



# The Latin American Community Center **ECAP Governing Body Report** **2015 – 2016**

## **(Information updated in advance of each Governing Body Meeting)**

### 1. Program Governance

- a. Grant Application / Award - (Please see website)
- b. Written policies / procedures for Shared decision-making (Please see website)
- c. Ongoing training for Governing Body and Policy Council (Please see website)
- d. *Ongoing monitoring reports – This is an area that was highlighted in our Self-Assessment as an area that must improve. In the month of March we will be focusing on reviewing/updating/creating systems surrounding ongoing monitoring reports.*

### 2. Planning

- a. Community Assessment - (Please see website)
- b. *Long-range goals - This is an area that was highlighted in our Self-Assessment as an area that must improve. In the month of April we will be focusing on developing systems surrounding goals.*
- c. Short term objectives – Our short term objectives that we are currently working on are from the 2014-2015 Action Plan. We are on target with most goals, the exception being the review/updating of service plans. While we are diligently working on the service plans, the process is arduous and time consuming.
- d. Planning calendar (Please see website)
- e. Self-assessment - Please see the attached brief as well as the website for the full Self-Assessment Summary
- f. Child outcome data – After careful monitoring of TSG Data, shortcomings were found in the areas of Science and Math. As a result of this finding, we have executed Professional Development (PD) in Science on January 29<sup>th</sup> and plan to perform PD in Math on March 14<sup>th</sup>.

### 3. Communication

- a. Information shared among staff, governing body, and policy council
  - Information is shared with the staff during twice weekly planning meetings as well as monthly Staff meetings.

- Information is shared with the governing body & policy council at scheduled meetings through information reports (such as this report).
  - b. Information is shared with parents through a variety of means:
    - Parent Information bulletin board located in the classroom
    - Parent Meetings
    - Weekly Parent Bulletin
    - Weekly class newsletter
    - Emails & face-to-face conversations
  - c. Information shared with community partners
    - The program shares program highlights through the LACC Update that is sent to 1000+ email addresses.
    - This is another area that we need to continue to develop.
- 4. Record-keeping and Reporting
  - a. Confidentiality procedures (Please see website)
  - b. Child Files & Child Plus - child files are complete, utilizing ETO as Department of Education has not yet secured Child Plus contract yet.
  - c. Quarterly Reports – 2<sup>nd</sup> Quarter Report was submitted 1/15/2016 (Please see website)
  - d. PIR report - (Please see website for the FY15 PIR report)
- 5. Ongoing Monitoring
  - a. Tracking systems & *written reports* –
    - Tracking systems – we have utilized excel spreadsheets to the best of our ability and have numerous tracking sheets
    - *Written reports - an area that was highlighted in our Self-Assessment as an area that must improve. In the month of March we will be focusing on reviewing/updating/creating systems surrounding ongoing monitoring reports.*
  - b. Tracking family & community partnerships
  - c. *Tracking progress and accomplishments of children in 8 domains*
    - Domain 1: Language Development – according to TSG Data - 18% emerging and 82% accomplished
    - Domain 2: Literacy – according to TSG Data - 32% emerging and 68% accomplished
    - Domain 3: Mathematics – according to TSG Data - 63% emerging and 37% accomplished

- Domain 4: Science – according to TSG Data - 70% emerging and 30% accomplished
- Domain 5: Creative Arts – still in the process of determining how to measure
- Domain 6: Social & Emotional Development – according to TSG Data - 21% emerging and 79% accomplished
- Domain 7: Approaches to Learning – according to TSG Data - 11% emerging and 89% accomplished
- Domain 8: Physical Health & Development – according to TSG Data - 21% emerging and 79% accomplished

#### 6. Human Resources

- a. How staff are organized to support the program – we currently have an instructional coach working with teachers through observations, lesson planning, and TSG assessment
- b. Staff supervision – Staff is supervised by the Director of the program – Mid Year Evaluations are about to commence
- c. EDC / ECAP / EHS staff handbook - (Please see website)
- d. Professional Development – (Please see website)

#### 7. Fiscal Management

#### 8. Prevention and Early Intervention

- a. Children linked to continuous health care – Family Service Staff are working closely with all families ensuring that all have a health care home base and are receiving care.
- b. *Nutrition services - an area that was highlighted in our Self-Assessment as an area that must improve. We are currently negotiating with Kimberly Scarpa as a consultant.*
- c. *Mental health services - an area that was highlighted in our Self-Assessment as an area that must improve. We are currently working with Early Childhood Mental Health Consultants (ECMHC) for a few of our students but need a consultant to conduct classroom observations and develop classroom action plans.*
- d. Health and safety checklists – each day a health checklist for each child as well as a classroom safety checklist is completed by teachers.

#### 9. Tracking and Follow-up

- a. Child files (family files)
- b. Health services

#### 10. Individualization

- a. Families are involved in setting goals
- b. TSG
- c. Addresses child interests, strengths, school readiness, etc.

#### 11. Disabilities Services

- a. Process used to assess children's needs – Teachers and Families complete the Ages and Stages questionnaires – concerns are discussed & Child Find comes to screen all children – concerns are addressed
- b. How program partners with parents – parents are part of the action plan that is created within the classroom
- c. Evidence of inclusion – all children are part of the classroom, services are conducted in the classroom through itinerant teachers from Red Clay
- d. IEP's & IFSP's – we currently have three children with IEP's that are receiving services through itinerant teachers within the classroom. Three more children are in the process to receive testing, etc. to assess their specific needs – We are waiting for Red Clay to respond.

#### 12. Curriculum and Assessment

- a. TSG – the four ECAP teachers have entered a combined total of 509 observations into TSG for the 40 enrolled 4 years. The end of the Winter term is February 26, 2016.
- b. Daily / weekly lesson plans – lesson plans are created weekly and are reviewed by the Instructional Coaches. We are working on implementing more individualism
- c. Family is involved – Student Growth Conferences are scheduled for March 9<sup>th</sup> and 10<sup>th</sup>

#### 13. Family Partnership Building

- a. Parent Handbook - (Please see website)
- b. Family partnership written plan – each family has a Family Partnership Agreement with individual family goals that are supported by our Family Service Worker
- c. Family strengths, goals, needs assessed
- d. ETO / Child Plus documentation – all interactions with parents are recorded in ETO
- e. Home visits & student growth conferences – We will be conducting our second home visit during the months of March and April.

#### 14. Community and Child Care Partnerships

- a. Interagency agreements (on file in Director's office)
- b. Transition plan (Please see website)

- c. Documentation of community partnership efforts - Director of program is involved with many community collaborations such as Delaware Head Start Association, Wilmington Early Childhood Education Council, Delaware Early Childhood Council, etc.

15. Eligibility, Recruitment, Selection, Enrollment and Attendance

- a. Recruitment efforts (will be developing a new plan for spring 2016)
- b. Selection process (will be revisiting the ranking form for spring 2016)
- c. Enrollment – fully enrolled - please see attached roster for breakdown
- d. Attendance monitoring
  - attendance is monitored daily (by teachers)
  - weekly (by FSW)
  - monthly (during Agency enrollment meeting)

16. Child Development and Health Services: Mental Health

- a. Screening – all 45 & 90 Day screenings are complete: ASQ3 (Developmental), ASQ-SE (Behavioral), Lead, Vision, Hearing, Dental, & Physicals.
- b. Support provided to child & families – Family Service Workers are working with families to ensure that services are being provided for children and that parents are participants in the process.
- c. Mental health - currently working with Early Childhood Mental Health Consultation

NOTE:

Website access can be found at: <http://www.thelatincenter.org/#!early-development-center/c24vm>

Password: ecap2015

2015 – 2015 ECAP ROSTER:

	100% or below to 34 students)	(up	101% to 130% (allowed 35% = 9 students)	Over Income (allowed 10% = 3 students)
1	Abel Flores	1	Keila Molina	1
2	Alexis Coporo	2		2
3	Allison Pantojas	3		3
4	Andrea Guzman	4		
5	Angelina Zepeda	5		
6	Candice Taboada	6		
7	Carlos Collazo	7		
8	Carlos Madera	8		
9	Dylan Terreros	9		
10	Eddie Rojas			
11	Herison Diaz			
12	Iker Cruz-Linares			
13	Jaime Rubelo			
14	Jayden Collazo			
15	Joseph Collazo			
16	Mariana Romero			
17	Juan Saldivar			
18	Juan Sesena			
19	Kytzia Bastida			
20	Lizette Bernal			
21	Madeline Ramirez			
22	Saida Dorantes			
23	Stephanie Terreros			
24	Zaakirah Guy			
25	Kasiyah Malloy			
26	Adriam Marrero			
27	Axcel Bernabe			
28	Jade Cobos			
29	Joshua Corpeno			
30	Anthony Sevilla			
31	Juliana Romero			
32	Angel Sanchez-Torres			
33	Maryelalycia Juarez			
34				