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Section I. Program Design and Approach to Service Delivery

SUB-SECTION A: Goals

No changes were made to the program goals for the 2025-2026 program year. The highlighted data/information in the document represent progress/outcomes for the 2024-2025 program year as well as updates/modifications to the application for the 2025-2026 program year.

Program Goal #1 - To provide an environment that fosters ongoing awareness, training, and coaching that leads to outcomes in support of teachers building capacity academically, social-emotionally, and professionally

Expected Outcomes:

- Increased Staff Retention
- Improved staff morale as a result of achieving milestones (eg., CDA, higher education degree) and goal setting.

Year 1

Objective 1: Increase the capacity of new and continuing teaching staff as measured by 50% of eligible staff completing courses toward CDAs, Associate's and Bachelor's degree programs and 100% of COR Advantage, HighScope 1, 2, and 3 Training HighScope 1, 2, and 3 Training within a three-year time frame.

Objective#1 Progress/Outcomes

Teachers and teaching assistants have achieved the following educational milestones: (1) completing courses toward a Bachelor's Degree, (1) Earned Associate's Degree, (1) completing courses toward Associate's Degree, (2) near completion of CDA. The 2024/2025 program year has seen five staff departures (two lead teachers, two assistant teachers, and one substitute), attributed to performance issues and new employment. A January 2025 staff survey revealed varying satisfaction levels. Regarding daily work, 10 staff were positive, 3 were mixed, and 1 was negative. For workplace culture, 7 were positive, 5 were mixed, and 5 were negative. To address the survey findings, weekly team-building activities are being conducted.

Objective 2: Build an awareness of professional opportunities embedded in Head Start and early childhood as measured by 100% completion of ongoing surveys, and individual goal setting based on teacher evaluations.

Objective #2 Progress/Outcomes

Teachers have completed surveys indicating training needed and goal setting during Professional Learning Community (PLC) meetings. Based on survey data, teachers have been provided with increased professional development opportunities. Goal setting informed by COR Advantage data demonstrates higher levels of engagement in mathematics and science instruction.

Objective 3: 80% of staff (administrative and teaching) will participate in at least two mental health, nutrition, and movement activities biweekly during the program year as measured by survey data.

Objective #3 Progress/Outcomes

Program staff are actively engaged in wellness, as evidenced by participation in two wellness days and consistent sharing of health-related information. Survey data highlights this commitment, with 40% engaging in daily wellness activities and a significant portion participating multiple times per week or month. Furthermore, staff reports indicate that these efforts are leading to tangible improvements in nutrition and eating habits. This has resulted in improved mental well-being, increased teaching and student learning effectiveness, and reduced teacher absenteeism.

Program Goal # 2 - Improve mental health and overall health of Head Start children, families, and staff to promote health and wellness outcomes.

Expected Outcomes:

- Children, families, and staff will develop strategies to manage stress and trauma, and develop resilience.
- Students will demonstrate increased cognitive, academic, social emotional, and motor (fine motor/gross motor) outcomes between fall and spring of each program year.
- Increased mental health outcomes for students, staff, and families.

Year 1

Objective 1: 100% of children will be screened and connected to a medical and a dental home to receive quality health, oral health, mental health and nutrition services for preventive, follow up, and immediate treatment of health concerns as measured by documented visits to health care providers.

Objective 1: Progress/Outcomes

Ninety five (95%) of students enrolled in the Early Head Start and Head Start Programs have a medical home and access to medical providers for preventative care and when children are ill.

Also, families have scheduled visits with their dental providers or received preventative dental care provided by program partners.

Objective 2: Embedded in each group's daily plan, there will be documentation of mindfulness activities, health, wellness, and safety at least twice daily.

Objective #2 Progress/Outcomes

Teachers engage students in mindfulness, physical activities, and wellness activities daily, which are documented on the HighScope lesson plans. Teachers help students focus on their thoughts and feelings as they pay attention to their breathing. In addition, mindfulness and wellness activities promote emotional regulation, listening, and breathing.

Objective 3: To enhance teachers, staff, and family's awareness of mental health, health, nutrition, and wellness, individuals will read and respond to health tip surveys with 80% accuracy.

Objective 3 Progress/Outcomes

Staff engage in a diverse range of health and wellness activities, including physical exercise (gym, walking, yoga, workouts), creative pursuits (baking, painting, music, reading), mental and emotional support (therapy, counseling, meditation), spiritual practices (bible study), and healthy lifestyle choices (eating healthier, spending time with loved ones). To further support staff well-being, the school district provided two massage chairs, which are used daily, offering relaxation and stress relief.

Program Goal #3 - Increase family engagement in transitions to maximize preschool gains and support family outcomes.

Expected Outcomes:

- Families will have a better understanding of the HS transition process.
- Parents will have an increased sense of advocacy and empowerment with the transition process.
- Children will experience a sense of comfort and ease with transitions.
- Building stronger relationships and effectively bridging gaps between HS and elementary and K-8 schools that have kindergarten programs.
- All preschool students will be enrolled in a kindergarten program on the first day of the respective school year, parents will understand kindergarten expectations and be familiar with family engagement opportunities available at the elementary school level.

Year 1

Objective 1: Schools will strengthen parents’/guardians’ understanding of the importance of their role in supporting their children’s school readiness and transition from Early Head Start to Head Start and Head Start to Kindergarten as measured by 100% parent/guardian participation in at least three transition activities/events. Home Visits, Parent Teacher Conferences, Parent Meetings, Enrollment Fairs, Districtwide Kindergarten Round up, Kindergarten Showcase – on site, Kindergarten Boot camp.

Objective 1 –Progress/Outcomes

Bussey Parents and external parents had the opportunity to meet with district school leaders and kindergarten teachers, who shared information about the district’s kindergarten programming.

Outcomes: Survey data documents indicated over 95% of participants believed the information is relevant to them. Over 95% of participants believed they can use the information in the future. over 95% of participants believed the resources provided will be used in the future. Finally, over 95% of participants would recommend this event to other parents. Transitioning preschool students will participate in a kindergarten bootcamp to foster kindergarten readiness skills (reading, math, etc.), build social emotional skills, and develop fine/gross motor skills.

Outcomes: Brigance data pre/post data will document student growth. In addition, students will have gained foundational skills, in language, literacy, and math, while fostering problem-solving skills and a positive approach to learning.

Objective 2: Increase collaboration between Head Start and Kindergarten teachers as measured by a 20% increase in collaboration in professional development, activities, events during each program year.

Objective #2 Progress/Outcomes

In the fall, the program partnered with kindergarten teachers for a curriculum night, informing preschool parents about kindergarten expectations. At the Kindergarten Signing Day event, families received further information on district kindergarten programs (elementary, K-8, and K-12) and kindergarten readiness materials from the Education Manager. Looking ahead, the Education Manager will collaborate with kindergarten teachers to conduct parent workshops for incoming kindergarten families.

Program Goal #4- Enhance comprehensive services to strengthen child and family outcomes through enhanced Community Partnerships.

Expected Outcomes:

- Increased school readiness and family outcomes. Families will demonstrate improved parenting skills and increased relationships with other parents.
- Increased language and literacy, mental health, and health outcomes for students and families as measured by COR Advantage, Brigance, and Family Partnership goals achieved; increased Non-Federal share dollars collected.

Year 1

Objective 1: Develop and maintain partnerships with community agencies/organizations that provide education resources, mental health supports, infant/toddler resources, access to public libraries and books, resources to support active supervision, employment, and financial literacy resources as measured by a 75% increase in partnerships by June 2029.

Objective 1 Progress/Outcomes – The program partnered with five agencies, the local fire department, the Foster Grandparents Program, Student nurse interns, an onsite mobile librarian, and a local food bank. Children gained knowledge about fire safety in the home, healthy nutrition and handwashing practices, and were exposed to a variety of books.

Objective #2- Collaborate with Community Partners to provide onsite health, nutrition, and mental health services to students, families, and staff at least twice a month as measured by sign in sheets and service logs.

Objective 2

Progress/ Outcomes – The program partnered with a mobile dental hygiene program and student nurse interns from a community college to enhance health and nutrition outcomes. As a result of this partnership, students are able to identify healthy foods and understand the benefits of frequent toothbrushing and handwashing.

Objective #3- Collaborate with Community Partners to provide monthly Family Engagement events that offer activities that teach children school readiness skills, support young African American boys and provide families with workshops/training that will enhance their family and life outcomes as measured by pre/post survey data and attainment of Family Partnership goals.

Objective 3

Progress/Outcomes: The program partnered with the community for three events that fostered school readiness, transition to kindergarten, and provided health, hair care, and money-saving tips to families. These events contributed to improved school readiness outcomes, and provided helpful resources to families. Challenges: the program lost one of our most beneficial partnerships due to a shift in priorities in their organization. We are actively seeking to replace this partnership.

Program Goal #5- Southfield Public Schools will maintain healthy and safe indoor and outdoor environments to provide a safe foundation for children to learn and grow.

Expected Outcomes:

- SPS indoor and outdoor environments will be safe, healthy, and conducive to learning at all times.
- Parents will have confidence that their children are in a safe environment and well cared for.
- Parents will increase awareness of health and safety practices.
- Staff will understand their role in maintaining healthy and safe environments.
- Staff will report decreased minor child accidents.
- Students will be able to follow classroom routines and procedures and assist daily with classroom activities (e.g., daily sign-in, setting the table for meals, distributing milk for meals).

Year 1

Objective 1: Through engagement in developmentally appropriate play experiences, students will improve fine and gross motor skills by 50% from fall to spring as measured by the COR

Advantage and the Brigance.

Objective #1 Progress/Outcomes: Throughout the learning day, teachers engage students in developmentally appropriate lessons that improve fine and gross motor skills. Outcomes: Teachers engage students in fine and gross motor learning activities such as building with blocks, drawing, writing, outdoor play, activities in the gym, etc. that enhance fine and gross motor skills as documented via COR. COR Advantage results from Fall to Winter indicated that on average, students enrolled in EHS and HS programs made gains on Physical Development and Health.

Objective 2: Students will be able to safely navigate areas in the Center (e.g., classrooms, gym, and playground areas, Media Center) as measured by a 20% decrease in monthly incident reports (minor incidents).

Objective #2 Progress/Outcomes: Elements of Head Start Active Supervision presented to staff weekly via staff updates to effectively create a safe environment and prevent injuries with young children. An Active Supervision checklist is used to create a systematic approach to ensure everyone in the program monitors students using active supervision. In addition, increased lessons that support elements of active supervision such as listening and positive behavior activities are implemented in classrooms.

Objective 3: Children will learn and problem solve through exploration and engagement with varied outdoor play structures, equipment, and nature areas as measured by increased cognitive growth on the COR Advantage and Brigance.

Objective #3 Progress/Outcomes: Teachers engage in problem solving and learning activities to improve exploration and engagement with varied outdoor play structures, equipment, and nature areas. Teachers support students problem solving and learning through sensory play, nature walks, scavenger hunts, movement, music during outdoor play and with play structures.

School Readiness Goal 1- Approaches to Learning: Infant/Toddlers: Children will demonstrate interest, curiosity, and problem solving about objects, materials, or events through play.

Preschool: Children will use imagination, problem solving, and critical thinking in play and interactions with others.

Expected Outcomes

- Increased problem solving and critical thinking during play.

Year 1

Objective #1:

I/T: 100% of children will experiment with different ways of using familiar objects, new objects, or materials.

P: 100% of children will use objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.

Objective #1 Progress/Outcomes

COR Advantage data supports increased cognitive awareness to support strategies to process information and organize learning. Approaches to learning is observed via experiential learning and play as observed via Small Group Time, Message Board, and Large Group Time. Teachers engage students in open-ended activities, self-directed projects, and group work to promote cognitive and behavioral learning.

School Readiness Goal 2 - Social and Emotional Development: Infant/Toddler: Children will learn to manage their emotions with the support of familiar adults.

Preschool: Children will learn to manage their emotions with increasing independence.

Year 1

Objective #1

I/T: 100% of children will use different ways to calm or comfort self when upset.

P: 100% of children will express their feelings in ways that are appropriate to the situation.

Expected Outcomes:

- Children will demonstrate the ability to calm themselves and to express their feelings in a productive way.

Objective #1 Progress/Outcomes: Teachers are supporting students awareness of social and emotional development by understanding and expressing emotions and learning HighScope Six Step Process that focuses on supporting students resolving conflict through respectful collaboration a Students are able to manage and self-regulate when they have the vocabulary and understanding of how to articulate their feelings. Through social development, developing empathy, and increased emotional awareness students are gaining an understanding of fairness and the importance of respecting others. Results from a parent survey conducted in January 2025 indicated that 73% of parents responded that their children received the best instruction in the development of social emotional skills.

School Readiness Goals 3 - Language and Communication: I/T: Children will attend to, repeat, and use some rhymes and phrases. P: Children will demonstrate an awareness that spoken language is composed of smaller segments of sound.

Expected Outcomes:

- Children will demonstrate foundational phonological awareness skills (school readiness skills) that will prepare them for becoming proficient readers.

Year 1

Objective #1

I/T: 100% of children will repeat simple familiar rhymes and sing favorite songs.

P: 100% of children will provide a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”

Objective #1 Progress/Outcomes: Teachers engage in language and communication goals to support phonics and phonemic awareness. Teachers foster an awareness of enhancing foundational skills to support phonemic awareness and phonics that include rhyming, alliteration, segmenting words, and identifying initial and final sounds.

School Readiness Goal 4: Cognition: Infant/Toddler: Children will learn to use matching and sorting of objects or people to understand similar or different. Preschool: Children will demonstrate understanding of simple patterns.

Expected Outcomes

- Children will learn foundational math principles that will prepare them for kindergarten and later grades.

Year 1

I/T: 100% of children will identify, sort toys or other objects by color, shape, and size.

P: 100% of children will duplicate simple patterns in a different location that are demonstrated, such as making an eight-block tower of the same pattern that was demonstrated with four blocks.

Objective #1 Progress/Outcomes: In support of cognition, students sort objects or people to understand similar and different. Teachers enhance students' foundational skills such as identifying objects and people that are the same or different. This allows students to compare and contrast people or objects.

School Readiness Goal 5: Physical Development and Health: Infant/Toddler: Children will use their hands for exploration, play, and daily routines. Preschool: Children will demonstrate increasing control, strength, and coordination of small muscles.

Year 1

I/T: 100% of children will use their hands efficiently for a variety of actions or activities, such as building with blocks, wiping up a spill, or feeding self.

P: 100% of Children will use coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.

Objective #1 Progress/Outcomes: Teachers foster an awareness of how toddlers and preschoolers use their hands for play, exploration, and daily routines. Teachers engage students in exploring the learning environment with their hands to manipulate objects for exploration, develop fine motor skills, and facilitate/ manage daily routines.

Figures 1 and 2 below illustrate the progress the programs have made in each of the categories identified on the COR Advantage. On average, children enrolled in the Head Start program made gains on all COR categories. The largest gains were made in Physical Development and Health, Creative Arts, and Social Studies. The beginning and middle of the year data was available for the infant class. On average, the infant class demonstrated gains on all eight COR categories. They demonstrated the largest growth in Physical Development & Health and Creative Arts..

Figure 1. COR Head Start Progress - Fall 2024 to Winter 2025

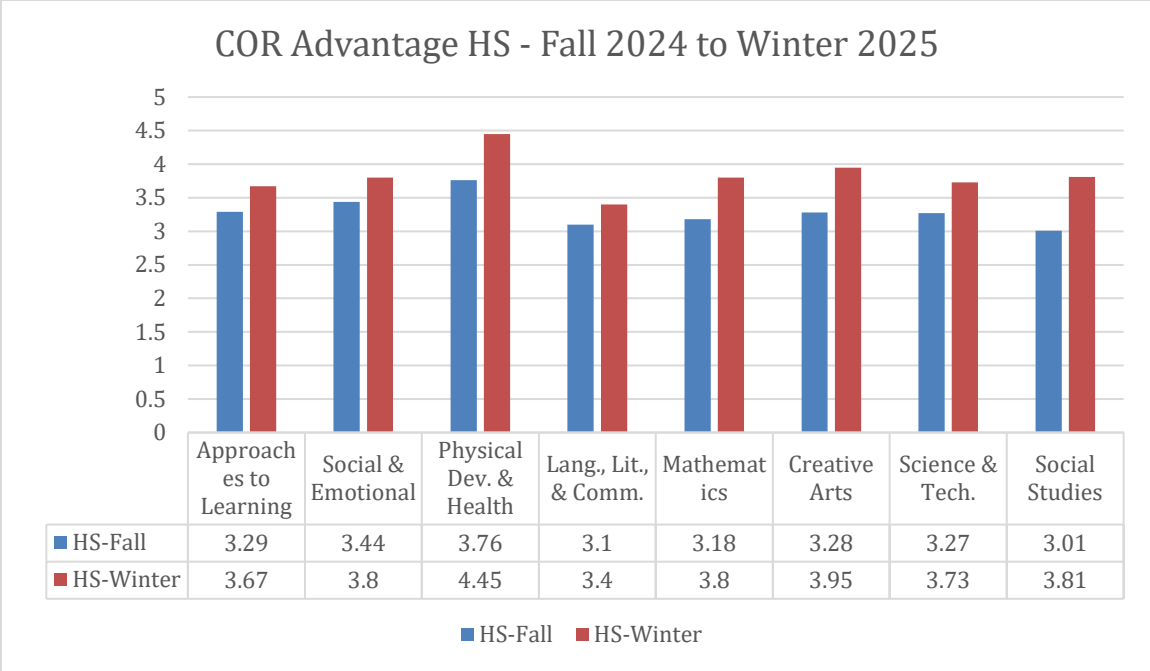
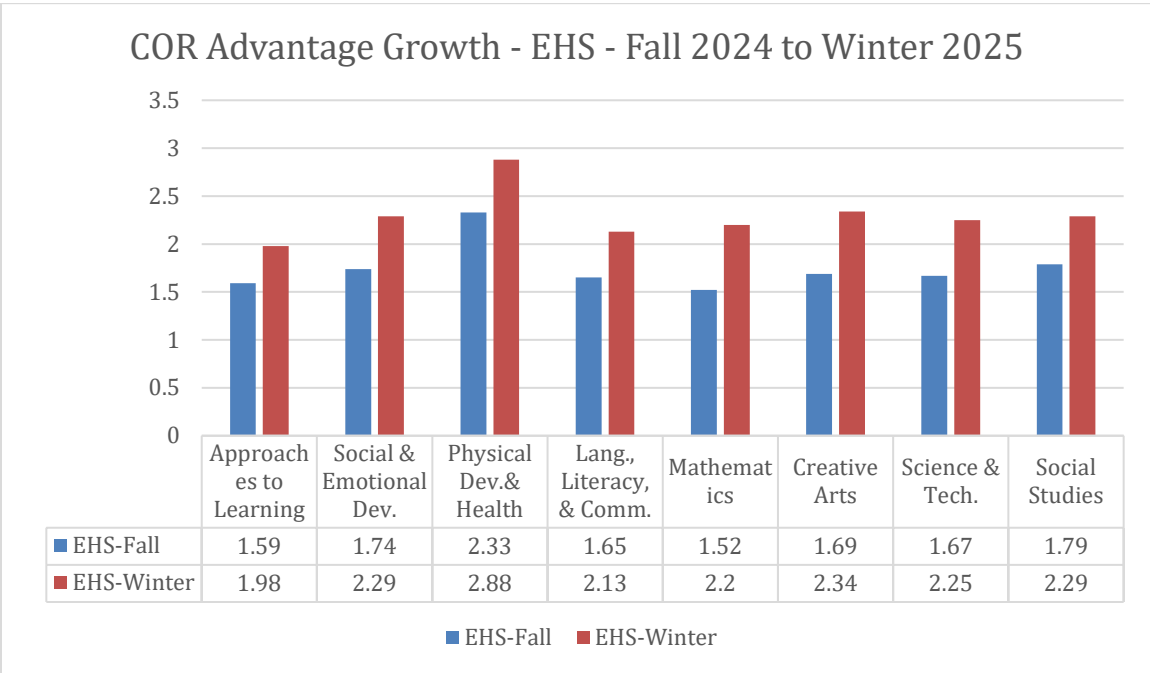


Figure 2. COR Advantage Early Head Start - Fall 2024 to Winter 2025



2. The program's school readiness goals are in direct alignment with the Early Learning Outcomes Framework (ELOF). The school readiness goals address the key areas outlined in the

ELOF: Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, and Perceptual Motor and Physical Development. Additionally, the program's curriculum, assessment and screening tools and professional development are aligned with and support development of key skills addressed by the ELOF.

3. The program goals are reviewed with the Policy Council and the Governing Body periodically during formal meetings. COR Advantage results are shared with the Policy Council and Governing Body in the fall, winter, and spring of the program year to communicate benchmarks and progress toward achieving school readiness goals. Data (e.g., COR Advantage results, Brigance results, ASQ, kindergarten iReady) were used to inform goals. Information regarding data to support new goals is shared at Executive Committee meetings, Policy Council meetings and Board meetings to ensure Policy Council, parents, and the Governing Body are involved in the development of new program goals and school readiness goals. A draft of proposed new program goals and school readiness goals is shared with the Policy Council, parents, and the governing body for input and feedback.

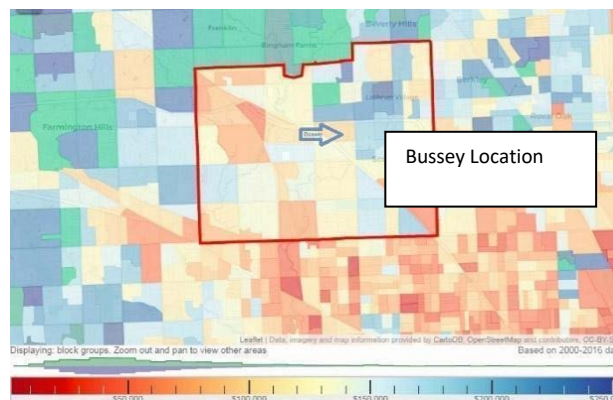
SUB-SECTION B: Service Delivery

1. Service and Recruitment Area

a. The program service area is located in Southfield, Michigan. The program is nestled in a neighborhood on the southwest side of the city and provides service to students who reside in Southfield, Lathrup Village and cities adjacent to Southfield, Michigan. With open enrollment, Bussey Center also draws residents from Detroit, southern Oakland County, Oak Park, and other communities in the south and west. The service area addresses the greatest need to families who reside in Southfield, work in Southfield, or live in areas that are in close proximity to the

program, where there are no other comparable child care programs that offer Head Start and Early Head Start programs.

b. The results of the most recent Community Needs Assessment indicated a significant need to provide comprehensive early childhood services to 0-5 year old children and their families in Southfield. Housing trends in Southfield have shifted with families living in poverty being less able to access affordable housing. With the significant increase of property values and rental rates, and the median rental cost of nearly \$1,300.00 per month, vulnerable families are experiencing difficulty finding affordable housing. As a result of the increased rental rates, families may allot a disproportionate amount of their income to housing, leaving less funds available for necessary items such as food, healthcare, and utilities. This issue may lead to housing instability and eventually homelessness.



2. Needs of Children and Families

a. Data from the Community Needs Assessment indicated that the overall population in Southfield, Michigan is 74,509 of which 31% or 22,817 are under five years of age. The average household income in the service area is \$76,794 with a poverty rate of 11.35%. Of the children between the ages of 0-5, who were living below poverty level and would be eligible for Head Start services, 34% were female and 18.7% were males. Of the homeless population under five

living in Southfield, 7% are females and 6% are males. There are 4.3% expectant mothers living below poverty level within the city of Southfield.

The following table illustrates a breakdown of the number of children who are Head Start Eligible and live in Southfield, Michigan. Nine hundred eighteen (918) children are Head Start Eligible.

Head Start Eligibility	
# of children 0-4 below poverty level	459
# of infants below poverty level	89
# of toddlers below poverty level	265
# of preschoolers (4-5) below poverty level	105

b. Slightly more than eleven percent (11.3%) of children ages 0-4 years have been identified with a disability and are receiving services through the Child Find program. Having a child with a disability may be a substantial burden to families living in poverty. Data from the Federal Poverty Level (FPL) indicated that 19% of people with disabilities in Michigan lived in poverty. However, the data from the Asset Limited, Income Constrained, Employed (ALICE) revealed that nearly half (48%) of all people with disabilities in Michigan lived in households that earned above the FPL but not enough to afford the basic essentials (e.g., child care, food, transportation, healthcare, and technology) in their communities. The population of individuals with disabilities living below the ALICE thresholds are comprised of diverse ages, races/ethnicities, education levels, and living situations.

The burden of poverty can push families toward homelessness, even for those with working adults. Low wages often fail to cover basic needs like rent, food, and utilities. Doubling

or tripling up with relatives might be a temporary solution, but overcrowding may strain relationships and resources.

Approximately 97% of Southfield residents have health insurance: nearly 64% of residents have private insurance, almost 33% have public insurance, and 3.39% do not have insurance. The families who have public insurance may experience considerable wait times when scheduling preventative/well visits, immediate care for sick family members, and dental appointments, which may impact health and school readiness outcomes. For those individuals without healthcare, they may experience significant health and dental issues that go untreated.

There are marked income differences between males and females who reside in Southfield. The average income for males is higher than females at all levels of education. On average, males earn 21% more than their female counterparts. The disparities between males and females may contribute to poverty in that single moms may not make a living wage where they can afford the basic essentials necessary to survive and thrive. The following table illustrates the educational attainment by income and gender for Southfield residents.

Name	Average	Male	Female
Overall	\$44,973	\$49,330	\$43,084
Less than 9 th grade	\$18,571	\$27,454	\$16,223
High School Graduate	\$31,847	\$41,062	\$28,464
Some College	\$39,637	\$44,284	\$35,084
Bachelor's Degree	\$56,345	\$63,171	\$52,605
Graduate Degree	\$64,880	\$72,234	\$60,759

The percentage of unemployed men and women living in poverty are nearly the same. However, a higher percentage of employed females live in poverty than their male counterparts.

The table below shows Poverty by Employment Status and Gender:

Rate	Poverty
Female Unemployed	24.04%
Male Unemployed	23.87%
Female Employed	7.98%
Male Employed	4.34%

The data indicate that a higher percentage of employed females experience poverty than their male counterparts. Further, based on both sets of data, a large portion of Southfield residents are living in poverty and those with children are income eligible for Head Start services.

c. There are 95 daycares in Southfield; this includes 52 home-based programs and 43 centers. There are 53 daycares in Southfield. These daycares provide care for infants as well as toddlers. This includes 37 home-based programs and 16 centers. The cost of daycare may be prohibitive to working families seeking care for their young children. The average cost of daycare for preschoolers in Southfield is \$652.00 per month. The cost for childcare for infants and toddlers is significantly higher, ranging from \$900 to \$1,000 per month for full day care.

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

a. The program will maintain its center-based model. The Early Head Start program will operate for 46 weeks and provide 1,567.5 annual hours/209 days of planned class

operations, for five days a week, 7.5 hours per day for all enrolled children during the school year. The program will continue to provide in-person services during the summer months. To align with the district's summer schedule, which operates four days a week (with Friday's closed), the program will offer center-based services four days a week throughout the summer.

To ensure a smooth start to the school year, EHS teachers and teacher assistants will participate in a 10-day pre-service training before the district's start date. During this time, the EHS program will not be in session for students. Throughout the school year, EHS teachers and teacher assistants will participate in five days of professional development (PD) days aligned with the district's PD days. To minimize disruption to the program, EHS will operate on a four-day schedule during these PD weeks. The EHS teachers and assistants will attend the three-day Annual High Scope Conference in April 2025, which supports the High Scope curriculum, an ELOF-aligned curriculum. EHS classes will not be in session during this period.

The Head Start center-based program will provide up to 140 days of planned class operations, 4 days a week for 7 to 7.5 hours per day. Also, the program will provide 1050 annual hours of planned class operations over the course of eight months per year for at least 45% of its Head Start funded center enrollment. We will continue to operate on the adjusted program schedule to accommodate families with children enrolled in both the Head Start (HS) and Early Head Start (EHS) programs. The program will offer a 7.5 hour instructional schedule to align with the needs of working families and families and families with children in school.

The HS and EHS programs maintain aligned schedules, making it easier for families to manage childcare logistics.

c. This program option meets the needs of children and families in the communities we serve in that 45% families are working families and need a full-day program for their children. In addition, universal preschool for all is being implemented in the state of Michigan, which has resulted in an increase in the number of slots needed to service four-year old students within our Head Start and state funded programs.

The program was awarded an Enrollment Reduction grant in December 2024. Therefore, the HS slots were reduced from 128 slots to 96 slots. The Early Head Start Program slots were not changed and maintained its 16 funded slots. The following table demonstrates the child to teacher ratio for the Head Start and Early Head Start programs.

Classroom 1 EHS Birth to 24 months	1 Teacher CDA/AA 1 Teacher CDA	3 infants 1 expectant mother 4 toddlers
Classroom 2 EHS 24 to 36 months	1 Teacher CDA/AA 1 Teacher CDA	7 toddlers 1 expectant mother
Classroom 3 HS	1 Teacher AA/BA 1 Teacher CDA	16 children
Classroom 4 HS	1 Teacher AA/BA 1 Teacher CDA	16 children
Classroom 5 HS	1 Teacher AA/BA 1 Teacher CDA	16 children
Classroom 6 HS	1 Teacher AA/BA 1 Teacher CDA	16 children
Classroom 7 HS/GSRP Blend (4 yr. olds)	1 Teacher BA 1 Teacher AA/CDA	16 children
Classroom 8 HS/GSRP Blend (4 yr. olds)	1 Teacher BA 1 Teacher AA/CDA	16 children

4. Centers and Facilities

a. There will be no change in centers and facilities. The program will continue to provide services at the Bussey location, (2 EHS classrooms, 2 Head Start/GSRP blends, and 4 Head Start classrooms).

b. The parking lot was resurfaced, potholes were filled and striping was completed, resulting in a safer, more visually appealing area for our families. In addition, the playground will be leveled and resurfaced and new playground equipment will be added to the playground.

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

No changes were made to this section as the data indicate that the current processes and criteria are meeting the needs of families and the community.

a. The program uses data from the Community Needs Assessment, PIR Report, Stakeholder surveys, the Self Assessment, and the Wait List and the Drop List to ensure we recruit the most vulnerable children. The program also communicates with the following agencies/individuals to ensure recruitment of families with the greatest needs: Local WIC offices, the Department of Human Services, Michigan Works, the intermediate school district, the district's foster care and homeless liaison, homeless shelters, and the Early On and Early Intervention programs, that are part of the district's Intense Student Support Network (ISSN). The ISSN staff assist with identifying students with a disability or who are suspected of having a disability, who may be eligible for the Head Start and Early Head Start programs.

The program has updated the selection criteria to include eligibility points for families that receive public assistance in order to ensure that we are servicing the families with the greatest needs. Families who receive public assistance are characterized as being categorically eligible for enrollment in the Head Start and Early Head Start programs. These families are assigned criteria points based on this eligibility criteria (see selection criteria chart uploaded in HSES).

The ERSEA team uses an electronic database system to generate eligibility. They review and upload documents submitted by families and follow up with parents/guardians to obtain

additional information to determine their needs. In addition, the ERSEA Manager maintains Google spreadsheets to rank order students by eligibility and need.

b. Primary emphasis is placed on ensuring families understand the importance of regular program attendance. During enrollment and orientation families, are provided with the attendance policy and encouraged to contact the program if their child will be absent. The program will use multiple strategies (e.g., Remind Communication, newsletters) and events/activities (e.g., Curriculum night, parent workshops) to share expectations and build a culture of consistent attendance. Teachers and family service workers assigned to the respective classrooms will contact families within one hour of a child's absence. If a child has been identified with chronic absenteeism, a meeting will be scheduled with the family in order to identify barriers impacting consistent attendance and to provide resources to address the barriers. If necessary, a home visit will be scheduled to identify the support needed for families to achieve consistent attendance. Further, the program will maintain its partnership with Champions, an agency that provides on-site before and after school care, which will support working families.

Attendance is recorded and tracked by teachers and entered into the ChildPlus database daily. Average daily attendance for the month is included in the monthly Director's report. If average daily attendance falls below 85 percent for a given month, the ERSEA Manager and the Family Service Workers will complete an Attendance Action Plan to analyze the causes and patterns of absenteeism and identify action steps, including individual follow-up with families as needed.

6. Education and Child Development

a. i. The program implements the HighScope Preschool Curriculum, which is based on more than 50 years of foundational research in early childhood development. This framework for

understanding and supporting children's learning from ages 0-5 years of age is based on 58 key developmental indicators (KDIs).

a. ii. A predictable daily routine provides opportunities for a balanced variety of experiences and learning opportunities. Children engage in both individual exploration and social interaction, participate in small and large group activities, assist with cleanup, socialize during meals, develop self-care skills, and exercise their bodies. A critical component of the daily routine is the plan-do-review sequence, in which children make choices about their activities, follow through with their ideas, and reflect upon their activities with adults and peers. Following this sequence, children develop crucial higher-level thinking skills and executive functions – the mental muscles needed for future success.

a. iii. The KDIs are aligned with national and state early learning standards and the Head Start ELOF. HighScope focuses on the following eight content areas, which are directly aligned to the Head Start ELOF: 1) Approaches to Learning, 2) Social and Emotional Development, 3) Physical Development and Health, 4) Language, Literacy, and Communication, 5) Mathematics, 6) Creative Arts, 7) Science & Technology, and 8) Social Studies.

a. iv. The Education Manager and program staff engage in ongoing training in the implementation of the curriculum through onsite training, workshops, and online courses. In addition, the Education Manager will conduct classroom walkthroughs and observations, engage teachers in reflective feedback, and provide mentoring to the seasoned and new teachers.

c. The program uses the Child Observation Record (COR) Advantage, a criterion-referenced, research-based online assessment tool, which measures 34 items across eight content areas. The COR, which supports ongoing child assessment, is an integral companion to the HighScope curriculum. Using COR, teachers gather objective, anecdotal observations that are

collected during children's natural and spontaneous play, which allow teachers to assess children's progress and to plan meaningful learning experiences that are based on children's interests. The COR includes two additional items that were designed specifically to support dual language learners. The tool aligns with the Head Start ELOF. Program staff complete a reliability assessment on the COR annually to ensure that child observations and interactions scores are reliable across staff.

d. Parents have multiple opportunities to participate in their children's education. Beginning with the orientation, parents complete the Ages and Stages Questionnaire (ASQ) and ASQ-SE (Social Emotional) in order to provide the program with insights into their child's language, cognitive, fine and gross motor skills, and social emotional development. Parents, teachers, and family service workers collaborate to establish individual goals for children. Parents engage in their children's education during Home Visits and Parent Teacher Conferences, which are conducted twice each during the program year, a curriculum night, parent meetings, and data meetings to discuss individual and program-wide data. Parents also receive home links that are directly connected with classroom activities in order to reinforce skills students are developing in the classroom. Parents have opportunities to contribute to development of Individualized Learning Plans, which are informed by COR data and parent input.

7. Health

a. Oral health (toothbrushing and dental care), nutrition (family style meals, Regie Rainbow), mental health (Inner Explorer, Mindfulness), social and emotional well-being (managing/expressing emotions), and health status (screenings and education provided by student nurse interns) are integrated into the daily routine. Parents have the opportunity to

observe and participate in the daily classroom routine in order to effectively partner with teachers in these areas. Parents will provide input to teachers and family service workers during home visits regarding their cultural practices and develop goals around these areas as needed.

a. i. The program has partnerships with health care providers who assist families with getting the required health screenings for Head Start compliance (vision, hearing and dental). These include Oakland County Health department and the Mobile Dentist. The Mobile Dentist attends the program's annual recruitment, enrollment and health fair. This allows families who are enrolling for the upcoming program year to receive the necessary dental screenings prior to the start of school. The program offers onsite vision, hearing and dental screening within the required compliance window. Using ChildPlus data management software to maintain, monitor, and track data, the program is able to track the health status, pending results, expiration, etc., of each child (physical, dental, vision, hearing etc.). ChildPlus allows the user to generate letters to current and prospective families regarding the status of their child's health. The software provides access to "real time" data so that program administrators are able to closely monitor and meet 45 and 90 day health requirements. Child Plus alerts program administrators when health requirements are approaching, due, or past due with system-generated calendars and lists, email notifications, and reports. The system provides information to determine child health status before the 90-day compliance window. The program also will form a HSAC committee with our families and health care providers and stress the importance of early screenings and preventative healthcare.

a. ii. The program uses the ASQ-SE to screen children's social and emotional development. Staff determine the need for rescreening or further evaluation based on screening results and observations. A full-time social worker is employed at the program's site and

provides services to children enrolled in the Head Start and Early Head Start programs. If parents and teachers have concerns about children's mental health and social-emotional development, the teacher may request the school social worker observe the child in his/her classroom after obtaining parental consent. If concerns are significant, the teacher may complete a referral and after obtaining written consent from the parent, s/he will submit the referral to the Child Find Coordinator. The Child Find Coordinator will convene a Review of Existing Evaluation Data (R.E.E.D.) meeting with the family and determine if a formal evaluation is warranted to assess and understand the child's social-emotional and mental health needs. Following the evaluation, the team may develop an Individualized Family Service Plan (IFSP) or an Individualized Education Program (IEP) and provide specialized intervention to the child. Families may also seek a referral through an external agency that specializes in mental health or receive mental health services provided by a specialist onsite.

8. Family and Community Engagement

a. Establishing and nurturing trusting and respectful relationships with families and fostering program environments and services that are culturally and linguistically responsive to families is a primary focus for the program. The program accomplishes this goal through:

- Providing opportunities for families to volunteer their time, services, and to share their expertise to further program goals.
- Soliciting parents input regarding their child's development, learning style, and emotional regulation when developing daily plans and goals.
- Inviting parents to participate on Policy Council, in data meetings, planning family engagement events, developing program goals, etc.
- Inviting parents to participate in on-site trainings, workshops within the County, and Head Start Conferences
- Planning activities and targeting communication toward fathers; emphasizing the important role that fathers play in their children's lives.
- Establishing effective and consistent two-way communication systems that permit parents the opportunity to share and respond to information.
- Sharing developmental information about children as they transition from one level or program to another.

b. The program will implement the following engagement activities to support parent-child relationships, child development, family literacy, language development (bilingualism and biliteracy):

- Collaborating with parents to develop a Parent/Teacher/Student compact that outlines the expected cognitive, linguistic, and social emotional skills that students in EHS, HS, and those transitioning to kindergarten should exhibit at the end of each program year.
- Initiate a classroom volunteer program.
- Creating a parent resource center that includes materials aligned with family needs and outcomes, such as child development, health and safety, drug education, special education, etc. Include information about local parenting and social services agencies.
- Offer weekly activities (e.g., parent links, Ready Rosie) students and families can do together. Activities will be presented in multiple languages (e.g., English, Spanish, Ebu).

c. The program is implementing ReadyRosie, a research-based parenting curriculum.

ReadyRosie provides videos and digital resources to build connections between home and school in order to improve the lives and trajectories of young children. Parents have access to “modeled moments”, two-minute videos, which are the heart of ReadyRosie. Modeled Minutes show real families engaged in real-life activities that reinforce classroom learning. These activities do not require special materials and may be integrated into families’ daily routines such as meal preparation and outdoor play. Modeled moments are available in both English and Spanish and support transitions into preschool, kindergarten, and summer months. Teachers may assign activities to families via text and/or email and families may access resources independently and work on their own. The ReadyRosie platform tracks parent participation and engagement.

d. Family Partnership process. A program must implement a family partnership process that includes a family agreement and the activities described in this section to support family, well-being, including family safety, health and economic stability, to support child learning and development, to provide if applicable, services and supports for children with disabilities, and to

foster parental confidence and skills to promote the early learning and development of their children.

When completing the Family Needs and Family Outcomes Assessments, the Family Service Workers (FSWs) are assigned a caseload. The families that each FSW is responsible for partnering with will be interviewed three times per year. The preliminary scoring conducted by the FSW will occur between the application/start of school, not to exceed three months. The second scoring period, mid-year scoring, will be conducted after the first, not to exceed three months from the time of the prior interview. The third scoring period, end of year scoring, will be conducted after the second, not to exceed three months from the time of the prior interview.

The information received at the time of enrollment is used to develop goals for the family. Each area is scored based on the family's needs. The score legend is 5.0 Urgent Need, 4.0 Support Needed, 3.0 Secure, 2.0 Self-Sufficient and 1.0 Thriving. Notes can be made about the interviews in each respective area. If the family has a score higher than 3.0 Secure, the FSW will then consult with the Family Engagement Specialist to identify specific resources needed for families based on their scores and needs. The FSW will follow up once specific goals have been made. The Child Plus data management system is used to track progress on Family Needs and Outcomes.

e. The program partners with the Women, Infants, and Children (WIC) office, the special supplemental nutrition program that provides Federal grants to States for supplemental foods, health care referrals, and nutrition education for low-income pregnant, breastfeeding, and non-breastfeeding postpartum women, and to infants and children up to age five who are found to be at nutritional risk. A parent might partner with a social worker/counselor and enroll in a nutrition program to identify grocery stores/organizations that sell/provide affordable healthy food

options. This action not only has the potential to affect the parent but also the child who may experience positive health and education outcomes as the result of the parent participating in the nutrition program. Some of the challenges that the program may experience with the partnerships may be long wait times to access the resources families may need. The program may need to seek out alternative resources (e.g., food banks, in district health clinics) to access services and resources immediately.

9. Services for Children with Disabilities

a. The program will ensure that teachers who have students with disabilities enrolled in their class, have a copy of an IEP at a glance that outlines services to be provided to students. The Intense Student Support Network (ISSN) will offer a continuum of services for children with Individual Family Service Plans (IFSPs) and Individualized Education Programs (IEPs). A resource room teacher will be available to push into classrooms, the speech language pathologist, occupational and physical therapist will provide services outlined in students' IFSP or IEP.

b. Classroom teachers and parents will participate in IEP meetings in order to understand the IEP goals and objectives and the supplementary aids and services that are necessary to support the individualized needs of students in the classroom. Teachers, support providers, and parents will communicate at least bi-weekly to discuss progress and challenges on meeting IEP/IFSP goals and objectives. The program will establish an interagency agreement with Southfield Public Schools, which includes a coordinated system of services for all children with disabilities or suspected of having a disability. The Program Director will collaborate with the ISSN Director and host a parent informational evening to discuss disabilities, the referral process, the Review of Existing Educational Data (R.E.E.D.), evaluation and IEP process.

10. Transition

a. The program ensures every child and family experiences a smooth transition when entering Early Head Start (EHS) and Head Start (HS), between EHS and HS, and to public school. Transition planning considers each child and family's individual needs and supports parents in their role as their child's primary teacher. When children transition from Early Head Start to Head Start, the following processes/procedures are followed.

- All parents will participate in an orientation prior to the child's first day in the program where parents will be informed about strategies to support healthy transitions.
- The Family Service Workers will follow-up on the transition process on home visits.
- Every EHS child will have a transition plan in place by age 30-months of age developed in partnership with parents and that considers the child's strengths and needs.
- Staff will facilitate scheduling of the enrollment interview for families transitioning from EHS to HS.
- Income eligibility will be determined and HS and EHS applicants will be selected according to the Selection Criteria policy.
- Children will be transitioned out of Early Head Start by their third birthday in most circumstances to a Head Start program.
- Periodic classroom visits will be conducted for children transitioning from EHS to HS.
- EHS transitioning children with diagnosed disabilities will have placement determined at their scheduled IFSP team meeting.
- Head Start teachers will complete an initial home visit with the family and transitioning child prior to the child's first day of school.

b. The program's school readiness goals as well as individualization for each child are considered when children transition from Head Start to kindergarten. Family Conference Forms are completed in partnership with families and will summarize the child's development in each of the following areas: Social/Emotional, Cognitive, Physical, Language, Social Studies, Art, Science and Technology as well as considerations for Dual Language Learners and children with IEPs. Families will have the opportunity to participate in a Kindergarten Showcase to learn more

about the kindergarten programs in the district, a summer bootcamp program, and Kindergarten Roundups to facilitate the transition from Head Start to kindergarten.

c. When a child is enrolled in Head Start and transfers to a blended/braided classroom, the Head Start staff will discuss with the family what is working for the child, if the child needs any transitional objects or routines, and if they would like any curriculum ideas or strategies to be shared between the programs. Parents may give consent to share information between programs and specify what information and/or materials may be shared.

11. Services to pregnant Women

a. The EHS program will provide comprehensive services to (2) pregnant women through enrollment in the EHS program, through support from Family Service Workers, from community partners and through the service of one of our partners, Oakland Community College (OCC).

FSWs connect with pregnant mothers at least twice a month, once by phone and once through direct in-person visit. For mothers with children already enrolled in the HS program, contact may be even more frequent to ensure seamless coordination. During these interactions, the FSWs will provide personalized support to mothers as they will:

- Monitor pregnancy progress by inquiring about the mother's well-being and the baby's development.
- Assess any needs the mother may have, such as baby furniture, supplies, or formula.
- Facilitate access to relevant agencies like WIC (Women, Infants, and Children)
- Offer parenting guidance through recommendation of parent education courses to provide encouragement and parenting strategies
- Promote the Mother's Room, a dedicated space with educational resources for pregnancy, labor, and birth. Additionally, this room serves as a comfortable space for mothers to breastfeed after delivery.

Families will be provided referrals for ongoing care from local community partners.

Within 30 days of enrollment, the program will work with pregnant moms to ensure they have continuous health care during their pregnancy as well as after delivery. In addition, the program

will provide the necessary resources to ensure the pregnant mom has access to nutritional counseling, food assistance, oral health care, mental health supports and substance abuse treatment if needed in collaboration with community partners. The program will ensure the mother and newborn infant have a scheduled appointment with a nurse to offer support.

b. Prenatal and postpartum information will be shared by the program and community partnerships. The Family Service Workers and Family Engagement Specialist will provide resources to the mothers such as the benefits of breastfeeding, parenting skills, childbirth classes, postpartum depression, smoking (second hand smoke), infant care, WIC and other nutritional programs. Community partners will provide resources and workshops to support infant care and safe sleep practices.

c. Information on factors that affect prenatal and postpartum care will be shared with the enrolled pregnant mothers, fathers, and partners as well as family members providing support. Family needs and outcomes agreements will focus on factors that have the potential to impact pregnant mothers and identify resources to address these factors. Upon the child's birth, the child will automatically be enrolled in the center-based Early Head Start program and eventually transition to Head Start if determined eligible.

12. Transportation

a. The program currently has a partnership with the district's Early Childhood Special Education (ECSE) program. The district provides services to children identified with a disability from 3 to 5 years of age. Some children in the ECSE program may be recommended to braid into a Head Start classroom, where they will benefit from being in their least restrictive environment, and have an opportunity to learn alongside their typically developing peers. The district provides transportation to students enrolled in the ECSE program and to those participating in the braided program.

b. For children who are not eligible to receive special education services, the program will seek transportation to support families through shared ridership programs that are geared toward families living in poverty.

SUB-SECTION C: Governance, Organizational, and Management Structures

1. Governance

Structure

a. The Governing Body, which is the Southfield Board of Education, is composed of seven selected members of the community. The Board president has a background in Program Administration and finance. The Board secretary has a Master's degree in Early Childhood Education.

b. The Superintendent and Executive District Network (EDN) work closely with the Board of Education. The EDN members who support program governance of the Head Start and Early Head Start programs are the: Chief of Staff, Deputy Superintendent, who holds a doctorate degree, Chief Financial Officer, Director of State and Federal Programs, an attorney who is skilled in Human Resources, Chief Operations Officer, and the Director of Intense Student Support Network (ISSN).

c. The Policy Council is composed of parent and community representatives. Each parent representative is a democratically elected parent/guardian of children currently enrolled in the Head Start or Early Head Start program. Two (2) Parent Representatives are selected from each Head Start/Early Head Start classroom, representing at least 50% of the Policy Council membership. Individuals who are vested in positive program outcomes and are familiar with resources and services for children and families who are economically disadvantaged and/or linguistically, ethnically, and culturally diverse, may apply to become a community

representative. Former Head Start/Early Head Start parents may serve as a community representative. Individuals interested in serving as a community representative, must submit their qualifications and interest to the Head Start/Early Head Start Director. The Director makes recommendations to the Policy Council based on the applications submitted.

Processes

a. The Governing Body receives ongoing information via email, during monthly Policy Council and Board meetings. Two representatives from the Southfield Public Schools Board of Education (BOE) participate in the monthly Policy Council meetings to ensure oversight by the BOE and that pertinent information is received. Information shared with the Governing Body includes: enrollment, Child Adult Care Food Program (CACFP), disability compliance, attendance, vision/hearing/health compliance, staffing updates, child outcomes, School Readiness goals, a monthly financial report, and upcoming events. Agenda items that require approval by the Policy Council and the Governing Body are brought before and approved by Policy Council first and then brought before and approved by the Governing Body. This process as well as the Board members' participation in Policy Council meetings ensure that the Board has effective ongoing oversight of program operations and accountability for federal funds.

c. The Head Start/Great Start Policy Council plays an integral role in the oversight of the program. The Policy Council works collaboratively with the Head Start Director and is closely aligned with the Governing Board. The Policy Council gives parents voice and opportunities to shape the direction of the program. The Policy Council receives information through emails and during Policy Council meetings. Additionally, the Executive Committee, which is composed of Policy Council officers and parent representatives, discusses the agenda and items needing

approval prior to the Policy Council. Parent Representatives who participate in Policy Council meetings are responsible for sharing information with parents in their respective classrooms.

Relationships

a. The Head Start/EHS Director provides training to Board, Policy Council members, and advisory committees to ensure that members of governing bodies are aware of their responsibilities and are capable of carrying them out effectively. The Head Start Director and Head Start/EHS managers provide ongoing training and coaching to the Board and Policy Council members. Board and Policy Council members also are provided opportunities to attend additional training, workshops, and conferences to increase their understanding of their roles and responsibilities as well as effective program governance to further the goals of the program.

b. The guidelines regarding conflict of interest with the Head Start and Early Head Start programs are outlined in the Policy Council bylaws. Specifically, members of the governing body will not have a financial conflict of interest with the Head Start/EHS program. They shall not receive compensation for serving on the governing body or for providing services to the Head Start/EHS program, be employed, nor shall members of their immediate family be employed by the Head Start/EHS program and operate as an entity independent of staff employed by the Head Start/EHS program. The members of the Policy Council will not have a conflict of interest with the Head Start/EHS program or receive compensation for serving on the Policy Council or for providing services to the Head Start/EHS program.

c. The Board and Policy Council work collaboratively to ensure that both governing bodies perform their respective duties and shared governance is implemented effectively. Together, the Board and Policy Council practice shared decision-making, with many decisions

being approved by both bodies, in the following ways: joint Board-Policy Council meeting (e.g., to review key findings from the Self Assessment, Community Assessment, Child Outcomes), cross membership (Board members serve on Policy Council, establishing an explicit communication link between the two governing bodies), joint approvals on items such as the program and school readiness goals, funding applications, Policy Council bylaws, and program personnel policies.

2. Human Resources Management

a. The Head Start/Early Head Start Director and Managers are employed by Southfield Public Schools. Teaching and support staff (i.e., lead teachers, associate teachers, Family Service Workers, a data clerk) are employed by a contracted staffing agency. The district is in the process of identifying a new staffing company to support the program. To initiate the procurement of a new staffing contract, the Business Office Manager partnered with a legal firm to develop a Request for Proposal (RFP). A committee, composed of representatives from program staff (teachers, administrators, and support staff), a parent, the Business Office, Finance, Human Resources, and Central Administration, conducted a review of the submitted RFPs. Utilizing a rating system, three staffing companies specializing in early childhood education were identified for subsequent interviews and final agency selection. The program will replace two family service workers with three family advocates to improve the ERSEA process. Family advocates will focus on data entry, intake, family communication, and serving as liaisons with the intermediate school district, ultimately enhancing the program's ability to serve families. The Organizational Chart has been uploaded into HSES.

b. The District's Human Resources (HR) department works with the staffing company to ensure that all staff members have criminal background checks prior to hire. Potential candidates

for hire are given a preliminary offer contingent on receiving criminal background approval as well as the approval of the state of Michigan Department of Lifelong Education Advancement and Potential (MiLeap, licensing and regulatory affairs) background check. For Head Start staff who are third party contractual employees, their employer conducts federal and state background checks (e.g., school employee fingerprinting, Central Registry, drug screening) and submits the results of the background checks with supporting documentation to the Southfield Public Schools HR Department. HR reviews the documents and determines if the employee is cleared for employment. The Head Start Director conducts the background check for child care licensing (MiLeap). c. Once approved by MiLeap and the appropriate documentation is received by the HR department, the employee is cleared to begin working at the Center. All new hires participate in orientation prior to assuming their role in the classroom. The orientation process follows:

- Review personnel policies and procedures
- Review and sign the Head Start Code of Conduct reviewed
- Review and sign the Mandated reporter/Child Abuse statement.
- Review the Staff Handbook and Head Start Performance Standards
- Complete the Health and Safety Modules and Active Supervision Training

Consultants and volunteers participate in an orientation with Head Start management prior to beginning their assignments in the Program. The Program Director or Educational Manager review health and safety practices, expectations for the center and classrooms, professionalism, and have the consultants review and sign the Head Start Code of Conduct, Child Abuse and Neglect, and Mandated Reporter documents.

d. The program develops a Professional Development plan and calendar each program year. The Staff Handbook outlines the mentoring and coaching process for all staff. Key features

to staff training, coaching, and mentoring follow. The program also requests Training and Training Assistance from the Office of Head Start to support the development of program staff.

All staff participate in pre-service training prior to the beginning of each program year which includes training in: Bloodborne Pathogens, CPR/First Aid, Child Abuse and Neglect, Family and Child Transitions, an Overview of the Head Start Performance Standards, Staff Policies and Procedures and additional training as related to specific content areas.

The overall goal of the Professional Development policy is to provide a positive and supportive work environment that facilitates quality services to Head Start children and families. The process also provides support for the Professional Development of staff through goal setting, mentoring, training and education.

All staff members are afforded an opportunity to receive Mentoring and Coaching. Professional Development (PD) Plans are based on the needs of the staff in order to increase teaching and learning outcomes. PD plans include observations, periodic progress reviews, constructive feedback to improve educator capacity, goal setting, reflective feedback, assistance in career development for staff.

The program will implement the Practice Based Coaching model. This model facilitates teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice. This process supports practitioners' use of effective practices that lead to positive outcomes for children or families.

The program recognizes the benefits of ongoing professional development that focuses on the strengths and opportunities for each individual staff member. Intensive coaching is available for staff who are struggling. The Education Manager and the Head Start/Early Head

Start Director collaborate to develop goals and PD plans for struggling teachers. The Education Manager will provide coaching and support to teachers who are selected for intensive coaching. The Education Manager will make multiple visits to their classroom for one-to-one instruction, observation, modeling, evaluation and feedback.

In addition to receiving increased support from the Education Manager, struggling teachers will attend additional training during the program year that is specifically focused on areas identified in their PD plan. At the end of the program year, each struggling teacher will evaluate the support they received and give feedback on the process regarding how the additional support contributed to their growth.

3. Program Management and Quality Improvement

a. The program has monthly operations meetings with fiscal, human resources, building and grounds and the Head Start/Early Head Start Director to ensure compliance with all systems and services. Issues, concerns, needs, and progress made in each of the areas/departments represented in the meeting are addressed. Progress made on the program goals are measured in relation to meeting outcomes. The Head Start/Early Head Start Director will meet with the Management team bi-weekly to discuss program and school readiness goals. Managers report on topics such as family engagement events, progress on family needs and outcomes agreements, teacher observations, COR Advantage outcomes, staff and student attendance concerns, and enrollment. Examination of data related to topics addressed inform progress made toward program and school readiness goals. The program evaluates, monitors, and tracks program implementation and compliance using multiple databases and data sources (e.g., ChildPlus – family needs and outcomes agreements, attendance, meal summaries, ReadyRosie – parent engagement, COR Advantage – student growth in Approaches to Learning, Cognition, Language

and Communication, results of parent surveys, parent participation in trainings and workshops). Additionally, the program works with the governing body and the policy council to maintain communication and to ensure oversight regarding program compliance, federal audits, corrective actions, health and safety incidents and/or accidents.

b. The center program managers use multiple measures of data (e.g., surveys, COR, staff evaluations, CLASS, attendance trends, health and safety outcomes) to monitor systems and progress across all aspects of the program. The Education Manager will conduct CLASS assessments and work collaboratively with the Early Childhood Specialist from the intermediate school district to provide coaching and to develop individual professional development plans for staff.

c. The Director will work closely with the grants team and the HR team to recruit and hire qualified staff in order for the center to continue to provide high quality, comprehensive services to families. Grants and the Human Resources team will collaborate to ensure staff receive fair compensation, opportunities for meaningful professional development to ensure the center is able to offer a full scope of services to the families we serve. The program will accelerate recruiting and hiring efforts during the spring, summer, and fall to ensure full staffing in order to **fill** all Head Start and Early Head Start classrooms so that all funded slots may be filled. The program will continue to offer incentives, professional development, retention incentives, etc. to attract new staff. In addition, the program will accelerate recruiting of children in partnership with the intermediate and local school district to ensure families who want to enroll their child(ren) in the program, and are eligible, have an opportunity to participate in the programs. The program will closely monitor student enrollment on a weekly basis.

The Education Manager and the Head Start/Early Head Start Director work collaboratively to monitor, track, and evaluate outcomes from ongoing supervision and professional development. The Education Manager collects ongoing data from walkthroughs and teacher observations. She conducts feedback meetings and develops plans with staff input. The Education Manager reviews lesson plans, team planning tools and student outcomes to evaluate and support staff development. COR Advantage outcomes and trends may be associated with teacher growth and learning.

The program maintains appropriate staff to child ratios and group sizes to promote the safety and well-being of children. The Administrative team, informed by the budget, ensures that the organizational structure supports at least two paid staff in each classroom. Volunteers and interns are used whenever possible as additional support in the classroom, however; they are not counted toward the teacher-student ratio.

The program will hire **four** floater substitutes who will be in attendance daily to provide coverage for teachers in the event of absences. All floater substitutes will be a part of pre-service training in curriculum development, assessment and developmentally appropriate practices. This ensures that they are qualified to lead a small or large group in any class they cover. Early Head Start Teachers are assigned consistent, primary responsibilities for no more than four children to promote continuity of care for individual children. With the exception of the infant/toddler classrooms children do not attend school on Fridays. This allows staff to participate in professional development opportunities.

Budget Justification Narrative 2025 - 2026 Head Start Application

The total Head Start budget is \$**1,625,694**
T&TA \$14,855
(Non Federal Share and **\$398,592** in local in-kind match).

Section II. Budget and Budget Justification Narrative

Position	QTY	Percent	Salary	Fringe Benefits
Director	1	70%	\$72,127	\$45,815
Education Manager	1	50%	\$60,628	\$38,196
Director of State and Federal Programs	1	30%	\$33,000	\$22,440
ERSEA Manager	1	64%	\$45,606	\$28,969
Family Engagement Specialist	1	64%	\$42,000	\$18,640
Total	5		\$253,361	\$154,060

HEAD START PERSONNEL COSTS (wages) - \$253,361

There is one .70 FTE Director, one .64 FTE Family Engagement Specialist, one .30 FTE Director of State and Federal Programs (ongoing Fiscal, Program Compliance and Reporting oversight/support), one .50 Education Manager, and one .64 ERSEA Manager.

FRINGE COSTS - \$154,060

Fringe benefits for the remaining district employees are broken down into the following areas. These costs are subject to increase:

Social Security (FICA @ 7.65% of wages), unemployment (reimbursing employer, assume retirement rate in the amount of 48.23% of wages based on historic cost history) and worker's compensation (1.0% of wages) (health up to 7.64% of salary), (dental – up to \$632.9 per person depending on plan selections) and (life insurance up to \$103.95 per employee depending on benefit selections): Cost of benefits vary based on employee options chosen. Employees pay State established hard caps for health/medical insurance and 10% of the cost of dental, vision, disability and life insurance premiums.

Retirement: The state-mandated retirement rates are listed below. The Unfunded Actuarial Accrued Liability (UAAL) rate is part of State Aid and has not yet been determined. The UAAL rate for July 2024– June 2025 is 16.65 percent; the rate will change effective July 1, 2025 but it has not been determined yet. A rate of 16.80 percent has been included in the budget, however the rate may fluctuate as both retirement and UAAL are not available for the 2025/26 school year and not expected to be available until May 2025. Other: disability (premium based)

The rate of fringe benefits/personnel wages is minimal due to the fact that the majority of staff including all teaching staff are contracted out.

Personnel salaries are restricted to the average rate of compensation paid for substantially comparable services in the area in accordance with Section 653 of the Head Start Act. The budget will reflect 2025-26 salaries.

PLEASE NOTE: No individual is compensated at a rate in excess of Executive Level II.

SUPPLIES COSTS: \$17,500

Office supplies – \$1,500

To cover items such as copy paper, color copier (under \$2,000) colored paper, ink cartridges, toner, printer/copier supplies, forms, folders, envelopes, building-wide bulletin board supplies, and other non-capital office items as needed. Colored paper or various types of paper needed for printing enrollment documents, family engagement materials, and handbooks for staff and parents. Cost based on estimated past historical cost in this area.

Classroom supplies - \$12,000

To cover the cost of classroom consumables (e.g. paper, pens, markers, glue, tape, crayons, paint, craft supplies, instructional books, and teacher curriculum guides), manipulatives, and non-capital classroom instructional supplies. Cost based on estimated past historical cost in this area.

Other supplies - \$4,000

To cover the cost of supplies for the Fatherhood Initiative to include poster board, presentation boards, markers, glue and similar items for presentations, t-shirts for basketball games and for father events, food and decorations for Daddy/Daughter dance, **Mother/Son dance**, folders, paper for handouts and pamphlets. Costs based on past historical costs in this area.

CONTRACTUAL COSTS - \$876,096

Support Staff - \$219,139

The following projected costs are based on actual employee approved contracts and fees for the cost will cover the fees of one **Data Clerk @ \$46,539. One (1) Family Service Workers @ up to \$55,000, and three (3) Family Advocates each (total \$93,600): **Total: \$195,139 salaries incl, admin fees/\$24,000 for benefits =\$219,139.****

Classroom Teachers – \$609,828

There are **six (6)** classrooms, each with two teachers. Four (4) are Head Start classrooms and two **(2)** operate a braided program with the State funded Great Start Readiness program. Great Start funds pay for 36 percent of the teaching staff at (4 hours/8-hour day); therefore, Head Start pays for the remaining 64 percent of the cost. There are **96** slots/seats in total. Due to the rising cost of retirement and benefits of the data clerk position, all of the teachers, which includes regular teachers, and CDA teachers, are no longer district employees. Total Number of teachers is **12**. Salaries **(\$552,228)** and benefits at up to \$4,800/year, determined for three (3) years of historical charges (\$57,660). **Total: \$609,828.**

Staff Onsite Training - \$5,600

- High Scope Trainings

Cost for up to 16 staff per training @ approximately \$350.00 each, i.e., COR Advantage, Large Group Time, Small Group Time, Preschool Curriculum Online Courses, Teacher Certification & Creating Meaningful Lesson plans.

Boot Camp/Enrichment Summer Program - \$20,429

Kindergarten boot camp/Enrichment prepares children for the transition to kindergarten as well as helps to maintain skills gained during the program year. Boot Camp will be held during the month of June, Monday – Thursday, five hours per day. There will be four classes with two teachers per class. Teachers work one additional hour per day to intentionally plan activities based on each child's level of development. 4 Teachers x 6 hours x \$33 per hour x 16 days = \$12,762 & 4 Assistant Teachers x 6 hours x \$20.20 per hour x 16 days = \$7,757. Teachers are contractual so this rate includes contractual fees in the amount of 20 percent of cost subject to change.

Administrative Services for audit services associated with Single Audit - \$3,000

The 2025-26 fee for the Single Audit is \$7,500 which included auditing two major programs, one of which was Head Start, therefore allocating (40%) \$3,000. Cost is based on past historical cost for this service.

Contractual Cost for Annual Community Needs Assessment and Parent Focus Groups - \$1,500

Needs Assessment is needed to help determine the immediate needs of the community. The assessment informs the project overall plan and approach by helping to identify targeted strategies and prioritize resources

Professional Service Cost - \$1,500

Covers the cost for license health and safety, LARA fingerprinting at \$65.00 per person, required by Head Start or reapplication fees for 29 employees. Cost based on actual cost for this service.

Contracted services for pre-service and ongoing training requirements - \$2,500

Includes CPR/first aide, Child Abuse, Blood borne Pathogens \$71.42 @ 35 staff

Mental Health & Wellness Days - \$4,500

Head Start will cover the cost for (3) wellness days and Early Head Start will cover the cost of (1) wellness day. Budget Detail: 3 sessions x \$1,500 per session. Total \$4,500.

Trauma: Budget Detail - \$1,200

8 sessions @ \$75 per hour x 2 hours. Total: \$1,200

Fatherhood Initiative: Budget Detail - \$1,000

\$65 per hour @ 15.38 hours. Total: \$1,000

OTHER - \$330,077

Substitute Costs - \$120,400

(4) Substitute Teachers x \$215.00 x 140 days = \$120,400. The program is hiring a total of four floater subs to be shared between both Early Head Start and Had Start. Cost includes Administration fees.

Conference Fees - \$51,704

- National Head Start Association: Up to two (2) Board members, **two** (2) staff and three (3) parents @ approx. \$900/person registration fee (\$6,300); **\$550.00** airfare (**\$2,100**), **\$430**/person for Per Diem, **\$1,000**/person for hotel; and 1 @ \$400 for Uber/Lyft fees (will use XL feature to share ride with other participants). **Total: \$18,018**
- Michigan Association for the Education of Young Children (MIAEYC): Up to three (3) staff @ approx. \$255 per registration fee (\$765) mileage @ .72/mile x 368 = \$265/person (\$795) hotel \$250/person = \$500/person x 3 days (\$1500), per diem \$600 **Total: \$3,660**
- Parent Engagement Conference 2024: One (1) staff and (3) parents, registration costs, \$900 (**\$3,600**); air **\$550**/person (**\$2,200**), per diem \$90/day (\$408/person), hotel 250/day (**\$1000/person**); and **\$250** Uber/Lyft fees. Total **\$11,682**
- High Scope International Conference: (25) staff @ approx. **\$600.00** per registration fee, (**\$15,000**). Local conference mileage cost @ approx. **\$.72 per mile @ 62 miles x 3 for 25 staff (\$1152). Total: \$9,677**
- Cost for staff training food and refreshments for 30 staff @ 10 days for \$25.00 each. **Total \$7,500**

Utilities - \$1,000

The projected annual cost for heat, electricity, water, waste removal, sewerage, and telephone for the Bussey Center is approximately \$53,000 (Cost is based on historical cost). The allocation for Head Start is 30.471% percent based on the square footage or \$16,150. \$1,000 will be charged directly to the program from costs incurred at Bussey with the remainder of **\$15,150** eligible for in-kind.

Building Maintenance/Repair - \$11,200

To maintain the facilities at Bussey for the safety and well-being of students estimated at a total cost of \$8,500. These costs can include paint, repairs of window screens, lighting, ventilation, etc. Estimated total costs for plumbing repairs are approximately \$1,200. Heating and cooling total repair costs are estimated to be \$1,500. Cost is based on past historical cost.

Local travel - \$1,330

Cost of mileage reimbursement at IRS standard mileage reimbursement rate for travel by staff for home visits, commuting to off-site PD, and other work-related local travel. IRS mileage is .72. Estimated for up to 14 staff at approximately \$95 each annually. Cost is based on the historical cost of travel.

Publications/Advertising/Printing - \$25,000

For recruitment and on-going advertising to ensure we meet and maintain full funded enrollment. Several ads will run locally in the Southfield Sun or similar publication, radio ads, mailings that are strategically set to send to families that fall within the demographic age range. The program also hosts an annual Back to School Enrollment and Health fair. This includes the cost of promotional activities and materials that are distributed to our community partners and potential families. Cost estimates are based on past historical cost for services.

Estimated Cost:

Radio Ads total cost for two stations approximately \$3,000

Direct Mailing \$1,500

Newspaper ads (3 annually) less than a 1/2 page @ \$1000 per ad total of \$3,000.

Promotional activities \$4,000 (petting zoo, face painting, balloon art, train rides)

Promotional materials \$3,500 (pens, cups, tumblers, t-shirts)

Copier Costs - \$2,000

Monthly fee based on number of copies made. Cost is based on historical cost incurred for this service.

Field Trips In/Out House- \$4,000

Includes the cost for admission for the following planned trips: Legoland, Ann Arbor Hands on Museum “Super Science”, Petting Zoo, Science Dome, Detroit Science Center, and On-site Apple Orchard. Includes both child and parent/guardian. Cost is based on past program cost. The cost estimate is as follows:

Registration \$ 4,000 ($\$4,000/112$) = \$30 per student plus chaperone costs)

Postage & Mailing - \$250

Cost based on historical cost for services.

Membership dues - \$20,000

Includes Membership Dues and annual fees, for National Head Start Association (NHSA) (\$1,000), Michigan Head Start Association (\$900), National Association of Educating the Young Child (NAEYC - \$1,100), COR Advantage (\$2,500), REMIND (\$800), Michigan Head Start Association (\$1,215), Child Plus data management subscription renewal at a cost of \$4,000. Cost based on historical cost of memberships.

Equipment - \$85,693

Playgrounds promote child growth and development while creating outdoor learning spaces. Costs include playground design (\$9,750), and playground equipment (\$78,943)

Note: Program does not have an “Indirect Cost Rate Agreement”

3. N/A

4. Describe key features of the organization’s financial and property management system and internal controls in place to maintain effective control and accountability for grant

funds, property, and other assets. See requirements for financial management at 45 CFR §75.302 and internal controls at §75.303.

The District's financial system includes numerous internal controls to maintain effective control of and accountability for grant funds. These include separation of duties, e.g. the person who submits the PMS request is different from the individual who records the payment and is also different from the individual who performs the bank reconciliations. Further, there are controls built into the financial system used which requires that there is an adequate budget before a purchase order, wage, or benefit can be paid. The budget is also an effective internal control as multiple people are able to view it and examine the transaction activity. This follows the District's Board Policy, Policy # 6320, which is incorporated into the Fiscal Policies and Procedures for Head Start which was adopted June 17, 2014 following the Training and Technical Assistance provided by the Regional Head Start Office from October 2013 through June 2014. The District requires a purchase order for purchases over \$50. The District's fiscal software system routes purchase orders based on the dollar amount. All amounts over \$5,000 are routed to the Director of State and Federal Programs and Chief Financial & Operating Officer for approval. All purchase orders require the final approval of the Purchasing Manager.

5. Identify each source of non-federal match, including the estimated amount per source and the valuation methodology.

1. Non-Federal Share (In-Kind) Narrative Costs Total: \$398,592

Non-Federal Share (In-Kind) CONTRACTUAL Total - \$173,571

Professional Services - \$12,139

Includes consultants and professionals who provide child services in the areas of health services, social work services, or psychological services. Value of services estimated to be \$50 per hr. for 3 professionals for 80.92 hours of support services.

Vision and Hearing - \$9,280

Vision and hearing screenings provided by the Oakland County Health Department, the Lion's Club and Kids Project Sight at the annual enrollment fair, Back to School Fair and Health & Enrollment fair. With 116 students enrolled, assuming an 80 percent participation rate and a value of \$50 per screening per child: 116 children at 80 percent = 92.8 children screened at \$50 per screening x 2 screenings each (1 vision, 1 hearing) = **\$9,280.**

Oakland Community College Pediatric Nurses – \$105,214 (in-kind)

The program partners with Oakland Community College who provides (12) Pediatric Nursing students, (3) days a week, (6) hours per day for a total of 13.6104 weeks. Value of services are \$35.789 per hour/each.

Technology connections and support - **\$8,000**

District provides internet, email, district software systems (such as BiPlus and AESOP), security, updates, as well as tech support. Tech support services valued @ \$80 per hr. for 100 hours of support provided during program months.

Custodial Services - \$42,394

Building contracted for 8 hours of custodial services per day at \$14.72 per hour for 2 custodians. Rate based on historical program cost (8 hours per day at \$14.72 per hour time's percentage of HS allocation times 180 teacher days).

Security Services - \$13,938

Security costs for 12 months, approximately \$3,117 per month, @ 64% by Head Start and remaining 36% under GSRP. Cost equals 12 months @ \$1,995.7 = \$23,938. A portion of this cost is included in the operations budget. The remaining \$13,938 is being allocated to in-kind.

Non-Federal Share (In-Kind) OTHER Total: \$225,021

Southfield Public Schools openly accepts donation of program materials. No donations are anticipated in the 2024-2025 program year.

Finance and Operations Support - \$20,000

District provides financial and operations management support to include fiscal reporting, site maintenance updates, budget oversight, budget planning, procurement and accounts payable processing. Services valued at hourly rate of staff that provides the services with an hourly rate range of \$28.20 for Procurement Specialist to \$67.52 for Chief Financial Officer, plus fringes at a rate of .6352, for 100 hours for the program year at an average of \$1,666.67/month for 6 staff, \$20,000.

Volunteers - \$75,030

Southfield Volunteers are parents and grandparents of Head Start children that come into the Bussey Center and provide classroom assistance, provide childcare during parent meetings and other parent activities, assist with school activities and special projects, attend field trips, and help in the office and at lunch. The hourly rate for volunteers is determined by the lowest paid employee (Teacher – CDA - \$17.40 per hour) plus wage related/mandatory benefits for a total compensation rate of \$23.99. Assume participation from **100 volunteers at 32.526 hours volunteers @ earnings per hour of \$23.99.**

Foster Grandparents program - \$58,470

(5) Foster Grandparents in Head Start. Twenty hours per week for thirty weeks @ \$23.99p/h plus (\$4.50p/h stipend) \$19.49 = **\$58,470**

Oakland Community College Field Hours - \$3,000

2 students with an emphasis for preschool aged children @ \$23.99 p/h for 62.526 hours each \$3,000

Parent Services – \$23,359

Child/parent weekly activity calendar (Links) associated and aligned to the curriculum. Assumes that for the 116 enrolled, each will provide an average of 7.187 hours during the

program year. The grantee provides parents a weekly calendar on each Tuesday of the week that outlines activities parents can engage their child in throughout the week. On the following Monday, parents turn in their signed Links identifying completed activities. Each activity is equivalent to 10 minutes for a total of 14 hours per month. Links activities are directly in alignment with the assessment data, current curriculum and individualized for each child. Focus is on the Head Start essential domains. The hourly rate for volunteers is determined by the lowest paid employee (Teacher - CDA - \$17.40 per hour) plus wage related/mandatory benefits for a total hourly compensation rate of \$23.99. In kind services equates to approximately 118 parents x 23.99/hour x 8.252 hours = \$23,359.

Policy Council & Governing Board – \$16,817

Parent Policy Council time is valued at the same rate as the Program Director's hourly compensation of \$54.00. Executive staff Policy Council time is valued at the same rate as the salary of the Superintendent's hourly rate of \$121.70. This rate includes mandatory benefits as well as health care benefits. Policy Council meets minimally once per month for approximately one hour each meeting. Cost represents 9 regular meetings, 9 executive committee meetings, and 3 governing board meetings is a total of 21 meetings with 8 parents @ 1.25 hours in-kind @ 54.00 = \$11,340, and executive staff of 1.25 hours of in-kind x \$121.70/hour x 4 staff x 9 meetings = \$5,476.50. Some parents serving and attending the Policy Council will be counted toward in-kind. Both the Policy Council and Board members participate in developing Program Goals and School Readiness Goals that are reviewed during both the monthly Policy Council and Board Meetings. Various items are brought to both Governing bodies as they help to develop and approve.

Board Meetings - \$4,686

At least once a month the Board of Education which is the governing board reports on the Head Start Program. In addition, there are study sessions scheduled to discuss approval of Policies and procedures, and the Head Start application. The value of each board member's time is \$121.7. This is valued at the salary of the Superintendent. For (9) meetings the value would be .25/hour x \$121.70 x 7 members x 9 meetings = \$1916.775. Four study sessions will be allocated as in-kind support at .50/hour per study session (60.85/hr x 4 meetings x 7 members = \$1,703.80). Board members' attendance during Policy Council meetings will be donated as in-kind support to the program at a rate of \$121.70/hour x 1.25 hours x 7 members = \$1,065.

Utilities - \$16,590

Projected annual cost for heat, electricity, water and sewerage, and telephone for Vandenberg Elementary is \$65,000 per year of which 2.4 percent or .024 of this cost can be claimed per year or \$1,440 due to the fact that the Head Start class is housed at this location. Annual cost for Head Start utilities is \$50,000 per year at Bussey Center of which 30.3% or .303 can be claimed per year. The allocation for HS is 30.3 percent or \$15,150. Total: \$16,590 for in-kind.

Building Insurance - \$3,613

This represents 2.14 percent of the estimated cost of the district's property and liability insurance. Total projected cost of premium \$274,500/13 = \$21,115.38 per building at approximately 17.11% allocated to the HS program = \$3,613. Cost is based on the historical cost of insurance.

6. Southfield Public Schools Head Start program is not requesting a non-federal match waiver.

7. Southfield Public Schools Head Start program is not requesting a 15% limitation on development and administrative costs.

9. A conversion is not being requested at this time

10. Southfield Public Schools is not requesting funds for the purchase, construction, or major renovation of facilities

TRAINING AND TECHNICAL ASSISTANCE PLAN HEAD START: **Amount \$14,855** (see document in HSES)

**Budget Justification Narrative
2025 - 2026 Early Head Start Application**

The total Early Head Start budget is **\$376,553** /T&TA \$6,145
(In Federal Share and **\$94,138** in local in-kind match).

Early Head Start

Southfield Public School Bussey Center is proposing the following district staffing for the Early Head Start Grant:

POSITION	QTY	PERCENT	SALARY	FRINGE BENEFITS
Education Manager	1	36%	34,104.00	21,486
Grants Compliance Analyst	1	10%	7,600	4,788
TOTALS	3		41,704	26,274

PERSONNEL COSTS (wages): 41,704

There is one .36 Education Manager and one .10 FTE and Grants Compliance Analyst (ongoing Fiscal, Program Compliance and Reporting oversight/support).

PLEASE NOTE: No individual is compensated at a rate in excess of Executive Level II

FRINGE COSTS: \$26,274

Fringe benefits for the remaining district employees are broken down into the following areas. These costs are subject to increase:

Social Security (FICA @ 7.65% of wages), unemployment (reimbursing employer, assume retirement rate in the amount of 48.23% of wages based on historic cost history) and worker's compensation (1.0% of wages) (health up to 7.64% of salary), (dental – up to \$632.9 per person depending on plan selections) and (life insurance up to \$103.95 per employee depending on benefit selections): Cost of benefits vary based on employee options chosen. Employees pay State established hard caps for health/medical insurance and 10% of the cost of dental, vision, disability and life insurance premiums.

The rate of fringe benefits/personnel wages is minimal due to the fact that the majority of staff including all teaching staff are contracted out.

SUPPLIES COSTS: \$12,500

Office supplies – \$500

To cover items such as copy paper, color copier (under \$2,000) colored paper, ink cartridges, toner, printer/copier supplies, forms, folders, envelopes, and other non-capital office items as needed. Colored paper or various types of paper needed for printing enrollment documents, family engagement materials, and handbooks for staff and parents. Cost based on estimated past historical cost in this area.

Infant Supplies - \$10,000

Diapers, formula, paper products, baby wipes, classroom age appropriate manipulatives and toys.

Parent Supplies - \$2,000

Workbooks, literacy kits, similar items, and light refreshments for parent events

PLEASE NOTE: no individual item will exceed \$5,000.

CONTRACTUAL COSTS: \$237,502

Contracted Teachers - \$229,902

The following projected costs are based on actual employee approved contracts and fees for the Contracted Teachers and CDA Teachers (\$203,482/**Fringe \$26,420**), for a total of **\$229,902**. There are 2 classrooms, each with two teachers. There are 16 slots in total, with 2 expectant mothers.

Cost will cover the rising cost of retirement and benefits for all of the teachers, which includes regular teachers, and CDA teachers who are no longer district employees. We are now able to pay teachers a more competitive rate of pay. Contractual benefits up to \$4,800 annual for full FTE.

Contractual Services: \$6,100

- Mental Health and Wellness days: *Budget Detail: 1 session x \$1,500 per session = \$1,500.*

- Trauma Intervention: 4 sessions (in-person and/or virtual) for parent and teacher training that are focused on supporting young children, parents of young children and teachers of young children's mental and physical health. **Budget Detail: 4 sessions @ \$75 per hour x 2 hours = \$600**
- Father Engagement Sessions: By engaging our fathers, they can help in achieving positive outcomes for their child, the program and can help strengthen the parenting partnership. **Budget Detail : Cost for contracted service, \$65 per hour @ 15.38 hours = \$1,000**
- **Staff Onsite Training - \$4,500**
High Scope Trainings: Cost for up to 6 staff per training @ approximately \$750.00 each, i.e., COR Advantage, Large Group Time, Small Group Time, Preschool Curriculum Online Courses, Teacher Certification & Creating Meaningful Lesson plans.

OTHER COSTS: \$58,573

Contracted services for pre-service and ongoing training requirements - \$1,500

Includes CPR/first aide, Child Abuse, Blood borne Pathogens

Building Maintenance/Repair - \$1,000

The facilities at the Bussey location must meet the guidelines for the health, safety and the well-being of students; the total allocation is estimated at \$1,000. Total plumbing repairs needed are estimated to cost \$500. Total heating and cooling repairs are estimated to be \$500. Cost is based on past historical cost.

Publications/Advertising/Printing - \$500

This includes the cost of promotional materials that are distributed to our community partners and potential families. Cost estimates are based on past historical cost for services.

Estimated Cost:

Promotional materials \$500 (pens, cups, tumblers, t-shirts)

Field Trips In/Out House- \$2,500

Includes the cost of fees for the following planned trips: Virtual Ann Arbor Hands-on Museum, Ann Arbor Hands on Museum "Super Science", Petting Zoo, Science Dome, On-site Apple Orchard, Music & Play. Includes both child and parent/guardian. Cost is based on past program cost. The cost estimate is as follows:

Registration - \$ 2,500 ($\$2,500/16 = \156.25 per student/family)

Membership dues - \$1,500

Includes Membership Dues and annual fees, for NHSA (\$500), REMIND (\$300), Child Plus data management subscription renewal at a cost of \$500, MHSA (\$200), Ready Rosie. Cost based on historical cost of memberships.

Substitute Teachers Costs - \$14,835

(1) Substitute Teachers x \$215.00 x 69 days = **\$14,835**. The program is hiring a total of six floater subs to be shared between both Early Head Start and Head Start. Cost includes Administration fees.

Playground Equipment Installation - \$36,738

Playgrounds promote child growth and development while creating outdoor learning spaces. Costs include installation of equipment (\$13,563), and excavation of 6,750 square (\$23,625)

Note: Program does not have an “Indirect Cost Rate Agreement”

3. If applicable, describe the planned use of cost-of-living adjustment (COLA) funds based on the related Program Instruction.

N/A

4. Describe key features of the organization’s financial and property management system and internal controls in place to maintain effective control and accountability for grant funds, property, and other assets. See requirements for financial management at 45 CFR §75.302 and internal controls at §75.303.

The District’s financial system includes numerous internal controls to maintain effective control of and accountability for grant funds. These include separation of duties, e.g. the person who submits the PMS request is different from the individual who records the payment and is also different from the individual who performs the bank reconciliations. Further, there are controls built into the financial system used which requires that there is adequate budget before a purchase order, wage, or benefit can be paid. The budget is also an effective internal control as multiple people are able to view it and examine the transaction activity. This follows the District’s Board Policy, Policy # 6320, which is incorporated into the Fiscal Policies and Procedures for Head Start which was adopted June 17, 2014 following the Training and Technical Assistance provided by the Regional head Start Office from October 2013 through June 2014. The District requires a purchase order for purchases over \$50. The District’s fiscal software system routes purchase orders based on the dollar amount. All amounts over \$5,000 are routed to the Director of State and Federal Programs and Chief Financial & Operating Officer for approval. All purchase orders require the final approval of the Purchasing Manager

5. Identify each source of non-federal match, including the estimated amount per source and the valuation methodology.

Non-Federal Share (In-Kind) Narrative Costs Total: \$94,138

Non-Federal Share (In-Kind) CONTRACTUAL Total: \$35,573

Oakland Community College Pediatric Nurses – \$35,573

The program partners with Oakland Community College who provides (1) Pediatric Nursing student, four days a week, six hours per day for a total of 40 weeks. Value of services are \$35.789 per hour.

Non-Federal Share (In-Kind) OTHER Total: \$58,565

Oakland Community College Field Hours -\$500

Students enrolled in the early childhood program provide additional support in the classroom while obtaining course credit. 1 student @ \$23.99 p/h for 20.84 hours each.

Technology connections and support - \$4,240

District provides internet, email, district software systems (such as Business Plus and AESOP), security, updates, as well as tech support. Tech support services valued @ \$80 per hr. for 53 hours of support provided during program months.

Custodial Services - \$8,092

Building contracted for 12 hours of custodial services per day at \$14.72 per hour. Rate based on historical program cost (12 hours per day at \$14.72 per hour time's percent HS allocation times @ \$66.13 p/h).

Volunteers - \$45,733

Southfield Volunteers are parents and grandparents of Head Start children that come into the Bussey Center and provide classroom assistance, provide childcare during parent meetings and other parent activities, assist with school activities and special projects, attend field trips, and help in the office and at lunch. The hourly rate for volunteers is determined by the lowest paid employee (Teacher – CDA - \$23.57 per hour) total amount of \$23.99. **Assume 100% participated from 35 volunteers @ earnings per hour of \$23.99.** This amount equates to approximately **54.467 hours of volunteer time per participant = $35 * \$23.99 * 54.674 = \$45,733$**

Southfield Public Schools openly accepts donation of program materials. No donations are anticipated in the 2025-2026 program year.

6. Southfield Public Schools Head Start program is not requesting a non-federal match waiver.

7. Southfield Public Schools Head Start program is not requesting a 15% limitation on development and administrative costs

8. Southfield Public Schools Head Start program is not requesting an enrollment reduction request

9. N/A

10. If requesting funds for the purchase, construction, or major renovation of facilities not previously approved, explain the need for and proposed use of such funds. Identify all proposed sources of funding for facilities activities and submit supporting documentation.

Southfield Public Schools is not requesting funds for the purchase, construction, or major renovation of facilities

Note: For facility activities subject to Part 1303 Subpart E, a separate submission of form SF-429, with Attachment B, and compliance with application requirements in Part 1303 Subpart E is required. No Head Start grant funds may be used towards the cost of acquisition, construction, or major renovation of a facility without the express prior written approval of the OHS and ACF.

N/A

11. If requesting funds for equipment, describe the procurement procedures to be followed for the purchase of such equipment. See equipment definition at 45 CFR §75.2.

Southfield Public Schools Head Start Program is not requesting funds for equipment.

**TRAINING AND TECHNICAL ASSISTANCE PLAN EARLY HEAD START Amount
\$6,145 (see document in HSES)**