

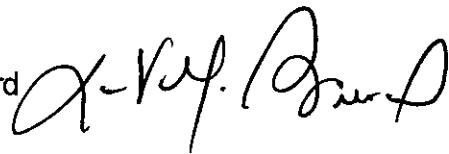
# Memo

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Lancaster Head Start

To: Dr. Gene Moore

From: LaVilla Brevard



Date: April 1, 2016

Re: Lancaster Head Start Continuation Application  
Summary of Self-Assessment

Submitted for the Board of Trustees approval you will find the Lancaster Head Start continuation grant application and a summary of our program's Self-Assessment. As you know, all continuation applications and self-assessments must have the Board of Trustees' approval. Please contact me if you have any questions about the Head Start Program or the information being submitted.

Respectfully submitted

## **Introduction:**

Lancaster Head Start is submitting the continuation grant application for fiscal year 2016-2017. Lancaster Head Start worked diligently to engage families in their child's learning, and promoting school readiness by enhancing the development of children through the provision of culturally responsive educational, health, nutrition and social services. This grant application will outline specific proposed strategies and activities for the next year based upon the results of the most recent community wide needs assessment, ongoing monitoring, and our program's self-assessment.

## **Section I: Program Design and Approach to Service Delivery**

### **A. Long Range Goals, Objectives and Program Impact**

There are no additions, deletions, or revisions to our program's Long Term Goals, Short Term Objectives and Expected outcomes. Lancaster Head Start will continue to propose the following long-range goals and objectives to support our program's plan to assure ongoing successful outcomes in school readiness and parent, family and community engagement and health services:

#### **Goal 1: Increase school readiness and improve learning outcomes in Head Start students.**

##### Objectives

- Continue to train staff on school readiness goals and expectations.
- ✓ **Progress:** Held monthly Professional Development and planning meetings on school readiness.
- Enhance curriculum, assessment and data collection to improve instruction
- ✓ **Progress:** Integrated OWL curriculum to provide a more comprehensive curriculum that covers all domains of early learning
- ✓ **Progress:** Assessment and data collection of the Lancaster County School District Pre/Post Assessment and the SC State Department of Education's MyIGDIs were utilized to help improve instruction.
- Promote literacy among the children and families served by the program.
- ✓ **Progress:** Books are rotated daily in the classroom for the students to home.

- ✓ **Progress:** Family Nights held throughout the school year promoting the importance of reading to children, going to the library and exposing children to books
- ✓ **Progress:** Ongoing collaboration with community partnership "Livi's Library" where books are donated to the school monthly that students can keep and add to their book collection at home.
- ✓ **Progress:** On-site Parent Resource Center which is equipped with a wide range of developmentally appropriate materials, toys, games, storybooks, brochures, magazines, and books parents checked out and took home with them.
- Provide training to staff to ensure consistent data collection and improve high quality instruction.
- ✓ **Progress:** Training has been held constantly throughout the school year on using the data to improve instruction and student learning objectives. Teachers were able to identify which student were meeting school readiness goals and make referrals for those students who are lagging behind and need additional support.
- Provide teachers outcome data report in a timely manner so that lesson plans can be written to support the areas identified as needing improvements.
- ✓ **Progress:** Data collected in September, December and February and shared with the teachers. Data indicated across the board in every classroom higher order of thinking and problem solving (concept development) was an area for improvement. Training was conducted with the teachers and teacher assistants on how to integrate that into instruction. Lesson plans were adjusted to include strategies and activities.
- Provide an individualized, responsive and inclusive educational approach for children of all abilities and cultures that promote optimum opportunities for the healthy growth, learning and development of preschoolers.
- ✓ **Progress:** each student was assessed individually and the teachers were able to identify their areas of strength and weaknesses and adapt the instruction to meet their individual needs.
- Increase the social and emotional development of school readiness skills of Head Start children and provide family education on social & emotional development skills.
- ✓ **Progress:** Conducted training with staff and parents on the Trauma-filled Child and Should I be Worried? Dealing with Challenging Behaviors
- ✓ Partner with local service providers and school psychologist that have expertise in early childhood behavioral issues to provide training, strategies and techniques to incorporate in the classrooms.
- ✓ **Progress:** A partnership was established with School Psychologist to conduct classroom observations and developed behavioral plans and strategies in the classroom and parent can do at home.

**Timeline:** August 2015 and Ongoing

**Goal 2: Enhance training, mentoring and evaluation of teachers to ensure teacher and student success.**

**Objectives**

- Continue and enhance the internal system of support and teacher mentoring to support new teachers and teachers needing additional support.
- ✓ **Progress:** Mentor Coach was hired to promote the growth and development of the beginning teacher to improve student learning. The mentor coach meets with the teacher for regularly scheduled structured meetings. Meetings include both in classroom support and one on one conferences.
- ✓ **Progress:** Student Learning Objectives (SLOs) are used in teacher evaluation systems as a student growth measure. A Student Learning Objectives (SLO) is a student academic growth goal that the teacher sets for her students. SLOs are monitored over the full academic year the students are with the teacher for instruction.
  
- Assessed all teachers with the CLASS tool at least twice a year. Utilize the results from CLASS to develop topics for training and professional development plans.
- ✓ **Progress:** All of the teachers were assessed by CLASS. CLASS observation indicated overall the scores were high in the areas of Positive Climate; Negative Climate; Teacher Sensitivity; Behavior Management; Productivity; Instructional Learning Formula. The lowest areas scoring in the mid-range were Concept development; Quality of Feedback and Language Modeling. Staff development was scheduled and conducted to address these areas as well as modeling in the classrooms by mentor teachers.
  
- Provide high quality supervision, support and training to staff based on the essential competencies needed to provide quality service.
- ✓ **Progress:** Classroom observations were conducted to observe instruction and teacher- student interaction and quality feedback was provided to the teacher
- ✓ **Progress:** Monthly professional development and planning were conducted to improve instruction and enhance the teachers' growth and knowledge

**Timeline:** Ongoing

**Goal 3: Continue to develop strong family and community partnerships, increased levels of parent involvement and family empowerment to sustain and support child outcomes**

**Objectives:**

- Implement a parent, family and community engagement model that is systemically integrated across the program
- ✓ **Progress:** During orientation parents were encouraged to actively participate in program, even if for short periods of time. We inform parent of the various resources our program can provide such as our Parent Resource Center which is equipped with a wide range of developmentally appropriate materials, toys, games, storybooks, brochures, magazines, and books they can check out and take home with them. A multimedia computer with internet access is also available to parents for job search, develop resume and any research they need for school. Also during the initial enrollment and orientation process, staff begins building a relationship with families that support family well-being, strong parent-child relationship. We also send home fliers and newsletters inviting them to our parent meetings and we provide transportation as well provide child care. We distributed resource directories to parents.
- ✓ **Progress:** Community Health Fair was held for parents and the community to gain awareness on various resources in our community.
- ✓ **Progress:** Parents volunteers in the program and invited to chaperon field trips
- Provide training to all staff on how to work together as a team to strengthen relationship and communication with families.
- ✓ **Progress:** Ongoing staffing that encourage and promotes strengthening relationships and maintaining communication with the families we served
- Continue to collaborate with community health providers to ensure that families have access to health care.
- ✓ **Progress:** We worked collaborative with the local health department and pediatricians to assist parents in getting well child visits, immunizations and WIC as well as follow up with medical appointment and being proactive in seeking medical attention when needed.
- ✓ **Progress:** We provided transportation to health providers and assisted parents in advocating for the needs of their child.

**Timeline:** August 2015 and Ongoing

**Goal 4: Continue to expand health services to sustain and support child outcomes**

- Encourage all families to participate fully in their children's health needs while enrolled in Head Start.
- ✓ **Progress:** Families are encouraged to keep well child visits and immunizations up to date; take children to doctor for sick visits. Transportation is provided. 100% of the children maintained up to date well child visits and immunizations.

- Provide professional development to educate families and staff on the influence of physical, oral and mental health on children's success in school.
  - ✓ **Progress:** On-site Dental screening and dental education were provided to the families
  - ✓ **Progress:** On-site Mental Health consultation were provided
  - ✓ **Progress:** Transportation were provided to follow-up appointments when needed
  - ✓ **Progress:** Parent meetings were conducted by local dentists, Mental Health professional, and Registered Dietitian. Local State Trooper provided car seat and seat belt training to parents and staff
- Ensure Health and Nutrition needs for all children are identified and met for optimum learning and school readiness
  - ✓ **Progress:** All of the children enrolled received health and nutrition assessments by registered dietitian. Assessments results are shared with the parents.

**Timeline:** August 2015 and Ongoing

#### **Goal 5: Ensure the Program Management systems are up to date and effective**

##### Objectives:

- Revise and update the program monitoring plan, utilizing to the maximum the Child Plus data base
  - ✓ **Progress:** 60% of the programs monitoring plans have been revised and updated
  - ✓ **Progress:** Staff attended ChildPlus training to become more familiarized with the input of the data base system
- Strengthen the system of governance and participation in parent meetings.
  - ✓ **Progress:** Attendance in parent meetings have been sporadic at times

**Timeline:** July 2015 and Ongoing

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?

Our program made great progress towards meeting our goals and getting our students ready for kindergarten. By February 2016, 80% of the students had met their student learning objectives and goals. Students who were identified in needing Special Education services were referred for speech/language and/or cognition. (Seven out of the twelve students referred are currently receiving services). 82% of the families met their family partnership goals.

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 updates or changes have occurred, include a sentence to that effect.

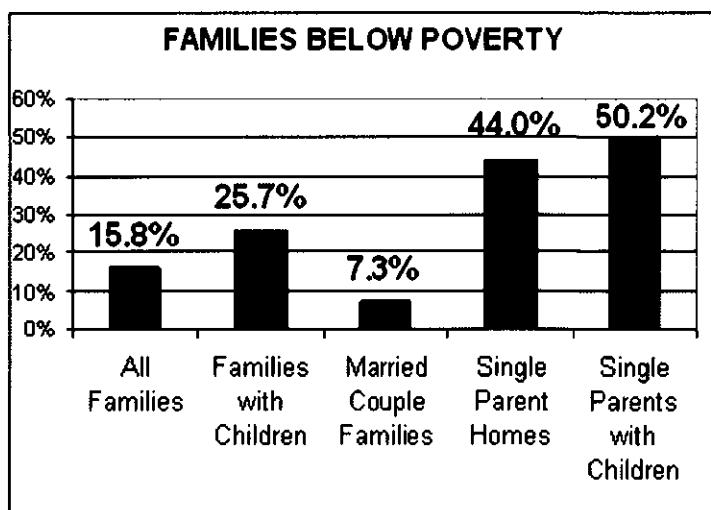
No changes have occurred

## 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.

### 1. Needs of Children and Families

Lancaster County has an estimated 80,458 residents. Children under age five make up approximately 5.8% of the county's population, or 4,696 children. U.S. Census estimates (2012) indicate 5,162 children under age 18 live at or below the poverty level, or 29.2% of all children in Lancaster County. The status of children from single parent homes is even more dismal, with over half living below poverty (U.S. Census Bureau, 2010). Unfortunately, the number of single parent births in the county has more than doubled since 1980. While the average household income in 2012 was \$52,459, a significant number of homes fall well under this level, with 30.5% of homes earning under \$25,000 a year.



## 2. Service Area

### a. Include any changes to delegate agencies and/or child care partners

Lancaster County Head Start will recruit children the ages of three and four years old from low income families in Lancaster County. Lancaster County has four incorporated communities: Lancaster, Heath Springs, Kershaw and Indian Land. Currently, the children with the greatest need lives within the city of Lancaster which is where the largest population of low income families resides.

## 3. Justification of Proposed Funded Enrollment and Program Options

### a. First, go to the HSES tab for “Financials,” then “Grant Applications,” then “Program Schedule,” and complete that tab for Head Start and/or Early Head Start.

The proposed funded enrollment and program option were completed in HSES

### b. Special Situation: Enrollment Reduction or Expansion

The funded enrollment for the Lancaster Head Start Program is 151 children. At this time there are no proposed reductions or expansion to the program. Lancaster Head Start will continue to provide full day center based service to 151 children who are three and/or four years old by September 1

### c. Special Situation: Conversion

At this time there is no plan to convert Head Starts funds to provide Early Head Start services. All funds will be used to provide services to eligible Head Start children and families only.

## 4. Centers and Facilities

### a. First, review and/or update all data in the “Centers” tab in HSES to ensure the locations of all services are identified, including child care partners.

All data were reviewed and/or updated in the HSES

### b. Discuss any changes, including changes to centers with federal interest. Note that proposed facilities activities must be requested using the SF-429 Real Property Status Report and its relevant Attachments.

No changes were made

## **5. Recruitment and Selection**

Newsletters and fliers are distributed thru out our community at doctor offices, low income housing areas, schools, laundry mats, and the local newspaper of the enrollment in our program. An eligibility point criteria will be utilized to assure that the children most in need enter the program. Our program also works collaborative with Child-find, (a collaboration that has been established in our community to identify child with disabilities) to assure at least ten percent of the children enrolled are children with identified disabilities. We also work closely with other agencies that provide intervention services to children under five years old and staff with them on a regular base so we are abreast of other children with disabilities.

## **6. Transportation**

Bus transportation to and from school is provided to all enrolled students.

## **7. Educational Services**

Lancaster Head Start program provides early childhood education services for 151 Head Start children. Our program has one center and a total of eight classrooms and operate 180 days a year from 7:30 a.m. to 2:00 pm. Lancaster Head Start is committed to recruiting and selecting children and families most in need of Head Start services including a minimum enrollment of 10% of children with disabilities. Lancaster Head Start program ensure all children are ready for school and families are ready to support their children's learning by providing clear and strategic goals for children and highly qualified and diverse staff. Every child receives a comprehensive educational program based on his or her strengths and needs. Our curriculum is evidenced-based and specifically designed to help children develop language and literacy, problem solving skills, and learn how to socialize and interact with others. Children are provided with the opportunity to participate in activities that support math, science, art, and language. Lancaster Head Start is committed to employing classroom teachers that are highly qualified and demonstrate competencies in early childhood education. All lead Head Start Teachers have a bachelor degree or higher in early childhood and hold a certified license with the South Carolina Department of Education. All teachers assistants have an associate's degree or higher in early childhood education or its equivalent. The teachers receive training to ensure on-going professional development of each staff. Staff participates in group training sessions, as well as in individual staff development plans that support his/her own professional growth and educational goal attainment. We provide a developmentally appropriate curriculum called Splash into Pre-K. which is a comprehensive and integrated bilingual early learning program designed to ensure success for 3 and 4 year

old learners through the latest research and interactive learning philosophies. Splash into Pre-K helps teachers build a community of learners using Conscious Discipline Strategies and includes all the core domains of learning including Emotional, Physical, Cognitive and Linguistic. Splash into Pre-K also integrates all of the curricular areas including Reading and Language Arts, Math, Science, Social Studies, Health, and Art. Splash into Pre-K is assessment based with strong support for both informal and formal assessment. These Pre-K assessments are essential for gaining insight into how much children are growing and learning and allow the teachers to adjust the way they teach to better meet their needs. Classroom instruction will entail a combination of phonological awareness and alphabetic understanding, combined with direct instruction mechanisms to incorporate high-quality oral language and print rich materials into the milieu, especially environmental print, placed at children's eye level. In addition to ensuring that all class environments and materials include diverse representations with regards to gender, culture, ethnicity, and disability status. Pre and post assessment will be conducted by the teachers to assure children are grasping the content and recording of anecdotal notes of students' progression. In addition to emphasis on pre-literacy skill development, the overall approach has been designed to target overall cognition and general knowledge. Activities formal and informal, throughout the day include concepts such as comparing the size of objects, exploring measurements, accessing and using information, engaging in problem solving, and games to explore common words such as up, down, under, over and in. Equally important is the need to teach children to use their senses and body to explore and master the physical environment, which is closely related to the development of a positive self-esteem, self-care skills and good health habits. This includes activities to promote gross motor skills that demonstrate control, balance and coordination, object manipulation, as well as fine motor skill development inherent in hand to eye coordination. Through these daily activities, children will build relationships and pro-social competencies such as self-control, respect, responsibility, ability to express feelings, and show concern for others. All aspects of the program are designed to meet the Head Start Program Performance Standards, South Carolina Childcare Licensing and South Carolina Early Learning Standards.

## **8. Health**

In collaboration with the parent, we have a local dentist to provide on-site dental screenings, dental education and follow-up on children that have dental needs. We stress to parents the importance of ensuring they have their own healthcare providers and assist parents in obtaining pediatricians, maintaining

updated immunizations, well-child visits and sick visits. We use the Ages & Stages Social and Emotional assessment to assess the child's mental health as well as have our licensed mental health consultant to conduct classroom observations and provide consultation and training to parents. Our registered dietitian provides nutrition assessments on our children and provides nutrition training to staff and parents

#### **9. Family Services and Social Services**

In collaboration with social services agencies we provided support services to enable families to work and meet their basic needs. These included GED, employment services, medical transportation, WIC, Medicaid, counseling, and housing/utilities.

#### **10. Early Head Start**

n/a, our program will only serve eligible Head Start children three and four years old by September 1<sup>st</sup>.

#### **11. Transition**

Six month prior to the child's third birthday a transition meeting is held with the parent, EHS and Head Start staff to make them aware of the enrollment procedures into the Head Start Program and overview of the Head Start program. Parents are advised that they will have to make application and their income will be re-verified to determine if they are still income eligible. Those students transitioning to kindergarten information is sent home to parents about kindergarten registrations. The HS Director and elementary principals set up dates for kindergarten open house which provides parent opportunity to tour the schools, meet the kindergarten teachers and receive information on what to expect when their child enter kindergarten.

#### **12. Coordination**

An official MOU with part B in the state of South Carolina has been signed. Quarterly meetings are held with those agencies that provides part B services. Part C MOU has been established and all students that have been identified having a suspected disability or delay are referred to the student assistant team (SAT). The Response to Intervention (RTI) process begins with high-quality instruction and screening of all children. Struggling learners are provided with increasing levels of intensity interventions to accelerate their rate of learning. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

### **C. Approach to School Readiness**

In addition to setting School Readiness Goals, included in Sub-Section A of this application, your program's approach to school readiness includes child assessment data and curriculum, and may include staff-child interaction observation tools.

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

No updates or changes have occurred

- a. Discuss any change in child assessment(s) used by your program since last year's application

Our four years old were also assessed using MyIGDIs. Individual Growth & Development Indicators (IGDIs) are a set of preschool assessments for monitoring the growth and development of children on the pathway to kindergarten. Scientifically validated for identifying children who are experiencing difficulties acquiring fundamental skills necessary for academic success, IGDIs can also be used to measure developmental gains and inform instructional needs of individual children.

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

No updates or changes have occurred at this time. Our program is currently reviewing OWL curriculum as the curriculum for the three years old classrooms next school year.

- 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

- d. No updates or changes have occurred

2. Report on the progress of children and the program towards achieving school readiness in each of the five domains. Provide specific examples as appropriate.

- ✓ 80% of the children of are meeting their student learning objectives goals and excelling in all areas of the five domains.

✓ **Physical Development & Health**

100 % of the children have developed self-help skills. They are able to zip, button, and tie independently.

70% can cut and stay in line, 80% can skip, and 100% can gallop, 100% of four years old throw & catch, 75% of three years old throw & catch, and 100% four years old can swing independently and 75% of three years old can swing independently

✓ **Social & Emotional Development**

90 % of the children are able to verbally express their emotions and share and come to a compromise.

✓ **Approach to Learning**

100 % of the children show curiosity and desire to learn.

60% of the three years old have developed emerging writing skills

100 % of the four years old writing skills have emerge from single letter to writing sentences and can write their first and last name

✓ **Language & Literacy**

100% of the children have developed and expanded verbal communication and pre- reading skills  
50% of the four years old are reading three letter words

100 % of the four years old writing skills have emerge from single letter to writing sentences and can write their first and last name

50% of the four years old are writing and putting letters together in sound instead of drawing pictures

✓ **Cognition & General Knowledge**

100% of the children have expanded and developed pre-academic skills

The children can count with one to one correspondence to 20 or higher

Explore their environmental surroundings; use magnets, tweezers, magnifying glasses, sort sea creatures.

Identify and understand positional word (behind, in front of, under, beside)

Count backwards from 3 to 0

Recognize alphabets both upper and lower case

Can recognize and verbally say rhyming words

Can recall stories and make up stories

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

Provided training in the area of concept development to enhance critical thinking and high order of learning. Strategies teachers used in the classrooms was asking open-ended questions such as “what happen if...?”

**D. Parent, Family and Community Engagement (PFCE) and**

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.

No updates or changes have occurred at this time.

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.

No updates or changes have occurred at this time.

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

- ✓ 90% of the families participated in family partnership agreement
- ✓ 55 parents continued education
- ✓ 44 sought affordable housing
- ✓ 35 gainfully employed
- ✓ 1 adopted parents
- ✓ 1 obtained transportation

4. Describe how program progress toward PFCE goals and/or objectives is communicated to families. Provide specific examples as appropriate.

Families are made aware during parent meetings, parent-teachers conferences, newsletters and home-visits.

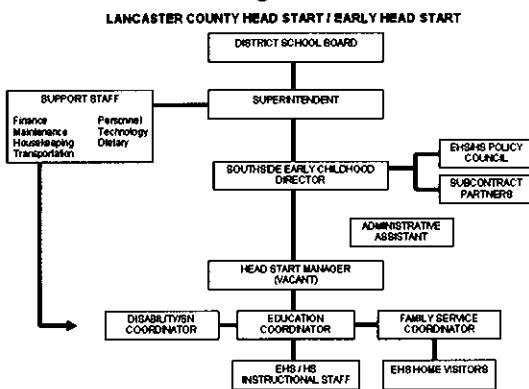
**E. Governance, Organizational and Management Structure, and Ongoing Oversight**

**Lancaster County School District Board of Trustees**

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.

No updates or changes have occurred at this time.

2. Include a current organizational chart.



3. Provide updates of staff qualifications or competencies for the following groups: Head Start and/or 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, disability services staff, and fiscal staff. If no updates or changes have occurred, include a sentence to that effect.

No updates or changes have occurred at this time.

4. Describe changes to the 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.

- Program planning- Lancaster Head Start developed a timetable that entails the sequences of events when each activities need to take place such as community assessment, self-assessment, ongoing monitoring, school readiness aggregation and analyzing
- Internal and external communication- there is several mechanisms by which communication is carried out in our program both formally and informally.
  - Informally: face-to face or telephone....
  - Formally through a wide range of ways such as memos, reports, policies & procedures, trainings, workshops, and staff meetings.
  - electronically by email, text messages, Blackboard connections, website
- Record-keeping and reporting- Lancaster Head Start maintain records and reports manually with a hard copy on file and as well as electronically. General files are maintained in locked file cabinet. Accurate minutes are taken at all meetings and a copy in placed in a notebook.
- Ongoing monitoring- Ongoing monitoring is carried out by staff by different methods such as locally designed tracking systems, ChildPlus online data system. Our program is committed to assuring that we maintain compliance with state and federal regulations in all performance standards contents areas: Program Governance, Child health, fiscal management, ERESA, family and community, health and safety, child developments and etc.

5. Upload, in the application Documents folder in HSES for “Training & Technical Assistance Plan,” a comprehensive Training and Technical Assistance plan that addresses mandatory training and priorities identified from ongoing monitoring and the annual self-assessment. Describe planned training for staff, parents, volunteers, governing body members and Policy Council members.

Training & Technical Assistance Plans are uploaded in HSES. The Lancaster County School District Board of Trustees and Policy Council receives annual board governance training on their role and responsibilities and is provided opportunities to review reports and make informed decision about program planning, assessment, and the overall operation of the head start program.

As staff is hired into the program, the initial orientation training includes all aspects required by state licensure, with quarterly update sessions on these and other topics. In addition to a rigorous understanding of Head Start Regulations and Performance Standards, ongoing professional

development occurs throughout the school year; classroom coaching and mentoring; didactic sessions, group discussion, annotated reading groups, and peer support sessions on various topics and content areas. Staff attend trainings, conferences and workshops, participate in webinars as well as utilize the resource of ECLKC.

Volunteer training and orientation is conducted with all volunteers. The orientation program help new volunteers learn about our program and our mission and goals, policies and procedures and code of conduct and confidentiality.

## **Section II: Budget and Budget Justifications**

1. Provide a detailed budget narrative and justification that identifies the amount of funds and a description of the intended use of program operations and training and technical assistance funds by object class category for Head Start and/or Early Head Start. Include any one- time costs, for any proposed conversion requests, if applicable.

The proposed budget was entered in HSES

2. Demonstrate the proposed budget supports all direct costs and indirect costs, if appropriate.  
See budget loaded in HSES

3. Demonstrate funds are budgeted to provide all required comprehensive Head Start and/or Early Head Start services to eligible children and families in a cost- effective manner as indicated in Section I, Program Design and Approach to Service Delivery.

See budget loaded in HSES

4. If applicable, provide a detailed budget narrative for the planned use of any cost-of-living adjustment (COLA) increases included in the projected funding level for the budget period. Describe the plans to increase the hourly rate of pay for staff and the pay scale subject to the provisions of Sections 653 and 640(j) of the Head Start Act. Specify the other planned uses of the funds to offset higher operating costs. Demonstrate the COLA increase was provided to all delegate agencies or provide a justification if the full percentage is not provided to delegate agencies

A detailed budget narrative and justification was uploaded in HSES.

5. Describe the organization's financial and property management system and internal controls in place to maintain effective control of and accountability for grant funds, property and other assets.

With governmental fund accounting all restricted funding sources are accounted for and maintained on our financial system as a separate fund with its own set of financial reports to insure independence in revenues and expenditures at all times. Fiscal Department has internal controls in place to monitor and review all payroll new hires, changes, and terminations and to review all expenditures prior to payment. Also an internal and external audit is conducted annually.

6. Identify each source of non-federal share match, including the estimated amount per source and the valuation methodology. Demonstrate that the amounts and sources that will contribute to the required non-federal share match of the total project cost are allowable sources. Provide a detailed justification that conforms with the criteria under Section 640(b)(1)-(5) of the Head Start Act if the application proposes a waiver of any portion of the non-federal share match requirement.

Non-federal shares was uploaded with the budget narrative and justification

7. Demonstrate the ability to meet the 15 percent limitation on funding and administrative (F&A) costs. Provide a detailed justification that meets the conditions of 45 C.F.R. 1301.32(g) if the applicant proposes a waiver of the limitation on development and administrative costs.

The administrative cost to operate the program was less than 15% (see budget submitted)

8. Discuss the source and amount of cash, donated goods and services, and other resources proposed such as United Way, State and/or local grant funds, etc. to support allowable non-federal match to the project, in addition to the federal funds requested.

Our program is a part of the CACFP that is operated thru S.C. Department of Social Services. It is estimated that will receive a reimbursement of \$125,000 during the 2016-2017 fiscal year.

9. Submit a cost allocation plan for any proposed costs to be shared between or among programs, including shared staff. Indirect cost must be included in the cost allocation plan unless the applicant has a negotiated indirect cost rate agreement or has adopted use of the 10% de minimis rate

n/a – all of the funds allocated to the Head Start Program will be used exclusively for the Head Start Program only.

10. If applicable, in the application Documents folder in HSES for “Indirect Cost Rate Agreement,” upload a copy of the current or proposed negotiated indirect cost agreement between the agency and/or delegate agencies and the respective cognizant Federal agency. If using the 10% de minimis indirect cost rate, upload a copy of the policy or other written record indicating date upon which the rate was adopted.

A copy of indirect cost agreement was uploaded in HSES

11. Special Situation: Reduction. If applicable, describe the planned use of the funds to support requests for enrollment reductions and proposed budget savings, if any.

n/a

12. Special Situation: Conversion. If applicable, identify the amount of funds that will be re-allocated by object class category to convert from either part day to full-working day services or from Head Start to Early Head Start services. Explain the changes in each object class category.

n/a

13. Provide a detailed explanation and supporting documents for any proposed use of Head Start grant funds for the initial or ongoing purchase, construction and major renovation of facilities. Identify all proposed sources of funding for facilities activities. Submission of form SF-429 and relevant Attachments and compliance with application requirements in 45 C.F.R. Part 1309 will be required. No Head Start grant funds may be used toward the payment of acquisition, construction or major renovation of a facility without the express written approval of the Administration for Children and Families.

n/a

14. Provide explanation of the method of procurement to be used for any proposed equipment purchases over \$5,000.

n/a



## Office of Head Start

04CH4740-000 - Lancaster Head Start

FY2016 - 07/01/2016-06/30/2017 - Non-Competing Continuation

### Head Start - Summary

Line Item Budget Total	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
<b>Personnel Total</b>	<b>\$1,134,054</b>	<b>\$14,423</b>	<b>\$287,119</b>	<b>31</b>

### Personnel: Child Health and Development Personnel

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Program Managers and Content Area Experts	\$36,920	\$0	\$9,230	1
Teachers / Infant Toddler Teachers	\$355,251	\$0	\$88,813	8
Teacher Aides and Other Education Personnel	\$149,122	\$0	\$37,281	8
<b>Total</b>	<b>\$541,293</b>	<b>\$0</b>	<b>\$135,324</b>	<b>17</b>

### Personnel: Family and Community Partnership Personnel

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Other Family and Community Partnerships Personnel - Other Family and Community Partnerships Personnel	\$20,653	\$0	\$5,163	1

### Personnel: Other Personnel

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Transportation Personnel	\$78,210	\$0	\$19,552	5
Other Personnel - Other Personnel	\$25,000	\$0	\$6,250	8
<b>Total</b>	<b>\$103,210</b>	<b>\$0</b>	<b>\$25,802</b>	<b>13</b>

### Fringe Benefits

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI)	\$47,725	\$0	\$11,931	
Health / Dental / Life Insurance	\$114,300	\$0	\$23,575	
Retirement	\$92,103	\$0	\$23,026	
<b>Total</b>	<b>\$254,128</b>	<b>\$0</b>	<b>\$63,532</b>	

### Travel

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Staff Out-Of-Town Travel	\$8,000	\$0	\$2,000	

### Supplies

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Office Supplies	\$25,000	\$0	\$6,250	
Child and Family Services Supplies	\$5,000	\$0	\$1,250	
Food Services Supplies	\$15,000	\$0	\$3,750	
Other Supplies - Other Supplies - Policy	\$5,000	\$0	\$1,250	
Other Supplies - Health	\$3,000	\$0	\$750	
Other Supplies - Disabilities	\$1,500	\$0	\$375	
Other Supplies - Technology	\$10,000	\$0	\$2,500	
<b>Total</b>	<b>\$64,500</b>	<b>\$0</b>	<b>\$16,125</b>	

### Contractual

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Health / Disabilities Services	\$7,000	\$0	\$1,750	
Food Service	\$5,000	\$0	\$1,250	
Training and Technical Assistance	\$0	\$14,423	\$3,605	
Other Contracts - Other Contracts- Mental Health	\$6,000	\$0	\$1,500	
Other Contracts - Dental Services	\$6,000	\$0	\$1,500	
Other Contracts - First Steps	\$10,000	\$0	\$2,500	
<b>Total</b>	<b>\$34,000</b>	<b>\$14,423</b>	<b>\$12,105</b>	

## BUDGET AND BUDGET JUSTIFICATION FY 2016-2017

A detailed budget and budget narrative is provide below outlining how Lancaster Head Start will use the funds from the continued funding grant for the FY 2016 -2017

### Personnel- \$665,156

Total amount paid toward salaries of Lancaster Early Head Start employees who are responsible for performing job duties for the positions listed below:

- a) Program Coordinator (.50 FTE) - \$36,920
- b) Teachers (8 FTE)- \$335,251
- c) Teachers Assistant (8 FTE) - \$149,122
- d) Family Service Coordinator (1 FTE) - \$20,653
- e) Bus Drivers (5 Part-Time) -\$78,210
- f) Substitutes- \$25,000

### Fringe Benefits -\$254,128

Fringe benefits of personnel costs at base rate for insurance and percentage for social security and retirement figured below:

- a. Social Security (FICA) 7.65% - \$47,725
- b. Insurance (rate \$5,760.00)- \$114,300
- c. Retirement (15.82%) - \$92,103

### Travel-\$8,000

Staff Out -of -Town Travel- estimated cost of expenses related to travel for staff to attend the following conferences listed below:

<i>Trips</i>	<i>Destination</i>	<i>#days</i>	<i>Purpose</i>	<i>Staff</i>	<i>Cost</i>
1	Atlanta Ga.	3	Regional Conf.	Director	\$2500
2	Myrtle Beach SC	3	SC Head Start Conference	Staff	\$5500

### Equipment -\$0

### Supplies -\$64,500

Office Supplies- \$25,000 routine office supplies for staff including file folders, binders, pens, staplers, tape

The Child & Family Services Supplies- \$5,000 for classroom supplies and materials

Food Service Supplies- \$15,000 for breakfast, lunch and snacks for the children, employees, and volunteers

- Approximately 54,360 meals for students, employees and only 4% of the meals for volunteers. CACFP reimbursement is administered.

Other Supplies- \$5,000

- a. Health Advisory Committee food of \$ 3,000
- b. Policy Council/ Governing Board and Parent Committee \$5,000
- c. Curriculum , classroom books and developmental assessments and materials \$5,000
- d. Disabilities \$1,500
- e. Health \$3,000
- f. Technology \$10,000

Contractual -\$34,000

Health/Disabilities Services- \$7,000 - contractual services of a registered dietician Mrs Beth Griffin at \$70/hour, 8 hours per month

Dental services- \$6,000 – estimated cost of on-site dental services for HS children provide by Dr. Patricia Rucker @ Rucker Family Dentistry

First Steps- **\$10,000** to provide contractual CLASS observations

Child Mental Health Consultant Services- \$6,000 contractual services for child mental health consultation services provide by licensed mental health counselor at \$80.00 per hour

Food Services- \$7,000 – pay cafeteria operator to provide meals and snacks during summer months

Training or Staff Development- **\$14,423**

\$10,000 for Staff Development and Training in early childhood and HS program components to cover cost of per diems for training, food, lodging and travel@ 0.55 per mile

- Number of staff being trained, lodging ,and airfare will be determine based upon the training cost and location. Per diem mileage 55.5 cent per mile and food is \$25.00 per day
- Pay trainers to provide training to all Head Start staff. The cost of training and per diem will depend on the presenters fee and total cost.

- a) \$4,423 cover cost of \$250 on tuitions for continuing education, \$200 for books and \$500 bonus for degrees

Other - \$64,704

Telephone- \$12,000 will cover all monthly utilities, phone charges, faxes and cell phones

Nutrition Services- 1,000 purchase items for nutrition education

Local Travel- \$3,000 cover mileage for home visits and other local business related matters pertaining to HS program

Training or Staff Development- \$5,000 staff development

Fuel- \$15,000- gas for vans

Copier- \$4,704- to cover copier expenditure and lease

Internet Services- \$12,000

Parent Services- \$15,000 cover food cost for parent training parent hospitality, certificates and plaques

- Parent meetings: approximately 18-25 parents per month. Training is conducted the last Thursday in every month.

Publications/Advertising/Printing- \$2,000 to cover the cost of printing the Parent and other Handbooks, create brochure, and other costs associated with publication

#### BREAK DOWN OF NON-FEDERAL SHARES

I. Volunteers	Hours	Rate	Value
Parents	4000	\$13.00	\$52,000
Community	3,000	\$13.00	\$39,000
HS Director ½ salary	\$74,095	50%	\$37,047
Nurse ¼ salary	\$19,184	25%	\$4,796
Fringe on above salaries @ 32.5%			\$36,387
Learn TV			\$50,000
<b>Total Volunteers</b>			<b>\$219,230</b>
II. Space Type of Space	Sq.ft.	Rate/Yr.	Value
Southside Early Center	2,112	\$3.25	\$6,864
<b>Total Space</b>			<b>\$6,864</b>
III . In-kind			
Goods, services & equipment			\$7,000
IV. Indirect Costs			\$54,025
<b>Total Program Non-Federal Share</b>			<b>\$287,119</b>

## **Summary of Self -Assessment FY 2016-2017**

The development of our program's self-assessment consisted of the Head Start Director, EHS/HS Management Staff, Childcare Instructors, Parents, and Community Partners. Each program components were assessed by the responsible staff for that particular program component along with a parent, other staff and a community partner. We reviewed our Community Assessment, and PIR as it applied to the particular component to determine how well we are performing in those program areas and what areas of change or improvements were needed. The summary of the results from the self-assessment are the following:

### **Eligibility, Recruitment, Selection, Enrollment, and Attendance**

Lancaster Head Start/Early Head Start is a federally funded program which maintains its funded enrollment throughout the school year. We recruit families through word of mouth, local media, flyers, and when possible, community fairs. A community assessment is conducted to assist the program in determining the eligible families as well as having selection criteria for selecting children/families with a greater need. The attendance process is monitored according the Performance Standards.

**Program Strengths:** the program meets its funded enrollment and maintains a waiting list.

**Program Weakness:** No weakness noted

### **Family Partnership Building**

Building partnerships with our families is of the upmost importance, when families gain trust; they understand and work with the program to set goals. All families are given the opportunities to set family goals. The first opportunity that parents have to set a goal is initiated through a parent meeting when the family service workers explain the process to the parent. The actual process of goal setting takes place during a home visit.

**Program Strength:** Parents have the option to set goals throughout the program year.

**Program Weakness:** the need to enhance communication with parents to establish more participation in all areas of the program

### **Transportation**

Each agency must assist as many families as possible who need transportation in order for their children to attend the program in obtaining that transportation:

# **Lancaster Head Start and Early Head Start Self- Assessment**

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**Program Strengths:** transportation is available to all enrolled families. Lancaster Head Start and Early Head Start have well trained bus drivers

**Program Weakness:** It is sometimes impossible to meet the 1 hour mandate to transport students to and from school. There is a greater need for parent volunteer as monitors or to hire additional paid monitors

## **Health Services (Prevention and Early Intervention)**

Lancaster Head Start /Early Head Start program does ensure that children are screened and assessed as per requirements. Upon the results of the assessment, the program feels that the HS/EHS had a good approach to aiding the benefit of child development and health services.

**Program Strength:** Utilization of school nurse and community agencies such as Rucker Dentistry, Health Care Providers, Catawba Family Service (South Carolina Department of Mental Health) and the Lancaster County Department of Social Services.

**Program Weakness:** improve communication of information sharing with staff in a timely manner

## **Health Services (Tracking and Follow-up)**

Lancaster Head Start/Early Head Start gathers and reviews information obtained by parents and community partners. The program solicits parent support in keeping all ongoing health care current for their child and providing the information to the program

**Program Strength:** Working in collaboration with the school nurse and community partners, follow-ups/communication between the program, parents, and community\y agencies/partners is documented in the appropriate section of the child's file.

**Program Weakness:** getting follow-ups turned in by staff in a timely manner

## **Parent Involvement**

Parent involvement is a critical part portion of our program. Parents participate in home visits, school functions such as after school programs, parent meetings/trainings and becoming volunteers. Parents are encouraged to take an active part in their child's learning experiences.

**Program Strengths:** our program extends an open door policy to all parents and welcomes them to participate on various committees such as Policy Council, Health Advisory Community, as well as attend meetings/trainings, field trips and serve as volunteers.

**Program Weakness:** getting parents to volunteer

# Lancaster Head Start and Early Head Start Self- Assessment

## Mental Health Services

Mental Health services are readily available for children, families, and staff. The Lancaster County School District has a signed agreement with the South Carolina Department of Mental Health through Catawba Family Services. Our program is supported by a licensed mental health consultant.

**Program Strengths:** Program is supported by a licensed mental health consultant who provides training for both parents and staff. Consultant is also available for classroom observations and parent/teacher conferences.

**Program Weakness:** The need for more availability/time with mental health consultant and quicker follow-up by parents during referral process.

## Parent Education: Home-based

**Program Strengths:** The program continues to meet its funded enrollment.

**Program Weakness:** Due to the new rule which makes homeless and children in foster care placement categorically eligible, it can be a little more difficult for prenatal infants to gain access to center base slots/vacancies.

## Child Development and Health Services: Curriculum and Assessment

Program Strengths:

- Information in the child files shows that parents are given the opportunity to provide input into the education and child development services that are planned for their child.
- Written classroom curriculum plans include alignment with Head Start's Five Essential Domains of Child Development and Learning, as well as the SC Early Learning Standards.
- The program has utilized the web-based COR Advantage for tracking, analyzing, and reporting patterns of progress and accomplishment in child learning and development.
- All teaching staff meet high educational qualifications, with (1) possessing an Infant/Toddler CDA, (10) AA degree, (5) BA degree, and (4) Master degree.
- The program supports ongoing staff development and training

## **Lancaster Head Start and Early Head Start Self- Assessment**

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- Part-Time Mentor Coach that provides mentoring, coaching and professional development to Head Start Teachers and Teachers Assistants

### **Program Weaknesses:**

- Higher education standards and low wages have made teacher recruitment and retention of qualified teaching staff and substitutes difficult. It is extremely difficult to find qualified teachers who want to work for EHS when teaching positions in public schools pay at a higher rate. Substitutes are being used in long term classroom assignments
- Head Start Teachers Assistants and EHS Childcare Teachers are serving as transportation monitors with little planning time. The lack of consistent teaching staff affects the quality of interactions and relationships with children and parents as-well as continuity of care.
- Increase the teachers' knowledge / self-awareness in working with students emotional and behavioral disorders.
- Increase training & technical assistance to enhance proactive steps in identifying 'emotional triggers' in the classroom

### **Nutrition/Disability/Facility**

#### **Child Development and Health Service: Prevention & Early Intervention (Nutrition)**

### **Program Strengths**

- Variety of food is made available to children, taking into account cultural and ethnic preference.
- Special dietary needs for individual children are accommodated.
- The Southside menus are completed by the Lancaster County School District, menus meets the USDA regulation and the CACFP meal pattern guideline.
- Registered Dietitian ensures special dietary needs of individual children are met,

### **Program Weakness:**

- Provide a better system to share nutritional information to families that promotes nutrition and physical activity, health and safety in the home.

# **Lancaster Head Start and Early Head Start Self- Assessment**

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## **Child Development and Health Service: Disabilities Services**

### **Program Strengths:**

- All agencies that provide disability service on site signs a confirmation form to ensure they are providing services to children with and IFSP based on the documented goals (outcome) within the EHS setting as documented within the IFSP.
- Teachers complete a monthly IFSP/ IEP & Speech Goals, Teachers Outcome Report to ensure goals from IFSP/IEP are implemented into their lesson plan and daily activities.
- Collaboration with the LCSD- Student Services Part B to receive notification of transition, staffing with parents within the development of the IEP and provide copies of screening, evaluations, IEP and result of any documentation throughout the school year to disability coordinator.

### **Program Weakness:**

- Participation in public agency child finds plan under the Part C of the IDEA to recruit children with disabilities including children with severe disabilities.
- Develop a better and simpler working system for making referral to the School District for children needed speech.
- Develop a better and simpler working the system to make referrals to the Part C program and for speech only.
- Having professional development time for staff training relating to particular areas of disabilities.

## **Communication**

### **Program Strengths:**

- The program has been written policies and procedures pertaining to communication
- Staff communication with families, provide in their primary language.
- Good communication with parents on daily, weekly, and monthly basis thru written notes, phone calls, home visits, and newsletters
- Board packages and minutes submitted to Policy Council and Governing Board in timely manner

### **Program Weakness:**

- Still needs more assistance in translations. We have minimum translation or translator for written notes, verbal communications, forms, brochures and newsletters to non-English speaking families

# **Lancaster Head Start and Early Head Start Self- Assessment**

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- Need to utilize various methods to improve communication with the staff

## **Corrective Actions:**

- Seek assistance from Hispanic parent and community to help with translation.
- Identify a form of language communication system that will translate in the appropriate language
- Weekly management staff meetings
- Utilize emails, interoffice communication memos to share information in a timely manner

## **Facilities, Materials, Equipment & Child Health & Safety**

### **Physical Environment**

#### **Program Strengths:**

- Maintaining current parent/guardian emergency contact and staff carry list on field trips and during evacuations.
- Trained staffs in hand washing, diapering changing and administering first aid.
- Staff notifies parents when child is sick or injured.
- Children are supervised at all times.

#### **Program Weakness:**

- Ensure that toys are cleaned and sanitized as needed between each used by individual children.
- Increase staffs awareness and training in emergencies: Nature disaster, community violence, and remove of a child by an unauthorized adult or adult who is intoxicated.
- Need more appropriate equipment to meet the number of children on the playground
- Need to enhance play area for infants on the playground.

## **Fiscal Management**

#### **Program Strengths:**

- Budget is developed and approved to meet program requirements
- Budget is monitored and all funds used for appropriate allocations
- All federal regulations are followed and maintain compliances

#### **Program Weaknesses:**

- None identified

## **Human Resource and Management**

#### **Program Strengths:**

- Annual performance evaluations completed
- On-going training and education provided to staff
- Staff's experience and expertise in content area

# **Lancaster Head Start and Early Head Start Self- Assessment**

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- Contract with health services personnel and nutritional consultants
- Good consultation with local mental health professional in providing mental health services

## **Program Weaknesses**

- None identified

## **Program Self-Assessment and On-going monitoring**

### **Program Strengths:**

- Assessment of children developmental milestones are assessed and documented monthly and appropriate refers are made when deemed necessary
- Assessment of program effectiveness to determine strengths and weaknesses for improvement of program

### **Program Weaknesses:**

- Need more parent and community involvement in self-assessment process of the program

## **Corrective Actions:**

- Survey parents and community partners to determine what days and times will better suit majority schedule time to assist in developing community and self-assessment

## **Management System and Procedures**

### **Program Planning**

#### **Program Strengths:**

- Written plans developed and updated as revision occurs
- Self- assessment developed and used as a guide to improve program
- Great collaboration with Research and Development in obtaining and gathering data to help develop community assessment

#### **Program Weaknesses:**

- None identified

## **Program Design and Management**

### **Program Governance**

#### **Program Strengths:**

- Governing Body great attendance and representation at Policy Council meetings
- Great Governing Body support in the operation of the EHS and HS Program

## **Lancaster Head Start and Early Head Start Self- Assessment**

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### **Program Weaknesses:**

- Many of the policy council parents are working or attending school therefore their attendance is sporadic

### **Corrective Actions:**

- During orientation survey parents to determine what days and times will better suit majority schedule so attendance can approve