SECTION I

06CH7130 – FY 16 - GRANT APPLICATION PROGRAM DESIGN AND APPROACH TO SERVICE DELIVERY

TABLE OF CONTENTS

ATTACHMENTS (Uploaded under documents tab in HSES)

1) Self- Assessment
2) Self- Assessment Improvement Plan
3) TTA
4) Board and Policy Council Letters & Meeting Minutes
5) Indirect Cost Rate

OTHER SUPPORTING DOCUMENTS (Uploaded under documents tab in HSES)

1) Lobbying, Tobacco Use Policies, Drug Free Workplace Requirements

SECTION 1

PROGRAM DESIGN AND APPROACH TO SERVICE DELIVERY

SUB-SECTION A: GOALS

1.   No updates or changes have been made to our program's Long-Term Goals, Short-Term Objectives, and Expected Outcomes.

Long-Term Goal 1: **Children in our program will show enhancements in their growth and development that is greater than 85% mastery.**

2. Progress on Short-Term Objectives/Expected Outcomes	3. Progress toward Program Impacts
Year 1 Goal: Children will demonstrate improved social behavior and emotional well-being. **Progress on Short-Term Objectives:** (The percentages reported below include the last two 6 week reporting periods that were added after last year's grant submission.) *Accepting responsibility for actions-Progressed from 76% to 93%. *Demonstrating respect for self and others-Progressed from 82% to 95%. *Exhibit self-control- Progressed from 68% to 88%. *Focus and stay on task- Progressed from 65% to 81%. *Listen and follow directions-Progressed from 72% to 90%. *Participate in classroom- Progressed from 77% to 93% *Respect property of self and others-Progressed from 86% to 96%. (see chart page 3)	Children are continuing to progress in their social/emotional skill development. The district has invested in helping teachers to get the professional development they need in the area of Positive Behavior and Intervention Supports. Our Pre-K Coach helps to lead this initiative for our Early Childhood campuses/programs. Through classroom walk-throughs, we are seeing students exhibiting the character traits that are being taught each month through their positive interactions with their peers and adults. This continues to strengthen the overall climate and culture of our school. We plan to use this data to guide our instruction. *Focus and Staying on task is an area that needs to continue to be strengthened and developed.

Year 2 Goal: Teachers will track student progress through ongoing monitoring and will appropriately use the 3 Tiers of instruction.

Progress on Short-Term Objectives:
To gather baseline data, students were screened using the DIAL-4 instrument upon entry. This data was then correlated with the District's Universal Screener Tool to help to determine where an individual student's skills fell….
Green Level- No Concerns
Yellow Level-Some Concerns
Red Level-Significant Concerns
Teachers planned interventions with their Pod PLC groups and created IDPs to address the student's areas of need. Interventions were conducted by the teachers and ongoing monitoring was used to track student progress. Data was collected again on the Universal Screener tool in February for students initially scoring in the Red
Level. This collection allowed us to document progress being made.

IDP is created with intent with parent input, based on the student's areas of identified needs. Teachers are working together to provide intentional intervention times for students who are struggling. We have been able to refer students faster with the greatest needs due to this initial data collection and analysis process. Fewer students have been in need of the formal (RTI) Response to intervention process now that teachers are providing the intentional intervention services within their pod.

Work Habits, Ann Windle SYC
2014-2015
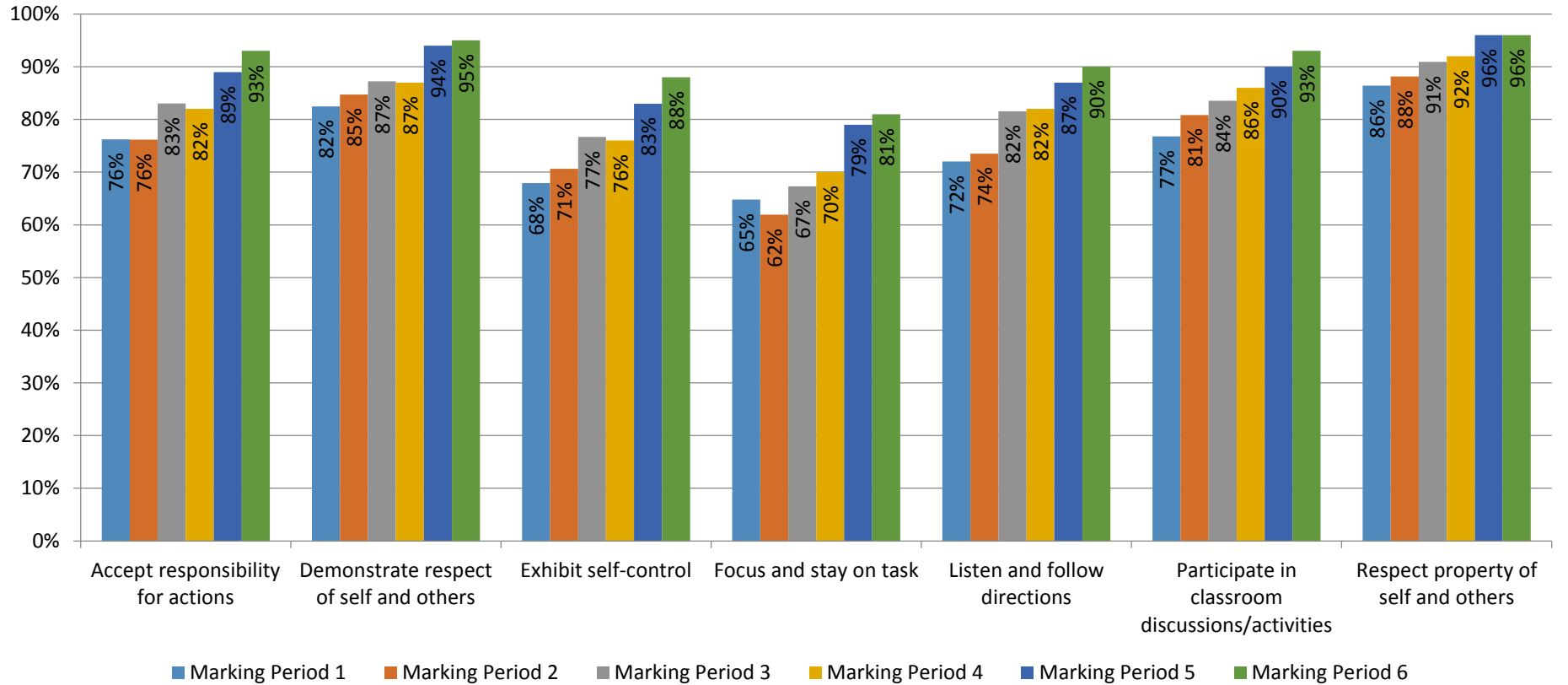
	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4	Marking Period 5	Marking Period 6
Accept responsibility for actions	76%	76%	83%	82%	89%	93%
Demonstrate respect of self and others	82%	85%	87%	87%	94%	95%
Exhibit self-control	68%	71%	77%	76%	83%	88%
Focus and stay on task	65%	62%	67%	70%	79%	81%
Listen and follow directions	72%	74%	82%	82%	87%	90%
Participate in classroom discussions/activities	77%	81%	84%	86%	90%	93%
Respect property of self and others	86%	88%	91%	92%	96%	96%

Data for 26 students placed into the Response to Intervention Process (RTI) were analyzed. The profile of these students on the Denton ISD Universal Screener indicated a need for Tier2 or Tier 3 Intervention. Intervention at the Tier 2 level is provided by the teacher in consultation with his/ her Professional Learning Team.

Children at Tier 2 demonstrate a need of weekly small group lessons and ongoing monitoring to assure that they are acquiring the missing skills. Ongoing monitoring of skill development is conducted by the classroom teacher. Results of the data analysis indicate that all 25 of the students initially placed in Tier 2 moved to Tier 1 level indicating that the standard developmentally appropriate practices in the classroom are now sufficient to address ongoing skill development.

Of the 26 students one student was placed in Tier 3. Students at Tier 3 demonstrate a need for daily one-on-one instruction and ongoing monitoring to assure that they are developing the missing skills. This student advanced from Tier 3 to Tier 2 indicating a need for weekly small group lessons and ongoing monitoring to assure that they are acquiring missing skills.

RTI PROGRESS FALL TO SPRING 2015-16

	Tier 1	Tier 2	Tier 3
Fall	0	25	1
Spring	25	1	0
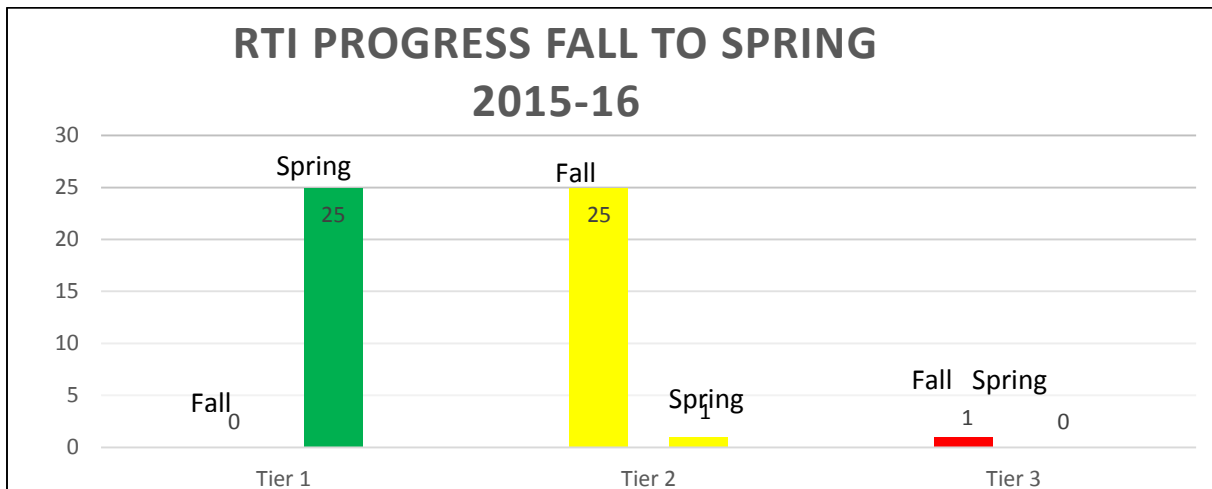
Long-Term Goal 2: Families will serve as the primary nurturers of their children and will build upon their strengths as leaders and advocates through parent-initiated program supported activities such as leadership training, parent committees, and policy council.

2. Progress on Short-Term Objectives/Expected Outcomes	3. Progress toward Program Impacts
Year 2 Goal: Parents will participate in decision making and developing plans. **Progress on Short-Term Objectives:** Parents were involved in the planning & decision-making process through: *Parent Committee meetings* *PTA meetings/events* *Policy Council* *Self-Assessment Committee* *ERSEA Committee *School Readiness Committee *Health Advisory Committee *Policy Council By-laws committee *Home visits/goal setting *(See charts on pg. 6-7)	Parents have been more involved in the planning processes which gives them a better understanding of the many components and standards involved in the Head Start Program. Less time is needed at Policy Council meetings to go over large pieces because parents have been involved in the process all along the way.

POLICY COUNCIL ATTENDANCE
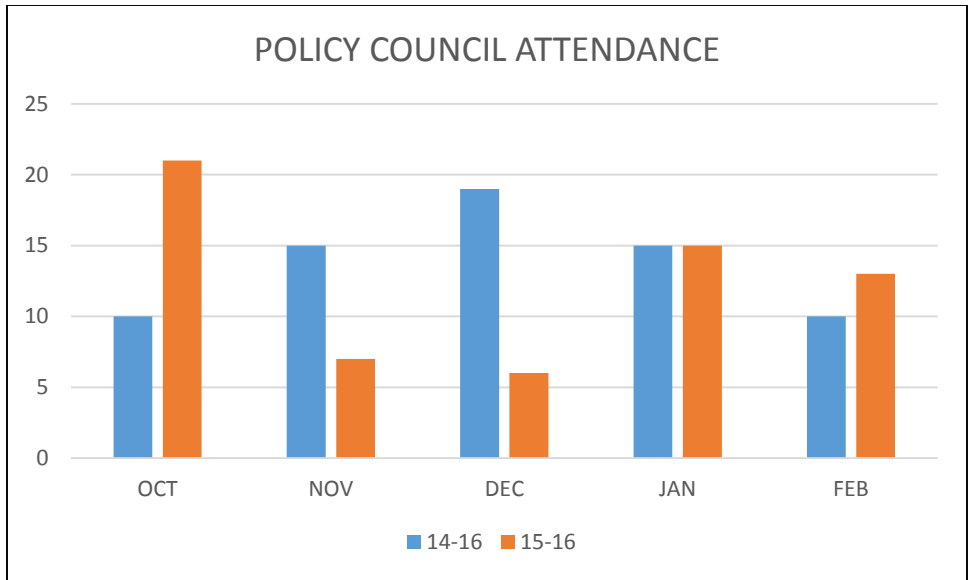
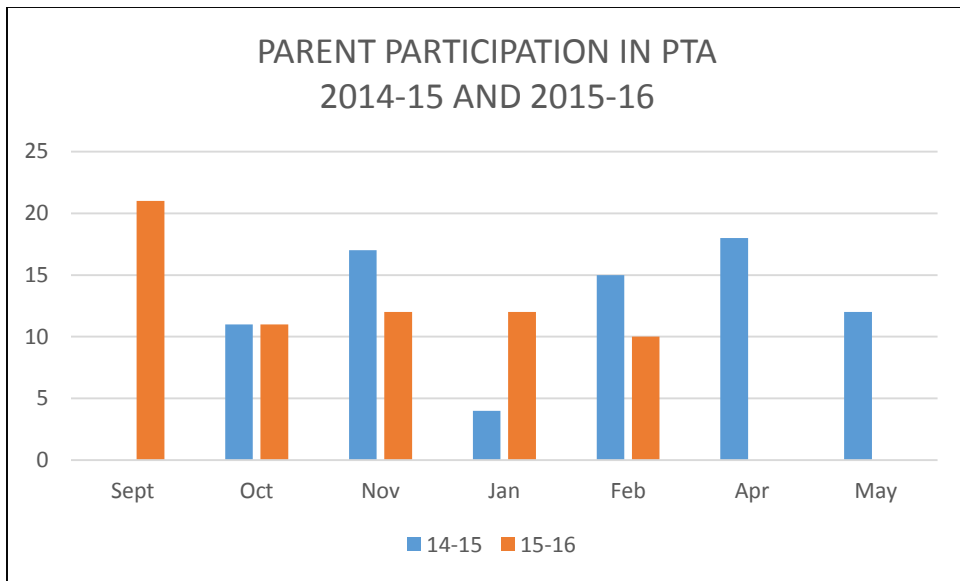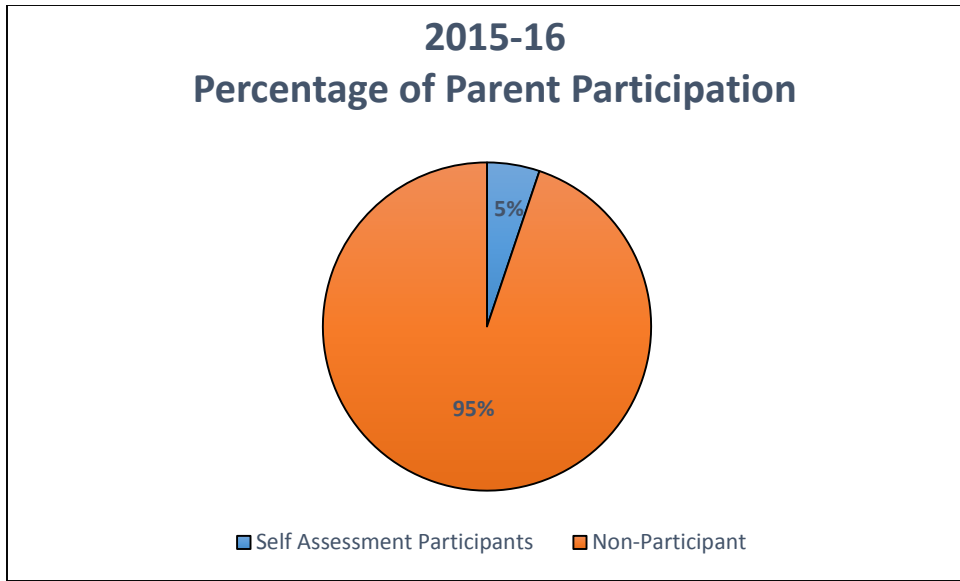A decrease in parent participation for the 2015-16 school year is noted.
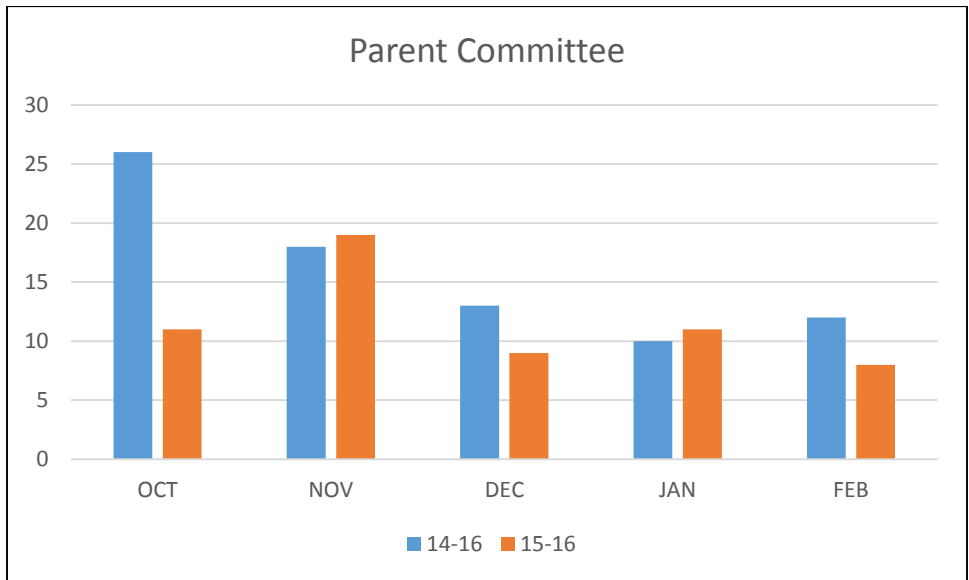
Parent Committee

Parent Committee attendance has been variable.

2015-16
Percentage of Parent Participation

PARENT PARTICIPATION IN PTA
2014-15 AND 2015-16

Long-Term Goal 3: To provide children with the necessary Health and Nutritional Services.

Children in our Head Start Program will show an increase in their overall health as documented by 1) a decrease in the number of cases of obesity 2) an increase in the number of parents advocating for their children by obtaining services to address medical, dental, and mental health issues, and 3) an increase in parents advocating for children with disabilities.

2. Progress on Short-Term Objectives/Expected Outcomes	3. Progress toward Program Impacts
Year 2 Goal: Using SNAP (now eschool) the school nurse will chart height and weight for all children. **Progress on Short-Term Objectives:** Height and weight was collected on all Head Start students. Results were shared with parents using the Developmental Screening Report Tool that was created from our Year 1 goal. Follow up letters were sent out to parents (see page 9) for students falling above the 85th percentile which indicates that they are at-risk for being overweight. Letters were also sent to parents for students falling below the 5th percentile which indicates they may be underweight. Resources provided to the parents in the letter are: • Follow up with Pediatrician • Name & contact of our Head Start Nutrition Specialist	The systems we have put in place have helped to increase staff and parent awareness. Data indicates that the percentage of students falling in the obese range continues to rise each school year (see chart page 10). This shows us that more efforts need to be given to this area of concern and health awareness needs to be increased. We offered Parent Education Classes this year to address proper nutrition & healthy habits. Teachers taught units of study in their classrooms to reinforce healthy habits with their students and to increase their awareness to proper nutrition. We collaborated with our Nutrition Specialist to provide us with a list of healthy snacks to purchase for snack time. Follow-up efforts with parents have been increased (see page 11)

Ann Windle School for Young Children

901 Audra Lane

Denton, Texas 76209

940-369-3900

To the parents of _____:

Your child's height and weight are used to determine their Body Mass Index (BMI). Their BMI should be between the 25th -85th percentiles for their age.

On _____, your child's BMI was _____.

This is at the _____ percentile for his or her age.

A BMI above the 85th percentile, means your child is at risk for being overweight. Being overweight can contribute to the development of diabetes, high blood pressure, heart disease, stroke, shortened life span, and other diseases or health problems. They may also face difficult challenges as they grow up, such as: being teased at school, having trouble finding clothes that fit, and not being able to easily participate in sports activities.

A BMI below the 5th percentile, means your child may be underweight for their height and would benefit from gaining weight to ensure they grow and develop normally.

If you have concerns about your child's weight or BMI, please call, Liz Raftery, the nutritionist for our program, at #940-424-1034. She will be happy to talk with you by phone or in person about your concerns and assist you in discovering ways you can help your child be healthier.

Please follow up with your child's pediatrician

Thank you for your attention to this matter.

Health Specialist

OBESITY BY YEAR

■ Overweight ■ Not Overweight

	13-14	14-15	15-16
Overweight	10	19	32
Not Overweight	183	174	161

Weight for 2015-16

■ Overweight
■ Normal
■ Underweight

16%
6%
78%
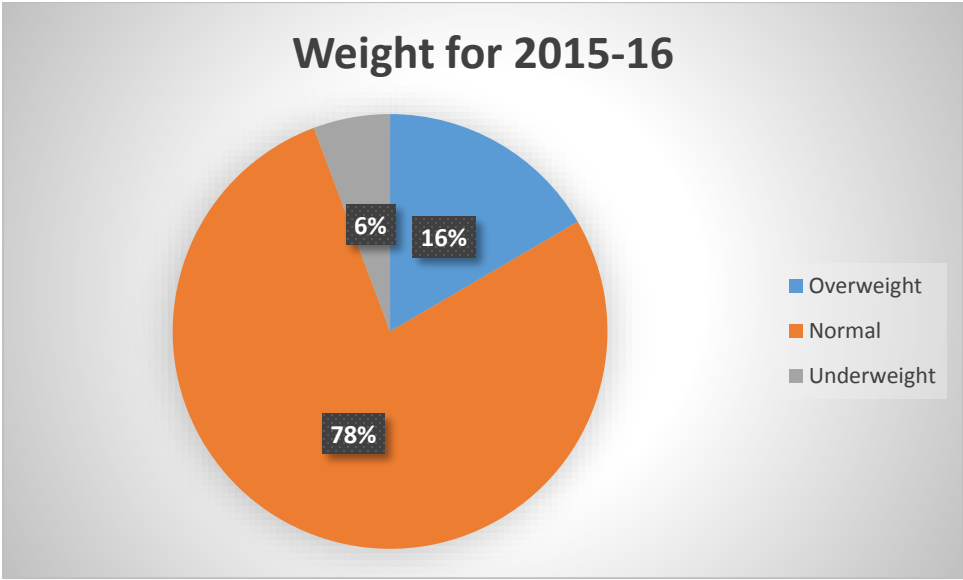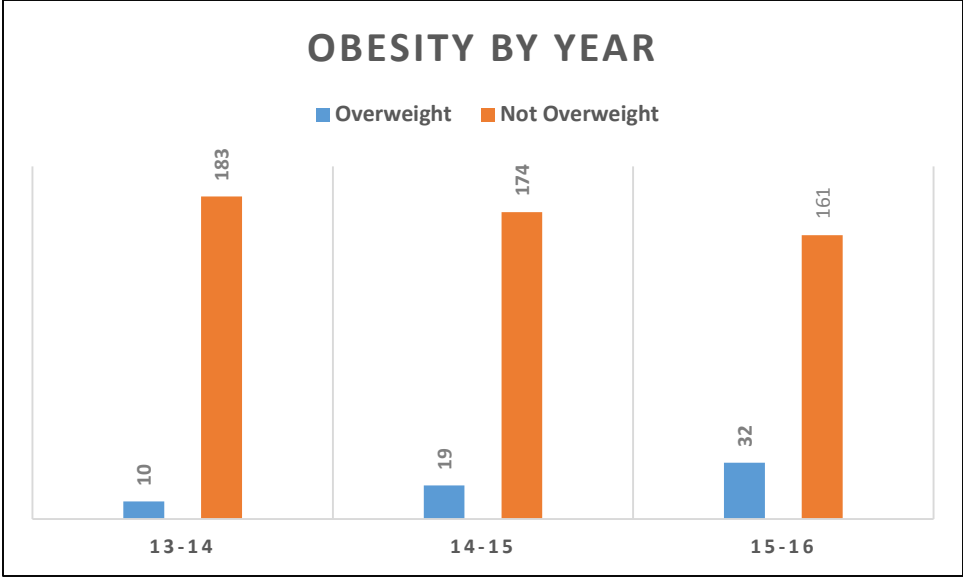
Please return this form for Head Start

Student's name _____

Action taken for BMI letter:

Followed up with child's doctor   Yes   No

Contacted Denton ISD nutritionist   Yes   No

Other resources _____

No action at this time _____

Long-Term Goal 4: To maintain a well-managed Head Start Program where everyone is working collaboratively toward a common goal.

2. Progress on Short-Term Objectives/Expected Outcomes	3. Progress toward Program Impacts
Year 2 goal: To provide clear Job Descriptors for each Program Team member. **Progress on Short-Term Objectives:** Each program manager updated their job description this year in order to clearly identify their responsibilities. (see pages 13-21). These descriptors were then posted on the parent boards in the building so that parents, staff, etc. will know who to go to in order to seek information/guidance. Head Start Director held weekly meetings with Program Managers and provided each manager with a time to share any updates or concerns in their area of expertise.	Managers are no longer seeing their area in solitude. They each have a better understanding of how one area bleeds into another area. Collaboration has increased between areas and our Strategic Plan (see page 22) depicts how each area contributes/supports our overall Program goals, School Readiness goals, & PFCE goals.

JOB DESCRIPTION OF
HEAD START PROGRAM DIRECTOR

Angela Hellman

Focus:
The Director is responsible for the overall leadership and management of the Head Start Program

Reports Directly To:
Executive Director, Dr. Wilson

Responsibilities of the Head Start Director include, but are not limited to the following:

- Ensures Head Start Program Performance Standards and Other Regulations are being met by supervising roles and responsibilities of the Program Specialists.
- Search for Highly Qualified personnel & submit recommendations to hire.
- Conducts Classroom Walkthroughs and Observations.
- Makes application for the Head Start Grant which finances the program and monitor its expenditures.
- Maintains a safe, clean, well-kept facility, which accommodates the needs of its clients.
- Works to ensure student, parent, and personnel growth in achieving their goals and provide Professional Development.
- Lead campus in (PBIS) Positive Behavior Intervention Support Initiatives.
- Work closely with Policy Council & Board of Trustees in the decision-making process.
- Serve as district representative in (IEP) Individual Education Plan meetings.
- Other duties as assigned.

JOB DESCRIPTION OF HEAD START HEALTH SPECIALIST

Sandra Underwood, RN

Focus:
To evaluate the overall health of each student to ensure they are healthy and ready to learn.

Reports Directly To:
Head Start Director

Responsibilities of the Health Specialist include, but are not limited to the following:

- Ensures all performance standards related to child health are met as outlined in the Head Start Program Performance Standards and Other Regulations.
- Coordinates all health screenings for all students, staff, and volunteers.
- Maintains health, medication, and safety records.
- Works with Health Service Advisory Committee for continued improvement and development of the health program.
- Develops partnerships with community members in the health field.
- Provides education for students, parents, and staff on healthy practices.
- Other duties as assigned.

JOB DESCRIPTION OF HEAD START
PARENT FAMILY COMMUNITY ENGAGEMENT SPECIALIST

Julia LoSoya

Focus:
To foster engaging relationships among parents, families, and the community.

Reports Directly To:
Head Start Director

Responsibilities of the Parent Family Community Engagement Specialist include, but are not limited to the following:

- Ensures all performance standards related to parent, family, and community engagement and the PFCE Outcomes are met as outlined in the Head Start Program Performance Standards and Other Regulations and PFCE Framework.
- Coordinates parent engagement education, training and activities such as ESL, GED, budgeting, father engagement activities, and placement of parent volunteers.
- Facilitates the work of the Head Start Policy Council by coordinating elections and supporting meetings and activities.
- Works with families to determine training to meet parent education needs.
- Facilitates the Parent Committee with electing officers, conducting monthly meetings, and planning school wide events.
- Coordinates the volunteer program and ensures all documentation for volunteer hours, parent involvement and eligibility is completed as per Head Start standards.
- Other duties as assigned.

JOB DESCRIPTION OF HEAD START
ERSEA ADMINISTRATOR & SOCIAL SERVICES SPECIALIST

Lisa Sutton

Focus:
To recruit, determine eligibility, and select children to participate in the Head Start program. To strengthen families by establishing partnerships and positive relationships between families, school, and the community.

Reports Directly To:
Head Start Director

Responsibilities of the ERSEA Administrator/Social Services Specialist include, but are not limited to the following:

- Ensures all performance standards related to social services and ERSEA are met as outlined in the Head Start Program Performance Standards and Other Regulations.
- Fosters communication and positive connections between families and the school setting by conducting home visits based on identified issues; providing crisis intervention services; coordinating referrals for social services; assisting CPS with court cases regarding Head Start students.
- Serves on school-based and system-wide committees to address educational issues.
- Coordinates social work case management for students and families.
- Implements ERSEA procedures according to the federal income guidelines and the Final Rule and assists in screening qualified applicants for Head Start against federal income guidelines.
- Works in collaboration with Denton ISD Nutrition Services by providing a list of Head Start students.

- Other duties as assigned.

JOB DESCRIPTION OF HEAD START
SOCIAL SERVICES ASSISTANT

Irene Vazquez

Focus:
To help recruit, determine eligibility, and select children to participate in the Head Start program. To help strengthen families by establishing partnerships and positive relationships between families, school, and the community.

Reports Directly To:
Head Start Director

Responsibilities of the Social Services Assistant include, but are not limited to the following:

- Assists to ensure all performance standards related to social services and ERSEA are met as outlined in the Head Start Program Performance Standards and Other Regulations.
- Assists to foster communication and positive connections between families and the school setting by conducting home visits based on identified issues; providing crisis intervention services; coordinating referrals for social services; assisting CPS with court cases regarding Head Start students.
- Serves on school-based and system-wide committees to address educational issues.
- Assists with social work case management for students and families.
- Implements ERSEA procedures according to the federal income guidelines and the Final Rule and assists in screening qualified applicants for Head Start against federal income guidelines.
- Coordinates the Food for Kids program.
- Other duties as assigned.

Page 17

JOB DESCRIPTION OF HEAD START
OFFICE AIDE AND SAFETY, FACILITIES, MATERIALS, EQUIPMENT, TRANSPORTATION SPECIALIST

Robbie Garrett

Focus:
To implement duties in the front office and occasionally assist school and support staff. To maintain school safety by conducting safety checks, collecting data, and coordinating daycare and bus rider services.

Reports Directly To:
Head Start Director

Responsibilities of the Office Aide include, but are not limited to the following:

- Ensures all performance standards related to facilities, materials, equipment, transportation and emergency preparedness are met as outlined in the Head Start Program Performance Standards and Other Regulations.
- Assists support staff and teaching teams as needed.
- Conducts safety checks and monthly walk-throughs.
- Collects data for bus and daycare riders.
- Requests for building maintenance (secretary submits heat tickets).
- Other duties as assigned.

JOB DESCRIPTION OF HEAD START
DISABILITIES AND MENTAL HEALTH SPECIALIST

Dr. Johnnie Pettigrew

Focus:
To ensure students identified as having a disability that affects learning, receive special education services and transportation as established in the IEP. To coordinate mental health services for students, families, and staff.

Reports Directly To:
Head Start Director

Responsibilities of the Disabilities and Mental Health Specialist include, but are not limited to the following:

- Ensures all performance standards related to disabilities and mental health services are met as outlined in the Head Start Program Performance Standards and Other Regulations.
- Attends Individual Educational Planning (IEP) meetings and assures all services established in the IEP meeting are provided, and ensures school wide compliance with the Americans with Disabilities (ADA) law.
- Works with teachers to provide accommodations/modifications in the classroom and provides various trainings/resources as needed.
- Works with staff in addressing mental health issues for children, parents, and staff through coordination with district provided programs and consultation.
- Collaborates with other specialists in assigning students with disabilities and ensures program maintains at least 10% of its children with disabilities.
- Assists with transitions from ECI to Head Start to Kindergarten.
- Coordinates campus RTI committee, works with campus 504 committee, and scores DIAL-4 developmental screeners.
- Other duties as assigned.

JOB DESCRIPTION OF HEAD START NUTRITION SPECIALIST

Liz Raftery

Focus:
To coordinate menu planning and analysis based on the needs of the population served.

Reports Directly To:
Head Start Director

Responsibilities of the Nutrition Specialist include, but are not limited to the following:

- Ensures all performance standards related to nutrition are met as outlined in the Head Start Program Performance Standards and Other Regulations.
- Develops 4 week cycle menus utilizing principles of sound menu planning.
- Works closely with the school cafeteria manager to ensure standards are met and to continually improve the quality of services provided to Head Start students.
- Conducts nutrient analysis of the menu cycle to ensure nutrient standards are met.
- Communicates frequently with Ann Windle School Administrators to assess the quality of menu items as well as the overall quality of the program.
- Conducts an annual operational review of the meal program.
- Provides list of recommended healthy snacks.
- Other duties as assigned.

JOB DESCRIPTION OF HEAD START EDUCATION SPECIALIST

Sacha Harden

Focus:
To monitor student progress on individual and school readiness goals. To implement instructional support for teaching teams.

Reports Directly To:
Head Start Director

Responsibilities of the Education Specialist include, but are not limited to the following:

- Ensures all performance standards related to underline education and school readiness are met as outlined in the Head Start Program Performance Standards and Other Regulations.
- Facilitates ongoing instructional support and professional development with Head Start teaching staff.
- Coordinates school wide events and Kindergarten Transition activities, and helps maintain school website.
- Facilitates School Readiness Advisory Committee.
- Coordinates developmental screenings, ongoing assessments (CLI, IDP, Portfolios) and monitors student progress towards school readiness and individual goals (IDP).
- Conducts classroom observations and assists teachers as needed.
- Ensures compliance for 45 day timelines by collecting data for the developmental screenings (ASQ, DIAL-4, DISD Universal Screener, height, weight, vision, hearing, BMI).
- Maintains the Training and Technical Assistance plan for the Head Start grant and provides training in this area for staff as needed (in conjunction with ongoing training provided to teaching staff).
- Other duties as assigned.

PROGRAM GOALS:

1. Children in our program will show enhancements in their growth and development that is greater than 85% mastery.

2. Families will serve as the primary nurturers of their children and will build upon their strengths as leaders and advocates through parent-initiated program supported activities such as leadership training, parent committees, and policy council.

3. To provide children with the necessary health and nutritional services. Children in our Head Start Program will show an increase in their overall health as documented by 1) a decrease in the number of cases of obesity 2) an increase in the number of parents advocating for their children by obtaining services to address medical, dental, and mental health issues 3) an increase in parents advocating for children with disabilities.

4. To maintain a well-managed Head Start Program where everyone is working collaboratively toward a common goal.

School Readiness Goals:

1. **LANGUAGE AND LITERACY:** Child understands and uses a wide variety of words for a variety of purposes.
2. **COGNITION:** Child measures objects by their various attributes using standard & non-standard measurement. Child uses differences in attributes to make comparisons.
3. **PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT:** Child demonstrates increasing control, strength, and coordination of small muscles.
4. **APPROCHES TO LEARNING:** Child maintains focus and sustains attention with minimal adult support.
5. **SOCIAL AND EMOTIONAL DEVELOPMENT:** Child manages emotions with increasing independence.

DISD HEAD START STRATEGIC PLAN 2016-2017

PFCE Goals:

* Increase parent participation in parenting classes and volunteering.

* Increase families' knowledge of finance.

* Increase family-child relationships

PFCE & Social Services:
* Use Google forms to collect and analyze data on ERSEA (application, family partnership agreement, and needs assessment) for planning
* Monitor Student & Adult attendance
* Increase follow-up on family goal progress
* Increase awareness of ERSEA process

Health & Nutrition:
* Provide education to students & parents
* Increase follow-up efforts on BMI & V/H referrals
* Health Advisory
* BMI data collections
* Track V/H
* Track physicals/dental
* Track TB
* Ensure that parents input all health concerns in online registration

Education:
* Track student progress in PLC using data
* Provide RTI interventions
* Ongoing Progress Monitoring (CLI Engage, IDPs, student portfolios)
* Conduct Environmental Checklists, walkthroughs, and classroom observations
* Whole & Small Group ongoing Instructional Support
* Analyze and use data to create class lists, instructional planning, intentional teaching, ongoing assessment, and to implement individualized instruction.

Mental Health and Disabilities:
* Train staff on RTI flow chart
* Provide ongoing trainings
* Coordinate with Education Specialist for RTI
* Increase efforts in parent advocacy
* Provide mental health resources to staff & parents

Program Design & Management:
Increase parent participation in governance opportunities
* Ongoing monitoring/data collections
* HR conduct CDA 2.0 training
* Review TB process for volunteers with HR
* Update Head Start annual calendar cycle
* Explore new options for Annual Report
* Provide governance trainings
* Increase social media communications

4. Our school readiness goals remained the same for the 2015-16 school year, however, we changed the way we measured progress on them. Last year, we used the DLM Express Performance Assessment Checklist for progress monitoring and to measure growth on our school readiness goals. Since we are using CLI Engage for progress monitoring this year, we made revisions to use it to measure our school readiness goals. The School Readiness Advisory Committee is made up of parents, members of the governing body, and staff. The committee discussed and made changes to the School Readiness Goals. Once the new Head Start Early Learning Outcomes Framework was released, we discussed the need to make sure our goals were more aligned to both the framework and CLI, both of which are aligned to the state guidelines. The Head Start Early Learning Framework is more user friendly to explain to parents and to use for creating and monitoring individual goals on the Individualized Development Plan. (IDP) Based on the data from CLI Engage waves 1 and 2, we are revising our School Readiness goals. We have one goal per essential domain and each goal will be measured by the matching CLI assessment.

DENTON ISD HEAD START SCHOOL READINESS GOALS	Effort (source Texas Prek Guidelines)	Plan of Action	Child Outcomes/Effect (CLI Measure)
Approaches to Learning: Child maintains focus and sustains attention with minimal adult support	The teacher: *provides assistance to a child who needs support to continue focusing on a task or activity *encourages children to continue with their planned activity until it is completed. *schedules large- and small-group activities with durations matched to children's attention spans. *prepares ahead for group activities so that children are not left waiting with nothing to do.	*Teachers set up classroom environment as recommended by state guidelines. Administration and Education Specialist will conduct walkthroughs frequently and provide constructive feedback.

*Teachers collect and analyze data from the developmental screeners, classroom observations, work samples, and child information from the IDP. | **CLI Measure: Approaches to Learning**

Students will maintain the ability to maintain focus and sustain attention with minimal adult support at an 80% mastery level. |
| **Social and Emotional Development:** Child manages emotions with increasing independence | The teacher: *establishes consistent signals to prompt children to become quiet and listen to instructions. *models and prompts children to use effective strategies for calming down when they are too excited. *creates a daily schedule that balances quiet and active times, and allows children opportunities to expend physical energy and be noisy. *arranges the classroom to provide areas for quiet, calm activities | *Teachers and parents collaborate in creating individual goals and track student progress together throughout the year.

*Parents and teachers formaly meet four times a year. | **CLI Measure: Emotion and Behavior Regulation**

Students will manage emotions with increasing independence at an 80% mastery level. |
| **Language and Literacy:** Child understands and uses a wide variety of words for a variety of purposes. | The teacher: *models appropriate language usage. * engages children verbally in center activities, role playing, and modeling desired language skills. * provides experiences that require children to talk, play and work cooperatively. | *Teachers facilitate CLI Engage Progress Monitoring three times a year. Teachers use aggregated data for intentional teaching (individual and school readiness goals).

*Parent Education classes are offered to help parents fulfill roles as first teacher. | **CLI Measure: Rapid Vocabulary**

Students will understand and use a wide variety of words for a variety of purposes at an 80% mastery level. |
| **Cognition:** Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons | The teacher: *identifies the attributes that make objects the same or different *Demonstrates difference in lengths by placing crayons side by side with one end the same, so children can observe the difference. *provides and reads to children a variety of concept-related books. *provides ways for children to interact with and use vocabulary words in meaningful contexts using real objects or pictures. | *Teachers participate in ongoing instructional support and professional development.

*School Readiness Outcomes are shared with parents, staff, governing board, and the community. | **CLI Measure: Initiative and Curiosity**

Students will measure objects by their various attributes using standard and non-standard measurement and use differences in attributes to make comparisons at an 80% mastery level. |
| **Perceptual, Motor, and Physical Development:** Child demonstrates increasing control, strength, and coordination of small muscles. | The teacher: *provides a variety of tools in various centers for children to use. *plans activites that build small muscle strength and control. *provides time for practice of fine motor skills (centers). *encourages children to practice self-help skills such as buttoning and zipping own clothing. *models and discusses how to use touch screen devices and provides time for children to interact with different programs. | | **CLI Measure: Fine and Visual Motor Checklist**

Students will demonstrate increasing control, strength, and coordination of small muscles at an 80% mastery level. |

SUB-SECTION B: SERVICE DELIVERY

1.   Needs of Children and Families-

There are no significant changes to the detailed plan to provide child development services for

Head Start children and families. We are continuing to strive to look at children and family

needs to plan our program direction. Our community continues to grow and families reported

to be below the poverty line &/or homeless continue to rise. We are currently serving 21% of

the eligible population. Since our district has expanded Pre-K opportunities, we currently only

have 37 students on the priority list for Head Start services (see updates to Community

assessment page 26-29). Our obesity levels continue to be on the rise and our program is trying

to increase awareness/efforts in this area. Our district is now providing transportation to a city

day school with whom we have an MOU to provide after school care for children whose parents

have longer work hours.

2.   Service Area-

There are no significant changes in the service and recruitment areas and the recruitment and

selection criteria. The Head Start enrollment days will be moved back to the original August

days and will not be with the district Pre-K July enrollment dates.

3.   Justification of Proposed Funded Enrollment and Program Options-
a.   Completed in HSES tab in Enterprise system
b.   N/A
c.   N/A

4.   Centers and Facilities-
a.   Completed in HSES tab in Enterprise system
b.   N/A   Page 25

Community Assessment Updates
Denton ISD Head Start Program
(December 2015)

Executive Summary

Our Comprehensive Community Assessment was conducted February-March of 2014. For our current school year, each Program Manager took a close look at their areas and provided updates during November 2015. While no significant changes were noted that would change our initial assessment results, slight changes that stood out as worth noting in each area are highlighted below.

Our Program is located in a fast growing Denton community with sufficient resources. The city population has increased approximately 10.3% from 2010-2015. The estimated population is 128,205. Families considered to be below the poverty line have had a slight increase to 20.6%. We have seen a significant increase in the homeless count for the city of Denton. It has risen from 162 to 313.

Denton ISD is currently one of the fastest growing school districts in Northern Texas. This year, the district has enrolled over 27,580 students. Community volunteers spend about 434,000 hours in the DISD schools every year. Our Head Start program at Ann Windle recorded approximately 27,590 volunteer hours for the 2014-2015 school year which is an increase from the previous year. According to Templeton Demographics projections, the district currently is

on pace for 1,560 new home closures this year which in turn will bring more students to our schools. DISD is adding a new Elementary and a new High School for the 2016-17 school year to help to service our growth. This will bring the district totals to 4 High Schools, 1 alternative High School, 7 Middle Schools, 23 Elementary Schools, 2 Early Childhood Centers, and an Advanced Technology Complex.

Together, the two Early Childhood campuses currently serve 728 three and four year old students. 193 of those students participate in our Head Start program. In order to serve additional students in other geographical locations of Denton, 7 of our Elementary campuses house Pre-K and PPCD programs that serve Pre-K age students. Some programs are whole day and some are half day. They currently serve approximately 332 students. Our assessment indicates that our Head Start program is serving approximately 21% of the eligible population in this targeted area. The current program priority list is 39 children. This number has decreased partly due to having more Pre-K options in the district.

For updates to disability services, information was obtained from the Denton ISD Special Education software program. Data was viewed to determine the number of children served with a disability within the district's attendance area on elementary campuses. Results of the analysis indicated that the district's total special education population of preschool age children (3- or 4-years of age on September 1st) to be 202. Of the total preschool population served 34% were 3-years-old and 65% were 4-years-old.

An analysis was also conducted to determine the disabilities served in this population and the percentage of the preschool population this comprised. This analysis is presented in the table below.

Primary Disability	Total	Percent
Auditory Impairment	4	2%
Autism	12	6%
Emotional Disturbance	2	1%
Non-Categorical Early Childhood	26	13%
Other Health Impaired	12	6%
Orthopedic Impairment	3	1%
Speech Impairment	140	69%
Traumatic Brain Injury	1	1%
Visually Impaired	2	1%

Within the community there are multiple home health agencies that provide services to children. These services include speech therapy, occupational therapy, and physical therapy. Criteria for these services differs from the guidelines used in the public school. MHMR of Denton County also provides services. Both the University of North Texas and Texas Woman's University have programs at low cost that are available to the public.

While reviewing data sources for programs and services in our community, there is a significant growth noted in the following two areas:

- Book Stores (adults & children): Growth is noted across the recent years. This is beneficial for our community as they seek to improve the overall quality of programs. This increase helps children and adults to improve in literacy. The Pre-K coalition also worked with United Way to open up "Tiny Libraries" around the community in the

shape of birdhouses that are purposely placed in locations where children and adults can easily access books. It is considered a lending library where you can take a book or give a book.

- Thrift Shops have expanded in number. They are very helpful to families, especially for children who have a growth spurt. They also help the family economy.

The DISD community continues to develop and improve early childhood efforts and initiatives through our Pre-K Coalition. This has been a collaborative effort and has increased our partnerships with other key stakeholders in the field of Early Education in our community. We are working toward developing a clear mission and focus for our group. We see the value and importance in developing high quality environments for all children ages 0-8. We want all parents, families, professionals, & community members to be ready to help all children reach their full potential. In line with these efforts, DISD has recently added a partnership with our campus where students needing care/supervision before or after school can attend our neighboring Denton County City Day School during that time and then ride DISD transportation to and from our campus as needed. This has been a new partnership this year that has helped some of our Head Start families in need of extended care. Overall, our community only had one closure in child care centers/programs due to damage from inclement weather. There are now 34 programs open that are accounted for in Denton outside our DISD Public School Centers.

1.   **Recruitment and Selection-**

The changes made to the enrollment process of moving August enrollment to coincide with the Denton ISD Pre-K July enrollment date was done for the 2015-2016 school year.   The following issue occurred:

- Parents reported they did not show for testing due to having to take too many days off of work to enroll their child into the program. 78.57% of the new families showed for enrollment in July. The tool used to gather the information is the Registration Schedule and the self-assessment.

In an effort to decrease the number of days parents need to complete the enrollment process, an online application was created. We are returning to our previous enrollment process, which is one enrollment date in August at the campus. We are currently looking into having on-site immunization & dental services at enrollment for the 2016-17 school year.

6.   **Transportation-**

The Denton ISD Head Start program does not provide transportation services. The IEP Committee may determine a need for transportation through the IEP process to enable a child's access to the services to implement the IEP. The only addition in this area is that DISD now provides transportation services for some of our Head Start students in need of extended day care. These students ride a bus at the end of their Head Start day to a local Denton City County Day School to receive extended care. This is an entity our district has a MOU with but is not part of our Head Start program. The DCCDS operates on a sliding scale based on the parent's income. The city of Denton now has a public transportation bus service with a stop right by our campus. Our social services staff helps families develop a partnership with other families to assist in getting children to and from school.

7. Educational Services-

Within the first 45 days of enrollment, our program completes developmental screenings on all children. Parents also provide baseline information of their child's development by completing the Ages and Stages Questionnaire. During home visits, teachers collect data from parents on child interest, temperament, cultural background, and developmental strengths and weaknesses, and share student strengths and weaknesses observed in the classroom. Teachers and parents collaboratively create individual student goals-one goal per each essential domain from the Head Start Early Learning Outcomes Framework. Teachers assess daily and use data to drive instruction. Teachers use student portfolios to reflect student growth and progression towards individual goals. Teachers and parents meet formerly four times a year to

discuss student progress, concerns, or make changes to the Individual Development Plan (IDP) as needed. Teachers receive ongoing support and professional development. Through Professional Learning Communities and Horizontal meetings, teachers work together to analyze data for intentional teaching. Through classroom observations and walkthroughs, we ensure the classroom environment and teacher-student interactions are nurturing and engaging.

8. **Health-**

Denton ISD Head Start program at Ann Windle School for Young Children has worked on a few things this year to assist families in our community with health screenings and teaching. Below are a few items that have been implemented in our program.

- Health records are now documented and stored in eSchool. This allows for records to be kept and stored in a central location.
- The medical release form that was collaborated with a medical doctor, is being utilized, giving health services direct access to physician to obtain missing data from health forms.
- The Dental MOU was not renewed, we are currently in the process of finding a replacement. This will go through our Health Advisory Committee.

- Obesity data and tracking of students that have out of range BMI's are referred to their physician for further assessments. Resources we provided were contact information for the Denton ISD nutritionist and handouts on proper eating, decreasing sugar in diet and the importance of being active.

- "Developmental Screening Parent Report" - all developmental screenings including height, weight, vision and hearing, along with Dial-4 and parent screening ASQ results are now on one page. These forms were given to parents during the home visits.

9. **Family Services and Social Services-**

There are no significant changes.

10. N/A (We do not have Early Head Start)

11. **Transition**

The Education Specialist contacts the local elementary schools and frequently checks their websites for campus kindergarten transition activities to share with transitioning families. Information is printed and sent home. She also makes sure to include information in the monthly school newsletter, phone blasts, and flyers. Kindergarten Transitioning is discussed during home visits and parent teacher conferences. Flyers are sent home and posted in the campus hallways. Each child receives a transition packet full of activities, parent education information, and the upcoming school calendar to help encourage learning during summer vacation. Home visit forms and IDPs (student goal sheets) include the transition year to help parents understand that daily activities are intentional and lead to children

transitioning to Kindergarten. We also use the Kindergarten Transition resources provided on the ECLKC. For those children identified with a disability the educational diagnostician coordinates with the campuses that children will be attending for the upcoming school year to hold a Transition IEP meeting. Special education staff from the receiving campus are invited to attend the IEP meeting and meet the parents and child. This affords parents with the opportunity to ask questions of the receiving school staff.

12.   Coordination

a. Our Head Start program continues to be housed within the public school system for Denton ISD. Therefore, an MOU with a local education agency is not needed.

Our district has been participating in a Pre-K Coalition that we began a couple of years ago. It is continuing to expand and develop. We now have a core group who meets as a Focus group that has helped to establish a unified mission statement and set goals. Through this coalition, we are hopeful to reach the other child care entities in our area and partner with them to share resources, increase the quality in care for all children ages 0-8, and to increase the awareness of the importance of Early Childhood development.

b. RTI/Referral Process: Denton ISD implemented a Universal Screener for the 2014-15 school year along with a more structured PK RTI process. The Universal Screener is required to be completed by the end of the first six weeks and the data is used to determine children who need to enter the RTI process. The instrument is not standardized and does not meet the criteria as a screening instrument for Head Start. Working with the district Early Childhood Education Coach, the member of the district curriculum department who

oversaw the development and implementation of this Universal Screener, the Head Start

Education Specialist was able to establish that all but one item on the district screener was

included in the DIAL-4, the program's standardized screener. In November of 2014 plans

were approved by the Policy Council to allow the Disability Specialist and Educational

Specialist to begin gathering information during Head Start Round-Up. The approved plans

also included steps for use of screening data to complete the district's Universal Screener.

These steps and analysis follow.

The age appropriate form of the Ages and Stages Questionnaire -3rd Edition were

completed by the parent during the recruitment process. The Education Specialist scored these

forms and entered results into a spread sheet. Data was analyzed and parents contacted if

concerns were identified.

Parents also completed a questionnaire asking if they had a concern about their child's

development and if the child was receiving any outside services. Parents were contacted

regarding concerns.

Teachers administered the DIAL-4 during the Head Start Enrollment Process. The

Disability Specialist scored the administered screeners. Results were charted on to the district's

Universal Screener Form appropriate for the child's age for children whose screening results

showed areas of concern based on comparison to norms. The chart was shared with teachers

during the creation of class lists. Once class lists were created the district's Decision Chart was

then used to make recommendations regarding the RTI Process with teachers completing the

necessary RTI paperwork.

The Denton ISD Head Start Program began the 2015-16 school year with eleven (11) returning students identified with a disability. Four (4) students were identified as potentially Head Start Eligible from other programs within the district (Special Education Preschool Classroom for Children with IEPs, Prekindergarten) with information about the Head Start Round-Up shared with parents. These students were added to the Disability List upon their enrollment into the Program at the beginning of the school year. During the year one student moved out of the attendance area for the Program.

Seventeen students were identified as having possible delays and have been referred to the district for testing. Additionally, two parents have also requested testing.

To date seven (7) students have been found eligible for Special Education services. One of these seven was withdrawn by his parents. Four (4) were found to not be eligible. One student was referred and during the referral process was found to not be eligible for Head Start. The referral was completed and he was found to meet eligibility criteria by the assessment team serving his elementary school attendance area. There are six (6) referrals in progress.

All services established through the IEP process are provided by Denton ISD. Two speech therapists and an educational diagnostician who serves as the Disability Specialist are housed on the campus. Occupational Therapy, Physical Therapy, and Psychological Services are provided by district itinerant personnel. Any other services established by the IEP are also provided by the district.

```
┌──────────────┐     ┌──────────────┐   ┌──────────────┐     ┌──────────────┐
│ RTI          │     │ RTI Meeting  │   │ RTI          │     │ Need for     │
│ documents    │ ──▶ │ Held         │──▶│ Recommendations│──▶│ Evaluation by│
│ completed    │     │              │   │ Implemented  │     │ SPED identified.│
└──────────────┘     └──────────────┘   └──────────────┘     └──────────────┘
```

┌───┐
│ Teacher gives parent diagnostician's contact   │
│ information. Parent comes to office to schedule a   │
│ referral appointment.   │
└───┘
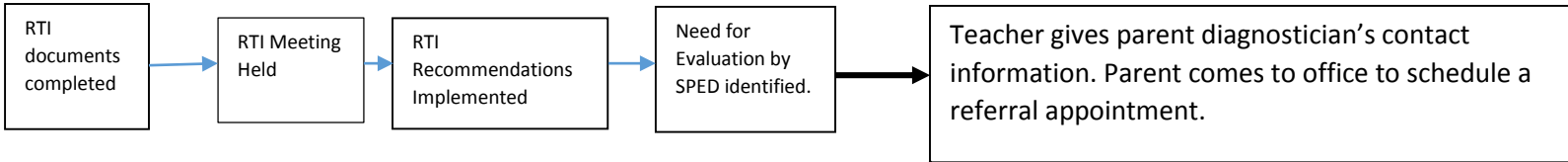
Referral/Assessment Appointment –

- Diagnostician gives parent
  * Notice of Procedural Safeguards
  * Parent Guide to the Admission, Review, and Dismissal
    Process
- Diagnostician explains the booklets to the parent
  including the time line for completion of the
  assessment
- Parent signs form acknowledging receipt of the two
  booklets
- Diagnostician gives Notice of Evaluation and explains
- Diagnostician gives Consent for Evaluation to Parent
  and explains the "five days to think about the testing"
  right of the parent
- Parent signs consent - **Starts the timeline for the
  assessment process**
  * If the parent says "Yes" to waiving the five days to
  think about testing, the assessment process begins.
  * If parents says "No", a second meeting is scheduled
    and the assessment process begins unless parent
    indicated in writing that they do not want the testing.
- While testing is being done the parent completes the
  Parent Information Form and the interview with the
  diagnostician for the developmental component of the
  assessment
- If needed an observation at child's day care is
  conducted.

The assessment team scores the results.

The assessment team meets to discuss the results.

The assessment team writes the report.

**Timeline for assessment process ends. Timeline for
IEP meeting starts.**

The assessment team communicates results with
parent.

┌───┐
│ IEP Meeting is scheduled and notice sent.   │
└───┘

┌─────────────────────────────┐
│ IEP meeting is held.   │
└─────────────────────────────┘

┌──┐
│ One of the parent rights is that the assessment be done in a timely │
│ manner. Each state sets the timeline. For Texas we are given 45 school │
│ days to complete the assessment process that is outlined above. We │
│ then have 30 calendar days in which to schedule the IEP meeting. │
└──┘

Campus Referral Process

SUB-SECTION C: APPROACH TO SCHOOL READINESS

1. Updates to approaches in School Readiness are:

a.This year our program has used CLI Engage for progress monitoring and to measure school readiness goals.

b.No updates or changes have been made to our curriculum since last year. Our program implements the DLM Express curriculum.

c.There are no changes in staff-child interaction observation tools used by our program since last year's application.

2. Our students have made gains in each domain. School Readiness goals are measured by CLI Engage Progress Monitoring Tool that is facilitated in both English and Spanish. In the Language and Literacy domain (the maximum score is 7), our students scored 2.5 (Wave 1) and 3.8 (Wave 2); in the Cognition and Knowledge domain (maximum score is 24), students scored 15.8 (Wave 1) and 18.2 (Wave 2); in the Physical Well-Being and Motor Development domain (maximum score 12), our students scored 9 (Wave 1) and 11.1 (Wave 2); in the Approaches to Learning (maximum score 18), students scored 12.8 (Wave 1) and 13.6 (Wave 3); and in the Social and Emotional Development (maximum score 24), our students scored 18 (Wave 1) and 19.6 (Wave 2). Our students are very close to meeting mastery on all of our school readiness goals.

2015-2016 School Readiness Outcomes Waves 1 & 2

Category	Max Score	Wave 1	Wave 2
LANGUAGE & LITERACY: Syllabication	7	2.5	3.8
COGNITION & KNOWLEDGE: Science	24	15.8	18.2
PHYSICAL WELL-BEING & MOTOR DEV: Fine and Visitual Motor	12	9	11.1
APPROACHES TO LEARNING: Approaches to Learning	18	12.8	13.6
SOCIAL & EMOTIONAL DEV: Emotion & Behavior Regulation	24	18	19.16
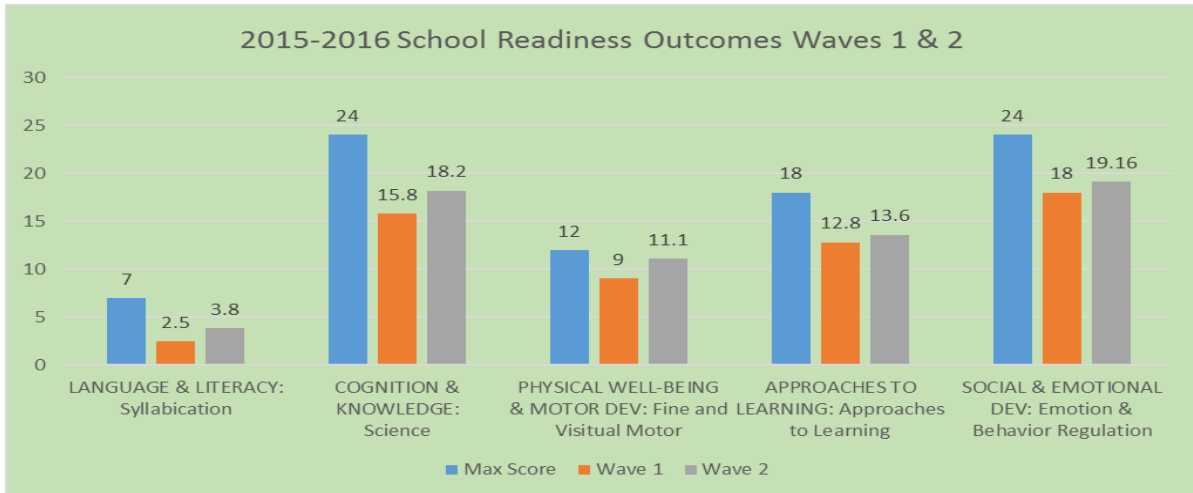
3. CLI Engage analyzes and aggregates data to show which students scored low in certain areas. It also provides suggestions or recommendations of online activities teachers can implement to help students improve in those low areas. CLI Engage has an online component that includes lessons teachers can easily prepare and implement. These lessons are aligned to the state guidelines and are available in English and Spanish. Once teachers have completed the CLI progress monitoring, the Education Specialist runs classroom and program reports for teachers to use for intentional teaching. Teachers use the data to help update students' individual goals on the IDPs and print individual CLI reports for parents. During Home Visits, parent teacher conferences, and through weekly newsletters, teachers share student progress with parents and encourage parents to implement home learning activities. The individual CLI reports provide parents with students' strengths and weaknesses so that parents can be actively engaged in their child's learning. Teachers collaborate during PLCs to develop and implement instructional strategies for continued growth individually and collectively.

SUB-SECTION D: PARENT, FAMILY, AND COMMUNITY ENGAGEMENT:

1. There were no changes made to the FY 15 PFCE program goals.

2. This year, our program began using google docs and we learned very quickly how we could use it to collect data. During FY 15, we have upgraded paper documents such as the parent interest survey, pre/post-tests, and sign-in sheets and have recreated them in google docs, sheets, or forms. This has proven beneficial in that program team specialists can collaborate on documents and review shared data in real time. Our program is in the process of making our Head Start application available online. We are including the parent education interest survey, dates and times of availability, parent contact information, and providing opportunities for parents to volunteer or participate in school wide events. This will allow us to be more intentional in encouraging participation in events that interest them, as well as help us meet Family Engagement Outcomes.

3. During enrollment at the beginning of the 2015-16 school year, approximately 133 parents completed the parent interest survey. Based on the interest surveys the PFCE specialist offer training to the interest level of the parents. In addition to the parent education and interest surveys, parents also complete a needs assessment as the first step to family goal setting.

PFCE Data: Parent Education Interest Survey
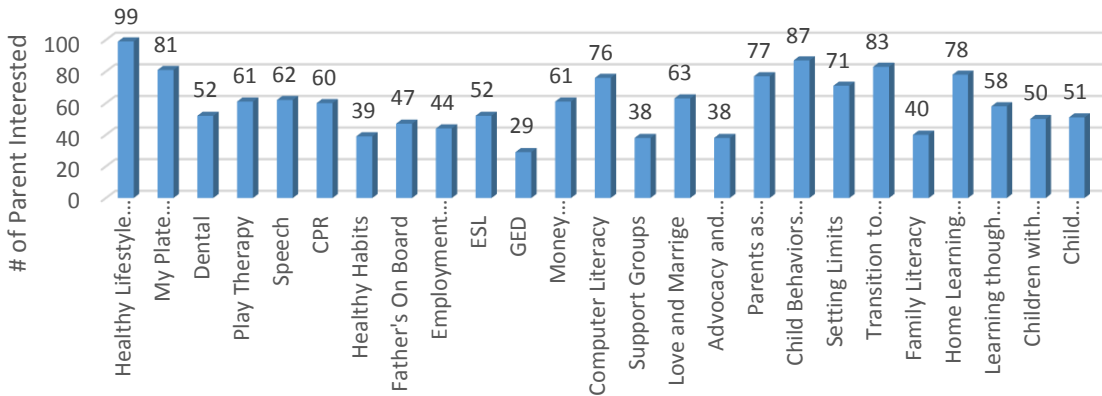
Date	Name of Event	Attendance	# of Evaluations Completed	Follow up
9/15/2015	ESL	16		
1/19/2016	GED	2		
9/11/2015	Grandparent's Day	131		
9/15/2015	Million Father March	53		
10/10/2015	Soccer with Dad	27		
10/7/2015	Back to Basics (Nutrition)	11		
10/21/2015	Back to Basics (Nutrition)	6	5	
10/28/2015	Back to Basics (Nutrition)	4		
11/4/2015	Back to Basics (Nutrition)	5	2	
11/18/2015	Back to Basics (Nutrition)	11	3	
10/1/3015	Nation's Celebration	4	All Students/Teachers	
11/4/2015	Guidance and Discipline	5	2	
12/17/2015	Make It Take It	135		
12/18/2015	Guidance and Discipline	15	15	1 parent, needed resources
1/9/2016	FRED(Fathers Reading Every Day) & Family	45		
2/7/2016	FRED(Fathers Reading Every Day) & Family Celebration	9		
1/27/2016	Choose Your Foods (Diabetes)	4		
2/19/2016	Black History Presentation			
2/9/2016	Musical Hearts with Mom	65		
2/10/0216	Marriage Enrichment (relationships)	5		
2/24/2016	Budgeting	1		
3/2/2016	Budgeting			
3/4/2016	Rodeo			
4/9/2016	Flying with Dad			
5/5/2016	Cinco de Mayo			

The PFCE Specialist implemented a smaller forum of the larger classes to increase parent participation within each classroom as a result of teacher requests. In class A, 12 of 18 parents participated in the Child Guidance/Discipline mini training. In class B, 15 of 18 parents participated in Child Guidance/Discipline. This class provided helpful strategies for parents to use in guiding and disciplining their children and helped meet PFCE Family Engagement Outcome of Parent-Child Relationship. Parents completed pre and post-test surveys. This assures that we need to implement this strategy not just to increase participation, but to ensure parents understand these classes are designed to help them reach Family Partnership Goal and are ready to support student learning.

Mini-trainings	Guidance/Discipline	12 of 18 of families participated in class A	15 of 18 classes participated in class B

Parents participate in the developmental screening process by completing the Ages and Stages Questionnaire (ASQ) during the initial 45 days of enrollment. They score their children in the skill areas of communication, gross motor, fine motor, problem-solving, and personal-social development. ASQ data is collected and used to build class lists and to provide some baseline data or information for teachers.

PFCE DATA: AGES AND STAGES QUESTIONNAIRE

Category	Value
Problem Solving and Communication	1
Gross Motor and Fine Motor	1
Fine Motor, Problem Solving, Personal-Social	1
Communication, Social Personal and Gross Motor	1
Communication and Social Emotional	1
Communication and Problem Solving	1
Communication, Fine Motor, and Problem Solving	1
Communication and Fine Motor only	1
Gross Motor and Problem Solving	2
Communication, Fine Motor, Problem Solving and...	2
Personal-Social only	4
Communication only	5
IEP	6
Fine Motor and Personal Social	6
Fine Motor only	9
OK	157

157 students scored above the cutoff (raw score range 45-60) in one or more areas. The remaining scores represent students who scored close to or below the cutoff in the given skill areas. Parents received a Developmental Screener Parent Report (in English or Spanish) that included individual results of the DIAL-4, ASQ, vision, hearing, height, weight, enrollment date, and Kindergarten transition year.

We had 100% participation with fall home visits and parent teacher conferences, during which parents and teachers collaborated in creating individualized goals based on developmental screening data and classroom observations. At the beginning of the school year, teaching teams participate in the PFCE Simulation and review Family Engagement Outcomes.

During Home Visits, parents and teachers discuss the components of school readiness.

Classroom rules and procedures	IDP (Individual Developmental Plan)
Home Learning Activities/Ideas for Home	Student Portfolios
Attendance	Developmental Screening Parent Report
School Readiness Goals	Parent Volunteer Opportunities
Student Progress in the classroom	Family Engagement Outcomes
Family Crisis	School Reminders

During Parent Teacher Conferences, teachers share progress on the individualized students' goals they collaborated on during home visits. Each student has five individual goals, one per each essential domain of the Head Start Early Learning Outcomes Framework. Parents and teachers discuss present level of functioning and whether students are mastering goals with maximum teacher support, minimal teacher support, or independently. They also analyze outcomes on the CLI Engage Progress Monitoring after each wave so parents can implement home learning activities to support individualized learning.

4. During home visits, teachers and parents review the family engagement outcomes, progress made toward PFCE goals, and update Family Partnership Goals. The social worker has 193 students on the caseload. Each family is asked at enrollment to complete a family needs assessment and to participate in a family partnership agreement. The agreement identifies the goal, objective and the responsibilities of each party in the partnership. The agreement states that follow-up tracking is scheduled for the fall, winter and spring of each year. Other documents used are the community referral, and the case management fact sheet. These forms are used to track progress on the type of family engagement outcome.

SUB-SECTION E: GOVERNANCE, ORGANIZATIONAL AND MANAGEMENT STRUCTURES, AND ONGOING OVERSIGHT:

1. The Roles and Responsibilities of the Board and Policy Council remain the same.

2. Organizational Chart (See page 47)

3. No changes were made to the staff qualifications or comptetencies for the identified groups.

4. The majority of our management systems we have in place for our Head Start program have remained the same. The subtle changes/additions to our systems are noted below.

Planning: Our program used the Virtual Expo provided to us through the Head Start website to plan for our monitoring reviews. We have increased our efforts in trying to get more teacher & parent input on all aspects of our program.

Communications: We have added 6 TV chromeboxes to our campus where announcements and important information can be displayed for staff and parents. Our campus newsletter has been updated this year to include information for families in all program areas along with a monthly calendar of events. We have increased our use of mass phone blasts to send invites/reminders out to families. Administrators use Lync to host conferences where individuals participating are off-site. Our Program team has used Google Docs to collaboratively work on important Head Start pieces.

Record Keeping & Reporting: Our district provided us with a new tracking system for Attendance that we are required to use. They replaced our SNAP system with eschool to track Health services. Our Program team is beginning to find ways to collect data using Google Docs.

Ongoing monitoring: Our Head Start program participated in a pilot for the district using the CLI engage data collection assessment tool to report progress on student's skills 3 times a year.

Note: Our Self-Assessment Report and Self-Assessment Improvement Plan can be found in the attachments section, uploaded under the documents tab in HSES.

DISD HEAD START ORGANIZATIONAL CHART

```
┌─────────────────────────────────────┐
│          HEAD START ACT             │
│        HEAD START STANDARDS         │
└─────────────────────────────────────┘
                  │
┌─────────────────────────────────────┐
│  HEAD START DIRECTOR/ GOVERNING      │
│  BOARD/ SUPERINTENDENT               │
│  (EXECUTIVE DIRECTOR)                │
│                                      │
│          POLICY COUNCIL              │
└─────────────────────────────────────┘
```

PROGRAM GOVERNANCE

MANAGEMENT SYSTEMS

Program Planning
Ongoing Monitoring
Human Resources
Communication
Record Keeping

FISCAL INTEGRITY

ELIGIBILITY
RECRUITMENT
SELECTION
ENROLLMENT
ATTENDANCE

CHILD HEALTH AND SAFETY

HEALTH & DENTAL

NUTRITION

TRANSPORTATION

FAMILY, PARENT & COMMUNITY ENGAGEMENT

CHILD DEVELOPMENT & EDUCATION

TEACHER

CO-TEACHER

STUDENT

SCHOOL READINESS CURRICULUM

DISABILITIES

MENTAL HEALTH

SECTION II

06CH7130 – FY 16 - GRANT APPLICATION BUDGET AND BUDGET JUSTIFICATION
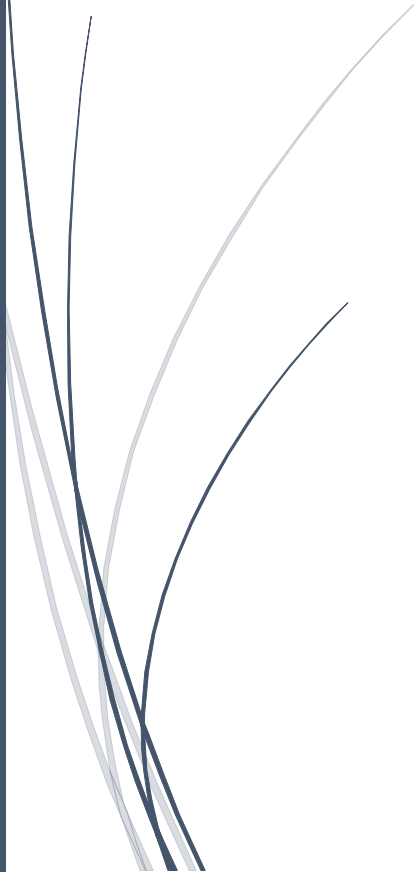
TABLE OF CONTENTS

SECTION II

ATTACHMENTS (Uploaded under documents tab in HSES)

1) Self- Assessment
2) Self- Assessment Improvement Plan
3) TTA
4) Board and Policy Council Letters & Meeting Minutes
5) Indirect Cost Rate

OTHER SUPPORTING DOCUMENTS (Uploaded under documents tab in HSES)

1) Lobbying, Tobacco Use Policies, Drug Free Workplace Requirements

SECTION II: BUDGET and BUDGET JUSTIFICATION

FEDERAL

1. The refunding amount of $1,299,853 is divided into three categories. These are payroll, supplies, and T/TA.

   The payroll is broken down into three areas. These are salaries, fringes, and substitute's pay. As one will note from the earlier SF424A form, the amounts requested for this category are $1,041,952, $178,288, and $30,000 respectively. This is a total of $1,250,240 or approximately 96.2% of the total federal funds requested. Programs integrated within a school district generally have higher salaries. Salaries must stay competitive with the area school districts, which accounts for the percentage of personnel and fringe in excess of the normal 60-80% of the total federal budget. These funds are to be used to pay the salaries for twenty nine (27) Head Start personnel. These personnel include one (1) education (content area) specialist, eleven (11) teachers, eleven (11) teacher aides, one (1) social worker, one (1) parent, family and community engagement specialist, one (1) family services aide and one (1) office aide. Due to budget limitations/salary increases, we decreased our classroom staff from 12 to 11 teachers and from 12 to 11 teacher aides, while maintaining our 193 funded enrollment. See Employee Compensation Cap section of this grant for a complete list of Head Start salaries paid by federal funds. It may be noted that the Director's salary and

salaries of key personnel are not funded by Head Start. These personnel are paid entirely by Denton ISD.

- The total amount of funds requested for the supplies category is $25,937. This will be budgeted for food services and classroom supplies. Each of the 11 classroom receives $150.00 monthly for food items (snacks and cooking) for a total of $16,500.00. We have budgeted $3,387 for office supplies, detailed below:

  Laminating film ($200.00)

  Printer ink ($1,500.00)

  Printer drums ($900.00)

  Copy paper ($587.00)

  Postage ($200.00)

We have budgeted $6,050 for an iPad and case for each classroom.

The DISD campus budget will supplement the Head Start budget for any additional supplies needed.

- $1,700.00 is budgeted for a mental health consultant.

- $810.00 is budgeted for student liability insurance which is paid yearly through the Dwight Jones Agency.

2. The current indirect cost rate (See attachment 5 in the documents tab of HSES) allowed is

2.14%. $0 will be charged to the Head Start Grant. The district will cover the total amount. There are

no shared costs. Please note in the In-Kind Expense Report, (See page 52) DISD Central Services staff

assistance (Child Nutrition, Human Resources, Payroll, Purchasing, Accounts Payable, Grant

Accountant, Staff Development personnel, Bilingual services, Counseling Services) is not included in

the dollars shown. The report submitted is for the 2014-2015 school year. That is the most current

data available at the time of the grant submission.

TTA/TRAVEL

The total amount of funds requested for the T/TA category is $21,166. This total includes $8,276

to be used for travel. These funds are to be spent as outlined below. The complete TTA plan is

attached under the document tab in HSES.

Training Topic	Targeted Audience	Provider/Person Responsible	Out of State Travel	Local Travel
NHSA Annual Conference	Director/Program Manager	NHSA	$2,500.00	
ERSEA	ERSEA Specialist/Aide	HS University/ERSEA Specialist	$1,500.00	
NAEYC Conference	Director	NAEYC/Director		$150.00
Region VI Network Meetings	Program Team	Out of State	$2,000.00	
TEPSA/TAASPYC Conferences	Director	Denton ISD		$550.00
Pre-K SDE Conference	Teachers	Director/Education Specialist		$550.00
BEAM Conference for Dual Language Instructors	(5) Teaching Staff	Director		$200.00
PFCE Parent Training	PFCE Specialist & 2 Parents	TWU		$50.00
PFCE Training	PFCE Specialist & Aide	Out of State	$600.00	
Personalized Parent Goal setting & monitoring	Parents	Teachers		$176.00
			$6600.00	**$1676.00**
		Total Travel		**$8276.00**

3. **See #1.**
4. **N/A**

5. Denton ISD has a strict financial management system in place. The Denton ISD Head Start

    program, as part of the Denton ISD, follows standard and acceptable accounting practices as

    prescribed by the State of Texas. All transactions are accounted for from purchase orders to

    payment of employees. The district has been recognized by the state as a leader in this area.

    The purchasing process from start to finish involves multiple departments with separation of

    duties in place. One person, alone, can never complete the process. The procedures and

    guidelines are regularly checked and improvement is made when necessary. The district

    employs a fiscal manager. All purchase orders must first be approved by the Director, then the

    fiscal manager. The PO is then sent to the purchasing dept. for approval and is then sent to

    the appropriate vendor. When the product is received, the campus secretary, receives the

    order, checks it in, signs the PO and sends the signed PO to the accounts payable dept. who

    then pays the vendor. No cash is ever transacted. The use of credit cards is prohibited. There

    is a district card available to use for lodging expenses while traveling. A Head Start budget

    report is approved by Policy Council and the School Board monthly.

6. **NON-FEDERAL**

   The Denton ISD Head Start Program is requesting refunding in the amount of

   $1,299,853. The district's non-federal share is $324,963, with a total grant amount for

   2016-2017 being $1,624,816. Volunteer hours are calculated in the amount of $15.00

   per hour for assistance in the classroom and to the teachers to prepare lesson

   materials. Volunteer resources are $324,963.00. Through January of 2016, our

   volunteer hours for Ann Windle School for Young Children, totaled 22,182.48.

   Calculated in the amount of $15.00 per hour, that totals $332,730. At this mid-year

   point, we have exceeded our $324,963.00 non-federal share. We have approx. 250

   volunteers that help with classroom preparation, classroom volunteers, Policy

   Council meeting (10 monthly meeting, 2 hours each, approx. 20 volunteers), Parent

   Committee meeting (10 monthly meeting, 2 hours each, approx. 15 volunteers),

   Board members (10 monthly meeting, 2 hours each, 1-2 volunteers) and community

   members.

7. No administrative salaries are paid from the Head Start budget. These salaries are paid 100%

   by the Denton Independent School District. The ability to meet the 15% limitation for

   administrative costs is not applicable.

8. N/A

9. See attachment 5 in the document tab of HSES
10. N/A
11. N/A
12. N/A
13. N/A
14. N/A   Page 53

Ann Windle School for Young Children

901 Audra Lane

Denton, Texas 76209

Denton I S D In-Kind Expense for Head Start 2014-2015

Head Start Students	193	**71.88%**
PPCD & Pre K students	76	28.12%
Total Ann Windle Students	269	100.00%
Head Start classrooms	12	**66.67%**
"other" classrooms	6	33.33%
Total classrooms	18	100.00%

Type of Expense	Ann Windle Annual Cost paid by DISD (actual)	Head Start Program Cost paid by DISD
Denton Municipal Utilities-electric, water, waste	89,494	59,663
Tru Green Lawn Service	13,761	9,174
Building depreciation	133,930	89,287
Custodial Service	61,125	40,750
Facility cost (classroom %)	**298,310**	**196,374**
Administration-Program Director, Adm Asst, reception	194,825	140,042
Registered Nurse	47,375	34,054
Counselor	30,303	21,782
Diagnostician (Total 80 students served with 32 HS served)	87,584	35,034
DISD Staff Salary cost (student % except Diagnostician)	**330,516**	**230,912**
Classroom-supplies, printshop	37,269	26,790
Campus Administration-supplies, copiers, postage, printshop	10,030	7,210
Staff Development	3,588	2,579
Other operating-snacks, mileage, buses	2,344	1,685
Other cost (student %)	**53,231**	**33,515**
Total Public In-Kind (Denton ISD Local funds)	**682,057**	**460,801**
Total Private In-Kind (27,589.57 Volunteer hours @ $15.00 per hour)	**374,505**	**374,505**
Grand Total In-Kind	**1,056,562**	**835,306**

Indirect costs-

DISD Central Services staff assistance not included in above dollars:

Child Nutrition, Human Resources, Payroll, Purchasing, Accounts Payable, Grant Accountant,

PDC Staff Development, Bilingual Services, Counseling Services, & Technology Services

06CH7310 FY16 - PAYROLL PROJECTION FOR YEAR 2016-2017

Position	Salary	Medicare & Workers Comp	Insurance	Teachers Retirement	
Content Area Expert	$ 60,167	$ 1,107	$ 3,132	$ 5,926	Page 55
SUB-TOTAL CONTENT AREA SALARY	**$ 60,167**				
Teacher 1	$ 55,810	$ 1,027	$ 12	$ 5,497	
Teacher 2	$ 54,590	$ 1,004	$ 12	$ 5,377	
Teacher 3	$ 56,404	$ 1,038	$ 12	$ 5,556	
Teacher 4	$ 57,883	$ 1,065	$ 3,132	$ 5,702	
Teacher 5	$ 57,883	$ 1,065	$ 12	$ 5,702	
Teacher 6	$ 54,383	$ 1,001	$ 12	$ 5,357	
Teacher 7	$ 55,747	$ 1,026	$ 3,132	$ 5,491	
Teacher 8	$ 57,883	$ 1,065	$ 12	$ 5,702	
Teacher 9	$ 55,834	$ 1,027	$ 3,132	$ 5,500	
Teacher 10	$ 55,810	$ 1,027	$ 3,132	$ 5,497	
Teacher 11	$ 57,360	$ 1,055	$ 3,132	$ 5,650	
SUB-TOTAL TEACHER SALARY	**619,589**				
Teacher Aide 1	$ 24,880	$ 458	$ 3,132	$ 2,451	
Teacher Aide 2	$ 18,237	$ 336	$ 12	$ 1,796	
Teacher Aide 3	$ 18,675	$ 344	$ 3,132	$ 1,840	
Teacher Aide 4	$ 20,242	$ 372	$ 3,132	$ 1,994	
Teacher Aide 5	$ 23,203	$ 427	$ 12	$ 2,286	
Teacher Aide 6	$ 24,331	$ 448	$ 3,132	$ 2,397	
Teacher Aide 7	$ 18,588	$ 342	$ 3,132	$ 1,831	
Teacher Aide 8	$ 25,115	$ 462	$ 3,132	$ 2,474	
Teacher Aide 9	$ 20,634	$ 380	$ 3,132	$ 2,032	
Teacher Aide 10	$ 21,605	$ 398	$ 3,132	$ 2,128	
Teacher Aide 11	$ 18,237	$ 336	$ 3,132	$ 1,796	
SUB-TOTAL TEACHER AIDE SALARY	**$ 233,746**				

06CH7310 FY16 - PAYROLL PROJECTION FOR YEAR 2016-2017

PFCE: SOCIAL WORKER	$	57,107	$	1,051	$	3,132	$	5,625
PFCE: PFCE SPECIALIST	$	25,741	$	474	$	3,132	$	2,536
PFCE: FAMILY SERVICES AIDE	$	22,807	$	420		12		2246.47
SUB-TOTAL PFCE PERSONNEL	**$**	**105,655**						
OFFICE AIDE	$	22,795	$	419	$	3,132	$	2,245
SUB-TOTAL OTHER CS PERSONNEL	**$**	**22,795**						
TOTAL PERSONNEL	**$**	**1,041,952**						
FRINGE (MediCare/Workman's Comp)	$	19,172						
FRINGE (Insurance)	$	56,484						
FRINGE (Retirement)	$	102,632						
TOTAL FRINGE	**$**	**178,288**						
OFFICE SUPPLIES	$	3,387						
FOOD SERVICES SUPPLIES (snack & cooking)	$	16,500						
OTHER SUPPLIES	$	6,050						
TOTAL SUPPLIES	**$**	**25,937**						
CHILD LIABILITY INSURANCE	**$**	**810**						
MENTAL HEALTH CONSULTANT	**$**	**1,700**						
SUBSTITUTES	**$**	**30,000**						
TOTAL ALL BUDGET CATEGORIES	**$**	**1,278,687**						

06CH7130 - EMPLOYEE COMPENSATION CAP - FY16

There are a total of twenty seven (27) positions funded by the Denton ISD Head Start Program. Twenty two (22) of those positions are classroom teachers and teacher aides, one (1) Social Worker, one (1) Education Specialist (Content Area), one (1) Office Aide, one (1) Parent, Family & Community Engagement (PFCE) Specialist, and one (1) Family Services Aide.

Head Start does not pay the salaries of the Director or any other Key Personnel . These salaries are paid entirely by the Denton Independent School District. **Please note that no salary exceeds the $183,300.00 limit.**

All positions are full time and all positions are 100% paid with Head Start funds. The salaries below exclude health, medical, life insurance, retirement, etc.

Position	Salary	Position	Salary	Position	Salary
Teacher 1	$55,810.00	Teacher Aide 1	$24,880.00	Content Area Expert	$60,167.00
Teacher 2	$54,590.00	Teacher Aide 2	$18,237.00	Social Worker	$57,107.00
Teacher 3	$56,404.00	Teacher Aide 3	$18,675.00	PFCE Specialist	$25,741.00
Teacher 4	$57,883.00	Teacher Aide 4	$20,242.00	Family Services Aide	$22,807.00
Teacher 5	$57,883.00	Teacher Aide 5	$23,203.00	Office Aide	$22,795.00
Teacher 6	$54,383.00	Teacher Aide 6	$24,311.00		
Teacher 7	$55,747.00	Teacher Aide 7	$18,588.00		
Teacher 8	$57,883.00	Teacher Aide 8	$25,115.00		
Teacher 9	$55,834.00	Teacher Aide 9	$20,634.00		
Teacher 10	$55,810.00	Teacher Aide 10	$21,605.00		
Teacher 11	$57,360.00	Teacher Aide 11	$18,237.00		
Total Teacher	**$619,589.00**	**Total Teacher Aide**	**$233,746.00**	**Total other staff**	**$188,617.00**
Total Salaries	**$1,041,952**				

Key Personnel Worksheet

Title	Salary	Sources
Executive Director	$253,355.00	Denton ISD General Operating Fund
Head Start Director	$87,423.00	Denton ISD General Operating Fund
Fiscal Director	$ 138,616.00	Denton ISD General Operating Fund

Please note: Head Start does not pay the salaries of the Director or any other Key Personnel.

These salaries are paid entirely by the Denton Independent School District.

FY-16 TTA PLAN - DENTON ISD HEAD START PROGRAM

Grantee: 06CH7130   **TTA Specialist: Dwuna Duty-Richards**

Denton Independent School District

General Information

Mailing Address	901 Audra Lane	**Main Contact**	Sacha Harden
	Denton, TX. 76209	**Title**	Education Specialist
Director Phone:	940-369-3901	**Main Contact Email:**	sharden@dentonisd.org
Fax Number:	940-369-4930	TTA Specialist Phone	817-240-8384

Overall Vision for Growth:	Resources Available:
*The vision for the Denton ISD Head Start Program is School Readiness-growth in children so they can be successful in Elementary school, growth for parents so they can be successful contributing to the community, and growth for staff so they can do the best possible job in helping families become more successful.	*Local doctors and dentists (immunizations and screenings) *Texas Woman's University *Health Department *Denton Independent School District *University of North Texas *Texas A & M Agrilife Extension *Friends of the Family
Strengths: *Early Childhood Educational Diagnostician and RN on campus full time *Implementarion of program incorporating School Readiness Goals, Head Start Early Learning Outcomes Framework, and 2008 Revised Texas Prekindergarten Guidelines	Growth Areas to be Addressed: *Program Design and Management/Ongoing Monitoring and Communication *Education and Early Childhood Development/Disabilities School Readiness (PFCE, Social Services, Health, Education, Program Design) *Ongoing professional development to be addressed: See ongoing training

FIVE YEAR GOALS FY 2014-2019

Growth Area or Ongoing Professional Development Identified	Performance Standards to be addressed	Additional information gathered	Outcomes
Program Design and Mangement	1304.5	Strategic Plan, Survey Results, Student Outcomes, Standards, PIR	To maintain a well-managed Head Start Program where everyone is working collaboratively toward a common goal.
Education and Early Childhood Development	1304.2	CLASS, RTI, Portfolios, Report Cards, Dial-4, DLM Express Curriculum, CLI Progress Monitoring, UBD, PBIS, Universal Screeners	Children in our program will show enhancements in their growth and development that is greater than 85% mastery.
Child Health and Safety	1304.2	Staff Surveys, tribes/team builders, staff goal setting, silver boxes, Energy Bus, character traits and bucket fillers. Data on obesity rates.	To provide children with the necessary Health and Nutritional Services. Children in our Head Start Program will show an increase in their overall health as documented by 1) a decrease in the number of cases of obesity 2) an increase in the number of parents advocating for their children by obtaining services to address medical, dental, and mental health issues, and 3) an increase in parents advocating for children with disabilities.
Parent Family and Community Engagement	1304.4	Parent satisfaction surveys, parent education classes, Policy council, Parent Committee & PTA	Families will serve as the primary nurturers of their children and will build upon their strengths as leaders and advocate through parent-initiated program supported activities such as leadership training, parent committees, and policy council.

YEAR 3 GOALS AND ACTION PLAN

Program Design and Mangement	Expected Program Impacts	Impact on Goals/Objectives	Measurement
Goal 1: To use data to drive our program direction in all areas. Obj. 1: To have all parties involved trained to look to the data for program planning.	*We will have better alignment between our identified needs, program direction, financial status, etc	*Data is needed to plan a program's direction. Otherwise, the program may be headed in the wrong direction.	*Checklists *Performance Data: CLASS/DIAL-4/SRO *Surveys *Needs Assessments *Monthly budget reports
Education and Early Childhood Development	**Expected Program Impacts**	**Impact on Goals/Objectives**	**Measurement**
Goal 1: Our campus will utilize true (PLCs) Professional Learning Communities in our school. Obj. 1: Teachers will input student data and track student progress. Obj. 2: Teachers will be trained on our Campus RTI process and will follow these procedures.	*Pods will team and plan together looking to the data to drive instruction and to plan conceptual refinement. *Students will receive the individualized instruction that they need which will increase success.	*The goal provides a tool to help to increase student success. Learning is a collaborative effort.	*Progress noted on CLI Engage, IDPs and IEPS
Child Health and Safety	**Expected Program Impacts**	**Impact on**	**Measurement**
Goal 1: Based on the Parent Needs Survey completed at the time of enrollment, parent needs related to medical and dental services for their child will be identified. Obj. 1: Parents will obtain services and present necessary documentation.	*The number of children who have medical and dental homes will be 100% by the 2nd quarter program review. *Parents will utilize provided information to obtain services.	*Children who are healthy perform better in all areas.	*eSchool Health documentation *Training Logs *Social Worker Parent Needs Surveys and Follow-up Logs.
Parent Family and Community Engagement	**Expected Program Impacts**	**Impact on Goals/Objectives**	**Measurement**
Goal: Parents will clearly identify their needs upon enrollment using the Parent Needs Survey	*More parents will participate in our parent education opportunities. *Our parent education classes will match the needs of our parents. *Parents will be connected to the community resources that they need.	*When needs are clearly identified, the program can plan more accurately to meet these needs.	*Data collected on Parent Needs Survey will match the Data from Parent Classes offered for the year.

ONGOING PROFESSIONAL DEVELOPMENT: PROGRAM DESIGN & MANAGEMENT

Training Topic	Targeted Audience	Provider/Person Responsible	Estimated Cost		
			Travel	Program Operations	Total Cost
Parent Orientation/Parent Handbooks/Handouts	Parents	Program Team		$300.00	$300.00
Roles & Responsibilities of the Policy Council, Parent Committee, and School Board	Policy Council, Parent Committee, and School Board	Becky Justice/Director		$350.00	$350.00
NHSA Annual Conference	Director/Program Manager	NHSA	$2,500.00	$1,500.00	$4,000.00
ERSEA	ERSEA Specialist/Aide	HS University/ERSEA Specialist	$1,500.00	$850.00	$2,350.00
NAEYC Conference	Director	NAEYC/Director	$150.00	$390.00	$540.00
Beginning of Year Staff Development	All Staff	Director		$1,250.00	$1,250.00
OHS Webinars and Trainings	Director/Staff	OHS/Director		$500.00	$500.00
Region VI Network Meetings	Program Team	Out of State	$2,000.00	$1,000.00	$3,000.00
CLASS Calibration and Recertification	Education Specialist	Teachstone		$400.00	$400.00
Joint Transition Training	Students/Parents/ Staff	Denton ISD/ Education Specialist		$200.00	$200.00
TEPSA/TAASPYC Conferences	Director	Denton ISD	$550.00	$200.00	$750.00
Pre-K SDE Conference	Teachers	Director/Education Specialist	$550.00	$200.00	$750.00
Confidentiality, 504, Disability Plan	All Staff	Dr. Pettigrew			In- Kind
RTI/Data collections/interventions	Teaching Teams	Director/Pre-K Coach			In- Kind
Learning Targets/Goals	Teaching Teams	Director/Pre-K Coach			In- Kind
Monitoring Protocols Training	Program Team	Director			In-Kind

ONGOING PROFESSIONAL DEVELOPMENT: EDUCATION & EARLY CHILDHOOD DEVELOPMENT					
			Estimated Cost		
Training Topic	Targeted Audience	Provider/Person Responsible	Travel	Program Operations	Total Cost
Instructional Support (whole and small group sessions)	Teaching Staff	Education Specialist		$500.00	$500.00
CLASS Video Library and Manuals	Teaching Staff	Education Specialist		$200.00	$200.00
BEAM Conference for Dual Language Instructors	(5) Teaching Staff	Director	$200.00	$750.00	$950.00
Collecting & Analyzing Data (DIAL-4, ASQ, CLI, Portfolios)	Teaching Staff	Education Specialist		$2,000.00	$2,000.00
Classroom Management, Classroom Readiness, Environmental Checklist	Teaching Staff	Director/Pre-K Coach		$500.00	$500.00
School Readiness Team	Program Team, Community	Director/Education Specialist		$200.00	$200.00
Technology Integration	Teaching Staff	Director/Education Specialist		$200.00	$200.00
Steps to Individualizing	Education Specialist	Education Specialist		$100.00	$100.00
T-TESS new teacher eval training	Teaching Staff	Denton ISD		$150.00	$150.00
Beginning Teacher Series	Teaching Staff	NCQTL/Education Specialist			In- Kind
Implementing DLM Curriculum with Fidelity	Teaching Staff	Education Specialist			In- Kind
Teacher's Role in School Readiness	Teaching Staff	Director/Education Specialist			In- Kind
Updates on School Readiness goals and outcomes	Teaching Staff	Education Specialist			In- Kind
NCQTL webinars and suites	Teaching Staff	Education Specialist			In- Kind
Units By Design	Teaching Staff	Denton ISD/Pre-K Coach			In- Kind
Roles of the Teacher and Paraprofessional	Teaching Staff	Director/Principal			In- Kind
DIAL 4 Developmental Screener Refresher	Teaching Staff	Disabilities Specialist			In- Kind
Head Start Early Learning Framework	Teaching Staff	Denton ISD			In- Kind
SALSA/STEM	Teaching Staff	Denton ISD/Director			In- Kind
Positive Behavior Supports	Teaching Staff	Director/Pre-K Coach			In- Kind

ONGOING PROFESSIONAL DEVELOPMENT: CHILD HEALTH & SAFETY					
			Estimated Cost		
Training Topic	Targeted Audience	Provider/Person Responsible	Travel	Program Operations	Total Cost
Bus Evacuation, Pedestrian Safety, Fire Safety, Bike Safety and School Safety	Students/Parents/ Staff	Education Specialist		$200.00	$200.00
Active Supervision	Teaching Staff	Director			In- Kind
CPR and First Aide	All Staff	Denton ISD/Health Specialist			In- Kind
Blood born Pathogens and Asthma	All Staff	Denton ISD/Health Specialist			In- Kind
Child Abuse Reporting	All Staff	Denton ISD/Health Specialist/Counselor			In- Kind
Safe Environments	All Staff	Denton ISD/Health Specialist/Office Aide			In- Kind
CPI Training and Refresher	All Staff	Denton ISD/Director			In- Kind
Emergency Operations and Procedures Training	All Staff	Director/Office Aide			In- Kind
Travis & Presley Guidance Lessons - Suicide/Bullying	Students/Parents/ Staff	Denton ISD/Counselor			In- Kind
Student Health Education	Students/Parents/ Staff	Denton ISD/Health Specialist			In- Kind
Campus Healthy Initiatives	All Staff	Denton ISD/Health Specialist			In- Kind
TB and Physicals	All Staff	Denton ISD/Health Specialist			In- Kind
Mental Health Confidentiality	All Staff	Denton ISD Diagnostition			In-Kind

ONGOING PROFESSIONAL DEVELOPMENT: PARENT FAMILY COMMUNITY ENGAGEMENT

Training Topic	Targeted Audience	Provider/Person Responsible	Estimated Cost		
			Travel	Program Operations	Total Cost
Family Literacy Trainings and Events	Parents	PFCE and Education Specialist and Librarian		$200.00	$200.00
PFCE Parent Training	PFCE Specialist & 2 Parents	TWU	$50.00	$300.00	$350.00
PFCE Training	PFCE Specialist & Aide	Out of State	$600.00	$450.00	$1,050.00
Personalized Parent Goal setting & monitoring	Parents	Teachers	$176.00		$176.00
Robert's Rules of Order and Parliamentary Procedures	Policy Council, Parent Committee, Governing Board	Dr. Pettigrew			In- Kind
Volunteer Orientation	Parent and Community Volunteers	PFCE Specialist			In- Kind
Confidentiality	Parent and Community Volunteers	PFCE Specialist/Dr. Pettigrew			In- Kind
Parent Committee Roles and Responsibilities	Parents	PFCE Specialist			In- Kind
Health and Nutrition	Parents	PFCE Specialist			In- Kind
Budgeting for Families	Parents	PFCE Specialist			In- Kind
PFCE Framework and Simulation	All Staff	PFCE and Education Specialist			In- Kind
PFCE role in School Readiness	PFCE Specialist	PFCE and Education Specialist			In- Kind
			Travel	Program Operations	Total (FY16) TTA
		TOTALS ALL TRAINING	$8,276.00	$12,890.00	$21,166.00

FY16

SELF-ASSESSMENT

06CH7130

POLICY COUNCIL APPROVED
FEBRUARY 5, 2016

GOVERNING BOARD APPROVED
FEBRUARY 9, 2016

Self-Assessment Report

Executive Summary

During the period of December 2015 and January 2016, a Self-Assessment was conducted by the Denton Independent School District Head Start Program. Head Start Teachers/staff, and Parents/Board of Trustees and Policy Council members, and Program Team Managers participated in this assessment. The Program used the webinar & guide provided by Head Start in conducting this Self-Assessment. Each stage is critical and supports the program in meeting Head Start performance standards and in building programs of excellence.

The Guide is divided into four sections representing the stages of the Self-Assessment process:
> **Stage 1:** Preparing
> **Stage 2:** Collecting
> **Stage 3:** Interpreting
> **Stage 4:** Strengthening

Our Head Start program gathered input from all of the stakeholders involved. For sections 1-6, 13, 14 & 16, data sheets were created for these specified areas that contained a description of each area and a place to provide input on Strengths and Needs for that area. Information for sections 10, 12, 15, and 18 was collected through teacher surveys and face to face interaction with parents and program team members. Individuals and small groups worked together to provide insights toward our Self Assessment Data Collection process/Report. For section 11 a survey was given to staff and to parents of children receiving services.

The written Self-Assessment worksheets are on file.

Head Start Self-Assessment:

Your Foundation for Building Program Excellence

Table of Contents

Summary of Results

Strengths, Weaknesses, and Recommendations

1. **Program Governance**

   Program Strengths:
   *Policy Council meets regularly and members are actively involved.
   *Two members of the Governing Board sit on the Policy Council and participate in all
    aspects of its function.
   *Policy Council meetings are held every month.
   *Parent committee meetings are held every month.
   *They let us know everything that is going on.
   *DISD Governing Board has strong beliefs in Early Childhood Education (Advocates)
   *Provides representation at meetings as appropriate.
   *Policy Council/Board members work collaboratively together while maintaining focus on
    the students.

   Program Weaknesses:
   *More participation of the parents needed.

   Recommendations
   PFCE specialist will create a way to track the attendance of each Policy Council
   parent representative's attendance and will put steps in place to replace members that are
   exhibiting poor attendance.

2. **Planning**

   Program Strengths:
   *Systems for this area work well.
   *Our district has been actively collaborating with the Denton United Way to assess the
    needs of the underserved in our area. Through an extensive study these needs have been
    identified and through ongoing collaborations will be addressed continually via all of the
    above.
   *In the planning, it involves the staff, parents, and community.
   *They try to reach their goals.
   *Always Organized
   *Year-long planning

Program Weaknesses:
*Would like to see more family-centered activities.
*Carryover plan to Support Staff Hall (started timeline, but not finished)
*Need to explore new ways to do our Annual Report (simplified version that contains all of the Head Start standard requirements)

Recommendations
Design a new format to use for our Annual Report that is easy to read and contains all of the necessary Head Start Standard requirements.

3.   **Communication**

Program Strengths:
*Weekly newsletters from teachers to parents
*Monthly newsletter from Principal/Program Team to parents
*Morning announcements
*Meetings (Head Start, Faculty, Horizontal, etc.)
*Because two members of the Board of Trustees sit on the Policy Council they are fully involved in all Policy Council functions. Reports are made monthly to the entire Board of Trustees at the called Board Meetings.
*The weekly newsletters. They inform parents about everything that is going on with the school. Every department has their input, goals, and news. This is a great way for parents to know what is going on with their kids and the school.
*We have reminders of all activities around school. This is a good way for not forgetting the things we should know.
*Six Chrome boxes (TV monitors) are now working around the common areas to portray announcements/information on for staff and parents.
*Newsletters/Marquee/Chrome boxes (TV monitors) support communications (Multiple means of communications)

Program Weaknesses:
*Communication for events and activities could be communicated earlier to teachers. Also, if an event is planned, activities for the event should be communicated clearly in order for families to be aware of what is going on as well as give teachers time to plan accordingly.
*Communicate about activities, with teachers. We send flyers home and don't know much about the event.
*Many notes that go home about activities have grammar/spelling mistakes and don't clearly explain what the activity is.
*Have more teacher/aide input into what activities we do instead of just being told what to do to make sure they align with Pre-K guidelines and not just fluff.
*So many last minute events or communications
*Teachers should be more prepared to answer questions that parents may have of the activities.

*The Parent Committee members need to trust one another enough to come to an
 agreement on what we plan.
*Increase awareness of parenting classes (use mass emailing)
*Need to expand awareness/communications through social media.

Recommendations

Increase communication through use of technology & social media outlets such as Remind
101, Twitter, Facebook, etc.

4.   Record Keeping and Reporting

Program Strengths:
*Teachers collaborate with social worker, diagnostician, etc. to ensure quality services.
*The Denton Independent School District has an extensive computer system which has the
 capacity to maintain and access all student/family records.
*Computers and programs that allow storage of information.
*Program Managers share updates in their areas at the Weekly Program team meetings.

Program Weaknesses:
*Maybe include a checklist or copy items that families turn in. Sometimes forms get lost and
 it can be frustrating for the family/teacher.
*More streamline of information and less repetition
*I would like a list of items needed for IEP meetings to make sure I am prepared.
*Continue to explore ways to more efficiently do data analysis.

Recommendations

Revisit our data collection process in order to make decisions on what data will be collected,
when it will be collected, and how it will be collected in a way that supports progress toward
our program goals.

5.   Ongoing Monitoring

Program Strengths:
*Most teachers have a system for data collection that demonstrates progress monitoring.
*Because of the size of our district, we have a large professional staff qualified to monitor
 and maintain all requirements for compliance with Federal regulations.
*Records and data are continuously updated.
*Ongoing monthly reports
*Communication Board
*Program Team meetings

Program Weaknesses:
*Some systems could be consolidated to decrease paper loads put on teachers.
*Establish a checklist-what needs to be done, who does it, and include deadlines.
*CLI engage needs some work/tweeking….hard for the kids to be successful.
*Need system in place to give teachers more opportunities for taking anecdotal notes.
*Communication (One-on-One)
*More efficient data analysis approach

Recommendations:
Create a new system for tracking staff goal setting & monitor progress toward individual goals, and provide coaching sessions.

6.   Human Resources

Program Strengths:
*All teachers are highly qualified and attend Professional Development consistently.
*Available Professional Development Opportunities are shared.
*A committee participates in the interview process for new staff.
*Every year the program is enhanced and improves in quality and procedures.
*Because Ann Windle School for Young Children is part of the Denton Independent School District, it has an outstanding Human Resources Department which actively recruits the most highly qualified professionals for the children enrolled in our district. Denton ISD is a large district with an outstanding staff of professionals who provide services to families within our district. We are very proud of the high quality and specificity of our professional development.
*We think that they are doing a great job hiring qualified staff.
*Human Resource dept./Policy Council ensures that all hire qualifications are met.

Program Weaknesses:
*Human Resources understanding their role in CDA process.
*TB questionnaire is no longer a part of the online process to request to be a volunteer.

Recommendations
*Get HR dept. more involved in the CDA renewal process
*Meet with HR to see if we can get the TB questionnaire back in the online application to be a volunteer for the district.

7. Fiscal Management

Program Strengths
Strong procedures in place
Multiple approvals before funds are released

Program Weaknesses
None at this time

Recommendations
None at this time

8. Prevention and Early Intervention

Program Strengths
*Hearing/vision screening completed before 45 day deadline; strong base of community
 health resources; folders kept up to date; one page letter sent home informing parents of
 results.

Program Weaknesses
*More health communication to be sent home in backpacks.
*Need for more Health Education in the classrooms

Recommendations
*Nurse will plan some Health Education Classes that she will present in the classrooms.

9. Tracking and Follow-up

Program Strengths
*Electronic health reports- E-school Plus; paper files kept of health reports received.

Program Weaknesses
*Failure of parents reporting or updating health information.

Recommendations
*When alerted to a health condition-contact parents for further explanation and
 information.

10. **Individualization**

   Program Strengths
   *Teachers have onsite resources to assist as needed: special education teachers, PK
     instructional coach, Education Specialist, PLCs, Diagnostician
   *IDPs are updated constantly

   *Teachers send homework and explain what goals our students will work on.

   *IDP is designed to collect data on child interest, present level of functioning, and individual
     goals

   Program Weaknesses
   *Some students are more advanced and need more advanced homework.
   *Consistency in work samples tied to IDP goals and intentional planning & data collection

   Recommendations
   *Need additional training on steps to Individualization.
   *Revise anecdotal record template and portfolio face plates.

11. **Disabilities Services/Mental Health**

   Program Strengths
   *Easier to get our students processed more quickly than before
   *Parent involvement with the program
   *Parents know who is working with their children
   *Parents receive progress reports on a regular basis
   *Staff is readily accessible
   *Parent questions are answered
   *Flexibility to participate in PPCD and in Head Start
   *Parents are involved in the meetings
   *Staff is very dedicated
   *Good procedures in place
   *Provide services to students as needed
   *District has more resources for our staff members now in regards to Mental Health

   Program Weaknesses
   *Wait time (to get student into the program)
   *Not all staff members could explain to a parent or another staff member the process of
     referring a child
   *It sometimes takes a long time to get a child tested
   *Head Start teachers are not special ed certified

Recommendations
*Develop a flow chart that includes:
* RTI Process
* Referral Process
* Assessment Process
* IEP Process

12. Curriculum and Assessment

Program Strengths
*Our program uses CLI Engage online assessment tool.

*Teachers have a variety of supplemental curricula, plenty of training, and instructional support from instructional coaches.

*Education Specialists monitors student portfolios, student IDPs, and CLI to determine student progress towards goals.
*Curriculum and assessments are scientifically researched, valid and reliable.

Program Weaknesses
*Consistency with approach to ongoing assessment (DISD and Head Start)
*Collecting data (portfolios, anecdotal records)

Recommendations
*Develop professional development with DISD PK Instructional coach and teachers about our approach to developmentally appropriate ongoing assessment.
*Explore digital portfolio options

13. Family Partnership Building

Program Strengths
*Collaborative partnerships are made from the start of enrollment and are cultivated throughout the year. We always let the social worker know if a family has a need and she does the same.
*Home visits/ parent conferences/newsletters/talking with parents at drop off and pick up times
*Social worker works to help families in need meet their goals or resources
*Parenting classes
*Follow Up on the goals
*Confidentiality

*Knows family demographics (of enrolled students) and makes referrals for resources as
  needed (pre-natal care, etc.)
*During enrollment, staff intentionally implement strategies to build positive relationships
  with parents for the upcoming school year-transitions
*Develops individual plans based on needs

Program Weaknesses
*Make sure all teachers are aware of the services we can help with
*Are teachers able to make sure each family is working toward their goals?
*Hold families responsible for volunteer hours
*More self-esteem programs for kids
*More personal follow up for each kid and parent

Recommendations

Provide a statement on the contact log giving the social worker and the social service
specialist permission to share goal information with the teachers. During home visits, the
teacher may obtain updated information about the parent's progress.

14.   **Parent Involvement**

Program Strengths
* Provide educational parenting classes to help their children for School Readiness
*Welcoming families and communication information about Head Start
*Parent Orientation and Registration
*Involving parents in program for Policy Council, Parent Committee
*Father Involvement
*Volunteering Involvement with parents
*Ongoing parent need analysis

Program Weaknesses
*Minimal participation in parenting classes
*Data documentation to display learning/outcomes of parent education classes

Recommendations
*Create action steps for increased participation in parenting classes
*Improve data documentation efforts

15. Community and Child Care Partnerships

Program Strengths
*New Denton ISD/Ann Windle partnership with Denton City County Day School.
*Frequent communication between our program and child care centers that provide care to our students.
*PK Coalition
*Our district has begun to invite our child care partners to our Professional Development opportunities.

Program Weaknesses

Recommendations

16. Eligibility, Recruitment, Selection, Enrollment and Attendance

Program Strengths
*Guidelines are put in place to ensure criteria is met for enrollment. If challenges arises, ERSEA team meets to discuss how challenges should be addressed and what solutions should be implemented.
*Well organized
*Good Communication
*Enough time is provided to be organized and get necessary documents
*Sends out communication through DISD Communication to inform the community
*Work closely with Disabilities Specialist to ensure 10% disabilities

Program Weaknesses
*Some paper processes were changed which made testing for teachers difficult. This was addressed at the ERSEA meeting earlier in the year
*Have all 193 funded enrollment slots filled on the 1st day of school
*Make all teachers aware of how/what ERSEA does because it is useful knowledge.
*Too many days to the process of enrollment
*More signs to help follow directions

Recommendations
*Review with the Head Start Director and the ERSEA team about the days involving the enrollment process for parents
*Develop more signs with directions for parents
*Review and train teachers on the paperwork process

*Meet with teachers and the Educational Specialist to inform them about the ERSEA process
and procedures (February 18, 2016)
*Review processes and come up with a plan to have 193 enrolled by day 1.

17.   **Facilities, Materials, Equipment and Transportation**

Program Strengths
*monthly walk- throughs
*safety drills
*District resources (i.e. Heat Ticket system & Maintenance crew, DISD funded supplies, Cleaning
service, etc.)

Program Weaknesses
*Need window blinds **or** fire resistant shades throughout the building,
*Playground needs weather resistant benches and trash cans
*4 Tarp coverings are needed for 3 large jungle gyms

Recommendations
Get estimates on:
*Window blinds or fire resistant shades
*Durable benches and trash cans
*4 large tarp coverings

18.   **Using Child Outcomes in Program Self-Assessment**

Program Strengths
*PLCs collaborate and use child outcomes for intentional teaching.
*Program shares assessment results with parents during fall/spring home visits and
conferences.
*CLI Engage analyzes child outcomes data for instructional planning.

Program Weaknesses
*Parent participation in home learning activities is mostly inconsistent or lacking
*Monthly parent teacher meetings where teachers update parents on class progress towards
goals, encourage parent participation in home learning activities.
*Need to review our approach to assessing (including PBIS, CLI, and other tools) to ensure data
is authentic and developmentally appropriate for individual learners.

Recommendations
*Review our approach to collecting authentic data and using it for intentional teaching.

FY16

SELF-ASSESSMENT PROGRAM IMPROVEMENT PLAN

06CH7130

Head Start Self-Assessment Program Improvement Plan:

Table of Contents

Area Specialist(s)/Parent

PROGRAM GOVERNANCE

PROGRAM AREA RECOMMENDATION(S):
Increase Parent Participation in Governance opportunities.

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT-REPORTING *(Effort & Effect)*
Create an efficient way to track the attendance of each Policy Council parent representative.	PFCE specialist Policy Council Officers	Policy Council Binder: Sign in sheets from Council meetings	2016-2017 school year (ongoing) *Review data monthly	Measurement will be the attendance log that is created to track the number of absences the parent representatives have. Logs will need to be reviewed by the Policy Council officers & PFCE specialist.
Warning letters created to send out to parents who miss monthly meetings.		Parent emails	Monthly	Track steps taken: Letters or emails sent Phone calls, etc.
Replace Policy Council representatives with 2 consecutive absences (according to by-laws)		Policy Council By-Laws		

PLANNING

PROGRAM AREA RECOMMENDATION(S):

Explore new ways to report our Annual Report for Head Start that is easy to read and contains all of the necessary Head Start standard requirements.

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT-REPORTING (Effort & Effect)
Review formats that neighboring Head Start programs use for their Annual Report to try to find a user-friendly format that meets our programs needs.	Head Start Director Program Managers	Annual Reports from neighboring Head Start programs. Head Start Standards Head Start Directors from neighboring schools	New template to be created by June 2016	Final product will be easy to read and will contain all of the necessary components for an Annual Report according to the Head Start standards.

COMMUNICATION

PROGRAM AREA RECOMMENDATION(S)
Increase communications through use of technology & social media.

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT-REPORTING *(Effort & Effect)*
Create a campus Facebook page Promote more participation from teachers to create and maintain their Twitter accounts. Set up a Remind 101 account to be able to send news or reminders out through text.	Head Start Director	Computers, ipads, cell phones, personal devices	October 2016	Social media sites will be given out to parents to encourage increased communications. The amount of participation on these sites will be reviewed on a regular basis.

RECORD KEEPING & REPORTING

<table>
<tr><td colspan="5">

PROGRAM AREA RECOMMENDATION(S)

To revisit our data collection process in order to make decisions on what data will be collected, when it will be collected, and how it will be collected in a way that supports progress toward our program goals.

</td></tr>
</table>

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT-REPORTING *(Effort & Effect)*
Program managers will meet with the Head Start Director to determine which data sources will be used to collect the data that we will need to support progress toward our Program Goals.	**Head Start Director** **Program Managers**	**Eschool** **Aware/RTI** **Success Ed.** **Portfolios/IDPs** **Eduphoria** **Cum folders** **PIR** **Surveys, etc.** **Teacher Access Center (TAC)** **CLI engage** **PBIS data**	**November 2016 (ongoing)**	**Program will use data to drive program direction and will conduct ongoing monitoring throughout the year.**

ONGOING MONITORING

PROGRAM AREA RECOMMENDATION(S)
To increase one-on-one communications with staff.

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT-REPORTING *(Effort & Effect)*
Create a new system for tracking staff goal setting, monitor progress toward goals, and provide individual coaching.	Head Start Director Education Specialist	T-TESS Coaching training resources Head Start resources Teacher Self-Reports I, II, III	2016-17 school year (ongoing)	Individual Staff Goal Setting sheets and artifacts walk-throughs Staff evaluations

HUMAN RESOURCES

> **PROGRAM AREA RECOMMENDATION(S)**
>
> 1. **Have the DISD Human Resource department provide our Head Start Paraprofessionals with training on the CDA 2.0 requirements.**
> 2. **Meet with the Human Resource dept. to discuss options for getting the TB questionnaire back in the online Volunteer Application Process.**

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT-REPORTING *(Effort & Effect)*
Schedule a time for the HR supervisor of parapro-fessionals to conduct a training on CDA 2.0 requirements for our Head Start para-professional staff. Schedule an appointment with the appropriate department at central services to discuss options for adding the TB questionnaire back onto the volunteer online application process.	Head Start Director Human Resource Department Personnel	CDA 2.0 training materials Pettigrew's Knowledge of processes involved in the CDA renewal process Staff files Health Advisory Committee Head Start Standards & Written Plans TB questionnaire Online Volunteer application	December 2016	Human Resource department will maintain accurate records for the CDA process and timelines. This would allow for us to keep up with required volunteer paperwork in one on-line tracking system.

FISCAL MANAGEMENT

PROGRAM AREA RECOMMENDATION(S)
None at this time

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT-REPORTING *(Effort & Effect)*

PREVENTION & EARLY INTERVENTION

PROGRAM AREA RECOMMENDATION(S)
Plan health educations classes to be presented in the classroom

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT-REPORTING *(Effort & Effect)*
Teach children about Dental Hygiene and Handwashing	Health Specialist	Age appropriate presentation and props to teach students	February and March 2016	Pictures taken during classes and teacher signatures
Use the help from district nurses and nursing students to assist with various health teachings if needed	Health Specialist		ongoing	More health communication sent home in backpacks need more Health education in the classrooms

TRACKING & FOLLOW-UP

PROGRAM AREA RECOMMENDATION(S)
Parent Contact for further explanation of student health conditions

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT-REPORTING *(Effort & Effect)*
Instruct parents in filling out health information upon enrollment	Health specialist, social worker and staff at enrollment	Eschool and paper files of health records	July and August 2016	Updated consent forms and health information in student's red folders

INDIVIDUALIZATION

PROGRAM AREA RECOMMENDATION(S)
Facilitate training on the steps to individualization

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT-REPORTING *(Effort & Effect)*
Facilitate training on the steps to individualization	Education Specialist Teachers	Head Start Act and Program Performance Standards T/TA Specialist	May 2016	<u>Effort</u>: to facilitate training on the steps to individualization and review portfolio procedures with teaching teams.
Revise anecdotal note form and portfolio faceplates	Education Specialist Teachers		March 2016	Effect: Teachers will follow steps to ensure individualization <u>Effort</u>: Revise forms to include essential domains, to make them easier to use, and ensure work samples are intentionally tied to individual goals. Effect: Forms will reflect intentional implementation of the steps to individualize

DISABILITY SERVICES/MENTAL HEALTH

PROGRAM AREA RECOMMENDATION(S)
Develop a flowchart that explains the referral process including screening, RTI, referral, assessment, culminating in the IEP meeting to present results and train staff on the use of the flowchart.

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT-REPORTING *(Effort & Effect)*
Develop a flowchart that outlines all steps involved in the referral process including screening, RTI, referral, assessment, and the IEP process	Disability Specialist	Denton ISD Special Education Operating Guidelines TEA - Notice of Procedural Safeguard TEA- Parent Guide to the Admission, Review and Dismissal Process Denton ISD PK RTI Procedures	January '16 through June '16	review of flowchart during Program Team meetings
Train staff on the process outlined	Disability Specialist	Flowchart developed	August '16-September '16	training meeting sign in sheets

CURRICULUM & ASSESSMENT

PROGRAM AREA RECOMMENDATION(S)

Consistency with approach and implementation of ongoing assessment

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT- REPORTING *(Effort & Effect)*
Develop professional development with DISD PK Instructional coach and teachers about our approach to develop-mentally appropriate ongoing assessment.	Education Specialist	PBIS, CLI, IDPs, student portfolios, ECLKC, Denton ISD Curriculum Department	February 2016	Training agenda and Sign in sheets
Explore digital portfolio options	Education Specialist	ECLKC, IDPS, student portfolios	May 2016	Program Team Meeting agenda and sign in sheet

FAMILY PARTNERSHIP BUILDING

PROGRAM AREA RECOMMENDATION(S)
Review and develop a statement to be placed on the contact log which will allow Social Service and the PFCE specialist to share family partnership goals with the teachers.

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT-REPORTING *(Effort & Effect)*
Exploring using ACCESS for tracking and monitoring	Social Service PFCE Specialist	Family Contact Log/ Home visit reports	Ongoing	Measurement will be the contact log and the home visit report to track the efforts that the parents are making toward reaching their goals.
Create a statement	Social Services PFCE Teaching Staff		Statement created by May of 2016	
Provide teachers with a list of the community resources			Ongoing	

PARENT INVOLVEMENT

PROGRAM AREA RECOMMENDATION(S)
1. **Plan for increased participation in parenting classes.**
2. **Improve data collections/documentation.**

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT-REPORTING *(Effort & Effect)*
Plan parent participation for education classes. Teachers meeting with parents on a monthly basis and adding parenting class will increase attendance.	Family, Parent, Community, Engagement Specialist Teachers	Registration and Orientation Community Resources On-line Services	On-Going	Parent sign -In sheets. Provide a Family Engagement Parenting Class Evaluation Form.
Ensure efficient data update	PFCE	Calendar update On -line services	On-Going	Parent Log Plan Accordingly

COMMUNITY & CHILD CARE PARTNERSHIPS

PROGRAM AREA RECOMMENDATION(S)
None at this time

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT-REPORTING *(Effort & Effect)*

ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT & ATTENDANCE

PROGRAM AREA RECOMMENDATION(S)
1. **Meet with the Head Start Director and the ERSEA team about decreasing the number of days the parent have to come for enrollment in August.**
2. **Develop a flowchart/signs explaining and giving directions to what station the parents should check in to complete the enrollment process.**
3. **Review and train teachers regarding the ERSEA procedures and paperwork process.**
4. **Have 193 students in place for funded enrollment on the first day of class.**

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT-REPORTING *(Effort & Effect)*
Explore and develop a flowchart that outlines all steps involved in the ERSEA process and procedures **Meet with teaching staff for training on ERSEA**	**ERSEA Specialist**	**Flowchart and signs developed** **Head Start Regulations**	**On going**	**Meeting agenda Training agenda and sign in sheets** **First day attendance record**

FACILITIES, MATERIALS, EQUIPMENT & TRANSPORTATION

PROGRAM AREA RECOMMENDATION(S)
Explore options for fire resistant blinds or shades for the campus

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT-REPORTING *(Effort & Effect)*
Get estimate for blinds or fire resistant shades throughout the building	Head Start Facility & Safety Manager	Denton Adopt - A - School, Seek out donations and Denton ISD	School Year 2016- 2017	Discuss with Program Team and Policy Council

USING CHILD OUTCOMES IN PROGRAM SELF-ASSESSMENT

PROGRAM AREA RECOMMENDATION(S)
Review our approach to collecting authentic data and using it for intentional teaching.

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT-REPORTING (Effort & Effect)
Collaborate with PK Instructional coach to develop training.	Education Specialist	PBIS, CLI, IDPs, student portfolios, ECLKC, Denton ISD Curriculum Department	February 2016	**Effort:** Develop professional development with DISD PK Instructional coach and teachers about our approach to developmentally appropriate ongoing assessment.

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
001902	CAYUGA ISD	1.511	17.079
001906	NECHES ISD	1.791	26.725
001907	PALESTINE ISD	2.261	25.493
001908	WESTWOOD ISD	1.696	19.058
001909	SLOCUM ISD	2.684	19.668
002901	ANDREWS ISD	1.463	12.368
003902	HUDSON ISD	2.537	25.356
003903	LUFKIN ISD	1.966	22.218
003904	HUNTINGTON ISD	5.818	15.733
003905	DIBOLL ISD	6.864	16.587
003906	ZAVALLA ISD	3.885	25.547
003907	CENTRAL ISD	4.971	15.264
004901	ARANSAS COUNTY ISD	7.165	16.949
005901	ARCHER CITY ISD	1.854	17.165
005902	HOLLIDAY ISD	2.766	22.224
005904	WINDTHORST ISD	2.407	25.621
006902	CLAUDE ISD	2.457	25.617
007901	CHARLOTTE ISD	3.356	32.127
007902	JOURDANTON ISD	2.485	17.308
007904	LYTLE ISD	2.058	20.850
007905	PLEASANTON ISD	3.698	22.681
007906	POTEET ISD	4.099	22.552
008901	BELLVILLE ISD	2.024	21.911
008902	SEALY ISD	1.480	20.300
008903	BRAZOS ISD	3.153	26.840
009901	MULESHOE ISD	1.539	21.105
010901	MEDINA ISD	3.814	27.666
010902	BANDERA ISD	1.481	20.212
011901	BASTROP ISD	1.852	19.282
011902	ELGIN ISD	2.304	22.766
011904	SMITHVILLE ISD	1.786	21.392
011905	MCDADE ISD	3.605	16.017
012901	SEYMOUR ISD	2.674	24.400
013801	ST MARY'S ACADEMY CHARTER SCHOOL	2.418	22.667
013901	BEEVILLE ISD	2.026	19.425
013902	PAWNEE ISD	2.309	22.841
013903	PETTUS ISD	3.928	12.656
013905	SKIDMORE-TYNAN ISD	2.211	28.227
014801	RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)	2.738	20.068
014803	PRIORITY CHARTER SCHOOLS	2.042	21.335
014901	ACADEMY ISD	0.601	23.467
014902	BARTLETT ISD	3.126	26.434

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
014903	BELTON ISD	2.048	19.761
014905	HOLLAND ISD	1.945	20.169
014906	KILLEEN ISD	2.746	16.411
014907	ROGERS ISD	1.954	26.235
014908	SALADO ISD	1.794	19.506
014909	TEMPLE ISD	2.464	8.646
014910	TROY ISD	1.808	26.158
015801	POR VIDA ACADEMY	3.678	17.228
015802	GEORGE GERVIN ACADEMY	2.368	19.812
015806	SCHOOL OF EXCELLENCE IN EDUCATION	2.115	19.712
015807	SOUTHWEST PREPARATORY SCHOOL	3.431	15.642
015808	JOHN H WOOD JR PUBLIC CHARTER DISTRICT	2.141	20.097
015809	BEXAR COUNTY ACADEMY	3.767	15.148
015815	RADIANCE ACADEMY OF LEARNING	2.116	19.636
015816	ACADEMY OF CAREERS AND TECHNOLOGIES CHARTER	2.162	19.634
015819	SHEKINAH RADIANCE ACADEMY	2.068	21.037
015820	SAN ANTONIO SCHOOL FOR INQUIRY & CREATIVITY	3.925	13.966
015822	JUBILEE ACADEMIC CENTER	2.875	18.300
015826	KIPP SAN ANTONIO	3.781	14.775
015827	SCHOOL OF SCIENCE AND TECHNOLOGY	2.243	19.733
015828	HARMONY SCIENCE ACAD (SAN ANTONIO)	2.470	20.186
015830	BROOKS ACADEMY OF SCIENCE AND ENGINEERING	3.661	16.543
015831	SCHOOL OF SCIENCE AND TECHNOLOGY DISCOVERY	2.204	20.775
015834	BASIS TEXAS	3.339	15.483
015835	GREAT HEARTS TEXAS	3.157	16.448
015901	ALAMO HEIGHTS ISD	2.665	12.687
015904	HARLANDALE ISD	4.751	11.201
015905	EDGEWOOD ISD	8.492	16.306
015906	RANDOLPH FIELD ISD	3.586	25.466
015907	SAN ANTONIO ISD	2.274	16.960
015908	SOUTH SAN ANTONIO ISD	2.258	10.238
015909	SOMERSET ISD	7.347	14.719
015910	NORTH EAST ISD	4.921	12.489
015911	EAST CENTRAL ISD	1.853	17.826
015912	SOUTHWEST ISD	2.559	9.512
015913	LACKLAND ISD	3.088	20.511
015915	NORTHSIDE ISD	5.827	13.251
015916	JUDSON ISD	1.387	19.576
015917	SOUTHSIDE ISD	4.718	12.645
016901	JOHNSON CITY ISD	4.072	15.314
017901	BORDEN COUNTY ISD	1.867	28.655
018901	CLIFTON ISD	2.073	8.162

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
018902	MERIDIAN ISD	5.490	14.210
018903	MORGAN ISD	2.467	24.724
018904	VALLEY MILLS ISD	3.155	26.821
018905	WALNUT SPRINGS ISD	2.719	16.648
018906	IREDELL ISD	0.656	25.623
018907	KOPPERL ISD	3.924	28.683
018908	CRANFILLS GAP ISD	3.477	18.291
019901	DEKALB ISD	3.227	38.342
019902	HOOKS ISD	3.678	24.360
019903	MAUD ISD	2.570	23.841
019905	NEW BOSTON ISD	2.737	20.534
019906	REDWATER ISD	1.715	19.659
019907	TEXARKANA ISD	3.204	19.340
019908	LIBERTY-EYLAU ISD	2.895	17.645
019909	SIMMS ISD	3.702	24.014
019910	MALTA ISD	4.923	26.731
019911	RED LICK ISD	3.529	32.511
019912	PLEASANT GROVE ISD	2.936	16.237
019913	HUBBARD ISD	6.593	21.672
019914	LEARY ISD	6.373	27.607
020901	ALVIN ISD	3.339	10.740
020902	ANGLETON ISD	1.510	29.546
020904	DANBURY ISD	2.470	24.477
020905	BRAZOSPORT ISD	1.198	6.999
020907	COLUMBIA-BRAZORIA ISD	1.542	19.960
020908	PEARLAND ISD	1.818	19.392
020910	DAMON ISD	4.961	23.457
021803	BRAZOS SCHOOL FOR INQUIRY & CREATIVITY	2.216	20.004
021805	ARROW ACADEMY	2.116	19.340
021901	COLLEGE STATION ISD	1.797	22.216
021902	BRYAN ISD	1.573	8.699
022004	TERLINGUA CSD	4.954	23.352
022901	ALPINE ISD	2.736	20.321
022902	MARATHON ISD	6.851	20.030
022903	SAN VICENTE ISD	6.214	36.420
023902	SILVERTON ISD	4.066	25.041
024901	BROOKS COUNTY ISD	6.702	19.712
025901	BANGS ISD	0.154	21.262
025902	BROWNWOOD ISD	0.854	19.438
025904	BLANKET ISD	0.414	24.738
025905	MAY ISD	0.404	23.741
025906	ZEPHYR ISD	0.489	31.639

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
025908	BROOKESMITH ISD	0.467	26.031
025909	EARLY ISD	0.875	19.590
026901	CALDWELL ISD	1.654	20.606
026902	SOMERVILLE ISD	3.759	26.450
026903	SNOOK ISD	2.778	27.843
027903	BURNET CISD	4.674	16.967
027904	MARBLE FALLS ISD	2.709	20.909
028902	LOCKHART ISD	2.355	17.699
028903	LULING ISD	2.244	19.608
028906	PRAIRIE LEA ISD	4.009	28.666
029901	CALHOUN COUNTY ISD	1.554	8.428
030901	CROSS PLAINS ISD	0.916	21.996
030902	CLYDE CISD	1.822	24.778
031901	BROWNSVILLE ISD	1.270	15.419
031903	HARLINGEN CISD	1.837	17.832
031905	LA FERIA ISD	1.820	20.847
031906	LOS FRESNOS CISD	3.246	19.808
031909	POINT ISABEL ISD	1.403	14.323
031911	RIO HONDO ISD	3.131	25.232
031912	SAN BENITO CISD	1.877	22.559
031913	SANTA MARIA ISD	4.798	40.456
031914	SANTA ROSA ISD	2.526	28.643
031916	SOUTH TEXAS ISD	2.314	10.082
032902	PITTSBURG ISD	1.828	19.056
033901	GROOM ISD	3.620	30.760
033902	PANHANDLE ISD	2.181	16.337
033904	WHITE DEER ISD	3.486	15.384
034901	ATLANTA ISD	7.301	18.392
034902	AVINGER ISD	3.386	21.701
034903	HUGHES SPRINGS ISD	2.780	24.605
034905	LINDEN-KILDARE CISD	2.615	20.623
034906	MCLEOD ISD	2.673	26.126
034907	QUEEN CITY ISD	1.816	21.176
034909	BLOOMBURG ISD	5.229	27.674
035901	DIMMITT ISD	2.167	24.567
035902	HART ISD	3.635	22.647
035903	NAZARETH ISD	3.581	25.532
036903	EAST CHAMBERS ISD	1.909	28.849
037901	ALTO ISD	2.076	22.774
037904	JACKSONVILLE ISD	2.081	20.647
037907	RUSK ISD	2.391	16.038
037908	NEW SUMMERFIELD ISD	3.022	19.654

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
037909	WELLS ISD	5.112	19.156
038901	CHILDRESS ISD	2.802	23.787
039902	HENRIETTA ISD	0.569	21.255
039903	PETROLIA CISD	2.937	28.548
039904	BELLEVUE ISD	3.804	13.508
039905	MIDWAY ISD	2.677	21.003
041901	BRONTE ISD	2.937	32.737
041902	ROBERT LEE ISD	5.685	34.173
042901	COLEMAN ISD	2.639	25.486
042903	SANTA ANNA ISD	6.249	29.023
042905	PANTHER CREEK CISD	7.011	23.613
043801	IMAGINE INTERNATIONAL ACADEMY OF NORTH TEXAS	2.007	21.886
043901	ALLEN ISD	2.350	11.555
043902	ANNA ISD	3.409	36.839
043903	CELINA ISD	0.468	12.309
043904	FARMERSVILLE ISD	3.209	13.188
043905	FRISCO ISD	2.046	18.545
043907	MCKINNEY ISD	1.597	17.422
043908	MELISSA ISD	7.200	18.049
043910	PLANO ISD	1.387	18.456
043912	PROSPER ISD	2.955	19.138
043914	WYLIE ISD	2.059	21.628
043917	BLUE RIDGE ISD	6.090	18.045
043918	COMMUNITY ISD	1.801	13.824
043919	LOVEJOY ISD	2.157	19.102
044902	WELLINGTON ISD	2.846	22.765
045902	COLUMBUS ISD	1.470	15.328
045903	RICE CISD	1.948	23.285
045905	WEIMAR ISD	2.327	29.671
046802	TRINITY CHARTER SCHOOL	2.381	16.847
046901	NEW BRAUNFELS ISD	3.062	23.803
046902	COMAL ISD	2.444	13.000
047901	COMANCHE ISD	1.203	21.670
047902	DE LEON ISD	3.904	31.825
047903	GUSTINE ISD	2.190	28.335
047905	SIDNEY ISD	1.380	24.581
048901	EDEN CISD	4.125	30.283
048903	PAINT ROCK ISD	3.785	28.649
049901	GAINESVILLE ISD	1.882	12.439
049902	MUENSTER ISD	1.526	23.853
049903	VALLEY VIEW ISD	1.637	22.481
049905	CALLISBURG ISD	1.899	24.297

TEA/Division of Federal Fiscal Compliance and Reporting

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
049906	ERA ISD	2.276	24.044
049907	LINDSAY ISD	3.380	14.449
049908	WALNUT BEND ISD	0.000	25.884
049909	SIVELLS BEND ISD	2.784	16.687
050901	EVANT ISD	5.580	33.761
050902	GATESVILLE ISD	2.277	17.907
050904	OGLESBY ISD	3.263	27.735
050909	JONESBORO ISD	3.143	34.006
050910	COPPERAS COVE ISD	2.342	17.358
051901	PADUCAH ISD	5.817	30.507
052901	CRANE ISD	2.977	14.443
053001	CROCKETT COUNTY CONSOLIDATED CSD	1.059	11.402
054901	CROSBYTON CISD	2.532	28.333
054902	LORENZO ISD	2.808	17.842
054903	RALLS ISD	1.290	20.394
055901	CULBERSON COUNTY-ALLAMOORE ISD	3.557	24.986
056901	DALHART ISD	2.399	21.505
056902	TEXLINE ISD	3.576	27.590
057802	PEGASUS SCHOOL OF LIBERAL ARTS AND SCIENCES	2.188	19.470
057803	UPLIFT EDUCATION - NORTH HILLS PREPARATORY	3.110	16.265
057804	TEXANS CAN ACADEMIES	3.275	16.406
057805	LUMIN EDUCATION	2.590	16.968
057807	LIFE SCHOOL	2.012	20.988
057808	UNIVERSAL ACADEMY	3.133	9.125
057810	ACADEMY OF DALLAS	4.209	17.758
057811	CHILDREN FIRST ACADEMY OF DALLAS	3.740	16.544
057813	TRINITY BASIN PREPARATORY	2.189	20.709
057814	ACADEMY FOR ACADEMIC EXCELLENCE	3.367	16.077
057817	FOCUS LEARNING ACADEMY	3.162	17.886
057828	WINFREE ACADEMY CHARTER SCHOOLS	3.019	18.061
057829	A+ ACADEMY	3.576	16.347
057830	INSPIRED VISION ACADEMY	4.710	12.005
057832	ALPHA CHARTER SCHOOL	4.003	13.148
057833	EDUCATION CENTER INTERNATIONAL ACADEMY	3.166	18.158
057834	EVOLUTION ACADEMY CHARTER SCHOOL	1.951	19.968
057835	GOLDEN RULE CHARTER SCHOOL	3.277	16.468
057836	ST ANTHONY SCHOOL	3.438	16.965
057837	KIPP DALLAS-FORT WORTH	3.534	16.220
057841	CITYSCAPE SCHOOLS	3.473	17.259
057844	MANARA ACADEMY	3.076	14.189
057845	UME PREPARATORY ACADEMY	1.797	19.773
057846	LEGACY PREPARATORY	2.075	21.146

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
057847	VILLAGE TECH SCHOOLS	2.828	17.887
057848	INTERNATIONAL LEADERSHIP OF TEXAS (ILT)	2.015	20.615
057903	CARROLLTON-FARMERS BRANCH ISD	1.820	18.062
057904	CEDAR HILL ISD	2.076	21.775
057905	DALLAS ISD	3.133	9.125
057906	DESOTO ISD	4.184	25.878
057907	DUNCANVILLE ISD	2.040	20.883
057909	GARLAND ISD	7.877	13.668
057910	GRAND PRAIRIE ISD	2.266	9.207
057912	IRVING ISD	3.884	12.009
057913	LANCASTER ISD	5.944	15.220
057914	MESQUITE ISD	2.712	10.004
057916	RICHARDSON ISD	2.292	19.794
057919	SUNNYVALE ISD	2.730	18.319
057922	COPPELL ISD	4.864	14.007
058902	DAWSON ISD	3.147	21.829
058906	LAMESA ISD	3.674	20.029
059901	HEREFORD ISD	3.186	18.985
059902	WALCOTT ISD	2.623	18.054
060902	COOPER ISD	1.255	14.186
060914	FANNINDEL ISD	3.761	12.649
061802	TEXAS EDUCATION CENTERS	2.032	22.133
061804	LEADERSHIP PREP SCHOOL	1.978	18.833
061901	DENTON ISD	2.140	20.750
061902	LEWISVILLE ISD	1.678	17.199
061903	PILOT POINT ISD	2.471	20.049
061905	KRUM ISD	1.573	26.959
061906	PONDER ISD	1.912	25.654
061907	AUBREY ISD	0.762	22.795
061908	SANGER ISD	1.658	18.790
061910	ARGYLE ISD	2.594	24.696
061911	NORTHWEST ISD	5.273	15.315
061912	LAKE DALLAS ISD	2.500	27.400
061914	LITTLE ELM ISD	4.388	14.794
062901	CUERO ISD	1.132	14.406
062902	NORDHEIM ISD	2.895	19.003
062903	YOAKUM ISD	2.963	23.273
062904	YORKTOWN ISD	3.238	18.199
062905	WESTHOFF ISD	3.508	26.483
062906	MEYERSVILLE ISD	2.146	23.744
063903	SPUR ISD	2.951	29.189
063906	PATTON SPRINGS ISD	8.010	42.148

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
064903	CARRIZO SPRINGS CISD	2.859	21.268
065901	CLARENDON ISD	3.034	22.732
065902	HEDLEY ISD	4.083	27.807
066005	RAMIREZ CSD	11.073	41.429
066901	BENAVIDES ISD	3.294	36.535
066902	SAN DIEGO ISD	1.196	21.130
066903	FREER ISD	2.186	33.507
067903	EASTLAND ISD	1.114	17.092
067904	GORMAN ISD	1.490	18.440
067907	RANGER ISD	2.187	19.156
067908	RISING STAR ISD	4.441	27.372
068901	ECTOR COUNTY ISD	2.830	16.376
069901	ROCKSPRINGS ISD	4.221	27.343
069902	NUECES CANYON CISD	0.269	20.700
070801	WAXAHACHIE FAITH FAMILY ACADEMY	2.459	22.990
070901	AVALON ISD	2.327	23.775
070903	ENNIS ISD	1.314	15.780
070905	FERRIS ISD	2.447	12.736
070907	ITALY ISD	1.503	23.423
070908	MIDLOTHIAN ISD	1.509	20.168
070909	MILFORD ISD	5.166	16.821
070910	PALMER ISD	1.794	19.961
070911	RED OAK ISD	3.195	25.129
070912	WAXAHACHIE ISD	1.844	20.212
070915	MAYPEARL ISD	2.032	29.700
071801	BURNHAM WOOD CHARTER SCHOOL DISTRICT	3.753	16.939
071803	PASO DEL NORTE ACADEMY CHARTER DISTRICT	3.746	14.539
071806	HARMONY SCIENCE ACAD (EL PASO)	2.173	18.421
071807	LA FE PREPARATORY SCHOOL	1.848	15.702
071809	VISTA DEL FUTURO CHARTER SCHOOL	3.729	16.754
071810	EL PASO LEADERSHIP ACADEMY	4.175	14.527
071901	CLINT ISD	2.628	20.596
071902	EL PASO ISD	1.848	15.702
071903	FABENS ISD	3.044	21.821
071904	SAN ELIZARIO ISD	2.546	18.896
071905	YSLETA ISD	4.463	9.489
071906	ANTHONY ISD	3.189	22.929
071907	CANUTILLO ISD	4.342	20.547
071908	TORNILLO ISD	3.987	13.911
071909	SOCORRO ISD	6.046	12.369
072801	PREMIER HIGH SCHOOLS	2.682	18.722
072802	ERATH EXCELS ACADEMY INC	2.401	23.916

TEA/Division of Federal Fiscal Compliance and Reporting

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
072902	DUBLIN ISD	0.683	22.272
072903	STEPHENVILLE ISD	2.233	17.421
073901	CHILTON ISD	3.652	26.078
073903	MARLIN ISD	3.810	15.749
073904	WESTPHALIA ISD	1.987	8.590
073905	ROSEBUD-LOTT ISD	2.142	25.433
074903	BONHAM ISD	1.537	17.604
074904	DODD CITY ISD	3.068	13.653
074905	ECTOR ISD	1.120	11.904
074907	HONEY GROVE ISD	2.746	12.560
074909	LEONARD ISD	2.561	10.415
074911	SAVOY ISD	2.685	16.597
074912	TRENTON ISD	2.033	14.734
074917	SAM RAYBURN ISD	0.990	9.409
075901	FLATONIA ISD	1.060	22.870
075902	LA GRANGE ISD	1.693	17.924
075903	SCHULENBURG ISD	0.331	22.089
075906	FAYETTEVILLE ISD	3.676	22.715
075908	ROUND TOP-CARMINE ISD	2.387	15.325
076904	ROTAN ISD	2.172	26.237
077901	FLOYDADA ISD	2.723	21.579
077902	LOCKNEY ISD	3.346	20.281
078901	CROWELL ISD	5.063	30.683
079901	LAMAR CISD	4.915	13.528
079906	NEEDVILLE ISD	1.207	26.173
079907	FORT BEND ISD	1.714	18.612
079910	STAFFORD MSD	3.144	27.261
080901	MOUNT VERNON ISD	2.912	11.736
081902	FAIRFIELD ISD	1.076	14.969
081904	TEAGUE ISD	1.642	19.287
081905	WORTHAM ISD	3.904	15.498
081906	DEW ISD	2.418	20.685
082902	DILLEY ISD	3.765	11.348
082903	PEARSALL ISD	2.556	21.638
083901	SEAGRAVES ISD	2.112	23.119
083903	SEMINOLE ISD	0.728	11.955
084901	DICKINSON ISD	1.748	22.927
084902	GALVESTON ISD	5.422	10.286
084903	HIGH ISLAND ISD	5.370	41.039
084904	LA MARQUE ISD	2.644	40.990
084906	TEXAS CITY ISD	2.711	28.120
084908	HITCHCOCK ISD	4.643	27.579

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
084909	SANTA FE ISD	2.450	25.317
084910	CLEAR CREEK ISD	0.555	15.096
084911	FRIENDSWOOD ISD	4.288	17.171
085902	POST ISD	1.236	16.228
085903	SOUTHLAND ISD	4.627	30.714
086024	DOSS CONSOLIDATED CSD	6.943	32.329
086901	FREDERICKSBURG ISD	1.929	15.839
086902	HARPER ISD	2.544	23.950
088902	GOLIAD ISD	1.416	23.833
089901	GONZALES ISD	2.332	8.707
089903	NIXON-SMILEY CISD	2.528	24.438
089905	WAELDER ISD	4.035	29.252
090902	LEFORS ISD	4.735	22.721
090903	MCLEAN ISD	4.620	33.047
090904	PAMPA ISD	2.443	20.726
090905	GRANDVIEW-HOPKINS ISD	4.847	21.175
091901	BELLS ISD	1.440	10.817
091902	COLLINSVILLE ISD	0.295	23.852
091903	DENISON ISD	2.369	18.332
091905	HOWE ISD	2.800	18.177
091906	SHERMAN ISD	2.016	21.669
091907	TIOGA ISD	2.730	26.845
091908	VAN ALSTYNE ISD	4.194	18.380
091909	WHITESBORO ISD	3.015	12.705
091910	WHITEWRIGHT ISD	3.448	13.411
091913	POTTSBORO ISD	1.700	25.443
091914	S AND S CISD	2.134	24.767
091917	GUNTER ISD	3.214	11.295
091918	TOM BEAN ISD	7.415	15.893
092801	EAST TEXAS CHARTER SCHOOLS	2.139	22.410
092901	GLADEWATER ISD	1.477	17.633
092902	KILGORE ISD	1.937	21.944
092903	LONGVIEW ISD	2.552	26.176
092904	PINE TREE ISD	2.982	22.807
092906	SABINE ISD	1.231	7.424
092907	SPRING HILL ISD	2.488	26.497
092908	WHITE OAK ISD	2.183	23.801
093903	IOLA ISD	0.924	30.713
093904	NAVASOTA ISD	0.864	21.047
093905	RICHARDS ISD	5.594	24.652
094901	SEGUIN ISD	2.426	18.869
094902	SCHERTZ-CIBOLO-U CITY ISD	2.128	20.698

TEA/Division of Federal Fiscal Compliance and Reporting

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
094903	NAVARRO ISD	2.106	22.016
094904	MARION ISD	13.824	34.410
095901	ABERNATHY ISD	2.356	24.557
095902	COTTON CENTER ISD	6.019	33.132
095903	HALE CENTER ISD	3.240	23.261
095904	PETERSBURG ISD	2.752	27.016
095905	PLAINVIEW ISD	1.690	14.702
096904	MEMPHIS ISD	2.284	18.302
096905	TURKEY-QUITAQUE ISD	3.181	21.031
097902	HAMILTON ISD	2.193	26.002
097903	HICO ISD	3.422	25.872
098901	GRUVER ISD	2.688	24.919
098903	PRINGLE-MORSE CISD	3.644	10.875
098904	SPEARMAN ISD	2.603	22.916
099902	CHILLICOTHE ISD	4.089	28.453
099903	QUANAH ISD	1.909	20.651
100903	KOUNTZE ISD	1.627	22.206
100904	SILSBEE ISD	7.435	15.359
100905	HARDIN-JEFFERSON ISD	1.383	23.057
100907	LUMBERTON ISD	3.702	24.948
100908	WEST HARDIN COUNTY CISD	1.909	25.817
101802	SER-NINOS CHARTER SCHOOL	2.024	16.648
101804	GEORGE I SANCHEZ CHARTER	4.280	14.980
101806	RAUL YZAGUIRRE SCHOOL FOR SUCCESS	7.907	13.074
101807	UNIVERSITY OF HOUSTON CHARTER SCHOOL	2.633	15.875
101811	EXCEL ACADEMY	3.279	15.741
101813	KIPP INC CHARTER	2.868	16.639
101814	THE VARNETT PUBLIC SCHOOL	2.160	18.799
101828	HOUSTON GATEWAY ACADEMY INC	4.979	16.214
101837	CALVIN NELMS CHARTER SCHOOLS	3.469	15.195
101840	TWO DIMENSIONS PREPARATORY ACADEMY	3.803	14.988
101846	HARMONY SCIENCE ACADEMY	1.972	19.510
101847	BEATRICE MAYES INSTITUTE CHARTER SCHOOL	3.335	15.338
101850	ZOE LEARNING ACADEMY	2.148	19.064
101858	HARMONY SCHOOL OF EXCELLENCE	1.907	20.263
101862	HARMONY SCHOOL OF SCIENCE - HOUSTON	2.029	22.062
101864	THE LAWSON ACADEMY	4.474	14.345
101868	THE PRO-VISION ACADEMY	3.813	17.026
101869	C O R E ACADEMY	2.171	17.911
101902	ALDINE ISD	4.980	9.252
101903	ALIEF ISD	1.794	15.118
101905	CHANNELVIEW ISD	1.797	17.871

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
101906	CROSBY ISD	3.853	12.276
101907	CYPRESS-FAIRBANKS ISD	1.398	15.354
101908	DEER PARK ISD	1.515	21.575
101910	GALENA PARK ISD	2.661	21.875
101911	GOOSE CREEK CISD	2.398	9.052
101912	HOUSTON ISD	7.907	13.074
101913	HUMBLE ISD	2.784	10.404
101914	KATY ISD	1.376	19.054
101915	KLEIN ISD	1.727	16.678
101916	LA PORTE ISD	2.565	12.560
101917	PASADENA ISD	2.051	19.353
101919	SPRING ISD	3.802	11.348
101920	SPRING BRANCH ISD	6.466	14.142
101921	TOMBALL ISD	2.299	24.901
101924	SHELDON ISD	2.722	24.489
101925	HUFFMAN ISD	2.044	22.438
102901	KARNACK ISD	3.843	22.390
102902	MARSHALL ISD	2.052	14.971
102903	WASKOM ISD	1.444	24.496
102904	HALLSVILLE ISD	1.114	24.960
102905	HARLETON ISD	2.708	27.748
102906	ELYSIAN FIELDS ISD	2.434	25.452
103901	CHANNING ISD	3.710	25.373
103902	HARTLEY ISD	4.276	31.145
104901	HASKELL CISD	2.727	25.382
104903	RULE ISD	2.818	23.726
104907	PAINT CREEK ISD	5.068	27.419
105802	TEXAS PREPARATORY SCHOOL	2.419	19.877
105902	SAN MARCOS CISD	2.128	21.205
105904	DRIPPING SPRINGS ISD	2.533	12.569
105905	WIMBERLEY ISD	1.489	11.565
105906	HAYS CISD	1.666	20.636
106901	CANADIAN ISD	1.813	13.227
107901	ATHENS ISD	2.263	19.334
107902	BROWNSBORO ISD	1.826	21.266
107904	CROSS ROADS ISD	3.033	27.049
107906	MALAKOFF ISD	1.214	17.351
107907	TRINIDAD ISD	4.919	29.439
107908	MURCHISON ISD	3.653	26.265
107910	LAPOYNOR ISD	1.045	17.071
108802	SOUTH TEXAS EDUCATIONAL TECHNOLOGIES INC	2.218	20.818
108804	MIDVALLEY ACADEMY CHARTER DISTRICT	2.566	20.225

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
108807	IDEA PUBLIC SCHOOLS	2.898	17.926
108808	VANGUARD ACADEMY	2.783	16.122
108809	EXCELLENCE IN LEADERSHIP ACADEMY	1.813	17.455
108902	DONNA ISD	2.516	17.842
108903	EDCOUCH-ELSA ISD	3.124	10.200
108904	EDINBURG CISD	1.639	15.409
108905	HIDALGO ISD	3.080	10.799
108906	MCALLEN ISD	4.256	9.117
108907	MERCEDES ISD	4.004	11.719
108908	MISSION CISD	4.629	10.194
108909	PHARR-SAN JUAN-ALAMO ISD	1.627	17.182
108910	PROGRESO ISD	4.892	26.768
108911	SHARYLAND ISD	2.746	21.804
108912	LA JOYA ISD	1.305	17.617
108913	WESLACO ISD	2.341	18.414
108914	LA VILLA ISD	2.907	29.294
108915	MONTE ALTO ISD	2.100	25.508
108916	VALLEY VIEW ISD	1.171	16.157
109901	ABBOTT ISD	3.791	17.061
109902	BYNUM ISD	8.937	38.106
109903	COVINGTON ISD	7.458	18.080
109904	HILLSBORO ISD	2.819	22.737
109905	HUBBARD ISD	0.246	31.819
109907	ITASCA ISD	3.187	28.515
109908	MALONE ISD	4.343	28.681
109910	MOUNT CALM ISD	8.138	40.613
109911	WHITNEY ISD	2.010	17.944
109912	AQUILLA ISD	2.295	13.697
109913	BLUM ISD	4.140	25.835
109914	PENELOPE ISD	1.733	21.585
110901	ANTON ISD	4.283	33.352
110902	LEVELLAND ISD	4.384	22.424
111901	GRANBURY ISD	1.833	18.258
111903	TOLAR ISD	2.239	14.845
112901	SULPHUR SPRINGS ISD	0.980	23.936
112905	CUMBY ISD	2.422	21.976
112906	NORTH HOPKINS ISD	5.092	25.357
112907	MILLER GROVE ISD	1.975	26.600
112909	SALTILLO ISD	1.838	14.672
112910	SULPHUR BLUFF ISD	5.088	34.609
113901	CROCKETT ISD	6.731	17.152
113902	GRAPELAND ISD	2.156	28.781

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
113903	LOVELADY ISD	0.239	18.820
113906	KENNARD ISD	2.834	24.824
114901	BIG SPRING ISD	2.392	26.128
114902	COAHOMA ISD	7.789	24.147
115901	FT HANCOCK ISD	3.582	25.062
115902	SIERRA BLANCA ISD	4.444	33.828
115903	DELL CITY ISD	9.487	31.143
116901	CADDO MILLS ISD	2.657	27.508
116902	CELESTE ISD	2.952	15.511
116903	COMMERCE ISD	2.081	22.995
116905	GREENVILLE ISD	2.662	16.741
116906	LONE OAK ISD	1.412	22.653
116908	QUINLAN ISD	1.861	23.242
116909	WOLFE CITY ISD	3.095	24.445
116910	CAMPBELL ISD	6.905	30.326
116915	BLAND ISD	3.542	33.353
116916	BOLES ISD	3.331	26.585
117901	BORGER ISD	0.906	11.323
117903	SANFORD-FRITCH ISD	2.798	23.171
117904	PLEMONS-STINNETT-PHILLIPS CISD	1.130	16.227
118902	IRION COUNTY ISD	1.947	14.523
119901	BRYSON ISD	1.556	38.717
119902	JACKSBORO ISD	2.454	24.755
120901	EDNA ISD	1.912	23.610
120902	GANADO ISD	2.622	27.004
120905	INDUSTRIAL ISD	1.883	26.097
121902	BROOKELAND ISD	1.626	31.375
121903	BUNA ISD	1.144	18.011
121904	JASPER ISD	2.712	21.610
121905	KIRBYVILLE CISD	1.292	21.038
121906	EVADALE ISD	2.099	31.648
122901	FT DAVIS ISD	1.531	24.385
122902	VALENTINE ISD	8.052	19.799
123905	NEDERLAND ISD	1.542	21.254
123907	PORT ARTHUR ISD	3.721	15.095
123908	PORT NECHES-GROVES ISD	0.758	28.938
123910	BEAUMONT ISD	2.484	8.297
123913	SABINE PASS ISD	0.124	22.676
123914	HAMSHIRE-FANNETT ISD	1.265	10.844
124901	JIM HOGG COUNTY ISD	1.959	22.754
125901	ALICE ISD	1.900	21.946
125902	BEN BOLT-PALITO BLANCO ISD	2.912	11.961

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
125903	ORANGE GROVE ISD	3.484	12.250
125905	PREMONT ISD	3.482	25.756
125906	LA GLORIA ISD	5.634	33.189
126901	ALVARADO ISD	1.787	24.144
126902	BURLESON ISD	2.474	25.850
126903	CLEBURNE ISD	1.949	21.798
126904	GRANDVIEW ISD	1.953	24.636
126905	JOSHUA ISD	1.230	20.172
126906	KEENE ISD	2.266	22.525
126907	RIO VISTA ISD	3.289	32.074
126908	VENUS ISD	7.233	14.127
127901	ANSON ISD	1.535	24.365
127903	HAMLIN ISD	0.439	25.944
127905	LUEDERS-AVOCA ISD	2.015	32.009
127906	STAMFORD ISD	2.896	21.897
128901	KARNES CITY ISD	1.828	17.627
128902	KENEDY ISD	4.460	24.395
128903	RUNGE ISD	2.021	23.978
128904	FALLS CITY ISD	2.205	23.211
129901	CRANDALL ISD	2.485	26.228
129902	FORNEY ISD	2.319	27.558
129903	KAUFMAN ISD	1.905	21.508
129904	KEMP ISD	2.111	29.141
129905	MABANK ISD	1.744	22.338
129906	TERRELL ISD	2.451	20.347
129910	SCURRY-ROSSER ISD	3.182	22.141
130801	MEADOWLAND CHARTER SCHOOL	2.194	18.855
130901	BOERNE ISD	3.453	15.110
131001	KENEDY COUNTY WIDE CSD	0.944	6.625
133901	CENTER POINT ISD	2.807	23.752
133902	HUNT ISD	3.185	15.024
133903	KERRVILLE ISD	2.250	19.029
133904	INGRAM ISD	4.008	26.577
133905	DIVIDE ISD	1.319	8.009
134901	JUNCTION ISD	1.613	20.011
136901	BRACKETT ISD	2.705	21.917
137901	KINGSVILLE ISD	2.221	22.001
137902	RICARDO ISD	1.528	20.435
137903	RIVIERA ISD	2.482	27.300
137904	SANTA GERTRUDIS ISD	5.097	35.658
138902	KNOX CITY-O'BRIEN CISD	3.557	21.877
138904	BENJAMIN ISD	2.822	25.450

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
139905	CHISUM ISD	1.068	12.715
139908	ROXTON ISD	2.693	23.839
139909	PARIS ISD	1.621	19.097
139911	NORTH LAMAR ISD	1.005	12.132
139912	PRAIRILAND ISD	2.398	20.326
140901	AMHERST ISD	1.720	21.537
140904	LITTLEFIELD ISD	1.583	20.916
140905	OLTON ISD	1.405	21.073
140907	SPRINGLAKE-EARTH ISD	0.927	25.850
140908	SUDAN ISD	3.574	27.205
141901	LAMPASAS ISD	2.393	25.082
141902	LOMETA ISD	2.796	21.108
142901	COTULLA ISD	2.171	25.493
143901	HALLETTSVILLE ISD	1.834	23.479
143902	MOULTON ISD	4.108	19.056
143903	SHINER ISD	2.920	14.041
143904	VYSEHRAD ISD	3.953	15.486
143905	SWEET HOME ISD	5.803	19.314
143906	EZZELL ISD	0.700	14.308
144901	GIDDINGS ISD	1.131	22.392
144902	LEXINGTON ISD	1.956	21.347
144903	DIME BOX ISD	2.919	17.314
145901	BUFFALO ISD	2.041	22.124
145902	CENTERVILLE ISD	1.928	19.032
145906	NORMANGEE ISD	2.251	24.097
145907	OAKWOOD ISD	0.630	29.382
145911	LEON ISD	2.067	21.867
146901	CLEVELAND ISD	2.104	21.248
146902	DAYTON ISD	1.949	19.865
146903	DEVERS ISD	2.751	15.976
146904	HARDIN ISD	4.403	69.392
146905	HULL-DAISETTA ISD	2.850	23.819
146906	LIBERTY ISD	3.822	12.264
147901	COOLIDGE ISD	2.158	22.051
147902	GROESBECK ISD	1.927	10.591
147903	MEXIA ISD	1.657	20.373
148901	BOOKER ISD	3.845	25.671
148902	FOLLETT ISD	3.093	19.005
148903	HIGGINS ISD	2.441	14.202
148905	DARROUZETT ISD	4.362	26.442
149901	GEORGE WEST ISD	1.904	24.277
149902	THREE RIVERS ISD	5.875	18.671

TEA/Division of Federal Fiscal Compliance and Reporting

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
150901	LLANO ISD	4.771	16.547
152802	RISE ACADEMY	2.649	20.926
152803	SOUTH PLAINS ACADEMY CHARTER DISTRICT	2.605	21.117
152901	LUBBOCK ISD	1.850	15.323
152902	NEW DEAL ISD	3.408	24.670
152903	SLATON ISD	1.756	16.889
152906	LUBBOCK-COOPER ISD	3.924	11.933
152907	FRENSHIP ISD	2.522	27.342
152908	ROOSEVELT ISD	2.341	26.517
152909	SHALLOWATER ISD	1.632	20.076
152910	IDALOU ISD	2.743	23.808
153903	O'DONNELL ISD	4.342	28.599
153904	TAHOKA ISD	2.619	9.802
153907	WILSON ISD	4.138	24.712
154901	MADISONVILLE CISD	2.029	24.122
155901	JEFFERSON ISD	3.093	23.248
156902	STANTON ISD	1.806	14.252
157901	MASON ISD	3.661	15.386
158901	BAY CITY ISD	2.384	25.787
158902	TIDEHAVEN ISD	0.804	10.422
158904	MATAGORDA ISD	2.572	21.276
158905	PALACIOS ISD	2.598	18.078
158906	VAN VLECK ISD	2.598	23.747
159901	EAGLE PASS ISD	2.474	17.548
160901	BRADY ISD	2.178	21.872
160904	ROCHELLE ISD	3.281	21.897
160905	LOHN ISD	2.799	32.700
161801	WACO CHARTER SCHOOL	2.332	19.206
161807	HARMONY SCIENCE ACAD (WACO)	2.158	20.517
161901	CRAWFORD ISD	1.872	28.914
161903	MIDWAY ISD	2.612	19.789
161906	LA VEGA ISD	2.209	19.339
161907	LORENA ISD	1.735	19.397
161908	MART ISD	1.756	18.507
161909	MCGREGOR ISD	3.186	18.274
161910	MOODY ISD	1.106	12.096
161912	RIESEL ISD	2.318	23.989
161914	WACO ISD	2.806	9.194
161916	WEST ISD	2.738	20.540
161918	AXTELL ISD	0.676	18.154
161919	BRUCEVILLE-EDDY ISD	1.338	21.585
161920	CHINA SPRING ISD	2.491	12.623

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
161921	CONNALLY ISD	2.735	23.615
161922	ROBINSON ISD	2.824	19.561
161923	BOSQUEVILLE ISD	3.976	22.946
161924	HALLSBURG ISD	0.346	21.784
161925	GHOLSON ISD	0.568	18.243
162904	MCMULLEN COUNTY ISD	0.947	11.407
163901	DEVINE ISD	1.767	24.807
163902	D'HANIS ISD	2.977	29.225
163903	NATALIA ISD	2.844	26.777
163904	HONDO ISD	2.104	17.344
163908	MEDINA VALLEY ISD	2.415	22.850
164901	MENARD ISD	1.511	15.924
165901	MIDLAND ISD	1.986	16.463
166901	CAMERON ISD	2.314	18.238
166902	GAUSE ISD	3.684	12.130
166903	MILANO ISD	1.550	24.195
166904	ROCKDALE ISD	4.600	22.851
166905	THORNDALE ISD	7.016	24.186
166907	BUCKHOLTS ISD	4.596	28.367
167901	GOLDTHWAITE ISD	1.150	17.365
167902	MULLIN ISD	7.729	27.663
167904	PRIDDY ISD	4.113	31.862
168901	COLORADO ISD	2.153	25.845
168902	LORAINE ISD	5.060	40.602
168903	WESTBROOK ISD	0.178	15.231
169901	BOWIE ISD	2.143	26.631
169902	NOCONA ISD	1.754	32.918
169906	GOLD BURG ISD	3.778	18.260
169908	MONTAGUE ISD	4.027	15.113
169909	PRAIRIE VALLEY ISD	4.824	22.298
169910	FORESTBURG ISD	3.188	16.523
169911	SAINT JO ISD	2.138	26.533
170801	TEXAS SERENITY ACADEMY	3.568	13.862
170902	CONROE ISD	1.255	19.790
170903	MONTGOMERY ISD	1.982	21.161
170904	WILLIS ISD	5.222	13.894
170906	MAGNOLIA ISD	1.374	20.384
170907	SPLENDORA ISD	1.291	7.144
170908	NEW CANEY ISD	3.826	10.471
171901	DUMAS ISD	1.880	17.240
171902	SUNRAY ISD	2.421	22.577
172902	DAINGERFIELD-LONE STAR ISD	2.271	20.867

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
172905	PEWITT CISD	1.904	20.539
173901	MOTLEY COUNTY ISD	3.364	25.182
174901	CHIRENO ISD	0.335	17.420
174902	CUSHING ISD	2.496	28.507
174903	GARRISON ISD	1.646	18.297
174904	NACOGDOCHES ISD	2.601	6.928
174906	WODEN ISD	2.024	24.374
174908	CENTRAL HEIGHTS ISD	1.855	25.512
174909	MARTINSVILLE ISD	4.870	25.110
174910	ETOILE ISD	4.416	34.647
174911	DOUGLASS ISD	1.117	21.827
175902	BLOOMING GROVE ISD	3.794	25.831
175903	CORSICANA ISD	3.002	24.220
175904	DAWSON ISD	2.600	23.503
175905	FROST ISD	4.944	24.727
175907	KERENS ISD	2.478	21.003
175910	MILDRED ISD	3.757	16.129
175911	RICE ISD	2.331	29.813
176901	BURKEVILLE ISD	1.716	30.076
176902	NEWTON ISD	1.565	22.582
176903	DEWEYVILLE ISD	5.008	16.857
177901	ROSCOE COLLEGIATE ISD	1.180	28.853
177902	SWEETWATER ISD	1.914	22.333
177905	HIGHLAND ISD	4.057	35.474
178801	DR M L GARZA-GONZALEZ CHARTER SCHOOL	2.074	23.402
178901	AGUA DULCE ISD	2.680	26.281
178902	BISHOP CISD	5.504	37.314
178903	CALALLEN ISD	1.834	20.893
178904	CORPUS CHRISTI ISD	2.584	21.866
178905	DRISCOLL ISD	7.522	22.875
178906	LONDON ISD	4.106	27.839
178908	PORT ARANSAS ISD	4.057	13.949
178909	ROBSTOWN ISD	2.888	22.864
178912	TULOSO-MIDWAY ISD	2.805	23.019
178913	BANQUETE ISD	3.336	29.182
178914	FLOUR BLUFF ISD	2.948	19.960
178915	WEST OSO ISD	1.805	27.446
179901	PERRYTON ISD	2.518	10.029
180901	BOYS RANCH ISD	1.758	5.679
180902	VEGA ISD	2.204	19.690
180903	ADRIAN ISD	6.887	33.299
180904	WILDORADO ISD	8.052	30.589

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
181901	BRIDGE CITY ISD	1.873	27.864
181906	WEST ORANGE-COVE CISD	2.759	30.430
181907	VIDOR ISD	2.524	19.960
181908	LITTLE CYPRESS-MAURICEVILLE CISD	1.866	7.615
182901	GORDON ISD	0.443	23.236
182902	GRAFORD ISD	1.232	9.154
182904	SANTO ISD	2.463	28.138
182905	STRAWN ISD	4.388	26.141
183801	PANOLA CHARTER SCHOOL	2.354	20.669
183901	BECKVILLE ISD	1.562	20.898
183902	CARTHAGE ISD	1.041	12.711
184801	CROSSTIMBERS ACADEMY	2.089	25.375
184901	POOLVILLE ISD	1.221	25.356
184902	SPRINGTOWN ISD	2.878	26.281
184903	WEATHERFORD ISD	2.670	21.808
184904	MILLSAP ISD	2.183	31.238
184907	ALEDO ISD	2.062	27.369
184908	PEASTER ISD	0.961	18.805
184909	BROCK ISD	2.759	31.272
184911	GARNER ISD	5.843	24.878
185901	BOVINA ISD	1.803	19.948
185902	FARWELL ISD	1.708	18.973
185903	FRIONA ISD	1.470	15.536
186902	FORT STOCKTON ISD	2.896	28.890
186903	IRAAN-SHEFFIELD ISD	1.103	9.800
187901	BIG SANDY ISD	1.353	20.463
187903	GOODRICH ISD	5.934	32.117
187904	CORRIGAN-CAMDEN ISD	2.666	9.690
187906	LEGGETT ISD	3.638	22.649
187907	LIVINGSTON ISD	1.491	22.319
188901	AMARILLO ISD	3.965	8.237
188902	RIVER ROAD ISD	2.562	28.802
188903	HIGHLAND PARK ISD	1.505	17.348
188904	BUSHLAND ISD	2.276	19.425
189901	MARFA ISD	3.541	28.694
189902	PRESIDIO ISD	2.386	22.354
190903	RAINS ISD	1.951	24.602
191901	CANYON ISD	1.665	8.230
193902	LEAKEY ISD	0.224	16.863
194902	AVERY ISD	5.149	25.675
194903	RIVERCREST ISD	3.175	25.644
194904	CLARKSVILLE ISD	2.532	24.460

TEA/Division of Federal Fiscal Compliance and Reporting

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
194905	DETROIT ISD	2.480	20.698
195901	PECOS-BARSTOW-TOYAH ISD	2.916	27.058
195902	BALMORHEA ISD	5.146	27.997
196902	WOODSBORO ISD	2.466	26.071
196903	REFUGIO ISD	1.637	21.124
197902	MIAMI ISD	0.924	7.256
198901	BREMOND ISD	3.150	33.740
198902	CALVERT ISD	2.033	24.315
198903	FRANKLIN ISD	0.749	30.422
198905	HEARNE ISD	2.000	23.470
198906	MUMFORD ISD	0.344	19.534
199901	ROCKWALL ISD	1.902	22.344
199902	ROYSE CITY ISD	1.842	24.355
200901	BALLINGER ISD	2.612	19.747
200902	MILES ISD	1.202	19.617
200904	WINTERS ISD	2.935	26.129
200906	OLFEN ISD	5.897	31.754
201902	HENDERSON ISD	2.198	19.492
201903	LANEVILLE ISD	3.691	27.916
201904	LEVERETTS CHAPEL ISD	3.999	34.988
201908	OVERTON ISD	2.562	30.189
201910	TATUM ISD	1.537	20.470
201913	CARLISLE ISD	3.074	25.632
201914	WEST RUSK COUNTY CONSOLIDATED ISD	3.122	14.753
202903	HEMPHILL ISD	4.393	13.617
202905	WEST SABINE ISD	3.619	17.166
203901	SAN AUGUSTINE ISD	2.176	16.370
203902	BROADDUS ISD	2.516	25.568
204901	COLDSPRING-OAKHURST CISD	1.932	23.451
204904	SHEPHERD ISD	2.715	23.391
205901	ARANSAS PASS ISD	2.227	30.180
205902	GREGORY-PORTLAND ISD	2.028	20.898
205903	INGLESIDE ISD	1.734	23.047
205904	MATHIS ISD	5.912	13.931
205905	ODEM-EDROY ISD	2.502	27.020
205906	SINTON ISD	2.718	24.059
205907	TAFT ISD	3.472	28.320
206901	SAN SABA ISD	1.360	20.562
206902	RICHLAND SPRINGS ISD	4.626	27.569
206903	CHEROKEE ISD	3.589	32.579
208901	HERMLEIGH ISD	4.420	31.314
208902	SNYDER ISD	1.722	15.373

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
209901	ALBANY ISD	1.594	21.633
209902	MORAN ISD	6.382	32.729
210901	CENTER ISD	2.965	10.280
210902	JOAQUIN ISD	3.413	24.257
210903	SHELBYVILLE ISD	3.140	25.891
210904	TENAHA ISD	4.423	25.686
210905	TIMPSON ISD	2.077	24.805
210906	EXCELSIOR ISD	8.126	34.092
211901	TEXHOMA ISD	2.264	29.469
211902	STRATFORD ISD	1.900	10.629
212801	CUMBERLAND ACADEMY	1.945	22.388
212804	UT TYLER INNOVATION ACADEMY	2.136	23.142
212901	ARP ISD	2.404	22.966
212902	BULLARD ISD	1.516	26.697
212903	LINDALE ISD	0.682	24.799
212904	TROUP ISD	5.897	17.136
212905	TYLER ISD	3.710	9.751
212906	WHITEHOUSE ISD	2.543	17.574
212909	CHAPEL HILL ISD	2.391	20.260
212910	WINONA ISD	2.706	30.152
213801	BRAZOS RIVER CHARTER SCHOOL	2.660	19.632
213901	GLEN ROSE ISD	1.466	14.460
214901	RIO GRANDE CITY CISD	3.508	10.220
214902	SAN ISIDRO ISD	0.408	29.634
214903	ROMA ISD	2.896	25.793
215901	BRECKENRIDGE ISD	2.514	24.181
216901	STERLING CITY ISD	2.330	23.070
217901	ASPERMONT ISD	0.598	21.075
218901	SONORA ISD	7.211	17.959
219901	HAPPY ISD	9.413	19.938
219903	TULIA ISD	2.549	17.323
219905	KRESS ISD	4.893	27.132
220802	ARLINGTON CLASSICS ACADEMY	1.942	20.648
220809	FORT WORTH ACADEMY OF FINE ARTS	2.036	21.071
220814	TEXAS SCHOOL OF THE ARTS	1.929	21.559
220901	ARLINGTON ISD	3.157	7.739
220902	BIRDVILLE ISD	2.030	16.592
220904	EVERMAN ISD	1.487	18.838
220905	FORT WORTH ISD	5.455	10.865
220906	GRAPEVINE-COLLEYVILLE ISD	6.775	18.600
220907	KELLER ISD	1.634	17.928
220908	MANSFIELD ISD	1.757	21.416

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
220910	LAKE WORTH ISD	3.215	28.570
220912	CROWLEY ISD	2.022	19.772
220914	KENNEDALE ISD	1.223	10.426
220915	AZLE ISD	1.980	20.868
220916	HURST-EULESS-BEDFORD ISD	1.929	17.257
220917	CASTLEBERRY ISD	1.460	23.415
220918	EAGLE MT-SAGINAW ISD	2.233	27.748
220919	CARROLL ISD	3.468	24.556
220920	WHITE SETTLEMENT ISD	3.436	25.024
221801	TEXAS COLLEGE PREPARATORY ACADEMIES	2.618	19.992
221901	ABILENE ISD	2.027	15.210
221904	MERKEL ISD	2.901	25.787
221905	TRENT ISD	3.414	38.636
221911	JIM NED CISD	3.359	18.465
221912	WYLIE ISD	0.600	19.763
222901	TERRELL COUNTY ISD	1.843	18.509
223901	BROWNFIELD ISD	2.802	20.944
223902	MEADOW ISD	2.292	21.952
223904	WELLMAN-UNION CISD	4.447	29.137
224901	THROCKMORTON ISD	1.537	20.212
224902	WOODSON ISD	3.258	28.028
225902	MOUNT PLEASANT ISD	2.459	10.027
225905	WINFIELD ISD	4.508	31.651
225906	CHAPEL HILL ISD	2.184	21.615
225907	HARTS BLUFF ISD	1.263	23.891
226801	TEXAS LEADERSHIP	2.658	20.846
226901	CHRISTOVAL ISD	3.985	22.359
226903	SAN ANGELO ISD	1.532	18.650
226905	WATER VALLEY ISD	3.380	22.662
226906	WALL ISD	1.393	14.945
226907	GRAPE CREEK ISD	3.166	22.977
226908	VERIBEST ISD	5.729	34.595
227804	NYOS CHARTER SCHOOL	1.964	19.080
227805	TEXAS EMPOWERMENT ACADEMY	2.100	18.985
227806	UNIVERSITY OF TEXAS UNIVERSITY CHARTER SCHOOL	2.139	20.736
227814	CHAPARRAL STAR ACADEMY	2.375	17.848
227816	HARMONY SCIENCE ACADEMY (AUSTIN)	1.997	19.474
227817	CEDARS INTERNATIONAL ACADEMY	2.127	18.704
227819	UNIVERSITY OF TEXAS ELEMENTARY CHARTER SCHOOL	2.075	16.443
227820	KIPP AUSTIN PUBLIC SCHOOLS INC	2.053	19.188
227821	AUSTIN DISCOVERY SCHOOL	2.213	17.978
227824	THE EAST AUSTIN COLLEGE PREP ACADEMY	2.159	16.371

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
227825	AUSTIN ACHIEVE PUBLIC SCHOOLS	2.978	15.412
227826	MONTESSORI FOR ALL	2.435	14.252
227827	THE EXCEL CENTER (FOR ADULTS)	2.181	16.856
227901	AUSTIN ISD	4.965	9.509
227904	PFLUGERVILLE ISD	2.695	8.837
227907	MANOR ISD	1.718	19.217
227909	EANES ISD	2.144	12.433
227910	DEL VALLE ISD	2.252	17.511
227912	LAGO VISTA ISD	1.824	13.738
227913	LAKE TRAVIS ISD	2.069	16.599
228901	GROVETON ISD	2.627	19.333
228903	TRINITY ISD	1.896	19.805
228904	CENTERVILLE ISD	3.422	22.848
229901	COLMESNEIL ISD	3.102	29.992
229903	WOODVILLE ISD	2.603	22.583
229904	WARREN ISD	2.911	32.128
229905	SPURGER ISD	2.238	28.315
229906	CHESTER ISD	3.987	29.004
230901	BIG SANDY ISD	1.807	16.297
230902	GILMER ISD	0.996	17.723
230903	ORE CITY ISD	2.746	25.166
230904	UNION HILL ISD	3.489	28.033
230905	HARMONY ISD	1.811	22.633
230906	NEW DIANA ISD	2.365	24.440
230908	UNION GROVE ISD	2.578	24.451
231901	MCCAMEY ISD	1.595	13.646
231902	RANKIN ISD	0.398	3.220
232901	KNIPPA ISD	1.603	22.880
232902	SABINAL ISD	0.368	19.369
232903	UVALDE CISD	4.918	8.699
232904	UTOPIA ISD	3.003	24.387
233901	SAN FELIPE-DEL RIO CISD	3.177	7.948
233903	COMSTOCK ISD	3.348	28.868
234801	RANCH ACADEMY	2.246	19.739
234902	CANTON ISD	1.571	24.633
234903	EDGEWOOD ISD	5.715	11.303
234904	GRAND SALINE ISD	1.865	25.109
234905	MARTINS MILL ISD	0.781	29.726
234906	VAN ISD	3.566	12.831
234907	WILLS POINT ISD	3.213	11.574
234909	FRUITVALE ISD	3.755	24.656
235901	BLOOMINGTON ISD	4.927	16.321

TEA/Division of Federal Fiscal Compliance and Reporting

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
235902	VICTORIA ISD	1.982	17.205
235904	NURSERY ISD	3.304	24.107
236801	RAVEN SCHOOL	3.059	12.023
236901	NEW WAVERLY ISD	3.059	12.023
236902	HUNTSVILLE ISD	4.320	25.642
237902	HEMPSTEAD ISD	3.825	15.452
237904	WALLER ISD	4.689	12.097
237905	ROYAL ISD	2.311	16.268
239901	BRENHAM ISD	0.733	15.676
239903	BURTON ISD	2.562	22.506
240801	GATEWAY ACADEMY CHARTER DISTRICT	3.526	8.626
240901	LAREDO ISD	4.151	10.302
240903	UNITED ISD	2.901	6.949
240904	WEBB CISD	2.432	22.753
241901	BOLING ISD	2.338	22.877
241902	EAST BERNARD ISD	2.551	21.031
241903	EL CAMPO ISD	2.493	8.686
241904	WHARTON ISD	2.405	23.648
241906	LOUISE ISD	2.507	28.292
242902	SHAMROCK ISD	1.822	18.961
243901	BURKBURNETT ISD	1.890	19.237
243902	ELECTRA ISD	2.993	27.910
243903	IOWA PARK CISD	2.256	19.607
243905	WICHITA FALLS ISD	1.541	15.561
243906	CITY VIEW ISD	2.238	20.159
244901	HARROLD ISD	3.884	36.990
244903	VERNON ISD	1.580	17.909
244905	NORTHSIDE ISD	4.129	34.733
245901	LASARA ISD	4.322	27.744
245902	LYFORD CISD	3.529	25.079
245903	RAYMONDVILLE ISD	5.624	12.292
245904	SAN PERLITA ISD	5.984	30.969
246902	FLORENCE ISD	2.518	27.588
246904	GEORGETOWN ISD	2.040	19.488
246905	GRANGER ISD	3.742	19.611
246906	HUTTO ISD	2.877	23.424
246907	JARRELL ISD	2.211	30.550
246908	LIBERTY HILL ISD	1.317	26.724
246909	ROUND ROCK ISD	1.488	18.874
246911	TAYLOR ISD	1.532	18.790
246912	THRALL ISD	3.623	23.249
246913	LEANDER ISD	1.573	20.250

2016 ISD and Charter Indirect Cost Rates
Effective July 1, 2015 - June 30, 2016

CDN	LEA Name	Restricted Rate	Unrestricted Rate
246914	COUPLAND ISD	4.164	22.578
247901	FLORESVILLE ISD	1.701	19.074
247903	LA VERNIA ISD	1.426	20.411
247904	POTH ISD	2.243	18.252
247906	STOCKDALE ISD	2.238	21.058
248901	KERMIT ISD	2.011	24.737
248902	WINK-LOVING ISD	1.063	13.949
249901	ALVORD ISD	1.785	10.576
249902	BOYD ISD	2.059	25.586
249903	BRIDGEPORT ISD	1.644	21.708
249904	CHICO ISD	1.330	13.346
249905	DECATUR ISD	2.165	25.555
249906	PARADISE ISD	0.399	23.133
249908	SLIDELL ISD	7.423	17.494
250902	HAWKINS ISD	2.327	21.317
250903	MINEOLA ISD	1.173	15.893
250904	QUITMAN ISD	2.061	23.988
250905	YANTIS ISD	2.711	23.279
250906	ALBA-GOLDEN ISD	4.003	24.640
250907	WINNSBORO ISD	1.188	17.524
251901	DENVER CITY ISD	0.751	9.900
251902	PLAINS ISD	0.799	15.532
252901	GRAHAM ISD	2.041	24.708
252902	NEWCASTLE ISD	2.233	26.527
252903	OLNEY ISD	2.171	16.632
253901	ZAPATA COUNTY ISD	2.584	20.523
254901	CRYSTAL CITY ISD	3.226	26.679
254902	LA PRYOR ISD	4.071	27.989

LOBBYING, TOBACCO USE POLICIES, DRUG FREE WORKPLACE REQUIREMENTS

Associations and Political Activities

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work.

Use of district resources, including work time, for political activities is prohibited.

Tobacco Use – Policies DH, GKA, FNCD

State law prohibits smoking or using tobacco products on all district-owned property and at school- related or school-sanctioned activities, on or off campus (including the use of electronic cigarettes or any other electronic vaporizing device). This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all sChool buildings.

Alcohol and Drug-Abuse Prevention

The district shall maintain a drug free environment and shall establish, as needed, an Employee Assistance Program (EAP) complying with federal and state requirements. Policies DI (local) and DI (Exhibit (Local) contain specific information regarding employee welfare.

Transportation Department personnel must comply with Department of Transportation (D. 0. T.) drug and alcohol policies and testing procedures. Each bus driver must pass a pre-employment drug screen and ARE subject to random testing throughout his/her driving tenure. In the event of a bus accident, the involved driver may be subject to testing at that time.

Drug Abuse Prevention – Policies DH, DI *TASB Required Notification*

Denton ISD is committed to maintaining an alcohol and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property.

Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed.

Drug-Free Workplace, DI *TASB Required Notification*

The District shall maintain a drug-free environment and shall establish, a drug-free awareness program complying with federal requirements. All fees or charges associated with drug/alcohol abuse counseling or rehabilitation shall be the responsibility of the employee.

FEDERAL DRUG FREE WORKPLACE ACT –

All organizations covered by the Drug-Free Workplace Act of 1988 are required to provide a drug-free workplace by taking the following steps:

1. Publish and give a policy statement to all covered employees informing them that the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited in the covered workplace and specifying the actions that will be taken against employees who violate the policy.

2. Establish a drug-free awareness program to make employees aware of a) the dangers of drug abuse in the workplace; b) the policy of maintaining a drug-free workplace; c) any available drug counseling, rehabilitation, and employee assistance programs; and d) the penalties that may be imposed upon employees for drug abuse violations.

3. Notify employees that as a condition of employment on a Federal contract or grant, the employee must a) abide by the terms of the policy statement; and b) notify the employer, within five calendar days, if he or she is convicted of a criminal drug violation in the workplace.

4. Notify the contracting or granting agency within 10 days after receiving notice that a covered employee has been convicted of a criminal drug violation in the workplace.

5. Impose a penalty on—*or* require satisfactory participation in a drug abuse assistance or rehabilitation program by—any employee who is convicted of a reportable workplace drug conviction.

6. Make an ongoing, good faith effort to maintain a drug-free workplace by meeting the requirements of the Act.

Office of Head Start / Head Start Enterprise System
06CH7130

DENTON INDEPENDENT SCHOOL DISTRICT

Contacts

Is this information correct?
Please take a moment to check and update if necessary

Office of Head Start Contact Information			
Program Specialist:	Alfredo Huerta	alfredo.huerta@acf.hhs.gov	(214) 767-8847
Grants Specialist:	Debra Ogwo	debra.ogwo@acf.hhs.gov	(214) 767-0498
Grantee Specialist:			
ECE Specialist:	Dwuna Duty-Richards	duty-nchards_dwuna@bah.com	(817) 240-8384

Head Start Contact Information			
Authorizing Official/Board Chair:	Ms. Barbara Burns	barbara.burns@dentonisd.org	
Title:	School Board President		
CEO/Executive Director:	Dr. Jamie Wilson	jwilson@dentonisd.org	
Title:			
Chief Financial Officer:	Ms. Debbie Monschke	dmonschke@dentonisd.org	(940) 369-0010
Policy Council Chair:	Ms. Antoynette Garcia		
Head Start Director:	Ms. Angela Hellman	ahellman@dentonisd.org	(940) 369-3901
User Account Administrator:	Ms Ann Gulledge	agulledge@dentonisd.org	(940) 369-3903

Updated on 11/16/2015 10:28 AM, EST

Central Contractor Registration

CCR Search

CCR Grantee Information		CCR Grantee Address	
Registration Status:	Active in CCR: Registration valid until 01/07/2017	Street Address:	1307 N LOCUST ST DENTON TX 76201-3037
Legal Business Name:	DENTON INDEPENDENT SCHOOL DISTRICT	Mailing Address:	1307 N. LOCUST STREET DENTON TX 76201-3037
Doing Business As:			
Division Name:			
Division Number:			
DUNS:	055311104		
CAGE/NCAGE:	4D5G0		
Type of Organization:	U.S. Government Entity		
Business Types/Grants:	12~H6~V2		
Company URL:			
Fiscal Year End Date:	06/30		
Business Start Date:	01/15/00		

CCR Government Business Primary Point of Contact		CCR Government Business Alternate Point of Contact	
Name:	CATHERINE ROBBINS	Name:	DEBBIE MONSCHKE
Address:	1307 N LOCUST DENTON TX 76201-3037	Address:	1307 N LOCUST DENTON TX 76201-3037
Phone:	(940) 369-0067	Phone:	(940) 369-0010
Fax:	(940) 369-4981	Fax:	(940) 369-4981

CCR Past Performance Primary Point of Contact	CCR Past Performance Alternate Point of Contact

CCR Past Performance Primary Point of Contact	CCR Past Performance Alternate Point of Contact
CCR Past Performance Primary Point of Contact	**CCR Past Performance Alternate Point of Contact**
Name:	Name:
Address:	Address:
Phone:	Phone:
Fax:	Fax:

CCR Electronic Business Primary Point of Contact	CCR Electronic Business Alternate Point of Contact
Name: CATHERINE ROBBINS	Name: DEBBIE MONSCHKE
Address: 1307 N LOCUST DENTON TX 76201-3037	Address: 1307 N LOCUST DENTON TX 76201-3037
Phone: (940) 369-0067	Phone: (940) 369-0010
Fax: (940) 369-4981	Fax: (940) 369-4981

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

Office of Head Start

Updated July 29, 2014

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

Table of Contents

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

SF424B Assurances – Non-Construction Programs

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

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

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form- LLL, ''Disclosure Form to Report Lobbying,'' in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure Form to Report Lobbying,'' in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Regarding Compliance with Compensation Cap (Level II of the Executive Schedule)

Federal funds will not be used to pay any part of the compensation of an individual employed by a Head Start and/or Early Head Start agency if that individual's compensation exceeds the rate payable for Level II of the Executive Schedule.

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

Certification of Filing and Payment of Federal Taxes

As required by the Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriation Act, 2008 (Public Law 110-161, Division G, Title V, section 523), as a prospective financial assistance recipient entering into a grant or cooperative agreement of more than $5,000,000, I, as the duly authorized representative of the applicant, do hereby certify to the best of my knowledge and belief, that:

1. The applicant has filed all Federal tax returns required during the three years preceding this certification
2. The applicant has not been convicted of a criminal offense pursuant to the Internal Revenue Code of 1986 (U.S. Code - Title 26, Internal Revenue Code)
3. The applicant has not, more than 90 days prior to this certification, been notified of any unpaid Federal tax assessment for which the liability remains unsatisfied, unless the assessment is the subject of an installment agreement or offer in compromise that has been approved by the Internal Revenue Service and is not in default, or the assessment is the subject of a non-frivolous administrative or judicial proceeding.

Submission Statement

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	Ms.		* First Name:	Barbara

Middle Name:

* Last Name: Burns

Suffix:

* Title: School Board President

* Telephone Number: (940) 382-1650   Fax Number:

* Email: barbara.burns@dentonisd.org

* Signature of Authorized Representative: *Ms. Barbara Burns*   * Date Signed: 2/29/2016

* Submitted by: Date Submitted:

Submission and Approval Instructions

The initial five year grant application package was issued in March, 2014. This set of instructions has been edited for clarity and organization but contains the same content. Programs may begin using the updated instructions as early as April 2015, and all programs should submit applications based on this version by July 1, 2015.

The grant application package must be developed and submitted in an electronic format using the Head Start Enterprise System (HSES) at https://hses.ohs.acf.hhs.gov/hsprograms. **The Administration for Children and Families will no longer accept a hard copy of the application.**

Training materials and a User's Guide can be found in the "Instructions" section of HSES. Complete and submit the application in the HSES tab for "Financials," then "Grant Applications."

A **complete grant application package** requires the following tabs in HSES:
- Program Schedule
- Budget
- Other Funding
- SF-424A
- SF-424[a]
- Documents:
  - Upload the **Application and Budget Justification Narrative** document (Limit 60 pp, additional instructions re: narrative requirements follow)
  - Upload supporting documents (Limit 50 pp total) in their respective folders in HSES:
    - Results of Self-assessment and Improvement Plan
    - Training & Technical Assistance Plan
    - Governing Body and Policy Council Decisions[b]
    - Indirect Cost Rate Agreement, or records showing adoption of 10% de minimis indirect cost rate, *if applicable.*
    - Sample Delegate and/or Partnership Contracts *if applicable.* NOTE: sample contracts do NOT count toward the 50pp limit.
    - Other Supporting Documents

For further assistance, please contact help@hsesinfo.org or 1-866-771-4737. **Incomplete applications will not be processed.**

---

[a] When grantees enter data for the SF-424 and then submit the application package, HSES automatically generates the following electronically signed Assurances and Certifications as a single PDF file. These can be downloaded at the bottom of the SF-424 tab.
1. SF-424B, Assurances – Non-Construction Programs;
2. Certification Regarding Lobbying;
3. Certification Regarding Compliance with Compensation Cap (Level II of Executive Schedule); and
4. Tax Certification Form.

[b] Include the following evidence of Governing Body approval and Policy Council approval or disapproval:
1. Signed statements of the Governing Body and Policy Council Chairs;
2. Governing Body and Policy Council minutes documenting each group's participation in the development and approval of the application; and
3. If the Policy Council did not approve the application, submit the required letter from the Policy Council indicating its reasons for withholding approval.

Application and Budget Justification Narrative: Instructions and Definitions

---

Content of Application and Budget Justification Narrative

Applications for Federal financial assistance to operate a Head Start and/or Early Head Start program must provide a comprehensive description of the organization's plans to deliver quality Head Start and/or Early Head Start services and a detailed budget to support the planned delivery of services. Applications to obtain a grant for a five year project period or to continue operations during the five year project period contain two sections and are prefaced by a Table of Contents that follows the format and numbering of these Instructions:

- Section I. Program Design and Approach to Service Delivery
- Section II. Budget and Budget Justification Narrative

Section I, Program Design and Approach to Service Delivery, specifies the organization's plans to operate the Head Start and/or Early Head Start programs. Detailed information is requested for the criteria outlined in five sub-sections:

A. Goals;
B. Service Delivery;
C. Approach to School Readiness;
D. Parent, Family, and Community Engagement (PFCE); and
E. Governance, Organizational and Management Structure, and Ongoing Oversight.

Section II, Budget and Budget Justification Narrative, must identify and describe the resources needed to implement the project plans and approach described in Section I, Program Design and Approach to Service Delivery. The information in Section II must align with the data contained in the HSES tab for "Financials", then "Grant Applications," then within this current application, the "Budget" tab.

Organizations are required to submit either a Baseline Application or Continuation Application. The criteria for both types of applications are outlined below for each section and sub-section. A determination on the acceptability of the application will be made based on the extent to which each item is addressed.

Should I submit the Baseline Application Narrative or the Continuation Application Narrative for the various Sections and Sub-Sections?

Normally, grantees applying for a new five year project period, whether competitively or non-competitively, would follow the instructions for submitting a Baseline Application Narrative for the first year. Then grantees would follow the instructions for submitting a Continuation Application Narrative in future years of the five year grant.

FIVE YEAR GRANTS, APPLICATION INSTRUCTIONS v2 –APRIL 2015

Some grantees were already in a five year project period when these Instructions were first published in March, 2014. If this is your first time writing a five year application package, follow the Baseline Application Narrative instructions for Sub-Section I-A regarding Goals. There you will describe your program's plans for what you will accomplish during the remaining years of the grant. For the other sub-sections, follow the Continuation Application Narrative instructions.

Length and formatting requirements for Application and Budget Justification Narrative:

1. The information presented in Sections I and II cannot exceed 60 pages, not counting the Table of Contents.
2. Each page must be double-spaced, with one-inch margins on all sides.
3. Use a font size of 12.
4. A Table of Contents must be provided. Follow the format and numbering of these Instructions.
5. Each page must be numbered in the lower right hand corner.

Length and formatting requirements for Supporting Documentation:

1. Supporting documentation and appendices are limited to 50 pages.
2. Required supporting documents include:
     i. Results of Self-assessment and Improvement Plan
    ii. Training & Technical Assistance Plan
   iii. Governing Body and Policy Council Decisions
    iv. Indirect Cost Rate Agreement, or records showing adoption of 10% de minimis indirect cost rate, *if applicable.*
     v. Sample Delegate and/or Partnership Contracts *if applicable.* NOTE: sample contracts do NOT count toward the 50pp limit.
    vi. Other Supporting Documents

Terms and Definitions

Long Range Goals– Broad, inspirational statements that describe what you seek to accomplish; targets to be reached. (BROAD = **B**old/**B**eyond current expectations, **R**esponsive, **O**rganization-wide, **A**spirational, and **D**ynamic)

Program Goals– Broad statements that support the program's mission to serve children, families, and the community. In Head Start, program goals may include goals related to parent, family, and community engagement; finances; service provision; etc.

School Readiness Goals– The expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve their readiness for kindergarten. (45 CFR 1307.20)

Short Term Objectives– Subparts of goals that are **S**pecific, **M**easureable, **A**ttainable, **R**ealistic and **T**imely (= SMART).

Outcomes – Something that happened as a result of an activity or process. The actual results achieved. The term *outcome* is also used to refer to **Expected Outcomes**, that is, the results you *expect* to see because of an activity or process.

Program Impacts – The influence or effect on a specific Head Start population (e.g. staff, children, families, communities). Note: this term is often used in other settings to signify the findings from an experimental or quasi-experimental research study. Within Head Start's five-year project period, *impact* refers to how the program, child, family, and/or community changed as a result of what the program did.

Progress – Forward movement toward the achievement of goals, objectives, and outcomes

Evidence – Facts, information, documentation, or examples given to support an assertion.

Resources

Training & Technical Assistance materials are available to help grantees complete their application narrative, particularly the sub-sections concerning planning. See the "Foundations for Excellence: Planning in Head Start" series available at http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/planning.html.

Section I. Program Design and Approach to Service Delivery

SUB-SECTION A: Goals

Requirements for Baseline Application Narrative

Describe your program's plans for what you will accomplish during the five year project period or, for programs already operating in a five year project period, plans for what you will accomplish in the remaining years of the grant.

Notes/Definitions/Resources specific to Sub-Section A:

- **Program Goals** are broad statements that support the program's mission to serve children, families, and the community. (*See Foundations for Excellence: Planning in Head Start, Topic #1: Understanding Goals, Objectives, Outcomes, Progress, and Action Plans*)

- **School Readiness Goals** are the expectations of children's status and progress across the domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve their readiness for kindergarten. (*See Foundations for Excellence: Planning in Head Start, Topic #3: Program Goals and School Readiness Goals—Understanding the Relationship*)

- Re: the integration of **Parent, Family, and Community Engagement (PFCE)**: Note that programs may develop PFCE goals as part of program goals that are broad statements that describe what a program intends to accomplish in its work with (and in support of) families. Alternatively, programs may find it more appropriate to develop objectives related to family outcomes and in support of *other* program goals and/or school readiness goals. (*See Foundations for Excellence: Planning in Head Start, Topic #5: Program Planning and Parent, Family, and Community Engagement*)

---

1. What are your program goals, objectives, and expected outcomes for the next five years? *(Examples of possible areas to consider: outcomes for children and families; family engagement or related family outcomes, program and fiscal management systems, oversight, and accountability; enhanced community involvement and resources; and unique community and organizational goals.)*
   For **each Program Goal**, include:
   a. **Long Range Goal** statement that is BROAD (**B**old/**B**eyond current expectations, **R**esponsive, **O**rganization-wide, **A**spirational, and **D**ynamic), i.e., what does the program want to accomplish?

    b. Under each goal, **Short Term Objectives** that are SMART (**S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**imely) for each year of the five year project period, i.e., what does the program plan to do to meet the goal?

    c. **Expected Outcomes**, i.e., what does the program expect the results will be?

    d. Data, Tools, or Methods for tracking **Progress**, i.e., what information will the program use during the next five years to determine how they are doing?

2. Demonstrate how your program's **Long Range Goals** and **Short Term Objectives** are informed by the findings from your communitywide strategic planning/needs assessment and the findings of your annual self-assessment. *(Examples of possible areas to consider: priority service areas, special populations, family needs, child health needs.)*

3. Provide the list of your program's **School Readiness Goals** across the five domains *(language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development).*

    a. Include **Evidence** of your **School Readiness Goals** alignment with the Head Start Child Development and Early Learning Framework, State early learning guidelines as appropriate, and expectations of the local schools where children will transition.

    b. Discuss how your program involved parents and the governing body in developing **School Readiness Goals**.

4. Discuss possible **Program Impacts** your program will achieve—i.e., at the conclusion of the five-year grant period, what difference will your program have made for children, families, and the community?

Requirements for Continuation Application Narrative

1. If applicable, list any additions, deletions, or revisions to your program's **Long Term Goals, Short Term Objectives,** and **Expected Outcomes** that have occurred since last year's application. If no updates or changes have occurred, include a sentence to that effect.

2. For each program **Long Term Goal**, describe your progress this year toward meeting your **Short Term Objectives** and **Expected Outcomes**. In your discussion, you may use the Data, Tools, or Methods for tracking **Progress** identified in your baseline application, or additional Data, Tools, or Methods identified since then.

3. Discuss **Progress** toward broad **Program Impacts**—i.e., at the conclusion of the five-year grant period, what difference will your program have made for children, families, and the community?

4. If applicable, list any additions, deletions, or revisions to your program's **School Readiness Goals** that have occurred since last year's application. Include information on how parents and the governing body were involved in changes. (Additional information on progress toward meeting School Readiness Goals is included in Sub-Section C.) If no updates or changes have occurred, include a sentence to that effect.

SUB-SECTION B: Service Delivery

Requirements for Baseline Application Narrative

In this section, provide a detailed plan to meet the need for comprehensive child development services for Head Start and/or Early Head Start eligible children and families in your service area.

1. Needs of Children and Families:
    Include the following data. Throughout Sub-Section B, describe how the data informs or relates to your detailed plan for comprehensive child development services:
    a. the estimated number of eligible children under five years of age and pregnant women by geographic location, and estimated number of children needing full day & full year care;
    b. data regarding the education, health, nutrition, social service, child care, and other service needs of the proposed children, families and pregnant women;
    c. the needs of children with disabilities; dual language learners; homeless children; children involved in the child welfare system and receiving foster care; working families; and pregnant women, if applicable.

2. Service Area:
    a. Identify the service and recruitment areas for proposed Head Start and/or Early Head Start operations. Provide a map labeling these areas.
    b. Provide **Evidence** to demonstrate that the proposed area(s) is the area(s) of greatest need.
    c. If delegates are proposed, identify the specific service area for each delegate, including the communities in which they will operate, the number of children proposed to be served, and proposed program option(s). If applicable, upload a sample delegate contract to the application Documents folder in HSES for "Sample Delegate and/or Partnership Contracts." This will NOT count toward the 50pp limit on supporting documents.
    d. If child care partners are proposed, identify the number of children proposed to be served through partnership slots. If applicable, upload sample partnership contracts for family child care and/or center based program options to the application Documents folder in HSES for "Sample Delegate and/or Partnership Contracts." These will NOT count toward the 50pp limit on supporting documents. Note that grantees are responsible for keeping the location of all services, including partner sites, up-to-date in the "Centers" tab of HSES throughout their five-year project period.

3. Justification of Proposed Funded Enrollment and Program Options:
   First, go to the HSES tab for "Financials," then "Grant Applications," then "Program Schedule," and complete that tab for Head Start and/or Early Head Start. This tab includes funded enrollment by program option, as well as detailed program schedules for each program option and program option variation. Then, in this application narrative:
   a. Discuss how the program options and program option variations are most appropriate to meet the needs of children and families in your service area. Discuss both the program options (i.e., center-based, home-based, combination option, family child care, or approved locally designed option) and the intensity of services (part-day, full-day, part-year, or full-year models).
   b. Special Situation: Enrollment Reduction or Expansion. Are you proposing to reduce or expand funded enrollment in Head Start and/or Early Head Start since last year? If so, state the difference and explain the rationale. You will include more detailed information on the budget implications in Section II: Budget and Budget Justification Narrative.
   c. Special Situation: Conversion. Are you proposing to convert Head Start funds to provide Early Head Start services? If so:
      i. Specify the planned reduction in Head Start enrollment and the number of infants, toddlers and pregnant women proposed to be served.
      ii. Provide information on the amount of funds re-allocated from the Head Start program to support Early Head Start services. You will include more detailed information on the budget implications in Section II: Budget and Budget Justification Narrative.
      iii. Describe how the needs of infants, toddlers and pregnant women will be met. If the agency does not currently operate an Early Head Start program, provide a detailed explanation of how Early Head Start is proposed to be operated, including the service and recruitment areas, program options, qualifications and training of staff, and the physical infrastructure, including facilities.
      iv. Provide a description of how the needs of eligible Head Start children will be met.
      v. Discuss the transition plan between Early Head Start and Head Start.
      vi. Specify the proposed timeline for implementation of the conversion.

4. Centers and Facilities:
   First, enter and/or review all data in the "Centers" tab in HSES to ensure the locations of all services are identified, including family and center based child care partners, home based socialization sites, and locations where pregnant women meet as groups. Then, in this application narrative:
   a. If applicable, list any additions, deletions, or revisions to your service locations since last year, including child care partners, and describe the reasons for changes.

    b. Explain how your choice of locations will ensure services are provided to areas with the greatest need.

    c. Describe plans to ensure the health and safety of children and staff at each center and to meet or exceed State and local requirements for licensing of facilities.

Describe planned changes that involve centers with Federal Interest, e.g., proposed loans, subordination agreements, major or minor renovations. Note that proposed facilities activities must be requested using the SF-429 Real Property Status Report and its relevant Attachments.

5. Recruitment and Selection:
    a. Describe the recruitment strategy and selection criteria to ensure services will be provided to those in greatest need of Head Start and/or Early Head Start services.
    b. Describe how the program will ensure that not less than 10 percent of the actual enrollment will be children with disabilities.

6. Transportation:
    a. Describe the level of need for child transportation services.
    b. Describe how the program will either directly meet transportation needs or assist families in accessing other transportation so that children can attend Head Start and/or Early Head Start services.

7. Educational Services:
    a. Describe how the program will meet the educational needs of Head Start and Early Head Start children for each program option. (Note: additional information around School Readiness is in Sub-Section C.)

8. Health:
    a. Describe how the program will meet the health, mental health, nutritional, and oral health needs of children.
    b. Describe the system for health screening and services that will ensure children are accurately referred for necessary follow-up evaluation and treatment within timeframes specified by Head Start regulations.

9. Family Services and Social Services:
    a. Discuss program plans to support families in obtaining needed family services and social services in support of family well-being. (Note: additional information around Parent and Family Engagement is in Sub-Section D.)
    b. Describe program services designed to facilitate parent engagement and parent involvement through meaningful staff-family relationships and program activities.
    c. Describe how individual family assessments will be used to individualize the approach for each family. Specify the number of families assigned to each family service worker and the number of planned contacts per family.

    d.   Describe program services to facilitate parent participation, including, if applicable, transportation and child care services.

    e.   Describe program services to support maximum child attendance.

10. Early Head Start Specific:

    a.   Provide **Evidence** to demonstrate how the proposed service plan for Early Head Start addresses the need for continuity of services and provides a minimum of 48 weeks of service

    b.   If the program will not operate for a minimum of 48 weeks per year, provide **Evidence** to demonstrate how quality services are maintained throughout the year.

    c.   Describe the services to be provided to enrolled pregnant women.

11. Transition:

Describe a systematic procedure for transitioning children and parents, including pregnant women. As applicable, include a description of how the program will support transition:

    a.   from Early Head Start to Head Start or other community-based programs;

    b.   from Head Start to the local school system, including kindergarten; and

    c.   within Head Start and/or Early Head Start, including serving infants upon birth, and moving a child from one program option to another or from one classroom to the next.

12. Coordination:

    a.   Describe how the agency coordinates resources with other child care and preschool programs, State pre-kindergarten programs, and Local Education Agencies to provide high quality child health and developmental services.

    b.   Describe the coordination of resources with community programs under Part C and Part B Section 619 of the Individuals with Disabilities Education Act (IDEA) to ensure high quality education and child development services.

        i.   If Memorandum of Understandings (MOUs) were established, describe how the MOUs include the process for referrals, intervention services and the development of individualized educational programs for preschool children, and individualized family service plans for infants and toddlers.

        ii.   If MOUs were not established, provide an explanation for the reasons they were not established with Part C or Part B Section 619 agencies in the service area.

FIVE YEAR GRANTS, APPLICATION INSTRUCTIONS v2 –APRIL 2015

Requirements for Continuation Application Narrative

In this section, discuss any updates to your plans to meet the need for comprehensive child development services for Head Start and/or Early Head Start eligible children and families in the following categories. For each category, if no updates or changes have occurred, include a sentence to that effect. **See Requirements for Baseline Application above for additional detail on each category.**

1. Needs of Children and Families

2. Service Area
   a. Include any changes to delegate agencies and/or child care partners.

3. Justification of Proposed Funded Enrollment and Program Options
   a. First, go to the HSES tab for "Financials," then "Grant Applications," then "Program Schedule," and complete that tab for Head Start and/or Early Head Start.
   b. Special Situation: Enrollment Reduction or Expansion
   c. Special Situation: Conversion

4. Centers and Facilities
   a. First, review and/or update all data in the "Centers" tab in HSES to ensure the locations of all services are identified, including child care partners.
   b. Discuss any changes, including changes to centers with federal interest. Note that proposed facilities activities must be requested using the SF-429 Real Property Status Report and its relevant Attachments.

5. Recruitment and Selection

6. Transportation

7. Educational Services

8. Health

9. Family Services and Social Services

10. Early Head Start Specific
    a. Continuity of services (48 weeks per year)
    b. Pregnant women services

11. Transition

12. Coordination

SUB-SECTION C: Approach to School Readiness

Requirements for Baseline Application Narrative

In addition to setting School Readiness Goals, included in Sub-Section A of this application, your program's approach to school readiness includes child assessment data and curriculum, and may include staff-child interaction observation tools.

1. Child Assessment Data:
   a. Identify the child assessment(s) used or to be used by your program and discuss how it is developmentally, linguistically, and culturally appropriate for the group of enrolled children.
   b. Describe your program's system to analyze child assessment data to individualize the instruction and learning for each child and to aggregate and analyze child assessment data at least three times per year. Note that Migrant and Seasonal Head Start programs operating less than 90 days are required to aggregate data at least twice within their operating period.
   c. Explain how the child assessment data analysis, in combination with other program data, will be used to:
      i. Determine the agency's progress toward meeting its goals and intended impacts
      ii. Inform parents and the community of results
      iii. Direct continuous improvement
   d. Describe a plan to ensure the fidelity of assessment tools will be maintained.

2. Curriculum:
   a. Identify the curriculum(a) used by your program and discuss how it is developmentally, linguistically, and culturally appropriate for the group of enrolled children.
   b. Discuss how the curriculum(a) relates to the child assessment(s) used.
   c. Include **Evidence** that your curriculum(a) is aligned with the Head Start Child Development and Early Learning Framework, State early learning guidelines as appropriate, and expectations of the local schools where children will transition to kindergarten.

3. Staff-Child Interaction Observation Tools:
   a. Identify whether staff-child interaction observation tools (i.e. CLASS, HOVRS, Arnett Caregiver Interaction Scale) will be used by the program. If not, skip the remaining parts of this question.
   b. Explain how the staff-child interaction tools will be used.
   c. Describe your program's plan to use this data to improve the quality of children's experiences.
   d. Describe a plan to ensure the fidelity of the assessment tools will be maintained.

Requirements for Continuation Application Narrative

In addition to setting School Readiness Goals, included in Sub-Section A of this application, your program's approach to school readiness includes child assessment data and curriculum, and may include staff-child interaction observation tools.

1. Updates to Approach in School Readiness, if applicable. If no updates or changes have occurred, include a sentence to that effect.
    a. Discuss any change in child assessment(s) used by your program since last year's application
    b. Discuss any change in curriculum(a) used by your program since last year's application
    c. Discuss any change in staff-child interaction observation tools (i.e. CLASS, HOVRS, Arnett Caregiver Interaction Scale) used by your program since last year's application

2. Report on the progress of children and the program towards achieving school readiness in each of the five domains. Provide specific examples as appropriate.

3. Describe program improvements implemented in response to the analysis of child assessment and other data. Provide specific examples as appropriate.

SUB-SECTION D: Parent, Family, and Community Engagement

Requirements for Baseline Application Narrative

In Sub-Section A, programs will have identified program level goals and/or objectives related to family outcomes. (For a discussion of the difference between program goals related to family outcomes and individual family goals related to individual family strengths, needs, and aspirations, see *Foundations for Excellence: Planning in Head Start, Topic #5: Program Planning and Parent, Family, and Community Engagement.)* In this Sub-Section D, programs will describe the processes and data sources for developing their PFCE goals/objectives related to family outcomes.

1. Describe the process to be used to identify and prioritize PFCE goals and/or objectives. (For example, will families be involved in the goal-setting process? Will information such as aggregated family assessment data be used to target outcome areas? Will the program seek staff input on priority goals/objectives?)

2. Identify the data, tools, or methods that will be used to support implementation of and track progress toward PFCE goals and/or objectives. (Examples could include evidence-based measures, National Center assessment tools, parent surveys, or other program-designed methods.)

3. Describe how aggregated program data related to family progress may also be analyzed in support of children's school readiness goals, as applicable.

Requirements for Continuation Application Narrative

For continuation applications, the following information must be provided:

1. In Sub-Section A, programs listed any additions, deletions, or revisions to the program Long Term Goals, Short Term Objectives, and Expected Outcomes. Did any of these changes involve program goals and/or objectives related to family outcomes? If so, describe the reasons and process for making changes. If no updates or changes have occurred, include a sentence to that effect.

2. If applicable, describe any new data sources used since last year's application to support the implementation and evaluation of PFCE goals and/or objectives. If no updates or changes have occurred, include a sentence to that effect.

3. Describe program data related to family progress that also supports children's school readiness. Provide specific examples as appropriate.

4. Describe how program progress toward PFCE goals and/or objectives is communicated to families. Provide specific examples as appropriate.

SUB-SECTION E: Governance, Organizational and Management Structures, and Ongoing Oversight

Requirements for Baseline Application Narrative

In this section, describe the governance, organizational, and management structures that provide ongoing oversight to support quality services and maintain accountability, efficiency, and leadership within the program.

1. Describe the governing body structure and show how the structure meets the program governance composition requirements established in Section 642(c)(B-D) of the Head Start Act, including at least one member:
   a. with expertise in fiscal management or accounting;
   b. with expertise in early childhood education and development; and
   c. who is a licensed attorney familiar with issues that come before the governing body.
Also provide information to assure that governing body members do not have a conflict of interest with the Head Start and/or Early Head Start programs, any delegate programs or other partners/vendors. If the program meets any criteria for exceptions in Section 642(c)(B-D) of the Head Start Act, discuss here also.

2. Describe how the program governance requirements established in Section 642(c) of the Head Start Act are met, including:
    a. exercise effective oversight of program operations and accountability for Federal funds,;
    b. monthly reporting of required information to the Governing Body and Policy Council;
    c. involvement of the Governing Body in the selection of the program's auditor and receipt of the annual audit report;
    d. include the Policy Council in the planning and decision-making process;
    e. assure representation of the diverse community served;
    f. set and monitor overall agency priorities and operational systems; and
    g. conduct the community assessment, annual self-assessment, ongoing monitoring and outcome-based evaluation.

3. Provide an explanation of the delegated responsibilities of any advisory committees, if applicable, that the Board has established to oversee key responsibilities related to program governance and improvement of the Head Start program. Include a description of the membership of each advisory committee.

4. Provide a description of the composition of the Policy Council and Parent Committees. Describe how parents are meaningfully involved in setting direction for the program.

5. Provide an organizational chart identifying the management team and staffing structure, including:
    a. the executive director,
    b. program director,
    c. managers, and
    d. other key staff.
   Include assigned areas of responsibility and lines of communication and reporting. Identify staffing patterns and supervisory structure to accomplish goals and plans across systems and services.

6. Provide a description of the systems developed to ensure criminal record checks occur prior to hire for all staff working in the Head Start and/or Early Head Start program. Include a description of the procedure followed to ensure staff remain up to date on required health exams and tuberculosis screenings.

7. Demonstrate how all employees meet staff qualification requirements by identifying the qualifications of and competencies for staff, including Head Start and/or Early Head Start director(s); education and child development staff; health services staff; nutrition services staff; mental health services staff; family and community partnership staff; parent involvement services staff; disability services staff; and fiscal staff.

8. Describe how staff will plan, organize and provide comprehensive services that include:
   a. facilitating effective educator-child relationships that support children's development;
   b. ensuring staff are prepared for and supported in implementing evidence-based instructional practices that are individualized based on the ongoing assessment of each child to support positive child outcomes;
   c. ensuring staff successfully partner with families in supporting children's development; and
   d. supporting staff, through regular provision of feedback, supervision, coaching and other mechanisms.

9. Describe the management systems in each of the following areas:
   a. program planning;
   b. internal and external communication;
   c. record-keeping and reporting;
   d. ongoing program and fiscal monitoring; and
   e. annual self-assessment, including a summary of the process used to conduct the self-assessment, the results of the most recent self-assessment conducted within the last year, and the improvement plan addressing any issues, including action steps, person(s) responsible, and timeframe for corrective action.

10. Upload, in the application Documents folder in HSES for "Training & Technical Assistance Plan," a comprehensive Training and Technical Assistance plan that addresses mandatory training and priorities identified from ongoing monitoring and the annual self-assessment. Describe planned training for staff, parents, volunteers, governing body members and Policy Council members.

Requirements for Continuation Application Narrative

For continuation applications, the following information must be provided:

1. Describe changes to the roles and responsibilities of the Board and Policy Council, if applicable. If no updates or changes have occurred, include a sentence to that effect.

2. Include a current organizational chart.

3. Provide updates of staff qualifications or competencies for the following groups: Head Start and/or Early Head Start director(s), education and child development staff, health services staff, nutrition services staff, mental health services staff, family and community partnership staff, parent involvement services staff, disability services staff, and fiscal staff. If no updates or changes have occurred, include a sentence to that effect.

4. Describe changes to the management systems for planning, communications, record- keeping and reporting, ongoing monitoring, and self-assessment. Include a summary of the results of the most recent self-assessment and the improvement plan addressing the issues, action steps, person(s) responsible, and timeframe for planned or completed corrective action.

5. Upload, in the application Documents folder in HSES for "Training & Technical Assistance Plan," a comprehensive Training and Technical Assistance plan that addresses mandatory training and priorities identified from ongoing monitoring and the annual self-assessment. Describe planned training for staff, parents, volunteers, governing body members and Policy Council members.

Section II. Budget and Budget Justification Narrative

Requirements for All Applications

A comprehensive budget that aligns with the proposed program approach and identifies allowable, reasonable, and allocable costs must be submitted for each year of the five year project period. First, go to the HSES tab for "Financials," then "Grant Applications," then within this current application, complete the following tabs:
-   Budget
-   Other Funding
-   *SF-424A
-   SF-424

Additional Notes:
* The SF-424A, Budget Information Non-Construction Programs, must provide the distribution of funds **by object class categories in separate columns** for Head Start Program Operations, Head Start Training and Technical Assistance, Early Head Start Program Operations and Early Head Start Training and Technical Assistance for the grant and for each delegate agency.

Also note that if applicable, you will include separate proposed budgets for Head Start and Early Head Start and each delegate agency. Then, in Section II of your **Application and Budget Justification Narrative** document, justify the budget by addressing the following items:

1. Provide a detailed budget narrative and justification that identifies the amount of funds and a description of the intended use of program operations and training and technical assistance funds by object class category for Head Start and/or Early Head Start. Include any one-time costs, for any proposed conversion requests, if applicable.

2. Demonstrate the proposed budget supports all direct costs and indirect costs, if appropriate.

3. Demonstrate funds are budgeted to provide all required comprehensive Head Start and/or Early Head Start services to eligible children and families in a cost- effective manner as indicated in Section I, Program Design and Approach to Service Delivery.

4. If applicable, provide a detailed budget narrative for the planned use of any cost-of-living adjustment (COLA) increases included in the projected funding level for the budget period. Describe the plans to increase the hourly rate of pay for staff and the pay scale subject to the provisions of Sections 653 and 640(j) of the Head Start Act. Specify the other planned uses of the funds to offset higher operating costs. Demonstrate the COLA increase was provided to all delegate agencies or provide a justification if the full percentage is not provided to delegate agencies.

5. Describe the organization's financial and property management system and internal controls in place to maintain effective control of and accountability for grant funds, property and other assets.

6. Identify each source of non-federal share match, including the estimated amount per source and the valuation methodology. Demonstrate that the amounts and sources that will contribute to the required non-federal share match of the total project cost are allowable sources. Provide a detailed justification that conforms with the criteria under Section 640(b)(1)-(5) of the Head Start Act if the application proposes a waiver of any portion of the non-federal share match requirement.

7. Demonstrate the ability to meet the 15 percent limitation on funding and administrative (F&A) costs. Provide a detailed justification that meets the conditions of 45 C.F.R. 1301.32(g) if the applicant proposes a waiver of the limitation on development and administrative costs.

8. Discuss the source and amount of cash, donated goods and services, and other resources proposed such as United Way, State and/or local grant funds, etc. to support allowable non-federal match to the project, in addition to the federal funds requested.

9. Submit a cost allocation plan for any proposed costs to be shared between or among programs, including shared staff. Indirect cost must be included in the cost allocation plan unless the applicant has a negotiated indirect cost rate agreement or has adopted use of the 10% de minimis rate.

10. If applicable, in the application Documents folder in HSES for "Indirect Cost Rate Agreement," upload a copy of the current or proposed negotiated indirect cost agreement between the agency and/or delegate agencies and the respective cognizant Federal agency. If using the 10% de minimis indirect cost rate, upload a copy of the policy or other written record indicating date upon which the rate was adopted.

11. Special Situation: Reduction. If applicable, describe the planned use of the funds to support requests for enrollment reductions and proposed budget savings, if any.

12. Special Situation: Conversion. If applicable, identify the amount of funds that will be re-allocated by object class category to convert from either part day to full-working day services or from Head Start to Early Head Start services. Explain the changes in each object class category.

13. Provide a detailed explanation and supporting documents for any proposed use of Head Start grant funds for the initial or ongoing purchase, construction and major renovation of facilities. Identify all proposed sources of funding for facilities activities. Submission of form SF-429 and relevant Attachments and compliance with application requirements in 45 C.F.R. Part 1309 will be required. No Head Start grant funds may be used toward the payment of acquisition, construction or major renovation of a facility without the express written approval of the Administration for Children and Families.

14. Provide explanation of the method of procurement to be used for any proposed equipment purchases over $5,000.

Enrollment by Program Option

	Center-based	Combination Program	Family Child Care	Home-based	Locally Designed Program	Funded Child Enrollment Total
Total Enrollment	193	0	0	0	0	193

Program Schedules

Center-based

Schedule Number	2. Funded Child Enrollment	3a. Number of classes / groups	3b. Double Session	4. Number of hours of classes / groups per child per day	5. Number of days of classes / groups per child per week	6. Number of days of classes / groups per child per year	7. Number of home visits per child per year	8. Number of hours per home visit
CB-000-1	193	11	no	6.5	5	177	2	2

Head Start - Budget Categories

Budget Category	Program Operations	Training Technical Assistance	Non-Federal Share
Personnel	$1,041,952	$0	$0
Fringe Benefits	$178,288	$0	$0
Travel	$0	$6,600	$0
Equipment	$0	$0	$0
Supplies	$25,937	$0	$0
Contractual	$0	$0	$0
Construction	$0	$0	$0
Other	$32,510	$14,566	$324,963
Total Direct Charges	**$1,278,687**	**$21,166**	**$324,963**
Indirect Charges	$0	$0	$0
Total	**$1,278,687**	**$21,166**	**$324,963**

Note: This report only includes values specified in the Budget tab.

Head Start - Summary

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Line Item Budget Total	**$1,278,687**	**$21,166**	**$324,963**	**27**

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Personnel Total	**$1,041,952**	**$0**	**$0**	**27**

Personnel: Child Health and Development Personnel

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Program Managers and Content Area Experts	$60,167	$0	$0	1
Teachers / Infant Toddler Teachers	$619,589	$0	$0	11
Teacher Aides and Other Education Personnel	$233,746	$0	$0	11
Total	**$913,502**	**$0**	**$0**	**23**

Personnel: Family and Community Partnership Personnel

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Other Family and Community Partnerships Personnel - Other Family and Community Partnerships Personnel	$105,655	$0	$0	3

Personnel: Program Design and Management Personnel

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Clerical Personnel	$22,795	$0	$0	1

Fringe Benefits

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI)	$19,172	$0	$0	
Health / Dental / Life Insurance	$56,484	$0	$0	
Retirement	$102,632	$0	$0	
Total	**$178,288**	**$0**	**$0**	

Travel

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Staff Out-Of-Town Travel	$0	$6,600	$0	

Supplies

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Office Supplies	$3,387	$0	$0	
Food Services Supplies	$16,500	$0	$0	
Other Supplies - (11) iPads and cases	$6,050	$0	$0	
Total	**$25,937**	**$0**	**$0**	

Other

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Building and Child Liability Insurance	$810	$0	$0	
Local Travel	$0	$1,676	$0	
Child Services Consultants	$1,700	$0	$0	
Volunteers	$0	$0	$324,963	
Substitutes (if not paid benefits)	$30,000	$0	$0	
Training or Staff Development	$0	$12,890	$0	
Total	**$32,510**	**$14,566**	**$324,963**	

Direct Costs

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Direct Costs Total	**$1,278,687**	**$21,166**	**$324,963**	**27**

Head Start - Admin Costs

	Admin Costs	Admin Costs (% Total Budget)	Employees
Summary Item Total	**$3,757.50**	**0.23%**	**0**

Travel

	Admin Costs	Admin Costs (% Total Budget)	Employees
Staff Out-Of-Town Travel	$330.00	0.02%	

Supplies

	Admin Costs	Admin Costs (% Total Budget)	Employees
Office Supplies	$3,387.00	0.21%	

Other

	Admin Costs	Admin Costs (% Total Budget)	Employees
Building and Child Liability Insurance	$40.50	0.00%	

Direct Costs

	Admin Costs	Admin Costs (% Total Budget)	Employees
Direct Costs Total	**$3,757.50**	**0.23%**	**0**

Other Funding

Other Funding Source

Other Funding	Head Start
Federal Funding	
1. Federal Child Care and Development Fund (CCDF)	$0
2. Child and Adult Care Food Program (CACFP) Funds	$206,110
3. Other Federal Funding	$0
State Funding	
4. State Preschool Programs	$0
5. Other State Funding	$0
Local Government Funding	
6. School District Funding	$0
7. Other Local Government Funding	$0
Other Funding	
8. Tribal Government Funding	$0
9. Fundraising Activities	$0
10. Other	$0
Total	**$206,110**

Head Start - Application Summary Items

This report uses values from the Budget, Program Schedule and Other Funding tab. This report does not include any values from the SF424A that were not pre-populated from the Budget tab.

1. Administrative Costs:

The maximum allowable expenditure for administrative costs is 15% of the total budget.

	Amount
Total Admin Cost	$3,757.50
Total Budget	$1,624,816.00
Admin as a % of Total Budget	0.23%

2. Non-Federal Share:

For most grantees, a minimum of 20% of the total budget must be non-federal share:

	Amount
Total Non-Federal Costs	$324,963.00
Total Budget	$1,624,816.00
Non-Federal Share as a % of Total Budget	20.00%

3. Average Class Size:

Average class size for CB Program Schedules that involve double sessions should be between 13 and 20. Average class size for the CB and CO Program Schedules (including double sessions) should be between 15 and 20:

Center-Based Double Sessions	0.00
Center-Based AND Combination Non-double Sessions	17.55
All Center-Based AND Combination Sessions	17.55

4. Cost Per Child and Hours of Service Per Child:

The following table shows information about costs and hours of service for this agency:

	Amount
Total Hours of Service Per Child	1,154.50
Overall Cost Per Child Per Hour	$7.29

5. Federal Personnel and Fringe Costs:

	Amount
Federal Personnel Cost	$1,041,952.00
Federal Fringe Cost	$178,288.00
Total Federal Budget	$1,299,853.00
Federal Personnel Cost as a % of Total Federal Budget	80.16%
Federal Fringe Cost as a % of Total Federal Budget	13.72%
Federal Personnel plus Fringe Cost as a % of Total Federal Budget	93.88%

*In general, Personnel costs should account for 60% to 80% of the federal budget.

6. Fringe Rate:

If the fringe cost for an agency is less than 10% or more than 30% of Personnel, there may be an inaccurate entry in Personnel:

	Amount
Total Fringe Cost	$178,288.00
Total Personnel Cost	$1,041,952.00
Total Fringe Cost as % of Total Personnel Cost	17.11%

7. Fringe Benefits:

The following shows if this agency pays for health / dental / life and/or retirement benefits:

Health / Dental / Life	Yes
Retirement	Yes

8. Out-of-Town Staff Travel:

Most agencies have out-of-town staff travel costs between $60 and $65 per child. If the costs for this agency are higher, check that they are justified:

	Amount
Out-of-Town Staff Travel Cost	$6,600.00
Out-of-Town Staff Travel Cost Per Child	$34.20

9. Case Loads:

For Home Visitors, case loads are typically between 8 and 10:

Home Visitor Case Load	0.00

10. Child and Adult Care Food Program (CACFP) Funds:

	Amount
CACFP Funding	$206,110.00
CACFP Funding as a percentage of Total Federal Budget	15.86%