



Head Start/Early Head Start Annual Report

Family and Children's Services Program Year 2015

Approved by the Policy Council _____April 25, 2016_____
Approved by the Board of Directors _____April 27, 2016_____



Coastal Community Action, Inc. is a Private Nonprofit Organization



"Nothing you do for children is ever wasted..." Garrison Keillor, Author, Storyteller

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Introduction-Head Start/Early Head Start

Head Start/Early Head Start is a federally-funded program that promotes comprehensive services and school readiness for eligible children 0-5-years-old by enhancing their social, cognitive, physical and emotional development. The Head Start program at Coastal Community Action, Inc. provides a positive, safe environment that promotes early childhood learning through five domains: language and literacy, cognition and general knowledge, physical development and health, social and emotional development and approaches to learning. The program further addresses the five domains of learning by providing resources and support through content areas designed to ensure the effectiveness of all aspects of the needs of children and their families. These content areas are: Education and Child Development Services, Health and Nutrition Services, Disabilities and Mental Health Services, Parent, Family and Community Engagement, and Transportation and Facilities Safety. The program receives an average of \$6.3 million dollars annually by the Administration for Children and Families, Office of Head Start. Funded enrollment is for 759 children: 617 Head Start and 142 Early Head Start. Eligible families must reside in Carteret, Craven, Jones or Pamlico counties, and meet the income requirements set forth by the U. S. Department of Health and Human Services (HHS). Coastal Community Action, Inc. administers six child development centers and partners with Craven County Family Literacy-Craven County Public Schools (remote sites) to provide Head Start, NC Pre-K, and Early Head Start services. The program offers two options for services: Center-Based and Home-Based.



Program Overview: Head Start/Early Head Start Child Development Centers

All Head Start/Early Head Start Child Development Centers operated at CCA are licensed Five-Star centers located in Carteret, Craven and Pamlico Counties. Current data for 2014-2015:

Center/Location	Head Start	Head Start/ NC Pre-K	Early Head Start	Total
Beaufort, Beaufort	53	18	24	95
Duffyfield, New Bern	72	18	N/A	90
FR Danyus, New Bern	126	18	32	176
Godette, Havelock	90	36	24	150
Newport, Newport	35	18	N/A	53
Pamlico, Grantsboro	26	18	8	52

Head Start services are offered to children at two Remote Sites in Craven County through a partnership with Craven County Family Literacy:

Public School Site/Location	Head Start/ NC Pre-K	Total
James W. Smith, Cove City	36	36
Vanceboro Farm Life, Vanceboro	36	36

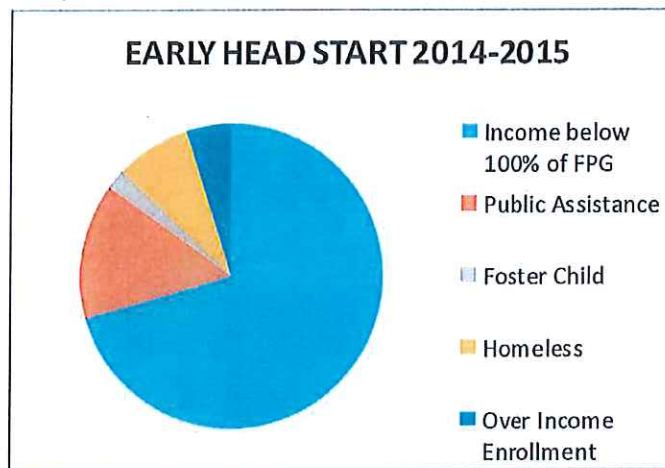
Home-Based Services

Home-based services are provided children for Head Start/Early Head Start in Carteret, Craven, Jones and Pamlico Counties. Children and parents experience the classroom through Socializations, held at the Duffyfield Child Development Center twice per month.

Home-Based Option	Head Start	Early Head Start	Total
All four counties	9	54	63

Eligibility, Recruitment, Selection, Enrollment, Attendance (ERSEA)
HS/EHS Participant Families' Eligibility 2014-2015

Eligibility Indicator	# of HS Families	# of EHS Families
100% below poverty	569	140
Public Assistance	39	28
Foster Care	6	3
Homeless	45	15
Over Income	53	10



	HEAD START
<i>Income below 100% of FPG</i>	92%
<i>Public Assistance</i>	6%
<i>Foster Child</i>	1%
<i>Homeless</i>	7%
<i>Over Income Enrollment</i>	8%

Recruitment and Selection

Activities for recruiting eligible families with children for enrollment into Head Start and Early Head Start are planned annually and implemented through a variety of collaborations, which include the public school systems, faith-based, civic and community organizations. Promotional materials indicating the importance of Head Start/Early Head Start are also distributed during recruiting events. Several events are sponsored in collaboration with respective county Partnerships for Children, conferences and training workshops targeting teachers and parents, local festivals, and community fairs for various ethnicities and cultures represented in the service area. Children are selected based on the criteria.



2014-2015 Enrollment

ENROLLMENT TYPE	HS	EHS
Number of Children Funded	617	142
Cumulative Enrollment	712	196
2 nd Year Students	157	29
3 or More Years	79	1
Number in Home-based	9	54
Children with Disabilities	79	14

Average attendance for children enrolled in HS/EHS programs: 85%

Children's Health and Well-Being



Child Health Data

Number of Children With:	HS	EHS
Health Insurance	693	172
Medicaid	617	154
State Child Health Insurance	0	0
Private Health Insurance	33	5
Other Health Insurance	44	14
No Health Insurance	19	7
Medical Home	706	175
Dental Home	574	115

Child Health Screenings

Cumulative Number of Children Receiving Screenings Within 45 Days of Enrollment:	HS	EHS
Developmental	706	181
Hearing	675	148
Vision	675	148
Dental	677	170

Child Health Outcomes

Cumulative Number of Head Start Children Identified with Chronic Health Problems and Received Services:	HS	EHS
Asthma	66	7
Anemia	2	0
Hearing Difficulties	2	0
Vision Difficulties	11	1
Obese Weight*	31	n/a
Overweight*	144	n/a
Underweight*	32	n/a
High Lead Content	0	0
Juvenile Diabetes	0	0

*Weights (over, under, obese) not measured for health outcomes for Early Head Start children.

Nutrition Services: Healthy Meals and Snacks



The Child and Adult Care Food Program (CACFP), funded through USDA (United States Department of Agriculture), ensures that all children are provided healthy meals each day for breakfast, lunch and snacks while enrolled in Head Start and Early Head Start. Meal planning and menus are developed by a licensed dietician and reviewed by parent committees, Board and Policy Council. Menus are posted at each center each week for parents to review, in both English and Spanish. Menus also are translated for other limited-English proficient families. The Health and Nutrition Manager also provide training and support to parents for healthy meal planning and training for budgeting for foods that provide optimal health benefits.

Disabilities and Mental Health Services

Table 1 and Table 2 indicates the number of children receiving services for special needs while enrolled in the program.

Table 1. Early Head Start

Number of Early Head Start Children Receiving Disabilities/Mental Health Services:	EHS
Behavior/Mental Health	6
Mental Health Assessment	4
Outside MH Referrals	3
Early Intervention/ Individualized Family Service Plan (IFSP)	18
Follow-up required from developmental, sensory and behavioral screenings	4

Table 2. Head Start

Number of Head Start Children Receiving Disabilities/Mental Health Services:	HS
Behavior/Mental Health	20
Mental Health Assessment	26
Outside MH Referrals	8
Individualized Education Program (IEP)	79
Follow-up required from developmental, sensory and behavioral screenings	14

Disabilities/Mental Health Screenings

The chart below provides a glimpse of the number of Head Start Children that were identified with a primary diagnosed disability and received services for treatment and behavior management for successful school readiness for 2014-2015:

Number of Head Start Children Receiving Disabilities/Mental Health Services:	HS
Health Impairment (defined by IDEA) (IDEA: Individuals with Disabilities Act)	1
Emotional Disturbance	0
Speech or Language Impairments	42
Intellectual Disabilities	0
Hearing Impairment/Including Deafness	1
Orthopedic Impairment	0
Visual Impairment/Including Blindness	0
Specific Learning Disability	1
Autism	3
Traumatic Brain Injury	0
Non-categorical/Developmental Delay	32
Multiple Disabilities (excluding deafness and blindness)	0



Education and Child Development Services



The education and development of children enrolled in Head Start and Early Head Start is supported by comprehensive services through the program to endorse school readiness for children transitioning on a yearly basis from Head Start to kindergarten. Maximizing early education services for 4-5 year-olds, the agency is in partnership with the public school systems in Carteret, Craven, Jones and Pamlico Counties to provide the North Carolina Pre-K services for eligible children that are also enrolled in Head Start. Of the 34 Head Start classrooms, seven are blended with NC Pre-K. The number of children receiving dual-program services: 36 children in Carteret County, 72 children in Craven County, and 18 children in Pamlico County. Additionally, four classrooms at two remote sites, James W. Smith Elementary School in Cove City and Vanceboro Farm Life in Vanceboro also provide NC Pre-K services to 72 children enrolled in Head Start. Home-based children in Head Start and Early Head Start receive the same services with one-on-one educational instructions with a Home Visitor. Twice per month children and families participate in Socializations to provide a center-based experience. Teaching staff and Home Visitors work collaboratively with Family Development Specialists to ensure families receive comprehensive services to ensure needed support to keep children healthy and

safe. Child Care Services offer extended care for children of working mothers and fathers and/or attending school, in training, or enrolled in the Work First Program, and for those parents that need child care beyond the HS/EHS day, and/or during the summer months.

Comprehensive Services and School Readiness

School readiness for children is measured by an early learning framework, which evaluates individual child outcomes using five essential domains for learning for pre-school-aged children:

Language and Literacy Development
Cognition and General Knowledge
Approaches to Learning
Physical Well-being and Motor Development
Social and Emotional Development

School Readiness Goals

Social and Emotional Development

1. Children will engage in healthy relationships and interactions with adults and peers
2. Children will display a healthy range of emotional expression and learn positive alternatives to aggressive or isolating behavior

Language and Literacy Development

3. Children will comprehend increasingly complex and varied vocabulary
4. Children will use language to express ideas and needs, engage in conversation, and communication with others

Cognition and General Knowledge

5. Children will observe and collect information and use it to ask questions, predict, explain and draw conclusions to gain a better understanding of information and activities

Physical Well-Being and Motor Development

6. Children will understand and practice healthy and safe habits

Approach to Learning

6. Children will show an interest in varied topics and activities, a desire to learn, creativity and independence in learning



Child Outcomes

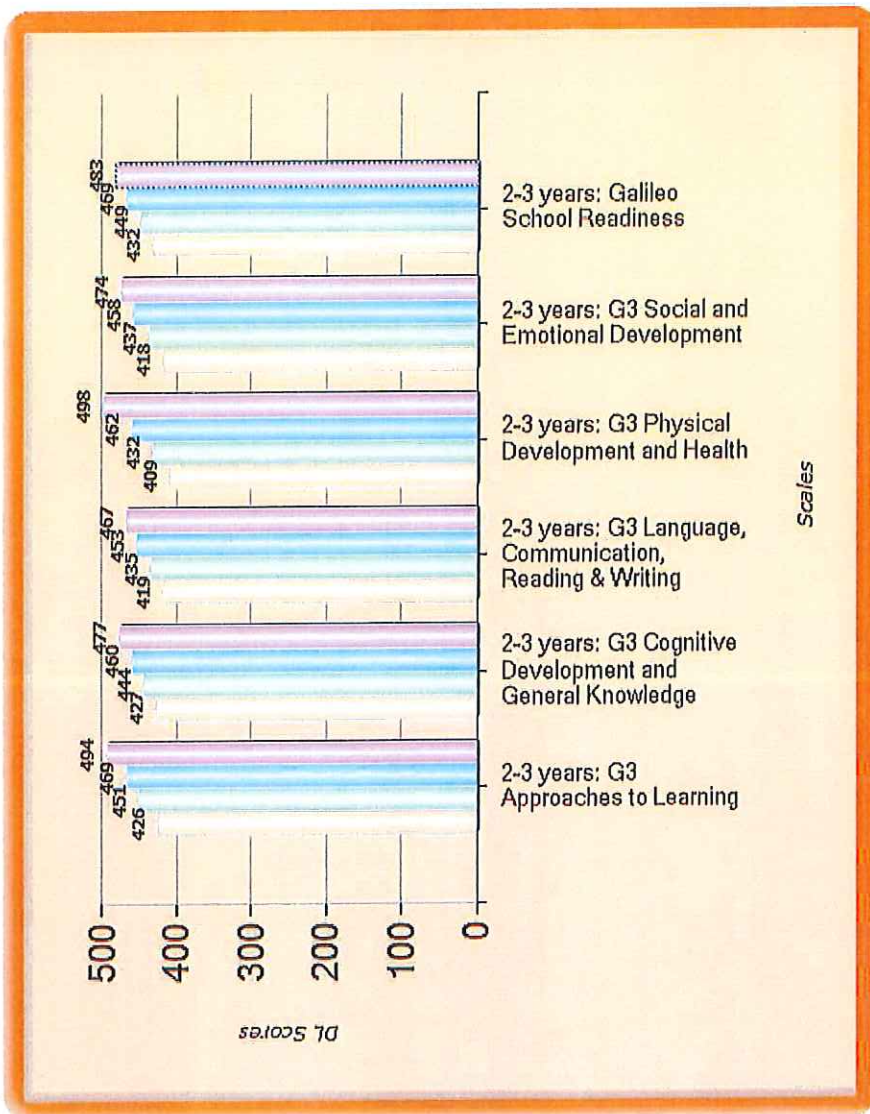
To track child outcomes at intervals, the Education and Child Development team formerly used an online assessment tool known as Galileo. Since September 2015 the program has fully implemented ChildPlus! a comprehensive web-based data tracking system to assess children and families enrolled in the program.

The charts on the following pages provide outcomes for Head Start/NC Pre-K, Early Head Start children enrolled for the 2014-2015 program year:

2 year olds- All Children: Center Based and Home Based

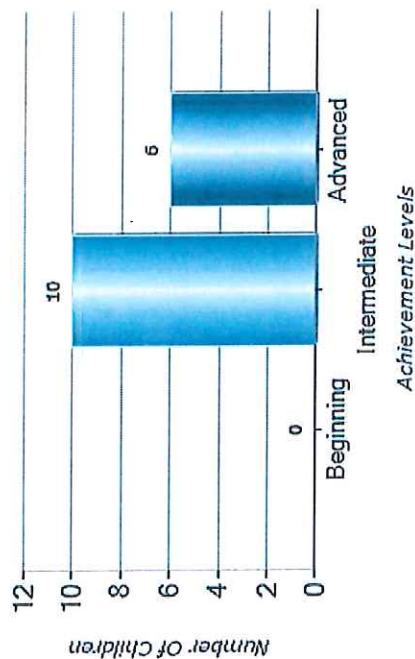
Centers in Coastal Community Action
Centers: Beaufort CDC, Duffield, F.R. Danyus, Godette, Home-Based, Newport, Pamlico

Only children with observations in all periods are included: Yes



Scale: 2-3 years: Galileo School Readiness
Period: 4/18/2015 to 8/14/2015
DL Range for scale: 354 to 581

Progress Data Detail



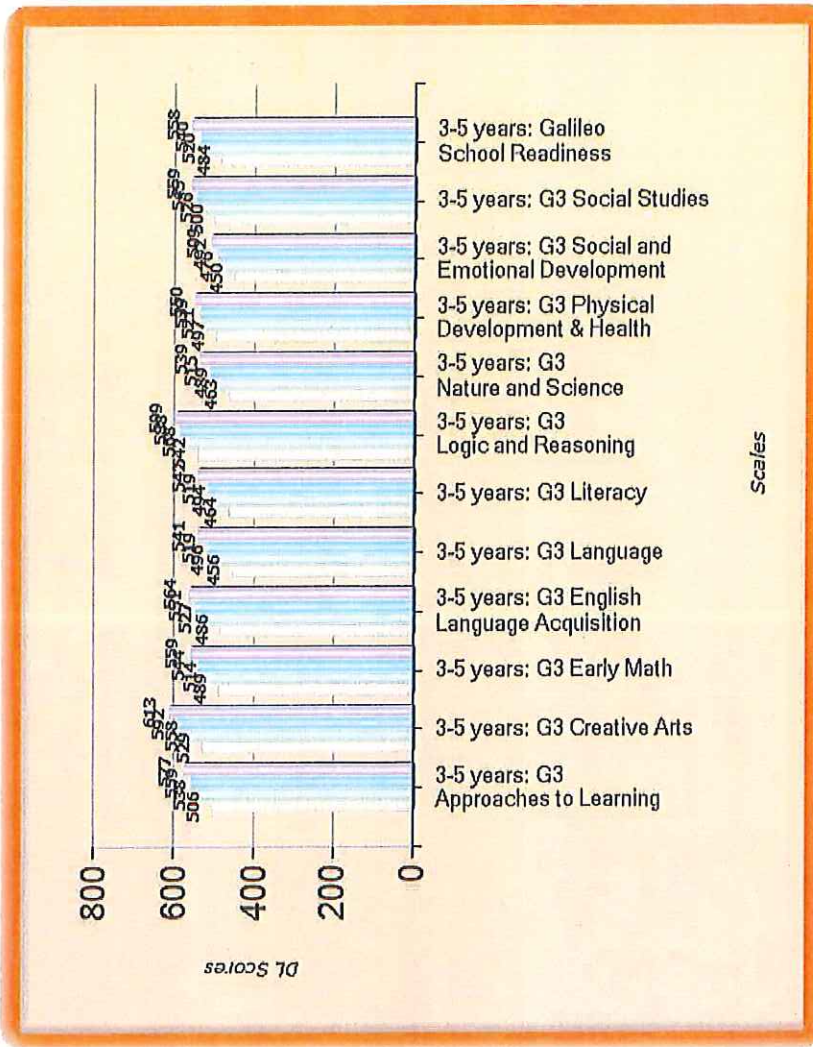
Level (# of capabilities)	# of children
Beginning (0 - 12)	0
Intermediate (13 - 26)	10
Advanced (27 - 40)	6

		DL scores (# of children)				
		G3 Approaches to Learning	G3 Cognitive Development and General Knowledge	G3 Language, Communication, Reading & Writing	G3 Physical Development and Health	G3 Social and Emotional Development
Period 1	9/1/2014	426 (15)	427 (18)	419 (19)	409 (13)	418 (16)
Period 2	10/25/2014	451 (15)	444 (18)	435 (19)	432 (13)	437 (16)
Period 3	1/24/2015	469 (15)	460 (18)	453 (19)	462 (13)	458 (16)
Period 4	4/18/2015	494 (15)	477 (18)	467 (19)	458 (13)	474 (16)
DL Gain		68	50	48	89	56
						51

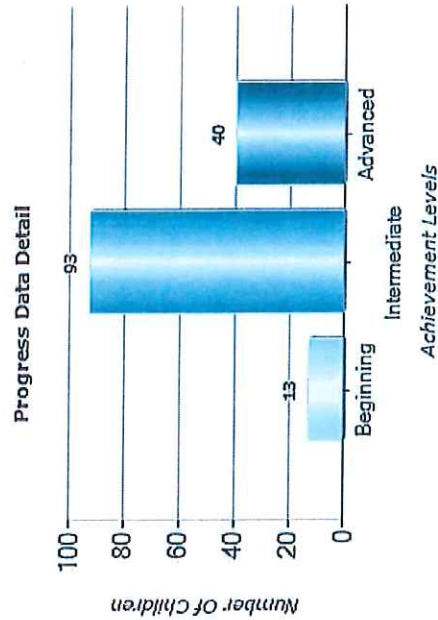
Coastal Community Action 2014-2015 PY 4th Period Aggregation 9/1/14-8/14/15

3 to 5 year olds- Center Based and Home Based

Centers in Coastal Community Action
Centers: Beaufort CDC, Duffield, F.R. Danyus, Godette, Newport, Pamlico
Only children with observations in all periods are included: Yes



Scale: 3-5 years: Galileo School Readiness
Period: 4/18/2015 to 8/14/2015
DL Range for scale: 348 to 701



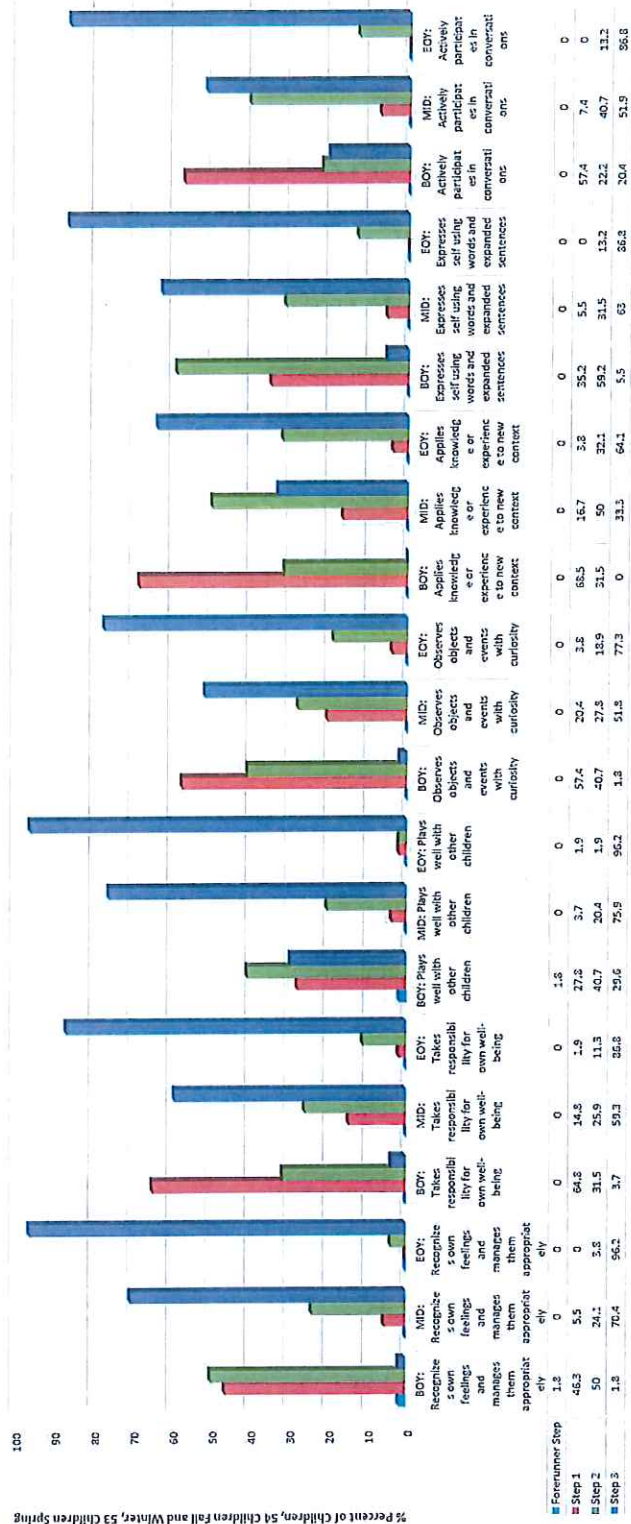
Level (# of capabilities)	# of children
Beginning (0 - 28)	13
Intermediate (29 - 58)	93
Advanced (59 - 88)	40

	DL scores (# of children)												
	G3 Approaches to Learning	G3 Creative Arts	G3 Early Math	G3 English Language Acquisition	G3 Language	G3 Literacy	G3 Logic and Reasoning	G3 Nature and Science	G3 Physical Development & Health	G3 Social and Emotional Development	G3 Social Studies	Galileo School Readiness	
Period 1	9/1/2014	506 (64)	529 (64)	489 (82)	486 (11)	456 (52)	464 (82)	542 (41)	463 (64)	497 (50)	450 (52)	500 (56)	484 (146)
Period 2	10/24/2014	538 (64)	558 (64)	514 (82)	527 (11)	496 (52)	494 (82)	568 (41)	489 (64)	521 (50)	476 (52)	526 (56)	520 (146)
Period 3	1/24/2015	559 (64)	592 (64)	544 (82)	551 (11)	519 (52)	519 (82)	588 (41)	515 (64)	539 (50)	492 (52)	545 (56)	540 (146)
Period 4	4/18/2015	577 (64)	613 (64)	599 (82)	564 (11)	541 (52)	542 (82)	599 (41)	539 (64)	550 (50)	509 (52)	559 (56)	558 (146)
DL Gain		71	84	70	78	85	78	57	76	53	59	59	74

Forerunner Step 1 Step 2 Step 3

BOY: Recognizes own feelings and manages them appropriately
 MID: Recognizes own feelings and manages them appropriately
 EOY: Recognizes own feelings and manages them appropriately
 BOY: Takes responsibility for own well-being
 MID: Takes responsibility for own well-being
 EOY: Takes responsibility for own well-being
 BOY: Plays well with other children
 MID: Plays well with other children
 EOY: Plays well with other children
 BOY: Observes objects and events with curiosity
 MID: Observes objects and events with curiosity
 EOY: Observes objects and events with curiosity
 BOY: Applies knowledge or experience to new context
 MID: Applies knowledge or experience to new context
 EOY: Applies knowledge or experience to new context
 BOY: Expresses self using words and expanded sentences
 MID: Expresses self using words and expanded sentences
 EOY: Expresses self using words and expanded sentences
 BOY: Actively participates in conversations
 MID: Actively participates in conversations
 EOY: Actively participates in conversations

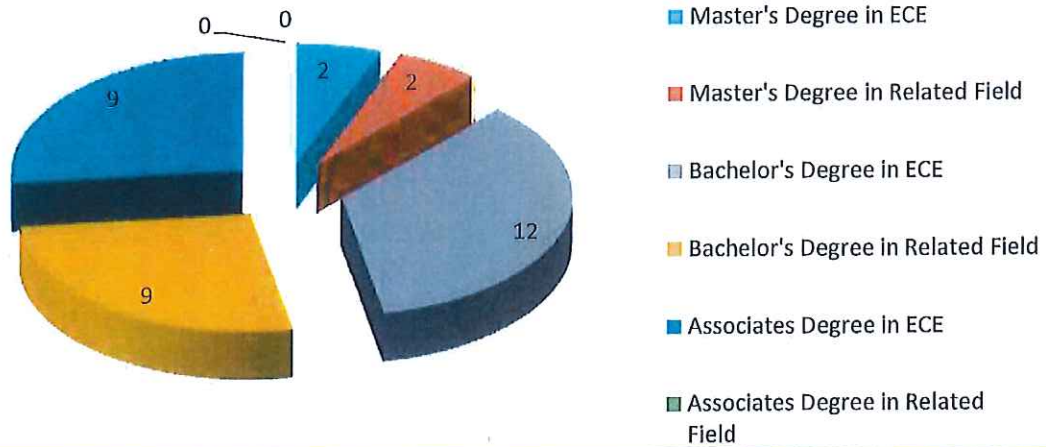
Craven County Family Literacy 2014-2015
 Creative Curriculum School Readiness Goals, Child Outcomes



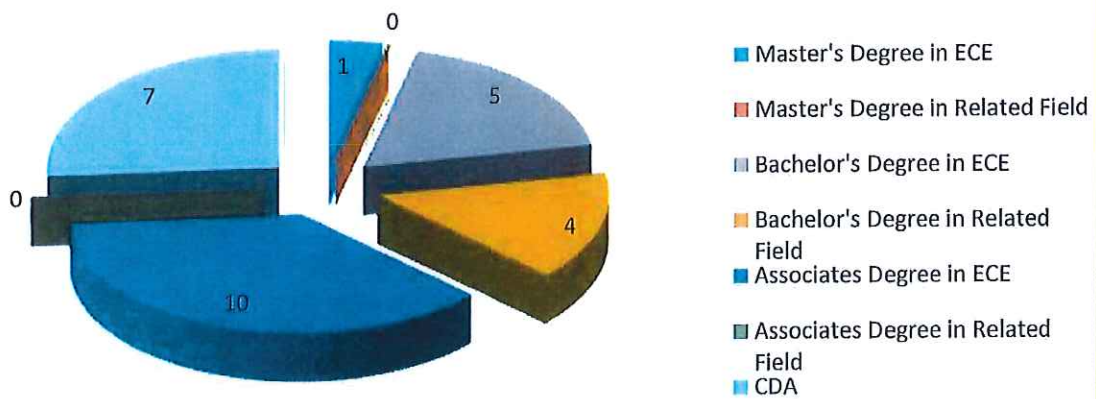
Education Staff Qualifications

The data presented below reflects the educational level of classroom staff for 2014-2015

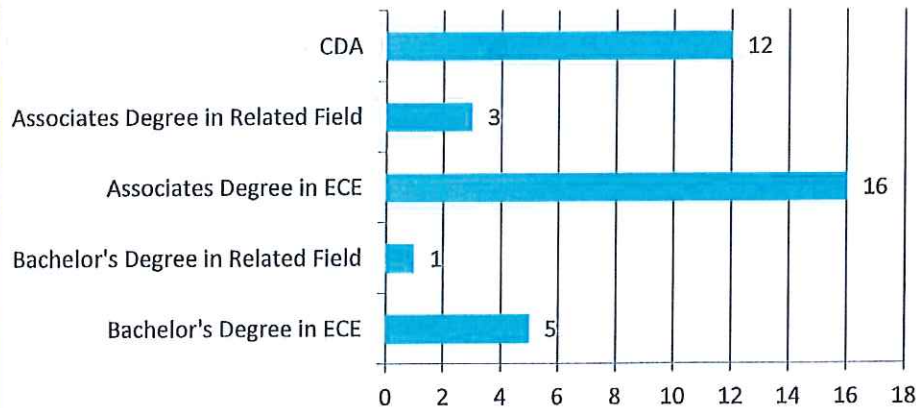
Head Start Teacher Qualifications



Early Head Start Teacher Qualifications



Head Start Teacher Aide Qualifications



Parent, Family and Community Engagement

Head Start is different from virtually all other anti-poverty programs as it requires parent involvement in the design and delivery of services. Parent involvement helps to ensure that the services provided to families are of the highest quality and that services align with the needs of the community. It also helps parents develop decision-making and leadership skills. Accordingly, the Performance Standards require that all Head Start programs involve parents in program planning, policies, and operations of the Head Start program serving their children. The Head Start Policy Council is the primary vehicle for involving parents in decision-making concerning their CCA, Inc. Head Start/Early Head Start Program. Each of our centers benefits from family-centered activities coordinated by parent committees to include center wide parent training events, parent activities, and parent-child celebrations. The Parent, Family and Community Engagement component area has provides an average of 18 workshops annually to parents for life-skills training in employment readiness, positive parenting, housing options and home ownership preparation, how to effectively communicate with teaching staff, and have provided the necessary tools for parents to access community resources to meet their needs.

Parent Involvement

Success Story

Naomi Summage, mother of Madison Summage, is another one of my parents that have been very successful with their Family Partnership goals this school year. Madison also has a little brother that is not quite two. When Madison started the school year with us mom did not have a

license or a car but did have a part time job close to school. Naomi still lives at home and would be able to get a ride so she could go to work. They live out in a very rural area a distance from work and school. She would get her son to his daycare then bring Madison here to us. Many mornings mom would be sitting here waiting before I even got to work. She would volunteer in the room with us and then walk to work when it was time. Since the beginning of the school year mom has got her permit, then her license, and had enough money saved up to insure and put her car on the road. Naomi is now working at least 40 hours at her local job and goes to work at a local camp on weekends and is now waiting for repairs to be made on her new rental home. Mom has also become one of our STAR parents and has volunteered close to 40 hours in our classroom!

Funding Allocations and Expenditures

2014-2015	
Head Start	\$4,521,432
Early Head Start	\$1,734,018
Non-Federal Share	\$1,270,359

Other Resources

CACFP \$378,248.00

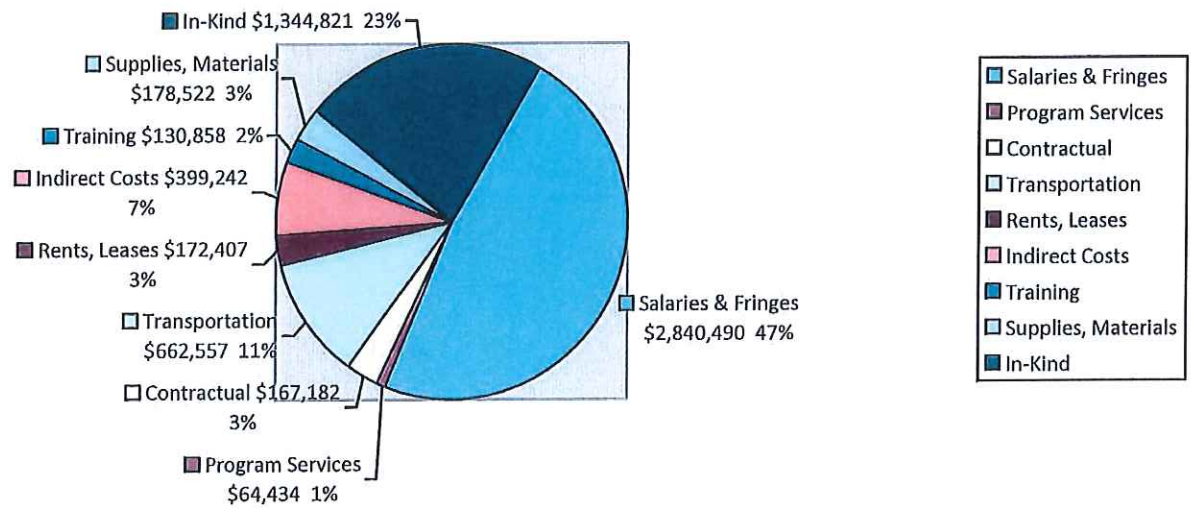
Craven County Partnership for Children \$76,000.00

NC Pre-K Contracts \$467,463.00

Community Services Block Grant \$413,602.00

Program Expenditures by Percentage

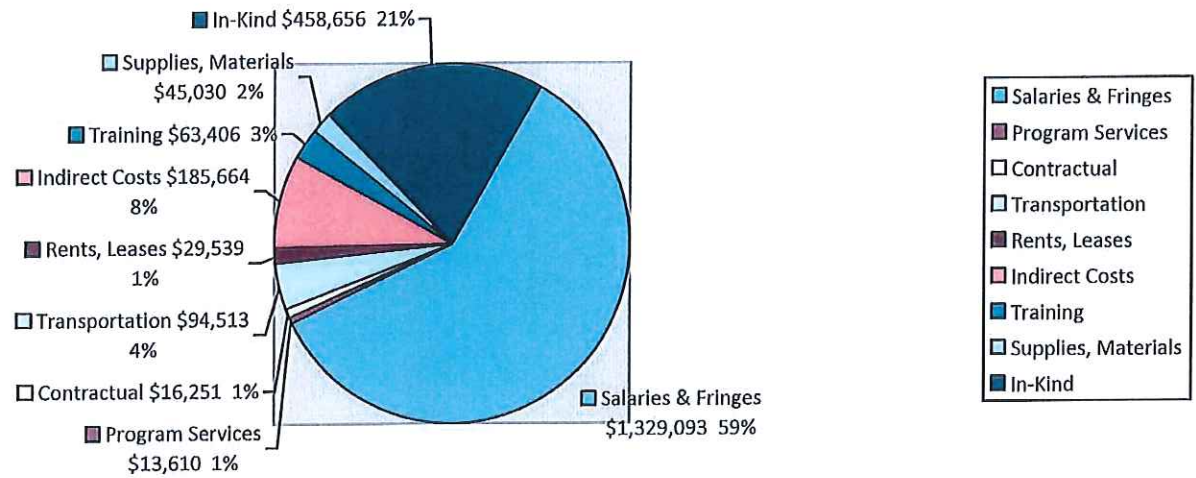
Head Start



Program Year Ending August 31, 2015

Program Expenditures by Percentage

Early Head Start



Program Year Ending August 31, 2015

Self-Assessment

Each year a Self-Assessment of the program is conducted in January. The 2014-2015 Self-Assessment was conducted January 22-March 6, 2015. Raw data is maintained and the results are compiled and a Quality Improvement Plan is developed by the program director, deputy program director and content areas managers. Self-Assessment tools are used: Interviews, checklists and file/folder reviews, and the CATscan (Comprehensive Assessment Tool) developed by Western Kentucky University. The Quality Improvement Plan is presented to the Board of Directors, Policy Council, staff, parents and all community partners participating on the team. All data and findings are provided to the Board and Policy Council for approval, and finally, submitted to the Office of Head Start with the Five-Year Grant Application for Head Start/Early Head Start.

Community Assessment

The most recent Community Assessment was completed in August 2015. A copy of the results was distributed to all stakeholders, community partners, county commissioners, and hard copies are available in the CCA Administrative Office in Newport.

External Reviews, Monitoring and Accountability

In November 2015 the Head Start/Early Head Start program at CCA received an Aligned Monitoring Review event for Environmental Health and Safety. The review tested all environments, inside classrooms and playgrounds, buses, human resources, and all policies and procedures related to the health and safety of children. One concern was noted regarding one classroom because of the age of the building. Corrective action was administered prior to the end of the review. A copy of the letter from the Office of Head Start is attached to the report, along with results from the Fiscal Integrity/ERSEA and CLASS Aligned Monitoring Reviews.

Annual Audit Report

For the last six years Coastal Community Action, Inc. has received an annual conducted by Petway, Mills & Pearson. Audit reports for program year 2014-2015 had no administrative, fiscal or programmatic findings. Complete audit reports are presented to the Board of Directors and the Policy Council during regular meetings for each governing body. All audit reports are posted on the CCA website for public review at www.coastalca.org.



Program Governance 2014-2015

Policy Council Officers

Christy Strickland, Chair
Lawrence Berdan, Vice-Chair
Erica Miller, Secretary
Amanda Knapp, Treasurer
Patricia Purnell, Board Representative

Board of Directors Executive Committee

John M. Smith, Chair
Susan M. Lacy, Vice-Chair
Robert Underhill, Corporate Secretary
Leslie "Skeet" Woolard, III, Treasurer

Executive Director

Paula A. Dickson, CCAP

Family and Children's Services Program Director

Charlotte A. Neely

Family and Children's Services Deputy Program Director

Suzanne Gifford

Appendices

Partners/Collaborators

Aligned Monitoring Results-Letters from ACF/OHS

Partners/Collaborators (This list may not include specific individuals within groups)

Beaufort Housing Authority

Boys' and Girls' Clubs of Coastal Carolina

Care 2 U Medical Services

Caroline's House

Carteret Community College

Carteret County Area Transportation System

Carteret County Department of Social Services

Carteret County Health Department

Carteret County Public Schools

Carteret Smart Start-Partnership for Children

Craven Area Rural Transit System

Children's Developmental Services Agency

Coastal Children's Clinic

Coastal Women's Shelter

Community Action Partnership

Cooperative Extension, Carteret, Craven and Jones Counties

Craven Community College

Craven County Department of Social Services

Craven County Family Literacy

Craven County Health Department

Craven County Public Schools

Craven Smart Start-Partnership for Children
Division of Workforce Solutions, Carteret and Craven Counties
Down East Council for Hispanic and Latino Affairs
Dr. Stanley Rule
Easter Seals United Cerebral Palsy Transitions
Family Promise
Fishes and Loaves
Genesis 457
Greene Lamp, Inc. (Community Action Agency)
Interfaith Refugee Council
Jones County Department of Social Services
Jones County Education Center-Lenoir Community College
Jones County Health Department
Jones County Public Schools
Jones County Smart Start-Partnership for Children
Martha's Mission
Mount Olive University-New Bern Campus
National Council on Aging
National Head Start Association
Neuse River Community Development Corporation
Neuse River Housing Alliance
New Bern Housing Authority

North Carolina Community Action Association

North Carolina Head Start Association

Pamlico Community College-Pamlico JobLink

Pamlico County Department of Social Services

Pamlico County Health Department

Pamlico County Public Schools

Pamlico Smart Start-Partnership for Children

Peletah Ministries, New Bern

Promise Place

Religious Community Services

Salvation Army, Craven and Pamlico Counties

Smile Mobile

Speech Plus Therapy

Trinity Presbyterian Church, Havelock

Twin Rivers Opportunities

Uniforms PRN-The Shoe Boutique

United Missionary Baptist Church, New Bern

WAGES, Inc. (Community Action Agency)



JONES COUNTY PARTNERSHIP FOR CHILDREN

PAMLICO COUNTY PARTNERSHIP FOR CHILDREN



Craven County Schools

Craven County, North Carolina

Pamlico County Schools

We Do What's Best For Children



**JONES COUNTY
PUBLIC SCHOOLS**



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 4th floor Switzer Memorial Building, 330 C Street SW, Washington DC | eclkc.ohs.acf.hhs.gov

To: Board Chairperson
Mrs. Susan Lacy
Board Chairperson
Coastal Community Action, Inc.
303 McQueen Blvd
Newport, NC 28570-8121

From: Responsible HHS Official
Dr. Blanca Enriquez
Director, Office of Head Start

Blanca E. Enriquez / 2/14/16
Date

Overview of Findings

From 1/11/2016 to 1/15/2016, the Administration for Children and Families (ACF) conducted a Fiscal/ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance) review event for the Coastal Community Action, Inc. Head Start and Early Head Start programs. We wish to thank the governing body, Policy Council, staff, and parents of your program for their cooperation and assistance during the review event. This Head Start Review Event Report has been issued to Mrs. Susan Lacy, Board Chairperson, as legal notice to your agency of the results of the on-site review event.

Based on the information gathered, no area of noncompliance was found during the course of the review. Accordingly, no corrective action is required at this time.

During your review, the team used a sampling methodology that included a random selection of child files. If your report includes findings related to evidence that involved sampling, the finding narratives in your report include specific percentages from each sample that were determined by dividing the number of issues found by the total sample size. This methodology, which uses statistically driven random samples, allows the OHS to use information collected through the representative samples to make generalizations regarding your program as a whole.

For example, if, during your review, the reviewer(s) examined a sample of 45 child files, the finding narrative will indicate the percentage of files that were identified with an issue. The percentage will be determined by dividing the number of child files with issues by 45.

Please contact your ACF Regional Office with any questions or concerns you may have about this report.

Distribution of the Head Start Review Report

Copies of this report will be distributed to the following recipients:

Capt. Robert Bialas, Regional Program Manager
Ms. Christy Strickland, Policy Council Chairperson
Mrs. Paula Dickson, CEO/Executive Director
Ms. Charlotte Neely, Head Start Director

Overview Information

Review Type:	<i>Fiscal/ERSEA</i>
Organization:	<i>Coastal Community Action, Inc.</i>
Program Type:	<i>Head Start and Early Head Start</i>
Field Lead:	<i>Ms. Stephanie Moore</i>
Funded Enrollment HS:	<i>617</i>
Funded Enrollment EHS:	<i>142</i>

Glossary

A glossary of terms has been included to explain the various terms used throughout this report.

Item	Definition
Compliance Measure (CM)	The specific statements that collectively assess the level of program performance for each Key Indicator, focusing on one or more Federal regulations critical to the delivery of quality services and the development of strong management systems.
Strength	A new and/or unique way of reaching the community.
Compliant	No findings. Meets requirements of Compliance Measure.
Concern	An area or areas of performance which need improvement or technical assistance. These items should be discussed with the Regional Office and do not include a timeframe for correction.
Noncompliance	A finding that indicates the agency is out of compliance with Federal requirements (including, but not limited to, the Head Start Act or one or more of the performance standards) in an area or areas of program performance, but does not constitute a deficiency. Noncompliances require a written timeline of correction and possible technical assistance (TA) or guidance from their program specialist, and if not corrected within the specified timeline, can become a deficiency.
Deficiency	<p>An area or areas of performance in which an Early Head Start or Head Start grantee agency is not in compliance with State or Federal requirements (including but not limited to, the Head Start Act or one or more of the regulations) and which involves:</p> <p>(A) A threat to the health, safety, or civil rights of children or staff;</p> <p>(B) A denial to parents of the exercise of their full roles and responsibilities related to program governance;</p> <p>(C) A failure to perform substantially the requirements related to Early Childhood Development and Health Services, Family and Community Partnerships, or Program Design and Management; or</p> <p>(D) The misuse of Head Start grant funds.</p> <p>(ii) The loss of legal status or financial viability, as defined in part 1302 of this title, loss of permits, debarment from receiving Federal grants or contracts or the improper use of Federal funds; or</p> <p>(iii) Any other violation of Federal or State requirements including, but not limited to, the Head Start Act or one or more of the performance standards of this title, and which the grantee has shown an unwillingness or inability to correct within the period specified by the responsible HHS official, of which the responsible HHS official has given the grantee written notice of pursuant to section 1304.61.</p>

Fiscal Integrity

CM#	Compliance Measure	Compliance Level
FIS 1.1	The grantee's financial management systems provide for effective control over and accountability for grant and sub-grant funds, property, and other assets and ensure they are used solely for authorized purposes.	Compliant 75.302(b)(4-5), 75.352(d)(1-3), 75.352(f-g), 75.501(b)
FIS 1.2	The grantee sought and received prior approval in writing for budget changes where prior approval is required and obtained approval for hiring designated key personnel. The grantee made no expenditures, no changes to key personnel, and no changes to the scope of the program that required prior approval from the Regional Grants Management Officer (or designee).	N/A 75.308(b), 75.308(c)(1-3)
FIS 1.3	The grantee has obtained and maintained required insurance coverage for risks and liabilities.	Compliant 1301.11(a-b), 75.317
FIS 2.1	Financial reports and accounting records are timely and complete and contain accurate information pertaining to grant or sub-grant awards, authorizations, obligations, unobligated balances, assets, liabilities, outlays (total expenditures), income, and interest. Reports include: • SF-425 (paper-based Federal Financial Report filed with the Regional Office) • SF-425 (web-based Federal Cash Transactions Report filed with Division of Payment Management) • USDA/Child and Adult Care Food Program (CACFP) reports	Compliant 1304.23(b)(1)(i), 1304.51(b), 75.302(b)(2-3)
FIS 3.1	The grantee implemented procurement procedures that met, at a minimum, all requirements specified in the applicable Federal, State, and local statutes, regulations, and administrative rules for Federal grants, including a written code or standards of conduct governing the performance of its employees engaged in awarding and administering contracts. The grantee can demonstrate that contractual agreements were met.	Compliant 1309.54, 642(c)(1)(B)(iv)(X)(aa), 75, App II (B, B), 75.327(b), 75.327(c)(1-2), 75.327(h-i), 75.328(a)(1-7), 75.328(b), 75.329(a-b), 75.329(f)(1-4), 75.403(a-g), 75.509(a-c)
FIS 4.1	Original time records are prepared and properly signed by the individual employee and approved by a responsible supervisory official, and an appropriate methodology is used to allocate salaries among Head Start and other programs.	Compliant 75.430(h)(1)(i-ii), 75.430(h)(2-3), 75.430(h)(4)(i-v), 75.430(h)(5)(i-ii), 75.430(h)(6), 75.430(h)(7)(i-ii), 75.430(h)(8), 75.430(i)(1)(i-vii), 75.430(i)(1)(viii)(A-C), 75.430(i)(3-4), 75.430(i)(5)(i)(A-C), 75.430(i)(5)(ii-iii), 75.430(i)(6-8)
FIS 4.2	Head Start or Early Head Start grant funds are not used as any part of the monetary compensation (e.g. salary, bonuses, severance) of an individual employed by the grantee who is paid at an annual rate in excess of Executive Level II (\$183,300, effective January 2015).	Compliant 653(b)
FIS 4.3	Total compensation for personal services, including employee wages and incentive-	Compliant

	compensation payments, charged to the grant are allowable and reasonable.	75.430(a)(1), 75.430(b-f)
FIS 5.1	The grantee has implemented procedures to determine allowability, allocability, and reasonableness of costs charged against its Head Start and Early Head Start (EHS) grant awards as required by the applicable cost principles. If the grantee is required to allocate costs among funding sources (including Head Start and EHS awards), the program utilizes a method for allocating costs that reflects the relative degree of benefit for each program receiving the benefit of the allocated cost.	Compliant 75.309(a), 75.404(a-e), 75.405(a)(1, 3), 75.405(b-c, e)
FIS 5.2	Indirect cost charges are supported by a negotiated Indirect Cost Rate Agreement, are claimed under a valid election to charge a de minimis rate or are included in a written, internally maintained cost allocation plan identifying a reasonable basis for allocating all shared costs of the organization.	Compliant 1301.32, 75.405(a)(2), 75.405(d), 75.414(f)
FIS 5.3	The grantee can demonstrate all contributions of non-Federal share (NFS), including cash and third-party in-kind, are necessary and reasonable for accomplishing program objectives, allowable under applicable cost principles, and allocable if also benefiting another award. Financial records are sufficient and support the verification of adherence to applicable cost principles.	Compliant 75.306(b)(1-3), 75.306(e-g), 75.306(i)(1-3), 75.434(d)
FIS 5.4	During each funding period reviewed, the grantee charged to the award only costs resulting from obligations incurred during the funding period.	Compliant 75.309(a)
FIS 6.1	The grantee has established the allowability of costs for owned or leased facilities and has adequately protected any Federal Interest in facilities through the filing of Notices of Federal Interest, insurance, and maintenance of property records. Compensation for the use of facilities owned by the grantee, a delegate agency, or other related party was through depreciation or use allowance based on the cost of the facility (excluding costs paid by Head Start). The grantee obtained advanced Regional Office permission for any mortgage or loan agreements using collateral property acquired or subject to major renovation using Head Start funds and has ensured that mortgage/loan agreements include the required provisions. There were no occupancy costs charged to the Head Start award in connection with a facility owned by the grantee or a delegate agency (or occupancy costs for these facilities were below the testing threshold).	N/A 1309.10, 1309.20, 1309.21(b), 1309.21(d)(1-3), 1309.21(d)(4)(i-iii), 1309.22(a-c), 1309.23(a)(1-2), 1309.23(b), 1309.31(b), 1309.40, 75.436(a-b), 75.436(c)(1-4), 75.436(d)(1-5), 75.436(e), 75.465(a-b), 75.465(c)(1-3), 75.465(c)(4)(i-vii), 75.465(c)(5-6)
FIS 6.2	The grantee has safeguarded equipment purchased using Head Start funds by maintaining complete and accurate equipment records, verifying the accuracy of records by conducting a physical inventory, and following disposition requirements. The grantee obtained advance Regional Office permission for any encumbrance of equipment acquired using Head Start funds. Testing not performed because (a) the total cost of equipment purchased from any Head Start award did not exceed \$50,000 or (b) in the last three years, the grantee did not purchase any piece of equipment with a unit cost of \$25,000 or more.	N/A 75.320(a)(2), 75.320(d)(1-2), 75.320(e)(1-4)

ERSEA

CM#	Compliance Measure	Compliance Level
ERSEA 1.1	When monthly average daily attendance in center-based programs falls below 85 percent (except in the case of illness or well-documented absences), the causes of	Compliant 1305.8(a-b)

	absenteeism are analyzed, and the program initiates appropriate family support as needed.	
ERSEA 2.1	Program staff verified each child's eligibility and included in each file a statement signed by a program employee identifying the child's eligibility category and the documents examined to determine eligibility.	Compliant 1305.4(c-e)
ERSEA 2.2	The program enrolls children who are categorically eligible (who fall within defined income-eligibility requirements). Defined Eligibility Requirements include: <ul style="list-style-type: none">• Family income is below the poverty line• Family or child receives public assistance (SSI and TANF)• Family is homeless• Child is a foster child Additional income-eligibility requirements: <ul style="list-style-type: none">• Ten percent of children enrolled in the program may be over the income threshold• An additional 35 percent of children who are not categorically eligible may be from families whose income is between 100 and 130 percent of poverty	Compliant 645(a)(1)(B)(iii)(I-II)
ERSEA 3.1	Actual program enrollment is composed at least 10 percent of children with disabilities.	Compliant 1308.5(c)(1-4), 640(d)(1)
ERSEA 3.2	The program enrolled 100% of its funded enrollment and ensures an active and ranked waiting list is maintained at all times.	Compliant 642(g)

— END OF REPORT —



ADMINISTRATION FOR
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Office of Head Start | 8th Floor Portals Building, 1250 Maryland Ave, SW, Washington DC 20024 | eclkc.ohs.acf.hhs.gov

To: Board Chairperson
Mrs. Susan Lacy
Board Chairperson
Coastal Community Action, Inc.
303 McQueen Blvd
Newport, NC 28570-8121

From: Responsible HHS Official
Dr. Blanca Enriquez
Director, Office of Head Start

Blanca E. Enriquez 12/8/15
Date

Overview of Findings

From 11/2/2015 to 11/4/2015, the Administration for Children and Families (ACF) conducted an Environmental Health and Safety (EnvHS) review event for the Coastal Community Action, Inc. Head Start and Early Head Start programs. We wish to thank the governing body, Policy Council, staff, and parents of your program for their cooperation and assistance during the review event. This Head Start Review Event Report has been issued to Mrs. Susan Lacy, Board Chairperson, as legal notice to your agency of the results of the on-site review event.

Based on the information gathered, no area of noncompliance was found during the course of the review. Accordingly, no corrective action is required at this time.

Please contact your ACF Regional Office with any questions or concerns you may have about this report.

Distribution of the Head Start Review Report

Copies of this report will be distributed to the following recipients:

Mr. Robert Bialas, Regional Program Manager
Ms. Christy Strickland, Policy Council Chairperson
Mrs. Paula Dickson, CEO/Executive Director
Ms. Charlotte Neely, Head Start Director

Overview Information

Review Type:	EnvHS
Organization:	Coastal Community Action, Inc.
Program Type:	Head Start and Early Head Start
Field Lead:	Mrs. Patricia Habersaat
Funded Enrollment HS:	617
Funded Enrollment EHS:	142



Glossary

A glossary of terms has been included to explain the various terms used throughout this report.

Term	Definition
Compliance Measure (CM)	The specific statements that collectively assess the level of program performance for each Key Indicator, focusing on one or more Federal regulations critical to the delivery of quality services and the development of strong management systems.
Strength	A new and/or unique way of reaching the community.
Compliant	No findings. Meets requirements of Compliance Measure.
Concern	An area or areas of performance which need improvement or technical assistance. These items should be discussed with the Regional Office and do not include a timeframe for correction.
Noncompliance	A finding that indicates the agency is out of compliance with Federal requirements (including, but not limited to, the Head Start Act or one or more of the performance standards) in an area or areas of program performance, but does not constitute a deficiency. Noncompliances require a written timeline of correction and possible technical assistance (TA) or guidance from their program specialist, and if not corrected within the specified timeline, can become a deficiency.
Deficiency	<p>An area or areas of performance in which an Early Head Start or Head Start grantee agency is not in compliance with State or Federal requirements (including but not limited to, the Head Start Act or one or more of the regulations) and which involves:</p> <ul style="list-style-type: none"> (A) A threat to the health, safety, or civil rights of children or staff; (B) A denial to parents of the exercise of their full roles and responsibilities related to program governance; (C) A failure to perform substantially the requirements related to Early Childhood Development and Health Services, Family and Community Partnerships, or Program Design and Management; or (D) The misuse of Head Start grant funds. <p>(ii) The loss of legal status or financial viability, as defined in part 1302 of this title, loss of permits, debarment from receiving Federal grants or contracts or the improper use of Federal funds; or</p> <p>(iii) Any other violation of Federal or State requirements including, but not limited to, the Head Start Act or one or more of the performance standards of this title, and which the grantee has shown an unwillingness or inability to correct within the period specified by the responsible HHS official, of which the responsible HHS official has given the grantee written notice of pursuant to section 1304.61.</p>

Summary of Findings

Finding Type	Applicable Standards	Program Type	Grant	Timeframe	Compliance Level
Safe and Clean Environments	1304.53(a)(7)	HS	04CH4755	N/A	Concern
Safe and Sanitary Practices	1304.22(c)(1-2)	HS	04CH4755	N/A	Concern

Environmental Health & Safety

CNA#	Compliance Measure	Compliance Level
EnvHS 1.1	<p>The program provides safe, healthy, and clean environments by ensuring:</p> <ul style="list-style-type: none"> • Safety inspections are conducted regularly • Children are not exposed to environmental toxins or pollutants • Environments are clean and sanitary • Materials, equipment and facilities are age-appropriate and accessible to children • Facilities are well maintained and in good repair • Environments are free from hazards and are designed to prevent injury or harm to children <p>The program has not ensured the safety and health of children by keeping facilities, materials, and equipment well maintained, clean, and in good repair.</p> <ul style="list-style-type: none"> • 1 to 4% of the items on the Health and Safety Checklist indicated a concern <p>Additionally,</p> <ul style="list-style-type: none"> • In 1 to 10% of the program's settings, an item on the Health and Safety Checklist indicated a concern. 	<p>Concern 1304.53(a)(7)</p>
EnvHS 1.2	The program ensures facilities are prepared for and equipped to prevent emergencies.	<p>Compliant 1304.22(a)(1, 3), 1304.53(a)(10)(v-vii), 1306.35(b)(1), 1306.35(b)(2)(ii-iii)</p>
EnvHS 1.3	All facilities comply with State and local licensing requirements including, but not limited to, child care licensing, fire and building inspections, and occupancy permits.	<p>Compliant 1306.30(e), 1306.35(d)</p>
EnvHS 2.1	<p>The program implements sanitation and hygiene practices to ensure the health and safety of all staff, volunteers, and children. This includes:</p> <ul style="list-style-type: none"> • Handwashing • Cleaning of spilled bodily fluids • Diapering 	<p>Compliant 1304.22(e)(1)(i-iv), 1304.22(e)(3-5)</p>
EnvHS 2.2	<p>The program's Nutrition program is designed and implemented to:</p> <ul style="list-style-type: none"> • Comply with USDA nutrition requirements • Ensure food safety, including all meals are void of choking hazards • Ensure that breast milk and formula are handled appropriately (when applicable) • Meet the individual nutritional needs and feeding requirements of each child (including children with special dietary, medical, or disability needs) 	<p>Compliant 1304.23(b)(1), 1304.23(b)(1)(vi), 1304.23(e)(2)</p>
EnvHS 2.3	The program ensures the effective management of medication according to physician instructions, including proper labeling, storage, and administration.	<p>Concern 1304.22(c)(1-2)</p>

In 1 to 10% of the program's settings, child or adult medications were not labeled, stored under lock and key, or refrigerated, if necessary.

EnvHS 3.1	Prior to employing an individual, the program obtains a: • Federal, State, or Tribal criminal record check (CRC) covering all jurisdictions in which it provides Head Start services to children • Federal, State, or Tribal CRC as required by the law of the jurisdiction in which the program provides Head Start services • CRC as otherwise required by Federal law	Compliant 648A(g)(3)(A-C)
EnvHS 3.2	The program ensures the maintenance of appropriate class and group sizes based on the predominant age of the children.	Compliant 1304.52(g)(1), 1306.20(g)(1-2), 1306.32(a)(1-6)
EnvHS 3.3	The program arranges all outdoor play areas to prevent children from getting into unsafe and/or unsupervised areas. The program also ensures that children en route to play areas are not exposed to vehicular traffic without supervision.	Compliant 1304.53(a)(9), 1306.35(b)(2)(vi)
EnvHS 3.4	The program ensures children are released only to a parent, legal guardian, or other individuals as designated in writing by the parent or legal guardian.	Compliant 1310.10(g)
EnvHS 3.5	Staff actively supervise children at all times.	Compliant 1304.52(j)(1)(iii), 1306.35(b)(2)(iv)
EnvHS 3.6	Staff use positive child guidance when responding to undesired behavior.	Compliant 1304.52(j)(1)(iv)
EnvHS 4.1	The program's vehicles are properly equipped.	Compliant 1310.10(d)(1-4), 1310.12(a), 1310.12(b)(2)
EnvHS 4.2	At least one bus monitor is aboard the vehicle at all times.	Compliant 1310.15(e)
EnvHS 4.3	Each bus monitor, before duty, has been trained on: • Child boarding-and-exiting procedures • Use of child restraint systems • Required paperwork • Emergency response and evacuation procedures • Use of special equipment • Child pick-up and release procedures • Pre- and post-trip vehicle checks	Compliant 1310.17(f)(2)
EnvHS 4.4	The program ensures that persons employed to drive vehicles receive the required behind-the-wheel and classroom training before transporting children.	Compliant 1310.17(b)(1-7)

— END OF REPORT —

FY 2016 Environmental Health & Safety Monitoring Report Appendix

This appendix provides details on issues identified during observation of centers and classrooms during the Environmental Health & Safety monitoring event. The information is organized by grantee center and classroom. It includes findings associated with noncompliances and deficiencies identified in the review report as well as issues related to concerns, which do not require corrective action but may warrant attention. The Office of Head Start has provided this resource to assist grantees in continuous program improvement. The review report itself, to which this appendix is attached, remains the official, legal notice communicating findings that require correction. The federal regulations associated with each of the findings are provided in the official report. This appendix is designed to be used in conjunction with the official report.

Center	Classroom	CM	Item Type	Details
FR Danyus Child Development Center	FRD12	EnvHS1.1	Area of Concern	The program did not provide for the maintenance and repair of its facilities. There was a wet, stained ceiling tile and a 3-foot-long gap between the baseboard and flooring that was in need of repair.
Godette Child Development Center	GDT05	EnvHS2.3	Area of Concern	During the November 2015 review, a child's medication, for Albuterol, was not in the original container. In addition, the medication expired in December 2013.



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Office of Head Start | 4th floor Switzer Memorial Building, 330 C Street SW, Washington DC | eclkc.ohs.acf.hhs.gov

To: Board Chairperson

Mrs. Susan Lacy

Board Chairperson

COASTAL COMMUNITY ACTION, INC.

303 McQueen Blvd

Newport, NC 28570-8121

From: Responsible HHS Official

Dr. Blanca Enriquez

Director, Office of Head Start

Blanca E. Enriquez
03/25/2016

Results from CLASS™ Observations

Thank you for your support during the recent Office of Head Start onsite CLASS™ review conducted from 03/07/2016 to 03/10/2016 of your Head Start program.

Observations were conducted in preschool center-based classrooms using the Pre-K Classroom Assessment Scoring System (CLASS™). The CLASS™ tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven point scale. Please share these results with the appropriate governing board, policy council, management, staff and stakeholders.

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	6.1700	Classroom Organization	5.8267	Instructional Support	3.1867

DIMENSIONS					
Positive Climate	6.10	Behavior Management	6.04	Concept Development	2.98
Negative Climate*	1.00	Productivity	6.12	Quality of Feedback	3.22
Teacher Sensitivity	5.90	Instructional Learning Formats	5.32	Language Modeling	3.36
Regard for Student Perspectives	5.68				

*Note: To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspective scores, then divide by 4.

For more information on CLASS™ domains and dimensions, please see the attached description and visit the Early Childhood Learning and Knowledge Center, National Center on Quality Teaching and Learning at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching>.

If you have any questions, please contact your Regional Office.

cc: *Mr. Robert Bialas*, Regional Program Manager
Ms. Christy Strickland, Policy Council Chairperson
Mrs. Paula Dickson, CEO/Executive Director
Ms. Charlotte Neely, Head Start Director

About CLASS™

The Improving Head Start for School Readiness Act of 2007 requires that the Office of Head Start (OHS) include in the monitoring reviews of Head Start agencies a valid and reliable research-based observational instrument that assesses classroom quality, including the assessment of multiple dimensions of teacher-child interactions that are linked to positive child outcomes and later achievement.

CLASS™ assesses interactions between children and teachers in three broad domains of classroom quality: Emotional Support, Classroom Organization, and Instructional Support. The Office of Head Start believes that the domains of quality measured by CLASS™ remain central to its approach to child development and education and serve as important indicators of the future school readiness of all Head Start children.

For all dimensions*, the scoring principles are as follows¹:

Low range score

1—The low range description of the CLASS™ dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the low range are present.

2—The low range description of the CLASS™ dimension mostly fits the classroom and/or teacher, but there are one or two indicators that are in the middle range.

Middle range score

3—The middle range description of the CLASS™ dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the low range.

4—The middle range description of the CLASS™ dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the middle range are present.

5—The middle range description of the CLASS™ dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the high range.

High range score

6—The high range description of the CLASS™ dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the middle range.

7—The high range description of the CLASS™ dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the high range are present.

*Note: The Negative Climate dimension is inversely scored with a higher score indicating lower quality. For all other dimensions and domains, a higher score indicates higher quality.

The scores from each class observation are averaged across the grantee to result in **grantee-level** dimension scores. The grantee dimension scores are then used to calculate the grantee-level domain scores.

The scores from CLASS™ observations can be used for a variety of purposes, including professional development, program improvement, policy, goal-setting and monitoring. The Office of Head Start began using the CLASS™ for monitoring purposes in FY2010 to collect information on the experiences of children at each grantee.

In FY2012, OHS refined the use of the CLASS™ in monitoring to include the use of a randomly selected sample of center-based preschool classes for observations, a clearly articulated methodology followed by CLASS™ reviewers, and additional support for the CLASS™ reviewer pool. For each preschool class selected in the sample, trained and certified CLASS reviewers conduct two 20 minute observations and score at the dimension level using a 7-point scale at the end of each observation cycle.

¹ Pianta R, La Paro K, Hamre, B. *Classroom Assessment Scoring System Manual—Pre-K*, Paul H. Brookes Publishing Co., 2008.

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