increased number of parents enrolled in school or job training.
- Increased number with a career development plan.

Orange County Head Start had an increase in the number of families that received a high school diploma or equivalent during the 2017-2016 program years. Although significant efforts were made to achieve goal 7, such as enrollment in pre-employment training, access to computer training, vocational training, and local and state career develop training programs; the program continues to face challenges in working with families to obtain employment that provides salaries needed for them to reach self-sufficiency.

The table below displays a slight decrease in the number of families who reported that they were working upon enrollment, decrease in families enrolled in school and/or job training as well as decrease in families who reported having a career development plan. Orange County will continue to encourage families to seek education, training and employment that are conducive to them making progress towards achieving self-sufficiency and career development.

Goal 7: Orange County Head Start families will be striving toward self-sufficiency and career development	15-16	16-17
• Increased number of parents with a High School diploma or equivalent.	12	15
• Increased number of employed parents.	1040	997
• Increased number of parents enrolled in school or job training.	263	182
• Increased number with a career development plan.	41	26

Goal #8: Orange County Head Start will assist families improve their financial wellness.

Objective: To establish a financial wellness program for families to meet the following: (a) fosters community collaborations with financial institutions (b) fosters parent engagement in financial education opportunities, and (c) eliminates barriers to more affordable and safer housing.

Outcomes:

- Increased partnerships with financial institutions.
- Increase in families' knowledge of financial basics, relationships with financial institutions, and credit counseling agencies.
- Increase financial independence of homeless families.
- Increased access to better housing.

OCHS has worked fervently towards creating a culture of financial wellness. Staff and families were provided opportunities to increase their knowledge of financial literacy through presentations provided by the following: Fifth Third Bank, BB&T Bank, and Credit Counselors of Central Florida. *The Empower U Financial Empowerment Program*, sponsored by Fifth Third Bank, was established as a financial wellness program for OCHS.

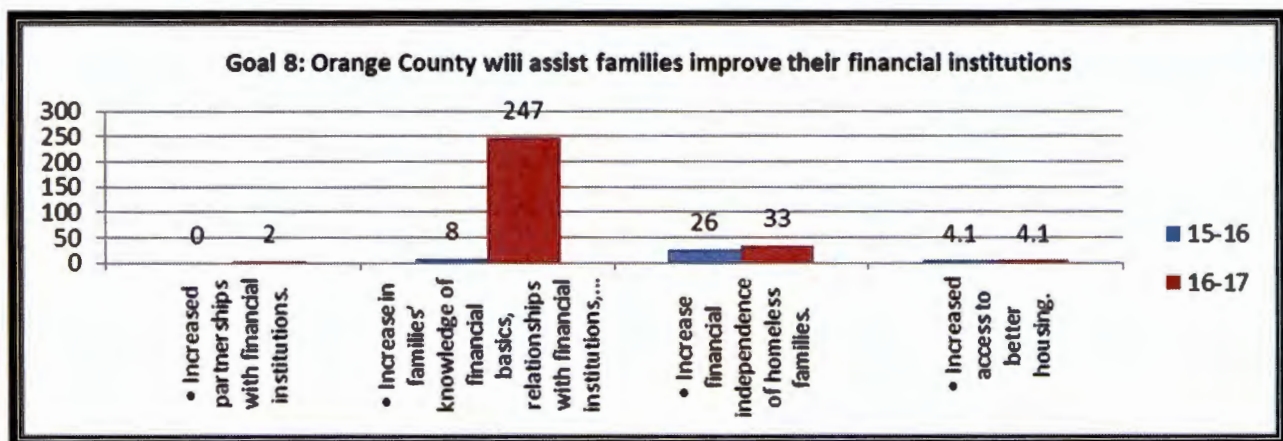
In the classroom, the *For Me, For You, For Later: First Steps to Spending, Sharing, and Saving*-sponsored by PNC *Grow Up Great*, in partnership with Sesame Street, is a four (4) week financial literacy workshop. During 2016-17, the workshop was offered at five 5 sites: Lila Mitchell, Maxey, Grand Ave, and Callahan and Orlando Tech Head Start.

Another initiative towards financial literacy is the Consumer Financial Protection Bureau (CFPB) "Your Money, Your Goals" program. The CFPB selected OCHS as the only organization in Florida as a grant recipient to receive materials and onsite training for this specialized financial literacy program. In July 2017, all Family Social Workers will be provided materials for the program and trained on how to implement the program during family visitations. In addition, the Executive Policy Council will be trained to become program advocates within their respective communities.

The "Your Money, Your goals" toolkit will help parents with spending decisions that can help the families reach their financial goals. The tool kit, provided by the CFPB, will also teach parents how to obtain credit reports, repair credit scores, budget tracking, and making financial decisions. The Family Service Workers (FSW) role will be to act as financial companions and bring the topic of money into conversations with families.

The CFPB designed this program to facilitate one-on-one conversations in the home. There is additional support online on the CFPB's website. This program will help OCHS to achieve its financial literacy goals by offering another resource to share with families during home visits.

The graph below illustrates that as the County increased its partnerships with financial institutions, families (including homeless) received information regarding financial literacy, credit counseling, and referrals to affordable housing, which helped them improve financial independence and break the cycle of poverty. To date, about 247 families received financial asset building services such as: H & R Block's Earned Income Tax Credit, Financial Literacy, and Credit Counseling.



3. Discuss progress toward broad Program Impacts-i.e. at the conclusion of the five year grant period, what difference will your program have made for children, families and the community?

OCHS has made progress on program impact areas as it relates to children, families, and the community. During the 2016-17, a total of 1,726 children have been served. Of a total 21,286 children living in poverty that are 0-4 years old in Orange County, 8% have been served. The children's participation in the Head Start program has helped change their lives in becoming school ready for kindergarten and has

allowed their parents access to needed services and receive supports to better their lives and to affect their community.

Child Impacts

In terms of progress the children have made towards school readiness, 810 four years old have been served and attained 82% of needed school readiness skills for kindergarten. Their increased skills in the five essential domains will help them be ready for kindergarten. Children have demonstrated high proficiency in approaches to learning gaining 92% of expected skill identified to contribute to school readiness. The other four domains have shown gains with the lowest gains of 79% in cognition and general knowledge. Orange County Head Start has helped the 801 children be more confident and knowledgeable for success in kindergarten.

In Health Services approximately 1,726 children have had an impact in their health care with 90% receiving annual preventative care. This has helped to address health concerns and maintain immunization timelines. With the exception of 29% of the 423 that did not improve, children that were identified to have unhealthy weight have stayed the same or made improvements. In oral health, over 250 children were identified to need dental treatment of which 30% have received treatment. Approximately 102 children with disabilities have been supported to receive an IEP and specialized services. Overall, 226 children have an IEP and have made advancement in their general development. Participation in Head Start has helped these children learn more about life-long healthy practices and receive timely health care.

Family Impacts

During 2016-17 approximately 1,615 families were served. Of those families, 73% were single parent families. Seventy six percent (76%) of all families received educational or community social services. Sixty two (62) parents have completed some level of training or education to increase their employability

skills. In regards to the engagement of fathers/males, 413 fathers/males have been engaged in the program's family and child development activities that support their children's school readiness. In support of the growing Hispanic/Latino families migrating to Central Florida, OCHS has successfully implemented *Abriendo Puertas/Opening Doors* program, which seeks to support parent leadership and advocacy for their children, for the second year. A total of 64 families have graduated from the program in the last 2 years. In addition, six (6) parents have become train-the-trainers and have presented the training sessions to their peers.

Another program that has helped families is *Getting Ahead in a Just-Getting-By World: Building Your Resources for a Better Life*, a 15 week training series designed to build economic stability. Twenty-five (25) parents were recruited to participate in the training series. Of the total participants, 19 participants completed all 15 weeks of the training sessions. These parents are making strides to improve self-awareness, advance their career, and achieve financial independence. For the program's graduates, the next step will be for them to participate in the *Staying Ahead*, a joint collaboration between OCHS and Orange County Community Action.

For Me, For You, For Later: First Steps to Spending, Sharing, and Saving provided by PNC Grow Up Great in partnership with Sesame Street, a 4 week financial literacy workshop was offered in the classroom. During 2016-17, the workshop was offered at five (5) sites: Lila Mitchell, Maxey, Grand Avenue, Callahan, and Orlando Tech Head Start, with a total of 42 parents participating. This financial asset building program allows parents to teach their children about saving and using money. The increased financial skills will help these families and their children to be more knowledgeable about the use of money.

Community Impacts

OCHS has increased new partnerships with community providers. These new partnerships have allowed families to access needed services with our support. The receipt of community, social, financial, educational, and employability services allow families to change their communities as more self-reliant members. The committed services of OCHS has helped change participating families ability to secure high quality and comprehensive early childhood education for their children while accessing needed services that improve their quality of life and their community.

4. If applicable, list any additions, deletions, or revisions to your program's School Readiness Goals that have occurred since last year's application. Include information on how parents and the governing body were involved in changes. If no changes have occurred, include a sentence to that effect.

There have been no changes to the program's School Readiness Goals since last year's application.

Sub-section B. Service Delivery

In this section, discuss any updates to your plans to meet the need for comprehensive child development services for Head Start and/or Early Head Start eligible children and families in the following categories. For each category, if no updates or changes have occurred, include a sentence to that effect. See Requirements for Baseline Application above for additional detail on each category.

1. Needs of Children and Families:

- a. The estimated number of eligible children under five years of age and pregnant women by geographic location, and estimated number of children needing full day & full year care;**

There were no significant changes .

- b. Data regarding the education, health, nutrition, social services, child care, and other service needs of proposed children, families and pregnant women.**

There were no significant changes.

- c. **The needs of children with disabilities; dual language learners; homeless children; children involved in the child welfare system and receiving foster care; working families; and pregnant women, if applicable.**

There were no significant changes.

2. **a. Service Area-** OCHS does not have any delegate agencies.
3. Refer to HSFES tabs for proposed funded enrollment and program options.
4. **Centers and Facilities**

a. OCHS anticipates a major relocation plan that will close four sites and open four sites, during the summer of FY 2017. Although, the OCHS relocation plan will be extensive, the Head Start centers will be geographically located in areas with the highest number of children living in poverty, based on data from the 2016 Community Assessment.

The four sites closing are: Grand Avenue, Orlando Tech, Tangelo Park and Washington Shores at the Hope. Grand Avenue, Orlando Tech, and Tangelo Park are located on a public school campus, and Washington Shores at the Hope is a leased site.

Orlando Tech is considered a laboratory school used as a training classroom for adult learners enrolled in an Early Childhood Apprenticeship program in Orange County Public Schools (OCPS). Unfortunately, due to scheduling at the school, the program will no longer exist. Grand Avenue Primary Learning Center will no longer operate because OCPS will open a K-8 school during the 2017-2018 school year which will also house an early childhood program for children ages 2 to 4. The Community Assessment did not show a significant growth in this geographical area so closing Orlando Tech & Grand Avenue (a total of 3 classrooms) will not leave children living in poverty under served. The three classrooms that will remain

in the service area operated by OCHS and 10 classrooms operated by OCPS will be sufficient for children from economically challenged families to receive services.

Although, the Tangelo Park area has a significant number of children living in poverty, according to the Community Assessment, OCHS decided to close the two classrooms located in Tangelo Park, which is primarily due to the growing number of Family Home Childcare sites sponsored by the Harry Rosen Foundation. The ten (10) Family Home Childcare sites are a better fit for Head Start eligible families residing in the community, as most of the families are employed in shift work. Maintaining enrollment of children that actually reside in the Tangelo community has become increasingly difficult.

Washington Shores at The Hope, a leased site, is closing as the Lessor has declined to renew the existing lease at the current location. Head Start children will be relocated to another property owned by the same Lessor. OCHS plans to open four new sites in response to the four sites closing. The four new sites include: Washington Shores Elementary, Frontline Outreach Center, McCoy Elementary and Three Points Elementary. McCoy Elementary and Three Points will provide four additional classrooms to the south eastern portion of the county, which as of 2016 experienced an increase of 15.4% in the Hispanic and Latino community that could benefit from comprehensive services offered by Head Start. The Frontline Outreach and Washington Shores Elementary Head Start centers are both in the same demographic area as Washington Shores at the Hope and will ensure children from the area will not go without services. During the 2017-18 School Year, Dover Shores Head Start children will be relocated to the old Engelwood Head Start, while Englewood Elementary Head Start will be located in the new site. Dover Shores will be under construction, and return to the original location 2018-2019.

The County owned buildings and leased facilities meet all local and state fire and building codes, local laws, regulations and state child care license requirements. Twelve (12) of the Head Start sites are licensed child care facilities, which meet state and local licensing requirements. In Florida, school child care

facilities are exempt from state licensing requirements. Head Start Centers' staff conducts daily Health & Safety Checklist and Service Areas' staff monitors the sites on a quarterly basis. In addition, Monitoring and Evaluation Coordinators, which are certified playground inspectors, conduct on-site safety inspections.

5. Recruitment and Selection

OCHS will continue to follow its recruitment plan to serve the most vulnerable children with the greatest needs in accordance with the 2016 Community Assessment. Selection criteria will be updated according to community assessment and federal regulations. Priority for selection will be provided to homeless children, foster children, children with disabilities, single parents, families at risk and children with health and nutrition conditions. Selection criteria for 2017-18 updated the amount of points from 300 to 500 homeless and foster children to ensure that they receive priority ranking conducive to categorically eligible status.

6. Transportation. Orange County Head Start does not currently provide transportation to and from school. However, transportation will be contracted to provide for full-day, full-year for a period of four (4) weeks as Orange County School sites will close for the summer and children will be served at other facilities.

7. Educational Services. There were no changes.

8. Health. There were no changes.

9. Family Services and Social Services. There are no changes since last year's application.

10. Early Head Start specific. Not applicable.

11. Transition. During Year 2, approximately 817 (49%) of enrolled Head Start children will transition to kindergarten. Staff encouraged families to register their children for kindergarten prior to the end of the 2016-

2017 school year. Staff partnered with OCPS and others (i.e. private, charter and faith-based schools) to provide information on the incoming children such as their status on the kindergarten checklist. This information will also be provided to families for a coordinated, seamless transition for their child's entrance into kindergarten. In addition, family services staff continue to provide families with resources such as: scholarships for private schools, uniform assistance, schools that require parents to volunteer, and school employment opportunities. This information will empower families to become leaders and advocates in their respective communities.

12. Coordination.

- Inclusion Project with Orange County Public Schools (OCPS)

OCHS is still in the planning stages of an Inclusion Project with Orange County Public Schools. We will continue to seek creative ways to fund this project and leverage of federal, state, and local dollars. Currently, OCHS is planning to visit another Head Start/Local Education Agency (LEA) program in the Florida, in which the project was successful.

The project goal is to enhance inclusionary opportunities for Head Start children with an Individual Education Plan (IEP). The identified children will stay in their Head Start classroom and receive itinerant support through a special education teacher with the LEA. Children will receive direct services and Head Start teachers will be given support in implementing the goals of the child's IEP. This will provide a positive inclusionary experience and will reduce the amount of time children spend transitioning between programs to allow for the optimum amount of instruction time.

Sub-section C. Approach to School Readiness

1. Updates to Approach in School Readiness, if applicable. If no updates have occurred, include a sentence to that effect.

a. Discuss any change in child assessment(s) used by your program since last year's application. The child's assessments have not changed since last year's application. However, there will be a change made for the 2017-2018 school year. Based on the new performance standard, OCHS has selected to implement a new developmentally appropriate, research-based screening tool to ensure reliable child assessments. The program will utilize the ACUSCREEN instrument from ATI- Galileo Pre-K Online. The new tool will screen children in four areas to include Cognitive, Perceptual-Motor, Social and Language Development. Staff reviewed this tool with the LEA to ensure the identification of children most needing referrals. The plan for implementation of the new screening tool is as follows:

- June 2017 - Disabilities and Education Management Staff to be trained by ATI- Galileo to become "Train the Trainers."
- July 2017- Teaching staff to be trained by Disabilities and Education Management Staff.
- August 2017 – Implementation of ACUSCREEN.

b. Discuss any change in curriculum (a) used by your program since last year's application.

There has been no change in curriculum since last year's application.

c. Discuss any change in staff-child interaction observation tools (i.e. CLASS, HOVRS, Arnett Caregiver Interaction Scale) used by your program since last year's application.

There has been no change in staff-child interaction observation tools since last year's application.

2. Report on the progress of children and the program towards achieving school readiness in each of the five domains.

(Progress reported in Goal #4, Page 14)

3. Describe program improvements implemented in response to the analysis of child assessment and other data. Provide specific examples as appropriate.

As a result of the analysis of child assessment and other data, this year, the program sought to focus its staff professional development program understanding the fundamentals related to how integration of comprehensive child development and family engagement leads to school readiness for children. All staff received the Foundations of School Readiness training during the beginning of the year pre-service.

Also, in efforts to support the children's learning, build and measure the effectiveness of teacher-child interactions, the program completed three CLASS Observation cycles this school year to achieve the best possible outcomes in emotional support, classroom organization and instructional support. The data from CLASS allowed the program to implement quality improvement efforts that focus explicitly on teacher-child interactions which maximize children's outcomes. After each assessment period for child outcomes, on a quarterly basis, staff received the results of our progress toward meeting expected child outcomes.

Training and technical assistance needs for staff were identified through ongoing monitoring and oversight to ensure the professional development needs of staff were met in order to continue to drive progress in child outcomes expectations. Some of the trainings implemented were: The Importance of Child Observations Notes, Individualization for Children, Attitudes toward children's behavior, Making the Most of Classroom Interaction MMCI, Concept Development, Data Progress Monitoring of Child Assessment, and Child-Plus Data Management System. The training strengthened the teacher's ability to properly assess, plan, implement, record and report children outcomes.

Sub-Section D: Parent, Family and Community Engagement

1. In Sub-Section A, programs listed any additions, deletions, or revisions to the program Long Term Goals, Short Term Objectives, and Expected Outcomes. Did any of these changes involve program goals and/or objectives related to family outcomes? If so, describe the reasons and process for making changes. If no updates or changes have occurred, include a sentence to that effect.

There have been no updates or changes in the PFCE goals and/or objectives.

2. If applicable, describe any new data sources used since last year's application to support the implementation and evaluation of PFCE goals and/or objectives. If no updates or changes have occurred, include a sentence to that effect.

There has been no new data sources implemented since last year.

3. Describe program data related to family progress that also supports children's school readiness. Provide specific examples as appropriate.

Orange County Head Start Family Outcomes/Family Needs Assessment was developed by the Florida PFCE Family Outcomes Workgroup sponsored by the Florida Head Start State Collaboration Office. Data obtained from the Family Outcomes Module in ChildPlus indicates gains for the seven PFCE Family Outcomes as follows:

Family Well-being	1.8
Positive Parent-Child Outcomes	0.4
Families as Lifelong Educators	0.8
Families as Learners	0.7
Family Engagement in Transitions	0.3
Family Connections to Peers and Community	0.4
Families as Advocates and Leaders	0.2

The highest PFCE Outcome or family progress/gain were related to Family Well-Being with a 1.8 overall gain for family served during the 2016-2017 program year. Research has documented that when basic needs of children and families have been met, they are more likely to thrive and achieve their goals.

Thereby, the enhancement of services to families and children are more likely to reflect a higher level of achievement related to outcomes.

A specific example is that families became more involved in their children's early childhood educational experience by logging into the Galileo Parent Center and gaining knowledge about their child's progress and implementing the at home enhancement exercises. This promoted family and child outcomes in Parents as Learners, Parents as Lifelong Educators, and Positive Parent-Child Outcomes.

4. Describe how program progress toward PFCE goals and/or objectives is communicated to families.

Family progress information is communicated to each family during the Family Needs Assessment (FNA) process that occurs three times per year. During the FNA process the family is provided with a Family Profile Report, which indicates progress in eighteen indicators, which are divided in the seven sections related to Parent, Family and Community Engagement Framework Outcomes. Program goals and objectives are shared with families during orientation, at parent and Policy Council meetings. The goals are also reiterated to families during the family needs assessment process.

Subsection E. Governance, Organizational and Management Structures, and Ongoing Oversight

- 1. Describe changes to the roles and responsibilities of the Board and Policy Council, if applicable. If no updates or changes have occurred, include a sentence to that effect.**

There have been no changes to the roles and responsibilities of the Board and Policy Council.

- 2. Include a current organizational chart. (Refer to Appendices)**
- 3. Provide updates of staff qualifications or competencies for the following groups: Head Start and Early Head Start director (s), education and child development staff, health services staff, nutrition services staff, mental health services staff, family and community partnership staff,**

parent involvement services staff, disabilities services staff, and fiscal staff. If no updates or changes have occurred, include a sentence to that effect.

No updates or changes have occurred.

- 4. Describe changes to management systems for planning, communications, record-keeping and reporting, ongoing monitoring, and self-assessment. Include a summary of the results of the most recent self-assessment and the improvement plan addressing the issues, action steps, person (s) responsible; and timeframe for planned or completed corrective action.**

There are a few changes in the way that we use data, organize it, and share it. The program has invested in a database consultant to help reorganize family and health services information. The reorganization of the database is intended to facilitate the documentation process of our efforts and the impact it has on the family and child's life, as well as to create a more transparent, integrated, and easily accessible record keeping system. The reorganization has also taken into account the planning and continuous improvement process and is working towards aligning the database to capture and enable reports based on the program's goals and objectives.

In addition to the reorganization of the database and in an effort to centralize documentation and move towards a more paperless process, the application and eligibility process has been changed from a paper application and review process to an electronic application via interview and review. The new process allows the Family Service Workers to interview applicants, data entry all relevant information into an electronic file in the Child Plus database, and scan all required documents needed to determine eligibility. All applications are reviewed electronically and the process continues as it was previously structured, with no additional changes.

Section II. Budget and Budget Justification Narrative

1. Ongoing Operation Costs

Orange County Head Start is requesting operational funds in the amount of \$12,860,452 in Fiscal Year 2017-18. A full-year comprehensive early childhood development services program is funded for 1,536 children.

a. Salaries, Fringe Benefits, Indirect Costs

Funds will be used to cover staff salaries at a cost of \$6,064,850 which includes Orange County's proposed 3.5 % COLA increase. The fringe benefits will cost \$4,075,456. The discounted indirect cost is \$106,329.

Orange County Head Start will add two new Mentor Coach Positions totaling \$115,686, which includes salary and fringe benefits. These positions were added to comply with the new Head Start Performance Standard §1302.92. Considering the cost of living increase and the possibility of not receiving additional funding, Orange County Head Start met with Orange County Government to request financial assistance. A financial impact in this amount would cause our organization to cut back in other areas such as operations and services. The county understood the importance and necessity to comply with the performance standard. The county is going to hire these two positions and fund them, on our behalf, under the Orange County Government.

The overall function of the mentor coaches is to provide intensive coaching to staff, which is in alignment with the program school readiness goals, curricula, and other approaches to professional development. Mentors will observe and assess the classroom teacher and child interactions during onsite visits. Mentors will also observe the classroom for compliance with performance standards in order to ensure all children are provided with a safe, nurturing, engaging, enjoyable, and secure learning environment.

Mentors will use coaching strategies and training/technical assistance for teaching staff in a wide variety of educational areas such as methodology, resource use, and developmental concepts. This will ensure that each child is treated as an individual in an inclusive environment that values, respects, and responds to diversity. Mentors provide ongoing communication between the program director, education director, and any other relevant staff. Mentors will contribute to goals by clearly articulating a process for achieving those goals, while establishing policies that ensure assessment results. Mentors will provide time and resources to improve staff as identified as needing further support.

Considering the excessive responsibilities for the two Field Operation Supervisors, Head Start requested a compensation and position review. The program proposes to request a reclassification of the Field Operations Supervisor position to a new title Family Services Program Manager. The current position requires long demanding hours and excessive workloads due to the needs in Head Start's 22 centers. The complexity of work carried out by the Field Operations Supervisors today requires intensive intervention in the field, center oversight and administrative requirements, which have increased over the last 7 years. The current challenge for HS is insufficient staff to perform the duties at the present classification level. Considering the execution of the new performance standards, the review of this position will ensure that Family Service Program Managers are effectively administering the needs and services for Head Start families and children. This position change will increase these two salaries by \$14,549 this upcoming year.

b. Operation of Services

Funds in the amount of \$1,815,427 will be used for regular operation of services such as: leased space at various sites, supplies, insurance, medical and psychological services, field trips, Research Based Parent Curriculum, children's insurance, etc. This year into the 2017-18 FY, the County will enter into a new lease with Frontline Outreach, a location previously used to house Head Start children. The owner has made

major alterations for compliance with state licensing requirements. This new location is going to be a fresh new fit for incoming children.

One major challenge for OCHS is limited pediatric dental services in Central Florida. Although these services are used as a last resort effort, the program has reduced its dental contracts, in hopes of partnerships with other community resources. Kinder Consulting for behavioral therapy and United Cerebral Palsy for speech and occupational therapy has been approved by the county to provide services for children for the next fiscal year. In addition, we will continue to fund nutritional consultants in the classroom to educate our children.

Orange County Head Start will like to acquire a Contracted Registered Nurse. To meet the "Caring for our Children" guidelines, National Health and Safety Performance Standards for Early Care and Education Programs, OCHS desires to acquire a contracted Registered Nurse, who will oversee the progress of children and the Licensed Practical Nurses. These professionals need not be on staff at the facility, but may simply be available when needed through a variety of arrangements, including contracts, agreements, and affiliations. The parent's participation and written consent in the native language of the parent, including Braille/Sign language, is required to include outside consultants.

Currently, OCHS is proposing to add 2 school buses to its inventory. Previously, the two school buses were listed on an advertisement board (with permission from Region IV Office of Grants Management) for other Head Start Agencies across the nation to acquire. Three of these vehicles remain on county property unused and unoccupied. With the help of Region IV, adding these two buses into our inventory will allow the program to utilize them for recruitment, field trips, and other special services.

Technology Requests for 2017-2018 include 170 I-Pads for the classrooms, which will enhance curriculum and experiences for children. This will increase the amount of I-Pads to four per classroom. New educational applications will be purchased to support learning on the I-Pad. Therefore, Head Start children

have access to integrated, interactive learning experiences designed to help them progress academically and socially.

Signature pads will be incorporated into the centers for use with ChildPlus to collect parents and Family Social Workers signatures when completing applications. The idea is to work away from paper process into a more streamlined electronic process. Benefits to OCHS include: cost reduction, improved production, streamlined work flow, improved security, space-saving and original and disaster recovery.

ChildPlus and Galileo (Assessment Technology Inc.) will continue to be OCHS preferred software for data collection. The ChildPlus System provides for the program a method of maintaining records in a central database. These records contain pertinent information on the families and children applying to and enrolled in the Head Start Program. Information contained in this database had to be accessible to staff in each of the program areas. Funding will be used for the required for yearly software maintenance. Staff support and training for this software will also be supported.

The Galileo Assessment System assists Orange County Head Start in meeting the Federal standards by providing a method of measuring the developmental levels of the children enrolled in the program. The information attained established developmental levels that equates to Child Outcomes being met. Funding will be used for the required annual software maintenance.

In addition to the other technology requests, a recent analysis has shown the need for replacement computers, monitors and keyboards in the field. OCHS is also considering a maintenance agreement for its printers to streamline a more cost effective method of repair and supply ordering.

c. *Non-Federal Match*

For more than forty years, the County has provided the non-federal match for the Head Start Program to support the Head Start Division's efforts to serve at-risk, young children and their families. The

non-federal match of \$3,215,112 is derived from parent volunteerism, donation of goods and services, lease agreements, VPK and Orange County support.

Training and Technical Assistance Plan and Budget

Funds in the amount of \$122,891 will be used for parent and staff training, bringing in nationally recognized consultants and utilizing the Training and Technical Assistance (T/TA) Network and the Regional Office support. In addition to the network, staff training and development will be supplemented with conferences such as Head Start Region IV, National Association for the Education of Young Children, National Head Start Association, National Food Service Management Institute, and ERSEA Institute conferences.

The program will focus on a variety of trainings that are aligned with requirements in the performance standards. This will support individual staff professional development plans and program goals of the Head Start Strategic and Program Improvement Plans. The grantee plans to collaborate with other Head Start Programs in Central Florida to leverage federally funded training dollars.

Orange County Head Start will continue using ChildPlus and Galileo consultant services to enhance the reporting features in both programs. Consultant services will evaluate if OCHS is using this software to its full potential. Also, streamlining processes, from reporting information to analysis, will be improved and generate better reporting outcomes.

To be in compliance with Head Start Performance Standards, OCHS is proposing to train 8 employees in the area of High Scope. Training for High Scope curriculum is a comprehensive model that addresses all areas of development through eight content areas and 58 key developmental indicators (KDIs) — the skills and behaviors at each stage of development that pave the way for school and adult success. Each KDI is connected to and reinforced by scaffolding strategies to support and gently extend children's learning.

OCHS will continue to train peer trainers in the Classroom Assessment Scoring System (CLASS). By improving the relationships between adults and children, the interactions will lead to higher level of support in the classroom through organization, instructional support and emotional support. By training additional staff, support will be increased across all centers. Class is effective because it allows staff support, improves staff progression and creates reliable staff.

STEM-to-STEM training will train teachers to be innovative in the classroom with science, technology, engineering and math. STEM adds in the component of art and design to drive innovation. This unique learning style will help children learn about these important subjects through creative expressions. Professional Development and Training will continue in all areas including; Microsoft, CDA, Leadership, ERSEA, VPK, and Head Start.

Staff will be spending a considerable amount of training on classroom initiatives. Reliable Classroom Interaction, Standards for Quality Education and Inclusive Classroom Management courses will provide staff with cutting edge information, ideas and suggestions to provide children with a high quality learning environment. In addition, the health services and disabilities staff will participate in Health and Nutrition training, HIPAA training, First Aid and other courses vital to the safety of our children. To accommodate the rising number of children with disabilities in Orange County, staff will attend the Annual Conference on Young Children with Special Needs & Their Families.

With the focus of training for child interaction, this fiscal year, there will be emphasis on training in areas needed for program improvement. Trainings such as Behavior Management, Teacher Sensitivity, and Regards to the student perspective will help staff grow, while having a better understanding of our children in the classroom.

Considering the needs of Head Start families, training opportunities unique to those needs will be offered. The training budget will be used to employ a research based T/TA parenting curriculum, which is

required for compliance. In addition, training budget will also be used in the implementation and progression of the OCHS programs including: *Getting Ahead in a Just Getting by World*, *Incredible Years*, *Abriendo Puertas/Opening Doors* and other parent focused learning experiences.

2. Direct Costs and Indirect Costs

Direct Costs and Indirect Costs for OCHS supports the mission of our organization. Money has been allocated to serve all needs of the children and families with in the program. OCHS has a generous volunteer program in the community to support its indirect costs. Volunteers for Community Impact (formerly, Foster Grand Parent Program) has provided numerous hours of classroom support. The close-knit parent volunteers, both present and past, are advocates for the volunteer program and its needs. Orange County Government's support of \$900,000 provides essential funding that is outside the 15% administrative Cost Limitation. The State of Florida's Voluntary Pre-Kindergarten Program has helped our program with the all-day, all-year curriculum.

3. Program Design and Approach to Service Delivery

The Budget request of \$12,860,452 supports program management activities to effectively and efficiently support the Orange County Head Start's Program operations. When considering the need of program design and service delivery, the main funds are used for the accomplishment of these goals and also allocated in the training budget. With such a large focus on parents in the areas of family stability, well-being, employment, father engagement and financial literacy, training both funded and through community partnerships directly support these effort. In addition to training, the budget provides training to staff to empower within the home. The budget also supports staffing, location, organization and transportation of items needed for these outcomes to be achieved. As mentioned earlier, trying to obtain the two school busses will aid in the area of recruitment to our program.

This Performance Budget documents the progress Orange County has made and expects to make in meeting the needs of medically underserved families, special needs, Head Start children and families of Orange County. Although the budget is designed to ensure services for Head Start families when necessary, community partnerships will serve to leverage resources, thus allowing the program to be conservative with its budget.

4. Cost of Living Adjustment

The Orange County BCC has proposed a 3.5% increase for all county employees, which includes all of Head Start staff. This increase will be voted on by the BCC in late July 2017. None of the increase including non-Federal funds exceeds an amount equal to the rate payable for level II of the Executive Schedule.

5. Financial and Property Management

Orange County government uses the Advantage Financial System and the Web Focus System. Both systems allow the Head Start Division to effectively control and account for grant funds, property, and other assets. In addition, the program may retrieve current financial information on grants at any time. The system also provides information for the preparation of financial projections, analysis, and reports. The Advantage Financial System does not allow mingling of funds. This system provides proper accountability for the different kinds of resources, "funds" established. Each fund is a separate accounting entity with its own resources, liabilities and residual balance, and its own self-balancing accounting system.

Beginning this year, OCHS will be updating and creating policies and procedures to address the CFR. 200. Orange County Government just created policies to address the immediate purchasing needs for departments with grants. The County incorporates all compliance through checklists. Within the Head Start Division, staff will build these checklists into our procedures to ensure compliance. Staff involved with purchasing and contracts will be trained in their respective fields. New procedures will ensure that Head

Start staff are knowledgeable about Orange County's procurement policies and procedures and meets their compliance standards.

The Property Accounting Department of the Comptroller's Office, operates a property Management System, which establishes and implements procedures to ensure accountability and the proper use of equipment. Physical inventory is conducted each year. Orange County maintains a list of all vehicles purchased, including make, model, VIN, physical description, and information regarding the history of the vehicle. Also, Orange County maintains a list of all facilities purchased, renovated, or leased, including address and physical description. Fleet Management and Real Estate Management Divisions maintain and provide information regarding vehicles and facilities.

6. Non-federal Share Match

Non-federal share consists of Volunteers, Donations, County Support and the State of Florida's Voluntary Prekindergarten Program Funds.

a. The Florida State of Voluntary Pre-kindergarten (VPK) program assists with blended funding for classrooms. The state of Florida has VPK which every 4 year old that is a resident of the state of Florida is eligible. The program pays for 3 instructional hours per day at a rate of \$4.52 per hour, at a max of 300 instructional hours per year. Estimated amount: \$1,306,146.

b. Support provided by Orange County Board of Commissioners. The Orange County provides \$900,000 to support Head Start salaries.

c. Parents, Former Parents and Foster Grand Parents volunteer hours are spent on program activities such as in the classrooms working with children, attending parent center committee meetings, policy council meeting, field trips, etc. The estimated amount of volunteer hours is \$989,306.

d. Community, Private Companies, Individuals: Donation of Classroom Supplies, Nutritional Supplies, Field Trips, Etc. Estimated amount is \$1,992. The indented non-Federal match through third-party contributions of

volunteer services, goods and services or supplies is a direct resource to supporting our program. The Non-Federal Match of goods, services and supplies are screened by the Center Supervisors, Administrative Specialists, and the Head Start Fiscal Program Manager to ensure the items are allowable, applicable and reasonable. Orange County Head Start along with Orange County Government's Fiscal Division and Grant Accounting Department review and report the in-kind documentation for allowance and accuracy. No waivers are necessary for the non-federal share match.

7. 15% Limitation

As mentioned in #2, Orange County Head Start has a healthy volunteer program and support from the county that provides essential funding that is outside the 15% administrative Cost Limitation.

8. Allowable Non-federal Match

Funding from private grants and donations is expected in the amount of \$1,992. The majority of our non-federal resources come from volunteering. Our managers are working with partners, such as the Orlando Science Center, who currently provides the project wow grant, to create greater opportunities for centers. Donations to our centers are plentiful; however, all donations must meet in-kind guidelines to be considered as a non-federal resource.

9. Cost Allocation Plan

The Head Start Program is comprised of blended funding, between VPK and Head Start. Our Teachers, Teachers Assistant and Center Managers charge 3 instructional hours per day to the VPK program, if they have a VPK program at their site. The teachers and teacher assistants work 7.5 hours per day. The center managers work 8 hours per day. The total number of hours worked in a pay period is divided by the number of hours worked for VPK and Head Start and will give the percentage that is multiplied by the net pay and fringe benefits time sheets are used to track time. See example below of distribution:

Total hours work in a pay period 75. Thirty 30 hours are worked with VPK and 45 are worked with Head Start. Orange County has a negotiated indirect cost rate. See Documents folder in HSES

30/75= 40% VPK:	45/75=60%: Pay \$1,909.35:
Sal: \$583.20	Sal: \$874.80
FICA: \$44.14	FICA: \$66.20
RET: \$42.98	RET: \$64.47
<u>MED: \$93.42</u>	<u>MED: \$140.17</u>
Total \$763.74	Total \$1,145.61

10. Indirect Cost Rate Agreement

N/A

11. Special Reduction

N/A

12. Special Conversion

N/A

13. Purchase, Construction or Renovation of Facilities

Revision to three Head start playgrounds occurred for the FY 16-17 school years to include the following for full ADA compliance: East Orange Head Start received a new climbing apparatus complete with ramps, installation of astro turf safety surfacing, the addition of one new shade, and cement connectors for access to the playground from classrooms and emergency exit pathways. The resurfacing of ADA compliant pour-in-place safety surfacing to include correcting drainage issues, cement sidewalk connectors from the Head Start classrooms to the playground equipment occurred at the Taft Head Start and South Orlando YMCA. In addition, Tangelo Park Head Start and Ventura Head Start also received new playground

equipment and safety surfacing for full ADA compliance provided by the lessor. Currently, five Head Start Centers are fully ADA complaint. The modifications allow for full ADA accessibility on each playground.

14. Purchases over \$5,000

The method of procurement to be used for any proposed equipment purchases over \$5,000. Orange County requires three (3) quotes must be submitted, with back-up documentation for purchases over \$1,500. Back up document includes a W9 form, Insurance and a dated quote. The lowest quote is used and a purchase request is then signed by the Head Start Manager and the Program Manager of Fiscal. Then it is sent to the Fiscal division with all documentation in the Department and after it reviewed and is correct a number is given and sent to the Purchasing Division. Purchasing review the request to if it is allowable and correct. Then a purchase order is processed. For larger purchases, additional documentation may be needed.

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

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

SF424B Assurances – Non-Construction Programs

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

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

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

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

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

Statement for Loan Guarantees and Loan Insurance

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

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

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

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

APPROVED
BY ORANGE COUNTY BOARD
OF COUNTY COMMISSIONERS

JUN 20 2017

Certification of Filing and Payment of Federal Taxes

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

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

Submission Statement

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

☐ ** I AGREE

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

Authorized Representative:

Prefix: Hon. * First Name: Teresa
Middle Name: T.
* Last Name: Jacobs
Suffix:

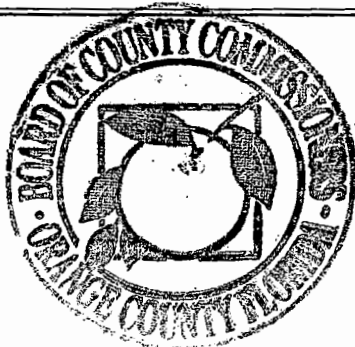
* Title: Mayor

* Telephone Number: (407) 836-7037 Fax Number:

* Email: Vanessa.Nogueira@ocfl.net

* Signature of Authorized Representative: *Vanessa Nogueira* * Date Signed: 6.20.17

* Submitted by: Date Submitted:



JUN 20 2017

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 \$187,000.00. Funds are, however, used to pay for the salaries of the Head Start Director, the Fiscal Program Manager, the Senior Program Early Childhood Education, Senior Program Manager Family and Community Engagement and Senior Program Manager Childhood Health and Development. Those salaries are as follows:

Position	Base Salary	FICA	Retirement	Health	Total
HS Manager	\$94,249.58	\$7,455.14	\$7,210.09	\$11,000.00	\$119,914.82
Sr. Program Mgr. Family and Community Engagement	\$64,390.25	\$5,093.27	\$4,925.85	\$11,000.00	\$85,409.37
Sr. Program Mgr. (Childhood Health and Development)	\$75,348.00	\$5,960.03	\$5,764.12	\$11,000.00	\$98,072.15
Sr. Program Mgr. Early Childhood Education	\$62,517.31	\$4,945.12	\$4,782.57	\$11,000.00	\$83,245.01
Program Mgr. (Fiscal)	\$55,240.85	\$4,369.55	\$4,225.92	\$11,000.00	\$74,836.32

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 \$187,000. None of the **Orange County Florida** staff exceed the employee compensation cap.

Signature: _____

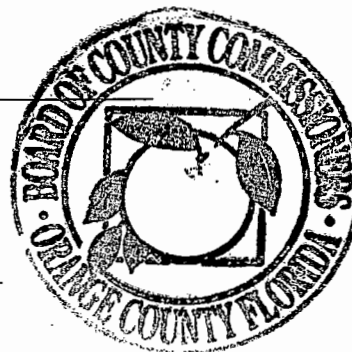
Title: _____

Teresa Jacobs, Orange County Mayor

Organization: Orange County Florida

Date: _____

6.20.17



PA22

**ORANGE COUNTY HEAD START DIVISION
O H HS GRANT APPLICATION**

PART III - BUDGET INFORMATION

PA22 FY 2017 - 2018

SECTION B - BUDGET CATEGORIES

I Personnel (Section B, Line 6a)

<u>Position</u>	<u>Salary</u>	<u>Salary Charged to OHHS</u>	<u>Salary Charged to USDA</u>	<u>Salary Orange County Supplement *</u>	<u>Salary Charged To VPK</u>	<u>% Time Work OHHS Grant</u>	<u># Weeks</u>	<u># Hrs Per Day</u>
1 Head Start Manager	94,250	91,045		3,205		100%	52	8
1 Administrative Assistant	42,023	38,818		3,205		100%	52	8
3 Sr. Program Manager	202,256	192,641		9,615		100%	52	8
5 Administrative Specialist	165,249	149,224		16,025		100%	52	8
1 VPK Administrative Specialist	28,611	-		0	28,611	100%	52	8
1 Sr Coordinator Nutrition	46,608	-	46,608	0		100%	52	8
2 Assistant Nutrition Coord.	72,032	-	72,032	0		100%	52	8
1 Program Manager	55,241	52,036		3,205		100%	52	8
1 Business Unit Business System Analyst	43,444	40,239		3,205		100%	52	8
1 Sr. Fiscal Coordinator	39,762	36,557		3,205		100%	52	8
3 Monitoring &Evaluation Coordinator	148,758	139,143		9,615		100%	52	8
1 Contract Administrator	61,893	58,688		3,205		100%	52	8
2 Mentor Coaches	81,602					100%	52	8 *Other Source
23 <u>Total Administration</u>	\$1,000,126	798,390	\$118,640	54,485	28,611			

Position	Salary	Salary Charged to OHHS	Salary Charged		County Supplement	Salary Charged To VPK	% Time Work OHHS Grant	# Weeks	# Hrs Per Day
			to USDA	Orange					
8 Center Supervisors (1520 Hours w/VPK)	266,847	146,406			25,640	94,801	100%	43	8
3 Center Supervisors (1840 Hrs with VPK)	129,385	81,799			9,615	37,971	100%	46	8
7 Center Supervisors (1840 Hours)	277,414	254,979			22,435		100%	46	8
3 Education Coordinators	159,448	149,833			9,615		100%	49	8
4 LPN	149,731	136,911			12,820		100%	49	8
2 Cooks	42,547	0	42,547		0		100%	43	8
5 Food Service Assistant	96,529	0	96,529		0		100%	43	7
1 ERSEA Coordinator	44,563	41,358			3,205		100%	52	8
4 SR Family Services Worker (7526)	209,068	196,248			12,820		100%	49	8
24 Family Service Worker	838,778	761,858			76,920		100%	49	8
2 Sr Family Service Workers (7528)	82,179	75,769			6,410		100%	49	8
2 Head Start Field Operators	107,540	101,130			6,410		100%	52	8
19 Teacher (46 weeks with VPK)	661,785	393,780			60,838	207,167	100%	46	7.5
16 Teacher (43 weeks with VPK)	489,833	274,564			51,232	164,037	100%	43	7.5
30 Teacher (43 Week)	963,043	866,983			96,060		100%	43	7.5
20 Teacher (46 Week)	680,442	616,402			64,040		100%	46	7.5
21 Teacher Assistant (43 weeks with VPK)	488,198	257,467			67,242	163,489	100%	43	7.5
30 Teacher Assistant (46 Weeks with VPK)	757,376	422,342			96,060	238,974	100%	46	7.5
54 Teacher Assistants (43 Weeks)	1,149,265	960,344			188,921		100%	43	7.5
9 Teacher Assistants (46 Weeks)	227,821	199,003			28,818		100%	46	7.5
1 Maintenance Tech	27,836	24,629			3,207		100%	52	8
1 Warehouse Specialist	30,354	27,146			3,207		100%	52	8
Casual Labor	75,900	75,900							
266 Total Services	7,955,881	6,064,850	139,076	845,515	906,441				
289 Grand Total	8,956,007	6,863,240	257,716	900,000	935,052				

II Fringe Benefits (Section B, Line 6b)

Benefits	Percent/Count	Total Salary	Total	USDA	VPK	OHHS	County Supplement
Retirement Contribution	7.91%	8,873,108	701,863	20,385	73,963	607,515	0
FICA	7.65%	8,873,108	678,793	19,715	71,531	587,546	0
Life and Health	281	11,000	3,091,000	110,000	225,600	2,755,400	0
Unemployment		7,000	7,000			7,000	0
Opeb Trust		117,955	117,955	0		117,995	0
Total Fringe Benefits			\$4,596,611	\$150,101	\$371,094	\$4,075,456	\$0
Total Salary and Fringe Benefits			\$13,552,618	\$407,816	\$1,306,146	\$10,938,696	\$900,000

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	\$50,000
Office Supplies	\$50,000
Misc Operating Supplies	\$100,000
Misc Supplies	\$25,000
Computer Equipment < 500	\$58,510
Medical & Surg. Supplies	\$15,000
Equipment < 500	\$25,000
	<u>\$323,510</u>

Total Supplies

\$323,510

VI Contractual (Section B, Line 6f)

<u>Name of Organization</u>	<u>Purpose</u>	<u>Period</u>	<u>Cost</u>
Town of Eatonville Denton Johnson Center	Facility Use	12 Months	\$12,283
City of Orlando Callahan Center	Facility Use	12 Months	\$18,573
Frontline	Facility Use	12 Months	\$117,500
Orange County School Board	Facility Use	12 Months	\$115,000
			<u>\$263,356</u>
Total Facilities Contracts			
			<u>\$263,356</u>
Florida Department of Health	Nutritional Consultants	12 Months	\$18,000
Kinder Consulting	Mental Health Therapy	12 Months	\$50,000
UCP	Speech Lang & Occupational Therapy	12 Months	\$80,000
Community Health	Dental Services	12 Months	\$1,000
Greenburg Dental	Dental Services	12 Months	\$1,000
Health Center for Homeless	Dental Services	12 Months	\$1,000
			<u>\$151,000</u>
Total Other Contracts			
			<u>\$151,000</u>
Total Contracts			<u>\$414,356</u>

VII Construction (Section B, Line 6h)

None

VIII Other (Section B, Line 6h)

<u>Items</u>	<u>Cost</u>
Communication	6,000
Field Trips	20,000
Dues and Memberships	10,000
Food and Dietary	280,000
Graphic Reproduction	7,000
Improvement to Non County Assets	10,000
Maintenance of Building	63,336
Maintenance of Equipment	55,000
Software less than 1000	8,000
Software Licensing / Support Fee	42,390
Other Insurance and bonds	11,000
Contracted Services Not Other Specified	19,185
Contractual Service Training	10,000
Moving Expense	10,000
Mainetence Computer Equipment	2,000
License Fee	10,000
Event Meal Reimbursements	7,000
Structure and Facilities	30,000
Uniform	1,000
Equipment	25,696
Computer Equipment	7,000
Parent Activity	9,816
Payment To Other Governments	15,000
Promotional Expenses	10,000
Postage	1,500
Rental Of Equipment	43,335
Educational Assistance	15,000
Subscription	6,000
Scholarship and Awards	19,452
Self Insurance	253,066
Toll Charges	1,450
Local Travel	13,335
Utilities	40,000
Vehicles Maintenance	15,000
	<hr/>
	1,077,561

Total Other 1,077,561

TOTAL DIRECT CHARGES \$12,754,123

TOTAL FEDERAL FUNDS - PA22 \$12,860,452

(\$0)

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			<u>\$106,329</u>
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	39,106	\$11.14	\$435,641
	Foster Grand Parents .	36,300	\$8.49	\$308,187
	Fringe Benefits			\$245,463
			Total Volunteers	<u>\$989,291</u>
	B. Donation			
	<u>Type</u>	<u>Amount</u>		<u>Value</u>
	Smart City	\$25,000		\$10,176
	Project Wow	\$3,000		\$7,507
	Donation of Classroom Supplies, Nutritional Supplies, Field Trips, Et	\$1,992		\$1,992
			Total Donation	<u>\$19,675</u>
			Total	<u>\$1,008,966</u>
	C. Applicant			
	Support provided by Orange County Board of Commissioners			
	Indirect Cost not charged that is within the 15% limitation			\$0
		Personnel	\$900,000	
		Fringe Benefits	\$0	
		Total Orange County \$	\$900,000	
	Total Non-Federal Resources			\$900,000
	D. State Voluntary Prekindergarten (VPK) Program			
		Personnel	\$935,052	
		Fringe Benefits	\$371,094	
	Total VPK Program	\$1,306,146		1,306,146
	TOTAL NON-FEDERAL SHARE			<u>\$3,215,112</u>

XI Computation to Support Certification of Head Start Administration

\$12,860,452	80%
<u>\$3,215,113</u>	20%
\$16,075,565	
15%	
<u>\$2,411,335</u>	

<u>Item</u>	<u>Federal Amount</u>	<u>Non-Federal</u>	<u>Total</u>
Administrative Salaries	798,390	\$54,485	852,875
Administrative Fringe Benefits	355,229	\$22,097	291,819
Office Supplies	5,000	\$0	\$5,000
Local Travel	5,000	\$0	\$5,000
Rental and Maintenance of Equipment	3,000	\$0	\$3,000
Graphics Reproduction	8,800	\$0	\$8,800
Communication	3,000	\$0	\$3,000
Software	50	\$0	\$50
Dues and Memberships	8,000	\$0	\$8,000
Insurance	11,480	\$0	\$11,480
Promotional	5,000	\$0	\$5,000
Education Award	500	\$0	\$500
Postage & Messenger Services	250	\$0	\$250
Scholarship-Awards	1,100	\$0	\$1,100
Toll Charges	150	\$0	\$150
Inst Demo Mat'l & Supplies	1,250	\$0	\$1,250
Equipment < \$1,000	3,000	\$0	\$3,000
Maintenance of Equipment	3,001	\$0	\$3,001
Compter Equipment < \$1,000	50	\$0	\$50
Education Award	2,500	\$0	\$2,500
Indirect Cost	106,330	\$0	\$106,330
Total	<u>\$1,321,080</u>	<u>\$76,582</u>	<u>1,312,155</u>



FAMILY SERVICES DEPARTMENT
HEAD START DIVISION

2100 East Michigan Street ■ Orlando, Florida 32806-4914
407 836-6590 ■ Fax: 407-836-7420 ■ <http://www.orangecountyfl.net>

June 5, 2017

On behalf of the Orange County Head Start Policy Council, my signature signifies that members of the committee have participated in grant participation to include but not limited to activities such as self-assessment, collection of information for community assessment, reviewing the budget and preparing plans to include T/TA, five year plan, and Program Improvement Plan. In a special call meeting, the Policy Council voted to approve the grant.

A handwritten signature in cursive script that reads "Jeneka Lloyd".

Jeneka Lloyd, Chairperson



ORANGE COUNTY GOVERNMENT
HEAD START
POLICY COUNCIL SPECIAL
CALL MEETING



2100 E. Michigan Street
Orlando, FL 32806
June 5, 2017

Call to Order by: Jeneka Lloyd, Chairperson, 12:54 p.m.

Attended By:

Jeneka Lloyd	Past Parent	Chairperson
Charmaine Jobson	East Orange	Vice-Chairperson
Jacqueline Eugene	Hal P. Marston	Treasurer
Tequila Henderson	Lila Mitchell	Representative
Leah Ackerman	Orlando Tech	Representative
Heather Chisholm-Wright	Pine Hills	Parliamentarian
Shearly Miraball	Taft	Representative
Tonette Vance	WS / ELC	Representative
Dexter Nelson	Past Parent	Community Rep

Staff:

Sonya Hill	Manager	Main Office
Avis McWhite	Sr. Program Manager	Main Office
Helen Hill	Sr. Program Manager	Main Office
Milagros Font	Sr. Program Manager	Main Office
Sandra Ruff	Fiscal Manager	Main Office
Shauna Kirby	Monitoring & Evaluating	Main Office
Raquel Sapeg	Monitoring & Evaluating	Main Office
Khadija Pirzadeh	Contract & Grant Admin	Main Office

Sonya Hill, Manager, stated the reason for the meeting was to review the final grant and vote to approve or disapprove its contents. She cited the Head Start Act, pages 54 – 58 Section D 3i that it is the responsibility of the Policy Council to review the grant application. They have been part of the process and have been receiving information through the monthly Policy Council meetings.

Shauna Kirby gave updates on goals in the area of Monitoring and Evaluation and the progress towards their goals. They have been consolidated from 8 down to 4 goals.

Avis McWhite gave updates on goals in the area of Education. Children have exceeded baseline level of 34%; current achievement level now is 88%.

Milagros Font gave updates on goals in the area of Childhood Health and Developmental Services. There have been challenges in getting dental treatment due to transportation issues.

Helen Hill, Sr. Program Manager, gave updates on goals in the area of Parent, Family and Community Engagement. There have been improvements in all but one area of the expected outcomes. Overall, there have been improvements made in fatherhood engagement.

Sandra Ruff, Fiscal Manager, gave updates in the Fiscal area. All County employees will receive a 3.5% salary increase this year. The county will cover the salaries of 2 Mentor/Coach positions required by the new Performance Standards. More I-pads will be purchased for the children.

The Policy Council members heard updates from the Head Start Director, Quality Assurance, and all three Senior Program Managers in the areas of Education, Health & Developmental Services, Parent Family and Community Engagement and Budget. They also heard monthly updates as well as participated on Self-Assessment and other program processes to develop the grant.

Chairperson Lloyd requested a motion to approve the 2017-2018 funding application to include the narrative and budget for the 2017-2018 fiscal year for Orange County Head Start to provide services to 1,536 children and their families.

Motion: Heather Chisholm Wright, Pine Hills, Parliamentarian

Seconded: Tonette Stenson, WS/ ELC, Representative

Motion carried with no objections

Meeting adjourned at 1:34 p.m.