2018-2019

PIR

DENTON ISD HEAD START
ANN WINDLE SCHOOL FOR YOUNG CHILDREN

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	06CH7130
Program Number	000
Program Type	Head Start
Program Name	DENTON INDEPENDENT SCHOOL DISTRICT
Program Address	901 Audra Lane Denton TX 76209
Program Phone Number	(940) 369 3901
Program Fax Number	(940) 369 4930
DUNS Number	055311104
Program Email Address	ahellman@dentonisd.org
Head Start Director Name	Ms. Angela Hellman
Head Start Director Email	ahellman@dentonisd.org
Agency Web Site Address	http://www.dentonisd.org/windle/index.htm
Agency Type	School System
Agency Description	Grantee that directly operates program(s) and has no delegates
Agency Affiliation	A secular or non-religious agency

ENROLLMENT YEAR

Enrollment dates

A.1 Enrollment Year	Date
a. Start Date	08/15/2018
b. End Date	05/23/2019

FUNDED ENROLLMENT

Funded enrollment by funding source

A.2 Funded Head Start or Early Head Start Enrollment	# of children/ pregnant women
a. Head Start/Early Head Start Funded Enrollment, as identified on NOA	193
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0

Funded enrollment by program option - children

A.3 Center-based program - 5 days per week:	# of children
a. Full-day enrollment	193
1. Of these, the number available as full-working-day enrollment	0
a. Of these, the number available for the full-calendar-year	0
b. Part-day enrollment	2
1. Of these, the number in double sessions	0
A.4 Center-based program - 4 days per week:	# of children

a. Full-day enrollment	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.5 Home-based program	0
A.6 Combination option program	
A.7 Family child care option	0
a. Of these, the number available as full-working-day enrollment	0
1. Of the these, the number available for the full-calendar-year	0
A.8 Locally designed option	0

Funded enrollment at child care partner

	# of children
A.10 Funded enrollment at child care partners in the center-based program option	0
A.11 Total funded enrollment at child care partners (A.10, center-based partner and A.7, family child care program option)	0

CLASSES

Classes

	# of classes
A.12 Total number of classes operated	11
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

A.13 Children by age:	# of children at enrollment
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	0
d. 3 years old	82
e. 4 years old	111
f. 5 years and older	0

Total cumulative enrollment

	# of children / pregnant women
A.15 Total cumulative enrollment	193

Type of eligibility

A.16 Report each enrollee only once by primary type of eligibility:	# of children
a. Income below 100% of federal poverty line	178
b. Public assistance such as TANF, SSI	5
c. Status as a foster child - # children only	7
d. Status as homeless	3
e. Over income	0

	# of children
f. Number of children exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line	0
A.17 If the program serves enrollees under A.16.f, specify how the program has demonstrated that all income-eligible children in their area are being served.	
Specify:	

Prior enrollment

A.18 Enrolled in Head Start or Early Head Start for:	# of children
a. The second year	62
b. Three or more years	0

Transition and Turnover

	# of children
A.19 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	24
a. Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	6
A.19.b. Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	110

Child care subsidy

	# of children at end of enrollment year
A.24. The number of enrolled children for whom the program received a child care subsidy	0

Race and Ethnicity

A.25 Race and Ethnicity	# of children	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Latino origin
a. American Indian or Alaska Native	6	2
b. Asian	2	5
c. Black or African American	5	48
d. Native Hawaiian or other Pacific Islander	0	0
e. White	102	23
f. Biracial/Multi-racial	0	0
g. Other	0	0
h. Unspecified	0	0

Primary language of family at home

A.26 Primary language of family at home:	# of children
a. English	97
b. Spanish	88
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	7
f. East Asian Languages	0
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	0
i. European & Slavic Languages	0
j. African Languages	1
k. Other	0
l. Unspecified	0

TRANSPORTATION

Transportation services

A.27 Does the program provide transportation to some or all of the enrolled children either directly or through a formal contractual agreement with a transportation provider?	Yes

	# of children
a. Number of children for whom transportation is provided	50

Buses

	# of buses owned
A.28 Total number of buses owned by the program that were purchased with ACF grant funds and are currently used to support program operations, regardless of year purchased	0
a. Of these, the number of buses purchased since last year's PIR was reported	0

A.29 Are any of the buses used by the program leased by the program itself?	No

RECORD KEEPING

Management Information Systems

A.30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?		Yes
Name/title	*Locally designed*	*Web Based*
Google Docs	Yes	Yes
Excel	Yes	Yes
eSchool Plus	No	Yes

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

	(1) *# of Head Start staff*	(2) *# of contracted staff*
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	33	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	9	0
b. Of these, the number who left since last year's PIR was reported	2	0
1. Of these, the number who were replaced	2	0

TOTAL VOLUNTEERS

Volunteers by Type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program since last year's PIR was reported	222
a. Of these, the number who are current or former Head Start or Early Head Start parents	213

MANAGEMENT STAFF

Coordination of services

B.4 On average, the number of hours per week services managers spend coordinating services:	*Average # of hours per week*
a. Child Development & Education Manager	10
b. Health Services Manager	5
c. Family & Community Partnerships Manager	9
d. Disability Services Manager	15

CHILD DEVELOPMENT STAFF

Child Development Staff Qualifications - Preschool Classroom and Assistant Teachers (HS and Migrant Programs)

	(1) *# of Classroom Teachers*	(2) *# of Assistant Teachers*
B.5 Total number of preschool child development staff by position	11	11

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
a. An advanced degree in:		
1. Early childhood education	1	0
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
b. A baccalaureate degree in:		
1. Early childhood education	8	2
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	2	0
3. Any field and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam	0	0
Of the preschool child development staff with a baccalaureate degree in B.5.b.1 through B.5.b.3 above, the number enrolled in:		
4. Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	1	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
c. An associate degree in:		
1. Early childhood education	0	0
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	2
Of the preschool child development staff with an associate degree in B.5.c.1 and B.5.c.2 above, the number enrolled in:		
3. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0

	(1) _# of Classroom Teachers_	(2) _# of Assistant Teachers_
Of the number of preschool child development staff by position, the number with the following credentials:		
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0	7
1. Of these, a Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0
Of the preschool child development staff with the credentials in B.5.d above, the number enrolled in:		
2. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	2
3. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	2

	(1) _# of Classroom Teachers_	(2) _# of Assistant Teachers_
Of the number of preschool child development staff by position:		
e. The number who do not have the qualifications listed in B.5.a through B.5.d	0	0
Of the preschool child development staff in B.5.e above, the number enrolled in:		
1. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0
2. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0
3. Any type of Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0

	# of classes
B.6 Total number of center-based option classes serving preschool-aged children	11
B.7 Number of center-based option classes serving preschool-aged children in which at least one teacher (excluding assistant teachers) has one of the following: - An advanced or baccalaureate degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with experience teaching pre-school age children, or - A baccalaureate degree and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam - An associate degree in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	11

Child development staff qualifications - Home-based and FCC

	(1) _# of Home-Based Visitors_	(2) _# of Home-Based Visitor Supervisors_	(3) _# of Family Child Care Providers_	(4) _# of Family Child Care Specialists_
B.9 Total number of child development staff by position	0	0	0	0

	(1) *# of Home-Based Visitors*	(2) *# of Home-Based Visitor Supervisors*	(3) *# of Family Child Care Providers*	(4) *# of Family Child Care Specialists*
Of the number of child development staff by position, the number with the following degrees or credentials:				
a. An advanced degree in/licensed as:				
1. Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW)	0	0	0	0
2. Marriage and family therapy/ Licensed marriage and family therapist (LMFT)	0	0	0	0
3. Psychology	0	0	0	0
4. Sociology	0	0	0	0
5. Human services (include related areas such as child and family services or social services)	0	0	0	0
6. Nursing plus Nurse Practitioner (NP) license	0	0	0	0
7. Early childhood education	0	0	0	0
8. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) *# of Home-Based Visitors*	(2) *# of Home-Based Visitor Supervisors*	(3) *# of Family Child Care Providers*	(4) *# of Family Child Care Specialists*
Of the number of child development staff by position, the number with the following degrees and licenses:				
b. A baccalaureate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	0
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) *# of* *Home-Based* *Visitors*	(2) *# of* *Home-Based* *Visitor* *Supervisors*	(3) *# of Family* *Child Care* *Providers*	(4) *# of Family* *Child Care* *Specialists*
Of the number of child development staff by position, the number with the following degrees and licenses:				
c. An associate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	0
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) *# of* *Home-Based* *Visitors*	(2) *# of* *Home-Based* *Visitor* *Supervisors*	(3) *# of Family* *Child Care* *Providers*	(4) *# of Family* *Child Care* *Specialists*
Of the number of child development staff by position, the number with the following credentials:				
d. License, certification, or credential held:				
1. Nursing, non-RN, i.e. LPN, CNA, etc.	0	0	0	0
2. Family development credential (FDC)	0	0	0	0
3. Child development associate credential (CDA)	0	0	0	0
4. State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option	0	0	0	0
5. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) *# of Home-* *Based Visitors*	(2) *# of Home-* *Based Visitor* *Supervisors*	(3) *# of Family* *Child Care* *Providers*	(4) *# of Family* *Child Care* *Specialists*
Of the number of child development staff by position:				
e. The number who do not have the qualifications listed in B.9.a through B.9.d	0	0	0	0
Of the child development staff in B.9.e above, the number enrolled in:				
1. An advanced degree or license	0	0	0	0
2. A baccalaureate degree	0	0	0	0
3. An associate degree	0	0	0	0
4. Studies leading to a non-degree license, certificate, or credential	0	0	0	0

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Child development staff - ethnicity and race

B.12 Race and Ethnicity:	# of non-supervisory child development staff	
	(1) Hispanic or Latino origin	(1) Non-Hispanic or Non-Latino origin
a. American Indian or Alaska Native	0	1
b. Asian	0	1
c. Black or African American	0	3
d. Native Hawaiian or other Pacific Islander	0	0
e. White	9	5
f. Biracial/Multi-racial	3	0
g. Other	0	0
h. Unspecified	0	0

Child development staff - language

	# of non-supervisory child development staff
B.13 The number who are proficient in a language(s) other than English	16
a. Of these, the number who are proficient in more than one language other than English	0
B.14 Language groups in which staff are proficient	# of non-supervisory child development staff
a. Spanish	13
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	1
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	1
h. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
i. African Languages (e.g., Swahili, Wolof)	0
j. Other	1
1. Specify: American Sign Language	
k. Unspecified	0

Child development staff - classroom teacher turnover

	# of classroom teachers
B.15 The number of classroom teachers who left your program during the year.	0
B.16 Of these, the number who left for the following reasons:	# of classroom teachers
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	0
B.17 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	0
B.18 Number of classroom teachers hired during the year due to turnover	0

Child development staff - Home-based visitor turnover

	# of home-based visitors
B.19 The number of home-based visitors who left your program during the year	0
B.20 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	0
B.21 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	0
B.22 Number of home-based visitors hired during the year due to turnover	0

FAMILY & COMMUNITY PARTNERSHIPS STAFF

Family & community partnerships staff - qualifications

	(1) # of family workers	(2) # of FCP supervisors
B.23 Total number of family & community partnerships staff	2	1
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		0

B.24 Comments on staff shared by Head Start and Early Head Start programs:	

B.25 Of the family & community partnerships staff, the number with the following as the highest level of education completed:	*(1)* *# of family workers*	*(2)* *# of FCP supervisors*
a. A related advanced degree	0	0
b. A related baccalaureate degree	0	1
c. A related associate degree	0	0
d. A family-development-related credential, certificate, or license	0	0
e. None of the qualifications listed in B.25.a through B.25.d above	2	0
Of the staff in B.25.e above, the number enrolled in:		
1. A related degree at the associate, baccalaureate, or advanced level	0	0
2. Studies leading to a non-degree credential, certificate, or license that is family-development-related	0	0
B.26 Of the family & community partnerships staff, the number with a family-development-related credential, regardless of highest level of education completed	0	0

Education and Child Development Managers/Coordinators - Qualifications

	# of ECD managers/ coordinators
B.27 Total number of education & child development managers/coordinators	1

	# of ECD managers/ coordinators
Off the education & child development managers/coordinators, the number with the following degrees or credentials:	
a. An advanced degree in early childhood education, or an advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	1
b. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0

	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
c. An associate degree in early childhood education, or an associate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0
Of the education & child development managers/coordinators preschool child development staff in B.27.c above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0

	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0
Of the education & child development managers/coordinators preschool child development staff in B.27.d above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0

	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
e. None of the qualifications listed in B.27.a through B.27.d	0
Of the education & child development managers/coordinators preschool child development staff in B.27.e above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
B.28 Comments on education & child development managers/coordinators shared by Head Start and Early Head Start programs:	

C. CHILD & FAMILY SERVICES

HEALTH SERVICES

Health insurance - children

	(1) *# of children at enrollment*	*(2)* *# of children at end of enrollment year*
C.1 Number of all children with health insurance	171	177
a. Number enrolled in Medicaid and/or CHIP	156	161
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	0	0
c. Number with private health insurance (for example, parent's insurance)	14	15
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	1	1
1. Specify Tri Care		
C.2. Number of children with no health insurance	22	16

Medical

Medical home - children

	(1) *# of children at enrollment*	*(2)* *# of children at end of enrollment year*
C.5 Number of children with an ongoing source of continuous, accessible health care	193	193
C.6 Number of children receiving medical services through the Indian Health Service	0	0
C.7 Number of children receiving medical services through a migrant community health center	0	0

Medical services - children

	(1) *# of children at enrollment*	*(2)* *# of children at end of enrollment year*
C.8 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	167	179

	# of children at end of enrollment year
a. Of these, the number diagnosed by a health care professional with a chronic condition needing medical treatment since last year's PIR was reported	27
1. Of these, the number who have received or are receiving medical treatment	21
b. Specify the primary reason that children who needed medical treatment, for any chronic condition diagnosed by a health care professional since last year's PIR was reported, did not receive it:	No health insurance

C.9 Number of all children who received medical treatment for the following chronic conditions since last year's PIR was reported, regardless of when the condition was first diagnosed by a health care professional:	# of children
a. Anemia	3
b. Asthma	16
c. Hearing Difficulties	0
d. Vision Problems	1
e. High Lead Levels	4
f. Diabetes	0

Body Mass Index (BMI) - children (HS and Migrant programs)

C.10 Number of all children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	# of children at enrollment
a. Underweight (BMI less than 5th percentile for child's age and sex)	7
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	132
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	30
d. Obese (BMI at or above 95th percentile for child's age and sex)	24

Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	182	190
C.12 Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	10	2
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	1	1

Dental

Dental home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.17 Number of children with continuous, accessible dental care provided by a dentist	169	179

Preschool dental services (HS and Migrant programs)

	# of children
C.18 Number of children who received preventive care since last year's PIR was reported	179
C.19 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported	179
a. Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	21
1. Of these, the number of children who have received or are receiving treatment	10
b. Specify the primary reason that children who needed dental treatment did not receive it:	Children left the program before their appointment date

MENTAL HEALTH SERVICES

Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	70

Mental health services

	# of children at end of enrollment year
C.23 Indicate the number of enrolled children who were served by the mental health (MH) professional(s) since last year's PIR was reported.	
a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	23
1. Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was reported	5
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	4
1. Of these, the number for whom the MH professional provided three or more consultations with the parent(s) / guardian(s) since last year's PIR was reported	0
c. Number of children for whom the MH professional provided an individual mental health assessment	1
d. Number of children for whom the MH professional facilitated a referral for mental health services	14

Mental health referrals

	# of children at end of enrollment year
C.24 Number of children who were referred by the program for mental health services outside of Head Start since last year's PIR was reported	3
a. Of these, the number who received mental health services since last year's PIR was reported	3

DISABILITIES SERVICES

Preschool disabilities services (HS and Migrant programs)

	# of children
C.25 Number of children enrolled in the program who have an Individualized Education Program (IEP) indicating they have been determined eligible by the LEA to receive special education and related services	34
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to enrollment into the program for this enrollment year	13
2. During this enrollment year	21
b. Of these, the number who have not received special education and related services	0

Preschool primary disabilities (HS and Migrant programs)

C.27 Diagnosed primary disability	(1) # of children determined to have this disability	(2) # of children receiving special services
a. Health impairment(i.e. meeting IDEA definition of 'other health impairments')	2	2
b. Emotional disturbance	1	1
c. Speech or language impairments	30	30
d. Intellectual disabilities	0	0
e. Hearing impairment, including deafness	0	0
f. Orthopedic impairment	0	0
g. Visual impairment, including blindness	0	0
h. Specific learning disability	0	0
i. Autism	1	1
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	0	0
l. Multiple disabilities (excluding deaf-blind)	0	0
m. Deaf-blind	0	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	152
C.29 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	170
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	11
C.30 The instrument(s) used by the program for developmental screening:	
ASQ-SE (Ages & Stages Questionnaire Social-Emotional)	
Dial 4	

Assessment

C.31 Approach or tool(s) used by the program to support ongoing child assessment:	
Name/title	*Locally designed*
Other (Please Specify) - TRS CLI Engage Progress Monitoring	No

Curriculum

C.32 What curriculum does your program use:	
a. For center-based services:	
Name/title	*Locally designed*
DLM (Developmental Learning Materials)	No

b. For family child care services:

c. For home-based services:

STAFF-CHILD INTERACTION OBSERVATION TOOLS

		# of programs
C.33 Does the program routinely use staff-child interaction observation tools to assess quality?		Yes
C.34 If yes, interaction observation tool(s) used by the program:		
	(1) *Name/title*	*(2)* *Locally designed*
a. Center-based settings	CLASS Dimensions & TTESS	No
b. Home-based settings		
c. Family child care settings		

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.35 Total number of families:	182
a. Of these, the number of two-parent families	94
b. Of these, the number of single-parent families	88

C.36 Of the number of two-parent families, the number in which the parent/guardian figures are best described as:	# of two-parent families at enrollment
a. Parents (biological, adoptive, stepparents, etc.)	83
b. Grandparents	7
c. Relatives other than grandparents	2
d. Foster parents not including relatives	2
e. Other	0
1. Specify:	

C.37 Of the number of single-parent families, the number in which the parent/guardian figure is best described as:	# of single-parent families at enrollment
a. Mother (biological, adoptive, stepmother, etc.)	65
b. Father (biological, adoptive, stepfather, etc.)	4
c. Grandparent	8
d. Relative other than grandparent	11
e. Foster parent not including relative	0
f. Other	0
1. Specify:	

Employment

C.38 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are employed	32
b. One parent/guardian is employed	56
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	6

C.39 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is employed	73
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	15

C.40 The number of all families in which:	# of families at enrollment
a. At least one parent/guardian is a member of the United States military on active duty	0
b. At least one parent/guardian is a veteran of the United States military	4

Federal or other assistance

	(1) *# of families at enrollment*	(2) *# of families at end of enrollment year*
C.41 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	0	0
C.42 Total number of families receiving Supplemental Security Income (SSI)	0	0
C.43 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	0	0
C.44 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	0	0

Job training/school

C.45 Of the number of two-parent families, the number of families in which:	*# of families at enrollment*
a. Both parents/guardians are in job training or school	25
b. One parent/guardian is in job training or school	55
c. Neither parent/guardian is in job training or school	14

C.46 Of the number of single-parent families, the number of families in which:	*# of families at enrollment*
a. The parent/guardian is in job training or school	16
b. The parent/guardian is not in job training or school	72

C.47 Of the total number of all families, the number in which one or more parent/guardian:	*# of families at end of enrollment year*
a. Completed a grade level in school, prior to high school graduation (e.g. 8th grade, 11th grade)	162
b. Completed high school or was awarded a GED during this program year	6
c. Completed an associate degree during this program year	9
d. Completed a baccalaureate or advanced degree during this program year	5

	# of families at end of enrollment year
C.48 Of the total number of all families, the number in which one or more parent/guardian completed a job training program, professional certificate, or license during this program year	8

Parent/guardian education

C.49 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	# of families at enrollment
a. An advanced degree or baccalaureate degree	38
b. An associate degree, vocational school, or some college	58
c. A high school graduate or GED	50
d. Less than high school graduate	36

Family services

C.50 Types of family services	(1) # of families with an expressed interest or identified need during the program year	(2) # of families that received the following services during the program year
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	8	7
b. Housing assistance such as subsidies, utilities, repairs, etc.	3	3
c. Mental health services	22	19
d. English as a Second Language (ESL) training	33	7
e. Adult education such as GED programs and college selection	18	6
f. Job training	3	1
g. Substance abuse prevention	0	0
h. Substance abuse treatment	2	0
i. Child abuse and neglect services	3	1
j. Domestic violence services	5	3
k. Child support assistance	0	0
l. Health education	6	0
m. Assistance to families of incarcerated individuals	0	0
n. Parenting education	24	21
o. Relationship/marriage education	0	3
p. Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	16	0
C.51 Of these, the number of families who were counted in at least one of the services listed above	143	71

Father engagement

C.52 Number of fathers/father figures who were engaged in the following activities during this program year:	# of father/ father figures
a. Family assessment	4
b. Family goal setting	12
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	23
d. Head Start program governance, such as participation in the Policy Council or policy committees	0
e. Parenting education workshops	1

Homelessness services

	# of families
C.53 Total number of families experiencing homelessness that were served during the enrollment year	22

	# of children
C.54 Total number of children experiencing homelessness that were served during the enrollment year	23

	# of families
C.55 Total number of families experiencing homelessness that acquired housing during the enrollment year	5

Foster care and child welfare

	# of children
C.56 Total number of enrolled children who were in foster care at any point during the program year	15
C.57 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	7

Collaboration Agreements and Community Engagement

Child care partners

	# of formal agreements
C.58 Total number of formal aggrements with Child Care Partners during program year	0
a. Of the Child Care Partners, the number of formal contractual agreements made void or broken during the program year	0

Local education agency (LEA)

	# of LEAs
C.59 Number of LEAs in the program's service area	1

	# of formal agreements
C.60 Number of formal agreements the program has with LEAs:	
a. To coordinate services for children with disabilities	0
b. To coordinate transition services	0

Public school pre-kindergarten programs

	Yes / No
C.61 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	No

Part C agencies

	# of Part C Agencies
C.62 Number of Part C agencies in the program's service area	1

	# of formal agreements
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	0

Child welfare agencies

	Yes / No
C.63 Does the program have formal collaboration agreements with child welfare agencies?	No

REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	19082644223
Last Update Date	08/26/2019

ENROLLMENT STATISTICS - INDIVIDUAL PROGRAM LEVEL

GENERAL INFORMATION

Grant Number	06CH7130
Program Number	000
Program Type	Head Start
Program Name	DENTON INDEPENDENT SCHOOL DISTRICT
Program Address	901 Audra Lane Denton TX 76209
Program Phone Number	(940) 369 3901
Program Fax Number	(940) 369 4930
Head Start Director Name	Ms. Angela Hellman
Head Start Director Email	ahellman@dentonisd.org
Agency Web Site Address	http://www.dentonisd.org/windle/index.htm
Agency Type	School System
Agency Description	Grantee that directly operates program(s) and has no delegates
Agency Affiliation	A secular or non-religious agency

FUNDED ENROLLMENT

Enrollment by Funding

	# of children	% of children
Total Funded Head Start or Early Head Start Enrollment	193	100%
Head Start/Early Head Start Funded Enrollment, as identified on NOA	193	100%
Funded Enrollment from non-federal sources, i.e. state, local, private	0	0%
Funded Enrollment from the MIECHV Grant Program, for Early Head Start services		

Enrollment by Program Option

Center-based program - 5 days per week:	# of children	% of children
Full-day enrollment	193	100%
Of these, the number available as full-working-day enrollment	0	0%
Of these, the number available for the full-calendar-year	0	0%
Part-day enrollment	2	1%
Of these, the number in double sessions	0	0%
Center-based program - 4 days per week:	# of children	% of children
Full-day enrollment	0	0%
Part-day enrollment	0	0%
Of these, the number in double sessions	0	0%

Home-based program	0	0%
Combination option program		
Family child care option	0	0%
Of these, the number available as full-working-day enrollment	0	0%
Of the these, the number of full-working-day available for the full calendar year	0	0%
Locally designed option	0	0%

CUMULATIVE ENROLLMENT

Total Cumulative Enrollment

	# of children
Total cumulative enrollment	193

Enrollment - Children by Age

	# of children	% of children
Under 1 year	0	0%
1 year old	0	0%
2 years old	0	0%
3 years old	82	42%
4 years old	111	58%
5 years and older	0	0%

Enrollment by Eligibility

	# of children	% of children
Income below 100% of federal poverty line	178	92%
Receipt of public assistance such as TANF, SSI	5	3%
Status as a foster child	7	4%
Status as homeless	3	2%
Over income	0	0%
Enrollees exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line	0	0%

Transition and Turnover

	# of children	% of children
Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	24	12%
Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	6	25%
	# of children	% of children
Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	110	57%

Enrollment of Children by Years

Enrolled in Head Start or Early Head Start for:	# of children	% of children
The second year	62	32%
Three or more years	0	0%

Race and Ethnicity

Race and Ethnicity	Hispanic or Latino origin		Non-Hispanic or Non-Latino origin	
	# of children	% of children	# of children	% of children
American Indian or Alaska Native	6	3%	2	1%
Asian	2	1%	5	3%
Black or African American	5	3%	48	25%
Native Hawaiian or other Pacific Islander	0	0%	0	0%
White	102	53%	23	12%
Biracial/Multi-racial	0	0%	0	0%
Other	0	0%	0	0%
Unspecified	0	0%	0	0%

Enrollment By Primary Language

	# of children	% of children
English	97	50%
Spanish	88	46%
Native Central American, South American, and Mexican Languages	0	0%
Caribbean Languages	0	0%
Middle Eastern & South Asian Languages	7	4%
East Asian Languages	0	0%
Native North American/Alaska Native Languages	0	0%
Pacific Island Languages	0	0%
European & Slavic Languages	0	0%
African Languages	1	1%
Other	0	0%
Unspecified	0	0%

REPORTING INFORMATION

PIR Report Status	Completed

HEALTH SERVICES REPORT

GENERAL INFORMATION

Grant Number	06CH7130
Program Number	000
Program Type	Head Start
Program Name	DENTON INDEPENDENT SCHOOL DISTRICT
Program Address	901 Audra Lane Denton TX 76209
Program Phone Number	(940) 369 3901
Program Fax Number	(940) 369 4930
Head Start Director Name	Ms. Angela Hellman
Head Start Director Email	ahellman@dentonisd.org
Agency Web Site Address	http://www.dentonisd.org/windle/index.htm
Agency Type	School System
Agency Description	Grantee that directly operates program(s) and has no delegates
Agency Affiliation	A secular or non-religious agency

ENROLLMENT INFORMATION

	# of children
Total cumulative enrollment	193
Children	193
Number of children who were enrolled less than 45 days	6
Total children minus children enrolled less than 45 days	187
Total Funded Head Start or Early Head Start Enrollment	193
Head Start/Early Head Start Funded Enrollment, as identified on NOA	193
Funded Enrollment from non-federal sources, i.e. state, local, private	0

HEALTH SERVICES INFORMATION (CHILDREN)

Health insurance (at End of Enrollment)

	# of children	% of children	% of total children minus children < 45 days
Children with health insurance	177	92%	95%
Number enrolled in Medicaid and/or CHIP	161	91%	
Number enrolled in state-only funded insurance	0	0%	
Number with private health insurance	15	8%	
Number with other health insurance not listed, for example, Military Health	1	1%	
Number of children with no health insurance	16	8%	9%

Medical home (at End of Enrollment)

	# of children	% of total children	% of total children minus children < 45 days
Number of children with an ongoing source of continuous, accessible health care	193	100%	103%
Number of children receiving medical services through the Indian Health Service	0	0%	
Number of children receiving medical services through a migrant community health center	0	0%	

Medical services (at End of Enrollment)

	# of children	% of children	% of total children minus children < 45 days
Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care according to your state's EPSDT schedule for well child care	179	93%	96%
Of these, the number diagnosed with a chronic condition needing medical treatment since last year's PIR was reported	27	15%	
Of these, the number who have received or are receiving medical treatment	21	78%	
Number of all children who received medical treatment for the following chronic health conditions, including those diagnosed prior to this reporting period:			
Anemia	3	2%	
Asthma	16	8%	
Hearing Difficulties	0	0%	
Vision Problems	1	1%	
High Lead Levels	4	2%	
Diabetes	0	0%	

Immunization services (at End of Enrollment)

	# of children	% of total children	% of total children minus children < 45 days
Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	190	98%	102%
Number of children who have been determined by a health care professional to have received all immunizations possible at this time but who have not received all immunizations appropriate for their age	2	1%	1%
Number of children who meet their state's guidelines for an exemption from immunizations	1	1%	1%

Dental home (at End of Enrollment)

	# of children	% of total children	% of total children minus children < 45 days
Number of children with continuous, accessible dental care provided by a dentist	179	93%	96%

Preschool dental services (at End of Enrollment)

	# of children	% of children	% of total children minus children < 45 days
Number of children who received preventive care	179	93%	96%
Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported	179	93%	96%
Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	21	12%	
Of these, the number of children who have received or are receiving treatment	10	48%	

Mental health services (at End of Enrollment)

	# of children	% of total children
Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	23	12%
Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was reported	5	22%
Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	4	2%
Of these, the number for whom the MH professional provided three or more consultations with the parent(s) / guardian(s) since last year's PIR was reported	0	0%
Number of children for whom the MH professional provided an individual mental health assessment	1	1%
Number of children for whom the MH professional facilitated a referral for mental health services	14	7%

Mental health referrals (at End of Enrollment)

	# of children	% of total children
Number of children who were referred by the program for mental health services outside of Head Start since last year's PIR was reported	3	2%
Of these, the number who received mental health services since last year's PIR was reported	3	100%

REPORTING INFORMATION

PIR Report Status	Completed

FAMILY INFORMATION REPORT

GENERAL INFORMATION

Grant Number	06CH7130
Program Number	000
Program Type	Head Start
Program Name	DENTON INDEPENDENT SCHOOL DISTRICT
Program Address	901 Audra Lane Denton TX 76209
Program Phone Number	(940) 369 3901
Program Fax Number	(940) 369 4930
Head Start Director Name	Ms. Angela Hellman
Head Start Director Email	ahellman@dentonisd.org
Agency Web Site Address	http://www.dentonisd.org/windle/index.htm
Agency Type	School System
Agency Description	Grantee that directly operates program(s) and has no delegates
Agency Affiliation	A secular or non-religious agency

FAMILY INFORMATION

Number of Families

	# of families	% of families
Total number of families	182	
The number of two-parent families	94	52%
The number of single-parent families	88	48%

The number of two-parent families in which the parent/guardian figures are best described as	# of two-parent families at enrollment	% of two-parent families at enrollment
Parents (biological, adoptive, stepparents, etc.)	83	88%
Grandparents	7	7%
Relatives other than grandparents	2	2%
Foster parents not including relatives	2	2%
Other	0	0%

The number of single-parent families in which the parent/guardian figure is best described as	# of single-parent families at enrollment	% of single-parent families at enrollment
Mother (biological, adoptive, stepmother, etc.)	65	74%
Father (biological, adoptive, stepfather, etc.)	4	5%
Grandparent	8	9%
Relative other than grandparent	11	12%
Foster parent not including relative	0	0%
Other	0	0%

Parent/Guardian Education

	# of families at enrollment	% of families at enrollment
An advanced degree or baccalaureate degree	38	21%
An associate degree, vocational school, or some college	58	32%
A high school graduate or GED	50	27%
Less than high school graduate	36	20%

Employment Status of Parents or Guardians

Two-parent families	# of families at enrollment	% of families at enrollment
Both parents/guardians are employed	32	34%
One parent/guardian is employed	56	60%
Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	6	6%

Single-parent families	# of families at enrollment	% of families at enrollment
The parent/guardian is employed	73	83%
The parent/guardian is not working (i.e. unemployed, retired, or disabled)	15	17%

All families	# of families at enrollment	% of families at enrollment
At least one parent/guardian is a member of the United States military on active duty	0	0%
At least one parent/guardian is a veteran of the United States military	4	2%

Job Training/School Status of Parents or Guardians

Two-parent families	# of families at enrollment	% of families at enrollment
Both parents/guardians are in job training or school	25	27%
One parent/guardian is in job training or school	55	59%
Neither parent/guardian is in job training or school	14	15%

Single-parent families	# of families at enrollment	% of families at enrollment
The parent/guardian is in job training or school	16	18%
The parent/guardian is not in job training or school	72	82%

Total number of all families in which one or more parent/guardian	# of families at end of enrollment year	% of families at end of enrollment year
Completed a grade level in school, prior to high school graduation (e.g. 8th grade, 11th grade)	162	89%
Completed high school or was awarded a GED during this program year	6	3%
Completed an associate degree during this program year	9	5%
Completed a baccalaureate or advanced degree during this program year	5	3%

	# of families at end of enrollment year	% of families at end of enrollment year
Total number of all families in which one or more parent/guardian completed a job training program, professional certificate, or license during this program year	8	4%

Federal or Other Assistance

	# of families at enrollment	% of families at enrollment	# of families at end of enrollment year	% of families at end of enrollment year
Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	0	0%	0	0%
Total number of families receiving Supplemental Security Income (SSI)	0	0%	0	0%
Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	0	0%	0	0%
Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	0	0%	0	0%

Services to Homeless Families

	# of families	% of families
Total number of families experiencing homelessness that were served during the enrollment year	22	12%

	# of children	% of children
Total number of children experiencing homelessness that were served during the enrollment year	23	12%

	# of families	% of families
Total number of families experiencing homelessness that acquired housing during the enrollment year	5	23%

Father Engagement

Number of fathers/father figures who were engaged in the following activities during this program year	# of father/ father figures
Family assessment	4
Family goal setting	12
Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	23
Head Start program governance, such as participation in the Policy Council or policy committees	0
Parenting education workshops	1

FAMILY SERVICES

Types of family services	# of families with an expressed interest or identified need during the program year	% of families with an expressed interest or identified need during the program year	# of families that received the following services during the program year	% of families that received the following services during the program year
Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	8	4%	7	4%
Housing assistance such as subsidies, utilities, repairs, etc.	3	2%	3	2%
Mental health services	22	12%	19	10%
English as a Second Language (ESL) training	33	18%	7	4%
Adult education such as GED programs and college selection	18	10%	6	3%
Job training	3	2%	1	1%
Substance abuse prevention	0	0%	0	0%
Substance abuse treatment	2	1%	0	0%
Child abuse and neglect services	3	2%	1	1%
Domestic violence services	5	3%	3	2%
Child support assistance	0	0%	0	0%
Health education	6	3%	0	0%
Assistance to families of incarcerated individuals	0	0%	0	0%
Parenting education	24	13%	21	12%
Relationship/Marriage education	0	0%	3	2%
Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	16	9%	0	0%
Number of families who were counted in at least one service	143	79%	71	39%

REPORTING INFORMATION

PIR Report Status	Completed

ELIGIBILITY AND ENROLLMENT SNAPSHOT

GENERAL INFORMATION

Grant Number	06CH7130
Program Number	000
Program Type	Head Start
Program Name	DENTON INDEPENDENT SCHOOL DISTRICT
Program Address	901 Audra Lane Denton TX 76209
Program Phone Number	(940) 369 3901
Program Fax Number	(940) 369 4930
Head Start Director Name	Ms. Angela Hellman
Head Start Director Email	ahellman@dentonisd.org
Agency Web Site Address	http://www.dentonisd.org/windle/index.htm
Agency Type	School System
Agency Description	Grantee that directly operates program(s) and has no delegates
Agency Affiliation	A secular or non-religious agency

ENROLLMENT INFORMATION

Enrollment Year	Date
Start Date	08/15/2018
End Date	05/23/2019

	# of children
Head Start/Early Head Start Funded Enrollment, as identified on NOA	193
Funded Enrollment from non-federal sources, i.e. state, local, private	0
Funded Enrollment from the MIECHV Grant Program, for Early Head Start services	
Total Cumulative Enrollment	193
# of children that left	24
# of children that left in < 45 days	6

PRIMARY TYPE OF ELIGIBILITY

	# of children
Income below 100% of federal poverty line	178
Receipt of public assistance such as TANF, SSI	5
Status as a foster child - # children only	7
Status as homeless	3
Over income	0

	# of children
Income between 100% and 130% of the federal poverty line	0

ENROLLMENT

	# of children	% of total children
Enrolled for the second year	62	32%
Enrolled for three or more years	0	0%
Enrolled less than 45 days	6	3%

	# of children	% of children
Number who left and did not re-enroll	24	12%

ETHNICITY AND RACE

	# of Hispanic or Latino Origin children	% of Hispanic or Latino Origin children	# of Non-Hispanic or Non-Latino Origin children	% of Non-Hispanic or Non-Latino Origin children
American Indian or Alaska Native	6	3%	2	1%
Asian	2	1%	5	3%
Black or African American	5	3%	48	25%
Native Hawaiian or other Pacific Islander	0	0%	0	0%
White	102	53%	23	12%
Biracial/Multi-racial	0	0%	0	0%
Other	0	0%	0	0%
Unspecified	0	0%	0	0%

PRIMARY LANGUAGE OF FAMILY

	# of children	% of children
English	97	50%
Spanish	88	46%
Native Central American, South American, and Mexican Languages	0	0%
Caribbean Languages	0	0%
Middle Eastern & South Asian Languages	7	4%
East Asian Languages	0	0%
Native North American/Alaska Native Languages	0	0%
Pacific Island Languages	0	0%
European & Slavic Languages	0	0%
African Languages	1	1%
Other	0	0%
Unspecified	0	0%

REPORTING INFORMATION

PIR Report Status	Completed

06CH7130 DENTON INDEPENDENT SCHOOL DISTRICT

2018-2019 PIR PERFORMANCE INDICATOR REPORT - HEAD START

Report based on the 1 program(s) that have started or completed the PIR out of the 1 total Head Start program(s) for this Grantee.

The PIR Performance Indicators highlight annual program PIR data in areas of frequent interest and are not intended to serve as a full summary of programs' performance.

The PIR Performance Indicator Formulas document provides the question numbers used for indicator calculations and is available at http://eclkc.ohs.acf.hhs.gov/pir.

Numerators and denominators are included in the report to supply context for percentages.

Enrollment - Performance Indicators

Context		Number	
Cumulative Enrolled Children		193	
2019 #	**PIR Performance Indicator**	**Number**	**Percentage**
101	Percentage (%) of children enrolled for multiple years	62	32.1%
102	Percentage (%) of children enrolled less than 45 days	6	3.1%
103	Percentage (%) of children and pregnant women (if EHS) who left the program and did not re-enroll	24	12.4%

Services to All Children at Beginning of Enrollment Year Compared to End of Enrollment Year (based on Cumulative Enrollment) - Performance Indicators

Context		Number	
Cumulative Enrolled Children		193	
Children Enrolled less than 45 Days		6	3.1%
2019 #	**PIR Performance Indicator**	**Number at Beginning of Enrollment Year**	**Percentage at Beginning of Enrollment Year**	**Number at End of Enrollment Year**	**Percentage at End of Enrollment Year**
---	---	---	---	---	---
111	Percentage (%) of children with health insurance	171	88.6%	177	91.7%
112	Percentage (%) of children with a medical home	193	100%	193	100%
113	Percentage (%) of children with up-to-date immunizations, all possible immunizations to date, or exempt	193	100%	193	100%
114	Percentage (%) of children with a dental home	169	87.6%	179	92.7%

Services to All Children (based on Cumulative Enrollment) - Performance Indicators

Context		Number	
Cumulative Enrolled Children		193	
2019 #	**PIR Performance Indicator**	**Number**	**Percentage**
121	Percentage (%) of children with an IFSP or IEP	34	17.6%
122	Percentage (%) of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule at the end of enrollment year	179	92.7%
123	Of the children up-to-date on health screenings, the percentage (%) of children diagnosed with a chronic condition needing medical treatment	-- 27	-- 15.1%
124	Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment	-- -- 21	-- -- 77.8%

Services to Preschool Children (based on Cumulative Enrollment) - Performance Indicators

Context		Number	
Cumulative Enrolled Preschool Children		193	
Cumulative Enrolled Preschool Children with an IEP for one of the Primary Disabilities Reported in the PIR		34	
2019 #	**PIR Performance Indicator**	**Number**	**Percentage**
131	Percentage (%) of preschool children that received special education or related services for one of the primary disabilities reported in the PIR	34	100%
132	Percentage (%) of preschool children completing professional dental exams	179	92.7%
133	Of the preschool children receiving professional dental exams, the percentage (%) of preschool children needing professional dental treatment	-- 21	-- 11.7%
134	Of the preschool children needing dental treatment, the percentage (%) of preschool children who received dental treatment	-- -- 10	-- -- 47.6%

Family Services - Performance Indicators

Context		Number	
Total Number of Families		182	
2019 #	**PIR Performance Indicator**	**Number**	**Percentage**
141	Percentage (%) of families who received at least one of the family services reported in the PIR	71	39%
Context		**Number**	
Total Number of Families Experiencing Homelessness that were Served During the Enrollment Year		22	
2019 #	**PIR Performance Indicator**	**Number**	**Percentage**
142 *(new)*	Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year	5	22.7%

Preschool Staff and Classes (Head Start and Migrant/Seasonal preschool staff only) - Performance Indicators

Context	Number	
Preschool Classroom Teachers	11	
Preschool Classes	11	
Preschool Classroom Assistant Teachers	11	

2019 #	PIR Performance Indicator	Number	Percentage
151	Percentage (%) of preschool classroom teachers that meet the degree/credential requirements of Section 648A.(2)(A) (BA or higher - ECE/related) that will become effective September, 2013	11	100%
153	Percentage (%) of preschool classroom assistant teachers with a CDA/equivalent or higher, or are enrolled in a CDA or ECE degree program	11	100%

2018-2019 PIR PERFORMANCE INDICATOR REPORT - HEAD START

Report based on the 1 program(s) that have started or completed the PIR out of the 1 total Head Start program(s) for this Grantee.

The PIR Performance Indicators highlight annual program PIR data in areas of frequent interest and are not intended to serve as a full summary of programs' performance.

The PIR Performance Indicator Formulas document provides the question numbers used for indicator calculations and is available at http://eclkc.ohs.acf.hhs.gov/pir.

Numerators and denominators are included in the report to supply context for percentages.

Enrollment - Performance Indicators

		Grant		State		National	
Context		**Number**		**Number**		**Number**	
Cumulative Enrolled Children		193		32,595		289,904	
2019 #	**PIR Performance Indicator**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
101	Percentage (%) of children enrolled for multiple years	62	32.1%	8,873	27.2%	98,531	34%
102	Percentage (%) of children enrolled less than 45 days	6	3.1%	1,181	3.6%	11,347	3.9%
103	Percentage (%) of children and pregnant women (if EHS) who left the program and did not re-enroll	24	12.4%	4,127	12.7%	40,129	13.8%

Services to All Children at Beginning of Enrollment Year Compared to End of Enrollment Year (based on Cumulative Enrollment) - Performance Indicators

		Grant		State		National	
Context		**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
Cumulative Enrolled Children		193		32,595		289,904	
Children Enrolled less than 45 Days		6	3.1%	1,181	3.6%	11,347	3.9%
2019 #	**PIR Performance Indicator at Beginning of Enrollment Year**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
111	Percentage (%) of children with health insurance	171	88.6%	30,202	92.7%	278,199	96%
112	Percentage (%) of children with a medical home	193	100%	31,446	96.5%	276,212	95.3%
113	Percentage (%) of children with up-to-date immunizations, all possible immunizations to date, or exempt	193	100%	30,867	94.7%	275,709	95.1%
114	Percentage (%) of children with a dental home	169	87.6%	30,162	92.5%	250,463	86.4%
2019 #	**PIR Performance Indicator at End of Enrollment Year**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
111	Percentage (%) of children with health insurance	177	91.7%	30,666	94.1%	281,292	97%
112	Percentage (%) of children with a medical home	193	100%	31,357	96.2%	281,667	97.2%
113	Percentage (%) of children with up-to-date immunizations, all possible immunizations to date, or exempt	193	100%	31,583	96.9%	281,084	97%
114	Percentage (%) of children with a dental home	179	92.7%	31,379	96.3%	272,354	93.9%

Services to All Children (based on Cumulative Enrollment) - Performance Indicators

		Grant		State		National	
Context		**Number**		**Number**		**Number**	
Cumulative Enrolled Children		193		32,595		289,904	
2019 #	**PIR Performance Indicator**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
121	Percentage (%) of children with an IFSP or IEP	34	17.6%	3,199	9.8%	38,841	13.4%
122	Percentage (%) of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule at the end of enrollment year	179	92.7%	26,522	81.4%	248,314	85.7%
123	Of the children up-to-date on health screenings, the percentage (%) of children diagnosed with a chronic condition needing medical treatment	27	15.1%	1,563	5.9%	24,348	9.8%

| 124 | Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment | | 21 | | 77.8% | | 1,350 | | 86.4% | | 22,471 | | 92.3% |

Services to Preschool Children (based on Cumulative Enrollment) - Performance Indicators

		Grant		State		National	
Context		**Number**		**Number**		**Number**	
Cumulative Enrolled Preschool Children		193		32,595		289,904	
Cumulative Enrolled Preschool Children with an IEP for one of the Primary Disabilities Reported in the PIR		34		3,199		38,570	
2019 #	**PIR Performance Indicator**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
131	Percentage (%) of preschool children that received special education or related services for one of the primary disabilities reported in the PIR	34	100%	3,115	97.4%	37,522	97.3%
132	Percentage (%) of preschool children completing professional dental exams	179	92.7%	27,400	84.1%	235,993	81.4%
133	Of the preschool children receiving professional dental exams, the percentage (%) of preschool children needing professional dental treatment	21	11.7%	3,083	11.3%	39,703	16.8%
134	Of the preschool children needing dental treatment, the percentage (%) of preschool children who received dental treatment	10	47.6%	2,319	75.2%	28,683	72.2%

Family Services - Performance Indicators

		Grant		State		National	
Context		**Number**		**Number**		**Number**	
Total Number of Families		182		30,478		270,178	
2019 #	**PIR Performance Indicator**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
141	Percentage (%) of families who received at least one of the family services reported in the PIR	71	39%	13,126	43.1%	176,969	65.5%
Context		**Number**		**Number**		**Number**	
Total Number of Families Experiencing Homelessness that were Served During the Enrollment Year		22		1,425		13,564	

2019 #	PIR Performance Indicator	Number	Percentage	Number	Percentage	Number	Percentage
142	Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year	5	22.7%	330	23.2%	4,054	29.9%

Preschool Staff and Classes (Head Start and Migrant/Seasonal preschool staff only) - Performance Indicators

	Grant		State		National	
Context	Number		Number		Number	
Preschool Classroom Teachers	11		1,787		15,270	
Preschool Classes	11		1,672		14,304	
Preschool Classroom Assistant Teachers	11		1,567		16,309	
2019 #	PIR Performance Indicator	Number	Percentage	Number	Percentage	Number	Percentage
151	Percentage (%) of preschool classroom teachers that meet the degree/credential requirements of Section 648A.(2)(A) (BA or higher - ECE/related) that will become effective September, 2013	11	100%	1,192	66.7%	10,866	71.2%
153	Percentage (%) of preschool classroom assistant teachers with a CDA/equivalent or higher, or are enrolled in a CDA or ECE degree program	11	100%	1,375	87.7%	14,242	87.3%

STAFF QUALIFICATIONS

GENERAL INFORMATION

Grant Number	06CH7130
Program Number	000
Program Type	Head Start
Program Name	DENTON INDEPENDENT SCHOOL DISTRICT
Program Address	901 Audra Lane Denton TX 76209
Program Phone Number	(940) 369 3901
Program Fax Number	(940) 369 4930
Head Start Director Name	Ms. Angela Hellman
Head Start Director Email	ahellman@dentonisd.org
Agency Web Site Address	http://www.dentonisd.org/windle/index.htm
Agency Type	School System
Agency Description	Grantee that directly operates program(s) and has no delegates
Agency Affiliation	A secular or non-religious agency

CHILD DEVELOPMENT STAFF - QUALIFICATIONS

Classroom Teachers : 11

	# of Classroom Teachers	% of Classroom Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
Advanced degree in :		
Early Childhood education	1	9%
Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	0	0%

	# of Classroom Teachers	% of Classroom Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
A baccalaureate degree in :		
Early childhood education	8	73%
Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	2	18%
Any field and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam	0	0%
Of the preschool child development staff with a baccalaureate degree above, the number enrolled in:		

Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	1	10%

	# of Classroom Teachers	% of Classroom Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
Early childhood education	0	0%
Any field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	0%
Of the preschool child development staff with a associate degree in the list, the number enrolled in:		
A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0%

	# of Classroom Teachers	% of Classroom Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0	0%
Of these, a Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0%
Of the preschool child development staff with the credentials in list, the number enrolled in:		
A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0%
An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0%

	# of Classroom Teachers	% of Classroom Teachers
Of the number of of preschool child development staff by position:		
The number who do not have the qualifications listed above	0	0%
Of the preschool child development staff in list, the number enrolled in:		
A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0%
An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0%
Any type of Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0%

Assistant Teachers : 11

	# of Assistant Teachers	% of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
Advanced degree in :		
Early Childhood education	0	0%
Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	0	0%

	# of Assistant Teachers	% of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
A baccalaureate degree in :		
Early childhood education	2	18%
Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	0%
Any field and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam	0	0%
Of the preschool child development staff with a baccalaureate degree above, the number enrolled in:		
Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0%

	# of Assistant Teachers	% of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
Early childhood education	0	0%
Any field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	2	18%
Of the preschool child development staff with a associate degree in the list, the number enrolled in:		
A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0%

	# of Assistant Teachers	% of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	7	64%
Of these, a Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0%
Of the preschool child development staff with the credentials in list, the number enrolled in:		
A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	2	29%
An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	2	29%

	# of Assistant Teachers	% of Assistant Teachers
Of the number of of preschool child development staff by position:		
The number who do not have the qualifications listed above	0	0%
Of the preschool child development staff in list, the number enrolled in:		
A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0%
An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0%
Any type of Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0%

Home-based Visitors : 0

	# of Home-based Visitors	% of Home-based Visitors
Of the number of child development staff by position, the number with the following degrees and licenses:		
An advanced degree in/ licensed as:		
Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW)	0	0%
Marriage and family therapy/ Licensed marriage and family therapist (LMFT)	0	0%
Psychology	0	0%
Sociology	0	0%
Human services (include related areas such as child and family services or social services)	0	0%
Nursing plus Nurse Practitioner (NP) license	0	0%
Early childhood education	0	0%
Other	0	0%

	# of Home-based Visitors	% of Home-based Visitors
Of the number of child development staff by position, the number with the following licenses, certifications, or credentials:		
An baccalaureate degree in:		
Social work	0	0%
Psychology	0	0%
Sociology	0	0%
Human services (include related areas such as child and family services or social services)	0	0%
Nursing plus Registered Nurse (RN) license	0	0%
Early childhood education	0	0%
Other	0	0%

	# of Home-based Visitors	% of Home-based Visitors
Of the number of child development staff by position, the number with the following licenses, certifications, or credentials:		
An associate degree in:		
Social work	0	0%
Psychology	0	0%
Sociology	0	0%
Human services (include related areas such as child and family services or social services)	0	0%
Nursing plus Registered Nurse (RN) license	0	0%
Early childhood education	0	0%
Other	0	0%

	# of Home-based Visitors	% of Home-based Visitors
Of the number of child development staff by position, the number with the following licenses, certifications, or credentials:		
License, certification, or credential held:		
Nursing, non-RN, i.e. LPN, CNA, etc.	0	0%

Family development credential (FDC)	0	0%
Child development associate credential (CDA)	0	0%
State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option	0	0%
Other	0	0%

	# of Home-based Visitors	% of Home-based Visitors
Of the number of child development staff by position:		
The number who do not have the qualifications	0	0%
Of the staff above, the number enrolled in:		
An advanced degree or license	0	0%
A baccalaureate degree	0	0%
An associate degree	0	0%
Studies leading to a non-degree license, certificate, or credential	0	0%

Home-based Supervisors : 0

	# of Home-based Supervisors	% of Home-based Supervisors
Of the number of child development staff by position, the number with the following degrees and licenses:		
An advanced degree in/ licensed as:		
Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW)	0	0%
Marriage and family therapy/ Licensed marriage and family therapist (LMFT)	0	0%
Psychology	0	0%
Sociology	0	0%
Human services (include related areas such as child and family services or social services)	0	0%
Nursing plus Nurse Practitioner (NP) license	0	0%
Early childhood education	0	0%
Other	0	0%

	# of Home-based Supervisors	% of Home-based Supervisors
Of the number of child development staff by position, the number with the following licenses, certifications, or credentials:		
An baccalaureate degree in:		
Social work	0	0%
Psychology	0	0%
Sociology	0	0%
Human services (include related areas such as child and family services or social services)	0	0%
Nursing plus Registered Nurse (RN) license	0	0%
Early childhood education	0	0%
Other	0	0%

	# of Home-based Supervisors	% of Home-based Supervisors
Of the number of child development staff by position, the number with the following licenses, certifications, or credentials:		
An associate degree in:		
Social work	0	0%
Psychology	0	0%
Sociology	0	0%
Human services (include related areas such as child and family services or social services)	0	0%
Nursing plus Registered Nurse (RN) license	0	0%
Early childhood education	0	0%
Other	0	0%

	# of Home-based Supervisors	% of Home-based Supervisors

Of the number of child development staff by position, the number with the following licenses, certifications, or credentials:		
License, certification, or credential held:		
Nursing, non-RN, i.e. LPN, CNA, etc.	0	0%
Family development credential (FDC)	0	0%
Child development associate credential (CDA)	0	0%
State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option	0	0%
Other	0	0%

	# of Home-based Supervisors	% of Home-based Supervisors
Of the number of child development staff by position:		
The number who do not have the qualifications	0	0%
Of the staff above, the number enrolled in:		
An advanced degree or license	0	0%
A baccalaureate degree	0	0%
An associate degree	0	0%
Studies leading to a non-degree license, certificate, or credential	0	0%

Family Child Care Providers : 0

	# of Family Child Care Providers	% of Family Child Care Providers
Of the number of child development staff by position, the number with the following degrees and licenses:		
An advanced degree in/ licensed as:		
Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW)	0	0%
Marriage and family therapy/ Licensed marriage and family therapist (LMFT)	0	0%
Psychology	0	0%
Sociology	0	0%
Human services (include related areas such as child and family services or social services)	0	0%
Nursing plus Nurse Practitioner (NP) license	0	0%
Early childhood education	0	0%
Other	0	0%

	# of Family Child Care Providers	% of Family Child Care Providers
Of the number of child development staff by position, the number with the following licenses, certifications, or credentials:		
An baccalaureate degree in:		
Social work	0	0%
Psychology	0	0%
Sociology	0	0%
Human services (include related areas such as child and family services or social services)	0	0%
Nursing plus Registered Nurse (RN) license	0	0%
Early childhood education	0	0%

	Other	0	0%

	# of Family Child Care Providers	% of Family Child Care Providers
Of the number of child development staff by position, the number with the following licenses, certifications, or credentials:		
An associate degree in:		
Social work	0	0%
Psychology	0	0%
Sociology	0	0%
Human services (include related areas such as child and family services or social services)	0	0%
Nursing plus Registered Nurse (RN) license	0	0%
Early childhood education	0	0%
Other	0	0%

	# of Family Child Care Providers	% of Family Child Care Providers
Of the number of child development staff by position, the number with the following licenses, certifications, or credentials:		
License, certification, or credential held:		
Nursing, non-RN, i.e. LPN, CNA, etc.	0	0%
Family development credential (FDC)	0	0%
Child development associate credential (CDA)	0	0%
State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option	0	0%
Other	0	0%

	# of Family Child Care Providers	% of Family Child Care Providers
Of the number of child development staff by position:		
The number who do not have the qualifications	0	0%
Of the staff above, the number enrolled in:		
An advanced degree or license	0	0%
A baccalaureate degree	0	0%
An associate degree	0	0%
Studies leading to a non-degree license, certificate, or credential	0	0%

Family Child Care Specialists: 0

	# of Family Child Care Specialists	% of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:		
An advanced degree in/ licensed as:		
Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW)	0	0%
Marriage and family therapy/ Licensed marriage and family therapist (LMFT)	0	0%
Psychology	0	0%
Sociology	0	0%
Human services (include related areas such as child and family services or social services)	0	0%
Nursing plus Nurse Practitioner (NP) license	0	0%
Early childhood education	0	0%
Other	0	0%

	# of Family Child Care Specialists	% of Family Child Care Specialists
Of the number of child development staff by position, the number with the following licenses, certifications, or credentials:		
An baccalaureate degree in:		
Social work	0	0%
Psychology	0	0%
Sociology	0	0%
Human services (include related areas such as child and family services or social services)	0	0%
Nursing plus Registered Nurse (RN) license	0	0%
Early childhood education	0	0%
Other	0	0%

	# of Family Child Care Specialists	% of Family Child Care Specialists
Of the number of child development staff by position, the number with the following licenses, certifications, or credentials:		
An associate degree in:		
Social work	0	0%
Psychology	0	0%
Sociology	0	0%
Human services (include related areas such as child and family services or social services)	0	0%
Nursing plus Registered Nurse (RN) license	0	0%
Early childhood education	0	0%
Other	0	0%

	# of Family Child Care Specialists	% of Family Child Care Specialists

Of the number of child development staff by position, the number with the following licenses, certifications, or credentials:		
License, certification, or credential held:		
Nursing, non-RN, i.e. LPN, CNA, etc.	0	0%
Family development credential (FDC)	0	0%
Child development associate credential (CDA)	0	0%
State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option	0	0%
Other	0	0%

	# of Family Child Care Specialists	% of Family Child Care Specialists
Of the number of child development staff by position:		
The number who do not have the qualifications	0	0%
Of the staff above, the number enrolled in:		
An advanced degree or license	0	0%
A baccalaureate degree	0	0%
An associate degree	0	0%
Studies leading to a non-degree license, certificate, or credential	0	0%

FAMILY AND COMMUNITY PARTNERSHIPS STAFF QUALIFICATIONS

Family Workers : 2

	# of Family Workers	% of Family Workers
Of the family workers staff, the number with the following education:		
a. A related advanced degree	0	0%
b. A related baccalaureate degree	0	0%
c. A related associate degree	0	0%
d. A family-development-related credential, certificate, or license	0	0%
e. None of the qualifications listed in a. through d. above	2	100%
Of the family workers staff in e. above, the number enrolled in:		
1. A related degree at the associate, baccalaureate, or advanced level	0	0%
2. Studies leading to a non-degree credential, certificate, or license that is family-development-related	0	0%
Of the family workers staff, the number with a family-development-related credential, regardless of highest level of education completed	0	0%

Family and Community Partnerships Supervisors : 1

	# of FCP Supervisors	% of FCP Supervisors
Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload	0	0%
Of the family workers staff, the number with the following education:		
a. A related advanced degree	0	0%
b. A related baccalaureate degree	1	100%
c. A related associate degree	0	0%
d. A family-development-related credential, certificate, or license	0	0%
e. None of the qualifications listed in a. through d. above	0	0%
Of the FCP supervisors staff who do not have a degree, the number in training leading to a related degree or credential		
1. A related degree at the associate, baccalaureate, or advanced level	0	0%
2. Studies leading to a non-degree credential, certificate, or license that is family-development-related	0	0%
Of the family & community partnerships supervisors, the number with a family-development-related credential, regardless of highest level of education completed	0	0%

EDUCATION & CHILD DEVELOPMENT MANAGEMENT STAFF

Management Staff : 1

	# of ECD managers/ coordinators	% of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:		
An advanced degree in early childhood education, or an advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	1	100%

	# of ECD managers/ coordinators	% of ECD managers/ coordinators
A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	0%
Of the education & child development managers/coordinators, the number with the following degrees or credentials:		
An associate degree in early childhood education, or an associate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	0%
Of the education & child development managers/coordinators preschool child development staff in above, the number enrolled in:		
A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0	0%
	# of ECD managers/ coordinators	% of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:		
A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0	0%
Of the education & child development managers/coordinators preschool child development staff in above, the number enrolled in:		
A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0	0%
	# of ECD managers/ coordinators	% of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:		
None of the qualifications listed above	0	0%
Of the education & child development managers/coordinators preschool child development staff in above, the number enrolled in:		
A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0	0%

REPORTING INFORMATION

PIR Report Status	Completed

GRANT INFORMATION

Agency Information

Agency Name	DENTON INDEPENDENT SCHOOL DISTRICT
Agency Address	901 Audra Lane Denton TX 76209
Agency Phone Number	(940) 369 3901
Agency Fax Number	(940) 369 4930
Head Start Director Name	Ms. Angela Hellman
Head Start Director Email	ahellman@dentonisd.org
Agency Web Site Address	http://www.dentonisd.org/windle/index.htm

Program Type

a. Head Start	1
b. Early Head Start	0
c. Migrant Head Start	0

Agency Description

a. Grantee that Directly Operates Program(s) and has no Delegates.	1
b. Grantee that Directly Operates Programs and Delegates Service Delivery.	0
c. Grantee that Maintains Central Office Staff Only and Operates no Program(s) Directly.	0
d. Delegate Agency.	0
e. Grantee that Delegates all of its Programs; It Operates no Programs Directly and Maintains no Central Office Staff.	0

Number of Delegate Agencies

a. Reported by the grant holder	0
b. Actual number of delegate reports marked as complete	0

Agency Type

a. Community Action Agency (CAA)	0
b. School System	1
c. Private/Public Non-Profit (Non-CAA) (e.g., church or non-profit hospitals)	0
d .Private/Public For-Profit (e.g., for-profit hospitals)	0
e. Government Agency (Non-CAA)	0
f. Tribal Government or Consortium (American Indian/Alaska Native)	0

Agency Affiliation

a. A secular or non-religious agency	1
b. A religiously affiliated agency or organization providing essentially secular services	0

A. PROGRAM INFORMATION

ENROLLMENT YEAR

Enrollment dates

A.1 Enrollment Year	Date
a. Start Date	08/15/2018
b. End Date	05/23/2019

FUNDED ENROLLMENT

Funded enrollment by funding source

A.2 Funded Head Start or Early Head Start Enrollment	
a. Head Start/Early Head Start Funded Enrollment, as identified on NOA	193
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0

Funded enrollment by program option - children

A.3 Center-based program - 5 days per week:	# of children
a. Full-day enrollment	193
1. Of these, the number available as full-working-day enrollment	0
a. Of these, the number available for the full-calendar-year	0
b. Part-day enrollment	2
1. Of these, the number in double sessions	0
A.4 Center-based program - 4 days per week:	# of children
a. Full-day enrollment	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.5 Home-based program	0
A.6 Combination option program	
A.7 Family child care option	0
a. Of these, the number available as full-working-day enrollment	0
1. Of the these, the number available for the full-calendar-year	0
A.8 Locally designed option	0

Funded enrollment at child care partner

	# of children
A.10 The number of funded enrollment positions at center-based child care partners with whom the program has formal contractual arrangements	0
A.11 Total funded enrollment at child care partners (A.10, center-based partner and A.7, family child care program option)	0

CLASSES

Classes

	# of classes
A.12 Total number of classes operated	11
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

A.13 Children by age:	# of children at enrollment
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	0
d. 3 years old	82
e. 4 years old	111
f. 5 years and older	0

Total cumulative enrollment

	# of children / pregnant women
A.15 Total cumulative enrollment	193

Type of eligibility

A.16 Report each enrollee only once by primary type of eligibility:	# of children / pregnant women
a. Income below 100% of federal poverty line	178
b. Receipt of public assistance such as TANF, SSI	5
c. Status as a foster child - # children only	7
d. Status as homeless	3
e. Over income	0
	# of children
f. Enrollees exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line	0

Prior enrollment

A.18 Enrolled in Early Head Start for:	# of children
a. The second year	62
b. Three or more years	0

Turnover and Transition

	# of children
A.19 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	24
a. Of the children who left the program above, the number of children who were enrolled less than 45 days	6
A.19.b. Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	110

Child care subsidy

	# of children at end of enrollment year
A.24. The number of enrolled children for whom the program received a child care subsidy	0

Race and Ethnicity

A.25 Race and Ethnicity	# of children / pregnant women	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
a. American Indian or Alaska Native	6	2
b. Asian	2	5
c. Black or African American	5	48
d. Native Hawaiian or other Pacific Islander	0	0
e. White	102	23
f. Biracial/Multi-racial	0	0
g. Other	0	0
h. Unspecified	0	0

Primary language of family at home

A.26 Primary language of family at home:	# of children
a. English	97
b. Spanish	88
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	7
f. East Asian Languages	0
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	0
i. European & Slavic Languages	0
j. African Languages	1
k. Other	0
l. Unspecified	0

TRANSPORTATION

Transportation services

	Yes / No
A.27 Does the program provide transportation to some or all of the enrolled children either directly or through a formal contractual agreement with a transportation provider?	Yes

	# of children
a. Number of children for whom transportation is provided	50

Buses

	# of buses owned
A.28 Total number of buses owned by the program that were purchased with ACF grant funds and are currently used to support program operations, regardless of year purchased	0
a. Of these, the number of buses purchased since last year's PIR was reported	0

	Yes / No
A.29 Are any of the buses used by the program leased by the program itself?	No

RECORD KEEPING

Management Information Systems

	Yes / No
A.30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?	1

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

	(1) *# of Head Start or Early Head Start staff*	(2) *# of contracted staff*
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	33	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	9	0
b. Of these, the number who left since last year's PIR was reported	2	0
1. Of these, the number who were replaced	2	0

TOTAL VOLUNTEERS

Volunteers by Type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program since last year's PIR was reported	222
a. Of these, the number who are current or former Head Start or Early Head Start parents	213

MANAGEMENT STAFF

Coordination of services

B.4 On average, the number of hours per week services managers spend coordinating services:	*Average # of hours per week*
a. Child Development & Education Manager	10
b. Health Services Manager	5
c. Family & Community Partnerships Manager	9
d. Disability Services Manager	15

CHILD DEVELOPMENT STAFF

Child Development Staff Qualifications - Preschool Classroom and Assistant Teachers (HS and Migrant Programs)

	(1) *# of Classroom Teachers*	(2) *# of Assistant Teachers*
B.5 Total number of preschool child development staff by position	11	11

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
a. An advanced degree in:		
1. Early childhood education	1	0
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
b. A baccalaureate degree in:		
1. Early childhood education	8	2
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	2	0
3. Any field and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam	0	0
Of the preschool child development staff with a baccalaureate degree in B.5.b.1 through B.5.b.3 above, the number enrolled in:		
4. Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	1	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
c. An associate degree in:		
1. Early childhood education	0	0
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	2
Of the preschool child development staff with an associate degree in B.5.c.1 and B.5.c.2 above, the number enrolled in:		
3. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0

	(1) #of Classroom Teachers	(2) #of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following credentials:		
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0	7
1. Of these, a Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0
Of the preschool child development staff with the credentials in B.5.d above, the number enrolled in:		
2. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	2
3. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	2

	(1) #of Classroom Teachers	(2) #of Assistant Teachers
Of the number of preschool child development staff by position:		
e. The number who do not have the qualifications listed in B.5.a through B.5.d	0	0
Of the preschool child development staff in B.5.e above, the number enrolled in:		
1. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0
2. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0
3. Any type of Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0

	# of classes
B.6 Total number of center-based option classes serving preschool-aged children	11
B.7 Number of center-based option classes serving preschool-aged children in which at least one teacher (excluding assistant teachers) has one of the following: - An advanced or baccalaureate degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with experience teaching pre-school age children, or - A baccalaureate degree and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam - An associate degree in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	11

Child development staff qualifications - Home-based and FCC

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
B.9 Total number of child development staff by position	0	0	0	0

	(1) **# of Home-Based Visitors**	(2) **# of Home-Based Visitor Supervisors**	(3) **# of Family Child Care Providers**	(4) **# of Family Child Care Specialists**
Of the number of child development staff by position, the number with the following degrees or credentials:				
a. An advanced degree in/licensed as:				
1. Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW)	0	0	0	0
2. Marriage and family therapy/ Licensed marriage and family therapist (LMFT)	0	0	0	0
3. Psychology	0	0	0	0
4. Sociology	0	0	0	0
5. Human services (include related areas such as child and family services or social services)	0	0	0	0
6. Nursing plus Nurse Practitioner (NP) license	0	0	0	0
7. Early childhood education	0	0	0	0
8. Other	0	0	0	0

	(1) **# of Home-Based Visitors**	(2) **# of Home-Based Visitor Supervisors**	(3) **# of Family Child Care Providers**	(4) **# of Family Child Care Specialists**
Of the number of child development staff by position, the number with the following degrees and licenses:				
b. A baccalaureate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	0
7. Other	0	0	0	0

	(1) **# of Home-Based Visitors**	(2) **# of Home-Based Visitor Supervisors**	(3) **# of Family Child Care Providers**	(4) **# of Family Child Care Specialists**
Of the number of child development staff by position, the number with the following degrees and licenses:				
c. An associate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	0
7. Other	0	0	0	0

	(1) *# of* *Home-Based* *Visitors*	(2) *# of* *Home-Based* *Visitor* *Supervisors*	(3) *# of Family* *Child Care* *Providers*	(4) *# of Family* *Child Care* *Specialists*
Of the number of child development staff by position, the number with the following credentials:				
d.License, certification, or credential held:				
1. Nursing, non-RN, i.e. LPN, CNA, etc.	0	0	0	0
2. Family development credential (FDC)	0	0	0	0
3. Child development associate credential (CDA)	0	0	0	0
4. State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option	0	0	0	0
5. Other	0	0	0	0

	(1) *# of Home-* *Based Visitors*	(2) *# of Home-* *Based Visitor* *Supervisors*	(3) *# of Family* *Child Care* *Providers*	(4) *# of Family* *Child Care* *Specialists*
Of the number of child development staff by position:				
e. The number who do not have the qualifications listed in B.9.a through B.9.d	0	0	0	0
Of the child development staff in B.9.e above, the number enrolled in:				
1. An advanced degree or license	0	0	0	0
2. A baccalaureate degree	0	0	0	0
3. An associate degree	0	0	0	0
4. Studies leading to a non-degree license, certificate, or credential	0	0	0	0

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Child development staff - ethnicity and race

	# of non-supervisory child development staff	
B.12 Race and Ethnicity:	(1) *Hispanic or* *Latino origin*	(1) *Non-Hispanic or* *Non-Latino origin*
a. American Indian or Alaska Native	0	1
b. Asian	0	1
c. Black or African American	0	3
d. Native Hawaiian or other Pacific Islander	0	0
e. White	9	5
f. Biracial/Multi-racial	3	0
g. Other	0	0
h. Unspecified	0	0

Child development staff - language

	# of non-supervisory child development staff
B.13 The number who are proficient in a language(s) other than English	16
a. Of these, the number who are proficient in more than one language other than English	0
B.14 Language groups in which staff are proficient	# of non-supervisory child development staff
a. Spanish	13
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	1
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	1
h. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
i. African Languages (e.g., Swahili, Wolof)	0
j. Other	1
k. Unspecified	0

Child development staff - classroom teacher turnover

	# of classroom teachers
B.15 The number of classroom teachers who left your program during the year.	0
B.16 Of these, the number who left for the following reasons:	# of classroom teachers
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	0
B.17 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	0
B.18 Number of classroom teachers hired during the year due to turnover	0

Child development staff - Home-based visitor turnover

	# of home-based visitors
B.19 The number of home-based visitors who left your program during the year	0
B.20 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	0
B.21 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	0
B.22 Number of home-based visitors hired during the year due to turnover	0

FAMILY & COMMUNITY PARTNERSHIPS STAFF

Family & community partnerships staff - qualifications

	(1) # of family workers	(2) # of FCP supervisors
B.23 Total number of family & community partnerships staff	2	1
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		0

	(1) # of family workers	(2) # of FCP supervisors
B.25 Of the family & community partnerships staff, the number with the following education following as the highest level of education completed:		
a. A related advanced degree	0	0
b. A related baccalaureate degree	0	1
c. A related associate degree	0	0
d. A family-development-related credential, certificate, or license	0	0
e. None of the qualifications listed in B.25.a through B.25.d above	2	0
Of the staff in B.25.e above, the number enrolled in:		
1. A related degree at the associate, baccalaureate, or advanced level	0	0
2. Studies leading to a non-degree credential, certificate, or license that is family-development-related	0	0
B.26 Of the family & community partnerships staff, the number with a family-development-related credential, regardless of highest level of education completed	0	0

Education and Child Development Managers/Coordinators - Qualifications

	# of ECD managers/ coordinators
B.27 Total number of education & child development managers/coordinators	1

	# of ECD managers/ coordinators
Off the education & child development managers/coordinators, the number with the following degrees or credentials:	
a. An advanced degree in early childhood education, or an advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	1
b. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0

	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
c. An associate degree in early childhood education, or an associate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0
Of the education & child development managers/coordinators preschool child development staff in B.27.c above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0

	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0
Of the education & child development managers/coordinators preschool child development staff in B.27.d above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0

	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
e. None of the qualifications listed in B.27.a through B.27.d	0
Of the education & child development managers/coordinators preschool child development staff in B.27.e above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0

C. CHILD & FAMILY SERVICES

HEALTH SERVICES

Health insurance - children

	(1) *# of children at enrollment*	(2) *# of children at end of enrollment year*
C.1 Number of all children with health insurance	171	177
a. Number enrolled in Medicaid and/or CHIP	156	161
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	0	0
c. Number with private health insurance (for example, parent's insurance)	14	15
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	1	1
C.2. Number of children with no health insurance	22	16

Medical

Medical home - children

	(1) *# of children at enrollment*	(2) *# of children at end of enrollment year*
C.5 Number of children with an ongoing source of continuous, accessible health care	193	193
C.6 Number of children receiving medical services through the Indian Health Service	0	0
C.7 Number of children receiving medical services through a migrant community health center	0	0

Medical services - children

	(1) *# of children at enrollment*	(2) *# of children at end of enrollment year*
C.8 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	167	179

	# of children at end of enrollment year
a. Of these, the number diagnosed by a health care professional with a chronic condition needing medical treatment since last year's PIR was reported	27
1. Of these, the number who have received or are receiving medical treatment	21

C.9 Number of all children who received medical treatment for the following chronic conditions since last year's PIR was reported, regardless of when the condition was first diagnosed by a health care professional:	# of children
a. Anemia	3
b. Asthma	16
c. Hearing Difficulties	0
d. Vision Problems	1
e. High Lead Levels	4
f. Diabetes	0

Body Mass Index (BMI) - children (HS and Migrant programs)

C.10 Number of all children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	# of children at enrollment
a. Underweight (BMI less than 5th percentile for child's age and sex)	7
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	132
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	30
d. Obese (BMI at or above 95th percentile for child's age and sex)	24

Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	182	190
C.12 Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	10	2
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	1	1

Dental

Dental home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.17 Number of children with continuous, accessible dental care provided by a dentist	169	179

Preschool dental services (HS and Migrant programs)

	# of children
C.18 Number of children who received preventive care since last year's PIR was reported	179
C.19 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported	179
a. Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	21
1. Of these, the number of children who have received or are receiving treatment	10

MENTAL HEALTH SERVICES

Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	70

Mental health services

C.23 Indicate the number of enrolled children who were served by the mental health (MH) professional(s) since last year's PIR was reported.	# of children at end of enrollment year
a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	23
1. Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was reported	5
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	4
1. Of these, the number for whom the MH professional provided three or more consultations with the parent(s) / guardian(s) since last year's PIR was reported	0
c. Number of children for whom the MH professional provided an individual mental health assessment	1
d. Number of children for whom the MH professional facilitated a referral for mental health services	14

Mental health referrals

	# of children at end of enrollment year
C.24 Number of children who were referred by the program for mental health services outside of Head Start since last year's PIR was reported	3
a. Of these, the number who received mental health services since last year's PIR was reported	3

DISABILITIES SERVICES

Preschool disabilities services (HS and Migrant programs)

	# of children
C.25 Number of children enrolled in the program who have an Individualized Education Program (IEP) indicating they have been determined eligible by the LEA to receive special education and related services	34
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to enrollment into the program for this enrollment year	13
2. During this enrollment year	21
b. Of these, the number who have not received special education and related services	0

Preschool primary disabilities (HS and Migrant programs)

C.27 Diagnosed primary disability	(1) # of children determined to have this disability	(2) # of children receiving special services
a. Health impairment(i.e. meeting IDEA definition of 'other health impairments')	2	2
b. Emotional disturbance	1	1
c. Speech or language impairments	30	30
d. Intellectual disabilities	0	0
e. Hearing impairment, including deafness	0	0
f. Orthopedic impairment	0	0
g. Visual impairment, including blindness	0	0
h. Specific learning disability	0	0
i. Autism	1	1
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	0	0
l. Multiple disabilities (excluding deaf-blind)	0	0
m. Deaf-blind	0	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	152
C.29 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	170
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	11

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.35 Total number of families:	182
a. Of these, the number of two-parent families	94
b. Of these, the number of single-parent families	88

	# of two-parent families at enrollment
C.36 Of the number of two-parent families, the number in which the parent/guardian figures are best described as:	
a. Parents (biological, adoptive, stepparents, etc.)	83
b. Grandparents	7
c. Relatives other than grandparents	2
d. Foster parents not including relatives	2
e. Other	0

	# of single-parent families at enrollment
C.37 Of the number of single-parent families, the number in which the parent/guardian figure is best described as:	
a. Mother (biological, adoptive, stepmother, etc.)	65
b. Father (biological, adoptive, stepfather, etc.)	4
c. Grandparent	8
d. Relative other than grandparent	11
e. Foster parent not including relative	0
f. Other	0

Employment

	# of families at enrollment
C.38 Of the number of two-parent families, the number of families in which:	
a. Both parents/guardians are employed	32
b. One parent/guardian is employed	56
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	6

	# of families at enrollment
C.39 Of the number of single-parent families, the number of families in which:	
a. The parent/guardian is employed	73
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	15

	# of families at enrollment
C.40 The number of all families in which:	
a. At least one parent/guardian is a member of the United States military on active duty	0
b. At least one parent/guardian is a veteran of the United States military	4

Federal or other assistance

	(1) # of families at enrollment	(2) # of families at end of enrollment year
C.41 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	0	0
C.42 Total number of families receiving Supplemental Security Income (SSI)	0	0
C.43 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	0	0
C.44 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	0	0

Job training/school

C.45 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are in job training or school	25
b. One parent/guardian is in job training or school	55
c. Neither parent/guardian is in job training or school	14

C.46 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is in job training or school	16
b. The parent/guardian is not in job training or school	72

C.47 Of the total number of all families, the number in which one or more parent/guardian:	# of families at end of enrollment year
a. Completed a grade level in school, prior to high school graduation (e.g. 8th grade, 11th grade)	162
b. Completed high school or was awarded a GED during this program year	6
c. Completed an associate degree during this program year	9
d. Completed a baccalaureate or advanced degree during this program year	5

	# of families at end of enrollment year
C.48 Of the total number of all families, the number in which one or more parent/guardian completed a job training program, professional certificate, or license during this program year	8

Parent/guardian education

C.49 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	# of families at enrollment
a. An advanced degree or baccalaureate degree	38
b. An associate degree, vocational school, or some college	58
c. A high school graduate or GED	50
d. Less than high school graduate	36

Family services

C.50 Types of family services	(1) # of families with an expressed interest or identified need during the program year	(2) # of families that received the following services during the program year
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	8	7
b. Housing assistance such as subsidies, utilities, repairs, etc.	3	3
c. Mental health services	22	19
d. English as a Second Language (ESL) training	33	7
e. Adult education such as GED programs and college selection	18	6
f. Job training	3	1
g. Substance abuse prevention	0	0
h. Substance abuse treatment	2	0
i. Child abuse and neglect services	3	1
j. Domestic violence services	5	3
k. Child support assistance	0	0
l. Health education	6	0
m. Assistance to families of incarcerated individuals	0	0
n. Parenting education	24	21
o. Relationship/marriage education	0	3
p. Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	16	0
C.51 Of these, the number of families who were counted in at least one of the services listed above	143	71

Father engagement

C.52 Number of fathers/father figures who were engaged in the following activities during this program year:	# of father/ father figures
a. Family assessment	4
b. Family goal setting	12
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	23
d. Head Start program governance, such as participation in the Policy Council or policy committees	0
e. Parenting education workshops	1

Homelessness services

	# of families
C.53 Total number of families experiencing homelessness that were served during the enrollment year	22

	# of children
C.54 Total number of children experiencing homelessness that were served during the enrollment year	23

	# of families
C.55 Total number of families experiencing homelessness that acquired housing during the enrollment year	5

Foster care and child welfare

	# of children
C.56 Total number of enrolled children who were in foster care at any point during the program year	15
C.57 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	7

Collaboration Agreements and Community Engagement

Child care partners

	# of formal agreements
C.58 Total number of formal aggrements with Child Care Partners during program year	0
a. Of the Child Care Partners, the number of formal contractual agreements made void or broken during the program year	0

Local education agency (LEA)

	# of LEAs
C.59 Number of LEAs in the program's service area	1

C.60 Number of formal agreements the program has with LEAs:	# of formal agreements
a. To coordinate services for children with disabilities	0
b. To coordinate transition services	0

Public school pre-kindergarten programs

	# of programs
C.61 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	0

Part C agencies

	# of Part C Agencies
C.62 Number of Part C agencies in the program's service area	1

	# of formal agreements
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	0

Child welfare agencies

	# of programs
C.63 Does the program have formal collaboration agreements with child welfare agencies?	0

PROGRAMS INCLUDED IN THIS SUMMARY REPORT

Program Name	Number	Confirmation Number	Last Update Date	Status	Director
DENTON INDEPENDENT SCHOOL DISTRICT	000	19082644223	08/26/2019	Completed	Ms. Angela Hellman

Office of Head Start - Head Start Services Snapshot

Denton Independent School District (2018-2019)

This Head Start Services Snapshot summarizes key data on demographics and services for preschool-age children served by this grantee. The data in this Snapshot is a subset of the grantee's annual Program Information Report (PIR) submission to the Office of Head Start. The full set of PIR questions and information to access the whole PIR report can be found at http://eclkc.ohs.acf.hhs.gov/hslc/mr/pir. Grantees that run both Head Start and Early Head Start programs report on each program separately.

General Information

Grantee Name: Denton Independent School District

Grantee Address: 901 Audra Lane
               Denton, TX 76209

Grantee Website Address: http://www.dentonisd.org/windle/index.htm

Grantee Phone: (940) 369-3901

Funded Enrollment

Number of enrollment slots the program is funded to serve.

	# of funded enrollment slots	% of funded enrollment slots
Total Funded Enrollment	193	100.0%

Funded Enrollment by Program Option

	# of funded enrollment slots	% of funded enrollment slots
Center-based	195	101.0%
Home-based	0	0%
Combination		
Family Child Care	0	0%
Locally Designed	0	0%

Detail - Center-based Funded Enrollment

	# of center-based funded enrollment slots	% of center-based funded enrollment slots
Center-based Part Day (4 days per week)	0	0%
Center-based Full Day (4 days per week, >6 hours per day)	0	0%
Center-based Part Day (5 days per week)	2	1.0%
Center-based Full Day (5 days per week, >6 hours per day)	193	99.0%
Of the funded enrollment slots in the line above, the number available for a full-working-day (not less than 10 hours per day)	0	
Of the funded enrollment slots in the line above, the number also available for a full-calendar-year	0	

Total Cumulative Enrollment

Actual number of children and pregnant women served by the program throughout the entire program year, inclusive of enrollees who left during the program year and the enrollees who filled those empty places. Due to turnover, more children and families may receive Head Start services cumulatively throughout the program year (all of whom are reported in the PIR) than indicated by the funded enrollment numbers.

	# of participants	% of participants
Total Cumulative Enrollment	193	100.0%

Participants by Age

	# of participants	% of participants
1 Year Old	0	0%
2 Years Old	0	0%
3 Years Old	82	42.5%
4 Years Old	111	57.5%
5 Years Old	0	0%

Homelessness Services

	# of children	% of children
Total number of children experiencing homelessness that were served during the enrollment year	23	11.9%

Foster Care

	# of children	% of children
Total number of enrolled children who were in foster care at any point in the program year	15	7.8%

Prior Enrollment of Children

Children who were enrolled previously in Early Head Start, Head Start, or some combination for at least half of the time that classes or home visits were in session.

	# of children	% of children
Second Year	62	32.1%
Three (or more) Years	0	0%

EthnicityAndRace

	# of Hispanic or Latino Origin participants	% of Hispanic or Latino Origin participants	# of Non-Hispanic or Non-Latino Origin participants	% of Non-Hispanic or Non-Latino Origin participants
American Indian or Alaska Native	6	3.1%	2	1.0%
Asian	2	1.0%	5	2.6%
Black or African American	5	2.6%	48	24.9%
Native Hawaiian or Pacific Islander	0	0%	0	0%
White	102	52.8%	23	11.9%
Biracial or Multi-Racial	0	0%	0	0%
Other Race	0	0%	0	0%
Unspecified Race	0	0%	0	0%

Primary Language of Family at Home

	# of participants	% of participants
English	97	50.3%
Spanish	88	45.6%
Central American, South American, or Mexican Languages	0	0%
Caribbean Languages	0	0%
Middle Eastern or South Asian Languages	7	3.6%
East Asian Languages	0	0%
Native North American or Alaska Native Languages	0	0%
Pacific Island Languages	0	0%
European or Slavic Languages	0	0%
African Languages	1	0.5%
Other Languages	0	0%
Unspecified Languages	0	0%

Health Services

Services to All Children at Beginning of Enrollment Year Compared to End of Enrollment Year (based on Cumulative Enrollment)	# at Beginning of Enrollment Year	% at Beginning of Enrollment Year	# at End of Enrollment Year	% at End of Enrollment Year
Children with health insurance	171	88.6%	177	91.7%
Children with a medical home	193	100.0%	193	100.0%
Children with up-to-date immunizations or all possible immunizations to date, or exempt	193	100.0%	193	100.0%
Children with a dental home	169	87.6%	179	92.7%

Disabilities Services

	# of children	% of children
Children with an Individualized Education Program (IEP), indicating they were determined eligible to receive special education and related services	34	17.6%

Family Services

	# of families	% of families
Total Number of Families	182	100.0%

	# of families identified need during program year	% of families identified need during program year	# of families received services during program year	% of families received services during program year
Families Who Received at Least One Family Service	143	78.6%	71	39.0%

Specific Services

	# of families identified need during program year	% of families identified need during program year	# of families received services during program year	% of families received services during program year
Emergency or Crisis Intervention	8	4.4%	7	3.8%
Housing Assistance	3	1.6%	3	1.6%
Mental Health Services	22	12.1%	19	10.4%
English as a Second Language (ESL) Training	33	18.1%	7	3.8%
Adult Education	18	9.9%	6	3.3%
Job Training	3	1.6%	1	0.5%
Substance Abuse Prevention	0	0%	0	0%
Substance Abuse Treatment	2	1.1%	0	0%
Child Abuse and Neglect Services	3	1.6%	1	0.5%
Domestic Violence Services	5	2.7%	3	1.6%
Child Support Assistance	0	0%	0	0%
Health Education	6	3.3%	0	0%
Assistance to Families of Incarcerated Individuals	0	0%	0	0%
Parenting Education	24	13.2%	21	11.5%
Relationship or Marriage Education	0	0%	3	1.6%
Asset Building services	16	8.8%	0	0%

Office of Head Start

06CH7130-000 DENTON INDEPENDENT SCHOOL DISTRICT

2018-2019 PIR PERFORMANCE INDICATOR REPORT - HEAD START

The PIR Performance Indicators highlight annual program PIR data in areas of frequent interest and are not intended to serve as a full summary of programs' performance.

The PIR Performance Indicator Formulas document provides the question numbers used for indicator calculations and is available at http://eclkc.ohs.acf.hhs.gov/pir.

Numerators and denominators are included in the report to supply context for percentages.

Enrollment - Performance Indicators

Context		Number	
Cumulative Enrolled Children		193	
2019 #	**PIR Performance Indicator**	**Number**	**Percentage**
101	Percentage (%) of children enrolled for multiple years	62	32.1%
102	Percentage (%) of children enrolled less than 45 days	6	3.1%
103	Percentage (%) of children and pregnant women (if EHS) who left the program and did not re-enroll	24	12.4%

Services to All Children at Beginning of Enrollment Year Compared to End of Enrollment Year (based on Cumulative Enrollment) - Performance Indicators

Context		Number	
Cumulative Enrolled Children		193	
Children Enrolled less than 45 Days		6	3.1%
2019 #	**PIR Performance Indicator**	**Number at Beginning of Enrollment Year**	**Percentage at Beginning of Enrollment Year**	**Number at End of Enrollment Year**	**Percentage at End of Enrollment Year**
---	---	---	---	---	---
111	Percentage (%) of children with health insurance	171	88.6%	177	91.7%
112	Percentage (%) of children with a medical home	193	100%	193	100%
113	Percentage (%) of children with up-to-date immunizations, all possible immunizations to date, or exempt	193	100%	193	100%
114	Percentage (%) of children with a dental home	169	87.6%	179	92.7%

Services to All Children (based on Cumulative Enrollment) - Performance Indicators

Context	Number	
Cumulative Enrolled Children	193	
2019 #	**PIR Performance Indicator**	**Number**	**Percentage**

2019 #	**PIR Performance Indicator**			**Number**			**Percentage**
121	Percentage (%) of children with an IFSP or IEP			34			17.6%
122	Percentage (%) of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule at the end of enrollment year			179			92.7%
123	Of the children up-to-date on health screenings, the percentage (%) of children diagnosed with a chronic condition needing medical treatment	--		27	--		15.1%
124	Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment	--	--	21	--	--	77.8%

Services to Preschool Children (based on Cumulative Enrollment) - Performance Indicators

Context	Number	
Cumulative Enrolled Preschool Children	193	
Cumulative Enrolled Preschool Children with an IEP for one of the Primary Disabilities Reported in the PIR	34	

2019 #	**PIR Performance Indicator**			**Number**			**Percentage**
131	Percentage (%) of preschool children that received special education or related services for one of the primary disabilities reported in the PIR			34			100%
132	Percentage (%) of preschool children completing professional dental exams			179			92.7%
133	Of the preschool children receiving professional dental exams, the percentage (%) of preschool children needing professional dental treatment	--		21	--		11.7%
134	Of the preschool children needing dental treatment, the percentage (%) of preschool children who received dental treatment	--	--	10	--	--	47.6%

Family Services - Performance Indicators

Context	Number	
Total Number of Families	182	

2019 #	**PIR Performance Indicator**	**Number**	**Percentage**
141	Percentage (%) of families who received at least one of the family services reported in the PIR	71	39%

Context	Number	
Total Number of Families Experiencing Homelessness that were Served During the Enrollment Year	22	

2019 #	**PIR Performance Indicator**	**Number**	**Percentage**
142 *(new)*	Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year	5	22.7%

Preschool Staff and Classes (Head Start and Migrant/Seasonal preschool staff only) - Performance Indicators

Context	Number	
Preschool Classroom Teachers	11	
Preschool Classes	11	
Preschool Classroom Assistant Teachers	11	

2019 #	PIR Performance Indicator	Number	Percentage
151	Percentage (%) of preschool classroom teachers that meet the degree/credential requirements of Section 648A.(2)(A) (BA or higher - ECE/related) that will become effective September, 2013	11	100%
153	Percentage (%) of preschool classroom assistant teachers with a CDA/equivalent or higher, or are enrolled in a CDA or ECE degree program	11	100%

DENTON ISD HEAD START PROGRAM

901 AUDRA LANE, DENTON, TX. 76209

ANNUAL REPORT 2018-2019

MISSION: To provide a comprehensive and integrated system for delivering services to families and children in such a way that it:

- Enhances children's growth and development
- Strengthens families as the primary nurturers of their children
- Provides children with educational, health, and nutritional services
- Links children and families to needed community services, and
- Ensures well-managed programs that involve parents in decision-making

So that it brings about a greater degree of family autonomy so as to promote self-concept & social and academic competence in preschool children.

VISION: To help students and their families to reach their full potential.

COMMUNITY PARTNERS

COMMUNITY SERVICES

CUMBERLAND PRESBYTERIAN CHILDREN'S HOME

DENTON CITY COUNTY DAY SCHOOL

DISD ADULT ED ESL/GED PROGRAMS

FAITH TABERNACLE CHURCH

FOSTER GRANDPARENTS

FRIENDS OF THE FAMILY

HOPE INC.

INTERFAITH

KIWANIS CLUB

NUBY PEDIATRICS

TWU GROSS MOTOR PROGRAM

UNT PLAY THERAPY

UNITED WAY

WIC

WE NOW HAVE A FOOD 4 KIDS PROGRAM AND A CLOTHES CLOSET ON CAMPUS.

ENROLLMENT

Funded Enrollment: 193
Total number of Children Served: 217
Average Monthly Enrollment: 94%
Total % of eligible families served: 93%

Of the 217 families that were enrolled, 94 were two-parent families. 178 had a family income below 100% of the federal poverty level. 5 received public assistance such as SSI, or TANF. 3 were in foster care, 22 were homeless, 0% were between 100% - 130% of the federal poverty level and 0% were over-income as allowed by law.

The Program received a COLA (Cost of Living Allocation) in the amount of $34,183 which was used exclusively for salaries, which enabled us to increase actual expenditures in the supplies and technology areas.

PROPOSED BUDGET

Payroll/Subs:	$1,338,542
Training:	21,166
Classroom Supplies:	500
Classroom Snacks:	7,150
Volunteer Meals:	900
Head Start Insurance:	810
Mental Health Consultant:	1,000
Total:	$1,370,068

ACTUAL EXPENDITURES

Payroll/Subs:	$ 1,229,626
Training	21,166
Classroom Supplies:	73,491
Technology:	18,586
Classroom Snacks:	7,980
Volunteer Meals:	705
Head Start Insurance:	810
Furniture	13,309
Otoacoustic Screener	4,396
Funds Not Expended:	41,696
Total:	$1,370,068

FINANCIAL AUDIT

The Denton ISD Annual financial audit for the year ending June 30, 2018 was conducted by Hankins, Eastup, Deaton, Tonn & Seay. The audit in its entirety can be found at:
https://www.dentonisd.org

RACE & ETHNICITY	HISPANIC OR LATINO ORIGIN	NON-HISPANIC OR NON-LATINO ORIGIN
American Indian or Alaska Native	6	2
Asian	2	5
Black or African American	*5*	*48*
Native Hawaiian or Pacific Islander	*0*	*0*
White	*102*	*23*

PRIMARY LANGUAGE OF FAMILY AT HOME	
English	*97*
Spanish	*88*
Middle Eastern & South Asian Languages	*7*
East Asian Languages	*0*
African Language	*1*

HEALTHY CHILDREN

Each child is required to have a physical and dental exam within 90 days of enrollment in the Head Start Program. Good health is critical in a child's development. Our campus has a full-time Registered Nurse (RN) who also serves as the Head Start Health Specialist. The RN ensures that each child has received regular dental and physical exams and meets the needs of students with acute and chronic health needs. During the 2018-2019 school year, health screening including hearing, vision, height and weight were performed on each Head Start Student.

INSURANCE	# OF CHILDREN AT ENROLLMENT	# OF CHILDREN AT END OF ENROLLMENT YEAR
Enrolled in Medicaid and/or CHIP	156/80.17%	161/83.4%
Private insurance	14/7.3%	15/7.8%
No insurance	22/11.4%	16/8.3%
Tricare	1/0.5%	1/0.5%
Up to date on a schedule of age-appropriate preventive and primary health care	153/79.3%	179/92.7%

BODY MASS INDEX	# OF CHILDREN AT ENROLLMENT	# OF CHILDREN AT END OF ENROLLMENT YEAR
Underweight	27/23.1%	22/13.4%
Healthy weight	118/57.3%	135/56.5%
Overweight	33/16%	34/14.23%
Obese	28/13.6%	38/15.9%

IMMUNIZATIONS	# OF CHILDREN AT ENROLLMENT	# OF CHILDREN AT END OF ENROLLMENT YEAR
Up to date	189/97.9%	192/99.5%
Exempt	1/0.5%	1/0.5%

DENTAL	# OF CHILDREN AT ENROLLMENT	# OF CHILDREN AT END OF ENROLLMENT YEAR
Continuous, accessible dental care provided by a dentist	159/82.4%	180/93.3%
Receiving preventative care	156/80.8%	180/93.3%

SCHOOL READINESS

Curricula: DLM, Scholastic, Growing with Mathematics, TSR CIRCLE Activity Collection, UBD, Cancionero, Estrellita, Alfarrimas

Classroom Management: Positive Behavior Interventions Supports, Energy Bus, Bucket fillers, Pillars of Character

Dual Language Model: Gomez and Gomez

Developmental Screeners: DIAL-4, ASQ, Denton ISD Universal Screener

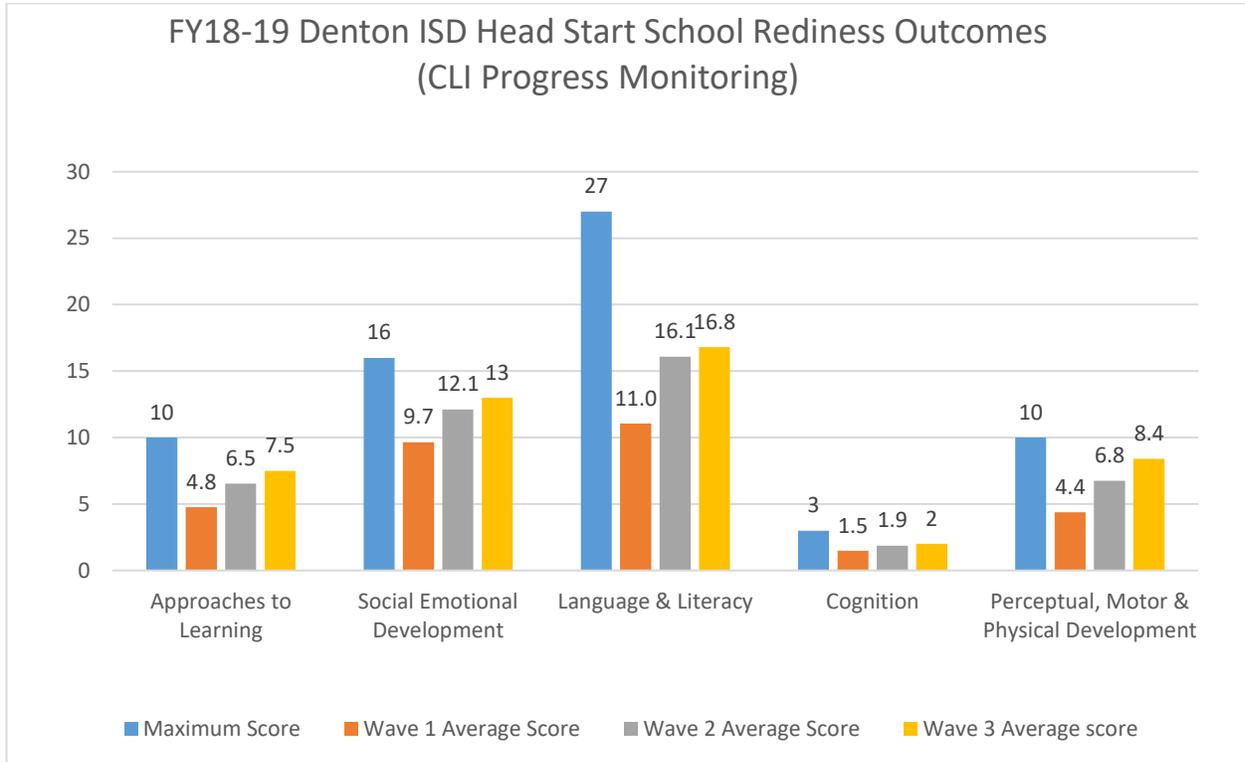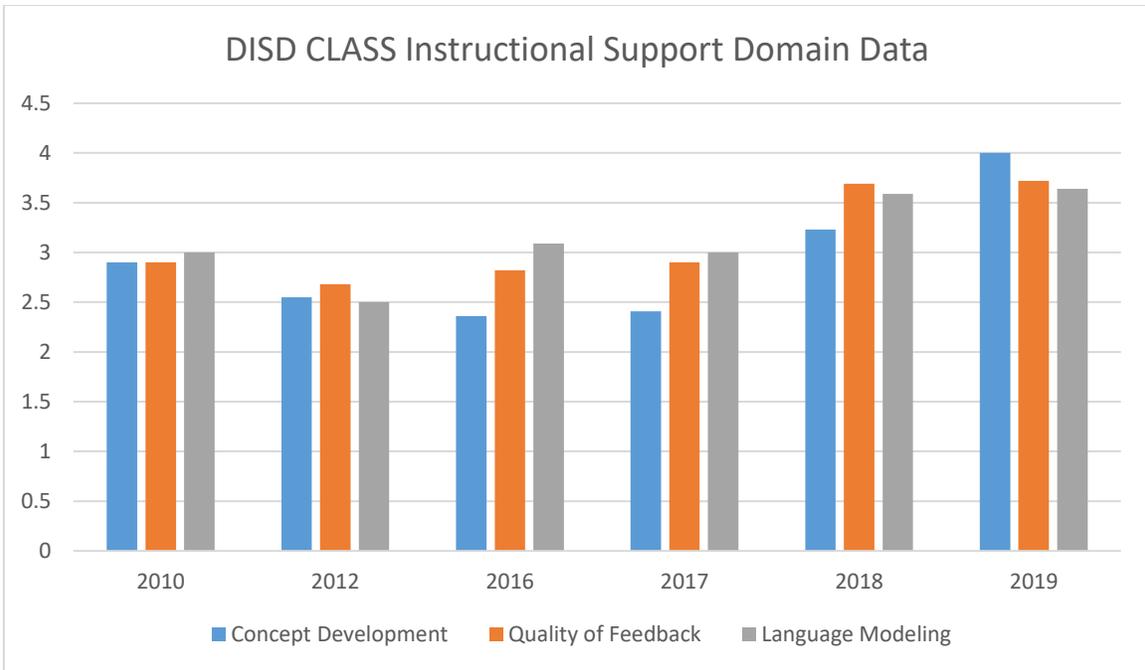**Ongoing Monitoring**: TSR CLI Engage, Student Portfolios
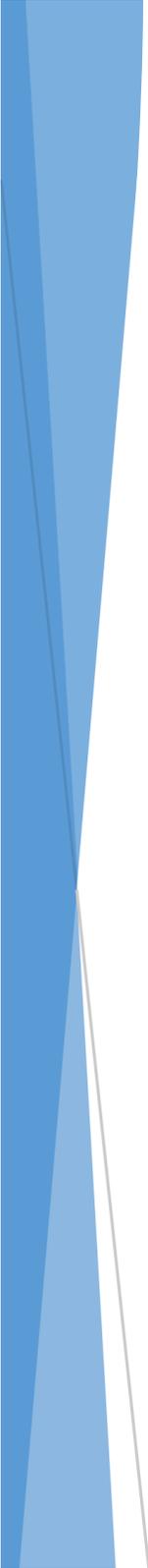
Ongoing Teacher Support: Denton ISD Pacing Guides, PLCs, TTESS Tools, Instructional Coaching/ Support, CLASS

Kindergarten Transition Activities:
Throughout the school year, we have provided the following transition activities to help prepare students and families for Kindergarten: Denton ISD Kinder Parent Orientation, Parent Kinder Transition Resource Fair, Going to Kindergarten district campus events, summer transition boxes, and Graduation. Community agencies and departments within Denton ISD have collaborated to plan and provide helpful resources to our students and families. We used flyers, newsletters, parent teacher conferences, home visits, phone calls, and school announcements to inform, encourage, and remind parents of upcoming events through digital resources, Remind 101 and social media.

DISD CLASS Instructional Support Domain Data

Legend: Concept Development, Quality of Feedback, Language Modeling

Year	Concept Development	Quality of Feedback	Language Modeling
2010	2.9	2.9	3.0
2012	2.55	2.68	2.5
2016	2.35	2.82	3.08
2017	2.42	2.9	3.0
2018	3.22	3.7	3.6
2019	4.0	3.72	3.64

FY18-19 Denton ISD Head Start School Rediness Outcomes (CLI Progress Monitoring)

Legend: Maximum Score, Wave 1 Average Score, Wave 2 Average Score, Wave 3 Average score

Domain	Maximum Score	Wave 1 Average Score	Wave 2 Average Score	Wave 3 Average score
Approaches to Learning	10	4.8	6.5	7.5
Social Emotional Development	16	9.7	12.1	13
Language & Literacy	27	11.0	16.1	16.8
Cognition	3	1.5	1.9	2
Perceptual, Motor & Physical Development	10	4.4	6.8	8.4

Highlights from Community Assessment 2019
Strengths-
- Community is rich in resources available to our families
- Program is within the school district's public school with shared resources and highly qualified staff
- Community embraces/celebrates diversity
- Plenty of community volunteers available

Needs-
- Adverse Childhood Experiences & mental health issues are on the rise.
- ESL is on the rise vs. bilingual education
- Poverty & Homelessness on the rise with a need for more shelters
- Identified need for Parent Education
- Literacy development to have all on grade level by 3rd grade
- Nutrition: high obesity, over-weight, and underweight
- Issues/barriers exist with Immigration
- Lack of placements in the area for Foster Care

PARENT, FAMILY AND COMMUNITY ENGAGEMENT

Month	Head Start Volunteer Hours	In-Kind Dollar Value (hrs * 15.00 ea)
Aug/Sept	5,161	77,415.00
October	3,483	52,245.00
November	3424	51,360.00
December	15,340	230,100.00
January	2,784	41,760.00
February	3,289	49,335.00
March	3,061	45,915.00
April	4,041	60,615.00
May	2,286	34,290.00
Total	**42,869**	**643,035.00**

SCHOOL WIDE ACTIVITIES	ATTENDANCE
Grandparent's Day	136
Project Adoption	182
Make It Take It	184
Santa Day	184
Black History Presentation	165
Cinco de Mayo	186
Saving more at Grocery Store	20
Field Day	178
Volunteer Reception	17

PARENT CLASSES OFFERED	ATTENDANCE
ESL	7
Eating the Rainbow on my Plate	14
Nutrition/Walk Across Texas	10
Child Behavior	13
Families Reading Everyday	14
Choose Your Foods (Diabetes)	6
Marriage Adjustment	24
Positive Discipline	11
Budget Class	20
Creating Safe and Healthier Meal	19
Celebrating Small Bites	18
A Fresh Start/Healthier You	13
Robert Rules	15
Card Making	9
How to Clean Flower Beds	70
Leadership Training	21
CPR	27

Disabilities and Mental Health Services

During the 2018-19 school year the Denton ISD Head Start Program began the year with 11 returning students identified as eligible for special education services. At the start of the school year, 2 students were found to have been identified while enrolled in another district program resulting in a total of 13 students eligible for services of 8/16/2018. By January of 2019, the program had identified 13 additional students as having a disability through the MTSS/Referral Process. The program ended with a total of 34 students identified as having a disability.

The Disability Specialist implemented and trained three staff members in the scoring of the Developmental Indicators for the Assessment of Learning 4th Edition, the instrument used by the program in screening. The Disability Specialist assured fidelity by reviewing the scoring of 25% of the DIAL-4 protocols from the initial screening and every protocol from screenings throughout the school year. Additional information related to parental concerns was gathered from a review of the Ages and Stages Questionnaire 3rd Edition and the Disabilities Information Form both completed during Round-Up.

Mental Health Services continue to be provided by the district with the services of a licensed professional counselor who is the campus' assigned school counselor. Among the duties of the counselor are the provision of class lessons related to targeted character traits. The program continues to work with the university of North Texas to provide Play Therapy to students who demonstrate a need and qualify for that program.

MENTAL HEALTH SERVICES PROVIDED	
Number of children that the mental health professional consulted with Head Start staff about the child's behavior/mental health	23
Number of children that the mental health professional consulted with the parent/guardian about the child's behavior/mental health	4
Number of children that the mental health professional provided an individual mental health assessment	1
Number of children that the mental health professional facilitated a referral for mental health services	14

<u>NUTRITION</u>

The mission of the Denton ISD Child Nutrition Services is to contribute to a successful academic experience and to encourage a lifetime of healthy eating for each student. On a daily basis meals/snacks are offered to the students which meet 2/3 of the daily requirements.   A variety of foods are offered to ensure the students are introduced to a wide array of foods which they might not otherwise experience. The students are served in the classroom through family style dining which provides them with the opportunity to develop social skills such as manners, conversation, and cooperation. Parent nutrition education classes are offered as well to continue to promote the idea of a healthy lifestyle beyond the classroom. The district's Child Nutrition Coordinator serves on the Head Start Program Team and Health Advisory Committee. She provides our center with a list of healthy snack options to serve. She serves as a resource for our families that have students falling in the obese/underweight categories. The nutrition department for DISD is dedicated to the students' health, well-being, and the ability to learn.