

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text"/>	4. Applicant Identifier: 09CH010182-001	
5a. Federal Entity Identifier: N/A	5b. Federal Award Identifier: 09CH010182	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: Elk Grove Unified School District		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 94-6002501	* c. Organizational DUNS: 0136172040000	
d. Address:		
* Street1:	9510 Elk-Grove Florin Road	
Street2:	Suite 211	
* City:	Elk Grove	
County/Parish:	Sacramento	
* State:	CA: California	
Province:	<input type="text"/>	
* Country:	USA: UNITED STATES	
* Zip / Postal Code:	95624-1801	
e. Organizational Unit:		
Department Name: Early Childhood Education	Division Name: PreK-6 Education	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Mrs.	* First Name: Janet	<input type="text"/>
Middle Name:	<input type="text"/>	
* Last Name: Anderson	<input type="text"/>	
Suffix:	<input type="text"/>	
Title: PreK-6 Director		
Organizational Affiliation: <input type="text"/>		
* Telephone Number: 916-686-7595	Fax Number: 916-686-7718	
* Email: janderso@egusd.net		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

ACF-Head Start

11. Catalog of Federal Domestic Assistance Number:

93.600

CFDA Title:

Head Start

*** 12. Funding Opportunity Number:**

OHS-CH-20-039

* Title:

NCN Announcement- Region 09-CH-2020-August

13. Competition Identification Number:

OHS-CH-20-039-063894

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Head Start Application 2020-21

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="3,369,330.00"/>
* b. Applicant	<input type="text" value="842,333.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="4,211,663.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

- Yes
- No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

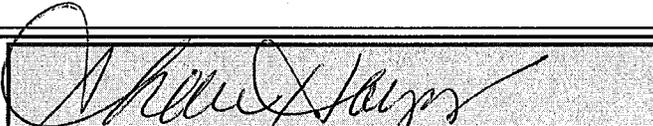
Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: 

* Date Signed:

1/29/20

BUDGET INFORMATION - Non-Construction Programs

OMB Number: 4040-0006
Expiration Date: 02/28/2022

SECTION A - BUDGET SUMMARY

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. Program Operations	93.600	\$	\$	\$ 3,355,290	\$ 842,333	\$ 4,197,623
2. TTA	93.600			14,040	0	14,040
3.						
4.						
5. Totals		\$ 0	\$ 0	\$ 3,369,330	\$ 842,333	\$ 4,211,663

SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1) Program Operations	(2) TFA	(3)	(4)	
a. Personnel	\$ 2,092,438	\$ 0	\$ 0	\$ 0	\$ 2,092,438
b. Fringe Benefits	966,829	0			966,829
c. Travel	0	0			0
d. Equipment	0	0			0
e. Supplies	30,393	0			30,393
f. Contractual	0	0			0
g. Construction	0	0			0
h. Other	96,750	14,040			110,790
i. Total Direct Charges (sum of 6a-6h)	3,186,410	14,040			\$ 3,200,450
j. Indirect Charges	168,880	0			\$ 168,880
k. TOTALS (sum of 6i and 6j)	\$ 3,355,290	\$ 14,040	\$ 0	\$ 0	\$ 3,369,330
7. Program Income	\$	\$	\$	\$	\$

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SECTION C - NON-FEDERAL RESOURCES

(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS
8. Program Operations	\$ 842,333	\$	\$	\$ 842,333
9. TTA				0
10.				
11.				
12. TOTAL (sum of lines 8-11)	\$ 842,333	\$ 0	\$ 0	\$ 842,333

SECTION D - FORECASTED CASH NEEDS

Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal \$ 3,369,330	\$ 842,332	\$ 842,332	\$ 842,332	\$ 842,334
14. Non-Federal \$ 842,333	210,583	210,583	210,583	210,584
15. TOTAL (sum of lines 13 and 14) \$ 4,211,663	\$ 1,052,915	\$ 1,052,915	\$ 1,052,915	\$ 1,052,918

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) Grant Program	FUTURE FUNDING PERIODS (YEARS)			
	(b) First	(c) Second	(d) Third	(e) Fourth
16.	\$	\$	\$	\$
17.				
18.				
19.				
20. TOTAL (sum of lines 16 - 19)	\$	\$	\$	\$

SECTION F - OTHER BUDGET INFORMATION

21. Direct Charges:	\$ 3,355,290	22. Indirect Charges:	(EGUSD) \$168,880
23. Remarks:	(EGUSD) Final Indirect cost rate of 5.30%, estimated base costs of \$3,200,450, and total indirect expense of \$168,880		

**HEAD START/EARLY HEAD START GRANT APPLICATION
GOVERNING BOARD APPROVAL**

On behalf of the Elk Grove Unified School District Head Start/ Early Head Start Governing Board, I, Beth Albiani, Board President, certify the Governing Board has approved the Head Start Grant Application (including Basic and Training/Technical Assistance) for Fiscal Year 2020 (August 1, 2020 – July 31, 2021) at its meeting on March 17, 2020. Attached is the sign-in sheet of attendees; minutes of the meeting are forthcoming.

Beth Albiani

Name

Signature

Date

**HEAD START/EARLY HEAD START GRANT APPLICATION
POLICY COMMITTEE APPROVAL**

On behalf of the Elk Grove Unified School District Head Start Policy Committee (PC) I, Junior Goris, Policy Council Chairperson, certify the Policy Committee has approved the Elk Grove Unified School District Grant Application (including Basic and Training/Technical Assistance) for Fiscal Year 2020 (August 1, 2020 – July 31, 2021) at its meeting on March 10, 2020. Attached is the sign-in sheet of attendees; minutes of the meeting are forthcoming.

Junior Goris

Name

Signature

Date

EXHIBIT A-1

**SUMMARY OF FEDERAL FUNDS, CHILDREN TO BE SERVED,
CHILD-ADULT RATIO, AND PROGRAM OPTIONS
HEAD START – 09CH010182**

Delegate: Elk Grove Unified School District

Delegate #: 001

Street Address: 9510 Elk Grove-Florin Elementary

City: Elk Grove **Zip:** 95624

Head Start Director's Name: Janet Anderson

Phone: (916) 686-7595

Policy Council Chairperson: Junior Goris

Phone: (347) 432-6881

Street Address: 30 Windstone Court

City: Sacramento **Zip:** 95831

Federal Share:

PA 22 (HS Basic)

\$ 3,355,290

PA 20 (HS T/TA)

\$ 14,040

Local Share:

(25% of total Federal share or 20% of total program cost)

\$ 842,333

Total Program Costs:

\$ 4,211,663

Use one chart per program option for each group of children served for different hours of service for each year.

Program Information – Center Based, Part-Day	PA 22
(a) Number of children to be enrolled	380
(b) Child/Adult Ratio	10:1
(c) Number of handicapped children to be enrolled:	38
(d) Number of weeks per year that program will operate: i. Traditional Calendar Regular First day of class: 8/13/2020 Last day of class: 5/27/2021 iii. Modified Traditional Calendar Regular First day of class: 8/13/2020 Last day of class: 6/10/2021	33
(e) Number of classes:	19
(f) Number of classroom operation hours per day:	3.5
(g) Number of classroom operation days per week:	4
(h) Number of classroom operation hours per week (f times g):	14
(i) Number of classroom operation days per year:	132
(j) Total number of hours per program year (f times i)	462
(k) Number of teachers:	19
(l) Number of teacher hours per week:	22.5
(m) Number of double sessions (same HS teacher in AM and PM class):	0
(n) Number of paid teacher aides:	18
(o) Number of home visits per year:	2

(p) Number of hours per home visit:	1.5
(q) Anticipated USDA (CCFP) food reimbursement:	\$306,158
(r) Center(s) / Classroom(s) in this Option: Maeola Beitzel Elementary School / 1301B William Daylor High School / 1302B Franklin Elementary School / 1304B Isabelle Jackson Elementary School / 1305B Samuel Kennedy Elementary School / 1306A Herman Leimbach Elementary School AM / 1307A Herman Leimbach Elementary School PM / 1307B Charles Mack Elementary School / 1308B Florence Markofer Elementary School AM / 1309A Florence Markofer Elementary School PM / 1309B James McKee Elementary School / 1310B Prairie Elementary School AM / 1311A Prairie Elementary School AM / 1311B Prairie Elementary School PM / 1311D John Reith Elementary School / 1313A Sierra Enterprise Elementary School / 1314A Union House Elementary School / 1315A Irene B. West Elementary School / 1316A Irene B. West Elementary School / 1316B	

Program Information – Center Based, Full Day	PA 22
(a) Number of children to be enrolled	60
(b) Child/Adult Ratio	10:1
(c) Number of handicapped children to be enrolled:	6
(d) Number of weeks per year that program will operate: i. Traditional Calendar Full Day First day of class: <u>8/13/2020</u> Last day of class: <u>5/28/2021</u> iv. Modified Traditional Calendar Full Day First day of class: <u>8/13/2020</u> Last day of class: <u>6/11/2021</u>	34
(e) Number of classes:	3
(f) Number of classroom operation hours per day:	6
(g) Number of classroom operation days per week:	5
(h) Number of classroom operation hours per week (f times g):	30
(i) Number of classroom operation days per year:	173
(j) Total number of hours per program year (f times i)	1,038
(k) Number of teachers:	3
(l) Number of teacher hours per week:	35
(m) Number of double sessions (same HS teacher in AM and PM class):	0
(n) Number of paid teacher aides:	3
(o) Number of home visits per year:	2
(p) Number of hours per home visit:	1.5

(q) Anticipated USDA (CCFP) food reimbursement:	\$69,027
(r) Center(s) / Classroom(s) in this Option: Florin Elementary School / 1303R David Reese Elementary School / 1312R Prairie Elementary School / 1311R	

Summary of Program Options: Head Start	
Center-Based Funded Enrollment:	
Option 1 - CB	380
Option 2 - CB	60
Option 3 - <Title>	
Option 4 - <Title>	
Option 5 - <Title>	
Option 6 - <Title>	
Combination Option (i.e. class-size waivers) Funded Enrollment:	
Option 1 - <Title>	
Option 2 - <Title>	
Home Based Funded Enrollment:	
Total Head Start Funded Enrollment	440

For Co-located Programs Only:	
(a) State Preschool budget amount:	\$
(b) State Preschool funded enrollment:	
(c) Head Start budget amount:	\$
(d) Percent of Head Start to State Preschool	
(e) Adjusted Head Start funded enrollment:	

EXHIBIT E - IDENTIFICATION OF CENTERS – HEAD START

Delegate Agency: Elk Grove Unified School District
 Modified Traditional Calendar

Length of Operating Year (must agree with Program Calendar):
 Regular First Day of Class: 8/13/2020 Last Day of Class: 6/10/2021
 Full Day First Day of Class: 8/13/2020 Last Day of Class: 6/11/2021

Classroom/Center Name	Location Street Address, City, State, Zip	Days of Operation/ Operating Hours	No. of Classes	No. of Children per class	Name & Address of Kitchen (School) Site Providing Food Service
Florin Elementary	7300 Kara Drive Sacramento, CA 95828	Monday - Friday 8:00 – 1:55	1	20	Florin Elementary
Herman Leimbach Elementary	8101 Grandstaff Drive Sacramento, CA 95823	Monday – Thursday 8:00 – 11:30 AM 11:45 – 3:15 PM	1 1	20 20	Herman Leimbach Elementary
Charles Mack Elementary	4701 Brookfield Drive Sacramento, CA 95823	Monday – Thursday 11:45-3:15	1	20	Charles Mack Elementary
John Reith Elementary	8401 Valley Lark Drive Sacramento, CA 95823	Monday – Thursday 8:00-11:30	1	20	John Reith Elementary
Union House Elementary	7850 Deer Creek Drive Sacramento, CA 95823	Monday – Thursday 8:00-11:30	1	20	Union House Elementary

of Sites: 5

of Classes: 6

EXHIBIT E - IDENTIFICATION OF CENTERS – HEAD START

Delegate Agency: Elk Grove Unified School District
 Traditional Calendar

Length of Operating Year (must agree with Program Calendar):
 Regular First Day of Class: 8/13/2020 Last Day of Class: 5/27/2021
 Full Day First Day of Class: 8/13/2020 Last Day of Class: 5/28/2021

Classroom/Center Name	Location Street Address, City, State, Zip	Days of Operation/ Operating Hours	No. of Classes	No. of Children per class	Name & Address of Kitchen (School) Site Providing Food Service
Maeola Beitzel Elementary	8140 Caymus Drive, Sacramento, CA 95829	Monday – Thursday 11:30-3:00	1	20	David Reese Elementary
William Daylor H.S.	6131 Orange Avenue Sacramento, CA 95823	Monday – Thursday 8:00-12:00	1	20	William Daylor High School
Franklin Elementary	4011 Hood Franklin Road Elk Grove, CA 95757	Monday – Thursday 11:30-3:00	1	20	Franklin Elementary
Isabelle Jackson Elementary	8351 Cutler Way Sacramento, CA 95828	Monday – Thursday 11:30-3:00	1	20	Isabell Jackson Elementary
Samuel Kennedy Elementary	7037 Briggs Drive Sacramento, CA 95828	Monday – Thursday 7:45-11:15	1	20	Samuel Kennedy Elementary
Florence Markofer Elementary	9759 Tralee Way Elk Grove, CA 95624	Monday – Thursday 7:45 – 11:15 AM 11:45– 3:15 PM	1 1	20 20	Florence Markofer Elementary
James McKee Elementary School	8701 Halverson Drive Elk Grove, CA 95624	Monday – Thursday 11:30 – 3:00 PM	1	20	James McKee Elementary
Prairie Elementary	5251 Valley Hi Drive Sacramento, CA 95823	Regular = Monday-Thursday 7:45-11:15 11:30-3:00 Full Day = Monday – Friday 8:00-1:55	1 2 1	20 20 20	Prairie Elementary

David Reese Elementary	7600 Lindale Drive Sacramento, CA 95828	Monday – Friday 8:00-1:55	1	20	David Reese Elementary
Sierra Enterprise Elementary	9115 Fruitridge Road Sacramento, CA 95826	Monday – Thursday 8:00-11:30	1	20	Sierra Enterprise Elementary
Irene B. West Elementary	8625 Serio Way Elk Grove, CA 95758	Monday – Thursday 7:45-11:15 11:45-3:15	1 1	20 20	Irene B. West Elementary

of Sites: 11

of Classes: 16

**ELK GROVE UNIFIED SCHOOL DISTRICT
HEAD START PRESCHOOL- Full-day
MODIFIED TRADITIONAL CALENDAR 2020-2021**

2020																				
ONLY CROSS OUT DAYS WHEN CLASSES ARE <u>NOT</u> IN SESSION MODIFIED TRADITIONAL HEAD START - Full-day 173 SCHOOL DAYS	August 13							September 20												
	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa						
							1			1	2	3	4	5						
	2	3	4	5	6	7	8	6	7	8	9	10	11	12						
	9	10	11	12	13	14	15	13	14	15	16	17	18	19						
	16	17	18	19	20	21	22	20	21	22	23	24	25	26						
	23	24	25	26	27	28	29	27	28	29	30									
30	31																			
October 21							November 15							December 13						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		
2021																				
January 12							February 18							March 12						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2		1	2	3	4	5	6		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28							28	29	30	31			
31																				
April 22							May 19							June 9						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3						1			1	2	3	4	5	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
							30	31												
JULY 0																				
Su	Mo	Tu	We	Th	Fr	Sa														
				1	2	3														
4	5	6	7	8	9	10														
11	12	13	14	15	16	17														
18	19	20	21	22	23	24														
24	25	26	27	28	29	30														
31																				

**ELK GROVE UNIFIED SCHOOL DISTRICT
HEAD START PRESCHOOL- Full-day
TRADITIONAL CALENDAR 2020-2021**

2020																				
ONLY CROSS OUT DAYS WHEN CLASSES ARE <u>NOT</u> IN SESSION TRADITIONAL HEAD START - Full-day 173 SCHOOL DAYS	August 13							September 20												
	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa						
							1			1	2	3	4	5						
	2	3	4	5	6	7	8	6	7	8	9	10	11	12						
	9	10	11	12	13	14	15	13	14	15	16	17	18	19						
	16	17	18	19	20	21	22	20	21	22	23	24	25	26						
	23	24	25	26	27	28	29	27	28	29	30									
30	31																			
October 21							November 15							December 13						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	4	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		
2021																				
January 18							February 18							March 17						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2		1	2	3	4	5	6		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28							28	29	30	31			
31																				
April 22							May 19							June 0						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3							1			1	2	3	4	5
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
							30	31												
JULY 0																				
Su	Mo	Tu	We	Th	Fr	Sa														
				1	2	3														
4	5	6	7	8	9	10														
11	12	13	14	15	16	17														
18	19	20	21	22	23	24														
24	25	26	27	28	29	30														
31																				

**ELK GROVE UNIFIED SCHOOL DISTRICT
HEAD START PRESCHOOL - Part-Day
MODIFIED TRADITIONAL CALENDAR 2020-2021**

2020																					
ONLY CROSS OUT DAYS WHEN CLASSES ARE <u>NOT</u> IN SESSION MODIFIED TRADITIONAL HEAD START - Part-Day 132 SCHOOL DAYS	August 6							September 17													
	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa							
							±			1	2	3	4	5							
	2	3	4	5	6	7	8	6	7	8	9	10	11	12							
	9	10	11	12	13	14	15	13	14	15	16	17	18	19							
	16	17	18	19	20	21	22	20	21	22	23	24	25	26							
	23	24	25	26	27	28	29	27	28	29	30										
30	31																				
October 17							November 10							December 11							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	
25	26	27	28	29	30	31	29	30						27	28	29	30	31			
2021																					
January 10							February 14							March 9							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
					±	2		1	2	3	4	5	6		1	2	3	4	5	6	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	14	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	15	16	17	18	19	20	21	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	22	23	24	24	25	26	27	
24	25	26	27	28	29	30	28						28	29	30	31					
31																					
April 17							May 14							June 7							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
				1	2	3						±			1	2	3	4	5		
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11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				
							30	31													
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18	19	20	21	22	23	24															
24	25	26	27	28	29	30															
31																					

Program Narrative

Section A - Goals

1. Elk Grove Unified School District (EGUSD) chose to support the School Readiness goal by continuing to educate teachers through professional development through a deep learning of CLASS and how it affects their work. Teachers will receive through the CLASS platform instant feedback to support students. Teachers will also be introduced to Conscious Discipline in order to enhance social and emotional learning practices in the classroom to better benefit students in the areas of problem solving and self-regulation. Teachers will also begin to implement a music and movement program as a means of helping students learn self-awareness, relationship skills, and decision-making. The program expects to see decreased scores in referrals to our social worker and psychologist based on implementing strategies learned through Conscious Discipline and through the music program.

Based on the countywide goals and the objectives created by the EGUSD Head Start program, the program expects to increase the number of students who are up-to-date on age appropriate preventative and primary health care by increasing parent education on well-child schedules, safe practices in the home, lead exposure, and basic first-aid practices while also providing resources to families. Program staff will be trained in appropriately documenting health information and doing so in the specified time frames. It was noted in a MCQI finding that well-child immunizations and other health information was not appropriately documented or not documented.

The objectives for improving the rate of attendance for children in the Head Start program is to become more familiar and utilize attendance reports to accurately track chronic absenteeism. The attendance reporting procedures already in place will be implemented and followed more closely. Educating families and providing resources to families to improve attendance will be a high priority. The preschool program will also put into place the Positive Behavior Intervention and Supports (PBIS) program that is currently used in the Transitional Kindergarten through Sixth grade classrooms at each of our sixteen school sites. The goal is to improve attendance each year by approximately five percent.

The preschool program plans to improve and promote parent and family engagement by implementing a series of professional learning opportunities to teachers through the ECLCK resources, Conscious Discipline, Project Appleseed Family and Parental Forever Toolbox, and Frogstreet Press Family Engagement. The idea is to provide learning opportunities who in turn will reach out to families and support them in a culturally responsive and reflective manner. It is also to educate teachers about the difference in family activities and family engagement which allows parents to play an active role in their child's educational path.

2. EGUSD’s School Readiness goals align directly with the District’s goal of Wellness, making sure all students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment. Other District goals that align with the objectives include Family and Community Engagement, High Quality Classroom Instruction and Curriculum, and Student Assessment and Program Evaluation. The Preschool objectives aligning with the District goals to ensure that every student is learning in every classroom, in every subject every day to prepare students to be future college and career ready graduates.

3. Program-wide data collected in fall 2018 and fall 2019 using DRDP and Learning Genie assessment tools indicate that from year to year students in Elk Grove Unified School District showed similar development in each of the five domains.

Domain-Fall 2018	Unable Responding Exploring	Building Integrating
Physical Development and Health	14	86
Social and Emotional Development	23	77
Language and Literacy Development	24	76
Cognition and General Knowledge	31	69
Approaches to Learning	28%	72%

Domain-Fall 2019	Unable Responding Exploring	% + or -	Building Integrating	% + or -
Physical Development and Health	5	+9%	95	+9%
Social and Emotional Development	13	+10%	85	+8%
Language and Literacy Development	14	+10%	86	+10%
Cognition and General Knowledge	14	+17%	86	+17%
Approaches to Learning	19	+9%	81	+9%

Analysis of the data indicates increases in all domains, indicating the Preschool program in Elk Grove Unified School District is delivering a consistent, high-quality program.

The CLASS data, taking a look at half of our preschool classes (11/22), showed the following results as related to School Readiness as compared to the National Average (2018). In the area of productivity, 100% of our sites scored above the national average. In the area of Instructional Learning Formats, 37% scored above the national average (four of eleven sites). In the domains of Quality of Feedback and Language Modeling, 55% scored above the national average (six of the eleven sites). The last domain identified in this area is Emotional Support, and 46% (5 of the eleven sites) scored above the national average. In reviewing the numbers, it is imperative to make adjustments. One of the reasons for implementing a new music and movement program while also giving teachers tools for learning Conscious Discipline strategies, it is assumed that the areas will increase in score and follow the goal for EGUSD of providing high-quality instruction. Another area of improvement to be

implemented will be having teachers teach to fidelity while using the district approved Creative Curriculum.

B. Service Delivery

Needs of Children and Families

The U.S. Census Bureau estimates that 30,464 children under 5 years of age reside within the Elk Grove Unified School District (EGUSD) attendance boundaries (U.S. Census Reporter, 2018). In this same report, 5.9% of pregnant women ages 15-50 gave birth during the past year. Among this service population, 4% were teen mothers, 74.8% were between 20 and 34 years, and 22% were between 35 and 50 years. Women in this group who were foreign-born constituted 27%, 39.75% were unmarried. In the entire region, 12.7% of children under the age of eighteen are living below the poverty line. There are 87.3 % of the region who have a minimum of a high-school diploma, some college, or a Bachelor's degree.

Although a large percentage of EGUSD students are FRPM-eligible, there are regions within our geographically expansive district that have especially heavy concentrations of needy children and families. These regions are primarily located on the north side of the district which is where the majority of Head Start classrooms will be situated. Schools identified for Head Start programs, and their corresponding percentage of FRPM-eligible students, are: David Reese Elementary (91.5%), Florin Elementary (95.1%), John Reith Elementary (85.5%), Prairie Elementary (91.0%), Samuel Kennedy Elementary (98.1%), Herman Leimbach Elementary (89.7%), Sierra Enterprise Elementary (83.26%), and Union House Elementary (82.4%). In addition to these schools, Head Start classes will be provided at five schools throughout the district that will serve children and families who have transportation barriers that prevent them from traveling to the Head Start programs outside of their neighborhoods. These schools are Maeola Beitzel Elementary School (67.98%) which is centrally located, Florence Markofer (44.41%) and James McKee (62.2%) Elementary Schools which are located on the south side of the district, Franklin Elementary (46.45%) which serves students in a rural community in the southwest region, and William Daylor Continuation High School (84.26%) which serves teen parents and their children, and interfaces with the EGUSD Infant and Toddler program.

Proposed Program Option(s) and Funded Enrollment Slots

1. The Head Start program in EGUSD will serve 440 students.

Program Type: HS
Program Option: CB
Number of slots: 440
Part-Day
Part Year
There are 16 Total Centers
12 Centers hold 20 students

- 3 Centers hold 40 students
- 1 Center holds 80 students

3. The Head Start program in EGUSD is committed to providing quality services to the families it serves. Family/guardian services for the Head Start program are the primary responsibility of the teacher. Teachers meet with each family during a home visit at the beginning and end of each school year, and during parent conferences held in the Fall and the Spring. During these meetings teachers engage the families in the Family Partnership process and assess what health and supportive services may be needed. Each classroom has a para-educator and an assigned program educator to assist with obtaining needed resources and follow-up. The program employs a social worker, a school psychologist, a school nurse and two part time bi-lingual family advocates for consultation and support. Monthly classroom meetings are held to deliver parent education and to allow parents an opportunity to give ongoing input into the program. Additional services and support to Head Start families are provided by a grant from First 5. This grant provides a coach who supports teachers in their classrooms and provides monthly professional development, as well as a program educator to help link families to community resources, give workshops for families on a wide variety of topics, and expand partnerships with community agencies. The program has not experienced barriers to parent participation due to transportation. The majority of the Head Start classes are within walking distance of the families it serves and because the classrooms are situated in schools within the community it serves, many families know one another and walk or drive together. Child care is provided for all workshops. Bus vouchers are available when families need help with transportation to medical appointments.

Centers and Facilities

1. There are currently no additions, deletions, or changes to service locations.
2. At this time there are no renovations planned.

Eligibility, Recruitment, Selection, Enrollment, and Attendance

1. Due to challenges to some of our sites being under enrolled, we are planning to move registration to a centralized location. Due to clerks being at several different sites and not always available to register families, the program is looking at finding one or two registration centers accessible to families. A challenge is sometimes miscommunication for parents knowing where to show up to register. The program will also be using data to support a decision on whether or not to keep the center located at William Daylor. More focus will be placed on making sure all of our centers are receiving registration information. There will also be a push to move registration online to make it more efficient and easier for parents. This will save time in the registration process, allowing parents the option to complete a

significant portion of the paperwork ahead of time. The ChildPlus system will be utilized more efficiently, and we are planning to use the ChildPlus online application. This will ensure accuracy in managing files, uploading necessary information, and doing so in a timely manner. The Preschool Program will be working closely with our Technology Center in order to sync data with our District data base as well as Child Plus.

2. In order to promote regular attendance and decrease chronic absenteeism, the program is planning to adhere to the Attendance Procedures that have been previously outlined. Another is by implementing the Positive Behavior Intervention and Supports program that is utilized by TK through sixth grade at each of our sites as outlined in the Elk Grove Unified School District. We plan to educate families about education and the importance of being at school every day following the District's goal of Every Child in Every Classroom Learning Every Subject Every Day. Our Program Educators and Family Advocates will also be educating our families and providing resources for them on the importance of attendance and how it affects academia throughout a child's education career.

Education and Child Development

1 d. In order to support staff implementing our curriculum to fidelity (Creative Curriculum), the program will utilize professional learning opportunities provided through Sacramento Employment and Training Agency. In the outline of the monthly professional learning for classroom teachers and educators, the program will set aside a minimum of 90 to 180 minutes per training to train on strategies to use in order to teach with fidelity. The program will focus on aligning the required DRDP and CLASS into the Creative Curriculum instead of treating each as a separate entity. The program will also use the Creative Curriculum fidelity tool, and teachers will receive additional professional learning through SETA on the tool. There is a walk-through form based on Creative Curriculum standards, preschool standards, and how they are aligned to our district goals that will be used when administrators are walking through classrooms and providing feedback to teachers.

3. The developmental screenings and assessments used in our program will be the following: The Desired Results Developmental Profile (DRDP) at the beginning, midpoint, and end of each school year. Additionally, the School Readiness Screening Assessment, a screening developed by the PreK department in EGUSD to assess literacy and math, is given to all students in its entirety in September, February, and May of each school year and a shortened version is given in October and March.

Assessment data from the DRDP and School Readiness Assessment is given to teachers in order to identify areas where improvement is required for their entire class. The data also provides teachers with the opportunity to identify each child's individual areas of higher developmental performance and areas in which the child needs improvement. Once data has

been analyzed, each teacher prepares a written plan of action that identifies strategies for improving outcomes for their class and for each child in their classroom. The data is also used to develop a district-wide plan of action and is used for making professional development decisions to assist teachers in improving student outcomes.

EGUSD will use CLASS as the staff-child interaction observation tool. To maintain fidelity to the observation, the CLASS tool requires people conducting observations to be certified as a reliable observer on an annual basis. All teachers will be observed using the CLASS observation tool on an annual basis. Teachers who score below a 4 in any of the three domains, Emotional Support, Classroom Organization, Instructional Support, will receive group and/or individual coaching in the domain(s). A follow-up CLASS observation will be completed to assess progress and more coaching provided as needed.

4. Parents are directly involved in their child's education and screenings through input on the Ages and Stages Questionnaire (ASQ). Each child's individual progress is shared with parents at parent/teacher conferences. At that time, teachers review the results of the DRDP and the School Readiness Assessment, ask the parents for their feedback and suggestions regarding what they would like the program to do for their child, and work in concert with the parents to develop goals and strategies to ready the child for kindergarten. Classroom progress toward meeting school readiness goals are shared with parents at classroom parent meetings. The community is informed of the progress of Head Start students at monthly Parent Committee Meetings, Elk Grove Unified School District School Board meetings, and meetings and parent workshops with First 5 Sacramento.

Health

1. The program currently works in partnership with First Five to help meet the oral health by arranging and setting up a program offered to families to examine a child's teeth and provide a fluoride varnish per parental permission. The program also works with the EGUSD nutritionist to ensure all nutritional needs are being met and followed for all students. We will utilize our Teaching Pyramid program to continue to meet the needs of students for their social and emotional well-being. The program plans to use Conscious Discipline to help meet the social emotional needs of students by offering resources and strategies to teachers and parents in the program.

Family and Community Engagement

1. The Head Start program will follow the Head Start Parent, Family and Community Engagement Framework by first gathering information about their families, their strengths and their needs, during registration. Teachers continue gathering information at the first home visit, and with the help of the family, complete a Family Development Worksheet. The Family Development Worksheet becomes the foundation for the Family Partnership Agreement Goal Planning document which is developed during the first and second family-teacher conferences. Follow-up and assistance are provided by the teacher or para-educator and documented on the Family Contact Log. It is a working document developed by families and staff and describes the roles and responsibilities of both parties in promoting the family's growth.

2. The Head Start program in EGUSD utilizes the Sacramento County Head Start Family Outcomes Survey to support and implementation and evaluation of PFCE goals. This survey is given in the Fall and Spring of each school year and is aggregated both program-wide and by classroom. Information gathered in the Fall helps to inform what workshops and services will be provided to meet family needs during the school year. The survey is given again in the Spring and data gathered is used to assess progress achieved in meeting the Parent, Family, and Community Engagement goals as well as inform the program where it needs to direct resources the following school year.

3. The Head Start program in EGUSD uses Ready Rosie, a research-based program that comprehensively aligns with the family engagement standards. It is an engagement resource for parents and caregivers to build on parent knowledge and give them tools for learning in all domains. The program initially was introduced to teachers during the 2018-19 school year. In 2019-20, the preschool program is using Ready Rosie for all of its preschool classrooms (Head Start, State, and Title 1). After reviewing the data that not many parents were signed up and accepted the invitation from their child's teacher to begin using the program, it was determined that teachers needed more professional learning about the program and the benefits. In January 2020, during a professional learning, teachers were trained by a Ready Rosie consultant, giving them tools they needed to give more information to the parents and how to use the program. In February 2020, the program reviewed the Ready Rosie data and were excited to see a jump of almost 50% usage by parents from the 2018-19 year to the 2019-20 school year, and even during the current school year. Teachers felt more confident in using the program and educating parents. The program is receiving parent feedback about how helpful and useful the program has been in such areas as language and literacy, social-emotional learning, math and reasoning, and health and well-being.

4. The Head Start program in EGUSD considers the social-emotional, physical, and academic growth of children in the program as measured by the DRDP as well as the information gathered from the Sacramento County Head Start Family Outcomes Survey and information gathered from the Family Partnership Agreement Goal Planning document when evaluating family progress toward family engagement goals. The objective of the program is to help children and families become school ready by supporting their social, emotional, and cognitive growth as well as assuring their dental and medical needs have been addressed.

The program currently funds two part time bilingual family advocates. The program believes it will be better able to address the needs of second language families by increasing the amount of time the bilingual family advocates work for the program. The bilingual family advocates will support classroom meetings with an interpreter, help second language families in need of an interpreter make medical, dental and/or social service appointments, and decrease the amount of time a teacher and second language family have at times had to wait to have a conference. The assigned program educator will check student files and inform classroom teachers and para-educators if a student is in need of a medical or dental appointment to ensure that families are receiving the medical and dental appointments needed and in a timely manner. The assigned program educator will work with para-educators in the classroom and inform them of current available resources to families within the community. The program educator will work with families to help them make needed appointments. The program employs fully credentialed teachers who are part of the EGUSD to provide quality instruction and high-quality family engagement and is required to pay negotiated salary and benefit increases.

Services for Children with Disabilities

1. The Elk Grove Unified School District has a referral process for identifying students with disabilities. Students are first referred by their classroom teacher who alerts the program social worker and preschool psychologist. The social worker and psychologist observe the students who are identified and then make recommendations for students to receive services. Teachers and parents of students not receiving services are offered supports as needed by the social worker and psychologist in order for students to be successful in the classroom.

2. The Head Start program in EGUSD will provide comprehensive services that include facilitating effective educator-child relationships that support children's development by providing professional development to all staff. This will include CSEFEL training, CLASS, and on-going monthly professional development determined in part by a survey given to teachers and para-educators to determine their needs and interests and in part by needs determined by the five-year goals and the program self-assessment. The program will assure that staff are prepared for and supported in implementing evidence-based instructional

practices that are individualized based on the ongoing assessment of each child to support positive child outcomes by providing teachers with the time and support needed to analyze the results of CLASS, School Readiness and DRDP assessments, providing curriculum that is research based for use in preschool programs, and by employing an instructional coach to assist with lesson planning. The program will ensure staff successfully partner with families in supporting children's development by ensuring that all children are screened for health and speech and language developmental needs within 45 days of entry into the program and that any children identified as needing further evaluation are referred to their physician. The assigned Program Educator for health content, monitors physical and dental exams, immunizations, hearing, vision, blood pressure, and height and weight screenings in each of the classrooms to ensure student health requirements are current. Families are notified and given assistance in making appointments when needed. A social-emotional screening created to identify children who may have emotional/behavioral challenges is given to all children in the program between thirty and forty-five days of school. A Request for Assistance (RFA) referral process is in place to assist teachers and families of students who exhibit significant behavior challenges. This process offers parents/guardians consultation with a social worker and information regarding social services within the community. It also offers support and behavioral intervention strategies to families and teachers. Staff are supported through supervision and evaluation provided by the principal and/or academic program coordinator at their school site, coaching provided by an instructional coach, and CLASS evaluation.

Transitions

b. Elk Grove Unified School District has adopted the Common Core State Standards. The Alignment of the California Preschool Learning Foundations with Key Early Education Resources demonstrates the connections between the Five Essential Domains and the California Kindergarten Content Standards and the Common Core State Standards. Therefore, the countywide school readiness goal to increase school readiness outcomes by engaging families and staff in implementing effective, research-based strategies that support the Five Essential Domains of the Early Learning Framework align with the requirements and expectations of the Elk Grove Unified School District.

The EGUSD Head Start School Readiness Goals are assessed through use of the Desired Results Developmental Profile (DRDP) at the beginning, midpoint, and end of each school year. Additionally, the School Readiness Screening Assessment, a screening developed by the PreK department in EGUSD to assess literacy and math, is given to all students in its entirety in September, February, and May of each school year and a shortened version is given in October and March.

Assessment data from the DRDP and School Readiness Assessment is given to teachers in order to identify areas where improvement is required for their entire class. The data also provides teachers with the opportunity to identify each child's individual areas of higher

Human Resources Management

1. EGUSD considers itself to be a PreK-6 school district, and as such, staff employed by the Head Start program in EGUSD follow the same employment guidelines of all school district staff. Prior to hire, the Human Resources department performs a criminal record background check and asks for proof of screening for tuberculosis. A reminder to have a check for tuberculosis is sent to employees every three years and staff that do not get the check are pulled from employment until it is provided. The Head Start program requires all newly hired staff to show proof of a health exam. Documentation is recorded in the personnel file.

The Head Start program in EGUSD requires all teachers to hold a teaching credential as well as either 12 units in early childhood education or an early childhood permit. All para-educators are required to hold a minimum of a childhood development permit. The program hires a registered nurse and EGUSD provides the program with services from a registered dietician to meet health and nutrition requirements. All classes in the Head Start program are housed in classrooms maintained by EGUSD which employs staff to oversee safe environments and facilities.

2. Staff are given orientation prior to the school year beginning. New staff are also provided with ongoing orientation throughout the year. Substitute teachers are welcomed and are provided a substitute folder that gives an overview of the program and what to expect in the classroom. Parent volunteers are mainly trained and offered assistance through out classroom teachers and para educators in our classrooms.

3. Staff receive monthly professional development. Staff are also clustered in professional learning communities in order to discuss learning, approaches to learning, and taking a deeper dive into data and how to use the data to make informed decisions about positive student outcomes. The instructional coaches, social worker, and program specialists make informed decisions when choosing research-based programs through attending professional workshops and ongoing research. The instructional coaches, along with our social worker provide one-on-one learning to new staff, as well as offering feedback to staff. The administrators who are walking through classrooms doing unannounced safety and supervision and teacher feedback participate in monthly meetings provided by the program specialists and directors in order to be aware of any changes or updates happening. The staff also work together to discuss similar findings in classrooms and develop a plan of action in order to help the program be successful and to adhere to standards as set forth by the Head Start program.

Program Management and Quality Improvement

1. The EGUSD Head Start program utilizes a self-assessment summary, teacher surveys, parent surveys in order to progress toward identified goals. Staff are trained using CLASS

and Teaching Pyramid Strategies to promote positive and effective teaching as well as social-emotional supports. Teachers are trained each year in Mandated Reporter and First Aid/CPR in order to maintain healthy practices. Teachers are given the opportunity to attend the Outward Mindset Training, offered by EGUSD, in order to learn the process for developing and maintaining a healthy outward mindset to improve interactions with other staff, students, and families.

2. The Head Start program in EGUSD utilized child assessment data gathered at the end of the previous school year to drive decisions for program improvement for the 2019 – 2020 school year. In response to data collected from the DRDP assessment tool showing an average yearly growth of 21.5% in Domain: Social Emotional Development, the program is continuing to focus on implementing CSEFEL/Pyramid strategies in classrooms. The program purchased *Second Step* Social-Emotional Learning kits for each classroom to provide lesson plans and materials to support implementation. The social worker is providing continued professional learning on how to use the kits. In response to the end of the year teacher survey there is still a continued desire for additional professional learning in using *The Creative Curriculum* to fidelity. During the 2019-20 program year, the instructional coaches devoted two professional learning days to using the curriculum with fidelity and to tying strategies in *The Creative Curriculum* to CLASS. In response to data collected from CLASS observations, there is still a need to focus on Instructional Support. The instructional coaches are still offering support in this area using Coaching Companion.

3. The management system ensures budget and staffing patterns that promote continuity of care by hiring reliable para educators and teachers to work in the program. The management team is building systems to implement in the 2020-21 school year in order to focus intently on quality staff training/professional development. During professional development meetings, staff are given time to process information learning both individually and collaborative in groups or teams.

Staff Qualifications

	<u>Total Number</u>	<u>Permit</u>	<u>AA</u>	<u>BA</u>	<u>Masters or Higher</u>
Teachers	22			15	7
Associate Teachers/Teacher assistants	22	6	9	5	1

HEAD START-EARLY HEAD START BUDGET

Agreement # **09CH010182/FY 2020-21**

Fiscal Year: 2020-2021 Budget Period: From 8/01/20 To 7/31/2021

Grantee/Delegate: Elk Grove Unified School District

City: Elk Grove

Phone: 916-686-7595

Program contact: Janet Anderson

Chair: Junior Goris

Zip Code: 95624

HEAD START Cost Categories	# of children enrolled:		# of handicapped:				# of Class Sites:	
	Head Start Basic	Head Start TA	Head Start Total	EHS Basic	EHS TA	EHS Total	EHS * Non-Federal	Total
Personnel see attached Schedule A. Personnel	\$ 2,092,438	\$ -	\$ 2,092,438	\$ -	\$ -	\$ -	\$ -	\$ 2,092,438
Fringe Benefits See attached Schedule B - @ approx. 0.781507477	\$ 966,829	\$ -	\$ 966,829	\$ -	\$ -	\$ -	\$ -	\$ 966,829
Travel see attached Schedule C. Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment see attached Schedule D. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies see attached Schedule E. Supplies	\$ 30,393	\$ -	\$ 30,393	\$ -	\$ -	\$ -	\$ -	\$ 30,393
Contractual	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other see attached Schedule H. Other	\$ 96,750	\$ 14,040	\$ 110,790	\$ 842,333	\$ -	\$ -	\$ -	\$ 953,123
TOTAL DIRECT CHARGES	\$ 3,186,410	\$ 14,040	\$ 3,200,450	\$ 842,333	\$ -	\$ -	\$ -	\$ 3,200,450
Indirect Charges 5.30%	\$ 168,880	\$ -	\$ 168,880	\$ -	\$ -	\$ -	\$ -	\$ 168,880
TOTAL	\$ 3,355,290	\$ 14,040	\$ 3,369,330	\$ 842,333	\$ -	\$ -	\$ -	\$ 4,211,663

MW

Schedule A. HS Personnel

Agency: Elk Grove Unified School District FY: 2020-21 Program: _____

HSES Line Item (class)		Number of Persons Employed	Cost for Program Operations	Cost for Training & TA	Non- Federal Share	Admin Allocation %
Child Health and Development						
1	Program Managers & Content Area Experts	1.00	66,790	-	-	0%
	Includes program managers, supervisors, and content experts in child development, health, mental health nutrition, and disabilities services. Include home-based and family child care supervisors.					
2	Teachers/Infant Toddler Teachers	12.38	1,118,569	-	-	0%
	Include all teachers, infant and toddler.					
3	Family Child Care Personnel	0.00	-	-	-	0%
	Includes family child care staff if they are agency employees. If providers are not agency employees, enter costs under item (f)(6) or (h)(7).					
4	Home Visitors	0.00	-	-	-	0%
5	Teacher Aides & Other Education Personnel	12.47	361,046	-	-	0%
6	Health/Mental Health Services Personnel	1.00	38,876	-	-	0%
	Includes nurses, health service aides, speech therapists, mental health staff and other health services personnel.					
7	Disabilities Services Personnel	1.00	24,850	-	-	0%
8	Nutrition Services Personnel	0.00	-	-	-	0%
	Includes nutritionists, cooks, and other food services staff.					
9	Other Child Services Personnel	1.88	88,787	-	-	0%
	Include any personnel that provide services to children that cannot be reported in any other category.					
Family and Community Partnerships						
10	Program Managers & Content Area Experts	0.00	-	-	-	0%
	Include program managers, coordinators, supervisors, and content experts in parent involvement, social services, volunteer coordination, or other family and community partnership activities.					
11	Other Family & Community Partnerships Personnel	5.50	231,252	-	-	0%
	Include social workers, family service workers, social services aides, parent involvement aides, and other family and partnerships staff.					
Program Design and Management						
12	Executive Director/Other Supervisor of HS Director	0.00	-	-	-	100%
13	Head Start / Early Head Start Director	0.00	-	-	-	100%
14	Managers	0.00	-	-	-	100%
15	Staff Development	0.00	-	-	-	100%
16	Clerical Personnel	4.60	113,192	-	-	100%
17	Fiscal Personnel	1.00	32,242	-	-	100%
18	Other Administrative Personnel	1.00	16,834	-	-	100%
Other						
19	Maintenance Personnel	0.00	-	-	-	5%
20	Transportation Personnel	0.00	-	-	-	0%
21	Other Personnel	0.00	-	-	-	0%
TOTAL PERSONNEL		41.82	2,092,438	-	-	

Schedule A. EHS Personnel

Agency: Elk Grove Unified School District

FY: 2020-21

Program: _____

HSES Line Item (class)		Number of Persons Employed	Cost for Program Operations	Cost for Training & TA	Non- Federal Share	Admin Allocation %
Child Health and Development						
1	Program Managers & Content Area Experts	0.00	-	-	-	0%
	Includes program managers, supervisors, and content experts in child development, health, mental health nutrition, and disabilities services. Include home-based and family child care supervisors.					
2	Teachers/Infant Toddler Teachers	0.00	-	-	-	0%
	Include all teachers, infant and toddler.					
3	Family Child Care Personnel	0.00	-	-	-	0%
	Includes family child care staff if they are agency employees. If providers are not agency employees, enter costs under item (f)(6) or (h)(7).					
4	Home Visitors	0.00	-	-	-	0%
5	Teacher Aides & Other Education Personnel	0.00	-	-	-	0%
6	Health/Mental Health Services Personnel	0.00	-	-	-	0%
	Includes nurses, health service aides, speech therapists, mental health staff and other health services personnel.					
7	Disabilities Services Personnel	0.00	-	-	-	0%
8	Nutrition Services Personnel	0.00	-	-	-	0%
	Includes nutritionists, cooks, and other food services staff.					
9	Other Child Services Personnel	0.00	-	-	-	0%
	Include any personnel that provide services to children that cannot be reported in any other category.					
Family and Community Partnership						
10	Program Managers & Content Area Experts	0.00	-	-	-	0%
	Include program managers, coordinators, supervisors, and content experts in parent involvement, social services, volunteer coordination, or other family and community partnership activities.					
11	Other Family & Community Partnerships Personnel	0.00	-	-	-	0%
	Include social workers, family service workers, social services aides, parent involvement aides, and other family and partnerships staff.					
Program Design and Management						
12	Executive Director/Other Supervisor of HS Director	0.00	-	-	-	100%
13	Head Start/Early Head Start Director	0.00	-	-	-	100%
14	Managers	0.00	-	-	-	100%
15	Staff Development	0.00	-	-	-	100%
16	Clerical Personnel	0.00	-	-	-	100%
17	Fiscal Personnel	0.00	-	-	-	100%
18	Other Administrative Personnel	0.00	-	-	-	100%
Other						
19	Maintenance Personnel	0.00	-	-	-	5%
20	Transportation Personnel	0.00	-	-	-	0%
21	Other Personnel	0.00	-	-	-	0%
TOTAL PERSONNEL		0.00	-	-	-	

Sch A Wksht

Class	Total FTE	HS FTE	HS T/TA	EHS FTE	EHS T/TA	HS Amt	HS T/TA Amt	EHS Amt	EHS T/TA Amt	Total Amt	HS In-kind	EHS In-kind
1	1.00	1.00	-	-	-	66,790.00	-	-	-	66,790	-	-
2	12.38	12.38	-	-	-	1,118,569.00	-	-	-	1,118,569	-	-
3	-	-	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-	-	-
5	12.47	12.47	-	-	-	361,046.00	-	-	-	361,046	-	-
6	1.00	1.00	-	-	-	38,876.00	-	-	-	38,876	-	-
7	1.00	1.00	-	-	-	24,850.00	-	-	-	24,850	-	-
8	-	-	-	-	-	-	-	-	-	-	-	-
9	1.88	1.88	-	-	-	88,787.00	-	-	-	88,787	-	-
10	-	-	-	-	-	-	-	-	-	-	-	-
11	5.50	5.50	-	-	-	231,252.00	-	-	-	231,252	-	-
12	-	-	-	-	-	-	-	-	-	-	-	-
13	-	-	-	-	-	-	-	-	-	-	-	-
14	-	-	-	-	-	-	-	-	-	-	-	-
15	-	-	-	-	-	-	-	-	-	-	-	-
16	4.60	4.60	-	-	-	113,192.00	-	-	-	113,192	-	-
17	1.00	1.00	-	-	-	32,242.00	-	-	-	32,242	-	-
18	1.00	1.00	-	-	-	16,834.00	-	-	-	16,834	-	-
19	-	-	-	-	-	-	-	-	-	-	-	-
20	-	-	-	-	-	-	-	-	-	-	-	-
21	-	-	-	-	-	-	-	-	-	-	-	-
	41.82	41.82	-	-	-	2,092,438.00	-	-	-	2,092,438.00	-	-

0%

41.82

100%

Schedule B - Fringe Benefits
2020-21

Agency Elk Grove Unified School District

HSES Line Item	%	Description	Head Start		Early Head Start		Head Start NFS	Early Head Start NFS
			Basic	T&TA	Basic	T&TA		
1	6.20%	Social Security	45,291	-	-	-	-	-
	1.45%	Medicare Certified and Classified Employees	30,340	-	-	-	-	-
	0.05%	Unemployment Insurance	1,046	-	-	-	-	-
	2.00%	Worker's Comp Insurance	41,849	-	-	-	-	-
Total Line 1			\$ 118,526	\$ -	\$ -	\$ -	\$ -	\$ -
2		Health & Welfare total (Health/dental flat rate based on bargaining unit and classification \$1080 per FTE for H & W Employee EGBERT; H & W Retirees average \$960 per FTE for CSEA and \$1560 for all others; Life Insurance avg \$61 except certificated mgmt avg \$184 per FTE)	438,354	-	-	-	-	-
Total Line 2			\$ 438,354	\$ -	\$ -	\$ -	\$ -	\$ -
3	17.10%	Retirement-STRS	232,901	-	-	-	-	-
	19.72%	Retirement-PERS	144,050	-	-	-	-	-
Total Line 3			\$ 376,951	\$ -	\$ -	\$ -	\$ -	\$ -
4		Other Fringe	-	-	-	-	-	-
	1%	EGBERT 1% of Salary	20,924	-	-	-	-	-
	1%	EGBERT additional 1% of Salary for Certificated	12,074	-	-	-	-	-
Total Line 4			\$ 32,998	\$ -	\$ -	\$ -	\$ -	\$ -
Total Fringe			\$ 966,829	\$ -	\$ -	\$ -	\$ -	\$ -

Admin Allocation	
HS	EHS
7.75%	#DIV/0!

*The default Admin Allocation percentages for Fringe Benefits are calculated based on the data entered in the Personnel section of the Line Item Budget.

Schedule C - Out-Of-State Travel

Agency Elk Grove Unified School District

FY 2020-21

Program _____

# Staff/Parent	Description	Basic	T & TA	Admin %
	HEAD START TOTAL	\$ -	\$ -	
	EARLY HEAD START TOTAL	\$ -	\$ -	
	Total Travel	\$ -	\$ -	

Schedule D - Equipment
 FY 2020-21 Program 0

Agency Elk Grove Unified School District

HSES Line Item	Description	Head Start		Early Head Start		Head Start NFS	Early Head Start NFS	Admin %
		Basic	T&TA	Basic	T&TA			
1	Office Equipment							
Total Line 1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2	Classroom/Outdoor/Home-based							
Total Line 2		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
3	Vehicle Purchase							
Total Line 3		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
4	Other Equipment							
Total Line 4		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Equipment		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

Any tangible, non-expendable, personal property charged directly to an award that has a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

Schedule H - Other

Agency Elk Grove Unified School District

FY 2020-21

Program 0

HSES Line Item	Description	Head Start		Early Head Start		Head Start	Early Head Start	Adm%
		Basic	T&TA	Basic	T&TA	NFS	NFS	
1	Depreciation /Use Allowance Classroom space: 20 classrooms at 16 sites totaling 27,852 sq ft @0.7869 for 10 months					219,167		
Total Line 1		\$ -	\$ -	\$ -	\$ -	\$ 219,167	\$ -	
2	Rent							
Total Line 2		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
3	Mortgage							
Total Line 3		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
4	Utilities, Telephone Phone Maintenance/Repairs-Maintenance agreement and rental for office and class site copiers	4,000 7,000						50%
Total Line 4		\$ 11,000	\$ -	\$ -	\$ -	\$ -	\$ -	
5	Building and Child Liability Insurance							
Total Line 5		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
6	Building Maint. / Repair & Other Occp.							
Total Line 6		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
7	Incidental Alterations/Renovations							
Total Line 7		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
8	Local Travel Home Visits .575 per mile - reimbursement for staff to travel for home/site vists, professional development workshops & registration sites	3,500						
Total Line 8		\$ 3,500	\$ -	\$ -	\$ -	\$ -	\$ -	
9	Nutrition Services School Nurse 7 hours x \$86.00	11,250				602		
Total Line 9		\$ 11,250	\$ -	\$ -	\$ -	\$ 602	\$ -	
10	Child Services Consultants							
Total Line 10		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
11	Volunteers Classroom - 4050.08 hrs x 19.45/hr Home activities - 10026.50 hrs x 19.45/hr PPC Meeting 22 classes x 1.5 hrs x 10 monthly meetings x 19.45/hr Pre-K Director - 1@.20 FTE Salary and Benefits \$209,096 x .20 FTE Pre-K Program Specialist - 1@.30 FTE Salary and Benefits \$146,419x .30 FTE Program Educator- 1@.10 FTE Salary and Benefits \$89,010x .10 FTE Project Implementor- 1@.10 FTE Salary and Benefits \$86,105 x .10 FTE Principals- 8 @.02 FTE Salary and Benefits \$1,380,241 x .02 FTE Principals- 8 @.01 FTE Salary and Benefits \$1,383,771x .01 FTE Academic Program Coordinators- 4 @.20 FTE Salary and Benefits \$522,993 x .20 FTE Academic Program Coordinators- 3@.10 FTE Salary and Benefits \$397,078 x .10 FTE Academic Program Coordinator- 1 @.40 FTE Salary and Benefits \$133,378 x .40 FTE					78,774 195,015 6,419 41,819 43,926 8,901 8,611 27,605 13,838 104,597 39,708 53,351		

Total Line 11		\$ -	\$ -	\$ -	\$ -	\$ 622,564	\$ -
12	Substitutes (if not paid benefits)						
	Substitutes - Teacher Timesheets	35,000					
	Substitutes - Paraeducator Timesheets	18,000					
	Paraeducator Training	500					
	Nurse - Timesheet	9,500					
	Other Timesheets	2,000					
Total Line 12		\$ 65,000	\$ -	\$ -	\$ -	\$ -	\$ -
13	Parent Services						
	Medical and Dental Svcs for children as needed	1,000					
	Reimbursement for mileage to attend PPC Mtg.	800					
	PPC Meeting refreshment and end of year event	200					
Total Line 13		\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -
14	Accounting and Legal Services						
Total Line 14		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
15	Publications/Advertising/Printing						
Total Line 15		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
16	Training or Staff Development						
	CSEFEL/Pyramid Training		1,200				
	Conference Workshops		5,040				
	Parent education workshops		500				
	Staff Development		3,000				
	CLASS Training, follow up training Reliable		2,200				
	Observer Test		600				
	New Employee Orientation and mentoring		1,500				
Total Line 16		\$ -	\$ 14,040	\$ -	\$ -	\$ -	\$ -
17	Other						
	Membership to R9HSA	500					
	Facility Licenses	3,500					
Total Line 17		\$ 4,000	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Other	\$ 96,750	\$ 14,040	\$ -	\$ -	\$ 842,333	\$ -

	Basic		Head Start TA		NFS		Early Head Start TA		NFS	
Personnel	162,268	-	-	-	-	-	-	-	-	-
Fringe Benefits	74,977	-	-	-	-	-	#DIV/0!	-	-	#DIV/0!
Travel	-	-	-	-	-	-	-	-	-	-
Equipment	-	-	-	-	-	-	-	-	-	-
Supplies	-	-	-	-	-	-	-	-	-	-
Contractual	-	-	-	-	-	-	-	-	-	-
Construction	-	-	-	-	-	-	-	-	-	-
None	-	-	-	-	-	-	-	-	-	-
Other	2,000	-	-	-	-	-	-	-	-	-
Indirect Charges	168,880	-	-	-	-	-	-	-	-	-
TOTAL	\$ 408,125	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Total Admin Cost \$ 408,125 Total Admin Cost #DIV/0!
 Head Start Admin % 9.69% Early Head Start Admin % #DIV/0!

Elk Grove Unified School District
Head Start Program
Budget Narrative
2020-2021

Personnel (\$2,092,438)

The Elk Grove Unified School District supports 440 Head Start preschoolers and their families. The program is taught by sixteen teachers fully credentialed by the State of California, and six teachers holding a Children’s Center Permit. All teachers hold a minimum of a BA or BS degree. It is supported by twenty-two instructional assistants. The program is supported by highly qualified support staff that meet all of the mandates under health, mental health, nutrition, parent involvement and community partnerships. The proposed salaries are aligned with compensation rates established by the District for each position classification. These positions include program managers, supervisors, and content experts in child development, health, mental health, nutrition, and disabilities services, teachers, para-educators and clerical support staff.

Fringe Benefits (\$966,829)

Benefits are calculated based upon each position’s respective bargaining unit and include FICA, unemployment insurance, workers compensation, retirement, and health. After gathering information from the government and the health vendors used by Elk Grove Unified School District, the fiscal department is projecting the cost of health and welfare benefits will increase by 8.0% in fiscal year 2020-2021.

6.20% FICA for Classified Employees	\$45,291
1.45% Medicare Certificated and Classified Employees	\$30,340
0.05% Unemployment Insurance	\$ 1,046

utilized to replace broken or obsolete computers/printers to assure staff has access to technology needed to run the program.

Other (\$96,750)

This category will cover the travel costs provided for staff traveling for home visits, professional development workshops, site visits by support staff, and staff traveling to where registrations are being held. Travel costs are based upon historical mileage traveled by staff in similar positions performing similar types of work. It will fund California Head Start Association membership fees. It will fund refreshments for parent policy meetings that are held on a monthly basis as well as the cost for the mileage traveled to the meetings. The category will fund the facility licensing, maintenance for the printers and other equipment utilized in the classroom and office, as well as costs for phones and iPads. This funding will be used to purchase the meal teachers eat each day with their students when modeling table manners and eating a variety of foods. This funding will cover the cost of substitutes to cover teachers and para-educators when they are ill or attending training when their class is in session and other timesheets to provide extra support for the program when needed. This funding will also be used to cover medical and dental services for children who need these services.

Training and Technical Assistance (\$14,040)

Funding in this category will be used to pay for materials, to pay for teachers to attend professional development outside of their contracted hours, and mentors from outside of the district to continue the implementation of CSEFEL/Pyramid training in the program.

Professional growth is essential for staff to keep up to date with current research and practices in the preschool field. Funding in this category will be used to send teachers to Early Childhood Education conferences and workshops in order to keep their practices current. Staff who attend conferences and workshops come back to the larger group and report what they have learned.

Parent/guardian education is one of the cornerstones of Head Start. Funding in this category will be used to purchase supplies necessary for workshops to increase parent/guardian knowledge of child development, support parent-child relationships, and support parent/guardian engagement in helping their child transition to kindergarten.

On-going staff development is a cornerstone for any high-quality program. Funding has been placed in this category to pay for experts from inside and outside of Elk Grove Unified School District to assure the program can provide high quality professional development.

CLASS is the instrument being used by Head Start to evaluate classrooms and how personnel work with students to promote their social, emotional, and academic success. The program has included funding in this category in order to continue supporting staff in CLASS through observations, continued training, and recertification expenses for reliable observers. New staff will be supported by a veteran teacher who will be released from their classroom to mentor and support as needed. Coaches will be assigned eleven classes each.

In order to assess student developmental and academic needs, and deliver a quality program, the Head Start program has several assessments and documents to track student and family needs. The program has included funds in this category in order to provide a mentor to support newly hired Head Start staff. Working with a mentor helps to ensure that all families in

the program receive the same high-quality services whether they are placed with a veteran teacher or a teacher new to the program.

Cost Allocation Methodology

The PreK program in EGUSD is funded by three sources: Head Start, State programs, and Title I. Certified in accordance with 45 CFR 75.415, Elk Grove Unified School District has an Indirect Cost Rate reviewed and approved by the cognizant agency, the California Department of Education. Any additional program costs not included in the Indirect Cost Rate proposal that must be allocated between multiple funding sources will be allocated by the following methodology(ies):

1. All allowable direct costs are charged directly to the grants.
2. Allowable direct costs that can be identified to more than one program are prorated individually as direct costs using a base most appropriate to the particular cost being prorated.
3. All other allowable general and administrative costs (costs that benefit all programs and cannot be identified to a specific program) are allocated to grants using a shared cost methodology assuring equitable distribution.

Non Federal Share (\$842,333)

PreK classrooms are located on sixteen (16) sites in EGUSD. Site administration assist the program with classroom oversight and teacher evaluation.

Administrators:

Principals- 8 @.02 FTE Salary and Benefits \$1,380,241 x .02 FTE \$27,605

Principals- 8 @.01 FTE Salary and Benefits \$1,383,771 x .01 FTE	13,838
Academic Program Coordinators- 4 @.20 FTE Salary and Benefits \$522,993 x .20 FTE	104,597
Academic Program Coordinators- 3@.10 FTE Salary and Benefits \$397,0783 x .10 FTE	39,708
Academic Program Coordinator- 1 @.40 FTE Salary and Benefits \$133,378 x .40 FTE	<u>53,351</u>
	\$239,099

Parents volunteer in the classroom on a monthly basis to ensure a high-quality program. Parents are given various activities to support the work being done in the classroom. EGUSD anticipates approximately 4,050.08 hours of classroom volunteer time. Volunteers are valued at the current teacher assistant rate of \$19.45 per hour.

\$78,774

Parents work at home on a monthly basis to support the Head Start program. Parents are given various activities to do at home to support the work being done in the classroom. EGUSD anticipates approximately 10,026.50 hours of home volunteer time. Volunteers are valued at the current teacher assistant rate of \$19.45 per hour.

\$195,015

Parents attend a monthly Head Start Parent Policy Committee meeting to make operational and financial decisions for the program. EGUSD anticipates approximately 330 hours of Policy Committee volunteer time. Volunteers are valued at the current teacher assistant rate of \$19.45 per hour.

\$6,419

Head Start classes are held at various Elementary Schools and one Alternative Education High School. EGUSD does not charge the Head Start program. A total of sixteen schools designate

classrooms to hold Head Start programs and provide parents an opportunity to attend preschool at their home school. The program claims the cost of maintaining the classrooms as non federal share from the district. The budget department in EGUSD calculates the rate based on prior year expenses to maintain these classrooms and forwards the rate to the program at the beginning of each fiscal year.

Elk Grove Unified School District provides twenty-two classrooms at sixteen school sites to support the Head Start program.

27,852 square feet @ 0.7869 for 10 months \$219,167

Elk Grove Unified School District provides school nurses at no charge to the program to do health screenings necessary to meet the Head Start performance standards for vision and hearing. EGUSD is anticipating a total of 7 hours valued at the current nurse's rate of \$86.00 per hour.

\$602

Elk Grove Unified School District provides a PreK Director to work with the Program Specialists and Principals at the school sites to ensure a high quality program and collaboration between the Head Start program and the school sites.

Pre-K Director - 1@.20 FTE Salary and Benefits \$209,096 x .20 FTE \$41,819

Elk Grove Unified School District employs two Program Specialists to oversee the PreK program and work with teachers at school sites. One Program Specialist is not compensated with Head Start funds and a portion of their salary will be utilized for non-federal share.

Pre-K Program Specialist - 1@.30 FTE Salary and Benefits \$146,419 x .30 FTE \$43,926

EGUSD employs five Program Educators to assist with registration and recruitment, assist with family engagement activities and monitor classrooms. One Program Educator is not compensated with Head Start funds and a portion of their salary will be utilized for non-federal share.

Program Educator- 1@.10 FTE Salary and Benefits \$89,010 x .10 FTE \$ 8,901

EGUSD employs one Project Implementor. This position is not compensated with Head Start funds and a portion of their salary will be utilized for non-federal share.

Project Implementor- 1@.10 FTE Salary and Benefits \$86,105 x .10 FTE \$ 8,611

Other Resources

The Head Start program is supported in part by First 5 California \$415,819

The Head Start program is supported in part by the Child and Adult Care Food Program \$375,185

Financial Management System

In accordance with 45 CFR 75.302 and 45 CFR 75.303, EGUSD financial management systems and internal controls provide for effective control over and accountability for grant funds, property and other assets and ensure they are used solely for authorized purposes. The program employs a fiscal technician who manages day to day expenses overseeing invoices, payroll, and other expenses to assure expenditures are in compliance with Federal statutes, regulations, and terms and conditions of the Federal Award. EGUSD fiscal and budget

departments internally monitor and approve all Head Start incoming monies and expenses to assure they are accurate and in compliance with the conditions of the Federal Award.

EGUSD hires an outside auditor to audit all programs within the district including the Head Start program on an annual basis. SETA audits the program bi-annually. If an instance of noncompliance is identified, action is taken immediately to rectify it.

In-Direct Charges (\$168,880)

The indirect cost recovery calculation of 5.30% of total direct costs is based on a proposed 2020-2021 rate set by the California Department of Education.

**Self-Assessment Plan of Action
Elk Grove Unified School District
2020-2021**

Goal: ERSEA				
<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
Continue to explore recruitment strategies.	ERSEA Program Educator ERSEA OA Lead OA Team	Continuous for all Spring 2020-June 2021		September 2020-June 2021
Continue to work with EGUSD Communications Department to keep district Webpage presence up to date. Work with principals at each site to update site pages and Facebook pages to promote preschool events. Receive training in Event Brite to add invitations for preschool events.	Program Specialist			August 2020-June 2021
Continue to explore strategies to increase attendance focusing on sites that traditionally experience challenges. Explore online registration options for parents/families.	Program Specialist			July 2020-June 2021
Goal: Education				
Provide continued professional learning for implementation of the Creative Curriculum.	Instructional Coaches	Spring 2020		Spring 2021
Provide group and individual coaching for teachers in using the Coaching Companion tool to improve instruction.	Instructional Coaches	Spring 2020		Spring 2021
Continue to provide professional learning in CLASS strategies to improve teacher/student interactions and instructional practices.	SETA Teachstone Instructional Coaches	Fall 2020		Spring 2021
Goal: Mental Health and Disabilities				
Provide continued professional development in CSEFEL/Pyramid techniques focusing on the top of the pyramid.	Instructional Coaches Social Worker	Fall 2020		Spring 2021
Continue to incorporate <i>Second Step</i> into the daily/weekly	Social Worker Instructional Coaches	Spring 2020		Spring 2021

**Self-Assessment Plan of Action
Elk Grove Unified School District
2020-2021**

schedule.					
<i>Goal: Health and Safe Environments</i>					
Utilize procedure for contacting program educators to assist families needing additional support with making medical and dental appointments.	Program Specialist Program Educators	Fall 2020			Summer 2021
Revise procedure for ensuring community resource materials in classrooms are current.	Program Educators	Summer 2020			Summer 2021
Review procedure to assure first aid boxes are adequately stocked.	Program Specialist Program Educators	Spring 2020			Summer 2021
Work with SETA to provide professional learning for program educators and program specialist regarding data entry into Child Plus.	Program Specialist Program Educators	Fall 2020			Spring 2021
<i>Goal: Family and Community Engagement</i>					
Look for ways to have more staff attain the required credential to meet Head Start Standard 1302.91(e)(7).	Program Specialist	Fall 2020			Summer 2021
<i>Goal: Governance</i>					
Continue with successful implementation of monthly Board of Education and Parent Policy Committee reports.	Program Specialist	August 2020			May 2021
Invite Board Members to Pre-K special events and to visit classrooms.	Program Director	August 2020			May 2021
Continue to explore avenues for increasing attendance at Policy Committee meetings.	Program Specialist	August 2020			May 2021

Goal #1 - School Readiness

Year 1 (8/1/20-7/31/21)

Increase child outcomes by developing and strengthening Social/Emotional competencies, family partnerships and staff development.

Objectives	Expected Outcome(s)	Data, Tools, or Methods for Tracking Progress
<p>1. Preschool teachers, paraeducators and instructional coaches will receive continued professional development through the CLASS methodology.</p>	<p>Teachers, paraeducators and instructional coaches will obtain a basic level of understanding of CLASS and how it affects their work. Teachers and paraeducators will acquire the tools and skills to improve their interactions with students.</p>	<p>*The Online CLASS Platform will provide professional development to change teaching behaviors, supports professional learning communities that promote peer learning opportunities, equip coaches with tools and scaffolding to support teachers.</p>
<p>2. Parents/guardians will learn specific strategies they can do at home with their children to support their child's school readiness.</p>	<p>Workshops and Classroom meetings will be offered to parents/guardians to teach specific strategies they can do at home to support their child's school readiness.</p>	<p>*Flyers *Agendas *Sign-in Sheets</p>
<p>3. Teachers will receive a better understanding of social and emotional competencies that can be applied in the classroom.</p>	<p>Staff will be introduced to conscious discipline to integrate social and emotional learning and self-regulation that can be applied in the classroom and providing resources for parents/guardians. Students will benefit through vital life skills and problem solving.</p>	<p>*Conscious Discipline curriculum will be added to the monthly professional learning *Sign in sheets *Agendas</p>
<p>4. The program will begin to implement a music and movement program as a means for helping students learn self-awareness, self-management, social awareness, relationship skills, and reasonable decision-making. Full-day Head Start and five additional Head Start teachers will start. Additional teachers will be added each year.</p>	<p>Through teacher training, teachers will learn the benefits of music to reduce stress, lessen anxiety, provide comfort, and improve cognition in students.</p>	<p>*Teacher sign-in for training *Teacher notes about progress *Teacher reporting to other staff on how music is helping in class</p>

Goal #1 - School Readiness

Increase child outcomes by developing and strengthening Social/Emotional competencies, family partnerships and staff development.

Year 2 (8/1/21-7/31/22)

Objectives	Expected Outcome(s)	Data, Tools, or Methods for Tracking Progress
<p>1. Preschool Academic Program Coordinators and Principals/Vice Principals will receive professional development through the CLASS methodology for stronger walk-through feedback for teachers.</p>	<p>Academic Program Coordinators and Principal/Vice Principals will understand how CLASS works and its importance. They will identify the value of CLASS in areas in teacher improved effectiveness and student outcomes, learn to interpret CLASS data and how to implement.</p>	<p>*Monthly view of teacher portal by administrators to observe teacher/classroom progress * Administrator feedback to teachers</p>
<p>2. Parents/guardians will learn specific strategies they can do at home with their children to support their child's school readiness.</p>	<p>Workshops and Classroom meetings will be offered to parents/guardians to teach specific strategies they can do at home to support their child's school readiness.</p>	<p>*Flyers * Agendas *Sign-in sheets</p>
<p>3. Teachers will receive a better understanding of social and emotional competencies that can be applied in the classroom.</p>	<p>Staff will be given material to apply conscious discipline in the classroom applied in the classroom and providing more resources for parents/guardians that integrate social and emotional learning, and self-regulation. Students will benefit through vital life skills and problem solving.</p>	<p>*Agenda from monthly professional learnings *Sign in sheets *Monthly observations with assistance from instructional coaches *Teacher feedback forms</p>
<p>4. The program will continue to implement a music and movement program. An additional eight (8) teachers will be introduced to the program and will receive instruments and online training as had been done in the first year.</p>	<p>Through teacher training, teachers will learn the benefits of music to reduce stress, lessen anxiety, provide comfort, and improve cognition in students.</p>	<p>*Teacher sign-in for training *Teacher notes about progress *Teacher reporting to other staff on how music is helping in class</p>

Goal #1 - School Readiness

Year 3 (8/1/22-7/31/23)

Increase child outcomes by developing and strengthening Social/Emotional competencies, family partnerships and staff development.

Objectives	Expected Outcome(s)	Data, Tools, or Methods for Tracking Progress
<p>1. Teachers will continue to use the CLASS tool to improve teacher and student interactions.</p>	<p>Preschool staff will continue their understanding of CLASS and how it affects their work. Teachers and paraeducators will acquire the tools and skills to improve their interactions with students.</p>	<p>* The Online Platform -Monthly Professional Learning * Weekly PLCs * Sign in/out sheets * Agendas * Yearly observations and feedback * Two-day supplemental training through Teach Stone</p>
<p>2. Parents/guardians will learn specific strategies they can use at home with their children to support their child's school readiness.</p>	<p>Workshops and Classroom meetings will be offered to parents/guardians to teach specific strategies they can do at home to support their child's school readiness.</p>	<p>* Flyers * Agendas * Sign-in sheets</p>
<p>3. Teachers will begin to develop a better understanding of social and emotional competencies and how to use tools to affect student outcomes.</p>	<p>Continued application of conscious discipline in the classroom to integrate social and emotional learning, and self-regulation to the classroom while also providing resources to the family. Students will benefit through vital life skills and problem- solving. Instructional coaches will gain indepth knowledge on the curriculum by attending additional training.</p>	<p>* Monthly professional learning * Sign in sheets * Professional Learning Agendas * Monthly observations with assistance from instructional coaches * Teacher/parent feedback forms</p>

<p>4. The program will begin to implement a music and movement program as a means for helping students learn self-awareness, self-management, social awareness, relationship skills, and reasonable decision-making. The teachers will be introduced to the program in the first year to see how students will learn these skills. An additional 30% of the sites will receive instruments and online training during the first year.</p>	<p>Through teacher training, teachers will learn the benefits of music to reduce stress, lessen anxiety, provide comfort, and improve cognition.</p>	<ul style="list-style-type: none">*Teacher sign-in for training*Teacher notes about progress*Teacher reporting to other staff on how music is helping in class
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Goal #1 - School Readiness

Year 4 (8/1/23-7/31/24)

Increase child outcomes by developing and strengthening Social/Emotional competencies, family partnerships and staff development.

Objectives	Expected Outcome(s)	Data, Tools, or Methods for Tracking Progress
<p>1. Continue to use The CLASS tool to improve teacher and student interactions</p>	<p>Preschool staff will continue their understanding of CLASS and how it affects their work. Teachers and paraeducators will acquire the tools and skills to improve their interactions with students. Academic Program Coordinators will support with teacher/para progress.</p>	<p>*Monthly Academic Program Coordinator meetings *Meeting Agendas *Sign-in Sheets *Online CLASS platform data from previous year for comparison</p>
<p>2. Parents/guardians will learn specific strategies they can do at home with their children to support their child's school readiness.</p>	<p>Workshops and Classroom meetings will be offered to parents/guardians to teach specific strategies they can do at home to support their child's school readiness.</p>	<p>*Flyers *Agendas *Sign-in sheets</p>
<p>3. Teachers will begin to develop a better understanding of social and emotional competencies.</p>	<p>Staff will continue to use material to apply conscious discipline in the classroom and provide resources to families to integrate social and emotional learning, and self-regulation. Students will benefit through vital life skills and problem solving. Teachers will have the opportunity to gain more knowledge of the curriculum by attending more indepth training.</p>	<p>*Monthly professional learning sign in sheets *Agendas *Monthly observations and assistance from instructional coaches *Teacher/parent feedback forms</p>
<p>4. The entire staff will be trained and will come together as a staff to report the benefits of how music and movement is working in the class to promote social-emotional growth. Teachers will receive an a full day, all-staff training to realize the benefits of the program.</p>	<p>Teachers should realize the benefits of music/movement as fostering social/emotional growth, self-regulation, self-confidence, leadership, and socio-emotional intelligence in their students.</p>	<p>*Professional Learning Sign-in sheets</p>

Goal #1 - School Readiness

Year 5 (8/1/24-7/31/25)

Increase child outcomes by developing and strengthening Social/Emotional competencies, family partnerships and staff development.

Objectives	Expected Outcome(s)	Data, Tools, or Methods for Tracking Progress
<p>1. Preschool Department will complete an overall assesment of the CLASS tool and sustain mastery.</p>	<p>Track progress of CLASS by comparing year to year data and baseline data.</p>	<p>*CLASS scores *Teacher feedback</p>
<p>2. Parents/guardians will learn specific strategies they can do at home with their children to support their child's school readiness.</p>	<p>Workshops and Classroom meetings will be offered to parents/guardians to teach specific strategies they can do at home to support their child's school readiness.</p>	<p>*Flyers for workshops * Agendas from workshops *Sign-in sheets from workshops</p>
<p>3. Teachers will begin to develop a better understanding of social and emotional competencies.</p>	<p>Staff will continue to use material to apply conscious discipline in the classroom and provide resources to family to integrate social and emotional learning, and self-regulation. Students will benefit through vital life skills and problem solving.</p>	<p>*Monthly professional learning *Sign in sheets *Agendas *Monthly observations and assistance from instructional coaches *Teacher/parent feedback forms</p>
<p>4. The music/movement program will continue and be included as part of the day during instruction. Interested teachers may attend an in-person workshop to learn additional techniques and practices to teach to the students.</p>	<p>Teachers should continue to realize the benefits of music/movement as fostering social/emotional growth, self-regulation, self-confidence, leadership, and socio-emotional intelligence in their students.</p>	

Goal #2 - Health and Wellness

Year 1 (8/1/20-7/31/21)

Increase the health and well-being of children birth to age 5 by improving the number of children who are up-to-date on a schedule of appropriate preventative and primary health care. age-

Objectives	Expected Outcome(s)	Data, Tools, or Methods for Tracking Progress
<p>1. The Head Start Program will find training for trimester health meetings (3) for parents throughout the school year. The areas focused on will be: well-child schedules, emergency first-aid, safe practices in the home, lead exposure information, and free resources available to parents. The Health Program Educator(s) will receive training and attend appropriate workshops in order to teach information to the parents/families.</p>	<p>Health Program Educator(s) will become familiar with how to teach workshops to parents on health-related topics to focus on the importance of keeping their children on a schedule of age-appropriate preventative and primary health care as well as finding appropriate resources to give to parents/families/teachers/paras.</p>	<p>*Workshop completion certificate from training *List of resources available to families *Lead-exposure information for parents *Well-child schedules for families</p>
<p>2. Health Program Educator will ensure all health care records for students are properly uploaded into ChildPlus ensuring data is entered in the appropriate time frame to meet up-to-date age appropriate preventative health care.</p>	<p>There will be a 15% increase (from the 19-20 school year) in assuring all health data has been entered into the ChildPlus System to reach 100% reporting of all health assessment data for each student in the program.</p>	<p>*Child Plus Reports *County-wide reporting data</p>
<p>3. Health Program Educator(s) will attend monthly/regular Health meetings at SETA and report back to appropriate staff, teachers, and program specialists.</p>	<p>The program will benefit from learning about updates/information needed to be passed on to support staff, teachers, and para educators in the program to benefit families.</p>	<p>*SETA Health Meeting Agendas *Notes from meetings</p>

<p>4. Health Program Educator(s) will present pertinent health reminders and information at Professional Development meetings for teachers and paras as scheduled.</p>	<p>Teachers will learn from the Health Program Educator(s) pertinent information to pass on to the families to ensure preventive and age-appropriate health care needs are met.</p>	<p>*Monthly Professional Learning Agenda *PowerPoint Presentation for each meeting to include health topics/information. *Sign-in sheets from Monthly Professional Learning</p>
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Note: Add more boxes if you have more Objectives for this Goal.

Goal #2 - Health and Wellness

Year 2 (8/1/21-7/31/22)

Increase the health and well-being of children birth to age 5 by improving the number of children who are up-to-date on a schedule of appropriate preventive and primary health care. age-

Objectives	Expected Outcome(s)	Data, Tools, or Methods for Tracking Progress
<p>1. The Head Start Program will plan trimester health meetings (3) for parents throughout the school year. The areas focused on will be: well-child schedules, emergency first-aid courses, safe practices in the home, lead exposure information, and free resources available to parents.</p>	<p>Health Program Educator(s) will implement a training plan for facilitating/presenting three health meetings per year for families.</p>	<ul style="list-style-type: none"> *Workshop action plan of workshops to be presented to families *List of resources available to families *Lead-exposure information for parents *Well-child schedules for families
<p>2. Health Program Educator will ensure all health care records for students are properly uploaded into ChildPlus ensuring data is entered in the appropriate time frame to meet up-to-date age appropriate preventative health care.</p>	<p>There will be a 20% increase in assuring all health data has been entered into the ChildPlus System to reach 100% reporting of all health assessment data for each student in the program.</p>	<ul style="list-style-type: none"> *Child Plus Reports *County-wide reporting data
<p>3. Health Program Educator(s) will attend monthly/regular Health meetings at SETA and report back to appropriate staff, teachers, and program specialists.</p>	<p>The program will benefit from learning about updates/information needed to be passed on to support staff, teachers, and para educators in the program to benefit families.</p>	<ul style="list-style-type: none"> *SETA Health Meeting Agendas *Notes from meetings
<p>4. Health Program Educator(s) will present pertinent health reminders and information at Professional Development meetings for teachers and paras as scheduled.</p>	<p>Teachers will learn from the Health Program Educator(s) pertinent information to pass on to the families to ensure preventive and age-appropriate health care needs are met.</p>	<ul style="list-style-type: none"> *Monthly Professional Learning Agenda *PowerPoint Presentation for each meeting to include health topics/information. *Sign-in sheets from Monthly Professional Learning

Goal #2 - Health and Wellness

Increase the health and well-being of children birth to age 5 by improving the number of children who are up-to-date on a schedule of appropriate preventive and primary health care. **Year 3 (8/1/22-7/31/23)** age-

Objectives	Expected Outcome(s)	Data, Tools, or Methods for Tracking Progress
<p>1. The Head Start Program will plan trimester health meetings (3) for parents throughout the school year. The areas focused on will be: well-child schedules, emergency first-aid courses, safe practices in the home, lead exposure information, and free resources available to parents.</p>	<p>Health Program Educator(s) will facilitate/present three health meetings during the school year for families with a goal of one per trimester (beginning of year, winter, spring). The program is anticipating at least 50% of Head Start families will attend each meeting.</p>	<ul style="list-style-type: none"> * Workshop agendas to be presented to families * List of resources available to families * Lead-exposure information for parents * Well-child schedules for families * Parent Sign-in sheets for each meeting
<p>2. Health Program Educator will ensure all health care records for students are properly uploaded into ChildPlus ensuring data is entered in the appropriate time frame to meet up-to-date age appropriate preventative health care.</p>	<p>There will be a 20% increase in assuring all health data has been entered into the ChildPlus System to reach 100% reporting of all health assessment data for each student in the program.</p>	<ul style="list-style-type: none"> * Child Plus Reports * County-wide reporting data
<p>3. Health Program Educator(s) will attend monthly/regular Health meetings at SETA and report back to appropriate staff, teachers, and program specialists.</p>	<p>The program will benefit from learning about updates/information needed to be passed on to support staff, teachers, and para educators in the program to benefit families.</p>	<ul style="list-style-type: none"> * SETA Health Meeting Agendas * Notes from meetings
<p>4. Health Program Educator(s) will present pertinent health reminders and information at Professional Development meetings for teachers and paras as scheduled.</p>	<p>Teachers will learn from the Health Program Educator(s) pertinent information to pass on to the families to ensure preventive and age-appropriate health care needs are met.</p>	<ul style="list-style-type: none"> * Monthly Professional Learning Agenda * PowerPoint Presentation for each meeting to include health topics/information. * Sign-in sheets from Monthly Professional Learning

Goal #2 - Health and Wellness

Year 4 (8/1/23-7/31/24)

Increase the health and well-being of children birth to age 5 by improving the number of children who are up-to-date on a schedule of age-appropriate preventive and primary health care.

Objectives	Expected Outcome(s)	Data, Tools, or Methods for Tracking Progress
<p>1. The Head Start Program will plan trimester health meetings (3) for parents throughout the school year. The areas focused on will be: well-child schedules, emergency first-aid courses, safe practices in the home, lead exposure information, and free resources available to parents.</p>	<p>Health Program Educator(s) will facilitate/present three health meetings for families with a goal of one per trimester (beginning of year, winter, spring). The program is anticipating a 25% increase in attendance from the previous year.</p>	<ul style="list-style-type: none"> * Workshop agendas to be presented to families * List of resources available to families * Lead-exposure information for parents * Well-child schedules for families * Parent Sign-in sheets for each meeting
<p>2. Health Program Educator will ensure all health care records for students are properly uploaded into ChildPlus ensuring data is entered in the appropriate time frame to meet up-to-date age appropriate preventative health care.</p>	<p>There will be a 20% increase in assuring all health data has been entered into the ChildPlus System to reach 100% reporting of all health assessment data for each student in the program.</p>	<ul style="list-style-type: none"> * Child Plus Reports * County-wide reporting data
<p>3. Health Program Educator(s) will attend monthly/regular Health meetings at SETA and report back to appropriate staff, teachers, and program specialists.</p>	<p>The program will benefit from learning about updates/information needed to be passed on to support staff, teachers, and para educators in the program to benefit families.</p>	<ul style="list-style-type: none"> * SETA Health Meeting Agendas * Notes from meetings
<p>4. Health Program Educator(s) will present pertinent health reminders and information at Professional Development meetings for teachers and paras as scheduled.</p>	<p>Teachers will learn from the Health Program Educator(s) pertinent information to pass on to the families to ensure preventive and age-appropriate health care needs are met.</p>	<ul style="list-style-type: none"> * Monthly Professional Learning Agenda * PowerPoint Presentation for each meeting to include health topics/information. * Sign-in sheets from Monthly Professional Learning

<p>5. Head Start Program will plan a Health Fair for parents to provide Health Education resources for families.</p>	<p>Program Educators and Family Advocates will educate themselves with information regarding what resources are available to families related to both primary and preventative health care.</p>	<p>*List of resources that includes contact information *Database of resource information *Agendas from planning meetings *Minutes from planning meetings</p>
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Goal #2 - Health and Wellness

Increase the health and well-being of children birth to age 5 by improving the number of children who are up-to-date on a schedule of age-appropriate preventive and primary health care.

Objectives	Expected Outcome(s)	Data, Tools, or Methods for Tracking Progress
<p>1. The Head Start Program will facilitate trimester health meetings (3) for parents throughout the school year. The areas focused on will be well-child schedules, emergency first-aid courses, safe practices in the home, lead exposure information, and free resources available to parents.</p>	<p>Health Program Educator(s) will facilitate/present three health meetings during the school year for families with a goal of one per trimester (beginning of year, winter, spring). The program is anticipating a 35% increase in attendance from the previous year.</p>	<ul style="list-style-type: none"> *Health Meeting Agenda *Health Meeting Parent Sign-in Sheet *Calculation of how many parents are attending each meeting to calculate increase/decrease of parent/family attendance
<p>2. Health Program Educator will ensure all health care records for students are properly uploaded into ChildPlus ensuring data is entered in the appropriate time frame to meet up-to-date age appropriate preventative health care.</p>	<p>There will be a 20% increase in assuring all health data has been entered into the ChildPlus System to reach 100% reporting of all health assessment data for each student in the program.</p>	<ul style="list-style-type: none"> *Child Plus Reports *County-wide reporting data
<p>3. Health Program Educator(s) will attend monthly/regular Health meetings at SETA and report back to appropriate staff, teachers, and program specialists.</p>	<p>The program will benefit from learning about updates/information needed to be passed on to support staff, teachers, and para educators in the program to benefit families.</p>	<ul style="list-style-type: none"> *SETA Health Meeting Agendas *Notes from meetings
<p>4. Health Program Educator(s) will present pertinent health reminders and information at Professional Development meetings for teachers and paras as scheduled.</p>	<p>Teachers will learn from the Health Program Educator(s) pertinent information to pass on to the families to ensure preventive and age-appropriate health care needs are met.</p>	<ul style="list-style-type: none"> *Monthly Professional Learning Agenda *PowerPoint Presentation for each meeting to include health topics/information. *Sign-in sheets from Monthly Professional Learning

5. Head Start Program will facilitate a Health Fair for parents to provide Health Education resources for families.

Parents and families will have access to resources related to health. Families will be able to talk to health care providers and receive health screenings and updated immunizations.. Parents will be able to locate a dental and medical home if they currently do not have one.

- *Family Sign-in sheets
- *Count of how many parents at each booth
- *Evaluation by parents
- *Evaluation by vendors/providers
- *Evaluation by staff

Goal #3 - Attendance

Year 1 (8/1/20-7/31/21)

Improve the rate of attendance for children in the Head Start and Early Head Start program.

Objectives	Expected Outcome(s)	Data, Tools, or Methods for Tracking Progress
<p>1. The Preschool Program will utilize Child Plus/Synergy for attendance reports to accurately track chronic absenteeism.</p>	<p>Decrease chronic absenteeism</p>	<p>*Child Plus/Synergy/ Attendance Reporting *Head Start Monthly Attendance Report *County-wide Monthly Attendance Report</p>
<p>2. The Preschool Program will focus on implementing the Attendance Reporting Procedures previously outlined.</p>	<p>Increasing parent/guardian contact through relationship building and decreasing chronic absenteeism</p>	<p>*Family Contact Log *Child Plus/Synergy</p>

Goal #3 - Attendance

Year 2 (8/1/21-7/31/22)

Improve the rate of attendance for children in the Head Start and Early Head Start program.

Objectives	Expected Outcome(s)	Data, Tools, or Methods for Tracking Progress
<p>1. The Preschool Program will continue to utilize Child Plus/Synergy for attendance reports to accurately track chronic absenteeism.</p>	<p>Decrease chronic absenteeism by 10%</p>	<p>*Child Plus/Synergy</p>
<p>2. The Preschool Program will continue to focus on implementing the Attendance Reporting Procedures previously outlined.</p>	<p>Increasing parent/guardian contact through relationship building and decreasing chronic absenteeism</p>	<p>*Family Contact Log *Child Plus/Synergy</p>
<p>3. The Preschool Program will continue to educate families and provide resources to improve attendance.</p>	<p>Decrease chronic absenteeism and increase parent/guardian awareness of the importance of attendance in preschool</p>	<p>*Family Contact Log *Parent Meetings *Program-wide Workshops *Provide families with research data on the importance and benefits of preschool *Resources for transportation, medical and social emotional needs, living healthy lifestyles</p>
<p>4. The Positive Behavior Intervention and Supports (PBIS) program that is used in TK-sixth grade classes will be implemented into the preschool programs at each school site.</p>	<p>Decrease chronic absenteeism through positive interactions and encouragement to attend school each day from teaching staff and office support staff</p>	<p>*Family Contact Log *Child Plus/Synergy Reports *Required Document Check List</p>

Goal #3 - Attendance

Year 3 (8/1/22-7/31/23)

Improve the rate of attendance for children in the Head Start and Early Head Start program.

Objectives	Expected Outcome(s)	Data, Tools, or Methods for Tracking Progress
<p>1. The Preschool Program will continue to utilize Child Plus/Synergy for attendance reports to accurately track chronic absenteeism.</p>	<p>Decrease chronic absenteeism by 15%</p>	<p>*Child Plus/Synergy Reports</p>
<p>2. The Preschool Program will continue to focus on implementing the Attendance Reporting Procedures previously outlined.</p>	<p>Increasing parent/guardian contact through relationship building and decreasing chronic absenteeism</p>	<p>*Family Contact Log *Child Plus/Synergy</p>
<p>3. The Preschool Program will continue to educate families and provide resources to improve attendance.</p>	<p>Decrease chronic absenteeism and increase parent/guardian awareness of the importance of attendance in preschool</p>	<p>*Family Contact Log *Parent Meetings *Program-wide Workshops *Provide families with research data on the importance and benefits of preschool *Resources for transportation, medical and social emotional needs, living healthy lifestyles</p>
<p>4. The Positive Behavior Intervention and Supports (PBIS) program that is used in TK through sixth grade classes will continue to be implemented into the preschool programs at each school site.</p>	<p>Decrease chronic absenteeism through positive interactions and encouragement to attend school each day from teaching staff and office support staff</p>	<p>*Family Contact Log *Child Plus/Synergy *Required Document Check List</p>

Goal #3 - Attendance

Year 4 (8/1/23-7/31/24)

Improve the rate of attendance for children in the Head Start and Early Head Start program.

Objectives	Expected Outcome(s)	Data, Tools, or Methods for Tracking Progress
<p>1. Utilize Child Plus/Synergy for attendance reports to accurately track chronic absenteeism.</p>	<p>Decrease chronic absenteeism by 15%</p>	<p>*Child Plus/Synergy Reports</p>
<p>2. The Preschool Program will continue to focus on implementing the Attendance Reporting Procedures previously outlined.</p>	<p>Increasing parent/guardian contact and decreasing chronic absenteeism</p>	<p>*Family Contact Log *Child Plus/Synergy</p>
<p>3. The Preschool Program will continue to educate families and provide resources to improve attendance.</p>	<p>Decrease chronic absenteeism and increase parent/guardian awareness of the importance of preschool</p>	<p>*Family Contact Log *Parent Meetings, Program-wide Workshops *Provide families with research data on the importance and benefits of preschool *Resources for transportation, medical and social emotional needs, living healthy lifestyles</p>
<p>4. School staff will extend PBIS into the preschool program.</p>	<p>Decrease chronic absenteeism through positive interactions</p>	<p>*Family Contact Log *Child Plus/Synergy Reports *Required Document Check List *Agendas and sign-in sheetst *Review of the daily lesson plans and informal observations</p>

Goal #3 - Attendance

Year 5 (8/1/24-7/31/25)

Improve the rate of attendance for children in the Head Start and Early Head Start program.

Objectives	Expected Outcome(s)	Data, Tools, or Methods for Tracking Progress
<p>1. Preschool support staff will utilize Child Plus/Synergy for attendance reports to accurately track chronic absenteeism.</p>	<p>Decrease chronic absenteeism by 20%</p>	<p>*Child Plus/Synergy Reports</p>
<p>2. The Preschool support staff will continue to focus on implementing the Attendance Reporting Procedures.</p>	<p>Increasing parent/guardian contact and decreasing chronic absenteeism</p>	<p>*Family Contact Log *Child Plus/Synergy Reports</p>
<p>3. Preschool staff will continue to educate and provide resources to families for improving attendance.</p>	<p>Decrease chronic absenteeism and increase parent/guardian awareness of the importance of preschool</p>	<p>*Family Contact Log *Parent Meetings *Program-wide Workshops *Provide families with research data on the importance and benefits of preschool *Resources for transportation, medical and social emotional needs, living healthy lifestyles</p>
<p>4. School staff will continue to implement PBIS In the preschool program.</p>	<p>Decrease chronic absenteeism through positive interactions</p>	<p>*Family Contact Log *Child Plus/Synergy *Required Document Check List *Agendas and sign-in sheets *Review of the daily lesson plans and informal observations</p>

Goal #4 - Family Engagement

Year 1 (8/1/20-7/31/21)

Improve and promote parent and family engagement that is culturally responsive, reflective, and goal oriented in order to support families.

Objectives	Expected Outcome(s)	Data, Tools, or Methods for Tracking Progress
<p>1. The teachers and program educators will receive professional learning in the area of family engagement during the monthly professional development workshops using the ECLCK series, "Family Engagement and Positive Goal-Oriented Relationships.</p>	<p>Staff will become aware of own biases. Staff will learn to follow relationship-based practices. Staff will be better equipped to build stronger relationships with parents during home visits and conferences.</p>	<p>*Professional Learning Sign-in Sheets</p>
<p>2. The staff will attend a Family Engagement three hour training from Frog Street Press in order to define differences between parent involvement and engagement.</p>	<p>The staff will learn strategies to create and support a solid home-school link to promote academic success and learn ways to build family partnerships and to promote effective communication with parents. Staff will develop an understanding of the family's role as educational partners and how a parent's support is integral to the growth and development of their children.</p>	<p>*Frog Street Family Engagement Professional Learning *Sign-in sheet for professional learning training</p>
<p>3. The staff will receive resources for Family Engagement through the Project Applesseed Family and Parental Forever Toolbox.</p>	<p>Staff will share excitement with parents to become involved in their child's education, and in turn, the parents will have an impact on their child's learning. Through these tools and training, powerful school-family partnerships will be built in each classroom.</p>	<p>*Sign-in sheet for parent meetings *Strategies used-teacher accountability document *Parent feedback through Policy Council/parent surveys</p>

Goal #4 - Family Engagement

Year 2 (8/1/21-7/31/22)

Improve and promote parent and family engagement that is culturally responsive, reflective, and goal oriented in order to support families.

Objectives	Expected Outcome(s)	Data, Tools, or Methods for Tracking Progress
<p>1. The teachers and program educators will continue to receive professional learning in the area of family engagement during the monthly professional development workshops using the ECLCK series, "Family Engagement and Positive Goal-Oriented Relationships.</p>	<p>Staff will become aware of own biases. Staff will learn to follow relationship-based practices. Staff will be better equipped to build stronger relationships with parents during home visits and conferences.</p>	<p>*Professional Learning Sign-in Sheets *ECLCK Family Engagement Agenda</p>
<p>2. The staff will attend a three hour Family Engagement training from Frog Street Press with their classroom families to share the differences between parent involvement and engagement.</p>	<p>Parents will learn strategies to create and support a solid home-school link to promote academic success and learn ways to build family partnerships and to promote effective communication with teachers. Staff will develop an understanding of the family's role as educational partners and how a parent's support is integral to the growth and development of their children.</p>	<p>*Sign-in sheet for professional learning training *Frog Street Family Engagement Agenda</p>
<p>3. Teachers and Program Educators will be trained in Basic Parent Education through Conscious Discipline.</p>	<p>Staff will continue to learn strategies for engaging families. Teachers will be equipped with a subscription of tools and how to use them in order to better support families.</p>	<p>*Sign-in sheet for professional learning training *Conscious Discipline Parent Education Agenda *Subscription teacher check-in sheets to test how/what is being used to support families</p>

Goal #4 - Family Engagement

Year 3 (8/1/22-7/31/23)

Improve and promote parent and family engagement that is culturally responsive, reflective, and goal oriented in order to support families.

Objectives	Expected Outcome(s)	Data, Tools, or Methods for Tracking Progress
<p>1. The teachers and program educators will continue to receive professional learning in the area of family engagement during the monthly professional development workshops using the ECLCK series, "Family Engagement and Positive Goal-Oriented Relationships.</p>	<p>Staff will become aware of own biases. Staff will learn to follow relationship-based practices. Staff will be better equipped to build stronger relationships with parents during home visits and conferences.</p>	<p>*Professional Learning Agenda *Professional Learning Sign-in Sheets</p>
<p>2. The staff will write out a yearly family engagement plan during pre-service to discuss family engagement strategies for families and will discuss during the monthly parent meetings.</p>	<p>Staff will continue to explore and find tools and strategies to help parents become and stay engaged in their child's learning. Staff will be accountable for monthly topics and strategies to give to parents.</p>	<p>*Family Engagement Plan *Monthly Classroom Meeting Agenda *Monthly Classroom Meeting Sign-in sheets *Parent Feedback form *Parent Survey</p>
<p>3. Teachers and Program Educators will continue to be trained in Basic Parent Education through Conscious Discipline and begin passing on strategies learned to parents during Monthly Parent Meetings.</p>	<p>Staff will learn how to address three key contact points with families: Parent Nights Home Visits Authentic Connection</p>	<p>*Family Engagement Plan *Monthly Classroom Meeting Agenda *Monthly Classroom Meeting Sign-in sheets *Parent Feedback form</p>

Goal #4 - Family Engagement

Year 4 (8/1/23-7/31/24)

Improve and promote parent and family engagement that is culturally responsive, reflective, and goal oriented in order to support families.

Objectives	Expected Outcome(s)	Data, Tools, or Methods for Tracking Progress
<p>1. The teachers and program educators will continue to receive professional learning in the area of family engagement during the monthly professional development workshops using the ECLKC series, "Family Engagement and Positive Goal-Oriented Relationships.</p>	<p>Staff will become aware of own biases. Staff will learn to follow relationship-based practices. Staff will be better equipped to build stronger relationships with parents during home visits and conferences.</p>	<p>*Professional Learning Agenda *Professional Learning Sign-in Sheets</p>
<p>2. The staff will write out a yearly family engagement plan during pre-service to discuss family engagement strategies for families and will discuss during the monthly parent meetings.</p>	<p>Staff will become aware of and be held accountable to teach each monthly topic and give strategies to parents on a monthly basis.</p>	<p>*Family Engagement Plan *Monthly Classroom Meeting Agenda *Monthly Classroom Meeting Sign-in sheets *Parent Feedback form *Parent Survey</p>
<p>3. Teachers and Program Educators will continue to be trained in Basic Parent Education through Conscious Discipline and begin passing on strategies learned to parents during Monthly Parent Meetings.</p>	<p>Staff will be learn to address three key contact points with families: Parent Nights Home Visits Authentic Connection</p>	<p>*Family Engagement Plan *Monthly Classroom Meeting Agenda *Monthly Classroom Meeting Sign-in sheets *Parent Feedback form</p>

Goal #4 - Family Engagement

Year 5 (8/1/24-7/31/25)

Improve and promote parent and family engagement that is culturally responsive, reflective, and goal oriented in order to support families.

Objectives	Expected Outcome(s)	Data, Tools, or Methods for Tracking Progress
<p>1. The teachers and program educators will continue to receive professional learning in the area of family engagement during the monthly professional development workshops using the ECLCK series, "Family Engagement and Positive Goal-Oriented Relationships.</p>	<p>Staff will become aware of own biases Staff will learn to follow relationship-based practices. Staff will be better equipped to build stronger relationships with parents during home visits and conferences.</p>	<p>*Professional Learning Agenda *Professional Learning Sign-in Sheets</p>
<p>2. The staff will write out a yearly family engagement plan during pre-service to discuss family engagement strategies for families and will discuss during the monthly parent meetings.</p>	<p>Staff will continue to explore and find tools and strategies to help parents become and stay engaged in their child's learning. Staff will be accountable for monthly topics and strategies to give to parents.</p>	<p>*Family Engagement Plan *Monthly Classroom Meeting Agenda *Monthly Classroom Meeting Sign-in sheets *Parent Feedback form *Parent Survey</p>
<p>3. Teachers and Program Educators will continue to be trained in Basic Parent Education through Conscious Discipline and begin passing on strategies learned to parents during Monthly Parent Meetings.</p>	<p>Staff will continue to explore and find tools and strategies to help parents become and stay engaged in their child's learning.</p>	<p>*Family Engagement Plan *Monthly Classroom Meeting Agenda *Monthly Classroom Meeting Sign-in sheets *Parent Feedback form</p>

TRAINING AND TECHNICAL ASSISTANCE PLAN

Elk Grove Unified School District

2020-2021

PHILOSOPHY

Elk Grove's philosophy is clearly stated in the District Mission Statement that reads as follows:

Elk Grove Unified School District will provide a learning community that challenges all students to realize their greatest potential. Our core values are outcomes for students, achievement of core academic skills, confident, effective thinkers and problem solvers, ethical participants in society, commitments about how we operate as an organization, supporting continuous improvement of instruction, building strong relationships, finding solutions, high expectations for learning for all students and staff, instructional excellence, safe, peaceful, and healthy environment, enriched learning environment, and collaboration with diverse communities and families.

This mission statement is as appropriate for children in the Head Start program as it is for transitional kindergarten through twelfth grade students in the schools of Elk Grove Unified. Self-confidence, the ability to think and learn, respect for diversity, and basic skills and knowledge are the foundation blocks of public education, and in Elk Grove this learning begins in preschool. The mission is incorporated in daily activities of the Head Start program and through the Parent Policy Committee.

Readiness for learning is the foundation for the Head Start and other child development/preschool programs in Elk Grove. Providing a rich background for children that will enable them to develop their learning potential is the cornerstone of a balanced, child-centered preschool program that provides a successful transition to kindergarten.

The Elk Grove goals are incorporated in the curriculum, instruction and activities of the Head Start and other preschool programs with a special emphasis on the parenting component. Standards and assessments, teaching and learning, professional development, parent and community involvement, and funding and governance are based on these goals. The goals lead directly to the Head Start performance standards that emphasize education, health, nutrition, social services, and parental involvement.

EGUSD is committed to providing high quality professional development opportunities. Professional development will align with the Five-Year Goals developed for Head Start and the needs identified in our self-assessment.

PLANNING PROCESS

The following tools were utilized in planning for the training and professional development needs of our staff and parents: PIR, Monitoring Protocol, Self-Assessment, internal monitoring results, DRDP15, the School Readiness Assessment, CLASS observations, ECERS, the Five -Year Goals, and parent surveys and interviews. Needs and strategies were discussed at meetings of the PreK Education administration team, the Parent Policy Committee, operation team meetings, and during staff Professional Development. As a result of this intensive reflection and review, this plan was developed to meet the needs of the Head Start program.

APPROACH TO TRAINING, TECHNICAL ASSISTANCE AND PROGRAM IMPROVEMENT

The approach to training and technical assistance relates to the program goals and program improvement findings. The following needs are to be addressed: Medical and dental follow-up and documentation, CLASS, Pyramid training, assessment, individualization, lesson planning techniques, school readiness, Child Plus, meeting the Five-Year Goals, improving classroom parent meetings, continuing education for para-educators towards receiving their AA degree and training for program educators to receive a certificate for working with families.

TRAINING DELIVERY

The Head Start staff attends trainings held by the Elk Grove Unified School District as well as those offered by colleges and organizations such as CPIN, SCOE, CHSA and CAEYC. Monthly professional development is provided to teachers and para-educators. Consultants, outside speakers, and experts within our own program such as instructional coaches, the mental health service provider, and classroom teachers provide training. The PreK program works with other departments to train staff - for example, the EGUUSD technology services department provides training for OAs on Synergy, the PreK - 6 monitoring system; the EGUUSD head nurse provides training on how to handle bee stings, minor cuts, epi-pens, inhalers, and the procedures for reporting head injuries; the EGUUSD food and nutrition services department provides training on portion sizes for children three to five and serving meals family style; the EGUUSD English Learner Services Department provides training in working with EL students.

TRAINING MONITORING AND EVALUATION

Agendas and sign-in sheets for professional learning opportunities are maintained and attendance at mandated professional development such as CPR is monitored. Monthly calendars, emails, and flyers, both from the district and the PreK department inform staff of upcoming training opportunities. The calendar for training will ensure the completion of at least 15 hours of professional learning for teaching staff annually.

TRAINING AND TECHNICAL ASSISTANCE PLAN
Elk Grove Unified School District
2020-2021

[NOTES LEGEND: M=Mandated; GNO= Goals and Objectives; PIP= Program Improvement Plan

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/ T & TA Budget Source	Notes
1. Priority: Improve Management Systems and Compliance with Head Start Performance Standards						
A. ERSEA –Strengthen enrollment process and procedures						
Enrollment training Recruitment training	Program Educators OAs	SETA ERSEA content leader	Ensure full enrollment Increase Wait list	2020-21 ongoing	Minimal NA	GNO
B. B. Planning – Strengthen Planning System						
Long- and short-term Planning (special attention to budget issues)	Program Specialists Fiscal Tech Budget Tech	Director SETA	Year’s plan Training/Guidance as needed	By June 2021 and on- going	None NA	
C. Record keeping and Reporting – Strengthen Recordkeeping and Reporting System						
Child Plus training	OAs Program Educators Program Specialists Director	SETA meetings Scramble	Staff trained to use Child Plus to more effectively monitor the program	On-going August 2020- July 2021 October 2020	None SETA pays for two people to attend conference Scramble Experience Tour \$279/pp (Four to attend) Total=\$1,100 paid by SETA	NA GNO

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/ T & TA Budget Source	Notes
D. Human Resources						
Staff Development	All Staff	Staff from departments within EGUSD, Outside speakers, PreK staff, SETA	Compliance issues, proficiency in assessment, data analysis, new staff training, individualization, using curriculum to fidelity.	August 2020 – June 2021	\$2,000 NA	GNO
CLASS training Follow-up training Reliable Observer tests CLASS Teacher Training	Teachers Para-educators, Program Specialists Academic Program Coordinators	SETA, Program Specialists Academic Program Coordinators Instructional Coaches	Proficiency in CLASS dimensions.	August 2020– June 2021	\$1,000 NA	GNO PIR
Class Observation Visits to Classrooms by a Reliable CLASS observer	Teachers	SETA CLASS Reliable Observer	Compliance in CLASS observations and raised scores in the areas of Instructional Learning Formats, Quality of Feedback, and Emotional Support	August 2020- June 2021	SETA to pay for all 22 classes NA	M

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/ T & TA Budget Source	Notes
CLASS Training by Teachstone	Teachers Para Educators Administrators Instructional Coaches	Teachstone	Compliance in CLASS observations and raised scores in the areas of Instructional Learning Formats, Quality of Feedback, and Emotional Support	August 2020- June 2021	SETA to pay for MyTeachstone Platform \$2,600 CLASS Primer for Leaders \$1,100 Program to pay for Coaching (2-day training) \$7,500	NA GNO
Conferences and Workshops	Policy Committee PreK staff		Increased knowledge and skills.	August 2020 - June 2021	\$2,000	NA GNO
Conferences and Workshops Admin	Program Specialist		Increased knowledge in Head Start program policies, procedures, and	August 2019- June 2021	SETA will pay for National Head Start Conference and Administrative Boot Camp and Conscious Discipline and Splash Conference Estimate of \$8,000	NA GNO

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/ T & TA Budget Source	Notes
Associates degrees for para-educators	Para-educators	Colleges	All para-educators possess or are enrolled in an AA program	July 2019- July 2020	SETA Career Incentive Program	M GNO
New Employee Orientation and mentoring	All new staff	Instructional Coach Academic Program Coordinators	New staff understands policies, procedures, and requirements and has peer mentoring	Ongoing according to need	<u>\$900</u>	All new staff
Family Development Certificate for Program Educator	Program Educators Program Specialists	SETA	Program Educators will obtain training and a certificate to work with families	Fall 2020 if available	SETA	NA
Family Engagement Professional Learning Frogstreet	Program Educators Program Specialists Instructional Coaches Teachers Program Educators	Frogstreet Press	Staff will learn the importance of Family Engagement and how it relates to building strong family partnerships and assisting families with being a part of their child's education	Fall 2020 if available	SETA will pay for training \$5,500	NA GNO

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/ T & TA Budget Source	Notes
Professional Learning tools for Teachers and Families	Teachers Para Educators Program Educators Families	Project Applesseed Forever Family Engagement Kit	Staff will provide resources to families to help encourage better attendance, build stronger teacher/parent relationships, and help build social emotional learning	July 2020- August 2021	\$1,000 paid by SETA-covers membership for all school sites	NA GNO
E. Ongoing Monitoring						
Increase use of internal monitoring to facilitate changes needed	Staff Monitoring team	Program Specialists	Licensing and grant compliance adhered to	July 2020- May 2021	none	NA
Implement suggestions of SETA monitors	All staff	SETA	All compliance adhered to	On-going	none	NA All staff
F. Program Governance						
Participate in SETA trainings	Policy Committee representative/alternate PreK staff	SETA	Increase knowledge and share information with staff and parents	August 2020- June 2021	none	NA

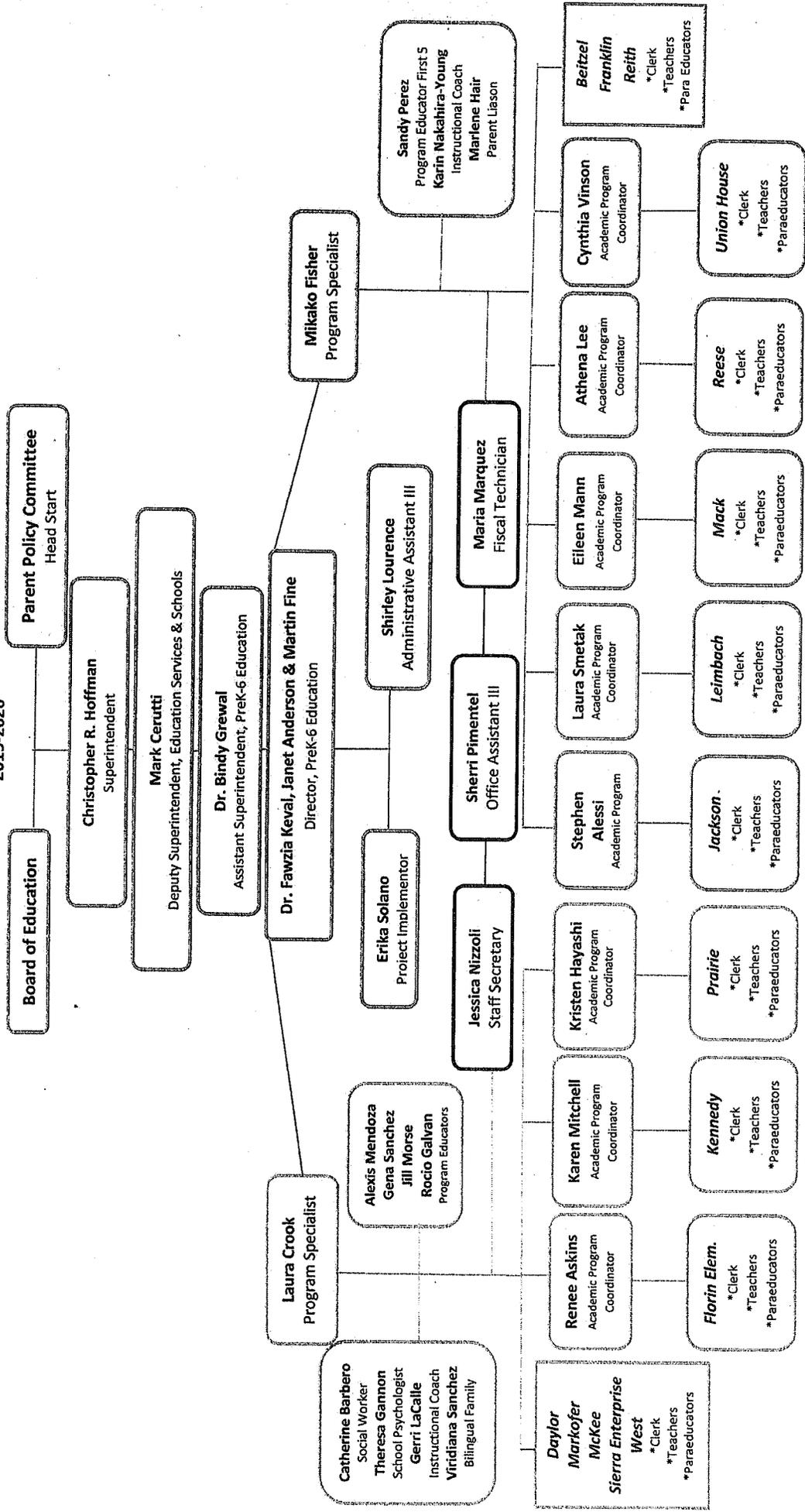
Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/ T & TA Budget Source	Notes
Board member and Policy Committee member training and communication	School Board Policy Committee	Director/ Program Specialists	Increase knowledge of Head Start program and oversight responsibilities	Monthly	none NA	
2. PRIORITY: Health, Safety, and Family Development						
A. HEALTH & SAFETY						
BBP/Universal Precaution Training	All Staff	District Nurse Program Specialists Risk Management	Increase knowledge of procedures	Fall 2020	none NA	M
Child Abuse and Neglect Training	All Staff	Legal Compliance Specialist, EGUSD	Ensure compliance with licensing and HS performance standards	Fall 2020	none NA	M
Pedestrian Training	Families Students	Instructional Coaches Teachers	Increase knowledge of pedestrian safety procedures	Fall 2020 and ongoing	none NA	M
B. NUTRITION						

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/ T & TA Budget Source	Notes
Parent education workshops	Families	Program Educators funded through First 5	Increase knowledge of healthy eating habits and benefits of exercise	Fall 2020 and ongoing	none	NA GNO
Professional learning	Staff	EGUSD food and nutrition services	Increase knowledge of serving size, family style meal procedure, accounting of meals served	Fall 2020	none	NA M
C. MENTAL HEALTH						
Parent education workshops	Families	Social Worker Instructional Coach	Increase strategies for behavior management and social skills	Fall 2020 Spring 2021	\$500	NA GNO

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/ T & TA Budget Source	Notes
Center for Social-Emotional Foundations in Early Learning, CA Pyramid training	Teachers and Para-educators	Staff from within EGUUSD, outside coaches, SETA	Increased understanding of how to meet the social-emotional needs of students	August 2020- May 2021	<u>\$500</u> NA	GNO
D. DISABILITIES						
Review Request for Assistance Plan (RFA)	Teaching Staff	Social Worker	Increase awareness of how to refer students in need of extra support and resources to social worker and psychologist	Fall 2020	none	GNO
E. CHILD DEVELOPMENT						
Social Emotional Learning Training for Teachers-Conscious Discipline Subscription per teacher	Teachers Paraeducators Families	Conscious Discipline	Teachers better equipped to offer resources to students and families for social-emotional needs	Fall 2020- June 2021	SETA will pay \$69 subscription x30=\$2,100 NA	

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/ T & TA Budget Source	Notes
Learning Genie	Teachers	Program Specialists Learning Genie staff Instructional Coaches	Enhanced utilization of the Learning Genie tool	August 2020 – May 2021	none NA	
F. FAMILY SERVICES AND COMMUNITY PARTNERSHIPS						
Family development workshops	Families	Instructional Coaches Program Educators	Increase parent/guardian understanding and awareness of home activities to promote school readiness	Fall 2020 and ongoing	none First 5 grant	NA GNO

PreK-6 EDUCATON
PreK Division Organizational Chart
 2019-2020



**U.S. DEPARTMENT OF HEALTH AND HUMAN
SERVICES COMPENDIUM OF REQUIRED
CERTIFICATIONS AND ASSURANCES**

Office of Head Start

Updated July 29, 2014

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

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U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

SF424B Assurances – Non-Construction Programs

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to:
 - (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin;
 - (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex;
 - (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps;
 - (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age;
 - (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse;
 - (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism;
 - (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records;
 - (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing;
 - (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and,
 - (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form- LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Regarding Compliance with Compensation Cap (Level II of the Executive Schedule)

Federal funds will not be used to pay any part of the compensation of an individual employed by a Head Start and/or Early Head Start agency if that individual's compensation exceeds the rate payable for Level II of the Executive Schedule.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

Certification of Filing and Payment of Federal Taxes

As required by the Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriation Act, 2008 (Public Law 110-161, Division G, Title V, section 523), as a prospective financial assistance recipient entering into a grant or cooperative agreement of more than \$5,000,000, I, as the duly authorized representative of the applicant, do hereby certify to the best of my knowledge and belief, that:

1. The applicant has filed all Federal tax returns required during the three years preceding this certification
2. The applicant has not been convicted of a criminal offense pursuant to the Internal Revenue Code of 1986 (U.S. Code - Title 26, Internal Revenue Code)
3. The applicant has not, more than 90 days prior to this certification, been notified of any unpaid Federal tax assessment for which the liability remains unsatisfied, unless the assessment is the subject of an installment agreement or offer in compromise that has been approved by the Internal Revenue Service and is not in default, or the assessment is the subject of a non-frivolous administrative or judicial proceeding.

Submission Statement

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
 Middle Name:
 * Last Name:
 Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative:  * Date Signed:

* Submitted by: Date Submitted:

SH

Drug-Free Workplace Requirements Grantees Other Than Individuals

By signing and or submitting this application or grant agreement, the grantee is providing the certification set out below.

This certification is required by regulations implementing the Drug-Free Workplace Act of 1988, 45 CFR, Part 76, Subpart F. The regulations published in the January 31, 1989 Federal Register, require certification by grantees that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when HHS determines to award the grant. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment.

Workplaces under grants, for grantees other than individuals, need not be identified on the certification. If known, they may be identified in the grant application. If the grantee does not identify the workplaces at the time of application, or upon award, if there is no application, the grantee must keep the identity of the workplace(s) on file in its office and make the information available for Federal inspection. Failure to identify all known workplaces constitutes a violation of the grantee's drug-free workplace requirements.

Workplace identifications must include the actual address of buildings (or parts of building) or other sites where work under the grant takes place. Categorical descriptions may be used (e.g. all vehicles of a mass transit authority of State highway department while in operation, State employees in each local unemployment office, performers in concert halls or radio studios).

If the workplace identified to HHS changes during the performance of the grant, the grantee shall inform the agency of the change(s), it previously identified the workplaces in question (see above).

Definitions of terms in the Nonprocurement Suspension and Debarment common rule and Drug-Free Workplace common rule apply to this certification. Grantees' attention is called, in particular, to the following definitions from these rules:

"Controlled substance" means a controlled substance in Schedules I through V of the Controlled Substances Act (21 USC 812) and as further defined by regulations (21 CFR, 1308.11 through 1308.15). "Conviction" means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal or State criminal drug statutes; "Criminal drug statute" means a Federal or non-Federal criminal statute involving the manufacture, distribution, dispensing use, or possession of any controlled substance; "Employee" means the employee of a grantee directly engaged in the performance of work under a grant including: (i) All "direct charge" employees; (ii) all "indirect charge" employees unless their impact of involvement is insignificant to the performance of the grant, and (iii) temporary personnel and consultants who are directly engaged in the performance of work under the grant and who are on the grantee's payroll. This definition does not include workers not on the payroll of the grantee (e.g., volunteers, even if used to meet a matching requirement; consultants or independent contractors not on the grantee's payroll; or employees of subrecipients or subcontractors in covered workplaces).

The grantee certifies that it will provide a drug-free workplace by.

- a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

- b) Establishing a drug-free awareness program to inform employees about:
- (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- d) Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will:
- (1) Abide by the terms of the statement; and
 - (2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction;
- e) Notifying the agency in writing within ten days after receiving notice under subparagraph (d)(2), from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant,
- f) Taking one of the following actions within 30 days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
- (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.
- g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a) through (f).

Place of Performance: See attached listing.

Elk Grove Unified School District

ORGANIZATION

*re
of*

 3-4-2020

OFFICIAL SIGNATURE

Certification Regarding Environment Tobacco Smoke

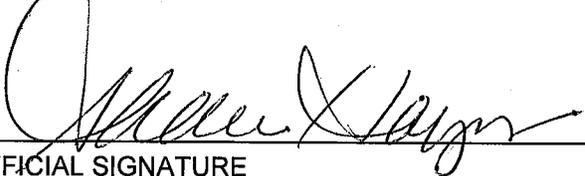
Public Law 103227, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, early childhood development services, education or library services to children under the age of 18, if the services are funded by Federal programs either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The law also applies to children's services that are provided in indoor facilities that are constructed, operated, or maintained with such Federal funds. The law does not apply to children's services provided in private residences; portions of facilities used for inpatient drug or alcohol treatment; service providers whose sole source of applicable Federal funds in Medicare or Medicaid; or facilities where WIC coupons are redeemed. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the responsible entity.

By signing this certification, the offeror/contractor (for acquisitions) or applicant/grantee (for grants) certifies that the submitting organization will comply with the requirements of the Act and will not allow smoking within any portion of any indoor facility used for the provision of services for children as defined by the Act.

The submitting organization agrees that it will require the language of this certification be included in any subawards which subrecipients shall certify accordingly.

Elk Grove Unified School District

ORGANIZATION


OFFICIAL SIGNATURE

3-4-2020

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**Certification of Head Start/Early Head Start
Administrative Costs**

We, the Sacramento Employment and Training Agency, have reviewed 45 CFR Part 1301.32 and certify that the development and administrative costs to administer the Head Start/Early Head Start program year August 1, 2020 through July 31, 2021 will not exceed fifteen percent (15%) of the total costs for program accounts 11 through 25.

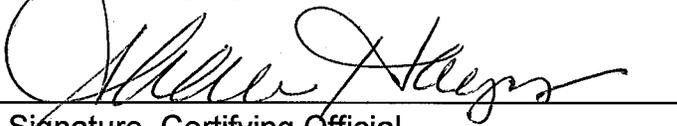
Documents substantiating administrative costs are available in our files for review by the auditor, SETA, and the Office of the Administration for Children and Families Personnel.

Shannon Hayes, Chief Financial Officer

Name, Certifying Official

3-4-2020

Date

_____

Signature, Certifying Official