



06CH010978 – FY 20 QUALITY IMPROVEMENT (QI) APPLICATION

Policy Council Approved:

Governing Board Approved:

QI
(QUALITY IMPROVEMENT)
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06CH010978-FY20-BUDGET NARRATIVE/JUSTIFICATION-QI

Policy Council Approval:

Governing Board Approval:

The Denton Independent School District Head Start Program is requesting **\$55,000** for Quality Improvement for the 2020-2021 school year.

The funding is needed as follows:

Quality Improvement (QI): **\$55,000**

FEDERAL:

Continuous Quality Improvement is what our Head Start Program strives for on an ongoing basis. We recognize the importance of (QI) in building and sustaining a high-quality program for all stakeholders. As we assess the comprehensive needs of our students, families, and staff, we work to align our program goals and objectives to these identified needs. This (QI) supplemental grant application opportunity will provide us with a means to be able to improve our efforts in helping to meet some of the identified needs that are outlined/requested below.

1. Strengthening Trauma-Informed Practices:

We are finding that many of our families and children have been impacted by many events or situations that lead to or stemmed from Adverse Childhood Experiences (ACEs). These traumatic events such as living in poverty, homelessness, foster care, unemployment, parent incarceration, substance misuse, stresses of single-parenting, lack of education, food insecurity, domestic violence, child abuse and neglect, and even social isolation of the recent Covid-19 pandemic can create lasting effects on the physical and mental health of the individual. Some of

the steps that our program has been implementing to increase our efforts this past year in this area are that we added ACEs to our Selection Criteria Plan and provided more staff development on this topic to our staff. We created Social-Emotional Toolboxes for each classroom to help them with calming techniques that are to be used with students exhibiting behaviors in the classroom which we are finding that many times are related to the adverse situations in which they have been exposed. Our data from the DIAL-4 screeners shows that 16% of new students (24 out of 144) upon entry were noted as having a potential delay in behavior this year. Some of the difficult behaviors we are seeing in many of our students are impulsivity, low social-emotional skills that negatively affect their social interactions, aggression, language delays, fearfulness, developmental delays, eating and sleeping disturbances, use of foul language/threats, tantrums, anger issues, deficits in attention, anxiety, etc. These behaviors can easily interrupt classroom instruction. We are therefore wanting to use this QI grant opportunity to help strengthen this area. We would like to add a floater paraprofessional to our staff that could assist with providing extra support and care to staff and to the students exhibiting difficult behaviors by:

- Helping to increase the quality of teacher/student interactions during these difficult moments that in turn will allow instruction to continue
- Helping to collect data on behaviors being exhibited in order to help to create a plan of intervention
- Providing one-on-one social/emotional coaching for children with challenging behaviors
- Collaborating with the school counselor to provide continual support and positive interactions with our students needing interventions
- Modeling appropriate language and problem-solving skills
- Lowering the staff/student ratio during these difficult outbursts
- Assisting students with the use of the Social/Emotional Toolbox by practicing Self-Regulation skills.

When the paraprofessional is not needed in a classroom to help with challenging behaviors, he/she would be available to cover classes when a staff member is absent and could also assist Family Service and PFCE personnel as needed by serving as a liaison between home and school, helping to gather and track progress toward family goals, etc. The request of this extra staff position would help us with the following program goals/objectives:

- **School Readiness goal:** Child manages emotions with increasing independence (ELOF P-SE 8, Texas Pre-K guidelines 1.B.1.c)
- **PFCE goal:** Families will choose goals based on needs assessments and actively work towards mastering them to improve child outcomes.
- **Program Goal 1:** To improve our data management systems by conducting intentional quarterly data reviews at the end of each 9-week period.
Objective 4: Refine our systems on tracking progress toward family goals and house data in a shared database.

The estimated salary for this type of position would be **\$28,967.77** as outlined in the Budget Spreadsheet included in this application.

2. Head Start Teacher Retention Efforts:

The State of Texas expanded our half-day Pre-K programs this past year to full day. They also increased the instructional minutes required in these programs. Our Pre-K programs on campus are now full day and maintain 7 hours and 20-minutes of instruction each day. To remain competitive with these programs, we saw the need to align our Head Start program day to the same hours. Therefore, our Head Start program increased from the 6.5 hours of daily instruction to the 7 hours and 20-minute day of instruction. With the increase in Pre-K programs across our district and across the state, our next concern is that our Head Start teachers will begin to consider moving to one of the open Pre-K teacher positions. Our reasoning for this concern is noted in the underlying fact that our Head Start teachers have a heavier work-load due to the

comprehensive services that the Head Start Program is built upon. While these services help to make the Head Start Program valuable to students and families, they do require more of the teacher's time to complete. Some examples of the items that we are referring to are: 2 home visits per year (including to/from travel time and the time involved with completing paperwork needed for travel reimbursement), 2 parent-teacher conferences per year, creating & managing student IDPs (5 individual goals per student), conducting extra student assessments (DIAL-4, ASQ, CLI engage extra test items), attending professional development and Head Start trainings (Instructional Support, Coaching sessions, Head Start Standard trainings, CLASS trainings, etc.), working additional calendar days to help with registration process, participating in Head Start Monitoring Reviews including the CLASS assessment, inquiring and helping to gather data toward family goal progress at home visits, extra paperwork involved with purchasing classroom items (providing 3 quotes per item), and completing student portfolios. Our Head Start teachers are highly qualified and certified teachers. We want to design a retention plan that would encourage them to stay with the Head Start program verses moving to the Pre-K classes. We would like to use some of the Quality Improvement (QI) funds to offer an annual stipend to the Head Start Teachers to help with retention by compensating them for the extra things that they do above and beyond the Pre-K teachers district-wide. This is something that we have wanted to do for a while but couldn't implement due to lack of funds.

The estimated financials for this type of stipends would be \$2,000 x 11 Lead Teachers= **\$24,835.80** as outlined in the Budget Spreadsheet included in this application.

In closing, the requested Quality Improvement (QI) funding will be used to add an additional Instructional Paraprofessional to help to improve our Trauma-Informed practices and to provide a stipend to our lead Head Start teachers to assist the Head Start program with retention of qualified personnel. Any remaining funds would be used to purchase needed materials to strengthen our efforts in Mental Health and Social-Emotional Development of our students. The remaining funds are estimated to be **\$1,196.43**.

NON-FEDERAL:

The Denton ISD Head Start Program is requesting Quality Improvement Funds (QI) in the amount of **\$55,000**. The district's non-federal share is **\$13,750**, with a grant amount for 2020-2021 totaling **\$68,750**.

Ann Windle School for Young Children is under Denton Independent School District. The facility is located at 901 Audra Lane, Denton, TX. 76209.

Our program is confident that we will be able to meet the **\$13,750** non-federal share. Our district provides our campus with a Highly Qualified Licensed Counselor that serves all our students. She provides Social-Emotional Learning, Support, and Intervention to students in large group settings, small intervention groups, and in individual sessions as needed. The estimated salary for this position is **\$60,000** and is paid solely with district funds. Therefore, to meet our non-federal share, the counselor would need to spend at least 23% of her time serving our 193 Head Start students. The counselor currently exceeds that percentage due to the high needs of our students served in Head Start classes.

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