

Grant Narrative

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Section I: Program Design and Approach to Service Delivery

Sub-Section A: Goals

(a., b., c., and d.)

Program Goals, Measurable Objects, and Expected Outcomes

| Program Goals 2025-2030 | |
|--|--|
| Program Goal #1 - Year 1 | |
| <i>JCECP will achieve and maintain a CLASS score of 5 or above in Emotional Support and Classroom Organization and be at or above the designated threshold in the area of Instructional Support.</i> | |
| Measurable Objective | |
| <i>70% of Head Start classrooms will score at or above a 5 in Emotional Support, 5 in Classroom Organization, and be above the HS designated threshold in Instructional Support.</i> | |
| Activities or Action Steps | |
| 1. Provide additional CLASS training to teaching staff | |
| 2. Provide additional support by classroom interventionist to increase scores through monthly observations and feedback | |
| 3. For teachers scoring below the threshold in Fall, conduct 2 cycles in the Spring to be averaged with Fall results for an average score for the year | |
| 4. Review and analyze data to determine if objective is met and discuss reasons why if not met | |
| 5. Collaborate with other HS Programs/Consultants to conduct CLASS observation and training | |
| 6. Utilize Practice-Based Coaching Model to increase staff knowledge and abilities to implement CLASS strategies | |
| 7. Redesign and strengthen coaching plans to support classroom staff by utilizing classroom interventionists to the fullest degree | |
| Data, Tools, or Methods for Tracking | |
| CLASS Reliability Training | |
| Certificates of Completion | |
| Training Agendas | |
| Quality Assurance Implementation Plan | |
| | |
| | |

| Program Goals 2025-2030 | |
|--|--|
| Program Goal #1 - Year 1 | |
| <i>JCECP will achieve and maintain a CLASS score of 5 or above in Emotional Support and Classroom Organization and be at or above the designated threshold in the area of Instructional Support.</i> | |
| Expected Outcome | |
| <i>Staff will maintain or increase CLASS scores by implementing effective CLASS strategies and fostering a positive and educational classroom climate.</i> | |

| Progress/Outcomes | Challenges |
|---|--|
| The average scores for 23-24 were above this threshold, but there has been a 25% turn over rate in classroom staff since the last review. | Staff turnover within the program |
| The VPK version of the CLASS in November of 2024 scored 50% of teachers below a 3 in instructional support. | Teacher reluctance to adapt to CLASS model |

| Program Goals 2025-2030 | |
|--|----------------------------|
| Program Goal #2 - Year 1 | |
| <i>JCECP will strengthen family involvement to empower families to grow as stakeholders in their children's education.</i> | |
| Measurable Objectives | |
| <i>70% of Head Start and Early Head Start families will participate in at least 3 family involvement opportunities to include participation in parent education sessions, family activities, parent literacy, participation in parent center and Policy Council meetings</i> | |
| Activities or Action Steps | |
| 1. Increase parent participation in Ready Rosie | |
| 2. Provide families opportunities to complete "Topic of Educational Interests" surveys to plan activities needed or desired | |
| 3. Utilize input from Parent Committee, Policy Council, Advisory Councils, Self-Assessment teams and staff for ideas to increase participation | |
| 4. Incorporate various resources in the community around these topics | |
| 5. Provide parent education sessions that support healthy lifestyles addressing nutrition, social/emotional needs, behaviors, etc. | |
| 6. Implement an incentive program to increase family involvement with a focus on parent education attendance | |
| 7. Design parent education activities to include hands-on experiences with resources | |
| 8. Provide a survey to all families for input on obstacles that prevent participation and suggestions for improvements | |
| 9. Review family involvement data to determine if objective was met | |
| Data, Tools, or Methods for Tracking | |
| Meeting Agendas | Child Plus reports |
| Sign In Sheets | Parent Feedback |
| Surveys | Ready Rosie Data Dashboard |

| Program Goals 2025-2030 | |
|--|---|
| Program Goal #2 - Year 1 | |
| <i>JCECP will strengthen family involvement to empower families to grow as stakeholders in their children's education.</i> | |
| Expected Outcome | |
| <i>Families will increase participation to gain knowledge and become greater stakeholders in their children's education.</i> | |
| Progress/Outcomes | Challenges |
| 50% of parents participate in monthly family activities. | Getting parents to sign up for Ready Rosie. Multiple invitations are sent but some of the parents still do not respond. |
| 50% of families participate in Ready Rosie | Recruiting parents to participate in meetings |
| Participation in parent center meetings and education sessions is less than 5% | Scheduling around work schedules of parents |

| Program Goals 2025-2030 | |
|---|--|
| Program Goal #3 - Year 1 | |
| <i>JCECP will enable and encourage new staff development and continued professional development for current staff in order to recruit, retain, and promote a highly qualified and effective early childhood staff in all facets of the program.</i> | |
| Measurable Objectives | |
| <i>Retain 92% of high-quality staff and maintain 6% of current and newly hired staff enrolled in continuing or higher education programs.</i> | |
| Activities or Action Steps | |
| 1. Provide training throughout the school year | |
| 2. Maintain the program status with T.E.A.C.H. scholarship to provide financial assistance for staff | |
| 3. Implement Mentoring Coaching model based on Practice-Based Coaching model | |
| 4. Utilize the Marzano Growth Model with Teachers and Instructors to guide professional development | |
| 5. Provide Practice-Based Coaching for all staff | |
| 6. Research new initiatives and trainings to increase staff effectiveness | |
| 7. Partner with other agencies to provide observation opportunities | |
| 8. Provide leadership "shadowing" experiences for classroom staff | |
| Data, Tools, or Methods for Tracking | |

| | |
|-----------------------------------|--|
| Growth Plans with action steps | TEACH Scholarship to support continued education |
| Yearly Training Needs Assessments | Practice-Based Coaching and Mentoring Logs |
| Inservice & training logs | |

| Program Goals 2025-2030 | |
|---|--|
| Program Goal #3 - Year 1 | |
| <i>JCECP will enable and encourage new staff development and continued professional development for current staff in order to recruit, retain, and promote a highly qualified and effective early childhood staff in all facets of the program.</i> | |
| Expected Outcome | |
| <i>Maximize the retention of highly effective staff and provide training and support to newly hired staff and staff with professional development needs.</i> | |
| Progress/Outcomes | Challenges |
| On-going research to find training opportunities for staff to increase effectiveness has provided a few opportunities | Getting staff to commit to trainings outside the school day even when they are paid extra for their time has been a challenge. |
| Practice-based coaching is provided to all classrooms. | Offering training and shadowing opportunities during the school day has been a challenge due to the lack of quality substitutes. |
| Training has been provided during pre-planning days and on-going training is offered through zoom or after school. | More and more students with challenging behaviors are entering our program. |

School Readiness Goals

| School Readiness Goal |
|---|
| Approaches to Learning |
| Goal – Children will show an interest in varied topics and activities, and eagerness to learn, creativity, and independence in their interactions with activities and materials. |
| Measurable Objectives |
| By the end of the 24-25 School Year, 75% of our students will demonstrate mastery of the following skills on the Galileo Assessment |
| <ol style="list-style-type: none"> 1. Combines materials, objects, equipment in new ways to produce multiple uses. 2. Persists with a difficult or non-preferred activity. 3. Uses a variety of materials during play to represent objects and events. |
| Activities or Action Steps |
| |

| |
|---|
| Teachers will use the activities in the Frog Street Curriculum along with Galileo activities. |
| Data, Tools, or Methods to Track Progress |
| Galileo Observation Daily Tracking Sheet |
| Expected Outcomes |
| 75% or more of the students will meet or exceed this goal. |
| Expected Challenges |
| <ol style="list-style-type: none"> 1. Children with developmental delays or disabilities 2. Excessive absences 3. Inconsistent teaching due to staff turn-over. 4. Challenging behaviors that disrupt the learning environment. |

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|--|
| School Readiness Goals |
| Social and Emotional Development |
| Goal – Children will engage and maintain positive adult-child and child-child relationships and interactions. |
| Measurable Objectives |
| By the end of the 24-25 School Year, 75% of our students will demonstrate mastery of the following skills on the Galileo Assessment |
| <ol style="list-style-type: none"> 1. Follows established rules and routines in the classroom. 2. Seeks support/help from familiar adults to resolve conflicts with peers. |
| Activities or Action Steps |
| Teachers will use the activities in the Frog Street Curriculum along with Galileo activities. |
| Data, Tools, or Methods to Track Progress |
| Galileo Observation Daily Tracking Sheet |
| Expected Outcomes |
| 75% or more of the students will meet or exceed this goal. |
| Expected Challenges |
| <ol style="list-style-type: none"> 1. Children with developmental delays or disabilities. 2. Excessive absences. |

3. Inconsistent teaching due to staff turn-over.
4. Challenging behaviors that disrupt the learning environment.

School Readiness Goals

Language and Literacy

Goal – Children will use language and print as meaningful and organized symbolic systems of communication.

Measurable Objectives

By the end of the 24-25 School Year, 60% of our students will demonstrate mastery of the following skills on the Galileo Assessment

1. Uses appropriate words or gestures to share information experiences.
2. Identifies 10 or more letters (3-5 years). Identifies first letter in name (2-3 years).

Activities or Action Steps

Teachers will use the activities in the Frog Street Curriculum along with Galileo activities.

Data, Tools, or Methods to Track Progress

Galileo Observation Daily Tracking Sheet

Expected Outcomes

60% or more of the students will meet or exceed this goal.

Expected Challenges

1. Children with developmental delays or disabilities
2. Excessive absences
3. Inconsistent teaching due to staff turn-over.
4. Challenging behaviors that disrupt the learning environment.

School Readiness Goals

Cognition

Goal – Children will develop reasoning, memory, problem-solving, and thinking skills to connect experiences and organize their world.

Measurable Objectives

By the end of the 24-25 School Year, 60% of our students will demonstrate mastery of the following skills on the Galileo Assessment

1. Uses number concepts and operations.
2. Uses scientific inquiry skills by observing, predicting, comparing, and classifying.

Activities or Action Steps

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|---|
| Teachers will use the activities in the Frog Street Curriculum along with Galileo activities. |
| Data, Tools, or Methods to Track Progress |
| Galileo Observation Daily Tracking Sheet |
| Expected Outcomes |
| 60% or more of the students will meet or exceed this goal. |
| Expected Challenges |
| <ol style="list-style-type: none"> 1. Children with developmental delays or disabilities 2. Excessive absences 3. Inconsistent teaching due to staff turn-over. 4. Challenging behaviors that disrupt the learning environment. |

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|---|
| School Readiness Goals |
| Perceptual, Motor and Physical Development |
| Goal – Children will increase gross and fine motor skills and understand self-care skills to fully function and explore their environment. |
| Measurable Objectives |
| By the end of the 24-25 School Year, 65% of our students will demonstrate mastery of the following skills on the Galileo Assessment |
| <ol style="list-style-type: none"> 1. Correctly holds a pencil or crayon. 2. Completes bathroom activities independently. 3. Demonstrates increasing control and strength in gross motor skills. |
| Activities or Action Steps |
| Teachers will use the activities in the Frog Street Curriculum along with Galileo activities. |
| Data, Tools, or Methods to Track Progress |
| Galileo Observation Daily Tracking Sheet |
| Expected Outcomes |
| 65% or more of the students will meet or exceed this goal. |
| Expected Challenges |
| <ol style="list-style-type: none"> 1. Children with developmental delays or disabilities 2. Excessive absences |

- | |
|--|
| <ol style="list-style-type: none">3. Inconsistent teaching due to staff turn-over.4. Challenging behaviors that disrupt the learning environment. |
|--|

Sub-Section B: Service Delivery

1. Service Area
 - a. The Jackson County Early Childhood Program serves the Jackson County School District. Head Start and Early Head Start services are provided at the Early Childhood Center, located in Marianna, FL, which serves as the central hub for the program. Additionally, Head Start services are extended to the surrounding areas through classrooms located at elementary school sites in Cottondale, Graceville, Sneads, and Malone. Jackson County is situated in the rural northwest Florida Panhandle, approximately 50 miles northwest of Tallahassee, and borders both Alabama and Georgia.
 - b. The Jackson County Early Childhood Program is the only provider of Head Start services within the county. According to the most recent data from the World Population Review, 26.7% of households in Jackson County include children under the age of 18 that are living in poverty. The county's total population is 49,989 people, which represents a slight decrease from the previous year. Among this population, 2,450 children are estimated to be 5 years old or younger. With a poverty rate of 19.23%, it is estimated that around 471 children are eligible for Early Head Start and Head Start services. This data indicates a clear and ongoing need for these services in the county.
 - c. There are currently no delegate agencies or childcare partnerships associated with the Jackson County Early Childhood Program.
2. Needs of Children and Families
 - a.
 - i. The estimated number of children under the age of 5 in Jackson County is 2,450. With a poverty rate of 19.23%, approximately 471 of these children could be eligible for Early Head Start and Head Start services. The racial composition of Jackson County includes 69% White, 27% Black, 2% Multi-racial, and 2% other, with 5.2% of the population identifying as Hispanic. This diverse demographic is an important consideration in the program's efforts to ensure that all children, regardless of background, have access to high-quality early childhood education services. As of December 2024, 315 students within the Jackson County School District have been identified as homeless. According to the 2024 Annual Report from Florida's Council on Homelessness, there are 58 individuals experiencing homelessness within Jackson County. While specific data on homeless children ages 0-4 is unavailable, the overall number of homeless students underscores a critical need for services to support families facing housing instability. Additionally, Jackson County Early Childhood

Programs serves a significant number of children with disabilities. Currently, 1 child between birth and age 3 is enrolled in the Part C Early Steps program, which supports children with disabilities and delays. The program remains dedicated to ensuring that children with special needs receive the necessary services and support at the earliest stages of development. Together, these factors—population size, poverty levels, homelessness, and the need for services for children with disabilities—highlight the substantial demand for comprehensive early childhood development services in Jackson County.

- ii. Data regarding Early and Preschool children's education are collected from multiple sources, including parent conferences, home visits, direct teacher observations, screenings, and assessment instruments. These data provide a comprehensive view of the child's developmental progress.

Assessments focus on the following areas: Language and Literacy, Early Math, Fine and Gross Motor Development, Approaches to Learning, Creative Arts, Nature and Science, Physical Health Practices, and Social and Emotional Development. If a child scores at a “high risk” level, they may be referred to the Child Study Team and/or Preschool Specialist for further evaluation and possible testing by the school psychologist. Data from these assessments are collected and charted at three key points during the year—beginning, mid-year, and end-of-year—tracking the child's developmental progress.

All Florida kindergarten students undergo a series of assessments. STAR Early Literacy is administered within the first 30 days of school to assess school readiness. The data from prior Head Start students are analyzed to track their success in preparation for kindergarten.

Early Head Start students are screened using the Denver Developmental Screening Test. The results from these screenings and assessments guide the planning of individualized learning experiences for infants and toddlers in the Early Head Start program.

Results from screenings and assessments, as well as Kindergarten test data, are reviewed by teachers, parents, administrators, the School Board, and the Policy Council. Teachers use this data to tailor lesson plans that meet the specific needs of each child.

Significant progress has been made in helping children and families establish a medical home, resulting in greater medical stability. Each center is supported by a health aide, and a registered nurse visits on a scheduled basis. The "Smiles on Wheels" mobile dental unit, funded by a grant from the Panhandle Area Health Network, provides dental

exams and treatment to children at various sites, addressing the shortage of dentists in rural areas that accept Medicaid.

The district's ESE Preschool Specialist is located at the Head Start office, making her services easily accessible to families. She conducts mental health observations at each center and provides consultation to teachers. If necessary, referrals can be made to Life Management or other appropriate services.

Regarding nutrition, many Head Start participants are WIC clients. Teachers and Comprehensive Services staff are attentive to the nutritional needs of the children, helping parents plan balanced meals and encouraging the reduction or elimination of sugary and unhealthy snacks. Jackson County Schools Food Services provides weekend meal packs to ensure children have nutritious meals outside of school. Family service needs are addressed through the Family Partnership Agreements. Transportation and lack of employment are common concerns among parents, and the Comprehensive Services staff work to address these issues by assisting families in accessing the necessary support. The staff helps organize Parent Committees, providing meeting notices, securing locations, and distributing requested information. Referrals are made to various agencies, including private benefactors, churches, and local clubs, especially during times of special need for children and families.

- iii. In collaboration with the Early Learning Coalition of Northwest Florida, the program is addressing the childcare needs in Jackson County by providing subsidized daycare to qualifying families. Currently, the program serves 241 eligible children, and the remaining eligible children could be accommodated through the 384 available subsidized childcare slots.
- b. The Jackson County Early Childhood Programs is actively working to ensure equitable access to Head Start services for children and families most in need, particularly those from historically marginalized populations. To ensure that the program does not exacerbate existing disparities, the Jackson County Early Childhood Programs actively monitors and evaluates enrollment data, service utilization, and outcomes. This helps the program assess whether historically marginalized populations are benefiting equally from the services provided. Feedback from families and the community is regularly gathered via surveys and other communications to gauge how the program is perceived and identify areas for improvement.
 - i. The program is committed to creating culturally inclusive programming by incorporating culturally relevant materials and practices into its curriculum. Additionally, the program is focused on recruiting staff from diverse backgrounds to help bridge trust and

create a welcoming environment for families. Outreach and communication efforts are tailored to meet the needs of the county's diverse population, including bilingual staff and community liaisons who engage with families in their preferred languages. The program also partners with community organizations and leaders to raise awareness and encourage enrollment.

- ii. To address the needs of children experiencing homelessness, the program has implemented a flexible and streamlined enrollment process. This ensures that children in unstable housing situations can access services without unnecessary barriers. The program has also developed strong partnerships with local support services, allowing for direct outreach for families in crisis. The Jackson County School District also has a Homeless Support Liaison that assists families. This collaboration with the school district allows for prioritized enrollment and access to other services that directly align with the McKinney-Vento Act.
- iii. For children in foster or kinship care, the program has established strong collaborations with local child welfare agencies and foster care systems. These partnerships help identify eligible children and ensure they are prioritized for Head Start and Early Head Start services. The program provides tailored support services for foster and kinship students, including counseling and mental health support, while also offering flexibility with attendance and enrollment requirements to accommodate the unpredictable nature of foster care placements. Coordination with caseworkers ensures that the program is responsive to the needs of these children, allowing them to receive consistent care and educational support.
- iv. The program is committed to serving children with disabilities by offering an inclusive design that provides specialized supports and accommodations. This includes adapting the curriculum and providing assistive technologies to ensure that all children, regardless of their disabilities, can fully participate. Staff are trained to support children with a variety of needs, and the program works closely with Jackson County Schools' Exceptional Student Education Department, Child Find and Early Steps to align with children's Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs). Services such as speech therapy, occupational therapy, and physical therapy are provided onsite within the school day. The facilities are also designed to be physically accessible to children with mobility issues, further supporting their participation in the program. Students that

attend ESE specific classrooms also participate in inclusion activities in classrooms with peers through the day.

- v. For children who are dual language learners, the program ensures that language support services are available to foster bilingual development. Specialized strategies are implemented to promote language acquisition in both languages, including the use of translation technology. The program provides translated materials and employs bilingual staff whenever possible to ensure effective communication with families. In addition, the program offers parent education and community outreach in families' native languages, ensuring that they are fully engaged in their child's education and the Early Head Start and Head Start programs. Galileo reports are provided in Spanish, as well.

3. Proposed Program Options and Funded Enrollment Slots

- a. Jackson County Early Childhood Programs propose a center-based option for Head Start and Early Head Start services. These services will be provided in classrooms that comply with the teacher-child ratio and group size standards as outlined in the Head Start Program Performance Standards (HSPPS) 1302 Subpart B requirements. Additionally, the program will ensure that children with disabilities are served appropriately through collaboration with the School District's Exceptional Student Education Department and Children's Home Society's Early Steps Program. Pregnant women will be served in collaboration with Jackson County School Board, Healthy Start and Healthy Families, community-based organizations that accepts referrals from the Jackson County Early Childhood Programs, when registered in accordance to our eligibility criteria. Jackson County Early Childhood Programs will adhere to all other federal and state regulations regarding child safety, curriculum, health, and developmental services. All program staff will undergo continuous training to maintain compliance and ensure high-quality service delivery to all children and families in the community.

b. Locally Designed Option:

- i. This waiver request would apply to both the Head Start and Early Head Start programs.
- ii. The waiver would apply to the Head Start classrooms across all Jackson County Early Childhood Program sites.
- iii.
 - A. Center-based ratios and group size – The waiver would apply to three- and four-year-old classroom only. It would not apply to children under 24 months.
 - B. Center-based duration – This waiver is not requested.

- C. Selection of home-based option as the only option in Head Start – The waiver is not requested, as the home-based option is not part of the current proposal.
 - D. Home-based caseloads – The waiver is not requested, as there is no home-based option.
 - E. Home-based duration – The waiver is not requested, as there is no home-based option.
 - F. Family childcare ratios and group size – The 2025-2026 grant application reflects a warning concerning class size falling below the “generally” accepted number of 13 students. A waiver for this ratio is requested.
 - G. Family childcare duration – This waiver is not requested.
- iv. The rationale for this waiver request is to maintain a lower student-to-teacher ratio in certain classrooms, which is made possible by supplemental state funding sources such as Voluntary Pre-K (VPK) and Full-time Enrollment (FTE) funding for students with disabilities. These funding sources enable us to better serve a broader group of children, including those with special education needs and children who do not meet the income guidelines for Head Start but still require early childhood education services. By maintaining smaller class sizes, we can provide more individualized support to each child, which enhances the quality of education and care, particularly for children with diverse developmental needs. This waiver will allow us to maximize the use of available resources and ensure that children receive the necessary attention for their development and learning.
 - v. The number of slots to be served in the locally designed option will vary depending on the available funding and classroom sizes. However, the number of slots will remain consistent with the total enrollment capacity for Head Start and Early Head Start programs, which is 241 students. Flexibility in the number of students per classroom due to the lower student-to-teacher ratio made possible by VPK and FTE funding will be determined based on the specific classrooms and children served.
 - vi. Even with a reduced student-to-teacher ratio, Jackson County Early Childhood Programs will ensure that classroom square footage complies with the Head Start Program Performance Standards (HSPPS). Each classroom will maintain the required amount of 35 square footage of usable in door space per and at least 75 square footage of usable outdoor space per child to provide a safe and conducive learning environment. This is ensured through careful

planning of classroom space to meet both regulatory standards and the specific needs of children in smaller group settings.

- vii. The changes described are reflected in the program schedule tab.
 - viii. The Jackson County Early Child Programs is currently implementing this policy, based on a previously approved waiver.
 - ix. The program will measure progress through regular assessments, including the Pre-K Assessment Checklist, VPK assessments, portfolios, and ongoing monitoring in Galileo for Head Start classrooms. For Early Head Start, the EHS Assessment Checklist and Galileo will be used. These assessments will be analyzed regularly to evaluate each child's developmental progress. Additionally, teacher observations and feedback will be considered to ensure that the lower student-to-teacher ratios are providing more individualized instruction and fostering greater progress in early learning outcomes. The program will also gather feedback from parents during home visits and conferences to assess the effectiveness of this approach in supporting children's growth.
 - x. Evidence supporting the effectiveness of this locally designed option comes from past observations where smaller class sizes, supported by supplemental funding, resulted in more individualized instruction and better developmental outcomes for children, especially those with disabilities. Data from prior years, including assessment outcomes and teacher feedback, demonstrate that students in classrooms with lower student-to-teacher ratios showed higher levels of engagement and academic progress. Parent surveys and feedback also indicate strong satisfaction with the personalized care and attention their children received in these settings.
 - xi. This request is to continue the existing locally designed option, which has already proven to be effective in supporting appropriate development and progress in children's early learning outcomes. Data from previous years show that children in classrooms with lower ratios achieved appropriate academic progress. There have been no significant barriers to maintaining full enrollment. This waiver allows the program to continue providing quality services without compromising the educational outcomes for children, particularly those with special needs.
- c. By aligning with the Jackson County School District calendar (see 2025-2026 JCSB Instructional Calendar under "Documents, Other Supporting Documents") and responding to the community's identified needs, our program option ensures that children and families receive the support they need. The program begins in August

and continues through the school year. The program closes during scheduled holidays and breaks, including:

- Labor Day
- Thanksgiving (one week in November)
- Winter break (two weeks in December)
- Spring break (one week in March)
- Memorial Day
- Other district-specific breaks

This calendar ensures families have consistent support while allowing flexibility to meet their needs throughout the year.

- d. A reduction in enrollment is not requested. Jackson County Early Childhood Programs can effectively serve 211 Head Start students and 30 Early Head Start students.

4. Centers and Facilities

- a. All locations of services will remain the same for the 2025-2026 funding period. The location of centers includes the Jackson County Early Childhood Center, Malone School, Cottondale Elementary School, Graceville School, and Sneads Elementary School.
- b. All facilities are provided and maintained through the Recipient at no cost to the program. There will be no renovations or repairs.
- c. All facilities are provided and maintained through the Recipient at no cost to the program. There will be no facility activities to report.

5. Eligibility, Recruitment, Selection, Enrollment, and Attendance

- a. The recruitment process begins by reviewing the Community Assessment to identify updates and assess the needs of Jackson County. As part of the ERSEA Self-Assessment, families complete a survey to provide feedback on how they learned about registration. This information is used to refine the recruitment plan and ensure all procedures are followed. Families are encouraged to apply through the School District website, Parent Square, social media, and newspaper announcements. Flyers are distributed in elementary schools and at the local health department. An effort is also made to post in community spaces often visited by eligible children.
 - i. To reach historically marginalized populations, the program partners with local community organizations and churches serving Black, Latino, Indigenous, Native American, Asian American, and Pacific Islander populations, ensuring culturally relevant outreach. Staff engage in community events and health fairs to directly connect with families. The program also collaborates with local shelters, food banks, and child welfare agencies to identify children experiencing

homelessness or in foster care. For children with disabilities, the program works with the School District's Exceptional Student Education Department and Children's Home Society's Early Steps Program to ensure these children are identified and recruited for Head Start services. The program supports dual language learners by providing materials in multiple languages and offering bilingual services as needed. While recruiting these populations, challenges such as language barriers, lack of awareness, transportation, and cultural sensitivities are expected. To address these, the program will offer flexible registration times, including two evening registrations where a Spanish interpreter will be provided, as this is the most common need.

- b. Regular attendance is promoted through constant contact with families by classroom and management staff. The importance of consistent attendance is stressed during all parent meetings and events, as is parent participation and involvement. Student attendance is monitored and reported by staff using the school district's FOCUS Learning Management System. FOCUS allows classroom staff to input student attendance daily and make notes on absences due to sickness, appointments, etc. Comprehensive Services Specialist staff can pull reports from FOCUS and monitor attendance in real-time, allowing the program to contact parents immediately to determine why a child is not present. Regular attendance calls begin at 9:00 AM every day to determine the reason for student absence if the reason is unknown. To better support historically marginalized communities, we implement additional strategies to address barriers to attendance. These communities may face unique challenges such as economic hardships, unreliable transportation, language barriers, or lack of access to health services. Outreach efforts are made through multiple communication channels, such as text messages in multiple languages via Parent Square, a communication and organization platform that helps schools connect with families, home visits, and partnerships with local community organizations to provide resources like transportation assistance using the buses of Jackson County School District or healthcare referrals. Additionally, we work closely with community leaders to understand and address specific needs of families in these communities, ensuring that they have the support and resources needed to overcome obstacles to regular attendance. By providing personalized support, we aim to reduce absenteeism and create a more inclusive environment that supports all students.

6. Educational and Child Development

- a. Center-based or family childcare programs:

- i. Jackson County Early Childhood Programs uses Frog Street, a research-based curriculum, in all Head Start and Early Head Start classrooms. The curriculum is aligned with the Head Start Early Learning Outcomes Framework for children ages birth to five, ensuring that it is age-appropriate and follows a well-organized developmental scope and sequence. Curricular enhancements are provided through suggested activities, relevant calendar events (such as seasons and holidays), and teacher-selected materials or activities, all of which are approved by the Program Manager or designee to ensure they align with program goals and objectives.
 - ii. Frog Street is a researched-based, comprehensive curriculum for Toddlers, 3-year-olds, and Pre-K. It is included in the Florida's Approved School Readiness Curriculum List for 2024. The curriculum is designed around the latest research in early brain development. The thematic instruction is integrated across all developmental domains and is aligned to state and national learning goals and standards. The curriculum offers a bilingual library to provide literacy experiences in English and Spanish. Daily lessons are designed in a scope and sequence pattern.
 - iii. Frog Street has aligned all curriculums to the Head Star Early Learning Outcomes Framework and the Florida Early Learning and Developmental Standards.
 - iv. We provide new staff guidance for incorporating the curriculum. Staff have access to the Frog Street training and additional Professional Development training through Childcare Education Institute. Children and Families Comprehensive Services Specialist are assigned to classrooms and provide support daily or as needed. The Practice-Based Coach provides multiple resources for staff. Formal and Informal Observations are conducted throughout the year to ensure that staff are implementing the curriculum with fidelity. Lesson plans are monitored on a weekly basis. Our program has a Classroom Monitoring Tool where multiple observations and feedback are completed throughout the year. Outdoor Learning Environment Observation Checklist is completed monthly to ensure the curriculum is embedded into the outside centers. CLASS observations are conducted in all classrooms.
- b. Jackson County Early Childhood Programs is not a Home-based Program.
 - c. Jackson County Early Childhood Programs administers the Acuscreen to all preschool students and uses the Denver II to screen all Early Head Start students. Ongoing assessments for preschool children are conducted through the Pre-K Assessment Checklist, VPK assessments (Florida Assessment of Student Thinking

STAR Early Literacy Assessment), portfolios, and continuous monitoring in Galileo. For Early Head Start students, assessments are conducted using the EHS Assessment Checklist, along with ongoing monitoring in Galileo. By utilizing these assessment tools, Jackson County Early Childhood Programs aims to develop a comprehensive understanding of each child's abilities, enabling us to identify and address any underlying issues that may impact their development or academic progress.

- d. During home visits and parent conferences, families review their child's progress, share information about the child's development, and work together to develop an Individualized Educational Goal. Parents also provide input on their child's social and emotional development during this visit.

During home visits, parent conferences, and the Hand in Hand Community Health Fair, families have opportunities to review and engage with the Frog Street curriculum, which is used in all Head Start and Early Head Start classrooms. At the annual Open House, parents are introduced to the curriculum in greater detail, allowing them to understand its structure and how it supports their child's development. With the combination of family input and assessment outcomes, daily activities are planned to ensure the individualization of instruction.

Assessment reports are generated quarterly to analyze student progress, which informs program decisions regarding curriculum, interventions, or training needs. The assessment data is also reviewed twice a year at Advisory Council meetings and during the Self-Assessment process. Child outcomes are shared with parents and the broader community through Monthly Reports, Advisory Meetings, Policy Council Meetings, and the Annual Report.

Additionally, families are encouraged to participate in screenings at the Hand in Hand Community Health Fair, which is held with the support of the Jackson County Health Department. These screenings provide valuable opportunities for early identification of potential health or developmental concerns and further support families in accessing necessary services.

Our program examines multiple data sources to determine areas where improvement is needed. These sources include child outcomes, CLASS scores, attendance data, health information, family involvement, teacher input, and child characteristics, allowing us to make informed decisions to enhance the effectiveness of our services.

- e. Jackson County Early Childhood Programs does not currently serve American Indian and Alaska Native children.

7. Health

- a. Dental health is a significant concern and a vital service in our community. Our Head Start program provides dental exams, dental care, and referrals for

students in need. We contract with the Jackson County Health Department's "Smiles on Wheels" bus to bring dental services directly to our students. For children requiring minimal dental work, treatment is typically provided locally. However, for more extensive dental procedures, we refer students to specialists in pediatric dentistry and periodontics. Currently, Panhandle Pediatric Dentistry in Panama City, Marianna Pediatric Dental, and PanCare of Florida in Marianna are the primary dental providers who accept our Medicaid-enrolled children for more complex treatments. Thanks to our strong collaboration with the Jackson County Dental "Smiles on Wheels" program, most students complete their required dental exams within the 90-day timeframe mandated by Head Start guidelines. We also educate parents about dental care monthly by providing Brush Up On Oral Health handouts from the Office of Head Start National Center for Health, Behavioral Health, and Safety.

Nutrition plays a crucial role in reducing the risk of many health issues. Healthy eating choices during childhood are essential for proper growth and development and can help prevent health concerns such as obesity, dental problems, and iron deficiency. In our program, we emphasize the importance of healthy food choices and habits, not only to our students but also to their parents and caregivers. Good nutrition is a central focus in our Head Start program, and we contract with our food service provider, Sodexo, to provide nutritious meals for our students. Parents are invited to dine with their children at school and engage in activities that promote good nutrition. Additionally, Backpacks for Kids, a local 501c3 organization, provides weekend pack-outs containing nutritious meals to ensure that students have healthy food options at home. Also, as part of parent education, Nibbles for Health, a nutrition newsletter for parents of young children from the USDA Food and Nutrition Service, is sent home with students monthly to educate parents.

- i. Our program ensures that each child's health status is up-to-date, and that ongoing care and timely follow-up care are provided. Before the start of the new school year, the Hand in Hand Community Health Fair, which is held with the support of the Jackson County Health Department, provides an opportunity for many health services. At this event, the Jackson County Health Department's School Nurse Program provides growth assessment screenings. Students that enter the program later also receive a growth assessment screening within 45 days of their enrollment date. Growth assessment screenings include height, weight, and BMI (Body Mass Index) calculations. These screenings are repeated twice a year for students three and under. If any health concerns are identified, such as issues related to vision, hearing, or BMI, parents are given detailed information and encouraged to follow up with

their child's pediatrician for further evaluation. Additionally, for children requiring ongoing care or specialized treatment, we collaborate with local health providers and specialists to ensure timely access to necessary services. Our program maintains regular communication with parents to ensure that health concerns are addressed promptly, and children receive the appropriate care to support their development. Jackson County Early Childhood Programs maintains up to date school entry physicals, lead tests, and immunization records for all Early Head Start and Head Start students. Also, recognizing that young children may not always adhere to dietary guidelines at home, we focus on educating parents and caregivers about proper nutrition through family literacy and parent education programs. Nibbles for Health, a nutrition newsletter for parents of young children from the USDA Food and Nutrition Service, is sent home with students monthly to educate parents.

- ii. To support the mental health and social-emotional well-being of our students, our program provides mental health consultation services in partnership with mental health professionals that work for Jackson County Schools. These consultants work closely with staff to offer guidance on recognizing and addressing mental health concerns, providing strategies for classroom management, and supporting children with emotional or behavioral challenges. With parent consent, students that need additional support are visited once a week by a mental health counselor. Families are involved in the process through consistent communication, and they are encouraged to access mental health services outside of the school setting when necessary. Referrals to local providers are provided to families when needed. Our staff also receives ongoing professional development to strengthen their ability to foster positive social-emotional development in children, helping them build resilience, coping skills, and emotional intelligence. Additionally, Frog Street curriculum has a social-emotional component (conscious discipline), and supplemental social-emotional curriculum, Soothing Sammy, is provided to each classroom for additional support.
- b. Safety assessments of the playground, classroom, and school environments are provided daily by classroom teachers and assistants, as well as by maintenance and custodial staff. Comprehensive Services Specialists gather this information weekly and report any needs to the Health and Safety Comprehensive Services Specialist who contacts County Maintenance Staff for repairs. Outdoor Learning Environment Checklist are performed monthly by Comprehensive Services

Specialists. These staff members also complete a Health and Safety Observation Checklist three times a year in September, January, and April, as well as Classroom Observation Checklist in September and February, and a Mental Health Observation Checklist in October and November.

8. Family and Community Engagement

- a. The program fosters meaningful staff-family relationships starting when families register their child or children for the Early Head Start and Head Start program. At the beginning of each program year, an Open House is held at each site, where families are introduced to classroom teachers. Home visits are also scheduled to further strengthen these relationships, providing an opportunity for staff to learn more about each family's unique needs, cultural background, and preferences. To ensure the program environment is welcoming and culturally and linguistically responsive, we offer materials and resources in multiple languages and encourage family participation in cultural activities and events that celebrate diversity. Additionally, we prioritize creating spaces where families feel respected and valued, emphasizing open communication and collaboration. Ongoing communication between parents, teachers, and staff is maintained through the ParentSquare messaging and announcement application, which helps facilitate timely updates and keeps families informed and involved. Specific efforts are also made to engage fathers in the program, including outreach activities designed to involve them in their child's education, parent meetings, and events that highlight the importance of their role in supporting their child's development. Through these strategies, we aim to build trust, respect, and a strong partnership with families, ensuring an inclusive and supportive environment for all.
- b. Each month, the program provides activities designed to promote family engagement and encourage active participation in the child's learning process. One key activity is the Family Literacy Program, where families are provided a book for their home library and encouraged to read together. An activity is also provided for families to complete based on information in the book. This activity helps foster a love of reading, strengthens family bonds, and encourages open communication between parents and children. To motivate participation, incentives are provided to families who complete the activity, making it an enjoyable and rewarding experience. Families are also invited into the school environment to participate in a variety of program activities and holiday events throughout the year, such as Halloween parties, Thanksgiving dinners, Christmas cookies with Santa, the Valentine's Day Dance, Tiny Tots Olympics, and the Family Fun Day Festival. These events provide opportunities for families to come together, celebrate milestones, and build a sense of community within the program. Additional volunteer opportunities are also available on an ongoing basis. These volunteer opportunities not only allow

parents to be actively involved in their child's education but also help create a stronger connection between the school and families.

- c. The Family and Community Comprehensive Services Specialist researched several parent curricula and presented them to a committee made up of parents, management staff, and community partners for review. After discussion, the committee decided that the Ready Rosie program was the best fit for our families. Ready Rosie is an early childhood education program designed to help parents engage with their children's learning at home. It offers short, video-based lessons and easy at-home activities to help parents support their child's development. It provides age-appropriate content and practical tips to boost cognitive, language, and social skills. Currently, 60% of families are actively using Ready Rosie.
- d. The program begins by conducting a needs assessment during the first home visit to evaluate each family's strengths and needs. This is done through the Topics of Interest Survey, where parents identify areas of support, they would like to receive education on. This ensures that the program addresses topics that are directly relevant to families' interests and needs. Families are then assigned a Comprehensive Services Specialist to support them throughout the process.
 - i. The family assessment and partnership process is aligned with the Parent, Family, and Community Engagement Framework by ensuring that the family's voice is central in identifying areas of focus, as seen in the survey. Parent education sessions are provided based on the assessment, fostering family engagement in learning. The program also encourages active participation from both families and staff in program activities, strengthening the relationship between home, school, and the community. Additionally, families are supported in setting collaborative goals with strategies for achieving them.
 - ii. Progress toward individual family goals is tracked through regular assessments, which take place at four planned times during the program year. This helps ensure that goals are being met according to the established timeline. The Comprehensive Services Specialist works closely with families to develop and implement strategies that align with the family's specific goals and needs. This ongoing collaboration allows for real-time adjustments to the family plan, ensuring the program remains responsive to evolving family needs.
- e. The program currently has 45 community partnerships which include those that provide services such as dental, vision and medical care, assistance with housing needs and utility expenses. Many of our families need utility assistance and the challenge we face is that the funds for this type of assistance is in short supply. We will continue to recruit community partners such as local churches to assist our families with these needs.

9. Services for Children with Disabilities

- a. Our program ensures full participation for all enrolled children with disabilities, including those eligible for services under IDEA and those with an existing IFSP or IEP, by providing a comprehensive range of supportive services at no cost to families. Through our partnership with the Jackson County School District, all Pre-K children, including those with disabilities, have access to on-site therapy services, such as occupational therapy, physical therapy, speech therapy, and mental health counseling. This ensures that children receive the specialized support they need to succeed within the program.

In addition to therapy services, we offer a variety of essential supports such as facilities, maintenance services, transportation, and contracted nutritional services. These resources, provided by the Jackson County School District, help create an inclusive environment where all children, regardless of their abilities, can fully engage in program activities. The use of Jackson County School District's organizational infrastructure further enhances our ability to meet the diverse needs of children with disabilities, ensuring they can participate fully in all aspects of the program. Through these services and supports, we are committed to providing an inclusive environment where children with disabilities have every opportunity to thrive and fully participate in all program activities.

- b. The Jackson County Early Childhood Programs coordinates resources with community programs under Part C and Part B, Section 619 of the Individuals with Disabilities Education Act (IDEA) to ensure high-quality education and child development services. In collaboration with the Florida Diagnostic and Learning Resource System (FDLRS) and the Panhandle Area Education Consortium (PAEC), we co-sponsor screenings to identify children with special needs. Vision, hearing, speech, and developmental screenings are provided for children ages three to four who are suspected of having a disability and are not already enrolled in public school or Head Start.

Children's Home Society's Early Steps Program, a Part C agency, serves children from birth to age three and refers them to our program before their third birthday. An Individualized Education Plan (IEP) or Individual Family Service Plan (IFSP) is developed for eligible children, and Head Start or Early Head Start services are provided in either a basic pre-kindergarten classroom or a self-contained special education classroom, based on the needs identified in the IEP. This continuum of placement options ensures that children with special needs receive services tailored to their educational requirements.

By integrating children with disabilities into the program, they gain additional benefits exclusive to Head Start and Early Head Start. Our model for blended services has been presented at statewide meetings as an example of effective inclusion practices, and it has served as a foundation for other Head Start programs developing their own inclusion models.

10. Transition

- a. The systematic procedures for transitioning children and parents from Early Head Start to Head Start begins with a planning meeting that includes Comprehensive Service Specialists, staff from both Early Head Start and Head Start, and parents. Early Head Start staff conduct end-of-year comprehensive conferences with parents to discuss their child's progress and readiness for Pre-Kindergarten. Before the start of the Pre-Kindergarten year, parents attend an Open House with an orientation component, and a home visit is scheduled. During the home visit, the family's strengths and needs are assessed, and additional information about the child is gathered. Head Start staff then conduct screenings and assessments for each child. Afterward, a parent conference is held to review and discuss the child's assessment data.
- b. The systematic procedures for transitioning children and parents from Head Start to Kindergarten begin with a planning meeting attended by the Comprehensive Services Specialist, staff from Head Start and Kindergarten, and parents. Head Start students visit Kindergarten classrooms and participate in planned activities to familiarize them with the new environment. Parents will attend an orientation with the Kindergarten teacher before their child leaves Head Start. Additionally, Head Start staff will conduct end-of-year comprehensive conferences with parents to discuss their child's readiness for Kindergarten.
- c. Children are not transitioned from one program to the other during the program year.

11. Early Head Start Specific

- a. Jackson County Early Childhood Programs partners with the recipient, Jackson County School Board, to provide services for expectant mothers who are still enrolled in school. Expectant mother who are not enrolled in school are registered and service is provided in accordance with our eligibility criteria.
- b. Jackson County is fortunate to provide a wide range of services to expectant mothers and their families through programs like Healthy Start and Healthy Families of Florida. The Healthy Start Program ensures that pregnant women and young children ages zero to three have access to the prenatal and child health care services necessary to promote healthier outcomes for mothers and infants. Florida law mandates that all pregnant women be offered the Healthy Start Prenatal Risk Screening at their first prenatal visit, and the Healthy Start Infant Risk Screening before leaving the birthing facility. Based on the responses from these screenings, a variety of services are offered, including care coordination to determine the needs of the mother, infant, or child, and referrals to appropriate agencies. Nutrition counseling is available for women who are either underweight or overweight during pregnancy. Psychosocial counseling is provided to help individuals cope with relationship issues, depression, and other

emotional challenges. Parenting support is offered through classes on infant and child health, safety, and nutrition, while childbirth education covers labor, delivery, and comfort measures. Breastfeeding education and support teach the advantages, techniques, and benefits of breastfeeding. Finally, smoking cessation counseling is offered to help mothers quit smoking and understand the dangers of secondhand smoke.

- c. Refer to b. above.

12. Transportation

- a. The availability of public transportation in Jackson County is limited. The only public transportation available to the residents of the county is provide by "J-Trans." J-Trans offers services two days a week to all residents for a small fee. J-Trans also provides daily transportation for medical purposes to residents who receive Medicare and Medicaid Given that the population is spread out across the county, many families in the program rely on transportation provided by the recipient to meet their needs.
- b. Jackson County School District provides transportation for all students who attend classrooms located on elementary school campuses and four years-old students attending the Early Childhood Center. Early Head Start and three years-old students attending the Early Childhood Center are transported by the families, or carpool with other families or neighbors. Students with disabilities are provided with specialized transportation.

Sub-Section C: Governance, Organizational and Management Structures

1. Governance

Structure

- a. The Jackson County School Board serves as our governing body. The governing body has all the school district resources available including a finance department, district-level directors over the various areas of the school system, specifically Early Childhood Education, and a licensed attorney who contracts with the school board. Ellen Folsom currently serves as the Director of Finance. Kristy Halley is the Director of Early Childhood Education and Exceptional Student Services. Albert Clay Milton is the attorney for Jackson County Schools.
- b. Members of the Jackson County School Board, our governing body, are elected by constituents from the district zone in which they reside. The election process encourages participation from all demographic areas within the district, and each zone has the opportunity to elect representatives who reflect the unique needs and concerns of their community.

The governing body receives regular updates and input from various programmatic areas, including Early Childhood Education, Family Services, and Health and Nutrition. By incorporating representatives from these areas, the Board ensures that

a wide range of expertise and perspectives are considered when making decisions. This inclusive approach helps the governing body make informed decisions that reflect the diverse needs of the community and ensure the program is responsive to all families, including those who have historically faced barriers to access.

- c. The Policy Council is made up of parents from each Head Start and Early Head Start site in Jackson County, with members elected by other parents from their respective sites or classrooms. This ensures broad parent representation. In addition to the parent representatives, community partners are also elected by the parents on the council, bringing valuable expertise and connections to the community.

Processes

Governing Body

- a. The Jackson County School Board, as our governing body, receives key program information through monthly updates and reports provided by program leadership, in compliance with 1301.2(b)(2). These updates include comprehensive reports on program performance, financial status, and other critical aspects of program operations. The School Board is informed of key decisions made by the Policy Council, including input on program planning, budget allocations, and service delivery. All decisions submitted by the Policy Council are reviewed and incorporated into the decision-making process to ensure alignment with the program's goals and compliance with regulatory requirements.

In addition to receiving program updates, the Jackson County School Board plays an active role in maintaining oversight and accountability for the program's operations. The School Board ensures effective ongoing oversight by reviewing performance data, financial reports, and audits. This includes a thorough review of federal fund expenditures to ensure that funds are being used appropriately and in accordance with federal regulations. The Board also conducts regular meetings with the program leadership to discuss any issues, address concerns, and make informed decisions on program direction. By maintaining these processes, the governing body ensures that the program operates efficiently, remains accountable for federal funding, and meets the needs of the children and families it serves.

If applicable, describe and explain the responsibilities delegated to any advisory committee related to program governance and improvement of the Head Start program. Include how the governing body maintains its legal and fiscal responsibility in the process.

- b. No responsibilities are delegated.

Policy Council

- c. The program prepares a comprehensive "Policy Council Packet" that includes all voting items, informational materials, and relevant documents for the upcoming meeting. This packet is emailed to all Policy Council members one week before the scheduled meeting. Members are strongly encouraged to read through the materials carefully, as this allows them to come prepared with questions, comments, or concerns. By doing so, they can actively participate in meaningful discussions, ask informed questions, and contribute to the decision-making process regarding program policies and operations.

Parent Committees

- d. Parents share information and express concerns through various communication channels, including regularly scheduled parent meetings, frequent interactions with staff, impromptu meetings, phone calls, emails, and social media. These avenues allow parents to stay informed and engaged in the program, providing multiple opportunities for them to voice feedback, ask questions, or raise concerns. The flexibility of these communication methods ensures that parents have access to timely and direct communication with staff, fostering an open line of dialogue between families and the program.
- e. Parents communicate with Policy Council members through a variety of channels to share their concerns, feedback, and opinions. These communication methods include regularly scheduled parent meetings, impromptu meetings, phone conversations, and emails. Policy Council members, who are elected to represent the views of other parents, gather input during these interactions and bring the collective concerns or suggestions to the Policy Council for discussion. Parents use these opportunities to ensure their voices are heard, whether through direct conversations during meetings or through more informal methods like phone calls or emails.

Relationships

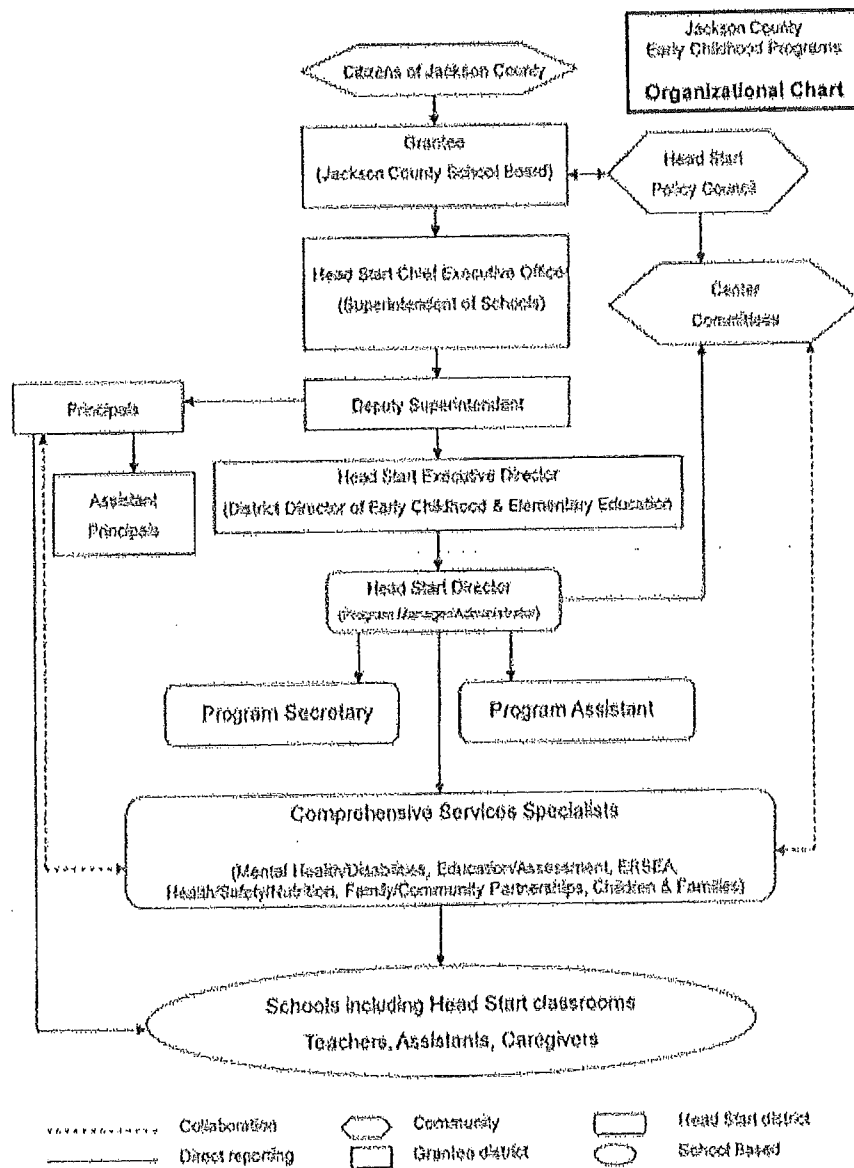
- a. The Policy Council and the governing body receive annual training in Head Start governance, facilitated by outside contracted individuals with expertise in the field. After being elected, Policy Council members also receive an orientation to familiarize them with the program's structure, policies, and procedures. In addition, the Chair, Co-Chair, and Secretary receive specialized training in parliamentary procedures to ensure they can effectively run the Policy Council meetings. Training provided to Policy Council members includes information on their rights and roles within the program, helping members understand their responsibilities, the decision-making process, and how to advocate for the families they represent.
- b. Jackson County School Board policy 6460 states:
The School Board shall not enter into a contract knowingly with any supplier of materials, supplies, and services to this District that any Board member or the Superintendent has any financial interest, direct or indirect, whatsoever. This

prohibition shall not prevent any person from receiving royalties upon the sale of any educational material of which s/he is the author and which has been properly approved for use in the schools of this District. Board members and school personnel shall not accept any form of compensation, payment, or thing of value from vendors that might influence their recommendations on the eventual purchase of equipment, supplies, or services. Furthermore, Board members and school personnel shall not accept any compensation, payment, or thing of value from a vendor after a decision has been made to purchase equipment, supplies, or services from said vendor. In addition, pursuant to Policy 1113, Policy 3113, and Policy 4113, Board members or school personnel shall not enter into a contractual relationship with a vendor seeking to do business with the District, or a vendor with whom the District is doing business, whereby an individual Board member or member of the school staff receives compensation, payment, or thing of value for services rendered. Such compensation includes, but is not limited to, cash, checks, stocks, or any other form of securities, and gifts as defined in State law and Policy 1214, Policy 3214, and Policy 4214. In the event that a Board member or member of the school staff receives such compensation, payment or thing of value, albeit unsolicited, from a vendor, the Board member or school staff member shall notify the Superintendent and/or Board Attorney, in writing, that s/he received such compensation, payment or thing of value and shall thereafter promptly return said compensation to the vendor at his/her earliest opportunity.

All salespersons, regardless of product, shall clear with the Superintendent's office before contacting any teachers, students, or other personnel of the School District. Purchasing personnel shall not show any favoritism to any vendor. Each order shall be placed in accordance with policies of the Board on the basis of quality, price, and delivery with past service a factor if all other considerations are equal.

- c. Consultation and collaboration between the governing body and the Policy Council are achieved through the active participation of liaisons who attend both Policy Council meetings and School Board meetings. These liaisons, typically a member of the School Board and the Program Manager, play a crucial role in ensuring that there is open communication and meaningful consultation between both groups. At each meeting, liaisons provide updates on decisions, share key program information, and facilitate discussions to ensure that the voices of both the governing body and the Policy Council are heard.

2. Human Resources
 a. Organizational Chart



- b. As part of the Jackson County Schools system, Jackson County Early Childhood Programs follows the same compensation structure as other staff members within the district. Staff compensation, including salary scales, raises, and contracts, is determined through a collaborative process involving the Jackson Education Support Personnel Association (JESPA), which represents non-instructional employees, the Jackson County Education Association (JCEA), which represents instructional employees, and the governing body, the Jackson County School Board. This collective bargaining process ensures that compensation rates are fair, equitable, and aligned with the broader pay structure within the district. In establishing pay scales, the program takes into consideration factors such as years of experience, education, and job responsibilities, similar to how compensation is determined for other school district staff.
- c. All human resource services, including background and qualification checks, are managed through the Jackson County School District's Human Resources Department. This centralized process ensures that all individuals involved with the program meet the required standards for safety and compliance. For all staff members, the background check process includes screenings as mandated by the Jackson County School District and the State of Florida. This includes criminal background checks, child abuse and neglect screenings, and additional checks through state and federal law enforcement databases, such as the Florida Department of Law Enforcement (FDLE) and the FBI. The Human Resources Department ensures that these checks are completed before an individual is hired, guaranteeing that all employees meet the necessary safety criteria. Similarly, contractors and consultants who work with the program are subject to the same background check process as needed based on their role. If a contractor or consultant will have direct contact with children or sensitive responsibilities within the program, they are required to undergo criminal background checks and other relevant screenings. The Human Resources Department oversees this process to ensure consistency and compliance with district and state requirements.
- d. The program provides comprehensive orientations to ensure that new staff, consultants, and volunteers are fully prepared and informed about Head Start policies, procedures, and standards. All employees, including those new to the program, receive annual training on updated Head Start policies, procedures, and standards. In addition to this, new staff members undergo a separate orientation facilitated by the program's leadership team. This orientation provides them with an overview of the program's mission, values, and operational practices. To further support new employees, orientation is an ongoing process that continues monthly, allowing staff to receive additional guidance and support as they settle into their roles. As part of the orientation process, new staff are required to review and sign an acknowledgment that they have received a copy of the Head Start Standards of

Conduct. This document outlines the ethical and professional expectations for all individuals involved in the program. Signing this acknowledgment ensures that each person understands and agrees to uphold these standards, reinforcing the program's commitment to creating a safe and respectful environment for both children and staff.

For volunteers, orientation is handled collaboratively by the Program CSS, Classroom CSS, and classroom staff. This ensures that volunteers are informed about their responsibilities and expectations within the classroom setting, as well as the broader goals of the program. The volunteer orientation provides clarity on safety procedures, program goals, and the importance of maintaining a nurturing, supportive environment for the children.

- e. Jackson County Early Childhood Programs takes a comprehensive approach to staff training and professional development by leveraging both district resources and external expertise. The program follows the Jackson County School calendar, which includes four to six scheduled training days each school year. During these designated days, the program focuses on offering meaningful professional development opportunities for all staff members, drawing on the resources available through the local school district.

In addition to internal offerings, the program actively contracts with highly reputable consultants who specialize in early childhood education. These external professionals provide targeted training in areas of need that are identified through staff surveys and through alignment with Head Start or other educational initiatives. This ensures that the staff's development is aligned with both individual and organizational goals. To further enhance the program's effectiveness, the program employs a full-time Practice-Based Coach. This coach is dedicated to addressing the unique needs of staff in accordance with Head Start Standards. The Practice-Based Coach utilizes a tiered approach to coaching, which is customized to meet the varying strengths and areas for growth of each individual staff member. This coaching strategy allows for intensive, tailored support, with the coach providing hands-on guidance to help staff develop and improve specific skills in real-time.

3. Program and Quality Improvement

- a. The program employs seven highly qualified Comprehensive Service Specialists (CSS) who serve as the Program Leadership Staff and are responsible for area oversight, policies and procedures, and compliance with Head Start Standards and various areas. These staff members are as follows:
 - Practiced-Based Coach CSS
 - Education and Assessment CSS
 - Family and Community Partnerships CSS
 - ERSEA CSS
 - Health, Safety, and Nutrition CSS

- Mental Health and Disabilities CSS
 - Trauma-Informed Care/RTI CSS
- b. The Program Leadership Staff at Jackson County Early Childhood Programs reports directly to the Program Manager, ensuring clear lines of communication and effective oversight of the program's operations. Weekly Program Leadership meetings are held to facilitate the ongoing management and coordination of the program, providing a structured forum for discussing key priorities, addressing challenges, and aligning strategies across various components of the program. Once a month, these leadership meetings expand to include the three Classroom Comprehensive Services Specialists. These specialists have direct, day-to-day contact with the classroom staff, families, and children, which helps bridge the gap between leadership and frontline personnel. Their inclusion in the monthly meetings fosters a strong, collaborative environment, ensuring that feedback from those who work closest with the children and families is integrated into the program's decision-making and planning processes. This two-way communication strengthens the connection between leadership and staff, allowing for a more responsive and cohesive approach to addressing both programmatic and classroom needs. The Program Leadership meetings are strategically utilized to review key data and assess program performance. Leadership discusses progress on various initiatives, including the Self-Assessment and Community Assessment, ensuring that these critical processes are carried out effectively. The meetings also serve to review and refine the Training and Technical Assistance Plan, ensuring that professional development and program support are aligned with staff needs and organizational goals. These meetings provide a platform to track progress on all program requirements, ensuring that the program remains in compliance with regulations while continually striving for quality improvement.
- c. The Program Manager is responsible for creating and managing budgeting and staffing plans, which are then thoroughly reviewed by both the finance department and the human resources department of the recipient organization. These plans are designed to ensure efficient operations, with a primary focus on maintaining optimal class ratios to provide high-quality services. Additionally, the plans are structured to foster opportunities for ongoing staff development and training, aligning with the program's goals for continuous improvement. A key component of the staffing strategy includes the extensive substitute list maintained by the recipient organization. This list ensures that there is a pool of qualified and cleared personnel available to cover any absences or to step in when staff members are undergoing training. By relying on a well-vetted substitute network, the program can maintain consistent service delivery without compromising quality, even during staff shortages or absences.
- d. There are no current unresolved issues or findings.

Section II: Budget and Budget Justifications Narrative

1. Cost by Object

Personnel Costs

Personnel costs are primarily allocated for staff performing Head Start and Early Head Start-related duties. The total personnel cost for Head Start is \$1,277,963, while the total personnel cost for Early Head Start is \$291,018. The personnel budget complies with the negotiated salary agreements between the Jackson County School Board and the unions representing the teachers (JCEA) and support professionals (JESPA). Percentage allocations (see Cost Allocation Plan under "Documents") are assigned in alignment with staff duties and fund sources for students served. Any personnel cost increases or decreases are reflected as adjustments based on this methodology.

Fringe Benefits

Fringe benefits are calculated at approximately 30% of the personnel costs for both Head Start and Early Head Start programs. This includes all benefits offered to staff, such as health insurance, retirement, and other employment-related benefits. Thirty percent consist of costs based on the following percentages: 6.20% FICA, 0.51% Workman's Comp., 5% health insurance, 16.84% for average retirement percentage, and 1.45% for Medicare. Total fringe benefits cost for Head Start related employees is \$380,002. Total fringe benefits cost for Early Head Start related employees is \$86,875.

Significant Adjustments: The fringe benefits rate of 30% is consistent with previous years and represents a reasonable estimate based on the expected staff and program participation. Fringe benefits may fluctuate slightly depending on the specific staff members, but this amount is in line with the program's historical costs and expected staffing levels.

Travel

Travel expenses are based on the costs associated with attending the Region IV Head Start Association Annual Conference and Expo. Out-of-town travel is budgeted for a total of \$1,500 for the Head Start program.

- Hotel Costs:
 - The hotel rate is \$400 per room per night for one staff member. The total for the hotel accommodation is \$1,200 for the duration of the conference.
- Fuel and Mileage:
 - \$300 is allocated for fuel and mileage to cover travel to and from the conference.

Equipment

The Jackson County Early Childhood Programs do not plan to make equipment purchases this school year.

Supplies

Supplies requested will include educational materials, learning tools, office supplies, and any other consumables required for the Head Start and Early Head Start programs. The supply budget will align with the needs of the classrooms and is based on expected program enrollment.

Supply Costs (Head Start - \$152,493 / Early Head Start - \$30,109)

The supply costs are allocated to cover all necessary materials and supplies for implementing both Head Start (HS) and Early Head Start (EHS) programs.

- Office Supplies:
 - \$5,000 of Head Start funds and \$1,000 of Early Head Start funds are allocated for office supplies. These include essential items like copy paper, toner, envelopes, pens, binder clips, and similar office materials.
- Child and Family Service Supplies:
 - A total of \$131,493 for Head Start and \$27,109 for Early Head Start is budgeted for child and family service supplies, which cover items used both inside and outside the classroom.
 - Classroom Supplies:
 - \$103,319 for Head Start and \$18,590 for Early Head Start are designated for classroom supplies, which include consumable art materials, manipulatives, and supplemental materials for the curriculum.
 - Literacy Program Supplies:
 - \$10,796 for Head Start and \$2,279 for Early Head Start are allocated for books used in the Literacy Program, along with associated monthly family activity kits.
 - General Building Supplies:
 - \$14,136 of Head Start funds and \$5,226 of Early Head Start funds are budgeted for general building supplies, covering minor repairs, maintenance, and custodial cleaning needs.
 - Medical and Dental Supplies:
 - \$3,242 for Head Start and \$1,014 for Early Head Start are allocated for medical and dental supplies as part of the Child and Family Service budget.
- Food Service Supplies:
 - \$12,000 for Head Start and \$1,000 for Early Head Start are set aside for food service supplies.
- Staff Appreciation:
 - \$4,000 of Head Start funds and \$1,000 of Early Head Start funds are allocated for staff appreciation efforts. These funds will be used to provide staff with snacks during training/workshop days, as well as during Teacher Appreciation Week. Additionally, the funds will support the purchase of classroom and educational materials as tokens of appreciation for teachers throughout the school year.

Contractual

Contractual Costs (HS - \$17,537 / EHS - \$1,117)

The contractual costs are allocated for services related to training and technical assistance (TTA), as well as other necessary contract services.

- Ready Rosie:
 - JCECP plans to purchase and continue using the Ready Rosie parent education program in both the Head Start (HS) and Early Head Start (EHS) programs. This service is an annual cost.
 - Total Allocation: \$5,294 for Head Start and \$750 for Early Head Start.
- ParentSquare:
 - JCECP plans to purchase and continue utilizing ParentSquare for communication between parents, teachers, and staff. This service is also an annual cost.
 - Total Allocation: \$870 for Head Start and \$150 for Early Head Start.

Training and Technical Assistance (TTA):

- Additional contractual costs are associated with TTA services, as detailed in the TTA plan.
- Total Allocation: \$22,920 for Head Start and \$7,084 for Early Head Start.

Construction

There are no anticipated construction costs for this budget period. The program expects to use existing facilities for both Head Start and Early Head Start programs. Therefore, no funds are requested under this category.

Other

Other Costs (HS - \$77,335 / EHS - \$14,764)

- Utilities:
 - Utilities for the Early Childhood Center are covered under this category, including water, sewer, and electrical services. Jackson County Schools provides utility services to other JCECP locations.
 - Total Allocation: \$68,909 for Head Start and \$23,790 for Early Head Start.
- Local Travel:
 - Teachers and paraprofessionals are reimbursed for local travel at a rate of \$0.445 per mile, based on school district policy. This travel includes trips to classroom sites and home visits.
 - Total Allocation: \$4,000 for local travel within the Head Start program and \$1,500 for local travel within the Early Head Start program.
- Classroom Substitutes:
 - Substitutes are paid according to their education level and in accordance with school district policy. Hourly rates for substitutes range from \$15.00 to \$18.00.

The allocation for substitutes is directly based on last year's expenditures for substitute costs.

- Total Allocation: \$30,000 for Head Start and \$12,000 for Early Head Start.
- Printed Materials:
 - Printed materials include registration informational flyers, parent calendars, brochures, and other handouts for families and staff.
 - Total Allocation: \$5,000 for Head Start and \$500 for Early Head Start.
- Professional Memberships and License Renewals:
 - \$4,000 of Head Start funds are allocated for memberships in organizations such as Altrusa, and for the renewal of director and notary licenses.

3. Staff Compensation

Staff compensation reflects a detailed allocation for the salaries of all staff performing Head Start and Early Head Start-related duties. These budgeted amounts comply with the negotiated salary agreements between the Jackson County School Board and the unions representing the teachers (JCEA) and support professionals (JESPA). By adhering to these agreements, the budget ensures that staff compensation aligns with established union contracts and reflects fair pay levels for the workforce.

This salary structure is designed to support a stable workforce, providing compensation that is competitive within the early childhood education sector and comparable to other educational settings in the area.

For Head Start, the personnel budget aligns with the compensation paid to early care and education staff, ensuring that the wages offered are competitive with local elementary schools and comparable services in the region. The Jackson County School District, which is the recipient of this grant, governs the local elementary schools. Since the Head Start and Early Head Start programs are administered by the same district, the staff compensation structure follows the same pay scale as the district's elementary school teachers and support professionals. This alignment ensures consistency in pay across the district, making it easier to recruit and retain qualified staff for both the early childhood programs and the K-12 schools.

The budget for Early Head Start staff also ensures that staff members are compensated relative to their role and qualifications, keeping up with standards in both local schools and neighboring service areas. These competitive wages are designed to support recruitment efforts and provide job stability.

4. COLA

A Cost-of-Living Adjustment (COLA) is not currently included as part of the grant funding. However, if such an adjustment is offered in the future, the funding would be allocated to address anticipated staff raises for the 2025-2026 school year. This would help ensure that staff compensation remains competitive, particularly in response to rising living costs, and supports the program's goal of retaining highly qualified personnel.

Additionally, any available COLA funding would be utilized to support staff professional development, specifically assisting employees in obtaining their Child Development Associate (CDA) credential, Associate's (AA) degree, or Bachelor's degree. This funding would be leveraged in conjunction with the TEACH scholarship, which provides financial assistance for early childhood education professionals pursuing higher education. This dual approach would not only enhance staff compensation but also foster continuous professional growth and advancement within the field, contributing to a more skilled and stable workforce.

5. Training and Technical Assistance Funds

Training and Technical Assistance funds will be utilized to support staff development and ensure the program provides high-quality services to children and families, while aligning with Head Start Standards and best practices.

| T/TA Goal #1 | | | | | | |
|--|--|---|---|----------------------------|----------------|----------------|
| The program will provide CLASS support and training to ensure the use of effective teaching strategies and best practices. | | | | | | |
| Expected Outcomes (Short-Term &/or Long-Term) | | Indicators | | Documentation/Frequency of | | |
| Teaching staff will implement effective teaching strategies and best practices centered around the CLASS model. | | Increased School Readiness | | Sign-In Sheets, Agendas | | |
| T/TA Strategies/Events/Activities (include size & scope) | T/TA Resource | Target Audience or Head Start Management System | Responsible Manager | Timeline | Estimated Cost | |
| | | | | | HS | ENG |
| Provide CLASS training that focus on specific areas and/or needs as identified through observations or as requested by staff. | Consultants, CLASS Reliable Program Staff | Teaching staff | Program Manager, Education & Assessment Comprehensive Services Specialist | Ongoing, 25-26 school-year | \$3,000 | \$1,000 |
| Provide trainings for the Practice-Based Coaching model, strategies for developing collaborative coaching partnerships, focused observations, and providing reflection and feedback. | PBC Training, Consultants | Practice-Based Coach, Mentor Coaches | Program Manager, Education & Assessment Comprehensive Services Specialist | Ongoing, 25-26 school year | \$3,000 | \$1,000 |
| Provide individualized feedback and training to all classroom staff following an observation by CLASS reliable observers. | CLASS Reliable Observer Partnerships from Surrounding Programs | Teaching staff, CLASS Reliable Comprehensive Services Specialists | Program Manager, Education & Assessment Comprehensive Services Specialist | Ongoing, 25-26 school year | \$0 | \$0 |
| | | | | SUBTOTAL | \$6,000 | \$2,000 |

| T/TA Goal #2 | | | | | | |
|--|-------------------------|--|---|---|-----------------|----------------|
| The program will provide staff training on implementing a data-driven approach to instructional planning. | | | | | | |
| Expected Outcomes (Short-Term &/or Long-Term) | | Indicators | | Documentation/Frequency of | | |
| Staff will strategically plan lessons based on data analysis. | | Lesson Plans, Ongoing Monitoring Reports | | Weekly Lesson Plans, Monthly Ongoing Monitoring Reports | | |
| T/TA Strategies/Events/Activities (include size & scope) | T/TA Resource | Target Audience or Head Start Management System | Responsible Manager | Timeline | Estimated Cost | |
| | | | | | HS | EHS |
| Provide training to classroom staff on how to utilize ongoing monitoring to track student progress and adjust instructional strategies to better meet student needs. | Ongoing Monitoring Tool | Teaching staff, Comprehensive Services Specialists, Practice-Based Coach | Program Manager, Education & Assessment Comprehensive Services Specialist | Ongoing, 25-26 school year | \$1,000 | \$584 |
| Provide training to classroom staff based on topics of interest and need in reading and math. | Consultants | Teaching staff | Program Manager, Education & Assessment Comprehensive Services Specialist | Ongoing, 25-26 school year | \$12,000 | \$1,500 |
| Monitoring of ongoing monitoring frequency and accuracy of input and the utilization of data in lesson planning. | Ongoing Monitoring Tool | Teaching staff, Comprehensive Services Specialists | Program Manager, Education & Assessment Comprehensive Services Specialist | Ongoing, 25-26 school year | \$0 | \$0 |
| SUBTOTAL | | | | | \$13,000 | \$2,084 |

| T/TA Goal #3 | | | | | | |
|--|---------------------------------------|---|---|--|----------------|----------------|
| Provide training to staff on Head Start Standards to enhance skills needed to provide high-quality, comprehensive services to children and families. | | | | | | |
| Expected Outcomes (Short-Term &/or Long-Term) | | Indicators | | Documentation/Frequency of | | |
| Management staff will develop and/or maintain effective policies, procedures, and practices to meet the Head Start Standards. | | Adherence to all Head Start Standards | | Sign In Sheets, Agendas, Training Documentation, Program Policies, Procedures, Practices | | |
| T/TA Strategies/Events/Activities (include size & scope) | T/TA Resource | Target Audience or Head Start Management System | Responsible Manager | Timeline | Estimated Cost | |
| | | | | | HS | EHS |
| Provide training on the Implementation of Head Start Standards in all program areas. | Workshops, Training, Conferences | Program Leadership Staff, Teaching Staff | Program Manager, Program Leadership Specialists | Ongoing, 25-26 school year | \$3,920 | \$3,000 |
| Establish partnerships with other Head Start programs to share policies, procedures, and practices. | Partnerships with Head Start Programs | Program Leadership Staff | Program Manager, Program Leadership Specialists | Ongoing, 25-26 school year | \$0 | \$0 |
| SUBTOTAL | | | | | \$3,920 | \$3,000 |

6. Non-Federal Match

Non-Federal Match is calculated using the projected costs of facilitated maintenance, provided student transportation, calculated volunteer hours, and shared personnel cost for certified

Special Education teachers serving Head Start Students. These costs are covered by the recipient (Jackson County School Board). See the attachment under "Documents – Other Supporting Documents" titled "Head Start Match 2023-24."

7. Non-Federal Match Waiver

No waiver of the Non-Federal Match requirement is proposed.

8. Administrative Cost Waiver

No waiver of the limitation on development and administrative cost requirement is proposed.

9. Enrollment Reduction

No enrollment reduction or conversion is requested.

10. Purchase, Construction, or Major Renovations

No request for purchase, construction, or major renovation of facilities is requested. All facilities and facility costs are provided by the recipient (Jackson County School Board).

11. Funds for Equipment

No funds for equipment are requested.

Purchasing Card (P-Card) Procedures Manual

Purchasing Card (P-Card) Procedures Manual (Board approved 03/16/2017) On-Site User Responsibilities

The SunTrust Enterprise Spend Platform System uses one role to accomplish the Purchasing Card transaction process. They are as follows:

Card Manager (Bookkeeper, Secretary)

- a. The Card Manager must make a typed request (Form JC 491) to the principal or department head, to purchase goods or services.
- b. Upon approval of the typed request by the principal or department head, the Card
- c. Manager may utilize the purchasing card to make the purchase. Another employee, (subject to the approval of the principal) may make the actual purchase, returning all receipts, along with the card, immediately after the transaction has been completed.
- d. The Card Manager is responsible for making sure that sales tax is not charged on the purchases. We are only tax-exempt for the State of Florida.
- e. Upon completion of the purchase, the Card Manager must (1) return the card to the designated area for safekeeping and (2) turn in detailed receipts (failure to obtain receipts may expose the employee to personal responsibility for vendor payment). eReviews and signs the SunTrust Bank statement associated with the appropriate card.

- f. The Card Manager must report disputed charges to the Procurement Card Administrator and ensure resolution.
- g. The Card Manager must immediately report loss or theft of a card to the Procurement Card Administrator.
- h. The Card Manager should review SunTrust Enterprise Spend Platform transactions on a daily basis.
- i. As transactions appear in the SunTrust Enterprise Spend Platform, the Card Manager assigns coding per the official request Form JC 491.
- j. All transactions will be reviewed and coding assigned by the Card Manager within seven (7) working days. Card suspension is possible due to late paperwork remittance at 10 days and beyond. Card Approver (Principal/Department Head)
- k. The Card Approver shall approve all purchase requests on Form JC-491, before the purchases are made.
- l. The Card Approver is solely responsible for requesting or canceling purchasing cards.
- m. The Card Approver is solely responsible for requesting credit limit changes.

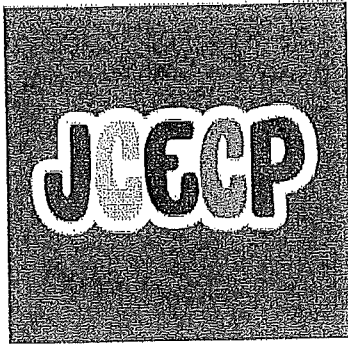
Final Cost Allocation

2024-2025 Salaries

| HSES | School | Position | Code | Days | Hours | Hourly Rate | HS | HS AD | EHS | EHS AD | ESE | VPK | % | HS | HS Ad | EHS | EHS Ad | ESE | VPK | Total | |
|-------|--------|------------|----------------|------|-------|-------------|------|-------|------|--------|------|------|---|-------------|-------|-------------|--------|-------------|------------|-------------|-------------|
| 1 | Prog | PCSS | 6300 | 196 | 7.75 | \$37.02 | 0.8 | | 0.01 | | | 0.19 | 1 | \$44,986.70 | | \$562.33 | | | | \$10,684.34 | \$56,233.38 |
| 1 | Prog | PCSS | 6300 | 196 | 7.75 | \$33.46 | 0.88 | | 0.12 | | | | 1 | \$44,726.65 | | \$6,099.09 | | | | \$10,979.33 | \$27,448.33 |
| 2 | CES 1 | Instruct | 5500 | 196 | 7.75 | \$18.07 | 0.6 | | | | | 0.4 | 1 | \$16,469.00 | | | | | | \$22,496.39 | \$44,992.78 |
| 2 | CES 2 | Teacher | 5500/5200 | 196 | 7.75 | \$29.62 | 0.5 | | | | 0.5 | | 1 | \$22,496.39 | | | | | | \$22,496.39 | \$44,992.78 |
| 2 | ECC 01 | Teacher | 5500 | 196 | 7.75 | \$39.16 | 0.6 | | | | | 0.4 | 1 | \$35,690.42 | | | | | | \$23,793.62 | \$59,484.04 |
| 2 | ECC 02 | Instruct | 5500 | 196 | 7.75 | \$17.56 | 0.6 | | | | | 0.4 | 1 | \$16,004.18 | | | | | | \$10,669.46 | \$26,673.64 |
| 2 | ECC 03 | Teacher | 5500 | 196 | 7.75 | \$37.87 | 0.6 | | | | | 0.4 | 1 | \$34,514.72 | | | | | | \$23,009.81 | \$57,524.53 |
| 2 | ECC 04 | Teacher | 5500 | 196 | 7.75 | \$30.81 | 0.6 | | | | | 0.4 | 1 | \$28,080.23 | | | | | | \$18,720.16 | \$46,800.39 |
| 2 | ECC 05 | Instruct | 5500 | 196 | 7.75 | \$19.60 | 1 | | | | | | 1 | \$29,772.40 | | | | | | | \$29,772.40 |
| 2 | ECC 06 | Instruct | 5500 | 196 | 7.75 | \$18.24 | 0.6 | | | | | 0.4 | 1 | \$16,623.94 | | | | | | \$11,082.62 | \$27,706.56 |
| 2 | ECC 07 | Teacher | 5500/5200 | 196 | 7.75 | \$29.66 | 0.5 | | | | 0.5 | | 1 | \$22,526.77 | | | | \$22,526.77 | | | \$45,053.54 |
| 2 | ECC 08 | Teacher | 5500 | 196 | 7.75 | \$37.11 | 0.6 | | | | | 0.4 | 1 | \$33,822.05 | | | | | | \$22,548.04 | \$56,370.09 |
| 2 | ECC 09 | Teacher | 5500/5200 | 196 | 7.75 | \$30.60 | 0.5 | | | | 0.5 | | 1 | \$23,240.70 | | | | \$23,240.70 | | | \$46,481.40 |
| 2 | ECC 10 | Teacher | 5500/5200 | 196 | 7.75 | \$32.91 | 0.5 | | | | 0.5 | | 1 | \$24,995.15 | | | | \$24,995.15 | | | \$49,990.29 |
| 2 | GES 1 | Instruct | 5500 | 196 | 7.75 | \$17.39 | 0.6 | | | | | 0.4 | 1 | \$15,849.25 | | | | | | \$10,566.16 | \$26,415.41 |
| 2 | M | Teacher | 5500 | 196 | 7.75 | \$29.95 | 0.6 | | | | | 0.4 | 1 | \$27,296.43 | | | | | | \$18,197.62 | \$45,494.05 |
| 2 | M | Instruct | | 196 | 7.75 | \$17.39 | | | | | | 1 | 1 | | | | | | | \$26,415.41 | \$26,415.41 |
| 2 | SES 1 | Instruct | 5500 | 196 | 7.75 | \$19.26 | 0.6 | | | | | 0.4 | 1 | \$17,553.56 | | | | | | \$11,702.38 | \$29,255.94 |
| 2 | SES 2 | Teacher | 5500 | 196 | 7.75 | \$17.39 | 0.6 | | | | | 0.4 | 1 | \$15,849.25 | | | | | | \$10,566.16 | \$26,415.41 |
| 2 | SES 3 | Teacher | 5500 | 196 | 7.75 | \$37.11 | 0.25 | | | | 0.25 | 0.5 | 1 | \$14,092.52 | | | | \$14,092.52 | | \$28,185.05 | \$56,370.09 |
| 3 | ECC | CSS | 5500 | 196 | 7.75 | \$37.11 | 0.7 | | | | | 0.3 | 1 | \$39,459.06 | | | | | | \$16,911.03 | \$56,370.09 |
| 3 | GV/CES | CSS | 5500 | 196 | 7.75 | \$37.87 | 0.7 | | | | | 0.3 | 1 | \$40,267.17 | | | | | | \$17,257.36 | \$57,524.53 |
| 3 | ECC | CSS | 5500 | 196 | 7.75 | \$33.59 | 0.7 | | | | | 0.3 | 1 | \$35,716.25 | | | | | | \$15,306.96 | \$51,023.21 |
| EHS 3 | ECC | CSS | 5500 | 196 | 7.75 | \$37.11 | 0.5 | | 0.5 | | | | 1 | \$28,185.05 | | \$28,185.05 | | | | \$8,697.78 | \$21,744.45 |
| 5 | CES 1 | Assist | 5500 | 182 | 7.5 | \$15.93 | 0.6 | | | | | 0.4 | 1 | \$13,046.67 | | | | | | \$21,512.40 | \$21,512.40 |
| 5 | CES 2 | ESE Para | 5200 | 182 | 7.5 | \$15.76 | | | | | 1 | | 1 | | | | | | | \$21,512.40 | \$21,512.40 |
| 5 | ECC | Assist | 5500 | 191 | 7.5 | \$21.97 | 0.8 | | 0.09 | | | 0.11 | 1 | \$25,177.62 | | \$2,832.48 | | | | \$3,461.92 | \$31,472.03 |
| 5 | ECC 01 | Assist | 5500 | 196 | 7.75 | \$16.55 | 1 | | | | | | 1 | \$25,139.45 | | | | | | \$24,024.00 | \$48,048.00 |
| 5 | ECC 02 | Assist | 5500 | 182 | 7.5 | \$17.60 | 1 | | | | | | 1 | \$24,024.00 | | | | | | \$8,604.96 | \$21,512.40 |
| 5 | ECC 03 | Assist | 5500 | 182 | 7.5 | \$15.76 | 0.6 | | | | | 0.4 | 1 | \$12,907.44 | | | | | | \$8,976.24 | \$22,440.60 |
| 5 | ECC 04 | Assist | 5500 | 182 | 7.5 | \$16.44 | 0.6 | | | | | 0.4 | 1 | \$13,464.36 | | | | | | \$8,976.24 | \$22,440.60 |
| 5 | ECC 05 | Assist | 5500 | 182 | 7.5 | \$17.60 | 1 | | | | | | 1 | \$24,024.00 | | | | | | \$8,697.78 | \$21,744.45 |
| 5 | ECC 06 | Assist | 5500 | 182 | 7.5 | \$15.93 | 0.6 | | | | | 0.4 | 1 | \$13,046.67 | | | | | | \$8,697.78 | \$21,744.45 |
| 5 | ECC 07 | ESE Para | 5200 | 182 | 7.5 | \$15.93 | | | | | 1 | | 1 | | | | | \$21,744.45 | | | \$21,744.45 |
| 5 | ECC 08 | Assist | 5500 | 182 | 7.5 | \$16.38 | 0.6 | | | | | 0.4 | 1 | \$13,415.22 | | | | | | \$8,943.48 | \$22,358.70 |
| 5 | ECC 09 | ESE Para | 5200 | 182 | 7.5 | \$15.76 | | | | | 1 | | 1 | | | | | \$21,512.40 | | | \$21,512.40 |
| 5 | ECC 09 | ESE Para | 5200 | 182 | 7.5 | \$17.91 | | | | | 1 | | 1 | | | | | \$24,447.15 | | | \$24,447.15 |
| 5 | ECC 10 | ESE Para | 5200 | 182 | 7.5 | \$18.59 | | | | | 1 | | 1 | | | | | \$25,375.35 | | | \$25,375.35 |
| 5 | GES 1 | Assist | 5500 | 182 | 7.5 | \$17.60 | 0.6 | | | | | 0.4 | 1 | \$14,414.40 | | | | | | \$9,609.60 | \$24,024.00 |
| 5 | M | Assist | 5500 | 182 | 7.5 | \$17.60 | 0.6 | | | | | 0.4 | 1 | \$14,414.40 | | | | | | \$9,609.60 | \$24,024.00 |
| 5 | SES 1 | Assist | 5500 | 182 | 7.5 | \$16.10 | 0.6 | | | | | 0.4 | 1 | \$13,185.90 | | | | | | \$8,790.60 | \$21,976.50 |
| 5 | SES 2 | Assist | 5500 | 182 | 7.5 | \$15.76 | 0.6 | | | | | 0.4 | 1 | \$12,907.44 | | | | | | \$8,604.96 | \$21,512.40 |
| 5 | SES 3 | ESE Para | 5500 | 182 | 7.5 | \$16.10 | | | | | 1 | | 1 | | | | | \$21,976.50 | | | \$21,976.50 |
| 6 | Prog | PCSS | 6130 | 196 | 7.75 | \$37.11 | 0.8 | | 0.01 | | | 0.19 | 1 | \$45,096.07 | | \$563.70 | | | | \$10,710.32 | \$56,370.09 |
| 6 | Prog | PCSS | 6130 | 196 | 7.75 | \$35.73 | 0.85 | | 0.15 | | | | 1 | \$46,132.79 | | \$8,141.08 | | | | | \$54,273.87 |
| 7 | Prog | PCSS | 6300/6150/6190 | 196 | 7.75 | \$33.59 | 0.24 | | 0.01 | | 0.75 | | 1 | \$12,245.57 | | \$510.23 | | \$38,267.41 | | | \$51,023.21 |
| 9.1 | ECC | Health Aid | 5500 | 182 | 7.5 | \$17.80 | 0.8 | | 0.09 | | | 0.11 | 1 | \$19,437.60 | | \$2,186.73 | | | \$2,672.67 | | \$24,297.00 |
| 10 | Prog | PCSS | 6300 | 196 | 7.75 | \$33.72 | 0.7 | | 0.05 | | | 0.25 | 1 | \$35,854.48 | | \$2,561.03 | | | | \$12,805.17 | \$51,220.68 |
| 10 | Prog | PCSS | 6300 | 196 | 7.75 | \$34.69 | 0.8 | | 0.01 | | | 0.19 | 1 | \$42,155.29 | | \$526.94 | | | | \$10,011.88 | \$52,694.11 |

| | | | | | | | | | | | | | | | | | | | | |
|-------|------|-------------|------|-----|------|---------|------|------|------|------|--|------|---|-------------|------------|-------------|----------|--|-------------|-------------|
| 12 | Prog | Director | | 256 | 7.75 | \$42.31 | | 0.08 | | 0.01 | | 0.09 | | \$6,715.44 | | \$839.43 | | | \$7,554.87 | |
| 14.1 | Prog | Manager | | 256 | 7.75 | \$35.82 | 0.8 | 0.08 | 0.01 | 0.01 | | 0.1 | 1 | \$56,853.50 | \$5,685.35 | \$710.67 | \$710.67 | | \$7,106.69 | \$71,066.88 |
| 16 | ECC | Office | 6120 | 256 | 7.5 | \$18.76 | 0.8 | | 0.09 | | | 0.11 | 1 | \$28,815.36 | | \$3,241.73 | | | \$3,962.11 | \$36,019.20 |
| 16 | Prog | Office | 6300 | 256 | 7.5 | \$20.39 | 0.7 | 0.08 | 0.09 | 0.01 | | 0.12 | 1 | \$27,404.16 | \$3,131.90 | \$3,523.39 | \$391.49 | | \$4,697.86 | \$39,148.80 |
| 16 | Prog | Office | 6300 | 256 | 8 | \$20.90 | 0.7 | 0.08 | 0.09 | 0.01 | | 0.12 | 1 | \$29,962.24 | \$3,424.26 | \$3,852.29 | \$428.03 | | \$5,136.38 | \$42,803.20 |
| 19 | ECC | Maintenance | 7900 | 256 | 8 | \$16.95 | 0.58 | | 0.09 | | | 0.33 | 1 | \$20,133.89 | | \$3,124.22 | | | \$11,455.49 | \$34,713.60 |
| 21 | ECC | Custodian | 7900 | 191 | 8 | \$17.11 | 0.65 | | 0.24 | | | 0.11 | 1 | \$16,993.65 | | \$6,274.58 | | | \$2,875.85 | \$26,144.08 |
| 21 | ECC | Custodian | 7900 | 191 | 8 | \$21.12 | 0.65 | | 0.24 | | | 0.11 | 1 | \$20,976.38 | | \$7,745.13 | | | \$3,549.85 | \$32,271.36 |
| EHS 2 | 1 | Caregiver | 5500 | 182 | 7.75 | \$17.64 | | | 1 | | | | 1 | | | \$24,881.22 | | | | \$24,881.22 |
| EHS 2 | 2 | Caregiver | 5500 | 182 | 7.75 | \$19.85 | | | 1 | | | | 1 | | | \$27,998.43 | | | | \$27,998.43 |
| EHS 2 | 2 | Caregiver | 5500 | 182 | 7.75 | \$15.76 | | | 1 | | | | 1 | | | \$22,229.48 | | | | \$22,229.48 |
| EHS 2 | 3 | Caregiver | 5500 | 182 | 7.75 | \$17.60 | | | 1 | | | | 1 | | | \$24,824.80 | | | | \$24,824.80 |
| EHS 2 | 3 | Caregiver | 5500 | 182 | 7.75 | \$17.63 | | | 1 | | | | 1 | | | \$24,867.12 | | | | \$24,867.12 |
| EHS 2 | 4 | Caregiver | 5500 | 182 | 7.75 | \$22.70 | | | 1 | | | | 1 | | | \$32,018.35 | | | | \$32,018.35 |
| EHS 2 | 4 | Caregiver | 5500 | 182 | 7.75 | \$17.46 | | | 1 | | | | 1 | | | \$24,627.33 | | | | \$24,627.33 |
| EHS 2 | 4 | Caregiver | 5500 | 182 | 7.75 | \$16.62 | | | 1 | | | | 1 | | | \$23,442.51 | | | | \$23,442.51 |

Class Size Waiver



Jackson County Early Childhood Programs

4283 Kelson Avenue

Marianna, FL 32446

Phone: 850-482-9698 Fax: 850-482-7092

Subject: Application Class Size Warning

Explanation:

The 2025-2026 grant application reflects a warning concerning class size falling below the "generally" accepted number of 13 students in a Center-Based Option. Jackson County Early Childhood Programs can maintain a lower student teacher ratio in some classes due to state funding sources that supplement our program, specifically Voluntary Pre-K (VPK) and Full-time Enrollment (FTE) funding for students with disabilities (identified by our grantee, Jackson County School Board). This allows our program to better serve our community through our Head Start program while also serving the students in our community with special education needs as well as those who are in need but do not fall within the guidelines to be served under Head Start

Jackson County Early Childhood Programs
5 Year Strategic Plan and Program Goals
2025-2030

Program Goals 2025-2030

Program Goal #1 - Year 1

JCECP will achieve and maintain a CLASS score of 5 or above in Emotional Support and Classroom Organization and be at or above the designated threshold in the area of Instructional Support.

Measurable Objective

70% of Head Start classrooms will score at or above a 5 in Emotional Support, 5 in Classroom Organization, and be above the HS designated threshold in Instructional Support.

Activities or Action Steps

1. Provide additional CLASS training to teaching staff
2. Provide additional support by classroom interventionist to increase scores through monthly observations and feedback
3. For teachers scoring below the threshold in Fall, Conduct 2 cycles in the Spring to be averaged with Fall results for an average score for the year
4. Review and analyze data to determine if objective is met and discuss reasons why if not met
5. Collaborate with other HS Programs/Consultants to conduct CLASS observation and training
6. Utilize Practice-Based Coaching Model to increase staff knowledge and abilities to implement CLASS strategies
7. Redesign and strengthen coaching plans to support classroom staff by utilizing classroom interventionists to the fullest degree

Data, Tools, or Methods for Tracking

CLASS Reliability Training

Certificates of Completion

Training Agendas

Quality Assurance Implementation Plan

Program Goals 2025-2030

Program Goal #1 - Year 1

JCECP will achieve and maintain a CLASS score of 5 or above in Emotional Support and Classroom Organization and be at or above the designated threshold in the area of Instructional Support.

Expected Outcome

Staff will maintain or increase CLASS scores by implementing effective CLASS strategies and fostering a positive and educational classroom climate.

| Progress/Outcomes | Challenges |
|-------------------|--|
| | Staff turnover within the program |
| | Teacher reluctance to adapt to CLASS model |
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Program Goals 2025-2030

Program Goal #2 - Year 1

JCECP will strengthen family involvement to empower families to grow as stakeholders in their children's education.

Measurable Objectives

70% of Head Start and Early Head Start families will participate in at least 3 family involvement opportunities to include participation in parent education sessions, family activities, parent literacy, participation in parent center and Policy Council meetings

Activities or Action Steps

1. Increase parent participation in Ready Rosie
2. Provide families opportunities to complete "Topic of Educational Interests" surveys to plan activities needed or desired
3. Utilize input from Parent Committee, Policy Council, Advisory Councils, Self-Assessment teams and staff for ideas to increase participation
4. Incorporate various resources in the community around these topics
5. Provide parent education sessions that support healthy lifestyles addressing nutrition, social/emotional needs, behaviors, etc.
6. Implement an incentive program to increase family involvement with a focus on parent education attendance
7. Design parent education activities to include hands-on experiences with resources
8. Provide a survey to all families for input on obstacles that prevent participation and suggestions for improvements
9. Review family involvement data to determine if objective was met

Data, Tools, or Methods for Tracking

| | |
|-----------------|----------------------------|
| Meeting Agendas | Child Plus reports |
| Sign in Sheets | Parent Feedback |
| Surveys | Ready Rosie Data Dashboard |

Program Goals 2025-2030

Program Goal #2 - Year 1

JCECP will strengthen family involvement to empower families to grow as stakeholders in their children's education.

Expected Outcome

Families will increase participation to gain knowledge and become greater stakeholders in their children's education.

| Progress/Outcomes | Challenges |
|-------------------|---|
| | Getting parents to sign up for Ready Rosie. Multiple invitations are sent but some of the parents still do not respond. |
| | Recruiting parents to participate in meetings |
| | Scheduling around work schedules of parents |
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Program Goals 2025-2030

Program Goal #3 - Year 1

JCECP will enable and encourage new staff development and continued professional development for current staff in order to recruit, retain, and promote a highly qualified and effective early childhood staff in all facets of the program.

Measurable Objectives

Retain 92% of high-quality staff and maintain 6% of current and newly hired staff enrolled in continuing or higher education programs.

Activities or Action Steps

1. Provide training throughout the school year
2. Maintain the program status with T.E.A.C.H. scholarship to provide financial assistance for staff
3. Implement Mentoring Coaching model based on Practice-Based Coaching model
4. Utilize the Marzano Growth Model with Teachers and Instructors to guide professional development
5. Provide Practice-Based Coaching for all staff
6. Research new initiatives and trainings to increase staff effectiveness
7. Partner with other agencies to provide observation opportunities
8. Provide leadership "shadowing" experiences for classroom staff

Data, Tools, or Methods for Tracking

| | |
|-----------------------------------|--|
| Growth Plans with action steps | TEACH Scholarship to support continued education |
| Yearly Training Needs Assessments | Practice-Based Coaching and Mentoring Logs |
| Inservice & training logs | |

Program Goals 2025-2030

Program Goal #3 - Year 1

JCECP will enable and encourage new staff development and continued professional development for current staff in order to recruit, retain, and promote a highly qualified and effective early childhood staff in all facets of the program.

Expected Outcome

Maximize the retention of highly effective staff and provide training and support to newly hired staff and staff with professional development needs.

| Progress/Outcomes | Challenges |
|--------------------------|--|
| | Getting staff to commit to trainings outside the school day even when they are paid extra for their time has been a challenge. |
| | Offering training and shadowing opportunities during the school day has been a challenge due to the lack of quality substitutes. |
| | More and more students with challenging behaviors are entering our program. |
| | |
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Jackson County Early Childhood Programs

2024-2025 Self-Assessment Executive Summary

Self-Assessment Executive Summary

Introduction:

Head Start Performance Standards state that all recipients must conduct an annual self-assessment of their program's effectiveness and progress in meeting program goals as well as ongoing monitoring, ensuring that Head Start regulations are met. This process allows programs to identify if the program is doing the right things to continue to provide the highest quality of services possible.

Members of the Self-Assessment Team:

The Self-Assessment Team consists of district level staff with expertise in the specific service areas as listed below.

Kristy Halley – Program Director

Lyndsey Lassiter - TSA

Kelly Edwards – Education & Assessment Comprehensive Services Specialist

Anne Mathis – Health, Safety & Nutrition Comprehensive Services Specialist

Brandi Harris – Disabilities & Mental Health Comprehensive Services Specialist

Edna Riley – Family & Community Partnerships Comprehensive Services Specialist

Jana Hollingsworth – ERSEA Comprehensive Services Specialist

Keneisha Long-Smith – Trauma-informed Care & RTI Specialist

Kristie Roper- Practice Based Coach Comprehensive Services Specialist

Process:

The Jackson County Early Childhood Programs staff met on November 9, 2024, to plan the Self-Assessment Process, including instruments to be used, data sources, and timeline for completion. Materials and instructions were provided, and each member was assigned a group of participants that represent parents, community partners, site administrators, guidance, staff, Policy Council and Board members. By December 20, 2024, team members submitted Strengths, Observations, and Recommendations derived from their feedback.

Data Sources:

Data sources used in this process include annual and monthly reports, child outcomes, family outcomes, Community Assessment, local, state, and national CLASS data, fiscal reports, PIR, Community Partnerships, monitoring records, surveys, and program goals. Many of these include multi-year data to identify trends.

Education and Assessment

Curriculum, Education, and Learning Environments

Program Strengths

- STAR Early Literacy assessment is a progress monitoring tool which will provide data to the state each year the students enter upper grades.
- Galileo assessment tool is correlated to the skills taught from the curriculum in accordance with Head Start Education Standards and Florida Standards. Parents have access to Galileo so that they can track mastery of skills.
- Researched-based curriculum is used for all age levels which provides continuity for the children who remain in our program for multiple years.
- Frog Street has imbedded Conscious Discipline into each daily lesson. This is a comprehensive classroom management and social emotional program that creates learning environments where children will learn to take responsibility for their actions and how to manage their emotions.
- Soothing Sammy is an additional social and emotional resource which is embedded into the daily schedule.
- On-going CLASS training is a high priority for staff development.
- Engaging environments are provided that encourage focused play, critical thinking, autonomy, and peer collaboration.
- Ready Rosie tips provided to families.
- The Office of Early Learning conducts CLASS observations in all 4-year-old classrooms.
- The Conscious Discipline techniques, provided in Frog Street, align with our classroom management and social emotional techniques for each age level.
- The classrooms have a wide variety of materials and supplies to provide rich activities.
- Staff use a variety of methods to communicate with families on ways to help students at home. Examples include: Parent Square, Ready Rosie, monthly flyers on health and nutrition, weekly newsletters, and parent involvement activities.

Program Needs

- Teachers need guidance on how to provide quality interventions for students who do not qualify for specialized instruction.
- Not all books provided in the curriculum are developmentally appropriate for 3 and 4-year-olds. New books are needed.
- Invest in additional phonemic awareness resources and training.
- Provide additional books for the Early Head Start Program.

Child Screening and Assessment

Program Strengths

- The screening process begins early in a child's educational experience with our program. We offer Child Find that captures and places children with specific needs. When a child enters our program, we use a screener, Acuscreen or Denver II, that gives a baseline for our children and recognizes learning barriers that might be present.
- A checklist is administered three times a year to provide staff and parents valuable information as to what areas a child may need extra specific learning time. It also reflects areas of strengths.
- The three-year-old portfolio is administered to the ESE and 3-year-old students and targets specific skills such as: letter recognition, stages of development in writing their names, numeral recognition, counting, and other skills.
- The VPK STAR Early Literacy is completed three times a year for 4-year-olds.
- Assessments are designed to meet the needs of every age student.

Program Needs

- Staff need a better understanding on how to monitor the student's growth in STAR Early Literacy.

School Readiness

Program Strengths

- We provide our families with our School Readiness Goals at our Fall Conferences, and they are included in the parent calendar to ensure that they have information that will assist them at home in building strong values on the importance of education.
- Curriculum and assessments are correlated with School Readiness Goals.

Program Needs

- Data shows Science and Math scores are continuously lower than other domains.

Practice Based Coach

Program Strengths

- Teachers benefit from the one-on-one mentoring and in-class assistance.
- Teachers appreciate the opportunity to have feedback and new ideas from an outside observer.
- The Practice-based Coach has been a teacher in a Pre-K classroom previously, so she is knowledgeable about curriculum, classroom routines, and procedures.
- Teachers feel like the coaching process is positive and helpful instead of punitive.
- The Practice-based Coach provides resources as needed that are useful and relevant.
- Variety of support services (in person, peer, videos, handouts).
- Action plans align with CLASS needs and/or Needs Assessment.

Program Needs

- Staff need more training on handling severe behaviors in their classroom and classroom management support.
- Staff need more training on the Florida Standards for the areas they are teaching so they can modify curriculum to teach specifically what the students need to know.

Health Program Services

Physical & Oral Health Services

Program Strengths

- Strong partnership and support of the Jackson County School Board
- Strong partnership with the Jackson County Health Department
- Member of the Jackson County School Health/Safety and Drug Free Schools Advisory Council.
- Permission forms for exams/assessment obtained at the first home visit.
- FREE Health Screenings that include Vision and hearing screenings were completed by the Jackson County Health Department School Health nurses on all students.
- Referrals for follow-up care based on results of screenings are sent home by the JCHD school health nurse.
- Good relationship between parents/classroom staff/health room when an emergency/medical issue needs to be addressed.
- Health Room staff are under the supervision of the Jackson County School Board and the School Health supervisors.
- Child Health Plans initiated and completed by the JCHD School Health team as medical issues are identified.
- All students have physical and immunizations in place prior to the first day of attendance.
- All Head Start and Early Head Start students have a lead test result on file as required.
- All Early Head Start students have current hemoglobin results on file as required.
- In-services are provided by JCHD School Nurse Staff for all staff in JCECP.
- 48 staff members are certified in HSI CPR AED.
- Child & Family Comprehensive Services Specialists assist parents, when needed, to sign up for programs such as Medicaid, Florida's Kidcare, MCNA, assistance with housing, transportation, and other day to day needs.
- Parent orientation is provided in areas of Health, Safety and Nutrition throughout the school year by a variety of methods.
- The Jackson County Health Department Dental "Smiles on Wheels" is the main dental provider providing screenings and cleanings.
- Home dental packages, with supplies from the Jackson County Health Department are distributed 3 times a year and include toothpaste, toothbrushes, and dental floss.
- A contract between the Jackson County School District and The Jackson County Health Dept. is maintained for services on the "Smiles on Wheels" bus.
- Daily Health Checks are completed by classroom staff and any concerns are reported/handled immediately.
- Child Health Record is completed by teacher and parent at home visit.
- Great partnerships with the local Health Department, as well as local pediatricians and several dentists.

- Physicals and immunization records are updated and tracked on a weekly basis, with contact made to parents by Health, Safety, Nutrition Comprehensive Specialist, classroom staff and Comprehensive Services Specialist staff.
- Early Childhood Programs health and emergency procedures and policies are posted in each classroom.
- Jackson County School District's Emergency Quick Reference Cards are posted for easy access in all areas.
- Consistency and cooperation are established between the program and the school.
- Health rooms are at all school sites which provide any needed medication administration or first aid treatment, and implementation of goals/factors of Child Health Plans which is then recorded in the child health cumulative folder.
- Child Health Log with documented health issues are in every classroom and health room.
- Release of information forms are signed to obtain necessary information about a student's health and dental issues, without the parent having to obtain this information him or herself.
- Change of schedule to include more handwashing opportunities, as well as child-friendly hand sanitizing stations.
- A first aid/ emergency bag including thermometers have been provided to every classroom.

Program Needs

- More dental clinics that will accept children under the age of 5 are needed in the area.

Safety Practices

Program Strengths

- A school resource officer, Jackson County Sheriff's Deputy, is assigned at each site monitoring and maintaining all safety areas.
- Health & Safety checklist is monitored by the Comprehensive Services Specialist three times a year and concerns are reported to the Health, Safety and Nutrition Comprehensive Service Specialist.
- Site visitations by the Health, Safety and Nutrition Comprehensive Services Specialist are conducted at least twice a year providing a report of concerns to both site maintenance and district maintenance staff.
- Playground safety checklists are completed by staff daily and concerns are reported/handled immediately if deemed a safety hazard.
- Jackson County School District's Emergency Quick Reference Cards are posted for easy access in all areas.
- Health Room staff are under the supervision of the Jackson County School Board and the School Health supervisors.
- Med certified persons at each school site.
- Head Start staff are CPR/First Aid certified.

- A first aid/emergency bag, including thermometers, have been provided for classroom use and traveling with the classes to all areas.
- Good communication between staff and parents through phone calls, letters, conferences, emails, and other parent resources.
- Life Vac anti-choking device provided to each Pre-K classroom, and lunchrooms county-wide.
- Procedures in place to identify Rilya Wilson students through Department of Children and Families.
- Monthly Safety/Emergency drills are conducted rotating between fire, tornado, and active assailant.
- Emergency evacuation plans are posted for each area on campus.
- Active supervision strategies are implemented to ensure child safety.

Program Needs

- Current procedures have shown to be the best practices.

Child Nutrition

Program Strengths

- A system of tracking Health Services is through Child Plus which is purchased annually by the program, as well as the tracking process done by the Health, Safety, & Nutrition Comprehensive Services Specialist on a student-by-student basis.
- Tracking system includes a defined report of a student's height/weight/BMI.
- Monthly nutritional information is sent home.
- Nutrition services are provided to all children free of charge which includes breakfast, lunch, and a snack.
- Monthly menus are provided by the contracted food service provider, Sodexo
- Cooperative collaboration between Health Safety Nutrition Comprehensive Services Specialist and food service provider, Sodexo.
- Food is provided by the recipient for students in need over weekends and holidays through the county's Backpack for Kids Program.
- Special diets for students with different dietary needs are accommodated with input from physicians and parents.
- Snack program implemented through partnership with the USDA to provide snacks to students, with reimbursement of costs to the JCSB.
- Full-time staff person to oversee our snack program.
- Improved choices for our students.
- Improved partnership with the USDA snack program.

Program Needs

- Items that fall within the reimbursable snack guidelines are sometimes not items that students will eat.

- Supply chain issues have been challenging at times.

Family & Community Partnerships

Program Strengths

- Recipient is the Jackson County School Board
- Children & Family Comprehensive Services Specialist assigned to school sites.
- Provide monthly literacy and parent education.
- Student services provided by the Recipient (Jackson County School Board) ex: Speech, OT, PT, Vision.
- Family & Community Partnership Comprehensive Services Specialist is a member of Altrusa International of Marianna. Altrusa provides Christmas assistance and coats for students.
- Cooperative Agreements with 45 agencies who provide assistance to families.
- Recipient provides transportation services to the program.
- Recipient is the school system, therefore making the transition from Pre-K to Kindergarten very positive.

Program Needs

- Training for parent education, Ready Rosie
- Child Plus training for Comprehensive Services Specialists
- Male Involvement activities
- Parent education classes at each school site in conjunction with other school activities so parents will attend.

Eligibility, Recruitment, Selection, Enrollment, and Attendance

Eligibility, Recruitment, and Selection Process

Program Strengths

- Preschool and Early Head Start both maintain funded Head Start enrollment.
 - Preschool Head Start: Funded enrollment – 211 Current enrollment – 211
 - Early Head Start: Funded enrollment - 30 Current enrollment - 30
- Online enrollment option is implemented to reach more people.
- Scoring system is used to ensure the neediest children are served based on their score sheet.
- Transportation is offered to 4-year-olds at ECC and 3 and 4-year-olds at outlying schools.
- Program offers the least restrictive environment for children with special needs.

Program Needs

- Turnaround time on receiving documents for enrollment from parents can be lengthy.
- Not being able to serve more 3-year-olds due to grant funding and lack of space.
- More consideration needs to be given to working parents.

Attendance Procedures

Program Strengths

- Policy and Procedures given to parents to promote and establish regular attendance.
- Safety calls are made within first hour of school to ensure all children are safe.
- Data is shared with management team to identify students that have chronic attendance issues.
- Transportation is offered as an in-kind service to 4-year-olds and to 3 and 4-year-olds in the outlying schools.

Program Needs

- Parents having lack of transportation that aren't eligible to ride the bus.
- Parents do not take attendance as a serious issue that will affect their child's success in the future.

Enrollment

Program Strengths

- Online enrollment to reach more people.
- Spots are filled from waiting list as soon as possible.
- Priority given to the neediest of children and families based on criteria point sheet.
- Assistance given in registration process to those that need it.

Program Needs

- Parents turning in required documentation on time.
- Need more 3-year-old classes.
- More priority needs to be given to working families slightly over the poverty line.

Mental Health/Disabilities

Program Strengths

- Beginning of the year assessments and universal screeners for speech and language are completed within the first 45 days of school to help identify those students that have needs and are referred immediately to the Mental Health and Disabilities Comprehensive Services Specialist. All Head Start children are included in on-going assessments.
- All Exceptional Student Services are provided on-site, including Speech and Language Pathologist, Physical Therapy, Occupational Therapy, Vision Therapy, Deaf/Hard of Hearing Therapy.
- The program accommodates children and their families by providing specialized transportation, special equipment for student with needs, assessing health issues, and making sure children receive the services they need throughout the school day.
- The partnership with the Jackson County School Board and the Children's Home Society have been very successful in providing services to our families and ensuring there is no lapse in services as the student enters the program. A Partners Meeting is conducted between LEA and Early Steps. Transition conferences with Early Steps and families are held before a child's third birthday.
- Children's Home Society/Early Steps have a successful partnership that transitions eligible students with disabilities before the child's third birthday.
- The Mental Health and Disabilities Comprehensive Services Specialist partners with the Panhandle Area Educational Consortium (PAEC) and attends all scheduled Child Find Screenings. All referred children are scheduled for evaluations during the time of screening. For all the children that pass the screening, flyers are distributed with information about Head Start registration which states that registration is open to all children Comprehensive Services Specialist families.
- Full-time ESE students eat breakfast and lunch and participate in inside and outside centers with basic peers. This model is to give students with disabilities the opportunity to acquire age-appropriate skills from basic peers.
- Five full-time ESE classrooms that provide specialized instruction in a smaller class setting.
- Positive working relationships between the Mental Health and Disabilities Comprehensive Services Specialist, Program Partners, Education Staff, Family Services Staff, and Parents.
- The Mental Health and Disabilities Comprehensive Services Specialist is also the PreK LEA for the recipient.

- When additional disabilities are suspected, LEA gains permission for further testing. Collected data is sent to the recipient's school psychologist and a formal psychological evaluation is complete to aide in determining eligibility and appropriate placement.
- Two staff members in the classrooms help provide individualized learning for each student. Accommodations are in place, documented, and implemented.
- Access to a Certified Behavior Analyst to assist and train staff on the behavioral needs of students with disabilities.
- Students and staff have access to Mental Health Counselors, if needed.
- Materials are provided and updated yearly.
- On-going information and trainings are provided to staff on how to assist students with disabilities.
- Positive collaboration between the Mental Health and Disabilities Comprehensive Services Specialist and IEP team to meet the educational needs as well as physical and emotional needs of students and families.
- Students with disabilities are transitioned to a basic classroom when appropriate and receive services in an inclusion model.
- When questions arise involving disabilities, the staff provides appropriate answers or will use district resources to provide the answers the parents are seeking.
- Mental Health observations are completed a minimum of two times with follow-ups as needed.
- Child Study Team process that includes parent conferences and behavior/academic interventions for at-risk students.
- Behavior Intervention Plans are developed and implemented for students that exhibit challenging behaviors.

Program Needs

- Behavior intervention tools for basic students.
- Trainings for extreme behaviors.
- Early Steps communication needs to be completed in a timeller manner including up to date documentation.
- Consistent documentation by ECC teaching staff with Rtl plans.
- Students need more one-on-one attention to help achieve goals.

Trauma Informed Care and Response to Intervention

Program Strengths

- The program has a plan in place that provides documentation of interventions. Training provided by Early Childhood Programs staff to meet need in classrooms.
- Support staff to help where and when needed.
- Resources on hand and websites.
- A Comprehensive Service Specialist goes into classrooms to observe and then follows up with the teacher about any concerns.
- A Mental Health Specialist will observe and follow up with the teacher to see if child still has the same concerns.
- Provides more information on trauma interventions for students.
- When interventions need to be in place, plan is developed to suit child and interventions utilized are documented through monitoring.
- Family Services work alongside the staff involved with the intervention process.
- Family Services work with educators to provide resources for family needs. Family Needs Forms are completed at conferences, home visits, or when there is a need.
- Teachers can ask for assistance from their family service teacher who can reach out to the family to assist in behavioral therapy.
- Teachers and their Comprehensive Services Specialist can set up a meeting with Rtl specialist and families to discuss interventions and put them in place to help with behavior. Additional follow-up meetings can be scheduled at any time to discuss if interventions are working or not and form a new plan if needed.
- A step-by-step plan is provided towards interventions.
- Resources provided with Rtl staff.
- Rtl staff, Family Services, and Mental Health Services work together.
- The teacher is given documentation forms from Rtl specialist to track the child's behavior and or triggers.

Program Needs

- More behavior staff, plus staff available for EHS as the number of children requiring services for behaviors are increasing every year.
- More support from parents who do not follow through with behavior plans at home and who do not attend meetings concerning student behavior.
- If needed, family services can provide more monitoring of interventions and documentation.
- Parents may not be willing to accept services and may need more education and support.

- Teaching staff need to be on task and consistent with implementation of interventions and documentation.
- The team needs to be on the same page and work together in providing documentation and being consistent.
- Teachers not filling out forms to track behaviors.

Program Manager

Human Resources and Professional Development

Program Strengths

- Staff have credentials to provide quality Head Start Services.
- Staff are always trained on old and upcoming policies, procedures, and professional development.
- The staff have the resources needed on hand and a Practice-based Coach.

Program Needs

- More behavior training
- Better pay for teachers

Organizational Leadership

Program Strengths

- Policy Council and Parent Committee: help set program direction.
- Communication: in person, by email, and by phone.
- Compassion: for the program, staff, children, and families.
- Advocacy: quality care.
- Organization: prioritize time and see results.
- Decision Making: make decisions to benefit the program.

Program Needs

- More understanding of the complexity of our program.
- Understanding that multiple locations and multiple configurations combine different educational entities: such as VPK, Head Start, and childcare.
- More consideration of the many stakeholders involved in our program.

Program Planning

Program Strengths

- Strong grant recipient: Jackson County School Board.
- Strong relationships with program staff, families, children, and businesses within the community.
- Continuous quality improvement.
- Effective practices are implemented to promote and encourage children's growth and learning.
- Ongoing screenings and assessments to make sure children are making progress.

Program Needs

- Having many stakeholders makes it hard to plan for.

- Our program is spread out within four schools and one self-contained school makes planning more difficult.

Governance

Program Strengths

- As the recipient, Jackson County School Board offers a vast number of resources and infrastructure, including transportation, human resources, financial, training, disabilities, facilities, and maintenance.
- The program has five sites to serve students and families.
- The program continues its partnership with the State of Florida's TEACH scholarship to financially help current staff in furthering their education.
- The program utilizes Florida's VPK Program to compliment Head Start funding to offer full day service to students.
- The program has implemented online registration.
- All sites have a full-time Health Aide.
- The program is maintaining funded enrollment for both Head Start and Early Head Start.
- Use of CCFP snack reimbursement program allows the program to offer healthy snacks to students at no cost.
- Classroom staff have been extended the opportunity to participate in Program Management level trainings to help foster leadership growth and development.
- Community support
- Collaboration with other schools in our district which assists with student transition to kindergarten.

Program Needs

- The program is experiencing a higher than desired turnover rate with personnel, but it is less than the Local Educational Agency (Recipient) average.
- Contract negotiations for Jackson County School Board employees have continued to cause Head Start/Early Head Start personnel budget to grow beyond the typical 65%-80% range.
- Salary increases due to minimum wage increase has outpaced grant and COLA increases.
- Unable to retain staff who get advanced degrees due to salary cost.

T&TA Goal

T/TA Goal #1

The program will provide CLASS support and training to ensure the use of effective teaching strategies and best practices.

| Expected Outcomes (Short-Term &/or Long-Term) | | Indicators | | Documentation/Frequency of | | |
|--|--|---|---|--------------------------------|----------------|----------------|
| <i>Teaching staff will implement effective teaching strategies and best practices centered around the CLASS model.</i> | | <i>Increased School Readiness</i> | | <i>Sign-In Sheets, Agendas</i> | | |
| T/TA Strategies Events/Activities (include size & scope) | T/TA Resource | Target Audience or Head Start Management System | Responsible Manager | Timeline | Estimated Cost | |
| | | | | | HS | EHS |
| Provide CLASS training that focus on specific areas and/or needs as identified through observations or as requested by staff. | Consultants, CLASS Reliable Program Staff | Teaching staff | Program Manager, Education & Assessment Comprehensive Services Specialist | Ongoing, 25-26 school year | \$3,000 | \$1,000 |
| Provide trainings for the Practice-Based Coaching model, strategies for developing collaborative coaching partnerships, focused observations, and providing reflection and feedback. | PBC Training, Consultants | Practice-Based Coach, Mentor Coaches | Program Manager, Education & Assessment Comprehensive Services Specialist | Ongoing, 25-26 school year | \$3,000 | \$1,000 |
| Provide individualized feedback and training to all classroom staff following an observation by CLASS reliable observers. | CLASS Reliable Observer Partnerships from Surrounding Programs | Teaching staff, CLASS Reliable Comprehensive Services Specialists | Program Manager, Education & Assessment Comprehensive Services Specialist | Ongoing, 25-26 school year | \$0 | \$0 |
| | | | | SUBTOTAL | \$6,000 | \$2,000 |

T/TA Goal #2

The program will provide staff training on implementing a data-driven approach to instructional planning.

| Expected Outcomes (Short-Term &/or Long-Term) | | Indicators | | Documentation/Frequency of | | |
|--|-------------------------|--|---|---|------------------------|-----------------------|
| Staff will strategically plan lessons based on data analysis. | | Lesson Plans, Ongoing Monitoring Reports | | Weekly Lesson Plans, Monthly Ongoing Monitoring Reports | | |
| T/TA Strategies Events/Activities (include size & scope) | T/TA Resource | Target Audience or Head Start Management System | Responsible Manager | Timeline | Estimated Cost | |
| | | | | | HS | EHS |
| Provide training to classroom staff on how to utilize ongoing monitoring to track student progress and adjust instructional strategies to better meet student needs. | Ongoing Monitoring Tool | Teaching staff, Comprehensive Services Specialists, Practice-Based Coach | Program Manager, Education & Assessment Comprehensive Services Specialist | Ongoing, 25-26 school year | \$1,000 | \$584 |
| Provide training to classroom staff based on topics of interest and need in reading and math. | Consultants | Teaching staff | Program Manager, Education & Assessment Comprehensive Services Specialist | Ongoing, 25-26 school year | \$12,000 | \$1,500 |
| Monitoring of ongoing monitoring frequency and accuracy of input and the utilization of data in lesson planning. | Ongoing Monitoring Tool | Teaching staff, Comprehensive Services Specialists | Program Manager, Education & Assessment Comprehensive Services Specialist | Ongoing, 25-26 school year | \$0 | \$0 |
| | | | | <i>SUBTOTAL</i> | <i>\$13,000</i> | <i>\$2,084</i> |

T/TA Goal #3

Provide training to staff on Head Start Standards to enhance skills needed to provide high-quality, comprehensive services to children and families.

| Expected Outcomes (Short-Term &/or Long-Term) | | Indicators | | Documentation/Frequency of | | |
|--|---------------------------------------|---|---|---|-----------------------|-----------------------|
| <i>Management staff will develop and/or maintain effective policies, procedures, and practices to meet the Head Start Standards.</i> | | <i>Adherence to all Head Start Standards</i> | | <i>Sign In Sheets, Agendas, Training Documentation, Program Policies, Procedures, Practices</i> | | |
| T/TA Strategies Events/Activities (include size & scope) | T/TA Resource | Target Audience or Head Start Management System | Responsible Manager | Timeline | Estimated Cost | |
| | | | | | HS | EHS |
| Provide training on the implementation of Head Start Standards in all program areas. | Workshops, Training, Conferences | Program Leadership Staff, Teaching Staff | Program Manager, Program Leadership Specialists | Ongoing, 25-26 school year | \$3,920 | \$3,000 |
| Establish partnerships with other Head Start programs to share policies, procedures, and practices. | Partnerships with Head Start Programs | Program Leadership Staff | Program Manager, Program Leadership Specialists | Ongoing, 25-26 school year | \$0 | \$0 |
| | | | | <i>SUBTOTAL</i> | <i>\$3,920</i> | <i>\$3,000</i> |

Early Head Start/ Head Start Summary



Office of Head Start

04CH011752-200 - Jackson County Early Childhood Programs
 FY2025 - 07/01/2025-06/30/2026 - Non-Competing New

Early Head Start - Summary

| | Cost for Program Operation | Cost for Training Technical Assistance | Non-Federal Share | Number of Employees |
|------------------------|----------------------------|--|-------------------|---------------------|
| Line Item Budget Total | \$460,856 | \$7,084 | \$116,985 | 10.1 |

| | Cost for Program Operation | Cost for Training Technical Assistance | Non-Federal Share | Number of Employees |
|-----------------|----------------------------|--|-------------------|---------------------|
| Personnel Total | \$291,018 | \$0 | \$0 | 10.1 |

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 | \$6,661 | \$0 | \$0 | 0.13 |
| Teachers / Infant Toddler Teachers | \$206,327 | \$0 | \$0 | 8 |
| Family Child Care Personnel | \$28,185 | \$0 | \$0 | 0.5 |
| Teacher Aides and Other Education Personnel | \$2,832 | \$0 | \$0 | 0.09 |
| Health / Mental Health Services Personnel | \$8,704 | \$0 | \$0 | 0.16 |
| Disabilities Services Personnel | \$510 | \$0 | \$0 | 0.01 |
| Other Child Services Personnel - Health Aide | \$2,186 | \$0 | \$0 | 0.09 |
| Total | \$255,405 | \$0 | \$0 | 8.98 |

Personnel: Family and Community Partnership Personnel

| | Cost for Program Operation | Cost for Training Technical Assistance | Non-Federal Share | Number of Employees |
|---|----------------------------|--|-------------------|---------------------|
| Program Managers and Content Area Experts | \$3,087 | \$0 | \$0 | 0.06 |

Personnel: Program Design and Management Personnel

| | Cost for Program Operation | Cost for Training Technical Assistance | Non-Federal Share | Number of Employees |
|--|----------------------------|--|-------------------|---------------------|
| Executive Director / Other Supervisor of HS Director | \$839 | \$0 | \$0 | 0.01 |
| Head Start / Early Head Start Director | \$1,421 | \$0 | \$0 | 0.01 |
| Clerical Personnel | \$11,436 | \$0 | \$0 | 0.38 |

| | Cost for Program Operation | Cost for Training Technical Assistance | Non-Federal Share | Number of Employees |
|-------|----------------------------|--|-------------------|---------------------|
| Total | \$13,696 | \$0 | \$0 | 0.4 |

Personnel: Other Personnel

| | Cost for Program Operation | Cost for Training Technical Assistance | Non-Federal Share | Number of Employees |
|-----------------------------|----------------------------|--|-------------------|---------------------|
| Maintenance Personnel | \$3,124 | \$0 | \$0 | 0.09 |
| Other Personnel - Custodial | \$15,706 | \$0 | \$0 | 0.57 |
| Total | \$18,830 | \$0 | \$0 | 0.66 |

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) | \$19,431 | \$0 | \$0 | |
| Health / Dental / Life Insurance | \$14,479 | \$0 | \$0 | |
| Retirement | \$48,766 | \$0 | \$0 | |
| Other Fringe - medicare | \$4,199 | \$0 | \$0 | |
| Total | \$86,875 | \$0 | \$0 | |

Travel

| | Cost for Program Operation | Cost for Training Technical Assistance | Non-Federal Share | Number of Employees |
|--------------------------|----------------------------|--|-------------------|---------------------|
| Staff Out-Of-Town Travel | \$1,500 | \$0 | \$0 | |

Supplies

| | Cost for Program Operation | Cost for Training Technical Assistance | Non-Federal Share | Number of Employees |
|-------------------------------------|----------------------------|--|-------------------|---------------------|
| Office Supplies | \$1,000 | \$0 | \$0 | |
| Child and Family Services Supplies | \$27,109 | \$0 | \$0 | |
| Food Services Supplies | \$1,000 | \$0 | \$0 | |
| Other Supplies - Staff appreciation | \$1,000 | \$0 | \$0 | |
| Total | \$30,109 | \$0 | \$0 | |

Contractual

| | <i>Cost for Program Operation</i> | <i>Cost for Training Technical Assistance</i> | <i>Non-Federal Share</i> | <i>Number of Employees</i> |
|--|-----------------------------------|---|--------------------------|----------------------------|
| Administrative Services (e.g., Legal, Accounting) | \$0 | \$0 | \$12,140 | |
| Training and Technical Assistance | \$0 | \$7,084 | \$0 | |
| Other Contracts - Pest Control | \$217 | \$0 | \$0 | |
| Other Contracts - Parent Square Communication Services | \$150 | \$0 | \$0 | |
| Other Contracts - Ready Rosie Curriculum | \$750 | \$0 | \$0 | |
| Total | \$1,117 | \$7,084 | \$12,140 | |

Other

| | <i>Cost for Program Operation</i> | <i>Cost for Training Technical Assistance</i> | <i>Non-Federal Share</i> | <i>Number of Employees</i> |
|---|-----------------------------------|---|--------------------------|----------------------------|
| Utilities, Telephone | \$23,790 | \$0 | \$0 | |
| Building Maintenance / Repair and Other Occupancy | \$0 | \$0 | \$55,437 | |
| Local Travel | \$1,500 | \$0 | \$0 | |
| Child Services Consultants | \$0 | \$0 | \$14,246 | |
| Volunteers | \$0 | \$0 | \$31,309 | |
| Substitutes (if not paid benefits) | \$12,000 | \$0 | \$0 | |
| Publications / Advertising / Printing | \$500 | \$0 | \$3,853 | |
| Total | \$37,790 | \$0 | \$104,845 | |

| | <i>Cost for Program Operation</i> | <i>Cost for Training Technical Assistance</i> | <i>Non-Federal Share</i> | <i>Number of Employees</i> |
|---------------------------|-----------------------------------|---|--------------------------|----------------------------|
| Direct Costs Total | \$448,409 | \$7,084 | \$116,985 | 10.1 |

Indirect Charges

| | <i>Cost for Program Operation</i> | <i>Cost for Training Technical Assistance</i> | <i>Non-Federal Share</i> | <i>Number of Employees</i> |
|----------------|-----------------------------------|---|--------------------------|----------------------------|
| Indirect Costs | \$12,447 | \$0 | \$0 | |



Office of Head Start

04CH011752-000 - Jackson County Early Childhood Programs
 FY2025 - 07/01/2025-06/30/2026 - Non-Competing New

Head Start - Summary

| | Cost for Program Operation | Cost for Training Technical Assistance | Non-Federal Share | Number of Employees |
|------------------------|----------------------------|--|-------------------|---------------------|
| Line Item Budget Total | \$1,988,405 | \$22,920 | \$502,831 | 34.17 |

| | Cost for Program Operation | Cost for Training Technical Assistance | Non-Federal Share | Number of Employees |
|-----------------|----------------------------|--|-------------------|---------------------|
| Personnel Total | \$1,272,963 | \$0 | \$0 | 34.17 |

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 | \$89,713 | \$0 | \$0 | 1.68 |
| Teachers / Infant Toddler Teachers | \$394,876 | \$0 | \$0 | 9.85 |
| Family Child Care Personnel | \$143,627 | \$0 | \$0 | 2.6 |
| Teacher Aides and Other Education Personnel | \$219,167 | \$0 | \$0 | 9.2 |
| Health / Mental Health Services Personnel | \$91,228 | \$0 | \$0 | 1.65 |
| Disabilities Services Personnel | \$12,245 | \$0 | \$0 | 0.24 |
| Other Child Services Personnel - School Health Aide | \$19,437 | \$0 | \$0 | 0.8 |
| Total | \$970,293 | \$0 | \$0 | 26.02 |

Personnel: Family and Community Partnership Personnel

| | Cost for Program Operation | Cost for Training Technical Assistance | Non-Federal Share | Number of Employees |
|---|----------------------------|--|-------------------|---------------------|
| Program Managers and Content Area Experts | \$78,009 | \$0 | \$0 | 1.5 |

Personnel: Program Design and Management Personnel

| | Cost for Program Operation | Cost for Training Technical Assistance | Non-Federal Share | Number of Employees |
|--|----------------------------|--|-------------------|---------------------|
| Executive Director / Other Supervisor of HS Director | \$6,715 | \$0 | \$0 | 0.08 |

| | Cost for Program Operation | Cost for Training Technical Assistance | Non-Federal Share | Number of Employees |
|--|----------------------------|--|-------------------|---------------------|
| Head Start / Early Head Start Director | \$62,538 | \$0 | \$0 | 0.88 |
| Clerical Personnel | \$92,737 | \$0 | \$0 | 3.16 |
| Total | \$161,990 | \$0 | \$0 | 4.12 |

Personnel: Other Personnel

| | Cost for Program Operation | Cost for Training Technical Assistance | Non-Federal Share | Number of Employees |
|-----------------------------|----------------------------|--|-------------------|---------------------|
| Maintenance Personnel | \$20,133 | \$0 | \$0 | 0.58 |
| Other Personnel - Custodial | \$42,538 | \$0 | \$0 | 1.95 |
| Total | \$62,671 | \$0 | \$0 | 2.53 |

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) | \$85,109 | \$0 | \$0 | |
| Health / Dental / Life Insurance | \$63,420 | \$0 | \$0 | |
| Retirement | \$213,599 | \$0 | \$0 | |
| Other Fringe - Medicare | \$17,874 | \$0 | \$0 | |
| Total | \$380,002 | \$0 | \$0 | |

Supplies

| | Cost for Program Operation | Cost for Training Technical Assistance | Non-Federal Share | Number of Employees |
|---|----------------------------|--|-------------------|---------------------|
| Office Supplies | \$5,000 | \$0 | \$0 | |
| Child and Family Services Supplies | \$131,493 | \$0 | \$0 | |
| Food Services Supplies | \$12,000 | \$0 | \$0 | |
| Other Supplies - Staff Appreciation & Mental Health | \$4,000 | \$0 | \$0 | |
| Total | \$152,493 | \$0 | \$0 | |

Contractual

| | <i>Cost for Program Operation</i> | <i>Cost for Training Technical Assistance</i> | <i>Non-Federal Share</i> | <i>Number of Employees</i> |
|--|-----------------------------------|---|--------------------------|----------------------------|
| Administrative Services (e.g., Legal, Accounting) | \$0 | \$0 | \$36,420 | |
| Training and Technical Assistance | \$0 | \$22,920 | \$0 | |
| Other Contracts - Pest Control | \$1,523 | \$0 | \$0 | |
| Other Contracts - Parent Square Communication Software | \$870 | \$0 | \$0 | |
| Other Contracts - Child Plus | \$9,850 | \$0 | \$0 | |
| Other Contracts - Ready Rosie | \$5,294 | \$0 | \$0 | |
| Total | \$17,537 | \$22,920 | \$36,420 | |

Other

| | <i>Cost for Program Operation</i> | <i>Cost for Training Technical Assistance</i> | <i>Non-Federal Share</i> | <i>Number of Employees</i> |
|--|-----------------------------------|---|--------------------------|----------------------------|
| Utilities, Telephone | \$68,909 | \$0 | \$0 | |
| Building Maintenance / Repair and Other Occupancy | \$0 | \$0 | \$166,312 | |
| Local Travel | \$4,000 | \$0 | \$0 | |
| Child Services Consultants | \$0 | \$0 | \$42,738 | |
| Volunteers | \$0 | \$0 | \$100,232 | |
| Substitutes (if not paid benefits) | \$30,000 | \$0 | \$0 | |
| Publications / Advertising / Printing | \$5,000 | \$0 | \$11,797 | |
| Other - Transportation | \$0 | \$0 | \$145,332 | |
| Other - Altrusa dues, Notary Licenses and Director License Renewals. | \$4,000 | \$0 | \$0 | |
| Total | \$111,909 | \$0 | \$466,411 | |

| | <i>Cost for Program Operation</i> | <i>Cost for Training Technical Assistance</i> | <i>Non-Federal Share</i> | <i>Number of Employees</i> |
|---------------------------|-----------------------------------|---|--------------------------|----------------------------|
| Direct Costs Total | \$1,934,904 | \$22,920 | \$502,831 | 34.17 |

Indirect Charges

| | <i>Cost for Program Operation</i> | <i>Cost for Training Technical Assistance</i> | <i>Non-Federal Share</i> | <i>Number of Employees</i> |
|----------------|-----------------------------------|---|--------------------------|----------------------------|
| Indirect Costs | \$53,501 | \$0 | \$0 | |

Jackson County School Board
Community-Wide Strategic Planning and
Needs Assessment Update

Early Head Start/Head Start Program
Program Year 2025-2026

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JCSB Community-Wide Strategic Planning and Needs Assessment Update

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Section A: Community Assessment Committee

Committee Members

Superintendent Hunter Nolen, Chief Executive Officer

Kristy Halley, Director/Program Manager

Lyndsey Lassiter, Teacher on Special Assignment

Kristle Roper, Practice Based Coach Comprehensive Services Specialist

Edna Riley, Family & Community Partnership Comprehensive Services Specialist

Brandl Harris, Mental Health & Disabilities Comprehensive Services Specialist

Anne Mathis, Health, Safety & Nutrition Comprehensive Services Specialist

Kelly Edwards, Education & Assessment Comprehensive Services Specialist

Jana Hollingsworth, E.R.S.E.A. Comprehensive Services Specialist

Keneisha Smith, Trauma Informed Care Comprehensive Services Specialist

Michelle Thomason, Policy Council Chairman

Tequavis Brigham, Policy Council Co-Chairman

Rodneshia Jones, Policy Council Secretary

Our Creed

- We believe that each child deserves the opportunity to live fully and to develop to fullest potential.
- We believe that acceptance of and respect for all stakeholders are essential for our mutual growth.
- We believe in commitment to provision of the highest quality in family-focused services.
- We believe that by utilization of all available resources, and by uniting our best efforts, we will achieve the common goal that we share with other child advocates.
- We believe that by being loyal to our beliefs, even in the face of adversity, we will ensure that trusts exist at all levels.

Our Mission

The mission of the Jackson County Early Childhood Program is to maximize use of all resources in order to enhance school readiness for at-risk young children by ensuring services that are comprehensive, integrated, and family-focused.

Our Goals

- To ensure developmentally appropriate programs of quality
- To promote active involvement of each family
- To provide qualified, competent, caring staff
- To provide adequate resources
- To develop, strengthen, and maintain seamless collaboration among programs, school district, and community providers.

Overview

The Jackson County School Board Early Childhood Program combines state and federal legislative initiatives through Early Head Start, Head Start, VPK, and the school district's Exceptional Student Education (ESE) programs. Its mission is to enhance school readiness for children by ensuring quality family services that are comprehensive, integrated, family-focused, and friendly.

Jackson County is located in the rural northwest Florida Panhandle, approximately 50 miles northwest of the state capital, Tallahassee. It borders Alabama and Georgia. According to the most recent World Population Review, the estimated population of Jackson County is 48,989, reflecting a decrease from the previous year. The county covers 917.76 square miles, with land elevation ranging from 50 to 330 feet above sea level. Jackson County is rich in natural features, including lakes such as Lake Seminole, Compass Lake, Merritt's Mill Pond, and O'Cheesee Pond. The Chipola River flows south through the county's center, while the Chattahoochee River forms its eastern border.

The local economy primarily relies on agriculture, manufacturing, service, and retail trade. The county is also home to several government facilities and Chipola College. Additionally, Jackson County hosts three state correctional institutions, a federal prison, and a private prison. Major highways include U.S. Highway 231, U.S. Highway 90, and Interstate 10. Marianna, the county seat, is the largest city, located 65 miles west of the state capital and 54 miles north of the Gulf of Mexico and Panama City Beach. Notable attractions in the county include Florida Caverns State Park and Blue Springs recreational area.

The Jackson County School Board's Early Childhood Programs provide services to children and families in various areas, including child health and development, education, child safety, nutrition, mental health, disabilities, family partnerships, and community partnerships. Each area is addressed to ensure that the needs of students and families are met effectively.

The program serves students at five sites within Jackson County: Cottondale Elementary School, Graceville Elementary School, Malone School, Sneads Elementary School, and the Jackson County Early Childhood Center, which serves Early Head Start and preschool students. These schools are all Title I schools, and site selection is based on the availability of eligible children in each community.

Efforts will continue to serve the targeted Early Head Start/Head Start population at the listed sites. An annual evaluation of site locations will be conducted to determine if they continue to meet community needs.

Section 2A: Enrollment, Recruitment, Selection, Eligibility and Attendance

Enrollment, Recruitment, Selection, Eligibility, and Attendance (ERSEA) are the first services provided by the Jackson County Early Childhood Program to children and families in the county. Families are encouraged to apply for enrollment through various outreach methods, including radio and newspaper advertisements, as well as school and community flyers. These efforts aim to identify children eligible for Early Head Start and Head Start services.

Trained staff assist applicants during the registration process, ensuring all required documentation is completed. After registration, the ERSEA Comprehensive Services Specialist reviews the applicant's age and income eligibility based on the submitted information. The application is then reviewed by additional staff to ensure that all eligibility determinations comply with ERSEA guidelines.

When the number of eligible applicants exceeds the available classroom slots, the Early Head Start or Pre-Kindergarten Eligibility Priority Criteria form is completed for each applicant to determine priority selection. Placement is determined based on eligibility and the number of points accrued on the priority form. These ERSEA guidelines ensure that Jackson County families with the greatest need are prioritized for placement in the Early Head Start and Head Start programs.

Pre-Kindergarten Selection Criteria

Selection criteria for Early Head Start and Head Start Program for Jackson County Early Childhood Programs are on the following two pages.

JCSB Community-Wide Strategic Planning and Needs Assessment Update

Jackson County Early Childhood Programs Early Head Start Eligibility Priority Criteria

Automatically assign points based on Income

| | |
|--|-----|
| Foster | 200 |
| Homeless | 200 |
| Public Assistance (SNAP/SSI/TANF) | 100 |
| 0 - 24% w/ or w/o 30% Housing Allowance | 100 |
| 25 - 49% w/ or w/o 30% Housing Allowance | 80 |
| 50 - 74% w/ or w/o 30% Housing Allowance | 60 |
| 75 - 100% w/ or w/o 30% Housing Allowance | 40 |
| 101 - 500% w/ or w/o 30% Housing Allowance | 0 |

Participant is not eligible if above 130% of the Poverty Level with 30% Housing Allowance

Automatically assign points based on Class Age

| | |
|----------------|-----|
| 0 - 17 months | 80 |
| 18 - 35 months | 200 |

Other Eligibility Criteria

Prior Head Start (Choose one)

| | |
|-----|---|
| 100 | Withdrawal due to relocation or health issues |
| 100 | Transfer from other EHS program |

Disability

| | |
|----|-----------|
| 30 | Diagnosed |
|----|-----------|

Other Eligibility Criteria

Referrals from Other Source(s) (Choose one)

| | |
|----|------------------------------|
| 80 | Children's Home Society |
| 80 | Children's Medical Services |
| 80 | Dept. of Children & Families |
| 80 | Protective Services |
| 80 | Early Steps |

Family Service Needs (Choose one)

| | |
|----|-----------------------|
| 80 | Deceased Parent |
| 80 | Disabled Parent |
| 80 | Incarcerated Parent |
| 80 | Terminally Ill Parent |
| 80 | Abuse/Neglect |
| 80 | Alcohol/Drugs |
| 80 | Domestic Violence |
| 80 | Mental Illness |

Medical Recipient

| | |
|----|-----|
| 30 | Yes |
|----|-----|

Dual Language Learner

| | |
|----|-----|
| 20 | Yes |
|----|-----|

Migrant Family

| | |
|----|-----|
| 20 | Yes |
|----|-----|

Sibling in Preschool or Early Head Start

| | |
|----|-----|
| 20 | Yes |
|----|-----|

Parental Status (Choose one)

| | |
|-----|---|
| 100 | Single Parent/Guardian working or attending school |
| 50 | Single Parent/Guardian not working or attending school |
| 60 | Two Parent Family, both working or attending school |
| 20 | Two Parent Family, at least one parent not working/attending school |
| 200 | Mother is participant in Teenage Parenting Program (TAPP) |
| 100 | Parent is employee of JCECP |

JCSB Community-Wide Strategic Planning and Needs Assessment Update

Jackson County Early Childhood Programs Early Head Start Eligibility Priority Criteria

Automatically assign points based on Income

| | |
|--|-----|
| Foster | 200 |
| Homeless | 200 |
| Public Assistance (SNAP/SSI/TANF) | 100 |
| 0 - 24% w/ or w/o 30% Housing Allowance | 100 |
| 25 - 49% w/ or w/o 30% Housing Allowance | 80 |
| 50 - 74% w/ or w/o 30% Housing Allowance | 60 |
| 75 - 100% w/ or w/o 30% Housing Allowance | 40 |
| 101 - 500% w/ or w/o 30% Housing Allowance | 0 |

Participant is not eligible if above 130% of the Poverty Level with 30% Housing Allowance

Automatically assign points based on Class Age

| | |
|----------------|-----|
| 0 - 17 months | 80 |
| 18 - 35 months | 200 |

Other Eligibility Criteria

Prior Head Start (Choose one)

| | |
|-----|---|
| 100 | Withdrawal due to relocation or health issues |
| 100 | Transfer from other EHS program |

Disability

| | |
|----|-----------|
| 30 | Diagnosed |
|----|-----------|

Other Eligibility Criteria

Referrals from Other Source(s) (Choose one)

| | |
|----|------------------------------|
| 80 | Children's Home Society |
| 80 | Children's Medical Services |
| 80 | Dept. of Children & Families |
| 80 | Protective Services |
| 80 | Early Steps |

Family Service Needs (Choose one)

| | |
|----|-----------------------|
| 80 | Deceased Parent |
| 80 | Disabled Parent |
| 80 | Incarcerated Parent |
| 80 | Terminally Ill Parent |
| 80 | Abuse/Neglect |
| 80 | Alcohol/Drugs |
| 80 | Domestic Violence |
| 80 | Mental Illness |

Medicaid Recipient

| | |
|----|-----|
| 30 | Yes |
|----|-----|

Dual Language Learner

| | |
|----|-----|
| 20 | Yes |
|----|-----|

Migrant Family

| | |
|----|-----|
| 20 | Yes |
|----|-----|

Sibling in Preschool or Early Head Start

| | |
|----|-----|
| 20 | Yes |
|----|-----|

Parental Status (Choose one)

| | |
|-----|---|
| 100 | Single Parent/Guardian working or attending school |
| 50 | Single Parent/Guardian not working or attending school |
| 60 | Two Parent Family, both working or attending school |
| 20 | Two Parent Family, at least one parent not working/attending school |
| 200 | Mother is participant in Teenage Parenting Program (TAPP) |
| 100 | Parent is employee of JCECP |

Healthy Start Program

Jackson County provides an array of services for expectant mothers and their families through programs like Healthy Start and Healthy Families Florida.

The Healthy Start Program ensures pregnant women and children aged 0–3 in Florida have access to prenatal care, child healthcare, and other services that promote healthier outcomes for mothers and infants.

Under Florida law, all pregnant women are offered the Healthy Start Prenatal Risk Screening at their first prenatal visit and the Healthy Start Infant Risk Screening before being discharged from the birthing facility. Based on screening results, the following services are available:

- **Care Coordination:** Assessing the needs of mothers and children and referring them to appropriate agencies.
- **Nutrition Counseling:** Providing dietary guidance to underweight or overweight pregnant women.
- **Psychosocial Counseling:** Offering support for issues like relationship challenges, depression, and more.
- **Parenting Support:** Hosting classes on infant and child health, safety, and nutrition.
- **Childbirth Education:** Teaching labor and delivery techniques, relaxation methods, and comfort measures.
- **Breastfeeding Education and Support:** Providing guidance on breastfeeding techniques and benefits.
- **Smoking Cessation Counseling:** Offering sessions on quitting smoking and addressing the risks of secondhand smoke.

From July 1, 2023, to June 30, 2024, Healthy Start of Jackson County served 371 infants/children and 561 pregnant women, delivering a total of 6,576 services.

Healthy Families Florida

Healthy Families Florida is a nationally accredited home visiting program for expectant parents and parents of newborns facing stressful life circumstances. This program improves childhood outcomes and increases family self-sufficiency by empowering parents through education and community support.

Participation in Healthy Families is voluntary. Parents learn to:

- Recognize and respond to their baby's developmental needs.
- Use positive discipline techniques.
- Cope with parenting stress in healthy ways.
- Set and achieve short- and long-term goals.

Trained family support workers provide home visits starting during pregnancy or within the first three months after birth. Services can continue for up to five years, depending on family needs.

Between July 1, 2023, and June 30, 2024, Healthy Families Florida in Jackson County served 50 families and 117 children. This represents an increase of 1 family and 4 children compared to the previous year.

Collaborative Efforts

The Jackson County Early Childhood Program works in partnership with Healthy Start and Healthy Families Florida to ensure services for expectant mothers and their families remain accessible and effective. To reach more eligible families and reduce service duplication, the program's eligibility criteria target children from families most in need.

By maintaining these collaborations, the Jackson County Early Childhood Program ensures that families in the community receive comprehensive, high-quality support tailored to their needs.

Section 2B: Demographic Information - Eligible Children and Their Families

According to statistics from the World Population Review, 64.2% of households in Jackson County are classified as family households, while 38.8% are non-family households. Non-family households include unmarried couples, females with no husband, and males with no wife:

The data indicates that about half of all households in Jackson County consist of married-couple families. However, households served by Head Start programs often face additional challenges that impact their composition.

The Jackson County Early Childhood Program's 2023-2024 Child Plus data reveals a contrasting trend when compared to countywide statistics. The program currently serves 247 families, of which 71% are single-parent households and 29% are two-parent households. This significant difference highlights the unique challenges faced by single-parent households. To address these challenges, additional points are assigned to single-parent households in the eligibility criteria for both Early Head Start and Head Start programs. This approach supports single parents in managing work or school responsibilities.

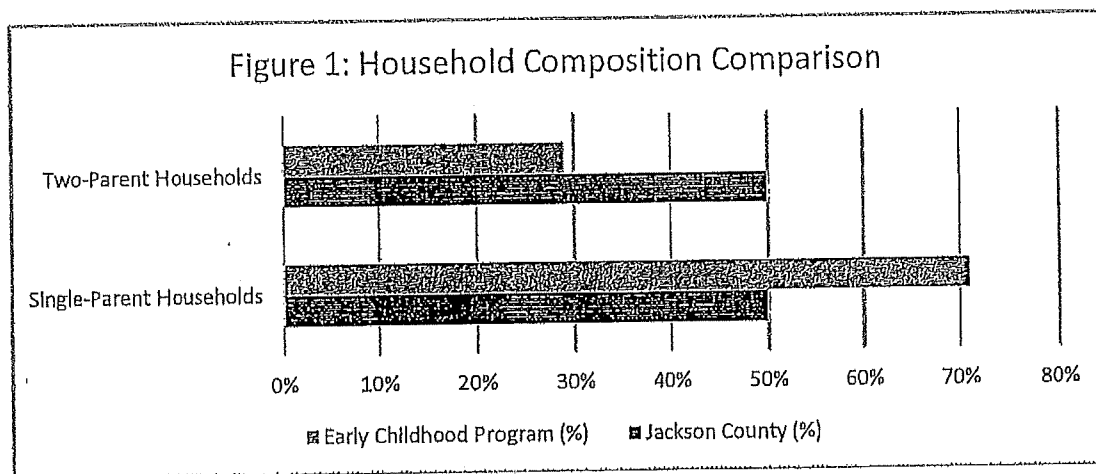


Figure 1 Data Source: World Population Review

Jackson County's total population of 48,989 is distributed as follows:

- 5% are under the age of 5
- 19.1% are ages 5-17
- 54.8% are ages 18-64

- 21.1% are 65 years or older

According to the 2024 July U.S. Census Quick Facts, 45.5% of the total population is female which could mean approximately half could be between the child-bearing ages of 18 to 44.

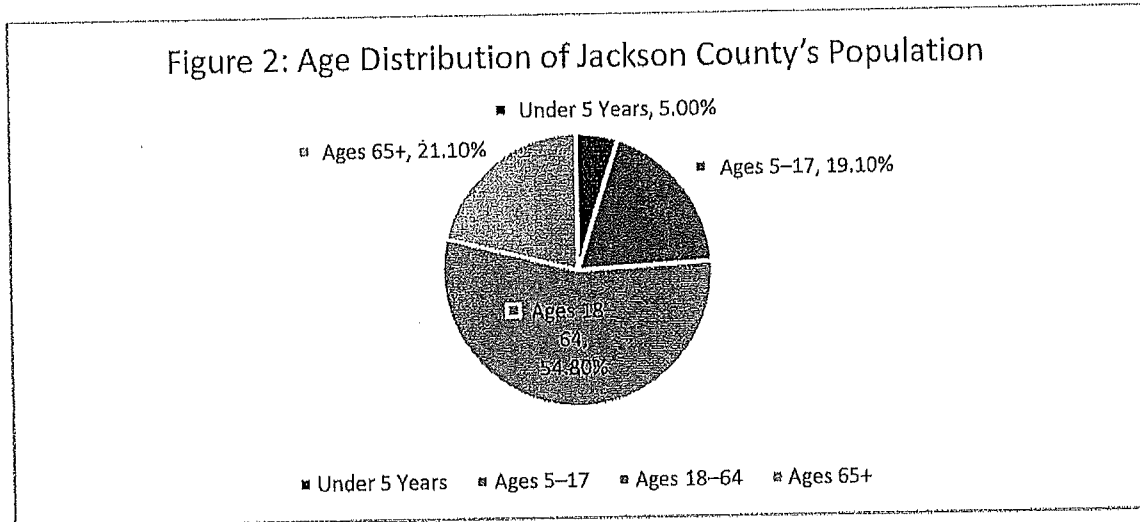


Figure 2 Data Source: World Population Review

Section 2C: Demographic Information- Calculating the Number of Eligible Head Start Children and Early Head Start Children

Statistics from the World Population Review were used to estimate the number of eligible children for Early Head Start and Head Start services. According to these statistics, there are approximately 2,450 children under the age of 5 currently living in Jackson County. Of these, an estimated 471 children are both age- and income-eligible for Early Head Start and Head Start programs.

| Figure 3 - Estimation of Eligible Early Head Start Children in Jackson County | |
|--|--------|
| Number of Children 0 to 5 | 2450 |
| Poverty Rate | 19.23% |
| Number of Children 0 to 5 in Poverty Calculation: $(2450 \times 19.23\% = 471)$ | 471 |
| Estimation of Number of Children 0 to 5 by Age Group Calculation: $(471 / 5 = 94)$ | 94 |
| Estimation of Number of Children that are Age and Income Eligible for Early Head Start Calculation: $(94 \times 3 = 282)$ | 282 |
| Funded Enrollment for Early Head Start | 30 |
| Percentage of Eligible Children Calculation: $(30 / 282 = 11\%)$ | 11% |

Figure 3 Date Source: World Population Review

| Figure 4: Estimation of Eligible Head Start Children in Jackson County | |
|--|--------|
| Number of Children 0 to 5 | 2450 |
| Poverty Rate | 19.23% |
| Number of Children 0 to 5 in Poverty Calculation: $(2450 \times 19.23\% = 471)$ | 471 |
| Estimation of Number of Children 0 to 5 by Age Group Calculation: $(471 / 5 = 94)$ | 94 |
| Estimation of Number of Children that are Age and Income Eligible for Head Start Calculation: $(94 \times 2 = 188)$ | 188 |
| Funded enrollment for Head Start | 211 |
| Percentage of Eligible Children Calculation: $(211 / 188 = 112\%)$ | 112% |

Figure 4 Date Source: World Population Review

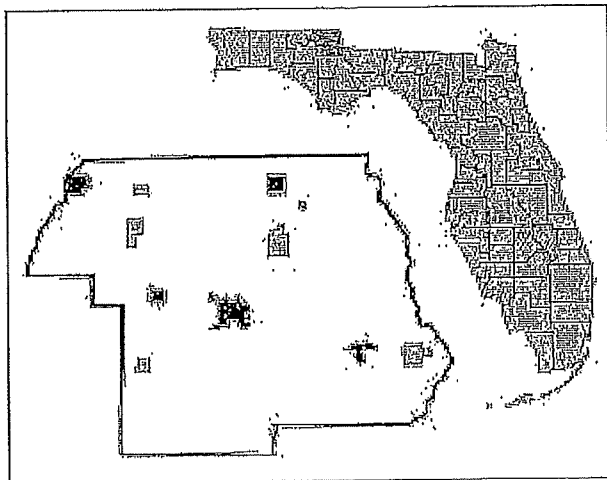
According to the data above, 243 eligible children are not currently being served by these programs. However, a portion of the 243 children is receiving support through alternative programs such as Healthy Families, Healthy Start, or childcare subsidies.

Section 2D: Demographic Information – Geographic Location

According to the World Population Review, Jackson County has an estimated 2,450 children ages 0-5. The Jackson County Early Childhood Program presently has centers located in areas where the largest population of students resides.

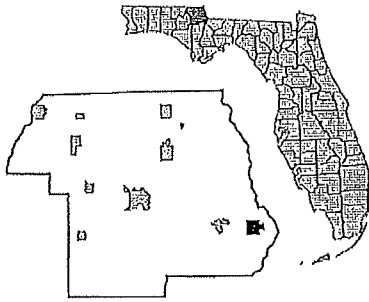
Head Start Center Locations in Jackson County, Florida

Jackson County Head Start Centers are located in Cottondale, Grand Ridge, Malone, Marianna, and Sneads.



Sneads, Florida

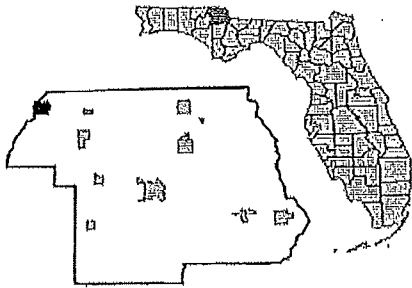
Sneads Elementary School serves the Grand Ridge and Sneads communities. A state prison is in Sneads.



| | |
|--------------------------|-----------|
| Population | 1,774 |
| Land Area (Square Miles) | 4.4 |
| Population Density | 403 |
| Average Household Income | \$ 66,368 |

Graceville, Florida

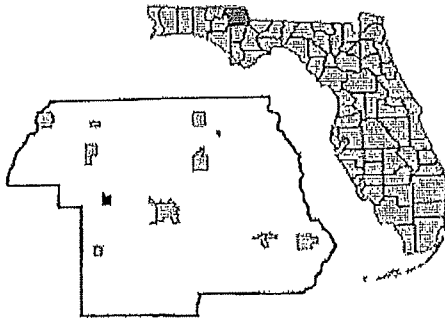
Graceville School serves the Campbellton community, Graceville community, and unincorporated areas of Jackson County. A state prison is located in Graceville.



| | |
|--------------------------|-----------|
| Population | 2,227 |
| Land Area (Square Miles) | 4.30 |
| Population Density | 515 |
| Average Household Income | \$ 66,368 |

Cottdondale, Florida

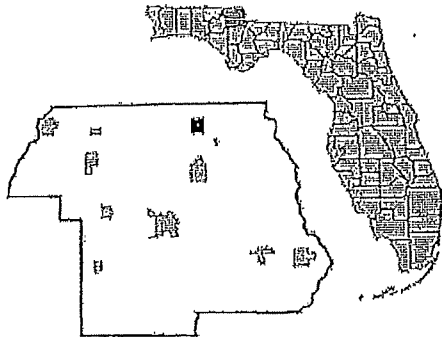
Cottdondale Elementary School serves Cottdondale, Alford, and unincorporated areas of Jackson County.



| | |
|--------------------------|-----------|
| Population | 875 |
| Land Area (Square Miles) | 3.3 |
| Population Density | 268 |
| Average Household Income | \$ 55,333 |

Malone, Florida

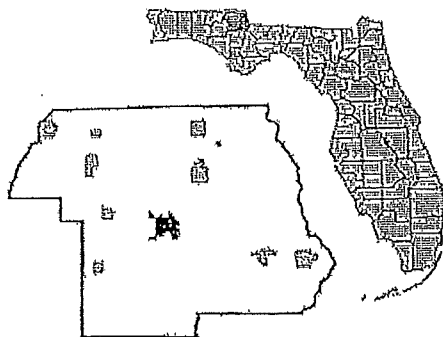
Malone School serves Malone, Bascom, and unincorporated areas of Jackson County. A state prison is located in Malone.



| | |
|--------------------------|-----------|
| Population | 1,447 |
| Land Area (Square Miles) | 3.0 |
| Population Density | 475 |
| Average Household Income | \$ 50,920 |

Marianna, Florida

The Jackson County Early Childhood Center in Marianna serves Marianna and areas of unincorporated Jackson County. A federal prison is located in Marianna.



| | |
|--------------------------|-----------|
| Population | 7,630 |
| Land Area (Square Miles) | 18.6 |
| Population Density | 410 |
| Average Household Income | \$ 48,341 |

Section 2E: Demographic Information – Racial and Ethnic Composition

Ethnic Composition

According to the World Population Review, Jackson County has a population of 48,989. The ethnic composition of the county is detailed in the chart below. Based on the most recent data, the Hispanic population in Jackson County is 5.2%. However, the 2023-2024 Child Plus data indicates that the program's enrollment of Hispanic individuals is slightly higher, at 6%.

Hispanic Ethnicity Definition:

According to the Census, individuals of Hispanic origin include those who identify their origin as Mexican, Puerto Rican, Cuban, Central or South American, or any other Hispanic origin. It is important to note that individuals of Hispanic origin may be of any race.

Hispanic Population (County) 5.2%

Hispanic Enrollment (Program) 6.0%

Racial Composition

Unlike the ethnic composition, the racial composition of Jackson County and the Early Childhood Program differs significantly. The percentage of Black population served in the program is nearly double that of the county's Black population, while the percentage of White population in the program is about a quarter of the county's population. Additionally, there is a roughly 50% difference in the multi-race population between the county's composition and that of the program.

Race vs. Ethnicity: According to the Census, race and ethnicity are distinct categories. Hispanic or Latino origin is asked as a separate question and falls under ethnicity. Respondents are categorized by both their race(s) and one of two ethnicities: "Hispanic" or "Non-Hispanic."

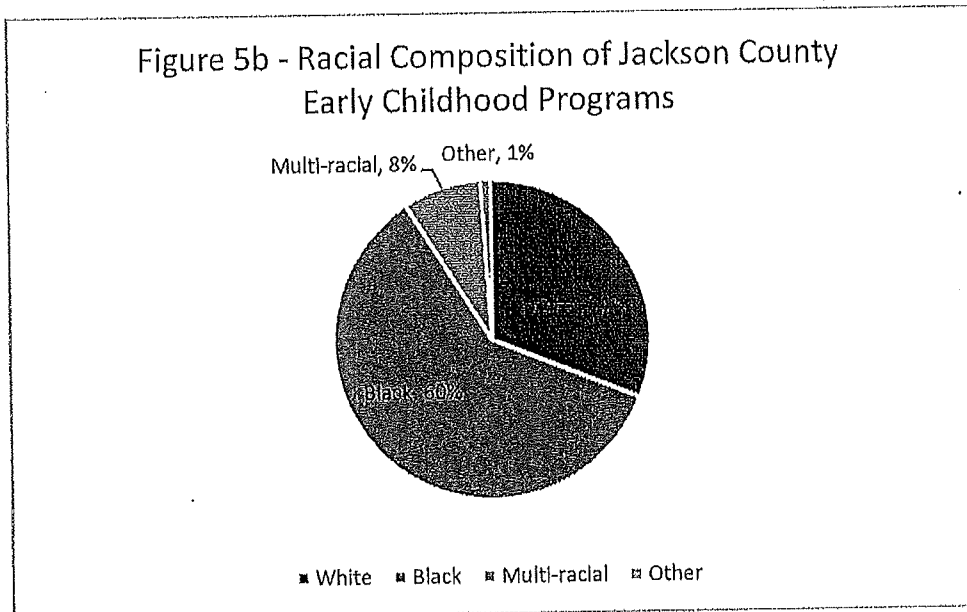
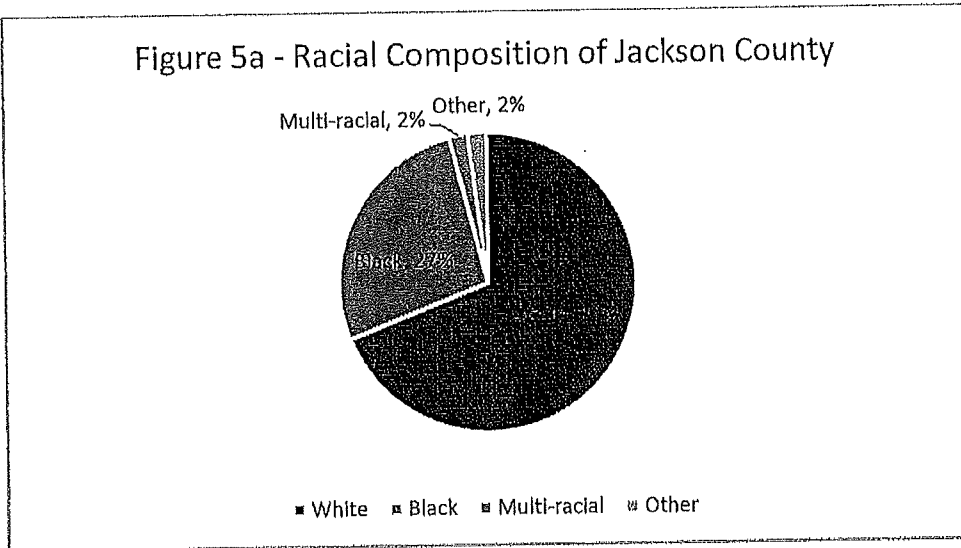


Figure 5a and 5b Data Source: World Review Population -- 2023-2024 Child Plus Data

Section 3: Other Child Care Programs

Child Care Facilities

| Facility or Home Name | Program Type | City | Capacity |
|--|---------------------------------|------------|--------------|
| Along the Way | Child Care Facility | Marianna | 59 |
| Along the Way Learning Center | Child Care Facility | Marianna | 24 |
| Baker's Children Development Center | Child Care Facility | Marianna | 103 |
| Cavern's Learning Center | Child Care Facility | Marianna | 122 |
| Evangel Academy | Child Care Facility | Marianna | 79 |
| Kiddie Campus – Commercial Park | Child Care Facility | Sneads | 88 |
| Kiddie Campus – Sneads | Child Care Facility | Marianna | 75 |
| Step by Step Development Center | Child Care Facility | Marianna | 44 |
| Mary's Childcare Center | Child Care Facility | Bascom | 34 |
| Tiny Tots | Child Care Facility | Marianna | 35 |
| The Learning Tree Early Education Center | Child Care Facility | Marianna | 99 |
| Tracey's Earth Angels, LLC | Child Care Facility | Sneads | 103 |
| First Steps Childcare & Learning Center | Child Care Facility | Malone | 38 |
| Tippy Toes Day Care | Child Care Facility | Marianna | 45 |
| Grace Academy Early Learning Center | Child Care Facility | Graceville | 34 |
| JaCola LLC | Child Care Facility | Marianna | 95 |
| Broome Family Day Care Home | Registered Family Day Care Home | Marianna | 10 |
| Collins Family Day Care | Registered Family Day Care Home | Cottondale | 10 |
| Ginger Snaps | Registered Family Day Care Home | Sneads | 14 |
| Jackson County Early Childhood Programs | Early Head Start/Head Start | Marianna | 241 |
| Total Day Care Slots Available | | | 1,364 |

In partnership with the Early Learning Coalition of Northwest Florida, the program works to address the current childcare needs of Jackson County. The Coalition offers subsidized daycare to qualifying families. Currently, 384 children, from birth to 5 years of age, receive assistance with daycare. The Jackson County Early Head Start and Preschool Head Start Programs serve 241 children.

The Jackson County School Board is the recipient of the Jackson County Early Head Start and Head Start Programs. This affiliation allows the program to benefit from the public's perception of it as a school. Since the classrooms are integrated with state-funded VPK services, parents of center-based children are pleased to have their children attending school.

| Care Level | Market Rate | | |
|---------------|------------------------|----------------------|--------------------------------------|
| | Private rates included | Maximum Private rate | Prevailing Market Rate Most Frequent |
| Infant | 8 | 135.00 | 125.00 |
| Toddler | 11 | 125.00 | 122.50 |
| Preschool age | 12 | 130.00 | 110.00 |
| School Age | 12 | 125.00 | 100.00 |

Figure 6 Data Source: Northwest Florida Early Learning Coalition

| Figure 7 - Family Child Care Homes | | | |
|------------------------------------|------------------------|----------------------|--------------------------------------|
| Care Level | Market Rate | | |
| | Private rates included | Maximum Private rate | Prevailing Market Rate Most Frequent |
| Infant | 2 | 125.00 | 120.00 |
| Toddler | 4 | 107.50 | 90.00 |
| Preschool age | 4 | 105.00 | 90.00 |
| School Age | 1 | * | * |

Figure 7 Data Source: Northwest Florida Early Learning Coalition

Section 4: Children with Disabilities

There is no data available to estimate the number of children ages birth to five with disabilities in Jackson County.

| Figure 8 - Students with Disabilities in the Jackson County Early Childhood Program | | | |
|---|-----------|-----------|-------------|
| Program Year | 2022-2023 | 2023-2024 | 2024-2025 |
| Head Start | 67 | 57 | 59 |
| VPK Only | 7 | 8 | 4 |
| EHS | 1 | 1 | 1 |
| ESE Only | 12 | 12 | 12 |
| Total | 87 | 7 | 76 (1-7-25) |

Disabilities: DD, SP, LG, PT, OT, Vision, ASD, OHT

The program currently serves 1 Early Head Start child and 59 Head Start children in preschool with disabilities. Additionally, there are 4 VPK students and 12 ESE students with active IEPs. As of this report, 32% of the total program population receives disability services, reflecting a 2% decrease from the previous year.

The Children's Home Society/Part C provider (Early Steps) is currently serving 56 children from birth to 3 years of age. The Jackson County School District begins serving children with disabilities at age 3 through the Early Childhood Program. Currently, 3 children receive drop-off therapy through services offered by the Recipient. Children are referred by the Children's Home Society to the Jackson County School District for services upon parental request. The program also collaborates with The Florida Transition Project, which includes agencies such as the Agency for Persons with Disabilities (APD), the Center for Autism and Related Disabilities at Florida State University, and many other agencies that provide services to children with disabilities.

The inclusion of students with disabilities in the Early Head Start/Head Start program involves comprehensive services, staff training, monitoring of student achievement, curriculum development, classroom materials, student transitions, and the integration of students with disabilities alongside their non-disabled peers.

The Mental Health/Disabilities Comprehensive Services Specialist serves as the LEA Disabilities and Mental Health Specialist, working closely with other Head Start management staff on the Florida Pre-K Inclusion Model.

Section 5: Needs of Children and Families as Defined by Data/Families

| | Jackson County* | Early Head Start** | Head Start** |
|-----------------------------------|-----------------|--------------------|--------------|
| Medicaid | 8,526 | 25 | 233 |
| Kids Care | 545 | 0 | 22 |
| Social Security | 7,241 | - | - |
| SSI | 1,878 | 4 | 15 |
| Food Stamps | 2,877 | 32 | 162 |
| TANF (Public Assistance) | 337 | 2 | 8 |
| Children on WIC | 1704 | 28 | 97 |
| Percent of students on free lunch | 100% | 100% | 100% |

Figure 9 Data Sources: Sodexo, 2023-2024 - www. County office .org, Social Security Administration** Jackson County Head Start 2023-2024 Child Plus Data

The table highlights the scope of the health situation in Jackson County. Since many health benefits are linked to social characteristics, it is clear that health issues are prevalent in the county. According to the Jackson County 2023 Community Health Needs Assessment, 26% of the population are smokers, 14% are excessive drinkers, 39% of adults are obese, 38% are physically inactive, 26% report poor or fair health, and 9% have low birthweight. Jackson County is ranked among the least healthy counties in Florida.

Nutrition

Eating healthy foods is directly associated with a reduced risk for many diseases. The adult obesity rate in Jackson County stands at 38%. According to the 2023-2024 Program Information Report, 3% of Pre-K Head Start children are considered underweight, 12% are considered overweight, and 33% are considered obese. Nutritional choices during childhood are crucial for proper growth and development. As a program, significant emphasis is placed on promoting healthy food choices and habits. Nutritional services for the Jackson County Early Childhood program are provided by SODEXO and are available to all students at no cost, including breakfast and lunch. In partnership with the USDA, snacks are also provided at no cost to the program. The program offers "feed on demand" food for Early Head Start children, as well as healthy foods for students who arrive after breakfast.

Families in need of food assistance have the opportunity to sign up for Backpack for Kids, a program offered by the Grantee that provides food for weekend meals to schoolchildren. During holidays and extended school closures, enough food is sent home to feed the entire family. In the summer months, families can visit local school sites to receive meals on weekdays. The program also refers families to several food banks that assist with feeding their households.

Dental Health

Dental health is a significant concern in Jackson County. One contributing factor to tooth decay is the lack of fluoridation in the county's water supply. Jackson County has only one incorporated city that

provides fluoride in the drinking water for its residents. Children in the program receive fluoride treatments twice during the program year. Data for the 2023-2024 program year indicates that 12% of Head Start children required dental treatment. These children have either completed the treatment or are still undergoing it.

The Jackson County Early Childhood Program collaborates with the Jackson County Health Department's "Smiles on Wheels" bus to provide dental exams and care to Early Head Start and Head Start children. Currently, the Jackson County Dental Clinic does not offer dental services, which poses a challenge for the community. In response, the program has helped families find new dental providers. PanCare and the Washington County Dental Clinic have accepted some of the children and adults. For more extensive dental work, students are referred to A+ Dental in Panama City, Florida, specialists in pediatric dentistry and sedation dentistry.

Health Conditions - Jackson County School Students

Figure 10 - Health Conditions identified of Jackson County School Students (EHS/HS not included)

| Health Conditions | Early Head Start/Head Start | District Totals |
|--|-----------------------------|------------------|
| ADD/ADHD | 0/4 | 531 |
| Allergies -Not Severe | 0/0 | 581 |
| Allergies - Severe | 0/11 | 38 |
| Asthma | 0/15 | 407 |
| Bleeding Disorder | 0/0 | 2 |
| Cancer | 0/0 | 0 |
| Cardiac Conditions | 0/0 | 39 |
| Cystic Fibrosis | 0/0 | 0 |
| Diabetes Type 1 | 0/0 | 21 |
| Diabetes Type 2 | 0/0 | 0 |
| Epilepsy/Seizures | 0/6 | 55 |
| Kidney Disorders | 0/0 | 3 |
| Mental Health Conditions | 0/0 | 44 |
| Sickle Cell Disease | 0/0 | 7 |
| Austism Spectrum Disorder | 0/7 | Include in other |
| Other – Tourette's, Anxiety, vision, hearing, Lumpus | 0/9 | 226 |
| Totals | 0/52 | 2042 |

Figure 10 Data Sources: 2023/2024 Health Conditions Jackson County Health Department, 2023/2024 PIR

As noted above, the most significant health issues for children in Jackson County are allergies and asthma. Due to the county's agricultural environment, asthma and allergy problems have been prevalent for some time. The program works to maintain a healthy classroom environment for children by adhering to prescribed health procedures for cleaning and other practices that help prevent exacerbating these conditions. Medications for these conditions, as prescribed by a physician, are administered at the school site in the health rooms. Staff members receive appropriate training on the administration of these treatments.

Medical Availability

According to the U.S. Health Resources and Services Administration, Jackson County is designated as both a Medically Underserved Area (MUA) and a Health Professional Shortage Area (HPSA). A Medically Underserved Area is defined as a whole county or a group of contiguous counties where residents have a shortage of personal health services. A Health Professional Shortage Area is designated based on the availability of care in nearby areas, documented infant mortality rates, birth rates, and poverty levels.

Jackson County has approximately 49+ physicians, with 33 located in Marianna. Specialists from outlying tertiary hospitals see patients in Marianna on a limited basis. The county has three licensed OB/GYNs and three pediatricians. There are six dental practices in Jackson County, but the number of dentists who accept Medicaid patients is limited, prompting the program to continually seek new dental providers for children and families.

Jackson County is served by Jackson Hospital, which provides general medical and surgical care for adults and children, obstetrics care, emergency services, and hospital-based outpatient care. Northwest Florida Community Hospital, a Critical Access Hospital, also provides emergency services. Additionally, Southeast Alabama Medical Center and Flowers Hospital, located in Dothan, Alabama, offer acute care and emergency services and are within driving distance of Jackson County. To the east, Tallahassee Memorial Hospital and Capital City Regional Medical Center provide medical services and are within an hour's drive. CVS Minute Clinics are available in Marianna and Graceville for convenient medical care.

Furthermore, Jackson County has the Alford Community Health Clinic, which provides free medical care to uninsured individuals. The Faith Health Clinic offers medical care to adults for an annual fee of \$35. The county also has professional healthcare and hospice agencies to support long-term medical needs.

Most healthcare services are concentrated in the Marianna area of Jackson County. For residents in outlying communities, the average travel time to seek medical care is approximately 30 minutes each way. This distance can sometimes discourage families from seeking the medical attention they need.

Service to Families

| Figure 11 - Family Services: Jackson County | | |
|---|------------------|------------|
| | Early Head Start | Head Start |
| Emergency Crisis | 10 | 73 |
| Housing Assistance | 5 | 59 |
| Mental Health | 6 | 19 |
| English as Second Language | 1 | 3 |
| Adult Education | 0 | 8 |
| Substance Abuse Treatment | 0 | 0 |
| Child Abuse Treatment | 0 | 0 |
| Parent Curriculum | 24 | 171 |
| Health Education | 30 | 144 |
| Incarcerated Individual | 1 | 3 |
| Marriage Education | 0 | 2 |
| Homeless Families Served | 0 | 0 |
| Asset Building | 6 | 8 |

Figure 11 Data Source: Jackson County Head Start 2023-2024 PIR

| Figure 12 - Health Insurance at Enrollment: Jackson County | | |
|--|------------------|------------|
| | Early Head Start | Head Start |
| Medicaid/CHIP | 35 | 233 |
| State Fund only | 0 | 0 |
| Combined | 0 | 0 |
| Private Insurance | 1 | 22 |
| Other Insurance | 0 | 0 |

Figure 12 Data Source: Jackson County Head Start 2023-2024 PIR

Education

The most current data indicates that 16% of Jackson County's population has not graduated high school. Additionally, 49% of the county's residents are high school graduates or have attained higher levels of education, and 3% of residents hold advanced degrees. The chart below compares the educational attainment of Early Head Start and Head Start families with that of Jackson County residents.

| Figure 13 - Education | | | |
|--------------------------------|----------------------------|----------------------|-------------------|
| | Early Head Start Program * | Head Start Program * | Jackson County ** |
| Did not Graduate High School | 6% | 8% | 16% |
| High School Graduate or higher | 88% | 86% | 49% |
| Advanced Degree | 6% | 7% | 3% |

Figure 13 Data Source: World Population Review – 2023-2024 PIR

There are several educational resources available to residents of Jackson County to pursue higher education. These include the Jackson County School District Adult Education program, Washington Holmes Technical Center, Chipola College, and three community colleges within driving distance.

Based on the data described above, Jackson County has adequate resources to assist families in obtaining degrees and certifications that will prepare them for employment.

Employment

The figures on page 23 present statistics for various industries and classes of workers in Jackson County, according to the Office of Economic and Demographic Research.

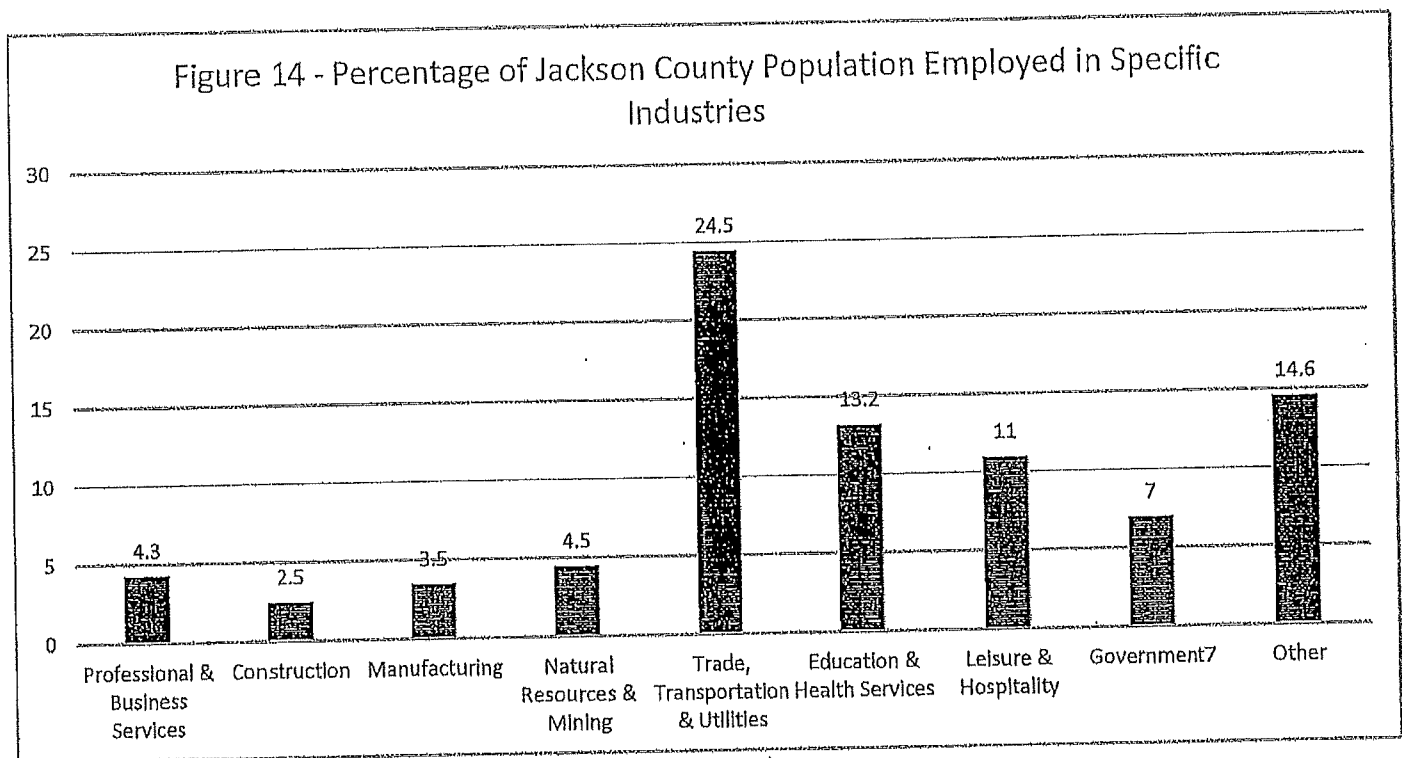


Figure 14 Data Source: Office of Economic and Demographic Research

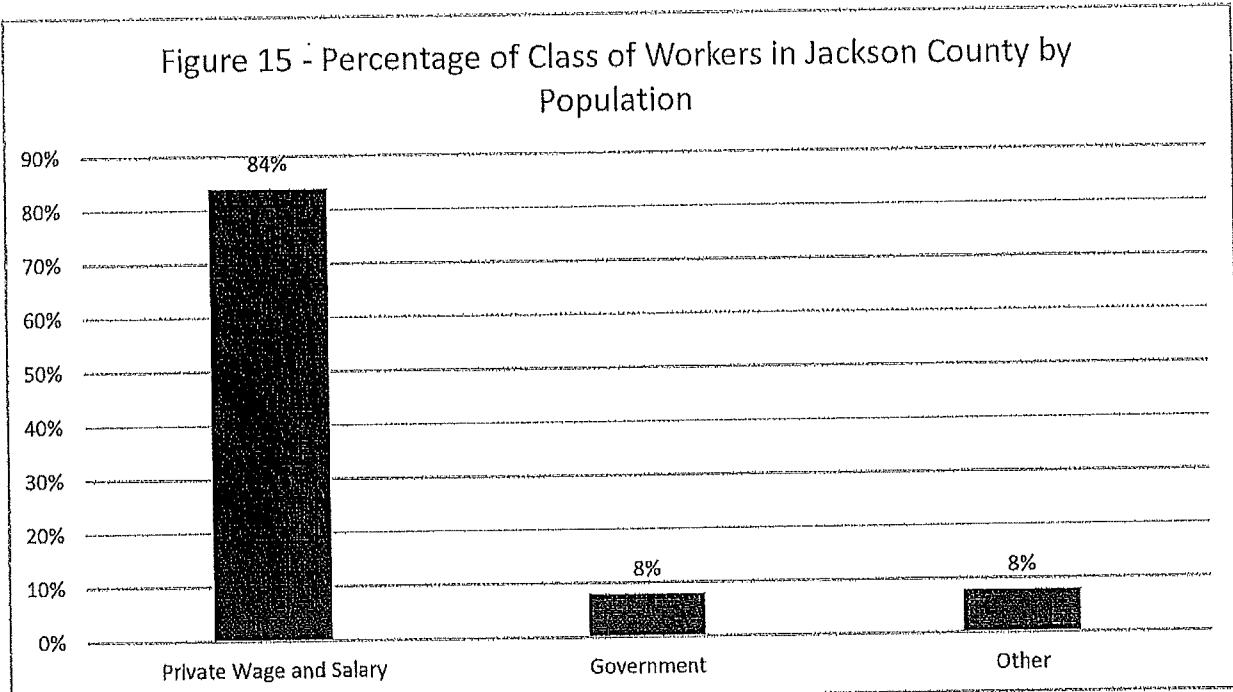


Figure 15 Data Source: Office of Economic and Demographic Research

The largest percentage of Jackson County’s population is employed in private wage and salary jobs. The industries employing the greatest share of the population include educational services, healthcare, social assistance, and trade, transportation, and utilities. The Jackson County School Board is one of the largest employers in the county, along with the prison system. There are three state prisons, one private prison, and one federal prison located within the county.

The Jackson County Early Childhood Program reported the following employment information for Early Head Start and Head Start families.

| | |
|------------------------------|----|
| At Least one Parent Employed | 25 |
| Unemployed | 9 |

Figure 16 Data Source: Jackson County Head Start 2020-201 PIR

| | |
|------------------------------|-----|
| At Least one Parent Employed | 163 |
| Unemployed | 77 |

Figure 17 Data Source: Jackson County Head Start 2023-2024 PIR

The most recent unemployment figures provided by the U.S. Bureau of Labor Statistics show that the unemployment rate in Jackson County for November 2024 was 3.9%. In comparison, the unemployment rate in November 2023 was 3.6%, reflecting an increase of 0.3%.

According to the 2023-2024 PIR, 6% of Early Head Start families and 8% of Head Start families did not graduate high school. The program will continue to support families in pursuing additional education or training to improve employment opportunities by utilizing resources available in Jackson County. The

program will also provide parents with literature on educational institutions and programs that offer continuing education or meet other requirements.

Transportation

Public transportation in Jackson County is limited. J-Tran offers daily transportation services for medical appointments to residents who receive Medicare and Medicaid, providing access to doctor visits and the Jackson County Health Department. J-Tran also provides transportation services to Marianna residents two days a week for a small fee. Due to the county's scattered population, service providers often focus on areas with higher population density, leading to out-migration as a common reality. Although this out-migration is often necessary, activities are frequently planned and coordinated to reduce the number of trips families must make to access services and products. For example, families may combine a shopping trip with a doctor's appointment.

| | |
|--|--------------|
| Mean Travel Time to Work | 24.5 minutes |
| Drove to Work Alone (Car, truck, or van) | 87% |
| Carpooled (Car, truck or van) | 7% |
| Public Transportation | 1% |
| Walked | 1% |
| Other Means of Transportation | 2% |
| Worked at Home | 2% |

Figure 18 Data Source: U.S. Census – Quick Facts

Jackson County covers an area of 917.76 square miles, with a population density of 54.2 people per square mile. Most families served by the Jackson County Early Childhood Program rely on transportation provided by the grantee, the Jackson County School Board. According to current program data, 75 Head Start children are transported to and from school by the school district.

The program will continue to explore partnerships to help address the transportation needs of families.

Housing

According to the U.S. Census Quick Facts, the estimated number of occupied housing units Jackson County is 21,083, 63% are single units, 6% are multi-structure units and 30% are mobile homes, RV, Vans or boats. These figures are high since it does not take into consideration the damage to homes from Hurricane Michael. According to the Housing Grants Coordinator for Jackson County there were 18,200 residences damaged by the storm, approximately 1,000 of the residences were severely damaged. FEMA assisted at least 18,242 survivor/families with housing needs since Hurricane Michael devastated Jackson County. It has been 6 years since Hurricane Michael destroyed homes in Jackson County and there are still blue tarps on roofs and homes that are being remodeled or demolished.

The Jackson County Early Childhood Program refers families with housing needs to the Marianna Housing Authority and the Northwest Florida Regional Housing Authority. These authorities assist low-income residents through programs such as Low Rent Public Housing and the Housing Choice Voucher

Program (Section 8). Eligibility for these programs is income-based, with guidelines set by the U.S. Department of Housing and Urban Development (HUD). Due to high demand, there are often waiting lists, which may close to new applicants when they become too lengthy. As of January 2025, the Marianna Housing Authority manages 80 units of public housing and oversees 117 units under the Section 8 Voucher Program.

In recent years, Jackson County has experienced a growth in residential housing, partly because residents from neighboring counties have relocated to Jackson County due to rising rents in their areas. This influx has contributed to an increased demand for affordable housing within the county. The Jackson County Housing Assistance Office works to increase, preserve, and improve affordable and livable housing, partnering with local, state, and federal agencies, as well as non-profit organizations, to achieve this mission

Despite these efforts, the availability of affordable housing remains a challenge, and the program continues to seek partnerships to assist families with their housing needs.

According to the U.S. Census Bureau, as of July 1, 2023, Jackson County, Florida, had 20,280 housing units. The median value of owner-occupied housing units between 2019 and 2023 was \$113,900, with a median monthly mortgage cost of \$1,161. Renters faced a median monthly rent of \$846. Notably, 17.6% of households in Jackson County allocated 30% or more of their income to housing costs, indicating a relatively lower housing cost burden compared to other regions. Additionally, the median household income in the county stands at \$36,944. These statistics highlight the ongoing need for affordable housing solutions and support services to assist residents in managing housing expenses effectively.

Homelessness

According to the Council on Homelessness 2024 Report, published by the Department of Children and Families, there were 31,462 individuals identified as homeless in Florida on a single day in January 2024. Specifically, 58 individuals were reported as homeless in Jackson County. This data was collected through point-in-time street surveys conducted by various agencies across the state. The survey gathered information on individuals' gender, age, ethnicity, race, household type, military status, foster care history, disabling conditions, and the duration and frequency of homelessness.

The report highlights that the primary cause of homelessness is the lack of safe and affordable housing for all Floridians. There is a significant shortage of low-cost homes and apartments for households earning minimum wage or those on fixed incomes.

Public school districts in Florida, including the Jackson County School District, identify and report the number of students experiencing homelessness during the school year, as mandated by the McKinney-Vento Homeless Assistance Act. This federal law defines homeless children and youth as those who lack a fixed, regular, and adequate nighttime residence, encompassing situations such as:

1. Sharing housing with others due to loss of housing, economic hardship, or similar reasons.
2. Living in motels, hotels, trailer parks, or camping grounds due to lack of adequate alternative housing.
3. Residing in emergency or transitional shelters.
4. Abandoned in hospitals or awaiting foster care placement.

5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for humans.
6. Staying in cars, parks, abandoned buildings, bus or train stations, substandard housing, or similar settings.
7. Migratory children living in any of the above circumstances.

As of December 2024, the Jackson County School District identified 315 students as experiencing homelessness. The Jackson County Early Childhood Program prioritizes the enrollment of homeless children, assigning additional points on the Early Head Start and Head Start Eligibility Priority sheet to ensure their inclusion.

Poverty

According to the U.S. Census Bureau's QuickFacts, 20.6% of Jackson County's population lived in poverty between 2019 and 2023. The Florida Economic and Demographic Research report indicates that in 2023, 26.7% of individuals under 18 in Jackson County were living in poverty. Additionally, data from World Population Review shows that among those working part-time, 19.07% were below the poverty level, and for those not working, the rate was 24.85%. This data supports the program's decision to assign higher priority points to single-parent households on the eligibility criteria for both Early Head Start and Head Start families.

Crime

According to the Florida Department of Law Enforcement (FDLE), Florida Uniform Crime Report 2024, from January to September 2024, Jackson County reported the following crimes: 42 violent crimes, 51 burglaries, 463 property crimes, 14 robberies, 36 aggravated assaults, and 228 other offenses.

Data from the 2023–2024 Program Information Report (PIR) indicates that no Head Start families in Jackson County received assistance related to an incarcerated family member during that period.

The Jackson County Early Childhood Program remains committed to supporting families affected by incarceration. Efforts will continue to establish partnerships with community organizations to provide comprehensive services to these families.

Section 6: Cooperative Agreement/Community Resources

As a result of the program's cooperative agreements, Early Head Start and Head Start parents have access to a variety of community resources. Parents receive a Parent Activity Calendar Resource Handbook that lists community resources, including businesses providing services in areas such as advocacy, abuse, childcare, counseling, clothing, credit counseling, crisis intervention, dental care, education and training, employment, financial assistance, food, housing, transportation, legal aid, literacy, medical services, prescription assistance, and parenting support. The Children and Family Comprehensive Services Specialists offer guidance in utilizing the appropriate community resources when specific assistance is requested or identified.

Cooperative Agreement

For additional information, see the Cooperative Agreement on the following page.

JCSB Community-Wide Strategic Planning and Needs Assessment Update

| Jackson County Early Childhood Programs Community Partners | Signed Agreement | Latest Update | Pending | Other Information |
|---|---------------------|------------------|---------|----------------------|
| Altrusa International of Marianna | x | 2021 | | PC |
| CARE (Chemical Addiction Recovery Effort) | x | 2021 | | |
| Career Source Chipola | x | 2022 | | |
| Children and Families of Florida (Big Bend) | x | 2021 | | |
| Chipola Christian Ministries | x | 2020 | | PC |
| Chipola College | x | 2021 | | |
| Community Wellness Counseling and Support Services, LLC | x | 2019 | | |
| Doorways of Northwest Florida | x | 2021 | | |
| Early Learning Coalition of Northwest Florida (MOU) | x | 2024 | | |
| Family Intervention Program | x | 2021 | | |
| Habitat for Humanity | x | 2021 | | PC |
| Healthy Families North Florida | x | 2024 | | PC |
| Jackson County Adult Education | x | 2024 | | |
| Jackson County Extension Service | x | 2021 | | |
| Jackson County Health Dept. (Dental/Nursing/WIC) | x | 2024 | | PC |
| Jackson County Healthy Start | x | 2021 | | |
| Jackson County Hospital | x | 2021 | | |
| Jackson County Public Library | x | 2021 | | |
| Jackson County School Board (ESE) | x | 2024 | | |
| Jackson County School Board Homeless Liaison | x | 2024 | | |
| Jackson County School Board (SSP) | x | 2024 | | |
| Jackson County School Board (Sodexo) | x | 2024 | | |
| Jackson County School Board Teen Parenting Program | x | 2024 | | |
| Jackson County School Board (Transportation Dept.) | x | 2024 | | |
| Jackson County Public Library | x | 2021 | | |
| Jackson County Teacher's Credit Union | x | 2021 | | PC |
| J trans (Public Transportation) | x | 2021 | | |
| Life Management Center | x | 2021 | | |
| Marianna Housing Authority | x | 2021 | | |
| My Father's Closet | x | 2021 | | |
| Northwest Florida Regional Housing Authority | x | 2021 | | |
| Toys for Tots | x | 2024 | | |
| USDA Rural Development | x | 2021 | | |

| | | | | |
|---|---|------|--|--|
| Interagency Transition Agreement - Agency for Persons with Disabilities: Center for Autism Related Disorders, Children's Home Society/Early Steps, Division of Blind Services, Children's Medical Services, Early Learning Coalition Northwest Florida, Florida Diagnostic and Learning Resources System (Child Find), Florida Inclusion Network, Jackson County Health Department, Jackson County School Board | x | 2025 | | |
|---|---|------|--|--|

Section 7: Management Decisions

After a thorough analysis of the Community Assessment data, it is evident that the Head Start program remains essential in Jackson County. The current geographic distribution of centers aligns well with the areas of highest student population, as indicated by registration data and demographic trends. Notably, there has been a decline in preschool registrations for the current program year. However, over the past four years, there has been an increase in registrations for 3-year-old children and those aged 18 to 35 months. This trend underscores the importance of prioritizing younger age groups in program planning.

ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance)

An analysis of registration and waiting list data from the 2021-2022 through 2024-2025 program years supports prioritizing children aged 18 to 35 months. This age group fills the 30 Early Head Start funded slots effectively, considering both registration trends and the availability of childcare services within the county. The Head Start preschool program will continue to explore options for serving a greater number of 3-year-old children, in addition to maintaining services for 4-year-olds.

The Jackson County Early Childhood Program is committed to adapting to the evolving needs of the community, ensuring that services are accessible and effectively targeted to support early childhood development across the county.

| | Preschool Head Start Waiting List | | Early Head Start Waiting List | |
|----------------------------|-----------------------------------|------------|-------------------------------|--------------|
| | 3-year Old | 4-year Old | 0-17 months | 18-35 months |
| 2021-2022 (end of year) | 17 | 12 | 0 | 0 |
| 2022-2023 (end of year) | 15 | 0 | 0 | 31 |
| 2023-2024 (end of year) | 13 | 0 | 0 | 18 |
| 2024-2025 (1/6/25) | 21 | 39 | 0 | 22 |

Needs of Children and Families

In Jackson County, the only community that fluorinates the water source within a city is Sneads, Florida. The lack of fluoride in water supplies may contribute to the increased number of children needing treatment throughout the county. The Jackson County Health Department Dental Clinic and Smiles on Wheels applies fluoride treatments to the programs' students. The Jackson County Early Childhood Programs will continue to partner with the Jackson County Health Department's Smiles on Wheels mobile bus for dental services as well as continuing to assist families with finding a dental home. The program will continue to assist families by providing information on services available in the community, as well as assistance to obtain the services.

Section 8: Future Planning

Jackson County Early Childhood Programs will:

- Continually monitor Jackson County's preschool population and address any need for reconfiguration to best serve the needs of the communities served.
- Continue to utilize state Voluntary Pre-Kindergarten funding to offer full day service to 4-year-old Head Start students.
- Continue to research ways to increase student performance in all academic areas and address the specific deficits in the areas of literacy and mathematics.
- Consider changing a 4-year-old Pre-K class to a 3-year-old Pre-K class.

Section 9: Sources

Florida Council on Homelessness (myfloridafamilies.com)

Healthy Start of Jackson County

Healthy Families Florida

U.S. Census - Quick Facts

Program Information Report (PIR)

Early Learning Coalition of Northwest Florida, Inc.

Florida Department of Children and Families

Children's Home Society

Early Steps

Sodexo

Jackson County Health Department

JCSB Community-Wide Strategic Planning and Needs Assessment Update

Jackson County School District

Marianna Housing Authority

U.S. Health Resources and Services Administration

Florida Department of Law Enforcement

Northwest Florida Regional Housing Authority

Florida Department of Economic Opportunity
Bureau of Labor Market Statistics

Office of Economic and Demographic Research

U.S. Census World Population Review

Wikipedia (Maps)

www.city-data.com/city/Florida.html, www.suburbanstats.org/population/florida

U. S Bureau of Labor Statistic

Jackson County Housing and Grant Coordinator

www.Countyoffice.org

Section 10: Approval of Community Assessment

The Policy Council approved the Community-Wide Strategic Planning Needs and Assessment February 13, 2025

The Jackson County School Board approved the Community-Wide Strategic Planning Needs Assessment on February 18, 2025



State Board of Education

Ben Gibson, *Chair*
Ryan Petty, *Vice Chair*
Members
Esther Byrd
Grazle P. Christie
Danlel P. Foganholi, Sr.
Kelly Garcia
MaryLynn Magar

Manny Diaz, Jr.
Commissioner of Education

February 13, 2025

Ellen Folsom
Jackson County School Board
2903 Jefferson Street
Marianna, FL 32446

Dear Ellen Folsom,

Your indirect cost proposal for fiscal year 2025-2026 has been reviewed and the restricted rate of 2.66% and unrestricted rate of 19.59% is approved with an effective date of July 1, 2025 through June 30, 2026.

If you have any questions please call Dwayne Gordon at (850) 245-0851.

Sincerely,

Matt Kirkland
Chief Comptroller

Suzanne Pridgeon
Deputy Commissioner, Finance and Operations

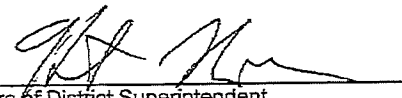

**DISTRICT SCHOOL BOARD OF JACKSON COUNTY
 CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE
 PLAN B**

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in 2 CFR 200, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

| | |
|--|---|
| Federal Programs - Restricted with Carry Forward 2.66% | Federal Programs - Unrestricted with Carry Forward 19.59% |
|--|---|

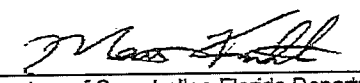
I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2023-2024, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

| | |
|---|---|
|  _____ Signature of District Superintendent 2/16/25 _____ Date Signed |  _____ Signature of Finance Officer 2/16/25 _____ Date Signed |
|---|---|

Your proposal has been accepted and the following rate approved:

| | |
|---|---|
| Federal Programs - Restricted with Carry Forward _____ | Federal Programs - Unrestricted with Carry Forward _____ |
|---|---|

These rates become effective *July 1, 2025*, and remain in effect until *June 30, 2026*, and will apply to all eligible federally assisted programs as

| | |
|---|---------------------------------|
|  _____ Signature of Comptroller, Florida Department of Education | 2/13/25 _____ Date Signed |
|---|---------------------------------|

Summation

CONCLUSIONS:

Based on the findings provided above, the team makes the following conclusions:

- Staff needs more training and support on the TIC/Rti process and on dealing with challenging student behaviors.
- Work to streamline the TIC/Rti process and consolidate the required paperwork.
- Attempt to align parent education meetings in conjunction with other school activities.
- Incorporate specific activities just for male figures in the students' lives.
- Focus on staff training to compensate for the high turnover rate and for promoting into leadership positions.
- Provide monthly incentive/morale boosters to staff to promote positive mental health.
- Help teachers understand the student disabilities evaluation requirements and train them to facilitate the process.
- Offer more Professional Development opportunities.

After reviewing program data, the Self-Assessment team feels that these areas are key in continuing to provide a high-quality program to eligible children and families of Jackson County.

Summary:

The Jackson County Early Childhood Programs will address all areas identified by the Self-Assessment team. Goals and objectives will be aligned with plans for the program, school readiness and the T/TA plan. With goals, objectives, activities and data collection plans in place, the program will begin the implementation and data collection tasks to begin a new year of ongoing monitoring and self-assessment activities.

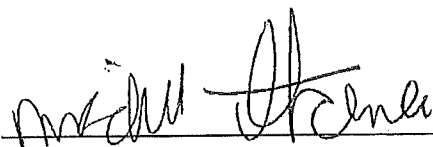
Approval:

The Self-Assessment Executive Summary, Strategic Plan, and T/TA plans were presented to and submitted for approval by the Policy Council on 2/13/2025 and the Governing Body on _____.

Policy Council Chair

Michelle Thomason

Printed Name



Signature

Governing Body Chair (JCSB)

Printed Name

Signature

Approval:

The Head Start Non-Competing New Grant 2025-2026 (04H011752) was presented to and submitted for approval, the Policy Council met on February 13, 2025, and the Governing Body met on March 13, 2025.

Policy Council Chair

Michele Thomason

Printed Name

Michele Thomason

Signature

Governing Body Chair (JCSB)

Printed Name

Signature