

CONTINUING

FY 21

2021-2022 SCHOOL YEAR

GRANT APPLICATION

06CH010978



POLICY COUNCIL APPROVED: 3/15/21

GOVERNING BOARD APPROVED:

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UPLOADED DOCUMENTS

- 1) Self- Assessment
- 2) Self- Assessment Improvement Plan
- 3) Selection Criteria
- 4) Training and Technical Assistance Plan
- 5) Annual Report
- 6) Policy Council Letter

OTHER SUPPORTING DOCUMENTS

- 1) Attendance
- 2) School Readiness
- 3) Family Partnership
- 4) Family Engagement Classes
- 5) Strategic Plan
- 6) Covid-19 Data
- 7) Body Mass Index Data
- 8) Lobbying, Tobacco Use Policies, Drug Free Workplace Requirements

SECTION 1

PROGRAM DESIGN AND APPROACH TO SERVICE DELIVERY

SUB-SECTION A: GOALS

1. For this year's Continuation Application, there has not been any change to our Program Goals that were outlined in our Baseline Application. We do plan to make adjustments/changes to some of the Measurable Objectives, Action Steps, and Expected Outcomes to better align them with what we would like to measure for year 3 to support our program's Continuous Quality Improvement. These revisions and progress toward outcomes are noted in **RED** in our Goal Charts found in question 2.

2. The charts below portray our Baseline Program Goals, the Progress/Outcomes toward our Year 2 Objectives, our Challenges that we have encountered along the journey, and notes any revisions that our program would like to make for Year 3. Action steps have also been updated to reflect progress and next steps.

PROGRAM GOAL 1: To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.			
MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2 Expected Outcomes	YEAR 3 Expected Outcomes
Objective 1 (year 1) Head Start daily attendance will increase by 10 percent by Jan. 2020 (year 2 and 3)- The program will continue to work to increase child attendance.	10 % increase in daily attendance	*Develop the habit of attending school regularly. *See an increase in attendance *Increase meetings with ERSEA committee	*Develop a change in behavior by celebrating parents of students with increased attendance *Continue to see an increase in attendance
-Activities or Action Steps: <ul style="list-style-type: none"> • Staff and district personnel meet with parents- MET • Attendance letters mailed- MET • School-wide incentives for perfect attendance each 9 weeks-MET • Monitor teacher’s call logs-Continue • Update attendance success plan-MET • Utilize the ERSEA committee to help with interventions-Continue • Educate and engage parental knowledge about attendance laws-Continue • Use the See Saw platform to contact parents regarding their child’s attendance. • Survey parents to check for knowledge and understanding about attendance. 			
Progress/Outcomes year 2: We saw a gradual increase in attendance while school was in session prior to COVID-19. There was more contact with parents. Our AP received recognition for the improvement in the attendance. ERSEA committee meetings increased and new members were added to the committee. (Supporting Document A)			
Challenges faced year 2: <ul style="list-style-type: none"> *COVID-19 pandemic caused schools to physically close and go to virtual instruction from March 16-May 28 and created a later start in August than originally planned. *Recruitment was delayed, and plans had to change. *Enrollment is down due to parent/family fears 			

PROGRAM GOAL 1: To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.			
MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2 Expected Outcomes	YEAR 3 Expected Outcomes
Objective 2 (Year 3)- Refine system for tracking data and follow-up with families to ensure they have acquired or are aware of resources for acquiring all scheduled preventative care prior to end of age 4.	System will be in place to determine the percentage of students who have received their age-based recommended immunizations and THSteps check-ups by the end of the school year.	*Program will find a way to place the excel spreadsheets in a shared location to be accessed by all managers.	Rework word document into an excel spreadsheet for better tracking of student health data, needs, and parent follow-up.
-Activities or Action Steps: <ul style="list-style-type: none"> • Determine ages when THSteps recommendations are due-MET • Determine additional data needed to be tracked-Continue • Create Excel spreadsheet to track data-MET • Create alerts for when requirements are due-Continue • Develop a system of notifying parents that recommended care is due-Continue • Determine how to track if care is completed and ways of encouraging parents to complete care-Continue • Save all Health Specialist information/data to USB drive weekly and give it to the secretary. • Health Specialist self-educate on how to work Excel proficiently. • Create Excel sheet to track data and display automatic alerts on chart. 			
Progress/Outcomes Year 2: Health Specialist created a word document to collect all health data including birthdates and data that is needed. This spreadsheet was set up in a way to show deadlines and dates of recommended care. A USB drive is used to store all Health Specialist information and data. Information is saved on the USB drive every Friday and given to the secretary.			
Challenges Faced Year 2: *Lack of available resources and preventative care appointments due to COVID-19 restrictions. *Fear of COVID-19 exposure prevented or delayed some families from pursuing preventative care.			

PROGRAM GOAL 1: To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.			
MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2 Expected Outcomes	YEAR 3 Expected Outcomes
Objective 3- To conduct data reviews on student progress on School Readiness goals using the CLI engage tool after each wave.	Teachers will use the data to plan their instruction. 75% of the students will meet the benchmark for their age by the end of the program year.	Teachers will use data to plan instructions and interventions. 75% of students 4 years old will meet benchmark by the end of the program year and students 3 years old will show growth in increased levels. (See Supporting Document B)	Teachers will use data to plan their instruction and interventions based on the individual needs of the child. Progress monitoring will help to ensure that continuous growth is evident throughout the waves.
<p>-Activities or Action Steps:</p> <ul style="list-style-type: none"> • Create a data wall where results from each wave are posted by class-MET • Conduct quarterly data reviews with the classroom teacher to identify areas of strength and need- CONTINUE • Form intervention groups and plan for individualized instruction-CONTINUE • PLC meetings will be held to review data-CONTINUE • Graph progress on school readiness goals for all waves to depict yearly progress-CONTINUE • Data was segregated into EE for 3 yr. old students and Pre-K for 4 yr. old students • To accommodate assessments for virtual learners, we offered them appointment times to come to campus to be assessed. 			
<p>Progress/Outcomes Year 2: We met with Teachers to discuss student progress of the School Readiness Goals (SRG), to determine if any students needed additional Multi-Tiered Intervention Supports. Data for the 2019-2020 school year showed continuous progress and growth throughout the 5 SRG for the 3 waves of measurement. For the 2020-2021 school year, data shows that both face-to-face and virtual students continue to show growth in all areas. We have completed 2 of the 3 waves for this school year to date (Supporting Document B).</p>			
<p>Challenges Year 2: School closure due to the COVID-19 pandemic in March 2020 resulted in us not being able to gather Wave 4 data on the CLI engage assessment for the 2019-2020 school year. We had to come up with a new plan for assessing the virtual learners for the 2020-2021 school year.</p>			

PROGRAM GOAL 1: To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.			
MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2 Expected Outcomes	YEAR 3 Expected Outcomes
Objective 4 (Year 1)- Refine our systems on tracking progress toward family goals (Year 2 & 3) and house data in a shared database.	Systems will be in place that will depict family progress made during the school year toward their goals in a measurable way.	To see an increase in the amount of families meeting their goals and to see an increase in the number of parents attending parent education classes aligned with their goals.	To continue to see an increase of families completing their goals. PFCE Specialist will continue to develop communication skills and use technology to increase family services.
<p>-Activities or Action Steps:</p> <ul style="list-style-type: none"> • Break down the case load of families between the PFCE specialist and Social Service staff to decrease the case load for better monitoring-Continue • Staff meet with parents-Continue • Monitor home visit reports for updates on family goal progress-Continue • Goal letters sent home-Continue • Align education classes to family needs to help them master their goals-MET • To ensure that instructional staff have the updated home visiting forms that have been aligned to our data collections-Continue • Work to desegregate family outcome data in a way to portray what percent of parents have completed their goals-Continue • Strengthen communication systems between PFCE and families. • Retrain the PFCE specialists on how to help families to develop goals. 			
<p>Progress/Outcomes Year 2: There was a small increase in the number of families that completed their goals (Supporting Document C). Family Service Staff Assistant is now a certified PFCE specialist.</p>			
<p>Challenges Year 2: Unable to track families' goals due to COVID-19 pandemic when school abruptly shut down face-to-face instruction.</p>			

PROGRAM GOAL 2: To align our education classes with the identified needs for our Parents, Staff, and Students.			
MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2 Expected Outcomes	YEAR 3 Expected Outcomes
Objective 1- Using the data that was collected from families during enrollment, the top 5 needs will be identified in order to plan parent education classes.	Top 5 needs will be identified, and classes will be planned accordingly. Family progress in these areas will be tracked to show progress.	Continue to build upon Year 1 Expected Outcomes and expand efforts with collecting and analyzing pre- and post- data of family progress.	For next school year, we will have Pre-Post-test evaluations on 80% of the parent classes that are offered.
<p>-Activities or Action Steps:</p> <ul style="list-style-type: none"> • Conduct family interest survey during enrollment-Continue • From Excel sheet provided by ERSEA specialist, identify the top 5 needs based on interest survey-Continue • Design effective recruitment strategies for classes-Continue • Implement Parent Classes-Continue • Identify community resources and facilitators needed for classes-Continue • Evaluate the classes using pre/post Head Start Evaluation Form-Continue • Create or revise evaluation form- Met • Explore the use of the Chat log in Zoom to have participant rate their knowledge of the topic prior to the beginning of the session and again after the session. 			
<p>-Progress/Outcomes Year 2: During the fall of the 2020 school year, the ERSEA specialist collaborated with the Parent Engagement Specialist by sharing the Excel sheet created from the Parent Interest Form. The Parent Engagement Specialist identified by a manual count the five highest ranked areas of concern. From the list, parenting classes that focused on family goals were created (Supporting Document D). Community resources and facilitators were identified. The Head Start Parent Class Evaluation Form was revised to a simple Pre- and Post-Test evaluation format with successful implementation.</p>			
<p>-Challenges Year 2: The first challenge was the impact of COVID-19 pandemic on the provision of classes. Classes moved to a virtual format with the Zoom platform used to provide classes. This has resulted in limited to no return of the Pre-Post- test evaluation forms. A second challenge was identified in getting responses from parents on the Head Start evaluation form when Texas AgriLife is the presenter as they have a survey form that they are required to have completed for every training they use.</p>			

PROGRAM GOAL 2: To align our education classes provided with the identified needs for our Parents, Staff, and Students.			
MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2 Expected Outcomes	YEAR 3 Expected Outcomes
Objective 2- To increase family participation in the Ready Rosie Parent Curriculum.	Engagement will increase to 50% and we will learn how to utilize the data that can be pulled to show activity aligned with the ELOF.	Family Engagement will increase 50% and maintain parent involvement throughout the year.	Ready Rosie usage will increase due to it being embedded within our new Savvas Curriculum. Data for each 9 weeks will track our growth for usage toward family outcomes.
<p>-Activities or Action Steps:</p> <ul style="list-style-type: none"> • Have Ready Rosie come out and provide more training with our Managers/Instructional staff/Parents-Continue • Meeting with teachers to make sure they are clear on expectations for this implementation-Continue • Including this topic in the Parent Orientation-Continue • Providing Parent classes utilizing Ready Rosie Parent Curriculum sessions- Continue • Add a “Marquee” board in a high traffic area designated to weekly lessons for parents to use-Continue • Develop an incentive program to maintain parent involvement-Continue • Training on new Savvas Curriculum will have Ready Rosie embedded in it. • Data to show usage will be pulled each 9 weeks. • Find a way to separate the Head Start Class data from the Pre-K classes. 			
<p>-Progress/Outcomes Year 2:</p> <p>The Ready Rosie parent curriculum program was provided by DISD, and it depicts data that tracks usage by teacher and parents. Our data shows approximately 197 parents are enrolled in our Parent Curriculum opportunities. Our campus data shows that 569 learning videos were viewed, 1,302 learning outcomes were available to our parents, and 2,158 Family Outcome Opportunities were available.</p>			
<p>-Challenges Year 2:</p> <p>Due to the COVID-19 pandemic, our work toward this goal had to be placed on hold. We had to focus our efforts/attention on the See Saw platform in order to get our families connected to instruction. We had 68 parent invites that were never accepted to join Ready Rosie to receive the video activities to do in the home. Looking at our overall Ready Rosie data, it is hard to pull out the Head Start data that is mixed in with the Pre-K class data for our campus.</p>			

PROGRAM GOAL 2: To align our education classes provided with the identified needs for our Parents, Staff, and Students.

MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2 Expected Outcomes	YEAR 3 Expected Outcomes
Objective 3- To provide Health Education to our Parents, Staff, and students based on identified needs.	Increased number of educational opportunities will be provided which helps to increase knowledge on health needs and techniques.	Continue to increase health education classes for parents and students.	Increase family and community awareness and participation in health education classes.

- Activities or Action Steps:
- Survey teaching staff regarding student’s health education needs-**Continue**
 - Request parent input regarding health education needs and delivery options- **Continue**
 - Prioritize identified needs-**Continue**
 - Plan classes to be provided by Health Specialist-**Continue**
 - Explore and experiment with alternatives to live classes for parent education- **MET and Continue**
 - Continue CPR/first aid classes for staff and families-**Continue**
 - Continue required and requested staff education-**MET and Continue**
 - **Keep attendance logs for each class offered.**
 - **Each Health class flyer will be distributed in multiple ways of communication (i.e. via See Saw, Email, Campus Facebook page, and flyers in student back packs)**

-Progress/Outcomes Year 2: This year we increased the number of CPR/first aid classes that we offered to staff and parents. We included health tips for parents in our monthly newsletters. Our PFCE specialist held parent classes on the topic of healthy eating/nutrition. When student needs are identified, the health specialist calls families and gives one-on-one education.

- Challenges Year 2:**
- *No face-to-face Health Education classes due to COVID-19 restrictions
 - *Staff and parents have found it difficult to attend virtual meetings due to lack of technical knowledge or resources (i.e. poor internet connectivity). This results in poor attendance.
 - *No partnerships with local colleges for classes due to the Covid-19 restrictions

3. SCHOOL READINESS GOALS: No Significant Changes. Our School Readiness

Goals and Progress Monitoring tool, CLI Engage, will stay the same.

4. Program Managers provided Community Assessment updates for their designated area.

They collaborated with Parents, Governing Board representatives, Community members, and Teachers/Staff to gather input for our Self-Assessment ([Uploaded Document](#)). This input was then used to create our Self-Assessment Improvement Plan Goals ([Uploaded Document](#)). We then worked to streamline these goals with our Baseline Program goals and objectives and tie them all together in our Strategic Plan ([Supporting Document E](#)). The plans referred to above along with our Grant Application are approved through the Policy Council and then submitted for School Board approval. Our Program Goals that were created in our Baseline Grant will remain the same. The revisions to our Objectives and our Expected Outcomes for Year 3 followed the steps outlined above before approval was obtained.

SUB-SECTION B: SERVICE DELIVERY

1. Service and Recruitment Area:

a. The district service and recruitment area has stayed the same covering 186 square miles. When comparing data from last year's Continuation Grant, the city population has increased from 19.1% to 21.7%. The estimated population has increased from 138,541 to 141,541. There was a slight increase to 5.6% persons under 5 years of age. Denton ISD enrollment went from 30,206 to 30,624. There are 8,037 of these students that are participating in Connected Learning instead of the Face-to-Face option. DISD opened 6 new Pre-K classes at our

surrounding Elementary campuses. Some of the Child Care centers and in-home caregivers in our community closed due to the pandemic restrictions. These changes have affected our enrollment and recruitment efforts this school year. DISD had 2,841 new house closings with a future prediction of 34,539 new homes coming. This will increase the district's enrollment.

b. The area that our center serves continues to be an area of great need for Head Start services. Our district currently has 752 students that are identified as McKinney Vento &/or Foster Care. This school year, our Center has served 6 students that are in Foster Care and 15 students identified as McKinney Vento, 13 of which were Head Start students. Our campus has one of the highest percentages of low Socio-Economic enrollment in the District. We have 92.14% that qualify for free/reduced lunches based on the household income. District-wide 47.71% qualify for free/reduced lunches. Data collected at our Head Start registration showed families were eligible for our program by the following indicators: Income below 100% of the federal poverty guidelines (89.4%), Receiving Public Assistance TANF-SSI (4.3%), Foster Care (2.5%), and Homeless (3.7%).

c. N/A

2. Needs of Children and Families:

Our Community Assessment Updates each year help us to identify the greatest needs in our area for children and families. This in turn helps us to align our Selection Criteria with the identified needs. The only additions made to our Selection Criteria ([Uploaded Document](#)) this year were Migrant Families without a home, Migrant families with a home, and Families without Child Care. Our program continues to see a rise in the number of students

experiencing Adverse Childhood Experiences and Trauma as well as having Special Education and Behavioral Needs. We continue to see an increase in ESL students versus students qualifying for Bilingual classes. This trend confirms that having our Flex classes in place that can serve either group are still needed based on current enrollment needs each school year. As our district continues to increase Pre-K class options across our district, our Head Start priority list continues to be depleted. Therefore, we know that our recruitment efforts are going to need to increase as well as our efforts in working alongside district personnel to ensure that the neediest families make it over to our program enrollment verses enrolling in a typical Pre-K classroom that may not meet their specific family needs. With the district Pre-K programs mainly serving 4-yr. old students, we predict that our 3-yr. old student population will continue to rise in our Head Start classes. We currently serve 75 students who are three years old and 94 students who are four years old. DISD is currently serving 1,137 children in Pre-K programs across the district. The COVID-19 pandemic has caused a decrease in Pre-K enrollment across the district and dropped 22% in the state of Texas. Our MOU with Denton City County Day School is still a need for our families. We currently have 9 students using this service for extended hours care before school and after school.

3. Proposed Program Option(s) and Funded Enrollment Slots:

We would like to continue providing comprehensive Head Start services for our funded enrollment of 193 students through our Center-based program option with Denton ISD as the grantee. We follow the Head Start standards for this program as well as the Texas Education

Agency expectations for Highly Qualified Pre-K programs. We plan to follow the DISD yearly calendar and schedule of operation for a full day program. We continue to exceed the required minutes of instruction for the full day program option as well as the yearly minutes required. The types of classes offered (English or Bilingual) will be determined each school year based upon needs identified at enrollment.

4. Centers and Facilities:

During the recent Winter storms, our building had frozen pipes that burst and flooded about 80 % of our facility. DISD is working with restoration companies to restore the areas that have sustained water damage. The restoration is predicted to take a few months which means for the rest of this school year. The company provided our district with a map of the damage which included floors, walls, and cabinets that will need to be replaced. Classroom wooden furniture and classroom instructional materials were amongst the items reported on the district inventory as losses. We are working on getting an accurate inventory of the items lost that were purchased with federal Head Start dollars. For instruction to continue for our students, we had to find another DISD campus for 5 of our Head Start classes to relocate to. Six of our classes were able to stay at our current location in the parts of our building that were not affected by the flood. The 5 classes that had to move went to the DISD Alexander Elementary School near us. Once renovations are completed, these classes will move back to Ann Windle.

5. Eligibility, Recruitment, Selection, Enrollment, & Attendance:

Additions made to our Eligibility Selection Criteria ([Uploaded Document](#)) this year were Migrant Families without a home (50 pts.), Migrant families with a home (30 pts.), and Families without Child Care (30 pts.). Recruitment has been harder for us this year due to the COVID-19 pandemic. Having the Connected Learning options in addition to the Face-to-Face options has helped, but it has still been hard to reach our 193 and to maintain our enrollment. We are continuing to increase our efforts to reach our funded enrollment. We currently are serving 169 Head Start Students. One thing that has really strengthened our attendance this school year was being able to count attendance for students who connect virtually when they are participating in the connected learning option, are out sick for the day, or when they are on quarantine for a period of time due to COVID illness or COVID exposure. Students can participate virtually in Asynchronous and Synchronous activities and complete their work and get credit for Attendance for the day.

6. EDUCATION AND CHILD DEVELOPMENT:

Denton ISD Head Start will have a new curriculum adoption starting in fall of 2021 of Three Cheers for Pre-K by Savvas Learning Company LLC. According to Texas Education Agency, Pre-K programs throughout the state are up for a new curriculum adoption. There were 7 curriculums to choose from and our Pre-K Coaches, teachers, staff, and parents were given opportunities to review and provide input for the selection process.

Three Cheers for Pre-K is a purposeful, play-based curriculum where learning is initiated through skill-based experiences and structured around quality children's literature that supports the

development of academic concepts in literacy, mathematics, science, social studies, and health. Evidence that Three Cheers for Pre-K Curriculum aligns with Head Start ELOF can be seen at the link below.

https://assets.savvas.com/correlations/NTL_Headstart_3Cheers_2022.pdf?_ga=2.15205937.644896229.1614625061-1807713014.1614625061

Our district will be providing professional development for implementing the new curriculum to the staff district wide.

Our program continues to use CLI Engage for the assessment of our School Readiness Goals. For our progress monitoring, our program changed back to conducting assessments three times a year instead of four times like the previous year. The previous year change of assessing four times a year was to align with the district quarterly reporting periods. However, we found little to no change in growth between wave 2 and wave 3 data because it left little time for teachers to reteach before the next assessment. For quarterly reports, our district has implemented a report card for parents that is sent home to update parents on their child's progress. We have created a data wall for our CLI data, where we meet with our teachers through professional learning communities to assess student's growth and to see which student's might need additional intervention support.

Due to the COVID-19 Pandemic, our district switched to virtual learning after our Spring Break in March of 2020. We set up a drive-through distribution of supplies for home provided by our parent curriculum Ready Rosie for our families. Our teachers first assessed the basic needs of our families, i.e., toilet paper, food, cleaning products. Then the teachers assessed the needs for

devices for our families to use to connect virtually for daily lessons. Our district set up food distributions for our families with various pick-up locations throughout the district. Teachers communicated lessons to the parents through the See Saw platform that is also used for digital portfolios. Parents are familiar with this platform and are comfortable using it.

With the pandemic causing many closures throughout the nation, many school districts looked for alternatives for the new school year. Our district, with guidance from Texas Education Agency and the local Health Department, established a re-opening plan for the new school year. Our district pushed the start date of school back two weeks, allowing teachers time to plan and arrange to teach students in class face-to-face as well as connected learners. Parents were given the option for their child to attend face-to-face or to be a connected learner. Class numbers were set to serve 8-10 students face-to-face, allowing social distancing at first. Priority was given to the students who were in Special Education and students that would be transitioning next year to Kindergarten. The remaining students were set to start school virtually. Our program was able to use funds from our COVID-19 grant award to purchase Chromebooks for every student, hot spots for internet connection, PPE equipment, bins for cleaning of toys after each use and storing items that are clean or need to be cleaned, individual supplies and boxes for each student, and desk shields. Following guidance from our district and the CDC guidelines, students were slowly switched from virtual to face-to-face learning. Again, teachers assessed the needs of our families to see who needed devices and/or internet connection.

Due to the pandemic, all Home Visits and Parent Conferences were conducted by phone and virtually through Zoom for the spring of last year and this year. Student's IDP's are shared through See Saw digital portfolios and hard copies are kept at school.

After a winter storm in February of 2021, our school received broken water pipes which flooded 80 percent of our school. This caused Denton ISD to relocate 8 of our 11 Head Start Classrooms. Five classrooms were relocated on an elementary campus near our current location for the remainder of this school year. Students and teachers at the new location will continue to receive all program services. Six of our classes remained at Windle in the unaffected part of our building. We did combine two Bilingual classes that were low in face-to-face students but within teacher/student ratios as outlined in the standards. The flooding affected many items in the classrooms that will need to be replaced i.e., cubbies, classroom furniture, social and emotional curriculum, DIAL-4 testing kits, books, and other instructional materials. In addition to items to be replaced, many student portfolios and records were destroyed by flooding in the teacher's offices.

To help support CLASS observations, we purchased my Teachstone platforms for our teachers and co-teachers to use for professional development through instructional support by our Education Specialist.

7. Health:

i. The largest challenge and change we are still facing this year is COVID-19. Many families in this community have been hit hard by the pandemic, causing dental and medical care to be difficult to obtain. Many families have verbalized that they fear going to visit their doctor and dentist due to potential COVID-19 exposure. If a family did make an appointment to see their primary care physician or dentist, the appointment would be set for a month or more away due to COVID-19

restrictions. Due to both the COVID-19 restrictions and the fear of COVID-19, many families have been delaying getting any medical or dental treatment.

Although COVID-19 has been spreading globally, we are not seeing a significant spread of COVID-19 in the school setting ([Supporting Document F](#)). At the beginning of the year, we had little to no COVID-19 positives or exposures, however once the weather become colder and everyone had holiday vacation time, we started to see an increase of COVID-19 positives and exposures. As of February 5th, 2021, we had 5% of the total school population that tested positive for COVID-19 during this school year and 10% of the population have been exposed to COVID-19. Most of the spread of COVID-19 that we are seeing is out in the community and among families, not in the school setting. The COVID-19 precautions we currently have in place include the following: everyone is required to wear a mask (except when eating or napping), social distancing, washing hands frequently, use of hand-sanitizer (adults only), desk-shield dividers are required to be up when eating, frequent cleaning of each room, students must have temperature checked before entering building, if masks are dirty the school provides clean disposable masks, staff wear gloves during arrival/dismissal, outside visitors/volunteers are not allowed in the building, and a mandatory quarantine after any international travel is required. Since parents are not allowed to enter the buildings to walk their child to class, we changed our arrival/dismissal procedures to a drive-through drop-off and pick-up format. Parents are only allowed in the building for enrollment and child assessment appointments. Temperatures of the adults are taken at the door before entry and the parent stays in the front foyer area. Each time the school has been notified about a positive COVID-19 case, we send out an e-mail to both staff and student's families explaining that the school had a positive COVID-19 case and provide the positive person's last

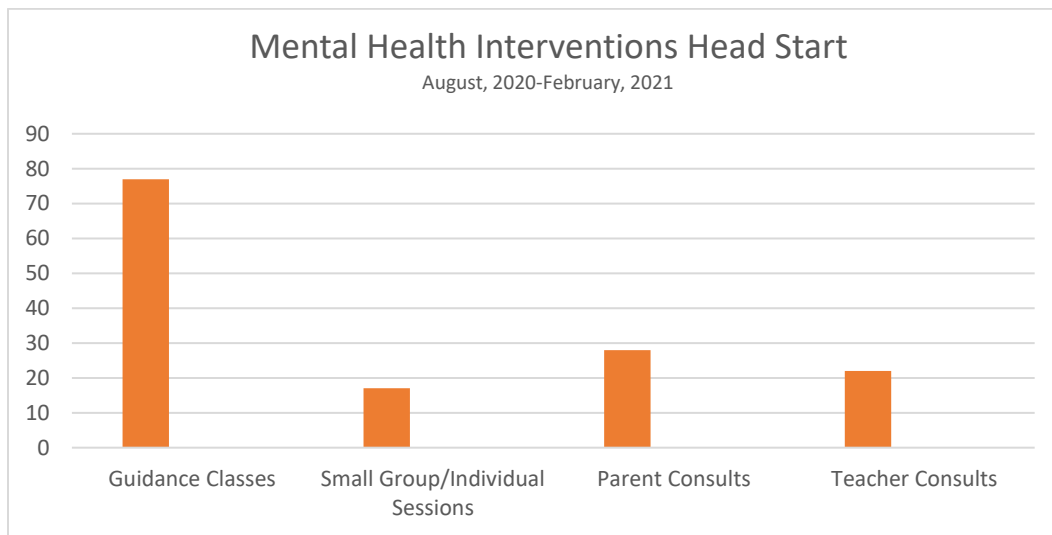
date on campus. We also have the room deep-cleaned or fogged with a cleaning agent. We notify our local Health Department of the positive case. We also complete a case review, which shows anyone who might have potentially been exposed. If any person is identified to have been potentially exposed, we notify them with the date they may have been potentially exposed on and offer isolation time with virtual learning. With all these measures in place, we have managed to stay fully operational with a minimal amount of potential COVID-19 exposures. The opportunity to apply for Covid-19 funds helped our program to be able to purchase the necessary PPE equipment that we needed to create a safe environment.

ii. Another primary health concern is that we are still seeing slightly more than a third of our student population having high BMIs. When comparing the data from the 2019-2020 to the data we have collected for the 2020-2021 school year, the items that stand out to us the most are the 13% increase in obesity and the 6% decrease in underweight. These changes could be partially linked to the COVID-19 pandemic since families have had less resources and less activity and outdoor time **(Supporting Document G)**. The increase in obesity levels is still a valid health concern amongst families, our school, and community, as it was heavily voiced during our schools' annual self-assessment. The Health Specialist and Nutrition specialist work together to ensure diet requirements are being followed and that all students receive balanced and nutritious meals during school. The Health Specialist obtains a baseline BMI in the Fall and a follow-up BMI in the Spring, to help understand if the child is growing at a healthy rate. If a student is noted to be in a certain percentile for their BMI, they will be referred to discuss this with their primary care physician. At this school, we encourage healthy eating, increased activity, and decreased screen time. We also offer classes to parents about nutrition, how to work SNAP,

and provide healthy, affordable recipes in both English and Spanish. Finally, we work with Food for Kids to provide our students and their families with nutritious food for the weekends. During school closures due to the COVID-19 pandemic and winter storms, a drive-through food service was provided to our families by the district nutrition department. With these measures in place, we are hoping to start seeing more healthy BMIs in our student population and community.

Mental Health: This year Ann Windle School for Young Children was able to hire a full-time counselor to help in the area of Mental Health. She serves as our Mental Health Specialist for our Head Start program. She is a Texas Education Agency certified school counselor, a state licensed professional counselor, and a national certified counselor. Since she is full-time, she can offer guidance classes to all students on campus every two weeks. She also provides additional support in the DTMSS process, individual and small group supports, and staff and parent consultations. Through the Quality Improvement grant awarded by Head Start, a counselor's assistant has also been hired this year. She provides support in all the classrooms and works with individual students for behavior supports and Social Emotional Learning. A licensed specialist in school psychology is also assigned to the campus by the district's special education department. Support is provided to children based on the needs identified in the IEP process. She has worked this year with the special education and counseling departments to begin a DISD play therapy program to serve individual students on the campus as we are no longer able to have the University of North Texas come to provide this service due to COVID-19 restrictions. Both the counselor and the licensed specialist in school psychology assigned to the campus keep a list of community resources for families as does the program ERSEA specialist who is a licensed social worker. Because the community assessment identified mental healthcare as a significant community

need, and with our student population facing a history of Adverse Childhood Experiences, our Health Services Advisory Committee has determined that training our staff in how to recognize a history of Adverse Childhood Experiences in our students and how to handle the results of these experiences is a priority. The campus mental health specialist worked to provide these trainings to staff. We also determined that additional supports and trainings were needed in the areas of Social Emotional Learning and a curriculum from the Momentous Institute called Changemakers was purchased. Staff were trained on this new curriculum and will continue to receive further training on implementing this curriculum in the classroom. DISD also provides some free counseling sessions for our staff through our Employee Assistance Program. As a campus, we have put a lot of effort into developing a Culture and Climate for our school that is centered around building Social Emotional skills for staff, students and parents. The chart below is a graph that represents the Counseling services provided this school year.



8. Family and Community Engagement:

a. The Denton ISD Head Start Program continued its Positive School Climate initiatives for the 2020-21 school year. The faculty voted to continue the “Happy Campers Have Heart” as its theme for the current school year. A weekly Camp Fire Newsletter is sent out via email each week by the campus principal/program director with updates and information about the weekly positive school climate focus.

b. Campus events changed due to the need to engage families virtually. This need was due to the COVID-19 pandemic.

Families Reading Every Day - The librarian for the Ann Windle School for Young Children campus prepares story time videos that all teachers on the campus including Head Start teachers share with parents to foster literacy development. This supports the Families Reading Everyday initiative of the Head Start Program. Total recorded read-aloud stories posted in See Saw to date are 38 in English and 38 in Spanish. The Librarian also conducted two live Zoom Storytime sessions.

ESL Classes - The Denton ISD Head Start Program has traditionally provided ESL instruction on its campus through the Denton ISD Adult Education Department. These sessions have been held in the Parent Training Room. For the 2020-21 school year, the COVID-19 pandemic has resulted in these classes being temporarily discontinued. Plans are to resume these classes as soon as is safely feasible.

Grandparent’s Day- Grandparent’s Day was conducted through a virtual Zoom meeting. A video was prepared and sent to the parents. Parents were asked to share the video with their children’s grandparents. The video included pictures of the Head Start staff so children could show their grandparent their teacher. Also included in the video were pictures of the teachers engaged in activities with children. Traditionally the Grandparent’s Day activity has included an art activity

in which the grandparent traces his/her hand and then traces the child's hand inside. Prior to the COVID-19 pandemic, a space in the school would have been set up with tables and art supplies. For the current year, the process and a sample of the finished product were included in the video so that the parent and grandparent had an idea as to how to do this special activity.

Project Adoption - Project Adoption is a school-wide activity in which the four high schools in the Denton ISD attendance area support the Head Start families and children. In the model of Project Adoption that was conducted prior to the COVID-19 pandemic, homeroom classes at each high school would be assigned a Head Start Child. The high school students would work collaboratively to provide clothing and toys for their assigned child. A Head Start Program Team member would coordinate with the district's transportation department to take Head Start children and staff to the high school that had "adopted" a group of children where the homeroom class had prepared a party for the child. The Program Team Member also worked with transportation to have the gifts that had been given to the child brought to the Ann Windle School for Young Children campus for pick-up by parents after school. Project Adoption continued with a modification of high school students being assigned a child but without detailed information such as clothing size, toy preferences, etc. High school students prepared a large trash bag with the gifts they had collected for a child and labeled the bag as boy or girl. The distribution of the gifts occurred after school hours through a drive-through process in which the appropriate boy or girl bag was given to the family.

Make It Take It- Make It Take It is a school-wide art activity in which parents have traditionally come to the campus to do an art activity with their child. Due to COVID-19 pandemic restrictions, the materials for the art project were provided to the classroom teachers. Children attending school in the face-to-face (Synchronous) instruction model completed the art project in their classroom. As part of the Asynchronous model (virtual) for instruction, teachers have a method for sending home instructional materials. This method was used to send home the Make It Take It art materials.

Santa Day – Traditionally, Santa Claus has visited the Ann Windle School for Young Children campus with classes coming to a designated part of the campus for a visit and to obtain a gift. The COVID-19 pandemic prevented the traditional visit. A virtual visit with Santa with the same volunteer from the past four years, visiting with the children was used instead. During his visit, Santa read the Christmas story, *The Night Before Christmas*, to each class. As a part of this school-wide activity, teachers facilitated children writing a Wish List to send to Santa. The Santa volunteer sent individual cards to each child.

Happy Camper Fall Fest – Traditionally, Fall Fest is an activity held in conjunction with Halloween. Children dress in their costumes and go trick-or-treating throughout the school. There are fun games in a large open area of the school and a Pumpkin Patch outside where children get to pick a small pumpkin to take home. Due to COVID-19 restrictions, children did not trick-or-treat throughout the school but were allowed, at teacher discretion, to wear their costumes to school. A scaled down version of activities was set up in the large open area with one class allowed in at a time to engage in the activities. Happy Camper Fall Fest was also spread over a week. This was done to comply with the number of people that can be in an area under the district’s COVID-19 recommendations and to allow for sanitization to occur between classes. All children including those that are receiving instruction through the virtual Asynchronous platform received a gift bag containing a drink, snack, materials for a craft, and a small trick-or-treat toy.

Family Reading in Progress – This school-wide activity is the 20-for-20 Family Reading Challenge. This is a new initiative for the campus. Parents are encouraged to read 20 minutes with their child for 20 days and log their reading activity. When their log is submitted, they receive a free book. The 20-for-20 reading time can be repeated multiple times throughout the year. Materials are provided to families whose children are in both the virtual instruction platform and the face-to-face instructional platform.

c. The plan for data tracking of progress on family goals continues. The ERSEA specialist shares the EXCEL sheet with the Family Engagement Specialist in which she has logged the parental choices of needs for training. The Family Engagement Specialist does a manual count and identifies the top five areas of need across all enrolled parents. The table below identifies the top five family needs identified during enrollment and the plan for addressing.

Top Five Family Needs	Class/Activity
1. Assist Child with Learning	<ul style="list-style-type: none"> • Virtual sharing with Grandparents Day • Happy Camper’s Fall Fest – Art Activities included in gift bag • Make It Take It – Art activity • 20-for-20 Family Reading Activity in conjunction with campus library
2. Nutrition	<ul style="list-style-type: none"> • A Fresh Start to a Healthier You – Virtual Format – Texas AgriLife class • Good Nutrition Starts with My Plate – Americ Group class
3. Child Behavior Management	<ul style="list-style-type: none"> • Behavior Management at Home (class in progress) – Led by Parent Engagement Specialist in a virtual format
4. Family Council	<ul style="list-style-type: none"> • Based on the family need, referrals are made to community agencies or resources are given
5. Financial/Budget	<ul style="list-style-type: none"> • Behind on Bills? Start with One Step – Americ Group with families receiving a book guiding them through the process of developing a budget and address their finances.

d. Parent Classes

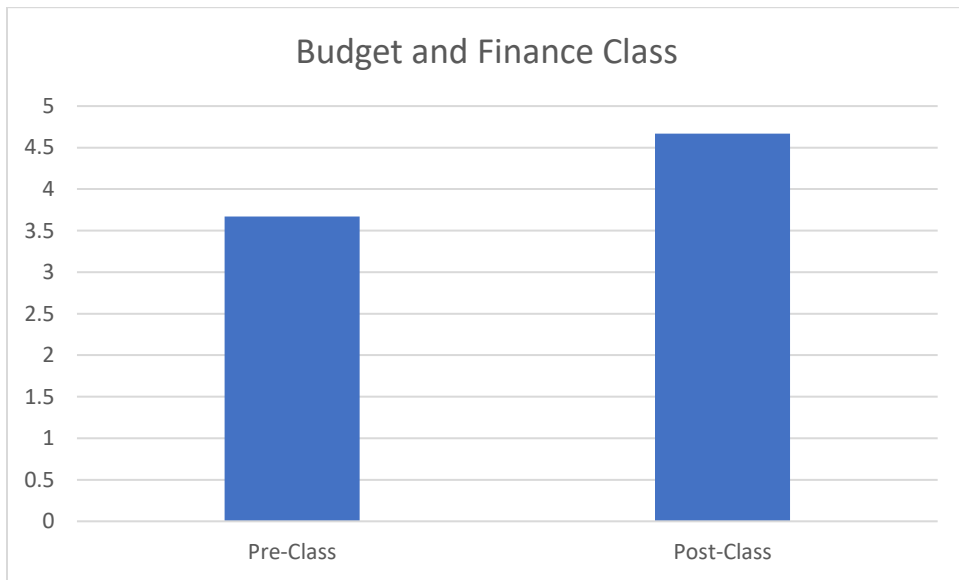
Additional parent classes beyond the five in the table above that were in support of family need goals have also been provided. All provided Parent Classes have been through the virtual format or through information being shared via email. All classes and the number of participants is identified below. Information about classes are sent via email those for specific target audiences. For other classes, information is shared via the Ann Windle School for Young Children’s Face Book page.

Parent Class Offered	Primary Focus	Attendance		
Child Behavior	Family Goal	In Process		
Families Reading Everyday (20 for 20 Family Reading Activity)	School-Wide Activity and Family Goal	108		
Walk Across Texas (Texas Agri- Life 8-week activity) – Nutrition and Exercise	School-Wide including staff	42		
Budget/Financial	Family Goal	4		
Positive Discipline	Family Goal	In Process		
Step into a Healthy Future – Americ Group sponsored with focus on tooth brushing and assistance in getting on Medicaid	School-Wide	2		
A Fresh Start/Healthier You (3 weeks training program sponsored by Texas AgriLife)	Family Goal	8		
Robert’s Rules of Order - Training	Head Start Parent Committee and Policy Council	7		
Policy Council and Parent Training	Head Start Parent Committee and Policy Council	20		
Leadership Training	Head Start Parent Committee and Policy Council	10		
CPR	School-Wide	4		

e. Class Evaluations

In the face-to-face class model, parents are given an evaluation form that they complete prior to the class and then again at the end. With the COVID-19 pandemic requiring the provision of classes in a virtual format, a pattern of parents not returning class evaluations has occurred. Pre- and Post- class evaluations for those classes where evaluation forms were returned is presented below.

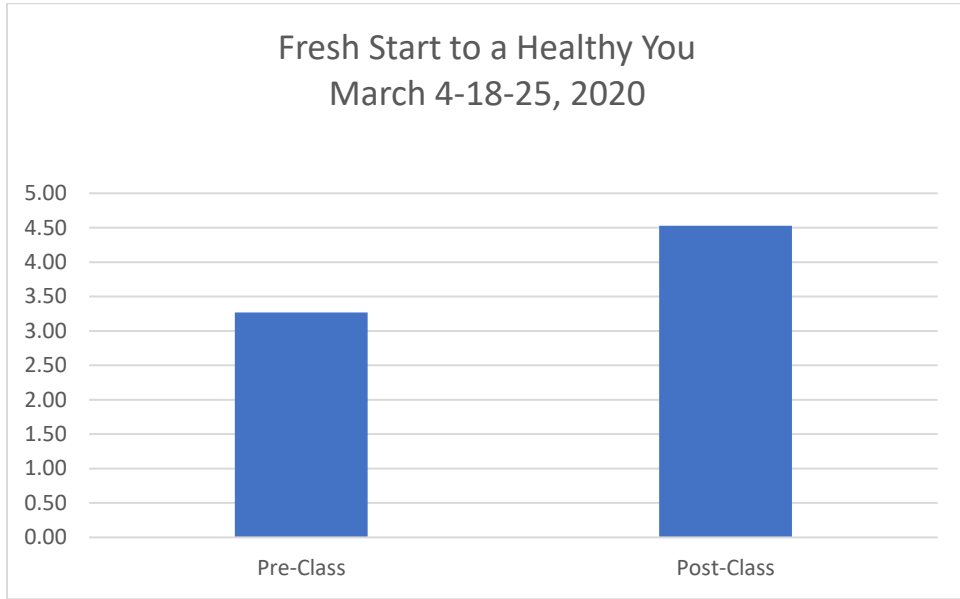
Budget and Finance – 3 Evaluations Submitted



Pre-Class Post-Class analysis indicated participants felt that the class had increased in their understanding of how to develop a budget and address financial concerns.

Fresh Start to A Healthier You

March 4-18-25, 2020



An analysis of Pre-Class and Post-Class evaluations by participants indicated growth in their skills related to healthy meal planning.

Fresh Start to A Healthier You

November 4-10-17, 2020



Texas AgriLife requires the completion of their survey developed through their state agency so that they can provide evaluation of the effectiveness of their trainings to the state. The Head Start Program Pre-Post-test evaluation forms were not returned resulting in the use of the Texas AgriLife survey to gain information. Results indicate that most participants do not plan their meals in advance but do prepare a shopping list. Most wash produce when they bring it home and some reported comparing prices.

9. Services for Children with Disabilities:

All services determined by the IEP Committee for a student with a disability are provided on the campus. This includes instructional services and related services.

Full-Day PK Program and Resulting Changes

With the district's implementation of a full-day Pre-K program for four-year old students in the 2019-20 school year in accordance with HB 3 (July 18, 2019), the early childhood special education classrooms were no longer available as a resource room for children when this service was established by the IEP committee. The early childhood special education classrooms, like the Head Start classrooms, have a nap time in the afternoon. To address this programming change, the special education teachers and Head Start teachers worked together to create inclusion instructional opportunities. In the model developed and implemented during the 2019-20 school year, students served in the early childhood special education classrooms would come with a staff member from the early childhood special education classroom to the Head Start classroom. While the special education students engage in play with typical peers, the special education staff members work with the Head Start student on IEP goals.

Instructional Changes Due to the COVID-19 Pandemic

The changes in instruction that were necessitated due to the COVID-19 pandemic resulted in further changes in the delivery of instruction to all children including those with disabilities. For the time span from mid-March through the end of the 2019-2020 school year, all instruction was through a virtual format using the See Saw platform, the district's virtual platform for Pre-K and elementary school aged children. This necessitated changes in the IEP through the ARD process with plans for face-to-face instruction and virtual instruction were identified in the schedule of services. This process was used for instructional services, speech therapy services, and any related service other than transportation identified in the IEP. In the district's model, face-to-face instruction is identified as Synchronous Instruction while virtual instruction is identified as Asynchronous instruction.

When the district returned to face-to-face (Synchronous) instruction in the fall of the 2020-21 school year, teachers and students were not going from classroom to classroom. Virtual activities were used to provide inclusion opportunities. Children in the early childhood special education classroom would participate in literacy and numeracy circle time activities via Zoom meetings. Early childhood special education classroom teachers would provide support in a like manner. Early Childhood Special Education staff were approved to return to direct support outside of their classroom settings in mid-fall.

Development and Implementation of Specially Designed Instructional Program to Address Individual Needs

There are two children eligible for services in the Head Start Program with IEPs that required implementation by an early childhood special education teacher for a significant portion of the child's day. A concern was identified related to the need to reduce contact across settings as a precaution for addressing the control of COVID-19 within the school setting in compliance with the district's COVID-19 Protocol.

Working collaboratively with the district's Pre-K coordinator, the Early Childhood Special Education Supervisor, the Head Start teacher, the early childhood special education teacher, the speech therapist, all related services recommended by the IEP, the campus educational diagnostician, the Head Start Disability Specialist, and the Head Start Director, an instruction plan was developed and presented to the parent. In the proposed instructional plan, a child with a need for more intense support (three or more hours per day in a special education setting) continues to be enrolled in the Head Start program. The child is physically housed in the early childhood special education classroom during the day and participates in Head Start classroom activities through Zoom meetings and through See Saw, the district's approved instructional platform for Pre-K and elementary school-aged children. The Head Start teacher shares class activity materials such as special art projects or activities related to literacy and numeracy skill development with the early childhood special education teacher. Once restrictions lessened, some face-to-face inclusion opportunities in the Head Start classes began, following all safety protocols.

Impact of Safety Protocols of Screening and Assessment for Special Education Services

The COVID-19 protocol identified above to reduce the spread of the virus includes the use of PPE. This protocol is also used in the screening of children at the time of their enrollment and during assessments conducted by special education assessment team members when a child has been referred for an evaluation. Screening was previously conducted through a team approach using the *Developmental Indicators for the Assessment of Learning 4th Edition*. For the current 2020-21, the initial screening is conducted by the Education Specialist using the COVID-19 Protocol of wearing PPE and using a plexiglass screen on the tabletop. Children are screened individually. Results of the screening are considered with rating scales completed by parents during recruitment and information from the Head Start teacher.

If a referral for a full and individual evaluation is recommended, assessment team members participate in a virtual meeting with the parent of a referred child explaining the assessment process, sharing information about the parents' rights under IDEA Part B, explaining the IEP process, and discussing with the parent their concerns about their child. Parents are also informed that their written consent is required for the assessment to occur and told that the necessary forms to initiate the referral will be sent home with the child. Once consent is received, the additional information is gathered from school personnel. From the beginning of the current 2020-21 school year, assessments were conducted in the Activity Center, a large open area of the campus. Due to damage to the school as a result of the arctic front that caused extremely low temperatures across Texas, the Activity Center is currently being used as a classroom. The diagnostician's office has been rearranged to create a more open space that will allow one assessment personnel to interact with the child at a child's sized table using Personal Protective

Equipment (PPE) while one other assessment team member observes from a safe distance of six feet.

Disabilities Recruitment and Compliance Reporting

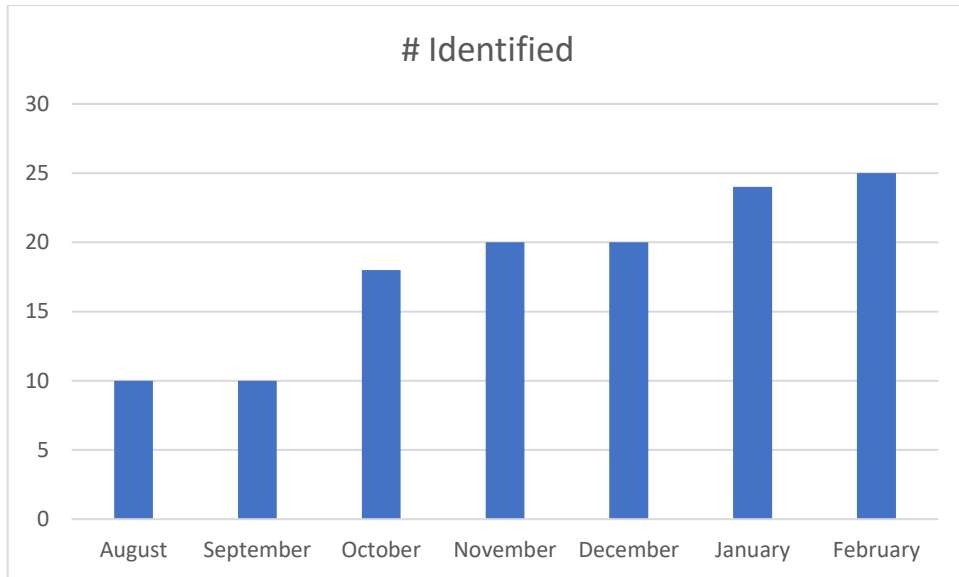
The ERSEA process began for the current 2020-21 school year as an online process. When parents came to the campus prior to the start of school to complete the enrollment process, a part of the enrollment packet was a form on which the parent reported information about their child related to any services the child was receiving in regard to their development. This could be services on another campus in the district or through a home health agency. Parents were also given the opportunity to report if they had a concern about their child's development.

For those forms reporting that the child was already receiving services through the district, special education records were reviewed and IEP meetings held to make any needed adjustments in services. For those forms indicating services through an outside agency or a concern, the Disability Specialist, campus diagnostician, and the campus speech language pathologist reviewed the forms and contacted the parent.

With the funded enrollment set at 193 students, the required number of enrolled students with disabilities to meet the 10% requirement is 20 students. The Denton ISD Head Start Program started the 2020-21 school year with 10 students previously identified as eligible a child with a disability and in need for support through special education. In October, eight additional students had been found eligible as a child with a disability. Two more Head Start students were identified in November with an additional 4 added in January. In the month of February, an

additional child has been found eligible resulting in a total of 25 Head Start students served as students with a disability.

Head Start Students Identified with A Disability



10. Transition:

When our Head Start students graduate from our program, they move on the next year to a Kindergarten class at a surrounding Elementary DISD campus. When we looked at the data after last year's graduation, there were 14 different Elementary schools that our students fed into for transition. We have worked to increase our efforts in conducting DMTSS (Denton Multi-Tiered Symptoms of Support) meetings for students in our Head Start program that may be struggling in Academics and/or Behavior. Information from these meetings are logged into a shared system that the Kindergarten campus will be able to access. This helps the receiving campus to be prepared for our students transitioning to them and to prepare for their individualized needs.

Our student's See Saw electronic portfolios will transition with them to their Kindergarten school year. The district has provided this platform for us to use which now extends beyond Pre-K.

11. Services to Enrolled Pregnant Women: N/A

12. Transportation: No Significant Changes

SUB-SECTION C: GOVERNANCE, ORGANIZATIONAL, AND MANAGEMENT STRUCTURES:

1. Governance Structure- No significant changes

Governance Body Processes- Due to the COVID-19 Pandemic, we were not allowed to hold face-to-face trainings, meetings, and school-wide activities in large groups. Therefore, our processes had to change. The main format that we are currently using is virtual collaborations through Zoom. This is the closest thing we can do to in-person activities since we can hear and see each other virtually. We share all materials for meetings and trainings ahead of time through email, and then we share them in the zoom platform on a screen as well. This applies to meetings for School Board, Policy Council, and Parent Committee. We send out the invite link to all stakeholders invited to the meeting including community members.

Policy Council and Parent Committee- Since we are not allowed to have parents in our buildings on a daily basis like we did Pre-COVID-19 days, we have had to work harder to recruit parents to serve in leadership roles and to find ways to keep them engaged and actively involved in our committees. While the virtual platform has helped to provide us with

a way to connect, poor internet for some of the stakeholders or lack of good technological devices has brought some challenges to our meetings. The Parent Committee has been the most challenging for us this school year. This committee has always helped to plan and prepare school-wide activities for our program. With us not being able to have large gatherings, we have had to rethink how we can get parents involved in providing us with suggestions for some allowable activities that can be done in small groups and have them virtually help with the planning of these events. When working on the Self-Assessment, we sent parents surveys and made personal phone calls to gather the feedback that we needed in order to develop our Self-Assessment Improvement Plan. For our Parent Orientation this year, Program Managers worked together to create a training video that parents could watch by way of a link shared with them through email and the See Saw platform. Since we were not allowed to have trainers come to our center to train us on the Roles and Responsibilities and ERSEA as we have done in the Pre-COVID-19 days, we had to come up with a new plan to use knowledgeable staff to conduct these trainings through zoom for our governing bodies and council.

Relationships- Virtual relationships are just not the same as in-person relationships. We are thankful for the virtual platforms to help us to connect with families, but we are ready to get back to our face-to-face interactions as soon as we are allowed. We miss our parents being able to be in the building near us. We get to know them better when we are with them daily. For now, we plan to continue to find ways to strengthen our virtual connections.

2. Human Resource Management- No Significant Changes

3. Program Management and Quality Improvement- Our program applied for and received the Quality Improvement supplemental grant this past school year. The use of these funds was two-fold. For retention of quality Head Start staff, we were able to offer a \$2,000 stipend for our lead teachers for the extra work they do above what the district Pre-K teachers are required to do. This provided them with an incentive to continue their work in the Head Start classrooms instead of switching over to the open Pre-K positions. To strengthen our Trauma-Informed practices, we were able to hire a counselor assistant that can float to the different classes based on need. We have seen an increase in students exhibiting difficult behaviors at our center due to the trauma and adverse childhood experiences that they have had in their young lives. This counselor assistant works closely with our Licensed counselor and Social Worker to provide support to the students and to the staff.

SECTION II

BUDGET and BUDGET JUSTIFICATION

FEDERAL

1. The refunding amount of \$1,476,401 is divided into three categories. These categories are payroll, supplies, and TTA. The payroll is broken down into three areas. These areas include salaries, fringes, and substitutes' pay. As one will note from the earlier SF424A form, the amounts requested for this category are \$1,212,122, \$200,543 and \$25,000 respectively. This is a total of 1,437,665 or approximately 97% of the total federal funds requested. Programs integrated within a school district generally have higher salaries. Salaries must stay competitive with the area school districts, which accounts for the percentage of personnel and fringe in excess of the normal 60-80% of the total federal budget.

These funds are to be used to pay the salaries of twenty-eight (28) Head Start personnel. These personnel include one (1) Education (content area) Specialist, eleven (11) teachers, eleven (11) teacher aids, one (1) social worker (ERSEA), one (1) Mental Health Specialist assistant, one (1) Parent, Family and Community Engagement Specialist, one (1) Family Services aide and one (1) Facilities-Safety Manager/Clerical. Head Start follows Denton ISD salary schedule. Historically, a 2% raise is given each year. If no raise is given, then Head Start will follow DISD's salary schedule and any monies designated to salaries for the predicted 2% raise will be used for program operations.

A salary comparison for our area can be found on pages 42-43.

It may be noted that the Director's salary and salaries of key personnel are not funded by Head Start. These personnel are paid entirely by Denton ISD page 44.

The total amount of funds requested for the supply category is \$17,570. This will be budgeted for food services and supplies. Each of the 11 classroom receives \$95 monthly for food items (snacks and cooking) for a total of \$10,450. We also have budgeted \$400 for volunteer meals, for a total of \$10,850 for food services supplies.

We have budgeted \$6,720 for classroom supplies, detailed below:

(\$1000) Printer toner

(\$1500) Classroom materials, i.e. construction paper, paints, glue

(\$2000) Classroom furniture

(\$2220) Classroom technology

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

The current indirect cost rate (Page 45) allowed is a restricted rate of 3.727% and unrestricted rate of 14.922%. \$0 will be charged to the Head Start Grant. The district will cover the total amount. There are no shared costs.

Please note in the In-Kind Expense Report (Page 46) DISD Central Services staff assistance (Child Nutrition, Human Resources, Payroll, Purchasing, Accounts Payable, Grant Accountant, Staff Development personnel, Bilingual services, Counseling services) is not included in the dollars shown. The report submitted is from the 2019-2020 school year. That is the most current data available at the time of the grant submission.

TTA/TRAVEL

The total amount of funds requested for the TTA category is \$21,166. This total includes \$5,350 to be used for travel. These funds are to be spent as outlined below. The complete TTA plan is attached under the document tab in HSES.

ONGOING PROFESSIONAL DEVELOPMENT: PROGRAM DESIGN & MANAGEMENT			
Training Topic	Targeted Audience	Provider/Person Responsible	Estimated Cost Travel
OHS/NHSA Annual Conferences *Managers attend for their areas	Director, Program Managers	OHS, NHSA	\$3,150.00
ERSEA Credential	ERSEA Specialist, Aide	HS University, ERSEA Specialist	\$1,500.00
Pre-K SDE Conference	Teachers	Director, Education Specialist	\$250.00
Education Trainings	Teaching Staff	Region XI/Education Specialist	\$450.00
			Travel
TOTALS ALL TRAINING			\$5,350.00

2. N/A

3. N/A

4. Denton ISD has a strict financial management system in place. The Denton ISD Head Start program, as part of Denton ISD, follows standard and acceptable accounting practices as prescribed by the State of Texas. All transactions are accounted for from purchase orders to payment of employees. The district has been recognized by the state as a leader in this area. The purchasing process from start to finish involves multiple departments with separation of duties in place. One person, alone, can never complete the process. The procedures and guidelines are regularly reviewed, and improvement is made when necessary. The district employs a fiscal manager, who meets with the campus administration team quarterly to discuss budget. Our district works diligently to update vendor status to ensure compliance with EDGAR requirements. All purchase order requests, and their accompanying documentation, must first be approved by the director, grants accountant, senior buyer and then by the director of purchasing. Upon final approval the purchase order is then sent to the appropriate vendor. When the product is received on campus, the campus secretary confirms receipt is correct, enters receipt into district accounts payable department's system, who then pays the vendor. No cash is ever transacted. The use of credit cards is prohibited. There is a district card available to use for lodging expenses while traveling. A Head Start budget report is approved by Policy Council and the School Board monthly.

5. NON-FEDERAL

The Denton ISD Head Start Program is requesting a refunding grant in the amount of \$1,476,401. The district's non-federal share is \$369,100 with the total grant amount for 2021-2022 being \$1,845,501. Volunteer hours are calculated in the amount of \$18 per hour for assistance in the classroom and to the teachers to prepare lesson materials. Through January of 2021, our volunteer hours for Ann Windle School for Young Children totaled 8,876. Calculated in the amount of \$18 per hour, that totals \$159,768. We have approximately 153 volunteers who help with preparation of instructional classroom materials, Policy Council meetings (10 meetings per year, 2 hours each, 22 volunteers), Parent Committee meetings (10 meetings per year, 2 hours each, 15 volunteers), Board members (10 meetings per year, 2 hours each, 1-2 volunteers) and community members. Volunteering was limited due to the impact of COVID-19. However, we will be able to meet the district's non-federal share of \$369,100 by including the additional staff support from the District.

6. N/A

7. No administrative salaries are paid from Head Start budget. The salaries are paid 100% by the Denton Independent School District. The ability to meet the 15% limitation for administrative costs is not applicable.

8. N/A

9. N/A

10. N/A

11. N/A



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2918 W. Park Row Drive
Arlington, TX 76013

9500 Ray White Rd., Suite 222
Keller, TX 76244

(817) 572-1082
www.ueatexas.com

Comparison of Teacher Salaries in the Eastern Metroplex School Year 2020 - 2021 | BA / BS Degree

YEAR	0	YEAR	5	YEAR	10	YEAR	15	YEAR	20	YEAR	25	YEAR	30							
1	HEB	57700	1	Dallas	61200	1	Irving	63763	1	Irving	64773	1	Irving	66448	1	Irving	69341	1	Irving	73423
2	Grand Prairie	56650	2	HEB	60526	2	Dallas	63400	2	HEB	63352	2	HEB	66147	2	HEB	69151	2	HEB	73270
3	Arlington	56500	3	Irving	60023	3	HEB	61811	3	Keller	63328	3	Frisco	65250	3	Ft Worth	67749	3	Ft Worth	72658
3	Dallas	56500	4	Arlington	58600	4	Ft Worth	60605	4	Ft Worth	63193	4	Ft Worth	65241	4	Keller	67736	4	Keller	71835
5	CFB	56450	5	Mansfield	58456	5	Keller	60604	5	Frisco	63050	5	Keller	65142	5	Frisco	67250	5	Frisco	71030
6	Mansfield	56019	6	Grand Prairie	58200	6	Arlington	60600	6	Mansfield	62768	6	Arlington	64600	6	Mansfield	67093	6	Mansfield	70600
7	Irving	56000	7	Ft Worth	58067	7	Mansfield	60498	7	Arlington	62600	7	Mansfield	64192	7	Arlington	66600	7	Arlington	69440
7	Keller	56000	8	Keller	57715	8	Frisco	60400	8	Denton	61360	8	Lewisville	63142	8	Lewisville	65210	8	Lewisville	68678
9	Coppell	55600	9	Frisco	57650	9	Denton	59860	9	CFB	61125	9	Denton	63060	9	Denton	64960	9	Denton	68431
10	Denton	55500	10	Lewisville	57389	10	Grand Prairie	59688	10	Grand Prairie	60976	10	CFB	62995	10	CFB	64865	10	CFB	68370
10	Ft Worth	55500	11	CFB	57385	11	CFB	59255	11	Lewisville	60939	11	Grand Prairie	62902	11	Carroll	64813	11	Carroll	67250
12	Lewisville	55385	12	Denton	57200	12	Lewisville	59189	12	Carroll	60761	12	Carroll	62786	12	Birdville	64396	12	Birdville	66735
13	Carroll	55200	13	Carroll	56889	13	Garland	58644	13	Garland	60320	13	Birdville	62211	13	Grand Prairie	64393	13	Grand Prairie	66502
14	Birdville	55000	14	Garland	56707	14	Carroll	58547	14	Birdville	60211	14	Little Elm	62070	14	Garland	63515	14	Garland	65218
15	Frisco	54900	15	Birdville	56306	15	Grapevine	58296	15	Grapevine	59796	15	Grapevine	62014	15	Little Elm	63170	15	Little Elm	65210
15	Garland	54900	16	Grapevine	56296	16	Birdville	58231	16	Little Elm	58920	16	Grapevine	61296	16	Grapevine	62796	16	Grapevine	63515
17	Richardson	54250	17	Richardson	55625	17	Richardson	57000	17	Richardson	58375	17	Richardson	59750	17	DeSoto	61434	17	DeSoto	63170
18	Grapevine	54000	18	Little Elm	55150	18	Little Elm	56770	18	Duncanville	57100	18	Duncanville	59200	18	Richardson	61025	18	Richardson	61025
18	Little Elm	54000	19	Duncanville	54000	19	Duncanville	55500	19	DeSoto	57050	19	DeSoto	58550	19	Duncanville	59800	19	Duncanville	59800
20	Duncanville	53000	20	DeSoto	53550	20	DeSoto	55350	20	Coppell	**	20	Coppell	**	20	Coppell	**	20	Coppell	**
21	DeSoto	52000	21	Coppell	**	21	Coppell	**	21	Dallas	**	21	Dallas	**	21	Dallas	**	21	Dallas	**

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5	Grand Prairie 57650	5	Arlington 60100	5	Arlington 62100	5	Keller 64328	5	Frisco 66250	5	Keller 68736	5	Arlington 72100
6	Irving 57500	6	Grand Prairie 59200	6	Ft Worth 61738	6	Arlington 64100	6	Keller 66142	6	Frisco 68250	6	Keller 72030
7	Denton 57250	7	CFB 59185	7	Denton 61610	7	Frisco 64050	7	Arlington 66100	7	Arlington 68100	7	Denton 71190
8	Keller 57000	8	Ft Worth 59101	8	Keller 61604	8	Denton 63110	8	Denton 64810	8	Denton 66710	8	Birdville 69931
9	Coppell 56800	9	Denton 58950	9	Frisco 61400	9	CFB 62925	9	CFB 64795	9	CFB 66665	9	Grapevine 69678
10	Birdville 56500	10	Keller 58715	10	CFB 61055	10	Grand Prairie 61976	10	Lewisville 64142	10	Lewisville 66210	10	Carroll 69370
10	Dallas 56500	11	Frisco 58650	11	Grand Prairie 60688	11	Lewisville 61939	11	Grand Prairie 63902	11	Birdville 65896	11	CFB 68535
10	Ft Worth 56500	12	Lewisville 58389	12	Lewisville 60189	12	Carroll 61761	12	Carroll 63786	12	Carroll 65813	12	Frisco 68250
13	Lewisville 56385	13	Garland 58007	13	Garland 59944	13	Birdville 61711	13	Birdville 63711	13	Grand Prairie 65393	13	Grand Prairie 67502
14	Carroll 56200	14	Carroll 57889	14	Birdville 59731	14	Garland 61620	14	Little Elm 63570	14	Garland 64815	14	DeSoto 66218
14	Garland 56200	15	Birdville 57806	15	Carroll 59547	15	Grapevine 60796	15	Garland 63314	15	Little Elm 64670	15	Lewisville 66210
16	Frisco 55900	16	Grapevine 57296	16	Grapevine 59296	16	Little Elm 60420	16	Grapevine 62296	16	Grapevine 63796	16	Garland 64815
17	Little Elm 55500	17	Little Elm 56650	17	Little Elm 58270	17	Richardson 58375	17	Duncanville 60200	17	DeSoto 62434	17	Little Elm 64670
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21	DeSoto 53000	21	Coppell **	21	Coppell **	21	Dallas **	21	Dallas **	21	Dallas **	21	Dallas **

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Ann Windle School for Young Children

901 Audra Lane

Denton, Texas 76209

Denton I S D In-Kind Expense for Head Start 2019-2020

Head Start Students	193	64.55%
ECSE & Pre K students	106	35.45%
Total Ann Windle Students	299	100.00%
Head Start classrooms	11	61.11%
"Other" classrooms	7	38.89%
Total classrooms	18	100.00%

Type of Expense	Ann Windle Annual Cost paid by DISD (actual)	Allocated Head Start Program Cost paid by DISD	Percentage applied to Head Start
Denton Municipal Utilities-electric, water, waste	90,485	55,296	61.11%
Lawn Service	8,400	5,133	61.11%
Building depreciation	133,930	81,846	61.11%
Custodial Service	83,172	50,827	61.11%
Facility cost (classroom %)	315,987	193,103	61.11%
Teachers-Other Programs	743,931	0	
Administration-Program Director, Adm Asst, reception	288,808	186,421	64.55%
Registered Nurse	62,605	40,410	64.55%
Librarian	33,723	21,768	64.55%
Counselor	52,625	33,968	64.55%
Diagnostician (Total 82 students served with 24 Head Start served)	94,239	27,582	29.27%
DISD Staff Salary cost (student % except the Diagnostician)	1,165,804	268,116	23.00%
Classroom-supplies, printshop	19,627	12,669	64.55%
Campus Administration-supplies, copiers, postage, printshop	5,686	3,670	64.55%
Staff Development	3,583	2,313	64.55%
Other operating-snacks, mileage, buses	6,326	4,083	64.55%
Other cost (student %)	35,222	22,735	64.55%
Total Public In-Kind (Denton ISD Local funds)	1,517,013	483,954	31.90%
Total Private In-Kind (28,176 HS Volunteer hours @ \$18.00 per hour)	507,168	507,168	100.00%
Grand Total In-Kind	2,024,181	991,122	48.96%

Indirect costs-

DISD Central Services staff assistance not included in above dollars:

Child Nutrition, Human Resources, Payroll, Purchasing, Accounts Payable, Grant Accountant, PDC Staff Development, Bilingual Services, Counseling Services, & Technology Services

06CH010978 FY21 - PAYROLL PROJECTION FOR YEAR 2021-2022

Position	Current Annual Salary	Medicare & Workers Comp	Retirement	Insurance	Stipends	Revised Annual Salary
SOCIAL WORKER (ERSEA)	64,009	1,146	7,105	12		72,272
PFCE: FAMILY SERVICES AIDE	20,211	362	2,243	12		22,828
PFCE: PFCE SPECIALIST	28,561	511	3,170	3,132		35,374
SUB-TOTAL PFCE PERSONNEL	112,781	• 2,019	12,518	3,156		130,474
MENTAL HEALTH SPECIALIST ASSISTANT	20325	364	2256	3132		26077
SUB-TOTAL OTHER CS PERSONNEL	20,325	364	2256	3132		26077
FACILITY SAFETY MANAGER/CLERICAL	26,007	466	2,887	12		29,372
SUB-TOTAL OTHER CS PERSONNEL	26,007	466	2,887	12		29,372
TOTAL PERSONNEL	1,172,622	21,303	132,104	47,136	39,500	1,412,665
Fringe (MediCare/Workman's Comp)	21,303					
Fringe (Retirement)	132,104					
Fringe (Insurance)	47,136					
TOTAL FRINGE	200,543					
SUBSTITUTES	25,000					
Supplies	6,720					
FOOD SERVICES SUPPLIES (snack & cooking)	10,450					
VOLUNTEER MEALS	400					
TOTAL SUPPLIES	17,570					
TOTAL ALL BUDGET CATEGORIES						
TTA	21,166					
GRAND TOTAL	1,476,401					Page 43



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1	HEB	57700	1	Dallas	61200	1	Irving	63763	1	Irving	64773	1	Irving	66448	1	Irving	69341	1	Irving	73423
2	Grand Prairie	56650	2	HEB	60526	2	Dallas	63400	2	HEB	63352	2	HEB	66147	2	HEB	69151	2	HEB	73270
3	Arlington	56500	3	Irving	60023	3	HEB	61811	3	Keller	63328	3	Frisco	65250	3	Ft Worth	67749	3	Ft Worth	72658
3	Dallas	56500	4	Arlington	58600	4	Ft Worth	60605	4	Ft Worth	63193	4	Ft Worth	65241	4	Keller	67736	4	Keller	71835
5	CFB	56450	5	Mansfield	58456	5	Keller	60604	5	Frisco	63050	5	Keller	65142	5	Frisco	67250	5	Frisco	71030
6	Mansfield	56019	6	Grand Prairie	58200	6	Arlington	60600	6	Mansfield	62768	6	Arlington	64600	6	Mansfield	67093	6	Mansfield	70600
7	Irving	56000	7	Ft Worth	58067	7	Mansfield	60498	7	Arlington	62600	7	Mansfield	64192	7	Arlington	66600	7	Arlington	69440
7	Keller	56000	8	Keller	57715	8	Frisco	60400	8	Denton	61360	8	Lewisville	63142	8	Lewisville	65210	8	Lewisville	68678
9	Coppell	55600	9	Frisco	57650	9	Denton	59860	9	CFB	61125	9	Denton	63060	9	Denton	64960	9	Denton	68431
10	Denton	55500	10	Lewisville	57389	10	Grand Prairie	59688	10	Grand Prairie	60976	10	CFB	62995	10	CFB	64865	10	CFB	68370
10	Ft Worth	55500	11	CFB	57385	11	CFB	59255	11	Lewisville	60939	11	Grand Prairie	62902	11	Carroll	64813	11	Carroll	67250
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Key Personnel Worksheet

Title	Salary	Sources
Executive Director	\$316,200.	Denton ISD General Operating Fund
Head Start Director	\$106,361.	Denton ISD General Operating Fund
Chief Financial Officer	\$ 190,516.	Denton ISD General Operating Fund

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

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Facility cost (classroom %)	315,987	193,103	61.11%
Teachers-Other Programs	743,931	0	
Administration-Program Director, Adm Asst, reception	288,808	186,421	64.55%
Registered Nurse	62,605	40,410	64.55%
Librarian	33,723	21,768	64.55%
Counselor	52,625	33,968	64.55%
Diagnostician (Total 82 students served with 24 Head Start served)	94,239	27,582	29.27%
DISD Staff Salary cost (student % except the Diagnostician)	1,165,804	268,116	23.00%
Classroom-supplies, printshop	19,627	12,669	64.55%
Campus Administration-supplies, copiers, postage, printshop	5,686	3,670	64.55%
Staff Development	3,583	2,313	64.55%
Other operating-snacks, mileage, buses	6,326	4,083	64.55%
Other cost (student %)	35,222	22,735	64.55%
Total Public In-Kind (Denton ISD Local funds)	1,517,013	483,954	31.90%
Total Private In-Kind (28,176 HS Volunteer hours @ \$18.00 per hour)	507,168	507,168	100.00%
Grand Total In-Kind	2,024,181	991,122	48.96%

Indirect costs-

DISD Central Services staff assistance not included in above dollars:

Child Nutrition, Human Resources, Payroll, Purchasing, Accounts Payable, Grant Accountant, PDC Staff Development, Bilingual Services, Counseling Services, & Technology Services