

ADAMS COUNTY HEAD START
YEAR 5 OF 5 GRANT APPLICATION 2020-2025

08CH011854

TABLE OF CONTENTS

Section I. Program Design and Approach to Service Delivery

Sub-Section A: Goals (2)

- Program Goals, Measurable Objectives, and Expected Outcomes (3)
- School Readiness Goals (5)

Sub-Section B: Service Delivery (10)

- Service and Recruitment Area (10)
- Needs of Children and Families (10)
- Chosen Program Option(s) and Funded Enrollment Slots (10)
- Centers and Facilities (11)
- Eligibility, Recruitment, Selection, Enrollment, and Attendance (11)
- Education and Child Development (14)
- Health (17)
- Family and Community Engagement (19)
- Services for Children with Disabilities (19)
- Transition (20)
- Services to Enrolled Pregnant Women (20)
- Transportation (20)

Sub-Section C: Governance, Organizational, and Management Structures (21)

- Governance (21)
- Human Resources Management (24)
- Program Management and Quality Improvement (26)

Section II. Budget and Justification Narrative (31)

Section III. Attachments

- Organizational Chart
- Annual Report to the Public
- Self-Assessment
- Head Start Center Leases
- Salaries by Position
- Cost Allocation Plan

Section I. Program Design and Approach to Service Delivery

Sub-Section A: Program Goals, Measurable Objectives, and Expected Outcomes

The goals for school year 2024-2025 emphasize strengthening the program's processes, procedures, partnerships, professional development, data gathering, and family supports.

Adams County Head Start's (ACHS) goals were developed after reviewing data sources such as program monitoring reports, parent and staff surveys, a self-assessment, the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, and the community needs assessment.

Information gathered identified the need to strengthen program systems and better support families, children, and staff. Input from stakeholders including parents, staff, Policy Council (PC), and the governing body identified the need to produce goals that were actionable and could be more easily measured than goals established in previous years. Development of this year's goals included feedback from:

- Head Start staff (via staff surveys)
- Parents (via parent café's)
- Human Services Director (via comments and corrections)
- The Policy Council (PC) (via monthly council meetings)
- Board of County Commissioners (BOCC) (via study session)

The goals for the 2024-2025 are embedded in the guiding principles of the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* as the intent of the goals is to align evidenced-based practices with policies. ACHS will accomplish this using available data sources to inform class instruction, learning concepts and techniques, family engagement, and training.

Program Goal 1: Enhance staff skills and knowledge specific to their role.

Objective 1: Implement the Parent, Family, and Community Engagement (PFCE) Framework.

Progress/Outcomes: Leadership received PFCE Framework 101 training in July 2023, subsequently hosting four workshops for the Family Support and Case Management (FSCM) team. In September 2023, PFCE implementation plans were developed with an expected implementation date of August 20, 2024.

Challenges: No challenges.

Updates/Changes: No updates or changes. Implementation will continue throughout the 2024-2025 school year.

Objective 2: Implement research or evidence-based coaching model.

- **Progress/Outcomes:** The research-based model of Practice Based Coaching (PBC) was implemented in August of 2023. Survey results indicate that education and SESS managers rated the coaching model highly (4 on a scale of 1-5).
- **Retention Rates:** Among the 51-education staff who worked for ACHS during the 2023-24 school year, 44 will return resulting in a retention rate of 86.4%; substantially higher than previous years.

Challenges: Some education staff have expressed and exhibited resistance to self-reflection, a key component of this model, during coaching sessions.

Updates/Changes: No updates or changes. PBC proved to be an effective framework for assisting education staff in improving their teaching practices.

Program Goal 2: Connect parents/guardians with services and skill building opportunities that lead to improved financial well-being.

Objective 1: Obtain benchmark data at enrollment to determine financial and employment needs, and measure progress.

Progress/Outcomes: Survey of Financial and Employment Needs.

In October 2023, parents received a survey yielding the following: Out of 204 parents surveyed, 74% (51 parents) indicated having financial and employment needs. Among those, 52.2% (38 families) set financial or employment goals in their Family Partnership Agreements (FPAs). Ultimately, 7 out of the 38 families (18.4%) successfully achieved their employment or financial goals.

Challenges: Childcare Access: The agency will partner with the Colorado Child Care Assistance Program (CCCAP) in the upcoming program year to provide families with wraparound care options to address this barrier.

Updates/Changes: No updates or changes. The goal and objective produced results that were higher than expectations, supporting its continuation.

Objective 2: Support families' financial and employment needs through case management and use of strengths-based principles in the Family Services area.

Progress/Outcomes: 47 FPAs were monitored quarterly to evaluate the financial and employment needs of families that have been addressed in case management and/or Family Services:

- 3 focused on financial and budget planning.
- 16 focused on gaining further education to achieve better positions.

- 28 focused on finding employment.

Challenges: FPAs stem from parents' aspirations to realize a goal or dream and might not necessarily revolve around securing employment or attaining financial stability.

Updates/Changes: No updates or changes as economic mobility will remain as a focus area of the department.

School Readiness Goal 1: Approaches to Learning: Children will demonstrate persistence, engagement, and independence in a variety of learning activities.

Objective 1: Use data from Teaching Strategies GOLD (TSG) to inform where children are in persistence, attention, engagement, and independence.

Progress/Outcomes: TSG's spring assessment showed that 94.01% of three-year-olds and 94.59% of four-year-olds met or exceeded expectations for goal one.

Challenges: Inconsistency between the rating scale used to assess children's abilities and the actual outcomes observed in the areas of persistence, attention, engagement, and independence skills.

Updates/Changes: No updates or changes as the objective provides data on how well ACHS students leave the program in terms of persistence, engagement, and independence.

School Readiness Goal 2: Social and Emotional Development: Children will use basic strategies to problem-solve common conflicts with peers.

Objective 1: Teachers will implement the social emotional curriculum for students by May 22, 2025.

Progress/Outcomes: The Incredible Years (IY) Dinosaur School curriculum has been used in the classroom to support young children with problem-solving skills and has been observed to be

effective. The average Spring 2024 Teaching Pyramid (TPOT) scores were above 80% and external Classroom Assessment Scoring System (CLASS) video observations by the Office of Head Start (OHS) showed scores of 5.80 out of 6 in emotional support.

Challenges: Emotional support provided by education staff. CLASS scores indicate that while minimum standards are met, there is significant room for improvement to ensure a more supportive and emotionally responsive learning environment.

Updates/Changes: No updates or changes as the objective will provide data on the impact on the social emotional curriculum.

Measurable Objective 2: Evaluate data from TSG to inform where children are in solving common problems in naturally occurring situations.

Progress/Outcomes: Percentages for students who met or exceeded expectations for the goal two objectives on the spring assessment was 94.84% for three-year-olds and 90.80% for four-year-olds.

Challenges: Inconsistency between the rating scale and child outcomes on children's problem-solving skills.

Updates/Changes: No updates or changes as the objective will provide data on how well ACHS students leave the program in terms of problem solving which will inform future planning.

School Readiness Goal 3: Language and Literacy: Children will use a variety of words to express their ideas, needs, and wants in different ranges of situations.

Objective 1: Use data from TSG to inform where children are in expressive and receptive language.

Progress/Outcomes: Percentages for students who met or exceeded expectations for goal three in the spring assessment was 86.19% for three-year-olds and 91.89% for four-year-olds.

Challenges: Inconsistency between the documentation entered by teachers and the three-year olds not meeting the expectations in language development.

Updates/Changes: No updates or changes as the objective will provide data on how well ACHS students leave the program in terms of their expressive and receptive language.

Objective 2: Survey education staff to determine areas of success and barriers with the current literacy curriculum, Zoo-Phonics.

Progress/Outcomes: A survey was conducted on the Zoo-Phonics curriculum to determine its usefulness. 89% of the education staff responded that Zoo-Phonics is effective for teaching young children alphabet awareness.

Challenges: No challenges.

Updates/Changes: No updates or changes as the objective produces data about the barriers teachers face when teaching math concepts that will inform future professional development.

School Readiness Goal 4: Cognition: Children will learn and begin to use math concepts in their daily classroom routine and environment.

Objective 1: Use data from TSG to inform where children are in number concepts and operations.

Progress/Outcomes: Child outcomes showed that all three-year olds meet or exceed highly-wide expectations in math concepts at 90.1%; showing a 30% increase from winter to spring checkpoints. All four-year olds did not meet the highly-wide expectations at 88.1%, though this was a 27% increase from winter to spring checkpoints.

Challenges: Child outcomes for four-year-olds determined that they did not meet the highly-wide expectations in math concepts.

Updates/Changes: No updates or changes as the objective provides data on the readiness levels of ACHS students leaving the program in terms of number concepts and operations. Data will inform future training and coaching opportunities.

Objective 2: Identify evidence-based math curricula to support children with math concepts.

Progress/Outcomes: Child outcomes showed that all three-year olds meet or exceed highly wide expectations in math concepts at 90.1%, a 30% increase from winter to spring checkpoints. All four-year olds did not meet the highly-wide expectations at 88.1%, though this was a 27% increase from winter to spring checkpoints.

Challenges: Child outcomes for four-year-olds determined that they did not meet the highly-wide expectations in math skills.

Updates/Changes: No updates or changes as the objective provides data on the readiness levels of ACHS students leaving the program in terms of math skills. Data will inform future training and coaching opportunities.

Objective 3: Survey education staff to determine areas of success and barriers with the teaching math concepts.

Progress/Outcomes: 81% of teachers feel confident in their understanding and their ability to teach preschool math concepts. In fact, 72% of teachers reported feeling “very confident”, with an additional 9% reporting feeling somewhat confident.

Challenges: Child outcomes for four-year-olds determined that they did not meet the highly-wide expectations in math skills.

Updates/Changes: No updates or changes the objective will provide data on the barriers teachers face when teaching math concepts to inform future professional development opportunities.

School Readiness Goal 5: Perceptual Motor and Physical Development: Children will utilize various forms of hand modalities to increase hand and eye coordination.

Objective 1: Evaluate data from TSG to inform where children are in fine motor and coordination skills.

Progress/Outcomes: The average percentage of students who met or exceeded expectations for the goal five objectives on the spring assessment was 95.3% for three-year-olds and 97.8% for four-year-olds.

Challenges: Inconsistency between the rating scale and child outcomes on children's abilities in fine motor development.

Updates/Changes: No changes. The objective will provide data on how well ACHS students leave the program in fine motor abilities. Data will inform future training and coaching opportunities.

Sub-Section B: Service Delivery

1. Service and Recruitment Area: Adams County Head Start (ACHS) has not changed the service and recruitment area. ACHS continues to support the neediest communities within the Adams County (AC) service region. According to the 2020-2025 community assessment and annual reviews, no further unmet needs regarding underserved populations have been identified.

2. Needs of Children and Families: Adjustments were made to the selection criteria and the points associated with specific criteria in May of 2023, due to community assessment findings. The changes were informed by the most recent community assessment and annual updates to ensure vulnerable populations receive necessary supports. Examples include increasing the number of points awarded for students with suspected developmental delays or behavioral needs and for categorically eligible families and parents living in poverty. By addressing community disparities, ACHS has expanded enrollment opportunities to marginalized or underserved children and families. The selection criteria were reviewed again in May 2024, with no revisions made as a result. However, plans are in place to review the selection criteria again by December 2024 in preparation for the enrollment of the 2025-2026 school year. This proactive approach ensures that ACHS remains responsive to the evolving needs of its community and continues to promote inclusivity and access for all eligible children.

3. Chosen Program Option(s) and Funded Enrollment Slots: The chosen program option is center based with enrollment of 256 children for the 2024-2025 school year. ACHS will have 8 classrooms for 7 hours a day, Monday through Thursday, for at least 128 days and 8 classrooms for 7 hours per day, Monday through Thursday, and some Fridays, for at least 1020 hours.

4. Centers and Facilities: There are no changes in service locations or partners. All six center locations will be open for the 2024-2025 school year. Minor renovations and repairs for leased sites will include new blinds, wrought iron fencing for outdoor areas, and tree removal/trimming to ensure the safety of children.

5. Eligibility, Recruitment, Selection, Enrollment, and Attendance: The following strategies underscore ACHS's commitment to maintaining high enrollment rates and ensuring accessibility and awareness within the community.

Selection Criteria and Eligibility Process:

- ACHS did not change the selection criteria and has maintained consistent selection criteria for determining eligibility with no recent changes affecting the process. The Family Support Case Management (FSCM) will continue to review all preapplications, ensuring supporting documentation is provided to verify adherence to eligibility criteria. Priority is assigned to children and families based on the highest selection criteria score at the time of determination.

2023-2024 Enrollment Success:

- ACHS achieved 93.7% enrollment by May 31, 2023.
- In previous years, recruitment efforts posed challenges prompting efforts to utilize recruitment data in formulating an annual plan aimed at achieving 97% enrollment capacity.
- In 2023-2024, recruitment success was attributed to targeted outreach to families with preschool children receiving SNAP benefits, referrals from the Colorado Universal Preschool Program (UPK), and partnerships with community organizations serving

families eligible under categories such as Temporary Assistance for Needy Families (TANF), families in foster/kinship care, those experiencing homelessness, refugee/asylum-seeking families, and undocumented families from South America.

2023-2024 Enrollment Outreach Initiatives:

The following initiatives were implemented to tackle previous enrollment challenges and resulted in achieving a 93.7% enrollment rate:

Language Accessibility:

- Promotional materials and outreach initiatives are now available in the community's identified preferred languages, including Spanish, Dari, and Hmong.
- This eliminates language barriers and ensures that all families can access Head Start participation and enrollment information.

Marketing Efforts:

- Marketing included advertisements on 20 RTD buses and curbside panels along Route 36, Denver metro, I-70, and I-270 to recruit education staff and promote enrollment.
- Recruitment business cards with a QR code linked to the enrollment page were created and distributed to raise awareness through public outreach.

Community Partnerships:

- Both the Health and FSCM teams were assigned to designated community partners to increase awareness and streamline referrals with Head Start. These partnerships provided a larger platform to share informational materials and pre-applications with parents and provide partner staff training to assist families in completing pre-applications.

2024-2025 Enrollment Goals and Initiatives:

- Historically, ACHS waitlists have been a challenge due to families finding alternative childcare, relocating, or no longer needing early childhood education (ECE). To address this, beginning in 2024-2025 school year, ACHS will contact families bi-annually (in September and January), to update their enrollment status. This proactive approach will ensure that the waitlists remain current enabling center slots to be promptly filled by eligible families based on their selection criteria ranking.
- As of June 2024, ACHS has enrolled 97% of its capacity, which equates to 251 children.
- ACHS will sustain an enrollment rate of 97% or higher throughout the school year.
- The compensation division will continue to monitor area education salaries, so ACHS remains competitive in the market to ensure we attract and retain high-quality educators for the benefit of ACHS students.

Attendance Monitoring:

Attendance has been problematic since the onset of the pandemic, consistently below 85% between the months of October and April. Because of this, the ACHS will introduce the following measures in the 2024-2025 academic year:

- The leadership of family services is developing a strengths-based strategic process in July 2024 for implementation during the 2024-2025 school year to address instances when attendance dips below 85%.
- The FSCM Team will consistently monitor attendance within caseloads to identify and address issues promptly.

Preventive Health Measures:

- During cold and flu season, preventive health measures will be implemented to enhance community wellness and reduce absenteeism related to illnesses.

Strengths-Based Approach:

- Family and Support Services (FSS) leadership team is in the process of developing a strengths-based approach to boost attendance with an implementation date of August 1, 2024.
- The goal is to support families in achieving a 90% attendance rate.

6. Education and Child Development:

Teaching Strategies Coaching Membership:

Teaching Strategies GOLD:

- Teaching strategies gold is an evidence-based curriculum that is highly rated (the highest) by Head Start, aligning its curriculum and assessment resources with the Head Start Program Performance Standards, and the Head Start Early Learning Outcomes Framework: Ages Birth to Five.
- Education management will leverage the Teaching Strategies Coaching Membership to support teachers in implementing the Creative Curriculum and Teaching Strategies Gold.
- An audit will be conducted twice annually (winter and spring) to ensure entries in Teaching Strategies GOLD accurately reflect children's progress and to identify if additional training on documentation is necessary.

Teaching Learning Communities (TLC):

- Implementing TLCs will assist assistant teachers in enhancing their teaching practices through collaborative learning and support.

Peer Coaching:

- Peer coaching has been established using two experienced teachers who have completed certified peer coaching training.
- This initiative will support new teachers in implementing classroom management, social-emotional practices, and using curriculum tools to enhance teaching practices.

Pyramid Model Implementation:

- ACHS leadership and selected staff have participated in the Pyramid Model cohort to support the implementation of this evidence-based framework throughout school year 2024-2025.

Teacher-Child Interactions:

- The Office of Head Start's (OHS) CLASS Video review was conducted on March 26, 2024, to May 27, 2024, with an average score of 2.36 in instructional support. An internal CLASS observation was also conducted on April 23, 2024, to May 16, 2024, with an average score of 4.73 in instructional support. This revealed a significant discrepancy between the two sets of scores. To ensure more accurate and consistent evaluations in all areas of CLASS, the program will use external observers for future assessments. Additionally, coaching, and professional development will be provided to support education staff in improving adult-child interactions.

Active Supervision:

- In response to past incidents concerning child safety and discipline practices, the program is reevaluating its systems to ensure a culture of safety. Since March 2024, education management has been collaborating with T&TA to analyze the current active

supervision system. Additionally, trainings are being developed to help teachers understand child development and foster a culture of safety to prevent future discipline incidents. These trainings include managing challenging behaviors and implementing de-escalation techniques to equip teachers with the skills and knowledge needed for a supportive and well-managed classroom.

2024/2025 Training Plan:

- Includes Active Supervision (Supervision of Children) and Guidance of Children.

Active Supervision (Supervision of Children) Standard Operating Procedure:

Set Up the Environment:

- Teachers ensure all children are safe and supervised during activities.

Position Staff:

- Children must always be under visual supervision.
- Staff must reposition themselves as children move to ensure all children are seen.

Scan and Count:

- Complete the "classroom 30-minute child count" at specified times.
- Post and update the count each time it changes (e.g., using a whiteboard).
- All staff providing ratio care must always know the exact count of children.

Guidance of Children Standard Operating Procedure:

Set Up the Environment:

- Teachers teach, post, and implement simple classroom rules and visual daily routines.

Redirection:

- Use redirection as the primary method of child guidance.

- Offer children choices between two equally appropriate activities.

Monthly Reflective Supervisions:

- Help staff address work-related stresses.
- Identify and implement strategies to mitigate these stresses.

Parent/guardian days

- Parent/guardian days were offered two times in 2023-2024 and had the highest attendance of (over 70) family members participating each time. These events surpassed the attendance of any other activity offered throughout the program year. To address parent feedback, ACHS will offer two additional parent/guardian days, alongside a day specifically aimed at male participation to encourage more father figures to attend these events in 2024-2025.

7. Health: Implementation of the WELL Program launched in the 2022-2023 school year. The WELL Program is a study that provides comprehensive workplace wellness efforts aimed at establishing organizational supports across multiple levels and strategies. Its goal is to mitigate burnout, exhaustion, and employee turnover rates. By the 2023-2024 school year, the program was piloted in two out of the six Head Start centers.

- The WELL Team conducted participant surveys to assess factors affecting worker wellbeing, followed by implementing supportive workshops aimed at enhancing the quality of work life and reducing burn out for all employees.
- Quarterly workshops were held focusing on wellbeing principles including mindfulness, sleep hygiene, stress management, positive coping strategies, and psychological capital. Psychological capital involves enhancing workplace relationships through the practice of

HERO: hope, (self)-efficacy, resilience, and optimism. These workshops included a community meal, activities, and takeaway tools to support the application of these practices both at work and at home.

- In the 2024-2025 school year, the principles and activities of the WELL Program will expand to include the remaining four centers, while also maintaining ongoing WELL activities at the initial two centers.

Dental Health Improvements:

- Achieving dental exams for 100% of enrolled children by the 90-day deadline continued to present a challenge. To tackle this issue, the following initiatives were put into place:
- The health team underwent training on documentation principles to ensure consistent descriptions of how ongoing parental support was provided during enrollment as well as follow-up documentation of support to obtain dental exams. Monthly monitoring and the tracking of documentation was implemented to maintain both document integrity and understand parental barriers to help support families in a strengths-based approach.
- Moreover, ongoing collaboration with Salud Dental facilitated bi-annual dental clinics hosted at Head Start centers to ensure all children received a dental exam before the 90-day deadline from their enrollment date.

Ongoing Health and Safety Checks:

- Health and Safety checks were conducted throughout the program year, with frequently scheduled checks ensuring adequate center and classroom safety.

8. Family and Community Engagement: In 2023-2024, continued efforts were made to provide opportunities for parent engagement. For example, ACHS sought feedback from families through the 77 Survey to identify the types of activities parents prefer to engage with.

- The 77 Survey results indicated that families enjoyed the parent/guardian days that were offered two times in 2023-2024. Additionally, parent/guardian days had the highest attendance, with over 70 family members participating each time, surpassing attendance at any other activity offered throughout the program year. To address parent feedback, ACHS will offer two additional parent/guardian days, alongside a day specifically aimed at male participation, to encourage more father figures to attend these events in 2024-2025.

9. Services for Children with Disabilities: Special education and transition agreements were renewed with the following Adams County school districts: 27J, Adams 12, Mapleton D1, Westminster Public Schools. Adams County School District 14 declined the special education and transition agreement. On October 18, 2023, a representative from the district's special education management provided a 30-day written notice to terminate the special education memorandum of understanding (MOU) with ACHS. As a result, ACHS no longer has a formal partnership with Adams 14, and the district will no longer participate in the initial collaboration meetings to determine if a child needs a special education evaluation. ACHS is also no longer invited to participate in special education evaluations or Individualized Education Program (IEP) meetings. This termination forces families to choose between exiting Head Start to attend an Adams 14 preschool for special education services or staying at the ACHS preschool and forgoing these services. Ideally, Adams 14 would continue to serve special education students

attending the Head Start center, as it has for the past 15 years, but they have decided to discontinue this practice. In response to this change, ACHS has been providing additional support to compensate for the lack of special education services. This includes offering coaching and support to teachers, as well as mental health and speech/language consultants to assist students in the classroom. ACHS also allows other non-school-district providers to serve children with special needs in the classroom, even if the family has chosen to stay at Head Start and thus opted out of their child's IEP.

10. Transition: Transition agreements were renewed with the following Adams County school districts: 27J, Adams 12, Mapleton D1, Westminster Public Schools. The program will Implement the Creative Curriculum study "Getting Ready for Kindergarten" to help prepare children for their transition to kindergarten.

11. Services to Enrolled Pregnant Women: ACHS does not have Early Head Start services. During family orientation, if noted, FSCM provides resources to enrolled pregnant women.

12. Transportation: Transportation remains a hurdle for working families facing restricted vehicle access or unreliable transportation options, compounded by limited transportation options within the county. To address this, ACHS provides bus vouchers to families, with a focus on those experiencing homelessness.

Sub-Section C: Governance, Organizational, and Management Structures

1. Governance

Structure:

- a. There are no changes as members of Adams County Head Start's (ACHS) governing board, the Board of County Commissioners (BOCC), are elected by constituents. (ACHS) has an exception to a Head Start Act requirement because the governing board oversees a public entity and are selected to their positions by public election (reference Head Start Act 642 (c) (d)). The BOCC is provided expertise through the county Finance Department (FD), the Adams County (AC) Attorney's Office, along with Early Childhood Education (ECE) and development expertise through the county's early childhood council.
- b. There are not changes as the BOCC are elected by constituents. The governing board represents AC residents, including ACHS parents. They bring expertise from diverse professional backgrounds including business, knowledge about the community, and are active participants on committee's and community groups. The BOCC is comprised of five commissioners and are elected to four-year terms, not to exceed three consecutive terms. Not all commissioners exit their elected role during the same year. For example, in November 2024, two seats will be vacated via the election process after serving 3 consecutive terms. In January, the new board electee's will be seated.
- c. There is no change to the makeup of the Policy Council (PC). Each of our six centers has parent committees. During the September parent committee meeting, a

nomination process is conducted to nominate at least two representatives and one alternate from each center to be part of the PC. The PC holds monthly meetings, which include representatives from all six sites.

Governing Body

- a. There are no changes as the governing body of ACHS receives key program information and makes decisions through a structured process involving both the BOCC and PC, facilitated by the administrator and department director to ensure regular communication and coordination. Both the BOCC and PC receive a monthly Head Start packet which contains information such as financial reports, enrollment data, and administrative updates. This enables informed decision-making and collaborative approval of program initiatives.
- b. There is no change as the BOCC's expertise, drawn from diverse professional backgrounds, enables them to provide informed and timely guidance on matters affecting ACHS, eliminating the need for a separate advisory committee.

Policy Council and Policy Committee

- c. There are no changes as the PC receives key information through monthly Head Start packets, which include reports on budget planning, reimbursement policies, bylaws, personnel policies, employment decisions, and standards of conduct. These packets are reviewed prior to monthly meetings, ensuring members are well-informed and prepared to discuss and make decisions. During PC meetings, members share and discuss the received information. They develop procedures for

electing council members, make recommendations on delegate agencies, and determine service areas. This open communication and regular exchange of information ensures that the PC can effectively fulfill its responsibilities and make informed decisions.

Parent Committees

d. There are no changes as parent committees hold regular meetings to discuss and identify topics that support their child's development and enhance their own parenting skills, particularly in relation to school readiness. These meetings provide a forum for parents to express their needs and priorities such as language development, and other key areas of early childhood education. The information gathered from these meetings are then communicated to program staff to close the feedback loop. This collaborative approach ensures that program policies, activities, and services are tailored to meet the evolving needs of children and families. By maintaining open lines of communication, parent committees play a vital role in shaping a responsive and effective Head Start program.

e. There are no changes as the Parent Committee has two elected representatives from each center who attend the monthly PC meetings. These representatives share information and discussions from the Parent Committee meetings, ensuring that the perspectives and concerns of parents are communicated and addressed at the PC level.

Relationships

a. There are no changes as the governing body and PC members receive appropriate training and technical assistance, including orientation on program performance standards to ensure they understand the information received. This training is designed to enable them to effectively oversee and participate in the Head Start programs. All governing body and PC members are trained on eligibility determinations within 90 days of hiring new staff. Additionally, they receive comprehensive training within 180 days of the start of their term to ensure they are fully equipped to fulfill their responsibilities.

b. There is no change as ACHS abides by ACHS Bylaws which has Article III - Conflict of interest and states, "PC members must avoid conflicts of interest with the Head Start agency and its delegate agencies and cannot receive compensation for their service on the PC or for any services provided to the Head Start agency."

c. There are no changes as the governing body and PC ensure meaningful consultation and collaboration through regular communication. They both receive a monthly Head Start packet with vital information, allowing both parties to stay informed and aligned on key program decisions. Joint decisions are made through structured processes, including reviewing Head Start packet items and discussing them in monthly meetings. Communication is facilitated by a Board-appointed designee and the Human Services department director to effective collaboration and resolution of any disputes.

2. Human Resources Management

a. The organization chart has been uploaded as an attachment.

b. Pay scales and salaries compared to neighboring ECE and elementary schools.

- AC strives to offer an amazing workplace culture, which includes competitive and equitable pay. Annually (every October) the compensation division conducts a market rate study to ensure employees are paid fairly when compared to both the market and other employees within the organization. Compared to neighboring ECE and elementary schools, Teacher Assistant (TA) wages are 6.98% above the market; and Teacher I wages are 1.64% above the market. Since 2022, Head Start wages for educators have increased by 46% and 33% respectively due to the county's annual compensation wage study.

c. Enhancements to the criminal background checks were made by ACHS as follows:

- ACHS worked with Human Resource to obtain approval to extend the length of time that our online background check results are valid, from 30 to 60 days. This helps reduce the onboarding time expediting the timeframe for candidates to fill vacancies faster and more efficiently.
- ACHS is currently in the process of aligning the timing of the Colorado Department of Early Childhood (CDEC) Trails background check form and the CDEC 5-year residence checklist is completion. When complete, the payment voucher for the fee will be processed once the selected candidate accepts the job offer instead of after the selected candidate's start date which will result in ACHS receiving background check results quicker.

d. An onboarding guide was developed to support new staff through their day-to-day onboarding process. This guide includes resources, required trainings, assigned tasks and departmental meetings ensuring that staff receive essential information before entering the classroom.

e. ACHS has adopted Practice-Based Coaching (PBC); a framework for assisting education staff in improving their teaching practices. The approach to the delivery of intensive coaching for identified staff through Practice-Based Coaching (PBC) involves a structured, collaborative, and a data-driven process. Through this comprehensive coaching strategy approach the program will ensure that the coaching practice is personalized, evidence-based, and effective in promoting professional growth and improving educational outcomes.

3. Program Management and Quality Improvement

The Administration for Children and Families (ACF) conducted a Focus Area Two (FA2) monitoring review of Adams County Head Start (ACHS) from November 13, 2023, to November 17, 2023, which identified an Area of Concern (AOC), and an Area of Noncompliance (ANC). The ANC addressed Staffing and Staff Supports; the AOC addressed Child Health and Oral Health Status and Care. Additionally, the Office of Head Start (OHS) informed ACHS of the requirement to develop a plan (Full Enrollment Initiative (FEI)) to address its under enrollment status on December 1, 2023. Between December 2023 and May 2024 ACHS implemented several actions to remedy the compliance issues discovered, which led to successful resolution of the corrective action plans on June 11, 2024. Strategies implemented to fix the ANC and FEI include:

1. Shortening the hiring process to avoid attrition during hiring and get teachers into the classroom faster.
 - a. ACHS collaborated with the Colorado Occupational Medical Providers (COMP) office to address the time constraints associated with physical exams and Tuberculosis (TB) tests, resulting in significant reduction in result turnaround time. Through this partnership, the average time required to obtain results decreased from two weeks to one, allowing quicker staff deployment into classrooms.
2. Monitoring recruitment efforts in real-time to inform data-driven decisions around recruitment efforts.
 - a. ACHS incorporated Google Analytics into its' NeoGov human resources software account, transitioning from a manual data collection process to leveraging NeoGov Analytics and Reporting features. Real-time application data per job posting is now easily accessed and reviewed, facilitating prompt adjustments such as adding advertising sites, monitoring referrals, and targeting diverse demographics or minority groups to ensure a comprehensive applicant pool.
 - b. ACHS established and continues monthly meetings with all People & Culture partners (benefits, compensation, Talent Acquisition, Employee Relations, DEI, Learning/Development, and Director) to review data on recruitment and retention metrics and keep, stop, or start appropriate strategies accordingly.
3. Establishing and documenting Professional Development Plans (PDP) as part of the new hire orientation to support and ultimately retain staff.

- a. In February of 2024, ACHS began building New Hire Professional Development Plans (PDPs) as part of the new hire onboarding process. During the initial weeks of onboarding, the education supervisor and the newly appointed staff member collaborate to craft their PDP. The new staff member articulates their one-year objectives, while the Education Supervisor, leveraging their expertise and insight into the candidate's qualifications and classroom experience, formulates goals aligned with these parameters. This structured approach not only fosters individual growth but also cultivates a supportive environment conducive to long-term retention and professional fulfillment.
- 4. Assessing the attractiveness of education staff positions by conducting a compensation study.
 - a. A comprehensive wage study affirmed that our compensation rates for teachers and teacher assistants are competitive, exceeding market standards. Additionally, unlike many peer organizations, we offer the unique benefit of a 10- month employment period which has proved advantageous in recruiting efforts.
- 5. Increasing job postings to reach more potential applicants.
 - a. ACHS now consistently advertises open Head Start positions on recruitment platforms including LinkedIn, Facebook, and Government Jobs through marketing campaigns.
- 6. Modifying job posting language to include expanded eligibility criteria to reach more potential applicants.

- a. ACHS has updated the Teacher Requisition on Job Bulletin with notation of the education staff with peer and intensive coaching training, tuition reimbursement, training, professional development, and wellness opportunities, also noting the option for a teacher waiver through the OHS.
- 7. Building a pool of qualified candidates that can be assessed immediately for job openings.
 - a. ACHS switched to continuous posting for teacher and assistant teacher positions, which reduces the number of hiring cycles (and therefore time) needed to fill open positions. Also, ACHS extended the background results from 30 days to 60 days to keep candidates eligible for longer.

Actions taken to fix the AOC include:

- 1. For new students, during enrollment, parents are provided with options to select their dental home and confirm that each enrolled child either (1) has a current dental exam, or (2) will receive a dental examination within 90 calendar days after the child first attends class.
 - a. Adams County Head Start (ACHS) has revised its Standard Operating Procedure (SOP) for Oral Health, integrating assessments of dental home status and recent exam dates. Any identified deficiencies are addressed promptly, with the provision of assistance to secure a dental home and exam within a 90- day timeframe. The meticulous documentation of all support interventions is ensured through comprehensive recording in the Child Outcome Planning and Assessment (COPA) software.

2. Identifying any enrolled children who do not have a current dental exam on file.
 - a. Review case notes within the child's section, upload exam into E-docs, and record in medical records tab of COPA.
3. For children without a current dental exam, meeting with parents to identify reasons preventing them from accessing dental services. Case Managers then work with parents to identify a specific timeline for completing the exam and document this in the child's file.
 - a. COPA reports and case notes within the child's section are used for review.
4. Monitoring and providing case management support for the family until a dental home is selected and proof that a dental examination has been performed is on file.
 - a. COPA reports and case notes within the child's section are used for review.

ADAMS COUNTY HEAD START
YEAR 5 OF 5 GRANT APPLICATION 2020-2025

08CH011854

Section II. Budget and Budget Justification Narrative

The Adams County Head Start (ACHS) budget for the duration of 12-months (November 1, 2024 through October 31, 2025,) is \$7,460,500. Funding sources include United States Department of Agriculture (USDA), in-kind contributions from Universal Preschool (UPK) Colorado, Adams County (AC), the Buell Foundation Grant (BFG), Colorado Department of Human Services (CDHS), Adams County cost allocations plan (ACCAP), volunteers, and the requested amount from Office of Head Start (OHS) and Federal Training and Technical Assistance (TTA). The USDA contribution of \$220,727 will provide funds for the nutrition program which allows for food, food supplies, salary, and benefits for the nutrition team. UPK's contributions of \$913,296 will be used for salary and benefits. AC's contribution of \$877,214 will be used for salary and benefits, contractual, and other. The BFG contribution of \$50,000 will be used for salary and benefits. CDHS's contribution of \$12,500 will be used for the Incredible Years (IY) parenting program. ACCAP's contribution of \$56,826 will be used for liability insurance. Volunteer contributions of \$99,338 will be provided by parents and community volunteers. The requested amount from the Office of Head Start Program Operations (OHSPO) is \$5,230,599 (\$5,181,792 for PA 22 and \$48,807 for PA 20). The OHSPO funds (PA22) will be used for personnel salary, fringe benefits, supplies, contracts, and other expenses. The Federal TTA funds (PA20) will be used for travel and training. Below is a description of the costs by object class category within SF-424A Section B.

1. SF-424A Section B-6

a. Personnel - ACHS's personnel costs have increased significantly compared to last year due to a six percent salary increase for all employees in the fall of 2023, and an additional five percent increase on January 1, 2024. These adjustments increased teacher assistant and teacher salaries to 6.98% and 1.64%, respectively, above market rate in the area, making ACHS more competitive in the local labor market. The total cost for salaries is \$4,106,635. USDA will contribute \$32,000 for salary costs. In-kind contributions of \$1,054,856 will be provided by UPK, AC will provide \$639,116, and \$385,740 and the BFG will provide \$30,000. ACHS is requesting salary costs of \$3,019,779 from OHSP0 (See Attachment: Salary by Position). The breakdown is as follows:

Child Health and Development

1. ***Program Managers and Content Area Experts*** - The cost for program managers and content area experts is \$605,235. An in-kind contribution of \$44,957 will be provided by the following sources: \$40,957 from AC, and \$4,000 from BFG. ACHS is requesting \$560,278 from the OHSP0 to cover salary costs. The roles included under program managers and content area experts are the family services and health manager, nutrition supervisor, education manager, four education supervisors, and one education coach.

2. ***Teachers*** - The total salary cost for teachers (education personnel) is \$1,987,770. An in-kind contribution of \$900,553 will be provided by various sources: \$639,116 from UPK, \$244,237 from AC, and \$17,200 from BFG. ACHS is requesting \$1,087,217 from the OHSP0 to cover the remaining salary costs. This request is for the following

education personnel: 16 teachers, 16 teacher assistants, and 11 classroom aides.

3. ***Family Child Care Personnel*** - ACHS does not staff this line item.
4. ***Home visitors*** - ACHS does not staff this line item.
5. ***Teacher Aides and other Education Personnel*** - ACHS does not staff this line item.
6. ***Health/Mental Health Services Personnel*** - The total salary cost for health services personnel is \$177,554. An in-kind contribution of \$16,766 will be provided by the following sources: \$15,566 from AC and \$1,200 from BFG. ACHS is requesting \$160,788 from the OHSPPO to cover the remaining salary costs. This request includes personnel costs for three health specialists.
7. ***Disabilities Services Personnel*** - ACHS does not staff this line item.
8. ***Nutrition Services Personnel*** - The total salary cost for nutrition services personnel is \$107,555 with USDA funds contributing \$32,000. An in-kind contribution of \$11,045 will be provided by various sources: \$9,845 from AC and \$1,200 from BFG. ACHS is requesting \$64,510 from the OHSPPO to cover the remaining salary costs. Nutrition services personnel include one lead cook and two assistant cooks.
9. ***Other Child Services Personnel***
 - 9.1 ***Special Education and Support Services (SESS)*** - The total salary cost for SESS is \$164,522. An in-kind contribution of \$13,601 will be provided by the following sources: \$12,801 from AC and \$800 from BFG. ACHS is requesting \$150,921 from the OHSPPO to cover the remaining salary costs. The SESS includes one manager and one support services specialist.

Family and Community Partnerships

10. ***Program Managers and Content Area Experts*** - The total salary cost for program manager and content area experts is \$77,757. An in-kind contribution of \$4,000 will be provided by the following sources: \$3,600 from AC and \$400 from BFG. ACHS is requesting \$73,757 from the OHSPPO to cover the remaining salary costs. Program manager and content area experts include one family services and health supervisor.
11. ***Other Family and Community Partnerships Personnel (FCPP)*** - The total salary cost for other FCPP is \$433,969. An in-kind contribution of \$38,109 will be provided by the following sources: \$35,309 from AC, and \$2,800 from BFG. ACHS is requesting \$395,860 from the OHSPPO to cover the remaining salary costs.

Other FCPP include seven family service specialists.

Program Design and Management

12. ***Executive Director (ED)/Other Supervisor of HS Director*** - Total salary cost for the ED is \$170,140. The Adams County's general fund will cover \$170,140. \$0 is being requested from the OHSPPO.
13. ***Head Start Director*** - The total salary cost for the Head Start director (administrator) is \$116,310. An in-kind contribution of \$2,500 will be provided by the following sources: \$2,100 from AC, and \$400 from BFG. ACHS is requesting \$113,810 from the OHSPPO to cover the remaining salary costs.
14. ***Managers***
 - 14.1 Operations and Quality Assurance Manager (OQAM)- The total salary cost for QAM is \$99,296. An in-kind contribution of \$5,734 will be provided by the following sources: \$5,334 from AC, and \$400 from BFG. ACHS is requesting

\$93,562 from the OHSP0 to cover the remaining salary costs.

15. **Staff Development** - ACHS does not staff this line item.
16. **Clerical Personnel (CP)** -The total salary cost for CP is \$153,111. An in-kind contribution of \$8,514 will be provided by the following sources: \$7,714 from AC, and \$800 from BFG. ACHS is requesting \$144,597 from the OHSP0 to cover the remaining salary costs. The CP includes one data management specialist and one administrative coordinator.
17. **Fiscal Personnel** - The total salary cost for fiscal personnel is \$107,595. An in-kind contribution of \$2,500 will be provided by the following sources: \$2,100 from AC, and \$400 from BFG. ACHS is requesting \$105,095 from the OHSP0 to cover the remaining salary costs. Fiscal personnel include one senior fiscal grants analyst.
18. **Other Administrative Personnel** - ACHS does not staff this line item.

Other

19. **Maintenance Personnel (MP)** - The total salary cost for MP is \$75,961. An in-kind contribution of \$6,577 will be provided by the following sources: \$6,177 from AC, and \$400 from BFG. ACHS is requesting \$69,384 from the OHSP0 to cover the remaining salary costs. The MP includes one facilities manager.
20. **Transportation Personnel** - ACHS does not staff this line item.
21. **Other Personnel** - ACHS does not staff this line item.

b. Fringe Benefits

ACHS has no significant increases in fringe benefits, aside from the FICA, state disability,

and retirement contributions that correlate with salary adjustment. The total cost for all benefits is \$1,815,213. The USDA will contribute \$13,727 for benefits. An in-kind contribution of \$495,844 will be provided by the following sources: \$274,180 from UPK, \$218,974 from AC, and \$2,690 from BFG. ACHS is requesting \$1,305,642 from the OHSPPO to cover the remaining fringe benefits cost. The breakdown is as follows:

1. *Social Security (FICA), State Disability, Unemployment (FITA), Worker's Compensation, State Unemployment Insurance (SUI)*

The total cost for FICA, State Disability, Unemployment, Worker's Compensation, and State Unemployment Insurance is \$378,235. The USDA will contribute \$2,869. An in-kind contribution of \$94,574 will be provided by various sources: \$57,296 from UPK, \$34,588 from AC, and \$2,690 from BFG. ACHS is requesting \$280,792 from the OHSPPO to cover the remaining FICA, State Disability, Unemployment, Worker's Compensation, and State Unemployment Insurance cost.

2. *Health/Dental/Life Insurance*

- The total cost for health insurance is based on last year's rate, as provided by the Payroll Department and is \$887,115. The USDA will contribute \$6,963 for health insurance. An in-kind contribution of \$223,015 will be provided by various sources: \$139,075 from UPK and \$83,940 from AC. ACHS is requesting \$657,137 from the OHSPPO to cover the remaining health insurance cost. The breakdown is as follows:
 - Single coverage incurs an average annual cost of \$9,407. Employee's average annual contribution is \$1,234, with \$8,172 being requested from the OHSPPO.

- Employee and spouse coverage incurs an average annual cost of \$17,542.
Employee's average annual contribution is \$4,105, with \$13,737 being requested from the OHSPPO.
- Employee and child(ren) coverage incurs an average annual cost of \$18,777.
Employee's average annual contribution is \$3,800, with \$14,977 being requested from the OHSPPO.
- Family coverage incurs an average annual cost of \$28,378. The employee's average annual contribution is \$4,329, with \$24,049 being requested from the OHSPPO.
- The total cost for dental insurance is based on last year's rate, as provided by the Payroll Department and is \$15,437. The USDA will contribute \$121 for dental costs. An in-kind contribution of \$3,880 will be provided by the following sources: \$2,420 from UPK and \$1,460 from AC. ACHS is requesting \$11,436 from the OHSPPO to cover the remaining dental insurance cost. The breakdown is as follows:
 - Single coverage incurs an average annual cost of \$427. Employee's average annual contribution is \$309, with \$118 being requested from the OHSPPO.
 - Employee and spouse coverage incurs an average annual cost of \$753.
Employee's average annual contribution is \$545, with \$208 being requested from the OHSPPO.
 - Employee and child(ren) coverage incurs an average annual cost of \$984.
Employee's average annual contribution is \$712, with \$272 being requested

from the OHSPPO.

- Family coverage incurs an average annual cost of \$1527. Employee's average annual contribution is \$1105, \$422 being requested from the OHSPPO.

- The total cost for life insurance is based on last year's rate as provided by the Payroll Department and is \$4,276. The USDA will contribute \$33 for life insurance costs. An in-kind contribution of \$1,074 will be provided by the following sources: \$670 from UPK and \$404 from AC. ACHS is requesting \$3,169 from the OHSPPO to cover the remaining life insurance cost.

3. **Retirement** - The total cost for the AC Retirement Plan, based on last year's rate, as provided by the Payroll Department, is \$477,156. The USDA will contribute \$3,718 for retirement plan costs. An in-kind contribution of \$122,562 will be provided by the following sources: \$74,258 from UPK and \$48,304 from AC. ACHS is requesting \$350,876 from the OHSPPO to cover the remaining retirement cost.

4. **Other Fringe**

4.1 **Vision** - The total cost for vision insurance is based on the last year's rate as provided by the Payroll Department which is \$2,994. The USDA will contribute \$23 for vision insurance costs. An in-kind contribution of \$739 will be provided by the following sources: \$461 from UPK and \$278 from AC. ACHS is requesting \$2,232 from the OHSPPO to cover the remaining vision cost. The breakdown is as follows:

- Single coverage incurs a cost of \$63. The employee's contribution is \$41, with \$22 being requested from the OHSPPO.

- Employee and spouse coverage incurs cost of \$165. The employee's contribution is \$108, with \$57 being requested from the OHSPPO.
- Employee and child(ren) coverage incurs a cost of \$149. The employee's contribution is \$97, with \$52 being requested from the OHSPPO.
- Family coverage incurs cost of \$264. The employee's contribution is \$173, with \$92 being requested from the OHSPPO.

4.2 Wellness - The total cost for the AC wellness, based on last year's rate, as provided by the Payroll Department, is \$50,000. In-kind contributions of \$50,000 will be provided by AC with \$0 being requested from the OHSPPO.

c. Travel - Total cost for travel is \$0.

d. Equipment - Total cost for equipment is \$0.

1. **Office Equipment** - ACHS is requesting \$0 for office equipment.
2. **Classroom/Outdoor/Home Base/FCC** - ACHS is requesting \$0 for classroom/ outdoor/home base/FCC equipment.
3. **Vehicle Purchase** - ACHS is requesting \$0 for vehicle purchase.
4. **Other Equipment** - ACHS is requesting \$0 for other equipment.

e. Supplies - The total cost for supplies is \$102,604. ACHS is not requesting individual item costs over \$5,000 for supplies. ACHS is requesting \$102,604 from the OHSPPO to cover the supplies cost. The breakdown is as follows:

1. **Office Supplies** - The total cost for office supplies is \$54,200 and is being requested from OHSPPO. The cost of office supplies that are used to perform office and clerical tasks include copy paper, notebooks, writing utensils, and

laminating paper totals \$12,200. These office supplies are budgeted at \$163 per employee. The total cost for computer updates, computer replacements, printer lease costs, printing, and toner is \$42,000.

2. ***Child and Family Service Supplies*** - The total cost for child and family service supplies is \$7,554 and is being requested from the OHSPPO. Classroom supplies are for education, health, disability, nutrition, and FS. Examples include paper, pencils, crayons, paint, glue, reading materials, learning activities, supplies for special needs, and literacy materials for children and their families.
3. ***Food Service Supplies*** - The total cost for food service supplies is \$3,000 and is being requested from the OHSPPO. Food service supplies include food for parent meetings, Policy Council meetings, and family activities/events.

4. ***Other Supplies***

4.1 *Teacher Creative Curriculum Supplies (CC)* - The total cost for the CC supplies is \$20,000 and is being requested from OHSPPO. The CC supplies include materials to support studies, digital subscription, and gold assessment.

4.2 *Health and Safety Supplies* - The total cost for health and safety materials is \$12,950 which is being requested from the OHSPPO. Health and safety materials include medical supplies, lead first aid supplies, and toothbrushes/toothpaste.

4.3 *Other* - The total cost for “other” supplies is \$4,900 and is being requested from the OHSPPO. “Other” supplies include laundry services, cleaning supplies, health and nutrition uniforms, miscellaneous institutional supplies, and supplies that do not fit under office, classroom, and health and safety materials.

f. Contractual - The total cost of contractual services is \$662,810. The USDA will provide \$175,000. An in-kind contribution of \$202,310 will be provided by the following sources: \$17,310 from BFG and \$185,000 from AC. ACHS is requesting \$285,500 from the OHSP0 to cover the remaining vision cost. The breakdown is as follows:

1. **Administrative Services** - ACHS is requesting \$0 for contractual administrative services.

2. **Health/Disability Services** - The total cost for health/disability services is \$172,310 which is being requested from the OHSP0. Health/disability services includes a health services contract with the Adams County Health Department (ACHD), and a mental health contract with Denver Children's Advocacy Center (DCAC).

- The total cost for health services is \$25,000 and is being requested from OHSP0. ACHD provides nursing consultation services, staff training, and supervision on health issues. Additionally, the program partners with medical clinics will provide health screenings and immunizations to uninsured children.
- The total cost for mental health services is \$147,310. An in-kind contribution of \$97,310 will be provided by the following sources: \$17,310 from BFG and \$80,000 from AC. ACHS is requesting \$50,000 from the OHSP0 to cover the remaining mental health service costs. The DCAC provide support to ACHS families, children, and staff on their wellbeing and social-emotional development through classroom observations, coaching, consultation to staff, and parents. DCAC also provides mental health referrals, behavioral plans,

home visits workshops, and trainings.

3. Food Services

The total cost for food and food service supplies is \$175,000. The USDA will provide up to \$175,000 based on meals served. \$0 is being requested from the OHSP. US Foods, Sysco, and Meadow Gold provide food and food supplies for breakfast, lunch, and snack for children.

4. Child Transportation Services - ACHS is requesting \$0 for contractual child transportation services.

5. Training and Technical Assistance - ACHS is requesting \$0 for contractual training and technical assistance.

6. Family Child Care - ACHS is requesting \$0 for contractual family childcare.

7. Delegate Agency Costs - ACHS is requesting \$0 for contractual delegate agency costs.

8. Other Contracts

8.1 Interpretation Contract - The interpretation contract is held by Hola Doctor and My Linguistic Solutions LLC. The total cost for the translation and interpretation contract is \$15,000 and is being requested from the OHSP. The contract provides on-site, virtual, hybrid, and written interpretation and translation services for families that have a home language other than English.

8.2 Dental Contract - The total cost for dental services is \$0. The dental service contract with Salud Family Health Centers provides dental exams, sealants for children's teeth, and other direct services.

8.3 Registered Dietitian Nutritionist (RDN) Contract - The RDN consultation contract

is held by Lisa Zucker. The total cost for the RDN consultation contract is \$15,500 and is being requested from the OHSP. These services include nutrition analyses for menus to enter “from scratch” recipes and assess nutritional status for preschool-age children. This service also increases collaboration with parents to create workshops that meet parent needs.

8.4 Speech/Language Pathologist Contract - The speech/language contract is held

by Mighty Little Voices (MLV) and is \$140,000. An in-kind contribution of \$105,000 will be provided by AC. ACHS is requesting \$35,000 from the OHSP to cover the remaining speech/language pathologist contract. MLV provides services to children who demonstrate or are at risk for developing delays in communication, speech, and language. MLV supports teachers through classroom observations, coaching, and trainings. MLV also provides referrals for IEP evaluations and referrals to community agencies for developmental assessments and treatment.

8.5 Education Coach Contractor (ECC) - The ECC contract will be held by two

contracted coaches. The total cost for ECC is \$100,000 and is being requested from OHSP. ECC will enhance teachers use of effective teaching practices leading to positive outcomes for children and families. The coaching supports and encourages teachers to identify ways to problem solve, plan, and learn new ways to support children’s growth and development.

8.6 Hello Subs Contractor - The Hello Subs contract provides as needed, daily

childcare licensed and trained substitute assistant teachers. The total cost for Hello Subs is \$45,000 and is being requested from OHSPPO.

g. Construction - Total cost for equipment is \$0.

1. **New Construction** - ACHS is requesting \$0 for new construction.
2. **Major Renovation** - ACHS is requesting \$0 for major renovation.
3. **Acquisition of Building/Modular Units** - ACHS is requesting \$0 for the acquisition of building/modular units.

h. Other - The total cost for other is \$724,431. An in-kind contribution of \$256,164 will be provided by various sources: \$87,500 from AC, \$56,826 from ACCAP, \$12,500 from CDHS, and \$99,338 from volunteers. The total amount of \$468,267 is being requested from the OHSPPO. The breakdown is as follows:

1. **Depreciation/Use Allowance** - ACHS is requesting \$0 for depreciation/use allowance.
2. **Rent** - The total lease agreements cost is \$322,300. An in-kind contribution of \$45,000 will be provided by AC and \$277,300 is being requested from the OHSPPO. Lease agreements include five different locations (See Attachment: Adams County Head Start Center Leases). Adams County does not own any facilities.
3. **Mortgage** - ACHS is requesting \$0 for mortgage.
4. **Utilities, Telephone** - The total cost for utilities and telephone is \$25,900 and is being requested from the OHSPPO. Utilities and telephone costs include landline phones and cell phones for centers and employees.

5. ***Building and Child Liability Insurance*** - An in-kind contribution of \$56,826 will be provided by ACCAP and \$0 is requested from the OHSPPO. Building and child liability insurance is covered by the AC's insurance policy.
6. ***Building Maintenance/Repair and Other Occupancy*** - The total cost for building maintenance/repair and other occupancy is \$42,000 and is being requested from OHSPPO.
7. ***Incidental Alterations/Renovations*** - ACHS is requesting \$0 for incidental alterations/renovations.
8. ***Local Travel*** - The total cost for local travel is \$21,700 and is being requested from OHSPPO. Local travel costs include mileage reimbursement for staff, volunteers, parents, and/or board members. Also includes vehicle maintenance and repair. The program uses the mileage reimbursement rate established by the IRS. Currently the rate is \$0.67 per mile.
9. ***Nutrition Services*** - ACHS is requesting \$0 for nutrition services.
10. ***Child Services Consultants*** - ACHS is requesting \$0 for child services consultants.
11. ***Volunteers*** - The total cost for volunteers is \$100,838. An in-kind contribution of \$99,338 will be provided by volunteers and \$1,500 is being requested from OHSPPO for background checks. Volunteers include families who help at centers with serving meals, clean up, organizing, and working on projects. The program also sends projects home for volunteers to cut, color, or prepare so they can be used in the classroom. All time is valued at an assistant teacher's salary and benefits rate of \$30.68 per hour. ACHS requires each volunteer to clear

background checks.

12. ***Substitutes (if not paid benefits)*** - The total cost for substitutes (includes temporary positions) is \$44,000. An in-kind contribution of \$12,000 will be provided by AC with \$32,000 is being requested from OHSP0. Substitutes (including temporary positions) work as needed as they allow for classes to stay open when full time staff are sick or when staffing positions are open. These positions also ensure the teacher child ratio is met in the classrooms during education staff breaks.
13. ***Parent Services*** - The total cost for parent services is \$58,500. An in-kind contribution of \$43,000 will be provided by various sources: \$30,500 from AC and \$12,500 from IY. ACHS is requesting \$15,500 from the OHSP0. Parent services include costs associated with parent engaging and various parent activities. The activities include guardian day take-home activities, transition to kindergarten kits, and annual cultural literacy festival.
14. ***Accounting and Legal Services*** - ACHS is requesting \$0 for accounting and legal services.
15. ***Publications/Advertising/Printing*** - Total cost for publication, advertising, and printing is \$2,800 and is being requested from the OHSP0. Publications, advertising, and printing include all program printing costs. Printed materials include the annual report, staff calendars, parent calendars, parent handbooks, forms, and letterhead.
16. ***Training or Staff Development*** - The total cost for training and/or staff

development is \$26,947 from OHSPPO. Total costs are outlined and broken down as follows:

Educational Requirements and Professional Development:

- \$7,900: Training in Creative Curriculum and Teaching Strategies Gold.
- \$6,047: Increase knowledge of Early Childhood Education and meet educational mandates (Bachelor's, AA degrees, CDA).
- \$6,000: Training on trauma-informed teaching strategies and emotional competency.
- \$6,000: Training on supporting children with developmental delays or disabilities.
- \$1,000: Training on Zoo-phonics curriculum for teaching letter sounds.

17.1 Subscription/Membership - The total cost for subscriptions is \$1,320 and is being requested from OHSPPO. Subscriptions include zoom and food vendor club.

17.2 Tracking Tools - The total cost for tracking tools is \$9,540 and is being requested from OHSPPO. Included are a centralized communication project tracking tool and a program monitoring tracking components tool.

17.3 Surveys - The total cost for surveys is \$1,500 and is being requested from OHSPPO. Surveys include interactive polling and digital surveys.

17.4 License and Fees - The total cost of license and fees is \$10,260 and is being requested from OHSPPO. License and fees include center licensing requirements, employee background checks, association fees, and dues.

i. **Total Direct Charges** - The total for direct charges is being requested from OHSP0 for \$5,181,792 with \$48,807 is being requested from Federal TTA.

j. **Total Indirect Charges** - ACHS has no indirect charges.

k. **Totals** - The program operations total is being requested from OHSP0 is \$5,181,792. The training and technical assistance total is being requested from Federal TTA is \$48,807.

2. **Staff Compensation** - Staff compensation is a critical factor in maintaining a stable and effective workforce at ACHS. To attract, retain, and motivate qualified staff, ACHS has budgeted competitive compensation amounts which will enhance the quality of education and care provided. Comprehensive benefits, including medical/dental insurance, tuition reimbursement, retirement plans, wellness, and professional development opportunities further contribute to job satisfaction and retention. ACHS ensures that its salaries are at or above the market. Annual market rate studies are conducted to maintain equitable pay scales across different roles and responsibilities, with adjustments made to address any disparities. Policies are implemented to close gender and racial pay gaps, ensuring equal pay for equal work. ACHS also provides support and professional development opportunities for all to advance their careers and increase their earning potential. By ensuring competitive and equitable pay, ACHS attracts and retains skilled staff, enhances job satisfaction, and improves the overall quality of education. Promoting pay equity involves a multi-faceted approach, including ensuring employees understand salary ranges and advancement criteria, applying pay policies uniformly, offering equal access to professional development, encouraging

career advancement, complying with equal pay and anti-discrimination laws, staying updated on best practices, and fostering an open culture where employees can discuss compensation concerns without fear of retaliation.

3. **Cost of Living Adjustment (COLA)** - COLA is used to permanently increase pay scales as awarded by the OHSPO.

4. **Training and technical assistance funds-**

SF 424A Section B-6

h. Other

16. Training or Staff Development - ACHS receives \$48,807 for training and technical assistance. These funds are allocated to ensure comprehensive staff and parent development, enhancing the quality of education, health, and safety within the program. Total costs are outlined and broken down as follows:

Team Development:

- \$500: Facilitate staff collaboration and strategy development for achieving program goals and shared values.

Educational Requirements and Professional Development:

- \$3,340: Increase knowledge of Early Childhood Education and meet educational mandates (Bachelor's, AA degrees, Director Qualification, CDA).
- \$1,000: Management training on adult learning techniques.
- \$3,000: Senior leadership training on financial compliance (CFR Part 200).

- \$7,900: Regional/state conferences for enhanced Head Start services knowledge and skill levels.
- \$3,000: Training on data analysis and organizational direction through data use.
- \$8,000: Teacher training in curriculum implementation, assessment, and individualized instruction.
- \$1,000: Training on nurturing practices, social-emotional development, and behavior management.
- \$4,000: Education Supervisors' recertification in observation tools.
- \$375: Speech and language screening within 45 days of enrollment.
- \$7,900: Training in Creative Curriculum and Teaching Strategies Gold.

Family Support and Engagement:

- \$4,000: Training Family Support Specialists (FSSs) on case management and family engagement.
- \$1,200: Parent training on child development and education needs.
- \$300: Parent training on legal rights, IEP process, advocacy skills, school choice, and transition activities.
- \$400: FSSs training on strengths-based case management.

Health and Safety Training:

- \$3,000: Training on secondary trauma, intergenerational trauma, and self-care.

- \$750: Training on income eligibility verification and ERSEA requirements.
- \$192: Food safety and sanitation training.
- \$2,500: Training on CACFP regulations and networking.
- \$650: Medication administration training.
- \$3,500: First Aid, Infant/Child CPR, and AED training.
- \$200: Training on managing allergic and food allergy reactions.

5. **Non-Federal Match** - ACHS complies with federal statutes, regulations, and the terms and conditions of the Federal Awards. The program monitors to ensure compliance with internal controls. Below are the contributions that ACHS will use as the non-federal resources. Total in-kind contribution and non-federal match from donated goods, services, and volunteer hours is \$1,307,650, which accomplishes the 20% match required from OHSPPO. Donated services provided by the grantee through the ACCAP is \$56,826. The cost allocation plan is used by the county to claim indirect costs as charges against grants. The document is prepared in compliance with 2 CFR Part 200. Consultants prepare the cost allocation plan utilizing a double step-down methodology. Volunteer time is \$99,338 (3,238 hours based on a rate of \$30.68 per hour). This rate is based on the average teacher assistant's salary and benefits. The AC contribution of \$175,690 is a non-federal contribution for salary and benefits, contractual, and other expenses which includes wellness/healthcare and portions of speech consultation and parent services. The cost for wellness/healthcare is based on monthly payments for an onsite provider, Marathon Health. BFG provides a \$50,000 for salary and benefits. The UPK's contribution of \$913,296 is a state, non-federal contribution used for education

staff salary and benefits. The salary and benefits contribution are calculated based on the percentage of UPK children per classroom and allocated to education staff salary and benefits. The CDHS gives an in-kind contribution of \$12,500 which is based on training and material expenses used for workshops and materials to conduct two IY programs; one Spanish. This calculation is based on the number of staff that need training rates set by CDHS.

6. **Waiver for Non-Federal Match** - ACHS is not requesting a waiver for non-federal match.
7. **Waiver for 15% Limitation** - ACHS is not requesting a waiver for 15% limitation.
8. **Enrollment reduction or conversion request** - ACHS is not requesting enrollment reduction or conversion.
9. **Funds for purchase, construction, or major renovation of facilities not previously approved** - ACHS is not requesting funds for purchase of a facility not previously approved.
10. **Funds for Equipment** - ACHS is not requesting funds for equipment.