

***Approval of
Head Start and EHS-CCP
Quality Improvement Funding***



HEAD START



Grant No: 06CH010821

City of San Antonio
Head Start Program
Quality Improvement Supplemental Funding Application
Program Year 2020-2021

Project Summary

The City of San Antonio, Department of Human Services Head Start Program (Head Start or DHS Head Start Program), submits the enclosed Quality Improvement supplemental application for consideration for the period of February 1, 2020 through January 31, 2021. Per guidance received from the U.S. Department of Health and Human Services (HHS), DHS Head Start Program is submitting a supplemental Quality Improvement Funding application to request federal funding in the amount of \$803,320.00 (Program Operations).

Project Description

The DHS Head Start Program is in its second year of its five year project period and implementation of the 5-year strategic plan. Head Start plans to continue contracting with direct service providers to deliver high quality education and support services to 3,020 enrolled children and their families.

DHS Head Start remains committed to helping our community's most vulnerable children and families with high quality comprehensive services, including: educational, nutritional, medical, dental, mental health, disability and other services, through strong partnerships which promote success through school readiness and family strengthening.

Through continuous quality improvement, Head Start will maximize community resources to ensure enrolled children and families have access to all comprehensive services. By supporting children and families in reaching their potential, Head Start will create positive and lasting benefits to the community as a whole.



Grant No: 06CH010821

Background and Need

DHS Head Start will continue program services in two of the 19 school districts located within Bexar County to include San Antonio Independent School District (SAISD) and Edgewood Independent School District (EISD). Both SAISD and EISD are located in the central area of Bexar County and inner-city of San Antonio and collectively have the highest demonstrated need for program services and a multitude of risk factors limiting the opportunities for families to achieve successful outcomes for themselves and their children.

The 2015 Community Needs Assessment Survey was administered to parents and caregivers whose children received services from the City of San Antonio's Head Start Program during the 2014-2015 year. The services reported that were least likely to be needed were assistance with domestic violence, alcohol and drug counseling, in-home care, homeless shelters, and mental health.

Women in San Antonio had a higher rate of rape and murder by male partners when compared to three other major cities in Texas. The number of family assaults continues to rise in San Antonio, making San Antonio one of the top cities for family violence not only in Texas, but in the nation. For 2017 and 2018, the highest reported number of calls to 211 for domestic violence issues was from the 78207 zip code. Of the seven zip codes with the highest rates of calls to the San Antonio Police Department (SAPD) for domestic violence, all are within the City of San Antonio's Head Start service area. The City of San Antonio's Domestic Violence plan found that child, youth & family prevention programs are insufficient to meet community needs to address domestic violence and that services for survivors of domestic violence are scattered, and entry points are unclear (City of San Antonio Comprehensive Domestic Violence Plan, Love Is...).

Data from the Substance Abuse and Mental Health Services Administration (SAMHSA.gov) is not provided at the county or smaller level; multicounty regions were used for comparison. The region



Grant No: 06CH010821

including Bexar County showed similar or slightly lower rates of usage of controlled substances (marijuana, cocaine, and heroin) when compared to Texas and the United States as a whole. However, Alcohol Use Disorder was found to have a higher incidence rate than at the state level. In terms of mental health and mental health treatment, the region including San Antonio has the same rate of any mental illness, slightly lower rates for serious mental illness. The region also has a lower rate of receiving mental health service when compared to the rates of the state and nation.

Substance Use	San Antonio Region	Texas	U.S.
Marijuana	10.02%	10.08%	13.55%
Cocaine	1.19%	1.4%	1.80%
Heroin	0.18%	0.19%	0.34%
Alcohol Use Disorder	5.95%	5.53%	5.96%

Figure: Rates of Substance Abuse, 2014, 2015, and 2016 National Surveys on Drug Use and Health, SAMHSA.gov

Mental Health	San Antonio Region	Texas	U.S.
Any Mental Illness	15.83%	15.93	18.09%
Serious Mental Illness	2.98%	3.32%	4.12%
Received Mental Health Services	10.91%	11.21%	14.47%

Figure: Rates of Substance Abuse, 2014, 2015, and 2016 National Surveys on Drug Use and Health, SAMHSA.gov

Quality Improvement Approach

DHS Head Start has developed a plan for spending Quality Improvement funds that invests funding into program efforts and activities that help better incorporate a trauma-informed approach that will support children, families, and staff impacted by adverse experiences. These investments will be ongoing, sustained investments to support a trauma informed learning environment for enrolled children, families and staff members. This application demonstrates the belief that our program



Grant No: 06CH010821

plays a critical role in buffering the impact of trauma by promoting resilience for children, families, and staff. Also, that the effects of trauma are lessened by protective factors such as strong parent-child relationships; relationships between staff, children, and families in Head Start programs; and through relationships and supports within the community. Supporting staff wellness is a critical part of any trauma-informed approach in Head Start programs. Our proposal includes the following strategies to support staff and families:

Decrease family service staff caseloads through hiring of additional qualified staff

This application includes funding to add seven Family Support Workers (FSWs) to our current contingency of 43 FSWs. The increase in FSWs will allow for lower caseloads which will allow workers to provide quality services to families and focus on providing additional attention to families with higher needs. The increase provides a more manageable caseload and provides opportunity for better relationships with families and thereby providing responsive care to those families experiencing the effects of trauma. The additional positions will assist to decrease the stress of the workers and allow time for self-care as the demands of meeting the needs of 80 families down to a manageable average caseload of 50-60 families.

Hire behavioral specialists to support children, classroom staff, and parents

Social Emotional Learning Professionals to model and support the implementation of social emotional curricula, such as Conscious Discipline, in classrooms and throughout campuses. Conscious Discipline is an evidence-based social/emotional curriculum developed for the academic setting. Conscious Discipline provides a framework for the creation of a positive social/emotional culture throughout a campus and includes social and emotional lessons and activities for inside and outside the classroom setting. The curriculum extends to all staff involved



Grant No: 06CH010821

in supporting students on campus. Emphasis in the program is on addressing and mitigating the impact of trauma, increasing resiliency, and creating a healthy and thriving social/emotional climate across entire campuses. Children learn how to identify, acknowledge and regulate their emotions within a setting that stresses the importance of positive and healthy connections. Additional anticipated results would include increased family engagement, reductions in disruptive and unhealthy behaviors and improved staff satisfaction.

Hire additional qualified education staff to lower classroom ratios, enhance caregiver-child relationships

After analysis of child-staff ratio during transitions and the number of incidents that have occurred at our EISD campuses during the last few years, DHS Head Start will utilize Quality Improvement funds to add additional instructional assistant positions. These new positions will help our three campuses at EISD to ensure that classrooms have the support they need to ensure child supervision and safety. Increasing adult supervision in the classrooms will provide a much needed stress reduction for teaching staff which will help support the other initiatives introduced in this grant application including social emotional learning environments and trauma informed care.

Provide ongoing coaching and support to education staff to address secondary stress and related turnover

With the addition of the Quality Improvement Funding, DHS Head Start will expand its instructional coaching team, reducing the coach to practitioner ratio across the program. This will allow for more individualized coaching support of teachers and instructional assistants, lead to higher quality teaching, and result in improved outcomes for children. In collaboration with EISD



Grant No: 06CH010821

and SISD, DHS Head Start implements a practice based coaching system for teachers and instructional assistants. This approach includes a cyclical process to guide a practitioner's use of evidence-based practices that lead to positive outcomes for children. Practice based coaching occurs within the context of a collaborative partnership between an instructional coach and practitioner. The coaching cycle involves planning goals and action steps, engaging in focused observations, and reflecting on and sharing feedback about teaching practices. Currently, the DHS Head Start Program includes a team of qualified coaches that work with teachers and instructional assistants to implement the DHS Head Start coaching program.

Invest in professional development and staffing patterns that foster continuity of care, and consistent, predictable, and nurturing environments

At the beginning of each program year, DHS Head Start collaborates with both EISD and SAISD to provide pre-service training for all teachers and staff. This annual training covers required topics and ensures teachers and staff are prepared for the beginning of the school year. With the addition of the Quality Improvement Funding, DHS Head Start will expand its annual pre-service training. This expanded pre-service training will include two additional days of professional development for teachers and provide staff the opportunity to focus on their own wellness as well as deepen their knowledge of best practices, ensuring that they are better prepared to meet the social and emotional needs of children and families experiencing poverty. DHS Head Start will host a full day event at the **Henry B. González** Convention Center that includes a focus on child development, recognizing and addressing trauma, and social/emotional teaching and learning. The event will include nationally recognized speakers, as well as breakout sessions to allow attendees to select topics that best meet their professional development goals. The second day will include campus based professional development that focuses on wellness and preparation for the school year.



Grant No: 06CH010821

Conclusion

DHS Head Start Program has strong and effective management systems in place for the delivery of the highest quality services and is committed to continue to strengthen and improve the Program. DHS Head Start also has a systematic, ongoing planning and monitoring in place to assure continuous improvements. DHS Head Start will utilize the Quality Improvement Funding to invest funding into program efforts and activities that help better incorporate a trauma-informed approach that will support children, families, and staff impacted by adverse experiences.



Grant No: 06CH010821

City of San Antonio
Head Start Program
Quality Improvement Budget Narrative
Program Year 2020-2021

1. Summary

The City of San Antonio, Department of Human Services Head Start Program (Head Start or DHS Head Start Program), submits the following budget for the 2020-2021 Quality Improvement (QI) supplemental funding. DHS Head Start Program is submitting a supplemental funding application to request funding for the available amount of \$803,320.00. The QI funds will be used offset program operational costs and to provide the remaining amount to contractual services, San Antonio Independent School District (SAISD), Edgewood Independent School District (EISD). DHS Head Start will request a waiver of non-federal match due to the lack of resources in the community that was impacted by the coronavirus outbreak, a national emergency.

2. Head Start – Budget Justification – Federal Share

Personnel _____ **\$251,881.00**

DHS Head Start will hire seven permanent Family Support Workers to allow for lower caseloads and increased case management services.

Fringe _____ **\$104,006.00**

Social Security (FICA) \$19,269.00

Health/Dental/Life Insurance \$51,562.00

Health insurance is paid for full time employees working at least 40 hours per week. Employees may elect to pay for dental insurance, supplemental life insurance, and other additional insurance coverage.

Retirement \$30,075.00



Grant No: 06CH010821

Employees participate in a retirement program after meeting employment criteria. DHS Head Start will match 10.47%-11.35% of the employee's salary.

Other Fringe Benefits \$3,100.00

DHS Head Start provides employees incentives for language skills and unused personal leave.

Supplies \$9,000.00

Office Supplies \$2,000.00

Other Commodities \$7,000.00

Contractual Services \$413,283.00

DHS Head Start will provide funding allocations to SAISD and EISD

Service Providers	Amount
San Antonio ISD	\$306,951.00
Edgewood ISD	\$106,332.00

San Antonio ISD

Salaries \$75,000.00

Instructional Coaches: SAISD will hire two additional Instructional Coaches to be added to the current contingency of Instructional Coaches. Their job duties will include: ensure compliance with the Texas Pre-K guidelines, TEA's Birth – Grade 2 Vertical Alignment of Standards, Head Start Performance Standards, and Head Start Early Learning Outcomes Framework; Analyze assessment data and assist program teachers/paraprofessionals/administrators with planning instruction and professional development to meet identified needs; Support teachers and paraprofessionals by providing instructional strategies, modeling and/or team teaching, intensive classroom coaching, while ensuring curriculum implementation and Head Start federal grant compliance; Visit Head Start classrooms on a regular basis to review and monitor program activities and consult with staff, volunteers, and parents on learning environment, curriculum, lesson plans, teaching strategies and use of materials consistent with needs of children and agency and federal educational objectives; Model effective teaching within the classroom; provide support through co-planning / co-teaching; and Coordinate and monitor the administration of required assessments and the documentation of child progress for the tracking of child outcomes and achievement.

Supplies \$131,951.00

Rubberized Foam Mats - \$75,000.00



Grant No: 06CH010821

Replace classroom rugs to rubberized foam mats to ensure the physical environments of Head Start are conducive to providing effective program services in safe environments and improve sanitation quality.

Social Emotional Learning / Trauma Informed Care - \$56,951.00

To purchase a variety of instructional resources / supplemental SEL curriculum, classroom materials, professional development books, training materials, educational products, etc. that support the social and emotional development of students, improve the classroom quality related to social emotional learning and support a trauma informed approach to support children and families impacted by adverse experiences. Items may include SEL parent education kits, understanding trauma training materials / books, Brain State poster sets, Conscious Discipline Skills on a String, self-regulation materials, calming pillow sets, I Am Safe breathing cards, etc.

Contractual \$100,000.00

Communities in Schools - \$100,000

Contract with "Communities In Schools" (CIS) to fund services of CIS social workers that will support the needs of Head Start students in SAISD and alignment with the DHS Head Start Mental Health model and collaborative efforts with Head Start Family Services Coordinator, Head Start Behavior Specialists, and related staff.

Edgewood ISD

Salaries

\$106,332.00

Teacher Aides: Based on visits to the campus during the 2019-20 school year and review of supervision, it was recommended by DHS Head Start that the district consider adding additional floaters to provide a greater degree of supervision and allow the campuses to maintain ratio when staff need to leave the room for a restroom break or student need. The additional funds coupled with funds already designated for floaters will allow us to have four full time floaters at Stafford and Cardenas Early Childhood Centers (ECCs) and two at Loma Park Elementary. This is an increase from having one at each ECC previously and none at Loma Park.

Counselor: Student needs call for someone to provide direct student support on their campus while parents and families access other services outside of the school setting. Thus we are requesting a fulltime social and emotional learning counselor who will be shared between the two early childhood centers. This role will support individual student and teacher needs by providing in class support and will also support the teachers' implementation of Conscious Discipline. The role will directly serve students at the ECCs and will serve in a consultative manner with the counseling staff at Loma Park Elementary. Quality Improvement funds only represent a portion of the salary as this position was originally included in the Head Start budget submitted.



Grant No: 06CH010821

Instructional Coach: Currently the district provides two instructional coaches that support the Head Start program full time. Because we are adding another site, we are requesting an additional instructional coach paid for out of Head Start funds. This person will work directly with the early childhood teachers and support their professional development. This additional position will allow Head Start teacher to coach ratio to be more lower thus providing more support.

Other _____ **\$25,150.00**

Transportation Fees \$3,150.00

Rental of Other Equipment - Preservice \$7,000.00

Food – Preservice \$15,000.00

TOTAL COST FOR FEDERAL SHARE _____ **\$803,320.00**

3. Head Start - Budget Justification – Non-Federal Share

TOTAL COST FOR NON-FEDERAL SHARE _____ **\$0.00**

DHS Head Start will request a waiver of non-federal match due to the lack of resources in the community that was impacted by the coronavirus outbreak, a national emergency.

EARLY HEAD START
CHILD CARE PARTNERSHIP
(EHS-CCP)

**City of San Antonio Early Head Start-Child Care Partnership
Quality Improvement Supplemental Funding Application**

Program Year 2020-20211

Project Summary

The City of San Antonio, Department of Human Services (DHS), submits the enclosed Quality Improvement supplemental application for consideration for the period of August 1, 2020 through July 31, 2021. Per guidance received from the Department of Health and Human Services (HHS) on March 13, 2020, the City of San Antonio Early Head Start – Child Care Partnership is submitting a supplemental Quality Improvement application to request federal funding in the amount of \$79,056.00

Project Description

The Early Head Start-Child Care Partnership (EHS-CCP) Program is a part of the DHS Head Start program. The EHS-CCP program plans to continue contracting with direct service providers to deliver high quality early childhood education and support services to 216 infants and toddlers and their families.

DHS Head Start Program remains committed to helping our community's most vulnerable children and families with high quality comprehensive services, including: educational, nutritional, medical, dental, mental health, disability and other services, through strong partnerships which promote success through school readiness and family strengthening.

Background and Need

The DHS EHS-CCP program contracts with six community based agencies, having non-profit status, offering state licensed early childhood development programs. All six child care centers are located in the center city of San Antonio, in high need areas with limited resources. In

some cases, child care center employees are parents of EHS-CCP enrolled children. As often seen in child care, historically the positions have been under paid and often those who choose to work in child care come to the program with adverse experiences that impact their day to day lives and sometimes impacting their own care giving approach without understanding the impact to quality. Through this recognition, the DHS EHS-CCP program anticipated the need for wellness supports and services not only for our children and families but also for our staff.

DHS EHS-CCP started training all child care service provider staff on the understanding that children's challenging behaviors are typically a child's way of communicating some unmet needs or stemming from experienced trauma. In addition, the Mental Wellness consultant completed child and classroom observations, the consultant met with teachers for children who were exhibiting challenging behaviors and/or scored with concerns on screenings. Teachers were provided individualized strategies that could be implemented in the classroom. In many cases, the consultant returned to the classroom to model the strategies and provide encouragement while the teacher implemented the strategies because of the difficulty the teachers were having in accepting the approach.

The same trend was seen during the implementation of the intensive coaching model, Teachers Learning and Collaborating (TLC), which is used to strengthen and support EHS-CCP teachers in classroom environments. Through this work, it was quickly realized that the child care service providers' staff themselves were facing and/or recovering from trauma. At this point, the decision to alter paths of approach was decided. DHS EHS-CCP staff recognized the program could not move forward with implementing trauma informed care for our children without addressing the needs of the staff.

During the 2017-2018 program year, the program shifted to allocate additional resources to the Mental Wellness services and work with the child care service providers' Directors to understand the silent need that was being identified with their staff. Training was offered to the teachers on the impact of trauma, Adverse Childhood Experiences (ACEs) and the importance of self-care. One teacher, during a particular training, was resistant and often questioned the purpose of ACEs and why trauma was even a focus for the program. Another teacher responded, "I went through all of these ACEs and I'm just fine." The program had to take a pause and readjust again to meet the needs of the child care provider staff. It was an intentional approach to understand the needs of the teachers' knowledge and comfort level regarding the subject of trauma. Shifting paths once again lead to positive outcomes for both the program and the staff.

One of the first approaches was the implementation of Nurture the Nurturer Series. This was an intentional design working in collaboration with both the DHS EHS-CCP Early Education Manager and the Mental Wellness consultant, Directors allocated dedicated time and substitutes for the teacher to come out of the classroom to implement self-care techniques by doing activities such as journaling, mindfulness exercises, breathing techniques, and coloring just to name a few. The same intentional design then was incorporated into every professional development opportunity provided to the EHS-CCP child care service providers' staff. With positive feedback and results being seen, specific approaches continue through the program. Some are listed below:

- Intentional meetings to work with Peer Coaches and Directors to understand the importance of self-care. More importantly the relationship between staff wellness and staff satisfaction which can contribute to staff turnover. Peer coaches worked to implement self-care activities for staff.
- Providing individualized assistance to Peer Coaches and Directors to provide opportunities to practice self-care strategies before implementation.

- Collaborating with Mental Wellness Consultant to promote wellness services for child care service provider staff.
- Establishing a system where the child care service provider staff has the ability to contact the Mental Wellness Consultant and receive one-on-one services, provided resources and/or referrals for community services.
- Providing a professional development series at the most fundamental level to build teachers' capacity on the definition and impacts of "what is trauma." DHS EHS-CCP contracted with nationally known expert, Dr. Travis Wright, to help staff understand that what they once called challenging behaviors in some children could now be viewed as trauma induced behaviors and respond differently to the child/ren.
- Committing to the work and time to achieve the Infant Mental Health Endorsement. DHS EHS-CCP Early Education Services Manager and the Content Services Coordinator completed more than 30 hours of training and 24 hours of reflective supervision sessions to work toward obtaining their Infant Mental Health Endorsement Category II. The Infant Mental Health Endorsement is an internationally recognized credential for culturally sensitive, relationship-focused practice promoting infant mental health.

DHS EHS-CCP sees positive results from the ongoing work, but the demands are high and the need for additional support continues across the program to the point that resources are stretched and it's difficult to meet the need in a timely manner. To that end, DHS EHS-CCP proposes the following plan to increase classroom quality, teacher-child interactions and provide an improved coaching system.

Quality Improvement Approach

Based on the guidance from HHS, the Head Start Act and investing in a trauma informed approach, DHS EHS-CCP Program proposes to continue with the above stated trauma informed work, by providing ongoing support to both children and families, but more specifically with child care service providers' teachers. Needs are many therefore the program proposes to meet this need

with an additional staff member, specifically as an Early Education Coach, to support the continued implementation of a comprehensive, ongoing trauma-informed approach, working directly with the teachers and collaborating with the Mental Wellness consultant.

The Early Education Coach will focus on ongoing coaching and support for education staff on implementing teaching strategies that promote positive social-emotional development and create a nurturing environment for all children, families and staff. Through nurturing environments, positive relationships will be fostered between staff, children and parents that will support the EHS-CCP Program's implementation of trauma-informed care utilizing the Pyramid Model.

The Pyramid Model will serve as a guide for the EHS-CCP Program for implementing evidence based practices within a multi-tiered approach for promoting the social emotional wellbeing of the staff and families. The Pyramid Model will guide the program in how to 1) establish nurturing and responsive relationships with children and families; 2) provide predictable and supportive environment 3) promote the development of social, emotional, and behavioral skills and 4) address challenging behaviors through understanding the behavior and designing interventions that are positive and focused on teaching new skills. (Fox, Dunlap, Hemmeter, Joseph & Strain, 2003, Hemmeter, Ostrosky, & Fox, 2006).

The Pyramid Model also provides guidance on creating an effective workforce through coaching and support for education staff. The framework will easily integrate with the use of the Infant and Toddler CLASS tools which have been a part of DHS' EHS-CCP for the last three program years. Additionally, the Program has already begun to support a trauma informed workforce by providing ongoing training on the impact trauma has on children from zero to three years of age, trauma informed practices and the importance of self-care. An Early Education

Coach will provide individualize coaching, trainings focused on the Pyramid Model, through class observations, one-on-one debrief sessions and assist in strengthening the support services provided to staff. Having an additional Early Education Coach will reduce the Coach to a classroom ratio from 1:33 to 2:16/17; improve the quality of the current coaching system while providing allowance for the current mental health resources to be used for children who are in need of intervention or families experiencing crises.

Peer Coaches (child care service provider staff) will continue to work with the teachers to support curriculum and ongoing child assessments. The Early Education Coaches will work to continue capacity building in the trauma informed care approach, utilizing the framework of the Pyramid Model, and provide observations/reflection sessions with teachers to support teachers' practices for promoting social-emotional development and addressing challenging behaviors while understanding the behaviors may be a product of ACEs. With that understanding, comes a more positive approach that helps with increasing positive social skills and potentially decreasing challenging behaviors.

Conclusion

DHS is committed to ongoing development and continual improvement in the EHS-CCP program. Dedicated DHS EHS-CCP staff works side-by-side with the child care service providers to support capacity building, developing and strengthening systems and overall knowledge of the Early Head Start program. Strong and effective management systems are in place for the delivery of the highest quality infant toddler program. The focus for the 2020-2021 program year is strengthening capacity for quality care, continuing the trauma informed approach and building a solid foundation of understanding of the Head Start Program Performance Standards. By supporting child care service providers, children and families in

Grant No: 06HP000255

reaching their potential, the EHS-CCP Program creates positive and lasting benefits to the community as a whole.



Grant No: 06HP000255
Attachment A

**City of San Antonio
Department of Human Services
Early Head Start Program – Child Care Partnership
Quality Improvement Supplemental Application
Program Year 2020-2021**

Budget Narrative

1. Summary

The City of San Antonio Department of Human Services Early Head Start-Child Care Partnership (DHS EHS-CCP) Program, submits the enclosed budget for the 2020-2021 refunding application for the period of August 1, 2020 through July 31, 2021 in the total amount of \$79,056.00. DHS EHS-CCP respectfully request the non-federal share of \$19,764.00, 20% of the grant is waived for the program year 2020-2021 based on guidance received from the Office of Head Start on April 3, 2020.

DHS provides general program oversight, governance, program design, policies, and technical assistance to contracted service providers that carry out direct program services in the areas of Early Childhood Education, Health, Nutrition, Disabilities, and Safe Environments. Additionally, DHS EHS-CCP provides direct services in the areas of Family and Community Support, Health and Training and Technical Assistance. DHS's goals are to ensure program integrity and sound management principles as well as fiscal responsibility. All procurement follows City's processes.

The City defines and outlines policies with respect to the financial management of grants administered within the City. Grants management policies and procedures have been adopted for uniform application in all departments. DHS has policies and procedures that describe the process for initiation of master financial data, cash management, in-kind support, monitoring, and month and year end procedures in relation to grants. It is the policy of the City and DHS that grants are managed in accordance with federal, state and local guidelines. DHS promotes effective controls to ensure the protection of City assets, accurate financial reporting, and efficient use of City resources regardless of funding. Please visit the following link to access financial policies, administrative directives, ethics code and financial reports.
<https://www.sanantonio.gov/finance>

2. Early Head Start – Child Care Partnership Budget Justification – Federal Share

PERSONNEL _____ \$45,717.00

Base salary of proposed Early Education Coach.



Grant No: 06HP000255

Attachment A

FRINGE BENEFITS _____ **\$17,184.00**

Social Security (FICA) \$3,497

Health/Dental/Life Insurance 7,376

Health insurance is paid for full time employees working at least 40 hours per week. Employees may elect to pay for dental insurance, supplemental life insurance, and other additional insurance coverage.

Retirement 5,459

Employees participate in a retirement program after meeting employment criteria. The City will match 10.47%-10.76% of the employee's salary.

Other Fringe Benefits 852

The City provides employees incentives for language skills and unused personal leave.

Category Description Job Title	# of Positions	Total Annual Salary	% Allocated EHS-CCP
Early Education Coach - Management Analyst	1	\$62,901.00	100%

SUPPLIES _____ **\$7,155.00**

Cap <5000 - Computer Equipment \$5,155

Software 2,000

OTHER _____ **\$9,000.00**

Transportation Fees-Staff Mileage 1,000

Education Classes 7,500

Wireless Data Communications 500



Grant No: 06HP000255
Attachment A

3. Early Head Start - Child Care Partnership Budget Justification – Non-Federal Share

DHS respectfully request the waiver of the non-federal share.

TOTAL COST FOR NON-FEDERAL SHARE_____ **\$0.00**

Note: Minor discrepancies due to rounding.