

Moody Early Childhood Center Board of Directors
Regular Board Meeting
Friday, April 23, 2021 @ 1:30 p.m.
Via ZOOM

AGENDA

1. Call to order
2. Introduction and welcome (Betty Massey)
3. Review & Approval of Board Meeting Minutes (John Prochaska)
 - a) March 26, 2021
 - b) Public Comment
4. Committee Reports
 - a) Finance (Angela Brown & John Peavy)
 - i. Review and Approval of March Financial Statements
 - ii. Next meeting May 20, 2021, 9:30 a.m.
 - iii. Public Comment
 - b) Governance and Board Development (John Prochaska)
 - i. 2019-2022 Strategic Plan
 - ii. Conflict of Interest Statement
 - iii. Board Development
 - iv. Next meeting May 6, 2021, 1:00 p.m.
 - v. Public Comment
 - c) Resource Development (Betty Massey)
 - i. "Friends of MECC"
 - ii. Next Meeting May 20, 2021, 2:00 p.m.
 - iii. Public Comment
 - d) Scholarship (Weez Doherty & Marcus Parker)
 - i. Next Meeting May 20, 2021, 3:00 p.m.
 - ii. Public Comment
 - e) Government Affairs (Jeri Kinnear, Erica Adams, & Amber Brown)
 - i. Next Meeting TBD
 - ii. Public Comment
 - f) Board of Advisors (Amber Brown)
 - i. Role and Composition
 - ii. Next Meeting TBD
 - iii. Public Comment
5. Executive Director's report (Karin Miller)
6. Adjourn to Executive Session – The board may recess into Closed Executive Session as permitted by the Texas Open Meeting Act Government Code Sections 551.071-551.090 Sub chapter D and E. Should any final action, final decision, or final vote be required in the opinion of the Board with regard to any matter considered in such closed meeting then the final action, final decision or final vote shall be either:
 - a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or
 - b) at a subsequent public meeting of the Board upon notice thereof as the board shall determine

7. Reconvene from Executive Session and take any action warranted
8. Motion to move the May Board Meeting from May 28, 2021 to May 27, 2021, 1:00 p.m.
9. Adjourn

Join Zoom Meeting <https://us02web.zoom.us/j/83605027689>
Meeting ID: 836 0502 7689

**MOODY EARLY CHILDHOOD CENTER
Board of Directors Regular Meeting
Videoconference via Zoom
March 26, 2021**

Present: Ms. Kinnear, Ms. Brown (joined late), Dr. Prochaska, Dr. Brown, Ms. Doherty, Mr. Parker, Ms. Adams, Ms. Miller, Mr. Peavy (YPTC)

Absent: Ms. Massey

Ms. Massey called the meeting to order at 1:02 pm.

A quorum was present. No members of the public were present.

A motion was made by Ms. Doherty, seconded by Dr. Brown, to approve the minutes presented in the board packet. The motion was passed unanimously.

Dr. Prochaska noted that the strategic plan will be coming to the Board for review and approval at the next general meeting of the Board.

Ms. Miller updated the Board about current and upcoming fundraising activities. The SECC application is in. Ms. Miller also noted that she is working actively with TEA representatives to help facilitate any final modifications to the GISD contract.

Ms. Doherty updated the Board about the scholarship committee's review of four families over the previous month.

Ms. Adams discussed upcoming legislative activities, including potential incoming funds related to recent economic stimulus bills being enacted.

Ms. Brown joined the meeting at 1:11 pm. Mr. Peavy presented the financial report for February 2021. The board discussed the financial forecast presented by Mr. Peavy.

Dr. Brown informed the Board that the Board of Advisors had been updated on our NAEYC accreditation, opportunities for involvement, and other activities ongoing and upcoming at MECC.

Ms. Miller presented her Executive Director's report. She also reviewed the process for ongoing GISD negotiations regarding our contract with the district.

The Board discussed SB1882 funds. Motion by Ms. Adams, seconded by Ms. Brown, to approve a resolution regarding outstanding 1882 funds owed MECC by GISD. The motion passed unanimously.

Ms. Miller updated the board on upgrades coming to our pre-k playground, as well as the installation of a playground for our youngest learners. The Board discussed changes to COVID pay during quarantine given the availability of vaccines for staff. Ms. Miller noted that the GISD BESST and UTMB students are back on site. She also reviewed current enrollment and recruitment activities.

Ms. Miller presented the 2021-22 academic calendars for board consideration and approval. Ms. Adams left at 2:30 pm. Motion by Dr. Prochaska, seconded by Dr. Brown to adopt the academic calendar as presented. The motion passed unanimously.

The Board adjourned at 2:41 pm.

Respectfully submitted by Dr. John Prochaska, MECC Board Secretary.

MEMO

TO: Karin Miller, Executive Director
FROM: John Peavy, Your Part-Time Controller, LLC
DATE: April 16th, 2021
SUBJECT: **March 2021 Financial Report for Moody Early Childhood Center**

Attached please find the financial reporting package for the seven months ended March 31, 2021. It includes:

- Balance Sheets as of March 31, 2021 and March 31, 2020
- Income Statements & Budget Analysis for the seven months ended March 31, 2021 and March 31, 2020
- Statements of Cash Flows for the seven months ended March 31, 2021 and March 31, 2020
- Rolling Forecast for the year ended August 30, 2021

Executive Summary:

GISD Allotment Revenue continued to make up for shortfalls in Tuition Revenue. Lower payroll, food service and transportation expenses resulted in Total Expenses being below budget.

The first PPP Loan was forgiven and the second PPP Loan (also for \$633k) has been received. **The forgiven PPP Loan is treated as revenue (Contributions) and is excluded from the discussion below.**

Year-to-Date Financial Highlights:

- Total Revenue of \$2.8 million is above budgeted levels of \$2.5 million. Revenue would be more than \$340k below budget if the Moody Contribution was counted as fully received in the budget by March.
- GISD Allotment Revenue of \$395k exceeded budgeted levels by \$220k and represented almost half of this year's revenues (excluding the Moody Contribution). Tuition Revenue of \$273k was \$127k below expected levels. Federal Child Care Subsidy Revenue (\$103k) was \$43k below budget.
- Total Expenses (\$2.7 million) were slightly under budget of \$2.9 million, primarily due to payroll expenses and food services and transportation costs coming in under budget.
- Cash on hand ended at \$2.0 million. **This includes the \$633k from the second PPP Loan.**

Accounts Receivable Summary:

- Accounts Receivable totaled \$36k at the end of February. This included \$22k due in Tuition, \$24k in payments that had not yet cleared Bill.com and negative \$10k in Allowance for Doubtful Accounts.

If you have any questions or would like to discuss in further detail, please feel free to contact me.

Moody Early Childhood Center
Balance Sheets
As of March 31, 2021 and March 31, 2020

ASSETS	<u>March 31, 2021</u>	<u>March 31, 2020</u>
Cash - Operating	\$ 617,002	\$ 229,281
Cash - Second PPP Loan	633,100	-
Cash - Professional Development	800	29,126
Cash - Scholarship	100,000	50,636
Cash - Capital	-	-
Cash - Special Projects	-	-
Cash - Money Market	694,611	1,288,879
Accounts Receivable	35,720	30,190
Prepaid Expenses	9,223	10,086
Other Assets	<u>3,270</u>	<u>3,112</u>
Total Current Assets	<u>2,093,726</u>	<u>1,641,309</u>
Property and Equipment		
Fixed Assets	1,063,242	998,743
Accumulated Depreciation	<u>(406,625)</u>	<u>(248,922)</u>
Total Property and Equipment, Net	<u>656,618</u>	<u>749,821</u>
TOTAL ASSETS	<u>\$ 2,750,344</u>	<u>\$ 2,391,130</u>
LIABILITIES AND NET ASSETS		
Liabilities		
Current Liabilities		
Accounts Payable and Accrued Expenses	\$ 14,255	\$ 29,646
Payroll Liabilities	215,550	127,574
Line of Credit	279,411	298,950
Refundable Advance	<u>633,100</u>	<u>-</u>
Total Current Liabilities	<u>1,142,316</u>	<u>456,170</u>
Total Liabilities	<u>1,142,316</u>	<u>456,170</u>
Total Net Assets	<u>1,608,028</u>	<u>1,934,960</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 2,750,344</u>	<u>\$ 2,391,130</u>

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Moody Early Childhood Center
Income Statements & Budget Analysis
For the Seven Months Ended March 31, 2021

	ACTUALS		BUDGET COMPARATIVE		PRIOR YEAR COMPARATIVE	
	Current Month	Year-To-Date	Year-to-Date	\$ Variance Favorable/ (Unfavorable)	Year-To-Date	\$ Variance Favorable/ (Unfavorable)
REVENUES						
Tuition	\$ 50,151	\$ 272,707	\$ 399,630	\$ (126,923)	\$ 298,037	\$ (25,330)
Contributions	11,025	84,279	351,750	(267,471)	192,618	(108,339)
Contributions - PPP Loan Forgiven	-	633,100	-	633,100	-	633,100
Contributions - Moody	-	-	-	-	1,966,667	(1,966,667)
Grants	-	-	-	-	-	-
GISD Allotment	47,678	395,302	175,000	220,302	280,824	114,478
Title Funds	-	-	-	-	36,502	(36,502)
Federal Food Services	272	28,513	35,000	(6,487)	32,882	(4,369)
Federal Child Care Subsidy	12,572	103,184	145,833	(42,649)	94,272	8,912
Interest Income	282	1,295	-	1,295	-	1,295
Federal Head Start Contract	-	-	112,583	(112,583)	-	-
Other Income	145	2,820	12,483	(9,663)	12,516	(9,697)
TOTAL REVENUES	122,125	1,521,201	1,232,279	288,922	2,914,319	(1,393,118)
EXPENSES						
Payroll and Related Expenses	309,549	2,248,459	2,398,770	150,311	1,835,715	(412,744)
Food Services	7,443	22,664	83,417	60,753	54,311	31,648
Transportation	7,686	25,730	44,333	18,603	44,333	18,603
Family Engagement	221	882	1,750	868	2,301	1,419
Occupancy	-	-	-	-	-	-
Professional Development Charges	99	437	-	(437)	23,351	22,914
Board Expenses	-	-	700	700	1,087	1,087
Contract Services and Professional Fees	8,823	100,880	119,583	18,703	206,748	105,868
Supplies	9,896	72,794	39,667	(33,127)	42,405	(30,389)
Repairs and Maintenance	11,678	36,363	5,833	(30,530)	24,408	(11,955)
COVID-19 Expenses	4,782	41,747	35,000	(6,747)	7,864	(33,884)
Depreciation	19,997	107,498	-	(107,498)	50,600	(56,898)
Insurance	3,590	24,460	23,333	(1,127)	24,148	(313)
Fundraising	-	495	-	(495)	-	(495)
Interest Expense	1,343	-	10,500	10,500	10,040	10,040
Printing and Postage	786	10,857	5,833	(5,024)	6,814	(4,044)
Dues and Subscriptions	873	6,685	9,479	2,794	9,221	2,537
Bank Fees	164	3,459	7,583	4,124	10,736	7,277
Utilities	8,243	13,990	57,896	43,906	35,759	21,769
Travel	-	-	2,917	2,917	5,791	5,791
Information Technology	224	1,680	-	(1,680)	3,164	1,484
Marketing	7,094	8,779	7,292	(1,487)	9,563	784
Other Expenses	1,055	8,655	6,708	(1,947)	7,570	(1,085)
TOTAL EXPENSES	403,545	2,736,514	2,860,594	124,080	2,415,929	(320,586)
TOTAL NET INCOME (LOSS)	\$ (281,420)	\$ (1,215,313)	\$ (1,628,315)	\$ 413,002	\$ 498,390	\$ (1,713,704)

Moody Early Childhood Center**Statements of Cash Flows**

For the Seven Months Ended March 31, 2021 and March 31, 2021

	<u>Year-to-Date</u> <u>March 31, 2021</u>	<u>Year-to-Date</u> <u>March 31, 2021</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Total Net Income (Loss)	\$ 751,354	\$ 498,390
Adjustments to Reconcile Total Net Income (Loss) to Net Cash (Used)/Provided by Operating Activities:		
Depreciation	107,498	50,600
Changes in Operating Assets and Liabilities:		
Accounts Receivable	156,131	819,184
Contributions Receivable	-	-
Prepaid	12,444	(11,589)
Accounts Payable and Accrued Expenses	<u>124,621</u>	<u>(98,153)</u>
Net Cash (Used)/Provided by Operating Activities	<u>1,152,047</u>	<u>1,258,432</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchases of Fixed Assets	<u>-</u>	<u>(76,124)</u>
Net Cash Provided/(Used) by Investing Activities	<u>-</u>	<u>(76,124)</u>
CASH FLOWS FROM FINANCING ACTIVITIES:		
Refundable Advance	-	-
Line of Credit Draw	(16,399)	98,950
Unrestricted Net Assets	<u>0</u>	<u>30</u>
Net Cash Provided/(Used) by Financing Activities	<u>(16,399)</u>	<u>98,980</u>
CHANGE IN CASH [increase/(decrease)]	<u>1,135,648</u>	<u>1,281,289</u>
Cash, Beginning of Period	<u>934,633</u>	<u>316,633</u>
Cash, End of Period	<u><u>\$ 2,070,281</u></u>	<u><u>\$ 1,597,921</u></u>

Moody Early Childhood Center
Rolling Forecast - 2020/2021

	ACTUAL	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED
	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21
REVENUES						
Tuition	\$ 50,151	\$ 37,000	\$ 37,000	\$ 37,000	\$ 37,000	\$ 37,000
Contributions	11,025	10,000	10,000	10,000	10,000	10,000
Contributions - PPP Loan Forgiven	-	-	-	-	-	-
Contributions - Moody	-	-	-	-	-	-
Grants	-	-	-	-	-	-
GISD Allotment	47,678	37,000	37,000	37,000	37,000	37,000
Title Funds	-	-	-	-	-	-
Federal Food Services	272	5,000	5,000	5,000	-	-
Federal Child Care Subsidy	12,572	18,000	18,000	18,000	18,000	18,000
Interest Income	282	-	-	-	-	-
Federal Head Start Contract	-	10,000	10,000	10,000	10,000	10,000
Other Income	145	1,000	1,000	1,000	1,000	1,000
TOTAL REVENUES	122,125	118,000	118,000	113,000	113,000	118,000
EXPENSES						
Payroll and Related Expenses	309,549	310,000	310,000	310,000	387,500	310,000
Food Services	7,443	8,000	8,000	-	-	8,000
Transportation	7,686	6,500	6,500	-	-	6,500
Family Engagement	221	250	250	250	250	250
Occupancy	-	-	-	-	-	-
Professional Development Charges	99	-	-	-	-	-
Board Expenses	-	100	100	100	100	100
Contract Services and Professional Fees	8,823	14,000	14,000	14,000	14,000	14,000
Supplies	9,896	6,000	6,000	6,000	6,000	6,000
Repairs and Maintenance	11,678	1,500	1,500	1,500	1,500	1,500
COVID-19 Expenses	4,782	5,000	5,000	5,000	5,000	5,000
Insurance	3,590	3,500	3,500	3,500	18,933	3,500
Fundraising	-	-	-	-	-	-
Interest Expense	1,343	1,500	1,500	1,500	1,500	1,500
Printing and Postage	786	800	800	800	800	800
Dues and Subscriptions	873	500	500	500	500	500
Bank Fees	164	1,000	1,000	1,000	1,000	1,000
Utilities	8,243	4,000	4,000	4,000	4,000	4,000
Travel	-	400	400	400	400	400
Information Technology	224	-	-	-	-	-
Marketing	7,094	1,000	1,000	1,000	1,000	1,000
Other Expenses	1,055	950	950	950	950	950
TOTAL EXPENSES	383,548	365,000	365,000	350,500	443,433	365,000
TOTAL NET INCOME (LOSS)	\$ (261,423)	\$ (247,000)	\$ (247,000)	\$ (237,500)	\$ (330,433)	\$ (247,000)

Moody Early Childhood Center
Rolling Forecast - 2020/2021

	<u>ACTUAL</u>	<u>PROJECTED</u>	<u>PROJECTED</u>	<u>PROJECTED</u>	<u>PROJECTED</u>	<u>PROJECTED</u>
	<u>Mar-21</u>	<u>Apr-21</u>	<u>May-21</u>	<u>Jun-21</u>	<u>Jul-21</u>	<u>Aug-21</u>
CASH FLOW ADJUSTMENTS:						
Net Income	(261,423)	(247,000)	(247,000)	(237,500)	(330,433)	(247,000)
Change in Receivables	(4,054)	-	-	-	-	-
Change in Other Current Assets	1,778	-	-	-	-	-
Change in Payables	(35,493)	-	-	-	-	-
Change in Other Current Liabilities	22,259	-	-	-	-	-
Purchase of Fixed Assets	-	-	-	-	-	-
Change in Loans	(2,500)	(1,357)	(1,357)	(1,357)	(1,357)	(1,357)
NET CASH FLOW	(279,433)	(248,357)	(248,357)	(238,857)	(331,790)	(248,357)
Beginning, Checking		617,002	368,645	412,595	466,046	549,640
Deposits/(Withdrawals)		(248,357)	(248,357)	(238,857)	(331,790)	(248,357)
Ending, Checking	617,002	368,645	120,287	173,738	134,255	301,283
Beginning, Money Market		1,327,711	1,327,711	1,035,403	743,095	377,710
Deposits/(Withdrawals)		-	(292,308)	(292,308)	(365,385)	-
Ending, Money Market	1,327,711	1,327,711	1,035,403	743,095	377,710	377,710
Beginning, Scholarship & Professional Dev.	100,800	100,800	100,800	100,800	100,800	50,800
Scholarship Draw		-	-	-	(50,000)	-
Ending, Scholarship & Professional Dev.		100,800	100,800	100,800	50,800	50,800
Beginning, Total Cash		2,045,513	1,797,156	1,548,798	1,309,941	978,150
Deposits/(Withdrawals)		(248,357)	(540,665)	(531,165)	(697,175)	(248,357)
Ending, Total Cash	2,045,513	1,797,156	1,256,490	1,017,633	612,765	729,793

Monthly Rolling Forecast

	Budget	Average YTD	Forecast
REVENUES			
Tuition	\$ 57,090	\$ 38,958	\$ 37,000
Contributions	50,250	12,040	10,000
Contributions - Moody	183,500	-	-
Grants	-	-	-
GISD Allotment	25,000	56,472	37,000
Title Funds	-	-	-
Federal Food Services	5,000	4,073	5,000
Federal Child Care Subsidy	20,833	14,741	18,000
Interest Income	-	185	-
Federal Head Start Contract	16,083	-	10,000
Other Income	1,783	403	1,000
TOTAL REVENUES	359,540	126,872	118,000
EXPENSES			
Payroll and Related Expenses	342,681	321,208	310,000
Food Services	11,917	3,238	8,000
Transportation	6,333	3,676	6,500
Family Engagement	250	126	250
Occupancy	-	-	-
Professional Development Charges	-	62	-
Board Expenses	100	-	100
Contract Services and Professional Fees	17,083	14,411	14,000
Supplies	5,667	10,399	6,000
Repairs and Maintenance	833	5,195	1,500
COVID-19 Expenses	5,000	5,964	5,000
Depreciation	-	19,490	19,000
Insurance	3,333	3,494	See schedule0
Fundraising	-	71	-
Interest Expense	1,500	1,500	1,500
Printing and Postage	833	1,551	800
Dues and Subscriptions	1,354	955	500
Bank Fees	1,083	494	1,000
Utilities	8,271	1,999	4,000
Travel	417	-	400
Information Technology	-	240	-
Marketing	1,042	1,254	1,000
Other Expenses	958	1,236	950
TOTAL EXPENSES	408,656	396,564	380,500
TOTAL NET INCOME (LOSS)	\$ (49,116)	\$ (269,692)	\$ (262,500)



Moody Early Childhood Center Strategic Plan 2019-2022

Executive Summary

Moody Early Childhood Center (MECC) was established to ensure that all Galveston children, regardless of their families' economic status, enter kindergarten prepared to succeed. The 2017-2018 state results revealed only 21% of Galveston Island children approaching the doors of their Kindergarten classrooms have the skill sets they need to begin their public-school education, which is a 10% decline from the previous year's assessment scores. MECC understands that a student's success can be bolstered, not only by early intervention, but also by family and community engagement. Because MECC believes that students will succeed if all stakeholders are actively engaged. Regularly scheduled advisory meetings with families, staff, community partners, and professionals with early childhood expertise are scheduled to assist in building and strengthening connections on the Island; thereby fostering a greater sense of community for our families and providing easier access to support as it is needed.

Serving Our Students

Goal: Increase student access to high-quality early childhood education in order to enter kindergarten prepared to succeed and become lifelong learners.

Targets:

1. During MECC year of 2016-2017, 50% of the twenty (20) staff members had higher credentialing. Beginning the 2019-2020 program year, 65% of the sixty (72) staff employed have advanced credentials. By the 2021-2022 school year, MECC will continue to have 75% of all staff with advanced certificates of a CDA or above.
2. MECC maintains the state requirement for all certified teachers to be assessed through TTESS. In the 2020-2021 school year, MECC will have administrators and staff trained in the CLASS Assessment to assess quality teacher-child interactions in all classrooms. Classrooms will be observed and evaluated in January of 2021 and April 2021 to measure growth.
3. In the 2019-2020 school year, MECC implemented Lead Teachers in the PK program to assist with classroom observations, continuous feedback, and timely communication. 100% of MECC classroom staff will receive continuous feedback via walk-through documentation, professional development, and will receive appropriate evaluation tools will be used for 30, 60, and 90-day evaluations, as well as formative and summative reviews.
4. 100% of MECC staff will receive high quality professional development during all program years 2019-2022. Staff development opportunities will be targeted to school initiatives, and individual staff needs/interests.
5. In 2018-2019, fifteen (15) students enrolled in PK3 attended the Infant/Toddler classes at MECC. In 2019-2020, MECC will implement a PK4 class to serve these students. By 2021-2022, MECC had implemented five (5) PK4 classes to serve 100% of the students who have been served in the Infant/Toddler classes and the PK3 program.
6. In 2019-2020, MECC students enrolled in PK3 who had attended Infant/Toddler program achieved the following results on Galveston ISD Student Learning Objectives (SLO) and campus-based assessments:

SLO	# Students	Letter	% Letter	Vocab	% Vocab	#	% #
MECC Student	21	19	81%	20	95%	12	86%
New Student	93	73	78%	60	65%	15	16%

Report Card	# Students	CL	% CL	LL	% LL	#	% #	Counting	% Counting	Colors	% Colors	Shapes	% Shapes
MECC Student	21	19	90%	18	85%	19	90%	18	85%	18	85%	21	100%
New Student	93	73	78%	68	73%	80	86%	71	76%	69	74%	87	93%

Letter = Letter Identification (Identifies 10 letters)

Vocab = Vocabulary (Identifies 90+ vocabulary words identified in the curriculum)

CL = Capital Letter Identification (10 or more)

LL = Lower Case Identification (10 or more)

= Number Identification (1-5)

Counting = Rote counting (1-15)

Colors = Identifying Colors (11)

Shapes = Identifying Shapes (6)

For the 2020-2021 school year, 100% of students attending the PK3 or PK4 classes who had been enrolled in the Infant/Toddler program will meet or exceed the goals established in the campus-based assessments, and 80% of students new to MECC will meet or exceed the goals established. MECC will continue to increase the goal of the students new to MECC achieving the goal by 5% after the 2021-2022 school year.

7. While there is no data on Kindergarten readiness for MECC students in prior years, 100% of students attending PK4 classes at MECC who have not been assessed for special needs will test as Kindergarten ready/Meeting Acceptable Progress through the CIRCLE/C-PALLS assessment at the end of the 2020-2021 program year. 100% of those assessed with special needs will meet or exceed their IEP goals.
8. In the 2017-2018 school year, the attendance rate for the PK3 students was 92%; however, it fell to 90% in the 2018-2019 year. For the 2019-2020 school year, the PK student attendance increased to 93%. MECC will continue to monitor and strive to increase attendance rate by .5% annually.

Supporting Our Families

Goal: Increase all families' connectedness and participation in school, and community by expanding their knowledge and access to resources and educational opportunities.

Targets:

1. 58% of the MECC families working with our Family Advocates met half of their family goals they established in the 2018-2019 school year. For the 2019-2020 school year, 80% of the MECC families working with our Family Advocates met or exceeded 80% their established short-term goals documented through the Optima case management system. Due to COVID and lack of face to face meetings, MECC will maintain the 80% as their goal for families meeting or exceeding their short-term goals in the 2020-2021 program year.
2. MECC offers a variety of activities for parents and families, including parenting, financial training, developmental educational workshops, health/social-emotional classes, and family events. For the upcoming 2020-2021 program year, MECC will continue to offer a minimum of five (5) programs each month to expand participation.

Advancing Our Center

Goal 1: To ensure all our resources, including staffing, physical resources, school organization and educational resources are aligned to strengthen and support our work in implementing our School Strategic Plan and our School Vision

Goal 2: Develop a sustainable and replicable business model

Goal 3: Ensure MECC is recognized as a regional, state-wide, and national model as high-quality early childhood education

Targets:

1. MECC has established a Business Operations Manual. In 2020-2021, MECC will review and update this document to ensure processes and procedures are in place for fiscal integrity, and schedule annual reviews to ensure resources are allocated appropriately and procedures are being followed.
2. Beginning in 2019-2020, MECC strengthened their funding stream by identifying three (3) additional funding sources from foundations, state, and federal agencies. In the 2020-2021 program year, MECC will continue to identify and applying for three (3) additional funding opportunities.
3. In 2020-2021, MECC will receive accreditation from the National Association for the Education of Young Children (NAEYC), becoming the only facility on Galveston Island receiving that distinction and will maintain the program distinction for the subsequent plan years. Once NAEYC accreditation is achieved, MECC will continue to strengthen the quality of the program to achieve Texas Rising Star level 3 or 4 accreditation.
4. In the 2020-2021 program year, MECC administrative team will attend local, regional, state, and/or national conferences, as well as participate in activities such as research and professional articles in order to publicize the concept of high quality early childhood and the MECC program model .
5. MECC will begin to review the financial and structural possibilities of returning to the original model of educating all of the district PK3 students, continuing the same model of the 2020-2021 school year, or increasing the programs outreach to include all of the district's PK3 and PK4 students. An outside consultant may be included to assist in reviewing the current and new program models.

Strengthening Our Partnerships

Goal: Increase students and families' connectedness to school utilizing staff and community partners to strengthen the support and connection families have to student engagement.

Targets:

1. MECC staff has and will continue to actively participate in partner discussions with GISD regarding MECC's role in public early childhood education as well as student achievement, family engagement, and fiscal responsibility.
2. MECC has and will continue to increase community partnerships by three (3) agencies annually who actively partner by participating in advisory meetings, or assist with resources for families, students or staff in the 2020-2021 and subsequent program years.

Ensuring Effective Leadership

Goal: The Moody Early Childhood Leadership will exemplify the founding principles of the organization and make decisions that will successfully move the organization forward.

Targets:


1. 100% of MECC Board members and administrators will receive and complete the annual training requirements for charter school and district leadership on or before May 31 of each school year.
2. In the 2019-2020 program year, MECC implemented rotating board terms and length of service. 100% of the MECC Board members will be designated a length of term service.

Three Year Strategic Plan
Moody Early Childhood Center
2019 – 2022



"Giving all Galveston children the opportunity to soar"

Endorsements

Endorsement by Board of Directors	Signed..... Name..... Betty Massey Date.....
Endorsement by Executive Director	Signed..... Name..... Karin Miller Date.....
	

School Profile

<p>Purpose</p>	<p>Moody Early Childhood Center (MECC) was established to ensure that all Galveston children, regardless of their families' economic status, enter kindergarten prepared to succeed. Our PURPOSE is to provide a warm, caring and stimulating early childhood educational environment to provide the foundation skills necessary for our children to succeed as lifelong learners.</p>
<p>Mission</p>	<p>Our MISSION is to provide a safe, nurturing and developmentally appropriate program which fosters active learning, support for the whole child, and a child friendly environment. MECC fosters innovation, embraces teamwork, strives for excellence, respects and supports families, commits to service at all levels, respects and appreciates diversity, actively listens and seeks to understand, communicates openly and productively, uses resources creatively and responsibly and abides by the NAEYC code of ethics.</p>
<p>Vision</p>	<p>Our VISION for the Moody Early Childhood Center is to ensure that Galveston children, regardless of their families' economic status, enter kindergarten prepared to succeed.</p> <ol style="list-style-type: none"> 1. Our students have the individual skills and knowledge to succeed in a rapidly changing world. 2. Our students, staff and community learn, and are cared for, in an environment that reflects our school values. 3. The school ethos adds value to each child's life through an interdependent partnership among parents, staff and students. 4. Implement the 12 Quality Standards <ul style="list-style-type: none"> • safe and supportive environment, • active and engaged learning, • skill building, • youth voice and leadership, • healthy choices and behaviour, • diversity, access, and equity, • quality staff, • clear vision, mission, and purpose, • collaborative partnerships, • continuous quality improvement • program management, and • sustainability <p>in order to provide the foundation on which the school operates and students, staff and parents learn.</p>

<p>Values</p>	<ul style="list-style-type: none"> • EMBRACE OUR DIFFERENCES • LEARN FROM OUR MISTAKES • CELEBRATE ALL SUCCESS • SERVE WITH RESPECT • ACT WITH INTEGRITY • CONSIDER OTHERS BEFORE SELF • BE THANKFUL
<p>Program Overview</p>	<p>Moody Early Childhood Center is a school community which is based on strong values. Our focus on the academic, social and emotional wellbeing of each of our 330 students is based on a common understanding of what it means to live by the values.</p> <p>To do this we work closely in teams, generate ideas, and continually develop and renew our programs to achieve our purpose. As a community, we work in our interdependent partnerships with enthusiasm, a strong sense of commitment and a love of learning.</p> <p>Together we provide an excellent range of high quality curriculum and extra curricula programs which put the focus firmly on our value of learning.</p> <p>We have invested, and continue to invest, a significant amount of money, personnel and time in the professional learning of staff. Generally, as we experience a 15 - 20% changeover of staff each year, it is important that we maintain this level of investment and therefore we place priority on maintaining strong goal congruence through our focussed professional learning.</p> <p>Our attractive facility ensures the safety of all students and create an environment which caters for a range of learning opportunities. Age appropriate activities aligned with stimulating rigor coupled with passive and active play are paramount in the overall methodology used when teaching our students.</p> <p>The school community has a diverse ethnic population with 13 nationalities represented, 26% are English Language Learners, 43% are At-Risk, and 4% are being served through Special Education services. Overall, our students are 81.1% economically disadvantaged, as indicated as qualifying for financial assistance through WorkSource, enrolling on scholarship, or qualifying for the free/reduced meal plan which truly is in lock step with the Galveston Independent School District in keeping with Moody Early Childhood Center.</p> <p>Strong relationships and clearly documented processes are keys to the smooth operation of our school; offering consistency of approach in programs and welfare and strong accountability to our community and Texas Department of Family and Protective Services (DFPS). Senior staff members are assigned to the Infant-Toddler and Pre-K areas to serve "Lead Teachers" who observe, mentor and coach the staff members, as well as an Education Advocate is in place to provide support for children, parents and staff.</p> <p>The MECC Board of Directors is a keystone to the stability of the program. The Board not only governs, but believes in providing any assistance needed for the program to be successful. In addition to the support of the Board, MECC could not survive without the generous support our</p>

fundere contribute for the resources allocated to our classrooms and resources for our families.

MECC has strong ties to the families and community partners exhibited by the large variety of programs and resources that are able to be offered.

A key priority is to maintain and strengthen our learning approach and program, with all staff being trained every year prior to the beginning of the school year. Coupled with the high level of professional knowledge within our own staff, our focus on quality learning throughout our professional learning program was, and continues to be, of a high standard. Our school operates according to the Quality Framework based on a systems view (outlined on the next page) strong relationships founded on values, and agreed processes.

Serving Our Students

		Key Improvement Strategies
Goals	Increase student access to a high quality early childhood education in order to enter kindergarten prepared to succeed and become lifelong learners.	<ol style="list-style-type: none"> 1. Enroll and educate a minimum of 100 infants and toddlers maintaining the school's commitment that the majority of students served (60%) reside in lower income household on Galveston Island. 2. Hire high quality and motivated staff that exemplifies the Core Values of MECC. 3. Implement Infant & Toddler developmental benchmark assessments that follow the students as they progress through the program. 4. Initiate opportunities to expand PreK4 availability to students served in MECC Infant and Toddler program and PreK3. 5. Offer students served in the MECC infant and toddler program the opportunity to remain on the campus until they complete PreK4. 6. Diversify the socio-economic composition of the PreK student body 7. Graduate at least 90% of PreK4 students assessed as Kindergarten ready. 8. Evaluate the potential of increasing student services to include additional PK classes and/or center expansion
Targets	<p>Develop a retention plan for infant/toddler students</p> <p>Year 1: Implement first PreK4 class at MECC Enrollment 120 infant/toddlers 150 PK3 15 PK4</p> <p>Infant & Toddler Benchmarks: 80% of all infant & Toddler students will meet or exceed benchmarks Student Learning Objectives: 80% PK3 & 4 students will achieve mastery</p> <p>Year 2: Implement five additional PreK4 classes at MECC Enrollment 100 infant/toddlers 100 PK3 45 PK4</p> <p>Infant & Toddler Benchmarks: 80% of all infant & Toddler students will meet or exceed benchmarks Student Learning Objectives: 80% PK3 & 4 students will achieve mastery</p> <p>Year 3: Implement four PreK4 classes at MECC Enrollment 120 infant/toddlers 150 PK3 60 PK4</p> <p>Infant & Toddler Benchmarks: 85% of all infant & Toddler students will meet or exceed benchmarks Student Learning Objectives: 85% PK3 & 4 students will achieve Mastery</p> <p>1. During MECC year of 2016-2017, 50% of the twenty (20) staff members had higher credentialing. Beginning the 2019-2020 program year, 65% of the sixty (72) staff employed have advanced credentials. By the 2021-2022 school year,</p>	

	<p>MECC will continue to have 75% of all staff with advanced certificates of a CDA or above.</p> <p>2. MECC maintains the state requirement for all certified teachers to be assessed through TTESS. In the 2020-2021 school year, MECC will have administrators and staff trained in the CLASS Assessment to assess quality teacher-child interactions in all classrooms. Classrooms will be observed and evaluated in January of 2021 and April 2021 to measure growth.</p> <p>3. In the 2019-2020 school year, MECC is implemented Lead Teachers in the PK program to assist with classroom observations, continuous feedback, and timely communication. 100% of MECC classroom staff will receive continuous feedback via walk-through documentation, professional development, and will receive appropriate evaluation tools will be used for 30, 60, and 90-day evaluations, as well as formative and summative reviews.</p> <p>4. 100% of MECC staff will receive high quality professional development during all program years 2019-2022. Staff development opportunities will be targeted to school initiatives, and individual staff needs/interests.</p> <p>5. In the 2018-2019 school year, students enrolled in the infant and toddler program met 75% of their developmental goals before they advanced to the next age group. For the 2020-2021 school year, infant and toddler students must meet 80% of their developmental goals before moving into the next class, or have an intervention plan in place to assist with remediations.</p> <p>6. In 2018-2019, fifteen (15) students enrolled in PK3 attended the Infant/Toddler classes at MECC. In 2019-2020, MECC will implement a PK4 class to serve these students. By 2021-2022, MECC had implemented five (5) PK4 classes to serve 100% of the students who have been served in the Infant/Toddler classes and the PK3 program.</p> <p>7. In 2019-2020, MECC students enrolled in PK3 who had attended Infant/Toddler program achieved the following results on Galveston ISD Student Learning Objectives (SLO) and campus-based assessments:</p>	
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SLO	# Students	Letter	% Letter	Vocab	% Vocab	#	% #
MECC Student	21	19	81%	20	95%	12	86%
New Student	93	73	78%	60	65%	15	16%

Report Card	# Students	CL	% CL	LL	% LL	#	% #	Counting
MECC Student	21	19	90%	18	85%	19	90%	18
New Student	93	73	78%	68	73%	80	86%	71

Letter = Letter Identification (Identifies 10 letters)
 Vocab = Vocabulary (Identifies 90+ vocabulary words identified in the curriculum)
 CL = Capital Letter Identification (10 or more)
 LL = Lower Case Identification (10 or more)
 # = Number Identification (1-5)
 Counting = Rote counting (1-15)
 Colors = Identifying Colors (11)
 Shapes = Identifying Shapes (6)

For the 2020-2021 school year, 100% of students attending the PK3 or PK4 classes who had been enrolled in the Infant/Toddler program will meet or exceed the goals established in the campus-based assessments, and 80% of students new to MECC will meet or exceed the goals established. MECC will continue to increase the goal of the students new to MECC achieving the goal by 5% through the 2021-2022 school year.

7. While there is no data on Kindergarten readiness for MECC students in prior years, 100% of students attending PK4 classes at MECC who have not been assessed for special needs will test as Kindergarten ready through C-PALLS or TPRI/Tejas Lee assessment at the end of the 2020-2021 program year. 100% of those assessed with special needs will meet or exceed their IEP goals.

8. In the 2017-2018 school year, the attendance rate for the PK3 students was 92%; however, it fell to 90% in the 2018-2019 year. For the 2019-2020 school year, the PK student attendance increased to 93%. MECC will continue to monitor and strive to increase attendance rate by .5% annually.

Theory of action

Establishing an agreed school culture is the basis of a successful operation. This should include a set of guiding principles and undertakings for all areas of school improvement.

The development of an instructional model:

- Supports schools to develop a shared language about teacher practice.

	<ul style="list-style-type: none"> • Supports teacher reflection and informs the professional learning needed. • Engages and motivates teachers to consider how their teaching practice can best support student learning. <p>By developing a deep understanding of the content and skills described in each developmental level and student academic standards, teachers are better able to plan for, teach and assess all of the students in their care.</p> <p>As the most influential factor in improving student outcomes the ongoing development of teacher expertise and knowledge must be a high priority. Teachers must grow their ability to interpret and apply teacher based assessment criteria.</p> <p>By engaging in a program of targeted professional reading, the school can raise the level of professional discourse and ensure that there is universal involvement of staff in the education dialogue.</p>	
<p>Year 1 (2019-2020)</p> <p>Develop a instructional model based off PPP (Presentation, Practice, Production) that demonstrates exemplary teaching and active student engagement.</p> <p>All teaching staff members to have a thorough understanding of the Frog Street curriculum continuum including content and skills covering a range of standards.</p> <p>Improve teacher capacity to use a range of data to inform the teaching of a differentiated curriculum.</p> <p>Develop a Professional Learning (PL) Plan that is clearly focused and aligned with the strategic</p>	<p>Actions</p> <ul style="list-style-type: none"> • Develop and implement a recruitment and retention plan for infant/toddler students attending MECC. (1,3,4,5) • Create one PK4 classroom at MECC (3,4) • Develop and implement the instructional model (PPP-Present, Practice, Production) and align teaching Targets with FrogStreet curriculum and refine as necessary (2,6) • Lead Teachers will be used to assist with communication, coaching, and planning (2) • Common planning times will be used for all age levels (2) • Staff advisory committee will meet twice a year to discuss relevant organizational activities (2) • Team building events will be planned by staff (2) • Develop and implement a program of targeted Professional Learning (PL) to develop thorough understanding of small group instructional model (2,6) • Deliver Professional Learning (PL) on differentiating curriculum material (2,6) • Provide professional learning on purpose of assessment and its implications for learning (2,6) • Provide professional learning on types of data and how to interpret it; whole school cohort, class, groups and individual (2,6) 	<p>Success criteria</p> <ul style="list-style-type: none"> • Review and disaggregate school enrollment data to determine effectiveness or recruitment/retention plan • Alignment between unit planning and Frog Street curriculum • Lead teachers hired • Planning periods created in schedule for coordinated planning times for teachers of all age groups • Staff member assigned to create staff team building and appreciation activities • Evidence of differentiated curriculum in planning • Documented evidence that data has led to differentiation of the curriculum and that all students are taught at their individual point of need (their point of cognitive challenge) • Identification and provision of curriculum that catered for and challenged each student • Year level based smart goals which ensure teachers use their data to effectively plan differentiated curriculum for student learning • Track students who have been enrolled in MECC since Infant/Toddler program in comparison with "newly" enrolled

<p>intentions of the school.</p>	<ul style="list-style-type: none"> • Increase opportunities for planning both horizontally and vertically (2,6) • Strategically plan PL on a yearly basis to ensure that new knowledge builds on and provides a scaffold for staff learning and improved teacher practice (2,6) 	<p>children through assessment data.</p> <ul style="list-style-type: none"> • Appropriate PK4 student assessment to measure kindergarten readiness skills • Documented PL Plan • Staff feedback regarding effectiveness, relevance and timeliness of PL plan
<p>Year 2 (2020-2021)</p> <p>Continue the instructional model based off PPP (Presentation, Practice, Production) principles</p> <p>All teaching staff members to have a thorough understanding of the Frog Street curriculum continuum including content and skills covering a range of standards.</p> <p>Improve teacher capacity to use a range of data to inform the teaching of a differentiated curriculum.</p> <p>Institute and refine a Professional Learning (PL) Plan that is clearly focused and aligned with the strategic intentions of the school.</p>	<p>Actions</p> <ul style="list-style-type: none"> • Implement additional PK4 classrooms to MECC campus (3,4) • Continue implementation, review effectiveness and refine recruitment and retention plan for infant/toddler students attending MECC. (1,3,4,5) • Implementation of our instructional model throughout the year and gathering of feedback with the view to refine it when necessary (2,6) • To develop teaching and learning protocols for key curriculum areas in line with our Instructional model (2,6) • Strengthen connections between the learning areas of the FrogStreet curriculum so that the delivery is more streamlined and that concepts are introduced with increased authenticity and purpose, particularly in critical and creative thinking (2,6) • Continue to implement Professional Learning on differentiation of the curriculum and RtI/PBIS so that each student is taught from point of cognitive challenge (zone of proximal development) (2,6) • Lead Teachers will be used to assist with communication, coaching, and planning (2) • Common planning times will be used for all age levels (2) • Staff advisory committee will meet twice a year to discuss relevant organizational activities (2) • Team building events will be planned by staff (2) • Continue to track students who have been enrolled in MECC since Infant/Toddler program in comparison with "newly" enrolled children. (2,6) • To strategically plan PL on a yearly basis to ensure that new knowledge builds on and provides a scaffold for new staff learning and improved teacher practice (2,6) • Provide professional development on CLASS Assessment to administrators (TOT) and all classroom staff (2,6) 	<p>Success criteria</p> <ul style="list-style-type: none"> • Completion of the Study stage of our PDSA (Plan Do Study Act) for Professional Learning Plan and PPP instructional model • Attendance at the staff advisory meetings is documented • Lead teachers in place to cover all age levels • Planning periods created in schedule for coordinated planning times for teachers of all age groups • Staff member assigned to create staff team building and appreciation activities • Documentation of teaching and learning protocols in key identified areas e.g. Literacy, Vocabulary and Mathematics • Integration of theme concepts and related content in lesson plan development • Track students who have been enrolled in MECC since Infant/Toddler program in comparison with "newly" enrolled children through assessment data. • Appropriate PK4 student assessment to measure kindergarten readiness skills • Consistent evidence of differentiated instruction and RtI/PBIS in unit and weekly planning • Documented PL plan • Staff feedback in regards to effectiveness, relevance and timeliness of PL plan

Year 3 (2021-2022)	Actions	Success criteria
<p>Continue the instructional model based off PPP (Presentation, Practice, Production) principles</p> <p>All teaching staff members to have a thorough understanding of the Frog Street curriculum continuum including content and skills covering a range of standards.</p> <p>Monitor teacher capacity to use a range of data to inform the teaching of a differentiated curriculum.</p> <p>Evaluate the Professional Learning (PL) Plan that is clearly focused and aligned with the strategic intentions of the school.</p>	<ul style="list-style-type: none"> • Implement additional PK4 classrooms to MECC campus (3,4) • Continue implementation, review effectiveness and refine recruitment and retention plan for infant/toddler students attending MECC. (1,3,4,5) • Continue to implement our instructional model (Act stage of PDSA) (2,6) • Further develop key teaching and learning protocols in core subjects of Literacy, Vocabulary and Mathematics (2,6) • Strengthen teachers understanding of critical and creative thinking, and the connections between learning areas of the FrogStreet curriculum (2,6) • Continue to integrate concepts and content of learning areas to build deeper knowledge of the standards (2,6) • Continue to implement Professional Learning on differentiation of the curriculum and RtI/PBIS so that each student is taught from point of cognitive challenge (zone of proximal development) (2,6) • Staff advisory meeting dates and times set and attendance documented • Lead teachers in place to cover all age levels • Planning periods created in schedule for coordinated planning times for teachers of all age groups • Staff member assigned to create staff team building and appreciation activities • Common planning times will be used for all age levels (2) • Continue to track students who have been enrolled in MECC since Infant/Toddler program in comparison with "newly" enrolled children. (2,6) • Continue to provide professional development on CLASS Assessment to administrators (TOT) and all classroom staff (2,6) • Strategically plan PL on a yearly basis to ensure that new knowledge builds on and provides a scaffold for new staff learning and improved teacher practice (2,6) 	<ul style="list-style-type: none"> • Evaluate effectiveness of our instructional model (Completion of the Act stage of our PDSA) • Lead teachers hired • Planning periods created in schedule for coordinated planning times for teachers of all age groups • Staff member assigned to create staff team building and appreciation activities • Documentation of teaching and learning protocols in key identified areas e.g. Literacy, Vocabulary and Mathematics • Integration of theme concepts and related content in lesson plan development • Track students who have been enrolled in MECC since Infant/Toddler program in comparison with "newly" enrolled children through assessment data. • Appropriate PK4 student assessment to measure kindergarten readiness skills • Consistent evidence of differentiated instruction and RtI/PBIS in unit and weekly planning • Evaluate and refine PL plan • Staff feedback in regards to effectiveness, relevance and timeliness of PL plan

Supporting Our Families

Key Improvement Strategies

Goals	Increase all families' connectedness and participation in school, and community by expanding their knowledge and access to resources and educational opportunities.	1.Ensure the family engagement activities offered include topics that are relevant to full spectrum of MECC's family base.
Targets	<ol style="list-style-type: none"> 58% of the MECC families working with our Family Advocates met half of their family goals they established in the 2018-2019 school year. For the 2019-2020 school year, 80% of the MECC families working with our Family Advocates met or exceeded 80% their established short-term goals documented through the Optima case management system. Due to COVID and lack of face to face meetings, MECC will maintain the 80% as their goal for families meeting or exceeding their short-term goals in the 2020-2021 program year. MECC offers a variety of activities for parents and families, including parenting, financial training, developmental educational workshops, health/social-emotional classes, and family events. For the upcoming 2020-2021 program year, MECC will continue to offer a minimum of five (5) programs each month to expand participation. 	<ol style="list-style-type: none"> Allocate resources appropriate to facilitate a high quality family engagement, empowerment, and education program. Work with Galveston Urban Ministries to develop a referral process for families to participate in the "Getting Ahead" training Implement Targets learned in Ruby Payne "A Framework for Understanding Poverty" in family engagement class discussions/meetings Implement and track family engagement and goals using Optima case management and reporting system
Theory of action	Connectedness with family members, educators and students is important for the development of social and emotional skills and for protecting young people from adverse stress and worries. Better social relationships and functioning is associated with positive education, workforce and social outcomes, along with greater life-satisfaction in adulthood. By working together with a clear focus and shared understanding we improve our chances of achieving our goals.	
Year 1 (2019-2020)	Actions	Success criteria
Create and implement a Family Engagement Plan that vertically aligns to Galveston Independent School District Family Engagement Plan Provide authentic opportunities for increased participation by families in family engagement	<ul style="list-style-type: none"> Involve families in quarterly focus groups to discuss issues relevant to their engagement and wellbeing (1,2,3,4) Implement Otima system to monitor parent participation (5) Staff will meet with families to perform an intake to assess family needs (1,2,3,4) Staff members will assist families in developing attainable short and 	<ul style="list-style-type: none"> Input from focus groups considered and used to determine activities and resources Reports generated through Optima to show families progress (December, April, and August) Family engagement groups and class attendance will be monitored for participation

<p>activities</p> <p>Ensure family engagement activities support recruitment/retention plan</p>	<p>long term goals (1,2,3,4,5)</p> <ul style="list-style-type: none"> • Staff members will regularly meet with families to identify resources to assist in meeting short and long term goals (2,5) • Staff members will regularly meet with families to provide Targets to mitigate economic barriers (3,4) • Regular discussions will be offered to families on pre-determined topics chosen by the participants (1,2,4,5) • MECC will partner with local agencies to provide ongoing training on overcoming economic and social constraints (Getting Ahead...) (3,4,5) 	<ul style="list-style-type: none"> • Participation reports for class meetings and meeting with Family Advocate reviewed monthly • Establish and implement processes and protocols to support successful transitions into, through and beyond the school
<p>Year 2 (2020-2021)</p>	<p>Actions</p>	<p>Success criteria</p>
<p>Monitor and refine Family Engagement Plan that vertically aligns to Galveston Independent School District Family Engagement Plan</p> <p>Provide authentic opportunities for increased participation by families in family engagement activities</p> <p>Ensure family engagement activities support recruitment/retention plan</p>	<ul style="list-style-type: none"> • Involve families in quarterly focus groups to discuss issues relevant to their engagement and wellbeing (1,2,3,4) • Utilize Optima system to monitor parent participation (5) • Staff will continue to meet with families to perform an intake to assess family needs (1,2,3,4) • Staff members will assist families in developing attainable short and long term goals (1,2,3,4,5) • Staff members will regularly meet with families to identify resources to assist in meeting short and long term goals (2,5) • Staff members will regularly meet with families to provide Targets to mitigate economic barriers (3,4) • Regular discussions will be offered to families on pre-determined topics chosen by the participants (1,2,4,5) • MECC will increase student participation with local agencies to provide ongoing training on overcoming economic and social constraints (Getting Ahead...) (3,4,5) 	<ul style="list-style-type: none"> • Input from focus groups considered and used to determine activities and resources • Reports generated through Optima to show families progress (December, April, and August) • Family engagement groups and class attendance will be monitored for increased participation • Participation reports for class meetings and meeting with Family Advocate reviewed monthly • Monitor and refine processes and protocols to support successful transitions into, through and beyond the school to determine success
<p>Year 3 (2021-2022)</p>	<p>Actions</p>	<p>Success criteria</p>
<p>Evaluate and adjust Family Engagement Plan that vertically aligns to Galveston Independent School District Family Engagement Plan</p> <p>Provide authentic opportunities for increased participation by families in family engagement activities</p> <p>Ensure family engagement activities support</p>	<ul style="list-style-type: none"> • Involve families in quarterly focus groups to discuss issues relevant to their engagement and wellbeing (1,2,3,4) • Utilize Optima system to monitor parent participation (5) • Staff will continue to meet with families to perform an intake to assess family needs (1,2,3,4) • Staff members will assist families in developing attainable short and long term goals (1,2,3,4,5) • Staff members will regularly meet with families to identify resources to assist in meeting short and long term goals (2,5) 	<ul style="list-style-type: none"> • Input from focus groups considered and used to determine activities and resources • Reports generated through Optima to show families progress (December, April, and August) • Family engagement groups and class attendance will be monitored for increased participation • Participation reports for class meetings and meeting with Family Advocate reviewed monthly • Evaluate effectiveness of processes and protocols to support

recruitment/retention plan	<ul style="list-style-type: none"> • Staff members will regularly meet with families to provide Targets to mitigate economic barriers (3,4) • Regular discussions will be offered to families on pre-determined topics chosen by the participants (1,2,4,5) • MECC will increase student participation with local agencies to provide ongoing training on overcoming economic and social constraints (Getting Ahead...) (3,4,5) 	successful transitions into, through and beyond the school
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Advancing Our Center

		Key Improvement Strategies
Goals	<p>To ensure all our resources, including staffing, physical resources, school organization and educational resources are aligned to strengthen and support our work in implementing our School Strategic Plan and our School Vision</p> <p>Develop a sustainable and replicable business model</p> <p>Ensure MECC is recognized as a regional, state-wide, and national model as high-quality early childhood education</p>	<ol style="list-style-type: none"> 1.Pursue and Achieve NAEYC accreditation 2.Ensure processes and procedures are in place for fiscal integrity 3.Strengthen and identify additional funding opportunities
Targets	<ol style="list-style-type: none"> 1. MECC has established a Business Operations Manual. In 2020-2021, MECC will review and update this document to ensure processes and procedures are in place for fiscal integrity, and schedule annual reviews to ensure resources are allocated appropriately and procedures are being followed. 2. Beginning in 2019-2020, MECC strengthened their funding stream by identifying three (3) additional funding sources from foundations, state, and federal agencies. In the 2020-2021 program year, MECC will continue to identify and applying for three (3) additional funding opportunities. 3. In 2020-2021, MECC will receive accreditation from the National Association for the Education of Young Children (NAEYC), becoming the only facility on Galveston Island receiving that distinction and will maintain the program distinction for the subsequent plan years. Once NAEYC accreditation is achieved, MECC will continue to strengthen the quality of the program to achieve Texas Rising Star level 3 or 4 accreditation. 4. In the 2020-2021 program year, MECC administrative team will attend local, regional, state, and/or national conferences, as well as participate in activities such as research and professional articles in order to publicize the concept of high quality early childhood and the MECC program model . 5. MECC will begin to review the financial and structural possibilities of 	

	returning to the original model of educating all of the district PK3 students, continuing the same model of the 2020-2021 school year, or increasing the programs outreach to include all of the district's PK3 and PK4 students. An outside consultant may be included to assist in reviewing the current and new program models.	
Theory of action	By working together with a clear focus and shared understanding we improve our chances of achieving our goals.	
Year 1 (2019-2020)	Actions	Success criteria
Strengthen MECC sustainability by utilizing diversified Targets which includes performance measures, operational efficiency, fiscal accountability, and stakeholder involvement	<ul style="list-style-type: none"> • Begin application process and schedule observation visit for NAEYC accreditation (1) • Re-negotiate rates with WorkForce Solutions (4) • Develop a strategic plan and long term budget (3) • Develop and implement a fundraising plan that taps into individual wealth(4) • Research and apply for additional federal, state and private foundation grant opportunities, including the Early Head Start grant (4) • Review and amend Business Operations Manual to ensure processes and procedures as implemented appropriately (3) • Increase brand recognition and market MECC accomplishments (1) 	<ul style="list-style-type: none"> • Application process for NAEYC completed and accreditation visit scheduled. • New rates of reimbursement assigned by WorkForce Solutions • Adopt three-year strategic plan and budget projection • Evaluate effectiveness and modify fundraising plan as needed • MECC will apply for three additional grant opportunities each year • Smooth operations of the schools daily organization and finance procedures • Highlight MECC accomplishments through social media, trade magazines, and other publications
Year 2 (2020-2021)	Actions	Success criteria
Strengthen MECC sustainability by utilizing diversified Targets which includes performance measures, operational efficiency, fiscal accountability, and stakeholder involvement	<ul style="list-style-type: none"> • Observation visit for NAEYC accreditation (1) • Re-negotiate rates with WorkForce Solutions (4) • Develop a strategic plan and long term budget (3) • Develop and implement a fundraising plan that taps into individual wealth(4) • Research and apply for additional federal, state and private foundation grant opportunities, including the Early Head Start grant (4) • Review and amend Business Operations Manual to ensure processes and procedures as implemented appropriately (3) • Increase brand recognition and market MECC accomplishments (1) 	<ul style="list-style-type: none"> • NAEYC accreditation visit completed. • New rates of reimbursement assigned by WorkForce Solutions as needed • Review and update three-year strategic plan and budget . Extend to five-year plan and projections if needed. • Evaluate effectiveness and modify fundraising plan as needed • MECC will continue to apply for three additional grant opportunities each year • Smooth operations of the schools daily organization and finance procedures • Continued highlighting of MECC accomplishments through social media, trade magazines, and other publications
Year 3 (2021-2022)	Actions	Success criteria
Strengthen MECC sustainability by utilizing diversified Targets which includes performance measures, operational efficiency, fiscal	<ul style="list-style-type: none"> • Maintain NAEYC accreditation (1) • Re-negotiate rates with WorkForce Solutions (4) 	<ul style="list-style-type: none"> • MECC listed as a NAEYC accredited school • New rates of reimbursement assigned by WorkForce Solutions for

<p>accountability, and stakeholder involvement</p>	<ul style="list-style-type: none"> • Develop a strategic plan and long term budget (3) • Develop and implement a fundraising plan that taps into individual wealth(4) • Research and apply for additional federal, state and private foundation grant opportunities, including the Early Head Start grant (4) • Review and amend Business Operations Manual to ensure processes and procedures as implemented appropriately (3) • Increase brand recognition and market MECC accomplishments (1) 	<p>NAEYC accredited facility</p> <ul style="list-style-type: none"> • Review and update strategic plan and budget • Evaluate effectiveness and modify fundraising plan as needed • MECC will continue to apply for three additional grant opportunities each year • Smooth operations of the schools daily organization and finance procedures
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Strengthening Our Partnerships

Key Improvement Strategies

Goals	Increase students and families' connectedness to school utilizing staff and community partners to strengthen the support and connection families have to student engagement.	1.Continue to work with Galveston Indendent School District (GISD) to remove identifiable roadblocks to success
Targets	<ol style="list-style-type: none"> 1. MECC staff has and will continue to actively participate in partner discussions with GISD regarding MECC's role in public early childhood education as well as student achievement, family engagement, and fiscal responsibility. 2. MECC has and will continue to increase community partnerships by three (3) agencies annually who actively partner by participating in advisory meetings, or assist with resources for families, students or staff in the 2020-2021 and subsequent program years. 	2.Explore a stronger partnership with Galveston Urban Ministries, specifically for the purpose of opening the "Getting Ahead..." program to more MECC parents 3.Explore a stronger partnership with Galveston College for access to programs and financial aid for more MECC parents
Theory of action	<p>Connectedness with students, family, and the community is associated with positive education, workforce and social outcomes, along with greater life-satisfaction in adulthood for students.</p> <p>By working together with a clear focus and shared understanding we improve our chances of achieving our goals.</p>	4.Explore a partnership with DTriple C and its new 4-year early education degree program 5.Utilitze the parent and community advisory committees to broaden MECC's access to community resources that will benefit our students and families. 6.Provide support for community partners in areas other than their work who work directly with MECC 7.Continue to develop support systems for other early childhood education centers on the Island.
Year 1 (2019-2020)	Actions	Success criteria
Increase family, community, and stakeholder involvement Ensure current community partnerships are strengthened Identify new potential community partners	<ul style="list-style-type: none"> • Involve parents, community and area early childhood professionals in regular advisory group meetings to discuss issues relevant to helping our families and students (5,6) • Implement ongoing communication with GISD personnel utilizing MAYA as the group facilitator (1,6) • Implement ongoing communication with GISD finance department (1,6) 	<ul style="list-style-type: none"> • Input from parent and community advisory groups considered • Weekly meeting dates and times established for SB1882 partnership meetings • Monthly meeting dates and times established with GISD finance personnel • Families documented completion of "Getting Ahead..." program • Documented meeting dates and times for Family Advocate and

	<ul style="list-style-type: none"> Family Advocate assigned to refer families to Galveston Urban Ministries "Getting Ahead..." training (2,6) Family Advocate will reach out to contact assigned to Galveston College by Board Vice-President for family access to programs and financial aid (3,6) Increase the number of families participating in programs offered through Galveston College (3,6) Executive Director will research information regarding DTripleC 4-year early education degree (4) Executive Director will continue and evaluate effectiveness of the Early Childhood Professional Development Grant to help support professional development needs of childcare facilities on the island. (7) 	<p>Galveston College representative</p> <ul style="list-style-type: none"> Increased number of families accessing Galveston College programs Information distributed to the Professional Advisory Committee and the Board of Directors regarding the DTripleC 4-year early education degree Early childhood professional development opportunities will be provided to Galveston childcare facilities Early Childhood Professional Development Grant evaluation data will be collected from participating childcare facilities to determine grant effectiveness for continuation.
	Actions	Success criteria
<p>Year 2 (2020-2021)</p> <p>Increase family, community, and stakeholder involvement</p> <p>Ensure current community partnerships are strengthened</p> <p>Identify new potential community partners</p>	<ul style="list-style-type: none"> Continue involvement of parents, community and area early childhood professionals in regular advisory group meetings to discuss issues relevant to helping our families and students (5,6) Continue ongoing communication with GISD personnel (1,6) Family Advocate assigned to increase referral of MECC families to Galveston Urban Ministries "Getting Ahead..." training (2,6) Family Advocate will continue outreach to contact assigned to Galveston College by Board Vice-President for increased family access to programs and financial aid (3,6) Increase the number of families participating in programs offered through Galveston College (3,6) Executive Director will discuss staff continuing education opportunities including DTripleC 4-year early education degree with staff in staff advisory committee and other staff training events (4) 	<ul style="list-style-type: none"> Input from parent and community advisory groups considered Families documented completion of "Getting Ahead..." program Documented meeting dates and times for Family Advocate and Galveston College representative Increased number of families accessing Galveston College programs Information distributed to the Professional Advisory Committee and the Board of Directors regarding the DTripleC 4-year early education degree
	Actions	Success criteria
<p>Year 3 (2021-2022)</p> <p>Increase family, community, and stakeholder involvement</p> <p>Ensure current community partnerships are strengthened</p> <p>Identify new potential community partners</p>	<ul style="list-style-type: none"> Continue involvement of parents, community and area early childhood professionals in regular advisory group meetings to discuss issues relevant to helping our families and students (5,6) Continue ongoing communication with GISD personnel (1,6) Family Advocate assigned to increase referral of MECC families to Galveston Urban Ministries "Getting Ahead..." training (2,6) Family Advocate will continue outreach to contact assigned to Galveston College by Board Vice-President for increased family 	<ul style="list-style-type: none"> Input from parent and community advisory groups considered Families documented completion of "Getting Ahead..." program Documented meeting dates and times for Family Advocate and Galveston College representative Increased number of families accessing Galveston College programs Information distributed to the Professional Advisory Committee and the Board of Directors regarding the DTripleC 4-year early education degree

	<p>access to programs and financial aid (3,6)</p> <ul style="list-style-type: none">• Increase the number of families participating in programs offered through Galveston College (3,6)• Executive Director will discuss staff continuing education opportunities including DTripC 4-year early education degree with staff in staff advisory committee and other staff training events (4)	<ul style="list-style-type: none">• Early childhood professional development opportunities will be provided to Galveston childcare facilities
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Ensuring Effective Leadership

		Key Improvement Strategies
Goals	The Moody Early Childhood Leadership will exemplify the founding principles of the organization and make decisions that will successfully move the organization forward.	1.Ensure the Board is prepared for transition in volunteer leadership 2. Ensure the MECC leadership has the training needed to implement a high-quality program.
Targets	1. 100% of MECC Board members and administrators will receive and complete the annual training requirements for charter school and district leadership on or before May 31 of each year. 2. In the 2019-2020 program year, MECC implemented rotating board terms and length of service. 100% of the MECC Board members will be designated a length of term service.	
Theory of action	Connectedness with family members, educators and other young people is important for the development of social and emotional skills and for protecting young people from adverse stress and worries. Better social relationships and functioning is associated with positive education, workforce and social outcomes, along with greater life-satisfaction in adulthood. By working together with a clear focus and shared understanding we improve our chances of achieving our goals.	
Year 1 (2019-2020)	Actions	Success criteria
Ensure Board leaders and MECC administration is appropriately trained in the responsibilities in their identified roles of governance and management. Create continuity through identification of potential valued Board members	<ul style="list-style-type: none"> • MECC Board members and administration will participate in annual training to acquire knowledge of charter school board and school district leadership (2) • Involve area early childhood professionals in regular professional advisory group meetings to discuss issues relevant to helping our families and students (1,2) • Board Secretary and his board development committee will develop a bank of potential board members meeting the skill sets identified (1) • Engage the Board of Advisors in committee work with each committee 	<ul style="list-style-type: none"> • Board and MECC administration will receive annual training on the role of the Board • Board member will be assigned to oversee the Professional Advisory Committee • Input from Professional Advisory Committee and all other Board committees will be discussed at Board meetings • Board committees will be established with a committee chair and at least one additional Board member to serve • Board committees will meet regularly and documentation of agenda

	<ul style="list-style-type: none"> chair identifying one advisor to invite to join his or her committee (2) Assign a board member to work with the Professional Advisory Committee to set a meeting schedule, and determine roles, and responsibilities that meet their level of interest (1,2) 	<ul style="list-style-type: none"> and attendance will be maintained Potential Board member bank will be developed for possible members
Year 2 (2020-2021)	Actions	Success criteria
<p>Ensure Board leaders and MECC administration is appropriately trained in the responsibilities in their identified roles of governance and management.</p> <p>Create continuity through identification of potential valued Board members</p>	<ul style="list-style-type: none"> MECC Board members and administration will participate in annual training to acquire knowledge of charter school board and school district leadership (2) Identify additional training for Board members and MECC administrative staff (2) Involve area early childhood professionals in regular professional advisory group meetings to discuss issues relevant to helping our families and students (1,2) Board Secretary and his board development committee will update and identify a potential board members who have expressed an interest in serving (1) Engage the Board of Advisors in committee work with each committee chair identifying one advisor to invite to join his or her committee (1,2) Assign a board member to work with the Professional Advisory Committee to set a meeting schedule, and determine roles, and responsibilities that meet their level of interest (1,2) 	<ul style="list-style-type: none"> Board and MECC administration will receive annual training on the role of the Board Board members and MECC administration will expand their knowledge base by receiving advanced training Board member will be assigned to oversee the Professional Advisory Committee Input from Professional Advisory Committee and all other Board committees will be discussed at Board meetings Board committees will be established with a committee chair and at least one additional Board member to serve Board committees will meet regularly and documentation of agenda and attendance will be maintained Potential Board member bank will identify potential Board members
Year 3 (2021-2022)	Actions	Success criteria
<p>Ensure Board leaders and MECC administration is appropriately trained in the responsibilities in their identified roles of governance and management.</p> <p>Create continuity through identification of potential valued Board members</p>	<ul style="list-style-type: none"> MECC Board members and administration will participate in annual training to acquire knowledge of charter school board and school district leadership (2) Identify additional training for Board members and MECC administrative staff (2) Involve area early childhood professionals in regular professional advisory group meetings to discuss issues relevant to helping our families and students (1,2) Potential Board members will be identified to fill open spaces (1) Engage the Board of Advisors in committee work with each committee chair identifying one advisor to invite to join his or her committee (1,2) Assign a board member to work with the Professional Advisory Committee to set a meeting schedule, and determine roles, and 	<ul style="list-style-type: none"> Board and MECC administration will receive annual training on the role of the Board Board members and MECC administration will expand their knowledge base by receiving advanced training Board member will be assigned to oversee the Professional Advisory Committee Input from Professional Advisory Committee and all other Board committees will be discussed at Board meetings Board committees will be established with a committee chair and at least one additional Board member to serve Board committees will meet regularly and documentation of agenda and attendance will be maintained New Board members identified to fill open positions on the Board of

	responsibilities that meet their level of interest (1,2)	Advisors
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Moody Early Childhood Center Conflict of Interest Policy

The policy of Moody Early Childhood Center (MECC) requires that all staff and board members scrupulously avoid conflicts between the interests of the Center and personal, professional and business interests of the individual board or staff member. This includes avoiding potential and actual conflicts of interest as well as the perception of conflicts of interest.

The primary purposes of this policy are to protect the integrity of MECC's decision-making process and to protect the integrity and reputations of staff and board members. Upon or before election, hiring or appointment, board or staff must make a full written disclosure of interests, relationships and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and be updated as appropriate.

In the course of meetings, board and staff members will disclose any interest in a transaction or decision in which they, their family, employer, or close associate may receive benefit or gain. After disclosure, the individual may be asked to leave the room for the discussion and the board member will not be permitted to vote on the question.

No board or staff member or any member of his/her family should accept any gift, entertainment, service, loan or promise of benefits from any person who either personally or whose employees might benefit or appear to benefit from such board or staff member's connection with MECC unless the facts of such benefit, gift, service or loan are disclosed in good faith and are authorized by the board. This does not apply to gifts of entertainment of nominal value that clearly are in keeping with good business ethics and do not obligate the recipient.

No board or committee member or any member of his/her family should perform, for any personal gain, services to any MECC supplier of goods or service, as employee, consultant, or in any other capacity which promises compensation of any kind, unless the facts of such transaction or contract are disclosed in good faith and are authorized by the board.

No board or committee member or any member of his/her family should have any beneficial interest in, or substantial obligation to any MECC supplier of goods or services or any other organization that is engaged in doing business with or serving MECC unless it has been determined by the board, on the basis of full disclosure of all relevant fact, that such interest does not present a conflict of interest.

Affirmation:

I understand that this policy is meant to supplement good judgment and I will respect its spirit as well as its wording. Any matter of question or interpretation that arises relating to this policy should be referred to the president and/or the board of directors.

I have read this policy statement and understand it fully.

Signed _____

Date _____

**MECC: Executive Director
Board Report
April 23, 2021**

- A. What's New at MECC
 - i. Galveston Own Farmer's Market
 - 1. Harvests for families
 - 2. Trees
 - ii. Life Cycles
 - 1. Caterpillars are coming!!
 - 2. Eggs will be hatching!
 - iii. McFord's Farm
 - 1. Chickens – Eggs for families
 - 2. Bunnies
 - 3. Goats (?)
 - 4. Mini-Donkey
 - iv. Dual Language
 - 1. Begin in 2+ (Bears, Eagles, Owls)
 - 2. PK3 & PK4
 - v. Art Program
 - 1. Art Styles and the Master Artists
 - vi. Summer Programs
 - 1. TORS June 2-July 2 Monday – Friday 7:30-5:30
 - 2. Bilingual @ Parker June 2-July 2 Monday – Thursday 7:30-2:00
 - 3. MECC Summer Session A & B
 - 4. Sports Camp
- B. Yaga's Wild Game Festival
 - i. Volunteers Needed to serve in LOTS of areas!
- C. GISD
 - i. 18-19 and 19-20 1882 Finances
 - 1. Waiting on decision
 - ii. Contract
 - 1. Ready for review by end of April
 - 2. To both boards in May
 - iii. Presentation May 19, 2020
- D. Upbring
 - i. Review of MOU
- E. Texas Rising Star (TRS)

- i. Starting application
 - F. SMART Family MOU*
 - i. Gardening program
 - G. Enrollment/Recruitment
 - i. Enrollment as of 4/19/21
 - 1. 34 ASC
 - 2. 98 PK
 - 3. 6 virtual PK
 - 4. 73 IT
 - ii. Recruitment
 - 1. Flyers/Banners/Signs (volunteers needed)
 - 2. Pk3 Enrollment started 4/5/21
 - 3. Pk4 have a separate link
 - 4. Grand Kid's Festival
 - 5. Juneteenth
 - iii. 2021-2022 Tuition Rates (see attached)*

Upbring Head Start

Moody Early Childhood Center

2021-2022

Service Abstract

Upbring Head Start will provide student services, family support services, technical assistance and professional staff development opportunities to districts as described in this agreement. The delivery of these services as described is contingent upon sufficient funds from the Head Start grant.

Direct student services will be provided to early and pre-kindergarten children who qualify for Early Head Start and Head Start services. Direct student services are available through health/safety, mental wellness, nutrition, disabilities, education, and transportation.

Family support services will be provided to eligible Early Head Start and Head Start families based on need. These services are available through the program governance, family and community partnerships, education, health, safety, mental wellness, disabilities, nutrition and transportation service areas.

Professional staff development and technical assistance services will include, but are not limited to, fulfilling federal requirements for Head Start, and providing on-site technical assistance for Head Start teachers, aides, campus administrators, and other necessary support staff and family services associates.

Professional staff development and technical assistance are available through administrative, education, family and community partnerships, program governance, mental wellness, disabilities, nutrition, health, safety, and transportation service areas.

The partnership with the Moody Early Childhood Center as codified in this agreement is such that the Moody Early Childhood Center is a contractor to Upbring Head Start to carry out the classroom related programmatic responsibilities and requirements set forth by the Office of Head Start.

This agreement will be in effect for the 2021-2022 school year. Subsequent agreements may be negotiated on a yearly basis thereafter should the services agreed upon require amendments.

UPBRING HEAD START
Moody Early Childhood Center

This agreement is entered into by and between Upbring Head Start (hereinafter referred to as “Upbring Head Start”) and Moody Early Childhood Center (hereinafter referred to as “Contractor”), both of which may be referred to herein collectively as the “Parties”. The Parties hereto agree to the contract provisions detailed below.

TERM

Unless sooner terminated in accordance with the provisions of this Agreement, the term of this Agreement shall commence on August 1, 2021 and shall remain in effect for a term of one year terminating on July 31, 2022 at which time parties may elect to renew or renegotiate for the following year by April 30th of the expiring year. Financial Agreement(s) term may differ in accordance with grant funding through the Administration for Children and Families – Office of Head Start (ACF-OHS).

PROVISIONS AND ASSURANCES

1. As used in these Provisions and Assurances,

- a. This **Contract**, including each of the referenced documents/provisions listed below in these Provisions and Assurances, constitute the entire agreement between the Parties, whatever its name or form, and supersede all prior and contemporaneous agreements, understandings and negotiations with respect to the subject matter of this Contract .and other attachments and schedule, including, but not limited to Amendment Request, Capital Outlay Request, Budget Summary, and the Final Expenditure Report.
- b. **Additional documents/provisions forming the contract:**
 - i. Roles and Responsibilities of the Contractor
 - ii. Roles and Responsibilities of Upbring Head Start
 - iii. Financial
 - iv. Invoicing Supporting Documentation
 - v. Standards of Conduct
- c. **Contract Project** means the purpose intended to be achieved through the Contract of which these Provisions and Assurances are a part.

2. This Contract is executed by Upbring Head Start and Contractor subject to the availability of funds appropriated by legislative act for the purposes stated. All amendments and/or extensions or subsequent contracts entered into for the same or continued purposes are executed contingent upon the availability of appropriated funds. Notwithstanding any other provision in this Contract or any other document, this Contract may be terminated by Upbring Head Start and the Contractor at any time with sixty (60) days advanced written notice. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed for expenditures and/or activities beyond last day of the Contract term, provided that reimbursements will be paid after the Contract term for those expenditures and/or activities occurring prior to such expiration. This Contract may be extended or otherwise amended only through formal written amendment properly executed by authorized representatives for both Upbring Head Start and Contractor. No other agreement, written or oral, purporting to alter or amend this Contract shall be valid.
3. Contractor shall not assign or subcontract any of its rights or responsibilities under this Contract, except as may be otherwise provided for in this Contract, without prior formal written amendment of this Contract properly executed by both Upbring Head Start and Contractor.
4. All encumbrances, accounts payable, and expenditures shall occur between the beginning and ending dates of this Contract. If terminated early, such encumbrances, accounts payable and expenditures shall not exceed beyond the last day of service, provided that reimbursements will occur for those matters occurring prior to the end of the Contract term. All goods must have been received and all services rendered during the Contract period in order for the Contractor to recover funds due. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures.
5. Contractor agrees that this is a cost reimbursement Contract and that Upbring Head Start's liability hereunder is limited in making reimbursements for allowable costs incurred as a direct result of services provided by the Contractor in accordance with the terms of this Contract. Allowable costs are defined as those costs, which are necessary, reasonable and allowable under applicable federal, state, and local law, including but not limited to those laws referenced in this Contract, for the proper administration and performance of the services to be provided under an agreement. All requested reimbursed costs must be consistent with the terms and provisions of the items described in this Contract.
6. Contractor shall maintain its records and accounts in a manner, which shall assure a full accounting for all funds received and expended by Contractor in connection with the Contract Project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Upbring Head Start and by others authorized by law or regulation to make such an audit, for a period of not less than five (5) years from the latter or from the date of completion of the Contract Project, or the date of the receipt by Upbring Head Start of Contractor's final claim for payment, or the date of the final expenditure report in connection with this Contract or, if an audit has announced, the records shall be retained until

such audit has been completed. Contractor will furnish Upbring Head Start a copy of the annual audited financial report for the period covering this grant, subject to any applicable laws or Contractor policies.

7. If this Contract is canceled, terminated or suspended by Upbring Head Start prior to its expiration date, the monetary value of services properly performed by Contractor pursuant to this Contract shall be determined by Upbring Head Start and paid to Contractor in accordance with the Texas Prompt Payment Act. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed beyond last day of service as stated above, provided that for those reimbursements accrued during the term of this Contract will be paid beyond the term of this Contract if not previously paid.
8. If it is determined that Upbring Head Start is due a refund of money paid to Contractor pursuant to this Contract, Contractor shall pay the undisputed money due to Upbring Head Start within 30 days of Contractor's receipt of written notice that such money is due to Upbring Head Start. If Contractor fails to make timely payment of undisputed funds, Upbring Head Start may pursue any remedies available under Texas and Federal law.
9. In the event of loss, damage or destruction of any property, excluding normal wear and tear or attributable to an event of Force Majeure, owned by Upbring Head Start while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, whether the property is developed or purchased by Contractor pursuant to this Contract utilizing Head Start funds or is provided by Upbring Head Start to Contractor for use in the Contract Project, Contractor shall pay to Upbring Head Start the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Upbring Head Start's determination of the amount due. If Contractor fails to make timely payment, Upbring Head Start may obtain such money from Contractor by any means permitted by law.
10. The terms, conditions, and assurances that are stated in the Head Start funding application request, in response to which Upbring Head Start submitted this application, are incorporated herein by reference for all purposes.
11. Federal regulations that apply to the Contract and/or Grant.
 - Local Education Agency (LEA): 45 CFR Part 74, and OMB Circulars A-87 and A-128;
 - U.S. Department of Health and Human Services Office of Human Development Services Discretionary Grants Administration Manual.
 - Performance Standards for the operation of the Head Start Program Performance Standards as they are stated in 45 CFR Chapter XIII, September 2016.
12. For federally funded projects and for those personnel whose salaries are prorated between or among different funding sources, Time and Effort records will be maintained by the

- Contractor that will confirm the services provided within each funding source. Contractor will utilize Time and Effort records for completion of Semi-Annual Certification to be submitted to Upbring Head Start, no less than Semi-Annually. Contractor will maintain 50% Head Start enrollment. If Head Start enrollment drops below 50%, the Contractor's pay allocation will be adjusted in accordance with daily attendance as submitted into data system. The Contractor must adjust payroll records and expenditures based on this documentation.
13. If Contractor purchases capital outlay (furniture and/or equipment) to accomplish the objective(s) of the project, for recording and insurance purposes, title remains in the name of the Contractor. However, if Contractor is provided Head Start funds, Contractor acknowledges Upbring Head Start retains federal interest in such property to the extent required by law and, to the extent required by law, such property cannot be disposed of without prior approval from Upbring Head Start and federal Head Start authorities. Upbring Head Start reserves the right to exercise any remedy provided by applicable laws and regulations. This provision applies to all federal interest furniture and/or equipment regardless of unit price and how the item is classified in Contractor's accounting record.
 14. Notwithstanding any other provision of this Contract, Contractor shall not use or pay any consultant in the conduct of this Contract Project if the services to be rendered by any such consultant can be provided by Contractor's employees. Contractor must obtain approval from Upbring Head Start prior to use of a sub-contracted consultant.
 15. Contractor shall submit by email to Donna.Morrison@Upbring.org expenditure reports and invoices by the 10th of each month, along with Invoice Supporting Documentation. Documentation will be reconciled with daily attendance as submitted into data system. Upbring Head Start agrees to a reimbursement term of 30 days.
 16. Contractor agrees to make its records pertaining to this grant available to Upbring Head Start or its agent at a mutually agreeable time upon request by Upbring Head Start for review to determine compliance with the grant requirements. When requested, contractor will furnish Upbring Head Start a copy of its annual audited Financial Report for the period covering this grant, subject to applicable laws and Contractor policy.
 17. Applicable to programs funded under the Elementary and Secondary Education Act, as amended: The Contractor assures it is in compliance with Section 37.007(e) of the Texas Education Code, which requires expulsion of a student who brings a firearm to school as defined by 20 U.S.C. Section 7151, subject to applicable terms and exceptions as provided in Section 37.007. In addition, the applicant certifies that the Contractor has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school [P.L. 103-385, Section 14602(a)].
 18. Costs and third-party non-federal share contribution counting towards satisfying a cost sharing or matching requirement must be verifiable from the records of Upbring Head Start or cost type contractor. These records will include how the value placed on third-party in-kind

- contributions were derived. For personnel costs, documentation regarding how the organization supports the allocation of regular personnel costs, 45 CFR-Part 92.24 must be maintained and available upon request. Note: any personnel cost must be supported with time and effort documentation, OMB Circular A-87.
19. Contractor shall implement procedures for managing equipment, whether acquired in whole or in part with grant funds, until disposition takes place and that as a minimum meet management requirement stated in 45 CFR-92.32.
 20. Contractor shall fully comply with the property and equipment requirements of 45 CFR Part 74, including but not limited to Sections 74.30 through 74.37, and 74.45.
 - a. Insurance Coverage
 - b. Real Property
 - c. Federally-owned and exempt property
 - d. Equipment
 - e. Supplies
 - f. Intangible property
 - g. Property trust relationship
 21. Contractor shall seek and obtain Upbring Head Start's prior written approval, such approval shall not be unreasonably withheld, before implementing any proposed expenditure which, in accordance with applicable federal rules and policies would require prior approval be obtained from the U.S. Department of Health and Human Services (HHS).
 22. Contractor certifies that neither it nor any of its principals are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in any state or federal program. Contractor shall provide prompt written notice to Upbring Head Start, in accordance with the notice requirements of Article XXVI herein, if, at any time during the term of the Contract, including any renewals hereof, Contractor learns that its certification was erroneous when made or have become erroneous by reason of changed circumstances.
 23. In an effort to hear and resolve concerns or complaints in a timely manner and at the lowest administrative level possible, Upbring Head Start and Contractor will utilize program implementation POCs to resolve any grievance issue. When grievances cannot be resolved at this level, they will be escalated to each respective parties' chain of command and contract negotiation POCs for further action. When grievances still cannot be resolved at these levels, it may become necessary to involve the Contractor's School Board and/or Upbring Head Start Executive Board.

24. Contractor agrees to provide certified teachers and qualified teacher assistants in accordance with Contractor's policies and procedures. Contractor will be responsible for hiring and termination of its employees according to their legal procedures and obligations. In the event that an alleged incident occurs, in which it is purported that a teacher, assistant or other employee of the Contractor is involved in an incident affecting health, safety, abuse and/or neglect to a Head Start Child, Contractor agrees to notify Upbring Head Start to the extent permitted by law and Contractor policy, suspend teacher/aide (when appropriate as determined by the Contractor at its reasonable discretion), conduct an investigation (inclusive of Upbring Head Start leadership to the extent appropriate as determined by the Contractor's reasonable discretion and as permitted by law and Contractor policies) and follow all internal policies, procedures and legal requirements of the Contractor in addition to permissible reporting requirements of Upbring Head Start and the Office of Head Start. Contractor agrees to share investigation results and subsequent outcomes with Upbring Head Start and to apply Upbring Head Start and/or Office of Head Start recommendations or suggestions regarding reinstatement of the employee back with Head Start Children to the extent permitted by law and the Contractor's policies and to the extent the Contractor determines appropriate.
25. Contractor agrees to collaborate and participate in the Upbring Head Start Head Start Program. Contractor certifies that the person signing this contract has been properly delegated this authority.
26. Any and all information, including personally identifiable information concerning a student exchanged between Contractor and Upbring Head Start, will be considered to be confidential. Sharing of any confidential information between the parties to this agreement does not serve to waive or affect the confidential nature of the information for purposes of state or federal law. The Parties agree that they will maintain the confidentiality of information they generate, maintain or exchange related to the Head Start Program and its students to the extent permitted by law.

GENERAL PROVISIONS

1. Governmental Immunity. Nothing in this Agreement shall be deemed to waive, modify or amend any legal defense available at law or in equity to either party nor to create any legal rights or claim on behalf of any third party. District does not waive, modify, or alter, to any extent whatsoever the availability of the defense of governmental immunity under the laws of the State of Texas. No provision of this Agreement is consent to suit.
2. Pursuant to Texas Government Code, Chapter 2270, as amended, if Consultant is a for-profit organization, association, corporation, partnership, joint venture, limited partnership, limited liability partnership, or limited liability company, including a wholly owned subsidiary, majority-owned subsidiary, parent company, or affiliate of those entities or business associations (specifically excluding sole proprietorships) that exists to make a profit which has ten (10) or more full-time employees and the value of the contract with Owner is \$100,000 or more, the Consultant represents and warrants to the Owner that the Consultant does not

boycott Israel and will not boycott Israel during the term of this Agreement.

Note: On April 25, 2019, the U.S. District Court for the Western District of Texas entered a preliminary injunction enjoining the enforcement of the above clause in any state contract. Texas Government Code, Chapter 2270 has been amended since the date of the injunction and the requirement of the statute is included above in its amended form. As the statute may not cure the entire breadth of issues addressed by injunction, the Client does not intend to seek enforcement of this this statute until further order of this or higher court having jurisdiction over the issue.

3. Upbring Head Start acknowledges that Contractor has a legal obligation to maintain the confidentiality and privacy of student records in accordance with applicable law and regulations, including the Family Educational Rights and Privacy Act (FERPA) and the IDEA. Upbring Head Start will be receiving student information in compliance with the requirements and exceptions outlined in FERPA and IDEA and acknowledges that it must comply with said laws and regulations and safeguard student information. Upbring Head Start shall be considered a school official under FERPA for such purposes to the extent necessary to carry out the terms of this Contract. Upbring Head Start may not re-disclose the information to a third party without prior written consent from the parent or eligible student. Upbring Head Start must destroy any student information received from Contractor in accordance with applicable legal requirements when the information is no longer needed for the purposes listed in the Agreement.
4. Upbring Head Start represents and warrants that prior to entering this Contract, Upbring Head Start has submitted to the District a Certificate of Interested Parties, as applicable, in accordance with Section 2252.908 of the Texas Government Code.
5. Approvals or Consents. Whenever this Agreement requires or permits approvals or consents to be hereafter given by any party hereto, the parties agree that such approval or consent shall not be unreasonably withheld. Such approval or consent shall be given in writing and shall be effective without regard to whether given before the time required herein.
6. Governing Law. The laws of the State of Texas shall govern this Agreement and venue for any dispute hereunder is agreed to be Galveston County, Texas.
7. Entire Agreement. This Agreement, together with its authorizing exhibits, constitute the final and entire agreement between the parties hereto and contain all the terms and conditions agreed upon. No other agreements, oral or otherwise, regarding the subject matter of this Agreement shall be deemed to exist or to bind the parties hereto, unless same be in writing, dated subsequent to the date hereto and duly executed by the parties.
8. Any notice required or permitted under this Contract shall be deemed sufficiently given or served if sent by E-mail or by United States certified mail, return receipt requested, addressed as follows:

Upbring Head Start:

Moody Early Childhood Center:

Dr. Andrew Benscoter
Chief Education & Growth Officer
8305 Cross Park Dr.
Austin, Texas 78754
Andrew.Benscoter@upbring.org

Betty Massey
1110 21st Street
Galveston, TX 77550
b.massey@northernendowment.org

Upbring Head Start and Contractor shall each have the right from time to time to change the place notice is to be given under this paragraph by written notice thereof to the other party.

ROLES & RESPONSIBILITIES OF THE CONTRACTOR

The Contractor shall operate the Head Start Program according to the local program guidelines, Head Start Act (42USC9801 et. sq.) and Head Start Performance Standards and other Administration for Children & Families (ACF) regulations as codified within Chapter 45 of the Code of Federal Regulations (CFR) Parts 1301 - 1305, and, to the extent consistent with applicable laws, regulations and Contractor policies, will follow Upbring Head Start protocols delineating the methodology for implementation of said standards including, but not limited to the following:

1. Adhere to all Upbring Head Start Policies, Procedures, and monitor based off these policies and procedures. Upbring Head Start will provide updates via email as changes occur. Policies, Procedures and Protocols will be updated and/or added throughout the school year, as necessary and in compliance with the Office of Head Start. 1302.100
2. Provide written documentation to Upbring Head Start as needed and as requested, to fulfill fiscal and programmatic requirements. (Part 1303)
3. Track district non-federal share in-kind to the Head Start Program and report a minimum of \$390,000 for the current funding year. (Part 1303.4)
4. Mandate that all staff members who work with Head Start children are required to be familiar with state and local laws and regulations regarding prevention, identification and reporting of child abuse or neglect and are legally obligated to report suspected child abuse or neglect to the appropriate state agency. Notify Upbring Head Start and permit the appropriate Upbring Head Start staff to assist and follow up, on site, with child abuse and neglect reports and documentation, subject to applicable laws, regulations and Contractor policies and as determined appropriate by the Contractor. Upon request, Upbring Head Start will be provided with documentation of Contractor child abuse training to ensure compliance. 1302.92(b)(2)
5. Contractor will use a curriculum that is scientifically valid, research based, and aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five. 1302.32

6. Require Head Start teachers to complete a Social Emotional and Early Development screener within 45 calendar days of child entering Head Start program, in all Head Start classrooms and provide supporting documents to the Upbring Head Start Education Coach rescreens will be administered between the 20th and 45th day of the child's first day of school. 1302.33(a)(1)
7. Require teachers to conduct at least two home visits for each family, per school year, if doing so would be consistent with orders issued by the state and local authorities related to the global COVID-19 pandemic and would not compromise the health and safety of the teachers and family. When feasible, one home visit should be completed prior to the start of the school year in an effort to engage the parents in the child's learning and development. All Contractor teachers will be accompanied by a family advocate or a designated Upbring Head Start employee at every required home visit. Teachers will be required to make prior arrangements with the family advocate with at least 30 days' notice. If necessary, this visit must take place at another safe location that affords privacy at the parent's request, or if the visit at the home presents significant safety hazards for staff. First home visit will be conducted before the child's first day of school but no later than 30 days from the child's first day. Second home visit will be completed by end of May to discuss third End of Year Progress Monitoring Assessment results. Teachers hold parent/teacher conferences, as needed, but no less than 2 times per program year, to enhance the knowledge and understanding of both staff and parents of the child's educational and developmental progress and activities in the program. The first parent/teacher conference will be completed in November to review accompanying the Contractor invoice and completed forms must be made available upon request. 1302.44(1)(b) Social Emotional and Early Development screener results, Progress Monitoring Assessment results, and Contractor report card. Second parent/teacher conference will be completed in the month of February to discuss second checkpoints and Contractor report card. (Depending on when Contractor starts school; dates may vary.) 1302.34(b)(7) and 1302.24(b)(3)
8. Coordinate with Upbring technology support staff to provide computer repair support for Upbring Head Start classroom equipment. 1302.31(d)
9. Submit documentation to Upbring Head Start for Contractor staff travel expenses to attend Head Start required activities, such as home visits and professional staff development. All expenses subject to GSA federal per diem rate and will be reimbursed in accordance with state of Texas mileage rates. Invoicing form will be provided for reimbursement for expenses incurred such as mileage, travel meals (when not provided), lodging, training, etc. Forms will be submitted no later than the 10th day of the following month to be reimbursed. 1302.34 (b) (7) and 1303.5(a) Upbring Head Start agrees to a reimbursement term of 30 days.
10. Make available to Head Start children, a registered nurse/LVN, to conduct support services normally provided to students who need medical support. The Contractor will notify Upbring Head Start Family Advocate and parent, if a Head Start child is involved in any incidents/accidents during operating hours on the day of incident/accident, subject to

applicable laws, regulations, and Contractor policies. Contractor will utilize a Upbring Head Start approved form to document the incident/accident and provide a copy to the parent on day of incident/accident. 1302.42 and 1302.47(c)

11. Make available to Head Start children, a school counselor, to conduct support services, normally provided for children who require additional support. Make referrals to Upbring Head Start or mental health entities for mental health evaluations, subject to applicable laws, regulations, and Contractor policies. Contractor will coordinate with the Upbring Head Start, Education Director to provide Upbring Head Start staff with completed Individual Education Plans and Behavior Improvement Plans, subject to applicable laws, regulations, and Contractor policies and discretion. Contractor will involve Upbring Head Start personnel (via invite through the Head Start Program Director for participation in all Admission Review Dismissal (ARD) and 504 meetings for Head Start children. If indicated on the child's IEP, as the LEA, the Contractor or Co-op will meet the "one on one" supports as stated. 1302.45
12. Family style meals are required at least one meal a day. Snack and meal times must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. Programs are encouraged to meet this requirement with family style meals when developmentally appropriate. A program must also provide sufficient time for children to eat, not use food as reward or punishment, and not force children to finish their food. 1302.31 (e)(2) Specifically, a program must: Ensure each child in a program that operates for fewer than six hours per day receives meals and snacks that provide one third to one half of the child's daily nutritional needs; Ensure each child in a program that operates for six hours or more per day receives meals and snacks that provide one-half to two-thirds of the child's daily nutritional needs, depending upon the length of the program day; Serve three- to five-year-old's meals and snacks that conform to USDA requirements in 7 CFR parts 210, 220, and 226, and are high in nutrients and low in fat, sugar, and salt.
13. Ensure that staff use positive methods of child guidance. Practices that involve corporal punishment, emotional or physical abuse, humiliation and expulsion are prohibited. Corporal punishment is strictly prohibited by Head Start standards. Contractor must severely limit the use of suspension or modified days, due to a child's behavior and such suspensions may only be temporary in nature. In addition, ensure that methods of discipline do not involve child isolation, the use of food as punishment or reward, or the denial of basic needs. All Contractor staff with Head Start children will sign the "Standards of Conduct". Contractor will coordinate with Upbring Head Start staff to address mental health concerns. If in the event of suspected abuse/neglect (unsupervised child), the Contractor principal will immediately remove any suspected Contractor teaching staff from the classroom until an investigation is completed, subject to applicable laws, regulations, and Contractor policies and Contractor discretion regarding personnel decisions. The Contractor principal will provide other Contractor

- teaching staff and or subs that have cleared all background checks to ensure Head Start classroom met ratios as outlined in the HSPPS. 1302.17, 1302.90(c) and 1302.45
14. Require the campus administrator and teacher(s) to collaborate with Upbring Head Start Family Advocates and Upbring Head Start management team to achieve Comprehensive Services, to include hearing, vision, heights, weights, resources and referrals, and School Readiness Performance Standards. 1302.42
 15. If required by the local Health Department, Contractor classroom teachers and aides will participate in an initial health examination and TB screenings, funded by Upbring Head Start. Provide proof of completion to Upbring Head Start. Maintain records of completion and results of those exams and screenings in employee personnel files. 1302.93 (See reimbursement form.)
 16. Annually, each Head Start staff member will participate in the Professional Development Plan. The results will be reviewed to identify staff training and professional development needs, assist each staff member in improving his or her skills and professional competencies, and if necessary, modify staff performance agreements. 1302.92 and Section 648A (f)
 17. Teachers will take attendance upon arrival of the child and will email the initial day's attendance to Upbring Head Start Family Advocate by 12 noon.
 18. Contractor's teachers will have responsibility to complete the daily Health and Safety, Facilities, Classroom and Playground Checklists. Teacher will send the CACFP 1535 Form to the Upbring Head Start Administrative Assistant by 3:00 PM. Checklists must be provided to the Upbring Head Start Education Coach weekly. Teachers must report any environmental health and safety concerns immediately to their principal and who will, in turn, report concerns immediately to the Upbring Head Start Operations Director. 1302.47
 - a. At least 35 square feet of available usable indoor space as well as 75 square feet of usable outdoor space per child. This footage is exclusive of bathrooms, halls, kitchen, staff rooms, and storage places. 1302.31(d) and 1302.21(d)(2) Upbring Head Start represents it has inspected the Contractor's facilities and is satisfied the facilities meets these requirements.
 - b. Moody Early Childhood Center teachers will maintain all classroom or congregate space in accordance with Office of Head Start standards.
 19. Contractors will be responsible for repairing any environmental health and safety issues immediately. In any instance where a repair will take more than one day, the principal or his/her designee will report to Upbring Head Start Operations Director. Upbring Head Start and the Principal will determine necessary course of action to fix the issue as soon as possible. If the repair will take longer than two business days, Upbring Head Start may provide a

contractor to make the repair. Contractor will maintain records throughout the full school year of all work orders and repairs and will provide copies to Upbring Head Start upon request. 1302.47

20. Transportation: Upbring Head Start does not provide transportation services other than transportation affiliated with activities such as field trips. If the Contractor elects to provide bus transportation services, it is at their discretion and is not covered in this contract.

21. Field Trips: Field trips are considered an extension to the classroom and as such, the Contractor must adhere to Head Start performance standards and regulations regarding all aspects involved with field trips to include transportation, tie to curriculum, and supervision during field trips. The Moody Early Childhood Center will follow the protocol provided by Upbring Head Start. **Upbring Head Start does not attend field trips.**

a. Transportation: (Upbring Head Start will be submitting a Transportation Waiver to the Office of Head Start for SY 2021-2022. In the event a waiver is not approved the following steps must be followed per Head Start performance standards. Upon waiver approval, Upbring Head Start will provide a copy of said wavier to the Contractor.

i. Contractors must ensure each child is seated in a child restraint system appropriate to the child's age, height, and weight when transporting children on a field trip during Head Start hours. Upbring Head Start will evaluate existing restraint systems or work with the Contractor to procure appropriate restraint systems.

ii. Contractor will provide a trained bus monitor (Upbring Head Start will provide training). Monitor will have training on child boarding and exiting procedures, how to use child restraint systems, completing required paperwork, how to respond to emergencies, emergency evacuation procedures, child pick up and release procedures, and how to conduct pre and post vehicle checks, Monitors are subject to staff safety requirements in 1302.47(b)(4) including CPR and First Aide.

iii. When possible, time on bus should be limited to a maximum 1 hour.

iv. Bus driver will perform a bus inspection pre and post trip.

v. Driver must have a CDL and have a disclosure by the driver of all moving traffic violation regardless of penalty, a check of the drivers driving record through the appropriate state agency. Driver must have received training and annual refresher training both in classroom and behind the wheel instruction, sufficient to ensure the driver can operate the vehicle in a safe and efficient manner, can safely run a fixed route, can administer first aid in case of injury, and can handle emergency situations including vehicle evacuation, and operating any special equipment.

Driver must conduct routine maintenance and safety checks of vehicle and maintain accurate records as necessary.

- b. Upbring Head Start will not sponsor field trips. All field trips will be at the expense and responsibility of the Contractor.
22. Coordinate with Upbring Head Start during the application and enrollment process to select and enroll Head Start eligible children based on Upbring Head Start policies and procedures. Collectively with Upbring Head Start, the program must include specific efforts to actively locate and recruit children, including homeless children and children in foster care. Contractor partners will communicate with Upbring Head Start to identify both Head Start and Moody Early Childhood Center eligible children, so they are provided the opportunity to enroll when openings occur. In the event of an open slot all efforts will be made to replace the children with an eligible child in Head Start waitlist. If an eligible child is not available, Upbring Head Start has the authority to move the open slot to another location. 1302.15 (a). All available slots will be filled at the discretion of Upbring Head Start. Moody Early Childhood Centers will collect Head Start eligibility information on students and maintain a list of eligible children to be shared with Upbring Head Start upon request. Contractor will provide Upbring Head Start all new applications when received. 1302.13
23. All teaching staff are contracted for a full day and must not leave before the children leave, other than for approved leave in which case the Contractor must provide coverage for that classroom with qualified personnel. Each Classroom must always maintain a minimum of two adults for up to 20 children during the school day and must always have a minimum of two qualified adults with children (even if under 20 children). Teachers will follow the active supervision protocol and ensure knowledge of the number of children present. Teachers must zone and avoid congregating when outdoors to ensure safety of all children. During monthly staff meeting, teachers will review and discuss active supervision forms and procedures. 1302.47(b)(4)
24. Contractor is responsible to provide a substitute for any classroom staff when there is an absence. Compensation for a substitute cannot exceed maximum allowable budget as outlined. Upbring Head Start will be responsible for the compensation of the substitute if absence occurs as a result of Upbring Head Start business. The Contractor will request reimbursement on the monthly invoice. Contractor substitutes must meet all Head Start staff requirements as per mandate and must sign the Upbring Head Start Standard of Conduct. Part 1302.91(e)(2).
25. Provide a Head Start qualified teacher and a teacher assistant for each Head Start classroom. Contractor must provide documentation verification of credentials upon request to Upbring Head Start. When in pursuit of a credential as detailed below, Contractor must provide

transcripts and proof of enrollment into a baccalaureate program. 1302.91 and Sec. 648A Head Start Act, and TEA 29.167-29.171.

a. Teacher

i. Head Start teachers in center-based programs must have:

1. An Associate, Baccalaureate or advanced degree in early childhood education; or
2. A Baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children.

b. Teacher Assistant

ii. Head Start teaching assistants in center-based programs must have:

1. At least a Child Development Associate Credential;
2. Be enrolled in a program leading to an Associate or Baccalaureate degree; or
3. Be enrolled in a Child Development Associate Credential program to be completed within 2 years; or
4. Minimum of CDA and obtained within two years of date of hire or BA or AA degree.

c. Contractor Teachers, Teacher Assistants and Substitutes will require the following:

- i. Background check per item 31 below
- ii. TB test
- iii. Training as delineated in item 27 below

26. Permit the Contractor Health Services Advisory Committee (HSAC) to include a Upbring Head Start HSAC representative. 1302.40

27. All Contractor teaching staff in Head Start classrooms are required to attend mandatory Head Start training sessions including in-service training as well as ongoing practice-based coaching. Upbring Head Start will designate one day a month to provide training for a period of 2 hours following the school day. Part 1302.91 and 1302.92 Training includes but is not limited to: Attend annual Upbring Head Start In-Service training, including but not limited to:

- Child Abuse and Neglect
- Reporting child abuse and neglect
- Emergency planning for childcare providers
- Managing common childhood illness in childcare setting
- Medication administration in childcare setting
- Keeping children safe from hazards
- Transporting children safely
- Upbring Head Start Protocols
- Upbring Head Start Standards of Conduct

Monthly professional training

Professional Development Plan supported with ongoing coaching and mentoring by Education Coach.

28. Coordinate with Upbring Head Start Family Advocate to ensure each Head Start child has had:

- a. the required EPSDT immunizations prior to the start of school
- b. a health history completed within 90 days of the first day of school 1302.42(b)(4)
- c. a growth assessment within 90 days of the first day of school 1302.42(b)(4)
- d. a vision test within 45 days of the first day of school 1302.42 (b)(2)
- e. a hearing test within 45 days of the first day of school 1302.42(b)(2)
- f. a speech/language screening within 45 Days of the first day of school 1302.33(a)(1)
- g. a dental exam within 90 days of first day of school 1302.42(b)(1)(i)
- h. a physical examination within 90 days of first day of school 1302.42(b)(1)(i)
- i. a hemoglobin/hematocrit within 90 days of first day of school 1302.42(b)(1)(i)
- j. an acceptable blood pressure report within 90 days of first day of school 1302.42(b)(1)(i)
- k. an acceptable Lead Test within 90 days of first day of school 1302.42(b)(1) (i)

29. Contractor teaching staff in Head Start classrooms will use Circle Progress Monitoring as the child assessment tool. All teachers will document and score all observables in Circle Progress Monitoring system to include:

- Social & Emotional Screener
- Early Writing Checklist
- Physical Development and Health



Head Start Preschool

- Approaches to Learning
- Speech Production & Sentence Skills
- Motivation to Read

Teachers will also maintain student portfolios to include student work such as writing samples, cutting samples, and art samples.

Teachers who do not maintain proper documentation will be out of compliance with the contract and will be subject to removal from providing Head Start services 1302.33(b).

30. Subject to the requirements in the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), Contractor teaching staff will: (1) participate in a minimum of two CLASS observations per calendar year; (2) be video recorded for professional development and for CLASS feedback and (3) will complete a coaching conference report with the education coach for professional development. 1302.92(c), 1304.11(c) and 1304.16
31. Pursuant to Section 648A of the Head Start Act and 1302.90(b), a criminal record check must be conducted on all prospective new hires and current staff, consultants, contractors, and volunteers working with Head Start children. Contractors must provide either proof of completed checks below or information including driver's license, social security number, and basic identifying information on all staff, consultants, contractors, and volunteers before they begin working with Head Start children to allow Upbring Head Start completion of the following checks:
 - a. State Criminal History records including fingerprint check
 - b. Federal Bureau of Investigation Criminal History records including fingerprint check
 - c. Sex Offender Registry check
 - d. Child Abuse and Neglect State Registry check
32. Contractors must review the information found in each employment application and complete background check to assess the relevancy of any issue uncovered by the complete background check including any arrest, pending criminal charge, or conviction and must use Child Care and Development Fund (CCDF) disqualification factors described in 42 U.S.C. 9858f(c)(1)(D) and 42 U.S.C. 9858f(h)(1) or tribal disqualifications factors to determine whether the prospective employee can be hired or the current employee must be terminated, subject to applicable laws, regulations, and Contractor policies and discretion.
33. A program must conduct the complete background check for each employee, consultant, or contractor at least once every five years which must include each of the four checks listed above and review and make employment decisions based on the information as described in paragraph 302.90 (b)(3), of this section, unless the program can demonstrate to the responsible HHS official that it has a more stringent system in place that will ensure child safety.

34. Contractor Education Department will coordinate and collaborate with Upbring Head Start Education team to ensure seamless services included but not limited to; behavior management, classroom management, assessments and data, IEP and ARD meetings, transitions in and out of program, and to ensure Head Start Policies and Procedures are carried out in the classroom. 1302.92(c) Moody Early Childhood Center will provide Upbring Head Start Operations Director with agendas, certificates and sign in sheets of all trainings provided to Contractor staff in Head Start classrooms. 1302.91(a) and 1302.92(b).
35. Contractor will participate in and comply with all federal monitoring visits. Upbring Head Start will conduct regular announced and unannounced monitoring visits, subject to applicable laws, regulations, and Contractor policies and discretion. 1302.100.
36. Contractor staff will foster relationship with families served and share concerns or unmet needs with Family Services staff.
37. New contractors must complete and submit a TXHHSC Educational Facility – Request for Exemption from Regulation under 40 TAC 745.119 form. This is a one-time submission. Upbring Head Start will assist upon request. A copy of the exemption must be provided to Upbring Head Start.
38. Contractor will immediately or as soon as practicable notify Upbring Head Start of any incident involving a Head Start child. Contractor will actively engage Upbring Head Start in the investigation and outcomes regarding any incident involving a Head Start child.
39. Allow Upbring Head Start leadership to participate in the interview process for selection of personnel working in funded Head Start positions, subject to applicable laws, regulations, and Contractor policies and as determined appropriate by Contractor. If Upbring Head Start staff is not available to attend the interview process, Upbring Head Start must ensure that the applicant must have sufficient qualifications before a position is offered. 1302.91 Staff Qualifications and Competency Requirements.
40. Contractor will provide an Education Coach for the classrooms. The coach will be or become CLASS reliable and provide ongoing coaching services for the teachers and teacher assistants.

ROLES AND RESPONSIBILITIES OF UPBRING HEAD START

Upbring Head Start shall serve as fiscal agent for the Head Start Program review for compliance of all program requirements. Upbring Head Start will provide training and technical assistance to school district partners regarding compliance with Upbring Head Start program guidelines, Head Start Performance Standards and other Administration for Children & Families (ACF) regulations

as codified within Chapter 45 of the Code of Federal Regulations (CFR) Parts 1302, and other applicable laws and regulations, including, but not limited to the following:

1. Upbring Head Start will conduct two CLASS™ observations in Head Start classrooms and will provide feedback to the teacher, and if appropriate, the school administrator. Upbring Head Start Education Coaches will provide additional support through practice-based coaching in specific areas of concern in CLASS observations. 641A(c)(2)(f), 1304.11(c), and 1302.92(c)
2. Operations Director will share the Program Information Report (PIR) annually, the Manage by Outcomes (MBO) report quarterly and the Manage by Information (MBI) report monthly. 642(d)(2)
3. Provide blanket policy of student accident insurance for Head Start children during the hours of school that complies with all federal regulations and requirements of Head Start and any state law or regulations. 1303.12
4. Work with families of Head Start children to ensure they receive their annual physical and dental checkups or Upbring Head Start will obtain a refusal by the 90th day of the child's first date of school attendance. 1302.42(b)(1)(i)
5. Ensure partners are utilizing a Texas approved, comprehensive educational curriculum for use in the three-year-old program (when applicable) as well as the four-year-old program, with both programs integrating Head Start Performance Standards and Texas pre-kindergarten curriculum guidelines. 1302.32
6. Reimburse Contractor's staff for travel expenses to attend Head Start required activities, such as home visits and professional staff development upon receipt of appropriate documentation. Mileage will be reimbursed at state rate and through Moody Early Childhood Center invoicing only. Any expenses incurred must have an original receipt for full reimbursement. Upbring Head Start agrees to reimbursement terms of 30 days. 1304.21 and 1304.52
7. Provide a Mental Health Professional to review Social Emotional and Early Development results and make referrals for additional mental health support. 1302.33(a)(1)
8. Provide parent education and staff training in the service areas of education, mental wellness, disabilities, nutrition, health/safety, parent involvement, social services, and transportation safety. 1302.53(a)(2)(v)
9. Identify and network with community resources to assist families. 1302.53(a)(2)
10. Establish appropriate Executive Board, Policy Council, Parent Committee, Health Services Advisory Committees, and any appropriate sub committee's according to program requirements. 1301

11. Communicate program information in a timely manner to all interested parties, which may include MECC administrators, staff, program families, Policy Council, Parent and subcommittee groups, Upbring Head Start Governing Board and Executive Staff. 642(d)(2)
12. Conduct an annual, program-wide, Self-Assessment and Quality Improvement Plan, review, and update the Community Assessment if any significant changes have occurred within the community. Implement program systematic changes called for by the Quality Improvement Plan. 1302.11 and 1302.102(b)(2)
13. Provide on-site programmatic support and promote best practices to classroom teachers and aides, family services specialists, campus administrator(s), business office manager, school nurse, school counselor, food service staff, transportation staff, special education staff, and any other staff who support the Head Start Program. 1302.91(a) and 1302.92(c)
14. Participate in ARD, 504 meetings and assist with coordination and provision of comprehensive services for families and children with identified needs at the child's home district. 1302.45
15. Maintain the security and confidentiality of all records of children and their families, including but not limited to compliance with Family Educational Rights and Privacy Act (FERPA) requirements. 1303.20
16. Prior to commencement of the school year, Upbring Head Start will provide mandatory training at in-service. Additional training will be provided, as Upbring Head Start deems necessary. Training will be provided for Head Start staff in the service areas of education, mental wellness, disabilities, nutrition, health, safety, parent involvement and social services. Upbring Head Start will communicate all professional development requirements and dates as early as possible. 1302.91(a) and 1302.92
17. Designated staff will provide appropriate family partnership services. 1302.91(e)(7)
18. Provide reimbursement of staff physical exams and TB screening test only through Upbring Head Start invoicing process. Contractor staff will need to provide original receipt. 1302.93
19. Purchase supplies and materials to fulfill program requirements. Inventory and account for all Upbring Head Start materials in accordance with all federal requirements. 1304.51
20. Provide vehicle and pedestrian safety training for all Head Start children and parents as required by Head Start Performance Standards. 1302.46(b)(v)
21. Upbring Head Start will conduct regular announced and unannounced monitoring visits to ensure continuous improvement for achieving program goals that ensures child safety and delivery of effective, high quality program services, subject to applicable laws, regulations, and Contractor policies and discretion. 1302.100

22. Upbring Head Start will provide Head Start Policies, Procedures, and monitor based off these policies and procedures. Upbring Head Start will provide updates via email as changes occur. 1302.100
23. Upbring Head Start Education Staff will assist in classroom set up; provide needed materials to ensure classroom is conducive to learning. Education Coaches will complete classroom checklists prior to the first day of school. 1302.31 (c) and (d)
24. Upbring Head Start will provide and assist in completing the application for prospective Head Start parents. Upbring Head Start will participate in the selection of Head Start children based on the selection criteria. 1302.12 and 1302.14
25. Upbring Head Start will have responsibility for completing and submitting all required incident reports to the Office of Head Start. Upbring Head Start leadership will be an active participant in the investigation and outcomes regarding any incident involving a Head Start child.
26. Education Services leadership will participate in the interview process for selection of personnel working in funded Head Start positions, subject to applicable laws, regulations, and Contractor policies and discretion.
27. Upbring Head Start will provide, upon request, consultation, clarification and subject matter expertise regarding all Head Start standards and the Head Start Act.

School Fiscal Year: September 1, 2021 through August 31, 2022.

Grant Year: April 1, 2021 through March 31, 2022.

Total Award Amount: Not to Exceed: \$424,000.

Reimbursement Head Start: 5 -Moody Early Childhood Center Teacher up to 50% and not exceed (\$145,000), **5**-Moody Early Childhood Center Teacher Aide up to 100% and not to exceed (\$144,000). (Up to 50% and 100% respectively is dependent on enrollment census and ability to maintain a minimum of 50% Head Start eligible children. See further details below.) Teachers and aides to provide services up to (97) Head Start eligible three and four years of age for a **full day, teachers must not depart (other than scheduled approved leave) prior to children's departure.** An administrator must be present when children and staff are present at location. Moody Early Childhood Center classroom allotted slots will be maintained at 17 students. The 17 students cannot be divided in more than 8 classrooms.

Reimbursement Early Head Start: 4 -Moody Early Childhood Center Early Head Start Teachers up to 100% and not exceed (\$135,000. (Up to 100% is dependent on classroom census and ability to maintain a minimum of 50% Head Start eligible children. See further details below.) Teachers to provide services up to (16) Head Start eligible zero to three years of age for a **full day, teachers must not depart (other than scheduled approved leave) prior to children's**

departure. An administrator must be present when children and staff are present at location. Moody Early Childhood Center classroom allotted slots will be maintained at 16 students with a maximum of 8 children per classroom and have 2 teachers in the classrooms. The 16 students cannot be divided in more than 6 classrooms.

Contractor will notify Upbring Head Start of any change in teacher or aide assigned to the Contract and any change in salary will require a Contract Amendment. Contractor will maintain 100% Head Start and Early Head Start enrollment, if Head Start or Early Head Start enrollment drops below 100%, the Contractor’s pay allocation will be adjusted in accordance with number of students enrolled as reported and as reconciled with daily attendance submitted into data system. If 100% slots cannot be maintained, slots will be allocated to a center with an eligible waitlist.

The reimbursements to Contractor shall not exceed the total award amount for the Program year.

Funds Flow:

- Federal law requires that a recipient have no more than three (3) days operations cash on hand; therefore, funds will flow on a monthly reimbursement basis.

Financial Reporting Requirements:

- Invoices are due monthly by the 10th of each month. Contractor must include reimbursable amounts, supporting documentation per contract and non-federal share for payment to be processed.
- Final Expenditure Report is due no later than 30 days after the last date of service.

Carryover of funds:

- Carryover of funds from one fiscal year to another is not allowed.

Unobligated Funds:

- Any unobligated funds will not be allowed for purposes other than those stated within this contract.

EXECUTED and **AGREED** to as of the dates indicated below.

Upbring Head Start

Moody Early Childhood Center



Signature

Andrew Bencoter
Chief Education and Growth Officer

Date: _____

Signature

Name and Title

Date: _____



"Giving all Galveston children the opportunity to soar"

2021-2022 Infant/Toddler Tuition

Infants	6 weeks - 23 months	\$195/week or \$780/month
Toddlers	24 months +	\$165/week or \$660/month

2021-2022 Pre-K Tuition

Pre-K 3 and Pre-K 4 (only to eligible students) will be provided to all students who meet the eligibility requirements. If a student does not meet the eligibility requirements, a parent may elect to pay tuition. Students will be allowed to enroll and pay tuition at a cost of \$430.00 per month for 9 months at a total of \$3,870.00 per year. The children of employees that do not qualify will pay the following amounts: \$2,902.50 a year or \$322.50 per month for 9 months.

		Full Tuition	GISD/MECC Employees
1	September	\$430.00	\$322.50
2	October	\$430.00	\$322.50
3	November	\$430.00	\$322.50
4	December	\$430.00	\$322.50
5	January	\$430.00	\$322.50
6	February	\$430.00	\$322.50
7	March	\$430.00	\$322.50
8	April	\$430.00	\$322.50
9	May	\$430.00	\$322.50
TOTAL		\$3,870.00	\$2,902.50



Moody Early Childhood Center is a United Way Partner Agency.

The Moody Early Childhood Center is a private nonprofit 501 (c) (3) and does not discriminate on the basis of sex, race, color, national origin, disability, religion or age in the administration of its educational policies, admissions policies, and all other school-administered programs.