

Project Summary / Abstract

- Project Title: Early Head Start Amendment – Balance of Funds
- Applicant Name: Webb County Commissioners' Court Head Start / Early Head Start
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In response to the Department of Health & Human Services, Administration for Children and Families, Funding Opportunity titled Early Head Start Expansion and EHS-Child Care Partnership Grants, the Webb County Commissioners Court Head Start / Early Head Start program is respectfully submitting an application for an Early Head Start – Child Care Partnership Amendment – Balance of Funds grant to serve 72 eligible children in Webb County, Texas. This program is currently the existing Head Start and Early Head Start provider for Webb County and is targeting an English language deficient population.

This entity is requesting \$457,032 of Federal funds for its on-going budget for a 6-month period. Of which, \$91,407 will be used for Training and Technical Assistance. This program benefits from the assistance of the Webb County Auditor, Purchasing Agent, Engineer, Administrative Services Department, County Treasurer, County Attorney, Information Technology Department, Records Management Office, Road and Bridge Department, Economic Development, and Public Information Office free of charge. Webb County does not receive indirect costs fees for administering this grant; This financial and professional assistance is a tremendous and unique support for this entity.

The existing Webb County Early Head Start (EHS) program has partnered with two licensed child care (CC) partners to expand access to high-quality, comprehensive services to low-income infants and toddlers and their families. These partnerships enhance and support early learning settings to provide center-base, full-day, full-year comprehensive services that meet the needs of low-income working families; enhance access to high-quality, full-time child care; support the development of infants and toddlers through strong relationship-based experiences; and prepare them for the transition into preschool.

Through the EHS-CC partnerships, the existing EHS program has leveraged current investments through the Child Care and Development Fund (CCDF) to improve the quality of infant-toddler child care. All infant and toddlers in the Partnership sites benefit from facilities that are licensed and meet EHS facility safety requirements; low ratios and class size; qualification of their teachers including their ongoing supervision and coaching, curriculum, and broad-scale parent engagement activities. Enrolled EHS-CC Partnership children receive home visits, health tracking promotion, and family partnership agreements, this program ensure that there is no segregation or stigmatization of EHS-CC Partnership children due to the additional requirements or services. The Webb County EHS program seeks to develop a unified birth-to-school-entry continuum through alignment of federal, state, and locally funded early care and educational programs.

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Brief Status Update

This entity received \$749,531 to operate 100 percent of this project through EHS-CC partnerships. Partner sites have successfully met applicable Early Head Start and local child care licensing and other regulations for the two sites funded by this grant. These include requirements established by the Head Start Program Performance Standards, relevant provisions of the Head Start Act and applicable state, and local child care requirements. This entity and the two partners have agreed upon roles and responsibilities and adequate funding and support.

The principal objective of this entity to partner with two local child care providers to expand access to comprehensive, high-quality services to eligible infants and toddlers through Early Head Start – Child Care Partnerships (EHS-CCP) has been met. This entity has developed a unified birth-to-school-entry continuum through alignment of federal, state, and locally funded early care and educational programs. Child Care Partnerships (CCP) were formed with two high-performing child care centers that are designed to enhance and support early learning settings to provide full-day, full-year comprehensive services that meet the needs of low-income working families and leverage current investments through the Child Care Development Fund (CCDF). This entity has leveraged existing local resources from existing community agencies that provide early learning services and has collaborated with community organizations to ensure that a comprehensive array of health, mental health, nutrition, and social services is provided to infants, toddlers, and their families from birth through kindergarten entry. The subordinate objective of this entity to create new job opportunities in the County of Webb, State of Texas has been met; Improvement of services provided to infants and toddlers currently being served through CCDF is currently in process; and the expansion of the number of infants and toddlers

served by way of the Early Head Start (EHS) model through this funding opportunity has been achieved.

This entity has enjoyed tremendous success with achieving meaningful and productive partnerships in the past, and this has proven to be true for EHS-CCP services. Formal agreements have been collaboratively developed and are currently in process and are being fine-tuned as need arises. Financial and logistical revisions have been made to the formal agreement, as this is a work in progress. The following are the two local partners that are engaged and assisting this program in increasing family/child access to needed supports and services: The Crayon Company Learning Center (private day care – partner 1) and The Education Center (private day care – partner 2).

A major factor that has significantly accelerate the implementation of the EHS-CCP program is Webb County's experience as an Early Head Start grantee; this entity's ability to streamline the transition of three-year olds into its Head Start program; this entity's unique integration model with one local school district; and this entity's working partnership with the two local school districts and the community.

Recruitment efforts have served and continue to serve areas with the most serious needs for Early Head Start services based on the findings of the most recent comprehensive community assessment. Income eligible families are primarily below the poverty line or receiving public assistance. In addition, homeless children and children in foster care are categorically eligible for services. A minimum of 10% of children actually enrolled are children with disabilities. Enrollment reflects child care subsidies for no less than 40 percent (29 slots) of the 72 funded slots at any given time. This entity's current Eligibility, Recruitment, Selection, Enrollment, and Attendance Plan has ensured that the most vulnerable children are served.

This entity has successfully ensured that at all times greater than 40 percent of the Early Head Start eligible children served by this grant have child care subsidies. As family needs and circumstances change over time, the funding made available through this grant application under the "Subsidy Status Supplement" line item ensures that this entity is financially prepared to meet the challenging needs of the families it serves, especially the needs of high risk families and families who may experience job loss or loss of child care subsidies, as they will continue to be served. Additionally, the EHS-CCP grant has enabled this entity to assure continuity of services (EHS to HS to Kindergarten) and smooth transitions between this entity's program options (Home Base – EHS Center Base – EHS-CCP- HS). The program approach that is outlined below was designed, based on community wide strategic planning and needs assessment, to provide high quality, early, continuous, intensive and comprehensive child development and family support services through the provisions of Early Head Start. Full operational capacity and full enrollment of 72 families was successfully planned for 90 days after acknowledgement of grant award. The start date for classed at both partner sites was June 8, 2015.

Program Services/Support:

Education and Early Childhood Development Curriculum: *The Creative Curriculum for Infants and Toddlers* is the curriculum used for the EHS-CCP program. This curriculum is based on scientifically valid research and is developmentally appropriate. Each child is given the opportunity to learn using developmentally appropriate material, using best practices for teaching strategies, and promoting positive parent-child interactions.

Children are continually exposed to experiences in the classroom that promote listening and speaking skills. The teacher conducts circle time twice during the school day. Circle time consists of “read alouds,” daily news, and theme introduction. The first circle time instruction of the day is offered in the child’s primary language. The concepts, language, and literacy skills they learn in their primary language will be transferred to the English language during the second circle time of the day. Children with a strong vocabulary in their primary language learn to read, write, and speak in a second language faster. The second circle time instruction of the day is in the English language. This instruction promotes new vocabulary words through singing, rhyming, storytelling, and conversations. The teacher provides assignments for parents to do at home with their child. The Head Start staff works closely with parents to ensure that learning continues to take place after the child leaves the classroom environment.

Child Health and Development Services: All EHS-CCP children are provided with:

- Medical examination and Dental examination; If necessary, Medical follow-up, Eye Exam, Hearing Exam, Blood Exam, Blood Pressure Exam, Prescription medication intake monitoring, Dental follow-up, Special clinics.

Family and Community Engagement Partnership: All EHS-CCP families are provided with:

- Development of a family partnership agreement: Communication with families begins when the application for services is initiated. Upon enrollment, the Individual Family Partnership Agreement is explained and goals are created. On-going communication occurs with families through contact at the center, telephone calls, parent meetings, parent conferences, newsletters, home visits, etc.
- Community Resources: A Community Resource Directory which lists local service agencies is provided to all parents. Additionally, families are offered trainings throughout the year on

topics including domestic violence, gang intervention, budgeting, substance abuse, etc. If necessary, out-of-agency referrals are initiated and follow-up takes places regularly.

- Staffing and Trainings: Families are referred to local community resources and private consultants are contracted as needed to provide counseling, trainings, linkage, and technical assistance. Employees are also offered opportunities to attend trainings in the community, attend Head Start conferences, and enroll in college courses for professional advancement and enrichment.

Disability Content Area: All children are provided with the following services:

- Special training to assist staff who work with disabled children. A minimum of 10% of EHS-CCP children have special needs, and these children are included in all program activities. EHS staff work closely with community agencies and other programs for young children with disabilities (ECI) to ensure that children with special needs obtain the care they need.
- Screening for early identification and possible need for special services.
- If needed, professional evaluation of speech, occupational, physical, neurological, and psychological functioning to determine eligibility for disability service.
- Children assessed/diagnosed are provided with appropriate services. If transportation is needed for such therapy, arrangements are made with the public school system, medical transportation system, or Head Start transportation department.
- If child meets disability criteria, an Individual Education Plan is developed.
- Opportunities for all parents to attend training on various disability related topics.

Parent Involvement: All families (including mothers, fathers, grandparents, kinship caregivers, and non-English speaking parents) are provided with the following services:

- Orientation of all services to enable parents to participate in the planning and implementation of all program components; Program governance training; Opportunities for parents to volunteer in program operations; Training on community services to promote awareness and utilization of available resources; Referral and linkage to local educational and work training institutions, which may lead to self-enrichment and gainful employment; Home visits and teacher/parent conferences to enable staff to acquire a better understanding of each child's abilities and experiences; Monthly newsletter, calendars, and policy group meeting so as to maximize communication mechanisms between staff and families; Opportunity for parents to participate in program and community committees/councils/organizations; Outreach to fathers/father figures: Various conferences, trainings, and meetings to promote the role of fathers in building father/child relationships; Various conferences, trainings, activities and meetings are planned throughout the year to promote healthy family relationships; Special program events to promote cultural awareness and enhance community awareness; Library incentive program to encourage the use of all programs available at the local public library and community center libraries (GED, ESL, computer skills trainings, etc.); HS and EHS parents and former parents are provided many opportunities to advance personally and professionally. Qualified parent applicants are given priority for employment with the program.

Child Nutrition Content Area:

Children receive food appropriate to his or her nutritional needs, developmental readiness and feeding skills. Infants and toddlers will be feed "on demand." All infants will be held during

feeding. This program will support breastfeeding and practices safe handling of breast milk and infant formula.

A Registered Dietician (RD) is on contract to provide ongoing training, nutrition counseling, and menu revision. A vital part of the Head Start Nutrition component is the Nutrition Health Service Parent Committee, primarily composed of parent representatives from all center sites. This committee empowers parents by educating them on nutrition fundamentals and by providing their input in planning menu entrees and nutritional services.

Child Mental Health Content Area:

In an effort to meet the mental health need of the infants and toddlers served by this EHS-CCP program, the following services are implemented: Observation of infant-toddler interactions in multiple settings to identify strengths and potential next steps; Staff keep in mind the multiple, potentially interactive origins of an infant's or toddler's behavior, namely, biology (including temperament), developmental stage, environment, and goodness of fit between the baby and his or her family and the child-care setting; Staff identify and share observations of strengths in the infants' and toddlers' relationships with their parents and teachers; The program provides regular supervision that allows staff members to reflect on their observations and feelings; Behavioral screening with parental input for early identification of need for intervention; Classroom and individual observations done by professionals in the field, if necessary; Education on mental health issue (child abuse prevention and treatment issues, fetal alcohol syndrome, domestic violence issues, maternal depression, positive discipline, stress management, etc.); Follow-up on children with behavioral concerns; Individual Observations when necessary (with parental consent); Parent/Teacher conferences with a consultant when necessary; Positive Guidance Plan when necessary; Referrals to community agencies for children and their families

when necessary (individual therapy, play therapy, individual therapy, group therapy, family therapy, parenting skills, substance abuse counseling); Opportunities for parents to attend group discussion on child development, appropriate discipline techniques, and other areas of mental health/behavioral concern.

The community of Webb County has benefitted from an Early Head Start – Child Care Partnership grant in a variety of ways that includes, but not limited to, the following: Continuity of services from EHS-CCP to HS as this applicant is the current grantee for the local Head Start and Early Head Start program; Improved child development services; Improved family linkage to health services; Improved parent education; Increased child assessments; Increased services for children with disabilities; Increased parent involvement; Improved staff development; Increased and improved community collaboration.

The following outline the most important benefits and results of the EHS-CCP program:

- Overall improved quantity and quality of child care services available in the community;
- Increased community resources to meet the needs of low income and needy families through the availability of a variety of service delivery options;
- Improved child care and child learning opportunities due to small child-staff ratios (4:1);
- Increased numbers of qualified infant and toddler teaching staff (minimum of a CDA for all staff – in process);
- Increased involvement of parents (fathers and mothers) as the primary educators of their children;
- Improved children's development (including health, resiliency, social competence, and cognitive and language development);

- Improved family development (including parenting and relationships with children, the home environment and family functioning, family health, parent involvement, and economic self-sufficiency);
- Improved staff development (including professional development and relationships with parents); and
- Increased community development (including community collaboration and integration of services to support families with young children).
- Ability to impact policy for improving the quality of environments and services for a greater number of low-income children.

This entity has met the goal of identifying children and families that need comprehensive services, determine services that best fit the identified need, and deliver the services in a high-quality fashion. To accomplish this, staff, parents, policy groups, and governing bodies have structures and systems in place that promote the ongoing and dynamic cycle of meeting these needs.

Staffing:

The EHS-CCP Area Service Managers Monitor monitors the children's folders for accurate and complete information demonstrating timely delivery of services. The ASMs signs a designated form to provide a description of what content was monitored on a particular day. All monitoring forms are sent to the Assistant Director II at the end of the month. The Assistant Director compiles a report with a Memorandum which is provided to the Director. The report includes any concern and identifies areas of monitoring for that particular month. The ASM Monitor is responsible for supervising the EHS-CCP staff. The ASM Monitor and the FSWs have conducted cross monitoring after the first forty- five days of service. In the event of a

monitoring concern, the Assistant Director II facilitates correction of the concern. Additionally, daily monitoring is conducted with check lists to ensure program compliance with all local, state, and Federal regulations. A designated monitoring manual contains all monitoring forms. The Assistant Director and the ASM Monitor utilize this manual to monitor and ensure daily compliance in all areas of the program operation.

Teachers are primarily responsible for the care of a child during the course of their enrollment in the center based program. Infants and toddlers have the opportunity to build a trusting relationship that will enable them to be smoothly transitioned throughout the different stages of development. The Family Service Worker takes the lead and provide continuity for the child and family. The transition process from EHS-CCP to HS begins six months prior to the child's third birthday, when the parent indicates new childcare arrangements are made or when the child is an appropriate age to move into Head Start or another preschool.

- All teachers employed by Partners immediately begin training in early childhood development with a focus on infant and toddler development.
- One Area Service Manger Monitor (ASM) is employed by this entity. The ASMs will ensure that the Partner sites are in full compliance with all applicable Federal, State, and Local laws.
- Two Family Service Workers (FSWs) are employed by this entity for this grant. One is stationed at each Partner site. The FSWs work with a caseload of no more than 40 families each. They assist the ASM Monitor in the event that there is a need to comply with staff-child ratios or any other issue pertaining to compliance with Federal, State, and Local laws.

- Five Teacher Floaters are proposed to be employed by this entity to assist teachers with educational training time, documentation and planning time, lunch hour duty, and overtime duty.

Area Service Manager Monitor – implements goals and objectives and all activities that are part of the EHS program plans based on the Head Start Program Performance Standards and State Licensing Standards.

Family Service Workers - Responsible for on-going recruitment, selection, enrollment, and transition of children.

Professional Development (T&TA):

All employees are strongly encouraged to advance educationally and are provided an individualized staff professional development plan to ensure qualifications related to working with infants and toddlers are maintained. If a staff member has no means of paying for educational expenses and does not qualify for financial aid, the EHS-CCP program will cover the cost of tuition and books (to the extent funds are available). Through the outcome of peer support, supervision from the ASM Monitor, evaluation of staff and program managers, and input from staff, the program will tailor staff development programs and provide professional consultations with experts in the area of infant and toddler care.

Program Schedule for Each Partner

The two partners are: Partner 1: The Crayon Company Learning Center, located at 3519 Pine, Laredo, Texas 78046; and Partner 2: The Education Center, 112 Concord Hills Boulevard, Laredo, Texas 78046.

The 72 center-based children are offered classes from 7:45 a.m. to 5:15 p.m., Monday through Friday, for 48 weeks annually.

Partner 1 (The Crayon Company) offers 4 EHS-CCP classrooms as follows:

Class 1 – group size of 8 / ages 1 – 12 months / with 2 staff members.

Class 2 – group size of 8 / ages 12 - 24 months / with 2 staff members.

Class 3 – group size of 8 / ages 24 – 36 months / with 2 staff members.

Class 4 – group size of 8 / ages 24 – 36 months / with 2 staff members.

Partner 2 (The Education Center) offers 5 EHS-CCP classrooms as follows.

Class 1 – group size of 8 / ages 1 – 12 months / with 2 staff members.

Class 2 – group size of 8 / ages 12 – 24 months / with 2 staff members.

Class 3 – group size of 8 / ages 12 – 24 months / with 2 staff members.

Class 4 – group size of 8 / ages 24 – 36 months / with 2 staff members.

Class 5 – group size of 8 / ages 24 – 36 months / with 2 staff members.

*An EHS-CCP Area Service Manager Monitor and two Family Service Workers

(employed by the grantee) ensure compliance with all local, state, and federal laws.

Additionally, the grantee existing content area staff will be given monitoring duties for this site.

Budget and Budget Justification

T/TA Budget

<u>Category</u>	<u>Purpose</u>	<u>Amount</u>
■ Travel	Airfare, per diem, mileage, taxi for governing body, staff members to attend the National Head Start Conference, Regional Conference, and other trainings and conferences as deemed necessary.	5,000
■ Supplies		
Recognition Supplies	Special Award, Certificates, Incentives, Plaques, and the like for staff / parents as incentives for educational accomplishments, excellent work performance, low absenteeism, obtaining credentials, etc.	3,407
Trainings/Meeting/	Material needed for staff and parent trainings and	10,000

Conferences	conferences (First Aid, CPR, Transition Conference, bags, books, videos, pens, highlighters, writing pads, etc.)	
Books	Books needed for college and CDA courses.	3,000
■ Contractual		
Training Consultant	Fees for hiring consultants: Type of Consultants: Content Area Consultants for staff development, Local Self-Assessment, and parent trainings (\$10,000); Educational Consultants for CLASS observation, classroom management observation, and CDA credentialing (\$15,000)	25,000
■ Other		
CDA Credential Fees	Application Packet Fees	7,000
Training Registration Fees	Educational Conferences and CDA Registration Fees	25,000
College Tuition	Tuition for staff to attend college (Texas A&M University, Laredo Community College, and Other Colleges (on-line courses, etc.).	5,000
Meetings and Conferences	Fees for staff/parent/community representative training luncheons (food and drink) and conferences, including Supervisory Training, Transition Conference, Staff Appreciation Awards Ceremony and the like. Fees for conference/meeting room rental.	8,000
	Total T&TA:	<u>\$91,407</u>

******* Break down of TRAVEL Expenses *******

Number of Employees	Purpose of Travel	Title of Staff	Destination	Cost
4	National Head Start Conferences	Parents, Administration, Coordinators, partner staff	To Be Determined	2,500
6	Regional / State Conferences – Number of Conference to be determined	Parents, Administration, Coordinators, and partner staff.	Head Start Region VI State and/or Texas	2,500
Total Travel:				<u>\$ 5,000</u>

Total Payroll and Fringe Benefits**\$ 140,524**

<u>Category</u>	<u>Description</u>	<u>Amount</u>
Personnel	Salaries for ASM Monitor, FSWs, Part Time Substitutes and % of administrative staff	102,950
Fringe Benefits	Health insurance, unemployment fees, FICA, Medicare, Retirement, and Workman's Compensation fees.	37,574
	Total:	<u>\$140,524</u>

* Salary and Fringe Benefits breakdown found in the Appendix

**The Webb County Head Start program complies with the requirement for employee compensation (PI ACF-PI-HS-08-03, dated May 12, 2008).

Total Supplies**\$46,217**

<u>Category</u>	<u>Description</u>	<u>Amount</u>
Office	Pens, paper, pencils, notebooks, ink, etc. needed for office work.	1,000
Janitorial	Cleaning supplies need for upkeep of partner sites.	3,000
Minor Apparatus	Microwave, refrigerators, vacuum cleaners, computers, printers, cameras, etc.	3,217
Classroom	Books, toys, consumables, all instructional material for partner sites.	24,000
Medical / Dental	First Aid kits, tooth brushes, etc. for partner sites.	500
Disability	Special equipment needed for partners to meet the needs of children with disabilities.	500
Kitchen	Wraps, gloves, pots/pans, disinfectants, dishes, etc.	4,000
General	Diapers, bibs, other infant and toddler incidentals, etc.	10,000
	Total:	<u>\$46,217</u>

Total Other**\$55,750**

<u>Category</u>	<u>Description</u>	<u>Amount</u>
Utilities	Water, telephone, and electricity bills at Partner sites for EHS-CCP classrooms.	8,000
Center Maintenance	Repairs and upkeep of Partner sites to ensure safety and compliance with all applicable laws.	30,000

Equipment Rental	Rental of copiers, faxes, etc. to be placed at partner sites.	1,000
Equipment Repair	Repair charges for all copiers, faxes, etc.	1,000
In-Town Mileage	Mileage for staff to attend meetings, home visits, monitor, etc.	3,000
Parent Initiatives	All provisions needed to support parent initiatives, Reimbursement to parents for gas, mileage, childcare services, and other reasonable expenses to enable parents to attend program activities (Transition Conference, Fall Parent Conference, Building Family Relationships Day, Educational Conferences, Father Involvement/Healthy Relationship trainings, Parent Volunteer Awards ceremony, GED Testing Fees, GED/ESL Recognition Ceremony, Policy Council meetings, conferences, and trainings). Food, beverage, supplies, material, etc. needed for all parent trainings.	500
Medical / Dental Services	Medical and Dental fees related to services offered to EHS-CCP enrolled children.	250
Mental Health / Disability services.	Mental Health and Disability fees related to services offered to EHS-CCP enrolled children.	1,000
Non USDA	To cover cost of food not covered by USDA	1,000
Subsidy Status Supplement	Funds to support children who may lose their CCDF subsidy status, to enable them to continue to be served.	10,000
	Total:	<u>55,750</u>

Utilization of USDA Funds

\$ 23,576

This entity utilizes funds from United States Department of Agriculture – Child and Adult Care Food Program (USDA CACFP) for the purpose of paying child nutrition costs for Partner 2 (40 EHS-CCP slots). Partner 1 (32 EHS-CCP slots) currently receives reimbursement from USDA.

Reimbursement Rates: Breakfast = \$1.58 / Lunch = \$2.93 / Snack = \$0.80

Formula for estimating reimbursement for USDA:

number of children (92% attendance) X number of days X reimbursement rate.

Projected Calculations :

* 37 X 120 days X \$1.58 for **breakfast** = \$ 7,015

* 37 X 120 days X \$2.93 for **lunch** = \$ 13,009

* 37 X 120 days X \$.80 for **snack** = \$ 3,552

Total reimbursement from USDA = **\$ 23,576**

Utilization of CCD Funds

\$ 123,134

The two Partner sites utilize Child Care Development Funds (CCDF) for the purpose of paying

Teacher salaries with layered funding (State and Federal):

CCDF Reimbursement Rate Partner 1 (The Crayon Company): \$17.85 per day

Formula for estimating reimbursement from CCDF – Partner 1 (32 slots):

40% of enrollment with CCDF (13) X number of days (120) X reimbursement rate (\$17.85)

13 X 120 days X \$17.85 = **\$ 27,846** (Total Minimum CCDF Reimbursement)

Partner 1 (Kriti-Lin's)	EHS Grant – Estimated Reimbursement	Child Care Development Funds	Total
8 Teachers @ \$20,800 annually	\$55,404	\$27,846	\$ 83,200 (6 months)

CCDF Reimbursement Rate Partner 2: \$17.85 per day

Formula for estimating reimbursement from CCDF – Partner 2 (40 slots):

40% of enrollment with CCDF (16) X number of days (120) X reimbursement rate (17.85)

16 X 120 days X \$17.85 = **\$ 34,272** (Total Minimum CCDF Reimbursement)

Partner 2 (The Education Center)	EHS – CCP grant – Contractual Line Item	Child Care Development Funds	Total
10 Teachers @	\$69,730	\$34,272	\$ 104,000

\$20,800 annually			(6 months)
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Contractual

\$ 123,134

A total amount of \$53,404 will be used to support Partner 1 in funding cost for teacher salaries.

Please see TABLE – Partner 1 above.

A total amount of \$69,730 will be used to support Partner 2 in funding cost for teacher salaries.

Please see TABLE – Partner 2 above.

Non Federal Share

\$114,258

<u>Source</u>	<u>Service</u>	<u>Rate</u>	<u>Projected In Kind</u>
Community Partners	Participation at various Head Start functions, meetings, conferences.	Varies per community service	30,000
Volunteers	Various classroom activities and curriculum/educational material. An estimated 6,725 volunteer hours.	\$12.53/ hour Based on average CC Teacher Salary @ \$10/hour plus benefits	84,258
	Total:		\$114,258

Challenges

Funding to cover the cost of teacher salaries has been a major challenge for this entity. Due to the long hours of services, teachers are working overtime, and this is a financial burden for private child care owners. Additionally, it has been challenge to pay additional staff to cover regular teaching staff during the lunch hour. Teachers find it challenging to find time to document due to long hours of service. For this agency, it has been extremely challenging working with private owners who are primarily concerned with making a profit (Partner 1). The ability to satisfy Partner 1 with contract language has been challenging. This agency is currently

revising the original agreement to reach a common ground with Partner 1 regarding reimbursement of expenses and detailed language regarding roles and responsibilities.

Proposed Changes to Partners

- This entity has removed one Area Service Manager (ASM) position from the salary schedule and has changed the title of the remaining ASM to ASM Monitor. It was determined that each child care center has an existing Center Director which ensures compliance with all state licensing rules and regulations. Therefore, one ASM Monitor will ensure compliance with all Head Start Program Performance Standard by maintaining a roaming schedule to monitor the two centers.
- This entity is proposing to add five (5) Teacher Floaters to the salary schedule. The Teacher Floaters will be used to cover child care teaching staff when absent, during the lunch hour, after regular working hours, to allow teachers time to document and plan, and to allow teacher to pursue their Child Development Credentials should they have to leave the classroom for testing purposes.
- For the next funding cycle beginning September 1, 2016, this entity is considering a replacement partner for Partner 1 (The Crayon Company) or a change in scope: Changing enrollment slots from partnership to expansion. Nonetheless, for the remainder of the first 18 month funding cycle, this entity is committed to completing services with Partner 1.