



West Orange-Cove Consolidated ISD
North Early Learning Center



Continuation Application

2016-2017

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Introduction

The budget period of 8/1/2016 – 7/31/2017 will represent the second year of operation for the West Orange-Cove Consolidated ISD North Early Learning Center Head Start Program. The program has improved since last year's operation by providing a broader and more in-depth range of services for children and families in the local community. All required refunding application documents were uploaded into the Head Start Enterprise System under the Grant Application Budget Instrument (GABI) tab.

Section I. Program Design and Approach to Service Delivery

SUB SECTION A: GOALS

Long Range Goals, Short Term Objectives, and Program Impacts

Following is a listing of the West Orange-Cove CISD North Early Learning Center's Head Start Program multi-year priority goals for each of the service areas reflected in the Head Start Performance Standards and the Head Start Act. Program staff determined long-term goals and objectives for program improvement with input from the Policy Council. Information and data from the Community Assessment, family survey results, annual self-assessment findings, child outcomes data, and recommendations from content area managers were used to identify priorities for the grant cycle.

The listing that follows contains the status of implementation for goals established prior to 2016-17, as well as new goals for the years that follow.

1.0 *Program Goal 1: The NELC program will ensure that children and families will be ready to succeed in Kindergarten and beyond by closing the achievement gap.*

Teaching and Learning

The NELC program will ensure that children and families will be ready to succeed in Kindergarten and beyond by closing the achievement gap.

1.1 Establish a year-long professional development (PD) plan focused on vocabulary and oral language development.

An annual professional development (PD) plan that was developed based on teacher needs, student performance data, and trainings to help staff increase teaching vocabulary and oral language development in early childhood.

Instructional staff also regularly meets in Professional Learning Communities

(PLC) to collaborate and plan weekly instructional lessons that includes strategies to enhance and support student learning of vocabulary and oral language.

Professional Development is tracked in ChildPlus. A 2016-2017 plan will be developed for the upcoming school year by September 2016.

1.2 All children will identify and discriminate letter sounds in written words and in isolation.

Throughout the year children focus on identifying and discriminating letter sounds in written words and in isolation. Lesson plans that include individualization plans that show students' progress are on file. DIAL 4 pre-test reports and Teaching Strategies Gold reports, as well as DIAL 4 post tests will show progress to 70% or above.

1.3 Train staff to intentionally use concept and amazing words from the curriculum to develop/hold meaningful conversations.

Throughout the year staff receives training to intentionally use concept and amazing words from the curriculum (to develop and hold meaningful conversations) from local and statewide trainers. See Professional Development Plan Attachment.

1.4 Observe classrooms and home visits; support staff and parents' use of meaningful vocabulary that increases in complexity over time.

Throughout the year observations of classrooms and home visits are conducted to provide staff support and parents' use of meaningful vocabulary that increases in complexity over time. Classrooms are observed regularly. Feedback is shared with teachers and documented using PDAS, CLASS, and CIRCLE. Growth is

shown in TSG quarterly reports and DIAL 4 Spring scores. Home visits have not been observed. However, home visit agendas are on file that includes vocabulary development.

1.5 Provide a bulletin board to capture Amazing Words by Amazing Me (Students).

In August 2015, a bulletin board to capture Amazing Words by Amazing Me was provided. Staff adds the students name and their word on an owl form to add to the board when the student uses a broader vocabulary.

1.6 Children will engage daily in routines to count, compare, relate, identify patterns, and problem solve.

Throughout the year children are encouraged to engage daily in routines to count, compare, relate, identify patterns, and problem solve. Lesson plans that include individualization plans and Teaching Strategies Gold reports that show students are progressing are on file.

1.7 Children will use the scientific method and process skills to collect information, make predictions, and draw conclusions to increase their understanding of their surrounding environment.

Throughout the year children use the scientific method and process skills to collect information, make predictions, and draw conclusions to increase their understanding of their surrounding environment. Lesson plans that include individualization plans and Teaching Strategies Gold reports that show students are progressing are on file.

Parent and Family Engagement

1.1 Conduct family events about the importance of talking with children in their home language; read books and use vocabulary in their home language.

In October 2015, family events were conducted to celebrate Hispanic Heritage month and the importance of talking with children in their home language.

Activities included singing, reading, dancing, and eating cultural based snacks.

Classroom teachers and assistants read books and used vocabulary in home language of student culture. On-site ESL parent classes are offered. All flyers and other materials are provided in English and Spanish. In addition, all children are taught to count in both English and Spanish.

1.2 Conduct family events about lifelong learning to enhance their knowledge and skills as their children's first teacher.

Throughout the year family events about lifelong learning to enhance their knowledge and skills as their children's first teacher are provided. Events such as Ages and Stages and Blitz – Advocacy, and supporting your child's education.

1.3 Partner with families to create a home library by providing a book a month for children to keep.

The year West Orange-Cove CISD North Early Learning Program partners with families to create a home library by providing a book a month for children to enhance their vocabulary. Partnerships with AAUW give West Orange-Cove CISD North Early Learning Program the ability to continue this program year-to-year for our families.

1.4 Provide families with the concept and amazing word list on a weekly basis.

Families are provided with the concept and amazing word list on a weekly basis.

This list is provided through classroom newsletters that are sent home in take-home folders and backpacks, and shared at Curriculum Unit planning meetings.

Community Engagement

1.1 Develop a partnership with the Orange County Libraries to encourage home reading.

In September 2015, families were provided with information of local city libraries to encourage home reading. Flyers are sent home in English and Spanish with local library contact information, as well as information on how to obtain a library card. This gives families access to free library resources to build home reading.

Also, online links are provided to families so that digital media can be accessed.

1.2 Provide parent training on appropriate use of libraries and library materials that includes an on-campus book drop box.

Families are provided the opportunity to understand the importance of library resources. Take-home books are sent home with students once a week. Students are taught the different parts of a book and the importance of caring for a book.

Students then share this information with their parents, along with newsletters explaining what they have learned. Campus drop box was not initiated due to library rules.

Health Services

- 1.1 Coordinate with attendance clerk and family development worker to make sure children and families participate in home visits, parent conferences, and attend school regularly.**

The attendance clerk and family development workers coordinate to make sure children and families participate in home visits, parent conferences & attend school regularly. The attendance clerk monitors attendance daily and reports excessive absences to family development workers, which results in a home visit to work with the family to resolve any barrier that the family may be facing.

- 1.2 Review results of hearing screenings to make sure that children who did not pass their hearing screening were referred for evaluation and services when indicated.**

Results of hearing screenings are reviewed to make sure that children who did not pass their hearing were referred for evaluation and services when indicated.

Within forty-five days of enrollment all Head Start students received hearing evaluations by S. Trump RN, who in accordance with the rules of the Texas Radiation Control Act (Chapter 401 Texas Health and Safety Code), is registered to use audiometric equipment in the State of Texas. In the 2015-16 school year, two of our children were found to be un-testable due to immaturity and inability to understand instructions, however, on evaluation by their physicians; it was found that no hearing concerns were present at this time.

- 1.3 Provide home visitors and teachers with age-appropriate, health-related vocabulary in home language(s) and in English.**

Home visitors and teachers are provided with age-appropriate, health-related vocabulary in home language and English. Communications to non-English speaking parents are translated to their home language. Current community concerns are addressed in monthly Health newsletters. Care plans for students with medical concerns are written and reviewed with teachers by the Health Services manager.

Program Management

1.1 Recruit and hire instructional staff with experience and expertise in working with preschool age children.

Ongoing recruitment and hiring of instructional staff is conducted to ensure candidates have the appropriate experience and expertise in working with preschool age children. Program management components are working well. The director collaborates and works simultaneously with human resources staff to recruit highly qualified staff in a timely manner. All staff receives training on the curriculum, instructional strategies, Teaching Strategies Gold, and CLASS as outlined in the professional development plan. Data is collected and monitored by management staff to ensure all goals are met and students and families are successful and receive timely services. The principal and staff report to the governing body, policy council, and stake holders on a monthly basis.

1.2 Develop a list and cultivate substitutes that are aware of developmentally appropriate practices for young children.

The district maintains a list of qualified substitutes that are aware of developmentally appropriate practices for young children. The director

collaborates with human resources staff to ensure that classrooms are covered with quality substitutes that can engage and teach students in a meaningful manner in the absence of teaching staff.

1.3 Report regularly to governing body, Policy Council, and other stakeholders on progress in meeting goals.

The Principal/Director reports to the governing body, Policy Council and other stake holders on progress in meeting goals on a monthly basis. This includes the directors' report, financial report, and any other events that need to be reported during that month.

1.4 Provide staff training on Teaching Strategies Gold and CLASS.

In August 2015, Teaching Strategies Gold staff training was provided for instructional staff. In April 2016, CLASS staff training was provided for all teaching staff that had not previously been CLASS certified.

1.5 Oversight, aggregation and disaggregation of the collected will be monitored by management staff.

Management and teaching staff routinely collect and disaggregate student data. Child assessment score reports and case management notes are monitored to ensure that every student's needs are being met. The data collected and analyzed drives instruction.

- 2.0** **Program Goal 2: The NELC program will establish an enrichment program to broaden the children's experiences that continue to support their reading and math skills.**

Teaching and Learning

- 2.1** **Provide enrichment activities including music, PE, art, dance, and sports.**

Enrichment activities are provided throughout the year and include math, reading, music, PE, dance, and sports. Due to lack of funding for contract providers to teach enrichment activities in listed areas, we began The Lil Mustang Stomp to meet the dance aspect. We had school-wide dance sessions in our gym once a month from September 2015 through February 2016. In order to encompass all aspects of the enrichment activities, beginning in April 2016 The Lil Mustang Stomp will evolve to Mustang Ignite.

Parent and Family Engagement

- 2.1** **Curriculum based meetings will mirror the children's enrichment activities so parents can provide home support.**

Enrichment activities are provided and give parents opportunities to get involved with their child's education and interact with other like families. Activities are also provided for families that allow parents to learn to grow financially, gain health / nutritional insight to help their families, and occupational workshops for tips on gaining employment.

Community Engagement

- 2.1** **Engage the community to facilitate and provide activities.**

The West Orange-Cove CISD North Early Learning Center Head Start Program engaged the community to facilitate and provide activities for students and

families. An annual calendar of events was developed and published in June 2015 and updated throughout the year. Agency staff facilitated workshops and trainings that provided an overview of services and allowed parents to network on their own to receive information and resources.

Health Services

2.1 Practice healthy and safe habits in regard to general health, oral health and nutrition, and safe environment and injury prevention.

Healthy and safe habits are practiced daily in regard to general health, oral health and nutrition, and safe environment and injury prevention. Safety checklists are reviewed daily, weekly, and monthly as appropriate. Menus are sent home to families monthly that provide the healthy breakfasts and lunches being served on a daily basis. Oral hygiene is covered daily with tooth brushing in the classroom. A nutritionist consultant is on site monthly to ensure the general health of all students.

Program Management

2.1 Monitor attendance, activities, and funding

Attendance is monitored closely by all staff and recorded in Skyward. Incentives are given to classrooms and overall 100% participation of students to encourage attendance of all students.

3.0 Program Goal 3: The NELC program will partner with community agencies to provide STEM enrichment knowledge and application.

Teaching and Learning, Parent and Family Engagement, Health Services, and Program Management

3.1 Lessons on planting and maintaining a garden from Agri-Life.

Community partnerships have continued with Agri-Life, Master Gardeners, Shangri-La Botanical Gardens, and the Stark's Art Museum. Education and demonstrations on maintaining a garden for healthy eating, nutritional recipes, cooking demonstrations, and a chili cook off brought the community together and focusing on a healthy lifestyle. In the classrooms students were engaged learning and witnessing the life cycles of butterflies, bees, and chickens.

Self Assessment and Community-wide Needs

The Self-Assessment process began in January 2016 and was completed in February 2016. Team managers received training from the Director in January 2016. Each team manager trained their teams and completed the self-assessment program booklets. A parent survey was sent home on January 19, 2016, to obtain program information from the parents' perspective. Programmatic data was compiled, reviewed and analyzed to determine the strengths, needs, and plans for improvement. Parents, staff, managers, community members, and Policy Council and Board of Trustee members were invited to participate in the process. The results were compiled into a narrative report and were shared with the Policy Council and the Board at the March 2016 Meeting.

School Readiness Goals 2016 - 2017

15a. Notices and discriminates rhyme

HS Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

16b. Uses letter-sound knowledge

HS Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with the letters.

8b. Follows directions

HS Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.

Cognition and General Knowledge

20b. Quantifies

HS Goal P- MATH 2. Child recognizes the number of objects in a small set.

20c. Connects numerals with their quantities

HS Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.

24. Uses scientific inquiry skills

HS Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).

Social and Emotional Development

1a. Manages feelings

HS Goal P-SE

8. Child manages emotions with increasing independence.

Approaches to Learning

9a. Uses an expanding and expressive vocabulary

HS

Goal P-ATL 7. Child expresses himself in increasingly long, detailed and sophisticated ways.

11a. Attends and engages

HS Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.

Physical Development and Health

7b. Uses writing and drawing tools

HS Goal P-PMP 3. Child demonstrates increasing control, strength and coordination of small muscles.

Number/letter identification from Teaching Strategies Gold skills

Head Start Child Outcomes listed in italics

Program Impacts

Information from the community assessment provided insight into the need of the children and families that are served by Head Start. It offered in-depth information and analysis focused on the strengths, needs and resources of the community.

Based on information from the new community assessment there were eight major challenges that our community faces. We are committed to assisting and empowering families in obtaining their goals and meeting their needs by providing relevant program information, community engagement and agency referrals. Active collaboration amongst stakeholders includes community organizations, local/community agencies, faith based, and applicable state and national resources.

1. Poverty, Employment and Income:

To address these issues NELC continues to partner with community resources to provide help and resources to the families we serve. Specifically we partner with the Texas Workforce Solutions, Experience Workers, South East Texas Regional Planning Commission, Lone Star Legal Aide, Greater Orange Community Chamber of Commerce, Greater Orange Area Literacy Service –GOALS and local business that provide training, workshops and legal information about employment opportunities to address employment and income issues our families struggle with daily.

2. Households: (Divorce rate, single parents and grandparents responsible for their grandchildren).

Actions to support and respect the family dynamics and composition including grandparent and single parents is accomplished with outstanding partnerships;

onsite/campus on-going parent training including “Male Buzz, Ladies Breeze, Monday Blitz, and transition activities; Community agencies include HHSC Center for Elimination of Disproportionality And Disparities, Orange County Child Abuse and Neglect –Community Partners and the Garth House.

3. Housing:

Families are provided information regarding housing from our partners at The Orange Housing Authority. In addition Capitol One, Jackson Community Center, Orange Christian Services Center; Lone Star Legal Aide provide information to address poverty, housing as well as financial Literacy and tax preparation and filing all of which can help families address short and long term housing needs and goals

4. Language and Education: (Graduation rates, ESL, and passing rates for economically disadvantaged students)

West Orange-Cove had the highest dropout rate in Orange County in 2014. That rate is improving because WOCCISD is actively addressing the situation through adult ESL classes and high school students are actively monitored and provided assistance and resources to keep them in school and achieve earn a diploma. WOCCISD has also improved vertical alignment and implemented many instructional strategies to ensure all students learn at a rigorous level and are successful. Struggling students are identified early and provided with additional resources to help them be successful.

5. Insurance, Health and Food Insecurity:

At orientation head start staff determines insurance status of all students. HS partners with community organization such as Orange Christian Services, Molina, and STAR to assist parents with information and access to resources. Maximus representatives were on campus to assist parents with information concerning eligibility and access to Medicare, SNAP, and CHIPS. Because of this, Orange has the highest percent of insured students in the county. Orange has limited community access to mental health assistance but HS partners with Samaritan counseling to evaluate and assist students and families in the program with identified mental health issues. NELC also partners with local agencies and churches to provide food, clothing, and other essentials on an as needed basis.

6. Birth Characteristics:

Families are assisted on an as needed basis to address pregnancy, medical care, and early prenatal care. Families are referred to Medicaid and WIC to ensure they receive proper care to help prevent low birth weight and other nutritional and medical issues that may occur as a result of the pregnancy and birth.

7. Family Violence and Child Maltreatment

South East Texas Family Services provides information about domestic violence, maltreatment, abuse and neglect and other mental health information include from community partners including Orange County Child Abuse and Neglect –Community Partners, Garth House, Samaritan Counseling and the Department of Health and Human Services.

8. Child Care:

Local childcare centers include James Hope and New Beginnings. Children are provided transportation either from our buses or from the child care center. Catholic Charities Childcare Program provides childcare subsidies to qualifying families.

See Community Assessment Attachment for full Community Assessment details.

2015 Information

Geographic Location	Population	Racial and Ethnic Composition				Poverty	Median Household Income Dollars	Household with SSI / Public Assistance
		W	B	H/L Orig.	Other			
Orange City	18,828	60.9%	33.2%	5.2%	4.0%	20.3%	41,494	2.9%
Orange County	83,514	87.8%	8.8%	6.9%	3.4%	14.8%	48,766	2.2%
Texas	26,438,031	80.0%	12.5%	38.6%	7.4%	17.7%	52,576	1.8%

SUB SECTION B: SERVICE DELIVERY

Needs of Children and Families

There have been no changes to either the program plan to provide child development services, or to the service / recruitment areas and criteria. The North Early Learning Center Head Start Program of West Orange-Cove Consolidated ISD preschool funded enrollment has remained, and will continue to remain, at 239. The program still consists of fourteen head start classroom one pre-kindergarten classroom and one pre-school program for children with

disabilities (PPCD) classroom. The district still provides the center services for children with English as a Second Language (ESL) on site. Our community partner continues to teach parents and families English two days per week.

Service Area

Program barriers to parent participation are steadily addressed and continue to offer staff opportunities to build bridges with stakeholders. Some of the barriers include: effective and ongoing communication with multilingual families; meeting the needs of parents with full time work schedules; encouraging parent participation in classrooms; and using a new parent participation tracking system. This new procedure shows parents with full time schedules how to participate in community events and engage with their children and families. This year we also implemented a “passport” program that encourages parents to be involved with their children outside of the school.

Health Services are delivered in a variety of ways. The program continues to utilize the parent communication newsletters in the take home folder. These newsletters provide current and appropriate seasonal information regarding health and wellness along with preventative information. Other documents required that need to be completed by families to provide a full and complete understanding of the health needs of all children are sent home as appropriate with the student with a follow up contact to the parent from the Health Services staff. The program continues to provide hearing and vision screenings, as well as body mass indexes for all students. During the registration process, families shared current health physicals and immunization records with the certified health coordinator. This information was then documented, which allowed the health services staff to analyze the information and quickly identify children that may not have a medical home.

The North Early Learning Center Head Start Program works collaboratively with other departments, elementary schools and local organizations to strengthen the transition process as children progress within Head Start pre-kindergarten programs and between Head Start pre-kindergarten and kindergarten. A transition team consisting of teachers, parents, and administrators share plans and gather input and provide feedback. At registration, families receive a packet of materials and information designed to support a smooth transition to school. Another component of the transition plan included the development and distribution of school boxes for the upcoming school year. The school boxes contained pencils, glue, crayons, and scissors. The family advocates shared the school boxes at the end of the school year to introduce families to the purpose of the contents before sending them home. Therefore, teaching students and parents to utilize the materials in the school boxes to support learning and promote family engagement which was a critical part of the success of this initiative.

The program aligned the enrollment application with the District's application to make the transition from Head Start to kindergarten easier. There were no changes in the program involving children with disabilities, dual language learners, homeless children, and children involved in the welfare system.

Justification of Proposed Funded Enrollment and Program Options

There has been no change to our funded enrollment of 239 that meets the needs of the Orange County community. We continue to serve the neediest children in Orange County, preparing them to be school ready. The center based option continues to allow the option to meet the needs of these children. The center based program provides the many varied services and referrals to meet the needs of the children and families.

Centers and Facilities

The location of our program has not changed and is still centrally located and meets the needs of our families as evidenced by the demographics. Many of our families are within walking distance of the center and bus transportation is available for students within our ISD. The facility meets or exceeds all state and federal building requirements for children. Our program personnel have not changed. We continue to host a Foster Grandparent program, as well as the Experienced Works program.

Recruitment and Services

The Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) remains under the oversight and supervision of the content area expert to ensure the neediest families are identified and receive services through the Selection Criteria. Eligibility and the source documents are maintained on site. The selection criteria include points to ensure that not less than 10 percent of the actual enrollment will be children with disabilities and full enrollment is met and maintained. The Head Start recruitment of students with disabilities is made through flyer, public service announcements, newspaper articles, Early Childhood Intervention (ECI), Hospitals, clinics, and Health and Human Services Commission (HHSC).

Transportation

There has been no change to the transportation services provided to the North Early Learning Center Head Start Program. School buses are utilized for home to school trips and field trips for all eligible students enrolled at the center.

Educational Services

The TSG ongoing monitoring tool was new this year. The assessment instruments provides staff with the data necessary to drive instruction ensuring all students reach their

potential and are ready for kindergarten. Ongoing professional development keeps the staff on the cutting edge of best practices and provides training on specific strategies needed to meet the needs of our students. Our learning environments are child-focused and conducive to the emotional, social, cognitive, physical and healthy growth of Head Start children.

Health

There has been no change to the implementation of Health Services. Within the first 45 days of every child's enrollment date, heights and weights are taken. Written information is given throughout the year in the form of hand-outs and newsletters. Eating habits are monitored during meals and snacks and pertinent information is relayed to dietician or physician, when a need is indicated. Health Services continues to work collaboratively with parents on issues related to their child's mental health by obtaining parental information at orientation from the Child Health Record and parental interview. Parents are educated to better understand mental health issues with workshops, one-on-one counseling, and our Community Resource handbooks and assistance in accessing community resources. Our current Mental Health Provider is Carla Badgett, LPC intern with Samaritan Counseling through the Southeast Texas Regional Planning Commission. Mental Health services are provided by Mrs. Badgett once a week. Her schedule is posted in all classrooms, hallway and Parent Involvement room in English and Spanish. Our Nutritionist recently changed her name from Kalyn Layton to Kalyn Cryer. Services being provided by her have not changed. All children continue to be screened for speech and language within 45 days of their enrollment and the appropriate services provided.

Family Services and Social Services

A nurturing and supportive environment continues to be provided by using appropriate activities that address the particular situation or need of the child and family. The process to

assist families in obtaining needed family services and social services in support of a family's well-being begins during our program orientation. Agency staff continues to facilitate meetings, workshops and training throughout the year to support the family unit and meet the requests and needs of our community. Aggregated data, Community and Program Self-Assessments, parent surveys, Parent Information and Needs Updates are shared with staff throughout the year and as needed during case management and staff trainings to better understand and identify with families culture, interest, desired goals and needs. There has been no change in Family Development staff who continues to collaborate with and establish agency partnerships to facilitate parent engagement activities that will help families become self-sufficient and foster life-long learning for the benefit of the family. Activities, meetings and trainings are planned with parent input and made aware of by flyers, newsletters, individual contact, and signage. Parents and instructional staff are recognized for their participation and involvement. There has been no change to the family case load to family development worker. A minimum of 4 family planned family contacts are made with each family with the endorsement and agreement of the family.

Transition

There has been no change to the transition process that begins at time of enrollment. Early Childhood Intervention (ECI) and Head Start meet within 90 days of a child's third birthday. The ARD committee will decide appropriate placement, including Head Start as long as child meets age and eligibility guidelines. Head Start three year olds will transition into a four year old Head Start class. All local LEAs work in collaboration to ensure that the transition from Head Start to Kindergarten is eased and parents and children are prepared. Local elementary principals continue to participate in an annual meeting that occurs in April to address families of

transitioning students. Students continue to visit local elementary schools as appropriate in May. Returning students are given the opportunity to complete applications 2 weeks prior to new student enrollment. Transition for students with disabilities is seamless. The Speech Language Pathologist, disability coordinator and health coordinator works closely with the elementary campuses as well as the Diagnostician to ensure all information about our children is accurate.

Coordination

There has been no change in the local child care centers that North Early Learning Center Head Start coordinates with. Head Start works with parents and several out of district child care centers to ensure children are loaded on a day car van as needed.

Memorandums of Understanding MOUs are kept on file and describe individualized services offered by the Grantee Student Services department. Any direct or related services authorized by the ARD committee will be provided by the LEA on site.

SUB SECTION C: APPROACH TO SCHOOL READINESS

The North Early Learning Center Head Start program has established a school readiness plan that includes school readiness goals that are aligned with the five essential domains outlined in the National Education Goals Panel as well as the eleven domains in the Head Start and Early Learning Outcomes Framework. Additionally the goals are aligned with the Texas Pre-Kindergarten Guidelines for 3- and 4-year olds, the Head Start Performance Standards, adopted curriculum components and the requirements and expectations of the school district.

Child Assessment Data

Progress towards meeting the school readiness goals is measured using a wide variety of assessment tools including anecdotal notes, children's portfolios, the DIAL 4 screener, and the Teaching Strategies Gold ongoing assessment.

All Head Start three-and four-year-olds are pre-tested using the Developmental Indicators for the Assessment of Learning, 4th edition (DIAL 4) within 45 days of each child's first day of entering the program. The Mental Health Coordinator and Education Coordinator train instructional paraprofessionals as DIAL 4 assessors. The Education/Early Childhood Coordinator develops and analyzes DIAL 4 class and campus data. DIAL 4 Test Booklets and score summaries are given to the teacher for their records and to drive instruction. Linguistic and cultural accommodations are made as appropriate for each child. This data is used for program evaluation and modification.

The Davis Observation Checklist for Texas (DOCT) is our speech screening discussed in the Disabilities Coordinator section. The teacher completes the DIAL 4 Teacher Questionnaire, a behavioral observation instrument, on all students within 45 days of entering the program. Results are given to the Mental Health/Disabilities Coordinator for documentation in Child Plus and follow-up. Teaching Strategies Gold Assessment (TSG) was new to our program in 2015 – 2016 year. It is a comprehensive ongoing monitoring and assessment solution for early childhood education programs that is based on the latest research, proven valid and reliable, and fully aligned with the Head Start Early Learning Outcomes Framework.

Data Analysis and Individualization drive instruction. Each student's targeted skills are noted on class lesson plans each week. Teachers develop lesson plans from Professional Learning Communities (PLC) meetings where they address the common needs of students. Four (4) Nine Weeks Class Summary and Campus Outcomes Summary reports are generated during a school year to track campus data and guide instruction, as well. Each teacher will use TSG data to generate the TSG Class Profile. This report shows individual students' developmental level on each objective, and will be used to identify and target individual skills. Classroom Aggregated

Data Plans are created by teachers. These plans assist teachers in planning targeted group and individualization activities and are updated periodically. The Early Childhood/Education Coordinator generates the TSG Snapshot Reports and School Readiness Summary each nine weeks period. Classroom specific patterns are identified and appropriate coaching, training, instructional strategy changes and materials needed are derived from this data. The School Readiness Outcomes Report is generated and shared with all staff, governing bodies and parents via our campus website and bulletin board in our main hall.

Ongoing Assessment is integral part of our process. Student progress is discussed with parents at the end of each nine weeks period during the home visit or conference as well as the daily communication folder. Case management meetings are held after each home visit/conference series to review data and discuss individual child/family needs with Director, all Coordinators, class Family Development Workers, and Teachers. Area coordinators follow up on student needs.

Each teacher meets with Head Start Director/Principal and Education/Early Childhood Coordinator in September, January, and May to review the campus ongoing child assessment system and their professional development needs. Content, quality, consistency and credibility of our system are discussed. Suggestions for improvement and professional development needed will be noted and provided as appropriate.

Parents are recognized as their child's first teacher. Their partnership with us in their child's education starts when they complete the DIAL 4 Parent Questionnaire during the enrollment process. This instrument provides the parent's view of their child's self-help development, social-emotional development, and overall development. Parent assessment of student's learning is discussed at each home visit and parent conference. Parents complete a

Parent Needs and Information Update at the end of each nine weeks during the home visit or parent conference. Parent's opportunities are provided including serving on/attending the Policy Council, Parent Center Committee, Curriculum Committee, participating in special activities and parent training opportunities (including Ages and Stages, Curriculum and Assessment overviews), weekly classroom/Texas OWL newsletters, daily communication folder, individual counseling with LPC upon request, a parent lending library, parent center meetings, take home library books, home visits and parent conferences.

Additionally, the TSG Snapshot Reports and School Readiness Summary are disaggregated and analyzed by coordinators to ensure agency goals and intended impacts meet identified criteria. Weak areas are identified and rigorously addressed to increase student success through targeted lesson plans and individualization. Direct continuous improvement is identified in TSG reports, individualization plans, and case management meetings. Fidelity of assessment tools is maintained via the ongoing monitoring of data for accuracy by management and instructional staff.

Curriculum

North Early Learning West Orange-Cove Consolidated ISD Head Start Program will continue to use the Texas OWL (Opening the World to Learning) curriculum. Texas OWL is our adopted program that consists of child-centered instruction that develops cognitive, physical, and social emotional skills and is equally delivered in English and Spanish. Our curriculum has a strong Family Involvement component and addresses all domains of learning. Texas OWL curriculum and TSG are both developmentally appropriate and aligned to Texas Pre-kindergarten Outcomes. We created a direct crosswalk between Head Start outcomes and TSG Plus, which reports children's developmental levels.

Staff-Child Interaction Observation Tools

Classroom Assessment Scoring System (CLASS) tools are used by the director, education coordinator and Campus Instructional Leadership Team (CILT) to measure the quality of classroom interactions, including emotional support, classroom organization and instructional support. Professional Development Appraisal System (PDAS) also provides integral information such as strengths and opportunities for growth for staff. CLASS and assessment data are analyzed in relation to School Readiness Goals to improve children's experiences and drive professional development. The fidelity of CLASS and TSG tools are maintained through frequent use of training.

SUB SECTION D: PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Goals and Objectives

Family Connections to Peers and Community: Parents and families form connections with peers and mentors in formal and informal social networks that are supportive and/or educational and that enhance social wellbeing and community life.

Goal: Provide the opportunities for parents to change mindset, increase engagement and form relationship with community organizations, resources and their peers as leaders and stakeholders bridging the gap between home, school and community.

- **Program Leadership:** Family Services staff connects related family goals, peers and community agency resources and staff in a strategic collaborative interactive relationship of action through meetings, trainings and referrals.
- **Continuous Programming:** The self-assessment, community assessment, parent surveys and interactions drive and guide staff in mentoring families in self-sufficiency as they develop positive community relationships and leadership skills as advocates for their

family and community. This year we provided a parent resource room that has computers and a printer where parents may conduct job searches, type resumes, apply for jobs online.

- **Program Environment:** The Center provides a safe, warm welcoming place for parents. Staff facilitates various parent trainings to enhance parent and child interactions, strengthen their roles as parents, as well as, peer exchange with other parents and encourage leadership, management and advocacy.
- **Family Partnerships:** Parents grow and gain essential knowledge in accessing resources, goal obtainment, and committee and leadership skills.
- **Program Impact:** All staff encourages formal and informal social networks, engage participation in transition and increase volunteerism. Families are linked to resources, provided agency flyers, and encouraged to participate in community fairs and events.
- **Child Outcomes:** Children develop skills that sustain developmental and learning gains through high school and beyond.
- **Measurement:** ChildPlus Software Database, sign-in logs, family partnership agreements, and volunteer logs.

Data / Tools / Methods of PFCE Goals and Objectives and Analyzing Data

Tools used to identify and prioritize Parent, Family and Community Engagement (PFCE) includes: PFCE Framework, ChildPlus data, Self-assessment, parent survey, monthly contact forms, Parent Needs and Information Form (PINU), and parent evaluations. Aggregated data assessment is to target outcomes. These tools are used to support the implementation and track progress toward PFCE goals and objectives. Aggregated program data is used to better

understand the nature, referrals, needs and strengths of families and to show overall trends in meeting the individual, family and program goals.

SUB SECTION E: GOVERNANCE, ORGANIZATIONAL AND MANAGEMENT STRUCTURES, AND ONGOING OVERSIGHT

Governing Body Structure

The governing body structure of North Early Learning Center with the Orange-Cove Consolidated ISD Head Start remains unchanged. The by-laws continue to be reviewed and approved at the beginning of each year. Members of the governing body do not have a conflict of interest with the Head Start program.

Program Governance Requirements

West Orange-Cove Consolidated ISD Board of Trustees, superintendent, and administrative staff (including: chief financial officer and center director) exercise program oversight in accordance with Section 642(1)(1) (C). Both governing body and Policy Council receive a written monthly director's report. The governing body is responsible for the selection of the program's auditor and receipt of the annual audit report. Policy Council minutes reflect Policy Council involvement in decision-making and monthly meetings. Parents elect Policy Council members and members represent our diverse student population. As appropriate, the Policy Council actively participates in collaboration with staff in setting and monitoring agency priorities and operations systems. As applicable, Policy Council, community patrons, administrative staff, and grantee agency participate as members of the annual self-assessment, ongoing monitoring, and outcome monitoring and outcome-based evaluation. See Organizational Chart Attachment.

Composition of Policy Council and Parent Committees

Policy Council is comprised of 71% current elected parent membership. Parents volunteer daily in classrooms and serve on numerous campus and district committees to include the curriculum committee, attendance committee, special activities committee, and parent training opportunities.

Systems for criminal Record Check, TB Testing, ETC

The West Orange-Cove Consolidated ISD provides centralized human resources support for the program that includes recruitment, classifications, salary, benefits, leave, appraisal oversight and records maintenance and retention. In accordance with district Human Resources policy all employees must undergo a criminal background check prior to employment. HR Employee Handbook also reflects all Head Start employees and district bus drivers must get a TB Test and health screening prior to employment. To facilitate this process HR uses the New Hire Checklist (See New Hire Checklist Attachment). The Head Start director, the HR department, and the transportation director coordinate with the health / nutrition coordinator and the fiscal specialist to ensure that the New Hire Checklist is used to monitor TB screenings of all staff and reviewed each August for compliance.

Staff Qualifications

There has been no change to the staff qualification expectations of North Early Learning Center. All jobs are posted and include the essential job functions, licenses and / or certifications required to meet the position qualifications. All staff must hold the proper qualifications and / or licenses prior to employment. All certificates / license are on file in the Human Resources office prior to an employment offer.

Comprehensive Services

Staff will continue to plan, organize and provide comprehensive services that include instructional staff, professional development opportunities, agency staff, and instructional support staff. This will ensure effective lesson plans, strengthen identified focused areas, develop ways to support families and children's development, and support the instruction delivery process.

Management Systems

There has been no change to the management systems for planning, communicating, record-keeping, and ongoing monitoring that is aligned with the Program Management and Fiscal Operations (PMFO) model and are all interrelated and connected. Reviewing of the community assessment and self-assessment identifies the programs strengths and weakness and the need for services within the community. This data was used to formulate the long-lasting program goals

Technical and Training Assistance

See Technical and Training Assistance Plan Attachment

Section II. Budget Justification Narrative

1. Budget Narrative:

The West Orange-Cove CISD Head Start program currently staffs 48.5 employees. Our Head Start program has plans for 14 teachers at an average salary of \$29,475, an hourly rate of \$21.02 per hour; 14 teacher assistants at an average salary of \$15,676, an hourly rate of \$11.18 per hour; 2.5 custodians at an average salary of \$20,194, an hourly rate of \$10.36 per hour; 7 bus aides at an average salary of \$3,250, an hourly rate of \$4.75 per hour (this rate is calculated at paying 50% of their salary). The Pay Scale for the 2016-17 FY has not been approved by the governing board as of this date. We will forward as soon as possible.

Our Head Start program intends to use the funding amount of \$1,525,567 for the 2016-17 FY as follows: Salaries (including fringe and summer pay) in the amount of \$1,351,835; Supplies in the amount of \$38,000; Contractual in the amount of \$24,116; Other Costs in the amount of \$44,984; Indirect Costs in the amount of \$42,090; and Training and Staff Development in the amount of \$24,542. See attached Budget Justification for details.

2. Budget Justification: See Budget Justification Attachment

3. Direct / Indirect Costs Support: See Budget Justification Attachment

4. Comprehensive Head Start Service Funding:

The West-Orange Cove CISD Head Start program will continue to demonstrate cost-effective measures through Technical and Training Assistance Plans and the Self-Assessment and Program Improvement Plan that is provided in attachments.

5. Financial and Property Management Systems and Internal Controls:

The West-Orange Cove CISD Head Start program Financial and Property Management Systems and Internal Controls are outlined in the business office procedures manual, and are reviewed and updated annually or as needed. Section 44.007 of the Texas Education Code (Code or TEC) requires that a standard school district fiscal accounting system be adopted by each school district. The system must meet at least the minimum requirements prescribed by the State Board of Education and also be subject to review and comment by the state auditor. Additionally, the accounting system must conform to Generally Accepted Accounting Principles (GAAP). This section further requires that a report be provided at the time that the school district budget is filed, showing financial information sufficient to enable to the state board of education to monitor the funding process and to determine educational system costs by school district, campus and program. The TEC, Section 44.008, requires each school district to have an annual independent audit conducted that meets the minimum requirements of the state board of education, subject to review and comment by the state auditor. The annual audit must include the performance of the certain audit procedures for the purpose of reviewing the accuracy of the fiscal information provided by the district through the Public Education Information Management System (PEIMS). The audit procedures are to be adequate to detect material errors in the school district's fiscal data to be reported through the PEIMS system for the fiscal period under audit. A major purpose of the following accounting code structure is to establish the standard school district fiscal accounting system required by law. Although certain codes within the overview may be used at local

option, the sequence of the codes within the structure, and the funds and chart of accounts, are to be uniformly used by all school districts in accordance with GAAP.

The main focus of the Purchasing Office is to facilitate the acquisition of goods and services in order to meet the needs of schools and departments. The District's objective is to purchase the best value of products, materials, and services at the lowest practical prices within relevant statutes, policies, and procedures. School district staff is not authorized to override the procedures found in this section which have been written to comply with the State laws and regulations, as well as preserve a level of internal accounting control necessary to demonstrate accountability, ethical conduct, and responsible behavior. The Purchasing Office of the West Orange-Cove CISD is a part of the Business Office. The function of this office is to organize and administer procurement/purchasing for the district in accordance with the responsibility and authority delegated by the Superintendent of Schools and the Board of Trustees. As a support organization of the District charged with the responsibility of acquiring goods and services requested by Instructional and Administrative Departments, the Purchasing Office will function in a manner consistent with State Law, Board policies and sound business practices. The Purchasing/Business Office shares with the other Administrative Offices the responsibility of expenditures of district funds in such a manner that all transactions will pass numerous audits with respect of State, Federal, and District procurement regulations. Acquisition of the requested goods and services shall be made only by the issuance of an official numbered District purchase order, approved by the principal or department manager, and the Executive Director of Finance Operations. Effective purchasing is a cooperative venture between the Business Office and other

departments within the District. The level of service rendered by Business Office personnel will be improved by a thorough understanding of the procedures listed in this manual. Situations will undoubtedly arise which are not fully covered by these procedures. The Business Office staff is available to discuss and special procurement procedure that serves the best interest of the District and the department concerned. The Purchasing procedures contained in this document are intended to comply with Local, State, and Federal Statutes and Ordinances. In the event of conflict the appropriate statute or ordinance shall prevail. In accordance with Article 6252-16 of the State of Texas statutes, the West Orange-Cove CISD does not discriminate against individuals or companies with respect to race, religion, color, sex, handicap, or national origin in the awarding of bids.

6. Non-Federal Share Narrative:

West Orange-Cove CISD matches 33% of thirteen teachers' salaries and fringe benefits and 50% of seven bus assistants' salaries and fringe benefits at a cost of \$266,474. Bus routes are furnished by the West Orange-Cove CISD transportation department at a cost of \$665.00 per day for 171 days. Seven bus routes are used as Non-Federal share at a cost of \$113,715.

West Orange-Cove CISD has a Foster-Grandparent program that volunteers in the Head Start classrooms. Classroom parent volunteers are reimbursed @ \$7.25 per hour and Foster Grandparent volunteers are reimbursed @ \$4.55 per hour for a total of \$1,203.

7. Funding and Administrative Costs:

Admin Costs

Salaries	88,205.00	
Fringe	20,139.60	
Supplies	2,000.00	
Contracted Svcs	1,500.00	
Out-of-Town Travel	945.00	
In-Direct Costs	42,090.00	
Other	435.00	
Total Admin Costs	\$155,314.60	8.14%

8. Source and Amounts for Donated Cash, Goods and Services:

The 2015-2016 school year had donation from the American Association of University Women (AAUW), Kroger, and other community donations that supported our literacy initiative and parent and family engagement initiatives. Clothing donations assisted students that were in need of a change of clothes for various reasons. These donations are not guaranteed and are not contingent upon independent organization funding sources.

9. Cost Allocation Plan:

All funding received by West Orange-Cove CISD Head Start program continues to be received solely for the purpose of operating the Head Start program or support services for Head Start children and families. No Federal funds shall be used to cover the costs of other funding streams. When possible, costs are charged directly according to which funding source the class is assigned to. Central management and administrative costs are allocated based on the number of children served by the funding source.

Specific costs are allocated as follows:

Salary, Wages and Fringe Benefits

Personnel costs for those employees working directly for one funding source are charged directly to that award. Funding codes correspond to the specific fund source(s) in the computer payroll system (Skyward) and charged out accordingly.

For those positions that require the same job function for multiple funding sources, personnel costs are charged according to the percentage of children being served that qualify for Head Start, Pre-K, or PPCD. Benefits for employees that are paid from multiple funding sources are distributed based on the percentages per funding source as well.

The methods used to verify time allocated to Head Start job functions will include classroom schedules, class rosters and time sheets. Verifications will be made semi-annually.

10. In-Direct Cost Agreement: See In-Direct Cost Agreement Attachment

11. Procurement Method for Equipment:

The district has a quotation threshold for purchases of \$5,000 or more. This means that any order that is \$5,000 or more, that has not been bid, will need to have a minimum of three formal quotes attached to the order before it can be processed, or a very clear description of the items and/or services being requested so that the Business Office can obtain quotations. Formal quotes will need to have a signature from the company representative who is providing the quotation. The exceptions to this would be professional services, sole source purchases and items purchased from a bid. Copies of the request must be sent in e-mail to the Business Office, along with a list of all

companies receiving the request. The campus contact person and phone number must accompany the request to ensure notification of quotes received. Also, formal quotations must have a clear cut-off date and time, necessary specifications for product or service, quantities, delivery site and instructions, the length of time the quotation is good for, as well as the name and number of a person to call if the vendor has questions concerning your request. Any special requests should be noted. After evaluating the quotations the originator will complete the purchase order. A justification must be attached to purchase order if lowest bidder is not used.