

# ELK GROVE UNIFIED SCHOOL DISTRICT

## Pre-K-6 Education Department

### Head Start Self-Assessment Summary 2020- 2021

#### Program Self-Assessment Process

Elk Grove Unified School District (EGUSD) conducted a self-assessment of the Head Start program between September 2020 and February 2021. Participants included administrators, fiscal staff, leadership staff, classroom staff, Head Start Parent Policy Committee representatives, and parents of students enrolled in the Head Start program. The assessment entailed collecting evidence of program strengths and opportunities for improvement in each of the content areas and completing an in-depth review of program systems and procedures to assure they were in alignment with the Head Start Performance Standards.

The self-assessment included: a parent survey and questionnaire; a review of the *Head Start Program Performance Standards*, and a review of program area plans and how they are being utilized to meet Head Start Performance Standards. In addition, the self-assessment team reviewed DRDP and School Readiness Assessment data, the 2019- 20 Program Information Report, and the 2019-20 Self-Assessment.

#### Program Strengths

##### *ERSEA*

As part of a school district, the program is able to recruit and advertise at school sites and on the district website. Registration information is available at the front office of every school and on-line. In order to help each family register for the upcoming year, the program holds registrations for the upcoming year from January through July at various school sites throughout the district. In addition to holding registrations at school sites, beginning in January 2021, the program added the ability to do registrations electronically using fillable forms and pictures of required documents. Families have expressed their gratitude for this new registration option, the ease to enroll electronically, and for not having to make arrangements for transportation and child care or take time off of work.

##### *Education*

Professional Learning in the 2020 -2021 school year focused on using the *Creative Curriculum*, *Teaching Pyramid*, and *Second Step* curriculums to enhance teachers' knowledge of social-emotional strategies. A focus was also placed on strategies for self-care. In each training session from October to March, instructional coaches and the social worker taught components from each of the curriculums. Teachers also presented and showcased best practices to colleagues using Second Step or Creative Curriculum so staff could learn from one another.

Teachers meet monthly in teams with an instructional coach and individually throughout the month on an as needed basis. The on-line coaching instrument, *Coaching Companion*, is utilized as a tool to provide video support and feedback. Teachers continued using Learning Genie, a digital tool created to enhance and simplify taking of anecdotal notes for the DRDP. Analysis of anecdotal notes and feedback from teachers indicate that this tool has made a significant change



in the amount of time it takes to complete the DRDP assessment and the quality of the evidence collected to assess student progress.

#### *Mental Health and Disabilities*

EGUSD has two certified Teaching Pyramid Coaches who support continued implementation of Pyramid philosophy and strategies. In addition, two years ago the program purchased and provided professional learning for the Second Step curriculum. Teachers continued to promote social-emotional development with ready-made lessons provided by this curriculum.

The program has a positive relationship with the EGUSD Special Education Department, sharing a clinical psychologist who works as a liaison between the two departments. This partnership allows students who may need services to be assessed quickly, and if needed, a seamless transition between the Head Start program and special education. The social worker and clinical psychologist meet formally on a monthly basis, and informally as needed, to discuss classroom observations, referrals, and follow-up needs. A *PreK Seeking Support for Students Process* was developed to assist teachers with observing and documenting behavior, gathering assessment information, working with families, and making adaptations, as part of the referral process. This allows the social worker and/or clinical psychologist to have a more complete picture of the child and interventions that have been tried before they observe and has resulted in better support and follow-up. From March 2020 through the winter of 2021, observations were completed via the social worker or clinical psychologist joining a class remotely.

#### *Health and Safe Environments*

In anticipation of classrooms opening during the 2020- 2021 school year, administrators and classroom staff completed a safety checklist in each classroom to assure the indoor and outdoor environments were safe and proper postings to meet CA licensing requirements were in place. Program educators and the program specialist spent the Fall semester reviewing and updating program procedures to assure they meet performance standards, State of California licensing, and SETA requirements.

#### *Family and Community Engagement*

Teachers or program staff worked remotely with families to create family development agreements. Two staff members earned a Family Development Credential two years ago and two staff members are currently enrolled in a Family Development credential program.

#### *Governance*

The Head Start Parent Policy Committee meets monthly. A monthly report is given to both the EGUSD Board of Education and Parent Policy Committee members to update them on the Head Start program and to keep them informed regarding their oversight responsibilities. Parents representatives on the 2020 – 2021 policy committee met remotely and were an integral liaison between parents and the policy committee.

#### **Program Improvement Opportunities**

##### *ERSEA*

Due to the program being under enrolled during the year, meetings were held with the registration staff to explore new ways to advertise and promote the program as well as looking into ways to make the registration process easier for families. The ability to register



electronically has been added and has received positive feedback. Program wide monthly attendance averages have been 85% or above for the first half of the school year, however the program continues to see a need to seek ways to build relationships with families to promote attendance and to foster positive feelings about school.

#### *Education*

Observations made remotely indicate that although the program has made strides in using *The Creative Curriculum* with fidelity, continued professional learning and coaching is needed. The program purchased *Creative Curriculum Online*. This purchase has created an opportunity for teaching staff to access the curriculum remotely and to share lessons with families. The program will continue to offer support and training in this area.

#### *Mental Health and Disabilities*

Observations completed by the social worker and clinical psychologist indicate a need to provide on-going training and support for both the teacher and the para-educator to work more effectively with children with challenging backgrounds and behaviors.. Teachers will be provided continued professional learning opportunities in the Teaching Pyramid and the Second Step curriculum to address the social-emotional needs of children. The program will also continue to receive professional development from CPIN in the area of music and movement to enhance the social-emotional development of students.

#### *Health and Safe Environments*

An analysis of the procedure for helping families make needed medical or dental appointments revealed that although a new process has been put in place to assist families in making appointments, continued support is needed. The program will continue to explore ways to assist families in this area.

#### *Family and Community Engagement*

Ready Rosie will continue to be used as a tool to enhance Family Engagement. Staff will also look to outside resources in the community to promote and enhance engagement by families and will look for ways to promote workshops provided by First 5 California.

#### *Governance*

The program will continue to explore ideas for improving attendance at Policy Committee Meetings.

#### **Summary of 2019-2020 Close-out**

COVID 19 made an impact on the program by closing classrooms at the beginning of March, 2020 and causing the program to begin virtual learning beginning in April 2020 where it has remained through the winter of 2021. The program was not able to do CLASS or ECERS observations nor complete vision and hearing checks. Although there was progress made toward last year's goals, some of the goals will continue to be addressed in next year's Program Improvement Plan. After a thorough review, the self-assessment review participants determined there was a need to continue to look for ways to promote regular attendance and to continue to explore recruitment strategies. It was further determined that when schools reopen there would be a need to monitor and emphasise using *Creative Curriculum* with fidelity, to monitor and emphasise using CLASS techniques, Teaching Pyramid techniques, and the Second Step curriculum.





**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
1. The Preschool Program will utilize Child Plus/Synergy for attendance reports to accurately track chronic absenteeism	Decrease chronic absenteeism	*Child Plus/Synergy/ Attendance Reporting *Head Start Monthly Attendance Report *County-wide Monthly Attendance Report
2. The Preschool Program will focus on implementing the Attendance Reporting Procedures previously outlined.	Increasing parent/guardian contact through relationship building and decreasing chronic absenteeism	*Family Contact Log *Child Plus/Synergy

**ACTION PLAN for each ATTENDANCE Objective****Objective 1 - Attendance****Year 1**

Action/Strategy for Objective 1 - Attendance	Person(s) Responsible	Timeline
1. Weekly attendance reports for chronic absences from Child Plus	Office Assistant	On-going
2. Weekly updates to teachers/APC of the chronic absentees	Office Assistant	On-going
<b><i>To Be Completed at the End of Year 1</i></b>		
Outcomes from Year 1: Attendance in months August - January averaged 8% more in 2020/21 as compared to August – January 2019/20.		
Challenges from Year 1: Instruction was provided virtually in 2020/21 and in the classroom in 2019/20 making the comparison invalid.		
What will you do in Year 2 to address the challenges from Year 1? The program will continue to use the EGUSD Synergy program to track attendance. The program will continue to build parent/guardian relationships and will continue to reinforce the significance of attendance in relation to learning outcomes and building positive attendance habits for school.		

**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 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 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>	<ul style="list-style-type: none"> <li>*Workshop completion certificate from training</li> <li>*List of resources available to families</li> <li>*Lead-exposure information for parents</li> <li>*Well-child schedules for families</li> </ul>
<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>	<ul style="list-style-type: none"> <li>*Child Plus Reports</li> <li>*County-wide reporting data</li> </ul>
<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"> <li>*SETA Health Meeting Agendas</li> <li>*Notes from meetings</li> </ul>



4. Health Program Educator(s) will present pertinent health reminders and information at Professional Development meetings for teachers and paras as scheduled.	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.	<ul style="list-style-type: none"> <li>*Monthly Professional Learning Agenda</li> <li>*PowerPoint Presentation for each meeting to include health topics/information.</li> <li>*Sign-in sheets from Monthly Professional Learning</li> </ul>
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## ACTION PLAN for each HEALTH AND WELLNESS

Year 1

### Objective

#### Objective 1 - Health and Wellness

Action/Strategy for Objective 1 - Health and Wellness	Person(s) Responsible	Timeline
Provide health-specific meetings for parents 3X per year focused on well-child schedules, emergency first-aid, safe practices in the home, lead exposure.	Program Specialists	
Recruit staff and parent volunteers	Program Specialists	
Select and book a date, location and time	Program Specialists	
Recruit community agencies to participate	Program Specialists	
Procure resources, supplies and materials needed for event		
Host event, solicit feedback, and determine viability of repeating		
<b>To Be Completed at the End of Year 1</b>		
Outcomes from Year 1: The program did not provide health-specific meetings for parents. Health and wellness was addressed during monthly classroom meetings.		
Challenges from Year 1: Due to COVID 19 and classes and parent meetings being held virtually, adding additional meetings was not something the program felt would be in the best interest of families.		
What will you do in Year 2 to address the challenges from Year 1? The program will investigate offering two health specific meetings, one in the Fall and one in the Spring.		

**Objective 2 - Health and Wellness**

<b>Action/Strategy for Objective 2 - Health and Wellness</b>		<b>Person(s) Responsible</b>	<b>Timeline</b>
Implement new procedures to ensure effective and timely data entry each month		Program Specialists	
Print and monitor ChildPlus reports		Program Specialists	
Provide feedback to staff		Program Specialists	
Train/Re-train staff, as needed		Program Specialists	
Monitor ChildPlus reports monthly. Share results with Management		Program Specialists	
Run mid-year PIR to check data status		Program Specialists	
<b><i>To Be Completed at the End of Year 1</i></b>			
Outcomes from Year 1: All data was entered at 100%.			
Challenges from Year 1: The program didn't experience any challenges.			
What will you do in Year 2 to address the challenges from Year 1? The program will continue to keep ChildPlus up to date.			

**Objective 3 - Health and Wellness**

<b>Action/Strategy for Objective 3 - Health and Wellness</b>		<b>Person(s) Responsible</b>	<b>Timeline</b>
Attend monthly meetings/trainings at SETA		Program Specialist/Program Educator	
Present pertinent information at PD meetings for staff		Program Specialist/Program Educator	
<b><i>To Be Completed at the End of Year 1</i></b>			
Outcomes from Year 1: The program attended monthly meetings/trainings at SETA. Pertinent information was provided to staff during professional development meetings.			
Challenges from Year 1: The program did not experience any challenges.			
What will you do in Year 2 to address the challenges from Year 1? The program will continue to attend health content meetings at SETA and share information with staff.			



**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.

<b>Objectives</b>	<b>Expected Outcome(s)</b>	<b>Data, Tools, or Methods for Tracking Progress</b>
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.	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.	*Professional Learning Sign-in Sheets
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.	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.	*Frog Street Family Engagement Professional Learning *Sign-in sheet for professional learning training
3. The staff will receive resources for Family Engagement through the Project Appleseed Family and Parental Forever Toolbox.	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.	*Sign-in sheet for parent meetings *Strategies used-teacher accountability document *Parent feedback through Policy Council/parent surveys

**ACTION PLAN for each FAMILY ENGAGEMENT****Year 1****Objective 1 - Family Engagement**

Action/Strategy for Objective 1 - Family Engagement		Person(s) Responsible	Timeline
Train staff and program educators using the "Family Engagement and Positive Goal-Oriented Relationships"		Program Specialist/Program Educator	
<i>To Be Completed at the End of Year 1</i>			
Outcomes from Year 1: Teachers and program educators did not receive this training.			
Challenges from Year 1: Due to COVID 19, the program focus shifted to learning how to support families using virtual learning tools.			
What will you do in Year 2 to address the challenges from Year 1? The program will include this in professional learning in the next year.			

**Objective 2 - Family Engagement**

Action/Strategy for Objective 2 - Family Engagement		Person(s) Responsible	Timeline
Implement and train staff on Frog Street Press		Program Specialist/ Instructional Coach	
Roll-out Frog Street Press		Program Specialist/ Instructional Coach	
Follow-up and observe the use of Frog Street Press in the classrooms.		Program Specialist/Instructional Coach	
Review outcomes to determine how to scaffold Frog Street Press in the		Program Specialist/Instructional Coach	
<i>To Be Completed at the End of Year 1</i>			
Outcomes from Year 1: The staff did not attend a family engagement training from Frog Street Press.			
Challenges from Year 1: Further investigation of the Frog Street program resulted in a decision not to use it for professional development in family engagement.			
What will you do in Year 2 to address the challenges from Year 1? The program will provide professional development using ECLCK, <i>Family Engagement in Early Care and Education Learning Series</i> . It will use "A Relationship-Based Approach to Family Engagement" to learn effective ways to enhance communication between teachers, staff, and families.			

**Objective 3 - Family Engagement**

Action/Strategy for Objective 3 - Family Engagement		Person(s) Responsible	Timeline
Implement and train staff on Applesseed Family and Parental Forever Toolkit		Program Specialist	
Roll-out Applesseed		Program Specialist	



Follow-up and observe the use of Applesseed in the classrooms.	Program Specialist
Review outcomes to determine how to scaffold Applesseed in the program.	Program Specialist
<i>To Be Completed at the End of Year 1</i>	
Outcomes from Year 1: The program did not implement and train on Applesseed Family and Parental Forever Toolkit.	
Challenges from Year 1: After further investigation, the program chose to continue using Ready Rosie, their current family engagement curriculum.	
What will you do in Year 2 to address the challenges from Year 1? The program will continue to train on and support the use of Ready Rosie.	

**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
1. Preschool teachers, paraeducators and instructional coaches will receive continued professional development through the CLASS methodology.	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.	*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.
2. Parents/guardians will learn specific strategies they can do at home with their children to support their child's school readiness.	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.	*Flyers *Agendas *Sign-in Sheets
3. Teachers will receive a better understanding of social and emotional competencies that can be applied in the classroom.	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.	*Conscious Discipline curriculum will be added to the monthly professional learning *Sign in sheets *Agendas
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.	Through teacher training, teachers will learn the benefits of music to reduce stress, lessen anxiety, provide comfort, and improve cognition in students.	*Teacher sign-in for training *Teacher notes about progress *Teacher reporting to other staff on how music is helping in class



**ACTION PLAN for each SCHOOL READINESS****Year 1****Objective 1 - School Readiness**

<b>Action/Strategy for Objective 1 - School</b>		<b>Person(s) Responsible</b>	<b>Timeline</b>
<b>1. Purchase CLASS' online professional development tool for class</b>		Program Specialist & Fiscal Technician	September 2020
<b>2. Add CLASS to monthly Professional Learning agenda</b>		Staff Secretary	September 2020 - May 2021
<b>3. Classes will be observed on a monthly basis to ensure the all three domains are implemented</b>		Instructional Coach	September 2020 - May 2021
<b>4.</b>			
<b><i>To Be Completed at the End of Year 1</i></b>			
Outcomes from Year 1: The online CLASS platform was not purchased.			
Challenges from Year 1: Due to COVID, the program focus shifted to supporting teachers and families in using virtual learning tools to support student outcomes.			
What will you do in Year 2 to address the challenges from Year 1? The program will purchase the online CLASS platform and provide professional development using the platform.			

**Objective 2 - School Readiness**

<b>Action/Strategy for Objective 2 - School</b>		<b>Person(s) Responsible</b>	<b>Timeline</b>
<b>1. Provide monthly parent meetings addressing child development strategies and activities</b>		Instructional Coaches & Teachers	August 2020 - May 2021
<b>2. Provide information for First 5 workshops that support English Language and Arts</b>		Teachers & Program Educators	October 2020 - May 2021
<b>3.</b>			
<b><i>To Be Completed at the End of Year 1</i></b>			
Outcomes from Year 1: Monthly parent meetings were provided virtually and information for First 5 workshops that support English language arts were given.			
Challenges from Year 1: Enticing parents to attend parent meetings and workshops virtually.			
What will you do in Year 2 to address the challenges from Year 1? The program will continue to look for ways to encourage parents to attend monthly parent meetings and First 5 workshops. The program will use email and Event Brite to promote and invite parents to attend.			



**Objective 3 - School Readiness**

<b>Action/Strategy for Objective 3 - School</b>		<b>Person(s) Responsible</b>	<b>Timeline</b>
<b>Purchase teacher memberships for Conscious Discipline</b>		Program Specialist, Instructional	October 2020 - May 2021
<b>Share Best Practices during monthly professional learning</b>		Teachers	October 2020 - May 2021
<b>Receive feedback from teachers</b>			
<b>4.</b>			
<b><i>To Be Completed at the End of Year 1</i></b>			
Outcomes from Year 1: The program did not purchase teacher memberships for Conscious Discipline.			
Challenges from Year 1: Further investigation of Conscious Discipline resulted in a program decision to continue to use Teaching Pyramid strategies and the Second Step program to teach social-emotional learning and self-regulation.			
What will you do in Year 2 to address the challenges from Year 1? The program will support and provide professional development for Teaching Pyramid and Second Step. Teachers will continue to share best practices and the program will continue to receive feedback from teachers regarding the best way to support the use of the Teaching Pyramid and Second Step.			

**Objective 4 - School Readiness**

<b>Action/Strategy for Objective 4 - School</b>		<b>Person(s) Responsible</b>	<b>Timeline</b>
<b>Review, select, and implement a music and movement program</b>		Program Specialists	October 2020
<b>Train teachers in the new music/movement program</b>		Program Specialists	November 2020
<b>Monitor for progress in the use of the new program.</b>		Program Specialists	January 2021
<b>Adjust program as needed</b>		Program Specialists	May 2021
<b><i>To Be Completed at the End of Year 1</i></b>			
Outcomes from Year 1: The program did not purchase a new music and movement program. CPIN provided professional learning on how to enhance music and movement at home.			
Challenges from Year 1: Due to COVID 19 and classes being provided virtually, the program did not think adding a new music and movement program would be welcomed by staff and families.			
What will you do in Year 2 to address the challenges from Year 1? CPIN will provide further professional learning. The program will continue to use I AM MOVING, I AM LEARNING and enhance this program with strategies from CPIN professional development.			





ELK GROVE UNIFIED SCHOOL DISTRICT

## Elk Grove Unified School District – Head Start *Summary of 5-Year Goals and Objectives*

**Goal 1 – School Readiness:** Increase child outcomes by developing and strengthening social/emotional competencies, family partnerships and staff develop.

### Objectives:

#### 1) Increase overall CLASS competencies for teachers.

##### *Objective Activities:*

- Purchase CLASS online professional development tool for teachers;
- Include CLASS topics on monthly professional learning agenda;
- Schedule trimester CLASS trainings for administrators;
- Observe classes weekly to ensure all three domains are implemented by teachers;
- Train Preschool Academic Program Coordinators and Principals/Vice Principals on CLASS methodology for strong walk-through feedback for teachers;

- Utilize the online platform to track classroom progress;
- Self-reflect, share and discuss CLASS implementation in teachers' professional learning community;
- Provide follow-up CLASS training, feedback and coaching, as needed;

##### *Objective Expected Outcomes:*

- Instructional staff will demonstrate basic level of understanding of CLASS;
- Instructional staff will acquire the tools and skills necessary to improve their interactions with students;
- Preschool Academic Program Coordinators and Principals/Vice Principals will understand how CLASS works and its importance, resulting in improved effectiveness and student outcomes;

#### 2) Increase in-home school readiness activities for parents.

##### *Objective Activities:*

- Provide monthly parent meeting trainings that address child development strategies and activities;

- Provide information and encourage participation in First 5 workshops that support English Language and Arts;
  - Develop and provide specific strategies families can do at home with their children to support school readiness;
- Objective Expected Outcomes:*
- Parents will have an increased knowledge of specific strategies they can do at home to support their child's school readiness.
  - There will be an increase of in-home parent activities, as evidenced by an increase in-kind hours.

### 3) Strengthen social/emotional competencies for staff.

*Objective Activities:*

- Continue to support implementation of the Teaching Pyramid and Second Step;
- Share Best Practices during monthly professional learning;
- Receive feedback from teachers.

*Objective Expected Outcomes:*

- Staff will use Teaching Pyramid practices in the classroom;
- Staff will provide more resources for parents/guardians that integrate social and emotional learning and self-regulation;
- Students will benefit through vital life skills and problem solving.

### 4) Use music and movement to expand student's self-awareness, self-management, social awareness, and relationship decision-making.

*Objective Activities:*

- Expand and enhance the music and movement program;
- Provide professional learning from CPIN;
- Monitor implementation in classrooms of the new music/movement ideas.

*Objective Expected Outcomes:*

- Teachers will use music and movement to reduce stress, lessen anxiety, provide comfort, and improve cognition in students.



**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.

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**Objectives:**

- 1) **Increase the awareness and importance of age appropriate preventive and primary health care, through education and regular communication with families.**

*Objective Activities:*

- Provide health-specific meetings for parents two times per year focused on well-child schedules, emergency first-aid, safe practices in the home, lead exposure information and free resources.
- Program Educators will attend monthly meetings/trainings at SETA and report back to appropriate staff, teachers, and specialists.
- Program Educators will present pertinent health reminders and information at Professional Development meetings for staff.

*Objective Expected Outcomes:*

- Increase in parent attendance at training sessions by 10% from the previous training and year;
- The program will benefit from learning updated information.

- 2) **Improve data entry reliability and establish consistent tracking in ChildPlus.**

*Objective Activities:*

- Implement new procedures to ensure effective and timely data entry each month;
- Print and monitor ChildPlus reports monthly;
- Provide feedback on accuracy and completeness of data to data entry staff monthly;
- Train staff, as needed;
- Monitor ChildPlus reports monthly and share results with management;
- Run mid-year PIR to ensure data is complete and up-to-date.

*Objective Expected Outcomes:*

- Increase data entry accuracy and completeness in ChildPlus;
- Child Plus entry will remain at 100%.

- 3) **Host a Health Fair for families.**

*Objective Activities:*

- Recruit and solicit staff and parent volunteers for a planning committee;
  - Select and book a date, location and time;
  - Recruit community agencies to participate;
  - Procure resources, supplies and materials needed for the event;
  - Host event, solicit feedback, and determine viability of repeating in future years.
- Objective Expected Outcomes:*
- Families will benefit from health resources, connections to community agencies, and screening results;
  - Children will benefit from up-to-date screenings and assessments;
  - The program will strengthen partnerships with community agencies;
  - The program will benefit from meeting required screenings of all children.



**Goal 3 – Attendance:** Improve the rate of attendance for children in the Head Start program.

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**Objectives:**

- 1) Preschool support staff will utilize ChildPlus/Synergy for attendance reports to accurately track chronic absenteeism.

*Objective Activities:*

- Run weekly ChildPlus attendance reports to help identify chronic absences;
- Provide weekly update to teachers/APC of the chronic absentees;
- Continue to implement the Attendance Reporting Procedure;
- Share monthly attendance results with teachers, para-educators and office assistants;
- Provide information and resources at parent meetings regarding the importance of regular attendance in preschool.

*Objective Expected Outcomes:*

- Decrease chronic absenteeism through positive interactions with parents;
- Increase the average daily attendance of children above 85% in each classroom;
- Increase parent/guardian contact through relationship building.

**Goal 4 – Family Engagement:** Improve and promote parent and family engagement that is culturally responsive, reflective, and goal-oriented in order to support families.

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**Objectives:**

**1) Increase Family Engagement training opportunities for staff on a monthly basis.**

*Objective Activities:*

- Train teachers and program educators in the area of family engagement during the monthly professional development workshops using the

ECKLC series, “Family Engagement and Positive Goal-Oriented Relationships,” and ECLCK series, “Family Engagement and Early care and Education Learning Series.”

*Objective Expected Outcomes:*

- Staff will 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
- Staff will be better equipped to build stronger relationships with parents during home visits and parent conferences.
- 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
- Staff will learn strategies to create and support a solid home-school link to promote academic success;

**2) Ready Rosie.**

*Objective Activities:*

- Expand the use of Ready Rosie as the family engagement tool;
- As needed, provide 1 on 1 training for teachers needing additional support in the use of Ready Rosie;
- Monitor and track the use of Ready Rosie in individual classrooms

*Objective Expected Outcomes:*

- Staff will share excitement with parents to become involved in their child's education;
- Parents will have an impact on their child's learning;
- Powerful school-family partnerships will be built in each classroom.



# TRAINING AND TECHNICAL ASSISTANCE PLAN

## Elk Grove Unified School District

### 2021-2022

#### **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, DRDP Online, the School Readiness Assessment, 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 EGUSD technology services department provides training for OAs on Synergy, the PreK - 6 monitoring system; the EGUSD head nurse provides training on how to handle bee stings, minor cuts, epi-pens, inhalers, and the procedures for reporting head injuries; the EGUSD food and nutrition services department provides training on portion sizes for children three to five and serving meals family style; the EGUSD 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
<b>1. Priority: Improve Management Systems and Compliance with Head Start Performance Standards</b>						
<b>A. ERSEA –Strengthen enrollment process and procedures</b>						
Enrollment training Recruitment training	Program Educators OAs Program Specialists	SETA ERSEA content leader	Ensure full enrollment Increase Wait list	2021-22 ongoing	Minimal	GNO
<b>B. B. Planning – Strengthen Planning System</b>						
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	
<b>C. Record keeping and Reporting – Strengthen Recordkeeping and Reporting System</b>						
Child Plus training	OAs Program Educators Program Specialists	SETA meetings	Staff trained to use Child Plus to more effectively monitor the program	On-going August 2021-July 2022	Provided by the Grantee	PIR GNO

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/ T & TA Budget Source Head Start	Notes
<b>D. Human Resources</b>						
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 2021 – June 2022	\$2,000	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 2021 – June 2022	\$1,000	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.	August 2021- June 2022	Provided by the Grantee	M



Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/ T & TA Budget Source	Notes
			Quality of Feedback, and Emotional Support			
Conferences and Workshops	Policy Committee PreK staff		Increased knowledge and skills.	August 2021 – June 2022	\$5,000	GNO
Conferences and Workshops Admin National Head Start Conference and Administrative Boot Camp and Conscious Discipline and Splash Conference	Program Specialist		Increased knowledge in Head Start program policies, procedures, and	August 2021- June 2022	Provided by the Grantee	GNO
Associates degrees for para-educators	Para-educators	Colleges	All para-educators possess or are enrolled in an AA program	July 2021- July 2022	Provided by Grantee Career Incentive Program (CIP)	M GNO
New Employee Orientation and mentoring	All new staff	Instructional Coach Academic Program Coordinators	New staff understands policies,	Ongoing according to need	\$1500	All new staff

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/ T & TA Budget Source	Notes
			procedures, and requirements and has peer mentoring			
Family Development Certificate for Program Educator	Program Educators Program Specialists	SETA	Program Educators will obtain training and a certificate to work with families	Fall 2021 if available	Provided by the Grantee	
<b>E. Ongoing Monitoring</b>						
Increase use of internal monitoring to facilitate changes needed	Staff Monitoring team	Program Specialists	Licensing and grant compliance adhered to	July 2021 – May 2022	None	
Implement suggestions of SETA monitors	All staff	SETA	All compliance adhered to	On-going	None	All staff
<b>F. Program Governance</b>						
Participate in SETA trainings	Policy Committee representative/alternate PreK staff	SETA	Increase knowledge and share information with staff and parents	August 2021 – June 2022	None	
Board member and Policy Committee	School Board Policy Committee	Director/	Increase knowledge of	Monthly	None	



Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/ T & TA Budget Source	Notes
member training and communication		Program Specialists	Head Start program and oversight responsibilities			
<b>2. PRIORITY: Health, Safety, and Family Development</b>						
<b>A. HEALTH &amp; SAFETY</b>						
BBP/Universal Precaution Training	All Staff	District Nurse Program Specialists Risk Management	Increase knowledge of procedures	Fall 2021	None	M
Child Abuse and Neglect Training	All Staff	Legal Compliance Specialist, EGUSD	Ensure compliance with licensing and HS performance standards	Fall 2021	None	M
Pedestrian Training	Families Students	Instructional Coaches Teachers	Increase knowledge of pedestrian safety procedures	Fall 2021 and ongoing	None	M
<b>B. NUTRITION</b>						
Parent education workshops	Families	Program Educators funded through	Increase knowledge of	Fall 2021 and ongoing	None	GNO

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/ T & TA Budget Source	Notes
		First 5	healthy eating habits and benefits of exercise			
Professional learning	Staff	EGUSD food and nutrition services	Increase knowledge of serving size, family style meal procedure, accounting of meals served	Fall 2021	None	M
<b>C. MENTAL HEALTH</b>						
Parent education workshops	Families	Social Worker Instructional Coach	Increase strategies for behavior management and social skills	Fall 2021 Spring 2022	\$500	GNO
Center for Social-Emotional Foundations in Early Learning, CA Pyramid training	Teachers and Para-educators	Staff from within EGUSD, outside coaches, SETA	Increased understanding of how to meet the social-emotional needs of students	August 2021- May 2022	\$500	GNO
<b>D. DISABILITIES</b>						

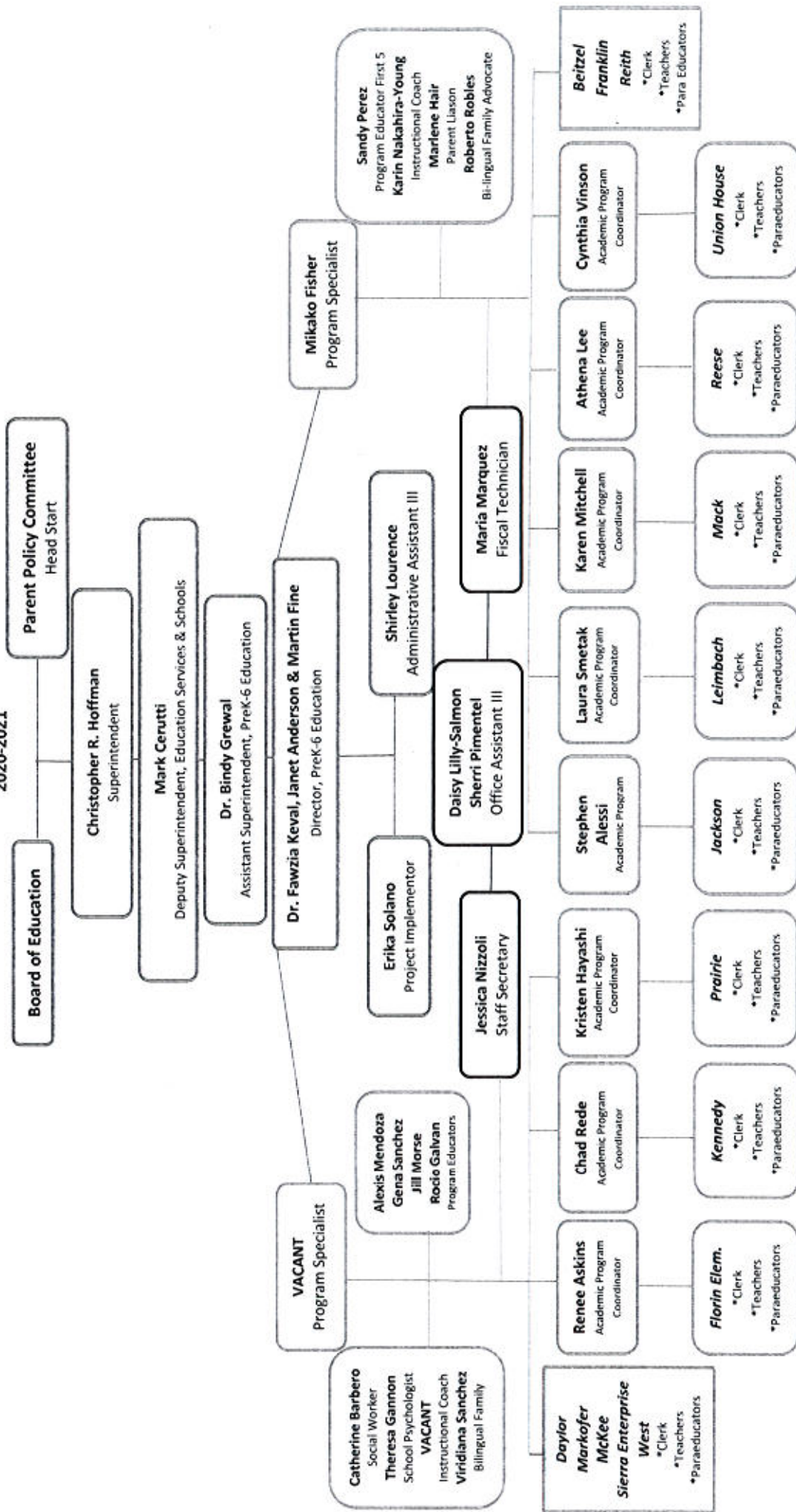


Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/ T & TA Budget Source Head Start	Notes
Review Request for Assistance Plan (RFA)	Teaching Staff	Social Worker	Increase awareness of how to refer students in need of extra support and resources to social worker and psychologist	Fall 2021	None	GNO
<b>E. CHILD DEVELOPMENT</b>						
CLASS Training	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 2021 - June 2022	\$4,440	GNO
Learning Genie	Teachers	Program Specialists Learning Genie staff Instructional Coaches	Enhanced utilization of the Learning Genie tool	August 2021 – May 2022	None	
<b>F. FAMILY SERVICES AND COMMUNITY PARTNERSHIPS</b>						

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/ T & TA Budget Source Head Start	Notes
Family development workshops	Families	Instructional Coaches Program Educators	Increase parent/guardian understanding and awareness of home activities to promote school readiness	Fall 2021 and ongoing	None First 5 Grant	GNO
<b>TOTAL</b>					<b>\$14,040</b>	



# PreK-6 EDUCATON PreK Division Organizational Chart 2020-2021



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

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**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

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## 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

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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**

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## **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:

Carrie Hargis, Director, Fiscal Services  
Elk Grove Unified School District



## 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

*mf*  
*SA*  
Carrie Hargis  
OFFICIAL SIGNATURE

Carrie Hargis, Director, Fiscal Services  
Elk Grove Unified School District

## 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

*Carrie Hargis*  
OFFICIAL SIGNATURE

Carrie Hargis, Director, Fiscal Services  
Elk Grove Unified School District

MF-  
SA



## 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

2/26/21  
Date

*me*  
*JA*  
Carrie Hargis for S. Hayes  
Signature, Certifying Official

Carrie Hargis, Director, Fiscal Services  
Elk Grove Unified School District