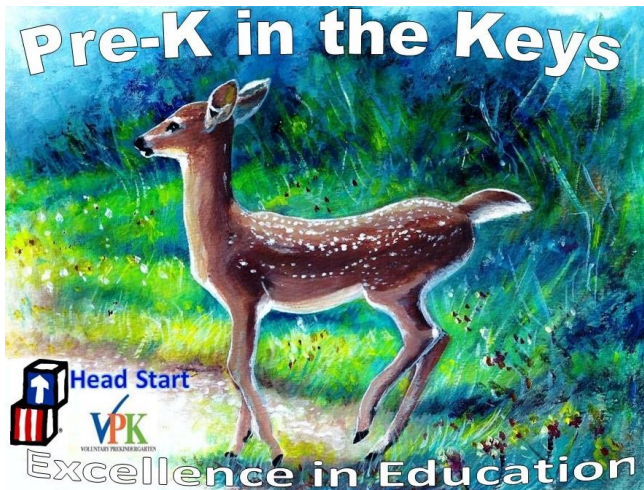


MONROE COUNTY SCHOOL DISTRICT

Head Start Grant Application #04CH04752



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AUGUST 1ST, 2019 - JULY 31ST, 2024

The Office of Head Start (OHS) has determined that our program is currently eligible for a non-competitive five-year grant award to operate the Head Start program.

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Section I. Program Design and Approach to Service Delivery

Sub-Section A. Goals

1.a. Program Goals

&

b. Measureable Objectives

Program Goals	Measureable Objective Description
Goal 1: <u>Wellness & Safety:</u> In our program, we will foster wellness (physical, mental, and environmental) and grow as an organization by promoting staff wellness, family well-being, and safe environments.	<ol style="list-style-type: none"> 1. Increase wellness efforts and practices for staff, students, and families as evidenced by correspondence, meetings, and other activities and communications. (Year 1 will be a baseline data year and years 2-5 data will be quantified for monitoring). 2. Our program will include a Multi-tiered System of Support (MTSS) with interventions for students demonstrating an area of need or concern. Referrals, interventions, and services for parents/student evaluation will be processed and monitored according to state/local and Federal guidelines; referrals to outside agencies will be monitored monthly.
Goal 2: <u>Governance/PR:</u> As a program, we will ensure positive relationships with teachers, staff, and stakeholders to improve climate and culture through internal and external communication.	<ol style="list-style-type: none"> 1. Increase and document Head Start participation district/school-wide. (Year 1 will be a baseline data year and years 2-5 data will be quantified for monitoring). 2. Collaborate and inform interagency groups (such as Healthy Start, Child Find, Transition Project and private providers) with regard to early intervention and program information as evidenced by participation. 3. Improve Program Morale as evidenced by documenting targeted improvements and surveys. 4. During 5-year continuation cycle, apply to become an accredited program of Excellence with Head Start.
Goal 3: <u>Fiscal:</u> The program will responsibly manage funds and continually ensure fiscal transparency, while supporting effective programing.	<ol style="list-style-type: none"> 1. Maintain accurate and timely fiscal information and make accurate projections; share these with Policy Council, leadership, and the public by fiscal reporting.
Goal 4: <u>Professional Growth/Education:</u> As a program we will adopt research based appropriate practices as they relate to “school readiness” in: classrooms, workshops, trainings, professional development, and other areas.	<ol style="list-style-type: none"> 1. Continue to train instructional staff on the use of the state adopted curriculum, monitoring tools, and the Head Start Early Learning Outcomes Framework and involve families as measured by offerings and participation. 2. Update technology and retrofit as necessary; results documented through district collaboration/support and purchases. 3. Teachers in our program will continue to use home visits and parent conferences to share and receive information and data as it pertains to students as evidenced by visit/meeting documentation. 4. Teachers will meet the National Average in each domain of the CLASS Observation as set forth annually by the Office of Head Start. 5. Create a minimum of two Professional Learning Communities to enhance all service areas, which meet monthly when in session.

Section I. Program Design and Approach to Service Delivery

Sub-Section A. Goals

Our program uses various approaches, tools, and resources to measure/monitor progress and outcomes of program goals and objectives. Program-wide, the following types of data sources are used when monitoring student progress: child portfolios, Child Plus database, Teaching Strategies Gold (TSG)/database for progress monitoring, State Voluntary Prekindergarten Assessments, CLASS tool to observe student teacher interactions, daily health and safety checks, attendance records, well-child data, Florida Kindergarten Readiness Screener, parent feedback, and developmental standardized screenings. Moreover, our family partnership process utilizes the following to monitor the “Parent, Family, Community Engagement (PFCE) Markers of Progress,” family goal setting, workshops, screeners, other tools, and the parent curriculum, which is Conscious Discipline. Furthermore, we conduct the annual self-assessment as a reflective practice and a needs assessment of our program, which facilitates our strategic plan, Program Goals, objectives and grant application. The community assessment is updated each year and a complete report is given every five years to ensure greatest need areas are being served. We collaborate with a Health Advisory Committee and other inter-agency groups to keep abreast of community needs/services and communicate grantee/program information. We incorporate these data sources and others when monitoring our program and measuring objectives.

For example, goal one, objective one involves wellness and safety. We are going to continue best practices with regard to assisting families maintain “well” visits and health screenings. The *expected outcome* is to have healthy and happy families, while involving stakeholders in mental health, physical health, safety education and positive outcomes with regard to wellness. As a related part of this goal, we are going to be providing a healthy snack, approved by our contracted nutritionist for our students because we are extending the school day.

In addition, we want to continue wellness communication with parents and staff as well as have staff participate in district wellness activities. To support mental health we want to hire a social worker for our program. Furthermore, the district has created partnerships with professionals in the mental health community and we will be sharing those resources with our staff and families. Safety inspections are conducted by Monroe County School District. The MCSD Maintenance Department, Building Inspector collaborates with our Safety Manager to ensure the safest environments. Active supervision plans are created and signed by the staff. The district has increased safety at our schools, while balancing it with a welcoming environment for our parents. We will document health efforts through screenings and tracking spreadsheets and maintain district communication regarding wellness efforts. *The challenge* is to educate staff to be knowledgeable enough to detect and know how to handle different situations.

Goal one, objective two addresses the referral process for disabilities, counseling, and other related services. The *expected outcome* is to have services rendered in a timely manner. There is a great need to support children and families as it relates to early intervention. Preschool statistics for MCSD indicate there are 126 full-time ESE Pre-K students. There are 180 Head Start students with 10% disabilities and 24 in referral for special education services. There are 15 VPK students and 7 in referral. Teachers will complete a multi-tiered system of support (MTSS) contract with parent and receive input for interventions when necessary. All required parties will be trained on the MTSS process and appropriate intervention strategies. Collaboration between mental health professionals, staff, and families will continue. This process is outlined on an MTSS referral form to assure steps in the process and are followed; it is also documented through other tracking forms, appointments, and signed forms. However, an *expected challenge* will be that positions in the mental health and related fields are difficult to

find in the Florida Keys. We do have professional mental health services/counselors, but they are in high demand thus making the process *challenging* and time consuming at times.

Goal 2 is about governance and public relations. To maintain involvement, participation, and positive rapport with home schools we wanted to target specific strategies to enhance programming. The *expected outcome* is that community and district employees will have a greater understanding of the Head Start program. Objective one, under goal two, is to increase and document Head Start participation district-wide. We are going to accomplish this by continuing two-way communication between policy council and parent center and ensuring transparency with the board as documented on agendas and minutes. Another practice we have adopted and will continue is to involve stakeholders in the planning process, everyone from staff, families, board, to interagency groups. Volunteer training will continue to document proper participation. Although we have Head Start, events for parents, we want to increase our participation with school offered events such as reading nights and/or shows. An *expected challenge* may be to get staff and parents at nighttime functions.

Objective two, under goal two, we want to have greater collaboration with those agencies that provide early intervention and daycare to children birth to age five; such as Healthy Start, Child Find, the Transition Project and private providers. Our *expectation* is to increase communication between similar entities that help with early intervention and children at risk. Our program as a part of the school district is already recognizable, but we would like to promote a better understanding of what we do and through collaboration facilitate early intervention. Possible *challenges* may be targeting the correct communications and locations to exchange information and meeting with organizations that have new staff; also, some inter-agencies do not meet regularly. More specifically, some actions we will take are to participate in Early Steps to

discuss student support and transitions to Head Start as evidenced by meeting information and sign-in sheets. We will collaborate with and inform interagency groups (such as Healthy Start, Child Find, and Transition Project) about early intervention and program information as evidenced by participation. We will increase contacts and meetings with groups individually as evidenced by sign-in sheets and correspondence. Also, we will add representative(s) from teaching team/member(s) of different local agency boards to foster relationships. Staff and Site Coordinators will work together to keep abreast of appropriate school-wide activities. This goal will be documented by agency information, agendas, sign-in, information/documentation, and or minutes.

Objective three, under goal two, addresses program morale as determined by self-assessment surveys. We *expect* to improve program morale as evidenced by documenting targeted improvements. Specifically, positive communications and team building to enhance the program. In addition, provide professional development for Principals regarding Head Start standards and program concerns as evidenced by presentations and meetings. We will continue to mentor teachers work through a tiered approach with new teachers receiving more guidance. Vertical teaming is another avenue to increase communication and morale; the Head Start teachers meet with their Kindergarten “feeder pattern,” and involve preschool private providers in vertical teaming at a minimum of once a year as documented by sign-in sheets. A *challenge* in accomplishing this goal is that each school involves Head Start staff differently.

Our fourth and final goal involves professional growth and education. Objective one is to continue to train instructional staff on the use of the state adopted curriculum, monitoring tools, and the Head Start Early Learning Outcomes Framework and involve families as measured by offerings and participation. The *expected outcome* is to continually improve program practices

and knowledge of instructional staff. Families will be knowledgeable of the curriculum and inner workings of the classroom and will be more comfortable with curriculum engagement. Two *challenges are* staff turnover and limited parent participation. Staff turnovers hinder deeper understanding and development of topics. Furthermore, we will increase parent participation in the research based parent curriculum, “Conscious Discipline.”

Objective four, under goal four, states that teachers will meet the National Average in each domain of the CLASS observation tool as set forth annually by the Office of Head Start. The program *expectation* is that teachers will participate in training and professional development in CLASS and take part in individualized tiered coaching. As a program, we will offer and provide opportunities for teachers to participate in Making the Most of Classroom Interventions (MMCI) training. Classrooms will be observed a minimum of three times per year by CLASS Certified observers. CLASS scores will be used to determine individualized coaching needs for teachers. Coaching will be provided based on a tiered approach; due to teacher turnover, this is a *challenge*.

Section I. Program Design and Approach to Service Delivery
Sub-Section A. Goals
1.d

A myriad of outcomes and experiences influenced our program goals and objectives from the prior project period. As we achieved our goals in the last project period, other need areas became apparent. For example, although we passed the CLASS and met the national Head Start thresholds, since staff changed from the time of the assessment, new staff had to be trained. However, there is always room to coach and constantly improve student/teacher interactions using the Teachstone Coaching model. The needs have been written in objectives above and in school readiness goals. Another factor was when we received an award/funding for extended

time. Due to the extended hours, we are going to structure our program in the next continuation cycle differently; also, the extended hours award has made us study how we spend our instructional day. The schedule is going to be redone and it will ensure a prompt time for beginning the school day with regard to transition times. Our objectives above pertaining to professional growth and our school readiness goals detail how we would like to adopt a new curriculum and offer professional development on curriculum/instruction; these funds have assisted with these efforts. Teacher quality and retention continues to be a focus of the program, thus we are using the extended day funding to be more in line with district teacher/staff salaries. Retention concerns helped us create the relationship goals and objectives concerning morale.

While health and safety continue to be an essential part of all Head Start programs, wellness has taken shape as a goal due to trending data from our self-assessments and data from our disabilities practices. In conjunction with what transpired after Hurricane Irma and the district emphasis on mental health, which evolved based on of recent school tragedies in the news, the wellness goal was prevalent in our data and district-wide. Wellness is also coupled with a focus on family wellbeing; this focus is a continuation of past practices with improved strategies, and it connects with the PFCE action plan in service delivery.

The last goal/objective to highlight is goal three, objective one, fiscal transparency and transparency in reporting to governing bodies continues to be at the forefront of all service areas, goals, and objectives as noted in above.

Section I. Program Design and Approach to Service Delivery

Sub-Section A. Goals

2. School Readiness Goals Alignment with HSELOF

The program's school readiness goals align with the Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF). As you may know, HSELOF is comprised of five

domains: approaches to learning, social and emotional development, language literacy, cognition, and perceptual motor, and physical development. We have one goal for each research-based domain of development from HSELOF, followed by measureable objectives; teachers use instructional strategies from research-based curriculums to deliver instruction. Student outcomes are progress monitored and used for targeted instruction.

One of the state-adopted, research-based curriculums that we are in the process of adopting is “Creative Curriculum,” by Teaching Strategies. The same company also offers a database, called Teaching Strategies Gold, also known as GOLD to monitor progress. Teachers use strategies offered by the curriculum to meet the school readiness goals, and teacher observations and/or evidences are recorded in TSG. This information focuses on the strengths of each individual child. Once children are evaluated, the teacher is able to focus on creating individualized activities to help the child progress. This curriculum is appropriate for both three-year old students and four-year old students. Student growth is measured within each of the HSELOF domains, which is aligned with Creative Curriculum and TSG. There is a crosswalk that shows direct correlation between Creative Curriculum and the HSELOF domains, with Creative Curriculum, TSG, and state standards; when everything is in alignment we know the domains are being taught, monitored, and completed. Creative Curriculum takes into account the social and cultural context in which each child is assessed. Home language surveys, ELL objectives, and a curriculum that is bilingual allow teachers to work with children that are ELL’s; while TSG helps teachers to observe children in the context of every day experiences, which is an effective way to learn what they know and can do.

Although we have used TSG, we are in the process of adopting Creative Curriculum. We will create an implementation team existing of mentor teachers, parents, and

Education/Disabilities Manager to create crosswalks between Creative Curriculum, TSG, VPK State Standards, and HSELOF to look for any areas that need to be strengthened. So far, in the piloting phase teachers and parents love the organization of the curriculum and tools as they align to HSELOF.

We also utilize “Second Steps” as a social emotional curriculum to meet the social emotional domain in HSELOF. In addition, each classroom has four Hatch tablets, which are handheld technology with only early childhood software loaded on them. The interactive devices are only used a few times a week for approximately 5-7 minutes at each use. This technology then reports to TSG mastery information (from the Creative Curriculum domains, which directly align with HSELOF) to assist in progress monitoring. Together, Creative Curriculum, TSG, and Hatch tablets measure growth toward school readiness goals and objectives through the use of the curriculum and other mentioned resources.

To facilitate achieving our school readiness goals these resources support developmentally appropriate activities through opportunities of play and exploration. Although the practices are informed and intentional, the lessons also allow for flexible grouping and student perspective. The school readiness goals are inclusive of children with disabilities and dual language learners.

Since Monroe County School District is the grantee and our classrooms are in the schools where our students will transition to Kindergarten, the educational expectations are shared firsthand through vertical team meetings, state mandates, and district objectives. The Florida Kindergarten Readiness Screener (FLKRS) is a state-mandated test that is given the first 30 days of Kindergarten. Since, Head Start classes are blended with VPK students; these test scores will reflect both programs’ Kindergarten readiness.

For more information, please see attached school readiness goals.

Section I. Program Design and Approach to Service Delivery
Sub-Section A. Goals
3. Program Planning

It is the policy of Monroe County School District Head Start Program to implement/utilize an inclusive planning process to develop goals, objectives, and expected outcomes. The program communicates and collaborates with the governing body and policy council, program staff, and parents of enrolled children when conducting the annual self-assessment. The Leadership/Management Team (Early Childhood Coordinator/Supervisor, Education/Disabilities Manager, Budget Manager, Mental Health and Health/Safety R.N., and ERSEA/Family Service Manager) establishes the roles they will play in the annual self-assessment.

During this process, MCSD Head Start includes in the review relevant program data such as child and family outcomes, services provided, teacher/child interactions, compliance with Head Start Performance Standards, and progress towards goals/objectives.

After receiving input from stakeholders and sharing information with parents, governing body, policy council, and administration, a strategic plan is created by the Leadership/Management team and then given back to policy council and governing body for more input. The information gathered may consist of Community Assessment, Self-Assessment, progress monitoring, Program Information Report (PIR), and other ongoing monitoring. The results of the Community Assessment, the Self-Assessment, Program Information Report (PIR), and ongoing monitoring will be utilized for strategic planning in collaboration with parents, community partners, the governing body, policy council and site/school administration.

Visioning and mission planning are incorporated into the 5th year of each grant cycle to gain direction and commonality with goals, which will be developed into a program strategic

plan/action plans. These action plans will be implemented at the start of a new school year.

Section I. Program Design and Approach to Service Delivery

Sub-Section B. Service Delivery

1. Service Recruitment Area

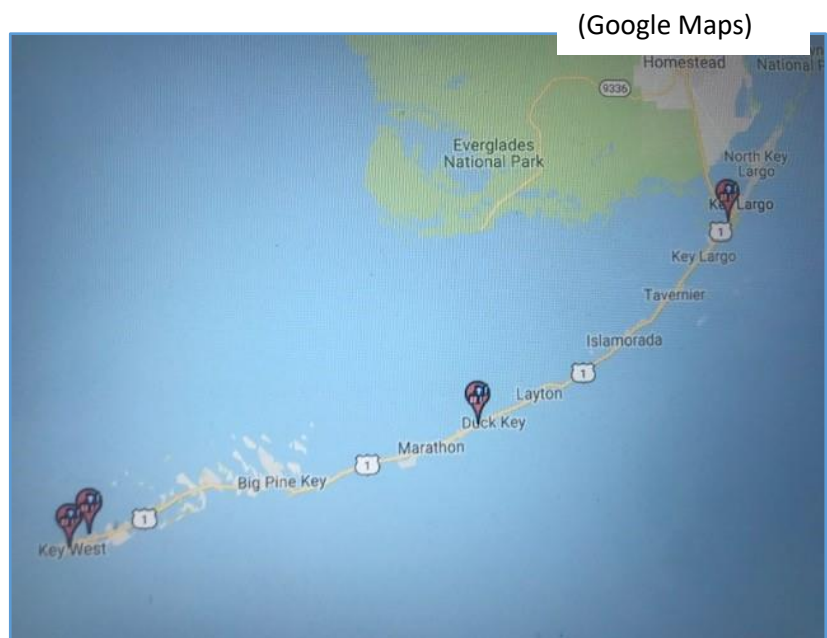
a. Program Operations

b. Evidence of Need

Monroe County is made up of 822 islands, although only about 30 of them are actually inhabited. The western half or Everglades National Park and the southern tip of Big Cypress National Preserve are largely uninhabited. The highest point in the Keys, only 18 feet above sea level, lies on Windley Key. The Keys are islands of rock; therefore, sandy beaches are not common and are mostly restricted to the Atlantic side of the larger islands.

The keys are connected by US Highway 1, locally known as the Overseas Highway, built by the state utilizing 42 defunct railroad bridges between Key Largo mile marker (MM) 106 and Key West (MM) 0 . The original bridges have been replaced; in many cases, the old bridges still run parallel to the new and some are utilized as fishing bridges. This highway contains 19.3 miles of bridge spans. The Keys are divided into three main regions of upper, middle and lower keys. Each region has its own special flavor, historic places, regional cuisine, uncommon flora and fauna, distinct diving and fishing locations and local idiosyncrasies.

Two of our sites are located in Key West, mile marker 0, the middle keys has one site at mile marker 48 in Marathon, and Key Largo is in the upper keys closest



to the mainland at mile marker 105.

There are no changes to the service area from the previous five-year grant period to the proposal for the next grant cycle.

According to the 2010 Census, the Florida Keys/Monroe County has a population of 73,090. The areas within the Florida Keys/Monroe County with the preschool students vary in population: Key Largo 10,071, Marathon 8,748, and Key West 25,316 people. (Sperling's Website). These areas and the Florida Keys have a high cost of living. On indices of 100 being an average (according to Sperling's cost of living) Key Largo is 173.6, Marathon is 145.4, and Key West is 171.3. Furthermore, the Asset Limited, Income Constrained, Employed (A.L.I.C.E.), report issued by the United Way (updated in 2018) indicates that a single-family household needs \$27,192.00 to survive in the Florida Keys and the Federal Poverty guideline is \$12,140 for individuals. For a family of 2 adults, 1 infant, 1 preschooler, a survival budget from the "A.L.I.C.E.," report is \$68,916. Conversely, the Federal Poverty guideline for a family of 4 is \$25,100. 79.4% of our funded enrollment are families that are 100% income eligible of the FPG 7.7% of our funded enrollment are families that are 101-130% of the FPG, 6.1% of our funded enrollment are families that are over the FPG, 6.6% of our funded enrollment are families that are categorical eligible (all are Homeless). 0.6% percent of our population receive some sort of Temporary Assistance for Needy Families (TANF). The cost of living in the Florida Keys continues to increase.

Section I. Program Design and Approach to Service Delivery

Sub-Section B. Service Delivery

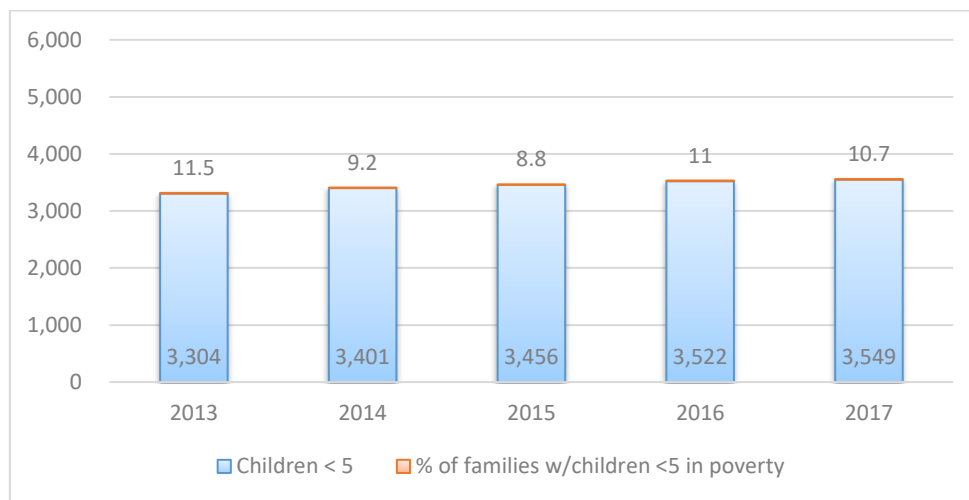
2. Service Recruitment Area

- a. Eligible Children**
- b. Community Data/Health Factors**
- c. Availability of Child Care**

The number of children less than five years old in Monroe County and the percentage of

families in poverty with children less than five years old did not vary significantly from 2013 to 2017, as shown in the chart below. The number of children less than five increased slightly every year, to a maximum of 3,549 in 2017. The number of families in poverty was highest in 2013, lowest in 2015, but increased in 2016. It then decreased slightly in 2017.

Child Poverty Rate (Monroe County, 2013 - 2017)



Source: U.S. Census Bureau, American Community Survey 5-year estimates²

In the Keys, the greatest concentration of children under 5 years in 2017 was in the Key West area (5.8%). This is also, where Head Start has focused its efforts, with two Head Start centers in Key West. The next greatest concentration of children under 5 is the Marathon area with 5.5%, compared to Broward and Miami- Dade counties who have a lot more.

Monroe County had a higher percentage of children under 5 with disabilities compared to Broward and Miami-Dade; Monroe County had the second-highest percentage of uninsured residents in 2017. Monroe was 19.3%, Miami-Dade was 20.7%, and Broward was 16.3%.

The organization, “Our Kids,” handles foster care for Miami-Dade and Monroe Counties. An assessment indicated foster home utilization was 57% in Miami-Dade and Monroe Counties. These services are usually handled through Wesley House in our community and families are

referred to Head Start for services when necessary. In the last grant cycle, we had less than 1% of children in Foster Care.

According to the Florida Department of Health 2017 Homeless report, there are only 47 affordable units for every 100 renters in Monroe County. Homeless data shows that the numbers of homeless students in public schools for years 2015-2016 were 387 for Monroe, 6,103 for Miami-Dade, and 2,262 for Broward County.

Family Statistics 2017-2018

SERVICE	NUMBER
Father Involvement Program	
The number of enrolled children whose fathers/father figures participated in activities designed to involve fathers/father figures in Head Start or Early Head Start	50
Homelessness Services	
Total number of families experiencing homelessness that were served during the enrollment year	22
Total number of children experiencing homelessness that were served during the enrollment year	22
Total number of families experiencing homelessness that acquired housing during the enrollment year	10
Foster Care and Child Welfare	
Total number of enrolled children who were in foster care at any point during the program year	1
Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	3

Monroe County had the highest percentage of uninsured children in 2017 (12.6%); Miami-Dade was 8.7%, and Broward was 9.3%. Although Broward had the highest percentage of individuals who could not see a doctor due to cost in 2017 (17.2%), Miami-Dade (16.7%) and Monroe (15.3%), were not far behind. Most Head Start students in Monroe County had Medicaid or State (CHIP) insurance.

Monroe County School District had a higher percentage of high school graduates during

the 2017-2018 school year compared to Broward and Monroe counties (Monroe 86.4%, Miami-Dade 85.4%, and Broward 84.3%). Florida's high school graduation rate increased by 3.8 percentage points over the last year and has increased significantly during the past fourteen years. The rate rose from 59.2 percent in 2003-04 to 86.1 percent in 2017-18, which is a 26.9 percentage point increase.

Education of Enrolled Head Start Families 2017-2018

EDUCATION	N
Less than High School	40
High School/GED	99
Associate Degree/ Vocational School/ Some College	26
Advanced Degree	19

Head Start families in 2017-2018 were equally likely to have English as their primary language as they were to have Spanish as their primary language (85 families each). However, in 2013-2017, nearly 76.8 percent of the citizens in Monroe County 18 years and over spoke only English. In contrast, only 60 percent of citizens in Broward County and 26.2 percent in Miami-Dade age 18 years and over spoke only English.

Languages Spoken at Home for Head Start Families 2017-2018

LANGUAGE	N
English	68
Spanish	85
Caribbean Languages	30
Middle Eastern and South Asian	1
European and Slavic	2

Monroe County ranked relatively low in the state of Florida in various health factors and outcomes, and low for certain risk behaviors and access to care. Overall, Monroe County was

ranked 9th in the state for health factors and 7th in the state for health outcomes. Monroe ranked 1st in diet and exercise and 4th in quality of life. However, Monroe ranked 39th in access to care, 16th in tobacco use, and 14th in alcohol and drug use. Broward and Miami-Dade ranked 8th and 3rd respectively, in the state for alcohol and drug use. Compared to Broward and Miami-Dade, Monroe had higher percentages of high school students and a lower percentage of middle school students who reported binge drinking and using marijuana/hashish. Dental care was less accessible in Monroe County compared to Broward and Miami-Dade. Specifically, Monroe had fewer dentists per 100,000 people in 2017, a lower percentage of low-income persons with access to dental care in 2011, and a lower percentage of the population with fluoridated water supplies in 2015-2017. Monroe County generally had poorer nutrition for low-income families compared to Broward and Miami-Dade. While Monroe County had a lower percentage (12%) of food insecure people in 2015 than Broward County (15%), Miami-Dade County is reported to be 9%. Monroe County is reported to have a higher percentage of people with limited access to health foods in 2015 (8%) compared to Broward (2%) and Miami-Dade (2%).

Monroe had a lower percentage (48%) of Women, Infants & Children (WIC)/food nutrition eligible individuals served compared to Broward (61%) and Miami-Dade (72%) and a lower percentage of households receiving food stamps in 2015-2016. Monroe County had higher child abuse and domestic violence rates compared to Broward and Miami-Dade counties. Compared to Broward and Miami-Dade, Monroe County had higher child abuse rate for children ages 5 to 11 in 2015-2017 and higher domestic violence rate in 2015-2017. The incarceration rates were lower in Monroe County (171) compared to Broward (1,307) and Miami-Dade (1,111) in 2017-2018. Based on the above-mentioned data, grant goals were prioritized.

Child care/Preschool enrollment from community: infants 84, one-year-olds 143, two-year olds 164, three-year-olds 225, four-year-olds (non-VPK) 98, five-year-olds (non-VPK) 8, after school: 201(this number includes 5 year olds).

Voluntary Prekindergarten enrollment (students with VPK Vouchers) in Monroe County as of August 2018 was 472 students, which includes blended Head Start students. 270 of those vouchers were from public/non-charter schools. Currently MCSD has enrolled 476 Prekindergarten students, which includes charter schools, voucher students, and non-voucher students; 451 of the population is non-charter/public school students. 26% are ESE. 68% are eligible for free and reduced lunch, 41% are Hispanic, 34.2% are White, 20% are Black/Non-Hispanic, 2.1% are Asian Pacific Islander, and 21.7% are other. Furthermore, MCSD has 126 full-time Pre-K, ESE students.

Community Partners 2018-2019	N	LOCATIONS AND NUMBER
SR contracted centers	18	Lower Keys (6) Middle Keys (5) Upper Keys (7)
SR contracted family child care homes	12	Lower Keys (11 – 5 licensed, 6 registered) Middle Keys (1 licensed) Upper Keys (0)
SR contracted afterschool/summer programs	4	Lower Keys (2) Middle Keys (1) Upper Keys (1)

Section I. Program Design and Approach to Service Delivery
Sub-Section B. Service Delivery
3. Proposed Program Options and Funded Enrollment Slots
a. Center-Based Program
b. Local Design Waiver

Monroe County School District is the Head Start grantee; we offer a center-based program. The program will provide 1,020 annual hours of planned class operations over the

course of at least eight months per year for all funded enrollment. Our funded enrollment is 180 slots. Some or all of our classes may be blended with VPK students. The VPK funding is used as a match to the grant, but is not the only non-federal share source.

Program Demographics 2018-19

Funded Enrollment 180 Children

Demographics of Eligible Children

79% are income eligible 100% below the poverty guidelines for Head Start

40% are receiving public assistance

6% homeless (counted in 100% eligibility)

6% over income

Ethnicity & Race of Enrolled Students

Non-Hispanic – 76	White – 102	Unspecified – 1
Hispanic - 103	Black – 47	Other - 0
	Asian – 1	
	Multi/Bi-Racial - 21	

Eligibility Income

Snap	WIC	SSI	Homeless	TANF
73	39	4	12	73

We are requesting a locally designed program option variation (LDO) waiver for the MCSD grantee #04CH4752. The request is to allow a group size of up to 20 children for all of our classes whether they are 3 or 4-year-old students or mixed ages 3-5. A class that serves a majority of children who are three years old would serve no more than 20 students with this waiver and be supervised by a teacher, plus a teaching assistant, or two teachers. We do not have a double session, but our students do attend a full day. In addition, we would like to

propose a model for our 4-year-old classes that is the same: 20 students, full day, a teacher, plus a teaching assistant, or two teachers. We would want the waiver to be for mixed ages as well to have the ability to flexibly group students with no more than 20 in a class and a teacher, teaching assistant, or two teachers.

Local Design Group Size

4 and 5 year olds	No more than 20 children enrolled in any class.
3 year olds	No more than 20 children enrolled in any class.
3, 4, & 5 year olds (flexible grouping)	No more than 20 children enrolled in any class.

MCSD also manages the state Voluntary Prekindergarten program, which also enrolls four-year-old children. The VPK program enrolls approximately 250 students on average annually. Due to this district program design, we try to recruit three-year-old students and then tend to keep them two years in the Head Start program.

This waiver will not affect space requirements. We will continue to differentiate instruction for the different age groups by ability. Creative Curriculum and TSG both have prescribed resources to implement differentiation and progress monitoring using student data.

Section I. Program Design and Approach to Service Delivery

Sub-Section B. Service Delivery

4. Centers and Facilities

a. Construction

At no cost to the grant, MCSD has completed construction of one of the four centers/schools. Gerald Adams has a new school, which contains two Head Start classrooms. In addition, Stanley Switlik will be completely rebuilt in 2020 by MCSD at no construction cost to

the grant. Stanley Switlik has two Head Start classrooms.

Section I. Program Design and Approach to Service Delivery

Sub-Section B. Service Delivery

5. ERSEA

a. Recruitment Process

Recruitment is a systematic process utilizing the Community Assessment, Annual Report and Program Information Report (PIR) data to assure enrollment of those families in greatest need of the program. Family service staff, parents and the Leadership/Management Team are members of local agency groups (Children's Group, School Health Advisory Committee (SHAC), Healthy Families, Healthy Start, Early Learning Coalition (ELC) of Miami/Dade and Monroe, Monroe County Interagency Transition Project for Children with Special Needs and Their Families). The Head Start program shares information and provides recruitment information. We also utilize currently enrolled parents to help us pass out flyers and brochures. Advertisements are posted in local newspapers and on local radio stations. Flyers are also distributed at community agencies, churches, grocery stores, convenience stores, WIC offices, Department of Children offices, OB/GYN offices, Pediatricians offices, Health Department, Social Service agencies, Child Care Providers, and Hotels/Motels (to place in their housekeeping, laundry room and break areas). We also advertise on our Head Start Webpage, District Webpage and Facebook Page; we use an app called "Remind" app and our District Connect Ed system. During open enrollment, we go door-to-door and store-to-store in the areas identified as having the greatest need according to community assessment, and pass out flyers or informational pamphlets about our program. If we experience a low rate of applications, we will host a weekend application fair where parents can come apply on the spot with required documentation (no appointment needed). We have begun participating in community events in the lower keys and we are going to extend this practice in the middle and upper keys. We do the

“Kid Show,” annually in Key West and “Children’s Day.”

Each family has a one-on-one orientation; during that orientation, we explain the importance of regular attendance and we give a flyer about attendance, “Help Your Child Succeed in Preschool: Build the Habit of Good Attendance.” We then enter into an attendance agreement in which expectations are set forth for both the parents and the program. Site Coordinators follow the “Attendance Guidance” guide, which outlines how to handle attendance on a daily basis.

Section I. Program Design and Approach to Service Delivery

Sub-Section B. Service Delivery

5. ERSEA

b. Attendance Strategies to Promote Regular Attendance

In conjunction with a district-wide attendance initiative, Monroe County School District & Head Start are taking steps to ensure children attend school more regularly. We offer incentives to those children who attend school regularly. The following are some steps we take to honor those with good attendance habits.

1. Daily Chart –Everyday a child is in attendance he/she will be able to place a star/sticker by his/her name on the daily attendance sticker chart. If the child shows up late he/she can still place a sticker by his/her name.
2. Weekly Sticker – At the end of each week, if the student attended every day within that week he/she may get the weekly sticker.
3. Monthly Certificate – At the end of each month, the students that have been in attendance everyday will be awarded with the Perfect Attendance Certificate.
4. Quarterly Ribbon – at the end of each quarter, a child with 85% or higher “Average Daily Attendance” (A.D.A.) will be awarded a ribbon.
5. Annually –book & parent /student certificate - At the end of each school year during the end of the year celebration, children with a total of 85% or higher ADA will be awarded with a book and certificate. Their parents will also be awarded with a certificate.

Section I. Program Design and Approach to Service Delivery
Sub-Section B. Service Delivery
6. Education and Child Development
a. Center-based Program
i. Curriculum
ii. Developmental Scope & Sequence
iii. Evidence of Alignment
iv. Support for Curriculum Implementation with Fidelity

The Monroe County School District Head Start Program is in the process of purchasing the state-approved, research based, “Creative Curriculum,” by Teaching Strategies. While Developmental Learning Materials (DLM Express) offers a variety of materials, we will be implementing Creative Curriculum at the beginning of the next five-year grant cycle, as it is directly aligned with Teaching Strategies Gold (TSG)/database, monitoring tools and checkpoints. Creative Curriculum is designed to explain the what, why, and how of teaching. Detailed plans with meaningful, engaging experiences for students have been designed in a way that makes the most of learning time. Additional resources and strategies for individualized instruction are available for students with disabilities as well as dual language learners. Each study offers an in-depth investigation building on students’ natural curiosity and wonder thus building engaging learning environments. The study approach allows children to gain a deeper understanding of each topic and encourages them to develop skills across all domains as they apply the investigative process.

The scope and sequence of Creative Curriculum is broken down by area of development and learning, objective, and beginning, middle, and end of year for both three-year-olds and four-year-olds. It is evident that Creative Curriculum is directly aligned with the “Head Start Early Learning Outcomes Framework” (HSELOF). Four mentor teachers piloted the program in their classrooms prior to full implementation. A Creative Curriculum specialist has trained all teachers and continued training will take place during preservice in August 2019. Monthly Professional

Learning Communities (PLC's) will continue throughout next year to offer group socializations and support for teachers using the curriculum. The mentor teacher at each site will facilitate each PLC. These PLC's will be documented through sign in sheets and completed lesson plans.

In an effort to streamline our program data, we will be implementing the Ages & Stages Developmental and Social Emotional Questionnaire as the forty-five day required screenings. Parents and family members will take part in the screenings by participating with teachers to complete the Ages and Stages Questionnaire during home visits and/or parent conferences. During home visits and/or parent conferences teachers will also encourage parent input and feedback on the curriculum and instructional materials, newsletters will go home regularly outlining the upcoming study and activities. Families and children who are dual language learners will be provided a translator to the extent possible.

Section I. Program Design and Approach to Service Delivery
Sub-Section B. Service Delivery
6. Education and Child Development
c. Developmental Screenings & Assessments
d. Parent Engagement with Child's Education

Parents are encouraged at Policy Council and Parent Center meetings to be engaged in their child's education. Teachers do presentations on lessons and may discuss lessons with parents. Parents are invited to participate in classroom activities such as nutrition lessons. Parents provide input on the curriculum through the two-way communication model from policy council and parent center meetings.

Section I. Program Design and Approach to Service Delivery
Sub-Section B. Service Delivery
7. Health
a. Parent Partnerships for Health
i. On-going Care
ii. Mental Health & Emotional Well-being

All necessary health documents, such as the physical, dental exam report, immunization record, and child developmental health history, are collected and reviewed during the interview process to determine the status and healthcare needs of the child. The site coordinator's obtain consent in advance for health services including all health and developmental procedures administered through the program such as oral health/dental examination, medical examination, vision and hearing screening, developmental screenings, mental health screenings and observations, etc. Forms are available in English, Spanish, and Creole as applicable. Nutritional needs are discussed with the parent(s) during interview process, concerns such as allergies or religious exemptions are discussed and documented, and an alternate nutrition plan is created and discussed with all staff involved to ensure nutritional needs are met. All immediate needs are addressed with the Health Manager prior to school start date.

During the interview process, health documents are collected and reviewed to determine the child's current health status. If the child is not up to date, the parents are informed during the interview and thereafter either via in person, phone, and/or letter informing the parent(s) their child is not current with immunization. The Site Coordinator and/or Health Manager will assist parents as applicable in arranging to bring the child up-to-date as quickly as possible. The Health Manager is responsible for tracking the child's health status and any follow up care necessary. Child Plus tracking is used in conjunction with excel tracking managed by the Health Manager.

Health services are discussed with each family during the interview process and advanced consent is obtained for each child enrolled to include mental health screenings/observations, crisis counseling, and child/family counseling. Once a need is identified, and in conjunction with the parents, in-house referrals are utilized by the Site Coordinator and/or teacher and sent to

the Health Manager to facilitate services with the Mental Health Consultant while ensuring the needs are met and follow up is done in a timely manner. The school counselors are utilized to meet individual needs of our students.

Section I. Program Design and Approach to Service Delivery

Sub-Section B. Service Delivery

8. Family and Community Engagement

a. Key Program Strategies for Family Relationships

b. Engagement Activities

c. Research Based Parent Curriculum

d. Family Partnership Services

i. PFCE

ii. Family Goal Setting

Each family has a one on one interview to apply for the program and a one on one enrollment orientation with their assigned family service worker. We have (to the extent possible) all forms in the three main languages spoken in our community (English, Spanish and Creole). During the enrollment process, we gather as much information about the family as possible so that we can know about their strengths, cultural background, needs, interest and goals if applicable. This data is used to better assist the families and build a trusting relationship with the parents. Head Start staff collaborates with the parents to help achieve the goal or meet the particular need. The family service worker will give the necessary referrals/information that support the need of the family. Family Service staff will follow up with the family to ensure timely and efficient services. Staff encourage parents to participate and to be engaged; we remind them that they are the child's first teacher and the impact on children when parents and staff work towards a common goal will result in strengthening school readiness and child outcomes to ensure children are ready for school. Parents watch a transition into Pre-K video at enrollment; this helps the parents understand how to handle this transition. At the orientation, parents are provided a parent handbook, transition handbook, and the United Way Community

Resource Guide. They sign several agreements and they are asked specific questions such as Do you have special skills, interest, and/or hobbies that you would like to share and would you like to share a culture experience with your child's class?

Our program offers multiple opportunities for parent engagement and special father involvement days through workshops/training and family fun days throughout the year. Some of the workshops/trainings we have offered are: Come Read to Me, Scrapbooking, Cultural Day, Parent Volunteer training, Health Insurance (Marketplace) sign up event, Nutrition Activity with parents and children in the classroom, Mother's Day make and take, Father's Day make and take, Conscious Discipline Parent Training, and Florida Keys Community College (F.K.C.C.) Nurse Day and Father's Engagement Day/ Field Day Activity. All of the above-mentioned activities align with one or more PFCE outcomes.

We involved some of the parent, teacher, and leadership members to view information on Early Childhood Learning Knowledge Center (ECLKC) website in regards to parent curriculum, and we researched on-line. We choose the ones we thought would be better for our program, presented the choices to policy council for them to review, choose, and approve. Once approved by governing bodies we ordered the materials. We contracted with a retired teacher to teach the researched-based parent curriculum to our parents (Conscious Discipline Parent Education Curriculum). We surveyed the parents for the best day and time and we went with the majority at each site.

During enrollment, families are encouraged to complete the "Parent, Family, and Community Engagement" (PFCE) goal assessment and partnership plan. We explain that part of our program and the services we provide is for parents and staff to work together as partners to identify strengths, needs or interests that are most important to them and to help them establish a

goal. Based on the family's needs we provide information, referrals, resources and training to help them achieve their goals. The family partnership plan is a time-oriented working plan made between the family and their family service worker to assist the family in goal setting and or addressing any needs that may arise in the family. Strategically with the family worker, the family will develop a plan to achieve any goals and needs. Parents will be empowered with community referrals, information, and or offered to attend appropriate workshops/training that will assist in meeting their needs. The partnership plan also serves as a connector between the family, the community, and the services provided by Head Start. We review current data from family outcomes to see what the greatest need for most of our families is. One year the data showed that the greatest need for our families was to obtain health insurance. We collaborated with AHEC (Advance Health Education Center) a local agency and we was able to have Health Insurance Marketplace Representatives go to each site and help parents apply for insurance on the spot; because of that, seven uninsured families were able to obtain insurance. This directly aligns with the PFCE framework "Family Well- Being."

Family service workers will conduct comprehensive follow-ups with the family to ensure timely and efficient services. Documentation of follow up will be in the "ChildPlus" database and, excel tracking sheet or the child's file. Families had learning English as a family goal. We collaborated with our Local Education Agency (L.E.A.)/School District and offer parents the opportunity to take "English Speakers of Other Languages" (ESOL) classes. We collaborate with a local agency called Kids Come First and they provide clothing, shoes, school supplies and personal items. Within our district, we have "Area Health and Education Clinics" (A.H.E.C). at all schools so children and families have access to health care. The only challenge we are seeing at this time is that some parents are expressing that the ESOL classes are on the computer and

they do not have much support. We have had a brief meeting with the Adult Education Coordinator and we plan on working together to ensure parents feel supported and instructional teachers are available.

Section I. Program Design and Approach to Service Delivery
Sub-Section B. Service Delivery
9. Services for Children
a. Full Participation of Program Services
b. Ensure Individualized Needs of Children with Disabilities

Our program ensures students with disabilities are included in all aspects of instruction and accommodations or modifications are made as required by the Individual Education Plan. In addition, the Creative Curriculum Online Resource component directly ties into Teaching Strategies Gold, accessing additional strategies based on individual student needs. These strategies are auto-populated into the lesson plan to assist teachers. Teachers will review strategies with parents and encourage input on their child's education through home visits and/or parent conferences. Teachers working with students who are dually coded in both an ESE and Head Start Classroom will meet at least quarterly with the ESE teacher to determine student progress and discuss goals.

Section I. Program Design and Approach to Service Delivery
Sub-Section B. Service Delivery
10. Transitions
a. No Early Head Start to Transition From
b. Transitions from Head Start to Kindergarten
c. Transitions between Programs

Our Head Start program provides various workshops and activities for students and their families transitioning to Kindergarten. The majority of Head Start students begin their educational journey in their district school, therefore, eliminating a change to another school for Kindergarten. Students are involved in a Kindergarten round up at the end of the school year where they take a tour of the school site and meet the teachers. Parents are provided information

regarding registration and school practices. At the end of the school year, the Education Manager hosts a Transition to Kindergarten workshop to again review the expectations when entering Kindergarten. During the school year, parents are invited to participate in school functions to help ease the transition into the K-12 system and build relationships as well. Activities are site specific. Students are provided a Kinder-Ready backpack with materials to prepare them for the transition. Teachers are provided the Head Start Transition to Kindergarten Calendar from which to draw activities.

Students transitioning from one program to another such as ESE are prepared by an initial meeting to determine the best practice for the individual child. All teachers, parents, and staff take part in determining the best way to transition the child.

Section I. Program Design and Approach to Service Delivery

Sub-Section B. Service Delivery

12. Transportation

a. Level of Transportation Needs

b. Assist with Transportation Needs

There is a strong need for transportation services in Monroe County as evidenced by the number of students that ride the bus in the morning and in the afternoon. The total number between the four sites is 117 students out of 180 enrolled.

Part of our non-federal share/match to the grant comes from the MCSD transportation department. MCSD provides the buses and transportation for our students.

Section I. Program Design and Approach to Service Delivery

Sub-Section C: Governance, Organization, and Management

1. Structure

Process – Governing Body, Policy Council and Policy Committee, and Parent Committees Relationships

Structure

The MCSD Head Start program is a part of a Florida “A,” rated school district/organization. As a Head Start grantee under the auspice of Monroe County School District (MCSD), we ensure transparency in reporting to the Monroe County School Board (MCSB) and the policy council. We train members as necessary on everything from governance roles, to how to read reports, as needed and/or required. There is a process outlined below, which shows how program information is received and how the shared decision-making process is ensured. MCSD is the grantee therefore there are no delegate level committees, but there are parent committees at the center level. The Governing Body is comprised of elected officials who are the school board of Monroe County School District. Since our board is comprised of elected officials, we are exempt from 64(C)(D)2 of the Act. The MCSD Head Start program in conjunction with the MCSB Finance Department, Monroe County School Board Members, Superintendent, and the Executive Director of Teaching and Learning has the responsibility for administering and overseeing the Head Start program including the safeguarding of Federal funds.

The Head Start program has the responsibility to involve the following members of the organization: The MCSD Head Start, The MCSB Executive Leadership and Head Start Management to select the service areas for the schools. The Governing Body (MCSB Members) and Policy Council establish procedures and criteria for recruitment, selection and enrollment of children. The Governing Body, (MCSB Members and Policy Council) review all applications for funding and amendments to applications for funding. The Monroe County School Board Members and Policy Council receive governance training when there is a new member.

Processes

Governing Body

The Governing Body (MCSB Members) and Policy Council establish procedures and guidelines for accessing and collecting information. The Governing Body (MCSB Members) and Policy Council review and approve all major policies of the agency, including:

- Annual self-assessment and financial audit
- The MCSBHS progress in carrying out the programmatic and fiscal provisions in the grant application, including implementation of corrective actions
- Following District personnel policies regarding the hiring, evaluation, termination, and compensation of its employees

The MCSBHS develops procedures for how members of the policy council are selected, which are approved by the Board. The Governing Body (MCSB Members) and Policy Council approve financial management, accounting, and reporting policies and compliance with laws and regulations related to financial statements, including:

- Approve all major financial expenditures
- Approve the operating budget annually
- Facilitate State auditors to report all critical accounting policies and practices to the governing body
- Monitor the MCSB's actions to correct any audit findings and of other action necessary to comply with applicable laws governing financial statement and accounting practices.
- Review results of monitoring conducted under 641A(c), including appropriate follow-up activities; ongoing monitoring, data on school readiness goals and other information described in 1302.102 and information in 642(d)(2) of the Act to conduct its responsibilities.

The Governing Body (MCSB Members) and Policy Council approve personnel policies and procedures regarding the hiring, evaluation, compensation, and termination of the Early Childhood Coordinator/Supervisor (Head Start Director), which follows district policy, but requires regional approval. The Governing Body (MCSB Members) and Policy Council adopt, Monroe County School District's standards of conduct and Head Start policies/formal procedures for disclosing, addressing and resolving any conflict of interest the governing body

has with its members, the employees and consultants, including complaints. Conflict of Interest means a situation in which a staff member or his or her immediate family member has, directly him- or herself or indirectly through another individual or entity, a personal or financial interest that compromises or could compromise their ability to act in the best interest of MCSD.

Immediate Family Member means a staff member's:

- Spouse or partner in a civil union recognized by state law;
- Domestic partner or partner in a committed, personal relationship;
- Parent;
- Child;
- Sibling
- Father-in-law, Mother-in-law;
- Brother-in-law, Sister-in-law;
- Son-in-law, Daughter-in-law;
- Grandparent; or Grandchild.
- The term includes individuals related by blood, adoption, or marriage (i.e., step family members).

The Governing Body (MCSB Members) and Policy Council may establish advisory committees to the extent possible to oversee key responsibilities related to program governance and improvement of the program. Monthly the Early Childhood Coordinator/Supervisor (Head Start Director) provides information to the MCSB and Policy Council. Governing bodies may be asked for input direction, and/or approval. Items that are approved by Policy Council go to the MCSB. The item is put on the MCSB agenda, which is public domain. All MCSB agendas are posted on the website; public input may be given according to district policy. The policy council is also responsible for taking information to the parent center chair (there is one parent center at each school/site). The parents are given time to process the information and voice input if

desired; in addition, parents may bring program information to the policy council chair. The policy council chair not only takes information to the parent center, but also may bring new topics to the policy council. The communication may go to the MCSB if deemed necessary by the leadership/management team and policy council. These procedures are monitored during self-assessment.

Policy Council and Parent Center Committee

It is the policy of the (MCSB) Head Start Program to ensure that a formal structure of shared governance is maintained for parents to participate in policymaking or in other decisions about the nature of the program. The policy committee does not apply to MCSBHS. The policy council and parent center committee provides a platform for parents and the community to participate in a process of making decisions about the operation of the program.

As early as possible, ideally in September/October, the program annually establishes the policy council and parent center at the grantee level, as we do not have delegates. Having policymaking authority, the council is governed by locally determined by-laws. The policy council will not be dissolved until a successor council is elected and officers are seated. MCSBHS must establish a policy council early in the program year and maintain until a new committee is elected and seated. The policy council is established through the parent center committees. Parents or legal guardians of children enrolled and community representatives are empowered to actively participate in shared decision-making.

The policy council meets each month by SKYPE for Business, which is a web-based videoconferencing tool. The policy council is comprised of two memberships: parents of Head Start children who are currently enrolled in the program and community members. Membership of the policy council must be comprised of 51% (a majority of Head Start parents) to ensure a

fair representation of the program. Community representatives may be from local community businesses, public or private; civic and professional organizations; parents of children who were formerly enrolled in the Head Start program and; others who are familiar with resources and services for low-income children and families. Community representatives shall not exceed 49% of the total policy council.

All parent representatives shall be selected by nominations or by the parents volunteering the parent; the parent receiving the majority of the votes shall become the parent representative to the Head Start policy council and parent center. The parent receiving the second highest number of votes shall become the alternate. If the person is unopposed then the parent representative or site coordinator may appoint a proxy in their absence of a policy council meeting. Site Coordinators will submit the names, address, e-mail and telephone number of the parent representatives and the alternates to the Director or the designee for completion of an updated roster. If necessary, the parent representative can be removed from the Head Start Policy Council, for excessive absenteeism or actions that violate the Head Start Parent Handbook and District Code of Conduct, according to current approved policy council by-laws. No staff member or member of their family may serve on the policy council, except parents who occasionally substitute for regular staff. Parents and community representatives are elected annually and serve a one-year term membership. Policy Council/Parent Center terms have limitations. No representative (parent or community representative) may serve more than five one-year terms. Any part of a year served is considered a full term, including time served less than six (6) months. Outgoing policy council officers and members will officially vacate their positions or seat before the election of new officers. All parents interested in serving as an officer

must be present during the meeting to volunteer or accept a nomination for office. The elected officers will include Chairperson, Vice-Chairperson, and Secretary.

Each school/center shall have one (1) voting representative seated on the policy council; Head Start parents of each school/center representing Head Start shall nominate a **Head Start** policy council representative during the organizational meeting, which will be conducted each September. The ballots will then be sent home to all parents to vote. Alternate policy council Representatives may attend the policy council, but may only vote in the absence of the elected policy council representative. A proxy form is used in the case of an alternate. It is noted in the policy council by-laws that the director may call, e-mail or SKYPE the policy council representative for voting/approval purpose if the member is unable to attend. The Head Start director may establish an advisory committee with governing body and policy council approval as necessary for effective governance. The structure and communication must be in a way that the governing body continues to maintain its legal and fiscal responsibility. To further maintain decorum, Robert's Rules of Order and the policy council by-laws are used to facilitate meetings

The policy council/committee will serve as a link to the parent center committee and the school. The policy council/committee will assist parent center committees in communicating with the parents enrolled to ensure they understand their rights, responsibilities, and opportunities in the Head Start program and encourage program participation. The policy council/committee will assist parent committees in planning, coordinating, and organizing program activities for parents with the assistance of the site coordinator. The policy council will ensure funds are set aside from the program grant to be used by and for parent activities that they develop. The parent activity fund guidelines will be reviewed and approved / disapproved by the policy council annually. The Policy Council/Committee will assist in recruiting volunteer

services from parents, community residents, and community organizations; also assists in the mobilization of community resources to meet identified needs. The Policy Council will work with the program Director and the School Board to resolve community complaints about the program. Responsibilities for the Policy Council/Committee include the review and approval of decisions about each of the following activities:

- Parent Activities
- Program recruitment, selection criteria and enrollment priorities
- Applications for funding and amendments to applications for funding
- Budget planning for program expenditures including policies for reimbursement and participation in policy council activities.
- By-Laws for the operation of the Policy Council
- Program personnel policies and decisions regarding program staff including standards of conduct for staff, contractors and volunteers and criteria for the employment and dismissal.
- Developing procedures for how members of the policy council will be elected
- Recommendations on the selection of delegate agencies and their service areas

By-Laws will be reviewed each year and updated as needed.

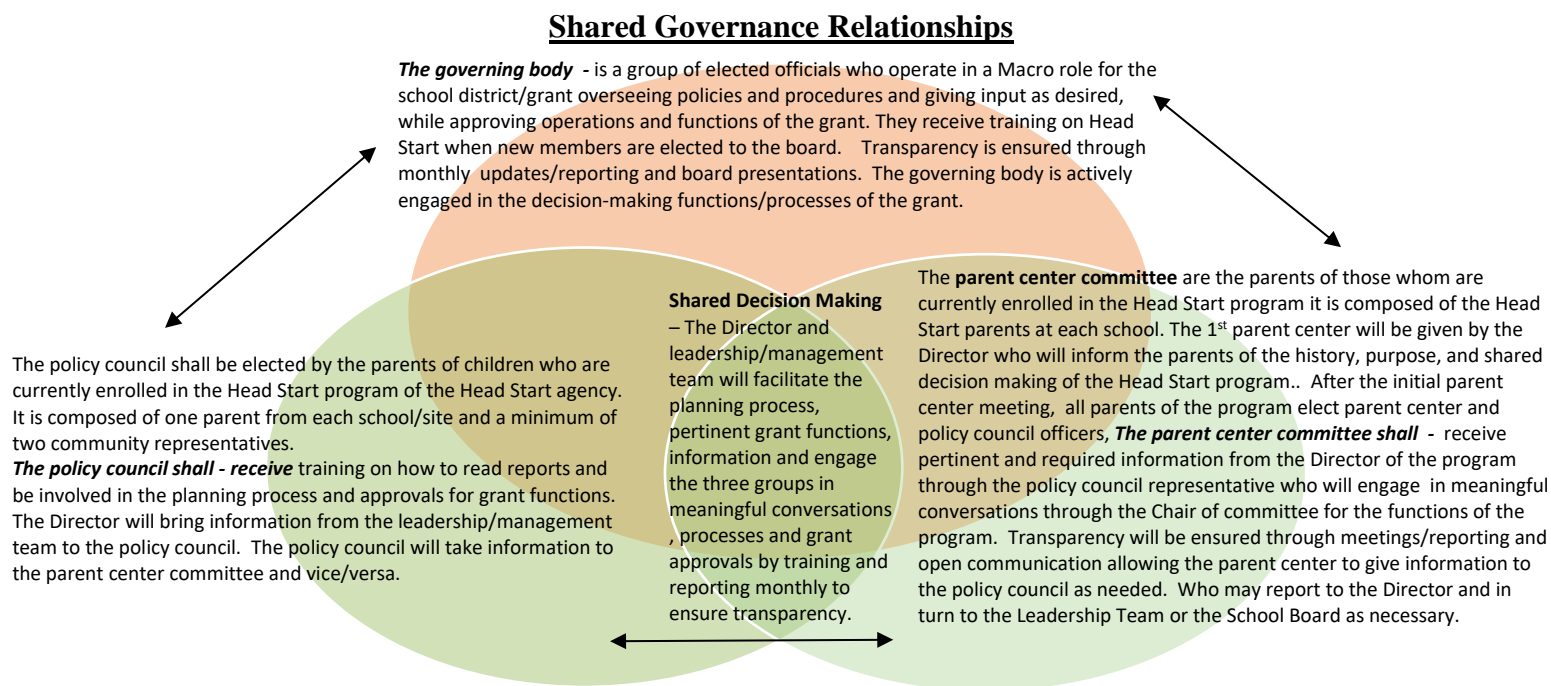
Relationships

It is the policy of the (MCSB) Head Start Program to ensure appropriate training and technical assistance is provided to the Monroe County School Board Members, Policy Council, and Parent Center Committees. To establish procedures describing how the Governing Body (Monroe County School Board), the Head Start Policy Council, and parent center committee will implement shared decision-making. The Early Childhood Coordinator/Supervisor (Head Start Director) will provide leadership trainings for parent committee officers before the organization of the Policy Council. Training topics will include:

- Roles and Responsibilities of Head Start Governance
- Parents as Partners/ Advocacy
- Volunteer Opportunities
- Parent Activity Fund
- Effective Meetings

Trainings will be repeated as necessary and/or when new members join. These functions will be checked as part of Annual Grantee Self-Assessment. Conflict of interest is noted above, on page 35.

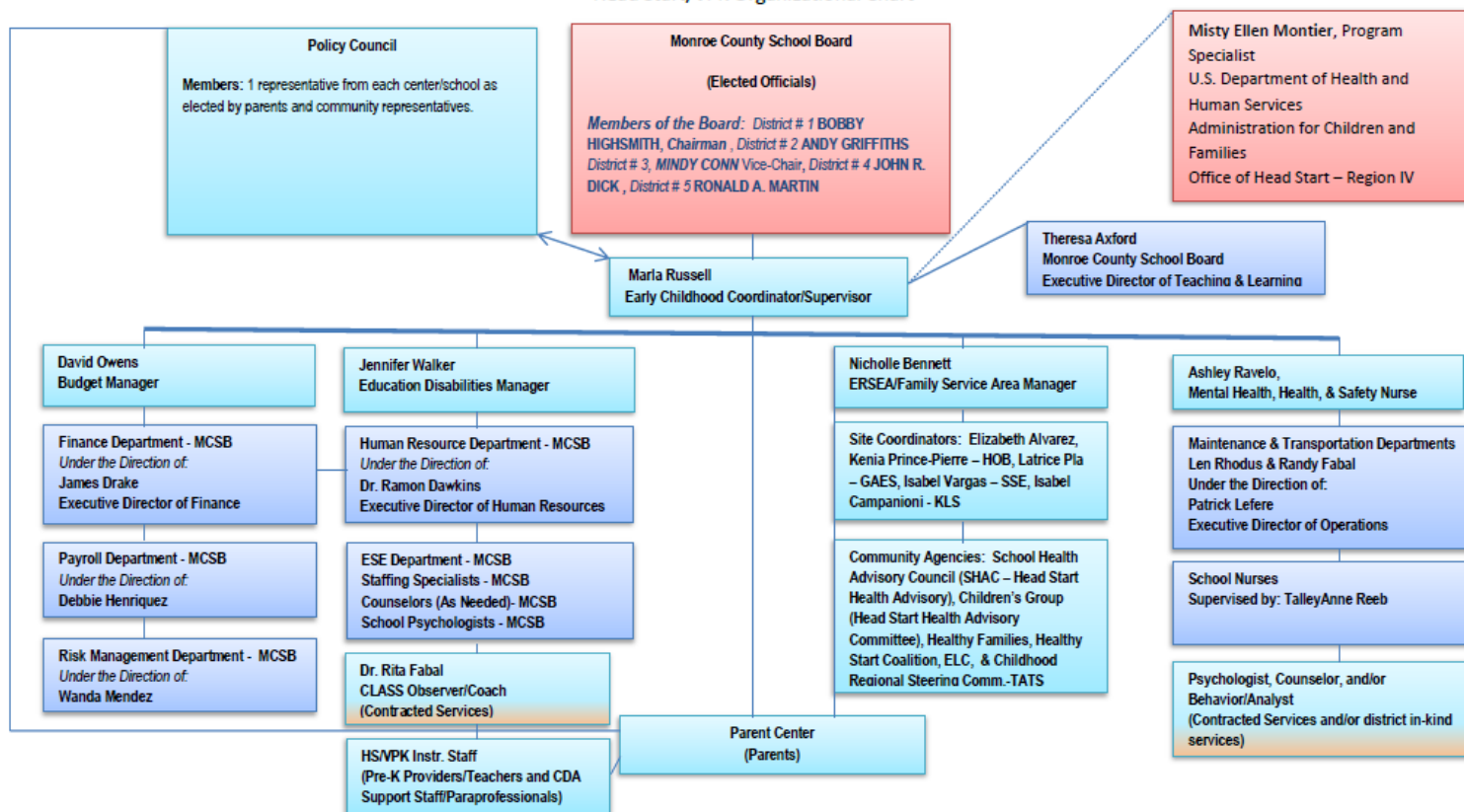
In an effort to have, meaningful consultation and collaboration, presentations are not unilateral, but rather to seek input. Opinions and ideas are always welcomed from the governing body. The Head Start leadership/management team participates in governing body presentations when appropriate. Satisfaction surveys and focus groups are conducted annually during self-assessment. Board members are sometimes invited to Policy Council meetings and policy council members may watch a “live streamed,” board meeting or attend a board meeting.



Section II. Program Design and Approach to Service Delivery
 Sub-Section C: Governance, Organization, and Management
 2. Human Resources Management
 a. Organizational Chart



Head Start/VPK Organizational Chart



Section I. Program Design and Approach to Service Delivery
Sub-Section C: Governance, Organization, and Management
2. Human Resources Management
b. System to Ensure Criminal Background Checks
c. Orientations to New Staff, Consultants, and Volunteers

The safety of its students is of paramount importance to the Monroe County School District Head Start program. Consistent with this concern for student safety, and in compliance with Florida law, the District requires that, prior to initial employment or re-employment if there has been a break in service, all candidates for all positions shall be subject to a criminal background check to determine eligibility for employment. The MCSD Human Resources Department will schedule applicants for background screenings, to include five-year re-screenings. The MCSD Human Resources Department will conduct background screenings according to MCSD policy. Background screenings are required for all Head Start staff, consultants, and contractors prior to employment. The grantee must ensure volunteers do not have un-supervised access to children.

Staff, consultants and contractors must be in possession of an official District issued badge in order to be present and provide services to children and schools. In order to secure badging, each related individual must first undergo a rigid background screening process that includes fingerprinting. All screenings include sexual predator and prior bad acts background inquiries. No District badges will be issued unless the necessary screening requirement have been satisfied.

The Monroe County Schools District orientation event is designed to acclimate, assimilate, calibrate and organize new team members to the Monroe County Schools District MCSD work environment. These experiences offer the new hire exposure to sharing of

professional experiences from a variety of sources and are interdepartmental in both scope and presence. Orientations are planned activities with deliberate provisions that invest in the personal and professional bank accounts of those joining the MCSD team. During orientations, facilitators share organizational mission, purpose, departmental goals and expectations. They are designed to inform new team members of the support resources available to them and where to look to find them. During the sessions, the employee handbook is shared in electronic format assuring access to the most up-to-date information about the organization available. Orientations also allow for introductions to other team members and acquaint the new talent with their work surrounding. Facilitators typically plan to spend 20-30 minutes sharing and an additional 10 - 15 minutes answering any questions the new hire may have. It is not uncommon for the facilitator to invite other district leaders to share their perspectives departmental responsibilities depending on the nature of the orientation and the breadth of the responsibilities under consideration. All orientations are designed to maximize the contribution of the new hire, the intake process more affable and provide new hires with supports that extend their reach during their initial on-boarding process. Successfully done, our orientations equip our new hires to make a seamless transition into the Monroe County Schools District working arena in a way that boosts morale and increase productivity and efficiency during the beginning days and throughout one's career.

New instructional staff are invited to participate in a New Teacher Orientation provided by Monroe County School District. In addition, during pre-service, specific trainings are provided to inform new staff of requirements for Head Start, VPK, and Monroe County School District. Training is provided on curriculum, health and safety, active supervision, required paperwork, and progress monitoring and assessment completion and data entry. Staff, consultants and volunteers are introduced to key school staff for support and shown around the

school campus. Volunteers receive a training educating them on the expectations in the classroom and the Head Start and Monroe County School District standards and guidelines.

Volunteers are encouraged to take part in classrooms in an appropriate way.

Section I. Program Design and Approach to Service Delivery
Sub-Section C: Governance, Organization, and Management
2. Human Resources Management
d. Key Features of Staff Training and Professional Development

Some of the key features of our program's approach to staff training and professional development are training in every service area, compliance training, district and program training, individualized goal setting/professional development, curriculum training, using trend data to pick topics for workshops/trainings. We use different delivery models to conduct trainings such as professional learning communities, webinars, and on-line resources to name a few. We have built-in professional days, site meetings, and staff meetings to help support professional development efforts. Our staff attends district trainings when appropriate. The Leadership/Management Team, the Site Coordinators, and the Teachers complete a professional growth plan (PGP), which documents an individualized area the employee wishes to improve upon for the year. When planning the PGP, program data is to be used to determine the area of need so that individual professional development is tied to program improvement.

Since Florida Statute requires incentive pay for teachers, we have mimicked the district incentive pay plan for Head Start teachers; if a teacher's evaluation is effective or highly effective he/she may receive \$300/\$600 incentive pay. The evaluation is comprised of student data, PGP plans, CLASS data, and a rubric with Charlotte Danielson's domains for best practice to come up with a rating. Similarly, we have done the same for Family Service employees. Site Coordinators who implement and have families complete a high percentage of family goals

receive the same incentive pay. They too must be effective or highly effective on their evaluation by having done PGPs and meeting their goals to receive the same incentive pay. Incentive pay is not for the leadership/management team. These are practices that are unique to us as a Head Start grantee, which increases participation in professional development.

The Education Manager will meet with teachers at the beginning of each year to go over CLASS data and implement a Professional Growth Plan outlining an individualized and ongoing goal for the teacher to work on as a part of professional development. Instructional staff will be observed three times per year using the CLASS Observation Tool. Instructional staff will participate in coaching based on individual needs and/or CLASS observation data. As part of individualization, some teachers may participate in MMCI (Making the Most of Classroom Interactions) training.

Site Meetings will have training at a minimum of three times a year. Staff Meetings may have district training at times. Coaching is done in a tiered approach; for example, mentor teachers may help new teachers and coaching is more intense/frequent for a new teacher. Professional Development is monitored by the Education Manager monthly or as needed.

. In our program, the Education Manager meets with teachers at the beginning of each year to provide an overview including but not limited to Head Start standards, Head Start Early Learning Outcome Framework, curriculum training, data/progress monitoring tools, implementation, CLASS expectations, and other data. Teachers complete a Professional Growth Plan outlining an individualized and ongoing goal for the teacher to work on as a part of professional development and a student goal. Both goals are to be measurable. Instructional staff are observed three times per year using the CLASS Observation Tool. Coaching is provided based on individual needs and/or CLASS observation data and Teachstone Research Based

resources. Tier one teachers are those on high average CLASS scores and receive a minimum of one coaching overview session per year. Teachers scoring in the lower average range, or Tier 2, receive a minimum of one intensive coaching session per year. Tier 3 teachers are typically in the very low or below average range and receive a minimum of two intensive coaching sessions annually. As part of individualization some teachers may participate in My Video Library segments with follow up activities, MMCI (Making the Most of Classroom Interactions) training, or NCQTL 15 minute suites training. A mid-year CLASS observation is then completed to determine strengths and/or additional needs of the classroom environment. CLASS data is reassessed and coaching is again provided based on the Tier System. Some staff progress and move on, others may need continued support. If there is an immediate concern or need according to an observation that too is “coached,” and followed up on. In the spring, a third round of CLASS observations occurs to determine overall progress based on teacher needs and the coaching provided. CLASS observations are used as part of the professional growth plan and the final teacher evaluation.

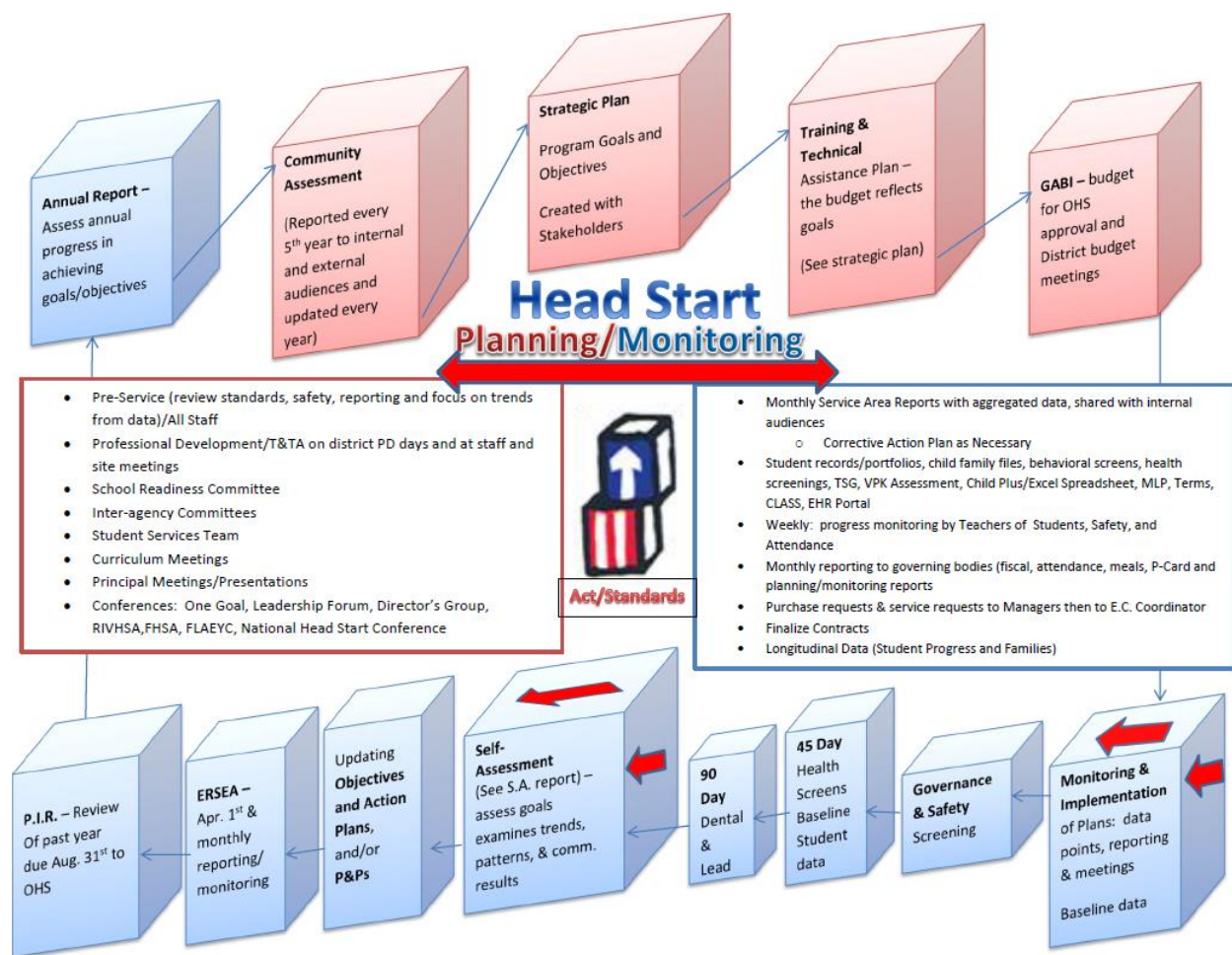
Site Meetings have training at a minimum of three times a year and staff are required to participate in district training at times. Staff are also required to take part in scheduled professional development days according to the Monroe County School District calendar.

Family Service Meetings utilize webinars, simulations and other resources to stay abreast of best family practices. For example, one of our Site Coordinators completed their required family credential. At least twice a year at monthly PLC meetings we will discuss best practices when working with families. We may have our Social Worker lead a PLC to determine how we may better know signs of opioid addiction. Site Coordinators participate in Family Service meetings at a minimum of four times a year. At these meetings, training is provided.

At pre-service, the Head Start nurse always presents compliance standards on health and safety training. The topics include but are not limited to: proper hygiene practices, tooth brushing, daily health and safety checks, prevention and control of infectious diseases, active supervision, training requirements for child abuse and neglect, CPR and first aid certification requirements, and mental health. Staff are also trained on administrative safety procedures to include but not limited to: medical and dental emergencies, non-emergency procedures, injury reporting, medication administration procedures and emergency preparedness and procedures. Workshops on nutrition, dental, and mental health are provided to staff during the program year. In addition, she shares wellness information such as mental health and wellbeing, nutrition, exercise, and other health resources.

Section I. Program Design and Approach to Service Delivery
Sub-Section C: Governance, Organization, and Management
3. Program Management and Quality Improvement
a. Oversight
b. Continuous Improvement
c. Budget and Staffing Patterns

In the graphic organizer below titled Head Start Planning/Monitoring the key features of our program's systems for ongoing oversight, correction, and assessment of progress towards our program's identified goals are pictured. The light red boxes show the planning tools used in the program such as: the community assessment, strategic plan, action plans, training & technical assistance plan, and the budget/GABI. The blue boxes show the monitoring tools: data points, monthly reporting, governance screenings, safety screenings, 45-day health screens, 90-day dental screens, lead risk assessment, self-assessment, updating objective and action plans, ERSEA monitoring, and Program Information Report. The blue boxes with red arrows show boxes that are both planning/monitoring tools.



On the left, the rectangle outlined in red with bulleted items, describes the planning processes we use: Pre-Service (review standards, safety, reporting and focus on trends from data)/All Staff

- Professional Development/T&TA on district PD days and at staff and site meetings
- School Readiness Committee
- Inter-agency Committees
- Student Services Team
- Curriculum Meetings
- Principal Meetings/Presentations
- Conferences: One Goal, Leadership Forum, Director's Group, RIVHSA, FHSA, FLAAYC, National Head Start Conference

We will be increasing professional development days by adding one ½ day of early dismissal to the school year calendar. The school readiness committee will meet a minimum of twice a

school year. Leadership/Management team members and Site Coordinators who represent the program attend interagency meetings. The Student Services Team is a team comprised of the classroom teacher, Education Disabilities/Manager (or qualified designee), parents, and at times the district staffing specialist to facilitate proper placement of students with disabilities. The school district curriculum team is comprised of coordinators who are specialists in subject areas and a Head Start administrator attends their weekly meetings. The Early Childhood Coordinator/Supervisor (Head Start Director) attends the Principals meetings to represent our programs within the schools. The Leadership Team and sometimes staff or parents attend Head Start trainings and conference out of the district.

On the right, the rectangle outlined in blue has bulleted items describing the monitoring tools/strategies we use:

- Monthly Service Area Reports with aggregated data, shared with internal audiences
 - Corrective Action Plan as Necessary
- Student records/portfolios, child family files, behavioral screens, health screenings, TSG, VPK Assessment, Child Plus/Excel Spreadsheet, MLP, Terms, CLASS, EHR Portal
- Weekly: progress monitoring by Teachers of Students, Safety, and Attendance
- Monthly reporting to governing bodies (fiscal, attendance, meals, P-Card and planning/monitoring reports
- Purchase requests & service requests to Managers then to E.C. Coordinator
- Finalize Contracts
- Longitudinal Data (Student Progress and Families)

The Head Start Leadership/Management Team is comprised of the Early Childhood Coordinator/Supervisor (Head Start Director), Education/Disabilities Manager, Budget Manager, ERSEA/Family Service Manager and the Mental Health, Health & Safety, Registered Nurse. We meet monthly to discuss monitoring of the strategic plan and compliance with Head Start Performance Standards. We use data from each service area to monitor goals/objectives and

program compliance. Such as enrollment reports, disabilities reports, health screenings, safety updates, fiscal reporting, developmental screenings, TSG student data, and other program data. Transparency is ensured through monthly updates shared with governing bodies, as noted above. The program is rich in using data to monitor progress and outcomes in each goal area. However, we have streamlined and changed the tools to only include the most valuable information. Each manager is to support staff whether it is in their service area or not.

When an improvement needs to be made, the Leadership/Management team member is to complete a corrective action form and discuss at the monthly leadership meetings. When the follow-up is complete, the same manager is to discuss its completion. A timeline is kept on monthly report.

As the grantee, Head Start participates in a culture of continuous improvement by being a part of MCSD. The program will collect and use data to continuously evaluate progress toward program goals and objectives. MCSDHS will review data gathered through the ongoing monitoring system, which will include a review of electronic data and related information as previously noted. Effective ongoing monitoring will take place at all program levels to enable agencies to track progress toward their goals and objectives and ensure compliance. MCSDHS's staff will ensure effective ongoing program oversight and correction. Management staff utilizes the above noted system of ongoing oversight that ensure effective implementation of the program Performance Standards including child safety and all applicable federal regulations. Site/school service area and related personnel, will receive training and ongoing technical assistance to comply with the implementation of the Performance Standards in all related service areas on a monthly, and quarterly basis as well as needed.

Monthly financial reports are shared with the Monroe County School Board, the HS Policy Council, and the Head Start Leadership team. These include, but are not limited to, budget/expenditure reports, purchasing card statements, administrative costs, audit results, and non-federal share reports. Any noteworthy issues, such as budget shortfalls, unexpected expenses, opportunities, etc. will be pointed out and discussed.

The Head Start Budget Manager will provide training and assistance to the Policy Council annually, and as needed, to help members understand all financial reports and documents provided. He or she will also explain the general concepts of federal funding and match requirements.

The Head Start Program Director will provide training and assistance to the Monroe County School Board annually, and as needed, to help members understand all financial reports and documents provided. He or she will also explain the general concepts of federal funding and match requirements.

The Head Start Budget Manager will review expenses posted to Head Start line items monthly to ensure that expenditures are allowable, allocable, accurate, and timely. He or she will make sure that corrections are made as needed. The consideration of allow ability will include: (a) Funds must not be used to assist, promote, or deter union organizing (644(e)), (b) Payments to contractors or subcontractors comply with the Davis-Bacon Act (644(g)(3)), and (c) The prohibition against using funds.

Staffing patterns are shared with policy council monthly. The district posts vacancies and new hires on the school board agenda. Both members are invited at to participate in interviews at when practicable. Through the use of “extended hour/duration,” funding we are realigning our program with district salaries as noted in a previous supplemental application. This is to promote

proper staffing. Professional days are built into the district calendar. We will be adding one ½ day of professional development a month to increase quality programming (see attached school year calendar). Furthermore, we sometimes offer Saturday professional days and after school training, this allows for a full range of service.

Section II. Budget and Budget Justification Narrative

1. Detailed Budget Narrative
2. N/A – No Delegates
3. COLA
4. Propoerty Management System
5. Non-Federal Match
6. N/A No Waiver for Match
7. N/A No waiver for 15% Administrative Costs
8. N/A No Enrollment Reduction
9. No Conversion
10. No Construction
11. Procurement Over 5,000

Monroe County School District Head Start Program Budget Narrative 2019 - 2020 Grant #04CH4752

6. Object Class Categories

A. Personnel:

\$875,237



(Additional documentation is uploaded, with a list of all staff, salaries, and benefits) Monroe County has one of the highest costs of living in Florida. Our Head Start program and State Voluntary Pre-K allow for blended classrooms, which provide extended services to eligible children. Three staff members have their Family Development Credentials; two have Master's Degrees, and six have Bachelor's Degrees. Others have assumed additional duties, for which supplements are paid. We have an incentive pay program for teachers, much like the one already used in the Monroe County School District.

- 9 Pre-K Providers (teachers)
- 9 CDA Support Staff (parapros)
- 5 Site Coordinators
- 4 Service Area Mgrs (Ed./Disab.; Fiscal, ERSEA/Family; & Mental Health, Health, and Safety RN)
- 1 Early Childhood Supervisor/Coordinator (Program Director)

B. Fringe Benefits:

\$359,660

C. Travel, staff out-of-town

\$500

Out of assigned area meetings or trainings, for staff and parents.

# Trips	Purpose	Staff/Positions	Time	Cost
1 @ 1 day ea.	meetings, training in FL	Dir., Ed. Mgr, Fam/ERSEA Mgr, Nurse, Budget Mgr	to be determined	500

D. Equipment:**\$6,000**

<i>Item</i>	<i>Purpose</i>	<i>Notes</i>	<i>Cost</i>
play, medical, other eqpt as needed	replace obsolete, unsafe, or irreparable equipment	playground set, lead testing, hearing or vision testing, etc.	6,000

E. Supplies:**\$36,848**

<i>Item</i>	<i>Purpose</i>	<i>Notes</i>	<i>Cost</i>
office supplies	for all staff, as needed		1,500
child and family services supplies	classroom supplies, paper, pencils, markers, etc.		15,468
Food Services	food for nutritional and family activities; snacks for students		7,680
instructional and curriculum	materials/supplies, incl. 3-yr-old curriculum		4,200
Tech Supplies	update/replace technology	as needed	2,500
Repair/Maintenance	tech, medical eqpt.		3,500
furniture, fixtures, eqpt < 5K	desks, file cabinets, tables, chairs, creative play, etc.		2,000

F. Contractual:**\$54,064**

<i>Item</i>	<i>Purpose</i>	<i>Notes</i>	<i>Cost</i>
Health/Disabilities Services	for students, staff	psychologist, behavior analyst, dentist, physician, nutritionist services	13,500
Xerox printer/copier	rental contracts for each site		8,972
school readiness outcomes, health and family services tracking	web-based tracking and assessment: TSG, Child Plus	TSG, ChildPlus, eDECA, Hatch, etc.	9,450
parent curriculum instructor	teaching of parent curriculum, as required by HSPPS		4,000
CLASS consultant	observe teachers and aides, train staff on CLASS assessment		8,000
portable classroom	during construction at Switlik School in Marathon	approx 5 months, incl. take-down and haul-away	10,142

G. Construction: (N/A)**\$0**

Although we have two new schools being built that will house Head Start, no grant funds will be used.

H. Other**19,400**

<i>Item</i>	<i>Purpose</i>	<i>Notes</i>	<i>Cost</i>
postage/shipping	mail, packages		200
Building Maintenance, Repair	repairs to buildings and eqpt., not paid by District		100
Local Travel	staff mileage reimbursement or fuel for Head Start vehicles	home visits, meetings, etc.	4,500
Substitutes	as needed for absent teachers or aides	\$100.00 per day; no benefits	8,000
Parent Services	e.g. daycare during meetings or events		100

meals for teachers, aides, and volunteers	while working during lunch with students		4,000
Dues, Fees, field trips, Certification, Registration, Webinars	staff training and certification; student instructional activities or trips	for students, staff, and parents	2,500

Subtotal Categorical **\$116,812**

Total Federal Costs **\$1,351,709**

I. Training and Technical Assistance and Travel (Staff out-of-town):

\$20,581

<i>Trips/ Length</i>	<i>Purpose</i>	<i>Staff/Positions</i>	<i>Time</i>	<i>Cost</i>
1 @ 3 days each	Natl or State conf or training	Leadership, Nurse, service area mgrs, or Director (1 attendee)	T.B.A.	1,395
1 @ 3 days each	Head Start Region IV Conf, Atlanta	Mgt, Nurse, service area mgrs, parent, teacher, or Director (4 attendees)	Feb	5,580
1 @ 2 days each	Regional, ICF, or TTAS Meetings	Dir., Ed Mgr, Fam/ERSEA Mgr, Nurse, or Budget Mgr. (1 attendee)	T.B.A.	1,395
1 @ 3 days each	CLASS training	Director or Ed/Disabs Mgr	T.B.A.	3,026
1 @ 2 days each	Health or Mental Health Training	Health/Mental Health Nurse (1 attendee)	T.B.A.	1,395
1 @ 3 days each	Head Start Region IV Conf, Atlanta	Mgt, Nurse, service area mgrs, parent, teacher, or Director (2 attendees)	June	2,790

Supplies

n/a	training, e.g., books, DVDs, CLASS Dimensions Guide	all staff	variable	700
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Contractual Services

1 @ 1 day each	On site: e.g. Curriculum, CLASS, Conscious Discipline	all staff	On PD days, or as scheduled for Admin personnel	3,500
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Subscriptions

n/a	e.g., CLASS Video Library	all staff	variable	800
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Expenses subject to change based on number of participants, travel costs, and training availability.

Avg airfare 600 - 800; mileage reimb = 0.545/mile; avg hotel 200/night.

J. Non-Federal Share/In-Kind:

\$343,072

Personnel

\$218,810

<i>Type</i>	<i>Formula</i>	<i>Funding Source</i>	<i>Value</i>
Portion of all salaries	%-age of certain Head Start employees paid by VPK	State of Florida VPK	218,810

Personnel: Other Personnel

\$4,500

MCSD Staffing Specialist	actual cost per school, pro-rated by % Head Start Students	MCSD ad valorem and sales tax	1,500
School-based I.T. Personnel	actual cost per school, pro-rated by % Head Start Students	MCSD ad valorem and sales tax	1,500
Maintenance Personnel	actual cost per school, pro-rated by % Head Start Students	MCSD ad valorem and sales tax	1,000
Transportation Personnel	actual cost per area, pro-rated by % of Head Start Students	MCSD ad valorem and sales tax	500

Fringe Benefits

\$89,915

Portion of Soc. Sec., W.C., U.C.	%-age of certain Head Start employees paid by VPK	State of Florida VPK	21,115
Portion of Group Insurance	%-age of certain Head Start employees paid by VPK	State of Florida VPK	50,267
Portion of Retirement	%-age of certain Head Start employees paid by VPK	State of Florida VPK	18,533

Supplies

\$400

Tech Supplies	actual cost per school, pro-rated by % of Head Start Students	MCSD ad valorem and sales tax	200
Transportation Supplies	actual cost per area, pro-rated by % of Head Start Students	MCSD ad valorem and sales tax	200

Other

\$29,447

Utilities, Telephone	actual cost per school, pro-rated by % Head Start Students	MCSD ad valorem and sales tax	19,947
Building and Child Liability Insurance	actual cost for District, pro-rated by % of Head Start Students	MCSD ad valorem and sales tax	7,000
Building Maint, Repair, Occupancy	actual cost per school, pro-rated by % Head Start Students	MCSD ad valorem and sales tax	2,500

Indirect Costs

\$0

The Monroe County School District has consistently exceeded the required non-federal share in recent years.

Total Cost for Program Operations - Federal **\$1,351,709**

Total Cost for T&TA: **\$20,581**

Total Non-Federal Share/In-Kind **\$343,072**

Grand Total Head Start: **\$1,715,362**

*Please note the extended hours/duration funding which was awarded March 2019 is not included in the above total as we are awaiting Head Start Enterprise System to be updated. Please refer to supplemental application/award no 04CH4752-05-02 for more detailed information.

The planned use of cost-of-living adjustment (COLA) of 1.77%, or \$23,509.00 will be used for personnel costs. No increases will be made to discretionary line items. The adjustment will be a 2.4% increase of the employee's hourly rate. The salary schedule has been updated and included it with this application.

The Monroe County School District maintains a system of internal controls and reporting to ensure that grant funds are managed properly. There is proper segregation of duties between the Head Start grantee and the MCSD Finance Department. In the Fiscal/ERSEA monitoring review conducted in December 2015, no area of noncompliance was found. We had two consecutive fiscal audits by the State of Florida in 2017 and 2018. There were no findings related to Head Start in either audit. The School District posts its financial policies on its website for access by District staff and the public. The School District annually reviews and updates the finance policies. The Finance Department maintains a procedures manual, which complies with District finance policies. Internal control procedures safeguard the funds and assets of the District.

The Finance Department reports monthly to the school board, and posts the reports on the District website. These include fund budget summary reports, budget amendments, fund financial statements, bank reconciliations, investment reports, and credit card reports. Our non-federal share comes from Pre-Kindergarten (VPK) funds and district in-kind contributions.

As a grantee under the auspices of the Monroe County School District (MCSD), we receive many services that count as non-federal share, such as transportation, school nurse services, therapists, food service, maintenance, purchasing, finance, human resources, and other. The actual non-federal share usually exceeds the requirement.

The Head Start Program follows the Monroe County School District inventory procedures. We perform an annual inventory of property valued over \$1,000, and track the items and locations in the District's *Focus* system.

We are not requesting a waiver for non-federal share, administrative costs, enrollment reduction, or conversion. We will not use Head Start funds for the purchase, construction, or major renovation of facilities in grant year 2020-2021.

Equipment purchases of \$5,000.00 or more may include replacement of playground equipment or medical testing equipment that cannot be economically repaired.