



SCHOOL BOARD ACTION REPORT

DATE: May 2019
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For Introduction: May 29, 2019

For Action: June 12, 2019

1. TITLE

Approval of annual Head Start Grant

2. PURPOSE

This Board Action Report accepts funding from the Federal Department of Health & Human Services (DHHS) to operate Head Start services in the Seattle Public Schools (SPS) for Federal fiscal year 2019-20.

3. RECOMMENDED MOTION

I move that Seattle Public Schools accepts \$5,034,890 from DHHS/Federal Government to provide Head Start services within SPS for Federal fiscal year 2019-20.

4. BACKGROUND INFORMATION

a. Background

Head Start is a comprehensive child development program that serves children and their families, the very families we speak of when we talk about opportunity gaps. The program has the overall goal of increasing the school readiness and social competence of children in low-income families, including homeless, foster care and families receiving Temporary Assistance for Needy Families (TANF) or Supplemental Security Income (SSI).

Seattle Public Schools has offered Head Start as part of SPS early childhood services since 1965. In 2018, Head Start received a 5-year grant extension, renewable annually as long as the District is in good standing as a grantee, to continue Head Start services. 2019-20 will be year two of this 5-year grant and is the period for which we seek Board approval, per Federal Health & Human Services regulations. The Head Start Policy Council will vote on the grant proposal on June 12.

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 in order to inform its decision.

Also included as an attachment is the Head Start budget that will be incorporated into the new application. It shows grant funding for \$5,034,890, plus non-Federal match requirement of \$1,258,723, which includes transportation, volunteer hours, and District-funded professional development, to bring the total Federal budget to \$6,243,613. An additional \$664,722 comes from the City of Seattle's Seattle Preschool Program (SPP) to extend 6 part-day Head Start classes to full-day classes.

b. Alternatives

The alternative is to reject these funds. The impact would be the loss of \$5 million annually to provide Head Start services in the District.

c. Research

There is considerable evidence on the impact of quality early learning opportunities in the lives of Head Start students and their families, including the following:

Head Start Impact Study, Final Report

https://www.acf.hhs.gov/sites/default/files/opre/executive_summary_final.pdf

The Long-Term Impact of the Head Start Program

<https://www.brookings.edu/research/the-long-term-impact-of-the-head-start-program/>

Favorable Long Term Impacts of Head Start

<http://www.nber.org/digest/aug01/w8054.html>

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be \$5,034,890, plus non-Federal match requirement of \$1,258,723, which includes transportation, volunteer hours, and District-funded professional development, to bring the total Federal budget to \$6,243,613.

The revenue source for this motion is grant funds from the Department of Health & Human Services/Administration for Children and Families.

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

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

The District has recently received additional Federal funds to extend part-day services to an additional 40 children for the 2019-20 school year and beyond. This is in addition to Federal funds previously accessed to provide full day services for 40 children. As of this fall, we will be

serving 80 children in 4 full-day classes funded by Administration for Children and Families (ACF). In addition, we previously accessed funding from the City of Seattle’s Preschool Program (SPP) to extend 4 classes (80 children) from part-day to full-day, and plan to extend an additional 2 classes (40 children) in 2019-20 through our collaboration with SPP. So, for 2019-20, there will be 10 full-day Head Start classes and 8 part day classes.

As costs rise again this year without commensurate Federal contributions, we need to adjust our staffing to meet our budget projections. Last year, working with Seattle Education Association (SEA), we developed a plan that would eliminate the Family Services Provider position (9), devolve basic work with families to Family Educator IIs (lead teachers), and support FE IIs in that work with expertise from a new Family Services Coordinator position (3). That plan goes into full effect as this school year ends. We have also reduced the days worked and hours per week worked of staff who work in part-day classes, have reduced an Office Specialist position from 260 days a year to 222 days a year, and will be eliminating the Senior Cost Technician position.

Next year’s staffing to support preschool classes (18) for 357 children and comprehensive services to those children and their families is as follows:

Site based staff:

- 18 Family Educator IIs (Lead teachers)
- 15 Family Educator Is (Assistant teacher)
- 8 Classroom Assistants (supporting full day services)
- 3 Regional Family Services Coordinators
- 1 Nurse
- 3 Area Supervisors/Site Managers
- 1 Coach

Central based staff:

- 1 Program Manager
- 1 Operations Coordinator
- 1 Enrollment/Family Services/Community Engagement Supervisor
- 1 Curriculum and Assessment Coordinator (who also manages Mental Health & Disabilities services)
- 2 Office Specialists

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

Family and community engagement is an ongoing process in Head Start. While it resides primarily with the Policy Council (which is comprised of current and past Head Start parents as well as community representatives), it also extends to the Head Start parent population as a whole through Parent Meetings/Parent Committees, and through the annual Self Assessment process, which includes a parent survey.

This proposal was developed collaboratively with Board and Policy Council input and was reviewed and scheduled for approval on June 12.

7. EQUITY ANALYSIS

By its very definition, the Head Start program is a federal strategy to reduce opportunity gaps. Created in 1965 as part of the war on poverty, Head Start provides comprehensive services, including preschool, to families who meet the eligibility criteria, which include having income below the Federal Poverty Level, homelessness, receiving TANF or SSI, and being in the foster care system. Families that have experienced other traumatic events (identified each year by the Policy Council and which include children with IEPs, domestic violence, mental health concerns, death, divorce, incarceration) may be eligible for the program.

Head Start has used the Racial Equity Analysis Tool to identify access as our key issue. By maintaining slots in three areas of the city and by extending full-day services in the south (where we currently have no full-day services) and the north, we are maintaining maximum access given our funding limits and in light of community demographics.

Policy Council met on April 17 and reviewed the Racial Equity Tool questions, affirming a commitment to access and racial equity, reviewing how the program engages families (monthly Policy Council meetings, 40-45 Parent meetings annually, parent surveys), how the community is engaged (Policy Council, community partnerships), and how the program collects information about how it is doing (an annual Self Assessment process that include parent and staff surveys, as well as feedback after each parent meeting; use of normed assessment tools and research-based curricula). Policy Council also approves an annual Self Assessment Improvement Plan that is based in part on the feedback we receive from staff and families.

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. This action will make Head Start services available to 357 children and their families at 10 elementary schools, including full-day services for 200 students at 7 elementary schools.

9. WHY BOARD ACTION IS NECESSARY

Amount of contract initial value or contract amendment exceeds \$250,000 (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. 61114, 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 Audit & Finance Committee meeting on May 20. The Committee reviewed the motion and recommended that it go to the full Board for approval.

12. TIMELINE FOR IMPLEMENTATION

This grant becomes operational on November 1, 2019. In the meantime, current grant funds are used to complete the 2018-19 Federal fiscal year.

13. ATTACHMENTS

- A. Outline of Head Start grant with major changes indicated (for reference)
- B. Self Assessment Improvement Plan (for reference)
- C. Table describing Head Start services for 2019-20 (for reference)
- D. 2019-20 projected budget (for reference)
- E. Budget line item descriptions (for reference)
- F. Parent Survey Summary

Head Start Grant 2019-20
Gene Gousie

Outline of Head Start Grant 2019-20
Major updates/changes noted in **bold**.

Section 1: Program Design and Approach to Service Delivery

Self Assessment Improvement Plan

Updated plan based on results of this year's Self Assessment process (last year's plan included as sample)

School Readiness Approach

Children's progress

School readiness goals

Updates and adjustments to strategies

Parent, Family and Community Engagement

Community Assessment update

Local/program demographics driving program decisions

Parent and community volunteers

Governance, Organizational and Management Structures, and Ongoing Oversight

Approach to monitoring

Program Goals and Objectives

Changes in staffing: staff for new full day classes, reduction of positions, new position

Section 2: Budget and Budget Justification

Changes in services: new full day classes, new site

Changes in staffing

Budgeting plan to meet program needs

Seattle Public Schools Head Start
 Self Assessment Results and Improvement Plan
 April 2019

Area	Questions	Data	Analysis/Findings	Next Steps	Timeline
Creative Curriculum	What elements have we implemented? What needs attention?	Staff survey questions	As a program, we are continuing to increase our use of the curriculum elements/supports	Identify 1-2 areas of support to focus on next year	June
Social emotional curriculum	Are staff continuing use of RULER/S-E curriculum?	Staff survey questions Lesson plans	Staff are continuing to use the Mood Meter and several other RULER strategies	Give staff examples of how RULER strategies can be used with PATHS curriculum lessons	July
Zeno Math partnership	How did the ZM partnership go this year?	Staff survey Zeno Math survey Parent survey	Parents and staff continue to value Zeno Math's contributions to math understanding and parent engagement	Examine end of year TSG data (disaggregated)* for impacts on outcomes. Determine how we will use Zeno Math next year.	May
Dual Language Learner support	Do we have policies in place? Do parents feel supported? How adept are staff in using key language strategies?	Staff survey Parent survey	The vast majority of parents feel that teachers value the child's home language and support the use of both English and the home language. Most staff have experience and expertise in this area and use multiple research-based strategies to support DLLs	Continue accessing support from the Office of Head Start. Work with SPS's Early Learning Department and the City's SPP leadership to align supports of DLLs. Use OHS's Planned Language Approach tools.	Ongoing Plan in place by August
Family Services	Are families receiving child development and parenting education	Parent survey	Parents almost unanimously report having learned about child development and parenting	Determine how to offer a parenting curriculum next year	July
	Are staff doing family file reviews in order to identify and address emerging issues with children?	File/documentation review (10% of program files)	Weak documentation. Unclear how many family reviews are taking place.	Review expectations and supports for family file reviews and redesign procedures for next year.	July
Health	Are parents receiving information about immunizations?	Parent survey	Parents report that they are receiving information sent by the program and offered at Parent Meetings.	NA	

			Immunization rate for children in the program is at 89%.		
	What accounts for our low medical & dental exam and follow up statistics	Parent survey File and documentation review	Issues include expiring exams, limited capacity to work directly with health care providers, lack of documentation on follow up by staff	Map out processes. Develop additional supports. Hire FSC with health expertise/experience. Train on documentation.	July and ongoing
	What caused a delay in dental screenings and low numbers at several sites?	Interview with nurse and site staff	There was confusion around who was organizing the screenings. Nurse has picked up additional responsibilities in this area.	Our data in this area is accurate once entered into ChildPlus	
Education	Are staff finding CLASS resources valuable?	Staff survey	Staff strongly prefer CLASS observation feedback as a support		
	What areas do staff need additional support in?	Staff survey	Understanding and preparing for ECERS	Begin educating staff on ECERS; make it part of staff orientation	August
	Are staff using PATHS? What supports are needed?	Staff survey	All but a couple of classes are using PATHS at least once a week.	Continue with supports	Plan in place by August
	Are parents reading to children?	Parent survey	Vast majority of parents are reading at least an hour a week to children	Continue to monitor	
	Are parents playing Zeno math games at home?	Parent survey	Yes – most families report using the games and noticing growth in math concepts	Continue the work with Zeno	
	Are staff using Zeno in class?	Staff survey	17 out of 18 of our classrooms use the games in the classroom weekly	Continue to keep the expectation that staff use Zeno games in the class	
Monitoring	What does the file review tell us about how to organize the work?	Process review	The monitoring system is implemented largely as drawn up	Continue to review annually	
Record keeping	What does the file review tell us about our documentation?	File review	Documentation is weak in some areas: health follow up, family goal setting, attendance follow up	Clarify expectations Review forms for clarity and lack of duplication Provide additional guidance and time for staff	Plan in place by August

Attachment C

Head Start Classes: Locations, Models, Funding

2018-19				2019-20		
Location	Model	Slots	Funding for full day	Model	Slots	Funding for full day
North						
Broadview-Thomson	Full day	20	SPP	Full day	20	SPP
Broadview-Thomson	Part day	20		Full day	20	SPP
Broadview-Thomson	Part day	20		N/A		
Northgate	Part day	20		Part day	20	
Northgate	Part day	20		Part day	20	
Olympic Hills	Full day	20	Federal	Full day	20	SPP
Olympic Hills	Part day	17		Part day	17	
Cascadia	N/A			Full day	20	Federal
South						
Dunlap	Part day	20		Full day	20	Federal
Dunlap	Part day	20		Full day	20	Federal
MLK	Part day	20		Part day	20	
MLK	Part day	20		Part day	20	
Emerson	Part day	20		Part day	20	
Emerson	Part day	20		Part day	20	
West						
West Seattle	Full day	20	SPP	Full day	20	SPP
Concord	Full day	20	Federal	Full day	20	Federal
Roxhill @ EC Hughes	Full day	20	SPP	Full day	20	SPP
Roxhill @ EC Hughes	Full day	20	SPP	Full day	20	SPP
Roxhill @ EC Hughes	Part day	20		Part day	20	
		357				

SPS Head Start
 Projected Budget
 Fiscal Year 2019-2020

Description of Salary & Benefit Expenses	Budgeted	Amount
2XXX,3XXX	Salaries	2,880,126
2011,4XXX	Staff Benefits	1,450,324
2041, 2043, 3041, 3042	Substitutes	118,887
2062, 3062	Staff Extra Time	106,800
4012	Non-Staff Benefits	40,000
XXXX	Hourly/Bus Monitors	93,200
Total Salary & Benefits		4,689,337
Operational Expenses		
0510	District Printing	6,000
0590	Nutrition Services Charges for Child/Adult Meals	95,000
0710	Equipment Repairs and Alterations	30,000
5610	Supplies	30,168
5643	Periodicals and Subscriptions	850
5613	Postage	700
5650	Software	9,000
5625	Other Supplies	1,000
5612	Food	7,000
7580	Registrations/Memberships/Text	41,905
7516	Taxi	1,000
7530	Telephone Services	2,900
7444	Copier Services	4,500
7170	Misc. Expenses	1,000
7340	Contractual Services	75,776
7540	Advertisement	1,000
7340	Child Care Reimbursement	2,000
8582	Local Travel	6,000
8583	Extended Travel	2,000
Total Operational Expenses		317,799
Total Salaries + Operational Expenses		5,007,136

Head Start Grant Amount	5,034,890
Indirect @ 13.83%	611,724
Amount Available	4,423,166
City SPP	664,722
Indirect @ 13.83%	80,762
Amount Available	583,960
Total Available	5,007,126
Non-Federal Share @25% of Head Start Grant	1,258,723
Total Budget (Grants + NFS)	6,958,335
USDA Reimbursement	240,000

Head Start Budget

Line Item Descriptions and Calculations for 2019-20

SALARY AND BENEFIT ITEMS

2XXX, 3XXX Salaries and benefits:

Includes 55 program staff - Program Manager, Operations Coordinator, Enrollment, Family and Community Services Supervisor, Curriculum and Assessment Coordinator, Early Learning Coach, part-time Nurse, two Office Specialists, three regional Area Supervisors, 15 Family Educator I's, 18 Family Educator II's, eight Classroom Assistants, and three 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.

4012 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.

5643 Periodicals and Subscriptions:

Pays for professional journals and subscriptions.

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

5613 Postage:

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

5650 Software:

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.

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.

5612 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.

*Center meetings – 5 meetings for 10 sites \$6,600
Miscellaneous meetings/trainings \$400*

7580 Registrations/Memberships/Textual Materials:

Conference registration fees for staff and Policy Council parents; membership in Washington State Head Start Association; 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.

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 Telephone Charges:

Covers cell phones for Area Supervisors, Coordinators and Program Manager, as needed.

7170 Miscellaneous Expenses

Covers unanticipated or unusual expenses that don't fall into another category, and provides a contingency for unanticipated cost increases for budget items.

7340 Contractual 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 consultant and nutrition consultant required by Head Start Performance Standards.

Estimated costs include: Parent Policy Council Training @ \$2,000; Child Development Specialist @ \$22,500; nutrition services consultant @ \$4,000; interpreter services @ \$32,500; staff trainings @ \$14,776.

7540 Advertising:

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.

7340 Child Care Services:

Reimbursement for parent-arranged child care for Policy Council and other parent meetings.

Calculated based on historical usage.

8582 Local Travel:

Mileage reimbursement paid to staff for home visits to children’s homes, recruitment of families from the community; meeting attendance, 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 out of state travel for meetings and conferences in accordance with the Program Training Plan, National 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 2019-20 indirect rate of 13.83%.

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.

Attachment F
 Head Start Family Engagement Survey
 2016-17, 2017-18, and 2018-19

Area	Question	% "Yes" 2016-17	% "Yes" 2017-18	% "Yes" 2018-19
Enrollment/Attendance	The enrollment process was clear and easy	99.1	98.4	96
	Staff explained what the HS program was and how I could get involved at enrollment	99.1	98.4	97.4
	Staff discussed the importance of regular attendance for my child	96.6	99.2	97.4
Curriculum & Education	I worked with teachers to set my child's educational goals	89.6	90.7	95.4
	My child's teacher set clear expectations for my child	98.2	97.6	98.7
	My child's teacher changes my child's goals as he/she completes them	92.7	85.8	88.7
	Teachers update me on my child's progress regularly	97.3	96	96.7
	My family played with the Zeno games sent home	NA	94.3	94.8
	I saw a difference in my child's interest in math this year	NA	83.3	85
Health/Nutrition	Staff talked with me about my child's immunization status	97.4	93.1	96.1
	Staff explained to me the importance of having medical & dental homes	97.4	93.2	95.4
	I learned something new about childhood health this year (oral health, nutrition, etc.)	92.2	76.3	68.2
Communication	I have received newsletters and flyers from my center	91.1	89.1	87.2
	Staff listened to my concerns and responded timely	98.2	95.3	94.7
	I feel welcomed in my child's classroom	98.2	98.5	98
	I am encouraged to volunteer at the center	86.4	83.6	84.7
	I am asked about my family's traditions & values, including songs, stories, dress & celebrations	82.4	77.2	80

Family Engagement & Involvement	I made a goal for myself/my family this year with my Family Services Provider	79.5	82.5	86.8
	I received assistance with accomplishing my goal	81.6	79.4	76.2
	My involvement in my child's education and school is valued	96.4	NA	NA
	I attended Parent Center Meetings	66.7	79.7	85.4
	At PCMs, we learned activities to do at home to help children be ready for Kindergarten	77.1	82.1	87.8
	At PCMs, I have the opportunity to meet and work with other Head Start parents	72.2	78.3	81.2
	The program has helped me learn more about how to parent my child			91.2
	The program has helped me learn more about how children grow and develop			93.3
	On average, I read to my child an hour or more each week			91.4
Facility	My child's classroom is a friendly environment for students, parents & families	97.4	100	98
	My child's school is a safe place to learn	98.3	97.7	99.3