



SCHOOL BOARD ACTION REPORT

DATE: June 8, 2021
FROM: Dr. Brent C. Jones, Interim Superintendent
LEAD STAFF: Dr. Keisha Scarlett, Chief Academic Officer (206) 252-0634
Cashel Toner, Executive Director of Curriculum Assessment, and Instruction (206) 252-0049
Heather Brown, Director of Early Learning (206) 252-0093

For Introduction: June 23, 2021
For Action: July 7, 2021

1. TITLE

Acceptance of federal funding for Head Start Grant – Annual Renewal

2. PURPOSE

This Board Action accepts funding from the federal Department of Health and Human Services (DHHS) to operate Head Start services in Seattle Public Schools (SPS) for the federal fiscal year 2021-2022.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to accept federal funding from the U.S. Department of Health and Human Services, Office of Head Start for \$5,303,549 for Head Start services for federal fiscal year 2021-22.

4. BACKGROUND INFORMATION

Background The Head Start program was brought to the district by former, beloved staff member Aki Kurose. Through her effort in starting the first Head Start program in 1965 in Washington State, thousands of students have entered Seattle Public Schools through Head Start. Aki Kurose’s legacy lives on at Seattle Public Schools Head Start, as the program prioritizes and continues to serve preschool students furthest from educational justice. Head Start’s goal is to boost the school readiness of low-income children who qualify for preschool programming based on income and program guidelines. Grounded in a “whole child” model, the program provides comprehensive services that include preschool education; medical, dental, and mental health care; nutrition services; and efforts to help parents foster their child’s development. Head Start services are culturally responsive and honor the family’s role as their child’s first and most important teachers.

- a. At a larger, federal level, Head Start utilizes the conceptual model — the Culturally Responsive Strength-Based (CRSB) Framework. The CRSB Framework presents the “big picture” and identifies the program pieces that support the growth and development of young African American boys. This aligns to SPS Dual Capacity Building Framework, infusing a strength-based approach to both family engagement as well as in classroom teaching strategies and approaches.

- b. Head Start understands that a positive racial identity is a key protective factor for children; therefore, is responsive to each child's and family's racial, ethnic, cultural and linguistic capital.

Head Start involves families on all levels of program planning and implementation.

Parents serve as volunteers to expand their knowledge of child development and assessment; advise the program on budgetary issues and grant applications and strengthen parenting skills and self-sufficiency via offered evidence-based parenting curriculum and parent education.

Families with incomes below 130% of the Federal Poverty Level are income eligible.

Families who are homeless, have preschoolers who are in the State's foster care system, or are receiving Temporary Assistance for Needy Families (TANF) or Supplemental Security Income (SSI) are categorically eligible for Head Start services. The program scores each application and then develops a waiting list of eligible children from which vacancies are filled. The Head Start priority system relies on parent and staff feedback, as well as findings from the Community Assessment, to best identify candidates most in need of its services.

SPS Head Start currently serves 357 children in 18 classes, spread over 12 sites in elementary schools in the north, southeast and southwest areas of the city. Each of 18 classes serves 20 children, and one predominantly three-year-old class serves 17 children.

In Alignment with the SPS Strategic Plan, Head Start cultivates Black Excellence through the following department initiatives, goals, and programmatic supports:

- Ensure families have access to high-quality, inclusive, early childhood programs by converting part-day programs to full-day programming through the City of Seattle Families, Education, Preschool, and Promise (FEPP) Levy funding that prioritizes programs that advance educational equity for historically underserved communities and those furthest from educational justice.
 - Research shows that increasing program duration is beneficial to children. SPS began converting its part-day Head Start classes to full-day in 2017.
 - To date, we have succeeded in expanding 12 of our 18 classes to full days. This has been accomplished with funding from Head Start for four classes, and from the City of Seattle Preschool Program (SPP) for eight classes.
 - For 2021-2022, Head Start has received SPP funding to expand four additional full-day classrooms at Northgate Elementary, Martin Luther King, Jr. Elementary, Cascadia Elementary and Wing Luke Elementary.
 - Head Start is provided in alignment with the strategic plan with district program services, supports, and outreach allocated through a racial equity framework and in alignment with the strategic plan in support of our Third Grade Reading Goals.
- Authentic partnership and engagement with Head Start families who are linguistically diverse, speaking more than 26 different languages; Our programs and services are thus designed to honor and support cultural capital, providing inclusive programming that support home language, culturally responsive teaching and learning approaches, and honor the family's role as their child's first and most important teachers. Initiatives that support authentic Family engagement opportunities include:

- Four Family Engagement Conferences throughout the year, focused on developing family goals to support student’s home environment, and promote student school readiness success. Student academic progress is shared with families throughout the year and family input is incorporated into goal setting.
 - Family Service Coordinators: Support families through the year in family goal setting, family resources for basic needs, and when families experience crisis. Ensuring children and families are supported with school health requirements, and kindergarten registration as they transition from preschool programs.
 - The Head Start Policy Council is a federally mandated program requirement that engages with a parent decision making body representing all regions and Head Start programs in the district.
 - Learning in Places Science Pilot partnership with University of Washington and Seattle Public Schools Science Department is a professional development opportunity for educators in partnership with families. Emphasis on culturally and community relevant, field-based learning opportunities for students.
- Professional Development Offerings are developed and provided to all preschool staff focused on creating healthy, culturally responsive, educational environments that support students furthest from educational justice and include a variety of learning opportunities:
 - Professional development provided to preschool staff at the 13 schools focused on Racial Equity, the Science of Reading, and P-3 Early Literacy development.
 - Raise A Reader Lending Libraries are provided in partnership with Seattle Public Libraries and in alignment with the Seattle Super Readers campaign.
 - Professional Learning Communities (PLCs) provided on Early Release Wednesdays, focused on NAEYC’s Four Pillars of Anti-Bias Early Childhood Education for Young People and Ourselves (facilitated by James Norris).
 - DEEL Spring Institute: Children, Race and Racism: Elevating the Brilliance of Black Boys provided free to all preschool staff through the City of Seattle.
 - City of Seattle professional development opportunities and coaching focused on racial equity, inclusion, and culturally responsive teaching practices.
 - Federal Head Start Standards, trainings, and professional development provided through the Early Childhood Learning and Knowledge Center.
- Individualized Learning Plans (ILPs) and Student Learning Goals support each student with whole child learning goals created with family input on developmental areas: social emotional, literacy, math, and motor skills. Progress is measured through whole child observations and documentation provided three times a year and shared with families. Head Start provides student centered, hands-on, and emergent learning approaches that are relevant to students in the context of their world, providing rich, meaningful learning experiences supported by classroom materials, their environment, and teacher facilitation.

As Head Start families represent the children furthest from educational justice, the program’s policies and systems are viewed in terms of equitable services with acknowledgement of individual and unique cultures, customs, languages, and experiences. The program focuses on both child and family outcomes, that include school readiness, parent engagement and involvement, and advocacy. The added benefit of having Head Start programs within Seattle Public Schools works to align standards, and ensure a smooth transition to Kindergarten, preparing students for life-long learning.

Because of the complexities and the timeline of the Federal grant submittal system and the coordination of the school district calendar, the final application materials will not be prepared until mid-July. However, the Board is provided with an outline of the grant and a broad description of the information included in the grant, to inform its final decision.

- c. **Alternatives:** The alternative is to reject this funding stream and seek alternate funding sources to provide preschool services to students who predominately fall in the group of students furthest from educational justice.
- d. **Research:** There is considerable evidence on the impact of quality early learning experiences in the lives of Head Start students and their families. Evidence and research suggest that policy interventions aimed at early childhood bear fruit for decades. Across many studies of several programs, preschool attendance among children and families furthest from educational justice has been found to positively impact participants. Research has demonstrated strong long-term impacts of high-quality preschool programs.

Head Start Impact Study and Follow-up, 2000-2015 can be found at the Office of Planning, Research and Evaluation.

The following are key highlights and findings from that study:

- Providing access to Head Start has a positive impact on children’s preschool experiences. There are statistically significant differences between the Head Start group and the control group on every aspect of children’s preschool experience measured in this study.
- Access to Head Start has positive impacts on several aspects of children’s school readiness during their time in the program.
- For the four-year-old group, benefits at the end of the Head Start year were concentrated in language and literacy elements of the cognitive domain. There was also an impact on access to dental care in the health domain.
- For the three-year-old group, benefits were found in all four domains examined at the end of their time in Head Start and up to age four.

The long-term impact of the Head Start program was researched by Brookings Education. The key takeaways of the analysis are:

- Consistent with the prior literature, we find that Head Start improves educational outcomes— increasing the probability that participants graduate from high school, attend college, and receive a post-secondary degree, license, or certification.
- We find that Head Start participation increased positive parenting practices for each ethnic group and for participants whose mothers did not have a high school degree when compared with the outcomes of children who went to a preschool other than Head Start.

Additionally, according to the National Head Start Association (NHSA):

- When families participate in Head Start (as opposed to no ECE), children are 93% less likely to end up in foster care, a correlation not found by participating in any other types of ECE. (Klein et. al., 2017)
- Head Start children have a higher likelihood of graduating high school, attending college, and receiving a post-secondary degree, license, or certification. (Bauer and Schanzenbach, 2016)

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be \$5,303,549 plus a non-Federal match requirement of \$1,325,888, which includes transportation, volunteer hours, and SPS funded professional development. Total federal budget for this grant is \$6,629,437.

The revenue source for this motion is grant funds from DHHS/Administration for Children and Families.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

- Not applicable
- Tier 1: Inform
- Tier 2: Consult/Involve
- Tier 3: Collaborate

On an annual basis, the Head Start program engages in a self-assessment. This allows for the program to ensure that daily operations align with community need and district priorities. For the 2021-22 school year, the program self-assessment will focus on the following program areas:

- Teaching Strategies Gold child assessment scores
- Curriculum planning and implementation
- Teacher-child interactions
- Serving children with Individualized Education Plans
- Head Start/SPP Plus model
- Transition plan and practices
- Use of virtual platforms
- Outdoor facilities and space

7. EQUITY ANALYSIS

Early Learning and the Head Start department engages with several different stakeholder groups to ensure each decision and goal for Head Start is made with a lens for equity and alignment to the strategic plan for students furthest from educational justice. The Policy Council has been trained on the use of the Racial Equity Analysis tool as well as the Head Start school-based staff. Additionally, Early Learning engages with the larger department for monthly Workgroup meetings as directed by the collective bargaining agreement (CBA) language. Racial Equity is a negotiated aspect of each Workgroup to ensure equitable and shared decision making.

8. STUDENT BENEFIT

In coordination with the Office of Head Start, SPS Head Start is acting on the research that shows the benefits of full-time preschool for Head Start-eligible children, as well as parent need and preference for full-day services, to continue to extend its current part-day classes to full-day services.

9. WHY BOARD ACTION IS NECESSARY

Contract initial value or amendment value exceeds applicable threshold (Policy No. 6220)

Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)

Adopting, amending, or repealing a Board policy

Formally accepting the completion of a public works project and closing out the contract

Legal requirement for the School Board to take action on this matter

Board Policy No. _____, [TITLE], provides the Board shall approve this item

Other: _____

10. POLICY IMPLICATION

Policy No. 6114, Gifts, Grants, Donations & Fundraising Proceeds requires Board approval of grants of more than \$250,000.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Student Services Curriculum and Instruction meeting on June 8, 2021. The Committee reviewed the motion and moved the item forward to the full Board with a recommendation for approval.

12. TIMELINE FOR IMPLEMENTATION

This grant becomes operational on November 1, 2021. In the meantime, current grant funds are used to continue to provide Head Start services for the remainder of the 2020-21 federal fiscal year.

13. ATTACHMENTS

- A. Head Start Annual Report (for reference)
- B. Self-Assessment Improvement Plan (for reference)
- C. Head Start Programming 2021-22 (for reference)
- D. 2021-22 Projected Budget (for reference)
- E. Budget Line Item Descriptions (for reference)

**Seattle Public Schools
Head Start
Annual Report
2019-20**



Lead Staff:

Heather Brown - Director of Early Learning
Pam Goldfine - Operations Coordinator
Sharon Giri - Curriculum and Assessment Coordinator
Abby Mayers - Family Services Supervisor
Data reported is from Program Year 2019-2020

Seattle Public Schools Head Start provides comprehensive services to preschool children and their families in order to prepare preschoolers for success in school and life. In addition, the program supports parents through goal setting, resource referral to community partners, parent education and opportunities for participation and advocacy.

Funding

The Head Start program is funded through a grant from the Administration for Children and Families (Department of Health and Human Services), which requires a 25% in-kind contribution.

Additionally, Seattle Public Schools Head Start program partners with the City of Seattle's Seattle Preschool Program to extend four part-day classes to full-day.

Public Funds Received

Head Start grant: \$5,554,031
City of Seattle/SPP funds: \$738,000

Total \$6,292,031

Private funds received:

N/A

Budgetary Expenditures and Proposed Budget

The program's budget includes line items for direct instruction, such as teacher salaries and benefits, classroom supplies and other teaching related expenses; family engagement, which includes social service staff and support for parent activities and kindergarten transition; interventions, which include health, mental health and nutrition; staff professional development, which includes training and technical assistance for staff; and supervision and support expenses.

Children and Families Served

Families with incomes below 130% of the Federal Poverty Level are income eligible. Families who are homeless, have preschoolers who are in the State's foster care system, or are receiving TANF or SSI are categorically eligible for Head Start services. The



program scores each application and then develops a waiting list of eligible children from which vacancies are filled.

Total Number of Children and Families Served

Funded enrollment: total	357
- Center based part day	157
- Center based full day	200
Cumulative enrollment:	376
- Two-year olds	1
- Three-year olds	146
- Four-year olds	229
Enrollment turnover	37
Number enrolled less than 45 days	12
Number entering kindergarten	203
Average Monthly enrollment	339

Percentage of Eligible Children Served

Head Start and State funded early learning programs in Seattle served roughly 55% of eligible low-income children in Seattle during the program year.

Results of the Most Recent Review of Office of Head Start

In spring of 2020, Seattle Public Schools underwent a Focus Area One monitoring review. There were no findings as a result of the review.

Financial Audit

A financial audit for SPS Head Start is conducted by the office of the Washington State Auditor as part of the annual audit of Seattle Schools No. 1. The most recent audit report, September 1, 2018 through August 31, 2019, is available at www.sao.wa.gov. There were no findings related to the Head Start program.

Percentage of Enrolled Children Receiving Medical and Dental Exams

During the 2019-2020 program year 47% of children enrolled in the program received medical exams and 65% of children received dental exams.

Information about Parent Involvement Activities

Activity	Details
The opportunity to develop a Family Partnership Agreement/Goals	Offered to all enrolled families. Goals are made at 1 st home visits. School readiness goals are encouraged.
Family Assessments/Outcomes	Assessments completed twice a year. Resources and referrals given for items marked as in need.
Parent Committee Center Meetings	All sites have 4-5 parent meetings per year.
Policy Council Meetings	Members are from the parent committee centers and the community and attend Policy Council meetings monthly. Members may attend budget, program design, education and Governance Subcommittee meetings.
Parent trainings	Policy Council trainings Pedestrian and bus safety Oral health Nutrition Literacy Transition activities and meeting with elementary school staff Behavioral management Child development IDEA-parent rights Parenting Nutrition and healthy eating Budget and credit repair CPR School readiness Advocacy
Volunteer in the classroom	Based on individual participation Families are encouraged to observe their children in the classroom Community Volunteers include Service-Learning Students, Student Nurses, former United Way Readers, and general community volunteers.
Self-Assessment	Participation in self-assessment planning, input and analysis. Policy Council approves self-assessment plan and improvement plan.

Activity	Details
Health Advisory Committee	Parent participation encouraged. Staff are part of city-wide HSAC.
Recruitment activities	Annual recruitment plan revised as needed. Included are regional focuses, and agencies supporting children with disabilities. Flyers and brochures available in multiple languages. Parents and PC help with outreach.
Home visits and Parent-Teacher conferences Orientation and Parent Engagement days	Each family offered 2 educational home visits and 2 parent teacher conferences. Family Connections were held to orientate families. Family home visits based on need.
Participation in the development of child goals and activities to support them in the home	Program uses Teaching Strategies GOLD to track children’s developmental progress
Transition activities	Agency develops annual transition plan that included activities and strategies to support transitions and school readiness. Includes visits to elementary schools, transition nights, direct support to families with the Kindergarten Registration process, outreach at numerous registration events throughout the community.

Efforts to Prepare Children for Kindergarten

Seattle Public Schools Head Start prepares children for kindergarten in several ways.

SPS supports and tracks child outcomes using research-based curricula, instructional strategies and assessment processes. SPS uses the research-based Creative Curriculum to guide content and delivery in the classroom; is guided in its instructional strategies and teacher-child interactions as described by the CLASS (Classroom Assessment Scoring System). SPS uses Teaching Strategies GOLD to assess children’s outcomes.

SPS Head Start assessed children’s School Readiness Child Outcomes Goals using Teaching Strategies Gold (TSG) Online Assessment Tool. School Readiness Child Goals were established in the Head Start Early Learning Framework’s Five Essential Domain areas:

- Language & Literacy

**Seattle Public Schools
Head Start
Annual Report
2019-20**



- Physical Health & Development
- Social Emotional
- Cognitive and General Knowledge
- Approaches to Learning.

The School Readiness Data reflected in this report reflects the following student populations in the program: four-year-old children, English language learners, and students with disabilities (IEPs). The report reflects the School Readiness Goals in the Early Learning Framework's Five Essential Domain areas.

- The TSG winter data was collected on 209 students (out of 237). The 209 students had enough data to be included in this report.
- Age or Class Grade:* PreK 4-59%
- Languages spoken:* 41% English, 11% Spanish, 13% Amharic, 9% Somali, 1% Vietnamese, 2% Arabic, 1% Tagalog, 1% Chinese Dialects, 18% other languages (Tigrinya, Oromo, Pashtun, Balochi, Kikuyu, Soninke, Bambara, Punjabi and Mongolian).
- Students on IEP:* 6%

The program goal for the 2019-2020 program year was for 85% of the children to be meeting or exceeding the widely held expectations (Meeting or exceeding the color band range for their age) set by the Teaching Strategies Gold assessment tool by spring of 2019. The report reflects the fall and winter checkpoints.

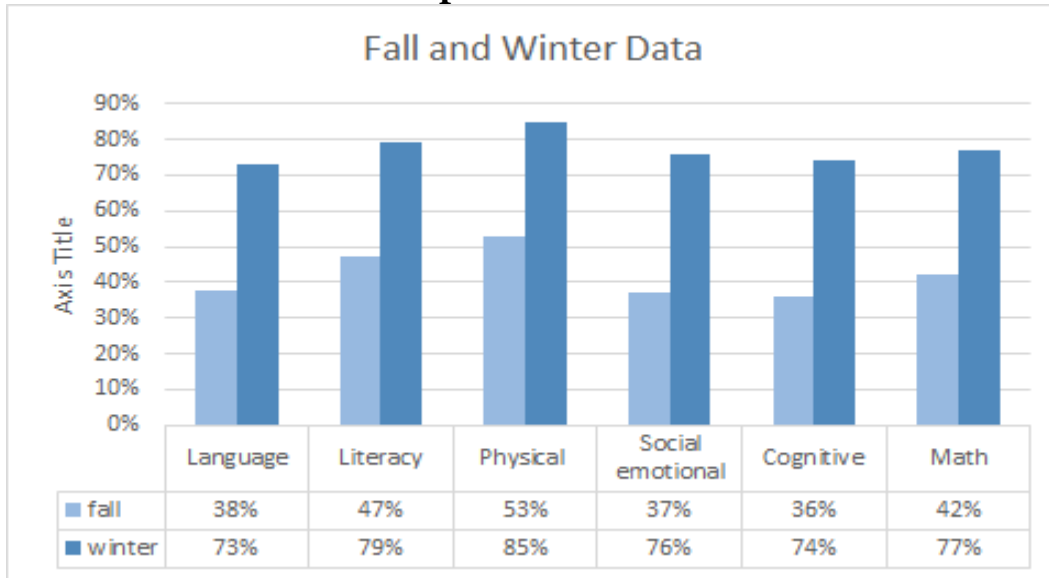
Definition of Widely Held Expectation-according to TSG: “Widely-Held Expectations are generalizations about children’s development and learning over time. They are frames of reference that help parents and teachers focus on the development of the individual child. These are not expectations for all children but are general statements that show common patterns of development over time. They are based on expert knowledge, current research, observation of children, and the collective wisdom and common sense of parents and teachers”.

Four-Year Old’s

Report # 1: Overall Program in Developmental Domain areas

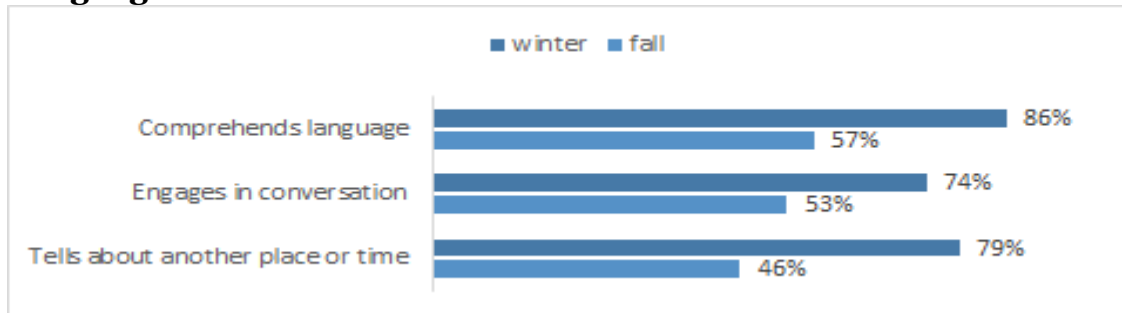
Teaching Strategies Gold Developmental Domain areas shows percentage of 4-year old's that met and exceeded widely held expectations for their age range.

TSG Developmental Domain Areas

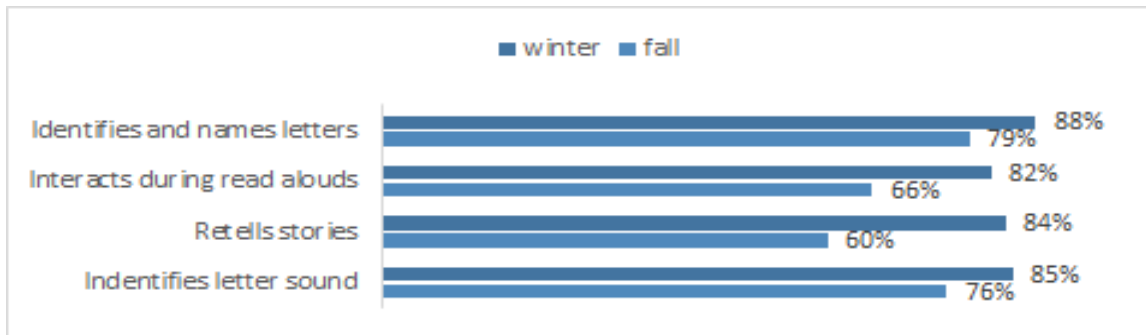


Report # 2: School Readiness Child Goals for Four Year Old's. Looks at specific indicators in each of the Developmental Domain areas

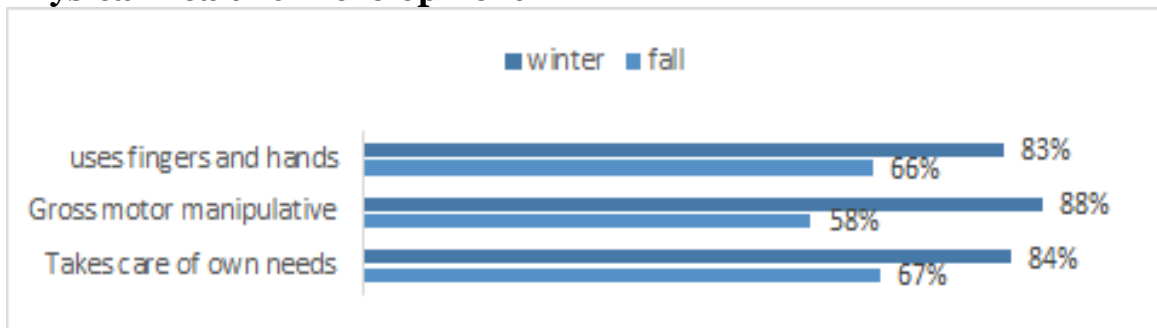
Language



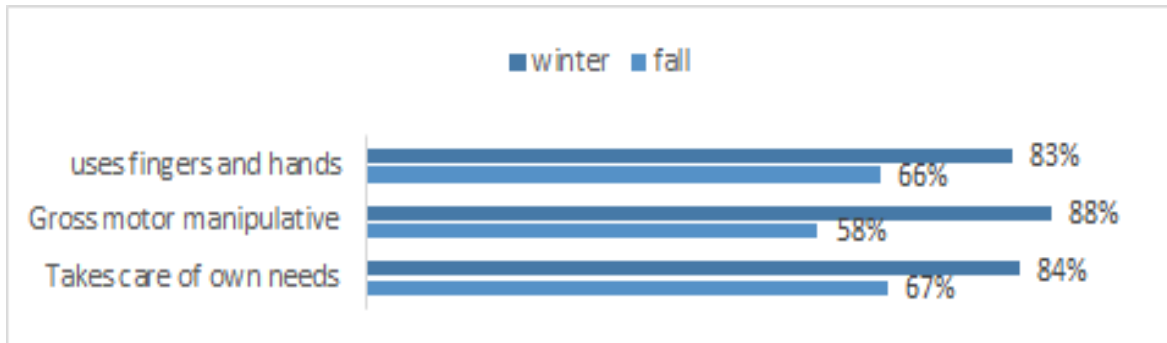
Literacy



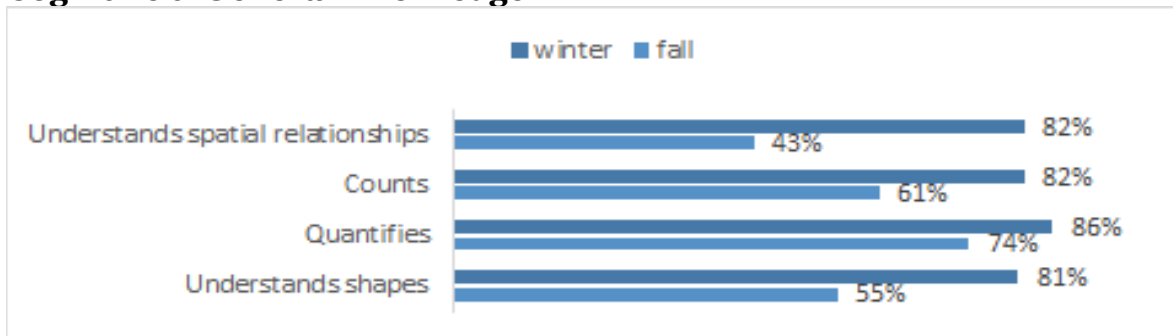
Physical Health & Development



Social-Emotional

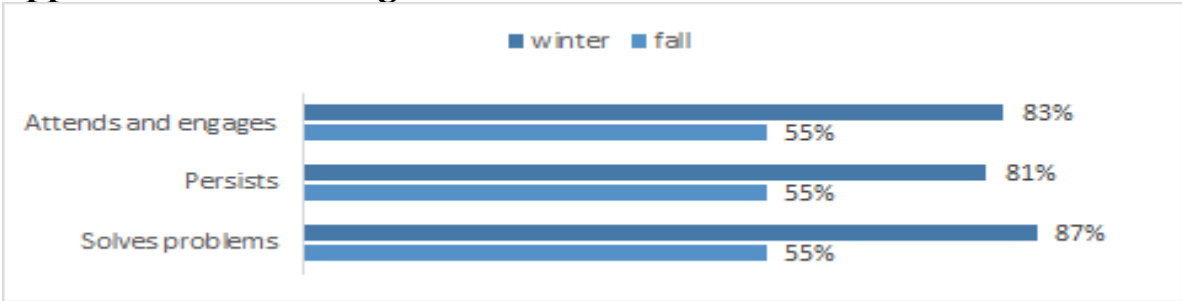


Cognitive & General Knowledge





Approaches to Learning



SPS engages parents and families through participation in Policy Council, at Parent Center Meetings (5 per year at each of 9 sites), through volunteering in the classroom and elsewhere in the program. SPS Head Start staff work with families from the very beginning of the year to identify Family Partnership Goals and support families in attaining them. Head Start staff also work with parents on an ongoing basis to set individual learning goals for children and engage in activities with their children at home in support of those goals.

SPS works collaboratively with kindergarten teachers and other elementary school staff to align educational practices, foster parent engagement, share information and support transition of children from Head Start to kindergarten. Staff focus on transition in home visits with families, provide information specific to the schools children will be going to, hold kindergarten readiness meetings and help with visits to schools and their kindergarten classrooms.

Community Assessment

Themes from our community assessment update include:

The region's population continues to become more diverse. In Seattle the racial groups growing most quickly are Asian, Multiracial and Hispanic/Latino. In our program, the percentage of families speaking an African language continue to grow.

Many children live in poverty. In Seattle, 12.3% of children under 5 live in poverty, including over 50% of Black children and over 30% of Hispanic children. Housing costs continue to rise.

Early childhood education services are expanding in the City, both through the City's Preschool Program and through the State's ECEAP program.

Seattle Public Schools Head Start
 Self -Assessment Results and Improvement Plan
 April 2021

Area	Questions	Data	Analysis/Findings	Next Steps	Timeline
Teaching Strategies Gold Scores	<p>Do teaching staff use TSG Classroom profile data to plan activities for children?</p> <p>Do teachers share individual child reports from TSG with parents at home visits and conferences and get parent input into children’s learning goals?</p>	Fall and winter checkpoint scores, teacher discussion 3/3/21	<p>89.7% yes, 3.4% no, 7% NA Program data was shared with teachers and teachers had opportunity at checkpoints to review data and to make plans for improvement in student data. The program has several new staff who were not part of this process, resulting in the no and NA response.</p> <p>86% yes, 7% no, 7% NA. Data indicates that leads are taking responsibility, and assistant teachers responded that they are not directly responsible.</p>	<p>Offer TSG assessment training next fall for all staff, including staff who are new.</p> <p>Ensure all new teachers have Interrater Reliability in TSG</p> <p>Continue to analyze checkpoint data 3 times a year, share reports with parents and get parent input</p>	<p>Fall 2021</p> <p>Fall 2021 and as needed for new staff</p>
Curriculum Planning/ Implementation	Do teachers receive support for Creative Curriculum lesson plans and for using Creative Curriculum Cloud (online lesson planning)?	Curriculum and planning review summaries of 2/26, teacher survey responses	70% yes, 26% no, 4% NA. Some team members are not fully trained, being new to the program.	<p>Creative Curriculum & Cloud training –as part of professional development offered through City of Seattle partnership.</p> <p>Curriculum support-as part of coaching</p>	<p>Fall 2021</p> <p>2021-2022 on-going</p>
Teacher-child Interactions	<p>Is there evidence of social emotional strategies that are implemented through PATHS, RULER & Creative Curriculum activities?</p> <p>Do teachers ask higher level open-ended questions during</p>	Monitoring results data and summaries	83%-yes, 5%-no, 11%-emerging skill. Emphasis on social and emotional skills, building friendships and trusts during fall session and continued throughout the year.	<p>Explore Teachstone CLASS online trainings for staff-in teacher child interaction.</p> <p>Professional development support through early learning coaches.</p>	<p>Summer 2021</p> <p>2021-2022</p>

Area	Questions	Data	Analysis/Findings	Next Steps	Timeline
	instruction to promote children's thinking?		55%-yes, 5%-no,40%-emerging skill Teachers teaching remotely majority of the year. Beginning spent on children building social and emotional skills in large groups. After winter break-teachers increased number of small group sessions and individual sessions to offer activities in other developmental areas- individualizing and supporting children's individual goals.	Hold monthly teacher meetings to share ideas and strategies. Use ECKLC resources to promote teacher child interactions.	2021-2022
Serving Children with IEP's	<p>What are the current numbers of children with IEP's?</p> <p>How are teachers doing addressing and incorporating IEP goals?</p> <p>Do teachers understand the child find process and can talk to families about it?</p> <p>How are parents being notified of progress?</p>	<p>Child Plus data; 2/26 monitoring meeting Interviews with SpEd coaches</p>	<p>IEP's at 6% of enrollment. Head Start Performance Standards require 10%.</p> <p>86 % yes, 4%no, 10% NA. Lead teachers are responsible for reading and incorporating IEP goals into lesson plans, which the data reflects. Assistant teachers support activities but are not responsible for incorporating IEP goals into lessons.</p> <p>79% -yes, 7% -no, 14% -NA. Teams gather to talk about children needing extra support and refer children to Child Find. Lead teacher is responsible-which reflects the 79%, and the no and NA is reflective of assistant teachers.</p>	<p>Continue to identify community partners for recruitment and enrollment.</p> <p>Provide training for both staff and parents on the referral and assessment process, understanding the IEP and parent rights, etc.</p> <p>Continue to support staff incorporating IEP goals into lesson plans.</p> <p>Provide Inclusion Child Find training and coaching by Special Education coaches</p> <p>Coordinate staffings/case consultations with Sped for on-going IEP review</p>	<p>Spring 2021-ongoing per agency recruitment plan</p> <p>Fall 2021</p> <p>Fall 2021-ongoing</p> <p>Fall 2021</p> <p>Fall 2021 and as needed, on-going</p>

Area	Questions	Data	Analysis/Findings	Next Steps	Timeline
			40% of parents surveyed responded that they were not informed about their child's progress on IEP goals or were somewhat informed. Need to find out whether progress reports are shared with parents and how often.		
Head Start/SPP Plus Model Implementation	<p>How are Plus candidates identified and placed?</p> <p>What is the support and teaming with the Sped teacher?</p> <p>How is enrollment going?</p> <p>Are teachers comfortable working in a Plus program?</p> <p>Do teachers need further support in working in a Plus program?</p>	<p>Enrollment flow description; enrollment data; OH and WS joint planning documents; notes from 3/10 planning sessions</p> <p>Interviews with PLUS team members</p>	<p>Special Education staff consult with Head Start staff regarding incoming applicants. Head Start staff can assist in reviewing applications for income eligibility.</p> <p>100% of lead teachers in Head Start plan with Sped teacher to support children with IEPs in Plus programs.</p> <p>Low enrollment and difficult to assess the in-person collaboration with the Sped teacher due to remote learning</p> <p>100% of teachers feel comfortable working in a Plus program</p> <p>20% of teachers need further support in working in a Plus program. This was the first year of Plus program in Head Start.</p>	<p>Create a clearer system of identifying children as candidates for Plus model; include Head Start staff in planning/IEP meetings; preschool screener draft in process.</p> <p>Produce a capacity report weekly to show where slots are available for Plus children.</p> <p>Training and information provided at beginning of year-for all staff. Continued training and support needed for all teachers throughout the year in Plus program by Sped Coaches.</p>	<p>Spring 2021</p> <p>Spring 2021</p> <p>Fall 2021 and on-going.</p>
Transition Plan and Practices	How are children being transitioned into the program from birth-3 programs?	Written Transition Plan 2020-21; flow from Birth-3 programs;	Little evidence of the process of enrolling children coming from Part C providers. Need to collaborate with Birth-3	Provide all staff with SPS Transition plan and procedures.	Fall-2021

Area	Questions	Data	Analysis/Findings	Next Steps	Timeline
	<p>How are transition activities being monitored?</p> <p>Teacher questions: Are families taking part in open enrollment and registering their children for kindergarten?</p> <p>At Child Family staffing, are teams talking about kindergarten registration and ensuring that children are registered for kindergarten?</p> <p>As part of kindergarten transitions, are teachers reading books and talking to children about kindergarten expectations?</p>	interview with Transition Coordinator.	<p>programs to assist in enrollment into Head Start.</p> <p>89% yes, 11% no. Being remote was challenging, however staff worked with families to encourage them to register for kindergarten. Family Service Coordinators are working with families to enroll their children.</p> <p>96%-yes, 4% no. Child Family staffing is compulsory and Kindergarten registration topic is part of the transition efforts of Head Start.</p> <p>100% yes Program has encouraged teachers to read books to children about transitioning to kindergarten. Weekly teacher newsletter includes this information and online resources such as EPIC books to find books on transition.</p>	<p>Incorporate transition activities into monthly monitoring data.</p> <p>Include transition ideas in parent and staff newsletters.</p>	<p>2021-2022 ongoing</p> <p>2021-2022 ongoing</p>
Use of Virtual Platforms	<p>Are children making progress?</p> <p>Are parents participating?</p> <p>How easy is it to access Seesaw and Teams?</p>	Staff survey responses; parent survey responses	Overall, parents unanimously felt that the program supported their child's learning. Remote learning: 77% percent reported seeing progress, 87% participated actively, 88% were able to use seesaw and 87% were able to access Teams. As far as platforms, both Seesaw and Teams seemed	<p>Dependent on whether the need is still present for remote learning</p> <p>Manuals for TEAMS and Seesaw</p>	Summer-Fall 2021-2022 school year; ongoing and as needed

Area	Questions	Data	Analysis/Findings	Next Steps	Timeline
	<p>What other areas are we wondering about in terms of Family Engagement and Parent feedback?</p> <p>Do teachers feel comfortable and supported using Seesaw (to deliver asynchronous learning to children)?</p> <p>Do teachers feel comfortable using TEAMS to set up meetings, and to deliver live instruction to children?</p>		<p>appropriate, and parents were able to utilize them. However, if parents were not attending classes or conducting additional work at home, this may be the reason for the lower percentage of parents seeing children's progress through remote teaching.</p> <p>Other areas: 77% reported receiving some type of Health education. Most of the education was done at the 2nd parent meeting, so dependent on attendance, several families could have missed this.</p> <p>74% reported being asked about Family traditions and cultural values. This question is on the 1st visit form, but not on any other forms.</p> <p>Teacher data: Seesaw-96% -yes, 4% -no</p> <p>TEAMS -96% -yes, 4% -no</p>	<p>Training for parents and more collaboration with tech support</p> <p>Reinstate monthly or quarterly newsletters with health articles and education</p> <p>Review family visit/conferences forms to check in about cultural values in relation to child progress and goals.</p> <p>District technology training on Seesaw and Teams available. Tech support throughout the year</p>	

Area	Questions	Data	Analysis/Findings	Next Steps	Timeline
Outdoor Facilities	Does outdoor play space and equipment meet the needs of the program?	Staff questionnaire responses; sample activities and equipment used	Outdoor space and equipment meet program needs at 7 of 11 sites. Two sites need play equipment installed; two classes will be at temporary locations due to construction. Once construction is complete play space and equipment will meet needs. Other sites could be improved by adding to or replacing existing equipment.	Evaluate property at John Muir and Emerson for possible new play space and/or equipment; consider replacement of equipment at Cascadia; determine outdoor space availability at Northgate during construction and West Seattle's temporary location (Schmitz Park).	Summer 2021 and 2020-21 school year

Attachment C: Head Start Programming 2021-22

Elementary school	Model	# of classes	# of children
Broadview-Thomson	Full day (SPP)	2	40
Cascadia	Full day (Duration)	1	20
Cascadia	Full day (SPP)	1	20
Concord	Full day (Duration)	1	20
Dunlap	Full day (Duration)	2	40
Emerson	Full Day (SPP)	1	20
John Muir	Full Day (SPP)	1	20
MLK	Full Day (SPP)	1	20
Northgate	Full Day (SPP)	1	20
Olympic Hills	Full day (SPP Plus)	1	18
Olympic Hills	Part day	1	17
Roxhill @ EC Hughes	Full day (SPP)	2	40
Roxhill @ EC Hughes	Part day	1	20
West Seattle	Full day (SPP Plus)	1	18
Wing Luke	Full day (SPP)	1	20
Total: 12 schools	16 Full day classes 2 Part day classes	18	353



SEATTLE
PUBLIC
SCHOOLS

Seattle Public Schools Head Start Projected Budget Fiscal Year 2021-22

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While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Heather Brown
Director of Early Learning
habrown@seattleschools.org

Summary of the contents of this document:

Head Start Grant Amount	5,303,549
Indirect @ 12.02%	569,082
Amount Available	4,734,467
City SPP	1,983,564
Indirect @ 12.02%	212,840
Amount Available	1,770,724
Total Available	6,505,191
Non-Federal Share @25% of Head Start Grant	1,325,888
Total Budget (Grants + NFS)	8,613,001
USDA Reimbursement	240,000

SPS Head Start
 Projected Budget
 Fiscal Year 2021-22

Description of Salary & Benefit Expenses		Budgeted Amount
2XXX,3XXX	Salaries	3,863,292
2011,4XXX	Staff Benefits	1,675,844
2041, 2043, 3041, 3042	Substitutes	100,000
2062, 3062	Staff Extra Time	150,000
4002	Non-Staff Benefits	40,000
7363	Hourly/Bus Monitors	120,000
Total Salary & Benefits		5,949,136
Operational Expenses		
0510	District Printing	6,000
0590	Nutrition Services Charges for Child/Adult Meals	95,000
0710	Equipment Repairs and Alterations	129,105
5610	Supplies	76,000
5612	Parent Meeting Food	7,000
5613	Postage	700
5615	Minor Equipment	24,000
5625	Other Supplies	2,000
5641	Textual Materials	50,000
5643	Periodicals and Subscriptions	850
5650	Supplies and Technology	20,000
7170	Space Rental	1,000
7330	Staff Training and Development	33,000
7340	Professional Services, Contracts, Child Care Reimbursement	87,000
7444	Copier Services	4,500
7516	Taxi	1,000
7530	Communications	2,900
7540	Advertisement	1,000
7580	Employee Registrations	1,000
7810	Dues and Membership Fees	6,000
8582	Local Travel	6,000
8583	Extended Travel	2,000
Total Operational Expenses		556,055
Total Salaries + Operational Expenses		6,505,191

Head Start Grant Amount	5,303,549
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Head Start Budget

Line Item Descriptions and Calculations for 2021-22

SALARY AND BENEFIT ITEMS

2XXX, 3XXX Salaries and benefits:

Includes 71 program staff – Early Learning Director, Operations Coordinator, Enrollment, Family and Community Services Supervisor, Curriculum and Assessment Coordinator, Early Learning Coaches, part-time Nurse, two Office Specialists, three regional Area Supervisors, 18 Family Educator I's, 18 Family Educator II's, 16 Classroom Assistants, and four regional Family Service Coordinators.

Calculated based on salary and benefit information provided by Budget Office, assuming scheduled step increases for represented and non-represented staff, changes to benefit costs, scheduled negotiated increases, and cost of living adjustments.

2041, 2043, 3041, 3042 Substitutes:

Includes cost for substitutes for teacher illness, vacant positions, extra classroom support, and meeting attendance.

Calculated based on historical usage, and assuming full staffing and additional substitute resources to support inclusion.

2062, 3062 Staff Extra Time:

Covers FTE bus monitors provided by the district transportation department. Pays extra time costs for school district ELL and International Program Department employees who provide translation services beyond their regular work hours, such as written translation of program materials. Covers additional staff hours spent in occasional situations, such as when children are not picked up on time, and attendance at evening parent meetings.

4002 Non-Staff Benefits:

Benefits related to hourly, substitute and extra-time salaries.

7363 Bus Monitors (Hourly):

Pays for school district-employed hourly bus monitors.

Calculated based on historical usage, plus any increase in hourly pay rate.

NON-SALARY ITEMS

Operational Expenses

0510 Printing – In District:

Pays for printing of stationary supplies, program manuals, training materials, application forms and recruitment materials.

0590 Nutrition Services Charges for Child/Adult Meals:

Pays for the difference between the cost of children’s food and the amount reimbursed by the USDA. Also covers food for meetings held at JSCEE, such as Policy Council meetings, where food is provided by district Nutrition Services department in accordance with union agreements.

Calculated based on historical data on nutrition services charges and state reimbursement limits, plus meeting food calculated @ approximately \$300 per meeting for 10 Policy Council meetings.

0710 Equipment Repairs and Alterations:

Pays for district services related to unanticipated repairs and work orders the facilities department does not cover, as well as modifications to classroom spaces to comply with licensing requirements.

5610 Office/General Instructional Supplies:

Office supplies (paper, pens, staples, printer ink, etc.), curriculum-related materials, expendable supplies for classrooms – paint, crayons, etc., paper supplies for food service, supplies for parent trainings and events.

Calculated based on historical expenses, and in accordance with spending guidelines that include purchasing only consumables and replacement of broken items for classrooms, and reduced usage of office supplies.

5612 Parent Meeting Food:

Covers food for parent center meetings, committee meetings, parent trainings, and HSAC meetings. All meetings include parents, and invited guests from outside of SPS.

5613 Postage:

Pays for overnight and certified mail when required to send time-sensitive documents, and bulk-mailed recruitment materials.

5615 Minor Equipment:

Pays for computers and printers.

5625 Other Supplies:

Covers special education-related supplies, such as adaptive equipment, changing tables, pull-ups, as recommended by the Head Start Performance Standards, the mental health consultant and as outlined in our disabilities plan.

Calculated based on historical expenses.

5641 Textual Materials:

Pays for books used in the classroom in support of the curriculum.

5643 Periodicals and Subscriptions:

Pays for professional journals and subscriptions.

Calculated based on historical usage, and in accordance with spending guidelines.

5650 Supplies and Technology:

Pays for software purchases and upgrades.

Covers annual fee for Child Plus program administration software used in required federal tracking and reporting, and any additional software not covered by the district IT budget, iPads and technology-related accessories.

7170 Space Rental:

Covers expenses related to building use for meetings and events beyond regular classroom time.

7330 Staff Training and Development:

Pays for training programs for staff to implement the Program Training & Technical Assistance Plan, in-service training, and individual staff development plans that may include college tuition, books and fees for completion of degrees in accordance with the Head Start Act, partner contracts and SPS job requirements.

7340 Professional Services:

Covers the cost of services contracted to individuals or organizations outside of the school district, such as staff development trainers, interpreter services, mental health consultants and nutrition consultant required by Head Start Performance Standards, as well as reimbursement of child care costs for parent attendance at program meetings and events.

Estimated costs include: Mental health consultants @ \$24,000; nutrition services consultant @\$4,000; interpreter services @\$25,000; CLASS observations @ \$10,000; parenting trainings @\$10,000; staff trainings @\$7,000; community assessment consultant @\$5,000; child care reimbursement @\$2,000.

7444 Copier Services:

Pays for photocopy charges at the central office.

7516 Taxi:

Covers cost for taxis for parents to attend Policy Council meetings and participate in program activities, such as the annual program self-assessment.

7530 Communication Charges:

Covers cell phones for Area Supervisors, Coordinators and Family Services staff, as needed.

7540 Advertisement:

Pays for classified ads in newspapers and other media when we find it necessary to advertise vacant positions, and notifications to families of enrollment opportunities.

7580 Employee Registrations:

Covers expenses associated with employee registration for conferences and other events.

7810 Dues and Membership Fees:

Covers expenses related to membership in professional or other organizations, such as the Washington State Head Start Association.

8582 Local Travel:

Mileage reimbursement paid to staff for home visits to children's homes, recruitment of families from the community; meeting attendance, travel between work sites, supervision, travel to local conferences and trainings.

Mileage expense calculated based on historical usage, and paid based on federal reimbursement rate.

8583 Extended Travel:

Covers airfare, taxi, hotel, food and other expenses related to overnight travel for meetings and conferences in accordance with the program development, the program training plan, Head Start initiatives, Region X recommendations and individual staff development training plans.

Indirect Rate:

The amount that goes to the school district to cover the cost of accounting, human resources, payroll, information technology, and other administrative activities.

Calculated based the 2021-22 indirect rate of 12.02%.

In-Kind Match:

Our grant requires that the program provide 20% of our costs from non-federal sources. Our in-kind is in the form of transportation of our children, parent and other volunteer hours, special education staff salaries and benefits, district-provided extra pay for staff professional development, other district staff support, such as custodial and nutrition services, funding from the City of Seattle, and contributions of goods and services from members of the community.

USDA Reimbursement

The USDA reimburses Head Start for a portion of the cost of meals served to children enrolled in the program.