



**AGENDA ITEM SUBMITTAL FORM
BOARD OF SUPERVISORS
CLERK OF THE BOARD**

44 N. San Joaquin Street, Suite #627
Stockton, California 95202

For Clerk's Use Only: AGENDA NUMBER
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SUBMIT ONE COPY OF THIS FORM WITH EACH BOARD AGENDA ITEM.

At the time of submitting your agenda item documents, please provide **ONE ORIGINAL & 7 COPIES OF THE BOARD LETTER AND ANY ACCOMPANYING DOCUMENTS** (Resolutions, Board Orders, Contracts, etc.) for distribution after Board Approval.

If more than one original is required, you must provide the appropriate number of originals to be executed by the Board of Supervisors.

DATE: 1/11/13

DEPARTMENT: Human Services Agency

CONTACT & PHONE #: Michael Miller 468-2050

AGENDA ITEM TITLE: APPROVAL OF GRANT YEAR 2013-14 DELEGATE AGENCY AGREEMENT WITH HEAD START CHILD DEVELOPMENT COUNCIL, INC.

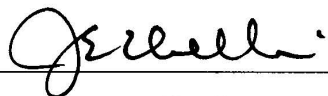
PROPOSED AGENDA PLACEMENT DATE: 1/29/13 **PROPOSED CALENDAR:** H&HS Consent



DISTRIBUTION: (MAILING ADDRESSES MUST BE PROVIDED IF NOT A COUNTY DEPARTMENT)

<u>TO:</u>	<u>DOCUMENT</u>	<u># OF COPIES</u>
COB	BOARD ORDER & AGREEMENT	ORIGINAL
HSA	"	1
AUDITOR	"	1
HEAD START c/o HSA	"	1
COUNTY COUNSEL	"	1
CAO	"	1

Special instructions to the Clerk of the Board:

AGENDA ITEMS MUST BE REVIEWED AND SIGNED OFF BY THE DEPARTMENT HEAD, COUNTY ADMINISTRATOR AND COUNTY COUNSEL.

Department Head	Signature 	Date 1/11/13
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County Administrator 1/15/2013 8:27:23 AM	County Counsel 1/15/2013 10:55:02 AM	COB
 SAMUEL KAISCH	 GILBERTO GUTIERREZ	1/15/2013 11:16:47 AM



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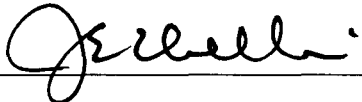
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Department Head	Signature <u></u>	Date <u>1/11/13</u>
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SAN JOAQUIN COUNTY

JOSEPH E. CHELLI
Director

P.O. Box 201056 102 South San Joaquin Street

Stockton, CA 95201-3006

Tel (209) 468-1000
Fax (209) 468-1985

CalWORKs
Head Start
First 5 San Joaquin
Children's Services
Aging and Community Services
Mary Graham Children's Shelter

January 11, 2013

Board of Supervisors
County of San Joaquin
44 N. San Joaquin Street
Stockton, CA 95202

**APPROVAL OF GRANT YEAR 2013-14 DELEGATE AGENCY AGREEMENT
WITH HEAD START CHILD DEVELOPMENT COUNCIL, INC.**

Dear Board Members:

RECOMMENDATION:

It is recommended that the Board of Supervisors:

1. Approve the Grant Year 2013-14 Delegate Agency Agreement between San Joaquin County and Head Start Child Development Council, Inc. (HSCDC) for an amount not to exceed \$25,113,248 for the period February 1, 2013 through January 31, 2014; and
2. Authorize and direct the Chairman of the Board to sign the Delegate Agency Agreement.

REASON FOR RECOMMENDATION:

On January 10, 2012 (B-12-12), your Board approved the 2012-13 Delegate Agency Agreement (Agreement) with HSCDC which provides for HSCDC to operate as the sole Delegate, under the direction of the County and its Head Start Policy Council. The current Agreement expires on January 31, 2013.



The proposed 2013-14 Agreement with HSCDC is for the period February 1, 2013 through January 31, 2014 and coincides with the dates of the County's new Head Start grant with the U.S. Department of Health and Human Services, Administration for Children and Families (ACF). The new Agreement with HSCDC incorporates specific terms and conditions that are consistent with current federal regulations and the Head Start Performance Standards. Approval of the Agreement with HSCDC for Grant Year 2013-14 will ensure that 3,061 low income children and their families continue to receive the benefit of early childhood education through the Head Start program.

The HSCDC Board of Directors has approved the 2013-14 Agreement and authorized its Executive Director to sign the Agreement.

FISCAL IMPACT:

Total Cost

The total cost of the Agreement with HSCDC to conduct program operations of Head Start/Early Head Start for the period February 1, 2013 through January 31, 2014 is \$25,113,248. The Agreement is fully funded by the County's 2013-14 federal Head Start grant.

Net County Cost

There is no net County cost associated with the approval of this Agreement.

ACTION TO BE TAKEN FOLLOWING APPROVAL:

Following approval, County Head Start staff will forward a signed copy of the Agreement to ACF and HSCDC. County Head Start staff will continue to administer and monitor the Head Start Program.

Sincerely,



Joseph E. Chelli, Director
Human Services Agency

Attachments

cc: Manuel Lopez, County Administrator
Gilberto Gutierrez, Deputy County Counsel
Auditor-Controller's Office
Michael Miller, HSA Deputy Director
Adolfo Munoz, Head Start Grantee Director

Board of Supervisors Meeting – January 29, 2013



Before the Board of Supervisors

County of San Joaquin, State of California

B-13- 87

MOTION: **Bestolarides/Ruhstaller/4**

**APPROVAL OF GRANT YEAR 2013-14 DELEGATE AGENCY AGREEMENT
WITH HEAD START CHILD DEVELOPMENT COUNCIL, INC.**

THIS BOARD OF SUPERVISORS DOES HEREBY:

1. Approve the Grant Year 2013-14 Delegate Agency Agreement between San Joaquin County and Head Start Child Development Council, Inc. (HSCDC) for an amount not to exceed \$25,113,248 for the period February 1, 2013 through January 31, 2014; and
2. Authorize and direct the Chairman of the Board to sign the Delegate Agency Agreement.

I **HEREBY CERTIFY** that the above order was passed and adopted on 01/29/2013 by the following vote of the Board of Supervisors, to wit:

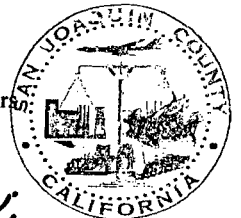
AYES: Elliott, Bestolarides, Ruhstaller, Vogel

NOES: None

ABSENT: Villapudua

ABSTAIN: None

LOIS M. SAHYOUN
Clerk of the Board of Supervisors
County of San Joaquin
State of California



Yvonne Suzuki

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A- 13-23
1/29/13

**AGREEMENT WITH
HEAD START CHILD DEVELOPMENT COUNCIL, INC.**

TABLE OF CONTENTS

1.	Contract -	Pages 1 through 26
2.	Exhibit A -	Grantee Monitoring Procedures
3.	Exhibit B -	Monthly Report to Grantee
4.	Exhibit C -	Additional Reporting Requirements
5.	Exhibit D -	Summary of Funds and Children Served
6.	Exhibit E -	Planning Procedure
7.	Exhibit F - Application	2013-2014 Head Start/Early Head Start Continuation Grant

30 **AGREEMENT**

31 **FOR**
32 **DELEGATION OF HEAD START PROGRAM OPERATIONS**
33 **FISCAL YEAR 2013-2014**
34
35

36 This AGREEMENT FOR DELEGATION OF HEAD START PROGRAM
37 OPERATIONS FISCAL YEAR 2013-2014 (Agreement) is financed under United
38 States Department of Health and Human Services Grant Number-09CH0656. Its
39 effective date is February 1, 2013. The parties to this Agreement are **COUNTY OF**
40 **SAN JOAQUIN**, a political subdivision of the State of California, 102 South San
41 Joaquin Street, Stockton CA 95201-3066, ("Grantee"), and **HEAD START CHILD**
42 **DEVELOPMENT COUNCIL, INC.**, located at 5361 N. Pershing Avenue, Suite A,
43 Stockton, CA 95207 ("Delegate"). Grantee and Delegate mutually agree as
44 follows:

45
46 **1. AUTHORIZATION TO OPERATE HEAD START PROGRAMS**
47

48 The Grantee for the Head Start program funded by the Administration for Children
49 and Families (ACF), Department of Health and Human Services (DHHS), pursuant
50 to the authority to operate the Head Start program as specified in Title VI, Subtitle
51 A, Chapter 8, Subchapter B of the Omnibus Budget Reconciliation Act of 1981,
52 Public Law 110-134, (42 USC 9831 *et. seq.*) hereby entrusts to Delegate the
53 Head Start operations as specified herein.
54

55 **2. PURPOSE OF AGREEMENT**
56

57 The provisions of 45 CFR 1301.33 require that delegation of program operations
58 under a Head Start grant shall be formalized by written Agreement between the
59 Grantee and Delegate and that the delegation of program operations has been
60 approved by the responsible DHHS official.
61

62 **3. TERM OF AGREEMENT**
63

64 The term of this Agreement shall be February 1, 2013 through January 31, 2014.
65 The maximum funding under this agreement, as shown, is not to exceed Twenty
66 Five Million, One Hundred and Thirteen and Two Hundred and Forty Eight Dollars
67 (\$25,113,248)
68

69 **4. COMPLIANCE WITH APPROVED PROGRAM**
70

71 All activities authorized by this Agreement shall be performed in accordance with
72 the approved work program and the approved budget as set forth in the grant
73 conditions and relevant DHHS directives or other directives as stipulated by the
74 Grantee. Failure to comply with any of the above may result in termination of this
75 Agreement or other remedies available to the San Joaquin County Board of
76 Supervisors.

77 Delegate shall, in a satisfactory and proper manner as reasonably determined by
78 the Grantee, perform the work set forth in the Service Area Plans, which are
79 reviewed and approved by the Grantee. In addition, the following are attached
80 hereto and made a part of this Agreement:

- 81
- 82 a. A summary of federal and local funds, herein Exhibit D, and
- 83 b. Number of children to be served, program options, and any Special
- 84 Conditions which are applicable to the delegation of program
- 85 operations hereunder, also Exhibit D.
- 86 c. Scope of work contained in Exhibit F (2013-2014 HS/EHS
- 87 Continuation Grant Application)
- 88

89 Any changes made to any of the program operations by Delegate must be part of
90 a refunding application that is approved by the Policy Committee, Delegate Board,
91 and the Grantee Policy Council, prior to making the change. In addition, other
92 kinds of changes to the approved scope of work may require prior approval as
93 stipulated in the program regulations as described in Item 4 in this Agreement.

94

95 The Grantee will evaluate and provide guidance and direction to the Delegate in
96 the conduct of activities delegated under this Agreement. The Delegate agrees to
97 submit timely to the Grantee such reports as may be required by DHHS directives
98 or by the Grantee.

99

100 **5. ACKNOWLEDGMENT OF REQUIRED DOCUMENTS AND TERMS OF**

101 **AGREEMENT**

102

103 Delegate shall have present on site the following DHHS Regulations (as
104 appropriate for your type of organization) and abide by their requirements. Their
105 terms are fully incorporated herein by reference.

106

107 Title 45 CFR Chapter XIII, Subchapter B, Federal Regulations Governing the
108 Head Start Program:

- 109
- 110 a. 45 CFR Parts 1301 through 1310 and Guidance
- 111 b. 2 CFR Part 225 (formerly OMB Circular A-87) "Cost Principles for
- 112 State and Local Governmental Grantees"
- 113 c. OMB Circular A-102, "Grants and Cooperative Agreements with
- 114 State and Local Governments"
- 115 d. 2 CFR Part 230 (formerly OMB Circular A-122) "Cost Principles for
- 116 Non-Profit Organizations"
- 117 e. OMB Circular A-133 "Audit of States, Local Governments, and
- 118 Non-Profit Organizations"
- 119 f. 45 CFR Part 16 – Department grant appeals process
- 120 g. 45 CFR Part 46 – Protection of Human Subjects
- 121 h. 45 CFR Part 74 – DHHS Administrative Regulations, including
- 122 Appendix A, Contract Provisions

- 123 i. 45 CFR 80 – Nondiscrimination under Programs Receiving Federal
124 Assistance through Department of Health and Human Services
125 j. 45 CFR 81 – Practice and Procedure for Hearing under Part 80
126 k. 45 CFR 84 – Nondiscrimination on the Basis of Handicap in
127 Federally Assisted Programs
128 l. 45 CFR Part 92 – Uniform Administrative Requirements for Grants
129 and Cooperative Agreements to State and Local Governments
130 m. Delegate’s application submitted by the Grantee for the Head Start
131 program, including the proposed work statement and any
132 amendments thereto, are incorporated herein by reference.
133 n. Other regulations as specified within the above-mentioned
134 regulations and/or throughout this Agreement including, but not
135 limited to, California State licensing requirements.
136

137 Delegate shall thoroughly examine the documents as specified above. Delegate
138 shall, in a satisfactory and proper manner, as reasonably determined by Grantee,
139 operate the program strictly in accordance with these documents and exhibits, as
140 well as in accordance with all applicable federal, state, and local laws and
141 regulations, and applicable Grantee policies and procedures, as set forth herein.
142 The failure or omission by the Delegate to examine any of the documents shall in
143 no way relieve Delegate from obligations with respect to the documents. Delegate
144 warrants that by executing this Agreement, Delegate has all of the documents
145 listed above and has examined and understood their contents.
146

147 By execution of this Agreement, Delegate acknowledges that it has fully examined
148 and understood its terms and conditions. If Delegate discovers any ambiguity,
149 conflict, discrepancy, omission, or other errors (error) in this Agreement, Delegate
150 shall immediately notify the Grantee of the error in writing and request modification
151 or clarification. Any modifications shall be made by written amendment to this
152 Agreement and must be executed by both parties. Any question regarding this
153 Agreement shall be clarified by Grantee upon written request from Delegate.
154

155 **6. EVIDENCE OF NONPROFIT STATUS**
156

157 If Delegate is a nonprofit organization, proof of current nonprofit status must be
158 submitted to the Grantee concurrent with Delegate’s execution of this Agreement.
159 Any change in such status shall be submitted by Delegate to the Grantee on or
160 before the date the change is effective.
161

162 **7. BOARD BYLAWS AND ARTICLES OF INCORPORATION (NON-PROFIT
163 ORGANIZATIONS)**
164

165 If not already on file, a copy of Delegate’s current Board Bylaws and Articles of
166 Incorporation shall be provided to the Grantee concurrent with Delegate’s
167 execution of this Agreement. Board Bylaws must contain an Internal Dispute
168 Resolution, developed jointly with its Policy Committee, for resolving internal
169 disputes, including impasse procedures, between the Board of Directors and the

170 Policy Committee. Any revisions to these By-Laws are to be submitted to the
171 Grantee upon approval of the Delegate's Board.

172
173 **8. INSURANCE REQUIREMENTS**
174

175 In accordance with the requirements of 45 CFR 1301.11, Delegate shall obtain
176 and keep in effect student accident, liability, and automobile insurance covering
177 Delegate's performance under this Agreement. Delegate insurance coverage shall
178 be primary insurance to the Grantee, its governing body, the individuals thereof,
179 and all officers, agents, employees, representatives, and volunteers.
180

181 Delegate is responsible for the settlement of all claims, which may arise out of the
182 delegation of program operations hereunder. In order to protect Delegate from
183 such claims, the following insurance requirements have been determined as
184 adequate by the Grantee.
185

- 186 a. Student Accident Insurance. Delegate must carry a sufficient policy that
187 includes benefits for Delegate Head Start children covering medical, dental,
188 dismemberment, and death benefits for accidents during program hours and
189 the period immediately proceeding and following program hours. It shall also
190 cover official activities, such as field trips away from Delegate's premises and
191 at times other than program hours.
192
- 193 b. General Liability. The Delegate's policy of insurance shall be primary in all
194 cases and shall include, but not be limited to, comprehensive general liability,
195 professional liability and/or incidental malpractice, with a combined single limit
196 of not less than One Million Dollars (\$1,000,000) for each occurrence.
197

198 The Grantee shall be named as additional insured and Delegate shall provide
199 proof of such coverage concurrent with Delegate's execution of this
200 Agreement.
201

- 202 c. Automobile Insurance. If Delegate owns, leases, rents, or operates motor
203 vehicles or school buses as a part of this Agreement, a policy of
204 comprehensive automobile liability insurance shall be procured which shall be
205 primary, with limits of:
206

- | | |
|------------------------|------------------------------------|
| 207 i. School buses | Five Million Dollars (\$5,000,000) |
| 208 ii. Other vehicles | One Million Dollars (\$1,000,000) |
- 209

210 Delegate, owners, and drivers of all vehicles utilized for the provision of
211 transportation service in the Head Start program shall be covered under this
212 policy. The Grantee shall be named as additional insured on such policy and
213 Delegate shall provide proof of such coverage concurrent with Delegate's
214 execution of this Agreement.
215

216 d. Workers' Compensation. During the term of this Agreement, Delegate shall
217 obtain and maintain a policy of insurance as required by the Labor Code of the
218 State of California and Employer's Liability insurance limits of One Million
219 Dollars (\$1,000,000) per accident. By signing this Agreement, Delegate hereby
220 certifies that it is aware of the provisions of Section 3700 et seq., of the Labor
221 Code of the State of California that require every employer to be insured
222 against liability for workers' compensation or to undertake self-insurance in
223 accordance with the provisions of that code, and shall comply with such
224 provisions before commencing any work under a contract with the Grantee.
225

226 e. Blanket Fidelity Bond. During the term of this Agreement, Delegate shall
227 obtain and maintain a comprehensive crime policy in an amount not less than
228 Five Hundred Thousand Dollars (\$500,000) insuring against loss of money,
229 securities, or other property referred to hereunder, which may result from: (a)
230 dishonesty or fraudulent acts of agents, officers, employees, and volunteers
231 (commercial blanket form) of Delegate; or (b) disappearance, destruction, or
232 wrongful destruction of property, including records, inside or outside Delegate,
233 while in the care, custody, or control of Delegate; or (c) sustained through
234 forgery or alteration of checks, drafts, or any order or direction to pay a certain
235 sum of money. The policy shall be primary in all instances and include a loss
236 payable endorsement naming the Grantee as the Grantee's interests may
237 appear. The Grantee shall be named as additional insured on such policy and
238 Delegate shall provide proof of such coverage concurrent with Delegate's
239 execution of this Agreement.
240

241 f. Directors and Officers (D&O) Liability Coverage. Coverage for individuals and
242 Delegate in the amount of One Million Dollars (\$1,000,000) each claim, and in
243 the annual aggregate with a maximum deductible of Ten Thousand Dollars
244 (\$10,000). The policy shall be endorsed to include coverage for employment
245 practices liability and a one-year extended reporting period.
246

247 g. Property Coverage. If, under the terms of this Agreement, Delegate shall have
248 possession of, rent, lease, or be loaned any real or personal property, Delegate
249 shall insure such property in the manner and amounts as specified below:
250

251 1. Real property - for the full insurable replacement value against the
252 hazards of fire special form coverage, vandalism, and malicious
253 mischief, and other property related loss.
254

255 2. Personal property - for the replacement cost value against the hazards
256 of fire, burglary, theft, vandalism, and malicious mischief.
257

258 All insurance as specified herein shall be procured through a carrier
259 satisfactory to the Grantee.
260

261 Certificates of insurance and endorsements indicating specific hazards shall be
262 on file with the Grantee within thirty (30) days of execution of this Agreement.

263 Delegate shall give the Grantee notice by registered mail at least thirty (30)
264 days in advance of any modification or cancellation of any policy of insurance.

- 265
- 266 h. Failure to Comply. In the event Delegate fails to perform in accordance with
267 the indemnification and insurance requirements clauses of this Agreement, or
268 otherwise breaches any other clause, the Grantee shall be entitled to recover
269 legal fees, costs, and other expenses incidental to securing performance or
270 incurred as a consequence of non-performance.
- 271
- 272 i. Notification. Delegate shall immediately notify Grantee by phone and in writing
273 of any and all incidents which result in a serious injury or death of a Head Start
274 student, and the time, place, and circumstances thereof, including identification
275 of witnesses, if known. A copy of the Department of Social Services "Unusual
276 Incident/Injury Report (LIC 624)" shall be submitted by Delegate to the Grantee
277 as soon as it is completed or no later than 24 hours after such incident.

278

279 **9. HOLD HARMLESS AND INDEMNIFICATION**

280

281 Delegate agrees to and does hereby indemnify and hold harmless the Grantee, its
282 officers, agents, and employees from every claim or demand made, and every
283 liability, loss, damage, or expense of any nature whatsoever, which may be
284 incurred by reason of:

- 285
- 286 a. Liability for damages for (1) death or bodily injury to persons, (2) injury to,
287 loss or theft of property, (3) any other loss, damage, or expense sustained by
288 Delegate or any person, firm or corporation employed by Delegate arising out
289 of or relating to the work called for under this Agreement, except for liability
290 resulting solely from the negligence or willful misconduct of the Grantee, its
291 officers, agents, volunteers, direct employees, or independent contractors of
292 the Grantee; and
- 293
- 294 b. Any injury to, or death of persons, or damage to property caused by any act,
295 negligence, default, or omission of Delegate or any person, firm, or
296 corporation employed by Delegate, either directly or by independent contract,
297 including all damages due to loss or theft, sustained by any person, firm or
298 corporation, including the Grantee, arising out of, or in any way connected
299 with the work covered by this Agreement, whether such injury or damage
300 occurs either on or off Delegate's premises, if the liability arose from
301 negligent or willful misconduct of an officer, agent, volunteer, employee, or
302 independent contractor, directly or indirectly, of the Delegate.
- 303
- 304 c. Delegate, at its own expense and risk, shall defend any legal proceeding
305 which may be brought against the Grantee, its officers, agents, or employees
306 on any such claim or demand as set forth in Paragraphs a. and b. above of
307 this subsection, and pay and satisfy any judgment that may be rendered
308 against the Grantee and Delegate as it pertains to this subsection. The
309 Grantee shall have counsel of its own choice in any such proceeding.

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10. FISCAL MANAGEMENT

Delegate must meet the standards for a sound financial management system as set forth in 45 CFR 74, Subpart C, 45 CFR Part 92 [92 is for public agencies], 45 CFR 1301.10 –1301.21, 1301.20(c)(5), 1304.23(b)(1)(i), 1304.50(f), 1304.50(g)(2) 1304.52(d)(8) 1305.9, and other applicable federal and state regulations.

- a. Financial Reporting System. Accurate, current, and complete disclosure of the results of the Head Start program shall be made in accordance with the provisions of this section. Financial reporting shall comply with commercial auditing standards for Head Start-funded programs and shall be maintained in such a manner as will minimize audit exceptions. In accordance with 45 CFR 1304.51(h)(1) and 1304.51(h)(2), the Delegate shall produce monthly financial reports for the Board and Policy Committee on Head Start activities. These reports shall be submitted to the Grantee and as an attachment to the minutes of their respective meetings.

In support of the financial management system, Delegate shall have written accounting procedures, which follow Federal Regulations and provide for consistent reporting of financial transactions.

Delegate is expected to use the funds for the purpose stated in the Grant award. Guidance on allowable and non-allowable costs are outlined in 2 CFR Part 230 (formerly OMB Circular A-122), "Cost Principles for Non-Profit Organizations", and must be followed for any expenses charged to the Head Start Grant.

- b. Annual Audits. Delegate shall have an annual audit, which conforms to OMB Circular A-133, 2 CFR Part 215 (formerly OMB Circular A-110), or OMB Circular A-102, and 45 CFR 1301.11. This audit shall take place as soon as possible after the Delegate's fiscal year end, but within the time period specified in OMB Circular A-133 (currently 120 days), or sooner if Delegate operates a co-located State Preschool program which requires an earlier reporting period. No firm hired to perform the annual audit may perform more than three (3) consecutive audits of Delegate. Grantee may require Delegate's Audit Firm to include additional supplemental schedules in the annual audit as reasonably deemed necessary. A copy of the organization-wide audit report, with accompanying management letter, shall be provided to the Grantee Director annually, within 30 days after receipt of the Audit Report. All audits must be submitted to the United States Department of Health and Human Services, Administration for Children and Families, Region IX, and the Head Start Grantee Director at the San Joaquin County Human Services Agency or Designee. Any non-compliance issues must be addressed with a corrective action plan inclusive of a timeline for action, which shall also be

357 provided simultaneously to the Grantee Director. The Delegate's Board of
358 Directors must approve the Corrective Action Plan.

- 359
- 360 c. Payments/Reimbursements. Delegate shall limit payment requests to amounts
361 needed to meet immediate cash requirements, and shall limit excessive
362 amounts in interest-bearing accounts to ensure that cash assets are insured
363 under FDIC rules, or that funds are collateralized by the financial institution
364 holding the funds for the Delegate. Delegate shall be mindful of and adhere to
365 the limitations in its own rate of withdrawal of funds under the approved
366 program budget and of the requirement to liquidate all obligations within two
367 calendar months (60 days) after expiration of the Grant.

368

369 The Grantee shall make payment under this Agreement only after timely
370 receipt of Delegate's Advance Payment Request, which shall be consistent
371 with the approved budget. Such invoices must be accurate and reflect the
372 financial activity of the period covered by the invoice. All costs shall be
373 supported by properly propagated and executed payrolls, time records,
374 invoices, contracts, vouchers, or other official documentation, which shall be
375 at the sole discretion of the Grantee, evidencing in proper detail the nature
376 and propriety of the charge. Advance payments shall be made at the sole
377 discretion of the Grantee or as mutually agreed upon by Grantee and
378 Delegate, and shall be limited to estimated expenditures for the succeeding
379 thirty (30) day period, less unexpended funds advanced in the previous period.
380 Expenditures that exceed allowable budget flexibility will not be reimbursed,
381 unless prior written approval from the Grantee has been obtained. No funds
382 identified in this Agreement shall, without advance written approval of
383 Grantee, be obligated before the beginning of the term or after the ending of
384 the term.

385

386 Monthly fiscal reports are due to the Grantee no later than 20 calendar days
387 following the end of each month.

388

389 Delegate will be liable for and will repay to Grantee any amounts expended
390 under this Agreement found not to be in accordance with the Head Start
391 program and the provisions of this Agreement including, but not limited to,
392 disallowed costs. Such repayment will be from sources of funds other than
393 those funds received under this Agreement.

394

395 If the Delegate anticipates unexpended funds and would like to use those
396 funds for items over Five Thousand Dollars (\$5,000) that are necessary,
397 reasonable, allowable, and allocable to the Head Start program, but not
398 budgeted in the original Grant Application, a formal written request with an
399 accompanying budget must be submitted to the Grantee no later than 90 days
400 in advance of Agreement year-end. The written request must include an
401 explanation for the anticipated unexpended funds, assurance that the
402 anticipated unexpended funds are not due to under-enrollment, and the

403 proposed re-allocation of the anticipated unexpended funds. If acceptable to
404 the Grantee, the Delegate's written request will be forwarded to the ACF for
405 approval within 45 days of Agreement year-end.

406
407 d. Non-Federal Share. Delegate shall contribute a non-federal share to the
408 program, which meets or exceeds twenty five percent (25%) of the federal
409 share as outlined in the approved budget. Delegate shall accumulate and
410 record the non-federal share on a monthly basis and submit the status report
411 and supporting documentation on a monthly basis to the Grantee. Delegate
412 shall issue a standard schedule for valuation of volunteer services that is
413 approved by the Policy Committee and the Board of Directors' Finance
414 Committee. Volunteer services reported as a non-federal match for the Head
415 Start program shall conform to the standard schedule based on the approved
416 application for funding.

417
418 e. Allowable Costs. Delegate is responsible for establishing and maintaining a
419 system for determining the reasonable, allowable and allocable nature of
420 costs in accordance with "Cost Principles for Nonprofit Organizations", 2 CFR
421 Part 230 (formerly OMB Circular A-122), if Delegate is a non-profit
422 organization, or 2 CFR Part 225 (formerly OMB Circular A-87), "Cost
423 Principles for State and Local Governments", if Delegate is a local
424 governmental agency.

425
426 Delegate shall only expend Head Start funds consistent with the purposes
427 identified in the approved Budget and Cost Allocation Plan and shall not
428 transfer funds except as provided herein.

429
430 f. Procurement Standards. Delegate may utilize a procurement system,
431 including applicable policies, regulations, and procedures, developed by the
432 Delegate providing that procurements are made in accordance with the
433 provisions of 45 CFR 74.40 – 74.48.

434 435 **11. LIMITATION OF DEVELOPMENT AND ADMINISTRATIVE COSTS**

436
437 In accordance with the provisions set forth in 45 CFR 1301.32, the costs of
438 developing and administering a Head Start program shall not exceed fifteen
439 percent (15%) of the total costs of the program. Costs in excess of the fifteen
440 percent (15%) limitation may be disallowed at the discretion of the Grantee.

441
442 The total cost of the Head Start program operated hereunder is the total of
443 Delegate's allocation covered by the "Notice of Grant Award" and the non-federal
444 share, including cash value of in-kind contributions, which are included in the
445 approved budget for the current budget year.

446 447 **12. FINAL REPORT**

449 All obligations incurred in the performance of this Agreement must be reported to
450 the Grantee within sixty (60) days following the termination of this Agreement to be
451 binding upon Grantee for reimbursement. Timely reporting of such obligations or
452 debts shall be the sole responsibility of the Delegate. Delegate agrees to
453 cooperate fully with Grantee to ensure that the program authorized in this
454 Agreement is closed-out within the sixty (60) days. All unexpended funds shall
455 revert to Grantee.

460 **13. MONITORING**

461
462 Delegate shall conduct ongoing monitoring of their program to ensure that all
463 applicable Head Start administrative and program Performance Standards are
464 met. Delegate will provide the Grantee with a report of all non-compliance issues
465 and corresponding corrective action plans within 45 days of the monitoring activity.
466

467 In addition, the Delegate will comply with the Grantee's ongoing monitoring of the
468 Delegate in accordance with the Grantee Monitoring Procedures (Exhibit A) The
469 Grantee shall perform ongoing monitoring of the Delegate as required in 45 CFR
470 1304.51(i)(2) and 45 CFR 74.51. Delegate will provide Grantee with monthly
471 progress data as indicated in Exhibit B.
472

473 If ongoing monitoring results in a designation of "deficiency" of the Delegate, the
474 Delegate may be subject to termination of this Agreement, de-funding, or any
475 other remedy available to the San Joaquin Board of Supervisors.
476

477 **14. PROGRAM SELF-ASSESSMENT**

478
479 Delegate shall conduct a program self-assessment annually. The most current
480 version of the OHS Monitoring Protocol, in conjunction with the Early Childhood
481 Rating Scale (ECERS) is the recommended assessment instruments. Other
482 instruments such as CLASS may be utilized as well. At a minimum, the Delegate's
483 self-assessment shall cover all items specified in 45 CFR 1304.51(i)(1), and
484 provide training to the self-assessment team which must include parents and
485 community members.
486

487 Delegate will inform the Grantee of the scheduled date and process to be used for
488 the self-assessment no later than October 31st of the Contract year.
489

490 Delegate will submit their self-assessment report of findings and corrective action
491 plans for non-compliance items to the Grantee no later than 45 calendar days from
492 the completion of the self-assessment and with Board's and Policy Committee's
493 approvals.
494

495 Delegate may request technical assistance from the Grantee to develop
496 appropriate corrective plans for non-compliance items identified during the
497 assessment process.
498

499 **15. COMMUNITY ASSESSMENT**

500
501 One community assessment, initiated, developed and funded by the Delegate, will
502 be utilized for San Joaquin County. The Grantee will provide the Delegate with
503 technical assistance in the planning of the Community Assessment.
504

505
506
507

508 **16. PERSONNEL AND GENERAL ADMINISTRATION**

509
510 Delegate shall establish and maintain a system for the management of personnel
511 employed under the Head Start program. The Policy Committee and the governing
512 Board shall approve this system, and minutes of approval shall be sent to the
513 Grantee. The system shall be reviewed by the Grantee and ACF to assure the
514 Performance Standards and State Licensing requirements are being followed in
515 accordance with 45 CFR 1301.30, General requirements, and 1301.31, Personnel
516 policies.
517

518 The Delegate's personnel policies shall prohibit the hiring of any individual if a
519 member of that individuals' immediate family is employed in an administrative
520 capacity in the agency or is a member of the governing board. The term "immediate
521 family" means wife, husband, son, daughter, mother, father, brother, sister, or
522 relative by marriage of comparable degree; the term "administrative capacity"
523 means a position having responsibilities relating to the selection, hiring, or
524 supervising of employees. When the Delegate cannot adequately staff positions
525 without hiring such an individual, the Delegate may deviate from this policy.
526 However, employment records must provide evidence that no other individual within
527 the service area was qualified and available for the employment.
528

529

530 **17. TRAINING AND TECHNICAL ASSISTANCE (T&TA)**

531
532 As stated in 1304.52(k)(1)(2)(3)(4), Grantee and Delegate Agencies must provide
533 training for all Head Start staff. T&TA shall be available to the Delegate and shall
534 be provided by the Grantee to enhance program quality. In addition, T&TA
535 monies will be allocated to Delegate for individualized training for staff as Delegate
536 deems necessary upon submission of an approved T&TA plan. Funds will be
537 disbursed upon submittal of a request for payment only after the T&TA plan has
538 been submitted.
539

540 **18. DATA COLLECTION SPECIFICATIONS:**

541

542 Delegate is responsible for collecting child outcomes, and Program Information
543 Report (PIR) data. The Delegate Agency must submit the Head Start PIR to the
544 Grantee by the 15th of July, prior to submission to the national contractor. Grantee
545 will review all necessary PIR information for accuracy, and will officially transmit
546 the document to the national contractor.

547 548 **19. GOVERNANCE**

549
550 Delegate shall establish and implement a governance program that ensures
551 successful and efficient operations of the Head Start program, effectively monitors
552 the management of the agency, provides reliable financial reporting, and meets or
553 exceeds all criteria set forth by 45 CFR Part 1304.50(g)(2), 45 CFR Part
554 74.21(b)(3), 45 CFR Part 92.20(b)(3) [Part 92 is for public agencies], other
555 applicable sections of the Head Start Performance Standards, and governance
556 provisions of Public Law 110-134 Section 642 (c) Program Governance. This
557 includes involving parents in the decision-making process via the Policy
558 Committee and Parent Committees. Every center and/or program option that is
559 operated by the Delegate must have a Parent Committee that must be comprised
560 of parents of all children currently enrolled at the center level for center-based
561 programs or at the equivalent level for other program options. Policy Committee
562 must be comprised of 51% of parents of currently-enrolled children. All parent
563 members of Policy Committees must stand for election or re-election annually and
564 must be elected by Parent Committees.

565
566 Each governing body (Board of Directors/Education) must ensure that appropriate
567 internal controls are in effect to protect the assets of the Head Start program it
568 operates. The following requirements are specifically identified as governing body
569 responsibilities and will be monitored by the Grantee for compliance. The
570 governing body shall:

- 571
- 572 a. Maintain monthly governance reports with agendas, minutes, and
573 attachments that include monthly financial reports including credit card
574 expenditures, monthly reports of meals and snacks provided through USDA,
575 monthly program information summaries including enrollment reports and
576 attendance reports for children whose care is partially subsidized by another
577 public agency. These reports must be readily available for review by an
578 authorized representative of the Grantee.
 - 579
580 b. Delegate must follow the Grantee's procedure for adding items to the Policy
581 Council agenda and San Joaquin County Board of Supervisors agenda, if
582 and when Delegate wishes to address the Policy Council and SAN JOAQUIN
583 COUNTY BOARD OF SUPERVISORS of the Grantee.
 - 584
585 c. Resolve all prior and current independent audit and SAN JOAQUIN COUNTY
586 BOARD OF SUPERVISORS Monitoring Review findings with the
587 development and implementation of appropriate corrective actions.
- 588

589 Ensure that the Delegate Agency employs, or obtains the services of, a
590 qualified Fiscal Officer. In addition, Delegate must endeavor to recruit one or
591 more Board members who possess sufficient financial background and
592 expertise to provide appropriate oversight and review of financial reports of
593 the Delegate Agency, as well as the Independent Audit. Additionally, the
594 Delegate Agency must include at least one board member who is a licensed
595 attorney, and one member with a background in early childhood education. If
596 Board members cannot be recruited onto the Board in any of the three
597 expertise listed, the Delegate Agency must use a consultant. The Delegate
598 Agency must also include one member who is a current or former Head Start
599 parent.

- 600
- 601 d. Ensure that Delegate is utilizing an appropriate cost allocation plan that is
602 based on actual staffing patterns, program usage, or other appropriate
603 methodology.
- 604
- 605 e. Ensure that all governing body policies and procedures are revised and
606 updated as new laws and regulations are enacted or promulgated.
- 607
- 608 f. Ensure that all requests for advance approval or budget adjustments are
609 submitted to the Grantee and receive appropriate approvals by the Grantee
610 (and ACF, when necessary) prior to taking any programmatic or fiscal
611 actions.
- 612
- 613 g. Grantee shall make training and technical assistance available to Delegate
614 staff, Policy Committee members, and governing body to assist them in
615 understanding their roles and responsibilities in shared governance. Some of
616 these sessions may be mandatory.

617

618 **20. ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND**
619 **ATTENDANCE PLAN**

620

621 Delegate must follow the requirements set forth in 45 CFR Part 1305 for the
622 eligibility, recruitment, selection, enrollment, and attendance of program
623 participants as well as provisions identified in Public Law 110-134 Section 14
624 Participation in Head Start Programs and subsequent ACF Information
625 Memoranda and policy clarifications. Priority for enrollment shall be provided for
626 homeless families as stipulated in Public Law 100-134.

627

628 **21. ACF/DHHS HEAD START GUIDELINES FOR ENROLLMENT OF CHILDREN**
629 **WITH DISABILITIES**

630

631 In accordance with the provisions of 45 CFR 1305.6 (c), no less than ten percent
632 (10%) of the total Head Start eligible enrollment opportunities must be available
633 for children with disabilities who are Head Start eligible. Children reported as
634 disabled must be diagnosed by an appropriate professional and exhibit one or
635 more of the disabling conditions described in 45 CFR 1305.2 (a) or 45 CFR

636 1308.7, and shall require special education and related services. All services
637 provided by Delegate must follow the requirements set forth in 45 CFR 1308,
638 Head Start Program Performance Standards on Services for Children with
639 Disabilities.

640
641 **22. PRIOR APPROVALS REQUIRED**

642
643 In addition to the prior approval requirements outlined in Section 4 of this
644 Agreement, the following changes also require prior approval by the Grantee:

645
646 a. Budget Changes

- 647
648 i. Items with a unit cost of Twenty-Five Thousand Dollars (\$25,000) or more,
649 not identified in the current approved Budget.
- 650
651 ii. Alterations and renovations to facilities exceeding Five Thousand Dollars
652 (\$5,000) not identified in the current approved Budget, including whole
653 projects as opposed to disaggregating a project into smaller projects.
- 654
655 iii. Any Budget revision that is the result of a general-purpose increase such
656 as supplemental funding for Cost of Living Adjustment, Quality, Program
657 Improvement, and Program Expansion.
- 658
659
660 iv. Revisions that affect the parent involvement funds.

661
662 b. Program Changes

- 663
664
665 i. Hiring of the Executive Director, Director of Finance, Director of Human
666 Resources, and Director of Program Operations. Included in this
667 notification should be the name of the person being recommended for
668 hire, the process used to recruit for this job, and why this person was
669 determined to be the most qualified.
- 670
671 ii. The absence of more than three (3) months or a 25% reduction of time
672 devoted to the project by the approved Executive Director, Director of
673 Finance, Director of Human Resources, and Director of Program
674 Operations.
- 675
676 iii. Changes in the location of facilities.
- 677
678 iv. Revisions to approved program options, including changes in hours of
679 operation and length of operating year.
- 680
681 v. Changes in project scope or objectives. Changes in the scope or
682 objectives that may result in a significant alteration of the approved

683 program activities, change in the direction of the project, the types of
684 services to be delivered, the number of beneficiaries to be served, or
685 training to be provided.

686
687 vi. Major changes in the approved organizational structure of the Head Start
688 or Early Head Start project that may result in a re-organization of senior
689 management positions (i.e. Executive Director, Director of Finance,
690 Director of Human Resources/Labor Relations and Director of Program
691 Operations).

692
693 vii. Subcontracts with other child care providers and family child care
694 providers that will serve Head Start or Early Head Start children.

695
696 c. Any request for budget and/or program changes requires evidence of Policy
697 Committee and Governing Board approval in writing.

698
699 d. Other Required Approvals

700
701 The following items require prior written approval by the Grantee regardless of
702 whether funds have been allocated in the approved Budget for the current
703 year.

704
705 i. Contracts for legal services.

706
707 ii. Contracts for which the aggregate expenditure is expected to exceed One
708 Hundred Thousand Dollars (\$100,000).

709
710 The Grantee will review requests and will notify Delegate in writing of approval
711 or non-approval within fifteen (15) working days from the date of receipt of a
712 request. Notification of non-approval shall include the reason the request was
713 denied. If the request is still under consideration, the Grantee will notify
714 Delegate in writing as to when to expect a decision. If ACF approval is
715 required, the Delegate will be notified of ACF's decision when received.

716
717 **23. REPORTING REQUIREMENTS**

718
719 Delegate agency shall submit required reports to the Grantee. Submission of such
720 reports is specified in Exhibit C, Additional Reporting Requirements, attached
721 hereto and made a part hereof. Other periodic reports may be required by the
722 Grantee from time to time. These reports shall be submitted in accordance with
723 instructions provided by the Grantee.

724
725 **24. DELINQUENT REPORT SUBMISSION**

726
727 Delegate shall submit all reports as specified. If Delegate fails to comply in a
728 timely manner with the reporting requirements, the Grantee may, upon reasonable

729 notice to Delegate, suspend the funds for program operations or take such other
730 actions as may be deemed appropriate by the Grantee.

731
732 The Grantee, at its sole discretion, may withhold financial assistance payments,
733 suspend or terminate this Agreement in whole or in part, deny funding or
734 implement program reduction upon Delegate's failure to comply in a timely
735 manner with the approved work program or to submit satisfactory reports (i.e.,
736 financial, progress, or other required reports). Further, a history of such
737 unsatisfactory performance may result in designation of "high risk" status for
738 Delegate, jeopardizing future funding from the Grantee.

739 740 **25. CONTRACT PROVISIONS**

741
742 All contracts awarded by a recipient, including small purchases, shall contain the
743 provisions set forth in 45 CFR Part 74, Appendix A, Contract Provisions, as
744 applicable where the cost of the contract is treated as a direct cost of an award.

745 746 **26. PROPERTY MANAGEMENT**

747
748 Delegate shall establish, implement, and maintain a property management system
749 that meets the requirements of 45 CFR 74.30-37. Disposition or transfer of
750 property purchased with Head Start funds shall be determined by the Grantee
751 when such equipment is no longer needed for Head Start purposes or a program
752 supported by other federal grants or activities not federally assisted that have
753 purposes similar to Head Start. Such determination shall be in accordance with
754 the provisions of 45 CFR 74.34 and must be approved by the Grantee.

755
756 Delegate must take a physical inventory at least once every two (2) years. In
757 addition to the asset listing, the inventory report must include (1) the date of the
758 physical inventory, and (2) the name and signatures of employees who performed
759 the inventory. This report shall be maintained by Delegate and used to confirm the
760 Delegate's physical asset listing.

761 762 **27. FACILITIES**

763
764 Delegate shall not open a new site, relocate or replace an existing site, or add or
765 delete a class and/or classes, without (1) prior written approval of the Grantee and
766 (2) only within the Delegate's assigned geographic service area. All facilities must
767 be in compliance with 45 CFR 1304.53, and must possess all required licenses
768 and clearances. Grantee will not fund a Delegate for an unlicensed facility.

769
770 Delegate will identify the San Joaquin County Board of Supervisors as the
771 Grantee and sponsoring agency on the Delegate's website and on promotional
772 materials as appropriate.

773
774 In addition, if it is found that a facility does not comply with 45 CFR 1304.53, or is
775 not covered by current clearances from the local fire, health, and building and

776 safety departments, or is not licensed by the Department of Social Services, a
777 written notice of non-compliance shall be issued to Delegate, and Head Start
778 operations in that building must cease immediately. The Delegate must
779 immediately begin corrective action to bring the building into compliance and an
780 alternative plan must be approved by the Grantee. Requests to purchase a Head
781 Start facility must be made to the Grantee and follow all requirements set forth in
782 45 CFR Part 74.31-33 and 45 CFR 1309 – Head Start Facilities Purchase.
783

784 **28. RECORD RETENTION AND ACCESS REQUIREMENTS FOR RECORDS**

785
786 Delegate shall maintain all Head Start Delegate records in accordance with the
787 provisions set forth in 45 CFR Part 74.53 and other applicable sections of 45 CFR
788 Parts 1301-1310 and Part 92, the Head Start Act. The parties agree that Grantee
789 and DHHS have full and reasonable access to all Delegate administrative,
790 financial, program and personnel records.
791

792 **29. PROHIBITION AGAINST USE OF HEAD START FUNDS TO INFLUENCE** 793 **LEGISLATION OR APPROPRIATIONS**

794
795 No part of any funds under this Agreement shall be used to pay the salary or
796 expenses of any contractor, or agent acting for the Delegate or the Delegate's
797 Board, staff, or other representative to engage in any activity designed to influence
798 legislation or appropriation pending before the Congress, or for the election of, or
799 defeat of, any governmental official or candidate at any local, county, State, or
800 Federal level.
801

802 803 804 **30. PATENTS**

805
806 Any discovery, invention, or intellectual property arising out of, or developed in the
807 course of work aided by this Agreement, shall be properly and fully reported to the
808 Grantee for determination by the Grantee and ACF/DHHS as to whether the
809 patent protection on such discovery, invention, or intellectual property should be
810 sought and how the rights in the discovery, invention, or intellectual property,
811 including any patent issued thereon, shall be disposed of and administered in
812 order to protect the public interest.
813

814 **31. PRESS RELEASES**

815
816 In all communications with the press, television, radio, or any other means of
817 communicating with the general public, Delegate shall make specific reference to
818 the San Joaquin County Board of Supervisors as the sponsoring agency, and to
819 the Administration for Children and Families, Department of Health and Human
820 Services.
821

822 **32. COPYRIGHTS**

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Should the performance of this Agreement result in a book or other copyrightable material, the author is free to copyright the work, but the Grantee and ACF/DHHS reserve a royalty-free, non-exclusive and irrevocable license to reproduce, publish or otherwise use and to authorize others to use all copyrighted material and all material which can be copyrighted. Delegate shall provide the Grantee with a notice of such copyrights.

33. COMPLIANCE WITH CIVIL RIGHTS LAWS

Delegate shall comply with the applicable provisions of the California Fair Employment and Housing Act and Title VI of the Civil Rights Act of 1964 which provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. DHHS regulations implementing this requirement are published in 45 CFR 80 and 45 CFR 81.

34. COMPLIANCE WITH SECTION 504 OF THE REHABILITATION ACT OF 1973 AND AMERICANS WITH DISABILITIES ACT OF 1990

Delegate shall comply with Section 504 of the Rehabilitation Act of 1973, which provides that no otherwise qualified disabled individual in the United States shall, solely by reason of the disability, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any programs or activity receiving federal financial assistance. The DHHS regulation implementing this requirement is published in 45 CFR 84.

Delegate shall comply with the Americans with Disabilities Act of 1990, as amended, which protects qualified applicants and employees with disabilities from discrimination in hiring, promotion, discharge, pay, job training, fringe benefits, classification, referral, and other aspects of employment on the basis of disability. The law also requires that covered entities provide qualified applicants and employees with disabilities with reasonable accommodations that do not impose undue hardship.

35. DEFICIENCY DESIGNATION AND DEFINITION

At a minimum, Delegate must demonstrate a level of compliance with the Federal and State requirements such that no deficiency exists in its program. The following describes non-compliance conditions that may result in a "Deficiency" designation:

- A) A systemic or substantial material failure of the agency in an area of performance that involves:
 - i. A threat to the health, safety, or civil rights of children or staff

- 870 ii. A denial to parents of the exercise of their full roles and
- 871 responsibilities related to program governance
- 872 iii. A failure to comply with standards related to Early Childhood
- 873 Development and Health Services, Family and Community
- 874 Partnerships, or Program Design and Management
- 875 iv. The misuse of Head Start Grant funds
- 876 v. The loss of legal status or financial viability, as defined in part 1302
- 877 of the Performance Standards, loss of permits, debarment from
- 878 receiving federal grants or contracts or the improper use of federal
- 879 funds, or
- 880 vi. Failure to meet any other Federal or State requirement that the
- 881 agency has shown an unwillingness or inability to correct, after
- 882 notice from the grantee or DHHS, within the period specified;
- 883

884 B) Systemic or material failure of the governing body of an agency to fully exercise

885 Legal and fiduciary responsibilities; or

886

887 C) An unresolved area of noncompliance.

888

889 In accordance with the provisions of 45 CFR 74.14, the Grantee may impose

890 **Special Conditions** more restrictive than those prescribed in Part 74 if the Grantee

891 has determined that the Delegate:

892

- 893 a. Has a history of poor performance
- 894 b. Is financially unstable
- 895 c. Receives a qualified audit, an adverse opinion, or auditors opinion that
- 896 contains a "growing concern" statement
- 897 d. Receives a Management Letter from their independent auditors that
- 898 denotes specific internal control weaknesses
- 899 e. Has a management system (e.g., Program Governance, Planning,
- 900 Communication, Records-keeping & Reporting, Ongoing Monitoring, Self-
- 901 Assessment, Human Resources, Fiscal, and Eligibility, Recruitment,
- 902 Selection, Enrollment & Attendance) which does not meet the standards
- 903 of this Agreement
- 904 f. Has acted in a way that is a material breach of Delegate's Contract with
- 905 the Grantee
- 906 g. Has not provided evidence of compliance with applicable legislation,
- 907 regulations, or San Joaquin County Board of Supervisors directives
- 908 h. Has not conformed to the terms or conditions of a previous award, or the
- 909 directives for a pending award, or
- 910 i. Is not otherwise responsible, including, but not limited to, creating
- 911 circumstances which may endanger or compromise the continuation of
- 912 ACF/DHHS funding to the Grantee or result in a deficiency charged to the
- 913 Grantee.
- 914

915 If Delegate is considered to be "high risk" (meeting one or more of the criteria for

916 deficiency) Special Conditions may be included in this award that correspond to

917 the high-risk condition. Those conditions will be listed under a separate section in
918 this Agreement. If any Special Conditions are imposed by the Grantee, Delegate
919 will be notified in writing why the Special Conditions were imposed, and
920 corrective actions that must be implemented by Delegate with regard to the
921 Special Conditions. In this event, the Grantee will notify the ACF and DHHS,
922 that Special Conditions have been imposed. Failure to comply may result in a
923 reduction of funding, other penalties, or termination of this Agreement.
924

925 **36. NOTIFICATION TO DELEGATE AGENCIES OF DEFICIENCY(IES) AND**
926 **FOLLOW-UP CORRECTIONS AND SANCTIONS**
927

928 If it is determined by the Grantee that the Delegate Agency has one or more
929 deficiencies, as defined in 45 CFR 1304.3(a)(6), the Grantee Director of the San
930 Joaquin County Board of Supervisors may place the Delegate Agency on a
931 deficiency status, upon approval of the San Joaquin County Board of Supervisors.
932

933 The Grantee will notify the Delegate Agency in writing by certified letter of its
934 decision to place the Delegate on deficiency status. Once the Delegate Agency is
935 placed on deficiency status, a Quality Improvement Plan (QIP) must be submitted
936 to the Grantee within thirty (30) days with proper Board and Policy Committee
937 approvals. The Grantee will review the QIP and make a determination within
938 fifteen (15) days of whether or not the QIP is acceptable in addressing the
939 deficiency(ies).
940

941 The Grantee may conduct additional monitoring visits to Delegate Agency until all
942 deficiencies are corrected or the Grantee decides either to reject the application,
943 terminate its agreement with the Delegate Agency, or pursue any other remedy
944 available to the Grantee. The deficiency(ies) cited must be corrected within the
945 timeframe prescribed, but in no case will the deficiency(ies) be allowed to remain
946 uncorrected beyond one year from the date of notification of the deficiency(ies).
947 Training and Technical Assistance will be made available by the Grantee to assist
948 the Delegate upon written request from the Delegate to the Grantee Director.
949

950 If the Delegate Agency has corrected the identified deficiency(ies), a letter to the
951 Grantee certifying full compliance is required. The certification should describe
952 the deficiency, explain actions taken, clearly state that the problems have been
953 remedied, specify the date of such correction, and be signed by the Delegate's
954 Board and Policy Committee Chairpersons. The Grantee will verify that correction
955 of the deficiency(ies) is complete prior to releasing the Delegate from deficiency
956 status. If the Delegate Agency continues to have uncorrected deficiencies beyond
957 the specified time frame, the Grantee may issue a letter, upon approval of the San
958 Joaquin County Board of Supervisors, stating the Grantee's intent to either
959 terminate the Delegate's contract, reject the Delegate Agency's application, or
960 pursue any other remedies available to the Grantee. The San Joaquin County
961 Board of Supervisors will advise the Delegate of procedures for appealing the
962 Grantee's decision.
963

964 **37. SPECIAL GRANT OR CONTRACT CONDITIONS**

965
966 Reasons for Special Grant or Contract Conditions: The reasons for imposition of
967 Special Conditions upon the Delegate Agency are listed in Section 35 of this
968 Contract ("Deficiency Designation and Definition").

969
970 Notification of Imposition of Special Conditions and Process for Removal

- 971
972 1. If Special Conditions are imposed by the San Joaquin County Board of
973 Supervisors, the Delegate will be notified in writing and the notification will
974 include the following items:
975
976 a. The nature of the Special Conditions/restrictions
977 b. The reasons for imposing the Special Conditions/restrictions
978 c. The corrective actions which must be implemented by the Delegate
979 with regard to these Special Conditions before they will be removed
980 d. The consequences for non-compliance with the Special Conditions
981 e. The time period for correction of non-compliance items and/or
982 deficiencies, and
983 f. Technical assistance that will be provided by, or provided for, by the
984 Grantee.
985
986 2. In the event that Special Conditions are attached to this Contract, Grantee
987 will notify ACF that Special Conditions have been imposed on the
988 Delegate Agency.

989
990 Identification of Special Conditions and/or Restrictions: Any or all of the following
991 actions may be imposed in the event that Special Conditions are attached to the
992 Contract.

- 993
994 1. Payment to Delegate Agency on a reimbursement basis
995 2. Requiring additional, more detailed financial and/or program reports
996 3. Additional project monitoring performed by Grantee staff
997 4. Requiring that the Delegate Agency obtain technical or management
998 assistance
999 5. Establishing additional prior approval procedures and timelines
1000 6. Temporarily withholding cash payments pending correction of the non-
1001 compliance or deficiency by the Delegate Agency
1002 7. Disallowing (defined in this case as denying both use of funds and any
1003 applicable matching credit for) all or part of the cost of the activity or
1004 action not in compliance
1005 8. Suspending wholly, partially, or terminating, the current award
1006 9. Withholding further awards for the project or program
1007 10. Taking any other remedies that may be legally available
1008 11. Placing the Delegate Agency on Interim Administrative Program and/or
1009 Fiscal Management, or

1010 12. Any other appropriate actions that are consistent with applicable sections
1011 of 45 CFR Parts 74, 92, and 1301-1310 of the Head Start Act.
1012

1013 **38. INTERIM ADMINISTRATIVE MANAGEMENT**
1014

1015 Interim Administrative Management is in response to the lack of sufficient
1016 program, administrative, or fiscal compliance that results in a deficiency in the
1017 Agency's operations related to one or more items identified in Section 35. A
1018 Special Condition will be placed on the Delegate Agency's Contract and written
1019 notification to the Delegate's Board of Directors will be provided indicating the
1020 commencement of Interim Administrative Management and the conditions
1021 required for the removal of the Special Condition.
1022

1023 Grantee will assign a San Joaquin County employee and/or an independent
1024 consultant contracted by the San Joaquin County Board of Supervisors to
1025 oversee the aspects of the Delegate's operations that are identified as the basis
1026 for implementing Interim Administrative Management. All programmatic, fiscal,
1027 and/or administrative systems decisions must be reviewed and approved by the
1028 assigned employee or consultant prior to action being taken by the Delegate
1029 Agency. The on-site monitor will provide written reports to the Delegate Board of
1030 Directors and the Delegate's Head Start Director identifying issues that must be
1031 corrected and/or reasons for disapproval of anticipated Delegate Agency
1032 action(s). The Delegate will be advised of the actions that must be taken and the
1033 time frame for compliance in order for the Interim Administrative Management to
1034 be removed.
1035

1036 The San Joaquin County Board of Supervisors will determine whether the
1037 Delegate Agency is in total compliance with programmatic, fiscal, and/or
1038 administrative systems requirements and will provide the Delegate Agency
1039 written notice of the removal of Interim Administrative Management.
1040
1041
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1044 **39. TERMINATION, SUSPENSION, OR DISALLOWANCE OF PAYMENTS**
1045

1046 The Grantee may (by giving reasonable written notice and specifying the
1047 effective date) suspend, disallow payment, or terminate this Agreement in whole
1048 or in part for cause, which shall include: (1) material failure for any reason of
1049 Delegate to fulfill, in a timely and proper manner, its obligations under this
1050 Agreement including compliance with the approved program and applicable
1051 laws, regulations, policies, and procedures; (2) any misrepresentation on
1052 Delegate's part of any nature with respect to any information or data furnished to
1053 Grantee in connection with this Agreement; (3) submission by Delegate to the
1054 Grantee of reports that are materially incorrect or incomplete in any material
1055 respect; (4) If Delegate incurs any cost that Grantee or its auditors determines to
1056 be questioned or disallowed; (5) improper use of Head Start funds provided

1057 under this Agreement; (6) if Delegate maintains a pattern of discrimination; (7)
1058 defaulting on any of the provisions of this Agreement or violation of any of the
1059 covenants, assurances, stipulations or conditions of this Agreement; (8)
1060 reduction, suspension, or termination by ACF/DHHS of the grant, or a portion
1061 thereof, to the Grantee under which this Agreement is made; (9) the failure to
1062 comply with lawful directives from DHHS, ACF, or the Grantee, whether
1063 communicated directly or indirectly to Delegate from DHHS, ACF, or directly by
1064 the Grantee on behalf of itself, DHHS, or ACF; (10) creating circumstances
1065 which may endanger or compromise the continuation of ACF/DHHS funding to
1066 the Grantee or result in a finding of a deficiency; or (11) if Delegate dissolves,
1067 becomes insolvent, has an assignment for the benefit of creditors, commences a
1068 bankruptcy or insolvency proceeding, or has a receiver appointed for its property.

1070 Delegate shall indemnify the Grantee for any legal fees and costs arising out of
1071 or relating to litigation or administrative proceedings or legal advice and
1072 representation regarding the Grantee's right to suspend or terminate this
1073 Agreement pursuant to this provision. The Grantee may assign and transfer this
1074 Agreement when required by ACF/DHHS without the consent of Delegate.

1076 If Delegate is unable or unwilling to comply with such additional conditions as
1077 may be lawfully applied by ACF/DHHS to the Grant and to the Grantee, Delegate
1078 shall terminate this Agreement by giving 90 days written notice to the Grantee
1079 signifying the effective date thereof. In this event, the Grantee will take
1080 measures as necessary to ensure that adequate arrangements are made for the
1081 transfer of the delegated activities to another Delegate or to the Grantee. If
1082 Delegate does not provide timely notice of such termination, the Grantee may
1083 unilaterally affect the termination.

1085 In the event of any termination, all property, and finished or unfinished
1086 documents, data, studies, and reports purchased or prepared by the Delegate
1087 under this Agreement shall be disposed of according to ACF/DHHS and Grantee
1088 written directives. Delegate shall be entitled to compensation for any un-
1089 reimbursed expenses reasonably and necessarily incurred in satisfactory
1090 performance of this Agreement.

1092 Notwithstanding the above, Delegate shall not be relieved of liability to the
1093 Grantee for damages sustained by the Grantee by virtue of any breach of the
1094 Agreement by Delegate, and the Grantee may withhold any reimbursement to
1095 the Delegate for the purpose of expense off-set until such time as the exact
1096 amount of damages due to the Grantee from Delegate is agreed upon or
1097 otherwise determined.

1099 **40. APPEALS OF TERMINATION, SUSPENSION AND DENIAL OF REFUNDING**

1101 Delegate may appeal a decision to suspend, terminate, or deny refunding of Head
1102 Start operations by the Grantee in accordance with the provisions of 45 CFR Part
1103 1303.21, Procedures of Appeals by Current Delegate Agencies.

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41. NON-APPROPRIATION OF FUNDS

The Grantee's financial obligation with respect to this Agreement is contingent upon receipt of funds for the operation of the Head Start and Early Head Start program from the Administration for Children and Families, Department of Health and Human Services. If such funds are not granted or continued to the Grantee, this Agreement may be terminated by the Grantee, in whole or in part. The Grantee shall notify Delegate of any such non-appropriation or non-continuance of funds at the earliest possible date.

42. SEVERABILITY

If any part, term, or provision of this Agreement is in conflict with any law of a federal, state, or local government having jurisdiction over this Agreement, the validity of the remaining portions or provisions shall not be affected thereby.

43. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between the parties and supersedes any prior or contemporaneous oral or written understanding or agreement.

44. INTERPRETATION

This Agreement shall be interpreted in accordance with the plain meaning of its terms and not strictly for or against any of the parties.

45. APPLICABLE LAW

The laws of the United States of America shall govern the rights, obligations, duties, and liabilities of the parties to this Agreement and shall also govern the interpretation of this Agreement. Any litigation between the parties concerning this Contract and its terms and conditions shall be initiated in the County of San Joaquin, State of California.

46. CONTRACT AMENDMENTS 2013-2014

The San Joaquin County Board of Supervisors expressly reserves the right to amend this Agreement from time to time in order to be in compliance with all Head Start regulations.

47. NOTICES

All notices required under this Agreement should be sent by United States mail, first-class postage prepaid (unless other mail treatment is required by Federal or State law or regulation) addressed to the applicable party at the address set forth

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below the signature of each party to the Agreement, or by personal service, to the parties as follows:

**COUNTY: COUNTY OF SAN JOAQUIN
HUMAN SERVICES AGENCY
HEAD START GRANTEE DIRECTOR
102 South San Joaquin Street
Stockton, CA 95201-3006**

**DELEGATE: HEAD START CHILD DEVELOPMENT COUNCIL, INC.
A California Non-Profit Corporation
5361 North Pershing, Suite A
Stockton, CA 95207**

Notices given by mail shall be deemed served three (3) days after deposit in the United States mail, or when received, whichever is sooner.

SIGNATURES:

IN WITNESS OF THEIR AGREEMENT to the terms and conditions set forth above, the COUNTY OF SAN JOAQUIN and HEAD START CHILD DEVELOPMENT COUNCIL, INC. have placed their signatures below:

ATTEST: LOIS M. SAHYOUN
Clerk of the Board of Supervisors
of the County of San Joaquin
State of California

COUNTY OF SAN JOAQUIN, a
political subdivision of the State
of California

By: *Mimi Busquik*
Deputy Clerk



By: *Ken Vogel*
KEN VOGEL, Chairman
Board of Supervisors

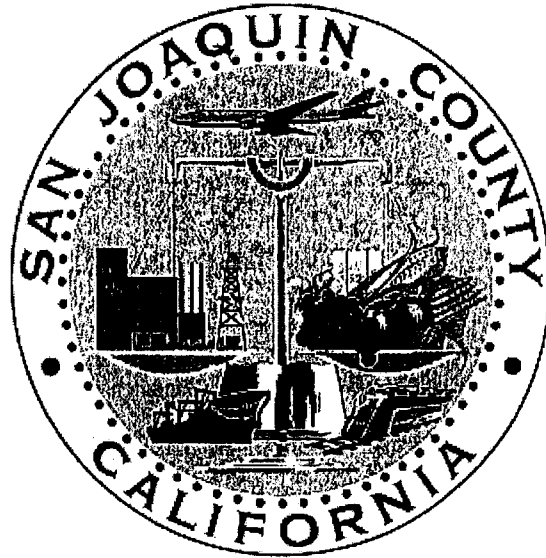
APPROVED AS TO FORM?
OFFICE OF THE COUNTY COUNSEL

HEAD START CHILD
DEVELOPMENT COUNCIL, INC.

By: *Gilberto Gutierrez*
GILBERTO GUTIERREZ
Deputy County Counsel

By: *Gloryanna Rhodes*
GLORYANNA RHODES
Executive Director
Federal ID #94-2342518

**2013-2014
HEAD START/EARLY HEAD START
GRANT APPLICATION**



**COUNTY OF SAN JOAQUIN
HUMAN SERVICES AGENCY
HEAD START DIVISION
P.O. BOX 201056
102 SOUTH SAN JOAQUIN STREET
STOCKTON, CA 95201-3006
209-468-1939**

NOVEMBER 1, 2012

Before the Board of Supervisors
County of San Joaquin, State of California

B-12- 692

MOTION: **Vogel/Ruhstaller/5**

**APPROVAL OF 2013-14 HEAD START/EARLY HEAD START
GRANT APPLICATION**

THIS BOARD OF SUPERVISORS DOES HEREBY:

1. Approve the 2013-14 Head Start/Early Head Start Grant Application for \$25,768,248 for the period February 1, 2013 through January 31, 2014; and
2. Authorize and direct the Chairman of the Board to sign the Grant Application.

I HEREBY CERTIFY that the above order was passed and adopted on
10-16-12 by the following vote of the Board of Supervisors, to wit:

AYES: **Villapudua, Vogel, Ruhstaller, Ornellas, Bestolarides**

NOES: **None**

ABSENT: **None**

ABSTAIN: **None**

LOIS M. SAHYOUN
Clerk of the Board of Supervisors
County of San Joaquin
State of California



Lois M. Sahyoun



SAN JOAQUIN COUNTY

JOSEPH E. CHELLI
Director

October 17, 2012

P.O. Box 201056

102 South San Joaquin Street

Stockton, CA 95201-3006

Tel (209) 468-1000
Fax (209) 468-1985

*CalWORKs
Head Start
First 5 San Joaquin
Children's Services
Aging and Community Services
Mary Graham Children's Shelter*

Mr. Martin Tom, Acting Regional Grants Management Officer
Administration for Children and Families, Region IX
Office of Grants Management
90 7th Street, 9th Floor
San Francisco, CA 94103-6710

Dear Mr. Tom:

**Certification of San Joaquin County Board of Supervisors
Approval Head Start and Early Head Start Programs
2013-14 Year Grant Application**

On October 16, 2012, during a public meeting, the San Joaquin County Board of Supervisors approved the attached Grant Refunding Application of the County of San Joaquin Head Start and Early Head Start programs, and designated the Head Start Child Development Council, Inc., as the Delegate Agency.

If you have any questions, regarding this action, please contact Adolfo H. Munoz, Head Start Grantee Director, at (209) 468-1939 or me at (209) 468-1650.

Sincerely,

Joseph E. Chelli
Director

Enclosure

JC:AM:sa





SAN JOAQUIN COUNTY

JOSEPH E. CHELLI
Director

October 17, 2012

P.O. Box 201056

102 South San Joaquin Street

Stockton, CA 95201-3006

Tel (209) 468-1000
Fax (209) 468-1985

CalWORKs
Head Start
First 5 San Joaquin
Children's Services
Aging and Community Services
Mary Graham Children's Shelter

Mr. Martin Tom, Acting Regional Grants Management Officer
Administration for Children and Families, Region IX
Office of Grants Management
90 7th Street, 9th Floor
San Francisco, CA 94103-6710

Dear Mr. Tom:

Compensation Certification for 2013-2014 Year Grant Application

This letter is to assure that:

1. Persons employed at the Grantee (San Joaquin County) and sole Delegate (Child Development Council, Inc.) who carry out programs for the Head Start and Early Head Start Programs, do not receive compensation at a rate which is in excess of the average rate of compensation paid in San Joaquin County for persons providing substantially comparable services. Nor do these personnel receive compensation at a rate that is less than the minimum wage rate prescribed section 6(a)(1) of the Fair Labor Standards Act of 1938; and
2. Grantee and the sole Delegate do not have positions charged to the Head Start Grant that exceed the executive compensation cap of one-hundred and seventy-nine thousand and seven hundred dollars (\$179,700).

If you have any questions, regarding this action, please contact Adolfo H. Munoz, Head Start Grantee Director, at (209) 468-1939 or me at (209) 468-1650.

Sincerely,

Joseph E. Chelli
Director

JC:AM:sa





SAN JOAQUIN COUNTY

JOSEPH E. CHELLI
Director

P.O. Box 201056

102 South San Joaquin Street

Stockton, CA 95201-3006

October 11, 2012

Tel (209) 468 -1000
Fax (209) 468 -1985

*CalWORKs
Head Start
First 5 San Joaquin
Children's Services
Aging and Community Services
Mary Graham Children's Shelter*

Mr. Martin Tom, Acting Regional Grants Management Officer
Administration for Children and Families, Region IX
Office of Grants Management
90 7th Street, 9th Floor
San Francisco, CA 94103-6710

Dear Mr. Tom:

**Certification of San Joaquin County Head Start Policy Council
Approval of the Head Start and Early Head Start Programs
2013-2014 Year Grant Application**

The San Joaquin County Head Start Policy Council, in a public meeting held on October 11, 2012, approved the attached 2013-2014 Grant Refunding Application of the County of San Joaquin Head Start and Early Head Start programs, and designated the Head Start Child Development Council, Inc., as the Delegate Agency.

Sincerely,



Hugo Haro
Chairperson

Enclosure

JC:AM:dd



**San Joaquin County
Head Start
Policy Council Meeting Minutes**

Date: Thursday, October 11, 2012

Time: 10:00 a.m.

Place: 1414 W. Park, Stockton, CA 95203

ATTENDANCE	P/A
Hugo Haro	P
Michele Felde	P
Bob Morrow	P
M. Costa	P
M. Heffernan	P
F. Lily-Rockey	P
E. Calvit	P
G. Rhodes	P
T. Colon	P
M. Miller	P
D. Hill	P

- I. Meeting called to order by Policy Council Chair, Hugo Haro.
Quorum established. **Time: 10:37**

- II. Approval of **Minutes from September 13, 2012** Policy Council Meeting, (**Action Item**)

Bob Morrow/Motion to approve, Michele Felde/Second. Motion Carried.

- III. Approval of **October 11, 2012** Policy Council Agenda, (**Action Item**)

Bob Morrow/Motion to approve, Michele Felde/Second. Motion Carried.

- IV. **Grantee Director's Report**
 - **Board of Supervisors Monthly Report)Information Item)**David Hill summarized the Board of Supervisors Monthly Report.

- V. Approval to submit the **Head Start/Early Head Start Grant Application and Program Budgets** for the funding period February 1, 2013 through January 31, 2014. (**Action Item**)

Mike Miller, of the Human Services Agency, gave an overview of the submission timeline and funding level for the 2013-2014 San Joaquin County Head Start Grant Award.

Easter Calvit, from the Child Development Council, summarized the Grant Application for the Grantee Policy Council.

Michele Felde/Motion to approve, Bob Morrow/Second. Motion Carried.

- VI. **Announcements: None**

VII. **Public Comment:** None

VIII. **Next Meeting:** TBD

IX. **Adjournment:** Time: 11:30 a.m.

Hugo Haro/Motion to Adjourn, Bob Morrow/Second. MC.



SAN JOAQUIN COUNTY

JOSEPH E. CHELLI
Director

P.O. Box 201056

102 South San Joaquin Street

Stockton, CA 95201-3006

Tel (209) 468-1000

Fax (209) 468-1985

CalWORKs

Head Start

First 5 San Joaquin

Children's Services

Aging and Community Services

Mary Graham Children's Shelter

October 17, 2012

Mr. Martin Tom, Acting Regional Grants Management Officer
Administration for Children and Families, Region IX
Office of Grants Management
90 7th Street, 9th Floor
San Francisco, CA 94103-6710

Dear Mr. Tom:

**Head Start and Early Head Start Program
2013-2014 Year Grant Application**

Enclosed, please find one original signature and two copies, of the San Joaquin County Head Start Grant Application for the period February 1, 2013 through January 31, 2014. The web-based budget instrument GABI in the Head Start Enterprise System was also used to submit the grant application budgets. This application includes both the Head Start and Early Head Start programs.

If you have any questions regarding this submission, please contact me at (209) 468-1939.

Sincerely,

Adolfo H. Munoz
Head Start Grantee Director

Enclosure

AM:dd



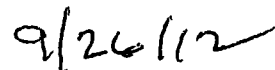
CERTIFICATION OF HEAD START
ADMINISTRATIVE COSTS

We, the County of San Joaquin, have reviewed 45 CFR Part 1301.323 and certify that the development and administrative costs to administer the County of San Joaquin's Head Start Child Development program from February 1, 2013 through January 31, 2014 will not exceed 15 percent of \$32,210,310 (total Federal and Non-Federal costs for Program accounts 4125-1126).

Documents substantiating administrative costs are available in our files and the files of the delegate, Head Start Child Development Council, Inc., for review by auditor and Department of Health and Human Services personnel.



Signature, Certifying Official
Adolfo H. Munoz



Date

A-12-453
10-16-12

**APPLICATION FOR
FEDERAL ASSISTANCE**

Version 7/03

1. TYPE OF SUBMISSION: Application		2. DATE SUBMITTED	Applicant Identifier
<input type="checkbox"/> Construction	<input type="checkbox"/> Construction	3. DATE RECEIVED BY STATE	State Application Identifier
<input checked="" type="checkbox"/> Non-Construction	<input type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier
5. APPLICANT INFORMATION			
Legal Name: County of San Joaquin-Board of Supervisors		Organizational Unit: Department: HSA San Joaquin County	
Organizational DUNS: 08-7226056		Division: Head Start Division	
Address: Street: P.O. Box 201056 102 South San Joaquin Street		Name and telephone number of person to be contacted on matters involving this application (give area code)	
City: Stockton		Prefix: Dr.	First Name: Adolfo
County: San Joaquin		Middle Name	
State: California		Last Name Munoz	
Zip Code 95201	Suffix:		
Country: USA		Email: amunoz@sjgov.org	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 94-6000531		Phone Number (give area code) 209.468.1939	Fax Number (give area code) 209.932.2674
8. TYPE OF APPLICATION: <input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es) (See back of form for description of letters.) Other (specify) <input type="checkbox"/>		7. TYPE OF APPLICANT: (See back of form for Application Types) B Other (specify)	
10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 93-6000		9. NAME OF FEDERAL AGENCY: DHHS/ACF Region IX	
TITLE (Name of Program): Head Start and Early Head Start Basic Services		11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Continuation application of Head Start and Early Head Start Basic services to 3,061 children in San Joaquin County.	
12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.): San Joaquin County, California		14. CONGRESSIONAL DISTRICTS OF: a. Applicant 11 and 18 b. Project 11 and 18	
13. PROPOSED PROJECT Start Date: 02/01/2013 Ending Date: 01/31/2014		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? a. Yes. <input type="checkbox"/> THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE: b. No. <input type="checkbox"/> PROGRAM IS NOT COVERED BY E. O. 12372 <input checked="" type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW	
15. ESTIMATED FUNDING:		17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes If "Yes" attach an explanation. <input checked="" type="checkbox"/> No	
a. Federal	\$ 25,788,248.00		
b. Applicant	\$ 6,442,062.00		
c. State	\$.00		
d. Local	\$.00		
e. Other	\$.00		
f. Program Income	\$.00		
g. TOTAL	\$ 32,210,310.00		
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.			
a. Authorized Representative			
Prefix Mr.	First Name Steve	Middle Name J.	
Last Name Bestolarides		Suffix	
b. Title BOS Chairman		c. Telephone Number (give area code) 209.468.3113	
d. Signature of Authorized Representative 		e. Date Signed	

GABI - SF424A Roll-up Report

Grant / Delegate No: 09CH0656 / 000 Agency Name: San Joaquin County Board of Supervisors
Program Type: Roll-up Application Type: Roll-up State: Fiscal Year: 2013 Budget Period: 02/01/2013 to 01/31/2014

This rolled up report includes the following applications:

Fiscal Year	Grant Number	Delegate ID	Agency Name	Program Type	Application Type	Application Status	Audit Status
2013	09CH0656	000	San Joaquin County Board of Supervisors	Head Start	Basic	Approved by Grantee	Passed
2013	09CH0656	001	Head Start Child Development Council, Inc.	Head Start	Basic	Approved by Grantee	Passed
2013	09CH0656	201	Head Start Child Development Council, Inc.	Early Head Start	Basic	Approved by Grantee	Passed

GABI - SF424A Roll-up Report

Grant / Delegate No: 09CH0656 / 000
 Program Type: Roll-up

Agency Name: San Joaquin County Board of Supervisors
 Application Type: Roll-up

State: Fiscal Year: 2013 Budget Period: 02/01/2013 to 01/31/2014

BUDGET INFORMATION - Non Construction Programs

OMB Approval No. 0348-0044

SECTION A: BUDGET SUMMARY

Grant Program, Function, or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		Total (g)
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	
1 Program Operations	93.600	\$0	\$0	\$25,457,181	\$6,442,062	\$31,899,243
2 TTA	93.600	\$0	\$0	\$311,067	\$0	\$311,067
3 Roll-up		\$0	\$0	\$0	\$0	\$0
4 Roll-up		\$0	\$0	\$0	\$0	\$0
5 Total (Sum of lines 1-4)		\$0	\$0	\$25,768,248	\$6,442,062	\$32,210,310

SECTION B: FEDERAL RESOURCES

GRANT PROGRAM, FUNCTION, OR ACTIVITY

6. Object Budget Categories	(1) Program Operations	(2) TTA	(3)	(4)	Total
a. Personnel	\$243,240	\$0	\$0	\$0	\$243,240
b. Fringe Benefits	\$122,498	\$0	\$0	\$0	\$122,498
c. Travel	\$17,575	\$0	\$0	\$0	\$17,575
d. Equipment	\$0	\$0	\$0	\$0	\$0
e. Supplies	\$3,000	\$0	\$0	\$0	\$3,000
f. Contractual	\$24,802,181	\$311,067	\$0	\$0	\$25,113,248
g. Construction	\$0	\$0	\$0	\$0	\$0
h. Other	\$234,166	\$0	\$0	\$0	\$234,166
i. Total Direct Charges (sum of 6a - 6h)	\$25,422,660	\$311,067	\$0	\$0	\$25,733,727
j. Indirect Costs	\$34,521	\$0	\$0	\$0	\$34,521
k. Totals (sum of 6a - 6j)	\$25,457,181	\$311,067	\$0	\$0	\$25,768,248
7. Program Income	\$0	\$0	\$0	\$0	\$0

Authorized for Local Reproduction

Standard Form 424A (Rev. 7-97)
 Prescribed by OMB Circular A-102

GABI - SF424A Roll-up Report

Grant / Delegate No: 09CH0656 / 000
 Program Type: Roll-up

Agency Name: San Joaquin County Board of Supervisors
 Application Type: Roll-up State: Fiscal Year: 2013 Budget Period: 02/01/2013 to 01/31/2014

BUDGET INFORMATION - Non Construction Programs

OMB Approval No. 0348-0044

SECTION C: NON-FEDERAL RESOURCES					
(a) Grant Program		(b) Applicant	(c) State	(d) Other	(e) Total
8	NFS	\$6,442,062	\$0	\$0	\$6,442,062
9		\$0	\$0	\$0	\$0
10		\$0	\$0	\$0	\$0
11		\$0	\$0	\$0	\$0
12	Total (Sum of lines 8-11)	\$6,442,062	\$0	\$0	\$6,442,062

SECTION D: FORECASTED CASH NEEDS						
Budget Category		Current Year Budget	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13	Federal	\$25,768,248	\$6,468,710	\$6,492,828	\$5,728,270	\$6,423,440
14	Non-Federal	\$6,442,062	\$1,707,214	\$1,649,602	\$1,150,202	\$1,935,044
15	Total (Sum of lines 13-14)	\$32,210,310	\$8,175,924	\$8,142,430	\$6,878,472	\$8,358,484

SECTION E: BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT					
(a) Grant Program		FUTURE FUNDING PERIODS (Years)			
		(b) First	(c) Second	(d) Third	(e) Fourth
16	Program Operations	\$0	\$0	\$0	\$0
17	TTA	\$0	\$0	\$0	\$0
18		\$0	\$0	\$0	\$0
19		\$0	\$0	\$0	\$0
20	Total (Sum of lines 16-19)	\$0	\$0	\$0	\$0

SECTION F: OTHER BUDGET INFORMATION	
21. Direct Charges: \$0	22. Indirect Charges: \$0
23. Remarks: Roll-up	

Authorized for Local Reproduction

Standard Form 424A (Rev. 7-97)
 Prescribed by OMB Circular A-102

Form (SF) 424B

**U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCES**

**SF 424B
ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified. As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the Institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4278-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).
6. Will comply with all Federal statutes relating to non-discrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the bases of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to non-discrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to non-discrimination on the bases of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of the alcohol and drug abuse patient records; (h) Title VII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (i) any other non-discrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other non-discrimination statute(s) which may apply to the application.
7. Will comply, or has already complies, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or Federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for Federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205)
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead based paint in the construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the single Audit Act of 1984.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**DRUG-FREE WORKPLACE REQUIREMENTS
GRANTEES OTHER THAN INDIVIDUALS**

By signing and/or submitting this application or grant agreement, the grantee is providing the certification set out below.

This certification is required by regulations implementing the Drug-Free Workplace Act of 1988, 45 CFR, Part 76, Subpart F. The regulations published in the January 31, 1989 Federal Register, require certification by grantees that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when HHS

determines to award the grant. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment.

Workplaces under grants, for grantees other than individuals, need not be identified on the certification. If known, they may be identified in the grant application. If the grantee does not identify the workplaces at the time of application, or upon award, if there is no application, the grantee must keep the identity of the workplace(s) on file in its office and make the information available for Federal inspection. Failure to identify all known workplaces constitutes a violation of the grantee's drug-free workplace requirements.

Workplace identifications must include the actual address of buildings (or parts of building) or other sites where work under the grant takes place. Categorical descriptions may be used (e.g. all vehicles of a mass transit authority of State highway department while in operation, State employees in each local unemployment office, performers in concert halls or radio studios).

If the workplace identified to HHS changes during the performance of the grant, the grantee shall inform the agency of the change(s), if it previously identified the workplaces in question (see above).

Definitions of terms in the Nonprocurement Suspension and Debarment common rule and Drug-Free Workplace common rule apply to this certification. Grantees' attention is called, in particular, to the following definitions from these rules:

"Controlled substance" means a controlled substance in Schedules I through V of the Controlled Substances Act (21 USC 812) and as further defined by regulations (21 CFR, 1308.11 through 1308.15). "Conviction" means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal or State criminal drug statutes; "Criminal drug statute" means a Federal or non-Federal criminal statute involving the manufacture, distribution, dispensing use, or possession of any controlled substance; "Employee" means the employee of a grantee directly engaged in the performance of work under a grant including: (i) All "direct charge" employees; (ii) all "indirect charge" employees unless their impact of involvement is insignificant to the performance of the grant; and (iii) temporary personnel and consultants who are directly engaged in the performance of work under the grant and who are on the grantee's payroll. This definition does not include workers not on the payroll of the grantee (e.g., volunteers, even if used to meet a matching requirement; consultants or independent contractors not on the grantee's payroll; or employees of subrecipients or subcontractors in covered workplaces).

The grantee certifies that it will provide a drug-free workplace by: a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition; b) Establishing a drug-free awareness program to inform employees about: (1) The dangers of drug abuse in the workplace; (2) The grantee's policy of maintaining a drug-free workplace; (3) Any available drug counseling, rehabilitation, employee assistance programs; and (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace; c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a); d) Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will: (1) Abide by the terms of the statement; and (2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction; e) Notifying the agency in writing within ten days after receiving notice under subparagraph (d)(2), from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant; f) Taking one of the following actions within 30 days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted: (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency. g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a) through (f).

CERTIFICATION REGARDING ENVIRONMENTAL TOBACCO SMOKE

Public Law 103-227, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, early childhood development services, education or library services to children under the age of 18, if the services are funded by Federal program either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The law also applies to children's services that are provided in indoor facilities that are constructed, operated, or maintained with such Federal funds. The law does not apply to children's services provided in private residences; portions of facilities used for inpatient drug or alcohol treatment; service providers whose sole source of applicable Federal funds is Medicare or Medicaid; or facilities where WIC coupons are redeemed. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the responsible entity.

By signing this certification, the offeror/contractor (for acquisitions) or applicant/grantee (for grants) certifies that the submitting organization will comply with the requirements of the Act and will not allow smoking within any portion of any indoor facility used for the provision of services for children as defined by the Act.

The submitting organization agrees that it will require that the language of this certification be included in any subawards which subrecipients shall certify accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS - PRIMARY COVERED TRANSACTIONS

By signing and submitting this proposal, the applicant, defined as the primary participant in accordance with 45 CFR Part 76 certifies to the best of his or her knowledge and believe that it and its principals:

- a. are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transaction by any Federal Department or agency;
- b. have not within a 3-year period preceding this proposal been convicted or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction: violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statement, or receiving stolen property;
- c. are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and
- d. have not within a 3-year period preceding this application/proposal had one or more public transaction (Federal, State or local) terminated for cause or default.

The inability of a person to provide the certification required above will not necessarily result in denial of participation in this covered transaction. If necessary, the prospective participant shall submit an explanation of why it cannot provide the certification. The Department of Health and Human Services' (HHS) determination whether to enter into this transaction. However, failure of the prospective primary participant to furnish a certification or an explanation shall disqualify such person from participation in this transaction.

The prospective primary participant agrees that by submitting this proposal, it will include the clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," provided below without modification in all lower tier covered transactions.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS (TO BE SUPPLIED TO LOWER TIER PARTICIPANTS)

By signing and submitting this lower tier proposal, the prospective lower tier participant, as defined in 45 CFR, Part 76, certifies to the best of its knowledge and belief that it and its principals:

- a. are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- b. where the prospective lower tier participant is unable to certify to any of the above, such prospective participant shall attach an explanation to this proposal.

The prospective lower tier participant further agrees by submitting this proposal that it will include this clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," without modification in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

**CERTIFICATION REGARDING LOBBYING
FOR CONTRACTS, GRANTS, LOANS
AND COOPERATIVE AGREEMENTS**

The undersigned certifies to the best of his or her knowledge and belief, that:

1. No Federal appropriate funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person influencing or attempting to influence an officer or employee of an agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

I hereby agree to the above certifications and assurances.

X 
Signature of Certifying Official Steve J. Bestolarides

Chairman, Board of Supervisors
Title

County of San Joaquin, Stockton, CA
Applicant Organization

October 16, 2012
Date



W

ADRIAN J. VAN HOUTEN
AUDITOR CONTROL

2011 OCT -5 AM 10:57

SAN JOAQUIN COUNTY

JOHN CHIANG
California State Controller

**NEGOTIATION AGREEMENT
COUNTYWIDE COST ALLOCATION PLAN**

County of San Joaquin
Stockton, California

Date: September 28, 2011
Filing Ref: SJO12

Pursuant to federal Office of Management and Budget (OMB) Circular A-87, the State Controller's Office formally approves the Countywide Cost Allocation Plan as described in Section I for use in the 2011-12 fiscal year. This approval is subject to the conditions contained in Section III.

Departmental indirect cost proposals should clearly identify those costs that have been distributed through Sections I and II of this agreement in accordance with the guidelines of the responsible grantor agency for that department. Further, data processing systems may be subject to grantor agency approval prior to the reimbursement of certain costs allocated, billed, or cost applied from the Data Processing Department.

**SECTION I: COSTS DISTRIBUTED THROUGH COUNTYWIDE COST
ALLOCATIONS**

The indirect overhead and support service costs listed in **Schedule A** (attached) are formally approved as actual costs for the 2009-10 fiscal year and as estimated costs for the 2011-12 fiscal year on a "fixed with carry-forward" basis. These costs may be included as part of the costs of the county departments indicated effective **July 1, 2011**, for further allocation to federal grants and contracts performed by the respective county departments.

**SECTION II: COSTS DISTRIBUTED THROUGH BILLING OR COST
TRANSFER MECHANISMS**

- | | |
|-----------------------------|---------------------------------|
| 1. Employee Fringe Benefits | 11. Facilities Management |
| 2. Building Use | 12. Parks & Recreation |
| 3. County Administrator | 13. Fleet Services (ISF) |
| 4. Auditor-Controller | 14. Central Telephone (ISF) |
| 5. Information Systems | 15. Radio Communications (ISF) |
| 6. Treasurer-Tax Collector | 16. Office Automation (ISF) |
| 7. Purchasing & Support | 17. Purchasing (ISF) |
| 8. County Counsel | 18. Southern Water System (ISF) |
| 9. Human Resources | 19. Self-Insurance (ISF) |
| 10. Labor Relations | |

In addition to Section I, which provides for services furnished but not billed, the services listed above are furnished and billed to state/local departments and agencies.

Direct charges from the above centers should be billed or cost applied in accordance with the procedures established by the county as described in its Countywide Cost Allocation Plan and may be included as part of the costs of the county departments indicated in Section I.

SECTION III: CONDITIONS

A. LIMITATIONS: Use of the amounts contained in this Negotiation Agreement are subject to any statutory or administrative limitations and, when ultimately allocated to individual grants or contracts through the indirect cost proposals of each county department, are applicable only to the extent that funds are available. Acceptance of the amounts agreed to herein is predicated on the conditions: (1) that no costs other than those incurred by the county were included for distribution in its Countywide Cost Allocation Plan as finally accepted, and that such costs are legal obligations of the county and allowable under the governing cost principles, (2) that similar types of costs have been accorded consistent accounting treatment, and (3) that the information provided by the county that was used as the basis for acceptance of the amounts agreed to herein is not subsequently found to be materially incomplete or inaccurate.

B. CHANGES: Fixed amounts contained in this Negotiation Agreement are based on the organizational structure and the accounting system in effect at the time the proposal was submitted. Significant changes in the organizational structure or changes in the method of accounting for costs that materially affect the amount of reimbursement resulting from use of the amounts in this Negotiation Agreement will require prior approval of the authorized representative of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowances.

C. **FIXED AMOUNTS:** The fixed amounts contained in Section I of this agreement are based on an estimate of the costs that will be incurred during the period to which the amounts apply. When the actual costs for this period are determined, any differences between the fixed costs used as an estimate and the actual costs will be considered in a subsequent agreement.

D. **BILLED COSTS:** Charges for the services cited in Section II will be billed or cost applied in accordance with the procedures established by the county and recorded on the books of the cost center providing the service. Such charges will be based on the actual allowable costs, as defined by OMB Circular A-87, incurred by the cost center responsible for providing the service. Any differences between the billed allowable costs and the actual allowable costs for a particular accounting period will be considered in a subsequent agreement.

E. **NOTIFICATION TO STATE AND FEDERAL AGENCIES:** Copies of this document will be provided to other state and federal agencies as a means of notifying them of this approval.

F. **SPECIAL REMARKS:** The adjustments included in Schedule A, must be included when calculating carry-forward in the 2013-14 Estimated Cost Allocation Plan.

SECTION IV: ACCEPTANCE

COUNTY OF SAN JOAQUIN

JOHN CHIANG
CALIFORNIA STATE CONTROLLER

BY *Jeffery M. Woltkamp*

BY *[Signature]*

JEFFERY M. WOLTKAMP

George Lolas, Assistant Division Chief
Local Government Operations
Division of Accounting and Reporting

Name

ASST. AUDITOR-CONTROLLER

Title

9/28/11

Date

9/30/11

Date

Negotiated by Phillip Pangilinan
Telephone (916) 322-0798

cc: State and Federal Agencies

Attachment

SAN JOAQUIN COUNTY, CALIFORNIA
OMB A-87 COST ALLOCATION PLAN
FOR FY 2011-12

Allocated Costs By Department

Central Service Departments	5053900000 MARY GRAHAM	5054101000 AGING	5055103000 WIA (EEDD)	5055246000 NEIGHBOR PRES	5055600000 VETERANS	5056500000 HEADSTART	6061500000 COOP EXT
BUILDING USE	213,325	32,178	0	0	0	1,862	184,735
EQUIPMENT USAGE	13,019	28,220	61,970	2,007	901	1,120	2,850
COUNTY ADMINISTRATOR	5,458	5,848	(2,699)	1,019	795	449	280
AUDITOR-CONTROLLER	14,310	48,385	8,567	10,848	622	19,908	672
INFORMATION SYSTEMS	0	5,049	0	0	2,511	0	311
TREASURER-TAX	385	1,471	826	254	14	44	21
PURCHASING & SUPPORT	10,092	34,734	41,598	657	1,953	4,652	0
COUNTY COUNSEL	563	536	11	0	138	(252)	0
HUMAN RESOURCES	47,507	91,984	4,316	5,786	2,915	2,187	3,644
LABOR RELATIONS	7,703	13,732	1,974	893	447	335	558
FACILITIES MANAGEMENT	(8,576)	42,032	327	0	9,698	0	94,098
PARKS & RECREATION	0	0	0	0	0	0	0
Total Allocated	303,784	304,169	116,890	21,464	19,994	30,305	287,169
Roll Forward	(67,242)	77,247	(53,954)	2,189	1,168	14,368	235,449
Cost With Roll Forward	236,542	381,416	62,936	23,653	21,162	44,673	522,618
Adjustments	0	(5,049)	(6,290)	0	(2,511)	0	(311)
Proposed Costs	236,542	376,367	56,646	23,653	18,651	44,673	522,307

COUNTY OF SAN JOAQUIN – BOARD OF SUPERVISORS
GRANTEE 09CH0656
YEAR 48
Final
PROGRAM NARRATIVE

INTRODUCTION

2013-2014 Head Start/Early Head Start Continuation Grant

The San Joaquin County Board of Supervisors is pleased to submit this grant application for the continuation of the Head Start/Early Head Start Grant for the 2013-2014 program year, which will commence February 1, 2013 and end on January 31, 2014. Under the San Joaquin County Board of Supervisors, the Head Start and Early Head Start Program is a part of the San Joaquin County Human Services Agency that provides administrative and fiscal oversight for the direct services provided by our sole delegate agency, the Head Start Child Development Council, Inc.

This grant year will mark the sixth year that San Joaquin County has served as the grantee for the federal Head Start grant in this County since the Board of Supervisors re-affirmed their role as the grantee for the program in 2005-2006.

Grantee Overview

Program Governance

As in prior years, the Grantee has maintained a formal structure of shared governance with fifteen (15) members of the San Joaquin County Board of Supervisors Head Start Policy Council. The Policy Council membership consist of nine (9) current parent representatives and nine (9) current parent alternates elected to the Policy Council from the Delegate Policy Committee and six (6) community representatives. In accordance with the Head Start Reauthorization, all Policy Council members are elected by Head Start parents, including the two community representatives. The current parent members of the Policy Council are also serving on the Delegate Policy Committee. Regular meetings of the Council are held monthly. Special meetings of the Policy Council may be called by the Policy Council Chairperson or by any Executive Council member. The Policy Council and Policy Committee work in partnership and meet jointly with key management staff to develop, review, and approve or disapprove funding applications, amendments, procedures, and shared decision-making.

Two members of the Board of Supervisors continue to serve as liaisons to the Grantee Policy Council. These two members were appointed by the Board of Supervisors in March 2009. The Policy Council communicates with the San Joaquin County Board of Supervisors primarily through the Human Services Agency via memoranda and letters to the San Joaquin County Board of Supervisors. The San Joaquin County Board of Supervisors receives and posts the San Joaquin County Board of Supervisors 2013-2014 Continuation Grant Application

Policy Council monthly meeting agendas, receives periodic reports on the status of the Head Start Program, approves or disapproves the grant funding applications and amendments, and also approves or disapproves the Grantee Head Start Annual Budget. The Board of Supervisors are provided with monthly progress reports by Grantee staff that summarize enrollment, fiscal, and other performance data.

Planning System

The Grantee employs a "Planning Roadmap" model into the Delegate Agency's Agreement which helps structure the sequence and inter-connection among various key functions. The Policy Council and Board of Supervisors approved the 2012-2013 Program Planning Procedure that denotes the sequence of activities associated with the "planning roadmap" including such items as the community needs assessment, annual self-assessment, on-going monitoring, definition of program goals etc.

Notably, the Grantee and Delegate conducted a joint annual self-assessment in January 2012 which included an in-depth review of the Head Start Division's Program Design and Management (PDM) systems, along with an in-depth assessment of governance, monitoring and fiscal management systems. There were no findings associated with the 2012 Grantee self-assessment.

Grantee and Delegate Agency management staff meet periodically to review monitoring data, new or evolving OHS priorities and initiatives, and discuss results of the on-going monitoring process to refine or change program policies and practices as needed. In addition, monthly conference calls are held with the San Francisco Regional Office with particular attention to identifying potential risk factors, as well as constructing the School Readiness Goals and Implementation Plan.

Communication System

The Grantee maintains communication with various levels of stakeholders including the Board of Supervisors, Delegate Agency governing board, management staff, Policy Council members, other County Departments, and local provider agencies. Similarly, close communications are maintained with the federal regional office in San Francisco.

The primary methods of communication the Grantee uses include, but are not limited to:

- **Informal**, impromptu face-to-face, or telephone encounters that result in opportune times to communicate information or ask a question.
- **Formal**, written documentation in the form of letters, memorandums, program and financial reports, policies and procedures, guidelines, regular meetings, or during special meetings. This also includes the sharing of Policy Council agenda and minutes to keep all parties apprised of important transactions and approvals.
- **Electronic**, via electronic email to send a communication and/or relay an attachment.

- **Large scale**, attend community events, network meetings, training workshops and seminars.

A new Head Start website was created and incorporated into the San Joaquin County Human Services website in 2009 that enables citizens to obtain timely information about program services, eligibility, location of Head Start centers and similar items. The website now includes the Grantee's Annual Reports and other information.

Recordkeeping and Reporting System

Recordkeeping

Both manual and electronic files are maintained by the Grantee for documentation purposes and ease of retrieval. Financial data, for example, is collected and maintained through the County's system-wide CAPS system that provides each Department with financial data regarding monthly expenditures, cumulative expenses, budget balances and the like. Grantee monitoring data, at this point, is maintained using a manual system. Alternative software packages are being evaluated with the intent of eventually migrating to an electronic platform to schedule, organize, and track program monitoring information, including corrective action plans and verification of corrections being installed.

Reporting System

The contract with the Delegate Agency stipulates a series of reports that must be submitted to the Grantee on a monthly or quarterly basis including, for example, enrollment data, monitoring information, financial data, Board and Delegate Policy Committee minutes, and similar items. More recently, the reports required from the Delegate Agency have been revised to reflect new requirements contained in the 2007 Head Start Reauthorization Act.

Ongoing Monitoring System

The Grantee's monitoring will continue to focus primarily, but not exclusively, on a "systems level" view of PDM, Family and Community Partnerships, and Child Development/Health Services. More recently, the Grantee monitoring process has focused on "risk assessment" in consideration of the Designation Renewal System that went into effect in December 2011, and the seven triggers that can lead to the re-competition of a grant. For that reason, the Grantee has intentionally focused its monitoring resources on an intensive annual self assessment exercise, carried out in January 2012 that essentially mirrored a triennial federal review. Moreover, special attention has been given by our monitoring system to areas such as financial management, governance, internal controls, and program accountability.

In addition, the Grantee will conduct "meta-analyses" of the Level V Reports provided by the Delegate on a quarterly basis, which summarize any key findings, areas of non compliance or trends based on their on-going monitoring system. In turn, the Grantee will analyze these data

in terms of a "risk management" perspective with the intent of early identification of quality, fiscal or operational issues.

As in prior years, the Grantee will be utilizing expert consultants, most of them being certified federal reviewers, to periodically conduct monitoring reviews of delegate agency service areas and systems. These monitoring data are subsequently used by the Grantee to plan, in consultation with the Delegate Agency, any specialized training and technical assistance that they may require, either from Grantee consultants and/or the OHS TTA contractor for this region.

Fiscal Management Systems

The Delegate Agency is on a cash advance system that was initiated in April 2007 and has been functioning smoothly and with minimal problems. Specific written procedures have been established by the Grantee regarding cash advances to the Delegate Agency, fiscal reporting requirements, and provisions to ensure minimal elapsed time between cash advances to the Delegate Agency and disbursement of those funds through payroll and accounts payable items. The San Joaquin County Auditor-Controllers Office serves as the Fiscal Officer for the Head Start grant.

The Grantee established the following Financial Objectives for the 2010-11 continuation grant application and these will continue to apply during the 2013-2014 grant period:

Financial Objective #1 Improve the processes used by the Grantee and Delegate Agency in planning and tracking budget expenditures by employing quarterly cost forecasting reports.

Financial Objective #2 Refine the methodology used by the Grantee to analyze and track the trajectory of cash advances issued to the Delegate Agency to minimize elapsed time between cash advances and disbursement of funds.

Delegate Agency: Head Start Child Development Council, Inc.

For over 47 years, Head Start Child Development Council, Inc. (HSCDC), as the sole delegate agency, has provided services to children and families residing in San Joaquin County. Under the direction of the San Joaquin County Board of Supervisors and its Head Start Policy Council, the San Joaquin County Head Start Child Development Council, Inc. operates the Head Start and Early Head Start programs in partnership with state-funded programs and other special education programs operated within the county.

Oversight for HSCDC is provided by an eight-person Board of Directors. Services are provided through administrative, education, family services, nutrition, health, mental health and maintenance staff.

The mission of “Head Start Child Development Council, Inc. is to provide health, education and social services to Head Start families advocating self-sufficiency and empowerment through shared decision making.”

The San Joaquin County Board of Supervisors serves as the grantee for the Head Start and Early Head Start programs in San Joaquin County, which is situated at the northern end of the central valley of California, 75 miles east of the San Francisco Bay area and 40 miles south of Sacramento, the state capital. The program currently has a funded enrollment of 2,631 preschool slots and 430 slots for infants, toddlers and expectant families. The program offers the following program options: Center-Based Part-Day, and Full-Day, Home-Based, Combination, and Family Child Care Home. In addition, the agency offers services to Expectant Families through a home-based setting within the Early Head Start program.

In addition, the San Joaquin County Head Start Child Development Council, Inc. (HSCDC) operates the Head Start and Early Head Start programs in partnership with state-funded programs, local school districts, private child development and child care agencies. Program partnerships support full-day services to children whose parents/guardians are working, in school, or participating in training programs. HSCDC collaborates with local SELPAs and Part C agencies to serve children at risk for or identified with disabling conditions. The communities served by the program include Stockton (the largest city and county seat), all towns in the south county area, communities in the north, and other unincorporated areas of the county.

NEED FOR ASSISTANCE

Community Needs Assessment 2012

The 2012 Community Needs Assessment was conducted jointly by the grantee and delegate agency relying on both primary and secondary data sources. Sources of information included the U.S. Census Bureau; the California Department of Public Health; County Health Status Profile 2012; the draft of the First 5 San Joaquin Updated Data (based on the 2011 Child Care Portfolio); the California State Department of Public Health; San Joaquin County Department of Public Health; First Five of San Joaquin County; the United States Bureau of Labor Statistics; the San Joaquin Community Development Department; local Part C agencies and SELPAs; San Joaquin County Public Health; HSCDC Parent Surveys; and local mental health providers. The data revealed the following:

According to the US Census Report (2011) the population in San Joaquin County as of 2010 was 685,306. This number represents an increase in population of 22% during the course of 10 years. The State of California’s population was reported at 37,253,956, which represented a 10% increase in population during the last 10 years. The county’s growth has outpaced the state’s growth by 12%. Population demographics are reported to be as follows:

Population	San Joaquin County	State of California
White Persons, Non-Hispanic	36.0%	40.0%
Black	7.6%	6.2%
American Indian & Alaska Natives	1.0%	1.0%
Asian	14.0%	13.0%
Native Hawaiian and Pacific Islanders	0.5%	0.4%
Persons Reporting 2 or more Races	6.0%	5.0%
Hispanic or Latino Origin *	39.0%	38.0%

- The Hispanic population constitutes 39% of the county population with predictions that it will outnumber all other populations in San Joaquin County by 2015.
- 7.8% of the population in San Joaquin County is under the age of 5. The statewide percentage under the age of 5 is 6.7%
- The population of children aged birth to 5 is predicted to double in size by 2020.
- The per capita income in the county is \$31,134 and the average salary is \$47,199. The per capita income in the state was \$42,578.

Prevalent Community Factors

Rise in Poverty

According to the US Census Report (2011), 16.5% of the County's total population lives in poverty; 17.4% of children in San Joaquin County under the age of 18 live in poverty; and 22% of the children aged 0-4 live in poverty. In addition, 15.5% of those residing in Lodi, and 10% residing in Tracy, are below the poverty level. The state level of those residing in poverty is 13.7%.

Rise in Numbers of Teen Parents

According to the San Joaquin County Community Health Status Report compiled by San Joaquin County Public Health 2011, San Joaquin County continues to have a high birth rate among teens and ranks 49th out of the 58 counties in the state. U.S. Census Bureau reports indicate that the teen birth rate in San Joaquin County (33.1%) continues to be higher than that of the rest of the state (29.0%). The teen birth rate for Hispanic teens in San Joaquin County is approximately three times higher than the rate for white teens.

Rise in Infant Mortality

Based on the 2011 Community Health Status Report, infant mortality rates in the county continue to show disparities across different racial/ethnic groups with the highest rate among African-Americans, three times higher than the rate for Whites, and far exceeding rates for both the county and the state. Based on the 2011 Community Health Status Report,

percentages of women by ethnicity in San Joaquin County accessing and obtaining prenatal care in San Joaquin County are as follows: 70.4% African-American; 72.1% Asian Pacific; 73.3% Hispanic. The percentages of women identified as obese prior to pregnancy by ethnicity are as follows: 58.2% African-American and 56.1% Hispanic.

Rise in Obesity Rates

Information from San Joaquin County Public Health Services 2012 indicates that the combined overweight and obesity rates in San Joaquin County are greater than 65% for the total population. The related economic costs in terms of health care costs and loss of productivity are higher in San Joaquin County than in other counties in California. Data from the 2011 Community Health Status Report indicates that 15% of children under 6 years of age residing in San Joaquin County are overweight.

Rise in Crime

Data from the California Department of Public Health, County Health Status Profiles 2012 indicate a rise in deaths due to violence and drugs. A comparison of three year average rates and percentages in San Joaquin County indicates that from 2005 through 2010 homicides rose from 5.8% to 8%, firearm-related deaths rose from 9.9 % to 10.4%, and drug induced deaths from 15.3% to 18.7%. (Stockton Record, Stockton No. 2 in Violent Crime, June 21, 2012).

Stockton crime rates have been increasing despite a general downward trend in violent crime rates throughout California. The city's homicide rate in 2011 was more than double that in 2010. Stockton is the second most violent city in California. Nationwide Stockton is identified as the tenth most violent city. Approximately 14/1000 residents of Stockton were victims of violent crimes in 2011. In addition, the current numbers of homicides in Stockton has already out paced the numbers for 2011.

The Congressional Research Service 2011-2012 noted that there is an inverse correlation between education and crime: as the level of education increases the likelihood of committing crime decreases.

Rise in San Joaquin County Housing Vacancy Rates (Foreclosures)

Data from University of the Pacific Business Forecasting Center (2012) indicates that San Joaquin County owner-occupied housing declined 5.5% between 2007 and 2010. This downward trend has continued during the past 2 years with a shift from owner-occupied to renter-occupied housing. The owner occupied housing went from 60.9% in 2009 to 57.7% in 2010. Renter occupied went from 39.1% in 2009 to 42.3% in 2010. South Central Stockton (95204, 95205, 95206, and 95207) had the highest vacancy rate at 13.1%. This rate is higher than that for California (9.2%) and the nation (12.7%).

In addition, in the 2011 Point in Time, Homeless Count, 2641 homeless people were counted. Of the total number of homeless individuals nearly 50% were between the ages of 30-59, 56% were male, including male children, and 42% were female. Homeless children make up 22% of the homeless population and 24% of the shelter population. Data revealed that: 29% had a

disabling condition; 51% were White, 27% African Americans and 26% were Hispanic; 19.8% resided in Stockton. Only 3% were employed, 11% had completed grade 12 or more. The most telling statistic indicated that 47% of these homeless families had been homeless for over one year.

Rise in Unemployment

Data from the US Bureau of Labor Statistics, June 2012 data indicate that unemployment rates in San Joaquin County have increased from 9.7% in 2002 to 16.7% in 2012. During the same time span, rates in California as a whole have increased from 9.7% in 2002 to 11.3% in 2012. Data reported for April of 2011 indicate that the rate of unemployment in the south Stockton area (zip codes 95205 and 95206) is greater than 21%. This high rate negatively impacts the San Joaquin County population as a whole.

Rise in Need for Child Care

Data from the First 5 San Joaquin Updated Data and Information, 2011 Childcare Portfolio (Draft, 2012) indicates that in 2010 there were 10,924 two year old children, 11,204 three year old children and 11,218 four year old children residing in the county. There were 7893 child care slots for 2-5 year old children available in San Joaquin County and 5,274 children were on waitlists to receive child care subsidy. The highest number of requests was for children under two years of age and over 6 years of age.

Additional County Data

Rise in number of Prisoners Released in San Joaquin County

The Congressional Research Service 2011-2012 report indicates that:

- An estimated 30,000 children 4 years and younger have a parent in prison.
- 7% of children will experience their father's imprisonment during their time in school.
- 30% of women and 22% of men in prison have dependent children younger than 4 years of age.
- For 85 percent of mothers in prison, this was the first time they were away from their children for a significant period of time.

Children in homes with incarcerated parents often blame themselves for the absence of their parent, and experience feelings of grief and loss, lowered self-esteem, feelings of embarrassment and shame.

Rise in Need for Quality Education

US Census Bureau Quick Facts (2012) data regarding San Joaquin County education levels versus state levels indicated: 76.7% of adults 25+ years of age in the county have obtained a High School diploma versus 80.7% for the state; 15.5% have obtained a BA+ in the county versus 30.1% for the state. City rates are as follows:

City	HS Diploma	BA+
Stockton	73.7%	17.7%
Manteca	82.5%	15.6%
Ripon	87.4%	27.2%
Tracy	85.5%	21.7%
Escalon	86.6%	14.9%

A comparison of rates of completion of a high school education by race/ethnicity within the county revealed that Hispanics had the lowest rates of high school education completion – almost half of Hispanic adults in San Joaquin County did not complete high school – followed by Asians, with 28.5% of Asian adults having less than a high school education. In all race/ethnic groups, a greater percent of adults in the county had less than a high school education compared to California.

The 2011 San Joaquin County Community Health Status Report reported on data establishing a link between higher levels of education and lower morbidity levels from chronic diseases including stroke, heart conditions, hypertension, diabetes, emphysema and asthma. In addition, they report that compared to college graduates, adults who have not completed high school were three times more likely to be in poor health. They also reported disparities across race/ethnic groups: Hispanic adults are more than twice as likely as white adults to be in poor health; African-American adults are more than 1.5 times more likely than Whites to be in poor health. In summary, it was noted, that higher education can lead to higher paying jobs, with better benefits including health insurance. Limited income can make “everyday life a struggle” resulting in lack of time and energy to make healthy life choices.

In addition, the Congressional Research Service 2011-2012 likened California’s Central Valley to Appalachia in terms of its chronic poverty, low educational achievement and poor health outcomes. In Stockton, the largest city in San Joaquin County’s seat, the unemployment rate clings to double-digit levels; more than a quarter of adults, ages 25 and older, lack a high school diploma; and poverty rates are well above state and national averages.

Community Needs Related to Head Start Services in San Joaquin County

San Joaquin County faces huge challenges including collateral damage from the economic downturn in the nation resulting in increased rates of poverty, high unemployment rates, homelessness, increasing rates of violent crime and crimes against property, and massive reductions in basic services in the communities. Families in San Joaquin County are faced with scarce resources, few job opportunities and those limited jobs are more likely to go to individuals with higher levels of education and/or job training.

Many families in the community are unable to compete for these jobs due to lack of education, skills, English language proficiency and quality child care. Head Start continues to play a vital role in helping children prepare for Kindergarten, as well as helping families gain a foothold on self-sufficiency. There will continue to be increasing pressure and demand on Head Start

dollars as the safety net for low income families continues to contract. In one sense, low income families and children in San Joaquin County are experiencing expanding needs in an environment of contracting resources.

Stockton, the largest city in the county, has declared two fiscal emergencies in the past 2 years and has recently declared bankruptcy. This makes Stockton the largest city in the nation to have ever filed for bankruptcy. The city has one of the highest crime rates in California. The dire economic conditions and high crime rate has resulted in Stockton being identified as one of the “most miserable cities in America” in two out of the past three years (Huff Post San Francisco, 2012).

San Joaquin County continues to rate worse than the state of California on indicators related to income, employment, and poverty. In addition:

- Homeless families have increased in numbers in San Joaquin County and continue to have a need for high-quality, full-day, stable childcare for their children in order to participate in job training programs, obtain employment, and find affordable housing.
- Spanish-speaking families in the county have a continued need for linguistically and culturally appropriate services.
- Pregnant and parenting teens require quality child care in order to attend classes to obtain high school diplomas, GED certificates, and technical certification and/or increase their English language proficiency.
- Low-income families involved in furthering their education, and seeking work or job training, continue to have a need for high-quality, stable child care including extended-day/full-day care to enable them to obtain work, or maintain or extend work hours.
- Children and their families are experiencing high levels of obesity.

Head Start Family Attributes 2011-2012

2012 Program Information Report (PIR)

Racial/Ethnic Distribution of HSCDC Families

Population	Head Start	Early Head Start
Caucasian	70.4%	75.0%
Black	14.0%	13.0%
American Indian & Alaska Natives	0.01%	0.008%
Asian	0.09%	0.048%
Native Hawaiian & Pacific Islanders	0.01%	0.008%
Persons Reporting 2 or more Races	0.04%	0.06%
Hispanic or Latino Origin	66.5%	72.8%
Non Hispanic, Non Latino	33.0%	27.0%

HSCDC Families' Identified Needs

Data from the PIR indicated that 60% HS families and 22% of EHS families required crisis assistance in areas including but not limited to housing/homelessness, substance abuse, child abuse, domestic violence, and incarceration.

A comparison of numbers of families who received assistance/referrals in the following areas:

	Numbers of Families Head Start		Numbers of Families Early Head Start/EHS Expansion	
	2010-2011	2011-2012	2010-2011	2011-2012
Emergency Crisis	1167	964	229	144
Housing	632	575	116	68
Mental Health	150	173	20	28
ESL	758	641	85	57
Adult Education	1571	1526	259	284
Job Training	872	860	107	64
Substance Abuse Prevention/ Treatment	114	87/61	26	8/6
Domestic Violence	98	60	16	13
Child Abuse and Neglect Services	115	94	22	47
Child Support	119	110	44	21
Health Education	2698	2706	462	546
Incarcerated	32	49	3	5
Parent Education	2908	2832	495	580
WIC	1761	1735	513	449
Homeless	63	77	31	17
Acquired Housing	43	47	22	9
SNAP		1574		313
Military Families		33		9
Marital Education		61		10

A review of this data indicated:

- A high percentage of families required assistance during crises but overall numbers requiring crisis intervention between 2010 and 2012 decreased
- An increase in numbers of families requiring assistance in the areas of mental health, homelessness (HS only) and incarceration
- A decrease in numbers of families experiencing need for assistance in critical social services areas including job training, substance abuse prevention and treatment, domestic violence, homelessness (EHS), and ESL.

Given the multiple issues impacting San Joaquin County residents such as poverty, unemployment, foreclosures, crime, and homelessness, the high number of HSCDC families dealing with crises is understandable.

The 2012 HSCDC Community Assessment revealed that families in San Joaquin County are dealing with increased rates of poverty, unemployment, homelessness, crime, teen

pregnancies, infant mortality, and obesity. In addition, families are coping with issues related to incarceration, limited child care and hunger. These kinds of issues are closely connected with rates of violence, child and adult abuse, mental health issues, separation, divorce, anger control, etc.

Head Start family needs parallel these community issues. Head Start data indicates that there are large numbers of families in crisis who require support in multiple areas including but not limited to homelessness, coping with family members who are incarcerated, dealing with mental health issues. Head Start data around needs for support in finding employment, developing job skills, domestic violence and finding housing (EHS only) showed surprising decreases between 2010 and 2012 in numbers of families requiring assistance in these areas.

In summary, the 2012-13 PIR data and the 2012 Parent Survey, found in *Attachment A* of this application, revealed the following needs:

A high percentage of families required assistance during crises but overall numbers requiring crisis intervention between 2010 and 2012 decreased

- An increase in numbers of families requiring assistance in the areas of mental health, homelessness (HS only) and incarceration
- A decrease in numbers of families experiencing need for assistance in critical social services areas including job training, substance abuse prevention and treatment, domestic violence, homelessness (EHS), and ESL.
- 32% of the adults lacked a high school diploma or GED
- 38% needed to learn to speak English
- 11% of adults were interested in learning to read and write
- 32% of the adults were interested in vocational or job training
- 41% of the households contained adults who are unemployed
- 65% of the parents/guardians were receiving WIC
- 63% were receiving Food Stamps
- 57% of parents/guardians receive free/reduced meals
- 13.5% indicated that they did not have enough food
- 15% indicated a need for free lunches over the summer
- 36% of the households needed summer childcare in order to work or attend school
- 34% indicated a need for childcare up to 6 hours in order to work or attend school
- 17% of the parents/guardians had fears around becoming homeless
- 16% of the respondents were living with someone else because they could not afford housing (doubling up) needed to ensure family self-sufficiency

HSCDC family needs reflect many of those of the larger San Joaquin County community. HSCDC families have concerns related to completing their education, obtaining employment and/or job training, learning English, housing, and fear of homelessness. In addition, HSCDC families indicated a need for extended day/full day and full year child care. Full-day, full-year child care

provides support to families seeking employment, needing childcare for extended hours of work, in process of completing education, and/or job training.

During the 2011-2012 program years, the HSCDC Child Family Resource Department (composed of health, nutrition and mental health professionals) received over 200 referrals of children and families. Given the economic issues facing the county, it is anticipated that the need for services provided by this department will increase greatly. Review of community mental health services indicates delays in assessment of child/behavioral mental health problems of up to 3 weeks for other than crisis issues and a lack of services supporting relationship development, which impacts family well-being. HSCDC staff is able to provide timely assessment and interim services until families can be connected to ongoing community services.

As of the 2012-2013 program year, the Manager, Family and Community Partnerships, a certified trainer for the Family Development Credential through the University of Connecticut and Cornell University, will provide ongoing certification training to family services staff. This will enable family services staff to become credentialed in Family Development. This training provides staff with 90 hours of training in strength-based assessment, goal setting, strategies to support families in developing their own goals, communication skills, facilitation skills, supporting families' connections to their peers and communities, etc. They will develop expertise. This intensive training will support family service staff in identifying and developing plans for families with intensive needs.

HSCDC has agreements with local graduate schools for social work for the placement of both Social Work and Marriage, Family Therapy trainees and interns to provide support to families and staff in areas related to adult and family social services and mental health. Mental Health staff including an MSW and Licensed Marriage, Family Therapists is available to provide ongoing consultation to Specialists, trainees and interns.

Spanish-speaking families in the county continue to have a need for linguistically and culturally appropriate services. Homeless families continue to have a need for high-quality, stable childcare for their children in order to participate in job training programs, obtain employment, and find affordable housing. Parenting teens require child care during the hours they are in classes to obtain high school diplomas, GED certificates, and technical certification and/or increase their English language proficiency. Pregnant teens need supportive services to ensure positive pregnancy outcomes. Low-income families involved in furthering their education, and seeking work or job training continue to have a need for high quality, stable child care to enable them to obtain work, or maintain or extend work hours.

HSCDC Children's' Identified Needs

2012 Outcome Reports Areas of strengths and needs by age range were as follows:

Age Range	Dimension	Strength	Need
Three Year Olds	Social-Emotional	Empathy and Caring Initiative in Learning Peer Interactions Friendships Group Participation Relationships/Attachment to Parents Relationship/Attachment to Teachers and Caregivers	Self Awareness Social-Emotional Knowledge/Understanding
	Language and Literacy	Reading: Concepts about Print Alphabetic and Word Print Recognition Literacy Interest and Response Writing Strategies	Reading: Alphabetic Letter Names Comprehension and Analysis of Text Listening and Speaking: Language Use and Conventions Grammar
	Mathematics	Algebra: Classification and Patterning Geometry: Identify Shapes	Number Sense: Numbers and Quantity Number Relationship Algebra: Creating Patterns
	Physical Development	Manipulative Skills, Perceptual-Motor and Movement: Directional Awareness Active Participation	Balance Perceptual-Motor: Body Awareness, Spatial Awareness, Directional Awareness
	Health	Basic Hygiene Basic Health Oral health	Basic Safety Basic Injury Prevention Nutrition
	Creative Arts and Expressions/Visual and Performing Arts	Scores of 29-35% were recorded in this area. Percentages of growth from beginning to final assessment were in the 27% range	
Four Year Olds	Social-Emotional	Empathy and Caring, Initiative in Learning Peer Interactions/Friendships/Group Participation, Relationship/Attachment to Teachers and Caregivers	Self Awareness, Self-Regulation, Social-Emotional Knowledge/Understanding, Social Interactions with Familiar adults, Relationships Attachment to Parents; Close Relationships with Teachers and Caregivers, Relationship/Friendship
	Language and Literacy	Listening and Speaking: Language Use & Conventions, Reading: Literacy Interest and Response	Listening and Speaking: Language Use and Conventions; Vocabulary and Grammar

		Writing; Writing Strategies	Reading: Concepts About Print, Phonological Awareness Alphabetic and Word/Print Recognitions Comprehension and Analysis of Text
	Mathematics	Number Sense: Quantity, Algebra: Understanding of Patterns, Measurement: Comparing, Ordering, Measuring, Mathematical Reasoning: Problem Solving	Number Sense: Counting and Quantities; Relationships and Operations Algebra: Classification and Patterning
	Physical Development	Static Balance Loco-motor Skills-Walk and Run Manipulative Skills	Moving Balance Loco-motor Skills-Jump and Hop Perceptual-Motor Skills: Spatial Awareness Directional Awareness
	Health	Basic Hygiene Basic Health Oral Health Wellness	Basic Injury Prevention Nutrition
	Creative Arts and Expressions/Visual and Performing Arts	Scores of 47-52% were recorded in this area. Percentages of growth from beginning to final assessment were in the 37% range	

Trends identified from Outcomes Reports indicate both 3 and 4 year olds exhibited strengths in the Social-Emotional and Physical dimensions; needs areas included mathematics, language and literacy, safety and health and the creative arts. Some areas such as language, literacy, and mathematics included areas of strength at basic levels or specific skills and weaknesses at more advanced levels.

Dual Language Learners

Outcome measures reflect findings on 332 children whose ethnicity was as follows: 94% Mexican; 1% non-Spanish/Latino; 3% unknown Hispanic origin. The primary languages of these children were identified as 94% Spanish speakers and 6% English speakers. English Language learners were assessed on two measures, "Demonstrates Progress in Listening to & Understanding English", and "Demonstrates Progress in Speaking English".

Children were rated on scales from 0-9 indicating skills at beginning, progressing, increasing and advancing levels. There were no expectations tied to age ranges. Findings at the time of final assessment were as follows:

Demonstrates Progress in Listening to and Understanding English

Age Range	Beginning	Progressing	Increasing	Advancing
Three Year Olds	14%	30%	38%	18%
Four Year Olds	14%	22%	38%	26%

More than half of HSCDC preschool DLL children demonstrate increased proficiency in listening to and understanding English by the end of the program year.

Demonstrates Progress in Speaking English

Age Range	Beginning	Progressing	Increasing	Advancing
Three Year Olds	20%	38%	27%	15%
Four Year Olds	22%	32%	32%	15%

Nearly one half of HSCDC preschool DLL children demonstrated increased proficiency in speaking English.

CLASS Data

During the 2011-2012 program years, Specialist staff assessed teacher-child interactions in 63 classrooms utilizing the Classroom Assessment Scoring System (CLASS). Areas of strength included: high Positive Climate; low Negative Climate; Teacher Sensitivity; Regard for Student Perspective and Productivity. Three need areas were identified: Concept Development; Quality of Feedback; and Instructional Learning Format. In addition, 13 classes were reviewed during the HSCDC annual Self-Assessment (January 2012). Findings were consistent with year-long findings. The areas of identified need will be addressed in the Training and Technical Assistance Plan.

Low performance in Concept Development; Quality of Feedback; and Instructional Learning Format contribute to low Outcome in areas such as mathematics, language and literacy, and progress of Dual Language Learners.

HSCDC children need support in the areas of mathematics, language and literacy, safety and health and the creative arts. Dual language learners continue to need culturally and linguistically appropriate services. In order to support children's learning in these areas, HSCDC education staff needs training, coaching and mentoring in Concept Development; Quality of Feedback; and Instructional Learning Format as well as culturally and linguistically responsive practices.

Gaps in Early Childhood Education Services

Currently the Early Head Start program has 430 slots including those for expectant families. There continues to be a compelling need for additional Early Head Start spaces in San Joaquin County. The San Joaquin County Head Start is funded to serve 2,631 Head Start slots, 430 Early Head Start slots, for a total of 3,061 slots. This means that an estimated 6754 age and income eligible children were not served in San Joaquin County through the current federal Head Start grant.

Head Start Management Strategies

In order to continue to address the specific challenges and needs of children and families residing throughout the county, San Joaquin County was divided into three regions; northern, central and southern. These areas focus on the unique challenges and gaps in services in these regions.

A Program Operations division for these three areas has been implemented under the oversight and supervision of a Director for Program Operations. This Director supervises three Program Managers. One of these Program Managers has oversight and supervision of Early Head Start, the Home-Based programs, family child care and sites housing both Head Start and Early Head Start. The other two Program Managers have responsibility for oversight and supervision of the collaborative programs, full-day, full year and part-day, center-based options. The Managers of Program Operations provide supervision to Education Specialists. Education staff is under the direct supervision of the Specialists. The Manager of Family and Community Partnerships who is responsible for program governance and community engagement provides oversight and supervision to the ERSEA Department and to Specialists for Family Services. These Specialists provide supervision to Family Services Workers.

The Manager of Family and Community Partnerships provides supervision to 6 Specialists for Family Services. Head Start Family Services staff is under the direct supervision of these 6 Specialists

A Child and Family Resources Department, under the supervision of the Manager for Disabilities, Health, Mental Health and Nutrition provides staff training, consultation and support to enable them to provide services to children and families with moderate to severe health, behavioral and/or mental health difficulties. In addition, they are available to provide education, family services and Specialist staff ongoing consultation and support. Content Area Experts in this department include: Nurse Coordinator; Licensed Mental Health staff; Registered Dietician; Mental Health Liaison.

Program Goals and Objectives for the 2013-2016 grant-period

HSCDC goals for the 2012-2015 program years reflect both the needs identified from the community as well as those facing the county as a whole.

The following sections describe the Three Year Goals and Objectives. These sections also describe the program approach and strategies that will be employed by the Grantee and Delegate agency to achieve these three primary goals.

The Community Assessment for 2012, the 2011-2012 Program Information Report, the 2012 Parent Surveys, 2012 Outcomes Report, and CLASS findings were used to support the implementation of the following Three Year Goals for HSCDC.

Head Start

GOAL #1: School Readiness

HSCDC staff will enhance parents/guardians in their roles as first teachers of their children; increase their skills in advocating for their children's education in the community and promote life-long learning.

Objective 1.1 HSCDC staff will support parents/guardians in their roles as first teachers of their children by partnering with them in the development of educational goals, objectives, and strategies that support children's learning and strengthen parents' advocacy skills.

Objective 1.2 HSCDC will support families' connections to the community including local schools, and community-based agencies that support life-long learning.

Objective 1.3 The 2013-2016 program budget includes funds to support training including but not limited to: curriculum planning, parent leadership skills, parent advocacy, transition planning, intentional learning, school readiness activities.

GOAL #2: Family Engagement

HSCDC staff will support families as lifelong learners, facilitate long-term family stability, and promote strong connections to peers and community through a cadre of family services staff that possesses theory, knowledge, and experience in developing goal-directed relationships with families.

Objective 2.1

HSCDC family services staff with knowledge, skills and experience will support families in reaching their goals by enhancing healthy self-reliance through identifying family aspirations, building on existing family strengths, partnering in setting and working towards life/educational/career goals and encouraging the use of relevant community resources.

Objective 2.2

HSCDC family services staff that are both knowledgeable and skilled will support families in: identifying and enhancing peer/community connections through the development of family support groups to enhance relationships with children and peers; and through memberships in parent advocacy/leadership groups within the community.

Objective 2.3

The 2013-2016 program budget includes funds to support training including but not limited to: family engagement, relationship development, goal-setting, working with families living in poverty, building partnerships, leadership skills, advocacy, and readiness activities.

GOAL #3 Family Well-being

HSCDC staff will support parents/guardians/expectant families in promoting the health, well-being and development of their families including pregnant women, infants, toddlers and preschool and school-age children through health/nutrition education that supports positive lifestyle practices.

Objective 3.1

HSCDC staff will support parents/guardians/expectant families to identify the connections between the success of their children in school, the well-being of the family and health life practices including: regular prenatal and postnatal care; breastfeeding; regular medical and dental care; balanced nutrition; regular physical exercise; routine health practices; and disease prevention activities.

Objective 3.2

HSCDC staff will support increased connections to and collaborations with community agencies involved in supporting and providing: nutrition education; physical activities; prenatal and postnatal care; education on healthy lifestyles for pregnant women and families with young children.

Objective 3.3

The 2013-2016 program budget includes funds to support training including but not limited to: health practices, disease prevention, nutrition, prenatal and post natal care, breastfeeding.

School Readiness Goals for Preschool Children

In response to the Improving Head Start for School Readiness Act of 2007 and the School Readiness in Programs Serving Preschool Children Program Instruction (ACF-P10HS-11-04), HSCDC developed and adopted comprehensive school readiness goals. These goals were aligned with Head Start Child Development Early Learning Framework, California Infant/Toddler Learning and Development Foundations, Teaching Strategies Gold and the Creative Curriculum for Infants, Toddlers and Twos.

The goals were shaped by input from the national, state and local Head Start communities, San Joaquin County Community Assessment findings, local school district expectations, as well as parent/guardians of Head Start children.

Social and Emotional Domain:

Children will recognize and regulate emotions and develop positive relationships with adults and children. Children will understand themselves, their roles and relationships to their family and community while respecting the rights and differences of others.

- ❖ Children will establish and sustain positive relationships and interactions with adults and children.
- ❖ Children will regulate and manage their own emotions, behaviors, feelings and follow classroom rules as appropriate for their developmental level.
- ❖ Children will participate cooperatively and constructively with others.

Language and Literacy Domain:

Children will demonstrate the use of language and literacy through the increased use of complex vocabulary, conventional grammar, phonological awareness, alphabet knowledge and emergent writing skills. This includes children who are dual language learners who will show progress in understanding and speaking their home language while being exposed to English.

- ❖ Children will demonstrate phonological awareness including identifying and discriminating rhymes, alliteration and sounds within words.
- ❖ Children will demonstrate book knowledge as well as alphabet knowledge by identifying, naming letters, using letter-sound knowledge and knowing what a book is and how to use it.
- ❖ Children will demonstrate emergent writing skills.
- ❖ (DLL) Children will demonstrate progress in listening to and understanding English.
- ❖ (DLL) Children will demonstrate progress in speaking English.

Approaches to Learning Domain:

Children will demonstrate increased interest and attention in initiating learning opportunities, persistence to challenging tasks, and creativity.

- ❖ Children will demonstrate persistence, sustained attention when working with materials, activities and information.

Cognition and General Knowledge Domain:

Children will demonstrate knowledge of mathematical and scientific concepts.

- ❖ Children will explore and demonstrate number concepts and operations, spatial relationships, patterning, comparison and measurement skills.

- ❖ Children will use observation, manipulation, asking questions, making predictions, and developing hypotheses to gain a better understanding of the natural and physical world.

Physical Well-Being and Motor Development Domain:

Children will participate in active play and activities to develop increased control of gross and fine motor skills. Children will demonstrate independence in making safe and healthy life choices.

- ❖ Children will control small muscles for manipulation, fine motor strength and coordination.
- ❖ Children will demonstrate gross motor skills such as traveling, balancing and manipulative skills.
- ❖ Children will demonstrate safe and healthy life choices through hand washing, tooth brushing, making nutritious food choices.
- ❖ All children will have medical/dental homes as well as be up to date on immunizations and physical/dental examinations.

Parents/Families:

Parents and families will be engaged in their children's learning and advocate for their children to ensure school readiness and long-term lifelong success for their children.

- ❖ Parents will demonstrate ongoing nurturance of learning and development for themselves and their children by ensuring their child's attendance, advocating for their children's individual needs and becoming engaged in leadership positions in the community.

PROGRAM APPROACH: HEAD START

Head Start Child Development Council, Inc. provides comprehensive educational, health, disabilities, mental health, nutrition, and social services to children 3 years to school age, and their families. The program is guided by the Code of Federal Regulations Section 45 Head Start Performance Standards, HSCDC's Service Area Plans, policies and procedures.

HSCDC maintains child-to-teacher ratios based on the most restrictive state/federal regulations. Adherence to these regulations is monitored regularly by the State of California, the Grantee, and by HSCDC's internal monitoring system. Smaller teacher-child ratios ensure that each child gets individualized attention. To increase the adult-child ratio, the agency actively encourages the participation of parents, family members and community volunteers.

Head Start Program Options

Head Start program services are provided in the following settings: part-day center-based programs that currently operate 3.5 to 5 hours daily; six hours without partnering agencies; full-day/full-year centers with partnering agencies providing over 6 hours of services to Head Start children; full-day centers on high school campuses with numbers of days of operation tied into the school year calendar; and in family childcare homes. The program also offers home-based programs (1 visit weekly for 32 visits annually and 2 group socializations activities monthly for 16 group socializations annually).

In partnership with school districts, faith and community-based organizations, HSCDC provides services at 78 center-based sites in communities throughout San Joaquin County, including: Stockton, all towns in the South County area, communities in the north and east (Linden). In addition, home-based services are available throughout the county including the unincorporated areas of the county.

Services will be provided under the following Program Options to 2631 Head Start children.

Center Based Part Day	Center Based Full Day	Home Base	Family Childcare
2251	296	50	34

Part-day program services not operating on school district campuses begin after Labor Day with planned home visits to orient the child and family to Head Start, discuss child and family rights, mandatory child abuse reporting laws, expectations for the program year, and initiate discussion of the transitioning process for children with disabilities. Children are offered small group experiences in the classroom to familiarize them with the environment and classroom routines. Parents/guardians are provided a classroom orientation to promote classroom participation and engagement in the program. Part-day program services operating on school campuses generally operate according to school district calendars. The full-day, full-year programs operate year-round with new children entering the program to replace vacated slots of children leaving for kindergarten. The full-day, part-year programs serving teen-aged mothers follow the school calendar when parents are in school. During summer months teen parents receive weekly (6) home visits from the HSCDC Specialist staff focusing on family engagement, attachment, and relationship development.

HS Program Options	Number of Slots 2/1/13	Classes /FCCC/ HB Units 2/1/13	Class Hours 2/1/13	Class Days 2/1/13	Home Visits	Home Visits Home Based Only	S O C I A L S
Center Based Part Day	2231	114	4	160	2		
Center Based Part Day				160	2		
Center Based Part Day	20	1	5	160	2		
Center Based Full Day	20	1	7	183	2		
Center Based Full Day	276	14	10	246	2		
Center Based Full Day					2		
Home Based	50					32	16
Family Childcare	34	10	10	246	2		

Head Start Early Childhood Development and Health Services

School Readiness

In response to the Head Start School Readiness Act of 2007 and the School Readiness in Programs Serving Preschool Children Program Instruction (ACF-P10HS-11-04), a School Readiness Plan has been developed and adopted which describes how HSCDC will intentionally integrate program services to improve the school readiness outcomes for children and families. Embedded in the School readiness goals is the recognition that parents/guardians are children's first teachers. The goals incorporate the five essential domains of Social and Emotional Development, Approaches to Learning, Language and Literacy, Cognition and General Knowledge, and Physical Development. School Readiness Goals were adopted for children 0-5 and families including expectant families. The goals for preschool aged children were aligned with the Head Start Child Development Foundation, and the California Preschool Learning Foundations. The goals were also developed in alignment with local kindergarten expectations. In addition, the goals are aligned with HSCDC's curriculum and TS Gold Assessment Tool.

Parents/guardians are supported in their roles as first teachers of children through provision of parent education, home-school activities and advocacy training to enable them to continue their engagement in their children's education.

HSCDC staff works intensively with parents/guardians, children and the community to prepare children for successful transitions. This includes transitions into Head Start and from Head Start into kindergarten and other educational settings. Staff also works with receiving schools and communities to prepare them for transitioning children.

Prior to transition, children are provided opportunities to visit kindergarten classrooms or other educational settings. The HSCDC curriculum for children transitioning to kindergarten includes a focus on those skills necessary for success in kindergarten classrooms including carrying out activities at a "desk", following increasingly complex verbal directions, and making independent activity choices, etc. Information is obtained from receiving schools and shared with parents/guardians about academic expectations, rules regarding child conduct, roles of parents/guardians, etc. With parent/guardian written consent, HSCDC provides information to receiving schools about children's current functioning levels, learning styles and interests, temperament, observations related to progress, specialized health and behavioral plans. At parent/guardian request, Specialists may be available to meet with receiving schools to discuss strategies to ensure child success. This information would enhance the receiving school's ability to meet the needs of HSCDC's transitioning children.

HSCDC works in partnerships with all local school districts through Memoranda of Understanding (MOU) to support smooth transitions for HSCDC children with disabilities from HSCDC to kindergarten, special day classes, etc. These agreements detail mutual responsibilities for information sharing regarding registration, parents' rights and responsibilities, and information exchange. Parents/guardians of children with disabilities transitioning from HSCDC to regular class placements or special day classes will receive: information regarding parents' and children's rights; advocacy training; and opportunities to observe in classrooms with Specialist support. Specialists are available to participate on Student Success Teams at the receiving schools.

Screenings

At the time of registration and intake, child developmental and health information is obtained. This information is reviewed by a Specialist to identify children with developmental, health, behavioral, and/or nutritional issues requiring specialized plans prior to entry. Multidisciplinary teams including a Registered Nurse, Licensed Mental Health professional, and a license Dietician are available to meet with parents and guardians to develop health plans for children with moderate to severe issues with the goal of ensuring the child's health, safety and participation in all aspects of the program. Specialists have been trained by licensed health staff to develop individualized health plans for children with uncomplicated asthma or febrile seizures. Recommendations regarding most appropriate placement, staffing, and schedules are made at this time.

All enrolled children are screened by education staff within 45 days of entry with the Brigance Inventory of Early Development. Behavioral screenings of all enrolled children are completed

by education staff on the Devereux Early Childhood Assessment (DECA) within 45 days of entry. Enrolled children previously identified through the review of registration and intake documents as "at risk" for developmental and/or behavioral difficulties are targeted for early screening. Sensory screenings (vision and hearing) are completed by the family health care provider, family services staff or home visitor. Follow-up will be initiated for all children identified as "at risk" for developmental, behavioral and/or emotional difficulties. Follow-up may include the development of "Watch and Consult" plans, referrals to HSCDC Specialists, Content Area Experts, SELPAs, and/or community providers.

HSCDC has current Memoranda of Understandings (MOUs) with all local SELPAs to refer children identified through screening and assessment as needing in-depth evaluation.

The agency currently has a two-tier process to respond to children at risk for health, behavioral, and/or mental health difficulties. Specialists have been trained by licensed health and mental health staff to develop specialized health plans and basic behavioral plans for children with mild health conditions and those demonstrating behavioral difficulties of low frequency, intensity and/or duration. They provide consultation and support to parents/guardians and staff on the implementation of these plans. Children with moderate to severe health conditions are referred to the HSCDC Nurse Coordinator those with moderated to severe behavioral/mental health issues are referred to HSCDC licensed mental health professionals for assessment, program planning, and referral to outside community agencies as appropriate. In addition, MOUs with National University and California State University at Stanislaus have resulted in field placements of interns and trainees who provide support at the classroom level in the management of children with behavioral difficulties. Mental health staff collaborates with staff from the local County Mental Health, Children's and Adult Services to ensure timely evaluation and treatment of HSCDC children and families as needed.

Assessment

All enrolled children are assessed by education staff using the Teaching Strategies Gold (TSG), a research-based assessment tool. Two of the measures assessed on this instrument provide a measure of English language proficiency for non-English speaking children 3-5 years of age. The results of the assessment are used as the basis for developing individualized plans for children and overall curriculum development.

HSCDC has current Memoranda of Understandings (MOUs) with all local SELPAs to refer children identified through screening and assessment for needed in-depth evaluation.

Behavioral assessment and intervention services for children with mild to behavioral difficulties are provided by assigned Specialists. Licensed Mental Health professionals conduct assessments and provide services to children and families with more severe difficulties. In addition, MOUs with National University and California State University at Stanislaus have resulted in field placements for interns and trainees who have provided support at the

classroom level in the management of children with behavioral difficulties. Mental health staff works with staff from the local County Mental Health, Children's and Adult Services to ensure timely evaluation and treatment of HSCDC children and families. The results of assessment will be used as the basis for individualized plans for children and overall curriculum development.

Curriculum

Creative Curriculum, a research-based, standardized, developmentally, linguistically and culturally appropriate curriculum, and its integrated assessment system, has been adopted for center and home-based options. Creative curriculum addresses children's skills acquisition including: social-emotional development, including attention, persistence, task completion, and compliance, oral language development and pre-reading skills, oral math development and pre-math skills, general knowledge, and physical development. The Creative Curriculum philosophy and interest areas serve as the basis for the "Pathways to Practice", a tool which details methods of implementing the Creative Curriculum. A series of thematic units are used to support individualization, classroom practices, and home/community connections. These themes are incorporated into the socialization activities for home-based families. Themes and specific curricular activities in the areas of health and nutrition are included.

All Specialist staff, Program Managers, Program Operations Director, and Managers for Education, Disabilities, Health, Mental Health and Nutrition are certified on the Classroom Assessment Scoring System (CLASS). All education staff has been trained on the CLASS assessment process. All classrooms will be assessed with the CLASS instrument twice yearly as part of the ongoing monitoring process. Information from these assessments is used to plan for staff professional development, ordering of classroom materials, modifications to curriculum, and the development of Training and Technical Assistance Plans

Child Environments

The Reggio Emilia's philosophy has been implemented throughout the program in the area of environment development. This is a natural environment approach based on respect, responsibility, and inclusion of elements which reflect children's interests as well as their homes and communities. All classrooms are furnished with materials that promote a "home-like" atmosphere. The use of family photos and materials from the children's homes enhance both the multicultural and home-like aspects of the classrooms. Specialists have been trained in the Reggio Emilia environmental model.

Health Services

Information regarding the health needs of HSCDC families as well as data from the Community Assessment identifying community health challenges indicates a continued need to address critical health issues through health education and intensive family case management.

The 2012 HSCDC Community Assessment revealed the following community health challenges: obesity; high teen birth rate especially in the Hispanic/Latina population; high infant mortality rate especially in the African-American population.

In May 2012, 458 (12%) parents/guardians completed the HSCDC Parent Survey. Results of the surveys indicate:

- 16% had household members without medical insurance
- 31% had household members without dental insurance
- 13% of these families indicate that not all household members got medical care; 30% indicated that not all household members obtained dental care
- 34% of these families indicated that a household member has had difficulty obtaining either medical or dental care
- 32% had a household member with asthma
- 11% had household members with other chronic illnesses
- 9% of respondents requested information about prevention of obesity
- 8% had a household member who is pregnant, only 10.6% are receiving prenatal care

At the time of registration and intake, child developmental and health information is obtained. This information is reviewed by a Specialist to identify children with developmental, health, behavioral, and/or nutritional issues requiring specialized plans prior to entry. Training was provided to all Specialists by the Nurse Coordinator on the development of specialized health plans for children with mild health conditions including uncomplicated asthma, febrile seizures, skin conditions, and seasonal allergies. Multidisciplinary teams including a Registered Nurse, Licensed Mental Health professional, and a license Dietician are available to meet with parents and guardians to develop health plans for children with moderate to severe issues with the goal of ensuring the child's health, safety and participation in all aspects of the program. In addition, the Nurse Coordinator is available to develop specialized health plans, provide training and support to Specialists, education staff and parents/guardians in cases of children with diagnosed health impairments and/or rare medical conditions. Recommendations regarding most appropriate placement, staffing, and needed modifications to curriculum/schedules are made at this time.

All enrolled children are assessed with the Teaching Strategies' Gold (TSG) assessment tool. Fifteen of the measures on this instrument provide information on children's basic hygiene, health practices, oral health, nutrition, basic safety, and injury prevention. Families without health or dental insurance are assisted by HSCDC family services staff/home visitors through referrals to Medi-Cal, Healthy Families, and Healthy Kids, the Gateway Program (emergency insurance) or other local resources. Resource lists indicating individual and clinic providers of medical and dental services are available for parents/guardians. Children with health impairments which qualify them for IEPs are case managed by Specialist staff. Parents/guardians of children identified as either overweight or underweight receive educational information from family services staff on nutrition and exercise.

The HSCDC Health Services Advisory Committee (HSAC), which is composed of parents/guardians, public health staff, community physicians, and staff from other community agencies, meets three times per year to provide guidance to the program in identifying community health needs, health patterns and trends, changes in periodicity requirements, and emerging community issues. A physician participant on the HSAC meets monthly with the local *Association of Pediatricians* to discuss the needs of HSCDC children and review HSCDC medical requirements, such as diagnosis, lead and T.B. risk-assessments to ensure completeness of physicals and needed documentation by local physicians.

Ongoing meetings of HSCDC's Health Services Advisory Committee have resulted in:

- Expanded collaborations with the local Public Health agency
- The ability to rapidly address emergency health issues in HSCDC and the community
- More effective communication with community health providers and insurance companies providing services to low-income children
- Support in obtaining more "complete" physical examination from the medical community

Given San Joaquin County issues related to the health and well-being of children and families as well as HSCDC parent's health and medical concerns, HSCDC will be moving towards ensuring that all children and families have comprehensive, integrated Wellness Plans. Specialists with expertise in social provision will support these efforts.

HSCDC has representatives on the Public Health Obesity and Chronic Disease Task Force. This group has developed a five year strategic plan to address emerging health issues in San Joaquin County, which includes diabetes, asthma, black infant health issues, and childhood obesity. Training has been provided to family services staff by the Nurse Coordinator to enable them to provide health education to parents/guardians on issues related to over and underweight children.

Parent, Family and Community Engagement

HSCDC staff work with parents/guardians to identify family needs, interests, strengths and to develop plans to support family growth and development. The family assessment and partnership process has been enhanced by the implementation of the Results Oriented Management and Accountability (ROMA) framework and principles. Families are assessed in 10 areas including employment, education and literacy status, family relationship development, housing, income management, nutrition and health. In addition, this tool enables families to identify where they are on their journey towards self-sufficiency. This family assessment tool also includes a query regarding the families' involvement with other community service agencies and the existence of any pre-existing plans. During the first month after entry, family services and education staff meet with Specialists for review of child and family information, and to identify "at risk" and "severe" risk families. Preliminary decisions as to families' needs

for intensive case management are made and cases assigned to either family services or Specialist staff.

Father Engagement

HSCDC initiated a fatherhood program to strengthen the role of the father in the family utilizing the Office of Head Start supported curriculum "Las Manos De Papá". The primary goal was to strengthen the relationships between fathers and children and ensure lifelong involvement in their children's education. Staff established "Fatherhood Corners" (comfortable seating, photos of fathers, children and family members, books) in classrooms to ensure that fathers felt welcome. The initial pilot program was successful with more than 24 fathers participating in monthly meetings and volunteering to read to the children in the classrooms. Monthly meetings focused on the differing roles of men and women, effective parenting, positive discipline, spending "quality" time with children, and blended families. This program was recognized by local media during a Father's Day celebration. HSCDC will continue to focus on father engagement throughout the program.

Community Partnerships

The Grantee and Delegate continue to work to strengthen and sustain current partnerships, solidify new partnerships, and pursue and connect with potential partners in order to meet the needs of the San Joaquin County Head Start and Early Head Start pregnant women, children, families, and the community.

HSCDC has multiple partnerships in the areas of health, child care, general and special education, child and family literacy, nutrition, homelessness, mental health, family relationships, economic development, child and family welfare to ensure that HSCDC children and their families have access to a broad range of services. These partnerships include: San Joaquin County Public Health, community health clinics, managed health care organizations (HMOs), local dental schools, local mental health organizations, Part C agencies and all local SELPAs; local colleges and universities, and formalized agreements with all local school districts to facilitate kindergarten transitions. In addition, the agency has agreements with ten local private family child care providers, through the Family Child Care Program Option which are facilitated through a partnership with Family Resource and Referral Agency of San Joaquin County.

HSCDC has representatives on major San Joaquin County community work groups, including:

- ***City of Stockton Homeless Task Force*** whose task is to develop a 10-year plan to tackle chronic homelessness. Participation enables HSCDC to more readily access services for enrolled children and their families from agencies such as: City of Stockton; San Joaquin County Public Health; San Joaquin County Behavioral Health; Housing Authority of San Joaquin County; agencies serving homeless teens, including

pregnant teens; for-profit housing agencies; and other faith and community-based agencies serving homeless children and families.

- **First 5 San Joaquin Advisory Board** which was created as a result of a State of California mandate to assist in guiding the direction of First 5 funding within the counties. HSCDC's participation on this board ensures a connection to all Local Education Associations, non-profit child care agencies, public health, government agencies, and a local Fatherhood programs.
- **Breastfeeding Coalition of San Joaquin County** whose goal is to create a healthier San Joaquin County through the promotion and support of breastfeeding. This coalition is comprised of 20 agencies including San Joaquin County Public Health, local hospitals, lactation trainers, and WIC agencies.
- **San Joaquin County Hunger Task Force** which consists of more than 30 nutrition, faith-based, education, and community-based agencies and is charged with reducing or ending hunger and food-insecurity in Stockton and San Joaquin County. The group has worked to increase Food Stamp outreach programs, Food Stamp usage, enhance nutrition and cooking educational programs, and has developed a Mobile Farmers' Market which serves children and their families at eight Head Start/Early Head Start sites.
- **Public Health Childhood Obesity and Chronic Disease Task Force** whose task is to develop a ten year plan to tackle obesity and chronic disease in the county. The most recent Community Assessment indicates a high obesity rate among the Hispanic population in the County.
- **The Local Child Care Planning Council of San Joaquin County** whose task is to develop comprehensive plans promoting the development of quality child care in San Joaquin County through community education, collaboration, and advocacy. Members include representatives from the community, child care providers, public agencies and child care consumers.
- **The Full Inclusion Task Force** whose task is to ensure coordination of seamless special education services for children with disabilities and their families. The task force is comprised of members of all County Part C agencies and SELPAs.

Eligibility, Recruitment, Selection, Enrollment, Attendance (ERSEA)

HSCDC's centralized ERSEA department, which functions under the guidelines of an approved ERSEA plan, effectively identifies children and families most in need of EHS/HS services.

All source documents including applications, proof of age, income verification, or proof of categorical eligibility are maintained in a secure, confidential environment by the ERSEA Department. All documents are reviewed and verified by HSCDC management staff prior to determination of eligibility.

In addition, copies of intake forms, family assessments, IEPs, and diagnostic reports are maintained in the ERSEA Department. This process is used to facilitate Specialist reviews to

identify children in need of specialized plans prior to entry, and/or ensure appropriate follow-up of children with disabilities.

Waitlists are maintained with information regarding each family's preference for program option, program and site locations. The electronic record-keeping system has a prioritization formula that assigns points based on enrollment priorities including the 10% enrollment requirement for children with disabilities. Enrollment priorities are approved by the HSCDC Board of Directors and Delegate Policy Committee. The existence of the centralized waitlist supports full enrollment.

Once enrollment has occurred, attendance is entered into the electronic record-keeping system on a weekly basis and monitored during the month. Attendance percentages are reported monthly to the Executive Director and the Grantee. Attendance trends are identified and corrective actions are taken to ensure that overall attendance meets the federal mandate of 85% or higher.

Head Start Program Design and Management

The 2012 community needs assessment identified multiple community factors, including but not limited to a rise in: poverty; unemployment; homelessness; teen parents; infant mortality; obesity; crime; foreclosures; and need for child care.

During the 2013-2016 grant cycles, HSCDC will continue to address these and other needs, including, but not limited to:

- Homeless families have increased in numbers in San Joaquin County and continue to have a need for high-quality, full-day, stable childcare for their children in order to participate in job training programs, obtain employment, and find affordable housing
- Spanish-speaking families in the county have a continued need for linguistically and culturally appropriate services
- Pregnant and parenting teens require quality child care in order to attend classes to obtain high school diplomas, GED certificates, and technical certification and/or increase their English language proficiency.
- Low-income families involved in furthering their education, and seeking work or job training continue to have a need for high quality, stable child care including extended day/full day care to enable them to obtain work, or maintain or extend work hours
- Children and their families are experiencing high levels of obesity.

Program Governance

The program governance structure parallels the changes to ensure that all program options are proportionately represented. There are two levels within the governance structure, the Center Committee and the Delegate Policy Committee.

The Center Committee is established at the center level and comprised exclusively of parents/guardians of children currently enrolled at the center level. Center Committees will be established for all program options: center-based, home-based, combination, and family-child care. Center Committees should also be established for specialty programs, such as Expectant families and Collaborative partnerships. Each Center Committee must meet once a month, usually during the first week of the month, at a consistent date and time, as set by the parents.

At the Center Committee level, parents must be engaged in the planning, reviewing, assessment, and problem-solving processes. Each Center Committee will elect one (1) representative and one (1) alternate to participate in two Regional Meetings during the program year. Regional Meetings will be held in each of the three regions (Northern, Central and Southern) in November and subsequently in March to recruit elect, and retain members to participate in the Delegate Policy Committee (DPC), and representatives and alternates to the Grantee's Policy Council (PC).

There are a total of 28 representatives for the DPC; and 9 representative and 9 alternates for the Grantee's PC. All Head Start and Early Head Start program options and specialty programs, part-day, full-day, family child care, home-based, combination, collaboration are proportionately represented.

Management Systems and Procedures

In order to better address the specific challenges and needs of children and families residing throughout the county, changes were made to the HSCDC agency structure. The county was divided into three regions; northern, central and southern. These areas will focus on the unique challenges and gaps in services in these regions.

A Program Operations division for these three areas was implemented under the oversight and supervision of a Director for Program Operations. This Director supervises the:

- Manager, Program Operations responsible for Early Head Start program, the Home-Based and Family Childcare options, and sites housing both Head Start and Early Head Start.
- Two Managers, Program Operations responsible for collaborative programs, full-day, full year, and part-day, center-based options.

The Managers of Program Operations provide supervision to 20 Education Specialists. Head Start Education staff is under the direct supervision of these Specialists.

The Manager of Family and Community Partnerships provides supervision to 6 Specialists for Family Services. Head Start Family Services staff is under the direct supervision of these 6 Specialists

HSCDC currently employs 247 educational personnel in the Head Start program and 75 Family Service Workers with an average caseload of 40 families. The agency also employs qualified professional staff in education, health, disabilities, mental health, and nutrition to support education and social services staff in order to ensure the well-being of children and families.

These Specialists provide integrated support and ongoing consultation to education and family services staff, as well as parents/guardians, in education, health, disabilities, mental health, nutrition, and social services. Specialists with expertise and experience in early childhood education serve as case managers for children with special needs and are the liaison to school districts and agencies providing specialized services. Specialists with expertise and experience in the provision of social services are available to provide supervision and support to family services staff. Under the supervision of the Manager, Education and School Readiness, two additional Specialists positions have been created to support school readiness efforts and curriculum development.

A group of mentor teachers provide ongoing intensive training in literacy and adult learning strategies to education staff; they also work in collaboration with Specialist staff to promote child literacy, curriculum development, and school readiness throughout the program.

As of the 2012-2013 program year, the Manager, Family and Community Partnerships, a certified trainer for the Family Development Credential through the University of Connecticut and Cornell University, will provide ongoing certification training to family services staff. This will enable family services staff to become credentialed in Family Development. This training provides staff with 90 hours of training in strength-based assessment, goal setting, strategies to support families in developing their own goals, communication skills, facilitation skills, supporting families' connections to their peers and communities, etc. They will develop expertise. This intensive training will support family service staff in identifying and developing plans for families with intensive needs.

In an effort to further ensure integrated case management, provide education, family services and Specialist staff training, consultation and support in health, disabilities and mental health and service delivery to children and families with moderate to severe health, behavioral and/or mental health problems, a Child and Family Resources Department has been created. This department is under the oversight and supervision of a Manager of Disabilities and Mental Health. This Manager supervises the:

- Nurse Coordinator, responsible for provision of technical assistance to Specialist staff, liaison work with community health agencies, the local public health agency

- Licensed Mental Health staff responsible for behavioral and mental health assessment, planning and intervention services to children and families with moderate to severe difficulties
- Mental Health Liaison responsible for provision of support to Specialist staff in the implementation of behavioral support plans.

Monitoring

HSCDC has a five-level monitoring system. Monitoring is carried out at different levels by supervisory staff, agency designated monitors, representative from agency departments, and Content Area Experts. Information gathered from Levels 1 through 3 is analyzed at all levels to identify potential systems issues and inform corrective procedures. Health and safety findings identified at these levels are corrected immediately. Systems issues are addressed through the agency's planning and development process. Levels 4 and 5 consist of the reporting of monitoring results and corrective actions to the delegate Executive Director and the grantee Director.

- Level 1 consists of ongoing monitoring by supervisory staff in the areas of health, education, nutrition and social services
- Level 2 encompasses monitoring by agency designated monitors and departments including Facilities, Fiscal and Human Resources
- Level 3 consists of monitoring by Content Area Experts three times a year and includes the agency Self-Assessment.
- Level 4 involves the gathering of all information from Levels 1-3 and reporting to the delegate Executive Director
- Level 5 consist of summative reporting of monitoring results and corrective actions to the Grantee Director

The monitoring process utilizes tools that have been revised to be consistent with the current OHS monitoring protocol. In addition, the Classroom Assessment Scoring System (CLASS) is used as an ongoing monitoring tool at Levels 1 through 3. Additional information is gathered through the use of the ITERS and ECERS, child environment rating scales for infants, toddlers, and pre-school settings. All measurements of compliance and quality are based on the Head Start Performance Standards and California State Licensing requirements.

Recordkeeping, Reporting and Communication

HSCDC maintains electronic and document-based recordkeeping systems to support management systems, fiscal integrity, and program operations. The data systems are maintained to ensure the integrity, confidentiality, and availability of reliable data.

HSCDC 's electronic monitoring database enables staff to collect, store, and track monitoring results, corrections, and verifications with the capability of immediately generating reports for analysis and planning purposes. Monitoring of child and family services is enhanced by the use

of bi-weekly program information reports from the electronic database system that are provided to management and supervisory staff. These reports identify the status of compliance in health and family services as well as information for most of the key PIR indicators.

Program Self Assessment

The agency's annual Self Assessment was conducted jointly with the grantee in January 2012. The Self Assessment included a review of 64 classes including all program options. The OHS monitoring protocol was utilized for the self assessment and provided an opportunity for HSCDC staff to become more experienced with the compliance indicators and the targeted questions, in a mock review setting. All program options were reviewed including Family Childcare and Home Base. Central ERSEA files were reviewed for evidence of accuracy and completeness of recordkeeping regarding eligibility. The findings from the Self Assessment were converted to agency corrective action plans. The corrective actions involving Policy and Procedures, forms, and trainings were in place before July 1, 2012. The timeliness of the Corrective Actions ensured that the self assessment findings were considered in agency planning, including development of agency goals, the Training and Technical Assistance Plan, and annual revision of the Service Area Plan.

The 2012 Self Assessment identified issues related to Management Systems and specifically Recordkeeping and Reporting in the areas of family services, and education:

- Recordkeeping and Reporting: child/family files showed incomplete and inaccurate documentation; and incorrect and/or incomplete data input into HSCDC's electronic data base in the areas of education, health, family services; documentation of disabilities services were in some cases incomplete in areas related to referrals, follow-up, and transition planning.
- Disabilities: enrollment of children with disabilities was less than 10% of the funded slots.
- Fiscal: need for refinement of administrative vs. program costs analysis methods.

Findings from the updated Community Assessment, Child Outcome Reports, PIR information, Parent Surveys, the agency's 2012 Self Assessment, program monitoring results were all considered in the development of the 2013-2016 Program goals and objectives and the Training and Technical Assistance Plan for 2013-2016.

HUMAN RESOURCES MANAGEMENT

HSCDC currently employs 247 educational personnel in the Head Start program. In addition HSCDC employs 28 substitutes which total 275 education personnel.

Currently, a cadre of Specialists provides oversight, supervision, coaching and mentoring to education staff in the areas of screening, assessment, curriculum, and general classroom

management. They also serve as case managers for children with special needs and are the liaison to school districts and agencies providing specialized services.

Human Resources

The mission of the Office of Human Resources is to support a fair and equitable work environment by providing high quality human resources services. HSCDC accomplishes this by providing, in a timely, efficient and professional manner:

- Recruitment of qualified individuals
- Retention of valuable employees
- Training, development and education to promote individual success and increase overall value to the organization
- A safe and healthful working environment
- Resources for administering benefits, policies and procedures.

These services contribute to the mission of Head Start Child Development Council by the recruitment, retention and development of a qualified and diverse workforce. The staff are:

Director of HR/Labor, HR Specialist, Sr. HR Analyst, Sr. HR Technician
HR Technician and Administrative Assistant

The Human Resources (HR)/Labor Director and staff have responsibility for guiding and managing the provision of human resource services, policies, programs and practices from both an operational and strategic perspective: including planning, organizing, developing, implementing, coordinating, and directing. The main responsibility of the Human Resources Director is to manage overall personnel functions which include recruitment and selection, personnel records, employee relations, organizational development, process improvements, performance appraisal design and system maintenance, employee training, compensation planning, benefits administration, compliance with federal and state employment laws and regulations, and grantees' personnel-related requirements and performance standards.

The HR/Labor Director and staff are also responsible for agency employee-management relations activities, contract compliance, communications and negotiations with Service Employees International Union, Local #1021. The Director provides management coaching and counseling for program management and oversees regular employee-management communications and resolution of concerns. The Labor Relations Director ensures agency compliance with all labor and OSHA regulations. The HR/Labor staff ensures appropriate, equitable and timely supervision of employees, appropriate progressive discipline and improvement planning in accord with agency personnel policies and union contract. The Labor Relations Director gathers salary and wage information and employee data for purposes of legislated and required reports and employee wage and contract negotiations. The Labor Relations Director monitors employee activities, employee-management meetings, and conducts supervision and counseling sessions on an on-going basis.

The Human Resources department works closely with education staff to assist them to achieve their academic requirements and to ensure that the provisions of the 2007 Head Start Act are met. In 2012-13, an HSCDC credentials/licensing person will be assigned to monitor staff progress toward educational goals and keep them informed of educational resources available in the San Joaquin County community.

The agency ensures that staff and consultants have the knowledge, skills, and experience they need to perform their assigned functions responsibly by means of qualifications and ongoing training. Qualified current and former Early Head Start and Head Start parents receive preference for employment vacancies for which they apply.

Teacher Qualifications

The following is a breakdown of education staff:

Number of Staff	Staff Titles	Type of Degree	Specialized Emphasis
Head Start Program			
2	Teacher	MA Degree	Early Childhood Education
55	Teachers	BA Degree	Early Childhood Education
69	Teachers	AA Degree	Early Childhood Education
0	Teachers	CDA	Certification in Early Childhood Education
126			
7	Teacher Assistants	BA Degree	Early Childhood Education
29	Teacher Assistants	AA Degree	Early Childhood Education
33	Teacher Assistants	CDA/Permits	Certification
52	Teacher Assistants	Units Only	
121			

The agency's goal is to prepare children to enter kindergarten with the skills and abilities necessary to succeed in school. The key to reaching this goal is to ensure that programs are high-quality with staff that meets the necessary qualifications. Finally, society benefits when well-educated teachers work with young children. The agency currently has partnerships with the following institutions of higher learning:

- University of Pacific
- Humphrey's College
- San Joaquin Delta College
- National University
- Phoenix University

A T/TA plan for 2013-2016 was developed in response to staff training needs identified through the Community Assessment, HSCDC family data, CLASS findings, Outcome reports, and monitoring results.

ORGANIZATIONAL STRUCTURE

The 2013-2016 organizational management structure is as follows:

The Executive Director provides oversight and supervision to three Directors, senior and mid-level management, managers for education, health, disabilities, nutrition, parent and community partnerships

- A Director for Program Operations provides oversight and supervision to Program Managers responsible for Head Start, Early Head Start and Family Child Care, collaborative programs and preschool sites.
- Program Managers provide oversight and supervision to Specialist staff.
- Managers for Family and Community Partnerships are responsible for oversight and supervision of ERSEA, Program Governance, Community Engagement and Specialists for Social Services.
- The Manager for Education and School Readiness provides oversight and supervision of the Specialist for School Readiness and the Specialist for Curriculum.
- The Manager for Health, Disabilities, and Nutrition is responsible for oversight and supervision of the Child, Family Resources Department
- Specialists supervise education staff.

Early Head Start Program (EHS)

EHS Program Goals and Objectives for the 2013-2016 grant-period

The following sections describe the agency's Three Year Goals and Objectives. These sections also describe the program approach and strategies that will be employed by the Grantee and Delegate agency to achieve these three primary goals.

The Community Assessment for 2012, the 2011-2012 Program Information Report, the 2012 Parent Surveys, and 2012 Outcomes Report were used to support the implementation of the following Three Year Goals for HSCDC.

GOAL #1 School Readiness

HSCDC staff will build trusting and respectful relationships with families through implementation of continuous, comprehensive child development and family support services that integrate parents/guardians/expectant families' values, beliefs, and care-giving practices in support of their roles as first teachers of their children.

Objective 1.1

HSCDC staff will support parents/guardians/expectant families in fostering healthy development and secure attachment both prenatally and throughout their first years in order to promote the developmental competence of their children.

Objective 1.2

HSCDC staff will support parents/guardians/expectant families in identifying appropriate expectations and practices that are appropriate to the developmental stages of their children and support them in their roles as first teachers of their children.

Objective 1.3

The 2013-2016 program budget includes funds to support training including but not limited to: bonding and attachment; developmentally appropriate care-giving practices; ages & stages/developmental milestones; and readiness activities.

GOAL #2 Family Engagement

HSCDC staff will support parents/guardians/expectant families in developing a pattern of lifelong learning for themselves and their children by building strong relationships with their children, pursuing their own learning interests, setting and working towards life goals.

Objective 2.1

HSCDC staff will support parents/guardians/expectant families in engaging in the development of family partnership agreements that include active involvement in their children's learning and pursuit of their own education and training goals.

Objective 2.2

HSCDC staff will support parents/guardians/expectant families in identifying strategies for positive relationships between themselves and their children, their partners, their peers, and family members.

Objective 2.3

HSCDC staff will support parents/guardians/expectant families in increasing connections to community agencies involved in the provision of education, job training, parent leadership, etc.

Objective 2.4

The 2013-2016 program budget includes funds to support training including but not limited to: family development; family engagement; bonding and attachment; relationship development; positive communications; goal-setting; and working with families living in poverty

GOAL #3 Family Well-being

HSCDC staff will support parents/guardians/expectant families in promoting the health, well-being and development of their families including pregnant women, infants, toddlers and preschool and school-age children through health/nutrition education that supports positive lifestyle practices.

Objective 3.1

HSCDC staff will support parents/guardians/expectant families to identify the connections between the success of their children in school, the well-being of the family and health life practices including: regular prenatal and postnatal care; breastfeeding; regular medical and dental care; balanced nutrition; regular physical exercise; routine health practices; and disease prevention activities.

Objective 3.2

HSCDC staff will support increased connections to and collaborations with community agencies involved in supporting and providing: nutrition education; physical activities; prenatal and postnatal care; education on healthy lifestyles for pregnant women and families with young children.

Objective 3.3

The 2013-2016 program budget includes funds to support training including but not limited to: health practices, disease prevention, nutrition, prenatal and post natal care, breastfeeding.

PROGRAM APPROACH : EARLY HEAD START

Early Head Start Program

Head Start Child Development Council, Inc. provides comprehensive educational, health, disabilities, mental health, nutrition, and social services to infants and toddlers 0-3 years of age, and their families. The program is guided by the Code of Federal Regulations Section 45 Head Start Performance Standards, HSCDC's Service Area Plans, policies and procedures. HSCDC maintains a child-to-teacher ratio based on the State of California's Community Care Licensing regulations which are stricter than those defined by Head Start regulations. Adherence to these regulations is monitored regularly by the State of California, the Grantee, and by HSCDC's internal monitoring system. Smaller teacher-child ratios ensure that each child gets individualized attention. To increase the adult-child ratio, the agency actively encourages the participation of parents, family members and community volunteers.

Early Head Start Program Options

In partnership with school districts, faith and community-based organizations, HSCDC provides services at center-based sites in Stockton and Tracy. In addition, home-based services are provided throughout the County and the unincorporated areas of the County. EHS services are also provided in family childcare settings throughout the county and in collaborative sites in Stockton.

Specifically, program services are provided primarily in the following settings:

- Full-day/full-year center-based programs
- Full-day school year center-based programs on high school campuses/collaborative partnerships
- Full day/full year services in family childcare homes.

The full-day programs operate 48-52 weeks per program year. The full-day programs serving teenage parents follow the school calendar of the high school the teenage parents are attending.

HSCDC also offers combination and home-based programs through:

- Weekly 90 minute home visits for a total of 48 visits annually and two group socialization activities monthly for a total of 24 group socializations annually
- Bi-monthly 90 minute home visits for expectant families and one group socialization ("Tummy Time") each month.
- A combination option for toddlers which provides center-based activities twice a week for an average of 92-95 classroom days and on-going home visits for a total of 9 home visits annually
- A combination option for toddlers which provides center-based activities 171-175 classroom days and 8-9 specialized home visits annually.

Services will be provided under the following Program Options/Programs to 430 Head Start children and pregnant women.

EHS Center Based Part Day	EHS Center Based Full Day	EHS Combination	EHS Home Base	EHS Expectant Families/Pregnant Women	EHS Family Childcare	EHS TOTAL
0	124	164	80	26	36	430

EHS Program Options	Number of Slots	Classes/ FCCC/HB Units	Class Hours	Class Days	Home Visits	Home Visits Home Based Only	Socializations
Center Based Full Day	62	9	10	246	2		
Center Based Full Day	62	8	6	240	2		
Combination	28	4	7	183	8		
Combination	32	4	3.5	183	8		
Combination	16	2	7	173	8		
Combination	24	3	3.5	172	8		
Combination	64	8	3.5	92-95	9		
Home Based	80					48	24
Expectant Families	26					2 x month	1 x month
Family Childcare	36	10	10	246	2		

The full-day, full-year programs operate year-round with new children entering the program to replace vacated slots of children leaving for kindergarten. The full-day, part-year programs serving teen-aged mothers follow the school calendar when parents are in school. During summer months teen parents receive weekly (6) home visits from the HSCDC Specialist staff focusing on family engagement, attachment, relationship development.

School Readiness

In response to the Head Start School Readiness Act of 2007 and the School Readiness in Programs Serving Preschool Children Program Instruction (ACF-P10HS-11-04), School Readiness Plan has been developed and adopted which describes how HSCDC will intentionally integrate program services to improve the school readiness outcomes for children and families. Embedded in the School readiness goals is the recognition that parents/guardians are children's first teachers. The goals incorporate the five essential domains of Social and Emotional Development, Approaches to Learning, Language and Literacy, Cognition and General Knowledge, and Physical Development. School Readiness Goals were adopted for children 0-5 and families including expectant families. The goals for 0-3 year old children and families were aligned with the Head Start Framework for Programs Serving Infants and Toddlers and their Families, the Head Start Child Development and Early Learning foundations, and the California Infant/Toddler learning and Development Foundations. In addition, the goals are aligned with HSCDC's curriculum and TS Gold Assessment Tool.

Parents/guardians are supported in their roles as first teachers of children through provision of parent education, home-school activities and advocacy training to enable them to continue

their engagement in their children's education. A transition plan for each child is initiated at the initial home visit through discussion of possible future placements.

EHS staff conducts transition workshops for all EHS families to discuss the transition process, differences in program expectations, parent and child rights, advocacy strategies, and indicators of quality child development programs. Information is obtained from receiving schools and shared with parents/guardians about academic expectations, rules regarding child conduct, roles of parents/guardians, etc.

EHS staff meets with parents/guardians of all enrolled prior to transition to

- Review child progress.
- Provide information about the expectations of receiving schools
- Identify activities for the home to support their child's growth in areas related to school readiness
- Coordinate visits to receiving schools
- Coordinate information exchange about children's current functioning levels, learning styles and interests, temperament, observations related to progress, specialized health and behavioral plans.

At parent/guardian request, Specialists may be available to meet with receiving schools to discuss strategies to ensure child success. This information would enhance the receiving school's ability to meet the needs of HSCDC's transitioning children.

HSCDC works in partnerships with all local school districts through Memoranda of Understanding (MOU) to support smooth transitions for HSCDC children with disabilities from EHS to Head Start or other educational setting. These agreements detail mutual responsibilities for information sharing regarding registration, parents' rights and responsibilities, and information exchange. Specialists are available to participate on Student Success Teams at the receiving schools.

Transition services for Expectant families include home visits centering on families' need for future child care, criteria for quality child care settings, EHS options, and opportunities to visit EHS sites.

School Readiness Goals for Infants and Toddlers

In response to the Improving Head Start for School Readiness Act of 2007 and the School Readiness in Programs Serving Preschool Children Program Instruction (ACF-P10HS-11-04), HSCDC developed and adopted comprehensive school readiness goals. These goals were aligned with Head Start Child Development Early Learning Framework, California Infant/Toddler Learning and Development Foundations, Teaching Strategies Gold and the Creative Curriculum for Infants, Toddlers and Twos.

The goals were shaped by input from the national, state and local Head Start communities, San Joaquin County Community Assessment findings, local school district expectations, as well as parent/guardians of Head Start children.

Social and Emotional Domain:

Children will build healthy social/emotional skills on the foundation of trusting attachments and relationships with primary caregivers.

Children Birth to 12 months:

- ❖ Children will demonstrate the ability to take care of own needs as is age appropriate.

Children 12 months to 24 months:

- ❖ Children will demonstrate the ability to take care of own needs as is age appropriate.

Children 24 months to 36 months:

- ❖ Children will demonstrate the ability to solve social problems as is age appropriate.

Language and Literacy Domain:

Children will advance language and literacy skills in the context of responsive care provided in a nurturing setting by trusted primary caregivers. This includes children who are dual language learners who will show progress in understanding and speaking their home language while being exposed to English.

Children Birth to 12 months:

- ❖ Children will use language and other communication skills as is age appropriate to engage in conversations.

Children 12 months to 24 months:

- ❖ Children will use language to express thoughts, speak clearly and have conversations using an expanding expressive vocabulary.

Children 24 months to 36 months:

- ❖ Children will use language to express thoughts, speak clearly and have conversations using an expanding expressive vocabulary.

(DLL) Children will demonstrate progress in listening to and understanding English as is age appropriate.

(DLL) Children will demonstrate progress in speaking English as is age appropriate.

Approaches to Learning Domain:

Children will demonstrate increased curiosity and focus attention to activities, people and things in their environment.

Children Birth to 12 months:

- ❖ Children will demonstrate curiosity and motivation by the use of their senses to explore.

Children 12 months to 24 months:

- ❖ Children will demonstrate age appropriate persistence, sustained attention to sights, sounds and tasks.

Children 24 months to 36 months:

- ❖ Children will demonstrate age appropriate persistence, sustained attention to sights, sounds and tasks.

Cognition and General Knowledge Domain:

Children will progress in their cognitive development while engaging in planned experiences as well as spontaneous teachable moments with their caregivers.

Children Birth to 12 months:

- ❖ Children will demonstrate the ability to remember, recognize and recall people places and objects.

Children 12 months to 24 months:

- ❖ Children will explore and demonstrate age appropriate number concepts, shapes, spatial relationships, patterning, and comparison skills.

Children 24 months to 36 months:

- ❖ Children will explore and demonstrate age appropriate number concepts, shapes, spatial relationships, patterning, and comparison skills.

Physical Well-Being and Motor Development Domain:

Children will accomplish optimal physical growth and motor milestones in a safe and secure environment with their primary caregivers.

Children Birth to 12 months:

- ❖ Children will demonstrate traveling skills (moving through space) by moving to explore the environment (roll over, crawl, cruise)
- ❖ Children will demonstrate fine-motor strength and coordination by using fingers/hands (bats, swipes and releases objects).

Children 12 months to 24 months:

- ❖ Children will demonstrate traveling skills (moving through space) by experimenting with ways of moving such as walking (forward /backward), marching, and pushing themselves on riding toys.
- ❖ Children will demonstrate fine-motor strength and coordination by using fingers/hands (rakes or scoops objects and finger feeds self).

Children 24 months to 36 months:

- ❖ Children will demonstrate balancing skills both static (standing on one foot) and dynamic (jumping and landing).
- ❖ Children will demonstrate fine-motor strength and coordination by using fingers/hands (two finger pincher grasp, bangs objects together and uses eating utensils).

All children will have medical/dental homes as well as be up to date on immunizations and physical/dental examinations.

Parents/Families:

Expectant families will acquire and utilize knowledge of how to promote a healthy pregnancy, baby and family.

- ❖ Parents will learn and use knowledge of healthy choices (such as breastfeeding and good nutrition during pregnancy) that support the well-being of the family including building caring relationships with the new baby and their family.

Parents/ Families will develop trusting relationships with their children to support healthy growth in all areas of development.

- ❖ Parents will demonstrate ways they can build trusting relationships that support their children's development through meeting their basic needs, helping them to learn new skills and positive communication.

Early Childhood Development and Health Services

Screenings

During initial contacts with families at the time of registration, intake, and introductory home visits, education and family services staff obtain pertinent health and developmental information about each child and expectant family in the Early Head Start program. This information is reviewed by a Specialist to identify Infants and toddlers with health, behavioral, developmental and/or nutritional issues requiring specialized plans prior to entry are identified. Pregnant women with health care needs are identified for follow-up upon entry. Multidisciplinary teams including a Registered Nurse, Licensed Mental Health professional, and a license Dietician are available to meet with parents and guardians to develop health plans for children with moderate to severe issues with the goal of ensuring the child's health, safety and participation in all aspects of the program. Specialists have been trained by licensed health staff to develop individualized health plans for children with uncomplicated asthma or febrile seizures. Recommendations regarding most appropriate placement, staffing, and schedules are made at this time.

All enrolled children are screened by education staff within 45 days of entry with the Brigance Inventory of Early Development. Behavioral screenings of all enrolled children are completed

by education staff on the Devereux Early Childhood Assessment (DECA) within 45 days of entry. Enrolled children previously identified through the review of registration and intake documents as “at risk” for developmental and/or behavioral difficulties are targeted for early screening. Sensory screenings (vision and hearing) for EHS children are completed by the family health care provider. Follow-up will be initiated for all children identified as “at risk” for developmental, behavioral and/or emotional difficulties. Follow-up may include the development of “Watch and Consult” plans, referrals to HSCDC Specialists, Content Area Experts, Part C agencies, and/or community providers.

HSCDC has current Memoranda of Understandings (MOUs) with San Joaquin County Part C agencies to refer children identified through screening and assessment as needing in-depth evaluation.

The agency currently has a two-tier process to respond to children at risk for health, behavioral, and/or mental health difficulties. Specialists have been trained by licensed mental health staff to develop behavioral plans for children demonstrating behavioral difficulties of low frequency, intensity and/or duration. They provide consultation and support to parents/guardians and staff on the implementation of these plans. Children with more intensive behavioral/mental health issues are referred to HSCDC licensed mental health professionals for assessment, program planning, and referral to outside community agencies as appropriate. In addition, MOUs with National University and California State University at Stanislaus have resulted in field placements of interns and trainees who provide support at the classroom level in the management of children with behavioral difficulties. Mental health staff collaborates with staff from the local County Mental Health, Children’s and Adult Services to ensure timely evaluation and treatment of HSCDC children and families as needed.

A plan is developed by the Head Start Nurse Coordinator to provide support to Expectant women with high risk pregnancies. All pregnant women are screened prior to delivery using the Burn’s Anxiety and Depression Scales to determine if they are at risk for anxiety and/or depressive difficulties. After delivery, the Edinburgh Postnatal Depression Scale is used to rule out any risk for postpartum depression. A Licensed Mental Health Professional reviews these screenings to determine the need for follow-up, provide support and appropriate referrals to health providers and/or community mental health agencies.

Assessment

All enrolled children will be assessed by education staff using the Teaching Strategies Gold (TSG), a research-based observation assessment tool. Two of the measures assessed on this instrument provide a measure of English language proficiency for non-English speaking children 0-3 years of age. The results of assessment will be used as the basis for individualized plans for children and overall curriculum development.

HSCDC has current Memoranda of Understandings (MOUs) with Part C agencies to refer children identified through screening and assessment for needed in-depth evaluation.

Behavioral assessment and intervention services for children with mild to behavioral difficulties are provided by assigned Specialists. Licensed Mental Health professionals conduct assessments and provide services to children and families with more severe difficulties. In addition, MOUs with National University and California State University at Stanislaus have resulted in field placements for interns and trainees who have provided support at the classroom level in the management of children with behavioral difficulties. Mental health staff works with staff from the local County Mental Health, Children's and Adult Services to ensure timely evaluation and treatment of HSCDC children and families. The results of assessment will be used as the basis for individualized plans for children and overall curriculum development.

Curriculum

Creative Curriculum, a research-based, standardized, developmentally, linguistically and culturally appropriate curriculum and its integrated assessment system has been adopted for center and home-based options. Creative curriculum addresses children's skills acquisition including: social-emotional development, including attention, persistence, task completion, and compliance, oral language development and pre-reading skills, oral math development and pre-math skills, general knowledge, and physical development. The Creative Curriculum philosophy and interest areas serve as the basis for the "Pathways to Practice", a tool which details methods of implementing the Creative Curriculum. A series of thematic units are used to support individualization, classroom practices, and home/community connections. These themes are incorporated into the socialization activities for home-based families. Themes and specific curricular activities in the areas of health and nutrition are included. These themes can be incorporated into the socialization activities for home-based families. Themes and specific curricular activities in the areas of health and nutrition were also included.

Home-based and combination programs receive training and materials from the Department of Agriculture to enhance nutrition education. In addition, "Partners for a Healthy Baby", a research-based curriculum which focuses on early brain development, infant growth and development, positive pregnancy outcomes, postpartum recovery, bonding, breastfeeding, environmental risk factors, and benefits of immunizations is being used for EHS Expectant Families, Home-Based children and their families. This curriculum has handouts for parents/guardians and pregnant women in English and Spanish.

Child Environments

The Reggio Emilia's philosophy in relation to classroom environments has been implemented throughout the program. This is a natural environment approach based on respect, responsibility, and inclusion of elements which reflect children's interests as well as their homes and communities. All classrooms are furnished with materials that promote a "home-

like” atmosphere. The use of family photos and materials from the children’s homes enhance both the multicultural and home-like aspects of the classrooms. Specialists have been trained in the Reggio Emilia model.

Health Services

Information regarding the health needs of HSCDC families as well as data from the Community Assessment identifying community health challenges indicates a continued need to address critical health issues through health education and intensive family case management.

The 2012 HSCDC Community Assessment revealed the following community health challenges: obesity; high teen birth rate especially in the Hispanic/Latina population; high infant mortality rate especially in the African American Population high numbers of children and families; and high obesity rates.

In May 2012, 458 parents/guardians completed the HSCDC Parent Survey. Results of the surveys indicated:

- 16% had household members without medical insurance
- 31% had household members without dental insurance
- 13% of these families indicate that not all household members got medical care; 30% indicated that not all household members obtained dental care
- 34% of these families indicated that a household member has had difficulty obtaining either medical or dental care
- 32% had a household member with asthma
- 11% had household members with other chronic illnesses
- 9% of respondents requested information about prevention of obesity
- 8% had a household member who is pregnant, only 10.6% are receiving prenatal care

At the time of registration and intake, child developmental and health information is obtained. This information is reviewed by a Specialist to identify children with developmental, health, behavioral, and/or nutritional issues requiring specialized plans prior to entry. Training was provided to all Specialists by the Nurse Coordinator on the development of specialized health plans for children with mild health conditions including uncomplicated asthma, febrile seizures, skin conditions, and seasonal allergies. Multidisciplinary teams including a Registered Nurse, Licensed Mental Health professional, and a license Dietician are available to meet with parents and guardians to develop health plans for children with moderate to severe issues with the goal of ensuring the child’s health, safety and participation in all aspects of the program. In addition, the Nurse Coordinator is available to develop specialized health plans, provide training and support to Specialists, education staff and parents/guardians in cases of children with diagnosed health impairments and/or rare medical conditions. Recommendations regarding most appropriate placement, staffing, and needed modifications to curriculum/schedules are made at this time.

Families without health or dental insurance are assisted by HSCDC family services staff/home visitors through referrals to Medi-Cal, Healthy Families, and Healthy Kids, the Gateway Program (emergency insurance) or other local resources. Resource lists indicating individual and clinic providers of medical and dental services are available for parents/guardians. Children with health impairments which qualify them for IFSPs are case managed by Specialist staff. Parents/guardians of children identified as either overweight or underweight receive educational information from HSCDC staff on nutrition and exercise.

The staff for the Expectant Families program works closely with the Nurse Coordinator to ensure that enrolled women receive a home visit within two weeks of delivery.

The HSCDC Health Services Advisory Committee (HSAC), which is composed of parents/guardians, public health staff, community physicians, and staff from other community agencies, meets three times per year to provide guidance to the program in identifying community health needs, health patterns and trends, changes in periodicity requirements, and emerging community issues. A physician participant on the HSAC meets monthly with the local *Association of Pediatricians* to discuss the needs of HSCDC children and review HSCDC medical requirements, such as diagnosis, lead and T.B. risk-assessments to ensure completeness of physicals and needed documentation by local physicians.

Ongoing meetings of HSCDC's Health Services Advisory Committee have resulted in:

- Expanded collaborations with the local Public Health agency
- The ability to rapidly address emergency health issues in HSCDC and the community
- More effective communication with community health providers and insurance companies providing services to low-income children
- Support in obtaining more "complete" physical examination from the medical community

HSCDC has representatives on the Public Health Obesity and Chronic Disease Task Force. This group has developed a five year strategic plan to address emerging health issues in San Joaquin County, which includes diabetes, asthma, black infant health issues, and childhood obesity. Training has been provided to family services staff by the Nurse Coordinator to enable them to provide health education to parents/guardians on issues related to over and underweight children.

Parent, Family and Community Engagement

HSCDC staff work with parents/guardians to identify family needs, interests, strengths and to develop plans to support family growth and development. The family assessment and partnership process has been enhanced by the implementation of the Results Oriented Management and Accountability (ROMA) framework and principles. Families are assessed in 10 areas including employment, education and literacy status, family relationship development,

housing, income management, nutrition and health. In addition, this tool enables families to identify where they are on their journey towards self-sufficiency. This family assessment tool also includes a query regarding the families' involvement with other community service agencies and the existence of any pre-existing plans.

In order to ensure that the multiple issues enrolled families are dealing with are both readily recognized and appropriately addressed, HSCDC has initiated a process to enhance services to HSCDC families. As of the 2012-2013 program year, the Manager, Family and Community Partnerships, a certified trainer for the Family Development Credential through the University of Connecticut and Cornell University, will provide ongoing certification training to family services staff. This will enable family services staff to become credentialed in Family Development. This training provides staff with 90 hours of training in strength-based assessment, goal setting, strategies to support families in developing their own goals, communication skills, facilitation skills, supporting families' connections to their peers and communities, etc. They will develop expertise. This intensive training will support family service staff in identifying and developing plans for families with intensive needs.

Father Engagement

HSCDC initiated a fatherhood program to strengthen the role of the father in the family utilizing the Office of Head Start supported curriculum "Las Manos De Papa." The primary goal was to strengthen the relationships between fathers and children and ensure lifelong involvement in their children's education. "Fatherhood Corners" (comfortable seating, photos of fathers, children, and family members, books) were established" in classrooms to ensure that fathers felt welcome. The initial pilot program was successful with more than 24 fathers participating in monthly meetings and volunteering to read to the children in the classrooms. Monthly meetings focused on the differing roles of men and women, effective parenting, positive discipline, spending "quality" time with children, and blended families, HSCDC will continue to focus on father engagement throughout the program.

Community Partnerships Supporting Head Start and Early Head Start Services in San Joaquin County

The Grantee and Delegate continues to work to strengthen and sustain current partnerships, solidify new partnerships, and pursue and connect with potential partners in order to meet the needs of the San Joaquin County Head Start and Early Head Start pregnant women, children, families, and the community.

HSCDC has multiple partnerships in the areas of health, child care, general and special education, child and family literacy, nutrition, homelessness, mental health, family relationships, economic development, child and family welfare to ensure that HSCDC children and their families have access to a broad range of services. These partnerships include: San Joaquin County Public Health, community health clinics, managed health care organizations

(HMOs), local dental schools, local mental health organizations, Part C agencies and all local SELPAs; local colleges and universities, and formalized agreements with all local school districts to facilitate kindergarten transitions. In addition, the agency has agreements with ten local family child care providers, through the Family Child Care Program Option which are facilitated through a partnership with Family Resource and Referral Agency of San Joaquin County.

HSCDC has representatives on five of the major San Joaquin County community work groups:

- **City of Stockton Homeless Task Force** whose task is to develop a 10-year plan to tackle chronic homelessness. Participation enables HSCDC to more readily access services for enrolled children and their families from agencies such as: City of Stockton; San Joaquin County Public Health; San Joaquin County Behavioral Health; Housing Authority of San Joaquin County; agencies serving homeless teens, including pregnant teens; for-profit housing agencies; and other faith and community-based agencies serving homeless children and families.
- **First 5 San Joaquin Advisory Board** which was created as a result of a State of California mandate to assist in guiding the direction of First 5 funding within the counties. HSCDC's participation on this board ensures a connection to all Local Education Associations, non-profit child care agencies, public health, government agencies, and a local Fatherhood programs.
- **Breastfeeding Coalition of San Joaquin County** whose goal is to create a healthier San Joaquin County through the promotion and support of breastfeeding. This coalition is comprised of 20 agencies including San Joaquin County Public Health, local hospitals, lactation trainers, and WIC agencies.
- **San Joaquin County Hunger Task Force** which consists of more than 30 nutrition, faith-based, education, and community-based agencies and is charged with reducing or ending hunger and food-insecurity in Stockton and San Joaquin County. The group has worked to increase Food Stamp outreach programs, Food Stamp usage, enhance nutrition and cooking educational programs, and has developed a Mobile Farmers' Market which serves children and their families at eight Head Start/Early Head Start sites.
- **Public Health Childhood Obesity and Chronic Disease Task Force** whose task is to develop a ten year plan to tackle obesity and chronic disease in the county. The most recent Community Assessment indicates a high obesity rate among the Hispanic population in the County.

In addition, HSCDC has representatives on:

- **The Local Child Care Planning Council of San Joaquin County** whose task are to: develop a strategic plan to address child care needs; facilitate partnerships; conduct community needs assessment; establish priorities for child care; and develop training plans. There are 30 members including representatives from the community, child care providers, public agencies and child care consumers.

- **The Full Inclusion Task Force** whose task is to ensure coordination of seamless special education services for children with disabilities and their families. The task force is comprised of members of all County Part C agencies and SELPAs.

Eligibility, Recruitment, Selection, Enrollment, Attendance (ERSEA)

HSCDC's centralized ERSEA department, which functions under the guidelines of an approved ERSEA plan, effectively identifies children and families most in need of EHS/HS services.

All source documents including applications, proof of age, income verification, or proof of categorical eligibility are maintained in a secure, confidential environment by the ERSEA department. All documents are reviewed and verified by HSCDC management staff prior to determination of eligibility.

In addition, copies of intake forms, family assessments, IFSPs, and diagnostic reports are maintained in the ERSEA Department. This process is used to facilitate Specialist reviews to identify children in need of specialized plans prior to entry, and/or ensure appropriate follow-up of children with disabilities.

Waitlists are maintained with information regarding each family's preference for program option, program and site locations. The electronic record-keeping system has a prioritization formula that assigns points based on enrollment priorities including the 10% enrollment requirement for children with disabilities. Enrollment priorities are approved by the HSCDC Board of Directors and Delegate Policy Committee. The existence of the centralized waitlist ensures 100% enrollment.

Once enrollment has occurred, attendance is entered into the electronic record-keeping system on a weekly basis and monitored during the month. Attendance percentages are reported monthly to the Executive Director and the Grantee. Absence trends are identified and corrective actions are taken to ensure that overall attendance meets the federal mandate of 85% or higher.

HUMAN RESOURCES MANAGEMENT

HSCDC currently employs 81 educational personnel in the Early Head Start program. In addition HSCDC employs 3 substitutes for a total of 84 education personnel.

Position	2/1/2013
Teacher	35 @ 8 hours 5 @ 6.5 hours
Teacher Assistant	2 @ 8 hours 29 @ 6.5 hours
Teacher Assistant in Training	10 @ 5 hours
Teacher Substitute	3 @ 8 hours

Currently, a cadre of Specialists provides oversight, supervision, coaching and mentoring to education staff in the areas of screening, assessment, curriculum, and general classroom management. They also serve as case managers for children with special needs and are the liaison to school districts and agencies providing specialized services. Under the supervision of the Manager, Education and School Readiness, two additional Specialists positions have been created to support school readiness efforts and curriculum development.

EHS TEACHER QUALIFICATIONS

The following is a breakdown of education staff:

Number of Staff	Staff Titles	Type of Degree	Specialized Emphasis
Early Head Start Program			
14	Teachers	BA Degree	Infant/Toddler Focus – Early Childhood Education
25	Teachers	AA Degree	Infant/Toddler Focus – Early Childhood Education
1	Teacher	CDA	Infant/Toddler Focus
Total 40			
1	Teacher Associate	BA Degree	Infant/Toddler Focus – Early Childhood Education
12	Teacher Associates	AA Degree	Infant/Toddler Focus – Early Childhood Education
8	Teacher Associates	CDA	Infant/Toddler Focus
10	Teacher Associates	Units Only	
Total 31			

A T/TA plan for 2013-2016 was developed to guide staff training. The T/TA plan was supported by findings from the updated Community Assessment for 2011, Child Outcome Reports, PIR

information, Parent Surveys, the agency's 2012 Self Assessment, and program monitoring activities.

HEAD START AND EARLY HEAD START RESULTS AND BENEFITS EXPECTED

HSCDC will continue to provide quality services to children and families; parents are supported in their roles as first teachers of their children; families are engaged in their children's learning as well as their own lifelong learning; families are supported in developing positive health and lifestyle practices lifestyle life; children's development is enhanced through the provision of a linguistically and culturally appropriate curriculum; and children are prepared for transitions to other educational settings.

Specialist positions focused on providing education staff support in the areas of school readiness and curriculum development will enhance educational services to children, 0-5 years of age and result in improved outcomes and CLASS ratings.

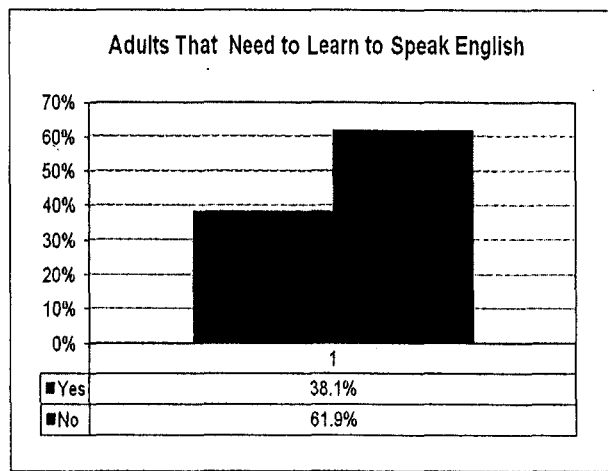
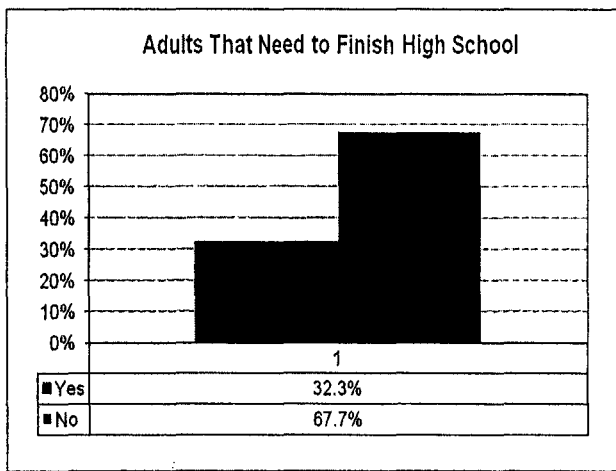
The T & TA plan will enhance staff skills in providing children support in the areas of mathematics, language and literacy, safety and health and the creative arts. In addition, education staff will be provided support in working with Dual language learners. Ongoing training will be provided in methods of enhancing teacher-child interactions (CLASS). Family services staff will receiving ongoing intensive training in family development including assessment, plan development, resources and advocacy. This will result in enhanced quality of HSCDC service provision; greater support to children, families and staff; and increased collaboration with the community. In addition, the program will be equipped to address emerging needs whether those needs are county-wide or region specific.

The Grantee and Delegate agencies will continue to work together to strengthen and sustain current community partnerships, solidify new partnerships, and pursue and connect with potential partners in San Joaquin County. This will ensure that the changing needs of Early Head Start children and their families, and Early Head Start expectant families, in the San Joaquin County community are met.

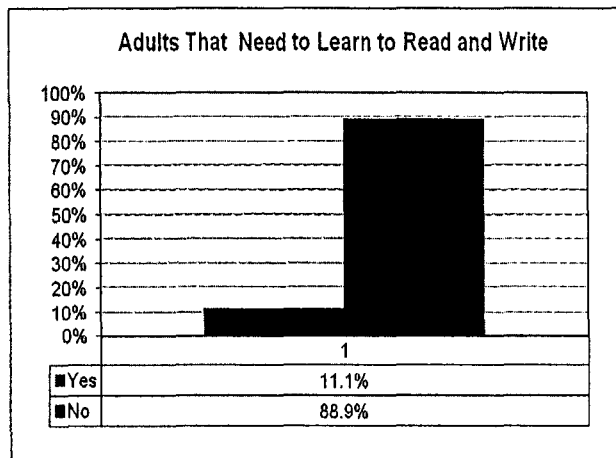
ATTACHMENT A: PARENT SURVEY DATA

HSCDC Families' Reports of Needs (HSCDC 2012 Parent Survey)

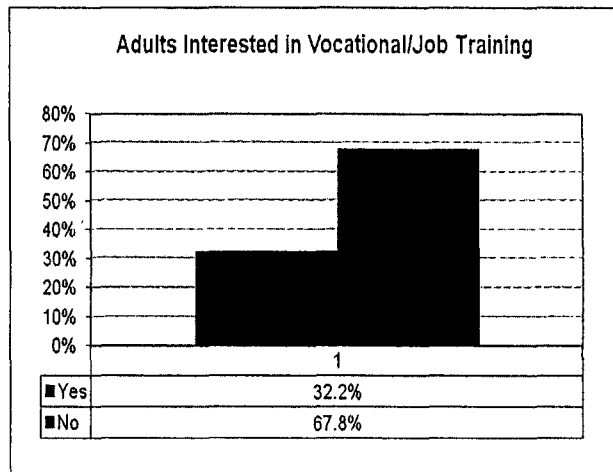
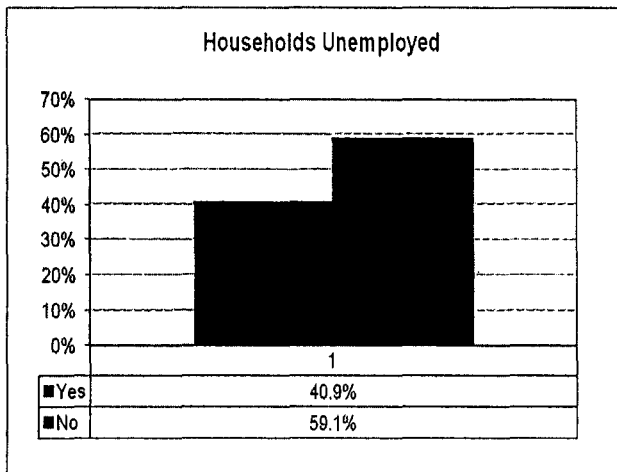
HSCDC families were asked to respond to a series of 55 questions to identify their needs in the following categories: Family Education Needs and Interests; Family Health Needs; Family Nutrition Needs; and Family Social Services Needs. A total of 458 (12%) responses were received. The graphs below illustrate the areas of greatest need.



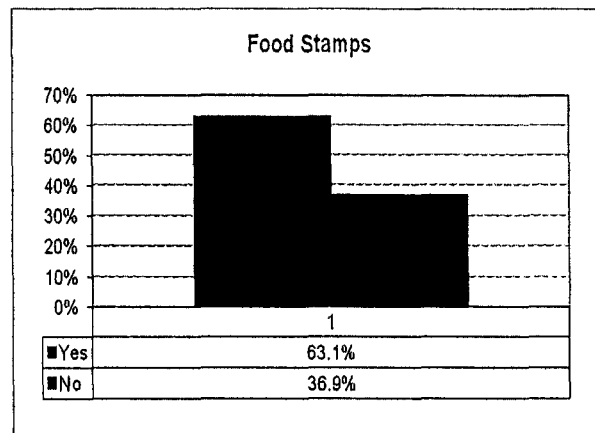
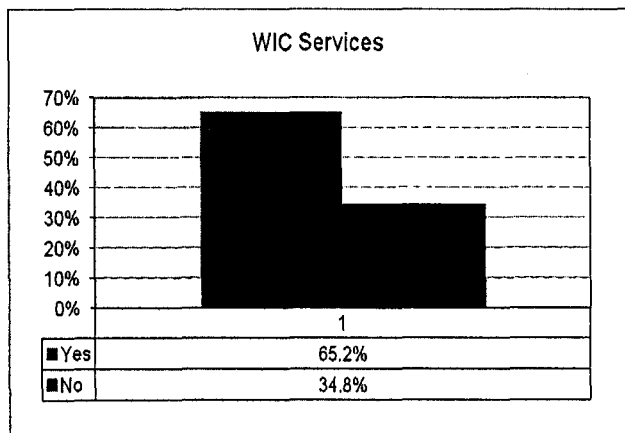
- 32% of the adults lacked a high school diploma or GED
- 38% needed to learn to speak English



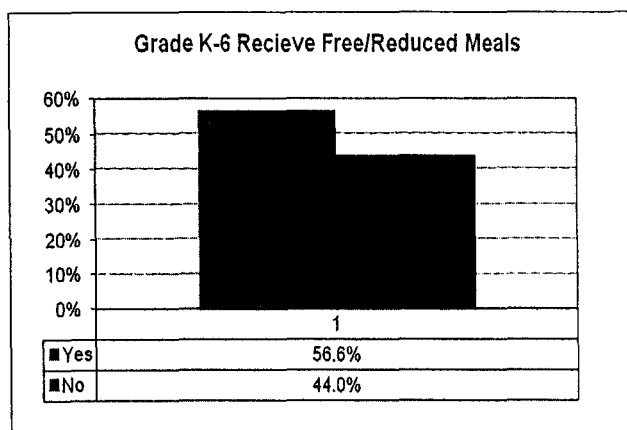
- 11% of adults were interested in learning to read and write



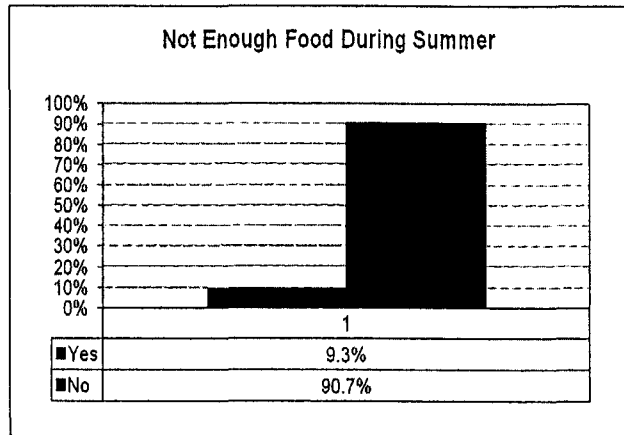
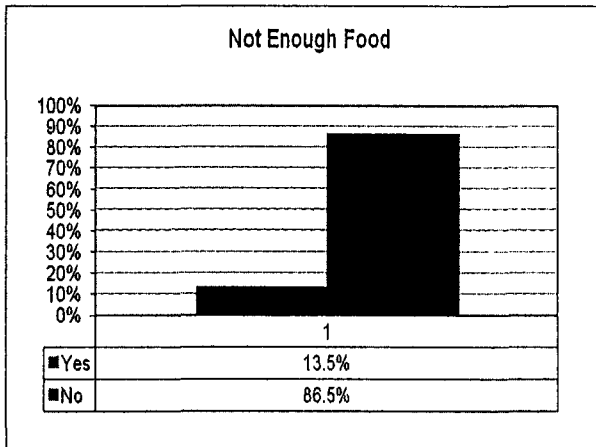
- 32% of the adults were interested in vocational or job training
- 41% of the households contained adults who are unemployed



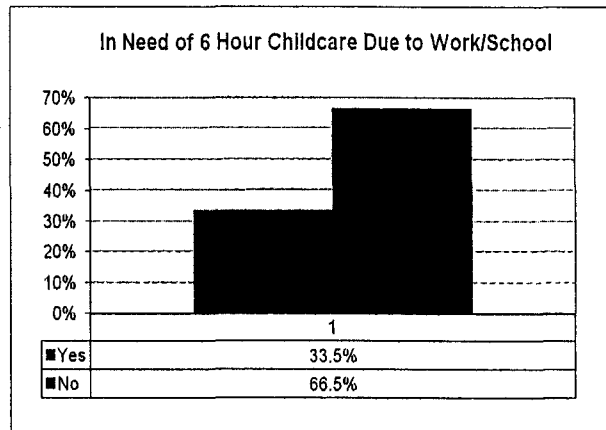
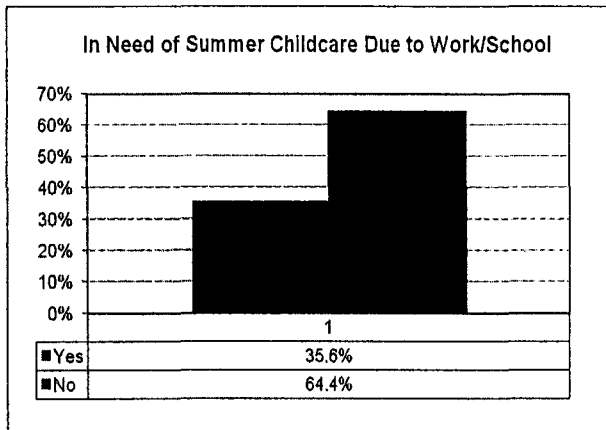
- 65% of the parents/guardians were receiving WIC
- 63% were receiving Food Stamps



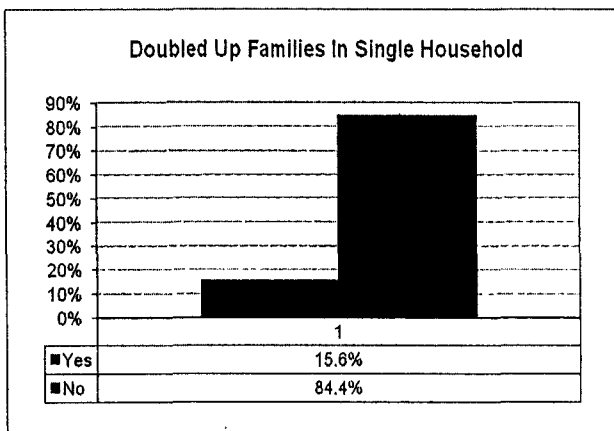
- 57% of parents/guardians receive free/reduced meals



- 13.5% indicated that they did not have enough food
- 15% indicated a need for free lunches over the summer

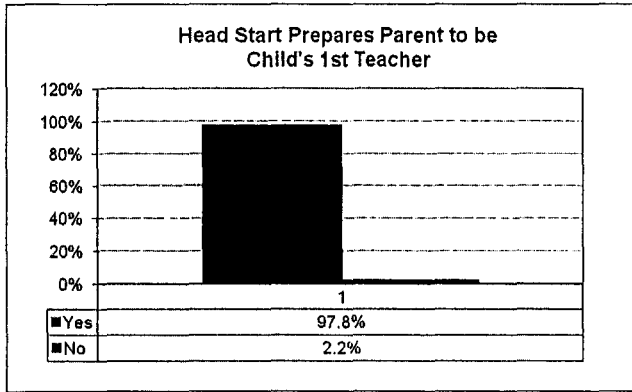


- 36% of the households needed summer childcare in order to work or attend school
- 34% indicated a need for childcare up to 6 hours in order to work or attend school

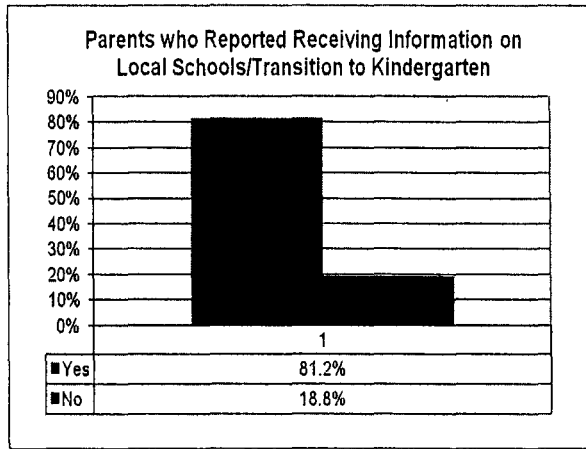
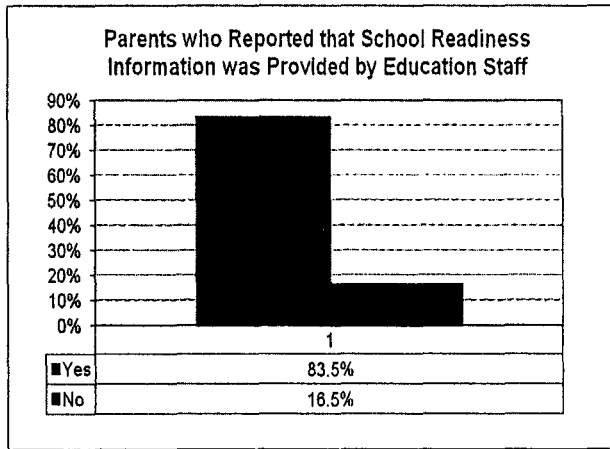


- 17% of the parents/guardians had fears around becoming homeless
- 16% of the respondents were living with someone else because they could not afford housing (doubling up).needed to ensure family self-sufficiency.

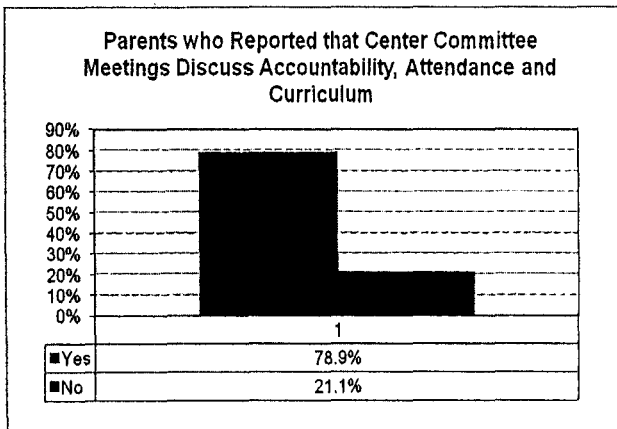
School Readiness and Family Engagement (HSCDC 2012 Parent Survey)



- 98% of the parents/guardians believed that HSCDC supported them in their roles as their children's primary teacher



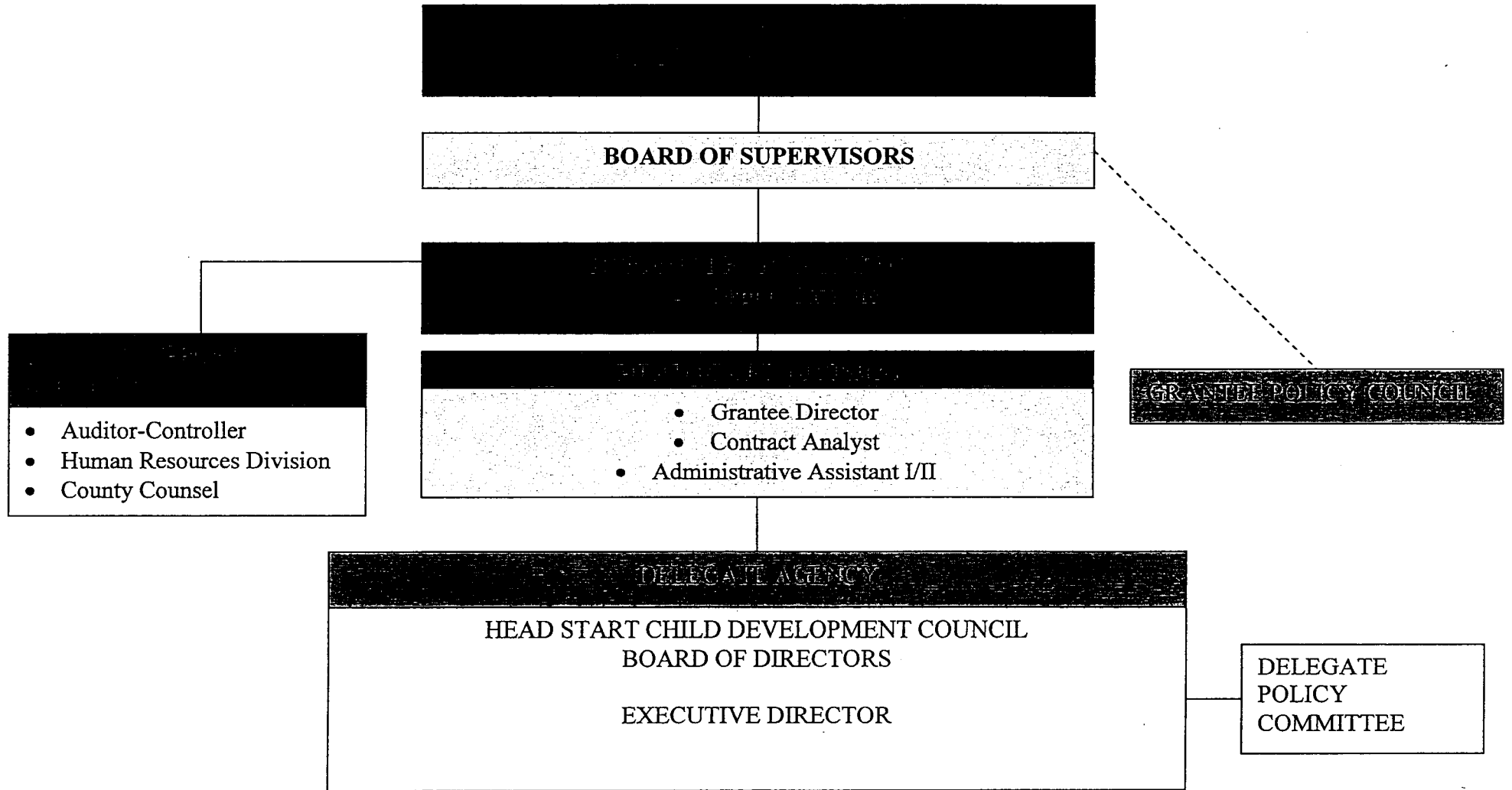
- 84% of parents/guardians reported that HSCDC education staff provided information on school readiness
- 81% of parents/guardians reported that they received information on transitioning into local schools



- 79% of parents/guardians reported being involved in discussions about accountability reports, attendance, and planning curriculum

- 80% of parents/guardians reported volunteering, attending field trips and making materials at home

ORGANIZATIONAL CHART 2013-2014



GRANTEE BUDGET NARRATIVE

Personnel

The grantee budget reflects the salary costs for three (3) full-time positions, the Grantee Director, a Contract Analyst, and an Administrative Assistant II at a total cost of **\$243,240**

Fringe Benefits

Fringe benefits represent 39 percent of employee salaries which includes such items as health insurance, paid sick leave, vacation leave, retirement, and associated state and federal deductions for social security, unemployment insurance and the like. Total fringe benefits are **\$122,498**

Total salary and fringe benefits is **\$365,738**.

Travel

A total of **\$17,575** has been budgeted for staff travel to national, regional, and state conferences that deal with key Head Start topics and issues. The attached spreadsheet summarizes the planned travel in terms of destination and purpose.

NOTE: A total of **\$700** has been allocated to cover the cost of grantee staff reimbursement for the use of personally-owned vehicles for Head Start business. Mileage is reimbursed at the rate of **.55.5** cents per mile. *Mileage is included in the **Transportation-General**, and **Transportation-Training** line items and based on the staff activity, the appropriate line item is appropriate charged.*

Supplies

A total of **\$3,000** has been budgeted to cover the cost of office supplies.

Contractual

This line item reflects the **\$25,113,248** for the Head Start Child Development Council, Inc., which is the grantee's sole delegate agency and responsible for the planning and delivery of all family and children's services.

Communications

This line item in the amount of **\$2,000** defrays the cost of County-provided communications equipment and service such as telephone and fax.

Memberships

A total of **\$4,200** has been allocated to defray the cost of memberships in the California Head Start Association, Region IX Head Start Association and the National Head Start Association.

Rents and Leases

A total of **\$700** has been budgeted for rental or lease of office equipment.

Professional Services HSA Deputy Director

A total of **\$45,000** has been allocated for Head Start prorated share of costs at the County Human Services Agency for a Deputy Director for Employment and Youth Services that will be responsible for the administration and oversight the Head Start Division.

Professional Services

A total of **\$24,155** has been budgeted for professional services provided by the other County Departments such as County Counsel to review documents such as sub recipient's agreements, memoranda of understanding, and Board packages. In addition, the County Auditor-Controller's Office charges for services provided by the Fiscal Officer.

Consultants

The consultant line item in the amount of **\$135,447** is primarily to hire expert consultants to assist the Grantee with systems and service level monitoring of the Delegate. In addition, consultants will be brought in to provide specialized training and technical assistance to the Grantee and/or Delegate.

Human Services Agency Charges:

A total of **\$17,464** has been allocated for the Head Start prorated share of costs at the County Human Services Agency for usable square footage, security services, janitorial expense, utilities, maintenance (elevators and electrical) and alarm systems. This line item includes household expenses (\$76), janitorial services (\$600), utilities (\$2,317), security alarm systems (\$971), and rents/structures (\$13,500).

The Human Services Agency's total annualized costs for these components are some \$2.4 million. Head Start's share represents a relatively small percentage of that total.

Subscriptions and Periodicals

A total of **\$1,000** has been budgeted for the purchase of various professional and research publications.

Special Department Expense

A total of **\$3,000** has been allocated for Special Department Expenses such as furniture, computer-related items, printing equipment and related items. Funds from this account are also used to pay for meals and supplies for monthly Policy Council Meetings, and periodic Training Sessions.

Software

The Grantee has allocated **\$1,200** under the software line item with the intent of migrating from a manual to an electronic system to schedule and track monitoring visits, track the status of corrective action plans, and analyze trends and patterns among the various monitoring data.

Centrally Budgeted

A total of **\$34,521** has been budgeted for County Indirect Cost Charges-A-87 as approved by the State Auditor-Controller.

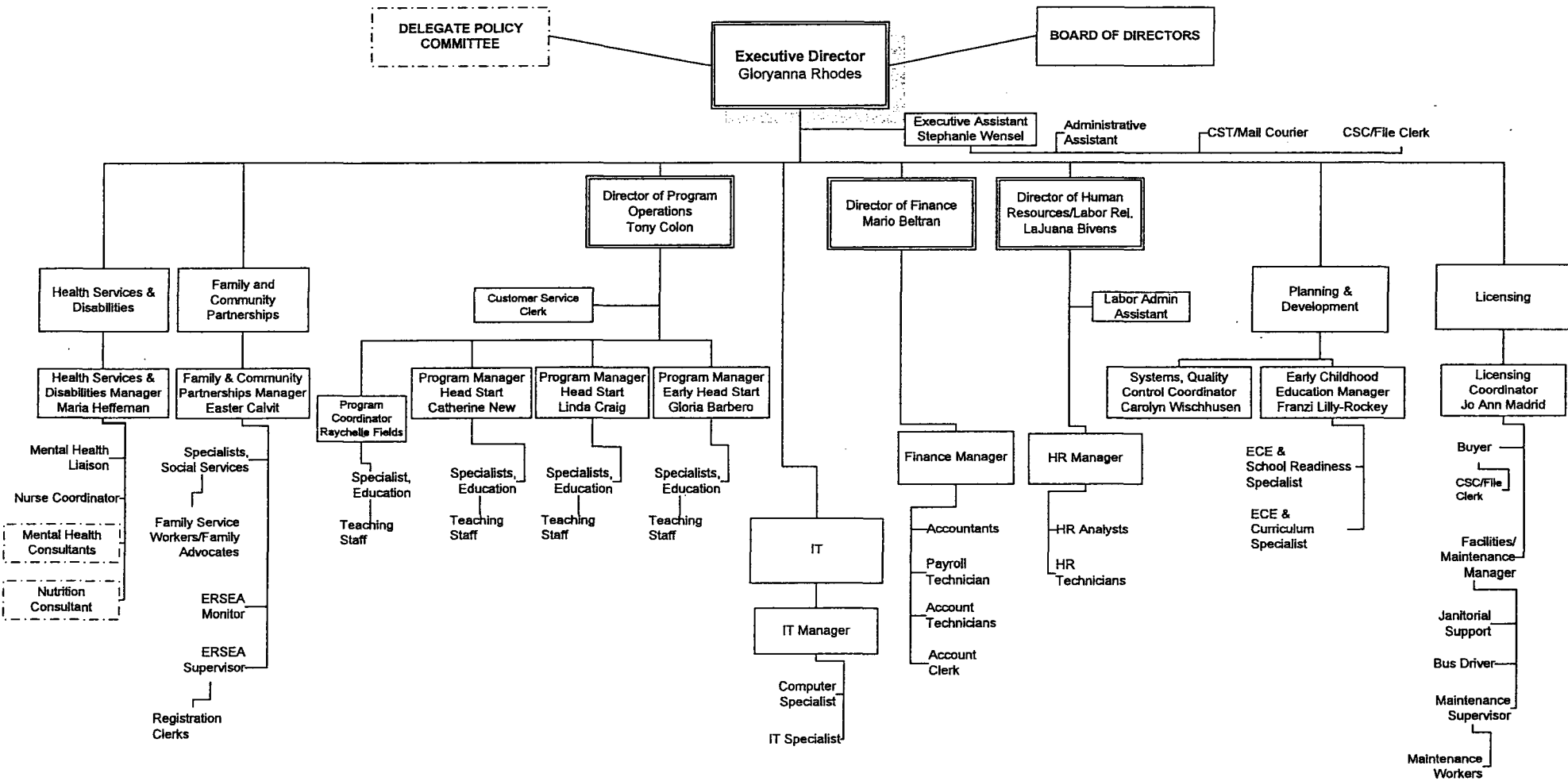
Total Grantee Budget: \$655,000
Total Delegate Budget: \$25,113,248

Total ACF Grant Award: \$25,768,248

GRANTEE TRAVEL PLAN
Human Services Agency/Head Start Division
2013-2014

Destination	Purpose	Total Staff	Registration Fee	Total Registration	Air Fare	Total Air Fare	Transportation	Per Diem Rate	Travel Days	Total Per Diem	Total Cost
San Diego	Annual State Conference	2	\$450	\$900	\$240	\$480	\$220	\$194	10	\$1,940	\$3,984
Washington DC	NHSA Institute	1	\$695	\$695	\$550	\$550	\$80	\$230	5	\$1,150	\$3,260
Los Angeles, CA	State Association Meetings	1	\$300	\$300	\$180	\$180	\$120	\$168	5	\$840	\$1,793
Orlando, FLA	NHSA Annual Conference	1	\$675	\$675	\$420	\$420	\$556	\$150	5	\$750	\$2,976
Las Vegas, NV	HS Fiscal Training	2	\$595	\$1,190	\$340	\$680	\$120	\$178	10	\$1,780	\$4,298
Sacramento	Cluster Meetings			\$0			\$564				\$564
Total travel days:									30		
Final costs:						\$2,310	\$1,660	\$920		\$6,460	\$16,875

**San Joaquin County Board of Supervisors Head Start
Head Start Child Development Council, Inc.
2012-2013**



Updated: 8/1/12

**APPLICATION FOR
FEDERAL ASSISTANCE**

Version 7/03

1. TYPE OF SUBMISSION: Application		2. DATE SUBMITTED	Applicant Identifier
<input type="checkbox"/> Construction	Pre-application	3. DATE RECEIVED BY STATE	State Application Identifier
<input checked="" type="checkbox"/> Non-Construction	<input type="checkbox"/> Construction	4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier 09CH0656-001
<input type="checkbox"/> Non-Construction			
5. APPLICANT INFORMATION			
Legal Name: Head Start Child Development Council, Inc.		Organizational Unit: Department: Non-profit	
Organizational DUNS: 07-464-1366		Division:	
Address: Street: 5361 N. Pershing Ave., Suite A		Name and telephone number of person to be contacted on matters involving this application (give area code)	
City: Stockton		Prefix: Ms.	First Name: Gloryanna
County: San Joaquin		Middle Name	
State: California	Zip Code 95207	Last Name Rhodes	
Country: USA		Suffix:	
		Email: gloryannarh@hscdc.org	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 94-2342518		Phone Number (give area code) 209.235.3138	Fax Number (give area code) 209.957.2490
8. TYPE OF APPLICATION: <input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es) (See back of form for description of letters.) Other (specify) <input type="checkbox"/> <input type="checkbox"/>		7. TYPE OF APPLICANT: (See back of form for Application Types) B Other (specify) Non-profit	
10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: TITLE (Name of Program): Head Start Basic Services 93-600		9. NAME OF FEDERAL AGENCY: DHHS/ACF Region IX	
12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.): San Joaquin County, California		11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Continuation application of Head Start Basic services to 2,631 children in San Joaquin County.	
13. PROPOSED PROJECT Start Date: 02/01/2013		14. CONGRESSIONAL DISTRICTS OF: a. Applicant 11 and 18	
Ending Date: 01/31/2014		b. Project 11 and 18	
15. ESTIMATED FUNDING:		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?	
a. Federal	\$ 20,335,613 ⁰⁰	a. Yes. <input type="checkbox"/> THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON	
b. Applicant	\$ 5,247,653 ⁰⁰	DATE:	
c. State	\$ ⁰⁰	b. No. <input type="checkbox"/> PROGRAM IS NOT COVERED BY E. O. 12372	
d. Local	\$ ⁰⁰	<input checked="" type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW	
e. Other	\$ ⁰⁰	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?	
f. Program Income	\$ ⁰⁰	<input type="checkbox"/> Yes If "Yes" attach an explanation. <input checked="" type="checkbox"/> No	
g. TOTAL	\$ 25,583,266 ⁰⁰		
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.			
a. Authorized Representative			
Prefix Ms.	First Name Jamie	Middle Name	
Last Name Baiocchi		Suffix	
b. Title Board Chair		c. Telephone Number (give area code) 209.235.3138	
d. Signature of Authorized Representative		e. Date Signed October 22, 2012	

Head Start Child Development Council, Inc.
Delegate Budget Narrative. Grant # 09CH0656 PY 48

Head Start Operational Budget \$20,141,074 (PA 4122):

Personnel: Personnel costs for 438 staff total \$11,873,858. Of this total, \$10,322,968 (397 staff) is program. Administrative costs are \$1,550,890 (41 staff). Personnel costs are 59% of the Federal budget.

Fringe Benefits: Fringe benefits total \$3,871,283, consisting of benefits required by law, a health package, a 403(b) retirement option, long-term disability insurance, employee physical and immunization costs and an EAP. Fringe benefit costs are 19% of the Federal budget, and 33% of personnel costs. Total personnel costs – personnel plus fringe - constitute 78% of the Federal budget.

Travel: Out of county travel costs amount to \$12,994 for travel expenses to conferences sponsored by CHSA, NAEYC, the National Head Start Association, the Head Start National Hispanic Institute, and others. Out of the area travel is less than 1% of the Federal budget.

Equipment: \$150,000 is budgeted for the purchase of five (5) Cargo Vans for the Facilities/Maintenance Department. Less than 1% of the Federal Budget is going towards the purchase of equipment.

Construction: No construction costs are budgeted for this year.

Consumable Supplies: Consumable supplies are \$732,692, accounting for the costs of pupil instructional supplies, sanitation and safety supplies, office supplies and governance supplies. The supply category is 4% of the Federal budget.

Other: Other costs amount to \$3,500,247 made up primarily (49%) of occupancy costs including rent, utility, telephone, building maintenance and insurance costs. The remainder is made up of travel costs (staff mileage and fuel/maintenance costs of our 8 owned vans and 3 buses); outside legal, janitorial service (\$224,820), audit services (\$39,840) for OMB A-133 single audit and audit of the 5500 Return, payments to collaborative partner (\$422,400) and Family Child Care providers (\$40,800); professional dental, medical and disabilities services for child; software licenses, printing and membership costs. The other category is 17% of the Federal budget.

Head Start Training and Technical Assistance Budget \$194,539 (PA 4120):

Other: Other costs total \$194,539, consisting of contract course fees, credential renewal fees, staff coursework reimbursement, Head Start conference fees, other seminar fees, HSCDC sponsored in-house trainings, and consultant trainer fees. The agency provides employees with opportunities for an average of 200+ hours of training annually. The average annual training cost per employee is \$444.

Head Start Non-Federal Share \$5,247,653 (PA 4122 & PA 4120):

The agency is required to generate \$5,247,653 in non-Federal share and consistently has had a large number of volunteers annually. The current budget projects 84% of this requirement to come from classroom volunteers, with the rest from other staff volunteer time, professional staff time, rent, donated supplies and parent time spent planning and administering the program.

HEAD START CHILD DEVELOPMENT COUNCIL, INC.
 DELEGATE HEAD START BASIC OPERATIONS
 Grant # 09 CH0656 PY 48
 PROGRAM YEAR 48

437 2080

0

Description	Cost	GABI	Pos	Sal	Wage/Hr	Hr/Wk	#/Week	Time	HS PD	Disabilities	Adm	Finance	H.R.	Facilities	Maint	Total
	126			437					0101		0501	0502	0503	0504	0507	
Disability Supplies	6 (e)		4							11,835						11,835
Health Supplies	6 (e)		4						18,417							18,417
Jan/Safety Supplies	6 (e)		4						105,240							105,240
Parent Ed Supplies	6 (e)		2						1,140							1,140
Printing Copying/Supplies	6 (e)		1						3,131							3,131
Office supplies	6 (e)		1						90,943	3,600	14,000	24,364	39,364	0	4,800	177,071
Food Service supplies	6 (e)		3						48,500							48,500
Janitorial/Maintenance Contract	6 (h)		17						204,658		4,996	6,862	6,804		1,500	224,820
Payments to Creative Child Care	6 (h)		17						422,400							422,400
Payments to Family Child Care	6 (h)		17						40,800							40,800
Audit Services	6 (h)		14									39,840				39,840
Software Licenses-Contractual	6 (h)		17						105,202		20,731	5,000	7,650			138,583
Consultants	6 (h)		17						18,500		29,280	18,000	38,500	0	6,000	110,280
Legal Services	6 (h)		14						0		5,500	0	96,250			101,750
Parents Travel	6 (h)		13						2,664							2,664
Contract Personnel	6 (h)		12						32,400		4,320	4,320	4,320	0	0	45,360
Meal Reimbursement	6 (h)		8						53,280	1,332	3,139	4,018	4,185			65,954
Office Rent/Space Costs	6 (h)		2						634,400	3,000	65,023	89,364	90,364		54,000	936,151
Utilities	6 (h)		4						183,140		12,495	17,743	17,743	0	6,000	237,121
Telephone	6 (h)		4						99,000		22,182	29,409	30,909	0	6,800	188,300
Maintenance & Repair	6 (h)		6						173,500		3,955	6,273	6,773			190,501
ACFP Laundry	6 (h)		17						8,640							8,640
Parent Activities	6 (h)		13						12,000							12,000
Printing & Publications	6 (h)		15						19,000		2,573	3,564	3,664			28,801
Food	6 (h)		9						43,255							43,255
Staff Recruitment	6 (h)		15										18,000			18,000
Liability/Property Insurance	6 (h)		17						24,250		128,470					152,720
Directors & Officers Insurance	6 (h)		17								23,850					23,850
Student Accident Insurance	6 (h)		17								8,205					8,205
Medical/Dental -Children	6 (h)		10						13,800							13,800
Vehicle Maintenance	6 (h)		8						0						28,620	28,620
Fuel	6 (h)		8												36,600	36,600
License/Registration Fees	6 (h)		17						42,680		0	0	0	0	0	42,680
Payroll Processing Fees	6 (h)		14									42,840				42,840
Memberships & Subscriptions	6 (h)		17						2,778		4,805	805	3,204			11,592
Leased Equipment	6 (h)		17						10,600		7,220					17,820
Taxes & Licenses	6 (h)		17						20,700						0	20,700
Grant Funded Equipment	6 (h)		17						242,100		3,500					245,600
Total Operating Expenses									3,194,476	19,767	367,788	297,127	372,455	0	144,320	4,395,933

HEAD START CHILD DEVELOPMENT COUNCIL, INC.
 DELEGATE HEAD START BASIC OPERATIONS
 Grant # 09 CH0656 PY 48
 PROGRAM YEAR 48

437 2080

0

Description	Cost	GABI	Pos	Sal	Wage/Hr	Hr/Wk	#/Weel	Time	HS PD	Disabilities	Adm	Finance	H.R.	Facilities	Maint	Total
	126			437					0101		0501	0502	0503	0504	0507	
GRAND TOTAL EXPENSES									16,833,253	161,636	1,056,437	727,814	756,312	0	605,621	20,141,074

GRANTEE 655,000

DEL +Grantee 20,796,074

Budget 20,796,074

-655,000

**APPLICATION FOR
FEDERAL ASSISTANCE**

Version 7/03

1. TYPE OF SUBMISSION: Application		2. DATE SUBMITTED	Applicant Identifier
<input type="checkbox"/> Construction	<input type="checkbox"/> Pre-application	3. DATE RECEIVED BY STATE	State Application Identifier
<input checked="" type="checkbox"/> Non-Construction	<input type="checkbox"/> Construction	4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier
<input type="checkbox"/> Non-Construction	<input checked="" type="checkbox"/> Non-Construction		09CH0656-001

5. APPLICANT INFORMATION

Legal Name: Head Start Child Development Council, Inc.		Organizational Unit:	
Organizational DUNS: 07-464-1366		Department: Non-profit	
Address: Street: 5361 N. Pershing Ave., Suite A		Division:	
City: Stockton		Name and telephone number of person to be contacted on matters involving this application (give area code)	
County: San Joaquin		Prefix: Ms.	First Name: Gloryanna
State: California		Middle Name	
Zip Code: 95207	Last Name Rhodes		
Country: USA		Suffix:	
Email: gloryannarh@hscdc.org		Phone Number (give area code) 209.235.3138	
Fax Number (give area code) 209.957.2490			

6. EMPLOYER IDENTIFICATION NUMBER (EIN):
9 4 - 2 3 4 2 5 1 8

8. TYPE OF APPLICATION: <input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es) (See back of form for description of letters.) Other (specify) <input type="checkbox"/> <input type="checkbox"/>	7. TYPE OF APPLICANT: (See back of form for Application Types) B Other (specify) Non-profit
10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: TITLE (Name of Program): Head Start Basic Services 9 3 - 6 0 0	11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Continuation application of Early Head Start Basic services to 430 children in San Joaquin County.

12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.): San Joaquin County, California	14. CONGRESSIONAL DISTRICTS OF: a. Applicant 11 and 18 b. Project 11 and 18
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13. PROPOSED PROJECT Start Date: 02/01/2013 Ending Date: 01/31/2014	15. ESTIMATED FUNDING:
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a. Federal \$ 4,777,635 ⁰⁰	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? a. Yes. <input type="checkbox"/> THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE: b. No. <input checked="" type="checkbox"/> PROGRAM IS NOT COVERED BY E. O. 12372 <input checked="" type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW
b. Applicant \$ 1,194,409 ⁰⁰	
c. State \$ ⁰⁰	
d. Local \$ ⁰⁰	
e. Other \$ ⁰⁰	
f. Program Income \$ ⁰⁰	
g. TOTAL \$ 5,972,044 ⁰⁰	

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?
 Yes If "Yes" attach an explanation. No

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. Authorized Representative

Prefix Ms.	First Name Jamie	Middle Name
Last Name Balocchi		Suffix
b. Title Board Chair		c. Telephone Number (give area code) 209.235.3138
d. Signature of Authorized Representative		e. Date Signed October 22, 2012

Early Head Start Operational Budget \$4,661,107 (PA 4125):

Personnel: Personnel costs for 159 staff total \$2,966,962. Of this total, \$2,899,978 (117 staff) is program costs. Administrative costs are \$66,984 (42 staff). Personnel costs are 64% of Federal budget.

Fringe Benefits: Fringe benefits total \$1,017,591 consisting of benefits required by law, a health package, a 403(b) retirement option, long-term disability insurance, employee physical and immunization costs and an EAP. Fringe benefit costs are 22% of the Federal budget, and 34% of personnel costs. Total personnel and fringe benefits costs constitute 85% of the Federal budget.

Travel: There are no travel costs in the Federal budget.

Equipment: No equipment is budgeted for this year.

Consumable Supplies: Consumable supplies are \$182,433, accounting for the costs of pupil instructional supplies, sanitation and safety supplies, and office supplies. Supplies are 4% of Federal budget.

Construction: No construction costs are budgeted for this year.

Other: Other costs amount to \$494,121. Of this total, (60%) goes to occupancy costs including rent, utility, telephone, building maintenance and insurance costs. The remainder is made up of janitorial costs (\$40,800), audit services for OMB-A-133 single audit and audit of the 5500 Return (\$4,600), payments to collaborative partner (\$48,000) and payments to Family Child Care providers (\$43,200). Travel costs include mileage reimbursement to employees, fuel/maintenance costs for agency vans, contract personnel, and printing & publications. The other category is 11% of Federal budget.

Early Head Start Training and Technical Assistance Budget \$116,528 (PA 1126):

Other: Other costs total \$116,528, consisting of contract course fees, credential renewal fees, staff coursework reimbursement, Head Start conference fees, other seminar fees, HSCDC sponsored in-house trainings, and consultant trainer fees. The agency provides employees with opportunities for an average of 200+ hours of training annually. The average annual training cost per employee is \$733.

Early Head Start Non-Federal Share \$1,194,409 (PA 4125 & PA 1126):

The agency is required to generate \$1,194,409 in non-Federal share and consistently has had a large number of volunteers annually. The current budget projects 68% of this requirement to come from classroom volunteers, with the rest from other staff volunteer time, professional staff time, rent, donated supplies and parent time spent planning and administering the program.

HEAD START CHILD DEVELOPMENT COUNCIL, INC.
 DELEGATE EARLY HEAD START BASIC OPERATIONS
 Grant # 09 CH0656 PY 48
 PROGRAM YEAR 48

156

Description	Cost	GABI	Pos	Sal	Wage/Hr	Hr/Wk	#/Weeks	% Time	EHS	Disabilities	Adm	Finance	H.R.	Transp	Maint	Total
	156										0501	0502	0503	0505	0507	
Mental Health Consultant	6 (a)	6	1	65,929	31.70	20	35	0.0389	863							863
Mental Health Consultant	6 (a)	6	1	67,060	32.24	20	35	0.0389	878							878
ERSEA Monitor	6 (a)	10	1	59,434	28.57	40	48	0.0389	2,135							2,135
ERSEA Supervisor	6 (a)	14	1	45,272	21.77	40	48	0.0389	1,626							1,626
Registration Clerk	6 (a)	9	1	31,969	15.37	40	48	0.4800	14,165							14,165
Overtime	6 (a)	2							0						5,000	5,000
Executive Director	6 (a)	12	1	117,989	56.73	40	48	0.0289			3,149					3,149
Mngr Family & Community P'ships	6 (a)	14	1	78,143	37.57	40	48	0.1189	8,578							8,578
Mngr Early Childhood Ed.	6 (a)	14	1	78,122	37.56	40	48	0.1189	8,575							8,575
Licensing Coordinator	6 (a)	14	1	72,025	34.63	40	48	0.0589			3,917					3,917
Buyer	6 (a)	16	1	53,485	25.71	40	48	0.0289			1,428					1,428
CSC/File Clerk	6 (a)	16	1	29,120	14.00	40	48	0.0289			777					777
SNQA Coordinator	6 (a)	14	1	78,164	37.58	40	48	0.0389			2,808					2,808
I.T. Manager	6 (a)	14	1	69,679	33.50	40	48	0.0389			2,503					2,503
I.T. Specialist	6 (a)	18	1	48,939	23.53	40	48	0.0389			1,758					1,758
Computer System Specialist	6 (a)	18	1	48,792	23.46	40	48	0.0389			1,753					1,753
Executive Assistant	6 (a)	18	1	56,313	27.07	40	48	0.0289			1,503					1,503
Administrative Assistant	6 (a)	16	1	34,043	16.37	40	48	0.0289			909					909
CST-Mail Courier	6 (a)	16	1	28,513	13.71	40	48	0.0289			761					761
CSC/File Clerk	6 (a)	16	1	29,120	14.00	40	48	0.0389			1,046					1,046
Director of Finance	6 (a)	14	1	99,679	47.92	40	48	0.0189				1,740				1,740
Finance Manager	6 (a)	17	1	65,887	31.68	40	48	0.0289				1,759				1,759
Accountant	6 (a)	17	2	53,108	25.53	40	48	0.0289				2,835				2,835
Accountant	6 (a)	17	2	48,948	23.53	40	48	0.0289				2,613				2,613
Accounting Technician	6 (a)	17	2	40,779	19.61	40	48	0.0289				2,177				2,177
Payroll Technician	6 (a)	17	1	45,314	21.79	40	48	0.0389				1,628				1,628
Accounting Clerk	6 (a)	17	1	29,120	14.00	40	48	0.0389				1,046				1,046
Facilities & Maintenance Manager	6 (a)	14	1	64,480	31.00	40	48	0.0289							1,721	1,721
Facilities & Maintenance Sup	6 (a)	14	1	48,318	23.23	40	48	0.0289							1,290	1,290
Maintenance Worker	6 (a)	19	7	32,996	15.86	40	48	0.0289							6,165	6,165
Janitorial Support Staff	6 (a)	21	4	26,725	12.85	40	48	0.0289							2,853	2,853
Dir. of Human Resources/L. R	6 (a)	14	1	98,883	47.54	40	48	0.0389					3,552			3,552
HR/Labor Assistant	6 (a)	16	1	46,048	22.14	40	48	0.0389					1,654			1,654
H.R. Manager	6 (a)	16	1	65,894	31.68	40	48	0.0389					2,367			2,367
Human Resources Analyst	6 (a)	16	1	48,589	23.36	40	48	0.0389					1,745			1,745
Human Resources Analyst	6 (a)	16	1	48,582	23.36	40	48	0.0389					1,745			1,745
Human Resources Tech	6 (a)	16	1	38,730	18.62	40	48	0.0389					1,391			1,391
Human Resources Tech	6 (a)	16	1	38,730	18.62	40	48	0.0389					1,391			1,391
Overtime	6 (a)	2	0						10,000							10,000
Total Salaries									2,894,887	5,091	22,312	13,798	13,845	0	17,029	2,966,962

HEAD START CHILD DEVELOPMENT COUNCIL, INC.
 DELEGATE EARLY HEAD START BASIC OPERATIONS
 Grant # 09 CH0656 PY 48
 PROGRAM YEAR 48

156

Description	Cost	GABI	Pos	Sal	Wage/Hr	Hr/Wk	#/Weeks	% Time	EHS	Disabilities	Adm	Finance	H.R.	Transp	Maint	Total
	156										0501	0502	0503	0505	0507	
Printing & Publications	6 (h)	15							1,000							1,000
Food	6 (h)	9							959							959
Staff Recruitment	6 (h)	15							5,000							5,000
Liability/Property Insurance	6 (h)	17									12,000		3,000			15,000
Directors & Officers Insurance	6 (h)	17									1,500					1,500
Vehicle Maintenance	6 (h)	8													1,000	1,000
Fuel	6 (h)	8													1,000	1,000
Total Operating Expenses									610,315	0	24,213	17,455	13,713	0	10,858	676,554
GRAND TOTAL EXPENSES									4,501,043	6,842	53,186	35,373	31,692	0	32,971	4,661,107

GRANTEE

DELEGATE + GRANTEE 4,661,107

Budget 4,661,107

**HEAD START CHILD DEVELOPMENT COUNCIL, INC.
HEAD START TRAINING AND TECHNICAL ASSISTANCE. PA 4120 AND PA 1126**

DESCRIPTION	DESCRIPTION			AMOUNT	AMOUNT	TOTAL	
	DAYS /staff	HOUR	RATE	H.S PA 4120	EHS PA 1126		
			ACTIVITIES				
School Readiness	5		1,900	Refer to Training and Technical Assistance Plan	6,000	3,500	9,500
Train the Trainer Model	12		2,419	Refer to Training and Technical Assistance Plan	18,000	11,028	29,028
Family Engagement	10		3,200	Refer to Training and Technical Assistance Plan	18,000	14,000	32,000
Building Family support systems	5		3,000	Refer to Training and Technical Assistance Plan	9,000	6,000	15,000
Managers for education Training	5		1,000	Refer to Training and Technical Assistance Plan	4,500	500	5,000
Family Well being	10		3,151	Refer to Training and Technical Assistance Plan	15,800	15,708	31,508
CLASS Related Training-SPECIALISTS	2		1,500	Refer to Training and Technical Assistance Plan	3,000	0	3,000
Strategies for support	10	0	1,500	Refer to Training and Technical Assistance Plan	15,000	0	15,000
Professional Development	10		2,500	Refer to Training and Technical Assistance Plan	15,000	10,000	25,000
Fiscal staff, Directors, Board	20		2,565	Refer to Training and Technical Assistance Plan	28,239	23,053	51,292
All Staff	12		1,500	Refer to Training and Technical Assistance Plan	10,000	8,000	18,000
Maintenance Workers, Janitors and Transporters	10		2,300	Refer to Training and Technical Assistance Plan	17,000	6,000	23,000
Annual conferences	20		2,687	Refer to Training and Technical Assistance Plan	35,000	18,739	53,739
TOTAL					194,539	116,528	311,067

HEAD START CHILD DEVELOPMENT COUNCIL
Budget by Federal Cost Categories
Grant Number 09CH0656 PY 48

HEAD START BASIC- PA 4122		Amount	% of Ttl
6 (a)	Personnel	11,873,858	58.95%
6 (b)	Fringe Benefits	3,871,283	19.22%
6 (c)	Travel	12,994	0.06%
6 (d)	Equipment	150,000	0.74%
6 (e)	Supplies	732,692	3.64%
6 (f)	Contractual		0.00%
6 (g)	Construction		0.00%
6 (h)	Other	3,500,247	17.38%
6 (i)	<i>Total Direct Charges (sum of 6a-6h)</i>	20,141,074	100.00%
6 (j)	Indirect Charges	0	0.00%
6 (k)	TOTALS (Sum of 6i and 6j)	20,141,074	100.00%

H.S. TRAINING PA 4120		Amount	% of Ttl
6 (a)	Personnel	0	0.00%
6 (b)	Fringe Benefits	0	0.00%
6 (c)	Travel	0	0.00%
6 (d)	Equipment	0	0.00%
6 (e)	Supplies	0	0.00%
6 (f)	Contractual	0	0.00%
6 (g)	Construction	0	0.00%
6 (h)	Other	194,539	100.00%
6 (i)	<i>Total Direct Charges (sum of 6a-6h)</i>	194,539	100.00%
6 (j)	Indirect Charges	0	0.00%
6 (k)	TOTALS (Sum of 6i and 6j)	194,539	100.00%

HEAD START CHILD DEVELOPMENT COUNCIL
Budget by Federal Cost Categories
Grant Number 09CH0656 PY 48

EARLY HEAD START BASIC- PA 4125		Amount	% of Ttl
6 (a)	Personnel	2,966,962	63.65%
6 (b)	Fringe Benefits	1,017,591	21.83%
6 (c)	Travel	0	0.00%
6 (d)	Equipment	0	0.00%
6 (e)	Supplies	182,433	3.91%
6 (f)	Contractual	0	0.00%
6 (g)	Construction	0	0.00%
6 (h)	Other	494,121	10.60%
6 (i)	<i>Total Direct Charges (sum of 6a-6h)</i>	4,661,107	100.00%
6 (j)	Indirect Charges	0	0.00%
6 (k)	TOTALS (Sum of 6i and 6j)	4,661,107	100.00%

E.H.S. TRAINING PA 1126		Amount	% of Ttl
6 (a)	Personnel	0	0.00%
6 (b)	Fringe Benefits	0	0.00%
6 (c)	Travel	0	0.00%
6 (d)	Equipment	0	0.00%
6 (e)	Supplies	0	0.00%
6 (f)	Contractual	0	0.00%
6 (g)	Construction	0	0.00%
6 (h)	Other	116,528	100.00%
6 (i)	<i>Total Direct Charges (sum of 6a-6h)</i>	116,528	100.00%
6 (j)	Indirect Charges	0	0.00%
6 (k)	TOTALS (Sum of 6i and 6j)	116,528	100.00%

GOAL #1 School Readiness

EHS: HSCDC staff will build trusting and respectful relationships with families through implementation of continuous, comprehensive child development and family support services that integrate parents/guardians/expectant families' values, beliefs, and care-giving practices in support of their roles as first teachers of their children.

HS: HSCDC staff will enhance parents/guardians in their roles as first teachers of their children; increase their skills in advocating for their children's education in the community and promote life-long learning.

Specialists	HS Education Staff/ Home Visitors	EHS Education Staff/ Home Visitors	Family Services Staff/ Home Visitors	Cost & Budget Source	
				HS	EHS
<p>Presenters: Outside Consultants; Manager of Family, Community Partnerships (FCP); HSCDC Mental Health Staff; Manager; Content Area Experts</p> <p>The Parent, Family, Community Engagement Framework Values clarification</p> <ul style="list-style-type: none"> Identifying personal values, beliefs, cultural practices Diversity training Identifying family's values, beliefs, cultural practices <p>Communication Skills active/reflective reflective listening, verbal and non verbal messaging Adult learning strategies-modeling, coaching, mentoring techniques CLASS certification/recertification Reflective supervision Strategies to support staff relationships with families Team Building Strategies</p>	<p>Presenters: Outside Consultants; Manager of Family, Community Partnerships (FCP); HSCDC Mental Health Staff; Manager; Content Area Experts</p> <p>The Parent, Family, Community Engagement Framework Values clarification</p> <ul style="list-style-type: none"> Identifying personal values, beliefs, cultural practices Diversity Training Identifying family's values, beliefs, cultural practices <p>Communication Skills active/reflective listening, verbal and non- verbal messaging Team building</p>	<p>Presenters: Outside Consultants; Manager of Family, Community Partnerships (FCP); HSCDC Mental Health Staff; Manager; Content Area Experts</p> <p>The Parent, Family, Community Engagement Framework Values clarification</p> <ul style="list-style-type: none"> Identifying personal values, beliefs, cultural practices Diversity Training Identifying family's values, beliefs, cultural practices <p>Communication Skills active/reflective listening, verbal and non-verbal messaging Team building</p>	<p>Presenters: Outside Consultants; Manager of Family, Community Partnerships (FCP); HSCDC Mental Health Staff; Manager; Content Area Experts</p> <p>The Parent, Family, Community Engagement Framework Values clarification</p> <ul style="list-style-type: none"> Identifying personal values, beliefs, cultural practices Diversity Training Identifying family's values, beliefs, cultural practices <p>Communication Skills active/reflective reflective listening, verbal and non-verbal messaging Adult learning strategies-modeling, coaching, mentoring techniques Team building</p>	\$6,000	\$3,500

GOAL #1 School Readiness

EHS: HSCDC staff will build trusting and respectful relationships with families through implementation of continuous, comprehensive child development and family support services that integrate parents/guardians/expectant families’ values, beliefs, and care-giving practices in support of their roles as first teachers of their children.

HS: HSCDC staff will enhance parents/guardians in their roles as first teachers of their children; increase their skills in advocating for their children’s education in the community and promote life-long learning.

Specialists	HS Education Staff/ Home Visitors	EHS Education Staff/ Home Visitors	Family Services Staff/ Home Visitors	Cost & Budget Source	
				HS	EHS

<i>Presenters: Consultants, Content Area Experts (Train the Trainers Model)</i>	<i>Presenters: Specialists (Train the Trainers Model)</i>	<i>Presenters: Specialists (Train the Trainers Model)</i>	<i>Presenters: Specialists (Train the Trainers Model)</i>	\$18,000	\$11,028
<p>What is school readiness?</p> <ul style="list-style-type: none"> • Developmental stages of school readiness 0-5 • Parents as “First Teachers” • Partnering with Parents • Curricular strategies to promote school readiness (Outcomes) <ul style="list-style-type: none"> -language and literacy, -early math & science -cognitive skills -social-emotional - physical development -gross & fine motor skills -health -Creative arts • Dual Language Learners Classroom Strategies to support Dual Language Learners • Advocacy skills <p>Strategies to Support Transition Planning</p> <p>Use of Technology with Children Enhance educator comfort and skills Supporting children’s use of</p>	<p>What is school readiness?</p> <ul style="list-style-type: none"> • Developmental stages of school readiness 0-5 • Parents as First teachers • Partnering with Parents • Curricular strategies, and support services to promote children’s academic readiness for kindergarten <ul style="list-style-type: none"> - language and literacy, -early math & science -cognitive skills -social-emotional - physical development -gross & fine motor skills -health -Creative arts • Dual Language Learners Classroom • Strategies to support Dual Language Learners • Advocacy skills <p>Use of Technology with Children</p> <p>Supporting Transitions</p> <ul style="list-style-type: none"> • school and home activities to support transition 	<p>What is school readiness?</p> <ul style="list-style-type: none"> • Developmental stages of school readiness 0-5 • Parents as First Teachers (+HB) • Partnering with Parents • Promoting: attachment and bonding, sensory integration, • Curricular strategies, and support services to promote children’s school readiness for kindergarten <ul style="list-style-type: none"> - language and literacy, -early math & science -cognitive skills -social-emotional - physical development -gross & fine motor skills -health -Creative arts • Dual Language Learners Classroom • Strategies to support Dual Language Learners • Advocacy skills <p>Use of Technology with Children</p>	<p>What is school readiness?</p> <ul style="list-style-type: none"> • Developmental stages of school readiness 0-5 • Working with parents to support their role as primary educators <ul style="list-style-type: none"> -Parent’s role as “first teacher” -Supporting parents involvement in their children’s life-long learning -Supporting parents in the transition process -Kindergarten expectations, -Advocacy skills -Community Resources 		

GOAL #1 School Readiness

EHS: HSCDC staff will build trusting and respectful relationships with families through implementation of continuous, comprehensive child development and family support services that integrate parents/guardians/expectant families' values, beliefs, and care-giving practices in support of their roles as first teachers of their children.
HS: HSCDC staff will enhance parents/guardians in their roles as first teachers of their children; increase their skills in advocating for their children's education in the community and promote life-long learning.

Specialists	HS Education Staff/ Home Visitors	EHS Education Staff/ Home Visitors	Family Services Staff/ Home Visitors	Cost & Budget Source	
				HS	EHS

technology and age-appropriate software in the classroom	<ul style="list-style-type: none"> school and home activities to support transition kindergarten expectations 	Supporting Transitions <ul style="list-style-type: none"> school and home activities to support transition school and home activities to support transition kindergarten expectations 			
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GOAL #2 Family Engagement

EHS: HSCDC staff will support parents/guardians/expectant families in developing a pattern of lifelong learning for themselves and their children by building strong relationships with their children, pursuing their own learning interests, setting and working toward life goals.

HS: HSCDC staff will support families as lifelong learners, facilitate long-term family stability, and promote strong connections to peers and community through a cadre of family services staff that possess theory, knowledge, and experience in developing goal-directed relationships with families.

Specialists	HS Education Staff/ Home Visitors	EHS Education Staff/ Home Visitors	Family Services Staff/ Home Visitors	Cost & Budget	
				Source	
				HS	EHS
<p>Presenters: Outside Consultants, Manager FCP</p> <p>Relationship-Based Competencies Effective relationship building practices</p> <p>Working with Diverse populations, Cross Cultural Communication What is parent, family, and community engagement? Positive parent-child relationships Families as lifelong educators Families as lifelong learners The importance of healthy relationships Establishing “learning communities” Working with families in crisis Home visiting Facilitation skills for family conferences, support groups and community meetings Defining and supporting healthy inter-dependency Building family support systems <ul style="list-style-type: none"> • Family connections to peers and communities • Defining and supporting healthy inter-dependency Supporting family literacy</p>	<p>Presenters: Outside Consultants, Manager FCP (Home Visitor)</p> <p>Relationship-Based Competencies Effective relationship building practices</p> <p>Working with Diverse populations, Cross Cultural Communication What is parent, family, and community engagement? Positive parent-child relationships Families as lifelong educators Families as lifelong learners The importance of healthy relationships Defining and supporting healthy inter-dependency <ul style="list-style-type: none"> • Building family support systems Family connections to peers and communities • Defining and supporting healthy inter-dependency Home visiting Supporting family literacy</p>	<p>Presenters: Outside Consultants, Manager FCP (Home Visitor)</p> <p>Relationship-Based Competencies Effective relationship building practices</p> <p>Working with Diverse populations, Cross Cultural Communication What is parent, family, and community engagement? Positive parent-child relationships Families as lifelong educators Families as lifelong learners The importance of healthy relationships Defining and supporting healthy inter-dependency <ul style="list-style-type: none"> • Building family support systems Family connections to peers and communities • Defining and supporting healthy inter-dependency Home visiting Supporting family literacy</p>	<p>Presenters: Outside Consultants, Manager FCP</p> <p>Relationship-Based Competencies Effective relationship building practices</p> <p>Working with Diverse populations, Cross Cultural Communication What is parent, family, and community engagement? Positive parent-child relationships Families as lifelong educators Families as lifelong learners The importance of healthy relationships Supporting family literacy</p>	\$18,000	\$14,000

GOAL #2 Family Engagement

EHS: HSCDC staff will support parents/guardians/expectant families in developing a pattern of lifelong learning for themselves and their children by building strong relationships with their children, pursuing their own learning interests, setting and working toward life goals.

HS: HSCDC staff will support families as lifelong learners, facilitate long-term family stability, and promote strong connections to peers and community through a cadre of family services staff that possess theory, knowledge, and experience in developing goal-directed relationships with families.

Specialists	HS Education Staff/ Home Visitors	EHS Education Staff/ Home Visitors	Family Services Staff/ Home Visitors	Cost & Budget	
				Source	HS
		Family Development Credential I Home Visitors (90 hours) as needed	The Family Development Credential (90 hours cohort of 20 staff) Healthy self-reliance Communication skills Self care Strength-based assessment Goal setting Helping families reach their own goals Home visiting Facilitation skills for family conferences, support groups and community meetings Building family support systems <ul style="list-style-type: none"> • Family connections to peers and communities • Defining and supporting healthy inter-dependency Community Collaborations	\$9,000	\$6,000
			Managers for Education, Training, School Readiness & Health, Disabilities, Mental Health, Nutrition Train the Trainer-Family Development Credential	\$4,500	\$500

GOAL #3 Family Well-Being

EHS: HSCDC staff will support parents/guardians/expectant families in promoting the health, well-being and development of their families including pregnant women, infants, toddlers and preschool and school-age children through health/nutrition education that supports positive lifestyle practices.

HS: HSCDC staff will support parents/guardians/expectant families in promoting the health, well-being and development of their families including pregnant women, infants, toddlers and preschool and school-age children through health/nutrition education that supports positive lifestyle practices.

Specialists	HS Education Staff/ Home Visitors	EHS Education Staff/ Home Visitors	Family Services Staff/ Home Visitors	Cost & Budget	
				Source	
				HS	EHS

<p>Presenters: Outside Consultants Content Area Experts</p> <p>Self care: the connection between self care and the ability to build successful relationships with families and colleagues</p> <p>What is family wellness?</p> <ul style="list-style-type: none"> • Nutrition for a healthy lifestyle • Methods for combating childhood obesity • Promoting physical activity in the classroom/home • Signs and symptoms of crisis, depression, trauma, homelessness, domestic violence, mental illness • Strategies to promote child and family safety • Crisis management skills • Promoting child and family mental health <p>Developing Wellness Plans</p> <ul style="list-style-type: none"> • Addressing family health and dental, nutrition needs • Community resources connected with family wellness 	<p>Presenters: Specialists, Outside Consultants, Content Area Experts</p> <p>Self care: the connection between self care and the ability to build successful relationships with families and colleagues</p> <p>What is family wellness?</p> <ul style="list-style-type: none"> • Nutrition for a healthy lifestyle • Methods for combating childhood obesity • Promoting physical activity in the classroom/home • Signs and symptoms of crisis, depression, trauma, homelessness, domestic violence, mental illness • Strategies to promote child and family safety in the center, home, community • Crisis management skills • Promoting child and family mental health <p>Developing Wellness Plans</p> <ul style="list-style-type: none"> • Addressing family health and dental, nutrition needs • Community resources connected with family wellness 	<p>Presenters: Specialists, Outside Consultants, Content Area Experts</p> <p>Self care: the connection between self care and the ability to build successful relationships with families and colleagues</p> <p>What is family wellness?</p> <ul style="list-style-type: none"> • Maternal and child health, prevention of STDs • Nutrition for a healthy lifestyle • Methods for combating childhood obesity • Promoting physical activity in the classroom/home • Signs and symptoms of crisis, depression, trauma, homelessness, domestic violence, mental illness • Strategies to promote child and family safety in the center, home, community • Crisis management skills • Promoting child and family mental health <p>Developing Wellness Plans</p> <ul style="list-style-type: none"> • Addressing family health and dental, nutrition needs • Community resources connected with family wellness 	<p>Presenters: Specialists, Outside Consultants, Content Area Experts</p> <p>Self care: the connection between self care and the ability to build successful relationships with families and colleagues</p> <p>What is family wellness?</p> <ul style="list-style-type: none"> • Nutrition for a healthy lifestyle • Methods for combating childhood obesity • Promoting physical activity in the home, community • Signs and symptoms of crisis, depression, trauma, homelessness, domestic violence, mental illness • Strategies to promote child and family safety in the home, community • Crisis management skills • Promoting child and family mental health <p>Developing Wellness Plans</p> <ul style="list-style-type: none"> • Addressing family health and dental, nutrition needs • Community resources connected with family wellness 	<p>\$15,800</p>	<p>\$15,708</p>
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Specialists	HS Education Staff/ Home Visitors	EHS Education Staff/ Home Visitors	Family Services Staff/ Home Visitors	Cost & Budget	
				HS	EHS
CLASS Related Trainings					
Presenters: Outside Consultants	Presenters: Specialists, Outside Consultants				
CLASS certification and re-certification				\$3,000	NA
Strategies to support <ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Instructional Learning Format. 	CLASS: <ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Instructional Learning Format. 			\$5,000	NA
Professional Development					
Presenters: Outside Consultants Content Area Experts	Presenters: Specialists, Outside Consultants, Content Area Experts	Presenters: Specialists, Outside Consultants, Content Area Experts	Presenters: Specialists, Outside Consultants, Content Area Experts	\$15,000	\$10,000
Overview of the performance standards Application of standards to job requirements The OHS Protocol Crisis Management skills Maintaining appropriate boundaries with families in crisis TS Gold Assessment and Creative Curriculum Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Individualizing curriculum for children with disabilities Dual Language Learning Best	Overview of the performance standards Application of standards to job requirements The OHS Protocol Crisis Management skills Maintaining appropriate boundaries with families in crisis TS Gold Assessment and Creative Curriculum CSEFEL Individualizing curriculum for children with disabilities Behavioral principles	Overview of the performance standards Application of standards to job requirements The OHS Protocol Crisis Management skills Maintaining appropriate boundaries with families in crisis TS Gold Assessment and Creative Curriculum Partners for Healthy Families Curriculum CSEFEL Individualizing curriculum for children with disabilities	Overview of the performance standards Application of standards to job requirements The OHS Protocol Crisis Management skills Maintaining appropriate boundaries with families in crisis (See Credential Trainings) Developing integrated Family Partnership Agreements Audiometric Testing Certificate Vision Testing Certificate Blood pressure, heights and weights		

Specialists	HS Education Staff/ Home Visitors	EHS Education Staff/ Home Visitors	Family Services Staff/ Home Visitors	Cost & Budget	
				Source HS	EHS
practices Support DLL in the classroom Transition Planning Developing Behavioral Support Plans <ul style="list-style-type: none"> Behavioral principles Intervention strategies Working with staff to develop effective Professional Development Plans Data Analysis Use of data for planning and decision making Data Analysis Effective recordkeeping The HSCDC monitoring process ITERS ECERS FCERS Dual Language Learning Best practices Support DLL in the classroom	Intervention strategies Dual Language Learning Best practices Support DLL in the classroom Transition Planning Effective recordkeeping The HSCDC monitoring process	Updates on infant/toddler best practices Behavioral principles Intervention strategies Dual Language Learning Best practices Support DLL in the classroom Transition Planning Effective recordkeeping The HSCDC monitoring process	Data Analysis Effective recordkeeping The HSCDC monitoring process		
Professional Development					
Fiscal Staff	Information Technology Staff	Director, Program Manager, Manager, Family and Community Partnerships			
Presenters: Outside Consultants, Content Area Experts Strengthening Internal Controls Procurement Regulations Developing and Implementing Electronic Requisition, Purchasing Systems Enhancing Inventory Control Strengthening Davis-Bacon Compliance	Presenters: Outside Consultants, Content Area Experts TS Gold Administration Child Plus User Group Conference Windows Server Implementation Cloud-computing implementation and Support	Presenters: Outside Consultants UCLA Johnson & Johnson Head Start Management Fellows Program Strengthening the Management and Leadership Skills of Head Start Administrators		\$28,239	\$23,053

Mandated Trainings

All Staff

Presenters: Consultants, Content Area Experts, local hospitals, fire departments, PGE, Star 12	\$10,000	\$8,000
Sexual Harassment Laws & Regulations Blood Borne Pathogens Child Abuse Reporting CPR, First Aid Certification Safety in the Workplace-Ergonomics Safe Environments		

Maintenance Workers, Janitors, Transporters

Presenters: Consultants, Content Area Experts, local hospitals, fire departments, PGE, Star 12	\$17,000	\$6,000
CAL-OSHA Transportation Laws and regulations HAZ Mat Training Forklift Driver Training PGE Training Supervision Inventory Control Mandated Safety Training		

**Annual Conferences, Annual Trainings for Certification, Training Series
Local, State, and Regional Training Opportunities to apprise staff of current trends, designed to improve the ability of staff and volunteers to deliver services and perform their job duties**

WIPFLI annual Management Conference Acelero Managing by Outcomes National Labor Conference (Senior Management) CAMFT NAEYC CAEYC NASW Community, Parent and Family Engagement Conference, NHSA Family Development Credential National Fatherhood & Families Conference Los Angeles CHSA Annual Conference	\$35,000	\$18,739
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<ul style="list-style-type: none"> • Health Institute Conference (Sacramento 5/20-5/22/2013) • Annual Conference (San Diego 2/4-2/8/2013) • Policy & Leadership (Newport Beach 7/23-7/25/2013) • Edward Ziegler Western Research Institute • Manager and Director Institute <p>National Head Start Association Research Conferences-Effective Head Start Monitoring and Managing Outcomes</p> <p>0-3 Conference</p> <p>NHSA Annual Conference</p> <p>NAFCC National Association for Family Child Care</p> <p>HSA Parent Conference</p> <p>CACFP Annual Conference Nutrition staff</p> <p>Western Kentucky</p> <ul style="list-style-type: none"> • Annual Home Base Conference • Managing Comprehensive Health Services • Family Development Credential (2 Train the Trainers) <p>Breast Feeding Coalition of San Joaquin County</p> <p>PITC Training Institute</p> <p>21st National Conference on Family Literacy</p> <p>National Black Child Development Institute (1 weeks)</p> <p>Understanding Comprehensive Health Mandates in Early Head Start & Head Start</p> <p>2013 Society for Information Technology and Teacher Education (SITE Teaching Math and Technology)</p> <p>3/25/2013-3/29/2013 New Orleans Content Area Expert + Manager</p> <p>California Association of Marriage, Family Therapists</p> <ul style="list-style-type: none"> • Law & Ethics • Clinical Supervision State Licensing <p>Ongoing Trainings and Technical Assistance</p> <p>Teachstone (CLASS certification and recertification)</p> <p>UOP Behavioral Sciences Department</p> <p>Physical Development Training Program</p> <p>Social-Emotional Development</p> <p>Teaching Strategies, Inc., Bethesda, Maryland</p> <p>Gold Lab for Experienced Users Summarize, Plan, Communicate Data (Content area Expert, Curriculum Specialist)</p> <p>CSEFEL Train the Trainer (Content Area Experts)</p> <p>Center for Social-Emotional Foundations for Early Learning</p> <p>Vanderbilt Univ., Nashville</p> <p>Center for Prevention and Early Intervention Policies, Florida State University</p> <p>Effective Head Start Monitoring (National HS Assoc Leadership Institute)</p> <p>California State T/TA Center Using Data to Improve teaching and Learning</p>		
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HEAD START CHILD DEVELOPMENT COUNCIL, INC.
Budget by Federal Cost Categories
Program Account 4125 and 1126 Early Head Start
Grant Number 09CH0656 PY 48

SECTION B—NON FEDERAL RESOURCES

Object Class Categories		Program	calc basis								
GABI	Donation/ Valuation	Count	Amount	hrs	days	Non-Federal	Total	GABI	GABI #		
6a. Personnel											
2	Special Education Teacher (disabilities) 4 @ \$32/hr x 500 hrs	4	\$32.00	500	1	\$64,000					
2	Extended day child care teacher 4 @ \$25.69 p/h x 6 hrs day x 100 d	4	\$25.69	6	100	61,656					
2	Extended day child care teacher 4 @ \$25.69 p/h x 6 hrs day x 110 d	4	\$25.69	6	110	67,822		\$193,478	2		
7	Speech Pathologist (Eval and Therapy) \$45/hr x 15 hrs	1	\$45.00	13	1	585		\$585	7		
Personnel							\$194,063				
6e. Consumable Supplies											
1	Office Supplies \$200. mo x 10 mo (paper, pencils, pens, calendars,	1	\$200.00	1	12	\$2,400		\$2,400	1		
2	Training Supplies (folders/books, videos, etc.)	1	\$3,129.75	1	1	3,130		\$3,130	2		
Supplies							\$5,530				
6f Contractual											
6h Other											
2	12 locations x average \$1000 mo x 12 mo.	12	\$1,000.00	1	12	\$144,000					
2	Donated Land for Portables 1 Portables x \$107 mo x 12 mo.	1	\$107.00	1	12	1,284					
Other							\$145,284	\$145,284	2		
10	Evaluation of Spec Needs (Disabled) Students \$250/evaluation x 15	20	\$250.00	1	1	5,000					
10	Health Professionals providing service at Health Fairs \$50/hr x 125	2	\$50.00	125	1	12,500					
10	Physical exams \$150/exam x 75	75	\$150.00	1	1	11,250					
Child Services							\$28,750	\$28,750	10		
11	Classroom Volunteers 35,044 hrs x \$18.50hr (students & parents)	177	\$18.63	248	1	\$817,782	\$817,782	\$817,782	11		
Classroom Volunteer											
13	Parent Education Workshop Leaders \$20/hr x 150 hrs	1	\$20.00	150	1	\$3,000					
Parent Services							\$3,000	\$3,000	13		

NON FEDERAL TOTAL (Non-fed share required \$1,194,409)							\$1,194,409	\$1,194,409		
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HEAD START CHILD DEVELOPMENT COUNCIL, INC.
Budget by Federal Cost Categories
Program Account 4122 and 4120 Head Start
Grant Number 09CH0656 PY 48

SECTION B-----NON FEDERAL RESOURCES

(\$0)
HEAD START
Non-federal

Object Class Categories

GABI #	Donation/ Valuation	Program calc basis				Non-Federal	Total	GABI
		Count	Amount	hrs	days			
6a. Personnel								
1	Education consultant \$40 per hr x 100 hrs	1	\$40.00	100	1	\$4,000		\$4,000
2	Extended day child care teacher 6 @ \$18.63 p/h x 6 hrs day x175 d	6	\$18.63	6	175	117,369		
2	Extended day child care teacher 7 @ \$18.63p/h x 3.5 hrs day x180	7	\$18.63	3.5	160	73,030		\$190,399
5	School district spec educ teacher assistants 3 @ \$18.63 p/h x 3 hrs	3	\$18.63	3	100	16,767		
5	Extended day child care teacher assistants 7 @ \$18.63 p/h x 3 hrs	7	\$18.63	3	160	62,597		\$79,364
6	Mental Health Assessment/Intervention 50 hrs mo x 12 mos x \$32	1	\$32.00	50	12	19,200		\$19,200
7	Speech Pathologist (Eval and Therapy) \$45/hr x 100 hrs	1	\$45.00	50	1	2,250		\$2,250
9	Parent Mentors/ Literacy: 14 @ 20hrs mo x 8 mo x \$18.63 p/h	14	\$18.63	20	8	41,731		\$41,731
11	Parent Mentors/ Fatherhood Focus: 8 @ 20hrs mo x 8 mo x \$18.63	8	\$18.63	20	8	23,846		\$23,846
	Personnel						\$360,790	
6e. Consumable Supplies								
1	Office Supplies \$100. mo x 9 mo (paper, pencils, pens, calendars, e	1	\$100.00	1	9	\$900		
2	Training Supplies (folders/books, videos, etc.)	1	\$1,470.00	1	1	1,470		
2	Classroom Supplies Aver \$5. p/child x 2631 children	2631	\$5.00	1	1	13,155		
	Supplies					0	\$15,525	\$14,625
6f Contractual								
							\$0	
6h Other								
2	49 locations x average \$650. mo x 10 mos. (aver 1,756.756 sq ft x	49	\$650.00	1	12	\$382,200		
2	Donated Land for Portables 23 Portables x 125 mo x 12 mo (4,440	23	\$125.00	1	12	34,500		
2	Conference, Meeting and Training Rooms \$150 x 2	1	\$150.00	1	4	600		
2	Computer Lab/ Training Room Use \$800 day x 10 days	1	\$800.00	1	2	1,600	\$418,900	\$418,900
10	Dental Exams by DDS \$75 exam x 200 exams	65	\$75.00	1	1	\$4,875		
10	Dental Insurance (Access) \$75 x 100 children	75	\$75.00	1	1	5,625		
10	Disability Consultants \$550 day x 10 days	1	\$550.00	1	5	2,750		
10	Evaluation of Spec Needs (Disabled) Students \$250/evaluation x 20	10	\$250.00	1	1	2,500		
	Child Services						\$15,750	\$15,750
11	Classroom Volunteers 1,725 @ 268,725 hrs x \$18.63 hr (students	1800	\$18.63	132	1	4,426,488	\$4,426,488	\$4,426,488
	Classroom Volunteer							
13	Parent Education Workshop Leaders \$20/hr x 250 hrs	1	\$20.00	250	1	\$5,000		
13	Interpretation at parent workshops \$12/hr x 250 hrs	1	\$12.00	100	1	1,200		
13	Parent Planning/Administrating Policy/ Program Monitoring 500 hr	1	\$10.00	400	1	4,000	\$10,200	\$10,200
	Parent Services							

NON FEDERAL TOTAL (Non-fed share required \$5,247,653)

\$5,247,653