



September 16, 2019  
Quarterly Board Meeting  
Montessori School of Englewood

Winston & Strawn LLP  
35 W. Wacker  
Chicago, IL 60601

Present:

Board Members: Jim Sulzer, Joe Motto, Mike Sculnick, Karen Anderson, Peter Cunningham, Derek Hull, Marv Hoffman

School Personnel: Rita Nolan, Maggie Mikuzis

Visitor: Matt Moeller of Focus Strategic Partners

Minutes taken by: Joe Motto

I. Call to Order

Anderson called the meeting to order and introduced and welcomed Hull to his first TMN board meeting. Hull is a director at the Trotter Foundation and has been involved recently in the very successful gardening project at the school.

II. Finance

Sculnick gave the financial report and led discussion on school finances. *See* Ex. A, FY20 MSE Budget Graphic and Project and Development Needs for FY20. At the most recent school year end, we achieved our goal of an increase in \$150,000 of net assets (giving us a positive net asset position, whereas we were negative last year), primarily from increased fundraising (exceeding our goal by \$100,000). We were, however, \$200,000 over budgeted expenses, which we addressed through releasing previously-restricted donation funds (which increased revenue for the year).

Our auditor is currently conducting its field audit to close the books on the past year. No issues of note have been raised thus far (comparatively smoother than last year). Final, audited financial statements should be ready for submission to CPS at the end of October.



There was discussion of the alleged unpaid pension contribution issue, which remains unresolved. The auditors for the pension recently inquired of our use of a placement firm for substitute teachers.

There was various discussion over the previously-approved FY20 budget and project and development needs for the upcoming year.

### III. SQRP Update

Moeller gave an update to his presentation at the June board meeting with respect to our SQRP results, based on data as of August, and Nolan led discussion on how the data is being marshaled via the school's FY 20 strategic plan (see Ex. B, FY 20 Strategic Plan Summary). Focus Strategic Partners continues to project a 3.0 score/Level 2+, which if achieved would remove the school from its academic remediation plan status. The school's goal, above and beyond that, is to achieve Level 1, and there was discussion about how the strategic planning that has been developed promotes that goal. There will be some changes to the grading system next year, notably including that attendance will be weighted at 10%, rather than 20%, and a new category for grades will be weighted at 10%. There was discussion as to the fact that including grades as a metric encourages grade inflation, and that it is possible to opt out of use of that metric, in which case a different category fills that weight. Moeller made special note of and complimented Mikuzis for the perfect score in data quality (which entails school record keeping and various other items), which is rare.

### IV. Executive Director's Report

Nolan gave the executive director's report (see Ex. C, Executive Director's Report) and led discussion as to various current projects, needs, initiatives, and concerns at the school. This year, we have added an additional Kindergarten classroom but no additional grade levels. The school's demographics are changing, with increasing numbers of Latino families moving to the area. We have a large and growing number of diverse learners (special education or English as a second language), to which the school will need to adjust financially, administratively, and programmatically in the future.

### V. Head Start Program

Nolan discussed work ongoing with respect to compliance, enrollment, and participation in the Head Start program. The board has reviewed, discussed, and approved for the minutes (through motion made by Motto, seconded by Anderson, supported by unanimous vote) the FY 2020 Head Start Baseline Grant Application (see Ex. D), including program narrative and



attachments (*id.*), the proposed budget and budget narrative (*see* Ex. E), Corrective Action Plan for Program Governance (*see* Ex. F), and Self-Assessment Report for 2019 (*see* Ex. G).

#### VI. Board Structure

Anderson led discussion about board structure, including recruitment of new board members (including board membership of at least one school parent, which will be required by law taking effect next year) and the creation and/or enhanced implementation of development, governance, and health and wellness committees.

Sculnick moved for a resolution to create a board governance committee to be chaired by Sulzer and a development committee to be chaired by Hull. Hoffman seconded. All present voted in favor, none opposed. Committees created.

A number of potential board member recruitment sources were discussed. Board members will report back on recruitment efforts at the November board meeting.

#### VII. Executive Director Evaluation

Hoffman reported on the initiation of process for evaluation of the executive director. Hoffman and Peter Talmers will carry out the evaluation. It will involve looking at the available testing and other objective data, interviews with school leadership, and instruments from the Montessori Assessment Playbook, among other tools. The aspiration is to make this a recurring process with regular mid-year and end-of-year evaluations.

#### VIII. June 2019 Board and Head Start Meeting Minutes

The minutes from the June 2019 quarterly board and Head Start meeting were circulated for review in advance of the meeting. Motto moved to approve those minutes. Sculnick seconded. All voted in favor, none opposed. Minutes from the meetings approved.

#### IX. September 2019 V.A.C. Meeting

The September 11, 2019 V.A.C. meeting minutes were distributed, reviewed, and discussed. *See* Ex. H.

#### X. Public Participation

Opportunity was given for public comment.



XI. Adjournment

With no further business, the meeting was adjourned.

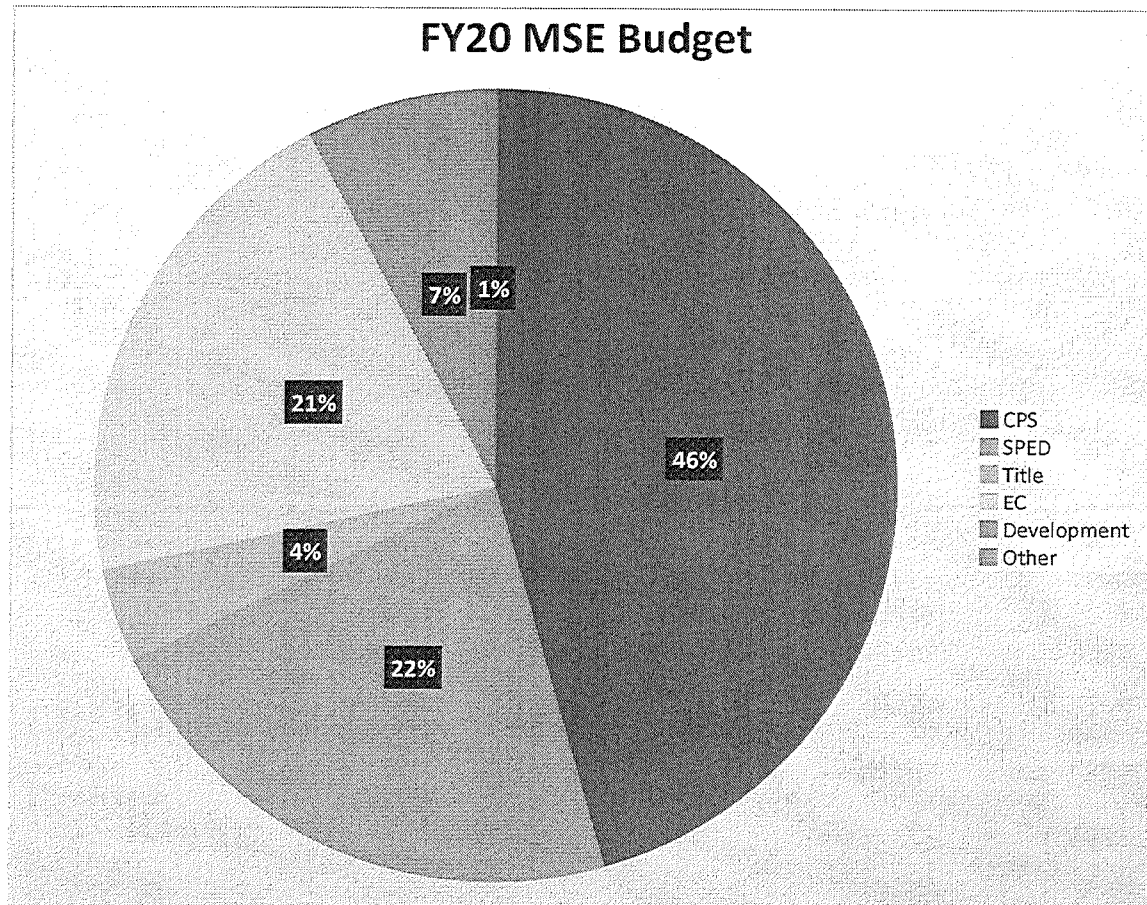
The next meeting of the board will be the quarterly and annual meeting on November 9, 2019, at the school at 9:00 a.m.

# Exhibit A

Slides for Board Presentation  
16 September 2019

Budget

FY20 Budget



Budget

CPS	\$2,227,452
SPED	\$1,087,135
Title I,II,III	\$ 187,569
EC	\$1,012,535
Development	\$ 350,000
Other	\$ 29,168
Total Budget	\$4,793,859

Slides for Board Presentation  
16 September 2019

Project and Development Needs for FY20

MSE Operation Budget	\$350,000
Early Childhood CMR	\$100,000
Literacy and Math Support	\$150,000
Working Capital Fund	\$1,500,000
Health and Welfare	
School Nurse and support	\$125,000
Food and Nutrition	TBD
Facilities	TBD

# Exhibit B



# 2019-2020 Strategic Plan Summary



THE Montessori School  
of Englewood | A Chicago Public  
Charter School

## SY19 STRATEGIC PRIORITIES

1. READING ATTAINMENT
2. MATHEMATICS GROWTH AND ATTAINMENT
3. DIVERSE LEARNER GROWTH
4. EARLY CHILDHOOD READING ATTAINMENT
5. MONTESSORI METHOD IMPLEMENTATION
6. CREATE A STUDENT CULTURE OF LEARNING AND CURIOSITY
7. BUILD AN EFFECTIVE AND TRUSTING STAFF CULTURE

SY20 STRATEGIC PRIORITY

# READING ATTAINMENT



SY20 STRATEGIC PRIORITY

READING ATTAINMENT

Strategy	Implement a differentiated and age-appropriate school-wide reading program with training and implementation support for teachers via a re-structured coaching and feedback cycle with support from highly qualified literacy expert; accompany this program with an effective intervention plan, utilizing class and afterschool time. Utilize literacy coaches strategically at all levels to support teacher instruction and deliver direct interventions to students.
Rationale	Implementing proven reading programs throughout the school will ensure rigorous instruction in each classroom that appropriately challenges all students. The school-wide approach will allow administrators and coaches to provide consistent and effective coaching to all teachers.
Desired Outcomes	Average attainment in the 12th percentile for 3-8 reading and 2nd grade reading on end of year NWEA.

SY20 STRATEGIC PRIORITY

# MATH GROWTH AND ATTAINMENT



# SY20 STRATEGIC PRIORITY

## MATH GROWTH AND ATTAINMENT

**Strategy** Create and implement a scope and sequence of learning for all grades with accompanying assessments to track interim progress. Ensure the delivery and implementation of common core materials (such as Illustrative Math) in all classrooms. Utilize intervention tools (IXL, Dreambox, Khan Academy) strategically throughout school day.

**Rationale** Developing a common scope and sequence with regular interim assessments will ensure growth for students in mathematics.

**Desired Outcomes** 60% of 3-8 students meeting or exceeding their growth goals in mathematics at end of year NWEA.

SY20 STRATEGIC PRIORITY

DIVERSE LEARNER GROWTH



## SY20 STRATEGIC PRIORITY

# DIVERSE LEARNER GROWTH

### Strategy

Adopt, train on, and implement a curriculum specifically designed for diverse learners. Implement a rigorous feedback cycle for lesson plans.

### Rationale

Last year, diverse learners made very little progress. It is critical that we put an emphasis on this population to ensure that they are also pushed to reach their potential and to have learning success.

### Desired Outcomes

By the end of SY20, 25% of diverse learners will meet or exceed their expected growth goals in reading and math on the end of year NWEA assessment.  
By the end of SY20, a Transitional Program of Instruction (TPI) program will be created and implemented with a certified bilingual educator so that 100% of English Language Learners will be receiving additional instruction in their home language.



SY20 STRATEGIC PRIORITY

EARLY CHILDHOOD READING



SY20 STRATEGIC PRIORITY

EARLY CHILDHOOD READING

Strategy	Implement a rigorous feedback cycle for lesson plans.
Rationale	Data from last year shows that a focus needs to be on students in the early childhood program having strong literacy skills as they move in to the primary grades.
Desired Outcomes	60% of Kindergarten students will meet their fall to spring growth goal on the NWEA MPG assessment.

SY20 STRATEGIC PRIORITY

# MONTESORI METHODS IMPLEMENTATION



## SY20 STRATEGIC PRIORITY

# MONTESSORI METHODS

### Strategy

Improve implementation of Montessori methods by obtaining accreditation as a Montessori training center; ensure all teachers complete this training within their first year at MSE if they have not already upon hiring.

### Rationale

Training in Montessori practice is the core of the educational approach of the school, and helps teachers develop lesson presentation that bolsters rigor and helps develop the higher order questioning skills associated with Montessori presentations

### Desired Outcomes

By the end of SY20, 100% of lead teachers are trained or in training in an accredited Montessori training program.

SY20 STRATEGIC PRIORITY

# CULTURE OF LEARNING AND CURIOSITY



SY20 STRATEGIC PRIORITY

CULTURE OF LEARNING

**Strategy**  
Develop systems for praising students, create opportunities for students to become more involved at the school, implement policies consistently, focus on the building of strong parent partnerships.

**Rationale**  
The 5Essentials and other staff/student feedback have clearly indicated that, in addition to a focus on attendance, there are critical areas that MSE can focus on to build a much stronger student culture.

**Desired Outcomes**  
96% average attendance for the year. Exhibit significant growth on Montessori Survey, delivered on a quarterly basis to students (details TBD)

SY20 STRATEGIC PRIORITY

# EFFECTIVE AND TRUSTING STAFF CULTURE



## SY20 STRATEGIC PRIORITY

# STAFF CULTURE

**Strategy** Focus on follow through. Develop policies and plans to ensure that communication is clear and frequent and all initiatives are explained and followed through on. Indicate to staff regularly the progress on these initiatives.

**Rationale** Though the overall 5E score has improved significantly, we believe that there are strategies that can improve the effective leaders section that are good indicators of an effective and trusting staff culture.

**Desired Outcomes** A 'Strong' rating on the Effective Leaders section and a 'Strong' rating on the student safety question in the annual 5Essentials Survey.



# APPENDIX SLIDES



## SY19 STRATEGIC PRIORITY MEETINGS

1. Weekly Instructional Meeting (Rita) - NWEA reading and math growth
2. Weekly Attendance Meeting (Maggie) - 96% Attendance
3. Bi-weekly 5E Coaching Meeting (Dawn) - 90% 5E Participation
4. Weekly Montessori Methods Project (Rita) - Montessori Methods
5. Weekly Administration Meeting (Rita) - Review Progress on All Strategies
6. Executive Review, Progress Monitoring, and Planning (Rita) - Reflect and prioritize.
7. Quarterly Update on Action Items in Remediation Plan (Maggie) - Denote completion of Items in Plan

# Montessori Grade Banding General Reference Guide

Band	Grade Levels
Early Childhood/Primary (EC)	PK, K
Lower Elementary (LE)	1, 2, 3
Upper Elementary (UE)	4, 5, 6
Middle School (MS)	7, 8

# 2018-2019 Data Review



THE Montessori School  
of Englewood | A Chicago Public  
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# 2018-2019 SQRP Preliminary Projections

Metric	Result	Points	Participation Rate	Adjusted Points	Weight	Weighted Points
National School Growth Percentile on the NWEA Reading Assessment (Grades 3-8)*	64	3	100	3	18.75%	0.563
National School Growth Percentile on the NWEA Math Assessment (Grades 3-8)*	72	3	100	3	18.75%	0.563
African American National School Growth Percentile - NWEA Reading	86	4	100	4	1.25%	0.050
Hispanic National School Growth Percentile - NWEA Reading			100			
LL National School Growth Percentile - NWEA Reading			100			
Diverse Learners National School Growth Percentile - NWEA Reading			100			
African American National School Growth Percentile - NWEA Math	69	3	100	3	1.25%	0.038
Hispanic National School Growth Percentile - NWEA Math			100			
LL National School Growth Percentile - NWEA Math			100			
Diverse Learners National School Growth Percentile - NWEA Math			100			
Percentage of Students Meeting or Exceeding National Average Growth Norms (Grades 3-8)*	15.1	2	100	2	10.00%	0.200
National School Attainment Percentile - NWEA Reading Grades 3-8*		1	100	1	5.00%	0.050
National School Attainment Percentile - NWEA Math Grades 3-8*		1	100	1	5.00%	0.050
National School Attainment Percentile - NWEA Reading Grade 2		1	100	1	2.50%	0.025
National School Attainment Percentile - NWEA Math Grade 2		1	100	1	2.50%	0.025
Percentage of Students Making Sufficient Annual Progress - ACCESS			100			
Average Daily Attendance	91.6	4	N/A	4	20.00%	0.800
My Voice, My School 5 Essentials Survey (If Not Enough Data, please leave blank)	99.14/100	4	N/A	4	10.00%	0.400
State Quality Index Score	100	5	N/A	5	5.00%	0.250

# 2018-2019 SQRP Preliminary Projections

Metric	Weight	2018 FINAL		2019 GOALS		2019 PROJECTION				Met Goal?
		Result	Points	GOAL	Points	June	August	Points	Change	
National School Growth Percentile on the NWEA Reading Assessment (Grades 3-8)*	18.75%	1	1	40	3	60	64	3	59	Yes
National School Growth Percentile on the NWEA Math Assessment (Grades 3-8)*	18.75%	1	1	70	4	47	47	3	46	No
African American National School Growth Percentile - NWEA Reading	1.25%	1	1	30	3	56	56	4	55	Yes
African American National School Growth Percentile - NWEA Math	1.25%	1	1	30	3	48	47	3	47	Yes
Percentage of Students Meeting or Exceeding National Average Growth Norms (Grades 3-8)*	10.00%	20.8	1	60	4	46.9	49.1	2	26.1	No
National School Attainment Percentile - NWEA Reading Grades 3-8*	5.00%	2	1	10	2	4	4	1	2	No
National School Attainment Percentile - NWEA Math Grades 3-8*	5.00%	2	1	10	2	2	3	1	0	No
National School Attainment Percentile - NWEA Reading Grade 2	2.50%	1	1	10	2	1	1	1	0	No
National School Attainment Percentile - NWEA Math Grade 2	2.50%	1	1	10	2	1	1	1	0	No
Average Daily Attendance	20.00%	95	4	96	5	95.3	95.8	4	0.3	No
My Voice, My School 5 Essentials Survey (If Not Enough Data, please leave blank)	10.00%	Not Yet Organized	1	Organized	4	Organized	Organized	4	3	Yes
Data Quality Index Score	5.00%	99.6	5	99	5	99.7	100	5	0.1	Yes
Total		Level 3	1.8	Level 1	3.7	Level 2+	Level 2+	3.0	1.2	

# 2018-2019 SQRP Preliminary Projections

2018
1.8
Level 3

2019
3.0
Level 2+



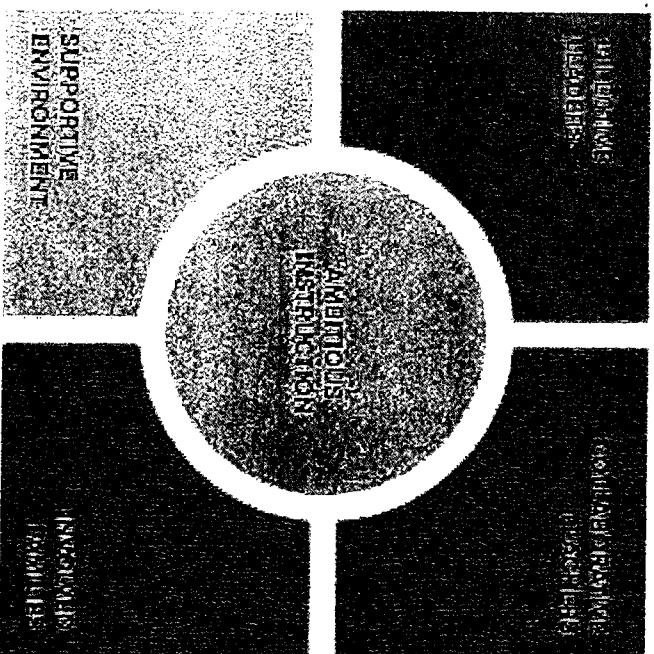
# Appendix Slides





# 5 Essentials - Year over Year

2018

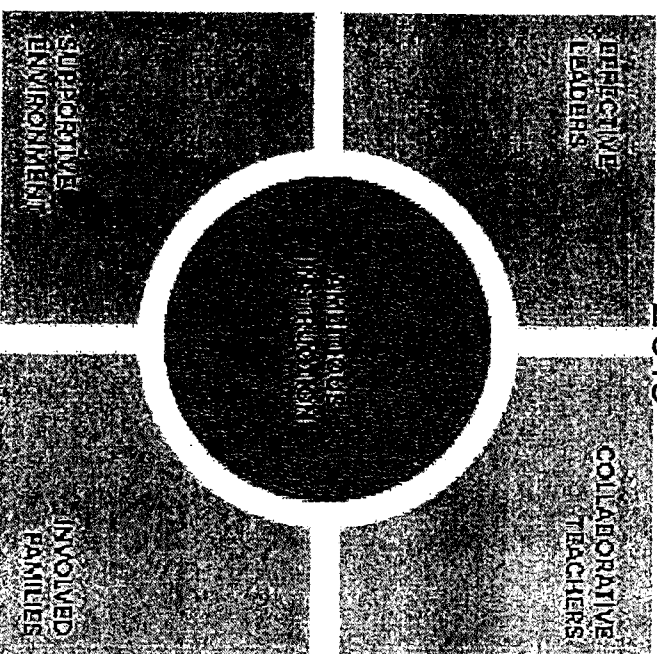


5	Well Organized
4	Organized
3	Moderately Organized
2	Partially Organized
1	Not Yet Organized

- ☒ Very Strong  
 ☒ Strong  
 ☒ Neutral  
 ☒ Weak  
 ☒ Very Weak  
 ☐ No Data  
 ☐ Low Response/Not Applicable

Not Yet Organized

2019



- ☒ Very Strong  
 ☒ Strong  
 ☒ Neutral  
 ☒ Weak  
 ☒ Very Weak  
 ☐ No Data  
 ☐ Low Response/Not Applicable

Organized

# 2018-2019 SQRP Preliminary Projections

Metric	Result	Points	Participation Rate	Adjusted Points	Weight	Weighted Points
National School Growth Percentile on the NWEA Reading Assessment (Grades 3-8)*	39	3	100	3	18.75%	0.563
National School Growth Percentile on the NWEA Math Assessment (Grades 3-8)*	46	3	100	3	18.75%	0.563
African American National School Growth Percentile - NWEA Reading	40	4	100	4	1.25%	0.050
Hispanic National School Growth Percentile - NWEA Reading			100			
ELL National School Growth Percentile - NWEA Reading			100			
Diverse Learners National School Growth Percentile - NWEA Reading			100			
African American National School Growth Percentile - NWEA Math	46	3	100	3	1.25%	0.038
Hispanic National School Growth Percentile - NWEA Math			100			
ELL National School Growth Percentile - NWEA Math			100			
Diverse Learners National School Growth Percentile - NWEA Math			100			
Percentage of Students Meeting or Exceeding National Average Growth Norms (Grades 3-8)*	46.0	2	100	2	10.00%	0.200
National School Attainment Percentile - NWEA Reading Grades 3-8*	42	1	100	1	5.00%	0.050
National School Attainment Percentile - NWEA Math Grades 3-8*	42	1	100	1	5.00%	0.050
National School Attainment Percentile - NWEA Reading Grade 2		1	100	1	2.50%	0.025
National School Attainment Percentile - NWEA Math Grade 2	40	1	100	1	2.50%	0.025
Percentage of Students Making Sufficient Annual Progress - ACCESS	40		100			
Average Daily Attendance	96	4	N/A	4	20.00%	0.800
My Voice, My School 5 Essentials Survey (If Not Enough Data, please leave blank)	100/100	4	N/A	4	10.00%	0.400
Data Quality Index Score	100	5	N/A	5	5.00%	0.250

# Exhibit C

**September 16th, 2019 Executive Director Report**

**2019-2020 Goals**

See attached powerpoint for the 2019-2020 goals.

**Faculty**

- As of Today, September 16, 2019 we have added Morgan Atkins to our team as a Social Media/Marketing Associate.
  - Morgan is in charge of social media, donor relations, and partnerships.

**Family and Community Engagement**

- The first V.A.C. Meeting took place on September 11th. Please see attached for meeting minutes.
- Parents Pedagogy of Place and Literacy Workshops are scheduled for the end of September and beginning of October.

**Programs of Interest**

- MSE is thrilled to continue our partnership with The Trotter Project and UIC Master Gardeners. Students were able to gain skills in environmental stewardship. The Trotter Project and UIC Master Gardeners are currently developing a parents group to volunteer in the garden.
- MSE has partnered with Chaotic Culture and the Beverly Arts Center for their fine arts programs.
  - The students will dive into theater, dance, visual arts, and photography for the year.
- MSE began their sports program the second week of school.
  - This fall 4th-8th graders will compete in softball and volleyball.
- Lawyers Lend a Hand begins at the end of September for tutoring on Tuesday nights.
  - The main theme of this year is test-prep, critical thinking, and poetry.
- MSE developed a partnership with the new Englewood STEM High School's Health Clinic.
  - Students will be able to receive free physicals, medication management, and gynecological services.
  - If a student is over a certain age they will complete psychological evaluations.

**Head Start**

Head Start this year has full-time individuals completing the following tasks:

ERSEA/Assistant Director - Samara Akins

- Mrs. Akins has done a great job with the eligibility, recruitment (not only for Head Start, but for the charter school), selection, and attendance.
- During the 2018/2019 school year, she applied for a scholarship from the city of Chicago and not only received it, but was an honor student. She is looking to complete her Bachelor's degree in the summer of 2020.

#### **Education Coordinator – Julie Drew**

- Ms. Drew holds an M.A. in Early Childhood Education and is Montessori trained
- She was hired to not only provide training and coaching to meet the Head Start performance standard, but also to ensure that our teachers understand and execute the Montessori pedagogy with fidelity.

#### **Disabilities Coordinator – LaToya Williamson**

- Ms. Williamson holds an M.A. in Early Childhood and brings experience in working with children with disabilities.
- Her responsibilities will include screening all of the 3 and 4 year old Head Start students and determining if they need to be referred for specialized services.

#### **Family and Community Engagement Coordinator – Victoria Bowen**

- Ms. Bowen has a wealth of experience in this area.
- Her responsibilities will include working with our Head Start parents in setting goals and finding ways to accomplish them.
- Assisting with the Parent Policy Committee and Parent Committee meetings.
- Making sure the Parent Policy election takes place with fidelity.

#### **We also have five new teachers:**

- Sheila Coleman, M.A. in ECE, certified, over 15 years experience
- Umeka Bascomb, B.A. in ECE and is currently working on her Masters in ECE and Special Education Professional Educator's License. She has 2 years experience of ECE teaching.
- Ethel Nelson, B.A. in ECE and is currently working toward a Masters in Applied Behavior Analysis. She has more than 5 years experience in ECE.
- Trinida Langdon is working on her Masters in Special Education and Professional Educator's License. She is also a registered behavior technician and has extensive experience working with children with autism and behaviors. She is the teacher for the standalone kindergarten classroom.
- Karen Rodriguez, is our Teacher Assistant in the standalone kindergarten classroom. Karen has a Bachelor's degree in Communications and is a Registered Behavior Technician and has extensive background working with children that have autism.

The significance of having adequate and qualified staff for each of these positions, allows us to provide professional services to our children and parents; and, execute their responsibilities with fidelity.

#### **Enrollment**

- Enrollment is currently at 381 students. The 2018-2019 year ended with 334 students.
- Current attendance to date: is 96.60%.

#### **Building**

- The engineers completely renovated the cafeteria with new flooring, lighting and a fresh coat of

paint.

- The outside fencing repairs have been completed with 30 ft. of new fencing on the west side of the main parking lot.
- Bookroom - Repurposed for new teachers lounge to expand eating and prep area.
  - The walls have been patched & painted.
  - The floors inside have been epoxied and the floors outside have been painted.
  - There is also new lighting as well.
- Classroom floors on the first floor have been sanded and refinished.
- The main offices which houses the Exec. Director and other staff has been restructured as well as additional walls put up to make better use of the space.
- First floor corridor has been patched and painted including the walls and the ceiling.
- The elevator passed the AIC (Annual Inspection Certification) with the city of Chicago
- The southwest emergency door repairs have been completed.

#### Fundraising

- Corporate Donors: \$30.00
- Grants:  
\$100,000
- Individual Donors:  
\$3,800
- Board contributions:  
\$0.00
- Total amount raised:  
\$103,830

# Exhibit D



**Section II: Program Design and Approach to Service Delivery****A. PROGRAM GOALS**

**1. a) - c):** see Program Goals and Objectives attached.

**d.** In the area of social emotional, 27 out of 89 children performed below expectations. However, 56 out of 80 children met expectation and 2 out of the 80 children exceeded expectations. When I took a look at those outcomes and that of the children that scored a referral on their ESI-P/K or the ASQ-SE and the amounts were similar, which is why data is very important. We also questioned the effectiveness of our social emotional curriculum and whether it was implemented with fidelity. Looking at the data from Family and Community Engagement where 100% of our parents had goals, but only 14 of the parents completed them. This year was the first year we began the implementation of the curriculum, “Parents as Teachers.” With this tool along with the partnership agreements, we believe we will be able to provide comprehensive individualized support for all of our Head Start families. Lastly, to ensure that our teachers are providing a high quality, safe, healthy learning environment, we will implement CLASS. This will be done through the training of the Education Coordinator and the Program Director.

**2.** The Head Start/Early Head Start/EHS-CCP school readiness goals are set by the grantee. The goals broadly state the knowledge and skills expected for children birth to five across five central domains of learning and development as defined by the Head Start Early Learning Outcomes Framework (ELOF) and include: approaches to learning; social and emotional development; language and literacy; cognition and perceptual; and motor and physical development. The citywide Chicago Early Learning School Readiness Goals are listed in Table 2 below:

<b>TABLE 1. CITYWIDE CHICAGO EARLY LEARNING SCHOOL READINESS GOALS</b>		
	<b>Central Domain</b>	<b>School Readiness Goal</b>
<b>1.</b>	Social & Emotional Development	Children will engage in and maintain positive adult and peer relationships and enter successfully into ongoing social interactions. Using the Teaching Strategies Alignment data, 23 Emerging and 58 Accomplished. These scores were within the average range. We will continue to work on increasing our “accomplished score through the use of the Second Step Curriculum. We believe this curriculum will be easier to implement with the teachers and parents, capture data, and a faster positive outcome.
<b>2.</b>	Perceptual, Motor and Physical Development	Children will demonstrate control of large muscles for movement, navigation and balance. Using the Teaching Strategies Alignment data, 25 Emerging and 56 Accomplished. These scores were within the average range. To improve upon this data, we will have intentional teaching time with our gym teacher. They will plan activities that will focus on developing control of large muscle movement, navigation, and balance that will include the children with disabilities and those that have not yet been identified.
<b>3.</b>	Cognitive	Children will use math regularly and in everyday routines to count, compare, relate, identify patterns and problem solve. Using the Teaching Strategies Alignment data, Counting: 18 Emerging and 63 Accomplished; Comparing: 79 Emerging and 2 Accomplished; and Reasoning/Problem Solving: 49 Emerging and 32 Accomplished. All were within the average range. However, what this data tells us is that the areas we need to spend more time developing are: comparing and reasoning/problem solving. These are skills that are not only used in Math, but in other areas across the curriculum. To improve in these areas, we will provide more rigorous lessons and incorporate the parents by providing them with interactive fund lessons.
<b>4.</b>	Approaches to Learning	Children will demonstrate persistence when working with materials, activities and information. Using the Teaching Strategies Alignment data, Persistence: 11 Emerging and 69 Accomplished. We will continue to present engaging lessons.
<b>5.</b>	Language and Literacy	Children will build, use, and comprehend increasingly complex and varied vocabulary. Using the Teaching Strategies Alignment data: 52 Emerging and 29 Accomplished. While this outcome is within the average range, we will begin to provide more rigorous and intentional



	lessons. These lessons will also be shared with parents in a format that is engaging and fun in an effort to develop a partnership in learning, as well as develop life-long learners.
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School Readiness Goals are set and established to promote all aspects of children’s development and learning through implementation of a research-based curriculum and a valid and reliable assessment tool. Programs utilize the GOLD assessment system for all children, including English language learners and children with disabilities, to measure children’s developmental level and progress towards meeting school readiness goals. Parents are involved in the process and provide feedback about their preferences. DFSS works with Chicago Public Schools to align goals with kindergarten expectations. Child outcome data is aggregated three times a year using a variety of Teaching Strategies GOLD reports to analyze progress across 38 objectives – including two that focus on English language acquisition for dual language learners – grounded in research as predictors of school success. School Readiness Goals and objectives for infants, toddlers, and preschool children are aligned to the domains and subdomains of the Head Start Early Learning Outcome Framework (ELOF) as well as Illinois Early Learning Standards. Outcome analysis reports are created after each assessment checkpoint to identify strengths and identify trends for improvement based on analysis of child assessment data. Additional data used to measure curriculum fidelity, including GOLD Inter-rater Reliability, Classroom Assessment Scoring System (CLASS), and environmental rating scales for both infant-toddler and preschool classrooms. Programs submit fall, winter, and spring outcome analysis reports to DFSS as well as the governing body and Policy Council.

[Click here to enter text.](#)

**3.** Each quarter the checkpoint data was presented to the Parent Policy Committee to inform them of how well the children are learning and to discuss the area(s) of concern. The Parent Policy Committee provided a report to the Parent Committee, so that the parents would become aware of the areas of concern and were encouraged to attend their child’s Parent-Teacher conference. After each checkpoint period, a Parent-Teachers conference was set-up so that the parents could meet with their child’s teacher to discuss their strengths and area(s) of weakness. Then the two of them would work together to set goals to achieve. The parent(s) also got a chance to express their concern(s). Also, at the meeting, parents were provided tips on things they could do to increase their child’s learning. The Board of Director’s also got copies and the Quarterly Checkpoint Report that would be presented, at some meeting, so that the Board could ask questions regarding the outcomes as well.

**B. SERVICE DELIVERY****1. Service and Recruitment Area**a) [Click here to enter text.](#)

b) The program provides early learning services to the following communities in the city of Chicago:

TABLE 2a. HEAD START SERVICE AREA(S) & EVIDENCE OF GREATEST NEED	
Community Area	Summary Data Demonstrating Area is of Greatest Need
West Englewood	<p>These are families that need full-time child care - Single parent households with children under age 6, where the parent works - 1,143 to 1,671 estimated number of children; Two parent households with children under age 6; These are families that are more likely to enroll in community or school base programs - Households with three or more members, with no vehicles at home - 907 to 1,234</p> <p>The following data is taken from YCIC: Community Data Profile: Preschool Aged Children (ages 3 – 5) – 1,405. According to the Community Data Profiles, there are 2,550 children between the ages of 0-5 in the West Englewood area.</p> <p>The following are the percentages various types of children with disabilities in the West Englewood area that will need services, according to Vol. 1, No. 1, December, 2018 <i>The Voices of Chicago Report</i>: 58% Depression, 39% Attention Deficit Hyperactivity Disorder (ADHD), 37% Childhood Asthma, and 31% Autism.</p>

TABLE 2b. Early HEAD START SERVICE AREA(S) & EVIDENCE OF GREATEST NEED	
Community Area	Summary Data Demonstrating Area is of Greatest Need

TABLE 2b. Early HEAD START-CHILD CARE PARTNERSHIP SERVICE AREA(S) & EVIDENCE OF GREATEST NEED	
Community Area	Summary Data Demonstrating Area is of Greatest Need


c)

TABLE 3. CHILD CARE PARTNERSHIP SLOTS			
	Head Start	Early Head Start	EHS-CCP
# of Directly-Operated Slots	53	0	0
# of Partner-Operated Slots	0	0	0
<b>TOTAL</b>	<b>53</b>	<b>0</b>	<b>0</b>

## 2. Needs of Children and Families

a) The following data was taken from the YCIC Community Data Profile: **Child Breakdown (2017)** – Eligible Infants – There was no reliable data provided; Toddlers – There was no reliable data provided; Eligible Infants/Toddlers (ages 0-2): 1,145; Preschool Age Children (ages 3 – 5): 1,405; and Expectant Mothers by Area – West: During 2015, there were 334 expectant mothers in West Englewood. There was no current (2019) data available. **Race(s):** According to the Community Data Profiles, there are 2,550 children between the ages of 0-5 in the West Englewood area. The following is the racial breakdown for the West Englewood area for children between the ages of 0-5: Non-Hispanic White – 6, Non-Hispanic Asian or Pacific Islander – Less than 5, Non-Hispanic African American or Black – 2,139, Hispanic or Latino – 350, and other, 56. **Languages:** In the West Englewood community, various languages are spoken. There was no data provided that clearly stated the percentage or number given of preschool children that spoke a specific language other than English or Spanish. However, the language spoken in the homes of the residents living in West Englewood based on data provided by: <https://www.cmap.illinois.gov/documents/10180/126764/West+Englewood.pdf> are listed as follows: English, 27,152, 94.6%; Spanish, 1,467, 5.1%; Polish, 5, 0.0%; Chinese, 0, 0.0%; Tagalog, 10, 0.0%; Arabic, 12, 0.0%; Other Indo-European Languages, 43, 0.1%; and Other/Unspecified Languages, 21, 0.1%.

**Children Experiencing Homelessness:** There was no specific data available that provided a breakdown of children and families that were homeless in the West Englewood community. However, according to the city of Chicago 2016 Homeless Point-in-Time Count and Survey Report that was prepared by the Voorhees Center for Neighborhood & Community Improvement, University of Illinois at Chicago, the following are my findings: West Englewood, 2016, 4 and 16<sup>th</sup> Ward (60636 zip code), 2016, 8. However, after interviewing our Homeless Coordinator at our school, the following data was provided that represents as of March, 2019: Pre-K 3 years old, 5; Pre-K 4 years old, 5; Kindergarteners, 6; First Grade, 10; Second Grade, 6; Third Grade, 7; Fourth Grade, 9; Fifth Grade, 7; Sixth Grade, 4; Seventh Grade, 3; and Eighth Grade, 3. This represents a total of 65 children in our school that were homeless, most if not all live in West Englewood. These children are experiencing trauma. How difficult it must be to learn and how resilient must they become or be to learn in spite of their circumstances. **Children in Foster Care:** The data does not clearly define if the care plan is foster care, etc. The number of children in DCFS substitute care that live in Englewood during 2017 were 57. Currently, in our Head Start program, we have one foster child and two children that have been adopted. **Children with Disabilities:** Currently, the Montessori School of Englewood has 6 out of the 8 that are needed to meet our 10%

requirement of children with disabilities. The types of disabilities we are currently working with are: Autism, Developmentally Delayed and Speech. The following information is derived from the Vol. 1, No. 1, December, 2018 *The Voices of Chicago Report*. They do not break their statistics down according to age, but the following are my findings: Depression – 58%; Attention Deficit Hyperactivity Disorder (ADHD) – 39%; Childhood Asthma – 37%; and, Autism – 31%.

**b)** To get a true picture of the needs of the West Englewood community, we should take a look at the educational attainment of the individuals that live in the West Englewood community. **Percentage of individuals with less than a High School Diploma** – 2010/30.3% and in 2016/22.7%. **High School Graduate or Equivalency** – 2010/34.1 and in 2016/41.9. **Some College, No Degree** – 2010/24.8% and in 2016/22.8%. **Associate's Degree** – 2010/4.8% and in 2016/5.5%. **Bachelor's Degree** – 2010/4.6 and in 2016/5.5%. **Graduate or Professional Degree** – 2010/1.4% and in 2016/2.1%. Source: 200 Census, 2010, 2016 American Community Survey five-year estimates. Universe: Population 25 and older. What you see from this data is that within a 5 year period, there has been an increase in individuals within the West Englewood community receiving their high school education and pursuing a higher education, which is great. However, the fact still remains that the majority of the individuals that live in West Englewood have a high school diploma. 22.7 percent of the individuals in West Englewood have less than a high school education. Now, let's take a look at the schools within West Englewood and some statistics. Within the West Englewood community, there are 8 public/charter schools that have a Pre-K program. According to the statistics during the 2017 school year, only 293 children were enrolled in the DFSS Early Head Start/Head Start Program, 53 in the Ounce of Prevention Fund Early Head Start/Head Start, 782 in the Childcare subsidy voucher recipients, 575 in the Childcare subsidy voucher recipients in licensed child care, and 417 children enrolled in PFA and PI programs. According to these numbers 2,120 children the West Englewood are receiving some kind of child care services. However, according to the statistics given by Young Children in Chicago, there is a total of 2,550 children between the ages of 0 - 5 years of age. What this means is that there are 430 children that are not enrolled in any child care program in West Englewood. The question that comes to mind is, if there is any connection between the 430 children and the 22.7% of adults with less than a high school education? I am not sure if there aren't enough slots for each entity, not enough sites, or the parents don't understand the importance of having their child in an early childhood program. This is evident when we receive children for the very first time at the age of 5 or 6 going to kindergarten or first grade and not having any school experience or school readiness experience (unable to identify an alphabet from a number or even write their name). Because the state of Illinois does not require a child to attend school until the age of 6, children are not entering school at a pre-K level. This needs to be revised. A child is three years behind if they enter school at age 6 with no school readiness skills, which makes them developmentally delayed. Therefore, the Every Student Succeeds Act is not valid. We have 430 children that have the potential of starting school at age 6. No doubt, these children will have an IEP in order to have an opportunity to reach their actual grade level. I believe what our community really needs is an understanding of why it is important to have their child in an early childhood program, and the government needs to change the age of entering school to 3, since the Pre-K program starts at age 3. What everyone fails to realize is that the early childhood years lays the foundation for a child's future in education. They say they do, but the laws don't reflect it. **Health Needs and Strengths of Children and Families in your Service Area** The West Englewood community has several medical facilities to address their needs such as: Englewood Mental Health Center, 641 W. 63rd St., Chicago, IL, St. Bernard Hospital, 326 W. 64th St., Chicago, IL, and Ada S. McKinley, 6701 S. Morgan St., Chicago, IL; however, they all have a long waiting list for people who need mental health services. In a survey conducted by Ann & Robert H. Lurie Children's Hospital and the Chicago Department of Public Health who teamed up to find the most common concerns about kids in the city of Chicago. The top 10

problems were: 1. Drug Abuse – 64%. 2. Childhood Obesity-62%. 3. Child Abuse and Neglect-61%. 4. Stress among Children and Teens-60%. 5. Depression among Children and Teens-58%. 6. Smoking and Tobacco-53%. Alcohol Abuse by Youth-51%. Parent's Health Problems Affecting Children's Health-49%. Suicide among Children and Teens-49%. 10. Teen Pregnancy-49%. At the Montessori School of Englewood's our concern is obesity. Currently, we have 6 overweight - 7.5%, 17 obese - 21.25%, 44 healthy weight - 55%, and 1 underweight 1.25%. These figures represent that 28.75% of the children at our facility are unhealthy. This is very serious. When we look at the long term effects of obesity (heart disease, high blood pressure, and diabetes to name a few, our children and their parents need education on healthy eating. **Nutrition needs and Strengths of Children and Families in your Service area(s)** 95% percent of our families are African-Americans and are receiving SNAP or TANF. According to the data from YCIC, 2,271 West Englewood residence are using SNAP and 458 West Englewood residence are using TANF. Most of the residence are spending their money at the corner stores that provide processed foods or subpar vegetables and meats (10). For example, in West Englewood, there are only two major supermarket chains (Food 4 Less Midwest and Wal Mart). To help subsidize residence when their food is short, there are 11 Food pantries and two Soup Kitchens. For those mothers that are expecting or have already delivered, Englewood has the Women Infant and Children (WIC) program with two locations. As in most communities, our students can always benefit from more detailed information on eating healthy. **Social Services needs and Strengths of Children and Families in your Service Area(s)** Looking at the Parent assessments, the majority of the parent's needs are in obtaining housing and employment. In the area of West Englewood, they have the following agencies that work with the parents on obtaining employment: **Positive Actions, Inc.**, 1213 W. 59<sup>th</sup> St., 888-622-6410; **TEECH-Southwood Interventions**, 5701 S. Wood St., 773-928-3933; and, **Women's Small Business Exchange**, P.O. Box 368042, 773-436-7710. In terms of assisting with housing, S & S Development Group, NFP located at 6010 S. Throop, Chicago, IL, is the only organization that I found listed. This represents a shortage in services for the West Englewood area.

**c) Community Early Childhood Supply and Demand Programs Within the Community Service Area(s) and Children being Served** - Some of the organizations that service this community are I Grow Chicago, which provides services over 100 or more children and individuals. This organization supports individuals by turning their lives around with everything from financial support to workforce training. They address trauma, skills deficits, and supplies needs to champion individuals and change the community. Children's Home and Aid provide such services as Early/Head Start, after school programs, foster program, and adoption programs to say a few. This organization provides services to over 500 people throughout Englewood in the various areas. Another organization that provides support to the West Englewood area is the Salvation Army. They also provide Early Head Start/Head Start services, after school, Character-Building and mentoring program, music, visual and dramatic education, recreational, sports and fitness programs, camp, job training, senior programs, homeless prevention and emergency assistance program, food pantry, and meals and shelter to name a few of their programs. This agency serve well over 1,000 people in the West Englewood area. Other facilities that provide support to our youth in West Englewood are the Lindblom Park District and Ogden Park District. They provide recreational programs to hundreds of children throughout the year. **Types of Programs Within the Community** - The types of programs within the West Englewood community that service the area range from community services, supermarkets, medical centers, and schools. Some of those service providers are: **I Grow Chicago** – This organization supports individuals by turning their lives around by providing financial support to workforce training. They address trauma, skills deficits, and supplies needed to champion individuals and change the community. **Children Home and Aid** – Provide such services as Early/Head Start, after school programs, foster program, and adoption programs to name a few. This organization provides services to over 500 people throughout Englewood



in the various areas. **Salvation Army – West Englewood** - They provide Early Head Start/Head Start services, after school, character-building and mentoring program, music, visual and dramatic education, recreational, sports and fitness programs, camp, job training, senior programs, homeless prevention and emergency assistance program, food pantry, and meals and shelter to name a few of their programs. **Chicago Eco House, 6439 S. Peoria, Chicago, IL 60621, 773-358-4227** – Employs urban farming, 3D printing and animal husbandry to provide sustainability. **Hope Organization (Helping Organizing People Everywhere), 6921 S. Halsted, Chicago, IL 773-846-0883** - LIHELP (Light and Gas) assistance, Weatherization, Educational Children's Program, Utilities (gas and electricity) Hardship Reconnection Program. **Ada S. McKinley Community Services, 6033 S. Wentworth Ave., Chicago, IL 773-955-2900** - Child development and youth services, employment and community support services, and behavioral health and clinical services. **Publicly-funded Pre-schools and programs** - In the West Englewood area, there were 3 private schools that went from Pre-K to 8th grade or 12th grade. The following is the list: Cs Academy Private - 25 Students Empowerment Christian Academy - 12 Students Center of Life Learning Academy - 40 Students. At the beginning of this year, our Head Start program serviced 41 students. We are currently servicing 80 students, which is almost a 100 percent increase and we still have a waiting list. We have begun having parents fill out intent to register for the next school year and we are almost at capacity. Parents have expressed the family environment that they feel when they come into the doors of the Montessori School of Englewood. Based on the facts displayed earlier there are 8 public/charter schools that have a Pre-K program. According to the statistics during the 2017 school year, only 293 children were enrolled in the DFSS Early Head Start/Head Start Program, 53 in the Ounce of Prevention Fund Early Head Start/Head Start, 782 in the Childcare subsidy voucher recipients, 575 in the Childcare subsidy voucher recipients in licensed child care, and 417 children enrolled in PFA and PI programs. According to these numbers 2,120 children the West Englewood are receiving some kind of child care services. However, according to the statistics given by Young Children in Chicago, there is a total of 2,550 children between the ages of 0 - 5 years of age. Which means there are 430 children that are not enrolled in any child care program in West Englewood. Also, looking at the 2017 Report on Child Care in Cook County, on page 27, it pointed out that in the south/southwest Chicago area, there are 86,370 children between the ages of birth to 5. 40% are in poverty. In 2016, 14,701 children were with CCAP, there were estimated 22,387 that were eligible, but not participating in CCAP. It also means that we should keep on providing services to this community and begin building bridges between us and other supportive community organizations. It also means that we should look into other streams of capital, such as CCAP, that will support our center and allow us to provide a stronger after school program or our current educational program.

### 3. Proposed Program Options and Funded Enrollment Slots

a)

TABLE 4. PROPOSED PROGRAM OPTIONS			
	Head Start	Early Head Start	EHS-CCP
	# of Slots	# of Slots	# of Slots
Full-Day, Center-Based	53	0	0
Family Child Care Homes	0	0	0
Home-Based	0	0	
<b>TOTAL</b>	<b>53</b>	<b>0</b>	<b>0</b>

The program ensures compliance with §1302(b) upon establishing each program option accordingly and subsequently throughout the program year through monitoring, in-person and electronically in the Child Outcome Planning and Assessment (COPA) system. Program structure planning and establishment and ongoing in-person and electronic monitoring include ensuring that each program option delivers the full range of services, maintains required staff: child ratios and group size maximums, provides the minimum

service duration, and meets other requirements specific to each option, such as meeting staffing qualifications and appropriate licensing and safety standards.

**b) Not Applicable.**

c) The program options offered through this program were chosen because they best suit the needs of the program's service population. Our program option is Head Start for ages 3 – 5. This option fits the needs of our program's service population because most of the children enrolled have older siblings that are attending the lower or upper elementary grades; and in some cases, we have siblings from Pre-K through middle school that are attending. For the parent, they are able to have all of their children attend one school and receive a quality education, which is convenient for them when it comes to picking their child up from school. We offer after school academic and STEM programs for the parents that have difficulty picking up their child at 3:00 p.m. or 3:15 p.m. This program has worked really well for us in that we have always had a wait list.

i. **EHS-CCP ONLY:** Click here to enter text.

d.i - ii) **Funded Enrollment Changes:** We are currently funded for 53 slots, which is 27 slots less than last year. However, we have 80 children enrolled (as we did last year) and have 8 children thus far on our waiting list. To ensure that adequate supports will be in place to address our families and teachers needs, we have hired an Education Coordinator, Disabilities Coordinator, FACE Coordinator, Mental Health/Health Coordinator, ERSEA Coordinator/Asst. Director. We are excited and more than ready to fulfill the Head Start requirements to make this a successful year.

TABLE 5. FUNDED ENROLLMENT CHANGES						
	FY 2019			FY 2020		
	Head Start	EHS	EHS-CCP	Head Start	EHS	EHS-CCP
Funding Amount	\$583,000	\$	\$	\$	\$	\$
# of Slots	53					

iii) See grantee program narrative.

#### 4. Centers and Facilities

a)

TABLE 6.a HEAD START SERVICE LOCATION CHANGES DURING PROGRAM YEAR 2018 - 2019			
Site/Partner Site	Address	Change to Site	Reason for Change
The Montessori School of Englewood	6936 S. Hermitage, Chicago, IL 60636		

TABLE 6.b EARLY HEAD START SERVICE LOCATION CHANGES DURING PROGRAM YEAR 2018 - 2019			
Site/Partner Site	Address	Change to Site	Reason for Change


TABLE 6.c EARLY HEAD START-CHILD CARE PARTNERSHIP SERVICE LOCATION CHANGES DURING PROGRAM YEAR 2018 - 2019			
Site/Partner Site	Address	Change to Site	Reason for Change

**b)** During FY 2020, the program anticipates and has in this application budgeted for the following minor renovations and repairs: [Click here to enter text](#). If unanticipated minor repairs or renovations arise during the program year, the program applies for additional funds through DFSS's Supplemental Funding process (see grantee program narrative.)

**c) Not Applicable.**

##### **5. Eligibility, Recruitment, Selection, Enrollment, & Attendance**

**a)** The program has an established recruitment process that services are provided to those in greatest need and prioritizes the enrollment of children and families experiencing homelessness or insecure housing, income eligible children with diagnosed disabilities, and income-eligible children with chronic health conditions, regardless of the type of condition or level of severity. See attached selection criteria for details. [MSE families are recruited by reviewing the Community Needs Assessment, Network/Collaboration, Community Resources, public health, public aide, CANTV \(free advertisement\), substance abuse programs, shelters, connecting with family \(WIC\), city, state and governmental offices. Also, families are recruited through door-to-door canvassing, outdoor events with eye catching, easy to read flyer's, mass mailing, neighborhood paper, community organizations and advertisement boards in coffee shops and supermarkets, restaurants and grocery store, social media \(e.g., Facebook, Instagram, YouTube, Snap Chat\), public service announcements \(radio\), children hospital/clinics, parents referrals, word-of-mouth and recruitment at various fairs in the city of Chicago, We actively engages in community outreach, collaborating with local churches, schools, social-service agencies, dental/medical offices, and other childcare organizations. We specifically target local families, children in foster care, and children with parents in local postsecondary education. The recruitment for children with disabilities are primarily the same as the above efforts. Parents are assisted in obtaining any related services to promote effective use of resources. The Family Service Worker, Health Coordinator and Disabilities Coordinator make every effort to access resources which are of benefit to the child and at no cost to the family. Various community resources are utilized to assure that children with disabilities and families are recruited. At least 10% of the funded enrollment for our program must include children with disabilities. Recruitment efforts and selection must be made to include children with disabilities.](#)

**i)** The program acknowledges the challenges associated with and the importance of developing special strategies to ensure vulnerable children have access to services, including children with



disabilities, those experiencing homelessness, and children in foster care. In order to reach the needs of the neediest, MSE has implemented a recruitment process that is designed to actively inform all families with eligible children 3-5 years old of what we offer. Our program has implemented a Selection Criteria that is used to select children and families. Each applicant will be assigned points from five selective areas upon input into the COPA online system. 1. Income; 2. Age; 3. Disability; 4. Family/Household; and, 5. Other factors. The number of points from each category will be the applicant's total number of eligibility points. The applicant is selected for enrollment based on their ranking. For applicants who are not deemed eligible will be referred to another program. At least 10% of the funded enrollment for our program must include children with disabilities. Recruitment efforts and selection must be made to include children with disabilities.

**b)** Attendance is taken daily and absences are noted with a qualitative explanation. If a child is absent and the parent/guardian has not contacted agency staff within one hour of the start time of the program, staff contacts the parent to ensure child's well-being and make note of the reason for the child's absence. If unexplained absences exceed two consecutive days or more, agency staff call the family to assess the reason for absenteeism and to discuss the importance of school attendance as applicable. If contacts to the families are unsuccessful, an attendance letter is mailed/emailed to the home. If there is no response to phone messages, emails/texts, or letters, a home visit is attempted. If absenteeism continues, staff works with the parent to develop appropriate family engagement intervention strategies to encourage regular attendance. Possible supports may also include work with the program's mental health consultant or social worker. If a child has not attended in 30 days, the child's enrollment is at risk for termination. In this case, the program makes appropriate efforts to reengage the family to resume attendance, including providing information about the benefits of regular attendance, supporting families to promote regular attendance, and conducting home visits or making other direct contacts with the child's parents. Within the first 60 days of program operation and ongoing thereafter, agency leadership assesses individual child attendance data to identify children with patterns of absence that put them at risk of missing 10% of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as appropriate.

## **6. Education and Child Development**

### ***a) Center-based programs and family child care homes:***

**i)** The required curriculum for Head Start programs is the Creative Curriculum for Preschool. The required curriculum for EHS programs serving children ages birth to three is the Creative Curriculum for Infants, Toddlers, and Twos (Creative Curriculum) for center-based programs and Creative Curriculum for Family Child Care for family child care home programs. The program does not utilize significant enhancements or adaptations to the Creative Curriculum. However, the Montessori School of Englewood's Head Start program uses the researched-based Montessori curriculum. This curriculum provides a scope and sequence for each age group for the entire school year. Because materials for ages 3 – 5 are in the same classroom, children are able to progress through the curriculum at their own pace. All lessons are individualized to ensure each child is truly making progress. A crosswalk is available that aligns the Montessori curriculum with the Head Start Child Development principles and the Head Start Early Learning Outcomes Framework (ELOF) as set forth in 45 CFR subsection 3102.30, as well as the Illinois Early Learning Development Standards. We do use Teaching Strategies GOLD to do quarterly assessments, enter observational notes, conduct lesson studies, and enter our lesson plans.

ii) The required curricula for infants and toddlers and preschool-age children has been used by DFSS's programs for more than ten years and was selected for its comprehensive developmental approach, its grounding in child development research, and its ability to maximize positive outcomes in community areas with the highest need. The Creative Curriculum is rooted in major theory and research around meeting basic needs on a daily, routinized basis, building partnerships with families, brain development and cognition, and relationship-building and social emotional development. It also features comprehensive scopes and sequences for each age group that guide educators from the beginning to middle to the end of the school year. In this way, teachers are able to best plan curricular activities to ensure skills and concepts are introduced and reinforced in a logical and thoughtful way that supports each individual child's development. The Creative Curriculum is fully aligned with Head Start/Early Head Start child development principles and the Head Start Early Learning Outcomes Framework (ELOF)<sup>1</sup>, as set forth in 45 CFR § 3102.30, as well as the Illinois Early Learning Development Standards<sup>2</sup>.

iii) The Creative Curriculum includes standardized training and materials that support implementation and helps education managers and caregivers to incorporate effective teaching practices and create daily routines and meaningful experiences that respond to infant-toddler (IT) strengths, interests, and needs in accordance with developmental progression across the IT Head Start ELOF domains. Creative Curriculum materials facilitate a dynamic framework for teaching practices. At the core of those practices is relationship-based care that is warm, respectful of the individual child, his/her family and cultural and linguistic background. Studies have shown that the brain develops most rapidly and efficiently during the periods from prenatal to age three when children are placed in nurturing, supportive, and responsive environments. To that end, programs utilize the curriculum to plan appropriately for individuals and groups of children and conduct ongoing assessments to ensure that each child is developing in all domains to prepare for school readiness and for life. Children are encouraged to explore and engage with their peers, environments, and caregivers under the attentive care of qualified staff in both center-based and family child care settings. DFSS is committed to continuity of care in which children and teachers remain in relationships that span children's various transitions throughout the program.

Like the Creative Curriculum, the Montessori Curriculum includes training and materials that support its implementation. Each classroom is required to have a daily routine and provide meaningful and engaging experiences that will build rigor while evoking interests. The prepared environment is expected to be nurturing, warm, supportive and respectful. Through lessons of grace and courtesy our children are taught how to have respect for themselves, others and their environment. Our lessons during the first 30 days supports children in learning how to use their head (cognition), heart (control of emotions), and hands (physical work with their hands) and how they all coordinate. They learn how to begin and finish their work and feel proud of themselves when they complete a task. The length of the work increases as they accomplish each work. One lesson builds upon the next, which is part of the scope and sequence.

Another key benefit of the Creative Curriculum is its directly-linked assessment tool, Teaching Strategies GOLD (TS GOLD). In addition to alignment with the Creative Curriculum and HS ELOF, the objectives measured through the TS GOLD assessment are aligned with Illinois Early Learning

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<sup>1</sup> [https://teachingstrategies.com/wp-content/uploads/2017/04/Teaching-Strategies\\_Alignment-to-Head-Start-Program-Performance-Standards.pdf](https://teachingstrategies.com/wp-content/uploads/2017/04/Teaching-Strategies_Alignment-to-Head-Start-Program-Performance-Standards.pdf)

<sup>2</sup> <http://teachingstrategies.com/wp-content/uploads/2014/05/IL-CC-Alignment-PS-2014.pdf>

Development Standards (IELDS) that govern state-funded early learning programs. TS GOLD objectives are tracked for all enrolled children birth through five, allowing for seamless transition from EHS to Head Start. TS GOLD is an authentic, validated assessment with inter-rater reliability that measures the knowledge, skills, and behaviors that are most predictive of school success. The assessment measures 36 research-based objectives for development and learning, in addition to two objectives that focus on English language acquisition for dual language learners. The objectives are organized into four developmental areas: social-emotional development; physical development; language and literacy; and cognition and general knowledge; and five content learning areas: literacy; mathematics; science and technology; social studies; and the arts. These areas align with widely held expectations concerning the development of children across the five essential domains outlined in the HS ELOF.

**iv)** The program supports staff in effective curricula implementation using various strategies and contexts, including:

1. Training during orientation and ongoing opportunities throughout the year for all staff that are responsible for implementing the curriculum; *teachers will be given training during the common planning time and twice a month on the implementation of the Montessori curriculum to ensure proper support is given to all of the teachers and that they will be successful.*
2. Observations of the classroom or home at least three times a year to determine fidelity of implementation, using tools designed for determining fidelity;
3. Creative Curriculum Coaching to Fidelity. Staff are afforded opportunities to receive timely feedback from these classroom observations; *Each week during the common planning time, teachers will receive coaching and after an observation, so that our teachers will understand how to use the data to inform their practice or how best manage their classroom.*
4. A system of ongoing supervision and professional development for all education staff that includes opportunities for reflection, development of skills over time, and support for continuous improvement; and
5. Online professional development via Teaching Strategies on the curricula and assessment.

**iv)** *Last year, we had a new director in place and individuals that had the responsibility of coaching and implementing supports for the children and teachers. However, because the coaches were not familiar with the Head Start requirements, changes were made. This year we have an Education Coordinator that is familiar with Head Start requirements and how to blend the Montessori curriculum. Our staff is excited and are working to make sure implementation on day one will be successful.*

**b) Home-based programs:**

- i) HS/EHS home-based programs use the Parents as Teachers Evidence-Based Model (PAT) as the primary curriculum. The program uses Partners for Healthy Babies as a supplemental curriculum.
- ii) PAT is an evidence-based, comprehensive home-visiting, parent education model for services to families with children from birth to kindergarten. The PAT model aims to (1) increase parent knowledge of early childhood development and improve parenting practices, (2) provide early detection of developmental delays and health issues, (3) prevent child abuse and neglect, and (4) increase children's school readiness and school success. Central to PAT is a set of 17 essential requirements - including family-centered assessment, reflective supervision practice, group activities, family feedback, resource connections - that provide minimum expectations for program

design, infrastructure, and service delivery. PAT supports providers to meet requirements and quality standards that represent best practices in the field. The curriculum helps providers to identify and build on family strengths, capabilities, and skills and to foster family protective factors. It features family-friendly activities and resources that engage parents in their children's learning and development and inform their decisions around everything from nutrition to discipline to health. PAT has been tested by studies that have shown to positively impact children and families. Importantly, its implementation has also successfully been modified to be culturally responsive, directed to special populations, or offered in conjunction with other early childhood programs as determined by community need. PAT has been proven with full evidence to have a developmentally-appropriate scope and sequence, learning goals for children, and ongoing child assessment. PAT has been proven to align with the Head Start (HS) Early Learning Outcomes Framework (ELOF). In addition, PAT provides parent-child activities, learning experiences, and interactions that support parents' ability to make a positive impact on their child's development consistent with Performance Standard § 1302.51. Furthermore, PAT has been proven with full evidence to have guidance for provider relationships and interactions with families, as well as for family development and well-being.

As a supplemental curriculum, the program implements Partners for Healthy Babies. Partners for a Healthy Baby curriculum is a research-based parenting curriculum developed by a multidisciplinary Florida State University (FSU) faculty team with expertise in obstetric medicine, early childhood development, psychology, infant mental health, social work, and early intervention. Using the latest research and clinical guidelines from their respective disciplines, the faculty team compiled evidence-based strategies for home visitors to use when addressing issues facing expectant and new families. The research-based content in the Partners curriculum addresses a wide range of topics associated with the goals of most home visiting programs including: improved prenatal health; healthy birth outcomes; bonding and attachment; positive parenting; enhanced child health and development; infant mental health; economic self-sufficiency; and family stability. Well-trained home visitors choose topics in the curriculum that align with family needs and program outcomes. The FSU Partners for a Healthy Baby curriculum is widely used in many evidence-based home visiting programs including Early Head Start, Healthy Families, Healthy Start, Nurse Family Partnership, and other MIECHV home visiting models with promising practices that are building their evidence base.

iii) The program supports staff in effective curricula implementation through reflective supervision practices with family support worker and home visitor staff and ongoing monitoring of services to ensure the Parents As Teachers are adhered to. These requirements represent the minimum or maximum levels needed for model fidelity. Additional resources such as the Model Implementation Guide, the Quality Standards, and specialized technical assistance provided through expert consultants at the Ounce of Prevention offer guidance and best practices recommendations for high-quality replication of the Parents as Teachers model.

iv) [Click here to enter text.](#)

**c) Developmental Screenings:** All HS/EHS/EHS-CCP programs follow policies and procedures that ensure that appropriate screening, referral, and follow-up are provided for every enrolled child as required by HSPPS. Agency staff share with parents, either at parent orientation or enrollment, the importance of timely screening and addressing identified developmental delays. The Ages and Stages Questionnaire (ASQ-3) five areas— adaptive, visual motor, fine/gross motor, communication and language, and problem solving, is used by the teacher or family child care home (FCCH) provider to

assess development to identify children that might need further evaluation. The ASQ - Social Emotional (ASQ:SE) screening is completed by the teacher and parent to assess behavior and social emotional development. A health questionnaire determines family, parent and child at-risk factors for health and wellness, i.e., nutrition, pre-natal, obesity, diabetes, etc. If the child's screening results demonstrate a need for referral, the teacher/FCCH provider discusses the process with the parent, and staff will begin the referral process to obtain additional supports and services for the child with parent consent. Developmental and behavioral screenings occur within 45 days of enrollment with written parent consent. Results of developmental screening tools are shared with families via a parent meeting and in writing within fifteen days of completion. Staff shares hearing and vision screening results. As needed, referrals follow-up ensue and all referrals are tracked and child and family progress is monitored to ensure that recommendations for services are made on a timely basis.

**Early Head Start:** For children ages birth to three, referrals are made to the state-designated Child and Family Connections (CFC) for needed services. Specialized consultants provide support to staff families throughout the referral and evaluation process. If Early Intervention (EI) services are warranted, staff works in partnership with EI and families to implement an individualized family service plan (IFSP). Every four months, there is a re-evaluation of the child's development and the family's needs. All referrals are tracked and child and family progress is monitored to ensure that recommendations for services are made on a timely basis.

Children who have social/emotional issues are observed by a mental health consultant with parent/guardian consent. When the mental health provider's observations are complete, they meet with the parent, teacher, and family service worker (FSW) to discuss the results. If warranted and with parent/guardian consent, the child and family is referred to appropriate counseling or therapeutic services. If there is an indication of trauma, the Traumatic Experiences Screening Inventory for Young Children (TESI-PRF-R) or other screen may be used to understand the severity of trauma-related symptoms for children. FSWs refer families to psychiatric services as necessary.

Screening results are used to 1) develop child developmental and parenting goals and inform individualized lesson plans for the classroom and home; 2) shape family partnership agreement planning, make referrals for needed health services, and parent engagement activities that help parents understand their child's development; and 3) make referrals for early intervention services to address potential health concerns and developmental delays. Goals for each child allow staff to monitor progress and adapt interventions accordingly. Infants also undergo a universal hearing screening at the hospital at time of birth. Vision screening is not required by the state. Consequently, hearing and vision screening are done at the well-baby check assessments. DFSS has a team of vision and hearing screeners trained in working with infants/toddlers that may be utilized if a family lacks access to other screening resources.

**Assessments:** All early learning teachers assess each child's development using the TS GOLD system, which is designed as a database with capability to aggregate and analyze raw data. TS GOLD is used as a formative assessment that monitors children's learning and provides feedback that is used by teachers to improve teaching practices as well as by children's parents to engage in and support their children's learning. Additionally, DFSS education staff monitors aggregate data for children's skills and behaviors as related to the objectives for development and learning. The program reviews TS GOLD documentation monthly and provides feedback to agency staff regarding the quality of the observations, including whether they are objective and factual, related to the correct objectives, and accurate in preliminary markings, etc. This information is used to individualize lesson plans and improve teaching practices.



Child-level assessment data is aggregated and analyzed at least three times a year, including for subgroups such as dual language learners and children with disabilities.

**d)** The program is structured to recognize parents' and guardians' roles as children's lifelong educators and to encourage them to engage in their child's education. The program's settings are open to parents during all program hours and parents have access to their child's classroom at all times. Teachers and family child care home (FCCH) providers regularly communicate with parents to ensure they are well informed about their child's routines, activities and behavior. All communications are respectful of the family's beliefs, values and culture and strengths-based. Parents have the opportunity to learn about and provide feedback on selected curricula and instructional materials used in the program and to volunteer in the class and during group activities and outings. Teachers/FCCH providers inform parents about the purposes of and the results from screenings and assessments and discuss their child's progress during parent conferences and home visits. The goal of the parent conference is to enhance the knowledge and understanding of both staff and parents of the child's education and developmental progress and activities in the program. Conferences are held as needed, but no less than three times per year after outcome checkpoints and are offered at times that are convenient for parents. Sufficient time is allotted for parent input, questions, and planning for their children's developmental goals. Parents are provided with information on how they can help their children meet their goals and staff asks families about their observations of their children at home, in order to gain a richer developmental picture of each child. In addition, home visits are a key component in developing trusting, respectful relationships with families, addressing their needs and their children's development.

**e) Not Applicable.**

## **7. Health**

**a)** Physical and dental health and well-being are the cornerstone of child development and a necessary component of school-readiness. The program builds collaborative relationships with parents and guardians that allow for ongoing communication about children's health and well-being and allow programs to connect parents and guardians to resources that support their children's as well as their families' oral health, nutrition, health care, and mental health and social-emotional well-being.

**i)** Prior to enrollment, staff meet with parents/guardians in order to establish ongoing collaboration regarding children's health and development needs and concerns. In this initial meeting, parents/guardians are asked for authorization for data collection and use, apprised of policies and procedures, and engaged in a conversation about the family's medical home, dental home, health insurance, and any special needs or other health-related concerns the family has. If a family lacks access to care or insurance, the program makes the appropriate referrals, discusses options and potential providers, develops health goals, and checks in on the progress of referrals.

The program ensures children have a complete, up-to-date physical examination signed and dated by a physician or an advance practice nurse (APN) prior to attendance. For children ages birth to 36 months, it is mandated that the exam is performed according to the Early, Periodic Screening, Diagnosis and Treatment (EPSDT), American Academy of Pediatrics, and the State of Illinois Licensing Standards for Day Care Centers. All EPSDT screenings and risk assessments, required immunizations, developmentally appropriate height and weight assessments, and vision and hearing screenings are documented prior to attendance in the program, typically as part of required physicals or well-baby checks, and subsequently on an annual basis from the date of the initial screening. Within 45 days of enrollment, children one year of age or older must have documentation of a dental examination

by a dentist. The program supports health and well-being throughout daily operations, ensuring best practices are implemented around teeth-brushing, the provision of nutritious, family-style meals, and incorporating a culture of health in child activities and learning opportunities.

Throughout children's participation in the program, up-to-date documentation of annual, age-appropriate preventive and primary medical and oral health care and immunizations is maintained. The program follows the progress of necessary follow-up care that is carefully maintained and updated in electronic records. To support families with ongoing care, the program developed reminder schedules for regular or follow-up appointments and easy-to-use reference materials highlighting resources and referrals for parents. Each child with special needs or needed follow-up care has detailed care plan developed in partnership with the parent/guardian that is followed during program hours. Medical consultation is available to staff to assist in best supporting care plans.

ii) The program strives to cultivate an agency-wide culture that promotes child, family, and staff well-being in all program components and levels, including the classroom, handbooks, meetings, discussion groups, family assessments, and home visits. Such a culture includes an environment of mutual respect among staff and family that welcomes and supports diverse cultures, languages, traditions, and experiences; that strives to build long-term, stable relationships with staff, families, and community; and that provides access to resources that support child, family, and staff emotional and physical well-being. Annually, the program designs and implements a mental health services plan in consultation with a mental health consultant. An orientation to mental health services is conducted for families that includes discussion of emotional wellness, mental health services and disabilities, the sorts of interpersonal, behavioral, or other problems that children and families may receive a referral for individual consultation for, the referral process for individual consultation services for children and families, the availability of and how to access resources in the community, information about developmental screenings, and information on Early Intervention and CPS referrals. Workshops on various topics, including those requested by parents, are provided throughout the year. Mental health consultants and providers establish relationships with staff and families to facilitate collaboration around observations and access to services as needs arise. Crisis intervention services are directly available to children and families and needs for longer term mental health services are addressed through referrals provided by the program.

## **8. Family and Community Engagement**

a) Relationship-building is a tenet of the program's family and community engagement. At MSE, we will strive to make all parents feel like partners in their child's learning experience. We will accomplish this by carefully implementing the Head Start Parent, Family, and Community Engagement Framework and making certain that **all** MSE staff plays an important role in implementing the FACE Framework. This year, we have a new FACE Coordinator who has done a fine job in galvanizing parents and getting them engaged in their child's education. While we initially had small turnouts for the Parent Policy meetings, our attendance has tripled, growing from 5 parents to 15, which we believe is significant. This was done through building positive family relationships. In an effort to provide support to parents in meeting their goals, the FACE Coordinator and the Program Director attended a 5-day training in the Parent as Teacher (PAT) curriculum. This was followed by meeting with our representative from the Ounce of Prevention to provide us with ideas on how, as a center-based/ charter school, we can effectively use the curriculum. Prior to that, we had been using Purple Binder, but now feel that the PAT curriculum will give us opportunities to assist our parents in a more meaningful manner.

The program strives to create a welcoming and culturally responsive environment for all families. We have a set of values and principles that recognize diversity, demonstrate behaviors, attitudes, and policies of accepting and valuing diversity, and structures that enable them to work effectively. We will conduct a self-assessment to ensure sensitivity to cultural characteristics and be committed to manage the "dynamics of differences". We welcome parents at all times, our open door policy has enable our parents to feel confident, welcoming and trusting. Knowing that their children are in a safe environment receiving the support and developing appropriate services. The administrators and teaching teams will incorporate cultural knowledge into our practices, and adapt to diversity and the cultural contexts to the communities we serve. Parents will be respected with dignity. They will be encouraged to volunteer in the classroom, and have major input in the planning of activities and special events.

Additionally, the program makes specific efforts to engage whole families, including fathers. To engage the fathers, we have meetings held by our Mental Health Coordinator/FACE Coordinator on issues that the father's want to talk about. Sometimes there are conversations that are held with the Mental Health Coordinator (man to man) that has been so helpful with building relationships and helping those children that are missing their fathers from the home. The Mental Health Coordinator, from time to time, has been instrumental in making sure needed conversations take place between the father and his child. As a result, behaviors decreased in their child. We also specifically have field trips that we ask the fathers to accompany their child. This school year we are planning on having the fathers to come in and volunteer to read to the children, or utilize a skill they are comfortable in sharing.

**b)** The program conducts activities that promote the parents' role as the first and primary teachers of their children. These activities include: holding parent engagement workshops, trainings, and family engagement events; following up with families to provide support and strategies when consistent absences occur; holding intentional male engagement initiatives; hosting family socializations that focus on family needs; Using family assessment data to engage families in Parent, Family & Community Engagement outcomes and goal setting; implementing meaningful Family Partnership Agreements and Individualize Family Service Plans; implementing parent activities and or groups, including those with the mental health consultant, focusing on supporting the parent-child relationship; and conducting teacher and family engagement meetings with parents. While less than 1% of the children that are enrolled in our Head Start program speak another language other than English, all documents sent home to that particular family is done in both English and Spanish. When we have a parent conference and translation is needed, it is provided by someone on staff. The parent is encouraged to volunteer. The child's work is done in both languages. Every effort is made to ensure that the information and materials are provided in the language in which the parent and student is able to be included.

**c)** The program implements Parents as Teachers (PAT) for its research-based parenting curriculum. PAT was presented to our agency as a curriculum that could respond to the need of our parents. After going to the 5 day training, we were very impressed with the many ways we would be able to implement this curriculum. Our program has adopted the curriculum "Parents As Teachers" and will be implementing it in our program for parents. We understand that communication among parents and staff is a key essential way to ensure the gap is closed as it pertains to home and school. Our program will promote and share responsibility with parents for children's early learning and development. This program ensures parents are engaged in the parenting curriculum. Our program will promote and share responsibility with parents for children's early learning and development. We will implement family engagement strategies that are designed to foster parental confidence and skills in promoting children's learning and development. These strategies will include but not be limited to offering activities that support parent-child relationships and child development including language, dual language and literacy



development as appropriate for the families we serve. We will provide parents with information about the importance of their child's regular attendance, and partner with them, as necessary, to promote consistent attendance. We will provide for our dual language learners, information and resources for parents about the benefits of speaking and reading in multiple languages. Our program will offer opportunities for parents to participate in a research-based parenting curriculum that builds on parents' knowledge and offers parents the opportunity to practice parenting skills to promote children's learning and development.

**d) By building positive relationships with families, programs can better implement the Family Community Engagement Framework (PFCE) and the Family Engagement Curriculum.**

**i)** The family partnership building process begins at intake and includes many activities, such as the enrollment process, family assessment, home visits, and the family partnership agreement process. Building partnerships with enrolled families entails learning their wishes and goals for their children, families, and themselves, through the establishment of a collaborative relationship. Family partnership building continues throughout the family's enrollment in the program. The program strives to engage families in goal-setting through Family Partnership Agreements (FPA). This process begins with family assessment, which is completed at the time of intake or later after enrollment, and determines the family's current priorities. At or within the first 60 days of enrollment, staff must offer the family the opportunity to enter into FPA and set goal(s). Home-based /home-visiting staff must offer the opportunity within 30 days. The program offers parents opportunities to develop individual FPAs that describe their family's goals, including responsibilities, strategies, and timetables for achievement. The process depends on each family's readiness to engage. Subsequently, families are engaged at least monthly, depending on needs and wishes. Engagement with all families is expected regardless of whether an FPA is established and meeting topics range from referrals for services and follow-up, to checking in with family's satisfaction with the program and their children's development, health and social-emotional well-being, to offering with parent education opportunities, parent committee meetings, trainings, volunteer opportunities, etc.

**ii)** FPA goals are set collaboratively with families and include description of goal, steps, support needed, responsibilities, strategies, and realistic timeframes that support families in achieving their goals. The FPA includes dates on family goals when the action steps are expected to be completed; strategies, steps, and resources for achieving goals; and documented progress of goal achievement. Designated agency staff follows up monthly with families on the status or progress in achieving their stated goals, referrals, and services, and document the contact in the case notes on a monthly basis. All progress and referrals or resources that assist goal progress are documented in the Child Outcomes Planning and Assessment (COPA) database.

**e)** The program ensures the children and families served have access to an array of support services in the community. The following are some of the community partnerships that provide support services for our children, families, and community: Rush College of Nursing (provide health workshops for parents and children), Moms First (conduct workshops and field trips for Moms on issues that are of interest to them), Children's Research Triangle (for mental health services for children that suffer from trauma), Ada S. McKinley (for mental health services for our children and families), and Shaden Kassir (behavioral analyst - work with children, families and teachers to defuse and teach alternative behaviors). We have been very fortunate that over the previous school year, we really have not had any challenges with our partnerships. However, with the increase in children and behaviors, we will be seeking additional supports.

## **9. Services for Children with Disabilities**

**a)** The program ensures compliance with the federal Individuals with Disabilities Education Act (IDEA), the law governing services to children with disabilities. The program operates with strict adherence to the policy of being accepting and inclusive of all children, regardless of their abilities. Enrolled children with suspected and identified disabilities and their families receive all applicable services delivered in the least restrictive environment possible. All children have access to and fully participate in the full range of activities and services. On an annual basis, the program develops a coordinated approach for the full and effective participation of all children with disabilities and their families, consistent with section 504 of the Rehabilitation Act and the Americans with Disabilities Act. This approach includes provisions for recruitment, enrollment, screening, transition and accommodation through facilities, materials, instruction, staffing and partnerships. The program partners with parents of children with suspected and identified disabilities to ensure the needs of their children are being met, to provide them with the information and skills to help them better understand their child's disability, and to support them in becoming advocates for their children's educational needs.

If children are found ineligible for services, the program continues to support their needs and determine if another referral is warranted at the time of the next screening. Staff continues to support education staff and home visitors in meeting the child's needs and should seek support from their Disabilities SME and monitoring teams. If children are determined to have a significant delay in one or more areas of development that may interfere with the child's development and school readiness, the program partners with parents to help the family access services and supports through the child's health insurance or through section 504 of the Rehabilitation Act.

**b)** The program provides any necessary modifications and/or accommodations to the environment, classroom materials, and instruction to ensure the individual needs of children eligible for services under IDEA are met and all children have access to and can fully participate in the full range of program activities and services. The program implements numerous strategies to support inclusive practices throughout program operations and services. It is the parents' choice for services to be provided in the classroom, their home, or a combination. All modifications, accommodations and individualization strategies are documented on lesson plans. Classroom environments and materials are organized and arranged so all children have full access and are able to participate alongside their peers. Classrooms are equipped with any special adaptive equipment, furniture and materials.

Through the grantee, the program works closely with IDEA entities to ensure all plans for children with disabilities are adhered to and seamlessly incorporated into classroom and program services. Under Part C of IDEA, the Early Intervention (EI) program, administered by IDHS, is responsible for the evaluation and provisions of services to children birth to age three. The point of entry into the EI program is the local Child and Family Connections (CFC) office. For children birth to age three with Individualized Family Service Plans (IFSP), staff works closely with Early Intervention providers to ensure all eligible services are delivered per their IFSPs; children are working toward IFSP outcomes; IFSPs are reviewed and revised on the appropriate schedule; and transitions are planned and implemented in collaboration with LEA, CPS and parents. The program ensures services are provided in the child's natural environment in accordance with Part C of IDEA, which requires that "to the maximum extent appropriate to the needs of the child early intervention services must be provided in natural environments, including the home and community settings in which children without disabilities participate." (34 CFR 303.12(b))

Under Part B of IDEA, the local education agency (LEA), Chicago Public Schools, is responsible for the evaluation, eligibility determination and provision of services for children, ages three to five. For children ages three to five with Individualized Education Plans (IEP), Disabilities and Education Coordinators staff collaborate with the CPS special education team and related service providers to ensure services are delivered per the IEP; that teachers plan relevant activities and using supplemental curricula that support IEP goals; that IEPs are reviewed annually; that services are provided in children's regular classrooms to the greatest extent possible to reduce the number of daily transitions and ensure children are in the least restrictive environment; and that transitions are planned and implemented in alignment with IEP goals. Teachers in collaboration with Disabilities and Education Coordinators embed modifications and accommodations into lesson plans and daily activities to ensure the child's full participation, stay aware of IEP goals the child is working towards to plan individually for that child. The teacher utilizes the child's IEP to plan and implement educational activities and to ensure that the appropriate accommodations and modifications are in place to support the child in his/her educational environment. While the teacher is not required to directly implement the goals of the IEP, consideration is given to the child's IEP goals when developing lesson plans and planning activities. The program ensures daily schedules and staff support the needs of the child and the IEP's goals, including staff to assist with accessing CPS transportation. A dedicated Paraprofessional is on staff to assist the teacher in supporting children with disabilities to ensure they are included in the full range of program activities.

#### **10. Transition**

All transitions involve not only children and families, but also education, health, family-community engagement staff and are a coordinated effort of multiple program content areas. The transition process for each child and family enrolled in the program includes coordinating the transfer of records with the child's next setting and parents; encouraging communication among current staff, staff from the child's next setting, and parents to facilitate continuity of programming; initiating meetings involving parents, teaching staff, and other designated staff; and initiating joint transition training for all appropriate staff and parents. To the furthest extent possible, transitions are planned in alignment with the continuity of relationships model.

**a)** Prior the child's start date in the program, the parent, classroom primary teacher, and assigned staff meet to discuss and develop a strategy for each child's introduction into the program. This includes documenting each child's temperament, current feeding, napping and diapering schedule; special concerns such as, allergies, medication/medical needs, and finalizing an authorized pick-up list. Parents are encouraged to share insights about their child to help teachers to best serve each individual child. The program may ease new EHS children into the program with a gradual introduction process, including beginning with an abbreviated day or having the parent present, if necessary.

**b)** The program conducts transition planning beginning six months prior to each child's third birthday. Teachers include transition activities in their lesson planning. Transition planning begins even earlier, as needed, and is an ongoing process that is integrated into the family partnership plans. Children's transition plans include the steps being taken to transition them from infant/toddler/two year old programs to preschool settings. When children with diagnosed disabilities ages birth to three have an IFSP, transition services are provided as stated in that plan.

**c)** For children who will enter kindergarten in the following year the program implements strategies to support a successful transition to kindergarten, such as arranging a visit to the new school ahead of time to meet the teacher and to see the classroom and role-playing daily routines so children know what to expect and are prepared to handle their new surroundings.

### **11. Services to Enrolled Pregnant Women - IF APPLICABLE**

- a) The program has specific procedures for ensuring that, within 30 days, all enrolled pregnant women who do not have existing access to care are immediately provided with the appropriate referrals. The program maintains linkages with local health care providers to ensure referrals are successfully made. This includes access to appropriate prenatal care, health insurance, nutritional support, dental care, mental health services, emergency or transitional housing resources, and pregnancy education resources and information to support the baby's developmental process after birth.
- b) All enrolled pregnant women in the program meet with their designated [Click here to enter text.](#) who provides them with the DFSS Pregnancy Pathway Packet, which provides pregnant women, fathers, and partners or other relevant family members the prenatal and postpartum information, education and services that address various topics including fetal development, the importance of nutrition, the risks of alcohol, drugs, and smoking, labor and delivery, postpartum recovery, parental depression, infant care and safe sleep practices, creating a home environment that is safe for babies, car safety, the benefits of breastfeeding, and others.
- c) The program's family partnership services for enrolled pregnant women are tailored to support and create continuity for families from pregnancy to enrolling and caring infants/toddlers into the EHS program. The DFSS Pregnancy Pathways packet provides key information and guides family engagement activities to ensure a focus on how to best maintain prenatal and postpartum maternal and infant health. The program acknowledges the importance of engaging the whole family in family partnership services and strives to ensure all members have the opportunity to collaborate in the process. Included in this process is development of an individualized plan for transitioning the infant into the program that helps the family know what to expect and how to prepare for ongoing program participation.

### **12. Transportation**

- a) The program only provides transportation services for field trips on a periodic basis.
- b) The program does not provide regular transportation services, however, reasonable assistance, such as information about public transit availability and other transportation resources, is provided to families to arrange transportation to and from program activities.

## **C. GOVERNANCE, ORGANIZATIONAL/MANAGEMENT STRUCTURES & OVERSIGHT**

### **1. Governance**

#### **Structure**

a)

TABLE 7. GOVERNING BODY EXPERTISE			
Type of Expertise	Board Member Name & Position on Board	Appropriate Degrees/Credentials	Years of Work Experience
Fiscal Management/Accounting	<a href="#">Michael Sculnick</a>	<a href="#">Tax Law, JD</a>	<a href="#">42</a>
Early Childhood Education & Development	<a href="#">Marv Hoffman</a>	<a href="#">Masters</a>	<a href="#">35</a>
Licensed Attorney	<a href="#">Karen Anderson</a>	<a href="#">Masters</a>	<a href="#">30</a>

- b) The program ensures that board membership includes the above required expertise and that any additional members include parents and reflect the communities served by the program. These requirements are stated in the board's bylaws.

c) The parent policy committee includes: The Parent Policy Committee have the following positions: President (Parent of a H.S. child), Vice President (Parent of a H.S. child), Secretary (Parent of a H.S. child), Community Representative (Grandparent of a H.S. child, but also owns a daycare), Delegate (Parent of a H.S. child).

**Governance Processes: Governing Body**

a) The program has the following systems in place to ensure an active, well-informed board so that they can effectively carry out decision-making responsibilities:

1. Data management process that describes how and when board members receive key reports and program information. The procedure for sharing these reports and information to the board is documented and maintained. Agency staff persons who are responsible for providing the reports/information include the executive/program director, financial officer, human resources director, or designees. The board receives the following reports:
  - a. Quarterly child outcomes reports/school readiness data
  - b. Program summaries
  - c. Program and fiscal monitoring reports
  - d. Monthly fiscal reports, including credit card expenditures and non-federal share reports
  - e. Monthly USDA meal and snack reports
  - f. Monthly enrollment and attendance reports
  - g. Self-assessment report and related improvement plans/areas for enhancement
  - h. Federal Program Information Report (PIR) data
  - i. Annual program report
  - j. Community assessment
  - k. Annual fiscal audit reports and corrective measures, as applicable
  - l. Correspondence, as applicable, from HHS/Office of Head Start and DFSS
  - m. Human resources reports
2. Well-organized and structured meetings that facilitate the engagement of board members, giving them a sense of accomplishment and strengthening the overall team for the long term;
3. An annual training schedule that ensures board members understand the needs of the program and are equipped with the knowledge necessary for interpreting the various reports, key documents, and data; and
4. Record-keeping system that stores governing body policies and procedures, meeting minutes, applicable insurances, and evidence of HS/EHS/CCP approvals, data sharing reports, and training and technical assistance support.

b) Click here to enter text.

**Governance Processes: Policy Committee**

c) So that the parent policy committee can effectively carry out their ongoing responsibilities, the program ensures the following systems are in place:

1. Data management process that clearly lays expectations for how and when policy committee members receive reports so that key program information in an accessible format and timely manner (prior to meetings). The procedure for sharing these reports and information to the policy committee is documented and maintained. Agency staff persons who are responsible for providing the reports/information include the executive/program director, financial officer, human resources director, or designees. The parent policy committee receives the same reports and information listed above in C.1.a.1.



2. Well-organized and structured meetings whose time and meeting place are agreed upon in partnership with members. Meetings are designed to encourage the participation of parent policy committee members, giving them a sense of accomplishment and strengthening the overall team for the long term;
3. An annual training schedule that ensures parent policy committee members understand the needs of the program and are equipped with the knowledge necessary for conducting meetings and interpreting the various reports, key documents, and data; and
4. Record-keeping system that stores parent policy committee policies and procedures, meeting minutes, applicable insurances, and evidence of HS/EHS/CCP approvals, data sharing reports, and training and technical assistance support.

#### **Governance Processes: Parent Committees**

**d)** Parent Committees are established early in the program year and introduced at annual parent orientation at each program site and actively engage parents/guardians in program planning and leadership. Monthly Parent Committee meetings are set and held at an agreed upon date and time, in partnership with the parents. The annual meeting schedule is provided to parents and posted where parents will see it. Each site has staff assigned to work with the Parent Committee to support its functions, meetings, and activities and maintains an organized record keeping system that stores Parent Committee policies and procedures, meeting minutes, agendas, sign-in sheets, training records, etc.

**e)** From the parent policy committee, one member is elected as a representative (and another is designated alternate) of the DFSS Citywide Parent Policy Council, which consists of a delegate representative and an alternative representative from each HS/EHS/CCP delegate agency. It is the responsibility of elected CPPC representatives or their alternates to provide regular reports to the parent policy committee to ensure ongoing communication between the two bodies.

#### **Governance Relationships**

**a)** Trainings are provided throughout the program year to support board and parent policy committee (PPC) members in effectively carrying out their responsibilities. Training on the Head Start eligibility rule is provided to newly-seated PPC and board members within 90-120 days of seating. Other training topics provided to the board and PPC include: orientation/leadership to collaborative governance; meeting protocol and decorum; eligibility rules; Head Start Program Performance Standards; personnel procedures and expectations; fiscal operations; grant application/budget process; parent activity fund budget; contract scope of services; how to use data for planning and decision making; annual program self-assessment; and the Head Start staff interview and approval process.

**b)** The bylaws for the board include specific criteria that create a conflict of interest for a potential member and thus bar them from joining the board.

**c) )** If there is a situation where the Board of Directors and the Parent Policy Committee have a disagreement, they use the impasse procedure. This procedure will designate a given procedure and date as to when a decision has to be made so that the education of the children is not held hostage.

#### **2. Human Resources Management**

**a)** See the attached organizational chart. **Executive Director** – Must have at least 5 or more years of experience working with a variety of funding sources and managing an over 1 million dollar budget. Must report all findings to the Board of Directors, responsible for the fiscal aspect of the program, and for assuring that the program is strategically positioned for the future. Is responsible for fundraising. Works

with the Program Director to make sure there are structured systems and procedures in place, also meets monthly with the Chief Financial Officer to review the cost analysis and budget. Sign all contracts and provides the B.O.D. a monthly report.

**Program Director** – Must have at least 3 or more years working in the Head Start program in a managing capacity, a bachelor's degree in Early Childhood Education, and a Master's Degree is preferred, good communication, interpersonal, and writing skills is a must. Reports to the Executive Director. They assure that all the Head Start program mandates and standards for excellence are met on a daily basis, develops the structure, systems and procedures.

**Asst. Director/ERSEA Coordinator** – Must have at least 3 - 5 years' experience in the Head Start program in a management capacity, should have at least a bachelor's degree, but can have an Associate's Degree working toward a Bachelor's Degree. Works closely with the Program Director, assist with hiring staff, keeps all personnel files up-to-date, and must have at least 2 years' experience working with ERSEA. Understand PARS billing, COPA, and other duties as assigned by the Program Director.

**Program Support Coordinator** - Under the direct supervision of the Director, the Program Support Coordinator maintains the Agency's telecommunications system and performs clerical functions. The PSC is often the first point of contact with the organization, providing information and is positive representation of the agency. Must have strong clerical experience, work well with Directors, managers, coordinators, and teaching staff, a high school diploma, at least 1 year clerical experience; create a filing systems of forms and other written materials, according to DFSS filing procedures; records classroom attendance and other necessary documents; and, performs other duties as assigned.

**Education Coordinator** - Have at least a Bachelor's Degree in Early Child Development with an Illinois Pre-K certification, 3 years' experience teaching early childhood, participate in grantee and delegate component pre-service training; have a strong understanding of the Head Start Performance Standards and the component plans; delivers pre-service and monthly in-service training sessions to teaching staff; monitor the implementation of the Teaching Strategies Creative Curriculum in the classroom; supervise all classroom practices, supervise assessment, weekly observations in each area, and provide monthly and quarterly reports.

**Mental Health/Disabilities Coordinator** - 1 year experience, bachelor's degree in psychology or other related field, schedules for MHC or MHA to be available for individual consultations for parents and staff and to make referrals, and postdates in advance, schedules for MHC or MHA to assist children with special needs and their families, including, but not limited to, referrals. Performs other duties, as requested.

**FACE Manager** - 1 year experience, bachelor's degree in a social service field, recruits and enrolls children, develops and implements individualized Family Partnership agreements with parents, acts as community liaison for the agency, knowledge of community resources and the social services system.

In order to provide our agency families the best possible supports and services, it is imperative that we have these positions in place and held by competent staff members. All of our teachers have a bachelor's degree in ECE and most are working toward a Masters in ECE or EC SPED. Our teacher assistants either have an associate degree in ECE or a bachelors in ECE.

**b)** Per the Human Resources Personnel Policies, the program ensures that all staff persons, including contractors, complete the following steps prior to final hire: interview; reference check verification; ex offender registry check; state criminal check, including fingerprint checks; FBI check, including fingerprint checks; Illinois Department of Child and Family Services Child Abuse and Neglect check or Statewide Automatic Child Welfare Information System. Until these checks are cleared, an employee or contractor cannot have unsupervised access to children. Regular volunteers have background checks and volunteers never have unsupervised access to children. Further, the background check policy states that all employees, including all existing, newly transferred, and executive-level staff, as well as all

consultants, contractors, and auxiliary staff must undergo the complete background check process at least once every five years.

c) An orientation is provided to all new staff, consultants, and volunteers that focuses on the goals and underlying philosophy of the program and the ways they are implemented. The orientation includes the following topics: When a staff member is on boarded, they receive an orientation by the Asst. Director and the Director of Operations. The Asst. Director ensures that all documentation, medical and background check is secured prior to the start date. The Director of Operations will go over the personnel manual, set-up email, set-up punch in, etc. Orientation on the curriculum and expectation is done by the Education Coordinator. All of the Coordinators will have an opportunity to meet with the new hire to introduce themselves and inform the new hire of how they connect with the whole Head Start program. This is usually arranged via the Program Director. If staff is on boarded at the beginning of the school year, orientation is conducted over a week and a half and is on-going as it will be for other staff as well.

d) The program implements a systematic approach to staff training and professional development designed to assist all staff in acquiring and/or increasing the knowledge and skills needed to provide high quality, comprehensive services within the scope of their job responsibilities and that is attached to academic credit, as feasible and appropriate. As part of this approach, all staff must have individual professional development plans and access to professional development opportunities that are relevant to their work and that have a positive impact on overall program quality, outcomes, and the experiences for the children and families served. Individual professional development plans include goals, tasks, and timelines for goal completion; an outline of the resources and activities to fulfill the plan; and elements that support the transfer of knowledge to practice. The plans are maintained and updated throughout the year and are regularly monitored to ensure progress.

The program is currently implementing Teachstone CLASS for Coaches as its researched-based, practice-based, coaching model. Additionally, other sites offering the program implement the coaching model. The site(s) has determined this model to be the best fit for staff. This is part of DFSS's larger citywide coordinated coaching strategy that assesses all education staff in order to identify strengths and areas of needed support and is designed to identify which staff would most benefit from intensive coaching, to include opportunities to be observed and receive feedback. Intensive coaching also includes modeling of effective teacher practices that align with the program's school readiness goals, curricula, and other approaches to professional development; uses a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies; provides ongoing communication between the coach and appropriate agency staff; and includes clearly articulated coaching goals informed by program goals. The system is also designed to ensure education staff not identified for intensive coaching receives other forms of research-based professional development aligned with program performance goals.

This will be our first year since the previous coach left in implementing Teachstone CLASS for Coaches. Therefore, we are unable to provide any examples at this time. What we can say is that looking over the previous data from our previous coach, the outcomes were very positive. Almost every classroom scored at least a 5 or above.

### **3. Program Management and Quality Improvement**

a) The program's systems for ongoing oversight, correction, and assessment toward program goals are guided by the DFSS Planning Cycle. According to the Planning Cycle, the program intentionally plans and



implements the menu of services provided for children and families based on data from the community assessment, self-assessment, and child and family outcomes. The major components of this cycle include the community assessment, self-assessment and action plan, updated goals and objectives, and ongoing program monitoring events.

Per DFSS's ongoing process of monitoring program performance, which is a key component of the planning cycle, the program ensures compliance with all regulations, the achievement of goals and objectives, and for continuous program support and quality improvement. Both routine in-person visiting and observing of agency sites as well as regular analyses of program data identify program strengths and needs are integral to the monitoring process. The program's approach to ongoing program monitoring mirrors DFSS's integrated, consultative approach to reviewing and evaluating program operations on an ongoing basis to meet agency needs, maximize monitoring resources, and support agencies in improving quality. During annual monitoring round tables in late spring, DFSS teams meet with agency leadership to discuss program performance and jointly plan for the coming year. Discussion topics include, but are not limited to, program strengths and challenges and, progress on goals and objectives. The goal of the round table is to set action plan goals and program priorities for the coming year. This information is used to identify training and technical assistance needs and the top 3-5 recommended priority areas.

Approaches to promote effective health and safety practices throughout the monitoring cycle include site visits by facilities staff that conducts health and safety inspections and completes an environment safety check-list twice a year. Staff addresses areas of concerns and work in collaboration with the Site Director to ensure compliance. Areas of concern are closely monitored to ensure that there is not a recurrence of the same healthy/safety practice.

As part of the planning and monitoring cycle, to ensure continuous quality improvement of teaching practices, the program and its DFSS Education monitoring team aggregate and analyze child level data from Teaching Strategies GOLD at least three times a year for all children. This data is used in combination with other program data, including ongoing monitoring and self-assessment, teaching practices, and family data to direct continuous improvement related to: curriculum and implementation; teaching practices; professional development; program design and other program decisions; and identification of program needs and develop action plans.

#### **Ongoing Monitoring and Support for Partners/Family Child Care Homes, IF APPLICABLE**

[Click here to enter text.](#)

**b)** The agency continually evaluates progress towards its goals and objectives by reviewing data gathered through the ongoing consultative monitoring system. Agency leadership and designated staff meet regularly to analyze data to track progress on program goals and objectives and other quality indicators. This includes tracking data/reports from COPA and Teaching Strategies GOLD and using it to inform program planning and track program improvement. Continuous improvement of program quality and performance involves the development of goals, objectives and expected outcomes and the ongoing monitoring and evaluation of progress toward the goals, both program and school readiness.

Beginning with the community assessment, data is collected and analyzed to inform goal-setting. The self-assessment takes stock of updated community assessment data, data gathered through ongoing monitoring and other relevant data to plan and revisit five-year program goals. Goals are supported and further defined by short term objectives linked to expected outcomes. The annual action plan is

developed which is a defined set of steps that outlines what an agency will do to accomplish goals and objectives. The action plan is supported by a budget that is aligned with the goals and objectives. As the agency implements the plan, it collects data through its record keeping and reporting system. Based on ongoing monitoring results, the program continues to implement the action plan as written and to make course corrections that may require changes in agency activities or levels of effort. With the support of DFSS, the agency uses data to identify program strengths and needs, develop and implement plans that address program needs, and continually evaluate progress toward achieving program goals and outcomes, as well as compliance. Data is aggregated, analyzed, and compared in such a way that it assists DFSS and its agencies in identifying risks and informs strategies for continuous improvement in all cases where, based on collaborative monitoring, it is necessary to focus more closely on program concerns that are difficult to solve, staffing meetings may occur with DFSS to address issues in improvement plans for which adequate progress is not evident. When necessary, enhanced, tailored technical assistance is available from DFSS. This system depends on ensuring quality of program data. [Click here to enter text.](#)

In addition, the reflective supervision model facilitates meaningful discussions around program operations, teaching practices, family services, and other key programmatic components. Both program data and the practice of reflective supervision are used to develop an individualized approach to ongoing professional development for all staff, regardless of function, title, or years of experience. Individual professional development plans all include goals, tasks, and timelines and resources needed for goal completion. Goals, objectives, and tasks are designed to support the transfer of knowledge to practice. The plans are typically created during the annual evaluation period, and are monitored during supervision sessions. Professional development plans are updated regularly and program data are reviewed to ensure they are on track or identify any necessary adjustments. [Click here to enter text.](#)

**c)** Data from the monitoring tracking system informs program planning team of needs for quality programming. This allows for leadership to meet with the fiscal team to discuss program needs and develop a budget and staffing pattern specifically designed to cover all the components of a high-quality program. The budget must be constructed to allow for adequate coverage for release time for staff to participate in supervision, training, professional development and coaching and there must be staffing for management positions and direct service across all areas of the HS/EHS/EHS-CCP program models, to ensure these services are coordinated and delivered to families. Program directors meet regularly with fiscal staff to review budgets and expenditures and to ensure that there is money allocated to consultant line item to cover staffing which helps ensure that the program meets licensing ratios and staffing participation in training and professional development.

Agency Name:							
Program Goal 1	Measurable Objectives	Action Steps:	Data/Method for Tracking Progress:	Progress Updates	Expected Outcomes	Expected Challenges	Delegate Agency Comments/Notes
By the end of the five-year grant cycle, fully implement the continuity of care model across all early learning center-based programs for children ages birth to three and for preschool children to support increases in social-emotional child outcomes, high-quality teaching practices, and a reduction in teacher turnover.	Year 1: By 11/30/2020, establish an agency plan for implementation of the continuity of care model across all early learning center-based programs for children ages birth to 3 and for preschool children.	i. Identify lead agency staff on continuity of relationships model	COPA				This year, we will be implementing Conscious Discipline with the teaching staff and Second Step curriculum with our children. We feel that implementing Conscious Discipline with our teaching staff will help them to understand the three phases of behavior and how it looks at each stage. It is given at a level that the teachers will be able to relate. After reviewing Second Step, we felt that it was a curriculum that the teacher would be able to implement, get teacher and
		ii. Work with CSD to develop implementation plan	Update on implementation plan				
		iii. Participate in CSD trainings on continuity of relationships model	Training completion certificates/COPA				
				According to our Spring,2018/ 2019 Snapshot report, 33.33% (27) of our children were below widely heald expectations, 64.2% (52) of our children met widely held expectations, and 2.47% (2) exceeded widely held expectations.			
		iv. Establish Year 1 baseline for aggregated child outcomes in Socio-Emotional	TS GOLD; Aggregated Child Outcomes: Socio-Emotional				
		v. Establish Year 1 baseline for teacher turnover rate	COPA; Teacher Turnover Rate	1	More children in Chicago Early Learning programs will have continuous relationships and secure attachments with their providers; Children will have increased social-emotional outcomes; turnover of teaching staff will be reduced	We expected that we might incur a low staff turn over due to career change or a desire to work with upper elementary. To increase the percentage of children meeting or exceeding expectations in the area of social emotional, we will be implementing Second Step. This curriculum appears to be easier to implement, have a higher teacher buy in for implementation, and has a parent component that we will be working to implement so that their can be continuity. The idea is to inform parents and formulate a partnership on working with their child's executive funtioning skill, which is pivitol to their child's learning.	
	Year 2: By 11/30/2021, begin implementation of continuity relationships model.	i. Participate in CSD trainings on continuity of relationships model	Training completion certificates/COPA				
		ii. Report on progress of implementation plan.	Update on implementation plan				
		iii. Year 2 report out on aggregated child outcomes in Socio-Emotional	TS GOLD; Aggregated Child Outcomes: Socio-Emotional				
		iv. Year 2 report out on teacher turnover rate	COPA; Teacher Turnover Rate				
	Year 3: By 11/30/2022, continue implementation of continuity relationships model.	i. Participate in CSD trainings on continuity of relationships model	Training completion certificates/COPA				
		ii. Report on progress of implementation plan.	Update on implementation plan				
		iii. Year 3 report out on aggregated child outcomes in Socio-Emotional	TS GOLD; Aggregated Child Outcomes: Socio-Emotional				
		iv. Year 3 report out on teacher turnover rate	COPA; Teacher Turnover Rate				
	Year 4: By 11/30/2023, continue implementation of continuity relationships model.	i. Participate in CSD trainings on continuity of relationships model	Training completion certificates/COPA				
		ii. Report on progress of implementation plan.	Update on implementation plan				
		iii. Year 4 report out on aggregated child outcomes in Socio-Emotional	TS GOLD; Aggregated Child Outcomes: Socio-Emotional				
		iv. Year 4 report out on teacher turnover rate	COPA; Teacher Turnover Rate				
	Year 5: By 11/30/2024, fully implement continuity of relationships across all birth to three and preschool early learning programs.	i. Participate in CSD trainings on continuity of relationships model	Training completion certificates/COPA				
		ii. Report on progress of implementation plan.	Update on implementation plan				
		iii. Year 5 report out on aggregated child outcomes in Socio-Emotional	TS GOLD; Aggregated Child Outcomes: Socio-Emotional				

		iv. Year 5 report out on teacher turnover rate	COPA; Teacher Turnover Rate				
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Agency Name:		0					
Program Goal 2	Measurable Objectives	Action Steps:	Data/Method for Tracking Progress:	Progress Updates	Expected Outcomes	Expected Challenges	Delegate Agency Comments/Notes
By the end of the five-year grant cycle, fully implement improvements to the family engagement system across all early learning programs, including reducing family service worker caseloads and increasing staff credentials.	Year 1: By 11/30/2020, fully implement new requirement that each site has at least one dedicated family service worker.	i. Create action plan for meeting the family service worker per each site & caseload ratio requirements to be completed in Year 1.	Documented action plan		Families will receive more individualized services and build stronger relationships with providers; more families will set and meet family partnership agreement goals;	The overall challenges we believe would be coordinating the best time to meet with the parents, cancellations, and rescheduling.	as Teachers curriculum, which provides data collection techniques and tools on individualize goal setting. We have hired a FACE Coordinator to specifically handle the caseload and provide individualized services (when needed) and whose main objective is to also build
		ii. DFSS to assess 5EssentialSurvey and identify potential parent satisfaction data for ongoing analysis.	DFSS analysis report				
		ii. Establish individual professional development plans for each family service worker that supports their path to achieving required credentials.	COPA HR; % of family support staff with up-to-date PD plans				
		iii. Train all family service workers in agency's chosen parenting curriculum.	Training completion certificates/COPA				
		iv. Establish Year 1 baseline for % of enrolled families who set goals.	COPA; % of enrolled families who set goals	100%			
		v. Establish Year 1 baseline for % of enrolled families who meet goals.	COPA; % of enrolled families who meet goals	14			
	Year 2: By 11/30/2021, enroll family service worker staff into ongoing professional development to increase credentials.	i. Participate in CSD trainings on family engagement	Training completion certificates/COPA				
		ii. # of family support staff enrolled in school to earn higher credential.	COPA				
		iii. Update all family support staff professional development plans.	COPA HR; % of family support staff with up-to-date PD plans				
		iv. Year 2 report out on % of enrolled families who set goals.	COPA; % of enrolled families who set goals				
		v. Year 2 report out on % of enrolled families who meet goals.	COPA; % of enrolled families who meet goals				
		i. Participate in CSD trainings on family engagement	Training completion certificates/COPA				
	Year 3: By 11/30/2022, continue implementation of family support staff credential requirements.	ii. # of family support staff enrolled in school to earn higher credential.	COPA				
		iii. Update all family support staff professional development plans.	COPA HR; % of family support staff with up-to-date PD plans				
		iv. Year 3 report out on % of enrolled families who set goals.	COPA; % of enrolled families who set goals				
		v. Year 3 report out on % of enrolled families who meet goals.	COPA; % of enrolled families who meet goals				
		i. Participate in CSD trainings on family engagement	Training completion certificates/COPA				
	Year 4: By 11/30/2023, continue implementation of family support staff credential requirements.	ii. # of family support staff enrolled in school to earn higher credential.	COPA				
		iii. Update all family support staff professional development plans.	COPA HR; % of family support staff with up-to-date PD plans				
		iv. Year 4 report out on % of enrolled families who set goals.	COPA; % of enrolled families who set goals				
		v. Year 4 report out on % of enrolled families who meet goals.	COPA; % of enrolled families who meet goals				
		i. Participate in CSD trainings on family engagement	Training completion certificates/COPA				
	Year 5: By 11/30/2024, fully implement family support staff credential requirements.	ii. # of family support staff enrolled in school to earn higher credential.	COPA				
		iii. Update all family support staff professional development plans.	COPA HR; % of family support staff with up-to-date PD plans				
		iv. Year 5 report out on % of enrolled families who set goals.	COPA; % of enrolled families who set goals				
		v. Year 5 report out on % of enrolled families who meet goals.	COPA; % of enrolled families who meet goals				

Agency Name:		0					
Program Goal 3	Measurable Objectives	Action Steps:	Data/Method for Tracking Progress:	Progress Updates	Expected Outcomes	Expected Challenges	Delegate Agency Comments/Notes
By the end of the five-year grant cycle, implement quality improvement plans to improve staff compensation, credentials, and access to ongoing professional development so that Chicago Early Learning programs are providing the highest quality teaching and classroom environments.	Year 1: By 11/30/2020, develop implementation plan for achieving teaching staff credential requirement by 2024.	i. Work with CSD to develop implementation plan for increasing staff credentials and compensation rates.	Update on implementation plan		All classrooms will provide high-quality, safe, healthy learning environments for children, programs will offer collaborative opportunities for parents; staff will feel empowered and invested in program operations and quality; Teachers will implement the curriculum to fidelity; Teachers will have stronger relationships with children and better tailor curriculum to their individual needs; Reduced teacher turnover	At present, we have one teacher with an 04 certification, 2 teachers with a Bachelors degree in ECE, and 2 teachers working on the Masters in ECE. We also have two of our co-teachers or teacher assistants with a bachelors in ECE. However, our challenge might be finding the right incentives to keep them as part of the MSE family.	We have been in touch with CLASS to have our Program Director and Education Coordinator trained to administer CLASS for the coming SY 2019-2020. We are looking to start on-line training for ECERS-R in order to implement this assessment tool in classrooms. Since we do not have Early Head Start, we do not administer ITERS.
		ii. Establish individual professional development plans for all teaching staff that supports their path to achieving required credentials.	COPA; % of teaching staff meeting new credential requirements				
		iii. Enroll teaching staff in scholarship program.	COPA; unduplicated, cumulative # of teaching staff enrolled in scholarship				
				Emotional Support: 5.73; Classroom Management: 5.6; and Instructional Support: 2 - These scores are the overall scores of 5 classrooms from the 2017-2018 school year. There were no CLASS scores available from the previous school year.			
		iv. Establish Year 1 baseline for Classroom Assessment Scoring System (CLASS) score.	CLASS score				
		v. Establish Year 1 baseline for Early Childhood Environmental Rating Scale-Revised (ECERS-R) and/or Infant-Toddler Environmental Rating Scale (ITERS) composite scores, as applicable.	ECERS-R and/or ITERS composite score(s)	Not Applicable			
		vi. Establish Year 1 baseline for teacher turnover rate	COPA; Teacher Turnover Rate	1			
	Year 2: By 11/30/2021, begin implementation for achieving teaching staff credential requirement by 2024.	i. Report on progress of implementation plan.	Update on implementation plan				
		ii. Report on progress of professional development plans for teaching staff	COPA; % of teaching staff meeting new credential requirements				
		iii. Year 2 report out on (CLASS) score*.	CLASS score				
		iv. Year 2 report out on ECERS-R and/or ITERS composite scores*.	ECERS-R and/or ITERS composite score(s)				
	Year 3: By 11/30/2022, continue implementation for achieving teaching staff credential requirement by 2024.	v. Year 2 report out on teacher turnover rate	COPA; Teacher Turnover Rate				
		i. Report on progress of implementation plan.	Update on implementation plan				
		ii. Report on progress of professional development plans for teaching staff	COPA; % of teaching staff meeting new credential requirements				
		iii. Year 3 report out on (CLASS) score*.	CLASS score				
		iv. Year 3 report out on ECERS-R and/or ITERS composite scores*.	ECERS-R and/or ITERS composite score(s)				
	Year 4: By 11/30/2023, continue implementation for achieving teaching staff credential requirement by 2024.	v. Year 3 report out on teacher turnover rate	COPA; Teacher Turnover Rate				
		i. Report on progress of implementation plan.	Update on implementation plan				
		ii. Report on progress of professional development plans for teaching staff	COPA; % of teaching staff meeting new credential requirements				
		iii. Year 4 report out on (CLASS) score*.	CLASS score				
		iv. Year 4 report out on ECERS-R and/or ITERS composite scores*.	ECERS-R and/or ITERS composite score(s)				
	Year 5: By 11/30/2024, fully achieve teaching staff credential requirement by 2024.	v. Year 4 report out on teacher turnover rate	COPA; Teacher Turnover Rate				
		i. Report on progress of implementation plan.	Update on implementation plan				
		ii. Report on progress of professional development plans for teaching staff	COPA; % of teaching staff meeting new credential requirements				
		iii. Year 5 report out on (CLASS) score*.	CLASS score				
		iv. Year 5 report out on ECERS-R and/or ITERS composite scores*.	ECERS-R and/or ITERS composite score(s)				
		v. Year 4 report out on teacher turnover rate	COPA; Teacher Turnover Rate				

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**CITY OF CHICAGO  
DEPARTMENT OF FAMILY & SUPPORT SERVICES  
PROGRAM SCHEDULE  
The Montessori Network**

AGENCY NAME:

**The Montessori Network**

PIR#:

**I. FUNDED ENROLLMENT**

PROGRAM: Head Start

**1. Funded enrollment by program option**

Center-based enrollment (CB)

53

Home-based enrollment (HB)

Family child care home enrollment (FCC)

**Total of funded enrollment by program option****53****II. PROGRAM SCHEDULE**

1. Program option identification	CB	HB	FCCH	
2. Funded enrollment	<b>53</b>			
<b>Complete #3-8 for center-based, family child care, combination and other options</b>				
3a. Number of classes/groups/family child care settings	5			
3b. Double session				
4. Number of hours of classes/groups/FCC settings per child per day	7.5			
5. Number of days of classes/groups/FCC settings per child per week	5			
6. Number of days of classes/groups/FCC settings per child per year	240			
7. Number of home visits per child per year	2			
8. Number of hours per home visit	1.5			
<b>Complete #9-12 for home-based options</b>				
9. Number of home visits per child per year				
10. Number of hours per home visit				
11. Number of home-based socialization experiences per child per year				
12. Number of hours per home-based socialization experience				

**CITY OF CHICAGO  
DEPARTMENT OF FAMILY & SUPPORT SERVICES  
PROGRAM SCHEDULE  
The Montessori Network**

AGENCY NAME:

**The Montessori Network**

PIR#:

**I. FUNDED ENROLLMENT**

PROGRAM: Head Start

**1. Funded enrollment by program option**

Center-based enrollment (CB)

53

Home-based enrollment (HB)

Family child care home enrollment (FCC)

**Total of funded enrollment by program option****53****II. PROGRAM SCHEDULE**

1. Program option identification

CB

HB

FCCH

2. Funded enrollment

**53****Complete #3-8 for center-based, family child care, combination and other options**

3a. Number of classes/groups/family child care settings

5

3b. Double session

4. Number of hours of classes/groups/FCC settings per child per day

7.5

5. Number of days of classes/groups/FCC settings per child per week

5

6. Number of days of classes/groups/FCC settings per child per year

240

7. Number of home visits per child per year

2

8. Number of hours per home visit

1.5

**Complete #9-12 for home-based options**

9. Number of home visits per child per year

10. Number of hours per home visit

11. Number of home-based socialization experiences per child per year

12. Number of hours per home-based socialization experience

**CITY OF CHICAGO  
DEPARTMENT OF FAMILY & SUPPORT SERVICES  
PROGRAM SCHEDULE**

0

AGENCY NAME:

PIR#:

**I. FUNDED ENROLLMENT**

PROGRAM: Early Head Start

**1. Funded enrollment by program option**

Center-based enrollment (CB)

Home-based enrollment (HB)

Family child care enrollment (FCCH)

**Total of funded enrollment by program option****2. Number of pregnant women: (for Early Head Start Program only)**

0

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**II. PROGRAM SCHEDULE**

1. Program option identification	CB	HB	FCCH	
2. Funded enrollment				
<b>Complete #3-8 for center-based, family child care, combination and other options</b>				
3a. Number of classes/groups/family child care settings				
4. Number of hours of classes/groups/FCCH settings per child per day				
5. Number of days of classes/groups/FCCH settings per child per week				
6. Number of days of classes/groups/FCCH settings per child per year				
7. Number of home visits per child per year				
8. Number of hours per home visit				
<b>Complete #9-12 for home-based options</b>				
9. Number of home visits per child per year				
10. Number of hours per home visit				
11. Number of home-based socialization experiences per child per year				
12. Number of hours per home-based socialization experience				

**CITY OF CHICAGO  
DEPARTMENT OF FAMILY & SUPPORT SERVICES  
PROGRAM SCHEDULE**

0

AGENCY NAME:

**I. FUNDED ENROLLMENT**

**PROGRAM:** EHS-CCP

**1. Funded enrollment by program option**

Center-based enrollment (CB)

Family child care enrollment (FCCH)

**Total of funded enrollment by program option**

0

**II. PROGRAM SCHEDULE**

1. Program option identification	CB	FCCH	
2. Funded enrollment			
<b>Complete #3-8 for center-based, family child care, combination and other options</b>			
3a. Number of classes/groups/family child care settings			
3b. Double session			
4. Number of hours of classes/groups/FCCH settings per child per day			
5. Number of days of classes/groups/FCCH settings per child per week			
6. Number of days of classes/groups/FCCH settings per child per year			
7. Number of home visits per child per year			
8. Number of hours per home visit			

## Program Schedule Instructions

### Funded Enrollment

#### **1. Funded enrollment by program option (slot allocations are distributed by program option)**

Agencies determine which program options they will use and how many slots will be served by each program option. Then, the slot distribution is indicated accordingly in Section I of the Program Schedule Form.

#### **2. Number of pregnant women (EHS programs, indicate number of pregnant women enrolled)**

Early Head Start programs provide services to pregnant women and their families during pregnancy and through the child's first three years of life. It is expected that pregnant women and their families who receive EHS services will enroll their child in EHS following birth. For the purposes of determining the number of individuals enrolled in an EHS program, the pregnant woman is counted as the one who is enrolled. Once the child is born, it is the child who is enrolled in the EHS program.

### **II. Program Schedule**

#### Program Schedule number

Agencies indicate sequentially their program schedules.

#### **1. Program Option Identification**

Agencies enter "CB" for center-based, "HB" for home-based, "CO" for combination, "FCC" for family child care, and "LD" for locally-designed program.

#### **2. Funded enrollment**

Each child is represented only once. The sum of enrollments under each schedule should be equal to the "Total of funded enrollment by program option" entry in Section I.

### **Items 3 through 8 – For Center-Based, FCC, and Other Options**

**Table 1: Class Sizes for Center-Based Settings (Per 45 CFR Part 1306.32)**

<b>Predominant Age Group – Head Start</b>	<b>Avg. Class Size</b>	<b>Maximum Class Size</b>
4 and 5 year olds	17 – 20	20
4 and 5 year olds in double session classes	15 – 17	17
3 year olds	15 – 17	17
3 year olds in double session classes	13 – 15	15
<b>Early Head Start</b>	<b>Avg. Class Size</b>	<b>Maximum Class Size</b>
Between 6.5 weeks and 3 years old	6 – 8	8

### **3a. Number of classes/groups/family child care settings**

Table 1 indicates the average and maximum class sizes by age group. For each program schedule on the Program Schedule Form, the total enrollment divided by the number of classes must equal a number that falls within the average class size indicated in Table 1. (Example: Agency ABC has a program schedule serving 100 four and five year olds. Since the average of all classes must fall between 17 and 20, the agency must operate at least 5 or 6 classes).

### **3b. Double Session**

Agencies indicate “yes” or “no” as applicable. A double session is a variation of the center-based program that operates with one teacher who works with one group of children in a morning session and a different group of children in an afternoon session.

### **4. Number of hours of classes/groups/FCC settings per child per day**

For a half-day program, classes must operate for a minimum of 3.5 hours up to a maximum of 6 hours. Anything in excess of 6 hours constitutes “full-day” services.

### **5. Number of days of classes/groups/FCC settings per child per week**

Each program must operate classes for at least 4 days per week. However, some agencies operate 5 days. Agencies enter 4 or 5 as applicable for each schedule.

### **6. Number of days of classes/groups/FCC settings per child per year**

Programs that operate for four days per week must provide at least 128 days of classes per year up to a maximum of 160 days. Programs that operate for five days per week must provide at least 160 days of classes per year up to a maximum of 248 days. (Note: All center-based programs must provide a minimum of 32 weeks of scheduled days of class operations over an eight or nine month period)

### **7. Number of home visits per child per year**

The minimum number of home visits per child per year is 2.

### **8. Number of hours per home visit**

The minimum number of hours for a home visit is 1.5.

### **Items 3 through 8 – For Combination Option**

Per 45 CFR Part 1306.34, combination programs must provide class sessions and home visits that result in an amount of contact with children and families that is, at a minimum, equivalent to the services provided through the center-based program option or the home-based program option.



Acceptable combinations of minimum number of class sessions and corresponding number of home visits are shown below in Table 2. Combination programs must provide these services over a period of 8 to 12 months.

**Table 2: Acceptable Combinations of Class Sessions and Home Visits**

<b>Number of Class Sessions</b>	<b>Number of Home Visits</b>
96	8
92 – 95	9
88 – 91	10
84 – 87	11
80 – 83	12
76 – 79	13
72 – 75	14
68 – 71	15
64 – 67	16
60 – 63	17
56 – 59	18
52 – 55	19
48 – 51	20
44 – 47	21
40 – 43	22
36 – 39	23
32 – 35	24

The following are examples of various configurations that are possible for a program that operates for 32 weeks:

A program operating classes three days a week and providing one home visit a month (96 classes and 8 home visits a year)
A program operating classes two days a week and providing two home visits a month (64 classes and 16 home visits a year)
A program operating classes one day a week and providing three home visits a month (32 classes and 24 home visits a year)

Combination programs must comply with the class size requirements contained in 45 CFR Part 1306.32 (see Table 1 above).

## **Items 9 through 12 – For Home-Based Options**

### **9. Number of home visits per child per year**

For home-based options, the minimum number of home visits per child per year is 32.

### **10. Number of hours per home visit**

For home-based options, the minimum number of hours for a home visit is 1.5.

### **11. Number of hours per home-based socialization experience**

For home-based options, the minimum number of hours per home-based socialization experience is

**12. Number of home-based socialization experiences per child per year**

For home-based options, the minimum number of group socialization activities per child per year is

## **Program Schedule Definitions**

Center-Based Program Option means Head Start services provided to children primarily in classroom settings. Class size determinations are based on the predominant age of the children who will participate in the class and whether or not a center-based double session

Combination Program Option means Head Start services provided to children in both a center setting and through intensive work with the child's parents and family at home.

Days of Operation means the planned days during which children will be receiving direct Head Start component services in a classroom, on a field trip or on trips for health-related activities, in group socialization or when parents are receiving a home visit.

Double Session variation means a variation of the center-based program option that operates with one teacher who works with one group of children in a morning session and a different group of children in an afternoon session. Each program must operate for four days per week. When double session classes serve predominantly four or five year old children, the average class size must be between 15 and 17. When double session classes serve

Family Child Care Program Option means that Early Head Start and/or Head Start children are being served in licensed family child care homes.

Full-Day variation means a variation of the center-based program option in which program operations continue for longer than six hours per day.

Group Socialization Activities (or Socialization Experience) means the sessions in which children and parents enrolled in the home-based or combination program option interact with other home-based or combination children and parents in a Head Start classroom, community facility, home, or on a field trip. Group socialization activities must be focused on both the children and parents. They may be conducted by the home visitor with baby sitters or other temporary caregivers. However, these activities must be designed so that parents are expected to accompany their children to the group socialization activities at least twice each

Head Start Class means a group of children supervised and taught by two paid staff members (a teacher and a teacher aide or two teachers) and, where possible, a volunteer.

Home-Based Program Option means Head Start services provided to children, primarily in the child's home, through intensive work with the child's parents and family as the primary factor

Home Visits means the visits made to a child's home by the class teacher in a center-based program option, or home visitors in a home-based program option, for the purpose of assisting parents in fostering the growth and development of their child. Home visits must be conducted by trained home visitors with the content of the visit jointly planned by the home visitor and the parents. Home visitors must conduct the home visit with the participation of parents. Home visits may not be conducted by the home visitor with only babysitters or other

Hours of Operation means the planned hours per day during which children and families will be receiving direct Head Start component services in a classroom, on a field trip, while receiving medical or dental services, or during a home visit or group socialization activity. Hours of operation do not include travel time to and from the center at the beginning and end

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Hours of Operation means the planned hours per day during which children and families will be receiving direct Head Start component services in a classroom, on a field trip, while receiving medical or dental services, or during a home visit or group socialization activity. Hours of operation do not include travel time to and from the center at the beginning and end

# Exhibit E

**ATTACHMENT A.1 CHICAGO DEPARTMENT OF FAMILY & SUPPORT SERVICES**  
**COVER PAGE**  
**HEAD START**  
**BASELINE GRANT APPLICATION BUDGET**

<b>Delegate Name:</b>	Montessori Network	<b>DUNS Number:</b>	964997626	<b>FEIN:</b>	27-2803775
<b>ADDRESS:</b>	6936 S Hermitage	<b>City</b>	Chicago	<b>Zip Code:</b>	60636
<b>Contact Name:</b>	Paul Spector	<b>Email</b>	<a href="mailto:paul.spector@vanderloofinance.com">paul.spector@vanderloofinance.com</a>		
<b>Contact Telephone #:</b>	314-265-0109	<b>Fax #</b>	312-756-7087		

PROGRAM CONTACT INFORMATION		TITLE OF THE PROGRAM (MARK X IN THE APPROPRIATE BOX)	
Authorizing Official/Board Chair Name	Thom Hale	<input type="checkbox"/>	Early Head Start # of funded slots: <input type="text"/>
CEO/Executive Director	Rita Nolan	<input checked="" type="checkbox"/>	Head Start # of funded slots: 53
Chief Financial Officer	Paul Spector	<input type="checkbox"/>	Early Head Start/CCP # of funded slots: <input type="text"/>
Policy Committee Chair	Eboni Townsend		
Program Director	Leah Jowers		

Budget Period From: 12/1/2019 To: 11/30/2020

C. TYPE OF APPLICANT (Place an X in the appropriate box)	<input checked="" type="checkbox"/>	Not-for-Profit
	<input type="checkbox"/>	Municipal
	<input type="checkbox"/>	Private University
	<input type="checkbox"/>	Other: (Specify) _____

D. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? (Place an X in the appropriate box)	<input type="checkbox"/>	YES, attach an explanation
	<input checked="" type="checkbox"/>	NO

E. Federal Funding	\$	583,000	Enter the amount from funding letter
F. Required Minimum Non-Federal Match	\$	194,333	Enter the amount from funding letter
G. Total Project Cost (Federal + Non-Federal Match)	\$	777,333	this cell is formulated
H. Maximum Federal Administrative Cost (10% of the Total Federal Budget)	\$	77,733	this cell is formulated

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

[illegible]

Name of Partner:		0						# of slots:	0
		Total Federal +				Other Sources of			
Contracted Amount (Federal)	\$ -	NFM: \$ -	NFM: \$ -	Fund: \$ -				Total Cost: \$ -	

The budget plan will be as follows:

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing **XXXX,XXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXX** FTE teachers are being charged to federal fund. **XXX** FTE teachers are charged to Non-Federal Match. **XXX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

[illegible]**FRINGES**

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NEM	Other Sources of Fund	Total Cost
-------------	--------	-------------------	---------------------	-----------------------	------------

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
	Sub-Total Fringe Benefits	-	-	-	-
<b>STAFF OUT-OF-TOWN TRAVEL</b>					
			-		-
<b>SUPPLIES (Classroom Supplies, Diapers &amp; Wipes, Food Services Supplies, Janitorial &amp; Maintenance Supplies)</b>					
			-		-
<b>CONTRACTUAL (please list)</b>					
Janitorial Services			-		-
			-		-
			-		-
			-		-
	Sub-Total Contractual	-	-	-	-
<b>OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS</b>					
Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
	Sub-Total Other Costs	-	-	-	-
	<b>TOTAL</b>	-	-	-	-
	must be Variance	-	-	-	-

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

§ -

### OTHER SOURCES OF FUND

§ -

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

**Child & Adult Food Care Program** - These funds are funded through Illinois State Board of Education to support the nutrition services component of the program.

**Child Care Assistance Program** - pass-through DFSS and/or Illinois Action for Children. These funds will be used to operate the child care collaboration program and they are critical to the services provided to children and families.

**Parents co-payments** - Families with children enrolled in the Child Care Assistance Program are required to pay a monthly parent co-payment. All families in receipt of child care or in a collaboration slot that is layered or braided with Child Care Assistance Program funding are required to pay the monthly parent co-payments, except for families that are categorically qualified for no co-payment. Co-payments are based on the family's gross monthly income and family size and are assessed at the time of eligibility determination for the Child Care Assistance Program. These funds are collected and are used to support program operations.

Name of Partner:

0

# of slots: 0

Contracted Amount (Federal) \$ -

NFM: \$ -

federal +

### Other Sources of

Sources of

Total Cost: \$ -

The budget plan will be as follows.

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing **XXXX.XXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXX** FTE teachers are being charged to federal fund. **XXX** FTE teachers are charged to Non-Federal Match. **XXX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

[illegible]

## FRINGES



## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-
STAFF OUT-OF-TOWN TRAVEL			-		-
SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-
CONTRACTUAL (please list)					
			-		-
			-		-
			-		-
			-		-
Sub-Total Contractual	-	-	-	-	-
OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS					
Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
Utilities			-		-
Sub-Total Other Costs	-	-	-		-
TOTAL	-	-	-	-	-
must be Variance	-	-	-	-	-

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

### OTHER SOURCES OF FUND

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**Name of Partner:**

0

# of slots: 0

Contracted Amount (Federal) \$ -

NFM: \$ -

Federal +

### Other Sources of

Fund: \$ -

Total Cost: \$ \_\_\_\_\_

The budget plan will be as follows.

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing \$XXX,XXX to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of X teachers at all times with minimum qualifications of a CDA with focus in infant-toddler development. There are X classrooms operating X hours day with a total of X teaching staff positions. XXX FTE teachers are being charged to federal fund. XXX FTE teachers are charged to Non-Federal Match. XXX FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

[illegible]

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

FRINGES					
DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-
STAFF OUT-OF-TOWN TRAVEL					
			-		-
SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)					
	-		-		-
CONTRACTUAL (please list)					
			-		-
			-		-
			-		-
			-		-
Sub-Total Contractual	-	-	-	-	-
OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS					
Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
Utilities			-		-
Sub-Total Other Costs	-	-	-		-
TOTAL	-	-	-	-	-
must be Variance					
NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB					
					\$ -
OTHER SOURCES OF FUND					
					\$ -

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

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Name of Partner:		0				# of slots:	0
Contracted Amount (Federal)		\$	-	Total Federal + NFM: \$		-	Total Cost: \$
				Other Sources of			
				Fund: \$		-	

The budget plan will be as follows.

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing **XXXX.XXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXXX** FTE teachers are being charged to federal fund. **XX** FTE teachers are charged to Non-Federal Match. **XX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

[illegible]

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

FRINGES					
DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-
STAFF OUT-OF-TOWN TRAVEL					
			-		-
SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)					
			-		-
CONTRACTUAL (please list)					
			-		-
			-		-
			-		-
			-		-
Sub-Total Contractual	-	-	-	-	-
OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS					
Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-
TOTAL	-	-	-	-	-
must be Variance					
NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB					
					\$ -
OTHER SOURCES OF FUND					
					\$ -

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

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Name of Partner:		0				# of slots:	0
		Total Federal +		Other Sources of			
Contracted Amount (Federal)	\$ -	NFM: \$ -	NFM: \$ -	Fund: \$ -		Total Cost: \$ -	

The budget plan will be as follows.

[illegible]

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

Sub-Total Personnel	-	-	-	-	-	-	-
---------------------	---	---	---	---	---	---	---

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

STAFF OUT-OF-TOWN TRAVEL	
1. Name of Staff Member	
2. Date of Travel	
3. Location of Travel	
4. Purpose of Travel	
5. Estimated Cost	
6. Approved By	
7. Date of Approval	

SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-
---	--	--	---	--	---

**CONTRACTUAL (please list)**

CONTRACT TOTAL (please list)					
			-		-
			-		-
			-		-
			-		-
			-		-
	Sub-Total Contractual	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

	TOTAL	-	-	-	-	-
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**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

Program & Educational Supplies, Toys, Office Supplies, Janitorial and Food donated by community members and local vendors. They are valued at market rate.

### OTHER SOURCES OF FUND

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

**Child & Adult Food Care Program** - These funds are funded through Illinois State Board of Education to support the nutrition services component of the program.

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Name of Partner:	0	# of slots:	0
------------------	---	-------------	---

			Total Federal +	Other Sources of	
Contracted Amount (Federal)	\$ -	NFM:	\$ -	NFM:	\$ -
		Fund:	\$ -	Fund:	\$ -
					Total Cost: \$ -

The budget plan will be as follows.

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing **XXXX,XXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXX** FTE teachers are being charged to federal fund. **XXX** FTE teachers are charged to Non-Federal Match. **XXX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

[illegible]

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

			-			-	-	-
			-			-	-	-
		Sub-Total Personnel	-	-	-	-	-	-

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

**STAFF OUT-OF-TOWN TRAVEL**

SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)		-	-
---	--	---	---

**CONTRACTUAL (please list)**

		-	-	-	-
		-	-	-	-
		-	-	-	-
		-	-	-	-
		-	-	-	-
	Sub-Total Contractual	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

<b><u>OTHER COSTS - NOTE FOR EHS-CCT NO RENT COSTS</u></b>					
Background check	-	-	-	-	-
License Fees	-	-	-	-	-
Volunteers	-	-	-	-	-
Parent Involvement Activities	-	-	-	-	-
Sub-Total Other Costs	-	-	-	-	-

<b>TOTAL</b>	-	-	-	-	-
must be	-	-	-	-	-
Variance					

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

§ -

### OTHER SOURCES OF FUND

§ -

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

**Child & Adult Food Care Program** - These funds are funded through Illinois State Board of Education to support the nutrition services component of the program.

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**Name of Partner:**

1

# of slots: 0

Contracted Amount (Federal) \$ -

NFM: \$ -

federal +

### Other Sources of

Fund: \$ -

Total Cost: \$ -

The budget plan will be as follows.

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing **XXXX.XXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXXX** FTE teachers are being charged to federal fund. **XXXX** FTE teachers are charged to Non-Federal Match. **XXXX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

[illegible]

## FORM A - Contract Details with Child Care Partners

Agency Name: Montessori Network

			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
	Sub-Total Personnel	-	-	-	-	-	-	-

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
	Sub-Total Fringe Benefits	-	-	-	-

## STAFF OUT-OF-TOWN TRAVEL

		-	-
SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)		-	-

## CONTRACTUAL (please list)

		-	-
		-	-
		-	-
		-	-
	Sub-Total Contractual	-	-

## OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS

Background check		-	-
License Fees		-	-
Volunteers		-	-
Parent Involvement Activities		-	-
		-	-
	Sub-Total Other Costs	-	-

TOTAL must be Variance	-	-	-	-	-
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## NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB

\$ -

## OTHER SOURCES OF FUND

\$ -

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

**Child & Adult Food Care Program** - These funds are funded through Illinois State Board of Education to support the nutrition services component of the program.

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Name of Partner: 0 # of slots: 0

Contracted Amount (Federal)	\$ -	Total Federal + NFM:	\$ -	Other Sources of Fund:	\$ -	Total Cost:	\$ -
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The budget plan will be as follows.

## PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants

The partner is proposing \$XXX,XXX to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of X teachers at all times with minimum qualifications of a CDA with focus in infant-toddler development. There are X classrooms operating X hours day with a total of X teaching staff positions. X.XX FTE teachers are being charged to federal fund. X.XX FTE teachers are charged to Non-Federal Match. X.XX FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

POSITION (List each position individually)	Rate per Hour Or Pay Period	Total Hours or Pay Periods in budget period	Annualized Rate	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
	Sub-Total Personnel	-	-	-	-	-	-	-

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

**STAFF OUT-OF-TOWN TRAVEL**

START OUT OF TOWN TRAVEL				
SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)				
			-	-

**CONTRACTUAL (please list)**

CONTRACTUAL (prior to 1st)					
			-		-
			-		-
			-		-
			-		-
			-		-
	Sub-Total Contractual	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

	<b>TOTAL</b>	-	-	-	-	-
	must be	-	-	-	-	-
	Variance					

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

\$ -

### OTHER SOURCES OF FUND

\$ -

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

**Child & Adult Food Care Program** - These funds are funded through Illinois State Board of Education to support the nutrition services component of the program.

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**Name of Partner:**

1

# of slots:

0

Contracted Amount (Federal)	\$	-	NFM:	\$	-	NFM:	\$	-	Other Sources of Fund:	\$	-
-----------------------------	----	---	------	----	---	------	----	---	------------------------	----	---

Total Cost: \$ -

The budget plan will be as follows.

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing **XXXX,XXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXX** FTE teachers are being charged to federal fund. **XXX** FTE teachers are charged to Non-Federal Match. **XXX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

[illegible]

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
	Sub-Total Personnel	-	-	-	-	-	-	-

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

**STAFF OUT-OF-TOWN TRAVEL**

START OUT OF TOWN TRAVEL				
SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)				
			-	-

**CONTRACTUAL (please list)**

CONTRACTUAL (prior to)					
			-		-
			-		-
			-		-
			-		-
			-		-
	Sub-Total Contractual	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

	<b>TOTAL</b>	-	-	-	-	-
	must be	-	-	-	-	-
	Variance	-	-	-	-	-

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

§ -

### OTHER SOURCES OF FUND

§ -

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**Name of Partner:**

1

# of slots:

0

Contracted Amount (Federal)	\$ -	NFM:	\$ -	Total Federal + NFM:	\$ -	Other Sources of Fund:	\$ -
-----------------------------	------	------	------	----------------------	------	------------------------	------

Total Cost: \$ -

The budget plan will be as follows.

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

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[illegible]



## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
	Sub-Total Personnel	-	-	-	-	-	-	-

## FRINGES

FRINGES					
DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

**STAFF OUT-OF-TOWN TRAVEL**

SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-	-
---	--	--	---	---

**CONTRACTUAL (please list)**

CONTRACTUAL (please list)					
			-		-
			-		-
			-		-
			-		-
			-		-
	Sub-Total Contractual	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

	TOTAL	-	-	-	-	-
must be Variance		-	-	-	-	-

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

\$ -

### OTHER SOURCES OF FUND

\$ -

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Name of Partner:

1

# of slots:

0

Contracted Amount (Federal)	\$ -	NFM:	\$ -	Total Federal + NFM:	\$ -	Other Sources of Fund:	\$ -
-----------------------------	------	------	------	----------------------	------	------------------------	------

Total Cost: \$ -

The budget plan will be as follows.

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

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[illegible]

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
		Sub-Total Personnel	-	-	-	-	-	-

## FRINGES

The partner is proposing a \$XXXX to cover the cost of fringe benefits. Fringe benefits include associated taxes and benefits related to salaries and personnel. Fringe benefits are estimated at XX% of total salaries. DFSS note: Refer to column L for fringe rates

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

**STAFF OUT-OF-TOWN TRAVEL**

SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)		-	-
---	--	---	---

**CONTRACTUAL (please list)**

Contractual Total (please list)					
			-		-
			-		-
			-		-
			-		-
			-		-
	Sub-Total Contractual	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-	-
License Fees			-	-
Volunteers			-	-
Parent Involvement Activities			-	-
			-	-
Sub-Total Other Costs	-	-	-	-

<b>TOTAL</b>	-	-	-	-	-
must be	-	-	-	-	-
Variance					

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

§ -

### OTHER SOURCES OF FUND

§ -

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

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**Name of Partner:**

1

# of slots: 0

Contracted Amount (Federal)	\$	-
-----------------------------	----	---

NFM: \$ -

Federal +  
NFM: \$ -

Fund: \$ -

Total Cost: \$ -

The budget plan will be as follows.

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing **XXXX.XXXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXXX** FTE teachers are being charged to federal fund. **XXXX** FTE teachers are charged to Non-Federal Match. **XXXX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

[illegible]

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

		-	-	-	-	-	-
		-	-	-	-	-	-
		-	-	-	-	-	-
		-	-	-	-	-	-
		-	-	-	-	-	-
		-	-	-	-	-	-
		-	-	-	-	-	-
		-	-	-	-	-	-
	Sub-Total Personnel	-	-	-	-	-	-

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

**STAFF OUT-OF-TOWN TRAVEL**

SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-
---	--	--	---	--	---

**CONTRACTUAL (please list)**

			-		-
			-		-
			-		-
			-		-
			-		-
	Sub-Total Contractual	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

	<b>TOTAL</b>	-	-	-	-	-
	must be	-	-	-	-	-
	Variance					

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

§ -

### OTHER SOURCES OF FUND

§ -

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

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**Name of Partner:**

0

# of slots: 0

Contracted Amount (Federal)	\$	-
-----------------------------	----	---

NFM: \$ -

Federal +

### Other Sources of

Fund: \$ -

Total Cost: \$ -

The budget plan will be as follows.

**PERSONNEL (List all positions) -NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing **XXXX,XXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXX** FTE teachers are being charged to federal fund. **XXX** FTE teachers are charged to Non-Federal Match. **XXX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

[illegible]

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
	Sub-Total Personnel	-	-	-	-	-	-	-

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

**STAFF OUT-OF-TOWN TRAVEL**

SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-
---	--	--	---	--	---

**CONTRACTUAL (please list)**

			-		-
			-		-
			-		-
			-		-
	Sub-Total Contractual	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

	<b>TOTAL</b>	-	-	-	-	-
	must be	-	-	-	-	-
	Variance					

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

§ -

### OTHER SOURCES OF FUND

§ -

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

**Child & Adult Food Care Program** - These funds are funded through Illinois State Board of Education to support the nutrition services component of the program.

**Child Care Assistance Program** - pass-through DFSS and/or Illinois Action for Children. These funds will be used to operate the child care collaboration program and they are critical to the services provided to children and families.

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**Name of Partner:**

0

# of slots: 0

Contracted Amount (Federal)	\$	-
-----------------------------	----	---

NFM: \$ -

Federal +

## Other Sources of

Fund: \$ -

Total Cost: \$ -

The budget plan will be as follows.

**PERSONNEL (List all positions) - -NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing **XXXX,XXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXXX** FTE teachers are being charged to federal fund. **XXX** FTE teachers are charged to Non-Federal Match. **XXX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

[illegible]

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

		-	-	-	-	-	-
		-	-	-	-	-	-
		-	-	-	-	-	-
		-	-	-	-	-	-
		-	-	-	-	-	-
		-	-	-	-	-	-
		-	-	-	-	-	-
		-	-	-	-	-	-
	Sub-Total Personnel	-	-	-	-	-	-

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

**STAFF OUT-OF-TOWN TRAVEL**

SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-
---	--	--	---	--	---

**CONTRACTUAL (please list)**

<b>CONTRACTUAL (please list)</b>					
			-		-
			-		-
			-		-
			-		-
Sub-Total Contractual	-	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

	<b>TOTAL</b>	-	-	-	-	-
	must be	-	-	-	-	-
	Variance					

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

§ -

### OTHER SOURCES OF FUND

\$ -

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

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**Name of Partner:**

0

# of slots: 0

Contracted Amount (Federal)	\$	-
-----------------------------	----	---

NFM: \$ -

Federal +

## Other Sources of

Fund: \$ -

Total Cost: \$ -

The budget plan will be as follows.

**PERSONNEL (List all positions) - -NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing **XXXX,XXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXX** FTE teachers are being charged to federal fund. **XXX** FTE teachers are charged to Non-Federal Match. **XXX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

[illegible]

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
	Sub-Total Personnel	-	-	-	-	-	-	-

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

**STAFF OUT-OF-TOWN TRAVEL**

SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-
---	--	--	---	--	---

**CONTRACTUAL (please list)**

			-		-
			-		-
			-		-
			-		-
	Sub-Total Contractual	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

	TOTAL	-	-	-	-	-
must be Variance		-	-	-	-	-

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

§ -

### OTHER SOURCES OF FUND

\$ -

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

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**Name of Partner:**

**O**

# of slots: 0

Contracted Amount (Federal) \$ -

NFM: \$	-	Total Federal + NFM:
---------	---	----------------------

Other Sources of Fund: \$ -

Total Cost: \$ -

The budget plan will be as follows.

**PERSONNEL (List all positions) - -NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing **XXXX.XXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXX** FTE teachers are being charged to federal fund. **XXX** FTE teachers are charged to Non-Federal Match. **XXX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

[illegible]

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

[illegible]

## FRINGES

The partner is proposing a **SXXXX** to cover the cost of fringe benefits. Fringe benefits include associated taxes and benefits related to salaries and personnel. Fringe benefits are estimated at **XX%** of total salaries. **DFSS note: Refer to column L for fringe rates**

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

STAFF OUT-OF-TOWN TRAVEL	
1. Name of Staff Member	
2. Date of Travel	
3. Location	
4. Purpose of Travel	
5. Estimated Cost	
6. Approved By	
7. Date of Approval	

STAFF OUT-OF-TOWN TRAVEL			-		-
SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-

**SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)**

[illegible]

**CONTRACTUAL (please list)**

			-		-
			-		-
			-		-
			-		-
	Sub-Total Contractual	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-	-
License Fees			-	-
Volunteers			-	-
Parent Involvement Activities			-	-
			-	-
Sub-Total Other Costs	-	-	-	-

	<b>TOTAL</b>	-	-	-	-	-
	must be	-	-	-	-	-
	Variance	-	-	-	-	-

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

\$ -

### OTHER SOURCES OF FUND

\$ -

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

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**Name of Partner:**

0

# of slots: 0

Contracted Amount (Federal)	\$	-
-----------------------------	----	---

NFM: \$	-
---------	---

Federal +  
NFM: \$ -

Fund: \$ -

Total Cost: \$ -

The budget plan will be as follows.

**PERSONNEL (List all positions) - -NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing **XXXX,XXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXX** FTE teachers are being charged to federal fund. **XXX** FTE teachers are charged to Non-Federal Match. **XXX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

[illegible]

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

[illegible]

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

**STAFF OUT-OF-TOWN TRAVEL**

SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-
---	--	--	---	--	---

**CONTRACTUAL (please list)**

			-		-
			-		-
			-		-
			-		-
			-		-
	Sub-Total Contractual	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

[illegible]**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

\$ -

### OTHER SOURCES OF FUND

\$ -

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

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**Name of Partner:**

0

# of slots: 0

Contracted Amount (Federal)	\$	-
-----------------------------	----	---

NFM: \$ -

Federal +  
NFM: \$ -

Other Sources of Fund: \$ -

Total Cost: \$ -

The budget plan will be as follows.

**PERSONNEL (List all positions) –NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing **XXXX.XXXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXXX** FTE teachers are being charged to federal fund. **XXXX** FTE teachers are charged to Non-Federal Match. **XXXX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

[illegible]



## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

[illegible]

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

**STAFF OUT-OF-TOWN TRAVEL**

SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-
---	--	--	---	--	---

**CONTRACTUAL (please list)**

			-		-
			-		-
			-		-
			-		-
	Sub-Total Contractual	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

[illegible]**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

\$ -

### OTHER SOURCES OF FUND

\$ -

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

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**Name of Partner:**

0

# of slots: 0

Contracted Amount (Federal) \$ -

NFM: \$ -

federal +

### Other Sources of

Fund: \$ -

Total Cost: \$ -

The budget plan will be as follows.

**PERSONNEL (List all positions) - -NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing **XXXX.XXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXX** FTE teachers are being charged to federal fund. **XXX** FTE teachers are charged to Non-Federal Match. **XXX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

[illegible]

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

[illegible]

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

STAFF OUT-OF-TOWN TRAVEL	
1. Name	
2. Position	
3. Date	
4. To	
5. From	
6. Purpose	
7. Estimated Cost	
8. Approved By	
9. Date	

SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-
---	--	--	---	--	---

**CONTRACTUAL (please list)**

			-		-
			-		-
			-		-
			-		-
	Sub-Total Contractual	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

[illegible]**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

\$ -

### OTHER SOURCES OF FUND

\$ -

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

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**Name of Partner:**

**I**

# of slots: 0

Contracted Amount (Federal)	\$	-
-----------------------------	----	---

NFM: \$ -

Federal +  
NFM: \$ -

Other Sources of	
Fund: \$	-

Total Cost: \$ -

The budget plan will be as follows.

**PERSONNEL (List all positions) - -NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing **XXXX.XXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXX** FTE teachers are being charged to federal fund. **XXX** FTE teachers are charged to Non-Federal Match. **XXX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

[illegible]

## FORM A - Contract Details with Child Care Partners

**Agency Name:** Montessori Network

[illegible]

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

**STAFF OUT-OF-TOWN TRAVEL**

STAFF OUT-OF-TOWN TRAVEL			-		-
SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-

**CONTRACTUAL (please list)**

CONTRACTUAL (prior list)					
			-		-
			-		-
			-		-
			-		-
Sub-Total Contractual	-	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

	TOTAL	-	-	-	-	-
	must be Variance	-	-	-	-	-

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

\$ -

### OTHER SOURCES OF FUND

\$ -

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

**Child & Adult Food Care Program** - These funds are funded through Illinois State Board of Education to support the nutrition services component of the program.

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**Name of Partner:**

0

# of slots: 0

Contracted Amount (Federal)

NFM: \$ -

federal +

### Other Sources of

Fund: \$ -

Total Cost: \$ -

The budget plan will be as follows:

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing **XXXX,XXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXX** FTE teachers are being charged to federal fund. **XXX** FTE teachers are charged to Non-Federal Match. **XXX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

[illegible]

## FORM A - Contract Details with Child Care Partners

**Agency Name:** Montessori Network

[illegible]

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

**STAFF OUT-OF-TOWN TRAVEL**

STAFF OUT-OF-TOWN TRAVEL			-		-
SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-

**CONTRACTUAL (please list)**

CONTRACT TOTAL (please list)					
Janitorial Services			-		-
			-		-
			-		-
			-		-
Sub-Total Contractual	-	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

	TOTAL	-	-	-	-	-
	must be Variance	-	-	-	-	-

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

\$ -

### OTHER SOURCES OF FUND

§ -

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

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**Name of Partner:**

0

# of slots: 0

Contracted Amount (Federal) \$ -

NFM: \$ -

Federal +

### Other Sources of

Fund: \$ -

Total Cost: \$ -

The budget plan will be as follows:

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing **XXXX,XXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXXX** FTE teachers are being charged to federal fund. **XXX** FTE teachers are charged to Non-Federal Match. **XXX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

[illegible]

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

[illegible]

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

STAFF OUT-OF-TOWN TRAVEL	
1. Name of Staff Member	
2. Date of Travel	
3. Location of Travel	
4. Purpose of Travel	
5. Estimated Cost	
6. Approved By	
7. Date of Approval	

SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-

**CONTRACTUAL (please list)**

Janitorial Services			-		-
			-		-
			-		-
			-		-
Sub-Total Contractual	-	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

[illegible]**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

\$ -

### OTHER SOURCES OF FUND

\$ -

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

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**Name of Partner:**

0

# of slots: 0

Contracted Amount (Federal) \$ -

NFM: \$ -

Federal +

### Other Sources of

Fund: \$ -

Total Cost: \$ -

The budget plan will be as follows:

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing **XXXX,XXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXX** FTE teachers are being charged to federal fund. **XXX** FTE teachers are charged to Non-Federal Match. **XXX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

POSITION (List each position individually)	Rate per Hour Or Pay Period	Total Hours or Pay Periods in budget period	Annualized Rate	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

[illegible]

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

**STAFF OUT-OF-TOWN TRAVEL**

SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-

**CONTRACTUAL (please list)**

Janitorial Services			-		-
			-		-
			-		-
			-		-
Sub-Total Contractual	-	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

<b>OTHER COSTS (NOTE FOR ENDS-CUT: NO RENT COSTS)</b>					
Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
<b>Sub-Total Other Costs</b>	-	-	-	-	-
<b>TOTAL</b>	-	-	-	-	-
must be Variance	-	-	-	-	-

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

§ -

### OTHER SOURCES OF FUND

**S** -

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

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**Name of Partner:**

1

# of slots: 0

Contracted Amount (Federal)	\$	-
-----------------------------	----	---

Total Federal +

## Other Sources of

NFM: \$ -

NFM: \$ -

Fund: \$ -

Total Cost: \$ -

The budget plan will be as follows:

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

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POSITION (List each position individually)	Rate per Hour Or Pay Period	Total Hours or Pay Periods in budget period	Annualized Rate	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
			-			-	-	-
			-			-	-	-
			-			-	-	-
			-			-	-	-

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

[illegible]

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

**STAFF OUT-OF-TOWN TRAVEL**[illegible]

**SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)**

[illegible]

**CONTRACTUAL (please list)**

Janitorial Services			-		-
			-		-
			-		-
			-		-
Sub-Total Contractual	-	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

<b>TOTAL</b>	-	-	-	-	-
must be	-	-	-	-	-
Variance					

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

§ -

### OTHER SOURCES OF FUND

§ -

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Name of Partner:		0				# of slots:	0
		Total Federal + Other Sources of					
Federal: \$	-	NFM: \$	-	NFM: \$	-	Fund: \$	-
		Total Cost: \$				-	

The budget plan will be as follows:

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

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POSITION (List each position individually)	Rate per Hour Or Pay Period	Total Hours or Pay Periods in budget period	Annualized Rate	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
			-			-	-	-
			-			-	-	-
			-			-	-	-

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

[illegible]

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

**STAFF OUT-OF-TOWN TRAVEL**

SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-
---	--	--	---	--	---

**CONTRACTUAL (please list)**

Janitorial Services			-		-
			-		-
			-		-
			-		-
Sub-Total Contractual	-	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

<b>TOTAL</b>	-	-	-	-	-
must be	-	-	-	-	-
Variance					

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

\$ -

### OTHER SOURCES OF FUND

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In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

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**Name of Partner:**

1

# of slots: 0

Contracted Amount (Federal)	\$	-
-----------------------------	----	---

Total Federal +		Other Sources of	
NFM: \$	-	NFM: \$	-
		Fund: \$	-

Total Cost: \$ \_\_\_\_\_

The budget plan will be as follows:

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

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POSITION (List each position individually)	Rate per Hour Or Pay Period	Total Hours or Pay Periods in budget period	Annualized Rate	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
			-			-	-	-
			-			-	-	-



## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

[illegible]

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

STAFF OUT-OF-TOWN TRAVEL	
1. Name of Staff Member	
2. Date of Travel	
3. Location	
4. Purpose of Travel	
5. Estimated Cost	
6. Approved By	
7. Date of Approval	

SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-
---	--	--	---	--	---

**CONTRACTUAL (please list)**

CONTRACTUAL (please list)					
Janitorial Services			-		-
			-		-
			-		-
			-		-
Sub-Total Contractual	-	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

	TOTAL	-	-	-	-	-
must be Variance		-	-	-	-	-

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

§ -

### OTHER SOURCES OF FUND

§ -

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Name of Partner:

0

# of slots: 0

Contracted Amount (Federal) \$ -

		Total Federal +	
NFM: \$	-	NFM: \$	-

Other Sources of Fund: \$ -

Total Cost: \$ -

The budget plan will be as follows:

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

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[illegible]

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

[illegible]

## FRINGES

FRINGE BENEFITS					
DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

**STAFF OUT-OF-TOWN TRAVEL**

START OF TOWN FEE					
SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-

**CONTRACTUAL (please list)**

CONTRACT # 012 (previous)					
Janitorial Services			-		-
			-		-
			-		-
			-		-
			-		-
Sub-Total Contractual	-	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

OTHER COSTS (NOTE FOR ENDS-CITY NO REVENUE COSTS)					
Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

<b>TOTAL</b>	-	-	-	-	-
must be	-	-	-	-	-
Variance					

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

§ -

### OTHER SOURCES OF FUND

§ -

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**Name of Partner:**

0

# of slots: 0

Contracted Amount (Federal)	\$	-
-----------------------------	----	---

NFM: \$ -

Federal +  
NFM: \$ -

Other Sources of Fund: \$ -

Total Cost: \$ -

The budget plan will be as follows:

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing **XXXX,XXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXXX** FTE teachers are being charged to federal fund. **XXX** FTE teachers are charged to Non-Federal Match. **XXX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

POSITION (List each position individually)	Rate per Hour Or Pay Period	Total Hours or Pay Periods in budget period	Annualized Rate	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
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## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

[illegible]

## FRINGES

FRINGES					
DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

STAFF OUT-OF-TOWN TRAVEL	
1. Name of Staff Member	
2. Date of Travel	
3. Location	
4. Purpose of Travel	
5. Estimated Cost	
6. Approved By	
7. Date of Approval	

START OUT-OF-TOWN TRAVEL					
SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-

**CONTRACTUAL (please list)**

Janitorial Services			-		-
			-		-
			-		-
			-		-
Sub-Total Contractual	-	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-
<b>TOTAL</b>	-	-	-	-	-
must be Variance	-	-	-	-	-

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

§ -

### OTHER SOURCES OF FUND

§ 1

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

**Child & Adult Food Care Program** - These funds are funded through Illinois State Board of Education to support the nutrition services component of the program.

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**Name of Partner:**

0

# of slots: 0

Contracted Amount (Federal) \$ -

Total Federal +

NFM: \$ -

### Other Sources of

Fund: \$ -

Total Cost: \$ -

The budget plan will be as follows:

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing **XXXX.XXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXXX** FTE teachers are being charged to federal fund. **XXX** FTE teachers are charged to Non-Federal Match. **XXX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

[illegible]

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

**STAFF OUT-OF-TOWN TRAVEL**

SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-
---	--	--	---	--	---

**CONTRACTUAL (please list)**

Janitorial Services			-		-
			-		-
			-		-
			-		-
Sub-Total Contractual	-	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

	TOTAL	-	-	-	-	-
	must be Variance	-	-	-	-	-

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

**S** **-**

### OTHER SOURCES OF FUND

§ -

In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

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**Name of Partner:**

0

# of slots: 0

Contracted Amount (Federal) \$ -

NFM: \$ -

Federal +  
NFM;

Other Sources of Fund:

Total Cost: \$ -

The budget plan will be as follows:

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

**Agency Name: Montessori Network**

[illegible]

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)				-	-

[illegible]

Janitorial Services			-		-
			-		-
			-		-
			-		-
			-		-
Sub-Total Contractual	-	-	-	-	-

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

[illegible]

## § -

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**Child & Adult Food Care Program** - These funds are funded through Illinois State Board of Education to support the nutrition services component of the program.


**Parents co-payments** - Families with children enrolled in the Child Care Assistance Program are required to pay a monthly parent co-payment. All families in receipt of child care or in a collaboration slot that is layered or braided with Child Care Assistance Program funding are required to pay the monthly parent co-payments, except for families that are categorically qualified for no co-payment. Co-payments are based on the family's gross monthly income and family size and are assessed at the time of eligibility determination for the Child Care Assistance Program. These funds are collected and are used to support program operations.

Total Cost: \$ -

Partners - Page 32 of 78

**Agency Name: Montessori Network**

The partner is proposing **XXXX.XXX** to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of **X** teachers at all times with minimum qualifications of a CDA with focus in **infant-toddler development**. There are **X** classrooms operating **X** hours day with a total of **X** teaching staff positions. **XXXX** FTE teachers are being charged to federal fund. **XX** FTE teachers are charged to Non-Federal Match. **XX** FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

## FRINGES

STAFF OUT-OF-TOWN TRAVEL			-		-
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SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-
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**CONTRACTUAL (please list)**

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

<b>TOTAL</b>					.	.	.	.	.

must be	-	-	-	-	-
Variance					

NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB	\$	-
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<b>OTHER SOURCES OF FUND</b>	<b>\$</b>	<b>-</b>
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In addition to the federal funds requested and non-federal match, the partner expects to receive the following funds to support the program. They are allowable costs but will not be claimed as Non-Federal Match.

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<b>Name of Partner:</b>		<b>0</b>				<b># of slots:</b>	<b>0</b>				
Contracted Amount (Federal)		\$	-	NFM: \$	-	NFM: \$	-	Fund: \$	-	Total Cost: \$	-

**Agency Name: Montessori Network**

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

[illegible]

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-

Janitorial Services			-		-
			-		-
			-		-
			-		-
			-		-
Sub-Total Contractual	-	-	-	-	-

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-

NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB		\$	-
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## § -


Partners - Page 34 of 78

## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

The budget plan will be as follows:

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[illegible]

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -					
Sub-Total Fringe Benefits	-	-	-	-	-

**STAFF OUT-OF-TOWN TRAVEL**

SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-

**SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)**

CONTRACTUAL (please list)									

**CONTRACTUAL (please list)**

Janitorial Services			-		-
			-		-
			-		-
			-		-
			-		-
Sub-Total Contractual	-	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-		-
License Fees			-		-
Volunteers			-		-
Parent Involvement Activities			-		-
			-		-
Sub-Total Other Costs	-	-	-	-	-
<b>TOTAL</b>	-	-	-	-	-
must be Variance	-	-	-	-	-

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

\$ -

### OTHER SOURCES OF FUND

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**Name of Partner:**

1

# of slots:

0



## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

		Total Federal +		Other Sources of	
Contracted Amount (Federal)	\$ -	NFM: \$ -	NFM: \$ -	Fund: \$ -	Total Cost: \$ -

The budget plan will be as follows:

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

The partner is proposing XXXX,XXX to cover the cost of personnel. All wages meet or exceed minimum wage requirement for the City of Chicago at the rate of \$13/hour. Each classroom will be staffed with a minimum of X teachers at all times with minimum qualifications of a CDA with focus in infant-toddler development. There are X classrooms operating X hours day with a total of X teaching staff positions. X.XX FTE teachers are being charged to federal fund. X.XX FTE teachers are charged to Non-Federal Match. X.XX FTE teachers are charged to Other Sources of Funding such as Child Care. DFSS note: Refer to columns K, L, and M for the # of FTE.

[illegible]

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -					
Sub-Total Fringe Benefits	-	-	-	-	-

STAFF OUT-OF-TOWN TRAVEL	
1. Name of Staff Member	
2. Date of Travel	
3. Purpose of Travel	
4. Estimated Cost	
5. Approved By	
6. Date of Approval	

SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-

**SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)**

--	--

**CONTRACTUAL (please list)**

Janitorial Services			-	-
			-	-
			-	-
			-	-
			-	-
Sub-Total Contractual	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-	-
License Fees			-	-
Volunteers			-	-
Parent Involvement Activities			-	-
			-	-
Sub-Total Other Costs	-	-	-	-

	TOTAL	-	-	-	-	-
	must be Variance	-	-	-	-	-

NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB	\$	-
--	----	---

OTHER SOURCES OF FUND	\$	-
-----------------------	----	---

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## FORM A - Contract Details with Child Care Partners

**Agency Name: Montessori Network**

Name of Partner: \_\_\_\_\_ ( )

# of slots: 0

Contracted Amount (Federal)	\$	-
-----------------------------	----	---

		Total Federal +	
NFM: \$	-	NFM: \$	-

Other Sources of Fund: \$ -

Total Cost: \$ -

The budget plan will be as follows:

**PERSONNEL (List all positions) - NOTE FOR EHS-CCP: No Home Visitors OR Teacher Assistants**

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[illegible]

## FRINGES

DESCRIPTION	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Social Security & Medicare (not to exceed 7.65% of salaries)			-		-
Unemployment Insurance			-		-
Worker's Compensation			-		-
Health/Dental/Life Insurance			-		-
Other: Please specify -			-		-
Sub-Total Fringe Benefits	-	-	-	-	-

**STAFF OUT-OF-TOWN TRAVEL**

START OUT-OF-TOWN TRAVEL					
SUPPLIES (Classroom Supplies, Diapers & Wipes, Food Services Supplies, Janitorial & Maintenance Supplies)			-		-

**CONTRACTUAL (please list)**

Janitorial Services			-	-
			-	-
			-	-
			-	-
Sub-Total Contractual	-	-	-	-

**OTHER COSTS - NOTE FOR EHS-CCP: NO RENT COSTS**

Background check			-	-
License Fees			-	-
Volunteers			-	-
Parent Involvement Activities			-	-
			-	-
Sub-Total Other Costs	-	-	-	-

<b>TOTAL</b>	-	-	-	-	-
must be	-	-	-	-	-
Variance					

**NON-FEDERAL MATCH - DESCRIBE IN BUDGET NARRATIVE TAB**

§ -

### OTHER SOURCES OF FUND

\$ -

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**FORM A - Contract Details with Child Care Partners**

Agency Name: Montessori Network

COST CATEGORY	HS/EHS	Non-Federal Match	Total Federal + NFM	Other Sources of Fund	Total Cost
Personnel	-	-	-	-	-
Fringes	-	-	-	-	-
Out-of-Town Travel	-	-	-	-	-
Supplies	-	-	-	-	-
Contractual	-	-	-	-	-
Other Cost	-	-	-	-	-
<b>Total</b>	-	-	-	-	-

CHICAGO DEPARTMENT OF FAMILY AND SUPPORT SERVICES

SALARIES INCREASE - SUPPORTING DOCUMENTATION

APPLICANT NAME:

TITLE OF THE PROGRAM

Agency Name  
Montessori Network

NOTE: As of July 1, 2019, the minimum wage is \$13/hour  
NOTE: All positions must not exceed the Executive Level II salary cap of \$192,300  
NOTE FOR EHS-CCP: No Home Visitors or Teacher Assistants

x	HEAD START			NOTE: As of July 1, 2019, the minimum wage is \$13/hour						
	EARLY HEAD START			NOTE: All positions must not exceed the Executive Level II salary cap of \$192,300						
	EARLY HEAD START/CHILD CARE PARTNERSHIP			NOTE FOR EHS-CCP: No Home Visitors or Teacher Assistants						
Column1	Column2	Column3 Do Not Edit Column	Column4	Column5	Column6	Column7 Do Not Edit Column	Column8	Column9	Column10	Column11
EMPLOYEE NAME	GABI Title (Personnel tab, column B)	GABI function (Personnel, column A)	Agency Title	Current Rate for Pay Period or Per Hour	Number of Pay Period or Hour	Current Gross Salaries (Annualized)	% of Time Spent on Federal Fund	Allocated Gross Salaries to Federal Fund (Annualized)	% of Time Spent on NFM	Allocated Gross Salaries to NFM (Annualized)
Kilmaha Burgess	Teachers/Infant-Toddler Teachers	2	Teacher	\$ 21.63	2,080.0	44,990.40	50.00%	22,495.20	20%	8,998.08
Sheila Coleman	Teachers/Infant-Toddler Teachers	2	Teacher	\$ 19.23	2,080.0	39,998.40	50.00%	19,999.20	20%	7,999.68
Umeka Bascomb	Teachers/Infant-Toddler Teachers	2	Teacher	\$ 21.63	2,080.0	44,990.40	50.00%	22,495.20	20%	8,998.08
Tawana Rush	Teachers/Infant-Toddler Teachers	2	Teacher	\$ 21.63	2,080.0	44,990.40	50.00%	22,495.20	20%	8,998.08
Long McCall	Teacher Aides & Other Educational Personnel	5	Teacher Assistant	\$ 20.19	2,080.0	41,995.20	50.00%	20,997.60	20%	8,399.04
Justin Whitten	Teacher Aides & Other Educational Personnel	5	Teacher Assistant	\$ 19.23	2,080.0	39,998.40	50.00%	19,999.20	25%	9,999.60
Janvier Godfrey	Teacher Aides & Other Educational Personnel	5	Teacher Assistant	\$ 17.79	2,080.0	37,003.20	50.00%	18,501.60	25%	9,250.80
Ethel Nelson	Teacher Aides & Other Educational Personnel	5	Teacher Assistant	\$ 20.67	2,080.0	42,993.60	50.00%	21,496.80	20%	8,598.72
		#N/A				-	0.00%	-	0%	-
Maggie Mikuzis	Other Administrative Personnel (if more than one title in this category, each title must be listed individually)	18	Operations Manager	\$ 38.46	2,080.0	79,996.80	0.00%	-	3%	1,999.92
Jacqueline Lee	Teacher Aides & Other Educational Personnel	5	Teacher Assistant	\$ 19.23	2,080.0	39,998.40	50.00%	19,999.20	26%	10,399.58
Leah Jowers	Head Start/Early Head Start Directors	13	Director of Early Childhood Education	\$ 43.27	2,080.0	90,001.60	17.00%	15,300.27	10%	9,000.16
Jonathan Howell	Health/Mental Health Services Personnel	6	Mental Health Personnel	\$ 21.63	2,080.0	44,990.40	15.00%	6,748.56	6%	2,699.42
Victoria Bowens	Other Personnel (if more than one title in this category, each title must be listed individually)	21	Data Management Aide	\$ 31.25	2,080.0	65,000.00	42.00%	27,300.00	18%	11,700.00
Rita Nolan	Executive Director	12	Executive Director	\$ 62.75	2,080.0	130,520.00	8.00%	10,441.60	6%	7,831.20
Robert Frederick	Maintenance Personnel	19	Engineer	\$ 21.35	2,080.0	44,408.00	8.00%	3,552.64	6%	2,664.48
Latasha Bell	Other Personnel (if more than one title in this category, each title must be listed individually)	21	FACE	\$ 21.33	2,080.0	44,366.40	8.00%	3,549.31	6%	2,661.98
Terri Smith	Other Child Services Personnel (if more than one title in this category, each title must be listed individually)	9	Paraprofessional	\$ 19.23	2,080.0	39,998.40	50.00%	19,999.20	26%	10,399.58
Samara Akins	Program Managers & Content Area Experts	1	Assistant Director / ERSEA	\$ 26.46	2,080.0	55,036.80	42.00%	23,115.46	20%	11,007.36

**APPLICANT NAME:**

## TITLE OF THE PROGRAM

[illegible]

**APPLICANT NAME:**

## TITLE OF THE PROGRAM

[illegible]

**APPLICANT NAME:**

## TITLE OF THE PROGRAM

[illegible]

**APPLICANT NAME:**

## TITLE OF THE PROGRAM

[illegible]



**APPLICANT NAME:**

# TITLE OF THE PROGRAM

[illegible]

**APPLICANT NAME:**

## TITLE OF THE PROGRAM

[illegible]

**APPLICANT NAME:**

## TITLE OF THE PROGRAM

[illegible]

CHICAGO DEPARTMENT OF FAMILY AND SUPPORT SERVICES  
SALARIES INCREASE - SUPPORTING DOCUMENTATION

APPLICANT NAME:

TITLE OF THE PROGRAM  
Agency Name Montessori Network

NOTE: As of July 1, 2019, the minimum wage is \$13/hour  
NOTE: All positions must not exceed the Executive Level II salary cap of \$192,300  
NOTE FOR EHS-CCP: No Home Visitors or Teacher Assistants

Column1	Column2	Column3 Do Not Edit Column	Column4	Column5	Column6	Column7 Do Not Edit Column	Column8	Column9	Column10	Column11
EMPLOYEE NAME	GABI Title (Personnel tab, column B)	GABI function (Personnel, column A)	Agency Title	Current Rate for Pay Period or Per Hour	Number of Pay Period or Hour	Current Gross Salaries (Annualized)	% of Time Spent on Federal Fund	Allocated Gross Salaries to Federal Fund (Annualized)	% of Time Spent on NFM	Allocated Gross Salaries to NFM (Annualized)
		#N/A				-		-		-
		#N/A				-		-		-
		#N/A				-		-		-
		#N/A				-		-		-
		#N/A				-		-		-
		#N/A				-		-		-
		#N/A				-		-		-
		#N/A				-		-		-
		#N/A				-		-		-
		#N/A				-		-		-
Sub-Total Salaries (must equal cell C66 of "Personnel" tab)								390,654		

(\*) Any position with less than 1% on the portion of the salaries funded by this grant, provide explanation on the "Certification" form.

**Category Position**

1	Program Managers & Content Area Experts
2	Teachers/Infant-Toddler Teachers
3	Family/Child Care Personnel
4	Home Visitors
5	Teacher Aides & Other Educational Personnel
6	Health/Mental Health Services Personnel
7	Disabilities Services Personnel
8	Nutrition Services Personnel
9	<b>Other Child Services Personnel (if more than one title in this category, each title must be listed individually)</b>
10	Program Managers & Content Area Experts - Family Community Partner
11	<b>Other Family &amp; Community Partnerships Personnel (if more than one title in this category, each title must be listed individually)</b>
12	Executive Director
13	Head Start/Early Head Start Directors
14	<b>Other Managers (if more than one position in this category, each position must be listed individually by its title)</b>
15	Staff Development
16	Clerical Personnel
17	Fiscal Personnel
18	<b>Other Administrative Personnel (if more than one title in this category, each title must be listed individually)</b>
19	Maintenance Personnel
20	Transportation Personnel
21	<b>Other Personnel (if more than one title in this category, each title must be listed individually)</b>

	A	B	C	D	G	H	I	J	L	M	O
2	<b>Agency Name: Montessori Network</b>										
3	<b>FY 20 BASELINE GRANT APPLICATION LINE ITEM BUDGET</b>										
6	<b>HEAD START</b>										
7	<b>PERSONNEL SECTION (Object Class 6a)</b>										
8											
9		<b>POSITION</b>	<b>Cost for Program Operation</b>	<b>Non-Federal Share</b>	<b>Number of Employees (Must be whole number)</b>	<b># of full-time equivalent FEDERAL ONLY (Must equal or less than column 4)</b>	<b># of full-time equivalent NON-FEDERAL SHARE ONLY (Must equal or less than column 4)</b>	<b>TOTAL PROJECT COST</b>	<b>% ADMIN (Default %) cannot be changed</b>	<b>TOTAL PROJECT ADMIN COST</b>	<b>TOTAL OTHER SOURCES OF FUND</b>
10		(1)	(2)	(3)	(4)	(5)		(6)	(7)	(8)	(9)
11	<i>Child Health and Development Personnel</i>										
12	1.	Program Managers & Content Area Experts	\$ 76,793	\$ 36,568	4.00	1.68	0.80	\$ 113,361	0.00%	\$ -	
13	2.	Teachers/Infant-Toddler Teachers	\$ 109,980	\$ 46,691	6.00	3.00	0.96	\$ 156,671	0.00%	\$ -	
14	3.	Family/Child Care Personnel	\$ -	\$ -				\$ -	0.00%	\$ -	
15	4.	Home Visitors	\$ -	\$ -				\$ -	0.00%	\$ -	
16	5.	Teacher Aides & Other Educational Personnel	\$ 100,994	\$ 46,648	5.00	3.00	2.22	\$ 147,642	0.00%	\$ -	
17	6.	Health/Mental Health Services Personnel	\$ 6,749	\$ 2,699	1.00	0.15	0.06	\$ 9,448	0.00%	\$ -	
18	7.	Disabilities Services Personnel	\$ -	\$ -				\$ -	0.00%	\$ -	
19	8.	Nutrition Services Personnel	\$ -	\$ -				\$ -	0.00%	\$ -	
20	9.	<b>Other Child Services Personnel (if more than one title in this category, each title must be listed individually)</b>									
21	9a.	Paraprofessional	\$ 35,994	\$ 18,717	1.00	0.50	0.26	\$ 54,711	0.00%	\$ -	
22	9b.		\$ -	\$ -				\$ -	0.00%	\$ -	
23	9c.		\$ -	\$ -				\$ -	0.00%	\$ -	
24	9d.		\$ -	\$ -				\$ -	0.00%	\$ -	
25	<i>Family and Community Partnerships Personnel</i>										
26	10.	Program Managers & Content Area Experts - Family Community Partner	\$ -	\$ -				\$ -	0.00%	\$ -	
27	11.	<b>Other Family &amp; Community Partnerships Personnel (if more than one title in this category, each title must be listed individually)</b>									
28	11a.	Family Counselor	\$ -	\$ -				\$ -	0.00%	\$ -	
29	11b.		\$ -	\$ -				\$ -	0.00%	\$ -	
30	11c.		\$ -	\$ -				\$ -	0.00%	\$ -	
31	11d.		\$ -	\$ -				\$ -	0.00%	\$ -	
32	11e.		\$ -	\$ -				\$ -	0.00%	\$ -	
33	11f.		\$ -	\$ -				\$ -	0.00%	\$ -	
34	11g.		\$ -	\$ -				\$ -	0.00%	\$ -	
35	11h.		\$ -	\$ -				\$ -	0.00%	\$ -	
36	11i.		\$ -	\$ -				\$ -	0.00%	\$ -	

	A	B	C	D	G	H	I	J	L	M	O
2	Agency Name: <b>Montessori Network</b>										
3	FY 20 BASELINE GRANT APPLICATION LINE ITEM BUDGET										
6	HEAD START										
7	PERSONNEL SECTION (Object Class 6a)										
8											
9		POSITION	Cost for Program Operation	Non-Federal Share	Number of Employees (Must be whole number)	# of full-time equivalent FEDERAL ONLY (Must equal or less than column 4)	# of full-time equivalent NON-FEDERAL SHARE ONLY (Must equal or less than column 4)	TOTAL PROJECT COST	% ADMIN (Default %) cannot be changed	TOTAL PROJECT ADMIN COST	TOTAL OTHER SOURCES OF FUND
37		<b>Program Design and Management Personnel</b>									
38	12.	Executive Director	\$ 10,442	\$ 7,831	1.00	0.08	0.06	\$ 18,273	100.00%	\$ 18,273	
39	13.	Head Start/Early Head Start Directors	\$ 15,300	\$ 9,000	1.00	0.17	0.10	\$ 24,300	100.00%	\$ 24,300	
40	14.	Other Managers (if more than one position in this category, each position must be listed individually by its title)									
41	14a.	Operations Manager	\$ -	\$ 2,000	1.00	0.00	0.03	\$ 2,000	100.00%	\$ 2,000	
42	14b.		\$ -	\$ -				\$ -	100.00%	\$ -	
43	14c.		\$ -	\$ -				\$ -	100.00%	\$ -	
44	14d.		\$ -	\$ -				\$ -	100.00%	\$ -	
45	15.	Staff Development	\$ -	\$ -				\$ -	100.00%	\$ -	
46	16.	Clerical Personnel	\$ -	\$ -				\$ -	100.00%	\$ -	
47	17.	Fiscal Personnel	\$ -	\$ -				\$ -	100.00%	\$ -	
48	18.	Other Administrative Personnel (if more than one title in this category, each title must be listed individually)									
49	18a.		\$ -	\$ -				\$ -	100.00%	\$ -	
50	18b.		\$ -	\$ -				\$ -	100.00%	\$ -	
51	18c.		\$ -	\$ -				\$ -	100.00%	\$ -	
52	18d.		\$ -	\$ -				\$ -	100.00%	\$ -	
53		<b>Other Personnel</b>									
54	19.	Maintenance Personnel	\$ 3,553	\$ 2,664	1.00	0.08	0.06	\$ 6,217	5.00%	\$ 311	
55	20.	Transportation Personnel	\$ -	\$ -				\$ -	0.00%	\$ -	
56	21.	Other Personnel (if more than one title in this category, each title must be listed individually)									
57	21a.		\$ -	\$ -				\$ -	0.00%	\$ -	
58	21b.	Data Management Aide	\$ 27,300	\$ 11,700	1.00	0.42	0.18	\$ 39,000	0.00%	\$ -	
59	21c.	FACE	\$ 3,549	\$ 2,662	1.00	0.08	0.06	\$ 6,211	0.00%	\$ -	
60	21d.		\$ -	\$ -				\$ -	0.00%	\$ -	
61	21e.		\$ -	\$ -				\$ -	0.00%	\$ -	
62	21f.		\$ -	\$ -				\$ -	0.00%	\$ -	
63	21g.		\$ -	\$ -				\$ -	0.00%	\$ -	
64	21h.		\$ -	\$ -				\$ -	0.00%	\$ -	
65	21i.		\$ -	\$ -				\$ -	0.00%	\$ -	
66		TOTAL PERSONNEL (6a)	\$ 390,654	\$ 187,181	23.00	9.16	4.79	\$ 577,835	7.77%	\$ 44,884	\$ -

	A	B	C	D	G	I	J	L
1	<div>Agency Name: <span>Montessori Network</span></div>							
2	<div>FY 20 BASELINE GRANT APPLICATION LINE ITEM BUDGET</div>							
3								
4	<div>FRINGES &amp; NON-PERSONNEL</div>							
5								
6	DESCRIPTION		HS/EHS/EHS-CCP Cost for Program Operation	Non-Federal Share	TOTAL PROJECT COST	% ADMIN (Default)	TOTAL PROJECT ADMIN COST	TOTAL OTHER SOURCES OF FUND
7								
8	b. FRINGE BENEFITS (Object Class 6b)							
9	1.	Social Security, Medicare, State Unemployment, Worker's Compensation	\$ 37,534		<div>The fringe admin rate is equal to the salary admin rate.</div> <div>↑</div>			
10	2.	Health/Dental/Life Insurance	\$ 45,000					
11	3.	Pension/Retirement/Tax Deferred Contribution	\$ 5,160					
12	4	Other Fringes (PLEASE SPECIFY)						
13	TOTAL FRINGE BENEFITS (6b)		\$ 87,694	\$ -	\$ 87,694	3.00%	\$ 2,631	\$ -
14	c. TRAVEL (Object Class 6c) - For Out-of-Town Travel (staff & parent)							
15	1.	Out-of-Town Travel	\$ 6,000		\$ 6,000	5.00%	\$ 300	
16	TOTAL TRAVEL (6c)		\$ 6,000	\$ -	\$ 6,000		\$ 300	\$ -
17	d. EQUIPMENT (Object Class 6d) Unit cost must be at least \$5,000 and useful life must be at least one year)							
18	1.	Office Equipment						
19	2.	Classroom/Outdoor/Home-based/Family Child Care Home			\$ -	0.00%	\$ -	
20	3.	Vehicle Purchase						
21	4.	Other Equipment (describe)						
22	TOTAL EQUIPMENT (6d)		\$ -	\$ -	\$ -		\$ -	\$ -
23	e. SUPPLIES (Object Class 6e)							
24	1.	Office Supplies	\$ 1,389	\$ 150	\$ 1,539	100.00%	\$ 1,539	
25	2.	Child & Family Services Supplies	\$ 5,000		\$ 5,000	0.00%	\$ -	
26	3.	Food Services Supplies	\$ 4,000		\$ 4,000	0.00%	\$ -	
27	4.	Other Supplies (PLEASE SPECIFY)			\$ -	0.00%	\$ -	
28	TOTAL SUPPLIES (6e)		\$ 10,389	\$ 150	\$ 10,539	0.00%	\$ 1,539	\$ -



	A	B	C	D	G	I	J	L
1	<b>Agency Name:</b> <b>Montessori Network</b>							
2	<b>FY 20 BASELINE GRANT APPLICATION LINE ITEM BUDGET</b>							
3								
4	<b>FRINGES &amp; NON-PERSONNEL</b>							
5								
6	DESCRIPTION		HS/EHS/EHS-CCP Cost for Program Operation	Non-Federal Share	TOTAL PROJECT COST	% ADMIN (Default)	TOTAL PROJECT ADMIN COST	TOTAL OTHER SOURCES OF FUND
7								
29	f.	CONTRACTUAL (Object Class 6f)						

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1		<b>Agency Name: Montessori Network</b>						
2		<b>FY 20 BASELINE GRANT APPLICATION LINE ITEM BUDGET</b>						
3								
4		<b>FRINGES &amp; NON-PERSONNEL</b>						
5								
6		DESCRIPTION	HS/EHS/EHS-CCP Cost for Program Operation	Non-Federal Share	TOTAL PROJECT COST	% ADMIN (Default)	TOTAL PROJECT ADMIN COST	TOTAL OTHER SOURCES OF FUND
7								
30	1.	Administrative Services			\$ -	100.00%	\$ -	
31	2.	Health/Disabilities Services	\$ 15,000		\$ 15,000	0.00%	\$ -	
32	3.	Food Services			\$ -	0.00%	\$ -	
33	4.	Child Transportation services			\$ -	0.00%	\$ -	
34	5.	Training & Technical Assistance	\$ 29,703	\$ 7,002	\$ 36,705	0.00%	\$ -	
35	6.	Family Child Care			\$ -	0.00%	\$ -	
36	7.	Partners (see detailed list)	-	-	\$ -	0.00%	\$ -	\$ -
37	8.	Other Contracts (PLEASE SPECIFY)			\$ -	9.70%	\$ -	
38		<b>TOTAL CONTRACTUAL (6f)</b>	<b>\$ 44,703</b>	<b>\$ 7,002</b>	<b>\$ 51,705</b>		<b>\$ -</b>	<b>\$ -</b>
39	<b>g.</b>	<b>CONSTRUCTION (Object Class 6g)</b>						
40	1.	New Construction						
41	2.	Major Renovation						
42	3.	Acquisition of Buildings/Modular Units						
43		<b>TOTAL CONSTRUCTION (6g)</b>						
44	<b>h.</b>	<b>OTHER (Object Class 6h)</b>						
45	1.	Depreciation			\$ -	5.00%	\$ -	
46	2.	Rent (NOT ALLOWABLE FOR EHS-CCP)			\$ -	5.00%	\$ -	
47	3.	Mortgage						
48	4.	Utilities, Telephone			\$ -	5.00%	\$ -	
49	5.	Building and Child Liability Insurance			\$ -	5.00%	\$ -	
50	6.	Building Maintenance/Repair and Other Occupancy			\$ -	5.00%	\$ -	
51	7.	Incidental Alterations/Renovations			\$ -	5.00%	\$ -	
52	8.	Staff Local Travel (parking, cab fares, public transportation and mileage reimbursement @ 58 cents/mile)			\$ -	25.00%	\$ -	

	A	B	C	D	G	I	J	L
1	<b>Agency Name:</b> <b>Montessori Network</b>							
2	<b>FY 20 BASELINE GRANT APPLICATION LINE ITEM BUDGET</b>							
3								
4	<b>FRINGES &amp; NON-PERSONNEL</b>							
5								
6	DESCRIPTION		HS/EHS/EHS-CCP Cost for Program Operation	Non-Federal Share	TOTAL PROJECT COST	% ADMIN (Default)	TOTAL PROJECT ADMIN COST	TOTAL OTHER SOURCES OF FUND
7								
53	9.	Nutrition Services			\$ -	0.00%	\$ -	
54	10.	Child Services Consultant	\$ 17,300		\$ 17,300	0.00%	\$ -	
55	11.	Volunteers			\$ -	0.00%	\$ -	
56	12.	Substitutes (if not paid benefits)			\$ -	0.00%	\$ -	
57	13.	Parent Involvement Activities (including local activities, child care)	\$ 6,000		\$ 6,000	0.00%	\$ -	
58	14.	Accounting, Payroll, Auditing and Legal Services (*)	\$ 1,900		\$ 1,900	100.00%	\$ 1,900	
59	15.	Publication/Advertising/Printing			\$ -	50.00%	\$ -	
60	16.	Training or Staff Development	\$ 11,500		\$ 11,500	25.00%	\$ 2,875	
61	17.	Other (SPECIFY BELOW)						
62	17a.	Conference Registration			\$ -	0.00%	\$ -	
63	17b.	Field Trip/Children Activities	\$ 5,450		\$ 5,450	0.00%	\$ -	
64	17c.	Bus Rental			\$ -	0.00%	\$ -	
65	17d.	License Fees			\$ -	0.00%	\$ -	
66	17e.	Accreditation Fees			\$ -	0.00%	\$ -	

	A	B	C	D	G	I	J	L
1	<div> <div>Agency Name:</div> <div>Montessori Network</div> </div>							
2	FY 20 BASELINE GRANT APPLICATION LINE ITEM BUDGET							
3								
4	FRINGES & NON-PERSONNEL							
5								
6	DESCRIPTION		HS/EHS/EHS-CCP Cost for Program Operation	Non-Federal Share	TOTAL PROJECT COST	% ADMIN (Default)	TOTAL PROJECT ADMIN COST	TOTAL OTHER SOURCES OF FUND
7								
67	17f.	Recruitment expenses			\$ -	0.00%	\$ -	
68	17g	Pre-employment Background Check & Medical Test, Immunization	\$ 1,410		\$ 1,410	0.00%	\$ -	
69	TOTAL OTHER (6h)		\$ 43,560	\$ -	\$ 43,560		\$ 4,775	\$ -
70	i.	TOTAL DIRECT CHARGES	\$ 583,000	\$ 194,333	\$ 777,333		\$ 54,129	\$ -
71	j.	INDIRECT COSTS			\$ -	100%	\$ -	
72	k.	TOTALS - ALL BUDGET CATEGORIES	\$ 583,000	\$ 194,333	\$ 777,333	6.96%	\$ 54,129	\$ -
73	ALLOCATION		\$ 583,000	\$ 194,333	\$ 777,333		\$ 77,733	
74	VARIANCES FROM ALLOCATION		\$ -	\$ -	\$ -		\$ (23,604)	
75								
76	IF ANY ERROR MESSAGE APPEARS IN THESE BOXES, YOUR BUDGET WILL BE REJECTED. DFSS REQUIREMENT: 10% ADMIN CAP APPLIES TO BOTH TOTAL FEDERAL FUND AS WELL AS TOTAL PROJECT COST							
77								
80								
81								
82								
83	BUDGET SUMMARY							
84	DESCRIPTION		HS/EHS/CCP	NON-FEDERAL	TOTAL PROJECT COST	TOTAL PROJECT ADMIN COST		Total Other sources of fund
85	PERSONNEL		\$ 390,654	\$ 187,181	\$ 577,835	\$ 44,884		\$ -
86	FRINGES		\$ 87,694	\$ -	\$ 87,694	\$ 2,631		\$ -
87	TRAVEL		\$ 6,000	\$ -	\$ 6,000	\$ 300		\$ -
88								

	A	B	C	D	G	I	J	L
1	<b>Agency Name:</b> <b>Montessori Network</b>							
2	<b>FY 20 BASELINE GRANT APPLICATION LINE ITEM BUDGET</b>							
3								
4	<b>FRINGES &amp; NON-PERSONNEL</b>							
5								
6	DESCRIPTION		HS/EHS/EHS-CCP Cost for Program Operation	Non-Federal Share	TOTAL PROJECT COST	% ADMIN (Default)	TOTAL PROJECT ADMIN COST	TOTAL OTHER SOURCES OF FUND
7								
89	EQUIPMENT	\$ -	\$ -	\$ -	\$ -	-	\$ -	\$ -
90	SUPPLIES	\$ 10,389	\$ 150	\$ 10,539	\$ 1,539	\$ -	\$ -	\$ -
91	CONTRACTUAL	\$ 44,703	\$ 7,002	\$ 51,705	\$ -	\$ -	\$ -	\$ -
92	CONSTRUCTION	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
93	OTHER	\$ 43,560	\$ -	\$ 43,560	\$ 4,775	\$ -	\$ -	\$ -
94	SUB-TOTAL DIRECT COSTS	\$ 583,000	\$ 194,333	\$ 777,333	\$ 54,129	\$ -	\$ -	\$ -
95	INDIRECT COSTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
96	TOTAL COSTS	\$ 583,000	\$ 194,333	\$ 777,333	\$ 54,129	\$ -	\$ -	\$ -

Agency Name: Montessori Network

FY 20 BASELINE GRANT APPLICATION LINE ITEM BUDGET  
OTHER SOURCES OF FUNDS USED TO SUPPORT THIS PROGRAM **BUT NOT CLAIMED AS IN-KIND/NFM**

PROGRAM TITLE: ☐ EARLY HEAD START ☒ HEAD START ☐ EHS-CCP

NUMBER OF FUNDED SLOTS:

INSTRUCTIONS: INCLUDE PROJECTED REVENUE THAT YOU WILL RECEIVE OR GENERATE FROM PROVIDING SERVICES ONLY FOR THE FUNDED SLOTS, INCLUDING YOUR PARTNERS' OTHER SOURCES OF FUND (FROM THEIR BUDGET)

ESTIMATE AVERAGE COST PER CHILD

FEDERAL FUNDING	AMOUNT
1. CHILD CARE DEVELOPMENT BLOCK GRANT (CCDBG)	
2. CHILD & ADULT FOOD PROGRAM (CACFP)	
3. OTHER FEDERAL FUNDING (PLEASE SPECIFIED)	

STATE FUNDING	
4. STATE PRE-K (ONLY ENTER THE PORTION NOT CLAIMED AS IN-KIND/ NFM)	
5. STATE PREVENTION-INITIATIVE (ONLY ENTER THE PORTION NOT CLAIMED AS IN-KIND/ NFM)	
5. STATE CHILD CARE ASSISTANCE PROGRAM (CCAP) - DIRECT OR PASSTHROUGH	

LOCAL GOVERNMENT FUNDING	
6. SCHOOL DISTRICT FUNDING (NOT CLAIMED AS IN-KIND /NFM)	
7. OTHER LOCAL GOVERNMENT FUNDING NOT CLAIMED AS IN-KIND -PLEASE SPECIFY BELOW	

OTHER FUNDING	
8. Tribal Government Funding	
9. Fundraising Activities	
10. Other (Parents co-payment for Child Care services)	
TOTAL OTHER SOURCES OF FUNDS \$	-

#DIV/O!

# Montessori Network

## HEAD START

### FY 20 Baseline Grant Application

**Budget Period: December 1, 2019 - November 30, 2020**

### Budget Narrative

#### 1. Budget Justification of Federal Funds

Montessori Network is proposing a budget of **\$583,000.00** in Federal Funds to provide ongoing base salaries, fringes and other costs for **Head Start/Early Head Start/EHS-CCP** Grant to benefit 53 age and income eligible children. The plan for federal funds is as follows:

#### PERSONNEL

**FEDERAL: \$ 390,654**

Montessori Network is proposing **\$397,257.00** to cover the cost of **Head Start/Early Head Start/EHS-CCP** personnel in the following areas (all wages meet or exceed minimum wage requirement for the City of Chicago at a rate of \$13.00/hour). The total number of positions is 24, of which **9.6** FTE are being charged to this project.

Child Health and Development Personnel	Federal Cost	Total # of Employees (Federal Budget only)	Total # of FTE (Federal Budget only)
Program Managers & Content Area Experts	\$76,793	4.00	1.68
Teachers/Infant-Toddler Teachers	\$109,980	6.00	3.00
Family/Child Care Personnel	\$0	0.00	0.00
Home Visitors	\$0	0.00	0.00
Teacher Aides & Other Educational Personnel	\$100,994	5.00	3.00
Health/Mental Health Services Personnel	\$6,749	1.00	0.15
Disabilities Services Personnel	\$0	0.00	0.00
Nutrition Services Personnel	\$0	0.00	0.00
Paraprofessional	\$35,994	1.00	0.50
0	\$0	0.00	0.00
0	\$0	0.00	0.00
0	\$0	0.00	0.00

*Note - please provide a description for each budgeted position and **modify the description of job functions as needed**. Add more rows if needed; hide those not needed.*

- ☐ Managers and Content Area Experts are under the direct supervision of the Program Director or Agency Administrator, responsible for the operation of a comprehensive child development program for HS/EHS/EHS-CCP children. The Managers and Content Area Experts are responsible for ensuring staff is providing high quality services to children.
- ☐ Teachers are responsible for the classroom environment, curriculum implementation, developmentally appropriate planning, and assessing the overall progress of each child.
- ☐ Family Child Care Personnel are responsible for supporting the growth and development of our infants and toddlers that are a part of a home based program model.
- ☐ Home Visitors are responsible for working one-on-one with families from diverse ethnic backgrounds to provide in-home and some on-site educational services to support families with infants or toddlers, or pregnant women.
- ☐ Teacher Aides/Other Educational Personnel provide additional support to the lead teachers in the classroom to ensure the individualized needs of each child are met.
- ☐ Health / Mental Health Services Personnel is responsible for the coordination of professionals and Para-professional staff assigned to carry out the Program Standards as related to the Disabilities and Mental Health Service Areas, ensuring diagnosed and suspected children are identified early and receive services. They are also responsible for ensuring the goals and objectives of the content area are fully met, and fully aligned with Head Start Performance Standards. The staff develops, writes, implements, and evaluates the work plan, trains staff and parents, collaborates with outside agencies, and develops programs that guarantee work plan execution. The staff also monitors performance standards on a monthly basis, and audits program changes and activities to ensure 100% compliance.
- ☐ Disabilities Services Personnel is responsible for the screening and referring children for disabilities as well as program compliance, training, planning, and technical support in assigned area of expertise.
- ☐ Nutrition Services Personnel is responsible for the organization, implementation and supervision of all aspects of the agency nutrition and food service program; also responsible for the monitoring, training, supervision, and evaluation of subordinate Food Service personnel.
- ☐ Education Manager is responsible for ensuring that the goals of the Education Component Areas are met. The Manager designs curriculum, monitors program, train resource specialists, managers and teaching staff; develops training plans, evaluates education programs, and ensures quality of the educational component area in compliance with all applicable rules and regulations.

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**Montessori Network**  
**HEAD START**  
**FY 20 Baseline Grant Application**  
**Budget Period: December 1, 2019 - November 30, 2020**  
**Budget Narrative**

Family and Community Partnership Personnel	Federal Cost	Total # of Employees (Federal Budget only)	Total # of FTE (Federal Budget only)
Program Managers & Content Area Experts -Family Community Partner	\$ -	0.00	0.00
Family Counselor	\$ -	0.00	0.00
0	\$ -	0.00	0.00
0	\$ -	0.00	0.00
0	\$ -	0.00	0.00
0	\$ -	0.00	0.00
0	\$ -	0.00	0.00
0	\$ -	0.00	0.00
0	\$ -	0.00	0.00
0	\$ -	0.00	0.00
0	\$ -	0.00	0.00

*Note - please provide a description for each budgeted position and modify the description of job functions as needed. Add more rows if needed; hide those not needed.*

- ☐ The Program Managers and Content Area Experts are responsible for oversight of case management, clinical services referrals, community outreach, maintaining accurate and up-to-date records for families receiving services.
- ☐ The Parent Engagement Coordinator is responsible for establishment, election and re-election of the Policy Committee. The Coordinator is at the forefront of parent engagement activities and assisting with volunteer related information.
- ☐ The Family Service Associates are responsible for the implementation of services to families and children, disability liaison, family engagement, health/nutrition services, and assisting with ERSEA.
- ☐ Program/Administrative Specialist is responsible partner related record-keeping, clerical duties, data entry, and assists the Director of Early Childhood in the implementation of family engagement and program governance activities.
- ☐ ERSEA Specialist is responsible for ERSEA.

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Program Design and Management Personnel	Federal Cost	Total # of Employees (for Federal Budget only)	Total # of FTE (for Federal Budget only)
Executive Director	\$ 10,442	1.00	0.08
Head Start/Early Head Start Directors	\$ 15,300	1.00	0.17
Operations Manager	\$ -	1.00	0.00
0	\$ -	0.00	0.00
0	\$ -	0.00	0.00
0	\$ -	0.00	0.00
Staff Development	\$ -	0.00	0.00
Clerical Personnel	\$ -	0.00	0.00
Fiscal Personnel	\$ -	0.00	0.00
0	\$ -	0.00	0.00
0	\$ -	0.00	0.00
0	\$ -	0.00	0.00
0	\$ -	0.00	0.00

*Note - please provide a description for each budgeted position and modify the description of job functions as needed. Add more rows if needed; hide those not needed.*

- ☐ The Executive Director is responsible for the leadership and direction of all agency programs as well as ensuring the mission and goals of the organization are met in an efficient and deliberate manner.
- ☐ The HS/EHS/EHS-CCP Director is responsible for providing leadership, supervision, and management for all components of the program.

- ☐
- ☐

- ☐ The Clerical Personnel is responsible for administrative day-to-day functions that support the program.
- ☐ The Fiscal Personnel is responsible for the operational budget, projections, expenditures and communicating the financial status of the grant funds. Also, responsible for assuring the accurate processing of financial information recording and the safeguarding of agency assets.



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Other Personnel	Federal Cost	Total # of Employees (for Federal Budget only)	Total # of FTE (for Federal Budget only)
Maintenance Personnel	\$ 3,553	1.00	0.08
Transportation Personnel	\$ -	0.00	0.00
	0 \$ -	0.00	0.00
Data Management Aide	\$ 27,300	1.00	0.42
FACE	\$ 3,549	1.00	0.08
	0 \$ -	0.00	0.00
	0 \$ -	0.00	0.00
	0 \$ -	0.00	0.00
	0 \$ -	0.00	0.00
	0 \$ -	0.00	0.00
	0 \$ -	0.00	0.00

*Note - please provide a description for each budgeted position and modify the description of job functions as needed. Add more rows if needed; hide those not needed.*

- ☐ The Maintenance Personnel is responsible for cleaning, sanitizing and general upkeep of the grounds and space occupied by program participants.
- ☐ The Transportation Personnel is responsible for safe driving and maintenance log agreements.

☐ The Data Management Aide will work with the ERSEA Coordinator, Disabilities Coordinator, and Education Coordinator to ensure all desired data is accessible and timely entered into COPA and Teaching Strategies.  
☐ The FACE Coordinator will be responsible for implementing the RAI curriculum, developing and working with the parent policy committee and parent committee, work with consultants and parents to determine the workshops they will attending, work with the Program Director to ensure officers are aware of their responsibilities, and working with parents to set personal goals and follow up on progress towards their goals.

**FRINGE BENEFITS**

**FEDERAL: \$ 87,694**

Montessori Network is proposing \$87,694.00 to cover the cost of fringe benefits. Fringe benefits include employer's share payroll taxes (social security and Medicare, state unemployment insurance, worker's compensation), health, disability, life insurance, and the wellness program. In addition, employees receive 15 paid holidays, up to 7 days (depending on length of service) paid time off and personal business days. Fringes benefits are estimated at 22% of total salaries.

Fringe Benefits	Federal
Social Security, Medicare, State Unemployment, Worker's Compensation	\$ 37,534
Health/Dental/Life Insurance	\$ 45,000
Pension/Retirement/Tax Deferred Contribution	\$ 5,160
Other Fringes (PLEASE SPECIFY)	\$ -
Sub-Total Fringe Benefits	\$ 87,694

**TRAVEL**

**FEDERAL: \$ 6,000**

Montessori Network is proposing \$6,000 to cover the cost of staff out-of-staff travel and parent out-of-town travel (airfare, lodging, per diem and ground transportation to and from airport) to support the HS/EHS/EHS-CCP program. Registration fees for these conference are budgeted in Other Costs. The funds designated for out-of-town travel will be used as follows (*be specific with the plan for out-of-town travel funds*): The Montessori Event 2020 March 12 - 15, 2020 Hilton Anatole Dallas, TX Fee: \$2,600.00 Air Fare: 2,000.00 Four People Cab Fare: \$85.00 Hotel: 1,315.00 = total of 6,000

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Conference Name, Date & Location	Cost Description	Estimated Cost per person	# of Attendees	Sub-Total
	Lodging	\$0.00		\$0
	Airfare			\$0
	Ground Transportation			\$0
	Per Diem			\$0
Total				\$0

Conference Name, Date & Location	Cost Description	Estimated Cost per person	# of Attendees	Sub-Total
				\$0
				\$0
				\$0
				\$0
Total				\$0

Conference Name, Date & Location	Cost Description	Estimated Cost per person	# of Attendees	Sub-Total
				\$0
				\$0
				\$0
				\$0
Total				\$0

**EQUIPMENT**

**FEDERAL: \$ -**

Montessori Network is proposing \$0 to cover the cost of equipment to support the EHS-CCP program. The equipment needs are as follows:

( Be specific with your plan for equipment funding. A cost analysis (lease vs purchase) is required. )

Equipment	Federal
Office Equipment	
Classroom/Outdoor/Home-based/Family Child Care Home	\$ -
Vehicle Purchase	
Other Equipment (describe)	
Sub-Total Equipment	\$ -

**SUPPLIES**

**FEDERAL: \$ 10,389**

Montessori Network is proposing \$10,389 to cover the cost of supplies to support the program. The supplies needs are as follows:

Supplies	Federal	Description of Cost (to demonstrate how the cost budgeted for supplies is reasonable to meet the level of services for the number of funded children) EXAMPLE: Diapers and wipes as needed : estimated at \$4/month/child, estimated, average x 50 children.
Office/Consumable Supplies	\$ 1,389	Paper, pens, folders computer supplies and other consumable supplies for staff.
Child and Family Services Supplies (Educational/Program Supplies & Materials, Diapers and Wipes, Classroom Supplies)	\$ 5,000	Average of \$46 per month for diapers (approximately 1 case - # of diapers depends on size) per child x 60 children = \$2,760 x 12 months = \$33,120. Average of \$20.25 per month for wipes (approximately 1/2 case) per child x 60 children = \$1,215 x 12 months = \$14,580. \$6 per box for disposable gloves x 1 box per classroom x 7.5 classrooms = \$45 x 12 months = \$540. Classroom supplies - average of \$25 per child x 60 children = \$1,500.
Food Services Supplies (for program food cost not reimbursed by USDA)	\$ 4,000	Approx \$400 per month for snacks and other non reimbursable food for students
Other Supplies (PLEASE SPECIFY)	\$ -	Laptops for Family Service Associates (2) and Early Childhood Specialist (1) = \$1,600 (includes software and extended warranty) x 3.45 staff - \$5,520.
Sub-Total Supplies	\$	10,389



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0	0	\$ -
0	0	\$ -
0	0	\$ -
0	0	\$ -

Other Cost	Federal	Description of Cost if any item \$150,000 or more
Depreciation	\$ -	<i>Include total annual depreciation, how much is being charged to this program and the methodology used to calculate that amount</i>
Rent paid to third party	\$ -	
Utilities, Telephone	\$ -	
Building and Child Liability Insurance	\$ -	
Building Maintenance/Repair and Other Occupancy	\$ -	
Incidental Alterations/Renovations	\$ -	
Staff Local Travel (parking, cab fares, public transportation and mileage reimbursement @ 58 cents/mile)	\$ -	
Nutrition Services	\$ -	
Child Services Consultant	\$ 17,300	per month x 10 months = 12,000. Behavior Analyst -
Volunteers	\$ -	
Substitutes (if not paid benefits)	\$ -	
Parent Involvement Activities (including local activities, child care)	\$ 6,000	materials \$2,000, Transportation to 10 delegate
Accounting, Payroll, Auditing, Legal Services	\$ 1,900	program \$1,900 to be covered by Fed funds
Publication/Advertising/Printing	\$ -	
Training or Staff Development	\$ 11,500	<i>The training plan includes workshops for team building, cultural diversity and creating reports utilizing Microsoft software. In-depth training on instructional support related to education, curriculum and partnering with parents.</i>
Conference Registration	\$ -	
Field Trip/Children Activities	\$ 5,450	10 monthly field trips @ \$545 each
Bus Rental	\$ -	
License Fees	\$ -	
Accreditation Fees	\$ -	
Recruitment expenses	\$ -	
Pre-employment Background Check & Medical Test, Immunization	\$ 1,410	14 Background, Medical Tests at average of \$100 per
Sub-Total Other Costs	\$	43,560

**INDIRECT COST** **FEDERAL:** \$ -

**Instruction:** Choose one of the following options:

Montessori Network does not have an indirect cost rate and all costs are direct allocated as program and/or administrative costs.

**Assurances that Budget Aligns with Program Objectives**

- \* The proposed budget described above supports all costs anticipated to operate the program.
- \* All wages meet or exceed the City of Chicago minimum wage requirement at a rate \$13/hour.
- \* Our pay scale is compatible to the Wage Survey conducted by the Chicago Department of Family Services in June 2018.
- \* Each classroom will be staffed with a minimum of **2 OR 3** teachers at all times with minimum qualifications of **a BA with focus in child development or early childhood education**. There are 5 classrooms operating 7.5 hours day for this program. There are a total of 0 teaching staff positions at the Partners for this program. 2.5 FTE teachers are being charged to **HS/EHS/EHS-CCP** fund. 1.0 FTE teachers are charged to Non-Federal Match. 0 FTE teachers are charged to Other Sources of Funding such as Child Care.

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Montessori Network operates all of the classrooms directly.

- \* Payroll taxes, health insurance and other fringe benefits are charged to the federal award.
- \* The salary for the HS/EHS/EHS-CCP Program Director is being charged as a direct administrative cost.
- \* The salary for the Executive Director is \$130,520 and only 8% is being charged to this program as administrative cost.
- \* No position in excess of the current Executive Level II, \$192,300 will be allocated to the HS/EHS/EHS-CCP award (i.e., direct cost, indirect cost, or non-Federal match).
- \* The total depreciation is \$0, 0% or \$0 is being allocated to the program. The methodology used to allocate these costs are documented in our cost allocation plan.
- \* Out-of-Town Travel's main focus will be to provide professional development for program and fiscal employees engaged in the day-to-day operations that benefit the program. \$300 of the cost is allocated to Administrative Cost. Note from DFSS - provide explanation if no administrative cost is budgeted for Out-of-Town travel

*Note from DFSS: information in the section below is examples. Please review and make changes to reflect your justification.*

The HS/EHS/EHS-CCP grant provides ongoing funding for staff/benefits and operational expenses for 53 children at 1 location. Funds for program operations are supplemented by a full-day/full-year collaboration with the Illinois Department of Human Services (DHS), Child Care Assistance Program. Estimated receipts of \$0 are used to pay for additional expenses incurred by the portion of the day not covered by HS/EHS/EHS-CCP. Receipt of these funds is dependent upon approvals, attendance and collections and may vary by 20% depending on whether attendance goals are met. These funds are used to pay additional salary expenses of classroom teachers, additional taxes and fringe benefits, additional supply expenses and other operational expenses. The proposed budget supports all costs which will be incurred as we provide all required comprehensive services to eligible children and families. We continuously strives to operate in a cost effective manner while not sacrificing the quality of services delivered. Costs are charged with the HS/EHS/EHS-CCP budget being the payer of last resort. A copy of the budget breakdown is included. The GABI line item budget does not include food costs of \$0 that are expected to be covered by the USDA Child and Adult Care Feeding Program (CACFP) as shown in the Other Funding Source. This is sufficient to cover actual food costs at an average rate of \$0 per child.

**3. COLA (Cost of Living Adjustment) Not Applicable**

**4. Financial Management, Property Management and Internal Controls**

Montessori Network has revised and implemented our Fiscal and Procurement Policies to comply with the Uniform Guidance and 45 CFR Part 75. Policies and procedures have been followed to safe guard all federal funds and assets that support our program. Externally, we work in collaboration with the grantee to apply for grant funds, create budgets and subsequent revisions, and submit vouchers for the reimbursement of eligible expenditures.

The financial management team works cohesively to develop best practices to ensure internal controls are maintained and funds are maximized and allocated to provide the greatest impact to our programs. The computer network is setup with several layers of complex security features to ensure the financial management system is accessed by a limited number of staff. The financial system contains multiple modules and access is restricted to provide users with functionality to curtail access to their area of expertise. Separation of duty is important to the agency and every financial transaction requires multiple users to process from beginning to end. The accounting system has been certified by an independent auditor to ensure the agency has appropriate internal controls.

Montessori Network has active insurance policies to support accidents or liability on identified program locations. The agency also has an insurance policy which provides fidelity bond coverage for key personnel and the Board. The agency is compliant with the organization-wide annual audit requirements to ensure adherence to the terms and conditions of the federal award and DFSS. Furthermore, the administrative cost does not exceed the cap determined by the federal government or the grantee. The financial team provides regular fiscal reports to the Head Start Management, Policy Committee and Board to ensure transparency and adherence to the reporting requirements.

Montessori Network has a cost allocation plan which is updated annually. Direct salaries and benefits are allocated based on staff actual time spent in each program. Shared costs include salaries and benefits for our central office employees (staff who functions receive agency-wide benefit), computer software, hardware, maintenance, copier lease, shared space and administrative costs that cannot be directly charged to a program. Annual time studies are conducted by the shared employees to aid in determining proper allocation to the grant. These shared costs are allocated to the grant using an allocation base as described: square footage, number of personnel, number of transactions, number of children enrolled and estimated usage.

The program utilizes funds from USDA as the primary source of meal payment for nutrition services. All funding applications, amendments, financial policies and procedures (including, but not limited to internal controls) are reviewed and approved by the Policy Committee and Board.

Montessori Network has Property Management System to facilitate the management of properties, equipment and maintenance or improvement of property. A physical inventory of equipment are conducted at least every two years. The Property Management System relies on manual data to be inputted upon acquisition of an asset. Each asset / property record entered into the system should denote the following:

1. Description of the Property

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2. Serial Number / Asset Tag
3. Location of the Asset
4. Condition of the Asset
5. Acquisition Cost
6. Estimated Useful Life
7. Purchase Order
8. Funding Source Used
9. Percentage of Federal Interest

**5. Non-Federal Match**

*Note from DFSS - Do not include Child Care and Child & Adult Food Care (USDA) funds as non-federal match. Information in this section are examples only. Please provide a description of each source of non-federal match listed in your budget. Note: the sources provided in this section must add up to the total non-federal match in your budget.\*\*\*PLEASE EDIT AS APPROPRIATE TO YOUR PROGRAM\*\*\**

Montessori Network is proposing \$583,000 to provide ongoing base salaries, fringes and other costs for the HS/EHS/EHS-CCP Grant to benefit 53 age and income eligible children. This amount is matched with \$196,983, which is 25 percent of total project cost, \$583,000. The Non-Federal Match is the same as Federal expenditures in that the costs are reasonable, allocable, and necessary for the accomplishment of the project objectives and are allowable under the applicable cost principles. The values placed on the in-kind contributions (including third-party contributions) are in accordance with OMB circulars, program regulations and the terms of the award. The following funds are NOT derived from any federal sources and will be used as non-federal match to support our program:

Non-Federal Match		Source	Valuation Methodology	NFM Subtotal
Personnel				\$ 187,181
Personnel Detail - Child Health & Development		Unrestricted donations	5.09 FTE Teachers, Teacher Aides, Managers, Disability & Mental Health Staff	\$ 151,324
Personnel Detail - Program Design & Management		Unrestricted donations	.26 FTE - Executive Director \$130,520 & Program Director \$90,001.50	\$ 16,831
Personnel Detail - Maintenance		Unrestricted donations	.06 FTE - Engineer - \$44,408	\$ 2,664
Personnel Detail - Other		Unrestricted donations	.46 FTE - Data Aide 65,000, FACE \$44,366.40	\$ 14,362
Personnel Detail - General Operations		Unrestricted donations	.025 FTE Operations Manager \$79,996.80	\$ 2,000
Personnel Detail - xxxx				
Personnel Detail - xxxx				
Non-Personnel: Fringe Benefits		Unrestricted donations		\$ -
Non-Personnel: Travel				\$ -
Non-Personnel: Equipment				\$ -
Non-Personnel: Supplies				\$ 150
Non-Personnel: Contractual - Administrative Services				\$ -
Non-Personnel: Contractual - Health/Disabilities Services				\$ -
Non-Personnel: Contractual - Training/Technical Assistance				\$ 7,002
Non-Personnel: Contractual - Family Child Care				\$ -
Non-Personnel: Contractual - Partners				\$ -
Partner Agencies	Slots	Source	Valuation Methodology	Partner Subtotals
0	0			\$ -
0	0			\$ -

			\$	-
0	0		\$	-
			\$	-
0	0		\$	-
0	0		\$	-
0	0		\$	-
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0	0		\$	-
0	0		\$	-
Non-Personnel: Other - Building Maintenance/Repair & Other Occupancy Alterations/Renovations			\$	-
Non-Personnel: Other - Incidental Alterations/Renovations			\$	-
Non-Personnel: Other - Local Staff Travel			\$	-
Non-Personnel: Other - Nutrition Services	Example: Adult Meals (not reimbursed by USDA) funded by agency unrestricted donations	240 breakfasts @ \$xxx + 240 lunches @ \$xxx + 240 snacks @ \$xxx	\$	-
Non-Personnel: Other - Child Services Consultant			\$	-
Non-Personnel: Other - Volunteers			\$	-
Volunteer Detail	Example: Parent Volunteers in the classroom valued at min. wage \$13/hr. + fringes	valued at minimum wage (\$13.00/hr. salaries + \$2.75 fringes = \$15.75/hr.) - 1,000 hrs. x \$15.75/hr.		
Volunteer Detail	Parent Volunteers in the lunchroom valued at min. wage \$13/hr. + fringes			

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Volunteer Detail	<i>Policy Council Members attending monthly meetings -</i>		
Volunteer Detail	<i>Policy Council Members attending monthly meetings with Board of Directors</i>		
Volunteer Detail	<i>Consultant providing in-kind services</i>		
Non-Personnel: Other - Substitutes			\$ -
Non-Personnel: Other - Parent Involvement Activities			\$ -
Non-Personnel: Other - Accounting, Payroll, Auditing, & Legal Services			\$ -
Non-Personnel: Other - Publication/Advertising/Printing			\$ -
Non-Personnel: Other - Training/Staff			\$ -
Non-Personnel: Other - Conference Registration			\$ -
Non-Personnel: Other - Field Trip/Children			\$ -
Non-Personnel: Other - Bus Rental			\$ -
Non-Personnel: Other - License Fees			\$ -
Non-Personnel: Other - Accreditation Fees			\$ -
Non-Personnel: Other - Recruitment Expenses			\$ -
Non-Personnel: Other - Pre-employment Background Check, Medical Test, Immunization			\$ -
Indirect Costs			\$ -
<b>TOTAL NON-FEDERAL MATCH</b>			<b>\$ 194,333</b>

**6. Non-Federal Match Waiver** Not Applicable

**7. Administration Limitation** Not Applicable - See Below

Montessori Network administration cost does not exceed the limitation set by the Chicago Department of Family and Support Services as demonstrated below:

	Federal	Non-Federal	Total Federal & NFM
Total Administrative Cost	\$ 53,979	\$ 150	\$ 54,129
Total Cost	\$ 583,000	\$ 194,333	\$ 777,333
The percentage of administration costs	9.26%	0.08%	6.96%

**8. Enrollment Reduction Request** Not Applicable

**9. Conversion Request** Not Applicable

**10. Construction or Major Renovations** Not Applicable

**11. Procurement Method – Equipment** Not Applicable



# CHICAGO DEPARTMENT OF FAMILY & SUPPORT SERVICES

DELEGATE AGENCY NAME: **Montessori Network**

GRANT PERIOD START DATE: **12/1/2019** ENDING DATE: **11/30/2020**

SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Federal Catalog # (b)	Estimated Un-obligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
HEAD START	93.600			\$ 583,000.00	\$ 194,333.00	\$ 777,333.00
<b>Totals</b>				<b>\$ 583,000.00</b>	<b>\$ 194,333.00</b>	<b>\$ 777,333.00</b>

SECTION B - BUDGET CATEGORIES						
GRANT PROGRAM, FUNCTION OR ACTIVITY						
6. Object Class Categories	Program Operations					Total
A.	Personnel	390,654.00				390,654.00
B.	Fringe benefits	87,694.00				87,694.00
C.	Out-of-Town Travel	6,000.00				6,000.00
D.	Equipment	-				-
E.	Supplies	10,389.00				10,389.00
F.	Contractual	44,703.00				44,703.00
G.	Construction					-
H.	Other	43,560.00				43,560.00
I.	Total Direct Charges	583,000.00				583,000.00
J.	Indirect Charges	-				-
K.	Totals	583,000.00				583,000.00
7.	Program Income					

<b>APPLICATION FOR FEDERAL ASSISTANCE</b>						Applicant Identifier: 05CH8460	
						Federal Identifier:	
<b>TYPE OF SUBMISSION</b>				<b>DATE RECEIVED BY FEDERAL AGENCY:</b>			
<input checked="" type="checkbox"/> Application <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction				<b>ORGANIZATIONAL UNIT:</b>			
				<b>CHICAGO DEPARTMENT OF FAMILY &amp; SUPPORT SERVICES</b>			
<b>APPLICANT INFORMATION</b>				<b>TYPE OF APPLICATION: (Check one)</b>			
Legal Name: <b>Montessori Network</b>				<input checked="" type="checkbox"/> New		<b>TITLE (Choose one)</b>	
Organizational DUNS: <b>964997626</b>				<input type="checkbox"/> Continuation		<input type="checkbox"/> EARLY HEAD START	
				<input type="checkbox"/> Revision		<input checked="" type="checkbox"/> HEAD START	
<b>Address</b>						<input type="checkbox"/> EARLY HEAD START- CCP	
Street: <b>6936 S Hermitage</b>				<b>CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 93.600</b>			
City: <b>Chicago</b>				<b>TYPE OF APPLICATION: (Check one)</b>			
County: <b>COOK</b>				If Revision, check one			
State: <b>IL</b> Zip Code: <b>60636</b>				<input type="checkbox"/> Increase Award			
Country: <b>U.S.A.</b>				<input type="checkbox"/> Decrease Award			
<b>EMPLOYER IDENTIFICATION NUMBER (EIN)</b>				<b>AREAS AFFECTED BY PROJECT: City of Chicago</b>			
<b>27-2803775</b>				<b>NAME OF FEDERAL AGENCY:</b>			
<b>TYPE OF APPLICANT: (Choose one)</b>				<b>US DEPARTMENT OF HEALTH &amp; HUMAN SERVICES, ACF</b>			
<input checked="" type="checkbox"/> Not for Profit				<b>DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:</b>			
<input type="checkbox"/> Municipal				APPLICATION TO PROVIDE CONTINUING COMPREHENSIVE DEVELOPMENTAL			
<input type="checkbox"/> Private University				SERVICES TO CHILDREN OF INCOME ELIGIBLE FAMILIES (Choose one)			
<input type="checkbox"/> Other				<input type="checkbox"/> 0-3 YEARS OF AGE			
<b>PROPOSED PROJECT:</b>				<input checked="" type="checkbox"/> 3-5 YEARS OF AGE			
Start Date: <b>12/1/2019</b> Ending Date: <b>11/30/2020</b>				<b>IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? NO</b>			
<b>ESTIMATED FUNDING</b>							
a. Federal		\$ <b>583,000</b>					
b. Applicant (Non-Federal share)		\$ <b>194,333</b>					
c. State							
d. Local							
e. Other				<b>IS THE APPLICANT DELIQUENT ON ANY FEDERAL DEBT?</b>			
f. Program Income:				<input type="checkbox"/> YES, attach an explanation			
g.Total		\$ <b>777,333</b>		<input checked="" type="checkbox"/> NO			
TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.							
<b>BOARD OF DIRECTORS - CHAIR PERSON</b>				<b>PARENT POLICY COMMITTEE - CHAIR PERSON</b>			
Prefix	Mr.	First Name	Thomas	Prefix	Ms.	First Name	Eboni
Last Name	Hale		Date	Last Name	Townsend		Date
Title	Board Chairperson			Title	Parent Policy Committee Chairperson		
Signature				Signature			

<b><u>Montessori Network</u></b>	<b>Budget Workbook</b>			
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# Exhibit F



**THE Montessori School  
of Englewood** | A Chicago Public  
Charter School  
6936 South Hermitage Avenue | Chicago, Illinois 60636

**Via Email**

Ms. Rosa-Rodriguez  
DFSS - Program Governance  
1615 W. Chicago Avenue  
Chicago, IL

**Re: Corrective Action Plan - Program Governance - 2018/2019 SY**

Dear Ms. Rosa-Rodriguez:

First, we would like to thank you for coming by and providing Technical Assistance in the above-entitled area. Having this information will be very helpful moving forward. We apologize for the delay in writing this Corrective Action Plan, and would like to assure you that we will provide you with a response in a more expeditious manner going forward.

**Out of Compliance**

On page 8 - 11 of your report, it lays out all of the things our agency needs to work on in order to be in compliance. The following are the outcomes:

5. The PPC/BOD meeting minutes for September 2018-April, 2019. The Board of Director's meeting minutes were sent with the requested corrections. The Parent Policy Committee meeting minutes were sent

1. Recordkeeping - We currently have a binder for the Parent Policy Committee and Board of Directors and will consistently monitor it each month to make sure all appropriate materials are kept up-to-date.
2. No Delegate and Alternate - After our meeting we tried unsuccessfully to recruit for the Delegate and Alternate position. Moving forward we understand that these positions are crucial and are a part of the PPC, and will provide information on each position's responsibilities will enable us to better educate our parents during orientation, as well as, encourage them to become involved in the education of their child.

**Long/Short Term Goals**

Once the PPC is formulated, we will review over the Long and Short term goals to determine if there are concerns and if the PPC feels there should be any changes.

**Program Planning Schedule**

Our program planning will be shared with the PPC once the officers are in place, and will then be shared with the parents via a monthly meeting and newsletter.

**Parent Activity Budget**

The Parent Activity Budget will be provided at the first PPC meeting and as a part of their monthly report. In an effort to ensure understanding of the budget, the Chief Financial Officer will be available to answer any questions and to provide the necessary training on how to read and understand the budget.

**Parent Policy Committee/Board of Directors**

Since the meeting of May 2, 2019, the Program Director, has been reading the Head Start Program Performance Standards Subsection 1301 on Program Governance and have registered for the workshop on August 8, 2019. To ensure a monthly budget report will be available, we have met with the CFO and requested a monthly meeting; a date for a budget to actual report to be provided; and, an up-to-date report on the PPC Parent activity budget to be provided so that we can review it prior to the PPC and BOD's meetings and to determine if we are working within our budget.

The Montessori School of Englewood's Head Start program will follow the guidelines presented to us at the meeting to ensure all trainings to the PPC and BOD's will be given in a timely fashion. Because we are not sure of when the PPC and BOD's will set-up their monthly (PPC) or quarterly meetings (BOD's), the following are the trainings that will take place between

September - December, 2019:

- Parent Policy Committee and the Board's role in the Head Start Program Governance
- Fiscal Training
- Head Start Performance Standards/2017 Head Start Act
- Leadership Training (PPC)
- Parliamentary Procedures (PPC)
- Personnel Training (PPC)

January - August, 2020:

- Self-Assessment Training (Both)
- Grant Application Training (Both)
- Work Program & Budget Training (Both)
- New Head Start Eligibility Rule (Both) - due in May

By the end of May, 2020, the Montessori Network dba The Montessori School of Englewood Head Start will develop clear and concise guidelines on how the BOD's will annually review, discuss, and approve the following:

- Fiscal and accounting policies and procedures
- Annual Board Evaluation of Executive Director and is stated in the BOD's meeting minutes
- Review over the FY 2017 and FY 2018 Annual Reports. These reports are to be done annually and needs to be aligning it with the H.S. Standards and H.S. 2017 Act to ensure that the Annual report is done correctly for the 2018-2019 period.

Given all of these corrections, the Agency will be working between the months of July and September, 2019 to ensure all of the items mentioned in the Corrective Action Plan and report from DFSS are implemented with fidelity throughout the coming year.

If there are any questions or items that were not addressed, please do not hesitate to contact Leah Jowers at (312) 535-9255 or cellphone number at (708) 271-2138.

Respectfully submitted,

Leah M. Jowers  
Primary Program Director  
Montessori School of Englewood

# Exhibit G





**Self-Assessment Report 2019**  
**The Montessori School of Englewood**  
**Contact: Leah Jowers, Director of Primary**  
[ljowers@tmsoe.org](mailto:ljowers@tmsoe.org) | 773 535 9255

## **I. INTRODUCTION**

The Head Start program provided by the Montessori School of Englewood (MSE), a public charter school, is the only Montessori Head Start Program in Chicago. MSE's program is based on our distinctive model, which blends the culturally responsive Montessori curriculum and child-centered pedagogy with Head Start performance standards. MSE's Head Start program leads seamlessly to our Elementary and Middle School programs (grades K-8) so our students receive continuity of care and a consistent Montessori education experience. MSE's charter is held by the Montessori Network.

### **a. Program Description**

Montessori is based on the premise that children are deeply invested in their own development and are therefore capable of fulfilling their human potential through self-directed efforts. The Montessori method adheres to the following core principles:

- **A constructivist or discovery orientation to teaching**, which relies on students' curiosity and interests to guide their learning. Our Montessori Head Start classrooms are arranged so children learn concepts by working with materials, that have been presented. From the that repertoire, they choose their activities and progress at their own pace.
- **Educating the whole child**, where purposeful attention is given to children's emotions and characters, as well as, their intellects through experiential learning. In our Montessori Head Start classrooms, we do not isolate cognitive and social-emotional learning into separate silos, but rather meet each child's academic, physical, emotional, and moral development.
- **A nurturing, supportive community** as an imperative for learning. Many of the children in our Head Start program face tremendous difficulties beyond the school walls. But the Montessori method coupled with MSE's program of social-emotional supports (Conscious Discipline) enables us to help children begin to develop self-agency, fortitude, and sense of shared social responsibility.

MSE's comprehensive academic and trauma-informed program is fundamental to achieving our mission to meet the needs of the whole child. MSE's social-support team works collaboratively with teachers to help address a multitude of intersecting academic, psychosocial, community, and family needs because recognizing and attending to children's total well-being is critical for academic achievement.

MSE contracts with a mental health consultant who observes in the classroom and documents students' social-emotional and behavioral needs. The consultant communicates with parents and refers them to appropriate agencies according to the child's needs. This year, MSE added a board-certified behavior analyst to observe and specifically work with children needing help with regulating executive functioning. The analyst creates a behavior plan for identified children, and meets with those children, their parents, and teachers to implement the behavioral plan.

- 1. *Mission and vision.*** MSE's mission is to create a learning community where members trust one another to use their Heads, Hearts, and Hands to commit to a life of growth and fulfillment. Our vision is to foster children's lifelong learning through enactment of an authentic Montessori model, which includes involving and supporting families and tapping community assets to facilitate both individual and community-wide empowerment.
- 2. *Program options.*** MSE offers a center-based full-day program option.
- 3. *Funded enrollment.*** MSE serves 65 three to five year-olds—up 23 from the number served in 2017/18. We do not serve infants and toddlers. Our program is funded by Head Start and Preschool For All.
- 4. *Location and services area.*** Our Head Start program is located in the Montessori School of Englewood facility at 6936 South Hermitage, Chicago, IL, 60636. The program primarily serves the West Englewood community of Chicago, although as a federal and state funded program through the city of Chicago delegate agency, Department of Family Support Services, we accept students from anywhere in Chicago.

#### **b. Purpose of the Self-Assessment**

The purpose of our self-assessment is to determine the strengths and needs of our program, so that we will give children the best possible learning experiences and provide their families with services that will support their children's intellectual and emotional growth. This self-assessment enables us to make informed decisions about improvements we can make in subsequent years.

## II. PROCESS

### a. Design of self-assessment process

1. Team members and their roles at MSE are depicted in Table 1 below.

Rita Nolan	Principal, Montessori School of Englewood/Executive Director of Head Start
Leah Jowers	Director of Primary
Allyson Gaston Szymanski	Director of Specialized Supports
Shelby Hines	Director of School Climate and Culture
Carmen Williams	Family and Community Engagement Coordinator
Samara Akins	ERSEA Coordinator
Eboni Townsend	Chair, Parent Policy Committee
Kieana Donald	Community Representative
Tiffany Elbert	Parent

### 2. Document review process

As in previous years, MSE convened a self-assessment team to review all content areas in order to determine the strengths and challenges of our program. The team also reviewed our program management and educational delivery systems. All feedback informs continuing improvement planning. We began by reviewing our four strategic goals and related objectives, as depicted in Table 2 below.

STRATEGIC GOAL	OBJECTIVES
1. Build strong relationships with Head Start families	<ul style="list-style-type: none"> <li>* Leverage our governing and policy boards to engage families</li> <li>* Provide a robust family-engagement program</li> </ul>
2. Develop the whole child through a Montessori Head Start framework	<ul style="list-style-type: none"> <li>* Enact our kindergarten-ready plan, developed by MSE over the last several years</li> <li>* Focus on developing the “heads, hearts, and hands” of every member of our Head Start community—children, families, teachers, aides, and administration</li> </ul>
3. Reflect on evidence to shape our practices to improve how we grow members of our Head Start community	<ul style="list-style-type: none"> <li>* Review data in COPA and TS Gold to ensure that we are meeting benchmarks set forth by the Performance Standards (Coaching data via CLASS will be added in the 2019/20 academic year.)</li> <li>* Develop a plan for program improvement based on data</li> </ul>
4. Enact a robust recruitment plan that results in full enrollment in all Head Start Early Childhood classrooms	<ul style="list-style-type: none"> <li>* Engage in community outreach, strengthen communications (word-of-mouth, traditional media, social media, printed literature)</li> <li>* Target local families, children in foster care, children of teen parents, children with parents in local postsecondary education</li> <li>* Collaborate with local churches, schools, social-service agencies; dental/medical offices, and other childcare organizations</li> </ul>

After reviewing these goals and objectives, the full team organized into the following seven subcommittees to review content areas and analyze relevant data.

CONTENT AREA	EVIDENCE/DATA ANALYZED
1. Management Systems	<ul style="list-style-type: none"> <li>* Interviews with program management team</li> <li>* Meeting notes and checklists</li> <li>* Management plans for each content area</li> <li>* PIR data</li> </ul>
2. Program Governance	<ul style="list-style-type: none"> <li>* Interviews with governing board and policy committee members</li> <li>* Meeting agendas and minutes</li> </ul>
3. Child Development and Education	<ul style="list-style-type: none"> <li>* Interviews with Education Coordinator and teachers</li> <li>* TS Gold data to set instructional goals</li> <li>* Observation data</li> <li>* Informal child assessments</li> </ul>
CONTENT AREA (cont'd)	EVIDENCE/DATA ANALYZED
4. Child Health and Safety	<ul style="list-style-type: none"> <li>* Safety walkthrough observation data</li> <li>* COPA data</li> </ul>
5. ERSEA	<ul style="list-style-type: none"> <li>* Child files</li> <li>* Family files</li> <li>* COPA data</li> <li>* Recruitment literature and recruitment plans</li> </ul>
6. Family and Community Engagement	<ul style="list-style-type: none"> <li>* Interviews with parents/guardians</li> <li>* Family files</li> <li>* COPA data</li> </ul>
7. Fiscal Management	<ul style="list-style-type: none"> <li>* Interviews with fiscal team</li> <li>* Budgets</li> <li>* Vouchers</li> </ul>

### 3. Onsite review process

The substantial amount and varied forms of data analyzed by the self-assessment team attests to the thoroughness of MSE's examination of its Head Start program. Team members met to share their observations and discuss how to best integrate the work of the seven content areas, specifically through agreed-to communication procedures and by deciding how to streamline the workflow.

Subcommittees conducted interviews with relevant staff to assess systems operations, for example, fiscal management and reporting. With greater understanding of each person and department's role, operations improved. With regard to program governance, members of the self-assessment team met with the governing board and the policy board and relayed the results of these interviews with the full self-assessment team. Meeting agendas and minutes informed this data collection.

Monitoring student learning is of utmost importance. In addition to TS Gold data, MSE conducts informal assessments throughout the school year. Summaries of these data were all reviewed by the Self-Assessment Team in conjunction with our Head Start Education Coordinator.

Walkthroughs and classroom observations by the self-assessment team members informed our findings about teaching, environmental readiness, social emotional, and learning, as well as, child health and safety.

Finally, the team conducted interviews with parents and families and analyzed COPA data and family files to assess our Family and Community Engagement program. This year, our FACE Coordinator and the Primary Director attended a week long training on the “Parents as Teachers” curriculum through the Ounce of Prevention. The last of the Director’s training was completed in early February. They are currently in the process of setting up workshops for the parents based on the parent’s assessment. They are also working with Ms. Sauder, from the Ounce of Prevention to set the program up.

**b. Self-assessment timeframe**

This was the first year of our current Director and the process is new to her. Therefore, after going to the training in March, given by the Department of Family Support Services, we began the self-assessment process of the 2018/19 academic year and continued to April 2019. However, after experiencing this process, mechanism are being put in place to hold a monthly self-assessment team meeting.

**c. Data collection tools**

Our data collection tools per content area are listed in Table 3 (see pages 3–4 of this report).

**d. Additional information used during the self-assessment**

The additional information that was used during our self-assessment was from COPA and Teaching Strategies. After the Director attended the Administrator’s training on Wednesday, April 11th, more information was revealed to help us better assess, monitor, and support our teachers.

1. External (DFSS) and MSE’s monitoring and program reports - To provide more in-depth information and assist with monitoring, in the areas of ERSEA, FACE, and Disabilities, our coordinators pull COPA reports for ERSEA (eligibility, recruitment, selection, enrollment, and attendance), FACE (family assessment status report, family referral reports, and home visits), and Disabilities (mental health tracking, disabilities status report, disabilities referral tracking, and overall referral tracking). Other monitoring items that were part of our review were: Bylaws of the MSE Head Start Policy Committee Program and MSE 2018/19 Recruitment Action Plan.

### **III. KEY INSIGHTS**

#### **a. Program strengths**

A continuing strength of MSE's Head Start program is consistently strong enrollment. As stated earlier, MSE has increased its Head Start enrollment by 100 percent since 2017. We currently have 65 Head Start students, which is an increase of 41 from in 2017/18 fiscal year while also managing to maintain a healthy wait list.

MSE's continuum of care also helps Head Start children to become kindergarten-ready. Because of the Montessori design of mixed-aged classrooms, we are able to seamlessly allow Head Start children who are ready for kindergarten content to work with kindergarten materials. Those materials are available in our Head Start classrooms. Or if teachers believe a Head Start child would benefit from moving into a kindergarten classroom, that switch is easily accomplished and supported, given MSE's frequent teacher team communications. Importantly, since most of our preschoolers remain enrolled at MSE when they begin kindergarten, following their progress is easily facilitated. A smooth transition from Head Start to K-8 schooling such as that performed by MSE cannot be overemphasized insofar as its positive impact on children.

Our welcoming spirit and relationships with our families are other areas of strength. Our ERSEA, Head Start, and FACE teams communicate well and coordinate activities. They also audit our recordkeeping to ensure that all files are complete.

MSE has a strong program of teacher coaching and continuous-improvement feedback. This has been a major focus for the entire school since it opened its doors in 2012, and includes our Head Start teaching staff and aides. This year we have held weekly meetings that includes (every other Wednesday) lesson studies with other Montessori public schools. As we continue to work toward aligning the CLASS system with our Montessori practice, we maintain a strong focus on meeting children where they are, stretching them through developmentally appropriate learning activities, and enacting culturally responsive classroom management practices that emphasize community and positive development of executive functioning. In part, as a result of our concentration on professional development, we achieved a 95 percent retention rate among our Head Start teachers, teacher assistants, and aides.

#### **b. Systemic Issues**

Teacher turnover was a problem in past years, which we attributed to the fact that MSE had to move school facilities. Looking ahead to 2019/2020 all our Head Start staff committed to return, which speaks to the solidity of MSE's administration and teacher supports. However, at this writing, we are evaluating staff; it may be that we will make some staffing changes before the next school year begins.

We continue to strive to meet our 10 percent threshold for enrolling students with special needs. We have been strengthening our recruitment practice over the last several years, and are steadily

increasing our percentage. However, after closely analyzing the process, we found that it was a challenge for our teachers to refer the students using the referral documents. The referral document was mostly in a narrative format, that would cover section 7 of the IEP. The knowledge that is necessary to adequately fill out the forms would require someone with a special education degree.

As a result of complaints from the Disabilities Coordinators, the form was changed and our DFSS Disabilities representative did come out and provided training to our teachers, which included information on descriptive words they should use to assist the CPS assessment team in understanding the challenges of our referred students. We currently have 5 of our needed 8 IEPs. We are looking to meet our 10 percent requirement within this fiscal year.

Finally, we continue to work toward having more parent volunteers and involvement in our program. We are fully aware that our families have many mitigating circumstances that prevent them from being at the school, and we continue to do a good job of communicating with them. That said, we are discussing new ways to involve parents in their children's schooling through a blend of in-school and at-home activities.

### **c. Progress toward meeting goals and objectives**

The recruitment plan we developed is proving to be effective. As stated elsewhere in this report, we increased our Head Start enrollment to 65 children, up from 41. The City's new online application system has proved effective: more than 50 percent of our enrollment came through the system. All of our Head Start staff is familiar with the application process, however; to make sure the enrollment is done efficiently, our ERSEA Coordinator works with each parent.

The attendance process we established after our last reporting period is also yielding results. Our average daily attendance is now 95 percent, up from 90 percent in our last reporting period. Only 3 children out of 65 had a less than an 80-percent attendance rate. We achieved this significant increase through a process that includes daily analysis of attendance accompanied by follow-up with families. If a student has not arrived by 10:00 a.m., we call the home to determine the reason the student is absent.

When a child is absent for three days in a row, we follow up with a phone call. If the phone call is not successful, we attempt to make a home visit. The purpose of this visit is to create an attendance plan by determining what is required to support the family in seeing that the child attends school. If the home visit is not successful, the child will be placed back on the waiting list.

We continue to increase enrollment of children with special needs by working with MSE's external social-emotional support partners. And while we have not yet reached our 10 percent goal, we believe we are serving more children with special needs than are formally identified. As noted earlier, MSE added a board-certified behavior analyst to observe and specifically work with children needing help with regulating executive functioning. This analyst creates a behavior plan for identified children, and meets with those children, their parents, and teachers to implement and support the behavioral plan.

We continue to develop our parent education program and in so doing, deepen our relationships with Head Start families. Our objective is to have them participate in adult-learning programming as co-presenters/facilitators. As mentioned earlier, our FACE Coordinator attended a training for the curriculum for “Parents as Teachers”. We are in the process of looking at the parent applications to prioritize their needs and begin developing workshop to address those needs.

We are in the final stages of aligning Montessori practice with the CLASS system and have set as a goal to reactivate using CLASS by next fall. In the meantime, we still have a robust coaching program, and our teachers continue to benefit from observation, feedback, and honest conversation with our Montessori education director.

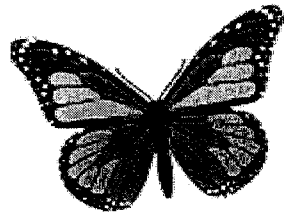
Finally, our recommendation from the last reporting period to restructure administrative support for our Head Start program was followed. The MSE executive director—a deeply experienced Montessori teacher and administrator in her own right—has returned to her role as principal and instructional leader of the school. In addition, MSE added grade-level directors to the school leadership team. This means that the Primary Director—who is responsible for both the Head Start and the kindergarten programs at MSE—is now a member of the school’s leadership team. This change is proving to make us nimbler and more responsive in meeting our program goals.

#### **IV. RECOMMENDATIONS**

We are pleased with the progress we have made over the last two years and believe the structural changes we have and will be implementing will enable us to continue an upward trajectory. Our overarching aim is to increase the number of children attending our Head Start Montessori program to matriculate to MSE’s kindergarten meeting kindergarten-ready indicators that enables them to continue successfully at MSE through middle school. Consequently, a recommendation for our Head Start team is to develop an action plan for family engagement. Toward this end, our team has attended “Parents as Teachers” workshops and will be working with our representative at the Ounce of Prevention to implement the program. We are also considering enacting a National Science Foundation-funded home-based program that guides families in enjoyable parent-child dialogic reading and open-ended conversations. This is in keeping with the latest, cutting-edge understanding of parent engagement that is not limited to attendance at school functions. Nevertheless, the team is engaging in thoughtful discussions about how to achieve greater attendance at classroom and school events—which serve to build community and efficacy toward meeting shared education and social-emotional development goals for children.



# Exhibit H



# THE Montessori School of Englewood | A Chicago Public Charter School

## V.A.C. Meeting

Called to order by Latasha Bell at 3:33 pm Wednesday, September 11, 2019.  
There were 12 people that signed in (See sign-in sheet) 10 people were able to stay the duration of the meeting.

Latasha Bell introduced herself as the FACE Coordinator for MSE.

Latasha Bell reviewed key topics from 2018/2019 V.A.C. meetings.

- Communication
- Safety
- Attendance

Communication between parents and MSE has improved. Parents are encouraged to inform the school of any phone number, address and email changes.

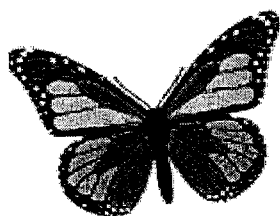
Safety in the school has improved with the school not allowing parents into the school after 2:30 pm for early dismissals. This allows students and teachers the opportunity to complete lessons and assignments.

Attendance was stressed transparently in regards to the school rating is based on attendance as well as students attending summer school for 18 or more missed days.

There is an Area 7 police sponsored event Saturday, September 14, 2019 to see the Chicago Football Classic at Soldier Field. Leaving Area 7 station (63rd & Loomis) at 2 pm and returning around 6:30 pm. There is only space for 25 children and 10 adults on a first come first serve basis please contact Ms. Tasha.

Montessori Pedagogy Night is Thursday, September 26, 2019 at 4 pm.  
Everyone is welcomed to receive more information and understanding of the Montessori methods and how it works in an urban setting.

Literacy Night is looking for volunteers to be a part of a parent workshop to help develop at home literacy skills and critical thinking. Please see Ms. Tasha



# THE Montessori School of Englewood | A Chicago Public Charter School

or Mr. Daniel to sign-up. Workshops will start October 9, 2019 3:15pm - 4:15pm.

GoCPS/7th & 8th Grade Counseling with Ms. Tasha will begin on September 16, 2019 when gocps is open to new registration. 8th graders will be able to research their ideal school(s) and start the application process. 7th graders will be aware of the criteria for high schools. 7th grade grades, test scores and attendance are how high schools evaluate student acceptance.

UI Health Englewood STEM clinic has partnered with MSE to provide medical services to our students free of charge. Please see Ms. Tasha for an application for UI Health to see your child(ren).

Please see Ms. Tasha for your after- school application. After- school tuition has increased this year. See Ms Tasha for payment options and plans.

Elections are getting started for the V.A.C

- President
- Vice President
- Secretary
- Treasurer

If you are interested in any of these positions please see Ms. Tasha about getting your flyers distributed.

MSE is looking for positive male involvement. If your child has a positive male role model that is willing to spare some time please bring them to a meeting or send ideas on how to get more males involved.

Parents asked about "fun trips". Parents are welcome to bring ideas for fun trips that they are willing to help sponsor. The idea of a Six Flags Great America trip with an all you can eat buffet was brought up by Ms. Tasha. That discussion is tabled until the 2020 spring season.