Agenda Item 6-a

Approval of the 2018-2023 Head Start Grant Application

Sweetwater County School District #1

Head Start Five-Year Baseline Funding Application

April 2018

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Section I Program Goals and Approach to Service Delivery

Sub-Section A: Goals

Mission: *Sweetwater County School District Number One Head Start is committed to*

empowering families by providing opportunities for early childhood development, family

partnerships, and community involvement through quality, confidential services.

1.

Program Goal 1: HEAD START will engage and collaborate with Community Agencies serving Head Start children and families to strengthen success and build additional partnerships to share and support sustainability of Head Start.
Objective(s)
Invite and encourage partner agencies to participate in at least two training opportunities sponsored by SCSD#1 Head Start during the 2018/2019 school year.
Utilize expertise of partner agencies to collaborate on at least 5 training/presentation opportunities at Head Start during the 2018/2019 school year.
Build relationships with other Wyoming Head Start programs through the participation of the director and a staff representative in at least 2 WHSA meetings during the 2018/2019 school year (in person or via phone). At least one other staff member will participate in at least 2 open meetings or trainings.
Develop a process by December 2018 to ensure in-kind and other non-federal contributions, as described in the Non-Federal Budget Narrative, are captured.
Strengthen relationships between Head Start and other district departments, and increase program visibility through Head Start participation in at least 2 board meetings, district meetings/activities/events/collaborative efforts and by inviting other district staff and leadership to participate in Head Start events during the 2018/2019 school year.
Program Goal 2: HEAD START will increase opportunities for families based on individualized plans to respond to family needs, increase self-sufficiency, stabilize safe and healthy environments, improve communication, and support leadership, and advocacy for their children's success.
Objective(s)
Refine the processes used to encourage parents to be involved in their child's education and to strengthen their advocacy skills by June 2019.
To increase child attendance, parents and staff review the absenteeism procedure and recommend revisions by May 30, 2019.
Evaluate current methods of communication between Head Start and parents. Identify more effective methods to give and receive information by January 1, 2019.
Program Goal 3: HEAD START will support recruiting and hiring of qualified staff to meet Head Start requirements and identify professional development, continuing education and opportunities for ongoing mentoring and coaching.
Objective(s)
Update the new hire procedure and checklist to include new requirements of the revised Head Start Program Performance Standards and district requirements by September 1, 2018.
Develop an efficient tracking system for staff training and professional development by June 15, 2019.
Identify individual skill development and training needs that will promote increased quality of services by December 20, 2018.

Program Goal 4: HEAD START will continue to build a data management system that ensures accuracy, protects confidentiality, secures access to PII, and makes data available for shared analysis and decisions to support and improve quality of services.
Objective(s)
Evaluate current processes and systems for gathering, storing, retrieving, and analyzing data, producing recommendations for revision and development by January 15, 2019.
Develop an efficient tracking system for staff training and professional development by June 15, 2019.
Identify individual skill development and training needs that will promote increased quality of services by December 20, 2018.
Ensure program procedures and forms reflect current needs, practices, Head Start Program Performance Standards and other regulation or policy by June 15, 2019.
Program Goal 5. HEAD START will develop a system of health and wellness for staff, parents, and children.
Objective(s)
Develop a plan to promote health and wellness for staff by May 30, 2019.
Develop a plan to promote health and wellness for parents and children by May 30, 2019

Program Goal 1: HEAD START will engage and collaborate with Community Agencies serving Head Start children and families to strengthen success and build additional partnerships to share and support sustainability of Head Start success.					
	Progress, Outcomes, and Challenges				
Objective(s)	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Invite and encourage partner agencies to participate in at least two training opportunities sponsored by SCSD#1 Head Start during the 2018/2019 school year.	**Outcomes**: Partner agencies attend two trainings at Head Start by May 2019. **Possible challenges**: -Possibly needing to limit participation if space is limited and interest is great. -Determining whether the cost of the training must be shared by the program and partner agencies, particularly if the training must be a cost-per-participant event.				

-Activities or Action Steps to Meet Objective Above:
- o Review training plans and identify which trainings would be useful for other organizations by August 15, 2018.
- o Identify community organizations who would benefit by trainings offered by Head Start by August 15, 2018.
- o Plan at least two trainings a year that will benefit identified organizations in addition to ourselves. Complete plan for trainings including tentative scheduling by August 30th.
- o Invite identified community organizations at least one month in advance of trainings.

-Data, Tools, or Methods for Tracking Progress Above:
Management team minutes, training plans, and Teacher Huddle minutes will be used to record the review of training plans, the identification of possible shared trainings and targeted organizations as well as assignments for making invitations and individual training plans. The schedule for tentative trainings will be recorded in staff calendars. Training sign-in sheets will record actual participation. Training evaluation forms and additional feedback will record participant and staff satisfaction and gauge whether there seems to be greater collaboration efforts as a result of offering shared training opportunities. Community Partnership Agreements will also track collaboration between agencies as we work together on projects, including shared training opportunities.

Program Goal 2: HEAD START will increase opportunities for families based on individualized plans to respond to family needs, increase self-sufficiency, stabilize safe and healthy environments, improve communication, and support leadership, and advocacy for their children's success.					
	Progress, Outcomes, and Challenges				
Objective(s)	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
To increase child attendance, parents and staff review the absenteeism procedure and recommend revisions by May 30, 2019.	Annual average child attendance is increased by 1% by May 30, 2019. **Possible challenges**: Finding a convenient time for the focus to meet. Implementation of the revised plan could be challenging due to the number of people involved with attendance. It may be difficult to get buy-in from parents whose children have poor attendance to understand and embrace the importance of their child attending more than 90% of the time.				

-Activities or Action Steps to Meet Objective Above:
- o Create focus group comprised of parents, director, managers, Family Advocate, teacher representation, Sept. 15, 2018 to review the absenteeism procedure, attendance patterns and data, research for reliable information about the importance of attendance.
- o Focus group will make recommendations for revisions to the absenteeism procedure with the goal of increasing the annual attendance percentage to 90% and better. Recommendations by October 31, 2018.
  - ■ Continue to include information about attendance in the parent handbook and to hold discussions about attendance during the application process and at parent orientation.
- • Revised procedure/process complete and ready for approval by May 1, 2019.

-Data, Tools, or Methods for Tracking Progress Above:
Meeting sign-in sheets document attendance and minutes to record focus group meetings. Policy Council meeting minutes to record discussion and approval of procedure. Attendance records to track whether methods are making a difference or not. Compare to previous years. Analyze child outcomes/assessments to see if a correlation between attendance and assessment scores is apparent.

2. Explain how your program's School Readiness Goals align with the Head Start Early Learning Outcomes Framework.

SCSD #1 Head Start School Readiness Goals are well aligned with the Head Start Early Learning Outcomes Framework. The program began the process by developing measurements for each indicator of each ELOF goal. To create a document that would encourage classroom use and be understandable to lay people reviewing it, staff used local kindergarten readiness information to guide the creation of one goal for each domain that would encompass several ELOF goals of the same domain.

3. Discuss how your program involved governing body, policy council, and parents in developing the Program Goals.

Program Goals: The program held a strategic planning session. In October, 2017 Parents, board members, staff, policy council, district personnel, local government members, and partner agencies were invited to participate. Their feedback was used to develop program goals. Head Start managers and grant contractor worked to develop objectives and outcomes for each goal.

School Readiness: Corresponding ELOF indicators and appropriate measures for each were determined with the help of volunteers through a group discussion and review of the draft and the ELOF. Head Start parents and staff, kindergarten teachers, and governing body members were invited participants. The goals have been approved by both the Policy Council and Board of Trustees following presentation and the opportunity to provide additional direction. The resulting document has been uploaded with this application.

Sub-Section B: Service Delivery

1. **Service and Recruitment Area**

    a. **Identify the service and recruitment area for proposed operations.**

    This program serves and recruits in the communities of Rock Springs and Green River, Wyoming.

    b. **Provide evidence to demonstrate that the proposed areas is the area of greatest need.**

    The communities served are the largest in the county.

    c. **Child care partners**

    N/A

2. **Needs of Children and Families**

    a. **The estimated number of eligible children under five years of age by geographic location, race, ethnicity, and spoken language, including children experiencing homelessness, in foster care, dual language learners, and with disabilities.**

    Our Community Assessment revealed that there are approximately 117 eligible four year old children and 119 eligible three year old children in Rock Springs and Green River. Head Start children are primarily white with English as their primary language, while 32 children are Hispanic and of those, 19 declare Spanish as their primary language and are therefore dual language learners. Eleven children enrolled in the program were experiencing homelessness at the time of application, 100 children in the community are reported to be in foster care, an estimated 1.3% of children in Sweetwater County have an identified disability.

b. **Data regarding the education, health, nutrition, social service, child care, parent schedules and other service needs of the proposed children and families.**

The majority of respondents to the program's Community Assessment said their marital status was single. The majority completed high school and nearly the same percentage have some college education. Forty-eight percent of respondents were unemployed at the time of the survey and only 17% were employed full-time. Just over one quarter of the respondents have a household income of $5,000 or less. A large majority of respondents rely on some kind of social services to live, including WIC, SNAP, Food Bank, and LIEAP. From a list of 18 items that might be of concern to families or the community, survey respondents identified affordable child care and availability of jobs were the most significant problems in the community. Low wages, availability of affordable housing, access to health care, and child health issues were among the top six issues. Head Start families whose children are enrolled in the extended duration classrooms are grateful for that option because many child care providers will not provide care for an hourly rate, so some families had to pay for a half or full day for an hour while the child waited for the Head Start bus.

c. **The availability of other child development, child care centers, and family child care programs that serve eligible children, publicly-funded state and local preschools, and the approximate number of eligible children served.**

Wyoming is one of only eight states without state funded preschool. There are 19 licensed child care providers in Rock Springs and 11 licensed providers in Green River serving just under 1,000 children. Thirty-one percent of child care provider respondents in our survey believe the county needs more licensed child care facilities.

Providers also noted the need for more infant care and preschools. Thirty-eight percent of the respondents have waiting lists.   Twelve preschools (including Head Start) serve children in Rock Springs. Green River children have three options. Approximately 200 children are served.

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

    a. **Specify the proposed program options and describe how your program will ensure compliance with 1302 Subpart B requirements and other applicable requirements.**

    This Head Start program provides center-based services primarily delivered in classrooms. The program's administration and management team work to balance the classrooms considering, age, whether it's the child's first year, and diagnosed disability. In addition, four year olds are given priority over three year olds. The program follows ratio requirements of 1:10 and adds a third person to the classroom if the number of three year olds present is greater than the number of four year olds. The program maintains ratio all hours of each day. Maximum enrollment per classroom is 20 children with two education staff.

    b. No locally designed option.

    c. **Discuss how your program option will meet the needs of children and families in the communities served.**

    The center based option is financially advantageous for the many working parents in the program. When meeting with staff during the application process, parents often express a desire for child to have ample opportunities for social/emotional growth. There have not been requests for any other option.

    d. Not applicable.

4. **Centers and Facilities:**

   a. The Green River classroom has always been located in a Sweetwater County School District #2 school for nominal rent. To meet the needs of public school students in that school district our classroom occasionally needs to be relocated. The administration has always provided a space for Head Start to serve children in the community and moves classroom contents without charge. No other changes are expected.

   b. Not applicable

   c. Not applicable

5. **Eligibility, Recruitment, Selection, Enrollment, and Attendance**

   a. **Describe the recruitment process to ensure services will be provided to those in greatest need of services.**

      i. **Describe specific efforts and expected challenges to actively locate, recruit, and enroll vulnerable children, including children with disabilities, children experiencing homelessness, and children in foster care.**

         Recruitment Process: During the recruitment process, the program posts recruitment materials in grocery stores, doctor offices, clinics, recreation facilities, low-income housing offices and door to door canvasing in low-income areas of the communities. Banners are fastened to fences in a few areas of prominent visibility in both Rock Springs and Green River. Recruitment lawn signs with are also in several locations around town. Recruitment flyers go home with elementary school children. Recruitment information is also disseminated during community events such as parades, resource fairs, etc. Some referrals are provided through current Head Start families and community partners. The Department of Family Services (public

assistance and child protection services) provide referrals to potentially eligible families and foster parents throughout the year.

Efforts: One of our strongest community partnerships is with the Sweetwater County Child Developmental Center (CDC). Their staff work closely with Head Start staff to determine appropriate placement for children with disabilities following the developmental screening for Head Start, and as they identify new children during the year. As noted above the Department of Family Services (DFS) frequently refers children placed in foster care. The program works with a variety of partner agencies including the Sweetwater Family Resource Center and the Child and Family Center to reach families in need or crisis, including homeless families.

Program staff work to eliminate barriers to enrollment. As necessary, staff provide assistance with transportation to the Head Start building or other locations to gather necessary documents to complete their application. Staff gather as much information for the application as they can over the telephone, especially with Green River families, as they are 12 miles from the Head Start offices. Applications can be completed at the family's home or other location if desired.

Challenges: Our Community Assessment results indicate there are many more children of the appropriate age living in poverty in the two communities served by this Head Start program. One of the greatest needs identified in Community Assessment is childcare, including services for younger children.

The program continues to consider strategies to locate the neediest of the needy. If families in need are in touch with one of the program's partners, there is a strong

likelihood they will be referred to Head Start. It is unknown how many of those referred actually contact the program.

The program seeks input from current parents regarding the best places and methods to reach others living in poverty. Determining the most effective strategies to locate those in greatest need is an on-going priority.

b. Describe your program's strategy to promote regular attendance including special efforts for chronically absent children and other vulnerable children.

Lack of regular attendance has become a growing concern over the past few years. The concern is shared by local school districts and other early education programs in Rock Springs and Green River. The Head Start program is diligent in contacting parents to help resolve attendance issues. Efforts have included moving the child to a classroom that operates at a different time if possible when requested, adjusting transportation services if possible, sending home information about the value of regular attendance, and meeting with parents individually for the same purpose and to offer assistance with removing barriers to regular attendance. All parents are part of a conversation at Parent Orientation about the value of regular attendance in early education and how that commitment helps promote the importance of school and learning in general.

Program Goal #2 includes an objective to review and revise the program's absenteeism procedure during the coming year. The program plans to set an expectation with parents of 90% or better attendance for each child. Staff expect the revised procedure to include a Family Partnership Attendance Plan for children whose attendance falls below 90%. The procedure is expected to also include a process for addressing

illness-related absences and to provide guidance to handle extended absences and the child's subsequent return to the program.

6. **Education and Child Development:**

   a. **Center-based:**

      i. **Identify the curricula your program will use including, if applicable, curricular enhancements and/or significant adaptations.**

         The Creative Curriculum for Preschool is the program's core curriculum. Additional curricula are: Fundations, Eureka Math, and OWL (Opening the World of Learning).

      ii. **Describe how each identified curriculum is appropriate, research-based, and has an organized developmental scope and sequence.**

         Each curriculum adopted and implemented by the program is research based. With the exception of The Creative Curriculum for Preschool, all curricula are the preschool versions of those adopted by Sweetwater County School District Number One for elementary students.

         The Creative Curriculum for Preschool is a widely known and research-based curriculum with numerous resources, including a chart illustrating the scope and skills in each developmental area and the sequence in which they are introduced. The chart helps teachers plan thoughtfully and intentionally. As teachers gain understanding of each child's unique strengths, needs, and interests through observation and assessment, they use the data to make curricular adjustments for individualized learning. The curriculum is based on five foundational principles: positive interactions and relationships with adults are critical for learning; social-

emotional competence is a significant factor in success at school; constructive and purposeful play supports learning; the physical environment affects the type and quality of learning interactions; and teacher-family partnerships promote learning and development. Materials are available in English and Spanish. The Creative Curriculum is a quality product, however it is very expensive, complex, time consuming to implement beyond the basics, and the benefit of training has been limited. The Education Services Manager plans to work with education staff to gain understanding of their resistance and to research the possibility of transitioning to a different core curriculum. A process and timeline will be developed and is expected to require at least the first two years of the five year period to determine.

Fundations supports children's emerging understanding of the alphabetic principles of letter-sound associations and alphabetical order, and the written language skill of manuscript letter formation. It provides an introduction to the letter-sound and writing skills that will be taught to mastery in the Fundations Level K program. It is not intended to provide a full pre-k literacy curriculum. The skills taught align with those that the Report of the National Early Literacy Panel (2008) identified as strong and consistent predictors for the later development of literacy skills.

Eureka Math, from Great Minds, was written by a team of teachers and mathematicians. Mathematics is presented in a logical progression from grade PK - 12. When implemented with fidelity, this approach allows kindergarten teachers to know what incoming students already have learned and ensures that students are prepared for what comes next. This progression helps reduce gaps in student

learning, instills persistence in problem solving, and prepares student to understand advanced math.   Head Start education staff have access to the Digital Suite which includes many resources through Eureka Navigator and the Teach Eureka video series, including a curriculum map and pacing guide to assist teachers with understanding the instructional sequences for each module. That foundation helps them make decisions about pacing to meet classroom and individual needs.

OWL is the pre-k version of the English Language Arts curriculum ReadyGEN published by Pearson and adopted for use by the grantee and recently purchased by the Head Start program. It is equitable in English and Spanish. The curriculum develops language and early literacy skills in the context of research-based and field-tested content, including embedded math, science, technology, and social studies. It prepares children for Kindergarten with ongoing assessment of research-based success predictors and playful, purposeful, and personalized instruction. The curriculum is based upon the belief that immersion in a learning-rich, pre-K environment is critical but that environment and interactions must be thoughtful and purposeful. All parts of the day should be considered opportunities for learning, and teachers should know the curriculum content, instructional strategies, and individual children well enough to be responsive in a variety of situations. That will evolve through training and use of the materials. Through use of essential questions, teachers will help children connect content to their experiences, which will lead to thoughtful, reflective learning.

   The program is experiencing changes in leadership and management. The Education Services Manager is new to the position, she is committed to ensuring all

education staff are trained in use of the program's core curriculum, and that it is used with fidelity. The manager is not familiar with Eureka Math and education staff have had only a cursory introduction to it, while OWL is new to all. Therefore, training and implementation of those two programs will begin in the coming year.

iii. **Include evidence of that each curriculum is aligned with the HSELOF.**

Teaching Strategies revised their assessment tool and guidance for The Creative Curriculum to illustrate alignment with the Head Start Early Learning Outcomes Framework. That revision has been valuable to ensuring ELOF goals are being addressed.

The Eureka Math curriculum map includes timelines for introducing each of five modules:

- Numbers to five

- Two and three dimensional shapes

- Counting to answers of how many

- Comparisons of length, weight, and capacity

- Numerals to five addition and subtraction stories, counting to 20

Through Opening the World of Learning children develop strong language and early literacy skills throughout the day in the context of mathematics, science, and social studies. Pearson created a document that illustrates how elements of each OWL unit correlates with each goal of the ELOF.

iv. **Describe how your program will support staff to implement curriculum with fidelity.**

The Creative Curriculum includes a Fidelity Tool Teacher Checklist. There is a booklet for each teacher/team. It is intended to be used as a self-assessment. The checklist has not yet been distributed, so the program has no information about how effective it is as a self-assessment. Staff will receive training to use the tool. The supervisor plans to use the same tool to assess the degree to which the curriculum is implemented as intended. The Education Services Manager provides individual support/coaching in use of all curricula. Professional Development Plans will address individual training needs to ensure the curriculum is implemented with fidelity. Analysis of CLASS observations and other collected data will be helpful in determining the level of support needed in each classroom.

b. Not applicable.

c. **Identify the developmental screenings and assessments your program plans to use and why, including how the program addresses screening and assessment for children who are dual language learners.**

Developmental screenings are provided through the program's partnership with the Sweetwater County Child Developmental Center (CDC) using the Brigance Early Childhood Screen. The Devereux Early Childhood Assessment (DECA), a strengths-based assessment designed to promote resilience in children, is completed by parents and staff for each child. It is the assessment used by our mental health partner.

Skill level assessments are conducted in the fall, winter, and spring using the Teaching Strategies Gold Assessment. This assessment is used because objectives assessed are

from The Creative Curriculum. Hearing and vision screenings are conducted by CDC and by the Head Start Health Services Manager in house. Bilingual staff conduct the developmental screenings for dual language learners. The skills assessment report can be produced in English or Spanish

d. **Describe opportunities offered to parents and family members to be engaged in their child's education such as participation in screenings and assessment, and providing feedback on the selected curriculum and instructional materials.**

At the beginning of the parent/program relationship parents are made aware that their presence in the building and participation anywhere they choose is welcome and encouraged. Staff explain how parent engagement in classroom activities, leadership roles, parent training, program activities, and general volunteer work benefits their child, including affecting their perception of the importance of school. Parents also learn how their engagement benefits them personally, and the program as a whole. Parents complete the Devereux Early Childhood Assessment (DECA) to help determine social emotional needs. Screening and assessment results are shared with parents in person through conferences and home visits. Parents provide feedback valuable to establishing individualized education goals and planning. They are also encouraged to share their observations of their child and give input into assessments. Beginning with Fall 2018, a Weekly Parent Activity Newsletter, created by each classroom using children's individual goals, and the school readiness goal being addressed that week, will be sent home to parents. The newsletters will include activities at two skill levels for parents to choose from and complete with their child. This level of engagement will further the child's development. Each daily activity will

take approximately 10-15 minutes. Space will be available in the newsletter for parents to describe their observations of their child as they complete activities. Those notations will serve as documentation of parent input for assessments and for in-kind hours for the program. Book Baskets and in-kind documentation sheets are available outside each classroom. Parents are encouraged to read with their child while waiting for the classroom to open. Next fall, file folder games and manipulatives will also be available outside each classroom to further encourage parent/child engagement. Parents in Head Start leadership roles have been instrumental in promoting the value of the Book Baskets and it is hoped that they will also encourage the use of additional materials for parent/child engagement.

    e.   **N/A**

7. **Health**
   a. **Describe how your program will, in partnership with parents, meet the oral health, nutritional, and mental health and social emotional well-being, and health status and care needs of children.**

   The partnership with parents to meet child health needs begins at time of application when parents complete a Health Inventory for their child. The inventory helps identify health concerns that need to be addressed. Following selection, an initial meeting with parents is scheduled to review their child's health status and care needs. During that initial meeting, the Health Services Manager explains Head Start oral health, nutrition, physical and mental health services. Nutrition preferences and needs are also discussed. The manager also provides valuable information about the connection between children's nutrition/health and academic/social success. Throughout the process of updating health status and meeting physical and social-emotional care needs of children

the manager provides education, support and assistance as parents work through the necessary health care systems.   The program's Spanish speaking Program Support Specialist interprets for those whose first or preferred language is Spanish.

i. Include how your program will ensure up-to-date child health status, ongoing care, and timely follow-up care.

The Health Services Manager meets with the family within 90 days of enrollment to complete the Health Care Timeline. The form documents the child's most recent dental, vision, and wellness exams. It also documents the date of the most recent hemoglobin and lead tests. As noted above, the Health Services Manager assists the parents with maneuvering health systems. At parent request, the manager may assist with scheduling appointments to bring the child's status up-to-date. Following completion of services, parents bring in completed dental, vision, and physical Head Start forms or if preferred, they may sign a Release of Information to request medical records be given to the program. The Health Services Manager follows up with providers as requested by parents. Health issues that may affect the child's ability to attend school and to be successful are discussed and a Health Care Plan is completed with parents, and input from relevant providers. Food allergies are addressed following the physician's completion of the required USDA paperwork. Once the paperwork verifying the food allergy is received, the program is able to make changes in foods served to the child. Food allergies are posted in classrooms as well as the cafeteria and kitchen.

ii. **For mental health and social emotional well-being, describe how a program will provide mental health consultation services in partnership with staff and families.**

Mental health and the social and emotional well-being of the child are discussed with parents during the initial health services meeting. With parent permission, the program completes the Devereux Early Childhood Assessment (DECA) for each child to help determine social/emotional needs. The program's mental health partner, Southwest Counseling Services, scores the assessments and returns them to Head Start. If the assessment identifies social/emotional skill development needs, children are referred, with parent permission and release, to the program's non-therapeutic Social Skills group. The group is provided on site during the school day through the partnership with Southwest Counseling Services. Children may be referred to play therapy by parents with the assistance of the Health Services Manager, or through staff referral. When a referral is made, the Health Services Manager schedules a meeting with parents and Head Start staff to discuss the concerns that led to the referral. If parents want their child to receive play therapy, a Release of Information is obtained and sent to Southwest Counseling Services or the provider of their choice. The Health Services Manager assists parents through the intake process. When provided by our partner, therapy takes place on site during the school day. Mental health services may also be arranged through the IEP process with Sweetwater Child Developmental Center.

8. **Family and Community Engagement**

   a. **Describe key strategies for building trusting and respectful relationships with families and for providing program environments and services that are welcoming and culturally and linguistically responsive to families, including those specific to fathers.**

   Relationship building with families begins the moment they call or come to the Head Start office and speak to any staff member. Program staff embrace the program culture of accepting parents 'where they are' and try to help them feel comfortable and always welcome them with a smile. Non-judgmental communication and interaction with parents helps build trust and helps them understand that they cannot 'burn bridges' with Head Start. Staff explain the program's services available to families and its culture of confidentiality. Relationships are strengthened through the family assessment process as staff listen, express empathy, offer support, and help connect families to resources related to their needs and interests. Spanish advocacy is readily available as needed. Fathers are encouraged to fully participate in the program in general and in the 1825 Club in particular. The 1825 Club addresses interests unique to fathers and building relationships with their children and emphasizes the long-term value of those relationships.

   b. **Describe engagement activities to support parent-child relationships, child development, family literacy, and language development.**

   Parent-child relationships are the greatest predictor of child resilience and success. Family activities include great emphasis on supporting and strengthening those relationships. Engagement activities are designed to provide opportunities for positive

parent-child interaction and for modeling appropriate, effective communication with children. The Parent Committee, including the leadership and 1825 Club sub committees are involved in designing and planning parent activities. All activities provide opportunities for parent interaction, parent-child relationship building, and for staff to continue building relationships with families. Most activities also include elements that address child development and literacy. Some examples include: A family dance that intentionally addressed physical development by moving to Hokey Pokey and other songs interesting to young children; the Nature Walk includes a scavenger hunt that supports literacy with a picture and word list of items to find, and encourages interaction when looking for items; Trunk or Treat includes activities with movement that involves listening for direction, gross motor skills while tossing, moving the body in a specific direction using feet and legs, and fine motor skills needed to re-create a healthy snack model. Culture Night provides an opportunity for our diverse families to share their heritage and family cultures through music, games, and food. It is a fun way for other parents, children, and staff to learn about unfamiliar cultures.   The monthly Family Time Challenge's primary objective is to suggest activities that will strengthen family relationships. Many of those challenges also promote language and literacy skill development and involve mathematics and science. During programs presented by the children, the audience is informed of the skills the children will demonstrate through their performances.

c. **Describe how your program has selected and is implementing a research-based parenting curriculum.**

After considering a few options for research-based parenting classes available in the community, the program selected the Love & Logic parenting curriculum to offer at Head Start. Love & Logic is both research-based and evidence-based. A partner agency that had used the curriculum found it to be successful with holding parent interest and recommended it. Using Love & Logic provides options to offer parenting classes to Spanish-speaking Head Start parents as needed, and the option to offer an evening class concurrent with a daytime class offered by the partner agency. Head Start and the partner agency reciprocally refer parents, resulting in parenting classes being available more frequently in the community. Head Start suggests the class to individual parents based on indications on their Parent Interest Survey, Family Needs Assessments, Parent Self-Assessment, child behavior plans, or other expressed interest and by general invitation.

d. **Describe key program strategies for family partnership services, including:**

  i. **Procedures for conducting the family assessment and family partnership process and aligning activities to the Parent, Family, and Community Engagement Framework outcomes; and**

   Family assessments are conducted in stages. The process begins at the time of application by identifying parent interests and strengths using the Parent Interest Survey and an initial Parent Self-Assessment of needs and strengths. Following selection, program staff use the Family Needs Assessment form to gather information and feedback about immediate concerns, needs, and crises. Throughout the year staff follow up on the families' documented needs and interests and respond

to any newly identified concerns. The referenced information-gathering tools are based on the PFCE framework to ensure we identify and address areas most closely related to the family engagement outcomes.

Families are assisted with family or personal goal setting through Family Partnership Agreements (FPA). The agreements document the desired collaboration between parent and program for specific services or goals the family or individual wants to achieve for personal gratification or increased self-sufficiency. Any staff member can assist a family to create an FPA. That staff member is responsible for support through the process and follow up with the family.

ii. **Tracking progress toward individual family goals and needs.**

Progress toward meeting goals, which include addressing identified needs, is tracked on the FPA form and FPA module of ChildPlus. Families review their progress, or revise goals as they choose. Staff regularly review the Parent Interest Surveys, Family Assessments, and Family Partnership Agreements. Follow up and progress is documented in the program's child and family data tracking system, ChildPlus and on spreadsheets developed in the Family Community Partnerships department. Assessing the program's approach to data collection and usage, and a review of program procedures and forms are part of Program Goal #4 in the coming year.

e. **Provide a few examples of community partnerships that facilitate access to services or resources in the community that are responsive to family partnership goals and children's needs. Identify any challenges to necessary partnerships and how the program plans to address those challenges.**

Partnerships with the Wyoming Small Business Alliance, Wyoming Workforce Services, and Climb Wyoming provide presentations and effective assistance for parents seeking to

gain education, skills, and experience that will help them secure employment at a livable wage. Money management classes are offered at Head Start through the YWCA. Through the planned process of procedure and form review, the program will explore opportunities for reciprocal benefit to our partners.   A Community Partnership Agreement (CPA) for is completed for all partnerships. Those that are created for recurring partnerships include an attached description, or Memorandum of Agreement detailing the on-going partnership and delineating responsibilities of each agency. The CPA form allows for adequate documentation. The CPA procedure will be reviewed with others during the coming program year.

Challenge: A key monthly meeting of human service providers that is beneficial to forming and strengthening partnerships occurs the same day as the Child Protection Team. Though the meetings are not at the same time of day, it is difficult for staff members to take that much time from program responsibilities.

Possible solution: To ensure the program is able to actively build relationships through the monthly collaborative meeting, the managers and the director may be able to alternate attendance at the meeting.

9. **Services to Children with Disabilities**

a. **Describe how your program will ensure the full participation in program services and activities for enrolled children with disabilities.**

Children with disabilities are included in the full range of activities and services provided to all Head Start children. The Education Services Manager and teacher work closely with the Child Developmental Center to make modifications to the activity or environment as needed to meet the child's needs and to allow full participation.

b. Describe how your program will ensure the individualized needs of children with disabilities.

When a child with a disability enters the Head Start program, or an enrolled child is determined to have a disability, the Education Services Manager reviews the IEP or other documentation related to the child's disability. The child's parent and the Head Start Education Services Manager participate in IEP meetings, whether it is the initial meeting for a child newly identified or follow up meetings. The manager also consults with the Child Developmental Center staff and other service providers who are currently working with the child to determine modifications and additional supports needed to meet IEP goals and to facilitate ongoing inclusion. Head Start education staff use IEP goals, the child's strengths, and observation documentation to develop an individualized program in partnership with parents.

10. Transition

Describe strategies and practices to support successful transitions in:

a. Transitions to and from Early Head Start;

This does not currently apply to this program.

b. Transitions from Head Start to kindergarten; and

The program has developed an effective system to transition children and their families from Head Start to public school. For children who will transition, the process starts early in the year through discussions with parents to help them understand what school readiness will look like, expectations of kindergarten, and the importance of the parent/school partnership to prepare the child for that transition. It continues with each home visit or parent/teacher conference.

An annual transition meeting is coordinated with elementary principals who provide important information about their school and what parents and children can expect. Each principal usually brings their kindergarten teachers with them to be available for questions or to share a message with parents as they choose. District nursing, food service, and transportation staff are also invited to participate. Shortly after the transition meeting the director sends principals transition information specific to children's needs for those who will attend their school in the fall. The information may include whether or not the child is on an IEP, a Health Care Plan, or Behavior Plan. Those are shared as requested. Food allergies are also noted, as is their home language. If the child is not identified with a disability but has certain identified learning needs, including sensory issues, that information is also provided to ensure the best classroom or teacher placement for the child. Head Start staff attend IEP transition meetings at the child's home school as needed. The Education Services Manager tracks needed IEP transition meetings to ensure that each child has a scheduled meeting.

Occasionally, district teachers, social workers, special education staff, or counselors come to Head Start to observe children. The observations assist with classroom placement, or in some cases, to help determine which school will best meet the child's needs.

The program plans to ask permission for child and family home school field trips for those transitioning to kindergarten. The director will contact elementary principals for permission when the Education Services Manager provides relevant information, including numbers and desired date and time.

The Education Services Manager plans to instruct teachers to work with parents at the last Parent Teacher Conference to create summer home activities that will help children retain skills for kindergarten while also strengthening the parent/child relationships.

c. **Transitions between programs.**

This Head Start does not operate other programs. However, its staff occasionally assist families with transition of their child to the Sweetwater Child Developmental Center's preschool program if Head Start is determined to not be the best placement. When families move out of the area, the program is responsive to other Head Start program requests for records with the appropriate Release of Information.

11. **N/A**

12. **Transportation**
    a. **Describe the level of need for child transportation services.**

    The program's Community Assessment identified transportation as a significant need in our community. Program staff observes that need reflected in the lives of Head Start parents through the Family Needs Assessment and the number of applications for Head Start transportation. The need for transportation was also identified in the PIR.

    b. **Describe how your program will either directly meet transportation needs or assist families in accessing other transportation so that children can attend the program.**

    This community does not have a public transportation option that utilizes an allowable alternative vehicle. The program has adequate numbers of buses, however

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budget constraints and a limited pool of potential drivers restrict the number of children who can be transported to and from school. The issue is further complicated by the geographic makeup of the community. There are several pockets of low-income housing or neighborhoods separated by significant distance. Many of those areas are not near the program.

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

1. Governance

<u>Structure</u>

a. Identify the member with expertise in fiscal management or accounting, etc.

N/A School Board is elected

b. Describe how your program ensures additional members of the governing body reflect the community, including parents and representation from key program areas.

 N/A School Board is elected

c. Describe the makeup of the Policy Council.

The Policy Council is comprised of seven current Head Start parents, one community representative who is a former parent and the current Chair, and one board liaison.

<u>Processes</u>

Governing Body

a. Describe how the governing body receives key information as outlined in 1302.2 to inform their ongoing responsibilities.

A Board Liaison to Policy Council report is generated for the board each month and covers all required information, including Policy Council action. The Policy Council and Board of Trustees receive the same presentation of information for items that require the approval of both, including expenditures. The Superintendent receives operational information from the Head Start Executive Director or Program Director and shares information with the board as directed by policy or member requests.

b. Delegates

N/A

Policy Council

c. **Describe how the governing body receives key information as outlined in 1302.23 to inform their ongoing responsibilities.**

The Policy Council receives key information in their meeting packets for review prior to the meeting. Procedures and other items such as hiring of program staff are reviewed by the director or relevant invited staff during the Policy Council meeting. There is an opportunity for discussion prior to a vote. Bylaws are reviewed at least annually for Policy Council to make desired changes or to affirm. The Council approves new hires and changes of position (moving from one district department or position to another), resignations, and terminations. The formal Election Procedure is approved by the Policy Council.

Parent Committee

d. **Describe how the parent committees communicate with staff to inform program policies, activities, and services to ensure they meet the needs of children and families.**

The Parent Committee elects a leadership group (at least one representative for each classroom) to serve as the voice for fellow parents. The Family and Community Partnerships Manager attends the Parent Committee Leadership meetings to provide guidance, to answer questions, and to inform the director of requests or input into program procedures and practices. The leadership group plans program activities for families. Staff are very approachable and welcoming, the result is that parents do not hesitate to ask questions, voice concerns, or recommend changes. Concerns are shared

with the director and are problem solved with the management team or others as appropriate.

e. Describe the process for communication with the Policy Council.

Parent Committee Leadership members and the staff person in charge are welcome to submit communication or a desire to attend a meeting to share information or concerns.

Relationships

a. Describe training and technical assistance or orientation sessions for the governing body, advisory committee members, and the policy council.

Orientation and training of new Policy Council members begins at the first meeting. A full day of training for both governing bodies occurs each fall, usually in November. According to Policy Council Bylaws, members must attend the first meeting and the training to secure their place on the council. A training available on ECLKC is assigned to board members who cannot attend the day long training. Board members are trained at the state level to meet other responsibilities. A forma orientation is provided to the HSAC.

b. How does your program ensure governing body members do not a have a conflict of interest with Head Start, or other partners/vendors.

Members must declare a conflict of interest and do not vote on the issue. An exception is when approving district warrants (checks) a board member asks for a hold on any check for which they have a conflict of interest but are able to vote on the warrants.

c. **How do the governing body and policy council members ensure meaningful consultation and collaboration around their joint decisions.**

The Board Liaison to Policy Council shares council activity with board members directly as needed, or through the Liaison Report only. In turn, the liaison verbally reports relevant board decisions to the Policy Council. Board members occasionally call the Program Director for clarification or additional information.

2. **Human Resources Management**

a. **Provide an organizational chart identifying the management and staffing structure including the Executive Director, the Program Directors, managers and other key staff. Include assigned areas of responsibility and lines of communication.**

The Organizational Chart has been Uploaded to HSES.

b. **Describe systems developed to ensure criminal background checks occur prior to hire for all staff, consultants, and contractors in the program.**

Head Start's new hire process has been amended to include all HSPPS requirements. Amending the form used to guide and document that process is a goal objective in the program goals. The form is helpful to ensure the program does not miss a step and that each begins in a timeframe that is optimum for the program. Head Start administration is working with district administration to develop a process that will allow more rapid submission of fingerprints as everyone waits weeks for results.

The program has written confirmation that its mental health consultants and disability services partners have a rigorous background check that meets Head Start requirements.

c. **Describe orientations provided to new staff, consultants, and volunteers.**

Each new volunteer, substitute or regular staff person receives a thorough orientation relevant to their position using a checklist. Each item is initialed by the person receiving the orientation and the completed form is signed by the presenter, receiver, and director. The checklist is revised as procedures change or as needed for other purposes.

d. **Describe key features of your program's approach to staff training and professional development. Describe your programs approach to implementing a research-based coordinated coaching strategy, including the approach to the delivery of intensive coaching for identified staff.**

Staff may request training using a form and process designed for that purpose. It requires approval of the immediate supervisor and the Director. Other training is assigned by school district administration through a training system called Public School Works (PSW). Some training is assigned to all district staff and additional training has been requested by the Head Start Director for program personnel. All PSW training is completed on line and includes a test at the end. A score of 70% is required to receive the certificate. Less than 70% requires the person to re-take the training and test. Training may also be assigned through a Professional Development Plan (PDP). The PDP form was recently revised. The program has written a goal objective to develop an effective training tracking system. The Education Services Manager is new to her position and is completing some required education and training, therefore a coaching system won't be implemented in the coming year. However, the program has chosen Practice Based Coaching. Coaching (informal)

and mentoring staff who are struggling or simply need additional support has long been a part of the program's organizational culture and will continue.

3. **Program Management and Quality Improvement**

   a. **Describe key features of your program's systems for ongoing oversight, correction, and assessment of progress towards your program's identified goals. Include approaches that promote effective teaching and health and safety practices.**

   Each administrative and management supervisor engages in frequent, incidental communication with their team members. Those conversations may be to respond to expressed concerns, provide direction, or to hear concerns. As needed, supervisors meet with individual team members to provide specific direction to correct an area of concern. Supervisors schedule regular team meetings to touch base, to provide information to the group, or to receive feedback regarding status of goal progress, and use of establish processes. The Teacher Huddle is a time for education staff to share what is processes or practices working well and to brainstorm solutions for those that are not.

   Information gathered about goal progress, or the status of from individual teams is shared during the management team meeting. Results from those meetings as well as other issues that need to be discussed with the entire team are shared at the Team Meeting. Recurring concerns are brought to the group for problem solving input.

b. **Describe key features of your program's management process and system to ensure continuous program improvement that relate to effectively using data and ongoing supervision to support individual staff professional development.**

Program Goal #4 addresses the program's objectives around the use of data. The director worked with, and encouraged, the management team to consider data that is collected, identify the system used to gather and store it, and determine whether or not the data is needed. In addition to gathering information to inform individual developmental goals for children, child outcome assessment data is used to consider areas of teaching that may need improvement. Professional Development for education staff has been tracked for a few years and there are no concerns with looking at individual plans and progress toward meeting the established goals. However, the current system does not allow for an overall view of who needs what training and the status of the same. Program Goal #3 addresses that need. Two types of forms for documenting Professional Development Plans have been recently been developed. One of the forms is specific to staff who need additional formal education, and the other is for the professional development of all others.

c. **Describe how the management system ensures budget and staffing patterns that promote continuity of care, all sufficient time for staff participation in training and professional development, and allow for provision of the full range of services.**

Staffing patterns are considered during budget development and when vacancies occur to determine if the position needs to be filled, if it should be at the same level, or if there is another position needed more. Specific staffing patterns are considered

when the program is considering any kind of expansion proposal, such as the extended duration application. The program maintains minimum staffing for the continuity of care when staff are absent or positions are vacated. Sometimes that means moving an office staff person or a Building Aide to cover the position. The annual calendar of school days, holidays, and breaks is developed to include professional development days when school is closed for training. The annual budget includes extra time for those who need it to attend meetings and/or training.

Section II. Budget and Budget Justification Narrative

1. **Provide a detailed narrative to explain the costs by object class category identified within the SF-424A, Section B-6.**

   A detailed budget narrative has been uploaded in HSES.

2. Not applicable

3. Not applicable

4. **Describe key features of the organization's financial and property management systems and internal controls in place to maintain effective control and accountability for grant funds, property, and other assets.**

   There are many checks and balances in district fiscal policies and practices to maintain effective control and accountability of all funds. Beginning at the program level, and continuing through the printing of checks, there is a segregation of duties. No single person approves or completes purchases. The person(s) who approves a purchase does not enter information to generate a purchase order or enter a purchase order for payment. The person who draws down funds must have authorization and documentation for doing so. Another team of people receive and distribute purchases. If a staff person shops with a Purchase Order, another staff person checks in the items and signs the receipt. Drawdowns of Head Start funds are direct deposits. The Head Start Director certifies quarterly reports and requires documentation of expenditures, drawdowns, and any action that offset obligations (refunds, credits, etc.) The Board of Trustees approves all checks prior to release.

   All departments are required to maintain an inventory of supplies and equipment. The technology department maintains inventory of all technology equipment, including phones.

Competitive quotes are required for a purchase of $1,000 or more. A quarterly Budget vs. Actual report is presented to the Policy Council and the Board for review and discussion. Assets, information, and property is protected from harm, damage, and theft through locks, passwords, vigilance, monitoring, and communication. Files are locked in a cabinet, computers with easy access are locked to desks or in closets, staff do not share passwords.

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

   A detailed Non-Federal Budget Narrative has been uploaded to HSES.

6. N/A

7. N/A

8. N/A

9. N/A

10. N/A

11. N/A

SWEETWATER COUNTY SCHOOL DISTRICT #1 HEAD START
PROJECTED FEDERAL and NON-FEDERAL MATCH
July 1, 2018 through June 30, 2019

SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE

PERSONNEL
PROGRAM DESIGN & MANAGEMENT BENEFITS: $933.00

OTHER:
Maintenance labor costs (based on 2016/2017 amount) $3,026.00
Benefits on labor costs $672.00
| **Total Other Personnel**   **$4,631.00**

OTHER
RENT:
Difference between market value of Green River classroom and the amount paid for rent. $14,851.00

DEPRECIATION/BUILDING INSURANCE/REPAIRS:
Depreciation on Washington Elementary 625 Ahsay RS (depreciation schedule attached) $12,687.00
Depreciation value of new roof $8,451.00
Depreciation value of new boilers $8,737.00
Depreciation on Washington parking lot $3,089.00
Depreciation on Single Source Entry $762.00
Property & Liability Insurance (based on 2016/2017 rate) $9,948.00
Building Supplies & Repairs (based on 2016/2017 rate) $836.00
| **Total Other**   **$59,361.00**

LOCAL TRAVEL:
CHILD TRAVEL:
Fuel for operation of vehicles: approx. 1400 gallons @ $1.798/gallon $2,517.00
buses for child transportation
| **Total Child Travel**   **$2,517.00**

OTHER TRAVEL:

Fuel to operate program vehicles (exludes buses) approx. 170 gallons	$305.00
Maintenance of all vehicles 4 buses, 4 cars (personnel, parts, supplies):	$4,886.00
Includes: Oil/filter changes and other lubricating fluids; coolant;	
Wiper blades; batteries; brakes; spark plugs; tires;	
Miscellaneous bulbs, belts, hoses	
Insurance on program vehicles, 8 vehicles x $987.23/yr (fleet rate)	$7,898.00
#104 Impala, #105 Durango, #117 Subaru, #118 Taurus,	
#141, #142, #143, #116	
Staff mileage in personal vehicles @ .545/mile	$138.00
Total Other Travel	**$13,227.00**

ROCK SPRINGS AND GREEN RIVER

PARENTS/VOLUNTEERS:

Approximately 290 hours volunteered by Life Skills student and para professional	$2,981.00
in the classroom assisting staff with all children	
Policy Council members: approximately 150 hours by parents and community members	$7,200.00
Parent Committee Leadership meetings, approx. 40 hours	$411.00
Male Involvement planning meetings, approx. 30 hours	$308.00
Parents and other family members completing assigned home activities,	$1,645.00
approx. 160 hrs.	
Parents and others volunteering in the classroom assisting staff with	$822.00
all children, approx. 80 hrs.	
Parents helping with Packs of Giving (backpack food program)	$1,028.00
& setting up for program events, approx. 100 hrs.	

PARENTS/VOLUNTEERS (continued):

Parents and community member's participation on HSAC	$436.00
Annual Program Review volunteer hours	$303.00
Total Parent/Volunteer Hours	**$15,134.00**

Benefits for Parents/Volunteers Hours

FICA/Medicare, 7.65%	$1,158.00
Retirement, 14.565%	$2,204.00
Total Benefits	**$3,362.00**

CHILD SERVICES CONSULTANTS:

Disability services by CDC (<u>non-federal only</u>), $8,237.50/child, 15 children	$123,563.00
Play therapy and social skills group by Southwest Counseling Services-based on 2016/2017 amount	$3,584.00
Total Child Services Consultants	**$127,147.00**

CASH DONATIONS:

Donations made through the Sweetwater One Public School Foundation	$15,000.00
Total Cash Donations	**$15,000.00**
TOTAL NON-FEDERAL BUDGET	**$240,379.00**

Sweetwater County School District #1 Head Start
Continuation Grant
Operational Line Item Budget
July 1, 2018 through June 30, 2019

	Federal Head Start	USDA	CSBG
PERSONNEL	$595,437	$19,820	$28,143
Total Salaries	**$595,437**	**$19,820**	**$28,143**
FRINGE BENEFITS			
Worker's Comp 5.74%	$4,035	$1,138	
Wy Retirement 14.565%	$86,725	$2,887	$4,099
FICA 6.2%	$36,917	$1,229	$1,745
Medicare 1.45%	$8,634	$287	$408
Health/Dental/Vision/Life/Disability Insurances (10% projected increase)	$128,228		$8,959
Total Fringe Benefits	**$264,539**	**$5,541**	**$15,211**
Total Salaries & Fringe Benefits	**$859,976**	**$25,361**	**$43,354**
TRAVEL			
Staff Travel Out of town	$861		
Total Travel	**$861**	**$0**	**$0**
SUPPLIES			
Office	$5,123		
Child & Family Services	$7,317		
Food Service		$23,853	
Non-qualifying nutrition (condiments e.g. ketchup and salad dressing)	$750		
Other			
Custodial (including repair to custodial equipment)	$3,200		
Total Supplies	**$16,390**	**$23,853**	**$0**

	Federal Head Start	USDA	CSBG

OTHER

Rent

Green River classroom room 246 at Green River High School, 1615 Hitching Post Drive — $1,529

Utilities/Telephone — $38,295

Building Maintenance & Repair

Maintenance supplies and repair of facilities — $500

Parent Services

Parent Activity

Parent Activity supplies/fees for events/meetings, requested and planned by parents, and $6.00/child — $1,400

Parent Travel - out of town — $585

Parent Travel - local

Mileage reimbursement to attend local meetings and events (incl. Policy Council) — $135

approximately 250 miles within Sweetwater County, .54/mile

Publications/Advertising/Printing

Printing (ROI forms, authorization for release of child) — $1,500

Training & Staff Development — $22,649

Local Travel

Fuel for Green River bus — $1,000

Nutrition Services

Adult meals in Green River Center — $2,620

	Federal Head Start	USDA	CSBG

OTHER (continued)

Other

	Federal Head Start	USDA	CSBG
Child Plus Tracking system	$2,038		
Software Bridge for ChildPlus and CAP60	$3,229		
Criminal Background Checks $49/background check	$946		
Health purchased services for staff	$1,864		
Hepatitis B vaccinations, $165 x 3 staff; Staff TB tests, $20 x 3 (new staff only)			
DOT physicals, 2 drivers, 1 sub @ $80 ea.			
Policy Council Meeting Meals	$900		
Dues (State, National, Regional)	$1,400		
Wyoming Head Start Assoc. $800; National Head Start Assoc. $400; Region VIII Head Start Assoc. $200			
Employee health and welfare costs	$1,800		
To improve employee-employers relations, employee health (exercise, mental health), and improve employee performance as allowed by policy and/or regulation.			
Child purchased services			
Health/dental screenings, assessment, care	$200		
Disability services & supplies	$1,500		
Mental health assessment/care	$200		
Total Other	**$84,290**	**$0**	**$0**

TOTAL FEDERAL REQUEST	**$961,517**
NON-FEDERAL SHARE	**$240,379**
TOTAL OPERATIONAL LINE ITEM BUDGET, FEDERAL REQUEST	**$1,201,897**

TOTAL CSBG	$43,354
TOTAL USDA	$49,214

TOTAL OPERATIONAL BUDGET, ALL FUNDING SOURCES	**$1,294,464**