

AOR-Jane Doe

Point of Contact-Jane Doe

EHS (Non-Partnership) Expansion-Michigan

*Project Summary/Abstract*

Jane Doe Community Center Funding Proposal

Jane Doe

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Head Start finds itself a singular position to provide families with the opportunity to elevate their quality of life by supplying parents with the full-time, stable, comprehensive, high-quality resources necessary to achieve their goals through placing their children in Early Head Start agencies and community-based partnerships.

Within the sole zip code of 48035 in our Macomb County, nearly 500 children are currently living in Stage 4 poverty conditions. Children go hungry, mothers forfeit rare job opportunities, already-attenuated family incomes are increasing prevent parents from pursuing basic and higher education, job fairs, drug-abuse programs and the like.

Jane Doe Community Action Center and Jelly Moon Learning Center hope to partner in order to service Macomb County's low-income children and families in order to promote high-quality school readiness, health-awareness/improvement, safety, nutrition and family-involvement so that families prosper in a nurturing, inclusive ethos. Jane Doe Community Action Center and Jelly Moon will work together to develop a highly-functional grantee team to address the increasing needs of local families until Jelly Moon will allow Jane Doe to utilize open classroom space as needed.

Our goal is to embrace EHS Performance Standards, school-readiness goals, along with research-based curriculum (Highscope) to empower a meaningful reduction of poverty in pregnant mothers and children ages zero to three within our community. We strive to strengthen relationships with local establishments who can serve as invaluable and enduring resources to children and families. Our dream is to train grantee staff on responsibilities, appropriate spending, licensing rules and regulations, Head Start Performance Standards (2017), stability and continuity of care, professionalism, curriculum, lesson plans and daily regimens/schedules. The Jelly Moon location will continue to host existing Early Head Start classrooms, expanding therein. Jane Doe and Jelly Moon will then hire and establish the necessary core team members to create a lasting foundation for the Jane Doe Early Head Start Community Action Center.

It would seem our extensive experience with and dedication to Early Childhood Education offers us a distinct advantage in meeting the expectations of Early Head Start and relevant performance standards. The occasion of our funding would be the first time Macomb County would possess two Early Head Start grantee agencies. If our dream becomes real, we will draw from the most capable and experienced candidates available, while positioning our program for expansion. It is hoped Jane Doe and Jelly Moon will be considered by The Administration for Children and Families (ACF) and the Office of Head Start in order to create additional services for Early Head Start families and other low-income Macomb County families.

This philanthropy, yours, has come to represent for us far more than funding. Our own initiatives align with your own. We happily welcome the EHS standards in this organization. The

performance standards have become our working Bible as we have consistently witnessed these guidelines and your philosophy succeeding in systematically leveraging good intentions by strategically addressing poverty in a community in which we live, work and love. Achieved by nipping both contributing and causal poverty in the bud, your service model will allow us to expand our mission through collaboration with like-minded agencies focused on low-income family needs. Our desired outcome is the chance to provide high-end humanistic service to vulnerable low-income families within the rubric of Head Start Performance Standards, placing emphasis on the The Family Partnership Agreement, thus lowering community crime-rate, unemployment, disease, drug-abuse, child-abuse, spousal-abuse, parental-neglect, incidence of incarcerated mothers, high-school dropout rates, teen pregnancy and smoking during pregnancy.

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***Project Description***

The need for an expanded Early Head Start program in Macomb County is undeniable. We live and work in a community where an alarming percentage of pregnant women, infants and toddlers subsist well below the poverty line, with only a waiting list available to offer relief. At present, the future of Macomb County is endangered by a terrible lack of basic health care and nourishment, the basic building blocks that lay the foundation for physical, mental, emotional and educational success.

In the following documents, you will read specifics on precisely why our community in Macomb County is in need of your federal grant. Our needs not only meet the expectations of standards for the Early Head Start program – they define the very mission for which Early Head Start was created. Our project design reflects this need, and we feel we have developed a realistic and aggressive approach to generating meaningful results. Our staffing plan includes a best-in-class group of professionals with real-world experience in implementing such program elements, along with deep, embedded knowledge of Macomb County, its residents and the future direction of our community.

Our organizational infrastructure is suited to deliver results by supplying parents with the full-time, stable, comprehensive, high-quality resources necessary to achieve their goals through placing their children in Early Head Start agencies and community-based partnerships. Our operations will be governed by a structured, interlocking system of oversight and assessment, along with experienced-based evaluation to allow us to evolve our program over time to meet the growing needs of our diverse community.

Our team is ready, qualified and excited by the prospect of improving quality of life in Macomb County. We are uniquely qualified, along with our partner Jelly Moon Learning Center having been recognized with a five-star rating from Great Start to Quality, Michigan's quality-rating and improvement system (QRIS) that supports Early Childhood programs and providers in their efforts to improve their programs. We can manage existing workstreams with ease, scale our operations as needed, continually assess our performance and make strategic adjustments in line with the best future for Macomb County.

*Approach*

*Plan of Action*

**Area Type/Category**

Building Construction and Renovations

**Scope and Detail**

- Guide contractors throughout renovations in order to adequately service vulnerable children and families.
- Floor plans and designs of center-based classrooms drafted by Program Director, city municipal department and hiring state fire marshal in accordance with infant and toddler needs. Responsible parties will continuously monitor all aspects of the program for quality assurance and adherence to EHS performance standards.

**Accountable Staff**

- AOR, Program Director, Chairman

**Early Head Start Performance Standard**

1302.20

**Expected Outcome**

- Children thrive in a safe, stable, warm, comprehensive, high-quality learning environment with limited-to no building complications.

**Area Type/Category**

**Ordering of Materials and Classroom Setup**

**Scope and Detail**

- Creates classroom layout in compliance with HighScope Curriculum and EHS Performance Standards, as always meeting the needs of expectant mothers, infants and toddlers.

**Accountable Staff**

- Program Director, Education Specialist, Lakeshore -Learning Regional Manager, Lead Teachers

**Early Head Start Performance Standard**

Part 1302 Subpart C 1302.31

**Expected Outcome**

- Classroom Design conforms to curriculum -Guidelines for a better-structured teaching environment.

**Area Type/Category**

**Educational Services**

**Scope and Detail**

- Supports and evaluates teacher performance; trains and mentors teachers, supports children by teaching research-based curriculum; utilizes data and observation tools to service children and families, as always based on need. Responsible staff will provide additional resources for special needs of children with disabilities in accordance with (IDEA), strong teacher guidance promoting literacy, math and science skill development through COR assessment system.

**Accountable Staff**

Curriculum Consultant, Trainer of Trainers (TOT), Education Specialist, Mental Disability Coordinator

## **Early Head Start Performance Standard**

Part 1302 Subpart C 1302.32-1302.34

### **Expected Outcome**

- Teachers communicate effectively and empathically with students and families, sharing knowledge, experience and credible data.

### **Area Type/Category**

#### **Health Services**

##### **Scope and Detail**

- Support children's oral, visual, hearing and physical needs.
- Monitoring/tracking health history using Child Plus, partner with local pediatricians and health departments. Installing on-site hygienic stations stocked daily with age-appropriate toothbrushes for children and parents, washcloths, deodorant, wet wipes, toothpaste.) DHS Health Insurance application support. Develop strong partnership with OBGYN Compassion Pregnancy (a local pregnancy support center), staff promotes prenatal vitamins.

##### **Accountable Staff**

- Health Coordinator, Family Services Workers, Teachers

## **Early Head Start Performance Standard**

Part 1302 Subpart D 1302.40-1302.47

### **Expected Outcome**

- Children and families will have the means and resources that support healthy hygiene.

### **Area Type/Category**

#### **Nutritional Services**

##### **Scope and Detail**

- Guidance and support to promote breastfeeding, encouraging the long-term continuance of breastfeeding; location to breastfeed onsite.
- Food pantry on-site -promotion of healthy eating -strong partnership with WIC (Women Infants Children).
- DHS food application support.
- Reggie Rainbow program.
- Meet Up and Eat Up.
- Continue partnership with MSU Extension Healthy Eating Program.
- Teachers model healthy eating during family-style meals, children served CACFP-approved meals.

##### **Accountable Staff**

- Nutritionist, CACFP Teachers, Health Coordinator, Education Coordinator

## **Early Head Start Performance Standard**

Part 1302 Subpart D 1302.44

### **Expected Outcome**

- Parents and children stay informed on healthy eating habits and where to locate healthy foods, i.e., fruit markets, farmer's market.

### **Area Type/Category**

#### **Disability Services**

##### **Scope and Detail**

- Develop strong and lasting relationship with services providing disability care.
- Partner with local school district and MISD. -Evaluate, support and monitor children.
- Record progress of services rendered; teachers will support child needs and record events and progress.

- Train teachers with strategies to support need and behavioral disorders. -Classes to help parents understand the child's disability. -Encourage pregnant mothers to receive prenatal testing for disability so mother can be equipped before child is born.

**Accountable Staff**

Disability Specialist, Health Coordinator, Center Managers, Teachers.

**Early Head Start Performance Standard**

Part 1302 Subpart F 1302.60-1302.63

**Expected Outcome**

- Services given to benefit the child in developing to full potential.

**Area Type/Category**

**Mental Health Services**

**Scope and Detail**

- Develop relationship with Macomb County community mental health services and Michigan Department of Health and Human Services.
- MISD behavior specialist offers onsite evaluation. -Hands on modeling for teachers giving strategies to handle anger and challenging behaviors. -Educate parents on how to support their child and on resources for classes related to mental health issues.

**Accountable Staff**

Mental Health Coordinator, Education Coordinator, Disability Coordinator, Teachers, Center Managers, Program Coordinator, Assistant Director.

**Early Head Start Performance Standard**

Part 1302 Subpart D 1302.45

**Expected Outcome**

- Services provided so parents can support child and child can receive help for a better mental, social, physical, cognitive and emotional state.

**Area Type/Category**

**Fiscal Management Services**

**Scope and Detail**

- Convene to budget, manage and monitor funds and use of funds.
- COF will maintain records and develop a model of spending of funds according to children's needs, staff salaries, and all expenses to provide services to children and families.
- Train all administrative staff on purchase order requests.
- Create a list of items needed to render services to children and families. -Secure cost-effective insurance and bonding.
- All funding must be approved by Executive Director who must be approved by AOR and Program Director.

**Accountable Staff**

Executive Director, Chairman, AOR, Chief of Finance.

**Early Head Start Performance Standard**

Part 1303.1-1303.56

**Expected Outcome**

- Properly distribute funds, service children and families in need.

**Area Type/Category**

**Program Planning Services**

**Scope and Detail**

- Create strategic methods to support pregnant women, children and families.
- Plan to develop additional means to support the grantee.

- Apply for additional grants.
- Self-assessment.
- Staff evaluation. -Continue to seek and recruit children and families who qualify for the program.
- Continue to create ways to perfect the Early Head Start performance standards.

**Accountable Staff**

Program Coordinators, Teaching Staff.

**Early Head Start Performance Standard**

Part 1302 Subpart H 1302.80-1302.82

**Expected Outcome**

- Grantee will dedicate time to provide multiple opportunities to ensure the programs runs so as to continue high-quality services.

**Area Type/Category**

**ERESA Services**

**Scope and Detail**

- Tracking of attendance, enrollment and promotion of program with incentives for attendance to staff and FSW's.
- Center Managers and Teachers will be informed of protocol to track attendance and to call home anytime a child is absent within the first hour of school.
- Family service workers will use Child Plus to enter any important data and all attendance matters re each child.
- All advertisements of program will be organized by ERSEA. Coordinator.

**Accountable Staff**

ERSEA Coordinator, Family Service workers, Center Managers, Teachers.

**Early Head Start Performance Standard**

Part 1302 Subpart A 1302.10-1302.18

**Expected Outcome**

- Child will be in attendance daily to receive consistent learning and build strong relationships with teachers (continuity of care)

**Area Type/Category**

**Communication Services**

**Scope and Detail**

- Continuing to work together to develop precise understandings of each area of service to build a continuation of full-time, stable, high-quality, comprehensive child development services. Ensure services of communication are available for ESL children including sign language users (Program Director will train appropriate staff in introductory sign-language.)

**Accountable Staff**

Communication Coordinator, Program Coordinator and all staff.

**Early Head Start Performance Standard**

Part 1302 Subpart D 1302.41 Subpart E 1302.53

**Expected Outcome**

- Children are present for class so that they can reach their highest potential of learning by being present daily to receive services.

**Area Type/Category**

**Record Keeping Services**

**Scope and Detail**

- Train Staff on record-recording tools (Child Plus) and how to accurately input, access and assess information.
- All Grantee staff and coordinators must keep record of any services rendered to families and outcomes.
- Monitor bi-weekly to ensure Child plus information is input correctly by FSW and all coordinators.
- Ongoing monitoring of all staff and coordinators.
- Fiscal records of spending and other activities (please see *Organizational Infrastructure*)

**Accountable Staff**

Program Coordinators, Teaching staff. Fiscal department

**Early Head Start Performance Standard**

Part 1302 Subpart J 1302.100-1302.103

**Expected Outcome**

- Children’s events, incidents and absences will be recorded and kept on file for two years.
- Staff can support child through knowledge of notated child experiences or concerns listed in data system.

**Area Type/Category**

**Ongoing Monitoring Services**

**Scope and Detail**

- Administer self-assessments and evaluations.
- Monitor compliance of OFS rules and regulations. -Documentation of ongoing monitoring that is performed monthly to ensure quality of program.
- Establish clear and detailed expectations in roles of each program leader. -Evaluate and record any area that needs improvement and document with all parties’ signature.

**Accountable Staff**

Program Coordinator, Executive Director, Center Managers.

**Early Head Start Performance Standard**

Part 1302 Subpart J 1302.100-1302.103

**Expected Outcome**

- High-quality program, on target with understanding needs of our families, finding ways to improve.

**Area Type/Category**

**Human Resources Services**

**Scope and Detail**

- Administer self-assessments and evaluations.
- Monitor compliance of OFS rules and regulations. -Documentation of ongoing monitoring that is performed monthly to ensure quality of program.
- Establish clear and detailed expectations in roles of each program leader. -Evaluate and record any area that needs improvement and document with all parties’ signature

**Accountable Staff**

HR Manager

**Early Head Start Performance Standard**

Part 1302 Subpart I 1302.90-1302.94

**Expected Outcome**

- All hired staff continue to make Jane Doe Early Head Start Community Action Center an institution that provides high-quality care.

**Area Type/Category**

**Program Governance Services**



## **Scope and Detail**

- Create policy committee to support parent needs, help develop ideas and address concerns to promote leadership in advocating for the children as parents by which the parent will be able to develop and create the agenda of priority for meetings

## **Accountable Staff**

Policy Committee Members, Board of Directors, Education Specialist and Executive Director.

## **Early Head Start Performance Standard**

Part 1301 1301.1-1301.6

## **Expected Outcome**

- Developing Parents as Leaders/Advocates in their Children's Education. Support from Board of Directors to make responsible decisions to better the overall services of the program.

## ***Design Innovations***

In order to address the increasing need for on-site family-service hygiene, we hope to implement the following design innovation, the Jane Doe Restorative Hygiene Station, a large, sunny room near our foyer built in the European Spa aesthetic and equipped with several curtained-off sections, each with a fully-functional changing station in which parents and older siblings can change diapers, tend to their own hygienic needs, or simply enjoy a brief respite from the demands of the working day with calming music, rocking chairs, pillows, mobiles, scented candles, toys, board games and a cupboard stocked with tampons, fresh washcloths, towels, fresh fruit, bottled water, paper towels, napkins, toothbrushes, mouthwash, handy wipes, dental floss, soap, hand sanitizer, diapers, sanitary napkins, a bin of donated clothing in case of emergencies, and a stand-in shower.

## ***Technological Innovations***

We've envisioned and hope to build our Breastfeeding Center so busy/working mothers can return to our Center every couple of hours to breastfeed their children to prevent the children from going hungry or having to leave the comfort of the facility out into the elements (heat, cold, sleet, snow, rain) in order to receive milk from their mothers, thus creating in our Community Center both an organized work-flow and intimate sense of communal well-being.

In addition, we plan to fully utilize the tech-innovative COR Assessment Tool, the ChildPlus Attendance and Data Management System, and The Brigance Screener, the latter whose software has recently been updated so teachers can now input data and test results online, thus allowing teachers to score students and receive pre-notated recommendations and suggested next-steps for accommodating the child for success in all facets of scholastics. For example, if a child age three scores the below-average score of 67.0 in language development, the screener summary report instructs the teacher to inform the child's parent/parents of the score and in the future focus on Key Development Indicators in language development and on scaffolding. Additionally, the Brigance Screening Tool offers tremendous diagnostic and evaluative benefits that allow childcare providers (teachers) a meaningful means of supporting infants and toddlers in learning and development.

ChildPlus is a well-known, user-friendly data-collection system that allows staff to track a child's vital records, including class and meal attendance. ChildPlus is a boon for family, teachers, family service workers and ERSEA coordinators as ChildPlus has now created a free app version for tablets by which teachers can take attendance and track meals and record absences right from the tablet, with all data collected and sent to the ChildPlus database, thus eliminating the need to re-enter this data as it's saved automatically in the database. Parents can sign their child in for attendance on the classroom tablet provided by their child's teacher and the time of arrival will automatically register, saving paper, considerable time and avoiding concerns about misplaced attendance sheets or their storage. However, we certainly recognize that EHS may prefer actual written, hard-copy signatures. The above-listed technological innovations allow us, the grantee, to prosper from a strategic management system.

As we know, contacting parents via text or email are common-if-impersonal methods of communication; we believe there exist numerous alternative and far more-personalized means by which teachers can communicate with parents, including ClassDojo, a classroom communication app used to share reports between parents and teachers wherein teachers can upload photos or videos. The app's gamification-style system teaches developmental skills through real-time feedback, allowing teachers and parents to build loving and productive classroom communities wherein they share classroom moments, upcoming events, child progress, personal messages and private conversations. This groundbreaking app allows parents to become intimately involved with their child's daily activities. Parents can use the ClassDojo app on both computers and phones and each parent is assigned a code that accesses solely his/her child's classroom (please see Appendices).

Regarding reductions in cost involving our proposed project, due to our functioning as a non-profit, we are considered a tax-exempt entity, which over time will save us tens of thousands of dollars. As we begin to build relationships with both small and large businesses, we will also request discounts, donations, volunteer and in-kind services, further reducing cost. Product purchase options will be discussed internally, considering both quality and cost. If staff members are considering purchasing an item over three-hundred dollars, we request a minimum of three quotes attached to the purchase order before approval.

To save time, we will also utilize our prior knowledge and research concerning the opening of child development centers and, before the state of Michigan Licensing Consultant reviews our site, we will complete the necessary steps (Health Department inspection, environmental inspection, Fire Marshal, etc) to become a fully-licensed program. We will also spend additional

hours working to ensure contractors are on point, professional development (teacher training) is sufficient, and that all operations are performed in a timely fashion. If a task requires more than the expected number of employees, we will utilize our volunteers and local high school students who need community service hours to graduate. Our commitment and dedication to children and families will, as we've witnessed in the past, elicit community strength and unity to complete our project on time.

Regarding extraordinary social and/or community involvement in our project, Jane Doe's collaboration with Jelly Moon Learning Center will allow Jelly Moon to become a feeder to Jane Doe Early Head Start Community Action Center so that we may take further care of our community's unfortunate families. Jelly Moon receives daily calls from such families in urgent need of services for their infants and toddlers, an already-established client base whom Jelly Moon will refer to Jane Doe Early Head Start Community Action Center. Jelly Moon and Jane Doe also maintain three close relationships with local childcare facilities: Kiddy Korner, Future Scholars and Brilliant Mindz, allied facilities that will recommend our services when their enrollments are full. We are also fortunate to enjoy immense support from former and current EHS and Head Start parents who consistently share information about our services via Facebook, twitter, Instagram and word of mouth.

We have established the above strong and lasting relationships within our community and are thus poised for support by well-respected, influential and trusted community personages including: Bishop Robert E. Smith, Senior, who has spoken extensively to his congregation about our project and has already secured from them significant volunteer commitments (list upon request); Macomb County Clerk Fred Miller, renowned in the Macomb community for

unifying businesses and community agencies via religious, municipal, veteran, medical, financial and educational strategies; Macomb County Police Department Sheriff Anthony M. Wickersham who during our meet and greets kindly sends his police team to speak to our children about safety and the necessity of following safety directions (The Stranger Danger Program); The Clinton Township Fire Department, who bi-annually offer safety demonstrations to our children about fire safety, allowing our children to explore on their fire trucks, bringing them free fire-safety hats, and t-shirts, etc, as well as an ever-growing number of our local businesses, now eager to share our business cards and allow postings of our flyers on their walls, windows and counters, cross-promoting our services by social media, digital billboard and word of mouth, and in general helping us usher our dream into reality to witness Jane Doe Early Head Start Community Action Center thrive as an EHS Grantee, thus setting a County example of integrity and altruism in assisting our low-income families.

Below is our list of organizations, cooperating entities, consultants, and other key individuals who will work on our project, along with a short description of the nature of their efforts and contributions.

|                               |   |
|-------------------------------|---|
| HighScope Training            | TOTs Washea Jackson and Kay Rush will train or send professional trainers to teach the Curriculum and donate in-kind hours.   |
| COR                           | Technical Support and Supervisor Training, in-kind donation.  |
| CDA                           | Consultant Beth Pearson will offer CDA courses for candidates interested in becoming certified as well as monitoring and coaching, if needed. Beth will donate in-kind hours. |
| Willow Tree                   | Owner Jerry Parr will provide technical assistance, compliance, self-assessments, ongoing monitoring and in-kind hours.   |
| Gifted Hands Painting Company | Owner Darius Ivory will offer painting services and donate painting services in-kind. Darius has also offered support with clean up and maintenance.                          |
| Fair and Square Construction  | Owner Joshua Goodnough will assist with floor plans, renovation services, carpeting and in-kind hours of service.   |

|                                     |  |
|-------------------------------------|--|
| Baker College                       | Director of ECE Mary Jane Merren will provide childcare-trained student volunteers to complete their practicum hours at our program. Teachers receiving their degrees will be recommended to apply to our program. |
| Henry Ford Community College        | Practicum Specialist Janella Barnes will offer resources and consulting services for our agency to thrive, as well as in-kind services.  |
| Cintas                              | This supplier of state-required cleaning equipment will supply each classroom with free equipment during start-up.   |
| Realtor Anton, Sowerby & Associates | Realtor Debbie Boone will partner with Jane Doe to find a suitable building and ensure building adaptation can occur.  |
| Lakeshore Learning                  | Regional Manager Jarrod Roth will provide layouts, materials and set-up services for classrooms at discounted prices along with providing in-kind service hours.   |
| CPR and First Aid Trainer           | TOT Melissa Jackson will train all staff and new hires on CPR, First Aid, Bloodborne, shaken baby syndrome, etc, in-kind hours.  |
| LOWES                               | Manager Sonja Page will offer discounted rates, as well as donations of paints and paintbrushes.   |
| Mid-Michigan Food Program CACFP     | Manager Rachel Appold will help approve food contracts and assist with billing for CACFP.  |

|                                      |  |
|--------------------------------------|--|
| Compassion Pregnancy                 | Free services for pregnant mother services.  |
| Willow Pediatrics                    | Dr. Marissa Catalin will allow referrals to be sent for services.                                      |
| Macomb County Health Department MCIR | Will help ensure all children's records are in place and will train staff on data systems (no charge). |
| City of Mount Clemens                | Welcome Jane Doe into the community and assist with occupancy approval (municipal).                    |
| City of Clinton Township             | Welcome Jane Doe into the community if area chosen (municipal).  |

|                     |  |
|---------------------|--|
| Macomb County Clerk | Fred Miller will support in any way possible with guidance and in finding ways to help Jane Doe to thrive. |
| Michigan Works      | Will send resumes to Jane Doe and refer suitable volunteers.   |

|                                      |  |
|--------------------------------------|--|
| W.I.C.                               | This resource for supplemental foods, nutrition, breastfeeding and non-breastfeeding services will help service our vulnerable families. |
| Green Valley Church of God in Christ | Bishop Robert E. Smith, Sr. and his congregation will offer volunteer services during start-up.  |

(Below we've forecasted potential obstacles and challenges to accomplishing our project goals while explaining the strategies we'll use to address these challenges.)

Challenges of course always present themselves, *c'est la vie*, but we at Jane Doe view challenges as opportunities and chances to learn. Accordingly, we're prepared to push past obstacles and gain wisdom and honor, to with patience and prayer persevere and prosper by locating ways to provide the high-quality comprehensive services to which we've committed our careers. We will harness adversity and pull together as a warm, caring, inclusive community. In light of the common shortage of Early Head Start teachers, we have the luxury of high-quality grantee staff who are also highly-trained educators willing to enter classrooms at a moment's notice and service our children as teachers. Lack of benefits and teacher-support in many Early Childhood programs have caused a high teacher turnover. Teachers don't feel valued. We will address this by offering competitive benefits.

Also, to prevent a contracted company from failing to deliver contracted promises, we will secure written agreements with these contractors, including indemnity clauses and other clauses of protection and guarantee, as well as backup contractors. We believe that because of our past expertise and years of experience in the business of founding and maintaining child care programs and surmounting the inevitable obstacles therein, there's not much we haven't experienced or cannot handle in the field. Additionally, when we encounter challenges that we have not yet faced, we are in close touch and good hands with other educational specialists in our community on whom we can count for compassionate advice and support.

***Community Need and Objective***

Macomb County is a region in crisis. Tremendous potential exists within our community, especially with our children – yet progress has been thwarted by a lack of critical resources. Hundreds of children already live deplorably below the poverty line in Macomb County. Families in our struggling community are falling into poverty at a rate nearly twice the national average. Teen pregnancy, drug addiction, alcoholism, soaring dropout rates, lack of nutritional, educational, medical and employment opportunities are stretching existing programs to their limits.

This proposal seeks to address the specific needs of pregnant mothers, infants and toddlers in Macomb County – laying a foundation of health, wellness, education and community fellowship that will offer strength, momentum and hope to future generations in Macomb County. At present, we estimate nearly 10,000 expectant mothers in Macomb County and nearly 24,000 children aged 0-3 are eligible for expanded Head Start Services. Among the pregnant mothers living in our community today, nearly one third are estimated to be teens having their first child – many of whom are victims of obesity, smoking and the growing opiate crisis. There has never been a more pivotal time to expand Head Start Services in our community. What follows are additional datum on Macomb County, detailing many of the elements that contribute to our state of need, and the services we as grantee propose to deliver as solutions.

### ***Macomb County Overview***

Macomb County, located in Southeast Michigan, is 483.7 square miles surrounded by adjacent counties including Wayne (south), Oakland (west), Lapeer (northwest) and St. Clair (northeast). Lake St. Clair lies directly east of Macomb County, with 32 miles of coastline comprising part of the county's eastern border. Linking lakes Huron and Erie, Lake St. Clair offers access to the St.



Lawrence Seaway, one of the busiest international waterways in the world. Thirty-one miles of the Clinton River traverse the county.

Mt. Clemens, with its population of 16,349 (2016), is the County seat. Comprised of 27 local units of government, Macomb County is characterized by dynamic urban clusters, expansive networks of industry and commerce, pristine natural features and bountiful agricultural lands. From the densely-populated southern cities to the rural northern villages, Macomb County possesses a wealth of assets that make it a highly desirable place to live, work and play. Macomb County is Michigan's third most populated county, boasting a population of more than 865,000 residents and growing. Thirteen people each day choose to make Macomb their home.

The county is home to three of the 10 most populated communities in the state: Warren (No. 3), Sterling Heights (No. 4) and Clinton Township (No. 8). Much of the increase in population and diversity is the result of this migration from Oakland and Wayne Counties.

### ***Poverty in Macomb County***

For the report year 2015, the American Community Survey (ACS) results provided insight into the geographic mobility of the population in Macomb County. This study examines the county population over one-year of age for whom specified levels of poverty for the previous 12 months had been determined. Results include the following:

Of those migrating within the county:

- (9.0%) were Below 100% the Poverty Level,
- (10.5%) were 100 to 149% of the Poverty Level,
- (6%) were At or Above 150% of the Poverty Level;

Of those in poverty migrating from another county within Michigan:

- (5.8%) were Below 100 % the Poverty Level,
- (4.8%) were 100 to 149% of the Poverty Level,
- (2.6%) were At or Above 150% of the Poverty Level;

Of those in poverty migrating from another state:

- (1.5%) were Below 100% the Poverty Level,
- (1%) were 100 to 149% of the Poverty Level,
- (1%) were At or Above 150% of the Poverty Level;

For 2016 - Of those migrating within the county:

- (14.5%) were Below 100 % the Poverty Level,
- (15.10%) were 100 to 149 % of the Poverty Level,
- (7%) were At or Above 150 % of the Poverty Level; of those in poverty migrating from another county within Michigan,
- (4.1%) were Below 100 % the Poverty Level,
- (5.5%) were 21 100 to 149 % of the Poverty Level,
- (2.7%) were At or Above 150 % of the Poverty Level;

Additional Statistics on Poverty in Macomb County:

- According to the U.S. Census, the poverty rate for Macomb County increased by 6.1%, compared to a national increase of 3.4%.
- The United Way Asset Limited Income Constrained Employee (ALICE) measurement provides a way to understand the plight of the working poor in meeting their basic needs. Getting an accurate picture of poverty is important, but it requires an understanding of the working poor as well. Using eight broad indicators from the U.S. Census American Community Survey (population, median income, poverty rate,

child poverty rate, percent ALICE - an indicator developed by United Way, percent SNAP, male and female life expectancy and percent single-parent households)

- The ALICE results for Macomb County were: Percent Below Poverty 11%, Percent Below ALICE 24%.
- - Macomb County Poverty Status by School Enrollment for 3 Years and Older, 2016
- In a 2016 survey, Macomb County had a total homeless population of 2,573. Of this number, 499 were classified as children with families and 63 were classified as unaccompanied minors.
- – Homeless Students in Macomb County by Grade

### ***Teen Pregnancy***

While teen pregnancy numbers overall have been in a slow-but-steady decline over the past three years, additional statistics regarding teen pregnancies provide cause for alarm and continued support:

- According to the Michigan Department of Community Health for 2015, 21.5%, or 1,404 teen mothers, 15 – 19 years of age smoked or used tobacco during their pregnancy, while 1,912 (36%) of teen mothers lived in smoker households.
- Weight gain among teen mothers in this age group was a concern as 15% were considered overweight and 15.6% were considered obese.
- In terms of educational attainment, 142 teen mothers (40.2%) had less than a high school diploma or equivalent.

### ***Disability***

- As of 2015, the number of children aged 0-5 in Macomb County classified as disabled reached a total of 46,461, while the number of disabled children aged 5-17 reached a total of 141,000.
- In addition to the number of children in need, the most striking element from this survey is the impact that poverty is having on the disabled population itself. In both above age groups, the largest clusters of disabled children are found in homes that are classified as 200% or more under the poverty line.

### ***Special Education Needs***

- After a steady decline since 2005, the number of Macomb County children ages 0-5 classified as requiring special education increased by 591, or 24% from 2014 to 2016, far outpacing the population growth of 1.2% for this age group.

### ***Educational Attainment***

- A well-funded Head Start program in Macomb County is also essential to creating future role models in the community and correcting out-of-balance levels of educational attainment.
- Considering the population in Macomb County by Race and Ethnicity alone during 2015 and 2016, Blacks/African Americans represented the largest minority segment. However, in terms of educational attainment, within the Black/African American segment, the percentage holding bachelor's degrees or higher (16.5%) in 2015 and (18.5%) in 2016 lagged behind both Asian (43.9%) (46.5%) and Hispanic and Latino (18.7%) (25.8%) degree-holders respectively.

### ***Households and Families***

- From 2013 to 2015, the total number of households in Macomb County increased from 2,561 to 336,379.

- Married-couple families decreased, while both male and female householder numbers increased.
- Of particular note is the increase in single-mother households. From 2013 to 2015, single-mother households in Macomb County increased by 1,508 for a total of 43,861.

### ***Mental and Physical Health of Macomb County Residents***

- The Institute for Public Policy and Social Research – Office for Survey Research published its results of the 2015 Macomb County Behavioral Risk Factor Survey (BRFS). Through resident participation, the survey provided an in-depth analysis of the health behaviors and risk factors within Macomb County. Survey results helped assess the overall quality of life, the surveys having asked respondents to report the number of days in the previous 30-days that they felt their physical and mental health was less-than-good.
- Among survey participants, 14% of adults reported poor physical health and 12% in poor mental health, using 14 or more days in the past 30-days as a barometer. While male and female respondents were equally as likely to report poor physical health, when it came to reporting poor mental health, females were more likely (15%) than males.
- Health-related stress can be both a predictor and a cause of other underlying health issues as well as indicators of the overall extent to which these health issues affect a person's life.
- Among the disabled, 50% and 36% respectively, were more likely than non-disabled adults-- 26% and 17% respectively--to report feeling worried about affording rent/mortgage and nutritious meals within the past year.

- The Macomb Behavioral Risk Factor Survey (BRFS) shows an estimated 32% of the adult population surveyed in Macomb County reported worrying about affording their rent/mortgage within the past year, while 23% reported worrying about affording nutritious meals.

#### ***Nutrition in Macomb County for Children 0-4***

- Nutrition is critical to overall population health and well-being. For children, programs such as Women, Infants and Children (WIC) provide federal funding for nutritional support for low-income mothers and children 0 to age five, including education, counseling and access to healthy foods.
- In Macomb County, the number of children receiving this assistance has increased steadily from 2009 to 2015, adding approximately 2,711 to the program.

#### ***Drug Abuse in Macomb County***

- According to The Center for Disease Control and Prevention (CDC) data, Michigan experienced a statistically-significant increase in the percentage of drug overdoses (19.6%) during 2015-2016. Southeast Michigan suffers from rising drug-related death rates, which the (CDC) have attributed to increased use and abuse of opioids.
- According to the CDC, opioid overdose death is an epidemic that can be found within even the quietest communities. Macomb County is no exception as heroin-abuse and opiate prescription drug abuse has skyrocketed in recent years.
- Macomb County has the distinction of leading Michigan in fatal heroin overdoses in a three-year period. According to Families Against Narcotics (FAN), heroin and opiate prescription drug abuse has become increasingly more prevalent in Macomb County since the agency was formed in 2007, devastating communities and disrupting families.

- CDC data shows Macomb County with 157 drug-induced deaths between the ages of 25 and 54 in 2013. Macomb County, Michigan's third-largest county, accounted for a fourth of substance abuse admissions in 2014 (4,350), falling behind Wayne, Oakland and Genesee Counties.
- There is concern regarding this rise in the number of drug-related deaths, particularly from heroin abuse and controlled prescription drug-abuse fatalities involving narcotics such as Methadone, Oxycodone, Fentanyl, Hydrocodone, Valium and Xanax, all detectable with toxicological analysis.
- Alcohol in combination with drugs can also be a contributory factor. Toxicology analysis using various body fluids remains a crucial tool for death investigations occurring under the Macomb County Medical Examiner's jurisdiction.
- According to the Macomb County Office of Substance Abuse, total drug-related deaths increased in 2016 by 29%, compared to 2015. Heroin-related deaths increased by 9%, whereas fentanyl deaths increased by 204%.

***Macomb County Early Childhood Care and Education***

- According to a recent survey, Macomb County suffers from a significant gap between early childhood care and formal education, particularly in regard to infant and toddler care where the gap reveals 11,267 children unable to access care in their community.
- The household income, employment status of parents, family composition and other factors are considered in the development of the “number of children in need of care” figures.

***Availability of and Access to Early Childhood Education Services***

Within the Macomb County Independent School Districts (ISDs), the following Early Childhood Education programs are available:

- Early Childhood Special Education - Children ages 3-5 receive special education and related services in an educational program designed primarily for children with disabilities housed in regular school buildings or other community-based settings.
- EarlyOn - Evaluates and treats children ages 0-5 with developmental issues. Treatment can include physical, mental, communication, adaptive, social or emotional development.
- Great Start Readiness Program (GSRP) - Center-based preschool services for children who live with families earning income equal to or less than 250% of the federal poverty level or meet the current definition for low-income.
- GSRP/Head Start Blend - A district may contract with a Head Start agency to serve children enrolled in Head Start with a concurrent school-day program.

***Proposed Template for Delivery of Services to Pregnant Mothers, Infants and Toddlers in***

***Macomb County***

***Health Services***

- We will support children’s oral, visual, hearing and physical needs, including tracking health histories using ChildPlus and partnering with local pediatricians and health departments.
- We will install on-site hygienic stations stocked with appropriate supplies and will provide hands-on assistance with DHS Health Insurance applications.
- We will also develop a strong partnership with OBGYN Compassion Pregnancy (local pregnancy support center) staff to promote the regular use of prenatal vitamins for expectant mothers.

***Nutrition Services***



- As grantee, we will provide ongoing guidance and support to Macomb County residents to promote the nutritional and developmental benefits of breastfeeding, including the creation of an on-site location for nursing mothers.
- A food pantry will be maintained on-site with the goal of promoting healthy eating habits in cooperation with WIC (Women Infants Children).
- We will support the completion of DHS food applications and will support programs including Reggie Rainbow, Meet Up and Eat Up and the MSU Extension Healthy Eating Program.
- We will also encourage local teachers to model healthy eating habits during family-style meals with children.

#### **Family and Community Services**

- We will serve as a focal point in the Macomb County community to promote attendance for Early Childhood-based family and community services, including family events and resources provided by neighboring organizations.

#### ***Disability Services***

- We will develop strong and lasting relationship with services providing disability care, including partnering with local school districts and MISD.
- Progress on delivering critical services will be tracked and teachers will be instructed on best practices to support child needs and record events and progress.
- We will provide teachers with strategies specific to supporting program needs and behavioral disorders.
- Classes will be provided to parents to help them better understand their child's disability.

- Expectant mothers will receive prenatal testing for disabilities so mothers can be better equipped to serve the needs of their children.

#### ***Mental Health Services***

- Our staff will develop strong working relationships with Macomb County community mental health services and the Michigan Department of Health and Human Services.
- An MISD behavioral specialist will be available to offer onsite evaluations to program participants.
- We will provide hands-on modeling for teachers, offering them strategies to handle anger and challenging behaviors.
- We will also educate parents on how best to support their children and offer classes related to mental health issues.

#### ***Fiscal Management Services***

- Our program will be governed by the responsible budgeting, management and monitoring of all program funds.
- We will maintain meticulous records and develop a model of spending of funds according to children's needs, staff salaries, and all expenses in order to provide services to children and families.
- We will secure cost-effective insurance and bonding.

#### ***Program Planning Services***

- Program planning will be an ongoing function, with continual improvement added to existing plans to deliver services to support pregnant women, children and families. Planning will include the development of additional means of support, including additional grants.

- Our program will be guided by a regular schedule of self-assessment and staff-evaluation, continued expansion of program participants and goals, and new methods to perfect Early Head Start performance standards.

#### ***ERESA Services***

- We will provide tracking of attendance, enrollment and promotion of our program, offering incentives for attendance to staff and FSW's.
- Center Managers and Teachers will be informed of protocol to track attendance and to call home when a child is absent within the first hour of school.
- Family service workers will utilize ChildPlus to input important data and all attendance matters regarding each child.

#### ***Communication Services***

- Clear and open communication with our program participants is essential to our success, so we will continue to work together to develop a precise understanding of each area of service to build a continuation of full-time, stable, comprehensive high-quality services.
- We will ensure services of communication are available for ESL children, including sign language users (Program Director will train appropriate staff in introductory sign-language.)

#### ***Project Design and Approach***

In order to implement and sustain high-quality, comprehensive, stable, inclusive, full-time, individualized educational, health, mental health, nutritional, oral health, and other social services to vulnerable pregnant women, infants, toddlers and their families that prepare children to succeed in school, all of our Coordinators must at the point of hire have passed drug tests and be highly-trained and educated in their fields of expertise, as well as be willing to receive 3-4 trainings annually in order to remain abreast of current educational protocols. The Coordinators will be closely monitored and evaluated by our Executive and Program Directors to ensure the Coordinators are delivering the high-quality training protocol necessary in meeting EHS Performance Standards. Each Coordinator will develop relationships with relevant resources in his/her field and locate and train relevant employees. For example, our Mental Health Coordinator will need to stay current with related services within his/her field and maintain strong relationships with the agency providing those specific services. Not only will newly-hired staff gain greater understanding of the EHS Performance Standards, but also the importance of utilizing The Family Partnership Agreement, a process of collaborating with parents to develop a plan of program services driven by parental identification of family strengths, needs, resources, and goals. It is a process of building trust with families, helping them identify their goals, and determining how the EHS program can support them in reaching those goals. The Family Partnership Agreement will determine how our services for pregnant women and expectant families required by the Head Start Program Performance Standards are individualized for each family. We will adapt EHS services to the particular circumstances of each pregnant woman and her family. Whenever possible, fathers will be included as full participants in our EHS services to pregnant women, as well as in following the birth and development of infant. The circumstances of the pregnancy, cultural practices, and the nature

of the relationship between the mother and father will determine how EHS staff works with the entire family.

Our Educational Coordinator will train Center Managers on protocol pertaining to lesson plans, curriculum, teacher-child interaction, continuity of care, school-readiness goals and EHS procedures. Our teachers will relate all relevant materials pertaining to specific situations affecting the child's life that will be evaluated after addressing the Community Needs.

Our Health Coordinator will ensure staff and families grasp the dynamic between each child and family health and child school-readiness outcomes. Implementing strategies which address the health discrepancies in our low-income community, specifically related to common chronic health conditions, our Health Coordinator will promote families as leaders in creating a program and environment that promote health/wellness. Establishing community partnerships to ensure children and their family's preventive/healthcare needs are addressed, whether they involve homelessness, foster-care, obesity, dental, oral or the many teens in our community who smoke and/or drop out of high school during pregnancy, our Health Coordinator will secure lasting relationships for families with service providers who'll support children's long-term well-being and health. Our Mental Health/Disability Coordinator will provide leadership to staff and ensure the continuing training and development of program staff, as well as schedule staff meetings to discuss plans and address areas of potential concern. Arranging mental health services for children who need these services, our Mental Health/Disability Coordinator will ensure high-quality individual and comprehensive services by collaborating with the education staff to ensure mental health education is incorporated in lesson plans and other Center activities. Careful review of community needs will allow our Mental Health and Disability Coordinator to pinpoint the most prevalent community needs in a specific region of our community.

Our Nutritional Coordinator will be tasked with the oversight of our high-quality food program, including support of its program staff and families in the area of nutrition. The Nutrition Coordinator will utilize health and nutrition trend data, community assessment, and other community indicators to inform health and wellness planning, and to target specific interventions to at-risk children and families, in addition to partnering with healthy food programs that will allow families additional access and resources. We will also develop strong partnerships with other social services including Macomb County WIC, Michigan Department of Health and Human Services and Domestic Violence Intervention services. We have selected the Highscope Curriculum and its methods for the positive outcomes of its proven success, which we've time and again witnessed firsthand. Many of the activities that HighScope teachers offer in their programs can also be performed by families at home using everyday objects that cost little or nothing, crucial for low-income families. The Highscope Curriculum also allows students to assume a lead role in their learning as children are able to access and capitalize on their own ideas and experiences in order to create an independent environment of learning on their own. Teachers then take those student ideas, concepts, suggestions and experiences and plan according to the child's interests, whereupon the children are introduced to numerous hands-on activities that allow them to experience learning through play. The Highscope Curriculum (Infant and Toddlers) content areas (approaches to learning, social and emotional development, creative arts, physical development and health, language, literacy, communication and cognitive development) in fact conform to the Performance Standards outlined in Head Start Performance Standards 45 CFR § 1302.30, (*Outcomes Framework: Ages Birth to Five*). Our program will deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. To deliver such

comprehensive, full-time, stable, high-quality early education and child-development services, a center-based program is, in our estimation, the best option. Our children construct their own knowledge-base by observing and accessing the world and people around them. Likewise, the Highscope Curriculum allows teachers to scaffold children, a process wherein adults expand the child's thinking processes and learning boundaries by working with the student on tasks that the child would initially not be able to perform on his/her own. The HighScope Curriculum's key development indicators (found in COR) align with EHS Performance Standards, school-readiness goals, and child outcomes.

Over 40 years of research prove HighScope programs advance the development of children and improve their chance of living better lives through adulthood. National research on children from diverse backgrounds shows those who attend High Scope programs score higher on measures of development than similar children enrolled in other preschool and child care programs. HighScope is perhaps best known for the HighScope Perry Preschool study, which compared low-income children who attended the program with those who did not. As adults, preschool participants enjoyed higher high school graduation rates, higher monthly earnings, less use of welfare, and fewer arrests than those without the program. In addition to benefiting the individuals who attended preschool, these results show that preschool leads to savings for taxpayers; for every dollar invested in comprehensive, high-quality early childhood education, society saves \$13 in the cost of special education, public assistance, unemployment benefits and crime. Research also shows that HighScope training with teachers and caregivers is highly-effective, as in a national study, teachers with HighScope training provided far higher quality programs than did similar teachers without such training. Higher quality programs were in turn linked to better developmental outcomes for children.

Our managers and staff are prepared to enhance experiences for the growing number of young children learning their home languages and English. Our administrators, teachers, caregivers, and families will use these resources to ensure culturally and linguistically appropriate services for all children birth to three. These resources will also assist staff in providing high-quality services for children who are dual language learners (DLLs). Our programs will promote positive experiences for DLLs by holding high expectations and by emphasizing children's cultural and linguistic strengths.

Our service effectiveness and quality will be measured, monitored, and improved upon over time by our collecting data on an ongoing basis to determine how well our children are progressing across the five essential domains of the Head Start Child Development and Early Learning Framework: physical development and health, social and emotional development, approaches to learning, language and literacy, and cognition and general knowledge. We will ensure children are ready for school by encouraging their families to support their children's learning, while implementing and measuring progress toward school readiness goals will aid our program in individualizing for each child and ensuring our children know and can do what is necessary to be ready for kindergarten. We will require our teaching staff to consult with parents in establishing school-readiness goals. As children transition out of the Early Head Start Program to actual Head Start, we will work to promote school readiness and engage families to participate in their children's transitions. Parents can participate in creating these plans by discussing them with staff or by attending Policy Council meetings.

We also plan to use child assessment data for individualization and referral, and for aggregation and analysis. We will use the Key Developmental Indicators to evaluate students as individuals, measuring outcomes by scaffolding and by teaching based on the child's current



educational, social, intellectual and emotional needs. If data demonstrates a child is not sufficiently progressing according to his/her KDI score, our teachers will refer special services and/or include mental disability coordinators to observe the child in the classroom for further evaluation. If the child in fact needs special services, the teacher and disability specialist will coordinate to create an IFSP. We will also use the Brigance Screener as an instrument to evaluate the child's progress in learning, in addition to utilizing self-assessments and program evaluations. By combining the aforementioned data, we will obtain an overview of our program's progress toward meeting our learning and developmental goals.

We selected the COR Advantage tool as it aligns with EHS Standards. According to The COR Advantage website, like all HighScope assessment tools, the COR Advantage has received rigorous validation by research staff with consultation from external experts. The tool was field-tested for validity/reliability with children representing diverse program settings and a vast range of abilities and family backgrounds. As such, The COR Advantage Tool has become one of only a handful of assessment tools approved by Head Start, state-funded, and QRIS programs for purposes of accountability.

Our system for health screening and services will include an email and flyer campaign urging families to attend our free community health fair. At this community event, we will conduct no-cost health screenings. Our health fairs are an authentic community effort where pregnant mothers, infants and toddlers receive our mental health screenings, blood pressure checks, glucose and cholesterol blood tests, body composition tests (fat-muscle ratio), vision, dental and hearing tests, all of which provide positive health feedback and identify at-risk individuals. In addition, we'll provide prenatal referrals and resources (Compassion Pregnancy). Pregnant mothers will also receive assistance with setting up follow-up appointments with local OBGYN's, nurse-midwives and doulas. Pregnant mothers will be

afforded the above-referenced space in our Breastfeeding Room within the grantee site in order to breastfeed. To demonstrate support, Center Managers will discuss with pregnant mothers the scope of our services and programs. All families will be introduced to the W.I.C. (Women Infants Children) Program, which provides supplemental food services who promote breastfeeding and provide iron-fortified infant formula. Referrals and support will be provided for mothers who endure stillbirth and miscarriage. Pregnant mothers will be informed of the Family Partnership Agreement, individualizing services for each family.

Our program integrates parent and family engagement strategies into all systems and program services to support family well-being and promote children's learning and development. will i include the development of innovative two-generation approaches that address the prevalent needs of families across our program in order to leverage community partnerships and other funding sources. Our center-based family child care program structures education and child development services to recognize parents' roles as children's lifelong educators/mentors, and to encourage parents to fully engage in their children's education. We in turn will engage parents and family members with a program that offers opportunities for parents and family members to become involved in the program's education services and implement policies to ensure:

- (1) that our program's settings are open to parents during all program hours;
- (2) that our teachers regularly communicate with parents to ensure they are well-informed about their children's routines, activities, and behaviors;
- (3) that our teachers hold parent conferences no less than two times per program year to enhance the knowledge and understanding of both our staff and of the parents of the child's education and developmental progress and activities in our program;

(4) that parents have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in our program.

Our program will ensure our enrolled children with disabilities, including but not limited to those eligible for services under IDEA, and their families receive all applicable program services delivered in the least restrictive possible environment and that they fully participate in all program activities. We understand people are different and unique and we appreciate these differences and diversity within our community because we understand that in order to help children with disabilities, our teaching staff must individualize, allowing children chances to learn both independently and in groups, to process and thrive and, if necessary, we will create an IFSP more effective for learning. Viewing the highly-individualized Teaching and Learning overview in the Head Start Performance Standards allowed our team to understand and implement methods to enrich activities for teachers who have students with specific learning needs. Our Mental/Disability Coordinator will assess the communities needs and receive advanced training in the areas of most need. If a child demonstrates behavioral instability or disability issues, our Mental/Disability Coordinator will be notified to give the proper follow-up guidance and care to both child and parents. Children can receive follow-up referrals to services at MISD, Willow Pediatrics, EarlyOn, Play-Place Autism & Special Needs. We will honor and respect the Disability Act and IDEA, and our Mental/Disability Coordinator will visit all classrooms and spend consistent quality time with students to monitor and evaluate the behavior of students who might need services. This coordinator will participate in home visits and help develop IFSP's to support the child educationally, while our teachers will create meaningful relationships with all students and support them physically, mentally, emotionally and educationally daily to inspire growth in learning. Throughout the duration of the program, our teachers will focus on continuity of care and individualization.

### ***Dual Language Learners***

Our Early Childhood programs and staff will enhance experiences for an increasing number of our young children who are learning both their home languages and English, promoting positive experiences for these dual language learners (DLLs) by establishing high expectations and emphasizing the children's cultural and linguistic strengths. Our staff will also provide children and their families with individualized learning necessary to succeed in school. These DLL Toolkit resources will assist our parents, teachers, Program Directors and Managers in better supporting our Early Head Start program.

Our program Managers, Coordinators and Administrators will build systems and develop policies and strategies to improve practices across all service-delivery sectors by identifying and implementing a planned, intentional approach to language use in our classrooms.

Our program will also devise basic strategies based on the needs of future students that our teachers, caregivers, managers, coordinators and family service staff can utilize with young children and their families to support home language development. Research suggests that supporting bilingualism from early ages can instill wide-ranging benefits, from cognitive and social advantages early in life to long-term employment opportunities and competitiveness in the workplace later in life.

Children who meet the definition of homelessness do not need to prove to us they are income-eligible. To verify that a family is homeless, we will accept information from school personnel, homeless service providers and a number of other service agencies (list upon request). We will also develop a recruitment process so that families are informed of the availability of our services, making special efforts to actively locate and recruit children with disabilities and other vulnerable children including homeless children and children in foster care. In addition,

we will encourage working families to continue achieving their own goals by supporting their transportation through offering bus tickets, resources for housing stability, continuing education and money-management guidance.

Once a child's time has come to transition from the EHS program, our teachers will notify our Education Coordinator and attempt to secure the child a potential slot in a Head Start facility or a local preschool program. Parents will be notified and reminded months before the child transitions. Jelly Moon Learning Center currently possesses a three-year-old subsidized classroom and two Great Start Readiness Program classrooms in case the optimal Head Start program is not available or convenient, or the child becomes ineligible for Head Start. We will create a seamless transition from Early Head Start to Head Start by partnering with Macomb County Community Action Center who currently possess a Head Start Program. Teachers will complete a final home visit and plan to coordinate with the child's new teachers to participate in the home visit so as to facilitate a smooth exit/entry from the EHS program.

In order to maintain a stable, full-time, comprehensive, high-quality program, as the grantee we will evaluate our progress of EHS expansion by self-assessments, technical assistance, our progress toward school-readiness, monitoring, use of child data outcomes via COR Assessment, child screenings, transitions from Early Head Start to Head Start, family support services for health, nutrition and mental health, adult-child interactions, training and professional development and understanding of the Head Start performance standards. We will conduct three major evaluations conducted every four months to maintain a full-time, high-quality Head Start program. Our staff will utilize the Early Head Start monitoring protocol questionnaire to ensure successful outcomes.

Post-natal mothers will be enrolled into the EHS program as soon as possible after they give birth. Once mothers are enrolled, we will begin to work on plans for the child to transition into our program. Our team will convene to develop a plan that informs all pregnant women in our service area are informed about our Early Head Start services. We will develop methods to build close relationships and ways to reach pregnant teens and, when appropriate, involve fathers. Once the child is born, services will continue. Mothers will utilize the breastfeeding area to bond and establish close parent child relationships within the Center. Mothers will receive support with breastfeeding and visits from our Doula consultants who will provide additional support services, resources, and ways to strengthen bonding. As mentioned previously, unexpected natal situations are bound to occur (stillbirth, ectopic pregnancy and miscarriages) and in order to assist mothers in overcoming these adverse situations, we will partner with service providers who offer support in grief and traumatic experiences including Healing Hearts Circle, Healing Hearts for Bereaved Parents and Good Grief, all located in Macomb County.

In order to coordinate with public and private entities, we will visit the service provider, explain our services, develop a strong relationship and communicate regularly to stay abreast of their resources for our children and families. We will reach out to local child care, preschool and State Pre-K programs to advise them of our services so that we can develop seamless transitions to their programs for our children. We will reach out to mental health and disability services, making them aware of our current demographic in hopes they'll supply additional resources to our families.

### ***Staffing***

Key Program Staff:

Executive Director Jane Traylor is a Doctoral Candidate at Oakland University in ECD and earned her Masters in Educational Administration from The University of Detroit Mercy with a GPA of 3.9, and her BA in ECD from Marygrove College, GPA 3.7. Jane possesses seven years of experience as an Early Head Start Teacher, three years as a Center Administrator, two years as an Education Specialist, and is currently an Education Consultant and the owner of Jelly Moon Preschool where she has been in partnership with MISD Great Start Readiness Program for the last four years. (Please see Biographical Sketch in Appendices)

Program Director Geraldine Brown will function as the designated representative of our organization with authority to act on the organization's behalf in matters related to the award and administration of grants. Geraldine has a profound understanding and demonstrates a practical application of the EHS standards and practices she mastered as a teacher at Macomb County Head Start Community Services Agency. She earned her Master's of Arts in Counseling at Malcolm Oakland University after obtaining her Bachelor of Business Administration at Baker College.

Board Chairman LaQuita Kazee's first duty with us was signing a template of assurance. Should we receive the grant, LaQuita will be intimately involved in Jane Doe Early Head Start Community Action Center's daily operations, offering ultimate oversight of our executives' actions. She will thoroughly understand the duties that our executives are expected to achieve, including reaching profitability targets, expansion of market share, growth of our client base, and generally presenting a favorable image of Jane Doe Early Head Start Community Action Center to the public eye. LaQuita will during the start-up process also gain an understanding of the EHS Standards as she has already spent considerable time perusing The Head Start Performance Standards. Her Master of Business Administration and Bachelor of Science in

Accounting will serve as an invaluable tool in her potential duties of determining our budgets and establishing our pay-rates.

Administration Staff:

Education Coordinator Catherine Higgins has over 15 years hands-on experience in the Early Childhood domain. She possesses deep knowledge, training and application skills in the HighScope Curriculum and The Creative Curriculum. She earned her BS in Psychology/Early Childhood Development from Michigan's Rochester College and has excelled in EHS and HS environments for fifteen years with her strict application and intuitive grasp of the performance standards.

Administrative Assistant: (To Be Hired 2019) duties will include reception: answering phone lines and assisting new employees and visitors in acclimating, as well as directing visitors to the contacts they arrived to meet. Showing new employees where to go on their first day, our A.A. will also manage all customer files and records, pulling each file at the time of appointment and keeping these files. Correspondence: our secretary will function as the common liaison for incoming and outgoing phone, fax, email and snail-mail correspondence, receiving communication from clients, business partners, workers and community members, either answering questions or forwarding calls and emails, while making calls and emails on behalf of managers to communicate information to customers, schedule appointments or address inquiries. Taking notes and dictations from managers, preparing memos and letters, and screening mail will also be essential. Our secretary may possess only a high school diploma and computer skills as he/she will learn most duties on the job. We will train our A.A to become familiar with the terminology and practices of our agency.

Coordinators:

Center Administrator/T/TA



Center Administrator Jakina Bailey will train, coach and mentor our teaching staff, inspire and assess teacher performance, and maintain records of teaching staff accomplishments, conducting staff evaluations by ascertaining areas for improvement, and in general acting in support of teacher concerns. Jakina currently trains all incoming teachers on proper utilization of the curriculum and protocol at Jelly Moon Learning Center. Successfully contributing to Early Childhood Education by implementing HighScope Curriculum protocol, Jakina plans, develops, organizes and implements lessons and hands-on activities through Creative Curriculum by observing and evaluating children's growth and development via (COR)Teaching Strategies Gold and Brigance Screening. Although Jakina is not yet familiar with EHS performance standards and guidelines, her history of scholastic dedication proves her ability and willingness to learn these EHS standards. Currently in progress with her Master's Degree in ECE from Baker College after earning her Bachelor of Science in ECE with a 3.9 G.P.A., Jakina possesses unparalleled training in and mastery of the HighScope Curriculum.

Mental Health /Disability Coordinator Edgar Pratt will assume responsibility for assisting in the coordination of services for children (0-5), including children with atypical/challenging behaviors, certified disabilities and physical handicaps. Edgar possesses extensive training and expertise in Early Childhood Development. Edgar himself has been a parent of a child in Early Head Start who invited him to become a part of the Fatherhood Program, whereupon Edgar decided to begin his career in childcare services. As a rare male in the Early Childhood field, we consider Edgar an asset due to his many years of experience and willingness to interact with children. Edgar functions as a much-needed male role model for the many children who've been abandoned by their fathers and live with single mothers. Edgar earned his

Master's of Science in Education Leadership at Concordia University and his Bachelor of Science in Early Childhood Education at Rochester College.

Our Health and Nutrition Coordinator (to be hired 2019) will be responsible for oversight of our high-quality food program including supporting the program staff and families directly in the area of nutrition. He/she will utilize health and nutrition trend data, community assessment, and other community indicators to inform health and wellness planning, and to target specific interventions to at-risk children and families.

Our HR Manager (to be hired 2019) will provide support to the operational needs of the Human Resources Department. Responsible for staffing of agency positions, recruitment, hiring/interview processes, follow up and maintenance of related documentation, he/she will develop and implement orientations (new hire and benefit), as well as coordinate and develop new hire training materials. He/she must possess a Bachelor's Degree or higher in Human Resource Management, Business Administration or a related field or a minimum of five-years of experience.

Family Engagement/Male Involvement Coordinator/In-Kind Kevin Traylor is a charismatic, loving and nurturing father who donates his time mentoring and challenging fathers to participate in their child's educational and home lives. 12 former student-parents list Kevin's name as their emergency contact on their emergency cards. Kevin is a loyal and dedicated human being who left his job of nine years to help his wife pursue her dreams in Childhood Development by helping her found her learning center. For the past two years, Kevin was voted teacher of the year. Kevin's strategies to reach fathers are innovate, with over 20 fathers and grandfathers attending male-involvement events. Kevin obtained his CDA and in 2020 will receive his Bachelor's in ECE. Kevin will keep track of and ensure in-kind donation requirements are met.

ERSEA Coordinator Jazmin Andrews is a strategic planner with an impressive background in customer and human services, effective verbal and written communication skills, capable of working independently with minimal supervision using a high standard of independent judgment in alignment with EHS standards. Result-driven and eager to exceed expectations. As a Service Specialist for The Department of Human Services Jazmin provided casework services to dependent, neglected, abused, and delinquent children and youths, children with disabilities, and socially and economically disadvantaged and dependent adult clients. Jazmin earned her Bachelor of Science degree in Family Community Services from Michigan State University in East Lansing, Michigan. We feel certain that the Macomb County community will benefit from Jazmin's deep experience and skills and her understanding of EHS performance standards.

EHS Teacher Staff will abide by the Early Head Start Program policies, procedures, and performance standards. Our Teachers will conduct standardized screenings and assessments of children to ensure children's individual needs are met while integrating program goals, objectives and outcomes. Teachers will plan daily and weekly HighScope Curriculum activities through lesson planning and maintain a warm, clean, safe and healthy classroom environment. Must have a CDA credential or higher.

Our Family Service Worker will recruit and enroll children in the Early Head Start program and ensure program services and community resources are available to enrolled children and their families. FSW will work with families to develop a strength-based plan of action to meet their needs and will inform neighborhood residents and the community about the services. FSW will be responsible for maintaining accurate data on each family in order to facilitate program services and to assess their impact on the families we serve. Minimum qualification is a high school diploma and a credential in Family Services

within 18 months of hire. Bachelor's Degree with major in Social Services or Associate degree with experience working with families preferred.

Our teachers will play a major role in the decision-making for infants and toddlers. Of all our staff, teachers enjoy the most interactions and hands-on experience with children. The continuity of care allows them to become increasingly familiar with child needs and thus better able to advocate for children. Teachers will be present and have input during hiring of major grantee roles, the ordering and layout of classrooms, and the ordering of necessities (diapers, formula). Teachers will have input in deciding on trainings needed to support infant and toddler development.

Our Education Coordinator will remain in close contact with all Coordinators to ensure proper measures are in place for the infant and toddler age groups. Our Education Coordinator and Center Managers will meet weekly to discuss and decide on ways to meet infant and toddler needs. Major trainings offered by program coordinators will be reviewed first by our Education Specialist and Director to ensure the training is appropriate for infants and toddlers and supportive of EHS performance standards.

To ensure high-quality staff, work performances will be evaluated as our educational staff monitors classrooms and conducts visits to ascertain which classrooms need assistance.

Evaluations will be performed including obtaining comments and opinions from staff. Staff will be offered training in areas either they or specialists believe would benefit from additional enrichment. Center Managers will maintain coaching logs of the one-on-one trainings they provide. Center Managers and Teachers will review and sign documents attesting that training was provided. Staff will be required to set goals specific to their responsibilities. Staff eligible for advancement will be provided opportunities to receive additional training and support to

further their educational careers. All supervising staff will be supportive with an understanding that developing strong teachers requires time and ample hands-on support.

Under-performing staff will be offered support to improve their performance contributions and a time to meet with a supervisor to evaluate the cause of under-performance. That staff member will be required to schedule one-on-one trainings with the supervisor, and if improvements are not made by the staff member, a warning along with a plan of action form must be filled-out by the staff member in order to attempt to rectify the situation. If performance does not improve, a meeting with supervisor, staff member and HR will transpire to determine final resolution.

Our HR manager will prioritize applications according to agency needs and specific job descriptions. All applications will be reviewed for qualification requirements. Our HR Manager will seek candidates who possess suitable years of experience, expertise in their field and knowledge of the position's requirements. Once highly-qualified staff are selected for consideration, the scheduling of interviews will occur. Our interview team will be comprised of staff with specific experience and background necessary to evaluate the position to be filled. Our Executive Director, Education Coordinator, one parent and at least one board member will be required to participate in all interviews, during which they'll ask candidates questions regarding experience, future goals, and performance skills. Critical thinking questions will be asked geared toward candidate's area of expertise. Interviewers will evaluate candidate's attire, arrival time, quality of response, and character traits. Candidates will be searched for on social media to view personality and character.

Administrative Staff will be evaluated based on goals set with executive director and the degree to which those goals were met. Staff and Board members will be required to provide feedback on their own performances, as well as self-assessments. Client (parents) surveys will be used as a tool for measuring quality of care, communication and how effectively the agency is meeting

family needs. Supervisor/Board members will use an evaluation rubric to score staff by numeric points from a scale of 1 to 10, with a possibility of receiving a total of 100 points.

Our Executive Director and Program Director will coordinate with program coordinators to discuss services rendered to children and plan ways to improve services. During weekly Administration meetings, each staff will be required to report about one performance standard they utilized for the week and the experienced gain from that standard. Program Coordinators will become familiar with children by visiting classrooms and volunteering time to read to a class once a month. Center Managers and teachers will create meaningful relationships with infants and toddlers by conducting home visits, building trusting relationships (continuity of care) and receiving training from supervisors using demonstrative, hands-on support for infant and toddlers.

Coordinators and Teaching staff will be professionally trained by a TOT specialist in the following areas; The HighScope Curriculum, lesson planning, COR Assessment, Brigance screener and Ages and Stages SE-2. During (start-up), training staff will be required to view the State of Michigan licensing rules and regulations handbook, as well as the EHS Performance Standards and an overview of the PQA guidelines. Coordinators will attend local trainings pertaining to their field of expertise. All Coordinators will be available to mentor staff so that staff are equipped to provide high-quality, comprehensive, stable Early Childhood services.

Teachers will be taught using the COR assessment to evaluate children at their current level of learning through the KDI's and will strive to develop further learning skills in students by meeting the child where they are educationally and challenge the child to achieve his/her next step in learning that will produce the most positive outcome. (scaffold) Having a positive relationship with parents is one of the most important pieces to the success puzzle of any child-related program. All parents will be well-respected by all staff as well as included in their child's

educational services Parents will be asked to volunteer, participate in child activities, develop events, and make suggestions that may help improve the overall program. The parents will always feel a part of our program as the 1st educator for our students. For parents who would like to play a major role within the Early Head Start program can volunteer often, attend policy council meetings and represent all the parents as a policy council member

Our Education Coordinator will use the PQA to observe teacher performance skills, knowledge of curriculum and teacher-child interactions.

***Planning and Implementation***

**Pre-Operational Activities timeline**

| Month (Year)               | Activity  |  |
|----------------------------|---|--|
| March-May 2019<br>12 Weeks | <p>Start Up Funding: (if awarded)</p> <p>Program Director and Executive Director will assign responsibilities to key staff including IT, begin drafting Contracts with Attorney, refine Product, Marketing, Advertising, establish Website and Social Media Profiles, building purchase/lease, consult contractors, assess and execute any necessary renovations, confirm Business Financial Accounts, consult Insurance Agent and secure liability, workers’ comp and health insurance coverage and bonding, line up suppliers and service providers, contract with all TOT Specialists, Classroom Layout, Classroom Setup, Classroom Materials, Inform all parties of Contingency Plan if start date not met.</p> |  |
| May-June 2019              | Job Fair, Job Placement and Training of remaining Roles of Grantee Staff, Hiring and Training of Teaching Staff.  |  |
| July-September 2019        | Classroom Organization, Teacher Assignments and Team-Building, invite local organizations and merchants to view our new facility and establish strong and lasting relationships to strengthen the community, invite Mayor, congressman and local media to view facility for Grand Opening.  |  |

|                           |  |  |
|---------------------------|--|--|
| March through August-2019 | Door-to-door recruitment, advertisement, flyers, open enrollment.  |  |
| July 2019-Ongoing         | Select Eligible Families, Recruit more Families, Enroll Families, take Attendance, Monitor and Evaluate.   |  |
| August 2019-ongoing       | Full-functioning Early Head Start Grantee Agency<br>Adjust any methods and systems in place that are not beneficial or high-quality.   |  |
| March 2020                | Fulfill Required Duties set out in Contingency Plan B- Relocating Children to Jelly Moon Learning Center, teachers will service children home base.<br>Plan B Move to temporary facility with necessary equipment. |  |

Adult-Child Ratio Chart

|   |   |         |       |
|---|---|---------|-------|
| A | Infants and Toddlers, birth until 30 months of age  | 1 to 4  | 12    |
| B | Preschoolers, 30 months of age until 3 years of age | 1 to 8  | 18    |
| C | Preschoolers, 3 years of age until 4 years of age   | 1 to 10 | Not A |
| D | Preschoolers, 4 years of age until school-age       | 1 to 12 |       |
| E | School-agers  | 1 to 18 |       |

To obtain licensure for Center, as long as rooms are equipped and city/township, Licensing Consultant, Environmental Specialist and State Fire Marshal approves, our license will be obtained within two to three months and removed from provisional status in six months.

The impact of the proposed Implementation Plan will develop strong community-based educational programs and activities and stronger parent-child relationships. By utilizing the program, parents can further education, establish and further careers, minimizing stress, child abuse, spouse abuse, earn more income, enjoy healthier lifestyles and transportation services. In



addition, this initiative will increase population, binding cities with a heightened awareness of community contributions (the community matters), community partnerships as we all work together for the greater good.

The proposed building is a two-level structure with 10 spaces for classrooms and immediate occupancy, with availability to both county and city facilities and downtown amenities located at 33N, River Rd., Mount Clemens having a 30-second distance to local freeway I-94. This building is prepared for immediate occupancy with an upper-level designed for administration and a lower level for classrooms. The building was a former education and administration building and has residual reusable equipment in place (sinks in classrooms, bulletin boards and overhead projectors). This building has four ways of entry which can be used for employees, children and families, wheelchairs, and Administration and teaching staff. This building is located next door to one of the many Michigan Works Unemployment Agencies and across the street from the YMCA. The lot has parking on both sides of the building and the building has space for advertisement signage on each side, as well as a panel board for advertisement. This building requires no renovations or constructions. This building is located in the heart of four, safe separately-run low-income housing projects (please see appendices).

To maintain order and reduce confusion in the future, parents will be informed before program services begin that home-based services may be necessary if center-based services are not available by the drop-dead date. This transparency instills trust in parents for our services. The Executive Director and program director will organize three potential sites along with contracts that allow us to begin services at the proposed temporary facility until our permanent facility is established. To ensure services are rendered at the twelve-month mark, we will use Jelly Moon Learning Center's vacant classrooms. Jelly Moon currently has three vacant classrooms that will service 24 children. Children with the greatest need will receive those center-based slots.

Children who are still waiting will receive in-home services. We will collaborate with realtor Debbie Boone to secure a building to reserve for temporary services as an additional option. We will attract staff by promoting the opportunity to become part of a warm, inclusive and supportive team, offering benefits such as health insurance, 401k programs and programs to further educational goals. We will provide competitive salaries based on the task and the employee's field experience.

In regard to our hiring, we will select the five members of our interview/hiring team based on the similarity of our interview team's role with the specific role for which we are conducting the interviews. Our Executive Director, Education Coordinator, one parent and at least one board member will be present during hiring interviews, asking candidates questions regarding their experience, future goals, and performance skills. Critical-thinking questions will be asked geared towards candidates' area of expertise. Interviewers will evaluate candidate attire, arrival time, quality of responses, and character traits. Candidates will be searched for on social media sites to view personality and character. If a candidate is considered for hire, we will offer him/her tours of the program and a meet and greet of colleagues. Upon hire, Coordinators and Teaching staff will be professionally trained by a TOT specialist in the following areas; The HighScope Curriculum, lesson planning, COR Assessment, Brigance Screener and Ages and Stages SE-2. A two-day training for all staff will be required to review the state of Michigan licensing rules and regulations handbook, as well as the Early Head Start Standards and overview of the PQA guidelines. Coordinators will attend local trainings pertaining to their fields of expertise. All specialists will be available to mentor and coach staff so that they are equipped to provide warm, full-time, stable, comprehensive, inclusive high-quality Early Childhood services.

To retain qualified staff, we will include our staff's opinions on methods to improve our program offerings and infrastructure as a whole. Executive Director will visit teaching staff at least once a

week to check in, say hello and thank staff for serving children and families to be personable. In order to make staff aware of our appreciation and commitment, we will offer staff appreciation days, employee-of-the-month recognition, incentives for providing high-quality services, offering bonuses and pay raises when feasible. We will ensure expectations and goals are clear by fostering transparency. Paid training sessions will be offered on the curriculum, as well as supportive supervision, mentoring, coaching and access to resources that will enable staff to become effective and certified participants of the curriculum (PQA Reliable) with the ability to implement a research-based curriculum, effective instructional strategies, and a high-quality, inclusive, stable, comprehensive program.

### ***Organizational Infrastructure and Management Systems***

Jane Doe Early Head Start Community Action Center will lead by example by serving as an exemplary steward of federal funds, generating the maximum benefit to our community while adhering to all applicable federal, state and local laws and regulations. Our staff will be critical to achieving this goal, with each member executing individually assigned responsibilities while acting in cooperation with the broader organization to ensure compliance with assessments and changes that may occur from outcome-based evaluations.

In addition to oversight and guidance provided by our Program Director and Executive Director, many essential governance tasks will be managed directly by our Financial Specialist. This officer will be tasked with developing, maintaining and updating as needed a model for spending funds according to children's needs, staff salaries, and all expenses in order to provide services to children and families. This officer will be responsible for the development and maintenance of specific systems for record-keeping and ongoing monitoring of grant funds. The CFO's primary responsibility will be to manage the grantees' finances, including financial planning,

management of financial risk, record keeping and financial reporting. The CFO will report to the COO and the Board of Directors, will supervise the finance unit and will function as the chief financial spokesperson for the organization, in addition to all strategic and tactical matters relating to budget management, cost benefit analysis, forecasting needs and securing of new funding.

Oversight for operations, fiscal responsibility and changes to strategic direction will be guided with the assistance of Board Chairman LaQuita Kazee, who will have major interaction and influence with our Board of Directors and management. LaQuita will be intimately involved in Jane Doe Early Head Start Community Action Center's daily operations, offering ultimate oversight of our executives' actions. For evaluation purposes, she will thoroughly understand the duties that our executives are expected to achieve, including reaching profitability targets, expansion of market share, growth of our client base, and generally presenting a favorable image of Jane Doe Early Head Start Community Action Center to the public eye. LaQuita will during the start-up process also gain an understanding of the EHS Standards.

Program Director Geraldine Brown will function as the designated representative of our organization with authority to act on the organization's behalf in matters related to the award and administration of grants. In signing the grant application, Geraldine agrees that the organization will assume the obligations imposed by applicable Federal statutes and regulations and other terms and conditions of the award, including all assurances. Geraldine is a community-builder with remarkable administrative and counseling gifts, as well as a profound understanding and practical-yet-patient application of the EHS standards and practices she mastered as a teacher at Macomb County Head Start Community Services Agency.

Program planning will be an ongoing function, with continual improvement added to existing plans to deliver services to support pregnant women, children and families.

Planning will include the development of additional means of support, including additional grants. Our program will be guided by a regular schedule of self-assessment and staff evaluation, continued expansion of program participants, and new methods to perfect Early Head Start performance standards. Clear and open communication with our program participants is essential to success, so we'll continue to work together to develop precise understandings of each area of service to build a continuation of full-time, stable, comprehensive high-quality services.

The above resources and others will form the core of a Governance Committee at the Jane Doe Early Head Start Community Action Center. This will be an active team that will provide oversight for all fiscal responsibilities and workstreams, checking daily output to ensure compliance with program governance requirements as stated in Section 642(c) of the Head Start Act. Findings from this committee will be open for review with the Policy Council and parents connected to the Jane Doe Early Head Start Community Action Center.

Assessment will be conducted at all levels of the organization. Among these functions will be: Community Assessment, which will seek input from parents, community leaders and residents of Macomb County on program effectiveness and areas for improvement; Annual Self-Assessment, which will be conducted by agency staff in a full 360-degree environment. Industry benchmarks will be utilized, checked against community feedback and recommendations will be issued for a program of continuous improvement with elements derived from Six Sigma standards of excellence. Outcome-Based Assessment, which will take an objective look at results from our program operations and make recommendations based solely on outcomes to the betterment of lives of pregnant mothers, infants and toddlers in this EHS implementation.

Engaging parents in planning, implementation and oversight of our operations will be an essential element to our success. This component will be managed by Kevin Traylor, our designated Family Engagement/Male Involvement Coordinator. He will also be essential in the

development of a system of communication to be utilized among all key stakeholders, including staff, parents, community leaders, EHS oversight resources, residents and others TBD. We are committed to maintaining a clear, open and transparent organization that serves as an open community resource. Media relations will also form a component to this plan, with targeted success stories to be shared in an effort to increase program participation, generate funding opportunities and raise overall positive awareness for the EHS program. We intend to make EHS a cornerstone of Macomb County's future - and open engagement with all parties will be maintained throughout to drive this success.

### ***Budget and Budget Justification***

Jane Doe Community Center (JCC) Early Head Start Expansion Project (EHS) is submitting an application for services for the EHS Expansion project for a beginning date of 3/1/19 for purposes of implementing the Start-Up/Pre-Award process. JCC is submitting for the provision of child developmental services to **80** eligible children ages 0 to 3 at the time of enrollment through a full-day (10 hours minimum), full-year, through center-based option and family child care within zip code 48043.

A total of **\$1,939,950** is being submitted for the Start-Up/Pre-Award and 9/1/19 – 8/31/20 budget period for the EHS Expansion project grant for operations and training and technical assistance. **\$1,619,500 represents the Base and the T/TA budgets.** These funds will be used to support the enhancement of childcare services through JCC's EHS Expansion project to serve 80 eligible children and their families in the proposed zip code in Mount Clemens, Michigan. This dollar amount includes **base funding of \$1,580,000** (for use in program and administrative operations including personnel, supplies, equipment, contractual, and other costs), **\$320,450 for use of Start-Up/Pre-Award** and **\$39,500 in training and technical assistance (T/TA) funding.** These

funds will be used for the purposes of improving the quality of care for infants and toddlers within the proposed service area.

Non-Federal share will be no less than 20 percent of the Federal share approved for the project and will be met through contributions of volunteer services. The commitment for the 20 percent match required as non-Federal share is **\$404,875**.

Start-Up/Pre-Award costs are also requested for a base total of **\$310,000** and **\$10,450** for a total for T/TA funds during the start-up period. These (start-up costs) will be one-time resources allocated to ensure adequate support resources to ensure children health and safety, well-trained staff, and the necessary technology and supplies to implement a high-quality program. The **non-Federal share for the Start-Up/Pre-Award** budget will be no less than 20 percent equivalent to **\$320,450**.

## **PERSONNEL**

The personnel budget was prepared taking into consideration the requirements of the Fair Labor Standard Act, as amended; and a competitive wage scale (Pay Scale) based on the evaluation of salaries paid for similar services in the proposed geographical area.

A total of **\$1,139,938** of Federal funds has been budgeted for *Salaries* representing 59 percent of the proposed operations budget. In combination with the fringe benefits, the personnel section appropriates 79 percent of the total budget for JCCEHS Expanded Project.

The table below presents the salary scale recommended by JCC for the EHS Expanded Project. The categories and positions listed are minimum and maximum levels established to provide a competitive salary scale conducive to the retention of qualified and productive staff. The minimum level of the recommended salary scale was established for the given profile, meaning the person fulfills the minimum requirements for the job. All positions contained in the recommended scale are required by JCC to meet services for the purpose of this EHS Expansion Project grant application.

**Recommended Salary Scale for JCC as part of the EHS Expansion Project**

| <b>Position</b>                                   | <b>Minimum</b> | <b>Maximum</b> |
|---|----------------|----------------|
| Admin - Administrative Assistant                  | \$13.00        | \$17.00        |
| Admin – Executive Director                        | 31.00          | 40.00          |
| Admin – Admin. Asst. of Fiscal Operations         | 14.00          | 19.00          |
| Admin - Human Resources Specialist                | 18.00          | 27.00          |
| Center Administrator                              | 16.00          | 21.00          |
| Coordinator - Disabilities/Mental Health          | 19.00          | 24.00          |
| Coordinator - Education                           | 19.00          | 24.00          |
| Coordinator - Family Engagement/Male Involvement  | 19.00          | 24.00          |
| Coordinator - Health/Nutrition                    | 19.00          | 24.00          |
| Coordinator - ERSEA/Child Care Eligibility        | 18.00          | 29.00          |
| Family Service Worker                             | 14.00          | 18.00          |
| Food Service                                      | 13.00          | 15.00          |
| Infant/Toddler Teacher with CDA (I/T Endorsement) | 14.00          | 16.00          |



JCC will follow the provisions of Section 653 of the Head Start Act related to limitations on the compensation of staff with Head Start/Early Head Start funds allowable for the rate payable for Level II of the Executive Schedule. None of the positions in the proposed budget exceeds the threshold compensation of the Executive Level II cap. The staffing pattern presented includes the support and administrative staff for the implementation of the JCC Expansion Project.

There will be a total of **38 positions** required for the operations of this grant. The following table provides the title, time commitment to the project in months, time commitment to the project as a percentage or full-time equivalent, annual salary, and wage rates of the positions requested to carry-on the proposed JCCEHS Expansion Project.

**Detailed Positions for JCCEHS Expansion Project**

| <b>Title</b>                                    | <b>Time Commitment in<br/>Months</b> | <b>Time Commitment<br/>Percentage</b> | <b>Wage<br/>Rate<br/>Per<br/>Hour</b> | <b>Annual<br/>Salary<br/>per<br/>position</b> | <b>Total</b> |
|---|--------------------------------------|---------------------------------------|---------------------------------------|---|--------------|
| Education<br>Coordinator (1)                    | 12                                   | 100%                                  | 20.00                                 | 45,000  | \$41,600     |
| Health / Nutrition<br>Coordinator (1)           | 12                                   | 100%                                  | 20.00                                 | 45,000  | \$41,600     |
| Disabilities / Mental<br>Health Coordinator (1) | 12                                   | 100%                                  | 20.00                                 | 45,000  | \$41,600     |
| Center Administrator<br>(1)                     | 12                                   | 100%                                  | 18.00                                 | 40,000  | \$37,440     |
| Infant/Toddler<br>Teachers with CDA<br>(20)     | 12                                   | 100%                                  | 14.00                                 | 29,120  | \$582,400    |
| Infant/Toddlers<br>Floaters with CDA<br>(2)     | 12                                   | 100%                                  | 14.00                                 | 29,120  | \$58,240     |
| Food Service<br>Personnel (1)                   | 12                                   | 100%                                  | 13.00                                 | 27,040  | \$27,040     |

| Title  | Time Commitment in Months | Time Commitment Percentage | Wage Rate Per Hour | Annual Salary per position | Total              |
|--|---------------------------|----------------------------|--------------------|----------------------------|--------------------|
| Family Engagement / Male Involvement Coordinator (1) | 12                        | 100%                       | 16.83              | 45,000                     | \$35,000           |
| Family Service Workers (2)<br>(1 per 40 families)    | 12                        | 100%                       | 15.87              | 33,009                     | \$66,018           |
| Executive Director (1)                               | 12                        | 100%                       | 33.65              | 75,000                     | \$70,000           |
| Administrative Assistant (1)                         | 12                        | 100%                       | 13.94              | 29,000                     | \$29,000           |
| Admin. Asst. of Fiscal Operations (1)                | 12                        | 100%                       | 14.42              | 30,000                     | \$30,000           |
| Human Resources Coordinator (1)                      | 12                        | 100%                       | 20.00              | 53,000                     | \$40,000           |
| ERSEA/CC Eligibility Coordinator (1)                 | 12                        | 100%                       | 20,000             | 45,000                     | \$45,000           |
| <b>TOTAL Personnel</b>                               |                           |                            |                    |                            | <b>\$1,139,058</b> |

**FRINGE BENEFITS**

*Fringe Benefits* include all State required and organization-provided fringe benefits for all employees (not applicable for contracted positions). Fringe benefits include employer contributions or expenses for Federal Insurance Contributions Act (FICA) taxes; life, health, vision, unemployment, and worker's compensation insurance. A total of **\$215,418** of Federal funds has been budgeted for fringe benefits. The following table shows the consolidated budget for fringe benefits for JCCEHS Expansion Project.

| <b>FRINGE BENEFITS</b>                 | <b>PERCENTAGE</b> | <b>TOTALS</b>    |
|--|-------------------|------------------|
| Federal Insurance Contributions (FICA) | 7.65              | \$87,205         |
| Workers Compensation                   | 2.25              | 225,649          |
| Michigan Unemployment                  | 3.25              | 37,048           |
| Health / Dental / Vision / Life        | 5.75              | 65,546           |
| <b><i>TOTAL - Fringe Benefits</i></b>  |                   | <b>\$215,418</b> |

**SUPPLIES**

A total of **\$19,504** of Federal funds has been budgeted for *Supplies*. The costs incurred under this section are those for materials, supplies, and fabricated parts necessary to carry out a Federal award. All purchased materials and supplies will be charged at their actual prices, net of applicable credits. Only materials and supplies actually used for the performance of a Federal award will be charged as direct costs. Where federally donated or furnished materials are used, such materials will be used without charge. In addition, JCCEHS Expansion project will not use supplies acquired with Federal funds to provide services to non-Federal outside organizations.

| SUPPLIES LINE ITEM                 | Totals                 |
|------------------------------------|------------------------|
| Office Supplies                    | \$3,000                |
| Child and Family Services supplies | 7,304                  |
| Food Services Supplies             | 3,200                  |
| Cleaning Supplies                  | 6,000                  |
| <b><i>TOTAL - Supplies</i></b>     | <b><i>\$19,504</i></b> |

The breakdown for the supply’s category is presented as follows:

- Office Supplies** – A total of \$3,000 for the grantee to cover day-to-day supplies used on a recurring basis in general business functions and office operations, and are typically non-technical consumables with a singular/limited usefulness and life. These include, but are not limited to writing tools (pencils, pens, markers); fasteners (paper clips, rubber bands, binding clips); general office paper products, document filing and storage needs (folders, boxes, ring binders); desk accessories and organization aids; data processing media; calculators; staplers; copiers; paper shredders; fax machines; date/time stamps; label makers; clocks; etc.
- Child and Family Services/Classroom Supplies** – A total of \$8,000 of Federal funds has been allocated for child and family services for 10 classrooms to ensure a variety of materials and supplies are available in each classroom to promote high-quality care and learning environments for infants and toddlers in a physical space that is organized and equipped to support their emotional and physical comfort and to foster their independence, self-reliance, exploration and discovery. Funds allocated under this line item will be used to ensure the

appropriate, quality, and quantity of toys and other learning materials in the environment play a critical role in advancing the development of infants and toddlers. Toys and materials will be adequate and appropriate to children's age, developmental levels, and culture, and relate to what they are learning. (\$800 X 10 classrooms)

- **Food Service Supplies** – A total of \$3,200 of Federal funds has been allocated for 80 eligible children to ensure appropriate food and utensils are used for feeding infants and toddlers. These include CACFP approved food (cost before CACFP reimbursement) bottles, cups, formula, plates, training spoons, and other required cookware or utensils to be used from the kitchen and in the food preparation and feeding process. (\$40 X 80 children)
- **Health/Cleaning Supplies** – A total of \$6,000 of Federal funds has been allocated for the 80 eligible children for acquisition of cleaning and sanitizing supplies, diapers, gloves, and other consumables necessary for disinfecting and cleaning infant and toddlers' environments. (\$75 X 80 children)

## **EQUIPMENT**

Costs under this budget line item are not being requested.

## **CONTRACTUAL**

*Contractual* services include the costs of contracts for services and goods, and for the provision of training or technical assistance. A total of **\$84,940** has been budgeted for contractual services.

The contractual line item includes a Registered Dietician/Nutritionist, payroll services through a third-party (Pay Check), computer services and customer service for the use of Child Plus, a Fiscal Specialist and audit/legal fees. Professional services for Registered Dietician/Nutritionist consultant cost is based on a rate per hour of \$30.00 for a maximum of 50 hours per month for 12 months = \$18,000; Payroll services to be performed by Pay Check Services is \$200 X 38 personnel = \$7,800; IT/Computer consultant cost is based on a rate per hour of \$25 for 16 hours per month for 12 months = \$4,800; Program Director cost is based on a rate per hour of \$25 for 35 hours per month for 12 months = \$10,500; Fiscal Specialist cost is based on a rate per hour of \$25 for a total of 1,040 = \$26,000; Quality Assurance Consultant cost is based on a rate per hour of \$25 for 30 hours per month for 12 months = \$9,000 and Audit/Legal Fees services is based on total budget amount unit of services and any foreseen liability matters/issues at a base cost of \$5,000.

As for payroll services, computer services, and audit legal fees the budgeted costs are based on a cost analysis from providers in the area and services used by TCC during the past year.

| <b>CONTRACTUAL LINE ITEM</b>      | <b>Totals</b>          |
|-----------------------------------|------------------------|
| Registered Dietician/Nutritionist | \$18,000               |
| Payroll Services                  | 7,800                  |
| It/Computer Services              | 4,800                  |
| Program Director                  | 10,500                 |
| Fiscal Specialist                 | 26,000                 |
| Quality Assurance Consultant      | 9,000                  |
| Audit / Legal Fees                | 5,000                  |
| <b><i>TOTAL - Contractual</i></b> | <b><i>\$84,940</i></b> |

JCC has established its own written procedures based on Federal standards for purchasing services, supplies and other expendable property, equipment, and real property to follow the standards for procurement under 45 CFR 74.40 - 74.48. These procedures ensure the acquisition of materials and services paid for with Federal funds in an effective manner and in compliance with Federal laws. JCC’s procurement procedures established the purchase of items and services has to be conducted in the most economical way, and to buy only what is needed. To support the implementation of this procedure, JCC has also established a workflow processes to suit the organizational structure. Purchases of equipment, purchase/construction/renovation of facilities, etc., will comply with all applicable Federal requirements, including prior approval from ACF as the Head Start funding source, before being purchased. Any record keeping requirements associated with such purchases will reflect the definitions of the funding agency.

**OTHER COSTS**

For *Other Costs*, a total of \$120,200 has been allocated. This budget line item includes rent, utilities, occupancy costs to support operations and services. The distribution of this category is presented below.

| OTHER LINE ITEM                 | Totals   |
|---------------------------------|----------|
| Rent                            | \$75,000 |
| Utilities, Telephone            | 36,000   |
| Building Maintenance/Repair and | 42,000   |
| Other Occupancy                 |          |



|                                    |                         |
|------------------------------------|-------------------------|
| Local Travel (Staff & field trips) | 5,000                   |
| Parent Services                    | 800                     |
| Publications/Advertising/Printing  | 6,000                   |
| Insurance                          | 18,000                  |
| <b><i>TOTAL - Other</i></b>        |                         |
|                                    | <b><i>\$215,800</i></b> |

- **Rent** – The dollar amount allocated in this line item is \$108,000 that will be directed to cover the annual rent of the center.
- **Utilities/Telephone** – A total of \$36,000 of Federal funds has been allocated for the center to cover basic services including telephone, electricity, gas, and water.
- **Building Maintenance/Repair and Other Occupancy** – A total of \$72,000 of Federal funds has been allocated for minor repairs, upkeep, licensing fees and permits, custodial services, exterminating services, trash pick-up and any other unexpected occupancy related expenses.
- **Local Travel** – The dollar amount allocated in this line item is \$5,000 that will be directed to cover local travel costs for teaching staff in order to conduct home visits at least twice a year for 80 infants and toddlers; transportation costs and admission fees for 80 infants and toddlers field trips at least twice (2) a year.
- **Parent Services** – The dollar amount allocated in this line item is \$800 and is based on \$10.00 per child (80) to cover parent activities such as male involvement events, health fair,

job fair.

- **Publications/Advertising/Printing** – A total of \$6,000 for the grantee to cover costs of advertising media including magazines, newspapers, radio and television, recruitment fair, direct mail, exhibits, electronic or computer transmittals, and the like. These include allowable advertising costs for recruiting, procurement of goods and services for the performance of the JCCEHS Expansion Project and costs of communicating with the public and press pertaining to specific activities or accomplishments, which result from performance of the JCCEHS Expansion Project.
- **Insurance** – A total of \$18,000 Federal funds has been allocated for insurance and bonding complying with Federal requirements under 45CFR 1301.11. This line item will provide JCCEHS Expansion Project to carry reasonable amounts of student accident insurance, liability insurance for accidents on premises, and bonding officials and employees authorized to disburse program funds.

JCC does not implement/charge indirect cost and will continue this process for purposes for the EHS Expansion Project. All allowable direct costs are charged directly to the program benefiting of the activities.

Direct costs that can be identified to more than one program is prorated individually as direct costs using a base most appropriate to the particular cost being prorated. The grantee will track the administrative costs based on the allocation methodology established in the cost allocation plan. Administrative costs for the grantee will be tracked to ensure it does not exceed the

limitation of 15 percent.

**Training and Technical Assistance (T/TA) funds have been allocated for the total of \$34,000.**

The training plan for JCCEHS Expansion Project is presented on the next page.

**Training and Technical Assistance Plan**

| TOPIC  | COST    |
|--|---------|
| <b>Prevention &amp; Intervention</b>                                 |         |
| CPR and First Aid Training for staff and parents                     | \$1,500 |
| Serv-Safe Certification for Nutrition Staff                          | \$500   |
| Nutrition Activities and Food Allergies training for classroom staff | \$500   |
| Nutrition Training for Parents Targeting Obesity                     | \$500   |
| Health & Safety Nutrition Training                                   | \$500   |
| <b>Health Care Tracking &amp; Follow-up</b>                          |         |
| Child Plus Data Entry Training                                       | \$3,500 |
| <b>Disabilities Services</b>   |         |
| Transition Planning workshop for teachers                            | \$500   |
| ASQ and ASQSE-2 Training for Teachers                                | \$1,500 |
| <b>Mental Health Services</b>  |         |
| Appropriate Discipline Techniques Workshop for parents               | \$500   |

| TOPIC   | COST            |
|---|-----------------|
| Domestic Violence Training  | \$500           |
| Substance Abuse Workshop  | \$250           |
| <b>Curriculum, Assessment &amp; Child Outcomes</b>  |                 |
| High Scope Training   | \$4,600         |
| Professional Development for Teachers - CDA Infant/Toddler Endorsement<br>for 25 teachers | \$10,950        |
| <b>Family &amp; Community Engagement</b>  |                 |
| ERSEA Training  | \$500           |
| Volunteer Training will be provided to parents/community                                  | \$200           |
| Male Involvement Training   | \$500           |
| <b>Facilities, Materials &amp; Equipment</b>  |                 |
| Staff and parents will be provided training on health and safe environments               | \$500           |
| <b>Management Systems</b>   |                 |
| Program Governance  | \$500           |
| Pre-Service Training  | \$500           |
| Self-Assessment and Monitoring Process, Data Analysis, Gap Analysis                       | \$1,500         |
| NHSA Annual Conference (2)  | \$ 3,500        |
| Fiscal Training   | \$500           |
| <b>TOTAL</b>  | <b>\$34,000</b> |

**NON- FEDERAL SHARE MATCH**

**Steps to ensure that all necessary resources beyond the requested grant funds are available to implement the project, including non-Federal share.**

A commitment of non-Federal resources will be made to match 20 percent of the Federal funds allocated for this grant. A total of **\$509,918** will be obtained as in-kind match for the Federal grant through collaborations, and the use of parent and grandparent volunteers, and donated goods and services for the project. Non-Federal sources include but are not limited to parents, grandparents and community volunteer services, space/occupancy, supplies, classroom, contractual services, part-time contractual staff, special credits and discounts from vendors.

The non-Federal resources will be treated the same way as Federal funds and will be applied the allowability, reasonableness, and allocability principles before recognizing them as in-kind. All resources committed to this grant application as non-Federal share are not claimed by any other program and do not proceed from Federal funds.

The breakdown for non-Federal share is presented as follows:

| Budget Category                    | NFS     |
|------------------------------------|---------|
| <b>SUPPLIES</b>                    |         |
| Office Supplies                    | \$3,000 |
| Child and Family Services supplies | 2,500   |
| Food Services Supplies             | 2,500   |
| Cleaning Supplies                  | 1,800   |

| Budget Category   | NFS              |
|---|------------------|
| <i>Total Supplies</i>   | <b>\$9,800</b>   |
| <b>OTHER</b>  |                  |
| Rent  | \$9,700          |
| Training  | 10,866           |
| Building Maintenance/Repair and Other Occupancy   | 3,000            |
| Publications/Advertising/Printing   | 2,000            |
| Volunteers:<br><i>28,080 hours @ \$13.00 (Food Service Staff hourly rate) + 30% fringe benefits</i> | 474,552          |
| <i>(90 volunteers X 312 hrs. ea. X \$13.00/hr. + 30%)</i>   |                  |
| <i>Total Other</i>  | <b>\$500,118</b> |
| <b>TOTAL NON-FEDERAL SHARE</b>  | <b>\$509,918</b> |

**START-UP/PRE-AWARD COSTS**

A total of **\$320,450** is requested as one-time start-up/pre-award funds. Pre-award costs, including start-up costs will be used to ensure the facility comply with space, licensing, heat and ventilation requirements and to ensure the facility has adequate and appropriate furnishing, materials and supplies to support the developmental stages of all children served. The furnishing,

materials and supplies included in the start-up/pre-award budget include classrooms and office furniture, staff and classrooms computers, printers and software (licenses), curriculum and assessment materials, manipulative and other classroom materials, office/staff supplies (including telephones, audiovisual, copiers, fax and postage machine), food service/kitchen supplies, security system, and training for staff that will take place during a 90-day start-up period. In addition, start-up/pre-award funds will be used to obtain criminal background checks for all positions included in this application. The breakdown of start-up/pre- award costs are shown below.

### **FACILITY**

JCC completed an assessment of the proposed facility and playground space/area for purposes of this grant application. The assessment identified health and safety areas to be addressed during the start-up period. These needs include floor repairs; electrical updates, bathroom repairs, window blinds, kitchen installation and supplies; fencing, signage; classroom supplies and furniture appropriate for infants/toddlers; and playground conditioning, supplies and landscape appropriate for infants/toddlers. A total of **\$182,270** are requested for repairs and conditioning of the proposed facility to ensure the health and safety of children.

### **MATERIALS & SUPPLIES**

JCC has established its own written procedures based on Federal standards for purchasing equipment that follow the standards for procurement under 45 CFR 74.40 - 74.48 and cost principles under 2CFR Part 230. As required, JCC ensures that under the EHS Expansion Project equipment is considered as any tangible, non-expendable, personal property charged directly to an award that has a useful life of more than one (1) year and acquisition cost of \$5,000 or more

per unit. Following these principles, no funds have been allocated for equipment. However, a total of **\$125,450** of Federal funds has been allocated for *Supplies* during the start-up period. The breakdown for the supply’s category is presented as follows:

**-Classroom/Playground Supplies** – A total of \$90,000 of Federal funds has been allocated for the acquisition of tables, chairs, cribs, diaper changing stations, cubicles, coat racks, bookshelves, file cabinets, floor mats, gross motor material, books, laptops, software and licensing, trash dispensers, and outdoor and indoor play sets. Funds allocated under this line item will be used to ensure the kind, quality, and quantity of toys and other learning materials in the environment play a critical role in advancing the development of infants and toddlers. Toys and materials will be adequate and appropriate to children’s age, developmental levels, and culture, and relate to what they are learning. The total cost for *Classroom/Playground Supplies* is **\$90,000**.

|   |   |                        |
|---|---|------------------------|
| 10 classrooms X \$8,800                           | = | \$88,000               |
| 1 Breast Feeding Room                             | = | \$750                  |
| 1 Mini Library                                    | = | \$450                  |
| 1 Resource Room                                   | = | <u>\$800</u>           |
| <b><i>Total Classroom/Playground Supplies</i></b> |   | <b><u>\$90,000</u></b> |

**Kitchen Supplies** – A total of \$23,750 of Federal funds has been allocated for the acquisition of kitchen supplies to be used. These supplies include range, refrigerator/freezer, deep freezer, commercial sink, counters, cabinets, food prep table, trash dispenser, dishwasher, shelving unit, ventilating system, cookware and utensils. The total cost for *Kitchen Supplies* is **\$23,750**.

**Office Supplies** – A total of \$11,700 of Federal funds has been allocated for the acquisition of office supplies to be used. These supplies include desks, file cabinets, chairs, desk supplies, desktop computers and supplies, software and license, copier and supplies, fax machine and



supplies, postage machine and supplies, book shelves and printers. The total cost for *Office Supplies* is **\$11,700** (9 offices X \$1,300)

**CRIMINAL BACKGROUND CHECKS**

To ensure all staff providing services under this grant, a criminal background checks will be mandatory before hire. This service will be provided through Live-Scan at a cost of \$60 per individual. The background check includes the Department of Justice (DOJ), Federal Bureau of Investigation (FBI), Child Abuse Index (CHI), and the Department of Social Services (DSS). The total cost for criminal background checks is **\$2,280**. (\$60 per person x 38 positions).

**TRAINING**

During the start-up period, staff will receive training regarding requirements, regulations, and procedures applicable to the implementation of the JCCEHS Expansion Project. This pre-service training will take place over a period of 3 weeks during the start-up phase at a cost of \$275 per person for a total of **\$10,450**. (\$275 x 38 positions)**START-UP/PRE-AWARD NON-**

**FEDERAL SHARE MATCH**

The breakdown for non-Federal share is presented as follows:

|  |                        |
|--|------------------------|
| Office Supplies  | \$8,817                |
| Cleaning Supplies  | 5,955                  |
| Publications/Advertising/Printing  | 4,500                  |
| Volunteers:<br><i>3,600 hours @ \$13.00 (Food Service Staff hourly rate) + 30% fringe benefits</i> | 60,840                 |
| <i>(20 volunteers X 180/hrs. ea. X \$13.00/hr. + 30%)</i>  |                        |
| <b><i>TOTAL START-UP/PRE-AWARD NON-FEDERAL SHARE</i></b>   | <b><i>\$80,112</i></b> |

