



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

Office of Head Start | Region «Region» | «Grants\_Officer\_Address», «Grants\_Officer\_City», «Grants\_Officer\_State»  
«Grants\_Officer\_ZIP5» | [www.eclkc.ohs.acf.hhs.gov](http://www.eclkc.ohs.acf.hhs.gov)

Mr. Charles Stafford, Board Chairperson  
DENTON INDEPENDENT SCHOOL DISTRICT  
901 Audra Lane  
Denton, TX 76209

Re: 06CH5416

Dear Mr. Stafford:

This letter provides guidance on the requirements for submission of the application to operate Head Start and/or Early Head Start programs by organizations preliminarily eligible for a non-competitive five year grant under 45 C.F.R. § 1307.7 and those organizations currently operating under a grant with a project period of five years. Funding is contingent upon the availability of federal funds and satisfactory performance by your organization under the terms and conditions of the Head Start grant in the current budget period.

Public Law 113-76, enacted January 17, 2014, increased the appropriation for the Head Start program for Fiscal Year (FY) 2014 by \$1.025 billion. The increase restores the 5.27 percent reduction from sequestration and provides all grantees with a 1.3 percent cost-of-living adjustment (COLA).

The amounts in the following table reflect the final annual funding and enrollment levels established for your organization's Head Start and/or Early Head Start grant in FY 2013 and do not reflect the amounts associated with the restoration of funds due to sequestration and the COLA adjustment. Once the final FY 2014 amounts are available in the Head Start Enterprise System (HSES), your organization must submit a supplemental grant application outlining your plans for the restoration of the cuts due to sequestration and the COLA increase.

<b>Common Accounting Number (CAN)</b>	<b>Projected Funding</b>	<b>Funded Federal Enrollment</b>
PA 4122 – Head Start Program Operations	\$1,262,277	193
PA 4120 – Head Start Training and Technical Assistance	\$21,166	
PA 4125 – Early Head Start Program Operations		0
PA 4121 – Early Head Start Training and Technical Assistance		
<b>TOTAL</b>	<b>\$1,283,443</b>	<b>193</b>

«Authorizing\_Official\_Prefix» «Authorizing\_Official\_Last\_Name»

The funded enrollment levels in the above table reflect the number of federal Head Start children and/or Early Head Start infants, toddlers and pregnant women currently being served. «State\_or\_Local\_Funds»

The application for funding your organization's Head Start and/or Early Head Start grant for the «Budget\_Period\_Start\_Date» – «Budget\_Period\_End\_Date» budget period is due «Application\_Due\_Date», ninety days prior to the start of the budget period. The application must be prepared in accordance with the instructions in the accompanying enclosure. The instructions specify the requirements for submission of the baseline application for the first budget period of the five year project period and continuation applications in the subsequent budget periods of the project period. Your organization must complete a «Baseline\_or\_Continuation» application. Please review the enclosed instructions carefully prior to preparing your application. **Incomplete applications will not be processed.**

### **Submission Requirements**

The application must be submitted electronically using the HSES at <https://hses.ohs.acf.hhs.gov/hsprograms>. The application must be submitted on behalf of the Authorized Official registered in HSES for your organization. Training materials can be found in the "Instructions" section of HSES. For further assistance, please contact [help@hsesinfo.org](mailto:help@hsesinfo.org) or 1-866-771-4737.

Please ensure the application contains all of the required information outlined in the enclosure. If you have any questions or need assistance, please contact «Program\_Specialist», Head Start Program Specialist, at «Program\_Specialist\_Phone» or «Program\_Specialist\_Email» or «Grants\_Specialist», Grants Management Specialist, at «Grants\_Specialist\_Phone» or «Grants\_Specialist\_Email». Thank you for your cooperation and timely submission of your grant application.

Sincerely,

Regional Program Manager  
Office of Head Start

Enclosure

cc: Executive Director

## Application Instructions

### **Content of Application**

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

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

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

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

Section II., Budget and Budget Justification, must identify and describe the resources needed to implement the project plans and approach described in Section I., Program Design and Approach to Service Delivery. The information in this Section must align with the data contained in the Grant Application Budget Instrument (GABI).

Organizations are required to submit either a baseline application or continuation application. The criteria for each type of application, i.e., baseline application or continuation application, are outlined for each section and sub-section. A determination on the acceptability of the application will be made based on the extent to which each item is addressed.

In the initial years of the transition to five year grants, supplemental information on the long range goals, objectives and program impacts will be required for certain continuation grants. Organizations awarded a non-competitive, five year grant prior to July 1, 2014, or organizations awarded a five year grant based on an application submitted via Grants.gov are required to address the following sections: Requirements for Baseline Application in Sub-section I.A.; Long Range Goals, Objectives and Program Impacts; the Requirements for Continuation Applications for Sub-sections I.B. – I.E; and Section II., with the initial continuation application.

The following table outlines the criteria that must be addressed based on the type of grant and effective date of the project period.

Type of Grant	Project Period Effective Date	Application Requirements		
		Baseline		Continuation
Preliminarily Eligible for Non-competitive Grant	July 1, 2014 or later	Sub-sections I.A. – I.E. (highlighted in red above) and Section II.		
Non-competitive Grant	Prior to July 1, 2014	Sub-section I.A.	+	Sub-sections I.B. – I.E. and Section II.
Competitive Grant	Subsequent to December 9, 2011	Sub-section I.A.	+	Sub-sections I.B. – I.E. and Section II.

Once an organization submits the information required in Sub-section I.A. with its initial continuation application, future applications will address only the Requirements for Continuation Applications until the next Designation Renewal System determination is made.

**The information presented in Sections I. and II. cannot exceed 60 pages. Each page must be double-spaced with a font size of 12. A Table of Contents must be provided, and each page must be numbered in the lower right hand corner. Supporting documentation and appendices are limited to 50 pages.**

## **Section I. Program Design and Approach to Service Delivery**

### **Sub-section A. Long Range Goals, Objectives and Program Impacts**

#### Requirements for Baseline Application

In this section, describe how the program's strategic planning and data analysis systems are used in the development of the goals, objectives and program impacts established for the five year period.

1. Provide a description of the organization's programmatic and fiscal long range goals and short term objectives to be accomplished during the five year period, including school readiness goals as described in *Sub-section C. Approach to School Readiness*. Long range goals and short term objectives must be identified for each year of the five year project period. Demonstrate how the goals and objectives relate to the following:
  - a. findings of the communitywide strategic planning and needs assessment, including, for example, priority service areas, special populations, and health needs; and
  - b. findings of the annual self-assessment.
2. Specify the expected, measurable program impacts aligned with the long range goals and objectives to be achieved for each year of the five year period in the following areas:
  - a. outcomes for children and families, including school readiness, health services, support for special populations, and effective parent and family engagement;
  - b. program and fiscal management systems, oversight and accountability;
  - c. enhanced community involvement and resources; and
  - d. unique community and organizational goals.
3. Describe how the impacts align with the goals and objectives.
4. Demonstrate how the program will measure and report progress towards these impact areas.

#### Requirements for Continuation Applications

For continuation applications, the following information must be provided:

1. Describe the progress of the program in achieving the long range goals and short term objectives, including school readiness goals as described in *Sub-section C., Approach to School Readiness*, outlined in the baseline application.
2. Report on progress in achieving the intended program impacts for participants, the organization and community defined in the baseline application.
3. Describe any additions, deletions or revisions to long term goals, short term objectives and expected program impacts.

## **Sub-section B. Service Delivery**

### Requirements for Baseline Application

In this section, describe how the program ensures that the comprehensive services provided meet the needs of the children and families within the service area. Provide evidence to demonstrate that the neediest families are served.

1. Provide a detailed plan to meet the need for child development services for Head Start and/or Early Head Start eligible children and families. The plan must include:
  - a. the estimated number of eligible children under five years of age and pregnant women by geographic location, and the estimated number of children needing full day and full year care;
  - b. data regarding the education, health, nutrition, social service, child care, and other service needs of the proposed children, families and pregnant women;
  - c. the needs of children with disabilities; dual language learners; homeless children; children involved in the child welfare system and receiving foster care; working families; and pregnant women, if applicable.
2. Identify the service and recruitment areas for proposed Head Start and/or Early Head Start operations. Provide a map labeling these areas. Demonstrate the proposed area(s) is the area(s) of greatest need. If delegates are proposed, identify the specific service area for each delegate, including the communities in which they will operate, the number of children proposed to be served, and proposed program option(s). Provide a sample delegate and/or partnership contract.
3. Identify the proposed funded enrollment for Head Start and/or Early Head Start. If changes are proposed, explain the rationale and how the difference in funds is planned to be used.
4. Specify the Head Start and/or Early Head Start program options and program option variations most appropriate to meet the needs of children and families in the communities in which services will be provided (e.g., center-based, home-based, family child care, combination option, or approved locally designed option or specialized service delivery model, and the intensity of services in part day, full day, part year or full year models). Include the number of children to be served in each option. Include the number of pregnant women estimated to be enrolled in the Early Head Start program at any one time and describe the proposed model of services to be provided. These options and total planned funded enrollment numbers must align with the specified program options defined on the Program Approach Form in the GABI for both Head Start and Early Head Start, as applicable.
5. Identify the location of facilities and note changes to those recorded in HSES, including child care partners, to ensure services are provided to areas with the greatest need. Describe plans to ensure the health and safety of children and staff at each center and to meet or exceed State and local requirements for licensing of facilities. Describe planned changes that involve centers with Federal interest.

6. Demonstrate how the proposed service plan for Early Head Start addresses the need for continuity of services and provides a minimum of 48 weeks of service to enrolled pregnant women, children and families to ensure the continuity that best supports positive outcomes. Describe the services to be provided to enrolled pregnant women. Demonstrate how quality services are maintained throughout the year if less than 48 weeks are proposed.
7. If proposing to convert Head Start funds to provide Early Head Start services, specify the planned reduction in Head Start enrollment and the number of infants, toddlers and pregnant women proposed to be served. Describe how the needs of infants, toddlers and pregnant women will be met. Provide information on the amount of funds re-allocated from the Head Start program to support Early Head Start services. If the agency does not currently operate an Early Head Start program, provide a detailed explanation of how Early Head Start is proposed to be operated, including the service and recruitment areas, program options, qualifications and training of staff, and the physical infrastructure, including facilities. Provide a description of how the needs of eligible Head Start children will be met, the transition plan and the proposed timeline for implementation of the conversion.
8. Describe the recruitment strategy and selection criteria to ensure services will be provided to those in greatest need of Head Start and/or Early Head Start services. Describe how the program will ensure that not less than 10 percent of the actual enrollment will be children with disabilities.
9. Identify and describe how the program will engage and actively involve families in meaningful program activities. Include the number of families assigned to each family service worker and the number of planned contacts per family. Address barriers to parent participation such as lack of transportation access or need for child care. Describe transportation services to facilitate participation, attendance and health and supportive services.
10. Describe how the program will meet the educational needs of Head Start and Early Head Start children, including a plan that describes how the program will assess the quality and impact of the selected program options.
11. Describe how the program will meet the health, mental health, nutritional, and oral health needs of children. Describe the system for health screening and services that will ensure children are accurately referred for necessary follow-up evaluation and treatment within timeframes specified by Head Start regulations.
12. Describe a systematic procedure for transitioning children and parents, including pregnant women. Include a description of how the program will support transition from Early Head Start to Head Start or other community-based programs; from Head Start to the local school system, including kindergarten; and how the program will support transitions within Head Start and/or Early Head Start, including serving infants upon birth and moving a child from one program option to another or from one classroom to the next.

13. Describe how the agency coordinates resources with other child care and preschool programs, State pre-kindergarten programs, and Local Education Agencies to provide high quality child health and developmental services.
14. Describe the coordination of resources with community programs under Parts B and C of the Individuals with Disabilities Education Act (IDEA) to ensure high quality education and child development services. Describe how the established Memorandum of Understanding (MOU) includes the process for referrals, intervention services and the development of individualized educational programs for preschool children and individualized family service plans for infants and toddlers. Provide an explanation for the reasons MOUs were not established with Part C or Section 619 agencies in the service area.

#### Requirements for Continuation Applications

For continuation applications, the following information must be provided:

1. Describe changes to the detailed plan to provide child development services for Head Start and/or Early Head Start eligible children and families.
2. Identify any changes to the service and recruitment areas and the recruitment and selection criteria.
3. Describe proposed changes to the funded enrollment levels for the Head Start and/or Early Head Start programs.
4. Identify the proposed program options and program option variations for the budget period. Provide a detailed description of changes to the program options and program option variations from the prior application. Complete the Program Schedule in the GABI for both Head Start and Early Head Start, as applicable.
5. Describe proposed changes to the location of facilities.
6. Specify any proposed changes to the number of weeks or service for pregnant women, infants and toddlers receiving Early Head Start services.
7. If proposing to convert Head Start funds to provide Early Head Start services, specify the planned reduction in Head Start enrollment and include the number of infants, toddlers and pregnant women proposed to be served. Describe how the needs of infants, toddlers and pregnant women will be met. Provide information on the amount of funds re-allocated from the Head Start program to support Early Head Start services. When the agency does not currently operate an Early Head Start program, provide a detailed explanation of how Early Head Start is proposed to be operated, including the service and recruitment areas, program options, qualifications and training of staff, and the physical infrastructure, including facilities. Provide a description of how the needs of eligible Head Start children will be met, the transition plan and the proposed timeline for implementation of the conversion.
8. Provide updates on any barriers to parent participation.



9. Describe progress in addressing the delivery of health services.
10. Provide updates on transition plans and coordination with other child care and early childhood education programs.
11. Identify any changes to the services for special populations, including children with disabilities, dual language learners, homeless children and children involved in the child welfare system.

### **Sub-section C. Approach to School Readiness**

#### Requirements for Baseline Application

In this section, provide a thorough description of the program's approach to school readiness through a discussion of the goals, screening tool(s), curriculum(a), child assessment tool(s), and data analysis systems:

1. Provide the list of school readiness goals in place across the domains of language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development. Specify the process used to involve parents and the governing body in the formulation of the goals. Include evidence of the alignment of the goals with the Head Start Child Development and Early Learning Framework, State early learning guidelines for infants, toddlers and preschoolers, as appropriate, and the requirements and expectations of the schools.
2. Describe the screening and child assessment process that is developmentally, linguistically and culturally appropriate for enrolled children. Describe the system to analyze child assessment data to individualize the instruction and learning for each child and to aggregate and analyze data at least three times per year. Explain how the analysis, in combination with other program data, is used to determine the agency's progress toward meeting its goals and intended impacts, to inform parents and the community of results, and to direct continuous improvement. Note that migrant and seasonal programs operating less than 90 days are required to aggregate data at least twice within their operating program period.
  - a. Identify the screening, child assessment and curriculum(a) used and provide evidence these instruments are developmentally, linguistically and culturally appropriate for the children served.
  - b. Describe a plan to ensure the fidelity of the assessment tools is maintained.
  - c. Describe how the curriculum(a) is aligned with the Head Start Child Development and Early Learning Framework and State early learning guidelines for infants, toddlers and preschoolers, as appropriate.
  - d. Describe whether staff-child interaction observation tools (i.e., CLASS, HOVRS, Arnett Caregiver Interaction Scale) will be used by the program. When applicable, explain how the tools are used, including how the program assures reliability and fidelity of the observations is maintained. Describe the plan in place to analyze the data and use the results to support higher quality experiences for children.

### Requirements for Continuation Applications

For continuation applications, the following information must be provided:

1. Provide updates on the school readiness goals established for infants, toddlers and preschoolers, as applicable.
2. Describe any changes to the child assessment tools and data collection/aggregation processes to measure child outcomes.
3. Report on the progress of children and the program towards achieving school readiness goals.
4. Describe program improvements implemented in response to the analysis of child assessment and other data.

### **Sub-section D. Parent, Family and Community Engagement (PFCE)**

#### Requirements for Baseline Application

In this section, describe the program's goals and strategies that ensure positive and lasting change for children and families, and support parents in their role as the primary influence on their child's development.

1. Describe the process to establish PFCE goals and plans that are integrated across systems and services.
2. Identify the data sources used to support the implementation and evaluation of PFCE goals. Describe the different sources of data that are used to understand individual family progress and progress for groups of families.
3. Describe how family assessment data are used to individualize the interaction and approach for each family.
4. Describe how child and family data are considered together when evaluating family progress toward parent and family engagement goals and child progress toward school readiness goals, when possible.

#### Requirements for Continuation Applications

For continuation applications, the following information must be provided:

1. Describe the program's efforts and success in meeting parent and family engagement goals, and any changes to the PFCE goals and plans.
2. Describe progress achieved for individual families and groups of families.
3. Provide data on family progress that supports individual children's school readiness.

## **Sub-section E. Governance, Organizational and Management Structures, and Ongoing Oversight**

### Requirements for Baseline Application

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

1. Describe the governing body structure and show how the structure meets the program governance composition requirements established in Section 642(c)(B-D) of the Head Start Act, including at least one member with expertise in fiscal management or accounting; early childhood education and development; and a licensed attorney familiar with issues that come before the governing body. Provide information to assure that governing body members do not have a conflict of interest with the Head Start and/or Early Head Start programs, any delegate programs or other partners/vendors.
2. Describe how the program governance requirements established in Section 642(c) of the Head Start Act are met, including:
  - a. exercise effective oversight of program operations and accountability for Federal funds;
  - b. include the Policy Council in the planning and decision-making process;
  - c. assure representation of the diverse community served;
  - d. set and monitor overall agency priorities and operational systems; and
  - e. conduct the community assessment, annual self-assessment, ongoing monitoring and outcome-based evaluations.
3. Provide an explanation of the delegated responsibilities of any advisory committees, if applicable, that the Board has established to oversee key responsibilities related to program governance and improvement of the Head Start program. Include a description of the membership of each advisory committee.
4. Provide a description of the composition of the Policy Council and Parent Committees. Describe how parents are meaningfully involved in setting direction for the program.
5. Provide an organizational chart identifying the management team and staffing structure, including the executive director, program director, managers and other key staff, assigned areas of responsibility and lines of communication and reporting. Identify staffing patterns and supervisory structure to accomplish goals and plans that are integrated across systems and services.
6. Provide a description of the systems developed to ensure criminal record checks occur prior to hire for all staff working in the Head Start and/or Early Head Start program. Include a description of the procedure followed to ensure staff remain up to date on required health exams and tuberculosis screenings.

7. Demonstrate how all employees meet staff qualification requirements by identifying the qualifications of and competencies for all content area staff, including Head Start and/or Early Head Start director(s); education and child development staff; health services staff; nutrition services staff; mental health services staff; family and community partnership staff; parent involvement services staff; disability services staff; and fiscal staff.
8. Describe how staff will plan, organize and provide comprehensive services that include facilitating effective educator-child relationships that support children's development; ensuring staff are prepared for and supported in implementing evidence-based instructional practices that are individualized based on the ongoing assessment of each child to support positive child outcomes; ensuring staff successfully partner with families in supporting children's development; and supporting staff, through regular provision of feedback, supervision, coaching and other mechanisms.
9. Describe the management systems in each of the following areas:
  - a. program planning;
  - b. internal and external communication;
  - c. record-keeping and reporting;
  - d. ongoing monitoring; and
  - e. annual self-assessment, including a summary of the process used to conduct the self-assessment, the results of the most recent self-assessment conducted within the last year, and the improvement plan addressing any issues, including action steps, person(s) responsible, and timeframe for corrective action.
10. Provide a comprehensive training and technical assistance plan that addresses mandatory training and priorities identified from ongoing monitoring and the annual self-assessment. Describe planned training for staff, parents, volunteers, governing body members and Policy Council members.

#### Requirements for Continuation Applications

For continuation applications, the following information must be provided:

1. Describe changes to the roles and responsibilities of the Board and Policy Council, if applicable.
2. Include a current organizational chart.
3. Provide updates of staff qualifications for the following groups: Head Start and/or Early Head Start director(s), education and child development staff, health services staff, nutrition services staff, mental health services staff, family and community partnership staff, parent involvement services staff, disability services staff, and fiscal staff.
4. Describe changes to the management systems for planning, communications, record-keeping and reporting, ongoing monitoring, and self-assessment. Include a

summary of the results of the most recent self-assessment and the improvement plan addressing the issues, action steps, person(s) responsible, and timeframe for planned or completed corrective action.

5. Provide a comprehensive training and technical assistance plan that addresses mandatory training and priorities identified from ongoing monitoring and the annual self-assessment. Describe planned training for staff, parents, volunteers, governing body members and Policy Council members.

## **Section II. Budget and Budget Justification Instructions**

### Requirements for All Applications

A comprehensive budget that aligns with the proposed program approach and identifies allowable, reasonable and allocable costs must be submitted for each year of the five year project period. The budget must be submitted utilizing GABI. Provide a corresponding narrative justifying the budget and addressing the items below.

1. Include separate proposed budgets, created using GABI, for Head Start and Early Head Start and each delegate agency, if applicable. The SF-424A, Budget Information – Non-Construction Programs, must provide the distribution of funds by object class categories in separate columns for Head Start Program Operations, Head Start Training and Technical Assistance, Early Head Start Program Operations and Early Head Start Training and Technical Assistance for the grant and for each delegate agency.
2. Include a detailed budget narrative and justification that identifies the amount of funds and a description of the intended use of program operations and training and technical assistance funds by object class category for Head Start and/or Early Head Start. Demonstrate the proposed budget supports all direct costs and indirect costs, if appropriate. Demonstrate funds are budgeted to provide all required comprehensive Head Start and/or Early Head Start services to eligible children and families in a cost-effective manner as indicated in Section I., Program Design and Approach to Service Delivery.
3. Provide a detailed budget narrative for the planned use of any cost-of-living adjustment (COLA) increases included in the projected funding level for the budget period. Describe the plans to increase the hourly rate of pay for staff and the pay scale subject to the provisions of Sections 653 and 640(j) of the Head Start Act. Specify the other planned uses of the funds to offset higher operating costs. Demonstrate the COLA increase was provided to all delegate agencies or provide a justification if the full percentage is not provided to delegate agencies. **Note: A supplemental application for the planned use of COLA funds will be required for grantees with budget periods beginning 7/01/2014 once those amounts are posted in HSES.**

4. Describe the organization's financial management system and internal control environment to maintain effective control and accountability for grant funds, property and other assets.
5. Identify each source of non-federal share match, including the estimated amount per source and the valuation methodology. Demonstrate that the amounts and sources that will contribute to the required non-federal share match of the total project cost are allowable sources. Provide a detailed justification that conforms with the criteria under Section 640(b)(1)-(5) of the Head Start Act if the application proposes a waiver of any portion of the non-federal share match requirement.
6. Demonstrate the ability to meet the 15 percent limitation on development and administrative costs. Provide a detailed justification that meets the conditions of 45 C.F.R. 1301.32(g) if the application proposes a waiver of the limitation on development and administrative costs.
7. Provide the source and amount of cash and other resources proposed to support the project in addition to the federal funds requested and the required non-federal match, including Child and Adult Care Food Program (CACFP), Child Care and Development Block Grant (CCDBG), United Way, State and/or local funds, etc.
8. Demonstrate an appropriate cost allocation methodology for any proposed shared costs between programs and, when applicable, between or among multiple Head Start and/or Early Head Start grants.
9. Provide a copy of the current or proposed indirect cost agreement, if applicable, between the agency and/or delegate agencies and the Department of Health and Human Services, Division of Cost Allocation, or other cognizant Federal agency.
10. Provide a detailed narrative to accompany the proposed budget, including any one-time costs, for any proposed conversion requests, if applicable. Identify the amount of funds that will be re-allocated by object class category to convert from either part day to full-working day services or from Head Start to Early Head Start services. Explain the changes in each object class category.
11. Describe the proposed budget savings, if any, and planned use of the funds to support requests for enrollment reductions, as applicable.
12. Provide a detailed explanation for use of Head Start grant funds for the initial or ongoing purchase, construction and major renovation of facilities in accordance with 45 C.F.R. § 1309 for prior approval, if applicable. Identify the sources of funding for each facility. No Head Start grant funds may be used toward the payment of one-time expenses, principal and interest for the acquisition, construction or major renovation of a facility without the express written approval of the Administration for Children and Families.

## **Submission and Approval Instructions**

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

Select the Financials-Application section in HSES to complete and submit the application. Training materials can be found in the "Instructions" section of HSES.

The HSES will generate the following forms, and the application will be considered electronically signed when submitted:

- SF-424;
- SF-424A, Budget Information – Non-Construction Programs;
- SF-424B, Assurances – Non-Construction Programs;
- Certification Regarding Lobbying;
- Drug-Free Workplace Requirements;
- Certification Regarding Environmental Tobacco Smoke;
- Certification Regarding Compliance with Compensation Cap (Level II of the Executive Schedule); and
- Tax Certification Form.

The following materials must be uploaded to the HSES:

- Application and Budget Justification;
- Governing Body and Policy Council Approvals;
- Indirect Cost Rate Agreement, if applicable;
- Results of Self-assessment and Improvement Plan; and
- Training and Technical Assistance Plan.

Include the following evidence of Governing Body approval and Policy Council approval or disapproval:

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

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





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- Policy Council Authorization
- Policy Council Minutes

(10) GABI (Financial Reports)

- Grant Application Report
- Detail Report
- Functional Allocation Report
- SF424
- SF424A
- SF424B

(11) MISC.

- Lobbying, Tobacco Use, Drug Free Workplace Policies

**SECTION I**  
**PROGRAM DESIGN AND APPROACH TO SERVICE DELIVERY**

**A. LONG RANGE GOALS, OBJECTIVES AND PROGRAM IMPACTS**

Our Head Start program follows a set cycle each year that helps us to evaluate our strengths and needs in each crucial domain in order to plan our program's direction. We want our goals and objectives to be data driven. We start with the Self-Assessment and dig deep into looking at our performance in the 19 booklet sections and create a Self-Assessment Improvement Plan. We then conduct a Community Assessment to evaluate the needs of our Community in the 10 domains and create a Community Assessment Improvement Plan. We take input from both of these tools and develop our Strategic Plan that gives us an action plan to follow for the year. We look to the data that has been collected in order to develop appropriate goals, objectives, and program impacts.

The fiscal long range goals and short term objectives are consistent for each year of the 5 year plan. Our first objective is to pay salaries. Our salaries are comparable with other school districts in the metroplex and across the state of Texas. Being affiliated with a school district, salaries tend to be higher to stay competitive. If there are remaining funds after salaries, those funds are disbursed in the department of supplies.

**a. Community Assessment (See Attachment #5) and Strategic Plan (See Attachment #7)**

**b. Self-Assessment (See Attachment #3)**

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

1. Goals & Objectives	2. Expected Program Impacts	3. How Impacts align with Goals/Objectives	4. Measurement & Reporting
<p><b><u>Year 1</u></b>  <b>Goal:</b> Children will demonstrate improved social behavior and emotional well-being.  <b>Objectives:</b>            *Teachers will utilize classroom management trainings on Bucket Filling and Energy Bus to promote positive behaviors in the classroom.            *Teachers will have routines and procedures in place and show Classroom Readiness.</p>	<p>*Campus will maintain a positive climate and culture            *Classrooms will be set up ready for optimal learning with systems in place.            *Students will learn to self-regulate.            *Teachers will serve as facilitators to learning.            *Families will join in on this initiative and support our efforts.            *Children will exhibit character traits learned and will engage in positive interactions with adults and peers.</p>	<p>*Students who maintain a positive social-emotional status will perform better in all areas.</p>	<p>*Comparison of DIAL-4 data, CLASS data, and 6 week report cards (Pre &amp; Post)            *Campus survey results            *Decreased Office referrals            *Classroom walk-through results            *Improvements noted in Classroom Behavior Charts</p>
<p><b><u>Year 2</u></b>  <b>Goal:</b> Teachers will track student progress through ongoing monitoring and will appropriately use the 3 Tiers of instruction.  <b>Objectives:</b>            *Teachers will input student data and track student progress.            *Teachers will be trained on our Campus RTI process and will follow these</p>	<p>*Fewer students will be in need of Tier 3 instruction.            *Teachers will individualize instruction and follow the students IDP.            *Interventions will be in place for a student in need that shows to be effective.            *RTI meetings will be conducted in a timely manner to plan interventions.            *Families will be more involved in our</p>	<p>*If the appropriate levels of support are in place, students will learn at a higher level. The success rate will increase.</p>	<p>*Data in Aware program            *Data in SRO charts</p>

procedures.	RTI process.		
<p><b>Year 3</b></p> <p><b>Goal:</b> Our campus will utilize true (PLC) Professional Learning Communities in our school.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>*Team Leaders and staff will participate in training that addresses the purpose of a PLC.</li> <li>*Co-workers will use collaborative efforts to assist a child in learning.</li> </ul>	<ul style="list-style-type: none"> <li>*Pods will team and plan together looking to the data to drive instruction and to plan conceptual refinement.</li> <li>*Students will receive the individualized instruction that they need which will increase success.</li> </ul>	The goal provides a tool to help to increase student success. Learning is a collaborative effort.	*Progress noted on IDPs and IEPS
<p><b>Year 4</b></p> <p><b>Goal:</b> Teachers will teach using the Units by Design format where a lesson is centered on an essential question.</p> <p><b>Objectives:</b></p> <p>Teachers will teach for understanding and lesson will be at a deeper level of learning.</p>	<ul style="list-style-type: none"> <li>*More students will show growth in learning.</li> <li>*Students will be able to apply knowledge</li> <li>*Lessons will be more student-led.</li> <li>*Multiple levels of Bloom’s taxonomy will be embedded in the lessons.</li> <li>*Students will retain knowledge better over time.</li> </ul>	The approach and the outcomes are student centered.	*Performance Outcome data will show improvements: CLASS Report Cards SRO DLM
<p><b>Year 5</b></p> <p><b>Goal:</b> To align our Professional Development with Outcome Data in all areas.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>*Focus on the area of the greatest need.</li> </ul>	<ul style="list-style-type: none"> <li>*Gains will be noted in learning in the area of concern over time.</li> <li>*Teachers will be more equipped and have the necessary tools to help a student to make it to the next level of learning.</li> </ul>	With the right tools in place, we can reach our destination.	*Student Performance data will show improvements. Graphs will be used to report this growth in order to provide a pictorial representation of the growth over time. *TTA plan

**Long Range Goal: Families will serve as the primary nurturers of their children and will build upon their strengths as leaders and advocate through parent-initiated program supported activities such as leadership training, parent committees, and policy council.**

1. Goals & Objectives	2. Expected Program Impacts	3.How Impacts align with Goals/Objectives	4. Measurement & Reporting
<p><b>Year 1</b>  <b>Goal:</b> Parents will participate in Parent trainings that clearly identify their roles and responsibilities.  <b>Objectives:</b>            *To get more parents actively involved in our program.            *To equip parents with the needed tools to be able to provide support and direction to our program.</p>	<p>*Parents will be better equipped with the necessary knowledge on their role to help the program to move forward.            *Parents will serve as advocates for the students.            *Parents will begin to volunteer more and will offer their insights and support to our program.</p>	<p>The training empowers parents to be more actively involved in the decision making process.</p>	<p>*Parent surveys            *Family Needs Assessment            *Parent training evaluation data            *Volunteer Hours data reports            *Director’s Monthly Report</p>
<p><b>Year 2</b>  <b>Goal:</b> Parents will participate in decision making and developing plans.  <b>Objective:</b>            *Seek parent input in all areas of the Head Start program prior to seeking approval.</p>	<p>*Parents will help with updating by-laws, conducting Self and Community Assessments, updating Written Plans, Writing Program Goals and Objectives, and creating policies and procedures.</p>	<p>*Parents as primary nurturers will exhibit ownership of the pieces that they helped to develop.</p>	<p>*Data in Volunteer logs will depict the parent’s level of involvement.            *Signature pages will depict a parent’s involvement on Policy Councils and Parent Committees.</p>
<p><b>Year 3</b>  <b>Goal:</b> Parents will clearly identify their needs upon enrollment using the Parent Needs Survey</p>	<p>*More parents will participate in our parent education opportunities.            *Our parent education classes will match the needs of</p>	<p>*When needs are clearly identified, the program can plan more accurately to meet these needs.</p>	<p>*Data collected on Parent Needs Survey will match the Data from Parent Classes offered for the year.</p>

	<p>our parents.</p> <p>*Parents will be connected to the community resources that they need.</p>		
<p><b>Year 4</b></p> <p><b>Goal:</b> Parents will take initiatives to seek out community resources, employment opportunities, and financial assistance in order to be able to provide for their family and meet their current needs.</p>	<p>*Parents will function more independently and be able to provide for their family.</p> <p>*Families will have more stability and supports in place to sustain.</p>	<p>*Parents taking action will lead to positive changes.</p>	<p>Data from Parent Needs Survey</p>
<p><b>Year 5</b></p> <p><b>Goal:</b> To provide opportunities for parents to show their strengths as leaders/advocates for our program.</p>	<p>*Parents will lead and oversee designated committees or activities that are needed in the program.</p> <p>*More parents will want to serve in a leadership, officer, and key roles.</p> <p>*Parents will become active advocates in community initiatives.</p>	<p>*Parents are able to find purpose and meaning in their lives by becoming advocates which will lead them to become stronger parents for their children.</p>	<p>*Parent Surveys (Pre and Post)</p>

**Long Range Goal: To provide children with the necessary Health and Nutritional Services.**

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

1. Goals & Objectives	2. Expected Program Impacts	3.How Impacts align with Goals/Objectives	4. Measurement & Reporting
<p><b>Year 1</b>  <b>Goal:</b>                      The campus nurse will create a one page easy to read document notifying parent of a child's health screening results.  <b>Objective:</b>                      Information about appropriate trainings and resources will be included.</p>	<p>*Parents will be aware of their child's health status                      *Parents will access resources to address their child's health concerns</p>	<p>*Children who are healthy will perform better in all areas.</p>	<p>*SNAP documentation                      *Training Logs</p>
<p><b>Year 2</b>  <b>Goal:</b>                      Using SNAP the school nurse will chart height and weight for all children.  <b>Objective:</b>                      *Results will be shared with parents using the Health Screening form.                      *Resources and trainings will be included with the Health Screening form.</p>	<p>*The number of children identified as obese will decrease.                      *Parents will access resources to address childhood obesity.                      *Physical activity opportunities at school will increase.</p>	<p>*Children who are healthy perform better in all areas.</p>	<p>*SNAP                      *Training Logs</p>



<p><b>Year 3</b></p> <p><b>Goal:</b> Based on the Parent Needs Survey completed at the time of enrollment, parent needs related to medical and dental services for their child will be identified.</p> <p><b>Objective:</b> Parents will obtain services and present necessary documentation</p>	<p>*The number of children who have medical and dental homes will be 100% by the 2<sup>nd</sup> quarter program review. *Parents will utilize provided information to obtain services.</p>	<p>*Children who are healthy perform better in all areas.</p>	<p>*SNAP documentation *Training Logs *Social Worker Parent Needs Surveys and Follow-up Logs.</p>
<p><b>Year 4</b></p> <p><b>Goal:</b> Parents will increase their awareness of mental health issues in themselves and their children.</p> <p><b>Objective:</b> Based on the Parent Needs Survey, parents will be provided information about district resources and /or community resources to address the mental health issues of their children.</p>	<p>*Decrease in behavior referrals *Increase in positive social interactions with peers and adults.</p>	<p>*Children who are healthy perform better in all areas.</p>	<p>*Parent Needs Survey *Social Worker Follow-up Log *Education Specialist follow-up Log *Disability Specialist Follow-up Log.</p>
<p><b>Year 5</b></p> <p><b>Goal:</b> Parents will increase their skills in advocating for their children who have or are suspected to have a disability.</p> <p><b>Objective:</b> *Parent Social-</p>	<p>*Review facilitates the identification of the required 10% disability enrollment. *Participation in the development of an action plan fosters the development of advocacy skills.</p>	<p>*Children who are healthy perform better in all areas.</p>	<p>*Parent Social Emotional and Adaptive Behavior Summaries *Program Support Staff Activity Logs *Action Plans completed with parent</p>

<p><b>Emotional and Adaptive Behavior Questionnaires will be reviewed to identify parental concerns related to identified or suspected disabilities.</b></p> <p><b>*Program Support Staff will consult with parent regarding the reported concern and develop a plan of action which allows the parent to advocate for their child.</b></p>			
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**Long Range Goal: To maintain a well-managed Head Start Program where everyone is working collaboratively toward a common goal.**

1. Goals & Objectives	2. Expected Program Impacts	3.How Impacts align with Goals/Objectives	4. Measurement & Reporting
<p><b>Year 1</b>  <b>Goal:</b>            To create a new Head Start Calendar that depicts a cycle that spreads out the big requirements throughout the year instead of being so heavy in the Spring Semester.  <b>Objectives:</b> To even out the load to reduce stress levels and to produce quality outcomes.</p>	<p>*More quality time can be devoted to each piece that will help us to come up with a better product that truly meets our program’s needs.            *More time will be given for appropriate ongoing monitoring.</p>	<p>*By spreading our tasks out, we get more quality work in the end.</p>	<p>*Tracking the Events on the Monthly Head Start Calendar by looking at starting and completion dates.</p>
<p><b>Year 2</b>  <b>Goal:</b>            To provide clear Job Descriptors for each Program Team member.  <b>Objectives:</b>            *To clearly identify responsibilities so that a job does not go undone.            *To have clear systems in place so that timelines are never missed.</p>	<p>*Work will be completed more efficiently and timely due to everyone knowing their responsibilities.            *Managers will work with other managers where their area bleeds into another area (Team Effort)            *Program will be a well-oiled machine.            *All timelines will be met</p>	<p>*When clear expectations are given and roles are defined, the product will be better quality.</p>	<p>*Refer to Program Manager Job Descriptors and update these as needed.            *Job performance Evaluations</p>

<p><b>Year 3</b>  <b>Goal:</b>  To use data to drive our program direction in all areas.  <b>Objective:</b>  To have all parties involved trained to look to the data for program planning.</p>	<p>*We will have better alignment between our identified needs, program direction, financial status, etc.</p>	<p>*Data is needed to plan a program’s direction. Otherwise, the program may be headed in the wrong direction.</p>	<p>*Checklists  *Performance Data: CLASS, DIAL-4, SRO, etc.  *Surveys  *Needs Assessments  *Monthly budget reports.</p>
<p><b>Year 4</b>  <b>Goal:</b>  To increase communications with parents and to be timely with all communications.  <b>Objective:</b>  *To put all activities on a monthly calendar that is attached to the campus newsletter.  *Advertise our upcoming events at higher frequency</p>	<p>*Increased volunteer hours.  *Higher level of parent participation.  *More informed parents which increases positive communications.</p>	<p>*If communications are more timely, more parents may be able to plan ahead to participate more.</p>	<p>*Volunteer hour Logs  *Sign-In sheets</p>
<p><b>Year 5</b>  <b>Goal:</b> To have all parties on campus involved in the decision-making process, planning, and direction of the school.    <b>Objectives:</b>  *To hold regularly scheduled weekly or biweekly meetings with key parties such as office staff, Program Team</p>	<p>*All parties/groups on campus will be better informed.  *All groups will have a better since of ownership on campus initiatives by being more actively involved in the planning.  *Teachers will become more involved in deciding campus needs and direction.  *Everyone will have</p>	<p>*More can be accomplished when more stakeholders are actively involved and invested in the project.  *More can be accomplished when all parties are fully informed in the mission and are given the necessary tools to be successful.</p>	<p>*Team meeting Logs and Agendas  *Review of all Program Outcomes  *Campus Surveys</p>

managers, Team Leads, Special Ed., ESL/BIL, PLC, Horizontal team, etc. *Have meeting set up for the year and placed on the hall calendar and in outlook.	opportunity to help with problem-solving in collaborative effort toward a common goal.		
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**B. SERVICE DELIVERY**

1. Through our Head Start Round-up and Enrollment process, our Social Worker takes time with each family to evaluate their needs through a family needs survey. This system then assigns points to each need, and the families with the greatest needs are the ones that are rendered services first. We are able to service 193 students according to our grant, and then the remaining students in need of services are placed on our priority list and enter the program as openings arise. After the needs of the families are determined, we use this data to help to plan the direction of our program in order to ensure quality comprehensive services. We work collaboratively in our program to grow the whole child in all crucial areas: Health, Nutrition, School Readiness, Motor, Cognitive, Language, etc. We assess the students upon entry in order to gain insights on what the educational strengths and needs are in order to develop an appropriate IDP and to establish a baseline that we can revisit to analyze growth.

- a. Our priority list this school year averaged to about 80 students not receiving services that had a need. According to the most recent census, the city of Denton has approximately 121,123 in population. Our demographic data collected during our Community Assessment showed that 19.5% of all families are below the poverty line in

the city of Denton. 6.1% of the families have children below the age of 5. DISD currently serves approximately 600 Pre-K age students. The percent of teenage parents in Denton is 13.4 %. With the above needs identified, we do not want children in our community in need of services that are not able to get them. We have therefore partnered with United Way through a group called the Pre-K Coalition to try to reach out to all of the children in Denton that are below the age of 5. DISD is paying for families to sign up for “Ready Rosie” which is a short video segment each day sent to the parent’s email that helps families to practice Pre-K guideline skills in the home. Since we are only funded to service 193 in our Head Start program, we are trying to plug the list of unserved kids into our other DISD Pre-K program options. United Way shared a power point with our School Board that shared that the city of Denton still has over 900 students that our Pre-K age not being served anywhere. Through the Pre-K coalition, we are trying to reach out to these and service them in our Head Start, Pre-K, and PPCD classes that are available. The Pre-K and PPCD classes are only half-day programs, but a half-day program is better than not attending a program at all. Our goal is to reach all Pre-K age students in need in our community and to service them through one of our program options available to help them to achieve school readiness. The more we can serve, the better off the city of Denton, our families, and our children will be. We are advertising our programs throughout the city of Denton by conducting mail-outs, going door-to-door, and conducting Head Start and Pre-K round-up days. The district is also adding some new Pre-K classes around the district at some of the Elementary campuses in order to service more eligible students. The School District is even looking into transportation options

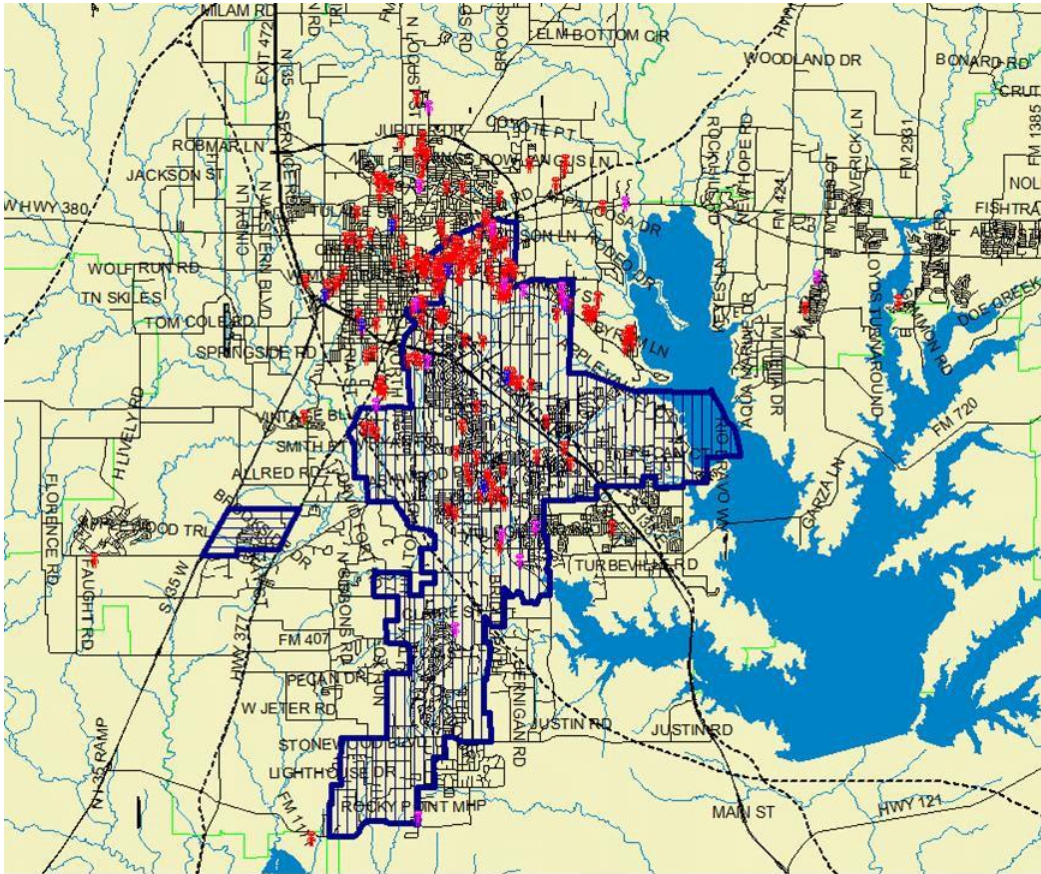
for Pre-K age students to help with the problem of kids not having a consistent way to school each day. This is just in the preliminary stages as a future possibility.

- b.** Students who are identified as low-income are automatically put into the “at-risk” category for the state. They are at-risk in all comprehensive areas and may show deficiencies in Health, Nutrition, Social Services, Child Care, and Education. That is why it is so crucial to service these students at a very young age to help to close this gap in all areas. We collect (SRO) Student Readiness Outcome data on each student and graph the results 3 times a year. We review these graphs to watch for growth and to identify where we need to devote more attention in teaching. This helps us to then plan our Professional Development around the current needs. The district has a nutritionist on staff that plans out our menus for meal time. Our campus nurse is a Registered Nurse that oversees our student’s health needs. The data from our Community Assessment showed that 29% of children in the county have a BMI that is too high. 16.8% of children between the ages of 2-5 are overweight and 15.3% were obese. This data is then used to help to plan our program’s direction in nutrition, health, and Physical Development. Some working families have a need for extended care and their children may go to a community Day Care after school in order to help the parents with needed child care after hours. We have partnered with 3 day cares that will pick these students up in vans after school to take to their center.

c. According to the demographic data for our city, there is 22.4% of the population that speaks a language other than English in the home. The most common language is Spanish. Our program meets this need by providing 5 Head Start Bilingual classes using the Dual-Language model and one Pre-K Bilingual class. The homeless count for Denton was 162. This was a higher count than was projected. Homeless is one of the qualifying factors for our Pre-K half-day program as well as Head Start. We are trying to reach out to this population to provide them with services. A big part of this outreach is making people aware of the true definition of homeless. Many families meet this requirement without even knowing it. The demographic census data shows that 68.1% of people over the age of 16 are in the labor force. Our program wants to provide parent education on financing/budgeting this upcoming school year to help bring awareness for the need to have a consistent income. 10% of our Head Start program is students with disabilities. Applications are reviewed during the enrollment process to determine children that are receiving services from outside agencies (i.e., home health for speech). Parents are interviewed to gather more information to determine if a referral to special education is needed. The Disability Specialist reviews with the campus diagnosticians whose caseloads include preschool classrooms for children with IEPs to identify children that might meet income criteria. Flyers are distributed to those families. We individualize in our classrooms to be able to meet these student's needs. They are serviced in the general education setting with their non-disabled peers.



2. Service and Recruitment Area: We do not have delegate agencies. We serve 193 Head Start students based on our allotted funding. There is a bigger need in our community identified for Head Start expansion services.



3. We will continue to service 193 Head Start students for the 2014-15 school year. We do not have Early Head Start. We did not cut student enrollment spots with the sequestration. Therefore, our enrollment will remain the same.

4. Our Head Start Program option is Center-based within the Public School System. Our Center is an Early Childhood Campus called Ann Windle School for Young Children. The Center serves students that are 3-4 years old. Our programs include Deaf Education, (PPCD) Preschool Program for Children with Disabilities, Pre-K, and Head Start. Our campus services a total of 350 students. 193 of these are in the Head Start Program. While the Pre-K and PPCD classes are half-day, our Head Start classes run a full- day. The hours of that program are 8:00-2:30.

5. Our Center is located on 901 Audra Lane in Denton, Texas. It is the same location that is already noted in HSES. In order to ensure the health of children and staff, the campus nurse will ensure that children are up to date on all immunizations and have current physical exams on file. The staff will have a physical on file and regular TB screenings. We follow the District Safety Crisis Management systems that are in place. We conduct safety drills on a regular basis and train staff on how to react to certain situations and what procedures to follow in emergency situations. We have an Emergency team in place that helps to ensure that precautionary measures are taken to keep our staff and students safe. We do monthly safety checks, have first aide backpacks in each classroom, and participate in safety audits as recommended by the district.

6. **N/A (no Early Head Start)**

7. **N/A (no Early Head Start)**

**8.** To assure that services are provided to those in greatest need of Head Start the Denton ISD Head Start program utilized a Governing Board approved matrix. Points are assigned based on an established set of criteria such as income, homeless status, age of child, disability and severity and those children with the highest points are then recruited for enrollment.

To ensure that the Denton ISD Head Start Program enrollment includes no less than 10 percent of the actual enrollment as children with disabilities, the ERSEA Specialist and Disability Specialist review class rosters for the four preschool classes for children with IEPs housed on the AWSYC campus to determine possible Head Start eligible children. The Disability Specialist visits with district diagnosticians who have preschool classrooms for children with IEPs to determine other possible Head Start income eligible students on those campuses. Flyers for Head Start recruitment are distributed.

All parents complete a Parent Questionnaire as a part of the enrollment process. This is also used as a part of the required screening. The Disability Specialist contacts parents who report that their child is receiving outside services or who report a concern. If warranted a referral to special education is made. Monthly monitoring of 10% status is conducted.

**9.** The program will engage and actively involve families in meaningful program activities by use of the parent interest survey, data analysis of the number of top goals listed by parents, and school readiness goals. We plan activities which involve the family, school, and community agencies and resources. School wide activities are developed from the five domain elements of the five essential domains of the Head Start framework and our school goals. For example, for family literacy, we incorporate elements from approaches to learning, social emotional

development, language and literacy along with physical development. Activities such as literacy fair, character parade, FRED, MOM and Book and Bananas.

Our book activity “Books and Bananas” involves the parents coming into the school, going to the activity center to choose a book to read with their child in the families preferred language, while having a banana as a snack with their child. The librarian, from the local city library, will also be present to offer information about getting a library card. This meaningful activity targets family wellbeing, supportive and nurturing relationships and development for the child and parent. It empowers parents to take on the role as initial educator and promote parent–child relationships. This activity involves our Educational, Parent Involvement, Health, Mental Health, and community resources. There are 193 families assigned to 1 family worker. There are 3 planned contacts per family each year. As we move toward parent engagement we hope to see contact increasing. We tried something new this year in our parent drop off procedure. Parents now have the option of a drive up drop off for their children in the rear of the building. This limits one on one contact with parents, which seems to be a barrier. We have plans to “advertise” upcoming activities to those families dropping off their child with large posters outside reminding them of planned activities, so they are able to schedule their time. This will be in addition to reminders on the marquee, flyers, and phone blasts, sent home to parents.

**10.** Our program meets the educational needs of Head Start children by creating a safe and nurturing environment, implementing best practices as recommended by the 2008 Revised Texas Guidelines, and teaching intentionally based on individualized needs. We use baseline data from the developmental screener, observations, and parent interviews to development

age appropriate goals for each child. In order to assess the quality and impact of our program, we analyze data from environmental checklists, CLASS, child outcomes, and the teacher appraisals. We improve areas of concern through continuous professional development.

**11.** The Denton ISD Head Start Program is provided a full time registered nurse by the district housed at Ann Windle School for Young Children. A licensed nutritionist develops the menus. The school nurse, who serves as the Health Specialist, reviews all physicals and enters data into the School Nurse Assessment Program and ensures that each child has proof of a current dental and physical on file. Data entered include height, weight, blood work values, date of physical and date of dental exam. Insurance status is also logged along with immunizations. The SNAP software allows the Health Specialist to sort data and generate reports for on-going monitoring.

If not completed at the time of the physical, vision and hearing screening are started within the first two weeks after the first day of class, and completed within 45 calendar days of enrollment. Follow up screenings are conducted as required by the state. If needed, referrals are made for further evaluation. The parent will be notified within 30 days if they have not returned evidence that student was seen. The Health Specialist provides toothbrushes and toothpaste to the classrooms. Training material is also provided. Children brush their teeth after meals.

The Disability Specialist, who is on the campus every day, serves as the initial contact for mental health concerns. The Disability Specialist, Education Specialist, or ERSEA Specialist who is a licensed social worker, may conduct observations, meet with teachers, and/or meet with

parents. Denton ISD provides a school counselor who is a licensed professional counselor 2 ½ days per week and she may provide direct intervention. A licensed specialist in school psychology is onsite 3 days per week and may provide consultation. For students whose IEP meetings have established services from the LSSP, those services are provided as specified. An additional mental health support is provided through a collaboration between the University of North Texas Play Therapy Center. On-site services are provided.

**12.** Denton ISD Head Start and other local agencies provide and promote Ready Rosie, an online preschool curriculum that offers instruction in both English and Spanish for families with children zero to five years old. This is a community initiative to reach the families whose children are not enrolled into a preschool program of which there was a significant number. Denton ISD provides this curriculum free of charge for families receiving services from Denton ISD and/or living within the ISD jurisdiction. [www.readyrosie.com/denton](http://www.readyrosie.com/denton)

Denton ISD Head Start program begins the kindergarten transition process upon enrollment. We provide professional development on the relationship-based competencies for staff and supervisors who work with families and review the PFCE Simulation. During enrollment and parent orientation, parents are encouraged to be active participants in their child's education. Denton ISD Head Start provides a calendar of events of kindergarten transition activities taking place at the Denton ISD elementary campuses. Families are encouraged to attend these activities in order to establish a relationship with the receiving school and help student become familiar with the campus. Receiving Denton ISD campuses are invited to visit and consult with our staff about the needs for transitioning families. Participants include Principals, Assistant

Principals, Counselors, Special Education Staff, Kindergarten teachers, and other support staff. Denton ISD has a part-time Counselor who provides guidance classes, assists in promoting kindergarten transition activities for families, and provides resources to students, parents, and staff as needed. Each Head Start student has a transition folder which includes the individualized developmental plan, formal/informal assessments and work samples that will provide a snapshot of knowledge and skills prior to the first day of kindergarten. Denton ISD Head Start conducts two home visits and two parent teacher conferences that facilitate active participation in positive child outcomes and school readiness. Denton ISD elementary staffs are invited to attend transition IEP meetings. Joint transition training is provided for Denton ISD Head Start parents and staff and elementary staff. Before school dismisses for the summer, all families receive a transition packet that includes home learning activities and parent information.

**13.** Our agency, Denton ISD Head Start, United Way Denton, the University of North Texas, Texas Woman's University, and other local agencies started an initiative to provide age appropriate instruction for children 0-5 years old. This initiative is a result of the need to reach about 1000 children who are not enrolled into in any of the preschool programs offered throughout the city of Denton.

Our Head Start Program is already a part of the Local Education Agency. Therefore, District resources for the public school are shared with the Head Start classes. When we lost funds through the sequestration, our school district allowed us to use our District Campus funds to supplement the supply fund that we lost for Head Start. Since we are a part of the school

district, we also get to participate in community partnerships that are established with local colleges through play therapy, Physical development opportunities, etc. We have a school District Counselor and LSSP assigned to our campus as well as our own Diagnostician and Speech Therapists. Head Start students have access to all of these resources and many more as needed. Our district has an (RTI) Response to Intervention system in place that helps us to be able to track student's growth and progress in all areas and to determine if interventions are needed. This system is made up of 3 tiers of instruction. These tiers are in place to provide supports for struggling students to help them to be successful in the general education setting before just placing them in special education. Interventions are tried and success rates are documented to collect data to view to help to determine the next steps needed for services and instruction.

**14.** Describe the coordination of resources with community programs under Parts B and C of the Individuals with Disabilities Education Act (IDEA) to ensure high quality education and child development services. Describe how the established Memorandum of Understanding (MOU) includes the process for referrals, intervention services and the development of individualized educational programs for preschool children and individualized family service plans for infants and toddlers. Provide an explanation for the reasons MOUs were not established with Part C or Section 619 agencies in the service area.

The Denton ISD Head Start Program is a part of the district and does not require a Memorandum of Understanding regarding the process for referrals, intervention services and



the development of individualized educational programs for preschool children. District Operating Guidelines for Special Education are followed and are outlined below.

1. The Denton ISD Special Education Services department will assess all children within 45 school days of the signed consent. An IEP Meeting will be held no later than 30 days from the completion of the assessment report.
2. Once an IEP has been and a plan of implementation has been developed, service delivery for children will begin immediately if parents waive the five day notice for the implementation of the IEP. If parents do not waive the five day notice, then services will begin five days after the IEP meeting. Services are provided on site by district employees.

## **C. APPROACH TO SCHOOL READINESS**

1. Denton ISD Head Start's School Readiness are aligned with the Head Start Child Development and Early Learning Framework (HS CD ELF), the 2008 Revised Texas Prekindergarten Guidelines, and the Texas Early Childhood Outcomes. The goals, built from the five essential domains of the HS CD ELF, were formulated by parents, teachers, and members of the Program Team. The Program Team includes the following Denton ISD Head Start staff: the Director, the Education Specialist, the Disabilities Specialist, the Health Specialist, the ERSEA Coordinators/Social Services Specialist, and the PFCE (Parent Family Community Engagement) Specialist.

In developing the Denton ISD Head Start's School Readiness Goals, the Program Team and educational staff first prepared a draft of goals based on skills that the teachers saw as critical and that were viewed as critical by the receiving schools. These draft goals were then presented to a parent committee for review. Parents offered suggestions which included wording of the goals for clarity, goals that were not as important, and goals that were more critical. The Program Team working with the educational staff then revised these goals and presented again to the Policy Council which includes representation from the Governing Board. The final revision based on input from the Policy Council was then presented and approved.

## **LANGUAGE AND LITERACY**

Children will demonstrate use of vocabulary that is both increasingly complex and varied.

Children will use language for a variety of pragmatic purposes.

Children will demonstrate the ability to identify the sounds that occur within a word.

Children will demonstrate awareness of print as a means of communication.

## **COGNITION AND KNOWLEDGE**

Children will develop logical thinking skills.

Children will use thinking skills to observe, manipulate, question, predict, and for hypotheses.

Children will continue increase metacognition skills (thinking about thinking skills) related to long-term and short-term memory.

## **PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT**

Children will demonstrate ability to control large muscles for movement, navigation, and balance.

Children will develop increasing control of fine motor muscles.

Children will be able to identify and demonstrate healthy and safe habits.

## **APPROACHES TO LEARNING**

Children will become increasingly independent in their participation of classroom activities.

Children will increase in their ability to attend and sustain attention to instruction or an activity.

Children will demonstrate ability to use and acquire vocabulary related to science.

## **SOCIAL AND EMOTIONAL DEVELOPMENT**

Children will engage in positive interactions with adults and peers.

Children will demonstrate the ability to monitor and adjust their levels of attention, emotions, and behavior to the situation.

Children will internalize and apply classroom rules, routines, procedures, and direction

Denton ISD Head Start School Readiness Goals	Head Start Child Development & Early Learning Framework	2008 Revised Texas Prekindergarten Guidelines	Texas Early Childhood Outcomes
<b>LANGUAGE AND LITERACY</b>			
Children will demonstrate use of vocabulary that is both increasingly complex and varied	Uses increasingly complex and varied vocabulary	Child uses a large speaking vocabulary, adding several new words daily	Child understands the meaning of new words; Child uses a variety of words to label and describe familiar people, places, things, and actions
Children will use language for a variety of pragmatic purposes	Uses different forms of language	Child matches language to social contexts	Child uses words and communication skills to answer, request, greet, describe, explain, seek attention, etc.
Children will demonstrate the ability to identify the sounds that occur within a word, discriminate between sounds, and separate a word into its parts.	Recognizes and knows the names and sounds associated with letters; Develops an awareness that language can be broken into words, syllables, and smaller pieces of sounds	Child perceives differences between similar sounding words; Child recognizes letter sounds; Child investigates and demonstrates growing understanding of the sounds; Child combines syllables into words	Child names letters of the alphabet. Can say at least 10 letters matches correct letter to the given sound
Children will demonstrate awareness of print as a means of communication	Understands that print conveys meaning; Recognizes the association between spoken or signed and written words	Child asks to be read to or asks the meaning of written text; Child uses books and other written materials to engage in pre-reading behaviors.	Child shows enjoyment of reading, interacting with books, pictures, and print
<b>COGNITION AND KNOWLEDGE</b>			
Children will develop logical thinking skills	Classifies, compares, and contrasts objects, events, and experiences	Child describes, observes, and investigates properties and characteristics of common objects	Child explores and talks about common objects
Children will use thinking skills to observe, manipulate, question, predict, and form hypotheses	Develops the skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions	Child describes, observes, and investigates properties and characteristics of common objects	Child displays an awareness of the distinctions between things
Children will continue increasing metacognition skills	Seeks multiple solutions to a question, task, or problem	Child shows initiative in independent situations and persists in attempting to solve problems	Child works to do things by self, persists in tasks he finds challenging

**PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT**

Children will demonstrate ability to control large muscles for movement, navigation, and balance	Develops motor control and balance for a range of physical activities such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping	Child demonstrates coordination and balance in isolation. Child coordinates sequence of movements to perform tasks	Child imitates simple body movements, runs, kicks ball forward, squats in play, moves off and on riding toys, carries large toys while walking, and using rail, walks up and down stairs with both feet on each step
Children will develop increasing control of fine motor skills	Develops hand strength dexterity; Manipulates a range of objects, such as blocks or books; Manipulates writing, drawing, and art tools	Child shows control of tasks that require small-muscle strength	Child uses hands to hold and manipulate items such as crayons, clay, toys, tweezers, eating utensils, etc.
Children will be able to identify and demonstrate healthy and safe habits	Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults	Child practices good habits of health and personal hygiene	Child shows awareness of situations that might be dangerous; Child tolerates /imitates health and safe habits such as tooth brushing and hand washing

**APPROACHES TO LEARNING**

Children will become increasingly independent in their participation of classroom activities	Demonstrates age-appropriate independence in a range of activities, routines, and tasks	Child shows awareness of areas of competence and describes self positively in what he is able to do	Child sits and listens to stories and/or participates in large group activities for up to 10-15 minutes at a time.
Children will increase their ability to attend and sustain attention to instruction or an activity	Maintains interest in a project or activity until completed	Child sustains attention to personally chosen or routine tasks until they are completed	Child begins to accomplish all the steps in a daily routine; Child maintains focus with teacher assistance; Child is able to finish an activity
Children will demonstrate ability to use and acquire vocabulary related to science	Observes, describes and discusses living things and natural processes	Child identifies and describes the characteristics of organisms; Child describes life cycles of organisms; Child recognizes, observes, and discusses the relationship of organisms to their environment; Child identifies, observes, and discusses objects in the sky	Child uses words and skills he/she has in everyday settings

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>			
Children will engage in positive interactions with adults and peers	Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns	Child will use positive relationships as modeled by his teacher for his or her own personal pro-social behaviors	Child interacts with familiar caregivers and peers; Child imitates, initiates, and maintains socially appropriate behaviors/communicative interactions with others
Children will demonstrate the ability to monitor and adjust their levels of attention, emotion, and behavior to the situation	Handles impulses and behavior with minimal direction from adults;	Child regulates his own behavior with occasional reminders or assistance from teacher	Child is able to engage in simple social skills like sharing and being kind; How the child reacts when frustrated or angry
Children will internalize and apply classroom rules, routines, procedures, and directions	Understands the reasons for rules in the home and classroom and for laws in the community	Child assumes various roles and responsibilities as part of a classroom community	Child shows awareness of routines; Child responds to transitions, routines, or activities; Child responds when given a direction or when corrected by an adult

2. Denton ISD Head Start’s screening and child assessment procedures are developmentally, linguistically and culturally appropriate for enrolled children. Denton ISD Head Start adheres to Denton ISD procedures for choosing and implementing the state curriculum. The Texas Education Agency has specific criteria for curriculum used in prekindergarten, that it be scientifically researched based. Denton ISD Parent Committee and Policy Council were invited to review the curriculum during the state adoption process. Currently, Denton ISD Head Start implements the DLM Early Childhood Express, a comprehensive child-centered curriculum that offers integrated and focused instructional materials in both English and Spanish. This curriculum is scientifically researched based, reliable, and aligned to the 2008 Revised Texas Prekindergarten Guidelines and HS CD ELF.

The DLM Performance Assessment Checklist is aligned to the 2008 Revised Texas Prekindergarten Guidelines and allows us to aggregate and analyze data quarterly. Our

program refers to this as the School Readiness Outcomes. Students are assessed each six weeks using the Denton ISD Prekindergarten Report Card Assessment, every quarter using the School Readiness Outcomes, and on a daily basis through informal assessments such as observations and checklists. The Education Specialist and educational staff monitor student progress on an ongoing basis in order to individualize instruction and progress towards school readiness outcomes.

Denton ISD Head Start facilitates the DIAL-4 Parent Interview and screener with eligible families upon enrollment into the program. The DIAL-4 (Developmental Indicators for the Assessment of Learning, fourth edition) is a global screener for ages 2:6-5:11, that allows large groups of children to be assessed quickly and efficiently. It covers the following areas: motor, concepts, language, self-help, and social development. The screener is offered in English and Spanish and includes a parent interview component. Denton ISD Head Start teachers facilitate the screener for students and parents complete the Parent Interview. Parents also complete a home language survey that helps determine the need to measure language proficiency using the Woodcock Munoz Language Survey Revised (WMLS-R). The WMLS-R measures is a quick screener that measures listening, speaking, reading, and writing for ages two years old to adults. This screener determines whether children will receive instruction in English or Spanish.

The Disabilities Specialist is a doctoral level professional trained in the analysis of data. The Disability specialist trains staff on implementing the screener, scores the DIAL-4 protocols, monitors patterns of errors, and retrains teachers as needed. She also creates reports to share with Head Start staff, parents, and Policy Council. Education Specialist ensures teachers receive scored protocols and parents are informed of the DIAL-4 results for their child. Additional data is collected (student observations and work samples) by teachers

during the first couple of weeks for parents and teachers to use in addition to the DIAL-4 results, in order to formulate student goals on the Denton ISD Head Start IDP. The IDP, or Individualized Developmental Plan, is designed to extract information for teachers and parents to better understand the present levels of function and establish individual goals. These goals are aligned to the 2008 Revised Prekindergarten Guidelines and the Head Start Child Development and Early Learning Framework (HS CD ELF). There is one goal for each of the five essential domains of the HS CD ELF.

Denton ISD Head Start uses CLASS to measure staff-child interaction and provide continuous professional development. The Education Specialist is a certified CLASS trainer and the educational staff has been trained to implement the CLASS Dimensions. The Education Specialist meets regularly the educational staff to provide instructional support and professional development. Once a year, each class is evaluated using CLASS. CLASS data, school readiness outcomes, teacher needs assessments and appraisals are analyzed and addressed in the training and technical assistance Plan to support higher quality experiences for children.



#### **D. PARENT, FAMILY AND COMMUNITY ENGAGEMENT (PFCE)**

1. The process to establish PFCE goals began with a group of parents, the PFCE Specialist, and the ERSEA Coordinator/Social Worker. The Head Start staff facilitated training on the PFCE framework, the family engagement outcomes, our program's school readiness goals, and the Head Start Child Development and Early Learning Framework. In a discussion, parents were asked and provided feedback on areas the program could improve and/or recommendations for parent education classes/trainings. From there, this group developed three goals for the PFCE:

- Increase parent participation in parenting classes and volunteering
- Increase families' knowledge of finances
- Increase family-child relationships

The plan was to intentionally integrate these goals throughout each area of the program, which required professional development for staff on the parent engagement outcomes, as well as other resources provided by the early childhood learning and knowledge center. In planning school wide events and parent education classes, the PFCE consults with program staff to determine the outcomes.

2. The data sources used to support the implementation and evaluation of PFCE goals consisted of sign in sheets for parenting classes, volunteer hours, and evaluation surveys. We used them to gain understanding of the family's strengths, interests, and needs. We also used the family needs assessment to connect families to resources in the community.

3. The family assessment is used to determine and assist parents in decision making, setting goals and make changes when needed. It is individualized due to the fact that family's set goals according to their family's expectations to ensure child and family engagement outcomes are met.

4. Child and family data is considered when reviewing reports, to gain knowledge of the program strengths. We review this analysis quarterly and use this data to help make changes in the area(s) as needed.

## **E. GOVERNANCE, ORGANIZATIONAL AND MANAGEMENT STRUCTURE, AND ONGOING OVERSIGHT**

1. Our Head Start Program has a strong governing body structure [see organizational chart-\(Attachment #1\)](#). Since our program is embedded within the Denton ISD public school system, our shared governance is made stronger through this unique partnership. We have a Superintendent of the district that serves as our Executive Director and a School Board that is made up of educated members who are knowledgeable in the fiscal and legal responsibilities of our program management. They value Early Childhood Education and support our efforts and initiatives. Some of the members are very knowledgeable in Early Childhood development in their personal careers. They play an active role in helping to oversee our program direction and to provide us with the resources that we need. Two of these members serve on our Policy Council. One is the past President of the Board and one is the current President of the Board. They are valued members to our Council, and their expertise has really helped us to get our Parliamentary Procedures and Robert's Rule of Order established this school year. They participate in providing insights into our program assessments and are in the process of helping us to create a plan for updating our Policy Council By-Laws so that they will be better aligned with our school district policies. Our school district lawyer is also helping us with this update to make sure that we are aligning our by-laws with School Law. The district has a person designated to serve as our Grant Fiscal Officer. She is knowledgeable on the fiscal responsibilities and laws that pertain to our grant.

Our Policy Council is made up of faithful Parent Representatives from each of our Head Start classes, School Board members, Community members, and Officers. Our Program Team

managers participate in council meetings when their area is being discussed so that they can share their expertise and knowledge with the council as needed. Our Policy Council members are eager to help out with our needs assessments and are willing to provide input to our program planning. They are active members in volunteering their time where they are most needed. Each member involved in our shared governance does not exhibit a conflict of interest with our program or other vendors. They are invested in our program and play a vital role in our ongoing monitoring process. This year we invested more time into defining the roles of the governing body members and provided trainings to the Policy Council members and the School Board as needed. We put more efforts into inviting members to participate in the planning and decision making process in all key areas. Members signed up to serve on transportation planning committees and helped with updating written plans and by-laws, assisted with conducting self-assessments, and reviewed progress of the program toward meeting our goals. The Head Start Director attended many of the monthly School Board meetings to serve as a liaison for the governing bodies and to seek approval on items being presented. Policy Council members were also encouraged to attend these meetings.

**2.** Our program has quality systems in place to make sure that the following governance requirements are being met.

**a. Effective Oversight of Program Operations**- At our monthly School Board meetings and Policy Council meetings, a report is presented that is called the Director's Monthly Report. This report contains updates on current status for Enrollment, Students that left the program, Students replaced, Disabilities, Student Early Intervention Referrals, Dental Screenings, Vision Screenings,

Hearing Screenings, Student Physical Exams received, Safety Drills, School -wide activities with parent involvement, Parent Classes, Parent Committee Meetings, Volunteer Hours, Mental Health Referrals, Mental Health Parent Meetings, School-wide activities-no parents, ESL classes for parents, and Dial -4 Screenings. Menus are reviewed as well.

Accountability for Federal Funds- At our monthly School Board meetings and Policy Council meetings, a Financial Report is reviewed. We call this our Head Start Budget Report. This report shows the financial activity in each account and displays beginning and ending balances. Our district Grant Fiscal Officer oversees our accounts and meets with us throughout the year as needed to discuss our budget status.

**b.** Policy Council involved in the Planning/Decision-making Process- At our Policy Council Orientation/training at the beginning of the school year, we learned that you are not to present an item to the Council to approve unless they are knowledgeable of the item and had a role in the planning or decision-making process for that item. We have made this our guideline to follow. This has helped us to get more governing members involved in our program planning efforts in all key areas. At our policy council meetings, we provide sign-up sheets for members to be able to sign up to volunteer to help with program projects such as: Self-Assessment, Written Plans, By-Law updates, etc. At times we will have a small committee form to work toward a certain task together that involves the key stakeholders.

**c.** Diverse Community Representation- At our Head Start Round-up event each year, our Parent and Family Engagement Specialist surveys parents on their interest in serving on the

Policy Council as a member. Then at our Parent Orientation night, each classroom votes on these proposed candidates to select 2 members from each class to serve in this role. This process helps us to make sure that we have a diverse community representation.

d. Set and Monitor Overall Agency Priorities and Operational Systems-Program priorities and operational systems are set according to the outcomes of the Campus Self-Assessment and Community Assessment. The data gathered from these tools helps to drive our direction of our program in all areas. The strategic plan contains the short and long-term goals that will then help to guide us in the right direction. Progress on this plan is monitored on a regular basis to see what goals have been reached and to determine our focus. Our Program also relies heavily on our Head Start Calendar Cycle that we create each year. We visit this calendar each month to make sure that we are meeting the timelines that we set for our program planning cycle.

e. Conduct Community Assessment – Members from our governing bodies, parent volunteers, and program team managers help with collecting data, interviewing key stakeholders, researching websites, compiling community resources, conducting campus data reviews, etc. in order to accurately assess the composition of our community we serve and to identify the greatest needs. All information gathered is then compiled into a Community Assessment Report and an Improvement Plan. All of this is brought before the governing body for approval. We use the Community Assessment Head Start Guide to help us with this entire process.

Conduct Self-Assessment- This year, we used the Head Start Guide to Conducting a Self-Assessment to organize our process for gathering input from key stakeholders. There were 18

booklets to complete. Parents from the Policy Council and a School Board Member helped with this gathering process. We looked over all of our Head Start Plans, Documents, Meeting agendas, etc. to complete the booklets and interviewed key members. Once all of the information was gathered, we then compiled a list of our areas of weakness and our areas of strengths. The targeted weaknesses were then put into our Self-Assessment Improvement Plan. These items went to the Council for approval.

Ongoing Monitoring and Outcome-based Evaluations-The Director and the Program Team Managers help to maintain on-going monitoring within their specialty area as well as across the areas. We have weekly Program Team meetings and provide a share time for each specialist to provide updates or concerns that need to be addressed in their area. We conduct surveys in our program to gather input from key members and we compile evaluative data on how our program is performing in different areas. Our goal is for our program to be data-driven.

**3.** Our Program has a Health Advisory Committee that meets 2 times a year. These meetings are scheduled for once in the Fall semester and once in the Spring semester. This committee currently consists of the following members: Campus RN, Pediatrician, Dentist, Parent, Physician's assistant, Administrator, and our campus Social Worker. These members serve a vital role in providing input and helping to make program decisions in the Health domain on how we can best meet the Head Start Program Standards. They also help us to connect with community resources.

#### **4. Guidelines and Procedures for Head Start Policy Council Selection:**

Policy Council Structure: The Policy Council is made up of classroom parents and community representatives. This council will review, modify and approve the procedures for program planning.

##### **Selection Process for Policy Council Members**

1. Parents will complete a volunteer form, and a parent interest survey
2. All parents of children enrolled in the Head Start program are provided information about the roles and responsibilities associated with the policy council.
3. Parents interested in serving on the council submit their names as a nominee to become the representative to the council.
4. Within 7 business days, selection to the council is determined by receiving a majority vote in the ballot election.
5. Each classroom will have two representatives:
  - a. A primary representative
  - b. Two alternate representatives
6. Two community representatives will submit their names and provided information about them self to policy council. Community representatives selection to the council is determined by receiving a majority vote in ballot election



### **Election of Officers:**

Officers will be selected following the statutes governing the policy council rules, regulations and by-laws. Positions slated as officers are President, Vice-President, Secretary, Treasurer, and Parliamentarian.

### **Selection Process for Election of Officers**

1. At the first annual meeting, council members will submit nominations for each office.
2. Each office will be selected by majority votes of those in attendance.
3. Once officers are selected, the officers will attend the mandatory training associated with each individual office, and the officers as a unit.

### **Guidelines and Procedures for Head Start Parent Committee Selection:**

#### ***PURPOSE:***

The Parent Committee is the means by which the parents come together and make decisions about activities for themselves and for their children. Parents will assist the teacher in planning the program for the children and for themselves. Working together and working with the teaching staff, the parent committee is able to plan, special events, and make recommendations for the improvement of the program. The parent committee will have the opportunity to design and implement activities that will strengthen the skills of the parents as teachers and advocates and to discuss when to use parent activity funds to help carry out proposed activities (1304.50(d)(2)(iii)).

**COMPOSITION:**

1. Parent Committees must be comprised of the parents of children currently enrolled at the Head Start level (1304.50(a)(2).
2. Head Start will form a Parent Committee.

**PROCEDURE**

1. Parent Committee will elect officers to conduct the meetings: Chairperson, Vice-Chairperson, Secretary, and Treasurer.
2. Monthly Parent Committee meetings shall be scheduled on the monthly Parent Calendar by the Parent Involvement Facilitator to meet the convenience of parents.
3. All meetings shall be announced and posted at least five (5) days in advance.
4. Parent Committee will elect 2 parents to serve as a Policy Committee Representative who communicates program information to the parent committee, is involved in the development of the program, and also elect one parent Alternate to the Policy Committee who shall act as the Representative in the absence of the elected Representative.
5. Time shall be allotted to plan programs and activities, discuss what parents would like to do, what they would like to learn and to discuss how these ideas can be carried out.
6. Time shall be allotted to work with the teaching staff to help plan and develop activities for the children.
7. Time shall be allotted for a report given by the P.C. representative.

8. Time shall be allotted for component information and workshops.
9. A vote must take place for any activity planned and documented in the minutes.
10. Documentation: Sign-In Sheet, Agenda, Minutes

### **SPECIAL CALL MEETINGS**

1. SPECIAL CALL meetings need to be approved by the Parent Involvement Facilitator.
2. SPECIAL CALL meeting notices shall be posted at least two (2) days in advance. The purpose of the meetings shall be stated in the call.

### **OFFICERS/REPRESENTATIVES/ALTERNATES –DUTIES AND RESPONSIBILITIES**

If at any time an officer/representative/alternate does not fulfill his/her responsibilities or does not act in the best interest of the program, the officer will be terminated from that position, and a new officer/representative/alternate will be elected.

#### **Chairperson shall:**

1. Five days prior to the meeting, along with the staff and officers, plan the meeting, prepare an agenda and arrange a meeting place.
2. Conduct regular and special call meetings and keep the group on the agenda.
3. Start and stop each meeting on time.
4. Lead orderly discussions by tactfully and politely enforcing the rules that offer every member a chance to speak for or against a motion. The chairperson cannot participate in the discussion, but rather serves as an impartial referee.

5. Communicate duly voted recommendations to the Parent Involvement Staff.
6. Explain each motion before it is voted upon.
7. Appoint committees to carry out specific assignments.
8. Vote to make or break a tie.
9. Post meeting notices in each classroom five days in advance.

**Vice-Chairperson shall:**

1. Conduct the meeting and handle the group's business when the chairperson is absent.
2. Communicate with absent members and encourage their participation.
3. Post meeting notices in each classroom five days in advance.

**Secretary shall:**

1. Take the minutes of the meeting and keep a permanent record of what has taken place.
2. Document the outcomes of the votes.
3. Help the Chairperson stick to the agenda.
4. Post meeting notices in each classroom five days in advance.

**Treasurer shall:**

1. Keep a parent record of the Parent Activity Fund expenses.

**Representative shall:**

1. Attend monthly Policy Committee meetings.
2. Attend monthly Parent Committee meetings and give a report.

3. Call prior to the meeting if unable to attend.
4. Notify the alternate when unable to attend.

**Alternate shall:**

1. Take the place of the representative when absent.
2. Call prior to the meeting if unable to attend in place of the Representative.

**POLICY COUNCIL COMMITTEE**

The Policy Council Committee is a committee of elected parents from all centers. One parent representative and one parent alternate is elected from each Parent Committee.

The Policy Committee gives input and helps develop and plan Head Start activities. Policy Committee meetings are scheduled once a month throughout the year.

Training is provided for the Policy Committee in all areas of the Head Start program. The training that P.C. members receive enables parents to work within the program and access community services needed by Head Start children and their families.

Policy Committees must be comprised of two types of representatives: parents of currently enrolled children and community representatives. Community members must be drawn from the local community including, for example, the parents of formerly enrolled children. All members of the Policy Committee must stand for election or re-election annually. No Head Start staff (or members of their immediate families) may serve on the Policy Committee.

The Policy Committee (P.C.) By-laws, as well as the Head Start Program Performance Standards, give the rules, guidelines and functions for conducting P.C. meetings in the Head Start Program. They are the foundation of the Policy Committee. Parents are provided training to help them understand the P.C. By-laws and Performance Standards.

5. Organizational Chart: [\(See attachment # 1\)](#)

6. All of our recommendations submitted for review for hire have to be processed and go through our Denton ISD Human Resource department. Personal and Professional references have to be checked prior to recommending someone for hire. The HR dept. then processes the rest of the employee's criminal background check and fingerprinting process. This process is outlined in our DISD Employee Handbook. The statement in this handbook explaining the process is below.

***Denton ISD is required by state law and the Texas Education Code Section 22.083, to conduct pre-employment criminal back ground investigations, including submission of fingerprints to the Department of Public Safety and Federal Agencies, for each applicant that is being considered for employment, as well as student teachers, student observers, volunteers, and any other party deemed necessary.*** Once HR has completed this process, we then get a message from them stating that they have been approved for hire. Then and only then can we offer them the job.

Our program has Procedures in place that can be found in our Written Plans that outline the steps we follow to ensure that staff remain up to date on required health exams and tuberculosis screenings. Each Head Start member is required to provide proof of a current

physical exam and subsequently every three years or as recommended by their health care provider. Each Head Start staff member is required to complete an initial TB screening which may either be a PPD skin test or questionnaire as per Denton ISD TB requirement and repeat screenings as recommended by their health care provider.

7. The Denton ISD Human Resource department is in charge of making sure that all employees meet the Highly Qualified status for the job that they are being recommended for. All required credentials must be in place before there is an approval for hire. The DISD Employee Handbook outlines the following process for the Certification and Licenses requirements according to the Policy DBA :

***Professional employees whose positions require SBEC certification or professional license are responsible for taking actions to ensure their credentials do not lapse. Employees must submit documentation that they have passed the required certification exam and/or obtained or renewed their credentials to Human Resources in a timely manner. All employees who have earned certificates, endorsements, or degrees of higher rank since the previous school year must file with the Superintendent an official college transcript showing the highest degree earned and date conferred and proof of the certificate or endorsement.***

Our Head Start Teachers are all certified educators. Our paraprofessionals are required to have their CDA credential. Our key program team managers all have degrees and credentials in their area of expertise.

\*Head Start Director: Master degrees in Early Childhood and Administration

\*Education Specialist: Bachelor degree in Education and Master in Administration

\*Health Service Staff: Licensed RN

\*Mental Health/Disabilities Specialist: Bachelor degree in Education, Certifications in Administration & Diagnostician, and a Doctorate in Early Childhood.

\*Nutrition Service Staff: Bachelor degree in Nutrition

Family and Community Partnership Staff:

\*ERSEA/Social Services: Bachelor degree in Social Work

\* PFCE: Paraprofessional credential

\*Fiscal Staff: Bachelor degree in Business/Finance

Our district strives to maintain Highly Qualified Personnel.

**8.** We take pride in our Head Start Program that provides a Holistic approach to providing comprehensive services to our students and families. In order to effectively facilitate the educator-child relationships, our campus has worked very hard to create a school climate/culture that is positive in nature. We use the How Full Is Your Bucket books and philosophy to build positive relationships among all members. We also celebrate character traits each month throughout our campus. This positive approach/focus has in turn built positive relationships among staff, co-workers, students, parents, etc.

The district curriculum department provides our teachers with trainings on how to foster ultimate learning opportunities. They taught the teachers this year how to plan their instruction around a learning target using essential questions. This has helped their lessons to reach greater depth and understanding. Our district also sent our team leader teachers to a training called Professional Learning Communities. This has taught them how to show teachers how to



look to the data to help to individualize instruction. The Director provides the teachers with the necessary tools and supplies to be successful in the classroom.

Staff partner with families to support the child's development by providing parents with multiple ways to get involved, to participate in trainings, and to be connected with needed resources. They conduct home visits and parent/teacher conferences to keep the parents informed of their child's progress.

The Administrators and Education Specialist evaluate the teachers and staff on a regular basis through CLASS walk-throughs, environmental readiness checks, Teacher PDAS evaluations, staff self-reports and goal settings. Through these tools we are able to give the staff regular feedback, supervision, coaching, and other mechanisms. Professional development is provided to the staff in the areas that data shows an identified need. The Education Specialist also conducts Instructional Support meeting with all Head Start Staff.

**9.** Our Program has multiple management systems in place:

**a.** Program Planning- We gather input from key stakeholders, performance data, demographics, student and family needs, etc. in order to come up with our pressing goals and objectives for the year. Our Program team managers play a key role in this process by providing an extensive review of the needs and strengths of their area.

**b.** Internal & External Communications: We have multiple ways to provide internal and external communications. These include but are not limited to texting, phone calls, emails, Student Tuesday folders, Phone Blasts, Marque, Parent boards, intercom announcements, staff

mailboxes, community mail outs, flyers, letters, easel signs, parent/teacher conferences, newsletters, calendars, home visits, etc. Our new way to communicate for this next school year will be through TV monitors placed around the campus in key locations to communicate news or upcoming events to families and staff.

c. Record-keeping and Reporting: We have several data systems that we use that are provided to us from DISD that help us to be able to store data electronically so that the information is right at our fingertips. These systems help us to track enrollment, shot & health records, attendance, student academic performance, RTI, Disability reports, Teacher evaluations, Staff professional development, etc. These are eSchool, PEIMS, SNAP, AWARE, Eduphoria, Special Education Manager, Safe Schools, etc. Teachers also keep records in their office for tracking student performance, progress on IDPs, and portfolio samples.

d. Ongoing Monitoring: The Director and the Program Team Managers help to maintain on-going monitoring within their specialty area as well as across the areas. We have weekly Program Team meetings and provide a share time for each specialist to provide updates or concerns that need to be addressed in their area. The governing bodies play an active role in the ongoing monitoring process. We develop a Head Start Cycle Calendar each year to help us to organize a plan of action on how to complete all of the necessary Head Start pieces in a timely manner that will produce the most productive outcome toward ongoing monitoring. We review our Self-Assessment & Community Assessment Improvement Plans, our Strategic Plans, and our Written Plans on a regular basis to track our progress and to guide our program direction.

e.

- Self- Assessment (See attachment # 3)
- Self -Assessment Improvement Plan (See attachment #4)

**10.** Denton ISD Head Start plans training for staff, parents, volunteers, governing body members, and Policy Council. Prior to the first day of school, Denton ISD Head Start staffs participate in professional development provided by Denton ISD and the Head Start Program Team. Training for parents, volunteers, the governing body, and the Policy Council are provided by our Program Team and are content specific. We collaborate with Texas AgriLife, Denton ISD, and other agencies to provide training to parents and staff. **TTA Plan (See attachment #2)**

**SECTION II**  
**BUDGET AND BUDGET JUSTIFICATION**

**FEDERAL**

1. The refunding amount of \$1,283,443 is divided into three categories. These are payroll, supplies, and T/TA.

The payroll is broken down into three areas. These are salaries, fringes, and substitutes pay. As one will note from the earlier SF424A form, the amounts requested for this category are \$1,036,291, \$170,644, and \$30,000 respectively. This is a total of \$1,236,935 or approximately 98.5% of the total federal funds requested. These funds are to be used to pay the salaries for twenty nine (29) Head Start personnel. These personnel include one (1) education specialist, twelve (12) teachers, twelve (12) teacher aides, one (1) social worker, one (1) parent trainer, one (1) child services aide and one (1) office aide. See Employee Compensation Cap section of this grant for a complete list of Head Start salaries paid by federal funds. It may be noted that the Directory's salary and salaries of key personnel are not funded by Head Start. These personnel are paid entirely by Denton ISD.

The total amount of funds requested for the supplies category is \$24,560. There is \$18,000 budgeted for monthly snacks. Each of the 12 classrooms receives \$150.00 each month. \$6,560 is budgeted for other supplies: copier rental and copy charges (\$4,000), postage for parent mailing (\$100), copy paper (\$560), printer ink (\$1,000) and printer drums (\$900). The campus budget will supplement the Head Start budget for supplies.

\$782.00 is budgeted for student liability insurance which is paid yearly through the Dwight Jones Agency.

## 2. TTA/TRAVEL

The total amount of funds requested for the T/TA category is \$21,166. This total includes \$7,900 to be used for travel. These funds are to be spent as outlined below. The complete TTA plan is attached under separate document.

- National Head Start Conference: Director & Education Specialist - \$3,590.00
- ERSEA Management Conference: Social Worker and Child Services Aide - \$2,735.00
- Managing Comprehensive Health Services Conference: School Nurse - \$1,575.00

See Attachment #2 for complete TTA Plan

## **NON-FEDERAL**

The Denton ISD Head Start Program is requesting refunding in the amount of \$1,283,443. The district's non-federal share is \$320,860, with a total grant amount for 2014-2015 is \$1,604,303.

5. Volunteer hours are calculated in the amount of \$15.00 per hour for assistance in the classroom and to the teachers to prepare lesson materials. Volunteer resources are 320,860.00. Through February of 2014, our volunteer hours for Ann Windle School for Young Children, totaled 14,549. Calculated in the amount of \$15.00 per hour, that totals \$218,235.00. We are confident that our volunteer hours will exceed 21,390 hours. This will meet our \$320,860.00 non-federal share. We have approx. 230 volunteers that help with classroom preparation, classroom volunteers, Policy Council meeting (10 monthly meeting, 2 hours each, 20 volunteers), Parent Committee meeting (10 monthly meeting, 2 hours each, 15 volunteers), Board members (10 monthly meeting, 2 hours each, 1-2 volunteers) and community members.

## **BUDGET NARRATIVE**

The Denton ISD Head Start program serves 193 students who qualify categorically at the poverty level. Ten percent of the 193 students are developmentally delayed. We have 12 certified teachers, 12 Paraprofessionals who have an Associate's degree or are Highly Qualified.

4. Denton ISD has a strict financial management system in place. The Denton ISD program, as part of the Denton ISD, follows standard and acceptable accounting practices as prescribed by the State of Texas. All transactions are accounted for from purchase orders to payment of employees. The district has been recognized by the state as a leader in this area. The purchasing process from start to finish involves multiple departments with separation of duties in place. One person, alone, can never complete the process. The procedures and guidelines are regularly checked and improvement is made when necessary. The district employs a fiscal manager. All purchase orders must first be approved by the Director, then the fiscal manager. The PO is then sent to the purchasing dept. for approval and is then sent to the appropriate vendor. When the product is received, the campus secretary, receives the order, checks it in, signs the PO and sends the signed PO to the accounts payable dept. who then pays the vendor. No cash is ever transacted. A Head Start budget report is approved by Policy Council and the School Board monthly.

The Denton ISD Head Start Program undergoes an independent audit by an outside accounting firm each year. This audit is part of the Denton ISD annual audit. A report of each audit is submitted to the Board of Trustees and is a matter of public record afterwards.

**6.** The current indirect cost rate (See Page 57) allowed is 2.01%, with our grant being \$1,283,443.00, that allows the district to collect \$25,797.20. Please note in the In-Kind Expense Report, (See Page 58) DISD Central Services staff assistance (Child Nutrition, Human Resources, Payroll, Purchasing, Accounts Payable, Grant Accountant, Staff Development personnel, Bi-Lingual services, Counseling Services) is not included in the dollars shown. The report submitted is for the 2012-2013 school year. That is the most current data available at the time of the grant submission.

**11.** As a result of sequestration, we decreased our program support personnel by two and the district absorbed the supply budget. With the reinstatement of sequestered funds, we were able to hire back one program staff person and reinstate the supply budget. Because of increased fringe and TRS contributions, it was not possible to hire back the second position.



2014 Indirect Cost Rates  
Effective July 1, 2013 - June 30, 2014

CON	LEA	RESTRICTED	NONRESTRICTED
048901	EDEN CISD	4.152	26.272
048903	PAINT ROCK ISD	4.589	28.563
049901	GAINESVILLE ISO	2.137	23.009
049902	MUENSTER ISD	0.826	12.104
049903	VALLEY VIEW ISO	1.803	21.737
049905	CALLISBURGISD	1.991	24.682
049906	ERA ISD	2.012	24.750
049907	LINDSAY ISD	3.515	27.938
049908	WALNUT BEND ISD	0.000	29.081
049909	SIVELLS BEND ISO	2.613	15.421
050901	EVANT ISO	1.766	23.145
050902	GATESVILLE ISD	2.167	17.894
050904	OGLESBY ISD	3.033	26.021
050910	COPPERAS COVE ISD	2.079	17.403
051901	PADUCAH ISD	5.800	23.208
052901	CRANE ISD	0.973	9.962
053001	CROCKETT COUNTY CONSOLIDATED	0.959	11.407
054901	CROSBYTON CISD	2.481	28.820
054902	LORENZO ISD	2.614	20.128
054903	RALLS ISD	1.229	18.772
055901	CULBERSON COUNTY-ALLAMOORE	3.864	27.349
056901	DALHART ISD	2.169	20.304
056902	TEXLINE ISD	3.584	26.568
057903	CARROLLTON-FARMERS BRANCH ISO	1.843	18.149
057904	CEDAR HILL ISD	1.849	21.190
057905	DALLAS ISD	1.803	18.436
057906	DESOTO ISD	1.838	21.715
057907	DUNCANVILLE ISD	2.111	22.506
057909	GARLAND ISD	1.279	12.991
057910	GRAND PRAIRIE ISD	1.158	18.342
057912	IRVING ISD	2.043	17.959
057913	LANCASTER ISD	2.623	24.093
057914	MESQUITE ISD	1.805	19.937
057916	RICHARDSON ISD	2.344	20.254
057922	COPPELL ISD	1.778	14.203
058902	DAWSON ISD	3.119	21.159
058905	KLONDIKE ISD	1.733	12.462
058906	LAMESA ISD	3.396	20.067
059901	HEREFORD ISD	3.431	18.259
059902	WALCOTT ISD	2.287	16.783
061901	DENTON ISD	2.011	21.396
051902	LEWISVILLE ISD	1.53	17.207
061903	PILOT POINT ISD	3.057	21.500
061905	KRUM ISO	1.584	27.496
051906	PONDER ISD	2.224	26.444

## IN-KIND REPORT

Type of Expense	Ann Windle Annual Cost paid by DISD (actual)	Head Start Program Cost paid by DISD
Denton Municipal Utilities-electric, water, waste	83,647	55,765
Tru Green Lawn Service	13,761	9,174
Building depreciation	133,930	89,287
Custodial Service	61,125	40,750
<b>Facility cost</b> (classroom %)	<b>292,463</b>	<b>194,976</b>
Teacher	197,029	0
Administration-Program Director, Adm Asst, reception	187,102	121,585
Registered Nurse	55,088	35,798
Diagnostician (Total 83 students served with 23 HS served)	86,349	23,919
Computer technician	177	115
Spec Ed staff-see spec ed time spreadsheet for detail	310,470	0
<b>DISD Staff Salary cost</b> (student % except spec ed)	<b>836,216</b>	<b>181,417</b>
Classroom-supplies, printshop	6,425	4,175
Campus Administration-supplies, copiers, postage, printshop	5,726	3,721
Staff Development	2,345	1,524
Other operating-snacks, mileage, buses	8,088	5,256
<b>Other cost</b>	<b>22,585</b>	<b>14,677</b>
<b>Total Public In-Kind</b> (Denton ISD Local funds)	<b>1,151,265</b>	<b>391,069</b>
<b>Total Private In-Kind</b> (27,570.86 Volunteer hours @ \$15.00 per hour)	<b>413,563</b>	<b>141,937</b>
<b>Grand Total In-Kind</b>	<b>1,564,828</b>	<b>533,006</b>

**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*

# Key Personnel Worksheet

<b>Title</b>	<b>Salary</b>	<b>Sources</b>
Executive Director	\$232,560.00	Denton ISD General Operating Fund
Head Start Director	\$83,342.00	Denton ISD General Operating Fund
Fiscal Director	\$ 129,101.00	Denton ISD General Operating Fund

**06CH5416 - PAYROLL PROJECTION FOR YEAR 2014-2015**

Position	Salary	Medicare & Workers Comp	Insurance	Teachers Retirement	Page 60
Content Area Expert	\$ 55,768	\$ 984	\$ 2,832	\$ 5,664	
<b>SUB-TOTAL CONTENT AREA SALARY</b>	<b>\$ 55,768</b>				
Teacher 1	\$ 53,151	\$ 938	\$ 2,832	\$ 5,399	
Teacher 2	\$ 52,144	\$ 921	\$ 12	\$ 5,303	
Teacher 3	\$ 55,684	\$ 980	\$ 2,832	\$ 5,646	
Teacher 4	\$ 50,387	\$ 889	\$ 12	\$ 5,125	
Teacher 5	\$ 51,443	\$ 907	\$ 2,832	\$ 5,226	
Teacher 6	\$ 50,588	\$ 893	\$ 12	\$ 5,145	
Teacher 7	\$ 51,592	\$ 910	\$ 12	\$ 5,247	
Teacher 8	\$ 51,531	\$ 908	\$ 2,832	\$ 5,232	
Teacher 9	\$ 53,687	\$ 646	\$ 2,832	\$ 5,449	
Teacher 10	\$ 53,687	\$ 646	\$ 12	\$ 5,449	
Teacher 11	\$ 53,687	\$ 646	\$ 12	\$ 5,449	
Teacher 12	\$ 51,988	\$ 909	\$ 2,832	\$ 5,240	
<b>SUB-TOTAL TEACHER SALARY</b>	<b>629,569</b>				
Teacher Aide 1	\$ 23,959	\$ 422	\$ 2,832	\$ 2,437	
Teacher Aide 2	\$ 22,731	\$ 401	\$ 2,832	\$ 2,312	
Teacher Aide 3	\$ 23,261	\$ 410	\$ 2,832	\$ 2,366	
Teacher Aide 4	\$ 21,638	\$ 382	\$ 12	\$ 2,201	
Teacher Aide 5	\$ 21,289	\$ 376	\$ 2,832	\$ 2,165	
Teacher Aide 6	\$ 17,979	\$ 317	\$ 12	\$ 1,829	
Teacher Aide 7	\$ 19,284	\$ 341	\$ 2,832	\$ 1,961	
Teacher Aide 8	\$ 16,288	\$ 288	\$ 12	\$ 1,657	
Teacher Aide 9	\$ 17,253	\$ 304	\$ 2,832	\$ 1,755	
Teacher Aide 10	\$ 18,359	\$ 324	\$ 2,832	\$ 1,867	
Teacher Aide 11	\$ 17,374	\$ 307	\$ 2,832	\$ 1,767	
Teacher Aide 12	\$ 16,828	\$ 297	\$ 12	\$ 1,711	
<b>SUB-TOTAL TEACHER AIDE SALARY</b>	<b>\$ 236,244</b>				

## 06CH5416 - PAYROLL PROJECTION FOR YEAR 2014-2015

FCP: SOCIAL WORKER	\$ 52,437	\$ 926	\$ 2,832	\$ 5,333	Page 61
FCP: FPCE SPECIALIST	\$ 24,293	\$ 429	\$ 2,832	\$ 1,904	
FCP: CHILD SERVICES AIDE	\$ 16,737				
<b>SUB-TOTAL FCP PERSONNEL</b>	<b>\$ 93,467</b>				
OFFICE AIDE	\$ 21,243	\$ 342	\$ 2,832	\$ 1,667	
<b>SUB-TOTAL OTHER CS PERSONNEL</b>	<b>\$ 21,243</b>				
<b>TOTAL PERSONNEL</b>	<b>\$ 1,036,291</b>				
FRINGE (MediCare/Worman's Comp)	\$ 17,043				
FRINGE (Insurance)	\$ 51,096				
FRINGE (Retirement)	\$ 102,505				
<b>TOTAL FRINGE</b>	<b>\$ 170,644</b>				
OFFICE SUPPLIES	\$ 560				
FOOD SERVICES SUPPLIES	\$ 18,000				
OTHER SUPPLIES	\$ 6,000				
<b>TOTAL SUPPLIES</b>	<b>\$ 24,560</b>				
<b>CHILD LIABILITY INSURANCE</b>	<b>\$ 783</b>				
<b>SUBSTITUTES</b>	<b>\$ 30,000</b>				
<b>TOTAL ALL BUDGET CATEGORIES</b>	<b>\$ 1,262,277</b>				

## 06CH5416 - EMPLOYEE COMPENSATION CAP - FY2014

There are a total of twenty nine (29) positions funded by the Denton ISD Head Start Program. Twenty four (24) of those positions are classroom teachers and teacher aides, one (1) Social Worker, one (1) Education Specialist, one (1) Office Aide, one (1) Family, Parent & Community Engagement (FPCE) Specialist, and one (1) Child Services Aide.

Head Start does not pay the salaries of the Director or any Key Personnel . These salaries are paid entirely by the Denton Independent School District. **Please note that no salary exceeds the \$179,700.00 limit.**

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

Position	Salary	Position	Salary	Position	Salary
Teacher 1	\$53,151.43	Teacher Aide 1	\$23,959.42	Education Specialist	\$55,768.14
Teacher 2	\$52,143.94	Teacher Aide 2	\$22,730.93	Social Worker	\$52,436.61
Teacher 3	\$55,684.16	Teacher Aide 3	\$23,261.43	FPCE Specialist	\$24,293.41
Teacher 4	\$50,387.37	Teacher Aide 4	\$21,638.33	Child Services Aide	\$16,736.81
Teacher 5	\$51,442.79	Teacher Aide 5	\$21,289.02	Office Aide	\$21,243.18
Teacher 6	\$50,588.11	Teacher Aide 6	\$17,979.39		
Teacher 7	\$51,591.88	Teacher Aide 7	\$19,283.50		
Teacher 8	\$51,530.97	Teacher Aide 8	\$16,288.23		
Teacher 9	\$53,686.62	Teacher Aide 9	\$17,253.12		
Teacher 10	\$53,686.62	Teacher Aide 10	\$18,358.90		
Teacher 11	\$53,686.62	Teacher Aide 11	\$17,373.64		
Teacher 12	\$51,988.34	Teacher Aide 12	\$16,827.85		
<b>Total Teacher</b>	<b>\$629,568.85</b>	<b>Total Teacher Aide</b>	<b>\$236,243.76</b>	<b>Total other staff</b>	<b>\$170,478.15</b>
<b>Total Salaries</b>	<b>\$1,036,291</b>				



# United Educators Association

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## Comparison of Teacher Salaries in the Eastern Metroplex School Year 2013 - 2014 BA/BS Degree

Year	0	Year	5	Year	10	Year	15	Year	20	Year	25	Year	30
1	HEB 51220	1	Irving 51700	1	Mansfield 53190	1	HEB 54570	1	Fort Worth 57646	1	HEB 62535	1	HEB 66499
2	Arlington 50000	2	Mansfield 51423	2	HEB 53088	2	Keller 54569	2	Dallas 57316	2	Mansfield 62108	2	Fort Worth 66063
2	Irving 50000	3	HEB 51276	3	Keller 53019	3	Mansfield 54393	3	Mansfield 57140	3	Birdville 62000	3	Mansfield 65287
2	Mansfield 50000	4	Birdville 51100	4	Irving 52700	4	Arlington 54050	4	HEB 56989	4	Fort Worth 61970	4	Arlington 64696
5	Coppell 49300	5	Keller 50654	5	Birdville 52530	5	Fort Worth 54032	5	Keller 56869	5	Denton 60960	5	Coppell 63556
6	Birdville 49000	6	Arlington 50560	6	Arlington 52250	6	Irving 53930	6	Arlington 56850	6	Arlington 60524	6	Keller 63120
7	Keller 48500	7	Coppell 50333	7	Fort Worth 52226	7	Dallas 53908	7	Irving 56836	7	Irving 60372	7	Grapevine 62447
8	Garland 48001	8	Fort Worth 49894	8	Dallas 51307	8	Birdville 53730	8	Coppell 56580	8	Coppell 60042	8	Dallas 62071
9	Denton 48000	9	Denton 49800	9	Coppell 51132	9	Coppell 53117	9	Birdville 55980	9	Keller 59819	9	Birdville 62000
10	Grapevine 47600	10	Grand Prairie 49460	10	Grand Prairie 50943	10	Duncanville 52769	10	Duncanville 55501	10	Dallas 59470	10	Carroll 61708
11	Grand Prairie 47500	11	Richardson 48900	11	Denton 50800	11	Grand Prairie 52380	11	Denton 55390	11	Carroll 58416	11	Grand Prairie 61058
12	Richardson 47400	12	Garland 48515	12	Carroll 50330	12	Denton 52060	12	Little Elm 55000	12	Grapevine 57701	12	Denton 60960
13	CFB 47143	13	Carroll 48475	13	Richardson 50300	13	Carroll 52001	13	Grand Prairie 54022	13	Grand Prairie 56831	13	Irving 60372
14	Carroll 47000	14	Grapevine 48255	14	Garland 50123	14	Little Elm 52000	14	CFB 53781	14	DeSoto 56514	14	DeSoto 59546
14	Duncanville 47000	15	Duncanville 48238	15	CFB 50041	15	CFB 51911	15	Carroll 53678	15	Duncanville 56047	15	Garland 59440
14	Fort Worth 47000	16	CFB 48171	16	Duncanville 50037	16	Richardson 51675	16	Garland 53521	16	Garland 55773	16	CFB 57521
17	Dallas 46002	17	Little Elm 48000	17	Little Elm 50000	17	Garland 50929	17	DeSoto 53224	17	CFB 55651	17	Duncanville 56047
18	Little Elm 45500	18	Dallas 47839	18	Grapevine 49289	18	Grapevine 50518	18	Grapevine 53144	18	Little Elm 55000	18	Little Elm 55000
19	DeSoto 44272	19	DeSoto 45404	19	DeSoto 47198	19	DeSoto 49552	19	Richardson 53050	19	Richardson 54325	19	Richardson 54325

**Note: This comparison is for base salaries only. It does not include stipends of any kind. Line indicates average.**

## Comparison of Teacher Salaries in the Eastern Metroplex School Year 2013 -2014 MA / MS Degree

Year	0	Year	5	Year	10	Year	15	Year	20	Year	25	Year	30																
1	HEB	53379	1	HEB	54063	1	HEB	56042	1	HEB	57526	1	Dallas	61308	1	HEB	65527	1	HEB	69601									
2	Arlington	51500	2	Irving	52700	2	Mansfield	54241	2	Dallas	56265	2	HEB	59944	2	Dallas	65511	2	Dallas	68112									
3	Mansfield	51006	3	Birdville	52600	3	Birdville	54030	3	Keller	55569	3	Fort Worth	58980	3	Fort Worth	63658	3	Fort Worth	67790									
4	Irving	51000	4	Mansfield	52474	4	Keller	54019	4	Arlington	55550	4	Arlington	58350	4	Birdville	63500	4	Mansfield	66336									
5	Birdville	50500	5	Arlington	52060	5	Arlington	53750	5	Mansfield	55446	5	Mansfield	58189	5	Mansfield	63159	5	Mansfield	66196									
5	Coppell	50500	6	Keller	51654	6	Irving	53700	6	Birdville	55250	6	Keller	57869	6	Keller	57869	6	Denton	62710	6	Grapevine	65424						
7	Denton	49750	7	Denton	51550	7	Fort Worth	53435	7	Fort Worth	55229	7	Irving	57836	7	Irving	57836	7	Arlington	62024	7	Coppell	64756						
8	Keller	49500	8	Coppell	51533	8	Denton	52550	8	Irving	54930	8	Coppell	57780	8	Coppell	57780	8	Irving	61372	8	Irving	61372	8	Keller	64120			
9	Garland	49387	9	Fort Worth	50951	9	Coppell	52332	9	Coppell	54317	9	Coppell	54317	9	Birdville	57480	9	Birdville	57480	9	Coppell	61242	9	Birdville	63500			
10	CFB	48688	10	Grand Prairie	50534	10	Dallas	52327	10	Denton	53810	10	Denton	57140	10	Keller	60819	10	Keller	60819	10	Denton	62710	10	Denton	62710			
11	Grapevine	48600	11	Garland	50150	11	Grand Prairie	52021	11	Duncanville	53769	11	Duncanville	56501	11	Duncanville	56501	11	Duncanville	56501	11	Grapevine	60782	11	Grapevine	60782	11	Carroll	62708
12	Grand Prairie	48480	12	CFB	49716	12	Garland	51749	12	Little Elm	53500	12	Little Elm	56500	12	Little Elm	56500	12	Carroll	59416	12	Carroll	59416	12	Grand Prairie	62377			
13	Carroll	48000	13	Little Elm	49500	13	CFB	51586	13	Grand Prairie	53459	13	Grand Prairie	55807	13	Garland	55807	13	Garland	55807	13	Grand Prairie	58072	13	Grand Prairie	58072	13	Irving	61372
13	Duncanville	48000	14	Carroll	49475	14	Little Elm	51500	14	CFB	53456	14	CFB	53456	14	Grapevine	55477	14	Grapevine	55477	14	Garland	57576	14	Garland	57576	14	Garland	60899
13	Fort Worth	48000	15	Grapevine	49266	15	Carroll	51330	15	Carroll	53001	15	Carroll	53001	15	CFB	55326	15	CFB	55326	15	DeSoto	57514	15	DeSoto	57514	15	DeSoto	60546
16	Richardson	47400	16	Duncanville	49238	16	Duncanville	51037	16	Garland	52824	16	Garland	52824	16	Grand Prairie	55164	16	Grand Prairie	55164	16	CFB	57196	16	CFB	57196	16	CFB	59066
17	Dallas	47022	17	Richardson	48900	17	Grapevine	50901	17	Grapevine	52110	17	Grapevine	52110	17	Carroll	54678	17	Carroll	54678	17	Duncanville	57047	17	Duncanville	57047	17	Duncanville	57047
18	Little Elm	47000	18	Dallas	48859	18	Richardson	50300	18	Richardson	51675	18	Richardson	51675	18	DeSoto	54224	18	DeSoto	54224	18	Little Elm	56500	18	Little Elm	56500	18	Little Elm	56500
19	DeSoto	45272	19	DeSoto	46404	19	DeSoto	48198	19	DeSoto	50552	19	DeSoto	50552	19	Richardson	53050	19	Richardson	53050	19	Richardson	54325	19	Richardson	54325	19	Richardson	54325

### Why Does UEA Print This Salary Comparison?

UEA strongly believes in open communication to all school employees. For the past 20 years, UEA has printed a comparison of teachers' salaries from area school districts. Of all the publications UEA creates, this is by far the most popular. It allows teachers the opportunity to see how their district compares to others. It also proves to be a valuable tool that superintendents, administrators, and school boards use in determining salaries. UEA is proud to again present the UEA Salary Comparison for school year 2013-2014. Just like our regular newsletter, this will be distributed to over 60,000 school employees.



**TANGIBLE PERSONAL PROPERTY REPORT  
SF- 428**

		Page <u>1</u>	of <u>1</u> Pages
1. Federal Agency and Organization Element to Which Report is Submitted	2. Federal Grant or Other Identifying Number Assigned by Federal Agency	3a. DUNS	3b. EIN
<u>OA/OGM/REGION VI</u>	<u>06CH5416/48</u>	<u>055311104</u>	<u>1-756001311-A1</u>
4. Recipient Organization (Name and complete address including zip code)		5. Recipient Account or Identifying Number	
<u>Denton ISD 901 AUDRA LANE DENTON, TX 76209</u>			
6. Attachment (Check applicable)		7. Supplemental Sheet	
<input type="checkbox"/> Annual Report (SF-428-A) <input checked="" type="checkbox"/> Final (Award Closeout) Report (SF-428-B) <input type="checkbox"/> Disposition Report/Request (SF-428-C)		<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Comments			
<u>SEE ATTACHMENTS 428S AND SF-429</u>			
9a. Typed or Printed Name and Title of Authorized Certifying Official		9c. Telephone (area code, number, extension)	
<u>ANGELA HELLMAN/DIRECTOR</u>		<u>940.369.3901</u>	
9b. Signature of authorized Certifying Official		9d. Email address	
<u>Angela Hellman</u>		<u>ahellman@dentonisd.org</u>	
		9e. Date report submitted (Month, Day, Year)	
		<u>APRIL 14, 2014</u>	
		10. Agency use only	

**TANGIBLE PERSONAL PROPERTY REPORT  
Supplemental Sheet SF-428S**

Federal Grant or Other Identifying Number Assigned by Federal Awarding Agency (Block 2 of SF-428)	Attachment Type	Page	Of Pages
	<input checked="" type="checkbox"/> Annual Report <input checked="" type="checkbox"/> Final (Award Closeout) Report <input type="checkbox"/> Disposition Request/Report		
06CH5416/48		1	3

Complete one row for each item:

	Award Number (a)	GP or ACQ (b)	Description of Item (c)	Identification Number (d)	Acq. Date (e)	Cond. Code (f)	Acq. Cost (g)	Disp. Req. (h)
1	06CH5416	ACQ	i Pad	ROOM E102	DMRK4DBTF182	3.13	1	479.00
2	06CH5416	ACQ	i Pad	ROOM E201	DMPKD50SF182	3.13	1	479.00
3	06CH5416	ACQ	i Pad	ROOM E303	DMRK4G83F182	3.13	1	479.00
4	06CH5416	ACQ	i Pad	ROOM W102	DMPKD48VF182	3.13	1	479.00
5	06CH5416	ACQ	i Pad	ROOM W202	DMPKD45QF182	3.13	1	479.00
6	06CH5416	ACQ	i Pad	ROOM W302	DMPKD568F182	3.13	1	479.00
7	06CH5416	ACQ	i Pad	ROOM 2	DMPKDCYKF182	3.13	1	479.00
8	06CH5416	ACQ	i Pad	ROOM E303	DMQMD08LFK10	4.14	1	479.00
9	06CH5416	ACQ	i Pad	ROOM W103	DMQMD0FFK10	4.14	1	479.00
10	06CH5416	ACQ	i Pad	ROOM E201	DMQMDAX6FK10	4.14	1	479.00

**TANGIBLE PERSONAL PROPERTY REPORT  
Supplemental Sheet SF-428S**

Federal Grant or Other Identifying Number Assigned by Federal Awarding Agency (Block 2 of SF-428)  <div style="font-size: 24px; font-family: cursive;">06CH5416/48</div>	Attachment Type <input checked="" type="checkbox"/> Annual Report  <input type="checkbox"/> Final (Award Closeout) Report  <input type="checkbox"/> Disposition Request/Report	Page  <div style="font-size: 24px; font-family: cursive;">2</div>	Of Pages  <div style="font-size: 24px; font-family: cursive;">3</div>
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Complete one row for each item:

#	Award Number (a)	GP or ACQ (b)	Description of Item (c)	Identification Number (d)	Acq. Date (e)	Cond. Code (f)	Acq. Cost (g)	Disp. Req. (h)
1	06CH5416	ACQ	i Pad ROOM W303	DMQMDDPKFK10	4.14	1	479.00	
2	06CH5416	ACQ	i Pad ROOM E301	DMQMDD45FK10	4.14	1	479.00	
3	06CH5416	ACQ	i Pad ROOM W302	DMQMDD8BFK10	4.14	1	479.00	
4	06CH5416	ACQ	i Pad ROOM E102	DMPMTBLMFK10	4.14	1	479.00	
5	06CH5416	ACQ	i Pad ROOM W203	DMPM7C9JRK10	4.14	1	479.00	
6	06CH5416	ACQ	i Pad ROOM E103	DMPM6HY7FK10	4.14	1	479.00	
7	06CH5416	ACQ	i Pad ROOM W102	DMPM6GBQFK10	4.14	1	479.00	
8	06CH5416	ACQ	i Pad ROOM E302	DMPM6KW5FK10	4.14	1	479.00	
9	06CH5416	ACQ	i Pad ROOM W202	DMPM6G5JFK10	4.14	1	479.00	
10								

### TANGIBLE PERSONAL PROPERTY REPORT Supplemental Sheet SF-428S

Federal Grant or Other Identifying Number Assigned by Federal Awarding Agency (Block 2 of SF-428)  <div style="font-size: 24px; font-family: cursive; color: blue;">06CH5416/48</div>	Attachment Type <input checked="" type="checkbox"/> Annual Report <input type="checkbox"/> Final (Award Closeout) Report <input type="checkbox"/> Disposition Request/Report	Page  <div style="font-size: 24px; font-family: cursive; color: blue;">3</div>	Of Pages  <div style="font-size: 24px; font-family: cursive; color: blue;">3</div>
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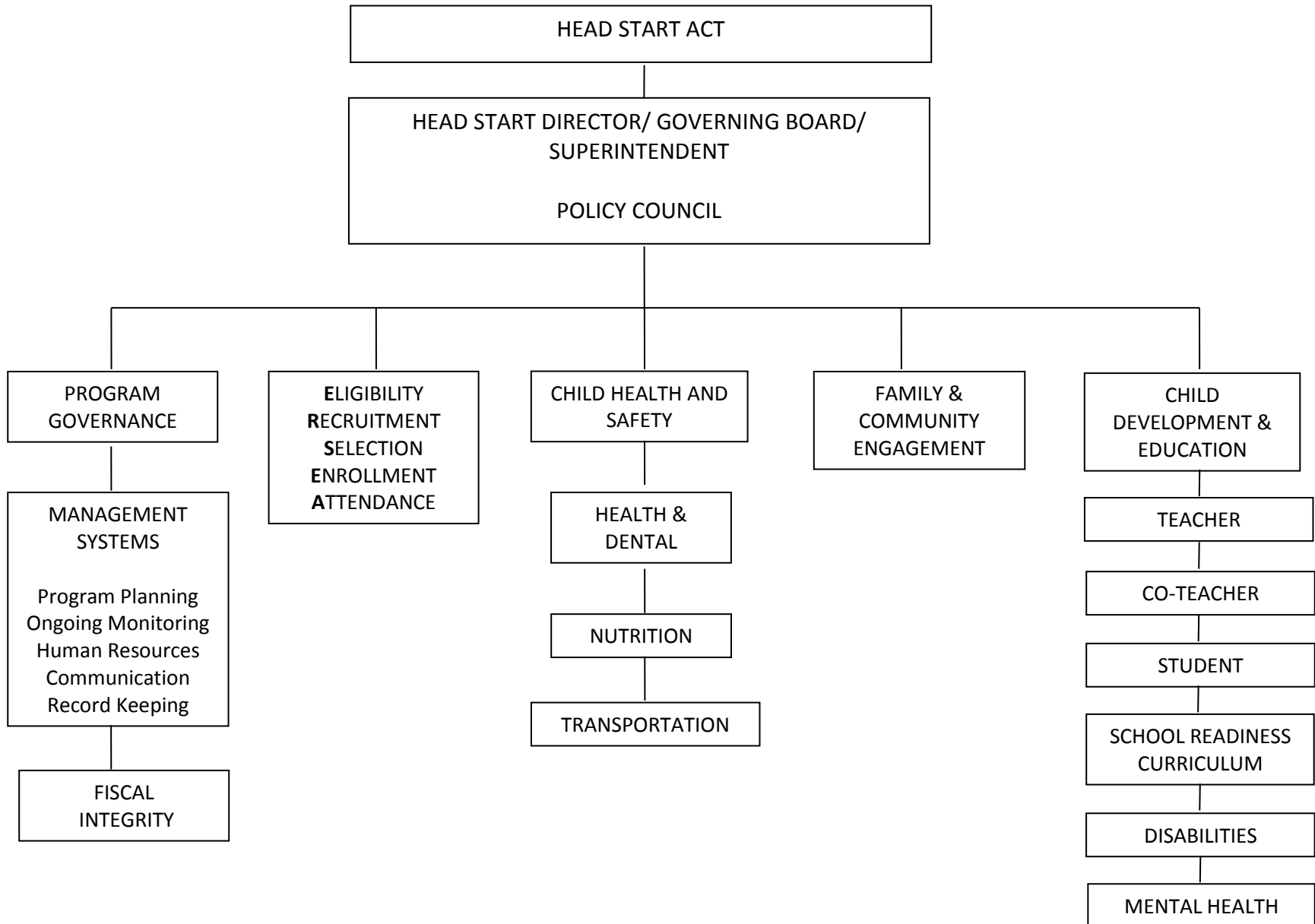
Complete one row for each item:

#	Award Number (a)	GP or ACQ (b)	Description of Item (c)	Identification Number (d)	Acq. Date (e)	Cond. Code (f)	Acq. Cost (g)	Disp. Req. (h)
1	06CH5416	ACQ	SAND TABLES (8)		3.14	1	89.95	
2	06CH5416	ACQ	PAINT STATIONS (9)		3.14	1	137.99	
3	06CH5416	ACQ	PLAYGROUND EQUIPMENT		1.10	4	37,652.00	
4								
5								
6								
7								
8								
9								
10								

REAL PROPERTY STATUS REPORT SF-429  
(COVER PAGE)

		Page: 1	of: 1	Pages
1. Federal Agency and Organizational Element to Which Report is Submitted:  OA/OGM/REGION VI		2. Federal Grant(s) or Other Identifying Number(s) Assigned by Federal Agency(ies):  06CH5416/48		
3. Recipient Organization (name and complete address including zip code): Denton ISD - 901 AUDRA LANE - DENTON, TX 76209				
4a. DUNS Number:  055311104	4b. EIN:  1-756001311	5. Recipient Account or Identifying Number:	6. Contact Person for this Report: Name: ANGELA HELLMAN Phone: 940.369.3901 Email: ahellman@dentonisd.org Fax: 940.369.4930	
7. Report End Date: (MM/DD/YYYY) 04/14/2014				
8. Real Property Status Report - Attachments: [check the applicable block(s)]: ___ : Attachment A (General Reporting) attached ___ : Attachment B (Request to Acquire, Improve or Furnish) attached ___ : Attachment C (Disposition Request) attached				
9. Comments (attach additional sheets if necessary): Denton ISD Head Start does not own any real property.				
<b>10. Certification: I certify to the best of my knowledge and belief that all information presented in this report is true, correct and complete and constitutes a material representation of fact upon which the Federal government may rely.</b>				
11a. Typed or Printed Name and Title of Authorized Certifying Official:  ANGELA HELLMAN / DIRECTOR		11c. Telephone (area code, number, extension): 940.369.3901		
11b. Signature of Authorized Certifying Official:  Angela Hellman		11d. Email Address: ahellman@dentonisd.org		
		11e. Date Report Submitted (MM/DD/YYYY): 04/14/2014		
12. Agency use only				

DISD HEAD START ORGANIZATIONAL CHART



## Training and Technical Assistance Plan Narrative

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### **Governing Board, Policy Council and Fiscal Staff Training-Financial Management**

Each October, our Head Start program brings in a consultant to conduct the annual Policy Council Training. During this training, members learn about the By-Laws, fiscal responsibilities, their roles, and other requirements of the committee. Our Head Start program pays the consultant a fee of \$200 which covers time, training packets, and pins for each officer. No travel is required. Two of the members serve on the Denton ISD Board of Directors.

The Head Start Director and Program Team facilitate training for the Governing Board. This training is thorough and covers important topics such as program design management, financial management, school readiness, and current data analysis. The audience includes members of the Denton ISD Governing Body include the Denton ISD Board of Directors, Executive board member representatives, the Fiscal Director, the Elementary/Pre-K Director, and representatives from the Policy Council and the community. The Program Team includes the Director/Principal, Health Specialist, ERSEA/Social Services Specialist, the Disabilities/Mental Health Specialist, the Parent Family Community Engagement Specialist, the Education Specialist, and the Nutrition Specialist.

The Head Start ACF Fiscal Director provides training for the Denton ISD Fiscal Director. Ongoing communication ensures understanding of program changes, clarifications and Head Start Fiscal requirements. The Denton ISD Fiscal Director attends the Annual Texas Association of School Business Officials Training and takes advantage of webinars and other online training modules to stay abreast of any changes and receive guidance on issues such as diversity and FERPA.

## Training and Technical Assistance Plan Narrative

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Members of the internal risk management committee consist of the Denton ISD Fiscal Director, Local Head Start Director and program Administrative Assistant. The internal management committee meets three times a year to review the budget, updates, and changes and to discuss fiscal and program needs.

❖ Training and Technical Assistance Funds - \$21, 166



<b>Grantee:</b>	<b>T/TA SPECIALIST</b>
Denton Independent School District	Ruth Doocy

**General Information**

<b>Mailing Address:</b>	PO Box 2387 Denton, TX 76202-2378	<b>Main Contact</b>	Sacha Harden
		<b>Title</b>	Education Specialist
<b>Office Number</b>	940-369-3901	<b>Main Contact Email</b>	<a href="mailto:sharden@dentonisd.org">sharden@dentonisd.org</a>
<b>Fax Number</b>	940-369-4930	<b>T/TA Specialist Office Number</b>	972-342-0925

<b>Overall Vision for Growth:</b> The vision for the Denton ISD Head Start program is School Readiness-growth in children so that they can be successful in elementary school, growth for parents so they can be successful contributing to the community, and growth for staff so they can do the best possible job in helping families become more successful.	<b>Resources Available:</b> Local doctors and dentists (immunizations and screenings) Texas Woman's University Health Department Denton Independent School District University of North TX Texas A & M Agrilife Extension Friends of the Family
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<b>Strengths:</b> Early Childhood Educational Diagnostician and RN on campus full-time All teachers have early childhood background Implementation of program incorporating School Readiness Goals, Head Start Child Development and Early Learning Framework, and 2008 Revised Texas Prekindergarten Guidelines	<b>Growth areas to be addressed:</b> Program Design and Management/Ongoing Monitoring and Communication Education and Early Childhood Development/Disabilities School Readiness (Parent Family Community Engagement, Social Services, Health, Education, Program Design) Ongoing professional development to be addressed: see ongoing training
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ACTION PLAN

Growth Area or Ongoing Professional Development Identified	Performance Standards to be addressed	Additional information gathered	Outcomes
Program Design and Management	1304	Strategic Plan, Survey Results, Student Outcomes, Standards, Quaterly Analysis Reports, PIR	The outcome is to have a data driven program
Education and Early Childhood Development	1304.21	CLASS, RtI, Portfolio Assessment Tools, Report Cards, DIAL-4, DLM Performance Checklist, Universal Screener	Teachers will become efficient in collecting and analyzing data in order to individualize instruction
Child Health and Safety	1304.21	Staff surveys, tribes/team builders, staff goal setting, parent satisfaction surveys, Silver boxes, Energy bus, character traits and bucketfillers	Continue to improve school climate by way of positive management programs

**ONE YEAR IMPLEMENTATION PLAN**

Content Area	Outcomes	Strategies	Person(s) Respons	Resources Needed	Est. Cost	Timetable	Evaluation
Program Design and Management	The outcome is to have a data driven program	1. Schedule data reviews within our Head Start yearly calendar for Program Team. 2. Use Microsoft ACCESS to collect and review data. 3. Use data to drive program	Director Program Team	Instructional Technology	In Kind	ongoing	Quarterly Data Analysis
Education and Early Childhood Development	Teachers will become efficient in collecting and analyzing data in order to individualize instruction	1. Provide professional development on the Response to Intervention (RtI) process for preschoolers and Professional Learning Communities (PLCs) 2. Conduct periodic data reviews with staff 3. Review procedures and timelines for collecting data	Director Teachers	Training materials	In Kind	one year	Ongoing Monitoring
Child Health and Safety	Continue to improve school climate by way of positive management programs	1. Our strategies are to provide professional development on silver boxes and energy bus. 2. Implement programs as a school wide initiative 3. Provide necessary tools to implement the programs 4. Implement staff book study 5. Provide staff and student incentives	Director Mental Health Staff	Silver box materials  Energy bus books & materials	\$2,800.00	one year	Survey Results Decrease in discipline referrals Admin Walk throughs

**ONGOING TRAINING**

Training Topic	Content Area and Performance Standard	Frequency	Provider	Estimated Cost	Responsible Personnel
<b>ERSEA:</b> Enrollment Procedures	ERSEA/Health/Disabilities/PFCE/ Education/Mental Health/PDM	Weekly	Director/Program Team	In Kind	Program Team
<b>PDM:</b> Timelines and File Reviews	ERSEA/Health/Disabilities/PFCE/ Education/Mental Health/PDM	Weekly	Director/Program Team	In Kind	Program Team
<b>PDM:</b> Data Analysis	ERSEA/Health/Disabilities/PFCE/ Education/Mental Health/PDM	Weekly	Director/Program Team	In Kind	Program Team
<b>PDM:</b> Updating Written Plans	ERSEA/Health/Disabilities/PFCE/ Education/Mental Health/PDM	Weekly	Director/Program Team	In Kind	Program Team
<b>PDM:</b> Review Succession Plans	ERSEA/Health/Disabilities/PFCE/ Education/Mental Health/PDM	Weekly	Director/Program Team	In Kind	Program Team
<b>PDM:</b> School Readiness	ERSEA/Health/Disabilities/PFCE/ Education/Mental Health/PDM	Weekly	Director/Program Team	In Kind	Program Team
<b>CDE:</b> School Readiness	Education and Early Childhood Education	as needed	Director/Program Team	In Kind	All Staff
<b>ERSEA</b> Training	ERSEA 1305/1307	1/year	HS University	\$ 2,735.00	Social Service and ERSEA Specialist
<b>ERSEA</b> Management System	ERSEA 1305/1307	1/year	HS University	In Kind	Social Service and ERSEA Specialist
<b>ERSEA:</b> Trends in Social Services Part 2	ERSEA 1305/1307	1/year	HS University	\$ 1,000.00	Social Service and ERSEA Specialist
<b>PDM:</b> Response to Intervention RtI for Preschool: Data Driven Instruction	Program Design Management 1304	ongoing	Director/Program Team	In Kind	Teachers
<b>PDM:</b> Professional Learning Communities (PLCs)	Program Design Management 1304	ongoing	Director	In Kind	All Staff
<b>PFCE:</b> Parent Orientation	ERSEA/Health/Disabilities/PFCE/ Education/Mental Health/PDM	August	Director/Program Team	In Kind	All Staff
<b>PDM:</b> Shared Governance	Program Design Management 1304	1/year	Director/Program Team	In Kind	Policy Council
<b>Health:</b> CPR/First Aid	Child Development and Health Services 1304	1/year	Denton ISD	In Kind	All Staff
<b>Health:</b> Bloodborn Pathogens/Asthma	Child Development and Health Services 1304	1/year	Denton ISD	In Kind	All Staff
<b>CHS:</b> Child Abuse Reporting	Child Development and Health Services 1301.31	1/year	Denton ISD	In Kind	All Staff

<b>PDM:</b> Self/Community Assessments	Program Design & Management	1/year	Director	In Kind	All Staff/Policy Council/Partners
<b>PDM:</b> Bucket Fillers Campus/Classroom Management	Program Design & Management Child Mental Health 1304	ongoing	Director/Education Specialist	\$ 2,000.00	All Staff
<b>PDM:</b> OHS Webinars/Broadcast Calls	Program Design & Management	ongoing	ECKLC Website	\$ 1,000.00	All Staff
<b>PFCE</b> Framework, Goals, Outcomes	Parent Family Community Engagement	ongoing	PFCE	In Kind	All Staff
<b>CDE:</b> Updates on School Readiness Goals and Outcomes	School Readiness 1307	ongoing	Director/Program Team	In Kind	All Staff
<b>PDM:</b> Joint Transition Training	School Readiness 1307	1/year	Education Specialist, Social Specialist	In Kind	All Staff
<b>CHS:</b> School Safety (emergency preparedness, bus evacuation)	Child Health and Safety 1304	1/year	Director/Program Team	\$ 241.00	All Staff
<b>Health:</b> Nutrition, Mental Health, Oral Health, Safety	Child Nutrition 1304	ongoing	Program Team		All Staff
<b>CHS:</b> Confidentiality	Child Health and Safety 1304	ongoing	Denton ISD	In Kind	All Staff
<b>CHS:</b> Safe Environments	Child Health and Safety 1304	ongoing	Director	In Kind	All Staff
<b>PDM:</b> Standards of Conduct/BIP	Program Design & Management 1304.50	ongoing	Director	In Kind	All Staff
<b>PDM:</b> OHM Monitoring Protocol/Federal Regulations	Program Design & Management 1304.50	ongoing	Director	In Kind	All Staff
<b>PFCE:</b> Advocacy Training for Parents	Disabilities	ongoing	Diagnostician	\$ 500.00	All Staff
<b>PDM:</b> Professional Development Plans/Teacher and Co-teacher Goal Setting	1304	ongoing	Director/Education Specialist	In Kind	Teaching Teams
<b>CDE:</b> CLASS Instructional Support	Education and Early Childhood Development	ongoing	Director/Education Specialist	In Kind	Teaching Teams
<b>CDE:</b> NCQTL Suites	Education and Early Childhood Development	ongoing	Director/Education Specialist		Teaching Teams
<b>PDM:</b> Silver Boxes	Mental Health	ongoing		\$ 500.00	All Staff
<b>PDM:</b> Strength Finders	Mental Health	ongoing	Director	\$ 300.00	All Staff
<b>PDM:</b> RtI/SEI Process and Procedures (Screener)	Child Health and Safety	ongoing	Instructional Coach	In Kind	Teaching Teams
<b>CDE:</b> Children with disabilities & challenging behaviors (the inclusive	Disabilities	ongoing	Director/Education Specialist/Diagnostician	In Kind	Teaching Teams

<b>CDE:</b> Technology Integration: PK iPad Apps Training	Education and Early Childhood Development	ongoing	Education Specialist Denton ISD	\$ 1,000.00	Teaching Teams
<b>CHS:</b> Assessment & Data Analysis (DIAL 4, SROs, Report Cards,	Education and Early Childhood Development/Disabilities	ongoing	Diagnostician	\$ 1,000.00	Teaching Teams
<b>CHS:</b> CPI Refresher/Behavior Supports	Program Design and Management	ongoing	Denton ISD	In Kind	Teaching Teams
<b>PDM:</b> Roles of Teachers and Paras (contracts for success)	Program Design and Managements	1/year	Director	In Kind	Teaching Teams
<b>CHS:</b> Head Start Body Start	Child Health and Safety		Education Specialist	\$ 200.00	Teaching Teams
<b>CDE:</b> SALSA	Education and Early Childhood Development	2/year	Denton ISD	In Kind	Teaching Teams
<b>CDE:</b> CLASS Video Library	Education and Early Childhood Development	ongoing	Teachstone	\$ 175.00	Teaching Teams
<b>CDE:</b> Texas PK Guidelines, Texas ECO, Head Start CD ELF	Education and Early Childhood Development	ongoing	Education Specialist	In Kind	Teaching Teams
<b>CHS:</b> DIAL 4 Refresher Training	Disabilities	1/year	Diagnostician	In Kind	Teaching Teams
<b>CHS:</b> Play Therapy	Child Mental Health 1304.24	ongoing	Mental Health/UNT	In Kind	Teaching Teams
<b>CDE:</b> Screening for STEP/Gifted & Talented	Education and Early Childhood Development	ongoing	Denton ISD	In Kind	Teaching Teams
<b>CDE:</b> Units by Design	Education and Early Childhood Development	ongoing	Denton ISD	In Kind	Teaching Teams
<b>PDM:</b> Updating Policy Council By-La	Program Design and Management	ongoing	Director	\$ 450.00	Director
<b>PDM:</b> Parliamentary Process/Robert's Rule of Order	Program Design and Management	ongoing	Director	\$ 500.00	Director
<b>Special Education:</b> Autism	Disabilities	ongoing	Diagnostician	In Kind	Teaching Teams
<b>CDE:</b> BEAM Conference for Dual Language Instructors	Education and Early Childhood Development	1/year		\$ 200.00	Teachers
<b>CHS:</b> Social Stories ( Tucker Turtle)	Mental Health	ongoing	Director	\$ 500.00	Teaching Teams
<b>PDM:</b> Roles and Responsibilities Training for Policy Council and Parent Committee	Program Design and Management	ongoing	Director	\$ 200.00	Director
<b>CDE:</b> Conducting Experiments	Education and Early Childhood Development	ongoing	Education Specialist	In Kind	Teaching Teams
<b>CDE:</b> Higher Order Thinking	Education and Early Childhood Development	ongoing	Education Specialist	In Kind	Teaching Teams
<b>CDE:</b> Collecting and Using Data	Education and Early Childhood Development	ongoing	Education Specialist	In Kind	Teaching Teams

<b>CDE: Learning Centers</b>	Education and Early Childhood Development	ongoing	Education Specialist	In Kind	Teaching Teams
<b>CDE: Identifying and Planning instruction based on student interest</b>	Education and Early Childhood Development	ongoing	Education Specialist	In Kind	Teaching Teams
<b>CDE: Modifying and Adapting instruction</b>	Education and Early Childhood Development	ongoing	Education Specialist	In Kind	Teaching Teams
<b>CDE: Professional Behavior in Early Childhood</b>	Education and Early Childhood Development	ongoing	Education Specialist	In Kind	Teaching Teams
<b>CDE: Creating and Using Visual Schedules</b>	Education and Early Childhood Development	ongoing	Education Specialist	In Kind	Teaching Teams
<b>CDE: Getting Organized and Being Prepared</b>	Education and Early Childhood Development	ongoing	Education Specialist	In Kind	Teaching Teams
<b>CDE: Building and Maintaining Positive Relationships with Parents</b>	Education and Early Childhood Development	ongoing	Education Specialist	In Kind	Teaching Teams
<b>CDE: Classroom Maintenance</b>	Education and Early Childhood Development	ongoing	Education Specialist	In Kind	Teaching Teams
<b>CDE: Planning for Effective and Efficient Transitions</b>	Education and Early Childhood Development	ongoing	Education Specialist	In Kind	Teaching Teams
<b>CDE: Clarifying Expectations for Students and Parents and Staff</b>	Education and Early Childhood Development	ongoing	Education Specialist	In Kind	Teaching Teams
<b>PDM: CDA 2.0 Training</b>	Program Design and Management	1/year	Denton ISD	In Kind	Co-teachers
<b>PDM: Head Start Hot Topics</b>	Program Design and Management	1/year	Tom Griffin	\$ 1,500.00	Program Team
<b>CHS: Energy Bus Training Creating a Positive Environment</b>	Education and Early Childhood Development	ongoing	Director	\$ 2,000.00	Teaching Teams
<b>CDE: Classroom Readiness Environmental Checklist</b>	Education and Early Childhood Development	1/year	Director	In Kind	Teaching Teams
<b>CHS: Comprehensive Services in Head Start</b>	Child Health and Safety	1/year	Health Specialist	\$ 1,575.00	Health Specialist
<b>PDM: National Head Start Association Conference</b>	Program Design and Management	1/year	Director	\$ 3,590.00	Director

**PERSONNEL, CONSULTANTS, AND PARTNERS CONTRIBUTION TO T/TA PLAN**

NAME	STATUS WITH DISD HEAD START				TITLE	Numbers of hours spent working on the plan	Number of planned for implementation	Signature
	Employee	Partner	Consultant	Parent				
Lisa Sutton	x				Social Services/ERSEA	3	20	
Julia LoSoya	x				PFCE Specialist	3	3	
Johnnie Pettigrew			x		Disabilities Specialist		30+	
Angela Hellman	x				Principal/Director	3	50	
Sacha Harden	x				Education Specialist	30	50	
Cheryl Reed			x		Health Specialist	3	5	
Sonia Coronado	x				Head Start co-teacher	1		
Blanca Govea	x				Head Start Teacher	1	2	
Reyna Soberanes	x				Head Start co-teacher	1		
Olga Orozco	x				Head Start Teacher	1	2	
Brenda Ramos	x				Head Start Teacher	2	30+	
Linda Salinas	x				Head Start co-teacher	1		
Djenane Narcisse	x				Head Start Teacher	1	2	
Limturi Biba	x				Head Start co-teacher	1		
Ruben Erazo	x				Head Start Teacher	1	2	
Becky Herrada	x				Head Start co-teacher	1		
Maria Cunningham	x				Head Start Teacher	1	2	
Melanie Burt	x				Head Start co-teacher	1		
Dawnea Smith	x				Head Start Teacher	1	2	
Christina Bryant	x				Head Start co-teacher	1		
Alex Garcia	x				Head Start Teacher	1	2	
Cynthia Gamez	x				Head Start co-teacher	1		
Erika Zellers	x				Head Start Teacher	1	2	
Jackie Green	x				Head Start co-teacher	1		
Amanda Qualls	x				Head Start Teacher	1	2	
Failan Slocum	x				Head Start co-teacher	1		
Evelyn Nunez	x				Head Start Teacher	1	2	
Marie Avila	x				Head Start co-teacher	1		
Kasi Crayton	x				Head Start Teacher	1	2	





# DENTON ISD HEAD START PROGRAM



# SELF-ASSESSMENT

2014

06CH5416

POLICY COUNCIL APPROVED 3.28.2014

# Self-Assessment Plan

## Executive Summary

During the period of January 2014 and February 2014, a Self-Assessment was conducted by the Denton Independent School District Head Start Program. Administrators, staff, and parents participated in this assessment. The Program used the guide provided by Head Start in conducting this Self-Assessment. Each stage is critical and supports the program in meeting Head Start performance standards and in building programs of excellence.

The Guide is divided into four sections representing the stages of the Self-Assessment process:

- Stage 1:** Preparing
- Stage 2:** Collecting
- Stage 3:** Interpreting
- Stage 4:** Strengthening

The following is a summary of the results of strengths, weaknesses, and recommendations for each area.

The written Self-Assessment worksheets are on file.

# Head Start Self-Assessment:

Our Foundation for Building Program Excellence

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Area	Specialist(s)/Parent
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# Summary of Results

## Strengths, Weaknesses, and Recommendations

- **Program Governance**

- Program Strengths

- Active School Board members in our Policy Council/Program
    - Active Policy Council members that want to comply with procedures and help to improve the program.
    - Childcare option added
    - Striving to get parents more involved in creation of documents/plans for Head Start
    - Good parent attendance and open dialog
    - Unity among parents is forming and relationships are developing
    - Strong professional support from the school district
    - School Board that is EC minded and knows the importance of early development
    - All parents are given multiple opportunities to participate
    - Trainings were provided to Policy Council, School Board and Parent Committees.

- Program Weaknesses

- Policy Council By-Laws need to be updated and aligned with the School District

- Recommendations

- Have the School District lawyer view the current By-Laws and assist with helping the committee align them with District and legal policies to come up with updated By-Laws

- **Planning**

- Program Strengths

- Program team meetings weekly to track progress and set plans
    - Strong program team members (specialists in their areas)
    - Including parents in planning process and decision making
    - Use money in areas needed to help meet goals and plans (finances aligned with need)
    - District helps plans come true by donating/providing things needed
    - Board is EC minded

- Program Weaknesses

- Head Start Yearly calendar needs to be revamped with better timelines to avoid stressful deadlines.

- Come up with new ways to develop our Strategic Plan since we will no longer do a district CIP.

#### Recommendations

- Program Team will revisit the Head Start calendar and come up with new timelines for next year deadlines to avoid too much being due in the Spring.
- Explore new ways to develop the Strategic Plan

### • **Communication**

#### Program Strengths

- We provide a wide variety of multiple ways to communicate with all parties
- Open communications available and encourage “open door policy”
- Provide English/Spanish as needed

#### Program Weaknesses

- Need a better system to ensure parent orientation is provided throughout the year as needed
- Need clearly defined roles/purpose of all committees, councils, organizations (Policy Council, Parent Committee, PTA, etc.)

#### Recommendations

- Come up with a plan on how parent orientation will be done throughout the year and what will be included in it as well as who is responsible to provide orientation to new enrollees.
- First meeting with each group should have a brief introduction of the roles/purpose of all committees, councils, organizations (Policy Council, Parent Committee, PTA, etc.) each year, accompanied with information in writing to refer back to.

### • **Record Keeping and Reporting**

#### Program Strengths

- ERSEA and Nurse files
- LEP files great upon reviews
- Disability records
- Online enrollment
- Attendance record keeping

#### Program Weaknesses

- Educational data: quarterly reports, class performance, School Readiness Outcomes, etc. need to be reviewed more frequently to help plan instruction, program direction, and professional development (TTA), etc.

#### Recommendations

- Create a system using database/spreadsheets for more timely reviews that are indicated on Head Start yearly calendar.

- **Ongoing Monitoring**

- Program Strengths

- Each Program Team member is a specialist in their area and stays on top of their area requirements. They share updates of progress at weekly program team meetings.
    - Curriculum
    - Disability
    - ERSEA
    - The use of a plan to stay on track and ensure services are delivered and monitored

- Program Weaknesses

- Need to get teachers more involved in ongoing monitoring by way of data performance reviews to help plan

- Recommendations

- Utilize true PLC's to have teaching teams review data to provide ongoing monitoring of student's performance.

- **Human Resources**

- Program Strengths

- All staff are Highly Qualified (certified teachers)
    - School District HR dept. helps with processing highly qualified applicants (oversees process, approves etc.)
    - Human Resources requires all staff be trained with safe schools professional development.

- Program Weaknesses

- CDA training requirements tracking (CDA 2.0)

- Recommendations

- Work with Human Resources, Regina Wright, to come up with a way to monitor 2.0 CDA requirements (track training hours, etc.)

- **Fiscal Management**

- Program Strengths

- Systems in place for checks and balances of all monies
    - Monthly reports are shared with Policy Council and School Board

- Program Weaknesses

- No timekeeping records for teachers
- No tracking system in place for items purchased with Head Start funds

#### Program Recommendations

- Implement system to “tag” items purchased with Head Start funds
- Inquire into the possibility of teachers punching a time clock

### • **Prevention and Early Intervention**

#### Program Strengths

- Strong base of community health resources
- Electronic medical records – SNAP, e-School Plus

#### Program Weaknesses

- Notifying parent of all health screening results

#### Recommendations

- Produce an easy to read one page document to advise parents of screening results

### • **Tracking and Follow-up**

#### Program Strengths

- SNAP (School Nurse Assessment Program)
- E-school Plus
- Collaborative team efforts

#### Program Weaknesses

- None identified at this time

### • **Individualization**

#### Program Strengths

- The IDP (Individualized Development Plan )addresses child interests, temperament, language, cultural background, and learning styles
- Families are involved in establishing goals and tracking progress
- The goals tie into the curriculum

#### Program Weaknesses

- Some of the IDP’s are not completely filled out
- Documents in the portfolio do not justify or provide evidence that student goals are being met/mastered.

#### Recommendations

- Revise IDP and include questionnaire with questions that focus on individualization



- Review student portfolios and develop a rubric of content to include possible professional development

- **Disabilities Services**

- Program Strengths

- Consistently meets 10%
    - Collaboration among team members

- Program Weaknesses

- Advocacy

- Recommendations

- Create a one page flyer in simple language about the ARD/IEP and parent involvement

- **Curriculum and Assessment**

- Program Strengths

- The curriculum and supplemental pieces are aligned to the Texas Pre-K guidelines and Head Start Child Development and Early Learning Framework.
    - Teacher/student interaction is positive overall. Teachers are responsive to children's needs
    - The classroom and materials are age appropriate and follow recommendations of state guidelines and Head Start regulations

- Program Weaknesses

- Some instances of tension between teachers, and severe behavior problems with some children are concerns for some parents

- Recommendations

- Teachers review contract for success and make additions. It is an effective tool to resolve conflict.
    - Review the RTI process and NCQTL suites on working with children with difficult behaviors.

- **Family Partnership Building**

- Program Strengths

- Collection of information to help improve the families
    - Staff knowledge is used to help families connect to local resources
    - Individualization of family goals

- Program Weaknesses

- None identified at this time

- **Parent Involvement**

- Program Strengths

- Involving parents in program policy-making , Parent Committee and PTA`
    - Parent interest survey, parenting classes and school wide activities
    - Adult classes on-site (ESL)
    - Volunteer of the Month Recognition
    - Provide families and children educational classes. F.R.E.D. (Fathers Reading Everyday) and math and science with moms.
    - Amount generated by non-federal share of volunteer hours is commendable.
    - Referrals
    - Family engagement, culturally diverse

- Program Weaknesses

- Parent volunteer hours have declined
    - Parent roles/training was not provided early enough

- Recommendations

- Conduct interest meetings, parent leadership training
    - Recruit parents who have returning children
    - Ensure well managed programs that involve parents in decision making

- **Community & Child Care Partnerships**

- Program Strengths

- The system of open communication for daycare providers
    - Collaboration for over 10 years with Texas A&M AgriLife Extension
    - The increase awareness of nutrition with families

- Program Weaknesses

- None identified at this time

- **Eligibility, Recruitment, Selection, Enrollment and Attendance**

- Program Strengths

- The use of the community assessment of determine the information for enrollment
    - The knowledge of the staff about ERSEA staff and have a staff member who is credentialed in this content area.
    - ERSEA Team is trained for recruitment and involve with attendance

- Program Weaknesses

- None identified at this time

- **Facilities, Materials, Equipment and Transportation**

- Program Strengths

- DISD transportation provides in-kind services to students with disabilities who qualify
    - Public transportation
    - Morning drop off
    - All district buses are equipped with GPS systems
    - Bus buddies are provided for all children
    - The program complies with all relevant Federal, State, and local requirements through Denton ISD in-kind services
    - Safety walk-through inspections are conducted monthly
    - Monthly drills (evacuations/lockdowns etc)
    - The facility, materials and equipment are designed to meet the needs of children with disabilities and appropriate for pre-school age children

- Program Weaknesses

- Need newly designed maps of all drill exits
    - Need traffic control in front of building during arrivals and dismissals

- Recommendations

- Update maps for exit drills
    - When heat tickets are submitted, let office staff know the need/area.
    - Additional parking
    - Purchase better signs for traffic control
    - Painted arrows into parking lot

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

- Program Strengths

- Collaboration between teachers and co-teachers
    - Including family goals and parental input on IDP when developing students goals
    - Individual goals are aligned with Pre-K guidelines and the CD ELF and used for intentional teaching

- Program Weaknesses

- Meeting timelines for quarterly analysis
    - Effective way to use information in AWARE to disaggregate data

- Recommendations

- Meet with Meza (Curriculum dept. data analysis)
    - Review report deadlines and written plans
    - Use NCQTL for continuing professional development

- **Child Development and Health Services: Mental Health**

- Program Strengths

- Curriculum addressing mental health (Travis & Presley)
    - Counselor on campus
    - School wide Positive Behavior Program (Bucket fillers)

- Program Weaknesses

- Parent training

- Recommendations

- Include mental health issues in survey of needed classes/training and provide these during the day.

# DENTON ISD – HEAD START PROGRAM



## SELF-ASSESSMENT

2014

*Program Improvement Plan*

06CH5416

POLICY COUNCIL APPROVED 3.28.2014

# Head Start Self-Assessment Program Improvement Plan:

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# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 1

## Program Governance

**GOAL:** Complete the task of updating our Policy Council By-Laws being sure to align them with DISD policies and school law.

**DESIRED OUTCOMES:** To have updated by-laws that are accurate and easy to use/follow, and meet DISD standards and school laws.

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
<p><b><u>SHORT TERM GOAL:</u></b></p> <p><b>Form a committee to reconvene to re-visit our current by- laws, and view samples of other ISD Head Start by- laws given to us from central services. Collaborate with DISD lawyer to help us align them with DISD policy and school law.</b></p> <p><b><u>LONG TERM GOAL:</u></b></p> <p><b>To have a completed set of Policy Council By-Laws that fit our program needs and are aligned with DISD and school law and are approved by Policy Council and the School District.</b></p>	<p>Committee will consist of input from:</p> <ul style="list-style-type: none"> <li>• Head Start Director – Hellman</li> <li>• Program Team members</li> <li>• School Board members</li> <li>• Policy Council member/parent</li> <li>• School District lawyer</li> </ul>	<p>By-Law samples from other District Head Start Programs</p> <p>District lawyer</p> <p>Template By-law samples from OHS site.</p> <p>Current By-Laws</p>	<p>December 2014</p> <p>January 2015</p>

# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 2:1

## Planning

**GOAL:** Create a Head Start calendar for our Program Team that clearly outlines the timelines we need to follow for the year.

**DESIRED OUTCOMES:** To diligently seek to create a calendar that disperses the big items throughout the year so that our spring semester isn't so stressful

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
<p><u>SHORT TERM GOAL:</u></p> <p>Conduct a Program Team meeting to help with revising our current Head Start calendar and timelines.</p> <p>Gather input from each Program manager's area of expertise</p>	<ul style="list-style-type: none"> <li>• Head Start Director – Hellman</li> <li>• Program Team members</li> </ul>	<ul style="list-style-type: none"> <li>• Old Head Start calendar</li> <li>• List of all the big Head Start pieces that are required for our program</li> </ul>	<p>June 2014</p>
<p><u>LONG TERM GOAL:</u></p> <p>To have a Head Start calendar for the year that helps us to well manage our time throughout the year and meet deadlines with reduced stress load in the Spring.</p>			<p>Sept. 2014</p>



# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 2:2

## Planning

**GOAL:** To make an informed decision on what our strategic plan needs to look like now that we are not required to do the district campus improvement plan process

**DESIRED OUTCOMES:** Have a clear plan for what our strategic plan will be based on for the new year.

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
<p><u>SHORT TERM GOAL:</u></p> <p>Take time to meet as a program team, to brainstorm ideas, research resources, seek guidance from others to help decide how our strategic plan can be developed for new year.</p>	<ul style="list-style-type: none"> <li>• Head Start Director – Hellman</li> <li>• Program Team members</li> </ul>	<ul style="list-style-type: none"> <li>• Research/view strategic plan samples from other Head Start district programs</li> <li>• Collaborate with other Head Start Directors in our network</li> </ul>	<p>Dec. 2014</p>
<p><u>LONG TERM GOAL:</u></p> <p>To create a strategic plan that is purposeful and captures our program’s overall needs in order to steer us in the right direction</p>			<p>March 2015</p>

# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 3:1  
**Communication**

**GOAL:** To establish a plan as to how to ensure that parents who enroll throughout the school year receive the required parent orientation that they missed at the beginning of the year.

**DESIRED OUTCOMES:** To have a system in place where designated team members know their role in making sure that all parents receive the necessary orientation.

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
<p><b><u>SHORT TERM GOAL:</u></b></p> <p><b>Add this job to a team member's job descriptions/role.</b></p> <p><b>Create a packet of information for parents.</b></p> <p><b>Update current training slides for new year.</b></p>	<ul style="list-style-type: none"> <li>• Head Start Director – Hellman</li> <li>• Program Team members</li> </ul>	<p>Current orientation powerpoint</p> <p>Program team input on necessary components</p>	<p>Sept. 2014</p>
<p><b><u>LONG TERM GOAL:</u></b></p> <p><b>To provide parent orientation to the Head Start program to all parents in the program upon entry.</b></p>	<p>Designated Program Team manager.</p>		<p>Ongoing</p>

# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 3:2  
**Communication**

**GOAL:** Ensure that at the start of all Policy Councils, committees and associations, members understand their purpose and their roles are clearly defined.

**DESIRED OUTCOMES:** To have all entities working collaboratively with shared governance.

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
<p><b><u>SHORT TERM GOAL:</u></b></p> <p>Clearly define the roles/ purpose of each group: Policy Council; PTA; Parent Committee</p> <p><b><u>LONG TERM GOAL:</u></b></p> <p>To involve as many parents as possible in the different entities that are working collaboratively together for a common goal/purpose = “well-oiled machine”</p>	<ul style="list-style-type: none"> <li>• Head Start Director – Hellman</li> <li>• Program Team members</li> </ul>	<ul style="list-style-type: none"> <li>• Mary McGuire (Policy Council/Parent Committee)</li> <li>• PTA (By-Laws)</li> <li>• Family Engagement Specialist</li> </ul>	<p>Nov. 2014</p>

# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 4  
**Record Keeping and Reporting**

**GOAL :** Conduct performance data reviews at set times throughout the year, depicted in our Head Start calendar, to review results in order to drive staff professional development needs and student instructional needs.

**DESIRED OUTCOMES:** To create a system using database/spreadsheets for more timely reviews of performance data.

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
<p><b><u>SHORT TERM GOAL:</u></b>  <b>Conduct program team meetings to decide how often reviews will be done and put in our Head Start calendar</b></p> <p><b><u>LONG TERM GOAL:</u></b>                      To create a database system to conduct scheduled data reviews in order to have ongoing monitoring of student performance and professional development needs of staff and to guide our overall program direction</p>	<p>Head Start Director</p> <p>Program team members (Pettigrew, Harden)</p>	<p>CLASS Data                      Quarterly reviews                      SRO's                      Dial 4                      Universal screeners, etc.</p>	<p>Sept. 2014</p> <p>Dec. 2014</p>

# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 5  
**ONGOING MONITORING**

**GOAL:** To get teachers more involved in ongoing monitoring by way of data performance reviews to help to plan instruction

**DESIRED OUTCOMES:** To utilize true PLC's (Professional Learning Communities) to have teaching teams to review student performance data through ongoing monitoring/planning.

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
<p><b><u>SHORT TERM GOAL:</u></b></p> <p><b>Train teachers on PLC</b></p> <p><b>Program team meetings to create review timelines on Head Start calendar</b></p> <p><b>Create data system</b></p>	<p>Head Start Director</p> <p>Education Specialist</p> <p>Disability Specialist</p>	<p>Training on (PLC)</p> <p>Data spreadsheets (CLASS, SRO's, Dial 4, IEP's/IDP's, DLM assessments)</p> <p>Report cards</p> <p>Quarterly reports</p>	<p>Training by Aug. 2014</p> <p>Ongoing</p>
<p><b><u>LONG TERM GOAL:</u></b></p> <p><b>Teachers will conduct productive data reviews at their PLC meeting to help to guide instruction.</b></p>	<p>Team Leads</p> <p>Teachers</p>	<p>Co-teachers (by pod)</p> <p>Team Lead meetings</p> <p>Student's performance data</p>	<p>Ongoing</p>

# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 6

## HUMAN RESOURCES

**GOAL:** Monitor CDA Renewal Process

**DESIRED OUTCOMES:** All CDA Credential holders will maintain current eligible status

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
<p><b>CDA's will be monitored by Denton ISD Director of Classified Personnel</b></p>	<p>Director of Classified Personnel for Denton ISD</p>	<p>Training with paraprofessionals on 2.0 requirements</p>	<p>Nov. 2014</p>

# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 7

## FISCAL MANAGEMENT

**GOALS:** 1) Implement a system to track items purchased with Head Start funds  
2) Make inquiries as to the possibility of teachers using a time clock

**DESIRED OUTCOMES:** To efficiently keep track of Head Start funded purchases

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
<p><u>SHORT TERM GOAL:</u></p> <p><b>To track teaching hours</b></p>	<p>DISD payroll department</p>	<p>Time clock</p>	<p>August 2014</p>
<p><u>LONG TERM GOAL:</u></p> <p><b>Implement a tracking system for items purchased with Head Start Funds</b></p>	<p>Ann Gullede</p>	<p>Engraver/Spreadsheet</p>	<p>August 2014</p>

# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 8

## PREVENTION AND EARLY INTERVENTION

**GOAL:** Create a one page easy to read document to inform parents of health screening results

**DESIRED OUTCOMES:** An easy to read one page document with health screening results will be sent to parents annually.

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
<p><b><u>SHORT TERM GOAL:</u></b></p> <p><b>Create a one page document to report health screening results</b></p>	<p>Health Care Specialist</p>		<p>Dec. 2014</p>
<p><b><u>LONG TERM GOAL:</u></b></p> <p><b>Send easy to read one page document with health screening results to parents</b></p>	<p>Health Care Specialist</p>	<p>SNAP/Red folders</p>	<p>May 2015</p>



# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 9  
**Tracking and Follow-up**

**GOAL:** No weakness identified.

**DESIRED OUTCOMES:** No action necessary.

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES

# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 10

## INDIVIDUALIZATION

**GOAL:** Revise IDP and develop questionnaire that aligns with IDP

**DESIRED OUTCOMES:** For IDP to be an effective working document for teachers and parents

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
<p><u>SHORT TERM GOAL:</u></p> <p><b>Create a questionnaire that aligns with IDP</b></p> <p><b>Teachers help establish and follow procedures for completing IDP</b></p>	<ul style="list-style-type: none"> <li>• Education Specialist</li> <li>• Head Start Teachers</li> </ul>	<p>Online resources and current questionnaires</p>	<p>June 2014</p> <p>June 2014</p>
<p><u>LONG TERM GOAL:</u></p> <p><b>IDP will provide present levels of performance to help efficiency with ongoing monitoring.</b></p>		<p>Past and current IDP goal sheets from other programs</p>	<p>June 2014</p>

# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 11

## DISABILITIES SERVICES

**GOAL:** Disability Specialist will create a one page flyer which shows parents how they can be actively involved in the IEP meeting to increase parent advocacy skills

**DESIRED OUTCOMES:** Parents more aware of their role in the IEP meeting and their rights so that they are actively advocating for their child

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
<p><u>SHORT TERM GOAL:</u></p> <p><b>Create flyer with agenda and sources of info</b></p> <p><u>LONG TERM GOAL:</u></p> <p><b>Increase parent advocating for child</b></p>	<p>Disability Specialist</p>	<p>IEP meeting agenda</p> <p>Campus translator</p>	<p>May 2014</p>

# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 12

## CURRICULUM AND ASSESSMENT

**GOAL:** Promote positive interactions with students, parents, and staff in an effort to improve effective implementation of curriculum and assessment

**DESIRED OUTCOMES:** Teaching teams will have resources and support

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
<p><b><u>SHORT TERM GOAL:</u></b></p> <p><b>Head Start teaching teams and staff participate in book studies to learn about self and others</b></p>	<p>Head Start Director</p> <p>Education Specialist</p>	<p>Strength Finder</p> <p>The Early Childhood Teacher's Manuel</p> <p>Practical Solutions to Practically Every Problem</p>	<p>June 2014</p>
<p><b><u>LONG TERM GOAL:</u></b></p> <p><b>Provide support to teaching teams in how to interact positively with each other and with students in order to model and implement positive interactions with students, parents and staff</b></p>	<p>Head Start Director</p> <p>Education Specialist</p>	<p>NCQTL (National Center for Quality Teaching &amp; Learning)</p> <p>CLASS</p> <p>Contracts for Success</p> <p>Staff Teams</p>	<p>June 2015</p>

# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 13  
**Family and Community Partnership**

**GOAL:** No weakness identified.

**DESIRED OUTCOMES:** No action necessary.

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES

# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 14

## PARENT INVOLVEMENT

**GOAL:** Develop a plan to provide training and ensure a well- managed program that involves parents in decision making and volunteering

**DESIRED OUTCOMES:** Parents or volunteers training will reflect our performance outcomes.

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
<p><b><u>SHORT TERM GOAL:</u></b></p> <p><b>Parents and volunteers will be given instruction and training at registration and first parent committee meeting.</b></p> <p><b><u>LONG TERM GOAL:</u></b></p> <p><b>Stay pro- active with reaching out</b></p>	<p>Family, Parent and Community Engagement Specialist</p> <p>Teachers</p> <p>Parents</p>	<p>Registration orientation</p> <p>Training for parents, volunteers, committee meetings</p>	<p>May 2014</p>

# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 15

## COMMUNITY AND CHILD CARE PARTNERSHIPS

**GOAL:** No weakness indicated

**DESIRED OUTCOMES:** No Action Plan Needed

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES

# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 16

**Eligibility, Recruitment, Selection, Enrollment, and Attendance**

**GOAL: No weakness indicated**

**DESIRED OUTCOMES: No Action Plan Needed**

<b>ACTION STEP</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>RESOURCES</b>	<b>DATES</b>



# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 17

## Facilities, Materials, Equipment and Transportation

**GOAL:** Update all designed maps for drill exits and classroom emergency boards

**DESIRED OUTCOMES:** Continue to increase safety procedures

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
<p><b><u>SHORT TERM GOAL:</u></b></p> <p>Monthly walk-throughs</p> <p>Inspections</p>	<p>Head Start Office Assistant</p> <p>Head Start Office Assistant Head Start Director</p>	<p>Denton ISD Head Start Health &amp; Safety checklist</p> <p>Head Start Self Assessment checklist</p>	<p>Monthly</p> <p>Monthly</p>
<p><b><u>LONG TERM GOAL:</u></b></p> <p>Submit heat tickets</p>	<p>School secretary</p>	<p>District maintenance request form</p>	<p>February 2014</p>

# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 18

## USING CHILD OUTCOMES IN PROGRAM SELF-ASSESSMENT

**GOAL:** Use AWARE to disaggregate data to improve child outcomes

**DESIRED OUTCOMES:** See progress in child outcomes as a result of intentional teaching

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
<p><b><u>SHORT TERM GOAL:</u></b></p> <p><b>Contact curriculum dept. to see if AWARE is capable of disaggregating data for specific reports</b></p>	<p>Education Specialist Disability Specialist</p>	<p>Curriculum Dept. (Lyneille Mesa)</p>	<p>June2014</p>
<p><b><u>LONG TERM GOAL:</u></b></p> <p>NCQTL (National Center for Quality Teaching &amp; Learning) in service suites to address</p> <ol style="list-style-type: none"> <li>1. Engaging interactions and environments</li> <li>2. Highly individualized teaching and learning</li> <li>3. Ongoing child assessment</li> </ol>	<p>Education Specialist</p>	<p>NCQTL (National Center for Quality Teaching &amp; Learning)</p> <p>CLASS</p> <p>TTA Plan</p>	<p>June2015</p>

# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 19:1

## CHILD DEVELOPMENT AND HEALTH SERVICES/MENTAL HEALTH

**GOAL:** Program will develop and implement parent trainings related to Mental Health based on parental needs determined from survey conducted as a part of the enrollment activities in August.

**DESIRED OUTCOMES:** Parental mental health topics will be addressed.

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
Review survey of training needs completed by parent at the time of enrollment to determine topics related to mental health issues	Mental Health Specialist with Family Engagement Specialist and ERSEA Specialist	Parent Survey	August, 2014
Based on survey results, develop and implement parent trainings related to identified concerns.	Mental Health Specialist using district experts	Based on topic	To be determined based on survey results and district experts availability

# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 19:2 – Child Development – Mental Health

**Goal:** Program will development and implement a Pay It Forward program to foster staff self-esteem.

**Desired Outcomes:** Increased staff self-esteem

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
<p>1. Review scenes from the movie Pay It Forward during staff meeting.</p> <p>2. Outline the goal of the program – Acknowledge the good things that others are doing</p> <p>3. The Mental Health Specialist begins the Pay It Forward Program by gifting a person. That person must then select the next person to gift.</p> <p>4. Provide materials that can be used to “create a gift” that is left in a person’s mailbox</p> <p>Note: this is an adaptation of the Silver Boxes and You’ve Been Gifted activities and was developed so as to not be religious based</p>	<p>Administration and Program Team</p> <p>Mental Health Specialist</p>	<p>Movie – Pay It Forward</p> <p>Bin with small boxes, decorations, etc. housed in a centralized location</p>	<p>August, 2014</p>

# SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN

Booklet 19:3

## CHILD DEVELOPMENT AND HEALTH SERVICES/MENTAL HEALTH

**GOAL** Program will foster self-esteem of staff through a partnership program in which a staff member becomes the expert and teaches a skill to others as a part of ongoing professional development

**DESIRED OUTCOMES:** Increased staff self-esteem

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
Review staff professional development plans to identify areas of need	Administration and Program Team	Faculty staff development plans	August, 2014
Review staff survey of after school learning activities they would like to engage in	Mental Health Specialist	Staff survey of after school learning activities	
Identify among the staff an "expert" to address areas of learning			
Plan dates for trainings			

# DENTON ISD HEAD START PROGRAM



## Community Assessment

### **Prepared By**

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**Head Start Office Staff & Parents**

***Approved by  
Denton ISD Policy Council  
April 18, 2014***

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## Executive Summary

This Annual Community Assessment was conducted during February-March, 2014 for the Denton ISD Head Start Program. This assessment covers the target area for the Head Start Program which is the Denton ISD school district which covers 180 square miles.

The Program Director, the Education Specialist, Policy Council members/parents, Health Specialist, Disabilities Specialist, ERSEA/Social Services Manager, Family Engagement Specialist & Head Start office staff, gathered and formulated information. Research was done through various community agencies and programs to collect the data as well as utilizing online web resources. These individuals worked with the Program Director to process this report.

The data included, but was not limited to information from the following areas:

- Demographic data
- Other child development programs for Head Start eligible children
- Data on estimated number of children in community eligible for Head Start Program
- Data regarding the education, health, nutrition, and social services needs of Head Start children
- Resources in the community that could be used to address the needs of eligible children and their families
- Program Community Partnerships and Business Adopters Listing
- Significant changes in the community which could affect Head Start eligible children and their families

A review of data from the seven areas above shows a fast-growing Denton community with sufficient resources. Unfortunately, the findings from the facts in this Community Assessment indicate that the Head Start Program is serving only approx. 21% of the eligible population in this targeted area. The current program priority waiting list further substantiates this finding. The number of children on the list currently exceeds 91 children.

This was the most noteworthy finding and pointed to a critical need for program expansion. Since the construction of AWSYC building in 2001, three classes have been added to the Head Start Program. These class additions have now maxed out the current building.

Funding for an additional early childhood center was approved in the fall of 2004 by the community. Plans for the new facility have been approved by



Denton ISD school board. The facility was completed the summer of 2010 with the school opening in the fall of 2010. The facility can house approximately 420 preschool students.

In summary, there is a critical need for continuing the Denton ISD Head Start program in this community. The current building was designed for an additional pod (3 classrooms). The construction of an addition pod in the future would help in providing for this need.

What is lacking are funds for Head Start for that expansion. These funds would be used to pay salaries for Head Start instructional personnel.

Currently, there are no funds for Head Start expansion program. As soon as funds should come available, the Denton ISD program needs to make application for them.

COMMUNITY ASSESSMENT  
DENTON ISD HEAD START PROGRAM  
*FEBRUARY – MARCH 2014*

# SECTION 1

## *Demographic Make Up*

# Texas and National - Demographic Data

1. Demographic data shows the Texas population continues to show a steady increase – a 5.2% increase over three (3) years. The 2013 estimate is 26,448,193.
2. The percentage of population below poverty level in Texas is approximately 17.4%.  
The median household income is approximately \$51,563.
3. The ethnic breakdown is : White/Caucasian-80.6%; White/Non- Hispanic- 44.5%;  
Hispanic – 38.2%; Black/African American: 12.3%; Asian-4.2%, American Indian-1.0%
4. The education levels of Texans show approximately 80.8% with high school diplomas, compared to 85.7% nationally. 26.3% of Texans have a bachelor’s degree or higher.
5. The percentage of children under the age of 5, is 7.5.
6. Language other than English spoken in the home is 34.6%
7. There are 2.80 persons per household.

State & County QuickFacts



Texas

Want more? [Browse data sets for Texas](#)

People QuickFacts	Texas	USA
Population, 2013 estimate	26,448,193	316,128,839
Population, 2012 estimate	26,060,796	313,873,685
Population, 2010 (April 1) estimates base	25,145,561	308,747,716
Population, percent change, April 1, 2010 to July 1, 2013	5.2%	2.4%
Population, percent change, April 1, 2010 to July 1, 2012	3.6%	1.7%
Population, 2010	25,145,561	308,745,538
Persons under 5 years, percent, 2012	7.5%	6.4%
Persons under 18 years, percent, 2012	26.8%	23.5%
Persons 65 years and over, percent, 2012	10.9%	13.7%
Female persons, percent, 2012	50.3%	50.8%
White alone, percent, 2012 (a)	80.6%	77.9%
Black or African American alone, percent, 2012 (a)	12.3%	13.1%
American Indian and Alaska Native alone, percent, 2012 (a)	1.0%	1.2%
Asian alone, percent, 2012 (a)	4.2%	5.1%
Native Hawaiian and Other Pacific Islander alone, percent, 2012 (a)	0.1%	0.2%
Two or More Races, percent, 2012	1.7%	2.4%
Hispanic or Latino, percent, 2012 (b)	38.2%	16.9%
White alone, not Hispanic or Latino, percent, 2012	44.5%	63.0%
Living in same house 1 year & over, percent, 2008-2012	82.6%	84.8%
Foreign born persons, percent, 2008-2012	16.3%	12.9%
Language other than English spoken at home, pct age 5+, 2008-2012	34.6%	20.5%
High school graduate or higher, percent of persons age 25+, 2008-2012	80.8%	85.7%
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	26.3%	28.5%
Veterans, 2008-2012	1,611,660	21,853,912
Mean travel time to work (minutes), workers age 16+, 2008-2012	24.9	25.4
Housing units, 2012	10,154,230	132,452,405
Homeownership rate, 2008-2012	63.9%	65.5%
Housing units in multi-unit structures, percent, 2008-2012	24.1%	25.9%
Median value of owner-occupied housing units, 2008-2012	\$128,000	\$181,400
Households, 2008-2012	8,782,598	115,226,802
Persons per household, 2008-2012	2.80	2.61
Per capita money income in past 12 months (2012 dollars), 2008-2012	\$25,809	\$28,051
Median household income, 2008-2012	\$51,563	\$53,046
Persons below poverty level, percent, 2008-2012	17.4%	14.9%
<b>Business QuickFacts</b>		
Private nonfarm establishments, 2011	525,420 <sup>1</sup>	7,354,043
Private nonfarm employment, 2011	8,987,663 <sup>1</sup>	113,425,965
Private nonfarm employment, percent change, 2010-2011	2.3% <sup>1</sup>	1.3%
Nonemployer establishments, 2011	1,975,620	22,491,080
Total number of firms, 2007	2,164,852	27,092,908
Black-owned firms, percent, 2007	7.1%	7.1%
American Indian- and Alaska Native-owned firms, percent, 2007	0.9%	0.9%
Asian-owned firms, percent, 2007	5.3%	5.7%
Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	0.1%	0.1%
Hispanic-owned firms, percent, 2007	20.7%	8.3%
Women-owned firms, percent, 2007	28.2%	28.8%
Manufacturers shipments, 2007 (\$1000)	593,541,502	5,319,456,312
Merchant wholesaler sales, 2007 (\$1000)	424,238,194	4,174,286,516
Retail sales, 2007 (\$1000)	311,334,781	3,917,663,456
Retail sales per capita, 2007	\$13,061	\$12,990
Accommodation and food services sales, 2007 (\$1000)	42,054,592	613,795,732
Building permits, 2012	135,514	829,658
<b>Geography QuickFacts</b>		
Land area in square miles, 2010	261,231.71	3,531,905.43
Persons per square mile, 2010	96.3	87.4
FIPS Code	48	

# City and County - Demographic Data

1. The city population increased approximately 6% from 2010-2012. The estimated population is 121,123.
2. The median household income for the city is approximately \$47,598, with approximately 19.5% of all families are below poverty level.
3. 22.4% of the city's population speak a language other than English in the home. The most common spoken language other than English is Spanish.
4. The estimated percentage of families below the poverty line with a female householder, no husband present with related children under the age of 5 is 51.5%.
5. Persons under 5 years of age is 6.1%
6. Ethnic breakdown is: White 73.8%, African American 10.3%, American Indian .8%, Asian 4.1%, Hispanic 21.2%
7. The percentage of teenage parents for Denton is 13.4%
8. Education: High School graduate or higher 87.1%, Bachelor degree or higher 37.1%.
9. Persons per household is 2.56, average family size is 3.13.
10. Median age is 29.5
11. The homeless count was 162. Higher than the estimated 103 for the city of Denton.
12. Persons 16 years and older in the labor force is 68.1%



**Denton (city), Texas**

Want more? [Browse data sets for Denton \(city\)](#)

<b>People QuickFacts</b>	<b>Denton</b>	<b>Texas</b>
Population, 2012 estimate	121,123	26,060,796
Population, 2010 (April 1) estimates base	114,252	25,145,561
Population, percent change, April 1, 2010 to July 1, 2012	6.0%	3.6%
Population, 2010	113,383	25,145,561
Persons under 5 years, percent, 2010	6.1%	7.7%
Persons under 18 years, percent, 2010	20.5%	27.3%
Persons 65 years and over, percent, 2010	8.9%	10.3%
Female persons, percent, 2010	51.2%	50.4%
White alone, percent, 2010 (a)	73.8%	70.4%
Black or African American alone, percent, 2010 (a)	10.3%	11.8%
American Indian and Alaska Native alone, percent, 2010 (a)	0.8%	0.7%
Asian alone, percent, 2010 (a)	4.1%	3.8%
Native Hawaiian and Other Pacific Islander alone, percent, 2010 (a)	0.1%	0.1%
Two or More Races, percent, 2010	3.2%	2.7%
Hispanic or Latino, percent, 2010 (b)	21.2%	37.6%
White alone, not Hispanic or Latino, percent, 2010	61.9%	45.3%
Living in same house 1 year & over, percent, 2008-2012	68.8%	82.6%
Foreign born persons, percent, 2008-2012	13.4%	16.3%
Language other than English spoken at home, pct age 5+, 2008-2012	22.4%	34.6%
High school graduate or higher, percent of persons age 25+, 2008-2012	87.1%	80.8%
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	37.1%	26.3%
Veterans, 2008-2012	6,861	1,611,660
Mean travel time to work (minutes), workers age 16+, 2008-2012	23.2	24.9
Housing units, 2010	46,211	9,977,436
Homeownership rate, 2008-2012	47.9%	63.9%
Housing units in multi-unit structures, percent, 2008-2012	40.3%	24.1%
Median value of owner-occupied housing units, 2008-2012	\$147,900	\$128,000
Households, 2008-2012	40,593	8,782,598
Persons per household, 2008-2012	2.56	2.80
Per capita money income in past 12 months (2012 dollars), 2008-2012	\$23,820	\$25,809
Median household income, 2008-2012	\$47,598	\$51,563
Persons below poverty level, percent, 2008-2012	19.5%	17.4%
<b>Business QuickFacts</b>	<b>Denton</b>	<b>Texas</b>
Total number of firms, 2007	8,496	2,164,852
Black-owned firms, percent, 2007	S	7.1%
American Indian- and Alaska Native-owned firms, percent, 2007	S	0.9%
Asian-owned firms, percent, 2007	S	5.3%
Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	F	0.1%
Hispanic-owned firms, percent, 2007	8.3%	20.7%
Women-owned firms, percent, 2007	27.7%	28.2%
Manufacturers shipments, 2007 (\$1000)	2,411,035	593,541,502
Merchant wholesaler sales, 2007 (\$1000)	1,266,823	424,238,194
Retail sales, 2007 (\$1000)	1,695,267	311,334,781
Retail sales per capita, 2007	\$14,575	\$13,061
Accommodation and food services sales, 2007 (\$1000)	207,536	42,054,592
<b>Geography QuickFacts</b>	<b>Denton</b>	<b>Texas</b>
Land area in square miles, 2010	87.95	261,231.71
Persons per square mile, 2010	1,289.1	96.3
FIPS Code	19972	48
Counties	<a href="#">Denton County</a>	

# School District - Demographic Data

- DISD is currently one of the fastest growing school districts in Northern Texas.
- This year, the district has enrolled over 25,750 students.
- Community volunteers spend more than 324,000 hours in the schools every year. The Head Start program at Ann Windle has been recording approximately 25,000 volunteer hours in each of the past two years.
- According to Templeton Demographics, projections, housing starts are up 32% from 2012. By 2016, DISD will reach 28,000 students. Within 10 yrs., the district is projected to grow by 8,420 students.
- A New elementary and a new high school are a part of the new Bond package which passed in Nov. 2013. This will bring the districts totals to 3 high schools, 7 middle schools, 21 elementary schools, 2 early childhood centers.



The Denton Independent School District has been committed to providing a quality education since it was founded in 1882. The district – located about 25 miles north of Dallas and Fort Worth – encompasses 180 square miles and contains all or parts of 16 cities, communities or major developments.

As the county seat for Denton County, the city and school district has a rich history. In 1882, a \$15,000 bond election was passed to finance the construction of Denton's first public school. The structure was three stories and made of red brick. The district has continued to grow – and currently is one of fastest-growing school districts in North Texas.

Denton ISD includes three comprehensive high schools, six middle schools, 21 elementary schools, two early childhood centers, an alternative high school, an advanced technology complex and other specialized schools and centers. Bettye Myers Middle School is scheduled to open for the 2013-14 school year as the district's seventh middle school.

In the past 10 years, the district has passed three bond packages – totaling more than \$627 million. The support of the community in which the district serves is evident in the passage of these bond packages. They have averaged passing with a 60 to 80 percent passage rate.

Not only does the school district community support outstanding school facilities, it demands excellence in its educational programs. It is truly an educational community where citizens are highly engaged in education – especially with two major universities and a community college within its boundaries.

The higher education facilities include:

- University of North Texas
- Texas Woman's University
- North Central Texas College

The presence of three institutions of higher learning within the district sets a professional learning climate that engages everyone in the community. For example, with UNT boasting one of the best music programs in the nation, the district is one of only 10 percent of school districts nationwide that offers orchestra at the elementary level.



**Denton ISD encompasses 180 square miles and contains all or parts of 16 cities, communities or major developments. The district currently educates 25,750 students and is one of the fastest-growing school districts in the state, almost doubling in size over the past decade.**

**The district currently includes three comprehensive high schools, seven middle schools, 21 elementary schools, two early childhood centers, an alternative high school, an advanced technology complex and other specialized schools. Its location – almost centrally located between Dallas and Fort Worth – ensures that Denton ISD will continue to be a popular destination for families.**

**Growth has only increased the district's commitment to excellence in the classroom, with Denton ISD students exceeding state and national averages in standardized tests and college entrance exams. The district still maintains its "small-town" roots as well, with student-to-teacher ratios of less than 13:1 at the elementary level and 22:1 at the secondary level.**

With its huge geographical area of 180 square miles, the Board and district staff work together as a cohesive team to help bridge the gap between these numerous cities, towns, communities and major developments. Those areas include:

- Argyle
- Bartonville
- Copper Canyon
- Corinth
- Cross Oak Ranch
- Cross Roads
- Denton
- Double Oak
- Lantana
- Oak Point
- Paloma Creek
- Pecan Creek
- Providence
- Robson Ranch
- Savannah
- Shady Shores

Although it covers a large area, Denton ISD's unique "small town community" environment separates it from the growing, larger suburban school districts within the Dallas-Fort Worth Metroplex. Denton ISD is able to offer all the programs available from larger school districts, but maintains "a small community climate."

COMMUNITY ASSESSMENT  
DENTON ISD HEAD START PROGRAM  
*FEBRUARY – MARCH 2014*

SECTION 2

*Other Child Development/  
Child Care Programs*

## Child Care Centers/Programs

1. ABC Preschool and Child Care	940-387-7200
2. Alpha Academy at Oakmont	940-600-1836
3. Alpha Christian Academy	940-484-8337
4. Borman Elementary	940-369-2500
5. Children's Corner Preschool	940-387-5561
6. Children's Lighthouse	940-383-5800
7. Christian Campus Center	940-566-0625
8. Countryside Montessori	940-483-1133
9. Cross Oaks Elem	972-347-7100
10. Denton Calvary Academy	940-320-1944
11. Denton Christian Preschool	940-383-3332
12. Denton City County	940-382-6485
13. Eaglecrest	940-484-5411
14. First Baptist	940-382-2570
15. First Steps	940-320-3571
16. First United Methodist	940-382-0074
17. Fred Moore Child Care Center	940-387-8214
18. Gonzalez	940-369-4350
19. Hilltop Montessori School	940-387-0578
20. Hollins Child Care Center	940-387-8026
21. Hope Academy	940-243-7484
22. Kid Zone	940-243-5656
23. MLK childcare	940-349-8575
24. New Generation	940-387-4200
25. Savannah Elementary	972-347-7400
26. Selwynn	940-382-6771
27. Springbok Academy	940-381-1861
28. St. Paul Lutheran Church Day Care	940-387-6651
29. Stephens Elementary	940-369-0800
30. Tender Loving Care Preschool	940-383-3003
31. Tiny Tikes Learning Center	940-483-0521
32. Tree Tops	940-321-7338
33. UNT Child Development Center	940-565-2555
34. Virginia Gallian	940-369-3981
35. Wellspring Christian Academy	940-591-9900

# COMMUNITY ASSESSMENT

DENTON ISD HEAD START PROGRAM

*FEBRUARY – MARCH 2014*

## SECTION 3

*Disabilities*

Information was obtained from the Denton ISD Special Education Program to determine the number of children served with a disability within the district’s attendance area. Results of the analysis indicated of the district’s total special education population, 328 of those are preschool age.

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

Disability	Number	Percentage
Auditory Impairment	20	6.10%
Autistic	21	6.40%
Deaf Blind	1	0.30%
Emotionally Disturbed	4	1.22%
Non Categorical Early Childhood	25	7.62%
Orthopedically Impaired	8	2.44%
Other Health Impaired	24	7.32%
Specific Learning Disability	1	0.30%
Speech Impaired	222	67.68%
Visually Impaired	2	0.61%
Total	328	

Within the community there are multiple home health agencies that provide services to children with disabilities. MHMR of Denton County also provides services. Both the University of North Texas and Texas Woman’s University have programs at low cost that are available to the public.

SUPPORTING DOCUMENTATION FROM UNITED WAY:

CHIDREN AGE 3-5:

**3-5 YEAR OLD: UNITED WAY DATA**

Student ID	Date Of Birth	Age	Student ID	Date Of Birth	Age
808653	06/04/2010	3	823446	07/02/2010	3
812703	01/26/2011	3	823447	10/06/2010	3
817694	09/08/2010	3	823455	10/15/2010	3
819249	03/24/2010	3	823486	10/19/2010	3
819318	07/01/2010	3	823512	06/23/2010	3
819365	04/05/2010	3	823556	06/11/2010	3
819452	04/29/2010	3	823598	09/11/2010	3
819480	04/22/2010	3	823602	05/23/2010	3
820102	05/17/2010	3	823688	11/23/2010	3
820150	05/22/2010	3	823774	04/29/2010	3
820998	06/20/2010	3	823778	12/09/2010	3
821026	07/13/2010	3	823865	10/03/2010	3
821195	06/03/2010	3	823869	12/21/2010	3
821656	05/29/2010	3	824052	05/03/2010	3
821780	06/15/2010	3	824053	07/02/2010	3
822115	06/29/2010	3	824084	10/27/2010	3
822227	06/28/2010	3	824101	01/15/2011	3
822256	06/03/2010	3	824106	01/27/2011	3
822309	05/19/2010	3	824118	09/02/2010	3
822567	05/21/2010	3	824287	02/27/2011	3
822856	04/21/2010	3	824379	03/16/2011	3
822860	07/07/2010	3	011011DAC	01/10/2011	3
822914	07/22/2010	3	020711PEY	02/07/2011	3
823027	09/03/2010	3	030311SPC	03/03/2011	3
823074	06/28/2010	3	101210JUL	10/12/2010	3
823110	05/31/2010	3	821703	05/13/2010	3
823144	03/20/2010	3	823229	07/01/2010	3
823188	05/29/2010	3	823513	05/03/2010	3
823194	09/08/2010	3	823582	06/12/2010	3
823241	09/10/2010	3	823596	07/01/2010	3
823246	07/05/2010	3	823733	08/26/2010	3
823276	03/14/2011	3	823976	12/08/2010	3
823376	09/27/2010	3	824128	01/31/2011	3
823410	10/04/2010	3	824160	12/06/2010	3

Student ID	Date Of Birth	Age	Student ID	Date Of Birth	Age
824187	02/08/2011	3	818227	10/04/2009	4
824192	10/17/2010	3	818293	10/13/2009	4
9510BUCKL	09/05/2010	3	818313	08/05/2009	4
			818404	09/06/2009	4
808900	03/21/2009	4	818488	11/12/2009	4
812524	10/10/2009	4	818508	11/05/2009	4
814078	04/18/2009	4	818518	11/19/2009	4
814127	05/03/2009	4	818643	05/14/2009	4
814150	05/08/2009	4	818666	11/24/2009	4
814322	06/17/2009	4	818724	08/23/2009	4
814454	05/23/2009	4	818820	11/17/2009	4
814465	06/16/2009	4	818901	05/20/2009	4
814633	05/04/2009	4	818921	01/26/2010	4
814811	06/04/2009	4	818959	02/05/2010	4
815038	05/31/2009	4	818998	04/21/2009	4
815057	08/06/2009	4	819014	02/02/2010	4
815058	08/06/2009	4	819076	04/30/2009	4
815075	05/16/2009	4	819099	02/22/2010	4
815100	08/31/2009	4	819115	02/28/2010	4
815725	07/06/2009	4	819178	03/17/2010	4
815878	07/04/2009	4	819241	05/14/2009	4
816493	09/02/2009	4	819271	04/21/2009	4
816593	06/21/2009	4	819283	01/08/2010	4
816723	07/25/2009	4	819284	12/12/2009	4
816740	07/17/2009	4	819296	07/03/2009	4
816745	08/10/2009	4	819321	09/07/2009	4
816898	08/01/2009	4	819378	06/02/2009	4
817216	06/29/2009	4	819386	04/27/2009	4
817477	07/26/2009	4	819393	08/18/2009	4
817486	03/27/2009	4	819394	08/18/2009	4
817549	07/09/2009	4	819410	10/12/2009	4
817724	04/08/2009	4	819411	06/05/2009	4
817945	04/22/2009	4	819611	01/16/2010	4
817962	06/06/2009	4	819817	05/13/2009	4
818095	08/19/2009	4	819819	05/13/2009	4
818136	09/23/2009	4	819847	05/20/2009	4
818152	04/05/2009	4	819858	03/08/2010	4
818158	08/11/2009	4	820230	08/17/2009	4
818159	04/06/2009	4	820972	04/13/2009	4
818214	10/16/2009	4	818224	10/06/2009	4
818220	09/28/2009	4	822932	12/11/2009	4

Student ID	Date Of Birth	Age	Student ID	Date Of Birth	Age
822994	04/22/2009	4	532217	10/31/2008	5
823008	11/10/2009	4	803783	02/18/2009	5
823104	03/26/2009	4	803785	12/07/2008	5
823111	02/14/2010	4	804503	01/31/2009	5
823140	12/23/2009	4	808692	03/29/2008	5
823146	04/05/2009	4	808732	04/03/2008	5
823171	05/20/2009	4	808793	04/17/2008	5
823215	11/03/2009	4	809059	05/02/2008	5
823243	12/08/2009	4	809076	06/09/2008	5
823341	07/07/2009	4	809084	06/19/2008	5
823359	08/10/2009	4	809318	06/06/2008	5
823422	06/15/2009	4	810067	06/07/2008	5
823465	03/29/2009	4	810076	08/09/2008	5
823570	12/19/2009	4	810181	03/21/2008	5
823715	07/03/2009	4	810874	05/16/2008	5
823918	08/19/2009	4	810961	07/31/2008	5
824208	02/08/2010	4	811627	03/19/2008	5
041909BrB	04/19/2009	4	811854	07/16/2008	5
821392	02/07/2010	4	811944	08/06/2008	5
821403	12/21/2009	4	812061	06/11/2008	5
822503	04/30/2009	4	812415	05/09/2008	5
822615	06/18/2009	4	812444	06/08/2008	5
823683	08/12/2009	4	812459	06/20/2008	5
824293	11/13/2009	4	812507	06/17/2008	5
92109BRIG	09/21/2009	4	812586	09/10/2008	5
992008BOS	08/08/2009	4	812603	09/12/2008	5
820996	02/12/2010	4	812622	09/09/2008	5
821183	10/14/2009	4	812841	10/03/2008	5
821258	03/24/2009	4	812953	11/02/2008	5
821292	08/26/2009	4	813063	08/05/2008	5
821319	05/05/2009	4	813088	11/18/2008	5
821813	06/08/2009	4	813168	11/20/2008	5
822233	04/21/2009	4	813193	01/03/2009	5
822646	02/13/2010	4	813282	01/04/2009	5
822871	06/25/2009	4	813307	06/08/2008	5
822887	12/08/2009	4	813314	07/23/2008	5
			813333	09/12/2008	5
			813339	08/02/2008	5
			813359	11/06/2008	5
			813368	07/19/2008	5
			813417	11/17/2008	5



Student ID	Date Of Birth	Age	Student ID	Date Of Birth	Age
813499	10/30/2008	5	817743	09/27/2008	5
813578	04/23/2008	5	817853	05/29/2008	5
813582	05/08/2008	5	818070	10/16/2008	5
813623	02/16/2009	5	818127	06/20/2008	5
813642	02/18/2009	5	818128	02/16/2009	5
813721	09/21/2008	5	818215	08/14/2008	5
813761	03/06/2009	5	818216	02/15/2009	5
813771	10/23/2008	5	818407	10/28/2008	5
813792	09/30/2008	5	818444	08/06/2008	5
813866	12/08/2008	5	818485	08/09/2008	5
814021	01/14/2009	5	818486	07/22/2008	5
814063	03/01/2009	5	818559	12/22/2008	5
814071	02/24/2009	5	818881	11/18/2008	5
814718	04/30/2008	5	818897	01/12/2009	5
814747	04/25/2008	5	819010	11/11/2008	5
815005	04/11/2008	5	819123	03/16/2009	5
815044	02/01/2009	5	819153	01/06/2009	5
815046	12/07/2008	5	819420	08/18/2008	5
815094	04/17/2008	5	819517	06/09/2008	5
815726	03/31/2008	5	819656	08/06/2008	5
816058	08/16/2008	5	819944	09/01/2008	5
816346	11/02/2008	5	819945	04/05/2008	5
816435	07/21/2008	5	819965	08/06/2008	5
816619	01/07/2009	5	820087	03/30/2008	5
816747	11/15/2008	5	821194	02/23/2009	5
816752	01/07/2009	5	821205	03/06/2009	5
816777	12/08/2008	5	821317	11/29/2008	5
816801	10/09/2008	5	821327	10/08/2008	5
816903	07/03/2008	5	821373	05/01/2008	5
817189	05/20/2008	5	821889	07/03/2008	5
817214	02/23/2009	5	822020	09/23/2008	5
817239	02/11/2009	5	822203	09/22/2008	5
817242	11/26/2008	5	822476	05/29/2008	5
817298	09/27/2008	5	822483	02/10/2009	5
813455	10/10/2008	5	822985	02/22/2009	5
817358	02/16/2009	5	823058	11/29/2008	5
817361	02/18/2009	5	823457	02/13/2009	5
817383	05/27/2008	5	823510	09/26/2008	5
817469	05/15/2008	5	823511	09/30/2008	5
817472	10/23/2008	5	823567	07/10/2008	5
817540	05/23/2008	5	823656	02/16/2009	5

Student ID	Date Of Birth	Age
824176	03/18/2008	5
810930	04/01/2008	5
814953	04/03/2008	5
820024	04/19/2008	5
820156	06/05/2008	5
820214	07/24/2008	5
820494	04/17/2008	5
820590	01/28/2009	5
821270	06/25/2008	5
821291	02/14/2009	5
822828	03/27/2008	5
823519	09/12/2008	5
823644	12/13/2008	5
823728	02/10/2009	5
823790	10/15/2008	5
823940	06/17/2008	5
823971	06/09/2008	5
824108	11/11/2008	5
821462	07/29/2008	5
821550	04/06/2008	5
821612	05/27/2008	5

SUPPORTING DISABILITY DATA FROM UNITED WAY:  
DISABILITY DATA

Student ID	Date Of Birth	Age	Status Description	Condition1			
532100	03/23/2005	8		Auditory Impairment	1	AI	6.02%
823590	07/01/2013	0	Active	Auditory Impairment	2	AU	6.33%
819319	04/05/2012	1	Active	Auditory Impairment	3	DB	0.30%
819380	06/01/2012	1	Active	Auditory Impairment	4	ED	0.90%
820504	05/18/2012	1	Active	Auditory Impairment	5	ID	1.20%
823277	06/19/2012	1	Active	Auditory Impairment	6	NCEC	7.53%
823507	01/15/2013	1	Active	Auditory Impairment	7	OI	2.41%
812703	01/26/2011	3	Active	Auditory Impairment	8	OHI	7.23%
817694	09/08/2010	3	Active	Auditory Impairment	9	SLD	0.30%
819318	07/01/2010	3	Active	Auditory Impairment	10	SI	66.87%
823276	03/14/2011	3	Active	Auditory Impairment	11	VI	0.60%
808900	03/21/2009	4	Active	Auditory Impairment	12		99.70%
812524	10/10/2009	4	Active	Auditory Impairment	13		%
819411	06/05/2009	4	Active	Auditory Impairment	14		
821183	10/14/2009	4	Active	Auditory Impairment	15		
822233	04/21/2009	4	Active	Auditory Impairment	16		
822503	04/30/2009	4	Initial	Auditory Impairment	17		
532217	10/31/2008	5	Active	Auditory Impairment	18		
817242	11/26/2008	5	Active	Auditory Impairment	19		
822483	02/10/2009	5	Active	Auditory Impairment	20		
821780	06/15/2010						
821780	0	3	Active	Autism	1		
823144	03/20/2010	3	Active	Autism	2		
824101	01/15/2011	3	Active	Autism	3		
815725	07/06/2009	4	Active	Autism	4		
816898	08/01/2009	4	Active	Autism	5		
818227	10/04/2009	4	Active	Autism	6		

818508	11/05/2009	4	Active	Autism	7
818998	04/21/2009	4	Active	Autism	8
819099	02/22/2010	4	Active	Autism	9
819296	07/03/2009	4	Active	Autism	10
821319	05/05/2009	4	Active	Autism	11
822871	06/25/2009	4	Active	Autism	12
823146	04/05/2009	4	Active	Autism	13
824293	11/13/2009	4	Initial	Autism	14
808692	03/29/2008	5	Active	Autism	15
809059	05/02/2008	5	Active	Autism	16
812415	05/09/2008	5	Active	Autism	17
812444	06/08/2008	5	Active	Autism	18
813063	08/05/2008	5	Active	Autism	19
813088	11/18/2008	5	Active	Autism	20
817361	02/18/2009	5	Active	Autism	21
824108	11/11/2008	5	Initial	Autism	22
803783	02/18/2009	5	Active	Deaf-Blindness	1
823774	04/29/2010	3	Active	Emotional Disturbance	1
819321	09/07/2009	4	Active	Emotional Disturbance	2
818559	12/22/2008	5	Active	Emotional Disturbance	3
816740	07/17/2009	4	Active	Intellectual Disability	1
818214	10/16/2009	4	Active	Intellectual Disability	2
803785	12/07/2008	5	Active	Intellectual Disability	3
817358	02/16/2009	5	Active	Intellectual Disability	4
820102	05/17/2010	3	Active	Noncategorical Early Childhood	1
820998	06/20/2010	3	Active	Noncategorical Early Childhood	2
823194	09/08/2010	3	Active	Noncategorical Early Childhood	3

				Childhood	
				Noncategorica	
823446	07/02/2010	3	Active	I Early Childhood	4
				Noncategorica	
823486	10/19/2010	3	Active	I Early Childhood	5
				Noncategorica	
823688	11/23/2010	3	Active	I Early Childhood	6
				Noncategorica	
823865	10/03/2010	3	Active	I Early Childhood	7
				Noncategorica	
824053	07/02/2010	3	Active	I Early Childhood	8
				Noncategorica	
824287	02/27/2011	3	Active	I Early Childhood	9
				Noncategorica	
824379	03/16/2011	3	Active	I Early Childhood	10
				Noncategorica	
823229	07/01/2010	3	Initial	I Early Childhood	11
				Noncategorica	
823976	12/08/2010	3	Initial	I Early Childhood	12
				Noncategorica	
814150	05/08/2009	4	Active	I Early Childhood	13
				Noncategorica	
814465	06/16/2009	4	Active	I Early Childhood	14
				Noncategorica	
815878	07/04/2009	4	Active	I Early Childhood	15
				Noncategorica	
817216	06/29/2009	4	Active	I Early Childhood	16
				Noncategorica	
818518	11/19/2009	4	Active	I Early Childhood	17
				Noncategorica	
818666	11/24/2009	4	Active	I Early Childhood	18
				Noncategorica	
820230	08/17/2009	4	Active	I Early Childhood	19
				Noncategorica	
823683	08/12/2009	4	Initial	I Early Childhood	20
				Noncategorica	
809084	06/19/2008	5	Active	I Early Childhood	21

813339	08/02/2008	5	Active	Noncategorical I Early Childhood	22
818485	08/09/2008	5	Active	Noncategorical I Early Childhood	23
821317	11/29/2008	5	Active	Noncategorical I Early Childhood	24
823567	07/10/2008	5	Active	Noncategorical I Early Childhood	25
824106	01/27/2011	3	Active	Orthopedic Impairment	1
815075	05/16/2009	4	Active	Orthopedic Impairment	2
818095	08/19/2009	4	Active	Orthopedic Impairment	3
823341	07/07/2009	4	Active	Orthopedic Impairment	4
804503	01/31/2009	5	Active	Orthopedic Impairment	5
813642	02/18/2009	5	Active	Orthopedic Impairment	6
813771	10/23/2008	5	Active	Orthopedic Impairment	7
821550	04/06/2008	5	Active	Orthopedic Impairment	8
822860	07/07/2010	3	Active	Other Health Impairment	1
823074	06/28/2010	3	Active	Other Health Impairment	2
823241	09/10/2010	3	Active	Other Health Impairment	3
823556	06/11/2010	3	Active	Other Health Impairment	4
814454	05/23/2009	4	Active	Other Health Impairment	5
814633	05/04/2009	4	Active	Other Health Impairment	6
816493	09/02/2009	4	Active	Other Health Impairment	7
816745	08/10/2009	4	Active	Other Health Impairment	8
818136	09/23/2009	4	Active	Other Health Impairment	9
818313	08/05/2009	4	Active	Other Health Impairment	10
818959	02/05/2010	4	Active	Other Health Impairment	11
823715	07/03/2009	4	Active	Other Health Impairment	12
813282	01/04/2009	5	Active	Other Health Impairment	13
813307	06/08/2008	5	Active	Other Health Impairment	14

813359	11/06/2008	5	Active	Other Health Impairment	15
814718	04/30/2008	5	Active	Other Health Impairment	16
816752	01/07/2009	5	Active	Other Health Impairment	17
817189	05/20/2008	5	Active	Other Health Impairment	18
818486	07/22/2008	5	Active	Other Health Impairment	19
819420	08/18/2008	5	Active	Other Health Impairment	20
819517	06/09/2008	5	Active	Other Health Impairment	21
819945	04/05/2008	5	Active	Other Health Impairment	22
821327	10/08/2008	5	Active	Other Health Impairment	23
821462	07/29/2008	5	Active	Other Health Impairment	24
810930	04/01/2008	5	Initial	Specific Learning Disabilities	1
823027	09/03/2010	3		Speech Impairment	1
819249	03/24/2010	3	Active	Speech Impairment	2
819365	04/05/2010	3	Active	Speech Impairment	3
819452	04/29/2010	3	Active	Speech Impairment	4
819480	04/22/2010	3	Active	Speech Impairment	5
820150	05/22/2010	3	Active	Speech Impairment	6
821026	07/13/2010	3	Active	Speech Impairment	7
821195	06/03/2010	3	Active	Speech Impairment	8
821656	05/29/2010	3	Active	Speech Impairment	9
822115	06/29/2010	3	Active	Speech Impairment	10
822227	06/28/2010	3	Active	Speech Impairment	11
822256	06/03/2010	3	Active	Speech Impairment	12
822309	05/19/2010	3	Active	Speech Impairment	13
822567	05/21/2010	3	Active	Speech Impairment	14
822856	04/21/2010	3	Active	Speech Impairment	15
822914	07/22/2010	3	Active	Speech Impairment	16
823027	09/03/2010	3	Active	Speech Impairment	17

	0			Impairment	
	05/31/201			Speech	
823110	0	3	Active	Impairment	18
	05/29/201			Speech	
823188	0	3	Active	Impairment	19
	07/05/201			Speech	
823246	0	3	Active	Impairment	20
	09/27/201			Speech	
823376	0	3	Active	Impairment	21
	10/04/201			Speech	
823410	0	3	Active	Impairment	22
	10/06/201			Speech	
823447	0	3	Active	Impairment	23
	10/15/201			Speech	
823455	0	3	Active	Impairment	24
	06/23/201			Speech	
823512	0	3	Active	Impairment	25
	09/11/201			Speech	
823598	0	3	Active	Impairment	26
	05/23/201			Speech	
823602	0	3	Active	Impairment	27
	12/09/201			Speech	
823778	0	3	Active	Impairment	28
	05/03/201			Speech	
824052	0	3	Active	Impairment	29
	10/27/201			Speech	
824084	0	3	Active	Impairment	30
	09/02/201			Speech	
824118	0	3	Active	Impairment	31
	01/10/201			Speech	
011011DAC	1	3	Initial	Impairment	32
	02/07/201			Speech	
020711PEY	1	3	Initial	Impairment	33
	03/03/201			Speech	
030311SPC	1	3	Initial	Impairment	34
	10/12/201			Speech	
101210JUL	0	3	Initial	Impairment	35
	05/03/201			Speech	
823513	0	3	Initial	Impairment	36
	06/12/201			Speech	
823582	0	3	Initial	Impairment	37
	07/01/201			Speech	
823596	0	3	Initial	Impairment	38
	08/26/201			Speech	
823733	0	3	Initial	Impairment	39
	01/31/201			Speech	
824128	1	3	Initial	Impairment	40
	12/06/201			Speech	
824160	0	3	Initial	Impairment	41
	02/08/201			Speech	
824187	1	3	Initial	Impairment	42
	10/17/201			Speech	
824192	0	3	Initial	Impairment	43
9510BUCK	09/05/201			Speech	
L	0	3	Initial	Impairment	44



814078	04/18/2009	4	Active	Speech Impairment	45
814127	05/03/2009	4	Active	Speech Impairment	46
814322	06/17/2009	4	Active	Speech Impairment	47
814811	06/04/2009	4	Active	Speech Impairment	48
815038	05/31/2009	4	Active	Speech Impairment	49
815057	08/06/2009	4	Active	Speech Impairment	50
815058	08/06/2009	4	Active	Speech Impairment	51
815100	08/31/2009	4	Active	Speech Impairment	52
816593	06/21/2009	4	Active	Speech Impairment	53
816723	07/25/2009	4	Active	Speech Impairment	54
817477	07/26/2009	4	Active	Speech Impairment	55
817486	03/27/2009	4	Active	Speech Impairment	56
817549	07/09/2009	4	Active	Speech Impairment	57
817724	04/08/2009	4	Active	Speech Impairment	58
817945	04/22/2009	4	Active	Speech Impairment	59
817962	06/06/2009	4	Active	Speech Impairment	60
818152	04/05/2009	4	Active	Speech Impairment	61
818158	08/11/2009	4	Active	Speech Impairment	62
818159	04/06/2009	4	Active	Speech Impairment	63
818220	09/28/2009	4	Active	Speech Impairment	64
818224	10/06/2009	4	Active	Speech Impairment	65
818293	10/13/2009	4	Active	Speech Impairment	66
818404	09/06/2009	4	Active	Speech Impairment	67
818488	11/12/2009	4	Active	Speech Impairment	68
818643	05/14/2009	4	Active	Speech Impairment	69
818724	08/23/2009	4	Active	Speech Impairment	70
818820	11/17/2009	4	Active	Speech Impairment	71
818901	05/20/2009	4	Active	Speech Impairment	72

818921	01/26/2010	4	Active	Speech Impairment	73
819014	02/02/2010	4	Active	Speech Impairment	74
819076	04/30/2009	4	Active	Speech Impairment	75
819115	02/28/2010	4	Active	Speech Impairment	76
819178	03/17/2010	4	Active	Speech Impairment	77
819241	05/14/2009	4	Active	Speech Impairment	78
819271	04/21/2009	4	Active	Speech Impairment	79
819283	01/08/2010	4	Active	Speech Impairment	80
819284	12/12/2009	4	Active	Speech Impairment	81
819386	04/27/2009	4	Active	Speech Impairment	82
819393	08/18/2009	4	Active	Speech Impairment	83
819394	08/18/2009	4	Active	Speech Impairment	84
819410	10/12/2009	4	Active	Speech Impairment	85
819611	01/16/2010	4	Active	Speech Impairment	86
819817	05/13/2009	4	Active	Speech Impairment	87
819819	05/13/2009	4	Active	Speech Impairment	88
819847	05/20/2009	4	Active	Speech Impairment	89
819858	03/08/2010	4	Active	Speech Impairment	90
820972	04/13/2009	4	Active	Speech Impairment	91
820996	02/12/2010	4	Active	Speech Impairment	92
821258	03/24/2009	4	Active	Speech Impairment	93
821292	08/26/2009	4	Active	Speech Impairment	94
821813	06/08/2009	4	Active	Speech Impairment	95
822646	02/13/2010	4	Active	Speech Impairment	96
822887	12/08/2009	4	Active	Speech Impairment	97
822932	12/11/2009	4	Active	Speech Impairment	98
822994	04/22/2009	4	Active	Speech Impairment	99
823008	11/10/2009	4	Active	Speech Impairment	10

					0
				Speech	10
823104	03/26/2009	4	Active	Impairment	1
				Speech	10
823111	02/14/2010	4	Active	Impairment	2
				Speech	10
823140	12/23/2009	4	Active	Impairment	3
				Speech	10
823171	05/20/2009	4	Active	Impairment	4
				Speech	10
823215	11/03/2009	4	Active	Impairment	5
				Speech	10
823243	12/08/2009	4	Active	Impairment	6
				Speech	10
823359	08/10/2009	4	Active	Impairment	7
				Speech	10
823422	06/15/2009	4	Active	Impairment	8
				Speech	10
823465	03/29/2009	4	Active	Impairment	9
				Speech	11
823570	12/19/2009	4	Active	Impairment	0
				Speech	11
823918	08/19/2009	4	Active	Impairment	1
				Speech	11
824208	02/08/2010	4	Active	Impairment	2
				Speech	11
041909BrB	04/19/2009	4	Initial	Impairment	3
				Speech	11
821392	02/07/2010	4	Initial	Impairment	4
				Speech	11
821403	12/21/2009	4	Initial	Impairment	5
				Speech	11
822615	06/18/2009	4	Initial	Impairment	6
				Speech	11
992008BOS	08/08/2009	4	Initial	Impairment	7
				Speech	11
808732	04/03/2008	5	Active	Impairment	8
				Speech	11
808793	04/17/2008	5	Active	Impairment	9
				Speech	12
809076	06/09/2008	5	Active	Impairment	0
				Speech	12
809318	06/06/2008	5	Active	Impairment	1
810067	06/07/2008	5	Active	Speech	12

	8			Impairment	2
	08/09/200			Speech	12
810076	8	5	Active	Impairment	3
	03/21/200			Speech	12
810181	8	5	Active	Impairment	4
	05/16/200			Speech	12
810874	8	5	Active	Impairment	5
	07/31/200			Speech	12
810961	8	5	Active	Impairment	6
	03/19/200			Speech	12
811627	8	5	Active	Impairment	7
	07/16/200			Speech	12
811854	8	5	Active	Impairment	8
	08/06/200			Speech	12
811944	8	5	Active	Impairment	9
	06/11/200			Speech	13
812061	8	5	Active	Impairment	0
	06/20/200			Speech	13
812459	8	5	Active	Impairment	1
	06/17/200			Speech	13
812507	8	5	Active	Impairment	2
	09/10/200			Speech	13
812586	8	5	Active	Impairment	3
	09/12/200			Speech	13
812603	8	5	Active	Impairment	4
	09/09/200			Speech	13
812622	8	5	Active	Impairment	5
	10/03/200			Speech	13
812841	8	5	Active	Impairment	6
	11/02/200			Speech	13
812953	8	5	Active	Impairment	7
	11/20/200			Speech	13
813168	8	5	Active	Impairment	8
	01/03/200			Speech	13
813193	9	5	Active	Impairment	9
	07/23/200			Speech	14
813314	8	5	Active	Impairment	0
	09/12/200			Speech	14
813333	8	5	Active	Impairment	1
	07/19/200			Speech	14
813368	8	5	Active	Impairment	2
	11/17/200			Speech	14
813417	8	5	Active	Impairment	3
813455	10/10/200	5	Active	Speech	14

	8			Impairment	4
	10/30/200			Speech	14
813499	8	5	Active	Impairment	5
	04/23/200			Speech	14
813578	8	5	Active	Impairment	6
	05/08/200			Speech	14
813582	8	5	Active	Impairment	7
	02/16/200			Speech	14
813623	9	5	Active	Impairment	8
	09/21/200			Speech	14
813721	8	5	Active	Impairment	9
	03/06/200			Speech	15
813761	9	5	Active	Impairment	0
	09/30/200			Speech	15
813792	8	5	Active	Impairment	1
	12/08/200			Speech	15
813866	8	5	Active	Impairment	2
	01/14/200			Speech	15
814021	9	5	Active	Impairment	3
	03/01/200			Speech	15
814063	9	5	Active	Impairment	4
	02/24/200			Speech	15
814071	9	5	Active	Impairment	5
	04/25/200			Speech	15
814747	8	5	Active	Impairment	6
	04/11/200			Speech	15
815005	8	5	Active	Impairment	7
	02/01/200			Speech	15
815044	9	5	Active	Impairment	8
	12/07/200			Speech	15
815046	8	5	Active	Impairment	9
	04/17/200			Speech	16
815094	8	5	Active	Impairment	0
	03/31/200			Speech	16
815726	8	5	Active	Impairment	1
	08/16/200			Speech	16
816058	8	5	Active	Impairment	2
	07/21/200			Speech	16
816435	8	5	Active	Impairment	3
	01/07/200			Speech	16
816619	9	5	Active	Impairment	4
	11/15/200			Speech	16
816747	8	5	Active	Impairment	5
816777	12/08/200	5	Active	Speech	16

	8			Impairment	6
	10/09/200			Speech	16
816801	8	5	Active	Impairment	7
	07/03/200			Speech	16
816903	8	5	Active	Impairment	8
	02/23/200			Speech	16
817214	9	5	Active	Impairment	9
	02/11/200			Speech	17
817239	9	5	Active	Impairment	0
	09/27/200			Speech	17
817298	8	5	Active	Impairment	1
	05/27/200			Speech	17
817383	8	5	Active	Impairment	2
	05/15/200			Speech	17
817469	8	5	Active	Impairment	3
	10/23/200			Speech	17
817472	8	5	Active	Impairment	4
	05/23/200			Speech	17
817540	8	5	Active	Impairment	5
	05/29/200			Speech	17
817853	8	5	Active	Impairment	6
	10/16/200			Speech	17
818070	8	5	Active	Impairment	7
	06/20/200			Speech	17
818127	8	5	Active	Impairment	8
	02/16/200			Speech	17
818128	9	5	Active	Impairment	9
	08/14/200			Speech	18
818215	8	5	Active	Impairment	0
	02/15/200			Speech	18
818216	9	5	Active	Impairment	1
	10/28/200			Speech	18
818407	8	5	Active	Impairment	2
	08/06/200			Speech	18
818444	8	5	Active	Impairment	3
	11/18/200			Speech	18
818881	8	5	Active	Impairment	4
	01/12/200			Speech	18
818897	9	5	Active	Impairment	5
	11/11/200			Speech	18
819010	8	5	Active	Impairment	6
	03/16/200			Speech	18
819123	9	5	Active	Impairment	7
819153	01/06/200	5	Active	Speech	18

	9			Impairment	8		
	08/06/200			Speech	18		
819656	8	5	Active	Impairment	9		
	09/01/200			Speech	19		
819944	8	5	Active	Impairment	0		
	08/06/200			Speech	19		
819965	8	5	Active	Impairment	1		
	03/30/200			Speech	19		
820087	8	5	Active	Impairment	2		
	02/23/200			Speech	19		
821194	9	5	Active	Impairment	3		
	03/06/200			Speech	19		
821205	9	5	Active	Impairment	4		
	05/01/200			Speech	19		
821373	8	5	Active	Impairment	5		
	05/27/200			Speech	19		
821612	8	5	Active	Impairment	6		
	07/03/200			Speech	19		
821889	8	5	Active	Impairment	7		
	09/23/200			Speech	19		
822020	8	5	Active	Impairment	8		
	09/22/200			Speech	19		
822203	8	5	Active	Impairment	9		
	05/29/200			Speech	20		
822476	8	5	Active	Impairment	0		
	02/22/200			Speech	20		
822985	9	5	Active	Impairment	1		
	11/29/200			Speech	20		
823058	8	5	Active	Impairment	2		
	02/13/200			Speech	20		
823457	9	5	Active	Impairment	3		
	09/26/200			Speech	20		
823510	8	5	Active	Impairment	4		
	09/30/200			Speech	20		
823511	8	5	Active	Impairment	5		
	02/16/200			Speech	20		
823656	9	5	Active	Impairment	6		
	03/18/200			Speech	20		
824176	8	5	Active	Impairment	7		
	04/03/200			Speech	20		
814953	8	5	Initial	Impairment	8	AI	6.02%
	04/19/200			Speech	20		
820024	8	5	Initial	Impairment	9	AU	6.33%
820156	06/05/200	5	Initial	Speech	21	DB	0.30%

	8			Impairment	0		
	07/24/200			Speech	21		
820214	8	5	Initial	Impairment	1	ED	0.90%
	04/17/200			Speech	21		
820494	8	5	Initial	Impairment	2	ID	1.20%
	01/28/200			Speech	21		
820590	9	5	Initial	Impairment	3	NCEC	7.53%
	06/25/200			Speech	21		
821270	8	5	Initial	Impairment	4	OI	2.41%
	02/14/200			Speech	21		
821291	9	5	Initial	Impairment	5	OHI	7.23%
	03/27/200			Speech	21		
822828	8	5	Initial	Impairment	6	SLD	0.30%
	09/12/200			Speech	21		66.87
823519	8	5	Initial	Impairment	7	SI	%
	12/13/200			Speech	21		
823644	8	5	Initial	Impairment	8	VI	0.60%
	02/10/200			Speech	21		99.70
823728	9	5	Initial	Impairment	9		%
	10/15/200			Speech	22		
823790	8	5	Initial	Impairment	0		
	06/17/200			Speech	22		
823940	8	5	Initial	Impairment	1		
	06/09/200			Speech	22		
823971	8	5	Initial	Impairment	2		
	06/04/201			Visual			
808653	0	3	Active	Impairment	1		
	06/02/200			Visual			
819378	9	4	Active	Impairment	2		



COMMUNITY ASSESSMENT  
DENTON ISD HEAD START PROGRAM  
*FEBRUARY – MARCH 2014*

SECTION 4

*Education, Health, Nutrition,  
Social Service Needs*

## EXECUTIVE SUMMARY

Students in the DISD Head Start Program were evaluated in a pre-test post-test format using a locally developed instrument based on the Texas Pre-Kindergarten Guidelines and the Head Start Program School Readiness Goals. Areas of focus include Social Skills, Literacy, Mathematics, Fine Arts, Motor Skills, and Technology. Using district developed assessment tools in a Universal Design for Learning format, teachers administered assessment three times during the school year. The first administration occurred within the first month of the school year. The second occurred prior to the winter break, and the final administration occurred in mid-April.

There were a total of 176 students with pre-test post-data data. A total of 176 students comprised the sample for this analysis of skill development. At the beginning of the 2012-13 percent of the 178 students enrolled in the Denton ISD Head Start Program required maximum support when engaged in the targeted skills. At the mid-point analysis this had increased to 75 percent and to 84 percent and the final check point.

Post-Test results indicate that following instruction provided in the Head Start classrooms, 61 students demonstrated little to none of the pre-kindergarten skills outlined in the Pre-Kindergarten Guidelines. Of the 178 students in the sample, 11 demonstrated some of the targeted skills while 107 consistently demonstrated the targeted skills.

### **Head Start Program Evaluation Results**

The Head Start students at Ann Windle School for Young Children were assessed on the seven areas that are reflected in the program's School Readiness Goals in order to determine if the Denton ISD Head Start Program housed at Ann Windle School for Young Children had an impact on student's developmental progression and to monitor the program's effectiveness. The assessment instrument utilized for this program evaluation was

created using the skills outlined in the Texas Pre-Kindergarten Guidelines and reflected the program's School Readiness Goals. It measures development in the following areas:

1. Emergent Literacy
2. Mathematics
3. Science
4. Social Skills
5. Gross Motor Skills
6. Fine Motor Skills
7. Technology Skills.

Additionally, a reporting of Overall Progress is made.

This assessment system places each student in one of three developmental steps at both pre-test and post-test based in a number of very specific behavioral indices. The three levels are Level 1, Level 2, and Level 3. Students reported as performing at Level 1 require maximum assistance from adults to perform a task. Students at Level 2 require minimal support from adults while students at Level 3 demonstrate independent functioning. For each task administered, an established set of criteria has been provided.

Pre-test Post-test results for a total of 178 Head Start students were analyzed. This analysis yielded a number of significant and meaningful results. In Overall Progress, 66% of the students demonstrated skills at Level II and Level III combined. A total of 34% of the 178 analyzed continued to demonstrate skills at Level I (limited or no skills demonstrated).

### Summary

While progress was noted, the degree of progress compared to years past appears to be at a lower level. The Denton ISD Head Start Program experienced significant changes in the 2012-13 school year that appear to have had a significant impact on the educational program and the measurement of student progress. First, over site of

the Head Start Program at the district level was transferred from an assistant superintendent to the Curriculum Department. Specifically, the Director of Elementary Education assumed over site of the program for the district with the Director continuing in her position. The Director of Elementary Education had no prior experience with Head Start.

Second, the Director of the Head Start Program retired mid-year. While her replacement had many years of experience teaching in early childhood education and several years as an administrator of an early childhood campus, she was not familiar with the Head Start Program.

Third, the Education Specialist returned following a prolong absence due to her health. With her active participation in the day-to-day administration and support of the education program, daily over site was stronger.

Finally, the instrument used to monitor the progress of children in Head Start is also used by the district's Prekindergarten Program. The Curriculum Department oversees this process and worked to strengthen the instrument. Additional training was provided and a more stringent process of evaluating student progress resulted.

## SECTION I

### **Overall Progress**

*Did the Head Start Program reach an appropriate level in Overall Progress by the end of the 2012-13 school year?*

No. At the end of the 2012-13 school year, 69% of the students reached Step II or above.

- *What percent of student were at the Step I at Pre-testing and Post-testing?*

Step I Pre-Testing – 90%  
Step I Post-Testing – 34%

At the beginning of the school year, ninety percent of the 178 students enrolled in the Denton ISD Head Start who comprise the sample were functioning at Step I demonstrating a need for maximum support from an adult when engaged in the targeted tasks on the Denton ISD Head Start School Readiness Assessment. However, following instruction provided in Head Start classrooms, Post-Testing indicated that only thirty-one students remained at the Level I.

- *What percentage of students was at Level II, or III at Pre- and Post-Testing?*

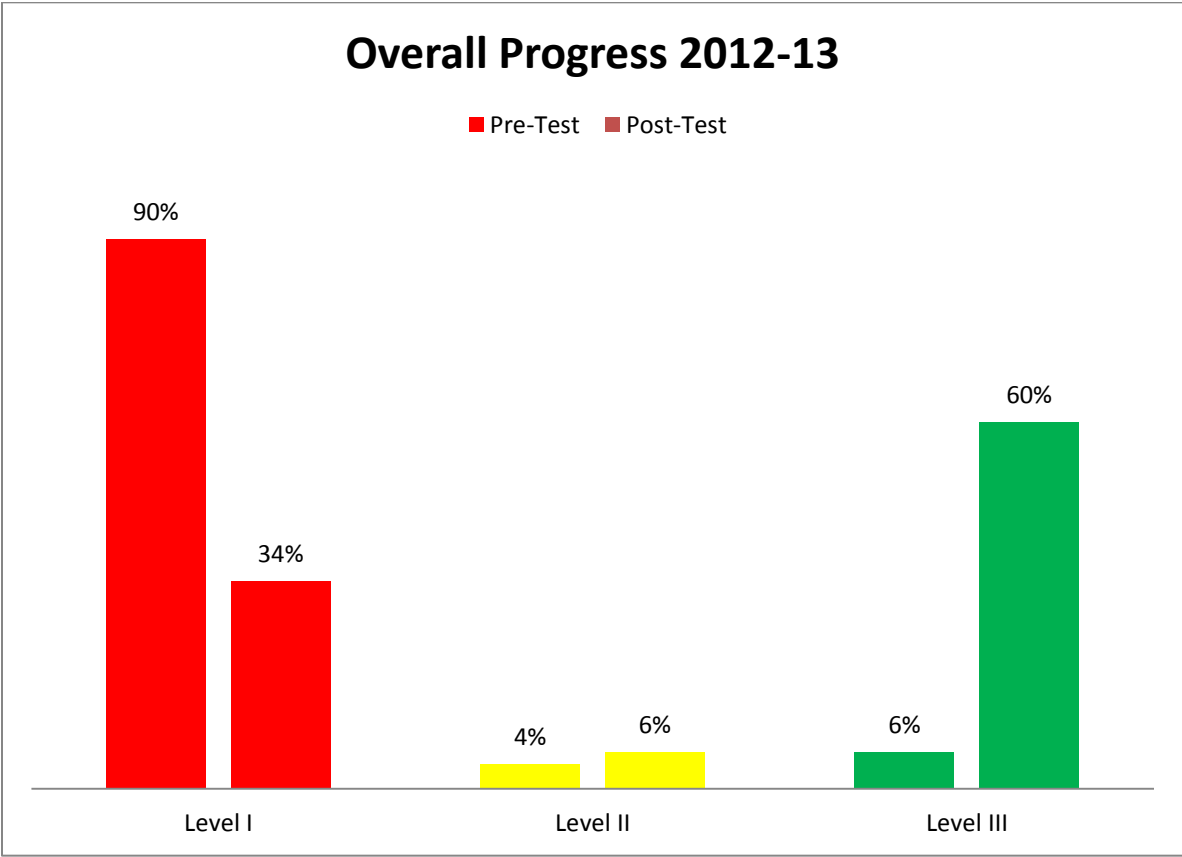
Level 2 Pre-Test – 4%  
Level 2 Post-Test – 6%

Level 3 Pre-Test – 6%  
Level 3 Post-Test – 60%

At the beginning of the school year, 10% of the children enrolled in the Denton ISD Head Start program were achieving at Level II or

Level III. In May of 2013 when post-testing was conducted, 66% of the sample were consistently demonstrating skills targeted in the Pre-Kindergarten Guidelines.

Table 1 – Overall Progress in Percent



*N=178*

## SECTION II

### **Emergent Literacy**

*Did the Head Start Program reach an appropriate level in Emergent Literacy by the end of the 2012-13 school year?*

No. At the end of the 2012-13 school year, 55% of the students reached Step II or above.

- *What percent of student were at the Step I at Pre-testing and Post-testing?*

Level 1 Pre-Testing – 96%

Level 1 Post-Testing – 45%

At the beginning of the school year, ninety-six (96) percent of the students enrolled in the Denton ISD Head Start who comprised the sample were functioning at Level I demonstrating little or none of the pre-kindergarten skills outlined in the Texas Pre-Kindergarten Guidelines which were included in the Denton ISD Head Start School Readiness Goals. Following instruction provided in Head Start classrooms, Post-Testing indicated that forty-five percent remained at the Step I.

- *What percentage of students was at Level II, or III at Pre- and Post-Testing?*

Level 2 Pre-Test – 0%

Level 2 Post-Test – 0%

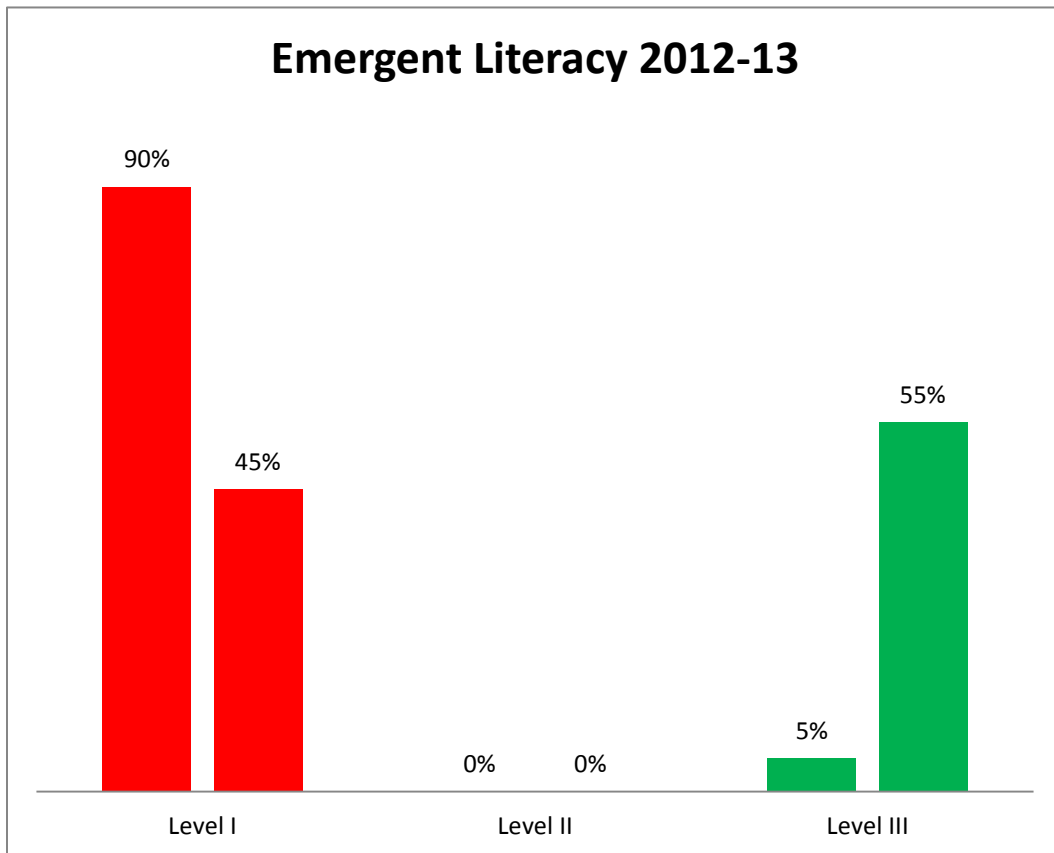
Level 3Pre-Test – 5%

Level 3 Post-Test – 55%

Level III represents the consistent demonstration of skills in this evaluation. At the beginning of the 2012-13 school year only 6

children of the sample (5%) were rated as having skills at Step III. At the end of the 2012-13 school year this number had increased to 123 children (55%).

Table 2 – Language Arts Progress in Percent



*N=178*



## SECTION III

### Math

*Did the Head Start Program reach an appropriate level in Math by the end of the 2012-13 school year?*

No. At the end of the 2012-13 school year, 93% of the students reached Level II or above.

- *What percent of student were at the Level I at Pre-testing and Post-testing?*

Step I Pre-Testing – 94%  
Step I Post-Testing – 34%

At the beginning of the school year, ninety-four percent of the students enrolled in the Denton ISD Head Start who comprise the sample were functioning at Level I demonstrating little or none of the pre-kindergarten skills outlined in the Texas Pre-Kindergarten Guidelines that were included in the Denton ISD Head Start School Readiness Goals. However, following instruction provided in Head Start classrooms, Post-Testing indicated that only thirty-four percent remained at the Level I.

- *What percentage of students was at Level II, or III at Pre- and Post-Testing?*

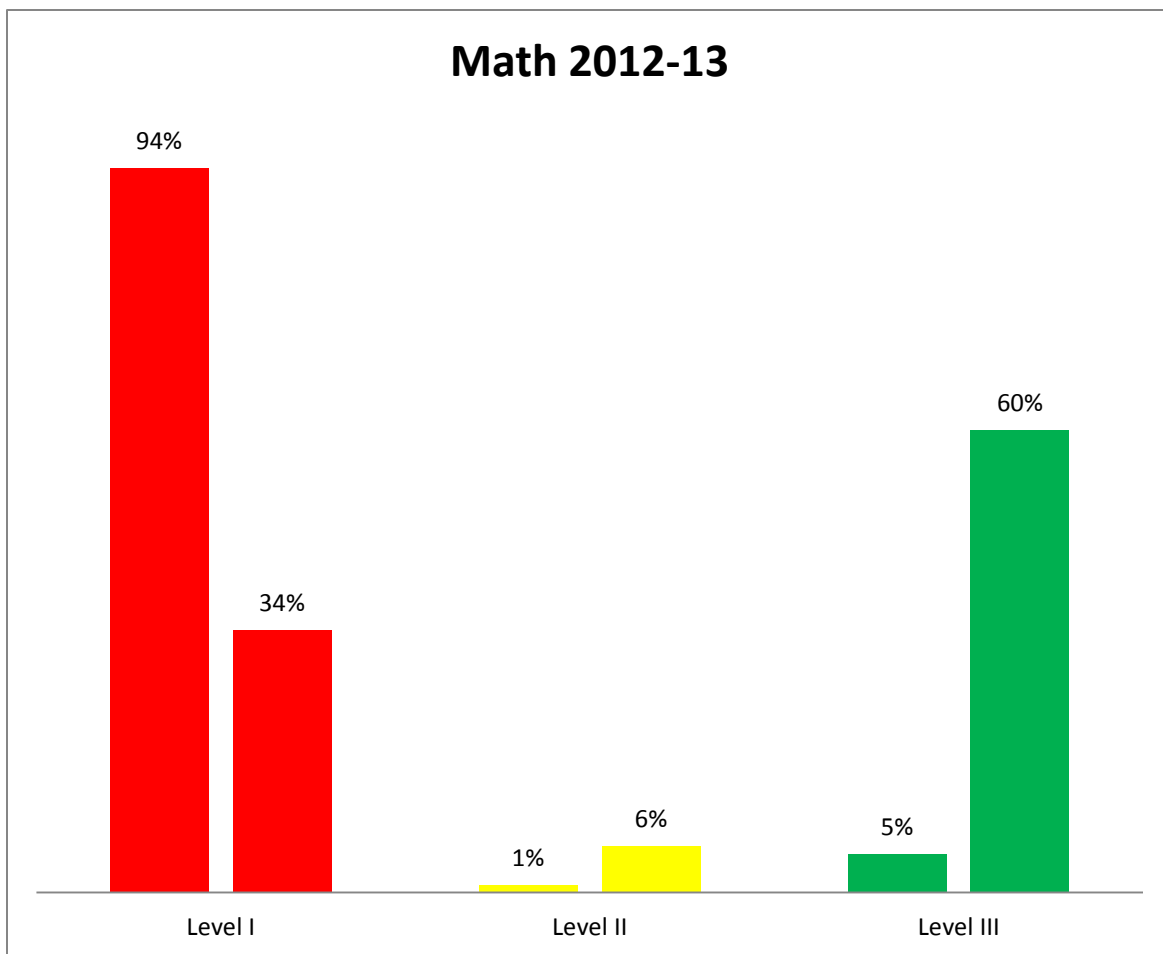
Level II Pre-Test – 1%  
Level II Post-Test – 6%

Level III Pre-Test – 5%  
Level III Post-Test – 60%

Level III represents the consistent demonstration of skills in this evaluation. At the beginning of the 2012-13 school year only 10

children in the sample were rated as having skills at Step III. At the end of the 2012-13 school year this number had increased to 105 children in the sample.

Table 3 – Math Progress in Percent



*N=178*

## SECTION IV

### Science

*Did the Head Start Program reach an appropriate level in Science by the end of the 2012-13 school year?*

Yes. At the end of the 2012-13 school year, 97% of the students reached Level II or above.

- *What percent of student were at the Level I at Pre-testing and Post-testing?*

Level I Pre-Testing – 25%

Level I Post-Testing – 2%

At the beginning of the school year, twenty-five percent of the sample enrolled in the Denton ISD Head Start were functioning at Level I demonstrating little or none of the Denton ISD School Readiness Goals related to Science. However, following instruction provided in Head Start classrooms, Post-Testing indicated that only two percent remained at the Level I.

- *What percentage of students was at Level II, or III at Pre- and Post-Testing?*

Level II Pre-Test – 35%

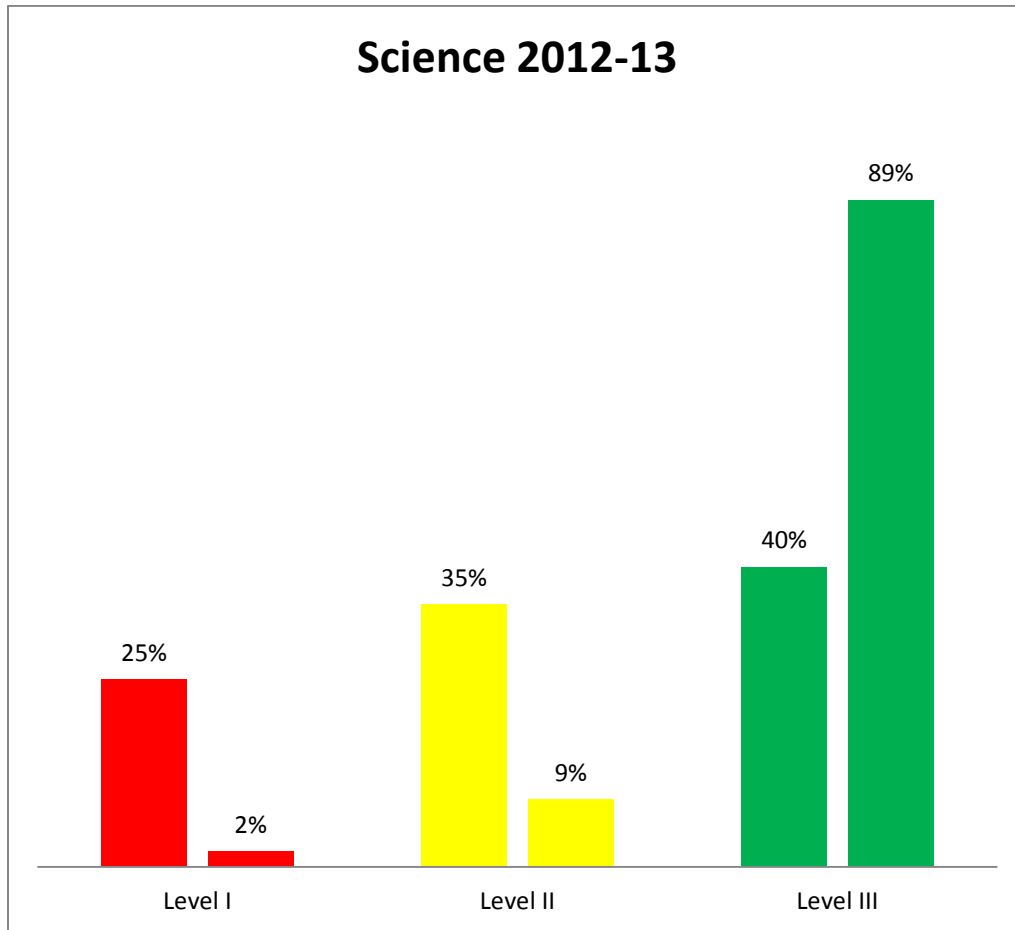
Level II Post-Test – 9%

Level III Pre-Test – 40%

Level III Post-Test – 89%

Level III represents the consistent demonstration of skills in this evaluation. At the beginning of the 2012-13 school year only 40% of the sample were rated as having skills at Step III. At the end of the 2012-13 school year this number had increased to 89% of the sample.

Table 4 – Science Progress in Percent



N = 178

## SECTION V

### Social Skills

*Did the Head Start Program reach an appropriate level in Social Skills by the end of the 2012-13 school year?*

No. At the end of the 2012-13 school year, 73% of the students reached Level II or above.

- *What percent of student were at the Level I at Pre-testing and Post-testing?*

Level I Pre-Testing – 81%

Level I Post-Testing – 27%

At the beginning of the school year, eighty-one percent of the students enrolled in the Denton ISD Head Start who comprised the sample were functioning at Step I demonstrating little or none of the School Readiness Goals related to Social Skills. Following instruction provided in Head Start classrooms, Post-Testing indicated that twenty-seven percent remained at the Level I.

- *What percentage of students was at Level II or III at Pre- and Post-Testing?*

Level II Pre-Test – 0%

Level II Post-Test – 0%

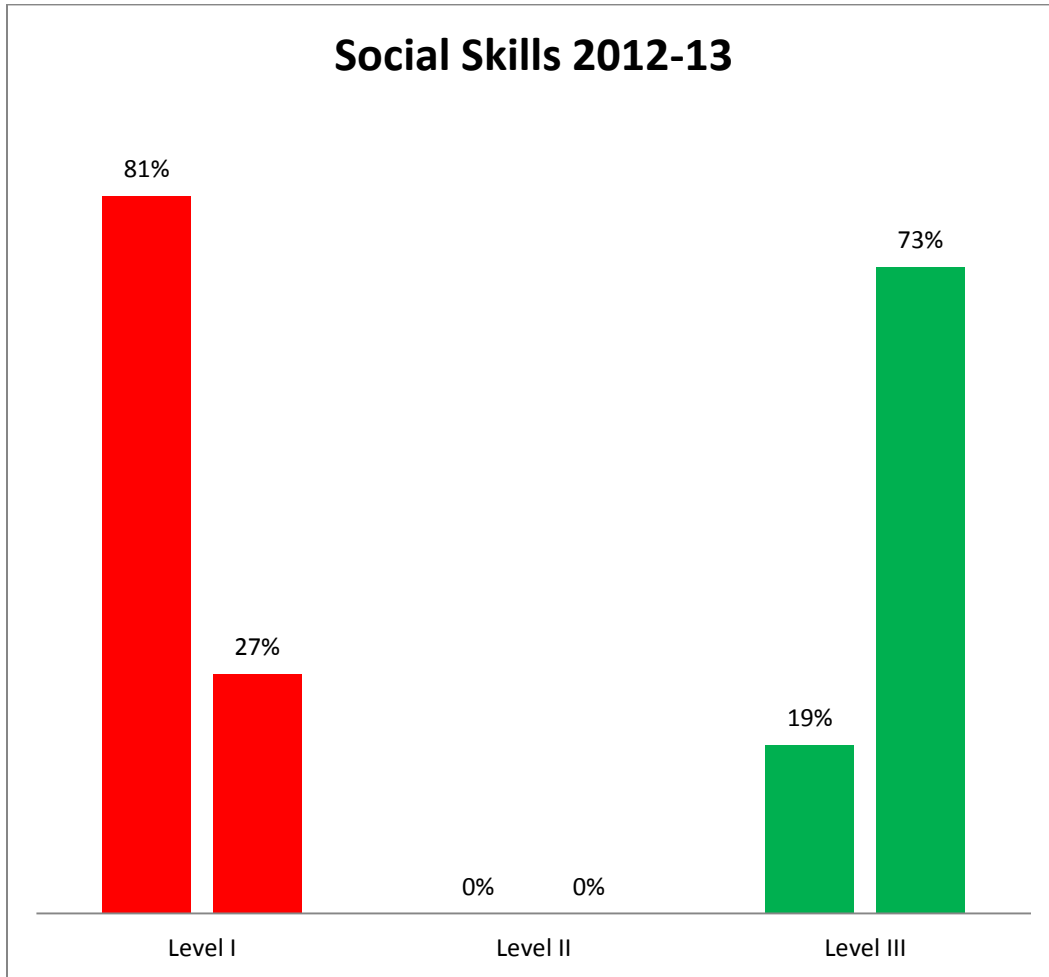
Level III Pre-Test – 19%

Level III Post-Test – 73%

Level III represents the consistent demonstration of skills in this evaluation. At the beginning of the 2012-13 school year nineteen percent of the sample were rated as having skills at Level III. At the

end of the 2012-13 school year this number had increased to seventy-three percent of the sample.

Table 5 – Social Skills Progress in Percent



N = 178

## SECTION VI

### Gross Motor Skills

*Did the Head Start Program reach an appropriate level in Gross Motor Skills by the end of the 2012-13 school year?*

Yes. At the end of the 2012-13 school year, 98% of the students reached Level II or above.

Level I Pretesting – 30%

Level I Post-Testing – 2%

At the beginning of the school year, thirty percent of the students enrolled in the Denton ISD Head Start who comprise the sample were functioning at Level I demonstrating little or none of the pre-kindergarten skills outlined in the School Readiness Goals related to Gross Motor skill development. Of the post-test sample, two percent of the children remained at Step I.

➤ *What percentage of students was at Level II or III at Pre- and Post-Testing?*

Level II Pre-Test – 16%

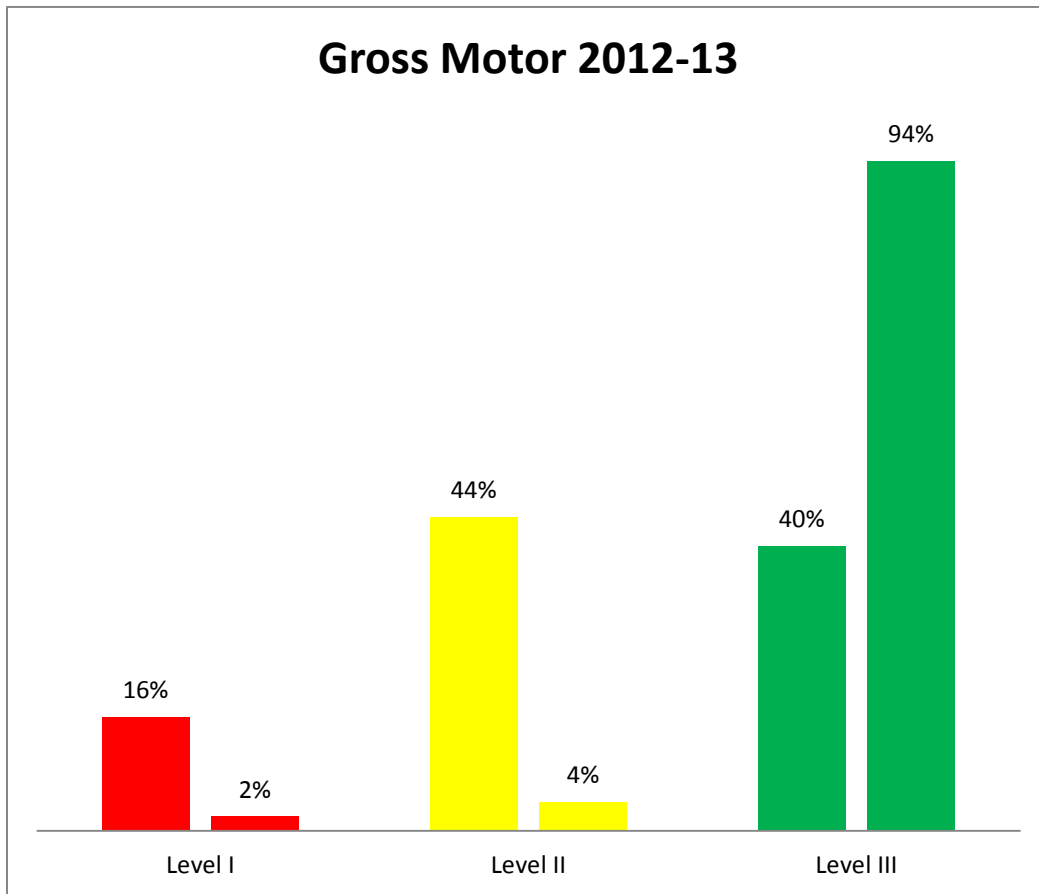
Level II Post-Test – 4%

Level III Pre-Test – 40%

Level III Post-Test – 94%

Step III represents the consistent demonstration of skills in this evaluation. At the beginning of the 2012-13 school year 40% of the sample were rated as having skills at Step III. At the end of the 2012-13 school year this number had increased to 94% of the sample.

**Table 9 – Gross Motor Progress in Percent**



**N = 178**



## SECTION VII

### Fine Motor Skills

*Did the Head Start Program reach an appropriate level in Fine Motor Skills by the end of the 2012-13 school year?*

Yes. At the end of the 2012-13 school year, 95% of the students reached Level II or above.

Level I Pretesting – 41%

Level I Post-Testing – 5%

At the beginning of the school year, forty-one percent of the students enrolled in the Denton ISD Head Start who comprise the sample were functioning at Level I demonstrating little or none of the pre-kindergarten skills outlined in the School Readiness Goals related to Fine Motor skill development. Of the post-test sample, five percent of the children remained at Step I.

➤ *What percentage of students was at Level II or III at Pre- and Post-Testing?*

Level II Pre-Test – 40%

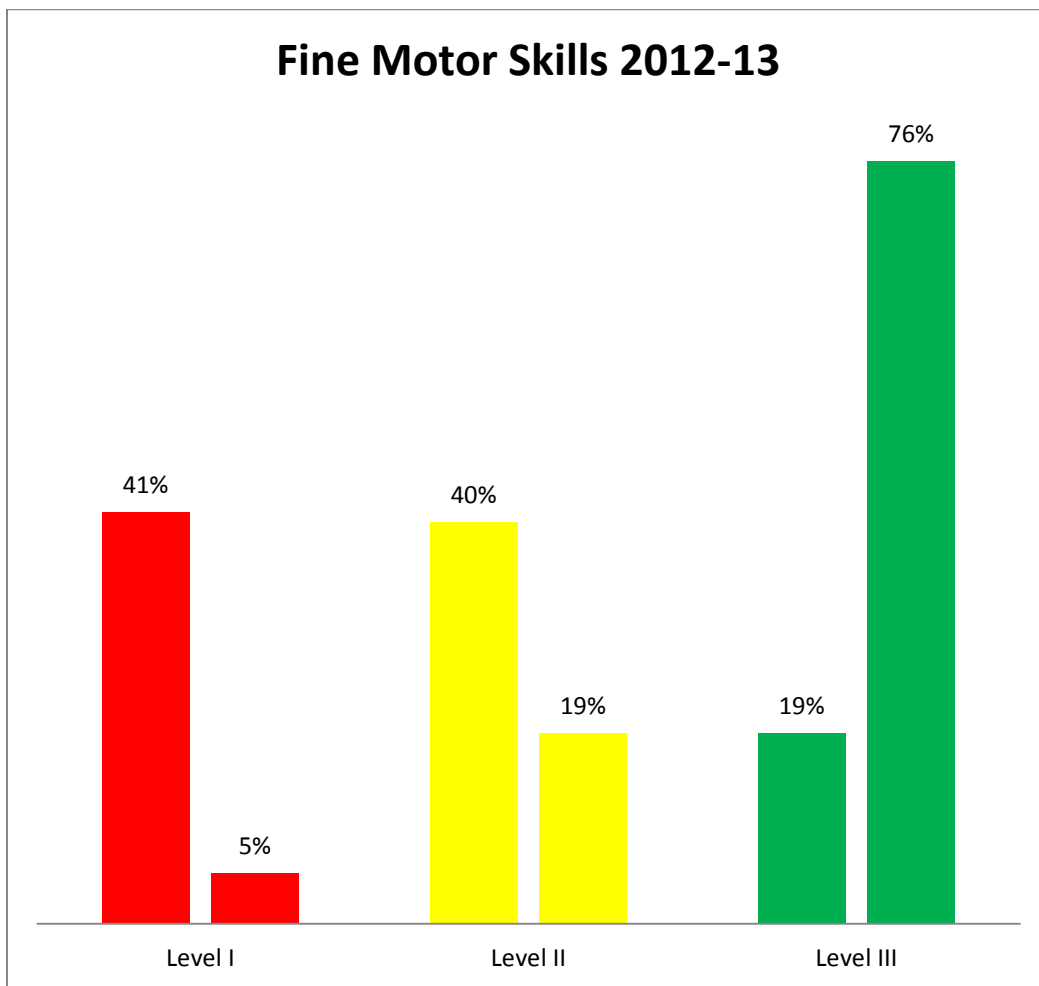
Level II Post-Test – 19%

Level III Pre-Test – 19%

Level III Post-Test – 76%

Level III represents the consistent demonstration of skills in this evaluation. At the beginning of the 2012-13 school year nineteen percent of the sample were rated as having skills at Level III. At the end of the 2012-13 school year this number had increased to seventy-six percent of the sample.

**Table 9 – Gross Motor Progress in Percent**



**N = 178**

## SECTION VIII

### Technology

*Did the Head Start Program reach an appropriate level in Technology by the end of the 2012-13 school year?*

Yes. At the end of the 2012-13 school year, 97% of the students reached Level II or above.

- *What percent of student were at the Level I at Pre-testing and Post-testing?*

Level I Pre-Testing – 41%

Level I Post-Testing – 3%

At the beginning of the school year, forty-one percent of the students enrolled in the Denton ISD Head Start who comprised the sample were functioning at Level I demonstrating little or none of the pre-kindergarten skills related to technology in the Denton ISD School Readiness Goals. However, following instruction provided in Head Start classrooms, Post-Testing indicated that only three percent children remained at the Level I.

- *What percentage of students was at Level II or III at Pre- and Post-Testing?*

Level II Pre-Test – 39%

Level II Post-Test – 18%

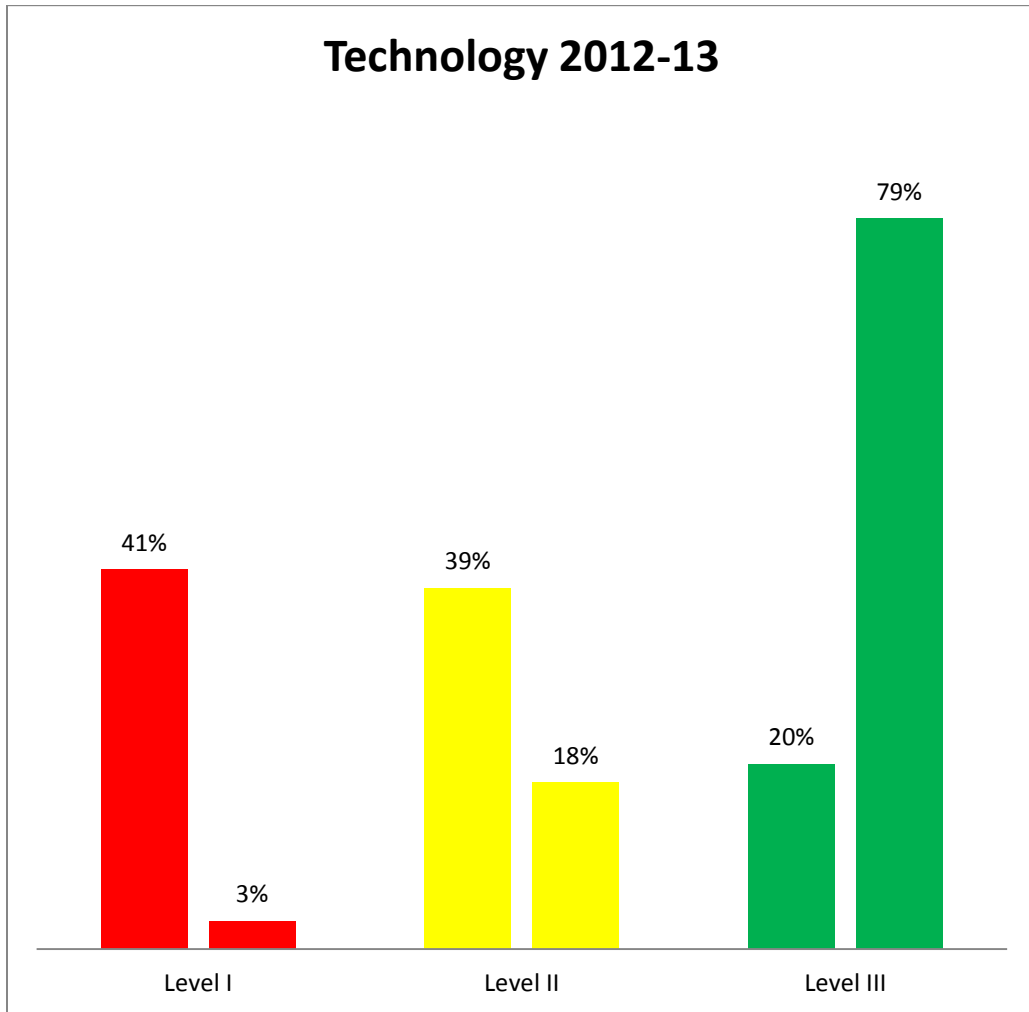
Level III Pre-Test – 20%

Level III Post-Test – 79%

Level III represents the consistent demonstration of skills in this evaluation. At the beginning of the 2012-13 school year only twenty percent of the sample were rated as having skills at Step III. At the

end of the 2012-13 school year this number had increased to 79% of the sample.

Table 10 – Technology Progress in Percent



N = 178

## SECTION IX

### Ethnic Background

*Was there any difference in Overall Progress between groups of children with the different ethnic backgrounds?*

In general, membership in a particular ethnic group is a factor in progress through the Head Start program domains for the 2012-13 school year. Non-Hispanic students had a higher percentage reported by their teachers as performing in Step III.

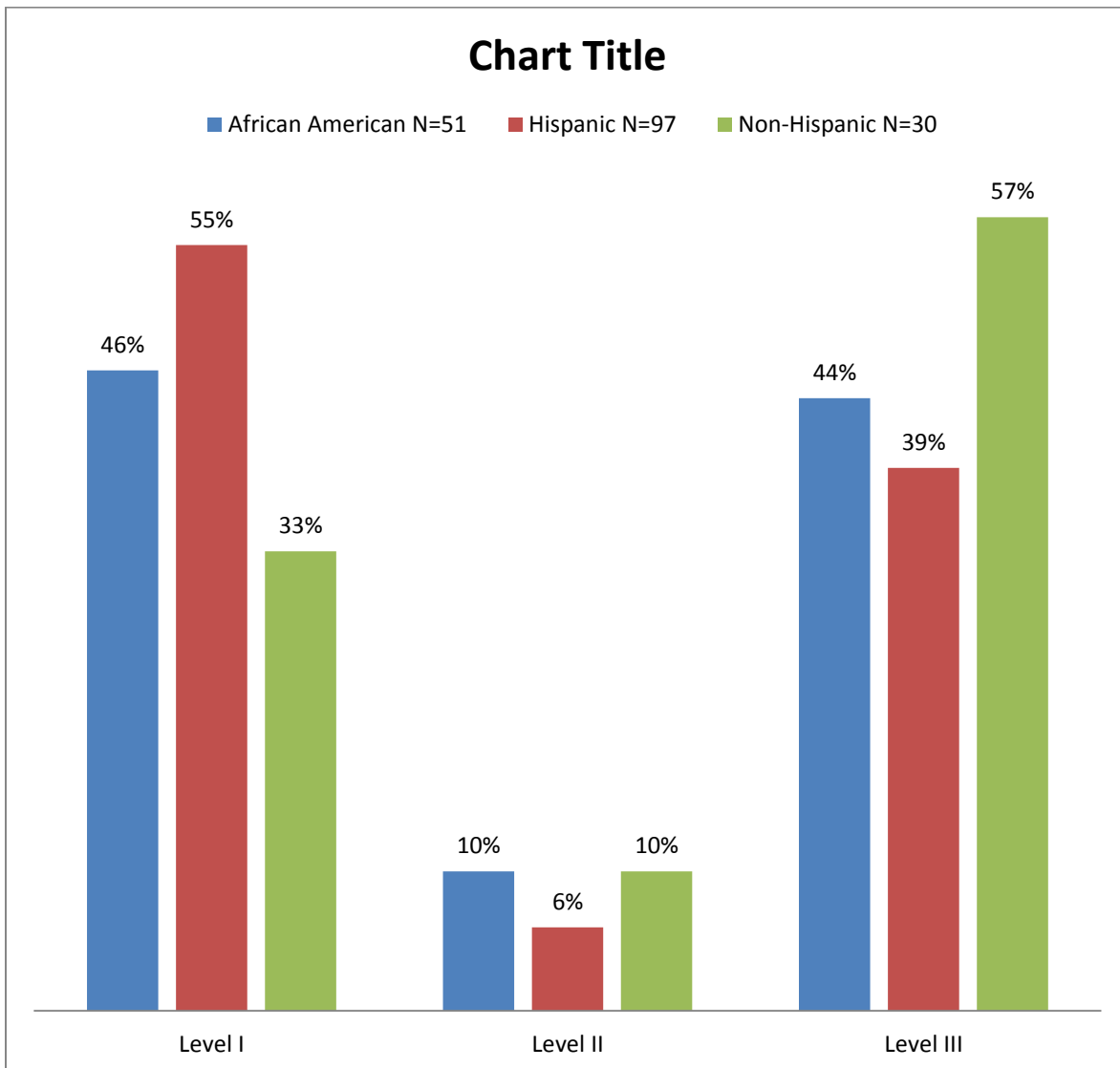
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	Level I	Level II	Level III	N
African American	46%	10%	44%	52
Hispanic	55%	6%	39%	97
Non-Hispanic	33%	10%	57%	30

---

When the number of students per ethnic group at each level is considered, it is noted that distribution across Level II is consistent for all ethnic groups. A difference of ten to twenty percent is noted between ethnic groups.

Table 11 - Overall Progress for Ethnic Groups



Total N=178

## SECTION IX

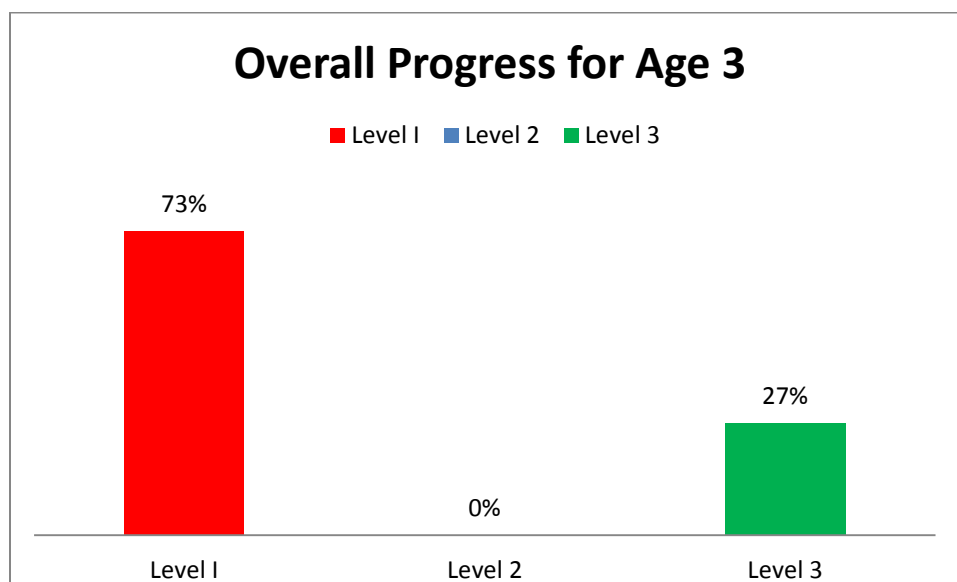
### Age Groups (3 and 4 on 9/1/2012)

*Was there any difference in Overall Progress between groups of children within different age groups?*

In Overall Progress, a difference was noted between children age 3 on September 1<sup>st</sup> and children age 4 on September 1<sup>st</sup>. Of the 146 children age 4 at the beginning of the school year, all but twenty-seven student advanced to Level II or Level III in Overall Progress. Of the 40 children age 3 at the beginning of the school year, twenty-nine child remained at Level I in the spring.

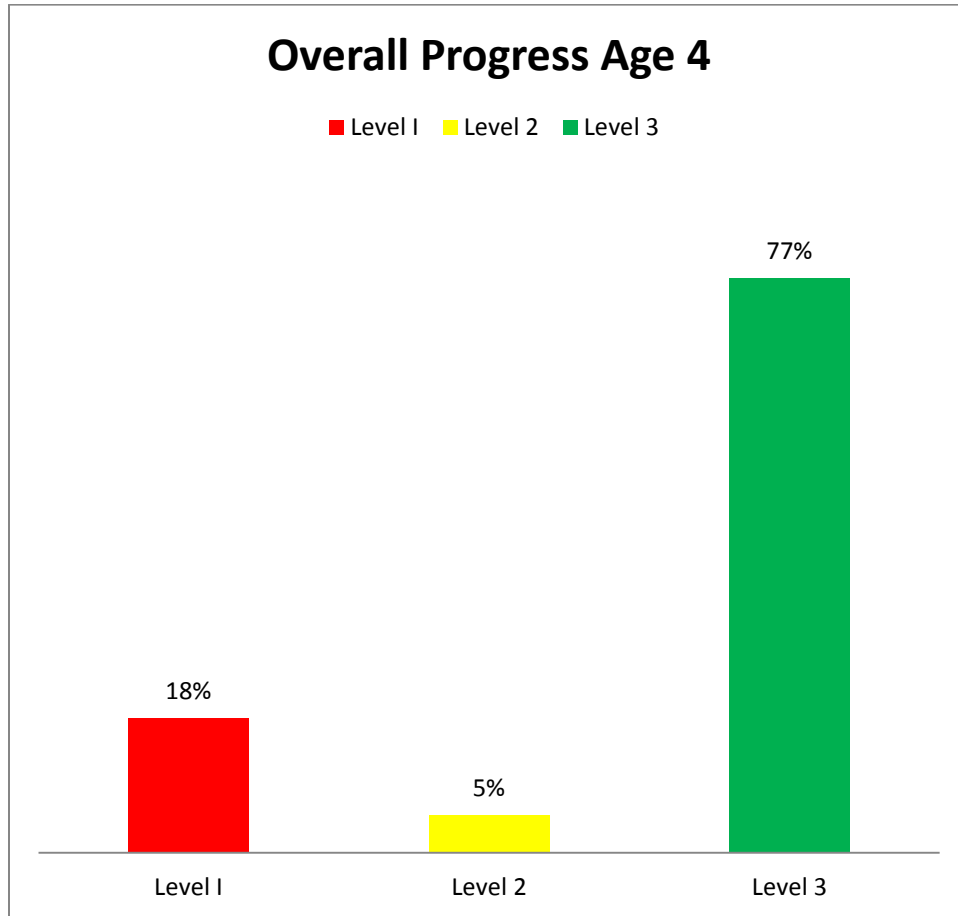
	Level I	Level II	Level III	N
Age 3	73%	0%	27%	40
Age 4	18%	5%	77%	146

Table 12 – Age 3 Post-Test in Percent



N = 40

Table 13 – Age 4 Post-Test in Percent



N = 146



## SECTION X

### Male and Female Students

*Was there any difference in Overall Progress between female and male students?*

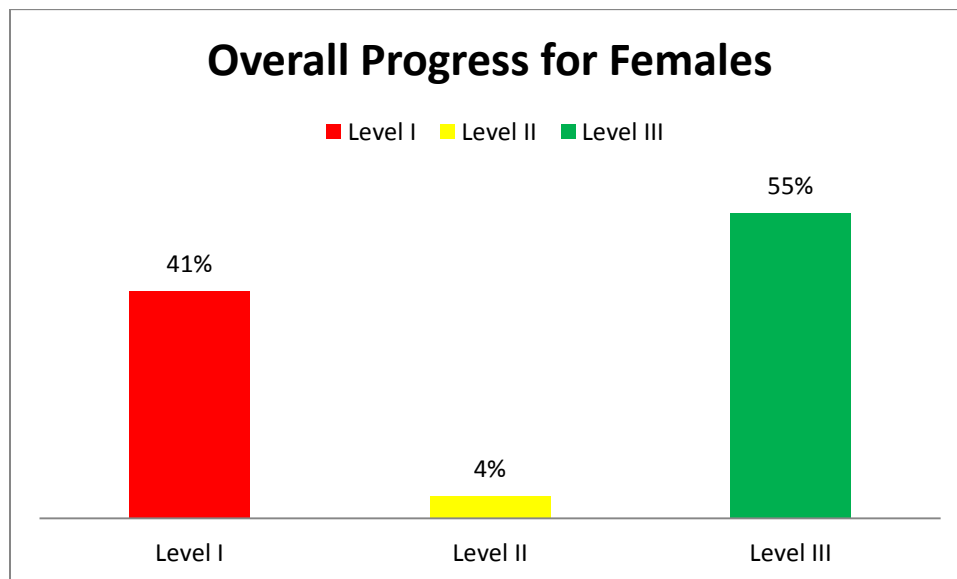
Yes. A greater percentage of female students demonstrated skills at Level III as compared to male students.

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	Level I	Level II	Level III	N
Female	41%	4%	55%	76
Male	57%	6%	37%	102

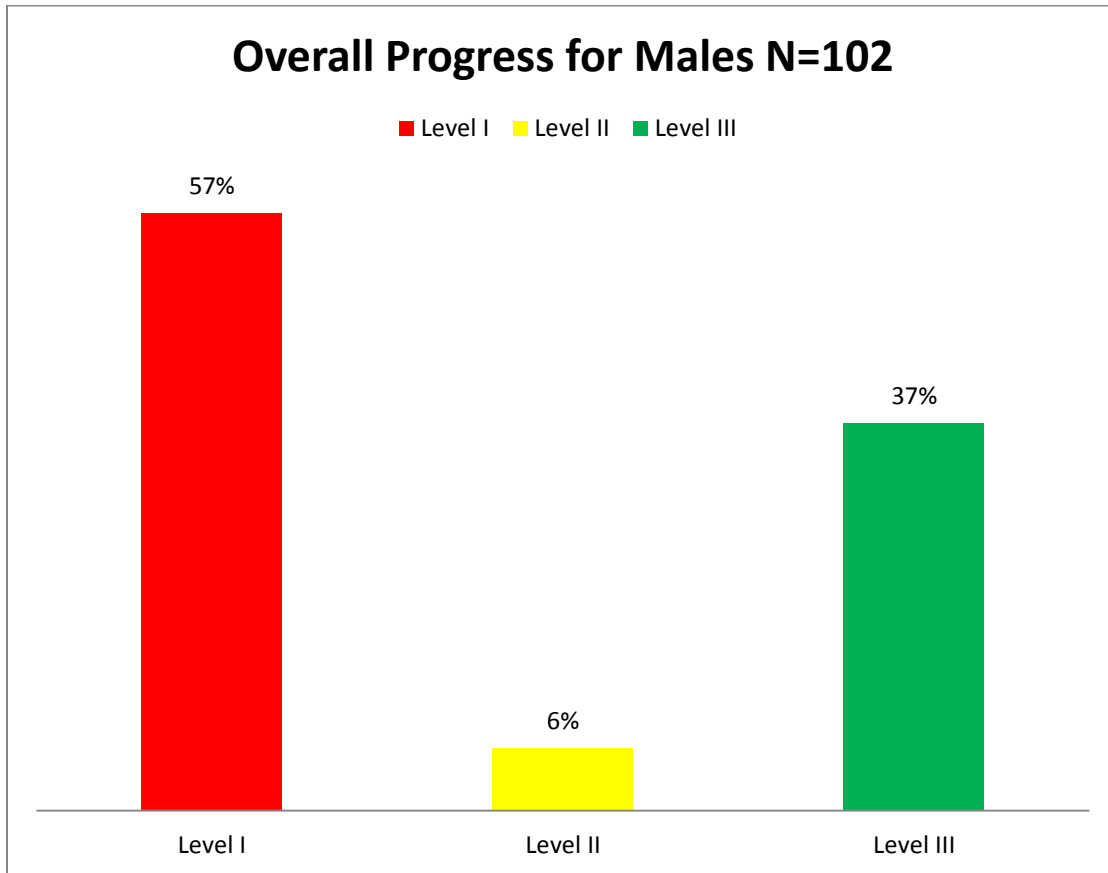
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Table 14 – Female Overall Progress in Percent



N = 76

Table 15 – Male Overall Progress in Percent



N = 102

COMMUNITY ASSESSMENT  
DENTON ISD HEAD START PROGRAM  
*FEBRUARY – MARCH 2014*

# SECTION 5

*Education, Health, Nutrition,  
Social Service Needs –  
(As Defined by the families)*

## **PARENT REPORT CARD**

### **Executive Summary of Findings**

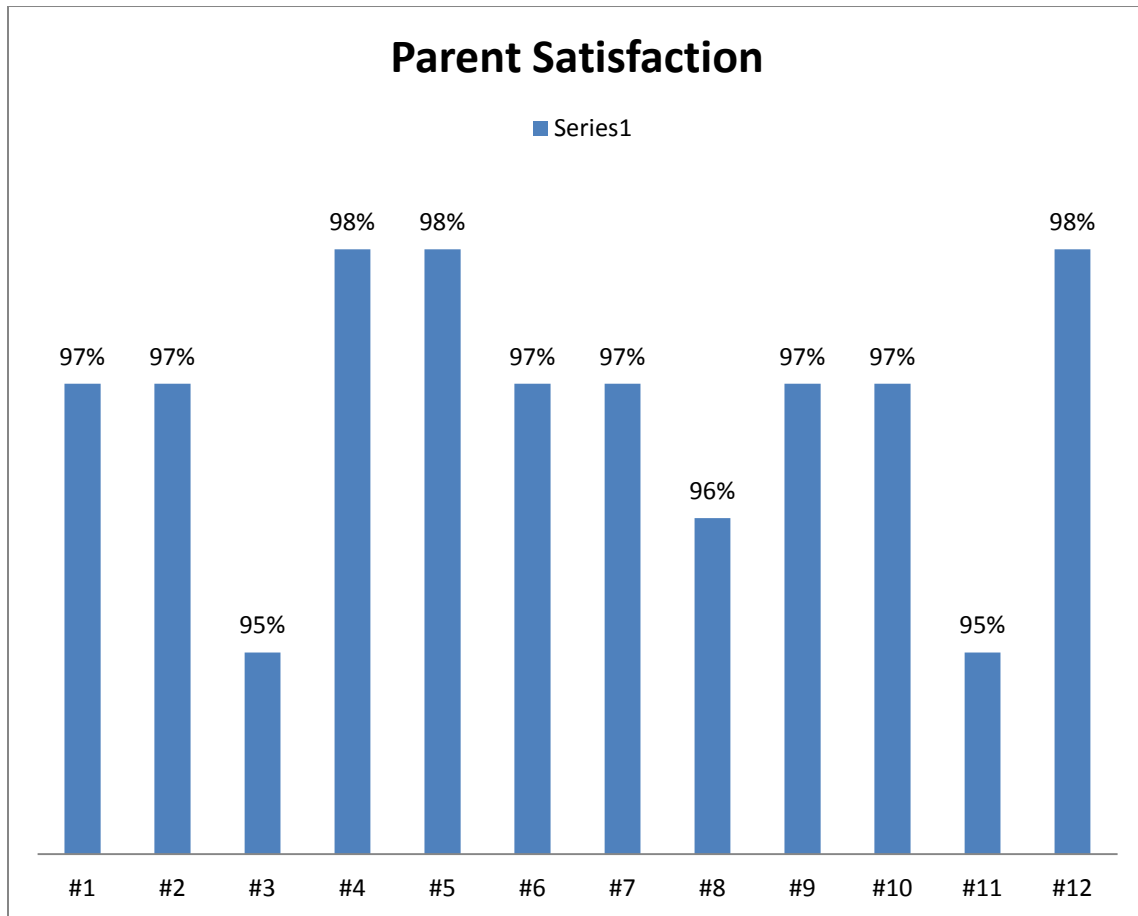
During the month of May, Head Start parents at the Ann Windle School for Young Children were asked to respond to the Family Service Survey, a survey of their experiences and their child's experience with the services offered by the school. A total of 126 Head Start parents voluntarily completed the survey, accounting for greater than half the student population. The services provided are through the Social Services and Parent Services component of Head Start. This represents a 65% return rate.

The parents were asked to rate their responses on a scale ranging from below 60 (poor) to 100 (excellent). The assistance provided families through Social Services at Ann Windle School for Young Children was assessed using 12 different items. Scores ranged from 70 to 100 with the majority of scores above 90 (See Table 1).

In addition to evaluating services provided, Head Start parents were asked to rate their personal experience with Ann Windle School for Young Children. Scores ranged from 80 to 100, the majority above 90 (See Table 2). Information related to these questions was gathered from 120 Head Start parents. This information is presented in Tables 2. Head Start parents reported satisfaction with their experiences with scores above 95% reported in all instances. All

respondents reported that they would recommend the Denton ISD Head Start Program to a friend or family member.

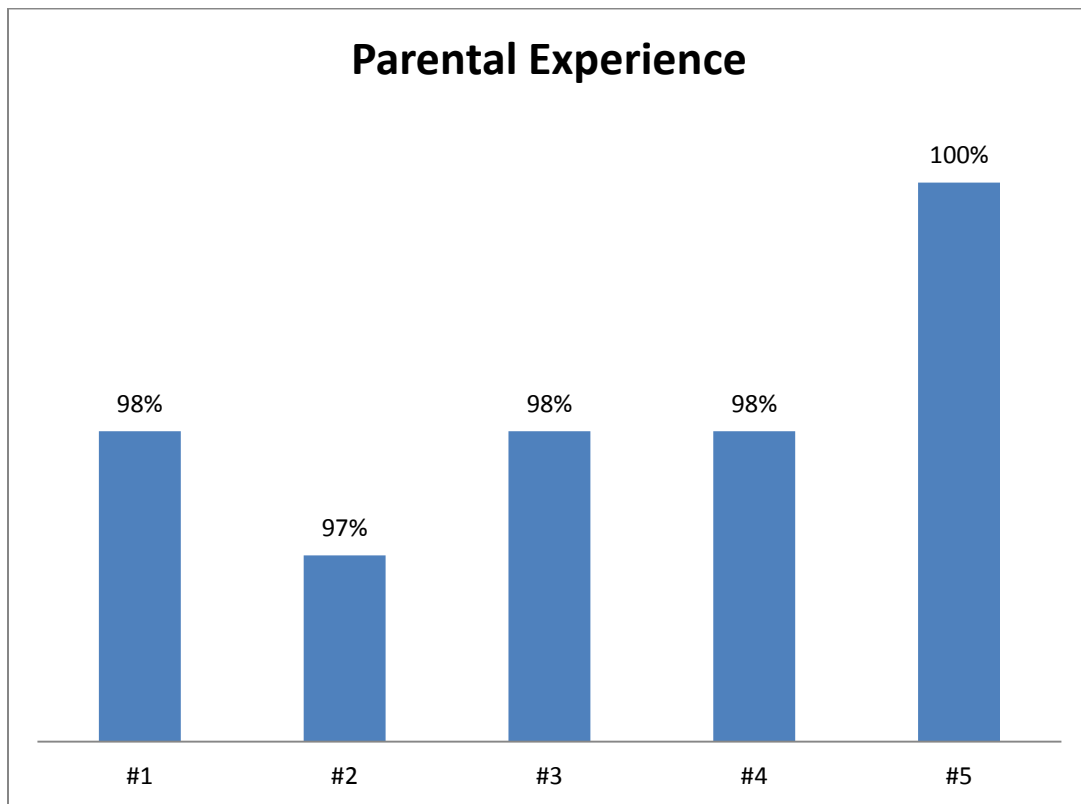
Table 1 - Head Start Parents Experience with Staff Service



### Questions

- #1 – Providing Health and Nutritional Needs for Child
- #2 – Informing Parents When Child Was Involved in Accident
- #3 – Creating an Inviting Environment
- #4 – Sharing Information about Child's Progress at Home and in Head Start
- #5 – Supporting Child's Development Through Education
- #6 – Support In Obtaining Services for Child
- #7 – Providing Community Information and Resources to Family
- #8 – All Staff Available to Answer Questions and Provide Assistance
- #9 – Opportunities Provided for Parent To Be Involved in the Program
- #10 – Child Came Home in Presentable Manner
- #11 – Parents Were Informed of Training Sessions
- #12 – Staff Made Arrangements for Visit Prior to Showing Up

Table 2 - Head Start Parents Experience Survey



### Questions

#1 – Your Child's Classroom Experience

#2 – Partnership with Your Child's Classroom

#3 – Overall Quality of Services at AWSYC

#4 – Your Experience with AWSYC

#5 – Would You Recommend Head Start to a Friend or Family Member?

COMMUNITY ASSESSMENT  
DENTON ISD HEAD START PROGRAM  
*FEBRUARY – MARCH 2014*

SECTION 6

*Community Resources*



# Community Resources

Available to meet the needs of Head Start Children

## MEDICAL

Cook Children's Pediatrics  
505 S. Locust  
(940) 320-5005

Denton County Health Department  
306 N. Loop 288  
(940)349-2900

Denton ISD Health Services  
230 N Mayhill Rd.  
(940)369-0040

Denton Presbyterian Hospital  
207 N. Bonnie Brae  
(940)898-7000

Denton Regional Medical Center  
3535 I-35 East  
(940) 384-3535

Elks Lodge  
2006 W. Oak  
(940)387-8124

Kiwanis Club's Children's Clinic  
1701 A N. Elm  
(940)387-6323

Lions Club  
P.O. Box 851  
(940)381-9565

Prenatal Clinic  
513 S. Locust  
(940)382-2842

## **DENTAL**

TWU Dental Hygiene Clinic  
P.O. Box 425796  
(940)898-2888

## **MENTAL HEALTH**

Denton County MHMR  
2519 Scripture  
(940)381-5000

DISD Student Assistance Program  
230 N. Mayhill Rd.  
(940)369-0220

Texas Department of Human Services  
3612 E. McKinney  
(940)383-2371

TWU Marriage and Family Clinic  
P.O. Box 425769  
(940)898-2600

UNT Child and Family Resource Center  
1115 W. Chestnut  
(940)565-2066

UNT Counseling and Human Development Center  
P.O. Box 311337  
(940)565-2970

## **NUTRITIONAL**

La Leche League  
2117 N. Locust  
(940)383-5769

St. Vincent de Paul  
1316 Bolivar  
(940)380-0811

TANF and Food Stamps  
3612 E. McKinney  
(888)456-2770

TWU Nutritional Assessment and Counseling Center  
304 Administration Dr.  
(940)898-2644

WIC  
306 N. Loop 288, Suite 183  
(940)349-2930

## **EDUCATIONAL**

Denton Literacy Program (DISD)  
1307 N. Locust  
(940)369-0000

Denton Regional Day School for the Deaf (AWECC)  
1117 Riney Road  
(940)369-4075

GED/ESL Classes  
Adult Education Department (DISD)  
(940)369-0091

## **SOCIAL**

Community Services Inc.  
401 East Sixth Ave.  
Corsicana, TX 75151  
(800)831-9929

Denton County Cooperative Ministries  
2211 I-35 North  
(940)382-1913

Denton County Friends of the Family  
1600 Crescent, Suite 5896  
(940)387-5131

Hope  
109 Sycamore  
(940)382-0609

Interfaith Ministries  
109 Sycamore  
(940)565-5479

Salvation Army  
1508 E. McKinney  
(940)566-3800

Simmons Street Church of Christ  
411 Simmons Street  
Denton, TX 76205  
(940)387-5622

SPAN  
1800 Malone  
(940)382-2224

Texas Department of Human Services  
3612 E. McKinney  
(940)383-2371

06CH5416

2014

Community Assessment  
PROGRAM IMPROVEMENT PLAN

*POLICY COUNCIL APPROVED*  
*3.28.2014*

## Table of Contents

<b>Area</b>	<b>Specialist(s)/Parent</b>
1. Health .....	Cheryl Reed
2. Mental Health.....	Johnnie Pettigrew
3. Dental Health.....	Cheryl Reed
4. Disabilities .....	Johnnie Pettigrew
5. Nutrition Information .....	Cheryl Reed
6. Child Care and Early Childcare Education.....	Sacha Harden
7. Transportation.....	Robbie Garrett
8. Community Resources, Programs and Services .....	Lisa Sutton
9. Community Growth .....	Angela Hellman
10. Housing.....	Lisa Sutton

**COMMUNITY ASSESSMENT PROGRAM IMPROVEMENT PLAN - 2014**

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Booklet 1  
**Health**

**GOAL: Educate families through classes and printed material regarding healthy lifestyle**

**DESIRED OUTCOMES: Decrease in the number of overweight and obese children**

<b>ACTION STEP</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>RESOURCES</b>	<b>DATES</b>
<p>Offer classes to parents</p> <p>Provide materials regarding physical activity and nutrition</p>	<p>Parent Engagement Specialist</p> <p>Health Specialist</p>	<p>Texas A&amp;M AgriLife Extension Services</p> <p>NuBites newsletter WIC Other misc resources</p>	<p>Fall semester</p> <p>At least twice a month during the school year</p>

Booklet 2  
**Mental Health**

**GOAL:** Increase parental knowledge of community resources

**DESIRED OUTCOMES:** Parents will access community resources

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
Coordinate with Family Engagement Specialist and program Social Worker to host a Community Resources Fair	Administration and Program Team	Community resources	TBD
Utilize the campus newsletter, bulletin boards to provide information to parents about community resources, characteristics of mental health issues	Mental Health Specialist	Campus counselor	



Booklet 3  
**Dental Health**

**GOAL:**

**DESIRED OUTCOMES:**

None currently needed

<b>ACTION STEP</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>RESOURCES</b>	<b>DATES</b>

**COMMUNITY ASSESSMENT PROGRAM IMPROVEMENT PLAN - 2014**

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Booklet 4  
**Disabilities**

**GOAL:** Assure that parents are aware of the process of referring their child when they have a concern

**DESIRED OUTCOMES:** Parents will refer children they suspect of having a disability

<b>ACTION STEP</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>RESOURCES</b>	<b>DATES</b>
At Enrollment provide parents with a flyer about the referral process	Administration and Program Team	Flyer	August, 2014 and ongoing
Utilize the campus newsletter to reiterate the referral process	Disability Specialist	Campus resources and facilities	
Utilize campus bulletin boards as a means of communication			
Participate in parent conferences when parent reports a concern			

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COMMUNITY ASSESSMENT PROGRAM IMPROVEMENT PLAN - 2014

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Booklet 5

**Nutrition Information**

GOAL: Provide a variety of information regarding WIC eligibility and resources.

DESIRED OUTCOMES: Eligible families will participate in the WIC program

<b>ACTION STEP</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>RESOURCES</b>	<b>DATES</b>
Send WIC information in Tuesday folders	Health Specialist	WIC Brochures WIC handouts	At enrollment and periodically during the school year

**COMMUNITY ASSESSMENT PROGRAM IMPROVEMENT PLAN - 2014**

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Booklet 6

**Child Care and Early Childcare Education**

**GOAL:** Eligible children 3-5 will receive developmentally appropriate instruction either by enrolling in a child care program or using Ready Rosie

**DESIRED OUTCOMES:** Parents will use Ready Rosie if they are not interested or unable to in enroll their child into a child care program.

<b>ACTION STEP</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>RESOURCES</b>	<b>DATES</b>
Promote awareness of child care programs provided at Ann Windle	Education Specialist	United Way, Denton ISD, UNT, TWU, local agencies	April-August 2014
Promote Ready Rosie during Round Up and Enrollment	Education Specialist	United Way/Denton ISD	April-August 2014

Booklet 7

**Transportation**

**GOAL:** Increase communication with families

**DESIRED OUTCOMES:** Families will be more informed of transportation options

<b>ACTION STEP</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>RESOURCES</b>	<b>DATES</b>
Provide focus on links between local service and regional bus/rail	Office Assistant	Denton County Transportation Authority (DCTA)	March 2014

Booklet 8

**Community Resources, Programs and Services**

**GOAL:**

- 1) Assist Head Start parents with information about jobs and finances
- 2) Increase ways of getting to the school

**DESIRED OUTCOMES:**

- 1) Advocate and educated Head Start parents about local resources and increase interagency connections.
  
- 2) Help parents with transportation

<b>ACTION STEP</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>RESOURCES</b>	<b>DATES</b>
1) Give parents information about the available resources in Denton. (Resource Directory)	Social Service parent involvement	Texas Agrilife Extension Texas Workforce	August 2014 Parent Orientation
Establish interagency connection	Head Start Director Social Worker		
Offer and establish classes on finances	Parent Involvement Specialist		
2) Develop token system	Educational specialist Parent involvement	DCTA	August 2014
Give parents transportation routes, fees, schedule, and fares for trains and buses			
Advocate connection between Head Start parents			

**COMMUNITY ASSESSMENT PROGRAM IMPROVEMENT PLAN - 2014**

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Booklet 9

**Community 'Growth**

**GOAL:** 1. To continue to reach out and find all Pre-K age students in the community in need of services and match them with the appropriate program. 2.To provide Parent Education opportunities that match the needs of the our parents.

**DESIRED OUTCOMES:** 1.To serve more students ages 3,4 in our community through various programs since our Head Start spots are limited to 193. The goal is to prepare more students for success.  
2. Parents are provided with opportunities to get information and resources that match their current needs/interest.

<b>ACTION STEP</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>RESOURCES</b>	<b>DATES</b>
<p><b>1)Collaborate with Community Partners to: Increase advertisements of our Pre-k program options in our district to heighten awareness in the community of the importance of Early Education.</b></p> <p><b>2) Aim at getting all parents to participate in surveys that help to depict their area of need. Then compile this data and create parent education class opportunities that match their current needs.</b></p>	<p>Head Start Director</p> <p>Community Partners with Pre-K Coalition</p> <p>Program Team Specialist</p> <p>Teachers</p> <p>Parents</p>	<p><b>United Way/Ready Rosie/Pre-K Coalition</b></p> <p><b>Community partners</b></p> <p><b>Local Pediatricians</b></p> <p><b>ECI</b></p> <p><b>Local Colleges</b></p> <p><b>Social Services</b></p> <p><b>DISD communications</b></p> <p><b>Local Businesses</b></p> <p><b>Local Resources</b></p> <p><b>Community Partnerships</b></p>	<p align="center"><b>Ongoing</b></p> <p><b>*advertise hard at crucial Roundup times in April for Head Start and July for other district Pre-K programs.</b></p> <p>October 2014 have surveys completed and classes set up</p> <p align="center">Ongoing</p>

Booklet 10  
**Housing**

**GOAL:** Continue to seek and refer Head Start families in need of emergency and transitional housing

**DESIRED OUTCOMES:**  
 Continue to advocate with housing and other transitional housing agencies to help families move to self-sufficiency. (Permanent housing)

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES
Link families to housing contacts	Social Services	Community Resources <ul style="list-style-type: none"> <li>• Giving Hope</li> <li>• Denton Housing Authority</li> <li>• Cumberland Single Parent Program</li> </ul>	Sept. 2014 - Ongoing



2014

# STRATEGIC PLAN

Denton ISD Head Start Program - 06CH5416

## **Strategic Plan Executive Summary**

During the period of January and February of 2014, a Self-Assessment was conducted by the Denton Independent School District Head Start Program. Administrators, Program Team Managers, Staff, School Board members, and Parents/Members from the Policy Council participated in this assessment. The Program used the guide provided by Head Start in conducting this Self-Assessment which consisted of the following 19 Booklets: Program Governance, Planning, Communication, Record Keeping & Reporting, Ongoing Monitoring, Human Resources, Fiscal management, Prevention & Early Intervention, Tracking & Follow-Up, Individualization, Disabilities Services, Curriculum & Assessment, Family Partnership Building, Parent Involvement, Community & Child Care Partnerships, ERSEA, Transportation, Facilities/ Materials/Equipment, and Child Outcomes/ Child Development & Health Services. Each stage of this assessment is critical and supports the program in meeting Head Start performance standards and in building a program of excellence.

A Community Assessment was then conducted in February and March of 2014. Administrators, Program Team Managers, Staff, and Parents/Members from the Policy Council participated in this assessment process. The Program used the guide provided by Head Start in conducting the Community Assessment which consisted of the following content areas: Health, Mental Health, Dental Health, Disabilities, Nutrition Information, Child Care and Early Childcare

Education, Transportation, Community Resources, Programs and Services, Community Growth, and Housing.

During both the Self-Assessment and the Community Assessment, Strengths and Needs were identified. These were analyzed to determine commonalities. Based on this analysis a Strategic Plan for addressing the identified needs was developed.

## 1. Program Governance

**SUMMARY-** Denton ISD Head Start Program works to maintain a strong Program Governance component. Two School Board liaisons attend the monthly Policy Council Meetings and report back to the Board of Trustees. The Head Start Director attends the district School Board meetings as needed when Head Start items are being addressed or approved. Trainings are provided to the School Board and Policy Council members as needed in order to help each member to understand their important role and to help to clarify understanding of the program's goals and needs in order to be able to plan appropriately. The Governing Body is comprised of a team of 8 members who value Early Education initiatives. The Policy Council is comprised of 2 parent representatives from each Head Start classroom, selected officers, 2 School Board members, and Community representatives. School Board and Policy Council members are encouraged to actively participate in the decision making process for the Head Start program.

A weakness was identified through our Self-Assessment with regard to our current Policy Council By-Laws.

**PLAN-** We will form a committee, in collaboration with our school district lawyer, to help with updating our current Policy Council By-Laws. The desired outcome is to create By-Laws that fit our program needs and are aligned with the District and state laws.

## 2. Planning

**SUMMARY-** Plans for the Denton ISD Head Start Program are updated annually. This is conducted with parent and teacher involvement. The Program Team has regular team meetings as a part of the ongoing monitoring process. Updates in all specialty areas are given and problems are presented and addressed as they arise. Community partnerships are an asset to our planning process. The School District stays on top of projected growth and demographics in the city and stays proactive in planning accordingly.

Two weaknesses were identified through the Self-Assessment with regard to a need for creating a better Head Start yearly calendar that disperses necessary components more evenly throughout the program year and to relook at our process for creating a purposeful Strategic Plan that fits our program needs.

**PLAN-** To have each program team specialist provide input on creating a new Head Start yearly calendar that spreads out the big requirements throughout the year instead of being too heavy in the Spring semester. The team members will also brainstorm and research ideas on how we want our Strategic Plan to be developed for the upcoming year.

Two weaknesses were identified in our Community Assessment under Community Growth. Denton ISD is ranked 7<sup>th</sup> amongst the fastest growing cities. With the projected

growth and rise in low income and homelessness in the city, a greater need for early education and parent education arises. This falls under the Planning category.

**PLAN-** Since our Head Start spots are limited to 193, the district still needs to reach out to find all of the PK age students who are in need of services and find a program in the district that will meet their needs. The PK coalition partnership can help with this endeavor of advertising about our programs available and the importance of early education. There is also a need to gather more input from parents through surveys on what their needs are so that we can plan and provide the appropriate parent education opportunities.

### **3. Communication**

**SUMMARY-** Denton ISD Head Program uses a variety of methods for communicating with parents. Examples include: Tuesday folders, Teacher Display boards, Automated Messages via DISD, campus/district website, Marquis in front of school, morning announcements through the intercom, report cards, home visits, orientation/trainings, campus monthly newsletter, face to face by strategic placement of staff so that they are visible and greet parents at drop off and pick up, phone calls, parent/teacher conferences, etc. The district is now in the process of adding 6 TV monitors throughout our building as well to advertise upcoming events and important information. Communication to staff is done by way of emails, notes in school mailboxes, staff

bulletin boards, lounge chalkboards, texting, staff meetings, Automated Message via DISD, in person, etc.

One weakness that was identified in our Self-Assessment was in regards to the need for a system in place to make sure that parents that enter the program after the beginning of school will still receive the parent orientation upon entry. Another weakness identified was that each member of a council, committee, or association needs to be clearly informed of their purpose and role at the beginning of their term so that all entities can be working collaboratively toward a common goal.

One weakness identified in our Community Assessment is that with the growth coming to the city of Denton, we will need to advertise our different PK programs available more to try to serve more 3 and 4 year old students in need of services. Since we are limited with our designated 193 Head Start spots, we need to try hard to get the ones on a priority list at least in a PK program that is available through DISD. There are many PK age students in the city not being served anywhere according to the United Way's presentation to the Board.

**PLAN- The program team will meet to discuss who will be responsible for making sure that all parents receive our parent orientation upon entry and how this will be done. A new system/plan will need to be put in place for the upcoming year. Then at the beginning of each new group such as policy council, parent committee, and PTA,**

**designated staff will provide a brief training on the purpose and roles of each member and entity with the goal being to promote shared governance and collaboration among the different groups. To reach out to more PK age students not receiving services anywhere, we will need to advertise more throughout the city of Denton in collaboration with the PK coalition.**

#### **4. Record Keeping and Reporting**

**SUMMARY-** Denton ISD Head Start Program has strong support from the district through technology provided to Program Team members in the form of programs. These programs include: SNAP (used by school nurses), eSchoolPlus (used for registration and daily attendance), eFinance (used for budget), Special Education Manager (documents for Special Education), AWARE (RTI documentations), Eduphoria (teacher evaluations & professional development training records), and PEIMS (State student reporting). The DISD technology department is available to assist us with any needs we may have when it comes to record keeping and reporting.

A weakness that was identified in our Self-Assessment was the need to conduct more frequent reviews of student performance data in order to help us to plan appropriate teacher staff development and to guide student instruction.

**PLAN-** We plan to create a database/spreadsheet system to use that will produce more timely reviews of performance data.



## 5. Ongoing Monitoring

**SUMMARY-** On an annual basis, the Program conducts a Self-Assessment and develops a Self-Assessment Improvement Plan. A Community Assessment is conducted every three years along with a Community Assessment Improvement Plan and updates are made yearly as needed. A Strategic Plan is made based on the results found from the Self-Assessment and the Community Assessment. Program Team meets on a regular basis to share updates/concerns in their specialty area and to plan accordingly. This is a great tool for ongoing monitoring in our program.

A weakness that was identified in our Self-Assessment was the need to have teachers get more actively involved in our ongoing monitoring process.

**PLAN-** Train teachers on PLCs (Professional Learning Communities) to teach them how to conduct productive student performance data reviews for ongoing monitoring purposes that will in turn help them to plan instruction, individualize as needed, and decide who is in need of RTI (Response to Intervention).

## 6. Human Resources

**SUMMARY-** Denton ISD procedures related to hiring highly qualified personnel and pay scale are followed by the Program. The district Human Resources department collects, handles, and maintains personnel records. The district assures that the Program complies with state and federal laws. All teachers employed by the Denton ISD Head Start program are certified teachers. Additionally the paraprofessionals have to meet highly qualified status as well by having a set amount of college hours or a CDA credential. The Curriculum Department helps to provide Professional Development for the staff and the district uses an electronic system called Safe Schools to provide required trainings to staff. The district provides us with a full time registered nurse.

A weakness identified in our Self-Assessment was a need for Human Resource personnel to monitor the CDA Renewal process for paraprofessionals.

**PLAN-** Have the Director of Classified Personnel to come to our campus to provide training to our Head Start paraprofessional staff on the new requirements of CDA 2.0. Then have HR come up with a plan on how they tend to monitor the required continuing education credits involved with the renewal process.

## 7. Fiscal Management

**SUMMARY** – The district provides many services to the Program related to Fiscal Management. These include: in-kind certified accountant to oversee the budget, in-kind outside auditor, and in-kind Director’s salary. The district also assists in the completion of reports in a timely manner to the regional office. The Program scores high on FIRST. The Governing Body advocates for increased funding in the state capital as well as at the national level. The Denton ISD Fiscal Office has been given a Certificate of Excellence, one of eleven statewide.

DISD Board of Trustees was 1 of 59 districts recognized nationwide by ASBO for commitment to excellence in financial reporting for 25 or more years. Additionally, the Audit conducts annually by DISD of its fiscal status showed no findings.

A weakness identified in both the Community Assessment and through the Self-Assessment indicates a significant impact of the current economy on services. The Head Start budget is affected by district decisions related to salaries for personnel.

**PLAN** – The Program Team and Policy Council must advocate for financial support from the community.

## **8. Prevention and Early Intervention**

**SUMMARY** – The Denton ISD Head Start Program team and teachers share information throughout the year with parents about children’s progress on assessments. A variety of mental health services are provided in-kind to students. Parents are provided health and nutrition information on a regular basis.

A Health Advisory Council is in place. This Council includes dental and medical professionals as members.

Community Assessment indicates that strengths are the availability of community health resources and public transportation.

A weakness was noted through Self-Assessment related to parent notification of child screening results.

**PLAN** – Based on information gathered from the Self-Assessment and Community Assessment a need is identified as connecting parents with information regarding their child’s health and a resource to go to for nutritional help.

The campus nurse will create a one page, easy to read document notifying parents of the child’s health screening results. Parents will be offered classes regarding health and lifestyle and will be provided information regarding WIC.

## 9. Tracking and Follow-up

**SUMMARY** – The Denton ISD program has a School Nurse (RN) that is assigned full-time to the campus. She has access to the School Nursing Assessment Program (SNAP) for tracking vision-hearing screenings, dental exams, physical exams, and visits to the health room. Denton ISD Health Services Director provides support to the campus. Documents are translated to parents. Immunizations are tracked through the Denton ISD e-School PLUS program. The ImmTrac Program, a state-wide tool for tracking immunizations, is also used by the campus nurse.

**Based on information gathered from the Self-Assessment and Community Assessment the tracking and follow-up area is running smoothly. The campus nurse will continue to monitor student’s health via information provided by parents and providers. The Program Team will collaborate as needed when a family is in need of a particular resource.**

## 10. Individualization

**SUMMARY**-The Denton ISD Head Start program revised the Individualized Development Plan (IDP) or student goal sheet to include child interests, temperament, language, cultural background, and learning styles. Families are involved in establishing and tracking progress of the IDPs. Student goals are aligned to the Head Start Child Development and Early Learning Framework and the 2008 Revised Texas Prekindergarten Guidelines.

Weaknesses identified through the Self-Assessment is that some of the IDPs were not completed correctly and a need for work samples/data collection to consistently and adequately reflect student progress toward goals.

**PLAN-The Education Specialist and the teachers will collaborate in developing a portfolio rubric and revise the IDP to develop a standard questionnaire purposed to gather individualized information.**

### **11. Disabilities Services**

SUMMARY –Students with disabilities in the Denton ISD Head Start Program and provided the interventions established in the IEP meeting through the Denton ISD Special Education Program at the Ann Windle School for Young Children campus. Services included instruction by a special education teacher in a preschool classroom for children with IEPs, inclusion support, speech therapy, physical therapy, occupational therapy, psychological services, and adapted PE. An ongoing weakness is reported in training parents in advocating for their children. Training meetings have not been effective in the past.

**PLAN – At the time of the referral meeting the in-kind educational diagnostician will give the parent a one page flyer that outlines how the Head Start Parent can be an advocate for their child. Prior to the initial IEP meeting the parent will be given an agenda that explains the IEP process and includes information about the parent being an active part and an advocate for their child.**

## **12. Curriculum and Assessment**

**SUMMARY-** The curriculum and supplemental pieces are aligned to the 2008 Revised Texas Prekindergarten Guidelines and the Head Start Child Development and Early Learning Framework. Classrooms and materials are age appropriate and meet state guidelines. Teachers are responsive to children's needs.

Weakness identified through the Self-Assessment was the observation of severe student misbehavior and some instances of tension between staff.

**PLAN-Staff will review their roles and edit conflict resolution contracts as needed in order to have a plan to address conflict. Staff will use the NCQTL Suites as a resource for working with challenging behaviors. Staff will review the RtI process and procedures.**

## **13. Family Partnership building**

**SUMMARY** – The Denton ISD Head Start Program has developed and continues to develop new partnerships with Dental Hygiene and the Nutrition Program at Texas Woman's University. In addition to these partnerships we developed agreements with Absolute Smile Dental and Health Services of North Texas.

**PLAN - The Social Service Specialist should continue current activities**

#### **14. Parent Involvement**

**Summary** – Parent orientation is held annually. Parent Involvement refers to opportunities for parent participation in a variety of program activities that support child and adult development, including policy and program decision making. Parent Involvement works through ongoing relationships. A small percentage of families involved are engaged in leadership opportunities which include a variety of directed ways and special events (policy council, parent meeting, school wide activities). A parent interest survey is conducted annually. English as a Second Language (ESL) classes are held on-site. Parents are recognized monthly for Volunteering based on hours of service given to the campus within the volunteer guidelines. Over the past years, the amount of hours generated by non-federal share is commendable.

In coordination with Texas A&M Arglife Extension, a Community Partner, education activities are held on an ongoing basis. Parents and children have the support from TWU and UNT to have educational activities on our campus.

A program weakness was identified in the lack of plans and procedures on leadership training.

**Plan: Training will be conducted with parents to prepare them for leadership roles in Policy Council, and Parent Committee.**

#### **15. Community and Child Care Partnerships**

**SUMMARY-** The Social Services Specialist attends monthly community meetings. A total of 10 Memorandums of Understanding have been written;



**PLAN- Current activities should continue**

**16. Eligibility, Recruitment, Selection, Enrollment and Attendance**

**SUMMARY-** The social Services Specialist is ERSEA Certified. ERSEA is developed and approved by the Governing Board

**PLAN – Current activities should continue**

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

**SUMMARY-** DISD helps to maintain the facilities, most of our equipment, and buses. A Heat Ticket system is used to report needed repairs. The facility was designed and built for young children by an early childhood specialist. Inspection is ongoing. The district provides periodic safety audits to evaluate our building and to address any needs. Public transportation picks up and drops off close to the school. In-kind transportation services are provided for students with disabilities and for homeless children. Community Day Cares provide transportation for students as well. DISD provides technology technicians to our campus, provides a daily cleaning service, and maintenance crew as needed. DISD allows us to use our campus district funds to purchase needed items/supplies for our Head Start students when Head Start funds are depleted.

Our Self-Assessment revealed a weakness in our campus & classroom safety drill maps. They are out of date (old) and need to be updated and replaced.

**PLAN- Campus and Classroom Safety Exit Maps need to be updated and replaced with the appropriate primary and alternate routes with the desired outcome of continuing to increase safety procedures.**

Our Community Assessment revealed a weakness in the need to increase Communication with families in relation to transportation.

**PLAN- Provide a focus on links between local service and regional bus/rail with the desired outcome of informing parents of the different transportation options.**

#### **PLAN FOR IMPROVING FACILITIES:**

##### **EXTERIOR:**

\*Paint front and back parking Lots so that lines are clear with directional arrows and designated cross walks.

\*District has approved for our campus to get a new roof.

\*Rain barrel system put in place in the back playground area to water the butterfly garden.

\*Storages need to be clean out.

##### **INTERIOR:**

\*Technology department is re-networking our building to provide better wifi, network our printer, and provide 6 programed TV monitors throughout the building to use as means for communications with staff and parents.

\*Our Hallway windows need re-tinting.

\*An appropriate 5-6 step, step ladder is needed per pod for teacher use (total of 6 step ladders).

\*Some designated areas need re-painting.

\*Storage closets/supply rooms need to be cleaned out and organized.

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

**SUMMARY-** Individual student goals are aligned with the 2008 Revised Texas Prekindergarten Guidelines and the Head Start Child Development and Early Learning Framework. Teachers teach intentionally from data collected on student progress. Teaching teams develop working relationships with parents upon enrollment to help parents fulfil role as initial parent. Parents and teachers collaborate in establishing student goals. Teachers and co-teachers collaborate on a daily basis.

Weaknesses identified through the Self-Assessment included meeting timelines for quarterly analysis and searching for an efficient tool to disaggregate data.

**PLAN- Contact Denton ISD Data Analysis Specialist to find out what tools best fit our program needs for disaggregating data, review report deadlines and written plans with all staff, and use the NCQTL suites for continual professional development.**

## **19. Child Development and Health Services: Mental Health**

**SUMMARY** – Mental Health support is provided through a district provided Licensed Professional Counselor assigned to the campus as the school counselor 2 ½ days per week. Licensed Specialists in School Psychology are on campus three days a week and are available for consultation. The LSSPs provide direct services based on IEP recommendations. Additionally, the Denton ISD Head Start Program partners with the University of North Texas Play Therapy Program to provide on-site play therapy. The campus has instituted a character training

program, the Travis and Presley program, and the Bucket Filling Program. Faculty self-esteem is identified as an area of concern in the self-assessment.

**PLAN – The Program Team will do a book study using the book *Silver Boxes*. Strategies outlined in the book will be implemented. Staff will be invited to participate through the provisioning of necessary materials in a central location for their use in providing “silver boxes” to their peers.**



# 2012-2013 HEAD START PROGRAM INFORMATION REPORT

06CH5416-000 Denton ISD Head Start

## ELIGIBILITY AND ENROLLMENT SNAPSHOT

### GENERAL INFORMATION

Grant Number	06CH5416
Program Number	000
Program Type	Head Start
Program Name	Denton ISD Head Start
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	<a href="http://www.dentonisd.org/windle/index.htm">http://www.dentonisd.org/windle/index.htm</a>
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	08/27/2012
End Date	06/06/2013

	# of children
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	12
# of children that left in < 45 days	4

### PRIMARY TYPE OF ELIGIBILITY

	# of children
Income below 100% of federal poverty line	177
Receipt of public assistance such as TANF, SSI	11
Status as a foster child - # children only	2
Status as homeless	3
Over income	0

# of children

Income between 100% and 130% of the federal poverty line
--

0
---

## ENROLLMENT

	<i># of children</i>	<i>% of total children</i>
Enrolled for the second year	71	37%
Enrolled for three or more years	0	0%
Enrolled less than 45 days	4	2%

	<i># of children</i>	<i>% of children</i>
Number who left and did not re-enroll	12	6%

## ETHNICITY AND RACE

	<i># of children</i>	<i>% of children</i>
Hispanic or Latino origin	123	64%
Non-Hispanic or Non-Latino origin	70	36%
American Indian or Alaska Native	9	5%
Asian	2	1%
Black or African American	61	32%
Native Hawaiian or other Pacific Islander	0	0%
White	110	57%
Biracial/Multi-racial	10	5%
Other	0	0%
Unspecified	1	1%
Explain: Parent did not indicate on head start application		

## PRIMARY LANGUAGE OF FAMILY

	<i># of children</i>	<i>% of children</i>
English	98	51%
Spanish	89	46%
Native Central American, South American, and Mexican Languages	0	0%
Caribbean Languages	0	0%
Middle Eastern & South Asian Languages	1	1%
East Asian Languages	0	0%
Native North American/Alaska Native Languages	0	0%
Pacific Island Languages	0	0%
European & Slavic Languages	1	1%
African Languages	0	0%
Other	3	2%
Explain: Yoruba, nepali		
Unspecified	1	1%

## REPORTING INFORMATION

PIR Report Status	Completed
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# 2012-2013 HEAD START PROGRAM INFORMATION REPORT

06CH5416-000 Denton ISD Head Start

## ENROLLMENT STATISTICS - INDIVIDUAL PROGRAM LEVEL

### GENERAL INFORMATION

Grant Number	06CH5416
Program Number	000
Program Type	Head Start
Program Name	Denton ISD Head Start
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	<a href="http://www.dentonisd.org/windle/index.htm">http://www.dentonisd.org/windle/index.htm</a>
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

	<i># of children</i>	<i>% of children</i>
Total Funded Head Start Enrollment	193	100%
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

	<i># of children</i>	<i>% of children</i>
Center-based program - 5 days per week:		
Full-day enrollment	193	100%
Of these, the number available as full-working-day enrollment	193	100%
Of these, the number available for the full-calendar-year	193	100%
Part-day enrollment	0	0%
Of these, the number in double sessions	0	0%
Center-based program - 4 days per week:		
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	0	0%
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	60	31%
4 years old	133	69%
5 years and older	0	0%

### Enrollment by Eligibility

	# of children	% of children
Income below 100% of federal poverty line	177	92%
Receipt of public assistance such as TANF, SSI	11	6%
Status as a foster child	2	1%
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	12	6%
Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	4	33%
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	133	69%

### Enrollment of Children by Years

Enrolled in Head Start or Early Head Start for:	# of children	% of children
The second year	71	37%
Three or more years	0	0%

## Enrollment By Ethnicity

	<i># of children</i>	<i>% of children</i>
Hispanic or Latino origin	123	64%
Non-Hispanic or Non-Latino origin	70	36%

## Enrollment By Race

	<i># of children</i>	<i>% of children</i>
American Indian or Alaska Native	9	5%
Asian	2	1%
Black or African American	61	32%
Native Hawaiian or other Pacific Islander	0	0%
White	110	57%
Biracial/Multi-racial	10	5%
Other	0	0%
Unspecified	1	1%

## Enrollment By Primary Language

	<i># of children</i>	<i>% of children</i>
English	98	51%
Spanish	89	46%
Native Central American, South American, and Mexican Languages	0	0%
Caribbean Languages	0	0%
Middle Eastern & South Asian Languages	1	1%
East Asian Languages	0	0%
Native North American/Alaska Native Languages	0	0%
Pacific Island Languages	0	0%
European & Slavic Languages	1	1%
African Languages	0	0%
Other	3	2%
Unspecified	1	1%

## REPORTING INFORMATION

PIR Report Status	Completed
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# 2012-2013 HEAD START PROGRAM INFORMATION REPORT

06CH5416-000 Denton ISD Head Start

## FAMILY INFORMATION REPORT

### GENERAL INFORMATION

Grant Number	06CH5416
Program Number	000
Program Type	Head Start
Program Name	Denton ISD Head Start
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	<a href="http://www.dentonisd.org/windle/index.htm">http://www.dentonisd.org/windle/index.htm</a>
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	150	
The number of two-parent families	62	41%
The number of single-parent families	88	59%

#### Families by Education level of Parents/Guardians

	# of families	% of families
An advanced degree or baccalaureate degree	0	0%
An associate degree, vocational school, or some college	34	23%
A high school graduate or GED	78	52%
Less than high school graduate	72	48%

#### Employment Status of Parents or Guardians

	# of families	% of families
Two-parent families		
Both parents/guardians are employed	6	10%
One parent/guardian is employed	55	89%
Both parents/guardians are not working such as those that are unemployed, retired, or disabled	1	2%
Single-parent families		
The parent/guardian is employed	64	73%
The parent/guardian is not working	24	27%

	<i># of families</i>	<i>% of families</i>
The number of all families in which at least one parent/guardian is a member of the United States military on active duty	0	0%

### Job Training/School Status of Parents or Guardians

	<i># of families</i>	<i>% of families</i>
<b>Two-parent families</b>		
Both parents/guardians are in job training or school	14	23%
One parent/guardian is in job training or school	6	10%
Neither parent/guardian is in job training or school	42	68%
<b>Single-parent families</b>		
The parent/guardian is in job training or school	38	43%
The parent/guardian is not in job training or school	50	57%

### Federal or Other Assistance

	<i># of families</i>	<i>% of families</i>
Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	3	2%
Total number of families receiving Supplemental Security Income (SSI)	8	5%
Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	0	0%
Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	52	35%

### Services to Homeless Families

	<i># of families</i>	<i>% of families</i>
Total number of families experiencing homelessness that were served during the enrollment year	7	5%
Total number of children experiencing homelessness that were served during the enrollment year	7	4%
Total number of families experiencing homelessness that acquired housing during the enrollment year	2	29%

### Father Involvement

Does your program have organized and regularly scheduled activities designed to involve fathers / father figures?	Yes
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	<i># of children</i>	<i>% of children</i>
Number of enrolled children whose fathers / father figures participated in these activities	69	36%

## FAMILY SERVICES

The number of families who received the following services since last year's PIR was reported	<i># of families</i>	<i>% of families</i>
Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	13	9%
Housing assistance such as subsidies, utilities, repairs, etc.	10	7%
Mental health services	5	3%
English as a Second Language (ESL) training	25	17%
Adult education such as GED programs and college selection	16	11%
Job training	14	9%
Substance abuse prevention	0	0%
Substance abuse treatment	0	0%
Child abuse and neglect services	12	8%
Domestic violence services	3	2%
Child support assistance	2	1%
Health education	6	4%
Assistance to families of incarcerated individuals	0	0%
Parenting education	5	3%
Relationship/Marriage education	0	0%
Number of families that received at least one service	111	74%

## REPORTING INFORMATION

PIR Report Status	Completed
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# 2012-2013 HEAD START PROGRAM INFORMATION REPORT

06CH5416-000 Denton ISD Head Start

## HEALTH SERVICES REPORT

### GENERAL INFORMATION

Grant Number	06CH5416
Program Number	000
Program Type	Head Start
Program Name	Denton ISD Head Start
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	<a href="http://www.dentonisd.org/windle/index.htm">http://www.dentonisd.org/windle/index.htm</a>
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

	<i># of children</i>
Total cumulative enrollment	193
Children	193
Number of children who were enrolled less than 45 days	4
Total children minus children enrolled less than 45 days	189
Total Funded Head Start Enrollment	193
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)

	<i># of children</i>	<i>% of children</i>	<i>% of total children minus children &lt; 45 days</i>
Children with health insurance	192	99%	102%
Number enrolled in Medicaid and/or CHIP	187	97%	
Number enrolled in state-only funded insurance	0	0%	
Number with private health insurance	3	2%	
Number with other health insurance not listed, for example, Military Health	2	1%	
Number of children with no health insurance	1	1%	1%

### 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%	102%
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	193	100%	102%
Of these, the number diagnosed with a chronic condition needing medical treatment since last year's PIR was reported	0	0%	
Of these, the number who have received or are receiving medical treatment	0	0%	
Number of all children who received medical treatment for the following chronic health conditions, including those diagnosed prior to this reporting period:			
Anemia	0	0%	
Asthma	0	0%	
Hearing Difficulties	0	0%	
Vision Problems	0	0%	
High Lead Levels	0	0%	
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	192	99%	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	0	0%	0%
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	193	100%	102%

## 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	193	100%	102%
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	193	100%	102%
Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	0	0%	
Of these, the number of children who have received or are receiving treatment	0	0%	

## 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	12	6%
Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was reported	1	8%
Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	2	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	1	50%
Number of children for whom the MH professional provided an individual mental health assessment	0	0%
Number of children for whom the MH professional facilitated a referral for mental health services	0	0%

## 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	0	0%
Of these, the number who received mental health services since last year's PIR was reported	0	0%

## REPORTING INFORMATION

PIR Report Status	Completed
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# 2012-2013 HEAD START PROGRAM INFORMATION REPORT

06CH5416-000 Denton ISD Head Start

## STAFF QUALIFICATIONS

### GENERAL INFORMATION

Grant Number	06CH5416
Program Number	000
Program Type	Head Start
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Agency Affiliation	A secular or non-religious agency

### CHILD DEVELOPMENT STAFF - QUALIFICATIONS

#### Classroom Teachers : 12

	# 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	4	33%
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	67%
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%
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	# 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 : 12

	<i># of Assistant Teachers</i>	<i>% of Assistant Teachers</i>
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%

	<i># of Assistant Teachers</i>	<i>% of Assistant Teachers</i>
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	1	8%
Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	4	33%
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%

	<i># of Assistant Teachers</i>	<i>% of Assistant Teachers</i>
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%

	<i># of Assistant Teachers</i>	<i>% of Assistant Teachers</i>
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	58%
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%

	<i># of Assistant Teachers</i>	<i>% of Assistant Teachers</i>
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

	<i># of Home-based Visitors</i>	<i>% of Home-based Visitors</i>
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%

	<i># of Home-based Visitors</i>	<i>% of Home-based Visitors</i>
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%

	<i># of Home-based Visitors</i>	<i>% of Home-based Visitors</i>
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%

	<i># of Home-based Visitors</i>	<i>% of Home-based Visitors</i>
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%

	<i># of Home-based Visitors</i>	<i>% of Home-based Visitors</i>
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

	<i># of Home-based Supervisors</i>	<i>% of Home-based Supervisors</i>
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%

	<i># of Home-based Supervisors</i>	<i>% of Home-based Supervisors</i>
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%

	<i># of Home-based Supervisors</i>	<i>% of Home-based Supervisors</i>
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%

	<i># of Home-based Supervisors</i>	<i>% of Home-based Supervisors</i>



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%

	<i># of Home-based Supervisors</i>	<i>% of Home-based Supervisors</i>
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

	<i># of Family Child Care Providers</i>	<i>% of Family Child Care Providers</i>
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%

	<i># of Family Child Care Providers</i>	<i>% of Family Child Care Providers</i>
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%
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	<i># of Family Child Care Providers</i>	<i>% of Family Child Care Providers</i>
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%

	<i># of Family Child Care Providers</i>	<i>% of Family Child Care Providers</i>
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%

	<i># of Family Child Care Providers</i>	<i>% of Family Child Care Providers</i>
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**

	<i># of Family Child Care Specialists</i>	<i>% of Family Child Care Specialists</i>
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%

	<i># of Family Child Care Specialists</i>	<i>% of Family Child Care Specialists</i>
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%

	<i># of Family Child Care Specialists</i>	<i>% of Family Child Care Specialists</i>
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%

	<i># of Family Child Care Specialists</i>	<i>% of Family Child Care Specialists</i>

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%

	<i># of Family Child Care Specialists</i>	<i>% of Family Child Care Specialists</i>
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

	<i># of Family Workers</i>	<i>% of Family Workers</i>
Of the family workers staff, the number with the following education:		
A related advanced degree	0	0%
A related baccalaureate degree	0	0%
A related associate degree	0	0%
GED or high school diploma	2	100%
Of the family workers staff who do not have a degree, the number in training leading to a related degree or credential	0	0%

### Family and Community Partnerships Supervisors : 1

	<i># of FCP Supervisors</i>	<i>% of FCP Supervisors</i>
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 related advanced degree	0	0%
A related baccalaureate degree	1	100%
A related associate degree	0	0%
GED or high school diploma	0	0%
Of the FCP supervisors staff who do not have a degree, the number in training leading to a related degree or credential		

## EDUCATION & CHILD DEVELOPMENT MANAGEMENT STAFF

### Management Staff : 0

	<i># of ECD managers/ coordinators</i>	<i>% of ECD managers/ coordinators</i>
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	0	0%
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%
	<i># of ECD managers/ coordinators</i>	<i>% of ECD managers/ coordinators</i>
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%
	<i># of ECD managers/ coordinators</i>	<i>% of ECD managers/ coordinators</i>
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%
	<i># of ECD managers/ coordinators</i>	<i>% of ECD managers/ coordinators</i>
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
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### 2012-2013 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	
<i>Cumulative Enrolled Children</i>		193	
2013 #	PIR Performance Indicator	Number	Percentage
101	Percentage (%) of children enrolled for multiple years	71	36.8%
102	Percentage (%) of children enrolled less than 45 days	4	2.1%
103	Percentage (%) of children and pregnant women (if EHS) who left the program and did not re-enroll	12	6.2%

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

Context				Number	
<i>Cumulative Enrolled Children</i>				193	
<i>Children Enrolled less than 45 Days</i>				4	2.1%
2013 #	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	192	99.5%	192	99.5%
112	Percentage (%) of children with a medical home	169	87.6%	193	100%
113	Percentage (%) of children with up-to-date immunizations, all possible immunizations to date, or exempt	169	87.6%	193	100%
114	Percentage (%) of children with a dental home	175	90.7%	193	100%

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

Context		Number	
<i>Cumulative Enrolled Children</i>		193	
2013 #	PIR Performance Indicator	Number	Percentage
121	Percentage (%) of children with an IFSP or IEP	25	13%
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	193	100%
123	Of the children up-to-date on health screenings, the percentage (%) of children diagnosed with a chronic condition needing medical treatment	--	0 --
124	Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment	-- --	0 -- --

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

Context		Number	
<i>Cumulative Enrolled Preschool Children</i>		193	
<i>Cumulative Enrolled Preschool Children with an IEP for one of the Primary Disabilities Reported in the PIR</i>		25	
2013 #	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	25	100%
132	Percentage (%) of preschool children completing professional dental exams	193	100%
133	Of the preschool children receiving professional dental exams, the percentage (%) of preschool children needing professional dental treatment	--	0 --
134	Of the preschool children needing dental treatment, the percentage (%) of preschool children who received dental treatment	-- --	0 -- --

## Family Services - Performance Indicators

Context		Number	
<i>Total Number of Families</i>		150	
2013 #	PIR Performance Indicator	Number	Percentage
141	Percentage (%) of families who received at least one of the family services reported in the PIR	111	74%
Context		Number	
<i>Total Number of Families Experiencing Homelessness that were Served During the Enrollment Year</i>		7	
2013 #	PIR Performance Indicator	Number	Percentage
142 <i>(new)</i>	Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year	2	28.6%



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

<b>Context</b>		<b>Number</b>	
<i>Preschool Classroom Teachers</i>		12	
<i>Preschool Classes</i>		12	
<i>Preschool Classroom Assistant Teachers</i>		12	
<b>2013 #</b>	<b>PIR Performance Indicator</b>	<b>Number</b>	<b>Percentage</b>
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	12	100%
152	Percentage (%) of preschool classes in which at least one teacher meets the teacher degree/credential requirements of Section 648A.(3)(B) (AA or higher - ECE/related) that became effective October, 2011	12	100%
153	Percentage (%) of preschool classroom assistant teachers with a CDA/equivalent or higher, or are enrolled in a CDA or ECE degree program	12	100%



**2012-2013 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	
<i>Cumulative Enrolled Children</i>		193	
2013 #	PIR Performance Indicator	Number	Percentage
101	Percentage (%) of children enrolled for multiple years	71	36.8%
102	Percentage (%) of children enrolled less than 45 days	4	2.1%
103	Percentage (%) of children and pregnant women (if EHS) who left the program and did not re-enroll	12	6.2%

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

Context				Number	
<i>Cumulative Enrolled Children</i>				193	
<i>Children Enrolled less than 45 Days</i>				4	2.1%
2013 #	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	192	99.5%	192	99.5%
112	Percentage (%) of children with a medical home	169	87.6%	193	100%
113	Percentage (%) of children with up-to-date immunizations, all possible immunizations to date, or exempt	169	87.6%	193	100%
114	Percentage (%) of children with a dental home	175	90.7%	193	100%

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

Context		Number	
<i>Cumulative Enrolled Children</i>		193	
2013 #	PIR Performance Indicator	Number	Percentage
121	Percentage (%) of children with an IFSP or IEP	25	13%
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	193	100%
123	Of the children up-to-date on health screenings, the percentage (%) of children diagnosed with a chronic condition needing medical treatment	--	0 --
124	Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment	-- --	0 -- --

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

Context		Number	
<i>Cumulative Enrolled Preschool Children</i>		193	
<i>Cumulative Enrolled Preschool Children with an IEP for one of the Primary Disabilities Reported in the PIR</i>		25	
2013 #	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	25	100%
132	Percentage (%) of preschool children completing professional dental exams	193	100%
133	Of the preschool children receiving professional dental exams, the percentage (%) of preschool children needing professional dental treatment	--	0 --
134	Of the preschool children needing dental treatment, the percentage (%) of preschool children who received dental treatment	-- --	0 -- --

## Family Services - Performance Indicators

Context		Number	
<i>Total Number of Families</i>		150	
2013 #	PIR Performance Indicator	Number	Percentage
141	Percentage (%) of families who received at least one of the family services reported in the PIR	111	74%
Context		Number	
<i>Total Number of Families Experiencing Homelessness that were Served During the Enrollment Year</i>		7	
2013 #	PIR Performance Indicator	Number	Percentage
142 <i>(new)</i>	Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year	2	28.6%

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

<b>Context</b>		<b>Number</b>	
<i>Preschool Classroom Teachers</i>		12	
<i>Preschool Classes</i>		12	
<i>Preschool Classroom Assistant Teachers</i>		12	
<b>2013 #</b>	<b>PIR Performance Indicator</b>	<b>Number</b>	<b>Percentage</b>
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	12	100%
152	Percentage (%) of preschool classes in which at least one teacher meets the teacher degree/credential requirements of Section 648A.(3)(B) (AA or higher - ECE/related) that became effective October, 2011	12	100%
153	Percentage (%) of preschool classroom assistant teachers with a CDA/equivalent or higher, or are enrolled in a CDA or ECE degree program	12	100%

**2012-2013 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	
<i>Cumulative Enrolled Children</i>		193		71,335		900,178	
2013 #	PIR Performance Indicator	Number	Percentage	Number	Percentage	Number	Percentage
101	Percentage (%) of children enrolled for multiple years	71	36.8%	19,296	27%	276,455	30.7%
102	Percentage (%) of children enrolled less than 45 days	4	2.1%	3,153	4.4%	38,223	4.2%
103	Percentage (%) of children and pregnant women (if EHS) who left the program and did not re-enroll	12	6.2%	10,696	15%	141,273	15.7%

**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
<i>Cumulative Enrolled Children</i>		193		71,335		900,178	
<i>Children Enrolled less than 45 Days</i>		4	2.1%	3,153	4.4%	38,223	4.2%
2013 #	PIR Performance Indicator at Beginning of Enrollment Year	Number	Percentage	Number	Percentage	Number	Percentage
111	Percentage (%) of children with health insurance	192	99.5%	65,900	92.4%	845,148	93.9%
112	Percentage (%) of children with a medical home	169	87.6%	65,967	92.5%	840,166	93.3%
113	Percentage (%) of children with up-to-date immunizations, all possible immunizations to date, or exempt	169	87.6%	66,063	92.6%	851,582	94.6%
114	Percentage (%) of children with a dental home	175	90.7%	64,332	90.2%	749,450	83.3%
2013 #	PIR Performance Indicator at End of Enrollment Year	Number	Percentage	Number	Percentage	Number	Percentage
111	Percentage (%) of children with health insurance	192	99.5%	67,139	94.1%	869,783	96.6%
112	Percentage (%) of children with a medical home	193	100%	68,171	95.6%	871,457	96.8%
113	Percentage (%) of children with up-to-date immunizations, all possible immunizations to date, or exempt	193	100%	69,639	97.6%	878,886	97.6%
114	Percentage (%) of children with a dental home	193	100%	67,725	94.9%	836,434	92.9%

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

Context		Grant		State		National	
		Number		Number		Number	
<i>Cumulative Enrolled Children</i>		193		71,335		900,178	
2013 #	PIR Performance Indicator	Number	Percentage	Number	Percentage	Number	Percentage
121	Percentage (%) of children with an IFSP or IEP	25	13%	6,500	9.1%	110,517	12.3%
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	193	100%	62,483	87.6%	806,238	89.6%
123	Of the children up-to-date on health screenings, the percentage (%) of children diagnosed with a chronic condition needing medical treatment	0	0%	4,953	7.9%	104,832	13%
124	Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment	0	0%	4,675	94.4%	98,546	94%

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

Context		Grant		State		National	
		Number		Number		Number	
<i>Cumulative Enrolled Preschool Children</i>		193		71,335		900,178	
<i>Cumulative Enrolled Preschool Children with an IEP for one of the Primary Disabilities Reported in the PIR</i>		25		6,484		109,012	
2013 #	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	25	100%	5,980	92.2%	105,875	97.1%
132	Percentage (%) of preschool children completing professional dental exams	193	100%	64,310	90.2%	776,328	86.2%
133	Of the preschool children receiving professional dental exams, the percentage (%) of preschool children needing professional dental treatment	0	0%	12,545	19.5%	151,982	19.6%
134	Of the preschool children needing dental treatment, the percentage (%) of preschool children who received dental treatment	0	0%	9,723	77.5%	122,054	80.3%

## Family Services - Performance Indicators

		Grant		State		National	
<b>Context</b>		<b>Number</b>		<b>Number</b>		<b>Number</b>	
<i>Total Number of Families</i>		150		66,925		844,342	
<b>2013 #</b>	<b>PIR Performance Indicator</b>	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>
141	Percentage (%) of families who received at least one of the family services reported in the PIR	111	74%	42,582	63.6%	626,101	74.2%
<b>Context</b>		<b>Number</b>		<b>Number</b>		<b>Number</b>	
<i>Total Number of Families Experiencing Homelessness that were Served During the Enrollment Year</i>		7		2,187		34,481	
<b>2013 #</b>	<b>PIR Performance Indicator</b>	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>
142	Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year	2	28.6%	798	36.5%	11,318	32.8%



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

		Grant		State		National	
Context		Number		Number		Number	
<i>Preschool Classroom Teachers</i>		12		3,666		43,445	
<i>Preschool Classes</i>		12		3,366		42,700	
<i>Preschool Classroom Assistant Teachers</i>		12		3,329		44,626	
2013 #	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	12	100%	2,507	68.4%	29,065	66.9%
152	Percentage (%) of preschool classes in which at least one teacher meets the teacher degree/credential requirements of Section 648A.(3)(B) (AA or higher - ECE/related) that became effective October, 2011	12	100%	2,995	89%	37,736	88.4%
153	Percentage (%) of preschool classroom assistant teachers with a CDA/equivalent or higher, or are enrolled in a CDA or ECE degree program	12	100%	2,860	85.9%	38,851	87.1%



**2012-2013 HEAD START PROGRAM INFORMATION REPORT**  
**06CH5416 Denton ISD Head Start**  
**Grant Level Summary Report - 1 Programs**

**GRANT INFORMATION**

**Agency Information**

Agency Name	Denton ISD Head Start
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	<i>Date</i>
a. Start Date	08/27/2012
b. End Date	06/06/2013

### FUNDED ENROLLMENT

#### Funded enrollment by funding source

A.2 Funded Early Head Start or Head Start Enrollment	
a. Early Head Start or Head Start Funded Enrollment, as identified on NOA	193
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0
c. Funded Enrollment from the MIECHV Grant Program, for Early Head Start services	

#### Funded enrollment by program option - children

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

#### Funded enrollment of pregnant women (EHS programs)

	<i># of pregnant women</i>
A.9 Total number of pregnant women positions in funded enrollment	

#### Funded enrollment at child care partner

	<i># of children</i>
A.10 The number of funded enrollment positions at center-based child care partners with whom the program has formal contractual arrangements	0

### CLASSES

#### Classes

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

## CUMULATIVE ENROLLMENT

### Children by age

A.12 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	60
e. 4 years old	133
f. 5 years and older	0

### Pregnant women (EHS programs)

	# of pregnant women
A.13 Total enrollment of pregnant women	

### Total cumulative enrollment

	# of children / pregnant women
A.14 Total cumulative enrollment	193

### Type of eligibility

A.15 Report each enrollee only once by primary type of eligibility:	# of children / pregnant women
a. Income below 100% of federal poverty line	177
b. Receipt of public assistance such as TANF, SSI	11
c. Status as a foster child - # children only	2
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.17 Enrolled in Early Head Start for:	# of children
a. The second year	71
b. Three or more years	0

### Turnover and Transition

	# of children
A.18 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	12
a. Of the children who left the program above, the number of children who were enrolled less than 45 days	4

A.18.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	133
	<i># of children</i>
A.19 Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll	
a. Of the infants and toddlers who left the program above, the number of infants and toddlers who were enrolled less than 45 days	
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program	
2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	
3. Of the infants and toddlers who aged out of Early Head Start, the number who did NOT enter another early childhood program	
	<i># of Pregnant Women</i>
A.20 Total number of pregnant women who left the program after receiving Early Head Start services but before the birth of their infant, and did not re-enroll	
A.21 Number of pregnant women receiving Early Head Start services at the time their infant was born	
a. Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in Early Head Start	
b. Of the pregnant women enrolled when their infant was born, the number whose infant was NOT subsequently enrolled in Early Head Start	

### Child care subsidy

	<i># of children at end of enrollment year</i>
A.23. The number of enrolled children for whom the program received a child care subsidy	0

### Ethnicity

A.24 Ethnicity:	<i># of children</i>
a. Hispanic or Latino origin	123
b. Non-Hispanic or Non-Latino origin	70

### Race

A.25 Race:	<i># of children</i>
a. American Indian or Alaska Native	9
b. Asian	2
c. Black or African American	61
d. Native Hawaiian or other Pacific Islander	0
e. White	110
f. Biracial/Multi-racial	10
g. Other	0
h. Unspecified	1

### Primary language of family at home

A.26 Primary language of family at home:	<i># of children</i>
a. English	98

b. Spanish	89
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	1
f. East Asian Languages	0
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	0
i. European & Slavic Languages	1
j. African Languages	0
k. Other	3
l. Unspecified	1

## 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?	1

	# of children
a. Number of children for whom transportation is provided	20

### 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?	0

	# of buses leased
a. Number of buses leased	0

## 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	30	37
a. Of these, the number who are current or former Head Start or Early Head Start parents	4	4
b. Of these, the number who left since last year's PIR was reported	1	0
1. Of these, the number who were replaced	0	0

### TOTAL VOLUNTEERS

#### Volunteers by Type

	# of volunteers
B.2 Number of persons providing any volunteer services to your program since last year's PIR was reported	293
a. Of these, the number who are current or former Head Start or Early Head Start parents	172

### 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	15
c. Family & Community Partnerships Manager	35
d. Disability Services Manager	35

### CHILD DEVELOPMENT STAFF

#### Preschool Child Development Staff Qualifications - Classroom and Assistant Teachers

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
B.5 Total number of preschool child development staff by position	12	12

	(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	4	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	1
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	4
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	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:		
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	0
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	0
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	0

	(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	12
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	12

## Infant and Toddler Child Development Staff Qualifications - Classroom and Assistant Teachers

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
B.8 Total number of infant and toddler child development staff by position		
	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:		
a. An advanced degree in:		
1. Early childhood education with a focus on infant and toddler development		
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers		
	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:		
b. A baccalaureate degree in:		
1. Early childhood education with a focus on infant and toddler development		
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers		
Of the infant and toddler child development staff with a baccalaureate degree in B.8.b.1 through B.8.b.2 above, the number enrolled in:		
3. Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development		
	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:		
c. An associate degree in:		
1. Early childhood education with a focus on infant and toddler development		
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching infants and toddlers		
Of the infant and toddler child development staff with an associate degree in B.8.c.1 and B.8.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 with a focus on infant and toddler development		

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler 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		
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		
Of the infant and toddler child development staff with the credentials in B.6.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 with a focus on infant and toddler development		
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 with a focus on infant and toddler development		

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler child development staff by position:		
e. The number who do not have the qualifications listed in B.8.a through B.8.d		
Of the infant and toddler child development staff in B.8.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 with a focus on infant and toddler development		
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 with a focus on infant and toddler development		
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		

### 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. 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	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	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	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	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

B.12 Ethnicity:	# of non-supervisory child development staff
a. Hispanic or Latino origin	15
b. Non-Hispanic or Non-Latino origin	9

### Child development staff - race

B.13 Race:	# of non-supervisory child development staff
a. American Indian or Alaska Native	0
b. Asian	1
c. Black or African American	4
d. Native Hawaiian or other Pacific Islander	0
e. White	17
f. Biracial/Multi-racial	2
g. Other	0
h. Unspecified	0

### Child development staff - language

	# of non-supervisory child development staff
B.14 The number who are proficient in a language(s) other than English	13
a. Of these, the number who are proficient in more than one language other than English	0
B.15 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	0
c. Caribbean Languages	0
d. Middle Eastern & South Asian Languages	0
e. East Asian Languages	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages	0
h. European & Slavic Languages	0
i. African Languages	0
j. Other	0
k. Unspecified	0

## Child development staff - classroom teacher turnover

	# of classroom teachers
B.16 The number of classroom teachers who left your program during the year.	1
B.17 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	1
c. Other	0
B.18 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	0
B.19 Number of classroom teachers hired during the year due to turnover	1

## Child development staff - home-based visitor turnover

	# of home-based visitors
B.20 The number of home-based visitors who left the program during the year	0
B.21 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.22 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	0
B.23 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.24 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.25 Of the family & community partnerships staff, the number with the following education	(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. GED or high school diploma	2	0
B.26 Of the family & community partnerships staff who do not have a degree, the number in training leading to a related degree or credential	0	0

	(1) # of ECD managers/ coordinators
B.28 Total number of education & child development managers/coordinators	0
	(1) # of ECD managers/ coordinators
Of 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	0
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
	(1) # 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.28.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
	(1) # 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.28.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
	(1) # 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.28.a through B.28.d	0
Of the education & child development managers/coordinators preschool child development staff in B.28.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	192	192
a. Number enrolled in Medicaid and/or CHIP	187	187
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)	3	3
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	2	2
C.2. Number of children with no health insurance	1	1

#### Health insurance - pregnant women

	(1) # of pregnant women at enrollment	(2) # of pregnant women at end of enrollment
C.3 Number of pregnant women with at least one type of health insurance		
a. Number enrolled in Medicaid		
b. Number enrolled in another publicly funded insurance program that is not Medicaid		
c. Number with private health insurance		
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)		
C.4 Number of pregnant women with no health insurance		

### 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	169	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	193	193
		# 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		0
1. Of these, the number who have received or are receiving medical treatment		0

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	0
b. Asthma	0
c. Hearing Difficulties	0
d. Vision Problems	0
e. High Lead Levels	0
f. Diabetes	0

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

C.10 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	# of children at enrollment
a. Underweight (BMI less than 5th percentile for child's age and sex)	10
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	124
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)	29

## 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	168	192
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	0	0
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	1	1

**Pregnant women - services (EHS programs)**

C.14 Indicate the number of pregnant women who received the following services while enrolled in EHS	# of pregnant women
a. Prenatal health care	
b. Postpartum health care	
c. Mental health interventions and follow up	
d. Substance abuse prevention	
e. Substance abuse prevention	
f. Prenatal education on fetal development	
g. Information on the benefits of breastfeeding	

**Pregnant women - prenatal health (EHS programs)**

C.15 Trimester of pregnancy in which the pregnant women served were enrolled:	# of pregnant women
a. 1st trimester (0-3 months)	
b. 2nd trimester (3-6 months)	
c. 3rd trimester (6-9 months)	
C.16 Of the total served, the number whose pregnancies were identified as medically high risk by a physician or health care provider	

**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	175	193

**Pregnant women dental services (EHS programs)**

	# of pregnant women
C.21 Of the number of pregnant women served, the number who received a professional dental examination(s) and/or treatment since last year's PIR was reported	

**MENTAL HEALTH SERVICES**

**Mental health professional**

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	18

## Mental health services

	<i># of children at end of enrollment year</i>
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	12
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	1
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	2
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	1
c. Number of children for whom the MH professional provided an individual mental health assessment	0
d. Number of children for whom the MH professional facilitated a referral for mental health services	0

## Mental health referrals

	<i># of children at end of enrollment year</i>
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	0
a. Of these, the number who received mental health services since last year's PIR was reported	0

## DISABILITIES SERVICES

### Preschool disabilities services (HS and Migrant programs)

	<i># of children</i>
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	25
a. Of these, the number who were determined eligible to receive special education and related services:	<i># of children</i>
1. Prior to enrollment into the program for this enrollment year	21
2. During this enrollment year	4
b. Of these, the number who have not received special education and related services	0

### Infant and toddler Part C early intervention services (EHS and Migrant programs)

	<i># of children</i>
C.26 Number of children enrolled in the program who have an Individualized Family Service Plan (IFSP) indicating they have been determined eligible by the Part C Agency to receive early intervention services under the Individuals with Disabilities Education Act (IDEA)	
a. Of these, the number who were determined eligible to receive early intervention services:	<i># of children</i>
1. Prior to enrollment into the program for this enrollment year	
2. During this enrollment year	
b. Of these, the number who have not received early intervention services under IDEA	

## 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 impairment")	0	0
b. Emotional disturbance	0	0
c. Speech or language impairments	24	24
d. Intellectual disabilities	0	0
e. Hearing impairment, including deafness	0	0
f. Orthopedic impairment	1	1
g. Visual impairment, including blindness	0	0
h. Specific learning disability	0	0
i. Autism	0	0
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	0	0
l. Multiple disabilities, deaf-blind	0	0
m. Deaf-blind	0	0

## FAMILY AND COMMUNITY PARTNERSHIPS

### Number of families

	# of families at enrollment
C.35 Total number of families:	150
a. Of these, the number of two-parent families	62
b. Of these, the number of single-parent families	88

### Employment

C.36 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are employed	6
b. One parent/guardian is employed	55
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	1

C.37 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is employed	64
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	24

	# of families at enrollment
C.38 The number of all families in which at least one parent/guardian is a member of the United States military on active duty	0

## Federal or other assistance

	# of families
C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	3
C.40 Total number of families receiving Supplemental Security Income (SSI)	8
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	0
C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	52

## Job training/school

	# of families at enrollment
C.43 Of the number of two-parent families, the number of families in which:	
a. Both parents/guardians are in job training or school	14
b. One parent/guardian is in job training or school	6
c. Neither parent/guardian is in job training or school	42

	# of families at enrollment
C.44 Of the number of single-parent families, the number of families in which:	
a. The parent/guardian is in job training or school	38
b. The parent/guardian is not in job training or school	50

## Parent/guardian education

	# of families at enrollment
C.45 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s)	
a. An advanced degree or baccalaureate degree	0
b. An associate degree, vocational school, or some college	34
c. A high school graduate or GED	78
d. Less than high school graduate	72

## Family services

	# of families
C.46 Report the number of families who received the following services since last year's PIR was reported	
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	13
b. Housing assistance such as subsidies, utilities, repairs, etc.	10
c. Mental health services	5
d. English as a Second Language (ESL) training	25
e. Adult education such as GED programs and college selection	16
f. Job training	14
g. Substance abuse prevention	0
h. Substance abuse treatment	0
i. Child abuse and neglect services	12
j. Domestic violence services	3
k. Child support assistance	2
l. Health education	6
m. Assistance to families of incarcerated individuals	0
n. Parenting education	5
o. Relationship/marriage education	0
C.47 Of these, the number that received at least one of the services listed above	111

## Father involvement

	Yes (Y) / No (N)
C.48 Does the program have organized and regularly scheduled activities designed to involve fathers / father figures?	1
	<i># of children at end of enrollment</i>
a. Number of enrolled children whose fathers / father figures participated in these activities	69

## Homelessness services

	<i># of families</i>
C.49 Total number of families experiencing homelessness that were served during the enrollment year	7
	<i># of children</i>
C.50 Total number of children experiencing homelessness that were served during the enrollment year	7
	<i># of families</i>
C.51 Total number of families experiencing homelessness that acquired housing during the enrollment year	2

## Foster care and child welfare

	<i># of children</i>
C.52 Total number of enrolled children who were in foster care at any point during the program year	2
C.53 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	0

## Collaboration Agreements

### Local education agency (LEA)

	<i># of LEAs</i>
C.54 Number of LEAs in the service area	1
C.55 Number of formal agreements the program has with LEAs:	<i># of formal agreements</i>
a. To coordinate services for children with disabilities	0
b. To coordinate transition services	0

### Public school pre-kindergarten programs

	Yes (Y) / No (N)
C.56 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	0
	<i># of formal agreements</i>
a. If yes, the number of formal agreements in which the program is currently participating	0

## Part C agencies

	<i># of Part C Agencies</i>
C.57 Number of Part C agencies in the program's service area	56
	<i># of formal agreements</i>
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	6

## Child welfare agencies

	<i>Yes (Y) / No (N)</i>
C.58 Does the program have formal collaboration agreements with child welfare agencies?	1
	<i># of formal agreements</i>
a. If yes, the number of formal agreements in which the program is currently participating	6

## PROGRAMS INCLUDED IN THIS SUMMARY REPORT

<i>Program Name</i>	<i>Number</i>	<i>Confirmation Number</i>	<i>Last Update Date</i>	<i>Status</i>	<i>Director</i>
Denton ISD Head Start	000	13082217176	08/22/2013	Completed	Ms. Angela Hellman





# 2012-2013 HEAD START PROGRAM INFORMATION REPORT

06CH5416-000 Denton ISD Head Start

## A. PROGRAM INFORMATION

### GENERAL INFORMATION

Grant Number	06CH5416
Program Number	000
Program Type	Head Start
Program Name	Denton ISD Head Start
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	<a href="http://www.dentonisd.org/windle/index.htm">http://www.dentonisd.org/windle/index.htm</a>
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	08/27/2012
b. End Date	06/06/2013

### FUNDED ENROLLMENT

#### Funded enrollment by funding source

A.2 Funded Head Start Enrollment	# of children/ pregnant women
a. 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	193
a. Of these, the number available for the full-calendar-year	193
b. Part-day enrollment	0
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	0
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

### CLASSES

#### Classes

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

### CUMULATIVE ENROLLMENT

#### Children by age

A.12 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	60
e. 4 years old	133
f. 5 years and older	0

#### Total cumulative enrollment

	# of children / pregnant women
A.14 Total cumulative enrollment	193

#### Type of eligibility

A.15 Report each enrollee only once by primary type of eligibility:	# of children
a. Income below 100% of federal poverty line	177
b. Receipt of public assistance such as TANF, SSI	11
c. Status as a foster child - # children only	2
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
A.16 If the program serves enrollees under A.15.f, specify how the program has demonstrated that all income-eligible children in their area are being served.	
Specify:	

### Prior enrollment

A.17 Enrolled in Head Start or Early Head Start for:	<i># of children</i>
a. The second year	71
b. Three or more years	0

### Transition and Turnover

	<i># of children</i>
A.18 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	12
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	4
A.18.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	133

### Child care subsidy

	<i># of children at end of enrollment year</i>
A.23. The number of enrolled children for whom the program received a child care subsidy	0

### Ethnicity

A.24 Ethnicity:	<i># of children</i>
a. Hispanic or Latino origin	123
b. Non-Hispanic or Non-Latino origin	70

### Race

A.25 Race:	<i># of children</i>
a. American Indian or Alaska Native	9
b. Asian	2
c. Black or African American	61
d. Native Hawaiian or other Pacific Islander	0
e. White	110
f. Biracial/Multi-racial	10
g. Other	0
h. Unspecified	1
1. Explain: Parent did not indicate on head start application	

## Primary language of family at home

A.26 Primary language of family at home:	# of children
a. English	98
b. Spanish	89
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	1
f. East Asian Languages	0
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	0
i. European & Slavic Languages	1
j. African Languages	0
k. Other	3
1. Explain: Yoruba, nepali	
l. Unspecified	1

## 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	20

### 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
	<i>Name/title</i>	<i>Locally designed</i>	<i>Web Based</i>
	eSchool Plus	No	Yes
	SNAP-School Nurse Assessment Program	No	Yes

## 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	30	37
a. Of these, the number who are current or former Head Start or Early Head Start parents	4	4
b. Of these, the number who left since last year's PIR was reported	1	0
1. Of these, the number who were replaced	0	0

### TOTAL VOLUNTEERS

#### Volunteers by Type

	# of volunteers
B.2 Number of persons providing any volunteer services to your program since last year's PIR was reported	293
a. Of these, the number who are current or former Head Start or Early Head Start parents	172

### 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	15
c. Family & Community Partnerships Manager	35
d. Disability Services Manager	35

### CHILD DEVELOPMENT STAFF

#### Preschool Child Development Staff Qualifications - Classroom and Assistant Teachers

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
B.5 Total number of preschool child development staff by position	12	12

	(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	4	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	1
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	4
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	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:		
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	0
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	0
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	0

	(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	12
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	12

### 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. 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

B.12 Ethnicity:	# of non-supervisory child development staff
a. Hispanic or Latino origin	15
b. Non-Hispanic or Non-Latino origin	9

### Child development staff - race

B.13 Race:	# of non-supervisory child development staff
a. American Indian or Alaska Native	0
b. Asian	1
c. Black or African American	4
d. Native Hawaiian or other Pacific Islander	0
e. White	17
f. Biracial/Multi-racial	2
g. Other	0
h. Unspecified	0

### Child development staff - language

	# of non-supervisory child development staff
B.14 The number who are proficient in a language(s) other than English	13
a. Of these, the number who are proficient in more than one language other than English	0
B.15 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	0
c. Caribbean Languages	0
d. Middle Eastern & South Asian Languages	0
e. East Asian Languages	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages	0
h. European & Slavic Languages	0
i. African Languages	0
j. Other	0
k. Unspecified	0

## Child development staff - classroom teacher turnover

	# of classroom teachers
B.16 The number of classroom teachers who left your program during the year.	1
B.17 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	1
c. Other	0
B.18 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	0
B.19 Number of classroom teachers hired during the year due to turnover	1

## Child development staff - home-based visitor turnover

	# of home-based visitors
B.20 The number of home-based visitors who left the program during the year	0
B.21 Of these, the number who left for the following reasons:	# of home-based visitors
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	0
B.22 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	0
B.23 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.24 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.25 Of the family & community partnerships staff, the number with the following education	(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. GED or high school diploma	2	0
B.26 Of the family & community partnerships staff who do not have a degree, the number in training leading to a related degree or credential	0	0
B.27 Comments on staff shared by Head Start and Early Head Start programs:		

	<i># of ECD managers/ coordinators</i>
B.28 Total number of education & child development managers/coordinators	0
	<i># of ECD managers/ coordinators</i>
Of 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	0
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
	<i># of ECD managers/ coordinators</i>
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.28.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
	<i># of ECD managers/ coordinators</i>
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.28.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
	<i># of ECD managers/ coordinators</i>
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
e. None of the qualifications listed in B.28.a through B.28.d	0
Of the education & child development managers/coordinators preschool child development staff in B.28.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.29 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	192	192
a. Number enrolled in Medicaid and/or CHIP	187	187
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)	3	3
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	2	2
1. Specify	Title V	
C.2. Number of children with no health insurance	1	1

#### 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	169	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	193	193
		# 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		0
1. Of these, the number who have received or are receiving medical treatment		0
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:		

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:	<i># of children</i>
a. Anemia	0
b. Asthma	0
c. Hearing Difficulties	0
d. Vision Problems	0
e. High Lead Levels	0
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	<i># of children at enrollment</i>
a. Underweight (BMI less than 5th percentile for child's age and sex)	10
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	124
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)	29

### Immunization services - children

	<i>(1) # of children at enrollment</i>	<i>(2) # of children at end of enrollment year</i>
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	168	192
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	0	0
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	1	1

### Dental

#### Dental home - children

	<i>(1) # of children at enrollment</i>	<i>(2) # of children at end of enrollment year</i>
C.17 Number of children with continuous, accessible dental care provided by a dentist	175	193

## 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	193
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	193
a. Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	0
1. Of these, the number of children who have received or are receiving treatment	0
b. Specify the primary reason that children who needed dental treatment did not receive it:	

## MENTAL HEALTH SERVICES

### Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	18

### 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	12
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	1
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	2
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	1
c. Number of children for whom the MH professional provided an individual mental health assessment	0
d. Number of children for whom the MH professional facilitated a referral for mental health services	0

### 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	0
a. Of these, the number who received mental health services since last year's PIR was reported	0

## 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	25
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	21
2. During this enrollment year	4
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')	0	0
b. Emotional disturbance	0	0
c. Speech or language impairments	24	24
d. Intellectual disabilities	0	0
e. Hearing impairment, including deafness	0	0
f. Orthopedic impairment	1	1
g. Visual impairment, including blindness	0	0
h. Specific learning disability	0	0
i. Autism	0	0
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	190
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	190
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	8
C.30 The instrument(s) used by the program for developmental screening:	
Name/Title: Dial 4	

### Assessment

C.31 Approach or tool(s) used by the program to support ongoing child assessment:	
Name/title	Locally designed
School Readiness Outcome Assessment	Yes

### Curriculum

C.32 What curriculum does your program use:	
a. For center-based services:	
Name/title	Locally designed
Pre Kindergarten Curriculum Units	Yes
Scholastic	No
b. For family child care services:	
Name/title	Locally designed
c. For home-based services:	
Name/title	Locally designed

## STAFF-CHILD INTERACTION OBSERVATION TOOLS

	# of families at enrollment
C.33 Does the program 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	PDAS; CLASS
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:	150
a. Of these, the number of two-parent families	62
b. Of these, the number of single-parent families	88

### Employment

	# of families at enrollment
C.36 Of the number of two-parent families, the number of families in which:	
a. Both parents/guardians are employed	6
b. One parent/guardian is employed	55
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	1

	# of families at enrollment
C.37 Of the number of single-parent families, the number of families in which:	
a. The parent/guardian is employed	64
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	24

	# of families at enrollment
C.38 The number of all families in which at least one parent/guardian is a member of the United States military on active duty	0

### Federal or other assistance

	# of families
C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	3
C.40 Total number of families receiving Supplemental Security Income (SSI)	8
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	0
C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	52

### Job training/school

	# of families at enrollment
C.43 Of the number of two-parent families, the number of families in which:	
a. Both parents/guardians are in job training or school	14
b. One parent/guardian is in job training or school	6
c. Neither parent/guardian is in job training or school	42

	# of families at enrollment
C.44 Of the number of single-parent families, the number of families in which:	
a. The parent/guardian is in job training or school	38
b. The parent/guardian is not in job training or school	50

## Parent/guardian education

C.45 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	0
b. An associate degree, vocational school, or some college	34
c. A high school graduate or GED	78
d. Less than high school graduate	72

## Family services

C.46 Report the number of families who received the following services since last year's PIR was reported	# of families
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	13
b. Housing assistance such as subsidies, utilities, repairs, etc.	10
c. Mental health services	5
d. English as a Second Language (ESL) training	25
e. Adult education such as GED programs and college selection	16
f. Job training	14
g. Substance abuse prevention	0
h. Substance abuse treatment	0
i. Child abuse and neglect services	12
j. Domestic violence services	3
k. Child support assistance	2
l. Health education	6
m. Assistance to families of incarcerated individuals	0
n. Parenting education	5
o. Relationship/marriage education	0
C.47 Of these, the number that received at least one of the services listed above	111

## Father involvement

C.48 Does the program have organized and regularly scheduled activities designed to involve fathers / father figures?	Yes
	# of children at end of enrollment
a. Number of enrolled children whose fathers / father figures participated in these activities	69

## Homelessness services

	# of families
C.49 Total number of families experiencing homelessness that were served during the enrollment year	7
	# of children
C.50 Total number of children experiencing homelessness that were served during the enrollment year	7
	# of families
C.51 Total number of families experiencing homelessness that acquired housing during the enrollment year	2

## Foster care and child welfare

	# of children
C.52 Total number of enrolled children who were in foster care at any point during the program year	2
C.53 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	0

## Collaboration Agreements

### Local education agency (LEA)

	# of LEAs
C.54 Number of LEAs in the service area	1
C.55 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

C.56 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.57 Number of Part C agencies in the program's service area	56
	# of formal agreements
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	6

### Child welfare agencies

C.58 Does the program have formal collaboration agreements with child welfare agencies?	Yes
	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	6

## REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	13082217176
Last Update Date	08/22/2013



# 2012-2013 HEAD START PROGRAM INFORMATION REPORT

06CH5416-000 Denton ISD Head Start

## PROGRAM STAFF & QUALIFICATIONS

### MANAGEMENT STAFF

#### Management Staff - Salaries

##### *Warnings*

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**Question:** B.3.a-1 Executive Director - Annual Salary

**Warning:** High annual salary entered (executive director): If the salary is correct make a comment which states the salary is correct.

**Comment:** Salary is correct

##### *Errors*

---

**Question:** B.3.a-1 Executive Director - Annual Salary

**Error:** Invalid annual salary (Executive Director): You have reported that the executive director's salary is \$179,700 or higher. Please explain.

**Comment:** Salary not paid with head start dollars



*Ann Windle School for Young Children  
Angela Hellman, Principal  
901 Audra Lane  
Denton, TX 76209  
(904) 369-3900*

March 28, 2014

Mr. Ray Bishop  
Office of Grants Management  
Administration for Children and Families  
1301 Young Street, Room 937  
Dallas, TX 75202-5433

Re: Refunding Grant (FY2014)

Dear Mr. Bishop,

Enclosed are one original and one copy of our signature pages for the Standard Form (SF) 424, Application for Federal Assistance, and SF-424B, assurances – Non-Construction Programs as part of our application of the Refunding grant (FY14) for the Denton Independent School District Head Start Program located at the Ann Windle School for Young Children (AWSYC). The remainder of the application was submitted online via the HSES. The total amount of the grant is \$1,283,443.

The Denton ISD Head Start Program is considered to be in year 1 of the application cycle.

If you have any questions, please feel free to contact me at (940)369-3900.

Sincerely,

A handwritten signature in blue ink that reads 'Angela Hellman'.

Angela Hellman  
Director  
Denton ISD Head Start Program



*Ann Windle School for Young Children  
Angela Hellman, Principal  
901 Audra Lane  
Denton, TX 76209  
(904) 369-3900*

March 28, 2014

Re: Refunding Grant (FY2014)

To Whom It May Concern,

Enclosed are one original and one copy of our signature pages for the Standard Form (SF) 424, Application for Federal Assistance, and SF-424B, assurances – Non-Construction Programs as part of our application of the Refunding grant (FY14) for the Denton Independent School District Head Start Program located at the Ann Windle School for Young Children (AWSYC). The remainder of the application was submitted online via the HSES. The total amount of the grant is \$1,283,443.

The School Board and our district look forward to its continued work with the Head Start Program in serving the needs of our economically disadvantaged students and families in our school district.

Sincerely,

A handwritten signature in blue ink that reads 'Charles Stafford'. The signature is written in a cursive style with a large, looping 'C' at the beginning.

Charles Stafford  
Board President



*Ann Windle School for Young Children  
Angela Hellman, Principal  
901 Audra Lane  
Denton, TX 76209  
(904) 369-3900*

March 28, 2014

DENTON INDEPENDENT SCHOOL DISTRICT  
HEAD START PROGRAM

The Head Start Policy Council for the Denton Independent School District's Head Start Program at Ann Windle School for Young Children, met on March 28, 2014. The purpose of this meeting was to review the 2014-2015 Head Start Refunding Grant. The Policy Council reviewed the budget and discussed the grant including the line item budget and other items and authorizes the Director to make application for the 2014-2015 school year for the following:

1. Refunding
2. Training and Technical Assistance

The Policy Council also authorizes those making application for any other additional funds for which the program has reasonable needs for the 2014-2015 school year.

*Candy Arvisu 4/18/14*

Candy Arvisu  
Policy Council Chair  
Head Start Program  
Dento ISD



POLICY COUNCIL MEETING  
ANN WINDLE SCHOOL FOR YOUNG CHILDREN  
Friday, April 18, 2014 8:15 A.M.

PRESIDENT: Candy McClure-Arvisu  
VICE-PRESIDENT: Sena Nyaku  
SECRETARY: Chaun'ta Laurent

**Let the record show that a quorum was established at 8:24 AM by Candy McClure-Arvisu**

There was a motion made by Charles Stanford to approve the March 28, 2014 minutes; it was 2<sup>nd</sup> by Mia Price. There were 8 in favor. The motion carries.

REPORTS

No Reports

OLD BUSINESS

By-laws are still under review by legal counsel. Mia Price stated that she would check with legal to see where they are with the by-laws.

NEW BUSINESS

**Strategic Plan**

Mrs. Hellman reviewed all sections of the plan; she explained that this consist of the self-assessment and the community assessment that we reviewed and approved last meeting.

There was a motion made by Sena Nyaku to approve the Strategic Plan as presented; 2<sup>nd</sup> by Pamela Beck. There were 9 in favor. The motion carries.

**COLA**

The base award (1,262,277), TTA (21,166), and proposed increase (16,410); which would bring the new COLA total to **\$1,299,853**.

There was a motion made by Charles Stanford to approve the COLA as presented; 2<sup>nd</sup> by Mackie Gillette. There were 9 in favor. The motion carries.

**Grant**

The completed grant was presented by Mrs. Angela Hellman. She explained that this is a 5-year long term goal; that includes how to deliver services, school readiness, family approach, governance & management, and how we justify the budget.

Mrs. Hellman also explained that the budget gets reviewed by Head Start and we are notified of any additional changes; if need.

There was a motion made by Chaun'ta Laurent to approve the Grant as presented; 2<sup>nd</sup> by Pamela Beck. There were 9 in favor. The motion carries.

## Miscellaneous

Mrs. Hellman asked for a volunteer to sit in on an interview Monday, April 21<sup>st</sup> at 2:40. Ana Hernandez volunteered to assist.

The meeting adjourned at 8:50 a.m.

- The next meeting is scheduled for Friday, May 9, 2014 @ 8:15 a.m.

Minutes taken by: Sena Nyaku

Minutes typed by: Chaun'ta Laurent

A handwritten signature in blue ink that reads "Candy Hwisu". The signature is written in a cursive style with a large, looping initial 'C'.

## GABI - Grant Application Report

**Grant / Delegate No:** 06CH5416 / 000  
**Program Type:** Head Start

**Agency Name:** Denton ISD Head Start  
**Application Type:** Basic

**State:** TX **Fiscal Year:** 2014 **Budget Period:** 07/01/2014 to 06/30/2015

### Enrollment

Center-based (CB):	193	Combination Program (CO):	0	Family Child Care (FCC):	0	Pregnant Women (PW):	0
Home-based (HB):	0	Locally Designed Program (LD):	0	Total Child Enrollment:	193	Total Funded Enrollment:	193

### Program Schedule

Program Option	2. Funded child enrollment	3a. Number of classes / groups / family child care settings	3b. Double session?	4. Number of hours of classes / groups / FCC settings per child, per day	5. Number of days of classes / groups / FCC settings per child, per week	6. Number of days of classes / groups / FCC settings per child, per year	7. Number of home visits per child, per year	8. Number of hours per home visit	9. Number of home visits per child, per year (HB only)	10. Number of hours per home visit (HB only)	11. Number of hours per home-based socialization experience (HB only)	12. Number of home-based socialization experiences per child, per year (HB only)
Center-based	193	12	No	6.5	5	179	3	2	0	0	0	0

## GABI - Grant Application Report

**Grant / Delegate No:** 06CH5416 / 000     
**Agency Name:** Denton ISD Head Start     
**Program Type:** Head Start     
**Application Type:** Basic     
**State:** TX     
**Fiscal Year:** 2014     
**Budget Period:** 07/01/2014 to 06/30/2015

### Line Item Budget

#### PERSONNEL: Child Health and Developmental Services Personnel

Line Item Description	Cost for Program Operation	Cost for Training and Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Employees
1 Program Managers and Content Area Experts	\$55,768	\$0	\$0	1.00
2 Teachers / Infant Toddler Teachers	\$629,569	\$0	\$0	12.00
5 Teacher Aides and Other Education Personnel	\$236,244	\$0	\$0	12.00
<b>PERSONNEL: Child Health and Developmental Services Personnel Sub-Total</b>	<b>\$921,581</b>	<b>\$0</b>	<b>\$0</b>	<b>25.00</b>

#### PERSONNEL: Family and Community Partnerships Personnel

Line Item Description	Cost for Program Operation	Cost for Training and Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Employees
11 Family & Community Personnel	\$93,467	\$0	\$0	3.00
<b>PERSONNEL: Family and Community Partnerships Personnel Sub-Total</b>	<b>\$93,467</b>	<b>\$0</b>	<b>\$0</b>	<b>3.00</b>

#### PERSONNEL: Program Design and Management Personnel

Line Item Description	Cost for Program Operation	Cost for Training and Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Employees
16 Clerical Personnel	\$21,243	\$0	\$0	1.00
<b>PERSONNEL: Program Design and Management Personnel Sub-Total</b>	<b>\$21,243</b>	<b>\$0</b>	<b>\$0</b>	<b>1.00</b>
<b>PERSONNEL Total</b>	<b>\$1,036,291</b>	<b>\$0</b>	<b>\$0</b>	<b>29.00</b>

#### FRINGE BENEFITS

Line Item Description	Cost for Program Operation	Cost for Training and Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Employees
1 Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI)	\$17,043	\$0	\$0	0.00
2 Health / Dental / Life Insurance	\$51,096	\$0	\$0	0.00
3 Retirement	\$102,505	\$0	\$0	0.00
<b>FRINGE BENEFITS Total</b>	<b>\$170,644</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00</b>

#### TRAVEL

Line Item Description	Cost for Program Operation	Cost for Training and Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Employees
1 Staff Out-Of-Town Travel	\$0	\$7,900	\$0	0.00
<b>TRAVEL Total</b>	<b>\$0</b>	<b>\$7,900</b>	<b>\$0</b>	<b>0.00</b>

#### SUPPLIES

**GABI - Grant Application Report**

**Grant / Delegate No:** 06CH5416 / 000      **Agency Name:** Denton ISD Head Start  
**Program Type:** Head Start      **Application Type:** Basic      **State:** TX **Fiscal Year:** 2014 **Budget Period:** 07/01/2014 to 06/30/2015

**Line Item Budget**

Line Item Description		Cost for Program Operation	Cost for Training and Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Employees
1	Office Supplies	\$560	\$0	\$0	0.00
2	Child and Family Services Supplies	\$0	\$0	\$0	0.00
3	Food Services Supplies	\$18,000	\$0	\$0	0.00
4	postage, copier rental, printer ink	\$6,000	\$0	\$0	0.00
<b>SUPPLIES Total</b>		<b>\$24,560</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00</b>

**OTHER**

Line Item Description		Cost for Program Operation	Cost for Training and Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Employees
5	Building and Child Liability Insurance	\$782	\$0	\$0	0.00
11	Volunteers	\$0	\$0	\$320,860	0.00
12	Substitutes (if not paid benefits)	\$30,000	\$0	\$0	0.00
16	Training or Staff Development	\$0	\$13,266	\$0	0.00
<b>OTHER Total</b>		<b>\$30,782</b>	<b>\$13,266</b>	<b>\$320,860</b>	<b>0.00</b>

**DIRECT COSTS**

		Cost for Program Operation	Cost for Training and Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Employees
<b>DIRECT COSTS Total</b>		<b>\$1,262,277</b>	<b>\$21,166</b>	<b>\$320,860</b>	<b>29.00</b>
Line Item Budget Total		Cost for Program Operation	Cost for Training and Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Employees
<b>Line Item Budget Total</b>		<b>\$1,262,277</b>	<b>\$21,166</b>	<b>\$320,860</b>	<b>29.00</b>

## GABI - Grant Application Report

**Grant / Delegate No:** 06CH5416 / 000  
**Program Type:** Head Start

**Agency Name:** Denton ISD Head Start  
**Application Type:** Basic

**State:** TX **Fiscal Year:** 2014 **Budget Period:** 07/01/2014 to 06/30/2015

### Other Funding Sources

#### FEDERAL FUNDING

1. Federal Child Development and Child Care Funds		\$0
2. USDA Funds for Nutrition Services		\$136,975
3. Other Federal Funding	( )	\$0

#### STATE FUNDING

4. State Preschool Programs		\$0
5. Other State Funding	( )	\$0

#### LOCAL FUNDING

6. School District Funding		\$0
7. Other Local Government Funding	( )	\$0

#### OTHER FUNDING

8. Tribal Government Funding		\$0
9. Fundraising Activities		\$0
10. Other	( )	\$0

**Total:** \$136,975

## GABI - Grant Application Report

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 **Agency Name:** Denton ISD Head Start  
**Program Type:** Head Start     
 **Application Type:** Basic     
 **State:** TX     
**Fiscal Year:** 2014     
**Budget Period:** 07/01/2014 to 06/30/2015

### Uploaded Documents

Document Type	Document Name
SF424: Application for Federal Assistance	06CH5416 - FY14 - SF424.pdf
Additional Document	06CH5416-FY14-Attachment 8-2012-2013 PIR.pdf
Additional Document	06CH5416-FY14-Attachment 6-Community Assessment PIP.pdf
Additional Application Document	06CH5416-FY14-Program Approach Form.pdf
Policy Council Statements	06CH5416-FY14-Policy Council Authorization.pdf
Results of Self-Assessment and Improvement Plan	06CH5416 - FY14-Attachment 3-Self Assessment.pdf
Additional Policy Council Document	06CH5416 - FY14 - Signed Policy Council Minutes.pdf
Training and Technical Assistance Plan	06CH5416 - FY14 -Attachment 2-TTA Plan.pdf
Indirect Cost Negotiated Agreement	Indirect cost rate.pdf
Additional Application Document	06CH5416-FY14-Director Signature Page.pdf
Additional Application Document	06CH5416-FY14-Attachment 1-Organizational Chart.pdf
Application and Budget Justification	06CH5416 - FY14 - GRANT APPLICATION.pdf
Employee Compensation Cap Compliance Assurance	06CH5416 FY2014 Employee Compensation Cap.pdf
Additional Document	06CH5416-FY14-Attachment 7-Strategic Plan.pdf
Additional Application Document	06CH5416 -FY14 - SF-428.pdf
Additional Application Document	06CH5416-FY14-SF-428S.pdf
SF424A: Budget Information - Non-Construction Programs	06CH5416 - FY14 - Sf424A.pdf
SF424B: Assurances - Non-Construction Programs	06CH5416 - FY14 - SF424B.pdf
Additional Application Document	06CH5416-FY14-School Board Signature Page.pdf
Additional Application Document	06CH5416 - FY14 -Salary Comparison Eastern Metroplex.pdf
Additional Application Document	06CH5416 FY14 - Head Start payroll projection.pdf
Additional Application Document	06CH5416 - FY14 - Lobbying, Tobacco Use, Drug free workplace policies.pdf
Additional Policy Council Document	06CH5416 - FY14 -Policy Council Sign in Sheet.pdf
Additional Document	06CH5416 - FY14 -Attachment 4-Self Assessment PIP.pdf
Additional Document	06CH65416-FY14-Attachment 5-Community Assessment 2014.pdf
Additional Application Document	06CH5416 - FY14 - SF-429.pdf

**GABI - Detail Report**

**Grant / Delegate No:** 06CH5416 / 000  
**Program Type:** Head Start

**Agency Name:** Denton ISD Head Start  
**Application Type:** Basic

**State:** TX **Fiscal Year:** 2014 **Budget Period:** 07/01/2014 to 06/30/2015

**Funding Summary**

Funding Category	Key Features Total	Line Item Budget Total
Cost for Program Operations:	\$1,262,277	\$1,262,277
Cost for Training and Technical Assistance:	\$21,166	\$21,166
Non-federal Share (Cash and in-kind):	\$320,860	\$320,860
<b>Total:</b>	<b>\$1,604,303</b>	<b>\$1,604,303</b>

**Other Funding Sources**

**FEDERAL FUNDING**

1. Federal Child Development and Child Care Funds		\$0
2. USDA Funds for Nutrition Services		\$136,975
3. Other Federal Funding	( )	\$0

**STATE FUNDING**

4. State Preschool Programs		\$0
5. Other State Funding	( )	\$0

**LOCAL FUNDING**

6. School District Funding		\$0
7. Other Local Government Funding	( )	\$0

**OTHER FUNDING**

8. Tribal Government Funding		\$0
9. Fundraising Activites		\$0
10. Other	( )	\$0

**Total:** \$136,975



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**Enrollment**

Center-based (CB): 193	Combination Program (CO): 0	Family Child Care (FCC): 0	Pregnant Women (PW):0
Home-based (HB): 0	Locally Designed Program (LD): 0	Total Child Enrollment: 193	Total Funded Enrollment: 193

**Program Schedule**

Program Option	2. Funded child enrollment	3a. Number of classes / groups / family child care settings	3b. Double session?	4. Number of hours of classes / groups / FCC settings per child, per day	5. Number of days of classes / groups / FCC settings per child, per week	6. Number of days of classes / groups / FCC settings per child, per year	7. Number of home visits per child, per year	8. Number of hours per home visit	9. Number of home visits per child, per year (HB only)	10. Number of hours per home visit (HB only)	11. Number of hours per home-based socialization experience (HB only)	12. Number of home-based socialization experiences per child, per year (HB only)
Center-based	193	12	No	6.5	5	179	3	2	0	0	0	0

**GABI - Detail Report**

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**Application Type:** Basic

**State:** TX **Fiscal Year:** 2014 **Budget Period:** 07/01/2014 to 06/30/2015

### Summary of Budget Categories

Budget Category	PO	TTA	NFS
Personnel	\$1,036,291	\$0	\$0
Fringe Benefits	\$170,644	\$0	\$0
Travel	\$0	\$7,900	\$0
Equipment	\$0	\$0	\$0
Supplies	\$24,560	\$0	\$0
Contractual	\$0	\$0	\$0
Construction	\$0	\$0	\$0
Other	\$30,782	\$13,266	\$320,860
<b>Total Direct Costs</b>	<b>\$1,262,277</b>	<b>\$21,166</b>	<b>\$320,860</b>
Indirect Costs	\$0	\$0	\$0
<b>SUMMARY OF BUDGET CATEGORIES TOTAL</b>	<b>\$1,262,277</b>	<b>\$21,166</b>	<b>\$320,860</b>

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**Line Item Budget**

**PERSONNEL: Child Health and Developmental Services Personnel**

Line Item Description		PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
1	Program Managers and Content Area Experts	\$55,768	\$288.95	\$0	\$0.00	\$0	\$0.00	\$55,768	\$288.95	1.00
2	Teachers / Infant Toddler Teachers	\$629,569	\$3,262.02	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	12.00
5	Teacher Aides and Other Education Personnel	\$236,244	\$1,224.06	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	12.00
<b>PERSONNEL: Child Health and Developmental Services Personnel Sub-Total</b>		<b>\$921,581</b>	<b>\$4,775.03</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$55,768</b>	<b>\$288.95</b>	<b>25.00</b>

**PERSONNEL: Family and Community Partnernships Personnel**

Line Item Description		PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
11	Family & Community Personnel	\$93,467	\$484.28	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	3.00
<b>PERSONNEL: Family and Community Partnernships Personnel Sub-Total</b>		<b>\$93,467</b>	<b>\$484.28</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>3.00</b>

**PERSONNEL: Program Design and Management Personnel**

Line Item Description		PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
16	Clerical Personnel	\$21,243	\$110.07	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	1.00
<b>PERSONNEL: Program Design and Management Personnel Sub-Total</b>		<b>\$21,243</b>	<b>\$110.07</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>1.00</b>
<b>PERSONNEL TOTAL</b>		<b>\$1,036,291</b>	<b>\$5,369.38</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$55,768</b>	<b>\$288.95</b>	<b>29.00</b>

**FRINGE BENEFITS**

Line Item Description		PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
1	Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI)	\$17,043	\$88.31	\$0	\$0.00	\$0	\$0.00	\$917	\$4.75	0.00
2	Health / Dental / Life Insurance	\$51,096	\$264.75	\$0	\$0.00	\$0	\$0.00	\$2,749	\$14.24	0.00
3	Retirement	\$102,505	\$531.11	\$0	\$0.00	\$0	\$0.00	\$5,515	\$28.57	0.00
<b>FRINGE BENEFITS TOTAL</b>		<b>\$170,644</b>	<b>\$884.17</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$9,181</b>	<b>\$47.57</b>	<b>0.00</b>

**TRAVEL**

Line Item Description		PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
1	Staff Out-Of-Town Travel	\$0	\$0.00	\$7,900	\$40.93	\$0	\$0.00	\$395	\$2.05	0.00
<b>TRAVEL TOTAL</b>		<b>\$0</b>	<b>\$0.00</b>	<b>\$7,900</b>	<b>\$40.93</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$395</b>	<b>\$2.05</b>	<b>0.00</b>

**SUPPLIES**

Line Item Description		PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
1	Office Supplies	\$560	\$2.90	\$0	\$0.00	\$0	\$0.00	\$560	\$2.90	0.00
2	Child and Family Services Supplies	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00

**GABI - Detail Report**

**Grant / Delegate No:** 06CH5416 / 000  
**Program Type:** Head Start

**Agency Name:** Denton ISD Head Start  
**Application Type:** Basic

**State:** TX **Fiscal Year:** 2014 **Budget Period:** 07/01/2014 to 06/30/2015

**Line Item Budget**

Line Item Description	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
3 Food Services Supplies	\$18,000	\$93.26	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
4 postage, copier rental, printer ink	\$6,000	\$31.09	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
<b>SUPPLIES TOTAL</b>	<b>\$24,560</b>	<b>\$127.25</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$560</b>	<b>\$2.90</b>	<b>0.00</b>

**OTHER**

Line Item Description	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
5 Building and Child Liability Insurance	\$782	\$4.05	\$0	\$0.00	\$0	\$0.00	\$39	\$0.20	0.00
11 Volunteers	\$0	\$0.00	\$0	\$0.00	\$320,860	\$1,662.49	\$0	\$0.00	0.00
12 Substitutes (if not paid benefits)	\$30,000	\$155.44	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
16 Training or Staff Development	\$0	\$0.00	\$13,266	\$68.74	\$0	\$0.00	\$0	\$0.00	0.00
<b>OTHER TOTAL</b>	<b>\$30,782</b>	<b>\$159.49</b>	<b>\$13,266</b>	<b>\$68.74</b>	<b>\$320,860</b>	<b>\$1,662.49</b>	<b>\$39</b>	<b>\$0.20</b>	<b>0.00</b>

**DIRECT COSTS**

	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
<b>DIRECT COSTS TOTAL</b>	<b>\$1,262,277</b>	<b>\$6,540.30</b>	<b>\$21,166</b>	<b>\$109.67</b>	<b>\$320,860</b>	<b>\$1,662.49</b>	<b>\$65,943</b>	<b>\$341.67</b>	<b>29.00</b>
	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
<b>LINE ITEM BUDGET TOTAL</b>	<b>\$1,262,277</b>	<b>\$6,540.30</b>	<b>\$21,166</b>	<b>\$109.67</b>	<b>\$320,860</b>	<b>\$1,662.49</b>	<b>\$65,943</b>	<b>\$341.67</b>	<b>29.00</b>

**GABI - Detail Report**

**Grant / Delegate No:** 06CH5416 / 000  
**Program Type:** Head Start

**Agency Name:** Denton ISD Head Start  
**Application Type:** Basic

**State:** TX **Fiscal Year:** 2014 **Budget Period:** 07/01/2014 to 06/30/2015

**Costs By Function**

**PERSONNEL: Child Health and Developmental Services Personnel**

	Line Item Description	Admin	Education	Health	Nutrition	FC Partner	Disability	Transportation	Occupancy	Other	Total
1	Program Managers and Content Area Experts	\$55,768.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$55,768.00
2	Teachers / Infant Toddler Teachers	\$0.00	\$629,569.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$629,569.00
5	Teacher Aides and Other Education Personnel	\$0.00	\$236,244.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$236,244.00
<b>PERSONNEL: Child Health and Developmental Services Personnel Sub-Total</b>		<b>\$55,768.00</b>	<b>\$865,813.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$921,581.00</b>

**PERSONNEL: Family and Community Partnernships Personnel**

	Line Item Description	Admin	Education	Health	Nutrition	FC Partner	Disability	Transportation	Occupancy	Other	Total
11	Family & Community Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$93,467.00	\$0.00	\$0.00	\$0.00	\$0.00	\$93,467.00
<b>PERSONNEL: Family and Community Partnernships Personnel Sub-Total</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$93,467.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$93,467.00</b>

**PERSONNEL: Program Design and Management Personnel**

	Line Item Description	Admin	Education	Health	Nutrition	FC Partner	Disability	Transportation	Occupancy	Other	Total
16	Clerical Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$21,243.00	\$21,243.00
<b>PERSONNEL: Program Design and Management Personnel Sub-Total</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$21,243.00</b>	<b>\$21,243.00</b>
<b>PERSONNEL TOTAL</b>		<b>\$55,768.00</b>	<b>\$865,813.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$93,467.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$21,243.00</b>	<b>\$1,036,291.00</b>

**FRINGE BENEFITS**

	Line Item Description	Admin	Education	Health	Nutrition	FC Partner	Disability	Transportation	Occupancy	Other	Total
1	Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI)	\$916.91	\$14,239.43	\$0.00	\$0.00	\$1,537.28	\$0.00	\$0.00	\$0.00	\$349.38	\$17,043.00
2	Health / Dental / Life Insurance	\$2,748.96	\$42,690.71	\$0.00	\$0.00	\$4,608.86	\$0.00	\$0.00	\$0.00	\$1,047.47	\$51,096.00
3	Retirement	\$5,514.77	\$85,642.93	\$0.00	\$0.00	\$9,245.95	\$0.00	\$0.00	\$0.00	\$2,101.35	\$102,505.00
<b>FRINGE BENEFITS TOTAL</b>		<b>\$9,180.65</b>	<b>\$142,573.06</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$15,392.09</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$3,498.20</b>	<b>\$170,644.00</b>

**TRAVEL**

	Line Item Description	Admin	Education	Health	Nutrition	FC Partner	Disability	Transportation	Occupancy	Other	Total
1	Staff Out-Of-Town Travel	\$395.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,505.00	\$0.00	\$0.00	\$7,900.00
<b>TRAVEL TOTAL</b>		<b>\$395.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$7,505.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$7,900.00</b>

**SUPPLIES**

	Line Item Description	Admin	Education	Health	Nutrition	FC Partner	Disability	Transportation	Occupancy	Other	Total
1	Office Supplies	\$560.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$560.00
2	Child and Family Services Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	Food Services Supplies	\$0.00	\$0.00	\$0.00	\$18,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,000.00
4	postage, copier rental, printer ink	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,000.00	\$6,000.00
<b>SUPPLIES TOTAL</b>		<b>\$560.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$18,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$6,000.00</b>	<b>\$24,560.00</b>

**OTHER**

**GABI - Detail Report**

**Grant / Delegate No:** 06CH5416 / 000  
**Program Type:** Head Start

**Agency Name:** Denton ISD Head Start  
**Application Type:** Basic

**State:** TX **Fiscal Year:** 2014 **Budget Period:** 07/01/2014 to 06/30/2015

**Costs By Function**

	Line Item Description	Admin	Education	Health	Nutrition	FC Partner	Disability	Transportation	Occupancy	Other	Total
5	Building and Child Liability Insurance	\$39.10	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$742.90	\$0.00	\$782.00
11	Volunteers	\$0.00	\$320,860.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$320,860.00
12	Substitutes (if not paid benefits)	\$0.00	\$30,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,000.00
16	Training or Staff Development	\$0.00	\$13,266.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,266.00
<b>OTHER TOTAL</b>		<b>\$39.10</b>	<b>\$364,126.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$742.90</b>	<b>\$0.00</b>	<b>\$364,908.00</b>

**DIRECT COSTS**

	Admin	Education	Health	Nutrition	FC Partner	Disability	Transportation	Occupancy	Other	Total
<b>DIRECT COSTS TOTAL</b>	<b>\$65,942.75</b>	<b>\$1,372,512.06</b>	<b>\$0.00</b>	<b>\$18,000.00</b>	<b>\$108,859.09</b>	<b>\$0.00</b>	<b>\$7,505.00</b>	<b>\$742.90</b>	<b>\$30,741.20</b>	<b>\$1,604,303.00</b>
	Admin	Education	Health	Nutrition	FC Partner	Disability	Transportation	Occupancy	Other	Total
<b>COSTS OF FUNCTION TOTAL</b>	<b>\$65,942.75</b>	<b>\$1,372,512.06</b>	<b>\$0.00</b>	<b>\$18,000.00</b>	<b>\$108,859.09</b>	<b>\$0.00</b>	<b>\$7,505.00</b>	<b>\$742.90</b>	<b>\$30,741.20</b>	<b>\$1,604,303.00</b>

**GABI - Detail Report**

**Grant / Delegate No:** 06CH5416 / 000      **Agency Name:** Denton ISD Head Start  
**Program Type:** Head Start      **Application Type:** Basic      **State:** TX **Fiscal Year:** 2014 **Budget Period:** 07/01/2014 to 06/30/2015

**Summary Items**

1. **Administrative Costs:**  
 The maximum allowable expenditure for administrative costs is 15% of the total budget. For a detailed break down, please review the last page of this report:  
 Total Admin Costs: \$65,942.75  
 Total Budget: \$1,604,303.00  
 Admin. as a % of Total Budget: 4.11%
2. **Non-federal Share:**  
 For most grantees, a minimum of 20% of the total budget must be non-federal share:  
 Total Non-federal Share: \$320,860.00  
 Total Budget: \$1,604,303.00  
 Non-federal Share as a % of Total Budget: 20.00%
3. **Average Class Size:**  
 Average class size for CB Program Schedules that involve double sessions should be between 13 and 20. Average class size for the CB and CO Program Schedules (including double sessions) should be between 15 and 20:  
 Center-Based Double Sessions: 0.00  
 Center-Based AND Combination Non-double Sessions: 16.08  
 All Center-Based AND Combination Sessions: 16.08
4. **Cost Per Child and Hours of Service Per Child:**  
 The following table shows information on costs and hours of service for this agency:  
 Overall Cost Per Child: \$8,312.45  
 Total Hours of Service Per Child: 1,169.50  
 Overall Cost Per Child Per Hour: \$7.11
5. **Federal Personnel and Fringe Costs:**  
 Federal Personnel Cost: \$1,036,291.00  
 Federal Fringe Cost: \$170,644.00  
 Total Federal Budget: \$1,283,443.00  
 Federal Personnel Cost as a % of Total Federal Budget: 80.74%  
 Federal Fringe Cost as a % of Total Federal Budget: 13.30%  
 Federal Personnel plus Fringe Cost as a % of Total Federal Budget: 94.04%  
 \*In general, the combined costs of Personnel and Fringe should account for between 60% and 80% of the federal budget.
6. **Fringe Rate:**  
 If the fringe cost for an agency is less than 10% or more than 30% of personnel, there may be an inaccurate entry in Personnel:  
 Total Fringe Cost: \$170,644.00  
 Total Personnel Cost: \$1,036,291.00  
 Total Fringe Cost as % of Total Personnel Cost: 16.47%
7. **Fringe Benefits:**  
 The following shows if this agency pays for health / dental / life and/or retirement benefits:  
 Health / Dental / Life: Yes  
 Retirement: Yes
8. **Child Travel:**  
 Most agencies have child travel costs or less than \$3 per child per day. If the costs for this agency are higher than that, perhaps staff should check into alternative modes of transportation:  
 Child Travel Costs: (\$395.00)  
 Child Travel Cost Per Child Per Day: (\$0.01)
9. **Out-of-Town Staff Travel:**  
 Most agencies have out-of-town staff travel costs between \$60 and \$65 per child. If the costs for this agency are higher, check that they are justified:  
 Out-of-Town Staff Travel Cost: \$7,900.00  
 Out-of-Town Staff Travel Cost Per Child: \$40.93
10. **Food and Nutrition:**  
 Most agencies spend less than \$2.50 per child per day for food and nutrition costs in addition to USDA funds. If this agency spends more, check

## GABI - Detail Report

**Grant / Delegate No:** 06CH5416 / 000      **Agency Name:** Denton ISD Head Start  
**Program Type:** Head Start      **Application Type:** Basic      **State:** TX      **Fiscal Year:** 2014      **Budget Period:** 07/01/2014 to 06/30/2015

### Summary Items

that the agency is making full use of USDA funds:

Food and Nutrition Cost (from Budget):	\$18,000.00
Food and Nutrition Cost Per Child Per Day:	\$0.52

#### 11. Content Area Experts:

Agency has content area experts for the following functions:

Education:	Yes
Health:	No
Nutrition:	Yes
Family and Community Partnerships:	Yes
Disability Services:	No

#### 12. Case Loads:

The national average for Family Workers' case loads is 47. For Home Visitors, case loads are typically between 8 and 10:

Family and Community Partnership Staff Case Load:	64.33
Home Visitor Case Load:	0.00

#### 13. USDA Funding:

USDA should pay for at least 80% of cooks, children's food, and food supply costs. For this agency:

USDA Funding and Food and Nutrition Cost:	\$154,975.00
USDA Funding as a percentage of above:	88.39%



**GABI - Detail Report**

**Grant / Delegate No:** 06CH5416 / 000  
**Program Type:** Head Start

**Agency Name:** Denton ISD Head Start  
**Application Type:** Basic

**State:** TX **Fiscal Year:** 2014 **Budget Period:** 07/01/2014 to 06/30/2015

**Summary Items**

The following budget line items show administrative costs:

**PERSONNEL: Child Health and Developmental Services Personnel**

Description	Admin Costs	Number of Staff	Admin Costs (% Total Budget)
1 Program Managers and Content Area Experts	\$55,768.00	1.00	3.48%

**FRINGE BENEFITS**

Description	Admin Costs	Number of Staff	Admin Costs (% Total Budget)
1 Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI)	\$916.91	0.00	0.06%
2 Health / Dental / Life Insurance	\$2,748.96	0.00	0.17%
3 Retirement	\$5,514.77	0.00	0.34%

**TRAVEL**

Description	Admin Costs	Number of Staff	Admin Costs (% Total Budget)
1 Staff Out-Of-Town Travel	\$395.00	0.00	0.02%

**SUPPLIES**

Description	Admin Costs	Number of Staff	Admin Costs (% Total Budget)
1 Office Supplies	\$560.00	0.00	0.03%

**OTHER**

Description	Admin Costs	Number of Staff	Admin Costs (% Total Budget)
5 Building and Child Liability Insurance	\$39.10	0.00	0.00%

<b>SUMMARY ITEM TOTAL</b>	<b>\$65,942.75</b>	<b>1.00</b>	<b>4.11%</b>
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	Line Item Description	Admin %	Education %	Health %	Nutrition %	FC Partner %	Disabilities %	Transportation %	Occupancy %	Other %	Total %
<b>Personnel: Child Health and Developmental Services Personnel</b>											
1	Program Managers and Content Area Experts	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
2	Teachers / Infant Toddler Teachers	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
3	Family Child Care Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
4	Home Visitors	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
5	Teacher Aides and Other Education Personnel	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
6	Health / Mental Health Services Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
7	Disabilities Services Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
8	Nutrition Services Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
9	Other Child Services Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
<b>Personnel: Family and Community Partnerships Personnel</b>											
10	Program Managers and Content Area Experts	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
11	Family & Community Personnel	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100%
<b>Personnel: Program Design and Management Personnel</b>											
12	Executive Director / Other Supervisor of HS Director	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
13	Head Start / Early Head Start Director	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
14	Managers	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
15	Staff Development	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
16	Clerical Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100%
17	Fiscal Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
18	Other Administrative Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
<b>Personnel: Other Personnel</b>											
19	Maintenance Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
20	Transportation Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
21	Other Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
<b>Fringe Benefits</b>											
1	Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI)	5.38%	83.55%	0.00%	0.00%	9.02%	0.00%	0.00%	0.00%	2.05%	100%
2	Health / Dental / Life Insurance	5.38%	83.55%	0.00%	0.00%	9.02%	0.00%	0.00%	0.00%	2.05%	100%
3	Retirement	5.38%	83.55%	0.00%	0.00%	9.02%	0.00%	0.00%	0.00%	2.05%	100%
4	Other Fringe	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
<b>Travel</b>											
1	Staff Out-Of-Town Travel	5.00%	0.00%	0.00%	0.00%	0.00%	0.00%	95.00%	0.00%	0.00%	100%
<b>Equipment</b>											
1	Office Equipment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
2	Classroom / Outdoor / Home-based / FCC	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
3	Vehicle Purchase	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
4	Other Equipment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
<b>Supplies</b>											
1	Office Supplies	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
2	Child and Family Services Supplies	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%

	Line Item Description	Admin %	Education %	Health %	Nutrition %	FC Partner %	Disabilities %	Transportation %	Occupancy %	Other %	Total %
3	Food Services Supplies	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
4	postage, copier rental, printer ink	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100%
<b>Contractual</b>											
1	Administrative Services (e.g., Legal, Accounting)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
2	Health / Disabilities Services	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
3	Food Service	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
4	Child Transportation Services	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
5	Training and Technical Assistance	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
6	Family Child Care	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
7	Delegate Agency Costs	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
8	Other Contracts	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
<b>Construction</b>											
1	New Construction	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
2	Major Renovation	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
3	Acquisition of Buildings / Modular Units	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
<b>Other</b>											
1	Depreciation / Use Allowance	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
2	Rent	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
3	Mortgage	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
4	Utilities, Telephone	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
5	Building and Child Liability Insurance	5.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	95.00%	0.00%	100%
6	Building Maintenance / Repair and Other Occupancy	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
7	Incidental Alterations / Renovations	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
8	Local Travel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
9	Nutrition Services	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
10	Child Services Consultants	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
11	Volunteers	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
12	Substitutes (if not paid benefits)	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
13	Parent Services	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
14	Accounting and Legal Services	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
15	Publications / Advertising / Printing	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
16	Training or Staff Development	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
17	Other	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
<b>Indirect Costs</b>											
1	Indirect Costs	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%

# APPLICATION FOR FEDERAL ASSISTANCE

<b>1. TYPE OF SUBMISSION</b> Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction		Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	<b>2. DATE SUBMITTED:</b> Applicant Identifier 06CH5416
			<b>3. DATE RECEIVED BY STATE:</b> State Application Identifier
			<b>4. DATE RECEIVED BY FEDERAL AGENCY:</b> Federal Identifier 06CH5416 - 000

## 5. APPLICANT INFORMATION

Legal Name: DENTON INDEPENDENT SCHOOL DISTRICT	Organizational Unit: Department: HHS: Office of Head Start
Organizational DUNS: 055311104	Division: HHS: Office of Head Start
<b>Address:</b> Street: 901 Audra Lane	<b>Name and telephone number of the person to be contacted on matters involving this application (give area code)</b> Prefix: Ms. Middle Name:
City: Denton	First Name: Angela
County: N/A	Last Name: Hellman
State: TX Zip Code: 76209	Suffix:
Country: N/A	Email: ahellman@dentonisd.org

<b>6. EMPLOYER IDENTIFICATION NUMBER (EIN)</b> 756001311	Phone Number (give area code) (940)369-3901	Fax Number (give area code) (940)369-4930
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<b>8. TYPE OF APPLICATION</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): Other (specify)	<b>7. TYPE OF APPLICANT (enter appropriate letter in box)</b> <input checked="" type="checkbox"/> H Other (specify)
	<b>9. NAME OF FEDERAL AGENCY:</b> HHS / ACF / OHS

<b>10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b> 93.600 TITLE (Name of Program): Head Start / Early Head Start	<b>11. DESCRIPTION TITLE OF APPLICANT'S PROJECT:</b> Refunding for FY2014
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<b>12. AREAS AFFECTED BY PROJECT (Cities, Counties, States etc.):</b> Denton, Texas
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<b>13. PROPOSED PROJECT:</b> Start Date: 07/01/2014 Ending Date: 06/30/2015	<b>14. CONGRESSIONAL DISTRICTS OF:</b> a. Applicant: 026 b. Project:
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<b>15. ESTIMATED FUNDING</b>	<b>16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</b>
a. Federal \$1,283,443	a. YES THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON Date:
b. Applicant \$320,860	b. NO <input type="checkbox"/> PROGRAM IS NOT COVERED BY E.O. 12372
c. State \$0	<input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW
d. Local \$0	<b>17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?</b>
e. Other \$0	<input type="checkbox"/> Yes If "Yes," attach an explanation. <input checked="" type="checkbox"/> No
f. Program Income \$0	
g. Total \$1,604,303	

**18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED**

<b>a. Authorized Representative</b>		
Prefix: Mr.	First Name: Charles	Middle Name:
Last Name: Stafford		Suffix:
b. Title: Authorizing Official		c. Telephone number: (940)369-3901
d. Signature of Authorized Representative: <i>Charles R. Stafford</i>		e. Date Signed: 4-18-14

**GABI - SF424A Report**

**Grant / Delegate No:** 06CH5416 / 000  
**Program Type:** Head Start

**Agency Name:** Denton ISD Head Start  
**Application Type:** Basic

**State:** TX **Fiscal Year:** 2014 **Budget Period:** 07/01/2014 to 06/30/2015

OMB Approval No. 0348-0044

**BUDGET INFORMATION - Non Construction Programs**

**SECTION A - BUDGET SUMMARY**

Grant Program, Function, or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		Total (g)
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	
1 Program Operation	93.600	\$0	\$0	\$1,262,277	\$320,860	\$1,583,137
2 TTA	93.600	\$0	\$0	\$21,166	\$0	\$21,166
3		\$0	\$0	\$0	\$0	\$0
4		\$0	\$0	\$0	\$0	\$0
<b>5 Total (Sum of lines 1-4)</b>		<b>\$0</b>	<b>\$0</b>	<b>\$1,283,443</b>	<b>\$320,860</b>	<b>\$1,604,303</b>

**SECTION B - FEDERAL RESOURCES**

**GRANT PROGRAM, FUNCTION, OR ACTIVITY**

6. Object Budget Categories	(1) Program Operation	(2) TTA	(3)	(4)	Total
a. Personnel	\$1,036,291	\$0	\$0	\$0	\$1,036,291
b. Fringe Benefits	\$170,644	\$0	\$0	\$0	\$170,644
c. Travel	\$0	\$7,900	\$0	\$0	\$7,900
d. Equipment	\$0	\$0	\$0	\$0	\$0
e. Supplies	\$24,560	\$0	\$0	\$0	\$24,560
f. Contractual	\$0	\$0	\$0	\$0	\$0
g. Construction	\$0	\$0	\$0	\$0	\$0
h. Other	\$30,782	\$13,266	\$0	\$0	\$44,048
i. Total Direct Charges (sum of 6a - 6h)	\$1,262,277	\$21,166	\$0	\$0	\$1,283,443
j. Indirect Costs	\$0	\$0	\$0	\$0	\$0
k. Totals (sum of 6a - 6j)	\$1,262,277	\$21,166	\$0	\$0	\$1,283,443
7. Program Income	\$0	\$0	\$0	\$0	\$0

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 Prescribed by OMB Circular A-102

**GABI - SF424A Report**

**Grant / Delegate No:** 06CH5416 / 000  
**Program Type:** Head Start

**Agency Name:** Denton ISD Head Start  
**Application Type:** Basic

**State:** TX **Fiscal Year:** 2014 **Budget Period:** 07/01/2014 to 06/30/2015

**BUDGET INFORMATION - Non Construction Programs**

OMB Approval No. 0348-0044

**SECTION C - NON-FEDERAL RESOURCES**

Grant Program (a)		Applicant (b)	State (c)	Other (d)	Total (e)
8	NFS	\$320,860	\$0	\$0	\$320,860
9		\$0	\$0	\$0	\$0
10		\$0	\$0	\$0	\$0
11		\$0	\$0	\$0	\$0
<b>12</b>	<b>Total (Sum of lines 8-11)</b>	<b>\$320,860</b>	<b>\$0</b>	<b>\$0</b>	<b>\$320,860</b>

**SECTION D - FORECASTED CASH NEEDS**

Budget Category		Current Year Budget	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13	Federal	\$1,283,443	\$320,861	\$320,861	\$320,861	\$320,860
14	Non-Federal	\$320,860	\$80,215	\$80,215	\$80,215	\$80,215
<b>15</b>	<b>Total (Sum of lines 13-14)</b>	<b>\$1,604,303</b>	<b>\$401,076</b>	<b>\$401,076</b>	<b>\$401,076</b>	<b>\$401,075</b>

**SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT**

Grant Program (a)		FUTURE FUNDING PERIODS (Years)			
		First (b)	Second (c)	Third (d)	Fourth (e)
16	Program Operation	\$395,784	\$395,784	\$395,784	\$395,785
17	TTA	\$5,291	\$5,291	\$5,292	\$5,292
18		\$0	\$0	\$0	\$0
19		\$0	\$0	\$0	\$0
<b>20</b>	<b>Total (Sum of lines 16-19)</b>	<b>\$401,075</b>	<b>\$401,075</b>	<b>\$401,076</b>	<b>\$401,077</b>

**SECTION F - OTHER BUDGET INFORMATION**

21. Direct Charges:	22. Indirect Charges:
23. Remarks:	

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 Prescribed by OMB Circular A-102

**CERTIFICATION REGARDING LOBBYING  
FOR CONTRACTS, GRANTS, LOANS  
AND COOPERATIVE AGREEMENTS**

The undersigned certifies to the best of his or her knowledge and belief, that:

- (1) No Federal appropriate funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person influencing or attempting to influence an officer or employee or an agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty or not less than \$10,000 and not more than \$100,000 for each such failure.

I hereby agree to the above certifications and assurances.

Charles R. Stafford

Signature of Certifying Official

4-18-14

Date

Pres., Board of Trustees

Title

Denton ISD

Applicant Organization

## **LOBBYING, TOBACCO USE POLICIES ,DRUG FREE WORKPLACE REQUIREMENTS**

### **Associations and Political Activities**

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

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

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

### **Tobacco Use – Policies DH, GKA, FNCD**

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

### **Alcohol and Drug-Abuse Prevention**

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

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

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

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

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



## **Drug-Free Workplace, DI \*TASB Required Notification\***

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

### **FEDERAL DRUG-FREE WORKPLACE ACT**

A district that receives a direct federal grant must agree to provide a drug-free workplace by:

1. Publishing a statement notifying employees of the requirements of the federal Drug-Free Workplace Act (DFWA) and requiring that each employee be given a copy of the statement
2. Establishing a drug-free awareness program for employees pursuant to the DFWA
3. Notifying the granting agency within ten days after receiving notice that an employee has been convicted under a criminal drug statute
4. Imposing a sanction on an employee who is convicted of such a violation, or requiring the employee's satisfactory participation in a drug abuse or rehabilitation program; and
5. Making a good faith effort to continue to maintain a drug-free workplace.

*DATE ISSUED: 3/12/2012  
UPDATE 93  
DH(LEGAL)-P*

*Denton ISD  
061901  
EMPLOYEE STANDARDS OF CONDUCT*