

To: April Hill-Addison,
Education Associate, Head Start Collaboration / ECAP / EHS
Early Development and Learning Resources
Delaware Department of Education
401 Federal Street - Suite #2
Dover, DE 19901

From: Maria Matos, President and CEO
The Latin American Community Center
Early Childhood Assistance Program (ECAP)
403 N Van Buren Street
Wilmington, DE 19804

**Latin American Community Center
Early Childhood Assistance Program
Continuation Funding Application**

April 15, 2015



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Narrative

The Latin American Community Center's Early Childhood Assistance Program (ECAP) is located at 403 N. Van Buren Street in the City of Wilmington's Hilltop neighborhood (Census Tracts 22 and 23). Since the 1950s, Hilltop has been Wilmington's traditional Hispanic immigrant neighborhood: Census 2012 found that 48% of Census Tract 22 residents are Hispanic.

The majority of LACC families live within the City of Wilmington and a five mile radius outside the City. This area roughly corresponds to Zone 4, one of 18 zones mapped by the Delaware Division of Public Health to measure risk factors of different communities throughout the state. Zone 4 is located in the central and western geographic region of the Wilmington metropolitan area. It includes the cities and towns of Elsmere, Newport, and the City's West Side and Browntown /Hedgeville neighborhoods.

Based on intake and assessment data collected by the LACC, children who attend the Early Development Center are more likely to:

- Speak Spanish at home: 62%
- Live in low income households: 98%
- Have parents who did not finish high school
- Do not have a home computer
- Live in a high-crime neighborhood
- Live in crowded housing shared by more than one family in order to save money
- Experience domestic violence
- Have incarcerated parents or parents with substance abuse or mental health issues.

The majority of the children in the Early Development Center come from Spanish speaking homes. While we know that quality preschool programs can boost children's early literacy and social alertness, recent research shows that these returns are even greater for Latino children, especially those from non-English speaking families. Unfortunately, data also reveals that preschool enrollment rates are also lowest for Latino children. In addition, preschools serving primarily Latino children range lower on all quality indicators (New Journalism on Latino Children). These low enrollment rates and the lower quality programming that Latino children are receiving effects children upon entering kindergarten and has them starting well behind their peers. The LACC ECAP program strives to close this gap and reverse the educational statistics for low-income, Latino students in the city of Wilmington.

The LACC has an MOU to collaboratively participate in the Community Needs Assessment completed by Wilmington Head Start, who has locations adjacent to the LACC ECAP program.

Eligibility, Recruitment, Selection and Enrollment

In order to reach children and families prioritized in our recruitment area and within our target population, the LACC ECAP program is committed to ongoing community outreach including door to door visiting, participation at community events, holding parent open houses and partnering with other organizations needing to place their families in high quality early childhood programs.

One of the challenges that we faced during the 2014 -2015 school year was recruiting and maintaining full enrollment in all of our PreK4 classrooms. In addition to our 34 ECAP seats we also have an additional 15 PreK4 slots that are aligned with all of the facets of our

ECAP program and Head Start National Standards. Our PreK4 program has a larger capacity than our PreK3 program, which has 34 seats, therefore external recruitment is critical.

For the upcoming school year, we are committed to a recruitment process that will not only ensure that 95% of ECAP students are 130% below the federal poverty limits, but also work towards building the appropriate waiting list as required by Head Start Standards. We have already begun the recruitment process for the 2015-2016 school year, to help families and ensure that we are reaching the members of our community that are most in need.

We are also working with Public Allies and have an Ally that has worked with the Early Development Center during the school year, specifically building the capacity of our family services program so that we are better equipped to not only work with the families we currently have, but to expand our influence to those we have previously been unable to reach.

We are committed to putting the time and resources into both our recruitment and retention efforts so that we are reaching the families who need us the most, enrolling them, and retaining them despite the obstacles that they may face. Latino families across the country statistically have the highest number of external issues that prevent enrollment and attendance in school, especially PreK4. Understanding and addressing the realities of the families we serve will help us to better meet their needs and use the resources we have as a social service agency to provide them the access to resources and support. Our agency philosophy of "continuum of care" will also be a critical part of our recruitment process, as we will make sure to track the clients that come to the agency for other services to ensure that they are referred and enrolled if they are in need of Early Education for their children. We are confident that these internal and external recruitment and retention efforts will allow us to meet ECAP requirements and ensure that we continue to meet the needs of all of our families, especially those that need us most.

Program Philosophy and Mission Statement

The mission of La Fiesta Early Development Programs at the LACC is to offer children and their families a comprehensive program that meets the highest academic standards and prepares children from six-weeks to five years of age to meet developmental goals for their age group. As a program that provides services to primarily low-income, minority families who reside in urban communities, we strive to provide quality, affordable and neighborhood-based educational programming to their children.

Our programs offer a safe, secure and enriching environment that allows for physical, socio-emotional, cognitive and language development of the children. The program works every day to:

- Increase individual development through an environment that is creative, stimulating, and nurturing.
- Value the children and their parents.
- Earn the trust placed in us and strive each day to provide the highest quality early childhood education possible.
- Support Spanish-speaking children and their families through learning in a bilingual/bicultural setting.
- Introduce Hispanic culture and language to those who are English-speaking

While our program is intimately embedded within the Hispanic community, our program serves a diverse population of children and families. Many types of families are represented and celebrated in our program including extended, blended, single parent, etc.

As a comprehensive, social-service agency, the LACC broadly strives; to advocate for and assist the Latino Community by offering services in a continuum of care that promotes empowerment and an enhanced quality of life while celebrating our diverse culture.

Through the expanded services the agency provides, children and families within the LACC ECAP program benefit from the agency's larger principles of practice and services, which include:

- We work to create opportunities for Latinos to share positions of power in the Community where major economic, social, educational and political decisions are made.
- We seek to expand our sphere of influence in order to enlighten society to the unique social conditions faced by the Latino Community.
- We raise the consciousness and knowledge of the community at-large about the uniqueness of the rich and diverse Latino Culture.
- We will treat all who come to the Center with the highest degree of dignity and respect without regard to their race or country of origin, and will provide them with the best quality service available.
- The Center will exercise its responsibility as an active advocate for the rights and needs of members of the Latino Community.
- Our resources will be focused on critical community needs where results can be achieved and where we have the ability to make a difference.

Program Goal/Objectives and Methods for Implementation

Our primary goal is that children who have participated in the LACC ECAP program will demonstrate competency in all developmental areas and are prepared to succeed in Kindergarten and contribute positively to their community. While striving to meet this goal we aim to accomplish the following:

- At least 95% of ECAP children will be developmentally ready to enter Kindergarten.
- All ECAP children who are suspected of having developmental delays will be referred for further evaluations and possible Individual Education Plans (IEP) through the Red Clay School District.
- Families of ECAP children will meet goals established in their Family Partnership Agreements during the program year, working to accomplish these goals through a continuum of care plan.
- 80% of ECAP parents will participate in at least five hours of ECAP activities. (Example: Parent Committee meetings, policy council, presentations of learning, volunteer work, field trips)
- The Policy Council and the Parent Committee will meet at least once a month, September through May.

Currently, the Latin American Community Center ECAP program serves 34 children. We have three classrooms which serve our ECAP program. All 34 children currently receive full day educational services, attending our program from 6:45am-5:30pm so that their parents are able to work the full day.

During the 2013-2014 program year, the ECAP program restructured in order to support the growth of its children and create consistent programming for all 34 students. Specifically,

utilizing data from our Teaching Strategies GOLD assessment system we found significant developmental differences in children attending our half-day ECAP program and those who receive full day services through our combined ECAP and wrap-around program. Therefore, all children enrolled in our ECAP program receive full day services through an aligned full-day program, utilizing a comprehensive funding base of ECAP and Purchase of Care.

Participation in Delaware Stars

The Latin American Community Center ECAP actively participates in the Delaware Stars for Early Success program. In March of 2014, the LACC ECAP program was deemed a Star 5 rating, the highest quality rating in Delaware. As only the second ECAP program in the state to receive this status, the LACC prides itself on its continued focus on quality improvement and the highest standard of excellence for instructional quality.

Program Site	Current Star Level	Next Star Level	Projected Date to complete work	Strategies to meet target by date
LACC ECAP	5	5	Will need to reassess in 2017	We will continue to utilize both Head Start and Stars status to ensure continued quality of program.

Education and Early Childhood Development

In alignment with the mission of our program, our efforts towards quality improvement, closing the preparation gap, and the need to prepare our children for 21st century learning, La Fiesta, inclusive of ECAP, has chosen to utilize the nationally recognized Expeditionary Learning (EL) model. **The Expeditionary Learning** model was developed 17 years ago as an academic

application of Outward Bound, an organization that values compassion, integrity, and diversity and seeks to develop character and leadership in children through experiences that involve challenge and adventure. In tandem with our current dual-language, bi-cultural environment, Expeditionary Learning's instructional emphasis on learning by doing support students' instructional and language acquisition needs.

Children attending Expeditionary Learning programs have shown significant gains in reading and math and consistently outperform students in neighboring schools. In programs implementing the EL model with the most fidelity, black and Hispanic students and students eligible for Free or Reduced Price Lunch (FRL) outperform their peers in reading by up to 15 percentage points and in math by up to nine (9) percentage points. Most recently, the model has been used by schools in Rochester, New York as a turnaround strategy, catapulting one of the lowest-performing elementary schools in the city to Number One in science and math, despite that fact that 70% of students attending the school are from households at or below poverty level. While the Early Development program at the LACC, a community-based organization, will be the first of its kind, we will use programs such as Mundo Verde in Washington, D.C., a dual-language elementary school serving three and four year olds as a model during our early years.

As part of the instructional framework of EL, children participate in in-depth learning expeditions: interactive, hands-on projects that spark curiosity, promote active learning, encourage teamwork, build character, and capitalize on children's innate spirit of adventure. This framework values how children learn, as much as what they learn, challenging them to think critically and take leadership roles in their classrooms and communities. These components of EL are in direct alignment with beliefs about early learning and our work as a bi-lingual and bi-cultural environment.

While the designated language of the program was previously English, in September of 2013, the program transitioned to a 50/50 dual-language model, in which children receive instruction in both their native language (English or Spanish) and a second language. In a recent analysis done by The Center for Early Care and Education Research-Dual Language Learners it was found that, "young English-language learners who are still developing oral and literacy skills in their home languages benefit most in early childhood programs that regularly expose them to both languages" (EdWeek, May 14, 2013). In order to support this model, the teaching staff includes staff proficient in both languages. This model supports not only language development in both languages, but also facilitates communication with all parents.

The Creative Curriculum is the designated curriculum of the LACC ECAP program. This curriculum calls for a classroom structure that lends itself to individualization of activities based on children's needs and interests. Interest areas are enhanced to promote development in four specific areas, Social /Emotional, Language, Cognitive and Physical Development, which correlate to the eight Domain areas indicated in the Head Start Outcomes Framework.

Teachers use the **Teaching Strategies Gold** assessment system to assess child development three times per year and report child outcomes. Parents receive updates on their child's development formally three times per year during the program's Student Growth Conferences. The ECAP program staff and teachers strive to have 95% of ECAP students meeting the developmental indicators set-forth by the assessment system. In addition, development screenings (Ages and Stages) are completed within 45 days by parents, LACC staff, and Red Clay School District Child Find to identify the need for further evaluation and implementation of individualization.

As part of the program's focus on constant reflection, teachers participate weekly in co-planning and work closely with their instructional coach to review student data, identify student needs and plan differentiated lessons to meet individual student needs. The program's instructional coach / outcomes specialist prepares trend data and reviews with teachers on a weekly basis. In addition, three times per year, teachers have the opportunity to look broadly across student data to plan for and adjust to student trends during a full-day professional development session.

Child Health and Developmental Services

All children, upon enrollment, undergo social emotional screenings using the Ages and Stages SE screening tool, and the results of the screenings are compared to Ages and Stages SE performed by parents. Children who are identified as needing further social emotional support are referred to agencies such as the LACC's Mental Health Clinic and AI DuPont Behavioral Health Clinic. In addition, parents will complete the Ages and Stages assessment in order to identify student needs upon enrollment into the program.

Children with suspected disabilities are referred to the LEA for further evaluation and if a disability is diagnosed, complete the IEP process. A working procedure between ECAP and Red Clay Consolidated School District provides support services and successful transitions to Kindergarten.

In addition, the LACC ECAP program participates in the states Response to Intervention (RTI) pilot program for early childhood. The program has an RTI team that meets monthly and is made-up of teachers, program leadership, external partners (Red Clay Child Find), as well as a DOE representative. The team reviews students who have suspected behavioral, social or developmental needs.

Child Health and Safety

The LACC ECAP program trains all teachers upon hire the policies and procedures during an emergency situation and in compliance with health guidelines per licensing and Delaware Stars.

In addition, the following is present within our program:

- Telephone numbers for all emergency response systems are posted in each classroom.
- Each teacher has updated emergency cards for each student (updated every three months)
- Emergency evacuation routes are posted in each classroom and throughout the building.
- Inclement weather policies and procedures are posted in classrooms and on doors leading to the outside.

Our program believes the safety of its students is of the utmost importance. Therefore, we have implemented several procedures to ensure student safety at all times:

- Each classroom has a list of individuals who are approved to pick up children.
- Parents are notified through multiple ways in case of agency emergency or alert including:
 - Website
 - Through agency message system via text blast
 - Phone
- Teachers and staff are aware of the fact that they are mandatory reporters and are required to report any suspected or known cases of child abuse. They receive the mandatory Child Abuse Reporting training before the school year begins (August).

- Teachers in all classrooms are trained in the administration of medication, CPR and First Aid. All medications are stored in necessary accommodations and secured from children's access.
- Incident reports are completed for all accidents/falls while the child is in our care.
- Children who experience head trauma, cuts needing stitches or other health incidents such as seizure or fainting are required to bring a doctor's note upon return to the program.

The Health consultants and partnerships with organizations such as Christiana Care and St. Francis also provide valuable trainings to both staff and parents regarding these critical areas throughout the school year.

Nutrition

The Family Service Coordinator works with ECAP families to identify each child's nutritional needs. In alignment with licensed programs, the ECAP program meets all nutrition requirements outlined by the Child and Adult Food Care Program (CACFP). With the high percentages of Latino children and families, our program serves foods that recognize both the cultural and ethnic preference of our dominant community, as well as other members of the community. Children with allergies and other dietary requirements are accommodated.

All children are served a nutritional breakfast, lunch and snack during the program day. In order to promote good dental hygiene children brush their teeth each day while participating in the program.

Nutrition Consultants provide valuable trainings to both staff and parents throughout the school year. Staff receives training in CACFP guidelines, as well as food safety and sanitation procedures.

Transportation

The LACC ECAP program does not provide daily transportation to and from the program.

Students participating in external services such as speech will receive transportation by the providing district. Parents needing transportation to obtain health and developmental screenings work with the program's Family Service Coordinator to obtain transportation.

Services for Children with Disabilities

Children with suspected disabilities are referred to the LEA for further evaluation and if a disability is diagnosed, complete the IEP process. A working procedure between ECAP and Red Clay Consolidated School District provides support services and successful transitions to Kindergarten. This year we have also solidified a partnership with the Learning Center at Warner and Richardson Park.

In addition, the LACC ECAP program participates in the states Response to Intervention (RTI) pilot program for early childhood. The program has an RTI team that meets monthly and is made-up of teachers, program leadership, external partners (Red Clay Child Find), as well as a DOE representative. The team reviews students who have suspected behavioral, social or developmental needs.

Child Mental Health

The LACC Mental Health program supports students and families within the ECAP program, providing Parent Child Interactive Therapy, parent support groups and counseling. In addition, the LACC Early Development Center currently participates in the Early Childhood Mental Health program through Delaware Stars. Our program works closely with a mental health specialist from Delaware's Best. Currently, the mental health consultants, as well as staff from the LACC mental health program provide teachers and leadership, as well as parents with valuable training throughout the school year.

Transitions

In order to assist in a successful transition of ECAP children to the public schools, the LACC collaborates with the LEAs as defined in the Head Start Transition Agreement "Throughout the State of Delaware Regarding Transitions." The Family Services Coordinator begins in October to coordinate with parents on the completion of the Delaware School Choice Program forms. During our spring home visit, the Family Service Coordinator and the child's teacher speak with the family, not only about the family's goals and role in their child's education, but they also discuss the next stage of the educational process for their child.

Due to many of our families limited English proficiency, we walk parents through the entire process of deciding on a school for their child, enrolling and attending informational sessions. The Family Service Coordinator, along with program leadership provides opportunities for parents to visit schools and learn about the educational process.

Through partnerships with local schools (both Red Clay and local charter schools), our students have the opportunity to visit several kindergarten classrooms and learn alongside current kindergarteners. Due to the strong relationships we have built with schools, principals and

teachers in the surrounding community, we often receive phone calls upon student transition to collaboratively brainstorm strategies to support the process.

Management Systems and Procedures

The LACC ECAP program includes multiple strategies to ensure program planning occurs and decisions are made in the best interest of the program and its students.

The LACC board serves as the governing body over the Early Development Center and specifically the ECAP program. A representative from the board works in partnership with the Director of Early Development to provide expertise, support, and board perspective as part of the program planning process.

In addition, the ECAP Policy Council serves as the parent voice in building our program. Parents on the Policy Council as well as those who participate on parent committees represent the larger parent community.

Record-keeping and reporting is maintained for the following:

- participation, attendance, 45 and 90 day screenings and outcomes
- health, dental records and family records
- child portfolios which include progressive collections of child's work
- Teaching Strategies Gold assessment reports conveying child's developmental growth
- Family Partnership Agreements, referrals, follow-up reports, home visits and parent conferences, contact related to child's attendance
- Personnel files.

The primary system used for reporting is the Efforts to Outcomes (ETO) web-based software. This allows for detailed intake and documentation of each client's needs, and is an effective tool to refer them to other LACC programs and services should they have additional needs.

The LACC ECAP program performs a yearly self-assessment, engaging a broad base of stakeholders to identify gaps in performance and document growth and development within the program. This process helps to guide the yearly work plan and program goals.

Human Resources Services

Staff that serve children and families of ECAP include (4) full-time Teachers, (1) Family Service Coordinator, (1) full-time Instructional Coach, (1) Early Development Center Director. In addition, (1) Cook and (1) Floater Teacher support children and families of the ECAP program (Appendix C).

Recruitment and selection of staff in our ECAP program includes an initial resume review, response to pre-interview questions, presenting a sample lesson and the completion of a group interview. Finally the applicant's references are contacted and certification status is reviewed. Applicants applying to teaching positions within our program must be bi-lingual.

Upon employment, staff receives an ongoing orientation process, as well as regular instructional coaching and professional development. Staff receives training in Expeditionary Learning and project-based learning, Teaching Strategies GOLD, Responsive Classroom, Dual language, Head Start Standards, Health and Safety, Delaware Stars, licensing requirements, as well as child development.

All Early Development center staff are required to attend monthly staff meetings where they are updated on all policies, pertinent communications, program plans, and grants applied for, etc. Additionally, Delaware Health and Social Services trains staff annually in methods of handling suspected or known child abuse.

Staff Performance evaluations determine goals and objectives for a Professional Development plan. Funds provided through the ECAP program and other sources allow staff members to take courses in early childhood development including:

- 18 hours of training per year for staff working directly with children and 9 hours a year for support staff as required by DELACARE.
- 50 plus hours of Expeditionary Learning training and support

Staff keep parents informed about their responsibilities as the child's first teacher, and requirements concerning their child's education and requirements of Kindergarten and the parent's role as their child's advocate as he/she enters Kindergarten.

Program Governance

Parents/guardians of all children enrolled in the LACC ECAP program share in decision-making and oversight of the program through membership in the Policy Council and Parent Committees, through volunteering and observing in class.

Elected by the Parent Committee, the Policy Council governs the ECAP program. Four parents of ECAP children, one community representative and one representative of the LACC Board of Directors make up the council, whose decision making process is conducted under the guidance

of the Family Services Coordinator and the Director of Early Development. Members meet monthly to develop, review, approve or revise program policies, procedures, assessments, etc.

All parents/guardians are invited to be members of Parent Committees and choose their level of participation. The Parent Committee meets once a month to discuss curriculum issues, plan field trips and graduation ceremonies, volunteer opportunities, fundraising and other issues. At least 5 of the 9 meetings include education workshops on child development, health and nutrition, parenting skills, finance and other topics of interest.

Family Centered Focus

Families are the principle influence on the child's development and are direct participants in the program. Most of the families served in the ECAP program live in the vicinity of the LACC.

Parents/guardians of all children enrolled share in decision-making and oversight of the program through membership in the Policy Council and Parent Committees, through volunteering and observing in class.

All parents/guardians are invited to be members of Parent Committees and choose their level of participation. The Parent Committee meets once a month to discuss curriculum issues, plan field trips and graduation ceremonies, volunteer opportunities, fundraising and other issues. At least 5 of the 9 meetings include education workshops on child development, health and nutrition, parenting skills, finance (Stand by Me) and other topics of interest.

In addition to parent committees and policy council meetings, the ECAP program believes it is important that parents are partners in their child's education. Four times per year, the program hosts a family activity night in which parents have the opportunity to participate with their child

in a teacher-planned classroom activity. These activities are often tied to the current learning Expedition in the classroom. In addition, parents have the opportunity to participate in literacy nights, student growth conferences, and Expedition Showcases. We believe that these experiences help to bridge the gap between school and home and make connections for students with their families within the educational space.

Parents are given feedback from their child's teachers on a daily basis while dropping off and picking up their children. Parents are welcomed members of the classroom community and are encouraged to observe children as often as possible, and participate with children during group activities and field trips.

The administration of the LACC has an open-door policy and families are welcome to give input as to their satisfaction with the program. The Family Service Coordinator (FSW) takes a hands-on approach and communicates regularly with families through a weekly bulletin, in-person meetings, regular phone calls, and home visits. Through Family Partnership Agreements and an intake process, the FSW refers families to LACC programs and other community services by embracing a 'Continuum of Care Philosophy.'

The LACC offers a wide variety of social services within the agency. Children who attend the EDC before age four and are financially qualified are able to transition directly into the ECAP program. Siblings are placed in other programs within the LACC including La Fiesta for ages 6 weeks to 4 years old and the Before-and-After school Program. Children who do not qualify financially for the ECAP Program are given a spot in our additional 4 year old classrooms, which are aligned to the Head Start standards and utilize Expeditionary Learning, Teaching Strategies Gold and Creative Curriculum.

Family intervention programs such as WIC, Domestic Violence Preventions, Food Bank, Clothing Bank, Drug and Alcohol Prevention and Treatment and mental health counseling are offered directly through the LACC. As the basic needs of the family are met, the family is empowered to better nurture the development of its children.

In addition, through home visits by the Family Service Worker (FSW) and teachers, consultations with the LACC case workers, the Mental Health Clinic, and A.I. DuPont Behavioral Clinic, parents are able to request and receive needed services very quickly and request and receive needed services very quickly and resolve any concerns they may have either at the center or at home.

Community Partnerships

Community Collaborative efforts are in place to accomplish this. Partnerships include (MOU's in Appendix D):

- **Head Start throughout the State of Delaware Regarding Transitions** defines agency responsibilities in transition.
- **Books for Kids** provides books for our children and training teachers to encourage reading both in small groups and one-on-one reading.
- **Red Clay School District** provides a working procedure between ECAP and Red Clay School District to provide support services and successful transition to Kindergarten.
- **Teach for America** provides early childhood and bi-lingual professionals to teach in our classrooms.
- **Delaware Stars Program:** Advanced to Star 5 in March 2014.

We work closely with other community agencies.

- **Foster Grandparent** program provides 2 classroom volunteers to mentor children and assist teachers.
- **Families and Centers Empowered Together (FACET)** program provides parent education, case management and referral for La Fiesta families. Families of La Fiesta's three-year-olds that are income eligible for the ECAP program continue membership in this program if they continue to attend FACET meetings.
- **Department of Education - Response to Intervention (RTI)** provides a space for conversations about children's needs and strategies to support teachers in the classroom.
- **Expeditionary Learning** provides an on-site School Designer and professional development for both teachers and leadership in our program.

LACC ECAP has MOU agreements with the following Head Start and ECAP Programs: Hilltop Lutheran, Christina Cultural Arts, and Wilmington Head Start to share waiting lists and resources. There is also an interagency collaboration agreement with all Head Starts and ECAPs that participate on the Delaware Head Start Association.

Monitoring and Self-Assessment

Record-keeping procedures the program tracks and demonstrates significant child growth in all developmental areas (eight domains) and continues to promote parent satisfaction.

Record-keeping and reporting is maintained for the following:

- participation, attendance, 45 and 90 day screenings and outcomes
- health, dental records and family records

- child folders which include progressive collections of child's work
- Teaching Strategies Gold assessment reports conveying child's developmental growth
- Family Partnership Agreements, referrals, follow-up reports, home visits and parent conferences, contact related to child's attendance
- Personnel files.

The primary system used for reporting is the Efforts to Outcomes (ETO) web-based software.

This allows for detailed intake and documentation of each client's needs, and is an effective tool to refer them to other LACC programs and services should they have additional needs.

Children's documentation and assessment results are tracked through Teaching Strategies Gold three times per year. Parents receive narrative descriptions of their child's progress and collaboratively set goals for their child in the classroom and at home with their child's teacher during student growth conferences.

The program carries out Federal Head Start Performance Standards as defined in the Program Review Instrument for Systems Monitoring (PRISM) Self-Assessment Tool Kit. The Delaware DOE monitors compliance with Federal Head Start Standards and provides Technical Assistance to the program. The Delaware Stars Quality Improvement System reviews the program's efforts towards meeting the quality standards set forth by the Environmental Rating Scale (ERS). The Latin American Community Center ECAP meets Delaware DELACARE Child Care licensing regulations for annual renewal.

In order to ensure compliance towards each of these standards, the Director of Early Development and Family Services Coordinator conduct monthly file sweeps of all student and staff files to ensure that both students and staff are meeting regulatory requirements. In order to

ensure educational compliance with Head Start standards, the Director of Early Development and Instructional Coach regularly observe ECAP classrooms, engage in instructional coaching sessions and instructional rounds with teachers, review student data and weekly lesson plans and work with teachers to set instructional and classroom goals for their students.

Training and Quality Improvement

The ECAP program prepares children to enter Kindergarten ready to learn. In order to do this it is critical that staff and leadership are provided the necessary training and development in order to demonstrate constant growth and learning. Therefore, the LACC ECAP program schedules full-day professional development sessions for teachers throughout the school year. These sessions provide time for the teachers to focus on data, gain greater understanding of child development, dual language and work to refine their practice of Expeditionary Learning. Teachers and leadership also has the opportunity to attend local and national conferences to earn quality assured training. Teachers and leaders have attended the following trainings and conferences during the 2014-2015 school year and will attend similar sessions in the upcoming school year:

- Expeditionary Learning National Conference
- Make a Difference Conference
- Vision 2015 Conference
- Expeditionary Learning Pre-Primary Summit
- Expeditionary Learning Leadership Institute
- Expeditionary Learning Coaching Cohort
- NAEYC Conference

- Read Aloud Conference

In addition, the LACC ECAP program has been acutely focused on quality improvement through participation in the Delaware Stars for Early Success program. Our participation in this program has helped us to embed ongoing reflective practices into our program's work, allowing us to be critically aware of our areas for improvement.

Facilities, Materials and Equipment

The LACC ECAP program uses three classrooms to serve the 34 students participating in the program. One classroom located at the main building, 403 N. Van Buren and two classrooms located at an adjacent facility at 402 N. Van Buren Street, teachers and students are provided with all the necessary space and materials to create an environment conducive for learning. Students also have access to both outdoor and indoor play space each day. The outdoor play facility is protected by a locked fence, ensuring safety of students. In addition, teachers and staff within the program have access to a staff lounge, staff work room, which includes computers, a copier and necessary office supplies.

Maintenance of the building and classroom are overseen by the LACC's facilities department. The facilities department ensures all maintenance visits, safety inspections; fire drills and certifications are completed and up to date.

As a Delaware Stars 5 program, the teachers and program leadership have worked to create learning spaces for students that meet the highest quality standards. In addition, the program currently holds a valid Delaware Child Care license, meeting all necessary requirements in terms of facilities, equipment, materials and staffing qualifications.

The LACC ECAP program provides teachers and classrooms with sufficient materials to support the educational objectives and philosophy of the program. As a core principal of the Expeditionary Learning model, the ECAP program values the importance of creating beautiful spaces for learning. Leadership, teachers and students work collaboratively to ensure that classrooms and common spaces are clean and maintained with care and pride. Furthermore, the ECAP program celebrates student learning through showcasing high-quality student work in common spaces and classrooms, creating student ownership, community investment and authentic beauty.

Fiscal Management

The Vice President of Program Operations and the Chief Financial Operating Office will work in partnership to manage, review and ensure the fiscal viability of the program.

The Program budget is attached in Appendix E. A budget narrative is included in Appendix F.

EDC funding comes from United Way Community Impact Fund; Bank of America (as well as volunteers); Wilmington Flower Market; Funding for ECAP comes from the Department of Education. The agency completes a yearly audit of program financial records and this cost is included in the program budget and budget narrative.

Appendix A - Requirements of Title VI and IX

REQUIREMENTS OF TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

The contractor for this project will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education and Welfare (45 CRF Part 80) issued pursuant to that Title, to the end that, in accordance with Title IV of that Act and the Regulation, no person in the United States shall, on the ground of race, creed, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the contractor received federal financial assistance from the Department of Health, Education and Welfare.

I agree to comply with this assurance.

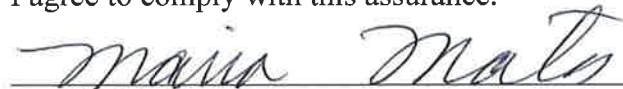


Maria Matos, President and CEO

REQUIREMENTS OF TITLE IX OF THE EDUCATIONAL AMENDMENTS OF 1972

The contractor for this project will comply with Title IX of the Education Amendments of 1972 P.L. 92-318 and all pertinent regulations of the Department of Health, Education and Welfare issued pursuant to the Title, to the end that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be denied employment in, or be subjected to discrimination under any education program or activity receiving federal financial assistance or which is administered or authorized by the State Board of Education.

I agree to comply with this assurance.



Maria Matos, President and CEO

Appendix B - Assurances

ASSURANCES- Each respondent must assure the Department of Education and the Interagency Resource Management Committee that it will comply with:

- Follow all relevant State and Federal statutes and regulations.
- Follow Head Start Performance Standards and Delaware Child Care Licensing Regulations
- Participate in program evaluation activities established by the Department of Education and the IRMC.
- Implement and complete annual pre and post child level measurement strategies using Teaching Strategies GOLD.
- Complete the annual Program Information Reports (PIR)
- Enter information on eSchool
- Submit ECAP quarterly reports to the Department of Education
- Submit data to Office of Early Learning for projects that include but are not limited to Race to the Top Early Learning Challenge Grant reports
- Collect program data- programs may utilize the Head Start Family Information System (HSFIS) or other (DOE approved) data management system to maintain program information on the children and families involved with their program.

I agree to comply with this assurance.



Maria Matos, President and CEO



Latin American Community Center

Position Title: Early Development Director

Dept.: Lifelong Learning

Supervisor: Vice President, Lifelong Learning

Classification: Exempt

Status: Full-time

DIRECTOR EARLY DEVELOPMENT:

The Latin American Community Center Early Development program is the first birth-4 Expeditionary Learning program in the country. As a dual-language early development center the addition of the Expeditionary Learning framework allows all children to be successful, as it emphasizes open-ended, process driven and student directed learning.

The Expeditionary Learning (EL) model is a comprehensive academic program that emphasizes project-based, learner-centered instruction where students work in small, flexible cooperative learning groups to facilitate reaching learning targets. Learning expeditions, which guide all instruction, are long-term investigations of important, real-world questions and subjects, which include individual and group projects, field studies, and performances and presentations of student work.

The Early Development Director will serve as the primary instructional leader, while working collaboratively with the Instructional Coaches and program leadership to implement this innovative model. This individual has the unique opportunity to work as a member of the early development program staff during a critical time in early childhood education both locally and nationally. With Delaware's award of the Early Learning Challenge Grant monies and its commitment to professionalizing the early childhood setting, as well as the Latin American Community Center's (LACC) participation in the Delaware Stars Quality Improvement program, the Early Development program at the LACC is poised to set the standard for early learning across the state and nationally. In this role, the Early Development Director will direct the planning, organizing and implementation of educational services, as well as ensure compliance for both licensing, grant awards and the state of Delaware.

The LACC Early Development Center is seeking a dynamic, self-starter who possesses the passion and vision to expand upon the recent success of the program and lead a world-class early learning environment. Candidates for this position must be motivated to grow professionally and work in a collaborative setting for the benefit of the children and their families in the early development program.

Responsibilities:

The Early Development Director at the Latin American Community Center will serve as an instructional and organizational leader by:

Instructional Leadership

- Leading and expanding the Expeditionary Learning implementation to become an accredited program by year five.
- Leading full implementation of the program's dual-language program through a partnership with the Center for Applied Linguistics (CAL).
- Assisting teachers with making instructional decisions based data.
- Providing support for classroom motivation and management strategies.
- Assisting teachers in identifying and creating materials that are in alignment with curriculum.

Organizational Leadership

- Implementing and Managing the Outcome-Based Management System.
- Supervising and collaborating with the Family Services Coordinator.
- Supervising and developing the Instructional Coaches.
- Leading and organizing individual and/or group learning opportunities for teachers as needed.
- Observing all teachers and providing regular feedback both formally and informally.
- Reviewing weekly lesson plans to make sure they contain appropriate standards and timelines, as well as providing feedback.
- Leading and planning professional development with Instructional Coaches.
- Maintaining Delaware Stars level 5 status.
- Maintaining status as an Early Childhood Assistance Program (ECAP).

- Leading and implementing the self-assessment process for NAEYC accreditation by 2016.
- Leading the process to become an Early Head Start program by 2015.

Administration:

- Attending workshops/conferences to learn about new innovative instructional strategies.
- Completing teacher performance evaluations, mid-year and end of year.
- Enforcing discipline policies and using sound judgment in managing crisis situations.
- Following all guidelines required by the program, licensing, the state of Delaware, and the policies and procedures of the LACC.
- Overseeing the accurate maintenance and updates of all staff records.
- Maintaining maximum enrollment in all programs.
- Ensuring the health and well-being of all children.

Education/Experience:

- Bachelor's degree in Education required. Master's degree in Education preferred.
- Three to five years of experience in a supervisory/management role preferred.
- Three or more years of teaching experience in early childhood or lower-elementary preferred.
- Experience working in a project-based learning setting preferred.
- Demonstrate a thorough knowledge of curriculum and subject matter, specifically Creative Curriculum.
- Demonstrate a thorough knowledge of the use of assessment systems to track student growth required, specifically Teaching Strategies GOLD.

Qualifications/Skills:

- Spanish /English fluency strongly preferred.
- Computer literacy (Word, PowerPoint, Excel).
- The ability to communicate with various audiences (parents, colleagues, staff members, superiors).
- Possess strong written communication skills.

Traits:

- Be driven to provide teachers with the necessary tools to be successful.
- Be passionate about early learning and insistent on high standards for teacher's instruction and for student learning.
- Be self-aware and know how to treat all members of the organization's community with respect; appraises accurately his or her strengths and weakness and is perceptive about how he or she is regarded.
- Work urgently and be able to handle multiple tasks and initiatives at once.
- Be detail-oriented and self-directed with the ability to work both independently and as a part of a team
- Act as a problem solver and creative thinker

Performance Expectations:

- Meet all expectations set forth by year-long professional development plan and other performance metrics set by grants received.
- Document and track the development of each teacher.
- Lead and implement Expeditionary Learning work plan and professional development.
- Lead all efforts towards maintaining STAR 5 status as part of the Quality Improvement System.
- Lead efforts towards achieving yearly outcomes.
- Support the growth and development of each teacher, as defined by their development plan.
- Uphold the values and goals of the Latin American Community Center

COMMITMENT AND COMPENSATION:

Length of Work Year: 12 months, select evenings and weekend commitments will also be required; occasional travel throughout the state and region may be required.

Salary and Benefits: Compensation for the Early Development Director is based on qualifications and experience. The Latin American Community Center offers a committed and collaborative team of colleagues and a comprehensive benefits plan.

THE SELECTION PROCESS IS RIGOROUS AND WILL INCLUDE THE FOLLOWING:

- Review of application, cover letter and resume
- Group Interview
- Written Response to selected leadership competencies
- Reference Checks



Latin American Community Center

Position Description

Position Title: Head Start Coordinator
Dept.: Early Development
Supervisor: EDC Director

Salary: \$30,000 - \$40,000
Classification: Exempt
Status: Full-time

Summary of Position:

The Head Start Coordinator works collaboratively with the Early Development Center Director to assure that all service area components adhere to Head Start Performance Standards and state child care licensing regulations for the Early Childhood Assistance Program (ECAP). The Head Services Coordinator provides family support services to enrolled families, develops manuals, component plans, forms and other materials as needed. The Head Start Coordinator conducts on site monitoring and technical assistance to staff, parents and volunteers to ensure compliance. The Head Start Coordinator is responsible for program oversight, training and supervision of assigned staff and volunteers. The Head Start Coordinator works closely with the Early Development Center Director to supervise and evaluate the ECAP Educators and Assistants in the classrooms.

QUALIFICATIONS:

The ECAP Manager must meet the following qualifications:

1. **Education** - Bachelor's Degree in Early Childhood Education or related field
2. **Experience** - Three years of experience working in an early childhood classroom with experience in family support and parent education services; preferred experience in leadership role.
3. Preference for person who meets the certification requirements of the State of Delaware for Early Childhood administrator.
4. Head Start Coordinator must be knowledgeable of developmentally appropriate curriculum for early childhood; must be familiar with strategies for including children with disabilities into programs; should be familiar with Head Start Performance Standards; should be familiar with home visiting and family support services.

PERSONAL QUALITIES:

1. Works well as a member of a team and is able to collaborate with the leaders and staff of all other components of ECAP.
2. Manages difficult or emotional situations; responds promptly to family and children's needs; responds to requests for services and assistance; demonstrates ability to solve practical problems and deal with a variety of situations in the field working with families and community partners.
3. Demonstrates leadership capabilities.
4. Shows respect and sensitivity for cultural differences; treats people with respect; inspires the trust of others; works with integrity; upholds organization's value;
5. Sets and achieves goals; demonstrates persistence; measures self against standard of excellence; develops realistic action plans; volunteers readily; undertakes self-development activities; seeks increased responsibilities; takes independent actions; asks for and offers help when needed.
6. Develops and coordinates projects; communicates changes and progress effectively and completes projects punctually.
7. Has understanding of problems and concerns of low-socioeconomic families and demonstrates an interest and feeling for working with families.

8. Demonstrates working knowledge of computers; preferably data entry programs, such as E.T.O. and Microsoft Office programs.
9. Helps maintain a positive work environment for ECAP staff and represent the agency in a positive manner.

PERFORMANCE RESPONSIBILITIES:

1. Provide Family Support Services to enrolled families
 - a. Assist enrolled families in reaching family goals based on annual family plans, and emergency situations as they may arise
 - b. Develop the skills of families in networking with agencies to meet family needs
 - c. Conduct at least two home visits per year per family to establish family goals and follow-up on family plans
 - d. Maintain up to date, and assure confidentiality of all records and documentation for program participants and their families
 - e. Assist families in establishing a medical home
 - f. Assist with scheduling of dental and medical appointments when necessary
 - g. Assist with the organization and implementation of parent training activities and support groups
 - h. Ensure that services offered are culturally sensitive, user friendly and display respect for all families
 - i. Directly support children and their families in the achievement of their highest level of social competence
 - j. Maintain strong contacts and relationships with families participating in the program
 - k. Facilitate transition activities and maintain accurate records of transition activities
2. Provide leadership in planning for Early Childhood Assistance Program (ECAP)
 - a. Assist in developing ECAP's short and long term goals, objectives, and desired outcomes.
 - b. Use evaluation results for long term planning and development
 - c. Assist in drafting criteria for defining recruitment, selection, and enrollment priorities for approval by Director and Policy Groups.
 - d. Assist in overseeing the development/updating of ECAP policies and procedures.
 - e. Coordinate Policy Council meetings and membership. Attend Policy Council/Committee meetings; help keep minutes and bylaws current.
 - f. Coordinate and complete of annual self-assessment and community assessment, with the assistance of program Director.
3. Work collaboratively with the Director to assure that all service area components adhere to Head Start Performance Standards and state child care licensing regulations.
 - a. Direct the establishment of a well-managed, child-oriented learning environment which is healthy, safe, interesting, and attractive and which promotes social, emotional, language physical and cognitive development of each child.
 - b. Provide on-site monitoring and technical assistance to ensure compliance.
 - c. Review, evaluate, select and provide training on curricula, screening and assessment tools to be implemented throughout program.
 - d. Coordinate transition activities.
 - e. Assist in arranging for development, implementation, and summarization of Family Partnership Agreements within sixty (60) days of the beginning of the program year.
 - f. Assure the establishment of both computerized (E.T.O.) and paper-based confidential record keeping system with complete and current information in all children's records. Maintains confidentiality according to agency policy.

- g. Maintain reports on parent activities and volunteers. Prepare and submit other reports as directed.
 - h. Monitor site operations for compliance with parent involvement, family and community partnerships, and volunteer requirements.
- 4. Provide on-site monitoring and technical assistance to staff, parents and volunteers to ensure compliance.
 - a. Provide training and resources, which allow education staff to plan daily education, and disabilities activities and assign child care accordingly; receives feedback and exchanges information and ideas with child care staff.
 - b. Collaborate with local agencies to provide training for staff, parents and volunteers.
 - c. Provide support to staff in the completion of Child Development Associate (CDA) credentials and other early childhood education. Design staff development plan.
- 5. Work collaboratively with the Director to assist with program oversight, training and supervision of assigned staff and volunteers.
 - a. Assist Director in the evaluation and training of assigned staff and volunteers.
 - b. Serve as a resource on family literacy issues.
 - c. Prepare and provide timely reports as required.
 - d. Attend and participate in staff meetings and conferences.
 - e. Oversee major center/classroom purchases for education and disability services. Ensure maintenance of classroom inventories.

Position Title: *Early Childhood Instructional Coach*
Department: *Life-Long Learning*
Classification: *Exempt*
Status: *Full-time*
Supervisor: *Early Development Manager*



JOB DESCRIPTION

EARLY CHILDHOOD INSTRUCTIONAL COACH:

The Instructional Coach will work in collaboration with early development leadership to support the growth and development of teachers in the areas of instruction, assessment and child development, with the ultimate goal of supporting student learning. This individual has the unique opportunity to work as a member of the early development center staff during a critical time in early childhood education both locally and nationally. With Delaware's recent award of the Early Learning Challenge Grant monies and the Latin American Community Center's (LACC) participation in the Delaware Stars program, the Early Development program at the LACC is poised to set the standard for early learning across the state and nationally. In this role, the Instructional Coach will have the opportunity to focus on individual and group professional development in order to expand and refine teacher's understanding of research-based and developmentally appropriate instruction. In order to meet these goals, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers.

The LACC Early Development Center is seeking a dynamic, self-starter who possesses the passion and vision to help create a world-class early learning environment. Candidates for this position must be motivated to grow professionally and work in a collaborative setting for the benefit of the children in the early development program.

Responsibilities:

Organizational Leadership

An Instructional Coach at the Latin American Community Center will support curriculum and instructional in teachers' classrooms by:

- Providing organized, individual and/or group learning opportunities for teachers as needed.
- Providing support to teachers in analyzing student assessment data.
- Assisting teachers with making instructional decisions based on assessment data.
- Assisting teachers with specific classroom activities when requested.
- Providing support for classroom motivation and management strategies.
- Assisting teachers in identifying and creating materials that are in alignment with curriculum.
- Observing all teachers regularly and providing regular feedback both formally and informally.
- Modeling lessons for teachers when appropriate.
- Reviewing weekly lesson plans to make sure they contain appropriate standards and timelines, as well as providing feedback.
- Collaboratively planning professional development activities with early development leadership.

Administration:

- Attending workshops/conferences to learn about new innovative instructional strategies.
- Complete instructional portion of teacher performance evaluation.
- Enforcing discipline policies and using sound judgment in managing crisis situations.
- Following all guidelines required by the program, the state of Delaware, and the policies and procedures of the LACC.
- Ensuring the health and well-being of all children.

Education/Experience:

- Bachelor's degree required. Master's degree preferred.
- Minimum of five years of successful teaching experience in an early childhood setting required.
- Demonstrate a thorough knowledge of curriculum and subject matter, specifically *Creative Curriculum*.

- Demonstrate a thorough knowledge of the use of assessment systems to track student growth required, specifically Teaching Strategies GOLD.
- At least 2 years of coaching experience preferred.

Qualifications/Skills:

- Spanish /English fluency strongly preferred.
- Computer literacy (Word, PowerPoint, Excel 2000).
- The ability to communicate with various audiences (parents, colleagues, staff members, superiors).
- Possess strong written communication skills.

Traits:

- Be driven to provide teachers with the necessary tools to be successful.
- Be passionate about early learning and insistent on high standards for teacher's instruction and for student learning.
- Be self-aware and know how to treat all members of the organization's community with respect; appraises accurately his or her strengths and weakness and is perceptive about how he or she is regarded.
- Work urgently and be able to handle multiple tasks and initiatives at once.
- Be detail-oriented and self-directed with the ability to work both independently and as a part of a team
- Act as a problem solver and creative thinker

Performance Expectations:

- Meet all expectations set forth by year-long professional development plan.
- Document and track the development of each teacher.
- Work collaboratively with early development leadership to achieve yearly outcomes.
- Support the growth and development of each teacher, as defined by their development plan.
- Uphold the values and goals of the Latin American Community Center

COMMITMENT AND COMPENSATION:

Length of Work Year: 12 months, select evenings and weekend commitments will also be required; occasional travel throughout the state and region may be required.

Salary and Benefits: Compensation for the Instructional Coach is based on qualifications and experience. The Latin American Community Center offers a committed and collaborative team of colleagues and a comprehensive benefits plan.

THE SELECTION PROCESS IS RIGOROUS AND WILL INCLUDE THE FOLLOWING:

- Review of application, cover letter and resume
- Group Interview
- Reference Checks

Position Title: ECAP *Early Education Teacher*
Department: *Life-Long Learning*
Classification: *Exempt*
Status: *Full-time*
Supervisor: *Director, Early Development*



JOB DESCRIPTION

EARLY EDUCATION TEACHER – ECAP:

The Teacher will work in collaboration with their assigned teaching partner to support the growth and development of children in their classroom, in the areas of instruction, assessment and child development. This individual has the unique opportunity to work as a member of the early development center staff during a critical time in early childhood education both locally and nationally. With Delaware's recent award of the Early Learning Challenge Grant monies and the Latin American Community Center's (LACC) participation in the Delaware Stars program and implementation of the Expeditionary Learning model, the Early Development program at the LACC is poised to set the standard for early learning across the state and nationally.

In this role, the Teacher will have the opportunity to implement a highly engaging project-based approach to instruction, guided by the core principles of Expeditionary Learning, in a bi-cultural and bi-lingual setting. The Teacher will also have the opportunity to participate in high quality ongoing professional development and support children both academically and socially during a critical time in their lives.

The LACC Early Development Center is seeking a dynamic, self-starter who possesses the passion and vision to help create a world-class early learning environment. Candidates for this position must be motivated to grow professionally and work in a collaborative setting for the benefit of the children in their classroom.

Responsibilities:

Classroom Instruction:

A Teacher at the Latin American Community Center will work in collaboration with their teaching partner by:

- Planning and supervising daily activities in the classroom for each child's developmental abilities, using the *Creative Curriculum* and framing learning around 12-week learning expeditions
- Preparing weekly lesson plans to reflect the needs and development of the children
- Assessing and tracking children's growth using Teaching Strategies GOLD
- Establishing a positive rapport with families to acquaint them with the educational content of programs and encouraging their involvement
- Maintaining an atmosphere and environment that is conducive to learning
- Maintaining daily classroom attendance
- Engaging in co-planning and coaching cycles as part of continuous instructional development

Organizational Leadership:

- Complete weekly lesson plans for review by supervisor and instructional coach
- Complete expedition and case study plans for long term planning purposes
- Observe, document, and enter student data weekly to ensure objective, current developmental data in the Teaching Strategies Gold System
- Complete quarterly assessments and end of year report of student growth

Administration:

- Enforcing discipline policies and using sound judgment in managing crisis situations
- Following all guidelines required by the program, the state of Delaware, and the policies and procedures of the LACC.
- Ensuring the health and well-being of all children.

Education/Experience:

- A Bachelor's degree and Early Childhood Certification credentials.
- Experience with use of *Creative Curriculum* preferred.

- Experience using assessment systems to track student growth preferred.
- Experience working with young children and in early childhood settings required.

Qualifications/Skills:

- Spanish /English fluency required.
- Computer literacy (Word, PowerPoint, Excel 2000).
- The ability to communicate with various audiences (parents, colleagues, staff members, superiors).
- Possess strong written communication skills.

Traits:

- Be driven to provide young children with the necessary tools to be successful in their educational career
- Be passionate about early learning and insistent on high standards for student learning
- Be self-aware and know how to treat all members of the organization's community with respect, appraises accurately his or her strengths and weakness and is perceptive about how he or she is regarded
- Work urgently and be able to handle multiple tasks and initiatives at once
- Be detail-oriented and self-directed with the ability to work both independently and as a part of a team
- Act as a problem solver and creative thinker
- Must be able to physically interact with children, including talk, hear, sit, stand, walk; handle or feel objects, tools, or controls; reach with hands and arms; and stoop, kneel, crouch, or crawl and lift and or move items of up to 40 pounds.
- Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.
- Must be able to remain abreast of developments in the child care field to enhance professional growth and development.

Performance Expectations:

- Meet all expectations set forth by the employee's individualized professional development plan
- Define goals and expectations for each student in your classroom
- Document and track regularly the development of all children in your classroom
- Work collaboratively with assigned teaching partner and instructional coach towards student outcomes
- Support the growth and development of assigned teaching partner
- Uphold the values and goals of the Latin American Community Center
- Assist in recruitment efforts
- Help promote parent participation in program
- Perform other duties as assigned within the scope of the job description.

COMMITMENT AND COMPENSATION:

Length of Work Year: 12 months, select evenings and weekend commitments will also be required; occasional travel throughout the state and region may be required.

Salary and Benefits: Compensation for the Lead Teacher position is based on qualifications and experience. The Latin American Community Center offers a committed and collaborative team of colleagues and a comprehensive benefits plan.

THE SELECTION PROCESS IS RIGOROUS AND WILL INCLUDE THE FOLLOWING:

- Review of application, cover letter and resume
- Sample Teaching Session
- Group Interview
- Reference Checks

Latin American Community Center

POSITION DESCRIPTION

Position Title: ECAP Family Services Coordinator (ECAP)

Dept: Lifelong Learning – Early Development

Status: Full time

Classification: Exempt

Supervisor: Early Development Center Director

Summary of Position:

The incumbent is responsible for the social services, family and community partnerships, and enrollment services for the Agency's ECAP program. He/she follows all the guidelines required by ECAP and/or Head Start programs, the State of Delaware, Office of Childcare Licensing, and LACC policies and procedures.

Minimum Qualifications:

- Associate's Degree in Human Services and two to three years experience in Social Service/Human Service.
- Experience with the requirements of Head Start/ECAP programs.
- Excellent oral and written communication skills.
- Strong organizational and management skills.
- Computer literacy (Word, Powerpoint, Excel).
- Bilingual English/Spanish fluency.
- Meet all personal State law requirements for childcare.

Specific Responsibilities:

Program Management:

- Assist enrolled families in reaching family goals based on annual family plans, and emergency situations as they may arise
- Develop the skills of families in networking with agencies to meet family needs
- Conduct at least two home visits per year per family to establish family goals and follow-up on family plans
- Maintain up to date, and assure confidentiality of all records and documentation for program participants and their families
- Assist families in establishing a medical home
- Assist with scheduling of dental and medical appointments when necessary
- Assist with the organization and implementation of parent training activities and support groups
- Ensure that services offered are culturally sensitive, user friendly and display respect for all families

- Directly support children and their families in the achievement of their highest level of social competence
- Maintain strong contacts and relationships with families participating in the program
- Facilitate transition activities and maintain accurate records of transition activities

Administration:

- Maintain maximum enrollment in all programs
- Prepare and submit all required monthly reports
- Oversee for the accurate maintenance of all family, student and organization records
- Assist Early Development Center Director in participation in strategic planning, budget development and management processes
- Implementation of strategic plan action programs
- Attend all Parent Council meetings and Parent Meetings and archiving minutes for these meetings
- Identify and obtain additional resources to support wrap-around services for participants
- Cost-effective management of day-to-day program operations
- Implementation of Latin American Community Center policies and procedures

Knowledge/Skills/Abilities

- Bilingual/bi-literate in English-Spanish
- Recognized interaction abilities with children
- Ability to create a strong positive environment for children and staff
- Strong planning and organizational skills
- Comfortable in fast-paced, changing environment
- Ability to work in a multi-cultural environment
- Sensitivity to, and experience in working with culturally diverse families and communities



Latin American Community Center

Position Description

EDC Cook

Position Title: Cook

Dept.: Early Development Center

Supervisor: Early Development Director

Classification: Non-Exempt

Status: Full-time

Summary of Position:

The cook is responsible for preparing meals for children enrolled in the Early Development Center program using established guidelines and procedures to better meet their nutritional needs.

Minimum Qualifications:

- At least 18 years of age
- Previous paid or volunteer experience in food preparation and food service for groups (20 or more).
- Knowledge of standard cooking terms, measures, and procedures.

Other Requirements:

- Must have the ability to empathize with program participants
- Prior exposure to children/youth programs preferred
- Spanish /English fluency strongly preferred

Knowledge/Skills/Abilities:

- Able to perform simple mathematical equations related to measure and conversion.
- Able to understand and follow directions for food preparation/recipes.
- Able to lift weights up to 30 pounds occasionally.
- Able to interact effectively with co-workers and parents.
- Able to work with others using a team model and to follow basic teamwork principles.

Specific Responsibilities:

- Purchases and secures proper storage for raw materials and supplies for meal preparation according to prepared menus and meal plans.
- Prepares meals and/or snacks according to menu and Child and Adult Care Food Program requirements.
- Follows and adheres to safe food handling and sanitation standards according to program requirements and procedures.
- Obtains, compiles, records, and maintains nutritional information for each child.
- Maintains accurate records according to CACFP and program requirements.
- Maintains a clean, safe environment in the kitchen and food storage areas at all times.

- Maintains equipment and kitchen facilities and reports to the Center Supervisor any necessary repairs or equipment needs in a timely manner, advising of any safety concerns.
- Performs any other duties assigned by the Center Supervisor in keeping with the efficiency and effectiveness of the Early Development Program.
- Maintains confidentiality of information as required by LACC personnel policies and/or state and federal regulations.

Appendix D - Memorandum of Understandings

Memorandum of Understanding

Between

Wilmington Head Start

And

Latin American Community Center ECAP

School year 2014 – 2015

This agreement is between Wilmington Head Start (WHS) and the Latin American Community Center (LACC).


Wilmington Head Start will:

1. Share names of prospective students on the waiting list with LACC
2. Share in staff training and professional development with LACC
3. Share recruitment efforts with LACC
4. Share the utilization of the Northern Delaware Health Advisory Committee with LACC
5. Provide technical assistance to LACC Policy Council

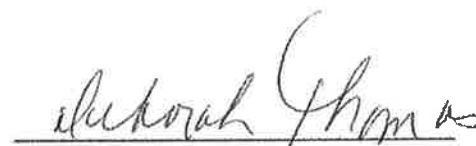
Latin American Community Center ECAP will:

1. Share names of prospective students on the waiting list with WHS
2. Share in staff training and professional development with WHS
3. Share recruitment efforts with WHS
4. Share the utilization of the Northern Delaware Health Advisory Committee with WHS

The Latin American Community Center and Wilmington Head Start will continue to collaborate to ensure comprehensive quality to children and their families throughout the City of Wilmington.


Maria Matos, President & CEO
Latin American Community Center

2-17-15
Date


Deborah Thomas, Executive Director
Wilmington Head Start

2-17-15
Date

**Memorandum of Understanding
between
Latin American Community Center Corporation
and
Red Clay Consolidated School District
School year 2014 – 2015**

This Memorandum of Understanding (MOU) is between Red Clay Consolidated School District (RCCSD) and Latin American Community Center Corporation (LACC).

Purpose Statement

The purpose of this MOU is to establish working procedures for LACC and RCCSD's Special Services Office to provide support services to children with disabilities and their families and to endure a successful transition for children moving from preschool to kindergarten.

The intent of this MOU is to:

- Define the scope of the screenings for students who are enrolled in the ECAP Program at LACC.
- Define the support services to be provided to children with disabilities.
- Define transition services to be provided for preschool students entering kindergarten
- Prepare parents and children to enter the next educational setting
- Ensure early registration of preschool children to kindergarten
- Ensure open communication between and kindergarten staff and parents



LACC will:

- Identify the children with disabilities in ECAP who are in need of support services through Child Find.
- Identify the children in ECAP who are eligible for kindergarten.
- Schedule the identified children and their families to attend a series of visits to kindergarten classrooms which will include a tour of the facility and observation of activities in the classroom.

RCCSD's Special Services Office will:

- Locate and identify preschool children with disabilities through a Child Find effort that includes a process of screening
- Provide a Free Appropriate Public Education to the LACC identified eligible children which will include the development and implementation of an Individualized Education Program (IEP)
- Place the LACC identified children with disabilities in the least restrictive environment with an opportunity to interact with non-disabled peers, to the maximum extent possible
- Work with appropriate community agencies to provide services to the LACC identified children with disabilities.
- Submit and maintain census and attendance data on the LACC identified children with disabilities for funding entitlement and budget preparation.

LACC and RCCSD will collaborate to ensure a comprehensive and high quality educational experience to the identified children and their family

 2/23/15  2/23/15

Maria Matos, President & CEO
Latin American Community Center

Date

Red Clay Consolidated School District
Jill M. Floore

Date

Memorandum of Understanding

Between

Christina Cultural Arts Center ECAP

And

Latin American Community Center ECAP

School year 2015-2016

This agreement is between the Christina Cultural Arts Center ECAP's Early Childhood Education Arts Academy (ECEAA) and the Latin American Community Center (LACC).

Early Childhood Education Arts Academy will:

1. Share names of prospective students on the waiting list with LACC
2. Share in staff training and professional development with LACC
3. Share recruitment efforts with LACC
4. Share the utilization of the Northern Delaware Health Advisory Committee with LACC
5. Provide service days training of trainers in the arts curriculum

Latin American Community Center ECAP will:

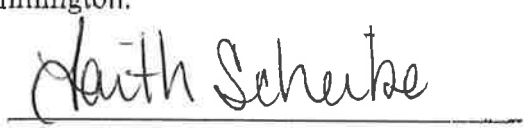
1. Share names of prospective students on the waiting list with ECEAA
2. Share in staff training and professional development with ECEAA
3. Share recruitment efforts with ECEAA
4. Share the utilization of the Northern Delaware Health Advisory Committee with ECEAA
5. Provide technical assistance to ECEAA Policy Council

CCAC ECAP and LACC ECAP will continue to collaborate to ensure comprehensive quality to children and their families throughout the city of Wilmington.


Kim Graham

Christina Cultural Arts Center ECAP

3-25-2015
Date


Faith Sheibe

Latin American Community Center ECAP

3-27-15
Date

Memorandum of Understanding
Between
Hilltop Lutheran Neighborhood Center (HLNC)
And
Latin American Community Center (LACC)

This agreement is between Hilltop Lutheran Neighborhood Center and Latin American Community Center

Hilltop Lutheran Neighborhood Center will:

1. Share names of prospective students on waiting list with LACC ECAP
2. Share staff training and development with LACC ECAP
3. Share recruiting efforts with LACC ECAP
4. Share the utilization of the Northern Delaware Health Advisory Committee with LACC ECAP

Latin American Community Center will:

1. Share names of prospective students on waiting list with HLNC ECAP
2. Share staff training and development with HLNC ECAP
3. Share recruiting efforts with HLNC ECAP
4. Share the utilization of the Northern Delaware Health Advisory Committee with HLNC ECAP

Hilltop and Latin American Community Center will continue to collaborate to ensure comprehensive quality to children and their families throughout the City of Wilmington.



Michelle J. Williams, Director of Operations
Hilltop Lutheran Neighborhood Center

3/31/15

Date



Faith Scheibe, ECAP Director
Latin American Community Center

3/31/15

Date

EDUCATIONAL PROFESSIONAL SERVICES AGREEMENT

This educational professional services agreement ("Agreement") is dated July 7, 2014 and is between Teach For America, Inc. ("Teach For America"), a Connecticut non-profit and the Latin American Community Center Corporation ("CBO"), a non-profit Delaware corporation providing early community-based childhood education services in Wilmington, Delaware (each, a "Party" and collectively "the Parties").

Teach For America is a national leader in recruiting, selecting, training and providing ongoing professional development to individuals committed to closing the achievement gap by serving as effective classroom teachers specifically equipped to enhance student achievement in under-resourced communities. CBO seeks to recruit new teachers who are trained to lead students to academic achievement and to provide these teachers with ongoing professional development and support to further develop and sustain their professional practice.

Accordingly, CBO and Teach For America agree as follows:

I. TEACHER CANDIDATE RECRUITMENT, SELECTION AND HIRING

CBO Responsibilities:

- A. CBO agrees to retain and hire the following numbers of Teachers from the Teach For America program (the "Agreed Number"):
 - (i.) Hire 1 Teacher for academic school years 2014-15 and 2015-16
- B. CBO agrees to collaborate with Teach For America on the hiring process for Teachers.

Teach For America Responsibilities:

- C. Basic model. Teach For America will supply CBO with early childhood educators (“Teachers”) as defined below in Section I.E. In addition to implementing the curriculum and policies of the CBO, the Teach For America Teachers will also engage in the following activities, supported by Teach For America, which reflect Teach For America’s educational philosophy regarding early childhood education:
- a. Standards-based Lesson Planning: Teachers will design and implement lessons using state pre-K standards. In cases where these standards are not comprehensive (e.g., they do not cover all domains or age-groups represented in the class), sufficiently clear, or they do not exist at all, Teachers can use standards /objectives from a particular curriculum and/or Teach For America early childhood education Student Outcomes to guide instruction.
 - b. Assessment of Students: Teachers will assess their students three times each year of this Agreement using the assessments, provided by CBO, which focus upon all developmental domains (language, cognitive, social/emotional, and physical). If CBO does not typically assess students in all of these developmental domain, Teachers will use assessments provided by Teach For America.
 - c. Lead Teacher: Teachers will serve as lead teachers with full responsibility for the instructional strategies employed in the classroom. Teachers will serve as effective collaborators with classroom assistants and other faculty to ensure the academic achievement of the students.
- D. Candidate Recruitment and Selection. Teach For America agrees to provide CBO with the Agreed Number of Teachers. While Teach For America will use reasonable efforts to supply the Agreed Number of Teachers, Teach For America does not guarantee the ability to do so.
- E. Teacher Sourcing. Teach For America will recruit, select, and present to CBO teacher candidates who meet applicable federal, state and/or local educational

standards and requirements for early childhood educators and for teacher licensure. CBO has final authority in selecting teacher(s) for hire.

II. TEACHER PLACEMENT AND PROFESSIONAL DEVELOPMENT

CBO Responsibilities:

A. CBO will employ Teacher(s) hired under this Agreement for a minimum of two (2) years, provided that the Teacher remains an employee in good standing. CBO may also continue to employ individual Teachers beyond the two-year commitment by mutual agreement between CBO and such Teacher.

(i.) CBO agrees that Teachers hired under this Agreement will function as lead full-time classroom teachers of record for pre-kindergarten classrooms serving either three- or four-year old students and will not serve as aides, assistants, or in another adjunct capacity.

(ii.) Every Teacher employed by CBO under this Agreement will receive at least the following annual salary paid bi-weekly by CBO: \$30,000.00. Such salary is inclusive of paid days according to CBO's employee policy manual and 20 unpaid days.

(iii.) This obligation extends to providing Teachers returning for their second year of service with at least the same salary and benefits as the prior year.

(iv.) CBO shall provide every Teacher employed by CBO under this Agreement with the benefits that are available to all CBO's employees, per CBO's employee policy manual, as attached as Exhibit 1 and subject to change as updates become available.

B. Subject to CBO's obligations under pre-existing labor agreements and applicable municipal and state laws and regulations, CBO shall use reasonable efforts not to terminate any employed Teacher from his/her teaching position in the event of a reduction in force (RIF), layoffs, "leveling" or other elimination or consolidation of teaching positions within CBO. CBO shall treat any Teacher employed in connection with this Agreement whose teaching position is eliminated at least as

favorably as other teachers with the same job classification, certification status, and/or seniority rights.

Teach For America Responsibilities

C. Services. Prior to entering the classroom, all Teacher candidates will undergo pre-service training designed and delivered by Teach For America. During the course of the academic year, Teach For America will provide professional development services and activities for Teachers. These services may include periodic classroom observations by regional program staff, videotaping of instruction with review of instructional technique, co-investigative discussions to facilitate Teacher capacity for self-reflection and evaluation of instructional practice using student achievement data, and content area/grade-level workshops facilitated by veteran teachers.

~~D.~~ Resources. Teach For America will facilitate Teacher access to an assortment of resources including sample lesson plans, assessments, grade tracking systems, and content area/grade level instructional materials. Professional development services will be available to all Teachers during the term of this Agreement.

E. Data Access

- i. Pursuant to Teach For America's obligations under the Family Educational Rights and Privacy Act, 20 USC §1232g, and FERPA implementing regulations, 34 CFR pt. 99, as each may be amended from time to time ("FERPA"), in the course of providing the Professional Development and Data Storage Services, Teach For America is a school official with legitimate educational interests in the Student Records disclosed to Teach For America, pursuant to 34 CFR §99.31(a)(1).
- ii. Teach For America will use, maintain, and re-disclose Student Records only in accordance with the requirements of FERPA. Without limiting the foregoing, Teach For America shall not maintain, use, disclose, or allow access to Student Records except as permitted by this Agreement or as

otherwise authorized by CBO or by law, and will use Student Records disclosed by CBO only for the purposes for which such disclosure was made.

- iii. Teach For America may re-disclose Student Records to third parties pursuant to Teach For America's provision of the Professional Development and Data Storage Services, as provided in 34 C.F.R. § 99.33(b), provided that Teach For America shall, in advance, provide to CBO the names of such parties and a brief description of such parties' legitimate educational interest in receiving such information.

F. Certification. Teach For America will ensure that Teachers are enrolled in an alternative certification / licensure program that enables Teachers to obtain appropriate credentials to become a "highly qualified" classroom teacher of record, according to the requirements of No Child Left Behind Act of 2001 and applicable state regulations in existence at the time of signature of this Agreement.

G. Credentialing. Individual Teachers are responsible for completing all credential requirements. Teach For America is not responsible in the event of any failure by an individual Teacher to fulfill obligations to maintain his/her teaching credentials.

III. GENERAL PROVISIONS

A. Fees. In recognition of the costs incurred by Teach For America for the recruitment, selection, training, and professional development support of Teachers, CBO agrees to pay Teach For America an annual lump sum of \$ 3,000.00 for each year that each Teacher is employed with CBO under this Agreement.

B. Invoice. Teach For America will invoice CBO annually for all amounts due under this Agreement and payment will be due no later than September 30th of each calendar year. For the avoidance of doubt, CBO will be invoiced for each of the individual Teacher(s) initially employed by CBO.

- C. Refund Policy. Teach For America has no obligation to refund to CBO any amount paid by CBO regarding any Teacher for any reason whatsoever.
- D. Term. The term of this Agreement is August 1, 2014 to July 31, 2016. It will cover the 2014 cohort of Teachers for both the 2014-15 and 2015-16 academic years. This Agreement may be renewed at the end of the term on the same or substantially similar terms by mutual agreement of the parties.
- E. Termination. This Agreement may be terminated at any time by mutual written agreement of the Parties. In the event of termination, Teach For America will be entitled to all outstanding amounts due up to the date of termination. The Agreement may also be terminated by either Party in the event of a material breach of this Agreement or purpose of this Agreement by either Party, where such breach is incapable of being cured or, if capable of being cured within thirty (30) business days following receipt by the breaching Party of written notice of such breach from the non-breaching Party.
- F. Survivability. In the event of the expiration or termination of this Agreement, Section II.A. and II.B. shall survive and will remain in effect until such time as there are no Teachers in a second year of employment with CBO. In addition, Sections III.D, III.F, and III.G. shall survive the expiration or termination of this Agreement indefinitely.
- G. Mutual Indemnification / Limitation of Liability
- (i.) To the extent permitted by applicable state laws and regulations, CBO will indemnify and hold harmless Teach For America and Teach for America's officers, directors, employees and agents (the "TFA Indemnitees") against any and all losses, liabilities, claims, damages, costs and expenses (including attorneys' fees) (all of which are referred to herein as "Losses" or separately as "Loss") to which such TFA Indemnitee may become subject arising out of the provision by

Teach For America to CBO of services hereunder (including without limitation the designation of Teachers), except to the extent such Losses result from the willful misconduct or gross negligence of such TFA Indemnitee.

(ii.) To the extent permitted by applicable state laws and regulations, Teach For America will indemnify and hold harmless CBO and CBO's officers, directors, employees and agents (the "CBO Indemnitees") against any and all Losses to which such CBO Indemnitee may become subject arising out of the provision by Teach For America to CBO of services hereunder, except to the extent such Losses result from the willful misconduct or gross negligence of such CBO Indemnitee.

(iii.) Neither Teach For America nor any of Teach for America's officers, directors, employees or agents shall be liable to CBO for any Loss incurred by CBO in connection with the matters to which this Agreement relates, except for a Loss resulting from willful misconduct or gross negligence on the part of Teach For America; provided that in no event shall Teach For America and Teach For America's officers, directors, employees and agents have any liability to CBO in connection with the matters to which this Agreement relates in excess of the aggregate amount of payments made to Teach For America by CBO pursuant to this Agreement.

H. Employment Status. Teach For America and CBO agree that none of the Teachers assigned to CBO under this Agreement is an agent or employee of Teach For America, and no such Teacher has any right or authority to create or assume any obligation, express or implied, on behalf of Teach For America or to bind Teach For America in any respect whatsoever.

I. Amendment/Modification. No amendment or modification of this Agreement, and no waiver hereunder, will be valid or binding unless set forth in writing and signed by both Parties.

- J. Counterparts. This Agreement may be executed in one or more counterparts, each of which will be deemed an original copy of this Agreement, and all of which, taken together, will be deemed to constitute one and the same agreement.
- K. Governing Law. This Agreement will be governed by, and construed and interpreted in accordance with, the laws of the State of Delaware.
- L. Severability. If any term or provision of this Agreement is determined to be illegal, unenforceable or invalid in whole or in part for any reason, that illegal, unenforceable or invalid provisions or part thereof will be stricken from this Agreement, and the provision will not affect the legality, enforceability or validity of the remainder of this Agreement.
- M. Notices. Unless provided otherwise, all notices will be in writing and sent to the addresses set forth below. Notices will be delivered by personal messenger, overnight courier, registered or certified mail. The addresses of the parties are as follows:

Community-Based Organization:

Maria Matos, President and CEO
Latin American Community Center Corporation
403 N. Van Buren Street
Wilmington, DE 19805

Teach For America, Inc.:

Tracy-Elizabeth Clay, General Counsel
Teach For America, Inc.
300 W. Adams St., Ste. 1000
Chicago, IL 60606

IN WITNESS WHEREOF, each of CBO and Teach For America has caused its duly authorized representative to sign this Agreement in the space provided below.

FOR: LATIN AMERICAN COMMUNITY CENTER CORPOATION

By Maria Matos

Maria Matos

President and CEO

403 N. Van Buren Street

Wilmington, DE 19805

TEACH FOR AMERICA, INC.

By Laurisa Schutt

Laurisa Schutt

Executive Director

Teach For America – Delaware

100 West 10th Street, Suite 500

Wilmington, Delaware 19801

January 21, 2014

To whom it may concern:

I am writing to confirm that the Latin American Community Center is an active participant in the 2013-14 Early Childhood Response to Intervention (RTI) project sponsored by Delaware Department of Education.

I will be happy to provide additional information as needed.

A handwritten signature in black ink, appearing to read "Janet Umble", with a long horizontal flourish extending to the right.

Janet Umble, MS
Delaware RTI Technical Assistance
484-880-3399
ijumble@epix.net

CONTRACT NUMBER: PBH(LACC-FACET)FY14-13010

CONTRACT BETWEEN
THE DEPARTMENT OF SERVICES FOR CHILDREN, YOUTH AND THEIR FAMILIES
AND
LATIN AMERICAN COMMUNITY CENTER

This Contract is entered into between the STATE OF DELAWARE, DEPARTMENT OF SERVICES FOR CHILDREN, YOUTH AND THEIR FAMILIES, hereinafter referred to as the DEPARTMENT, and LATIN AMERICAN COMMUNITY CENTER, 403 NORTH VAN BUREN STREET, WILMINGTON, DE 19805-3253, ATTENTION: MARIA MATOS, EXECUTIVE DIRECTOR, hereinafter referred to as the CONTRACTOR.

The Contract between the parties listed above shall consist of this document, the Statement of Agreement, Attachment A (Description of Services), and Attachment B (Budget and Narrative). These items contain all the terms and conditions agreed upon by the parties. All items incorporated by reference are to be attached. No other understanding, oral or otherwise, regarding the subject matter of this Contract, shall be deemed to exist or to bind any of the parties hereto.

The maximum amount of this Contract is governed by the annual amount encumbered in the CONTRACTOR'S name on a State of Delaware Purchase Order. This Contract is considered a Cost Reimbursable Contract with specific charges presented by line item in Attachment B of this Contract. The CONTRACTOR will be reimbursed by the DEPARTMENT for approved expenditures upon submission of an approved itemized invoice.

The period of this Contract shall commence on July 1, 2013, subject to the approval of a purchase order by the Secretary of the Department of Finance, and terminate on June 30, 2014.

IN WITNESS THEREOF, the parties hereto have caused this Contract to be executed by their duly authorized officials.

FOR THE CONTRACTOR

Maria Matos 7/22/13
Authorized Contractor Signatory Date

Authorized Contractor Signatory Date

FOR THE DEPARTMENT

Karryl McManus 7/26/13
Karryl McManus, Director Date
Division of Management Support Services

Susan A. Cycyk 7/26/13
Susan A. Cycyk, M.Ed., Director Date
Division of Prevention and Behavioral Health Services

Business License No. 501C3 ON FILE

E.I. No. 23-7047048

AUG 05 2013
PK

Faith Scheibe

From: Rosemary Kiladitis <rkiladitis@booksforkids.org>
Sent: Wednesday, August 13, 2014 10:50 AM
To: Faith Scheibe
Cc: Diane Rosario
Subject: Agreement
Attachments: ING_LACC_Site agreement_2011.pdf

Hi Faith,

Here is a copy of the agreement between Books for Kids and the Latin American Community Center. Amanda mentioned in her email to me - and I confirmed just now - that there isn't a mention of non-Books for Kids books being in the library, but this seems to be one of the newer stipulations.

Also, the person overseeing the library receives a \$400 stipend, distributed quarterly. I am assuming that this would go to Maria. If this is the case, we will need to send a W-9 form for her to fill out. Is that okay?

Thanks so much!

Rosemry

--

Rosemary Kiladitis, M.L.S.

Library Consultant
The Books for Kids Foundation
rkiladitis@BooksForKids.org
www.BooksForKids.org

Follow us on Twitter!
www.twitter.com/booksforkidsorg

Find us on Facebook!
<http://www.facebook.com/booksforkidsorg>

"Low literacy levels are closely linked to poverty, welfare and unemployment. Over one million children drop out of school each year costing our nation over 240 billion dollars over their lifetime in lost earnings, foregone tax revenues and expenditures for social services."

**books
for
kids**



Books For Kids
240 W. 37th Street, Suite 309
New York, NY 10018
T 212-760-2665
F 212-760-2660
www.BooksForKids.org

August 15th, 2011

Ms. Tanya Matthews
Latin American Community Center
403 N. Van Buren Street
Wilmington, DE 19805

Re: Donation of Library to Latin American Community Center

Dear Ms. Matthews:

Books For Kids is pleased to have the opportunity to show its support for the **Latin American Community Center** ("You"/"Your") by establishing a children's library within your facility. This letter outlines the conditions of our Donation.

Donation.

Books For Kids will provide books and furnishings to create a library for You according to a budget determined by Books For Kids and will work with You to coordinate the library set-up within a mutually agreed-upon timeframe.

Books For Kids Obligations.

Books For Kids will give to You a complete "Books For Kids Library" including books, shelves and other materials that we deem appropriate. We will supply You with new, library-quality books, the number of which depends on the budget. Books For Kids may supply You with catalogs for book selection to have You assist in the book selection process. Books will be properly labeled, sorted and ready for display. Books For Kids requires that this library be a lending library and that each child should take a book home on a weekly basis. Books For Kids will guide you in the process and provide guidelines for lending the books. Books For Kids will also assist with the library dedication ceremony (see below) by preparing the invitations, issuing and distributing a press release and preparing the opening program unless otherwise agreed upon with You. Books For Kids may periodically add books or other materials to the library for use by You. We may also provide educational and creative tools to help You to utilize the library to its fullest potential.

Site Obligations.

You agree to provide a dedicated room or an enclosed space to house the Books For Kids library. It is Your responsibility to ensure that this space and the building in which the space is housed will be in compliance with any and all applicable local, state and federal codes governing the site, including but not limited to codes pertaining to, building, electrical, fire plumbing, health, hazardous materials, etc. You will have the space emptied and cleaned by an agreed upon date. You agree to be fully responsible for the stability of the shelves and the safety of their display after installation. Such responsibility includes, but is not limited to, conducting regular inspections of the installed shelves and completing any and all necessary repairs to the shelves to insure their continued stability and safety."

You further agree to work with Books For Kids to coordinate all activities necessary to complete the opening of the library in a timely manner (e.g., obtaining any construction quotes, accepting deliveries, coordinating with contractors, etc).

You will host a library dedication on a mutually agreed upon date and time, with a brief program involving the children you serve. In preparation for the dedication, You will provide us with a quote for the press release and a list of guests including local politicians and other VIPs. You will supply the ribbon and scissors for the ribbon cutting ceremony, and refreshments for a reception for the guests following the ceremony.

You commit to maintain the library in good physical condition and make all efforts to utilize the resources in the library to best serve the children in your care. You will allow this library to be a lending library, abide by the guidelines given to you by Books For Kids and make your best efforts to insure that the books are returned to the library.

You represent that the Center will continue to operate in this site for at least five years from the date of the Library opening. You also agree to keep the library in its original condition and configuration by not removing or adding materials, including but not limited to books or furniture, without notifying and obtaining permission from Books For Kids. You will report to Books For Kids on a quarterly basis about the status of the library and the programs that you are offering. You further agree to notify Books For Kids if the library has to be closed for any reason or if there is any reason that the library cannot be used by Your children. However, You will remain responsible for keeping the library safe and in good repair for all visitors. Books For Kids reserves the right to remove the library if these guidelines are not being followed, if you are no longer utilizing the library or if the library has to be closed by You.

Use of Books for Kids Logo.

Should there be any promotional events, press releases or promotional materials prepared in connection with the Donation by You, You agree to include the Books For Kids logo and acknowledge Books For Kids as a donor. Promotional material prepared by You will be at Your expense. **You acknowledge that You are acquiring no right, title or interest in or the Books For Kids logo other than the right to use them during the term of this Agreement pursuant a nonexclusive, nontransferable license. On the termination of this Agreement, You shall discontinue the use of any BFK Marks. You further acknowledge the intrinsic value of Books For Kids logo and agree to not use the Books For Kids logo in any way that would be detrimental to BFK or in a derogatory way. You agree that the Books For Kids logo will be used in accordance with the rules and regulations established by BFK.**

Approval of Promotional Materials.

Books For Kids shall have the right to approve all promotional materials or information prepared or released in connection with the Donation. Books For Kids shall have at least seven (7) days prior to the printing of any materials containing Books For Kids name, logo or other trademarks to review and approve the use of such material. All trademarks shall be reproduced accurately and the materials You create will not intentionally infringe upon the rights or any other party. You will remove or correct any use not consented to by Books For Kids at Your expense.

Books For Kids shall have the right, but not the obligation to use Your name, logo, image and/or likeness without separate written consent or compensation and identify itself as a donor in the Project and may use this information in its advertising and/or press releases regarding the Project. In addition, Books For Kids shall have the right, but not the obligation, to promote the Library.

No Warranty.

Any materials or products provided by Books For Kids to You are provided "as is," without any warranty whatsoever. You acknowledge that the permission granted to use Books For Kids name and trademarks is expressly limited to use in connection with the Donation. You agree that in no way is Books For Kids Foundation responsible for the content of the donated books. It is Your responsibility to review the books and assess whether the content of each is appropriate for the children you serve. You understand that these books constitute a charitable contribution, and may not, under any circumstances, be sold or distributed to the financial benefit of any individual or organization.

Fulfillment.

In the event that the Project is not or can not go forward, both parties shall be prospectively relieved of their respective obligations under this letter.

Indemnification.

You agree to comply with all applicable laws and regulations governing the Library, its construction and use. You agree that Books For Kids will have no liability whatsoever relating to the Library, its construction, use or maintenance and that You control the Library site location and its physical condition and will control any construction, installations, use and maintenance and that Books For Kids has no control over any of the foregoing.

You agree to indemnify and hold harmless BFK (and its officers, directors, trustees, members, managers, employees, and agents) from and against any loss, liability, claims, demands, causes of action, damage, cost, and/or expense (including reasonable attorneys' fees and expenses) that may

be asserted against any of them or that they may incur, to the extent arising out of or related to: (a) negligent errors and omissions in the performance of the terms of this Agreement You (and/or Your officers, directors, trustees, members, managers, employees, and agents); and/or (b) any infringement of copyright, trademark, or patent arising out of the use of any documents and/or other materials furnished by You to the extent of Your negligence.

Insurance.

You are responsible for maintaining in force adequate and appropriate property and liability insurance to protect against loss, damage or injury to any individual or property resulting from the physical condition, construction, maintenance or use of the Library. This insurance will be with a financially sound and reputable insurer having A.M. Best ratings of at least A (VII) or better. Both donor and library sponsor shall be named as additional insured on such insurance. You agree to provide proof of that insurance on an annual basis to Books For Kids.

Arbitration and Governing Law.

In the event of a dispute or disagreement, any and all claims and disputes relating in any way to this Agreement, shall be submitted to binding Arbitration. All claims, disputes and other matters will be decided by a single arbitrator and settled in New York City in accordance with the rules of the American Arbitration Association. Both parties agree to limited discovery or to exchange documents before arbitration. The prevailing party shall be entitled to attorney's fees, collection fees and all court costs paid by the losing party.

This agreement shall be governed by the laws of the State of New York.

Please signify Your acceptance of the conditions of our Donation contained in this letter by signing this letter and returning it to the attention of the Executive Director.

We look forward to working with you.

Very truly yours,

Shawna Hamilton Doster
Executive Director

Agreed to and Accepted:
BOOKS FOR KIDS

Signature: _____

Print Name: SHAWNA HAMILTON DOSTER

Title: EXECUTIVE DIRECTOR

Date: 8/18/2011

Agreed to and Accepted:
Latin American Community Center

Signature: _____

Print Name: T. Matthews

Title: Director Lifelong Learning

8/17/11

Appendix E - Budget

Latin American Community Center

Year: 2016

	FTE			Total
	No. of	Requested	Other	Project
Salaries - Professionals:	<u>Staff</u>	<u>Amount</u>	<u>Funds</u>	<u>Budget</u>
EDC Director	0.28	-	14,000.00	14,000.00
Instructional Coach	0.50	17,500.00	-	17,500.00
Family Services Coordinator	0.50	17,500.00	-	17,500.00
Head Start Coordinator	0.50	20,000.00	-	20,000.00
Teachers	4.00	102,000.00	-	102,000.00
Salaries- Para Professionals				
Cook	0.13	4,675.51		4,550.00
Total Salaries	5.91	\$ 161,675.51	\$ 14,000.00	\$ 175,550.00
Health Insurance	5.91	31,941.38	2,777.51	34,718.89
FICA	5.91	12,368.18	1,071.00	13,439.18
Unemployment Ins	5.91	5,173.62	448.00	5,617.60
Workers Comp Ins	5.91	696.32	60.55	756.87
H S A	5.91	2,718.60	236.40	2,955.00
403(b)	5.91	4,850.27	420.00	5,266.50
AD&D, LTD, Life Ins.	5.91	150.07	13.05	163.12
Total OECs		\$ 57,898.42	\$ 5,026.51	\$ 62,917.15
Training (EL)		-	3,000.00	3,000.00
Nutrition Specialist		-	2,000.00	2,000.00
Mental Health Consultant		2,000.00	500.00	2,500.00
Audit		1,000.00	-	1,000.00

Total Contracted Services		\$ 3,000.00	\$ 5,500.00	\$ 8,500.00
Teaching & Other Supplies		4,776.07	-	4,776.07
Parent Activities Discretionary		650.00	-	650.00
Parent Activities, Field Trips & Fees		1,200.00	-	1,200.00
Total Supplies & Materials		\$ 6,626.07	\$ -	\$ 6,626.07
Transportation (mileage)		\$ 1,200.00	\$ -	\$ 1,200.00
Building Maintenance		11,000.00	7,000.00	18,000.00
Gas and Electric		-	7,800.00	7,800.00
Water and Sewer		-	625.00	625.00
Fire Service		-	2,010.00	2,010.00
Building Supplies		-	3,500.00	3,500.00
Printing and Copying		-	750.00	750.00
Telephone/Internet (5 lines)		-	2,400.00	2,400.00
Total Building Costs		\$ 11,000.00	\$ 24,085.00	\$ 35,085.00
Total Direct Costs		\$ 241,400.00	\$ 48,611.51	\$ 289,878.22
TOTAL		\$ 241,400.00	\$ 48,611.51	\$ 289,878.22

Latin American Community Center

Year: 2016

TABULATION PERSONNEL COSTS				
	Full Time			
	Equivalen t			
Job Title or		Annual		

<u>Classification</u>	<u>This Project</u>	<u>Salary</u>		
EDC Director	0.28	50,000.00		
Instructional Coach	0.50	35,000.00		
Family Services Coordinator	0.50	35,000.00		
Head Start Coordinator	0.50	40,000.00		
Teachers	4.00	30,000.00		
Cook	0.13	35,000.00		

Appendix F – Budget Narrative

Early Childhood Assistance Program PROPOSED PROJECT BUDGET PACKAGE

A. Agency

Name: The Latin American Community Center

Address: 403 N Van Buren Street Telephone: (302) 655 – 7338

FAX number: (302) 655 – 7334

City: Wilmington State: DE Zip: 19805

Contact Person: Maria Matos Telephone: (302) 655 – 7338 ext 7701

Title of Project to be Funded: The Latin American Community Center - ECAP

Geographical Area to be Served: City of Wilmington's Hilltop neighborhood (Census Tracts 22 & 23)

Type of Proposal: Continuation

Budget Summary: State Request \$ 241,400.00

B. Affirmation and Signature of Certifying Official on behalf of the Administering Agency

Signature: Maria Matos Date: 04/15/2015

Name Printed or Typed: Maria Matos

Title: President and CEO

PROPOSED PROJECT BUDGET NARRATIVE

Line Item Name: Salaries Professional and Para Professional

Explanation: The midpoint of the salary range for the position has been used to calculate the salary expense. The EDC Director is at 28% not requested as part of the ECAP budget but in the Match., because she oversees about 120 students and LACC has 34 slots for ECAP Children. The Instructional Coach, the Family Services Coordinator and the Heard Start Coordinator all are allocated to the ECAP funding at 50% because there are a total of 11 classrooms and 2 will be dedicated to 4 year old children, but 6 of the children in the 4 year old program are not filling ECAP slots. There will be six children in the 4 year program that are not filling ECAP slots. The cook provides services to 256 children of which only 34 are in the ECAP program.

Line Item Name: Health Insurance

Explanation: Includes Medical and Dental insurance at a rate of \$451.16 and \$38.94 monthly for all fulltime employees or 5.91 FTEs of which the .28FTE for the EDC Director is funded by other sources.

Line Item Name: FICA

Explanation: FICA Insurance is calculated at .0765% of salaries.

Line Item Name: Unemployment Insurance

Explanation: Unemployment is calculated at 3.2% on the 1st \$18,500 for 5.91 FTEs and allocated 92 % to the request and 8% through other funding based on the salary split.

Line Item Name: Workers Compensation Insurance

Explanation: Workers Compensation Insurance is calculated at 2.18% of salaries

Line Item Name: H S A (Health Spending Account)

Explanation: LACC contributes \$500 to each employees H S A for the 5.91 FTEs and allocated 92% to the request and 8% through other funding based on the salary split.

Line Item Name: 403(b)

Explanation: LACC employer match is calculated an average of 3% of salaries

Line Item Name: AD&D< LTD AND Life Insurance

Explanation: LACC pays \$2.30 per month for the 5.91 FTEs and is allocated 92% to the request and 8% through other funding based on the salary split.

Line Item Name: Training (\$3,000 – other funds)
Explanation: ECAP teachers will receive Expeditionary Learning and other Early Childhood related training opportunities

Line Item Name: Nutrition Specialist (\$2,000 – other funds)
Explanation: 26 hours a year at \$75/hr. of Nutritionist support to the ECAP program as specified by Head Start standards.

Line Item Name: Mental Health Consultant (\$2,500)
Explanation: 20 hours a year at \$120/hr. for Mental Health consultation services to support teachers and students of the ECAP Program.

Line Item Name: Audit (\$1,000)
Explanation: Audit allocation fee as required by contract

Line Item Name: Teaching and other Supplies (\$4,776.07)
Explanation: teachers and students are provided with all the necessary space and materials to create an environment conducive for learning.

Line Item Name: Parent Activities Discretionary (\$650)
Explanation: funds available for parents to use for activities or for training

Line Item Name: Parent Activities Field Trips and Fees (\$1,200)
Explanation: as an End-of the-Year event – our Prek4 students and their families go on a field trip to the Aquarium – this covers all costs of that fun trip

Line Item Name: Building Maintenance (\$11,000)
Explanation: Maintenance of the building and classroom are overseen by the LACC's facilities department.

If additional space is required, please make copies of this form