

Application for Federal Assistance SF-424*** 1. Type of Submission:**

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

*** 2. Type of Application:**

- ☐ New
☒ Continuation
☐ Revision

*** If Revision, select appropriate letter(s):***** Other (Specify):***** 3. Date Received:****4. Applicant Identifier:**

09CH011763-001

5a. Federal Entity Identifier:

N/A

5b. Federal Award Identifier:

09CH011763

State Use Only:**6. Date Received by State:****7. State Application Identifier:****8. APPLICANT INFORMATION:***** a. Legal Name:**

Elk Grove Unified School District

*** b. Employer/Taxpayer Identification Number (EIN/TIN):**

94-6002501

*** c. Organizational DUNS:**

013617204

d. Address:*** Street1:**

9510 Elk Grove Florin Rd

Street2:

Ste 211

*** City:**

Elk Grove

County/Parish:

Sacramento County

*** State:**

CA: California

Province:*** Country:**

USA: UNITED STATES

*** Zip / Postal Code:**

95624-1801

e. Organizational Unit:**Department Name:**

Early Childhood Education

Division Name:

Pre K-6 Education

f. Name and contact information of person to be contacted on matters involving this application:**Prefix:**

Dr.

*** First Name:**

Tabitha

Middle Name:

E.

*** Last Name:**

Thompson

Suffix:

LCSW

Title:

Director, PreK-6 Education

Organizational Affiliation:*** Telephone Number:**

(916) 686-7595

Fax Number:

(916) 686-7718

*** Email:**

tethomps@egusd.net

Application for Federal Assistance SF-424

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

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:**

eGrants-N/A

*** Title:**

N/A

13. Competition Identification Number:

Not Applicable

Title:

Not Applicable

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

Elk Grove, CA and Sacramento, CA

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

Head Start Application 2022-23 "Year 3 of 5"

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant

CA-003

b. Program/Project

CA-005

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

17. Proposed Project:

* a. Start Date:

08/01/2022

* b. End Date:

07/31/2023

18. Estimated Funding (\$):

* a. Federal

3,935,137

* b. Applicant

983,785

* c. State

* d. Local

* e. Other

0

* f. Program Income

* g. TOTAL

4,918,922

*** 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

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:

Ms.

* First Name:

Shannon

Middle Name:

* Last Name:

Hayes

Suffix:

* Title:

Chief Financial Officer

* Telephone Number:

(916) 686-7744 x67023

Fax Number:

(916) 626-7570

* Email:

SHayes@egusd.net

* Signature of Authorized Representative:

* Date Signed:

3/11/2022

FBI 3/19/22 mw

BUDGET INFORMATION - Non-Construction Programs

OMB Number: 4040-0006
Expiration Date: 12/31/2022

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	\$ 3,935,137	\$ 983,785	\$ 3,921,097	\$ 983,785	\$ 4,904,882
2. TTA	93.600			14,040	0	14,040
3.						
4.						
5. Totals		\$ 3,935,137	\$ 983,785	\$ 3,935,137	\$ 983,785	\$ 4,918,922

SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1) Program Operations	(2) TTA	(3)	(4)	
a. Personnel	\$ 2,144,484	\$ 0	\$	\$	\$ 2,144,484
b. Fringe Benefits	1,036,692	0			1,036,692
c. Travel	0	0			0
d. Equipment	0	0			0
e. Supplies	668,058	0			668,058
f. Contractual	0	0			0
g. Construction	0	0			0
h. Other	71,863	14,040			85,903
i. Total Direct Charges (sum of 6a-6h)	3,921,097	14,040			\$ 3,935,137
j. Indirect Charges	0	0			\$ 0
k. TOTALS (sum of 6i and 6j)	\$ 3,921,097	\$ 14,040	\$	\$	\$ 3,935,137
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	\$ 983,785	\$	\$	\$ 983,785
9. TTA				0
10.				
11.				
12. TOTAL (sum of lines 8-11)	\$ 983,785	\$ 0	\$ 0	\$ 983,785

SECTION D - FORECASTED CASH NEEDS					
	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$ 3,935,137	\$ 983,784	\$ 983,784	\$ 983,784	\$ 983,785
14. Non-Federal	\$ 983,785	245,946	245,946	245,946	245,947
15. TOTAL (sum of lines 13 and 14)	\$ 4,918,922	\$ 1,229,730	\$ 1,229,730	\$ 1,229,730	\$ 1,229,732

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:	22. Indirect Charges:
23. Remarks:	

<p>HEAD START/EARLY HEAD START GRANT APPLICATION GOVERNING BOARD APPROVAL</p>

On behalf of the Elk Grove Unified School District Head Start/Early Head Start Governing Board I, Dr. Crystal Martinez - Alire, Board President, certify the Governing Board has approved the Elk Grove Unified School District Grant Application (including Basic and Training/Technical Assistance) for Fiscal Year 2022-2023 (August 1, 2022 – July 31, 2023) at its meeting on March 22, 2022. Attached is the sign-in sheet of attendees; minutes of the meeting are forthcoming.

Dr. Crystal Martinez - Alire

Name

Signature


Date

**HEAD START APPLICATION
POLICY COMMITTEE APPROVAL**

On behalf of the Elk Grove Unified School District Head Start Policy Committee (PC) I, Cynthia Salmon, Policy Committee Vice Chair, certify the Policy Committee has approved the EGUSD Grant Application (including Basic and Training/Technical Assistance) for Fiscal Year 2022-2023 (August 1, 2022 – July 31, 2023) at its meeting on March 8, 2022. Attached is the sign-in sheet of attendees; minutes of the meeting are forthcoming.

Cynthia Salmon

Name



Signature

3/10/2022

Date



EGUSD Board of Education
Beth Albani
Nancy Chaires Espinoza
Carmine S. Forcina
Gina Jamerson
Dr. Crystal Martinez-Alire
Anthony "Tony" Perez
Sean J. Yang

Athena McQuarry
Program Specialist
PreK Education

(916) 686-7595
FAX: (916) 686-7718
Email: athenamc@egusd.net

Robert L. Trigg Education Center
9510 Elk Grove-Florin Rd., Elk Grove, CA 95624

Head Start Policy Committee Meeting

Agenda

Tuesday, March 8, 2022

9:00 AM – 10:00 AM

Zoom

Meeting ID: 847 9444 8416

Passcode: 185945

- | | | |
|-----------------|--|---|
| 9:00 AM | Welcome and Introductions | Athena McQuarry |
| 9:05 AM | Roll Call | Charisma Ellis |
| 9:10 AM | Consent Agenda – Action Items | Athena McQuarry |
| | <ul style="list-style-type: none">• Approval of Findings and Authorization to Extend Teleconferencing Procedures for Policy Committee Meetings During Declared State of Emergency and/or While State or Local Officials Continue to Impose or Recommend Measures to Promote Social Distancing• Approval of Minutes, February 8, 2022• Approval of Head Start Grant Refunding Application | |
| 9:45 AM | Information Items | Athena McQuarry |
| | <ul style="list-style-type: none">• Head Start Monthly Report• Head Start Budget Report• HS Parent Survey Update• SETA Update | Mariarosario Marquez
Athena McQuarry
SETA Representative |
| 10:30 AM | Adjournment | |

Next Head Start Policy Committee Meeting will be held on April 12, 2022 from 9:00 – 10:30.

ITEM I - A - ROLL CALL

Elk Grove Unified School District

The Head Start Policy Committee Secretary will call the roll for the following members:

March 8, 2022

2021-2022

Vote Items:

☒ Mandy Ritschard, Representative - Maeola Beitzel Elementary School

1: Aye, 2: Aye, 3: Aye, 4: Aye

☐ Yadira Ruiz, Alternate - Maeola Beitzel Elementary School

☐ Vacant, Representative - William Daylor School

☐ Vacant, Alternate - William Daylor School

☐ Maria Soto, Representative - Florin Elementary School

☐ Stephanie Contreras, Alternate - Florin Elementary School

☐ Sarah Templeton, Representative - Franklin Elementary School

☐ Hiba Muntasir, Alternate - Franklin Elementary School

☒ Samia Cheramti, Representative - Jackson Elementary School

1: Aye, 2: Aye, 3: Aye, 4: Aye

☐ Vacant, Alternate - Jackson Elementary School

☐ Vacant, Representative - Samuel Kennedy Elementary School

☐ Vacant, Alternate - Samuel Kennedy Elementary School

☒ Marqueya Pitts-Friday, Representative - Herman Leimbach Elementary School 1: Aye, 2: Aye, 3: Aye, 4: Aye

☐ Ashley Woods, Alternate - Herman Leimbach Elementary School

☐ Erica Tuasto, Representative - Herman Leimbach Elementary School

☐ Vacant, Alternate - Herman Leimbach Elementary School

☐ Yessenia Mendoza, Representative (Chair) - Charles Mack Elementary School

☐ Osiris Zavala, Alternate - Charles Mack Elementary School

☐ Sasha John, Representative - Florence Markofer Elementary School

☐ Lindsey Smith, Alternate - Florence Markofer Elementary School

☒ Naama Ramirez, 2nd Alternate - Florence Markofer Elementary School

☐ Samira Khaliqyar, Representative - Florence Markofer Elementary School

☐ Mya Alazzeah, Alternate - Florence Markofer Elementary School

ITEM I - A - ROLL CALL

Elk Grove Unified School District

The Head Start Policy Committee Secretary will call the roll for the following members:

March 8, 2022

2021-2022

☐ Thanya Cerinn, Representative - James McKee Elementary School

☐ Denna Rice, Alternate - James McKee Elementary School

☐ Shanae Watkins, Representative - Prairie Elementary School

☐ Vacant, Alternate - Prairie Elementary School

☐ Vacant, Representative - Prairie Elementary School

☐ Vacant, Alternate - Prairie Elementary School

☐ Corjhonne Hanes, Representative - Prairie Elementary School

☐ Jakayla Lewis, Alternate - Prairie Elementary School

☐ Blanca Garcia, 2nd Alternate - Prairie Elementary School

☒ Cynthia Salmon, Representative (Vice Chair) - Prairie Elementary School 1: Aye, 2: Aye, 3: Aye, 4: Aye

☐ Vacant, Alternate - Prairie Elementary School

☐ Kieona Coleman, Representative - David Reese Elementary School

☐ Tarik Smith, Alternate - David Reese Elementary School

☐ Chia Xiong, 2nd Alternate - David Reese Elementary School

☐ Sana Mustaq, Representative - John Reith Elementary School

☐ Dolores Torres, Alternate - John Reith Elementary School

☐ Michelle Castillo, Representative - Sierra Enterprise Elementary School

☐ Rochelle Gilliam, Alternate - Sierra Enterprise Elementary School

☐ Kennisha Estes, Representative - Union House Elementary School

☐ Nicole Herring, Alternate - Union House Elementary School

☒ Anisha Rijal, Representative - Irene B. West Elementary School 1: Aye, 2: Aye, 3: Aye, 4: Aye

☐ Preet Kaur, Alternate - Irene B. West Elementary School

☐ Gamal Mahmoud, Representative - Irene B. West Elementary School

☐ Khushpreet Kaur, Alternate - Irene B. West Elementary School

ITEM I - A - ROLL CALL

Elk Grove Unified School District

The Head Start Policy Committee Secretary will call the roll for the following members:

March 8, 2022

2021-2022

Staff in Attendance:

- ☐ Bindy Grewal Ed. D., Associate Superintendent PreK-6 Education
- ☐ Janet Anderson, Director PreK-6 Education
- ☐ Tabitha Thompson, Director PreK-6 Education
- ☒ Athena McQuarry, PreK Program Specialist
- ☒ Charisma Ellis, Interim PreK-6 Staff Secretary
- ☐ Maria Rosario Marquez, Fiscal Technician
- ☐ Rocio Galvan-Rice, PreK Program Educator
- ☐ Alexis Mendoza, PreK Program Educator
- ☐ Jill Morse, PreK Program Educator
- ☐ Gena Sanchez, PreK Program Educator
- ☐ Kevin Rice, PreK-12 Curriculum and Instructional Coach
- ☐ Karin Nakahira-Young, K-12 Curriculum and Instructional Coach
- ☐ Catherina Barbero, PreK Social Worker

Visitors:

- ☐ Marie Desha, SETA Head Start Governance

EXHIBIT A-1

**SUMMARY OF FEDERAL FUNDS, CHILDREN TO BE SERVED,
CHILD-ADULT RATIO, AND PROGRAM OPTIONS
HEAD START – 09CH011763**

Delegate: Elk Grove Unified School District

Delegate #: 09CH011763-001

Street Address: 9510 Elk Grove-Florin Elementary

City: Elk Grove

Zip: 95624

Head Start Director's Name: Tabitha Thompson

Phone: (916) 686-7595

Policy Council Chairperson: Yessina Mendoza

Phone: (916) 475-3460

Street Address: 7734 Conova Way

City: Sacramento

Zip: 95823

Federal Share:

PA 22 (HS Basic)

\$ 3,852,617

PA 20 (HS T/TA)

\$ 14,040

Local Share:

(25% of total Federal share or 20% of total program cost) \$ 899,165

Total Program Costs:

\$ 4,495,822

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

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: <u>8/11/2022</u> Last day of class: <u>5/25/2023</u> iii. Modified Traditional Calendar Regular First day of class: <u>8/11/2022</u> Last day of class: <u>6/8/2023</u>	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:	131
(j) Total number of hours per program year (f times i)	458.5

(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):	N/A
(n) Number of paid teacher aides:	19
(o) Number of home visits per year:	2
(p) Number of hours per home visit:	1
(q) Anticipated USDA (CCFP) food reimbursement remains the same for 2022-23 per FNS	\$306,158
(r) Center(s) / Classroom(s) in this Option: Maeola Beitzel Elementary School / 1301B William Daylor High School / 1302B Foulks Ranch Elementary/ No Child Plus Number Yet AM Franklin Elementary School / 1304B Isabelle Jackson Elementary School / 1305B Samuel Kennedy Elementary School / 1306A/ No Child Plus Number Yet PM Herman Leimbach Elementary School AM / 1307A and PM / 1307B Charles Mack Elementary School / 1308B James McKee Elementary School / 1310B Miwok Village Elementary/ No Child Plus Number Yet AM Pleasant Grove Elementary/ No Child Plus Number Yet AM Prairie Elementary School AM / 1311A, AM / 1311B and PM / 1311D John Reith Elementary School / 1313A Union House Elementary School / 1315A Irene B. West Elementary School / 1316A and 1316 B	

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>8/11/2022</u> Last day of class: <u>5/26/2023</u> iv. Modified Traditional Calendar Full Day First day of class: <u>8/11/2022</u> Last day of class: <u>6/9/2023</u>	35
(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:	172

(j) Total number of hours per program year (f times i)	1,032
(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):	N/A
(n) Number of paid teacher aides:	3
(o) Number of home visits per year:	2
(p) Number of hours per home visit:	1
(q) Anticipated USDA (CCFP) food reimbursement remains the same for 2022-23 per FNS	\$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 Part-Day	380
Option 2 – CB Full-Day	60
Total Head Start Funded Enrollment	440

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: 8/11/2022 Last Day of Class: 5/25/2023
Full Day First Day of Class: 8/11/2022 Last Day of Class: 5/26/2023

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 PM	1	20	Maeola Beitzel Elementary
William Daylor H.S.	6131 Orange Avenue Sacramento, CA 95823	Monday – Thursday 8:00-11:30AM	1	20	William Daylor High School
Foulks Ranch Elementary	6211 Laguna Park Drive Elk Grove, CA 95758	Monday-Thursday 8:00-11:30AM	1	20	Foulks Ranch Elementary
Franklin Elementary	5401 Dorsey Drive Elk Grove, CA 95757	Monday – Thursday 11:30-3:00PM	1	20	Franklin Elementary
Isabelle Jackson Elementary	8351 Cutler Way Sacramento, CA 95828	Monday – Thursday 11:30-3:00PM	1	20	Isabell Jackson Elementary
Samuel Kennedy Elementary	7037 Briggs Drive Sacramento, CA 95828	Monday – Thursday 7:45-11:15AM 11:45-3:15PM	2	20	Samuel Kennedy Elementary
James McKee Elementary School	8701 Halverson Drive Elk Grove, CA 95624	Monday – Thursday 11:30 – 3:00 PM	1	20	James McKee Elementary
Miwok Village Elementary	10070 Lousada Drive Elk Grove, CA 95757	Monday – Thursday 8:00-11:30AM	1	20	Miwok Village Elementary
Pleasant Grove Elementary	10160 Pleasant Grove School Road Elk Grove, CA 95624	Monday- Thursday 8:00-11:30AM	1	20	Pleasant Grove Elementary
Prairie Elementary	5251 Valley Hi Drive Sacramento, CA 95823	Monday-Thursday 7:45-11:15AM	1	20	Prairie Elementary

<i>(Full-Day)</i>		11:30-3:00PM Monday – Friday 8:00-1:55PM	1	20	
David Reese Elementary <i>(Full-Day)</i>	7600 Lindale Drive Sacramento, CA 95828	Monday – Friday 8:00-1:55PM	1	20	David Reese Elementary
Irene B. West Elementary	8625 Serio Way Elk Grove, CA 95758	Monday – Thursday 7:45-11:15	1	20	Irene B. West Elementary
12 Centers			15	300	

Part-Day = 260
Full-Day = 40

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: 8/11/2022 Last Day of Class: 6/9/2023
 Full Day First Day of Class: 8/11/2022 Last Day of Class: 6/9/2023

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 Head Start School Site (including Total Service)
Florin Elementary (Full-Day)	7300 Kara Drive Sacramento, CA 95828	Monday – Thursday 8:00-11:30AM Monday - Friday 8:00 – 1:55	1 1	20 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 8:00-11:30AM	1	20	John Reith
Union House Elementary	7850 Deer Creek Drive Sacramento, CA 95823	Monday – Thursday 8:00-11:30	1	20	Union House Elementary
5 Centers			7	140	

Part-Day = 120
 Full-Day = 20

Modified Traditional Part-Day Head Start

2022

2022																							
128 days X 3.5 hours August 11, 2022 - June 8, 2023 Florin, Mack, Leimbach, Reith and Union House sites							August (8)							September (16)									
							Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa			
								1	2	3	4	5	6					1	2	3			
							7	8	9	10	11	12	13	4	5	6	7	8	9	10			
							14	15	16	17	18	19	20	11	12	13	14	15	16	17			
							21	22	23	24	25	26	27	18	19	20	21	22	23	24			
28	29	30	31				25	26	27	28	29	30											
October (16)							November (12)							December (9)									
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa			
						1			1	2	3	4	5					1	2	3			
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10			
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17			
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24			
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31			
30	31																						
2023																							
January (11)							February (14)							March (8)									
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	5	6	7				1	2	3	4				1	2	3	4			
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11			
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18			
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25			
29	30	31					26	27	28					26	27	28	29	30	31				
April (15)							May (14)							June (5)									
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa			
						1		1	2	3	4	5	6					1	2	3			
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10			
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17			
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24			
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30				
30																							
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	25	26	27	28	29																	
30	31																						

Modified Traditional Full Day Head Start Program

2022																				
175 days X 6.0 hours August 11, 2022 - June 9,2023 Florin site only							August (15)							September (21)						
							Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
								1	2	3	4	5	6					1	2	3
							7	8	9	10	11	12	13	4	5	6	7	8	9	10
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Traditional - Part Day Head Start

2022																				
128 Days X 3.5 Hours August 11, 2022 - May 25, 2023 Beitzel, Daylor, Franklin, Jackson, Kennedy, McKee, Miwok, Pleasant Grove, Prairie, Reese, West and Foulks Ranch sites							August (8)							September (16)						
							Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
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15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
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16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
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Traditional Full Day Head Start

2022																				
175 Days X 6.0 Hours August 11, 2022 - May 26, 2023 David Reese and Prairie sites							August (15)							September (21)						
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15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
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**Elk Grove Unified School District
Head Start Grant Application
Program year 2022-2023**

Program Narrative

A. Service Delivery

1. Service and Recruitment Area

The program did not make any changes.

2. Needs of Children and Families

With the implementation of TK expansion, the EGUSD district will offer additional TK classrooms at various sites within the district. The number of TK classrooms will depend on the number of completed applications received during the enrollment period that started in January 2022. Based on the initial projections from the Facilities Department and attendance data, it is projected that an additional ten to twelve TK sessions (AM or PM) will be added for the 2022-2023 school year.

3. Chosen Program Option(s) and Funded Enrollment Slots

Name of site	Name of classrooms	# of children in each class	Previous waiver
Herman Leimbach	2	20	No
Irene B. West	1	20	No
Pleasant Grove	1	20	No
Isabelle Jackson	1	20	No
James McKee	1	20	No
Maeola Beitzel	1	20	No
William Daylor	1	20	No
Charles Mack	1	20	No
David Reese	1	20	No
Kennedy	2	20	No
Miwok	1	20	No
Florin	2	40	No
Franklin	1	20	No
John Reith	1	20	No
Prairie	3	60	No
Union House	1	20	No
Foulks Ranch	1	20	No
TOTAL	22	440	No

iii. All classrooms will have appropriate square footage as required by licensing agency.

b. Conversion:

The program is not proposing to convert Head Start services to provide Early Head Start services.

c. TK/HS Partnership

1. EGUSD is planning to partner with TK for partnerships at David Reese, Florin Elementary and Prairie Elementary. Each classroom will support 20 students for a total of 6.5 hours Monday through Thursday. The PK/TK collaboration will utilize the existing Head Start curriculum (Creative Curriculum 5th edition) in the classroom and will adhere to all Head Start performance standards.

2. The PK/TK classrooms will be housed in already existing Head Start preschool classrooms.

3. All PK/TK classrooms will be licensed facilities.

4. All students in the PK/TK classrooms will complete the Head Start enrollment process including submission of income documents. Students will be permitted entry into the classroom based on their age of 4 years old by February 2, 2023.

5. The PK/TK classrooms will continue to use Creative Curriculum Edition 5 which is the research based curriculum for all classrooms.

6. The classroom will be staffed with one multiple subject credentialed teacher and one Head Start para to meet all ratio requirements. The credentialed teacher will also have at least 24 ECE units and the Head Start para will have at least the 12 ECE units. Additional para staff support will be provided for the napping and lunch time periods.

b. The PK/TK classroom ratio will be 1:10.

7. The PK/TK classrooms are included as part of the ongoing monitoring as outlined in the 2022-2023 monitoring plan. The monitoring plan will include classroom observations, safety checklists, student files, CLASS and ECERS ratings throughout the school year like the other preschool classrooms.

4. Centers and Facilities

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

Program Option: Center-Based

Part-day, part-year: 360

Full-day, part-year: 80

440

b. Centers have been updated in HSES.

c. The ECE Department surveyed parents in the Pleasant Grove region of Elk Grove USD in January 2022. Based on the survey results, parents expressed interest receiving preschool services so the program added the locations of Miwok Elementary School, Pleasant Grove Elementary School to ensure preschool services in all regions of the Elk Grove Unified School District. Due to struggles with enrollment and the use of excessive over income waivers, a classroom at Prairie, Kennedy, Markofer and Irene B. West were decreased.

d. At this time, the program is still determining any needed repairs and renovations as covid funding may be used for these projects and not basic grant funding.

5. Eligibility, Recruitment, Selection, Enrollment, and Attendance

a. Despite the global pandemic, the EGUSD Head Start program has consistently maintained a higher level of enrollment of starting with 78% in August 2021 and steadily increased with January totaling 93% for funded enrollment.

Prior to covid, the program typically maintained an average of 85% or higher for monthly enrollment. During the pandemic the program achieved 89% in August.

b. In the ERSEA component, the areas of enrollment and attendance have been great struggles although a few months trended positively. The program was not able to fully enroll at all sites nor have any months during this school year reached the traditional 85% attendance. The program continues to struggle with staffing including vacancies in the Office Assistant III classification which primarily supports the enrollment process.

The program has parents that have not engaged in preschool services due to concerns about covid so have elected to keep their children at home without enrolling OR have excessive absences due to covid concerns and classroom quarantines.

The program has experienced ongoing classroom quarantines due to positive covid cases from staff and students which hinders the consistent implementation of the preschool services as students are sometimes out of school for ten days or more.

c. Based on the staffing struggles, the program intends to begin staff recruitment in early Spring to ensure ample opportunities for full staffing at the start of school year. Also the partnership with TK and Special Education Department will enable additional opportunities for meeting staffing ratios for classrooms with staff that are already employed by the district through those two entities.

The program will also use technology methods for communication and recruitment of students including ParentVue and synergy more frequently to ensure parents are aware of the latest health guidance and relevant program information.

d. The EGUSD Head Start program continues to collaborate with the Special Education Department and Student and Family Empowerment Department which includes the specialized units of Foster Youth and Homeless Education units. The Departments are frequently informed of the preschool services and family engagement services available to preschool families and often refer families to the program. The Special Education Department also collaborates with the Alta Regional Center for transitioning of students

into the preschool programs including referrals from pediatricians, WIC and outside agencies such as Department of Social Services.

- e. The Head Start program uses Synergy, the attendance program used by EGUSD to track attendance. The program has a written intervention process for excessive or habitual absences which includes sending home a letter describing the importance of regular attendance and how it relates to learning and establishing good habits for attendance for school as well as the number of days their child has missed. If attendance remains poor, teachers conduct a virtual parent/teacher conference and/or a home visit to discover the barriers keeping the child from attending regularly and to ascertain if or what the program can do to help the child attend school on a regular basis. Additionally, teachers provide great attendance certificates to children who do not miss more than 10% of school during the month. Due to continued covid concerns, the intervention process for habitual absences were modified to include a letter home and a phone call from the teacher to discuss how the program can assist with attendance. Verbal recognition for good attendance was provided.

6. Education and Child Development

- a. The program benefitted from two additional teachers participating in Teaching Pyramid in collaboration with SCOE. The teachers were able to complete the training and implement the strategies in their classrooms with support from the Instructional Coaches. According to our Fall 2021 and Winter 2022, all students made academic gains in all five domains of the DRDP assessment. The gains were for both English only and ELL students.
- b. The program was unable to complete the CLASS training for teachers yet due to scheduling limitations and staffing challenges. The transition of leadership in the ECE Department did not permit the plans to be achieved so the training will be scheduled for the upcoming school year.
- c. For the upcoming school year, teaching teams are requesting additional training for Creative Curriculum to implement in the classrooms. Planning and scheduling will occur to ensure the training is provided to all teaching teams to ensure the curriculum is used to fidelity during the 2022-2023 school year. During the next school year, the Leadership team will also involve teaching and support staff in the planning phases for the school year to ensure all needs for the classroom are discussed, planned for and implemented including training needs.
- d. The program did not make any significant changes in this area.
- e. **Promoting implementation of curriculum with fidelity**
In order to support staff in implementing the curriculum to fidelity (Creative Curriculum), the program provides ongoing professional learning during monthly program

development. The program will use the Creative Curriculum fidelity tool to monitor and support implementation to fidelity. Coaching will be provided as needed.

- f. During the 2021-2022 school year, three teachers piloted the use of ASQ Online for their entire classroom. Positive feedback has been received from the pilot project so the program will utilize the online program for all classrooms for the upcoming school year. The use of the online program will permit teachers to have access to strategies for interventions as well as easily generate reports for their entire classroom for planning purposes.

7. Health

- a. The program continues to utilize the School Health Nurse for the vision and hearing screenings so all students are participating in this activity within the first 45 days. The Program Educator team continues to utilize ChildPlus for tracking purposes of the health data. Also our Program Educators have continued to monitor and gather immunization data for student and the state immunization reports were submitted by the due date.
- b. During this school year, Program Educator team fell behind with some of the data inputting due to the lack of staffing. The program was short staffed in the Office Assistant positions so the Program Educators attempted to complete the tasks as much as possible.
- c. The program is working diligently to ensure we are fully staffed for the upcoming school year. The program is also implementing stricter monitoring protocols so that program is aware of any necessary corrections that need to be made sooner rather than later. The program is also creating a google doc so the information is easily available easily for all staff and reviewed on at least a monthly basis.
- d. The program will continue to facilitate workshops by teachers, Instructional Coaches, Program Educators, School Social Worker and Psychologist that provide parents with information related to oral health, nutritional, mental health and emotional well-being. The workshops will be provided in dual languages and materials translated as needed for our bilingual families. The program will utilize community guest speakers for various topics to present to families during the monthly parent meetings. The program will continue to utilize the parent orientation before school starts, home visits and parent conferences to stay connect to the families about their child's progress and any support that might be needed.
 - i. The program will continue to collect health information during enrollment from families related to immunizations, dental records, physical exams and any other medical information. The program educators will continue to gather the health data, follow-up as required, connect with families if additional follow-up care is needed and document all of the necessary information.
 - ii. Teachers will continue to complete the ASQ-SE in collaboration with parents. If scoring indicates a need for intervention then additional support is provided by the

School Social Worker or a referral for outside provider is completed. School Social Worker will communicate with parents individually and through the facilitation of parent workshops to discuss mental health awareness and possible supports.

8. Family and Community Engagement

- a. The program continues to utilize Ready Rosie the online parenting curriculum for parenting education purposes. Our reports show that from August 2021 through January 2022 there were 938 videos were viewed by families that pertain to positive discipline and positive interactions between parents and their children. At the Jackson site, there were 387 videos viewed and families have provided positive feedback about the online parenting education curriculum.

The program continues to have engaging family events such as the Sacramento Public Library Early Learning Specialist sharing their services and website with families at the “Read to Me, Daddy” events on October 19 and 21s of 2021 as well as Sacramento Zoom virtual session sharing live animals by an Animal Ambassador at events on October 26th and 28th of 2021.

According to the 167 CDE parent surveys that were collected, parents provided the following positive feedback regarding the overall program:

1. 100% reported that their child is happy in the program
 2. 100% reported feeling satisfied with interactions between staff and children
 3. 100% reported feeling satisfied with parent involvement
 4. Only 79% of parents at the Sierra site reported feeling satisfied with the hours of operation so program changed the funding sources and changed the hours of operation based on the parents’ feedback
-
- b. The program only had an average of 9-10 parents at the monthly parent meetings for all Head Start classrooms. The parent meetings are facilitated by the teacher to review important classroom specific topics such as social emotional development, positive language to support behavior and successful transitions. The parent meetings were not well attended neither virtually or in person as parents were unable to attend for such reasons as work schedule, uninterested, zoom fatigue, etc. Attendance at parent meetings through virtual meetings are lower than when they occurred in-person before March 2020. The district is not providing electronic devices on loan to families this school year. Families were able to borrow a Chromebook during the 2020-2021 school year and the district provided support on how to log on to Zoom meetings and technical support to families. Children attended class through virtual meetings and families were more familiar with logging on. Teachers have adjusted by having parent meetings outdoors with social distancing when parents drop off their children and the number of attendees have increased. Teachers also speak one-on-one or family-to-one during drop off and pick up on parent meeting items and provide handouts.
-
- c. Teachers will attend the Family Development Credential (FDC) training this upcoming year to assist with techniques and strategies to build better relationships and communications skills

with our families. The prior goal outlined attendance of the training entitled Family Engagement and Positive Goal Oriented Relationship which was not attended this year so will be rescheduled for the upcoming school year.

d. The program continues to provide an orientation prior to school starting to begin the relationship building process between teachers and parents. The program in partnership with First 5 facilitates the male involvement event called "Read to Me Daddy" three per year which are aimed at increasing fathers participation in the preschool program and awareness of age appropriate development. These events are supported by bilingual staff and materials translated as needed for bilingual families.

Teachers complete the Family Partnership Profile and Family Partnership Agreement with parents as an avenue for building relationships through the identification of family goals and provision of community resources as provided.

e. As part of the collaboration with First 5, the program implements parent engagement activities and workshops including "Junior Amazing Readers", Read to Me, Daddy", "Supporting Positive Behavior in Children", "Infant and Toddler Learning and Development Foundations, Screenings and Parent Education". These various workshops are provided throughout the school year and parents are provided with critical information related to age appropriate development, social skills achievement as well as fostering positive interactions.

f. The program utilizes Ready Rosie as our research-based curriculum for parenting education. Through the use of the program, parents are onboarded via smart device and information related to positive discipline and behavior support are provided via video clips and videos of expert guest speakers. Positive feedback has been received from parents who enjoy the use of the smart device to get the information as well as short time frames for the videos.

g. The Family Assessment and Family Partnership Process is facilitated by the teacher with all parents. During the process, teachers inquire about families' goals and any potential needs. Through the conversation and additional follow-up, families identify a family or personal goal they wish to achieve and with the assistance of the teacher, three steps to achievement are outlined.

ii. For tracking purposes, teachers collaborate with the families for any necessary follow-up and provide the necessary community resources and information needed. Information for goal follow-up is obtained during parent conferences and home visits.

iii. The program has various community partnerships including First 5 which provides staffing and resources for the parent engagement and family activities that are offered to all families. The program is also partners with Early Smiles which provides oral and dental health education and dental

screenings for all children as part of the Health Component. The Sacramento Public Library is also a community partnership in which students receive library cards, age appropriate books/literature and model the goal of mastering and enjoyment of reading through the use of the library.

9. Services for Children with Disabilities

a. In the Disabilities component, the number of students with IEPs increased to 43 students within the 2021-2022 so the program is on track to meet the 10% requirement for servicing students with special needs which is a successful program outcome. Also the program currently has 17 pending IEPs which is an increase from last year when there were not any students referred due to the remote learning model. The program has referred more than 100 students for IDEA services from August 2021 through February 2021.

b. The program did not resume the quarterly multidisciplinary team meetings to discuss students' needs and create actions plans for support. This tradition has previously been held for all classrooms to discuss students with the School Psychologist, School Social Worker, Site Administration, teaching team and Instructional Coaches to ensure all students who required additional support for academics, social emotional skills, behavior support or any other need were identified and provided the necessary tools for successful outcomes.

The lack of SLP, Psychologist service days and Special Education Assessment staff have created a delay in the start of services for students referred for speech and language delays. This staffing concern is not exclusive to the Elk Grove Unified School District so efforts have been made for teachers to enrich language development through the experiences in the classrooms. The covid protocols have also hindered the ability of existing staff to provide timely services to referred and assessed students creating additional delays in service.

c. The program plans to resume the team meetings on a quarterly basis for the 2022-2023 school year for all classrooms after each assessment period ends. This practice will ensure that the students are appropriately referred for any necessary supports for individual success. Staff have also utilized technology including zoom meetings and google docs/forms to assist with communication and collaboration practices.

d. For the 2022-2023 school year, the program plans to collaborate with the Special Education Department to implement ten inclusion classrooms within all nine regions of the Elk Grove Unified School District. The inclusion classrooms will be staffed with a Head Start teacher, Head Start para, Special Education para and a roving Special Education Preschool Teacher. The classroom will include both general education students as well as students on an IEP for varying disabilities. The inclusion classroom will afford students an opportunity to socialize and engage with varying ability peers, increase language development and promote positive interactions. The inclusion classrooms will be located at the following sites: Leimbach, West, Jackson, McKee, Beitzel, Daylor, Foulks Ranch, Miwok, Pleasant Grove and Franklin. All of the preschool sites will still also support students on an IEP.

e. The program plans to resume the team meetings on a quarterly basis for the 2022-2023 school year for all classrooms after each assessment period ends. This practice will ensure that the students are appropriately referred for any necessary supports for individual success. The

program will continue to facilitate any necessary IEPs for identified students and provide the supports needed based on their IEP goals. The School Social Worker will continue to facilitate the Teaching Pyramid parent workshops regarding the IEP process as well as communicate as needed individually with parents via calls, emails and written information. The program educator will continue to alert the teaching teams upon enrollment of any students on an IEP including paperwork that outlines the specific IEP goals. All students are also flagged in the Synergy system and SEIS system to alert the team of the special need status and School Social Worker, Speech and Language Pathologist and Instructional Coaches are alerted through the Request for Assistance form if teaching teams need additional strategies or support for the student in the classroom. Throughout the process parents are engaged in the necessary meetings, parent conferences, home visits and informal conversations as needed to ensure they are involved in the ongoing learning and development of the student.

10. Transitions

i. The Head Start program collaborates with other delegate agencies, SETA

Head Start, Alta Regional Center and other childcare providers to ensure a seamless transition between Early Head Start to the EGUSD. The ERSEA team contacts the other program, the family, and the new teacher where the child will be placed to support a successful transition. All prior enrollment information including immunizations and medical documents, IEP paperwork and other family background information is requested from the prior provider and information is gathered from the family as part of the transition plan.

ii. The Head Start program works with the School Readiness team to support a successful transition from Head Start to kindergarten. Throughout the year, the school readiness team offers workshops geared toward kindergarten readiness. These workshops include, but are not limited to, how to read with your child, math, art, and musical activities. Depending on local safety protocols, these workshops will continue for the upcoming school year however may be offered virtually or in person format. Also based on the local safety guidance, students will resume their annual visit to a kindergarten classroom in person or virtually at their school campus. As part of the ongoing collaboration with First 5, TK and Kindergarten bound students will also receive the transition backpack filled with books, activity calendar, manipulatives and art supplies as part of their transition process.

iii. Students rarely transition from different funded program to another funded program unless a family relocates to another school site that does not offer the same funded program. If a transitions from a general education class to special education class or vice versus occurs, then families are recommended to a classroom that provides the necessary support for that specific student. The

families are a part of the transition process to discuss the necessary needs and based on the teams' decision which includes the School Social Worker and School Psychologist, students are transitioned as needed. The program educator and teaching teams ensure that the student's file is current with all documentation and hand delivered to the new classroom. The School Social Worker is in communication with the new teaching team with follow-up support as needed.

11. Services to Enrollment Pregnant Women – NA

Section B – Governance, Organizational and Management Structures

1. No changes to the processes of the Board or how they use key program information to conduct their responsibilities as the Board will continue to receive monthly information packets and information will continue to be provided via Board Communications. During the pandemic, the EGUSD Board meetings and PC meetings were held virtually. The program continues to struggle with parent participation in the PC meetings so will continue recruiting parents during parent orientations, parent meetings and personal invitations. The Director, teaching teams and Program Educators will continue to communicate with parents the importance of their involvement with the PC group to have input in the shared decision-making process.

2. As part of the new federal vaccination mandate, all staff were required to submit their vaccination cards/information to the Human Resources Department through an online system. If unvaccinated then staff applied for a medical or religious exemption which was reviewed and approved by the Risk Management Department. If approved, the exempted staff participate in weekly covid testing provided by the district at local clinics on various school sites and the district office. To date all staff directly funded with Head Start funds are vaccinated or participating in weekly testing with an exemption. As new staff are hired, the HR Department seeks their vaccination status and exemption request with weekly testing option. Effective February 1, 2022 the program no longer bills for indirect costs so additional staff are not included in the federal vaccination mandate.

3. In the Spring, classroom safety checklist were completed by the Program Educators, Program Specialist and Instructional Coaches, School Social Worker, Bilingual Family Advocate at all sites. Based on the results, safety issues related to pinch guards on doors and playground structures in need of minor repairs. The Program Specialist is collaborating with Risk Management and Facilities and Operations Department to resolve the issues which will include the installation and placement of pinch guards on all doors and repairs to the playground structures as needed.

Through ongoing oversight, the team also found that two teachers had not fully completed the Family Partnership process with any families. The new teachers had miscommunication with the Program Educators about who would complete the task so the due dates were not met. When the issue was discovered, the Program Educators coordinated to support the teachers with the FPA process with all families.

The program received a corrective action plan for under-enrollment for the months of August through November 2021. To resolve the issue, a virtual classroom was established for families due to the lack of staffing so services could be provided to students virtually. The virtual learning format permitted students to be serviced until December 31st at which time staffing was secured and an additional classroom opened at Prairie to serve the student on site. The program continues to still be under-enrolled due to lack of staffing however the Program Educators are continuing to recruit students and the Human Resources Department continue to assist with finding appropriate staff for additional classrooms.

The Jackson site received a Type B violation from licensing for record keeping due to lack of personnel files for the substitutes who were supporting the classroom that particular day. To resolve the issue, the Program Specialist gathered the immunization records, transcripts and mandated reporter training information and submitted to the Licensing Analyst who determined no further action needed.

Staff Qualifications

	<u>Total Number</u>	<u>Permit</u>	<u>AA Degree 1</u>	<u>BA Degree 1</u>	<u>Masters or Higher</u>
Teachers	22			15	7
Associate Teachers/Teacher assistants	20*	7?	7?	6?	1

1 In ECE or related field

*The program had 2 AT/TA vacancy at the time of the data collection.

Other Changes: The Head Start program has had a program specialist vacancy since January through September 2021.

Section C- Program Goals

- For the Health and Wellness goal, the program will focus on soliciting trainings from different agencies, organization and outside vendors to ensure the Program Educator have ample opportunities for professional development. The program will also continue to work with Human Resources to ensure the team is fully staffed in all positions. For this goal, the Program Educators will continue to attend the monthly Health meeting through SETA to continue providing current health and program updates to the team as this will ensure all stakeholders are informed of the latest health information to benefit students and families. For the upcoming school year, the program will continue to facilitate Fall and Spring parent meetings specifically related to health topics. To measure

progress, the program will collect agendas and sign in sheets from each meeting in the Fall and Spring. No fiscal impact as the meetings are facilitated by program staff. Program staff will solicit for additional trainings to attend so staff will attend more frequently than in previous years. The program will continue to need the Content meetings monthly and information about future workshops and trainings available for staff.

Attendance goal

The program hopes that the decrease in covid rates and easing of safety protocols by the local health officials will assist with overall attendance improvement. Prior to covid, the program did not have any attendance or enrollment issues so the program will continue to recruit and solicit for eligible students with the intent of full enrollment and at least 85% attendance monthly. The program will continue providing attendance letters to families when attendance rates decrease as well as daily phone calls to absent students. Parent meetings will continue to be conducted by teachers to emphasize the importance of attendance and attendance certificates will be awarded to students who meet the attendance goal of 85%. The program will monitor daily and monthly attendance for all students including monthly reports. No fiscal impact on the program. Staff and parents will attend ongoing trainings to emphasize the importance of attendance including information in the monthly classroom parent meetings, workshops and trainings. Staff will attend relationship building trainings to enhance their communication skills to support family engagement. The program will continue to need the Content meetings monthly and information about future workshops and trainings available for staff.

Family and Community Engagement goal

The program will seek to promote the increased use of Ready Rosie by guiding parents through the use of the application during the parent orientation and parent meetings. During parent meetings, allow frequent app users to share anecdotal feedback about the app with other parents. The program will continue to provide and highly encourage all staff including Program Educators to attend professional development opportunities related to supporting families, relationship building and strategies for partnering with families for the students' growth and overall success. The program will monitor progress monthly using the Ready Rosie reports and monitoring for an increase in the number of videos watched and users of the app. As staff attendance of trainings and workshops increase, the use of Technical and Training Assistance funds will also increase however will not exceed our allocated budget. The program will offer additional professional development opportunities for staff therefore increasing their knowledge of program standards, relationship based competencies and strategies for family engagement. The program will continue to need the Content meetings monthly and information about future workshops and trainings available for staff.

6. School Readiness Goals

Delegate Agency Preschool DRDP Data

Domain	Fall 2021		Winter 2022		Percentage of Growth	
	English -only/ELL		English only-ELL		English only-ELL	
Approaches to learning	69%	71%	88%	93%	+19	+22%
Social Emotional Development	82%	78%	96%	95%	+14%	+17%
Language and Literacy Development	81%	65%	94%	92%	+13%	+27%
Cognition, Math and Science	77%	77%	93%	92%	+16%	+15%
Physical Development	95%	84%	98%	96%	+3%	+12%

3.School Readiness Goals – Program Implementation

Physical Development Domain – The program utilizes the I Am Moving, I Am Learning (IMIL) curriculum along with supplements from California Preschool Instructional Network (CPIN) to ensure that movement and music are a part of the daily classroom schedule. Teaching teams are trained to use the curriculum and analyze the data after each rating period to determine how well students are progressing. As needed, teachers will provide scaffolded physical fitness strategies including activities that encourage the use of fine and large motor muscles. For ELL students, teachers are using bilingual songs, music and hand movements to encourage physical development in all areas. Bilingual staff also support classroom and speak in their native language to encourage students to participate in all activities including physical development activities.

Cognition, Math and Science – Program Implementation

The program utilizes the research based curriculum of Creative Curriculum Volume 5 to support the Cognition, Math and Science domain. The teachers use the curriculum to create their weekly lesson plans by using the unit themes to teach math, science and critical thinking skills through investigative projects and promote inquire based learning. The activities encourage students to predict, experiment and explore their own thinking about the world around them using real life connections and experiences. For ELL students, teachers are using bilingual songs, music, visual aides, written materials and hand movements to encourage participation in all classroom activities. Bilingual staff also support classroom and

speak in their native language to encourage students to participate in all learning activities including the use of bilingual morning songs.

Language and Literacy Development – Program Implementation

The program utilizes the Creative Curriculum Volume 5 to support the Language and Literacy Development domain. The teachers use the curriculum to create their weekly lesson plans by using the unit themes to promote literacy and language development for all students through investigative projects and promote inquire based learning. The activities encourage students to verbalize their own thoughts using their words and facial expressions and culturally responsive and linguistically appropriate books are vital instrument used in the classroom daily. Using the DRDP assessment data, the teachers create appropriate lessons based on students' rating score to promote language development and literacy development. Individualized activities are provided to students during small group and free exploration times to ensure mastery of the skills. For ELL students, teachers are using bilingual songs, music, visual aides, classroom labels/posters, written materials and hand movements to encourage participation in all classroom activities. Bilingual staff also support classroom and speak in their native language to encourage students to participate in all learning activities including the use of bilingual morning songs.

Social-Emotional Development – Program Implementation

The program has trained teaching teams that utilize the Teaching Pyramid for social emotional development in the classroom. Using the behavior strategies and intervention techniques, students are supported daily to build their own competencies and recognizing their feelings. Teachers use the brain games and emotional posters to facilitate classroom lessons that encourage students to self-regulate their behaviors and mediate conflict between peers. For ELL students, teachers are using bilingual songs, music, visual aides, classroom labels/posters, written materials and hand movements to encourage participation in all classroom activities. Bilingual staff also support classroom and speak in their native language to encourage students to participate in all learning activities including the use of bilingual morning songs.

Approaches to Learning – Program Implementation

The teaching teams use the DRDP assessment data to determine which dimensions within the Approaches to Learning domain require additional practice. Within this domain, teachers use creative ways to engage students which includes use of varied art materials, music, movement, sensory and manipulatives and visual representations. Within this domain, the data shows teachers which students may require the use of universal lesson designs so that all learning modalities are captured. For example, the Five Little Monkey song is not merely sung in the classroom but teaching teams provide puppets and physical movement to create artistic expression and increase engagement for students. The use of props, physical

movement and music helps to sustain the students' attention and encourages learning content. For ELL students, teachers are using bilingual songs, music, visual aides, classroom labels/posters, written materials and hand movements to encourage participation in all classroom activities. Bilingual staff also support classroom and speak in their native language to encourage students to participate in all learning activities including the use of bilingual morning songs.

HEAD START-EARLY HEAD START BUDGET

Agreement #

09CH11763/FY 2022-23

Fiscal Year: 2022-2023

Budget Period: From 8/01/22 To 7/31/2023

Grantee/Delegate: **Elk Grove Unified School District**City: **Elk Grove**Zip Code: **95624**Phone: **916-686-7595**Program contact: **Tabitha Thompson**Chair: **Yessenia Mendoza**

HEAD START					EARLY HEAD START				
# of children enrolled: 480					# of children enrolled:				
# of handicapped: 48					# of handicapped:				
# of Class Sites: 17					# of Class Sites:				
# of Classes: 22					# of Classes:				
Cost Categories	Head Start Basic	Head Start TA	Head Start Total	Head Start * Non-Federal	EHS Basic	EHS TA	EHS Total	EHS * Non-Federal	Total
Personnel	\$ 2,144,484	\$ -	\$ 2,144,484	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,144,484
see attached Schedule A. Personnel									
Fringe Benefits	\$ 1,036,692	\$ -	\$ 1,036,692	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,036,692
See attached Schedule B - @ approx. 51.73%									
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
see attached Schedule C. Travel									
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
see attached Schedule D. Equipment									
Supplies	\$ 668,058	\$ -	\$ 668,058	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 668,058
see attached Schedule E. Supplies									
Contractual	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 71,863	\$ 14,040	\$ 85,903	\$ 983,785	\$ -	\$ -	\$ -	\$ -	\$ 1,069,688
see attached Schedule H. Other									
TOTAL DIRECT CHARGES	\$ 3,921,097	\$ 14,040	\$ 3,935,137	\$ 983,785	\$ -	\$ -	\$ -	\$ -	\$ 3,935,137
Indirect Charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL	\$ 3,921,097	\$ 14,040	\$ 3,935,137	\$ 983,785	\$ -	\$ -	\$ -	\$ -	\$ 4,918,922

Schedule E - Supplies

Agency Elk Grove Unified School DistrictFY 2022-23Program Head Start Basic and TTA

HSES Line Item	Description	Head Start		Early Head Start		Head Start	Early Head Start	Admin %
		Basic	T&TA	Basic	T&TA	NFS	Start NFS	
1	Office Supplies							
	Postage/Office Supplies	4,000						
Total Line 1		\$ 4,000	\$ -	\$ -	\$ -	\$ -	\$ -	
2	Child and Family Services Supplies							
	Classroom Supplies	626,408						
	Classroom year end event activities 22 classroom	1,100						
	Printing/duplicating	5,000						
	Non-capitalized computer equipment	10,000						
	Non-capitalized furniture and equipment	18,000						
Total Line 2		\$ 660,508	\$ -	\$ -	\$ -	\$ -	\$ -	
3	Food Services Supplies							
	Orientation	550						
Total Line 3		\$ 550	\$ -	\$ -	\$ -	0	0	
4	Other Supplies							
	Medical/Dental supplies- Soap, Tooth brushes etc	3,000						
Total Line 4		\$ 3,000	\$ -	\$ -	\$ -	0	0	
Total Supplies		\$ 668,058	\$ -	\$ -	\$ -	\$ -	\$ -	

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: 22 classrooms at 19 sites totaling 27,142 sq ft @0.8071 for 10 months					219,063		
Total Line 1		\$ -	\$ -	\$ -	\$ -	\$ 219,063	\$ -	
2	Rent							
Total Line 2		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
3	Mortgage							
Total Line 3		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
4	Utilities, Telephone Phones & iPads Maintenance/Repairs-Maintenance agreement and rental for office and class site copiers	2,500 6,000						50%
Total Line 4		\$ 8,500	\$ -	\$ -	\$ -	\$ -	\$ -	
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 .56 per mile - reimbursement for staff to travel for home/site vists, professional development workshops & registration sites	1,000						
Total Line 8		\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	
9	Nutrition Services School Nurse 7 hours x \$74.35	3,500				520		
Total Line 9		\$ 3,500	\$ -	\$ -	\$ -	\$ 520	\$ -	
10	Child Services Consultants							
Total Line 10		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
11	Volunteers Principals- 8 @.02 FTE Salary and Benefits \$1,405,509 x .02 FTE Principals- 8 @.01 FTE Salary and Benefits \$1,492,840 x .01 FTE Academic Program Coordinators-1@.20 FTE Salary and Benefits \$165,657 x .20 FTE Academic Program Coordinators-2@.10 FTE Salary and Benefits \$269,021 x .10 FTE Academic Program Coordinator-1@.30 FTE Salary and Benefits \$138,259 x .30 FTE Academic Program Coordinator-2@.40 FTE Salary and Benefits \$282,780 x .40 FTE Classroom - 5,226.69 hrs x 16.19/hr Home activities - 20,158.08 hrs x 16.19/hr PPC Meeting 22 classes x 1.5 hrs x 10 monthly meetings x 16.19/hr Pre-K Director - 1@.20 FTE Salary and Benefits \$170,899 x .20 FTE Pre-K Program Specialist - 1@.30 FTE Salary and Benefits \$138,033x .30 FTE Bilingual Family Advocate-1@.10 FTE Salary and Benefits \$50,815x .10 FTE Project Implementor- 1@.10 FTE Salary and					28,110 14,928 33,131 26,902 41,478 113,112 84,620 326,359 5,343 34,180 41,410 5,082		

Benefits \$95,470 x .10 FTE						9,547	
Total Line 11		\$ -	\$ -	\$ -	\$ -	\$ 764,202	\$ -
12	Substitutes (if not paid benefits)						
	Substitutes - Teacher Timesheets	19,200					
	Substitutes - Paraeducator Timesheets	17,513					
	Paraeducator Training	500					
	Nurse - Timesheet	5,000					
	Other Timesheets	5,000					
Total Line 12		\$ 47,213	\$ -	\$ -	\$ -	\$ -	\$ -
13	Parent Services						
	Medical and Dental Svcs for children as needed	1,000					
	Reimbursement for mileage to attend PPC Mtg.	500					
	PPC Meeting refreshment and end of year event	150					
Total Line 13		\$ 1,650	\$ -	\$ -	\$ -	\$ -	\$ -
14	Accounting and Legal Services						
Total Line 14		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
15	Publications/Advertising/Printing						
Total Line 15		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
16	Staff Development	1,500	2,000				
	CLASS Training/follow-up/Reliability Test		1,000				
	Conference Workshops	1,500	2,210				
	Family Dev. Certificate for Prog. Educators		1,500				
	CPR Certifications		1,500				
	Parent education workshops	1,000	500				
	CSEFEL/Pyramid Training		500				
	Staff Mental Health/Team Build Activities		3,000				
	CLASS Training		1,830				
Total Line 16		\$ 4,000	\$ 14,040	\$ -	\$ -	\$ -	\$ -
17	Other						
	HS California/R9HSA/ NHSA membership fees	2,000					
	Facility Licenses/Other fees	4,000					
Total Line 17		\$ 6,000	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other		\$ 71,863	\$ 14,040	\$ -	\$ -	\$ 983,785	\$ -

**Elk Grove Unified School District
Head Start Program
Budget Narrative
2022-2023**

Personnel (\$2,144,484)

The Elk Grove Unified School District supports 480 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, paraeducators and clerical support staff.

Fringe Benefits (\$1,036,692)

Benefits are calculated based upon each position's respective bargaining unit and include FICA, unemployment insurance, workers compensation, retirement, and health.

6.20% FICA for Classified Employees	\$44,695
1.45% Medicare Certificated and Classified Employees	31,095
0.50% Unemployment Insurance	10,722
1.75% Worker's Comp Insurance	37,528
Health and Welfare total	472,948

Health/Dental flat rate based on bargaining unit and classification; \$1,080 per FTE for health and welfare employee, Elk Grove Benefits Employee Retirement Trust (EGBERT); Health and Welfare-Retirees average \$960 per FTE for California School Employees Association (CSEA) and \$1,560 for all others; Life Insurance average \$184 per FTE for Certificated Management and \$61 for all others.

16.92%	Retirement STRS	\$240,860
22.91%	Retirement PERS	165,171
1%	EGBERT 1% of Salary	21,445
	EGBERT additional 1% of Salary for Certificated	<u>12,228</u>

Total Fringe

\$1,036,692

Supplies (\$668,058)

A high quality program requires the utilization of resources for classroom instruction and materials for children to use such as books, crafts, and materials for the various centers. The program also distributes various resources for the staff and parents to utilize as they further support the children in their overall development. This category includes classroom supplies, curriculum materials, postage, office supplies, books for the classroom, health supplies, and other miscellaneous classroom supplies. Printing services will be paid for under this category to produce supplemental educational materials that will be distributed to parents such as activity books, newsletters, program brochures and pamphlets, registration packets, marketing materials and flyers for community outreach. Funding will be utilized to purchase medical/dental supplies such as soap, paper towels, tooth paste and toothbrushes for the children. Funding will also be utilized to purchase new technology items and/or replace broken or obsolete computers/printers/scanners and other items to assure staff has access to technology needed to run the program. Funding will also be utilized to replace old classroom and office furniture (non-capitalized furniture/equipment) including, but not limited to, cabinets and storage units as well as purchase new Easy-Clean learning carts, classroom mobile tables that meet ECERS requirements, gives teacher flexibility to take outside for intentional activities then roll back in for other activities, can be easily disinfected daily. and can be used for social distancing.

Other (\$71,863)

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. Funding in this category will be used for CSEFEL/ Pyramid Training, CLASS Training and other conference workshops and will provide funding for Staff Development. It will also provide costs for Parent education workshops. It will fund Head Start California/Region IXHSA and/or NHSA membership fees. Refreshments for parent policy meetings that are held on a monthly basis as well as the cost for the mileage traveled to the

meetings will also be used under this funding category. 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, nurse timesheet 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/Teaching 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.

Funding will also be used for the following: CPR training and certifications for Head Start staff, Family Development Certificates for Program Educators, and for staff mental health/team building activities.

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. Any additional program costs 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 (\$983,785)

PreK classrooms are located on seventeen (17) sites in EGUSD. Site Administration staff assist the program with classroom oversight and teacher evaluation.

Administrators:

Principals- 8 @.02 FTE Salary and Benefits \$1,405,509 x .02 FTE	\$28,110
Principals- 8 @.01 FTE Salary and Benefits \$1,492,840 x .01 FTE	14,928
Academic Program Coordinators-1 @.20 FTE Salary and Benefits \$165,657 x .20 FTE	33,131
Academic Program Coordinators- 2@.10 FTE Salary and Benefits \$269,021 x .10 FTE	26,902
Academic Program Coordinators-1 @.30 FTE Salary and Benefits \$138,259 x .30 FTE	41,478
Academic Program Coordinators-2@.40 FTE Salary and Benefits \$282,780 x .40 FTE	<u>113,112</u>
Sub-total	\$257,661

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 5,226.69 hours of classroom volunteer time. Volunteers are valued at the current teacher assistant rate of \$16.19 per hour. \$84,620

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 20,158.08 hours of home volunteer time. Volunteers are valued at the current teacher assistant rate of \$16.19 per hour. \$326,359

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 \$16.19 per hour. \$5,343

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 nineteen schools are designated 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 seventeen school sites to support the Head Start program.

27,142 square feet @ 0.8071 for 10 months \$219,063

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 \$74.35 per hour.

\$520

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 \$170,899 x .20 FTE \$34,180

Elk Grove Unified School District employs three 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 \$138,033 x .30 FTE \$41,410

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

Bilingual Family Advocate- 1@.10 FTE Salary and Benefits \$50,815 x .10 FTE \$ 5,082

EGUSD employs one Program Implementor working for the School Readiness program. She assists with other PreK program but 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 \$95,470 x .10 FTE \$ 9,547

Other Resources

The Head Start program is supported in part by:

First 5 California \$512,228

Child and Adult Care Food Program \$371,726

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.

Elk Grove Unified School District
Self-Assessment Final Report 2021-2022

SECTION 1: Results of Inquiry-based approach

Members of Self-Assessment Team: Who was involved in this process? Program Specialists, Program Educators, Bilingual Family Advocates, Instructional Coaches, Academic Program Coordinator (APC) and Teaching teams

Self-Assessment Date: When did the Self-Assessment take place? Fall 2021-Spring 2022

Tools Used: What tools (e.g. surveys, checklists, protocol, etc.) or resources did you use? Classroom safety checklist, Unannounced Safety and Supervision Site Visit reports, student file checklist and SWOT survey

Projected date of Submission to Policy Council and Governing Board: When is Self-Assessment presented to the governing body and Policy Council? March 8, 2022 to the Policy Committee and March 22, 2022 to the EGUSD Board of Trustees

Purpose: How will the organization use the results of the Self-Assessment? E.g. to inform organizational structure decisions, T&TA planning, service area plan edits, etc. use? The program will utilize the results of the inquiry-based approach results to guide future decisions related to professional development and staffing as well as budget projections. The results will enable to the program to use the data for classroom and playground improvements and ensure all classrooms are safe and compliant in all areas.

A. Questions Explored by the Program

- *What areas of practice did your program target for deeper exploration? What questions were you seeking answers to?* The program explored the School Readiness goal to determine which domain needed additional support due to increase number of students meeting learning targets.
 - Are all staff aware of the school readiness goals?
 - What are our areas of strength, weakness, opportunities and external threats as it relates to school readiness goals?
 - Do teaching teams have the necessary tools and support to meet school readiness goals?
- *How did you identify these areas for further exploration? (e.g. did you look at data as a management team, complete a SWOT or interview protocol, look at the program goals and realize your monitoring data shows you aren't making progress towards the goal, etc.)?* The program decided that including teaching teams in the analysis of school readiness data would be beneficial as teaching teams are directly responsible for the teaching and learning of students for the DRDP assessment and pre-academic skills. The program would further benefit from teachers intimately knowing their specific classroom and student data to assist further with lesson planning, curriculum implementation and individualizing student activities.

- *What approach did you use to explore the question? For example, did you use surveys, interviews, focus groups, document or data review?* The teaching teams were provided the School Readiness goals and asked to complete the SWOT process using the information to determine the strengths, weaknesses, opportunities, and external threats as it relates to overall program operations, need for additional tools for success and awareness of program goals.

B. Learnings

- ***What did you learn about your question?*** *The program learned that staff were not previously involved in data analysis aside from their own specific classroom information. Through the SWOT process, the program learned that majority of staff have completed the Teaching Pyramid training with Instructional Coaches available for mentoring and implementation. The identified weaknesses were parent workshops only being offered at specific sites. After data analysis, the program learned that students were not making sufficient progress in the Cognition, Math and Science Domain of the DRDP assessment. The program also learned there is a lack of professional development related to music and movement and CLASS training as well as lack of teacher collaboration. Through the SWOT process, roving music teachers to coach preschool teachers as well as researching the possibilities of Art Integration program through collaboration with VAPA Department. Additional ideas were the opportunity to visit other classrooms to solicit music and movement ideas from other colleagues and provision for free parent training and online resources for families related to school readiness skills. Through the SWOT process, the program identified that the pandemic and remote learning model hindered the overall program operations.*
- ***What data did you review?*** The program utilized the DRDP assessment data, google forms related to parent meetings and Professional Development calendar.
- ***What did different stakeholder groups offer as feedback?*** The program provided the information to the Policy Committee for additional feedback however they did not provide any additional insights.
- ***What conclusions did you reach?*** The program discovered the need to review program goals at the start of each school year during the pre-service, develop professional development calendar with input from all stakeholders to include trainings for music and movement and math instruction. The staff work calendars should also include professional development and collaboration days throughout the school year to increase opportunities to connect and learn from colleagues.

SECTION 2: Summary of Self-Assessment by Content Area (using old approaches/tools your agency has used in the past)

We are permitting the same self-assessment format as previous years since the new inquiry-based method may not cover all content areas.

Members of Self-Assessment Team: Who was involved in this process? Program Specialists, Program Educators, Instructional Coaches, Bilingual Family Advocates, Academic Program Coordinator (APC) and Teaching teams

Self-Assessment Date: When did the Self-Assessment take place? Fall 2021 – Spring 2022

Tools Used: What tools (e.g. surveys, checklists, protocol, etc.) or resources did the Self-Assessment use? Classroom safety checklist, Unannounced Safety and Supervision Site Visit reports, student file checklist and SWOT survey

Projected date of Submission to Policy Council and Governing Board: When is Self-Assessment presented to the governing body and Policy Council? March 8, 2022 and March 22, 2022

Purpose: How will the organization use the results of the Self-Assessment? E.g. to inform organizational structure decisions, T&TA planning, service area plan edits, etc.

The program will utilize the self- assessment results to guide future decisions related to professional development and staffing as well as budget projections. The results will enable to the program to use the data for classroom and playground improvements and ensure all classrooms are safe and compliant in all areas.

A. Results: For each content area, please identify:

Strengths (provide data to support)

Challenges (provide data to support)

Compliance/Non-Compliance Issues

Content areas:

I. Education/School Readiness –

Strengths

- *Teaching teams receive monthly professional development*
- *All students made progress in the five domains of the DRDP assessment*
- *Teachers have multiple subject credentials*
- *Teachers utilize the Teaching Pyramid strategies and Creative Curriculum*

Challenges

- *Continue providing professional development for all teaching teams including paraeducators*
- *Consistently provide coaching and mentoring for all teaching teams including classroom observations from Instructional Coaches, Program Specialist and Academic Program Coordinators*

II. Family and Community Engagement

Strengths

- *Staffed with Bilingual Family Advocates to support family engagement*
- *Use of Ready Rosie for parenting education*
- *Collaboration with First 5 California to provide parenting workshops and trainings*
- *Program Educators obtained Family Development Credential*

Challenges

- *Teachers needing Family Development Credential to support relationship building with families*
- *Increase family engagement and participation in the parent workshop, parent meetings and trainings that are being provided*

Non-compliance issues – Incomplete Family Partnership Agreements in some classrooms

Health and Nutrition

Strengths

- Completed immunizations reports in a timely manner
- Completed dental, vision and hearing screenings within first 45 days of enrollment
- Collaboration with Nutrition Department to provide nutritious meals and menus provided monthly to all families
- Resumed family style meal serving in the Fall and served bag lunches during the pandemic/remote learning format

Challenges

- Inconsistent use of health reminders for missing health information and tracking of information
- Lack of enrollment staffing throughout the school year
- Improve communication between teaching teams and Program Educators for family needs related to health and community resources

Non-compliance issues – lack of documentation for health information and Childplus data entry

Mental health/Disabilities

Strengths

- Program consistently supports at least 10% or more of students with special needs
- Program has three certified Teaching Pyramid Coaches to support teaching teams

Challenges

- Resume multidisciplinary case staffing with teaching teams to monitor and support all students
- Strengthen knowledge and increase classrooms for inclusion settings

Safe Environments

Strengths

- All sites have classrooms with a bathroom
- All sites are licensed and in good standing

Challenges

- Conduct ECERS observations in classrooms at least annually
- Use of safety checklist and monitoring list in all classrooms at least monthly

Non-compliance

- Ensure all staff have current personnel files for licensing purposes

Enrollment and Recruitment

Strengths

- Created online registration process in collaboration with IT Department
- Revised ECE Webpage for recruitment of preschool families
- Transitioned virtual classroom to in person learning format in January 2022

Challenges

- Lack of ERSEA staff for enrollment and Childplus input

Non-compliance issues – program unable to meet full enrollment for the school year and only maintained a 93% of full enrollment

Governance

Strengths

- Board reports are submitted monthly to EGUSD Board of Trustees and Policy Committee members
- Meetings were held via zoom to ensure safety protocols were followed

Challenges

- Lack of quorum for many meetings due to lack of parent participation

Non-compliance issue – lack of quorum for Policy Committee meetings

B. Ongoing Program Improvement Plan (PIP)

- Combining the insights and conclusions you reached from your question (SECTION 1) and findings from the assessment of each content area (SECTION 2), *please complete a PIP using attached PIP template.* **EGUSD COMPLETED THE PIP TEMPLATE, SEE ATTACHED**
- Describe your program improvement to address the results of the Self-Assessment:
 1. *What activities the agency will undertake*
 2. *Who has lead responsibility for the activities*
 3. *When the activities will start and be completed by*
 4. *Resources necessary to support the activities*
 - *How might you target financial resources to respond to areas of concern?*

- *What support do you need from SETA?*
- 5. *Any Information about how your governing body/Policy Committee will be involved in ongoing improvement plan*

SECTION 3: Ongoing Monitoring System and Results for 2020-2021 (Narrative, bulleted point and/or grid format is acceptable)

- A. **Please describe the ongoing monitoring system your agency utilized in 2020-2021 including the following:**
 - 1. *Process or procedure for monitoring each content area*
 - 2. *Tools used to monitor each content area*
 - 3. *Dates/Frequency of monitoring*
 - 4. *Staff Responsible for Monitoring*
- B. **Summary of results**
 - 1. What do your monitoring findings tell you about compliance with the Head Start Program Performance Standards?
 - 2. What do your monitoring efforts tell you about your progress towards program goals?
- C. **Changes/Corrections done to address concerns or non-compliance findings:** Describe what you have done differently or plan to do differently to correct any findings.

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

<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 Spring/Summer 2020	Ongoing at Monthly registration team meetings Ongoing	Monthly through Spring 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		Completed	Winter 2020
Continue to explore strategies to increase attendance focusing on sites that traditionally experience challenges. Explore online registration options for parents/families.	Program Specialist	Late Spring	Ongoing/Piloting online registration	Ongoing
Provide continued professional learning for implementation of the Creative Curriculum.	Instructional Coaches	Spring 2020 Monthly	Teaching Strategies provided professional development	Ongoing
Provide group and individual coaching for teachers in using the Coaching Companion tool to improve instruction.	Instructional Coaches	Spring 2020	Ongoing through 202 through virtual training	Ongoing
Continue to provide professional learning in CLASS strategies to improve teacher/student interactions and instructional practices.	SETA Teachstone Instructional Coaches	Fall 2020	SETA provided CLASS training for the virtual environment:	Ongoing

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

			instructional coaches followed up with the classroom teams	
Provide continued professional development in CSEFEL/Pyramid techniques focusing on the top of the pyramid.	Instructional Coaches Social Worker	Fall 2020	Social Worker provided at training	Ongoing
Continue to incorporate <i>Second Step</i> into the daily/weekly schedule.	Social Worker Instructional Coaches Teaching Teams	Spring 2020	Social Worker provides ongoing training with Second Step curriculum and the online platform. The first 6 weeks of instruction were grounded in Second Step.	Ongoing
Utilize procedure for contacting program educators to assist families needing additional support with making medical and dental appointments.	Program Specialist Program Educators	Fall 2020	Ongoing; communication happening more between teacher and Program Educator	Ongoing
Revise procedure for ensuring community resource materials in classrooms are current.	Program Educators	Summer 2020		Completed
Review procedure to assure first aid boxes are adequately stocked.	Program Educators	Spring 2020	Ongoing; kits were replenished during monitoring	Completed

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

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	Ongoing Completed/Ongoing Program Educators attended Child Plus Scramble and Child Plus Content Meetings	October 2020
Look for ways to have more staff attain the required credential to meet Head Start Standard 1302.91(e)(7).	Program Specialist	Fall 2020	All 4 Program Educators have completed the Family Development Credential (FDA)	Completed
Continue with successful implementation of monthly Board of Education and Parent Policy Committee reports.	Program Specialist	August 2020	Ongoing Monthly	Completed Monthly
Invite Board Members to PreK special events and to visit classrooms.	Program Director	August 2020	Special events are being postponed due to COVID	Ongoing
Continue to explore avenues for increasing attendance at Policy Committee meetings.	Program Specialist	August 2020	Ongoing	Ongoing

Elk Grove Unified School District
Head Start Program
Self-Assessment Program Improvement Plan (PIP)
2022-2023

<i>Activities or Action Steps:</i>	<i>Responsible Person(s)/Unit</i>	<i>Resources Needed (including support from SETA)</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
EDUCATION, DISABILITIES AND MENTAL HEALTH					
Provide professional development on CLASS, Creative Curriculum, Coaching Companion, Teaching Pyramid, Second Step, Equity and I Am Moving, I Am Learning (IMIL), ECERS and any additional appropriate trainings.	Program Director Program Specialists SCOE/SETA Content Leaders School Social Worker Equity	Training presenters Training materials and tools	Spring 2022		
Facilitate professional development on math strategies to increase Cognition, Math and Science domain of DRDP assessment.	Program Director Program Specialists Instructional Coaches Lead Teachers	Training presenters Training materials and tools	Spring 2022		
Resume implementation of case staffing meetings with multidisciplinary team for referral process and classroom support	Program Director Program Specialists School Social Worker Instructional Coaches Teaching teams School Psychologist	Training presenters Training materials and tools	Fall 2022		
Continue collaboration with Special Education Department for inclusion classrooms through the IEEEEP grant.	Special Education Department Program Director Program Specialist Teaching teams Instructional Coaches School Social Worker	Training presenters Training materials and tools	Spring 2022		

**Elk Grove Unified School District
Head Start Program
Self-Assessment Program Improvement Plan (PIP)
2022-2023**

PARENT AND FAMILY ENGAGEMENT

New teachers attend the Family Development Credential, Equity/Cultural Awareness, Relationship based competencies to support family engagement and other relationship building trainings	Teaching teams Program Educators Program Specialist Program Director Bilingual Family Advocates	Training presenters Training materials and tools	Fall 2022		
Improve the Family Partnership Agreement process with increased completion, individualized goals and follow-up with requested resources/information.	Teaching teams Program Educators Program Specialist Program Director Bilingual Family Advocates	Training presenters Training materials and tools	Fall 2022		
Increase parental attendance at parent meetings and use of Ready Rosie as well as overall communication.	Teaching teams Program Educators Program Specialist Program Director Bilingual Family Advocates	Training presenters Training materials and tools	Spring 2022		

SOCIAL SERVICES

Increase staff knowledge about district's SAFE (Student and Family Empowerment) centers including referring families as needed	Teaching teams Program Educators Program Specialist Program Director Bilingual Family Advocates	Training presenters Training materials and tools	Fall 2022		
Create partnership with FACE (Family and Community Engagement) Department within EGUSD including homeless, foster youth and immigration programs	Teaching teams Program Educators Program Specialist Program Director	Training presenters	Spring 2022		

Elk Grove Unified School District
Head Start Program
Self-Assessment Program Improvement Plan (PIP)
2022-2023

	Bilingual Family Advocates	Training materials and tools			
Build relationship and increase knowledge about community based childcare providers including Champions, Catalysts, YMCA, Child Action, Kindercare, etc	Teaching teams Program Educators Program Specialist Program Director Bilingual Family Advocates	Training presenters Training materials and tools	Fall 2022		
<i>ERSEA</i>					
Implement online registration for recruitment of families to increase enrollment and attendance	Program Educators Program Specialists Program Directors Bilingual Family Advocates Teaching teams	Training presenters Training materials and tools	Spring 2022		
Improve ChildPlus data entry of enrollment and health information	Program Educators Program Specialists Program Directors Bilingual Family Advocates	Training presenters Training materials and tools	Spring 2022		
Pilot the use of electronic attendance process with Learning Genie or Childplus systems	Program Educators Program Specialists Program Directors Bilingual Family Advocates Teaching teams	Training presenters Training materials and tools	Fall 2022		
<i>Human Resources</i>					

Elk Grove Unified School District
Head Start Program
Self-Assessment Program Improvement Plan (PIP)
2022-2023

Ensure compliance with federal vaccination mandate with tracking system in collaboration with HR Department	Human Resource Department Program Director Program Specialist	Training presenters Training materials and tools	Spring 2022		
Collaborate with Human Resources to advertise and hire qualified staff for all vacant positions in a timely manner	Human Resource Department Program Director Program Specialist	Training presenters Training materials and tools	Spring 2022		
<i>Fiscal</i>					
Ensure submission of timely budget reports to the funding agencies	Program Director Program Specialist Fiscal Technician Fiscal Analysts	Training presenters Training materials and tools	Spring 2022		
Improve spending and ordering process with timelines	Program Director Program Specialist Fiscal Technician Fiscal Analysts Teaching Teams	Training presenters Training materials and tools	Spring 2022		
<i>Health and Nutrition</i>					
Improve process for communication between Program Educators and teaching teams through use of written communication forms (i.e. contact logs or internal request for follow-up forms)	Program Director Program Specialist Program Educator Teaching Teams	Training presenters Training materials and tools	Spring 2022		
Consistent follow-up and reminders to parents regarding immunizations, health screenings, physical and dental exams or any missing health information	Program Educators Teaching Teams Program Specialist	Training presenters	Spring 2022		

**Elk Grove Unified School District
Head Start Program
Self-Assessment Program Improvement Plan (PIP)
2022-2023**

		Training materials and tools			
<i>Home Base (if applicable)</i>					
<i>Safe Environments</i>					
Conduct monthly safety checklist and Unannounced Safety and Supervision Visit Reports for all classrooms	Program Director Program Specialist Program Educator Teaching teams	Training presenters Training materials and tools	Spring 2022		
Attend ECERS trainings and conduct ECERS classroom monitoring visits at least once per year	Program Director Program Specialist Academic Program Coordinators (APC) Instructional Coaches Teaching Teams	Training presenters Training materials and tools	Fall 2022		
<i>Governance</i>					
Increase parental involvement with the Policy Committee including having quorums for all meetings	Program Specialist Program Director Teaching Teams	Training presenters Training materials and tools	Fall 2022		

Delegate Agency Monitoring Plan 2021-2022

Each program must establish and implement a system of ongoing monitoring and oversight to ensure Head Start Program Performance Standards are met. (1302.102 (b) (1)). Please complete the chart below by providing the monitoring tools used, time frame, responsible staff and reporting process.

Monitoring Instrument/Tools	Time Frame	Staff Responsible for Monitoring and For Correcting the Findings	Reporting Process
Program Design and Management/ERSEA			
EXAMPLE: Monthly Enrollment and Average Daily Attendance Report * <i>Purpose: Monitored to determine trends in attendance/enrollment; to address decreases; and correct less than 85% and 100% respectively.</i>	Monthly	Monitoring Staff: Program Officer/Admin (ERSEA) Staff Responsible for Correcting Findings: FSW, Family Engagement Program Officer (Supervisor)	Submitted to: Deputy Director Head Start Managers Policy Boards (PC and PAC) SETA Governing Board Site Supervisors And monthly submitted to OHS/HSES
Enrollment and Attendance Report	Monthly	Monitoring Staff: ERSEA staff (OA III) Staff Responsible for Correcting Findings: ERSEA staff (OA III)	Program Specialist, Director and then monthly submitted to SETA
Student Attendance Report	Monthly	Monitoring Staff: ERSEA staff (OA III) Staff Responsible for Correcting Findings:	Program Specialist, Director

Monitoring Instrument/Tools	Time Frame	Staff Responsible For Monitoring and For Correcting the Findings	Reporting Process
		ERSEA staff (OA III)	
Add/Drop Checklist	Monthly	Monitoring Staff: ERSEA staff (OA III) Staff Responsible for Correcting Findings: ERSEA staff (OA III) and Program Educators	Program Specialist, Director
Program Information Report (PIR)	Annually	Monitoring Staff: ERSEA staff (OA III) Staff Responsible for Correcting Findings: Program Specialist and Director	Program Specialist, Director and then submitted to SETA and OHS/HSES
EGUSD Board Reports including meeting minutes	Monthly	Monitoring Staff: Program Specialist Staff Responsible for Correcting Findings: Program Specialist	Program Specialist, Director then submitted to SETA and EGUSD Board and Policy Committee
Student File Checks	Monthly	Monitoring Staff: ERSEA staff (OA III) Staff Responsible for Correcting Findings: ERSEA staff (OA III) and Program Educators	Program Specialist, Director
SUMMARY OF RESULTS			Program did not meet full enrollment due to pandemic and parents having safety concerns with students returning to campus. Program continued to support students via remote learning until April 2021 and then transitioned to in person learning. Attendance was sporadic for some students and tremendous flexibility was given to all families to accommodate individual family schedules and needs.

Monitoring Instrument/Tools	Time Frame	Staff Responsible For Monitoring and For Correcting the Findings	Reporting Process
CHANGES/CORRECTIONS			Due to pandemic, enrollment process was changed to include submission of enrollment docs via online process.
Education/ Disabilities/ Mental Health			
EXAMPLE: ChildPlus Reports – Educational Screenings <i>Purpose: To monitor screening results; determine follow-up as needed; cross reference to file monitoring and referral log.</i>	Monthly	Monitoring Staff: Site Supervisors Typist Clerk III/Operations (data entry)/Supervisor Staff Responsible for Correcting Findings: Head Start Teachers	Submitted to: Program Operations Mgr Program Officers/Education Site Supervisors Teachers EHS Educators
Learning Genie	Monthly	Monitoring Staff: Instructional Coaches Staff Responsible for Correcting Findings: Head Start teachers, Instructional Coaches	Program Specialist, Director
Student File Checks/Monitoring tool	Monthly	Monitoring Staff: Instructional Coaches, Social Worker and School Psychologist Staff Responsible for Correcting Findings: Instructional Coaches, Social Worker and School Psychologist	Program Specialist, Director
Special Education Report	Monthly	Monitoring Staff:	Program Specialist, Director

Monitoring Instrument/Tools	Time Frame	Staff Responsible For Monitoring and For Correcting the Findings	Reporting Process
		Social Worker Staff Responsible for Correcting Findings: Instructional Coaches, Social Worker and School Psychologist	
Synergy IEP report	Monthly	Monitoring Staff: Social Worker Staff Responsible for Correcting Findings: Instructional Coaches, Social Worker and School Psychologist	Program Specialist, Director
Request for Assistance Forms	As needed	Monitoring Staff: Social Worker Staff Responsible for Correcting Findings: Instructional Coaches, Social Worker and School Psychologist	Program Specialist, Director
Monthly component report	Monthly	Monitoring Staff: Social Worker Staff Responsible for Correcting Findings: Instructional Coaches, Social Worker and School Psychologist	Program Specialist, Director

Monitoring Instrument/Tools	Time Frame	Staff Responsible For Monitoring and For Correcting the Findings	Reporting Process
		Social Worker	
Lesson Plans	Weekly	Monitoring Staff: Head Start teachers Staff Responsible for Correcting Findings: Instructional Coaches and teachers	Program Specialist, Director
SUMMARY OF RESULTS			Teaching teams needed additional training related to Creative Curriculum, Teaching Pyramid and Learning Genie. Teaching teams inconsistently monitored the student files for missing information. Referrals for additional support for students was inconsistently submitted.
CHANGE/CORRECTIONS			Resuming the multidisciplinary case staffing for monthly meetings to ensure students are monitored, identified and provided support in a timely manner. Program will implement monthly student checklist and consistent due dates for monitoring of files and classrooms. Ensure consistent use of tracking sheet for educational screenings and relevant information.
Health/ Nutrition/ Dental Health			
EXAMPLE ChildPlus Reports – Health Screenings * <i>Purpose: To monitor screening results; determine follow-up as needed; cross reference to file monitoring and referral log.</i>	Monthly	Monitoring Staff: Program Officers/SS Education Coordinator (HB) Staff Responsible for Correcting Findings: Health/Nutrition Specialists	Submitted to: Head Start Management Program Officers/FCP Family Service Workers EHS Educators Education Coordinator (HB)
Student file check	Monthly	Monitoring Staff: Program Educators	Program Specialist, Director

Monitoring Instrument/Tools	Time Frame	Staff Responsible For Monitoring and For Correcting the Findings	Reporting Process
		Staff Responsible for Correcting Findings: Head Start Teachers and Program Educators	
ChildPlus reports	Monthly	Monitoring Staff: Program Educators Staff Responsible for Correcting Findings: Head Start Teachers and Program Educators	Program Specialist, Director
Synergy reports (Meal Plans)	As needed	Monitoring Staff: Program Educators Staff Responsible for Correcting Findings: Health Nurses	Program Specialist, Director
Monthly component report	Monthly	Monitoring Staff: Program Educators Staff Responsible for Correcting Findings: Health Nurse and Program Educator and Head Start teachers	Program Specialist, Director
Health checklist including medication	Monthly	Monitoring Staff: Program Educators Staff Responsible for Correcting Findings: Health Nurse and Program Educators and Head Start teachers	Program Specialist, Director
SUMMARY OF RESULTS			Parents unable to obtain health information or health events

Monitoring Instrument/Tools	Time Frame	Staff Responsible For Monitoring and For Correcting the Findings	Report/Findings
			due to the pandemic and medical services being very limited. Students had excessive failed events and no follow-up due to lack of medical services. Program was not compliant with many of the performance standards due to pandemic.
CHANGE/CORRECTIONS			Implement the revised monitoring plan to include monthly submission of information from support staff
Safe Environments			
EXAMPLE: Safe Environments Checklist (Daily Center Health and Safety Checklist) <i>Purpose: Monitored bi-annually to ensure all classroom and outdoors facilities are safe and in good repair. Non-emergency renovations/repair needs are tracked in a database for future funding opportunities</i>	On-going	Monitoring Staff: Daily and weekly by center staff 2X/year by Admin Monthly by Quality Assurance Unit Staff Responsible for Correcting Findings: Center Staff Facilities (as necessary)	Submitted to: Head Start Managers Program Officers Coordinator/Facilities Site Supervisor Teacher
Classroom safety checklist	Monthly	Monitoring Staff: Weekly by Head Start teaching teams 2X/year by Admin Monthly by Program Specialist and APC and Director Staff Responsible for Correcting Findings: Head Start teachers Facilities (as necessary)	Program Specialist, Director

Monitoring Instrument/Tools	Time Frame	Staff Responsible For Monitoring and For Correcting the Findings	Reporting Process
District playground inspections	Annually	Monitoring Staff: Risk Management Department Facilities and Maintenance Department Staff Responsible for correcting findings: Maintenance and Operations Department	Director
Unannounced Safety and Supervision	Monthly	Monitoring staff: Program Specialist and APC Staff Responsible for correcting findings: Head Start teaching teams	Director
Playground inspection checklist	Weekly	Monitoring Staff: Head Start teaching teams and Program Specialist/APC Staff Responsible for correcting findings: Facilities and Teaching teams and Program Specialist/APC	Program Specialist
SUMMARY OF RESULTS			Classrooms were vacant for majority of the school year so maintenance and cleanliness were not adequate. Classrooms had materials/supplies stored so environment had to be recreated in April 2021.
CHANGES/CORRECTIONS			Implementing the use of classroom checklist at least monthly with submission to Program Specialists.

Monitoring Instrument/Tools	Time Frame	Staff Responsible For Monitoring and For Correcting the Findings	Reporting Process
Family/Community Partnerships			
EXAMPLE Program Officer Site Visit Report/File Review <i>Purpose: To record and document center visits; provide feedback to FSWs regarding areas of strength and improvement needed; file review and plan for future staff development topics.</i>	Quarterly	Monitoring Staff: Program Officer/FCP Staff Responsible for Correcting Findings: FSW	Submitted to: Family Support Services Mgr Family Service Workers
Student File Checklist	Monthly	Monitoring Staff: Program Educators and Head Start teaching team Staff Responsible for Correcting Findings: Program Educators and Head Start teaching teams	Program Specialist, Director
EGUSD Board Family Engagement Report	Monthly	Monitoring Staff: Program Specialists Staff Responsible for Correcting Findings: Instructional Coaches	Program Specialist, Director
SUMMARY OF FINDINGS			All parent workshops, trainings and meetings held virtually to attempt continued parent engagement due to pandemic. Some classrooms experienced increased participation while others

Monitoring Instrument/Tools	Time Frame	Staff Responsible For Monitoring and For Correcting the Findings	Reporting Process
			still struggled with parent involvement.
CHANGE/CORRECTIONS			Resumed in person learning format in April 2022 and added QR codes to fliers for easier access to parent engagement events. Due to local safety protocols, events remain virtually. Teachers enrolled in Ready Rosie for parent communication and increased sharing of video/parenting information.
Fiscal			
EXAMPLE: SOP In-Kind Report * <i>Purpose: To monitor monthly in-kind donations and parent volunteer hours.</i>	Monthly	Monitoring Staff: Fiscal Manager Account Technician Accountant Staff Responsible for Correcting Findings: Center Staff FSW	Submitted to: Fiscal Chief Deputy Director Head Start Managers Leadership Team Site Supervisors Family Services Workers
Budget reports	Monthly	Monitoring Staff: Fiscal Technician Fiscal Analyst Staff Responsible for Correcting Findings: Fiscal Technician Fiscal Analyst	Program Specialist, Director, Fiscal Chief Officer
In kind reports	Monthly	Monitoring Staff: Fiscal Technician Fiscal Analyst Staff Responsible for Correcting Findings: Fiscal Technician Fiscal Analyst	Program Specialist, Director, Fiscal Chief Officer

Monitoring Instrument/Tools	Time Frame	Staff Responsible For Monitoring and For Correcting the Findings	Reporting Process
Fiscal audits (district, SETA, independent auditor)	Annually	Monitoring Staff: Auditors Staff Responsible for Correcting Findings: Fiscal Technician Fiscal Analyst	Program Specialist, Director, Fiscal Chief Officer
SUMMARY OF RESULTS			Late submission of budget reports and lack of spending funds due to pandemic and virtual learning format.
CHANGE/CORRECTIONS			Submission of budget reports in timely manner within required deadlines with accurate information. Creation of plan for spending carryover funds by deadline.

Goal #1 - School Readiness**Year 1****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, para-educators and instructional coaches will receive continued professional development through the <i>CLASS</i> methodology.	Teachers, para-educators and instructional coaches will obtain a basic level of understanding of <i>CLASS</i> and how it affects their work. Teachers and para-educators will acquire the tools and skills to improve their interactions with students.	<ul style="list-style-type: none"> The Online <i>CLASS</i> 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.	<ul style="list-style-type: none"> 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 <i>Conscious Discipline</i> 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.	<ul style="list-style-type: none"> <i>Conscious Discipline</i> 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.	<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

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

Action/Strategy for Objective 1 - School Readiness	Person(s) Responsible	Timeline
1. Purchase <i>CLASS</i> ' online professional development tool for class	Program Specialist & Fiscal Technician	September 2020
2. Add <i>CLASS</i> to monthly Professional Learning agenda	Staff Secretary	September 2020 - May 2021
3. Classes will be observed on a monthly basis to ensure the all three domains are implemented	Instructional Coach	September 2020 - May 2021
<i>To Be Completed at the End of Year 1</i>		
Outcomes from Year 1: Teaching staff and site coordinators received training in <i>CLASS</i> guidelines for the classroom setting. Instructional coaches worked with teachers to solidify and affirm what they learned. The online <i>CLASS</i> 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		
What will you do in Year 2 to address the challenges from Year 1? The program will purchase the online <i>CLASS</i> platform and provide professional development using the platform.		

Objective 2 - School Readiness – Year 1

Action/Strategy for Objective 2 - School Readiness	Person(s) Responsible	Timeline
1. Provide monthly parent meetings addressing child development strategies and activities	Instructional Coaches & Teachers	August 2020 - May 2021
2. Provide information for First 5 workshops that support English Language and Arts	Teachers & Program Educators	October 2020 - May 2021
<i>To Be Completed at the End of Year 1</i>		
Outcomes from Year 1: Monthly parent meetings were provided virtually and information for First 5 workshops that support English language arts were given. In lieu of utilizing sign in sheets in year one, families put their name in the Zoom Chat and teachers kept track of attendees. Flyers and agendas were provided electronically.		
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 – Year 1

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

Objective 4 - School Readiness – Year 1

Action/Strategy for Objective 4 – School Readiness	Person(s) Responsible	Timeline
1. Review, select, and implement a music and movement program	Program Specialists	October 2020
2. Train teachers in the new music/movement program	Program Specialists	November 2020
3. Monitor for progress in the use of the new program.	Program Specialists	January 2021
4. Adjust program as needed	Program Specialists	May 2021
<i>To Be Completed at the End of Year 1</i>		
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 had to alter professional development plan to focus on transitioning to remote teaching and adopting a new music movement program was a lower priority.		
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>I AM MOVING, I AM LEARNING</i> and enhance this program with strategies from CPIN professional development.		

Goal #1 - School Readiness**Year 2**

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

Objectives	Expected Outcomes	Data, Tools, or Methods for Tracking Progress
1. Preschool teachers, para-educators and instructional coaches will receive continued professional development through the CLASS methodology.	Teachers, para-educators and instructional coaches will obtain a basic level of understanding of CLASS and how it affects their work. Teachers and para-educators will acquire the tools and skills to improve their interactions with students.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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 implement Teaching Pyramid 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.	<ul style="list-style-type: none"> Teaching Pyramid curriculum will be added to the monthly professional learning Sign in sheets Agendas
4. The program will begin to implement a music and movement as a means for helping students learn self-awareness, self-management, social awareness, relationship skills, and reasonable decision- making.	Through teacher training, teachers will learn the benefits of music to reduce stress, lessen anxiety, provide comfort, and improve cognition in students.	<ul style="list-style-type: none"> Teacher sign-in for training Teacher collaborating amongst each other to share about how music is helping in class ECERS CPIN California Learning Foundations

ACTION PLAN for each SCHOOL READINESS**Objective 1 - School Readiness – Year 2**

Action/Strategy for Objective 1 School Readiness	Person(s) Responsible	Timeline
1. Purchase CLASS' online professional development tool for class	Program Specialist & Fiscal Technician	September 2021
2. Add CLASS to monthly Professional Learning agenda	Program Specialist, Staff Secretary, and Instructional Coach	Monthly 2021 - 2022
3. Classes will be observed on a monthly basis to ensure the all three domains are implemented	Program Specialist, Academic Program Coordinator, Instructional Coach	Monthly 2021 - 2022
To Be Completed at the End of Year 2:		
Outcomes from Year 2: The online CLASS platform was not purchased. CLASS was provided during Professional Learning. Classes were observed on a monthly basis but were not observed using the CLASS tool.		
Challenges from Year 2: The program experienced a turnover in administrative and support staff resulting in a loss of CLASS trained observers. COVID measures resulted in outside observers who support CLASS observations being unable to provide this support.		
What will you do in Year 3 to address the challenges from Year 2? Newly hired administrators and support staff are enrolled in CLASS training in Spring of 2022.		

Objective 2 - School Readiness – Year 2

Action/Strategy for Objective 2 School Readiness	Person(s) Responsible	Timeline
1. Provide monthly parent meetings addressing child development strategies And activities	Instructional Coaches & Teachers	Monthly 2021 - 2022
2. Provide information for First 5 workshops that support English Language and Arts	Teachers & Program Educators	October 2021 - May 2022
To Be Completed at the End of Year 2:		
Outcomes from Year 2: Monthly parent meetings were provided virtually and information for First 5 workshops that support English language arts were provided using Zoom.		
Challenges from Year 2: Building relationships with families suffered due to fewer opportunities to meet in-person. This, along with other stresses created by COVID, has caused families to be more cautious and more hesitant to attend workshops, resulting in lower than desired attendance.		
What will you do in Year 3 to address the challenges from Year 2? The program will investigate avenues other than in-person contact for relationship building. The program will explore new ways to encourage families to attend workshops and parent meetings.		

Objective 3 - School Readiness – Year 2

Action Strategy for Objective 3 School Readiness	Person(s) Responsible	Timeline
1. Implement Teaching Pyramid Strategies in classroom	Program Specialist, Instructional, Teachers, Para	2021 - 2022
2. Provide professional development on Teaching Pyramid	Social Worker, Instructional Coach	Monthly 2021 - 2022
3. Share Best Practices during monthly professional learning	Instructional Coach Teachers	Monthly 2021 - 2022
4. Participate in County Wide efforts to implement Teaching Pyramid	Program Specialist, Instructional Coach, and Social Worker	2021 - 2022
To Be Completed at the End of Year 2:		
Outcomes from Year 2: The program provided professional development for <i>Teaching Pyramid</i> . Teachers shared best practices. Newly hired teachers were enrolled in <i>Teaching Pyramid</i> professional learning. <i>Teaching Pyramid</i> strategies were implemented in classrooms.		
Challenges from Year 2: COVID guidance directed materials and manipulatives to not be shared and physical distancing to be maintained when school opened in the Fall. Teachers had to adapt the physical set up of their classroom and students' ability to move within the room. This created challenges for implementing <i>Teaching Pyramid</i> practices in the "usual" manner.		
What will you do in Year 3 to address the challenges from Year 2? The program will continue to support teachers in implementing the <i>Teaching Pyramid</i> .		

Objective 4 - School Readiness – Year 2

Action Strategy for Objective 4 School Readiness	Person(s) Responsible	Timeline
1. Implement a music and movement in the program utilizing CPIN and/or information from the California Learning Foundations for Preschool Students	Program Specialist, Instructional Coach,	2021 – 2022
2. Provide professional development music/movement program	Program Specialist, Instructional Coach	2021 – 2022
3. Complete ECERS and analyze data in the area of music and movement	Program Specialist, Instructional Coach, Academic Program	November 2021
4. Purchase materials and supplies that supports music/movement in the classroom and at home	Program Specialist, Instructional Coach	Ongoing 2021 - 2022
To Be Completed at the End of Year 2:		
Outcomes from Year 2: The program provided music and movement in classrooms but did not provide professional development, complete ECERS to analyze data in the area of music and movement, or purchase supplies to support music and movement.		
Challenges from Year 2: Time was needed to present professional learning in IEEEP.		

What will you do in Year 3 to address the challenges from Year 2? The program is creating professional learning calendar for the 2022-2023 school year and include movement and music in this plan.

Goal #2 - Health and Wellness**Year 1**

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
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.	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.	<ul style="list-style-type: none"> • Workshop completion certificate from training • List of resources available to families • Lead-exposure information for parents • Well-child schedules for families
2. Health Program Educator will ensure all health care records for students are properly uploaded into <i>ChildPlus</i> ensuring data is entered in the appropriate time frame to meet up-to-date age appropriate preventative health care.	There will be a 15% increase (from the 19- 20 school year) in assuring all health data has been entered into the <i>ChildPlus</i> system to reach 100% reporting of all health assessment data for each student in the program.	<ul style="list-style-type: none"> • <i>ChildPlus</i> Reports • County-wide reporting data
3. Health Program Educator(s) will attend monthly/regular Health meetings at SETA and report back to appropriate staff, teachers, and program specialists.	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.	<ul style="list-style-type: none"> • SETA Health Meeting Agendas • Notes from meetings
4. 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 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"> • Monthly Professional Learning Agenda • PowerPoint Presentation for each meeting to include health topics/information. • Sign-in sheets from Monthly Professional Learning

ACTION PLAN for each HEALTH AND WELLNESS**Objective 1 - Health and Wellness – Year 1**

Action/Strategy for Objective 1	Person(s) Responsible	Timeline
1. Provide health-specific meetings for parents 2X per year focused on well- child schedules, emergency first-aid, safe practices in the home, lead exposure.	Program Educators	
2. Recruit staff and parent volunteers	Program Educators	
3. Select and book a date, location and time	Program Educators	
4. Recruit community agencies to participate	Program Educators	
5. Procure resources, supplies and materials needed for event	Program Educators	
6. Host event, solicit feedback, and determine viability of repeating	Program Educators	
To Be Completed at the End of Year 1		
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 – Year 1

Action/Strategy for Objective 2	Person(s) Responsible	Timeline
1. Implement new procedures to ensure effective and timely data entry each month	Program Specialist/Program Educator	
2. Print and monitor <i>ChildPlus</i> reports	Program Specialist/Program Educator	
3. Provide feedback to staff	Program Specialist/Program Educator	
4. Train/Re-train staff, as needed	Program Specialist/Program Educator	
5. Monitor <i>ChildPlus</i> reports monthly. Share results with Management	Program Specialist/Program Educator	
6. Run mid-year PIR to check data status	Program Specialist/Program Educator	
To Be Completed at the End of Year 1:		
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 – Year 1

Action/Strategy for Objective 3	Person(s) Responsible	Timeline
1. Attend monthly meetings/trainings at SETA	Program Specialist/Program Educator	
2. Present pertinent information at PD meetings for staff	Program Specialist/Program Educator	
To Be Completed at the End of Year 1:		
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.		

Objective 4 - Health and Wellness – Year 1

Action/Strategy for Objective 4	Person(s) Responsible	Timeline
1. Present pertinent information at PD meetings for staff	Program Educators	
<i>To Be Completed at the End of Year 1:</i>		
Outcomes from Year 1: The Program Educators provided professional development for staff members in regards to health follow ups with families and also provided 1x1 assistance to staff, as needed.		
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 have Program Educators provide professional development to staff.		

Goal #2 - Health and Wellness**Year 2**

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 Outcomes	Identified Tools or Methods for Data Collection
1. The Head Start Program will find training for semester health meetings (2) 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 Program Educator(s) will receive training and attend appropriate workshops in order to teach information to the parents/families.	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.	<ul style="list-style-type: none"> • Workshop completion certificate from training • List of resources available to families • Lead-exposure information for parents • Well-child schedules for families
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.	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.	<ul style="list-style-type: none"> • Child Plus Reports • County-wide reporting data
3. Program Educator(s) will attend monthly/regular Health meetings at SETA and report back to appropriate staff, teachers, and program specialists.	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.	<ul style="list-style-type: none"> • SETA Health Meeting Agendas • Notes from meetings
4. 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 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"> • Monthly Professional Learning Agenda • PowerPoint Presentation for each meeting to include health topics/information. • Sign-in sheets from Monthly Professional Learning

ACTION PLAN for each HEALTH AND WELLNESS**Objective 1 - Health and Wellness – Year 2**

Action/Strategy for Objective 1 Health and Wellness	Person(s) Responsible	Timeline
1. Provide health-specific meetings for parents 2X per year focused on well-child schedules, emergency first-aid, safe practices in the home, lead exposure.	Program Educators	Winter 2021 & Spring 2022
2. Recruit staff and parent volunteers	Program Educators	Winter 2021 & Spring 2022
3. Select and book a date, location and time	Program Educators	Winter 2021 & Spring 2022
4. Recruit community agencies to participate	Program Educators	Winter 2021 & Spring 2022
5. Procure resources, supplies and materials needed for event	Program Educators	Winter 2021 & Spring 2022
6. Host event, solicit feedback, and determine viability of repeating	Program Educators	Winter 2021 & Spring 2022
<i>To Be Completed at the End of Year 2:</i>		
Outcomes from Year 1: The program did not provide health-specific meetings for parents. Health and wellness was addressed during monthly classroom meetings and Program Educators joined a classroom zoom meeting to provide more in-depth information surrounding well-child schedules, first-aid, safe practices in the home, lead exposure, and dental health.		
Challenges from Year 2: Due to COVID all meetings were held virtually, adding additional virtual meetings was not something the program felt would be in the best interest of families. Additionally, the program felt these meetings would be better delivered in person rather than through Zoom.		
What will you do in Year 3 to address the challenges from Year 2? The program will continue to investigate providing these meetings so that it will be prepared when meetings are able to happen in person.		

Objective 2 - Health and Wellness – Year 2

Action Strategy for Objective 2 Health and Wellness	Person(s) Responsible	Timeline
1. Implement procedures to ensure effective and timely data entry each month	Program Specialist/Program Educator	Ongoing 2021-2022
2. Print and monitor ChildPlus reports	Program Specialist/Program Educator	Monthly 2021-2022
3. Provide feedback to staff	Program Specialist/Program Educator	Ongoing 2021-2022
4. Train/Re-train staff, as needed	Program Specialist/Program Educator	Ongoing 2021-2022
5. Monitor ChildPlus reports monthly. Share results with Management	Program Specialist/Program Educator	Monthly 2021-2022
6. Run mid-year PIR to check data status	Program Specialist/Program Educator	Midyear: December 2021
<i>To Be Completed at the End of Year 2</i>		
Outcomes from Year 2: A monthly/yearly schedule has been created to ensure timely data entry. Mid-year Child Plus reports were printed and monitored and staff feedback was provided.		
Challenges from Year 2: Clerical staff vacancies caused heavy workloads.		
What will you do in Year 3 to address the challenges from Year 2? The program is hiring clerical staff to fill existing vacancies.		

Objective 3 - Health and Wellness – Year 2

Action Strategy for Objective 3 Health and Wellness	Person(s) Responsible	Timeline
1. Attend monthly meetings/trainings at SETA	Program Specialist/Program Educator	Monthly 2021-2022
2. Present pertinent information at PD meetings for staff	Program Specialist/Program Educator	Ongoing 2021-2022
<i>To Be Completed at the End of Year 2</i>		
Outcomes from Year 2: The program attended monthly meetings/trainings at SETA. Pertinent information was provided to staff during professional development meetings		
Challenges from Year 2: The program did not experience any challenges.		
What will you do in Year 3 to address the challenges from Year 2? The program will continue to attend health content meetings at SETA and share information with staff.		

Goal #3 - Attendance**Year 1****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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 Assistants	On-going
2. Weekly updates to teachers/APC of the chronic absentees	Office Assistants	On-going
To Be Completed at the End of Year 1		
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.		

Objective 2 – Attendance – Year 1

Action/Strategy for Objective 1 - Attendance	Person(s) Responsible	Timeline
1. Implementation of Attendance Reporting procedures previously outlined.	Program Specialist/Office Assistants/Program Educators/Academic Program Coordinators	On-going
<i>To Be Completed in the End of Year 1</i>		
Outcomes from Year 1: Attendance procedures were modified during COVID 19. Attendance included accessing Zoom, utilizing asynchronous materials, and/or phone call contact with families/children.		
Challenges from Year 1: Due to COVID-19 and classes being attended virtually, attendance procedures were modified to various form of contact with families to be included as attendance. Actual in-person attendance was not accounted for.		
What will you do in Year 2 to address the challenges from Year 1? The program will continue to use implement Attendance Reporting procedures.		

Goal #3 - Attendance**Year 2****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 <i>ChildPlus/Synergy</i> for attendance reports to accurately track chronic absenteeism	Decrease chronic absenteeism	<ul style="list-style-type: none"> • <i>ChildPlus/Synergy</i>/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	<ul style="list-style-type: none"> • Family Contact Log • <i>ChildPlus/Synergy</i>

ACTION PLAN for each ATTENDANCE Objective**Year 2****Objective 1 – Attendance – Year 2**

Action Strategy for Objective 1 – Attendance	Person(s) Responsible	Timeline
1. Weekly attendance reports for chronic absences from <i>ChildPlus</i>	Office Assistant	On-going
2. Weekly updates to teachers/APC of the chronic absentees	Office Assistant	On-going
To Be Completed at the End of Year 2:		
Outcomes from Year 2: The program used Synergy and Childplus to track absences. Weekly updates were sent to teachers/APC.		
Challenges from Year 2: High absenteeism due to COVID.		
What will you do in Year 3 to address the challenges from Year 2? The program will continue to use Synergy to track attendance. The program will continue to send updates to teachers/APCs.		

Objective 2 – Attendance – Year 2

Action/Strategy for Objective 1 – Attendance	Person(s) Responsible	Timeline
1. Implementation of Attendance Reporting procedures previously outlined.	Program Specialist/Office Assistants/Program Educators/Academic Program Coordinators	On-going
<i>To Be Completed at the End of Year 1</i>		
Outcomes from Year 1: The program called families when students were absent to assure the student and family were safe but did not send letters or attendance reports. The program chose to offer support rather than add additional pressure on already stressed families.		
Challenges from Year 1: The program did not want to put additional stress on families by sending letters outlining the number of days their child had be absent from school.		
What will you do in Year 3 to address the challenges from Year 2? The program will implement a written attendance procedures to correctly track attendance.		

Goal #4 - Family Engagement**Closeout of 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.****Instructions:****Objectives:** Program objective submitted in the baseline application year of the 5-year grant cycle(2020-2021)**Measurable Outcome:** Expected outcomes that were proposed in the baseline application year of the 5-year grant cycle(2020-2021).**Year 2 Outcomes:** Write down the results or outcomes for Year 2 by reporting the different types of data collected**Progress made/what worked:** Refer back to the the different activities/strategies proposed for Year 2 and describe what actually transpired.**Challenges encountered and how they were addressed/being addressed:** Describe the challenges you faced and how you addressed them. If you propose any changes or updates in your objectives, outcomes, activities , please reflect the them in Year 3.

Objectives	Measurable Outcome	Year 2 Outcomes	Progress made/what worked	Challenges encountered and how your program is addressing them
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.	The program did not receive professional learning related to family engagement because of other training topics.	No progress made yet	Equity and IEEEP professional development was required and left insufficient time to provide professional learning utilizing the ECLCK series. The program is planning for next year and will include family engagement in their professional development.
2. The staff will receive training on implementing Ready Rosie.	The staff will learn strategies to create and support a solid home-school link to promote academic success and learn ways to build	100% of teachers received training on implementing <i>Ready Rosie</i> . Teachers made <i>Ready Rosie</i> available to all families of children enrolled in their	Providing training in how to sign families up and promote <i>Ready Rosie</i> to families helped teachers get families excited to access the program with	The program would like to have more than 58% of families accessing <i>Ready Rosie</i> . The program will continue to provide professional learning and assistance to teachers. The program will investigate new ways to advertise

	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.	classrooms. 58% of the families have accessed the program.	58% of families accessing the Ready Rosie.	the <i>Ready Rosie</i> program to families.

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TRAINING AND TECHNICAL ASSISTANCE PLAN

Elk Grove Unified School District

2022-2023

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
2022-2023

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

TTA Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Budget Source Head Start	Notes
Improve Management Systems and Compliance with Head Start Performance Standards						
<i>ERSEA –Strengthen enrollment process and procedures</i>						
Enrollment training Recruitment training	Program Educators Bilingual Family Advocates OAs Program Specialists	SETA ERSEA content leader	Ensure full enrollment Increase Wait list	2022-2023 ongoing	Minimal	GNO
<i>Planning – Strengthen Planning System</i>						
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	August 2022-on-going	Minimal	GNO
<i>Record keeping and Reporting – Strengthen Recordkeeping and Reporting System</i>						
Child Plus training	Office Assistants Program Educators Program Specialists	SETA meetings	Staff trained to use Child Plus to more effectively monitor the program	On-going as needed	Minimal	PIR GNO
<i>Human Resources</i>						

TTA Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Budget Source Head Start	Notes
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 2022 – July 2023	\$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 2022– July 2023	\$1,000	GNO PIR
Class Observation Visits to Classrooms by a Reliable CLASS observer	Teachers	SETA CLASS Reliable Observer and support team	Compliance in CLASS observations and raised scores in the areas of Instructional Learning Formats, Quality of Feedback, and Emotional Support	August 2022- July 2023	Minimal	M
Conferences and Workshops including National Head Start Conference, Equity trainings, Administrative Boot Camp and Conscious	Policy Committee PreK staff Program Educators Program Specialists Director	Outside vendors	Increased knowledge and skills for supporting students and families	August 2022 – July 2023	\$2,210	GNO

TTA Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Budget Source Head Start	Notes
Discipline and Splash Conference						
Associates degrees for para-educators	Para-educators	Accredited colleges and universities with reimbursement through SETA's Career Incentive Program (CIP)	All para-educators possess or are enrolled in an AA program	August 2022-July 2023	Minimal	M GNO
New Employee Orientation and mentoring	All new staff	Instructional Coach Academic Program Coordinators Director	New staff understands policies, procedures, and requirements and has peer mentoring	Ongoing as needed	Minimal	M
Family Development Certificate for Program Educator	Program Educators Program Specialists Preschool teachers Director	SETA or outside vendor	Program Educators will obtain training and a certificate to work with families	August 2022-July 2023 if needed	\$1500	M
Ongoing Monitoring						
Increase use of internal monitoring to facilitate changes needed	Staff Monitoring team	Program Specialists	Licensing and grant compliance	August 2022-July 2023	Minimal	M
Implement suggestions of SETA monitors	All staff	SETA	All compliance adhered to	On-going	Minimal	M
Program Governance						

TTA Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Budget Source Head Start	Notes
Participate in SETA trainings/content meetings	Policy Committee representative/alternate PreK staff	SETA	Increase knowledge and share information with staff and parents	August 2022-July 2023	Minimal	M
Board member and Policy Committee member training and communication including Ethics training	EGUSD School Board Policy Committee	Director/ Program Specialists	Increase knowledge of Head Start program and oversight responsibilities	Monthly	Minimal	M
Health, Safety, and Family Development						
HEALTH & SAFETY						
BBP/Universal Precaution Training	All Staff	District Nurse Program Specialists Risk Management	Increase knowledge of procedures	Fall 2022	Minimal	M
Child Abuse and Neglect Training	All Staff	Legal Compliance Specialist, EGUSD	Ensure compliance with licensing and HS performance standards	Fall 2022	Minimal	M
Pedestrian Training	Families Students	Instructional Coaches Teachers	Increase knowledge of pedestrian safety procedures	Fall 2022 and ongoing	Minimal	M
CPR Certifications	All staff	Outside vendor	Ensure compliance	Fall 2022 and ongoing	\$1500	M

TTA Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Budget Source Head Start	Notes
Annual Mandatory trainings (blood borne pathogens, sudden infant death syndrome, shaken baby syndrome, pesticide regulation, medication administration, responses to medical and food allergies, seizures, use of medical equipment such as Epi-Pens and inhalers, pedestrian/traffic safety, child abuse and prevention, choking, emergency responses to emergency situations, safe sleep practices, and handling of hazardous materials)	All staff	District Nurse Program Specialists Director	Increase knowledge of medical practices in emergency situations	Fall 2022	Minimal	M
NUTRITION						
Parent education workshops	Families	Program Educators funded through First 5	Increase knowledge of healthy eating	Fall 2022 and ongoing	Minimal	GNO

TTA Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Budget Source Head Start	Notes
			habits and benefits of exercise			
Workshops, conferences and guest speakers	Staff	EGUSD food and nutrition services	Increase knowledge of serving size, family style meal procedure, accounting of meals served	Fall 2022	Minimal	M
MENTAL HEALTH						
Parent education workshops including positive behavior workshops	Families	Social Worker Instructional Coach	Increase strategies for behavior management and social skills	August 2022 – July 2023	\$500	GNO
Center for Social-Emotional Foundations in Early Learning including Teaching Pyramid training	Teachers Para-educators	EGUSD staff, other EGUSD Instructional Coaches, SETA	Increased understanding of how to meet the social-emotional needs of students	August 2022- July 2023	\$500	GNO
Second step training	Teachers Para-educators	Social Worker Instructional Coaches	Increase use of social emotional curriculum in the classrooms for students	August 2022- July 2023	Minimal	GNO

TTA Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Budget Source Head Start	Notes
Staff Mental Health/Team Building Activities	EHS/HS Staff	Mental Health Component Leader Head Start Director EHS/HS Staff	Increase team bonding and morale for all staff	Annually	\$3000	GNO
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 2022	Minimal	GNO
CHILD DEVELOPMENT						
CLASS Training	Teachers Para Educators Site 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 2022- July 2023	\$1,830	GNO

TTA Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Budget Source Head Start	Notes
Learning Genie	Teachers	Program Specialists Learning Genie staff Instructional Coaches	Enhanced utilization of the Learning Genie tool	August 2022 – July 2023	Minimal	GNO
Ages and Stages Questionnaire (online)	Teachers Para educators	Program Specialists Instructional Coaches	Increased knowledge of social emotional development of students and use of tool for assessing students	August 2022 – July 2023	Minimal	GNO
Fluharty training	Teachers Para educators	Speech and Language Pathologists	Increase teacher knowledge and assessment skills for students' language and vocabulary development	Fall 2022	Minimal	GNO
Creative Curriculum training	Teachers Para educators	Program Specialists Director	Increase teachers' knowledge of curriculum	August 2022- July 2023	Minimal	GNO
Kinder Readiness transition activities	Families	Program Specialists Teachers Para educators Directors	Increase parents' knowledge of best practices for supporting kindergarten entry	Spring 2023	Minimal	GNO
Equity, Diversity and Inclusion training	All staff	EGUSD Equity Department	Increase knowledge and awareness of best practices related	Fall 2022 and ongoing	Minimal	GNO

TTA Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Budget Source Head Start	Notes
			to supporting diverse communities			
<i>FAMILY SERVICES AND COMMUNITY PARTNERSHIPS</i>						
Family development workshops	Families	Instructional Coaches Program Educators	Increase parent/guardian understanding and awareness of home activities to promote school readiness	Fall 2022 and ongoing	Minimal	GNO
Ready Rosie training	Families	Program Educators Teachers Para educators	Increase knowledge and use of the online parenting education curriculum	Fall 2022 and ongoing	Minimal	GNO
TOTAL					\$14,040	

PRELIMINARY
HEAD START FUNDING ALLOCATION FOR FY 2022-23

	#	BASIC	BASIC SUB-TOTAL	T&TA	TOTAL	IN KIND 25%
Twin Rivers USD	160	\$2,255,261	\$2,255,261	\$15,930	\$2,271,191	\$567,798
Elk Grove USD	480	\$3,921,097	\$3,921,097	\$14,040	\$3,935,137	\$983,785
Sacramento City USD	676	\$5,720,600	\$5,720,600	\$31,200	\$5,751,800	\$1,437,950
San Juan USD	1044	\$8,963,043	\$8,963,043	\$33,400	\$8,996,443	\$2,249,111
W.C.I.C.	120	\$1,421,598	\$1,421,598	\$11,700	\$1,433,298	\$358,325
Total Delegate	2480	\$22,281,599	\$22,281,599	\$106,270	\$22,387,869	\$5,596,969
Total SOP	1756	\$27,688,733	\$27,688,733	\$420,939	\$28,109,672	\$7,027,418
Total Grant	4236	\$49,970,332	\$49,970,332	\$527,209	\$50,497,541	\$12,624,387

Admin Max - 12% of Federal

*Pending ACF refunding letter, COLA apportionment amount, approval letter, and additional guidance.

PreK-6 Education
Organizational Chart
2022-2023

Board of Education

Policy Committee

Christopher R. Hoffman
Superintendent

Mark Cerutti
Deputy Superintendent of Ed Services and Schools

Bindy Grewal Ed. D.
Assistant Superintendent of Schools

Dr. Tabitha Thompson, LCSW
Director, PreK-6 Education

Jessica Nizzoli
Staff Secretary, PreK

Athena McQuarry
Program Specialist

Kevin Rice
Inst. Coach

Dr. Theresa Gannon
Psychologist

Alexis Mendoza
Program Educator

Gena Sanchez
Program Educator

Kate Barbero
Social Worker

Rocio Galvan
Program Educator

Jill Morse
Program Educator

Viridiana Sanchez
Family Advocate

Vacant
Office Assistant III

Beitzel
Daylor HS
Markofer
McKee
Sierra
West
Office Assistant
(all sites),
Teachers,

Kristen Hayashi
Academic Program
Coordinator

Prairie
Office Assistant,
Teachers,

Vacant
Academic Program
Coordinator

Union House
Office Assistant,
Teachers,

Vacant
Academic Program
Coordinator

Florin
Office Assistant,
Teachers,

Vacant
Academic Program
Coordinator

Jackson
Office Assistant,
Teachers,

Rena Singh
Academic Program
Coordinator

Kennedy
Office Assistant,
Teachers,

JoAnn Milligan
Academic Program
Coordinator

Leimbach
Office Assistant,
Teachers,

Renee Askins
Academic Program
Coordinator

Mack
Office Assistant,
Teachers,

Latonia Walton
Academic Program
Coordinator

Reese
Office Assistant,
Teachers,

**Franklin
Reith**
Office Assistant,
Teachers,
Paraeducators

(2) Vacant
Program Specialist

Marlene Hair
Parent Liaison

Sandy L. Perez
Program Educator

Jovanna Mendizabal
Family Advocate

Maria Marquez
Fiscal Tech

Karin Nakahira-Young
Inst. Coach

Daisy Lilly-Salmon
Proj. Implementor

Ruby Telles
Family Advocate

Vacant
Office Assistant III

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)	
<input type="checkbox"/> ** 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: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Crystal"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Martinez-Alire"/>	
Suffix: <input type="text"/>	
* Title: <input type="text" value="Board President"/>	
* Telephone Number: <input type="text" value="916 686-7595"/>	Fax Number: <input type="text" value="916 686-7796"/>
* Email: <input type="text" value="cdmartin@egusd.net"/>	
* Signature of Authorized Representative: <input type="text"/>	* Date Signed: <input type="text"/>
* Submitted by: <input type="text"/>	Date Submitted: <input type="text"/>

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

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

<p style="text-align: center;">Certification of Head Start Administrative Costs</p>
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We, the Elk Grove Unified School District, 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, 2022 through July 31, 2023 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.

Dr. Crystal Martinez-Alire

Name, Certifying Official

Date

Signature, Certifying Official

Resolution Authorizing Signature Authority

Be it resolved, that the Board of Trustees of Elk Grove Unified School District, does hereby authorize, Dr. Bindy Grewal, as Assistant Superintendent of Elementary Education, or his/her assigned designee, to sign contracts and agreements on behalf of Elk Grove Unified School District, as well as have Shannon Hayes signature authority on all financial business and operational matters.

Dr. Crystal Martinez-Alire
President of the Board

Date

Christopher R. Hoffman
Superintendent

Date